

運用「混合學習」模式  
促進學生自主學習的能力

**Nurturing students' self-directed learning capabilities  
using a blended learning approach**

語文教學支援組  
**Language Learning Support Section**

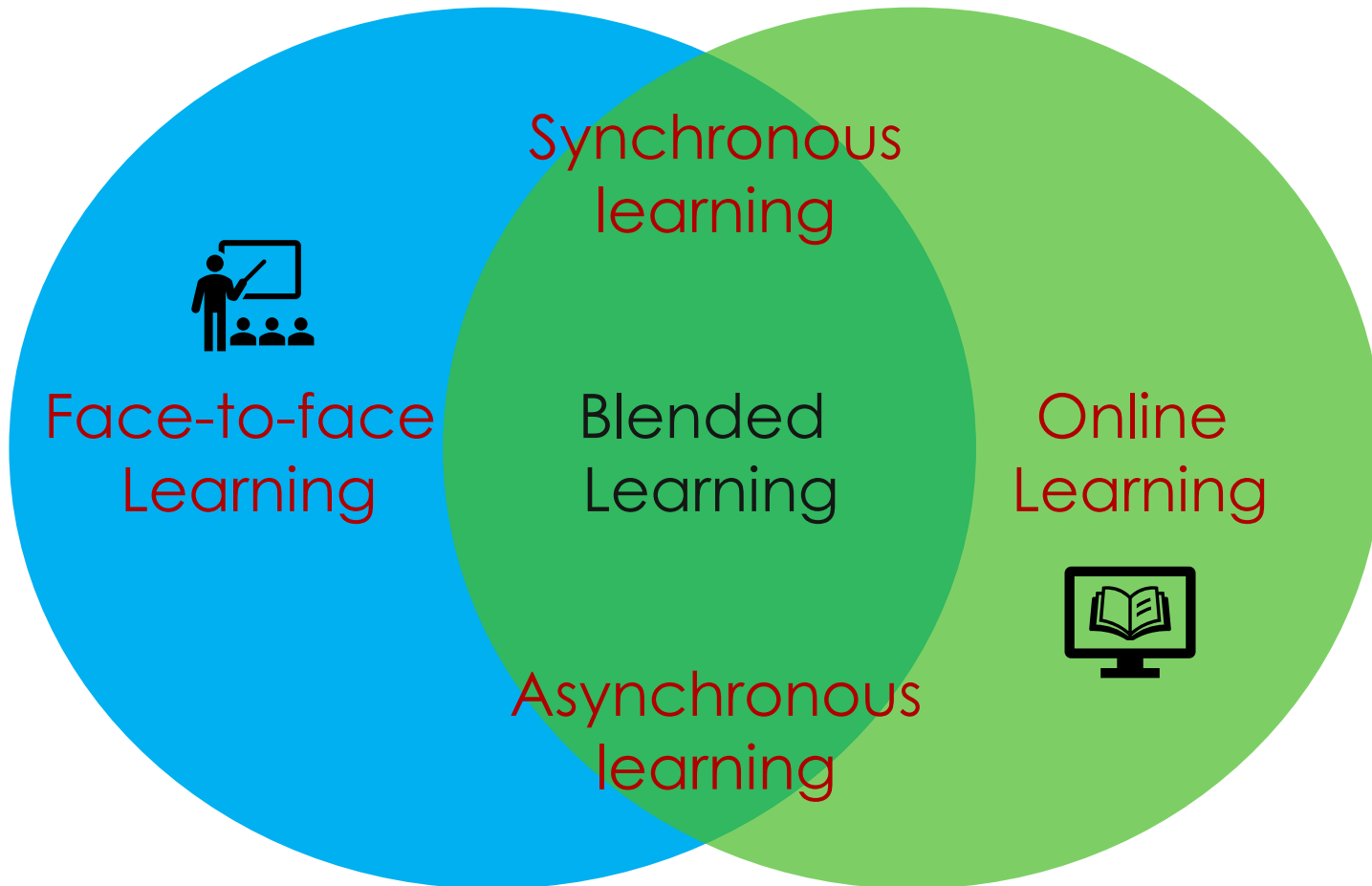
**8 December 2021**

Learning &  
Teaching Expo 2021  
學與教博覽2021



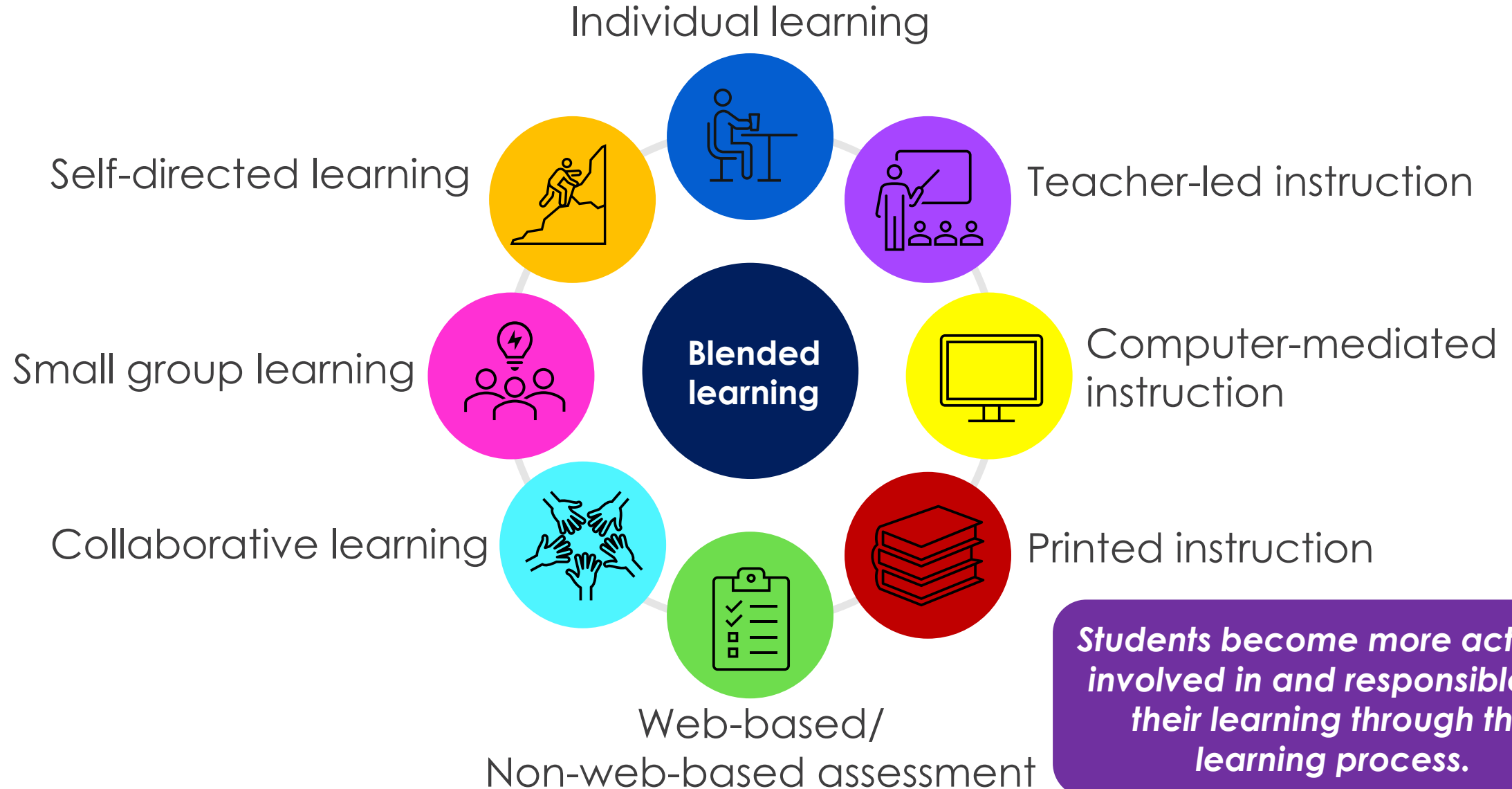
教育局  
Education Bureau

# Blended learning



- “Blended learning is the thoughtful fusion of face-to-face and online learning experiences.”  
(Garrison & Vaughan, 2008)
- “It is the fusion of formal and informal; as well as synchronous and asynchronous elements in the curriculum.”  
(Dr. Allan Yuen, HKU)

# Elements of blended learning



- 使用「混合學習」模式促進學生自主學習
- Adopting the blended learning approach to promoting RaC and STEM education in an English classroom

運用「混合學習」模式  
促進學生自主學習的能力

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# 使用「混合學習」模式 促進學生自主學習

# 21世紀學生須掌握的核心技能

項目	要求的十項技能	技能概念
思維方法	①創造性與革新性	<p>●為了創造新事物而不甘於現狀，主動發現課題，從各種選項中找出解決方案。能以宏觀的角度掌握整個過程，從中發掘需要加強學習的能力。</p>
	②批判性思維、問題解決、訂定決策	
	③學習方式、統合認知 (Meta-cognition)	
工作方式	④溝通	<p>●朝目標達成計畫之餘，也能與周遭妥善溝通、分工合作的能力。</p>
	⑤團隊合作	
工作或學習的工具	⑥資訊素養	<p>●嫻熟運用各項資訊科技工具，擷取自己所需的資訊，並判斷是否適用的能力。</p>
	⑦資訊與通訊科技 (ICT) 素養	
為世界奉獻	⑧地域及國際社會裡的公民素養	<p>●不限於地域，具備能在國際社會裡當個「良好公民」的態度。能夠自行規畫人生與職涯，並對社會有所貢獻的能力。</p>
	⑨人生與職涯規畫	
	⑩個人責任與社會責任	

認知

# 香港教育發展趨勢

- 國家教育部、經合組織均認為**共通能力、公民意識和尊重他人等價值觀**，是學生**面對各種挑戰**不可或缺的素質
- 下一代能夠具備**廣闊的知識基礎**、展現**理性思考**及作出**道德判斷的能力**……，才能保持競爭優勢並為未來發展締造新機遇
- 小學教育的學習宗旨：進一步推動學生的全人發展
- 學校課程檢討專責小組建議：
  - 學校應**優先推行價值觀教育**
  - 配合學習新常態，**妥善規劃「學時」**



資料來源：<https://www.edb.gov.hk/tc/curriculum-development/7-learning-goals/primary/index.html>

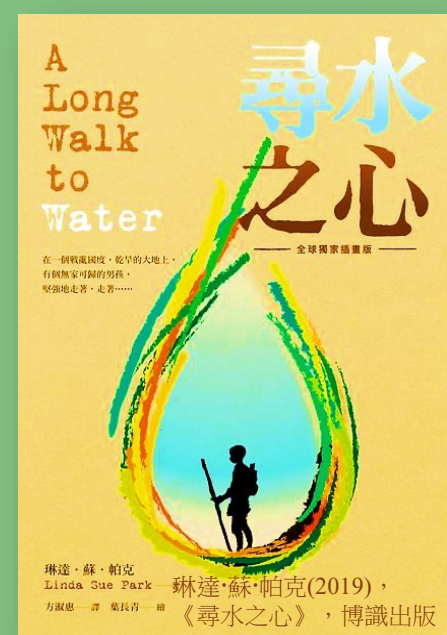
年 級：小四

學習主題：珍惜水資源

教學目的：提供更均衡的學習，促進學生全人發展

學習目標：通過閱讀成長小說，

- 從主角的經歷認識世界 (K)，明白積極求生和尊重生命的重要性 (A)；
- 學習逆境自強，探索解難的方法 (S)，培養堅毅的精神及公民意識 (A)；
- 按個人的計劃、進度學習，提升語文、自學能力 (S)。

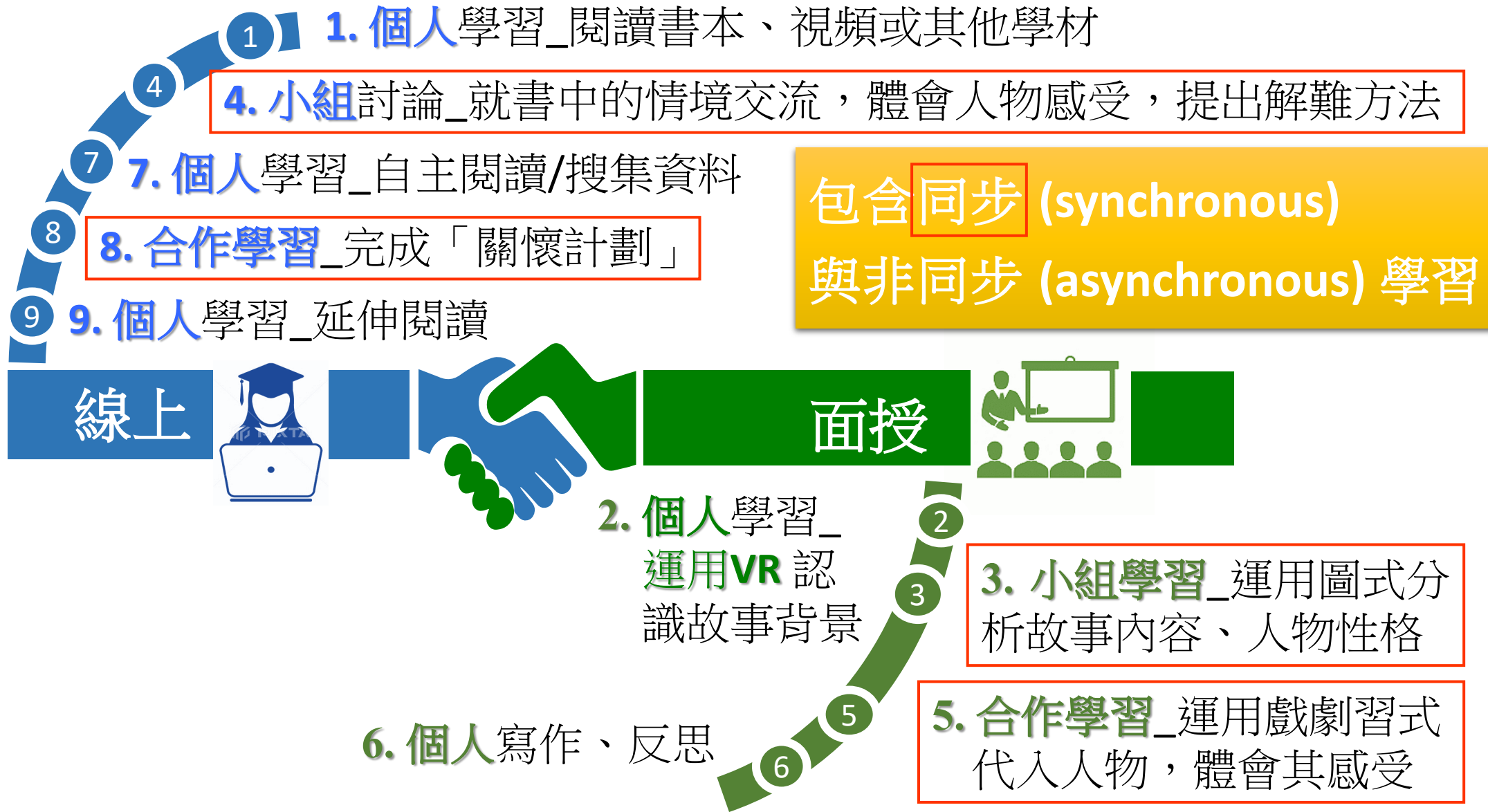


封面提供：博識出版



內容講述八歲男童薩爾瓦如何  
在南蘇丹逃難，途中面對  
各種危險，但他仍然堅強面  
對。他長大後，雖然離開南  
蘇丹，但堅持為國家尋找水  
資源，肩負對家國的責任。

# 策略——混合學習(模式)



# 策略——混合學習(內容)

- VR\_認識蘇丹、難民營
- 視頻\_訪談《尋水之心》作者  
(原片見於 <https://www.youtube.com/watch?v=40xz0afCjnM>)
- 應用程式\_教學、討論
- 學習平台\_上載課業

第3組【個案3】 陳望晴 吳銘烜 杜啟仁 楊展

討論：1解決方法 2感受 3結果 4得著

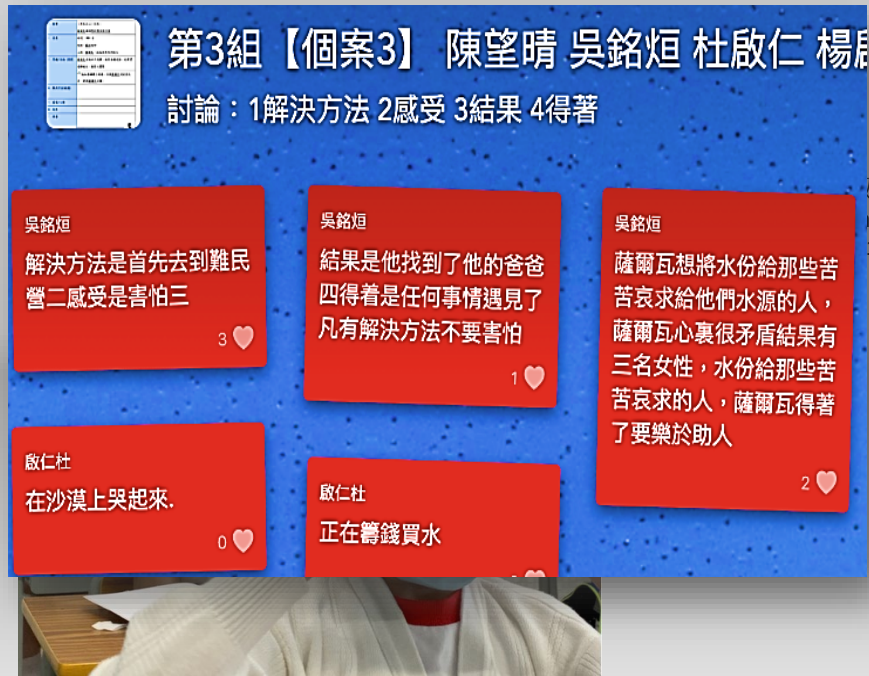
吳銘烜  
解決方法是首先去到難民營二感受是害怕三  
3 ❤️

吳銘烜  
結果是他找到了他的爸爸四得着是任何事情遇見了凡有解決方法不要害怕  
1 ❤️

吳銘烜  
薩爾瓦想將水份給那些苦苦哀求給他們水源的人，薩爾瓦心裏很矛盾結果有三名女性，水份給那些苦苦哀求的人，薩爾瓦得着了要樂於助人  
2 ❤️

啟仁杜  
在沙漠上哭起來。  
0 ❤️

啟仁杜  
正在籌錢買水



- 紙本書
- 工作紙\_圖式、寫作等
- 學科資源\_與常識科、電腦科等協作
- 社會資源\_常識



展區10  
水 + 持續

資料來源：水務署水知園

# 學習成果



## 積極學習



- 投入學習
- 樂於閱讀

萊恩的願井  
賀柏·夏佛勒 (2007) ,  
張老師文化

世界上最悲傷  
的旅人  
河永植(2020) ,  
聯經出版公司

# 學習成果



## 正向價值

宜臻吳

我覺得薩爾瓦應該把五分之三的水給不敵炎熱的人

每個人都給那些無法抵禦炎熱天氣的人喝水

- 有同理心
- 欣賞別人
- 公民責任

情節與人物緊密結合在一起，是人物的關係、矛盾衝突演進的過程。我們可以從不同角度賞析《尋水之心》的薩爾瓦的形象，除注意描寫人物外貌的內容外，還須聯繫小說中特定的環境/事件，才能給予全面的評價。

任務：請根據《尋水之心》的內容，寫出你眼中的薩爾瓦是個怎樣的人（不少於80字，包括標點符號）。

親愛的薩爾瓦：

你好嗎？很高興在《尋水之心》一書中認識你。在我心中，你是一個堅毅、勇敢和樂於助人的人，因為你造過戰爭，和家人無家可歸，遇到重重困難，但你依然勇敢的生存下去，還在最後回到家鄉，盡自己的能力幫助他人。

我希望你保留初心，繼續幫助更多有需要的人。

祝  
生活愉快

小讀者

元皓

十月三日

世界不斷進步，然而第三世界人民正面對食物、水資源等問題，試幫助他們解決生活上的基本問題，盡一點世界公民責任。事實上，解決方法很多，請與組員商議，以一個你們認為最有意義的方法幫助他們。行動吧！

我們決定參與撰寫「送水到南蘇丹」計畫書。

網址：<https://www.waterforsouthsudan.org/>



撰寫「送水到南蘇丹」計畫書

計畫名稱	(為你們的計畫想一個名稱) 送水——南蘇丹
預計對象	(哪些人在計畫中受惠?) 蘇丹的十分之六的人
計畫目的	(你們希望這計劃對別人產生什麼作用?) 可以令更多人至多招到
推行計畫時期	(整個計畫需要多久才能完成?) 大約十五年零六
計畫內容	首先，先請專家，設計建築以來南蘇丹，和建築以起很多水師運水來南蘇丹，食水。

計畫需要資源  
(人力、設備等)

- 人力 二百個專家，五千個工人在南蘇丹，五千多個建築工人，一千個語言導師，一千多個飛機師
- 設備 一千架飛機，四千架破土機，三十萬果員，馬車，幾千桶泥漿
- 其他 五千個水車

預計遇到的困難

- 困難1：成本不足  
解決方法：可以請很多人捐款
- 困難2：沒有太多設備  
解決方法：可以問其他人借出設備

計畫的預期成果

可以令更多南蘇丹的人有水。

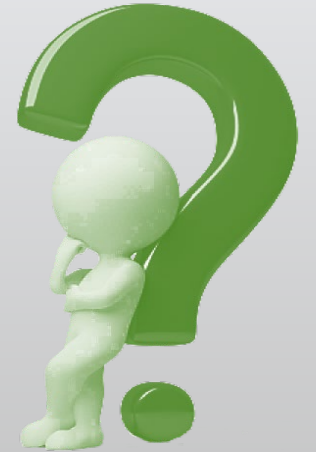
最後，你們會怎樣去推廣所撰寫的計畫呢？

言囊家人放上魚圖、宣傳和做海報



# 多一點思考

- 如何把資訊科技融入教學和評估中，促進學與教的**範式轉移**和**概念的改變**？
- 如何促進**師生互動**和**加強學習動機**？
- 如何**以生為本**，**照顧學習多樣性**？
- 如何整合各範疇學習，**拓寬學生的視野、思考角度**？



妥善規劃學時，促進學生學習

鳴謝：滬江小學 鍾振文校長及林淑操副校長

***Adopting the blended learning approach to  
promoting RaC and STEM education  
in an English classroom***



# P3 RaC project

Promote Reading across the Curriculum (RaC) to help students connect their learning experience

**Subjects involved :** English & General Studies

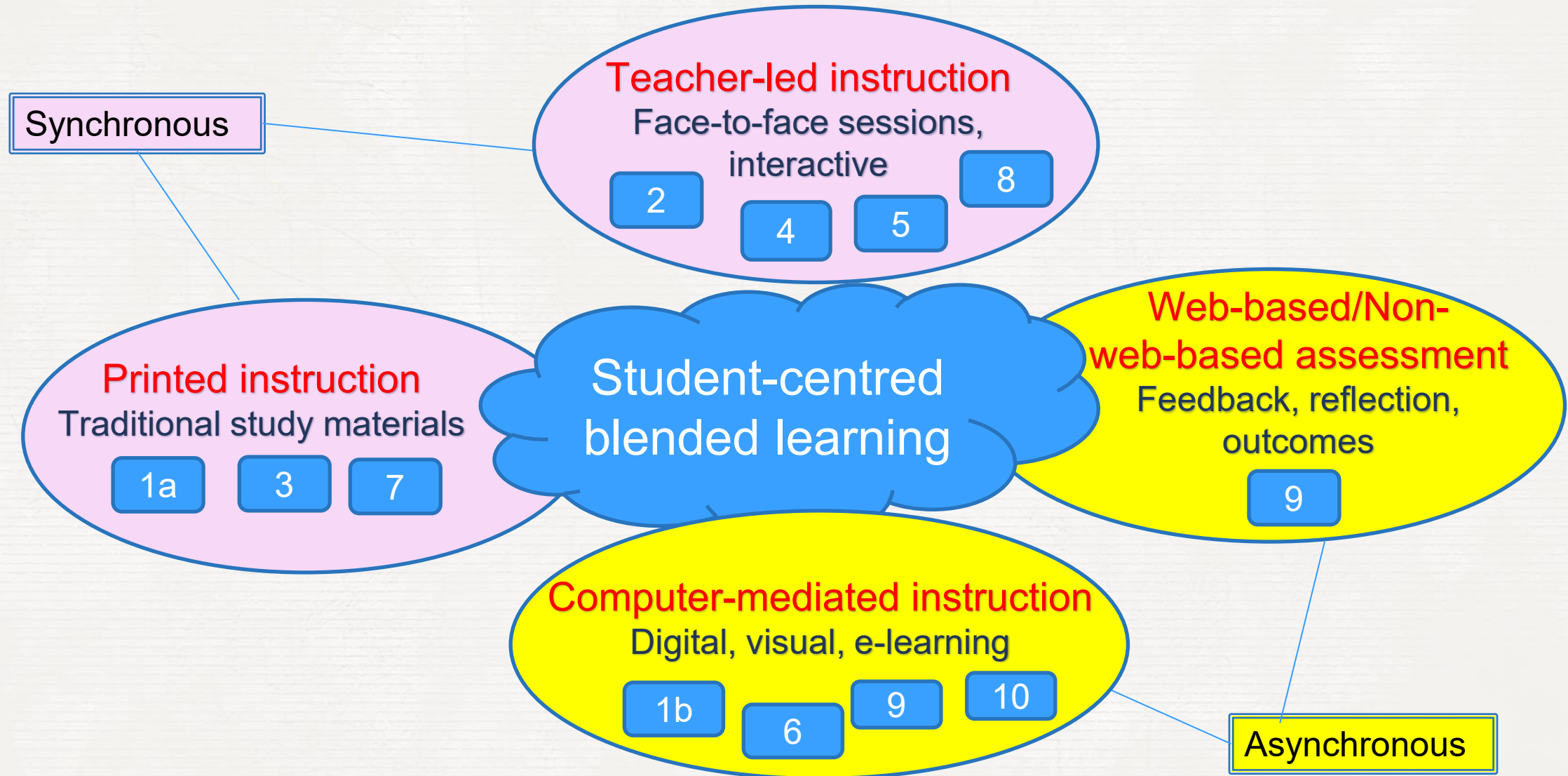
**Content :**

<b>General Studies:</b>	<b>English GE programme:</b>	<b>Reading Workshops: Readers: “Killer Plants” &amp; “Seed to Plant”</b>
Learn about different parts of plants and their functions	Read procedural texts	Learn some facts about special plants

**Task :** Do an experiment to find out if plants drink

**Duration of the project :** 3 weeks

# Four key elements of student-centred blended learning



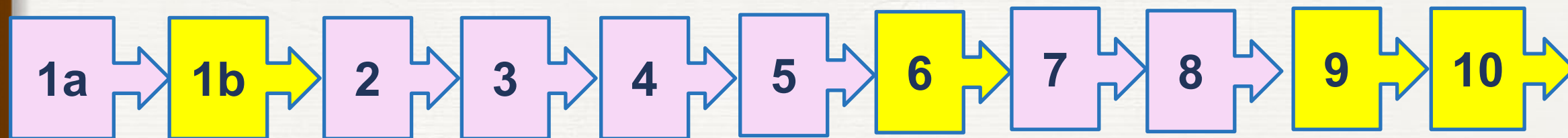


# The learning and teaching journey in a blended classroom

Synchronous



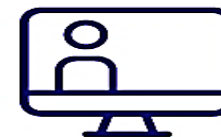
Asynchronous



FACE-TO-FACE



BLENDED  
LEARNING



E-LEARNING



# Lesson planning

## Step 1a : Reading

Students with different abilities read different readers.

Book A:

### **Killer Plants**

Written by Kerrie  
Shanahan

Book B:

### **Seed to Plant**

Written by Kristin Baird  
Rattini

**Printed instruction**  
Traditional study materials

1a

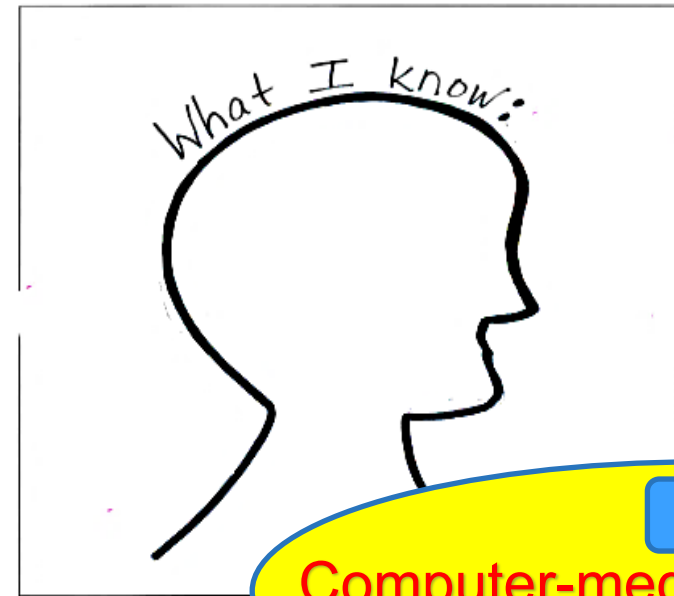
★ **Catered for students' diversity:**

- Level of difficulty
- Interest

# Step 1b : Self-directed learning

## Students learned about different parts of a plant using online resources.

1. List a few things you have learned about cannibal flowers

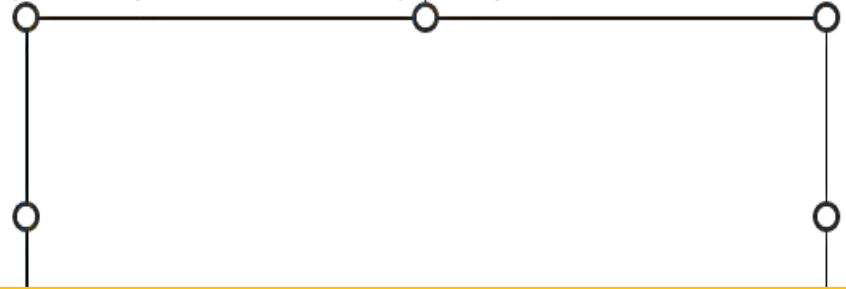


1b  
 Computer-mediated instruction  
 Digital, visual, e-learning



HOW TO DRAW DIFFERENT PARTS OF A PLANT DIAGRAM

2. Do you remember the different parts of a plant? Write in your Studies book?
- (i) Watch the video: <https://www.youtube.com/watch?v=yKcADvWLiDk>
  - (ii) Draw a plant to show the different parts of a plant.



★ Allowed students to work at their own pace and time to learn General Studies content in English



★ Provided opportunities for students to share their learning after they had read different readers

### Step 3:

Students did a presentation to summarise what they had learned after reading the book 'Killer Plants'.



Printed instruction  
Traditional study materials

3

## Step 4:

Students watched a video from 'Brainpop' to learn about the functions of the different parts of a plant.

**Teacher-led instruction**  
Face-to-face sessions,  
interactive

4

★ Made use of motivating e-resources to teach the content of General Studies in English



## Step 4:

Students responded to some MC questions after watching the cartoon and it allowed teachers to assess students' understanding of the topic.

★ Administered formative assessment for checking students' understanding of the newly learned GS concepts



## Step 5:



Students did a matching game on “Power Lesson” to show their understanding of the functions of different parts of a plant.



**Teacher-led instruction**  
Face-to-face sessions,  
interactive

★ Administered formative assessment using an e-tool to get instant data of students’ learning

## Step 6:

Students watched a video pre-recorded by teachers to familiarise themselves with the experiment they had to do in class.



Computer-mediated instruction  
Digital, visual, e-learning

6

★ Engaged students to get prepared for the experiment at their own pace and time

## Step 7: Teacher assessed students' understanding of the experiment by asking them to do a rearranging exercise in groups.

Printed instruction  
Traditional study materials

7

### 3. Plants eat like the cannibal flowers. Do flowers drink?

Let's do an experiment to find out. Cut out pictures from p.( ) to show the steps of the experiment.

#### Things you need:

- One carnation
- A pair of scissors
- Some food dye
- A glass of water
- A spoon



Take a white carnation.  
Remove any leaves, then leave it out of water for an hour.



Pour some water into a glass.  
Add two teaspoons of food dye and mix it in.



Trim the end of the flower stem. Then put the flower in the dyed water.



Leave the flower for a day.  
Observe the colour of the flower.

Conducted collaborative learning activity in class to foster assessment for learning

## Step 8:

Students worked in groups in class to do an experiment to find out if plants drink water.

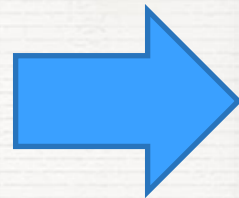
Teacher-led instruction  
Face-to-face sessions,  
interactive

8



## Step 8:

Students worked in groups in class to do an experiment to find out if plants drink water.



★ Provided opportunities for students to work collaboratively in a science activity to nurture their collaboration and communication skills

## Step 9:



(i) Students viewed the photos teachers posted online.



Computer-mediated instruction  
Digital, visual, e-learning

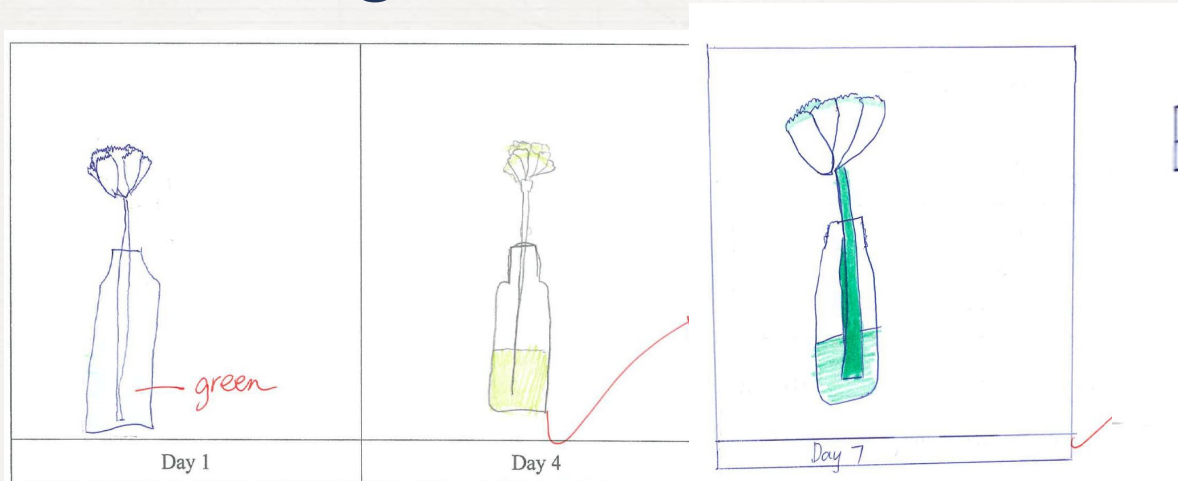
9




## Step 9:



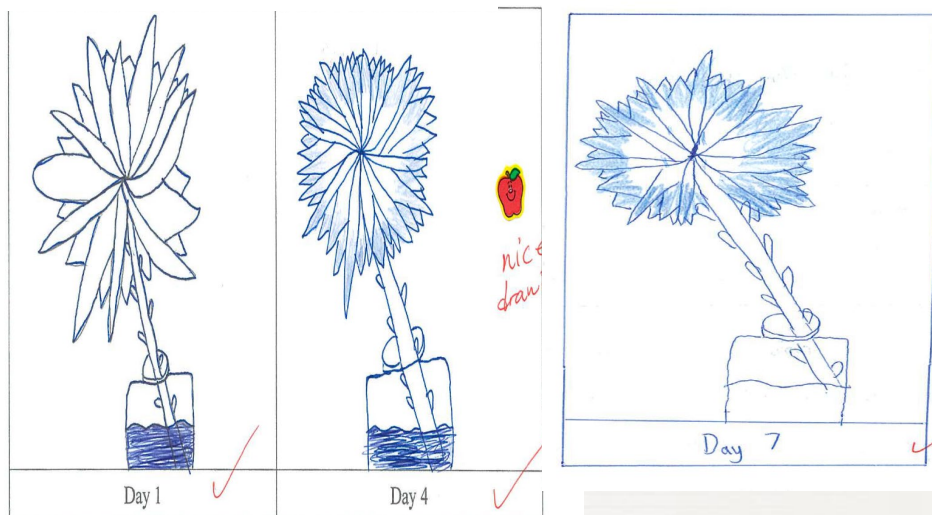
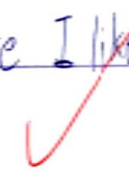
(ii) Students recorded the changes in the colour of the petals during the week.



E: Do you like this experiment?

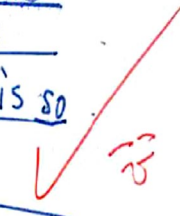
Yes, I like this experiment  because I like watching the flower change colour

*to great!*



E: Do you like this experiment?

Yes, I like this experiment because it is so amazing.



*to*



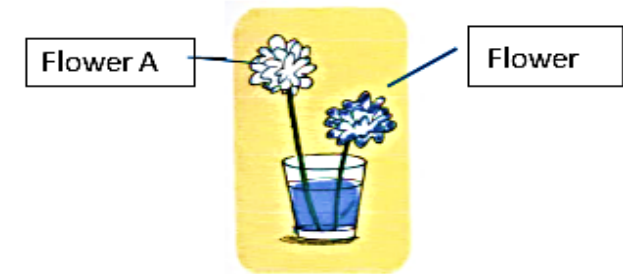
## Step 9:

(iii) Students thought about how the length of the stem affected the plant's water intake.

(iv) Students wrote the experiment report to summarise the findings.

If two flowers are used in the experiment, which petals start to change first? Flower A or Flower B

\_\_\_\_\_



4. Complete the report using the following words.

petals  
dyed water

longer  
white

shorter  
stem

red  
roots

Experiment report:

The flower changes from white to red because there are narrow tubes inside the stem and they draw up the dyed water into the petals. Flower with shorter stem changes colours first because the dyed water can go up to the petals faster.

★ Allowed students to work at their own pace and time to sum up their learning and develop their critical thinking skills

## Step 10:

Students watched a video to learn to make a bookmark using leaves and flowers.

<https://www.youtube.com/watch?v=vajruxEY5AM>

Computer-mediated instruction  
Digital, visual, e-learning

10

★ Engaged students in an extended activity for promoting the teaching of positive values and attitudes – Love and appreciate nature






5. Read the following procedural text and work out the steps for making flower and leaves bookmarks. Write 1-5 to show the steps of making the bookmark.

### Making pressed flowers and leaves bookmark

#### Materials needed:

Leaves and flowers  
Cardstock  
Scissors  
Glue  
Plastic

#### Steps:

Use the glue stick to stick your pressed leaves on your cardstock and make a design you like.		flowers and	4
Pick some small flowers and leaves.			1
Cover the bookmarks with plastic or laminate it.			5
Dry up your flowers and leaves by putting them inside the pages of a thick book for 3-4 days.			2
Cut the cardstock to the size you'd like your bookmarks to be.			3



# What benefits did blended learning bring to the students?



Attitude	Skills	Knowledge
<ul style="list-style-type: none"> <li>✓ Love and appreciate nature</li> </ul>	<ul style="list-style-type: none"> <li>✓ Collaboration</li> <li>✓ Communication</li> <li>✓ Information technology</li> <li>✓ Critical thinking</li> </ul>	<p><u>GS:</u></p> <ul style="list-style-type: none"> <li>✓ Parts &amp; functions of plants</li> </ul> <p><u>RaC:</u></p> <ul style="list-style-type: none"> <li>✓ Reading skills (nonfiction)</li> <li>✓ Procedural texts</li> </ul>

**Special thanks to: Holy Family Canossian School (Kowloon Tong)**

**Sr. Shiu Yuen Fun (Principal)**

**Ms. Joanna Cheung (English teacher)**

**Ms. Molly Liu (English teacher)**

**Ms. Iris Tang (English teacher)**

**Ms. Marina Cheng (English teacher)**

## Why blended learning?



Make learning experiences more **personal** for students and better meet their **individual needs**



Empower students to take more **ownership** over their learning



Provide students with **deep and meaningful learning experiences**



Offer immense opportunities for students to achieve **a balanced development**

## Pointers on adopting a blended learning approach

- Consider your **school context** and **teacher and student readiness**
- Integrate different elements **purposefully and strategically**
- Be **flexible** in your planning and implementation
- Conduct holistic curriculum planning to **maximise learning time**
- **Leverage** the experience gained and **sustain** the change

2021/2022  
語文教學支援組 - 活動預告  
Language Learning Support Section - Upcoming events

Date 日期	Event 活動
23.3.2021	2022 周年分享會 (小學) 2022 Annual Sharing (Primary) 優化課程以促進小學生的全人發展 (暫定) Optimising the curriculum to foster primary students' whole-person development (tentative)
24.3.2021	2022 周年分享會 (中學) 2022 Annual Sharing (Secondary) 優化課程以促進中學生的全人發展 (暫定) Optimising the curriculum to foster secondary students' whole-person development (tentative)
18.3.2021	2021/22 「支援非華語學生學習中文」校本經驗分享會 (中學) 在校本中國語文課程中融合文學、文化學習和價值觀教育 (暫定)



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If you would like to know more about us, visit our website, call us or e-mail us. You can also scan the QR code below to leave us your contact information:



<https://forms.office.com/r/Nynxnbm82r>

## Contact persons (English Team)

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