

Printed Textbook Writing Guidelines for Information and Communication Technology (Secondary 4-6)

1. Introduction

The purpose of this set of guidelines is to familiarise interested textbook publishers with the curriculum aims and objectives, guiding principles for writing textbooks, etc. of the Senior Secondary (SS) Information and Communication Technology (ICT) in a bid to ensure that the textbooks are written in accordance with the specific requirements of the curriculum and “The Seven Learning Goals for Secondary Education” (www.edb.gov.hk/en/curriculum-development/7-learning-goals/about-7-learning-goals/secondary.html) (For details, please refer to *Secondary Education Curriculum Guide* (2017)). For the general principles and requirements for writing textbooks, publishers should refer to the latest edition of the *Guiding Principles for Quality Textbooks* available from the Education Bureau’s Textbook Information website (www.edb.gov.hk/textbook).

2. Curriculum Aims and Objectives

2.1 Curriculum aims

The ICT Elective curriculum aims to

- provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems;
- equip students with problem-solving and communication skills, and encourage them to think critically and creatively;
- develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning; and
- provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area

2.2 Learning Targets

Students work towards the following learning targets:

(a) Knowledge and Understanding

- develop knowledge and understanding of the range and organisation of computer systems, and the interrelationships between hardware, software and data; and
- realise the social, ethical and legal issues pertaining to the use of ICT.

(b) Skills

- use a range of applications software effectively, ethically and with discrimination to support information processing and problem-solving; and
- demonstrate an understanding of methods for analysing problems, and planning and implementing solutions using ICT.

(c) Values and Attitudes

- appreciate how information literacy and the sharing of knowledge using ICT influence decision-making and shape our society; and
- develop responsible and positive attitudes towards the use of ICT.

3. Guiding Principles

3.1 Content

- Reference should be made to the following curriculum documents: [Technology Education Key Learning Area – Information and Communication Technology Curriculum and Assessment Guide \(Secondary 4- 6\) 2007 \(with updates in November 2015\)](#) and [Information and Communication Technology Curriculum and Assessment Guide \(S4-6\) Supplementary Notes](#).
- The curriculum is organised into a Compulsory Part and an Elective Part. The Compulsory Part consists of five modules, namely *Information Processing*, *Computer System Fundamentals*, *Internet and Its Applications*, *Computational Thinking and Programming* and *Social Implications*. The Elective Part has three options: *Databases*, *Web Application Development* and *Algorithm and Programming*. Based on their abilities, interests and needs, students are required to choose two specialised areas for in-depth study.

3.2 Learning and Teaching

The following section outlines the rationale and guiding principles for effective learning and teaching in ICT.

- Knowledge

Knowledge exists in different forms and contexts. Some knowledge is established while some is dynamically changing and contextualised. In order to be useful, all knowledge has to be constructed by the learners;

- Learning

Learning takes place in different ways. Knowledge can be acquired from instruction and reading the literature. Knowledge can also be learnt

through experience followed by reflection. Finally, it can be learnt through collaborative interaction with others;

- Setting clear learning targets

Each learning activity should be designed with learning targets which are clear to both teachers and students;

- Teaching for understanding

The pedagogies chosen should aim at enabling students to understand what they are learning rather than just to memorise it;

- Building on prior knowledge and experience

The learning activities should be planned with the prior knowledge and experience of students in mind;

- Using a wide range of pedagogies

A range of learning and teaching approaches and activities should be designed to suit different purposes and students' various learning styles, so that effective learning can be achieved by all;

- Promoting interaction

Teachers need to bring about interaction in which students can explore what they know and don't know, and try out ideas. Teachers should use open-ended questions that get students thinking and offering views, so that students can learn from each other;

- Promoting self-learning

Generic skills and reflection can be nurtured through learning activities in appropriate contexts of the curriculum. Students should be encouraged to take responsibility for their own learning;

- Making good use of formative assessment

Assessment activities should be designed to collect and provide information to improve learning and teaching;

- Effective use of resources

Various types of teaching resources should be employed as tools for learning;

- Enhancing motivation

Learning takes place best when students are motivated to learn. Appropriate motivation strategies should be used to arouse the interest of students;

- Maximising engagement

In conducting learning activities, it is important for all students to be actively engaged in each activity; and

- Catering for learner diversity

Learners have different characteristics and strengths. Teachers should employ various strategies to cater for such learner diversity, for example by establishing a learning community in which learners of varied ability support each other's learning.

3.3 Structure and Organisation

- The organisation of curriculum should facilitate teachers to have a better grasp on the coverage of learning elements in order to provide a broad and balanced TE curriculum for students.
- The learning and teaching materials should be arranged in an appropriate sequence, e.g. from easy to difficult, from concrete to abstract. It must also be emphasised that the sequencing of topics in the curriculum is for reference only and should not be taken as the only way in organising the topics.
- Concept clarity is an important aspect affecting students' learning. New concepts should be introduced at an appropriate pace and when needed during the development of the text. Efforts should be made to help students connect new concepts with concepts already learned.
- Structure of text should be readily apparent to students as evidenced by chapter titles, headings, outlines, introductions and conclusions.
- The text should be coherent at a local level. Pronouns should have a clear referent and the relationship between ideas should be explicit and obvious.

3.4 Language

- Publishers should refer to the Computer Education Glossary available from the Education Bureau website (www.edb.gov.hk/en/curriculum-development/kla/technology-edu/resources/computer-edu/glossary.html).
- The language used should be clear, fluent, accurate and easy to understand.
- Pinyin should be adopted for Chinese names and places.
- The interspersing of languages (e.g. English followed by its Chinese translation or vice versa) in the text is undesirable.

3.5 Textbook Layout

- Publishers may refer to the latest edition of EDB's *[Guiding Principles for Printing of Textbooks](#)* for use of paper, colouring, use of inks, etc.

4. Others

- 4.1 When writing textbooks, publishers have to ensure that the contents and information provided in the materials should be correct, complete, up-to-date, objective and impartial. The source and the date of the information should be provided as appropriate. The information in the illustrations and images should avoid showing brand-names of commercial items unless it is necessary.
- 4.2 Publishers should avoid putting excessive hyperlinks / QR codes in the textbooks so as not to violate the self-containment principles. The contents of the hyperlinks / QR codes should be placed in the teacher's handbooks or the publisher's online learning platforms as far as possible for teachers and students' reference. The hyperlinks / QR codes should link to the websites with high credibility, such as the official websites and the websites of academic institutions, and avoid linking to commercial or social media platforms.
- 4.3 It is incumbent on the publishers to ensure that all proof-reading work, including the language, information, punctuation, illustration, pagination, etc., is completed and accurate before submitting the textbooks for review.
- 4.4 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.5 Publishers should not use expiration of copyright on the textbook materials as a reason to apply for textbook revision or reprint with minor amendments.
- 4.6 Publishers should pay attention to the curriculum time allocation suggested in the curriculum documents of this subject to ensure that the learning contents are designed with an appropriate quantity and level.
- 4.7 If publishers submit other versions (such as Chinese version or electronic version) of the same textbook title for review at the same time, they should duly check the consistency of the contents among all the versions. If another version will be submitted at a later stage, the suggestions in the review reports for the previous submitted version should be thoroughly followed before submission.

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