

瑪利諾神父教會學校

關樹基老師 (經濟科科主任)

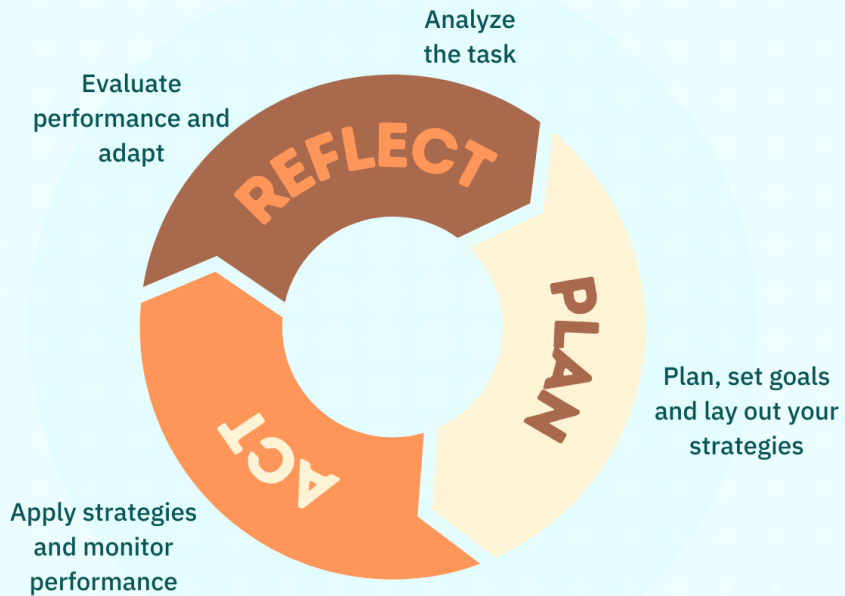
2023-07-07



在經濟課應用 網上試題學習 平台的例子



The Cycle of Self-Regulated Learning

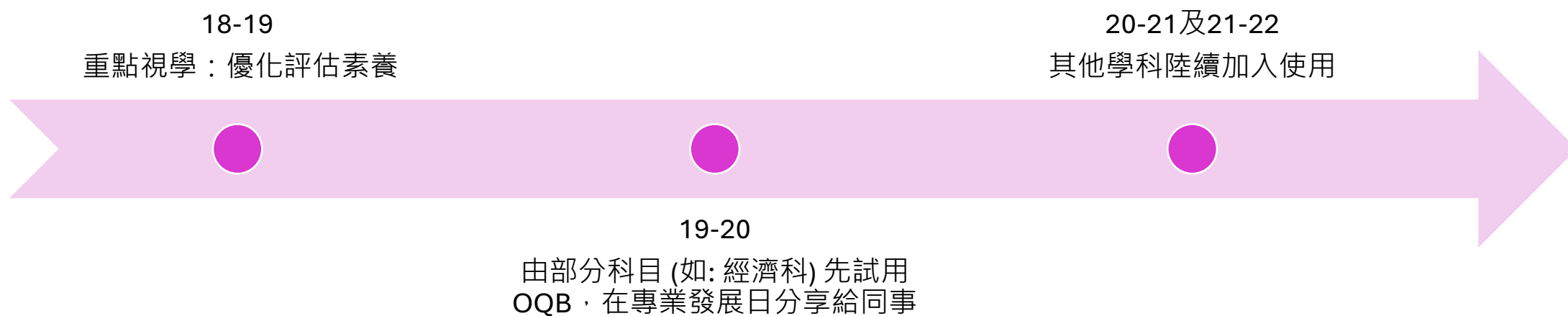


Adapted from: <https://ecampusontario.pressbooks.pub/growthandgoalsindependent/back-matter/about-the-authors/>
<https://www.yorku.ca/health/project/pat>

為何使用OQB?

- 2019年起使用，配合學校推廣「**自主學習**」及優化評估素養
- 題目由考評局提供版權，適用於高中數學科及選修科
- 滿足學生「**混合式學習**」需要
- 數據有助老師了解學生表現，就學習差異對症下藥

學校推動使用OQB過程



Major Concern 1: Equip students to be proactive and self-reflective learners to cope with the needs required of the society's changing learning mode.

| Strategies / Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|---|---------------------|--|---|--------------------|-------------------------------------|
| 1.1 Students understand the characteristics of the changing mode of learning, set goals and make plans for themselves with specific reference to the self-regulated learning skills they have learnt. | | | | | |
| 1.1.1 Integrate real-life issues in the curriculum for students to apply their knowledge and encourage self-directed learning through online resources | | | | | |
| (1) Emphasise the use of real-life issues in the curriculum of junior and senior forms for all subjects. (2) Extend learning beyond the classroom by enriching students' learning experience in real-life settings. (3) Integrate thematic learning elements through collaborative lesson plan among subject. | | Senior forms for real-life issues Engage in a lesson each term. | Scheme of work, lesson observation and collaborative lesson plan. | All subject heads | Human resources Online resources |
| (4) Students are guided to use online self-practice platform for consolidation and further enhancement. | Sep 2022 – Jun 2023 | - At least 30% of assignments involve the use of online self-practice platform. - At least 10 tasks to be completed for each applicable DSE subject in senior forms on Online Question Bank platform of HKEdCity. | Teachers' evaluation and students' self-reflection. Statistics from online self-practice platform. | All subject heads | Human resources Online resources |

為應對疫情期間學習需要，使用
網上資源鼓勵學生自主學習

於「學校周年計劃」中加入「使用
OQB」作鞏固及改善學習的準則

在經濟課應用OQB的例子

使用試題分析調整
教學策略

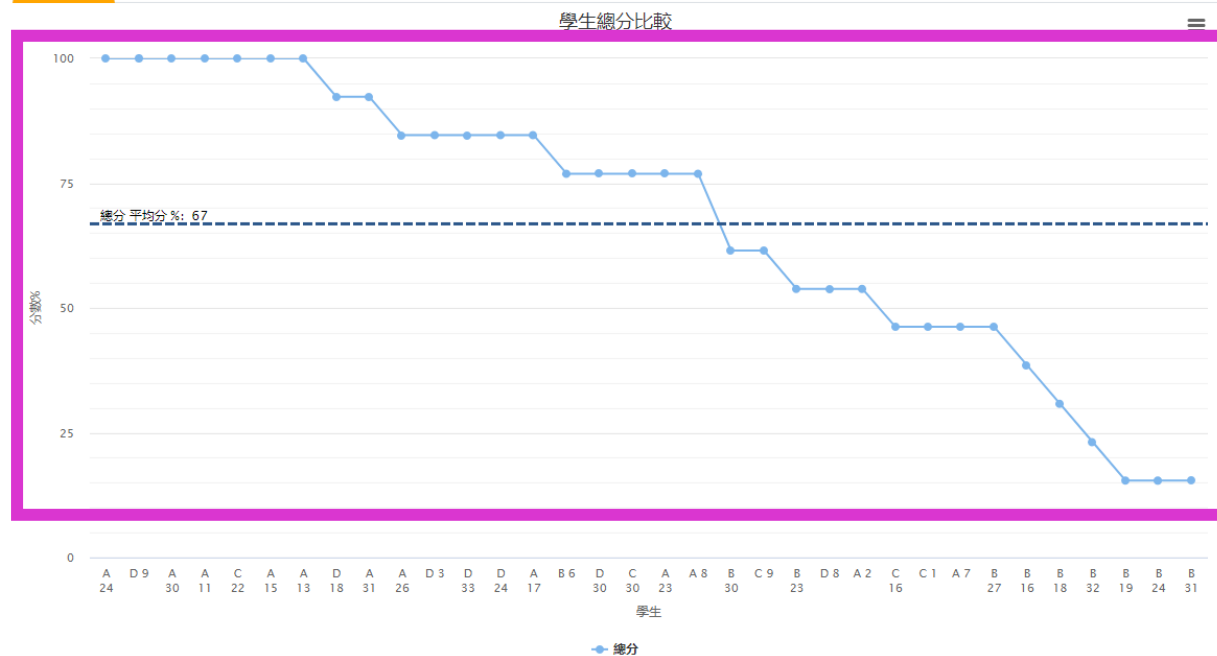
使用DFS系統了解
學生能力



例子1: 使用試題分析 調整教學策略

- OQB: 綜合分析、試題分析
- 如何調整教學策略?
- 推動學生使用OQB自學

OQB: 綜合分析



閱讀圖表了解學生表現概況

OQB: 綜合分析

按「最多答對題數」及「最少作答時間」排名

| 班級 | 班號 | 排名 | 作答時間 | 答對題數 | 總分(%) |
|----|----|----|----------|-------|-------|
| A | 24 | 1 | 00:03:38 | 13/13 | 100 |
| D | 9 | 2 | 00:03:59 | 13/13 | 100 |
| A | 30 | 3 | 00:04:51 | 13/13 | 100 |
| A | 11 | 4 | 00:08:25 | 13/13 | 100 |
| C | 22 | 5 | 00:13:33 | 13/13 | 100 |
| A | 15 | 6 | 00:13:51 | 13/13 | 100 |
| A | 13 | 7 | 00:14:05 | 13/13 | 100 |
| D | 18 | 8 | 00:03:47 | 12/13 | 92.3 |
| A | 31 | 9 | 00:05:12 | 12/13 | 92.3 |
| A | 26 | 10 | 00:05:41 | 11/13 | 84.6 |

OQB: 綜合分析

「作答時間」特別少的學生 = 隨便做交功課?

| 班級 | 班號 | 排名 | 作答時間 | 答對題數 | 總分(%) |
|----|----|----|----------|------|-------|
| B | 19 | 32 | 00:00:34 | 2/13 | 15.4 |
| B | 24 | 33 | 00:00:35 | 2/13 | 15.4 |
| B | 31 | 34 | 00:15:46 | 2/13 | 15.4 |
| B | 32 | 31 | 00:00:20 | 3/13 | 23.1 |
| B | 18 | 30 | 00:04:33 | 4/13 | 30.8 |
| B | 16 | 29 | 00:04:15 | 5/13 | 38.5 |
| C | 16 | 25 | 00:03:01 | 6/13 | 46.2 |
| C | 1 | 26 | 00:03:39 | 6/13 | 46.2 |
| A | 7 | 27 | 00:04:34 | 6/13 | 46.2 |
| B | 27 | 28 | 00:05:06 | 6/13 | 46.2 |

OQB: 綜合分析

「作答時間」長但少答對的學生 = 有困難?



| 班級 | 班號 | 排名 | 作答時間 | 答對題數 | 總分(%) |
|----|----|----|----------|------|-------|
| B | 19 | 32 | 00:00:34 | 2/13 | 15.4 |
| B | 24 | 33 | 00:00:35 | 2/13 | 15.4 |
| B | 31 | 34 | 00:15:46 | 2/13 | 15.4 |
| B | 32 | 31 | 00:00:20 | 3/13 | 23.1 |
| B | 18 | 30 | 00:04:33 | 4/13 | 30.8 |
| B | 16 | 29 | 00:04:15 | 5/13 | 38.5 |
| C | 16 | 25 | 00:03:01 | 6/13 | 46.2 |
| C | 1 | 26 | 00:03:39 | 6/13 | 46.2 |
| A | 7 | 27 | 00:04:34 | 6/13 | 46.2 |
| B | 27 | 28 | 00:05:06 | 6/13 | 46.2 |

OQB: 試題分析

按「學生答對率」由低至高排序，是否吻合題目程度？

綜合分析 課題分析 程度分析 試題分析

列表選項 ▾ 下載

| 評估題號 | 學生答對率 | 考評局合格率 | 作者 | 試題套件 | 年份 | 題號 | 課題 | 程度 | 類型 |
|------|-------|--------|-----|-----------------------|------|----|-------|----|-----|
| 11 | 41 | 31 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2019 | 9 | 廠商與生產 | 困難 | 選擇題 |
| 5 | 55 | 69 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2009 | 24 | 廠商與生產 | 容易 | 選擇題 |
| 8 | 58 | 72 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2016 | 11 | 廠商與生產 | 容易 | 選擇題 |
| 10 | 61 | 83 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2018 | 8 | 廠商與生產 | 容易 | 選擇題 |
| 2 | 64 | 73 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2007 | 23 | 廠商與生產 | 容易 | 選擇題 |
| 12 | 64 | 81 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2021 | 8 | 廠商與生產 | 容易 | 選擇題 |
| 13 | 67 | 79 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2022 | 6 | 廠商與生產 | 容易 | 選擇題 |
| 7 | 70 | 82 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2013 | 8 | 廠商與生產 | 容易 | 選擇題 |

OQB: 試題分析

比較「學生答對率」及「考評局合格率」的高低

綜合分析 課題分析 程度分析 試題分析

列表選項 ▾ 下載

| 評估題號 | 學生答對率 | 考評局合格率 | 作者 | 試題套件 | 年份 | 題號 | 課題 | 程度 | 類型 |
|------|-------|--------|-----|-----------------------|------|----|-------|----|-----|
| 11 | 41 | 31 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2019 | 9 | 廠商與生產 | 困難 | 選擇題 |
| 5 | 55 | 69 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2009 | 24 | 廠商與生產 | 容易 | 選擇題 |
| 8 | 58 | 72 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2016 | 11 | 廠商與生產 | 容易 | 選擇題 |
| 10 | 61 | 83 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2018 | 8 | 廠商與生產 | 容易 | 選擇題 |
| 2 | 64 | 73 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2007 | 23 | 廠商與生產 | 容易 | 選擇題 |
| 12 | 64 | 81 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2021 | 8 | 廠商與生產 | 容易 | 選擇題 |
| 13 | 67 | 79 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2022 | 6 | 廠商與生產 | 容易 | 選擇題 |
| 7 | 70 | 82 | 考評局 | 考評局經濟歷屆公開試試題 (會考及文憑試) | 2013 | 8 | 廠商與生產 | 容易 | 選擇題 |

如何調整教學策略？

師生閱讀
評估報告

課堂討論
分析錯誤

針對錯誤
修正/重教

如何調整教學策略? (師生閱讀評估報告)



A Hong Kong travel company offers package tours to Japan. It invested in building a hotel, which provides accommodation services to its tour members visiting Japan.

Which of the following is most likely the motive behind the expansion?

- A to increase the market share
- B to secure the supply of factor inputs
- C to ensure a market outlet of its services
- D to reduce competition

💡 解題

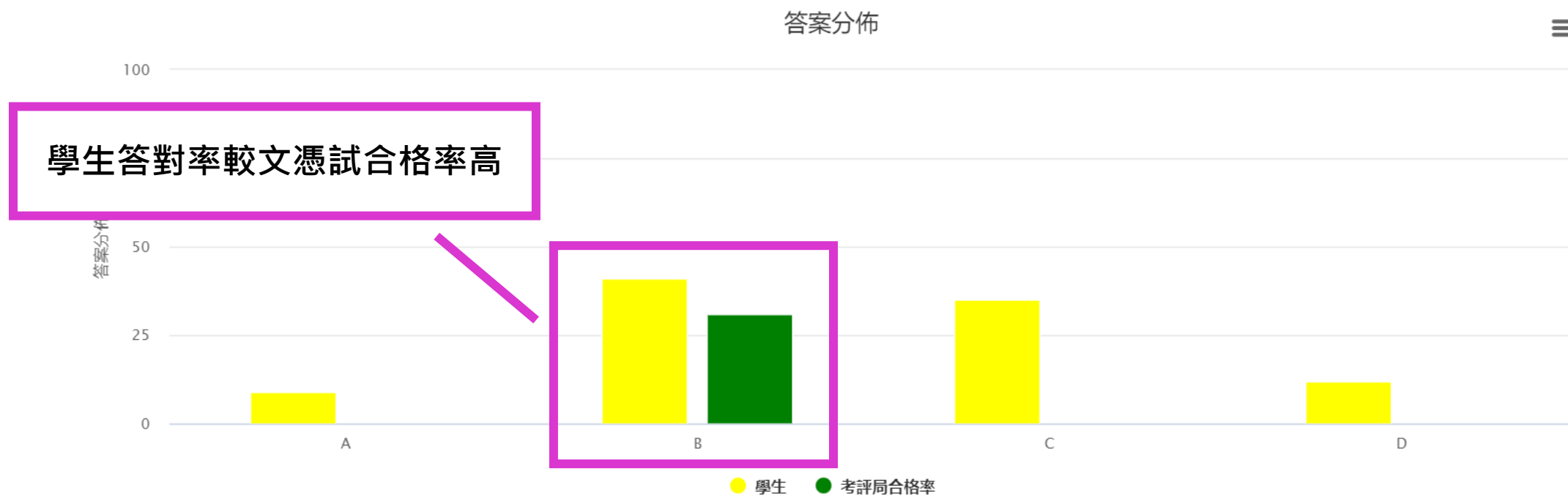
Most candidates were able to rule out Options A and D, as they recognised the input-output relation between hotel services and package tours. But many of them mistook Option C for the key, which would have been correct if a hotel expanded its business to package tours, but not the other way round (as in the case provided in the question). By building a hotel of its own, the travel company could make sure that there would be enough hotel rooms (which can be viewed as a factor input) for their package tours.

試題資料

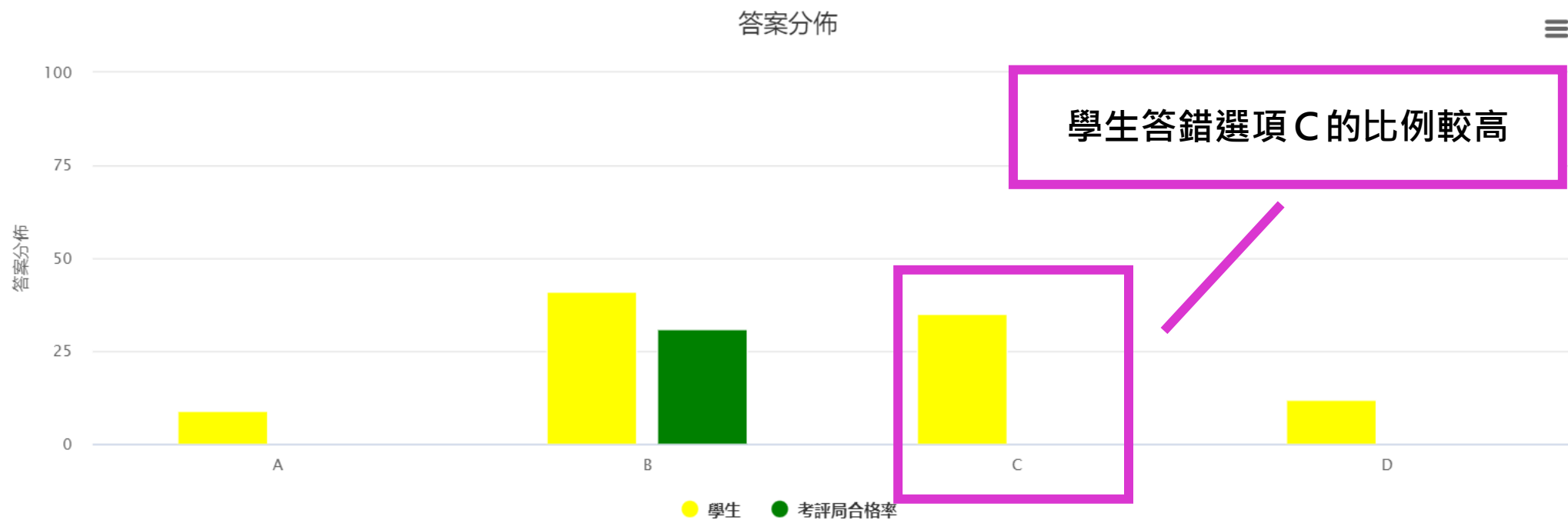
作者： 考評局
程度： 困難
課題： 廠商與生產
語言： 英文 (雙語)
備註： 2019 No.9

題目附帶解題 (參考文憑試考評報告),
可供學生自學及反思

如何調整教學策略? (師生閱讀評估報告)



如何調整教學策略? (師生閱讀評估報告)



如何調整教學策略? (師生閱讀評估報告)

了解個別學生答題選項

| 班級 | 班號 | 排名 | 總分(%) | 選擇 |
|-----|----|----|-------|----|
| S4C | 16 | 25 | 46.2 | D |
| S4B | 16 | 29 | 38.5 | D |
| S4B | 18 | 30 | 30.8 | D |
| S4B | 24 | 33 | 15.4 | D |
| S4A | 26 | 10 | 84.6 | C |
| S4D | 33 | 12 | 84.6 | C |
| S4A | 17 | 14 | 84.6 | C |
| S4B | 6 | 15 | 76.9 | C |
| S4A | 23 | 18 | 76.9 | C |

如何調整教學策略? (課堂討論分析錯誤)

最多學生選擇的 2 個選項，考核學生能否辨別正確的企業擴張類型

21. (HKDSE 2019-I Q.9) A Hong Kong travel company offers package tours to Japan. It invested in building a hotel, which provides accommodation services to its tour members visiting Japan.

Which of the following is **MOST** likely the motive behind the expansion?

- A. to increase the market share
- B. to secure the supply of factor inputs
- C. to ensure a market outlet of its services
- D. to reduce competition



如何調整教學策略? (針對錯誤修正/重教)

透過課堂討論了解學生難點，老師再次講解及跟進

21. (HKDSE 2019-I Q.9) *Tricky!* A Hong Kong travel company offers package tours to Japan. It invested in building a hotel, which provides accommodation services to its tour members visiting Japan. *product* *Subject* *Expansion: Backward!*

Which of the following is **MOST** likely the motive behind the expansion?

- A. to increase the market share *capital*
- B. to secure the supply of factor inputs
- C. to ensure a market outlet of its services *motives of forward expansion*
- D. to reduce competition

B

調整教學策略有效嗎？

先前答對的學生於課堂後再做功課，能夠正確作答 (但欠解釋) 🤔

8. Which of the following types of integration helps ensure a stable supply of raw materials for the firm? *vertical*

- ~~A.~~ Horizontal integration
- B. Forward integration
- C. Backward integration ✓
- ~~D.~~ Conglomerate integration

Explanation:

Confidence level (circle the appropriate value):

None 0 1 ② 3 Top 4

8. Which of the following types of integration helps ensure a stable supply of raw materials for the firm?

- A. Horizontal integration
- B. Forward integration
- C. Backward integration
- D. Conglomerate integration

Explanation:

Backward = preceding stage = supplier

Confidence level (circle the appropriate value):

None 0 1 2 3 Top 4

調整教學策略有效嗎？

先前答錯的學生同樣能夠正確作答，並有解釋



8. Which of the following types of integration helps ensure a stable supply of raw materials for the firm?

vertical

- ~~A.~~ Horizontal integration
- B. Forward integration
- C. Backward integration ✓
- ~~D.~~ Conglomerate integration

Explanation:

?

Confidence level (circle the appropriate value):

None 1 2 3 Top 4

8. Which of the following types of integration helps ensure a stable supply of raw materials for the firm?

- A. Horizontal integration
- B. Forward integration
- C. Backward integration
- D. Conglomerate integration

Explanation:

Backward = preceding stage = supplier

Confidence level (circle the appropriate value):

None 1 2 3 4 Top

2

照顧個別學生：提交狀況

按「提交人數」可以知道哪些學生已提交或欠交

20230505 F.5 Ma09 MCQ Exercise / 自己

練習 已完成

開始時間：2023-05-05 21:41

結束時間：2023-06-06 23:59

提交人數：28 / 38

回收

報告

分享 ▾

照顧個別學生: 閱卷

按「閱卷」觀看個別學生作答狀況

檢視提交情況

群組 學生總數 38

| | |
|--------|------|
| 未提交 10 | ▼ |
| 已提交 28 | 閱卷 ▼ |

照顧個別學生：了解學生強弱

顯示學生每一題作答選項及正確答案

閱卷 - 20230505 F.5 Ma09 MCQ Exercise

檢視模式：學生 試題

總成績：12 / 16 (75.00%)

其他學生：

試題 1 / 16

成績：✗ 0/1



Which of the following assets has the highest liquidity ?

✗ 答案不正確

- A real estates
- B government bonds
- C savings deposits
- D time deposits

試題資料

作者： 考評局
程度： 容易
課題： 貨幣與銀行
語言： 英文 (雙語)
備註： 2009 No.35

按個別學生需要提供指導



您
相片
Actual real interest rate唔係應該nominal interest rate8%-expected inflation rate5%? 🤔 21:15

Actual real interest rate唔係應該nominal interest rate8%-expected inflation rate5%? 🤔
你咁講得，說明你已經將actual同expected搞亂左啦 🤔 21:18 ✓
Actual real interest rate
= Nominal interest rate 8% - actual inflation rate 6%囉 21:19 ✓

2023年5月24日

Oh Expected real interest rate
= Nominal interest rate - expected inflation rate 17:26
👍
係咪咁 🤔 17:27





推動學生使用 OQB自學

- 中四、中五 (功課)
 - 按課題選取題目，作為課堂後鞏固練習
 - 透過課堂討論分析錯誤，再做實體功課
- 中五、中六 (自學/溫習)

中四、中五學生提交評估功課

列表選項

下載

| 班級 | 班號 | 已分派評估的提交次數(A) | 自學次數(B) | 總數(A+B) | 提交試題數量-分派評估 | 提交試題數量-自學 | 提交試題數量-所有 |
|-----|----|---------------|---------|---------|-------------|-----------|-----------|
| S4A | 2 | 23 | 0 | 23 | 313 | 0 | 313 |
| S5D | 10 | 22 | 2 | 24 | 310 | 38 | 348 |
| S5A | 19 | 21 | 1 | 22 | 302 | 24 | 326 |
| S5A | 25 | 21 | 0 | 21 | 302 | 0 | 302 |
| S5A | 26 | 21 | 0 | 21 | 302 | 0 | 302 |
| S4D | 8 | 22 | 0 | 22 | 301 | 0 | 301 |
| S4C | 30 | 22 | 0 | 22 | 301 | 0 | 301 |
| S4D | 3 | 22 | 0 | 22 | 301 | 0 | 301 |
| S4A | 11 | 21 | 0 | 21 | 294 | 0 | 294 |

中六學生提交評估作自學/溫習

列表選項 ▾

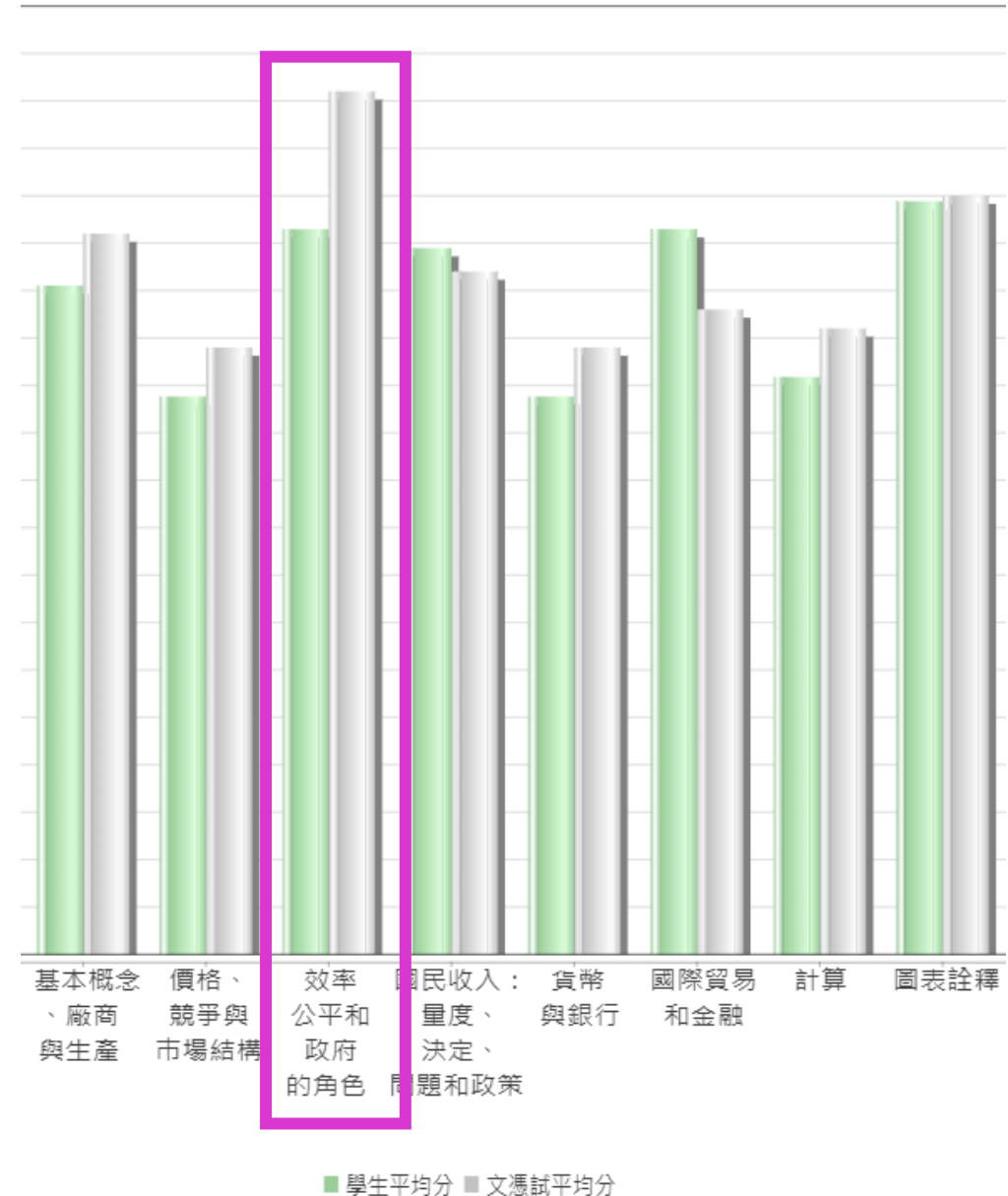
下載

| 班級 | 班號 | 已分派評估的提交次數(A) | 自學次數(B) | 總數(A+B) | 提交試題數量-分派評估 | 提交試題數量-自學 | 提交試題數量-所有 |
|-----|----|---------------|---------|---------|-------------|-----------|-----------|
| S6D | 23 | 3 | 14 | 17 | 45 | 496 | 541 |
| S6C | 15 | 7 | 10 | 17 | 95 | 247 | 342 |
| S6B | 25 | 1 | 5 | 6 | 23 | 85 | 108 |
| S6D | 11 | 9 | 2 | 11 | 125 | 80 | 205 |
| S6C | 4 | 6 | 2 | 8 | 80 | 80 | 160 |
| S5D | 28 | 5 | 2 | 7 | 68 | 80 | 148 |
| S6B | 18 | 4 | 1 | 5 | 49 | 50 | 99 |
| S5D | 10 | 22 | 2 | 24 | 310 | 38 | 348 |
| S6D | 16 | 10 | 1 | 11 | 145 | 30 | 175 |

學生在試題分類的表現

例子2: 使用DFS系統了解 學生能力

- 由22-23學年在中六級開始使用
- 比較學生平均分及文憑試平均分，能反映學生相對的強與弱，以了解哪些課題需要特別注意



了解學生在不同課題的表現

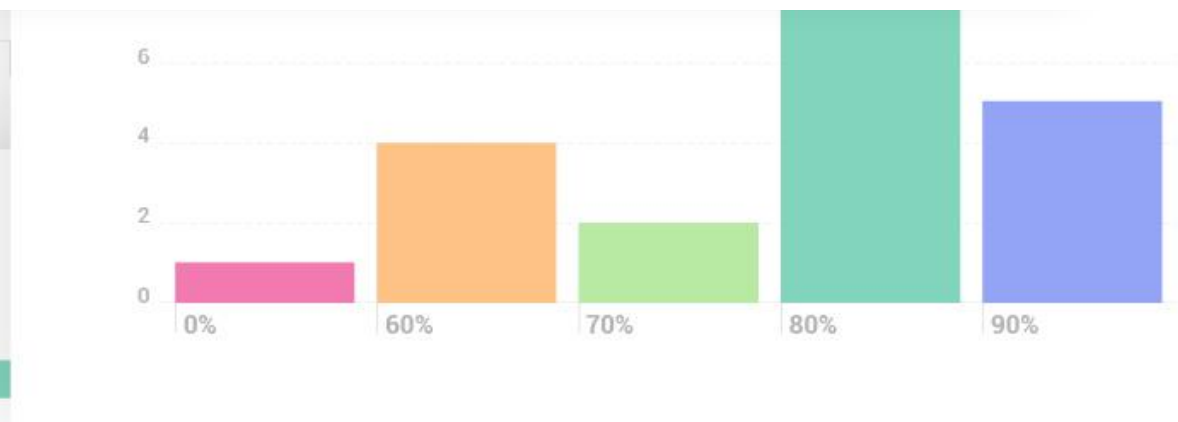
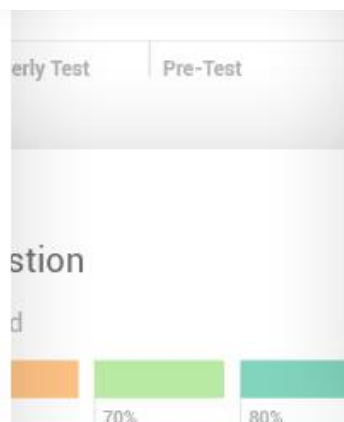
| 班級 | 班號 | 答對題數 (總共 20 題) | 總分 (%) | 估算 級別 | 基本概念、 廠商與生產 (%) | 價格、競爭 與市場結構 (%) | 效率、公平 和政府的角 色 (%) | 國民收入：量 度、決定、問題 和政策 (%) | 貨幣與 銀行 (%) | 國際貿易 和金融 (%) | 計算 (%) | 圖表註 釋 (%) |
|----|----|-------------------|--------|----------|--------------------|--------------------|-------------------------|------------------------------|---------------|-----------------|--------|--------------|
| A | 12 | 20 | 100 | A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| A | 28 | 20 | 100 | A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| C | 9 | 19 | 95 | A | 83 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| A | 10 | 19 | 95 | A | 100 | 100 | 0 | 100 | 100 | 100 | 100 | 75 |
| A | 27 | 18 | 90 | A | 83 | 100 | 100 | 89 | 100 | 100 | 100 | 100 |
| D | 20 | 18 | 90 | A | 100 | 50 | 100 | 89 | 100 | 100 | 67 | 100 |
| D | 16 | 17 | 85 | B | 83 | 100 | 100 | 89 | 0 | 100 | 67 | 75 |
| A | 11 | 17 | 85 | B | 100 | 50 | 100 | 89 | 0 | 100 | 67 | 100 |
| A | 26 | 17 | 85 | B | 83 | 100 | 100 | 78 | 100 | 100 | 100 | 100 |
| B | 15 | 17 | 85 | B | 83 | 50 | 100 | 89 | 100 | 100 | 67 | 100 |
| B | 8 | 16 | 80 | B | 67 | 100 | 100 | 78 | 100 | 100 | 100 | 100 |
| B | 18 | 14 | 70 | C | 83 | 0 | 100 | 78 | 0 | 100 | 0 | 75 |
| C | 23 | 9 | 45 | D | 50 | 50 | 100 | 44 | 0 | 0 | 67 | 100 |

系統按學生總分估算成績級別

| 班級 | 班號 | 答對題數 (總共 20 題) | 總分 (%) | 估算 級別 | 基本概念、 廠商與生產 (%) | 價格、競爭 與市場結構 (%) | 效率、公平 和政府的角 色 (%) | 國民收入：量 度、決定、問題 和政策 (%) | 貨幣與 銀行 (%) | 國際貿易 和金融 (%) | 計算 (%) | 圖表註 釋 (%) |
|----|----|-------------------|-----------|----------|-----------------------|-----------------------|-------------------------|------------------------------|---------------|-----------------|-----------|--------------|
| A | 12 | 20 | 100 | A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| A | 28 | 20 | 100 | A | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| C | 9 | 19 | 95 | A | 83 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| A | 10 | 19 | 95 | A | 100 | 100 | 0 | 100 | 100 | 100 | 100 | 75 |
| A | 27 | 18 | 90 | A | 83 | 100 | 100 | 89 | 100 | 100 | 100 | 100 |
| D | 20 | 18 | 90 | A | 100 | 50 | 100 | 89 | 100 | 100 | 67 | 100 |
| D | 16 | 17 | 85 | B | 83 | 100 | 100 | 89 | 0 | 100 | 67 | 75 |
| A | 11 | 17 | 85 | B | 100 | 50 | 100 | 89 | 0 | 100 | 67 | 100 |
| A | 26 | 17 | 85 | B | 83 | 100 | 100 | 78 | 100 | 100 | 100 | 100 |
| B | 15 | 17 | 85 | B | 83 | 50 | 100 | 89 | 100 | 100 | 67 | 100 |
| B | 8 | 16 | 80 | B | 67 | 100 | 100 | 78 | 100 | 100 | 100 | 100 |
| B | 18 | 14 | 70 | C | 83 | 0 | 100 | 78 | 0 | 100 | 0 | 75 |
| C | 23 | 9 | 45 | D | 50 | 50 | 100 | 44 | 0 | 0 | 67 | 100 |

下一步： 對比較內歷屆測考成績，估算學生成績

| Students | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 |
|-------------|--------|--------|--------|--------|--------|--------|--------|
| Emma Banks | A | D | B | C | A | D | A |
| Mia Hill | A | A | D | D | A | D | B |
| Lilly King | D | D | B | D | A | A | A |
| Ian Kohl | A | D | D | C | A | D | A |
| Kyle Lang | A | D | B | D | A | D | A |
| Cody Lee | A | A | D | B | C | D | A |
| Marie Rossi | A | D | B | C | A | D | A |
| Amy Singh | A | D | D | A | B | A | A |



| Teacher | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 7 | Item 7 | Item 7 |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Mr. Frank | 100% | 100% | 70% | 30% | 95% | 100% | 100% | 90% | 30% | 85% |
| Mr. Wheeler | 100% | 100% | 100% | 50% | 85% | 50% | 95% | 80% | 85% | 95% |
| Ms. Springman | 95% | 0% | 90% | 50% | 90% | 95% | 90% | 100% | 10% | 80% |
| Mrs. Delany | 92% | 90% | 75% | 65% | 0% | 65% | 95% | 95% | 80% | 70% |
| Mr. Smith | 50% | 60% | 80% | 40% | 45% | 60% | 100% | 90% | 90% | 80% |
| Ms. Adams | 100% | 95% | 100% | 10% | 65% | 100% | 90% | 75% | 100% | 100% |

South Elementary

South Elementary

West Elementary

West Elementary

Mr. Frank

Mr. Wheeler

Ms. Springman

Mrs. Delany

Mr. Smith

Ms. Adams

謝謝
