

e-Learning

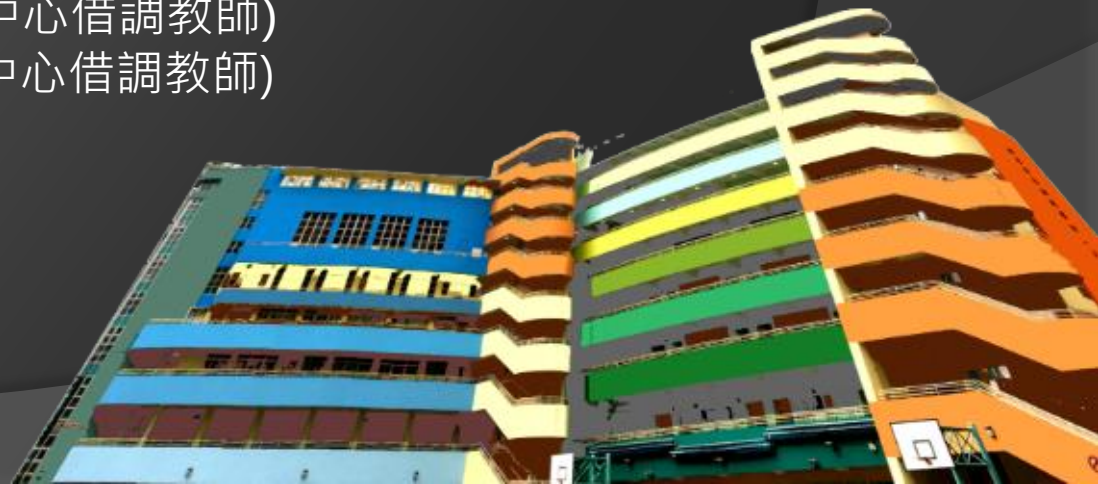
小學數學科

應用流動裝置作電子學習實例

Using BYOD and Innovative Pedagogies to Facilitate the Effective Implementation of e-Learning (Mathematics)

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學校簡介

樂善堂梁鈺琚學校(分校)
新界元朗天水圍天恩邨

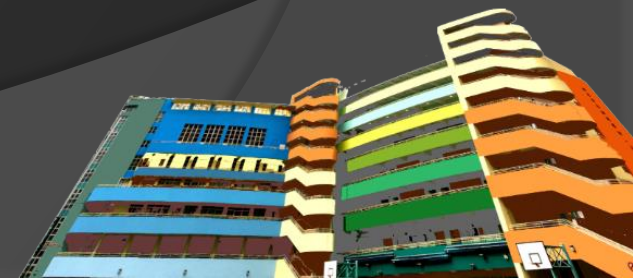


學校簡介



本校是九龍樂善堂屬下的政府資助全日制小學，服務天水圍社區廿五載，以培養學童全人發展，啟發潛能，善導每個孩子為己任。為配合第四個資訊科技教育策略，發揮流動科技的潛能，我校本學年開始在P4-P6級全面推行自攜流動裝置計劃(BYOD)，期望能透過有關裝置增加學與教的成效。

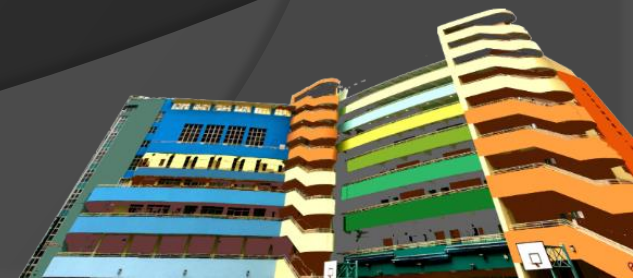
電子學習 未準備好?!



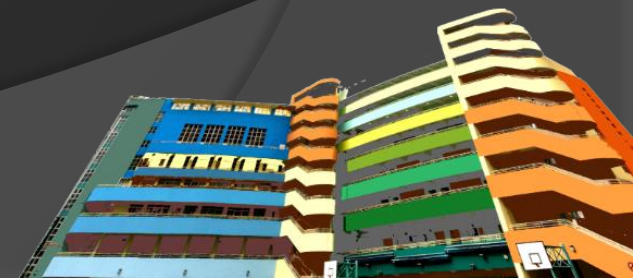
電子學習

學生的期望是.....

家長的期望是.....



電子學習 = 無課本?
電子學習 = 沒有黑板板書?
互動學習 = 沒有堂課筆算?
互動學習 = 整堂玩遊戲?



建立優化學與教的文化 推廣電子學習的應用



日(星期)
五
值日生: 4 5E

整數除以分數

教學目標

75'

3 ÷ 5 = $\frac{3}{5}$

$\frac{1}{5}$ A B C D E

$\frac{1}{50}$ A B C D E

① $\frac{1}{2} \div 2 = \frac{1}{4}$

A A
B B

$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

② $\frac{1}{4} \div 2 = \frac{1}{8}$

A A
B B

$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

③ $\frac{2}{3} \div 3 = \frac{2}{9}$

A A
B B
C C

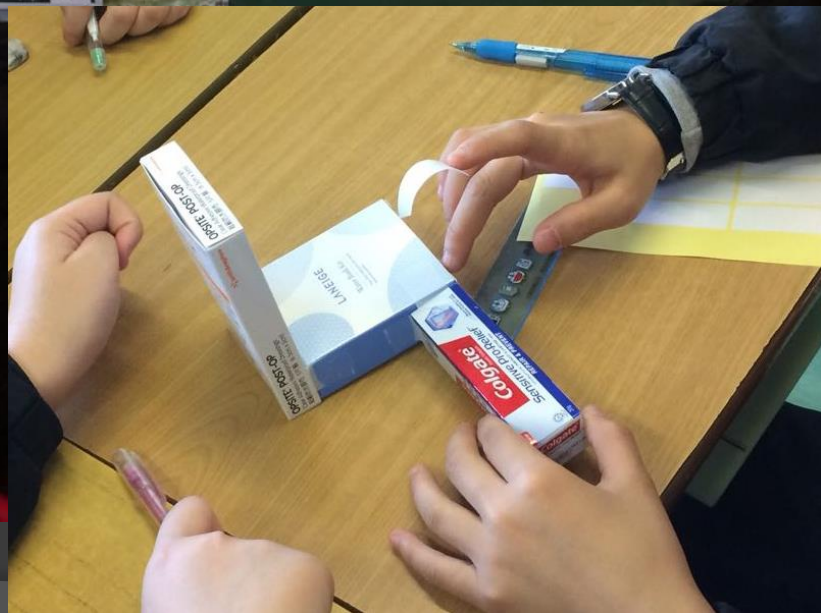
$\frac{2}{3} \times \frac{1}{3} = \frac{2}{9}$

④ $\frac{4}{5} \div 3 = \frac{4}{15}$

A A A A
B B B B

⑤ $\frac{9}{10} \div 3 = \frac{9}{30} = \frac{3}{10}$

A A A A A A
B B B B B B

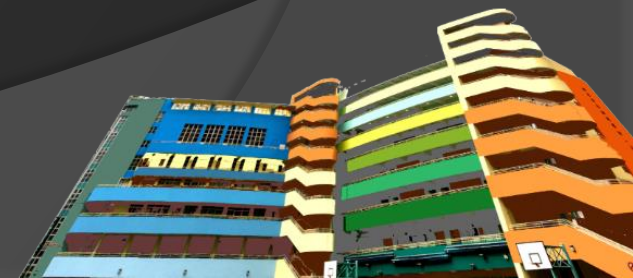


建立優化學與教的文化 推廣電子學習的應用



成立數學科「黑板處理」Whatsapp群組，老師每天把黑板的教學內容上載分享。

- 重視傳統板書教學重點的優點
- 建立跨級別的同儕專業分享平台
- 建立與時並進的專業發展文化



正方體的摺紙圖

上 1
中 4
下 1



上 2
中 2
下 2

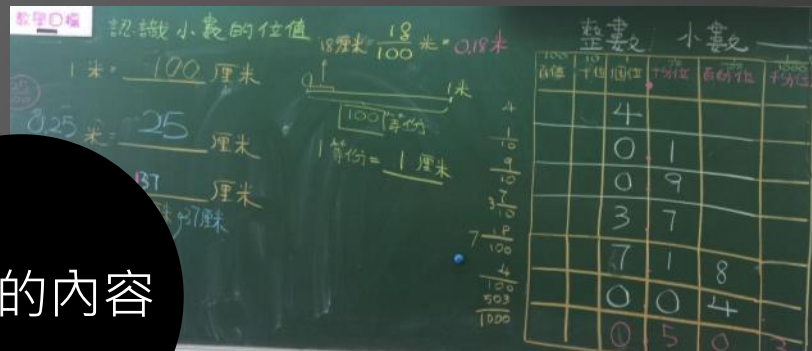


上 2
中 3
下 1



如何判斷摺紙圖
能否摺成正方體？

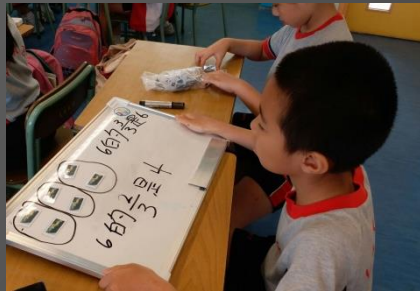
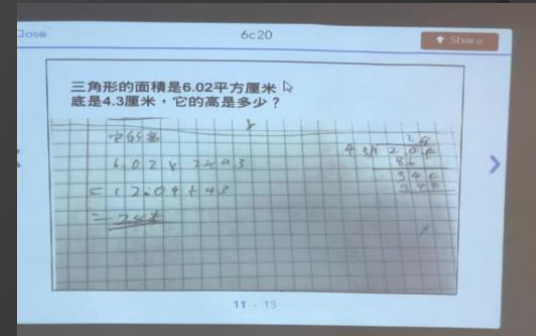
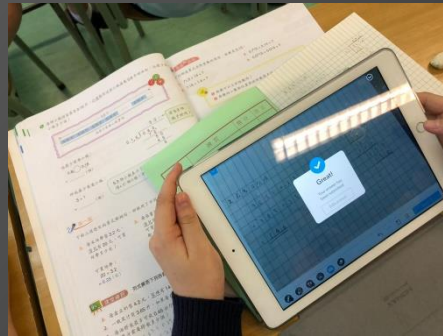
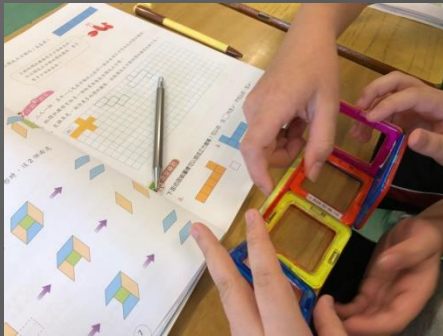
- (1) 數面的數量 (6面)
- (2) 辨面兩個底的位置及數量



早期的內容

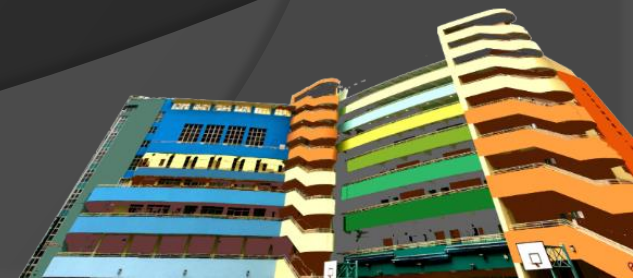
建立優化學與教的文化 推廣電子學習的應用

後期在科主任及科組核心組員的推動下，分享內容愈來愈豐富，亦多元化（課堂活動、小組活動.....）隨後加入應用電子學習的內容，令科組內形成優化學與教的文化。

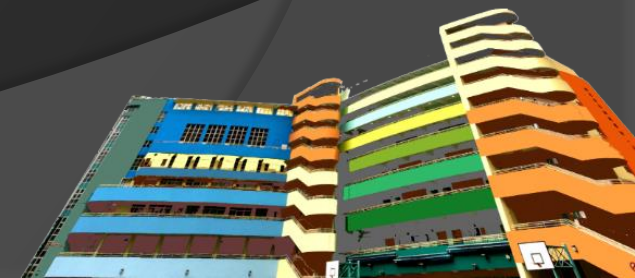


後期的內容

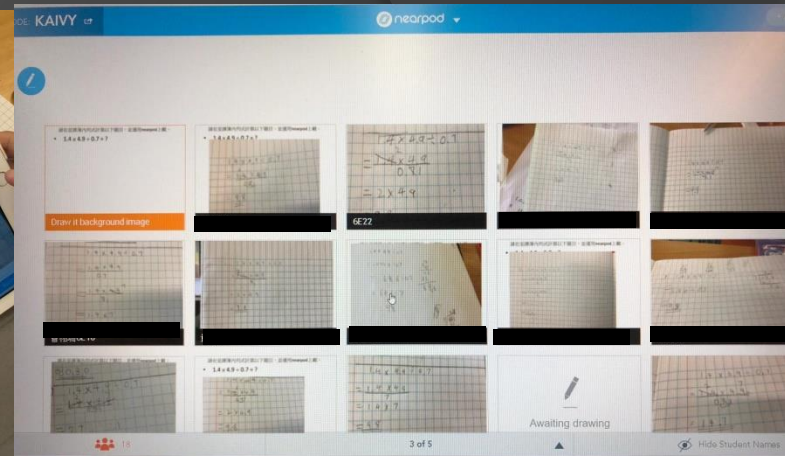
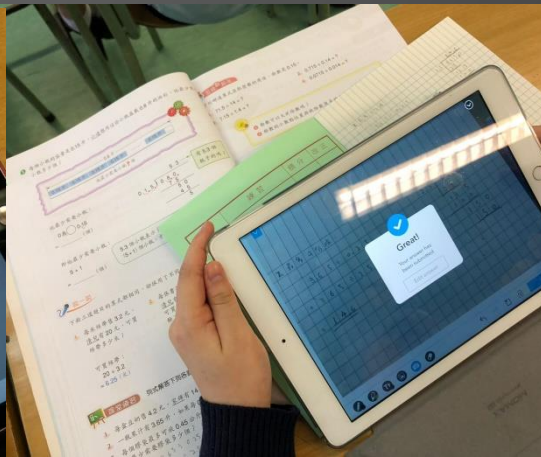
提高課堂的互動性



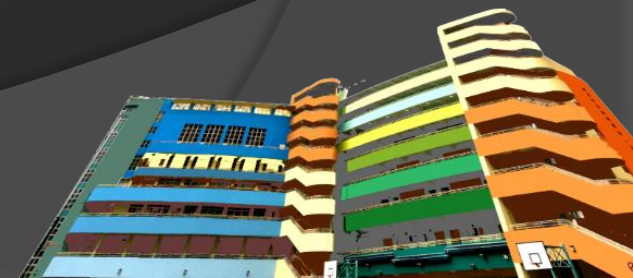
提高課堂的互動性



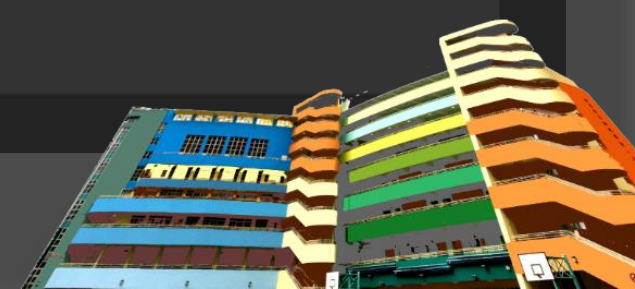
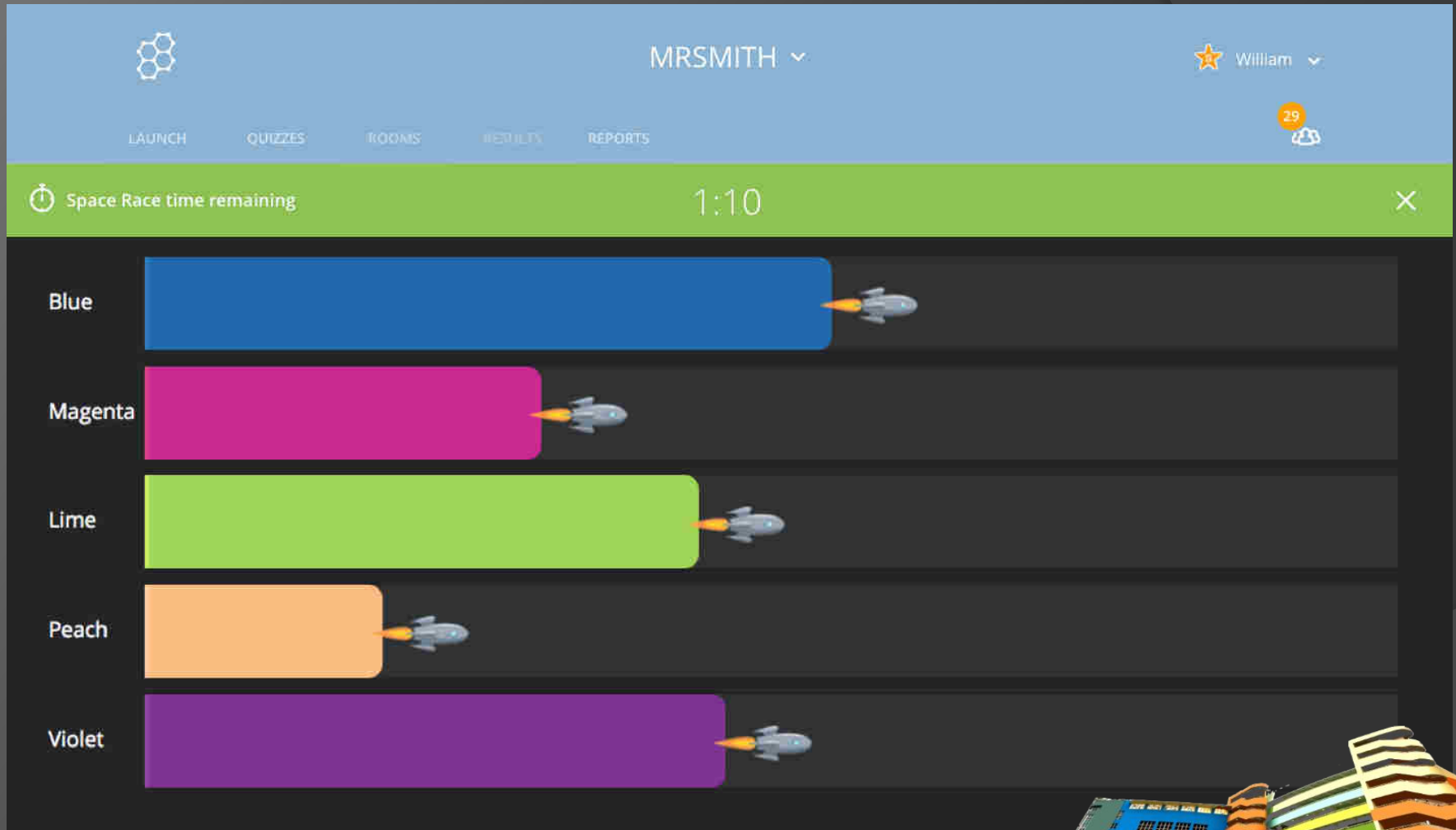
提高課堂的互動性



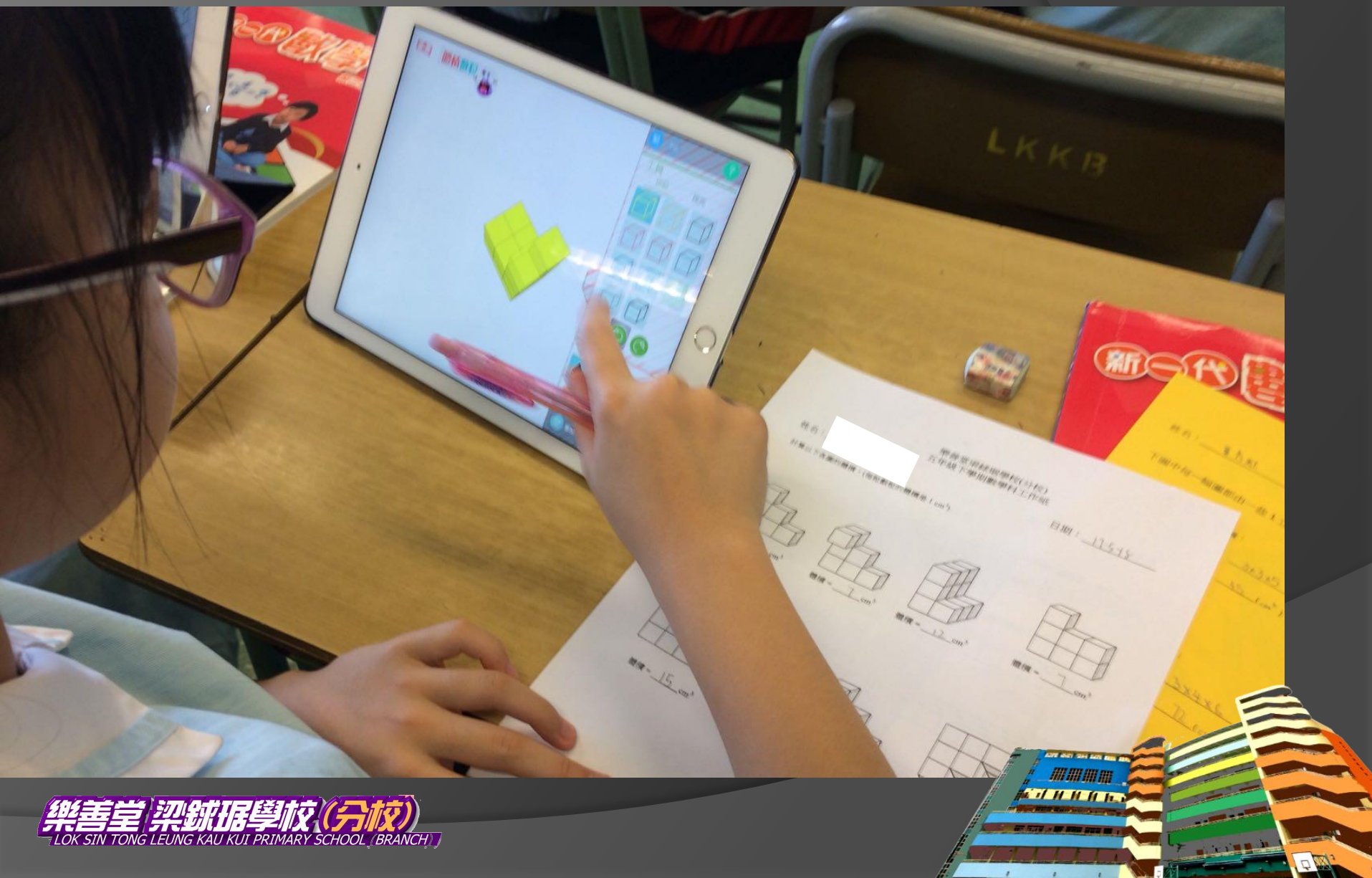
同學可以透過互動學習平台(例如: Nearpod), 即時上傳課堂習作, 增強課堂的互動性。教師亦可利用平板電腦作為學習評估的工具, 以便評估學習效能及向學生作出即時回饋。



提高課堂的互動性



提高課堂的互動性



提高課堂的互動性



WISREADING

善用成績分析作即時回躋

LAUNCH QUIZZES ROOMS REPORTS RESULTS

Melissa ▾

0 ▾

Costa's Levels of Questioning - Fri Sep 16 2016

Click either to view results.

REPORT

Student names

Student percentages

Click to see the question.

Click to see their full answer.

Click for the report in different formats

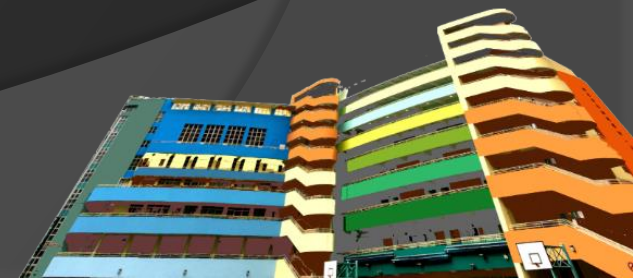
Name A-Z ▾	Score ▾	#1	#2	#3	#4	#5	#6
abcde	100%	C	Who is j	C	How are	D	What wou
Chelsea	100%	C	Who is j	B	What is	D	What do
Cr154nt0	50%	C	When did	C	What are	B	What do
Eleni	100%	C	Why did	C	Compare	D	What wou
halle	100%	C	where ar	B	Why did	D	I think
Hazel	100%	C	Who is t	C	Compare	D	What do
Heizen	100%	C	Who is C	C	Compare	D	Who woul
james	50%	C	what hap	C	what wil	A	who does
Janessa	50%	C	What did	D	Why did	A	What do
Jeff	50%	C	who was	D	what car	A	what do
Jodelyn	100%	C	Who are	C	Compare	D	What do
Jomari	50%	A	What wil	D	Why was	D	I think
kai	100%	C	why did	C	what is	D	what do
ken	100%	C	who is p	C	compare	D	what do
Mark	0%	A	Who kill	A	Compare	A	Predict
Me	0%						
Prince.Brys	100%	C	Why did	B	What are	D	What wou
SEAN	0%	A	where di	A	compare	C	what wil
Class Total		82%				65%	

Click on Question #5 or Class Total %5 for a detailed question view

Socrative Student Response by MasteryConnect



照顧學習進度差異

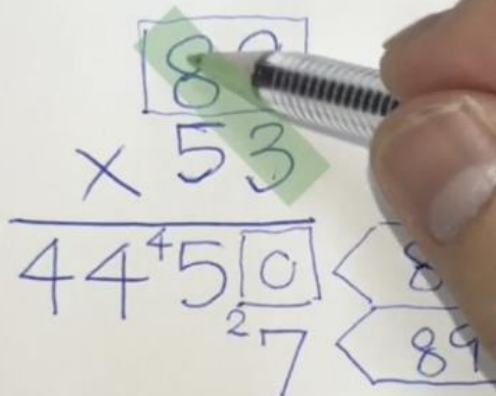


照顧學習進度差異

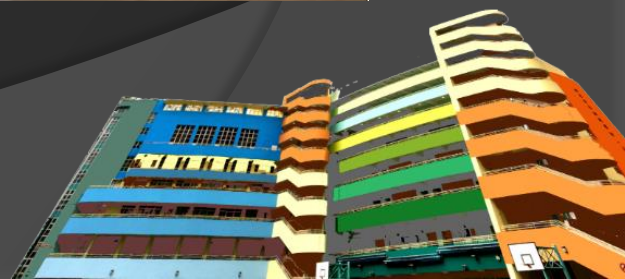
P4A

乘法 (兩位數乘兩位數)

樂善堂梁銑琚學校(分校)
LOK SIN TONG LEUNG KAI KUI PRIMARY SCHOOL (BRANCH)



把繁瑣的計算步驟製作複習短片，供有需要的學生自習之用，有助照顧學習多樣性，為能力稍遜的學生提供額外支援。

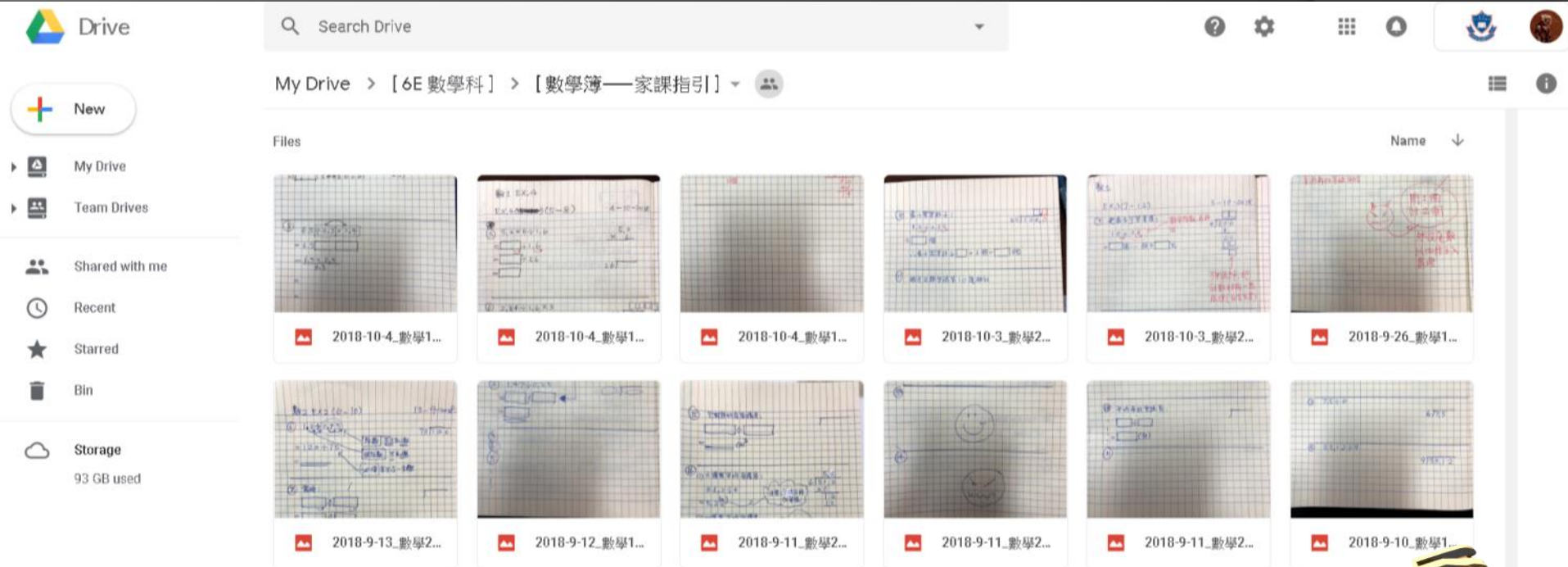


照顧學習進度差異

為照顧能力較弱的學生，在Google Drive開設「功課指引」。學生可自行上網獲取有關資訊。教師可減省教授簿冊格式的上課時間，亦可培養學生自習的能力。



Google Drive



照顧學習進度差異

教師可減省教授簿冊格式的上課時間，亦可培養學生自習的能力。



數2

EX.3(7-12)

3-10-2018

⑦ 她最多可買書張： *觀察除數，再移位*

$10 \div 0.8$

= 張... 餘下 元

8) 100
8
20

↑
不用再計，把
餘數移前一點
處理(有借有還)

⑧

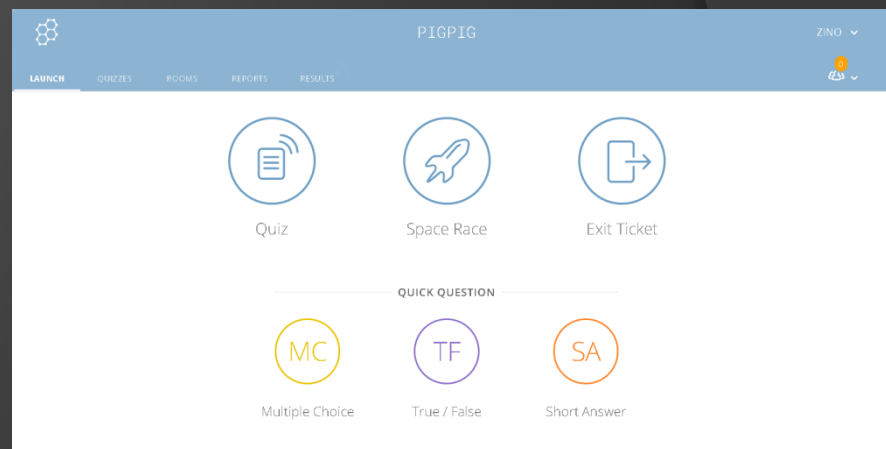
⑨

照顧學習進度差異

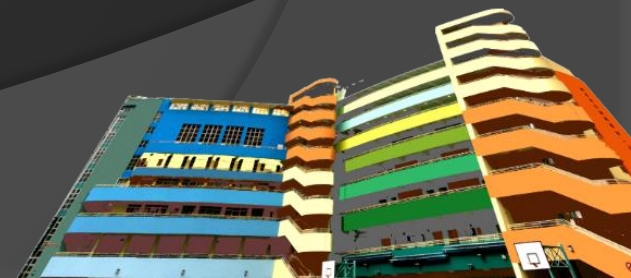
善用互動學習平台Socrative的優點，當進行學習評估時，預先另一間「ROOM」放置高階的題目，讓能力較強的學生有挑戰自我的機會。



ROOM「HELLONGSIR」



ROOM「PIGPIG」
房間名稱可定期修改增加趣味性



照顧學習進度差異



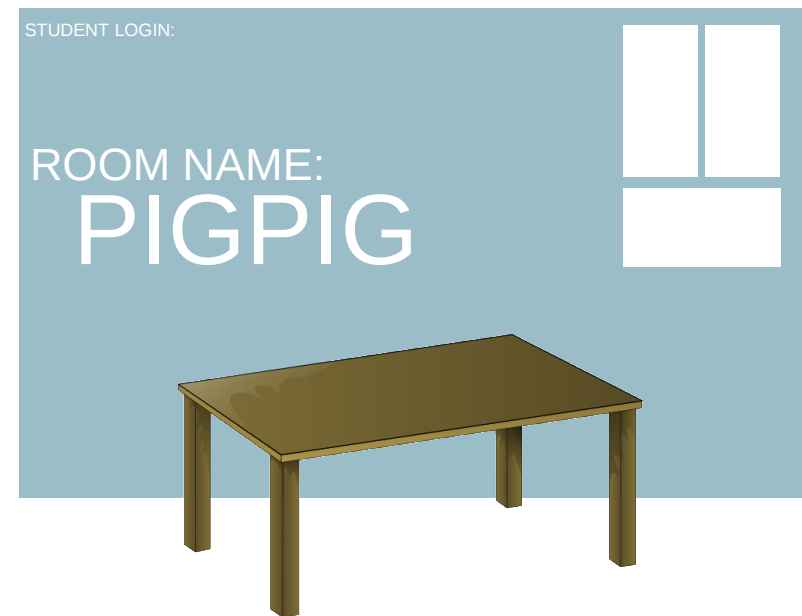
先在ROOM「HELLONGSIR」發放題目作全班活動



照顧學習進度差異



同時在ROOM「PIGPIG」發放高階題目作挑戰題



註：每個免費戶口只有一個房間，付費戶口才可以開設多於一個房間。



照顧學習進度差異



再在其他預設的ROOM發放不同程度的題目，可作分層教學或分組活動之用

ROOM NAME:
PIGPIG



ROOM NAME:
DOGD OG



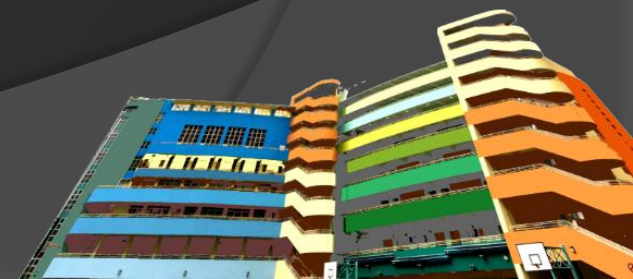
ROOM NAME:
CATCAT



註：每個免費戶口只有一個房間，付費戶口才可以開設多於一個房間。

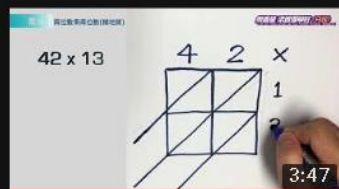


課前預習/課後延伸

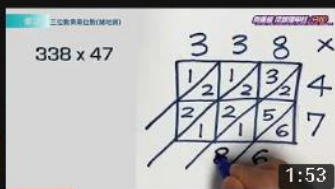


課前預習/課後延伸： 反轉教室 Flip Learning

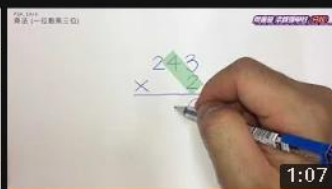
「翻轉課堂」模式讓學生先自行預習備課，理解學習基本內容；上課時由老師利用討論及活動等，探討課程較艱深的部分。



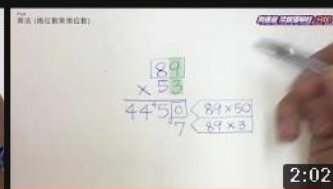
P4A 鋪地錦—初階
48 views • 1 year ago



P4A 鋪地錦—進階
24 views • 1 year ago



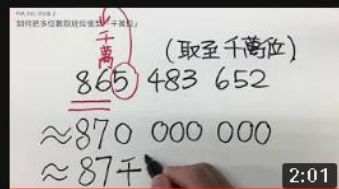
P4A 一位數乘三位數
11 views • 1 year ago



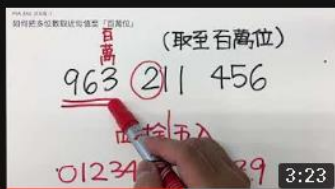
P4A 兩位數乘兩位數
19 views • 1 year ago



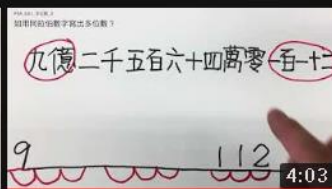
P6A EX8 立體的截面圖形
276 views • 1 year ago



P5A EX2 近似值 2
52 views • 1 year ago



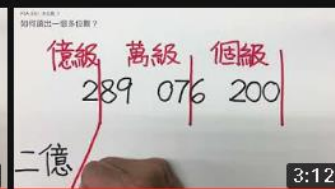
P5A EX2 近似值 1
293 views • 1 year ago



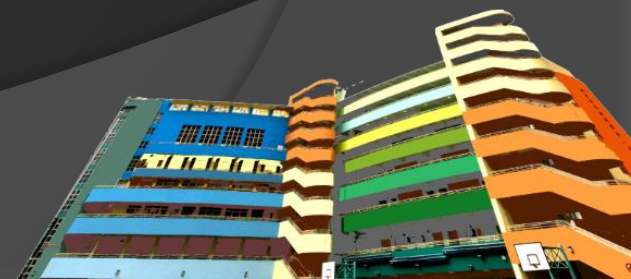
P5A EX1 多位數 3
25 views • 1 year ago



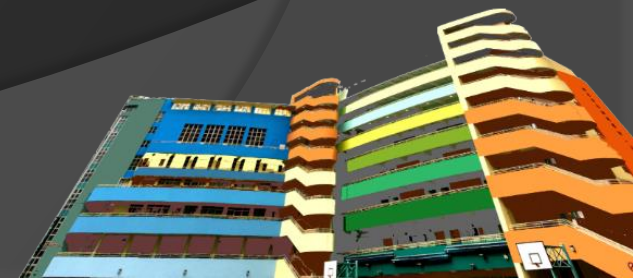
P5A EX1 多位數 2
29 views • 1 year ago



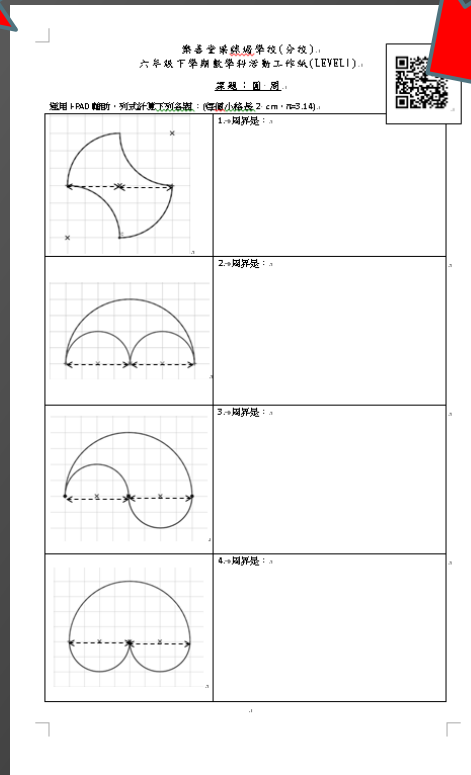
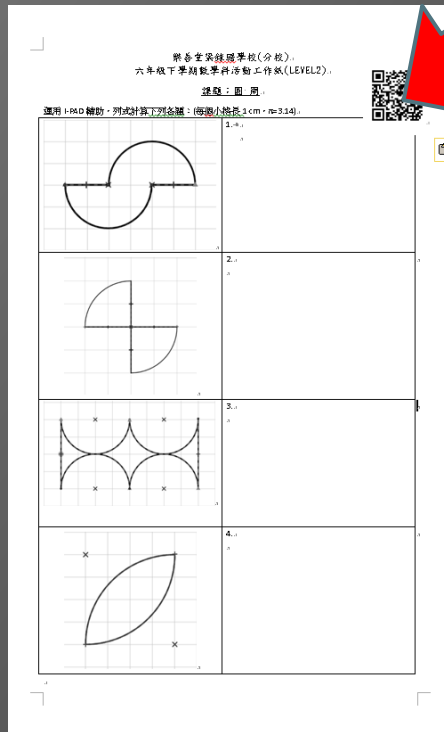
P5A EX1 多位數 1
53 views • 1 year ago



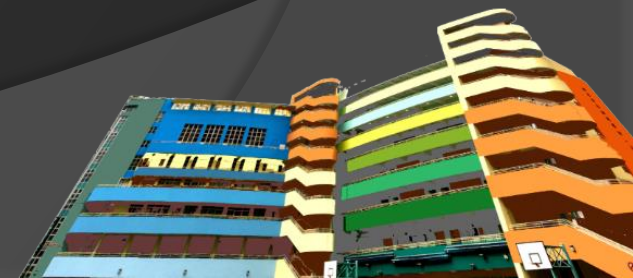
課前預習/課後延伸： 反轉教室 Flip Learning



課前預習/課後延伸： 在工作紙印上QR-CODE 連接電子教材或教學影片



在工作紙上印有QR-CODE可減省學生輸入網址進入教材的麻煩。



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Anthony OR 柯志明

ABOUT FOLLOW

Anthony OR 柯志明's resources

Modified ▾

In the following figure, what fraction of the square is coloured?
What is the decimal?

☐ fraction ☐ decimal

BOOK
Decimals

Anthony OR 柯志明 ⋮

Activity

Volume of Spheres in Nine Chapters on the

Anthony OR 柯志明 ⋮

拖拉柱體，改變它的高度。

ACTIVITY
五角柱的摺線圖樣

Anthony OR 柯志明 ⋮

No. of Shaded Squares = 0

ACTIVITY
Diagonal Problem (Manual Counting)

Anthony OR 柯志明 ⋮

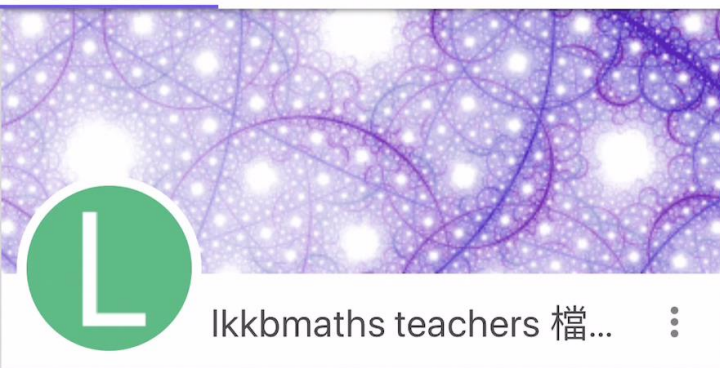
Drag - to the position of « Click 'Cut' to cut the red figure.
Which figure is larger?

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Language: English

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lkkbmths teachers 檔案儲存用's resources

Modified ▼



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在工作紙印上QR-CODE
連接電子教材或教學影片

籌建校本GeoGebra
Book，作為教學工具及學生課堂/課
後研習之用。



平行四邊形的面積



三角形的面積

宜：按序推展
忌：為用而用

歡迎預約

本校CoE同事進行「到校支援」服務