

**Training Package on
“Teachers’ Professional Values and Conduct” for Schools
Case Discussion (3)**

Training objectives	<ol style="list-style-type: none"> 1. Teachers should adopt a rigorous and professional attitude in selecting appropriate teaching materials. 2. Teachers should play their part as a role model to raise students’ awareness and help students verify the authenticity of online information.
Training materials	<ol style="list-style-type: none"> 1. Case Scenario: Case 3_Annex 1 2. Case-related PowerPoint slides/animated video 3. Key information of the Case: Case 3_Annex 2
Suggested duration	45 minutes

Duration	Steps/Materials	Focus
Engage participants and set the stage for discussion (3 minutes)	<ol style="list-style-type: none"> 1. Teachers prepare various teaching materials for lessons every day. Ask teachers to define teaching materials. (In general, teachers will list all the teaching materials used by teachers and students inside and outside the classroom. These may include textbooks, exercise books, worksheets, storybooks, online resources and supplementary information for teachers.) 2. Trainers may share their own experience or invite teachers to share whether they have searched for teaching materials on the Internet and recommended websites for students to search for information independently. Encourage teachers to share the websites they have recommended and the reasons behind their selection. 	➤ To bring up the case through the school activities

	<p>(Most teachers have recommended some websites to enable students to search for the information required for certain learning contents/projects.</p> <p>After teachers’ sharing, trainers may conclude by acknowledging that “Online learning is the prevailing trend. The Internet is easy and convenient to use and rich in information, making it conducive to students’ search for references. However, teachers should give careful consideration when recommending websites to students. Let’s move on to the case to see what we can learn from it”.)</p>	
<p>Case development and discussion (30 minutes)</p>	<ol style="list-style-type: none"> 1. Case scenario (around 4 minutes) <ul style="list-style-type: none"> • <i>Miss Yuen, a primary school teacher, is considering the theme for the upcoming project learning activities in her General Studies class. She finds that the class is particularly interested in environmental protection...</i> <p>(Please refer to Annex 1 for the details of the case)</p> 2. Play the animated video and remind teachers to pay attention to the case details. 3. Group discussion: <ul style="list-style-type: none"> • The suggested duration of this part, including discussion (“Questions for discussion” at Annex 1) and sharing, is around 26 minutes. Trainers may allocate the time accordingly. • Trainers may adjust the grouping as appropriate according to the number of teachers in the school. A group leader can 	<ul style="list-style-type: none"> ➤ To guide teachers to analyse the impact of Miss Yuen’s behaviour on her students. ➤ To facilitate teachers’ reflection in Miss Yuen’s place, and then bring up the matters requiring attention when handling teaching materials.

be assigned for each group to facilitate the discussion and collate the key points for subsequent sharing.

✧ **Question 1**: What are your thoughts on Miss Yuen's approach to recommending websites to students? How can teachers help students conduct proper online research?

☞ Trainers may guide teachers to consider the following:

- Miss Yuen's intention in recommending websites to students
- Miss Yuen's understanding of the webpage content
- How to identify appropriate information online

✧ **Question 2**: Do you find Miss Yuen's handling of students' reports desirable? Why?

☞ Trainers may guide teachers to consider the following:

- Miss Yuen's mindset when grading the report
- Student's reaction to the feedback
- Role of teachers

- When leading teachers' group discussion, trainers should guide teachers to explore how to handle teaching materials in a professional and careful manner. This can be done by analysing the way Miss Yuen selects teaching materials and her attitude in grading the report in the case.
- After the group discussion, trainers can

	<p>invite teachers to share their groups' thoughts and exchange ideas, summarise teachers' viewpoints, and then highlight the key points in the discussion questions (please refer to "Key Information of the Case" at Annex 2).</p>	
<p>School-based review (10 minutes)</p>	<ul style="list-style-type: none"> • School-based review extends from case level to school level. School management/trainers may review the school codes in connection with the selection of teaching materials/teaching contents. They can supplement/revise the relevant content, and elucidate to teachers the matters requiring attention. 	<ul style="list-style-type: none"> ➤ To extend the review from case level to school level, and engage teachers in reflecting on the matters requiring attention regarding the selection of teaching materials.
<p>Conclusion (2 minutes)</p>	<ul style="list-style-type: none"> • After case discussion and school-based review, school management/trainers may give a cohesive summary of teachers' viewpoints, and then provide supplementary explanations with reference to the summary of key points on the PowerPoint slides and the "Guidelines on Teachers' Professional Conduct". • In summing up, school management/trainers should reiterate that teaching and learning through the Internet has become inevitable nowadays. However, teachers should exercise professionalism and caution to find out whether the webpage content is 	<ul style="list-style-type: none"> ➤ To sum up the discussion findings, and remind teachers to exercise professional judgement when selecting teaching materials and be responsible to students and the education

	<p>appropriate for students and ascertain its authenticity and reliability before providing web links to students. In addition, teachers should remain committed and responsible. They should adopt a rigorous and prudent attitude when preparing lessons and assessing students' work to give students effective guidance and feedback.</p>	<p>profession.</p>
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