Experience Sharing – Curriculum and Assessment Planning

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Completeness

Agenda

- School background
- Curriculum and Assessment Planning
- Student diversity
- Strategies for catering student diversity
  - Curriculum
  - Teaching
  - Assessment
- Ideas behind the strategies
- Remarks
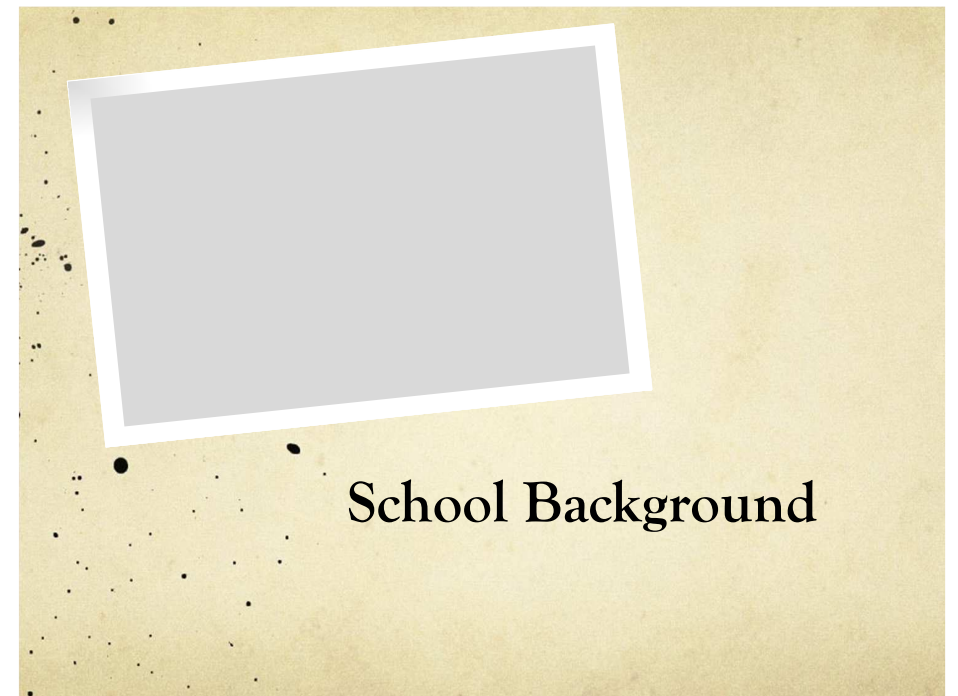
School Background

School Background

○ MOI – Chinese in both CL & ICT

○ We offer about 15 subjects in NSS

○ ICT being one of the options

○ My class: 29 students in S4

○ Our students are teachable

○ ICT lessons are in computer labs

○ CL subject has little connection with ICT

School Background (cont.)

○ 8 lessons a cycle (7 day cycle)

○ Taiwan textbook, study websites (moodle)

○ Topics covered up to now (this year's S4)
   ○ Computer system
   ○ Word processing
   ○ Networking
   ○ Internet and related technology
   ○ Problem solving
   ○ Module D – software development (c programming)

Curriculum Planning

Teaching Progression (1st Cohort)

○ S4 topics
   ○ B. Computer System Fundamentals
   ○ A. Information Processing
      ○ Word processing
      ○ Spreadsheet
   ○ C. Internet and Its Applications
      ○ The Networking and Internet Basics
      ○ Internet Services and Applications
      ○ Elementary Web Authoring

Teaching Progression (1st Cohort)

- S5 topics
  - A. Information Processing
    - Spreadsheet (data analysis tools)
  - D. Basic Programming Concepts
    - Problem-Solving Procedures
  - Elective D – Software Development
    - Programming (Java)
  - **SBA**

Teaching Progression (1st Cohort)

- S6 topics
  - E. Social Implications

Curriculum Adjustment (1)

- Define basic and advanced teaching items
  - Basic: hardware components
  - Advanced: CPU registers
  - Basics: network devices and topology
  - Advanced: protocols
- Teach basic items in S4 and advanced items in S5, 6

Curriculum Adjustment (2)

1st cohort

- S4: all core topics
- S5: elective + SBA
- S6: SBA + remaining core + revision

3rd cohort (this year)

- S4: core + elective (2nd term)
- S5 elective + SBA + core (2nd term)
- S6 revision

Behind the scene

- Students can't handle too difficult items in S4
  - Maturity, ability, interest etc.

- Spiral teaching is efficient
  - Building basic ideas first and go back with advanced helps students consolidate

- Trigger students interest and improve self confidence
  - If they think they can handle the subject, they are more willing to learn it

- Every class is unique, so we have to adjust the plan dynamically to cater for the class

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Assessment Planning

School-wide assessment

- two end of term examinations per year
  - Hands-on (practical exam in S4)
  - Gradual change of assessment tasks

	Paper	Time (hrs)	MCQ	Short Qs	Structured Q
S4 – First Term	1 (Comp)	1.5	30 (30marks)	8 (20marks)	3 (30marks)
S4 – Second Term	1 (Comp)	1.75	40 (40marks)	~	4 (60marks)
S5 – First Term	1 (Comp)	1.75	40 (40marks)	~	4 (60marks)
	2 (Elective)	1	~	~	4 (60marks)
...					
HKDSE	1 (Comp)	2	40 (40marks)	~	5 (60marks)
	2 (Elective)	1.5	40 (40marks)	~	4 (60marks)

Assessment Activities (2)

- Subject-wise: a variety of assessment activities
  - 40% - Quizzes
    - ~10 quizzes, 1 after each topic taught
    - MCQ, short and/or long questions
    - Each within 15 minutes
    - Each around 20 – 30 marks (with 10 – 15 concepts)
    - Help students to handle learning items
  - 40% - Assignment
    - Structured question / tasks
    - Hands on Practices, Presentations
  - 15% - Preparation Marks
    - Ask topic related questions before or during the class
  - 5% - Class Performance

Student diversity

Student diversity

- Among 29, less than half selected ICT
- Others are "invited" to study ICT
- A few SEN students
- Most of them are of average to low ability
    - English
    - Math and logic
- Learning Style
    - Most are passive
    - Like hands-on activities
- Student diversity is natural in all class, it is not something special

To cater for
Learning Diversity

Strategies

Peer Tutoring/ Grouping

- Rationales
    - Students can help each others out
    - Those few active & more capable students can be catalysts, they can also benefit from being helpers
- Measures
    - Sort out helpers and recipients
    - Talk with helpers privately (give them a mission)
    - Rearrange seating plan
- Group discuss questions about an assignment first and do it individually

Peer Tutoring/ Grouping (2)

- Students participations
  - Recipients are better than before
  - Helpers similar
- Students performance
  - A little bit of improvement
- Teacher
  - Can spare class time to help others
  - Helpers help tackle easier problems & common mistakes
  - Both ICT teachers implements peer tutoring and grouping

Peer Evaluation

- Background
  - Students response in their self-reflection
- Rationales
  - Students understand more about marking
  - Students may have a chance to appreciate each other
- Measures
  - Hands-on tasks
  - Shuffle students works
  - Explain to students the peer evaluation task
  - Students mark each others lab assignments

Teaching subject
Word Processing

Teaching subject

- Topic: Word Processing (using MS Word 2003)
- Taught in S4 Oct
- Students don't have much prior knowledge
- Why did I choose this topic for catering LD?
  - Concrete, practical, and easier to provide successful experience to students
- Tasks: imaginative tasks (try to be authentic) for students to practice word processing skills and get hold of related concepts

Lab Objectives

- Practice word processing skills
- Provide extra info about USB
- Let students demonstrate creativity
- Let students reflect on the practice

Lab Details

Word Processing Skills

- Page setting
- Header & Footer
- Page Number
- Column
- Find and Replace

五旬節聖潔會永光書院
2009－10 中四資訊及通訊科技科
文書處理練習二

姓名：＿＿＿＿＿＿＿＿　班別：＿＿＿＿＿　日期：＿＿＿＿＿＿

學習目標：
1. 頁首頁尾製作；
2. 頁碼製作；
3. 版面設定(方向)；
4. 欄(column)的使用；
5. 使用尋找及取代。

練習指引
1. 到學校的 ICT網站的練習檔案網頁下載 wordlab2_source.doc檔；
2. 把檔案存為 wordlab2_4xYY.doc(x 為班別 YY 為班號)；
3. 開啟檔案後，在頁首加入個人資料(例如，姓名:陳景揚(4F01))；
4. 把頁面方向設定為橫向，上下左右的邊界都設定為 2cm；
5. 然後，把文章設定分兩欄的排版方式；
6. 把整篇文章的字體設定為 12點細明體。英文字則為 Times New Roman 12；
7. 把所有半形的逗號(,轉為全形的逗號)；
8. 把所有小寫的 usb 轉為大寫(USB)；
9. 把第一段的"通用串列匯流排"的標點符號轉為『』；
10. 在每欄(加在頁尾內)加上頁碼，(提示：microsoft的網站有數解決方法)
11. 把『USB 簡介』置中對齊，並把它的文字設定為藍色 24點『標楷體』；
12. 存檔後提交你的製作品。

思想問題
1. 尋找及取代的快捷鍵是什麼？
2. 使用尋找及取代比使用者自己轉換要取代的內容有什麼好處呢？(試想出兩點)
3. 頁首及頁尾有什麼作用？
4. 在同一頁內使用兩(或多)欄有什麼作用？(試想出兩點)
5. 你認為你是否真的懂得使用文書處理軟件？(學習反思題)

Marking Lesson

- This is the 2nd time
- Online marking (with google form)

wordlab2評分

請認真及小心地為同學的作品評分。

Your username (chenky@wingkwong.edu.hk) will be recorded when you submit this form. Not chenky? Sign out
* Required

檔案編號 *
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頁面為橫向設定 *
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Peer Evaluation (2)

- Teacher
  - Needs to prepare more than marking alone
  - Students enjoy the activity
  - Need to tackle marking quality problem
  - Students are basically serious in marking each others works
  - Build better teacher student relationship because teacher delegate the right for marking

After School Tutorial (Planning)

- Background
  - Some students are more capable and have clear goals

- Rationales
  - They deserve to have more teacher's helps
  - They may help others more in peer tutoring/ grouping

- Measures
  - Invite brighter students to have tutorials
  - Organize a few tutorial classes to teach more advanced topics (which will not be cover in the entire class)

Conclusion
Final statements

What is completeness?

Questions

- What is completeness?

- Do students need to know all topics before taking the exam?

- What do we want our students to be in the future?
  - Have good DSE result in our subject
  - Have good DSE results in other students

- Do those students who failed in DSE have no future?

Are these our students?

Is the unique fork useless?

Everyone is unique

So as each of our classes and students