**Frequently Asked Questions on the New Academic Structure for
Senior Secondary Education and Higher Education**

**Technology Education Key Learning Area
(Subject: Information and Communication Technology)**

Q1. **Information technologies are changing rapidly nowadays. Will the topics in the "Information and Communication Technology Curriculum and Assessment Guide" be out-dated?**

A1.   The Information and Communication Technology (ICT) curriculum is a course that provides students with knowledge, practical skills and understanding of the processes involved in information and communication technologies, as well as instill in them positive values and attitudes. The curriculum framework is developed with the flexibility for handling the impacts of the new technologies. For instance, the revised ICT curriculum and assessment framework implementing at S4 from Sep 2022 focuses on strengthening students' computational thinking and programming skills. Students are required to write computer programs with programming language instead of describing the algorithms to solve problems only. Emerging technology such as artificial intelligence (AI) is included to enhance students' understanding of technological development and its applications.

Q2. **What is the teacher-to-student ratio for the computer lessons?**

A2.   In the past, additional teaching staff were provided to enable classes to be split into two groups for the teaching of various computer subjects. Under the top-up provisions in existing staff establishment will be subsumed into a revised teacher-to-class ratio. Schools have flexibility in planning and arrangement of split-class teaching to meet the needs and for the benefit of their students.

Q3. **What should be noted in interfacing ICT with the junior secondary computer curriculum?**

A3.   The design of ICT curriculum is built on prior knowledge, experiences, skills and positive values and attitudes that students have acquired through the Computer Literacy curriculum. Therefore, curriculum planning should start at the junior secondary level so that students could achieve in the area of ICT. School may examine the curricular contents of existing junior secondary computer curriculum to see if students have enough opportunities to acquire ICT knowledge and skills that should be mastered at the junior secondary stage as stated in the "Technology Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6)" (2017).

Q4. Will the ICT reinforce the learning of proper ways in using the Internet and understanding of intellectual property?

A4. One of the core modules of ICT is to provide students with an understanding, and ethical analysis of various issues arising from the use of ICT. Students will learn about major issues regarding intellectual property and privacy, and the need to use ICT safely, sensibly, legally and ethically.

Q5. School-based assessment is conducted by school teachers only. Is it a fair assessment?

A5. School-based assessment has been implemented in computer subjects for several years. Computer teachers have adequate experience in assessing students' performance with fairness and justice. In addition, the HKEAA will provide detailed assessment criteria and related professional development programmes to enhance teachers' understanding on SBA to ensure the consistency in teachers' assessment.

Q6. I am a new teacher in this school year. Will EDB re-run any of professional development programmes (PDPs)?

A6. Senior secondary PDPs aim at helping all teachers to understand the requirement and theoretical underpinnings in relation to curriculum design. In order to support the implementation of ICT, the courses will be provided continuously based on teachers' training needs. Besides, materials of the past ICT seminars/workshops have also been uploaded to the EDB web site for teachers' reference. (Web site: https://www.edb.gov.hk/en/curriculum-development/kla/technology-edu/teacher-edu-program/index.html).

Q7. What can students learn from ICT?

A7. The ICT curriculum provides students with knowledge, practical skills and an understanding of the processes involved in problem-solving using technology, as well as instill in them positive values and attitudes. It encompasses problem identification, solution and design, and the applications of ICT knowledge and skills in these processes. It should also be a means to develop students' intellectual capacity and lifelong learning skills. The course also provides opportunities for the development of students' key generic skills such as critical thinking, communication, creativity and problem-solving.

Q8. How can students learn ICT effectively?

A8. Learning ICT is a complex, multi-faceted, active and interactive process. Knowledge can be acquired from instruction and reading the literature. Knowledge can also be learnt through experience followed by reflection and learnt through collaborative interaction with others. Apart from classroom learning, students should learn actively,

and adopt enquiry and problem-based learning. Besides, students should adopt experiential learning and seek opportunities to learn in authentic settings.