Seminar for the Third Consultation on New Senior Secondary Curriculum and Assessment Framework –

Information and Communication Technology

Oct. 2006

Highlights of Today's Seminar

- Background and Purposes
- NSS ICT Curriculum and Assessment Guide
  - Learning and Teaching
  - Resources and Supporting Measures to schools
  - Public Assessment
- Question and Answer

The Third Consultation on NSS C & A Framework – ICT

Background and Purposes

Mr. TANG, Kin-hung
Chief Curriculum Development Officer (C & S)
Curriculum Development Institute

New Senior Secondary Curriculum & Assessment Guide -- ICT

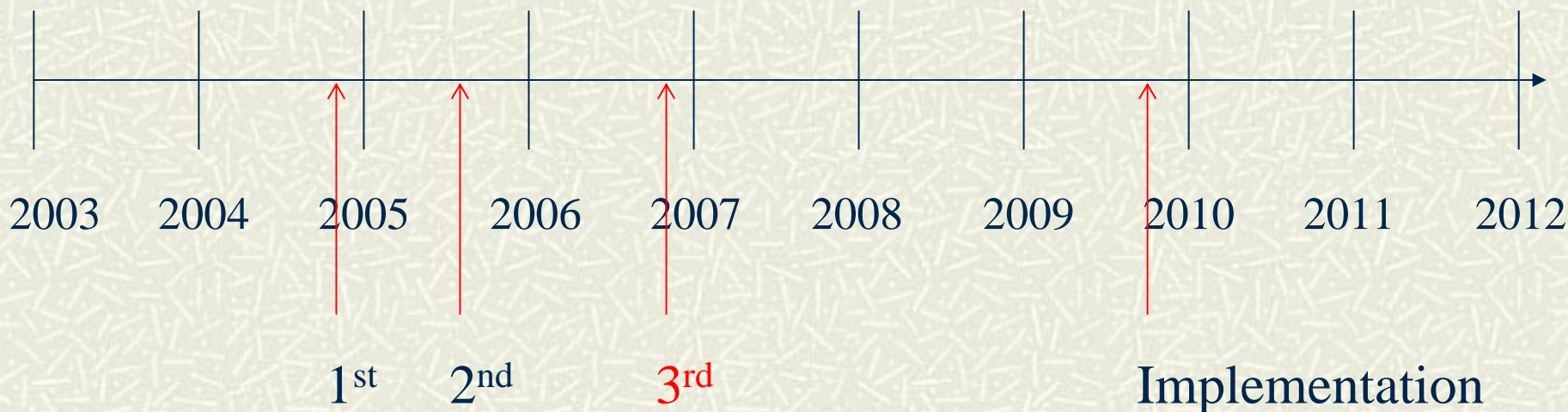- **NSS ICT Curriculum and Assessment Guide**
  - Learning and Teaching
  - Internal Assessment
  - Resources and Supporting Measures to schools
- **Question and Answer**

Mr. SO, Koon-keung Teddy
Curriculum Officer (Technology Education)
Curriculum Development Institute

Provisional Final Draft of the ICT NSS C & A Guide -- ICT

- Feedbacks were collected from different consultations through seminars and surveys:
    - October 2004 – January 2005 (1st consultation)
    - June – September 2005 (2nd consultation)

2003   2004   2005   2006   2007   2008   2009   2010   2011   2012

1st   2nd   3rd   Implementation

Feedback from Second Survey on the New Academic Structure for Senior Secondary Education and Higher Education Subject: Information and Communication Technology
335 returns from schools

Strongly Agree /Agree

- Aims and rationale is good — 97.6%
- Level of difficulty of the learning content is adequate — 86.6%
- Breath and depth of the learning content is adequate — 84.8%
- Relevant to students′ needs — 86.6%
- Flexible in catering for learner differences — 60.8%
- Sequencing and flow is good — 82.7%
- Balance between fundamental knowledge and specialized learning is good — 82.7%
- Maintain a balance of knowledge, skills and attitudes — 83.3%
- Promote learning to learn abilities — 72.5%

International Benchmarking

- National Foundation for Education Research (NFER) , United Kingdom
  - Assessment and Qualifications Alliance (AQA)
    - Information and Communication Technology (GCSE)
  - Edexcel
    - Information & Communication Technology (GCSE)
  - Scottish Qualifications Authority (SQA)
    - Information Systems (Higher)
  - WJEC
    - Information & Communication Technology (AS/ A GCE)
- The University of Waikato, New Zealand

Benchmarking Criteria

Curriculum aims, learning targets & objectives		Organisation of learning elements	
Knowledge	Independent Learning	Scope	Choice
Generic Skills	Self-evaluation	Sequence	Rigour
Thinking	Values and Attitude	Coherence	Depth
		Quantity	Specification
Pedagogy		**Assessment**	
Approach	Engagement	Alignment	
Emphasis	Strategies	Balance	
Relevance	Grouping	Comprehensiveness	

Further Development

- Fine-tuning the curriculum coverage

- Demonstrate the balance between theoretical and practical learning

- Examples to illustrate how
  - the proposed curriculum aims can be achieved and assessed
  - to cater for learners' differences and development of students' high order thinking and generic skills

Provisional Final Draft of the ICT NSS C & A Guide -- ICT

- The ICT curriculum framework was introduced in the NSS Understanding and Interpreting the ICT Curriculum seminars:
    - June – July 2006 (701 teachers attended)
- Changes of the curriculum framework since the 2nd consultation were explained in details with sharing from experience computer teachers

Chapter 1- Introduction

- Background
- Rationale
- Curriculum Aims
- Interface with Junior Secondary Curriculum and Post-Secondary Pathways
- Coping with Technology Advancement
- Cross-curricular Links

Chapter 2 - Curriculum Framework

- Design Principles
- Learning Targets
- Learning Objectives
- Curriculum Structure and Organisation

Chapter 3 - Curriculum Planning

- Guiding Principles

- Progression of Studies

- Curriculum Planning Strategies

  - 3.3.1 For students of different abilities and inclinations

- Curriculum Management

  - 3.4.2 Roles of different school personnel (ICT teachers, ICT Panel / TE KLA Coordinator, school head)

Chapter 4 - Learning and Teaching

- Knowledge and Learning
- Guiding Principles
- Approaches and Strategies
    - Echo with different learning targets stated in 2.2 -- Knowledge and Understanding, Skills, Values and Attitudes
- Quality Interaction
- Catering for Learner Diversity (4.5 example 12)
- Building a Learning Community (4.6 example 13)

Approaches to Learning and Teaching

Chapter 5 - Assessment

- The Roles of Assessment
- Formative and Summative Assessment
- Assessment Objectives
- Internal Assessment
  (e.g. practical tasks, written tests, projects, oral questioning; an integral part of learning & teaching, not "add-on" activities; quality feedback)
- Public Assessment

Chapter 6 – Effective Use of Learning and Teaching Resources

Differences between the 2nd and the provisional final draft:

2nd Draft   Provisional Final Draft

Chapter 6   Chapter 6

Effective use of learning ⟶ Effective use of learning

and Teaching Resources   and Teaching Resources

Chapter 7

Supporting Measures

Chapter 6 – Effective Use of Learning and Teaching Resources

- Purpose and Function of Learning and Teaching Packages
- Guiding Principles
- Types of Resources
- Flexible Use of Learning and Teaching Resources
- Resource Management
- Funding

Types of Resources

➢ References
  ✓ Textbooks (for the Compulsory Part)
  ✓ Reference Materials (Reference books, journals, newspaper, magazines, etc.)
  ✓ Government and non-government reports and publications

➢ EMB resources
  ✓ Senior Secondary Curriculum Guide, Curriculum and Assessment Guide and Key Learning Area websites
  ✓ Web-based e-learning platform
  ✓ E-Learning and teaching resources packages
  ✓ Glossary of computer terms
  ✓ Funding

E-Learning Training Package on the AS-level Computer Applications (ASCA) and A-level Computer S - Microsoft Internet Explorer

檔案(F)　編輯(E)　檢視(V)　我的最愛(A)　工具(T)　說明(H)

上一頁　　　　　　搜尋　　我的最愛

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E-Learning Training Package on the AS-level Computer Applications (ASCA) and A-level Computer Studies (ALCS) Curricula

You are logged in as Teddy So (Logout)

English

ALCS & ASCA Curricula

ASCA Curriculum

- Computer Systems
- Office & Internet Applications
- Databases
- SOHO Networking

ALCS Curriculum

- Office & Internet Applications
- Databases
- SOHO Networking
- Computer Organization
- System Development
- Programming

Purpose

This project is carried out by INSTEP, Faculty of Education , University of Hong Kong, for Education and Manpower Bureau , Hong Kong to provide online support for professional development of teachers teaching the revised AS-level Computer Applications (ASCA) and A-level Computer Studies (ALCS) Curricula.

The most critical element of the success of curriculum improvement is the input from teachers. Hence this project will draw on the experience of teachers, provide them with some useful information they may need as part of their professional development and take them as important partners in shaping the curriculum change. Teachers will be encouraged to use this as a platform to interact, raise questions, exchange views, and to share experience and resources.

- ALCS & ASCA Curricula
- Content Organisation
- Teacher Interactions
- Other Online Resources
- Our contact

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Content Organisation

Latest News

6 Sep, 11:10
Web Administrator
Seminars for Third Consultation on New Senior Secondary Curriculum and Assessment Framework - Information and Communication Technology 新高中課程及評估架構第三次諮詢會 一 資訊及通訊科技科 more...

28 Jun, 16:05
Web Administrator
2nd Round Sharing Sessions for e-Learning Training Package 電子學習平台第二輪分享會 more...

5 Jun, 18:17
Web Administrator
NSS Understanding and Interpreting the Information and Communication Technology (ICT) Curriculum 新高中資訊及通訊科技科課程詮釋 more...

5 Jun, 16:13
Web Administrator
Hong Kong Examinations and Assessment Authority Teachers' Seminar on 2007 School-based Assessment more...

14 Mar, 10:53

Online Resources

Types of Resources

➢ The Internet and technology
  ✓ Multi-media resources
➢ Community resources
  ✓ Professional organisations (e.g. HKACE, AiTLE)
  ✓ Industry partners
  ✓ Government bureaux and departments
    (e.g. HKPF, TELA, IPD, InfoSec, CESY, etc.)

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NEWS & EVENTS

Oracle hosted over 335 educators from around the globe to the sixth annual Oracle Academy Institute. MORE ▶

SUCCESS STORIES

CASE STUDY
Oracle® Academy and Mondrian Onderwijsgroep in Delft, Netherlands

English ▶

Dutch ▶

The Oracle Academy helps students develop database design, programming, and professional skills, and provides teachers with world-class training and professional development.

Supporting Measures -
Professional Development Programmes

	06/07	07/08	08/09
Learning & Teaching Strategies for ICT - Catering for Learner's Diversity	⟷		
- Quality Interaction		⟷	
- Development of Generic Skills (Critical thinking, Creativity & Problem Solving)		⟷	
Assessment		⟷	

Relevant Information

Public Assessment

Mr. NG, Ka-ming Jonathan

Manager - Assessment Development
Hong Kong Examination and Assessment Authority

Question and Answer

3 October, 2006

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Information and Communication Technology (Senior Secondary)
Principal of New Method College

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Teacher of New Method College

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Senior Curriculum Development Officer (Technology Education), CDI

4 October, 2006

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Thank You !