

Part 1: Curriculum Planning 課程規畫

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10-05-2012

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

“My” Students

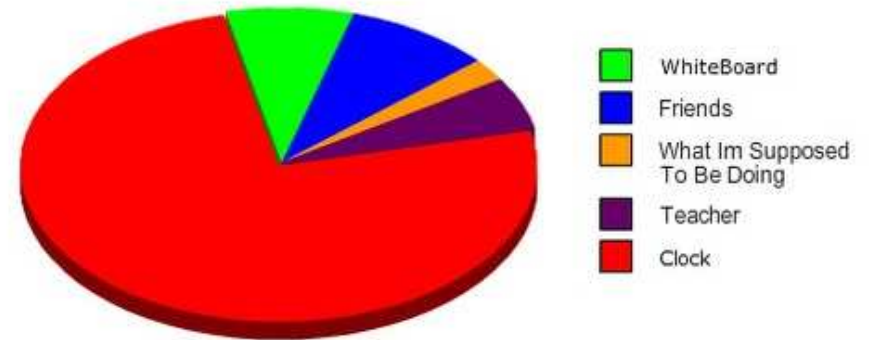
| | A | B | C | D | E | F | G | H | I |
|----|-------|----|------|----|-----|------|---------|---|---|
| 1 | Class | NO | NAME | 姓名 | SEX | Rank | Subject | | |
| 2 | 3B | 29 | | | M | 32 | ICT-中文 | | |
| 3 | 3B | 21 | | | M | 37 | ICT-中文 | | |
| 4 | 3B | 2 | | | M | 65 | ICT-中文 | | |
| 5 | 3E | 21 | | | M | 76 | ICT-中文 | | |
| 6 | 3C | 30 | | | M | 87 | ICT-中文 | | |
| 7 | 3B | 3 | | | M | 100 | ICT-中文 | | |
| 8 | 3E | 16 | | | M | 101 | ICT-中文 | | |
| 9 | 3E | 28 | | | M | 112 | ICT-中文 | | |
| 10 | 3B | 1 | | | M | 117 | ICT-中文 | | |
| 11 | 3B | 19 | | | F | 127 | ICT-中文 | | |
| 12 | 3D | 8 | | | M | 132 | ICT-中文 | | |
| 13 | 3D | 32 | | | M | 138 | ICT-中文 | | |
| 14 | 3C | 17 | | | M | 143 | ICT-中文 | | |
| 15 | 3A | 32 | | | M | 148 | ICT-中文 | | |
| 16 | 3E | 15 | | | M | 150 | ICT-中文 | | |
| 17 | 3E | 10 | | | M | 152 | ICT-中文 | | |
| 18 | 3A | 8 | | | M | 154 | ICT-中文 | | |
| 19 | 3A | 34 | | | M | 155 | ICT-中文 | | |
| 20 | 3E | 4 | | | F | 158 | ICT-中文 | | |
| 21 | 3D | 37 | | | M | 160 | ICT-中文 | | |
| 22 | 3D | 22 | | | M | 161 | ICT-中文 | | |
| 23 | 3A | 13 | | | M | 166 | ICT-中文 | | |
| 24 | 3A | 26 | | | M | 167 | ICT-中文 | | |
| 25 | 3C | 16 | | | M | 168 | ICT-中文 | | |
| 26 | 3E | 25 | | | M | 172 | ICT-中文 | | |
| 27 | 3C | 2 | | | F | 173 | ICT-中文 | | |
| 28 | | | | | | | | | |

| Rank | Subject 3 |
|------|-----------|
| 32 | ICT-中文 |
| 37 | ICT-中文 |
| 65 | ICT-中文 |
| 107 | ICT-中文 |
| 168 | ICT-中文 |
| 172 | ICT-中文 |
| 173 | ICT-中文 |

“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



Curriculum Planning 01- Macro. and Proactive Planning

- School Level Missions
 - Submit 3-yrs NSS subject plan (2009)
 - complete the teaching of NSS curricula at the end of S5, 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 afternoon 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

Teachers Timetable 教師時間表

學年 School Year : 2010-2011 教師名稱: 黃百益(WPY)

| | Monday 星期一 | Tuesday 星期二 | Wednesday 星期三 | Thursday 星期四 | Friday 星期五 |
|-------------|---------------------------|---------------|---------------|----------------------------------|-----------------------------------|
| 07:55-08:15 | Morning Assembly 早會 | | | | |
| 08:15-08:20 | Preparation 準備 | | | | |
| 08:20-09:15 | S5 資源 ICT 604 | | | | |
| 09:15-09:25 | Recess 小息 | | | | |
| 09:25-10:20 | | Theory | | | |
| 10:20-10:30 | Recess 小息 | | | | |
| 10:30-11:25 | | S4 資源 ICT 604 | | S5 資源 ICT 604 | |
| 11:25-11:35 | Recess 小息 | | | | |
| 11:35-12:30 | S4 資源 ICT 604 | | S5 資源 ICT 604 | | |
| 12:30-13:30 | Lunch 午膳 | | | | |
| 13:30-14:25 | | | | | Practical S4 資源 ICT 604 |
| 14:25-14:30 | Preparation 準備 | | | | |
| 14:30-15:25 | Assembly 週會 | | | 14:30-14:50 班主任節 class Period | |
| 15:25-15:30 | Preparation 準備 | | | | |
| 15:30-15:50 | Class Teacher Period 班主任節 | | | | 14:55-15:50 MI Activities 多元智能 |

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

| # | 問題 | 類型 | 難度 | 類別 | 狀況 | 最近更新 | 刪除 |
|---|--|-------|-----|--------------------------|----|-------|----|
| 1 | 下列哪項媒體不適用於每日進行的備份？ | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 2 | 下列哪項不屬於電腦災難？ | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 3 | 還原程序必須清楚列明。下列哪項是上述的理由？ (1) 備詳職員僅得於知悉系統復原 (2) 備詳系統可以儘快復原 (3) 備詳還原的系統與於離發生前的完全一樣。 | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 4 | 應儲存多於一個在不同時間建立的備份。下列哪項是上述的理由？ | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 5 | 在辦公室中，進行備份的時間一般是繁忙時間。 在備案修改後。 ** 在辦公時間前。 剛在辦公時間前。 | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 6 | 備案若被鎖上，便不能進行備份。下列哪項是備案被鎖上的原因？ | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 7 | 為系統設置用戶名和密碼的目的是 | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 8 | 為系統的用戶設置不同的存取權限，目的是 | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |
| 9 | 下列哪項解釋為何密碼在認證(鑰別)中是不安全的？ (1) 密碼容易製造及偽造。 (2) 密碼的影印副本也可使用。 | 多項選擇題 | 未分級 | Chapter 27-28, 互聯網上的保安及感 | 公開 | 6日前發表 | |

Using online MCQB to diagnose learning - Logistics

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



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

問題 4. TCP/IP是一個 (1分) ✓ 100%

A. 協定。
B. 軟件。
C. 硬件。
D. 編碼方法。

問題 5. PNETS與下列哪項有關? (1分) ✗ 5.56

A. 撥號接連
B. 寬頻接連
C. 專用電話線
D. 瀏覽器

| 序 | 姓名 | 分數 | 完成日期 | 備用時間 | 總分 | 評語 |
|---|-----|-----|---------------------|---------|-----|----|
| 1 | ... | ... | 2010-12-20 08:37:06 | 2.75 分鐘 | 600 | - |
| 2 | ... | ... | 2010-12-20 08:40:25 | 5.47 分鐘 | 80 | - |
| 3 | ... | ... | 2010-12-20 08:42:24 | 0.92 分鐘 | 70 | - |
| 4 | ... | ... | 2010-12-20 08:37:00 | 1.95 分鐘 | 80 | - |
| 5 | ... | ... | 2010-12-20 08:38:05 | 3.55 分鐘 | 60 | - |
| 6 | ... | ... | 2010-12-20 08:41:30 | 8.68 分鐘 | 80 | - |
| 7 | ... | ... | 2010-12-20 08:40:07 | 5.07 分鐘 | 50 | - |

Using online MCQB to diagnose learning - Advantages

- adjust my teaching based on statistics collected

問題 7. 在汽車上的乘客亦可接達互聯網，所用的媒體是 (1分) ✗ 94.44%

A. 無線電波。
B. 聲音。
C. 光纖。
D. 市電電纜。

嘗試次數: 18

| 答 | 嘗試 | 統計 |
|---|----|-----|
| A | 17 | 94% |
| B | 0 | 0% |
| C | 1 | 6% |
| D | 0 | 0% |

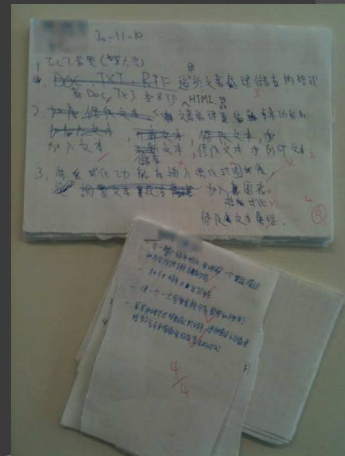
問題 8. 有錯誤地址的電子郵件

嘗試次數: 18



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 assignment
- Students have to contact subject panels directly

CCH ICT Collaborative Blog
香港中文大學中文會會員發表在學ICT和師生執行網誌

蘋果去信網站 要求領回遺失iPhone
4月 29日, 2010 by 吳鳳麟

最新文章

- Apple 推出新機，要上網查查iPhone
- Ustream 平民的SNG車！用手機視訊直播，在網站上即時收看！
- 全球「Surface」雜誌！多媒體+手機
- Sony 推出新機，想查查MP3
- 世界新聞 – SONY 推出 USB 3.0 Super Disk
- 全球新聞報導
- 世界上最美型的手機 能拍照片的打
- Barcode Scanner – QR Code 讀
- 新聞

分類

- A1 資訊科技
- A2 電腦及網絡
- A3 互聯網及通訊
- A4 未來科技及設備
- A5 IT 對社會的影響
- A6 專業新聞報導
- C 專業新聞報導
- Equipment 專業設備
- Desktop Software 電腦
- ICT 資訊及通訊技術
- IT 應用科技
- IT 應用
- Press 專業新聞
- Uncategorized 未分類

2010年 12月
1 2 3 4
5 6 7 8 9 10 11

Advantages of writing blogs as a project

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



Summary

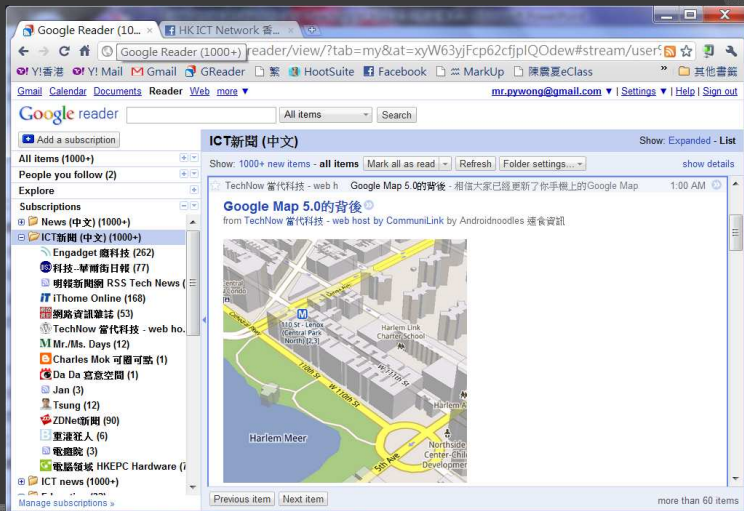
- Dynamic Curriculum Planning to suit students' interest
- Prompt assessment and feedback for better learning
- Promote authentic, self, social learning

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 collaborative blog 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
- Classification through categorization and tagging



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 participate actively and share 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





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



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 Professors, 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 !