

Gifted Education School Network 2023-2024

Enhancing Students' Higher-order Thinking Skills through Effective Use of Tiered Questioning: A Practice in the Senior Form Writing Classroom

The ELCHK Yuen Long Lutheran Secondary School

School background

- **Band 1A school in Hong Kong**
- **S1 student intake: 100% Band 1 students for 23 consecutive years**
- **Medium of instruction: English**
- **Offers Literature in English in junior forms and at HKDSE level**



Student profile

- **Students mainly live in Yuen Long District and proximity**
- **Junior form (S2 & S3): Sorting based on overall ability level**
- **Senior form (S4 - S6): Sorting based on elective subject choices**

School major concerns relevant to GE

- **Promotion of gifted education activities**
- **The use of school-based student Talent Pool**
 - **Teacher nomination (based on academic achievements and observations)**
 - **Self-nomination**

English Department: existing practice

● Curriculum design and assessment

- JS: led by textbooks
- SS: led by generic skills and text types
- High flexibility in creating school-based materials
 - e.g. writing booklets - using different topics on the same text type across different classes

English Department: existing practice

- **Curriculum design and assessment**
 - **Diversified homework submission modes: group writing, comics, illustration, presentation recording...**
 - **Supported by VARK assessment**
 - **Cornell note-taking**

English Department: existing practice

- **Activities for general exposure**
 - **English Speaking Weeks/Days**
 - **NET channel**
 - **One-on-one speaking practices**
- **Closing the gap**
 - **Remedial lessons**
 - **Blended learning sessions**
- **Supporting gifted students**
 - **Through lesson design** **Level 1**
 - **Public speaking courses for elite students** **Level 2**
 - **'Walk with Scholars': school-based programme for the gifted and talented** **Level 2**

Challenges faced

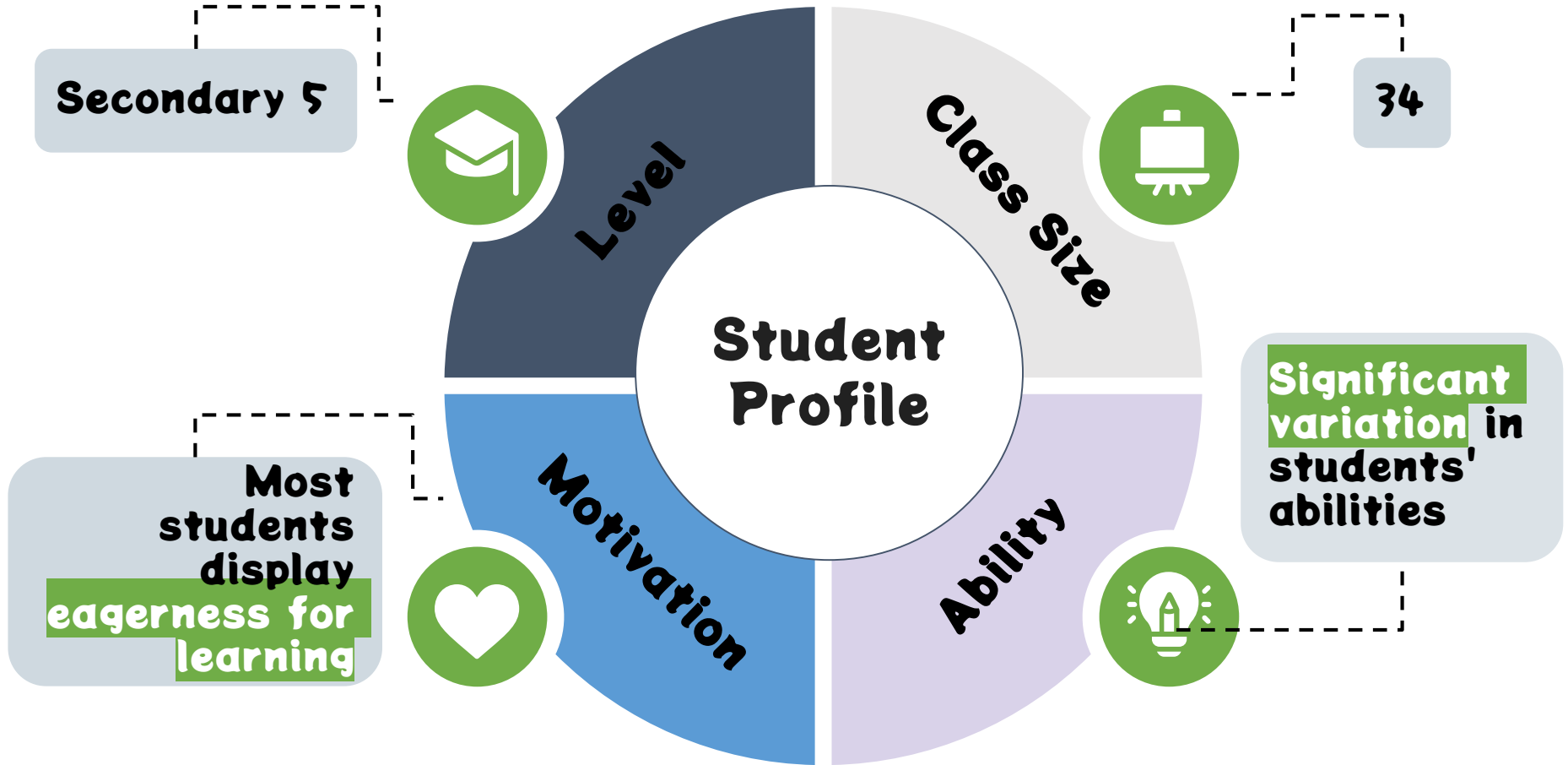
- **Obvious and significant differences in learner achievement and motivation** **Ability + practical constraints**
- **Insufficient ability in elaboration (esp. in more argumentative texts)** **Ability**
- **Care for society** **Values and application**



03

Details of the Try-out Lesson

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Students' Characteristics

Challenge-seeking

find excitement in solving challenging questions

**Core element:
High-order Thinking**

Personal Experience

interests revolve around personal matters

**Topic:
School Policy & Gender Issues**

Individual learning

Focused too much on individual learning

**Mode of Learning:
Collaborative Learning**

Topic: Lesson focus



Learning Objectives

1. **Have a thorough understanding of the issue**
knowledge
1. **Enhance ability of argumentation through a mini-debate**
skills
1. **Incorporate elements of Values Education in curriculum: Nurture the positive attitudes “Respect for Others” and “Empathy” in students**
attitudes

Students work in groups to brainstorm ideas and type out their ideas on a Google Document.

Students work on their **rebuttal based on the points written by the other groups on the Google Document.**

**Lead in:
Listening**

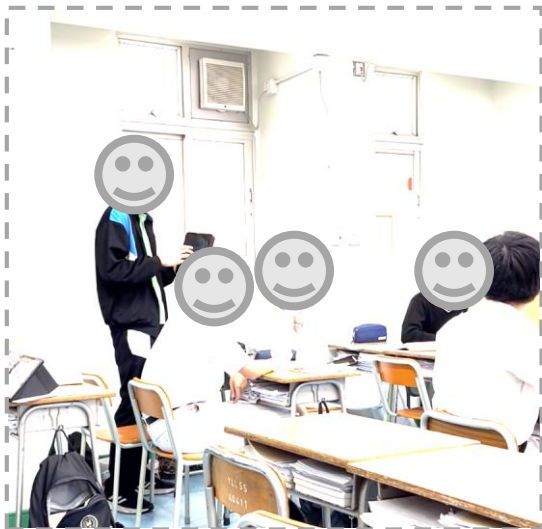
**Reading
Comprehension**

**Group
Discussion**

Mini-Debate

Wrap Up

Lesson Flow



Self-evaluation (Checklist)

(✓)	Group
	1. Formed an argument and supported it with one of the types of evidence taught (content).
	2. Incorporated the expressions taught (language).
(optional)	3. *Challenge yourself: Utilized the persuasive techniques when introducing our own argument* (language) (Emotional Appeal, Rhetorical Questions, Imagery, Personal Pronouns, Magic 3)

Peer evaluation

(✓)	Group
	1. What's the argument? _____
	2. Which type of evidence has been used? (Facts, Statistics, Quotations and citations, examples, analogies)
	3. Are there any persuasive techniques used when introducing the argument (Emotional Appeal, Rhetorical Questions, Imagery, Personal Pronouns, Magic 3, Statistics)
(optional)	4. *Challenge yourself: What are some potential weaknesses or limitations in

**Lead in:
Listening**





**Reading
Comprehension**

**Group
Discussion**

Mini-Debate

Wrap Up

Lesson Flow

Cornell Note-Processing	
1) Text type: Proposals	
☺ Keywords/ Cues: <ul style="list-style-type: none"> Required Examples & successful cases Elaborate Stakeholders Situation Aspects 	☺ Note-Taking : How to attain full marks in Content (C) ? <ul style="list-style-type: none"> Include all the required parts in the question topic Examples in HK & successful cases in foreign countries All ideas should be elaborated in detail Points of view from different Stakeholders Illustrate the situation in HK to support the reasons Different aspects for making the plan work
☺ Summary/ Thoughts: I should have...	
<ul style="list-style-type: none"> read the question topic with great care!   	
☺ Keywords/ Cues: <ul style="list-style-type: none"> Separate Conclusion Balance Connection Subheadings 	☺ Note-Taking : How to attain full marks in Organisation (O) ? <ul style="list-style-type: none"> Put the main points in(to) separate paragraphs Don't end your paragraph with examples but a concluding sentence Balanced structure => similar length of each paragraph Make sure next sentence explains the previous sentence Number the subheadings to make organisation even clearer
☺ Summary/ Thoughts: I should have...	
<ul style="list-style-type: none"> made a plan carefully!   	

**Lead in:
Listening**

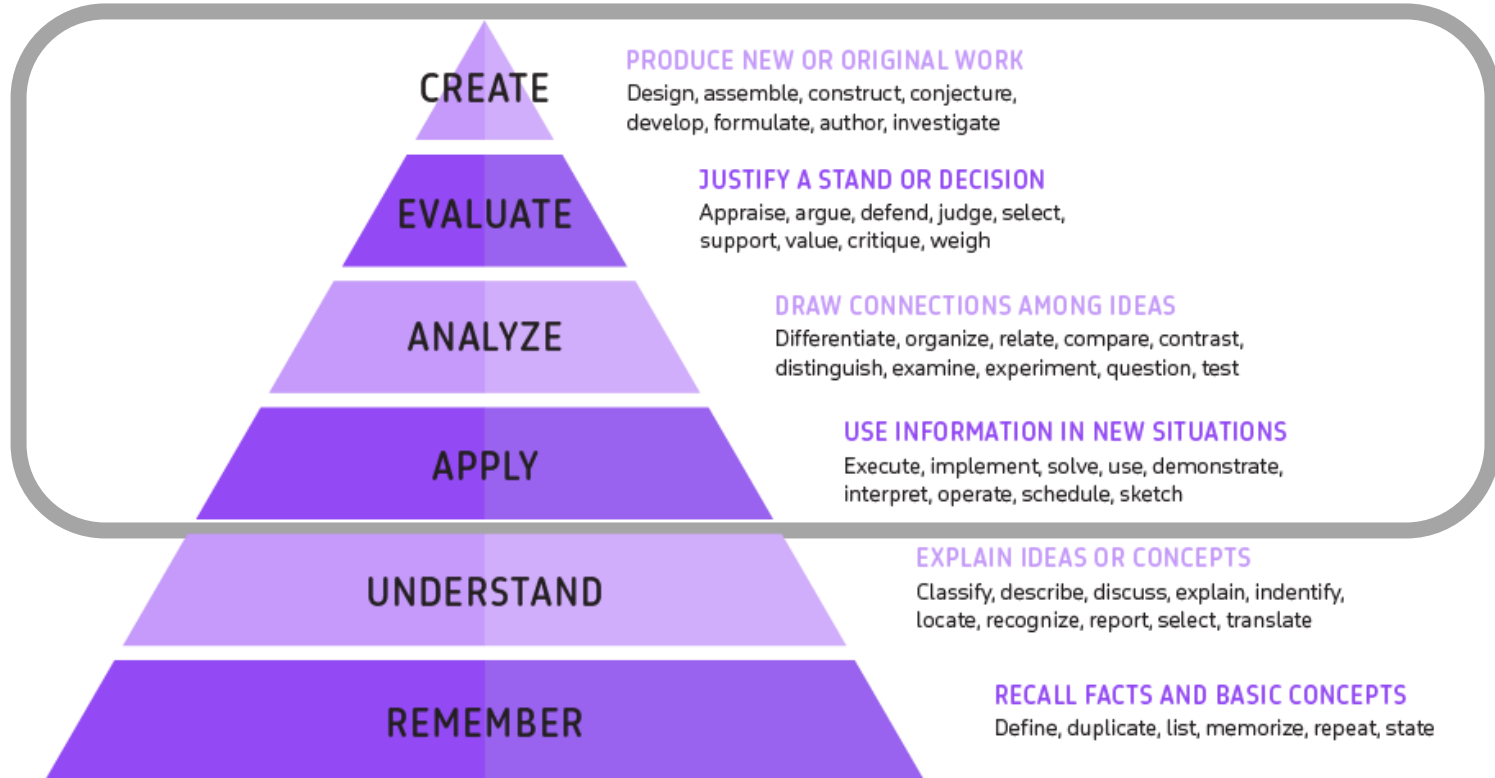
**Reading
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Wrap Up

Higher-order Thinking Skills



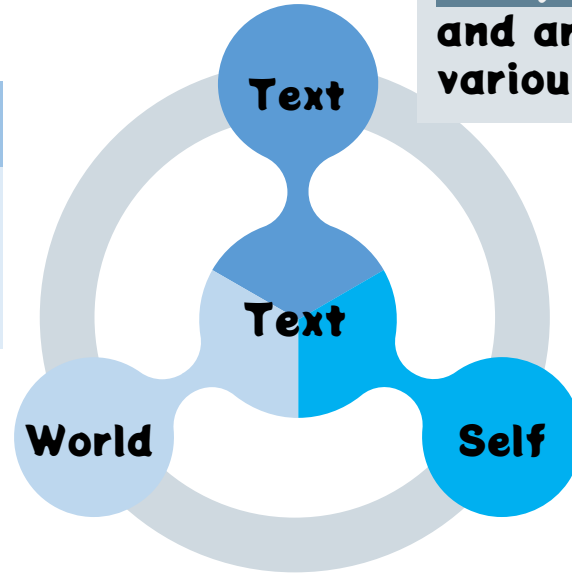
Text-to-World, Text-to-Text, Text-to-Self

Tape Script → ← Reading Text

Analysis: examine the content and arguments presented in various sources

Tape Script → World

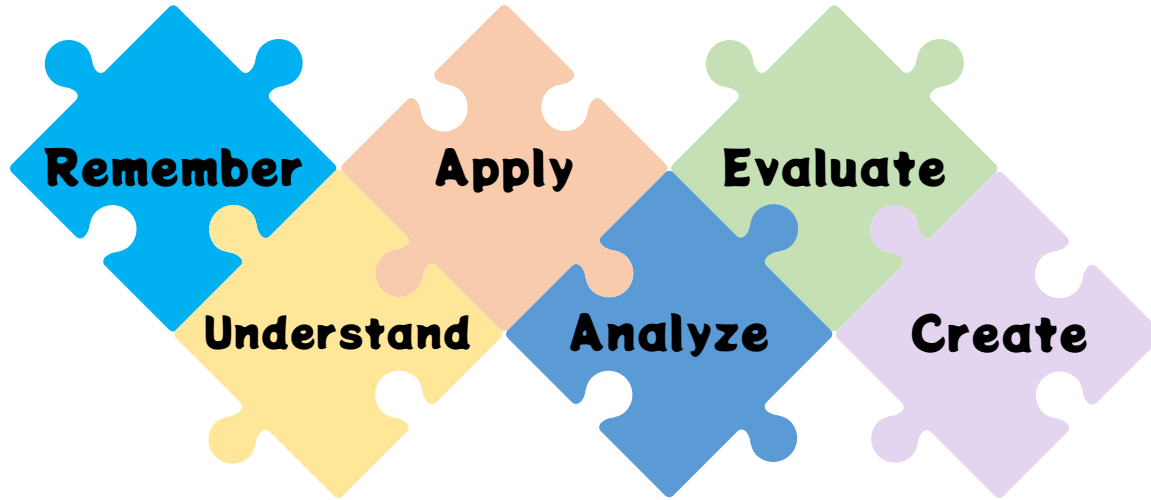
Analysis: discuss how the topic interacts with other social and cultural factors.



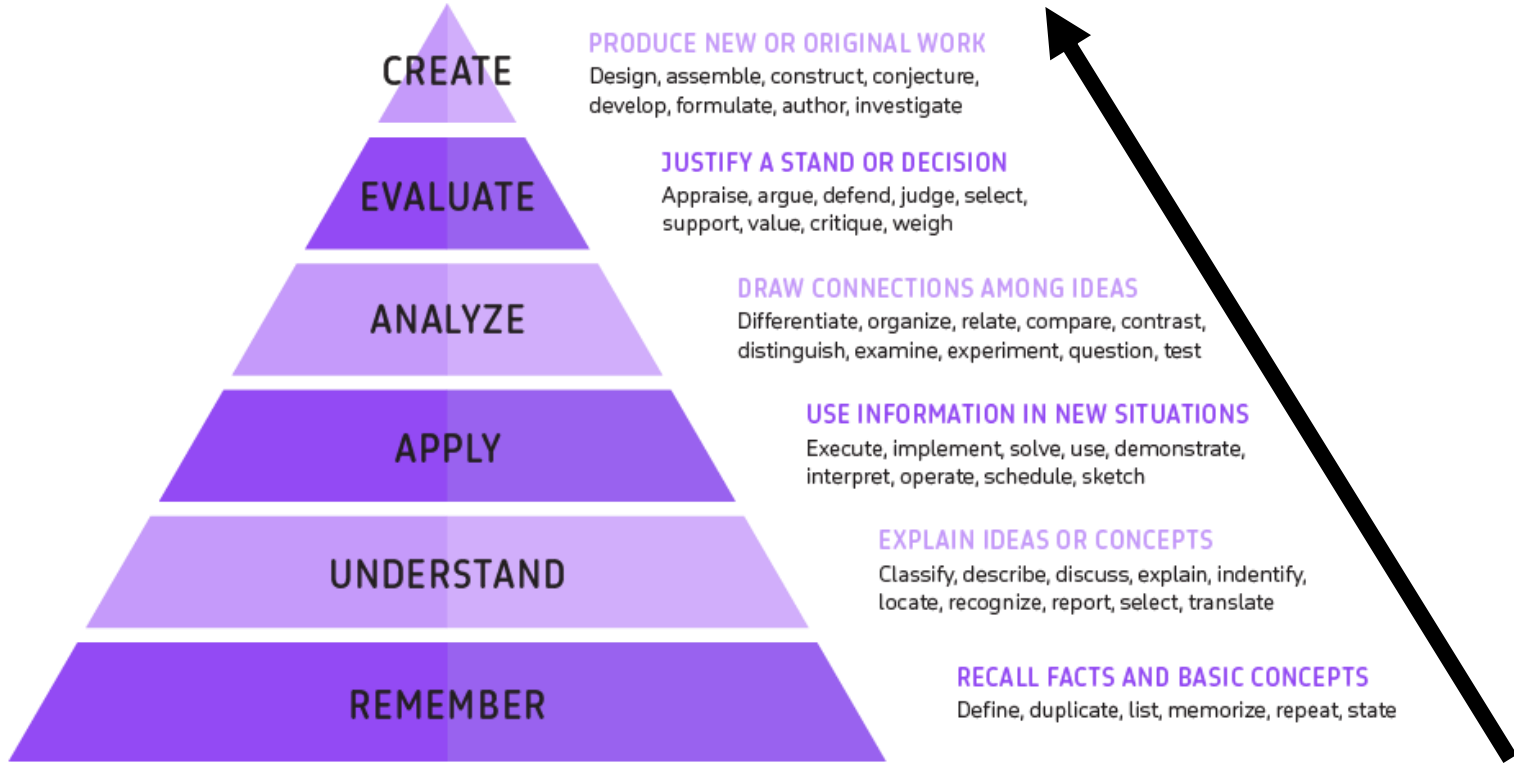
Reading Text → Self

Application: consider how the insights can be relevant and useful in their own lives

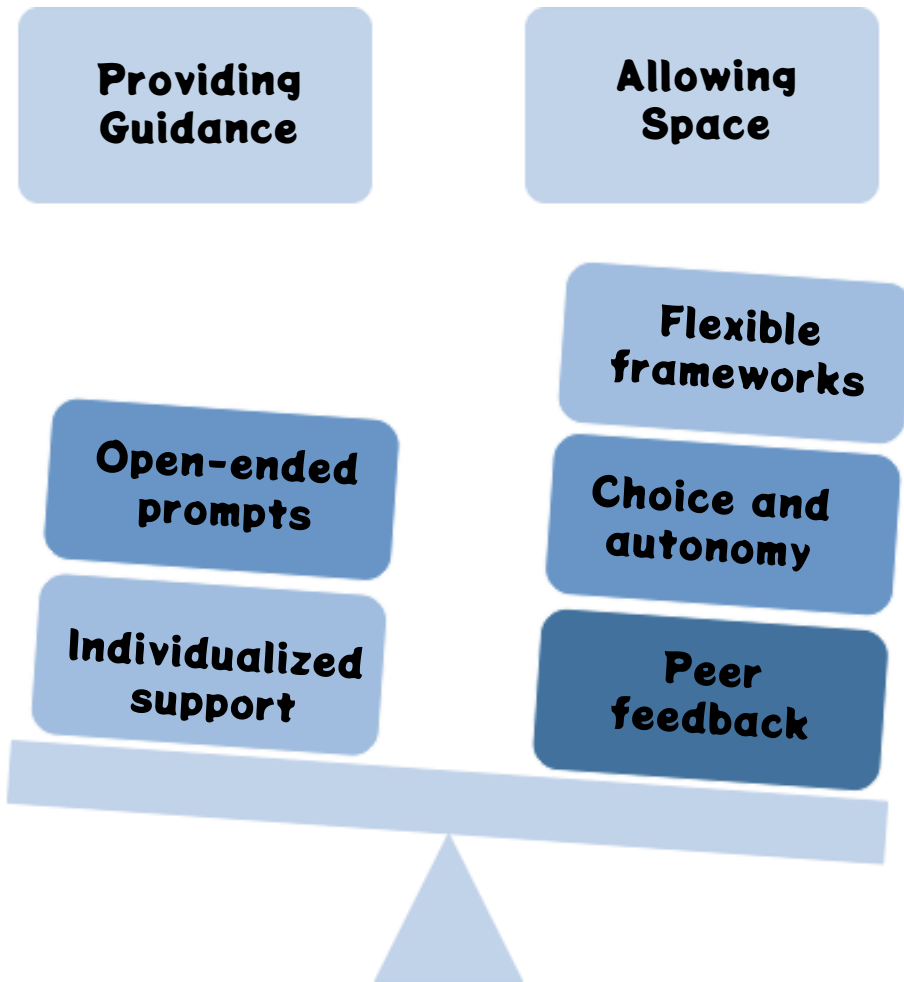
Debating



Tiered-Questions



Reflections and Way Forward



GE in the English curriculum

- **Gearing towards a more collaborative**
- **approach in writing classrooms**
- **Contextualised teaching - having some slight deviation from HKDSE is permissible**
- **Questioning as a powerful tool in catering diverse learner needs**
- **Recognising argumentation as one proud skill of gifted students**