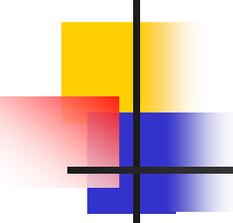


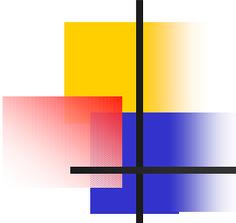
**Reading to Learn Series in TE: Using journals,
periodicals and other on-line resources for improving
student learning in the S4-5 CIT curriculum**

20 January 2004



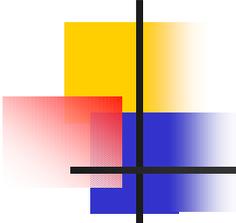
Significance of Promoting Reading to Learn

- Competence in and the love for reading are essential for school success and **life-long independent learning**.
- It is particularly important for citizens in a **knowledge-based society**.



Current Situation in Hong Kong

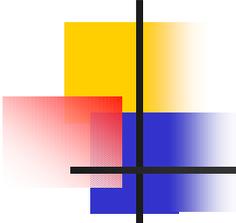
- **Lag behind other countries!**
- 根據香港大學教育學院的研究顯示，香港學生在校外為樂趣而閱讀的比例全球最低。全球平均有四成學生每天或幾乎每天會在校外為樂趣閱讀，而香港則只有兩成。
——全球學生閱讀能力進展研究
- What can we do?



Schools and Teachers' Role

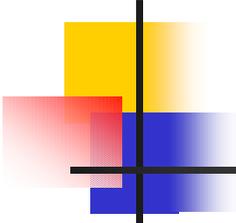
To provide students with:

- an environment conducive to the promotion of reading
- quality reading resources
- guidance and support



Promoting Reading to Learn CIT

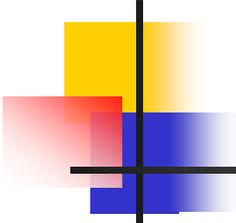
- Reading improves students' coursework report writing skills:
Learning to Write Reports by Reading Reports.



Promoting Reading to Learn CIT

Suggested Activity 1

Students are required to read technical reports on a selected computer technology topic. Set aside a period for students to share, discuss and then record the essential features of a well-written technical report. At the end, teachers help to consolidate the main points.



Promoting Reading to Learn CIT

Suggested Readings for Activity 1:

General

- Technical Writing: A short course on writing technical reports

<http://www.technical-writing-course.com/>

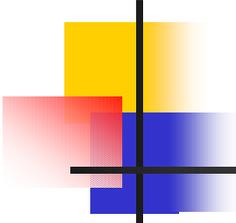
Data Communications and Networking Module

- A LAN proposal by a professional engineer in networking (To be posted on web)

Multimedia Production and Web Authoring Module

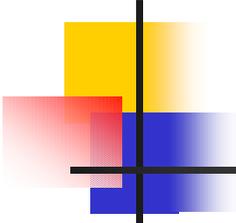
- The Multimedia Project

<http://pblmm.k12.ca.us/>



Promoting Reading to Learn CIT

- Reading facilitates students' learning of the topic '**Social Implications of Computer and Information Technology**' in the CIT curriculum.



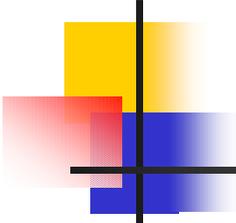
Promoting Reading to Learn CIT

Suggested Activity 2

Students select a topic on computer technology in line with their own interests. They then collect reading materials on it from sources such as books, websites and magazines, and prepare reading reports in their spare time. Teachers make arrangements for students to share their readings and present their reports.

Suggested topic on ‘Social Implications of Computer and Information Technology’ :

Should a government monitor her people’s Internet activities?



Promoting Reading to Learn CIT

Suggested Readings for Activity 2:

自由開放的社會

http://www.brandhk.gov.hk/brandhk/c_pdf/cfact2.pdf

法例如何回應新科技的挑戰

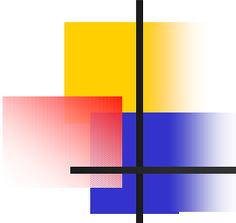
<http://www.rthk.org.hk/mediadigest/md0008/03.html>

美國互聯網立法的反省

<http://www.rthk.org.hk/mediadigest/md0701/04.html>

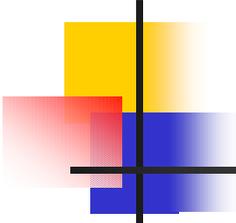
垃圾電郵

http://www.ofta.gov.hk/chinese/dg_article/chi_dg_article_0724.htm



Promoting Reading to Learn CIT

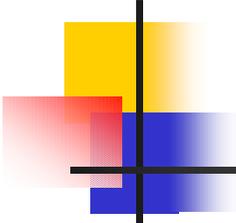
- Reading makes students become sensitive and watchful regarding **recent trends and developments** in the field of Computer Technology.



Promoting Reading to Learn CIT

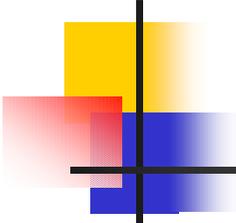
Suggested Activity 3

Students in turn post news reports on hot IT issues of the week on bulletin boards or display booths. Students are invited to post their views/comments about the news. Then, teachers conduct discussion forum and students vote for the Top 3 IT news of the month and Top 10 of the year.



Promoting Reading to Learn CIT

- And last but not least, reading can better **cater for learner differences** through providing reading materials of diversified interesting topics and different levels of difficulty.



Promoting Reading to Learn CIT

It would be a good idea to have a **whole-school approach** in promoting a reading culture e.g. reading award scheme.

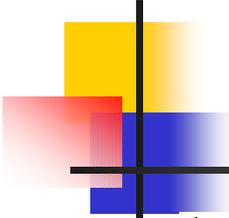
Reference:

課程發展處學校圖書館組

http://cd.emb.gov.hk/lib/school_lib/index.htm

從閱讀中學習

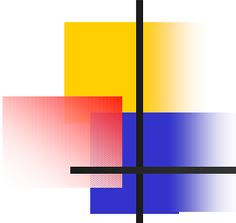
<http://cd.emb.gov.hk/readingtolearn/chi/index.html>



Web-based Resources for CIT

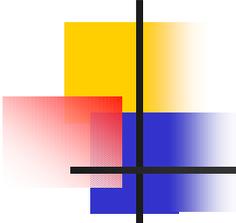
The new resource list will have 9 categories:

- Information Processing and Presentation
- Algorithm and Programming
- Organisation of Computer
- Data Communications and Networking
- Multimedia Production and Web Authoring
- Social Implications of Computer and Information Technology
- Coursework Project
- Online IT Newspapers and Magazines
- Online Academic Journal



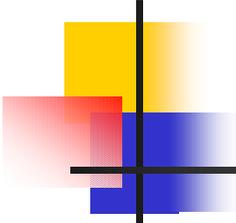
版權

- 版權是賦予原創作品擁有人的權利，可存在於：
 - 文學作品(如書籍及電腦軟件)、
 - 音樂作品(如創作樂曲)、
 - 藝術作品(如繪畫及雕塑品)、
 - 聲音紀錄和影片等、
 - 上述作品已發表版本的排印編排、 及
 - 互聯網傳送的版權作品。

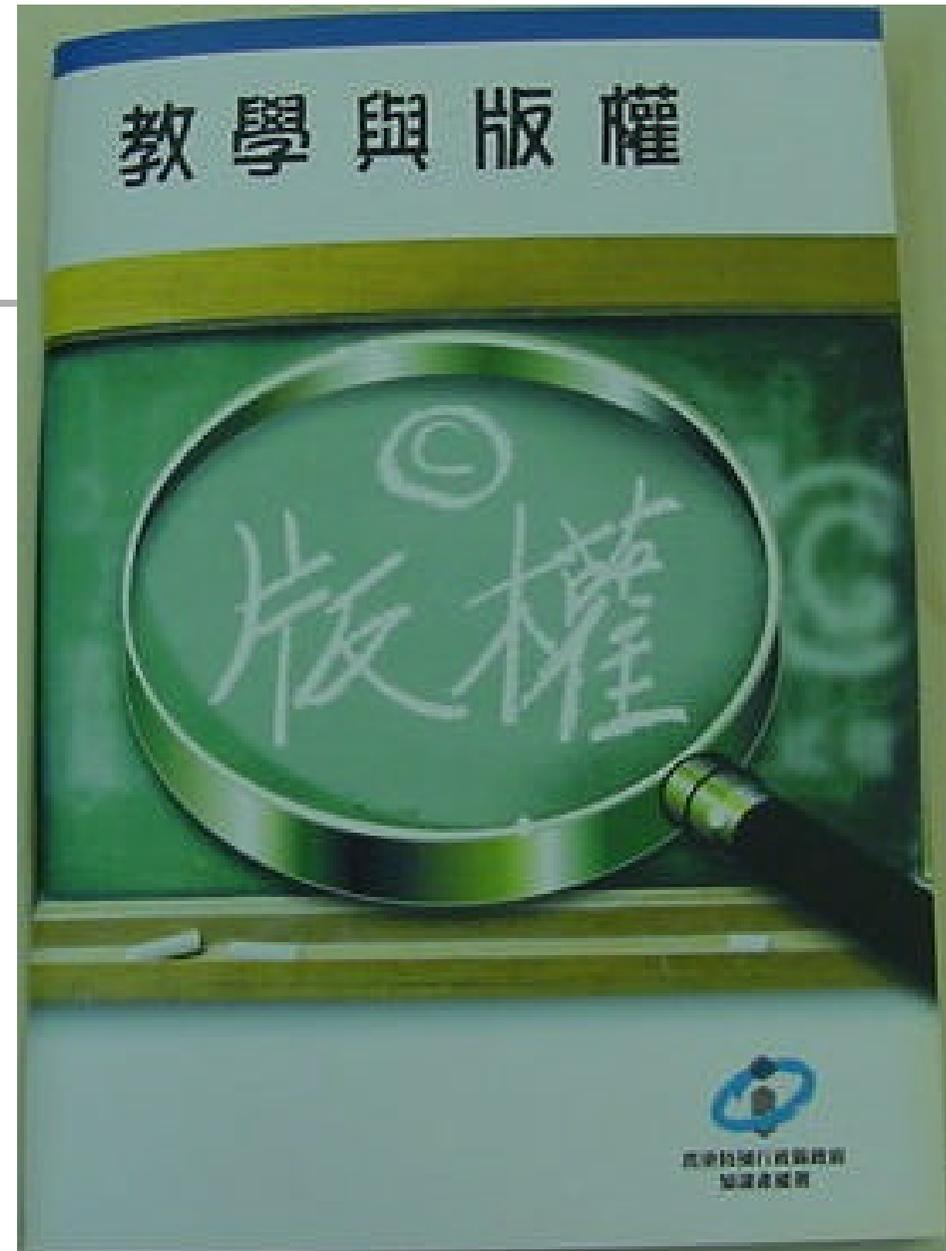


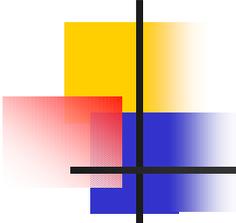
版權

- 版權是一項自動賦予的權利。
- 創作完成後，有關作品即擁有版權。
- 版權與其他類別的知識產權不同，版權毋須在香港註冊，也受法律保護。



教學與版權





相關網址

- 香港的版權法

www.info.gov.hk/ipd/b5/information/publication/copyright/cpr.htm

- 教學與版權

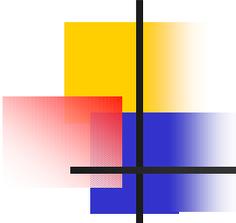
www.info.gov.hk/ipd/b5/information/publication/publication.htm

- 香港的知識產權

www.info.gov.hk/ipd/b5/information/publication/ip/iphk.htm

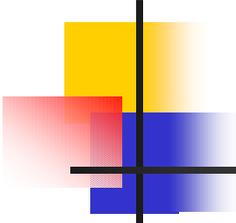
- 知識產權資訊及參考材料

<http://www.info.gov.hk/ipd/b5/information/index.htm>



備註

- 版權問題既複雜又繁瑣，今次只能作簡介，內容並非巨細無遺，更不能視為法律意見。如須諮詢有關版權的法律意見，應向律師請教。



條例

- 有關各知識產權法例之全文，可參看律政司之雙語法例資料系統（BLIS）
www.justice.gov.hk/cindex.htm
- 根據2000年知識產權 雜項修訂 條例而修訂的版權條例（第528章）
- 2001年版權(暫停實施修訂)條例 - 2001年（第568章）
- 防止盜用版權條例（第544章）