

資訊科技教育教學法系列：
在中學英國語文科運用學習管理系統 (LMS) 及
資訊科技工具 (IT TOOLS) 發展學生的自主學習能力 (SDL)



香港中文大學學習科學與科技中心 CLST

Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong



課程目標

本課程旨在：

介紹如何在中學英國語文科運用學習管理系統及資訊科技工具發展學生的自主學習能力。



課程內容

1. 簡介現行可用作**促進學生自主學習**的學習管理系統及資訊科技工具的基本操作、限制及最新功能；
2. 於學習管理系統製作簡單**電子學習材料**、**電子評估活動**、**發放材料及收集學生課業與回饋**的基本技巧；
3. 透過**學校個案**，探討如何運用可整合至學習管理系統的資訊科技工具進行學習活動，以促進學生自主學習；
4. 就**不同的學習管理系統**及資訊科技工具在中學英國語文科的應用作**比較**；
及
5. 有效運用學習管理系統及資訊科技工具進行**面授課堂**及**實時網上授課**。

課堂安排 (第一節)

目標：

1. 有關**自主學習 (SDL)** 的相關學理
2. 不同**學習管理系統 (LMS)** 及**資訊科技工具 (IT TOOLS)**的基本操作、限制及功能
3. 於學習管理系統製作簡單**電子學習材料**、**電子評估活動**、**發放材料**及**收集學生課業與回饋**的基本技巧

課堂安排 (第一節)

1. 有關**自主學習 (SDL)** 的相關學理
2. 不同**學習管理系統 (LMS)** 的基本學教功能、共通元素、使用限制及最新發展功能
3. 不同**資訊科技工具 (IT TOOLS)** 的基本學教功能、共通元素、使用限制及最新發展功能
4. 學習管理系統製作簡單**電子學習材料**、**電子評估活動**、**發放材料及收集學生課業與回饋**的基本技巧
 - a. 實際應用及操作：VLE (HKEdcity)
 - b. 實際應用及操作：Google Classroom
5. 習作講解

課堂安排 (第二節)

目標：

1. 於學習管理系統製作簡單電子評估活動、實時協作學習、提升學教效能
2. 掌握如何選擇合適的學習管理系統及資訊科技工具，於英國語文科促進學生自主學習
3. 掌握如何通過學習管理系統及資訊科技工具，推展面授課堂及實時網上教學



課堂安排 (第二節)

2. 掌握如何選擇合適的學習管理系統及資訊科技工具，於人文學科促進學生自主學習
3. 掌握如何通過學習管理系統及資訊科技工具，推展面授課堂及實時網上教學



RECAP

1. CHOICES
2. STUDENTS' INTEREST
3. STUDENTS' OWNERSHIP
4. Engagement - Representation - Action & Expression





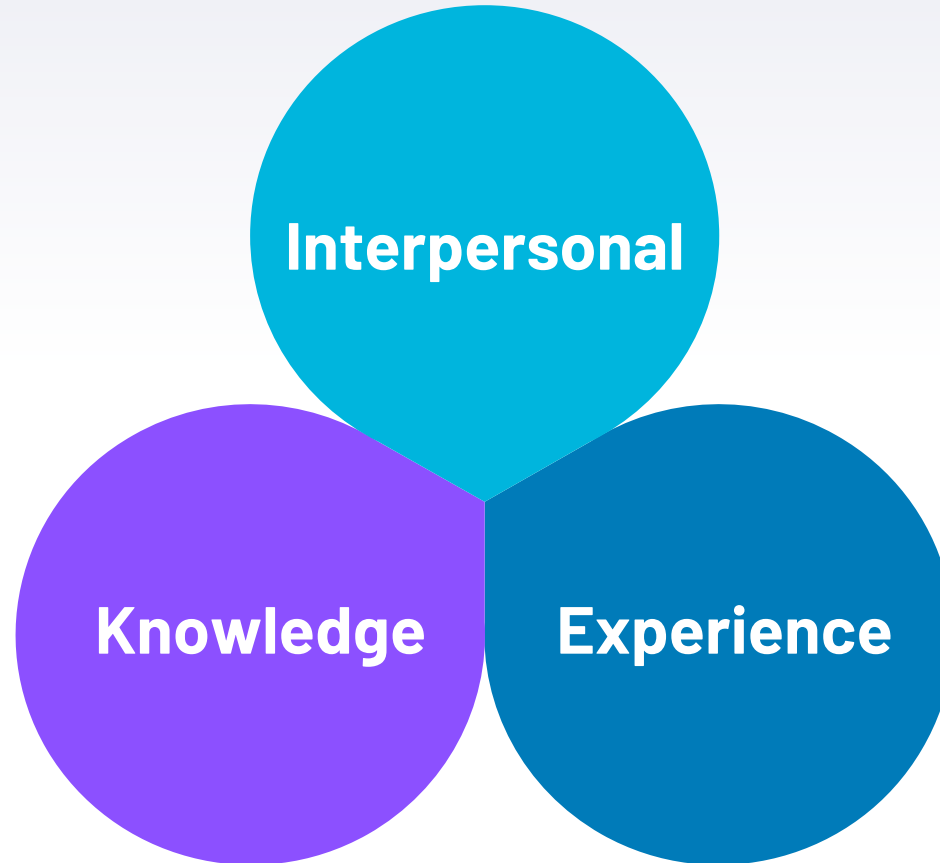
1

Introduction

Let's start with the first set of slides




General purposes of learning English



Generic skills

1. Collaboration skills
2. Communication skills
3. Creativity
4. Critical thinking skills
5. Information technology skills
6. Mathematical skills
7. Problem-solving skills
8. Self-management skills
9. Self-learning skills



Go to www.menti.com and use the code 56 80 23 3


How much of each of the following skills have you helped your students develop in your daily teaching?

Mentimeter

Strongly disagree	Collaboration	Strongly agree
	Communication	
	Creativity	
	Critical thinking	
	Information technology	
	Problem solving	
	Self management	
	Study skills	

Strongly disagree

Strongly agree



<https://www.menti.com/>

Skilled Communication

Are students required to communicate their own ideas regarding a concept or issue?

Must their communication be supported with evidence and designed with a particular audience in mind?

Collaboration

Are students required to share responsibility and **make substantive decisions with other people?**
Is their work interdependent?

Use of ICT for Learning

Are students passive consumers of ICT, active users, or **designers of an ICT product** for an **authentic audience**?

Substitution

Tech acts as a direct tool substitute, with no functional change.

cup of coffee



Augmentation

Tech acts as a direct tool substitute, with functional improvement.

latte



Modification

Tech allows for significant task redesign.

*caramel
macchiato*



Redefinition

Tech allows for the creation of new tasks, previously inconceivable.

pumpkin spice



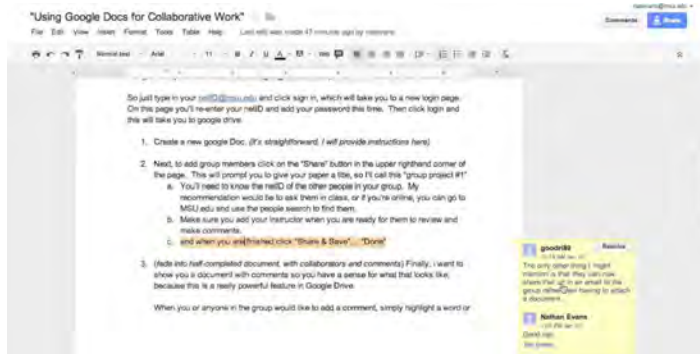
Substitution



Augmentation

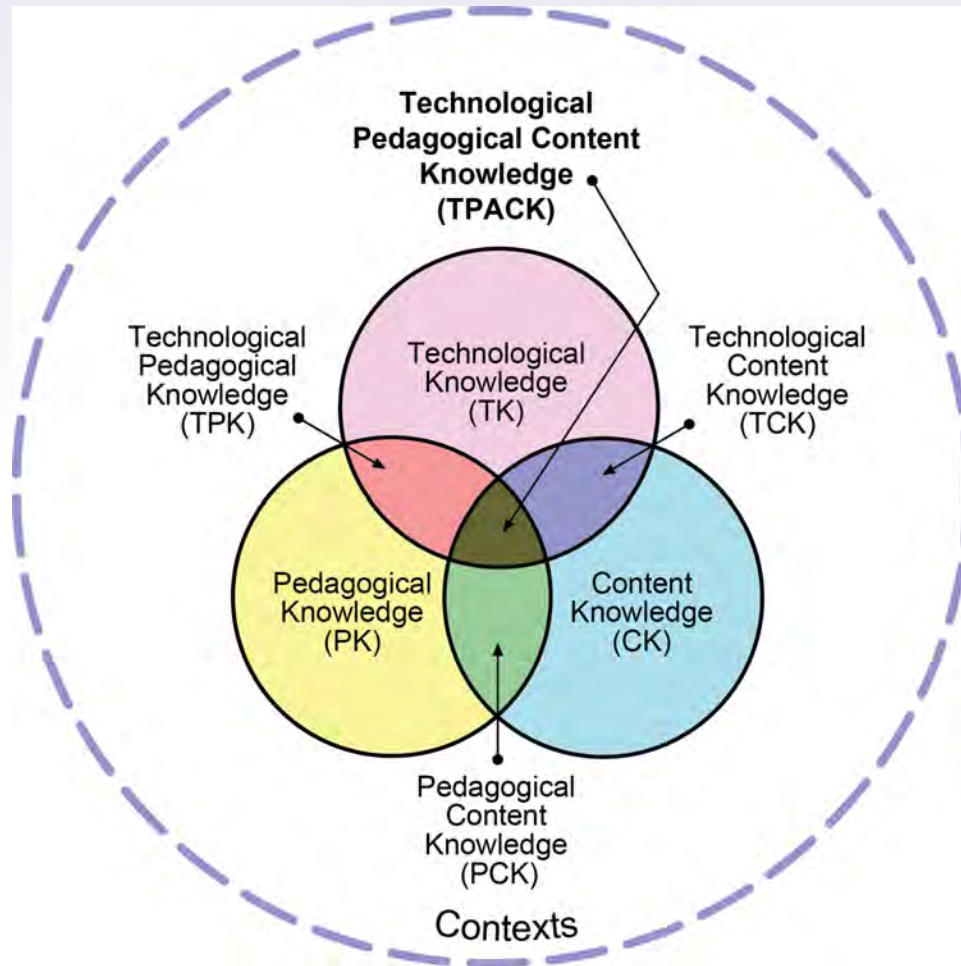


Modification



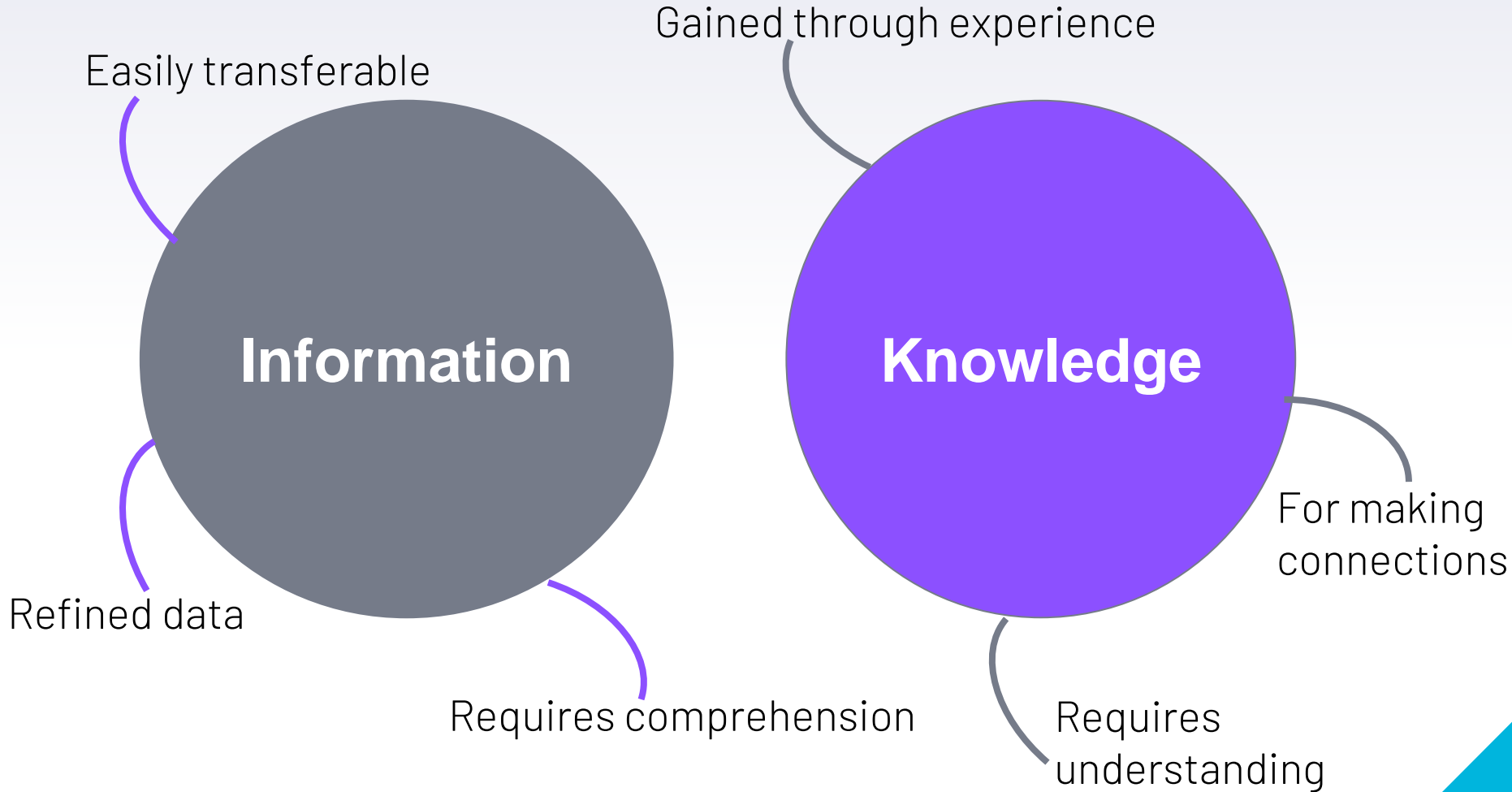
Redefinition





**Knowledge
Construction**

**Are students required to **construct and
apply knowledge?**
Is that knowledge interdisciplinary?**



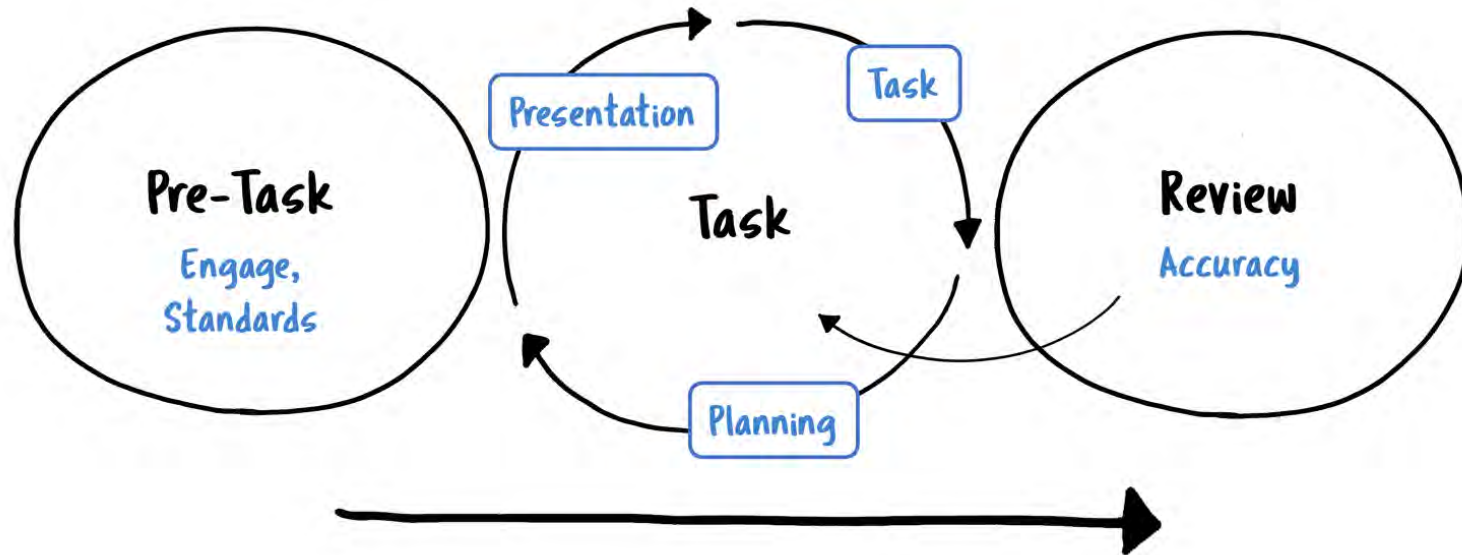
**Real-world
Problem-solving
and Innovation**

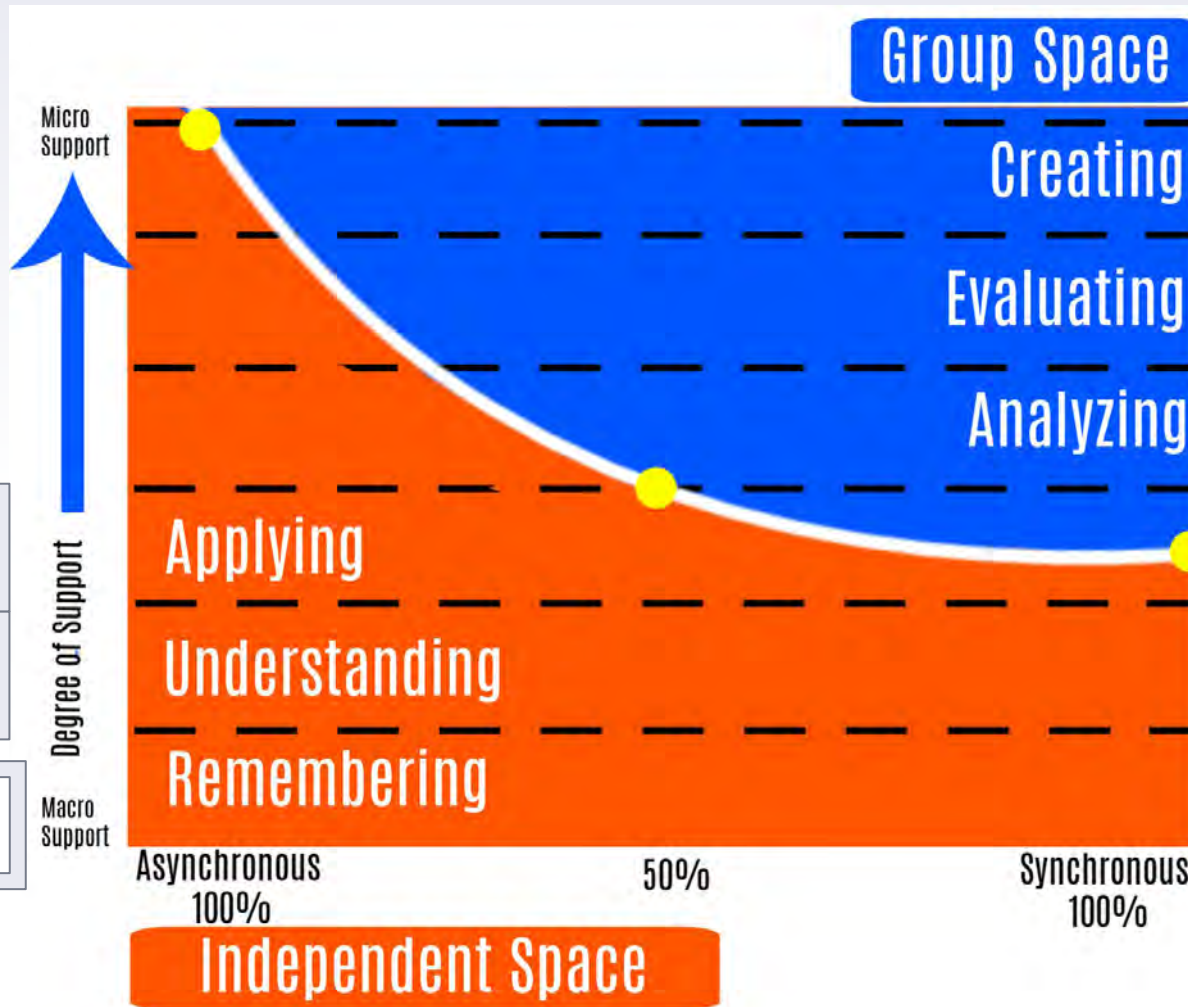
**Does the learning activity require solving
authentic, **real-world problems**?**
**Can students' **solutions be implemented
in the real world**?**

Source from: Rubrics for 21st Century Learning Activity Design. (n.d.). Retrieved January 06, 2021, from <https://fcl.eun.org/tool5p2>

Exercise? Activity? Task?

Task-Based Learning (TBL)





Video / Poster / Digital Story

Peer evaluation / Proofreading

Tenses in different text types

Vocabulary / Tenses in context

Regular / irregular verbs

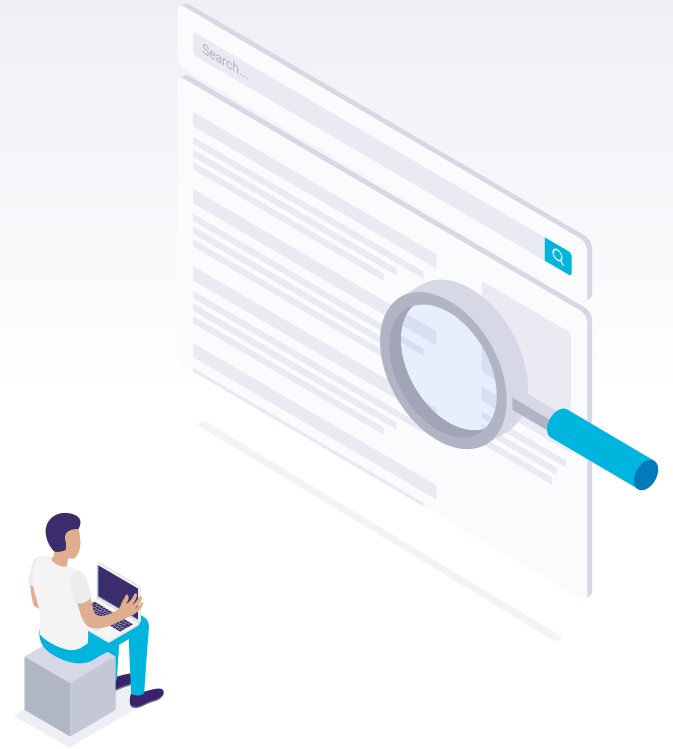
Vocabulary / Grammar rules

Self-Regulation

Do students **plan and assess their own work**, and **revise their work** based on **feedback**?

2

Ready for an English lesson?



▶ Unit structure

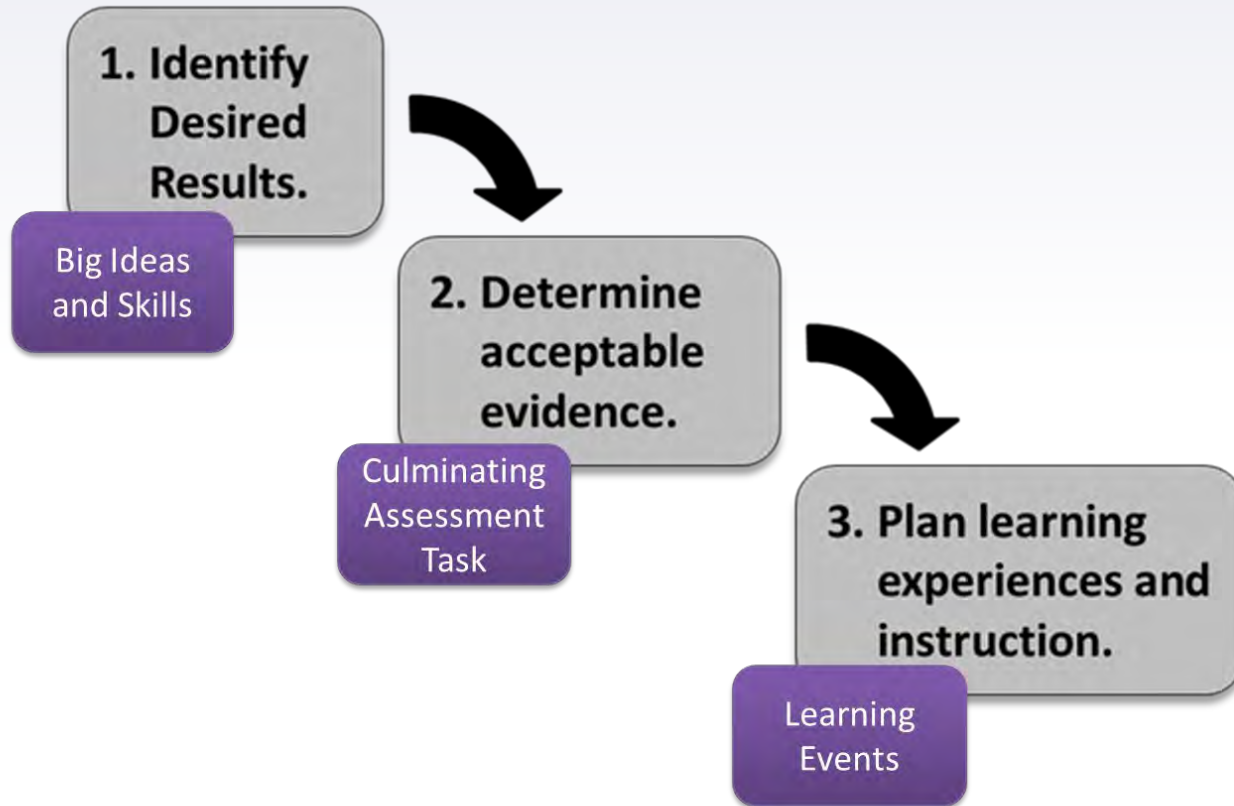
Lead-in
Fun activities to
arouse interest

Pre-tasks
Research
Presentation
Language input

**Task
Writing**

**Assessment.
Evaluation
& Review**

Backward Design



**1. Identify
Desired
Results.**

Big Ideas
and Skills



**2. Determine
acceptable
evidence.**

Culminating
Assessment
Task

Writing:

- Travel blog

Language focus:

- Simple past tense
- Adjectives
- Connectives

3. Plan learning experiences and instruction.

Learning
Events

Lead-in

Fun activities to talk about travelling
Lead in to travelling around HK

Pre-tasks

Research & presentation
Peer evaluation
Reading a model essay
Language input: Grammar, text types & vocabulary

Task

Writing with Google doc

Evaluation & Review

Selective marking & correction with Google Form




Lead in

To introduce the topic and to arouse interest

LEAD IN

padlet

♡ □ REMAKE ↻ SHARE ⚙️ ⋮ 🌐

 Jenny Leung • 1m

If we can travel now, I want to visit...

Find out where our hearts are in now!



LEAD IN

Find the treasures!

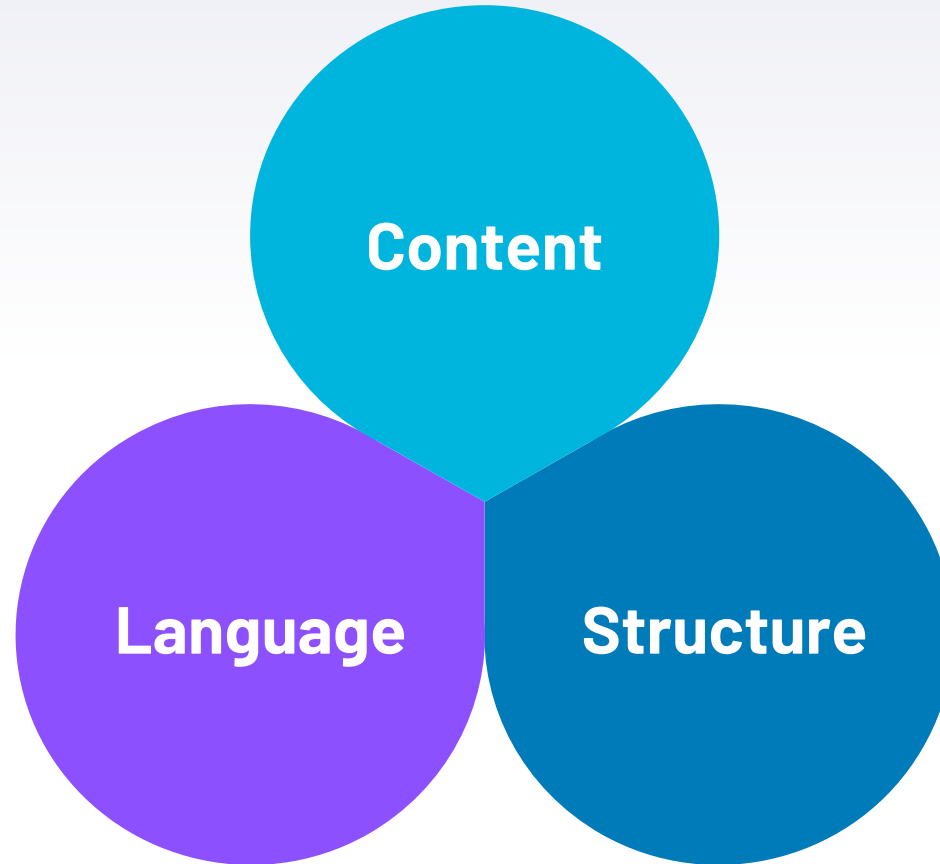




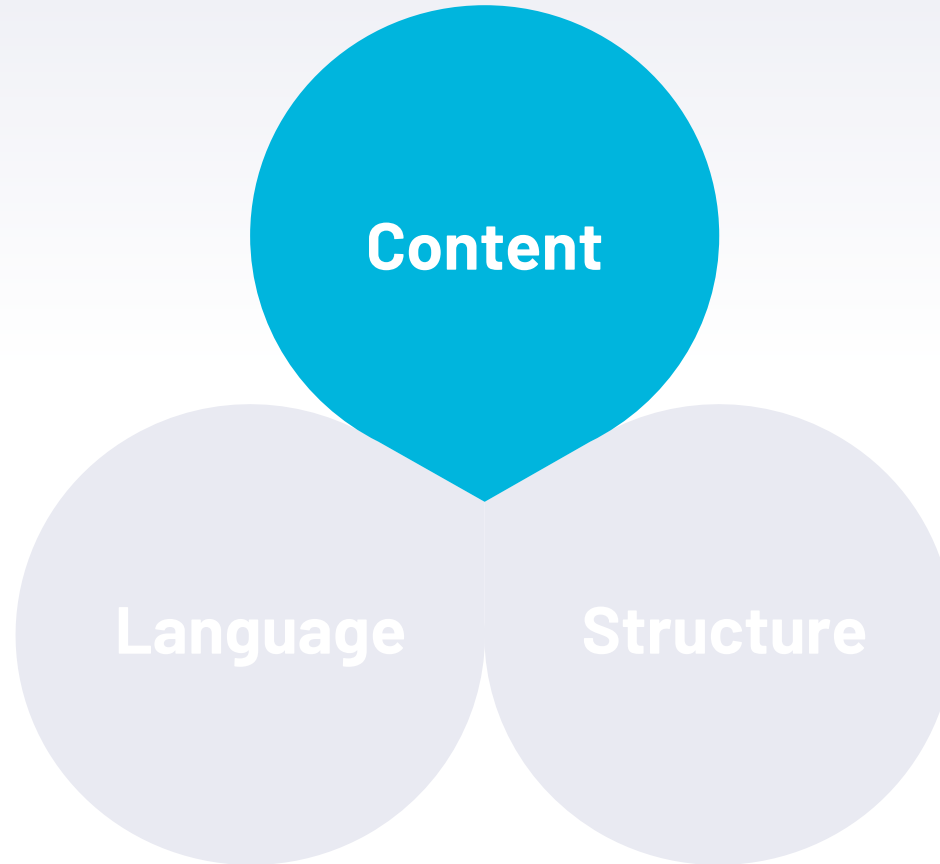
Pre-tasks

What do students need to learn to help them complete the final task?

Prerequisite of writing



Pre-Tasks to build content



Pre-task

Listening / Reading / Vocabulary Input



edpuzzle

Search content...



Content

Gradebook

My Classes



YouTube video

Ching Luen Jenny LEUNG



Video events

- 01:25
• Multiple-choice
- 04:24
• Multiple-choice
- 06:50
• Open-ended





edpuzzle

<https://edpuzzle.com/>

▶ Research

- ▶ In groups of four, choose a location in Hong Kong that you wish to explore.
- ▶ It can be a street, a landmark, a shopping mall, a park or theme park, etc.

Research

- ▶ Prepare a short presentation and answer the following questions:
 - ▶ What is this place?
 - ▶ Where is it?
 - ▶ What is so special about it that you wish to introduce this place to others?
 - ▶ What can you do there?



WHAT'S NEW

EXPLORE

PLAN

DEALS

About Us

Newsroom



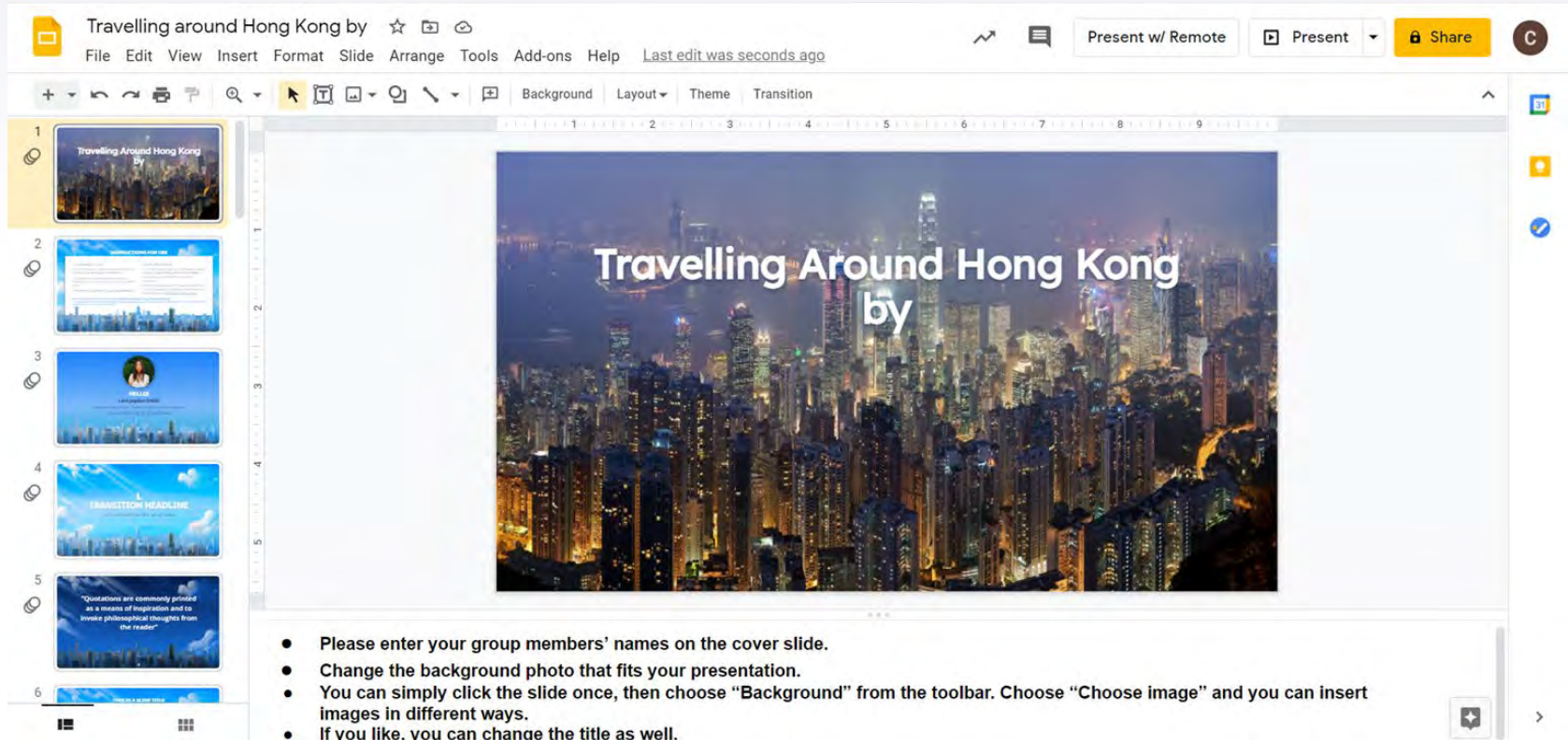
Language ▾



Tour the ³ **Hong Kong Museum of Art** in the [Virtually@HKMoA](#) section where you can browse multi-media programs, check out the audio guide and pamphlets of their exhibitions. Access a massive library of their collections and past shows through [Google Arts & Culture](#).



Template for you



The screenshot shows a Google Slides presentation interface. The title bar reads "Travelling around Hong Kong by" with options for star, share, and print. The menu bar includes File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, and Help. The toolbar shows various editing tools, and the "Background" menu is open, displaying a list of slide thumbnails. The main slide area shows a night view of Hong Kong with the text "Travelling Around Hong Kong by" overlaid. The bottom right corner of the slide area contains a list of instructions.

- Please enter your group members' names on the cover slide.
- Change the background photo that fits your presentation.
- You can simply click the slide once, then choose "Background" from the toolbar. Choose "Choose image" and you can insert images in different ways.
- If you like, you can change the title as well.

Slides templates

Slides Carnival All templates By color ▾ Formal Inspirational Creative Simple Startup Elegant Playful Business Search template Q

Free PPT templates & Google Slides themes for your presentations

Free for any use, no registration or download limits

Popular searches



Education



Science



Technology



Food & cooking



Nature

Presentation

- ▶ Rotation presentation (Envoy) will be done.
- ▶ Each presentation = 4 minutes
- ▶ On each of the slides, there must be photos/videos, and no complete sentences are allowed, only key words.
- ▶ Peer evaluation will be done by audience.

Peer evaluation



Peer Evaluation for "Travelling Around Hong Kong" Presentations

While you are listening to your classmates' sharing, you are going to fill in this evaluation form to give some constructive feedback to your classmates!

* Required

Your name *

Your answer

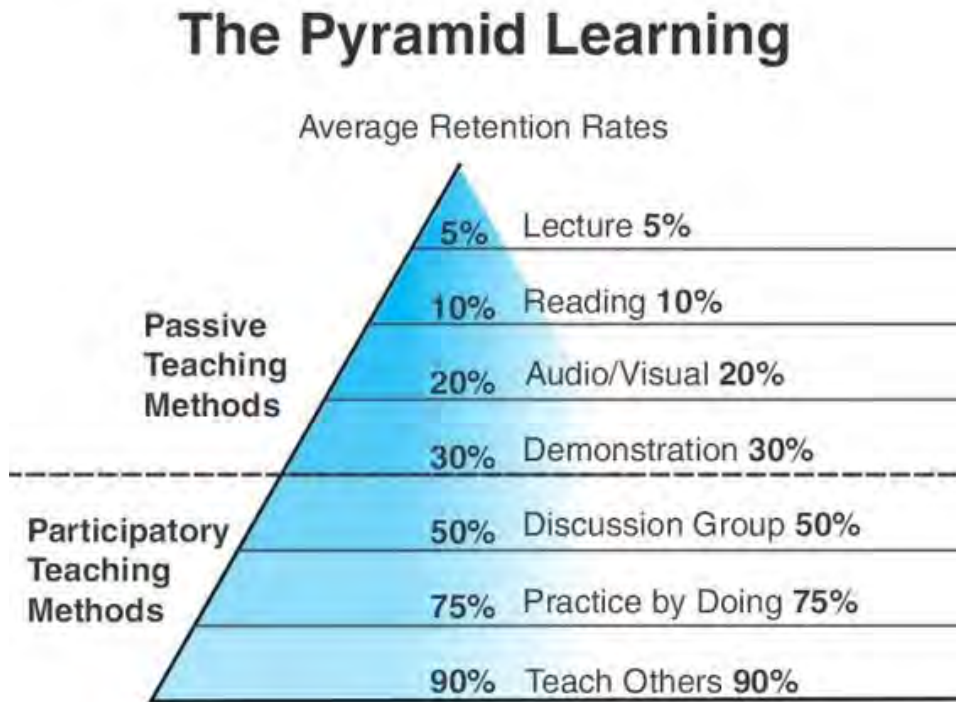
Who is presenting? *

Your answer



自主學習的內容及步驟

學生主導學習程度越高層次



學生學習的保留率百分比越大

Adapted from National Training Laboratories, Bethel, Maine

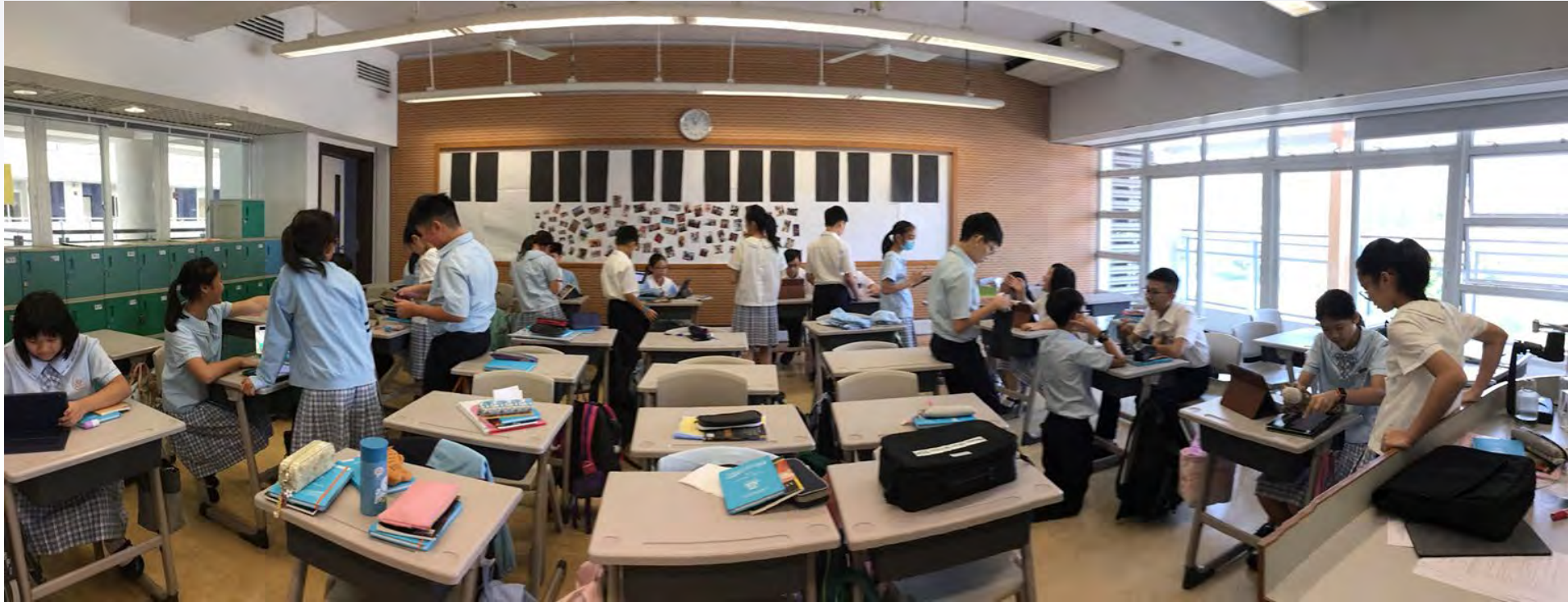
(CLST)
ong



Pre-task

Speaking Output / Listening Input

Rotation Presentation



Pre-task

Speaking Output / Listening Input

Rotation Presentation



Pre-task

Speaking Output / Listening Input



Peer evaluation



8G2 Class System of England in 1912 Peer Evaluation

*必填

Your name *

選擇

Evaluating "Class System of England in 1912" Presentation

Group 1: Dress & Appearance (Linford, Tsz To, Addison, Alvin)

Give marks to this group based on the following criteria. *

	1 Not really	3 Sometimes	5 Always
The content lets me understand well about all three classes under the theme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter has eye contact with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presentation slides are visually attractive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presenter can present fluently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Suggest ONE thing that the presenters did best. *

您的回答

Suggest ONE thing that the presenters should improve on. *

您的回答

Ask the presenters one question about the topic. (Make sure the question cannot be easily answered by Google) *

您的回答

Peer evaluation

8G2 Class System of England in 1912 Peer Evaluation (Responses) 的副本 ☆ 圖

檔案 編輯 查看 插入 格式 資料 工具 表單 外掛程式 說明 上次編輯是在 18 分鐘前



共用

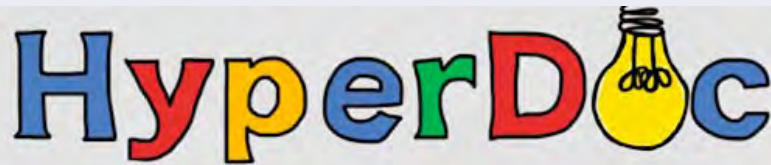


100% \$ % .0 .00 123 預設 (Arial) 10 B I S A

Timestamp

	A	B	C	D	E	F	G	H	
1	Timestamp		Give marks to this group	Give marks to this group	Give marks to this group	Give marks to this group	Suggest ONE thing that	Suggest ONE thing that	A
2	1/17/2020 11:14:15		3 Sometimes	5 Always	3 Sometimes	1 Not really	Interesting slide	Speak louder	W
3	1/17/2020 11:17:06		3 Sometimes	1 Not really	1 Not really	3 Sometimes	Good content	Mor eye contact	N
4	1/17/2020 11:17:16		5 Always	3 Sometimes	1 Not really	1 Not really	Clear points	Talk louder	H
5	1/17/2020 11:17:34		5 Always	5 Always	5 Always	3 Sometimes	Clear information	Prepare more	Is
6	1/17/2020 11:17:38		3 Sometimes	3 Sometimes	3 Sometimes	5 Always	He don't have to look at t	Make the words bigger in	W
7	1/17/2020 11:18:03		5 Always	3 Sometimes	3 Sometimes	3 Sometimes	his content is interesting	Speak more fluently	W
8	1/17/2020 11:18:33		1 Not really	3 Sometimes	1 Not really	3 Sometimes	Good voice	But not loud enough	H
9	1/17/2020 11:20:14		5 Always	3 Sometimes	3 Sometimes	1 Not really	good examples	don't put passages in slid	w
10	1/17/2020 11:20:15		5 Always	5 Always	3 Sometimes	3 Sometimes	Some of the informations	He can speak more fluent	W
11	1/17/2020 11:24:09		3 Sometimes	3 Sometimes	3 Sometimes	1 Not really	They did a lot of research	They should show the ppt	A
12	1/17/2020 11:45:03		5 Always	3 Sometimes	3 Sometimes	3 Sometimes	He tried not to look the sli	He should talk faster	/
13	1/20/2020 10:18:15		3 Sometimes	3 Sometimes	5 Always	3 Sometimes	Attractive slides	Eye contact	W
14	1/20/2020 10:52:48		5 Always	5 Always	5 Always	5 Always	He have spoken	Speak	A
15	1/20/2020 10:57:10		5 Always	1 Not really	3 Sometimes	3 Sometimes	The slides are clear	More eye contact	H
16	1/20/2020 10:58:46		5 Always	5 Always	3 Sometimes	5 Always	Explains very clearly	Make each point shorter	W
17	1/20/2020 10:58:58		5 Always	5 Always	5 Always	5 Always	Everything	Change presenter	Y
18							Good slides!!!!ε-°ω°3		

Reading with



Sham Shui Po: Ultimate Guide ☆ 📄 🌐

File Edit View Insert Format Tools Add-ons Help Last edit was seconds ago

100% Normal text Roboto 12 B I U A

Sham Shui Po: Ultimate Guide

Explore the district's reinvigorated neighbourhood
By [Tatum Ancheta](#)

[Sham Shui Po](#), one of the oldest districts in Hong Kong known for its textiles industry, has recently gained a newfound 'cool' status, [reinvigorated](#) by its young creative residents. The district has transformed as one of the hippest neighbourhoods in the city but still kept its traditional [street-vendors](#), historical buildings, and over half a century-old Michelin-recommended eateries like [Kung Wo Tofu Factory](#) and [Lau Sum Kee Noodle](#). Walk a few blocks, and you'll be greeted by contemporary cafes and creative hubs where [patrons](#) can enjoy a good cup of coffee while immersing in artworks by up-and-coming local artists.

What's Sham Shui Po known for?

SSP is one of Hong Kong's best-kept fashion secrets. The neighbourhood's fabric shops are famous for local designers – and even international designers like Versace and Calvin Klein – who frequent the place looking for textile and design inspiration. The district is also known for its treasure trove of eateries offering affordable [street eats](#) and Michelin-recommended bites.

Ching Luen Jenny LE... 5:54 PM Today ✓
This is the lede. The function of a lede is a very short introduction to attract readers to read.

Ching Luen Jenny LE... 5:54 PM Today ✓
This is the by-line. It shows the author who writes the article.

Ching Luen Jenny LE... 5:59 PM Today ✓
This is a sub-heading. It is used to summarise what the following paragraph is about.

Ching Luen Jenny LE... 5:59 PM Today ✓
SSP is the short form of Sham Shui Po



Pre-task

Writing / Vocabulary Output

Creating posters with Keynote



Digital story with Keynote



Pre-task

Speaking Output / Listening Input





Then a lot of poor people came along the street with their Christmas dinners of goose and chicken. They were taking them to the baker's shops to be cooked in the oven. The spirit took Scrooge to one of these shops and touched some of the dinners with its torch

Pre-task

<https://padlet.com/missjennyhk/bn3iieidua6b7ree>

padlet


Leung Jenny 1m

CUHKCLST_LMSSDL_SSENG_Dec08

08-12-2021

REMAKE SHARE

QR Code to this Padlet



Leung Jenny 1m


0

Add comment

Task 1

Leung Jenny 1m

Create a poster



This is a bunch of flowers.

In your post, create an image like this with a bunch of flowers and the sentence « This is a bunch of flowers », with the colours and font style changed.

Post your image below and briefly jot down what actions you have taken to make this image!


0

Add comment

Task 2

Leung Jenny 1m

Create a video



Video - 00:07

E37DA652 E7AB 4712 A99F
427C812B20C3.MOV

In this post, create a video like the one attached. Draw a flower and make it move!

Post your video below and briefly jot down what actions you have taken to make this video!


0

Add comment

Task 3

Leung Jenny 1m

Create a video with sound!



Video - 00:06

2D1C5019 CEA6 4A48 AD56
C1469D03AE1A

This is the final challenge! Add a photo of yourself in the slide holding a flower and read aloud the sentence!

When you are done, post your video here and briefly explain what you have added to this video!

0

Add comment

ADD SECTION

padlet

Jenny Leung + 11 1mo

The Little Mermaid

G7 English (JL)

In this padlet, you are going to complete several tasks. If you complete all 4 tasks in the lesson, you will get a little prize!

Task 1

Jenny Leung 1mo

Summarise the story in 5 sentences!

As what we have been practising, summarise the ORIGINAL "The Little Mermaid" into 5 sentences.

0

Add comment

Hon Man Aden LEE 1mo

Aden

A long time ago there was a little mermaid living under the sea. And when she is fifteen, she went to the surface of the sea and fall in love with a prince. Then she went to find

Task 2

Jenny Leung 1mo

Find the similarities and differences!

Can you find 5 similarities and 5 differences between the two versions of "The Little Mermaid"?

0

1 comment

Chun Man POON 1mo
They are all fish

Add comment

Hon Man Aden LEE 1mo

Aden

similarities

Task 3

Jenny Leung 1mo

Identify the elements!

Based on the checklist given to you, can you identify all the elements from the story? You can choose to analyse either the text version or the animation version.

Here are the elements needed:

1. Any mythological characters?
2. Any vivid descriptions of the characters?
3. What is the setting? Time? Place? People?
4. Is there a "hook" to attract reader to read? (The opening)
5. What is the problem?
6. How is the problem solved?

Task 4

Jenny Leung 1mo

Ice berg model

Can you answer the following questions based on one of all mermaid's actions? (Based on the text version)

1. What did she do?
2. Why did she do that?
3. How did she feel when she took the action?
4. Why did she feel that way?
5. What did she desire?
6. What did she believe in?
7. What kind of person was she?

0

Add comment

Jenny Leung + 12 1mo

Grade 7 English (JL) Writing Garden

Write Smoothly || Write Creatively

Welcome to the Writing Garden!

Jenny Leung 3mo

This is a place where we will build our writing habit together! Everyday from now I will post a new topic. I wish that all of you will reply to the topic daily. (Every post you write, you will earn 300 points to Classcraft.) So make sure you have this page saved on a device that is easy accessible. ENJOY WRITING! =)

☆ RATE

Add comment

Jenny Leung 3mo

9-2-2021

Jenny Leung 3mo

If you were going to be a cartoon or animation character, who would you be and why?

Let me first start by sharing. If I was going to be a cartoon character, I would like to be Bo Peep from Toy Story. There are two reasons behind.

First, my husband is a huge fan of Toy Story. He influenced me to pay more attention to Toy Story. He loves Woody. So everything at my home is all about WOODY! >.< I think this actually gives me bias on

10-2-2021

Jenny Leung 3mo

Before CNY, people normally will clear some unwanted thing at home to welcome a new lunar new year. If you need to get rid of one thing at home now, what will it be and why?

I actually have a lot of things that I need to get rid of. If I really need to choose one thing to talk about, it will be some toys that my son doesn't play with anymore.

When I tidy up my home, I just realise I've bought a lot of things that cannot be kept for a long time, like toys that are not played

25-2-2021

Jenny Leung 3mo

Read the 3 stories posted on ManageBac and tell me which story do you like the most and why.

I like Monster Nian the most as it is the reason why we have all the traditional rituals during Chinese New Year holiday.

I don't really prefer this version of the little mermaid because it has a sad ending. I still like the Disney version better. It has a happy ending. I like story with happy ending.

For Maui, I think it's a really cool story too. It's a funny explanation of

15-3-2021

Wing Sze CHOW 2mo

Charis 7cd

1. Yesterday, I saw a mosquito in the toilet at my home when I was having a bath.
2. I tried to see the mosquito without my glasses, but I still couldn't see it.
3. The problem of that mosquito was it bit my 🦋, and it was very itchy.
4. After bath, I tried to see the mosquito without my glasses again. I walked quietly, so the mosquito won't know that I was near it. Then I got my glasses and wore it. I got the tissue and slowly tried to get near to the mosquito.



padlet

Jenny Leung + 9 • 20d

The Myths of the House Mascots in 5 sentences

Grade 7 English (JL)

REMAKE SHARE

Jenny Leung 1mo

Think of these when you write these 5 sentences.

Here are the elements needed:

1. Are there any mythological characters in the story?
2. Are there any vivid descriptions of the characters in the story?
3. What was the setting? Time? Place? People?
4. How did the story begin?
5. What was the problem?
5. How was the problem solved?
6. What was the ending like?
8. Is past tense used?
9. Is the third-person narrative used?

0

Add comment

Hon Man Aden LEE 1mo

Aden

a long time ago there was a powerful phoenix that moves into a new forest with his stepson. When his stepson went on a walk in the forest he was getting target by two evil monsters. Later on, his son was capture by them. Then the phoenix



掌握如何製作及進行簡單實時協作學習 – Padlet 賬戶註冊

<p>Basic</p> <p>Free forever</p> <p>选择</p> <p>3 padlets only</p> <p>10MB files only</p> <p>Standard support</p>	<p>Pro</p> <p>From HK\$ 48 a month</p> <p>选择</p> <p>Unlimited padlets</p> <p>250MB files</p> <p>Priority support</p> <p>Folders</p>
---	---



掌握如何製作及進行簡單實時協作學習 – Padlet 選擇範本

开始的第一步是选择一个空的 ...



墙

预览

以砖块布局排列内容。

选择



画布

预览

随意分散、组合以及关联你的内容。

选择



列表

预览

用简单易读的上下排列方式排列你的内容。

选择



故事板

预览

将内容排列在几行框中。

选择



栏目

预览

在垂直列中堆叠内容。

选择



对话

预览

在类似聊天的环境中进行交流。

选择



地图

预览

向地图上的各个点添加内容。

选择



时间线

预览

沿水平线放置内容

选择





PIXTON
everyone can make comics

Go here
for Classic
Pixton

The image features a vibrant blue background with stylized white clouds. On the left, a group of diverse cartoon characters, including a man with a headset, a woman with glasses, a man in a suit, a young boy, a girl with a dog, and a girl with a pink hat holding a smartphone, are depicted. The Pixton logo, consisting of six colored squares (pink, purple, blue, green, yellow, and light blue) arranged in a 2x3 grid, is positioned to the left of the brand name. The tagline 'everyone can make comics' is written in a clean, white sans-serif font below the name. In the top right corner, a pink circular callout contains the text 'Go here for Classic Pixton'. The background also features a collage of comic panels in the upper right corner.



BOOK CREATOR[®]

Learningapp.org

Timeline of J.B. Priestley

2021-01-06

The screenshot shows a digital timeline interface for J.B. Priestley. A central task box is overlaid on the timeline, containing the following text:

Task
 Arrange the life events of J.B. Priestley in chronological order.
 OK

The timeline itself features a horizontal axis with markers for the years 1894, 1900, 1907, 1914, 1918, 1929, 1939, 1947, 1953, 1955, 1969, 1970, and 2017. Various life events are represented by colored markers and text boxes:

- 1894: J.B. Priestley was born.
- 1900: J.B. Priestley's father remarried.
- 1907: J.B. Priestley married his first wife, Emily.
- 1914: J.B. Priestley served in the British army during the First World War.
- 1918: An Inspector Calls was performed in England.
- 1929: J.B. Priestley married his third wife, Jacquetta.
- 1939: J.B. Priestley became a co-founder of the Socialist Communist Health Party.
- 1947: J.B. Priestley won the James Tait Black Memorial Prize for fiction.
- 1953: J.B. Priestley started working at Helm & Co as a junior clerk.
- 1955: J.B. Priestley earned the title of honorary Doctor of Letters.
- 1969: J.B. Priestley wrote his very first play, Dangerous Corner.
- 1970: J.B. Priestley's mother died.
- 2017: J.B. Priestley's mother died.

Additional text boxes include: "You are going to study 'An Inspector Calls'." and "J.B. Priestley earned the title of honorary Doctor of Letters." A blue checkmark icon is visible in the bottom right corner of the interface.

Pre-task

A Midsummer Night's Dream

2020-10-27

1

The play finishes with the craftsmen performing their play.

Then Demetrius also falls victim to Puck's magic and he too falls in love with Helena.

In the end, Demetrius and Helena marry and Hermia and Lysander are reunited.

Helena, Hermia's friend, knows about the plan to marry Demetrius and tells him about it.

Theseus, the Duke of Athens, is preparing for his marriage to Hippolyta.

Hermia and Lysander head into the woods followed by Demetrius. Demetrius is followed by his admirer, Helena.

After a love potion is used, Lysander falls in love with Helena.

A boy who lives in the woods leads them to their king, and Titania, their queen.

These angry father and daughter because they do not want to marry Demetrius. She is with him instead. These magical beings, there are also craftsmen who are preparing a play for Theseus and Hippolyta's wedding.

Oberon and his wife are angry with each other, so Oberon commands his servant, Puck, to use magic to make Titania fall in love with the next creature she sees.

Task

Sequencing the plot
Drag the boxes according to the right sequence of the plot, from upper left corner to the right, then, from the left to right again below the top row.
When you finish, click the check icon at the bottom.

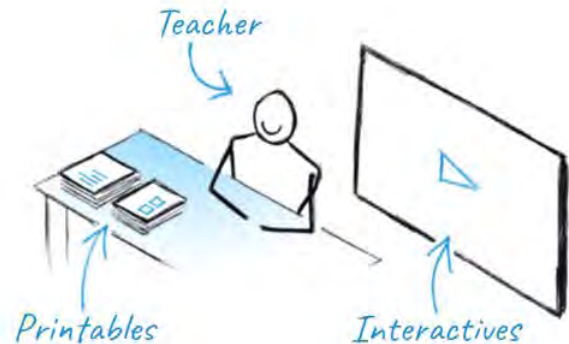
OK

14

The easy way to create your own teaching resources.

Make custom activities for your classroom.

Quizzes, match ups, word games, and much more.



8,914,200 resources created

[See Example Resources](#)

[Sign Up To Start Creating](#)

Apps/Tools that my students & I use



GoodNotes



Keynote



Clips



Screencastify

Screencastify



IOS
Screenrecording

SCREENCAST  MATIC

Screencast-o-matic



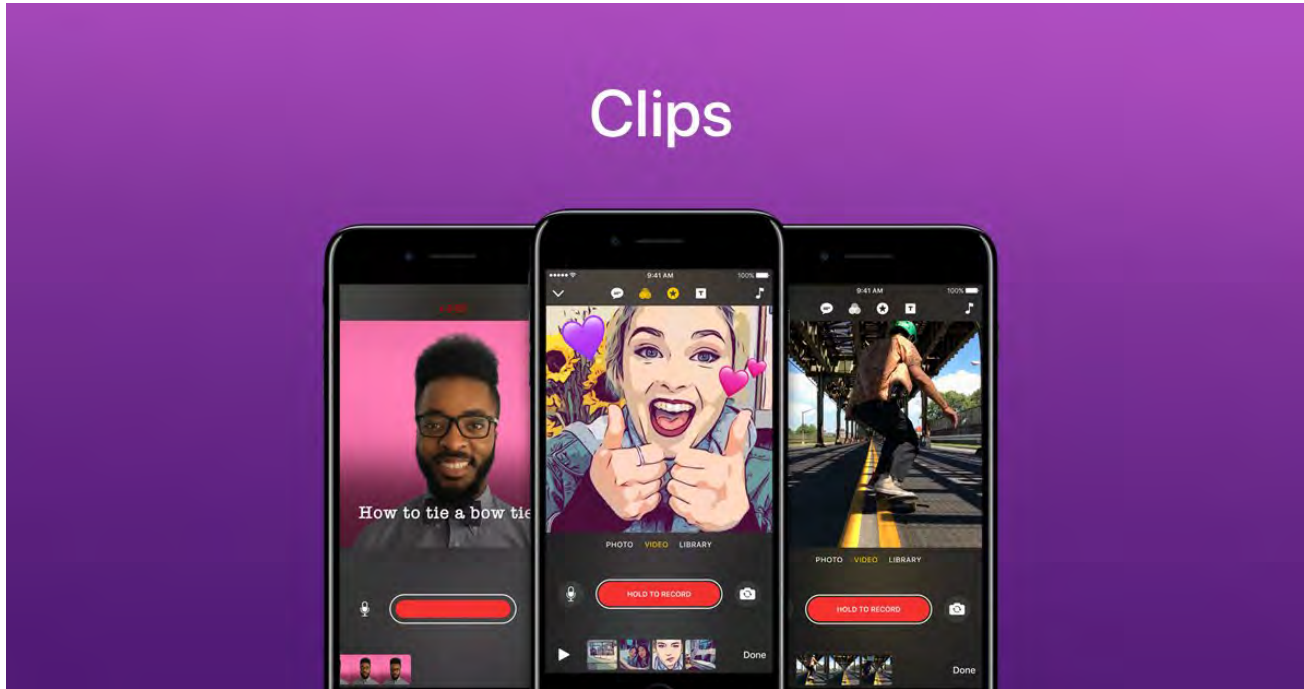
LOILONOTE
SCHOOL

LoiLoNote
School



YouTube

掌握如何提升及加強學教效能 -- Clips





Flipgrid

Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong



掌握如何提升及加強學教效能 -- FlipGrid

 Flipgrid  Code 3c5abb7b Jeny Leung



CUHKCLST-LMSSDL-SS-ENG
by  Leung Jenny [Follow Group](#)

[View 2 Topics](#) 0 Responses ▾

May 3, 2021

Hello, I am... 

I am excited to learn with you on Flipgrid! Explore the Flipgrid camera features - including drawing, stickers, screen recording, stitching, trimming, and more - and share your creation.

In your video, share:



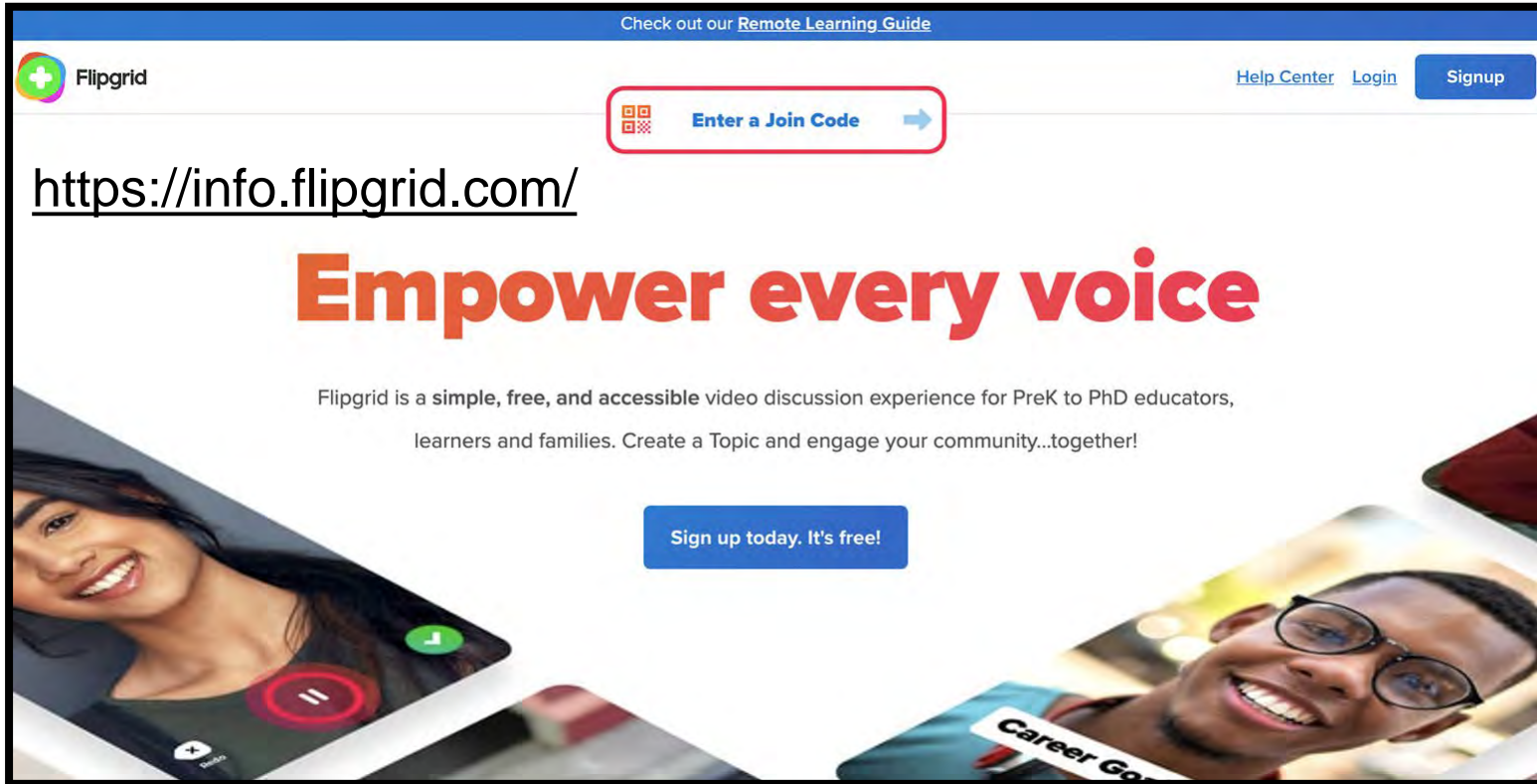
Centre for Learning Sciences and Technologies (CLST)
The Chinese University of Hong Kong



4掌握如何提升及加強學教效能 -- FlipGrid 第二步 (加入討論專題)



掌握如何提升及加強學教效能 -- FlipGrid



The image shows a screenshot of the FlipGrid website. At the top, there is a blue navigation bar with the FlipGrid logo on the left, a link to "Check out our Remote Learning Guide" in the center, and "Help Center", "Login", and "Signup" buttons on the right. Below the navigation bar, there is a prominent "Enter a Join Code" button with a grid icon and a right-pointing arrow. The main heading is "Empower every voice" in large, bold, red font. Below this, a paragraph states: "Flipgrid is a simple, free, and accessible video discussion experience for PreK to PhD educators, learners and families. Create a Topic and engage your community...together!". A blue button with the text "Sign up today. It's free!" is centered below the paragraph. The background features images of a smiling woman on a tablet and a smiling man with glasses on a tablet. The URL "https://info.flipgrid.com/" is displayed in the top left of the main content area.

Check out our [Remote Learning Guide](#)

Flipgrid

[Help Center](#) [Login](#) [Signup](#)

[Enter a Join Code](#) →

<https://info.flipgrid.com/>

Empower every voice

Flipgrid is a simple, free, and accessible video discussion experience for PreK to PhD educators, learners and families. Create a Topic and engage your community...together!


[Sign up today. It's free!](#)


掌握如何提升及加強學教效能 -- FlipGrid戶口登記

Looking to join your discussion? [Enter a Join Code!](#)

Educator Sign Up

Students and participants do not need accounts.
Simply [enter your Join Code!](#)

 Sign up with Google

 Sign up with Microsoft

By continuing, I agree to Flipgrid's [Terms of Use](#)
and [Privacy Policy](#).

[Already have an account?](#)

Hi, Ho Wai! 🌟

Tell us a little about yourself.

First Name
Ho Wai

Last Name
Man

Country/Region

Grade/Age of your learner community

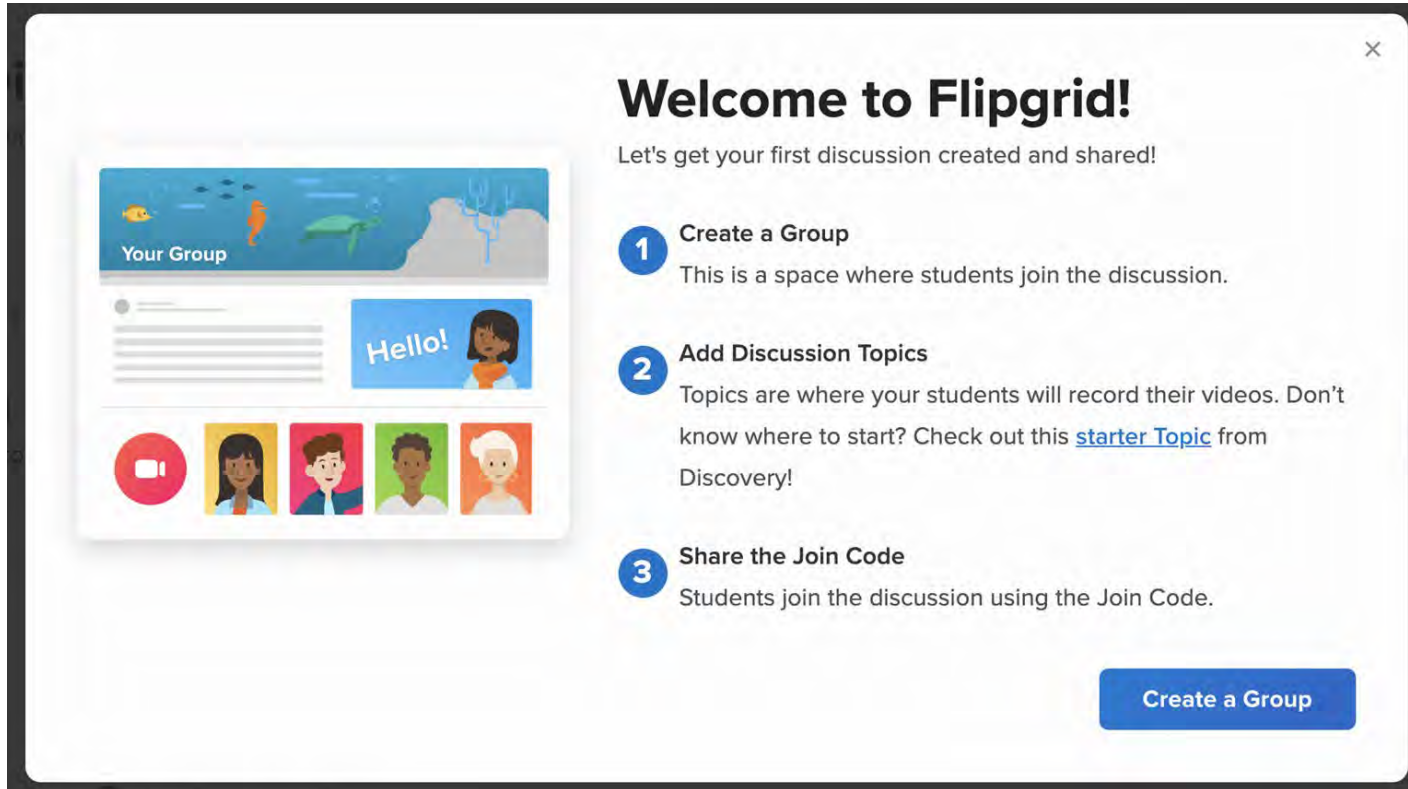
Date of Birth ?

Month Day Year

See Flipgrid's [best practices](#) and make sure to collect [consent forms](#) from students as needed.

Let's Go!

掌握如何提升及加強學教效能 -- FlipGrid 三部曲



Welcome to Flipgrid!

Let's get your first discussion created and shared!

1 Create a Group
This is a space where students join the discussion.

2 Add Discussion Topics
Topics are where your students will record their videos. Don't know where to start? Check out this [starter Topic](#) from Discovery!

3 Share the Join Code
Students join the discussion using the Join Code.

[Create a Group](#)

The screenshot shows a simulated FlipGrid interface on the left. At the top, it says "Your Group" with a background image of an underwater scene. Below that is a text input field and a "Hello!" message with a female avatar. At the bottom, there is a red video camera icon and a row of five diverse avatars.



掌握如何提升及加強學教效能 -- FlipGrid 第一步 (開GP)

×

Let's make a Group

Groups are for your classroom or community.

- 1 Set up your Group**
Add your Group details and personalize.
- 2 Add your participants**
Choose who can join the discussion by making the Group private or public.

Next

T)



掌握如何提升及加強學教效能 -- FlipGrid 第一步 (開GP)

Create a new Group

Groups allow you to organize and share multiple Topics with your learning community.

Details

* Group Name

The name for your community or classroom.

0/45

Join Code

Students use this code to join the group.

7/20

flipgrid.com/man1901

Available

Accepts letters a-z and numbers 0-9. All letters will be saved in lowercase.

掌握如何提升及加強學教效能 -- FlipGrid 第一步 (開GP)

* Permissions

Add your students

Use private permissions for classroom discussions or public permissions for larger learning communities. Public Groups should not be used in classrooms. [Learn more about permission types.](#)



Student Email



Student Username



Google Classroom



Public

掌握如何提升及加強學教效能 -- FlipGrid 第一步 (開GP)

Features

Group Followers

Allow students to receive email notifications when new Topics are created and new videos recorded.



Group Status

Set the Group to be active or hidden.

Active



掌握如何提升及加強學教效能 -- FlipGrid 第一步 (開GP)

Personalize

Select an image for the Group cover, or upload an image of your own to personalize.

Drop an image file or click to browse.

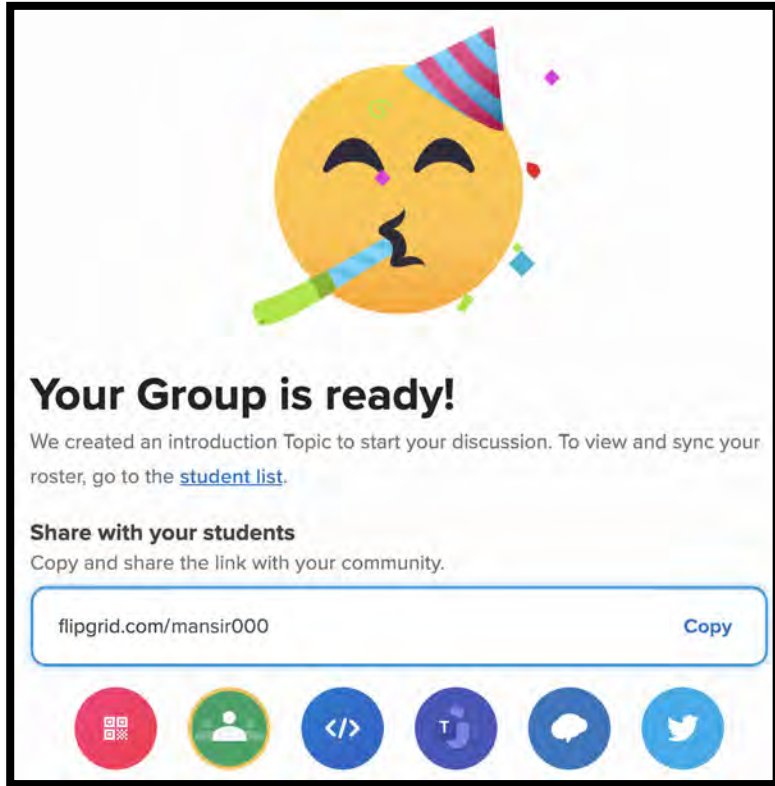
(We currently support JPEGs and PNGs. Recommended size for uploaded images is 1500 px by 500 px - you will be able to crop.)



(CLST)
ong



掌握如何提升及加強學教效能 -- FlipGrid 第一步 (開GP)



The image shows a confirmation screen from FlipGrid. At the top is a yellow emoji with a party hat and a lit firecracker. Below it, the text reads: "Your Group is ready!". A paragraph follows: "We created an introduction Topic to start your discussion. To view and sync your roster, go to the [student list](#)." Below that is a section titled "Share with your students" with the instruction "Copy and share the link with your community." A text input field contains the URL "flipgrid.com/mansir000" and a "Copy" button. At the bottom are six social sharing icons: QR code, person, code, T, speech bubble, and Twitter.

Your Group is ready!

We created an introduction Topic to start your discussion. To view and sync your roster, go to the [student list](#).

Share with your students
Copy and share the link with your community.

flipgrid.com/mansir000 Copy

掌握如何提升及加強學教效能 -- FlipGrid 第二步 (加入討論專題)

0 Responses

0 views · 0 comments · 0.0 hours of engagement

Search

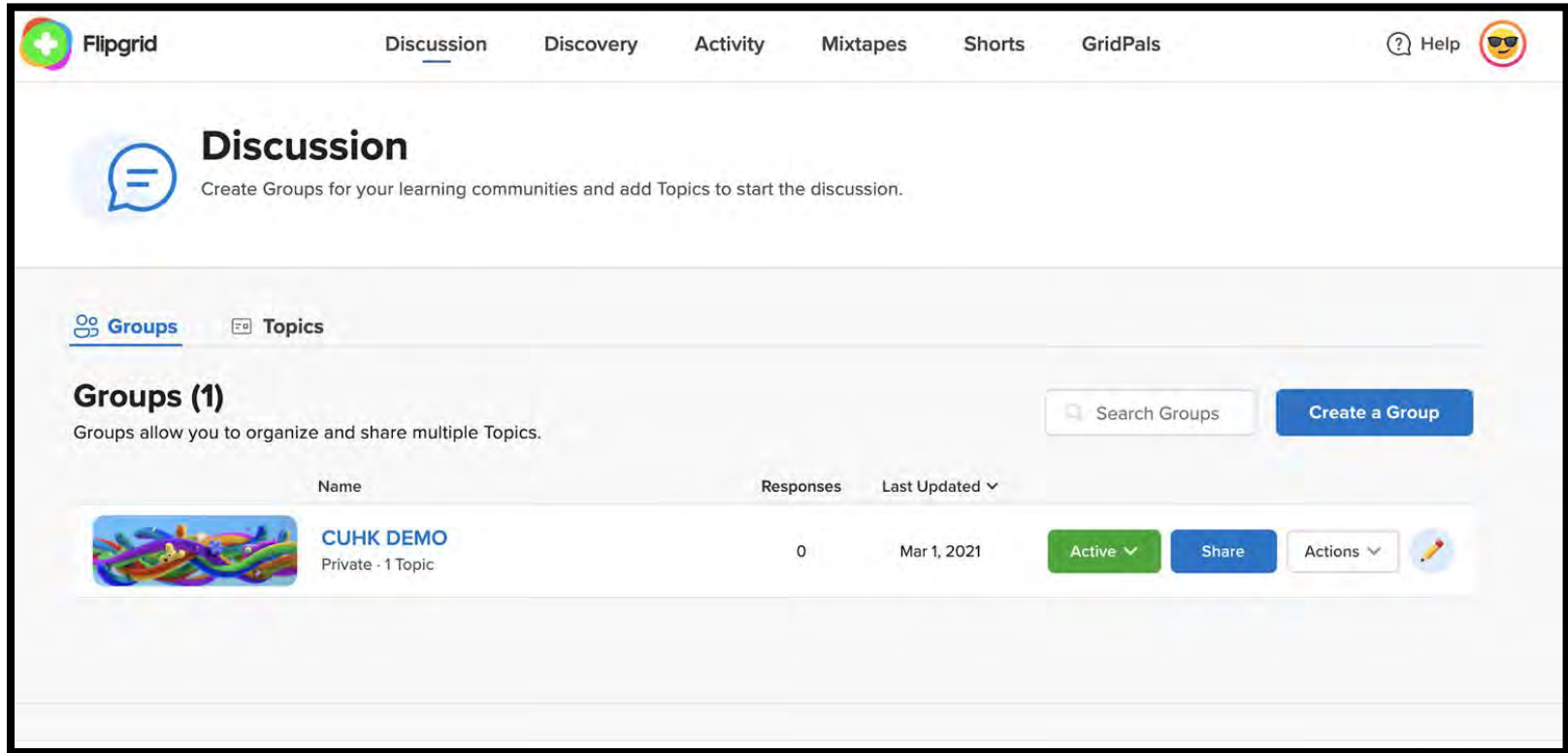


Record a Response

Record a Response to
share your voice!



掌握如何提升及加強學教效能 -- FlipGrid 第二步 (加入討論專題)




The screenshot shows the FlipGrid interface. At the top, there is a navigation bar with the FlipGrid logo and menu items: Discussion, Discovery, Activity, Mixtapes, Shorts, and GridPals. A 'Help' icon and a user profile icon are also present. Below the navigation bar, the 'Discussion' section is highlighted, with a sub-header 'Discussion' and a description: 'Create Groups for your learning communities and add Topics to start the discussion.' Below this, there are tabs for 'Groups' and 'Topics'. The 'Groups' tab is active, showing a list of groups. The list has columns for 'Name', 'Responses', and 'Last Updated'. A search bar and a 'Create a Group' button are located at the top right of the groups list. The first group listed is 'CUHK DEMO', which is private and has 1 topic. It has 0 responses and was last updated on Mar 1, 2021. The group status is 'Active', and there are 'Share' and 'Actions' buttons for this group.

Discussion
Create Groups for your learning communities and add Topics to start the discussion.

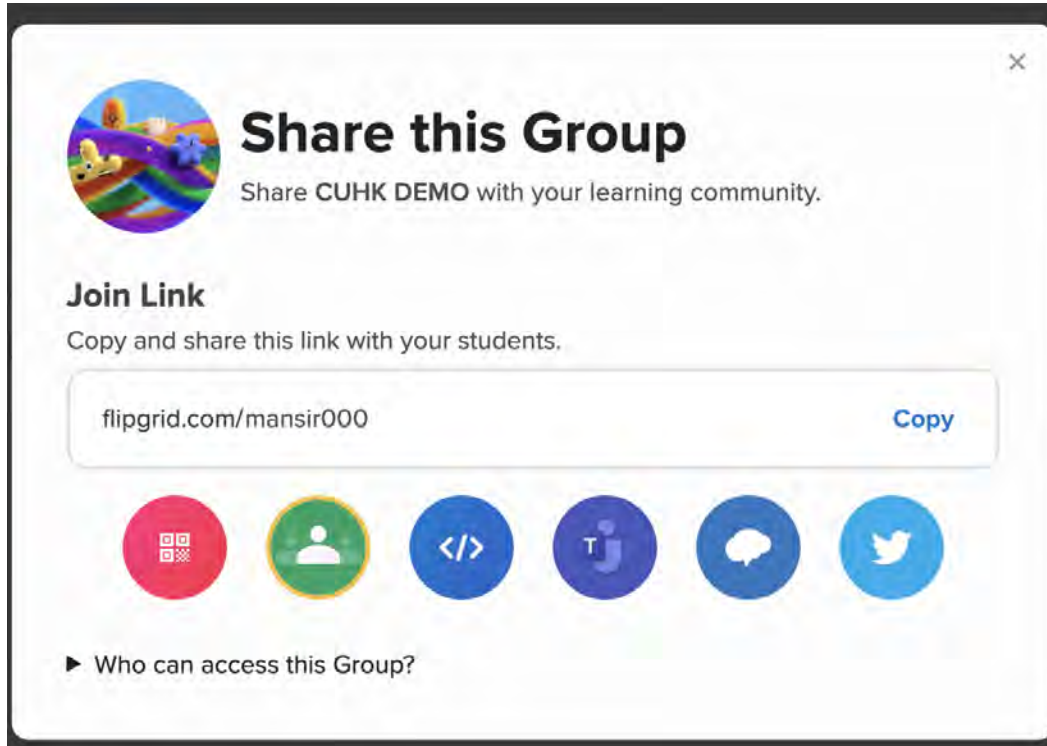
Groups (1)
Groups allow you to organize and share multiple Topics.

Search Groups [Create a Group](#)

Name	Responses	Last Updated	
 CUHK DEMO Private - 1 Topic	0	Mar 1, 2021	Active Share Actions



掌握如何提升及加強學教效能 -- FlipGrid 第三步 (分享參與)



Share this Group
Share CUHK DEMO with your learning community.

Join Link
Copy and share this link with your students.

flipgrid.com/mansir000 [Copy](#)

Who can access this Group?

掌握如何製作及進行簡單實時協作學習 – Explain Everything

Explain Everything <https://explaineverything.com/>



Make yourself clear with world's best digital whiteboard

Supporting millions of teachers, students, thinkers, and everyone who wants to express themselves better.

START WHITEBOARDING



掌握如何製作及進行簡單實時協作學習 – Explain Everything

<https://explaineverything.com/>

IOS App Store:

<https://apps.apple.com/hk/app/explain-everything-whiteboard/id1020339980>

Google Play Store:

https://play.google.com/store/apps/details?id=com.explaineverything.explaineverything&hl=zh_HK

掌握如何製作及進行簡單實時協作學習 – Explain Everything

Explain EDU Vs. Explain Everything Whiteboard

<https://youtu.be/1JQQ49H2P0s>

The graphic compares Explain EDU (left) and Explain Everything Whiteboard (right). Explain EDU features include Real time collaboration, Voice chat, Faster exporting, and Cloud storage. Explain Everything Whiteboard is noted as not cloud supported.

Feature	Explain EDU	Explain Everything Whiteboard
Real time collaboration	Supported (indicated by icons of devices and arrows)	Not supported
Voice chat	Supported (indicated by a microphone icon)	Not supported
Faster exporting	Supported (indicated by an export icon)	Not supported
Cloud storage	Supported (indicated by a cloud icon)	Not supported (indicated by a large 'X' and a sad face icon)

掌握如何製作及進行簡單實時協作學習 – Explain Everything

訂閱優惠 完成



Individual Monthly Plan (4+)
Explain Everything Whiteboard
Note, Sketch, Record, Present

1星期免費，試用結束後每1個月
HK\$ 38.00。

安裝並訂閱
App 內購買

訂閱優惠 完成



Individual Annual Plan (4+)
Explain Everything Whiteboard
Note, Sketch, Record, Present

1個月免費，試用結束後每1年
HK\$ 368.00。

安裝並訂閱
App 內購買

掌握如何製作及進行簡單實時協作學習 – Explain Everything

- 開設戶口
- 建立教件
- 相關工具
- 邀請協作
- 加入課堂
- 教程錄影
- 匯出格式
- 分享教件
- 瀏覽下載
- 平台結合
- 其他設定



掌握如何製作及進行簡單實時協作學習 – Coggle

<https://coggle.it/>

主頁

登錄

會員

功能

Coggle 畫廊

coggle

以清楚的方式分享複雜的訊息。



掌握如何製作及進行簡單實時協作學習 – Coggle 免費功能



實時協作

通常我們以團隊工作最出色，當團隊自由協作時最有效，Coggle 讓你邀請你的朋友和同事在你的圖表裡同一時間與你攜手工作。



保存每一個修改

你已經修改了文件，一天后回來決定你不喜歡所做的編輯？有了 Coggle，這不是一個問題。只需進入歷史模式，找到合適的版本，並從該點做個副本！



無限圖片上傳

一張圖片勝過千言萬語。Coggle 讓你直接從桌面上拖放圖像到你的圖表。就那麼簡單！最好的莫過於，你可以添加圖片的數量沒有限制。



浮動標籤和圖像

在不屬於心智圖分枝的部分添加標籤和圖像。



組成環圈和連接分支

創造更強大和靈活的圖表來表示流程和其他複雜概念。



多個中央點

將多個中央點添加到您的圖表，以在同一圖表中表達多個相關主題。



掌握如何製作及進行簡單實時協作學習 – Coggle 收費功能



無限的私人Coggles

好得得會員

創造你想要的盡可能多的私人Coggles。如果你萬一取消訂閱，他們仍保持私有，並且你保持訪問。



Powerful Flowcharting

好得得會員

Pick from a range of shapes to create expressive, powerful flowcharts, process maps, and other diagrams.



匿名協作

好得得會員

分享秘密鏈接以允許團隊不需要登錄便可以編輯圖表。

掌握如何製作及進行簡單實時協作學習 – Coggle 賬戶註冊

免費會員	好棒棒會員	組織會員
體驗Coggle和一切使用的理想選擇	個人或專業使用的理想選擇，有較大隱私和先進的功能	團隊使用的理想選擇，管理員能控制團隊權限，並合併收費。
\$0 forever	\$5 per month	\$8 per member per month
試用	了解更多	了解更多
<ul style="list-style-type: none">3個私人圖表無限公共圖表超過1600漂亮圖表無限的圖片上傳自動排列分支完整的更改歷史記錄PDF和圖像 下載漂浮的文本框匯出 .mm 和文字Export for Microsoft Visio匯入 .mm 和文字多個中央點共享文件夾 <p>Embed mindmaps anywhere</p>	<ul style="list-style-type: none">免費會員的所有功能+ 無限私人圖表More Item Shapes更改線條樣式Control line pathsChange text alignment全部聊天歷史高分辨率圖像上傳通過鏈接進行協作	<ul style="list-style-type: none">好棒棒會員的所有功能+ SAML單點登錄每人獨立工作區合併收費批量匯出用戶和數據管理品牌圖表

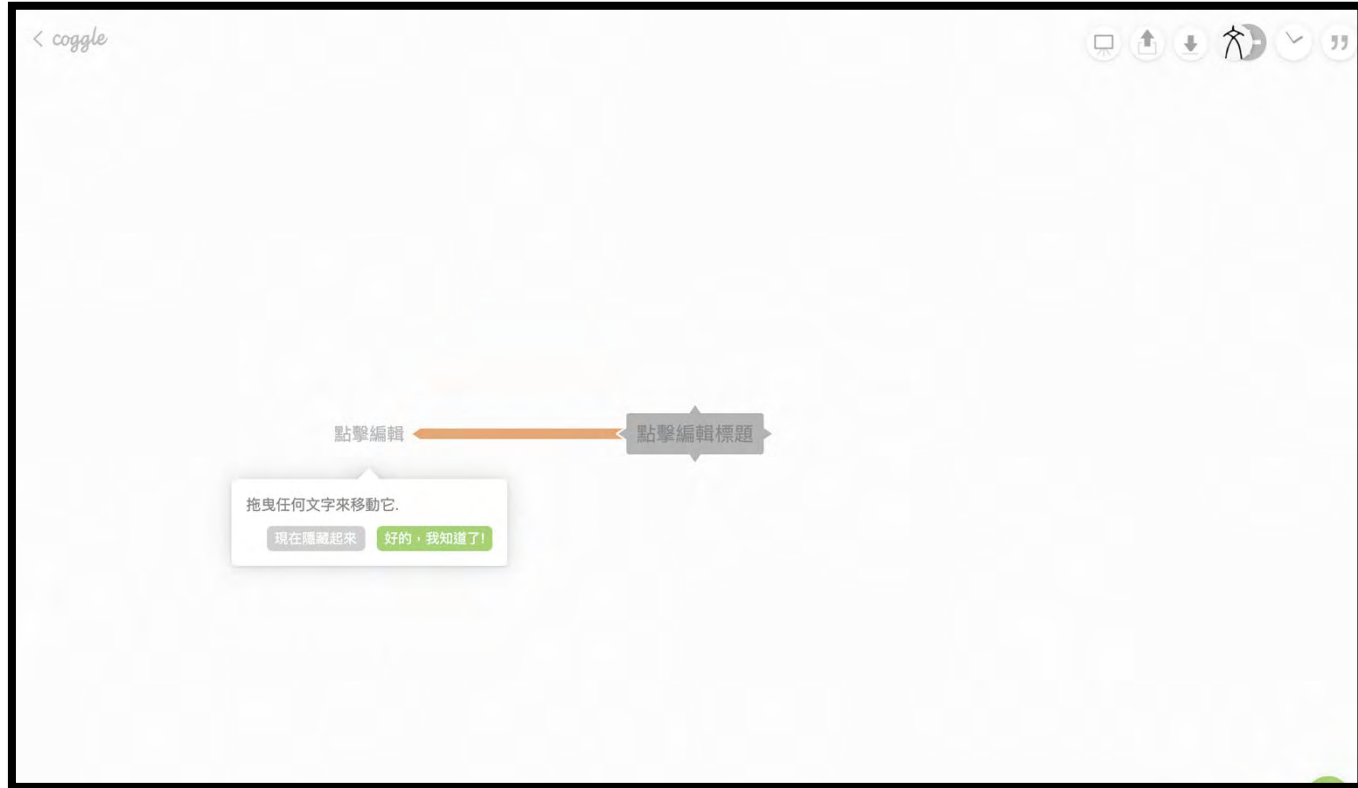
(ST)



掌握如何製作及進行簡單實時協作學習 – Coggle

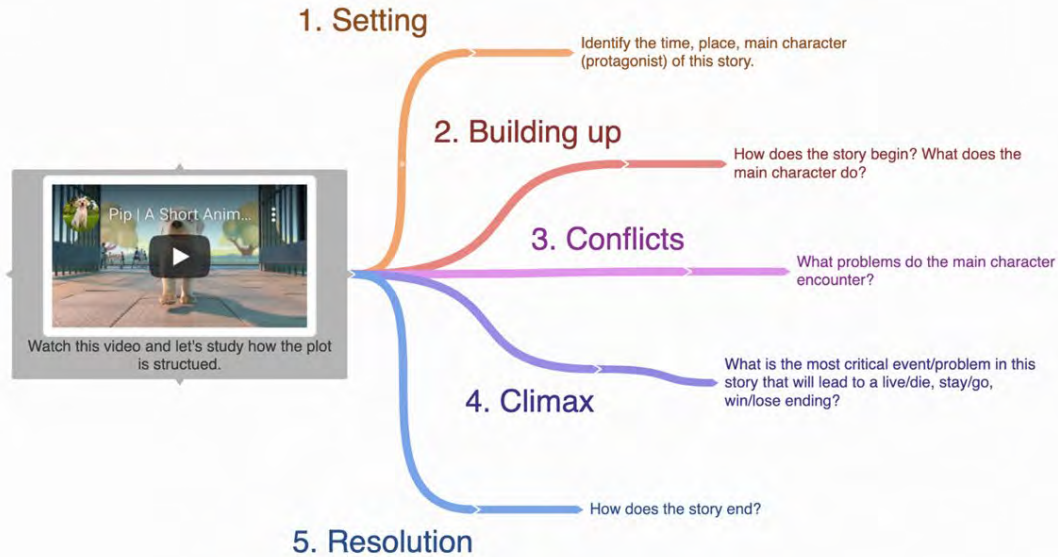
The screenshot displays the Coggle web application interface. On the left is a green sidebar with the user profile 'manhw@ykh.hk Ho Wai Man' and a note 'private diagrams used'. Below the profile are navigation options: '由你創建', '與你分享', '畫廊', '共享文件夾', and '創建文件夾'. The main workspace features a '+ 創建圖表' button, an 'Upgrade Now' button, and a search bar '搜索你的圖表.'. The central diagram, created '3年之前', consists of a horizontal line with a green segment on the left and a blue segment on the right, with a grey box labeled 'TESTING' in the middle. A teal line loops upwards from the 'TESTING' box. Below the diagram is the text 'TESTING'. In the bottom right corner, there is a small logo with the letters 'CLST' in red, yellow, green, and blue.

掌握如何製作及進行簡單實時協作學習 – Coggle 製作教件



掌握如何製作及進行簡單實時協作學習 – Coggle 共同協作





Interactive Study Book with Google Slides

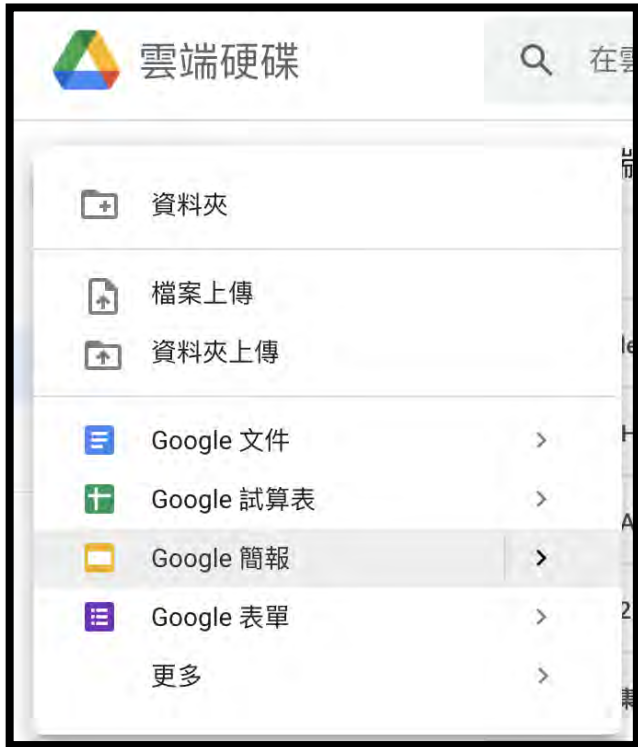


The screenshot shows the website for 'Ditch That Textbook'. The header includes navigation links for COURSES, PRAISE, EVENTS, DITCH SUMMIT, BOOKS, and CONTACT, along with social media icons for Twitter, Facebook, Pinterest, and YouTube. The main content area features a blog post titled '30 interactive Google Slides activities for classroom excitement' dated Thursday, December 19, 2019. The post title is prominently displayed in large, bold black text. Below the title, there is a graphic with the number '30' in a large font, followed by the words 'interactive Google Slides' and a yellow icon of a document with a network diagram.



4. 掌握如何提升及加強學教效能 -- Pear Deck (with Google Slide)

<https://www.google.com/drive/>



4. 掌握如何提升及加強學教效能 -- Pear Deck (with Google Slide)

The screenshot displays the Pear Deck interface within a Google Slides environment. The main slide area shows a presentation slide with the following text:

按一下即可新增標題
按一下即可新增子標題

The right-hand panel, titled '主題' (Theme), shows a list of themes for the presentation:

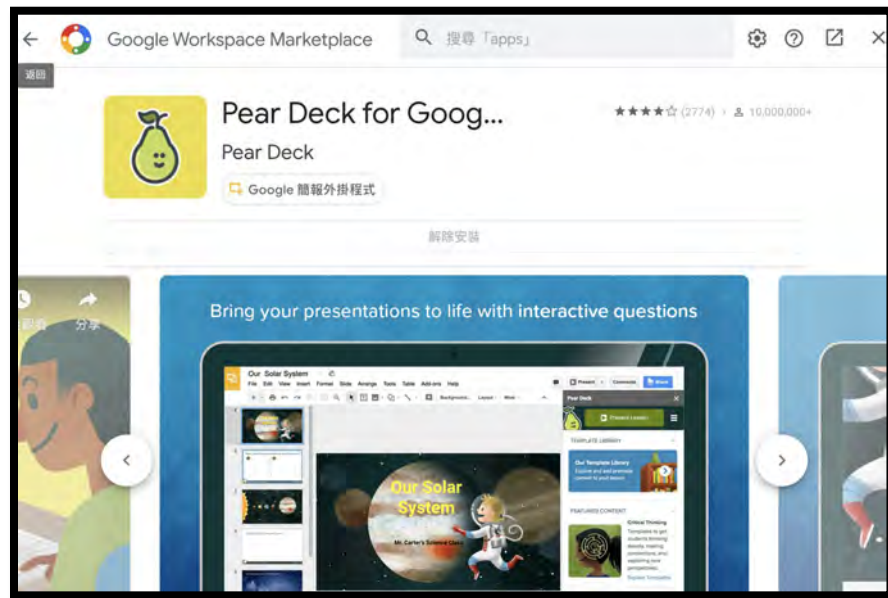
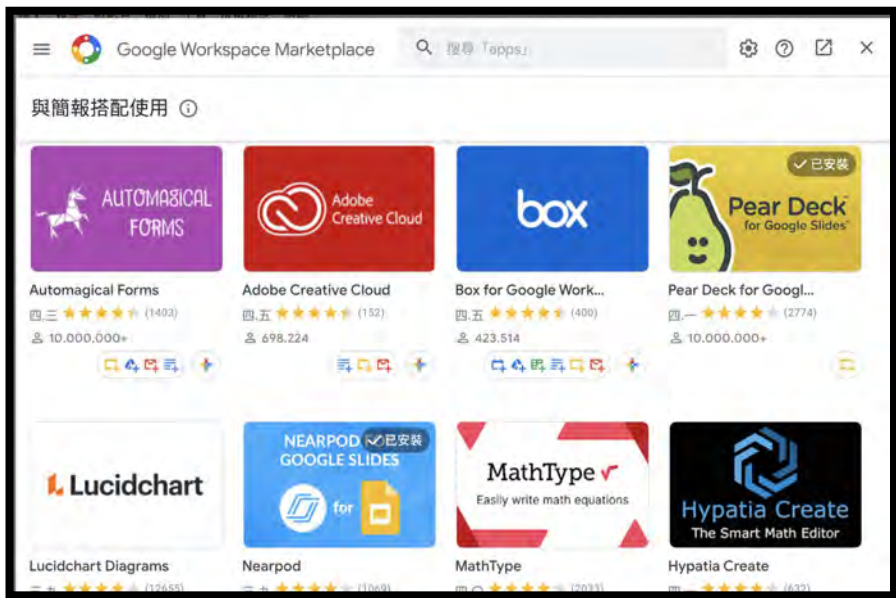
- 這份簡報中的主題
- 按一下即可新增標題 (按一下即可新增子標題)
- 極簡白
- 按一下即可新增標題 (按一下即可新增子標題)
- 極簡黑
- 按一下即可新增標題 (按一下即可新增子標題)

At the bottom of the panel, there is a '匯入主題' (Import Theme) button. The top of the interface shows the Google Slides menu bar with options like '檔案', '編輯', '查看', '插入', '格式', '投影片', '排列', '工具', '外掛程式', and '說明'. The status bar at the bottom indicates '按一下即可新增演講者備忘稿'.

4. 掌握如何提升及加強學教效能 -- Pear Deck (加入 add-on)



4. 掌握如何提升及加強學教效能 -- Pear Deck (加入 add-on)



4. 掌握如何提升及加強學教效能 -- Pear Deck (匯入投影片)

匯入投影片

6 thinking hats.pptx

選取投影片：全部 無



保留原始主題

返回 已選取 8 張投影片 取消 匯入投影片

4. 掌握如何提升及加強學教效能 -- Pear Deck (匯入投影片)

The screenshot displays the Pear Deck software interface. At the top, there is a menu bar with options like '檔案', '編輯', '查看', '插入', '格式', '投影片', '排列', '工具', '外掛程式', '說明', and '上次編輯是在數秒前'. Below the menu is a toolbar with various icons for navigation and editing. The main area shows a presentation slide with the text '按一下即可新增標題' and '按一下即可新增子標題'. On the left, there is a sidebar with six thinking hats: Blue Hat (Focus), White Hat (Facts), Red Hat (Emotions), Yellow Hat (Benefits), and Black Hat (Cautions). On the right, there is a '主題' (Theme) panel with three theme options: '極簡白' (Minimal White), '極簡黑' (Minimal Black), and '極簡灰' (Minimal Gray). A '匯入主題' (Import Theme) button is located at the bottom right of the theme panel.

無標題簡報 ☆ 圖 圖

檔案 編輯 查看 插入 格式 投影片 排列 工具 外掛程式 說明 上次編輯是在數秒前

注 背景 版面配置 主題 轉場效果

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

1

2 Six Thinking Hats
Blue Hat - Focus
White Hat - Facts
Red Hat - Emotions
Yellow Hat - Benefits
Black Hat - Cautions

3

4 White Hat Thinking
- Information and data
- Neutral and objective
- What do I know?
- What do I need to find out?
- How will I get the information I need?

5 Yellow Hat Thinking
Benefits
- Positives, plus points
- Logical reasons are given
- Why an idea is useful

6 Black Hat Thinking
Cautions
- Difficulties, weaknesses, dangers
- Logical reasons are given.

按一下即可新增標題
按一下即可新增子標題

主題

這份簡報中的主題

按一下即可新增標題
按一下即可新增子標題

極簡白

按一下即可新增標題
按一下即可新增子標題

極簡黑

按一下即可新增標題
按一下即可新增子標題

極簡灰

匯入主題

按一下即可新增演講者備忘稿



4. 掌握如何提升及加強學教效能 -- Pear Deck (設計教件)

外掛程式 說明 上次編輯是在 4 分鐘前

文件外掛程式

17 | 18 | 19 | 20 | 21 | 22 | 23 | 24

Nearpod ▶

Pear Deck for Google Slides Add-on ▶

取得外掛程式

管理外掛程式


Open Pear Deck Add-on

說明

4. 掌握如何提升及加強學教效能 -- Pear Deck (加入題目)


TEMPLATE LIBRARY ▼

Our Template Library
Explore and add premade content to your lesson




ASK STUDENTS A QUESTION ▼
Adds a question to your current slide:


abc
Text


Choice


123
Number

www
Website



Draw


Draggable™

ADD AUDIO
Record or upload audio files for your lesson:

 Add Audio to Slide

FEATURED CONTENT ▼



Make every day Safer Internet Day with this free digital citizenship curriculum!

Add to Drive

About Our Add-on
Add interactive questions to your existing slides, or explore our slide library and add premade content to your lesson.

4. 掌握如何提升及加強學教效能 -- Pear Deck (分派教件)

Choose Your Lesson Mode

You can always change this later.



Student-Paced Activity

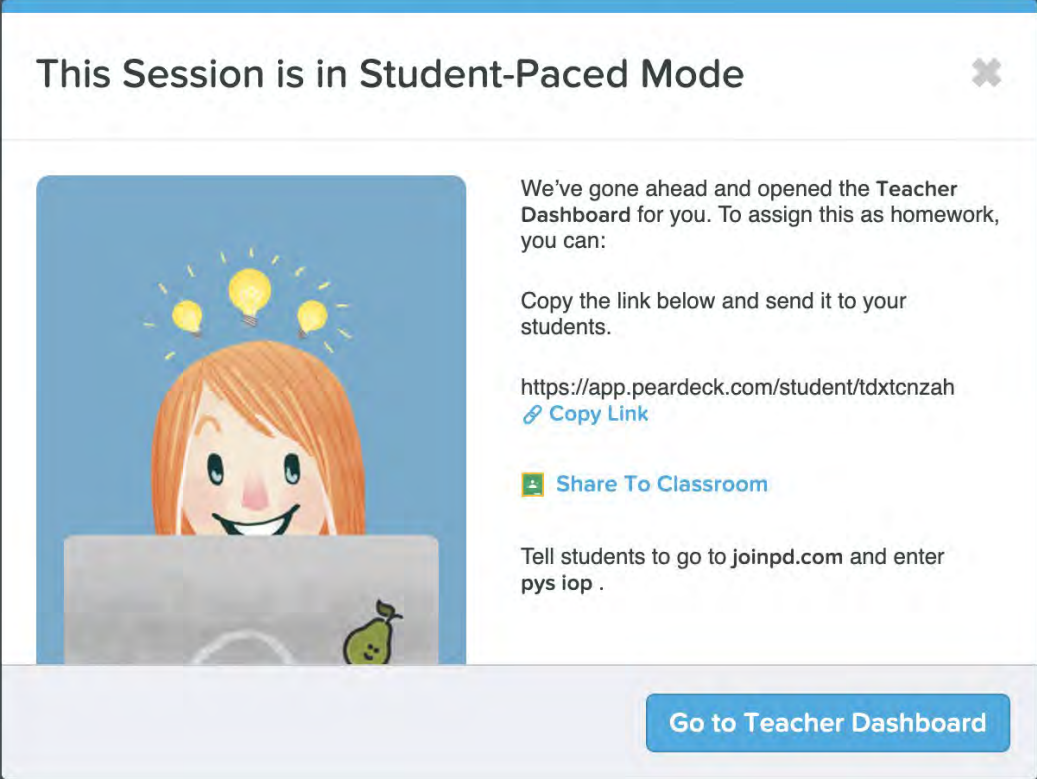
Pear Deck **Student-Paced Mode** allows you to get all the power of Pear Deck engagement even when students are working through lessons at their own pace, asynchronously.



Instructor-Paced Activity

If you are connected with your students in **real-time** (virtually or otherwise), use this mode to guide them through the lesson and see their responses synchronously.

4. 掌握如何提升及加強學教效能 -- Pear Deck (分派教件)



This Session is in Student-Paced Mode

We've gone ahead and opened the Teacher Dashboard for you. To assign this as homework, you can:

Copy the link below and send it to your students.

<https://app.peardeck.com/student/tdxtcnzah>
[Copy Link](#)

[Share To Classroom](#)

Tell students to go to joinpd.com and enter `pys iop`.

[Go to Teacher Dashboard](#)

4. 掌握如何提升及加強學教效能 -- Pear Deck (分派教件)

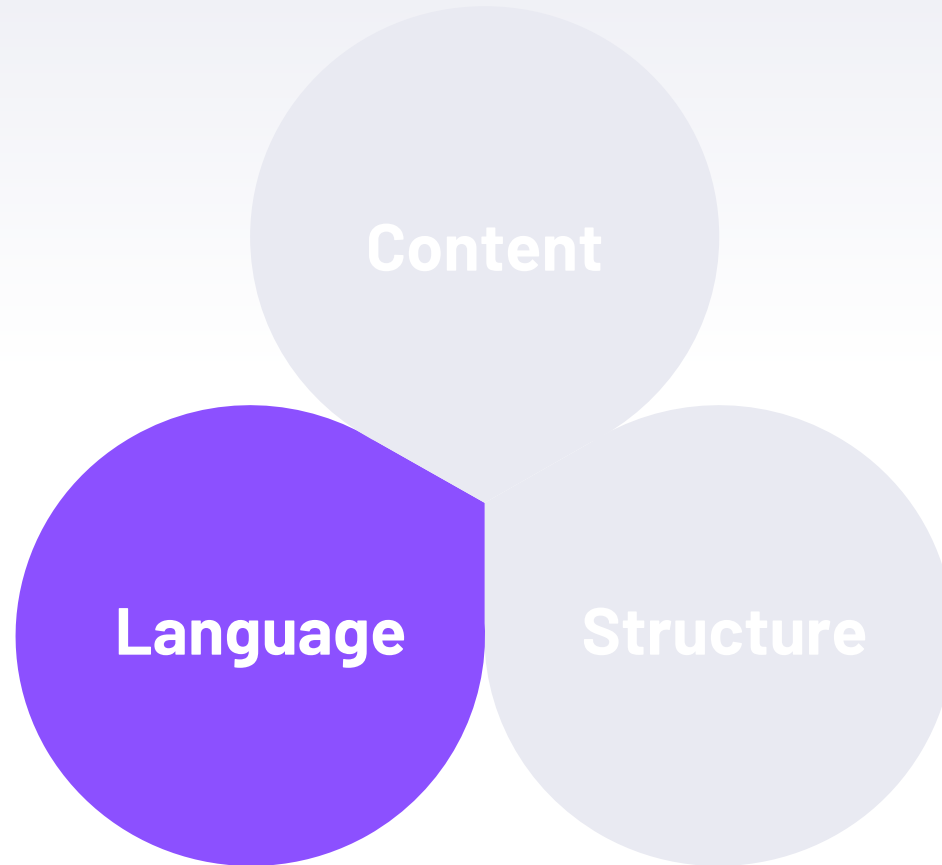


The screenshot displays the Pear Deck interface. At the top, the URL "joinpd.com" is visible. The main content area features the text "mpinpa" in large white letters, with the subtitle "Misty Pears Instantly Notice Purple Avocados" below it. A status bar at the bottom indicates "Waiting for students..." and "No students connected". On the right side, there is a large green pear character with a smiling face. A speech bubble next to the pear contains the text: "Move this window to your classroom projector so your students can connect to this presentation." At the bottom right of the interface, there are two buttons: "Give Students a Link" and "Open Teacher Dashboard".

▶ Other e-Resources for reading

- ▶ [Newsela](#)
- ▶ [Read Theory](#)
- ▶ [Encyclopedia Britannica](#)
- ▶ [East of the Web](#)

Prerequisite of writing



▶ Language input





Grammar teaching



FLIPPED
CLASSROOM

► Normally, we flip...

Teaching
Instructions



Leung Jenny

71 subscribers

SUBSCRIBE 71

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- VIDEOS
- PLAYLISTS
- CHANNELS
- DISCUSSION
- ABOUT
- Q

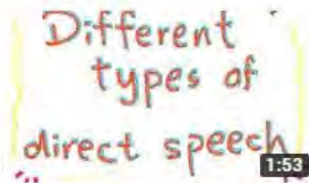
Grammar: Reported Speech PLAY ALL



2:59

Reported Speech Part 1: Direct speech vs Indirect...

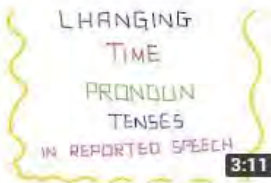
Leung Jenny
35 views • 1 month ago



1:53

Reported Speech Part 2: Different types of direct...

Leung Jenny
19 views • 1 month ago



3:11

Reported Speech Part 4: Changing time, pronoun,...

Leung Jenny
28 views • 1 month ago



9:58

Reported Speech Part 3: Changing direct speech into...

Leung Jenny
25 views • 1 month ago

Google Certified Educator Level 1 PLAY ALL



6:45

Google Certified Educator Level 1: Gmail Tasks...

Leung Jenny
203 views • 4 months ago



3:21

Introduction of the training center for Google Educator...

Leung Jenny
93 views • 5 months ago



9:29

Google Certified Educator Level 1: YouTube (Cantonese...

Leung Jenny
163 views • 4 months ago



11:54

Google Certified Educator Level 1: Google Form...

Leung Jenny
138 views • 4 months ago



8:56

Google Certified Educator Level 1: Google Sites...

Leung Jenny
165 views • 3 months ago



7:07

Google Certified Educator Level 1: Google Doc...

Leung Jenny
107 views • 3 months ago



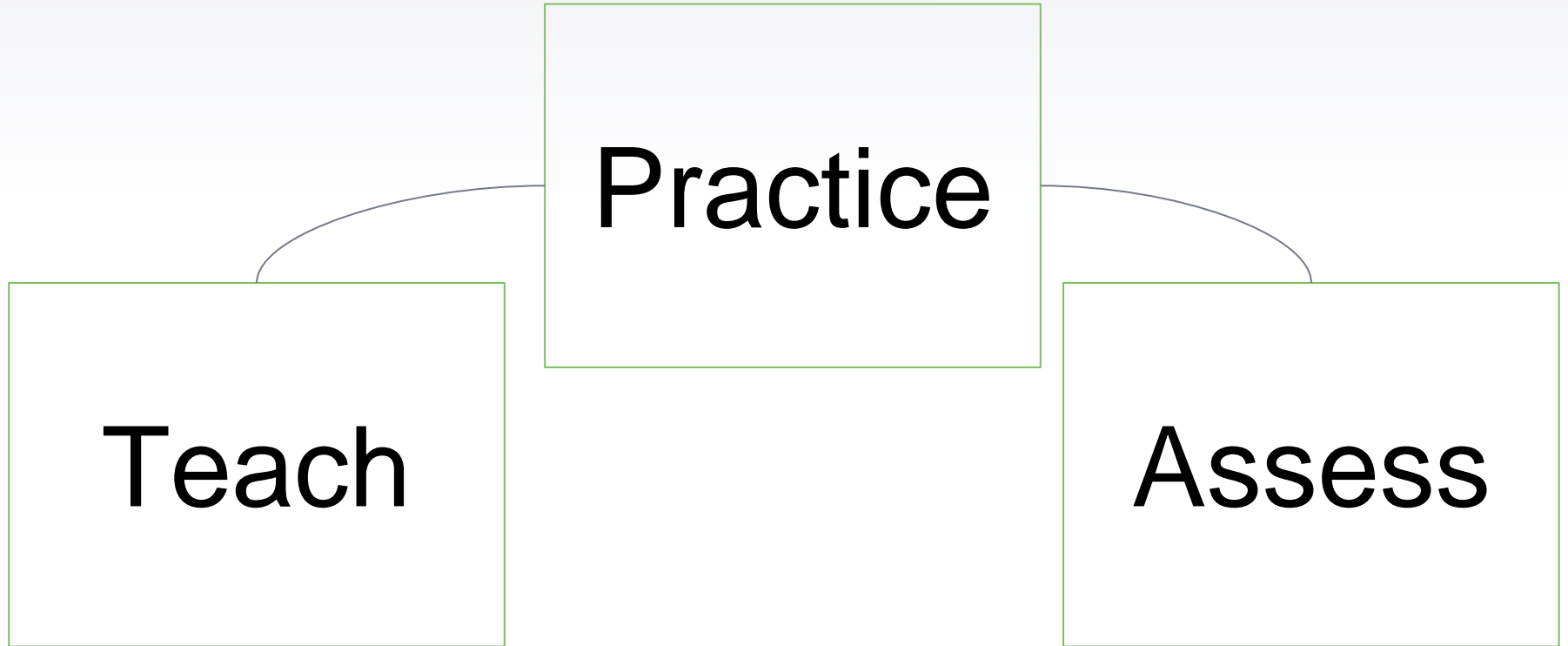
**I don't flip
teaching instructions**

“

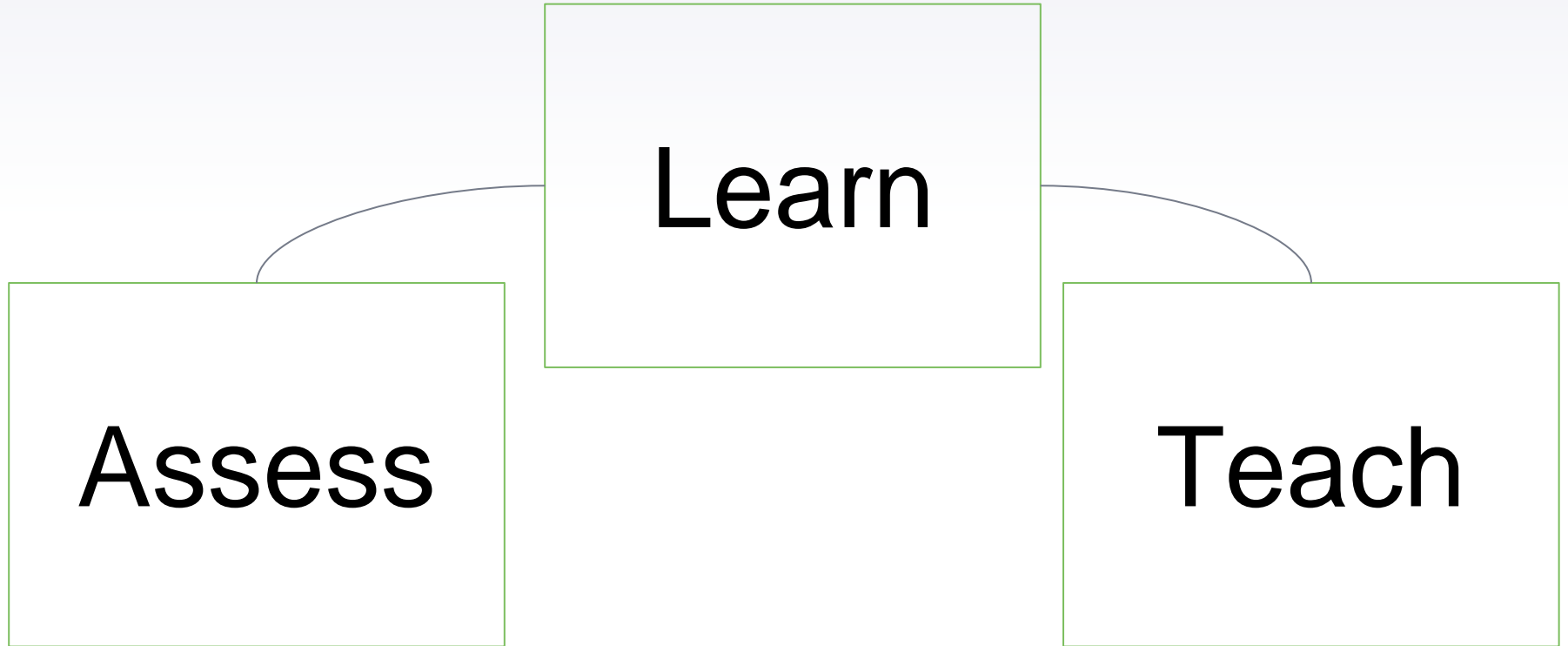
**I flip
teaching
&
learning**

Students
LEARN first

Deductive (traditional) approach



Inductive (flipped) approach



Sample lesson

Preposition of place

CHECK



Checking students' background knowledge

EXPLORE



Students will explore the content

PRESENT



Peer sharing

Pre-task

Assess

Back Preposition 4 hours left Share Screen

Submission Order Share Answers Compare

LAI Yee Shan Joan Preposition 1 The phone is between the bottle of tea and the wallet.	HON Lok Yan Preposition 1 The phone is in between the bottle of tea and the wallet.	MAN Hong Ching Preposition 1 The phone is between the bottle of tea and the wallet.	TSO Tsz Fung Preposition 1 The phone is on the bottle of tea and the wallet.	WONG Tin Long Scott Preposition 1 The phone is in the bottle of tea and the wallet.	TSANG Hin Man Preposition 1 The phone is the bottle of tea and the wallet.
LO Chun Ip Preposition 1 The phone is above the bottle of tea and the wallet.	NG Ting Wang Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	CHIU Cemenda Mia Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	WONG Sum Yau Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	LAI Sze Ki Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	WONG Ching Yin Marty Preposition 1 The phone is the bottle of tea and the wallet.
CHU Ming Him Himstley Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	YU Sum Yui Danica Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	CHU Aubrey Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	YANG Tsz I Ashlie Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	CHEUNG Lok Hei Preposition 1 The phone is in the middle of the bottle of tea and the wallet.	CHEUNG Yan Ting Preposition 1 The phone is in the middle of the bottle of tea and the wallet.
WONG Sz Ming Preposition 1 The phone is above the bottle of tea and the wallet.	LAU Tsz Yu Chloe Preposition 1 The phone is between the bottle of tea and the wallet.	SO Yuk Tai X	KWOK Hei Yin Hailey X	LAM Lok Yan X	WONG Shing Chun Charles X
German Student X	Leung Jenny				

Exit Preposition 3 Edit Share Screen

Preposition 3
There are a CD & a poster inside the bag.

LAI Yee Shan Joan

HON Lok Yan

Preposition 3
There are a CD & a poster inside the bag.

Preposition 3
There are a CD & a poster in the bag.

MAN Hong Ching

TSO Tsz Fung

Pre-task

Explore

Preposition
"IN"
Judy, Yan Ting, Lianne, Ashlie

This screenshot shows a digital whiteboard interface with a light blue background. At the top, there are navigation icons (back, forward, search, microphone, and a menu) and a 'Share Screen' button. The main content area contains the word 'Preposition' written in a large, black, cursive font. Below it, the word 'IN' is written in a smaller, black, cursive font and enclosed in double quotes. At the bottom of the whiteboard, the names 'Judy, Yan Ting, Lianne, Ashlie' are written in a smaller, black, cursive font. A 'Draw' button is visible in the top right corner of the whiteboard area. At the bottom of the entire interface, there are playback controls (play, stop) and a row of thumbnail images representing different slides.

What does `in` mean
`In` is mean inside a container,
place, or area, or surrounded or
closed off by something.

This screenshot shows a digital whiteboard interface with a light blue background. At the top, there are navigation icons (back, forward, search, microphone, and a menu) and a 'Share Screen' button. The main content area contains a dark grey rectangular box with white text. The text reads: 'What does `in` mean' followed by a line break, and then '`In` is mean inside a container, place, or area, or surrounded or closed off by something.' A 'Draw' button is visible in the top left corner of the whiteboard area. At the bottom of the whiteboard area, there are playback controls (play, stop) and a row of thumbnail images representing different slides.

2) The books are in the drawer.

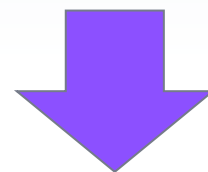
This screenshot shows a video player interface with a light blue background. At the top, there are navigation icons (back, forward, search, microphone, and a menu) and a 'Share Screen' button. The main content area shows a close-up of books on a shelf. The text '2) The books are in the drawer.' is overlaid on the bottom of the video. A 'Draw' button is visible in the top left corner of the whiteboard area. At the bottom of the whiteboard area, there are playback controls (play, stop, volume) and a row of thumbnail images representing different slides.

Pre-task

Present



A	B
C	D



AAAAAA

BBBBBB

CCCCCC

DDDDDD

Sample lesson Relative Clause

EXPLORE



Students
self-learn with
worksheets

LEARN



Students will
explore the
content

PRESENT



Peer sharing

Explore with scaffolding worksheet

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
G.8 English Language

Understanding the basic of relative pronouns and clauses

Part 1 Warm up and explore

The following are two passages with the same content. Read them and find out the differences. Underline all the sentences that are different and explain in your own words what the differences are.

Passage 1

The bus seat slasher has returned. This time, the slasher has left their mark on a New World First Bus running between Central and Victoria Peak.

The latest incident was discovered at about 7am yesterday on a route 15 bus. The bus was parked at the Exchange Square Bus Terminus in Central.

After all the passengers has disembarked, the 48-year-old bus driver, surnamed Poon, checked the bus and found that two seats on the upper deck had been slashed.

Police classified the case as criminal damage. The case is being handled by the Central district investigation team. No one has been arrested yet.

Meanwhile, at about 3pm yesterday, a female passenger found a needle in a seat on a red minibus. The minibus served a route between Mong Kok and Aberdeen.

The passenger discovered the needle after the person sitting next to her changed seats. No one was injured.

She informed the driver but did not report the case to the police.

The minibus operator said it will conduct a full inspection into all vehicles on that route. It also reminded minibus drivers to check all the seats after every trip.

On October 16, a male passenger found a five-centimeter needle embedded in the back of a seat on a Citybus double-decker. It traveled on route B3X.

The bus was driving from Shenzhen Bay Port to Tuen Mun Central Bus Terminus.

The passenger told the driver. The driver reported the incident to police.

There were several cases of seat slashing in September.

On September 5, a mother and her daughter found a needle in a seat on a route 259D KMB bus from Lung Mun Oasis in Tuen Mun to Lei Yue Mun Estate in Yau Tong.

Three days later, a passenger found a four-centimeter needle embedded in a seat on a Citybus double-decker on route NA21.

Two similar incidents occurred on the following day.

On September 9, a 63-year-old male passenger on a route 15A KMB bus was hurt. He sat in a priority seat with a needle inserted in it.

Later in the night, another needle was found in a seat on a Citybus double-decker. It was operated on route 930. No one was injured.

Passage 2

The bus seat slasher who has left their mark on a New World First Bus running between Central and Victoria Peak has returned.

The latest incident was discovered at about 7am yesterday on a route 15 bus, which was parked at the Exchange Square Bus Terminus in Central.

After all the passengers has disembarked, the 48-year-old bus driver, surnamed Poon, checked the bus and found that two seats on the upper deck had been slashed.

Police classified the case which is being handled by the Central district investigation team as criminal damage. No one has been arrested yet.

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Later in the night, another needle was found in a seat on a Citybus double-decker which was operated on route 930. No one was injured.

1. Highlight, in passage 2, all the sentences that are different from passage 1.
2. Why are the sentences different? What have you spotted? Explain your discovery here in your own words.

Part 2 Discover more

Now, let's take a look at these sentences with sentence pattern similar to those you've seen in passage 2. Answer the following questions

Jackson Maine is a famous singer. He is battling an alcohol and drug addiction.
Jackson Maine, who is battling an alcohol and drug addiction, is a famous singer.

Jackson's main support is Bobby. Bobby is his manager and older half-brother.
Jackson's main support is Bobby, who is his manager and older half-brother.

Jackson watches a performance by Ally. Ally is a waitress and singer-songwriter.
Jackson watches a performance by Ally, who is a waitress and singer-songwriter.

Jackson and Ally visit the ranch. Jackson grew up at the ranch. His father was buried at the ranch.
Jackson and Ally visit the ranch where Jackson grew up and his father was buried.

When Jackson found out that his brother sold the ranch, Jackson punched his brother. His brother subsequently quits his job as Jackson's manager.

When Jackson found out that his brother sold the ranch, Jackson punched his brother who subsequently quits his job as Jackson's manager.

Ally meets Rez. Rez offers a contract to Ally. Rez is a record producer.
Ally meets Rez. Rez, who is a record producer, offers a contract to Ally.

Ally has new image and music. The music is nominated for Grammy Awards.
Ally has new image and music which is nominated for Grammy Awards.

When Ally receives her award, Jackson follows her to the stage. He wets himself and passes out on the stage.

When Ally receives her award, Jackson follows her to the stage, where he wets himself and passes out.

Pre-task



Passive voice for 8G2

.DOCX



File Edit View Insert Format Tools Help

Last edit was on August 26, 2020



Share



Name: _____ Class: _____ () Date: _____

G.8 English Language

What is active voice? What is passive voice?

To understand what is active voice and what is passive voice, you know to first be able to identify VERBS! In the paragraph below, try to underline all the verbs!

This morning, I woke up late. My alarm clock was switched off. It was 7.30am already when I woke up. I rushed to washroom to clean myself immediately. I packed my stuff and was ready to leave home. At that moment, I realized that my keys were taken. I couldn't leave home without my key! So I searched until I found a set of spare keys.

Then, I went to take minibus. The queue was so long. When the minibus arrived, the last seat was taken by the person in front of me. So I needed to wait for the next minibus.

Eventually, I was late to work. That was not the worst. When I returned to my seat, I found out that all my belongings were removed. My laptop was gone; my coffee cup was gone; my bookshelf was gone. I almost screamed and immediately asked my colleague what had happened.

Pre-task

Interactive Activity Book with Google Slides

The screenshot shows a Google Slides presentation interface. The title bar reads "Study Book Simple Past Tense" with a star icon and a cloud icon. Below the title bar is a menu bar with options: File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, Help, Accessibility, and a status indicator "Last edit was seconds ago". To the right of the menu bar are icons for Present and Share, and a user profile icon. Below the menu bar is a toolbar with various editing tools. The main slide area is a large black rectangle with the text "Study Book Simple Past Tense" in white. On the left side, there is a vertical navigation pane with six slide thumbnails. The first thumbnail is the current slide. The second thumbnail is titled "What is tense?" and contains the text "Tense is very important. It tells when an action takes place." The third thumbnail is titled "What is tense?" and contains the text "Tense is very important. It tells when an action takes place." The fourth thumbnail is titled "Verbs" and contains the text "Verbs are action words. They tell us what someone or something is doing or has done." The fifth thumbnail is titled "Tenses" and contains the text "There are three main types of tenses: Past, Present and Future." The sixth thumbnail is titled "Tenses" and contains the text "There are three main types of tenses: Past, Present and Future." At the bottom of the slide area, there is a text box that says "Click to add speaker notes".

Pre-task

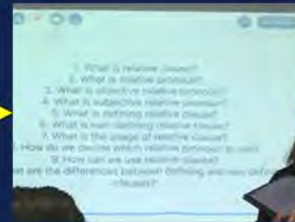


Ivan & Jeff

YEUNG Hiu Long

What is the usage of relative clause?

YEUNG Hiu Long



YEUNG Hiu Long

- ◆ To describe the subject/
- ◆ To define a thing/ place/person

YEUNG Hiu Long

E.G.
The pencil case (which has a Manchester United logo) is mine

YEUNG Hiu Long



YEUNG Hiu Long

Without the relative clause, we don't know how my pencil case looks like

YEUNG Hiu Long

The locker (which block a part of the window) is mine

YEUNG Hiu Long



YEUNG Hiu Long

Without the relative clause, we don't know which my locker is

YEUNG Hiu Long



This is my school bag
My school bag is green.
The school bag that have green

four on it 00:06

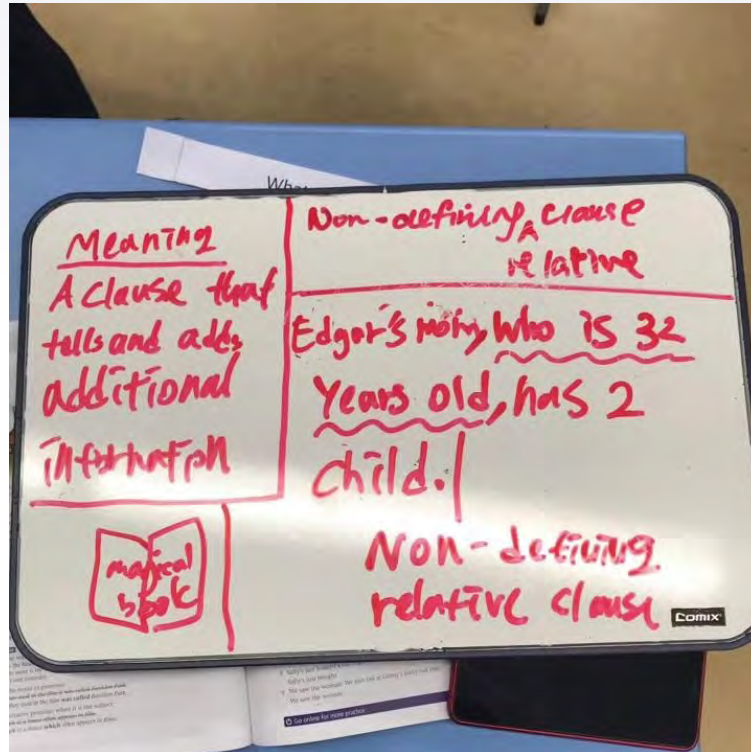
YEUNG Hiu L...



Pre-task

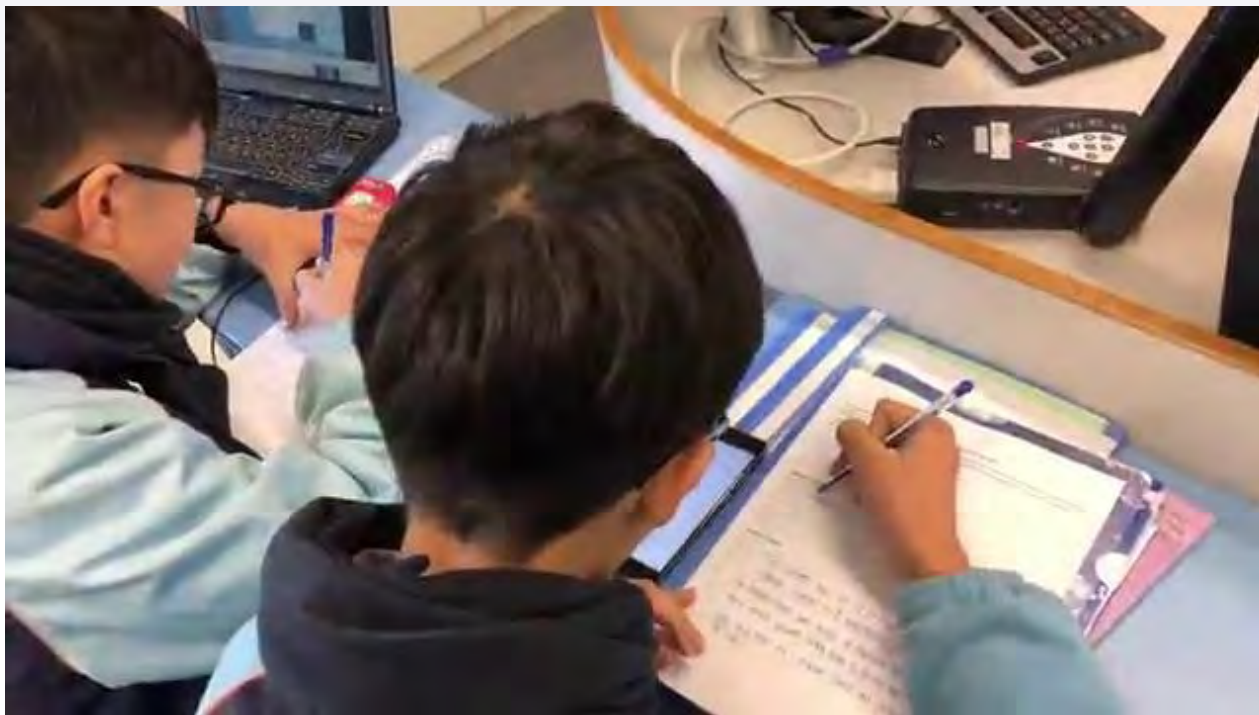


Peer teaching



Pre-task

Station game



Mixed modality



Fast doers will work on paper worksheets



Flipped video
AFTER
The lesson

Vocabulary input

Vocabulary exercise: School

* Required

Your homeroom *

Choose

Your name *

Your answer

Part A: Subjects

In the following part, all subjects are spelt incorrectly! Can you figure out the correct spelling of these subjects? Type the answers in the space given.

1. stiHyro *

1 point

Your answer

Vocabulary input

Quizlet TEACHER

Search

Create

C

Unit 2: School Life

STUDY

Flashcards

Learn

Write

Spell

Test

PLAY

Match

Gravity

Live

melancoly



1/20



Vocabulary input

VOCABULARY SPELLING CITY
a Learning A-Z Company

Register Login

New to SpellingCity? Teaching Resources Videos / FAQs Premium Membership Search Q Help

Try a **Sample Game**

1 Create a List
Type four words in the spaces below

1	
2	
3	
4	

2 Choose an Activity

Spelling
when

Writing
Sentence Writing Practice
week

Phonics
ship

We're on a Mission to Expand Knowledge of Vocabulary Words and Reading Comprehension.

 **Administrators**

 **Teachers**

 **Parents**

Other resources

Other subjects ▾ Welcome back Jenny. ▾ My account My Teachit

teachitenglish
RESOURCES YOU CAN TRUST

Find a resource

Home New Resources Teaching packs Interactive resources CPD Shop Share your resources

KS3-5
Teachers' toolkit
Templates pack [Download now](#)

< Free for subscribers or £5 to buy >

We're here to help
If you'd like to get in touch, please contact us by emailing support@teachit.co.uk and we'll get back to you within one working day. You can call us if you prefer on 01225 788850. Remember, for help with accessing resources, you can always take a look at our [FAQs](#) or log in to amend your personal details in [My Account](#).

- Coronavirus (COVID-19)
- New resources
- KS3
- KS4/GCSE
- KS5/A level
- Teaching packs
- Resource collections
- Partnership resources
- Free samples

Other resources

The screenshot shows the Twinkl website interface. At the top left is the Twinkl logo. A search bar contains the text "Search for anything" and a magnifying glass icon. To the right of the search bar are buttons for "Membership", a language dropdown set to "EN", and a user profile icon for "missje6407". Below the search bar is a navigation menu with links for "Curriculum Aims", "Age 0-5", "Age 5-7", "Age 7-11", "KS3/4/5", "SEND", "EAL", and "Create".

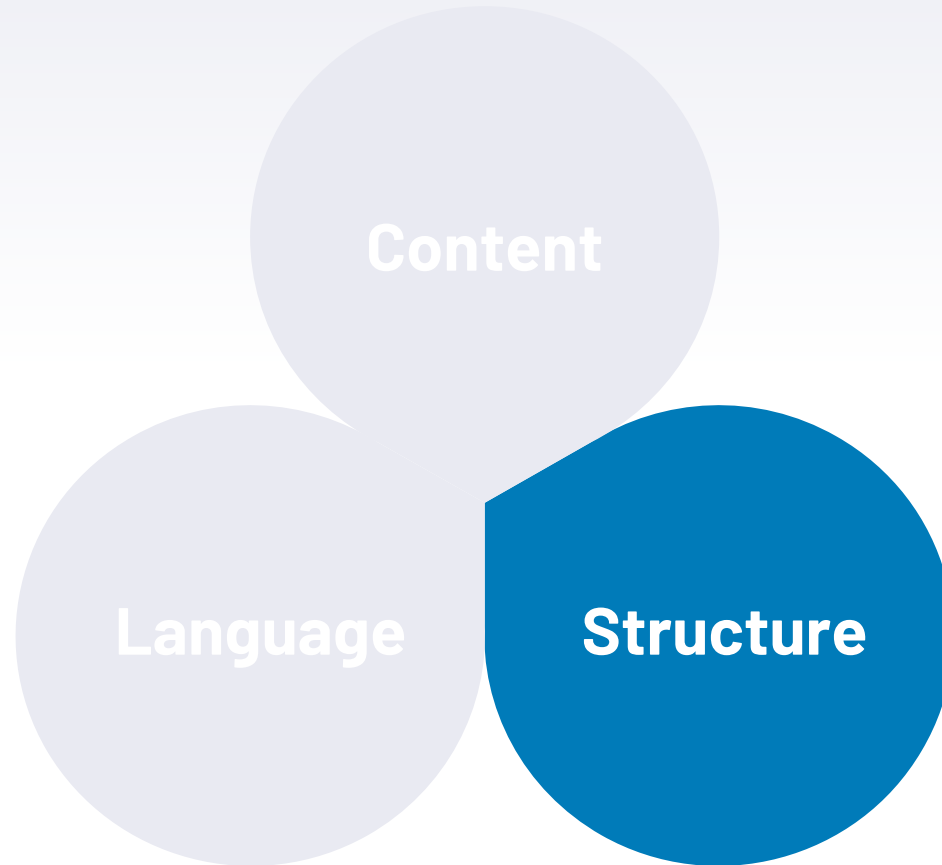
On the left side, there is a vertical navigation menu with icons and labels for "Home", "My Account", "Membership", "Twinkl Cares", "Saved Resources", "My Downloads", "My Created Resources", and "Twinkl Collections".

The main content area is divided into two sections:

- Recently Viewed:** This section displays four resource cards. The first is "An Inspector Calls Classroom Display" with a 4.5-star rating. The second is "An Inspector Calls: Describe Me Editable" with a 5-star rating. The third is "An Inspector Calls Characters Worksheet" with a 5-star rating. The fourth is "Ancient Greek Gods Mind Map Activity" with a 5-star rating.
- What are members downloading now?:** This section displays three resource cards. The first is "Writing Stimulus Picture Pack" with a 5-star rating. The second is "Chinese New Year Story PowerPoint" with a 5-star rating. The third is "Dragons in the City eBook" with a 5-star rating. The fourth card, "Writing Prompt Pictures", is partially visible and also has a 5-star rating.

At the bottom right of the page, there is a pink "Help" button with a question mark icon. A vertical "Planner" button is located on the right edge of the main content area.

Prerequisite of writing



Language input - Text type



The image shows a YouTube video player interface. The video title is "Imaginative Recount" in a large, bold, black serif font, centered on a white rectangular background. Below the title, there is a black rectangular box containing the text "Term 2 Short Writing Task" in white. The video player includes a search bar at the top with the Chinese characters "搜尋" (Search), a play button, a progress bar showing "0:00 / 9:41", and various control icons at the bottom. The YouTube logo and "HK" are visible in the top left corner. The video player is set against a background of yellow and blue vertical bars.

Writing an Imaginative Recount

即將播放

自動播放

Language input - Text type

Short Writing: Classification Essay

Class System of England in 1912

We all have researched on the class system of England in 1912 and presented our ideas in class. Now, we are going to write a classification essay about this topic! Before you start writing, let's learn more about a classification essay!

What is a classification essay?

A classification essay is a type of academic writing to introduce anything or anyone with shared characteristics and to categorise them in groups.

Features of a classification essay

To write a classification essay, you need to do a thorough research. But to write it properly, you need to include these key features:

1. Use simple present tense and simple past tense

You can use simple present tense to talk about facts and use simple past tense to talk about past events or things that were true in the past.

2. Use of connectives

You can use connectives to connect the main body paragraphs together. Make sure the transition of ideas is smooth.



Main task: Writing

Main task

Rubrics in Google Classroom

7-2-2020 Learning Plan: Classification Essay Due Feb 7, 11:59 PM

Posted Jan 29 (Edited Mar 12)

Please submit your classification essay here. You can either submit a google doc or take pictures of your booklet. Make sure your pictures are clear enough for marking. You may want to use a scanner app to scan your work if you write it on papers.

23 Turned in **3** Assigned

Rubric: 4 criteria • 12 pts

Learning plan today 7-2-...
Google Docs

Classification Essay.docx
Word

Classification Essay.pdf
PDF

[View assignment](#)

Rubric

Only text edits are allowed once you've started grading with a rubric.

7-2-2020 Learning Plan: Classification Essay

Content	4 pts	3 pts	2 pts	1 pt	0 pts
	<ul style="list-style-type: none">Three social classes are introduced in detail.Pertinent specific details show what is important and interesting about the topic.How expressed effectively/ clearly	<ul style="list-style-type: none">Three social classes are mentioned but not introduced in detail.Sufficient specific details show what is important and interesting about the topic.Better ideas to the topic with details	<ul style="list-style-type: none">Only two social classes are introduced in detail.Some specific details show what is important and interesting about the topic.Some ideas expressed with details	<ul style="list-style-type: none">Only one social class is introduced.Limited specific details show what is important and interesting about the topic.Response lacks details.	<ul style="list-style-type: none">Ideas are irrelevant to the context.No specific details show what is important and interesting about the topic.Content undecipherable
Language	4 pts	3 pts	2 pts	1 pt	0 pts
	<ul style="list-style-type: none">Use an impressive range of vocabulary and language patterns to show rather than tell about the topic or the person of the article.Mainly accurate in grammar, spelling, capitalisation.	<ul style="list-style-type: none">Use a wide range of vocabulary and language patterns to show rather than tell about the topic or the person of the article.Write with a few errors in grammar and spelling.Most basic	<ul style="list-style-type: none">Use familiar vocabulary and simple language patterns to talk rather than show about the topic or the person of the article.Write with some errors in grammar and spelling that does not	<ul style="list-style-type: none">Use a limited range of vocabulary and language patterns to talk about the topic or the person of the article.Write with many errors in grammar and spelling that may affect meaning.	<ul style="list-style-type: none">Use few or no language patterns to talk about the topic or the person of the article.Write with many errors in grammar and spelling that affects meaning.

Writing with Google Sites

Ivan Lo's Travel Blog

Home

Sham Shui Po

Aqua Luna

Cheung Chau

Egg waffles

Pink Dolphins



Visit the famous Sham Shui Po

Special Feats:

Visiting Sham Shui Po gives you a clear contrast between the soaring, luminous skyscrapers of Central. As one of the poorest districts in Hong Kong, this district has no designated theme at ALL. Each street specializes in different goods, from kids clothes to suitcases and decorations of all seasons and electronics of every kind.



Main task





Authenticity?



Review & Evaluation

Selective marking

7-2-2020 Learning Plan: Classification Essay

8B13 Wing Sum Janis JIM

9/12
Draft

Not returned

Return

Search the menus (Alt+/)

100% Normal text Arial 14 B I U A

Class system of work in England 1912

The class system of work in England is a social class that grouped people into different classes by their occupation. There are mainly three different classes they are the lower class which most of the population belongs to this class. The second one is the middle class which most of them worked in offices. The last one is the upper class which was the wealthiest among all classes.

The lower class people mostly worked as a factory workers or miners. They need to work long hours without breaks yet the money they made was often less than the poverty line. Child labour was also very popular among them. child aged between 6 to 16 were often told to work so they

 Ching Luen Jenny LEUNG
11:45 PM Today

Past tense

 Ching Luen Jenny LEUNG
11:45 PM Today

Use Use past tense to describe a past event

 Ching Luen Jenny...
11:45 PM Today

Format: highlight

 Ching Luen Jenny LEUNG
11:45 PM Today

Past tense

 Ching Luen Jenny LEUNG
11:45 PM Today

Use past tense to describe a past event

 Ching Luen Jenny...
11:45 PM Today

Format: highlight

 Ching Luen Jenny LEUNG
11:45 PM Today

Use past tense to describe a past event

Rubric 9/12

Content 3/4

Language 2/4

Organisati... 2/2

Feature 2/2

Private comments

 Ching Luen Jenny LEUN...
Apr 19, 11:48 PM

Well done in completing the essay with correct features. Just be careful that you need to use consistent tenses. Also, try to avoid run-on sentences. I like how you use examples to

Correction with Google Form



G.8 English Language Writing Correction: Classification Essay 的副本

This year, we adopt focused marking in short writing tasks hoping to help you identify your own weaknesses in writing more easily. We will only ask you to correct the most common mistakes that you may make hoping you can learn to proofread your own writing after doing the corrections. Therefore, please pay attention to how to complete the writing correction and evaluate your own writing seriously.

Instruction for writing correction:

You will see teachers' marking your errors mainly in 3 categories which are: Tense, Spelling and Run-on sentences. You only need answer questions in this evaluation form and to rewrite the sentences with these 3 types of errors.

*必填

Run-On Sentences

A *run-on sentence* occurs when two or more [independent clauses](#) (also known as complete sentences) are connected improperly.

Example: I love to write papers. I would write one every day if I had the time.

There are two complete sentences in the above example:

Sentence 1: I love to write papers.

Sentence 2: I would write one every day if I had the time.

圖片標題

One common type of run-on sentence is a *comma splice*. A comma splice occurs when two [independent clauses](#) are joined with just a comma.

Example of a *comma splice*: Participants could leave the study at any time, they needed to indicate their preference.

Sentence 1: Participants could leave the study at any time.

Sentence 2: They needed to indicate their preference.



Reshaping Assessment

Online assessment

What if students look up answers on the Internet?

What if students open their books?

What if students don't do it seriously?

What is assessment?

Assessment is the process of gathering and discussing information from **multiple and diverse sources** in order to **develop a deep understanding** of **what students know, understand, and can do with their knowledge as a result of their educational experiences**; the process culminates when assessment results are used to **improve subsequent learning**.

(Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Purpose of the assessment

1

Consolidate learning

2

Check understanding

3

Assessment as
Learning

1st Online Vocabulary Test

Submissions Disabled

Preview

Actions

Setup

Questions

Grading

Reporting

Add Text

Add From Item Bank

CREATE ITEMS

+ Multiple Choice

+ True/False

+ Matching

+ Ordering

+ Fill in the Blank Text

+ Short Answer/Essay

+ Audio

+ Video

Items are presented in numerical order. Drag and drop to reorder.

Saved: Wed Jun 17, 2020 at 10:51 am Items: 2 Total Points: 74

Part A: Vocabulary

In part A, you should fill in the most suitable words from the word list given to you by your teacher earlier into the blanks. Please type accurately as spelling and cases will be counted.

Part B: Unseen listening

In Part B, you will listen to an audio clip and fill in the blanks. You can replay the audio clip as many times as you wish. Please type accurately as spelling and cases will be counted.

01

Part A: Fill in the blanks (6 marks each) In 1912 England, there was an _ of influenza. At that time, there wasn't any _ to _ th...

Fill in the Blank Text

POINTS

60

02

Part B: Listen to the following audio and fill in the missing words. All carbohydrates are _ down into glucose and _ our bloo...

Fill in the Blank Text

POINTS

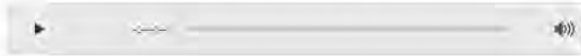
14

Assessment

1st Online Vocabulary Test

3 of 3 00:11 / 20:00

Part B: Listen to the following audio and fill in the missing words.



All carbohydrates are [] down into glucose and [] our blood sugar level. It is thus [] to control the blood glucose for weight and [] management. Wholegrain carbohydrates such as wholegrain [], brown rice and berries are rich in [] and take longer to be [] with the positive effect of glucose being slowly [] into the body. [] carbohydrates such as white bread and white rice, on the other hand, have had their [] and [] removed and, therefore, the glucose from such food can [] the blood [] faster than the glucose from wholegrains. This can cause a [] in the blood sugar level in the body.



PowerSchool Is Here to Help

PowerSchool is doing everything we can to make it easy for districts to get up and running with distance learning.

[LEARN MORE](#)



EdCity VLE





首頁

影片

播放清單

頻道

討論

簡介



觀看次數：48次 · 7個月前

觀看次數：28次 · 7個月前

觀看次數：24次 · 7個月前

觀看次數：104次 · 7個月前

觀看次數：43次 · 7個月前



Writing Lyrics Part 1 - Terminology

觀看次數：17次 · 8個月前



Parody Music during Covid-19 Outbreak

觀看次數：50次 · 8個月前



What is a parody?

觀看次數：1014次 · 8個月前



Schoolology Part 5: 點樣set 個 online quiz?

觀看次數：95次 · 9個月前



Schoolology Part 7: 咩係Group 呀?

觀看次數：28次 · 9個月前



Schoolology Part 6: 點樣設計 Question Bank

觀看次數：29次 · 9個月前



Schoolology Part 4 (番外篇): Online Assessment有感

觀看次數：24次 · 9個月前



Schoolology Part 3: Course有咩用呀?

觀看次數：22次 · 9個月前



Schoolology Part 2: 點樣開 Course 同Group?

觀看次數：33次 · 9個月前



Schoolology Part 1: 簡單介紹 Schoolology

觀看次數：99次 · 9個月前






YouTube HK 搜尋



Mise-en-scene analysis by Alison Kwok

不公開

觀看次 0 0 分享 儲存 ... Edit with edpuzzle



Student's work on understanding camera movement by Joi Lam

觀看次數：44次 · 2020年6月1日 0 0 分享 儲存 ... Edit with edpuzzle

Students' work



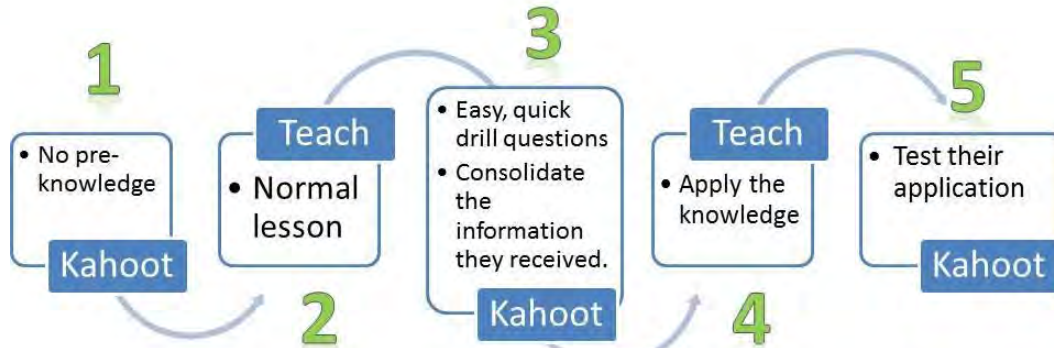
In my flat, there is a big new brown bed for me to sleep. There are two huge cuddly cushions for people who come to my house to sit, a black rectangular table and a white soft working chair for me to work. Also there is a white pale enormous wood clothes container for me to put my clothing inside! Beside the wood container, I have added a glass-made container to put in my collection of dinosaur fossils next to the bed, so I can see my fossils all night when I sleep!

This flat is lovely and small. It has a big dark bookshelf, three comfortable and black sofas, a black lamp and a dark coloured TV bench. There is also a small wooden table. In my opinion, this is quite the imaginary living room I have! It fits in everything I want, since I like dark coloured stuff and I never really want complicated things. Plus, the bookshelf is really big and wife, so I can put lots of books in it!



Assessment As Learning Assessment as a learning task?

Blind Kahooting





Blind Kahoot - Making an apple rose as an example

0 favorites 3 plays 24 players

Play

Edit



Let's play [a blind kahoot](#) together!

Scaffolding / Learning in Assessment?

You need to write a plot using the pictures below. Create **a title** and **an ending** for the story. You must include **one of the plot techniques** given on P. 2. Remember to organize your writing in proper paragraphs and **create your own plot with an appropriate genre**. You **may** or **may not use** the words provided on P.3. **Write in about 120 words.**



Words that you may use:

Hysterie	Crime	Tourist	Encounter	Caring
Desperate	Affection	Suspect	Victim	Mysterf

Plot techniques

Name	Definition
Backstory	Story that precedes events in the story being told—past events or background that add meaning to current circumstances
Cliffhanger	The narrative ends unresolved, to draw the audience back to a future episode for the resolution.
Flashback (or analeptic reference)	General term for altering time sequences, taking characters back to the beginning of the tale, for instance.
Flashforward	Also called prolepsis, a scene that temporarily jumps the narrative forward in time. Flashforwards often represent events expected, projected, or imagined to occur in the future. They may also reveal significant parts of the story that have not yet occurred, but soon will in greater detail.
Foreshadowing	Implicit yet intentional efforts of an author to suggest events which have yet to take place in the process of narration.

Assessment

Assessment Evaluation

Unit 1 Assessment Evaluation: Poetry

* Required

Your teacher *

Choose

Your homeroom *

Choose

Your class no. *

Choose

How do you complete this evaluation?

Choose whether you've got points in the questions according to the question number.

Question 1-Question 11 *

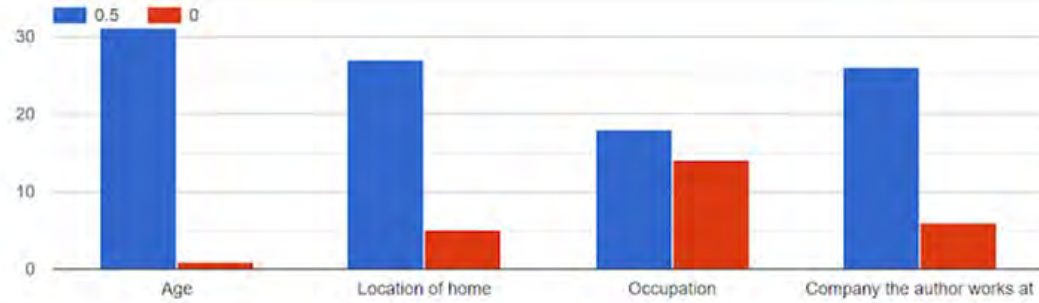
	0	1	2
Q.1 (1 mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.2 (1 mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.3 (1 mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.4a Feelings 1 (1mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.4a Words from the poem (1 mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.4a Explanation (1 mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q.4b Feelings 2 (1 mark)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with your performance? *

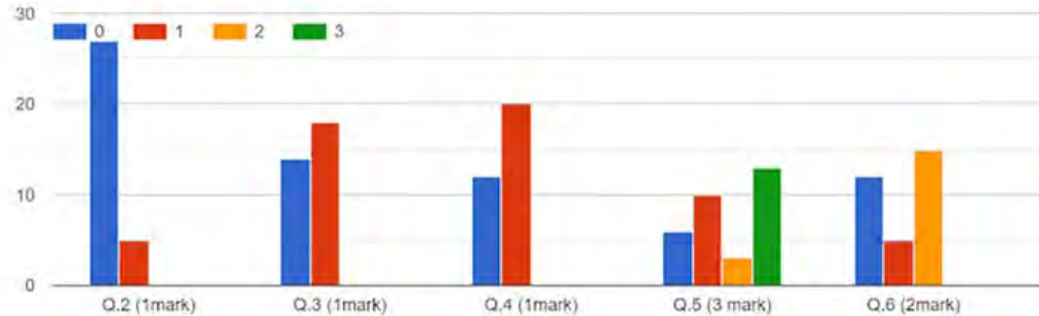
Very disappointed 1 2 3 4 5 Very satisfied

Which area do you wish to improve? *

- Being able to complete the assessment within a given time
- Being able to guess the meaning of difficult vocabulary that I've never seen before
- Being able to locate the correct answer from the poem
- Being able to understand the poem
- Knowing more vocabulary
- Using accurate language
- Writing neatly and tidily
- Other: _____



Question 2-Question 7

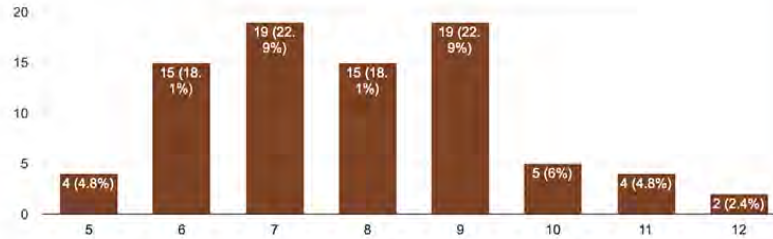


Assessment

問題 回覆 83

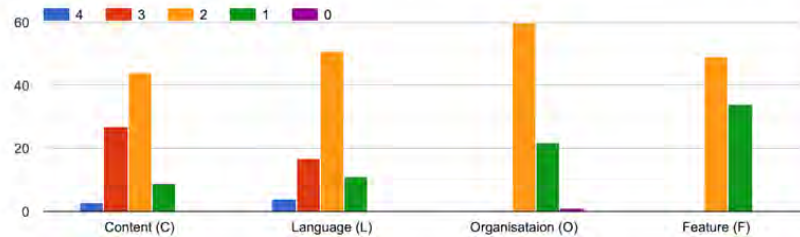
What is your total score in Part A (Out of 12)?

83 則回應



Part B: Long Writing Task

Please choose the scores that you've obtained in Part B.



Assessment under the new norm

Why do we need assessment?

What are we assessing?

What is the best tool to understand students' true performance?

Assessment under the new norm

- ▶ Discussion / Socratic seminar
- ▶ Explanatory student's videos
- ▶ Self-assessment & retrospective learning
- ▶ Simulations and labs
- ▶ Projects
- ▶ Peer review
- ▶ Blogs
- ▶ Competitions
- ▶ Process journal

約 1,390,000,000 項搜尋結果 (0.69 秒)

www.edutopia.org › article › summative-... ▾ [翻譯這個網頁](#)

Summative Assessment in Distance Learning | Edutopia

2020年4月28日 — Whether **schools** are using regular grades or not, **teachers** need to accurately **assess learning while** their students are **at home**. ... Because of the frustration he's experiencing **during online** classes, he's begun blurting things ...

其他人也搜尋了以下內容：

How do you assess online teaching? ▾

What is online assessment in education? ▾

What are assessment methods in distance learning? ▾

What are the 4 types of assessment? ▾

[提供意見](#)

medium.com › the-faculty › redefining-st... ▾ [翻譯這個網頁](#)

Redefining Student's Learning Assessment for Online Teaching

2020年5月28日 — Self-**assessment** and retrospective **learning**. Self-**assessment** is a great opportunity **for** students to share their thoughts on the course, the process ...

www.insidehighered.com › 2018/10/31 ▾ [翻譯這個網頁](#)

Q&A: Strategies for better assessments in online learning

2018年10月31日 — **Online assessment**, assuming the **teacher's** firm grasp of good **online teaching** techniques, should not be difficult **at all**; **online** media offer so ...

Assessment

Assessment Report

2020-21 T1 Assessment Results

File Edit View Insert Format Data Tools Add-ons Help Last edit was made yesterday at 2:45 PM by Jacqueline Chan

2020-21 T1 Assessment Results

	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	IH
	Year	Chinese LL	Chinese LA	English	French	Japanese	Spanish	Maths	IH	IS	Drama	Music	VA	PE	
4	7	Advanced	#N/A	Foundation	Developing			Foundation	Foundation	Foundation	Foundation	Foundation	Developing	Foundation	
5	7	#N/A	Secure	Developing	Foundation			Foundation	Developing	Foundation	Secure	Secure	Foundation	Foundation	
6	7	Advanced	#N/A	Developing	Foundation			Secure	Secure	Secure	Foundation	Developing	Foundation	Foundation	
7	7	Developing	#N/A	Developing	Foundation			Secure	Foundation	Secure	Developing	Secure	Secure	Developing	
8	7	Advanced	#N/A	Foundation	Foundation			Secure	Foundation	Foundation	Foundation	Developing	Foundation	Foundation	
9	7	Advanced	#N/A	Foundation	Foundation			Developing	Developing	Developing	Foundation	Foundation	Developing	Foundation	
10	7	Advanced	#N/A	Advanced	Secure			Advanced	Advanced	Exceptional	Secure	Secure	Exceptional	Developing	
11	7	Advanced	#N/A	Foundation	Foundation			Advanced	Secure	Secure	Developing	Developing	Foundation	Foundation	
12	7	Secure	#N/A	Advanced	Exceptional			Secure	Advanced	Exceptional	Exceptional	Foundation	Secure	Developing	
13	7	Secure	#N/A	Secure	Foundation			Developing	Developing	Secure	Secure	Secure	Secure	Foundation	
14	7	#N/A	Advanced	Secure	Secure			Developing	Secure	Exceptional	Exceptional	Secure	Secure	Developing	
15	7	Exceptional	#N/A	Foundation	Developing			Developing	Secure	Advanced	Foundation	Developing	Developing	Foundation	
16	7	Advanced	#N/A	Advanced	Advanced			Secure	Secure	Advanced	Exceptional	Secure	Exceptional	Secure	
17	7	Advanced	#N/A	Foundation	Foundation			Secure	Developing	Developing	Developing	Developing	Foundation	Foundation	
18	7	Advanced	#N/A	Foundation	Secure			Foundation	Developing	Secure	Secure	Secure	Developing	Developing	
19	7	Exceptional	#N/A	Foundation	Developing			Developing	Developing	Developing	Secure	Secure	Secure	Foundation	
20	7	Exceptional	#N/A	Secure	Developing			Secure	Exceptional	Advanced	Developing	Advanced	Secure	Secure	
21	7	Advanced	#N/A	Foundation	Foundation			Developing	Secure	Secure	Advanced	Foundation	Exceptional	Foundation	
22	7	#N/A	Advanced	Advanced	Advanced			Secure	Exceptional	Exceptional	Exceptional	Advanced	Exceptional	Secure	
23	7	Advanced	#N/A	Advanced	Advanced			Developing	Exceptional	Exceptional	Advanced	Secure	Advanced	Secure	
24	7	Secure	#N/A	Foundation	Foundation			Secure	Advanced	Advanced	Exceptional	Developing	Developing	Secure	
25	7	Advanced	#N/A	Secure	Secure			Advanced	Advanced	Secure	Advanced	Foundation	Exceptional	Developing	

Assessment

Assessment Report

Reading	Foundation	Developing	Secure	Advanced	Exceptional
Identify and interpret implicit information and attitudes	Demonstrate partial understanding of implicit meanings and viewpoints in modern and classical texts.	Demonstrate most of understanding of implicit meanings and viewpoints in modern and classical texts.	Demonstrate understanding of implicit meanings and viewpoints in modern and classical texts.	Demonstrate advanced understanding of implicit meanings and viewpoints in modern and classical texts.	Demonstrate exceptional understanding of implicit meanings and viewpoints in modern and classical texts.
Demonstrate understanding of how writers use language and structure to achieve effects and influence readers	Identify and comment on part of specific ways in which writers use language, form and structure for effect.	Identify and comment on most of specific ways in which writers use language, form and structure for effect.	Identify and comment on whole of specific ways in which writers use language, form and structure for effect.	Identify on whole of specific ways in which writers use language, form and structure for effect, and make advanced comments.	Identify on whole of specific ways in which writers use language, form and structure for effect, and make exceptional comments.
Analyse and evaluate facts, ideas and opinions	Make responses to part of facts, ideas and opinions in texts.	Make responses to most of facts, ideas and opinions in texts.	Make responses to all of facts, ideas and opinions in texts.	Make advanced responses to all of facts, ideas and opinions in texts.	Make exceptional responses to all of facts, ideas and opinions in texts.
Select information for specific purposes	Identify part of specific ideas, information and features in texts.	Identify most of specific ideas, information and features in texts.	Accurately identify all of specific ideas, information and features in texts.	Accurately identify all of specific ideas, information and features in texts. Develop ideas, information and features in texts for a specified purpose.	Accurately identify all of specific ideas, information and features in texts. Completely develop ideas, information and features in texts for a specified purpose.

Writing	Foundation	Developing	Secure	Advanced	Exceptional
Communicate clearly, effectively and imaginatively	Produce texts that communicate effectively.	Produce clear and coherent texts that communicate effectively.	Produce quite clear and coherent texts that communicate effectively.	Produce quite clear and coherent texts that communicate very effectively. Produce text sustaining the reader's interest.	Produce quite clear and coherent texts that communicate extremely effectively. Produce text sustaining the reader's strong interest.
Synthesise information, sequence facts and develop ideas and opinions	Synthesise information, structure text to make a rough sequence.	Synthesise information, structure text to make a clear sequence.	Synthesise information, structure text to make a clear sequence. Synthesise information, structure text to make development of ideas to the reader.	Synthesise information, structure text to make a very clear sequence. Synthesise information, structure text to make a clear development of ideas to the reader.	Synthesise information, structure text to make an extremely clear sequence. Synthesise information, structure text to make a clear and logical development of ideas to the reader.
Use a range of appropriate vocabulary	Choose part of vocabulary to create effects appropriate to purpose and audience.	Choose most of vocabulary to create effects appropriate to purpose and audience.	Choose vocabulary to create effects appropriate to purpose and audience.	Choose advanced vocabulary to create effects appropriate to purpose and audience.	Choose exceptional vocabulary to create effects appropriate to purpose and audience.
Use tone, style and register appropriate to audience and context	Use part of form suited to purpose and audience.	Use form suited to purpose and audience.	Use form and style suited to purpose and audience.	Use advanced form and style to purpose and audience. Use accurate character formation and punctuation.	Use exceptional form and style to purpose and audience. Use accurate character formation and punctuation.
Write characters correctly and make accurate use of characters, punctuation and grammar	Use most of accurate character formation and punctuation.	Use accurate character formation and punctuation. Demonstrate general control of syntax and grammar.	Use accurate character formation and punctuation. Demonstrate full control of syntax and grammar.	Demonstrate full control of syntax and grammar. Using different sentence structures.	Demonstrate full control of syntax and grammar. Use varied sentence structures.

Speaking and Listening	Foundation	Developing	Secure	Advanced	Exceptional
Use a range of grammatical structures and vocabulary accurately and effectively, and show control of pronunciation and intonation patterns	Use suitable pronunciation and intonation.	Use suitable pronunciation and intonation. Use a limited range of vocabulary.	Use suitable pronunciation and intonation. Use a range of appropriate vocabulary.	Use suitable pronunciation and intonation. Use a range of appropriate vocabulary. Use a limited range of vocabulary and grammatical structures.	Use suitable pronunciation and intonation. Use a range of appropriate vocabulary. Use a range of appropriate vocabulary and grammatical structures.
Demonstrate competence in a range of speech activities	Present idea and communicate ideas/opinions clearly.	Present idea and communicate ideas/opinions clearly.	Present idea and communicate ideas/opinions clearly.	Present idea and communicate ideas/opinions clearly. Present information and communicate ideas/opinions all accurately.	Present idea and communicate ideas/opinions clearly. Present information and communicate ideas/opinions all accurately.

5. 掌握如何選擇合適的學習管理系統及資訊科技工具，於英國語文科促進學生自主學習



學會學習2+ — 香港學校課程

課程寬廣而均衡，提供多元和專門的選擇，以配合學生在學術、專業和職業的發展需要。

培養學生終身學習及自主學習的能力

多元出路

促進學生全人發展

七個學習宗旨

五種基要學習經歷

德育及公民教育

智能發展

社會服務

體藝發展

與工作有關的經驗

核心科目

中國語文
英國語文
數學
通識教育科

選修科目

20個選修科目
應用學習
其他語言

其他學習經歷

德育及公民教育
社會服務
藝術發展
體育發展
與工作有關的經驗

四個關鍵項目：達至主要更新重點(初、高中)
STEM 教育和資訊科技教育、價值觀教育(包括德育及公民教育與基本法教育)、跨課程語文學習(包括閱讀)等

中國語文教育

英國語文教育

數學教育

科學教育

科技教育

個人、社會及人文教育

藝術教育

體育

學習領域

學習領域

學習領域

學習領域

學習領域

學習領域

學習領域

學習領域

常識科

價值觀和態度、技能和知識

語文

幼兒數學

大自然與生活

個人與群體

藝術與創意

體能與健康

價值觀和態度 七種首要價值觀

- 堅毅
- 尊重他人
- 責任感
- 國民身份認同
- 承擔精神
- 誠信
- 關愛

共通能力

- 基礎能力
 - 溝通能力
 - 數學能力
 - 運用資訊科技能力
- 思考能力
 - 明辨性思考能力
 - 創造力
 - 解決問題能力
- 個人及社交能力
 - 自我管理能力
 - 自學能力
 - 協作能力

中四至中六

高中

中一至中三

初中

小一至小六

小學

幼兒班至高班

幼稚園

七個學習宗旨（中學）

國民和全球公民身份認同

寬廣的知識基礎

語文能力

共通能力

資訊素養

生涯規劃

健康的生活方式

為實踐2000年教育統籌委員會所訂立的廿一世紀教育目標，課程發展議會訂出了學校課程的**七個學習宗旨**，以培養學生**終身學習**的能力及促進他們的**全人發展**。

5. 掌握如何選擇合適的學習管理系統及資訊科技工具，於英國語文學科促進學生自主學習

教學：

- 多媒體學習輸入（文字/聲音/影片/圖表）

學習：

- 學習過程 + 學習成果
- 學生學習記錄檔
- 多角度思考（論點/ 論據）
- 專題研習

評估：

- 持續性評估 + 總結性評估
- 生生互評

6. 掌握如何通過學習管理系統及資訊科技工具，推展面授課堂及 實時網上教學



迎接「新常態」

2020-2021 新學年 教學「新常態」

- 常態一：正常回校進行學教活動
 - 常態二：早上回校上課，下午在家遙距學教
 - 常態三：全日在家遙距學教
 - 常態四：某些級別回校上課，某些級別在家遙距學教
- Hybrid Model 混合模式
- 隨著 COVID19 疫情而改變



迎接「新常態」

1. 課堂教甚麼？ (如何規劃好實體課時和內容?)
2. 在家學甚麼？ (如何規劃好網絡課時和內容?)

1. 如何把學習互聯互通，各取所長？
2. 如何支援學生處理新常態的學習模式？
3. 科技？學術？

1. 學習管理系統的功效？
2. 資訊科技工具的功效？



聯絡



Ms. Jenny Leung

Mobile : +852 7073 6646

Email : missjennyhk@gmail.com