



西貢崇真天主教學校(小學部)

Sai Kung Sung Tsun Catholic School(Primary Section)



家長如何應付停課後學習的新常態？





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Sai Kung Sung Tsun Catholic School
(Primary Section)



馮家俊校長

Mr Fung Ka Chun Chris

香港中文大學 學習科學與科技中心顧問
AiTLE資訊科技教育領袖協會執行委員會從屬委員

專研

資訊素養 Information Literacy

移動學習 Mobile Learning

英文科電子學習 eLearning (Primary English)

停課不停學 ...

→ 2003 VS 2021

2021 停課不停學 ...

- ▶ 半天上課 (Half day School)
- ▶ 網上課堂 (Zoom, Teams, Google Hangoutmeet)
- ▶ LMS 學習管理平台 (Google Classroom, Teams)
- ▶ 反轉教室 (Flipped Classroom)
- ▶ 混合式教學 (Blended Learning)
- ▶ 複合教學 (Hybrid Learning)
- ▶ 自主學習 (Self-directed learning)
- ▶ 資訊素養 (Information literacy)

復課後的教育趨勢：

混合式學習



➔ 2021 停課不停學...

➔ 課時 VS 學時



➡ 硬件--普及

➡ 軟件—容易使用(User Friendly), 免費

➡ 因為智能手機的普及性，學生可以省去學習平板電腦的操作。

自攜裝置BYOD

「關愛基金援助項目 (CCF-BYOD)」

「優質教育基金電子學習撥款計劃 (QEF-eLS)」

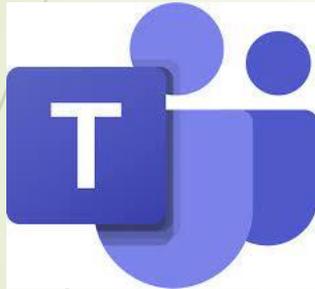
家長擔憂

1. 子女借 BYOD 為名要求買新型號平板電腦
2. 子女以學習為藉口長時間使用平板電腦
3. 子女下載與學習無關的App
4. 上網數據及費用大增
5. 在學校或上學途中遺失電腦
6. 在課堂以外時間使用電腦而遭學校處罰
7. 擔心長時間使用電腦影響視力加深、肩頸手肌炎、沉迷上網.....

校本的BYOD政策

- 校本 BYOD 政策的簡介；
- 持分者的責任及授權：
 - 學生；
 - 家長；
 - 科主任 / 教師 / 校長；
- 家長 / 監護人的承諾書；
- 裝置的遺失、被盜或損壞，以及對應的處理方案；
- 使用網絡（有線及無線 Wi-Fi 網絡）時的注意事項；
- 實施策略、錦囊提示及常見陷阱的預防。

常用的網上課堂應用程式



Microsoft Teams



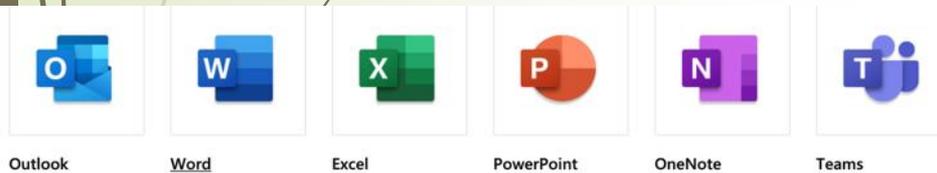
Zoom



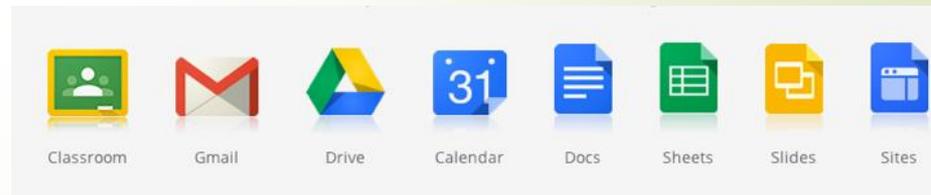
Google meet

常用的電子學習工具

學習管理系統 LEARNING MANAGEMENT SYSTEM



Microsoft 365



Google Workplace for Education

HKedCity VLE

The screenshot displays the HKedCity VLE dashboard. At the top left, the title "儀表板" (Dashboard) is visible. To its right are language selection buttons for "中" (Chinese) and "Eng" (English), along with a settings gear icon. A vertical sidebar on the left contains navigation icons for "帳戶" (Account), "管理員" (Admin), "儀表板" (Dashboard), "課程" (Courses), "月曆" (Calendar), "收件箱" (Inbox), "Commons", and "支援 Help" (Support Help). The main content area is a grid of course cards. The top row includes "翻轉課堂測試課 FlipSC001" (Flipped Classroom Test Class FlipSC001) and "Course for Conferences CourseforConferences". The second row features "Pilot Schools Training Course PilotSchoolsTraining" and "testing testing 2016-17". The bottom row shows two partially visible cards. On the right side, a "要進行" (To Do) panel lists several items: "成績 Project 1 - proposal" (Score Project 1 - proposal), "成績 練習一" (Score Practice 1), "成績 Pre-class Exercise" (Score Pre-class Exercise), "成績 Unnamed quiz" (Score Unnamed quiz), and "成績 Assignment 1" (Score Assignment 1). Below this list are sections for "即將推出" (Upcoming) and "近期回讀" (Recent Reads), each with a "檢視月曆" (View Calendar) link. At the bottom of the right panel are buttons for "開始新課程" (Start New Course) and "檢視成績" (View Scores).

個人化學習的四大元素

Source: Gates Foundation's "Working Definition" of Personalised Learning

A WORKING DEFINITION OF PERSONALIZED LEARNING

Personalized learning seeks to support student learning by tailoring the learning environment—what, when, where, and how students learn—to address their individual needs, skills and interests. Students can take ownership of their learning, while also developing personal connections with their teachers and other adults.

GETTING STARTED

This is a working definition of personalized learning that is intended as a tool to help educators design student-centered instructional models. These attributes and tactics were developed from the practices of a number of leading schools. They are grouped together to offer a comprehensive view of the possible. No one school fully employs each of these today. Start where you want and progress from there.



LEARNER PROFILES

Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.

How might we capture each student's current level of mastery within each of the dimensions that we believe is essential for his/her success (e.g. academic, social, emotional)? In what ways might we highlight a student's attention to their individual needs?

How might we support each student in understanding his/her interests and aspirations?

How might we support each student in setting personal goals within each dimension that we believe is essential for his/her success? In what ways and how frequently might we ask students to reflect on their progress and adjust their goals accordingly?

INFORMATION & FEEDBACK

In what ways and how frequently might we provide timely, actionable information and feedback to each student? How might we also provide that information to their teachers and families?

PERSONAL LEARNING PATHS

All students are held to clear, high expectations, but each student follows a customized path that is tailored to his/her individual strengths, needs, interests and goals.

How might we ensure that each student has a learning path that addresses his/her strengths, needs, interests and goals? How might we ensure that a student's plan is flexible and responsive to his/her changing needs?

How might we ensure that students are able to tackle complex tasks, and that students need to be able to work in the ideal modalities for them, one-on-one tutoring, or in small groups? How might we ensure that these experiences are available to all students?

COMPETENCY BASED PROGRESSION

Each student's progress toward clearly-defined goals is continuously assessed. A student advances and earns credit only when he/she demonstrates mastery.

How might we assess student mastery within the dimensions that we believe is essential for his/her success?

How might we support each individual student to pursue his/her learning path as soon as he/she has mastered a skill? How might students attain mastery?

FLEXIBLE LEARNING ENVIRONMENTS

Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.

OPERATIONAL ALIGNMENT

How might we deliver all of the learning experiences that our students need, with the resources we have available? How might we build flexibility into our design to enable us to respond and adapt to our students' needs?

STAFFING & ROLES

How might we ensure that our staff have the skills and resources they need to support our students' needs?

SPACIAL UTILIZATION

How might we ensure that our learning environments are designed to support our students' needs?

TIME ALLOCATION

How might we ensure that our students' learning experiences are designed to support our students' needs?

GROUPING & CONNECTIONS

How might we ensure that our students' learning experiences are designed to support our students' needs?

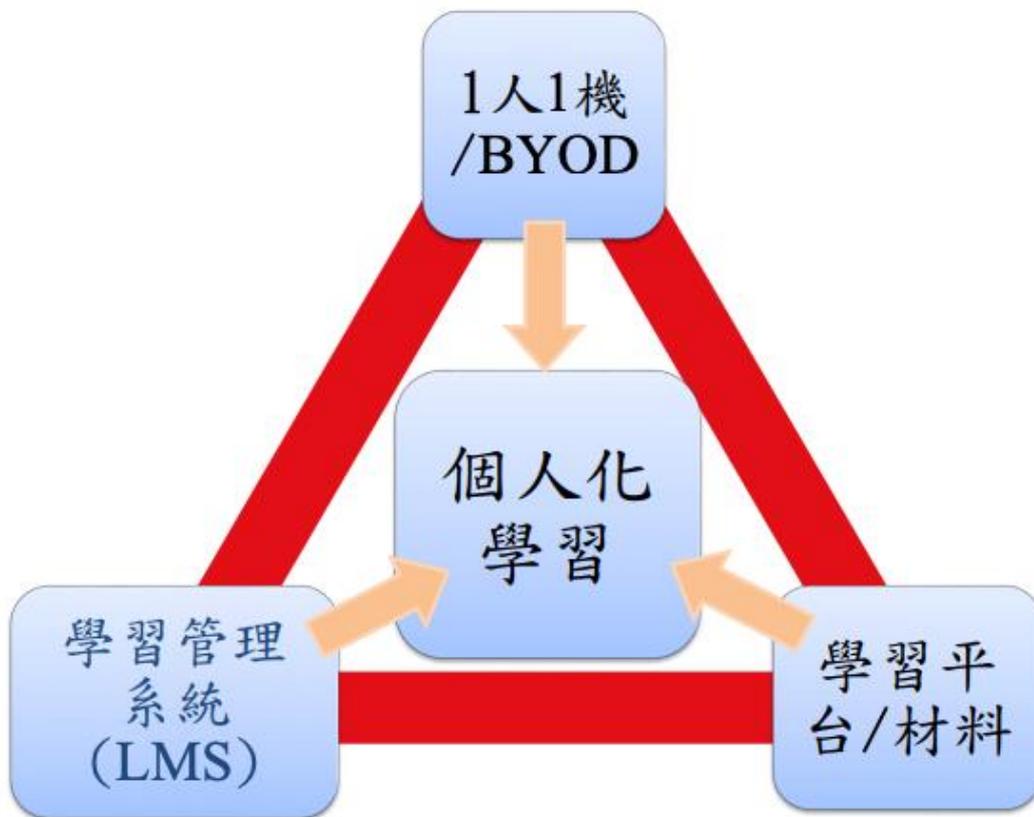
學生學習
歷程記錄

學生能力
為本的學
習進程

個人化的
學習途徑

靈活的學
習環境

發展
個人化學習

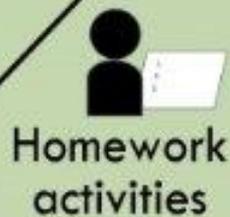
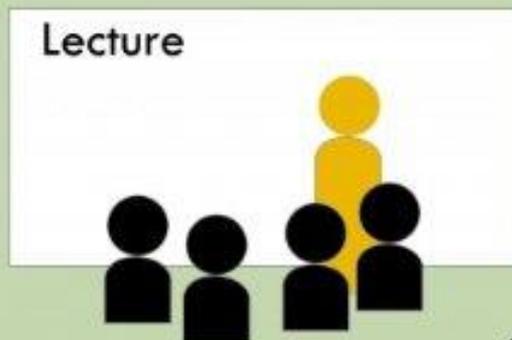


16 資訊科技學教策略

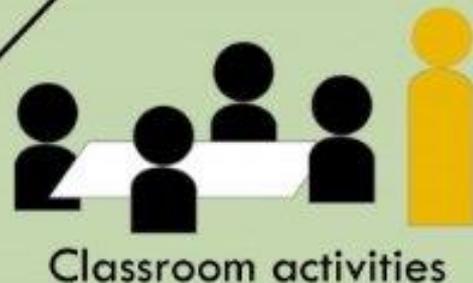
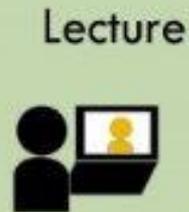
翻轉課堂 (Flipped Classroom)

意指把傳統上課模式翻轉過來，由老師將預先準備好的課程內容上載網絡，讓學生先行在家中備課，再在課堂上對議題發表意見、進行討論。相對於傳統教學的講課模式，「翻轉課堂」讓老師在上課上減少單向式講解，促進師生的課堂互動和溝通，提高學生的學習果效之餘，更能培養他們的自主學習。

TRADITIONAL



FLIPPED





使用示範



Go eLearning

教師課堂實例 (Padlet)

本片示範如何創建Padlet的「壁佈板」，只需輸入簡單的標題、簡介，選擇適合的背景及排列方法，即成功建立新的「壁佈板」。而教師只需派發特定網址給不同組別的學生，鼓勵他們就著特定的題目，透過文字、圖片、錄音等發表意見。片末更題示學生過往的作品呈現出Padlet的全貌。

怎樣評估學生的學習成效？

- ➔ 促進學習的評估
- ➔ 總結性評估

電子化評估

大數據

電子評估

<https://star.hkedcity.net>



資訊素養

資訊科技是一種發揮學生學習潛能的有效工具。隨著科技的發展，以及透過在各學習領域（包括STEM）創新教學法中應用科技，學生的資訊素養、自主學習和其他廿一世紀所需的能力如創造力、解難能力、協作能力和計算思維能力，都得以提升。為促進學生的學習和追求卓越，教育局在不同階段制訂了資訊科技教育策略，透過資訊科技優化互動學習和教學經歷。

資訊素養

香港學生的資訊素養涵蓋以下八個素養範疇，以發展學生的知識、技能及態度：

類別	八個素養範疇	
有效及符合道德地運用資訊，以達致終身學習	1	符合道德地及負責任地使用、提供和互通資訊
一般的資訊素養能力	2	識別和定義對資訊的需求
	3	找出和獲取相關資訊
	4	評估資訊和資訊提供者的權威、公信力及可靠性
	5	提取和整理資訊以及產生新意念
資訊世界	6	能夠運用資訊科技處理資訊和建立內容
	7	認識社會上資訊提供者（例如圖書館、博物館、互聯網）的角色和功能
	8	認識能獲取可靠資訊的條件

- 家中學習環境安排
- 學生硬件安排
- 建立學生時間管理的概念
- 平板電腦/手機家長管理應用程式
- 家庭生活

