Part 1: Curriculum Planning
課程規畫

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Outline of Curriculum Planning

☐ My School Context

☐ Part 1: Curriculum Planning

☐ Macro: 2 year to complete the NSS curriculum

☐ Mini: "Spiral" arrangement on specific topics

☐ Micro: "Theory-lab" split teaching"

My School Context

- CUHKFAA Chan Chun Ha Secondary School
- Chung On Estate, Ma On Shan
- Founded in 2000
- 2005 HKCEE CIT; 2007 HKAL CA
- 2010-2011
  - 1 group of NSS ICT @ S5, CMI
  - 1 group of NSS ICT @ S4, CMI
- 3 lessons per week, @55 mins
- Father, Teacher, Edu-Blogger, HKCyberCampus -> HKEdCity Forum Moderator

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"My" Students

"Our" Students

- All kids have shorter attention span
- Discipline problems vs. learning problems
- "Computer room syndromes"
- Computer Room "Management" System
- Knows gadgets more than hardware
- Knows apps more than software

Things I Stare At During School

- WhiteBoard
- Friends
- What Im Supposed To Be Doing
- Teacher
- Clock
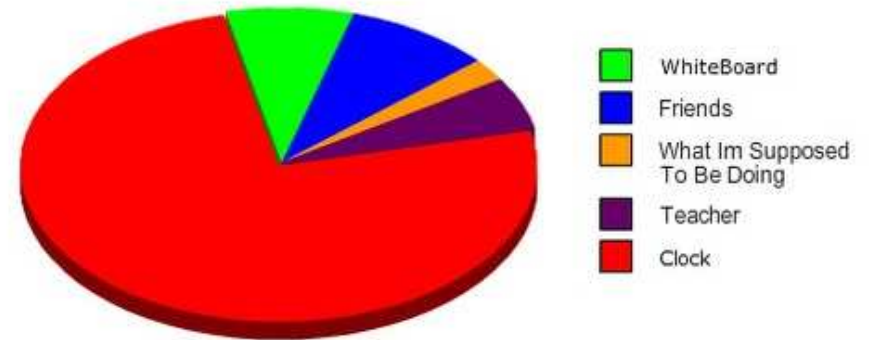
Curriculum Planning 01-
Macro. and Proactive Planning

- School Level Missions
  - Submit 3-yrs NSS subject plan (2009)
  - complete the teaching of NSS curricula <u>at the end of S5</u>, to allow sufficient time for students to revise and prepare for SBA.
- Junior & senior forms bridging

Curriculum Planning 02-
Mini. and Active Planning

- "Spiral" Arrangement
  - NSS1 - entry core topics
  - NSS2 - advanced core topics + MM
  - NSS3 - MM + difficult core topics + revision

Curriculum Planning 03 - Micro. and Reactive Planning

- Revitalization of "Split" teaching
- 1 of the 4 lessons per week which was in the <u>afternoon</u> was assigned for practical activities, short quizzes or exercises
- "Lab" topics are taught in the afternoon periods:
  - Office Suite
  - Web authoring / HTML
  - Multimedia production

"Theory vs. Labs" Split Teaching

Curriculum Planning 03 - Advantages of "Split" teaching

- "Theoretical" topics are taught in the morning periods
- comfort students' presumption:
  -ICT is a subject with theories as well as practical activities
- Students are generally satisfied with the arrangement

Part 2: Assessment Planning 評估規畫

Outline of Assessment Planning

Part 2: Assessment Planning

- Using online MC question bank to diagnose learning for feedback and evaluation
- The use of "dictation" in formative assessment
- Use of projects in formative assessment

Using online MCQB to diagnose learning - Preparation

- multiple choice (MC) question bank (about 800 questions) in the school intranet

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Using online MCQB to diagnose learning - Logistics

- asked students to do (drill) the graded MC questions in class time after each chapter was completed

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Using Online MC QB to diagnose learning - Advantages

- more short and focused formative assessment

Using online MCQB to diagnose learning - Advantages

⊙ could provide prompt/timely feedback and statistics

Using online MCQB to diagnose learning - Advantages

◎ adjust my teaching based on statistics collected

Use of "Dictation" in formative assessment

- ☐ Can you believe that I occasionally assign dictation as assessment?
- ☐ Fine-tune "ezone" jargons to "official" keywords
- ☐ Mindset and expectation management
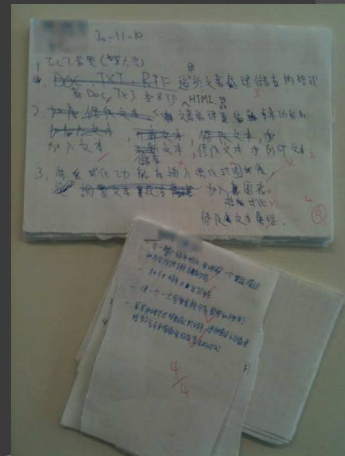
Use of Projects in formative assessment – Subject Blogs

- ⊙ students were asked to write subject blogs as a project in replace of conventional assigment
- ⊙ Students have to contact subject panels directly

Advantages of writing blogs as a project

- check students' reading habit
- promote the climate of sharing findings
- Classificstion through categorization and tagging

Summary

- Dynamic Curriculum Planning to suit students' interest
- Prompt assessment and feedback for better learning
- Promote authentic, self, social learning

Reflections – Trials and Errors

"老師不是魔術師，而是一個園丁。
他可以扶育和培植你們，但成長全靠你們自己。"
凱斯特納 (Erich Kastner)

Part 3:
Curriculum Planning
課程規畫
Authentic Learning Experience

Try-out 01: Authentic Learning and Self Learning Skills (RSS)

Try-out 01: Authentic Learning and Self Learning Skills (RSS)

- students were asked to write <u>collaborative blog</u> as assignment in replace of newspaper cutting

Try-out 01: Authentic Learning and Self Learning Skills (RSS)

- check students' reading habit
- promote the climate of sharing findings
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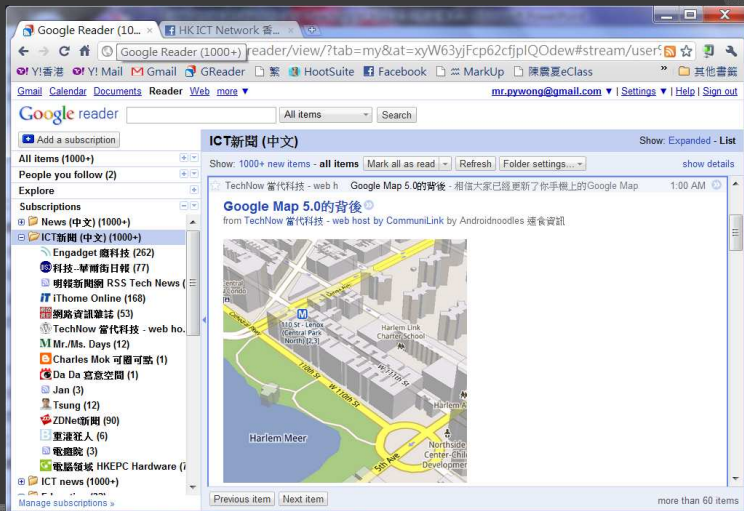## Try-out 02: Authentic Learning and Self Learning Skills (Social Media)

- used Facebook as a way to disseminate IT information for students' extended reading and comment
- Embrace students' social networking tool rather than school Intranet

Try-out 02: Authentic Learning and Self Learning Skills (Social Media)

- ◉ Be Social in Learning
- ◉ Be Global in Life

Why Social in Education?

- ◉ "The Internet has proved to be a very effective platform for building learning communities among teachers and students……both teachers and students need to <u>participate actively and share</u> their knowledge, experience and expertise in building and maintaining a successful learning community."

  - Section 4.6 "Building a Learning Community"
  EDB NSS ICT Curriculum & Assessment Guide 2007

Try-out 03: Learning Community (Circles) among Schools (Why?)

- ◉ Networked Schools, Networked Teachers, Networked Students
- ◉ Increase exposure of MOS (Ma On Shan) students (also to diminish the SES effect)
- ◉ Facilitate collaboration between schools

Try-out 03: Learning Community among Schools (How?)

- ◉ arrange talks (by IT professionals) and other OLE activities for their students in a large group

⊙ encouraged students to participate actively in Q&A sessions as well as post-seminar sharing with speakers

Try-out 03: Learning Community among Schools (How?)

流動設備與學習
講員：黃岳永

• WTIA
• eLearning Consortium
• eZone
• Famous bloggers
• Openrice

Try-out 03: Learning Community among Schools (thru' Social Media)

☐ HKICT Network, a "flash mob" in ICT Education

☐ Facebook Fans Page (http://www.facebook.com/hkict)

☐ Growing fast, now over 600

☐ EDB, HKEAA, University Professor, ICT professionals, teachers and students

☐ HK, Taiwan, USA

Try-out 03: Learning Community among Schools (thru' Social Media)

With social network, we are building a **prototype** of an "All round" learning community!

Try-out 03: Learning Community among Schools (thru' Social Media)

- Authentic Learning Experience for NSS Students:
  - Networking Talk (Cisco) and WebEx Meeting
  - Wireless Technology (WTIA)
  - Social Media (Blogger Jansen)
  - Mobile Technology in Learning (Erwin)
  - ICT Day Camp (EZone, Cyberport)
  - Japanese Animation Talk (Gundam 00 Director)
  - Openrice Talk (Ray Chung)

Social Media & Teachers' PLN

- US teachers – PLN (Personal Learning Network)
- Broaden HK teachers' horizon thru' Twitter:
  - @SirKenRobinson
  - @21stprincipal
  - @karlfisch
  - @mcleod
  - @ikawhero
  - #elearning
  - #colearning
  - #edtech
  - #edchat

Thank You !