個案學校良好實踐經驗

1. 發展學校電子文化

- 學校有創新的理念，包括藉 STEAM 教育與跨課程推行電子學習，發展學生二十一世紀所需的技能；
- 校內溝通著重學校管理層與老師及老師之間的縱向和橫向溝通；及
- 教師經常分享及交流他們的經驗，例如透過觀課，發展校本課程相關的電子教學法和電子學習資源，以及學校社羣活動(例如學與教博覽)。

2. 建立學校電子領導

- 成立由校長、副校長及各科主任或老師組成的核心小組，負責推行電子學習。學校的小學學位教師(課程發展)一直發揮領導作用，積極聯同學科教師把電子學習融入學校課程。

3. 重新思考電子教學方法

教師已採用：

- 學習管理系統，推行「翻轉課堂」模式，協助學生建立電子學習檔案，以記錄及持續觀察學生的學習進度；亦有部分教師積極使用 STAR 平台進行進展性的電子評估；
- 以不同的電子學習內容及材料鼓勵學生學會學習，例如推行 STEM 教育(包括安排 3D 打印活動) 、安排學生參加各類比賽，以訓練學生的高階思維、設計思維的創新能力；推行「電子書包」政策(包括使用電子書和電子教科書)；
- 運用各類輔導模式(尤以鼓勵獎賞為主)，以維持學生在使用流動裝置進行學習時的課堂秩序。準備額外教材，以應付突發的硬件問題；及
- 培養學生使用資訊科技的操守，包括防止網上欺凌。

學校已：

- 改裝圖書館為設有無線網絡覆蓋的資源中心，供學生空間及機會，進行協作及自主學習活動；及
- 與專上院校協作，以獲取學術支援和技術新知。例如有學校設立創意學習課室(Innospace)，鼓勵學生運用科技和應用科學知識在天文學上；有學校亦透過參加「賽馬會運算思維教育」計劃(CoolThink at JC)，訓練教師及學生的程式編寫技巧。有學生曾在「英國教育訓練及科技展」(BETT Show)與參加者分享他們的發明，亦有教師與新加坡學校結為伙伴，一同發展網上交流計劃等。

4. 家長參與

- 家長參與制訂「自攜裝置」的可接受使政策，從而落實相關計劃；及
- 學校為家長舉辦有關使用流動裝置和相關軟件、推動電子學習的工作坊。

5. 其他

- 部分學校積極運用優質教育基金資助協作開發校本網上評估平台；及
- 學校藉服務供應商所提供的靈活技術，享有較先進的網絡保安。

Good practices of the case schools

1. Development of school's e-culture

- School vision with innovations, including the development of students' 21st century skills through STEAM education and practice of e-learning across the curriculum;
- Communications within school – with emphasis on both vertical and horizontal communications between the school management and teachers as well as among teachers; and
- Teachers always shared to exchange their experiences, for example, through class observations, development of a school-based curriculum with e-learning pedagogies and e-resources as well as with the school community, such as at the Learning and Teaching Expo.

2. Establishment of school e-Leadership

- Setting up a core team comprising the school head, deputy and subject panel heads/teachers for practising e-learning. At primary, PSM(CD) was leading the integration of e-learning into the school curriculum with the subject teachers.

3. e-Learning pedagogy rethink

Teachers had adopted:

- LMS to practise "Flipped Classroom" approach, help students build up their e-portfolios to record and track their learning progress and some teachers had an active use of the STAR platform for formative e-assessment;
- Various e-learning contents and materials to encourage students learning to learn, for example, STEM education, including 3D printing activities, and participation in various competitions to develop students' higher order thinking skills, such as innovation with design thinking skills; eSchoolbag policy with ebooks/e-textbooks;
- Some guidance practice (mainly incentive and award) to maintain student discipline in using mobile devices in class. Contingency materials are also prepared in case of hardware failure; and
- Cultivation of students' ethical use of IT for prevention of, including cyber-bullying.

The schools had:

- Provided access and space by renovating the Library into a resource centre which was WiFi connected to facilitate students' collaborative and self-directed learning activities; and
- Worked in partnership with the tertiary institutes for academic inputs and the industry for technical updates. For example, an innovative learning classroom (Innospace) was set up to encourage students to use technologies and applications of Science knowledge into astronomy; both teachers and students could develop their programming skills through the project: CoolThink at JC; some students had shared their inventions with the participants at the BETT Show held in UK and, teachers' joint online exchange programs with schools in Singapore and etc.

4. Parents' involvement

- BYOD was adopted with parents being involved in setting up the acceptable user policy; and
- Workshops were provided for parents on using the mobile devices, relevant software, as well as e-learning.

5. Others

- Some schools were active in developing school-based assessment platform in cluster with use of the QEF;
- Adoption of flexible technical services provided by agency for more up-to-date Internet security.