

### Case (3)

#### Case scenario:

Miss Yuen, a primary school teacher, is considering the theme for the upcoming project learning activities in her General Studies class. She finds that the class is particularly interested in environmental protection, and eventually decides to adopt the topic “Environmental Protection and I”. To enable students to independently search for information on the Internet, she plans to recommend some relevant websites to them. However, when she tries to identify the websites by using a search engine, she is overwhelmed by the numerous search results and runs out of time to sift through all of them. As a result, she resorts to recommending a few top sites to the class. She also encourages her students to collect information related to environmental protection from newspapers, magazines, libraries and green groups’ resource repositories to facilitate in-depth study of the project topic and development of their self-directed learning skills.

When browsing the recommended websites, student Hayson Wong finds one of them to be highly informative and useful for enriching his project learning report. The website covers worldwide information on environmental protection. However, objectionable content occasionally pops up, making him feel embarrassed and nonplussed. Hayson also discovers a discussion forum called “The Truth of Environmental Protection” through a link posted on one of the webpages. In the forum, netizens share different views on the issue and sometimes criticise each other using harsh words. Intrigued and convinced by the discussion details, Hayson includes some of them in his report.

Upon reviewing Hayson’s report, Miss Yuen finds that some of the information he included from the discussion forum is not entirely factual, and there are radical views expressed between the lines. She later realises that the discussion forum is on one of the websites she recommended. She is worried that she will be in trouble and held responsible if the school head and parents know about it. When fretting over this, she hits on an idea that fostering students’ interest should be of primary focus in project learning, and that the learning objective is achieved as Hayson has made a conscientious effort to complete the project. Pointing out his mistakes directly would only frustrate him and hinder his confidence in learning. Finally, Miss Yuen gives him an “A” grade for the report and puts her comments this way, “The report is rich in content and presents the topic clearly and effectively. However, attention should still be paid to the selection of sources.” She hopes that

Hayson would understand what the problems are after reading her feedback.

**Questions for Discussion:**

1. What are your thoughts on Miss Yuen's approach to recommending websites to students? How can teachers help students conduct proper online research?
2. Do you find Miss Yuen's handling of students' reports desirable? Why?

**School-based review:**

Review school codes in connection with the selection of teaching materials/teaching content.

**Summary:**

- ✧ Teaching and learning through the Internet has become inevitable nowadays. However, teachers should exercise caution to find out whether the webpage content is appropriate for students and ascertain its authenticity and reliability before providing web links to students.
- ✧ Teachers should remain committed and responsible. They should raise students' awareness and help them develop the skills to differentiate between true and false information on the Internet. If students are found to have used inaccurate information, teachers should address the issue promptly, teach and guide students with patience and enhance their analytical skills to enable them to distinguish right from wrong. In addition, teachers should adopt a rigorous and prudent attitude when preparing lessons and assessing students' work to give students effective guidance and feedback.