



Catering Learners' Diversity with Virtual Learning Environment

運用虛擬學習環境照顧學習差異

Lam Tai Fai College
Mathematics KLA Convener
Mr. Lau Tik Pun

- ▶ 現時全港有超過**45306名**有特殊教育需要(SEN)的學生，在主流公營中小學就讀
- ▶ 過去十年**增長了158%**
- ▶ 在不同的科目使用不同的策略來支持有各種需求的學生**是必須的**





What is VLE

VLE 先導計劃

首頁 關於計劃 學校分享 常見問題 聯絡我們

39 A A A

首頁

📖 虛擬學習環境 – 學習管理系統帶來整全學習體驗

香港教育城於2016年開始VLE先導計劃，以推動本港學校全校實施虛擬學習環境（Virtual Learning Environment，簡稱VLE），深化電子學習為目標。

隨著電子學習日漸普遍，VLE就如同數碼世界的課室及學校，讓師生方便地延伸學習體驗，不必再花大量時間於眾多而零散的電子學習平台之間往返。同時，VLE也能幫助學校管理龐大的教學資源及數據，使學與教能夠有系統地與時並進。

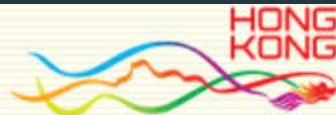
本計劃獲超過10間先導學校參與。教城提供支援，幫助先導學校配合其學與教目標實施虛擬學習環境，促進先導學校彼此分享電子學習實踐方法，此外更冀盼能將經驗進一步分享，讓更多學校受惠。

[前往 VLE](#)

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Home > Education System and Policy > Primary and Secondary School Education > Applicable to Primary and Secondary School > IT in Education > CCFAP-Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning



Implementing “Bring Your Own Device (BYOD)” in Primary and Secondary Schools

1. Introduction

The Education Bureau (EDB) has launched the Fourth Strategy on Information Technology in Education in the 2015/16 school year for using IT to enhance the effectiveness of learning and teaching, classroom interaction as well as students’ ability in self-directed learning, problem-solving and collaboration. One of the key measures is to establish WiFi campus for all public sector schools to facilitate e-learning using mobile computer devices. Relevant works have been basically completed in the 2017/18 school year.

Schools have been positive towards implementing e-learning and tried out various strategies to further exploit the advantages of using mobile computer devices in learning and teaching. Currently, a number of schools are implementing “Bring Your Own Device” (BYOD) policy for allowing students to bring their own mobile computer devices to schools for learning activities, so that learning has become more personalized and mobile.

Today Content

1. Communication with students in VLE
2. Math in VLE
3. Interactive Marking in VLE

Bi-weekly Journals 雙週記

雙週反思

日期：

週()及週()

主題：

內容：

Bi-weekly Journals 雙週記



班主任回饋：

10

Name: _____ ()

Class: _____

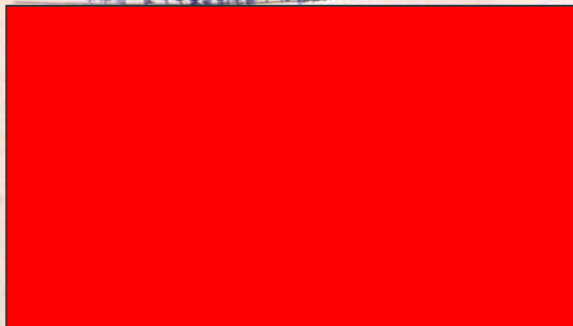
Class Teacher: _____

日期：2015/12

週()及週()

主題：對原書是以班級主任

內容：如果作為一位書中角色的老師，它會怎樣一班主班級，除了當然也沒有



所以我對我的班級主任說：辛苦了。

班主任回饋：

同學
習作

老師
評論

同學
回應

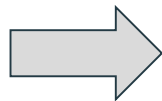
評論



添加評論

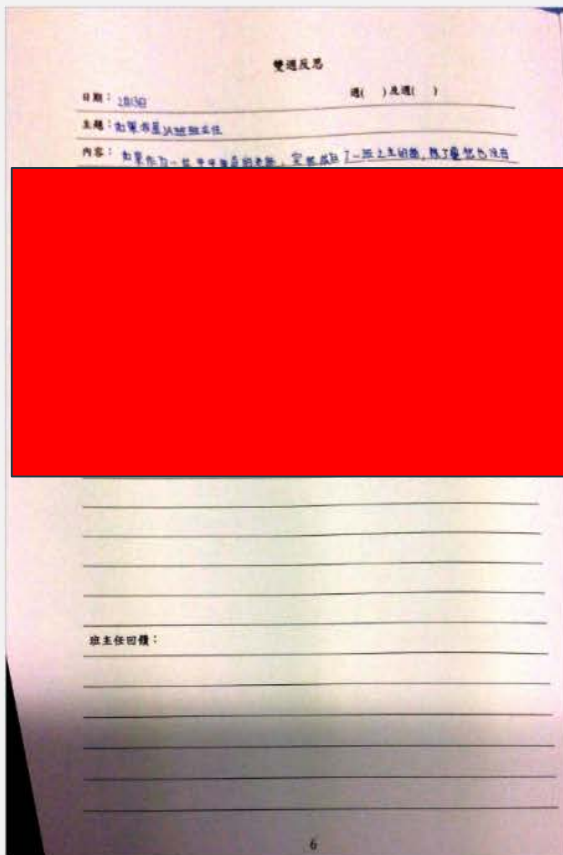


提交





— 縮放 +



要檢視的提交件:

日期 4月 20, 時間 8:23 (成績: 5)

已提交的文檔: (按一下以載入)

新文檔 2018-02-27 08.17.49.1-1.jpg

評估

成績 5 總分 5

任務評論

謝謝你的禮讚! 如果2A班同學能像你一樣懂事便好了! 其



SHEK 日期 4月 28, 時間 14:36

miss shek 其實啊 你們的工作我也看過啊 就像miss tsang 我們



日期 4月 28, 時間 19:02

添加評論



提交

雙週反思

日期： 18/3/2017 週()及週()

主題： 我們這一班

內容： 由中一B班升到中二A班，有很大的轉變，從前B班的

文字以外？

A老師
評論

同學
回應1

B老師
評論

同學
回應2

photo (上午8:14:09).jpg

評估

成績 5 總分5

任務評論

你真得真對！ [redacted] X

[redacted]

SHEK, [redacted] 日期 4月 28, 時間 18:23

是呀， [redacted] X

[redacted]
[redacted] 日期 4月 28, 時間 18:56

原來有同學擔心老師的稿子 [redacted] X

[redacted]
Miss Chan [redacted] 日期 4月 30, 時間 19:30

謝謝 [redacted] X

[redacted] 日期 4月 30, 時間 22:11

添加評論



提交



已提交：日期 2017 11 月 10，時間 8:12
學生已檢視的文件：日期 2017 11 月 10，時間 8:12

已提交的文檔：（按一下以載入）
[new doc 2017-09-18 16.02.39_201711110081217.pdf](#)

評估

成績 總分 0

任務評論



mathematics worksheets anymore, thanks!!!!

Lau 日期 1 月 11，時間 8:15

添加評論



提交

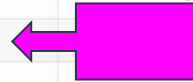
按學生姓名或輔助 ID 篩選

匯入 匯出 進階CSV

學生姓名	輔助 ID	2A第三次BWJ (我們這一班) 總分5	2A第二次BWJ (我的歡喜我的愛) 總分5	2A第一次BWJ (如果我是2A班主...) 總分5	First term 1st Bi-weekly Journal 總分0	Assignments	總計
		5	5	5	-		
		4	3	4	-		
		5	5	5	-		
		3	3	3	-		
		5	5	5	-		
		4	5	5	-		
		5	5	5	-		
		4	5	5	-		
		5	5	5	-		
		3	4	3	-		
		3	3	4	-		
		3	4	5	-		
		5	5	3	-		
		3	4	3	-		
		5	5	5	-		
		0	4	3	-		
		5	5	5	-		
		3	4	3	-		



學生姓名	輔助 ID	2A第三次BWJ (我們這一班) 總分5	2A第二次BWJ (我的歡喜我的愛) 總分5	2A第一次BWJ (如果我是2A班主...) 總分5	First term 1st Bi-weekly Journal 總分0	Assignments	總計
[Redacted]		5	5	5		[Yellow]	[Green]
		4	3	4			
		5	5	5			
		3	3	3			
		5	5	5			
		4	5	5			
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		4	5	5			
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		4	5	5			
		5	5	5			
		3	4	3			
		3	3	4			
		3	4	5			
		5	5	3			
		3	4	3			
		5	5	5			
		0	4	3			
		5	5	5			



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搜索任務

+ 群組

+ 任務 ID

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測驗

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會議

協作

設置

+ :

從共同中導入

選擇首頁

檢視課程流

課程設置清單

新通告

學生視圖

檢視課程分析

要進行

- 1 成績 First term 1st Bi-weekly Journal
0分數 • 日期 2017 9月 17, 時間 23:59
- 2 成績 2A第二次BJW (我的歡喜我的憂)
5分數 • 日期 4月 25, 時間 23:59
- 5 成績 2A第三次BJW (我們這一班)
5分數 • 日期 4月 25, 時間 23:59
- 2 成績 2A第一次BJW (如果我是2A班主任)
5分數 • 日期 4月 25, 時間 23:59

即將開始的任務

檢視行事曆

現在什麼也沒有

Advantages

- Interactions between students and teachers
- Facebook
- Whatsapp
- Exercise Book
- Workload of teachers

Mathematics Coursework

1. HW Preparation
2. HW Preparation Video
3. HW Solution
4. Quiz Solution
5. Math Video Project



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- 成績
- 人員
- 頁面
- 文檔
- 教學大綱
- 結果
- 測驗
- 單元**
- 會議
- 協作
- 設置

▸ STAR Online Question



▸ HW & Ch Quiz



▸ S2 Ch13 Areas and Volumes



▸ S2 Ch11 Preparation



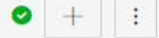
▸ S2 Ch10 Preparation



▸ S2 Ch9 Quiz



▸ S2 Ch9 Pythagoras' Theorem and Irrational Numbers Preparation



▸ S2 Ch8 Angles related to triangle and polygon Preparation



▸ S2 Ch6 Approximation, Measurements and Errors Preparation & Ch Quiz



▸ S2 Ch6 Approximation, Measurement and Errors



HW Preparation

結果

測驗

單元

會議

協作

設置

S2 Ch11 Preparation

S2 Ch11.1 Preparation Q1

S2 Ch11.1 Preparation Q2

S2 Ch11.1 Preparation Q3

S2 Ch11.1 Preparation Q4

S2 Ch11.1 Preparation Q5

S2 Ch11.1 Preparation Q6

S2 Ch11.1 Preparation Q7

S2 Ch11.1 Preparation Q8

S2 Ch11.1 Preparation Q9

S2 Ch11.2 Preparation Q1

S2 Ch11.2 Preparation Q2

S2 Ch11.2 Preparation Q3

S2 Ch11.2 Preparation Q4

S2 Ch11.2 Preparation Q5

S2 Ch11.2 Preparation Q6

S2 Ch11.2 Preparation Q7

S2 Ch11.1 Preparation Q1

S2 Ch11.1 Preparation Q1

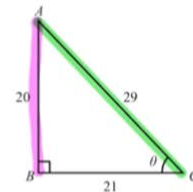
[For HWB Question 7]

1. Refer to the figure, find the value of $\sin \theta$.

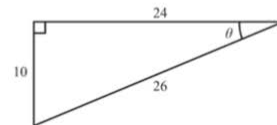
Solution

$$\sin \theta = \frac{AB}{BC} / \frac{AC}{BC} \quad \leftarrow \text{opposite side of } \theta$$

$$= \frac{20}{29} \quad \leftarrow \text{hypotenuse}$$



2. Refer to the figure, find the value of $\sin \theta$.



3. In the figure, $\sin \theta = 0.32$. Find θ . (Correct to the nearest 0.1°)

Solution

$$\sin \theta = (\quad)$$

MORE VIDEOS

0:49 / 0:50

$\theta = (\quad)^\circ$, cor. to the nearest 0.1°

Keying sequence:

YouTube

HW Solution --- PDF

S2 Ch6 Approximation, Measurement and Errors HWA Soln.pdf

Download S2 Ch6 Approximation, Measurement and Errors HWA Soln.pdf (5.43 MB)

$$\begin{aligned} 11/ \quad & bx + by - 3x - 3y \\ &= b(x+y) - 3(x+y) \\ &= (x+y)(b-3) \end{aligned}$$

$$17/ \quad x + 2y - 3 = 0$$

x	-5	-1	3
y	4	2	0

When $x = -5$,

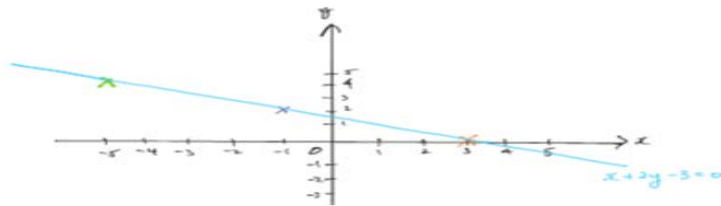
$$\begin{aligned} x + 2y - 3 &= 0 \\ (-5) + 2y - 3 &= 0 \\ -8 + 2y - 3 &= 0 \\ 2y &= 8 \\ \frac{2y}{2} &= \frac{8}{2} \\ y &= 4 \end{aligned}$$

When $y = 2$,

$$\begin{aligned} x + 2y - 3 &= 0 \\ x + 2(2) - 3 &= 0 \\ x + 4 - 3 &= 0 \\ x + 1 &= 0 \\ x &= -1 \end{aligned}$$

When $x = 3$,

$$\begin{aligned} x + 2y - 3 &= 0 \\ (3) + 2y - 3 &= 0 \\ 3 + 2y - 3 &= 0 \\ 2y &= 0 \\ \frac{2y}{2} &= \frac{0}{2} \\ y &= 0 \end{aligned}$$





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- 協作
- 設置

S2 Ch6 Approximation, Measurement and Errors HWA Soln.pdf

Download S2 Ch6 Approximation, Measurement and Errors HWA Soln.pdf (5.43 MB)

LTFC/S2 Mathematics/Ch6 Approximation, Measurement and Errors - HWA

13/ $\begin{cases} y = 2x + 7 & \text{--- ①} \\ 4x - 5y = 1 & \text{--- ②} \end{cases}$

Put ① into ②

$$4x - 5(2x + 7) = 1$$

$$4x - 10x - 35 = 1$$

$$\underline{-6x - 35 = 1}$$

$$-35 = 1 + 6x$$

$$-36 = 6x$$

$$\underline{\frac{-36}{6} = \frac{6x}{6}}$$

$$-6 = x$$

$$x = -6$$

Sub $x = -6$ into ①

$$y = 2(-6) + 7$$

$$= -12 + 7$$

$$= -5$$

$\therefore x = -6, y = -5$

$(-6, -5)$

14/ $\begin{cases} 2x + 5y = -8 & \text{--- ①} \times 3 \\ 3x + 4y = 2 & \text{--- ②} \times 2 \end{cases}$

$\frac{6x}{12} - \frac{6x}{12} = \frac{6x}{0}$

$$\rightarrow \begin{cases} 6x + 15y = -24 \\ 6x + 8y = 4 \end{cases}$$

$$15y - (+8y) = -24 - 4$$

$$7y - 8y = -28$$

$$-y = -28$$

$$7y = -28$$

$$\frac{7y}{7} = \frac{-28}{7}$$

$$y = -4$$

Sub $y = -4$ into ①

$$2x + 5(-4) = -8$$

Chapter Quiz Solution

S2 Ch8 Quiz	
MCQ1	
MCQ2	
MCQ3	
MCQ4	
MCQ5	
SQ1	
SQ2	
SQ3	
SQ4	
SQ5	
SQ6	✓
SQ7	✓
SQ8	✓
SQ9	✓
SQ10	✓
SQ11	✓

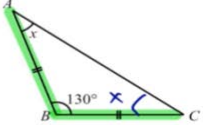
SQ1

S2 Ch8 Quiz SQ1

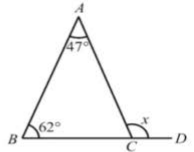
Section B: Short Questions (34 marks)

1. Find the unknown in the figure below. (3 marks)

$\angle BCA = x$ (base \angle s, \triangle SOG. Δ)
 $x + x + 130^\circ = 180^\circ$ (\angle sum of Δ)
 $2x = 50^\circ$
 $x = 25^\circ$



2. In the figure, BCD is a straight line. Find the unknown. (2 marks)



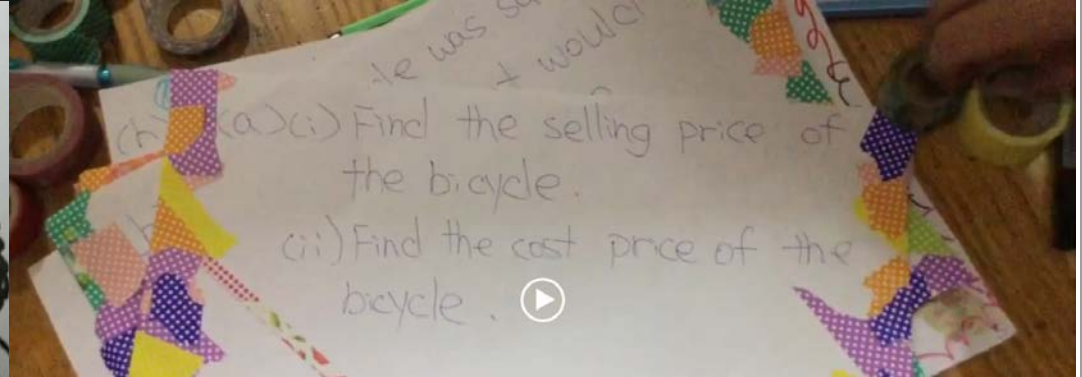
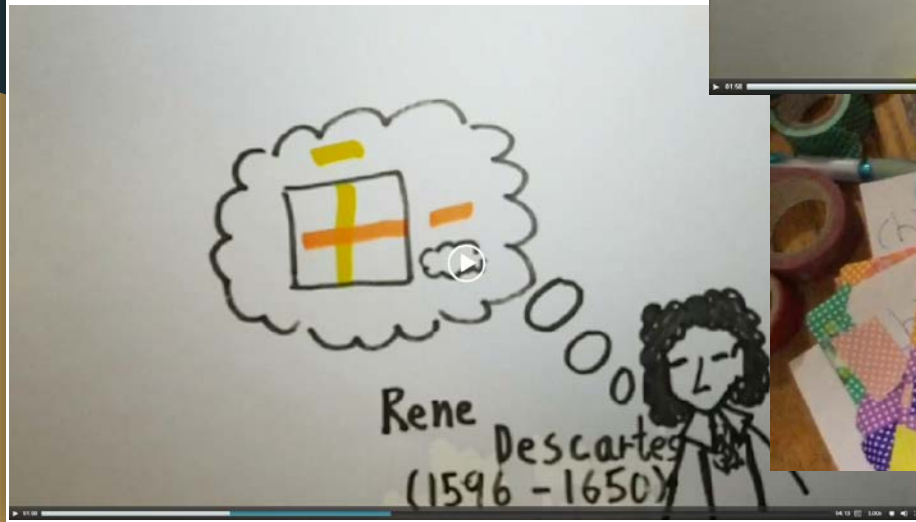
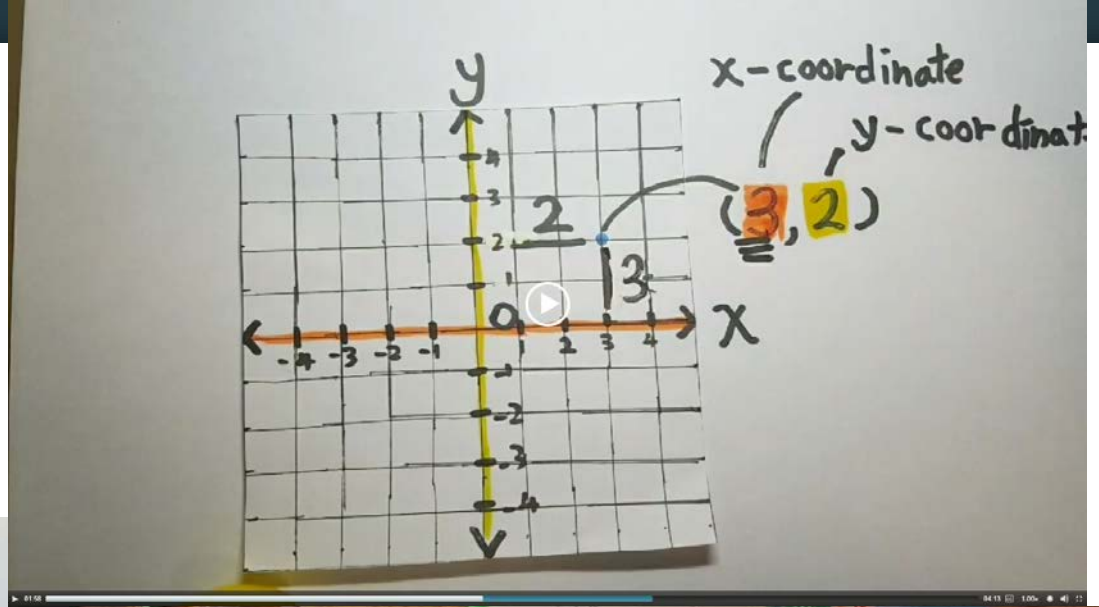
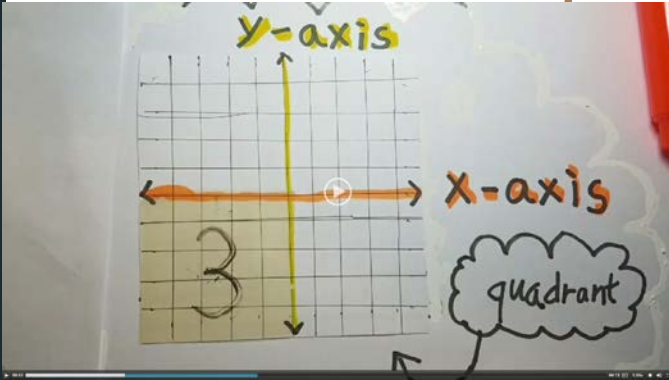
MORE VIDEOS

0:33 / 0:34

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YouTube

Math Video Project



Mathematics eMarking

HW Preparation---Video

HW Solution---PDF

Chapter Quiz---Video/ PDF

Math Video Projects---Video (Student)

HW --- e-Marking

< 1 > 13 頁 - 放大縮小 + ↻

ex 20c 0.5, 1.5, 2.5, 26, 29

Q13) Let a be the first term and r be the common ratio

$$a = 2$$

$$r = \frac{-12}{2} = -6$$

$$\therefore \text{the general term } T_n = 2(-6)^{n-1}$$

Q18) a) Let a be the first term, r be the common ratio

$$a = -4$$

$$r = \frac{20}{-4} = -5$$

$$\therefore T_n = -4(-5)^{n-1}$$

b) $T_k = -6250$

$$-4(-5)^{k-1} = -6250$$

$$(-5)^{k-1} = 15625$$

$$k = 7$$

$$(-5)^{k-1} = (-5)^6$$

Q21) a) Find x

$$x = -38 \div \left(-\frac{26}{31}\right) = 45.5$$

$$= 45.5$$

b) Find x

$$x = -\frac{5}{2} \times \left(\frac{5}{2} + \frac{1}{4}\right) = -15.625$$

$$= -15.625$$

Q26) a) Let a be the first term and r be the common ratio

$$ar = 21$$

< 4 > 14 頁 - 放大縮小 + ↻

29

consider $9, x, y, z, -729$

Let x, y, z be the values of sequence, r be common ratio

first term = 9

$$T_5 = 9r^{5-1} = 729$$

$$r^4 = 81$$

$$r = 3$$

$r = 3$ or -3

$$T_2 = 9(3) = x$$

$$x = 27$$

$$T_3 = 9(3)^2 = y$$

$$y = 81$$

$$T_4 = 9(3)^3 = z$$

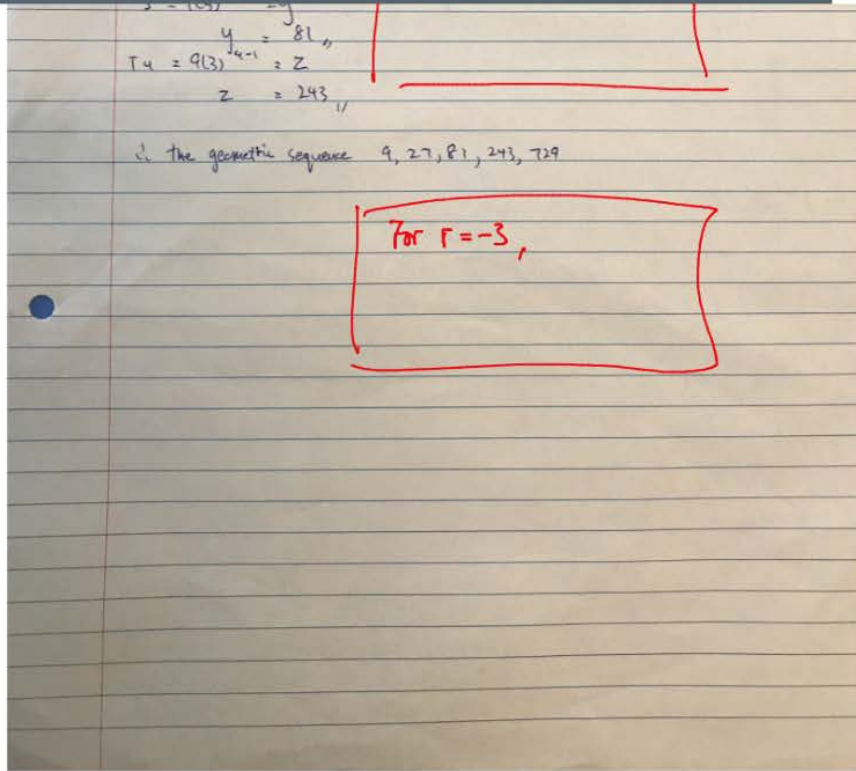
$$z = 243$$

For $r = 3$,

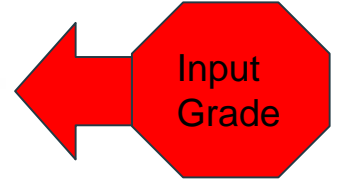
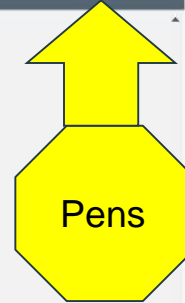
\therefore the geometric sequence $9, 27, 81, 243, 729$

For $r = -3$,

HW --- eMarking



Scanned by CamScanner



Submitted: 22 Sep 2017 at 16:08
Student viewed document: 23 Nov 2017 at 12:23

Submitted files: (click to load)

[Chp 20 HWB 6D09_20170922160733.pdf](#)

Assessment

Grade out of 10

Assignment comments



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Search for assignment

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Assignments			
		Available until 31 Aug Due 17 Sep 2017 at 23:59 10 Pts	✓
			✓
	Ch20 HWA Corr	Available until 31 Aug Due 17 Sep 2017 at 23:59 10 Pts	✓
			✓
	Ch20 HWB	Available until 31 Aug Due 24 Sep 2017 at 23:59 10 Pts	✓
			✓
	Ch20 HWB Corr	Available until 31 Aug Due 7 Oct 2017 at 23:59 10 Pts	✓
			✓
	Ch21 HWA	Available until 31 Aug Due 4 Oct 2017 at 23:59 10 Pts	✓
			✓
	Ch21 HWA Corr		✓

- Import from Commons
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- View Course Stream
- Course setup checklist
- New announcement
- Student view
- View Course Analytics

- To do
- 1 Grade Ch21 HWB
10 points • 9 Oct 2017 at 23:59
 - 2 Grade Ch21 HWB Corr
10 points • 14 Oct 2017 at 23:59
 - 2 Grade Testing
10 points • No due date

Learners' Diversity = Cater low-achievers ?



Math Competition



S.1 HXC Video 2016		
	S.1 HKMO HXC 2016 first round Q1	
	S.1 HKMO HXC 2016 first round Q2	
	S.1 HKMO HXC 2016 first round Q3	
	S.1 HKMO HXC 2016 first round Q4	
	S.1 HKMO HXC 2016 first round Q5	
	S.1 HKMO HXC 2016 first round Q6	
	S.1 HKMO HXC 2016 first round Q7	
	S.1 HKMO HXC 2016 first round Q8	
	S.1 HKMO HXC 2016 first round Q9	
	S.1 HKMO HXC 2016 first round Q10	



2017-18



首頁



通告



任務



討論



成績



人員



頁面



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單元

會議

協作

設置

S.2 HKMO HXC 2016 first round Q1



◀ 上一個

下一個 ▶

Implementation

1. Try
2. Start from 1 Class
3. To 1 Form
4. Whole School Approach



Thank you

Lam Tai Fai College
Mathematics KLA Convener
Mr. Lau Tik Pun

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