



# Using Artificial Intelligence to Enhance Student Learning Efficiency

***Personalised Student-centered E-Learning***

W F Joseph Lee Primary School

4 July 2025



W F Joseph Lee Primary School

# The Future of Education: AI in the Classroom

## 1 About WFJLPS

Innovative educational institution committed to technology integration

## 2 AI in Education

Transforming learning experiences through intelligent automation

## 3 Empowering Minds

Practical AI tools enhancing classroom engagement and learning outcomes

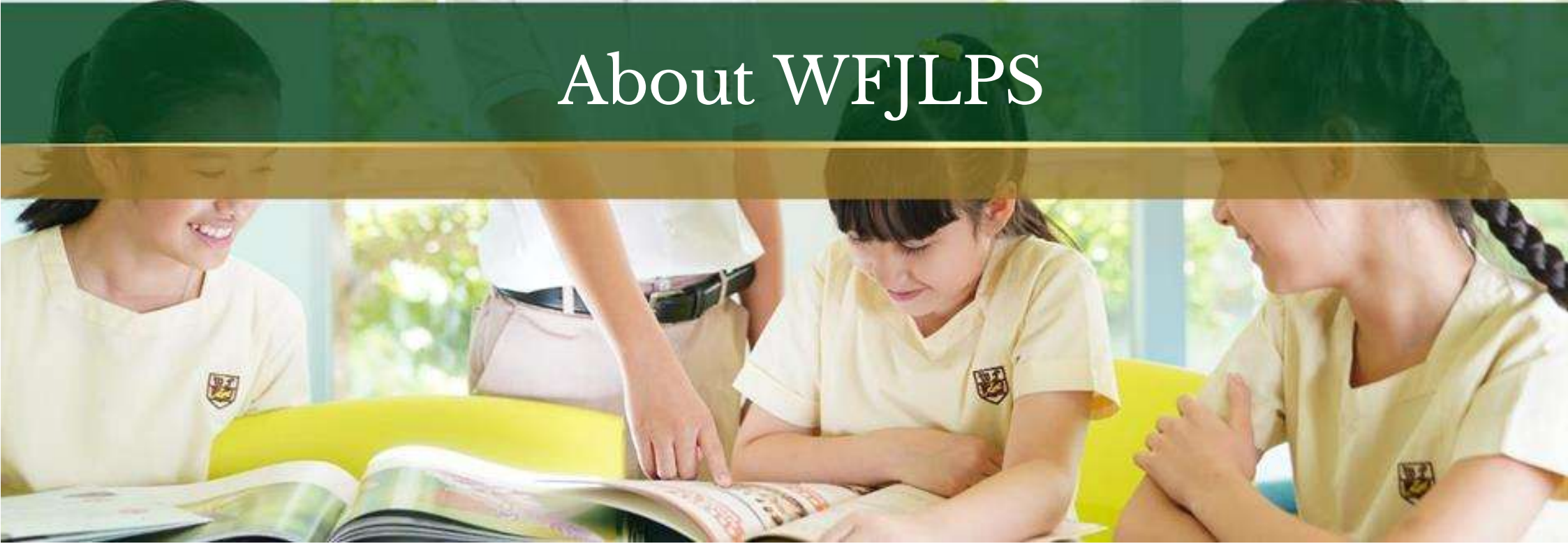
## 4 Case Studies

Real-world applications in writing assignment grading and e-learning platforms





# About WFJLPS



# Our School Supervisor

## *Dr. Joseph Lee, GBS, JP*

It has been Dr Lee's dream to **serve the community** by nurturing future generations.

- To establish an 'international local school' that **provides the community with quality education** in Tin Shui Wai.
- To start a journey to grow and nurture talents with **good character and capabilities** so that they can realise their dreams.
- To engage the community to support a **student-centric education approach** for character building.



# Student Uniqueness and Potential

**| 01**

## Recognising Individuality

The school believes that every student is unique and has the potential to learn and grow. This recognition fosters a personalized approach to education.

**| 03**

## Wisdom, Faith, and Love

The school strives to cultivate students with wisdom, faith, and love, which are essential qualities for personal growth and societal contribution.

**| 02**

## Holistic Education Approach

The school emphasises a comprehensive and cohesive system of primary education, aiming to nurture well-rounded individuals through a holistic approach.

**| 04**

## Whole-Person Development

The school promotes the development of students as complete individuals, encompassing physical, intellectual, social, and emotional aspects.



# Fostering a Positive Learning Environment

**| 01**

## **AI-Powered Character building Classroom**

Using AI to promote a positive and inclusive learning environment, which is essential for character development and social integration.

**| 03**

## **Encouraging Student Voice and Choice**

AI facilitates platforms where students can voice their opinions and make choices, fostering a sense of ownership and control over their learning experience.

**| 02**

## **Customised Learning Spaces with AI**

AI can assist in creating tailored learning spaces that cater to diverse learning styles and encourage social interactions, thereby improving the classroom atmosphere.

**| 04**

## **Community Building Initiatives**

AI supports initiatives that build a strong sense of community among students, enhancing social cohesion through collaborative projects and shared goals.

# Customised Learning Spaces with AI



## Adaptive Learning Environments

Create learning spaces that adapt to individual student needs, using AI to personalise the learning experience.

## Collaborative Learning Zones

Design areas where AI can facilitate group work and collaborative learning.

## Reflective Spaces

Integrate AI into quiet reflection areas to assist students in self-assessment and goal setting.

## Diverse Learning Tools

Use AI to provide a variety of learning tools and resources tailored to different student preferences and learning styles.

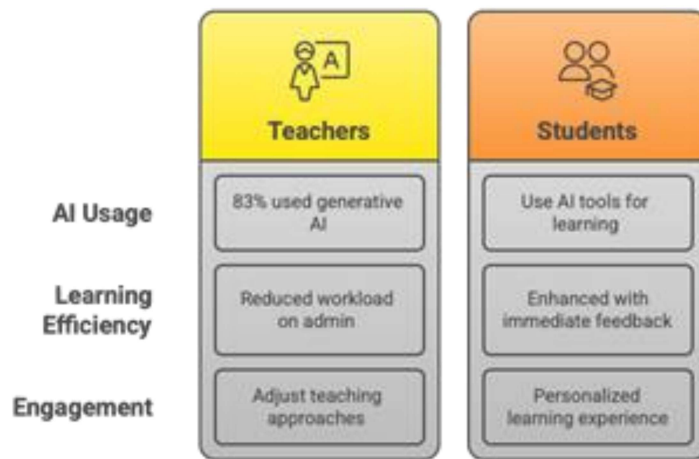
A young boy with glasses is smiling and looking at a book. He is standing and pointing at the book. Three girls are sitting around a table, also looking at the book. They are all wearing school uniforms. The background shows a classroom with windows and a poster on the wall.

## 2. AI in Education

W F Joseph Lee Primary School

# The Importance of AI in Education

## AI in Education: Impact on Teachers and Students



Made with Napkin

## Maximizing Learning Efficiency Through AI



Made with Napkin

Goodnotes Classroom

<https://www.goodnotes.com/zh-hk>

The Current State of Artificial Intelligence in Education

<https://www.nea.org/resource-library/artificial-intelligence-education/ii-current-state-artificial-intelligence-education>

How AI can accelerate students' holistic development and make teaching more fulfilling

<https://www.weforum.org/stories/2023/05/ai-accelerate-students-holistic-development-teaching-fulfilling>

How AI Is Revolutionizing eLearning: The Future Of Personalized Education

<https://elearningindustry.com/how-ai-is-revolutionizing-elearning-the-future-of-personalized-education>

# Culture of Innovation

- A culture of innovation is driven by the **passion and vision** of leadership.
- Leadership should be a **collaborative effort**, fostering a **team-oriented approach** rather than relying on a single leader.



# Culture of Innovation - a driving team



Setting up &  
Learning  
Technology



Using  
Technology  
to Learn



Using  
Technology  
to Learn



Integrating  
Technology

# Overview of the school's e-learning journey



## Phase 1: Laying the Foundations (2012 Pre-Pandemic)

Early exploration of e-learning tools and digital infrastructure.

Teacher capacity-building and curriculum adaptation.



## Phase 2: Rapid Adaptation during the Pandemic

Urgent digital transformation to ensure uninterrupted learning.

Acceleration of teacher training and student engagement strategies.



## Phase 3: Consolidation and Long-Term Strategy

Defining sustainable goals for e-learning.

Integrating technology meaningfully into teaching and learning.

# Phase 1: Laying the Foundations

- Early exploration of e-learning tools & digital infrastructure.
- Sustainable infrastructure choices for longevity and cost efficiency.
- Digital habits & basic IT competency introduction.

# Phase 1: Laying the Foundations

- Used Cisco's latest WiFi at the time, but there were occasional synchronisation issues when using Dyknow to share screens.
- **The battery life of tablets was insufficient for a full day of use, making it hard to get parent buy-in.**
- During this period, the software could not support shared whiteboards or other interactive software, so teachers were not motivated to use it.
- **The newly released OneNote also had synchronisation speed issues.**
- There was no significant change in teaching



2012-13



2013-14



2014-15



2015-16



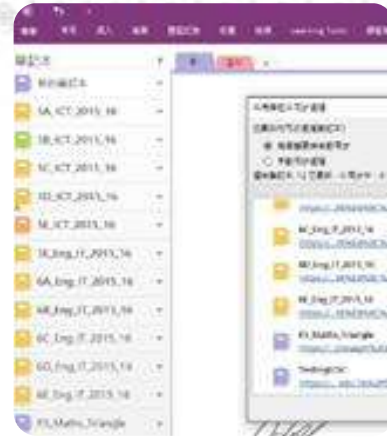
2016-17



2017-18



# Phase 1: Laying the Foundations



## Phase 2: Rapid Adaptation

- Urgent digital transformation for uninterrupted learning
- Accelerated teacher training & student engagement
- Digital literacy & fluency initiatives

# Phase 2: Rapid Adaptation



- Before and after Covid, iPads became more mature and supported styluses, leading to the emergence of various apps.
- The school gained experience with Edmodoworld's LMS while exploring different apps, resulting in more changes in the classroom.
- For example, flipped classrooms and diverse assessment methods could be conducted through the LMS.
- Additionally, various apps enhanced interaction and gamified learning.
- During the Covid period, continuous workshops and applications improved teachers' different e-teaching skills.
- Moreover, students' electronic devices became more widespread.



2018-19



2019-20



2020-21



2021-22

# Phase 2: Rapid Adaptation

Ms. Kell posted to # 1718\_4A\_PE # 1718\_4B\_PE # 1718\_4C\_PE. More...  
Teacher at Wotco Foundation Joseph Lee Primary School  
May 15, 2018 - 12:28 PM

17-18 Term 2 PE Test (P4)

Turned in (120) Due: June 15, 2018 11:00 pm

10 Questions

Unlike (1) • 8 Replies • Follow

Mr. Man posted to # SA\_MUS\_2017-18  
RPE at Wotco Foundation Joseph Lee Primary School  
Jan 23, 2018 - 10:20 AM

Glockenspiel EX 4 1a, b

已提交 (20) 截止: 1月26, 2018 23:45

Please submit your video / youtube link by turn in.  
Please upload ONE video including two exercises.  
Thank you.



Wordwall

RH P.220

Reading Strategy

Learn to Ask Questions

Look at the picture. Circle verbs to try something for the first time. For the second underline what she says. What do you learn about her from the picture. What are all the questions?

How does Chloë feel? Why?

You can ask questions when you read, too. Other types of information will help you understand what the authors in the text.

Wordwall

The Rules

Hit moles that are Correct

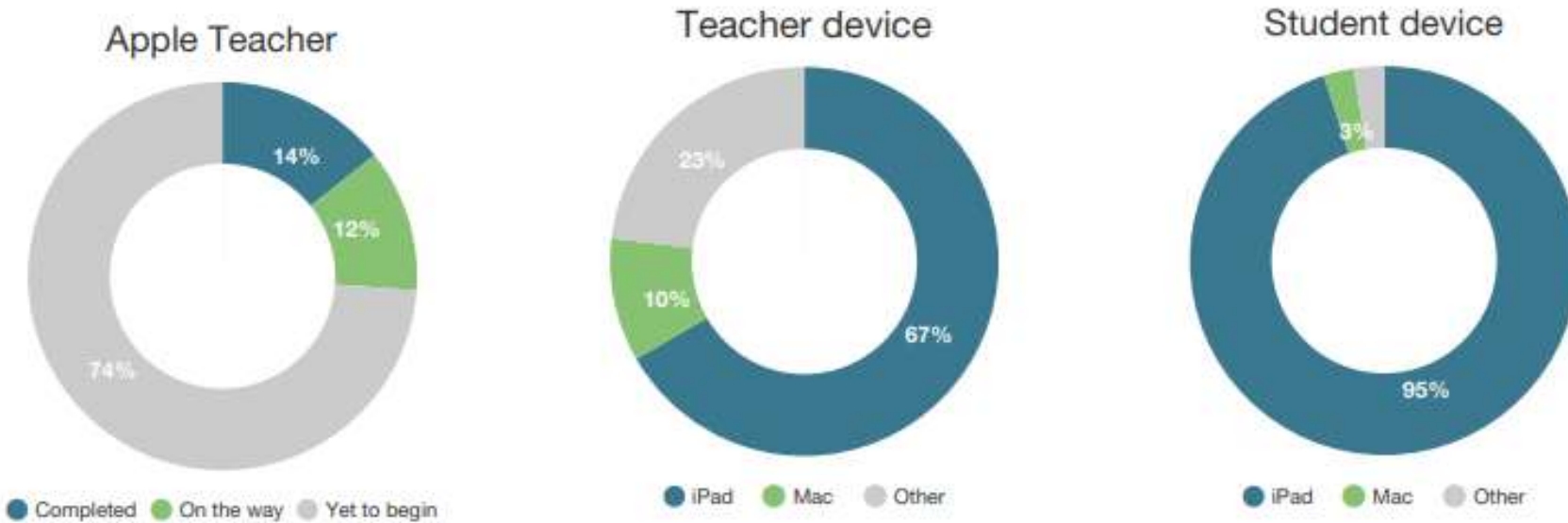
Hit mole to start

## Phase 3: Consolidation & Long-Term Strategy

- Strategic technology integration
  - Using **Artificial Intelligence** to Enhance Student Learning Efficiency
- Sustainable e-learning model formulation
- Focus on emotional well-being, ethical digital behaviour

# Apple Support

## Apple Learning Technology Survey Results



# Phase 3: Consolidation & Long-Term Strategy

## Digital infrastructure

- 5 carts of iPads for shared 1:1 use for P1 - P3
- BYOD for P4 - P6
- iPads for all teachers
- Upgrade Apple TV 4K for MDM
- Upgrade to 40G LAN
- Upgrade to WiFi 6



## BYOD Vision

Making Learning Mobile

Making Learning Personalised

Making Learning Wall-less

## Core App Ring



2022-23



2023-24

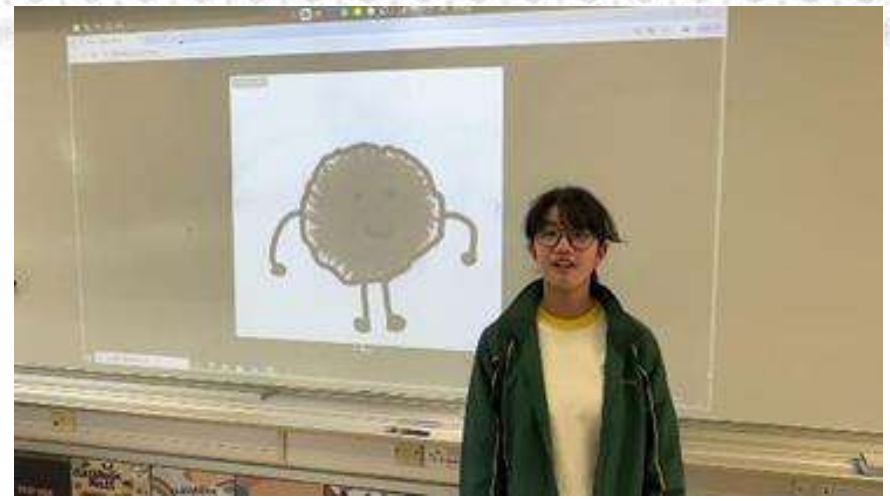


2024-25



W F Joseph Lee Primary School  
和富慈善基金李宗德小學

# Phase 3: Consolidation & Long-Term Strategy



The BYOD vision aims to make learning mobile, personalised, and wall-less, officially implemented in P4-P6 with hardware updates, accumulated experience, exploration of different teaching methods like Blended Learning, personalised learning tools, and **AI enhancing teaching and learning** at this stage.



# 3. Empowering Minds

Overview of AI tools and their applications in schools

# Information Literacy in P6 AI Curriculum

## What is AI?



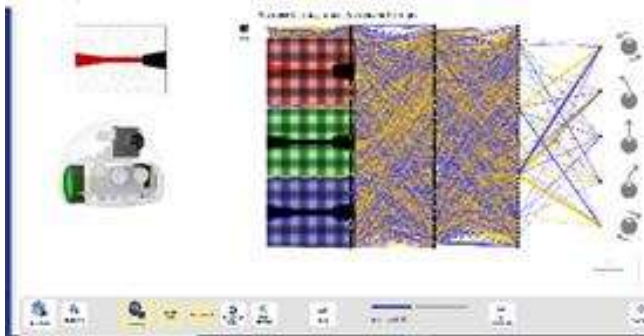
- P6 ICT Lesson (CoolThink Network School)
- Double lesson @40 min

What is AI?  
(AIDCEC)

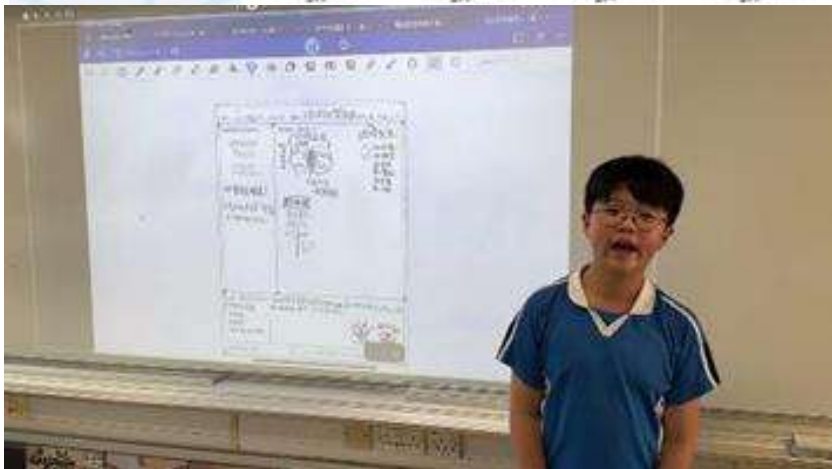
Seeing AI  
(AlphaAI Robots)

GenAI  
(K12GPT)

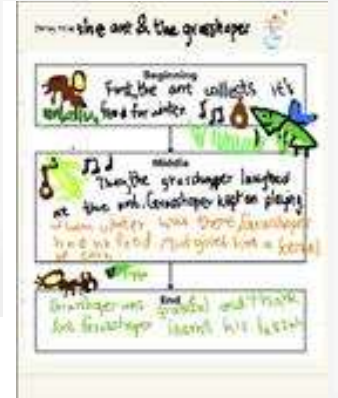
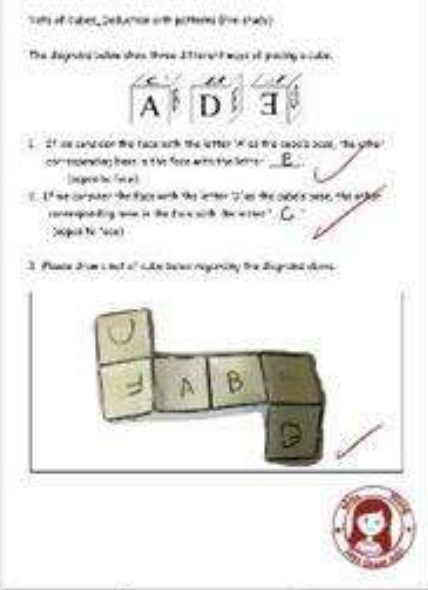
Making AI  
(Scratch, AI2,  
HuskeyLens)



# Goodnotes Classroom



Similar answers by AI



# Goodnotes Classroom in Character Building



## 延伸的階梯

名字：伍芯瑜 班別：6C 學號：2

請在回家後與家長討論：  
要達成生活目標，我們可以訂立什麼短、中、長期目標？(可畫畫加以解釋)

**短期目標：(未來一個月需要做到什麼呢?)**

信心指數 (1-10分)? Remarkable

預計困難?

預期目標：所有學業獲得滿分或少一分

信心指數：8分

預計困難：有些科目只有比滿分少二分，還差幾程收數

**中期目標：(未來三個月需要做到什麼呢?)**

信心指數 (1-10分)? YOURSELF

預計困難?

中期目標：所有學業拿到滿分

信心指數：7分

預計困難：每天要做很多練習，會感到煩

**長期目標：(未來一年需要做到什麼呢?)**

信心指數 (1-10分)?

預計困難?

長期目標：在考試中取得80分以上的成績，在排名榜升3名

信心指數：7分

預計困難：需要練習一個科目發掘知識，於過程中放空



Implementing Social Emotional Learning

# Quizizz AI

The image displays a collage of Quizizz AI interface elements. At the top left, a navigation sidebar includes 'WJ Joseph Lee Primary...', 'Admin controls', '+ Create', 'Explore', 'Library', 'Reports', 'Classes', 'Accommodations', and 'Quizizz AI'. A central window titled 'Gmail' shows an 'Invite participants' section with options for 'On Google Classroom' and 'On Quizizz'. To the right, a 'Set up Accommodations' panel features a 'New Accommodation Alert' and a list of accommodations for '1F98 Chan Da Man', including 'Read Aloud' (enabled), 'Extra Time for Questions' (30 secs), and 'Student Attempts' (Unlimited). Below these, 'Question Settings' include 'Reduce Answer Choices', 'Redemption Question', and 'Hints'. A 'Create a New Lesson' section promotes 'Bring your own content' with an 'Import content' button. At the bottom, a 'Create assessments with Quizizz AI' banner offers four methods: 'Create from your study materials' (Upload file), 'Import from Google slides or docs' (Import from drive), 'Create with link' (Upload link), and 'Create with text' (Create).

## Create assessments with Quizizz AI



**Create from your study materials**  
Upload worksheets, slides and other docs

Upload file



**Import from Google slides or docs**  
Convert a Google slide or doc to an assessment

Import from drive



**Create with link**  
Create an assessment from any link

Upload link



**Create with text**  
Create an assessment from any text

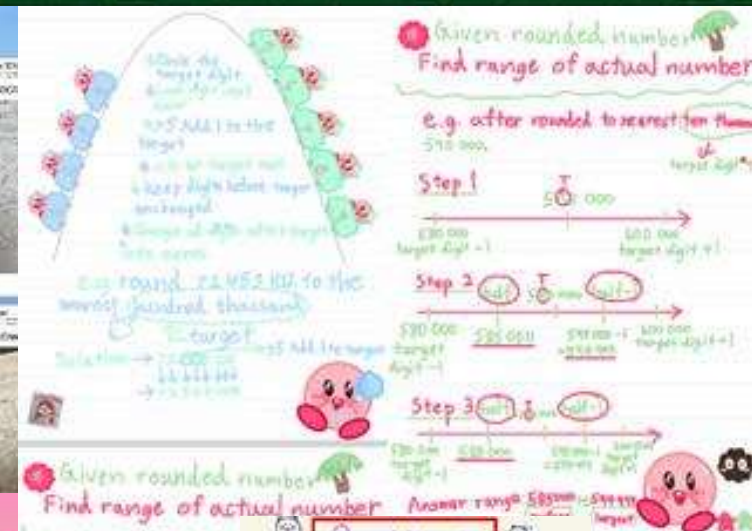
Create with text

# Padlet AI



# Collaborative Learning

## Subject Panel Sharing



# Collaborative Learning

## Subject Panel Sharing

Padlet

Miss Emily • 12 x 7m

### 2023-2024 English Department (School Concerns & Subject Concerns)

Examples P1 P2 P3 P4 P5 P6

**e.g. Subject Concern B3 (Unit 4 Part 2)**



Padlet - miss emily

If you were Kate and Niall, what would you write in the letter?

**The use of digital tools to facilitate peer evaluation**

The students utilised Padlet to share their letters with the management team. Then, they reviewed and provided feedback on their peers' work through comments.

**Subject Concern B1 - Local Context**



Padlet - miss emily

Mid-Autumn Festival

Students were asked to contribute photos and descriptions to a class Padlet showcasing how they and their families celebrated this important cultural tradition.

**A2. Achieving learning and teaching excellence through advancement in education technology**



We designed a Wordwall game for students to match animal movements with animals.

<https://www.wordwall.net/resource/6979>

between simpler writings in P1 to longer more detailed writings in P2, we have created two versions of the first writing WS: one with help with the introduction and the other being a gap-fill exercise. \*this was not a dailymark item

**Subject Concern B1 (U1P1, U6P2)**



Mid-Autumn Festival

**Adding input for writing: using local vocabulary in pre-writing WS to help students connect with**



Mid-Autumn Festival

**Subject Concern B3**



Padlet - miss emily

R3D U4P1-Vocab B1 (p.225, 226)

Vocab Meaning (U4P1)

**Subject Concern B3 (U1P1)**



Padlet - miss emily

P3D- Ways To Help Each Other (U1P1)

**Journal: Mid-Autumn Festival (B1)**



Mid-Autumn Festival

**Journal: Animals in Hong Kong (B1)**



Animals in Hong Kong

**Subject Concern B1 - Local Festivals**



Traditional Chinese Festivals

ed.gov.hk

Mid

Writing input

**Journal: Easter Holiday (B3)**



Padlet - cny

Password protected padlet

Password: 45

**Amazing places in Hong Kong Research (B1)**



Amazing places in Hong Kong

**Subject Concern B1**



YouTube

How does Hong Kong handle its waste?

Local context in the curriculum

**Subject concerns A2, A2, B3**



Padlet - ms. yuen

B1 SA U2P1: Vocabulary Building

Padlet - Vocabulary Building

Students will work in pairs or groups of three. Each member of the group is responsible for one of the following tasks: finding the word meaning, providing an example sentence, or recording the correct pronunciation of the vocabulary. Students can access this Padlet to review the

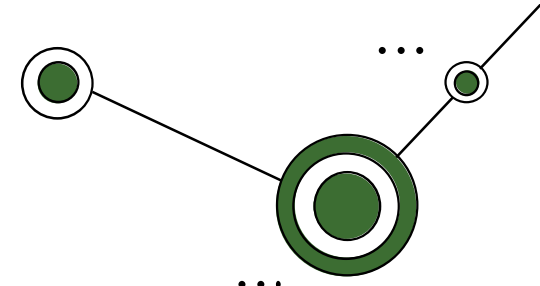
**Sub (U7)**



Sub (U7)

Case Stud choi they post pres and They with

# Transdisciplinary Learning Project in ICT



P2 Canva AI

P5 Tripo AI

P6 CapCut

P6 Suno


A composite image showing the Suno AI interface and a video of two students. The Suno interface includes a sidebar with 'SUNO' and 'UnruffledArrangement229', a main area with 'Describe your song' (Confidant swing song about flower picking), and options for '+ Audio', '+ Lyrics', and 'Instrumental'. Below are 'Inspiration' tags like 'dark contemporary soul folk', 'rock', and 'theme song'. On the right, a 'My Workspace' section shows a 3D model of a traditional Chinese pavilion on water. At the bottom right, a video player shows two students in school uniforms in a hallway, with the text 'P6 跨學科' overlaid. Below the video is a list of 'School Song v3' tracks with 'Publish' buttons and icons for likes, shares, and downloads.





## 4. Case Studies: Chinese Language & English Language

AI Application in Chinese and English Essay Grading and Other E-Learning



# Case Study: Chinese Language



# Utilise Padlet to organise e-learning resources

- Enable students to systematically access all e-learning resources
- Efficient course management, promoting professional communication among colleagues
- Help students review and reflect on their learning journey, breaking the boundaries of time and space



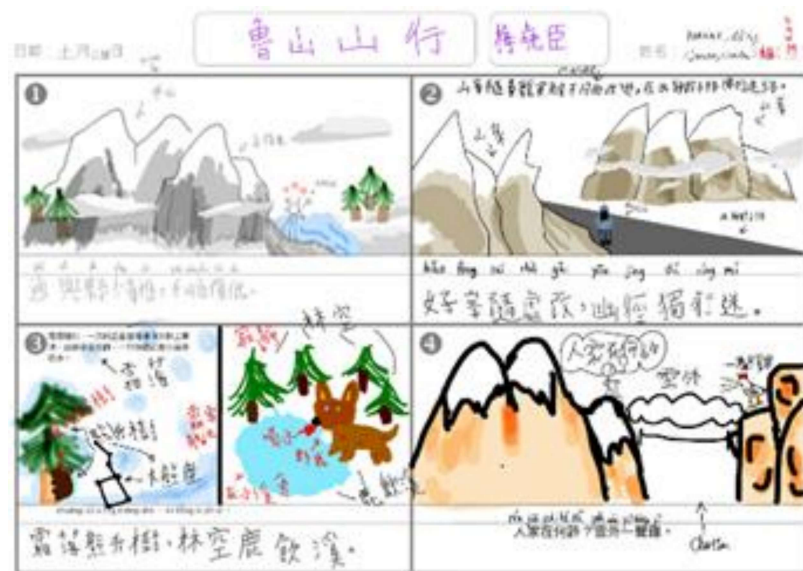
## 【電子教學案例】五年級 中文科 古詩單元設計

### 教學目標

- ✓ 促進自主學習的閱讀策略，締造有趣的閱讀經歷
- ✓ 培養高階思維技巧，創設自主學習社群

### 教學策略

- ✓ 創設真實學習情境，教授高階思維技巧，提升閱讀古詩時的後設認知能力
- ✓ 翻轉教學，建構協作平台：利用 Goodnotes 建構思維框架，有系統地歸納篇章訊息
- ✓ 設計多元化評估方式，配合 Padlet 設計學習歷程，鼓勵學生互相提供建設性回饋



### 單元規劃 (電子協作學習)



### 課堂學習

理解文言閱讀認知過程，培養自學策略



### 老師指導

運用圖像化閱讀策略，設計古詩四格圖

1. 設定學習目標 (任務指引)
2. 編配學習材料 (形成專家小組)
3. 協作導引 (思維工具及框架)
4. 協調組內分工 (闡述課業指標)
5. 個人研習 (自學、組內互學)
6. 小組導修時段 (修訂專題內容)

### 學生自主

主動探究古詩內容，分組匯報學習成果

7. 匯報及成果分享 (組間共學)
8. 師生、生生回饋 (老師導學)
9. 延伸學習及反思 (總結所學)

古詩研習任務

# 利用人工智能生成圖片，促進學生對於文言文的理解

Podlet

NCK + 12 + 23天

(6/5) 六下一冊\_單元四\_第七課《后羿射日》分組活動：語譯文言文+AI生成圖片

分組活動指引

- 1. 4人為一組，語譯給予的語句，並寫在podlet上。(挑戰不看注釋)
- 2. 組員匯報，其他組的同學可以給予意見。

活動二：利用AI生成圖片 (每人一幅)

- 1. 學生使用人工智慧 (如canva, poe) 生成與《后羿射日》相關的圖片。
- 2. 請用學校google account登入，撰寫有效提示語，如「生成圖片：十日並出」不能生成圖片，須寫「生成圖片：天空中出現10個太陽。」
- 3. 把合適的圖片上載到PADLET上。
- 4. 學生觀察圖片，對貼切相關的圖片按讚。

第一組：堯之時，十日並出

第二組：焦禾稼，殺草木，而民無所食。

第三組：堯命羿仰射十日，中其九日。

第四組：日中九鳥皆死，墜其羽翼，故留其一曰也。

第五組：萬民皆喜

第六組：子

活動一：語譯課文

活動二：利用AI生成圖片 (每人一幅)

第一組：堯之時，十日並出

第二組：焦禾稼，殺草木，而民無所食。

第三組：堯命羿仰射十日，中其九日。

第四組：日中九鳥皆死，墜其羽翼，故留其一曰也。

第五組：萬民皆喜

第六組：子

# Padlet AI 生成 課業指引

張老師 Miss Cheung · 10 · 5個月之前

## 【Canva 海報設計】「小小設計師，大大的愛心」：第三課《象牙之殤》課文深究

想像你們是一群動物保護專員，你們發現大會正面臨嚴重的生存危機。為了喚起更多人對大象保育的關注，你們決定設計一張海報，呼籲大家拒絕購買象牙，共同保護大象。

- 課業指引
- 【5人一組】座位表
- 海報設計要求
- 議題探究
- 第一組
- 第二組

### 海報設計五部曲

- 腦力激盪：小組成員共同討論，確定海報的主題和想傳達的訊息。
- 資料搜集：尋找有關大象、象牙貿易和保育的圖片、數據等。
- 海報設計：利用電子設計工具，共同設計海報的版面、圖像和文字。
- 內容完善：檢查海報內容是否準確、完整，並進行修改。
- 成果展示：將完成的海報展示給全班，並分享設計理念。

☆ 評分

### 張老師的小貼士：

- 分工合作：每位組員負責不同的部分，例如搜集資料、設計圖像、撰寫文案等。
- 發揮創意：大膽嘗試不同的設計風格和元素。
- 互相幫助：小組成員之間要互相幫助，共同完成任務。
- 準時完成：在黃老師規定的時間內完成海報設計。

☆ 評分

### 任務指標

- 創意度：海報設計是否新穎、獨特。
- 主題表達：是否清晰傳達「保護大象」的主題。
- 視覺效果：色彩搭配、圖像選擇是否合理，整體效果是否美觀。
- 文字表達：標題和文案是否簡潔有力，能引起共鳴。
- 團隊合作：小組成員之間的合作能否建立默契，分工是否合理。

☆ 評分

### 海報設計要求

- 主題明確：海報必須清楚表達「保護大象，拒絕象牙」的主題。
- 視覺衝擊：使用鮮豔的色彩、生動的圖片或插畫，吸引觀眾的目光。
- 文字簡潔有力：用簡潔有力的文字傳達訊息，例如標語、口號等。
- 創意十足：鼓勵學生發揮創意，設計出獨特的海報。
- 需要顯示的元素：
  - 大象的形象：可以是可愛的卡通形象，也可以是真實的大象照片。
  - 象牙製品：展示象牙製品的殘酷性，例如象牙雕刻品、珠寶等。
  - 數據：呈現有關大象數量減少、盜獵情況等相關數據。
  - 呼籲行動：明確告訴觀眾如何參與保護大象，例如拒絕購買象牙製品、捐款支持保育組織等。

☆ 評分

### 象牙到底有甚麼作用？為甚麼許多人想得到它？



象牙到底有什麼用？為什麼許多人想得到它？

重點在最後三分鐘

☆ 評分

### 象牙貿易如何危害人命？



象牙貿易如何危害人命？

☆ 評分

### 大象沒有象牙就必死嗎？



☆ 評分

### 第一組

Ng Yan Lam (學生) · 5個月之前

#### 分工

Valerie: 蒐集資料  
travis: 相片  
Seine: 上傳文字  
Evan: 裝飾

☆ 評分

Travis 5023 · 5個月之前

#### Canva



canva.com  
Amazingly Simple Graphic Design Software - Canva

☆ 評分

Travis 5023 · 5個月之前

#### 保護大象



每年有2萬5千到3萬頭大象在非洲和亞洲被殺害。牠們被殺，是為了取牠們的象牙。象牙被用來製作首飾、雕刻品和家具。象牙也是非法藥物和武器的藏身之處。

☆ 評分

### 第二組

黃巧儀 · 5個月之前

#### 分工：

創意、設計：恩儀、巧儀  
資料搜尋：凱儀

☆ 評分

August (學生) · 5個月之前

#### 分工 (更新版)

設計、創意：廖瑞瑜、黃巧儀  
文字：程思遠、胡凱儀  
資料：安奕謙

☆ 評分

An Yik Him (學生) · 5個月之前

#### Canva



canva.com  
Login to your Canva account

☆ 評分

August (學生) · 5個月之前

#### 「保護大象」海報



☆ 評分

# 【電子教學案例】六年級 中文科 議論文「以說帶寫」單元設計

## 教學目標

- ✓ 促進自主學習的寫作策略，締造豐富的寫作前學習經歷
- ✓ 培養高階思維技巧，創設自主學習社群

## 教學策略

- ✓ 創設真實學習情境（模擬辯論活動），提升寫作的後設認知能力
- ✓ 透過可視化的寫作前任務，教授高階思維技巧，有系統地積累寫作素材
- ✓ 設計多元化評估，包括 Goodnotes、Clips、Pages 等，配合 Padlet 建構學習歷程



## 單元規劃（電子協作學習）



## 引起動機 Engage

## 探究 Investigate

## 行動 Act

### 主要意念 Big Idea :

理想職業的先決條件

### 探究問題

Essential Question :

薪金還是興趣較重要？

### 挑戰 Challenge :

全班分組進行模擬辯論賽

### 引導問題 Guiding Questions :

- 「理想職業」應符合哪些標準？為甚麼？
- 求職擇業以「薪金」和「興趣」為選擇條件，分別有甚麼好處？
- 你有甚麼相關、可靠的理據來支持你的立場和論點？

### 活動及資源 Activities and Resources (透過 Padlet 統整):

不同行業的職業分享影片、Goodnotes 寫作歷程冊、小組思維框架等

### 綜合 Synthesis :

- 利用 Goodnotes 筆記、思維工具呈現思考歷程，透過 Padlet 分享意念
- 運用 Clips、Pages 等電子學習工具記錄辯論構思，並分享想法

### 方案 Solution :

規劃辯論主線，篩選資料，擬定辯論大綱  
運用恰當的論證手法，以 Pages 撰寫辯論稿

### 實踐 Implementation :

學生分組參與模擬辯論比賽  
慎選素材，構思議論結構及寫作大綱

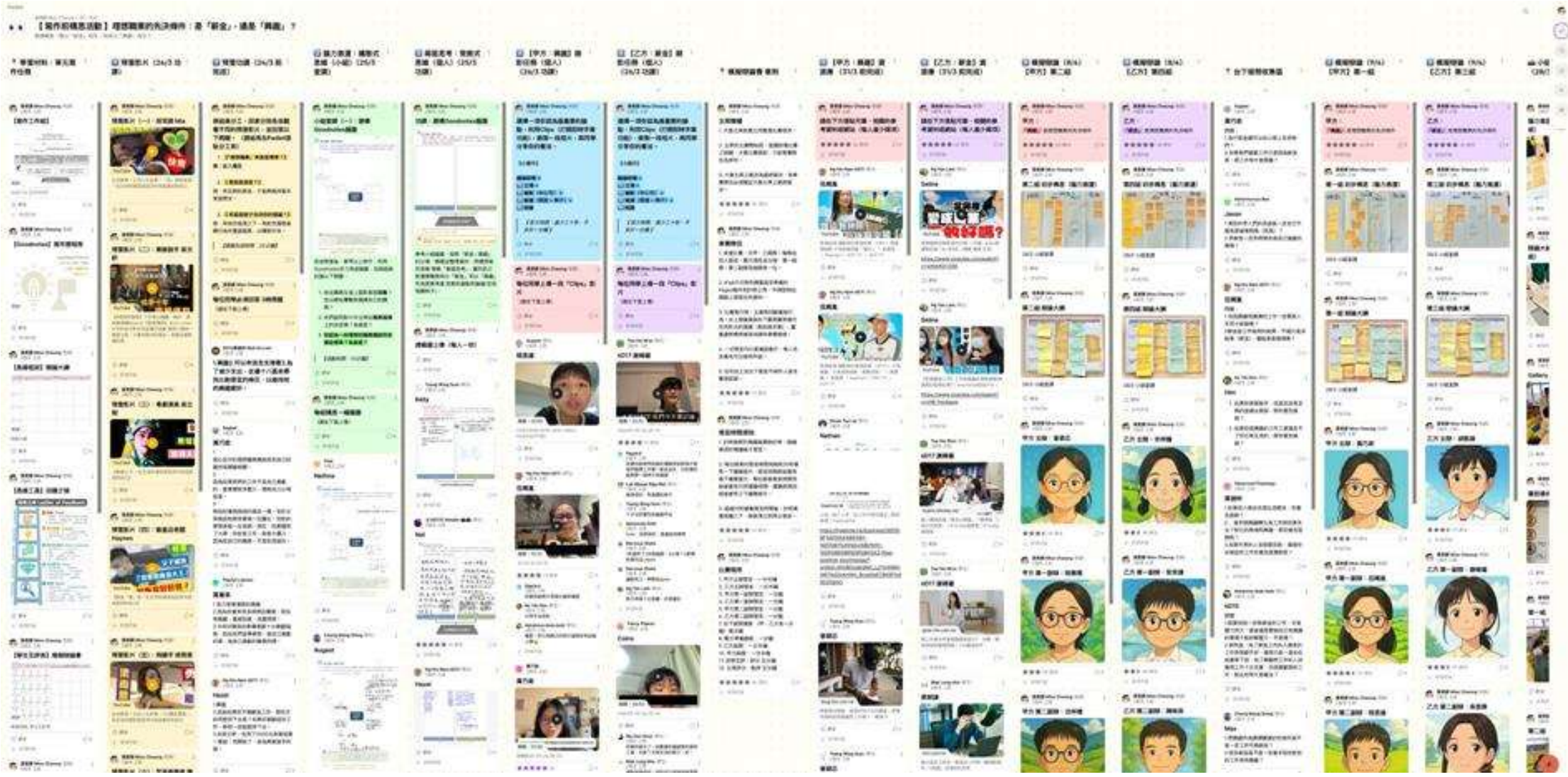
### 評估 Evaluation :

多方、多元化評估（師生、生生共評）  
完成單元寫作任務（堂上作文）

## 挑戰式學習 Challenge Based Learning



# 利用Padlet建構「以說帶寫」的學習經歷



# Gemini → Google Excel : 辯論稿參考論點

## 提示詞 (Prompt) :

你是一名香港小學老師，任教六年級中文科。你正在教授一個寫作單元，準備透過模擬辯論活動引導學生多角度思考以下題目：理想職業的先決條件：是「薪金」，還是「興趣」？請你用上面這個作為辯論題目，構思一份適合香港小學六年級程度的辯論稿，用點列和架構的方式，歸納和整理所有兩邊立場有可能出現的論點，並在表格中明確寫出雙方立場的引論、本論、結論，以便清楚看到不同論點之間的聯繫，並標示雙方立場的相關駁論。

好的，這份表格更詳細地列出了雙方立場的引論、本論、結論，並加入了相關的駁論點：

立場	階段	論點	論據	駁論點 (針對對方立場)
正方：薪金是理想職業的先決條件	引論	理想職業的實現需要現實的基礎。	我們生活在需要金錢的社會，基本生活是首要考量。	僅有熱情無法解決現實的經濟問題。
	本論一	薪金是維持基本生活的保障。	衣食住行等基本開銷需要金錢支撐；缺乏足夠薪金難以保障生活品質，遑論追求理想。	難道我們要為了所謂的「興趣」而犧牲基本生活嗎？
	本論二	高薪工作往往能提供更好的發展平台。	一般來說，薪金較高的行業和公司擁有更完善的培訓和資源；更好的平台有助於個人技能提升和職業發展。	沒有穩定的經濟基礎，如何能安心地追求發展？
	本論三	薪金是對個人價值和能力的肯定。	一份優渥的薪資是對我們努力工作和專業能力的認可；這種認可帶來成就感和工作動力。	空有熱情，沒有實際的物質回報，如何體現個人價值？
	駁論	興趣固然重要，但不能凌駕於生存之上。	興趣可以作為業餘愛好，在經濟穩定後再追求；不一定所有興趣都能轉化為高薪職業。	
	結論	綜上所述，穩定的薪金是追求理想職業的基石。	沒有足夠的經濟基礎，理想就如空中樓閣，難以實現。	

反方：興趣是理想職業的先決條件	引論	理想職業的本質在於個人的熱愛與投入。	工作是我們生活中重要的一部分，應追求快樂和滿足感。	單純追求金錢可能會導致長期的不快樂和空虛。
	本論一	興趣是工作的原動力和熱情。	當我們對一份工作充滿興趣時，會更主動積極地投入，克服困難；有興趣的工作帶來快樂和滿足感，而非僅為金錢。	沒有熱情的工作，即使薪水再高，也難以長久堅持。
	本論二	有興趣的工作更容易做得出色並獲得成就感。	因為熱愛，更願意花時間和精力學習提升技能；在感興趣的領域取得成就，帶來精神上的滿足和自我實現。	如果只是為了金錢而工作，很難真正投入並做出卓越的成就。
	本論三	興趣能帶來更長久的職業生涯和幸福感。	一份沒有興趣的工作，即使薪水再高，也難以持久，容易感到厭倦和痛苦；基於興趣的職業更可能帶來長期的職業發展和生活幸福。	短期的物質滿足無法彌補長期的精神空虛。
	駁論	物質回報是工作帶來的自然結果，但並非首要目標。	在感興趣的領域做得出色，更容易獲得認可和更高的薪資；專注提升專業能力，最終也能帶來經濟上的回報。	
	結論	總而言之，對工作的熱愛和投入才是實現理想職業的關鍵。	興趣是引導我們找到真正適合自己的職業的指路明燈。	

匯出到試算表

這個表格更清楚地展示了雙方在不同階段的論點，以及針對對方立場可能提出的駁論。希望這能幫助您更好地理解辯論的結構和邏輯。

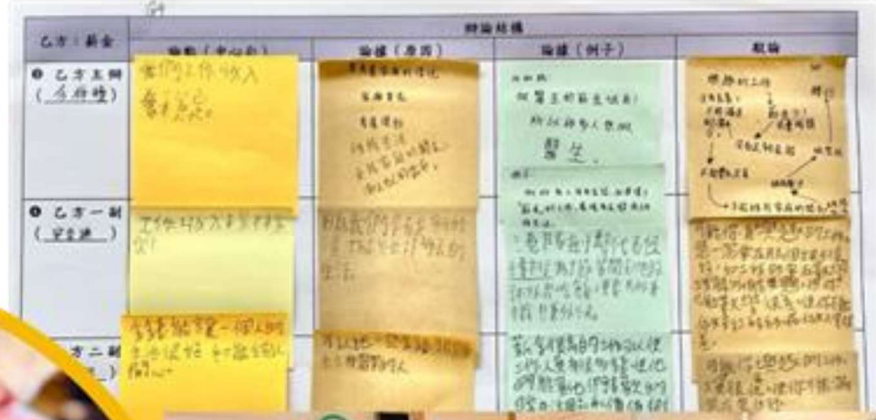
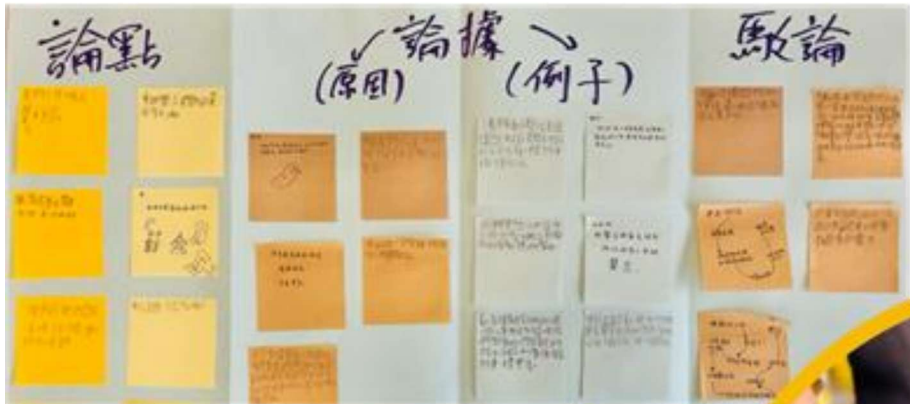




# 小組導修課：擬定辯論架構

腦力激盪：擴散式思維

組織辯論主線：聚斂式思維





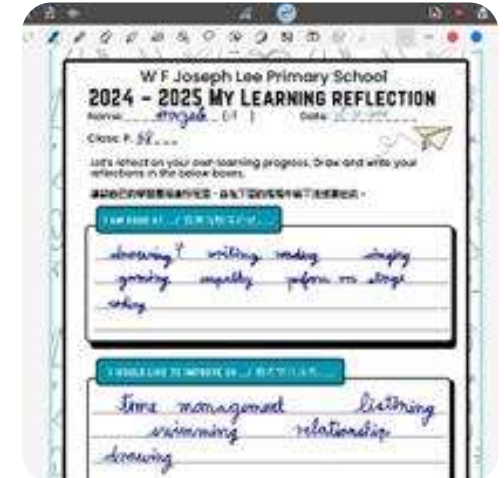
# Application of Goodnotes Classroom in Learning & Teaching

Fostering Self-regulated Learning

Enhancing Creativity and Organisation

Developing Presentation and Collaboration Skills

Integrating Values Education



# Cultivating Metacognition through Note-taking

- Application of Goodnotes classroom in teaching Chinese



Example of Note-taking System (no-sound 1-min video)



# Evaluation and Analysis Report on Teachers' Trial Use of AI Essay Grading Platforms

18 teachers participated in the evaluation. 66.7% preferred Tutor Jolly, and 50% supported its procurement. Tutor Jolly features a user-friendly interface and intuitive correction style, but lacks batch upload and shows extreme scoring. WuBi supports batch processing and provides clear feedback, yet suffers from slow correction speed and limited file format support.

The image displays several screenshots from AI essay grading platforms. The top row shows three panels: '作業報告' (Assignment Report) with a score of 81 and a level of 10; '能力分析' (Ability Analysis) with a diamond-shaped chart; and '個人學習建議' (Personal Learning Suggestions) with two numbered points. The middle row shows a 'Level 64' award graphic and a handwritten student essay with red annotations. The bottom row shows a '作文內容' (Essay Content) section with a paragraph of text and a '總評' (Overall Review) section with two items, each with a score of 24 and 15 respectively.

舊 假 於 物



星 輝 在 握

### 分析

原文內容	評論建議
所謂「理想」，是對未來事物的希望，符合意願且令人心滿意足的結果。而「理想職業」顯然就是使人嚮往、夢寐以求的職業。那麼究竟是要令你感興趣還是高薪作為理想職業的先決條件呢？我認為令人感興趣的工作才是選工作的先決條件。	<ul style="list-style-type: none"> <li>✓ 清楚表達了文章的中心論點</li> <li>⚠ 可補充為何興趣比薪金更重要的原因</li> <li>✗ 缺乏具體例子支持論點，建議加入個人經歷</li> </ul>
首先，令人感興趣的工作使人努力奮鬥，更加有熱情。不允許自己輕易放棄。人們為了自己的興趣、自己的目標奮鬥追求，廢寢忘食。香港殘疾運動員天生患有慢性病，四肢力量不足，可是他熱愛跑步，日以繼夜地努力訓練。就算他天生有缺陷，也阻止不了他勇奪奧運那閃亮的金牌，更阻止不了他想學跑步的熱心。人可以為了自己的理想、夢想而堅持不懈地奮鬥，從而成就自己。	<ul style="list-style-type: none"> <li>✓ 運用運動員例子強調興趣的力量</li> <li>✗ 例子過於籠統，建議具體描述運動員的訓練過程</li> <li>⚠ 可補充其他行業的例子以增加說服力</li> </ul>

返回上一頁



下載報告

學生提交的作業:



和富慈善基金李宗德小學

檔案名稱: P\_1\_6004\_程惠儀.pdf

年級: 小六 班別: 60

題目: 選擇職業有很多考慮因素，有人認為應以薪金為先，有人則認為應以興趣為先。請以《\_\_\_\_\_是理想職業的先決條件》為題目，寫一篇文章，說明你的看法。

總分

66/100

#### 總評

評分準則

評論

分數

準則: 內容

請閱讀、中心句明確，論據合理充實，內容豐富。

學生提出「令人感興趣的工作才是選工作的先決條件」，論點清晰，但論據不夠充實，缺乏多方面的分析。

18

例如：「香港殘疾運動員天生患有慢性病，四肢力量不足，可是他熱愛跑步」，此例子未能充分支持論點，需要更具體論據。

# Case Study: English Language



# Using Technology in English Language Teaching

**Level:**

Primary 4

**Theme:**

Saving a Piece of the World

**Reading Text:**

Tutankhamun's Treasures  
(Historical Fiction)

The collage features several educational elements:

- Read a Story**: A text box defining **Genre** as historical fiction and **Text Feature** as maps. It includes a map of Europe and the UK and a caption: "The United Kingdom is in Europe. England is one of the four countries in the United Kingdom."
- Tutankhamun's Treasures**: A book cover by Edoise Mhango, inspired by a National Geographic History article. It shows images of Egyptian artifacts like a golden mask and a blue scarab.
- Text Messages**: A smartphone screen displays two text messages from 20th November 2022. The first message discusses a telegram from Carter about a discovery in the Valley of the Kings. The second message expresses excitement about the discovery. Below the messages is a photograph of the unbroken seal on King Tutankhamun's tomb.

# Using Technology in English Language Teaching

**Level:**

Primary 4

**Theme:**

Saving a Piece of the World

**Reading Text:**

Tutankhamun's Treasures

Using Padlet timeline to show the learning journey.

The screenshot displays a Padlet timeline for a lesson titled "Tutankhamun's Treasures". The timeline includes several cards:

- To get started... Tablet Rules:** A card with icons and text: "Copy with 2 hands", "Sit down", "Share! Blog when your turn is over", "Turn the screen off when the teacher is", "No hanging or screaming", "Only use websites or apps you are told to".
- Where should you submit your work?:** A card featuring a QR code and the URL <https://wflps.padlet.org/wwy/8>.
- Schedule:** A table with columns for "Date", "Time", "Activity", and "Notes".
- Task 1: Get to know the story background!:** A card with a QR code, a list of tasks (e.g., "Read the story", "Watch the video"), and submission instructions: "Submit your work: <https://wflps.padlet.org/wwy/e> 8qhty06qu0o2a Group 1: Highclere Castle Group 2: Lord Carnarvon Group 3: Valley of the Kings".
- Task 2: Pick a scene. Create a still image!:** A card with a QR code and a photo of a scene from the story.
- Task 3: Game Time (to be done at home):** A card with a QR code and a link to a quiz: <https://quizizz.com/join?gc=12031197>.
- Task 4: Reading aloud diary entry:** A card with a QR code and a link to a virtual museum: <https://my.matterport.com/show/?m=83o8312Ux4>. It includes questions: "What can you find in the museum?", "Are there any signs?", "How do they display their work?", "Take screenshots and upload them." and a submission link: <https://wflps.padlet.org/wwy/97o28oin73chrsn4>.

# Using Technology in English Language Teaching

## Task 1

Get to know the story background!

Miss Emily • 3d • 2yr  
**Tutankhamun's Treasures - Task 1 Work Submission**

Group 1 Highclere Castle

Group 2 Lord Carnarvon

Group 3 Valley of the Kings

Group 4 King Tutankhamun

The tomb was found by British archaeologist Howard Carter in November 1922. Howard had spent many years excavating the tombs of Egyptian kings and queens when he came across a cup etched with the name of an obscure pharaoh – Tutankhamun.

Quinntan

In the conservation center for the

Photos

Zita

a treasure trove of archaeological wonders, containing dozens of tombs filled with art and hieroglyphics.

Abbie

King Tutankhamun's tomb—the most famous sight in the valley—then tour the temples of the sons of Ramses II and of Amenhotep III and others to marvel at the centuries' old art and artifacts.

Padlet - miss emily

Tutankhamun's Treasures - Task 1 Submission

0

4

5

5

0

5

5

0

5

Use online search engines to explore more about the background (e.g., the Valley of the Kings, King Tutankhamun)



# Using Technology in English Language Teaching

## Task 2

Create a still image



Read the first three pages of the story. Create a still image. Take a photo and edit.



Photo-editing



# Using Technology in English Language Teaching

## In-class Virtual Museum Visit



Virtual visit to the Tut Hall in the Egyptian Museum on Matterport.

- Observe the exhibits.
- Take screenshots of the signs and exhibit labels within the exhibition.



Virtual Visit



# Using Technology in English Language Teaching

## Tasks 6, 7 and 8

Role on the Wall

To develop thoughts and ideas about Lady Evelyn.

News Headlines

To summarise the incidents into a catchy headline.

Quizizz

To check students' understanding of the reading text.



## Daily News



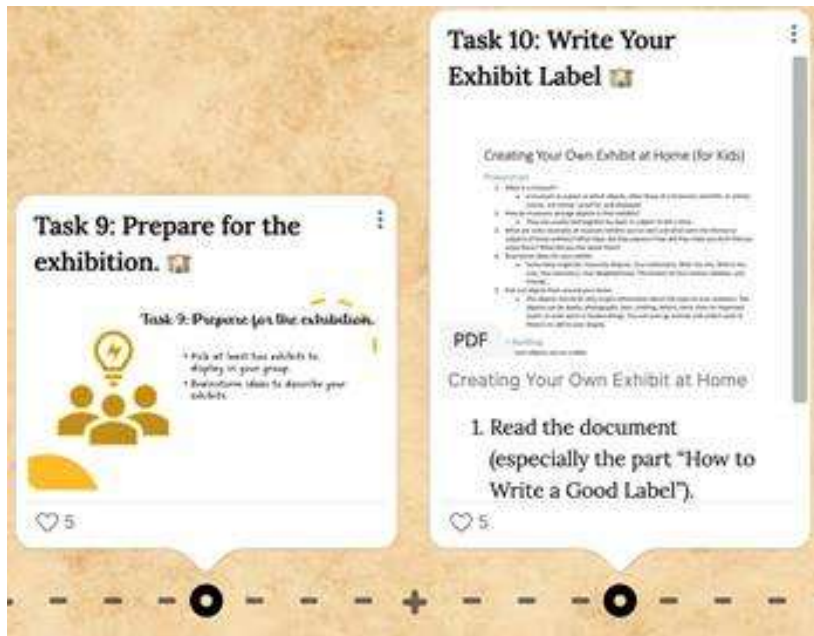
# Using Technology in English Language Teaching

## Tasks 9 and 10

Prepare for their own exhibition.  
Write their own exhibit labels.



Online Reading



# Using Technology in English Language Teaching

## The Class Exhibition

The class's own virtual exhibition (PowerPoint)

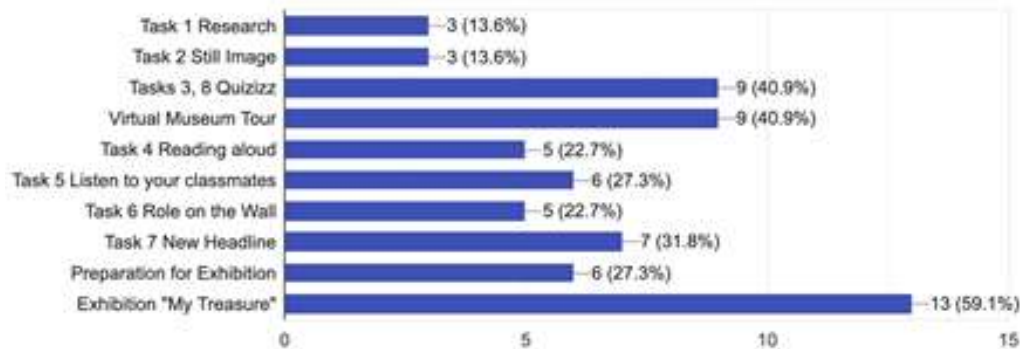


# Using Technology in English Language Teaching

## Evaluation

Which task(s) do you like most?

22 responses



Do you prefer using iPads? Why or why not?

- ★ I prefer using iPads because it is more interesting.
- ★ I prefer using iPads because we can search online and do work.
- ★ Yes, cause with using iPad, it make works faster and better.
- ★ Yes , because iPads could let you to edit photo nicely and it's convenient.
- ★ Yes because we it can be more convenient with modern technology.

# Empowering Self-Directed Learning with Accessible Online Resources



- Classroom setting
- Quick Access QR Codes
- Resource Padlet

QR codes and resources available for instant access, reminding students they can find solutions anytime, anywhere.

# Using AI in English Language Teaching

## Topic: Writing a Tall Tale

### Learning Objectives:

Describe a story's setting in detail using the five senses.

### Task Description:

Students will write a detailed description of the setting using the five senses. They will then use Padlet's "AI Image" function to generate visuals based on their writing and share the images with the class.

Miss Emily • 21 • 10d  
4A Unit 4 Part 2 - Writing a Tall Tale (Setting)

Resources

Example

#1-5

#6-10

#11-15

Miss Emily • a month ago  
Instructions

Miss Emily • a month ago  
Word Mat

Miss Emily • a month ago

Example

The enchanted forest smells like moss and flowers. Leaves rustle softly, and you can hear a bubbling brook nearby. Mushrooms glow, lighting up the ground. The tree bark feels rough and cool, and soft petals brush against you as you walk. The air tastes sweet, like honey, full of magic.

Emma • a month ago  
4A (5) Emma

A mysterious and creepy forest with a little punch of flowers and a stream of river come from no where. Some birds chirping in nowhere. Sometimes you even can here someone screaming and a woman yelling said don't you dare go!

Stone • a month ago  
4a10Stone

I was been to a weird place after a sonrado. The village was like 100 years ago and all the people were here is suffering because of but there's a building in because the king took all the food and he used the villages money to build this beautiful home and the Kings home was near the Suffering villages, everyone feel how greedy he was.

Jane • a month ago  
Jane 15

Vampire land carries a bloody smell wherever you go. Dark shadows appear out from nowhere and pounce at their prey anytime. Hearing the sound of bats wings flapping flutter is already enough to make one's spine tingle.

BANANA • a month ago

The majestic world was filled with the sweet smell of lollies and

Determined Jackrabbit • a month ago  
Charlize Choi

Dummy • a month ago  
Duncan go 4a13

# Using AI in English Language Teaching

## Generate Reading Comprehension Questions using AI

1. Upload PDF, Doc, Image.



2. Create questions with AI.

Choose up to 3 reading skills you would like to include.

Create questions with AI

Select number of questions

5 questions

Language

English (en)

Select up to 3 skills you would like to include

- Main ideas and supporting details
- Understanding the author
- Understanding word meanings
- Understanding text structures
- Comprehending a text
- Summarizing a text
- Citing textual evidence
- Understanding different points of view
- Comparing perspectives
- Evaluating claims and arguments
- Evaluating reasons and evidence

# Using AI in English Language Teaching

## Generate Reading Comprehension Questions using AI

3. Host live / Get printable worksheets.

Check students' understanding of the reading text.



# Using AI in English Language Teaching

ONLINE  
WRITING  
LAB



## AI Writing Platform

### Topic:

You were preparing for a Visual Arts class at school last Friday. Based on the pictures, write a diary entry.

**[Redacted] s Writing**

Dear Diary,

Last Friday, my classmates and I were preparing for a Visual Arts class at school. At the lesson, we were learning the Chinese culture. We have paint the paper cutting for the Chinese New Year, so we are going to do a paper cutting in class.

Mary, Peter, Susan, Mega, Lila, Oliver and I was in the same group. After that, we distribuit the scissors to everone to sure that we have a tool to cut the pattern.

Suddenly, Susan cried as loud as a hungry lion. Mary and I were shocked because she was bleeding! We imediately called the teach for help. Susan sighed and said, " My paper cutting was destroyed! "

At that moment, an idea popped in my mind. I told my idea to my group mates. The idea was to stick all of our paper cutting to an A3 size paper to make a card for her. When Susan saw it, she said gratefully, "Thank you! I like this very much!"

**Task Scores**

Content Score	9 / 12
Language Score	8 / 12
Organisation Score	5 / 6
Overall	22 / 30

**Criteria**

		Rating
Content:	The diary entry describes reading a story about Chinese culture, working in a group, an accident that happened, and what happened next.	👍
Language:	The story uses the simple past tense correctly and includes suitable vocabulary.	👍
Organisation:	The story has 3-4 paragraphs in a clear and logical order.	✅

Optical Character Recognition (OCR) to read students' handwritten texts

Tasks scores given on content, language and organisation

# Using AI in English Language Teaching

## AI Writing Platform

**Topic:**  
You were preparing for a Visual Arts class at school last Friday. Based on the pictures, write a diary entry.

Overall comment and suggestions on content and language

### Overall Comment

Your diary entry shows creativity and teamwork, especially when you wrote, "The idea was to stick all of our paper cutting to an A3 size paper to make a card for her."

To improve, focus on using past tense consistently, as seen in "We have paint the paper cutting," which should be "We painted the paper cutting."

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Keep up the good work! Your story was engaging, and your idea to make a card was thoughtful. Continue practising, and you'll get even better at writing diary entries. Well done!

### Suggestions

#### Content Suggestion:

**Tip:** The sentence lacks detail about the specific patterns made during the paper cutting activity.

**Original:** "We have paint the paper cutting for the Chinese New Year, so we are going to do a paper cutting in class."

**Suggestion:** We painted colourful dragon and lantern patterns for the Chinese New Year, and then we did paper cutting in class.

#### Language Suggestion:

**Tip:** The sentence contains a grammatical error with verb tense and word choice.

**Original:** "We have paint the paper cutting for the Chinese New Year, so we are going to do a paper cutting in class."

**Suggestion:** We painted paper cuttings for the Chinese New Year, so we were going to do paper cutting in class.

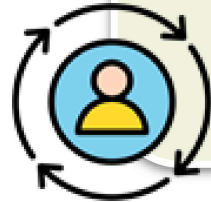
# Using AI in English Language Teaching

## AI Writing Platform

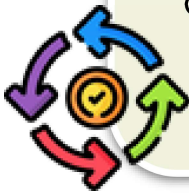
Save time and workload



Offer personalised teaching



Ensure consistency



Provide instant feedback



## AI-generated Exercises

- ★ **Grammar Detective**  
(correct original writings)
- ★ **Sentence Superstars**  
(exercises based on mistakes)
- ★ **Sentence Rewriting**  
(based on big data and tasks)

# The Future of Learning

*AI isn't replacing teachers; it's empowering them to create more effective and engaging learning experiences.*





WF Joseph Lee Primary School  
和富慈善基金李宗德小學

**Closing Thought. Let's harness the power of AI to ensure every student reaches their full potential, efficiently and effectively.**

**Thank You!**



# Conclusion

Questions & Answers

