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校長序言

授人以魚不如授之以漁

時光荏苒，我在九龍真光中學服務，轉瞬又快十載。九真是一所富有傳統，品德與學術並重的基督教學校，不乏資深而專業的老師，學生人才輩出。我接任校長，當以承先啟後為職志，繼續把真光精神發揚光大。

一直以來，我校老師給我深刻的印象是沉穩而有毅力，大家默默耕耘，關愛學生。同時，不少老師積累豐富的教學經驗，無論在學與教或學生品德的培育上，都足為後進的範式。然而，面對資深老師退休潮、教改一浪接一浪，資訊科技時代瞬息萬變，如何繼承優良傳統，發展新里程，確是我們應該努力的方向。

《淮南子·說林訓》有言：「臨河而羨魚，不如歸家織網。」這正是我們今日熟悉的成語——「臨淵羨魚，不如退而結網。」如果想永遠有魚吃，那就要學會釣魚的方法。相信這無論在教育學生或培訓教師方面，都是至理名言。因此，結合好幾年在觀課、課業檢閱及與老師晤談所得，我們決定就地取材，善用老師的寶貴經驗，建立「教師專業學習社羣」，使成為源源不絕的資源庫。

當然，學海的水是活的，魚的種類萬千，要「魚穫」豐富，釣魚的方法就要變化多端。商湯的《盤銘》就有這樣的提醒：「苟日新，日日新，又日新。」因此，我校在教師專業培訓上，是內外取法，兼收並蓄的，從校內校外的觀摩交流，以至教研實踐，不囿於成見，務須實事求是，與時並進。三年以來，喜見同儕互勉，盡心效力，老師的專業素質更有提升，使校本課程與教學的發展日有進境。

十分感恩。老師們都秉持「為鹽為光」的信念，在新紀的浪潮中，同舟共濟。我們的教育團隊堅毅而又能調和，為彼此灌輸活力；而且樂意把燈照耀人前，使點點燈火成為連綿不斷的光路，為大家指引方向。

這書取名為《知行集》，正好記念我校老師知而能行，洞悉時機，勇於實踐。適逢我校鉅禧誌慶，祝願我們真光團隊在基督的帶領下，同心合力，乘風破浪，都成為出色的漁夫！

九龍真光中學校長
李伊瑩謹誌
二零一九年初夏

編輯的話

「知是行之始，行是知之成。」 《傳習錄》卷上

明代理學家王守仁先生強調「知行合一」，曾說：「知是行的主意，行是知的工夫；知是行之始，行是知之成」。意思是說，知行是一個功夫的兩面，知中有行，行中有知，二者不能分離，也沒有先後。這不但是學道修身的至理名言，就是放在教育工作上，也很有啟迪作用。

近代教育家陶知行先生有更進一步的體會，他認為在教育的領域上，應該以「行是知之始，知是行之成」為信念。這種著重探索、實踐、活學活用，為生命以建構真知的教育主張，在現今一日千里，講求創新的社會風潮中，仿如學海明燈，在教育實踐上給我們指示方向。

真光的教學理念一向著重承先啟後，與時並進，致力精益求精，不時檢討改良。我們深信在教學的園地裏都不乏有心人，但如何使老師善用專業知識，透過探索、實踐，以改良教學，提升學與教的果效，使能開花結果，則必須群策群力，不斷同步前行。有見及此，我們在校長的鼓勵和支持下，從2015年開始，全面發展教師專業培訓計劃，建立教師專業社群。三年的經驗未免敷淺，但同事熱心投入，樂於嘗試，發揮真光人彼此效力的團隊精神，日見進益，亦不啻為良好的經歷與體驗。欣逢我校七十周年誌慶，我們結合各科組的專業培訓成果，喜與各位分享。藉此介紹學校三年來（2015-2018）教師專業培訓的特色，亦作為對校內老師的鼓勵，更希望拋磚引玉，促進交流，集思廣益。



圖1 我校教學專業團隊

教師專業培訓的特色

我校於2015年成立「專業學習社群」(Professional Learning Community) 簡稱「PLCs」，從廣義而言，是指專業教師組成團隊，透過小組或群體觀摩、交流、協作互相學習，因而促進教師的專業知識和教學效能，并藉著在教學上的持續實踐，更提升學生的學習成效。

註釋：1.以上資料出處～ ‘Teacher leadership enactment in professional learning community contexts: towards a better understanding of the phenomenon.’ Professor Salleh Hairon

原文：Professional learning communities (PLCs), broadly defined as ‘professional coming together in a group a community to learn’ (Hord 2008,10), are now recognized as having the potential to positively impact teacher knowledge and skills, and student learning outcomes through on -going improvements in teachers’ practice (Darling Hammond et al.2009) .



因此，我們成立「專業學習社群」的目標，主要有以下四方面：其一、提升老師的教學專業能力；其二、優化課程發展，整體提升學與教的質素。其三、建立專業團隊，發展教研文化；其四、開拓老師視野，促進教學專業發展。

至於這計劃的發展策略，包括：

1. 集合老師的寶貴意見、經驗，促進交流分享，提升教學質素。
2. 鼓勵科組或跨科協作，促進各科的課程發展，落實校本學與教的發展重點。
3. 鼓勵教研，培養教研人才，以優化課程領導、成為課程發展的骨幹分子。
4. 鼓勵校外交流，激發教學新意念。

就實踐的方法而言：我們協助各科組透過專業交流會議（Professional Learning Sessions PLS），配合本科教學需要，進行討論，以提升學與教的效益。同時，我們亦利用校外資源，與教育專家、教育專業團體合作，配合校本學與教的發展重點，參與科本或跨科的教研計劃，以提升課程領導的效能，建構校本的課程系統。再者，為進一步推動教研的風氣，我們成立「專業學習教研小組」，就學與教的發展重點，進行研討、實驗，以優化、改良教學方法，並與校內老師及校外同業分享。此外，組織參觀和考察活動，透過姊妹校網絡擴闊專業交流的範圍，亦有廣納博採之效。

我們在以下的內容將會從學校層面、科與組層面、個人層面和外校專業交流等方面分享「專業學習社群」發展的概要。

甲、學校層面

1. 配合學校發展關注項目，滲透教學理念：

我們於2015-2016年度，以「照顧學習差異」為主題，參加中大優質學校改進計劃，透過與戴希立校長團隊的協作，舉辦講座、教師培訓工作坊及教研經驗分享。計有「如何照顧學習差異，以提升學與教的成效」、「以照顧學習差異為焦點的觀課及評課」、「如何引領學生追風捉夢」、「以照顧學習差異為焦點的課業設計、回饋與測考評估」（理論篇+實例篇+實踐篇）等。目的是針對學校發展關注項目，使高層的策劃、政策制訂，中層的推動、執行和調控，至基層的實踐和回應，均得到全面的配合，務使「照顧學習差異」的教學理念得以貫徹施行。

在2016-2017年度，我們以「優化學與教：創意教學與提升學習動機」及推動價值教育為目標，與香港大學（Quality Education Fund Thematic Network）、靈美教育機構及基督教香港信義會就業及社區服務中心合作，分別舉辦「正向思維教育」工作坊、ABC（Arts Building Character）workshop、「生涯規劃的基本概念及輔導技巧」工作坊；此外，為進一步優化學與教，我們邀請了教育局「課程發展先導計劃」團隊就「探討中學教育課程指引的主要更新重點及如何設計跨科課程」介紹跨科協作的新發展，並舉辦工作坊。我們透過各項全校性的「教師專業培訓」活動，讓各科、組主管



圖4b

及老師對相關理念增加認識，有助發展「創意教學」、「提升學習動機」及「正向思維教育」。



圖6a

及至2017-2018年度，我們總結上學年的經驗，繼續以「優化學與教」及發展「正向思維教育」為關注項目，而焦點在於「優化教學法」、「拓闊師生視野」、加強「資優學生的培育」及「正向思維教育」。在「優化學與教」方面由李伊瑩校長就教師專業發展的變革（Teachers' development leading to changes）分享心得，通識科科主任吳景輝老師分享領導團隊進行教研的經驗，陳鈞偉主任講解微型課堂教學研究（Mini Lesson Study）的理念和施行。在「拓闊師生視野」、加強「資優學生的培育」方面，我們邀得資優教育學院資源部總監馮子豪博士、香港政策研究所馮智政先生，分別就「資優教育的推行」及「拓闊學生國際視野」進行專題講座，



圖6b



圖3a



圖3b



圖3c



圖4a



圖5



圖6c



圖7a

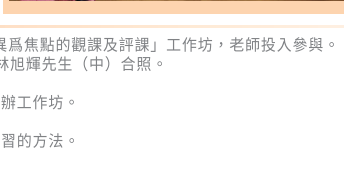


圖7b

圖3a 戴希立校長主持「如何照顧學習差異」講座 圖3b 「以照顧學習差異為焦點的觀課及評課」工作坊 圖3c 「以照顧學習差異為焦點的觀課及評課」工作坊，老師投入參與。
圖4a 與靈美教育機構及基督教香港信義會就業及社區服務中心協作，推動「正向思維教育」。李校長與機構代表余嘉蓮校長（左）及林旭輝先生（中）合照。
圖4b 老師在 ABC (Arts Building Character) 工作坊中學習透過壁報設計加強學生的「正向思維」。
圖5 教育局「課程發展先導計劃」團隊就「探討中學教育課程指引的主要更新重點及如何設計跨科課程」介紹跨科協作的新發展，並舉辦工作坊。
圖6a 李伊瑩校長就教師專業發展的變革 (Teachers' development leading to changes) 分享心得。
圖6b 老師在李校長帶領下以接龍形式進行合作學習，就教學變革交流意見。 圖6c 老師用「Give one get one」的形式體驗合作學習的方法。
圖7a 通識科科主任吳景輝老師分享領導團隊進行教研的經驗。 圖7b 通識科xxx老師分享教研的成果。



老師獲益良多。在「正向思維教育」方面，我們安排參觀「黑暗中的體驗」，除了正向思維外，還讓老師認識體驗式學習和跨科協作。此外，又邀請本校校友、西九龍總區刑事總部警司鄭麗琪女士，主持專題講座，就「及早識別及處理學生危機」分享輔導心得。這些活動均能讓老師擴闊眼界，增加對社企及正向思維教育的認識，有助推行學生輔導及情意教育。

2. 建立專業教學團隊

有謂「知易行難」，而在近年不斷變化的教育改革中，「知」也不易，要「行」更難。單靠個人努力，未必能夠跟上步伐。我們從個別學科的經驗得知「團隊協作」的重要。因此，在成立「專業學習社群」的同時，我們提供資源，安排教師專業交流會議（PLS），鼓勵同儕觀課，促進各科的專業交流。同時也編製《教師專業交流手冊》，方便各科參考，開展教研的活動。期間，除了科內進行教研之外，學科之間也樂意在教師專業培訓日分享努力的成果。例如：中文科歐陽翠嫻老師、郭詩韻老師就「分層提問」及「圖像式思維」談中四高階思維訓練，英文科馬慧婷老師分享「在短篇故事中塑造人物」（Characterization）的教學設計，數學科嚴文迅主任、黃子賢老師、鄭國洋老師分享「種籽」計劃中STEM教育的經驗等等，老師們的積極支持，更有助我校建立專業交流的文化。



3. 培養中層管理

無可否認，在開展教研的過程中，科組主管的帶領和調控十分重要。因此，在推動教師專業交流會議（PLS），鼓勵同儕觀課的同時，我們特別加強中層管理的培訓。其中分別邀得邱藹源校長分享「提升學與教成效的校本經驗」，陳湛明博士主講「卓有成就的中層人員」，還有李伊瑩校長因應本校發展而設計的「中層管理全攻略」。這些寶貴的心得體會，對科組主管有很大的裨益。



圖7c 陳鈞偉主任講解微型課堂教學研究（Mini Lesson Study）的理念和施行。 圖7d 參觀「黑暗中的體驗」了解多元共融的社會意義，為教學及輔導輸入正能量。
圖7e 老師走入「黑暗之旅」，親身體驗視障人士的生活。 圖7f 老師從黑暗回到光明，還帶來視障人士售賣的飲料，深受感動。 圖8a 圖8b 《教師專業交流手冊》
圖9a 邱藹源校長分享「提升學與教成效的校本經驗」 圖9b 邱藹源校長與李校長、科組主管及教研小組老師合照。

4. 團結教研長、中、青（教研小組）

在科組以外，我們還成立教研小組，組織有興趣教研的老師，利用課餘時間，就學與教方面的議題、難點或最新動向交流意見。成員有資深的老師，也有較年輕的新力軍，在聚會上暢所欲言，各抒己見，例如：「學思達」教學法的實踐、提問有法（閱讀教學論文心得分享）、圖像式思維工具的運用、課業設計與批改等，頗有激發思考，拓闊視野之效。

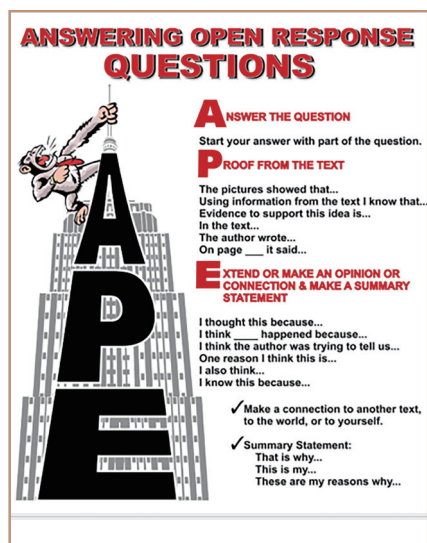


圖10a

同時，我們也會「裏應外合」，邀請友校的老師分享科研心得，例如：真光女書院的卓周景怡主任來分享“STEM Project on Food Science”，宣道會宣基中學潘校長、副校長及老師也加入交流，成效甚佳。又或組隊外訪，參觀聖保祿學校的「未來教室」。該校的駐校科學家張熾標博士為大家介紹微藻（micro algae）的功用與養殖、生化美容和分子料理等課題；此外，亦參觀該校的物理實驗室，認識VR眼鏡和機械人的教學應用。是次活動對

總結

- 學思達教學法的成敗關鍵，就在於「事先分組」、「課前講義製作」以及「老師引導」這三件事上。
- 老師的工作不是講課，而是聆聽學生回答，然後矯正學生的表達方式。
- 引導學生用準確的答題技巧、次序、用語、引導學生回答出準確的答案、追問更深入的問題……。如果有學生答得很好，就要大喊「you got it!」如果答不出來，趕緊開放搶答，營造緊張氣氛、製造搶答高潮……
- 要訓練自己的主持功力、思考能力、引導能力、甚至表演能力，這樣才能得心應手，進行學思達教學。



圖10b

批改與回饋：

- 每單元針對學習重點、難點，配合照顧學習差異，設定必須批改的題目。
- 須具備清晰的評分指引及參考答案。
- 須運用適當的批改符號配合評分或評等的方式，並清楚顯示評估準則，讓學生知道能力的高下，檢視學習的成果。
- 須附以扼要的評語作對焦的指導，並給與學生鼓勵或提醒。
- 針對學習重點、難點，配合照顧學習差異，安排改正及/或跟進練習。
- 須批改學生的改正/跟進練習，檢視學習改進的情況。
- 須適時回饋。



圖10c

Before writing this program...

- Start with
 - what you are familiar with
 - what you are interested in
- Reading books
- Search teaching ideas from internet



圖11a

學校推動科研教育甚有啟發。我們亦將於2019年度成立“Maker Space”，配合STEM教育及校本課程，開展科學的探索與產品研製計劃。



圖11b



圖11c



圖12a

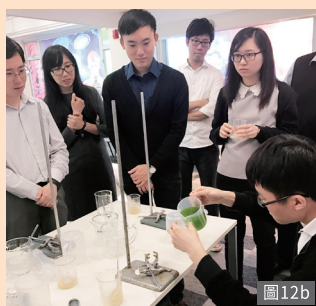


圖12b



圖12c

乙、科、組層面



圖13a



圖13b

假如說學校層面的培訓是教學理念的灌輸和眼界的開展，那麼科、組層面就是大膽的嘗試和小心的求証與改良。「千里之行，始於足下」，作為執行者和前線的工作者，我們的科組主管和老師都深明其中的道理，而在校方大力支持下，中、英、數及通識科首先透過PLS及與校外教學專業機構協作，發展校本課程。例如：中文科在已有的校本課程經驗上繼續參與「教學與評估」種籽計劃、「香港與內地老師交流計劃」、中文科QEF電子學習平台發展計劃、「理工大學聯校綜合寫作訓練計劃」；英文科、生物科、綜合科學及歷史科分別與「中大優質學校改進計劃」和「理工大學MOI協作計劃」合作，展開“LAC Support Programme”；英文科QEF“Meet To Write”專題採訪資優訓練；數學科及通識科參與種籽計劃，科主任帶領科任老師走出固有的課程框架，開拓校本課程新領域。此外，我們也注重中、小學的交流，務使中、小學語文、數理方面的課程發展更順利接軌。

圖11b 友校基督教宣道會宣基中學教師團隊也加入交流。

圖11c 卓周景怡主任（前排左一）與李校長（前排左二）、基督教宣道會宣基中學潘校長（前排中）及兩校老師拍照留念。

圖12a 教研小組參觀聖保祿學校的「未來教室」。圖12b 教研小組老師，嘗試把微藻製成顆粒，然後放入水中，淨化水質。圖12c 教研小組獲贈微藻顆粒留念。

圖13a 在我校中、小學教學交流會上，高中中文科主任就校本教材的設計分享心得。圖13b 英文科主任及科任老師向真光小學彭校長介紹初中英文科校本課程設計。



圖13c



圖13d



圖13e



圖13f

經歷校本課程的發展，吸取課程調適和優化的經驗，我們更嘗試配合LAC及「教改2.0+」開展跨科協作，從小規模做起，也有較大規模的合作，例如：

中文、中史、通識專題研習，配合中文寫作「步移法」的實踐，走訪九龍城舊區，認識「城寨風雲」，並反思社區的發展，活學活用。而英文科與MOI科目發展同儕觀課、跨科閱讀，就MOI科目所需的英語技能，融合英文課程，並透過互相觀課，檢示成效；跨科閱讀，則幫忙延伸各科的學習，並配合英文廣泛閱讀。還有「A B C靈美教育旗袍薈」，撮合視藝與



圖14a



圖14b

家政科的協作，以美學、工藝提升品德情意，在聯校的展示之中，也增添學生的自信和對相關學科的喜愛。至於太陽能車的設計和製作，是物理、電腦與視藝科的“STEAM”成果，讓師生細嚼由零開始，苦盡甘來的滋味。

在各科、組同心協力之下，讓我們的「專業學習社群」日漸成長。

圖13c 數學科和STEM教育團隊向真光小學數學及常識科老師介紹校本課程設計。

圖13d 中文科參加「香港與內地老師交流計劃」。來自安徽的張家友老師與中四級科任老師協作，優化高中文言指定選篇的教學設計。

圖13e 英文科QEF “Meet To Write” 專題採訪實優訓練，學生訪問校友黃碧雲議員。

圖13f “Meet To Write” 專題採訪實優訓練，學生與校友黃碧雲議員（中）及導師周光泰博士拍照留念。

圖14a 視藝與家政科的協作「A B C靈美教育旗袍薈」。

圖14b 推動探究式學習，物理、電腦與視藝科的教研新嘗試，首輛太陽能車「龍真號」試驗成功。

丙、個人層面

我們除了在學校層面和科、組層面推動教師專業培訓之外，也投放資源協助老師在不同範疇自我增值。

就拓闊視野而言，從2015年至2018年，我們得到校董會和校長的支持，並響應教育局姊妹學校計劃，積極組織境外教學交流活動，鼓勵老師自由參與。例如：2015-2016年度舉辦上海教學專業交流團，進行英文、數學、歷史、體藝等科目的觀課及評課。於2016年推薦老師參加中華學社及團結香港基金合辦的「教師內地考察團」，讓老師多瞭解國情教育，增廣見聞。2017年，組織數學科專業交流團，到姊妹校

廣州真光中學，進行觀課及評課。同年又舉辦杭州教學專業交流團，就「加強中層領導及團隊合作」考察交流，並與保俶塔實驗中學締結姊妹校。翌年，續辦杭州教學專業交流及學習之旅，與姊妹校就文學及體藝教育進行觀課及學習互相觀摩。於2018年，配合「正向思維教育」，我們跨越中、港，到星加坡考察，瞭解當地的升輔和學生培育計劃。



圖15a 2016年3月參觀上海市南洋模範中學李伊堂校長（中）與高屹校長（右）交流兩校的發展心得。
圖15b 我校交流團成員與上海市南洋模範中學校長留影。
圖15c 2016年3月參觀上海市政秀實驗中學，於美術課中，老師很著重鼓勵學生，令學生勇於發揮創意。
圖15d 兩校老師於課後進行評課會議。
圖16 2016年推薦老師參加中華學社及團結香港基金合辦的「教師內地考察團」，讓老師多瞭解國情教育。
圖17a 2017年，組織數學科專業交流團，到姊妹校廣州真光中學，進行觀課及評課。
圖17b 2017年3月參觀杭州高級中學校舍
圖17c 2017年，我校與保俶塔實驗學校締結姊妹校，李伊堂校長（中）與陳竹根校長（右）留影。
圖17d 2017年，本校教師團隊探訪姊妹校保俶塔實驗學校，該校同學為大家介紹機械人課程內容。



圖18a



圖18b

在專業培訓方面，我們積極發展資優教育，近年亦著力向老師推介網上資優教育課程，全校已有大部份老師順利完成，有助科組拔尖選優。至於特殊教育的關顧，我們也十分重視，同時也推薦新進老師接受培訓，加強支援。還有，為配合融合教育所需，我們鼓勵老師參加非華語教學課程。此外，隨著普通話在香港的普及和本校普教中班的成立，我們亦設定額資助老師參加「國家語委水平測試培訓課程」，讓有興趣的老師提升使用普通話的能力。我們相信以上的專業培訓，既有助照顧學習差異，也能讓老師有更充足的裝備，在教學上更揮灑自如。

在身心靈培養方面，這是真光教育園地中重要的一環——不但是對於學生，就是對老師來說也不可忽視。教育是一項以生命影響生命的事業，韓愈〈師說〉有言：「師者，所以傳道，授業，解惑也」，我們以教育為職志，可說是與學生一起成長，如何在繁忙又緊張的教學工作中，仍可積蓄正能量，做到青春常駐，也是一門學問。



圖18d



圖18f



圖18c



圖18e



圖18g



圖18i



圖18h

圖18a 2018年，我校與保潔塔實驗學校進行文學和體藝教育觀課及學習觀摩。周華松校長致辭，鼓勵兩校師生交流。

圖18b 2018年，我校籃球隊代表致送「君子好球」給保潔塔實驗學校周松華校長。

圖18c 我校泳隊與該校省隊交流游泳心得。 圖18d 2018年，我校同學與保潔塔學友分享創作心得。

圖18e 保潔塔學友分享閱讀心得。 圖18f 2018年，我校中文科及體藝老師與保潔塔實驗學校教師合照。

圖18g 2018年，配合「正向思維教育」，李伊堂校長、何玉玲副校長及陳鈞偉主任到星加坡考察，參觀共和理工學院「生涯規劃中心」，並與學生輔導主任合照。

圖18h 李伊堂校長、何玉玲副校長參觀星加坡St Andrew's Junior School，並與該校校長合照。

我們對老師身心靈的關顧是細水長流，逐漸滲透的。從學年初的退修會開始，在校監、校長和牧師的引領下，大家一起唱詩、禱告，就新一年的教學給老師講道和進行工作坊。中、小、幼的校長和老師聚首一堂，接受祝福，互勵互勉，感受真光大家庭彼此效力的團隊精神。在學年中，不但每次教師會議前都有靈修和詩歌分享，而且也歡迎老師參加午膳教師祈禱會。對於新教師，我們會安排導師給與各方面的照應，還有定期的入職輔導茶聚，讓新教師有更多交流的機會，而校長、副校長和牧師都會出席分享，積極支持。因此，新教師很快就能投入我們的團隊。



圖19a



圖19b



圖19c



圖19d



圖20a



圖19e



圖19f



圖20b



圖20e



圖20c



圖20d



圖20f

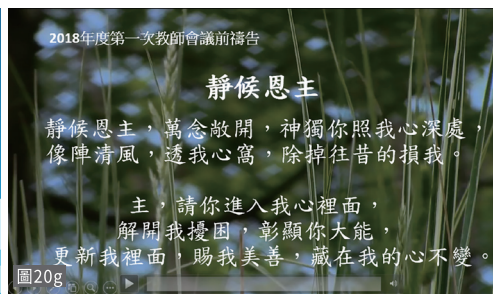


圖20g



圖20h

圖19a 在學年初的退修會上，校監、校長、和牧師一起祝福教職員身心得力，主恩常偕。 圖19b 張亦農牧師在退修會上為大家講道，增添正能量。
圖19c 黃子賢老師領唱，與大家分享聖詩，讓福音潤澤心田。 圖19d 李伊璧總校長、小學部彭校長及幼稚園葉校長，與一眾老師同心合力「齊齊疊」，穩步上揚。
圖19e 健康又有型，關顧身心靈。退修會上分組交流，張亦農牧師與中、小、幼老師互相打氣。 圖19f 真光「開年飯」，退修後齊來美食共享，感謝校董會鼎力支持！
圖20d 李伊璧校長致送聖經金句與歐陽璧瑩老師，願靠主得力。 圖20e 新入職教師輔導茶聚。李伊璧校長、副校長、宗教主任及張牧師與老師交流校園生活近況。
圖20f 李伊璧校長在新入職教師輔導茶聚分享工作體驗。 圖20g 教師會議前靈修和詩歌分享。 圖20h 宗教組李玉蓮主任和張亦農牧師與老師共進午膳。



圖21a



圖21c

當然，在工作之外，我們還有「教餘之樂」，例如：參觀饒宗頤文化館、香港科學園、舉辦香港玩具傳奇導賞及教學設計比賽；還有「強身健體，拳拳到位」，老師齊學健身操；外地考察，也在學習之餘，一眾同樂。



圖21b



圖21d

彼此支援，
張弛有度，身心
靈營養充足，相
信是老師長青的
不二法門。



圖22a



圖22b



圖22c



圖22d

圖21a「教餘之樂」，參觀饒宗頤文化館。圖21b 走在水墨階梯之上。圖21c 老師們在饒宗頤教授雕像前留影，向一代文化宗師致敬。
圖21d 李伊瑩校長致送紀念旗與中華文化促進中心總幹事林沛德校長，並與饒宗頤文化館各位幹事合照。
圖22a「教餘之樂」，老師參觀歷史博物館「玩具傳奇」展覽。圖22b 甄錦棠老師擔任義務導賞員細說「玩具傳奇」，與大家重溫快樂童年。
圖22c 張翠筠老師重遇童年好友，立即拍照留念。圖22d 老師參觀「玩具傳奇」，靈感大發，踴躍參加教研小組舉辦的「教學設計分享」。由李伊瑩校長頒獎與設計優異者。



圖23a



圖23b



圖23c



圖24b



圖24a



圖24c



圖25a



圖24d



圖25b

圖23a「教餘之樂」，校長與老師參觀香港科技園，在「金蛋」前留影。圖23b參觀香港科技園智能產品展覽，試用專為長者設計的無障礙電動坐椅。
圖23c 享用科技園內數碼血壓計，自助把脈好輕鬆！圖24a「教餘之樂」，我們請來「太極高手」周昭 and 博士（前排中）主持「強身健體，拳拳到位」——師傅，看招！
圖24b 周昭 and 博士教各位老師善用空間，勤耍太極，舒筋活絡。圖24c 高人指點——四兩撥千斤！
圖24d 巾幗不讓鬚眉，也來「過招」！圖25a「教餘之樂」，2016年「上海教學交流及歷史文化體驗團」，人強馬壯，走訪新舊文化薈萃的田子坊。
圖25b「教餘之樂」，2017年，「杭州教師交流考察團」，漫遊八卦田，花兒朵朵開，各自有姿彩。

丁、與外校專業交流

在學校、科組和個人層面進行全面培訓的同時，我們更樂意與友校、各方專家學者交流經驗，分享成果。所謂「他山之石，可以攻玉」，介紹發展計劃、展示教學設計、開放課堂、專業對話等等，都是我們在教學實踐中的試金石，能夠得到同行者的寶貴意見，對我們教學上的優化或改良有莫大的幫助。



圖26a



圖26b



圖26c



圖26d

整版 片像素欠佳



圖26e

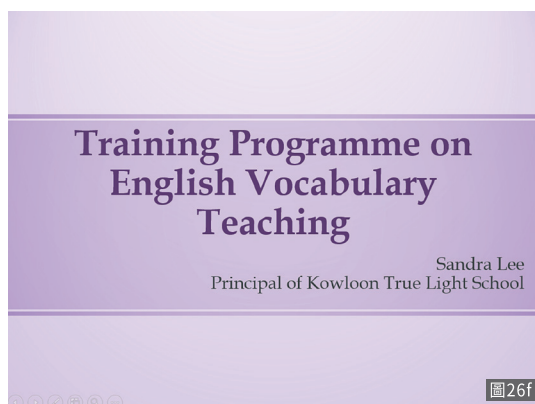


圖26f



圖26g



圖26h

圖26a 李伊瑩校長在中華文化促進中心舉辦的「校長沙龍」之中，與業界分享學校、老師、學生三方面如何三管齊下，塑造真光女兒，將中華文化薪火相傳。
圖26b 何嘉慧署理副校長及高中中文科科主任梁靜雲老師在李校長帶領下，參與「校長沙龍」交流會，就推廣中華文化教育分享經驗。
圖26c 圖26d 李伊瑩校長應星島新聞集團邀請出席「Oh! 爸媽」(ohpama) 親子講座，分享幼稚園及小學的教育理念。
圖26e 2016年李伊瑩校長以「提升學生正能量以面對挑戰」為題，在「好心情@學校」計劃啟動禮上演講。
圖26f 圖26g 2016年李伊瑩校長到韶關市曲江區培訓農村英語老師，探討不同教學策略，並分享教育行政經驗。
圖26h 2018年李伊瑩校長應教育局邀請分享中、小學銜接安排。
圖26i 李伊瑩校長在《星島日報》專欄「津中樂道」撰文之一：同心同行·築夢圓夢。文中以幫助老師發展所長、達成理想為主題，與業界分享領導學校的心得。

校長有情

津中樂道
李伊瑩

豁達情懷 積極人生

曾經在屯門一所男女校工作，遇上一位學生名叫傑仔(化名)。有一天他從容地走進校長室，坐下來跟我聊天。他臉上既沒有孩子的稚氣，也沒有年輕人的熱忱，倒像個看透世情的老年人，泰然自若地告訴我他的生活狀況。他父母離異，父親早已不知所蹤，母親亦已另結新歡，放棄撫養孩子的責任了，傑仔只好在寄住家庭生活。但他對媽媽沒有絲毫怨恨，閒時還會見見面、談談天，一切都彷彿是如此平淡自然。

看到他這樣「瀟灑」，我好奇地問他道：「你從不曾怨恨過媽媽嗎？」他回答說：「何須怨恨？每個人就是一個獨立個體，我不會期望任何人為我做甚麼，反正我也一切安好，就讓媽媽去追尋她的生活吧。」

我愣住了，心想十多歲的小伙子，居然可以有如此豁達的情懷，當中沒有一絲恨意，也不見半點頹唐，這確實叫我驚訝。或許他有這種承載生命中不如意事的豁達，安然接受不由自家可改變的現實，並

讓心靈不被沮喪或埋怨蠶蝕，他才可以好好地活着。

其實在教育學生提升抗逆力及正向思考的時候，增強他們這種豁達情懷是一個不可或缺的環節。

傑仔畢業後便到社會工作。有一天，我到屯門一家茶餐廳吃飯的時候竟然碰上了他。穿上上班族，精神抖擻的他倒充滿了年輕人的朝氣。他看見我時表情靦腆又興奮，教我至今仍難以忘懷。他飛快地走過來跟我打招呼，又告訴他的老闆是他中學的校長。老闆十分熱情，不但稱讚傑仔勤力盡責，更誇獎學校老師教導有方。那時，我看到傑仔掩不住的笑容，他那種興奮又感激的心情不由自主地流露無遺。

當下我看到的傑仔不再是一個看透世情的老年人，卻是一位充滿活力、朝氣勃勃的年輕小伙子。

原來，豁達情懷足以改寫個人的命運，讓我們開展積極人生。傑仔，我以你為傲！

本欄由香港津貼中學議會校長撰寫；本文作者為九龍真光中學校長、香港津貼中學議會副主席。

圖26j

學與教

津中樂道
李伊瑩

突破樊籬 翱翔天際

我校近年與中大合作，讓初中學生於課後可選讀法文基礎課程。當一位同學剛獲頒「The Dennis and Anne Beaver Foundation」獎學金，可於暑假到法國遊學一個月。與其他得獎者不同，這位同學只是在課餘學習法文。可是，要得此獎學金，申請人必須以法文寫作一篇五百字的文章，還要參加筆試和面試。所以，起初他對申請獎學金一事沒有多大信心。同時，過往得獎者多為非華語學生，他們以修讀法文為第二語言，故這位同學得悉後亦甚膽怯。其後經老師加以鼓勵，她才鼓起勇氣，突破自己，最終得到一個意想不到的學習機會，實在可喜可賀。

學生有時會對不熟悉和沒把握的事情產生憂懼，以致把問題放大，機遇縮小，因而變得欠缺勇氣，劃地自限。但若能把突破心理關口，活出那份勇於嘗試、敢於突破的精神，好好把握機會，遇難解難，這才能把挑戰化為機遇，創造出一個又一個美麗的傳奇。

本欄由香港津貼中學議會校長撰寫；本文作者為九龍真光中學校長、香港津貼中學議會副主席。

圖26i

學與教

津中樂道
李伊瑩

同心同行 築夢圓夢

作為老師，多以鼓勵、啟發、誘導學生為己任；作為校長，其實亦可用相類手法建立教師團隊，讓每一位同工都可以築夢圓夢。

我有一位十分熱愛籃球的老師，她每星期都不辭勞苦地訓練隊員，並奉行全人培育的方針，以「奮進」、「謙遜」、「平衡」、「協力」為原則，教導學生如何成為一個有涵養、有技術的傑出球員。學生在籃球場上練習時認真拼搏，坐下聽老師指導時又專注受教。我深慶得人，經常對這位老師加以表揚。我盼望這種具體而公開的讚賞，不但能鼓勵這位老師，更可幫助建立一種正向和凸顯學校核心價值的團隊文化。

每當球隊有任何決賽項目，我定必盡量抽空觀賽，與她們一起同心同行。我深信，經過努力後的成功，才是真正的成功；經過努力後的失敗，其實不算得上是真正的失敗，因為人每次只要竭盡所能，問心無愧，大多也會超越自己已有的局限，比昨日總又跨進一步，所以每一場的比賽，定必有人回味、動人心弦之處。再者，無論結果是勝是負，經過努力的人都需要別人去關心及支持，並見證和欣賞著那摺騰了汗水、淚水，和跌碰、期許的重

要時刻。這種同行的鼓勵，令老師和同學們感受到關懷、重視和肯定，意義非常重大。

除此以外，能幫助老師築夢圓夢，對我而言，實在至為重要。這位老師為發展籃球項目，向我提出不少建議，包括聘請教練一同發展初、中、高級隊伍；又舉辦中一新生暑期籃球班，及早發掘人才；並舉行輔助訓練如田徑、體能、台灣集訓等。

作為校長，看到老師不只有夢想，還有具體的實踐計畫，我心中真有說不出的喜悅！既能幫助老師尋夢、築夢、圓夢，又能藉此造福莘莘學子，教育的樂趣無過於此。所以，就是資源再匱乏、場地再細小，我們仍堅持以香港人「窮則變、變則通」的睿智和信念奮鬥下去！

最後容許我以Doc Zantamata的作品与大家互勉：「It starts with a dream. Add faith, and it becomes a belief. Add action, and it becomes a part of life. Add perseverance, and it becomes a goal in sight. Add patience and time, and it ends with a dream come true.」

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圖26k

圖26j 李伊瑩校長在《星島日報》專欄「津中樂道」撰文之二：突破樊籬 翱翔天際。文中以一位參加課後外語課程的同學剛獲頒「The Dennis and Anne Beaver Foundation」獎學金，並可到法國遊學一事，與業界分享正向思維。校長鼓勵師生勇於嘗試，敢於突破把挑戰化為機遇，創造美麗的傳奇。

圖26i 李伊瑩校長在《星島日報》專欄「津中樂道」撰文之一：同心同行 築夢圓夢。文中以幫助老師發展所長、達成理想為主題，與業界分享領導學校的心得。

圖26k 李伊瑩校長在《星島日報》專欄「津中樂道」撰文之三：豁達情懷 積極人生。文中以一位出身自破碎家庭的學生為主題，寫他安然面對逆境，最終成為活力充沛的年青人，從而提示我們教導學生正向思考時，培養他們的豁達情懷。



圖27a



圖27b



圖27c

其中，校長身先士卒，透過不同媒體、學術文化機構，介紹學校的發展成效。例如：校長獲教育局邀請向小六家長分享升中選校注意事項和中、小學銜接的安排；又與新教師分享校本經驗，如何把政府的課程發展重點於學校實施；應津貼中學議會的邀請，參與新校長分享會；而且每年也擔任大學所舉辦的中層、副校長及擬任校長課程之兼任講師及行動研究導師。此外，校長也關心國家的教育發展，例如：2016年到韶關市曲江區培訓農村英語老師，探討不同教學和行政管理策略。而我們也積極參與交流活動，例如：參加四校真光電子學習分享會、CCC教師發展日，分別就中、英、數、生物、通識等科目分享教研成果；還有中文科、數學科、通識科的「種籽計劃」分享；英文科、歷史科與友校交流LAC跨科協作的實戰經驗和戲劇教學法；地理科應教育局「校本課程組」邀請，分享課程及課堂設計（Implementing LAC in PSHE subjects）；生物科應中華基督教會基道中學的邀請，就「電子學習如何提升教學的效能」分享實戰經驗。



圖27d

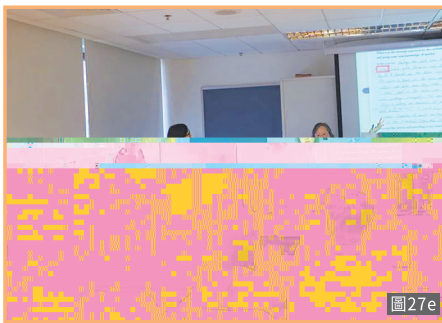


圖27e



圖27f

圖27a 2017年3月 我校初中中文科尹婉芬主任在「四校真光電子學習分享會」上與同業介紹「初中校本電子教學平台」的應用。

圖27b 我校英文科張柏基主任在「四校真光電子學習分享會」上與同業介紹如何利用iPad激活課堂學習。

圖27c 我校生物科盧志誠主任在「四校真光電子學習分享會」上與同業介紹如何利用Edu Venture 和 X Socrative提升課堂學習與評估的成效。

圖27d 2018年6月我校數學科主任嚴文迅老師應教育局邀請分享「種籽計劃」的教研課題——從視光學學習比例的計算。

圖27e 2018年7月歷史科科主任邵美儀老師應香港理工大學「MOI協作計劃」邀請，就開展跨學科英語延伸學習分享教研經驗。

圖27f 2017年3月地理科陳玉輝主任及黃小玲老師應香港大學教育學院邀請分享跨學科英語教學（LaC）的實戰經驗。圖中是黃老師講解教研的經過。



圖28a



圖28b

至於友校光臨探訪，我們更無任歡迎。廖寶珊紀念書院、中聖書院、蔡功譜中學、路德會西門英才中學、馬鞍山崇真中學等專業團隊來校，與我們交流各科的課程發展和教學方法，還有日本教育家、日本京都大學和泰國St. Joseph Bangna School訪校，瞭解我校公民教育、通識、地理和英語教學的發展。大家都實事求是，誠意溝通，能收集思廣益之效。



圖28c



圖28d



圖28e



圖28f



圖28g



圖28h

圖21a「教餘之樂」，參觀饒宗頤文化館。圖21b 走在水墨階梯之上。圖21c 老師們在饒宗頤教授雕像前留影，向一代文化宗師致敬。
圖21d 李伊瑩校長致送紀念旗與中華文化促進中心總幹事林沛德校長，並與饒宗頤文化館各位幹事合照。
圖22a「教餘之樂」，老師參觀歷史博物館「玩具傳奇」展覽。圖22b 甄錦棠老師擔任義務導賞員細說「玩具傳奇」，與大家重溫快樂童年。
圖22c 張翠筠老師重遇童年好友，立即拍照留念。圖22d 老師參觀「玩具傳奇」，靈感大發，踴躍參加教研小組舉辦的「教學設計分享」。由李伊瑩校長頒獎與設計優異者。



圖28i



圖29a



圖29b



圖29c



圖29d



圖29e



圖29f

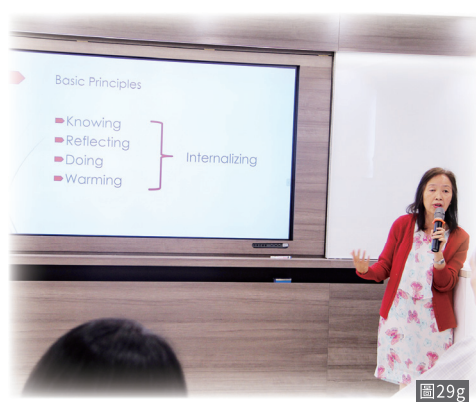


圖29g



圖29h



圖29i

圖28i 我校通識科主任與馬鞍山崇真中學人文學科教師團隊交流校本課程規劃經驗。

圖29a 2016年11月，日本教育家訪校，與李伊瑩校長、陳鈞偉主任及嚴文迅主任交流學生成長的校本設計。

圖29b 日本教育家辰巳哲子等人接受我校致送的紀念錦旗。

圖29c 2017年11月，京都大學水山光春教授（右中）及三位學者，就「現今香港社會如何推行公民教育和品德教育」到我校進行訪談及觀課。

圖29d 京都大學學者參觀中五通識課。學生以青年論壇形式學習時事議題。

圖29e 京都大學學者於觀課後與吳景輝主任及學生進行訪談。

圖29f St. Joseph Bangna School Thailand教學團隊訪校，與我校校長及師生合照。

圖29g 何玉玲副校長為 St. Joseph Bangna School Thailand教學團隊介紹我們的學生成長計劃。

圖29h St. Joseph Bangna School Thailand教學團隊參觀黃雯雯老師的科學課。

圖29i St. Joseph Bangna School Thailand教學團隊參觀地理課。



此外，我們也會到友校取經，而且得到不少前行者的成功經驗，往往讓我們茅塞頓開，甚而取長補短，使我們的發展從羊腸小徑走向康莊大道。就如：我們參觀聖保祿學校的「未來教室」，得到經營科研教育的啟發；又到樂善堂余近卿中學觀摩STEM計劃，並結為伙伴學校，努力創建“Maker Space”，更於2018年成功申請優質教育基金的資助，帶動我校的科學教育走向新里程。

由此可見，上、下齊心，建立良好的專業交流網絡，可說是教師培訓的八達通。



圖29j St. Joseph Bangna School Thailand教學團隊參觀多媒體學習室。

圖29k 周佩芳主任（二排右一）及學生大使接待St. Joseph Bangna School Thailand教學團隊參觀圖書館後留影。

圖30a 我校STEM成員到樂善堂余近卿中學觀摩STEM計劃。

圖30b 李伊瑩校長與孫翠珊主任、盧志誠主任及林震東老師到樂善堂余近卿中學交流。

圖30c 圖30d孫翠珊主任、盧志誠主任及林震東老師參觀樂善堂余近卿中學的STEM設施。

四、分享教師專業培訓的成果

我校自從2015年成立「專業學習社群」以來，各位科主任及老師都致力配合「學與教」的關注重點，透過專業交流會議，進行共同備課、課堂及教材設計、同儕觀課、課後檢討，由理念到實踐，積累教研的經驗，以優化或改良教學。其中的主題有：合作學習、提問和回饋方法、圖像式思維工具的運用、與及以電子科技激發學習動力、善用自學空間；也有全方位學習、抽離式拔尖課程的設計。以下，我們試從三年實戰的歷程，以中、英、數、通、人文、科學和技能等領域為代表，與大家分享一些教研的體驗。

甲、課堂設計及觀課分享

學 科	主 題	特 色
中文科	集「師」廣益——合作教學與同儕觀課的經驗分學 文化單元「人性與良知：人禽之辨」教學設計	同儕觀課、合作學習、 分層提問
英文科	Grammar in Context - Impersonal Language	情境教學與文法學習
數學科	EDB Seed Project - Emphasis of Mathematics in STEM ① Shortsightedness and Contact Lens ② Locating the Centre of Gravity of a Quadrilateral ③ Construction of Various Figures with the Aid of S1 Geometry ④ Relationship between Surface Area to Volume Ratio and Temperature Loss Questioning and effective feedback ⑥ Introduction to Coordinates, Distance between two points	jkln 探討及發展在中學數學科 推展科學、科技、工程及 數學教育的有效策略 n有效的提問與回饋
通識科	文物保育——有效的提問與回饋 中國的文物保育	分層提問、追問及回饋
科學科	Facilitation of enquiry-based learning by electronic device Short Circuit and its Potential Danger	以電子科技激發學習動 力，提升教學效能
中史科	活用「學思達」——評政治人物 梁啟超的政治參與	① 學、思、達、評 ② 以圖像式思維工具整 理資料，分析問題

丙、課業設計

學 科	主 題	特 色
中文科	研發校本電子學習平台 提升自學能力及中文素養 - 《燕詩》	利用電子學習平台提升自學能力
通識科	照顧學習多樣性的課業指引 生活素質 —— 社區重建	適異性教學、自主學習
生物科	Assessment for Learning in HKDSE Biology Analytical Report for Self-directed Learner	學習與測考結合
中史科	從激趣、思辨與創意設計初高中銜接的課業 中三級中史科增益課業	① 初高中銜接的教材設計 ② 圖像式思維工具的運用
歷史科	Constructing the Construction: Essay Writing in History S4 : Development of Hong Kong's Economy After the End of WWII S5 : Causes of the Second World War	利用圖像式思維工具，循序漸進，幫助高中學生掌握論述題的作答技巧
地理科	① Enquiry based learning of urban land use S1 Using Urban Space Wisely ② Language learning element in Geography curriculum S3 Oceans in Trouble	① 探究式學習及自主學習 ② 初中LaC 的教材設計
會企科	Enhancing Learning and Teaching in Business, Accounting and Financial Studies Study Tools Developed for Self-directed Learner	善用自學空間，照顧學習差異

戊、課程設計

學 科	主 題	特 色
中文科	從文學漫步走上創作之路	② 全方位學習 體驗→實踐→協作→交流
英文科	① Meet to Write - A QEF Writing Project	抽離式拔尖課程
	② View to View	① 英文、通識跨科協作 ② 訓練多角度思維，幫助學生對不同社會議題的掌握 ③ 推動延伸閱讀及比較閱讀
通識科	校本體驗式學習課程	課程與活動結合的學習模式

中文科

集「師」廣益——合作教學與同儕觀課的經驗分享

科目：中文科

課題：文化單元「人性與良知：人禽之辨」教學設計

課堂設計：何嘉慧老師(中文科科主任) 張敏老師

觀課分享：何嘉慧老師(中文科科主任) 張敏老師

年級：中五級

壹、引言——教學構想

在談論人性問題時，孟子以「性善論」知名於世。他所謂的性善，究竟是什麼意思？是說善屬於人的本質，所以人生下來就是善的？（「本善論」）還是說人有行善的可能性，並且應該行善？（「向善論」）。就如《公孫丑上·四端章》所謂「今人乍見孺子將入於井，皆有怵惕惻隱之心」，就算有這樣的心，這就是善嗎？又或只是善的出發點？有這樣的心就夠了呢？還是需要由此推廣及實踐，然後才可稱之為善？

無論主張「本善論」，或是「向善論」，也須解釋為甚麼人會行惡的問題。我們要深入探討、釐清孟子在《告子上·牛山之木》對「心之四端」的看法，進一步談及養性、去慾的問題。至於學生對「性善論」、養性、擴充的理解與掌握，可透過〈魚我所欲也章〉，就可能面對的處境加以思考。

在掌握相關的理論後，著重引導學生思考「性善論」在現今社會的意義，從生活個案中引導學生反思。故設計以校訓「爾乃世之光」為題，思考及具體闡述人怎能發揮善性。題目著重引導學生思考如何在求學時期計劃如何滋養、反思、擴充以致實踐校訓。此部分可檢視理論課的學習成效，也可為進階練習打好穩固的基礎，因此，我們把這部份訂為教師課堂研究的重點。

由於這課題的難度頗高，我們希望透過合作學習加強學生互動，以激發興趣和學習動機。同時，為了讓老師更準確掌握學生的強、弱點，因材施教，故此，我們在教研中嘗試同儕觀課，以便調節或優化教學，提升成效。

貳、單元基本教學策略

「性善論」是儒家精神的核心，屬哲學思辨的範疇，學生較少接觸，因此，學習起來有困難，理解有一定的難度。所以在教學時可以嘗試以下教學策略進行：

1. 教材設計和教學內容由淺入深，設定高、中、低各級達標的重點，照顧學習的差異。

2. 借助視訊、教具、生活例子、時事新聞，深入淺出，引起學習的興趣，並讓學生對論題先有基本的認識。
3. 注重預習，通覽全文，初步感知：學生按工作紙的提示，完成預習，獲取初步印象，認識題材、內容、作者思路、思想情感及說理手法。
4. 互動感悟：由老師精教全文，利用不同層次的提問，引導學生找出文章的重點，並將難點梳理，以助尋繹文章的思路。
5. 突破難點，了解儒家信念的核心：教師利用實物、圖像、圖表，以助了解抽象的哲理，進一步引導學生就問題的關鍵進行分析，認識孟子性善說、存養本心、擴充四善端的重要性，從而領悟「人禽之辨」（重人精神）的意義。
6. 合作學習：學生以合作學習的模式分組討論，就課內所領悟的人生哲理，舉述例証或就時事個案加以闡析、評論，促進交流；反思性善說在現今社會的意義，擴充善性，造福人群。
7. 同儕觀課：老師就同一教學難點設計教材和教案，觀察不同能力學生的課堂表現，以便調節教法，使學與教達到更佳的效益。
8. 延伸學習：閱讀有關的課外篇章 / 書籍，以培養正面的價值觀。

參、單元教學目標

1. 對象：中五級全體學生
2. 學生已有知識：初中已學習〈四端章〉
3. 學生已預習：〈與青年談中國文化〉（節錄）、〈牛山之木〉、〈魚我所欲也章〉
4. 單元學習目標：
 - （1）了解儒家信念的核心：認識孟子性善說、擴充善端與存養本心的重要性，從而領悟「人禽之辨」（重人精神）的意義。
 - （2）反思性善說在現今社會的意義，擴充善性，造福人群。
5. 教學重點及難點
 - （1）重點：掌握儒家性善論，了解「重人精神」的意義。
 - （2）難點：
 - 理解相關的文化觀念，體會儒家精神的可貴之處。
 - 掌握四端、四德、擴充、存養等概念。
 - 體會儒家的中庸之道。
 - 反思性善論的意義

6. 各程度學生研習文本後的預期成果

範 疇	預 期 成 果
高能力學生	(1) 掌握四端、四德、擴充存養等概念。並能自行舉例說明。 (2) 透過原典體會儒家中庸之道的智慧，能舉例說明。 (3) 透過原典探討性善論的意義，並能以現今社會情況舉例說明。
中能力學生	(1) 掌握四端、四德、擴充存養等概念。能就所提供的例子加以說明。 (2) 認識儒家中庸之道的理念，能就所提供的例子加以說明。 (3) 反思性善論的意義。能以現今社會情況，舉例說明。
低能力學生	(1) 透過老師的講解、舉例，掌握四端、四德擴充、存養等概念。 (2) 透過老師的講解、舉例，掌握儒家的中庸之道。 (3) 透過老師的講解，掌握性善論的意義。並能舉例說明。

肆、人禽之辨單元教案

教學流程 及 教學活動	照 顧 學 習 差 異		
	高	中	低
1 理論課（一） 基礎知識 〈與青年談中國文化〉 ➤ 預 習 ➤ 視 訊 ➤ 合作學習 ➤ 小組討論	1. 完成工作紙，校對重點，提問重點。扼要講解重人的精神、三才觀、四端、四德和極至。測試學生可否整理它們之間的關係：四端→四德→極至→三才觀→重人的精神。 2. 人禽之辨：〈義犬救主〉引導思辨、討論、發現道理深化對人禽之辨的認知。	1. 完成工作紙，校對重點，提問重點，並扼要講解重人的精神、四端和四德 2. 人禽之辨： 〈義犬救主〉 討論+提問+講解深化對人禽之辨的認知。	1. 完成工作紙，校對重點，初步了解學生對重人的精神、四端和四德的認知。 2. 人禽之辨： 〈義犬救主〉 討論+講解 深化對人禽之辨的認知。
2 理論課（二） 基礎知識 〈四端章〉： ➤ 預 習 ➤ 視 訊 ➤ 朗 讀 ➤ 圖 表 ➤ 合作學習	1. 訂正文言詞解、語譯 2. 學生報告重點：四端、四德、擴充的關係。 3. 釐清「端」的意思。 4. 學生配合「唐文」按四端與四德關係表自行舉例加以說明。	1. 訂正文言詞解、語譯。 2. 釐清「端」的意思。 3. 理清篇章的重點，理解並扼要說明主旨。 4. 學生配合「唐文」按四端與四德關係表，就老師的提示自行舉例加以說明。	1. 訂正文言詞解、語譯。 2. 釐清「端」的意思。 3. 理清篇章的重點，理解並扼要說明主旨。 4. 學生配合「唐文」按四端與四德關係表，就老師所提供的例子加以說明。

教學流程 及 教學活動	照顧學習差異		
	高	中	低
<p>3 再進一階 人性本善？</p> <p>〈牛山之木〉：</p> <p>➤ 同2</p>	<p>1. 訂正文言詞解、語譯</p> <p>2. 釐清「性善」、「幾希」的意思。</p> <p>3. 反思「牛山之木」的寓意，舉例說明「養性」的重要。</p>	<p>1. 訂正文言詞解、語譯。</p> <p>2. 釐清「性善」、「幾希」的意思。</p> <p>3. 分析「牛山之木」的寓意，說明「養性」的重要。</p>	<p>1. 訂正文言詞解、語譯。</p> <p>2. 釐清「性善」、「幾希」的意思。</p> <p>3. 講解「牛山之木」的寓意，明白「養性」的重要。</p>
<p>4 總結 「人禽之辨」撮要</p> <p>➤ 預習</p> <p>➤ 圖表</p> <p>➤ 合作學習</p>	<p>1. 完成工作紙，校對重點。</p> <p>2. 學生能根據工作紙的內容自行就人禽之辨、道德的實踐，闡述四端、四德、養性和擴充的關係。</p>	<p>1. 完成工作紙，提問重點，校對重點。</p> <p>2. 學生能根據工作紙的內容，在老師的提示下，就人禽之辨、道德的實踐，闡述四端、四德、養性和擴充的關係。</p>	<p>1. 完成工作紙，提問重點，校對重點。</p> <p>2. 學生能根據圖像的內容，在老師的提示下，就人禽之辨、道德的實踐，闡述四端、四德、養性和擴充的關係。</p>
<p>5 又進一階 四端與四德 怎樣擴而充之？</p> <p>〈四端章〉 〈牛山之木〉：</p> <p>➤ 預習</p> <p>➤ 圖表</p> <p>➤ 合作學習</p> <p>★ 課堂研究堂 ★ 「校訓」與善性的實踐 (5A和5C班)</p>	<p>1. 歸納兩篇的重點，扼要說明主旨：辨析四端、四德、養性、擴充與極至的關係，深化對「性善論」的認識。</p> <p>2. 學生配合「唐文」，按四端與四德關係表，自行舉例加以說明「擴充」的意義。</p> <p>3. 學生自行舉例加以說明養性與擴充關係。</p> <p>4. 學生自行舉例加以說明養性與擴充關係。</p>	<p>1. 根據兩篇的大綱，扼要說明主旨：掌握四端、四德養性、擴充與極至的關係，鞏固對「性善論」的認識。</p> <p>2. 學生配合「唐文」，按四端與四德關係表，就老師的提示，舉例說明「擴充」的意義。</p> <p>3. 學生就老師的提示，舉例加以說明養性與擴充關係。</p> <p>4. 學生以校訓為例，思考如何滋養及擴充善性，全面舉例說明。</p>	<p>1. 重溫兩篇的大綱，指導扼要說明主旨：認識四端、四德、養性、擴充與極至的關係，鞏固對「性善論」的認識。</p> <p>2. 生配合「唐文」，按四端與四德關係表，就老師提供的例子，說明「擴充」的意義。</p> <p>3. 學生就老師所提供的例子加以說明養性與擴充關係。</p> <p>4. 學生以校訓為例，思考如何滋養及擴充善性，就提供例子加以說明。</p>

教學流程 及 教學活動	照顧學習差異		
	高	中	低
6 更進一階 (進展性評估) 好心做壞事？ 反思四德在生活中的體現 ➤ 預習 ➤ 剪報 ➤ 圖表 ➤ 教具(天秤) ➤ 合作學習	1. 自行完成大綱 2. 分組報告四德的體現 (每組一項德目) 3. 互評 / 老師評講 4. 小組討論： 好心做壞事？ 5. 老師評講 6. 利用教具(天秤)， 讓學生在實驗中自行領悟中庸的理念，並從原典理解中庸的精神。	1. 自行完成大綱 2. 分組報告四德的體現 (每組一項德目) 3. 互評 / 老師評講 4. 小組討論： 好心做壞事？ 5. 老師評講 6. 利用教具(天秤)， 引導學生在實驗中理解中庸的理念。	1. 溫習： 對焦舉例闡述四德 2. 自行完成大綱 3. 分組報告四德的體現 (每組一項德目) 4. 互評 / 老師評講 5. 引導思考好心做壞事的原因 6. 老師評講 7. 利用教具(天秤)講解中庸的理念
7 延伸練習(一) ➤ 預習 ➤ 剪報 ➤ 合作學習 ➤ 分組辯論 / 小組討論	1. 利用剪報完成「四德性與現今生活的反思」，鞏固「善性」與「中庸」的信念，並從評論社會時事中，學以致用，讓學生能從不同角度思考問題，進行理性的批判。 2. 分組辯論	1. 利用剪報完成「四德性與現今生活的反思」，鞏固「善性」與「中庸」的信念，並從評論社會時事中，學以致用，讓學生能從不同角度思考問題，進行理性的批判。 2. 小組討論	1. 利用剪報完成「四德性與現今生活的反思」，鞏固「善性」與「中庸」的信念，並從社會時事的討論中，引導學生從不同角度思考問題，進行理性的批判。 2. 小組討論
8 延伸練習(二) ➤ 預習 ➤ 剪報 ➤ 合作學習 ➤ 教具 (竹籤和鐵線) ➤ 分組辯論 / 小組討論	1. 利用教具(竹籤和鐵線)，引導學生領悟「性善論」的意義。 2. 利用〈杞柳篇〉(告子上：告子與孟子的論辯)，深化學生對「性善論」的認識，領悟「性善論」的意義。	1. 利用教具(竹籤和鐵線)，引導學生領悟「性善論」的意義。	1. 利用教具(竹籤和鐵線)，講解「性善論」的意義。
(配合進度慢，靈活處理。)			

伍、理論課後小評估（何嘉慧老師分享）

我任教5A班，同學能力屬中至上等。在完成以上教學進度1-4之後，5A班同學似乎初步

掌握到四端、四德和擴充的關係。因此，我請同學嘗試就他們對這課題的理解，在課後的練習中自行舉例，解說四端的擴充。同學的表現如下：

1. 在5A班同學的回饋中，可見同學一般能掌握四端與四德的關係，舉述恰當的例子，並加以解說。
2. 至於四德如何擴充到「極至」，一般同學的解說都未如理想。由於同學對「極至」的意思尚未清晰，因此亦見舉例不當。
3. 此外，同學亦須注意闡述是否對焦。

因應以上的檢視，我歸納了全班的問題，撮寫成簡單的評講筆記，提示同學改善的地方。

同時為了讓同學更能掌握和表達抽象的理念，我決定在下一環節調適教授的方法，嘗試增加課堂互動，先說後寫，並與5C班張敏老師協作，處理有關「養性、擴充四德與極至」的課題。

評講筆記

<p>隨筆一：四德的極至 —— 幾點反思：</p> <p>姓名：_____ 學號：_____ 班別：_____ 日期：_____</p> <p>1. 細閱課本 p.1 第一段，試指出同學應該怎樣說明我們由四端擴充到極至的過程。</p> <p>① 添 養 → ② 擴 充：推己及人 → 由親及疏 → ③ 四 德：仁義禮智 → ④ 極 至：人與天地參</p> <p>2. 所謂四德的「極至」，要考慮這功德所影響的 範圍 要廣， 時間 能久遠。</p> <p>3. 細閱課本 p.4：1a，解釋「義」如何由「端」擴充起來，文中用墨子為例，是否恰當？請可以用甚麼例子？</p> <p>不大恰當。墨子用「捨途津而為挾」的比喻，既對又錯。推廣愛國的舉動，這已是把義思之心擴展到國家層面，並不是由「端」擴充起來，不對應「由己」及人的意思。</p> <p>可以考慮用墨子「入楚國門」的例子。楚王想徵收墨子納小，就在城門旁邊造了一扇小門，讓墨子由小門進入。墨子本於義思之心，要維護自己的尊嚴，因此還以顏色，回應說：「進大國，由大門入；進小國，由狗門入。」而這裏思之心已由個人（國家），他在「齊人皆曰」一事上，用「捨途津而為挾」的比喻，大膽地反駁楚王，為國家挽回體面。（對應「由己」及人）</p> <p>4. 細閱課本 p.5：1b、1c，試指出老師添加的內容，在對策這重點有甚麼幫助。</p> <p>可使策這更對應焦點。1b 增加「尊嚴不容於政府，也不需權力的文章」，「不為私利」，對應義的擴充：「無私地維護社會公義，使人我平等」。1c 增加「文天祥不受誘惑，結果受了三年牢獄之苦，還挺住政府威壓」，對應義的「極至」：「犧牲性命以見義勇」，這例比原像只延不置下跪，更能突顯「犧牲」的意思。</p> <p>5. 細閱課本 p.6：1d，試說明文中用陶淵明與文天祥相比，是否恰當。</p> <p>不大恰當。雖然陶淵明和文天祥都是忠義之士，但兩人處於亂世的取態不同：陶淵明選擇歸隱，明哲保身；文天祥敢於抗爭，慷慨就義。因此，不宜把文天祥與陶淵明相比喻，來說明義的極至。</p>	<p>6. 細閱課本 p.7：1a、p.11-12：2a-c 和 p.13-14：3，試說明 1、2、3 何者屬道德的極至較為恰當。</p> <p>3 較為恰當。道德的極至，據原文：人之德，極於尊嚴。一切人倫世界人文世界中之人，尊嚴之，即推而上之。尊嚴人，立即尊嚴人所形成之人倫世界與人文世界；而若將人倫世界、人文世界無善向上，以專止於字面（僅的精神過是整個時空）。</p> <p>1c 對焦不全面：《敬業與辭業》的「職業無分貴賤，凡盡心勞動的人皆可敬」，只闡述「尊嚴一切人倫世界人文世界中之人」，未提及「尊嚴人所形成之人倫世界與人文世界」，能達到「尊嚴一切人倫世界人文世界中之人」的境界，但不等如能達到道德的極至。</p> <p>此外，概念混淆：《歸魂》所述：「無實無職，無長無少，達之所存，神之所存。」是指神明的原則，並非指對人的尊嚴。</p> <p>2a-c：對焦較全面：從前只指祀祖先，闡述這種文化影響深廣，讓尊嚴先祖的精神流傳，但 2a 宜多舉幾節節日，以見影響之廣；2b 宜具體一點說明「感念祖先」之重要，以見影響之深廣。</p> <p>3：對焦較全面：從孔子重視各種祭祀，以見他「尊嚴一切人倫世界人文世界中之人」與「尊嚴人所形成之人倫世界與人文世界」，包括生者、死者，蓋是人文世界所建立的權利。</p> <p>7. 細閱課本 p.9-10：1f，試指出舉例的方法是否恰當。</p> <p>不大恰當。宜用正面的例子，使更能對應對義的極至：「人之智極於使人我智能不達虛境，因得透過通達，則所以使人類社會日進無疆，使人倫世界人文世界悠久長存」。清楚說明極至的境界。</p> <p>8. 總結是次練習，我們要注意改善的地方是：</p> <p>a. 明確擴充到極至的過程</p> <p>b. 「極至」的定義，要考慮這功德所影響的範圍要廣，時間能久遠。</p> <p>c. 注意定義是否有缺漏。</p> <p>d. 舉例是否對焦。</p> <p>e. 闡述例子是否對焦。</p>
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我和張敏老師在備課會上商議，據初步的構思，我們嘗試用合作學習的方式，進行分組討論、互評、回應，再由老師回饋。為使討論更充實順暢，我們按兩班的能力設計概念圖，讓同學有備而來。而配合兩班的進度，由5A班先上課，觀察學生的表現，再調節5C班的教學方法。

按學生的能力設計概念圖

高能力學生概念圖（工作紙）

人禽之辨： 總結練習 工作紙 (學生版) (1)

姓名：_____ 學號：_____ 班別：_____ 日期：_____

試根據〈四端章〉、〈牛山之木〉和唐君毅先生的觀念，扼要說明人怎能發揮善性，並以我們的校訓為例具體闡述。

圖示：

_____	→	_____	→	_____
_____		_____		_____

怎樣實踐「聞乃世之光」？

我會向_____學習，希望做到_____的極至。

圖述並具體舉例說明：

中能力學生概念圖（工作紙）

人禽之辨：總結練習 工作紙（學生版 2）

姓名：_____ 學號：_____ 班別：_____ 日期：_____

試根據〈四端章〉、〈牛山之木〉和唐君毅先生的觀念，扼要說明人怎能發揮善性，並以我們的訓練為例具體闡述。

提示：
1.發揮善性須具備三項必要條件？

圖示：

↓

()

+

小我

↓

大我

+

↓

↓

提示：
2.試從攝護進退的概念思考我們如何滋養、擴充。

怎樣實踐「覺乃世之光」？

提示：
3.試闡明說明「覺乃世之光」的意思

我會向_____學習，希望做到_____的極至。

提示：
4. 你會向哪一位賢人學習？

提示：
5. 試從羅繼華的概念，配合賢人的美德，具體展示我們如何逐步實踐「羅乃信之光」，從而達到終究的境地。

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graph TD
    A[教育、知識  
(對焦筆述，舉例說明)] --> B[小我]
    B --> C[大我]
    D[家庭  
(對焦筆述，舉例說明)] --> B
    E[社會、國家、世界  
(對焦筆述，舉例說明)] --> C
    F[義、智、勇、信  
(對焦筆述，舉例說明)] --> B
    G[反躬自省  
(對焦筆述，舉例說明)] --> B
    
```

The diagram illustrates a process of personal and social cultivation. It starts with 'Education and Knowledge' (教育、知識) leading to 'Small Self' (小我). From 'Small Self', the path leads to 'Great Self' (大我). Other stages include 'Family' (家庭), 'Society, Nation, World' (社會、國家、世界), 'Righteousness, Wisdom, Courage, Faith' (義、智、勇、信), and 'Self-reflection' (反躬自省), all contributing to the progression from 'Small Self' to 'Great Self'.

低能力學生概念圖（工作紙）

人禽之辨：總結練習 工作紙（學生版 3）

姓名：_____ 學號：_____ 班別：_____ 日期：_____

試根據〈四端章〉、〈中山之水〉和唐君毅先生的觀念，扼要說明人怎能發揮理性，並以我們的教訓為例具體闡述。

① _____、②（反思）、③ _____

提示：
1.發揮理性具備哪三項必要條件？

圖示：

①

↓

教 育、知 識
宗 教、藝 術
良 師、益 友

↓

②（反思）

+

③

↓

小 我
↓
大 我

+

善 行 → 極 至

↓

家 庭

↓

提示：
2.試從圖標厘清的觀念思考我們如何
培養、擴充。

怎樣實踐「萬物之靈」之？

你們的先克也_____，好使他們看見你們的_____。

我會向_____學習，希望做到_____的極至。

提示：
3.試扼要說明「萬物之靈」的意思

提示：
4. 你會向哪一位賢人學習？

<p>提示： ★ 試從羅達斯的概念，具體幫我們何認識、反思、擴充，以能實踐「萬乃世之光」，甚而達到極至的境地。</p>		
<p>①</p> <p>教育、知識： 謙辭禮、持正非、守正義 (對焦學例闡述) 例如：學習中國傳統道德修養，認識性善論的意義，懂得做人處世之道。</p>	➡	<p>③</p> <p>善行 ➡ 極立</p> <p>商人： 守己自律 (對焦學例闡述)</p>
<p>宗教、藝術： 愛國心、神真理 (對焦學例闡述)</p>	➡	<p>家庭： 宗教事工、義工 (對焦學例闡述)</p>
<p>良師、益友： 互動交流 (對焦學例闡述)</p>	➡	<p>社會、國家、世界： 服務異國國家 (對焦學例闡述)</p>
<p>② 反思：(對焦學例闡述)</p>	➡	
	小我	大我

陸、課堂研究堂（一）——高、中能力學生教案（何嘉慧老師）

甲、學習主題：

- 一、「人禽之辨」撮要（鞏固）
- 二、又進一階：四端與四德怎樣在生活中擴而充之？（鞏固、延伸、深化）

乙、學習目的：

- 一、「人禽之辨」撮要：鞏固儒家道德觀的基礎知識。
- 二、四端、四德與擴而充之：按學生高、中、低能力，指導學生根據儒家道德觀，就個人的生活經驗思考其中的意義，以期進一步鞏固、延伸、深化，增強學習的成效。

丙、對象：

5A（以高能力為主，亦有中能力的學生）

丁、學生已有知識：

- 一、已研習〈與青年談中國文化〉、〈四端章〉、〈牛山之木〉。
- 二、已完成〈魚我所欲也章〉的預習和指導。
- 三、已完成隨筆，以古今例子闡析「四端、四德與擴而充之」，並作互評、指導。

戊、照顧學習差異——課堂目標：

主 題	高	中	低
一、 「人禽之辨」 撮要	<ol style="list-style-type: none"> 1. 完成工作紙，校對內容重點。 2. 學生能根據工作紙的內容自行就人禽之辨、道德的實踐，闡述四端、四德、養性和擴充的關係。 	<ol style="list-style-type: none"> 1. 完成工作紙，提問重點，校對重點。 2. 學生能根據工作紙的內容，在老師的提示下，就人禽之辨、道德的實踐，闡述四端四德、養性和擴充的關係。 	<ol style="list-style-type: none"> 1. 完成工作紙，提問重點，校對重點。 2. 學生能根據圖像的內容，在老師的提示下，就人禽之辨道德的實踐，闡述四端、四德、養性和擴充的關係。

主 題	高	中	低
二、 四端、四德 與擴而充之	1. 歸納兩篇的重點，扼要說明主旨：辨析四端、四德、養性、擴充與極至的關係，深化對「性善論」的認識。 2. 學生配合「唐文」，按四端與四德關係表，自行舉例加以說明「擴充」的意義。 3. 學生自行舉例加以說明養性與擴充關係。	1. 根據兩篇的脈絡，扼要說明主旨：掌握四端、四德、養性、擴充與極至的關係，鞏固對「性善論」的認識。 2. 學生配合「唐文」，按四端與四德關係表，就老師的提示，舉例說明「擴充」的意義。 3. 學生就老師的提示，舉例加以說明養性與擴充關係。	1. 重溫兩篇的脈絡，指導扼要說明主旨：認識四端、四德養性、擴充與極至的關係，鞏固對「性善論」的認識。 2. 學生配合「唐文」，按四端與四德關係表，就老師提供的例子，說明「擴充」的意義。 3. 學生就老師所提供的例子加以說明養性與擴充關係。

庚、教學策略：

- 一、預習
- 二、合作學習（異質分組）
- 三、限時匯報及小組討論
- 四、圖表、簡報

辛、教學步驟

- 一、「人禽之辨」撮要（1教節）
- 二、又進一階：四端與四德怎樣在生活中擴而充之？（2教節）

教節	主題	預習	教學活動	回饋 / 跟進
			高、中能力	
第1教節 (共40分鐘) 引入、鞏固	人禽之辨撮要	完成 工作紙	1. 校對重點。 2. 學生根據工作紙的內容自行就人禽之辨、道德的實踐，闡述四端、四德、養性和擴充的關係。	板書、修正 展示簡報

教節	主題	預習	教學活動	回饋 / 跟進
			高、中能力	
第2-3教節 組內匯報 (共30分鐘)	四端與四德怎樣在生活上擴而充之？	完成工作紙	<ol style="list-style-type: none"> 1. 5分鐘引入。 2. 共分6組，4人1組，每人負責一個德目，各用2分鐘報告工作紙的內容。 3. 各組用3分鐘整理所聽到的資料。 4. 各組員用1分鐘回應其中1個組員。 5. 各組歸納組員意見，用5分鐘達成共識，整理代表該組的一個報告。 	<ol style="list-style-type: none"> 2-4. 老師旁聽。 協助較弱學生解難或 摘錄各組的問題。 5. 各組歸納組員意見前，老師提亦要注意的問題。 (5分鐘)
討論互評 (共50分鐘)			<ol style="list-style-type: none"> 6. 全班進行35分鐘的討論。 7. 以德目分4組，抽4隊，各選出1位代表，每人先用3分鐘報告。 8. 其餘兩組就內容及技巧摘錄友隊的表現，用5分鐘整理資料。 9. 兩組各選1位代表，用3分鐘回應。 10. 參與討論的4組組員回應，每組2分鐘。 	<ol style="list-style-type: none"> 6. 老師評分 7. 協助較弱學生解難，或摘錄各組的問題。 8. 板書學生回應 9. 板書學生回應 10. 老師回饋 (15分鐘) 11. 安排跟進練習就討論所得，以怎樣實踐「爾乃世之光」為題，寫隨筆一篇。 (約250-300字，標點符號計算在內。)
			<p>互評準則：</p> <ol style="list-style-type: none"> 1. 須選擇合適的賢人。 2. 須配合賢人的美德，設想如何效法賢人，逐步達到至善之境。 3. 須對焦闡述，具體舉例說明。 	

課堂簡報（課堂研究：第1教節⇒鞏固、重溫）

• 孟子的「人禽之辨」

- 中國先哲講人禽之辨，是道德倫理思想與哲學思想之最重要處，因為這解釋了儒家重人的原因，看到人的價值和其寶貴之處。
- 孟子是從人的本質分人禽之辨。在《孟子·離婁下》：「人之異於禽獸者幾希，應人去之，君子存之。」
- 孟子指出人與禽獸的分別處於人性有仁義之質，意指有價值自覺，有「知善」和「行善」的能力，而禽獸沒有，此正是人禽可分辨之處。只是，人與禽獸之分別只有「幾希」（只有一點點）。

(1)

- 孟子這樣說是提醒人應該好好保持與生俱來的善性和良知，使之不被埋沒和蒙蔽。另外，孟子認為不應從人的行為去區分人的善惡，而是應察看人的本質，故他發展出他的「性善論」。
- 《孟子·公孫丑上》：「由是觀之，無惻隱之心，非人也；無羞之心，非人也；無辭讓之心，非人也；無是非之心，非人也。惻隱之心，仁之端也；羞惡之心，義之端也；辭讓之心，禮之端也；是非之心，智之端也。」
- 孟子指出，這微弱的良善意識就是「四端」（善的開始）——惻隱、羞惡、辭讓、是非。
- 人要把四端加以滋養、擴充，見之於行為，才能推展至「四德」（善行）——仁、義、禮、智。
- 故此，人有此四善端，正是人與禽獸最大的分別處。

(2)

四端與四德 甚麼是四德的極至？

1. 從根本說起：四德從何而來？

四德來自四端的擴充：

- 惻隱之心，仁之端也；羞惡之心，義之端也；
- 辭讓之心，禮之端也；是非之心，智之端也。

2. 四端是四種怎樣的意識？

惻隱：不忍之心

羞惡：人格尊嚴的自覺，公平正直之心

辭讓：謙讓與對他人的尊重

是非：明辨對與錯



(3)

四端與四德 甚麼是四德的極至？

3. 四德怎樣從四端擴充？

由己及人，由親及疏。

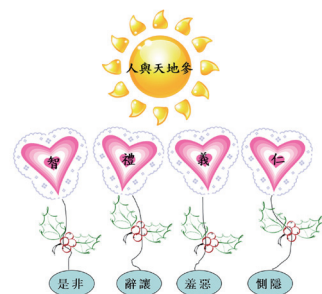
4. 甚麼是極至的境界？

極至是善性的高度發揮，其影響久遠、深廣。· 使人的價值與天地等同（人與天地參）。

5. 試根據唐文，找出重點，具體闡述人們可以怎樣由己及人，由親及疏，而達到極至的境界。



(4)



(5)

怎樣擴而充之？

試根據〈四端章〉、〈牛山之木〉和唐君毅先生的觀念，扼要說明人怎能發揮善性，並以我們的校訓為例具體闡述。

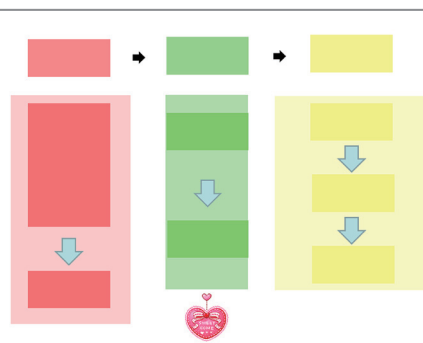
提示：

1. 發揮善性須具備哪三項重要條件？

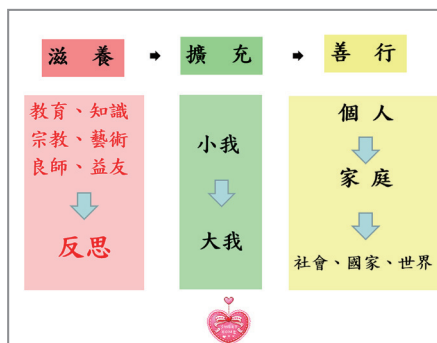
答案：滋養、（反思）、擴充



(6)



(7)



(8)

課堂簡報（課堂研究：第2-3教節⇒分組討論）

四端及四德怎樣在生活上擴而充之

以我們的校訓「爾乃世之光」為例

5C

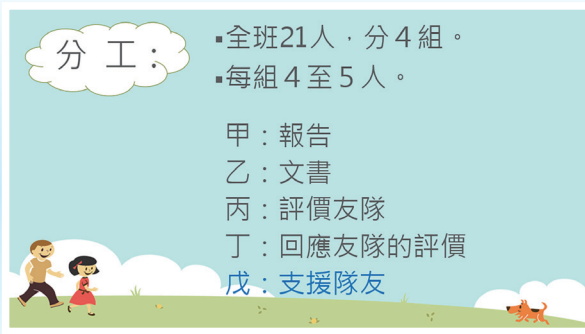


(1)

分工：

- 全班21人，分4組。
- 每組4至5人。

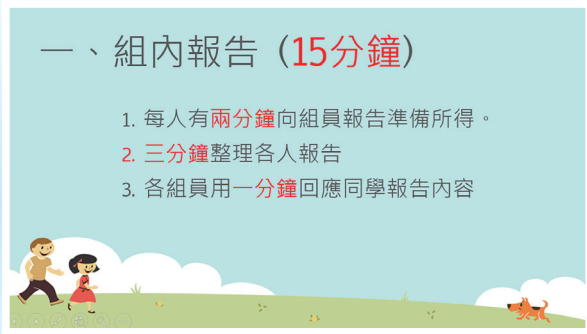
甲：報告
乙：文書
丙：評價友隊
丁：回應友隊的評價
戊：支援隊友



(2)

一、組內報告（15分鐘）

1. 每人有兩分鐘向組員報告準備所得。
2. 三分鐘整理各人報告
3. 各組員用一分鐘回應同學報告內容

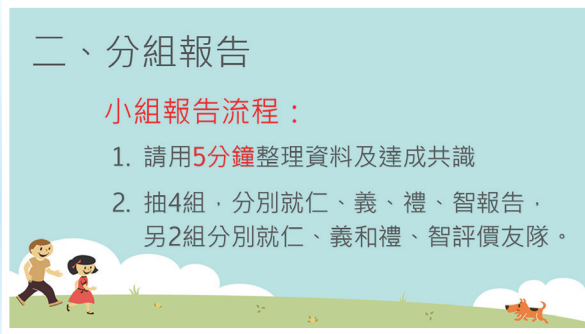


(3)

二、分組報告

小組報告流程：

1. 請用5分鐘整理資料及達成共識
2. 抽4組，分別就仁、義、禮、智報告，另2組分別就仁、義和禮、智評價友隊。



(4)

小組討論流程（35分鐘）

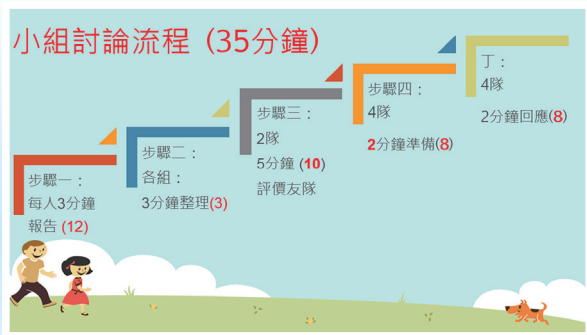
步驟一：每人3分鐘報告（12）

步驟二：各組：3分鐘整理（3）

步驟三：2隊：5分鐘（10）評價友隊

步驟四：4隊：2分鐘準備（8）

丁：4隊：2分鐘回應（8）



(5)

總結

各隊表現	優良	達標	仍要改善
1. 四端、滋養、反思、擴充、極至等概念清晰。			
2. 選擇合適的賢人。			
3. 配合賢人的美德，設想如何逐步達到至善之境。			
4. 須對焦闡述，具體舉例說明。			



(6)

課堂工作紙

「人禽之辨」：總結篇 小組討論 / 小組報告 系統統整

姓名：_____ 學號：_____ 班別：_____ 第()組 日期：_____

系統統整：

1. 須選擇合適的賢人。
2. 須配合賢人的美德，設想如何效法賢人，逐步達到至善之境。
3. 須對象闡述，具體舉例說明。

小組討論 / 小組報告 系統統整

組別	選擇合適的賢人	配合賢人的美德， 逐步達到至善	對象闡述， 具體舉例說明
第()組 姓名：_____			
第()組 姓名：_____			
第()組 姓名：_____			
第()組 姓名：_____			

辛、課後檢討

根據5A班在三節課中的表現，發現同學頗有改善的地方，但同時仍有未達標之處。以下試從預習、概念圖的使用、提問方法和合作學習四方面扼要說明。

- 一、預習方面，這是同學的常規訓練，除此之外，也因為要進行討論、互評，須有備而戰，同學的準備也十分認真。同學對於「人禽之辨」的中心思想——性善說能清晰解說之餘，並能就滋養、反思、擴充、極至等概念找到合適的例子，在報告中與同儕交流。
- 二、在概念圖的使用方面，高、中能力的同學都和借助概念圖說明如何從滋養、反思、擴充，使四端成為四德，甚而達到極至。高能力學生根據空白的框架完成任務，而中能力的同學則在老師的提示下闡明概念。兩者對如何達到極至的概念較初次練習有明顯的改善。
- 三、就提問方法而言，在第2、3節課，同學以賢人義士為例解說抽象的概念，也較第一次的練習準確，能把推己及人的概念具體闡析。然而，在設想自我如何修身立德，為世之光以達「極至」，則較由於青少年對人生目標尚目未清晰，對一般同學而言，較難憑空說理想。因此，題目或可改為：以一賢人為例，談談如何效法賢人，實踐四德，為世之光，以達至善之境」。相信這更能讓同學反思，並提升品德情意。
- 四、至於合作學習方面，根據同學在第2、3節課的表現，我們認為在任務的安排上可作改良。每小組4人，分別以仁、義、禮、智的實踐為主題以準備報告，雖然可讓組員全面討論四德，但由於時間有限，交流難以深入。尤其能力稍遜的同學，可能未及充分回應，又或對於難點的解決效用不大。因此，如改為集一組之力，研習一個德目，相信組員會有更深入的思考和交流，學習的效果更佳。

還有，組內自由交流意見時，同學會因為聽說能力、主動與被動的差異而頗覺強弱懸殊。因此，明確的分工，更能照顧學習差異。同學可以按被分派的工作完成任務，例如：組內交流意見時，同學有指定的對象，那麼回應就更能有的放矢。

柒、課堂研究堂（二）——中能力學生教案（張敏老師）

甲、教案設計調適

本次課堂研究堂，我們聚焦在單元教學步驟五，也即是四端與四德怎樣擴而充之（以校訓為例說明）一課。在觀課後，我們針對「中能力學生」的能力及教學要求，立即作了調適。

一、提供鷹架，協助構想思考

「高能力學生」就討論題目時，多能立即構想完備答案，惟「中能力學生」見題目後，則見時有疏漏。因此，我們作了以下調適：

整課討論題目是「試根據《四端章》、〈牛山之木〉及唐君毅自先生的觀念，扼要人怎能發揮善性，並以我們的校訓『爾乃世之光』為例具體闡述」。我們設置了兩條「提示」，導引學生思考題目。這兩條題目分別是：第一、「試扼要說明『爾乃世之光』的意思」，以及第二「試具體闡述我們如何滋養、反思、擴充，實踐『爾乃世之光』」。

二、中能力學生教學調適，分組教學照顧學習差異

這部分的分組有四個原則：

1. 異質分組，每組都有不同能力的同學，以期達到「以強帶弱」，取長補短。
2. 根據不同學習偏好，分組時根據老師對同學的學習偏好的了解再加以調整，盡量避免同一組內很多人都喜歡演說或同一組內傾向偏愛文字書寫的同學為一組。
3. 是各施其職，每組有五位同學，共設四組。在分工上設有「報告」、「紀錄」、「評論」、「回應」、「總結」五個任務，各人負責一項，分工的目的不但是各具任務，同時也照顧班上能力與信心較弱的同學，讓他們同樣可以參與課堂的討論。
4. 是「共同合作」，全班二十人，剛好可分成四組，分別負責「仁、義、禮、智」四個範疇，合而成就整回應題目要求，因此同一組內同學負責一個德目，這有助同學深入和認真思考從該負責德目的角度出發，如何能滋養、擴充，培養自己成有「有仁」、「有義」、「有禮」、「有智」之人。

乙、教學目標

1. 根據兩篇的脈絡，掌握四端、四德、養性、擴充與極至的關係。
2. 學生配合「唐文」，按四端與四德關係表，就老師的提示，舉例說明「擴充」的意義。
3. 學生就老師的提示，舉例加以說明養性與擴充關係。

丙、課堂教案

班別：5C（中能力）

程序／活動	過 程	需時	互動模式
課前準備	1. 同學已知悉討論題目及分配的德目。 2. 同學須自行準備相關的題目，構思及搜集相關名人事例作參考。		自學
一、引入	1. 老師講解課堂目標：試根據〈四端章〉、〈牛山之木〉和唐君毅先生的觀念，以我們的校訓為例，具體說明怎能發揮善性。 2. 老師詢問思考此題的步驟。（先提問反指導） 3. 老師給予兩個思考提示： <ul style="list-style-type: none"> ➢ 發揮善性須具備哪兩項重要條件？ ➢ 試從層遞漸進的概念思考我們如何滋養、擴充。以圖像指示學生思考步驟。 	5分鐘	師生問答
二、發展	組內分享 1. 同學先在組內報告準備所得。 <ul style="list-style-type: none"> ➢ 每人有兩分鐘向組員報告準備所得。 ➢ 三分鐘整理各人報告 ➢ 各組員用一分鐘回應同學報告內容 回應次序：甲→乙→丙→丁→甲 2. 老師要求各組用五分鐘整理資料及達成共識	10分鐘	
三、討論	分組報告 1. 老師分派討論顏色紙，白板筆，準備進行小組討論。 2. 老師分配各人角色。20人分4組。 各組角色：「報告」、「紀錄」、「評論」、「回應」、「總結」 組與組的互評次序 3. 老師指示同學以「層遞漸進的概念」思考獲分配的德目 4. 討論十分鐘，及準備各組報告。 5. 各組報告，報告流程： <ul style="list-style-type: none"> ➢ 三分鐘報告 ➢ 一分鐘整理 ➢ 接受他組一分鐘評論 ➢ 一分鐘準備 ➢ 一分鐘回應 6. 各組整理報告及評論所得。 7. 互選最佳組別	討論： 10分鐘 報告及回應： 30分鐘。	
四、總結	老師邀請同學協助總結	10分鐘	

丁、課堂簡報（課堂研究：第1教節⇒鞏固、重溫）

• 孟子的「人禽之辨」

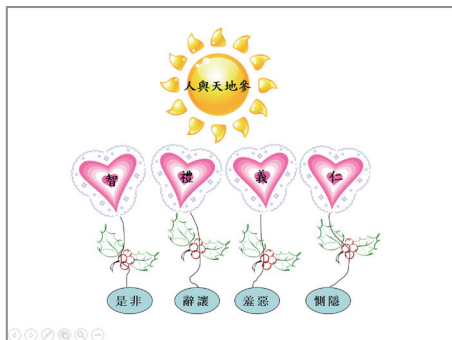
- 中國先哲講人禽之辨，是道德倫理思想與哲學思想之最重要處，因為這解釋了儒家重人的原因，看到人的價值和其寶貴之處。
- 孟子是從人的本質分人禽之辨。在《孟子·離婁下》：「人之異於禽獸者幾希，庶民去之，君子存之。」
- 孟子指出人與禽獸的分別處於人性有仁義之質，意指有價值自覺、有「知善」和「行善」的能力，而禽獸沒有，此正是人禽可分辨之處。

只是，人與禽獸之分別只有「幾希」（只有一點點）。

(1)

- 孟子這樣說是提醒人應該好好保持與生俱來的善性和良知，使之不被埋沒和蒙蔽。另外，孟子認為不應從人的行為去區分人的善惡，而是應看人的本質，故他發展出他的「性善論」。
- 《孟子·公孫丑上》：「由是觀之，無惻隱之心，非人也；無羞之心，非人也；無辭讓之心，非人也；無是非之心，非人也。惻隱之心，仁之端也；羞惡之心，義之端也；辭讓之心，禮之端也；是非之心，智之端也。」
- 孟子指出，這微弱的良善意識就是「四端」（善的開始）——惻隱、羞惡、辭讓、是非。
- 人要把四端加以滋養、擴充，見之於行為，才能推展至「四德」（善行）——仁、義、禮、智。
- 故此，人有此四善端，正是人與禽獸最大的分別處。

(2)



(3)



★ (4)

四端與四德 甚麼是四德的極至？

1. 從根本說起：四德從何而來？
四德來自四端的擴充：
• 惻隱之心，仁之端也；羞惡之心，義之端也；
• 辭讓之心，禮之端也；是非之心，智之端也。
2. 四端是四種怎樣的意識？
惻隱：不忍之心
羞惡：人格尊嚴的自覺，公平正直之心
辭讓：謙讓與對他人的尊重
是非：明辨對與錯



(5)

四端與四德 甚麼是四德的極至？

3. 四德怎樣從四端擴充？
由己及人，由親及疏。
4. 甚麼是極至的境界？
極至是善性的高度發揮，其影響久遠、深廣。
使人的價值與天地等同（人與天地參）。
5. 試根據唐文，找出重點，具體闡述人們可以怎樣由己及人，由親及疏，而達到極至的境界。



(6)

怎樣擴而充之？

試根據〈四端章〉、〈牛山之木〉和唐君毅先生的觀念，扼要說明人怎能發揮善性，並以我們的校訓為例具體闡述。

提示：

1. 發揮善性須具備哪三項重要條件？
答案：滋養、(反思)、擴充



(7)

怎樣擴而充之？

試根據〈四端章〉、〈牛山之木〉和唐君毅先生的觀念，扼要說明人怎能發揮善性，並以我們的校訓為例具體闡述。

提示：

試以一賢人為效法的對象，從層遞漸進的概念說明我們如何從賢人的行事，學習滋養、反思、擴充，做到為世之光。



★ (8)

怎樣擴而充之？

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提示：

1. 發揮善性須具備哪三項重要條件？

答案：滋養、(反思)、擴充



(7)

怎樣擴而充之？

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★ (8)

課堂簡報（課堂研究：第2-3教節⇒分組討論）

四端及四德怎樣在生活上擴而充之

以我們的校訓「爾乃世之光」為例

5C

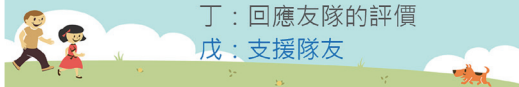


(1)

分工：

- 全班21人，分4組。
- 每組4至5人。

甲：報告
乙：文書
丙：評價友隊
丁：回應友隊的評價
戊：支援隊友



★ (2)

一、組內報告 (18分鐘)

1. 每人有兩分鐘向組員報告準備所得。
2. 三分鐘整理各人報告
3. 各組員用一分鐘回應同學報告內容

回應次序：

甲→乙→丙→丁→戊→甲



★ (3)

二、分組報告 (33分鐘)

小組報告流程 1 (5分鐘)：

1. 請用5分鐘整理資料及達成共識



★ (4)

小組報告流程 (28分鐘)



★ (5)

總結

各隊表現	優點	待改進
1. 四端、滋養、反思、擴充、極至等概念清晰。		
2. 選擇合適的賢人。		
3. 配合賢人的美德，說想如何逐步達到至善之境。		
4. 須對焦闡述，具體事例說明。		



(6)

捌、成效

以下嘗從「課堂即時評估」以及「學生課業評估」兩部分總結是次教學研究的學生表現。

「課堂即時評估」方面

以下就中能力學生課堂表現作報告：

一、提供鷹架，協助構想思考

在此部分，學生重溫校訓的意思，能清楚指出「你們的光當在人前照耀，好使他們看見你們的善行。」同時，學生也掌握怎樣實踐校訓的幾個步驟，由「滋養」開始，繼而擴充，最後希望培養自己什麼的善行。該題的課業要求是同學需從「仁義禮智」四個範疇出發思考如何在學生階段滋養自己的善性，繼而擴充小我，在個人、社會及至國家有什麼承擔及貢獻，當中同學可就學校的不同方面思考有什麼滋養的內容，以及舉具體例子加以說明。因此，能否回應理論，各角度舉具體例子說明想法就是評分重點。課堂即時報告所見，同學大多舉出實際學校的例子，說明自己或該組同學想過如何在學生時期「滋養」個人德性。同時，學生多能舉出合適的名人例子，說明自己期望將來如哪位名人一樣「擴充」自己的善性，為社會帶來什麼貢獻。同學在表達時，大多能有序地表達，並舉例以證。表現更佳者更能仔細說出當中的構想，對焦清晰。

二、中能力學生教學調適，分組教學照顧學習差異

上文提到，同學在課堂開始時，已就題目進行預備，因此課堂可以直接進行報告以及討論。而課堂的前半部分是「組內報告」，為鼓勵同學敢於發言，每人先有兩分鐘時間向組員報告準備所得，既是檢視準備情況，亦讓較弱的同學可以觀摩同學的表現，三來也能豐富同一組的內容，四來是每位負責報告的同學須在組內站立報告，可作為熱身，也讓同學在相對全班壓力較少的環境之下練習演說。然後全組有三分鐘整理自己的報告，同學可就剛才各人的報告中吸收意念，或修正或豐富自己的內容。最後各組員有一分鐘時間回應同學報告的內容，而且限定的回應次序是「甲→乙→丙→丁→戊→甲」，回應的要求是就報告的內容加以補充或修正，由此訓練同學聆聽及評論的能力，而同學亦可在別人的意見中加強自己的論點。當日所見，這的確能幫助能力較弱的同學補充許多的內容，整份內容也因有組內交流而提升。

課堂的後半部分是全班分組報告時間，其流程如下：第一、各組的「甲」負責作三分鐘演說，「乙」作紀錄。第二：各組一分鐘時間整理報告要點；第三「丙」負責利用一分鐘評價別組；第四，各組再有一分鐘準備回應部分；第五是由「丁」負責就其他組的評論作出回應；第六，各組再有一分

鐘準備總結部分；最後是由「戊」負責總結。然後老師就各組表現講評，評論方向是講解一個較佳的舉例及因應一些較弱的例子加以補充或更正。而同學就需就課堂報告作一個紀錄，整理筆記。當日所見，以「仁」及「義」組表現較佳，同學能充分掌握唐君毅先生中「四德」的含義及極至所指，同時也能舉出具體的例子說明自己如何滋養相關的善性，思考的角度也較全面。

「學生課業評估」方面

高能力學生在完成兩堂討論課後，各組須提交一份文字報告，以作評估。從同學報告中，反映同學多能掌握教學重點，可清晰說明四端、四德、養性、擴充與極至的關係，同時也能舉合適的賢人說明如何學效。茲就此兩點作說明：

一、充分掌握四端、四德、養性、擴充與極至的關係

學生的課業報告反映，同學都能利用自己的文字清楚說明中間的關係，指出養性、擴充與極至的關係。表現佳者更能就此作喻解釋：「善性一開始只是小種子，要令種子萌芽，就要定期澆水和曬陽光（滋養）。把善性滋養及擴充成為四德，然後再把善性擴充到極至……令善行能夠長存」。

二、舉合適的賢人，說明如何效法，逐步達到至善之境

同學都能舉合適的賢人說明如何效法賢人，以滋養及擴充自己的善性。例如「義」的組別，剛舉馬雲先生作例，說明馬雲在創業十多年中如何保存是非之心，繼而指出學習馬雲如何在資訊發達的年代中分辨是非。又例如學生舉謝婉雯醫生作例，說明如何滋養及擴充「仁」。同學會寫到在「教育和知識方面」，學效謝醫生的追求；在宗教方面學習她依靠基督信仰；在良師益友方面學效她廣結益友。而謝醫生行醫事蹟也是她「擴充」善性的表現，同學從中得啟發說明如何逐步達到至善之境。其他的賢人例子還包括學效孟子和岳飛的「義」；孔子和南丁格爾的「仁」、岳飛的「智」等，同學自行查找相關賢人事跡，並說明如何效法，逐步達到至善之境，表現令人滿意。

玖、反 思

張敏老師

整個教學研究，我覺得有以下三點最大得著：

- 一、課堂上，同學能運用所學，具體就明在校園這個環境中，如何從多角度思考裝備及滋養自己的善性，例子豐富的組別能得「知識增長」、「能力建立」，或藝術、人文、數理邏輯等不同方面呈現同學認為「滋養」的重點。而且這些舉例也額外為同學努力讀書找到了更高價值追尋的原因，給予認真學習的動力。
- 二、同學能自信表達已見，回應他人。整個課堂設計給了同學充分的提引、示例以及心理準備，因此連一般人前演說，表達較弱的同學也能自信、有條理地在人前表達已見。也因為分工的設立，分組的劃分，使強弱之間有足夠的交流，弱者能從中吸引養分，也壯大了自己的信心，因此有不錯的成效。
- 三、品德情意方面，這課堂不但讓學生掌握孟子的性善論，進而提供機會讓同學好好思考自己如何修身養性，是在功利的社會氣氛之下難得的思考課。而從同學的舉例、演說及回應之中，無形中培養了自己思考及計劃人生之路。

然而，課堂上也有不足需加以注意，這方面感謝科主任何老師的指導，讓我從中學習。其中的不足如下：

- 一、及時提醒學生準確的學科知識。同學在報告、評論和回應中，有機會因為為了反駁或擊倒對方，對別組的報告內容加以扭曲，曲解了原本孟子的理論。或個別同學有生套之嫌。我對於這些處理就放在最後總結時提出，但何老師提醒宜在同學有這些問題時，加以指正，確保相關知識的準確度。及時更正及指導確能更有效幫助同學理解，同時也避免了其他同學在錯的觀念上發揮。何老師的提醒實在有理。
- 二、簡化分組報告的過程。由於我對同學信心仍不太足夠，因此在「報告」之後，「評論」及「回應」之前，我均安排了「準備時間」，讓同學好好就對方發言加以整理，再而思考接著的評論或回應。但這安排會拖慢了課堂的進度，而事後同學的表現反映大部分同學掌握相關的要求，因此，何老師的提醒能有利課堂更流暢的進行，即時的回應及評論或能有更緊湊的課堂氣氛。

以上就是我的紀錄與分享，感謝校方及科主任給予機會，讓我與學生同樣能實踐所學。而特別令我印象深刻的是課堂研究課中，我們先設計了教案，就高、中、低能力學生設立了不同照顧學習差異的教學策略。科主任牽頭先讓我觀課，然後在觀課之後，就課堂上實際出現的一些問題，我們再協商，加以調整至照顧中或低能力學生需要的課堂。從這次教研之中，既感受到同事之間對教學的熱誠與認真，同時我也得到滿滿的收穫，而學生又能就此得益，更是最令人感到幸福之事。所以，最後感謝校方、感謝科主任以及一眾同事的齊心，我們的教學更能事半功倍了！

科主任何嘉慧老師

常言道：「事非經過不知難」。一向對教學滿有信心的我，以為孟子的性善說，講良知，對於中學生來說應該不會陌生，加上同事一般已有多年教授文化科的經驗，相信只要仔細一點修訂教材，布置課堂，就可以得心應手。不過，原來教材和課堂設計只是第一步，好戲還在後頭，也引起了我在教學上的反思。

一、高階思維訓練須基建

這一單元屬於高階思維教學，相比高考課程，學生不但剛達中五的水平，而且能力差異較大。因此，我們相信決不能只教抽象的理論，所以配合唐君毅先生的〈與青年談中國文化〉，我們還選教孟子的〈魚我所欲也章〉（論四端與四德）和〈牛山之木〉（談養性與擴充），從理論的本源（孟子的原文）讓學生認識、理解第一手資料，再以唐君毅先生的意見統整「性善說」，作一總結。這比高考課程只講解唐先生的儒家道德觀要來得具體易明。

當然，思維不離表達，因此，在初步理解「性善說」之後，學生嘗試以隨筆的方式，用例子闡述四端與四德的關係。在回饋之中，學生能綜合所學，說明「性善說」的理念，但用例子闡述則高下有別，中能力的學生，分析力有待提升。而圖像式思維工具在此可派用場，中能力的學生在加強概念圖的指導下，表現理想。

利用前賢事蹟作導引，則中能力的同學也可以得借鑒之效。可見高階思維不只關於思辨或創意的問題，也涉及思維的廣度與深度，故此生活見聞、人生經驗的積累亦為關鍵所在。這對我們發展高階思維教學很有啟發，語文的工具性固然不可忽視，但品德情意的教育更值得深思。

整個思維教學除了讀、寫之外，聽、說也十分重要。通過報告、討論、互評，細心聆聽別人的觀點，交流意見，甚而給予評價，在這過程中，可激發同學的思考，引起反思，並學習準確表達所思所感。而兩班同學（尤其調適教法後的5C班）一般都投入討論，由此可見讀、寫、聽、說各項共通能力的配合，能進促思維訓練的成效。

二、課堂教學要編、導得宜

課堂教學先備周全的教材，教師本、學生工作紙、精美的簡報一應俱全，這都是老師「信心的保證」。可是，事實告訴我們，這只是「編劇」的工作。最好的「劇本」，也得要出色的導演配合演員的個性，把「劇本」的神髓演繹出來。我們按「本子」辦事時，在教案的設計上就較為忽略了第2-3節「合作學習」的部份，滿以為學生已預習，報告和討論就可以暢通無阻，卻高估了學生的機動性。結果，部份較被動的學生，在自由回應時就有點不知方向，也影響學習的

成效。因此，在進行「合作學習」前，須因應學生的能力和個性作明確的分工，使學生全面參與，合作完成任務。

再者，老師在課堂上的角色也要留意。雖說以學生為本，鼓勵學生互動，但老師始終是學習的導引者，正如戲劇中的導演，適時的介入，給予演員提示或修正是必須的。在進行「合作學習」期間，老師觀察、聽取匯報或討論，留意學生的強弱表現，並在各環節之間給與回饋，有助學生及時接收老師的鼓勵或改正錯誤，可使同學在生生互動和師生互動之中不斷優化學習的內容，提升學習的能力，從而達到課堂互動的更佳成果。

三、同儕協作能取長補短

回顧過往在高考時期處理同一課題，雖然也有預習，有工作紙，有小組報告，但沒有選用輔助篇章、較少圖像式思維工具的運用，而且是以老師教授為主，並不太重視「合作學習」。而在這文化單元的設計中，卻讓我深深地體會到這些教學元素的功效，多元化學習的意義。

無疑，以多元化的學習模式促進教學成效，是有意義卻頗費心思的工作。而作為科主任，優化課程，改良教學，我是責無旁貸的。怎樣令同儕各展所長，合眾人之力使學生得益，老師也能在專業上精益求精？我們從小步子開始，各級找一個試點，由老師各自組合，每人都有一次負責同儕協作的經驗。中五這一單元就由我和張敏老師協作。我負責編寫教材、設計教案和簡報，利用共同備課節與同級老師交流意見，然後根據共識再與張老師合作修訂，並進行同儕觀課。

在共同備課之中，固然收到集思廣益之效，而在同儕觀課之中，我們更能實際體驗教學設計的成效和不足之處。張敏老師雖然是我們團隊中年輕的一輩，但觀察力強，了解學生的學習心理。透過評課會議，我們除了因應學生的能力，就提問方法有所修訂之外，張老師也改良了「合作學習」的設計，在5C的課堂中更進一步提升學與教的成效。這是令人欣喜的結果。

總的來說，這次教研是一個很寶貴的體驗。就個人教學的啟發而言，作為資深老師，真可說是「教無止境，日新月異」，當我仍為過往的業績沾沾自喜之時，課程的改變、學生學習根基的差異、學習模式的不同，都實實在在的告訴我：老師「老」不得，要與時並進啊！從整體的教學發展而言，學生要學得有效，老師也要教得稱心，「教」而能「改」是免不了的，但要「改」得好，還要「改」得快，那就不能閉門造車了。善用同儕協作，有助解決教學的難點，老師之間又可以取長補短，不再坐困愁城，孤軍作戰，達到師生雙贏的局面，豈不快哉！

英文科

Lesson design and sharing of lesson observation

Grammar in context

Subject	: English
Topic	: Impersonal Language
Lesson design	: Ms Wong Sin Ling
Teacher being observed	: Ms Wong Sin Ling
Level of students	: S2
Prerequisite knowledge	: Passive voice (Grammar Book Unit 7)
Subordinate clauses with	: In addition to, Not only... but also (Sentence Wizard Set 1) Despite (Set 2) / Owing to (Set 3)

1. Introduction:

(a) Description of the design:

The English Department has designed an array of school-based teaching packages, one of which is "Sentence Wizard". We select various sentence patterns under different language functions. All these patterns are tied in with their corresponding writing assignments, where bonus points will be awarded if students can include these target patterns accurately.

Kowloon True Light School
English Department (2018 – 2019)
Proposed Sentence Patterns Framework
Sentence Wizard

Rationale

- To adopt a function-based approach in designing and refining the sentence patterns booklets
- To align with the main curriculum
- To add variety in tasks

	S1	S2	S3
Term 1	i. Describing a process or a procedure/ expressing time	i. Introducing contrasting & similar ideas	i. Giving advice
	ii. Giving examples/ citing evidence	ii. Expressing cause-and-effect relationships	ii. Describing and interpreting graphic information
Term 2	iii. Making comparisons	iii. Expressing an opinion/ point of view/ justifying an opinion/ presenting an argument	

	S1	Suggested tasks	Curriculum						
Term 1	i. Describing a process or a procedure/ expressing time								
	<table><tr><td colspan="2">Chronological order or sequence</td></tr><tr><td>Sentence connectors indicating sequence</td><td><ul style="list-style-type: none">- First/ firstly/ first of all/ first and foremost- Second/ secondly- Third/ thirdly- Finally/ last/ lastly/ at last- Then/ next/ before that/ after that/ subsequently- When/ while/ meanwhile/ at the same time</td></tr><tr><td>Showing time relationships</td><td><ul style="list-style-type: none">- As/ as soon as/ once- After/ before/ since- Until/ by the time/ when/ while- At the moment that- *Participle phrases</td></tr></table>	Chronological order or sequence		Sentence connectors indicating sequence	<ul style="list-style-type: none">- First/ firstly/ first of all/ first and foremost- Second/ secondly- Third/ thirdly- Finally/ last/ lastly/ at last- Then/ next/ before that/ after that/ subsequently- When/ while/ meanwhile/ at the same time	Showing time relationships	<ul style="list-style-type: none">- As/ as soon as/ once- After/ before/ since- Until/ by the time/ when/ while- At the moment that- *Participle phrases	<ul style="list-style-type: none">- Jumbled sentences- Gap filling exercise- Sentence rewriting	Collaboration with Science or HE (the writing of steps)
	Chronological order or sequence								
Sentence connectors indicating sequence	<ul style="list-style-type: none">- First/ firstly/ first of all/ first and foremost- Second/ secondly- Third/ thirdly- Finally/ last/ lastly/ at last- Then/ next/ before that/ after that/ subsequently- When/ while/ meanwhile/ at the same time								
Showing time relationships	<ul style="list-style-type: none">- As/ as soon as/ once- After/ before/ since- Until/ by the time/ when/ while- At the moment that- *Participle phrases								
	ii. Giving examples/ citing evidence	<ul style="list-style-type: none">- Paragraph writing	Expository writing						
Term 2	iii. Making comparisons								
	<table><tr><td colspan="2">Comparative structures</td></tr><tr><td>Comparatives & superlatives</td><td><ul style="list-style-type: none">- Adjectives (-er/ -est)- Much/ more/ less/ than</td></tr><tr><td>Expressions</td><td><ul style="list-style-type: none">- As...as/ so...as- Like/similarly/ likewise- As much/ as many- *Compared to/with / in comparison to/with</td></tr></table>	Comparative structures		Comparatives & superlatives	<ul style="list-style-type: none">- Adjectives (-er/ -est)- Much/ more/ less/ than	Expressions	<ul style="list-style-type: none">- As...as/ so...as- Like/similarly/ likewise- As much/ as many- *Compared to/with / in comparison to/with	<ul style="list-style-type: none">- Paragraphs that show comparisons- e.g. Compare primary school vs. secondary school	Data file reading
	Comparative structures								
Comparatives & superlatives	<ul style="list-style-type: none">- Adjectives (-er/ -est)- Much/ more/ less/ than								
Expressions	<ul style="list-style-type: none">- As...as/ so...as- Like/similarly/ likewise- As much/ as many- *Compared to/with / in comparison to/with								

In this lesson, the teacher introduced a pattern in Set 7 – impersonal language – to her S2 students.

(b) Teaching Focus:

- Using impersonal language in context
- Mixing different sentence patterns to achieve sentence complexity

(c) Anticipated Learning Difficulties

- Students are of average ability. They may tend to demonstrate confusions in word forms and overlook grammar accuracy, which is essential to building complex sentence patterns.
- The lesson also calls on students' prior knowledge about other language patterns as well as creativity.

2. Teaching Strategies

The whole design adopts a “grammar in context” approach. Students were first instructed to read a passage from the Sentence Wizard booklet, which is a story of an actor who was going through his career downturn. Through the passage, students were instructed to locate all the verbs and distinguish between regular passive voice verbs (e.g. he was arrested) and those used as an impersonal form (e.g. it was alleged). Aside from distinguishing, students also discussed the respective use of these two seemingly identical verb forms. We believe metacognition is the key for students to master a grammar item with higher awareness.

Be + Past participle

Locate all the verbs in past participles in the following paragraph. How many of them are in active voice and passive voice respectively?

“Barnes used to be a promising actor. Yet, it was alleged that he was an alcoholic starting from last year. He was arrested for breaking and entering last week. He was not sober when he was caught red-handed. After some clinical treatment, it was concluded that drinking had taken its toll on his consciousness, and conscience for that matter. Many hearts were broken, especially those who had rooted for him.”



Active voice (X2)	Passive Voice (X5)
used to be	was alleged
was	was arrested
was not	was caught
had taken	was concluded
had rooted	were broken

Additional tool had been developed for students needing more help with the pattern formation. They were given cue cards where the conversion from personal to impersonal is shown. It offered a step-to-step guideline for students to master the formation of the target pattern.

CUE CARD

How to change personal language to impersonal

e.g. *We believe that the boy is innocent.* (personal)

Now, be **impersonal** → **hide the doer** → **be formal**.

Part ❶ Put down the new subject you want

e.g. *It...that / The boy...* (Begin with 'it'/'the boy')

Part ❷ Circle focused verb in the original sentence for passive voice. **Note its tense.** e.g. We believe

()

Part ❸ Change the verb to passive voice form (**be+ past participle**) e.g. *be believed* with the right tense and subj-verb agreement e.g. *is believed*

Part ❹ Complete the sentence with a clause or a to-infinitive e.g. *It is believed that the boy is innocent.* (clause) / *The boy is believed to be innocent.* (to-infinitive) 😊

With the aid of the cue card, students were then asked to rewrite several sentences. The highlight is that it was not conducted in an ordinary way. Instead, it was conducted as “Round the Table Challenge”. The idea is basically a timed competition for groups of three to four students. Each group is given the same task sheet, and every student in each group will take turns to finish the questions in a given time limit, say 30 s or 1 min. After the time is up, the task sheet will be passed to the next group member. After 4 minutes, every member in groups of four should have got at least one chance to attempt the questions. To achieve the purpose of collaborative learning, students are allowed to use their given time to correct the mistakes their classmates have made. But in order to trace back who wrote the answer, made the mistake and did the amendment, students are requested to use their own colored pen, distinctive from other group mates’. The one who has achieved the most in general, considering her own answer or effort in amending others’, will be awarded as the most-valuable person (MVP). She will receive bonus in daily marks. All the sentences projected by the visualizer were then marked by the teacher and feedback was given instantly to the whole class.

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2018-19 S2 English Language_T1



Round the Table Challenge 3

Group members:

1.	2.	3.	4.
----	----	----	----

In 4 minutes, work as a team to rewrite the sentences using the instructions given.

1. They expect that the flight will arrive on time. (Begin with 'the flight')

2. The police know that the robbers are armed with guns. (Begin with 'the robbers')

3. Many people say that learning a foreign language is difficult. (Begin with 'it')

4. Doctors found that this medicine was quite effective. (Begin with 'this medicine')

After checking students' basic mastery of the form and the use of the pattern, the teacher moved on to the process of application. A follow-up story to the one on the booklet was prepared by the teacher. The sequel was composed of clues found in a crime scene where the actor was found dead. It was a simulation task where students were police officers and they needed to write a report to sum up what they observed in the scene and the reasons of their associations. They were instructed to use impersonal language when making association and the use of subordinate clauses with target conjunctions / connectives, which was actually covered in a previous set of the same booklet. The whole idea was coined "Sentence Cocktail" for students were instructed to compose sentences with TWO target patterns with an authentic use.

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2018-19 S2 English Language_T1

Sentence Wizard Set 7- Impersonal Language Crime Report



Clues you have found in the crime scene:

1# What Barnes's wife said: "He must have slipped on the bathroom's door and killed himself accidentally..."

2# What you noticed from his wife's arm: new bruises and scratches

3# What you could find from Barnes' body: a fatal hit at the back of his head

4# What you could get from the laboratory: Barnes' blood has a high alcohol level.

5# How Barnes' body was placed: His body was upside down in the bath tub, facing down.

6# What you could find in the garden of Barnes' house: Barnes's Oscar trophy was found

7# What you could see from the inside of the house: scattered glass, books and chairs thrown on the floor



The following verbs may help you: (you can use dummy 'it' or other subjects to begin)

believe conclude consider know think

The following Sentence Wizard patterns may help you:

Due to On account of Since Despite Though

3. Lesson plan

All aforementioned learning tasks are integrated in the 40-min lesson as follows:

Kowloon True Light School

Lesson Plan

Teacher: Ms Wong Sin Ling	Class: 2T1	
Venue: Room 101	Subject: English	Students' Ability: Intermediate / Less capable
Topic: Sentence Wizard Set 7- Impersonal Language		
Objectives:		
<ul style="list-style-type: none"> - To reinforce concepts of active and passive voice (knowledge) - To integrate prior knowledge with the newly learnt item i.e. mix and match various sentence patterns - To collaborate with peers to complete a contextualized task - To attempt impersonal and formal language style to report a case 		
a. Cognitive skills (summarizing, synthesizing, analyzing, evaluating, associating, extracting information, creating, problem-solving)		
b. Language skills (reading aloud, agreeing/disagreeing, expressing and exchanging ideas, rewriting)		
c. Knowledge (reinforce concepts of active/ passive voice; integrate prior knowledge with the newly acquired one; apply the use of impersonal language in context)		
d. Attitude (learn how to solve a problem collaboratively; be willing to take up challenges to strive more)		

Procedure / Activity	Purpose	Time	Mode of interaction (Individual, Pair, Group, Whole class)	Thinking Skills	Language Tasks (R,W, L,S)	Language Skills
Introducing lesson objectives	To limit the scope of teaching and learning	2min	T-S (W)	/	R, L	/
Revisiting the vocabulary building exercise and the cloze passage by reading aloud.	To develop confidence in mastering the form of passive voice and the process of generating it from active voice	4min	T-S (W) S-T (I)	summarizing	L, S	reading aloud, expressing and exchanging ideas
Consolidating	To reinforce the					

concepts of passive voice and impersonal language.	purpose and usage of impersonal language					
Round the table Challenge: Asking groups to finish sentence rewriting within a time limit CLD: 1. Mixed-ability grouping 2. Bottom ones in class have one more group member to help	To create a collaborative environment for students to demonstrate their learning, as well as helping each other	5min	S-S (G)	synthesizing, analyzing, evaluating, associating	R, W	rewriting
Open-class marking: Evaluating and commenting on the works CLD: To facilitate evaluation, weaker ones may refer back to the cue cards they used	To conduct peer and teacher evaluation To prompt students to evaluate what steps or grammar rules they have dropped to account for the mistakes made	5min	T-S (W)	analyzing, evaluating	R, W, S	agreeing, disagreeing, expressing and exchanging ideas

in Google Classroom	Offering those better ones a chance to achieve higher-order skills i.e. generating own questions					
CLD: 1. Sentence pattern cocktail exercise (all) 2. Question-generating exercise (exclusive for those who performed better and awarded as “MVPs”)						
Creative Writing: Situation: Given a crime scene and a log, writing a report to your senior to sum up some factual conclusions or guess what happened actually in the crime scene	Offering students a platform for authentic use of impersonal language Transcending from sentential level to paragraph/ cloze level	4min				
Discussing what and how to report to the	Offering students a platform for authentic use of	4min	S-S(G) Roles 1. Secretary/	summarizing, synthesizing, analyzing,	R, W, L, S	agreeing, disagreeing, expressing

concepts of passive voice and impersonal language.	purpose and usage of impersonal language					
Round the table Challenge: Asking groups to finish sentence rewriting within a time limit CLD: 1. Mixed-ability grouping 2. Bottom ones in class have one more group member to help	To create a collaborative environment for students to demonstrate their learning, as well as helping each other	5min	S-S (G)	synthesizing, analyzing, evaluating, associating	R, W	rewriting
Open-class marking: Evaluating and commenting on the works CLD: To facilitate evaluation, weaker ones may refer back to the cue cards they used	To conduct peer and teacher evaluation To prompt students to evaluate what steps or grammar rules they have dropped to account for the mistakes made	5min	T-S (W)	analyzing, evaluating	R, W, S	agreeing, disagreeing, expressing and exchanging ideas

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Discussing what and how to report to the	Offering students a platform for authentic use of	4min	S-S(G) Roles 1. Secretary/	summarizing, synthesizing, analyzing,	R, W, L, S	agreeing, disagreeing, expressing

4. Reflection

The lesson was a very ambitious one, covering an array of learning activities of various modes of interaction as well as forms of input and output. Coherence of the lesson was exceptionally strong, considering it was a grammar lesson. The teacher attempted to create a setting as the backbone of this 40-minute lesson, which managed to strengthen students' understanding, and retrieving power even long after the lesson (for they will remember such an exciting setting for sure!).

Group dynamic was also well catered for. The group writing in "Round the Table Challenge" enabled students to work collaboratively with peer evaluation as an embedded element. The accurate form of the target pattern was apparently the focus. This could be the reason why the teacher spent relatively a larger proportion of the lesson on the task and the follow-up marking. Some sentences could have been done as homework assignments either before or after the class. By doing so more time could be spared for the following integrated task.

The "Crime Scene Report" was developed with an authentic setting. It was explicitly shown to students that when writing a report, impersonal language is the predominant patterns for higher objectivity. Students enjoyed the activity and it is always such challenging activities that engage ALL students, triggering more complex ideas from higher achievers.

5. Conclusion

The pedagogical implication is that grammar items should be taught in an authentic setting. When students churn out answers to drills where they are required to rewrite sentences detached from one another, their learning incentives, for certain, will be attenuated. With an authentic setting, creative tasks, collaborative learning, and recycling of previous knowledge, students can master grammar items well with a sense of ownership in terms of learning.

數學科

Lesson design and sharing of lesson observation

EDB Seed Project –

Emphasis of Mathematics in STEM (1)

Subject	: Mathematics
Topic	: Shortsightedness and Contact Lens
Lesson design	: Dr Man-shun YIM (Panel Head of Mathematics) and Mr Tsz-yin Jimmy WONG
Teacher being observed	: Mr Tsz-yin Jimmy WONG
Level of students	: S5 (with or without taking M1)
Prerequisite knowledge	: Similar triangles

1. Introduction

(a) Description of the design:

In the curriculum of Biology, it covers the mechanism of how human lens and muscles focus the image on the retina. In Physics, it describes the concept of light rays and lens. With these two seemingly related concepts disbanding in two science subjects, Mathematics plays a pivotal role in helping students connect the two.

(b) Teaching focus:

1. What are the major differences between a concave lens and a convex lens?
2. How can the lens formula be derived?
3. How can a myopic eye (eye suffering from shortsightedness) be assisted with the aid of a concave lens?
4. What is the relationship between an eyeglass and the corresponding contact lens?
5. How can differentiation be applied to analyze the relationship between an eyeglass and the corresponding contact lens? (For M1 students only)

2. Teaching strategies:

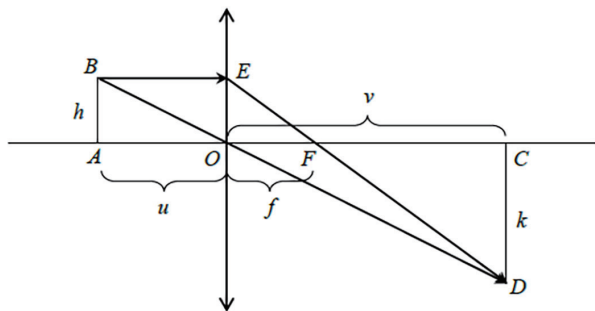
By using the concept of similar triangles, students can learn to prove the lens formula, which is not explicitly taught or proved in Physics. The formula was then applied to dioptres (degree of “shortsightedness”), which enables students to use a simple way to know their dioptres and also the relationship between dioptres between eyeglasses and contact lens.

3. Lesson plan (for an 80-min lesson):

Time		Focus	Activity
for S3-5 Ss	for M1 Ss		
5 mins	5 mins	Our eye	Show students a convex lens and a concave lens. Play the first video if necessary.
5 mins	5 mins	Pre-lesson Task	Present the solutions of the Pre-lesson Task.
5 mins	5 mins	Focal length and power of a lens	Perform a simple experiment to demonstrate the focal lengths of several convex lenses with different thickness.
10 mins	5 mins	Lens Formula	Activity 1 Guide students to prove the Lens Formula for a CONVEX lens.
	5 mins		Activity 1 (continued for students with higher mathematics ability) Let students prove the Lens Formula for a CONCAVE lens.
10 mins	10 mins	Shortsightedness	Briefly explain the major difference between a normal eye and a myopia one.
5 mins	5 mins	Far point	Activity 2 Ask each student to find her individual farthest position at which an object can be seen clearly without using eyeglasses. (Students can help each other in this activity.) Ask students with myopia to find the powers of their eyeglasses.
15 mins	10 mins	Eyeglasses VS contact lens	Activity 3 Guide the students to derive the relationship between the power of an eyeglass and that of the corresponding contact lens.
10 mins	10 mins	Graphs	Activity 4 Show students plotted graphs with Excel. (If available, guide the students to plot the graphs themselves.)
10 mins	10 mins	A practical graph	Activity 5 Show students plotted graphs with Excel. (Again, if available, guide the students to plot the graphs themselves.)
	10 mins	Behaviours of the graph	Ask students to apply differentiation.

Sample of teaching material used in activity 1 (Formula for a convex lens)

We are going to prove the above formula by considering the following diagram.



Since $\triangle OAB \sim \triangle \underline{\hspace{1cm}}$ and $\triangle OEF \sim \triangle \underline{\hspace{1cm}}$,

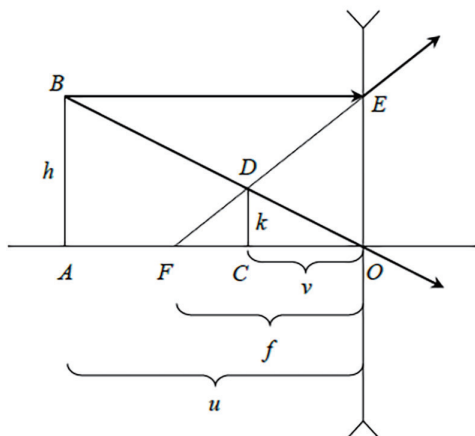
we have $\frac{AB}{OA} = \underline{\hspace{1cm}}$ and $\frac{OE}{OF} = \underline{\hspace{1cm}}$,

i.e., $\frac{h}{u} = \underline{\hspace{1cm}}$ and $\frac{h}{f} = \underline{\hspace{1cm}}$.

Hence, $\frac{h}{k} = \underline{\hspace{1cm}}$ and $\frac{h}{k} = \underline{\hspace{1cm}}$.

The Lens Formula $\frac{1}{f} = \frac{1}{u} + \frac{1}{v}$ can then be derived:

Similar result for a concave lens can be obtained by considering the following diagram.



CAUTION :

The formula thus obtained will be somewhat different from the one for a convex lens!

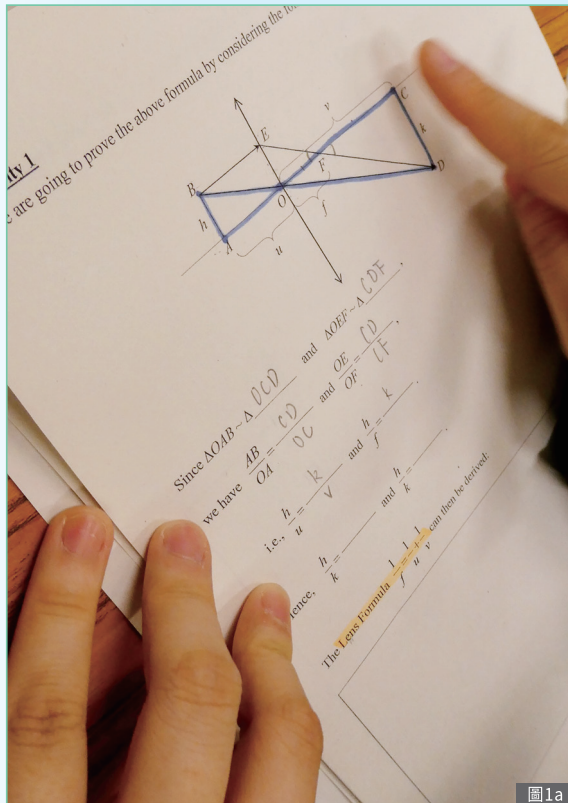


圖1a

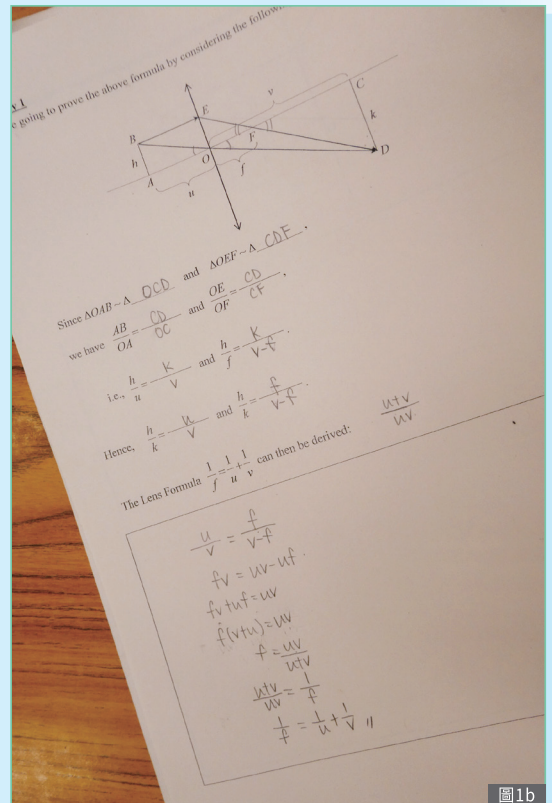
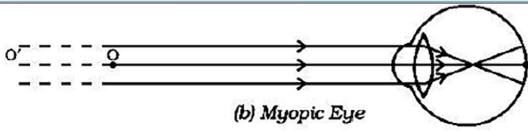
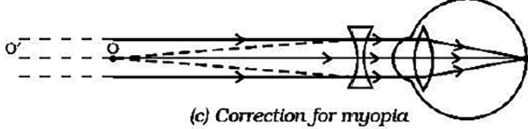


圖1b

Sample of teaching material used in activity 2

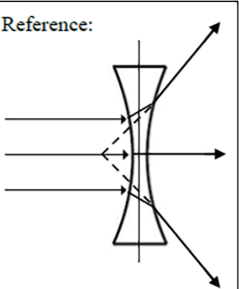


(b) Myopic Eye



(c) Correction for myopia

Reference:



If a concave lens is placed in front of a myopia eye, the concave lens focuses rays of light from an object beyond the far point (from infinity) to produce an image that is at the far point. The eye can now focus on the image of the object from infinity.

In this case, the object distance u is _____ and so its reciprocal $\frac{1}{u}$ is almost _____.

As $\frac{1}{f} = \frac{1}{u} + \frac{1}{v}$

$\therefore \frac{1}{f} \approx 0 + \frac{1}{v} = \frac{1}{v}$

and so $f \approx v$.

Hence, the image distance and the focal length are _____.

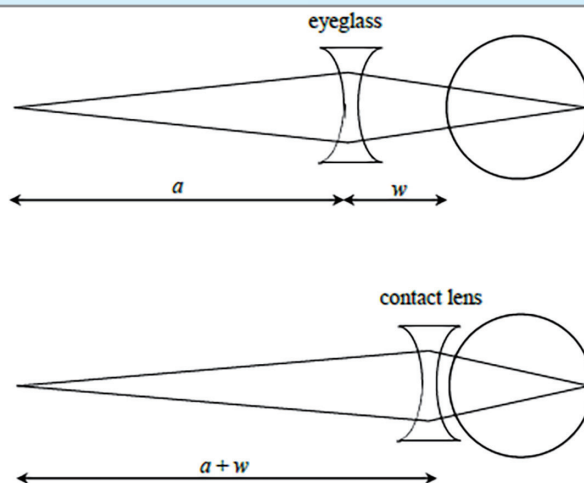


圖2a



圖2b

Sample of teaching material used in activity 3



From the above figure, the relationship between F and f is given by the following.

Finally, we can express the power $P_{\text{contact lens}}$ of a contact lens in terms of w and the power P_{eyeglass} of the corresponding eyeglass by the following.

4. Reflection:

Students were engaged in the lesson. They proved the lens formula themselves merely by applying basic theorems in similarity. Teachers were also excited when they discovered why the focal length has to be negative for a concave lens, which was something they had not expected to discover before the class.

However, since there were a lot of materials and activities in the lessons, the lesson would have been conducted better if the students had mastered related knowledge in Biology and Physics well.

Lesson design and sharing of lesson observation

EDB Seed Project –

Emphasis of Mathematics in STEM (2)

Subject	: Mathematics
Topic	: Locating the centre of gravity of a quadrilateral
Lesson design	: Dr Man-shun YIM (Panel Head of Mathematics) and Mr Tsz-yin Jimmy WONG
Teacher being observed	: Mr Tsz-yin Jimmy WONG
Level of students	: S5
Prerequisite knowledge	: Medians of a triangle, ratio and Heron's formula

1. Introduction

(a) Description of the design:

In Physics, the concept of the centre of gravity is defined. However, the method of finding the position of the centre of gravity has not yet been introduced. Such a method, in fact, only involves some simple Mathematics skills, most of which have already been covered in junior forms.

(b) Teaching focus:

1. How can we locate the centre of gravity of a thin triangular cardboard?
2. How can we locate the centre of gravity of a thin cardboard in the shape of a convex quadrilateral?

2. Teaching strategies:

Students are to find the centres of gravity of a rectangle, and then of a triangle and finally of an irregular quadrilateral using the concept of medians of triangle, ratio and Heron's formula. For each part, students come up with the conclusions about properties of the centre of gravity, which are to be applied in the next part of the lesson.

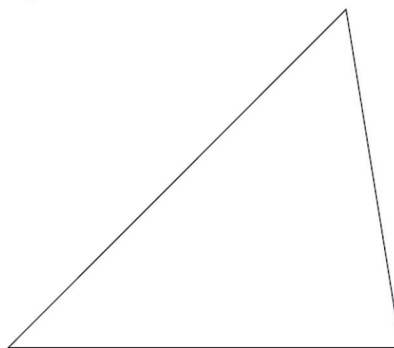
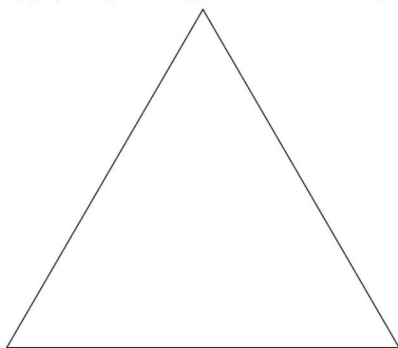
In order to help students test whether the conclusions are true, they would handmade irregular quadrilaterals and find the centre of gravity using methods learnt. The action part comes when they are asked to support each quadrilateral at the respective centre of gravity with ONE FINGER ONLY. Lastly, some daily application problems are investigated.

3. Lesson plan (for an 80-min lesson) :

Time	Focus	Activity
10 mins	Introduction and warm-up	Task 1 Ask students to find the centre of gravity of a rectangle.
10 mins	Medians and centroid of a triangle	Task 2 Guide students to find the centre of gravity of a rectangle by reviewing the medians and the centroid of a triangle.
20 mins	An experiment	Task 3 Test the results of Task 2 with the real model of triangles cut from a cardboard.
15 mins	Extension – Centroid of a convex quadrilateral	Task 4 Guide students to find the centre of gravity of a convex quadrilateral. Ratio and Heron's formula will be applied in this task.
25 mins	An experiment again	Task 5 Test the results of Task 4 with the real model of convex quadrilaterals cut from a cardboard.

Sample of teaching material used in task 2 (Position the centre of gravity of a triangle)

- Step 1: Draw a line to cut the triangle on the left such that the area of 2 parts are the same.
 Step 2: Draw another line to cut that triangle such that the area of 2 parts are the same.
 Step 3: Apply step 1-2 again on the triangle on the right.



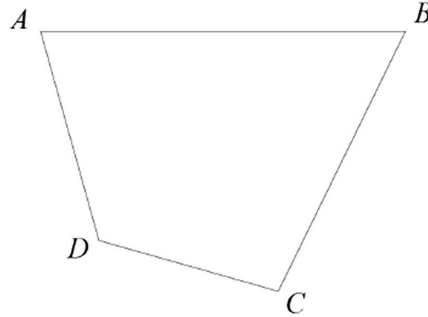
Conclusion: The centre of gravity of a triangle is always its (centroid/ circumcentre/ in-centre/ orthocentre).

Sample of teaching material used in task 4

(Position the centre of gravity of an irregular convex quadrilateral)

Step 1: Join AC of the quadrilateral $ABCD$.

Step 2: Mark the centre of gravity of $\triangle ADC$ and $\triangle ABC$. Name their centre of gravity as point P and Q respectively.



Step 3: Find the area of $\triangle ADC$ and $\triangle ABC$.

$AD =$ _____ cm

$AB =$ _____ cm

$DC =$ _____ cm

$BC =$ _____ cm

$\angle D =$ _____

$\angle B =$ _____

Area of $\triangle ADC =$ _____ cm^2

Area of $\triangle ABC =$ _____ cm^2

$$\therefore \frac{\text{Area of } \triangle ADC}{\text{Area of } \triangle ABC} = \frac{\quad}{\quad}$$

Step 4: Join PQ . R is a point on PQ such that $\frac{PR}{QR} = \frac{\text{Area of } \triangle ADC}{\text{Area of } \triangle ABC}$. R is the centre of gravity of this quadrilateral.

$PQ =$ _____ cm

$PR =$ _____ cm

$QR =$ _____ cm

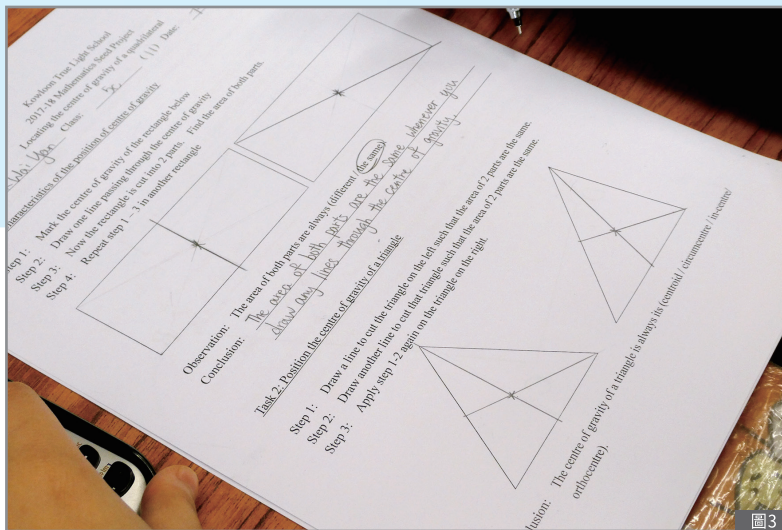


圖3 Students followed the instructions to theoretically determine the centre of gravity of a triangle.



圖4



圖5

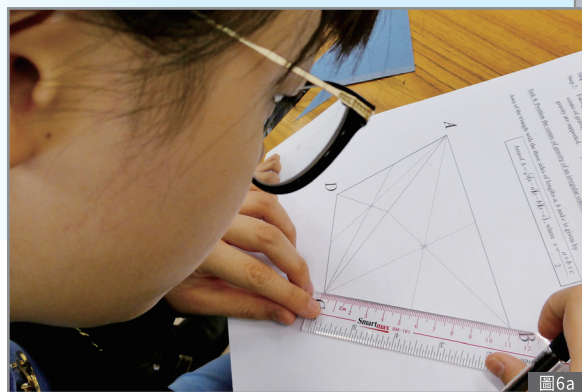


圖6a

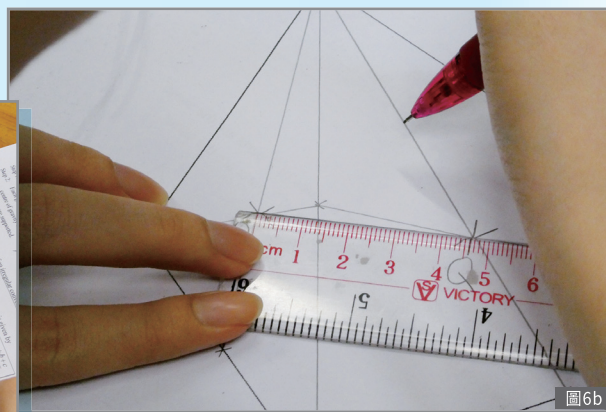


圖6b

圖4 Then students tested whether their theoretical findings were correct.
圖5 After that, students extended the theory from a triangle to a convex polygon.
圖6a 圖6b Students tested their extension of the theory by a second attempt..



圖7a

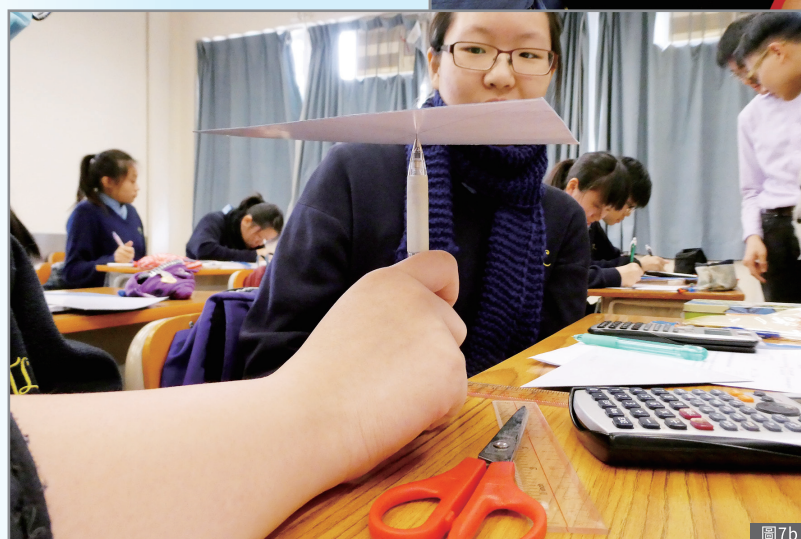


圖7b



圖7c



圖8

4. Reflection:

Students did enjoy the lesson very much because they could apply the knowledge they learnt in textbooks to a daily problem with the approach called 'Do-It-Yourself'. The lesson design allows students to engage in experiential learning and students can test the centre of gravity by hands-on experience. Thus this innovative practice raises students' interest in learning and encourage them to explore further in Mathematics. During the lesson, some students even draw more challenging shape and try to test the centre of gravity. It reflected that students are motivated to investigate topics more deeply.

Students even wondered if the topics, namely, ratio and Heron's formula, are related to the centre of gravity! This is a fantastic finding that the Mathematical concept can be applied to solve a practical problem in daily life!

Lesson design and sharing of lesson observation

EDB Seed Project –

Emphasis of Mathematics in STEM (3)

Subject	: Mathematics
Topic	: Construction of various figures with the aid of S1 geometry
Lesson design	: Dr Man-shun YIM (Panel Head of Mathematics) and Mr Kwok-yeung CHENG
Teacher being observed	: Mr Kwok-yeung CHENG
Level of students	: S1
Prerequisite knowledge	: Angles in a triangle

1. Introduction

(a) Description of the design:

Programming and mathematical knowledge come into play when it comes to graphic design. The target of this project is to let students know how to apply the knowledge of Mathematics and Programming for drawing specific patterns.

(b) Teaching focus:

1. How can we find the size of each internal angle of a polygon (convex or not)?
2. How can the above result be related to computer programming if the polygon has to be shown on a screen?

2. Teaching strategies:

Before the lesson, students had learnt the operation of Scratch, a program for drawing patterns. The length of lines, the angle between two lines, the turning angles can all be calculated by mathematical knowledge. After calculating all values, students use the looping function in Scratch logically. Hopefully, some higher achievers can even use the technique learnt to try to draw the school logo or any other intricate, complex patterns.

3. Lesson plan (for an 80-min lesson):

Time	Focus	Activity
5 mins	Introduction	Teacher introduces the importance of computer programming in doing repetitive work and emphasizes the looping in Scratch programming.
30 mins	Adjacent angles on straight line	Worksheet 1 Students discuss among themselves and draw individually some elementary symmetrical figures through Scratch.
35 mins	Angles at a point and base angles of an isosceles triangle	Worksheet 2 Students are asked to draw more complex figures through Scratch.
10 mins	Enrichment	Students are challenged to apply looping to make a pattern which looks like a sunflower.

Sample of teaching material used in worksheet 1


<p>4 (Task 1)</p>		<p>Size of each pointy \angle: _____</p> <p>Point in direction: _____</p> <p>Length: _____</p> <p>Turning \angle: _____</p> <p>Repeat: _____</p>
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圖9a

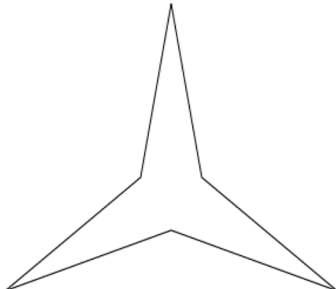
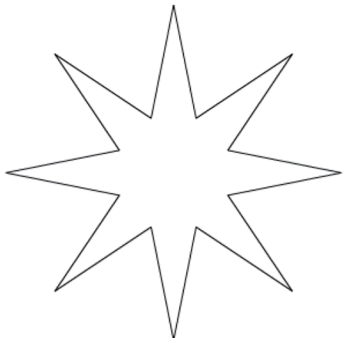
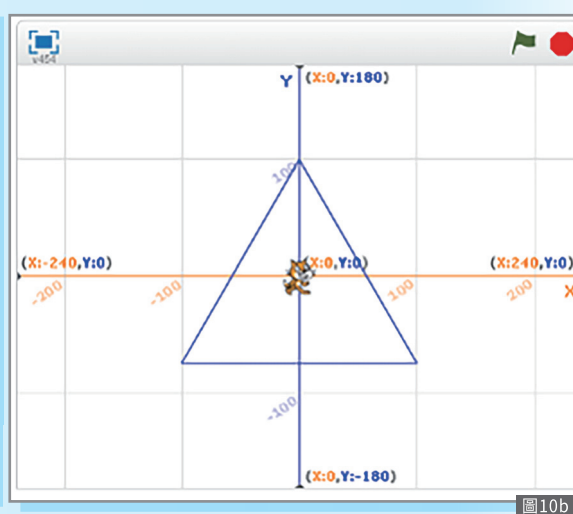
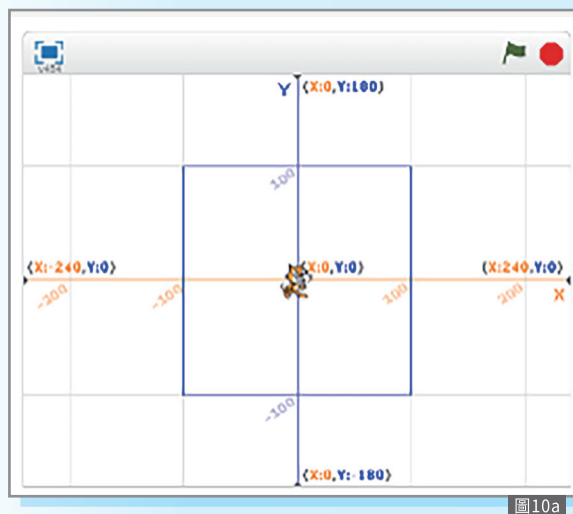
<p>7 (Task 2)</p>	 <p>Suggested size of each pointy \angle: 20°</p>	<p>8 (Task 3)</p>  <p>Suggested size of each pointy \angle: 22.5°</p>
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圖9b



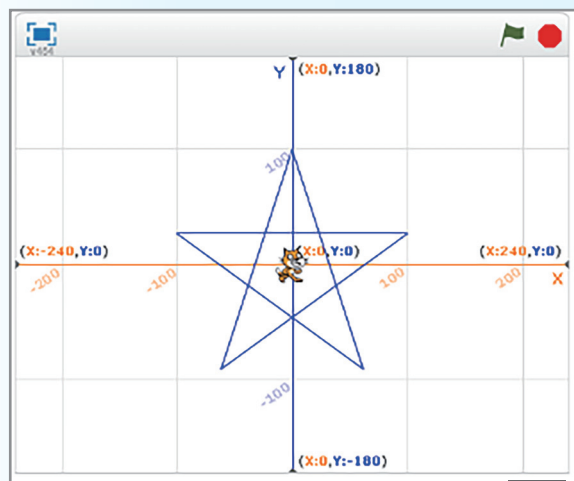


圖11a

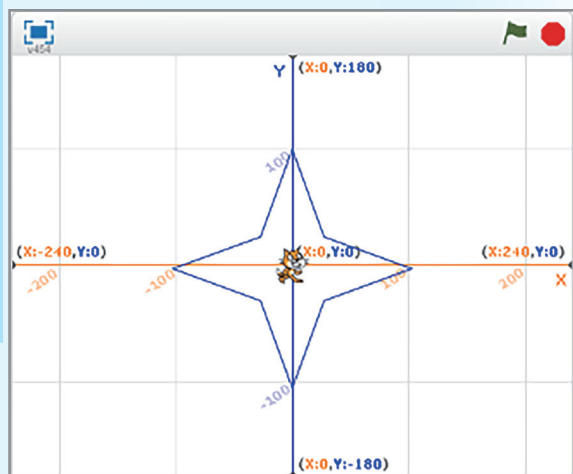


圖11b

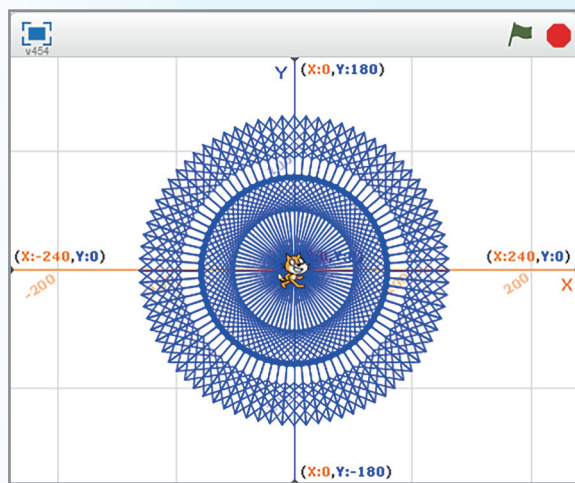


圖12



圖13

圖11a 圖11b Then the most sophisticated figures.

圖12 Finally, students received a challenge!

圖13 In the beginning, students were guided to find the sizes of some angles mathematically.



圖14

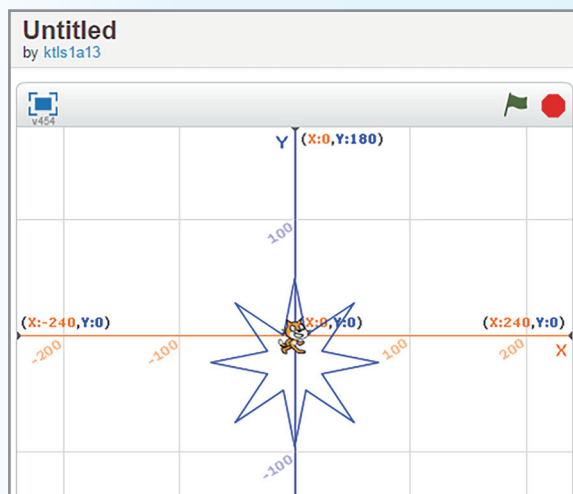


圖15a

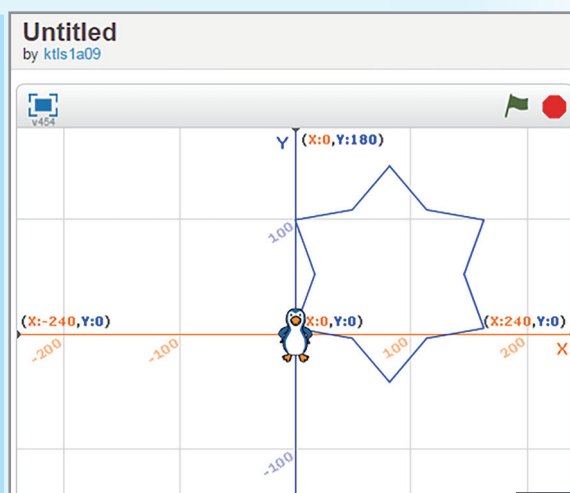


圖15b

4. Reflection:

In the teaching package, students had to make use of some mathematical theorems which they were expected to learn in Secondary Two. When they find the angles of a figure, they need to use reasons taught in deductive geometry, e.g. adjacent angles on straight line. Also, the name of some unique shape, e.g. isosceles triangle, equilateral triangle e.t.c., need to be discussed. Owing to this reason, the teacher had to teach students something beyond the scope of our Secondary One Mathematics syllabus. However, with the step by step explanation of the teacher, students can grab the basic concept quickly thanks to their competence in learning. Moreover, it helps us equip our students with skills that are more advanced than their level. The practice is especially useful to cater to the need of high flyers in the class.

Although the students were all secondary one girls, they could follow the lesson very well. Most of them had already learnt Scratch in primary schools! This foundation knowledge enables our girls to unleash their potential in creativity and create an interesting and complicated figure by the program.

Lesson design and sharing of lesson observation

EDB Seed Project –

Emphasis of Mathematics in STEM (4)

Subject	: Mathematics
Topic	: Relationship between the surface area to volume ratio and the temperature loss
Lesson design	: Dr Man-shun YIM (Panel Head of Mathematics), Mr Ho-long Tony LAU and Mr Tsz-yin Jimmy WONG
Teacher being observed	: Mr Ho-long Tony LAU
Level of students	: S3
Prerequisite knowledge	: Volume and surface area of a cone (frustum)

1. Introduction

(a) Description of the design:

In Physics, it discusses the ways of heat transfer, including conduction, convection and radiation. It also states that the bigger the total surface area, the greater the energy loss. But how about the temperature loss? Is there any relationship between total surface area and the temperature loss? There is. To be precise, it is between total surface area, temperature loss and also the VOLUME. This can be explained by Mathematics.

(b) Teaching focus:

1. Why is the heart beat rate of a small animal different from that of a relatively larger animal?
2. What is the relation between the heart beat rate and the temperature loss of an animal?
3. What is the relation between the temperature loss and the size of an animal?
4. How do the surface area and the volume of a solid change if each dimension of the solid is doubled?

2. Teaching strategies:

In the lesson, students record the temperature loss of cups of water with different surface area to volume ratios at different time intervals. Based on the experiment results, students can understand the mathematical reasons behind based on their prerequisite knowledge. Finally, some everyday examples are used to consolidate their understanding.

3. Lesson plan (for a 40-min lesson):

Time	Focus	Activity
10 mins	Introduction	Teacher introduces the objective of the lesson by telling a short story.
15 mins	An experiment	Students are divided into groups. Each group is asked to measure the volume and the surface area of the cup distributed. After pouring hot water into the cup, students are required to measure the temperature very one minute. The results will be recorded in a table for later use.
5 mins	Discussion	Each group presents the data to the teacher, who enters all the data in an Excel file. The whole class is then discussed the results by checking if there was any relationships between the volumes and the surface areas.
10 mins	Explanation and conclusion	Teacher explains the results and concludes the lesson by more daily examples.

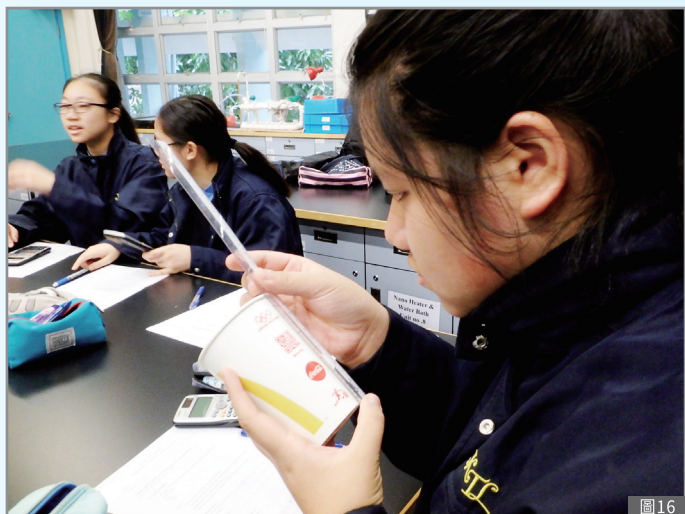


圖16



圖17

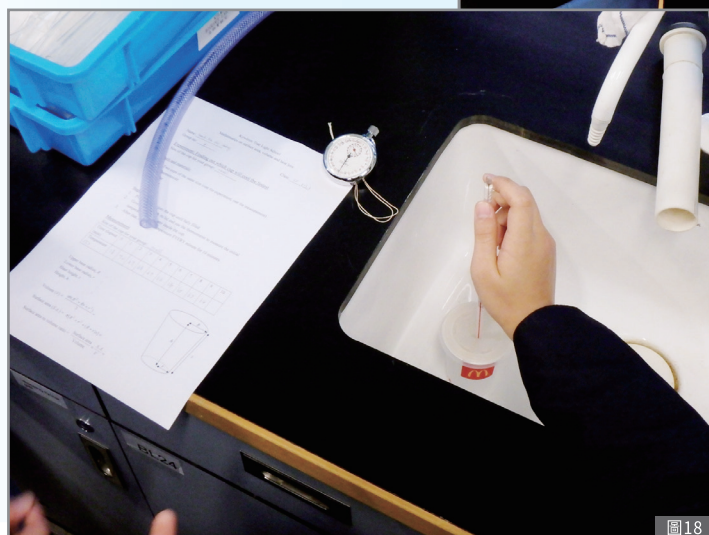


圖18

圖16 During the activity, some members of each group had to measure the volumes of different cups.
圖17 Other members were responsible for measuring and recording the temperature of water inside different cups.
圖18 When measuring the temperature of the water, students also had to keep the time.

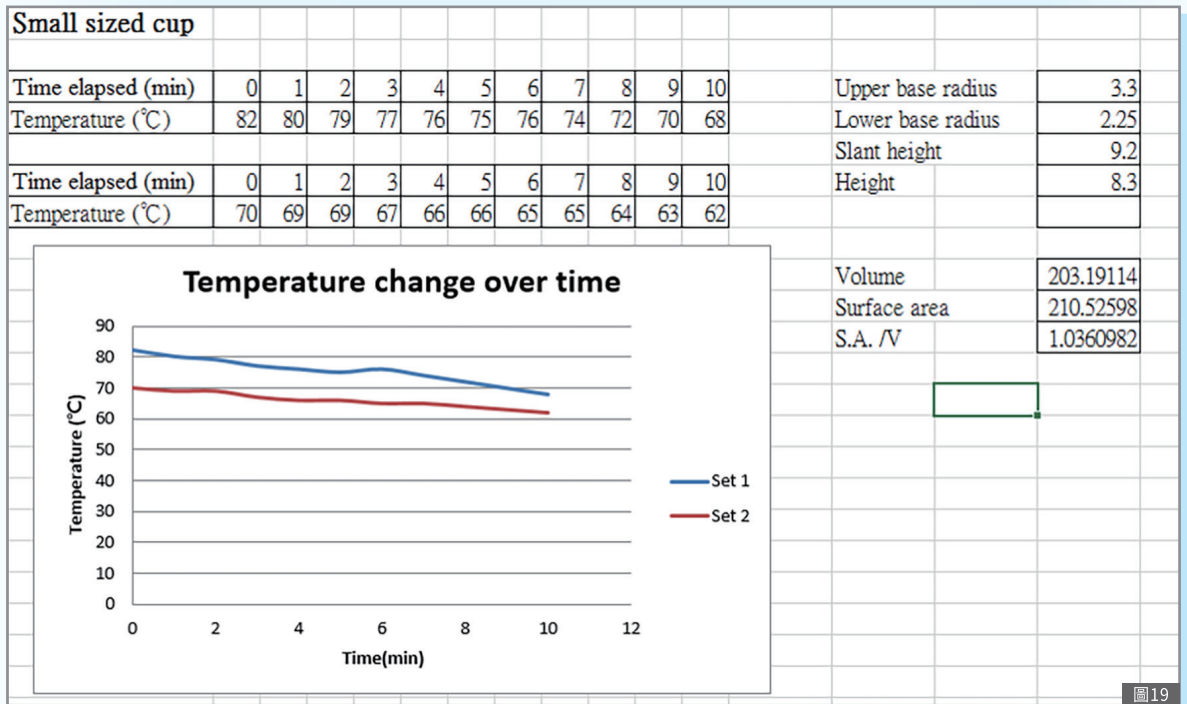


圖19

Please be noted that the above figure only shows part of the findings collected from the students. Those who are interested in the whole project please feel free to contact our Mathematics Panel Chairperson.

4. Reflection:

The lesson was followed by another lesson in which students were required to complete a worksheet with a set of related problems and calculations. The worksheets were shown below.

Measurement

Size of the cup for your group: _____

Time elapsed (min)	0	1	2	3	4	5	6	7	8	9	10
Temperature (°C)											

Upper base radius, R :

Lower base radius, r :

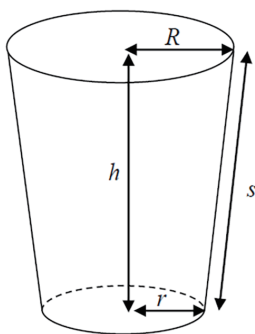
Slant height, s :

Height, h :


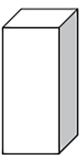
$$\text{Volume } (V) = \frac{\pi h(R^2 + Rr + r^2)}{3} =$$

$$\text{Surface area } (S.A.) = \pi[R^2 + r^2 + (R + r)s] =$$

$$\text{Surface area to volume ratio} = \frac{\text{Surface area}}{\text{Volume}} = \frac{S.A.}{V} =$$



B. Square prism

Square prism	Side of the base (cm)	Height (cm)	Total surface area (cm ²)	Volume	Surface area to volume ratio
	1	4	18	4	4.5
Enlarge two times 	2				
Three times enlargement of the first prism	3				
Four times enlargement of the first prism	4				

Question:

What do you observe about the surface area, the volume and the surface area to volume ratio as the size of the square prism increases?

Students realized that precise measurement with lab apparatus is crucial in the lesson. It echoes the skills required in scientific work. Moreover, students can apply what they learn in error as they can identify and calculate the percentage error in the experiment.

Last but not least, it was interesting to conduct a Mathematics lesson in the Biology Laboratory with the presence of a science teacher or a laboratory technician! A reminder to teachers who want to try the lesson plan: their presence is essential for an experiment to be conducted in lab!

明報 2017_03_21 A21

教育 港聞 教育 觀點 英文 編輯/沈燕媚 星期二 20

數學牽頭趣學STEM

「大小老鼠誰先凍死」解構面積體積關係

【明報專訊】不少學校以機械人、生物科技等推動STEM(科學、科技、工程、數學)，九龍真光中學則試驗以數學牽頭，結合其他理科推動STEM，例如透過小老鼠嚴寒天氣中會比大老鼠先凍死的生物知識，向學生講解面積與體積的關係，令數學更添趣味。

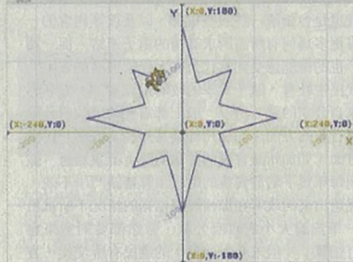
該校數學科主任嚴文迅表示，教育局數學組本學年找數間中學任種子學校，試驗數學推動STEM，該校為其中一間，在中一及中三試行。

他曾希望要中三學生解答星球怎樣才適合人類居住，從中解釋數學問題，但與其他理科教師討論後，認為課題太闊而放棄。後來他天馬行空，思考大動物還是小動物較易凍死，上網找資料後發現體積大的動物喪失熱量速度慢一點，且「有數得計」；動物透過皮膚散熱，以老鼠為例，小鼠長成大鼠，其表面面積增加，雖有更多皮膚散熱，但其體積增加的倍數更大，綜合此兩項因

素，大鼠散熱速度比小鼠慢，可透過微積分計算散熱速度，但涉及微積分，初中生仍未學。他遂改以中三生的數學課題取代，以立方體為例，將其表面面積除以其體積，體積愈大者，除出來的數字愈小，以此方法去了解大小老鼠表面面積與體積的關係。學生其後要做實驗驗證小鼠快一點凍死，但不用老鼠，而以大小不同的紙杯裝熱水，量度哪杯水溫度跌得較快，這樣便將生物、數學及物理共冶一爐。

電腦畫貓路線圖 學多邊形定理

在中一試行的教案則是結合電腦科，要求學生計數繪圖。學生可利用電腦程式控制屏幕上的一隻貓行走，以其路線畫圖案，嚴要求學生畫出一個多角星形，為了釐定貓行走路線的長短及角度，學生要掌握中一課程中的「多邊形的內角和」、「直線上的鄰角」定理，及中二的「等腰三角形的底角」定理，校方為此要提早教導學生該課題。嚴說，若只要求學生按數學定理計數，會較沉悶，讓他們控制貓行走則有趣得多，結果學生不止畫出星星，還自發畫更多圖案，及自行上網



九龍真光中學要求學生利用電腦程式控制動畫貓走路，以畫出一個多角星形，學生為此要利用數學知識計算出貓行走距離及角度。(嚴文迅提供)

學中三的數學概念；他計劃日後讓學生利用數學知識輸入程式控制機械車，令他們更有滿足感。

他說，設計以數學科牽頭推動STEM的教案，需要請教其他理科教師，下學年有機會推廣至中二及中四試行，各種子學校將於2018學年與其他學校分享經驗。

圖20

Lesson design and sharing of lesson observation

Questioning and effective feedback

Subject	: Mathematics
Topic	: Introduction to Coordinates – Distance between two points
Lesson design	: Miss Ying-ying AU-YEUNG
Teacher being observed	: Miss Ying-ying AU-YEUNG
Level of students	: S1 (Intermediate to high achievers)
Prerequisite knowledge	: Rectangular Coordinate System

1. Introduction

(a) Description of the design:

Introduction to Coordinates is a fundamental topic for learning geometry in Mathematics. In Secondary One syllabus, the distance between two points lying on the same vertical or horizontal line is discussed. It is important to have a solid foundation of coordinates for learning distance between two points in the future.

(b) Teaching focus:

In this topic, students often face difficulties when diagrams are not given in the question. Students are struggled with problems such as finding total distance of some line segments in figure 1. Tackling this problem, the lesson is designed to facilitate students' learning of the formula for distance between two points in a coordinate system.

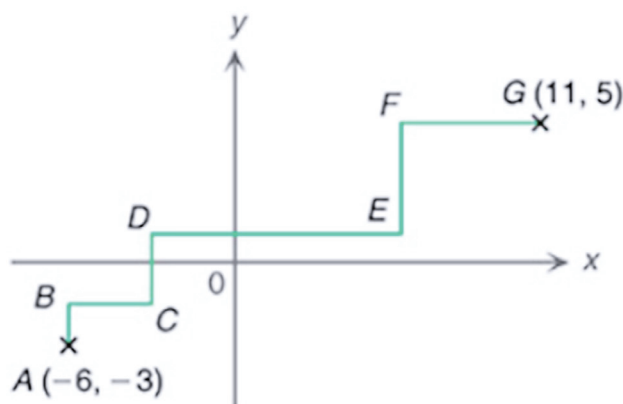


Fig. 1

2. Teaching strategies:

In this lesson, questioning and giving effective feedback were the focus to help students improve their learning outcomes. Some teaching materials such as cue cards and an online interactive program Geogebra were used.

Questioning from time to time during the lesson helps students to evaluate their understanding in the content and trigger discussion among whole class. Wood (1998, cited McAninch, 2015) described two types of questioning style which are funneling and focusing questioning. Funneling questions basically aim at information-seeking and knowledge recalling whereas focusing questions are more open-ended and provoke thinking and elaboration.

In this lesson, teacher asked students funneling questions to help them clarify and understand the target mathematic concepts. For example, “What is the relationship of a horizontal line and the x-axis?” and “If two points lie on the same vertical line, what is the relationship of their x-coordinate?”. Students presented their ideas in language of mathematics. This helped their reasoning and logical thinking. Teacher also raised focusing questions that encouraged alternative solutions. Students were asked to create their own path in task 2 of lesson worksheet (Appendix 1), “Draw the shortest path on the rectangular coordinate plane to control the robot to pick up the cake, then present the cake to Miss Au-yeung, and finally go back to point A. What is the total distance travelled by the robot?” It was expected that there are alternative solutions which could give the shortest path. Students may have completely different methods to get the answer. This gave a chance for them to explain the reason of different paths having the same total distance and being the easiest way to calculate the total distance. After clarifying the concept of the mathematical concept behind task 2, students could attempt the challenging question in Figure 1.

Open-ended and focusing questions develop students’ creativity and analytical skills as such questions always yield multiple answers. They emphasize the main concepts, thinking process and skills to demonstrate students’ problem solving skills (Najwa, & Linuwih, 2017). They also enhance students’ thinking and learning as students are trained to think in multiple perspectives and think critically (McAninch, 2015).

3. Lesson plan

Teacher: Au-yeung Ying Ying			Date: 26 Jan 2018		Time: 10:35 – 11:15		Class: 1D	
Venue: Room 109			Subject: Mathematics			Students' Ability: intermediate to high		
Topic: Ch. 10 Introduction to Coordinates (Distance between Two Points)								
Objectives:								
Student are able to								
Find the coordinates of points given the distance between them.								
Understand and describe the relationships of vertical or horizontal line and the axes.								
Understand and apply the techniques of finding the total length of line segments.								
Determine the number of possible positions of the points given the distance between them.								
Procedure / Activity	Purpose	Time	Mode of interaction	Thinking Skills	Language Tasks (R,W,L,S)	Language Skills	Teaching Materials	
Teaching example	Objective 1	7 mins	Whole class	Analyzing skill	R, W, L	Reading the question and understanding the concepts	Teaching booklet	
Further discussion on vertical and horizontal line on the rectangular coordinate plane	Objective 2	5 mins	Whole class	Analyzing skill, remembering skill and organizing skill	L, S	Describing the situation and understanding the concepts	Geogebra, blackboard and chalk	
Worksheet Task 1	Objective 2	10 mins	Individual + Pair	Focusing skill and analyzing skill	R, W	Reading the question	Worksheet and cue cards	
Worksheet Task 2 and discussion	Objective 3	7 mins	Pair + Whole class	Focusing skill, organizing skill and evaluating skills	R, W, S	Reading the question and expressing their ideas on assessing the reasonableness of different answers.	Worksheet and Geogebra	
Worksheet Task 3 (challenging task) and discussion	Objective 4	8 mins	Pair + Whole class	Focusing skill, analyzing skill and evaluating skills	R, W, S	Reading the question and expressing their ideas on assessing the reasonableness of other possible answers.	Worksheet and cue cards	
Conclusion	Summary	3 mins	Whole class	Remembering skills	L, S		Blackboard	

4. Reflection:

Students actively participated and answered questions in the lesson. However, at the beginning of the lesson, students only gave short answers without explaining the mathematical concept behind. For example, in task 1, students were able to answer the coordinates of point C and D. However, they could not present their thinking process proficiently with mathematics vocabulary. To encourage students to explain their answers in complete sentences, teacher asked follow-up questions, which were mainly funneling questions, with a view to prompting students to give complete responses. Teacher used blackboard for highlighting key points of the features of vertical line and horizontal line (Figure 2) to enhance the flexibility of delivery. This also helped students organize their idea and concept before they explained their answers thoroughly. To solve the questions in which diagrams are not provided, students sketched their own figure by considering the features of the horizontal line or vertical line we had discussed in the lesson (Figure 2). They were able to complete the tasks independently.

Horizontal line segment	Vertical line segment
1. Two points have same y-coordinate	1. Two points have same x-coordinate
2. Parallel to (//) x-axis	2. Parallel to (//) y-axis
3. Perpendicular to (\perp) y-axis	3. Perpendicular to (\perp) x-axis

Figure 2

In task 2, teacher showed the drawing of two students who gave different shortest path. We found that the total distance of these two paths was the same. This raised students' interest. Teacher asked focusing questions that the students had to explain the reason behind and demonstrate the easiest method to calculate the total distance of their path. Higher-achievers could think critically and gave complete explanation. To cater for learner diversity, teacher used Geogebra to visualize how to move and reform the path to a rectangle and calculate the shortest distance (Figure 3a-3e). The technique of moving line segments in the rectangular coordinate plane helped students to solve the challenging question in Figure 1.

Task 3 was a challenging task with no diagram and there are two possible answers. Sets of cue cards were provided to the intermediate and lower achievers (Appendix 2). The cue cards gave guidance and step-by-step instructions. Lower achievers could also handle the question with appropriate hints.

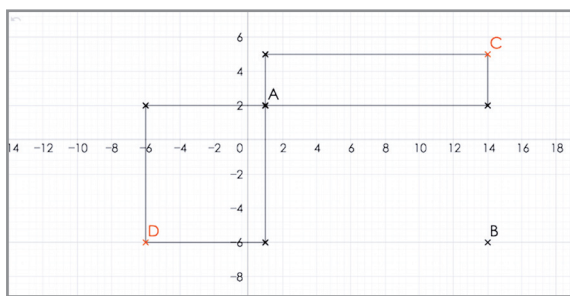


Figure 3a

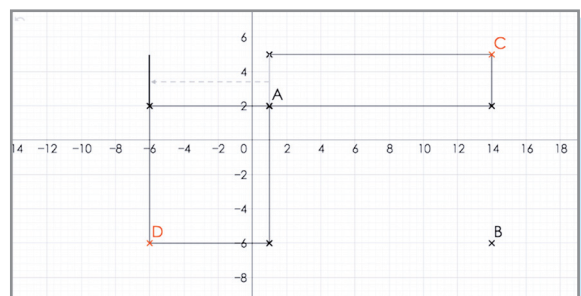


Figure 3b

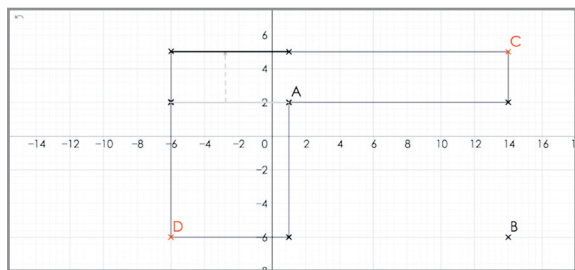


Figure 3c

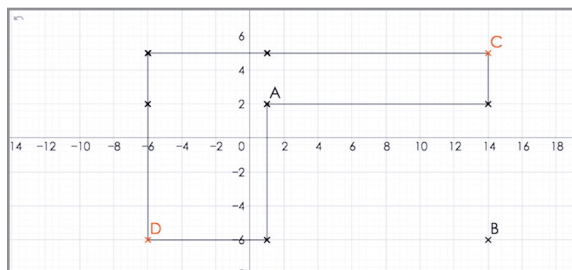


Figure 3d

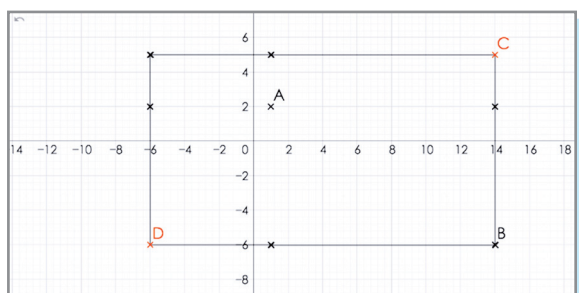


Figure 3e

5. Conclusion:

Both funneling and focusing questioning could help students' reasoning and logical thinking if teacher gives appropriate follow-ups and quality feedback. Some useful teaching materials such as graphic organizers for highlighting key points or online software resources could be helpful to give guidance and feedback to the students as they visualize the mathematical idea clearly.

Reference:

- McAninch, M. J. (2015). *A qualitative study of secondary mathematics teachers' questioning, responses, and perceived influences*. The University of Iowa.
- Najwa, F. L., & Linuwih, S. (2017). Development of Open-Ended Problems for Measuring The Higher-Order-Thinking-Skills of High School Students on Global Warming Phenomenon. In *Journal of Physics: Conference Series* (Vol. 824, No. 1, p. 012008). IOP Publishing.

Appendix 1: Worksheet

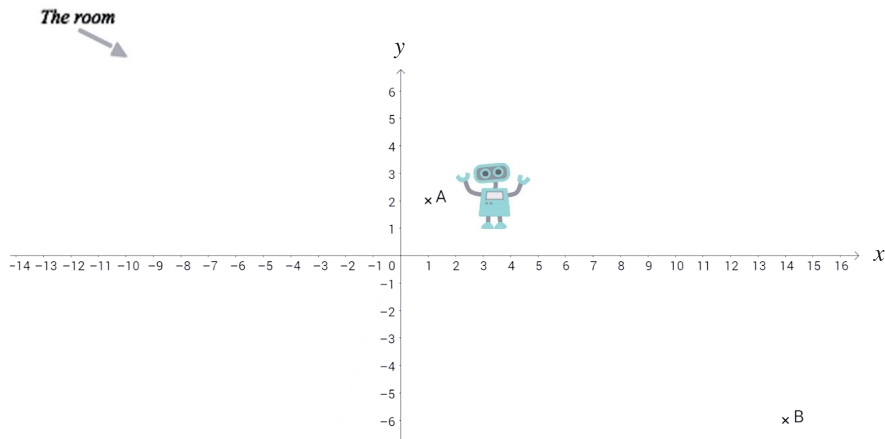
Kowloon True Light School

S1 Mathematics

Ch. 10 Introduction to Coordinates – Distance between two points

Name: _____ Class: _____ ()

The figure below shows a robot at the point $A(1, 2)$ and you are standing at point $B(14, -6)$ in the room. This robot can only move vertically or horizontally on the rectangular coordinate plane. You are going to control the robot to pick up a cake and present it to Miss Au-yeung in this room. However, the positions of the cake and Miss Au-yeung are not shown in the figure.



Task 1: Find the position of the cake and Miss Au-yeung.

Suppose the cake is at the point $C(a, b)$ and Miss Au-yeung is at the point $D(c, d)$. You observe the following:

- BD is parallel to the x -axis (D is on the left of B) and $BD = 20$ units.
- BC is perpendicular to the x -axis (C is above B) and $BC = 11$ units.

According to the above information, write down the coordinates of C and D and mark them on the rectangular coordinate plane.

Task 2: Present the cake to Miss Au-yeung.

Draw the shortest path on the rectangular coordinate plane to control the robot to pick up the cake, then present the cake to Miss Au-yeung, and finally go back to point A .

What is the total distance travelled by the robot?

Task 3:

Miss Au-yeung put some candies at point $P(-4, n)$ and a chocolate bar at point $R(3m+2, 2)$ in this room.

She said that PR is parallel to the y -axis and the distance between P and R is 4 units. Find the possible positions of the candies and the chocolate bar.

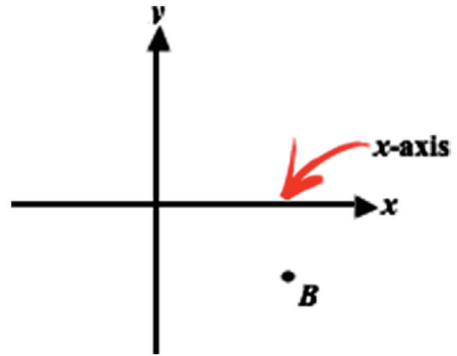
Appendix 2: Cue Cards

Task 1 Hint (Set 1)

- $\therefore BD$ is **parallel** to the x-axis
- $\therefore BD$ is a vertical / horizontal line.
- x-coordinate / y-coordinate of B and D are the same?

- $\therefore BC$ is **perpendicular** to the x-axis
- $\therefore BC$ is a vertical / horizontal line.
- x-coordinate / y-coordinate of B and C are the same?

(Cross out the wrong answer)

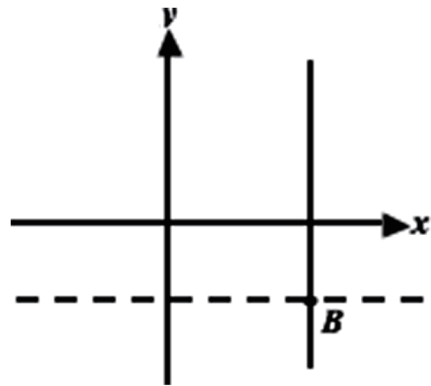


Task 1 Hint (Set 2)

- $\therefore BD$ is **parallel** to the x-axis
- $\therefore BD$ is a horizontal line. (D is on the dotted line)
- x-coordinate / y-coordinate of B and D are the same?

- $\therefore BC$ is **perpendicular** to the x-axis
- $\therefore BC$ is a vertical line. (C is on the solid line)
- x-coordinate / y-coordinate of B and C are the same?

(Cross out the wrong answer)



Task 1 Hint (Set 3)

- $\therefore BD$ is **parallel** to the x-axis
- $\therefore BD$ is a horizontal line.
- $\therefore y\text{-coordinate of } B = y\text{-coordinate of } D$
- $\therefore d = -6$

D is on the left of B .

$BD = 20$ units

Find c .

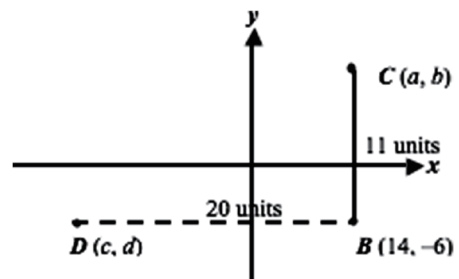
- $\therefore BC$ is perpendicular to the x-axis
- $\therefore BC$ is a vertical line.
- $\therefore x\text{-coordinate of } B = x\text{-coordinate of } C$
- $a = 14$

C is vertically above B .

$BC = 11$ units

Find b .

- \therefore The coordinates of C and D are $(14, \text{ })$ and $(\text{ }, -6)$ respectively.



Task 3 Hint (Set 1)

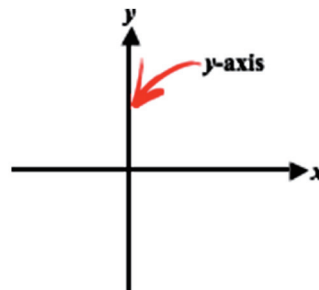
$\therefore PR$ is **parallel** to the y -axis

$\therefore PR$ is a vertical / horizontal line.

$\therefore x$ -coordinate / y -coordinate of P and R are the same?

How many possible positions of P and R are there?

(Cross out the wrong answer)



Task 3 Hint (Set 2)

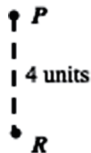
$\therefore PR$ is **parallel** to the y -axis

$\therefore PR$ is a vertical line.

$\therefore x$ -coordinate of $P = x$ -coordinate of R

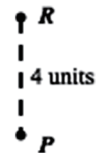
Case 1: P is vertically above R

Find the coordinates of P and R .



Case 2: P is vertically below R

Find the coordinates of P and R .



Task 3 Hint (Set 3)

$\therefore PR$ is **parallel** to the y -axis

$\therefore PR$ is a vertical line.

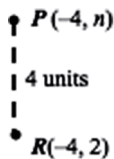
$\therefore x$ -coordinate of $P = x$ -coordinate of $R = -4$

P is vertically above or below R

Case 1: P is vertically above R

$PR = 4$ units

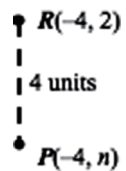
Find n .



Case 2: P is vertically below R

$PR = 4$ units

Find n .



\therefore The coordinates of P and R are $(-4, \underline{\quad})$
and $(-4, \underline{\quad})$ respectively.

\therefore The coordinates of P and R are $(-4, \underline{\quad})$
and $(-4, \underline{\quad})$ respectively.

通識科

文物保育——有效的提問與回饋

科 目：通識教育科

課 題：中國的文物保育

課堂設計：吳景輝老師（通識科科主任）

觀課分享：吳景輝老師（通識科科主任）

年 級：中五級學生

學生已有的知識 / 技能：

學生已於中四學習改革開放的課題，亦於中五上學期學習中國的環境問題，對政策利弊的推論有初步的掌握。

壹、引 言：

本科於本年度運用課堂循環研究作切入點，在共同備課會議時段作專業交流，讓老師掌握備課的重點，設計合適的教學流程及活動以照顧學生的學習多樣性，務求讓學生與老師共構知識。

1. 本課的教學重點：

- (1) 探討中國文物保育受破壞的原因
- (2) 分析申遺對中國文化保育的利弊

2. 本課的教學難點：

- (1) 學生難以準確運用文物保育的概念
- (2) 學生難以運用適當的改革開放內容作出回應
- (3) 學生難以掌握中國的情境知識

貳、本課的教學策略

1. 本課利用電子學習的策略，讓學生先就相關課題觀看影片，在課堂上進行深層次的討論
2. 本課利用分層提問與有效回饋，就學生的學習難點作提問及追問，亦透過提問讓學生反思自身的不足，從而讓學生接收有效的回饋。

參、教學流程：

過程	學與教策略	學習活動	# 預期學習成果
引入	大班問答	<p>老師與學生共同回顧上一課的重點，讓學生在本課的較後時間能夠運用文物保育的定義作回應</p> <ol style="list-style-type: none"> 1. 文化遺產是什麼？ 2. 分成多少類？包括？ 3. 文化是指什麼？ 4. 具體的物質遺產是什麼？ 5. 文化保育的「保育」是指什麼？ 6. 文物保育和承傳文化有何關係？ 7. 為什麼要保育文化遺產？ 8. 這帶來有什麼爭議？ 	<p>能回答文物分兩類，文物保育即保護文物，連接其歷史文化意義得以保存，當面對全球化、城市化、商業化和經濟發展，當地文化和文物或會被取代，兩者難同時兼備，引發爭議。</p> <ol style="list-style-type: none"> 1. 指在歷史、藝術、科學等方面具有獨特文化價值的物質或非物質遺產。 2. 物質和非物質遺產 3. 社會或群體的精神、物質、智慧、情感等方面的特色綜合體，包括習俗、生活方式、文學、藝術、飲食、價值觀及信仰等。 4. 指文物，看得見摸得著，是不可再生的文化資源。 5. 指保護文化，採取措施確保文化具有生命力，包括確認、立檔、研究、保存、保護、宣傳、弘揚、承傳和振興。 6. 保護文物，連接其歷史文化意義得以保存 7. 全球化、城市化、商業化和經濟發展使傳統建築遭受破壞或面臨滅亡，外來文化帶來衝擊（故宮星巴克） 8. 侵蝕/取代當地文化，兩者（全球化/經濟發展和文化保育）難同時兼備
進程一	<p>思 討 享</p> <p>Think-Pair-Share</p>	<p>老師先帶出討論問題，與學生共同拆解題目的重點，讓學生先就問題作出思考，然後與小組作討論，繼而在同學面前分享</p> <ol style="list-style-type: none"> 1. 題目有什麼關鍵字詞 2. 改革開放政策舉例 3. 這對當地帶來什麼影響？ 4. 可保育文物嗎？原因？所以，中國文物保育正面對甚麼挑戰？ 5. 這與改革開放有什麼關係？ 6. 文化保育與經濟發展必然對立嗎？ 7. 這可帶來機遇嗎？ <p>若學生未能全面地回答，老師可作以下追問：</p> <p>說明「關係」可包括什麼關係？</p> <p>過度商業化與改革開放有何關係？</p> <p>資料A「外來者」是代表外資入中國投資嗎？</p> <p>為何納西族手工藝會日益沒落？</p> <p>為何市場會變由低價旅遊紀念品主導？</p> <p>如何將其概念化？</p> <p>為吸引旅客而帶來什麼改變？</p> <p>如何能將這些影響扣連至改革開放政策？</p> <p>傳統建築象徵什麼文化精神/有什麼意義？</p> <p>拆遷原因是什麼？</p> <p>拆卸後會興建甚麼？</p> <p>這對文化保育有何影響？</p>	<p>能掌握改革開放和中國文物保育之間的因果關係，能回答中國發展旅遊業/城市化會讓中國文物古蹟受到破壞，令文化失傳。</p> <ol style="list-style-type: none"> 1. 改革開放/中國文物保育/關係 2. 發展旅遊業/城市化等 3. 旅客到訪/旅遊產品/基建項目/興建高廈商廈/交通網絡/商業化/外來文化 4. 不：擠滿旅客>古蹟受到人為破壞；大量低價旅遊紀念品>文化失傳； 5. 推動城市建設和改造>拆除大量傳統建築及文物古跡（如：胡同、四合院） 6. 經濟主導政策下難以做到文物保育。經濟發展考慮（對應的政府政策）相對於保育考慮：中國眾多基建項目同時進行，在規劃上無可避免與原址文物出現衝突，如北京的胡同便因城市發展而日漸減少。 7. 申遺或可同時解決以上挑戰，不但可達致文化保育，而且同時促進經濟發展，提升經濟效益，所帶來的資金可增加保育修葺工程的經費

<p>進程二</p>	<p>小組討論</p> <p>老師帶出中央政府以申遺的方式作出文物保育，然後讓全班分成正反兩方（各設兩組，共四組），利用工作紙P.3-4和書本的資料P.106-110，以小組的形式分析申遺的利弊</p> <p>1. 題目有什麼關鍵字詞</p> <p>2. 什麼是世界遺產？</p> <p>3. 什麼是申遺？</p> <p><u>在小組的討論中，老師可以利用下列問題促進學生思考：</u></p> <p>申遺的目的是什麼？</p> <p>為何要申遺？</p> <p>成為世界遺產的條件/準則是什麼？</p> <p>被列於世界文化遺產和國家級文化遺產有何差別？</p> <p>試簡述申遺的程序</p> <p>申遺的好處包括？</p> <p>保育後可帶來什麼影響/效果？</p> <p>聯合國教科文組織的工作是什麼？</p> <p>若有損毀，會如何跟進？</p> <p>有機會會被除名嗎？如何能有效保護並保存世界遺產？</p>	<p>同學能掌握申遺目的和過程，投入討論其利弊，應用進程一所掌握中國文物保育所面對的挑戰，按文物和文化承傳兩個角度摘錄己方重點，組織論點論據和提問問題，分析中國申遺是否有助文化保育。</p> <p>1. 申遺/文化保育/中國/在多大程度上</p> <p>2. 由聯合國教育科學文化組織負責執行的國際公約建制，以保存對全世界人類都具有傑出普遍性價值的文化古蹟和自然生態為目的，以傳後人。</p> <p>3. 向聯合國教科文組織申請成為世界遺產，以證明某地方具有突出的普世價值，可以成為世界文化遺產，或世界自然遺產。</p>
<p>進程三</p>	<p>大班討論</p> <p>辯論共有兩個回合（各設兩輪發言），期間設有智囊團（台下同學）發問環節，全班一同參與討論</p> <p>各有一名代表在黑板上摘錄重點，其餘同學專注聆聽，寫筆記</p> <p>老師在活動過程中可以利用以下問題作追問，豐富學生的答案：</p> <p>申遺例子？</p> <p>申遺帶來文物破壞還是文物保育？</p> <p>文化承傳還是傳統文化面臨失傳的危機？</p> <p>短片中有甚麼例子？</p> <p>被拆的村落叫什麼名字？</p> <p>那條村有什麼特別之處？</p> <p>村民姓氏？</p> <p>那條村歷史有多久？</p> <p>為何被拆？</p> <p>申遺對居民的影響？</p> <p>這與文化保育有何關係？</p> <p>申遺能達到預期成效嗎？</p> <p>練民族舞和歌劇的村落叫什麼名字？</p> <p>申遺後吸引多少旅客到訪/參觀？</p> <p>如何能吸引更多遊客？</p> <p>為何村民要練民族舞和歌劇？這代表/象徵什麼？</p> <p>能達到文化保育哪一個目的？</p> <p>這樣，能有助文化保育嗎？</p> <p>拆舊建新政策對文化保育帶來什麼影響？</p> <p>申遺後地方政府做什麼來吸引更多旅客？吸引大量旅客與文化保育意識提高有什麼關係？</p> <p>申遺後帶來的娛樂活動如何阻礙文化保育？</p> <p>發展文物旅遊和增加就業機會和文化保育有什麼關連？</p> <p>申遺帶來的資金問題會阻礙文化保育嗎？</p> <p>申遺是一次性投資嗎？可帶來後續利益嗎？</p>	<p>全班積極參與，聚焦辯論申遺利弊，互相質詢，反駁對方問題及回應論點，老師能利用以下觀點作出總結：</p> <ul style="list-style-type: none"> ➢ 帶來龐大經濟收益 - 資金進行復修/保育工作VS大量旅客亦可能會使文物超越其承載力而受損 ➢ 宣揚中國傳統文化，促進中國與各國文化交流VS商業化破壞世界遺產意義 ➢ 促進歷史文化研究VS開發景區容易造成破壞 ➢ 文物具備社會教化作用，增加政府和人民的文化保護意識VS人民普遍缺乏文物保護意識，對文物造成破壞，污染問題大增

總結	大班問答	老師就中國文物保育面對的挑戰和機遇作總結	能了解中國文物保育正面對的兩難局面/爭議，申遺可同時經濟發展和保育中國文化，取得雙贏局面；然而，成功申遺是一把雙面刃，為文物之結構帶來資金的同时，也帶來文物破壞；保護文物帶來文化承傳的同时，也帶來文化破壞，甚至傳統文化和手工藝將日益沒落。
		1. 文化保育受威脅帶來什麼影響？ 2. 文物保育責任誰屬？ 3. 中國還有什麼文物保育策略？ 4. 中國文物保育策略成效如何？	1. 傳統不科學元素被遺棄/電子化/簡化/文化漸受外來文化影響/西化/原居民被迫搬遷 2. 政府/企業/民眾/旅客 3. 拆舊仿古規劃/改造計劃等 4. 增加修繕經費/作教化之用/保留原貌/為旅客需要而改變古蹟建築的面貌/趕絕原居民/損害文物/喪失真正歷史文化區/文化搭台，經濟唱戲等

肆、課堂工作紙

活動二：改革開放為中國文物保育帶來的機遇及挑戰

資料A

據統計，麗江古城商戶達1,300多家，店主有一半左右是外來者，當中大部分是漢族。他們租用當地人房子營商，為了做生意的需要，大量漢族人把店鋪內部完全改裝。同時，售賣紀念品的約三分之二是完全沒有地方特色的手信，多為大量生產的商品。由於納西族缺乏資本、管理訓練及設計開發經驗等，在低價旅遊紀念品的市場主導下，具有納西族東巴文化的手工藝愈來愈難跟外人競爭，反而日益沒落。

資料來源：葉蔭聰（2010）《為當下懷舊：文化保育的前世今生》第21頁。

資料B

大陸歷史文化名城多，目前有一百零七座城市被列入「國家歷史文化名城」保護名單；但在許多城市取經濟開發捨文物保護的情況下，許多古城雖在保護名單之列，已名存實亡。

以北京市為例，它是中共國務院一九八二年評選出的第一批歷史文化名城。北京部分歷史建築毀於戰火，目前更在城區改建時大量消失，現代化的摩天高樓拔地而起，原有的牌坊、宮門、城牆、四合院、胡同，一個接一個被拆遷，只留下孤零零的紀念碑，如元大都城垣遺址、皇城根遺址公園等，讓人們憑弔歷史。

藉辦奧運之名，北京急速改建、擴建，在「新北京」的名號下，只剩下不足老城面積百分之十七的廿五片歷史文化保護區。歐美國家舊城保護範圍可以達到全城的八成、甚至百分之百，相較之下，北京的現代化，讓歷史從市民的記憶裡蒸發、消失。

資料來源：藍孝威（2007）〈歷史名城 毀的毀，倒的倒〉《聯合報》

取自<http://hi.baidu.com/homian1210/blog/item/d6b9818fb6de9decf01f3697.html>

就資料A及B及教科書P.103，說明中國文化保育受到挑戰與改革開放的關係。

改革開放政策	帶來的影響→難以做到文化保育	

資料C

「申遺」，保護文化遺產本身，當然是「光榮、正確、偉大」的舉動，問題出在動機與後續的發展。在大多數政府官員的心底，「申遺」的真正目的，不是保護，而是賺錢，是個生財之道，可以發展文化旅遊，發展觀光事業，甚至發展房地產及其附帶產業。因此，「申遺」的後續動作就是聯繫開發商，大搞文化遺產更新，把「遺產」變成「資產」，作為開發投資的重點專案，可以生產一連串的相關企業，變成生金蛋的母雞。這根本是掛羊頭賣狗肉。打出「文化遺產」的招牌，說是為了人類文明而「申遺」，其實啊，醉翁之意不在酒，在大興土木蓋酒廠。

我個人對「文化遺產」及「非物質文化遺產」的名稱使用，一向多有微言，認為強調「遺產」二字，容易令人以為「文化遺產」可輕易轉為「文化資產」，甚至當作「文化資本」，用來發展「文化產業」。比較好的，應當是「文化古蹟」、「文物遺址」、甚或「文化國寶」，以免地方官員或財團以之作為牟利的工具，最後以破壞文物古蹟收場。就短時間而言，錢是賺到了少數管事者的口袋裏，但就長期而言，破壞了歷史文化古蹟，剝奪了子孫後代瞻仰與欣賞國寶的基本權利，實在是歷史的罪人，對不起整個民族，對不起五千年的中國歷史文化。

資料來源：〈文化遺產與文化產業〉，《明報》，13/9/2008

資料D

任何修繕工程都需要經費，但這經費從何來？如果地方政府缺乏這種經濟能力，修繕的經費只能由管理世界遺產的基金、入場費、文物帶動的旅遊業，或者由民間籌集等方法而來。河北省文保處處長張文瑞指出：「我省現有不可移動的文物達12,200餘處，如果讓這些文物都能進行必要的修葺，保守估計至少需要20億。而實況是，我省的文保經費每年只有幾百萬元。」

把文物列入各種名錄，除了肯定文物的價值，名錄亦成為一個旅遊品牌標籤。文物帶來遊客，繼而帶來經濟收益，而這些收益，正配合修繕文物所需要的資金。於是，造就了文物景區內外不同類型的商業活動，如：長城城樓上付錢留名的「好漢證明書」、麗江古城外納西族婦女的收費迎賓舞蹈、明十三陵外簇擁著旅遊車的各種販子、頤和園昆明湖上的收費溜冰活動、常見的皇室造形換裝攝影服務等等。

參考以上資料A，B，C及教科書P.109-111，中央政府為進行申遺工作有助中國的文化保育。你在多大程度上認同這個看法？解釋你的答案。

✓	✗
➤	➤
平衡上述分析：	



結論：

伍、反 思：

1. 提問及回饋

老師能透過預先設計的問題，有系統地引導學生思考，重溫上一課節的重點，連繫新舊知識，並且透過提問讓學生掌握題目的重點字眼，並且引導學生說明改革開放與文化保育造成挑戰的關係。在課堂的第二部份，老師亦能透過預設的問題掌握學生對申遺的理解，並且運用提問引導學生回答辯論題目的重點，就學生的答案作出回饋。

2. 辯論環節

普遍同學皆積極投入參與辯論環節中，他們大多能利用備課時所摘下的重點（如影片例子）來建構論點。

3. 合適且多元化的提問及回饋技巧

老師在課堂中積極運用各種提問及回饋技巧來鞏固學生的事實知識、釐清概念及協助他們進行更深入的探究。老師根據教案上預先準備的問題和參考答案，在課堂上不同環節中向學生提問，並即時按照他們的回覆作出追問，逐步引導學生進行更深入和更多角度的分析和論證，以達到最終的教學目標。以改革開放的城市化為例，老師先邀請學生說明城市化政策的內容，繼而要求學生從已有知識中舉出事例引證，並解釋政策對中國的相關影響和意義。在辯論環節中，每當學生表達的論點不清晰時，老師會先以回饋介入來釐清謬誤，再向匯報學生及其他組內同學發出追問，務求引導他們意識到問題的癥結，並即時思考相應的解決辦法。

4. 學生備課

自行備課能預先裝備學生相關課堂的基本知識和概念，促進課堂上的參與。老師要求同學上課前先在家中自行觀看備課影片和查閱與課堂相關的書本及筆記內容。在知識層面上，透過備課，學生能在上課前已對議題有初步認識，理解其背景資料及爭議點，並進一步連繫及運用已有知識至新的議題上。在學生心理層面，備課加強他們的自信心，促進他們課堂參與及發表意見。以辯論環節為例，學生能運用片段及書本中的例子作引證，增強論點的說服力，提高討論質素，促進課堂的發展。

5. 版書設計

老師利用版書來引導及鞏固同學的學習。老師在課堂開始時先以提問形式來考核同學的已有知識，然後按照課堂目標，把同學舉出的相關重點以腦圖形式摘錄在黑板上（如文物保育的定義）；另外，在討論環節時，老師通常邀請兩位同學出來匯報討論成果，一位負責說明及解釋內容，另一位則負責把重點寫在黑板上。匯報過後，老師會即席就不清晰的地方進行追問，並使用另一顏色的粉筆來作圈劃批改。同學能透過版書掌握課堂的重點，把因果關係組織，整理脈絡。同一時間，他們亦可透過即時參考和批改其他同學的答案學習，體現「作為學習的評估」。

6. 課堂活動多樣性

老師積極設計不同的學習活動來提升同學的學習效能。有別於部分常規科目採用的直接教學法，通識科老師運用議題探究法，配合「思、討、享」和辯論等策略，來充實學生的學習經歷。作為「促進者」，除教授基本知識外，老師在過程中更著重強調訓練學生獨立思考和鼓勵同學之間的互動。

7. 學生備課宜有更多指引

部分同學未能針對題目要求來提出合理論證，以例子作引證的能力亦較薄弱（如某些同學只利用影片/書本提供的單一例子作說明），加上同學備課表現參差，導致某些論點較為片面。有見及此，老師能提供備課工作紙（以組織圖和表格為主），並運用Edpuzzle來設計不同探討問題來引導同學，協助他們在觀看影片及閱讀文章時找出、組織、摘錄和歸納重點。這同時亦能訓練同學自主學習的能力。長遠來說，老師能在科技內容教學知識(TPACK)範疇上多作研究、分享並討論，擬訂具針對性的教學策略。

8. 抄錄版書

大多同學都主動抄下黑板和簡報上的筆記，但是由老師即時口述的內容則較少同學抄寫。部分同學未能按照老師要求，以不同顏色的筆來記下和分辨由自己、同學及老師所表達的內容。老師宜作施教過程中多加提點，讓學生建立抄錄版書的習慣。

9. 教學影片和文字資料的質量

針對部分教學影片及文字資料過於冗長，老師可搜尋富有趣味性的影片和篇章，如電台節目、電影、新聞、流行節目等，以增添備課的動機。另外，老師宜預先按照學生能力和課堂目標來進行篩選及編輯，確保相關內容精簡並有合適深淺程度，減少學生注意力分散和能力不逮的情況。

陸、總結：

是次課堂令老師作出教學範式的轉移，在課堂上明確地扮演促進學習者的角色，利用提問與回饋引導學生思考，重新建立對學與教的信念。

是次課堂同時亦促進學生探究及思考，令學生成為主動的學習者，建立師生互動的學習氛圍，經歷及相信課堂內能產出有深度的學習。

科學科

Facilitation of enquiry-based learning by electronic device

Subject	: Integrated Science
Topic	: Short circuit and its potential danger
Lesson design	: Mr Chan Kwan Wai
Teacher being observed	: Mr Chan Kwan Wai
Level of students	: S2
Prerequisite knowledge	: Basic concept of current, resistance and parallel circuit.

1. Introduction

(a) Description of the design:

Teaching science in an engaging way is always a great challenge for science teachers. In the design of the curriculum, enquiry-based learning is integrated as the application of knowledge learnt in the lesson. However, textbooks in the market usually cater for the mass, but no challenging questions are set for high flyers. Hence, a school based-curriculum is essential for nurturing students' talent in science. In the teaching package, the concept of short circuit is explained and applied with a real-life situation. Students are guided to apply the knowledge they have learnt in previous science lessons to discover the reason behind electrocution.

(b) Teaching focus:

The lesson was designed for an elite science class. Students were competent in presenting their ideas in English. Hence, the teacher expected a detailed explanation, creative problem-solving ability and fluent verbal feedback from the class. The theme of the lesson is short circuit. Here are the main focuses of the lesson:

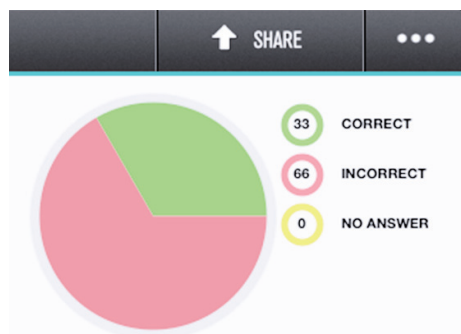
- (1) To demonstrate and explain the effect of a short circuit
- (2) To discuss the science background of electrocution of animals on the power cable
- (3) To consolidate what students have learnt in the lesson by Kahoot quiz

(c) Anticipated learning difficulty

The concept of short circuit is quite abstract as we cannot see the movement of electrons with naked eyes. Hence the knowledge construction requires a concrete foundation knowledge of electric current, resistance and parallel circuit. In order to raise their thinking complexity, application of the concept with a daily life example is used to deepen their understanding. Yet, students may have difficulty in applying the abstract concept in a real-life situation. Aside from this challenge, it is always an intractable task for the teacher to check the understanding of the scientific concept within many students with an efficient way. In this lesson, we try to solve this problem with e-learning.

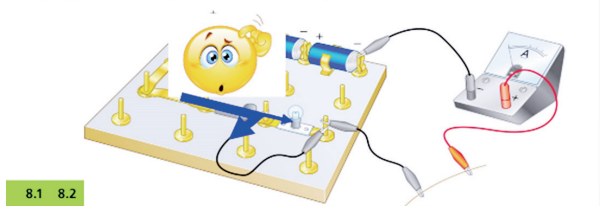
2. Teaching strategies:

Using a parallel circuit with a different number of light bulbs in branches, students understand that the branch with lower resistance has a larger current. With a scaffolding exercise, students are guided step by step to apply the knowledge and give a detailed explanation of short circuit.



(Worksheet) How to explain the fact that the bulb does not light up ?

- 1 The bulb has a _____ than the connecting wire.
- 2 _____, the bulb does not light up.
- 3 _____, the bulb does not light up.



Then, the teacher issued a Nearpod test. The app can show the percentage of students giving correct answers to the questions set to test their understanding. Once the result is unsatisfactory, the teacher can find out the students' misconception in an effective way. If the Nearpod test reflects students have mastered the key concepts well, the teacher can proceed to the application of a short circuit using the approach of enquiry-based learning.

Enquiry-based Learning (EBL) is used to describe approaches to learning that are driven by a process of enquiry. The teacher establishes the task and facilitates the process, while the students pursue their own lines of enquiry. They seek evidence to support their ideas. (Barrett, 2005). In this learning environment, the learner should be engaged actively. Hence, an interesting situation is applied: a squirrel on a wire. In the first place, a video showing a squirrel walking on an electric cable is played. Students are asked if the squirrel will get an electric shock. Most students think that it should be killed by electricity, but the squirrel walks safely on the cable. This situation arouses students' curiosity, and it is a very critical step for successful enquiry-based learning.



Next, another video showed a monkey is electrocuted when it is walking on an electric cable. Another key question arises: What is the difference between the two situations? (The monkey touches two wires at the same time while the squirrel walks on one cable only)



Students are then guided step by step to discover the reason behind the electrocution on power cable using the concept of a short circuit. Since understanding is an individual construction, we cannot share understandings, but rather we can test the degree to which their understandings are compatible. (Barrows, 1985) Hence, questioning is used to evaluate the effectiveness of the enquiry-based lesson. This time, the teacher used the app Kahoot to test students' understanding.

With supplementary worksheet (attached as reference), extra material is given to the high-flyers so that they can explore more on the topic and develop a more comprehensive understanding of the concept.

3. Reflection:

Electrocution is not a stipulated topic in the curriculum. Nevertheless, this is a very meaningful application, and it requires students to think creatively while they apply the knowledge at the same time. Students will find that scientific knowledge is useful and it can help nurture their interest in science. After all, science is a process of problem-solving. Hence, the science curriculum in our school emphasises the application of knowledge to solve the authentic problem in daily life.

In the teaching package, an element of e-learning is integrated to cater to the need of teaching. We find that the electronic device can help improve the teaching efficiency in the classroom. Nearpod is used to conduct the lesson, which replaces PowerPoint and provides a live quiz in the class. The teacher can control the screen of the students so that they can follow the pace of the lesson. Also, while the live quiz is being conducted, he teacher can know the response of students to check the learning of the students instantly. With the assistance of an electronic device, all student can have a mobile device, and all of their answers can be collected and analysed at the same time. It significantly raises the effectiveness of a lesson, and it enables the teacher to repeat or emphasise important ideas when the majority of the class fail to understand some crucial ideas. Also, Kahoot is used as an engaging tool to check students' understanding. The quiz is a real-time competition app. Students can answer on an iPad. The faster students can choose the correct answer, the higher the marks they can get. Hence, the competition is very exciting, and it is more effective than the traditional paper quiz.

4. Reference:

- Barrows, H.S. (1985). How to design a problem-based curriculum for the preclinical years. New York: Springer Publishing Co.
- Barrett, T., Mac Labhrainn, I., Fallon, H. (Eds). Galway: CELT (2005). Handbook of Enquiry & Problem Based Learning.

Extra materials for high-flyers (in E-class)

- Cute Squirrel on Electric Power Line - <https://www.youtube.com/watch?v=wRk0xFB1xWk>
- Monkey Electrocuted on Power Lines - <https://www.youtube.com/watch?v=egWkCcJJZ8M>
- Why Birds Do Not Get Electrocuted - <https://www.youtube.com/watch?v=xVfBTsUSCgQ>
- How do Birds Sit Safely on Power Lines? - <https://www.youtube.com/watch?v=GJobqY4uH0c>
- Why Aren't Birds Electrocuted on Wires? - <https://www.youtube.com/watch?v=bOPEgNEJkD8>
- Why Birds Not Get An Electric Shock - <https://www.youtube.com/watch?v=7q34uNZds4Q>
- Top 5 Dangerous Short Circuit - <https://www.youtube.com/watch?v=gOT8jx4jEzM>

中史科

活用「學思達」——評政治人物

科目：中國歷史

課題：梁啟超的政治參與

課堂設計：甄錦棠老師（中史科科主任）

觀課分享：甄錦棠老師（中史科科主任）

年級：中六

學生已有的知識 / 技能：

學生的分析能力大致在中上程度。本課為溫習課，故學生對梁啟超的歷史已有一定的認識。

壹、引言：

1. 單元教學重點

本單元名為「時代與知識分子」，透過對歷代重要的人物，如：孔子、司馬遷、王安石、何啟和梁啟超等人的經歷，從而學習知識分子面對時代的挑戰時，他們如何作出回應，並分析其影響。

2. 教學難點：

本課重點（亦是難點所在）是要求學生認識梁啟超在不同時期的救國主張有何改變，及因何改變，並評論其得失。

貳、教學策略

有關梁啟超經歷的不同時期，學生須先有清晰和較詳細的了解，認清不同時期的關鍵性事件，與及梁啟超在期間的不同救國主張，再而分析兩者的關係。學生須進一步就兩者的因果關係和實際的成效，評價梁啟超的「善變、多變」的政治取態。這在掌握史料、理清關係和思辨事理等方面，學生需有較充裕的時間消化，也需要有不同角度的意見激發思考。

有見及此，老師採用「學、思、達、評」的策略，進行的方式概述如下：

1. 指導學生先在課前預習，閱讀教科書及指定文章（夏曉虹〈談梁啟超的書生政治〉）。
2. 在授課時，先看視訊，重溫要點，再由老師點撥，扼要指出梁啟超身處的時代背景和重要的政治主張；要求學生就兩者的因果關係作重點說明。
3. 再而指導學生就預備的資料，採用論壇形式，分正、反兩方，對梁啟超在救國主張上的「善變、多變」進行分組辯論。
4. 最後由老師總結發言內容，給予回饋。
5. 安排課後練習，利用學習所得，釐清問題，撰寫人物評論，以總結本課題的學習。
3. 再而指導學生就預備的資料，採用論壇形式，分正、反兩方，對梁啟超在救國主張上的「善變、多變」進行分組辯論。
4. 最後由老師總結發言內容，給予回饋。
5. 安排課後練習，利用學習所得，釐清問題，撰寫人物評論，以總結本課題的學習。

甲、教學流程：

教學流程：

流程	項目	興趣	思學訓練			講解	提問	互動學習	應試技巧	展示成果	教材	照顧差異/ 回饋
			理解	分析	評論							
引言 (5分)	● 簡述本課重點	✓	✓			✓	✓				✓(網上影片)	
	● 播放短片											
	● 略述梁啟超政治參與概況		✓			✓	✓				✓(簡報)	
內容 (10分)	● 分組準備		✓	✓				✓	✓(資料分析)		工作紙	✓①
	(對梁啟超的評價、梁啟超的政治活動)											
	● 課堂討論		✓	✓	✓	✓	✓	✓	✓(因果關係)(人物評鑑)	✓	工作紙	✓②
總結 (2分)	● 課堂總結					✓					✓(簡報)	
鞏固	● 課業安排		✓	✓	✓				✓	✓(優良習作)		✓③

①：分組準備：以學生能力分組，務求兩組學生能力相約

②：課堂討論：從學生的發言中，引導思考，或作出適切的回饋

③：課業安排：批改習作，作個別的、仔細的、有針對性的指導

乙、課堂簡報：

選修單元三 時代與知識分子

課題6 梁啟超個案研究

梁啟超的政治參與



梁啟超

《回望梁啟超》影片觀賞



注意：

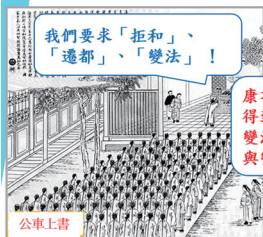
摘記影片中的時代背景、重要事件、梁啟超的個人經歷

重溫要點

(1) 推動維新變法

◆ 1895年，中日簽署《馬關條約》後，梁啟超與康有為呼籲在京的各省舉人聯署「公車上書」，並倡導變法。

◆ 1898年，列強紛紛在華劃分勢力範圍，中國面臨被瓜分的危機。



我們要求「拒和」、「遷都」、「變法」！

康有為老師再次上書，並得到光緒皇帝的支持推行變法。我也獲六品銜以參與變法。

◆ 變法推行百餘日，因戊戌政變而告終。



梁啟超

重溫要點

(2) 宣傳君主立憲

◆ 戊戌政變後，梁啟超被迫流亡海外。

雖然如此，我仍不斷思考救時之法。我甚至曾經認同孫中山以革命方式救國的方法。



梁啟超

◆ 後來，梁啟超改為認定以君主立憲推動中國改革，並在海外宣傳其主張。

戊戌政變後，康有為老師在加拿大成立了保皇會，宣傳君主立憲。



保皇會成員合照

重溫要點

(3) 組黨與參政

◆ 民國成立後，梁啟超曾加入多個政黨。

◆ 民國初年，他先後獲委任為司法總長、幣制局總裁和參政員。



梁啟超

但袁世凱總統拒絕了我的各種建議，令我心灰意冷，因而一再請辭。

我聯絡弟子蔡鈞，策動護國運動，最終迫使袁世凱放棄帝制。

◆ 當袁世凱企圖復辟帝制時，梁啟超即發表〈異哉所謂國體問題者〉一文反對帝制。

◆ 張勳復辟時，梁啟超加入「討逆軍」，反對復辟。

重溫要點

(4) 退出政壇

◆ 張勳復辟失敗後，梁啟超出任財政總長，數月後請辭。

◆ 1918年年底，梁啟超開始遊歷歐洲，回國後不再參與政壇活動或擔任政府官職。



梁啟超

自審心思才力不能兩用，涉足政治，勢必荒著述，……毋寧以全力盡瘁於著述，為能盡吾天職，故毅然中止政治生涯……。

梁啟超《飲冰室主人自說》

我決定專心從事學術研究、著書和教育，但不時仍會對時局發表意見。

小結：技能訓練

- ▶ 完成工作紙 (a)和(b)的題目
- ▶ 注意**時代背景**、**個人經歷**與**救國主張**的關係

青年史學論壇

●鄭振鐸〈梁任公先生〉

梁任公最為人**所恭維**的——或者可以說，最為人**所詬病**的——一點是善變。……由保皇而至於反對復辟，恰恰是一個敵面，然而梁氏在六七年間，主張卻已不同至此。這難道便是如許多人所詬病於他的「反覆無常」麼？……他如不變，則他對中國的貢獻與勞績也許要等於零了。



辯題：

對於梁啟超善變多變的救國主張是應該加以肯定的



規則：

- 首先，全班分正、反兩方。
- 雙方以2人為1組，有**2分鐘**時間，在組內表述己見。
- 之後，有**7分鐘**時間互相質詢。
- 最後，雙方有**2分鐘**時間總結發言。

開始辯論



總結

- 列強不斷入侵
- 陷於瓜分危機
- 洋務運動失敗
- 社會民智未開

挑戰

回應



- 推動維新運動
- 鼓吹君主立憲
- 組織政黨參政
- 反對帝制復辟
- 退出政治舞台

課堂工作紙 (一)

課堂工作紙 (一) 參考答案

課堂工作紙 (二)

課後練習——歷史人物評論

參、反 思

是次課堂設計可說是相當成功，基本上每個教學環節都能夠達到預期目的。

首先，通過事前的預習，可以發揮學生的自主學習能力，從而培養學生的自學習慣，並讓學生有充分的時間閱讀各種史料，加深對時代背景和梁啟超的救國主張的認識。

其次，透過論壇的交流，讓學生得以充分發揮學習的積極性。在論辯的過程中，學生除了加深了對課題的認識外，還可以訓練他們的批判思考和表達能力。學習能力較強的學生當然踴躍發言，表現出色；而一些平日較為被動的學生都受到激發，加上當時熱烈討論氣氛的影響，她們都勇於表達己見，而且言之有物，意見中肯，表現不俗。

再者，學生在組內互相交流意見時，能力稍弱的學生，在能力較強的學生帶領下，得到啟發和鼓勵，都嘗試回應，頗能達致「以強帶弱」，照顧個別學習差異的效果。

最後，課後練習方面，由於學生在課前、課堂上，已對本課題有充分的了解，故在回應問題時，都能做到對焦清晰，準確作答，條理分明，闡述有理有據的要求，表現理想。

肆、總 結

以往，筆者教授此課題時，都只是偏重了以老師為主導的教學模式，學生只是單向的吸收，少有發表意見的機會。

是次，運用了「學、思、達、評」的教學方法來處理這課題，卻有意想不到的效果。學生在課前的準備和課堂參與的過程中，透過積累知識，表述己見、質疑對方觀點，充分發揮了自主學習和批判思考的能力。

再者，是次「反客為主」，更促進了不同能力學生的互動交流，在同儕合作共勉之下，不但能激發學習的動力，更能啟發思考，使學習成果更加理想。

總括而言，透過「學、思、達、評」的課堂模式，學生除了對課題有深刻的了解，克服了難點外，還在討論的過程中，引發學習的興趣和建立自信，可謂一舉多得。

中文科

研發校本電子學習平台 提升自學能力及中文素養

科目：中文科

課題：《燕詩》

課業及教學設計：郭詩韻老師（級統籌）、黃翠琮老師、周念慈老師、阮淑賢老師

年級：中一級

壹、引言

本校中文科發展著重培養學生綜合運用讀、寫、聽、說能力及訓練思維能力。教師期望能為學生創建豐富多采的學習機會，從全方位學習和應用語文的過程中，發展對語文的喜好和專長。

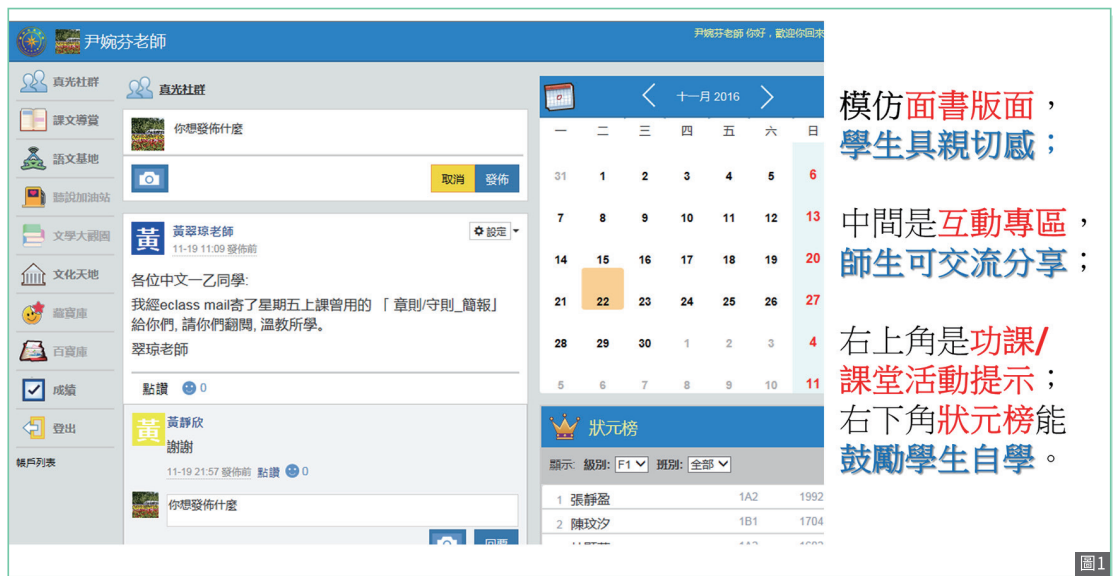
根據教育局《中國語文教育學習領域課程指引（小一至中六）》（2017）指出：「隨着資訊科技的高速發展，在學與教過程中運用電子學習資源已是全球教育的趨勢。教師可善用不同的學習平台、應用程式或網上資源等，配合適當的教學策略，讓學生隨時隨地進行學習。」

有見及此，本校中文科於二零一五年申請優質教育基金，創建中文科校本電子學習平台，期望本校同學能因應自己的能力，從網上練習、網上討論，加強鍛鍊，並提升對中文科的興趣，培養自學能力，增長中文素養。

貳、教學策略

1. 採用全方位語文取向，重視自學，提升學生學習動機

現時實施電子教學的中文科老師，無論是佈置課前預習、進行課堂互動活動，還是收發電子課業、安排課後評估，都需要選取坊間不同的應用程式製作教材。本校中文科為使電子學習更能照顧本校學生的需要及融合教師的設計，故與坊間教育平台公司合作，設計校本電子學習平台。我們在設計學與教活動及評估時，會思考如何融合各種語文學習能力，除了讀、寫、聽、說的能力綜合訓練外，還有文化文學常識、文言知識等，故此，平台設有「真光社群」（網上討論）、「課文導賞」（閱讀）、「寫作部落格」（寫作）、「聽說加油站」（聆聽及說話）、「語文基地」（語文運用）「文學大觀園」（文學）、「文化天地」（文化）、「藏寶庫」、「百寶庫」、「成績表」等，務求讓中一級學生在學習中文有新的體驗，在課前到平台進行預習，課堂期間利用平台進行互動，課後到平台延伸自學，期望藉此提升學生自學語文的動機。

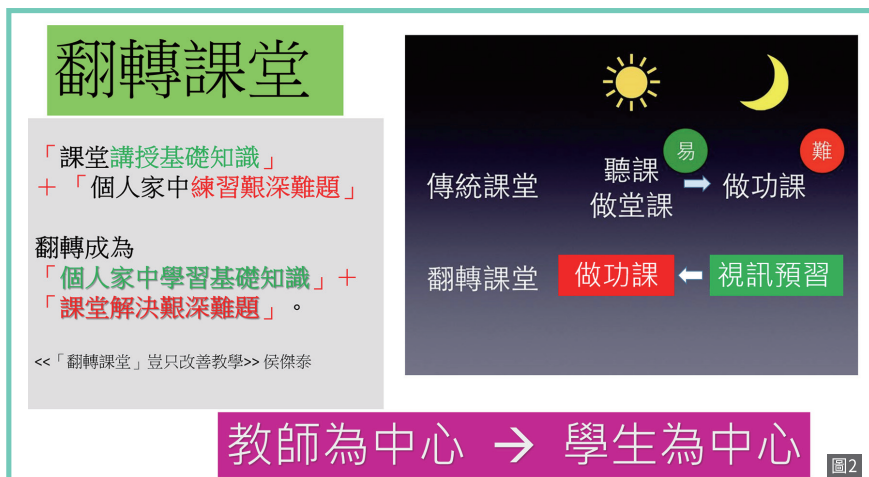


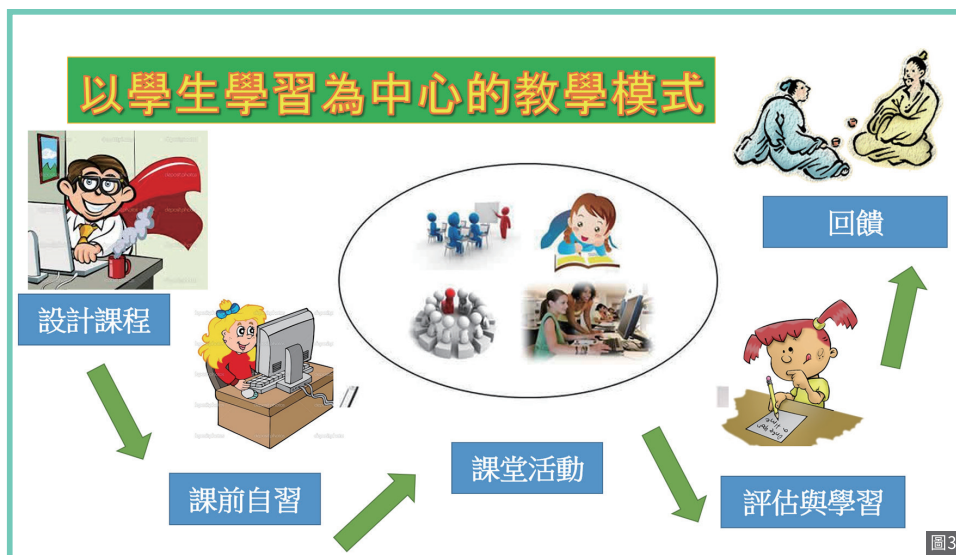
2. 設計多元化的教學活動，提升學習語文的興趣

電子學習平台有別於傳統教學，當中加入豐富的互動元素，利用不同感官的教學方式，誘發學生的多元智慧與潛能，使不同能力的學生也能表達自我，提升學習語文的自信。老師在共同備課時，也會按篇章的性質適當加入影片、原創歌曲、佳作共賞、互評、自評等部分，豐富學生的學習經驗，鼓勵同儕互學，並希望學生「學會學習」，提升內在動機，方為長遠之計。（圖2及圖3）

3. 由淺入深，層層遞進，照顧學習差異

本科校本電子學習平台於中一級試行，由於中一新生來自不同學校，學習語文的起步點不一，差異頗大，故如何施教？如何有效運用評估工具？這成為老師的最大挑戰。有見及此，電子學習平台其中一項功能是能讓老師根據學生的學習程度進行調適，能力高者可選挑戰題，能力稍弱者可選基礎題，如此類推。這平台能幫助老師照顧學習差異，不會標籤學生，又使不同的學生得到適切的幫助。






參、教學設計

1. 設計構思：

主題：利用電子平台提升學生的自主學習

自主學習的教學策略：①預習自學 ②小組展示 ③交流互評 ④強調外在獎勵 ⑤自我紀錄及監察

	電子學習平台	課堂學習	教材	備註
課堂前	<ul style="list-style-type: none"> ■ 課前預習：利用電子學習平台著學生 <ol style="list-style-type: none"> 1. 聆聽課文朗讀，重溫課文，體會父母養育之恩 2. 複習重點文言字詞，鞏固所學 3. 預習課文中關於燕子的心情變化（見右圖） 		<ul style="list-style-type: none"> ✓ 電子平台教材，包括課文朗讀、重點字詞溫習 	①預習自學
課堂期間	<ul style="list-style-type: none"> ■ 課前熱身：利用電子學習平台，考問重點的文言字詞及燕子的「心情尺」，並展示學生答案 	<ul style="list-style-type: none"> ■ 老師就學生的答案給予回饋 ■ 獎勵答案全對的學生（加分／獎品） 	<ul style="list-style-type: none"> ✓ 電子學習平台教材 	④強調外在獎勵
	<ul style="list-style-type: none"> ■ 課堂活動：利用電子學習平台展示小組的概念圖、投票 	<ul style="list-style-type: none"> ■ 提問：〈燕詩〉是一首借事說理的作品，與現實中人的哪些行為相似？ ■ 學生進行小組匯報（4組） ■ 學生進行互評，老師回饋 ■ 投票選出「最佳演繹組」，給予獎勵（加分／獎品） ■ 老師導引學生歸納文章主旨 ■ 提問：父母為了養育我們日夜操勞，我們當如何體恤他們？ ■ 老師就學生的答案給予回饋 	<ul style="list-style-type: none"> ✓ 電子學習平台教材，包括小組概念圖 	②小組展示 ③交流互評 ④強調外在獎勵
課堂後	<ul style="list-style-type: none"> ■ 課後延伸：利用電子學習平台完成高階題討論題（新聞報導+隨筆） 	<ul style="list-style-type: none"> ■ 學生就課題作出反思 	<ul style="list-style-type: none"> ✓ 電子學習平台教材，包括高階討論題 	⑤自我紀錄及監察

肆、成果

1. 學生層面

學生利用校本電子學習平台觀看作者背景、聆聽課文朗讀、理解字詞形音義等，再完成簡單的選擇題，已整體感知燕詩的內容，有助上課時深入討論。（圖4）

課文內容附有粵語及普通話朗讀；課文附有詞卡，有相關詞語的部首、詞性、詞義及例句等。（圖5）

作者生平及背景

白居易生平



生平

- 白居易，字樂天，號香山居士。
- 自稱是唐朝大將白起後裔，祖籍山西太原。祖父時期，舉家遷至下邳（今陝西渭南），遂為下邳人。

背景資料：

本篇題又作「燕詩示劉叟」，小序已說明了寫作背景，劉因愛子離家遠去，悲痛思念，不能自己，劉本人少年時亦是遠離父母而去，詩人遂為此詩，以作晚喻。本篇亦可視作一篇「勸世文」。據學者考證，大概作於元和二年（公元807）至元和六年（公元811）。

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本篇題又作「燕詩示劉叟」，小序已說明了寫作背景，劉因愛子離家遠去，悲痛思念，不能自己，劉本人少年時亦是遠離父母而去，詩人遂為此詩，以作晚喻。本篇亦可視作一篇「勸世文」。據學者考證，大概作於元和二年（公元807）至元和六年（公元811）。

互動固定作題模式 全頁模式

1 下列何者是白居易的別稱？

- 香山居士
- 香山居士
- 香山居士

顯示答案

互動固定作題模式 全頁模式

2 為什麼說白居易的詩「老嫗能解」？

- 因為他的詩用詞淺顯易懂
- 因為他的詩連小孩子都會背

顯示答案


課前預習+自學

作者背景、預習、課文

同學先觀看學習短片，再回答簡單問題作預習，為課堂做好準備。

圖4

《燕詩》課文



普通話朗讀

《燕詩》白居易


- 梁上有雙燕，翩翩雄與雌。
- 泥泥兩椽間，一巢生四兒。
- 四兒日夜長，索食聲孜孜。
- 青蟲不易捕，黃口無飽期。
- 黃口雖欲飲，心力不如疲。
- 須臾十來往，猶恐巢中微。

詞卡功能

- 部首
- 詞性
- 詞義
- 典故
- 配詞 / 例句

椽

部首：木
詞性：名詞
詞義：裝於屋頂以支撐屋頂蓋材料的木桿
粵：全cyun4
普：chuan
典故：《晉書·王珣傳》記載王珣曾經夢見一位神仙給他一枝屋椽一樣大的筆，醒來以後他覺得自己會成為「大手筆（大作家）」，後來他真的頗有文名。
配詞：椽子，大筆如椽
例句：這四句確是大筆如椽，短短數十字寫盡了北地東西南北最具代表性的美景，卻又角度新鮮，更令人驚喜的是，這篇文章出自一個中三學生之手呢！



打好基本功：課文朗讀、字詞掌握
 課文內容有粵語及普通話朗讀；
 課文附有詞卡，有相關詞語的部首、詞性、詞義及例句等。

圖5

學生分組蒐集生活例子，分析現今的人有沒有類似的行為，繪製成概念圖，然後利用平台的拍照功能遞交概念圖（圖6），同學在課堂進行匯報及互評，老師及其他同學便可了解各組的選材是否恰當、分析是否緊扣小燕子的行為。此過程有助學生深入了解燕詩「借事說理」的手法，亦能結合日常生活，遷移所學，學生蒐集了不少父母辛勞養育子女及子女不孝的行為，能加強品德情意的教育。

示例：

概念圖

相關新聞

21日上午，家住南京熱河南路的一名68歲的獨居老人王師傅報警稱，他摔傷約10天了，天天在家里爬行，現在爬得不行了，需要幫助。民警請來鎖匠將門打開，家里臭氣撲鼻，只見老人睡在地板上爬不上床。隨後，民警幫他扶上床，並買來食物給他充飢。

當天上午民警趕了過去，得知老人行動不便無法開門，並請來鎖匠將門打開。門開時，一陣臭味撲鼻，家里一只小狗叼著一個盆子跑到門口。王師傅說，連狗都沒有吃，多少天也沒有出門撒狗了，狗在家里亂拉屎。王師傅說，他10天前摔傷，一開始沒覺得嚴重，現在雙腿活動不便，他本不想求人，但這次不滾不行了，隨即，民警將他抬上床。

令民警驚訝的是，當王師傅上床後，他對民警說：「你們可以走了。」民警發現桌上擺放的盆子里有發霉的剩菜，還有咸菜、山芋和零食蠶豆，家中多日不打理凌亂不堪。老人說，這些天就吃這些，民警趕忙下樓買了十幾個送上樓給老人充飢。王師傅說不多，民警問一句才答一句。民警問他身邊還有什麼親人，他說有個女兒嫁到廣州去了，自己不想麻煩人。隨後，民警電話聯繫了二板橋社區，不久，社區工作人員趕到現場，表示先和王師傅的女兒聯繫，再安排搬運上門服務。

昨天下午，記者聯繫了二板橋社區居委會，工作人員介紹，王師傅有個女兒並不在廣州，就在南京，社區聯繫時發現女兒施了禁錮，後來民警趕到現場通知了王師傅的女兒，目前，他的女兒已經過來將老人帶往醫院檢查治療。這名工作人員還說，當時向王師傅要過他女兒電話，但是王師傅說不知道女兒電話，「王師傅以往也積極參加社區活動的，看不出性格孤僻，但不知道這次為何有困難直到現在才求助。」工作人員說。記者也試圖聯繫王師傅的女兒了解情況，但是社區工作人員說，他們也沒有她的電話，老人也沒多說，其個中原由也無從知曉。

《燕詩》小組匯報活動互評表					
21	趙彩廷	0/2	0%		1
22	蔡惠瑤	0/2	0%		1
23	何慧婷	-	-		
24	郭蕙瑜	-	-		1

加入匯報資料

加入匯報資料

學生遞交功課

班別: 1A2 關閉

本練習百寶箱內的資料

《燕詩》小組匯報活動互評表 - 郭惠瑜

放大 評估

放大 評估

老師把同學課業加入百寶箱
↓推送給各組同學
★著同學在課前瀏覽其他組別的概念圖，在課堂上作討論

圖8

《燕詩》小組匯報活動互評表

啟動鎖定作客模式 全員模式

互評表

組別: 1A2

內容組織		技巧儀態	
內容	組織	技巧	儀態
見解獨到	完整結構	用字準確	聲量
想象豐富	條理明晰	詞彙豐富	眼神
觀察入微	重心恰當	句式多變化	表情
感受深刻		語調合適	動作
		節奏得宜	
		發音正確	
		修辭技巧得當	

班別: 1A2 查詢

組別: 1

用字準確	✓
條理明晰	✓
眼神	✓
動作	✓
節奏得宜	✓
獲得讚的總數	5
內容組織	15
技巧儀態	12

匯報及互評

圖9

圖6 學生蒐集生活例子後製成概念圖

圖7 利用平台遞交課業

圖9 課堂進行匯報及互評

老師會抽取上、中、下品的課業作出回饋（圖10），對佳作予以肯定，並遷移所學，利用隨筆抒發感悟（圖11）；亦能讓中能力學生了解自己不足之處，進行改正（圖12-圖14）；對能力稍遜的學生，則提供作答框架仿改（圖15），此做法能讓學生掌握答題技巧，同時照顧不同能力學生的需要，各有進步。

《燕詩》高階題				
評分準則：入品原則				
入品原則				
品第	共同點	燕子行為	今人行為	例子說明
上品	準確	具體恰當	具體恰當	能對應燕子行為的特徵，清晰
中品	準確	恰當	恰當	能對應燕子行為的特徵，一般
下品	大致準確	簡略、有偏差、欠缺	簡略、有偏差、欠缺	欠缺／疏漏
不入品	錯誤	欠缺／錯誤	欠缺／錯誤	欠缺／錯誤
評分示例：如				
上品	雙燕在空中飛翔，忙於銜泥進屋內橫木上築巢，且生下四隻小燕子；這就像現代人談戀愛，組織家庭，生兒育女。報紙上記述現代人為組織家庭，先要經年節衣縮食儲錢買居所，進入婚姻後，已是需要籌備生兒育女，以免過了生育年齡，若選擇生兒育女者，他們大多會生一至兩名子女。			
中品	雙燕忙於銜泥到屋內橫木，穿梭築巢，生下小燕子；就像現代人戀愛後組織家庭，生兒育女。報紙上記述現代人大多先買樓後組織家庭，婚後或會生兒育女。			
下品	雙燕忙於築巢，就像現代人建立家庭。報紙上記述現代人平均會用 30 萬籌辦婚禮。			

老師回饋

圖10

清寒小六生為病母下廚「幫人吃飯」最難得，讀至十月十一日

小朋友

我覺得黃煥皓真的很懂事及孝順，他只是個小六生，卻自從二年級就可以幫他的家人準備晚餐。

平時我們回到家也無打電腦或放學和朋友一起吃東西才回家，但黃煥皓小朋友並不是這樣，他每天放學立刻完成他的作業，然後便開始他和他的家人的晚餐，還謙虛地說有些菜還是需要母親協助。

自己最拿手的菜是雞肉雞球麵，我評我連一碟菜也炒不好，炒得成功的話，我想每個人也想被誇獎，自己也感到非常自豪吧！但，煥皓他從不做菜，除了煮湯，還主動做家務，每當媽媽叫我洗衣服或拖地時，我也會用很不耐煩的語氣拒絕她，無論我在忙玩手機或電視。煥皓能同時兼顧學業及做家務或煮菜，學業方面表現優異，課

我十分佩服煥皓，平時我有空閒的時候，我只顧着玩電腦或做一些無意義的事，從來不會抽空溫習，只是越就快考試的時候抽少少時間來溫習，但煥皓不會受電腦引誘，專心讀書將來賺錢養活家人。

8/10 (338字)

能力較高的學生
→ 遷移所學，另做隨筆

圖11

學生示例(中上品2)

共同點 (相關詩句)	燕子行為	今人行為	(報紙)例子
準確	具體 恰當	具體 恰當	✓對題
同學具能力，自行找到上述各項			
答案分析 ◎能對應燕子行為的特徵 ◎分析一般 答案： 一、從報章今到太太的丈夫死亡，今到太太要繼承父職，太太要維持家計，所以從事美容兼兼職工作。 二、學生生前增加父子之情，遺棄上班後那兒子上班。 三、學生為了幫補家計而遺棄上班，感育上班可以比平日上班賺取更多的金錢。 須改善： 組織直數，重點應先分析學生，然後是太太。 學生的事例不完全整合，應補充《即2》的。 學生要遺棄上班，賺取更多的金錢，為的是甚麼？宜說明原因。 太太從事美容兼職工作，為的是甚麼？宜說明原因。			

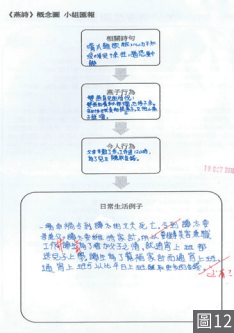


圖12

學生示例(下品)

共同點 (相關詩句)	燕子行為	今人行為	(報紙)例子
上課已指導	上課已指導	上課已指導	✓對題
能力稍遜			
答案分析 ◎含糊/疏漏 →子女們一走了之，背棄父母，去實現自己的夢想。子女們長大後不會回報父母。 →缺「一走了之」(離棄父母的舉例及說明) →缺「不會回報」(不念親恩的舉例及說明)			

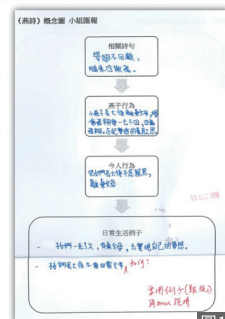


圖13

學生示例(中下品)

共同點 (相關詩句)	燕子行為	今人行為	報紙(分析)
上課已指導	上課已指導	上課已指導	報紙恰當
能力稍遜			
◎「向父母發脾氣」與燕子「一去不回」的行為不符，應刪去。 ◎沒有舉例子，以點明子女離家而去，像小燕子的「拋棄父母」。 ◎只提「疏忽照顧父母」，「疏忽」二字欠準確，應就子女「沒有反哺之心」分析，只提老人院老人很開心有訪客探訪他們(與報紙例子無關？)。 須改善： 引用報紙事例對焦作答： 1)「拋棄父母」的離家而去，並略加分析； 2)「一去不回」的欠缺反哺之心，並略加分析。			

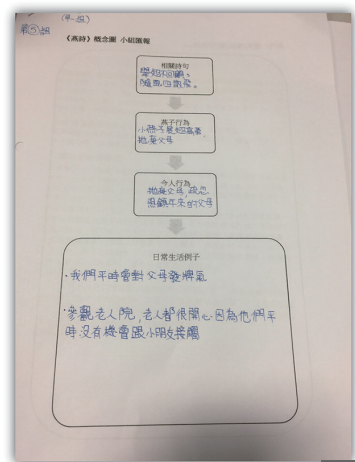


圖14

能力中等的學生

→給予評分參考，著學生進行仿改

上品	雙燕在空中飛翔，忙於銜泥進屋內橫木上築巢，且生下四隻小燕子；這就像現代人談戀愛，組織家庭，生兒育女。報紙上記述現代人為組織家庭，先要經年節衣縮食儲錢買居所，進入婚姻後，已是需要籌備生兒育女，以免過了生育年齡，若選擇生兒育女者，他們大多會生一至兩名子女。
中品	雙燕忙於銜泥到屋內橫木，穿梭築巢，生下小燕子；就像現代人戀愛後組織家庭，生兒育女。報紙上記述現代人大多先買樓後組織家庭，婚後或會生兒育女。
下品	雙燕忙於築巢，就像現代人建立家庭。報紙上記述現代人平均會用30萬籌辦婚禮。

圖15

2. 教師層面

從教學及觀課所見，本節課的討論氣氛十分熱烈，能提升學生學習語文的動機、興趣和照顧學習差異。教師利用校本電子學習平台布置了課前預習，課堂匯報、互評及課後延伸學習的活動，並展示學生的學習成果。電子學習平台讓學生的課業能即時「推送」給其他組別的學生，並根據表現作出互評及回饋，其及時性及對焦教學均比傳統教學更優勝，刺激了學生的思考，給予針對性的回應及建議，促進生生、師生之間的互動交流。學生在「共同交流」、「互相學習」、「自我辯解」的過程中，對課文的主旨有更深入的了解，結合生活，反思自我，在學習的過程中，化被動為主動，成為學習的主導者。

經過協作，科教老師有以下的體會：

尹婉芬老師（初中中文科科主任）：

本校的校本電子學習平台，是科任老師與專業人士合作的成果。老師設計預習、自學及延伸的教學材料，能讓學生盡快掌握基本內容及延伸資料，再透過簡單選擇題，老師可提前了解全班學生的進度，便可利用寶貴的課堂時間處理高階題及同學常犯錯誤，學生在有預備的情況下，課堂討論氣氛變得積極，參與率高，鼓勵學生自學及表達。專業的平台公司能減輕老師製作電子學習平台的時間，技術支援亦帶來不少幫助。

阮淑賢老師：

有關作者生平及篇章小練習，有助學生更容易理解篇章。高階題設計上能夠照顧學習差異，作品能夠發放給全級同學，讓全級同學可以欣賞之餘，也能即時做互評。假如老師可以直接在學生遞交作品後能夠讓老師直接在平台上批改或者錄音更佳。

伍、總 結

在中文科創建校本學習平台，說實話，在今日繁重的教學工作中，確是百上加斤。但為何我校中文科同工仍排除萬難，敢於創新？在今日資訊科技普及的年代，我們不能故步自封，墨守成規，而是要針對學生平日的生活見聞、習慣有所認知，進而結合教學內容，提升學生學習語文的動機。當然，我們不會貪新而忘舊，也不會每個單元也用平台教學。簡言之，是視乎平台教學是否能提升教學成效、達到預期目標而定，教師應「新舊結合」，靈活運用電子平台，結合傳統教學，雙管齊下，才能促進學與教的成效。

本校已完成中一及中二級平台建設，2018-19學年更第三度成功申請「優質教育基金」發展中三平台，使初中學生能具備鞏固的語文基礎，並建立自學習慣，以銜接新高中課程，迎戰文憑試。

參考書目

1. 課程發展議會（2017）。《中國語文教育學習領域課程指引（小一至中六）》。香港：課程發展議會。
2. 郭展明（2017）。〈電子教學新趨勢—從中文科的角度思考〉。香港：啟思出版社。
3. 侯傑泰（2014）。〈「翻轉課堂」豈止改善教學〉。專欄：泰然自日，灼見名家傳媒有限公司。

通識教育科

照顧學生多樣性的課業指引

科目：通識教育科

主題：生活素質——社區重建

設計老師：廖蘊妍老師

年級：中四級

壹、引言：

學生升上高中後，初次面對「多大程度上」的題目，未能適應通識科的多角度思維之要求。科組希望關注學生的學習難點，因此設計了兩個不同的錦囊，學生可自行選擇所需要的提示，讓她們在適當的協助下完成課業，以達至促進學習評估的作用。

1. 學生已有的知識／技能：

在知識方面，學生已學習有關新發展區的議題，大致了解規劃新發展區對當地帶來的影響。

在技能方面，學生在初中及中四級上學期已掌握因果關係的推論技巧，能闡述政策帶來的利弊。

2. 本課題的教學難點

(1) 學生難以完整地闡述一個論點

(2) 學生難以代入另一角度討論相反觀點，繼而利用一些準則進行反駁

貳、課業設計所運用的教學策略：

老師運用了適異性教學的策略，針對不同學生的能力，為她們提供不同支援程度的錦囊，讓學生根據自己的能力，選擇適合她的錦囊，能力稍遜的同學可選擇錦囊B，能力適中的同學可選擇錦囊A，而能力較高的同學甚至可以不使用錦囊，將學習的選擇權交還學生，同時亦避免了老師主動派發不同錦囊的標籤效應。

在正論方面，普遍學生的問題不大。因此，在錦囊B只須提示學生做好「扣題」的部份，即如何影響當地居民其中一個範疇的生活素質，讓學生能思考如何運用課堂所學到的概念（生活素質的含意）回答問題。

在「反論」方面，學生能在錦囊A/B找到推論步驟的提示，利用反論技巧第一式幫助學生運用資料作推論，而能力稍遜的學生亦可以透過範例的展示，了解反論的作答方式，同時亦能嘗試進一步演繹對生活素質的理解。這樣，不同能力的學生都能就「反論」的練習，在「駁論」利用錦囊中的提示（即現實與理想不乎），針對性地提出反駁，訓練其高階思維的能力。

參、課業設計示例

課堂工作紙

九龍真光中學 通識教育科

中四級 統一功課（一）：作答指引

姓名：_____

班別：_____ 學號：_____

★ 錦囊A ★

參考資料一至三，你認為舊區重建在多大程度上能改善舊區居民的生活素質？參考以上資料及就你所知，解釋你的答案。（8分）

1 解題：

1.1 立場：很大程度同意 → 舊區重建 能改善 舊區居民的生活素質 [← 正論]

很程度同意 → 舊區重建 不能改善 舊區居民的生活素質 [← 正論]

1.2 關鍵詞：用螢光筆標示，思考甚麼舊區重建、生活素質

2 解資料：

2.1 從資料找舊區重建的內容

2.2 分辨其立場

3 整體結構：

參考 [單元二：今日香港] 工作紙一：甚麼是生活素質

4 段落鋪排：

主題句 → 運用資料指出重建的內容 →

如何能夠改善／不能夠改善舊區的問題 → 為何能／不能改善當地居民的生活素質

5 如何寫「反論（指出對方的論點及論據）+駁論（針對反方的論點加以反駁）」：

5.1 如你的立場為「很大程度上同意…」

反論：「舊區重建 不能改善 舊區居民的生活素質」

[反論技巧第1式：利用資料]

然而，有人認為舊區重建興建的樓盤令舊區居民負擔不起樓價或租金，不能改善生活素質。根據資料三，_____，連帶周邊的樓宇的租金亦可能因此增加。而舊區居民普遍都是_____，租金增加令他們支出增加，所以_____。

（↑ 扣題——為何不能改善他們的生活素質？）

駁論：

[駁論技巧第1式：可以解決的問題不是問題！]

可是，_____。

因此，_____。

（↑ 扣題——為何沒有影響他們的生活素質？）

5.2 如你的立場為「很小程度上同意…」

反論：「舊區重建 能改善 舊區居民的生活素質」

[反論技巧第1式：利用資料]

然而，有人認為舊區重建興建的高樓大廈能提供更多新住宅單位，滿足當地居民置業需要。根據資料三，_____，即能夠增加市區的住宅供應，而近七成舊樓業主_____，因此_____。

（↑ 扣題——為何不能改善他們的生活素質？）

駁論：

[駁論技巧第2式：現實與理想不符！]

可是，_____。

因此，_____。

（↑ 扣題——為何沒有影響他們的生活素質？）

課堂工作紙

九龍真光中學 通識教育科

中四級 下學期統一功課（一）：作答指引

姓名：_____

班別：_____ 學號：_____

★ 錦囊B ★

參考資料一至三，你認為舊區重建在多大程度上能改善舊區居民的生活素質？參考以上資料及就你所知，解釋你的答案。（8分）

1 解題：

1.1 立場：很大程度同意 → 舊區重建 能改善 舊區居民的生活素質 [← 正論]

很小程度同意 → 舊區重建 不能改善 舊區居民的生活素質 [← 正論]

1.2 關鍵詞：用螢光筆標示，思考甚麼舊區重建、生活素質

2 解資料：

2.1 從資料找舊區重建的內容

2.2 分辨哪些資料是「能改善」，哪些是「不能改善」

3 整體結構：

參考 [單元二：今日香港] 工作紙一：甚麼是生活素質

4 段落鋪排：

主題句 → 運用資料指出重建的內容（針對問題作出的改善） →

如何能夠改善／不能夠改善舊區的問題 → 當地居民其中一個範疇的生活素質（「令當地居民……」）

5 如何寫「反論（指出對方的論點及論據）+駁論（針對反方的論點加以反駁）」：

5.1 如你的立場為「很大程度上同意…」

反論：「舊區重建 不能改善 舊區居民的生活素質」

[反論技巧第1式：利用資料]

然而，有人認為舊區重建興建的樓盤令舊區居民負擔不起樓價或租金，不能改善生活素質。根據資料三，市建局與地產商合作發展的重建項目，如荃灣御凱的平均呎價達6000元，反映新落成的高樓大廈的售價或租金比唐樓_____

_____，連帶周邊的樓宇的租金亦可能因此增加。而舊區居民普遍為低收入人士或年長人士，收入有限，租金增加令他們支出增加，所以_____。

（↑ 扣題——為何不能改善他們的生活素質？）

註：棕色部份為附加的提示

駁論：可以嘗試以居民乙「賠償」或「政府安排搬遷」推翻以上說法。

[駁論技巧第1式：可以解決的問題不是問題！]

可是，_____。

因此，_____。

（↑ 扣題——為何能夠改善他們的生活素質？）

5.2 如你的立場為「很小程度上同意…」

反論：「舊區重建 能改善 舊區居民的生活素質」

[反論技巧第1式：利用資料]

不過，有人認為舊區重建興建的高樓大廈能提供更多新住宅單位，滿足當地居民置業需要。根據資料三，大部份重建項目由原本7至8層高變成50層高的摩天大廈，即能夠增加市區的住宅供應，而近七成舊樓業主都認為居住的地方需要重建，因此_____

_____。

（↑ 扣題——為何能夠改善他們的生活素質？）

駁論：可以嘗試以 租客 或 地產商 的意見推翻以上說法。

[駁論技巧第2式：現實與理想不符！]

可是，_____。

因此，_____。

（↑ 扣題——為何不能改善他們的生活素質？）

肆、反 思

1. 成效方面

學生主動就不同版本的錦囊作出選擇，能大大減低分層課業指引所帶來的標籤效應，亦能減低了老師對學生能力掌握的落差，將主導權交還學生亦有提升學生完成課業的動力。

另外，學生得到了錦囊的提示後，較容易理解答題的要求，亦同時協助她們面對其學習的難點，釐清她們對「相反觀點」及「反駁」的誤解，讓大部份學生能完成「正論」、「反論」及「駁論」的部份。

2. 可優化之處

學生在提示下，雖大致完成题目的各個部份，但當中段落的組織、推論的飽滿程度及利用例證加強說服力的能力等方面仍有改善的空間。有見及此，教師可在審題後著學生先用概念圖處理問題，學生更能掌握議題的各項重點，就不同的資料作出合適的分類，最後才利用概念圖及錦囊的提示回答問題，效果定必更理想。

伍、總 結

在通識教育科的考評當中，「多大程度」的题目往往是學生最難掌握的高階題目之一，學校在校本課程的設計中，考慮到學生循序漸進的能力培養，於中四級下學期才集中處理此類題型。學生於此階段才接觸有關，獨自完成相關課業對學生的挑戰不容忽視，因而令老師構思為不同學生的需要設計提示錦囊，針對不同能力的學生的學習難點，作為學生學習的促進者。

生物科

Assessment for learning in HKDSE Biology

Subject : Biology
Topic : Analytical report for self-directed learner
Assignment design : Mr Chan Kwan Wai (Assistance Principal)
Level of students : S4 - S6

1. Introduction:

In order to assess the learning of our students, there are two uniform tests and two exams within a school year. The mode and scope of assessments are in line with those of the public exam. After each assessment, it is essential for teachers to ensure that students do not just focus on the score they received. Instead, students must be aware of the improvement they are to make based on their weaknesses identified in each assessment.

We aim to nurture our students to be self-directed learners who always find ways of improvement from experience. Addressing this need, self-directed learning is one of our academic major concerns. A reporting system that uses the raw score in the exam paper to provide data for student's reflection is implemented. The aims of the reporting system are as follows:

- (1) To provide an encouraging and reflective reporting system
- (2) To provide an evidence-based attained level for students
- (3) To provide targets for students of different academic abilities

2. Strategies

The report is divided into three sections and data are provided with assessment for learning as its purpose. The first part shows the attained level in a student's performance in previous assessments from S4 to S5. Then her performance in specific learning objectives and academic content areas are analyzed.

To begin with, the score and trend of UT and exams are shown with a broken line graph. Based on the score, an attained level is deduced based on data obtained from students of the previous years.

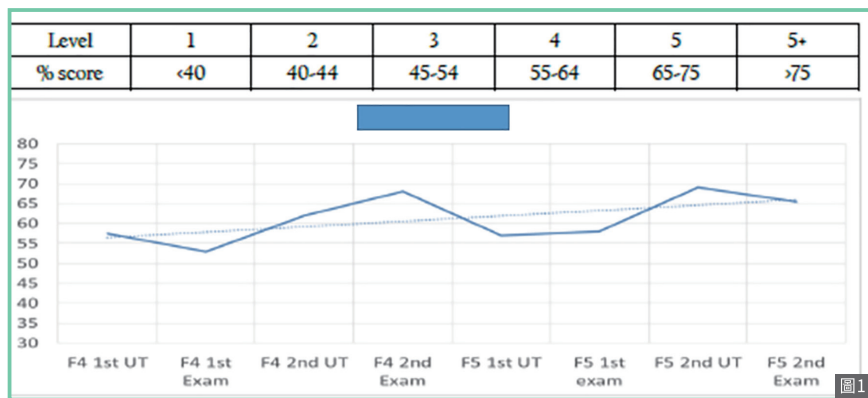


圖1 Score and trend of the UT and exam

The next section shows the percentage score of the questions related to specific learning skills. In 1956, renowned education psychologist Benjamin Bloom proposed Bloom's Taxonomy and categorized learning tasks into varying learning skills. A similar method is used to compartmentalize HKDSE Biology paper into questions with different learning skills, namely "Remember", "Understand", "Apply" and "Analyze". "Remember" refers to the questions that only require students to memorize factual information. "Understand" refers to the questions that require students to use the knowledge learnt to tackle a problem in a designated situation. "Apply" refers to the questions that require students to use the knowledge learnt to tackle a new situation. "Analyze" refers to the questions that are based on experimental design and data analysis. L&O stands for language and organization, which is not related to bloom taxonomy but it refers to the language ability for students to write an academic essay. From the graph below, students can interpret their strengths and weaknesses in different learning skills. Also, they can compare their percentage score with the class mean and maximum so that students can set reasonable targets for their improvement.

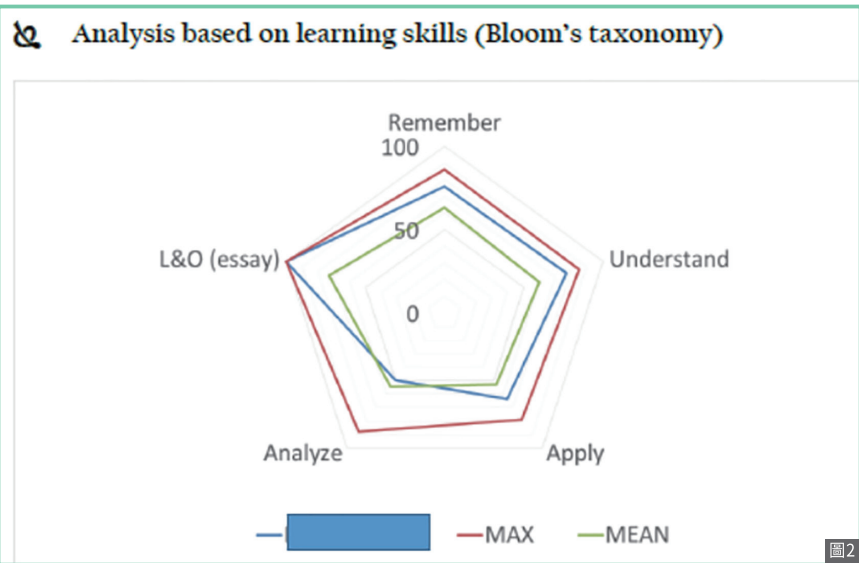


圖2

The last section is the analysis based on the academic content area. All chapters in the curriculum are categorized into 12 different knowledge domains. Students can know their strength and weakness in different domains and plan their study accordingly.

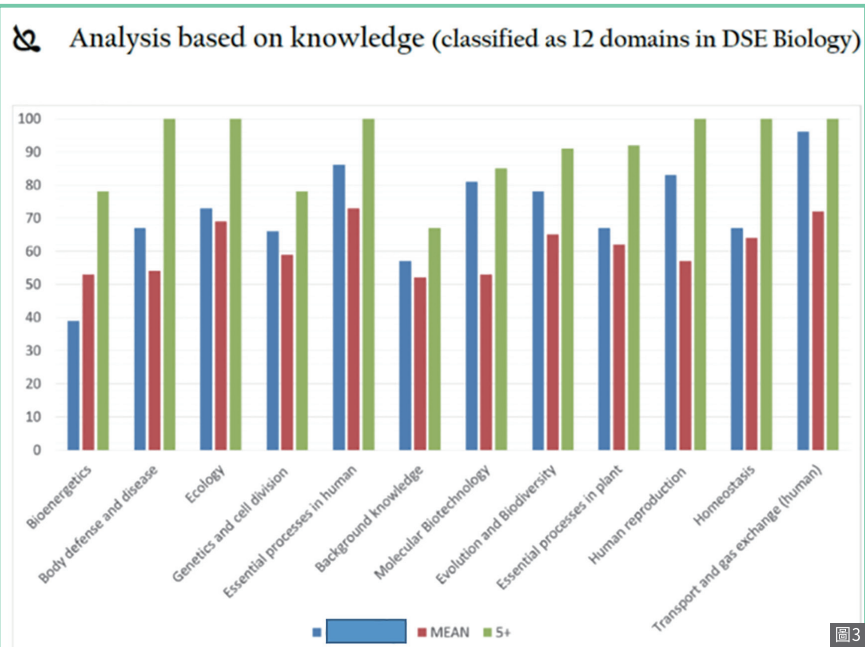


圖3

圖2 Percentage score of different learning skills

圖3 Percentage score in the different academic content area

3. Sample of student's work

In the following section, A set of live data is used to demonstrate how they can be interpreted for self-improvement. The graphs below show the scores and trends of UT and exams. Student 1 has a steady improvement in her result, and she achieves a level 5 in S5. However, the graph of student 2 shows fluctuation between 55% and 60% and she should be able to stay at level 4. She faces a great bottleneck in reaching level 5.

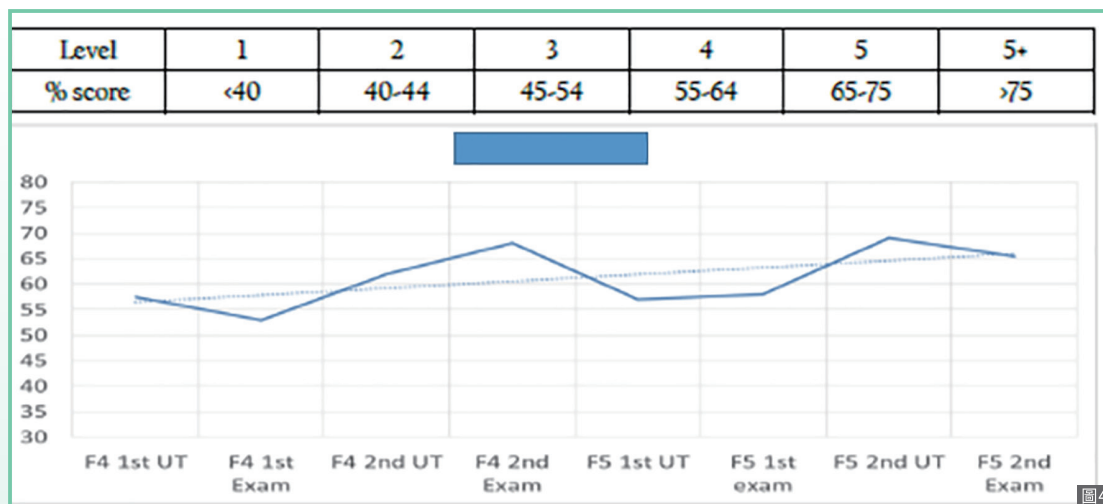


圖4

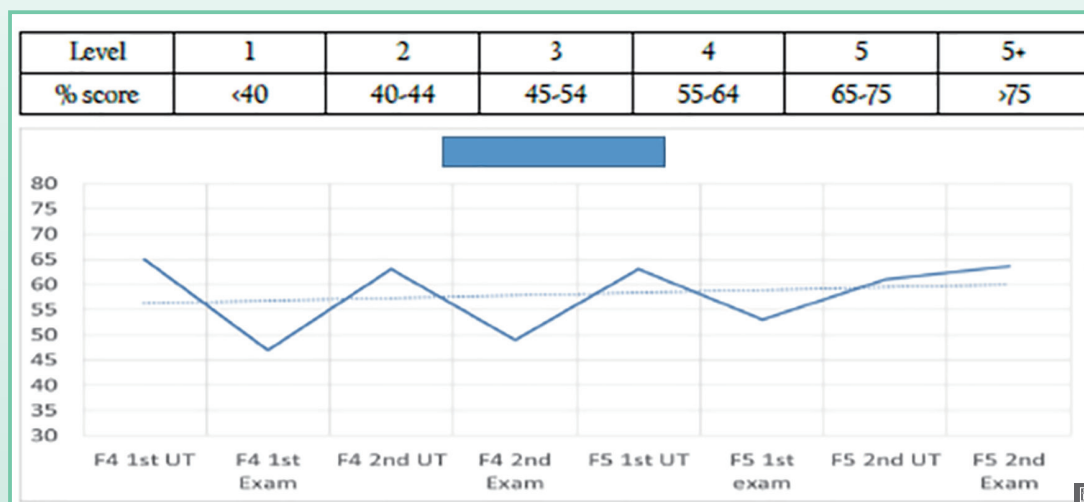
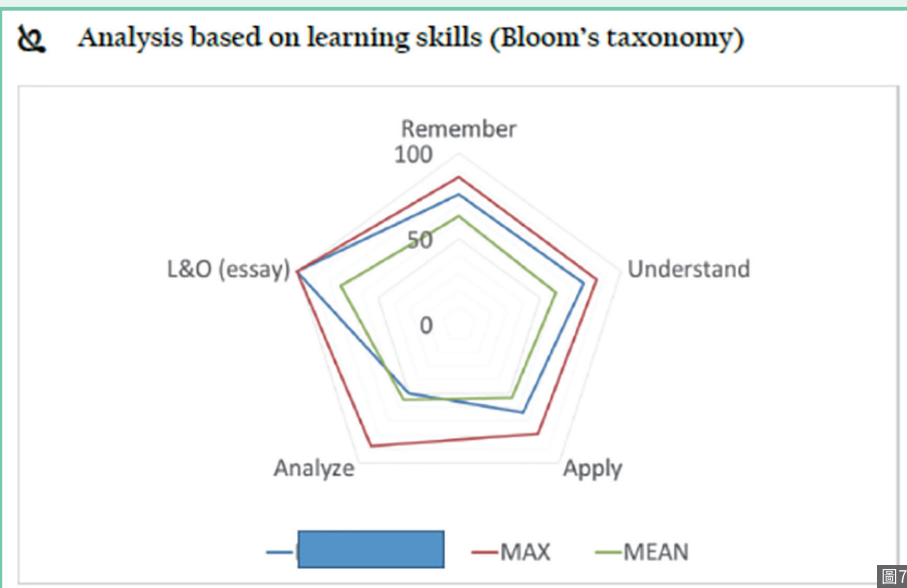
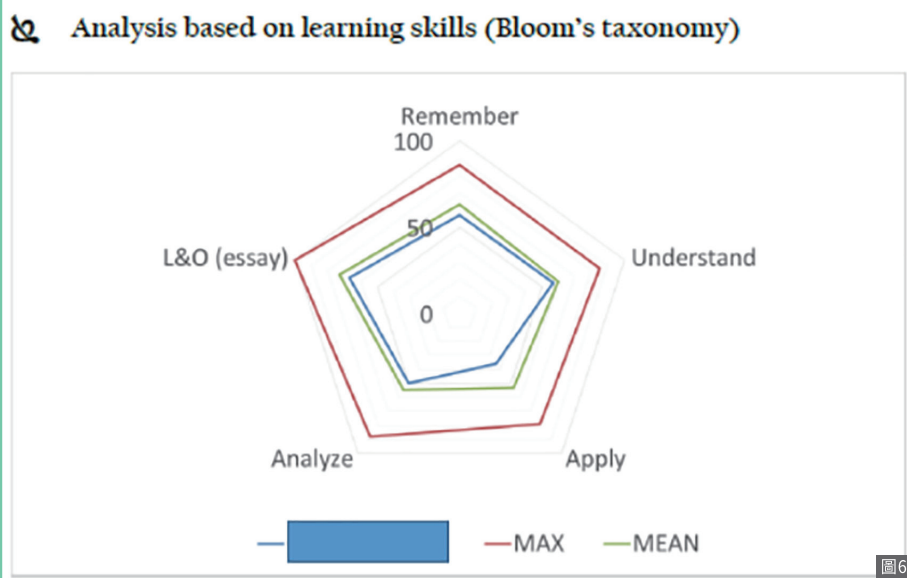


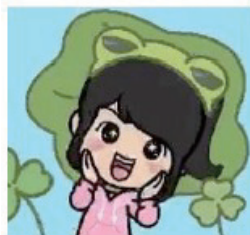
圖5

From the graph shown below, student 3 has a score close to the class mean, but she has a particular weakness in the area “apply”. It shows that she needs to improve her skill in that area. As for student 4, she has a score close to the class maximum in all areas except the area “analyze”. It shows that experiment and data analysis are the areas that hinder her achievement in 5* /5**. The student can narrow down her scope of revision enhancement in the area so as to improve herself. Guidelines for improving the area are also provided. Details can be found in attachment 1.



4. Reflection

- The reporting system allows students to understand more about their ability in different learning skills and academic content area. The data are crucial in providing ways for self-improvement. Organizing data does take a long time but the effect makes it worth it.

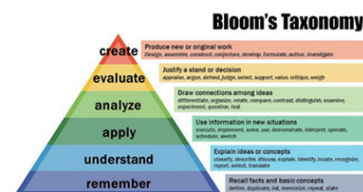


- Using past results to calculate the attained level is an evidence-based and systematic way to reflect students' true ability. Keeping a constant difficulty in the paper setting is a crucial step in maintaining the validity of the system.
- In order to raise students' attention to the data, some special features are added. The front page of the report usually shows the student name and her personal particulars. Apart from this, a student portrait is displayed. The portrait is designed by the students themselves with an interactive portrait app called "Qmoji" (Attachment 2). Students can design their avatars with similar facial characteristics to them. Also, they can add different special effects in order to create a cute cartoon portrait. It can raise the sense of belonging to the report with a personal touch.

Attachment

- (Attachment 1) Follow-up strategy for the analysis based on learning skills
- (Attachment2) Design of a personal portrait (Qmoji)

HKDSE Biology Follow-up strategy for the analysis based on learning skills (Bloom's taxonomy)



Skills	Follow-up strategy
Remember	Concept checking, note reading, Tailor-made curriculum first, Basic level Takka MC
Understand	Textbook reading, Revision on exercise: HKCEE question databank, Takka MC
Apply	Highlighting keywords, aims of experiment, Read the situation twice
Analyze	Graphic organizer, Data analysis, Graph plotting
L&O	Model structure of essay writing, use of topic sentence, connectives in essay



中國歷史科

從激趣、思辨與創意設計初高中銜接的課業

科 目：中國歷史科

課 題：中三級中史科增益課業

課業設計：甄錦棠老師（中史科科主任）

年 級：中三級

壹、引 言：

相信每一位科主任都想學生在本科獲得愉快學習的經歷，本科亦不例外；不過，在愉快學習之餘，又要顧及未來與高中課程的銜接。因此，如何學習，如何進行課業評估，便成為重點議題。

是次課業設計的對象為中三級學生，能力屬中上。由於課業設計是為了方便初中與高中課程和技能的銜接，故沒有選定某一課題，而是從整個課程考慮，綜合不同的課題，加入各種技能訓練和激趣活動，務求做到趣味與實用並重。

貳、課業設計策略：

（1）激趣活動：

為提升初中學生的學習興趣，我們搜集不同種類的影音材料，設計教材，名為《看影片學歷史》。影音教材多樣化，包括電影片段、資訊紀錄片等，務求讓學生寓學習於娛樂之餘，亦能從影片中代入角色，感受當時的氣氛。當然，看完影片後，我們會設計一些循序漸進的題目，讓學生思考和作答，從而協助他們建構歷史知識。另外，我們又設計了《看成語學歷史》的工作紙，讓學生透過閱讀生動有趣的成語故事，以加深對古代史的認識。

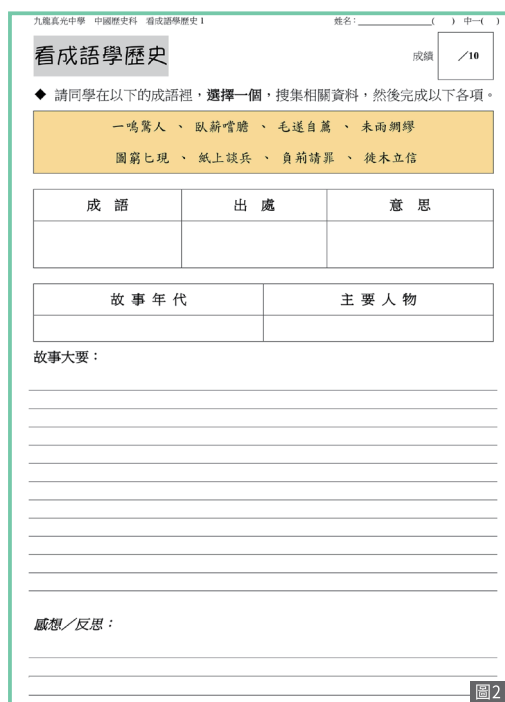


圖1 本科的自編的教材「看影片學歷史」與工作紙

圖2 「看成語學歷史」閱讀工作紙

(2) 發揮創意：

我們還設計有個人或分組的專題課業，藉此讓學生增加學習興趣。在個人專題課業有比如有：「給歷史人物的信」、「四格漫畫」等；分組課業有：「廣州革命考察」、「歷史廣播劇」和等「歷史短劇」等。這些課業，既發揮學生的創意，又能培養他們的合群、團結精神，達致知識、技能、情意三者並重的教育目的。



(3) 圖像思維：

為了幫助學生思考問題，我們會因應情況所需，設計一些圖像思維的框架。透過思考框架的引導，同學更能明白歷史事件之間的因果關係。此外，我們又會要求學生自行設計歷史發展概念圖，目的是一來要學生深化所學的知識，二來可以使他們更加清楚了解歷史的發展概況。

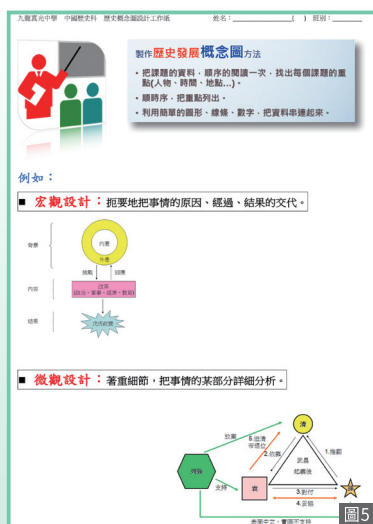
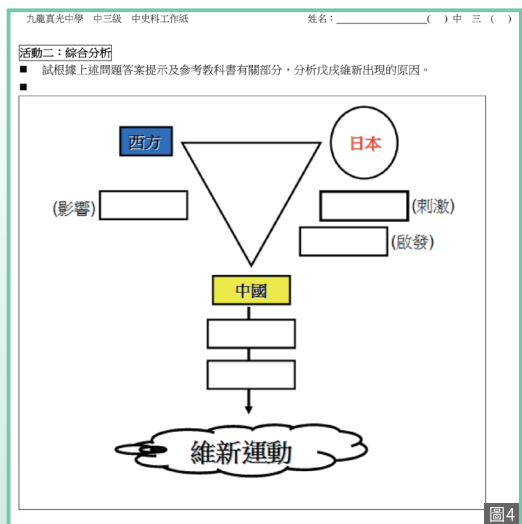


圖3 2015年度「歷史事件四格漫畫創作比賽」作品(優異獎)：中三潘蔚蓓(左)中三何翠斯(右)

圖4 圖像思維工作紙 圖5 自製歷史發展概念圖指引工作紙

(4) 銜接高中：

為了銜接高中的應試技能，我們在初中各級自編問答題練習，在中三級更自編作業，讓學生對比較、分析、評鑑等答題技巧有基本的掌握。



參、反 思：

本科嘗試透過設計不同類別的課業，從而提升學生對學習歷史的興趣。學生在學習過程中，能夠發揮不同的天賦才能，例如繪畫、創作等。運用不同的策略在中三級的課業設計上，確能增加同學對歷史的好奇心，而願意在高中選修中史科的人數也不少，可算是其中一個受歡迎的科目。由於同學已在初中為本科的學習打下基礎，故在中四時候，學習的適應期也較快，同學容易掌握基本的應試技能。

肆、總 結：

所謂因材施教，在不同的級別，老師會因應學生的能力和課程的需要，為同學設計和安排適當的課業，實行趣味和知識並重，務求他們既能感受到學習的趣味，同時亦能獲得實用的應試技巧。中史科也將朝這個方向發展，致力為同學設計多元化的練習，不但能照顧學習的差異，提升成績，更讓同學融會貫通，活學歷史，培養批判思維和自主學習的能力。

圖6 中一級自編問答簿

圖7 中二級自編問答簿

圖8 中三級自編問答簿

歷史科

Constructing the construction: Essay writing in History

Subject	: History
Topic	: S4 Development of Hong Kong's economy after the end of WWII S5 Causes of the Second World War
Assignment design	: Ms Tang Mei Yee (Panel Head of History)
Level of students	: S4 and S6

1. Introduction

(a) Description of the design

When it comes to writing an essay in the subject of History, it takes a wide range of skills including historical understanding, interpretation and analysis, planning and writing. To write an effective essay, students have to firstly, study the question carefully paying attention to the event and time specified in the question; secondly, understand its focus and requirements; thirdly, acquire relevant historical facts and evidence and then construct a clear, well-structured and logical response. A quick reference to the assessment objectives of DSE History Paper II (essay-type questions) is essential for us to understand our teaching objective in enhancing students' performance in this particular question type.

To evaluate students':

1. knowledge and understanding of the 20th century's major events and trends, and their interrelationship;
2. ability to recall, evaluate and select knowledge relevant to the context and to deploy it in a clear and coherent form;
3. ability to recognize and make use of the concepts of cause and consequence, continuity and change, similarity and difference in time and space;
4. ability to look at events and issues from the perspective of people in the past; [History – Curriculum and Assessment Guide (Secondary 4 – 6)]

(b) Target groups

The materials introduced in this chapter focus on the following groups respectively:

- Secondary 4 (mixed abilities)
- Secondary 6 (mixed abilities)

(c) Prior knowledge and skills in answering essay-type questions:

- Regarding content knowledge, secondary 4 students have learnt the development of Hong Kong's economy in different stages. In the respect of essay-writing skills, they already have some sense of writing paragraphs. They understand that they have to write about 600 – 1000 words for a history essay with an introduction and a conclusion.
- Regarding content knowledge, secondary 6 students have learnt the Second World War. They are able to write a full essay with reasonable length. In addition, they have practices in different

question-types. They understand that they have to develop logical and reasonable arguments. In order to achieve a higher level in the DSE examination, they should choose the right counter-arguments and develop reasonable rebuttals accordingly.

(d) Rationale: What can history teachers do to help students write a history essay?

As there are a large quantities of facts / information in DSE history, students need to process them first and then select the right materials to compile an essay. Therefore, giving exemplars to students is necessary as they have a model to follow. In order to help Secondary 4 students adapt to the demands of DSE history assessment, worksheets have been designed to guide them to write an effective essay step by step. In the first place, students should be instructed how to write an extended paragraph of around 100-150 words. Students must be perpetually reminded that:

- focus on one issue or factor or reason only in each paragraph
- begin with a topic sentence which introduces the paragraph topic and briefly explains its significance to the question
- include relevant historical examples for elaboration and analysis
- end with a concluding or linking statement echoing the theme of the question.

When students are able to manage and construct a paragraph, teachers can further develop students' skills in selecting appropriate counter-arguments and writing rebuttals accordingly. When the paragraph becomes more complex as higher-order thinking is required, teachers can design graphic organizers to help students to categorize different reasons or factors and develop arguments accordingly. Students can also be guided in the worksheets to write counter-arguments and rebuttals as well. This process should repeat 3 to 4 times regarding different counter-arguments until students can write a full essay with reasonable organisation and logical thinking.

2. Strategies

Secondary 4

In secondary 4, students should be able to categorize different causes into internal / local factors and external factors so as to analyze reasons affecting a historical event / development. The following demonstrates how students are instructed to familiarize themselves with the idea of categorization and make use of the given materials to construct an effective history paragraph.

2018 History Writing practice

Factors affecting the development of Hong Kong's economy

External factors: The demand for daily necessities increased greatly in Europe after the end of WWII. Hong Kong products thus entered international markets, which stimulated industrial development. Moreover, Hong Kong was one of the earliest places in Asia to engage in industrial development, so it did not face much regional competition. The stability of Hong Kong after WWII, as compared to the mainland and Southeast Asia, was also a factor attracting foreign investments.

Task 1 : Find out the key points from the above paragraph.

External factors:

a. (Favourable international environment)

b. (Limited regional competition in the post-war period)

Task 1 aims to train students to distinguish factors from general descriptions. Also, it can help students extract the factors from a pool of information.

Task 2 : Rewrite the paragraph regarding external factors with a topic sentence, explanation (give examples) and a concluding statement.

There are some external factors affecting the development of Hong Kong. Firstly, a favourable
helped the development of Hong Kong's economy in the post-war
period. (elaboration)

Secondly,

(elaboration)

As a result, both and
affected the development of Hong Kong's economy.

Task 2 trains students to write a well-structured history paragraph with prompts for students to provide explanation of their arguments. Students are also instructed to write a closing remark.

The same process is repeated in the respect of internal factors in Task 3 and Task 4. This is deliberately done for students to be skilled at extracting the factors from a pool of information. Such short and focused prompts are very effective for students to develop the skill of constructing an effective history paragraph.

Factors affecting the development of Hong Kong's economy

Internal factors: Hong Kong's location in Southern Guangdong made it a strategic port for international trade. Besides, lying in a time zone between Europe and America, Hong Kong formed an international 24-hour-a-day financial market together with London and New York. Meanwhile, the government adopted a positive non-intervention policy with few restrictions on foreign exchange and gold trading. It adopted a low tax rate, a simple tax system, and the linked exchange rate system. The government promoted local industrial development by founding different institutions like the Hong Kong Trade Development Council and building infrastructure.

Task 3 : Find out the key points from the above paragraph.

Internal factors:

- a. _____
- b. _____

Task 4 : Rewrite the paragraph regarding internal factors with a topic sentence, explanation (give examples) and a concluding statement.

Secondary 6

The following worksheet is for secondary 6 students to help them construct an argumentative essay comprising different counter-arguments and rebuttals.

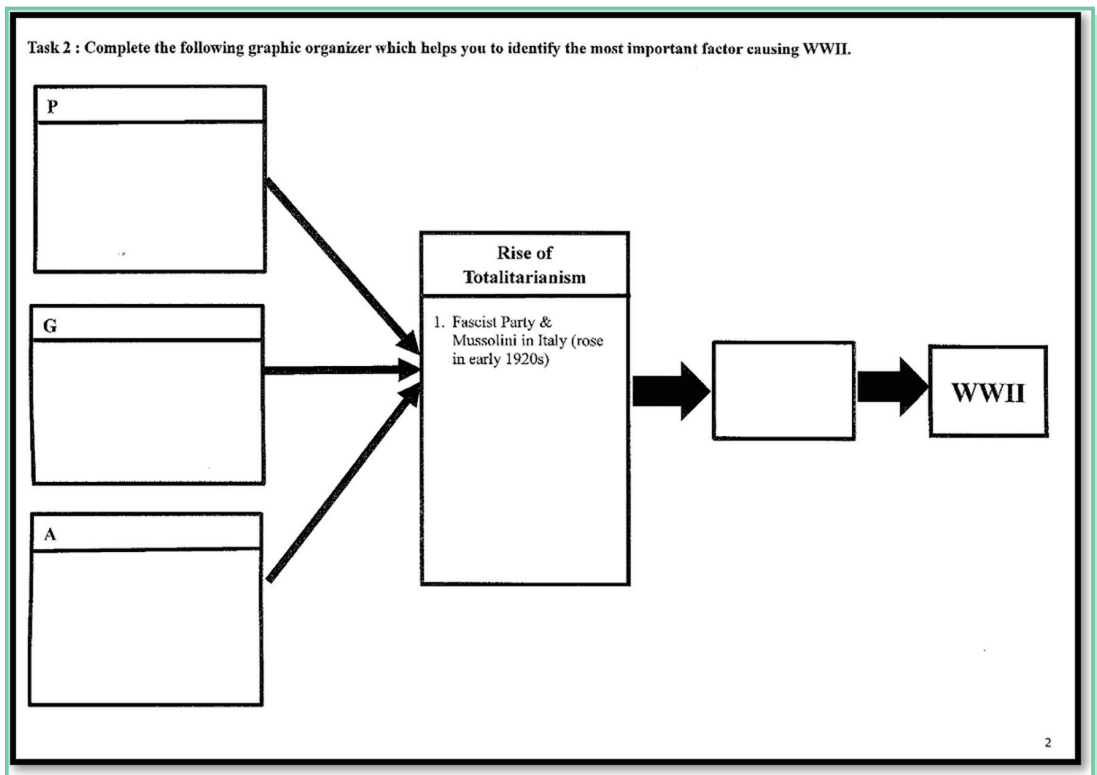
Do you agree that the rise of totalitarianism was the major factor in causing the Second World War? Explain your view.

Task 1 : Put a ✓ in the appropriate boxes.

Nature of different factors:

	direct	indirect	active	passive
1. Paris Peace Conference / Paris Peace Settlement				
2. Rise of totalitarianism				
3. Great Depression				
4. Appeasement policy				
5. Failure of the collective security system				

The first task aims to help students to consider the nature of different factors of WWII. It enables students to prioritize different factors in accordance with their nature and importance. For certain, students are to think critically when analyzing the causes of WWII.



The above graphic organizer helps students prioritize different factors leading to WWII. While identifying the most important factor causing WWII, students have to recognize the intricate connections among them in order to develop logical arguments and elaboration to support their views.

Task 3 : Counter arguments and rebuttals

(1) Totalitarianism was more important than the Paris Peace Settlement

● Paris Peace Settlement & WWII

- Harsh and unfair treatment to Germany and Italy resulted in their revengeful feeling. This led to the rise of totalitarianism in both countries which advocated foreign expansion. As a result, it threatened the peace of Europe and finally brought about WWII.
- But the major aggressor, Germany started its expansion in the 1930s but not in the 1920s. This proved that the rise of totalitarianism was not directly caused by the Paris Peace Settlement. Rather, the Treaty of Versailles kept Germany weak in the 1920s because of its harsh terms.

➤ It was only when the rise of totalitarianism in _____
 _____ For example, Nazi Germany reoccupied the _____

(2) Totalitarianism was more important than _____

(3) Totalitarianism was more important than _____

In Task 3 (1), one example of counter argument (Paris Peace Settlement) and the respective rebuttal is provided. Students have to complete the last part of the paragraph so as to familiarize with the structure of a paragraph with counter argument and rebuttal. Students have to consider the direct and active nature of the rise of totalitarianism, Nazi Germany in particular, to argue that German expansion, which was one of the characteristics of totalitarianism, led directly to the outbreak of WWII when Germany invaded Poland in 1939.

Students have to develop two more paragraphs (2) & (3) comprising two other counter arguments and rebuttals. After completing the worksheets, students should have more confidence in writing a full essay of the same nature.

3. Sample of student's work

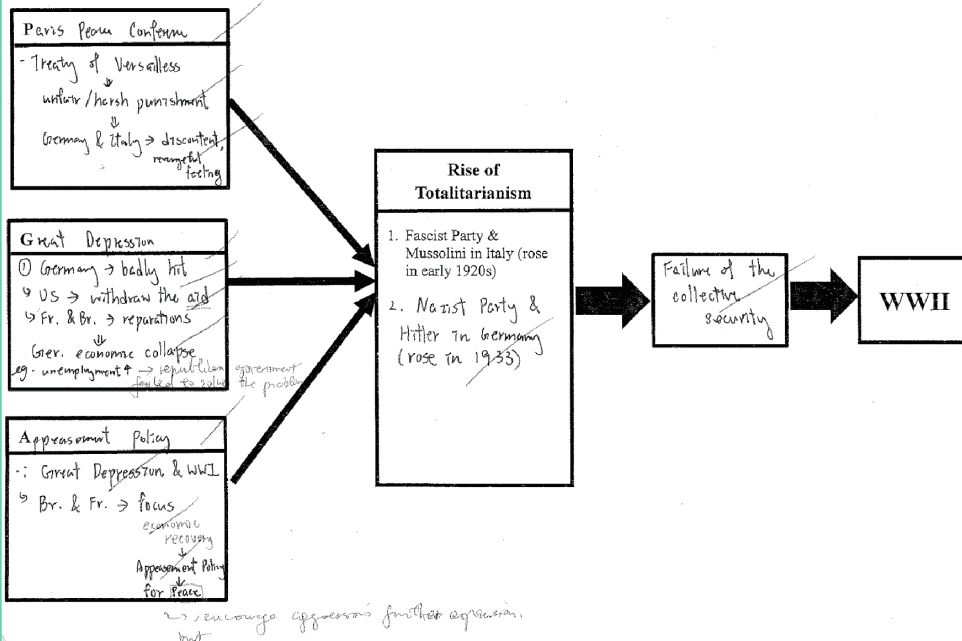
Below shows the performance of a S6 student in writing counter-arguments and rebuttals:

Task 1 : Put a ✓ in the appropriate boxes.

Nature of different factors:

	direct	indirect	active	passive
1. Paris Peace Conference/Paris Peace Settlement		✓		✓
2. Rise of totalitarianism	✓		✓	
3. Great Depression		✓		✓
4. Appeasement policy		✓		✓
5. Failure of the collective security system		✓		✓

Task 2 : Complete the following graphic organizer which helps you to identify the most important factor causing WWII.



Task 3 : Counter arguments and rebuttals



- (1) Totalitarianism was more important than the Paris Peace Settlement

-Paris Peace Settlement & WWII

→ Harsh and unfair treatment to Germany and Italy resulted in their revengeful feeling. This led to the rise of totalitarianism in both countries which advocated foreign expansion. As a result, it threatened the peace of Europe and finally brought about WWII.

→ But the major aggressor, Germany started its expansion in the 1930s but not in the 1920s. This proved that the rise of totalitarianism was not directly caused by the Paris Peace Settlement. Rather, the Treaty of Versailles kept Germany weak in the 1920s because of its harsh terms.

→ It was only when the rise of totalitarianism in 1933 when Hitler was in power Germany that affected the peace of Europe. For example, Nazi Germany reoccupied the Rhineland, Austria, Sudetenland, Czechoslovakia and Poland which triggered the WWII. As a result, it shows that the rise of totalitarianism placed a more important role in WWII.

- (2) Totalitarianism was more important than the Great Depression. The Great Depression in 1929-1930s brought huge economic impacts on the whole Europe. For example, Germany was badly hit due to the withdrawal of aid from the US and pressure from Br. & Fr. for reparations. It led to the collapse of bank and business. Therefore, this encouraged the rise of Hitler and the Nazism and resulted in the WWII. However, the Great Depression was only appeared in 1929. The rise of Fascist Party was in the 1922. It started its expansion since 1922 instead of 1930s. This proved that the rise of totalitarianism has already spread and started since 1920s and that the rise of totalitarianism was not directly caused by the Great Depression. Therefore, the expansion from rise of totalitarianism triggered the outbreak of WWII.

- (3) Totalitarianism was more important than the failure of the collective security. The weakness of the League of Nations enabled the expansion of Italy and Germany. When Hitler re-militarised the Rhineland in 1936, all the League could do was to denounce Germany's violation of the Locarno Pact. No action from the League was expected when Hitler annexed Austria in 1938. Therefore, the failure of the League encouraged the aggression of Nazi Germany and led to the outbreak of WWII. However, without the rise of totalitarianism, the expansion and aggression would not be emphasised or encouraged in Germany and Italy. It would not lead to the WWII. If there is not the rise of totalitarianism, even the League is weak, it would lead to the outbreak of WWII. It shows that the rise of totalitarianism is the most important to the WWII as it triggers the war.

4. Reflection

With the help of graphic organisers and guided worksheets, students are more willing to write and elaborate their selected arguments and counter-arguments. Even for the weaker students, they are able to acquire the basic skill of analysis and learn how to organize a history essay. For those higher achievers, they can develop their arguments and rebuttals better within the thinking framework provided in the worksheets.

地理科

Enquiry Learning of Urban Land Use

Subject:	Geography
Topic:	Using urban space wisely
Assignment design:	Miss Yip Nim Chi (Panel Head of Geography)
Level of students:	S1

1. Introduction:

① Main feature of the module:

This module is the study of a city landscape including the definition of urban area, types of land use, urban problems and measures to solve the urban problems. Most importantly, it is our objective to introduce the concept of sustainability and to help students investigate whether the measures can meet the principles of sustainable development.

② Prior knowledge or skill:

Students should have prior knowledge including map reading skills. They should know how to identify directions and finding actual distances by using maps and rulers. Furthermore, students should have learnt about major types of urban land use in Hong Kong.

③ Teaching focus and difficulties

In this unit, students are expected to name and identify the major types of land use in the urban area in Hong Kong. However, it is common for students to mix up some types of land use, such as institutional and recreational. Also, it may not be easy for them to identify the land use in a real environment. On top of that, with one 40-minute lesson per week only, taking the whole form of students to a tour within the school district may not be feasible.

2. Strategies

Self-directed learning and enquiry skills

Taking the advantage of Room 602, a room that is located on the 6th floor, which is a relatively high position in the campus, on a higher place within school campus, the worksheet is designed for students to investigate the land use and features in the school district (Kowloon Tong). After brief introduction of the worksheet and instruction of the task, students are divided into two large groups and sub-groups.

The set of windows with a panoramic view facing the southeast enables students to check out the features and land use around the school. Outside the room along the L-shape corridor, students are able to look at the view of Lion Rock and the features and land use nearby, facing the north and the northeast. The two groups take turns to look at the features from the windows and the corridor in order to complete the task.

In order to save time, each student is mainly responsible for one to two features with the aid of the map and what they can see from the windows and corridor. In one 40-minute lesson, most of the students identify all features from both sides i.e. the southeast and the north side. The remaining task involves finding out land use of each feature and hence this serves as the bring-home exercise.

The task of this worksheet requires students to apply enquiry skills and some geographical knowledge. First, students have to locate themselves and the features correctly on the map. Then, by looking at the photos given or from the windows and the corridor, they have to match the locations and names of the features. After finding out the names of features, students can then identify the types of land use for each feature accordingly. Besides, several tasks requiring map reading skills are also attached, such as finding directions and distances.

At the end of the lesson, each group will submit their work to see how accurate their answers are. Answers will also be checked so that students can continue the remaining part, which is identifying land use for each feature.

3. Sample worksheet

Name: _____ Class: 1____ () Date: _____

S1 Geography lesson worksheet

Mark: _____

1.2 What are the major types of urban land use in Hong Kong?

Venue: Room 602

Questions

1. Refer to Figures 1a and 1b.

- (a) What are the names of the features and their land uses? Complete Table 1. (6+10 marks)
- (b) (i) Feature A is on your _____ (direction in compass point). (1 mark)
- (ii) Feature C is on your _____ (direction in whole-circle bearing). (1 mark)
- (c) (i) What is the scale of the map in statement scale? 1 cm to _____ m (1 mark)
- (ii) How far away is Feature Y from you? (2 marks)
- _____ m x _____ = _____ m

Table 1

Feature	Name of the feature	Type of (urban) land use
A		
B		
C		
P		
W		
X		
Y		
Z		

2. Refer to Figures 2a and 2b.

- (a) What are the names of the features and their land uses? Complete Table 2. (4+4 marks)
- *(b) What is the height of Feature V? (1 mark)

Table 2

Feature	Name of the feature	Type of (urban) land use
D		
E		
U		
*V		

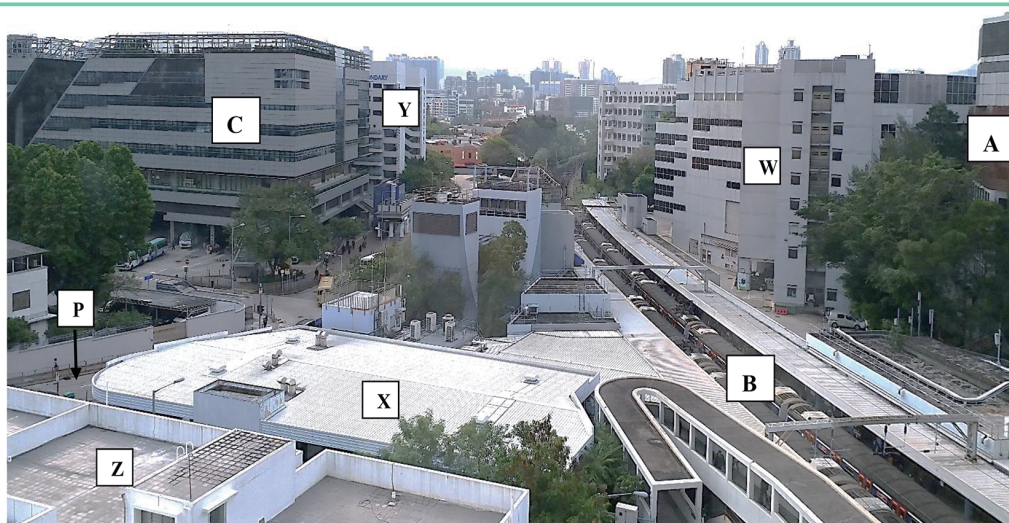


Figure 1a



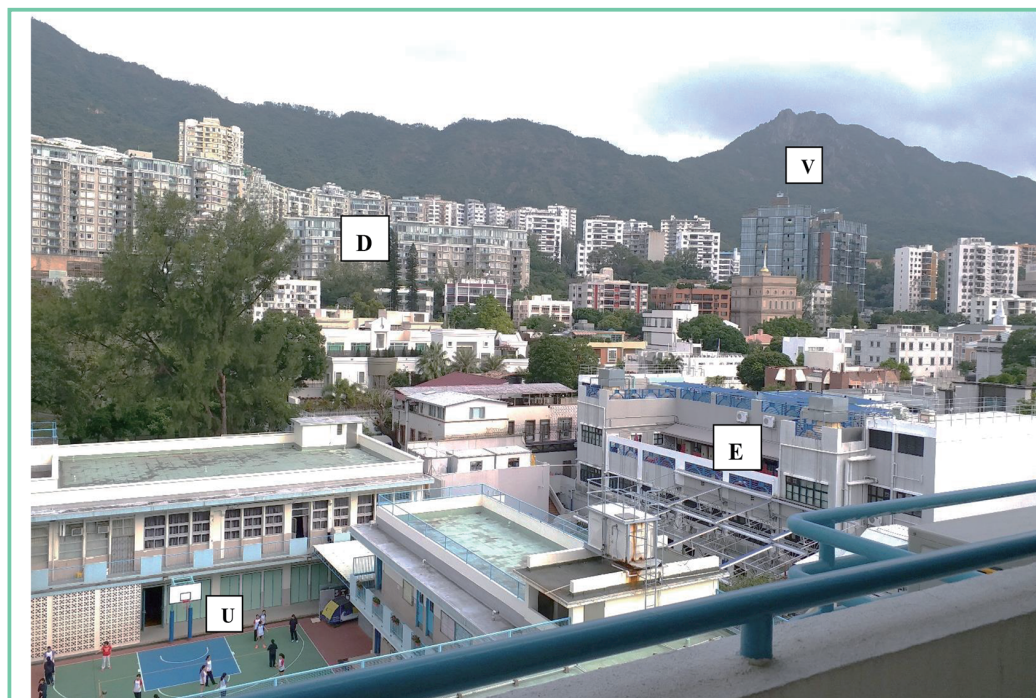


Figure 2a



4. Reflection

① Effectiveness

Students were able to identify most of the features from the map, the photos or the real environment. They were familiar with the features around the school campus. Also, once they found out the names of features, they managed to identify the type of land use. Students were more motivated to complete the task with their group members.

② Suggestion for improvement

Some students may not be aware of the functions of some buildings by just reading their names. If brief descriptions about some of the features could be provided, it would be easier and faster for students to identify the type of land use.

5. Conclusion

This worksheet is designed with the attempt to help students identify the features and types of land use around the school campus with the aid of maps and the real environment.

6. Reference

Centamap, Google map, Oxford textbook, Geography Curriculum Guide (Secondary 1-3)

地理科

Language learning element in Geography curriculum

Subject	: Geography
Topic	: Ocean in trouble
Assignment design	: Ms Wong Siu Ling (in collaboration with Dr Tracy Cheung and Prof Angel Lin)
Level of students	: S3

1. Introduction:

① Main feature of the module:

This module is designed to arouse students' attention to the importance of oceans, the problems and threats the oceans are facing and the measures to solve the problems.

② Prior knowledge or skill:

Students should have the prior knowledge of the oceans in the world such as their names and locations. Also they should have learnt about water cycle including the processes and storage. Regarding the skills, students should have basic enquiry skills and language skills, especially reading and writing.

③ Teaching focus and difficulties

Students are expected to acquire the knowledge of the following:

- To identify the importance of the oceans, the problems and the consequences
- To understand possible ways of developing the oceans in a more sustainable way
- To cultivate the awareness of oceans and strike a balance of consumption of marine resources and protection of ecosystem

It takes time for students to comprehend and process a certain amount of information of the study area. They may find it difficult to phrase the concept with geographical terms and in an organized manner when writing a report.

④ Worksheet design

It is a collaboration between HKU and the school's Geography Department with the focus on Language Across Curriculum (LAC), aiming at helping students learn the topic about oceans with a wide variety of knowledge and geographical terms.

Time	Teaching objectives & content	School-based issues	Remarks
	Part 2 Ocean in trouble		
2 periods	Unit 2.1 Why are oceans important to us?	Environmental protection	
2 periods	Unit 2.2 How do people create problems in our oceans?	Environmental awareness	
2 periods	Unit 2.3 What can be done to save our oceans?	Environmental protection and civic education	
1 or 2 periods	Unit. 2.4 Conservation or Civilisation?	Critical thinking	

Language Learning Elements

Sections	Tasks	Lang. skill focus	Text types / genres focus	Lang. Element focus*
2.0 Pre-learning	1. Watch a video clip "Why the ocean" #	reading	An infographic video	C: Understanding the context & identifying main ideas W: Vocabulary (thematic, in context)
2.1 Importance	1. Read the case study "The Black Sea"	reading / speaking	A case study (an information report)	C: extracting key information to a graphic organizer T: text structure S: academic functions (defining, comparing and contrasting, giving examples) W: signalling words, vocabulary (thematic, in context)
	2. Read the information report "Marine Ecosystem" and summarize it with a graphic organizer #	reading	An information report	C: extracting key information to a graphic organizer T: text structure S: Functions: definition / explanation / giving examples W: Vocabulary (thematic, in context)
	3. Identify other importance of the oceans through reading maps and visual aids	reading	maps / visual aids / caption	C: understanding maps and visual clues S: Function: summarizing W: Vocabulary (thematic, in context)
	4. Read textbook pp. 37-52, and complete exercises	reading	Graphic organizers / textbook	S: Expressing opinions from a different perspective "If I were ... I would..." W: Vocabulary (thematic, in context)
	5. Summarize the section			
2.2 Problems	2.1 Read a story on Minamata Disease	reading	A narrative	C: Understanding the context & identifying main ideas T: text structure Narrative structure & development of minamata disease
	2.2a Read news articles on problems of the oceans	reading / speaking	News articles	C: Understanding the context & identifying main ideas, using pictorial clues to understand meaning of written text W: Vocabulary (thematic, in context)
	2.2b Read textbooks, (and search the Internet)	reading	textbook	
	2.3 Complete summary (p. 54)	integrated	A graphic organizer	C: extracting key information to a graphic organizer W: Vocabulary (thematic, in context)
	2.4 Write an information report	writing	An information report	Writing template of an information report with guiding questions provided. Language structures are also provided to weaker students. Function: giving a general statement, describing, elaborating

Sections	Tasks	Lang. skill focus	Text types / genres focus	Lang. Element focus*
2.3 Solutions	1. Read diary entries related to solutions	reading / speaking	Diary entries	W: Vocabulary (thematic, in context)
	2. Design an infographic poster #	integrated	Main task 1: An infographic poster	Using both linguistic and non-linguistic resources to express ideas
2.4 Application	1. Have a discussion on the topic "Conservation or Civilization"	speaking	Main task 2: Oral presentation	Contextual prompts are provided to help present different views and arguments Speaking template with language structured provided to help Functions: greeting, identifying the role, stating one's stance with reasons, summarizing Expressing opinions from a different perspective "If I were ... I would..."
	2. Reflect on what I have learnt in this chapter	writing	Main task 3: Reflective journal	Writing template of a reflective journal with guiding questions provided. Language structures are also provided to weaker students.

*C = contextual level / T = text level / S = sentence level / W = word level

Used as reference in the passage below

2. Strategies and sample worksheet

Highlight in teaching methodology1: Catering for learning diversity

In order to cater for the learning diversity, there are two sets of worksheet for the higher and lower achievers respectively. More hints and phrases are given for the lower achievers in order to help them better phrase the answers. Besides, language support is provided to help students with the meaning of keywords, structure and sequence of presenting ideas, etc. Furthermore, sentence structure is given for oral presentation to help students phrase their ideas during presentation.

Language support:

1. Definition or Importance – What is the topic? What is...?

The following are some **human activities** that cause problems to our oceans:

- Overfishing (p. 55) = the catching of fish at a rate which exceeds its reproductive capacity
- Sewage (p. 50, 59) = wastewater that is disposed off either from homes or industries
- Reclamation (p. 56) = the process of creating usable land (from waste, flooded, or derelict land.)
- Dumping (p. 59) = throwing things into the sea
- Oil spills (p. 58) = the spilling of oil, usually from oil tankers, into the sea.
- Oil extraction (p. 58) = oil (i.e. petroleum) is extracted and removed from the earth through holes, (which is drilled or dug in the earth from which petroleum flows or is pumped)

For example:

What is overfishing?

Overfishing is the catching of fish at a rate which exceeds its reproductive capacity.

2. Problems – What are the problems? Why is it a problem?

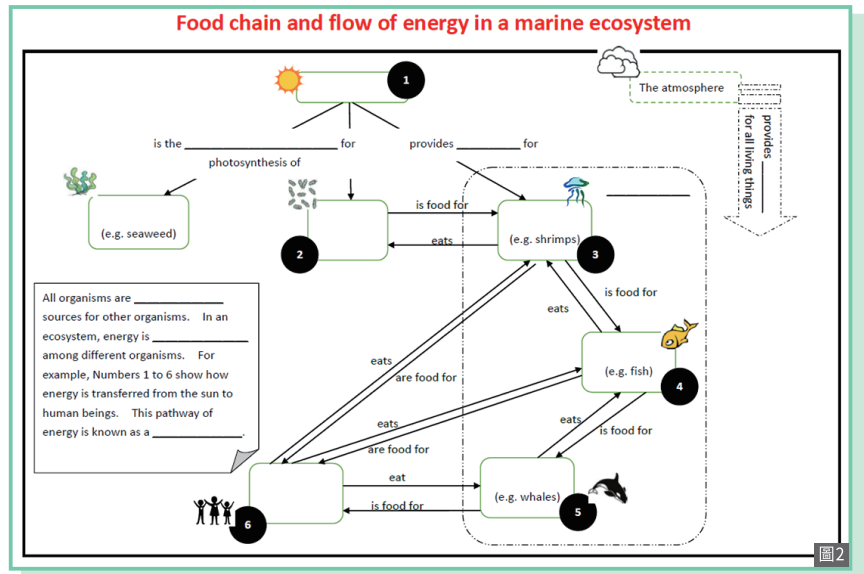
- The problems caused by overfishing include...
- The problems caused by overfishing are...
- There are (xxx) problems caused by overfishing. First..., Second..., Lastly...
- The major problem is...

圖 1

Highlight in teaching methodology2: Graphic organizer

First, the topic begins with the importance of oceans by providing the students with a case study. By reading the text, maps, graphs and photos, students are brought to the marine environment by learning the location, ecosystem, resources available and human activities. A flow chart is designed for students to learn the energy flow of marine ecosystem in the correct sequence. A table which clearly lays out the basics of Black Sea with categories is provided.

Second, regarding the problems and threats faced by the oceans, a graphic organizer which consists of a timeline and a flow chart is designed to demonstrate the root and the nature of the problem. With the aid of a writing scaffold, students are guided to write the problems in greater depth. A report is



Kowloon True Light School
S3 Language Across the Curriculum (LAC) Programme
Developed by Ms Wong Siu Ling, Miss Tracy Cheung, and Dr. Angel Lin
Adapted by Ms Wong Siu Ling

S3 Geography Book 2 Oceans in Trouble:

2.2 Problems in the oceans

Task 3 Summary: How do people create problems in the oceans?

Fill in the blanks with suitable words. Draw arrows to show the relationships. Use the words on the left margin to help you.

#1 Background	Year	1800	1927	1960	1974	1987	1999	2011	2025*
production population	Billions of People	1	2	3	4	5	6	7	8

Rapid increase in p _____

#2 Causes

fish food
labour land
power resources
transport options
greater greener
waste water
sewage salt

more f _____
 more l _____
 more p _____
 more t _____
 g _____ demand for resources than the past

Large amount of
w _____ and
s _____ produced

#3 Action

Actions people carried out: How humans e _____ the oceans

c _____ more fish

r _____ more land

e _____ more oil from oceans

t _____ more oil and c _____ heavy traffic

d _____ more waste into sea

Figure 3

then composed.

Highlight in teaching methodology3: Self-directed learning

First, students are required to do a pre-learning task by watching a video, followed by short questions including the importance of ocean, problems the oceans are facing and suggestions for solutions. At the last stage, students have to work on a group presentation on the topic about striking a balance between conserving and developing the oceans. Each group is assigned a role of stakeholder and they have to present the stance towards the motion with

S3 Geography Book 2 Oceans in Trouble:

2.0 Humans and the oceans



Pre-learning: Why the ocean?

Watch the video **“Why the ocean?”** at home. Jot down any notes while you watch it, and answer the following questions. This can help you to better understand **Book 10 “Ocean in Trouble”**.

Video link: <http://www.youtube.com/watch?v=qojYm8JHKfE> (duration: 2:02)

1. Who produced this video? [The author]	
2. What's the video about? [The content]	<p>A. Why is the ocean important?</p> <p>B. What problems are the ocean facing?</p> <p>C. What happens if we let the problems continue?</p>

sound arguments.

3. Reflection:

① Effectiveness

In general, students could achieve the learning outcome as expected with different degree of assistance from the teacher. Though this module required high commitment such as completing tasks after each lesson, most students could achieve with assiduity and perseverance as the more they input, the more they could learn.

② Suggestion for improvement

This set of worksheet attempts to reach the depth and breadth of relevant knowledge of the topic with a variety of graphic organizers and format of input. Another worksheet is supplemented to help students transfer the knowledge learnt from the mind map into structured sentences and paragraphs in order to tackle the questions in tests and exams. In the worksheet, guided questions or sentences are provided so that students acquire the skills to construct the answers with complete sentences embedded with precise geographical terms. Moreover, in order to maximize the use of this set of material and to help students follow the learning progress, it is a long-haul teaching module. It is estimated that at least two months are necessary for students to master the concepts well. Therefore, teaching this module in the second term is more preferable.

4. Conclusion

This set of material was designed with the aim to provide supplementary yet essential information beyond textbook. Hence, this module is run every year with constant modifications.

5. Reference

Textbook: 1. Exploring Geography Books 3AB & Worksheets 3AB (Oxford)

Author: Ip Kim Wai, Lam Chi Chung, Wong Kam Fai

2. Junior Secondary Exploring Geography Map-Reading Skills 2 & 3

Author: Ip Kim Wai, Lam Chi Chung, Wong Kam Fai

3. Oxford School Atlas for Hong Kong (Oxford)

會企科

Enhancing Learning and Teaching in Business, Accounting and Financial Studies

Subject:	Business, Accounting and Financial Studies
Topic:	Study tools developed for self-directed learner
Assignment design:	Ms Tsang Ching Yee (Panel Head of Accounting)
Level of students:	S4 - S5

1. Introduction:

Learning independently can be challenging, even for the brightest and most motivated students. In order to facilitate the processes involved in this mode of study, several tools are developed for BAFS students. In this passage, two of the highlights are discussed with details.

Strategies 1: Support to Self-directed Learning with Schoology

Description

Schoology is a web based networking and communication tool with features to support student engagement, assignments, attendance, grades, homework features. It is also known as a cloud based learning management system.

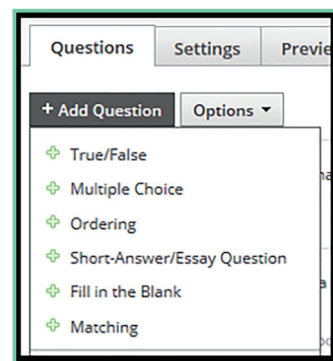
This site provides online educational networking for:

Teachers	Students
Disseminate lessons, quizzes, tests	Access notes from teachers
Provide online information to students on a private platform	Work collaboratively with peers, receive assignments and feedback in a controlled setting
Supply student resources to be reviewed at any time	Review additional sources so as to improve understanding

Weekly pre-task

In order to spend less time to check whether students have completed pre-lesson tasks, all BAFS students are required to complete an online quiz weekly. The subject teacher posts a quiz with 3-4 questions every Friday after school. The questions are about the topic which will be taught in the following week. Students have to complete the quiz before the upcoming Monday. Types of questions are listed on the right.

Since the questions can be saved in Question Banks, they can be used in other quizzes or assignments.



By studying the result of each quiz, the teacher can predict the difficulties most students may face in the future learning process. She can modify the teaching materials, provide more examples, or explain more about the common difficulties.




Questions	Settings	Preview	Results	Comments
View by Student · View by Question				
Name	Submissions/Attempts	Latest Attempt	Final Score Gradebook Grade	
 Chu Fei Yu Agnes	1/1	9/05/17 10:24pm	2/3 66.67/100	View Attempts
 Hiu Tung Chan	1/1	9/05/17 6:37pm	1/3 33.33/100	View Attempts
 Janice Chan	1/1	9/05/17 9:01pm	2/3 66.67/100	View Attempts
 Tsz Ching Chan	1/1	9/05/17 9:19pm	1/3 33.33/100	View Attempts
 Yip Cheuk Tung	1/1	9/05/17 9:44pm	2/3 66.67/100	View Attempts
 Yuk Ying Rachel Cheung	1/1	9/06/17 12:58am	2/3 66.67/100	View Attempts
 WAI YAN CHONG	1/1	9/05/17 8:15pm	1/3 33.33/100	View Attempts
 Kamille Chu	1/1	9/05/17 5:48pm	3/3 100/100	View Attempts
 Li Kayu	1/1	9/05/17 7:35pm	1/3 33.33/100	View Attempts

圖1

Question	Answer stats
Note: questions displayed below do not include any HTML. To see the full question, click on "View Responses."	
Question 1: Ledgers can prove that total debits are equal to total credits. True/False - 1 point Points Earned - Most: 1 · Least: 0 · Avg: 0.29	See stats View Responses True: 15 (71.4%) False: 6 (28.6%) (No answer): 0 (0%)
Question 2: _____ is a chronological list of all economic events recorded in the accounting system. Multiple Choice - 1 point Points Earned - Most: 1 · Least: 0 · Avg: 0.52	See stats View Responses Trial balance: 3 (14.3%) Journal: 11 (52.4%) Ledger: 6 (28.6%) Entry: 1 (4.8%)
Question 3: What is the third step in the accounting cycle? Multiple Choice - 1 point Points Earned - Most: 1 · Least: 0 · Avg: 0.76	See stats View Responses prepare unadjust ...: 2 (9.5%) post to ledger: 16 (76.2%) prepare adjustin ...: 3 (14.3%)

圖2

圖1 Results viewed by students
 圖2 Results viewed by questions

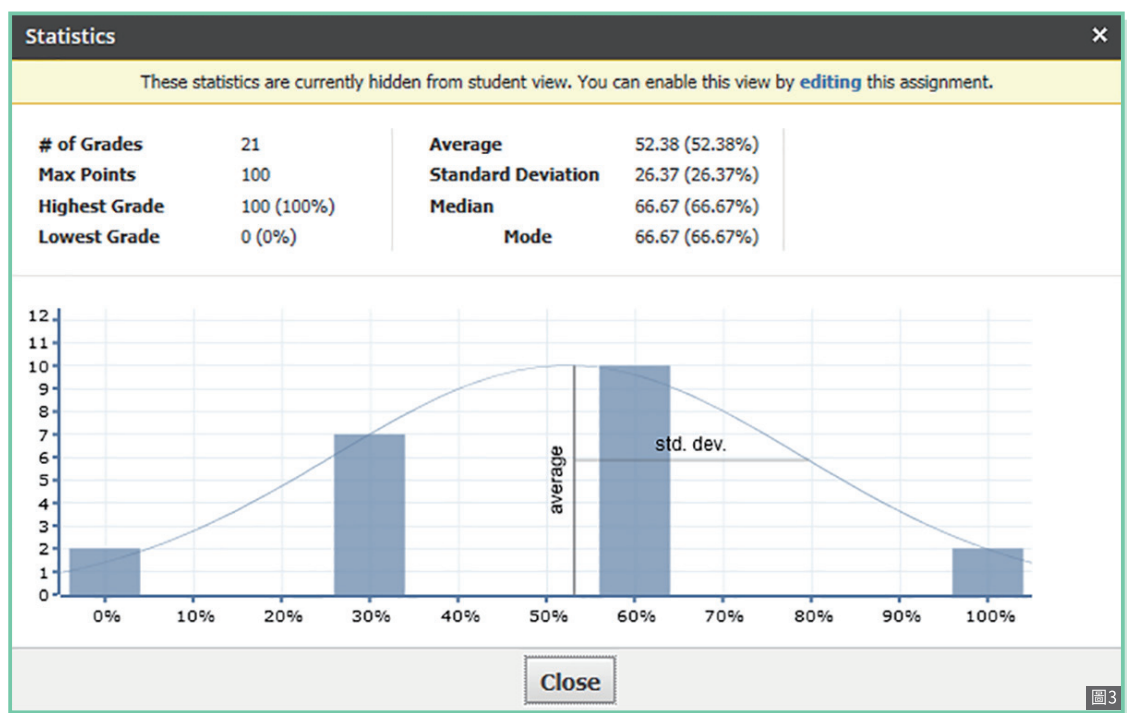


圖3

Advantages

- Marking load can be relieved.
- For those topics with complicated concepts or entries, a video or a link of that topic can be inserted in the quiz. Students must watch the video or study the web page before answering some particular questions. Therefore, the teacher can spend less time to explain during class.
- Self-directed learning is encouraged and facilitated.

Online assessment during long holidays

For S5-6 students, one full set of Paper 1 questions (30 MCQs, 3-4 short questions and 1 long question) is posted every week during long holidays. Subject

Question 17 Requires manual grading (?)

An international fast food company is trying to decide whether to expand its business to the Hong Kong market. Discuss what economic, technological and cultural factors should be considered when making such a decision. (6 marks)

Economically, the company may need to consider the overall consumption and investment in Hong Kong, for example the wage level for Hong Kong's employees.

Technically, the company should consider the overall production of Hong Kong.

Culturally, the company should consider the tastes and preferences of Hong Kong's people about food.

1+0+1
- not enough explanation



Question 18 Requires manual grading (?)

An international home furniture retailer is trying to decide whether to expand its business to the Hong Kong market. Apart from economic, technological and cultural factors, list four other factors that have to be considered when making such a decision. (8 marks)

Physical factors

Social factor

Political factor

Legal factor

0+0+0+0
no marks will be given if no explanation at all!!!



圖4

teacher marks and comments on short and long questions. Students could do the questions and read the comment by using their smartphones or mobile devices any time.

Extra learning materials or past papers can also be provided to S6 students during the study leave period through the platform for close monitoring of students' learning progress.

Strategies 2: Catering for Learner Diversity with Common Errors Notebook

Subject teacher has a comprehensive understanding on the concept and common misconception committed by students in the subject. Those common mistakes of each topic are provided in our chapter notes. The following is an example:

7.7 Common errors

When preparing a bank reconciliation statement, many students make the following mistakes. We should pay attention to the boldface:

- 1 Many students forget that a **debit balance in the cash book** represents a **positive bank balance**, while a **debit balance in the bank statement** represents **bank overdrafts**.
- 2 Students should note that a **cheque not presented to the bank within six months would become stale**. That particular payment should first be cancelled in the cash book, and a new cheque should be issued afterwards.
- 3 Students forget to **check whether the balance as per bank statement calculated in the bank reconciliation statement is consistent with the figure provided in the question** (especially when the bank reconciliation statement starts with the adjusted cash book balance). This can help assure that all the items are adjusted correctly in the cash book.
- 4 Many students mix up the treatments of unpresented cheques, stale cheques, uncredited cheques and dishonoured cheques. It should be noted that:
 - **unpresented and uncredited cheques appear on the bank reconciliation statements only;**
 - **stale and dishonoured cheques are adjusted in the cash book.** Stale cheques will increase the bank balance in the cash book while dishonoured cheques will reduce the bank balance. **They do not appear in a bank reconciliation statement that starts or ends with the adjusted bank balance of the cash book.**

However, some students still tended to make the same mistakes in their assignments, tests and examinations. The mere listing of errors also led to passive learning among students. For certain, not all students would find the errors relevant to their own learning progress. Therefore, the part of common errors was changed to misconception clarifying. An example is shown below:

Apart from that, for each assignment, test and examination, subject teacher conclude the common errors made by students. A checklist of such errors is written on the best performing assignment, which serves as a sample for all students to refer to. Students can download the assignment with notes of common errors from Schoology.

7.8 Clarifying Misconception

	⊗ Misconception ⊗	☺ Correct Mindset ☺
1.	Credit balance on the bank statement represents bank overdraft.	
2.	Interest recorded on the credit side of the bank statement must be an expense.	
3.	Post-dated cheque and stale cheque have the same accounting treatment.	
4.	It is not necessary to prepare the bank reconciliation statement if there is no error.	
5.	The bank account must be updated before preparing the bank reconciliation statement.	
6.	Unpresented cheque must be added to the bank reconciliation statement, while uncredited deposit must be reduced from the bank reconciliation statement.	

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1 1/4 119% ab

九龍真光中學
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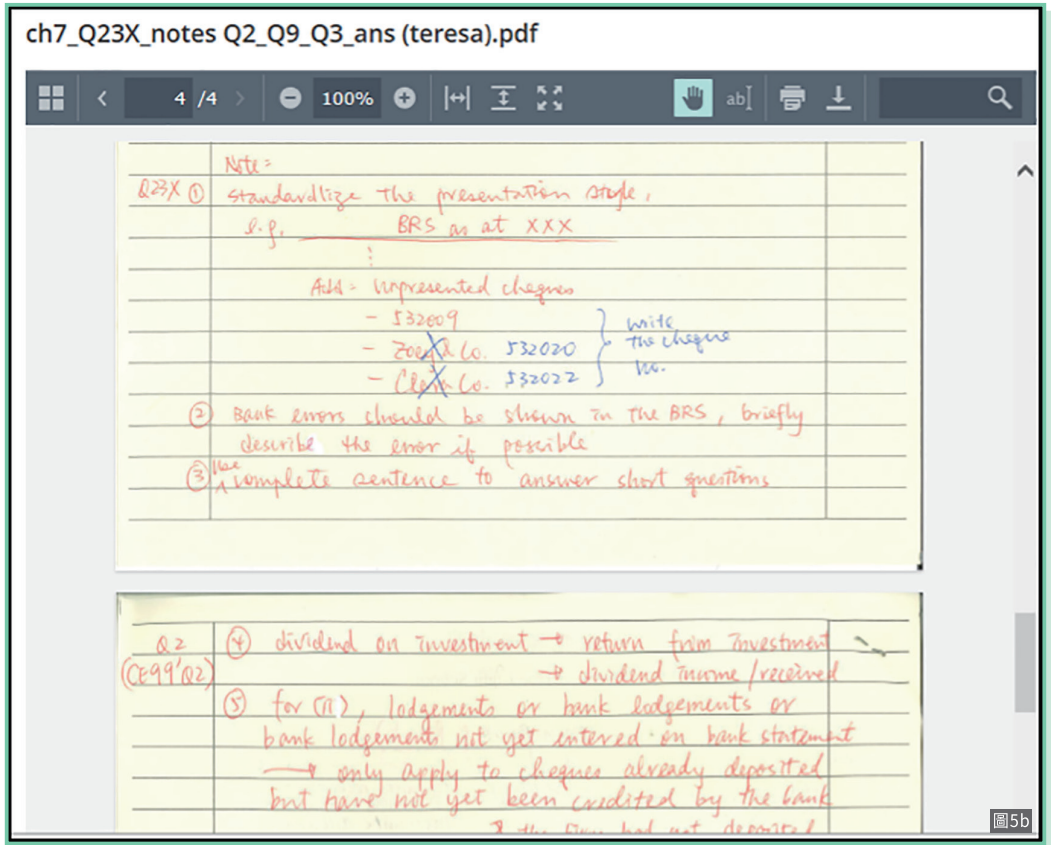
Name: Teresa Ng
Class: 5A (18)

BATS Ch.7 (7.23X) + Notes (Q2,9) + Q3 (optional)

2(a) Cash Book (Bank) 22/2/19

	\$		\$
1999 Mar. 31 Balance b/d	8420	1999 Mar. 31 Cash book error (iii)	
($\$12848 + 147980 - 152408$)		($\$10500 - 10050$)	450
Charles Limited -		Bank charges (iv) 87	
Direct deposit (iv) 2819		Better Limited -	
Dividend income (v) 3275		Dishonoured cheque 964	
		(iv) 4	
		Gas - Autopay (iv) 52462	
		Accounts receivables -	
		Deposits entered twice	643
		Balance c/d	13008
	17614		17614
			7

Jade Limited



The following are some examples of common errors notebook:

S4:

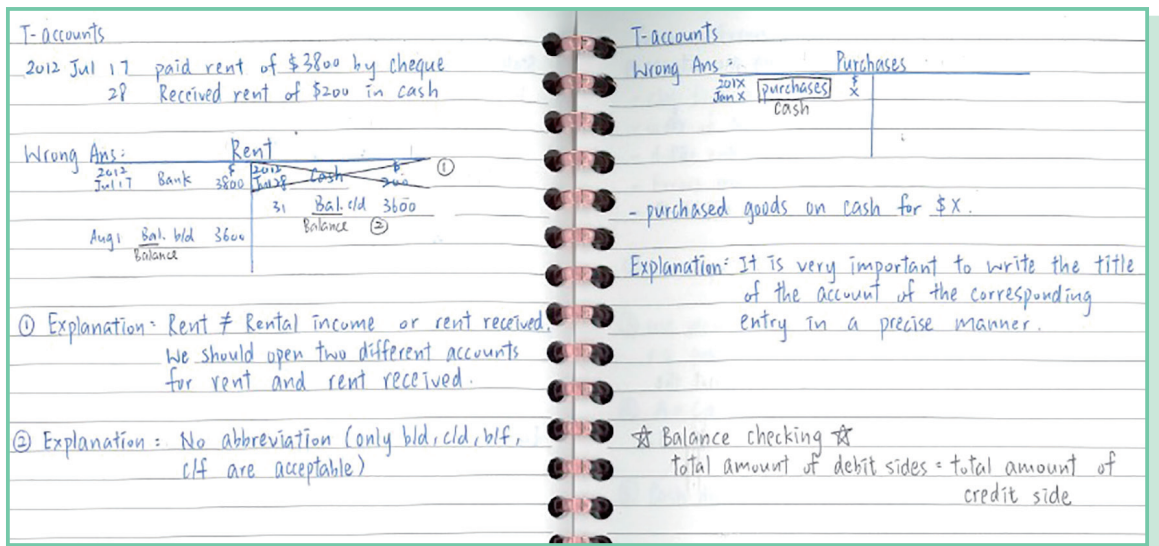


圖5a及圖5b Common errors summarized and written by teacher

S5:

Ch.11

① If goodwill account is not opened,

	Old ratio	New ratio	Gain/Loss	Adjustment
A	$\frac{3}{6}$ 6000	$\frac{1}{5}$ 2400	(3600)	Cr. Capital - A 3600
B	$\frac{2}{6}$ 4000	$\frac{2}{5}$ 4800	800	Dr. Capital - B 800
C	$\frac{1}{6}$ 2000	$\frac{2}{5}$ 4800	2800	Dr. Capital - C 2800

Capital Adjustment: 3600, 800, 2800

* No abbreviation = Give Adj. If Give Adj. + no marks

② If new partners paid old partners privately for loss in share of goodwill, goodwill adjustment 800 + 2800 = 3600, R. A New partner contribute 3600 capital (eg. Amy contribute 3600 for her capital contribution & she paid 3600 less in share of goodwill) to old partners for their

The Journal

	Dr	Cr
Bank	10000	
Capital - Amy		10000

The Journal

	Dr	Cr
Bank	10000	
Capital - Amy		10000
Capital - Amy	1000	
Capital - Ben		1000

Ch.10

① Interest on drawings must be calculated on a monthly basis. (eg. If Lee - Date of drawings = 1 Aug. 37000)
 \rightarrow Int on drawings = $37000 \times \frac{1}{12} = 3083.33$

② Amount of drawings by partners for the year should be only entered in current accounts, but not in the income statement / profit and loss appropriation account. (eg. Lee 37000)

③ Interest on loan from partner will not enter in the appropriation account or current accounts. Interest on loan from partners will act like an expense (operating expense) (eg. Unpaid loan interest to Poly Ltd was 600)

④ Income statement for the year ended 31 Dec. 2016

	Dr	Cr
Add - Revenues		10000
Less - Expenses		
Loan interest	600	
Net profit / loss		9400

⑤ If salaries are paid, and have been shown on trial balance, no need to enter partners' salaries in appropriation or current accounts. (eg. Trial balance shown 25000)

⑥ Nothing should be done

⑦ Income statement for year ended 31 Dec. 2016

	Dr	Cr
Net profit		10000
Less - Partners' salaries		
- Lee		2000

⑧ If the partners withdrew / retired and leave the partnership, current accounts of that partner will be transfer to capital accounts (eg. Lee withdrew from the partnership (Balance in 1 Jan. 2016 of Current - Lee 3000))

⑨

	Dr	Cr
Balance b/d 2016	3000	
Capital - Lee 2000		2000
Current - Lee 3000		3000

Advantages

- Students can make correction by referring to the best performing assignment (modified by subject teacher beforehand).
- Students can prepare/ tailor-make notes based on their own errors by referring to the particular common errors summarized by subject teacher.
- Absentees and students with lower learning ability can also refer to the resources later as a revision.

2. Reflection

Students can treat the common errors notebook as a tailor-made "last minute" notebook. Its personalized nature strengthens learner's ownership, enhancing the effectiveness of learning as well. The practice can promote active learning and students are guided to build up their own academic concept in a concrete way.

中文科

從文學漫步走上創作之路

科目：中國文學科

課程設計：梁靜雲老師（高中中文科科主任）

教學對象：創作班合共40人，以中四、中五級修讀文學的學生為主，其他中一至中五對創作有興趣的同學可自由報名參與。

壹、引言

1. 教學對象：

我們根據日常教學觀察所得，發覺同學創作時，往往缺乏親身經歷及真情實感；且未有公開展示作品的機會，令同學失卻創作動機。是次教學安排注重讀寫與生活結合，提升學習興趣及成效；並通過協作學習及展示學習成果，既鞏固所學，亦能為作品覓得知音，獲得更大的滿足感。此外，我們也希望透過這次的學習，增加同學對外交流，拓闊視野的機會。

2. 學生已有的知識/技能：

學生一般能做到文從字順，亦能運用基本的寫作技巧。

3. 本課程的教學重點：

- （1）指導學生從觀察中感受生活，尋找寫作素材。
- （2）指導學生賞析文學作品，學習創作技巧。

貳、課程設計所運用的教學策略

1. 活學活用，把常規課程的學習與文學活動結合。
2. 注重親身體驗，從生活觀察中創作。
3. 推動協作、交流，鼓勵參與比賽，分享成果，培養自主學習的能力。

參、課程的施行

1. 文學散步 體驗實踐

本校文學科籌辦兩次「香江古今遊 走進香港文學風景」活動，邀請作家梁偉洛先生擔任指導。考察前先閱讀不同的香港文學作品，通過文學景點實地考察，深入了解作家筆下的香港風貌，同學身歷其境，直觀感受文學的現實場景，加深對作品的感悟，更能體驗作家如何通過觀察、感受、想像和運用不同寫作技巧，進行創作。最後同學在導師的引導下將親身體會化成文字，記下所見所聞、所思所感。

2. 走進香港風景：觀塘

參與同學：中一至中五級同學，自由報名

閱讀材料：王旨琪《觀塘：從工廈群到商貿區》、梁秉鈞《北角汽車渡海碼頭》

散步路線：裕民坊、觀塘工業區、觀塘海濱公園、茶果嶺

創作文類：以「我眼中的_____」為題，創作散文一篇。

已屆遲暮之年的城市
舉起了他枯瘦如柴的手
靜靜的看著自己
紮根於此地
的痕跡
嘴角微揚的看著
破土而出的新文化

四信許盈琳

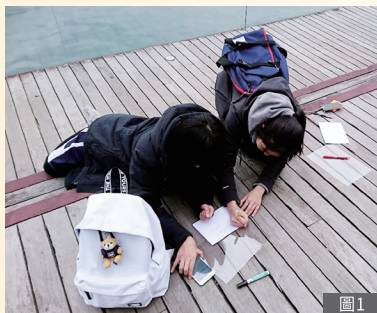


圖1

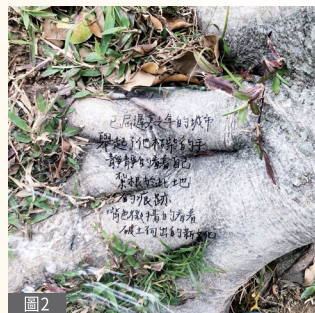


圖2

完成文學散步後，學生將所見所聞所感化成文字，創作散文：

學生散文創作（節錄）：

我們到了一棟大廈的平台。這裏能從高處俯瞰觀塘繁忙的道路，也能感覺列車經過的震蕩。平台旁邊是一棟棟矮墩墩的大廈，他們的外牆都被剝落，深褐色的大門都生鏽了，就像一個赤裸病人。而牆上不知名的數字是整容病人的標記，旁邊的竹棚則是一把把殘忍的屠刀。定睛一看，那張「此物業已被納入觀塘重建計劃」的銀色牌，相信就是那張無情的手術同意書了。一陣冷風吹過，我抬頭看那高大的商廈，反光的玻璃窗擋住大片天空，更添一份冰涼。



圖3

作家點評：

劉同學用病人比喻裕民坊的老舊外牆，生鏽的深褐色大門就像一個枯乾的病人，充份的帶出了裕民坊老舊的鮮明形象。

3. 走進文學風景：鯉魚門

參與同學：中五級選修中國文學的同學

閱讀作品：譚帝森《鯉魚門今昔》、葉輝《油塘灣：我的時光隧道》

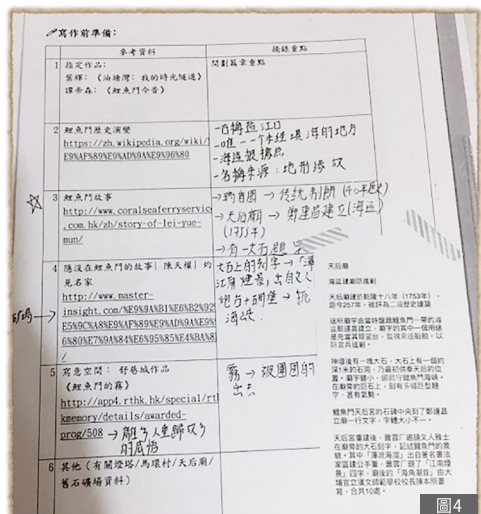
散步路線：鯉魚門（魚門燈塔 馬環村 天后廟 舊石礦場）

創作：以「_____的自白」為題，選取鯉魚門的所見作敘事觀點，創作擬人化小說。

圖1 1+2同學在海濱公園就地取材，即時創作。

圖2 同學在膠片上記下文字，並把膠片放在景物上拍照。

圖3 五真 劉靖恬《我眼中的裕民坊》



學生創作小說（節錄）

看見眼前迷人的景色，我開始聯想自己是避風塘中的一條破舊的小木船：

「每一次見到滑翔在高空的老鷹，他的叫聲都彷彿在嘲笑著我們這一班退役殘兵，無用武之地，只能躲在這小小的避風塘。就連途經這裏準備到太平洋海域的郵輪，都在向我們炫耀著：『你看我，我又可以到廣闊的太平洋冒險了，真興奮啊！』」

郵輪的一番話，令小木船隱藏在心底、想出海探險的決心在心裏面燃燒著，開始了他衝出避風塘的冒險故事……」

五理 林咏恩〈小木船的自白〉



4. 協作自學 實踐推廣

國家及社會關懷組舉辦「蘇杭文化體藝學生交流團」，正好為學生提供展示學習成果的機會，亦提升學生協作及自學能力。

首先，老師先召開籌備會議，向學生們講解是次活動的目的及內容。然後將同學分為三個工作小組，籌備以下工作：

◇編輯《筆耕不輟》

每位參與交流的同學須選出個人作品一篇，結集編成《筆耕不輟》。文集製作工序絕不輕鬆，由封面設計、收集作品、校對、編輯以至排版，均由同學一手包辦，最後將作品送贈保俶塔周校長、老師及同學。

圖4 同學在遊歷前先搜集資料，做足準備功夫。

圖5 作家邊講解邊遊歷，同學仔細觀察，並化成不同物品，創作小說。

圖6 同學化身鯊魚們的小白船創作

下棋

四信 彭靖儀

在街角的某一處，那裡是一個長年不見天日的地方，一棵棵的榕樹成為堅實的圍牆，垂下的樹根彷彿是一層又一層的簾幕。在這個旁人看來與世隔絕、寂寞寥落的地方，當你走進一步，側耳傾聽，便會聽到一波又一波雜亂無常的竊語聲和響亮、類似木材的碰撞聲傳入你的耳中。

我走進這個古怪的地方，打開層層的簾幕，穿過縱橫交錯的障礙。看到的是一片熱鬧的情景，有一大班約六、七十歲的老伯握著雙手、抿起唇，駝著背，不謀而合的圍成一個小圈子，專心致志地凝視著坐在中間的兩個背影。我走進一看，是我的爸爸和一名年約三十的青年在下棋。我父親是白子的代表，而對方是黑子的代表。我觀察著眼前的棋盤，明顯白子是被壓制的一方，我不禁為父親擔心起來。卻看見父親依舊神色自若，臉上沒有一絲的愁眉苦臉，像一個風度翩翩的君子，我在父親身旁卻心急如焚，不停的搓手，更在父親身邊念碎碎語，建議父親該下哪一步棋，才能獲得勝利。可是，父親沒有理會，低著頭，托著下巴，沉思這佈局謀略。我發現此時跟父親談話只是自討沒趣，於是識趣和其他老伯在一旁……許久，父親終於動身，把白子放在棋盤上，行為舉止都像一個君子。我看一看棋盤，父親的一步棋已經扭轉了局勢，對手看到父親佔上風，儘管他努力讓人看不出他的神色，臉色卻比手執的黑子還要黑，看到這個模樣，跟我小時候與父親下棋輸掉的時候沒什麼兩樣。

還記得小時候，剛上小學的我，從學校裡學到了圍棋，在學校更贏了很多同學，於是我每天放學回家第一件事便是纏著父親央求他陪我一起下棋。頭幾次我也贏了父親。可是，有一次父親贏了我，讓我心裡不服氣，更悶悶不樂了好幾天，也不理睬父親，父親問我這幾天為什麼不跟他一起下棋，心裡的瘡疤彷彿一下子被人揭穿了，便哇哇大哭起來。後來父親問我為什麼不高興，我便告訴他是因為那一場棋我輸得不甘心。後來，我對這事淡忘了，每天也拉著父親一起下棋。可是，從此以後，父親都是我的手下敗將。我那時小，不知道什麼原因，總覺得是我棋藝超群。現在回想起來，總算知道是什麼原因了。

「啪！」一顆黑子被青年大力拍在棋盤上，棋子都顫了顫，我都被他嚇醒了，思緒也被拉回現實，卻發現父親沒多思索便下了一棋，卻讓自己身陷險境，我不明是什麼原因，也沒有多問，我以為父親自有深意。對手看到父親這一步棋，又驚又喜，他連忙用黑子把白子包圍。我看著現在的局勢，父親已不可能有機會扭轉了。

結果也是意料之中，父親輸了。我盯著對手囂張跋扈的樣子，再看一看父親，不但為父親感到不值，更覺得奇怪。

後來我追問父親，父親只回了一句：「我跟他合不來！」我卻被父親點明了，父親並不想跟他下棋。父親年過七十，已經年邁了，他下棋只不過是為了消閒，並不看重輸贏。因此父親面對再難的棋局也能神色自若。相反，對方年少氣盛，更不會浪費青春與人對弈，他來下棋只為了勝利。但這樣的人好勝心太重，容易心浮氣躁。父親對著他根本不能輕鬆下棋，於是便後退一步，讓大家都舒服。但對方也太天真了，竟以為自己是棋高一群，也不知道他是贏，還是輸。

我豁然開朗。

我跑去拖著父親的手，「爸！我們回家，來一場真真正正的對弈吧！你可不能讓著我喔！」

我和父親穿過層層的簾幕，繞過縱橫交錯的障礙，離開這個老伯們聚腳的「老地方」。

那人，那車站

五理林咏恩

拿起那張有些泛黃的合照，輕輕拍掉照片上的塵埃，戴上老花眼鏡，把眼睛眯成一條縫，全神貫注地看著照片，我和「那人」都在「那車站」燦爛地笑著，我不禁會心微笑，鼻子卻酸酸的，那人的身影好像又浮現在我眼前，心中的不舍懷念之情油然而生。一顆顆晶瑩的淚珠在眼眶打轉，淚水使我眼前朦朧一片，腦海中不斷有「那人，那車站」的畫面浮現，勾起了無限回憶……

那年，我二十五歲，那人——我的母親，五十五歲。我不甘繼續待在農村生活和工作，那枯燥乏味的生活使我厭倦。年輕的小夥子總像一匹野馬，想無拘無束地四處闖闖，見識繁華熱鬧的花花世界。我坐言起行，辭職、購火車票，收拾行裝雷厲風行，在吃晚飯時告知我媽我要乘上「夢想號」北漂，母親眼中閃過一絲擔憂？不安？傷感？我沒有留意，不得而知，我滔滔不絕、手舞足蹈地數算著北京的繁華。她默不作聲，把視線定格在我身上，那深邃的眼神像一個無底的黑洞，像要把我吸進去。

第二天的清晨，太陽仍未升起，公雞仍未啼叫，我便已經整裝待發，向車站進發。出人意料的是母親也起來了，正把熱氣騰騰、香氣四溢的家鄉菜放進一個個飯盒裡。心裡彷彿有一股暖流匆匆流過。整理好行裝後，我們母女兩人手挽手地走向鄉間的車站，車站雖小，卻非常擠擁，我決定在車站門口與她道別，我擁抱她瘦弱的身軀，她微微地顫抖著，是冷嗎？我更用力抱著她，向她傳遞著我的溫暖，她輕撫我的背，嗚咽地說：「孩子，你放心闖吧！累了、倦了就回家，媽媽給你燒糖醋魚……」廣播毫無預警地響起：「往北京的火車已到站，請儘快上車。」我沒有心思再聽我媽嘮叨，我手足無措，一片慌亂，提起行李急急忙忙地跳上車廂，留個我媽的只有一個匆忙的背影。

上車安頓下來後，看著窗外的風光，再見了我的家鄉，我的母親……倏忽，一個熟悉的身影闖進我的視線中，「那人」在人群中不斷移動、跳動，穿越了重重人海，來到窗前，母親正奮力地舉高那一大袋的小菜，矮小的她不斷地跳躍著，我把手伸出窗外，接住了那沉甸甸的袋子，她留下了一句「記得吃飯」，我還未回應她。列車便無情地、頭也不回地駛走，那抹身影漸漸被人群淹沒，那一瞬間，我只看見一向堅強母親竟然哭了，我再也忍不住不舍母親之情，淚如雨下。

再見母親，再回到那車站是每一年的春節。大家都喜氣洋洋的，看著火車逐漸駛進車站，心裡總會感到暖暖的，非常親切，這似乎就是家的感覺。看著萬頭攢動、人山人海的車站，可真是熱鬧歡樂啊！神奇的是平日不爭不搶的母親總能穿越人海，在最靠近車門的位置迎接我。她總會一把牽起我的手，使我在寒風刺骨的冬天仍能有一絲溫暖。總是說：

「走，回家！有你愛吃的糖醋魚。」一年復一年，每年的春節都是大同小異，我們在這個車站歡樂地團聚卻又落寞地分別，無數的分分合合。

這一年，我五十歲，她九十歲。又是春節，又是糖醋魚。唯一不同的是我買了個手機，又到了分別的日子，我決心要把「那人，那車站」用照片記錄下來，她笑得很燦爛卻總嚷嚷著照片拍得醜，反復地說著自己已經滿頭白髮，身板有些病癯，臉上多了一道道深深淺淺的皺紋，那些歲月的痕跡似乎早已撫不平了，我只想對她說在孩子的心中，無論父母怎樣衰老仍是最美的。可是，那催人上車的播報又響起，我把這句話放在心中，打算留待下次重逢再說。

可是，沒有下一次了，她在七月時離開了我。我頭腦一片空白，急急忙忙地乘火車回家，小車站仍然擠擁，這一片熱鬧的光景顯得我更加孤寂。沒有了她，這個車站顯得好陌生。再也沒有人牽起我的手帶我回家，我行屍走肉般緩慢地走回家，送別了她。

我抱怨上天，為什麼不給我多點時間讓我抱抱她，再跟她多拍一些合照，讓我把那句藏在心裡的話說完。可是時光匆匆流逝，它是無情的，逝去了便不再重來，經歷了與她的生離死別，我才醒悟出這些早該明白的道理。我不強求人不用生離死別，但願你能把握與家人相處的時間，願你能把愛即時說出口，願你不要像我一樣留有遺憾，後悔莫及。可是，如果你已經留下不可挽回的遺憾，那就容許自己短暫的自責愧疚一下，然後把沈痛的教訓刻骨銘心地記在心中，不要重蹈覆轍。

這時，我想起我的女兒，那個與我漸行漸遠卻使我心心念念的孩子。我把合照放好在櫃子裡，擦拭著自己的眼淚，下定決心給披星戴月、營營役役地工作的女兒打個電話，要跟她說：「累了、倦了便回家，媽媽給你做糖醋魚。」



圖7



圖8



圖10



圖9

◆ 文學散步匯報

同學藉著是次蘇杭文化體藝交流之旅，向姊妹校保俶塔實驗學校介紹文學散步活動，學生自行擬寫講稿、製作簡報，並於交流時向保俶塔師生分享是次經歷。一方面令杭州師生認識香港繁榮大都市以外的面貌，了解觀塘舊區及漁村風貌；另一方面亦能了解香港寫作教學的安排與學生的創作心得。



圖11

圖7 兩地學生交流寫作心得。

圖8 文集封面由四信盧敏靈同學設計。

圖9 保俶塔實驗學校第三屆閱讀達人優異作品展示文學散步匯報。

圖10 保俶塔實驗學校同學分享閱讀心得。

圖11 我等同學報導文學遊蹤的學習成果

◇ 蘇杭作品選讀

杭州地靈人傑，乃浙江文人匯集之地，西湖美景更成為文人墨客筆下的素材，成就千古傳頌的文學名著。為了令學生加深遊歷的體會，選修文學的同學在出發前閱讀有關西湖的文學作品，並輯錄成小冊子。同學邊飽覽美景，邊體會歷代文人情懷。



圖12



圖13

5. 參加比賽 總結成果

學生回港後，參加了「遊學在中國全港學界照片徵集比賽」，將拍攝的照片配合文字，記下見聞。

「上有天堂，下有蘇杭」。惟有到此一遊，方知古代的文人墨客、王孫貴族流連忘返的原因。最令我難忘在蘇州聽到的「百戲之祖」—崑曲。主人熱情接待，一邊品嚐當地小食，一邊聽女演員唱遊園驚夢選段，吳儂軟語格外好聽，舉手投足也十分吸引。我深覺其中精粹需弘揚，不應埋沒。」



圖14a



圖14b

圖12《蘇杭作品選讀》封面(蘇鳳至同學設計)

圖13《蘇杭作品選讀》舉隅

圖14「遊學在中國全港學界照片徵集比賽」四信 羅芷英 (中學組入圍作品)

6. 總結成果 校會分享

除蘇杭交流團外，文學科學生於2018年6月「讀出人間情味」閱讀講座中向全校同學介紹文學散步活動，並將文集《筆耕不輟》贈予當天演說者潘步釗博士。藉著是次分享，向全校同學推廣閱讀及創作經驗。



圖15



圖16

肆、反思

1. 是次教學安排引入專業作家與文學老師協作，配合校本課程授課，有助提升教學質素；
2. 學生走出課程，從文學散步中搜集寫作素材，令作品更具真情實感，創作的興味更濃；
3. 散步後，我們舉辦一連串延展活動，由學生籌備策劃，能訓練她們的協作及組織能力，有助推動自主學習；
4. 提供舞台讓學生展示學習成果，一方面可以向姊妹校及本校學生推廣文學，另一方面也可以令參與的學生總結學習經歷，鞏固所學；同時也從互動之中提升學習的興趣和主動性。

總括而言，這是一個以學生為本，注重互動，講求親身體驗的課程設計，老師從台前走到幕後，讓學生成為舞台的主角，分享創作的喜悅，並達到與眾同樂的效果。

Curriculum design

Meet to Write – A QEF Writing Project

Subject : English

Curriculum design : Mr Cheung Pak Ki (Panel Head of English Language)

Level of students : S3 – S5

1. Introduction

Meaningful and purposeful use of language

Writing has been employed as one of the major means of assessing students' English proficiency, for it allows teachers to efficiently and effectively check students' understanding of the language and use of grammar (Sa lamel & Kayao lu, 2015, p.40). Schools in Hong Kong usually adopt a traditional approach "in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage" (Gabrielatos, 2002, p.5).

2. Strategies

In order to enhance students' understanding and use of English in a purposeful way, our school has put great efforts into incorporating authentic tasks in our writing curriculum for they are believed to be effective means to increase students' abilities to not only control the structural and lexical systems of the language, but also the functional features and their sensitivity to the conventions of language use in context. It is also believed that students will have higher motivation in language learning if they are provided with support to achieve a tangible, useful product worth sharing with their community and their world.



Pic 1

3. Implementation

In the last academic year, we successfully applied for funding from Quality Education Fund (QEF) and embarked on a project titled *Women as Role Models: Stories of successful female leaders in Hong Kong – A Profile Writing Project with a Professional Journalist* where students had to produce a magazine which features biographies in the form of feature article of female leaders in different aspects and fields in Hong Kong, especially celebrated alumnae of KTLS. By specifying the scope to journalism, which is defined as "a project-oriented course of study" (Riley & Dade County Public Schools, 1971, p.7), students would be enabled to "perceive and interpret verbal and non-verbal language signs and to transfer these accurately to the written form" (p.2) in an authentic situation.

In the project, a team of 23 students were recruited as Junior Reporters and they collaborated to publish the magazine *Women as Role Models: Stories of Successful Women Leaders in Hong Kong* with the help of Dr. Oliver Chou, a professional working journalist from a local English newspaper.

Sharing in the territory

In order to increase beneficiaries, the project started with an open forum on 18th September 2017 where the writing coach shared his experience through keynote presentation, mini-lessons and a Q & A session. Other than all our students, we also invited around forty students and six teachers who aspire to develop their writing skills or are interested in developing a career in journalism from six other schools to attend the forum. The event was recorded and the video was uploaded to HKedCity as shared resources for all teachers and students across the territory.



Pic 2a



Pic 2b

From speaking to writing

In the initial phase of the project, Junior Reporters had to attend 6 workshops conducted by Dr. Chou about the analysis of journalistic writing styles, work editing and refining as well as how interviews are organized and conducted. Students were guided through samples of journalistic articles with an aim to raise their awareness to grammatical and structural accuracy of the texts.

In the following part of the project, the Junior Reporters had to carry out the first part of their authentic task that was to conduct interviews with the ten target interviewees. Through the interactions with the interviewees, the Junior Reporters were given a lot of chances to practise their speaking and interviewing skills. Not only could they enhance their English proficiency, they have learnt a lot about the values of being female role models and the wisdom of life.



Pic 3

10 interviews were conducted with 10 female role models of Hong Kong

	Interviewee	Field	Alumna
1	Chan Mei Ling Agnes - Author of Bring Happiness Back to Hong Kong Students / Singer / Actress	Literary	No
2	Cheng Lai Kei – Superintendent, Hong Kong Police Force	Government	Yes
3	Cheung Yim Lui Carol - Assistant Professor, Department of Ophthalmology and Visual Sciences, CUHK	Science	Yes
4	Ip Christine - Managing Director & Chief Executive Officer, Greater China, United Overseas Bank Limited	Business	No
5	Leung Tsz Yan - Member, Hong Kong Softball Team	Sport	Yes
6	Loo Nancy - Musician / Lecturer of Hong Kong Academy for Performing Arts	Arts	No
7	Mak Ngan Ching - Member (retired), Management Team, OOIL Group, Orient Overseas (International) Limited	Business	Yes
8	Ting Yuk Chee - Founder & Supervisor, Victoria Education Organization	Education	Yes
9	Wong Pik Wan - Legislative Council / Lecturer of Hong Kong Polytechnic University	Government	Yes
10	Wong Ying Ying - Executive Director, The Great China Division, Man Wah Holdings Limited	Business	Yes



Pic 4

Meanwhile, the approach of process writing was adopted. With process writing, various pre-, while- and post-writing activities were introduced. Students were assisted throughout the process of planning, interviewing, translating their ideas into words, reviewing what they had produced and editing their work based on the feedback and comments with the help of Dr. Chou. The consultation with and feedback gained from the coach help “learners sort out the problems through their subsequent drafts and revisions” (Sa lamel & Kayao lu, 2015, p.40), pushing learning to a deeper level.

4. Reflection

Enhancing learning effectiveness

During the process, the project has helped enhance students' confidence in using English as they were offered precious chance to talk to 10 female role models in Hong Kong, which enhanced their motivation to do thorough preparation and also their confidence in using English to ask questions and give responses. The project has raised students' interest in English in general, providing them with invaluable opportunities to explore both the spoken and written English language, strengthening



Pic 5

the use of English outside the classroom among peers and between interviewers and interviewees. It has also helped them gain exposure to the authentic use of English as most of the time they had to ask follow-up questions and reply on the spot. Definitely, improvement in their writing skills in English has been significant not only before, during but also after the interview as they needed to write the summary and reflection for each interviewee.



Learning beyond classrooms

Working in the authentic learning environment, students have also gained insights into different industries, ranging from Literature, Banking, Education, Management to Scientific Research. They have also learnt a lot from the personal experiences the interviewees shared during the interviews. It was amazing for our students to listen to our female role models recounting their unforgettable stories in their secondary school life with great nostalgia and recalling the incidents and people that motivated them to set their goals and shaped their future. Our students have been inspired by the challenges the interviewees have encountered and the ways they overcame them before achieving success at work. Through the real life experience, students could realize the power of a positive attitude to life, the value of perseverance and the importance of a thankful heart.

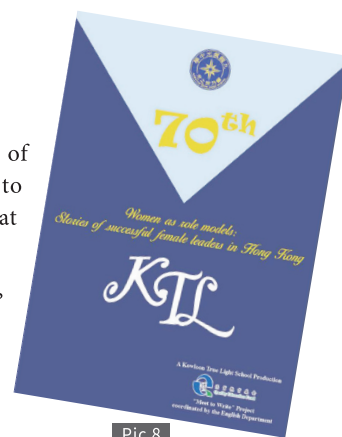


Sustainable learning

The final product of the project, which is the publication *Women as Role Models: Stories of Successful Women Leaders in Hong Kong*, epitomizes all the teaching and learning involved during the whole programme. By incorporating some articles in our curriculum, it is hoped that students can be inspired by the fruitful learning experience of our Junior Reporters and enlightened by the successful real life stories of our female role models.

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Pic 8

Curriculum design

View to Views – a School-based Speaking Module of English Language

Subject : English

Curriculum design : Mr Cheung Pak Ki (Panel Head of English Language)

Level of students : S4 – S6

1. Introduction

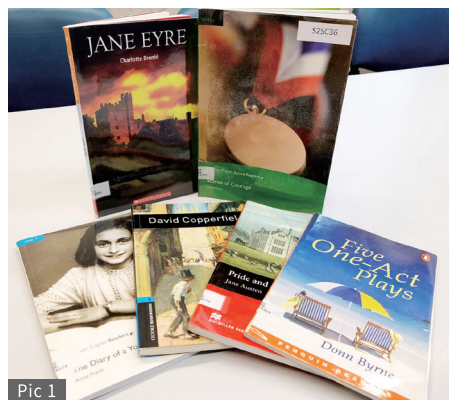
The way it was / it shouldn't have been

As far as HKDSE is concerned, it seems that English teachers may meet certain restraints when it comes to the speaking curriculum. For one thing, there is a somewhat clear framework as to how students are to be assessed in the examination; for another, it is, to some, not economical, to spend extended periods of time on developing an intricate speaking module amidst sets of reading materials and practice, compositions as well as integrated tasks that take more than time and effort.

But is it what English teaching, and learning, is supposed to be?

The essentiality for a refined speaking curriculum

In the English Panel, discussion as to how we can refine the speaking curriculum has taken place for years. Overreliance on drills based on DSE format is the last thing we want to see. In fact, speaking, if implemented well, should be the area where the most fun, the most innovation and the most dynamic pedagogies take place.



Pic 1

Lit to Speak: from literature to speaking

A few years ago, we started our “Lit to Speak” initiative. The rationale is, only when students are provided enough input can any speaking activities yield ideas of substance. At the same time, we wanted students to explore the fun of reading literature classics. “Lit to Speak” modules were then created in line with these two ideas. In the module, which is currently in practice in junior secondary, students are assigned readers for lesson preparation. During class, a range of speaking activities take place based on what they read and original ideas they can generate from what they read as well.

Taking it up a notch

This idea had been well received. In 2017, we saw how the rationale that ‘input is the key to productive speaking activities’ should be promoted in senior forms as well. A collaboration with the Liberal Studies made this happen. In LS, they request students to think from various perspectives – angles from different stakeholders. When an issue is put in a particular stakeholder’s situation, it can be interpreted in a very different way from how it is in another one.

In senior secondary, a weakness of students is they never try to think from different perspectives. Naturally, their ideas stay at what a student can come up with, limited by their vision, experience and actual capacity in their life. Creativity can seldom be demonstrated in students' performance in speaking activities.

With the feature in LS and the observation made in English Language, our collaboration was meant to be the solution. View to Views was born.

2. Strategies: What is View to Views?

View to Views is a module where the elements of reading and speaking are involved. This is also a Tier 1B initiative according to the local Gifted Education Framework. Two View to Views sets are adopted in each term for each selected class. Topics are selected by both the LS Panel and the English Panel, meaning that cross-subject curricular alignment takes place.

In each set, there is a designated topic. Articles from various sources, including local and overseas, are assigned for students to read. During their reading, they are instructed to highlight unfamiliar vocabulary items and underline arguments that they find sound, strong or simply impressive, followed by some comprehension questions. After short discussions based on the articles are conducted, the teacher reveals the question they have to discuss. Questions are of a certain level of controversy or ambiguity, so that the matter is debatable. Then, every student in the class of around 30 students is assigned into groups called stakeholder group. In some sets, in each stakeholder group students are of different identities so as to enhance the authenticity of the discussion. They are given around one week to do their research through extended reading of various sources so as to prepare their speeches.



Pic 2

3. Implementation

How do we involve 30 students in a 'group discussion'? This can be done by creating a context, which includes youth forum, radio show, focus group, etc. In such a setting, students can really put themselves in the stakeholders' shoes and show their analytical, critical and even creative thinking. Of the 30 students, around 3 to 4 are the judges. Their role is to assess their classmates' performance, focusing on aspects that include content development, language accuracy and complexity, and skills of

Should statutory parental leave (maternity and paternity leave) be increased?			Stakeholder	Number
Duration	Procedures	Remarks	A: Government	20-24
2 minutes	Introduction	Mr. Cheung/ Ms. Chan	B: Employers	1-5
8 minutes (2 mins @)	A1, B1, C1, D1	Presentation	C: Dual-career families	6-10
8 minutes (2 mins @)	A2, B2, C2, D2,	Responses + Presentation	D: Liberal Party	11-15
10 minutes	A3, B3, C3, D3 and others	Free discussion	E: Audience	16-19
10 minutes (2 mins @)	E vs A4, B4, C4, D4	Questions from the floor	F: Judges	25-29
8 minutes (2 mins @)	Stakeholder A5, B5, C5, D5	Conclusion		
6 minutes	Judges' comments			
10 minutes	Teacher's comments + follow-up work			

Pic 3

delivery. These assessors have to hold debriefing after the session. In some settings, such as the radio show, we have students be hosts as well. They have a challenging yet fulfilling task, which is to introduce each speaker before she speaks, summarize after a speech, and conciliate if conflicts between stakeholders arise.

4. Reflection

The outcome

The outcome of the module has been tremendous. Very similar to drama, when students are speaking not on behalf of themselves, they, somehow, feel more confident. Unlike drama, on the other hand, they do not need to use too much dramatic movement or body language that may be barriers for them to overcome, hindering their speaking performance. Fluency and intonation have also been improved for a lot of persuading and clarifying takes place when they meet opposing sounds. Word choices is an area of improvement that we feel so delighted that after the input – the assigned articles and detailed analysis – they are very aware of their choice of words. The topic they need to discuss is highly relevant to their

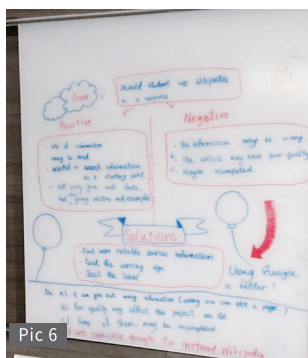
reading input while enough time is given for them to undergo focused reading of a specific topic. This is what self-directed meaning is meant to be. Of course, when working as the same stakeholder group, a lot of collaboration takes place. This is also what a lot of class debating attempts to do but cannot do because of the intense nature of debating. In View to Views, the stressful environment of a debate is non-existent. Still, they have to react fast, think fast for they have to keep the conversations going whenever an opposing sound is right there in the forum / radio show.



Let the idea spread

View to Views has given us more than what we expected. It is now a well-developed module implemented in two selected classes in S4 and two in S5. In 2018, we incorporate the View to Views idea into the speaking module in junior secondary. In each term in each junior form, 3 Read-to-Speak sets and 3 Lit-to-Speak. In Read-to-Speak, contextualized speaking activities are conducted. In each set, an assigned article serves as the input of the whole lesson, and students have to summarize key ideas with the help of a graphic organizer.

Then, students are assigned a role and they have to weigh in on the issue relevant to that of the assigned text. Each set ends with a self-evaluation form and prompts for reflection.



With View to Views and Read to Speak, our English speaking curriculum does not stay at a mechanic, monotonous level. Each set is meticulously designed for there is one goal we aim to achieve: to develop speakers of English who can speak confidently, sensibly and eloquently.

Picture4 Coming up with ideas from a particular stakeholder's perspective

Picture5 Interactive activities are conducted based on reading input that triggers ideas of a particular topic.

Picture6 With the use of various graphic organizers, students visualize how they organize complex ideas followed by speaking tasks.

通識科

校本體驗式學習課程

科目：通識教育科

設計老師：通識科科主任吳景輝老師

壹、引言：

根據《通識教育科課程及評估指引》所載，本科旨在透過探究各類議題以擴闊學生的知識基礎，加強學生對社會的觸覺。而各單元的主題對學生個人、社會和世界均具有重要意義，也能幫助學生聯繫不同範疇的知識，擴闊視野。我們亦期望藉著本科的學習經歷，培養學生終身學習的能力，並且有信心面對未來的挑戰。

有見及此，我們如何讓學生能夠擴闊視野，活學活用，從以增長自學的興趣和能力，當是重要的課程發展取向。

貳、課程設計

為了有效達到上述宗旨，通識教育科設計了校本的體驗學習課程，從中一到中五，科組會就每個年級所教授的課題設計相應的體驗式學習活動，讓學生可以在課堂內學習相關課題後，在不同的學習階段，走出課室到真實情境中學習，加深對自身、社會、國家的理解，擴闊其學習經歷，亦讓學生從真實的情況認識個人和社會環境的不斷轉變，從而比較從書本上學到的知識，加以分析，親身建構新的知識，體驗學習課程的詳情如下：

年級	課 程	體驗式學習
中一	維護社會核心價值	九龍城區體驗、粒粒皆辛館
中二	香港的經濟表現	展城館
中三	中國的經濟概況	公民教育資源中心（落葉歸根）、同根同心
中四	生活素質、現代中國（改革開放）	不同的社企體驗
中五	能源科技與環境、現代中國（中華文化）	走進大灣區考察

1. 以中五級為例，科組老師在中五級設計了校本的體驗學習課程，詳情如下：

探討中國改革開放對國民生活素質的影響	
對 象	中五級學生
人 數	30人（每班人數盡量平均）
時 間	下學期
主 題	民營企業、國有／三資企業、農村、現代化農場、大灣區講座、濕地公園、步行街、旅遊區
與終身學習有關的能力訓練	學生需要運用其創造力構思訪問不同持份者的問題，並且在訪談的過程中鍛鍊其溝通能力，最後亦會利用其明辨性思考能力，判斷國家的發展帶來的利弊，與同學作出分享。

2. 體驗學習課程與中四級課程的配合：

(1) 今日香港——生活素質

香港居民對不同層面的生活素質的優次有甚麼不同看法？

(2) 現代中國——中國的改革開放

✧ 人民如何理解生活水平和模式的轉變？（計劃經濟、人民公社、城市化、國企改革、三資企業、民營企業、民工問題、三農問題、徵地）

✧ 中國作為一個高速增長的發展中國家，環境保育和文物保育面對甚麼挑戰和機遇？（經濟發展、環保政策和法規、城市規劃）

✧ 中央人民政府怎樣回應改革開放帶來的影響？（社會保障、新農合、村委會選舉）

3. 體驗學習課程與中五級課程的配合：

(1) 能源科技與環境——環境與可持續發展

社會各界、政府及國際組織，可以為可持續發展的未來作甚麼回應？（環境污染、可持續發展、有機耕種）

(2) 現代中國——中華文化與現代生活

✧ 傳統家庭觀念和功能在現代生活中受到甚麼衝擊？（生育政策）

✧ 為甚麼部分傳統習俗能夠在中國人的現代社會中延續和發展下去？為甚麼部分不能？（廟宇）

✧ 獨立專題探究

參、教學流程及學習成果

1. 在國內進行的通識科體驗學習課：

(1) 學習前期準備

✧ 課堂學習：跨單元的課堂學習（課堂學習的前備知識）

✧ 直接講授：出發前會議（直接講授）

- 介紹考察目的
- 講解學生在考察中的角色
- 其它境外考察注意事項

✧ 自主學習

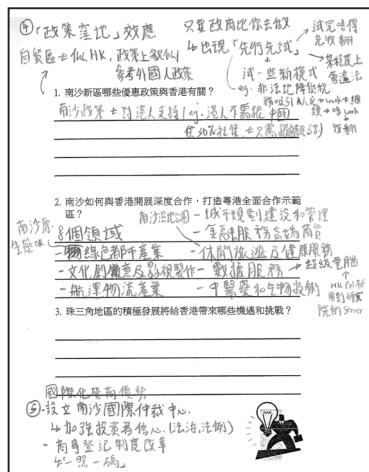
- 閱讀大灣區的相關資料
- 設計訪問問題

每組同學需向農民發問兩條問題：

1. 同學提問：田地質/口租。
農民答案：係好耐來嘅
2. 同學提問：乜嘢係政府收地？
農民答案：自己收了，所以冇收的是復耕
擔心又冇耕地啊？



圖1



(2) 從學習中探究

◇ 體驗式學習

- 利用考察筆記進行學習，摘錄訪談的重點
- 找當地人民進行訪談



圖2a



圖2b

水井	供水→所有人 秋算者外青頭都抽水：清甜
龍山水	一坡行(信管) 19年前：種+肉+→筆錢買皮貨物質(火)
信用合作社 前銀號	92年以後：一放便材料搬賣 1年租2月→學生(放通費) 13項用品(大不銀(銀的))
市場	92年以前：醫生叫赤脚醫生：5元路：行4個 72年：大是得家用五大工作：8點 木匠做桌(治作(銀像))：大醫院：筆錢5角6-7成
衛生站	1.8-2200 5个支部(為院和和) 筆錢2-100 92-97已有變遷
村公所	意見者 建廟用湖管錄 洞→廟→毛時代：海衛兵 Destroy→：地方 (文化大革命) 悲劇
廟宇	



圖3



圖4

- 到不同的地方進行比較
 - 民營企業 V.S. 中外合資企業
(比較規模、服裝、守則、自由度、氣氛、工作環境)
 - 農村耕地 V.S. 現代化大型有機農場
(比較規模、農作物種類、機械化程度、管理模式、衛生標準)
- 親身到訪農村的不同地方
 - 水井、合作社、市場、衛生站、村公所、廟宇
- 農民體驗
 - 打水、農務



圖5



圖6

圖2 學生正在訪問工廠(民營企業)的員工，了解他們的工作環境、工作待遇、日常生活的情况，發展探究式學習的能力，包括溝通能力、訪談技巧

圖3 學生到大型農場訪問員工有關中國的農業發展的狀況，了解如何從真實的中國情境實施可持續發展的理念。

圖4 學生在路邊訪問農村村民，了解其生活狀況、農村的變遷等事宜。

➤大學體驗

- 科大校園中的大灣區講座



圖7

➤遊客區體驗

- 電子支付、物價比較、感受生活素質

(3) 學習後鞏固

✧ 總結性評估

➤考察後：

- 學生在早會向全校匯報分享
- 考察後學生在各班分享成果

衛生站

- 專門針對輕微病症
- 欠缺先進的醫療設備。因此，當村民患上較嚴重的疾病時，便要到市區的大型診所或醫院看病
- 早期的醫生俗稱「赤腳醫生」，四處為病人看症，但因為要泥地多攀山涉水，加上沒有錢，所以就赤着腳

圖8a

南沙行程分享

南橫村
By Victoria & Niki

圖8b

肆、反思：

1. 成效方面：

從整個活動中及上一個部份的照片可見，課程設計能達到以下的目的：

- (1) 掌握改革開放對現代中國和中華文化的發展的影響。
- (2) 親身體會中國的最新發展（大灣區、自貿區、共享單車、電子支付）
- (3) 思考國內的發展為香港帶來的機遇。
- (4) 鞏固跨單元的知識。
- (5) 發展探究式學習的能力，包括溝通能力、訪談技巧。
- (6) 了解如何從真實的中國情境實施可持續發展的理念

2. 可優化之處：

若時間合適的話，可將活動改為中四級下學期進行，讓學生於直接於國內學習現代中國的課題，時間上的配合更可增加學習的動機及成效，回港後的匯報亦能高度配合課堂內的教學安排。

伍、總結

整體而言，走出課室的體驗學習是有效的策略，因為這策略能夠拓寬學生的視野，加深學生對知識之理解，亦能提供學以致用的機會，培養學生的各種技能，同時能提供更活潑及更豐富的學習體驗，提升學習動機，讓學生在真實的情境中學習，幫助學生明白學習的意義。

後記/鳴謝

一點心聲

《知行集》是我校初次編輯的一本教學專集，旨在肯定老師努力的成果，鼓勵同儕互勉；同時也藉此促進交流，希望同業不吝賜教，使我們更能同步駢進。為此，先致以萬分的感謝！

在繁忙的教學工作中，要編輯一本嚴謹的學術文集，實非一人之力可致。十分感謝李校長為編輯事宜給與寶貴的意見，張柏基助理校長及陳珮儀主任幫忙審閱稿件。各位科主任、科任老師為教學經驗分享提供有關的設計，並撥冗撰寫心得體會，玉成美事，讓讀者對我校「學與教」的發展有多方面的認識，更令文集生色不少；還有，記者組朱紹基先生熱心相助，為文集整理活動照片，使文集順利完成，謹此一併致謝！

《知行集》的誕生，足見團隊精神之可貴。

最後，作為教師專業培訓組主席，我衷心感謝李校長三年來對我的信任和悉心的指導，讓我突破個人工作經驗的囿限，在學科領導和教學專業之外，發展另一範疇的能力，為教學生涯增添歷練，也豐富了我的人生體驗。當然，更不能忘記的是各位同儕的支持。在「教師專業培訓」這發展項目上，我們可說是同步成長的。其實，《知行集》就是我們成長的見證，也是我給大家的一點回饋。希望你從點點滴滴的記錄之中找到一些好美的回憶，也成為我們並肩前進的動力！

「騏驎一躍，不能十步；駑馬十駕，功在不舍。」無疑，「知行」之始，步伐未免不成熟，但我深信堅毅的意志是成功的基石。願與老師們共勉之！

前署理副校長
何嘉慧謹誌
二零一九年初夏