Integrated Learning (Secondary 1 - 3)
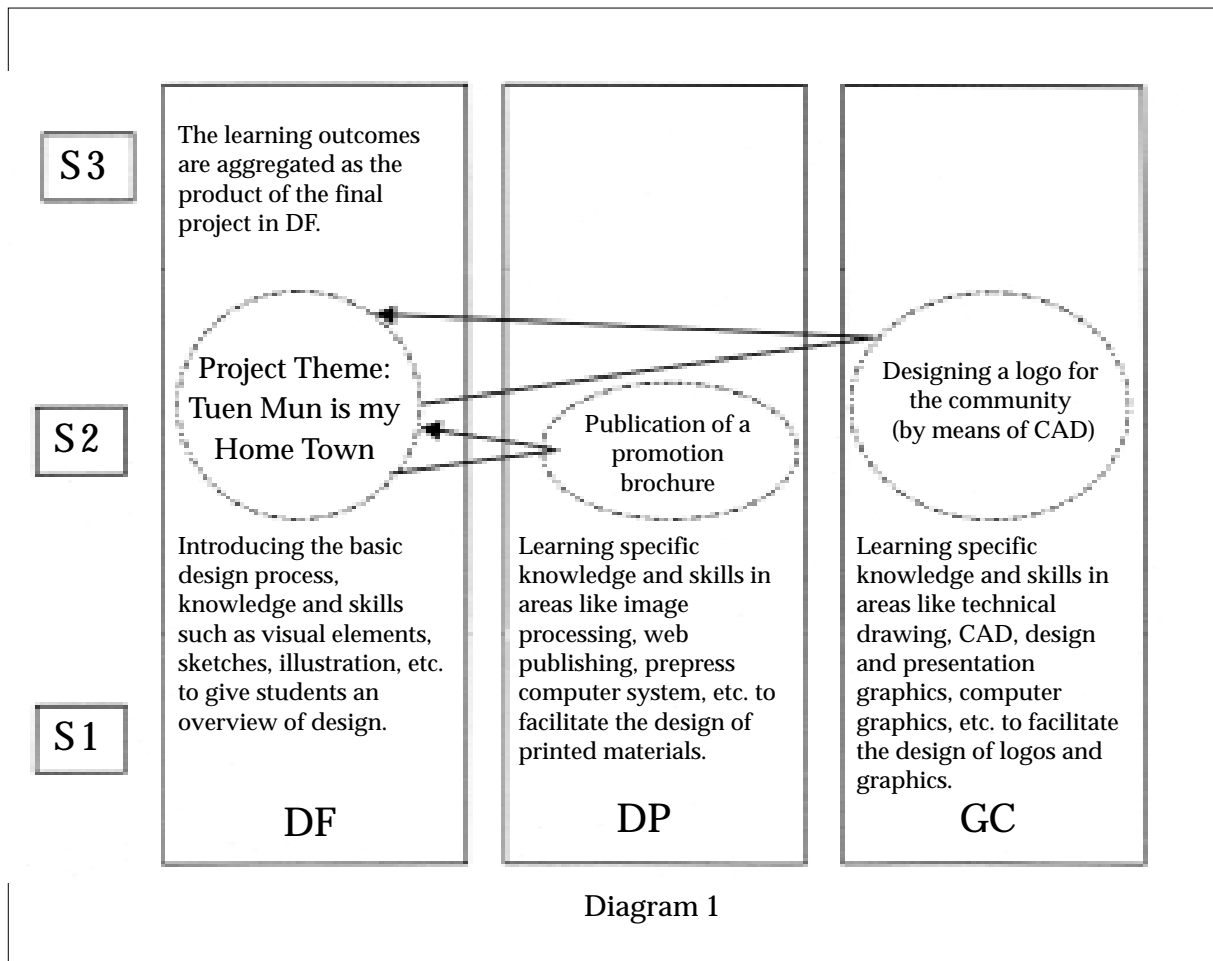
WHAT TO DO

Teachers of the Technology Education KLA are encouraged to rearrange the learning elements of two or more TE subjects so that common learning elements will be taught in one subject only. This helps to establish linkage between subjects and to create space to enhance learning and teaching. This practice is witnessed in some schools. The following exemplar illustrates how schools can integrate the learning elements of Design Fundamentals (DF), Graphical Communication (GC) and Desktop Publishing (DP).

HOW TO DO IT

In Ho Ngai College (sponsored by Sik Sik Yuen), the learning elements in the aforementioned subjects are integrated as follows:

- DF, DP and GC are offered in S1 to S3, with DF serving as the 'core' in one or more cross-subject project(s) (using 'Tuen Mun is my Home Town' as the theme in this case). The arrangement can be represented by Diagram 1.

- The advantage of adopting this curriculum design is mainly based on 'project learning' in which teachers provide students with the necessary knowledge and skills on a need-to-know basis. Students can apply the knowledge and skills to solve problems in different learning tasks as well as in their daily life.

Diagram 1

STUDENTS' WORKS:

- Making models of a theme-park: (Design Fundamentals)

- Look! Our posters are printed out: (Graphical Communication)