Seminar Series for Middle Managers:
Catering for Learner Diversity under the
New Academic Structure

(Part 2: Economics)

15 December 2010
Contents

1. Issues of learner diversity in Economics

2. Catering for learner diversity through curriculum planning

3. Teacher’s sharing

4. Catering for learner diversity through wide range of learning and teaching strategies

5. Teacher’s sharing

6. Hands-on session

7. Demonstration – model of deposit creation

8. Questions and Answers
Teachers’ obs on phenomena of learner diversity in Econ

- The problem is same as before
- More serious under NSS Econ

Reasons:

a) Subject selection criteria – students’ interest
   - Diverse in ability, academic standard, prior knowledge
   - ‘Science’ and ‘Arts’ students in the same group
   - No connection between elective subjects (e.g. Phy. & Econ)

b) Some HKAL topics taught in S4, which are difficult to students
Teachers’ obs on phenomena of learner diversity in Econ

Reasons:

  c) All students need to study AL topics
  d) Only 2 electives, lower achievers can’t drop Econ.
Teachers’ obs on phenomena of learner diversity in Econ

Presenting problems:

a) Some students not motivated as public exam is remote

b) Weaker students have difficulties in
   - Theoretical / conceptual topics
   - HKAL elements (e.g. interest, relative price)
   - Topics that are remote from their experience
   - Applying theories to answer authentic problems
   - Graphic, math, and writing skills
Teachers’ obs on phenomena of learner diversity in Econ

Methods tried by teachers to tackle learner diversity

a) Graded learning and assessment tasks
   - Diff. level of difficulties (e.g. H, M, L levels); diff. ways of questioning; diversified learning tasks

b) Student groups
   - Groups of weaker students have more supports, supp. info.
   - Arrange more group discussions
   - Mixed ability grouping, peer learning
Teachers’ obs on phenomena of learner diversity in Econ

Methods tried by teachers to tackle learner diversity

c) Learning and teaching

- Adjust teaching pace according to students’ abilities
- More elaboration, more exercises
- After school tutoring
- More authentic examples for illustrating econ theories
Issues of learner diversity in Econ

Reflection

a) Learner diversity always exists

b) Teaching strategies match with students’ learning style
   - “Sci” students → use more graphs
   - Field dependent learners → cooperative learning, ...
   - Students weak in conceptual thinking → simulated activities help visualising abstract concepts

c) Appropriate goals for students
   - Able but not motivated students
   - Weaker students
Issues of learner diversity in Econ

Reflection

d) S4 topics involve HKAL elements
   ➢ Proper planning of the teaching sequence

e) Learners weak in application
   ➢ Promote learning econ. through current issues

f) Poor writing skills
   ➢ Language ability vs ability to apply econ theories (CMI students)

g) Ensure students to master necessary concepts before moving to next stage
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Catering for learner diversity through curriculum planning

Two aspects:

A. Equip students with necessary prior knowledge, skills at junior secondary level (i.e. interface)

B. Senior Secondary: curr content is given → proper teaching sequence of Econ topics
Catering for learner diversity through curriculum planning

A. Interface between junior sec. curr. and SS Econ

- Knowledge (essential learning elements) covered? Learning habits developed?
  - HK economy; meaning of some important econ terms (choices, cost, benefit, GDP, unemployment rate, gov’t budget…)
  - Habit of reading, discussing current issues from econ perspective; re-writing current issues with personal comments in students’ own words; cultivate social awareness (expand student’s schemata)
  - Means: (i) junior PSHE curriculum (including IH, L&S)
    (ii) collaborate with junior sec PSHE colleagues
    (iii) collaborate with junior sec language colleagues
Catering for learner diversity through curriculum planning

A. Interface between junior sec. curr. and SS Econ

- **Essential skills (math. & graphical) covered?**
  - Calculation of %, % change, index, sum of G.P.
  - Learn in econ context
  - Collaborate with junior sec math colleagues
Catering for learner diversity through curriculum planning

B. Sequencing of Economic topics

• What to consider?

a) Logical order: some concepts are foundation of the others
   - Willingness to pay & market price $\rightarrow$ consumers’ surplus $\rightarrow$ efficiency

b) Level of difficulty:
   - Law of D, law of S, det. of Pe (HKCEE matters) come before S curve is the MC curve (i.e. output det. of P-taker in S-R, which is HKAL matter)
   - Demand curve comes before “marginal willingness to pay” curve

c) Relationship (Connectedness) among concepts in a topic
   - Closeness of ‘private & public gds’ with ‘types of gds’ Vs ‘private & public gds’ with ‘divergence bet. private & social cost’
   - Closeness of ‘interest’ with ‘opp cost’ Vs ‘interest’ with ‘capital accum.’ (note: depends on ability of students)
B. Sequencing of Economic topics

• What to consider?

d) Spacing out easy and difficult topics
   - More difficult topics should be arranged at mid – or late -- S4 or even in S5, e.g. concept of efficiency
   - Sufficient time allowed for consolidation of foundation parts before introducing the advanced elements, also avoid confusion
     - “Law of D, law of S, det. of Pe (HKCEE matters) “ and “full price (cost) and relative price”

e) Other considerations
   - From part to whole; from familiar to unfamiliar; from concrete to abstract
Contents

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5. Teacher’s sharing
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Ms Wong Sui-yi
(Yuen Long Merchants Assoc. Sec. Sch.)
Seminar on Catering for Learner Diversity under the New Academic Structure (Economics)

Part 1:
Sharing of lessons to teach “2 new topics” in NSS curriculum

Lesson 1: “Interest as the cost of earlier availability”
Lesson 2: “Externality”
Interest as the cost of earlier availability of resources

- Explain why interest is the cost of earlier availability of resources
- Is inter-temporal choice required? Yes
- Explain how interest rate, present consumption and saving are related
- [Relationship between interest rate, investment and money demand are required (to be explained in the Macro section)]
- [Calculation of present value is NOT required]
Lesson 1:

Topic:
Interest is the cost of earlier availability of resources (AL Topic - “Capital, Interest and Investment Decisions”)

Reason: Is it really inappropriate or even impossible to teach this concept under the topic “NSS - Basic Economic Concepts”?
Prior knowledge: Economic and free goods, opportunity cost and meaning of consumption

Consumption means that a consumer uses goods and services to satisfy his/her wants. Consumers prefer more economic goods to less.

Task 1:

You help Ms. Wong clean the room and she will pay you.

Help me clean the room today and I’ll give you

Two options:

Option 1: HK$300 now. Option 2: HK$300 a week later.

(1). Which option will you choose? Give ONE reason why you choose the option.
How many of you choose “Option 1”? How many of you choose “Option 2”?

Possible reasons:

I am afraid that Ms. Wong may break her promise.
I am afraid that Ms. Wong may forget to give me the money next week.
I can put the money in the bank now and earn “interest”.
I do not want to wait.
Ms. Wong may get fired next week.
I can use the money now.
Help me clean the room today and I’ll give you Option 2: HK$300 a week later.

(2) Ms. Wong wants to persuade you to choose “Option 2”. Give ONE possible situation why you will accept this option.

Ms. Wong invites me to lunch.

Ms. Wong gives me a gift.

Ms. Wong gives me more than $300.
Objective of “Task 1”: **Concept of earlier availability**

| Option 1: HK$300 now | Option 2: $300 + a week later |

(1) Which option will you choose? Give ONE reason why you choose the option.

**Option 1 because I can use the money earlier.**

(2) Ms. Wong wants you to choose “Option 2”. Give ONE possible situation why you will accept this option.

**I will take Option 2 if Ms Wong gives me something more ($300 + a bit more).**
Task 2:

“I am now earning $10 000 per month and I want to buy a new car which costs $120 000. Can I own this car now?” How?

Yes. You can borrow money from a bank. Then you pay back the bank (principal + interest) by instalments.

(Pay interest to get things earlier)

Task 3:

“If I deposit ( ) $10 000 in a bank, how much do I get back one year from today if the interest rate is 5% p.a.”

You will get back $10 000 (1 + 5%) = $10500 one year later.

(Earn interest if you do not use the money now.)

Objective of Task 2 & 3: Concept of interest
**Early consumption or later consumption**

Early consumption means that a person chooses to consume __________ goods and services now.

Later or future consumption means that a person chooses to consume __________ more __________ goods and services __________.

**Task 1:**

a. You are willing to choose “Option 1” – receive $300 now because 
   you can use the money earlier (early consumption)

b. You are willing to choose “Option 2” – receive $300 later because
   you can have more future or later consumption.
Task 2:
I can consume more goods earlier (early consumption) if I borrow from a bank. Then I return the money to the bank by instalments. The money includes the principal and interest.

Task 3:
If I put my money in a bank, I will consume less now since the money is kept in the bank. But a year later, I can consume more because I can receive interest. That means I can have more later/future consumption.
Interest as the price or cost of earlier consumption or earlier availability

Examples:

(1) If I borrow money from a bank to buy a car, I have to pay an interest to the bank. The amount I pay depends on the interest rate, the amount borrowed (called principal) and the time of repayment.

In this case, I have earlier consumption but I have to pay an interest.

So interest is the price or cost I pay to have earlier consumption.
(2) If I deposit my money in a bank, I give up \underline{present/early} consumption because I cannot use the money to consume now but I will receive \underline{interest} from the bank. The amount I receive depends on the \textit{interest rate}, the \textit{amount of deposit} and the \textit{time period}.

In this way, I can have more \underline{future} consumption.

So interest is the \textit{price which compensates me for deferring my present consumption}.
Exercise: Interest as the cost of earlier availability

Read the following Sources and answer the questions.

Source A.

【本報訊】「毋須入息證明、毋須抵押、低息貸款。」大耳窿年息 540厘，債仔包括紀律部隊成員
一借一還從不見面

其中一名報案債仔是 28歲的女文員，她在 07年底根據廣告提供的聯絡方法向集團借了 8千元，集團要求她以傳真方式提供個人資料進行審查。手續完成後，集團將貸款直接存入女事主的銀行戶口，之後女事主須每 10日將 1,200元利息存入集團指定的銀行戶口中，如此，雙方一借一還過程中，完全沒有見過面，相信集團目的是減低被捕風險。女事主一年內先後共還了 4萬多元，但其後因無力還款被集團成員用手機向她及其擔保人進行恐嚇，並指她還欠 7萬元未還，換言之她一年共要還款達 11萬元，是她當日貸款的 14倍，即年利率高達 540厘，女事主恐怕泥足深陷，於是在去年底報案。警方連日拘捕 7名集團成員，揭發受害債仔超過 150人，據悉當中有警員、消防員及懲教員。
高利貸集團放數資料

女債仔 07年借款 8,000元
每 10日須還息 1,200元
一年共還息（1,200X36期） 43,200元
年利率 540厘，08年尚欠 70,000元

(Source: modified and shortened from Apple Daily 31 July 2009)
Source B

樓按低息戰未停

(星島日報報道)

-低息優惠等吸客

-低息樓按外、優惠利率、定息及銀行同業拆息等五花百門等方式吸客

(Source: Sing Tao Daily, 31 July 2009)
i. Refer to Source A, complete the following table

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount ($)</th>
<th>Item</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>8 000</td>
<td>Interest per day</td>
<td>120</td>
</tr>
<tr>
<td>Principal outstanding</td>
<td>70 000</td>
<td>Total interest</td>
<td>43 200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interest rate</td>
<td>540%</td>
</tr>
</tbody>
</table>
(1) From Source A, does the woman prefer earlier consumption or later consumption? Explain your answer with the evidence from Source A.

She prefers earlier consumption because she borrows money and pays an interest.

(2) What price does the woman pay for her choice?

She has to pay very high interest. This is the cost of her choice.

(3) What advice would you give to the woman to reduce the cost of her choice?

Free response
(1) The cost of borrowing from banks decreases as the interest rate falls. The money repaid to banks is smaller.

(2) The fall in interest rate encourages people to borrow money. So this encourages more present consumption.

(3) The fall in interest rate encourages people to borrow money to buy properties earlier because the cost is lower.
S3 EPA

- No textbook in this school year
- Form based worksheets to facilitate learning and teaching
  - Syllabus (Sample 1)
  - Worksheets are prepared mainly by the panel-chairperson and core teacher in Economics / EPA
    Pre-lesson preparation report in some topics. (Sample 2)
S3 EPA Syllabus

Part 1: The Characteristics of the HK Economy
  - Types of production
  - Main features of the HK Economy
    Private property rights
    HK as the freest economy in the world (Heritage Foundation)
  - The Role of the HK government in the HK Economy

Part 2: Hong Kong as an Industrial, Trade and International Financial Centre
( Part 1 and 2 – cover Strand 5 in PSHE KLA Curriculum S1-S3)

Part 3: The Mass Media – NSS Liberal Studies

Part 4: Corruption – NSS Liberal Studies
End

Thank you
Contents

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8. Questions and Answers
Cooperative Learning

- An instructional format in which students work in small heterogeneous groups of two to six students on learning tasks assigned by the teacher.

- Each member of a team is responsible not only for own self but the whole team.

- An atmosphere of achievement can be created.
Cooperative Learning

- In Economics, especially effective in topics relating to social policies, current issues
- multiple perspectives and abundant information can be collected e.g. topics of Income inequality and Anti-competitive behaviours.
Grouping

- Heterogenous vs homogeneous
- Serve different purposes
Mastery Learning

- An instructional process whose origin is generally traced to the work of Benjamin S. Bloom.

- Two basic & crucial elements:
  (A) Feedback, correctives & enrichment
  (B) Consistency among the major components:
Mastery Learning

Major components

1. Learning objectives

2. Instructional activities in which students are engaged

3. Feedback students receive on their learning progress and accompanying correctives activities

4. The procedures used to evaluate students’ learning
Mastery Learning

1. Small & attainable learning objectives
2. Different instructional activities
3. Assessment for learning
4. Feedbacks
Mastery Learning

- Through the use of regular diagnostic feedback and specific corrective activities, teachers are able to individualize their instruction so that more students learn excellently and with greater self-confidence (Block, Efthim, & Burns, 1989).
Mastery Learning

- Especially useful in topics involving sequential development of knowledge e.g. Demand & Supply, Elasticity of Demand, AD-AS Model

- Example: Price Elasticity of Demand

  Steps:
  1) Know the misconceptions and difficulties faced by student in this topic
  2) Specify learning objectives which are (a) clear and (b) small and attainable
  3) Use method of concept clarification (by varying conditions)
  4) Tackle next objective only if the previous ones have been achieved (with assessments) until all objectives are reached

  (another approach by Dr Wong KF)
Variation Theory 變易理論

- According to Professor Ferrence Marton of Göteborg University, Sweden

- Different students may experience and understand about the phenomenon differently and hence their learning outcomes vary.

- Teachers can re-structure the lessons to create a suitable learning experience for students to discern the critical aspects of the object of learning.
Variation Theory

- An object of learning is a specific insight, skill, or capability that the students are expected to develop.

- Critical aspects of the object of learning have to be identified.

- Critical aspects can be identified by Pre-test and teachers’ experience.
Variation Theory

Steps:
- Identify the learning object
- Pre-test
- Identify the critical aspects of students with diverse needs
- Through Variance & Invariance facilitate students’ discernment of the critical aspects
- Achieve the learning goal

(example on deposit creation to be demonstrated later)
Differentiation

- What do we differentiate?

- Differentiated instruction provides Multiple Approaches to content, process and product.
Differentiation

- Content: “What”
  
  (a) pre-assess students’ skills & knowledge, then match them with appropriate learning and teaching strategies according to their readiness;

  (b) give students choices about topics to explore in greater depth;

  (c) provide students with basic and advanced resources that match their current levels of understanding
Differentiation

- Process → “how”

  The way you teach reflects students’ learning styles & preferences.

  Modify process by adding greater complexity or abstractness to tasks, by engaging students in critical and creative thinking, or by increasing the variety ways in which you ask them to learn.
Differentiation

- **Product** ➔ **learning outcome**
  Different ways to demonstrate the learning outcome:
  - Tangible: report, brochure, or model
  - Verbal: dialogue, speech or debate
  - Action: skit, mock trial or dance

Aims of differentiating products:

- Encourage students to take on challenge work, to run with their ideas, or to come up with unique ways to show what they’ve learned.
The Equalizer: A tool for planning differentiated lessons

1. Simple  Complex
   (e.g. factors of change in demand and supply)
   Lower ability → one factor/same direction
   Higher ability → two factors/ opposing direction

2. Single Facet  Multiple Facet
   (e.g. issues arise from income inequality)
The Equalizer: A tool for planning differentiated lessons

3. Small Leap Great Leap
(e.g. price elasticity of demand)
lower ability $\rightarrow \underline{\%}/\underline{\%}$
higher ability $\rightarrow$ given $P_1$, $P_2$, $Q_1$ & $Q_2 \rightarrow \%\Delta$

4. More Structured More Open
(e.g. SBA: news commentary)
Assessment for Learning

- The gap between where a learner is in their learning, and where they need to be – the desired goal.

- This can be achieved through processes such as sharing criteria with learners, effective questioning and feedback.
Assessment for Learning

- Student’s individual learning gap and needs can be identified.

- Different ways of teaching or materials to help achieve learning goal.
A variety of assessment tasks

Effective Feedbacks
Assessment for Learning

Examples of different assessment tasks

Assessment for Learning Course for PSHE Teachers
(Part 2) Workshop for Economics Teachers
Assessment for learning

Crossword puzzles

Exercise 1
Understanding the meaning of concepts (I)

Complete the following crossword puzzle.

Hints:
ACROSS

1. Scarcity exists as limited resources are insufficient to satisfy human wants.

2. __________ is a relative concept. It exists where there is a conflict between human wants and resources.

3. "First come, first served" is an example of ____ -price competition.

4. _____ are required to produce goods to satisfy human wants.

5. As we all face the problem of scarcity, we must make _______.

6. Competition inevitably leads to _______.

DOWN

1. __________ exists where there is a conflict between human wants and resources.

2. ____________ is a relative concept. It exists where there is a conflict between human wants and resources.

3. "First come, first served" is an example of ____ -price competition.

4. _____ are required to produce goods to satisfy human wants.

5. As we all face the problem of scarcity, we must make _______.

6. Competition inevitably leads to _______.

Remarks: Teacher can create a crossword puzzle with the help of the following website:
http://www.puzzle-maker.com/CW/

2009-2010
Learning Economics through current issues (1)
Minibus accidents

Source 1

近日多宗小巴車禍引起社會各界關注，有指小巴超速是不少嚴重交通意外的原因。而運輸署與小巴司機薪酬制度有密切關係。

小巴司機的薪酬制度包括日薪加津貼、計數、運輸署「計轉數」等制度。此等“多勞多得”制度造成小巴司機薪酬的問題，立法會議員王國興指出，小巴司機為希望“多走幾轉”，賺取更多津貼，反而導致意外發生。2009年8月4日於元朗的兩宗小巴車禍中，司機都是於三至十分鐘的短途下工作。

事實上，運輸署於2007年已取消以不同形式支薪的舊制度，要求司機以受薪制直接聘用司機，惟現時仍有兩至三成小巴司機沿用舊制。運輸署承諾將加強小巴的監管，並計劃於明年逐步引入小巴薪酬制度。另外，運輸署亦計劃於未來兩至三個月收集小巴司機薪酬制度的資料，分析司機薪酬及福利與小巴意外增加有否關係。

資料來源：
以上內容綜合自《蘋果日報》及《文匯報》2009年8月26日"新報"

Source 2

Motor vehicle involvements and involvement rates by selected class of motor vehicle (2008) (extract)

<table>
<thead>
<tr>
<th>Public Bus</th>
<th>Minibus</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. involved in accident</td>
<td>2 463</td>
</tr>
<tr>
<td>No. licensed (mid-year)</td>
<td>12 803</td>
</tr>
</tbody>
</table>

Source:
Transport Development: Summary of Key Statistics (Table 3.1)
http://www.td.gov.hk/FileManager/EN/Content_2015/08fig3.1e.pdf
Assessment for Learning

- Effective feedback helps students become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal

(Ramaprasad, 1983; Sadler 1989) (The concept of Formative assessment. ERIC Digest)
Assessment for Learning

Teachers can give tailor-made feedbacks to students of different abilities to suit their individual need.

Above average

Johnny Fuk

(Above average)

The government have to require all GMB drivers to be paid by time rate only. To restrict the wage payment of GMB drivers is a must but not a choice because there is no option exist. Also, GMB drivers to be paid by time rate only will be the best for all of us.

Everyone agree that the life of human is the first place of anything. Piece rate, profit sharing and basic salary plus commission are allow and encourage the drivers work more for more wage. It used to be the advantage for the drivers and the company but those wage payments are not suitable for GMB drivers. They want to earn more so they drive faster for one more round. Base on the high speed, the drivers can’t control the car as well as when they drive on a normal speed and cause accidents. Those accidents can hurt people. Maybe kill people. Take away human’s life is unacceptable for anywhere and anyone. It is clearly that the government has no choice to restrict the wage payment to time rate only. Because there is no choice, no opportunity cost of require all GMB drivers to be paid by time rate exist.

Actually, there are alternatives to this option. On the other way, we can say take away human’s life is too costly for any option. Time rate is the best wage payment for all of us. We involve the government, the minibus company, the drivers and the passengers.

To the government, use time rate for the GMB drivers can make the road be more safe and reduce the medical treatment burden. It will be more easy to control and run any policy when there is only one wage payment exist. Also, it provided an equity competition environment.

To the minibus company, one of the three basic problems, how to produce, is already solved by government command that reduce a trouble of them.

But consider this: minibus operators will lose flexibility in choosing their wage payment system. Besides, Hong Kong is world famous for its free market economy. Will such a policy to standardise wage payment involve too much government intervention? If change the wage payment system of minibus drivers in HK, from piece rate to time rate or basic salary with commissions, that they will have stable income, that the driver will open the minibus faster to danger, they should pay the money (around $1,500), that the minibus driver open minibus safety improves, because they won’t to pay the money?

This two suggest can prevent dangerous driving and analyse the benefits and costs of using such methods. The government should not require all GMB drivers to be paid by time rate only. Because there is no choice, no opportunity cost of require all GMB drivers to be paid by time rate exist. Actually, there are alternatives to this option. On the other way, we can say take away human’s life is too costly for any option.

Time rate is the best wage payment for all of us. We involve the government, the minibus company, the drivers and the passengers.

To the government, use time rate for the GMB drivers can make the road be more safe and reduce the medical treatment burden. It will be more easy to control and run any policy when there is only one wage payment exist. Also, it provided an equity competition environment.

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But consider this: minibus operators will lose flexibility in choosing their wage payment system. Besides, Hong Kong is world famous for its free market economy. Will such a policy to standardise wage payment involve too much government intervention?

2. You can systematically analyze the advantages and disadvantages of requiring all drivers to be paid by time rate only, and try to view the issue from different perspectives.

Correction

2. If change the wage payment system of minibus drivers in HK, from piece rate to time rate. The advantages of minibus drivers, they have more stable income and the advantages of minibus employers, it is easier to calculate the wage and the advantages of passengers, the drivers drive less fast and more safely. But there have some disadvantages, in the minibus drivers, even those hard-working drivers may not earn more income and in minibus employers, drivers may shirk and in passengers there is more time spent on travelling.

The government can require all GMB drivers to be paid by time rate, because human life is more important and that the minibus drivers can have more stable income, that

Below average

Leung Yue Mung

(Below average)

I think it has some relationship between frequent minibus accidents and the wage payment system of minibus drivers in HK. The drivers may drive faster to earn more money, but they decrease the safety of passengers. I suggest to give a fine if the drivers drive over the speed limit or if they drive dangerously.

I think the drivers will receive stable income. They don’t need to rush for money and they will drive more carefully.

This two suggest can prevent dangerous driving and analyze the benefits and costs of using such methods. The government should not require all GMB drivers to be paid by time rate only. Because there is no choice, no opportunity cost of require all GMB drivers to be paid by time rate exist. Actually, there are alternatives to this option. On the other way, we can say take away human’s life is too costly for any option.

Time rate is the best wage payment for all of us. We involve the government, the minibus company, the drivers and the passengers.

To the government, use time rate for the GMB drivers can make the road be more safe and reduce the medical treatment burden. It will be more easy to control and run any policy when there is only one wage payment exist. Also, it provided an equity competition environment.

To the minibus company, one of the three basic problems, how to produce, is already solved by government command that reduce a trouble of them.

But consider this: minibus operators will lose flexibility in choosing their wage payment system. Besides, Hong Kong is world famous for its free market economy. Will such a policy to standardise wage payment involve too much government intervention?


2. You can systematically analyze the advantages and disadvantages of requiring all drivers to be paid by time rate only, and try to view the issue from different perspectives.

Correction

2. If change the wage payment system of minibus drivers in HK, from piece rate to time rate. The advantages of minibus drivers, they have more stable income and the advantages of minibus employers, it is easier to calculate the wage and the advantages of passengers, the drivers drive less fast and more safely. But there have some disadvantages, in the minibus drivers, even those hard-working drivers may not earn more income and in minibus employers, drivers may shirk and in passengers there is more time spent on travelling.

The government can require all GMB drivers to be paid by time rate, because human life is more important and that the minibus drivers can have more stable income, that
Teacher’s sharing
Assessment Strategies in Catering for Learner Diversity

TSE CHUN HUNG
QESOSA Tong Kwok Wah Secondary School
Assessment

- Assessment informs teaching and learning

Students assess their learning
## Assessment Result

<table>
<thead>
<tr>
<th>Item</th>
<th>2nd UT (Apr 2010) (70 students)</th>
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</thead>
<tbody>
<tr>
<td>Passing Rate</td>
<td>16.42% (10 students)</td>
</tr>
<tr>
<td>Credit Rate (&gt;70 %-tile)</td>
<td>4.5% (3 students)</td>
</tr>
<tr>
<td>Low-achiever (&lt;30 %-tile)</td>
<td>52.2% (35 students)</td>
</tr>
</tbody>
</table>

- 補課？
- 小組輔導？
- 個別輔導？
Another Example

- ________________is the maximum price a consumer is willing to pay for a unit of a good.

A. Marginal Benefit
B. Average Benefit
C. Total Benefit
D. Price
Another Example

- Marginal Benefit is the maximum price a consumer is willing to pay for a unit of a good.
- Marginal Benefit (邊際得益) is the maximum price (最高價格) a consumer (消費者) is willing to pay for a unit of a good (購買多一件產品).
- 消費者就購買多一件產品所願意支付的最高價格稱為邊際得益。
Marginal Benefit is the maximum price a consumer is willing to pay for a unit of a good.
# One Month’s Time

<table>
<thead>
<tr>
<th>Item</th>
<th>2\textsuperscript{nd} UT (Apr 2010)</th>
<th>Test 7 (May 2010)</th>
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<td>Credit Rate (&gt;70 %-tile)</td>
<td>4.5%</td>
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<td>52.2%</td>
<td>44.8%</td>
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</table>
Procedures

- Step 1: Student answer the questions
- Step 2: Collect the answer sheet
- Step 3: Grouping of students
- Step 4: Group Discussion
- Step 5: Comparison and analysis
Step 1: Answer Sheet

- Handout Page 1

<table>
<thead>
<tr>
<th>Answer</th>
<th>✓: For sure Ø: Not sure ✗: Random</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>✓</td>
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Sample of student Work

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</table>

✓: For sure ✗: Random O: Not sure
What is the meaning of symbols to students?

<table>
<thead>
<tr>
<th>Correct Answer with ‘✓’</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Incorrect Answer with ‘✓’</td>
<td></td>
</tr>
<tr>
<td>Correct Answer with ‘○’</td>
<td></td>
</tr>
<tr>
<td>Incorrect Answer with ‘○’</td>
<td></td>
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<tr>
<td>Correct Answer with ‘×’</td>
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<tr>
<td>Incorrect Answer with ‘×’</td>
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</table>
What is the meaning of symbols to students?

<table>
<thead>
<tr>
<th>Correct Answer with ‘✓’</th>
<th>No need to revise again</th>
</tr>
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<tbody>
<tr>
<td>Incorrect Answer with ‘✓’</td>
<td>Careless Mistakes/ Wrong Concept</td>
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<tr>
<td>Correct Answer with ‘◯’</td>
<td>The concept should be correct</td>
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<tr>
<td>Incorrect Answer with ‘◯’</td>
<td>Need to clarify the concept</td>
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<tr>
<td>Correct Answer with ‘×’</td>
<td>Good luck</td>
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<tr>
<td>Incorrect Answer with ‘×’</td>
<td>Need to revise again</td>
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</table>
Step 2: Collect the answer sheet and mark

- Excel Spreadsheet
Step 3: Grouping of students

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<th>Exam marks</th>
<th>Rank</th>
<th>Group</th>
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<td>67.33</td>
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<tr>
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<td>62.67</td>
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<td>65.67</td>
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<td>59.00</td>
<td>11</td>
<td>Below Average</td>
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</table>
Step 4: Group Discussion

- Work on a new answer sheet (same but for the whole group)
Step 5: Comparison and analysis

- **Excel Spreadsheet**
- Identify follow-up actions
  - Explain the questions with poor performance (3)
  - Meet the group with poor performance
- Further Information to be explored
- **Excel Spreadsheet**
## Statistics

<table>
<thead>
<tr>
<th>Item</th>
<th>2\textsuperscript{nd} UT (Apr 2010)</th>
<th>Test 7 (May 2010)</th>
<th>Test 8 (June 2010)</th>
<th>Final Exam (June 2010)</th>
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<tr>
<td>Passing Rate</td>
<td>16.42%</td>
<td>31.34%</td>
<td>58.46%</td>
<td>61.76%</td>
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<tr>
<td>Credit Rate (&gt;70 %-tile)</td>
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<td>11.9%</td>
<td>24.6%</td>
<td>23.53% (15ppl)</td>
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<tr>
<td>Low-achiever (&lt;30 %-tile)</td>
<td>52.2% (35ppl)</td>
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<td>23.1%</td>
<td>22.06% (15ppl)</td>
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# Score Distribution

## 2nd UT

April 2010

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## Test 7

May 2010

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## Test 8

June 2010

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</table>

## Final Exam

June 2010

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<th>20-29</th>
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<th>80-89</th>
<th>90-99</th>
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<tbody>
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<td>11</td>
<td>2</td>
<td>3</td>
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</table>
Summary

THANK YOU
Contents

1. Issues of learner diversity in Economics
2. Catering for learner diversity through curriculum planning
3. Teacher’s sharing
4. Catering for learner diversity through wide range of learning and teaching strategies
5. Teacher’s sharing
6. Hands-on session
7. Demonstration – model of deposit creation
8. Questions and Answers
~ Break ~
Contents

1. Issues of learner diversity in Economics
2. Catering for learner diversity through curriculum planning
3. Teacher’s sharing
4. Catering for learner diversity through wide range of learning and teaching strategies
5. Teacher’s sharing
6. Hands-on session
   Group discussion: Design & presentation of L&T materials on the model of deposit creation
7. Demonstration – model of deposit creation
8. Questions and Answers
Hands-on session

Topic: Deposit creation

Steps:
1. Set some pre-test questions
2. Instruction plan
3. Assessment tasks- AFL
Contents

1. Issues of learner diversity in Economics
2. Catering for learner diversity through curriculum planning
3. Teacher’s sharing
4. Catering for learner diversity through wide range of learning and teaching strategies
5. Teacher’s sharing
6. Hands-on session
7. Demonstration – model of deposit creation
8. Questions and Answers
Demonstration:

- Model of Deposit Creation
  1. Pre-test-identify students’ prior knowledge
  2. Instruction- worksheet designed based on variation theory
  3. Assessment for learning – SEE-I
  4. Consolidation – news commentary
Pre-test

Objectives:
To collect information about students’ understanding of the meanings of “required reserve”, “excess reserve” as well as the use of balance sheet.
Instruction plan- group based

- Worksheet designed based on mastery learning and variation theory.
- Students are guided to master the concept step by step (scaffolding).
- Students’ diverse needs are catered.
Assessment for learning

● SEE-I

1. State the concept...
2. Elaborate on the concept in your own words...
3. Exemplify the concept by giving concrete example
4. Illustrate the concept with a picture, diagram, analogy

Assessment - SEE-I framework of deposit creation:

1. State the concept of deposit creation.
   Banks borrow the cash/deposits received from deposits, deposit creation can then be created...

2. Elaborate on the concept in your own words.
   In other words, when the banks get cash deposits from depositories, they do not need to keep all of the deposits as reserve under fractional reserve system, they can borrow the excess reserve. The loan would somehow be re-deposited into the lending system, the banks which got the deposits would then keep part of it as required reserve and then re-lent etc. The loan will then become deposits and re-enter the lending system. This process will go on and on until the amount of the initial deposit is totally absorbed as required reserve...

3. Exemplify the concept by giving concrete examples of the concept.
   When the required reserve ratio is 20% and banks keep no excess reserves,
   Suppose Loan depositor $1,000 into Bank A and Bank A keeps $200 as required reserves and then loan the rest at $1,000 to Bank B and Bank B keeps 10% of it or $100 as required reserve and loan the rest $900 to Bank C. The process repeats and goes on and on until the initial deposit ($1,000) is totally absorbed as required reserves...

4. Illustrate the concept with a picture, diagram, metaphor, or analogy. Generalize the concept. Give a comparison, metaphor, or an analogy to bring it home.
   The process of deposit creation is the effect of creating a snow to speed up water. The snow can be regarded as the initial cash deposits. When the snow is stored into the water, more snow will be formed on the water surface. When someone deposits the initial cash deposits into a bank after having kept the required reserve, the bank should lend the rest as further deposits to customers to be created. The more snow formed on the water surface can be regarded as the deposits created which are only the deposits among clients in the account of...
Consolidation-news analyze

- Application to authentic situation

“存款準備金率調整：對銀行盈利不會造成實質性影響
周萃，金融時報(中國) 要聞：評論，23-1-2010”

1. Underline word(s) related to Econ
2. Refer concepts in textbook
3. Exploration of certain areas
4. Link up concepts in different topics by using concept maps
5. Introduce the subsequent topic(s)
Pre-test

Instruction (different approaches)

Assessment for learning

Consolidation

Learning outcome

Understanding
Q&A

~Thank you ~