IT in Education BYOD Series: Strategic Planning and Implementation of School-based Bring Your Own Device Policy and Acceptable Use Policy in Secondary Schools (Refreshed) EI0020210123 (R2AB)

L1_V18_RTCHKU_BYOD(SEC)

e-Learning Development Laboratory
Department of Electrical and Electronic Engineering
The University of Hong Kong

Objective:
This course aims to introduce the school-based practice of planning and implementing Bring Your Own Device (BYOD) Policy and Acceptable Use Policy (AUP).

1. Overview of school-based BYOD project;
2. Different concerns before implementing BYOD in schools;
3. Implementing the school-based BYOD project;
4. School-based BYOD policy and AUP in consideration of parents' concerns;
5. Other concerns when implementing BYOD in schools; and
6. Drafting the BYOD implementation timeline.

Instructor Introduction

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EDUHK Centre for Excellence in Learning and Teaching teaching advisors

Chief Executive's Award for Teaching Excellence (Information Technology in Education)

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https://chat.whatsapp.com/G3SvcMcRr4P4zh3sUCBNcw

R2AB_SS_RTCHKU_BYOD & AUP

BYOD during the epidemic
Importance of supporting students to learn at home

Plan and implement the school-based "Bring Your Own Device" policy, suspension of classes and no suspension of school, learning and teaching under the epidemic

1. What measures does the school mainly adopt to support student learning?

2. How does the school use this time to arrange appropriate learning activities to keep students motivated?

3. What is the students' learning progress?

4. How can students obtain balanced development opportunities for the five pillars of educations?

5. How can schools use this epidemic to reflect on their future development?

6. At what stage is the school supporting students to continue learning at home?

網上學習・深度｜基層學生學習難　為何政府資助未能對症下藥？

Online learning, underprivileged students face difficulties in learning, why is it that government subsidies cannot help directly?

01深度

無電腦、無網絡、無訊號、無空間
基層學生註定輸在起跑線

Support the e-learning situation of underpriviledged students at home 支援清貧學生在家電子學習情況

社協：4 成貧窮家庭無電腦網上學習　有家庭僅擁一部手機　兄弟無法同時上課

2020/8/30 — 15:56

Like 636

Google 提供的廣告

提供意見　為什麼會顯示這則廣告？ ⓘ

Hong Kong social workers association：
40% of poor families do not have a computer to learn online
There are families with only one mobile phone
Brothers cannot attend classes at the same time
2020/8/30 立場新聞
https://www.thestandnews.com/society/社協-4-成貧窮家庭無電腦網上學習-有家庭僅擁一部手機-兄弟無法同時上課/

Support the e-learning situation of underpriviledged students at home

At the end of August this year, the Society for Community interviewed more than 730 poor children in an online questionnaire, and about 88 per cent of the schools of the children interviewed arranged online teaching in the new school year
More than 30% of homes do not have Internet access installed;
More than 40% of homes do not have access to an internet computer.
According to the survey, online learning encourages students to use information technology to learn and collect information, but the Government is underfunded on computers and the Internet, lacks basic computers and Internet access devices, and fails to keep up with the progress of learning.
The survey also said that many grass-roots parents have difficulty in mastering how to operate computers and software programs to help their children learn online.
Only 4% of poor households with computers are funded by the Care Fund
More than 90% of schoolchildren say they have difficulty teaching or learning online
9 out of 10 said that due to various restrictions on internet access and family environment, they were unable to study in the past 7 months, fearing that they would lag behind in online learning after the start of school in September;
More than 90% of school children are helpless or unhappy about starting school at home and are worried about not being able to learn

社協：
四成貧窮家庭無電腦網上學習
有家庭僅擁一部手機
兄弟無法同時上課

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https://www.thestandnews.com/society/社協-4-成貧窮家庭無電腦網上學習-有家庭僅擁一部手機-兄弟無法同時上課/

Support for underpriviledged students in e-learning at home

Community Care Fund–Subsidizing the purchase of mobile computer devices by poor primary and secondary school students to practice e-learning

1

St. James' Settlement.【樂遊網上學習計劃】

2

The Boys' and Girls' Clubs Association of Hong Kong 第七屆i100電腦贈學童培育計劃

3

HKCAA：Apply for a computer plan
Caritas Computer Workshop：Digital Product Application Program
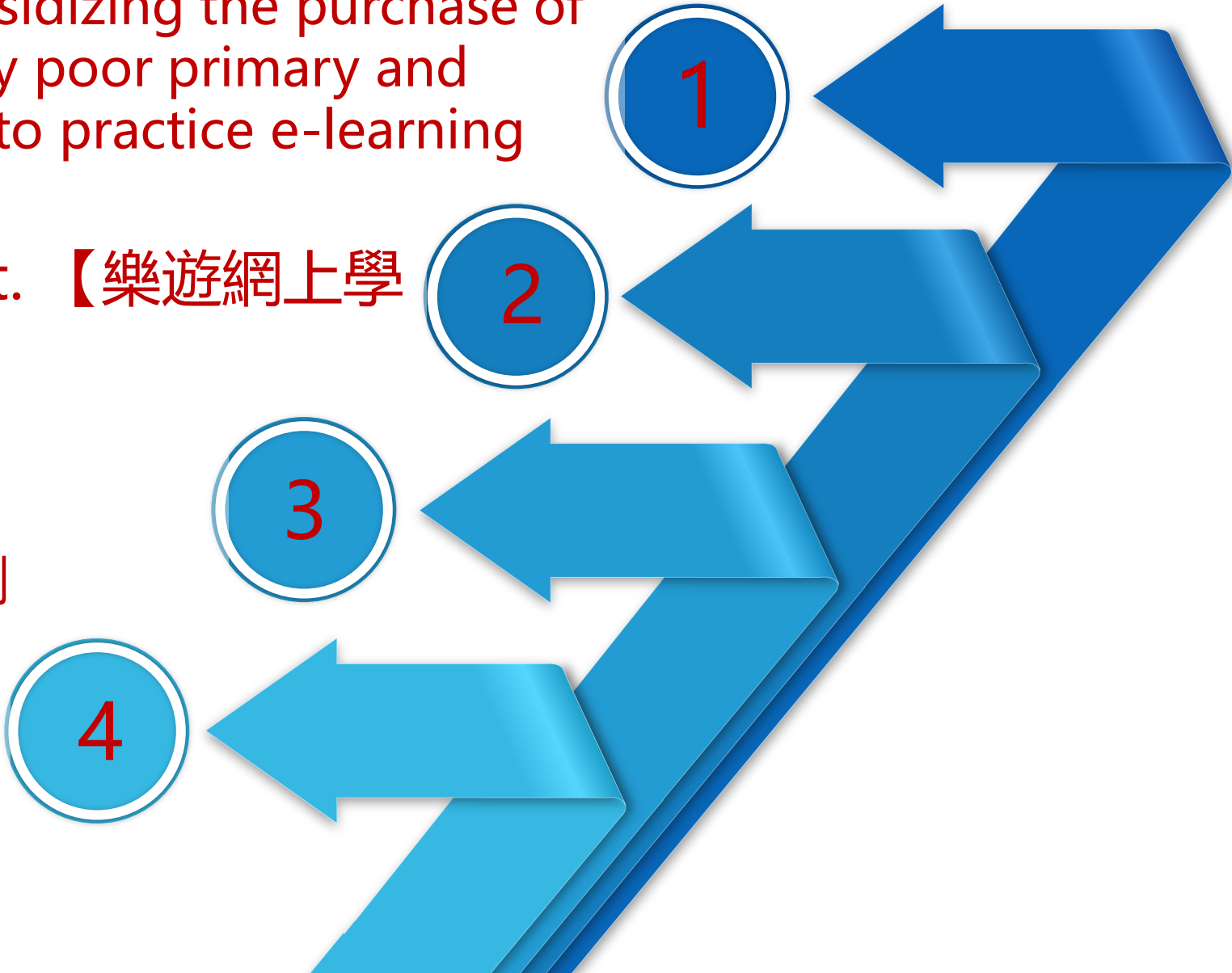
4

Community Care Fund

Subsidizing the purchase of mobile computer devices by poor primary and secondary school students to practice e-learning (CCF:BYOD)

E-learning activities in home school during suspension

關愛基金援助項目 – 資助清貧中小學生
購買流動電腦裝置以實踐電子學習(援助項目)

　　關愛基金自 2018/19 學年起推行為期三年的援助項目，資助清貧中小學生購買流動電腦裝置，以減輕因學校發展「自攜裝置」政策對低收入家庭學生帶來的經濟壓力。教育局於去年四月透過通函第 65/2019 號邀請擬於本學年推行「自攜裝置」政策的學校申請，至今已約有 270 間中小學參與。

　　為防止 2019 冠狀病毒病疫情擴散，全港學校至今仍然停課。我們感謝學校沒有忽略學生的教育需要，透過不同模式，包括電子學習，讓學生可以有系統地繼續適量學習，做到「停課不停學」。考慮到不少學生需要在停課期間使用流動電腦裝置在家中進行電子學習，雖然本學年的計劃原已截止申請，我們鼓勵學校繼續為有需要的同學提出申請，並會按情況彈性處理，例如靈活收集家長同意書等。「自攜裝置」政策其實涵蓋停課期間在家中進行的電子學習活動，因此所有推行電子學習的公營中學或小學，可為合資格的學生申請基金資助。我們理解學校需時為學生購買合適的流動電腦裝置，學校亦可以考慮透過其他措施協助尚未有合適裝置的清貧學生，例如借出流動電腦裝置供學生在家使用，或協助他們申請其他相關援助。

Community Care Fund
Subsidizing the purchase of mobile computer devices by poor primary and secondary school students to practice e-learning (CCF:BYOD)

清貧學生在家電子學習的支援情況

教育局一直關注學生的學習需要，並推行不同措施，支援清貧學生進行電子學習。因 2019 冠狀病毒病疫情而停課期間，不少學生需要在家進行電子學習，出現部分清貧學生家中缺乏上網學習設備的情況。教育局曾透過不同途徑，包括本年 3 月 23 日的信函（附件一），呼籲學校採取各項措施協助有需要的清貧學生，例如借出流動電腦裝置供學生在家使用，同時亦鼓勵學校參加關愛基金資助清貧中小學生購買流動電腦裝置的項目。我們亦作出彈性處理，接受所有在未全面復課前推行電子學習的公營中小學，為合資格的學生申請上述援助項目，詳情請參閱教育局通函第 55/2020 號及教育局網頁（https://www.edb.gov.hk/ited/byod/tc）。下學年開學在即，而疫情尚未完結，學校可能仍然需要不同程度地運用電子學習模式支援學生在家學習。為此，我們建議學校應及早準備，特別為有需要的學生安排適當的支援。

Apply for BYOD + borrow computer

Community Care Fund

Subsidizing the purchase of mobile computer devices by poor primary and secondary school students to practice e-learning (CCF:BYOD)

政府一向透過在職家庭及學生資助事務處轄下學生資助處及社會福利署向合資格家庭發放上網費津貼，支援清貧家庭學生使用市場上由固定或流動電訊服務營辦商提供的基本互聯網服務。我們了解到部分清貧學生因住處（如劏房、唐樓或偏遠地區）沒有固網服務而只能以緩慢速度上網或未能連接互聯網，影響在家進行電子學習的果效。煩請貴校於 **2020 年 8 月 14 日（星期五）** 或之前將填妥的回條（附件二），提供貴校對支援學生在家電子學習需求的資料，並傳真至資訊科技教育組（傳真號碼：2382 4403／2382 6551）。我們會參考學校所提供的資料，制訂相關支援措施並盡快公佈。期間，建議學校參考疫情停課期間的支援經驗，先靈活運用不同津貼[1]，依循相關規例／通告所載的採購程序及指引，購買流動數據卡及無線網絡路由器（即「WiFi 蛋」），並向上述清貧學生提供數據卡及外借無線網絡路由器，以便他們在家進行電子學習時使用。無線網絡路由器的參考規格會上載於本局網頁（https://www.edb.gov.hk/ited）。

Data card + Pocket WIFI

St James' Settlement【Gleeful E-learning Journey】

Supported by 支持機構

HSBC 滙豐

Oragnized by 主辦機構

聖 雅 各 福 群 會
St. James' Settlement

【樂遊網學計劃】

Gleeful E-learning Journey

計劃簡介：

承蒙匯豐銀行慈善基金慷慨解囊，撥款資助聖雅各福群會推行【**樂遊網學計劃 (Gleeful E-learning Journey)**】。計劃目的乃支援基層學生網上學習的需要，為基層學生提供學習硬件裝置，並透過各項活動提升學生及家長的數碼素養和能力。

受惠對象資格：

1. 小一至中三基層學生，未曾受惠於電子學習裝置資助計劃，並必須符合下列兩項資格中的其中一項：
    *   已經獲取學生資助辦事處半額書簿津貼資格，惟因經濟困難未能承擔電腦裝置餘下款項而沒有申請「關愛基金」的家庭；
    *   因個別原因未符合申請「關愛基金」資格，而面對經濟困難的家庭。
2. 申請的學生家庭，其家長必須參加家長講座，以加強支援子女網上學習的知識和技巧。

St James' Settlement【Gleeful E-learning Journey】

計劃內容：

1. 合資格學生將獲贈平板電腦乙部 (iOS 或 Android 制式)
2. 流動數據卡乙張連流動熱點 Wi-Fi 裝置(又稱 Wi-Fi 蛋) 乙部
3. 學生、家長及親子體驗活動，包括：

	活動組合(一)	活動組合(二)	活動組合(三)
a. 家長講座 · 1 節，每節 2 小時 · 如何支援學童進行電子學習及預防學童沉迷網絡世界	所有成功申請計劃之家長必須參加家長講座		
b. 家長數碼能力工作坊 · 4 節，每節 1.5 小時 · 平板電腦的基本操作及網絡安全	不適用	✓	✓
c. 學生數碼能力工作坊 · 2 節，每節 1.75 小時 · 平板電腦的使用技巧、電子學習資源及時間管理	不適用	✓	✓
d. 親子情緒管理工作坊 · 2 節，每節 1.5 小時 · 認識自我情緒、如何釋放壓力及逆境自處	不適用	✓	✓
e. 親子閱讀工作坊 · 2 節，每節 1.5 小時 · 培養家長親子閱讀的技巧	不適用	不適用	✓

St James' Settlement【Gleeful E-learning Journey】

計劃名額：

1. 每個學生家庭只可透過受邀請學校遞交申請，並只可享用 1 個計劃名額，申請最多 1 張流動數據卡、1 部 Wi-Fi 蛋及 1 部平板電腦。

2. 每個學生家庭可以透過受邀請學校報名參加活動，家長必須參加家長講座，另外可以選擇活動組合(一)、(二)或(三)，各活動項目舉行日期會盡量配合學校需要，名額有限，將以先到先得機制錄取參加者。選擇活動組合(二)或(三)的學校會於本計劃裝置申請部分得到優先批核。

重要日程：

事項	日期
裝置申請及參加活動意向申報日期：	2020 年 10 月 14 日至 10 月 26 日
裝置申請確認日期：	2020 年 11 月 6 日
裝置發放日期：	2020 年 11 月至 12 月
活動宣傳及報名日期：	2020 年 10 月 19 日至 12 月 5 日
活動報名確認日期：	報名截止日期後兩星期內
活動推行日期：	2020 年 11 月至 2021 年 9 月

參加資格

1. 申請人必須符合以下(i)及(ii)項中各最少一項條件

(i) 經濟狀況
- 2020-2021學年內領取綜合社會保障援助(綜援)計劃的學生；或
- 2020-2021通過學生資助處(學資處)現行入息審查所得以領取全額或半額學生資助的學生；或
- 過去6個月平均住戶每月總入息低於全港中位數的75% (請參閱綜合住戶統計調查按季統計報告 - 表9.4A - 2020年第2季)

(ii) 申請人的家庭電腦設備
- 家中沒有電腦／平板電腦；或
- 家中電腦／平板電腦不能運作；或
- 家中電腦／平板電腦數量及在學子女人數的比例不高於50% (例如:兩名在學子女擁有不多於一部電腦／平板電腦)

2. 申請人必須獲就讀學校校長、或老師、或社會福利機構負責人或社工提名

日期	項目
2020年10月19日(星期一)至11月20日(星期五)	接受報名及提名
2020年11月至12月	進行評審
2020年12月21日(星期一)	公佈甄選結果
2020年12月29日(星期二)及12月30日(星期三)	領取電腦及培訓課程

(確實時間表將於此活動推介作不定期更新，敬請留意最新動態)

Hong Kong Computer Aid Association: Apply for computer program
http://hkcaa.online/apply

Caritas computer workshop：Digital Product Application Program
https://ccw.caritas.org.hk/digital.html

Student Finance Office- Primary and secondary school students' financial assistance scheme - Internet access allowance

- Full rate of subsidy for SIA in the 2020/21 school year is $1,600 per household while the half rate is $800 per household.

- Parents can use the SIA to meet the Internet access charges for e-learning at home for their children, for example, the charges on broadband Internet service or SIM cards provided by operators of fixed or mobile telecommunications services.

- The allowance is paid on a family basis. Eligible families, irrespective of the number of children, will be granted a flat cash allowance in family units。

  https://www.wfsfaa.gov.hk/sfo/en/primarysecondary/tt/faq.htm#faq_topic_3

Student Finance Office- Primary and secondary school students' financial assistance scheme - Internet access allowance

Pocket Wifi

DATA SIM Internet card

the "new normal"

2020-2021 New School Year "New Normal"of teaching

- new normal 1: Normal back to school for teaching activities
- New normal 2: Back to school in the morning, at home in the afternoon far away to learn to teach
- new normal 3: Teach all day at home
- New normal 4: Some levels go back to school, and some levels are taught remotely at home
- Hybrid Model 混合模式
- Changed with the COVID19 outbreak

Reflections on the "New Normal"

Prepare for the "new normal"

1. Teaching team
2. Teaching mode
3. Teaching content
4. Evaluate the policy
5. Students' learning
6. Parents' need
7. External support

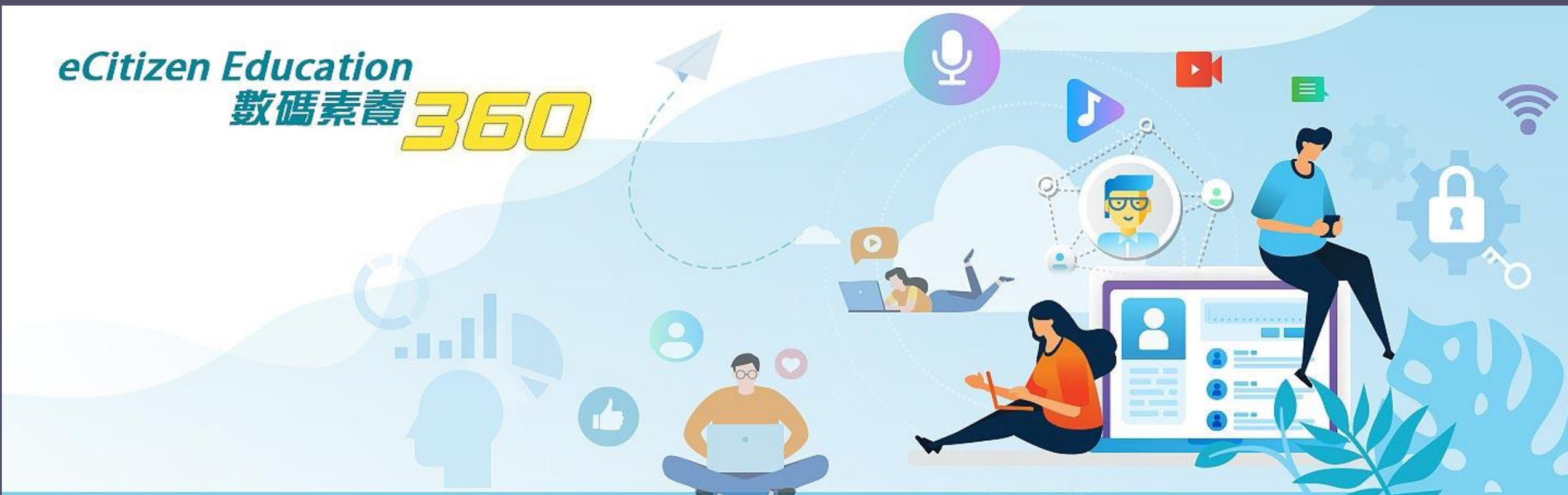**S** Strengths

W Weaknesses

O Opportunities

T Threats

SAGEFOX

Learning and Assessment for Digital Citizenship
https://www.ecitizen.hk/360

Prepare for the new normal digital literacy 360:
https://www.ecitizen.hk/360/

Phase 1: Summarize the results and challenges of non-stop learning:
Be digital for the new normal
Slides：
https://360-cms.ecitizen.hk/uploads/bulletin01_v9_tc_3123b64824.pdf

Video：
https://www.youtube.com/watch?v=1BLdc2L-5n4&feature=youtu.be

Prepare for the new normal digital literacy 360:
https://www.ecitizen.hk/360/

Phase 1: Summarize the results and challenges of non-stop learning:
- Be digital for the new normal
- With the efforts of the school and parents, the suspension of classes has been achieved
- The negative effects of the social and economic divide and the digital divide on students from disadvantaged families must be faced
- Strategic preparation for e-learning before school suspension can be of great help to the transition to e-learning

Bulletin 1(July 2020)
Summarize the results and challenges of non-stop learning: Be digitally prepared for the new normal

Efforts of schools and parents to sustain learning paid off

Table 1. Perceived worries by students

Sources of worry for students	Secondary students Mean[1] (SD)	Primary students Mean[1] (SD)
Upcoming examination	3.63 (1.13)	3.27 (1.26)
Always thinking about going online	3.15 (1.05)	3.17 (1.24)
Long-term negative effect on learning	3.10 (1.02)	3.24 (1.15)
Catching up with schoolwork	2.94 (1.08)	2.27 (1.11)
Emotional stress	2.91 (1.14)	2.28 (1.17)
Relationship with parents	2.68 (0.90)	2.42 (1.10)
Relationship with classmates	2.63 (0.91)	2.32 (1.10)
Going back to face-to-face lessons	2.50 (1.11)	2.37 (1.28)

[1] 1 strongly disagree 2 disagree 3 neither agree nor disagree 4 agree 5 strongly agree

Summarize the results and challenges of non-stop learning: Be digitally prepared for the new normal

1. Efforts of schools and parents to sustain learning paid off

Table 2. Perceived improvement of digital skills from different stakeholders

	Mean[1]	(SD)
Perceived by primary school students on themselves	3.40	(0.87)
Perceived by secondary school students on themselves	3.71	(0.95)
Perceived by parents on their children	3.44	(0.87)
Perceived by teachers on their students	3.84	(0.78)
Perceived by school leaders on teachers	4.16	(0.63)
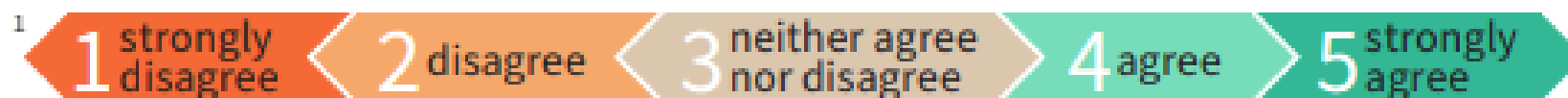
[1] 1 strongly disagree · 2 disagree · 3 neither agree nor disagree · 4 agree · 5 strongly agree

Summarize the results and challenges of non-stop learning: Be digitally prepared for the new normal

The cumulative negative effects due to socioeconomic and digital divides on disadvantaged students need attention

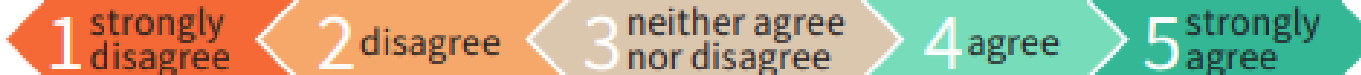Figure 5. Levels of adequacy in Internet and digital device access for home-based learning
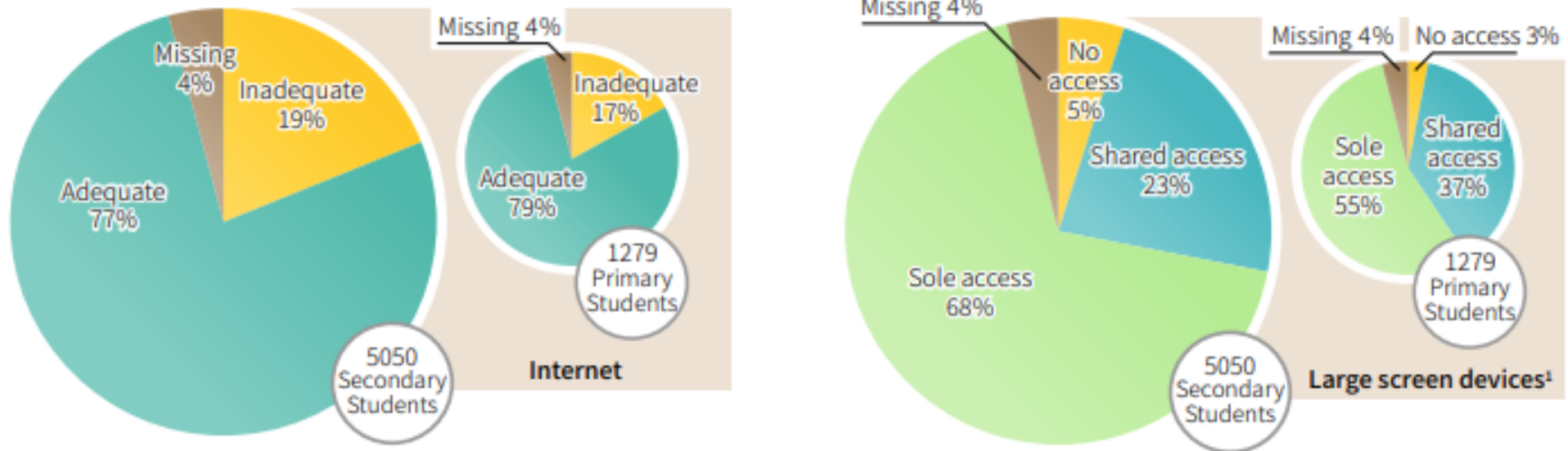
Bulletin 1(July 2020)

Summarize the results and challenges of non-stop learning: Be digitally prepared for the new normal

2. The social and economic divide and the digital divide must be faced, with negative effects on students from disadvantaged families

Table 3. Levels of stress experienced by students from different SES backgrounds

Sources of worry for students	Secondary students		Primary students	
	Higher SES[1] students	Lower SES[1] students	Higher SES[1] students	Lower SES[1] students
Upcoming examination	3.6	3.8**	3.1	3.3
Preparation for future career	3.3	3.5***	N/A[2]	N/A[2]
Always think about going online	3.1	3.2**	3.1	3.2
Long-term negative effect on learning	3.0	3.3***	3.2	3.1
Catching up with schoolwork	2.8	3.1***	2.0	2.4

[1] SES is computed using the following indicators: have a desk to study, own personal room, have a quiet place to study at home, the number of books at home, and the highest level of education completed by parents.

[2] Primary students were not asked this question.

** Significant at <.01
*** Significant at <.001

1 strongly disagree   2 disagree   3 neither agree nor disagree   4 agree   5 strongly agree

Embracing the "New Normal" eCitizen Education 360: https://www.ecitizen.hk/360/

eCitizen Education 數碼素養 360

第二期簡報（2020年8月）

學校需為 網上教學 做好準備

提供優質學習經歷和學習成果的準備度

電子學習 統籌組成員、角色及職能

訂立教師專業學習與支援的優先次序

結合 科技基建及教學法，強化學生學習能力

是甚麼因素影響學校的電子學習？

香港在1998年推出首個資訊科技教育策略，標誌著香港首次制訂官方政策，不單視資訊及通訊科技為一個獨立科目，更著重把科技教育融入課程以支援學與教。政府於2003年推出了第二個資訊科技教育策略，強調資訊科技教育對支援前一年公布的整體課程改革目標的主要角色。在2011年，教育局資助了21個電子學習先導計劃，其中不少是由多間學校聯手參與的計劃，藉以推廣電子學習的良好做法，及促進以學生為中心的變革性教學模式。過去20年來，資訊及通訊科技教育的重點逐漸轉向電子學習，即是用數碼技術支援學生學習。在這段期間，學校建立了不同的數碼基礎設施、課程優先次序和支援電子學習的架構。這些為電子學習而設的設施及經驗，於新冠肺炎疫情導致停課期間，成為了學校進行電子學習的基礎。在本研究中，我們收集了有關學校電子學習策略和實踐的數據，研究影響構成「網上學習準備度」的關鍵因素。

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Learning and Assessment for DIGITAL CITIZENSHIP

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Bulletin 2： Online learning preparedness for schools preparedness for schools

Bulletin：
https://360-cms.ecitizen.hk/uploads/bulletin02_en_34168 3a6b2.pdf360-cms.ecitizen.hk/uploads/bulletin02_tc_27847a5588.pdf

Video：
https://www.youtube.com/watch?v=kHXUz1tgMw8&feature=youtu.be&start=2890

eCitizen Education 數碼素養 360

HKU CITE Jane...

學校研討會系列（2）：

《學校應如何在「新常態」下為九月線上開課做準備？》

48:10 / 2:06:40

Embracing the "New Normal" eCitizen Education 360:
https://www.ecitizen.hk/360/

Bulletin 2： How should schools prepare for the new normal of online classes in September?
Summary:
Implications of e-learning planning & implementation onstudents' online learning
outcomes

1. Teachers' preparedness for online teaching is positively correlated with students' online learning experience and outcomes.
2. A school's e-learning team composition and functions, how it organizes e-learning related teacher professional development, and the involvement of non-IT subject teachers in the planning of routine support have major impacts on teachers' online teaching preparedness, and students' experiences and outcomes of online learning.
3. All of the positive contributing preparedness factors had more prominent beneficial effects on low SES students' online learning outcomes during the school suspension.

SAGEFOX

Encourage the **use of online learning platforms** and digital resources for **student-centered interactive learning**

Promote teacher sharing and collaboration on online pedagogy to nurture **"Progressive Innovators"**

Focus teacher professional learning provisions on fostering **higher-order thinking, e-assessment** and **digital feedback**

Bulletin 3:

Bulletin 3：
Online-learning preparedness for teachers

簡報：
https://360-cms.ecitizen.hk/uploads/e360-B3._Press_Conference_final_105efe1c2b.pdf

視頻： https://www.youtube.com/watch?v=AgkDrFNSFSY&feature=youtu.be

Encourage the **use of online learning platforms** and digital resources for **student-centered interactive learning**

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Bulletin 3:

Bulletin 3:
Online-learning preparedness for teachers

Suggestions:
- Expand professional networks both inside and outside the school, strengthen in-depth cooperation in online teaching methods, and train more "active and innovative" teachers
- Focus on improving teachers' use of online platforms and digital resources to design and implement student-centered, independent and interactive learning to enhance higher-level thinking and innovation
- Use online learning data to assess students, provide feedback and improve learning and teaching to improve "online teaching preparedness" in schools under the new normal

SAGEFOX

Issue 4:
The school's multi-level leadership builds a culture of mutual trust, collaboration and innovation with its staff

The success of "New Normal" online learning and teaching preparation is key

簡報：
https://360-cms.ecitizen.hk/uploads/e360-b4._Press_Presentation_final_3c973e5b48.pdf

視頻：https://youtu.be/7S-JML-dQI8
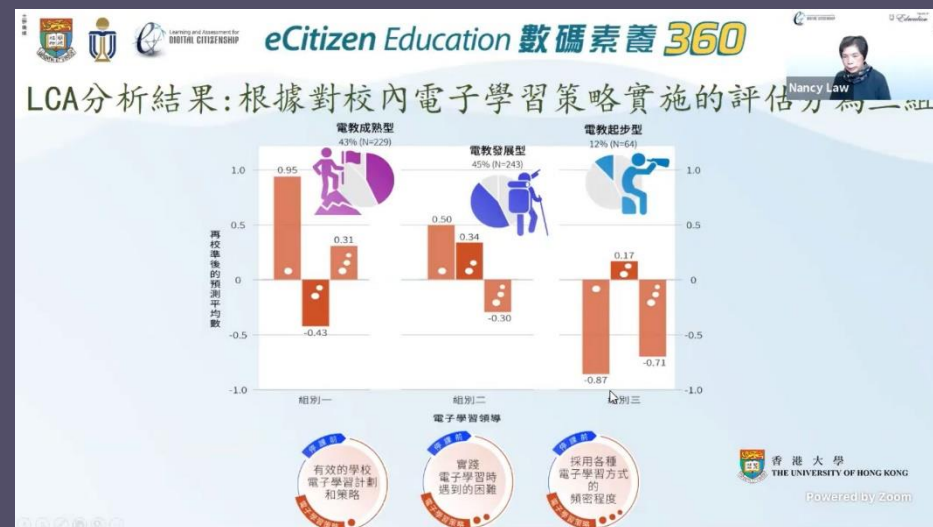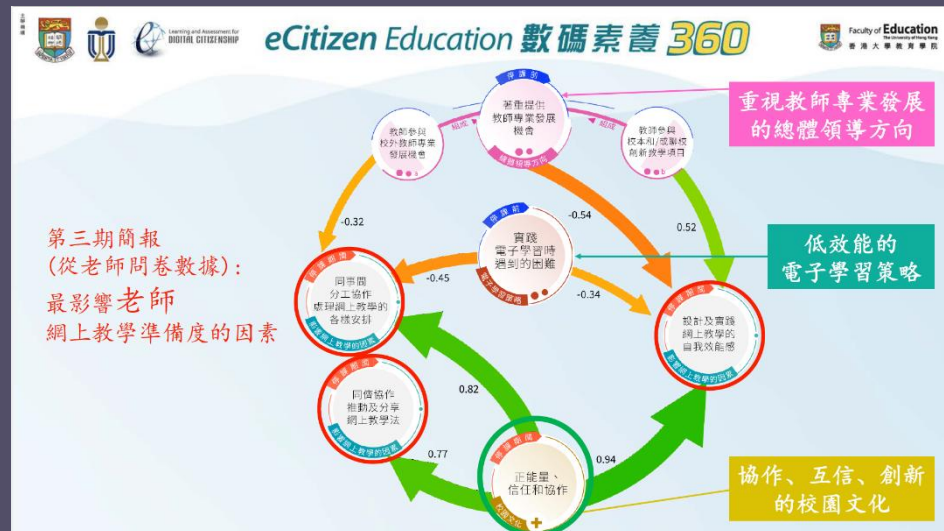
Issue 4:

The school's multi-level leadership builds a culture of mutual trust, collaboration and innovation

The success of "New Normal" online learning and teaching preparation is key

Suggestion：

1. Schools need to reach out for external support for teacher professional learning and leadership development to enhance their online T&L preparedness, rather than by "learning through failures" only. Participation in school based projects that foster pedagogical innovations and promote active collaboration and mutual trust are most beneficial.

2. Engagement and support from both academic and non-academic leaders are equally important in ensuring quality learning outcomes from students' participation in online and other supporting learning experiences provided by the school under the New Normal. Participation in joint school student-centered innovation projects that involve multiple school leadership roles will foster school-wide collaboration.

3. Senior leaders need to support middle-level managers in solving actual problems encountered in the process of innovation. This can be achieved by ensuring that they have a realistic understanding of the actual T&L practices within their schools (including online T&L), strengthening communication and consensus building across senior and middle-level leaders.

SAGEFO

Embrace the "new normal"

Teacher

- Support the difficulty of teachers working from home
- Support teachers to develop effective teaching methods and strengthen the effectiveness of academic evaluation
- Support individual differences in the academic ability of teachers
- Support individual differences in the teacher's technical ability
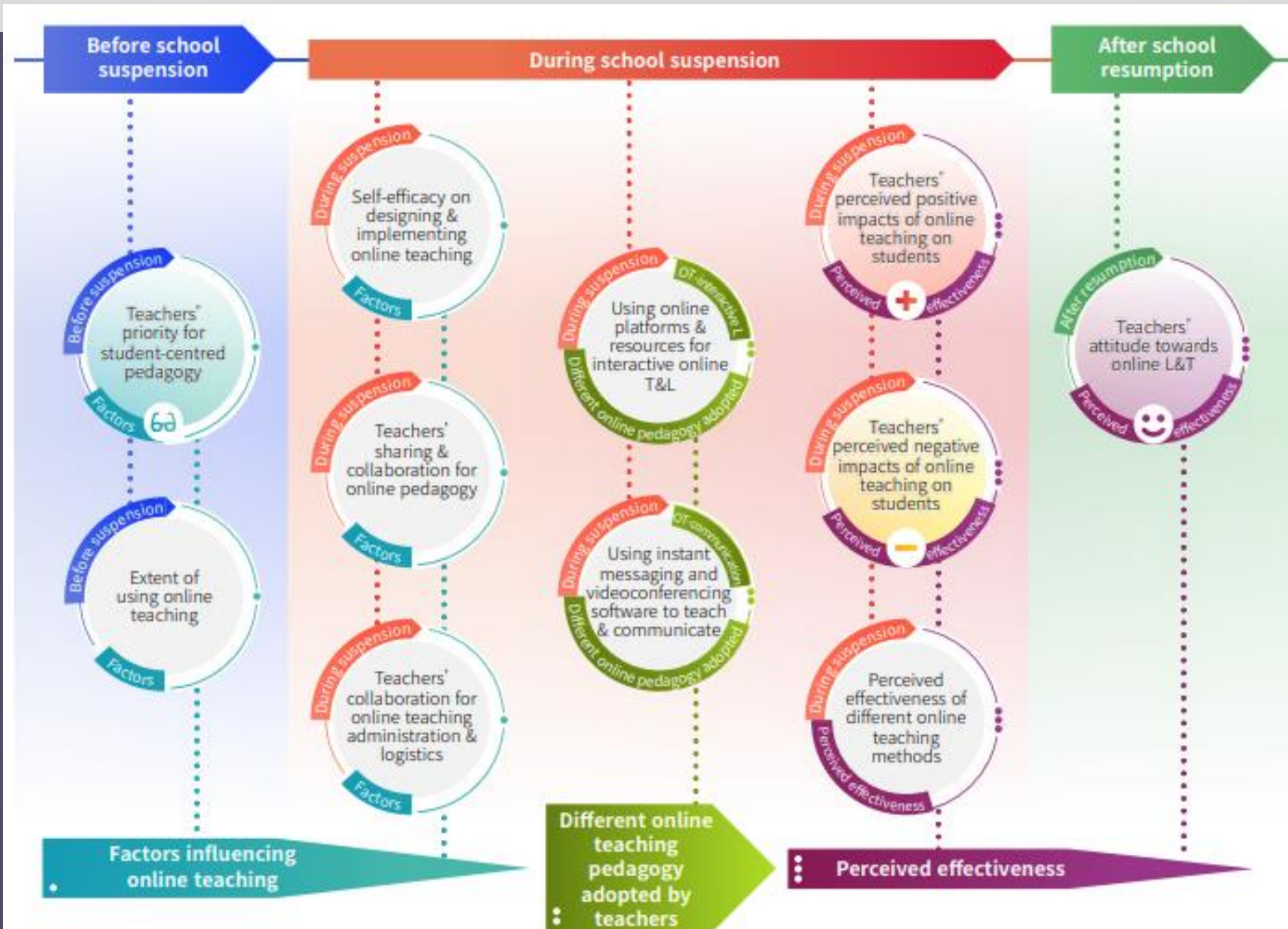
What factors have the greatest impact on the teacher's "online teaching readiness"?

Structural Equation Modelling 結構方程模型 （SEM）
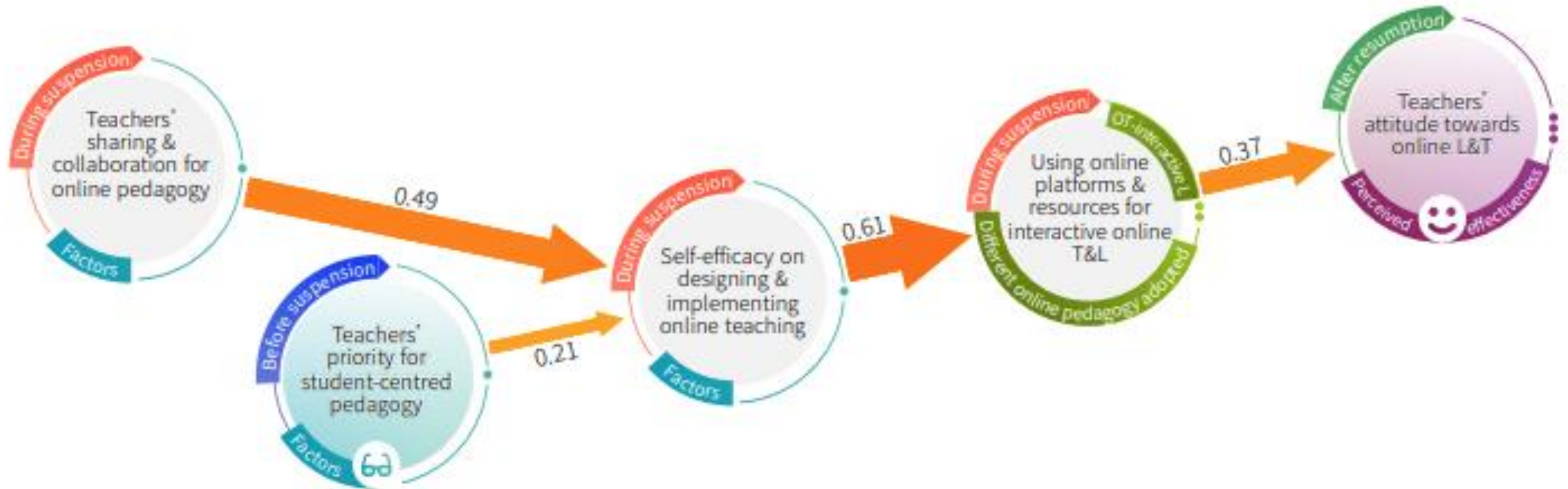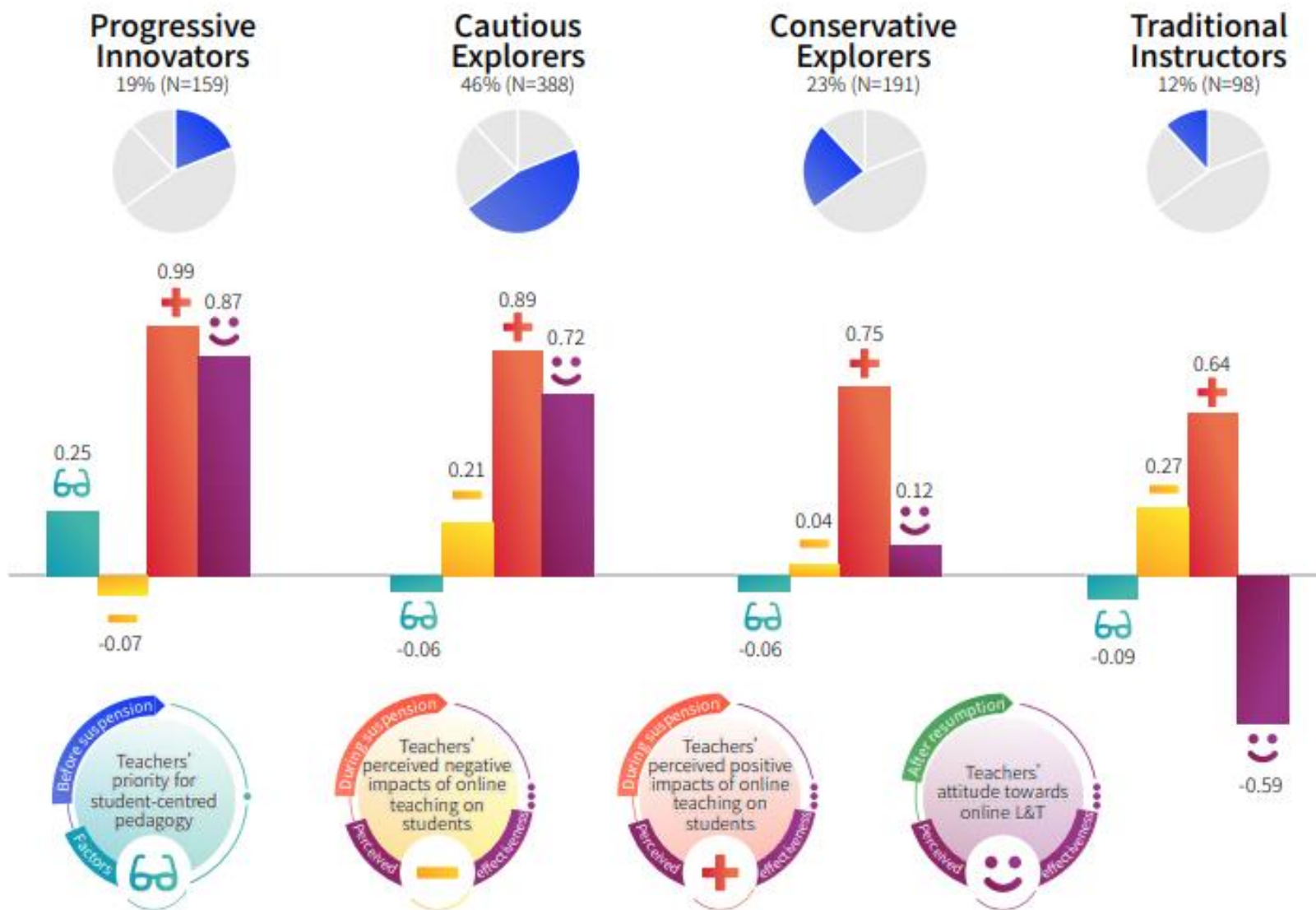
Table 1. Mean extent of engagement in different practices and self-efficacy in the design and implementation of online teaching

Latent Classes	Progressive Innovators Mean[1] (SD)	Cautious Explorers Mean[1] (SD)	Conservative Explorers Mean[1] (SD)	Traditional Instructors Mean[1] (SD)
Teachers' collaboration for arrangements and logistics for online teaching	3.44 (0.5)	3.19 (0.44)	3.11 (0.4)	2.96 (0.64)
Teachers' sharing & collaboration for online teaching pedagogy	3.36 (0.69)	3.08 (0.59)	2.98 (0.51)	2.8 (0.82)
Interactive online T&L using online platforms & resources	3.41 (0.29)	3.24 (0.27)	3.11 (0.25)	3.15 (0.41)
Using instant messaging & videoconferencing software to teach & communicate	3.6 (0.47)	3.41 (0.48)	3.3 (0.43)	3.38 (0.55)
Self-efficacy on designing and implementing online teaching	3.36 (0.48)	3.08 (0.42)	3.03 (0.39)	2.99 (0.56)

[1] 1 Not at all 2 To a small extent 3 To a moderate extent 4 To a large extent

Table 2. Teachers' online teaching preparedness indicators during school suspension

Teachers' online teaching preparedness indicators *during school suspension*	Secondary teachers Mean[1] (SD)	Primary teachers Mean[1] (SD)
Extent of use of different e-learning tools	3.09 (0.85)	3.07 (0.89)
Perceived effectiveness of different online teaching methods	3.02 (0.60)	3.16 (0.56)
Extent of teacher collaboration for online L&T	2.90 (0.79)	3.22 (0.71)
Availability of pedagogical support for online L&T	2.82 (0.82)	3.01 (0.79)
Availability of general technical support for online L&T	2.66 (0.89)	2.85 (0.86)

[1] Level of preparedness   1 Not at all   2 To a small extent   3 To a moderate extent   4 To a large extent

Figure 7. Number and percentage of school leader and teacher respondents working in schools with different BYOD status

No/not allow

Yes (some grades)

Yes (whole school)

Missing

68%
15%
5%
12%
66%
16%
7%
11%

324 Secondary School Leaders

460 Secondary School Teachers

0%
10%
44%
1%
14%
46%
43%
42%

194 Primary School Leaders

328 Primary School Teachers
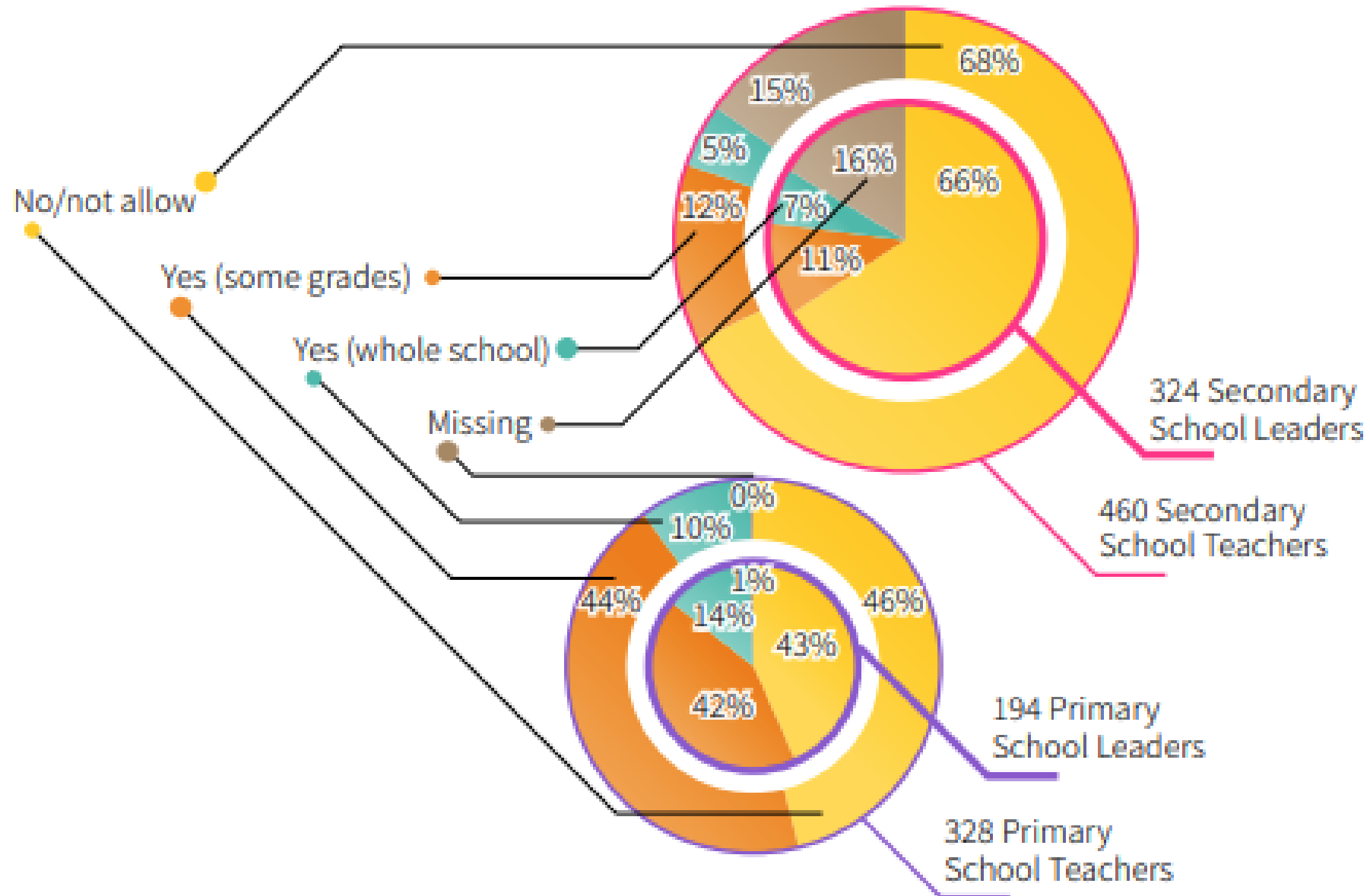
Figure 8. Proportion of student respondents studying in schools with different BYOD status
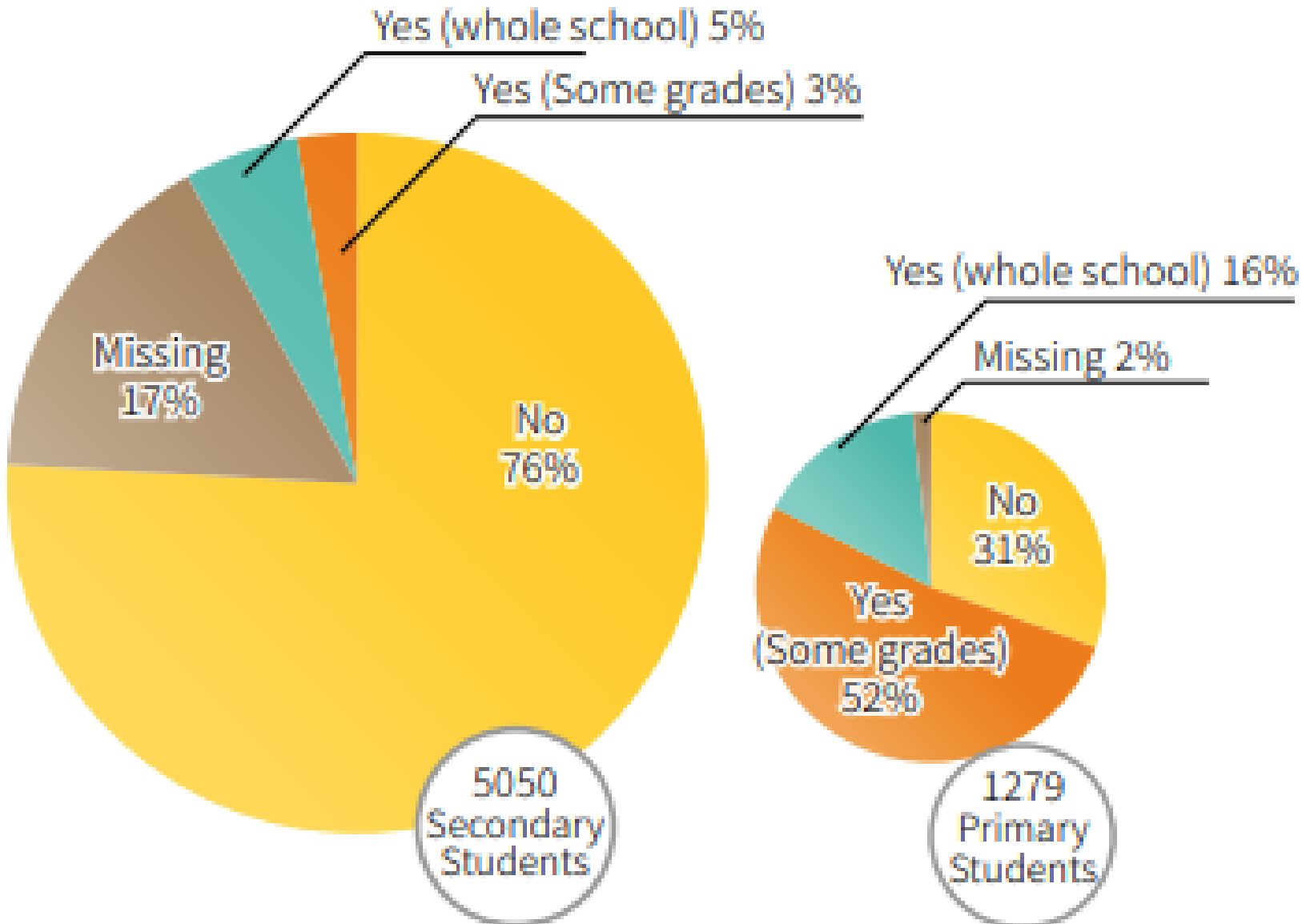
Secondary Students (5050):
- Yes (whole school) 5%
- Yes (Some grades) 3%
- Missing 17%
- No 76%

Primary Students (1279):
- Yes (whole school) 16%
- Missing 2%
- No 31%
- Yes (Some grades) 52%
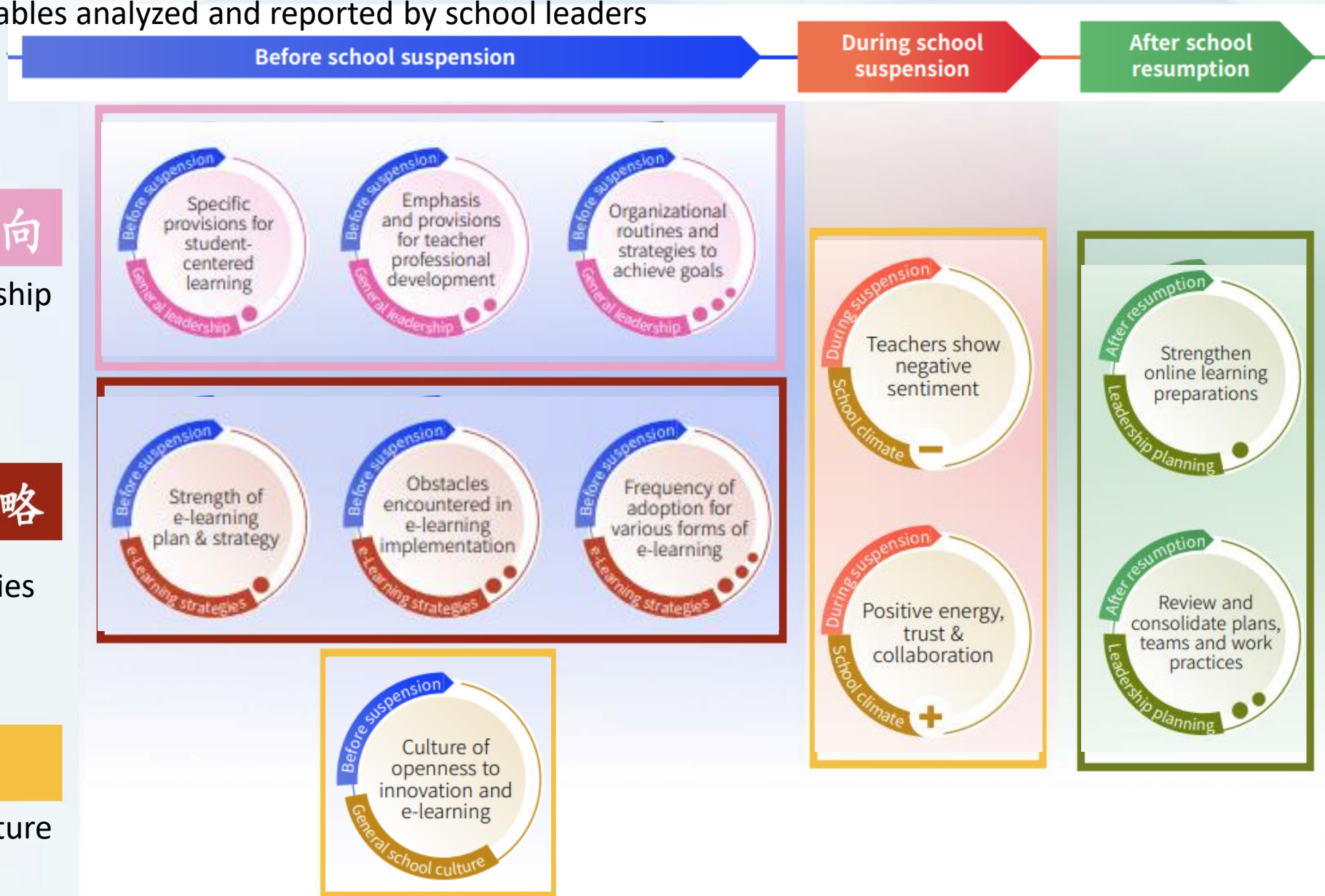
不同角色領導層對停課前校內各項情況的評分

the perceptions of the three groups of school leaders regarding the seven indicators before school suspension
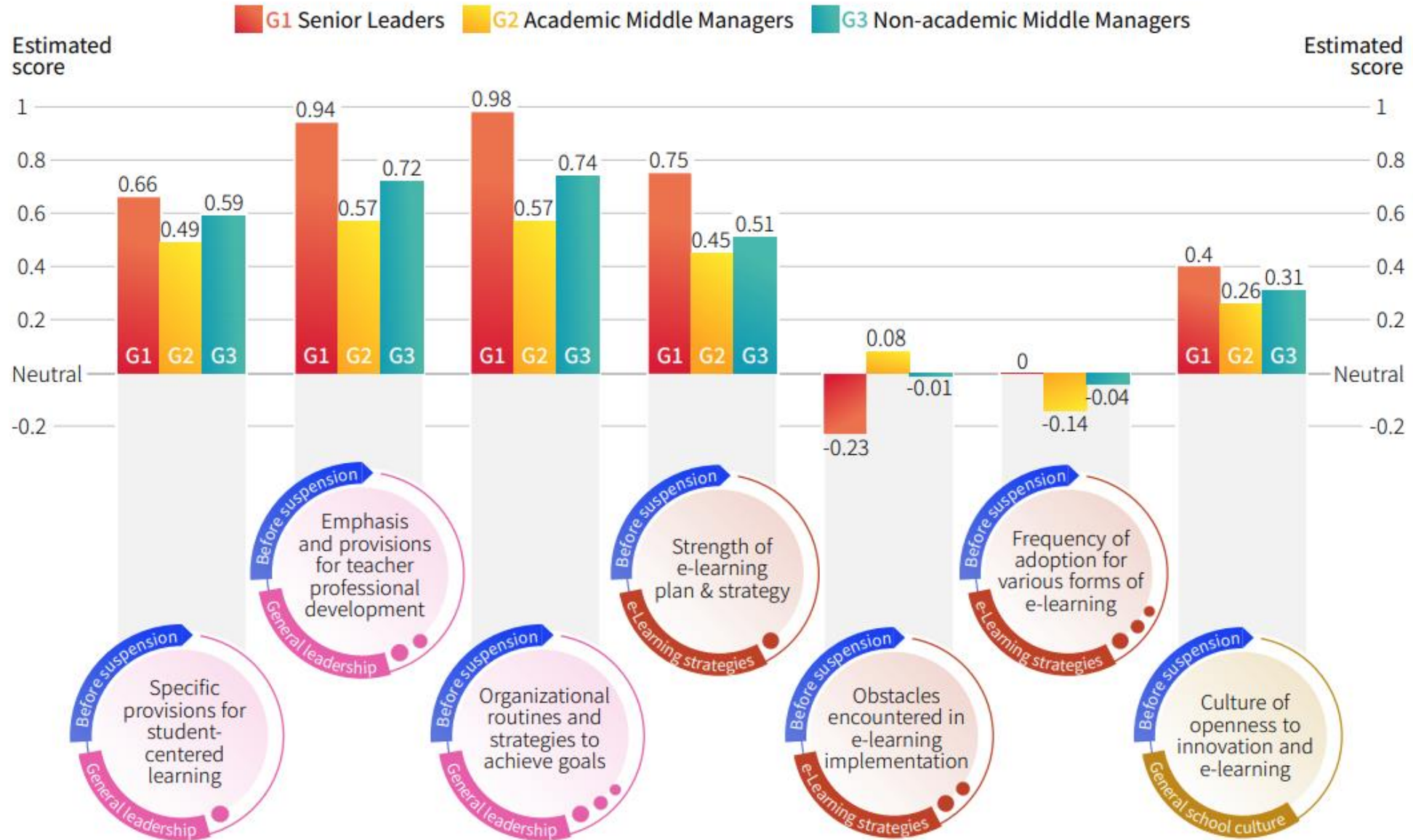
Embrace the "new normal"

Students
- Dealing with BYOD (Tools and networks)
- Dealing with information literacy (timely and appropriate use)
- Dealing with learning habits
- Dealing with learning diversity
- Dealing with learning engagement
- Dealing with learning assessment

Table 1. Students' learning experiences and outcomes during school suspension

Students' learning experiences and outcomes *during school suspension*		Secondary students Mean (SD)	Primary students Mean (SD)
Digital activities (frequency of participation)[1]	Online learning activities	3.12 (1.33)	3.12 (1.48)
	Digital socialization and entertainment activities	3.67 (1.40)	2.93 (1.54)
Learning outcomes (extent of agreement)[2]	Improving digital skills	3.39 (0.93)	3.70 (1.06)
	Developing new digital skills	2.91 (1.22)	3.29 (1.35)
	Having academic self-efficacy	3.15 (1.05)	3.61 (1.09)

[1] Frequency of participation ◁ 1 Not at all ◁ 2 Once a week ◁ 3 2-3 times a week ▷ 4 4-5 times a week ▷ 5 >5 times a week

[2] Extent of agreement ◁ 1 Strongly disagree ◁ 2 Disagree ◁ 3 Neither agree nor disagree ▷ 4 Agree ▷ 5 Strongly agree

SAGEFOX

Table 7. Students' self-reported learning outcomes and academic self-efficacy

Students' self-reported learning outcomes		Low SES[1] Mean (SD)[2]	Middle SES[1] Mean (SD)[2]	High SES[1] Mean (SD)[2]
	Digital skills improvement	-0.18 (1.03)	0.00 (1.01)	0.18 (0.93)
During schools suspension	Learning new digital skills	-0.15 (0.99)	0.05 (1.00)	0.08 (0.99)
	Academic self-efficacy	-0.21 (1.06)	0.02 (0.99)	0.18 (0.92)
Before school suspension	Academic self-efficacy	-0.15 (1.09)	0.00 (0.97)	0.15 (0.93)

[1] SES score is computed using the following indicators: have a desk to study, own personal room, have a quiet place to study at home, the number of books at home, and the highest level of education completed by parents. Students with SES scores within the top 30% of the total sample is categorized at high SES students, those scoring in the bottom 30% are categorized as low SES students, and the remaining 40% is categorized as middle SES.

[2] These outcome scores have been standardized to have a mean of 0 and a standard deviation of 1.

Figure 5. Levels of adequacy in Internet and digital device access for home-based learning

Internet

- Missing 4%
- Inadequate 19%
- Adequate 77%
- 5050 Secondary Students

- Missing 4%
- Inadequate 17%
- Adequate 79%
- 1279 Primary Students

Large screen devices[1]

- Missing 4%
- No access 5%
- Shared access 23%
- Sole access 68%
- 5050 Secondary Students

- Missing 4%
- No access 3%
- Sole access 55%
- Shared access 37%
- 1279 Primary Students
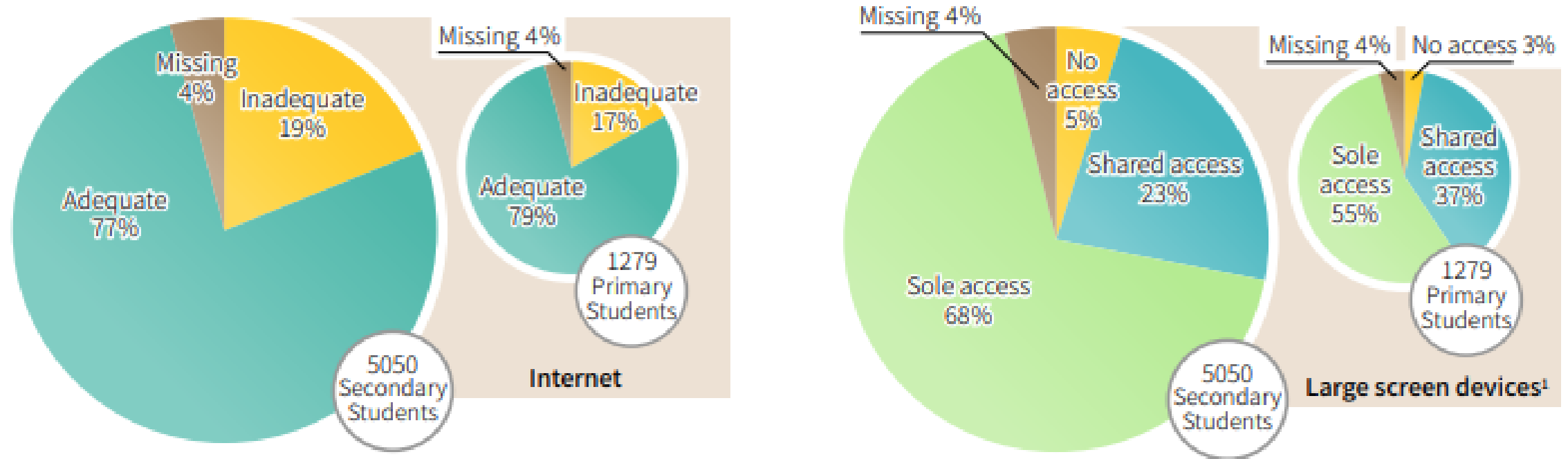
[1] Large screen devices include desktop, laptop and tablet computers.

Table 3. Levels of stress experienced by students from different SES backgrounds

Sources of worry for students	Secondary students		Primary students	
	Higher SES[1] students	Lower SES[1] students	Higher SES[1] students	Lower SES[1] students
Upcoming examination	3.6	3.8**	3.1	3.3
Preparation for future career	3.3	3.5***	N/A[2]	N/A[2]
Always think about going online	3.1	3.2**	3.1	3.2
Long-term negative effect on learning	3.0	3.3***	3.2	3.1
Catching up with schoolwork	2.8	3.1***	2.0	2.4

[1] SES is computed using the following indicators: have a desk to study, own personal room, have a quiet place to study at home, the number of books at home, and the highest level of education completed by parents.

[2] Primary students were not asked this question.

** Significant at <.01
*** Significant at <.001

1 strongly disagree 2 disagree 3 neither agree nor disagree 4 agree 5 strongly agree

Embrace the "new normal"

Parents

- Support parents in dealing with BYOD's difficulties
- Support parents in dealing with problems caused by their children learning at home
- Support parents of children with special learning needs
- Support parents of cross-border school children
- Support learning problems caused by family financial difficulties

Figure 4. Proportion of parents receiving financial subsidy

Others

Received half grant
Student Finance Office Subsidy

Received full grant
Student Finance Office Subsidy

Received Comprehensive
Social Security Allowance

Lower SES

Did not receive any government subsidies

1%

12%

60%

14%

4%

10%

Missing

Higher SES

2429 parents
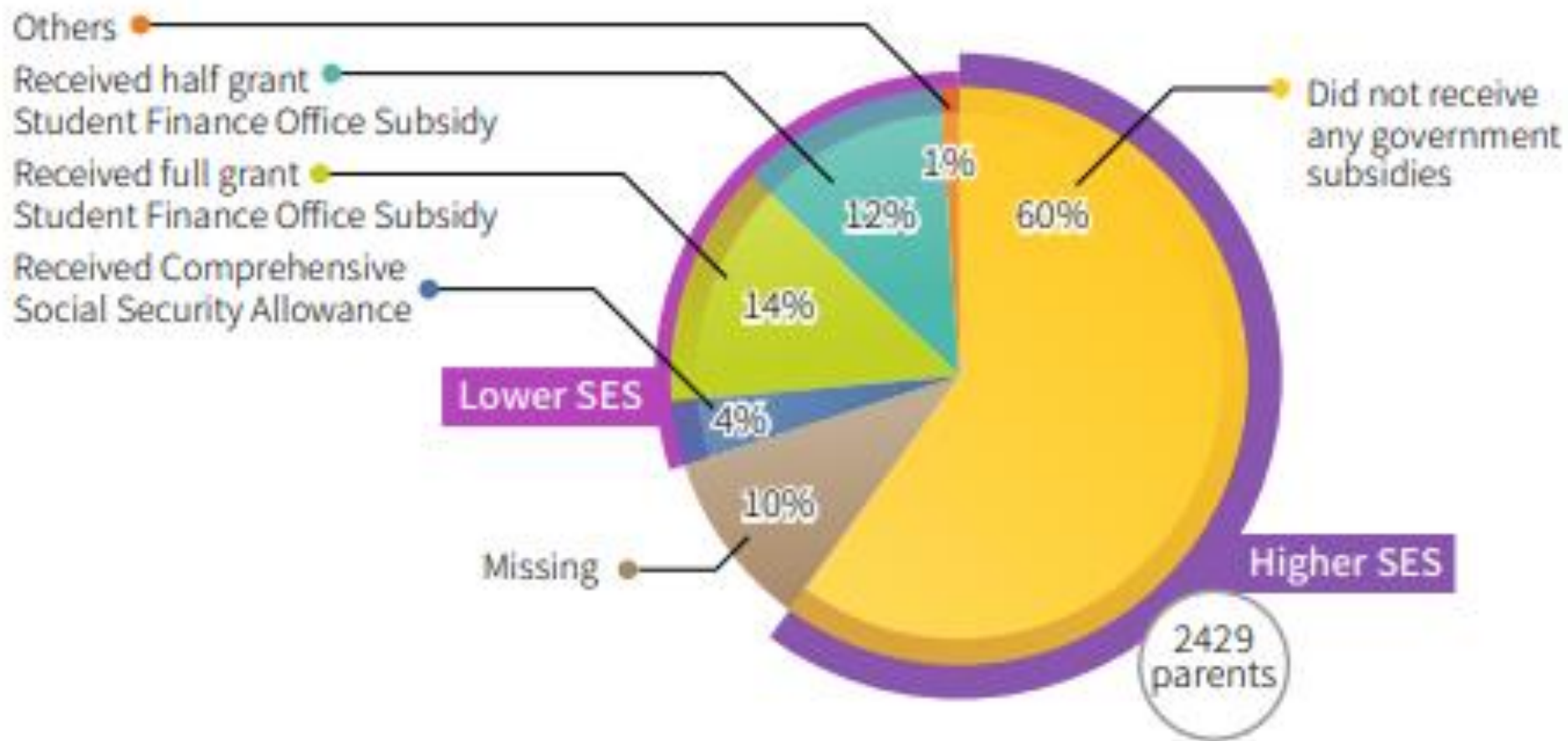
Change is the norm

Education Bureau announces allowing more students back to school after Chinese new year
At most 1/3 of whole school ; limit to half day class

教育局宣布
農曆年假後容許更多學生回校
最多全校3分1 限上課半日

2020.05.12 停課不停學 網課校長視像會議

Top!ck

invest MAN

疫情百日

snapask

zoom

疫情線上
千億商機

爸媽及老師心底話分享

zoom

TEACHING

網上課堂＝互相折磨？
ZOOM在線教學存實際隱憂

2019-nCoV

□ Negative   □ Positive

Top!ck

其實我好想聽日就返學，
希望停課只係一場噩夢。

漫信會天虹小學
小六生表登華

校長 馮雕章

寄居親友家難用ZOOM上課
小學生堅持學習 校門鑿壁偷WiFi

網上課堂
的好壞

分組討論無人出發
停鏡，慳時間

唔係學校上堂好悶？

唔記得mute自己

用zoom上堂
的趣事

網上PE堂

講Prof壞話

疫情下的學習生活

1. Wear the school uniform, PE uniform,
school hoodies or HKBUAS house tee.

武漢肺炎

Principles and planning
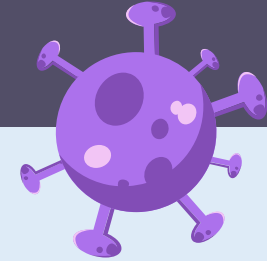
1. Not to replace the actual classroom with live teaching

2. Under limited conditions and limitations, with the principle of non-stop learning, how to maintain the continuity of academic evaluation

3. There is no perfect solution, only a relatively good one

4. Make reasonable decisions according to the characteristics of school, team, parent, student, curriculum, etc

5. Consider the difficulties, limitations, and support of home-schooling (teachers) and home-schooling (students).

6. Strengthen support for parents, students and teachers with outside resources

SAGEFOX

星期三 第五節 12:20-12:55
中一級 Group 1CD
ENG 林少英老師 — Mr Joachim DESU...
https://zoom.us/j/7223925199

聲聲慢

尋尋覓覓，冷冷
候，最難將息
雁過也，正傷心

滿地黃花堆積
，獨自怎生得黑
滴。這次第，怎

1. 體裁
2. 形式美
3. 內容美

Ching Ting Choi

LEUNG TSZ TUNG (2019...   Bobo Fung 2C 14   2D17 Li Sze Ling   Hong Wai Ling Rainb...

黃穎怡 2D 30   2D18 廖鉤泡   呂壹妮 (2D_24)   LEE CHUNG WILLIAM...

2D36 鄭凱璣 (2D_16) 李俊輝   SUM CHUN HIN (201...   YAN JIAYI (2019_2D...   吳焯宇 2c27   Choi Ching Ting 2

2D 游源雯 34 (2D)

2月20日 中二級

星期二 第三,四節
10:40-11:15 11:30-12:05
中一級 1A
TECH 江文其老師
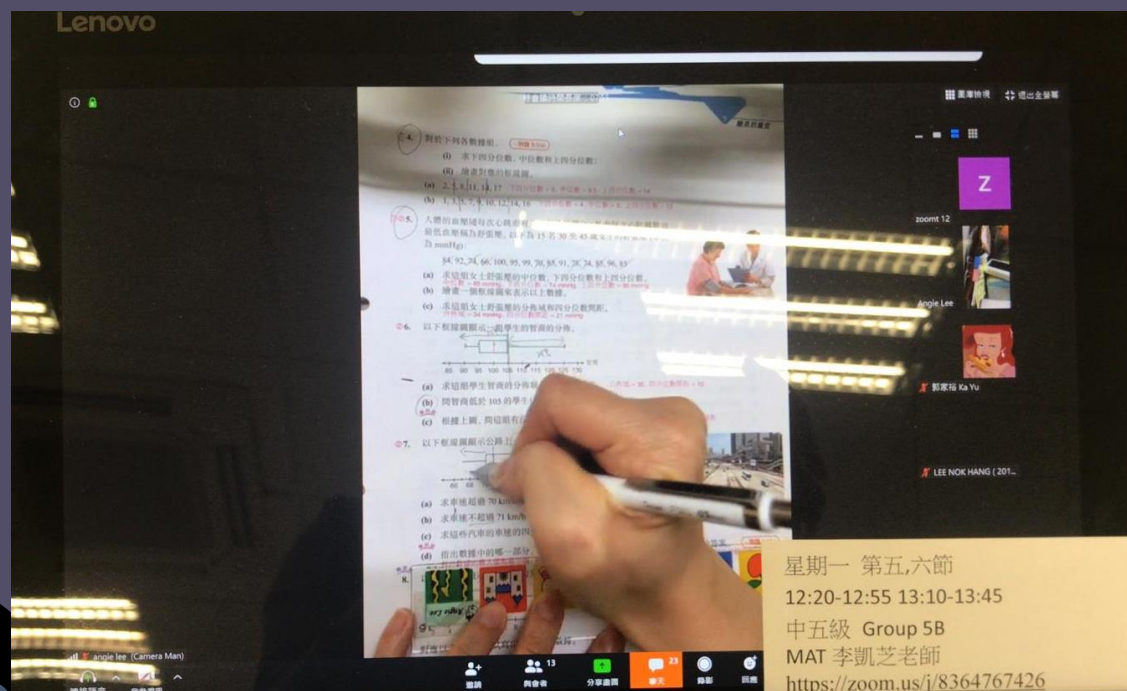
星期一 第五,六節
12:20-12:55 13:10-13:45
中五級 Group 5B
MAT 李凱芝老師
https://zoom.us/j/8364767426

https://elearningsupport.hk/

Implementation

網上課業安排

實時直播課堂安排

三月實時直播課堂時間總表

課節	時間	星期一	星期二	星期三	星期四	星期五
1	9:00-9:35	S3 PHY 3A,3B 陳劍偉老師 S4 LS Gp 4A 鄭美玲老師 Gp 4B 周銘基老師 S4 MAT Gp 4C 袁詠暉老師 Gp 4CD 李凱芝老師 Gp 4D 邱家豪老師 Gp 4E 蘇瑞芝老師		S5 MAT Gp 5C 李凱芝老師 Gp 5CD 邱家豪老師 Gp 5D 袁詠暉老師 Gp 5E 林康智老師	S2 CHH 2A,2B 陳劍麟老師 2C,2D 陳文珊老師 S4 LS Gp 4A 鄭美玲老師 Gp 4B 周銘基老師	S2 GEO 2A,2B 鄭美玲老師 S5 MAT Gp 5C 李凱芝老師 Gp 5CD 邱家豪老師 Gp 5D 袁詠暉老師 Gp 5E 林康智老師
2	9:50-10:25	S2 ECO 2A,2B 張建樂老師 S3 PHY 3C,3D 陳輔偉老師 S4 LS Gp 4A 鄭美玲老師 Gp 4B 周銘基老師 S4 MAT Gp 4C 袁詠暉老師 Gp 4CD 李凱芝老師 Gp 4D 邱家豪老師 Gp 4E 蘇瑞芝老師 S5 CHI 5A 唐振宇老師 5AB 李芷欣老師 5B 陳婉婷老師 5C 陳文珊老師 5CD 梁小敏老師 5D 簡婉菁老師	S1 SCI 1A,1B 葉子欣老師 S1 IH 1D 張德賢老師 S2 ENG Gp 2A 林少英老師 Gp 2B 陳卓勛老師 S4 ENG Gp 4A 文展領老師 Gp 4AB 李衛忠老師 Gp 4B 甘詠詩老師 Gp 4C 陳少玲老師 Gp 4CD 何振業老師 Gp 4D 馮思約老師	S2 CHI 2A 崔宛欣老師 S3 CHI 3A 唐振宇老師 S3 MAT Gp 3B 李卓明老師 S3 ENG Gp 3C 李明怡老師 Gp 3CD 陳卓勛老師 Gp 3D 馬婉願老師 S5 LS Gp 5A 張德賢老師 Gp 5B 鄭美玲老師 S5 MAT Gp 5C 李凱芝老師 Gp 5CD 邱家豪老師 Gp 5D 袁詠暉老師 Gp 5E 林康智老師	S1 ENG Group 1B 甘詠詩老師 S2 MAT Gp 2A 李卓明老師 Gp 2B 馬少琪老師 S2 SCI 2D 張冬屏老師 S3 CHH 3A,3B 陳劍麟老師 3C,3D 馮輔華老師 S5 CHI 5A 唐振宇老師 5AB 李芷欣老師 5B 陳婉婷老師 5C 陳文珊老師 5CD 梁小敏老師 5D 簡婉菁老師	S1 CHI 1B 陳婉婷老師 1BCD 蔡靜婷老師 1C 林卓欣老師 1D 崔宛欣老師 S2 SCI 2A,2B 黎子穎老師 S2 MAT Gp 2C 謝偉林老師 Gp 2CD 許珍鳳老師 Gp 2D 張齊欣老師 S3 CHH 3A,3B 陳劍麟老師 3C,3D 馮輔華老師 S4 MAT Gp 4A 蘇瑞芝老師 Gp 4B 葉子欣老師 S4 LS Gp 4C 周銘基老師 Gp 4CD 鄭美玲老師 Gp 4D 蘇穎思老師 S5 MAT Gp 5C 李凱芝老師 Gp 5CD 邱家豪老師 Gp 5D 袁詠暉老師 Gp 5E 林康智老師
3	10:40-11:15	S1 MAT Gp 1A 馬少琪老師 S2 MAT Gp 2A 李卓明老師 S3 CHI 3A 唐振宇老師 3B 梁小敏老師 3BCD 陳紫茵老師 3C 張佩環老師 3D 曾廣勤老師 S4 MAT Gp 4A 蘇瑞芝老師 Gp 4B 葉子欣老師 S4 LS Group 4C 周銘基老師 Group 4CD 鄭美玲老師 Group 4D 蘇穎思老師 S5 ENG Gp 5A 馮思約老師 Gp 5AB 馬婉願老師 Gp 5B 鄭綺君老師 Gp 5C 陳卓勛老師 Gp 5CD 李明怡老師 Gp 5D 李衛忠老師 Gp 5E 何進蘭老師	S1 TECH 1A 江文其老師 1B 江彥霖老師 S1 CHH 1C 林卓欣老師 S2 MAT Gp 2A 李卓明老師 S2 CHI 2B 曾廣勤老師 2BCD 蔡靜婷老師 2C 陳文珊老師 2D 簡婉菁老師 S3 MAT Gp 3A 張曉峰老師 S3 ENG Gp 3C 李明怡老師 Gp 3CD 陳卓勛老師 Gp 3D 馬婉願老師 S4 ENG Gp 4A 文展領老師 Gp 4AB 李衛忠老師 Gp 4B 甘詠詩老師 Gp 4C 陳少玲老師 Gp 4CD 何振業老師 Gp 4D 馮思約老師 S5 LS Gp 5A 張德賢老師 Gp 5B 鄭美玲老師	S1 ENG Group 1A 馬婉願老師 S1 MAT Gp 1B 江彥霖老師 S1 IH 1C 黃綺璇老師 S1 SCI 1D 葉子欣老師 S2 ENG Group 2A 林少英老師 S3 HIS 3A,3B 黎慧敏老師 S3 BIO 3C,3D 方麗萍老師 S4 MAT Gp 4C 袁詠暉老師 Gp 4CD 李凱芝老師 Gp 4D 邱家豪老師 Gp 4E 蘇瑞芝老師 S5 LS Gp 5A 張德賢老師 Gp 5B 鄭美玲老師	S1 IH 1D 蔡瑞思老師 S2 CHI 2A 崔宛欣老師 S2 GEO 2C,2D 鄭美玲老師 S3 CHI 3A 唐振宇老師 S3 MAT Gp 3C 馬少琪老師 Gp 3CD 吳智江老師 Gp 3D 蘇瑞芝老師 S4 ENG Gp 4A 文展領老師 Gp 4AB 李衛忠老師 Gp 4B 甘詠詩老師 Gp 4C 陳少玲老師 S5 OPT1 生物 方麗萍老師 物理 陳輔偉老師 中史 陳劍麟老師 地理 翁演晉老師 企業會計 馮敏華老師 資訊科技 馬基麗老師	S1 MAT Gp 1B 江彥霖老師 Gp 1C 陳輔偉老師 Gp 1CD 馬少琪老師 Gp 1D 張曉婷老師 S2 ENG Gp 2B 陳卓勛老師 Gp 2C 許希恩老師 Gp 2CD 甘詠詩老師 Gp 2D 鄭綺君老師 S3 ENG Group 3A 馮思約老師 S3 CHI 3B 梁小敏老師 3BCD 陳紫茵老師 3C 張佩環老師 3D 曾廣勤老師 S4 MAT Gp 4A 蘇瑞芝老師 Gp 4B 葉子欣老師 S4 LS Gp 4C 周銘基老師 Gp 4CD 鄭美玲老師 Gp 4D 蘇穎思老師 S5 OPT2 化學 林佩玲老師 歷史 黎慧敏老師 經濟 林康智老師 旅遊陳建仁老師 視藝 胡翠瑩老師 綜合科學 黃偉強老師 方麗萍老師
4	11:30-12:05	S1 CHI 1A 李芷欣老師 1B 陳婉婷老師 1BCD 蔡靜婷老師 1C 林卓欣老師 1D 崔宛欣老師 S2 MAT Gp 2B 馬少琪老師 S2 ECO 2C,2D 張建樂老師 S3 ENG Group 3B 文展領老師 S3 HIS 3C,3D 黎慧敏老師 S4 MAT Gp 4A 蘇瑞芝老師 Gp 4B 葉子欣老師 S4 LS Gp 4C 周銘基老師 Gp 4CD 鄭美玲老師 Gp 4D 蘇穎思老師 S5 ENG Gp 5A 馮思約老師 Gp 5AB 馬婉願老師 Gp 5B 鄭綺君老師 Gp 5C 陳卓勛老師 Gp 5CD 李明怡老師 Gp 5D 李衛忠老師 Gp 5E 何進蘭老師	S1 TECH 1A 江文其老師 1B 江彥霖老師 S1 IH 1C 黃綺璇老師 S1 SCI 1D 葉子欣老師 S2 HIS 2A,2B 李置業老師 S2 MAT Gp 2C 謝偉林老師 Gp 2CD 許珍鳳老師 2D 張齊欣老師 S3 ENG Gp 3A 馮思約老師 Gp 3C 李明怡老師 Gp 3CD 陳卓勛老師 Gp 3D 馬婉願老師 S4 CHI 4A 林卓欣老師 4AB 崔宛欣老師 4B,4C 張佩環老師 4CD 唐振宇老師 4D 陳紫茵老師 S5 LS Gp 5A 張德賢老師 Gp 5B 鄭美玲老師	S1 ENG Gp 1A 馬婉願老師 S1 IH 1B 蔡瑞思老師 1D 張德賢老師 S1 SCI 1C 葉子欣老師 S2 ENG Gp 2A 林少英老師 S2 MAT Gp 2B 馬少琪老師 S2 SCI 2C 陳輔偉老師 S3 BIO 3A,3B 方麗萍老師 S3 ECO 3C,3D 林康智老師 S4 MAT Gp 4C 袁詠暉老師 Gp 4CD 李凱芝老師 Gp 4D 邱家豪老師 Gp 4E 蘇瑞芝老師 S5 OPT1 生物 方麗萍老師 物理 陳輔偉老師 中史 陳劍麟老師 地理 翁演晉老師 企業會計 馮敏華老師 資訊科技 江文其老師	S1 CHH 1A,1B 陳文珊老師 S1 SCI 1C 張冬屏老師 S2 MAT Gp 2C 謝偉林老師 Gp 2CD 許珍鳳老師 Gp 2D 張齊欣老師 S3 MAT Gp 3C 馬少琪老師 Gp 3CD 吳智江老師 Gp 3D 蘇瑞芝老師 S4 ENG Gp 4A 文展領老師 Gp 4AB 李衛忠老師 Gp 4B 甘詠詩老師 Gp 4C 陳少玲老師 S5 OPT1 生物 方麗萍老師 物理 陳輔偉老師 中史 陳劍麟老師 地理 翁演晉老師 企業會計 馮敏華老師 資訊科技 江文其老師	S1 CHI 1A 李芷欣老師 S1 MAT Gp 1B 江彥霖老師 Gp 1C 陳輔偉老師 Gp 1CD 馬少琪老師 Gp 1D 張曉婷老師 S2 ENG Group 2B 陳卓勛老師 S2 HIS 2C,2D 李置業老師 S3 ENG Gp 3A 馮思約老師 Gp 3B 文展領老師 S3 GEO 3C,3D 翁演晉老師 S4 CHI 4A 林卓欣老師 4AB 崔宛欣老師 4B,4C 張佩環老師 4CD 唐振宇老師 4D 陳紫茵老師 S5 OPT2 化學 林佩玲老師 歷史 黎慧敏老師 經濟 林康智老師 旅遊 陳建仁老師 視藝 胡翠瑩老師 綜合科學 黃偉強老師 方麗萍老師
5	12:20-12:55	S1 SCI 1A,1B 葉子欣老師 S1 MAT Gp 1C 陳輔偉老師 Gp 1CD 馬少琪老師 Gp 1D 張曉婷老師 S2 CHI 2B 曾廣勤老師 2BCD 蔡靜婷老師 2C 陳文珊老師 2D 簡婉菁老師 S3 ENG Gp 3B 文展領老師 S4 CHI 4A 林卓欣老師 4AB 崔宛欣老師 4B,4C 張佩環老師 4CD 唐振宇老師 4D 陳紫茵老師 S5 MAT Gp 5A 邱家豪老師 Gp 5AB 江彥霖老師 Gp 5B 李凱芝老師 S5 LS Gp 5C 周銘基老師 Gp 5CD 蔡穎思老師 Gp 5D 黃學誠老師	S1 IH 1A 張德賢老師 S1 TECH 1C 吳智江老師 1D 區少麗老師 S2 CHI 2A 崔宛欣老師 S2 ENG Gp 2C 許希恩老師 Gp 2CD 甘詠詩老師 Gp 2D 鄭綺君老師 S3 GEO 3A,3B 翁演晉老師 S3 CHEM 3C,3D 林佩玲老師 S5 CHI 5A 唐振宇老師 5AB 李芷欣老師 5B 陳婉婷老師 5C 陳文珊老師 5CD 梁小敏老師 5D 簡婉菁老師	S1 IH 1A 張德賢老師 S1 ENG Gp 1B 甘詠詩老師 Gp 1C 林少英老師 Gp 1CD Mr. Joachim DE SUTTER Gp 1D 文展領老師 S2 CHI 2B 曾廣勤老師 2BCD 蔡靜婷老師 2C 陳文珊老師 2D 簡婉菁老師 S3 ECO 3A,3B 林康智老師 S4 CHI 4A 林卓欣老師 4AB 崔宛欣老師 4B,4C 張佩環老師 4CD 唐振宇老師 4D 陳紫茵老師 S5 ENG Gp 5A 馮思約老師 Gp 5AB 馬婉願老師 Gp 5B 鄭綺君老師 Gp 5C 陳卓勛老師 Gp 5CD 李明怡老師 Gp 5D 李衛忠老師 Gp 5E 何進蘭老師	S1 MAT Gp 1A 馬少琪老師 S1 CHI 1B 陳婉婷老師 1BCD 蔡靜婷老師 1C 林卓欣老師 1D 崔宛欣老師 S3 OPT2 化學 S4 林佩玲老師 歷史 S4 黎慧敏老師 經濟 S4 張建樂老師 旅遊 S4 陳建仁老師 視藝 S4 黃佩思老師 區少麗老師 綜合科學 S4 方麗 萍老師 葉子欣老師 S4 OPT1 生物 方麗萍老師 物理 黃偉強老師 中史 陳劍麟老師 地理 翁演晉老師 企業會計 馮敏華老師 資訊科技 江文其老師 S5 M1 林康智老師	S1 ENG Group 1C 林少英老師 Group 1CD Mr. Joachim DE SUTTER Group 1D 文展領老師 S3 MAT Gp 3A 張曉峰老師 Gp 3B 李卓明老師 Gp 3C 馬少琪老師 Gp 3CD 吳智江老師 Gp 3D 蘇瑞芝老師 S4 OPT2 化學 S4 林佩玲老師 歷史 S4 黎慧敏老師 經濟 S4 張建樂老師 旅遊 S4 陳建仁老師 視藝 S4 黃佩思老師 區少麗老師 綜合科學 S4 方麗 萍老師 葉子欣老師 S5 MAT Gp 5A 邱家豪老師 Gp 5AB 江彥霖老師 Gp 5B 李凱芝老師 S5 LS Group 5C 周銘基老師 Group 5CD 蔡穎思老師 Group 5D 黃學誠老師
6	13:10-13:45	S1 ENG Group 1A 馬婉願老師 S5 MAT Gp 5A 邱家豪老師 Gp 5AB 江彥霖老師 Gp 5B 李凱芝老師 S5 LS Gp 5C 周銘基老師 Gp 5CD 蔡穎思老師 Gp 5D 黃學誠老師	S1 MAT Gp 1A 馬少琪老師 S1 TECH 1C 吳智江老師 1D 區少麗老師 S2 ENG Gp 2C 許希恩老師 Gp 2CD 甘詠詩老師 Gp 2D 鄭綺君老師 S3 CHEM 3A,3B 林佩玲老師	S1 CHI 1A 李芷欣老師 S1 ENG Group 1B 甘詠詩老師 S1 CHH 1D 林卓欣老師 S2 SCI 2A,2B 黎子穎老師 2D 張冬屏老師 S5 ENG Gp 5A 馮思約老師 Gp 5AB 馬婉願老師 Gp 5B 鄭綺君老師 Gp 5C 陳卓勛老師 Gp 5CD 李明怡老師 Gp 5D 李衛忠老師 Gp 5E 何進蘭老師	S4 OPT1 生物 方麗萍老師 物理 黃偉強老師 中史 陳劍麟老師 地理 翁演晉老師 企業會計 馮敏華老師 資訊科技 江文其老師	S1 ENG Gp 1C 林少英老師 Gp 1CD Mr. Joachim DE SUTTER Gp 1D 文展領老師 S3 MAT Gp 3A 張曉峰老師 Gp 3B 李卓明老師 S4 OPT2 化學 S4 林佩玲老師 歷史 S4 黎慧敏老師 經濟 S4 張建樂老師 旅遊 S4 陳建仁老師 視藝 S4 黃佩思老師 區少麗老師 綜合科學 S4 方麗萍老師 葉子欣老師 S5 MAT Gp 5A 邱家豪老師 Gp 5AB 江彥霖老師 Gp 5B 李凱芝老師 S5 LS Group 5C 周銘基老師 Group 5CD 蔡穎思老師 Group 5D 黃學誠老師
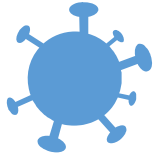
Reflections and highlights
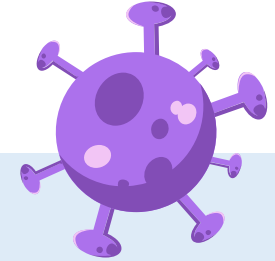
1. Quality of teaching and classroom design

2. System management and teacher support (academic/technical)

3. School-wide participation: administrative, subject head, subject teacher, class teacher, social worker

4. Privacy settings

5. Be more inclusive and considerate

Plan to implement the BYOD policy
Suspended classes continued learning；learning and teaching under the outbreak

Pre-class guided reading Group discussion

BYOD

1. Does the school you teach promote BYOD? How is the situation?
2. What learning management system LMS does the school you teach use? What are the main teaching and learning functions?
3. During the outbreak, can BYOD be effective in suspended class and continued learning?
4. What room for improvement are there?

How to measure the development of eLearning in school eLearning in the outbreak?

A. Equipment and network infrastructure

B. E-learning materials and content

**C.** E-learning management platform

D. Students' attitude towards self-learning

E. A paradigm shift in teacher teaching

F. School e-leadership

Technological Pedagogical Content Knowledge (TPACK) Framework

Effective technology integration for pedagogy around specific subject matter requires developing sensitivity to the dynamic, transactional relationship between these components of knowledge situated in unique contexts.
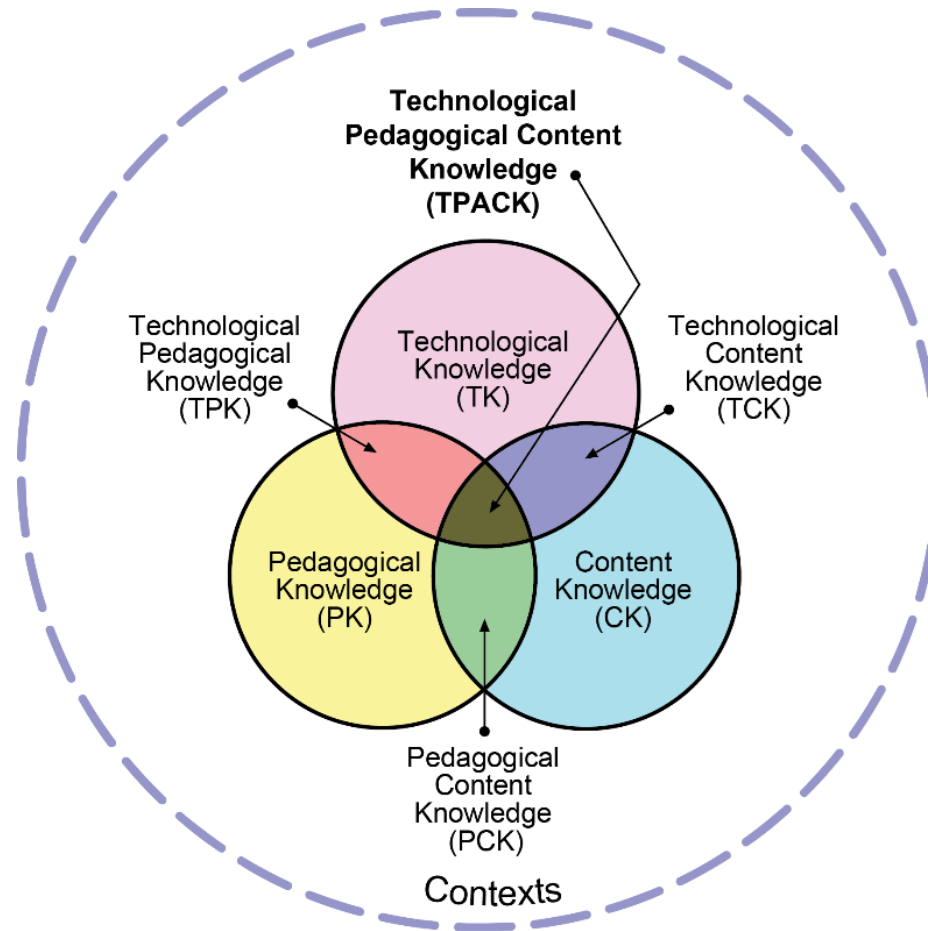
There is no "**one best way**" to integrate technology into curriculum.

Integration efforts should be creatively designed or structured for particular subject matter ideas in specific classroom contexts.

Mishra & Koehler (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108(6),* 1017-1054.

科技教學內容知識模型 (TPACK)

應用科技並融入教學法，將適用的資訊轉化為獨特的教學內容。
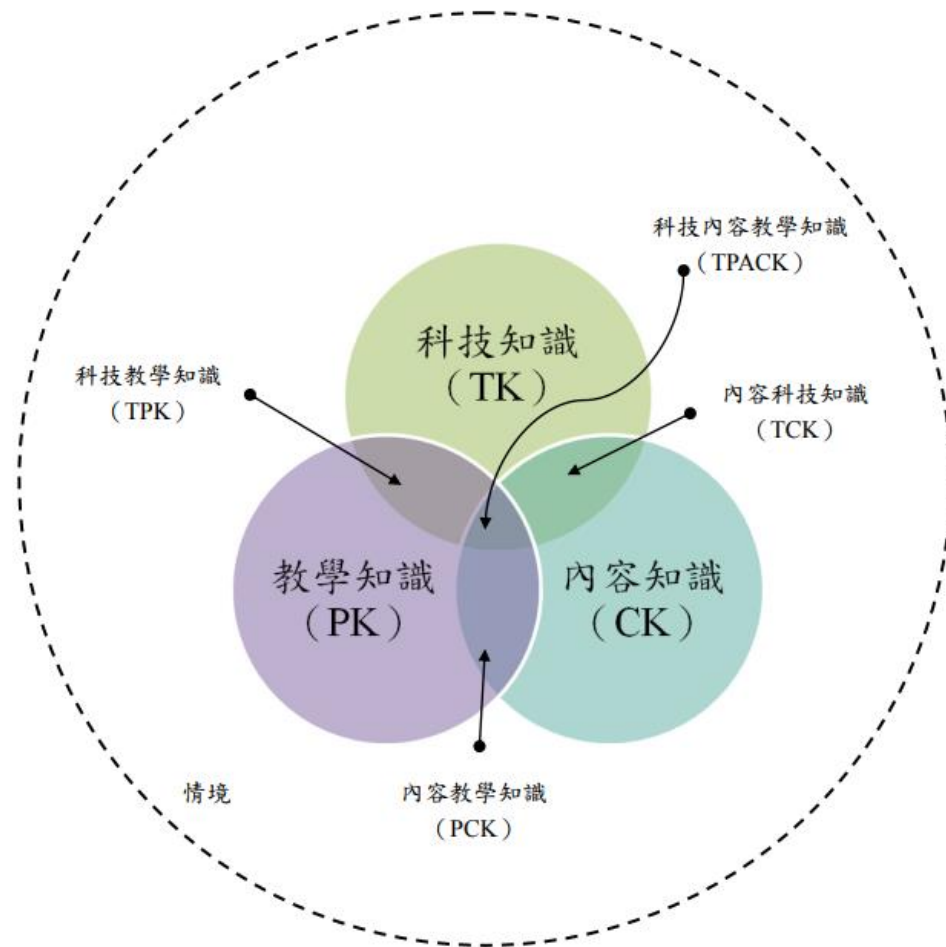
科技融入在課程並沒有一定的「最好的方法」。

在科技融入課程時，應針對特定的課堂環境和學習主題進行具創意的設計和建構。

科技教學知識 (TPK)

科技知識 (TK)

科技內容教學知識 (TPACK)

內容科技知識 (TCK)

教學知識 (PK)

內容知識 (CK)

情境

內容教學知識 (PCK)

Mishra & Koehler (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108(6),* 1017-1054.

科技教學內容知識模型 (TPACK)

Mishra & Koehler (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108(6),* 1017-1054.

(TPACK) Framework
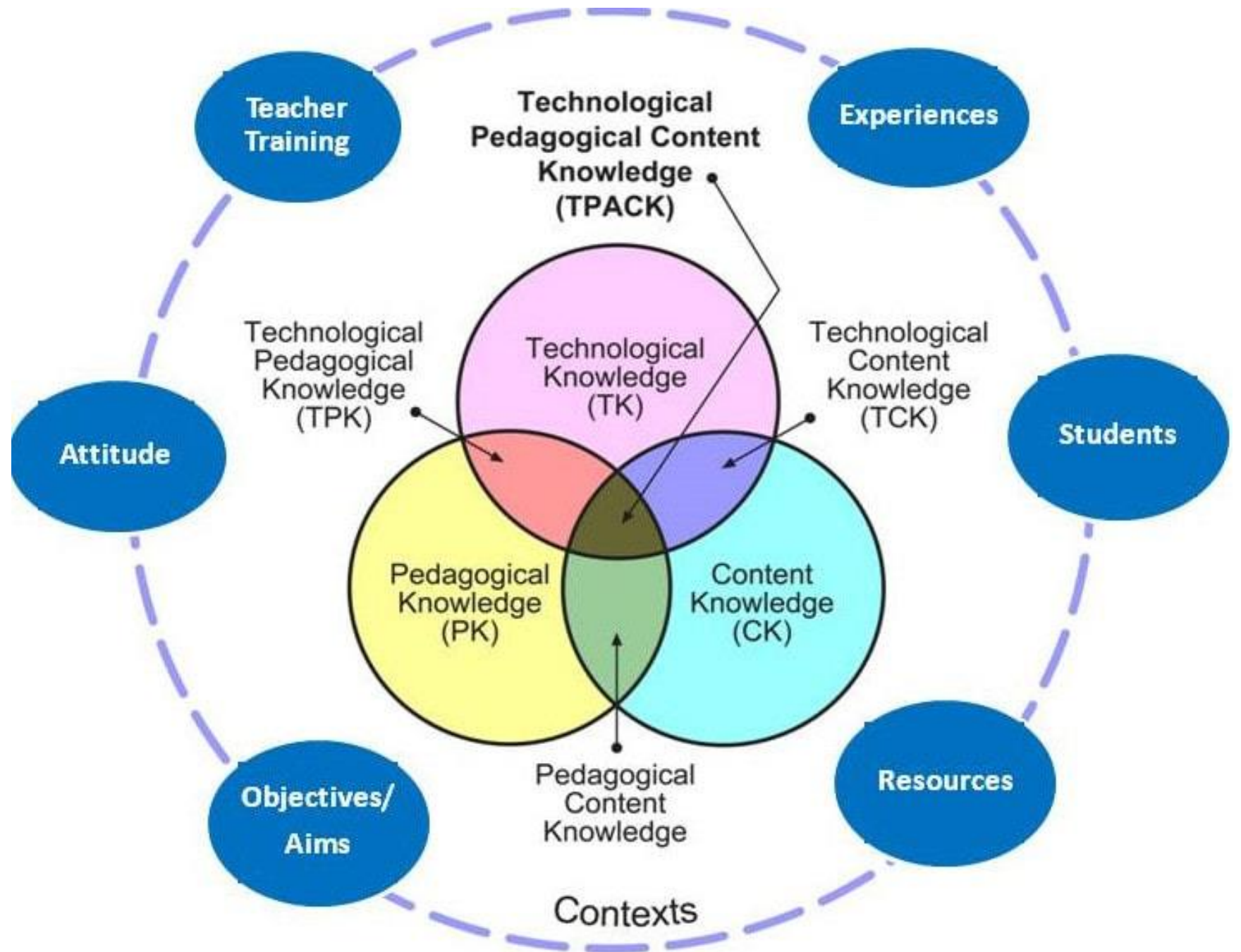
- 學科內容知識 Content Knowledge (CK)
- 教學知識 Pedagogical Knowledge (PK)
- 科技知識 Technological Knowledge (TK)

- 教學內容知識 Pedagogical Content Knowledge (PCK)
- 科技內容知識 Technological Content Knowledge (TCK)
- 科技教學知識 Technological Pedagogical Knowledge (TPK)

- 科技教學內容知識
  Technological Pedagogical Content Knowledge (TPACK)
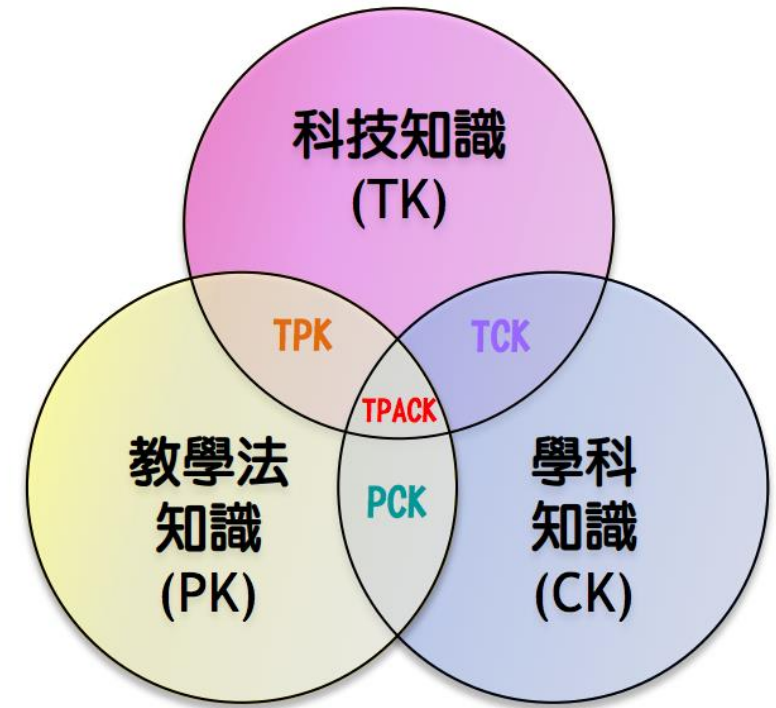
Mishra & Shulma, 2005 Mishra & Koehler, 2006

The SAMR Model framework
created by Dr. Ruben Puentedura

REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable

MODIFICATION
Technology allows for significant task redesign

AUGMENTATION
Technology acts as a direct substitute, with functional improvement

SUBSTITUTION
Technology acts as a direct substitute, with no functional change

TRANSFORMATION
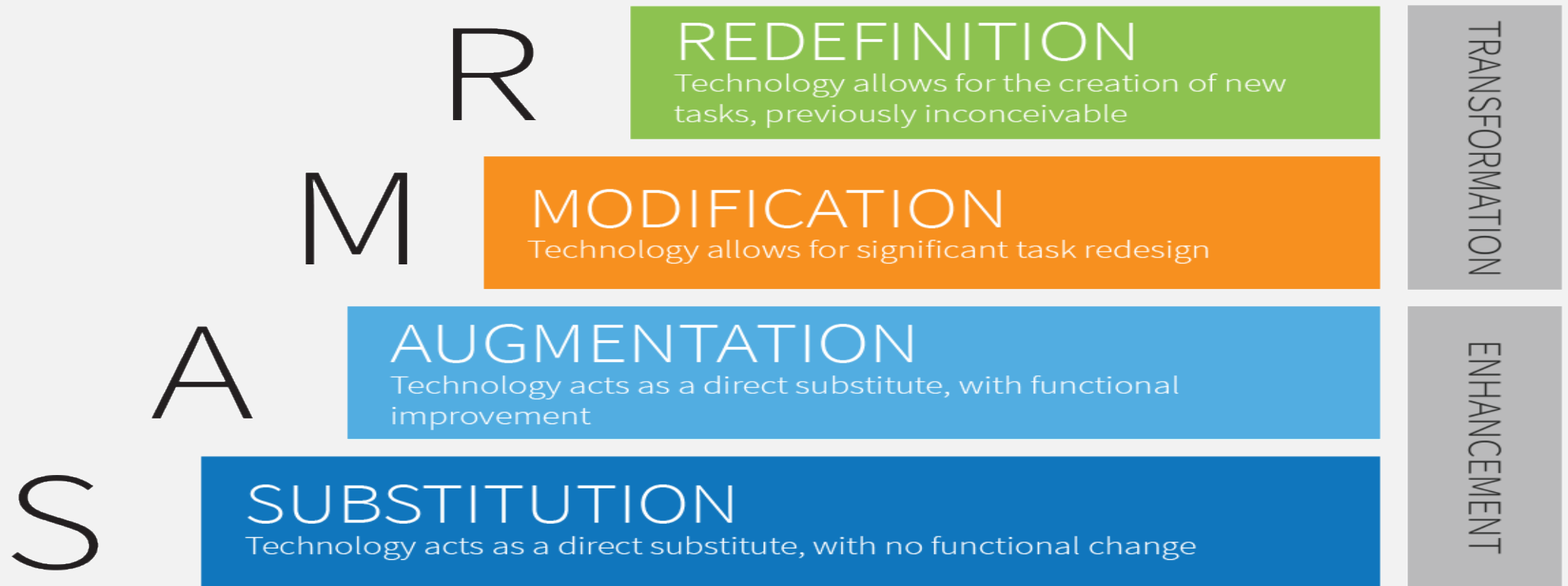
ENHANCEMENT

R

M

A

S

Image Modified from Original by Lefflerd's on Wikimedia Commons
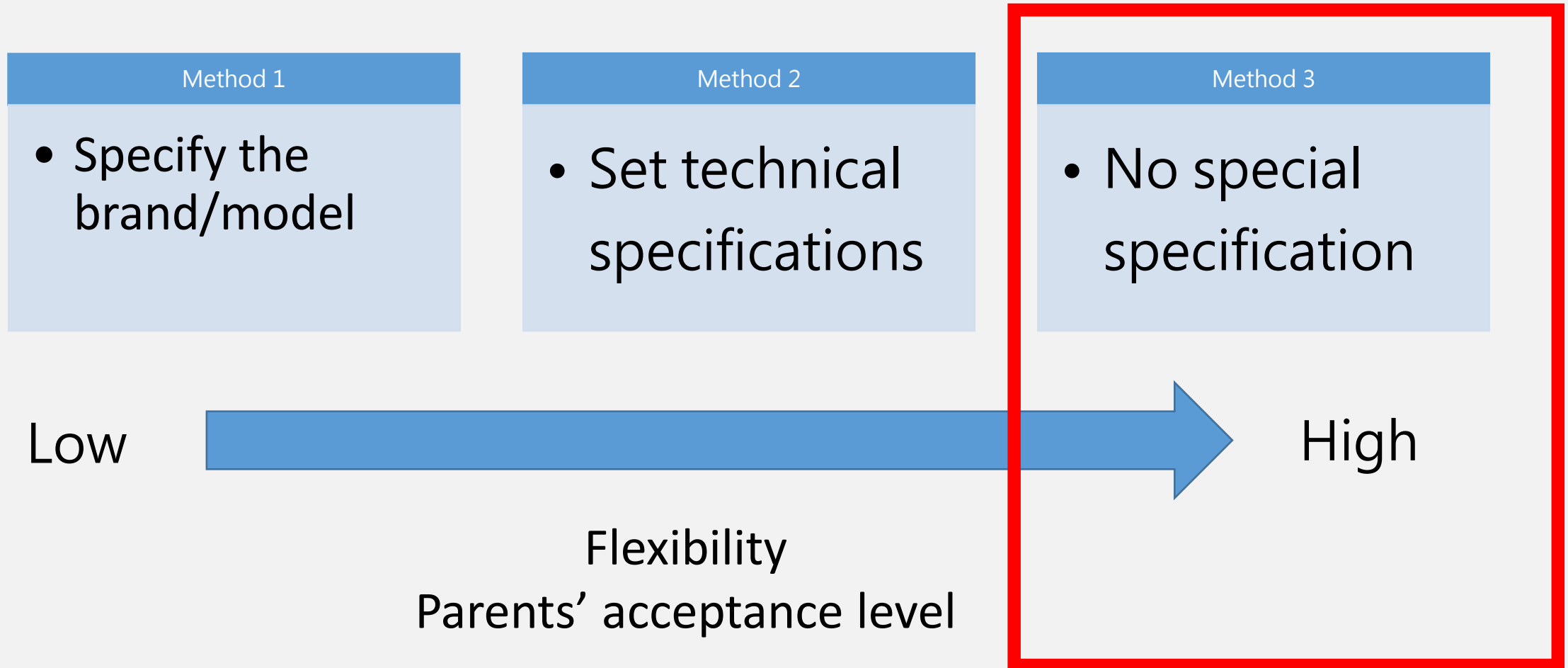
課程規劃

Advantages of "BYOD"

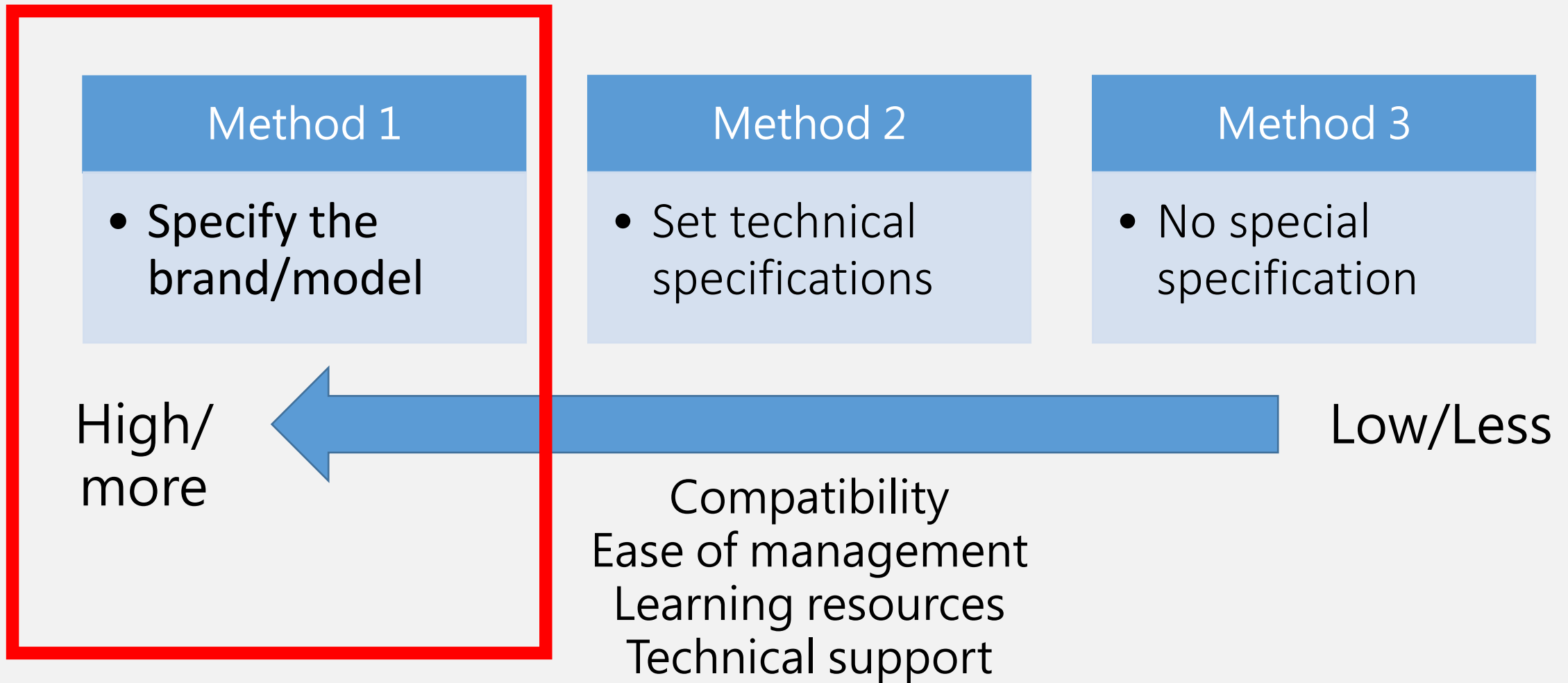- Reduce the preparation work related to e-learning in the classroom.

- Students use their own mobile computer devices to help them collaborate with their peers both inside and outside the classroom.

- Students are familiar with their devices and can use them effectively in their studies.

- Compatible with the school's learning management system (LMS), so that teachers can grasp the student's learning situation easier.

-

three method of school implemented BYOD

Method 1	Method 2	Method 3
• Specify the brand/model	• Set technical specifications	• No special specification

Low   →   High

Flexibility
Parents' acceptance level

three method of school implemented BYOD

Method 1	Method 2	Method 3
• Specify the brand/model	• Set technical specifications	• No special specification

High/ more ← ▬▬▬▬▬ Low/Less

Compatibility
Ease of management
Learning resources
Technical support

the development of e-learning when schools use mobile computer devices

1

- WIFI Campus
- Portable device

- WiFi 校園
- 流動裝置

加強IT設施

Upgrade IT facilities

2

Facilitate e-Learning

促進電子學習

- 廣泛使用電子教科書/資源
- 創新的教學法

- Broad usage of e-textbook/resources
- Innovative teaching method

3

- LMS
- Personalized learning

- 1:1/自攜裝置 (BYOD)
- 學習管理系統
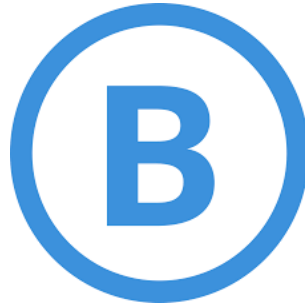- 個人化學習

進一步發展

Further development
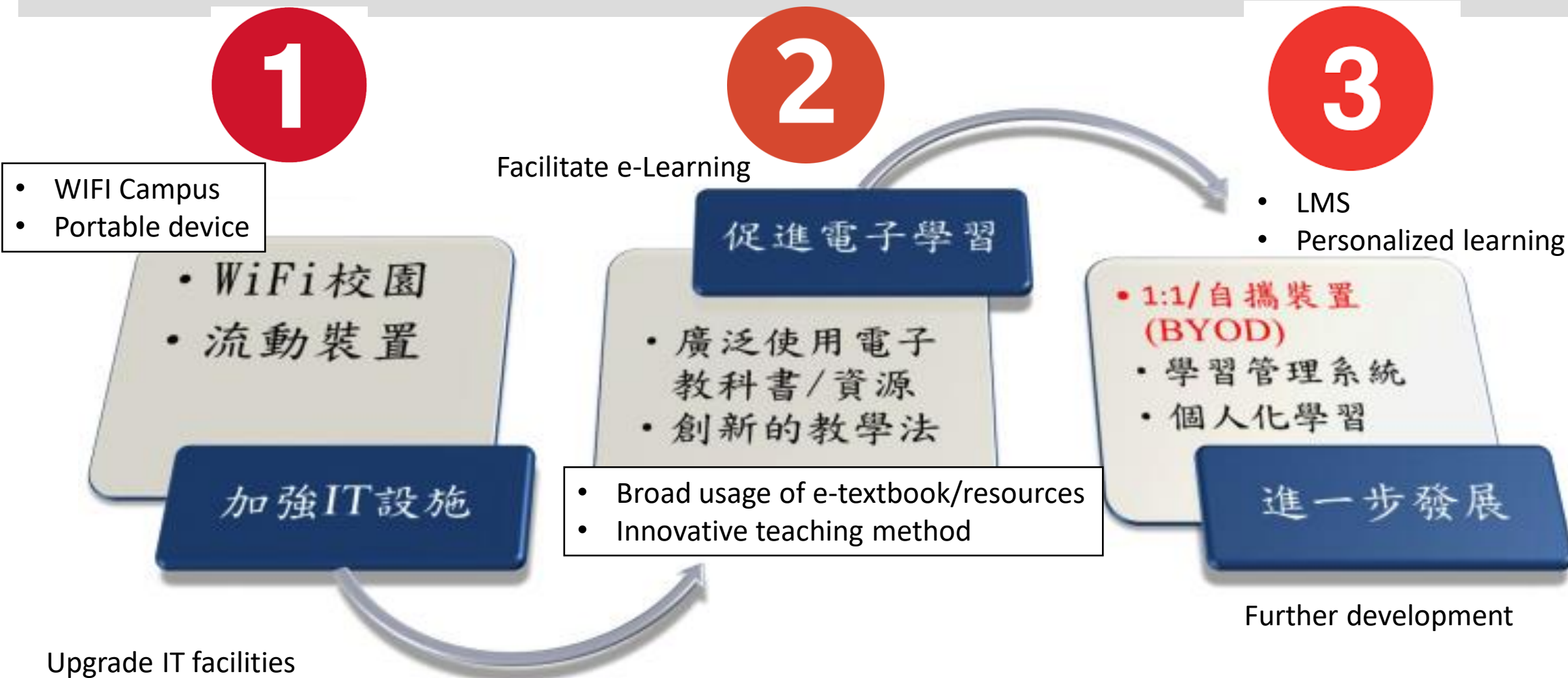
The school provides equipment or BYOD?

Students are provided mobile computer device by the school according to the needs of the classroom for learning activities

A

Students bring their mobile computer devices back to school for learning activities

B

The impact of mobile computer equipment

Research by European Schoolnet and its network of Ministries of Education in late 2014 found that BYOD, "is becoming more widespread and schools are developing policies that allow students and teachers to connect and use their own portable equipment in school ... in 75% of respondent schools on average, with Denmark, Portugal, Sweden, Spain, Romania and Estonia in the lead in this respect" (Blamire & Colin, 2015).
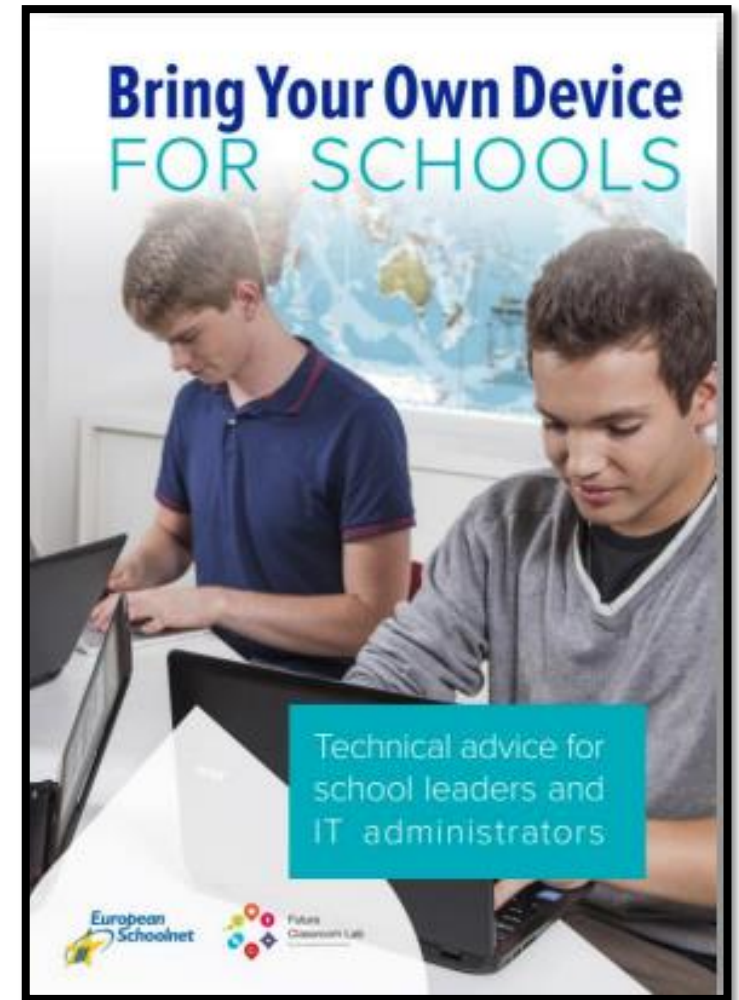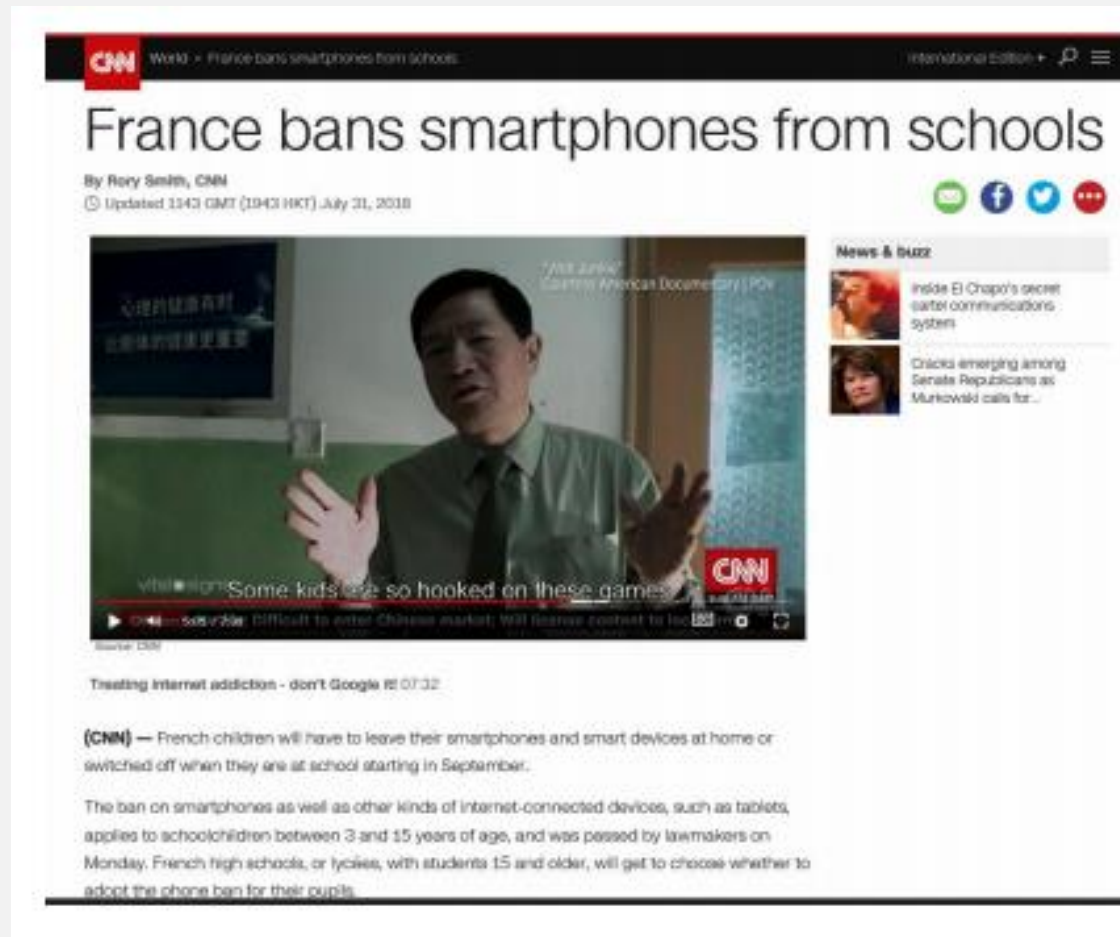
The impact of mobile computer equipment

From September 2018, French schools across the country will ban students from carrying all Internet devices back to school, including smartphones and tablets

Reason

- Affects students' concentration
- Addiction
- Cyberbullying

Banning mobile phones in schools: beneficial or risky? Here's what the evidence says

http://theconversation.com/banning-mobile-phones-in-schools-beneficial-or-risky-heres-what-the-evidence-says-119456

Re-thinking about e-learning – Pros? Cons?

The use of information technology is an important 21st century skill for students

- Develop students' ability to be autonomous and assist in learning
- Compatible with school curriculum planning and teaching arrangements (including information literacy)
- Unstoppable trends, changes that should not bestopped
- Plan carefully and implement seriously

Mobile phones are banned in French schools

資料來源：https://www.abc.net.au/news/2018-06-28/smartphone-ban-in-schools-good-or-bad-idea/9918934
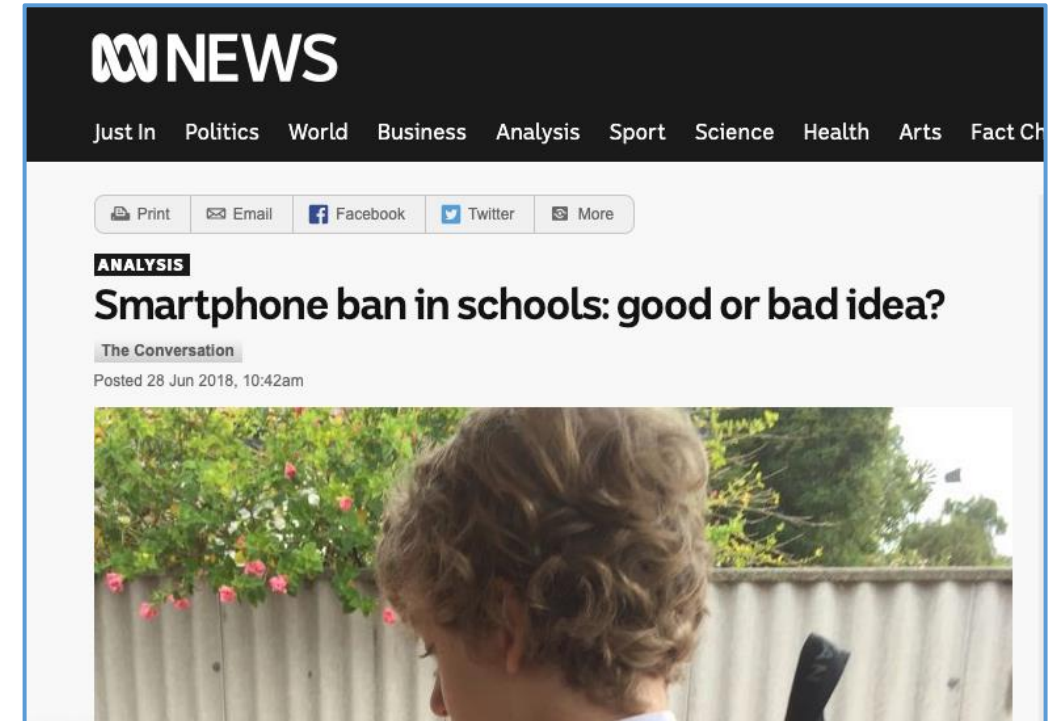
Re-thinking about e-learning – Pros? Cons?

Using the media to obtain information and read different media texts has become a key capability (or core literacy) in the twenty-first century, and this key ability is information literacy

Information literacy refers to "the ability of an individual to know when information is needed and to be able to effectively find, evaluate, and utilize it."

In the era of knowledge economy of information explosion, how to train students to have good information literacy has become an important task in all stages of education

Mobile phones are banned in Australian schools

澳洲教育部門發公告 禁止學生在校園使用手機

Unwire.hk
發布時間 : 2019年11月30日02:00

Re-thinking about e-learning – Pros? Cons?

Good use = Improved learning effectiveness

Abuse = Affects learning effectiveness

Support from the Education Bureau in schools implementing BYOD

BYOD reference website

https://www.edb.gov.hk/ited/byod

Professional training of teachers and support services to schools

Seminar: Planning and implementation of self-carrying devices in small/secondary schools to practice e-learning

- Workshop: Strategic implementation of the school-based BYOD policy - IT Education Centre of Excellence school-based support services

- The technical support team answers inquiries from the school (3698 4148)

- Care Fund Assistance Program

Community Care Fund Assistance Programme - Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning

https://www.edb.gov.hk/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/ITE-CCF/ccf_index.html

Care Fund Assistance Program

教育局通函第55/2020號   EDBCM 71/2018 (2018/19)

Launched in the 2018/19 school year, the three-year programme will support poor students to purchase mobile computer devices to complement the implementation of self-carrying devices in schools

EDBCM 65/2019 (2019/20)

Every year, the Education Bureau invites schools promoting BYOD to attend. Schools should decide whether to implement the BYOD policy and related timetables in accordance with their own circumstances, e-learning needs, professional judgement of teachers and parental wishes, and participate in the project according to the needs of students.

SAGEFOX

Background and purpose

- The Education Bureau (EDB) has launched the Fourth Strategy on IT in Education in the 2015/16 school year and established WiFi campus for all public schools to facilitate e-learning through the use of mobile computer devices. A number of schools have adopted the "Bring Your Own Device" (BYOD) policy to further exploit the advantages of using mobile computer devices in learning. As the development of BYOD may create financial burden on students from low-income families, the Community Care Fund (CCF) has implemented this Assistance Programme, starting from the 2018/19 school year for three years, to subsidize needy primary and secondary students studying in public sector schools to purchase mobile computer devices.

SAGEFOX

overview of the project

Eligible Beneficiaries
The beneficiaries of the Assistance Programme must fulfill the following requirements:

1. studying in government, aided (including special schools), caput, Direct Subsidy Scheme primary or secondary schools, and receiving Comprehensive Social Security Assistance (CSSA) from the Social Welfare Department or full grant/half grant of the School Textbook Assistance Scheme from the Student Financial Office of the Working Family and Student Financial Assistance Agency; and

2. studying in schools and classes implementing e-learning and adopting BYOD.

Use of Subsidy

During the three-year implementation period, each eligible student will receive the subsidy for purchase of a mobile computer device once*. The amount of the subsidy will cover the cost of the mobile computer device, mobile computer device management system to be installed on the device, basic accessories (e.g. screen shields and protective covers) and a three-year warranty.

*When a student beneficiary is promoted or has changed to a new school using a different device and the original device could not meet the learning needs in the new school, the beneficiary could then apply for an additional subsidy for purchasing a new device. In such case, the student concerned is required to return the used device to the original school.

Disbursement Arrangements

To ensure that funding from the CCF is used directly to subsidise needy primary and secondary students for purchasing mobile computer devices to facilitate e-learning, the subsidy will be disbursed to schools for purchasing the devices for their students.

In the light of the design of respective e-learning programmes and the needs of students, schools can determine their own device specifications and make bulk purchase on behalf of their students.

Introduction video:
https://drive.google.com/file/d/1ZUTaYIjjkPA7GDoGOOffbTMGN3_bohJa/view

Reference Materials on Procurement Procedures in Aided Schools
https://www.edb.gov.hk/en/sch-admin/fin-management/procurement-procedures-in-aided-schools/procurement_procedures_in_aided_schs.html

財政限額	採購安排	批核人員
5,000元或以下	毋須為採購物料或服務進行公開競投，但校內適當職級的人員須證明有關採購是必須的及價格公平合理	校長/副校長 [註：如學校沒有副校長，校長將為批核人員。]
5,000元以上至 50,000元	邀請最少兩個口頭報價	
50,000元以上至200,000元	邀請最少五個書面報價	校長
200,000元以上	邀請最少五名供應商投標	標書批核委員會，成員須包括校監/校董、校長、一名教師及一名家長教師會代表或家長校董。

Reference：Apple Authorised education resellers – Apple (香港)
https://www.apple.com/hk/education/how-to-buy/aaer.html

Hong Kong Island   Back to Top

HKT Education Limited
17/F, PCCW Tower, TaiKoo Place,
Quarry Bay, Hong Kong

HKT Education Limited
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(852) 1833282
enquiry@hkteducation.com

Senco–Masslink Technology Limited
2/F, Sing Pao Building
101 King's Road,
North Point, Hong Kong

信港電腦有限公司
香港北角英皇道 101 號成報大廈 2 樓
(852) 2511 5760
sales@sencohk.com

Kowloon   Back to Top

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Kwun Tong, Kowloon,
Hong Kong

的法利科技有限公司
香港九龍觀塘鴻圖道一號 9 樓 20 室
(852) 3160 8443
info@dtsl.asia

Viewcon Systems Limited
Unit A B, 18/F., Full Win Commercial Centre,
573 Nathan Road,
Kowloon, Hong Kong

榮廣系統有限公司
香港九竜旺角彌敦道 573 號富運商業中心 18 樓 AB 室
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New Territories   Back to Top

Union Holdings Limited
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58–66 Tai Lin Pai Road
Kwai Chung

惠達企業有限公司
香港新界葵涌大連排道 58–66 號
樂聲工業中心 19 樓 C 座
(852) 2395 4281
eorder@union.com.hk
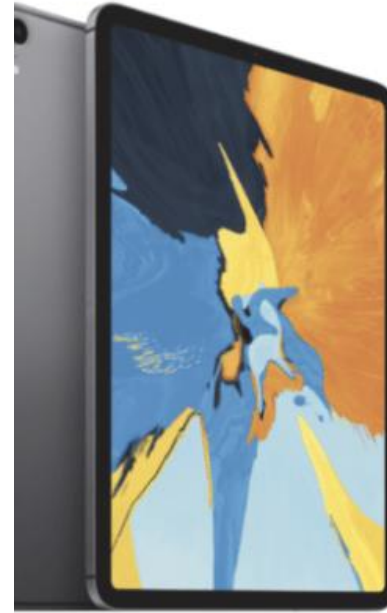
Mobile computer device + wireless network environment = Improve learning effectiveness?

Microsoft Surface

Google Pixelbook

iPad Pro

ANDROID

Mobile computer devices - improve the effectiveness of learning and teaching

Considerations

1. Stand-alone price
2. Overall performance
3. Storage space
4. The size of the screen
5. The network connection

6. Related accessories
7. Maintenance and repair
8. Operating system
9. Application
10. Backward compatibility

Mobile computer device ＋ wireless network environment ＝
Improve learning effectiveness?

本港小學推「一人一機」
電子學習增強學生自信

可能
7大喺中學上堂做過嘅嘢
用筆袋遮住玩電話 係唔啱嘅行為喔~

我心很痛！勸阻學生上課玩手機
老師遭追打毆傷

The whole scheme

BYOD
- Bring Your Own Device
- 自攜裝置政策

AUP
- Acceptable Use Policy
- 可接受使用政策

MDM
- Mobile Devices Management System
- 流動裝置管理系統

自攜裝置Bring Your Own Device (BYOD)

<u>Good practical experience in e-learning: the school implements one-person-one-machine "self-carrying device" experience sharing</u>

In the 2015/16 academic year, the Education Bureau launched its fourth IT education strategy, which aims to unleash students' learning energy and progress towards excellence by unleashing the potential of information technology and enhancing the interactive experience between learning and teaching.

Through school visits, data collection and group meetings, we are aware of the school's good practical experience in implementing e-learning, including the implementation of student "one person, one machine" / BYOD supplementary learning to enhance the effectiveness of learning and teaching.

To share with the academic community, we have documented five good school cases and their experiences, confirming the cultural management and operation of schools in the development of e-learning. The school community can take into account these practical experiences and brainstorm their experience in the development of information technology, school governance and teaching.

參考：https://www.edb.gov.hk/attachment/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/Support/BYOD_GP20180509_C.pdf

自攜裝置Bring Your Own Device (BYOD)

- Special School: Hong Chi Morninghill School, Tuen Mun

    Create e-learning culture Practice students "one person, one machine" / BYOD

- Primary School: Buddhist Chi King Primary School and Chiu Yang Primary School of Hong Kong

    Students bring own devices, have a lot of fun while improving learning effectiveness

- Primary School: ELCHK Faith Love Lutheran School

    E-Learning e-Leadership, Students "one person, one device" learning interaction is high

- Middle School: Pak Kau College

    1:1 "Bring Your Own Device" promotes e-learning

    active participation of the stakeholders

自攜裝置Bring Your Own Device (BYOD)

- Introduction to the school-based BYOD policy;
- The responsibilities and authority of the holder:
  - Students;
  - Parents;
  - Subject Head/ Teacher / Principal;
- A letter of commitment from a parent/guardian;
- Loss, theft or damage of equipment, and corresponding treatment options;
- Precautions when using a network (wired and wireless Wi-Fi networks);
- Implement strategies, tips, and prevention of common pitfalls.

可接受使用策略 Acceptable Use Policy (AUP)

- AUP is a written agreement, signed by students, their parents, and teachers, outlining the terms and conditions of Internet use.

- It specifically sets out acceptable uses, rules of online behavior, and access privileges. Also covered are penalties for violations of the policy, including security violations and vandalism of the system.

- Anyone using a school's Internet connection should be required to sign an AUP and know that it will be kept on file as a legal, binding document. (Classroom Connect, December 1994- January 1995 issue).

可接受使用策略 Acceptable Use Policy (AUP)

Acceptable Use Policy Components

- a description of the instructional values and approaches to be sustained by Internet access in schools
- a statement on the educational uses and benefits of the Internet in the school
- a list of the duties of teachers, parents, and students for using the Internet
- a code of ethical conduct governing behavior on the Internet
- a description of the consequences of violating the AUP

Source:

https://catnet.adventist.ca/files/resources/res_96.pdf

可接受使用策略 Acceptable Use Policy (AUP)

Acceptable Use Policy Components

- a description of what constitutes acceptable and unacceptable use of the Internet

- a disclaimer releasing the school division, under specific circumstances, from responsibility

- a statement reminding users that Internet access and the use of computer networks is a privilege, not a right

- a statement that the AUP observes state and national telecommunication rules and regulations

- a signature form for teachers, parents, and students indicating that they intend to abide by the AUP

Source: https://catnet.adventist.ca/files/resources/res_96.pdf

可接受使用策略 Acceptable Use Policy (AUP)

Develop AUP (for reference):

Ken Ngai

BSc, MBA, MSc, PgD(Digital Forensics)

Head of IT, The Hong Kong Federation of Youth Groups

Ken.ngai@hkfyg.org.hk

Acceptable Use Policy AUP

1) Introduction
2) Objective
3) Agreement
   • Parents
   • Students
   • School
4) School network environment
5) BYOD
6) Other computer devices
7) Security and responsibility

可接受使用策略 Acceptable Use Policy (AUP)

1. Introduction

e.g.
- Trends in the Internet and teaching
- The direction in which schools use the Internet
- The school's policy on eLearning
- The scope of application of this document
- Updates to this file, etc

可接受使用策略 Acceptable Use Policy (AUP)

2. Objective

    Aspiration on achievable goal

e.g.
- Internet enhances the teaching and learning interest, motivation and strengthens communication channels
- Having an Acceptable Use (Internet Safety) policy outlining acceptable use of the Internet
- Using security software
- Limiting Internet features
- Teaching children to use the facility sensibly
- Supervising Internet usage
- Having rules for safe Internet usage

可接受使用策略 Acceptable Use Policy (AUP)

3. Agreement with parents

    Parents are required to agree to the agreements implemented by the school on campus:

    e.g.

- The school's filter software
- Students use the Internet and school networks at school
- Use the email address and other resources provided by the school
- Discuss and work with your child on the school's AUP
- Restrictions on the use of the device
- When necessary, accept the school to check the computer
- Student online behavior (on or off campus)
- The teacher's responsibility on the Internet
- Privacy exemption
- Other

可接受使用策略 Acceptable Use Policy (AUP)

4. Agreement with students
   - Agree and understand the agreement
   - Follow this policy, etc

   School
   - To protect the school and give the school authority
   - Lead students to use the Internet correctly and safely
   - Filter bad information
   - Monitor overdoses and bad use
   - The scope of teachers monitoring and guiding students
   - Protect students' personal data, etc

可接受使用策略 Acceptable Use Policy (AUP)

5. School network environment rules

- Allowed time to use
- Allow usage of internet-enabled devices
- Protect school equipment
- netiquette
- Unacceptable acts such as foul language, obscenity, threats, defamation, racial discrimination . . . etc
- Sneak shot, account theft, personal attacks, bullying are not permitted, etc
- Illegal software, games cannot be downloaded

6. BYOD

- Hardware configuration
  - Minimum configurations
- Registration process
  - Register MAC address ?
  - Network password ?
  - Open WiFi ?
- Software configuration
  - OS, version, patches, security settings, anti-virus, other software

7. Other computer devices
- mobile phone
- game console

8. Security and responsibility

Stakeholder role(BYOB + AUP)

Parent role

- Keywords: Guide, cooperate, pay attention, discuss, agreement

Teacher role

- The identity of the teacher on the Internet;
- Patrol, monitor, understand …
- Contact or discuss with students online
  - Scope and time;
  - Media (e.g. FB, Email, WhatsApp …);
  - General guidelines;

Stakeholder role (BYOB + AUP)

Student agreements and responsibilities

- Behaviors prohibited by students online (with more relaxed principles) such as bullying, assault, obscenity, theft (both inside and outside the school) . . . offenders can be punished by the school.

- Report
    - Reports of violations
    - Reports of victimization
    - Program
    - Evidence (cap screen), timing, etc
    - Notify parents

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

Hong Kong True Light Middle School (BYOB + AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/HKTL_AUP.pdf

Jordan Valley St. Joseph's Catholic Primary School (AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/jvsj_AUP.pdf

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

St Stephen's College (AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/St_Stephen_AUP_201409.pdf

Shatin Tsung Tsin School (BYOB+AUP)

http://www.edb.gov.hk/attachment/en/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/WiFi900/STTS_elearning.pdf

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

POH Chan Kai Memorial College：

www.pohck.edu.hk/ParentNoticeHome/ParentNotice/2019-20/1905-full.pdf

HKTA The Yuen Yuen Institute No.1 Secondary School（Notice reference）
www.yy1.edu.hk/download/notice/20200910161520889827-1671287036.pdf

Shun Lee Catholic Secondary School（Notice reference）
www.slcss.edu.hk/sites/default/files/files/cir_no_03_byod_new_s1_circular_update.pdf

自攜裝置Bring Your Own Device (BYOD) and 可接受使用策略Acceptable Use Policy (AUP) School example

Jockey Club Ti-I College (JCTIC) - Acceptable Use Policy
https://sites.google.com/a/tic.edu.hk/it-support/it-aup

Lung Kong WFSL Lau Wong Fat Secondary School:
www.lwfss.edu.hk/sites/default/files/notice/2021-02.pdf

The Association of Directors & Former Directors of Pok Oi Hospital Ltd. Leung Sing Tak College「Consent form for students BYOD」
(可接受使用策略(AUP))
URL

Choi Hung Estate Catholic Secondary School students BYOD AUP
www.choihung.edu.hk/download/notice/202001221411590861549.pdf
www.choihung.edu.hk/download/notice/202010081037487281335.pdf

Mobile Devices Management 流動裝置管理系統

1. MDM means Mobile Devices Management

2. In the general trend of using tablets as e-learning tools, equipment management, e-school classroom design are new challenges. MDM enables school technical administrators to manage tablets more effectively. For example, online installation of apps and WiFi in one batch for students'tablets, restricting students from downloading apps and clearing Passcode

3. MDM can also help front-line teachers with e-classes. For example, give simple instructions to help the whole class to enter a teaching app or web resources, limit the student's tablet permission function, or remotely project a classmate's tablet works to share, etc.

4. Key features:
   1. 高效管理及安裝 (Software as Assistant)
   2. 課堂引導及分享 (Digital Interactive Classroom)
   3. 無線設置權限 (Restriction and Policy Setting)

Mobile Devices Management 流動裝置管理系統

HKU MDM 夥伴學校計劃 (WIFI 900 學校)

計劃目的

1. 協助香港 (WIFI 900) 中小學推動電子教學，帶來更好的教學體驗和效果。
2. 推動學校使用最新、最有效的技術來支援電子教學。
3. 透過學校使用系統的意見回饋，改善技術研發和用家體驗，為教育界提供最合適的流動設備管理工具。

我們提供
免費使用
技術培訓
技術支援
定期合作交流
教師分享社群
香港大學電子學習發展實驗室為學校頒發的流動設備管理證書

計劃時間表	
15年7月	夥伴學校計劃簡介會
15年8月15日	截止申請
15年8月 - 11月	MDM電子教學工作坊
16年1月 - 16年5月	電子教學交流會議
16年7月	向完成計劃學校頒發證書

HKU MDM 的十大特點

為教育界設計
避免企業式MDM的繁鎖設計，針對學校的需要，簡單易用的界面，讓前線老師能夠在課室內輕鬆使用。

隨時限制功能
老師可以限制學生設備功能，例如封鎖相機和應用商店，更可以鎖定於某一個應用內進行教學活動。

無線應用安裝
無線地遙控安裝學生所需應用或電子書，並支援蘋果VPP，快捷地為師生提供最適合的教學工具。

遙控工具使用
老師可以直接遙控全班學生使用某個應用或瀏覽某個特定網頁，配合鎖屏的功能，讓學生更專注學習。

清除鎖屏密碼
學生忘記鎖屏密碼時，學校可在管理系統內清除密碼，避免洗機重裝，大大節省不必要的技術支援。

遙控課堂分享
使用Apple TV或其他無線投影技術時，老師可主動在自己的平板上選擇分享任何一位同學的作品。

按照班級分組
在一人一機的模式下，根據不同班級需要，制定不同設置和應用；亦方便老師上課時向班內下達指令。

支援 VPP & DEP
我們的MDM技術目前全面支援使用VPP的iOS學校，亦已經為DEP計劃做好準備，並已經進行測試。

校本應用中心
學校可以一方面關閉學生的應用商店，同時根據不同年級學生的需要，設置校本應用中心。

互動內容整合
整合我們的雲端互動學習平台iClass及學校正在試用的 e-TextBook，可以遙控學生進入iClass課堂活動。

Mobile Devices Management 流動裝置管理系統

Mobile Devices Management 流動裝置管理系統

Exercise

1. Try to formulate a school-based BYOD policy
2. Try to develop a school-based acceptable use policy AUP

聯絡

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