保良局王賜豪(田心谷)小學
PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

21-5-2020

復課後的機遇與發展

停課規劃及安排

1. 教學

- 高小：**直播教學**為主(BYOD)、班本
- 低小：**短片教學**為主(non-BYOD)、級本
- 上午完成所有課堂

	星期一	星期二	星期三	星期四	星期五	
0900-0940	中/英	數/常	中/英	數/常	中/英/數	0900-0940
0940-0950	小休					0940-0950
0950-1030	中/英	數/常	中/英	數/常	中/英/數	0950-1030
1030-1040	小休					1030-1040
1040-1140	小一至小三導修（按時間表） （小四至小六做功課/自主學習）				中/英/數	1040-1120
1150-1220	小四至小六導修（按時間表）				/	

停課規劃及安排

2. 家課

- 高小：直播課堂後，**班本**派發
- 低小：每周連同短片**級本**發放3次
- 每周最少一次**校本課業**(配合停課教學)
- 課程主任及科主席**檢視分量和質素**

復課前的準備

未雨綢繆

理念：學會學習 2.0 (催化劑)

理念：教育4.0 (教育與未來)

Figure 2: The World Economic Forum Education 4.0 Framework

Content (built-in mechanisms for skills adaptation)

Global citizenship skills
To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.

Innovation and creativity skills
To include content that fosters skills required for innovation, including complex problem-solving, analytical thinking, creativity and systems-analysis.

Technology skills
To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.

Interpersonal skills
To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

Personalized and self-paced learning
From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.

Accessible and inclusive learning
From a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.

Problem-based and collaborative learning
From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

Lifelong and student-driven learning
From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.

Experiences (leveraging innovative pedagogies)

復課規劃及安排 (行政規劃)

善用評估促進教學 (PIE)

- 總結性評估 / 進展性評估
- 運用數據從新規劃課程及學習模式

教師專業發展

- 優化教學法

資訊科技的配合

- BYOD的推行
- 統整停課期間的教學資源
- 發展學與教的平台(Canvas)
- 優化資訊科技設備(軟件及硬件)
- 資訊素養教育
- 電子學習支援團隊
- 善用外間資源

復課規劃及安排 (教學模式)

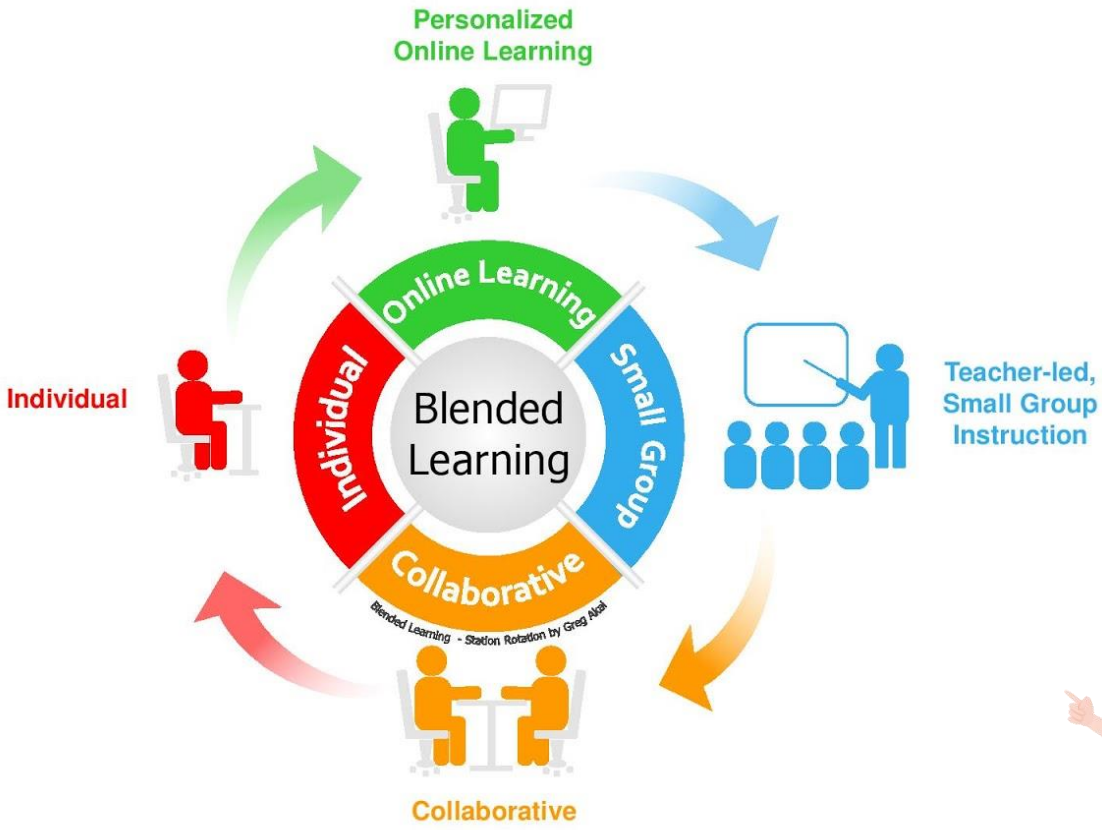
上午時段

- 針對性的教學
- 人與人互動的重要性
- 鋪排自主學習活動

下午時段

- 繼續安排學生自主學習時段
- 線上導修
- 多元智能發展
- 照顧個別差異

結論：混合學習模式



資料來源：http://esheninger.blogspot.com/2019/03/

希望：小轉變，大改變

圖片來源：https://cn.depositphotos.com/