



Customisable AI Chatbots: Creating School Tailor-made Learning Experiences

客製化AI聊天機器人：打造校本個性化學習體驗

2025



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香港電腦教育學會
The Hong Kong Association
for Computer Education



Google for Education
Certified Trainer



Google for Education
Champions



Professional Learning
Specialist



Learning
Coach



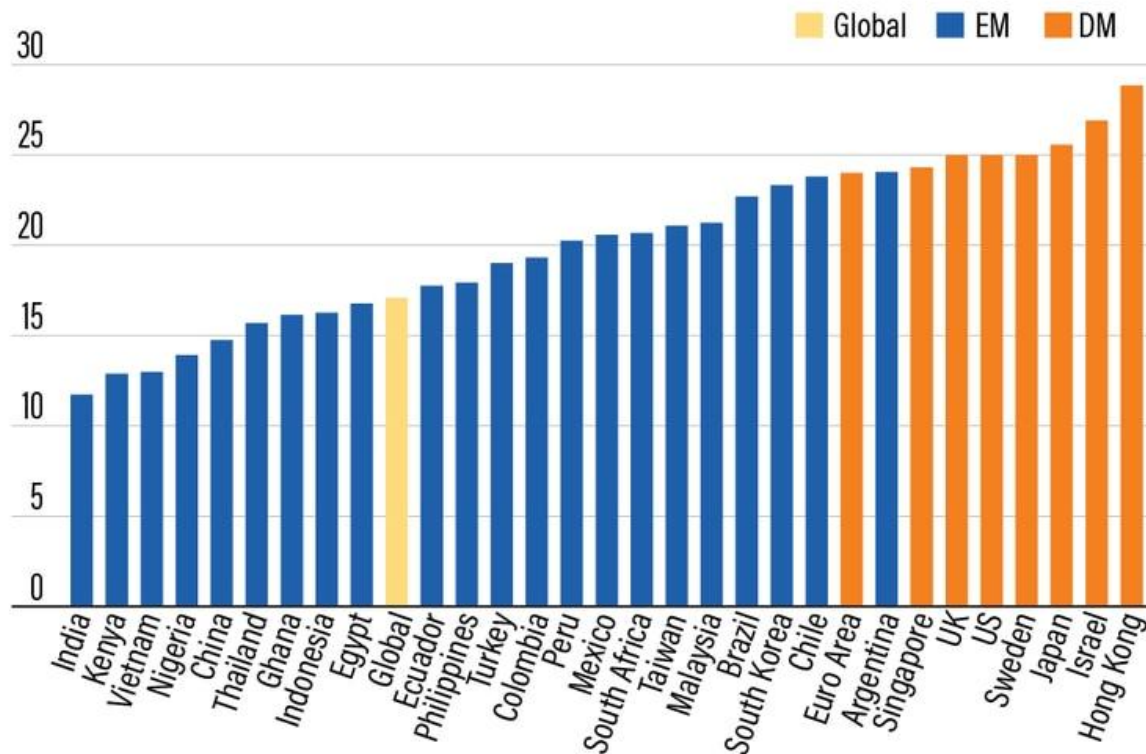
Apple Teacher



GLOBALLY, 18% OF WORK COULD BE AUTOMATED BY AI, WITH LARGER EFFECTS IN DMS THAN EMS

AI may affect 300 million jobs but will boost global economy and labour productivity

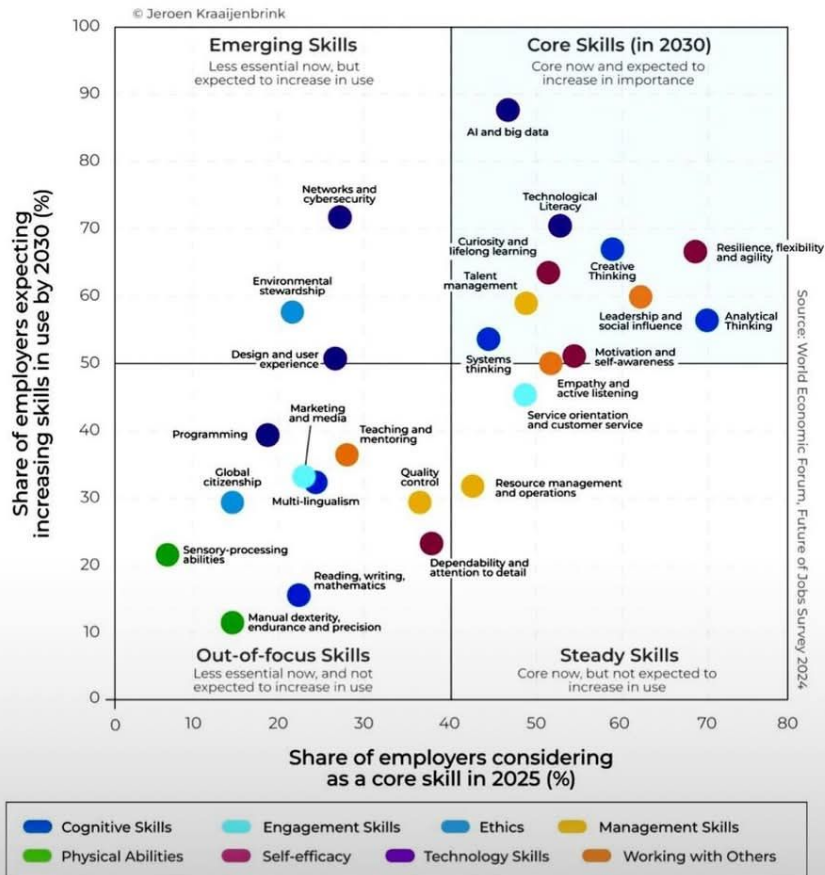
Adoption of artificial intelligence technology can increase annual GDP by 7% over 10 years



Source: Goldman Sachs Global Investment Research



The Core Skills for 2030



世界經濟論壇2025年的《未來工作調查》

指出到2030年，最被重視的技能 **不再是記憶**，

而是 **韌性、適應力、好奇心、同理心和技術素養**。

到2030年，全球就業市場將將淘汰 9,200 萬個工作，但同時創造 1.7 億個新工作，算起來最終淨增 7,800 萬個工作機會。這種轉變是由 **技術進步 (特別是 AI)**、人口結構變化和地緣政治緊張局勢所推動。

這張圖表顯示了一個強大的轉變：

- 從靜態知識到 **終身學習**
- 從例行任務到 **創造性和分析性思維**
- 從個人成就到 **合作和情緒智力**



作為教育工作者和政策制定者，我們必須問自己：

- 我們的課堂是否在培養這些未來所需的技能？
- 評估是否與真正重要的事物相符？
- 我們是否在使學生能夠茁壯成長，而不僅僅是在不確定的未來中生存？

是時候從重內容的課程轉向重視 **主動性**、**自我意識**和**有目的學習**的課程。

讓每一所學校成為每個孩子學習成為問題解決者、系統思考者、有同情心的隊友——最重要的是，成為一個好奇、適應力強的人。

還是那句老話：**「會用 AI 的人會去取代不用 AI 的人」** 各行各業都一樣



Fastest growing and declining jobs by 2030

| ↑ Top fastest growing jobs | ↓ Top fastest declining jobs |
|---|---|
| 1 Big data specialists | 1 Postal service clerks |
| 2 FinTech engineers | 2 Bank tellers and related clerks |
| 3 AI and machine learning specialists | 3 Data entry clerks |
| 4 Software and applications developers | 4 Cashiers and ticket clerks |
| 5 Security management specialists | 5 Administrative assistants and executive secretaries |
| 6 Data warehousing specialists | 6 Printing and related trades workers |
| 7 Autonomous and electric vehicle specialists | 7 Accounting, bookkeeping and payroll clerks |
| 8 UI and UX designers | 8 Material-recording and stock-keeping clerks |
| 9 Light truck or delivery services drivers | 9 Transportation attendants and conductors |
| 10 Internet of things specialists | 10 Door-to-door sales workers, news and street vendors, and related workers |
| 11 Data analysts and scientists | 11 Graphic designers |
| 12 Environmental engineers | 12 Claims adjusters, examiners and investigators |
| 13 Information security analysts | 13 Legal officials |
| 14 DevOps engineers | 14 Legal secretaries |
| 15 Renewable energy engineers | 15 Telemarketers |

不斷擴大的技能差距

Note: The jobs that survey respondents report the highest and lowest net growth (%) by 2030.

Source: World Economic Forum, (2025), *Future of Jobs Report 2025*.

Google 帳戶的年齡規定及師生使用指引

Age requirements on Google Accounts

Below are the minimum age requirements to manage your own Google Account.

Note: For younger children, parents can help [create and manage a Google Account with Family Link](#). When a child reaches their country's minimum age, they can manage their own account.

Find your country's age requirement

For all countries not listed below, 13 is the minimum age to manage your own Google Account.

Note: These requirements may not be applicable to Google Workspace, including accounts in Google Workspace for Education domains.



Create a Google Account for your child

You can create a Google Account for your child under 13 (or the applicable age in your country), and manage it using Family Link. With Google Accounts, children get access to Google products like Search, Chrome, and Gmail, and you can set up basic digital ground rules to supervise them.

- **You Tube:** When a YouTube video has been age-restricted, a warning screen is displayed and only users who are 18 or older can watch it. Learn more about [age-restricted videos](#).
- **AdSense:** 18+
- **Google Ads:** 18+

Disabled account due to age requirement

Across Google services, if we learn that you may not be old enough to have a Google Account, you'll have 14 days to [update your account to meet age requirements](#) or your account will be disabled.

與人之間主要的科技工具——數碼裝置，並掌握求雲端文書處理軟件、雲端試算表、雲端程式編寫等為學習工具，即每位學生將會擁有個人的Google賬戶。請各位家長先瀏覽以下相關使用Google賬戶的 [usage_terms.html](#) 建立之Google賬戶。如有任何疑問，歡迎致電本校

XXXXXXXXXX
謹啟
(XXX)
二零一七年九月六日

回條：有關「建立Google賬戶」事宜
敬覆者：本人已知悉有關建立Google賬戶之安排，並擬使用 貴校為敝子弟建立Google賬戶。

此覆
XXXXXXXXXXXX

家長簽署： _____
學生姓名： _____
班別： _____ 學號： _____

<https://support.google.com/accounts/answer/1350409>

校本化人工智能政策及師生使用指引

To use Bard, you'll need to sign in with a Google Account. Bard is an experiment that lets you collaborate with generative AI. As a conversational AI tool, use Bard to brainstorm ideas with, spark your creativity, and accelerate productivity. [Learn more about Bard](#) , [generative AI](#), and [how large language models work](#) .

What you need

- **A personal Google Account that you manage on your own, or a Google Workspace account for which your administrator has enabled access to Bard.** You still can't access Bard with a Google Account managed by Family Link or with a Google Workspace for Education account designated as under the age of 18.
 - If you're a Google Workspace administrator, [learn how to enable access to Bard](#).
- **Meet the minimum age requirement to use Bard:**
 - **For the European Economic Area (EEA), Switzerland, and the UK:** you must be 18 or over.
 - **For other countries where Bard is available:** you must be 13 (or the [applicable age in your country](#)) or over. If you're under 18, you can currently use Bard in English only.
- **A supported browser:** Chrome, Safari, Firefox, Opera, or Edgium.



❖ Generative AI (Bard AI / Gemini AI / ChatGPT)

should not be used by users under 13 years old

<https://support.google.com/bard/answer/13278668>

Is ChatGPT safe for all ages?

 Written by OpenAI
Updated over a week ago

- ChatGPT is not meant for children under 13, and we require that children ages 13 to 18 obtain parental consent before using ChatGPT. While we have taken measures to limit generations of undesirable content, ChatGPT may produce output that is not appropriate for all audiences or all ages and educators should be mindful of that while using it with students or in classroom contexts.
- We advise caution with exposure to kids, even those who meet our age requirements, and if you are using ChatGPT in the education context for children under 13, the actual interaction with ChatGPT must be conducted by an adult.

校本化人工智能政策及師生使用指引

Google Workspace for Education

當這則訊息有您帳戶主要語言的翻譯版本時，我們會立即將該語言版本傳送給您。這項作業預計需要 1 到 2 週的時間。

Dear Google Workspace for Education administrator,

We're writing to inform you that the [Gemini app](#) and [NotebookLM](#), AI-powered **Google Workspace Core Services**, are expanding to support all ages.

- The Gemini app, previously available only to **Google Workspace for Education** users age 13 or older (or the [applicable age in your country](#)), is now available for all ages
- NotebookLM, currently available only to Google Workspace for Education users age 18 or older, will become available for all ages in the coming months

If you do not [opt out](#) by **August 1, 2025**, Gemini and NotebookLM will be turned **ON** at the top-level organizational unit for existing customers.

After the opt out period, we'll send a follow-up communication to let you know that the service changes are complete. You can turn these services **OFF** in the **Admin console** at any time and can always manage which users, groups, or organizational units can access these services in your domain.

We've provided additional information below to guide you through this update.



 NotebookLM

Think **Smarter**,
Not Harder

Try NotebookLM



接受?
禁止?

1988: We Should ban calculator
2023: We should ban ChatGPT



AP photo
Elementary school teachers picket against use of calculators in grade school
The teachers feel if students use calculators too early, they won't learn math concepts

Math teachers protest
against calculator use

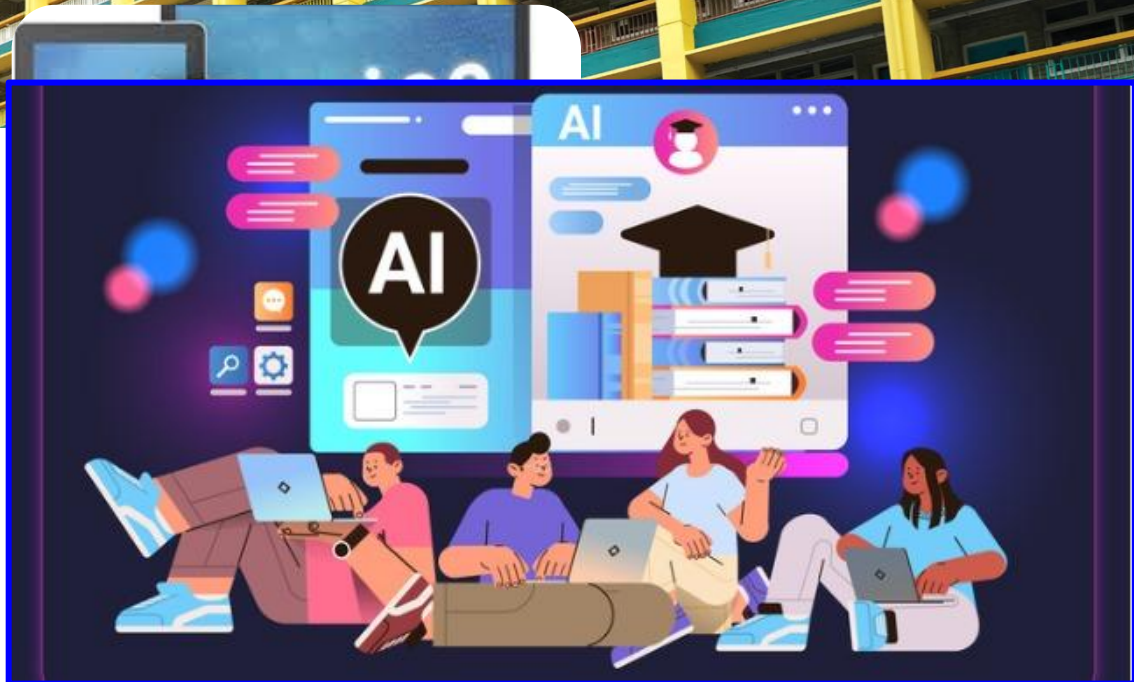
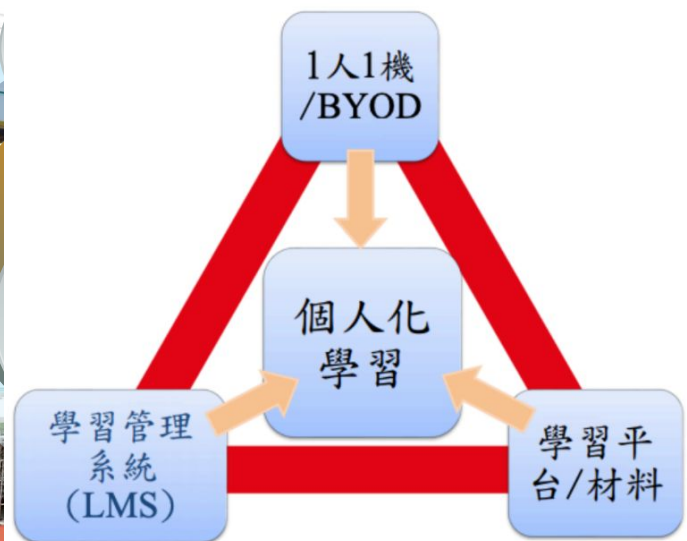
By JILL LAWRENCE
"My older kids don't pay any attention to an answer being absurd," he said. "Teachers are shy."

學校數字基建規劃



天主教喇沙會
張振興伉儷書院
Chong Gene Hang College

IT



數字教育素養



天主教喇沙會
張振興伉儷書院
Chong Gene Hang College

★ 教育基建 - 學校、學生、家長 (鐵三角)

避免過度依賴, 培養慎思明辨的能力

★ 人工智能政策及師生使用指引

僱員使用
生成式AI
的指引清單

香港個人資料私隱專員公署
Office of the Privacy Commissioner
for Personal Data, Hong Kong

2023年4月
中華人民共和國香港特別行政區政府

中華人民共和國香港特別行政區政府
數字政策辦公室

香港
生成式人工智能技術及應用指引

2023年4月
中華人民共和國香港特別行政區政府

辦學團體 / 校本

The Chinese University of Hong Kong Libraries

ACADEMIC AND QUALITY SECTION REGISTRY

Guidelines for Using AI Tools

THE OVERALL INTRODUCTION OF AI IMPLEMENTATION AND THE DEFINITION OF GP PEDAGOGIES

How to View Students' Declaration on AI-generated Content on Turnitin Assignment?

How to Use the Turnitin AI Writing Detection Tool?

數字教育素養



天主教喇沙會
張振興伉儷書院
Chong Gene Hang College

天主教喇沙會
張振興伉儷書院
Chong Gene Hang College

2556 6081 info@cghc.edu.hk

www.cghc.edu.hk

學校資訊日 Information Day



資訊日活動

如有查詢，歡迎致電2556 6081

家教會：AI 資訊素養

青協 X HKACE 全球媒體與資訊素養週2024

「人工智能SEE·思·師」

AI聊天機械人是敵還是友？



- ChatGPT是一種由OpenAI開發的人工智慧模型，基於GPT (Generative Pre-trained Transformer) 架構。它專門設計用於進行自然語言處理 (NLP) 任務，能夠理解並生成類似人類的文本。

Poe

輸入中.....

體驗網站：POE >>>

文章目標：設定明確的目標，例如探討生態或發揮創意

文章格式：指定寫作的格式，例如一篇文章或一段Facebook 貼文

背景：提供內容方向，讓AI了解你希望成為的動物

限制：指定字數範圍和語言要求，例如500字的文章

⚠ 危與機

ChatGPT 為不同產業也帶來種種的影響。AI 的高效性使其能快速處理大量信息，從而節省時間並提高生產力。例如AI 能夠在幾秒鐘內回答多項查詢，而人類則需要更長時間來完成。同時，AI 的一致性和可靠性使其能提供穩定的回應和服務，減少人為錯誤和偏差。

然而，ChatGPT並不能回答所有問題，特別是在涉及個人情感的領域。例如，當一個人考慮是否應該斷絕與朋友的關係時，AI無法充分理解他們之間的獨特情感和共同歷史。由於缺乏對這種情感複雜性的深入理解，AI無法提供真正符合個人情況的建議。同時，AI亦有可能提供錯誤的答案。因此，無論人工智能如何進步，我們都要擁有獨立思考的能力，以及對答案保持懷疑的態度。

青協 X HKACE 全球媒體與資訊素養週2024

「人工智能SEE·思·師」

呢個人有深度...偽造

深度偽造 (DeepFake) 是人工智慧其中一種生成技術，能快速生成和修改圖像、影像甚至語音。DeepFake能夠生成極為真實的假人像，或將指定人臉移花接木在其他人身上，使人難以辨識真偽。隨著生成技術愈來愈成熟，辨別的难度也隨之增加。

Face Recognition

你能分辨以上4個人物是真實還是深度偽造 (DeepFake) 嗎？

體驗網站：This-Person-Does-Not-Exist >>>

方法

- 選擇性別 (Gender)
- 選擇年齡 (Age)
- 選擇種族 (Ethnicity)
- 刷新圖像 (Refresh image)

⚠ 危與機

人工智能DeepFake的相關技術於創業產業中的應用相當普遍，例如最近經典科幻驚悚片的續集：《異形：羅穆盧斯》(Alien: Romulus)，劇組成員便是透過AI技術，將《異形》首集扮演科學家的已故演員Ian Holm，重現在這次電影中的仿生人角色中，令大眾觀眾感嘆不已，亦是劇組對演員Ian Holm的一大致敬。

所有工具都是雙刃劍，能夠被善用，也可能被誤用。YouTube 小玉曾利用深度偽造(DeepFake)技術，將知名女性的臉孔製作色情影片以謀取利益，當中涉及受害者多達11位，包括政治人物和著名女星等，最終小玉被判刑5年及賠償逾百萬台幣。

以上圖片由Open Art平台製作，僅供教育用途

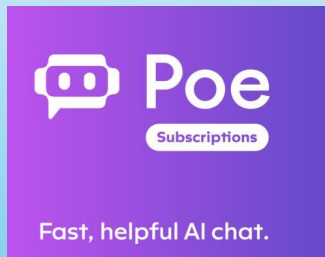
主辦機構

香港青年協會
the hongkong federation of youth groups
全健空間
Wellness PLUS

伙伴機構

香港電腦教育學會
The Hong Kong Association
for Computer Education

生成人工智能(Generative AI)



ChatGPT ≠ Generative AI

由誰開發

OpenAI's ChatGPT is an example of generative AI in action.

人工智慧研究實驗室 OpenAI

AI聊天機器人

透過自然語言處理

大型語言模型

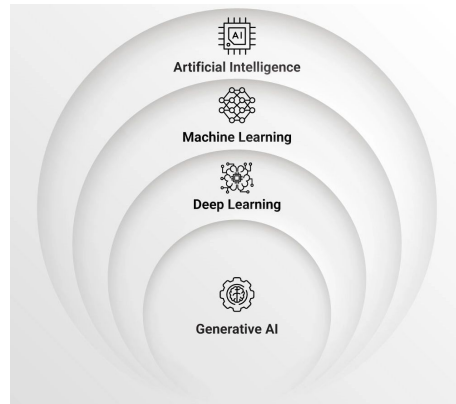
由OpenAI訓練

利用大數據和深度學習來生成人類般的文字

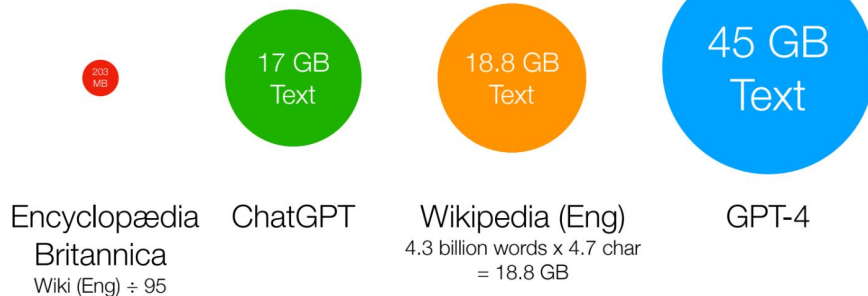
發展歷程

2022年11月推出

從GPT-1到現在的GPT-4O



<https://synoptek.com/insights/it-blogs/data-insights/ai-ml-dl-and-generative-ai-face-off-a-comparative-analysis/>



AI in Education - Empowering the Future of Learning

Triangle Centers

Triangle Visualization

Centers Information

學生座位設定系統

座位設定

座位安排結果

高中選科MBTI測試

AI Avatar

- School-based customization
- Teacher to provide context for engaging interaction
- Student-project as “presentation tool” for learning outcome
 - Prompt Engineering
 - Effective Communication to AI



Vibe Coding

測試介紹

本測試基於MBTI (邁爾斯-布里格斯類型指標) 理論, 通過28個問題來分析你的性格特質, 幫助你選擇最適合的高中選修科目。

MBTI將人的性格分為四個維度:

- 外向(E)與內向(I): 你獲取能量的方式
- 感覺(S)與直覺(N): 你獲取資訊的方式
- 思考(T)與情感(F): 你做決策的方式
- 判斷(J)與感知(P): 你與外界互動的方式

根據測試結果, 我們將建議5個最適合你性格特質的選修科目及10個職業方向可供選擇的選修科目:

| | | |
|-------|--------------|-------|
| 化學 | 代數與微積分(AM2) | 生物 |
| 經濟 | 企業會計及財務概論 | 地理 |
| 歷史 | 物理 | 中國歷史 |
| 藝術與教育 | 資訊及通訊科技(ICT) | 健康與護理 |

開始測試

AI Agent vs Chatbot

電子學習配套計劃

QEF e-Learning Ancillary
Facilities Programme (eLAFP)



優質教育基金電子學習配套計劃 獲資助計劃項目

優質教育基金撥備5億元成立「電子學習配套計劃」，通過促進教育界、專上院校、教育及專業團體，以及商界之間的深入協作，為學校提供優質的電子學習配套，以支援及推動電子學習。香港教育城是這計劃的合作夥伴，為各項目提供宣傳、推廣及支援措施。

下表二十二個成功獲得資助的項目已開展工作。這些項目內容多元化，發展的平台和電子學習資源涵蓋不同的學科。中、小學、幼稚園，以及有特殊教育需要的學生都可受惠。各界人士可透過介紹短片了解項目內容。

日後當計劃成果開始推出，教育城會將相關成果上載，以方便學界及相關的持份者瀏覽及使用項目成果。

2021/1065

利用多媒體及開發LTI 支援移動程
式以優化中小學各級英文教學內
容，推動混合教學並提升自主學習
能力

香港都會大學－教與學發展處



2021/1085

開發機器人教育學習教材: 以學習
管理平台促進混合式學習及教材分
享 香港教育大學課程與教學系
享





iTeach® AI Powered 即時互動電子學習平台 (LMS)

推廣自主語文學習 (普通話) 一筆過津貼

推廣自主語文學習 (英語) 一筆過津貼

- 利用生成式AI建立虛擬老師聊天室 (OctaWize™) 幫助學生
- 利用閉環式AI協助學校及教師規管學生學習、整合教材、回饋師生及實踐知識管理。



Learning 數位學習

Teaching 教學數據管理

Management 校園行政管理

教師 專注教學 WORK LESS
學生 享受學習 LEARN MORE



學校管理層

- ✓ 追蹤教學進度
- ✓ 教學資源管理



教師

- ✓ 智能生成教案
- ✓ 互動教學工具
- ✓ 學生進度評估



學生及家長

- ✓ 在家自主學習
- ✓ 隨時檢視進度

iTeach® 模組 Modules 全面提升教學質素

iTeach® AI Powered 教學評 自動生成

- 按程度劃分，照顧學習差異。
- AI批改，分析強弱項。
- 即時評估，列出名次，預測成績。

iTeach® AI Powered Adaptive Learning 適性化學習

- AI自主學習，根據學生個人程度調適試題庫題目難度，再因材施教。

iTeach® AI Powered Read Aloud

- 英文及普通話朗讀模組。

iTeach® 多元互動 趣味學習

- 即時討論，文字雲等互動工具，增加學生參與感。

iTeach® 資源管理 高效安全

- 管理、共享學校教材，節省人手同時保護學校資產。

iTeach® 學生評估及數據分析

- 包括 Rasch Model (強弱，難度，學習差異)

張振興伉儷書院

Learning & Teaching Expo

作文批改



Ai eLearning

AI融入教育是大趨勢



透過教育設計的創新聊天機器人平台 作為工具

Teach 學校 1 🏠 📄 ✂️ 中 EN ⚙️ 老師1 (老師) 🗑️

設定

| | | | | | | | | |
|---|---|--|---|--|---|--|---|---|
|  更改密碼 |  綁定帳戶 |  管理帳戶 |  管理班別 |  管理資源 |  管理獎賞 |  暫時切換學年 |  管理老師權限 |  日誌 |
|  管理標籤 |  管理評核標準 |  AI 生成題目 |  AI Chatbot |  AI Gen Img |  多年成績報告 | <div style="border: 2px solid red; padding: 5px;"><p>活動類型： AI學習</p><p>* 資料夾： --請選擇--</p><p>學習類型： ⓘ</p><p>無</p><p>無</p><p>自主學習</p><p>非自主學習</p></div> | | |



課程



AI中文作文題自動批改



中學中文作文題 - 屯門日常風光



AI英文作文題自動批改



中學英文作文題 - A Loving Parent

課程



中文

初中文言文《送杜少府之任蜀州》理解內容

作文題目是：我是一套校服



中六閱讀理解

出師表

諷琴瑟

先帝創業未半，而中道崩殂，今天下三分，益州疲弊，此誠危急存亡之秋也。然



英文

Learn Past Tense

Present perfect tense (since / for)

Chat with the AI Teacher and learn about Present perfect tense

English Writing- should mobile phone be banned in school

S6 English AI Learning Chatbot

English Read aloud



普通話朗讀

愛迪生

Read aloud 普通話 (Y)

2022-11-23

語文科 - 中文及英文 (作文 + 多媒體)



學校 1

課程

AI中文作文題自動批改

中學中文作文題 - 屯門日落風光

小學中文作文題 - 我在海城世界的一天

中文作文

AI英文作文題自動批改

中學英文作文題 - A Loving Parent

小學英文作文題 - My Special Day in Hong Kong

Read Aloud Eng

學校 1

獲取學生批改: 2022-2023 | 1A | (1)學生A | 確定 | 上一個 | 下一個

分數: 0 | 狀態: 待批改

A Loving Parent

1. 1/1

0 60% 90% Max 0 / 60

A Loving Parent

Title: A Loving Parent

Once upon a time, in a little house, there lived a loving parent named Mom. Mom was the best parent in the whole wide world because she always made me feel special and loved. Every morning, she would wake me up with a gentle smile and a warm hug. She made the yummiest pancakes for breakfast and packed my lunch with my favourite snacks. Mom knew just how to make each day exciting and full of joy. After school, she would listen to all my stories and adventures. Even when I made a mistake, Mom was patient and helped me learn from it. She taught me valuable lessons about kindness, sharing, and being a good friend. I realize how lucky I was to have such a caring and loving parent. At bedtime, Mom tucked me in, read me a bedtime story, and whispered sweet dreams. I always felt safe and loved as she kissed me goodnight, a loving parent like Mom is like a superhero. At weekends, Mom and I would have fun together. We played board games, went on nature walks, and sometimes even had picnics in the park.

老師評語:

AI 評語: 重新生成 列印

1. Content Relevance: 24/25
The content

對學生顯示 AI 評語:

學校 1

獲取學生批改: 2022-2023 | 1A | (1)學生A | 確定 | 上一個 | 下一個

分數: 0 | 狀態: 待批改

1. 1/1

0 60% 90% Max 0 / 60

學校 1

獲取學生批改: 2022-2023 | 1A | (1)學生A | 確定 | 上一個 | 下一個

分數: 0 | 狀態: 待批改

老師評語:

AI 評語: 重新生成 列印

Title: A Loving Parent

Once upon a time, in a little house, there lived a loving parent named Mom. Mom was the best parent in the whole wide world because she always made me feel special and loved. Every morning, she would wake me up with a gentle smile and a warm hug. She made the yummiest pancakes for breakfast and packed my lunch with my favourite snacks. Mom knew just how to make each day exciting and full of joy. After school, she would listen to all my stories and adventures. Even when I made a mistake, Mom was patient and helped me learn from it. She taught me valuable lessons about kindness, sharing, and being a good friend. I realize how lucky I was to have such a caring and loving parent. At bedtime, Mom tucked me in, read me a bedtime story, and whispered sweet dreams. I always felt safe and loved as she kissed me goodnight, a loving parent like Mom is like a superhero. At weekends, Mom and I would have fun together. We played board games, went on nature walks, and sometimes even had picnics in the park.

At bedtime, Mom tucked me in, read me a bedtime story, and whispered sweet dreams. I always felt safe and loved as she kissed me goodnight, a loving parent like Mom is like a superhero.

At weekends, Mom and I would have fun together. We played board games, went on nature walks, and sometimes even had picnics in the park.

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學校 1

LTE 2023 / LTE 2023 / AI英文作文題自動批改 / 中學英文作文題 - A Loving Parent

返回 A A+

獲取學生批改: 2022-2023 | 1A | (1)學生A | 確定 | 上一個 | 下一個

分數: 0 | 狀態: 待批改

老師評語:

顯示正確答案

跳至學生作答區 提交批改

語文科 - 中文及英文 (作文 + 多媒體)



Teach 學校 1



選取學生批改: 2022-2023 1A (1)學生A 確定 上一個 下一個

分數: 0 狀態: 待批改

跳至學生作答區 提交批改

Title: A Loving Parent

1 / 1

0 60% 90% Max 0 / 60 分

Once upon a time, in a little house, there lived a loving parent named Mom. Mom was the best parent in the whole wide world because she always made me feel special and loved.

Every morning, she would wake me up with a gentle smile and a warm hug. She made the yummiest pancakes for breakfast and packed my lunch with my favorite snacks. Mom knew just how to make each day exciting and full of joy.

After school, she would listen to all my stories and adventures. Even when I made a mistake, Mom was patient and helped me learn from it. She taught me valuable lessons about kindness, sharing, and being a good friend. I realize how lucky I was to have such a caring and loving parent. At bedtime, Mom tucked me in, read me a bedtime story, and whispered sweet dreams. I always felt safe and loved as she kissed me goodnight, a loving parent like Mom is like a superhero. At weekends, Mom and I would have fun together. We played board games, went on nature walks, and sometimes even had picnics in the park

老師評語:

AI 評語: 重新生成 列印

Title: A Loving Parent
Once upon a time, in **an little ^a little** house, there lived a loving parent named Mom. Mom was the best parent in the whole wide world because she always made me feel special and loved. **Every moning moning**, she would wake me up with a gentle smile and a warm hug. She made the yummiest pancakes for breakfast and packed my lunch with my favorite snacks. Mom knew just how to make each day exciting and full of joy. After school, she would listen to all my stories and adventures. Even when I made a mistake, Mom was patient and helped me learn from it. She taught me valuable lessons about kindness, sharing, and being a good friend. I realize how lucky I was to have such a caring and loving parent. At bedtime, Mom tucked me in, read me a bedtime story, and whispered sweet dreams. I always felt safe and loved as she kissed me goodnight, **a loving parent like Mom is like ^because a loving parent, like Mom, is a** superhero. At weekends, Mom and I would have fun together. We played board games, went on nature walks, and sometimes even had picnics in the park

1. Content Relevance: 24/25

The content is highly relevant to the topic of a "loving parent." The student has effectively conveyed a personal connection with the subject, detailing specific actions that showcase the parent's love and care. These details, such as the warm hugs, special breakfasts, and bedtime rituals, are heartwarming and appropriate for the topic. However, the section "a loving parent like Mom is like a superhero" feels slightly cliché and could have been expanded for more originality.

Improvement suggestion: Consider adding more unique or personal reflections on how the parent's actions have impacted the student's life, beyond general statements.

2. Organisation: 23/25

The writing is well-organized, with a clear beginning, middle, and end. The narrative progresses smoothly from describing Mom's care in the morning to her bedtime rituals. The paragraphs are logically structured and follow a chronological order. However, there is a small inconsistency with the transition between sentences in a few places, such as moving from school-related actions to bedtime routines.

語文科 - 中文及英文 (作文 + 多媒體)



iteach.octopus-tech.com/iteach/course/378/activity/9792/e-learning/detail/15?termId=1&classId=1&studentId=15

學校 1

選取學生批改: 2022-2023 1A (1)學生A 確定 上一個 下一個

分數: 0 狀態: 待批改

跳至學生作答區 提交批改

1 / 1

2. Organisation: 23/25

The writing is well-organized, with a clear beginning, middle, and end. The narrative progresses smoothly from describing Mom's care in the morning to her bedtime rituals. The paragraphs are logically structured and follow a chronological order. However, there is a small inconsistency with the transition between sentences in a few places, such as moving from school-related actions to bedtime routines.

Improvement suggestion: Slightly smoother transitions between events would improve cohesion. For example, a sentence that connects the morning routines to after-school activities would help the text flow more naturally.

3. Vocabulary & Sentence Structures: 13/15

The vocabulary used is suitable for the intended audience, with simple yet effective word choices such as "gentle smile" and "yummiest pancakes." Sentence structures are mostly simple but effective. There are a few instances of more complex structures, such as "Even when I made a mistake, Mom was patient and helped me learn from it."

Improvement suggestion: Try incorporating more variety in sentence lengths and structures to add complexity and rhythm to the writing. For example, experiment with combining short and long sentences for better flow.

4. Grammatical Accuracy: 17/20

Overall, the grammar is quite strong, with only a few minor errors. There is a small typo in "moning" (should be "morning") and an unnecessary period in the sentence "She taught me valuable lessons about kindness, sharing, and being a good friend."

Improvement suggestion: Pay attention to minor spelling and punctuation errors. Review sentences for proper punctuation and correct any typos.

5. Mechanics: 12/15

Mechanically, the piece is mostly error-free, though there are a few areas where punctuation could be improved, particularly at the end of sentences (e.g., the period after "good friend"). The spelling mistake of "moning" needs to be corrected to "morning." Additionally, in the last sentence, "Mom and I would have fun together" could use a comma before "and" for better clarity.

Improvement suggestion: Proofread for minor spelling and punctuation mistakes.

Total Score: 89/100

Detailed feedback for each category:

- **Content Relevance:** Strong connection to the topic, but avoid clichés to make the writing feel more original.
- **Organisation:** Clear structure, but transitions between ideas can be improved for smoother flow.
- **Vocabulary & Sentence Structures:** Simple but effective vocabulary, with room for more variety in sentence structures.
- **Grammatical Accuracy:** Few errors, but small mistakes should be reviewed.

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語文科 - 中文及英文 (作文 + 多媒體)



學校 1

老師1 (老

選取學生批改： 2022-2023 1A (1)學生A 確定 上一個 下一個

分數： 0 狀態： 待批改

跳至學生作答區 提交

1 / 1

The vocabulary used is suitable for the intended audience, with simple yet effective word choices such as "gentle smile" and "yummiest pancakes." Sentence structures are mostly simple but effective. The structures, such as "Even when I made a mistake, Mom was patient and helped me learn from it."

0 60% 90% Max 0 / 60

Improvement suggestion: Try incorporating more variety in sentence lengths and structures to add complexity and rhythm to the writing. For example, experiment with combining short and long sentences for better flow.

4. Grammatical Accuracy: 17/20

Overall, the grammar is quite strong, with only a few minor errors. There is a small typo in "moning" (should be "morning") and an unnecessary period in the sentence "She taught me valuable lessons about kindness, sharing, and being a good friend."

Improvement suggestion: Pay attention to minor spelling and punctuation errors. Review sentences for proper punctuation and correct any typos.

5. Mechanics: 12/15

Mechanically, the piece is mostly error-free, though there are a few areas where punctuation could be improved, particularly at the end of sentences (e.g., the period after "good friend"). The spelling mistake of "moning" needs to be corrected "morning." Additionally, in the last sentence, "Mom and I would have fun together" could use a comma before "and" for better clarity.

Improvement suggestion: Proofread for minor spelling and punctuation mistakes.

Total Score: 89/100

Detailed feedback for each category:

- **Content Relevance:** Strong connection to the topic, but avoid clichés to make the writing feel more original.
- **Organisation:** Clear structure, but transitions between ideas can be improved for smoother flow.
- **Vocabulary & Sentence Structures:** Simple but effective vocabulary, with room for more variety in sentence structures.
- **Grammatical Accuracy:** Few errors, but small mistakes should be reviewed.
- **Mechanics:** Mostly good, but watch out for minor spelling and punctuation issues.

Overall, a well-written composition that effectively captures the essence of a loving parent. Keep refining your language use and make sure to proofread for those minor errors!

對學生顯示 AI 評語：



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學校 1

選取學生批改: 2022-2023 1A (1)學生A 確定 上一個 下一個

分數: 0 狀態: 重做

跳至學生作答區 提交批改

1 / 1

0 60% 90% Max 0 / 100 分

圖片文字識別/OCR: 從檔案選取 / 從相機拍攝

屯門日常風光

早上，如常的陽光明媚，我被鳥兒的歌聲喚醒，一道金黃色的陽光從簾布漸漸滲出來，照耀了我。打開窗，只見無際的天空一片湛藍，陽光照射在綠油油的樹木上，顯得閃閃生輝。趁著好天氣，我從紅橋出發，沿著屯門河旁，順著蜿蜒而上的小路往前行走，漫步在幽靜的樹下，河邊的天空出現了淡淡的雲霧，空氣中也彌漫著輕紗似的薄霧，在河旁邊的護欄上放置了一些精美的展覽品，這全部都是由藝術家親手製作的，有的是貓兒，有的是傳統手工藝，做工精緻，也為河旁增添了不少色彩。一直沿著河旁走，經過一個小公園，這裡是老年人和小孩子的「秘密基地」，公園裡有些小孩在奔跑玩耍、有些老人在椅子上玩棋——忽然傳來一陣隱隱約約的撒嬌聲，「媽媽，玩多一會嘛，玩多一會嘛！」原來是一位小男孩在向媽媽撒嬌，不願走，小男孩拉著媽媽的手，全身都在搖晃不停。最後，心軟的媽媽還是抵擋不住兒子的撒嬌，「好吧，好吧，只玩五分鐘！」，兒子連忙跑回去玩耍，媽媽也露出了眉開眼笑的一面。繼續向前走，走進屯門市鎮公園，在入口處的兩側都豎立了兩棵大樹，就如一個巨人向我招手，歡迎我的到來，而樹木旁邊就有一些花朵和綠樹成蔭的小樹，它們相映成趣，顯得格外清新。我向著橋的方向走，有些人正在喂小龜，有些人在散步，這令我回想起我小時候在這裡放走小龜的情景。當時我從湖旁慢慢地放牠走的，由於牠長得太快，身體也變得龐大，所以逼於無奈要放生。現在想起來都覺得十分不捨和可惜。廣場中心的大湖，有些人在放小船，與朋友打比賽。突然，我被一位伯伯的毛筆吸引著，他的毛筆與普通毛筆並不相同，這支毛筆大得像掃帚般，筆桿很長，他在地上大筆一揮，一個大字立馬出現了，真是佩服。離開公園後，我走到了龍門居，夜幕降臨，街上的小食店也逐漸「開檔」，街路上的兩側都是各式各樣的小食店，有些賣熟食，又有些賣凍飲。檔販的叫賣聲和人們的喧鬧聲，隨著入夜變得更大，整條大街都擠滿了人，川流不息，十分熱鬧映入眼簾的有「狗仔粉」、「豆腐花」、「咖喱魚蛋」……各種風味小吃應有盡有，一陣陣的吆喝聲傳入耳中，食物的香氣四處飄溢，更加令人垂涎欲滴，嘴饞得口都快要流下來了！我回到家中，這些殘留在衣服上的食物香氣，令我再次陶醉於剛才漫步過的屯門風景……

老師評語:

AI 評語: 重新生成

作文評語:
這篇作文題材選擇了屯門的日常風光，表現了對當地景色的觀察與感受，且涵蓋了早晨、午後及夜晚的各種場景，符合題目要求，內容具體生動，呈現了豐富的日常生活。然而，部分段落的描述略顯重複，有時語氣過於隨意。雖然有情感流露，但在細節描寫上可再加強，進一步強化文章的表現力。

評分:
貼題: 22/25
用詞: 20/25
寫作手法: 20/25

語文科 - 中文及英文 (作文 + 多媒體)



Teach 學校 1

選取學生批改: 2022-2023 1A (1)學生A 確定 上一個 下一個

分數: 0 狀態: 重做

跳至學生作答區 提交批改

1 / 1

毛筆吸引着，他的毛筆與普通毛筆並不相同，這支毛筆大得像掃帚般，筆杆很長，他在地面上大筆一揮，一個大字立馬出現了，真是佩服。
離開公園後，我走到了龍門居，夜幕降臨，街上的小食店也逐漸「開檔」，街路上的兩側都是各式各樣的小食店，有些賣熟食，又有些賣凍飲。檔販的叫賣聲和人們的喧鬧聲，隨着入夜變得更大，整條大街都擠滿了人。有「狗仔粉」、「豆腐花」、「咖喱魚蛋」……各種風味小吃應有盡有，一陣陣的吆喝聲傳入耳中，食物的香氣四處瀰漫，更加令人垂涎欲滴，嘴饞得口都快要流下來了！
我回到家中，這些殘留在衣服上的食物香氣，令我再次陶醉於剛才漫步過的屯門風景……

老師評語:

AI 評語: **重新生成**

作文評語:
這篇文章描述了屯門日常風光，整體上符合題目要求，內容結構清晰，且描寫了不同場景中的生活細節，展現了屯門的自然景色與市區生活。文章有一定的情感流露，也展現了作者對屯門的親切感，但在某些段落中的表達稍顯繁瑣，部分細節描寫過於冗長。語言表達上有些地方可以更精簡，並且在某些地方可以更具體地呈現屯門的特色。整體內容中立意明確，能夠彰顯立意，但語言運用上仍有進步的空間。

評分:
貼題: 22/25
用詞: 20/25
寫作手法: 20/25
錯別字: 12/15
創意和風格: 8/10

作文批改:
早上，如常的陽光明媚，我被鳥兒的歌聲喚醒，一道金黃色的陽光從簾布漸漸滲出來，照耀了我。打開窗，隻見無際的天空一片湛藍，陽光照射在綠油油的樹木上，顯得閃閃生輝。天邊的鳥鳴聲，彷彿在迎接新的一天，我打開窗，隻見湛藍的天空，陽光灑在綠意盎然的樹木上，閃爍著金色的光輝。趁著好天氣，我從紅橋出發，沿著屯門河旁，順著蜿蜒而上的小路往前走，漫步在幽靜的樹下，河邊的天空出現了淡淡的雲霧，空氣中也彌漫著輕紗似的薄霧，在河旁邊的護欄上放置了一些精美的展覽品，這全部都是由藝術家親手製作的，有的是貓兒，有的是傳統手工藝，做工精緻，也為河旁增添了不少色彩。趁著陽光明媚，我從紅橋出發，沿著屯門河畔的蜿蜒小道漫步，走在幽靜的樹蔭下。河邊的空氣瀰漫著清新的薄霧，護欄上擺放著藝術家親手製作的展覽品，貓兒與傳統手工藝品的精緻工藝為這一帶增添了不少色彩。
一直沿著河旁走，經過一個小公園，這裏是老年人和小孩子的「秘密基地」，公園裏有些小孩在奔跑玩耍、有些老人在椅子上玩棋，有的孩子在奔跑嬉戲，——忽然傳來一陣隱隱約約的撒嬌聲，「媽媽，玩多一會嘛，玩多一會嘛！」原來是一位小男孩在向媽媽撒嬌，不願走，小男孩拉著媽媽的手，全身都在搖晃不停。最後，心軟的媽媽還是抵擋不住兒子的撒嬌，突然一陣撒嬌聲傳來，「媽媽，再玩一會兒嘛！」

對學生顯示 AI 評語:

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語文科 - 中文及英文 (作文 + 多媒體)



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學校 1

選取學生批改: 2022-2023 1A (1)學生A 確定 上一個 下一個

分數: 0 狀態: 重做

跳至學生作答區 提交批改

AI 評語: 重新生成

作文評語:
這篇文章描述了屯門日常風光，整體上符合題目要求，內容結構清晰，且描寫了不同場景中的生活細節，展現了屯門的自然景色與市區生活。文章有一定的情感流露，也展現了作者對屯門的親切感，但在某些段落中的表達稍顯繁瑣，部分細節描寫過於冗長。語言表達上有些地方可以更加精簡，並且在某些地方可以更具體地呈現屯門的特色。整體內容中立意明確，能夠彰顯立意，但語言運用上仍有進步的空間。

評分:
貼題: 22/25
用詞: 20/25
寫作手法: 20/25
錯別字: 12/15
創意和風格: 8/10

作文批改:
早上，如常的陽光明媚，我被鳥兒的歌聲喚醒，一道金黃色的陽光從簾布漸漸滲出¹來，照耀了我。打開窗，隻見無際的天空一片湛藍，陽光照射在綠油油的樹木上，顯得閃閃生輝。天邊的鳥鳴聲，彷彿在迎接新的一天，我打開窗，隻見湛藍的天空，陽光灑在綠意盎然的樹木上，閃爍著金色的光輝。²趁著好天氣，我從紅橋出發，沿著屯門河旁，順著蜿蜒而上的小路往前走，漫步在幽靜的樹下，河邊的天空出現了淡淡的雲霧，空氣中也瀰漫著輕紗似的薄霧，在河旁邊的護欄上放置了一些精美的展覽品，這全部都是由藝術家親手製作的，有的是貓兒，有的是傳統手工藝，做工精緻，也為河旁增添了色彩。趁著陽光明媚，我從紅橋出發，沿著屯門河畔的蜿蜒小道漫步，走在幽靜的樹蔭下。河邊的空氣瀰漫著清新的薄霧，護欄上擺放著藝術家親手製作的展覽品，³貓兒與傳統手工藝品的精緻工藝為這一帶增添了不少色彩。⁴
一直沿著河旁走，經過一個小公園，這裏是老年人和小孩子的「秘密基地」，公園裏有些小孩在奔跑玩耍、有些老人在椅子上玩棋，⁵有的孩子在奔跑嬉戲，——忽然傳來一陣隱隱約約的撒嬌聲，「媽媽，玩多一會嘛，玩多一會嘛！」原來是一位小男孩在向媽媽撒嬌，不願走，小男孩拉著媽媽的手，全身都在搖晃不停。最後，心軟的媽媽還是抵擋不住兒子的撒嬌，突然一陣撒嬌聲傳來，「媽媽，再玩一會兒嘛！」原來是一位小男孩在向媽媽撒嬌，不願離開，拉著媽媽的手，全身在不停搖晃。最終，心軟的媽媽還是抵擋不住兒子的請求，小男孩拉著媽媽的手，身體不停搖晃。最後，心軟的媽媽終於答應了，「好吧，好吧，隻玩五分鐘！」兒子連忙跑回去玩耍，媽媽也露出了眉開眼笑的一面。⁶終於，媽媽在孩子的撒嬌下答應了，小男孩高興地跑回去玩耍，媽媽露出了欣慰的笑容。⁷
繼續向前走，走進屯門市鎮公園，在入口處的兩側都聳立了兩棵大樹，就如一個巨人向我招手，歡迎我的到來，而樹木旁邊就有一些花朵和綠樹成蔭的小樹，它們相映成趣，顯得格外清新。我向著橋的方向走，有些人正在喂小龜，有些人在散步，這令我回想起我小時候在這裏放走小龜的情景，當時我從湖旁慢慢地放牠走的，由於牠長得太快，身體也變得龐大，所以逼於無奈要放走，現在想起來覺得十分不捨和可惜。廣場中心的大湖，有些人在放小船，與朋友打比賽。突然，我被一位老伯伯的毛筆吸引著，他的毛筆與普通毛筆並不相同，這支毛筆大得像掃帚般，筆杆很長，他在地上大筆一揮，一個大字立馬出現了，真是佩服。走進屯門市鎮公園，公園的兩側聳立著高大的樹木，宛如巨人般迎接著我。樹旁是盛開的花朵，綠樹成蔭，景色清新宜人。我走向橋的方向，看見有些人正在喂小龜，有些人在散步。這個景象讓我回憶起小時候在這裏放小龜的情景，那時因為牠長得太快，身體也變得龐大，不得不放走它，現在回想起來，我心中充滿不舍。廣場中心的大湖旁，一些人在放小船，和朋友們比賽。忽然，我被一位老伯伯的毛筆吸引，那支毛筆不同尋常，像掃帚般巨大，筆杆長長的，他揮動毛筆，地面上立即顯現出一個大字，真是令人佩服。
離開公園後，我走到了龍門居，夜幕降臨，街上的小食店也逐漸「開檔」，街路上的兩側都是各式各樣的小食店，有些賣煎食，又有些賣凍飲。檔販的叫賣聲和人們的喧鬧聲，隨著入夜變得更大，整條大街都擠滿了人，川流不息，十分熱鬧。夜幕降臨，我走進龍門居，街道兩側的小食店陸續開張，賣著各種煎食和凍飲。叫賣聲與人們的談笑聲逐漸喧鬧起來，街道兩旁擠滿了人，川流不息，熱鬧非凡。⁸映入眼簾的有「狗仔粉」、「豆腐花」、「咖喱魚蛋」……各種風味小吃應有盡有，一陣陣的吃喝聲傳入耳中，食物的香氣四處飄溢，更加令人垂涎欲滴，嘴饞得口都快要流下來了。眼前景象琳瑯滿目的小吃攤，狗仔粉、豆腐花、咖喱魚蛋等各種地道小吃應有盡有。吃喝聲此起彼伏，香氣四溢，令人垂涎欲滴，嘴饞得幾乎要流口水了。⁹
我回到家中，這些殘留在衣服上的食物香氣，令我再次陶醉於剛才漫步過的屯門風景……
我回到家中，身上依舊瀰漫著街頭小吃的香氣，心中不禁回想起剛才在屯門街頭的美麗景象。¹⁰

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語文科 - 中文及英文 (作文 + 多媒體)



學校 1

iTeach Playground / DSE文言文 / 《念奴嬌·赤壁懷古》 / 《念奴嬌·赤壁懷古》第一關：解釋字詞

返回 A- A+

《念奴嬌·赤壁懷古》第一關：解釋字詞

標籤：
活動簡介：
開始日期：2024-07-16 08:00

檢查答案 下載

已完成題目數量：10
分數：2 / 10
提交日期：2025-05-16 15:00:46

學校 1

學生C (學生)

蘇軾公裡當年，小舟初嫁了，誰染吳淞。

A. 留戀 B. 感嘆
C. 遙望 D. 想像

6. 試選出以下文句中的粗體字的正確解釋。
蘇軾公裡當年，小舟初嫁了，**誰染吳淞**。

A. 數字不凡 B. 姿態優美
C. 百發百中 D. 騎姿英俊

7. 試選出以下文句中的粗體字的正確解釋。
蘇軾神遊，多情應笑我，早生華髮。

A. 舊地 B. 故事
C. 夢境 D. 家鄉

學校 1

iTeach Playground / DSE文言文 / 《念奴嬌·赤壁懷古》 /

AI 解釋

《念奴嬌·赤壁懷古》第一關：解釋字詞

1.

試選出以下文句中的粗體字的正確解釋。

關閉

AI 解釋

這道題目中的文句出自唐代詩人蘇軾的《念奴嬌·赤壁懷古》。其中的「浪淘盡」這一部分描述的是大江中的浪潮沖刷萬物，表達了自然力量的強大以及時間的無情。這裡的「淘」字指的就是「沖刷」，而不是「淘汰」。

正確解釋是「沖刷」，這是指浪潮將水中的東西沖走、沖刷乾淨。而**學生的答案「淘汰」**則指的是將不合格或不需要的東西除去，這在語境中並不合適。詩中的意思是自然界的浪潮把所有的「千古風流人物」沖走，暗示著歷史人物最終都會被時間沖刷，消失於歷史長河中。

總結來說，這句中的「浪淘盡」形容的是浪潮的沖刷，而不是淘汰的意思。所以，學生的答案「淘汰」不太準確，應該選擇「沖刷」作為正確的解釋。

關閉

AI 解釋

這是一道關於詩詞解釋的問題，來自唐代詩人辛棄疾的《青玉案·元夕》。在這句話中，粗體字的「故園」是指「舊地」或「故鄉」，而不是「故事」。

讓我們來拆解這句話：

- **「故園神遊」**：這裡的「故園」指的是詩人曾經生活過的地方，也就是「舊地」，是他過去熟悉、懷念的故鄉或家園。「神遊」則是指他的思緒和回憶飛到了那個地方，帶有一種夢幻般的感覺。

- **「多情應笑我」**：詩人在這裡自嘲，說自己感情豐富，可能會讓別人覺得有些可笑。

- **「早生華髮」**：這句話的意思是他因為過於多情和感懷，早早就白了頭，表達出對時光流逝、人生無常的感慨。

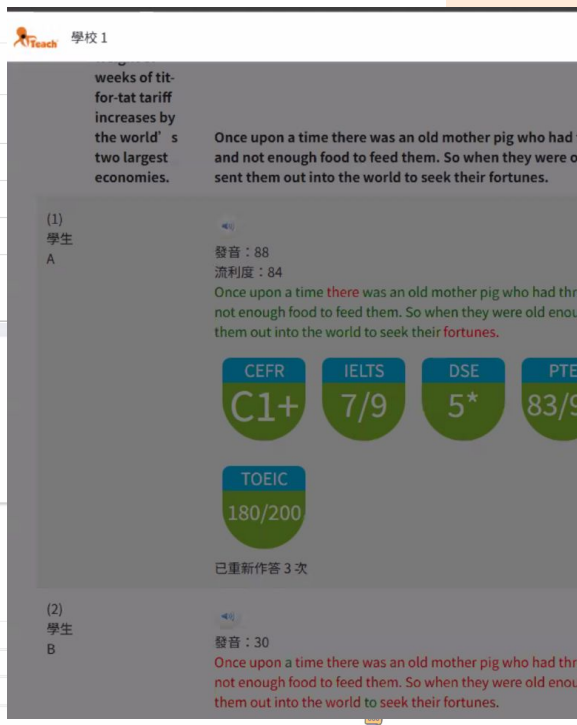
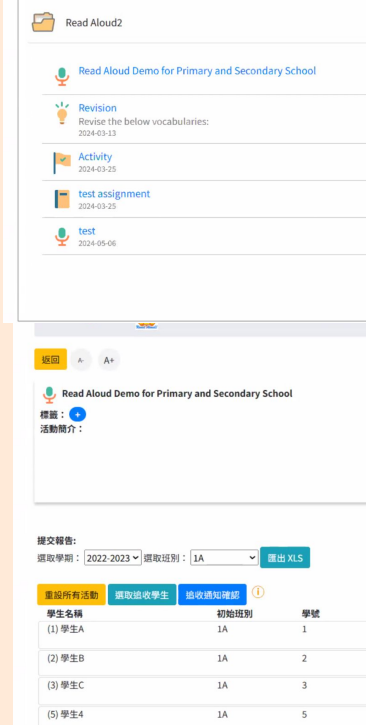
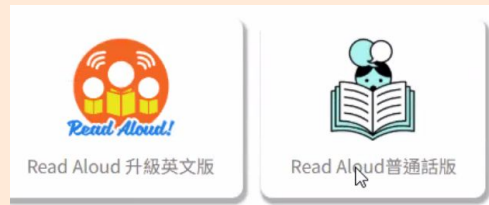
所以，正確的解釋是「故園」指的是「舊地」，而非「故事」。

學生選擇的「故事」並不符合這個語境，因為「故園」更多是指某個具體的地方，與「故事」的意思並不符合。

總結來說，這句詩表達的是詩人對故鄉的懷念，以及因情感豐富而對歲月流逝的感懷。

關閉

語文科 - 中文及英文 (作文 + 多媒體)



Vocabulary: little

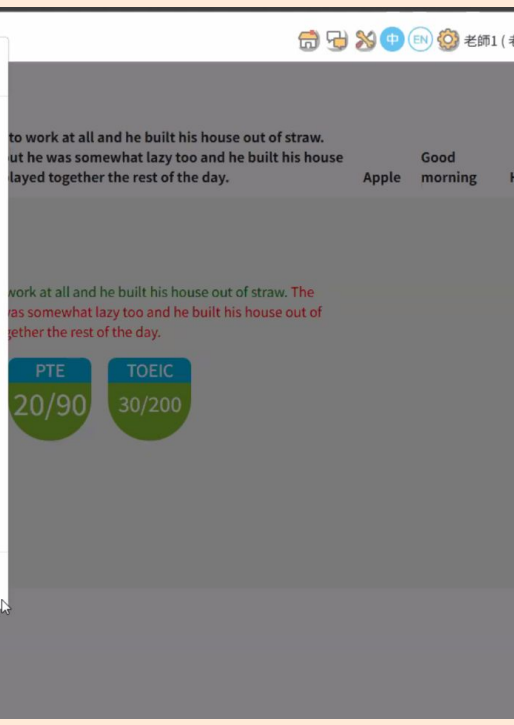
Phonetic result:

| | Your sound most like | Score |
|----|----------------------|-------|
| l | t | 35 |
| ih | ih | 83 |
| t | t | 94 |
| ah | ah | 87 |
| l | l | 100 |

Syllable result:

| Letter | Phonetic sound count | Score |
|--------|----------------------|-------|
| lit | 2 | 59 |
| tle | 3 | 94 |

關閉



語文科 - 普通話 (多媒體)



Read Aloud 升級英文版



Read Aloud 普通話版

iteach.octopus-tech.com/iteach/course/214/activity/39783

學校 1

iTeach Playground / Read Aloud 普通話版 / 生字朗讀普通話 / 愛迪生

返回 A- A+

愛迪生
標籤: +
活動簡介:

預覽 報告

提交報告:
選取學期: 2022-2023 選取班別: 1A 匯出 XLS Rasch Model Report(Trial)

重設所有活動 選取追收學生 追收通知確認 ⓘ

| 學生名稱 | 初始班別 | 學號 | 提交日期 | 作答時間 | 分數 | 狀態 |
|---------|------|----|------|------|----|----|
| (3) 學生C | | | | | | |
| (1) 學生A | | | | | | |
| (2) 學生B | | | | | | |
| (5) 學生4 | | | | | | |

數學科



Teach 學校 1



AI eLearning /



AI Chatbot

Teach 學校 1



AI eLearning / AI Chatbot / 課題 / 數學mc

返回

A-

A+

數學mc

1.

若 $x=3$ 和 $y=4$ ，則 $2x+3y=?$

17

19

18

20

2.

已知 $\sin\theta=3/5$ ，且 $90^\circ<\theta<180^\circ$ ，則 $\cos\theta=?$

-4/5

-3/5

4/5

100 cm^2

其他學科知識 - 適性化學習，根據學生個人程度調適試題庫題目難度 (因材施教)



根據教學目標，靈活定義聊天機器人的互動範圍並設定課程 內容，確保其回應與學習目標一致

The screenshot displays the iTeach Octopus Tech interface. The main content area shows a course titled 'AI Chatbot' under the category 'AI 學科學 - 水'. The course details include a start date of 2025-02-11 08:00 and an end date of 2025-02-17 23:59. Below the course details, there is a '提交報告' (Submit Report) section with a dropdown for '2022-2023' and a dropdown for '1A', along with a '匯出 XLS' (Export XLS) button.

The '重設所有活動' (Reset All Activities) section contains a table with the following data:

| 學生名稱 | 初始班別 | 學號 | 提交日期 | 作答時間 | 分數 |
|--------------|------|----|------------------|-------|---------|
| (1) 學生A | 1A | 1 | 2025-02-11 17:20 | 00:00 | 100/100 |
| (2) 學生C | 1A | 3 | 2025-02-13 17:10 | 00:00 | 60/100 |
| (3) Student3 | 1A | 4 | | | |
| (4) 學生B | 1A | 2 | | | |
| (5) 學生4 | 1A | 5 | | | |

At the bottom of the interface, there are two URL links: <https://iteach.octopus-tech.com/iteach/course/820/activity/39646> and <https://iteach.octopus-tech.com/iteach/course/820/activity/39757>. The footer also contains the copyright information: Copyright © 2017 - 2025 Octopus InfoTech Limited. All rights reserved. P.

互動式學習讓學生進行交流

提供即時反饋和個人化輔導，並有效過濾無關問題，減少學習干擾



Teach 學校 1 🏠 📄 ✂️ 🇨🇳 🇬🇧 ⚙️ 老師1 (老師)

AI eLearning / AI Chatbot / 課題 / 與 AI 學科學 - 水

返回 A- A+

翻譯語言: 中文 (粵語)

Hi, 同學你好! 🌟 今日我哋一齊學習**「水的科學」**, 了解水的不同特性同重要性! 🌊💧

我哋由第一個學習重點開始:

水有三種物態

水可以以三種不同形態出現:

- 1 固態 (冰) ❄️
- 2 液態 (水) 💧
- 3 氣態 (水蒸氣) ☁️

當水的溫度改變, 就會發生物態變化。你可以舉個例子, 講下你有冇見過水變成唔同形態的情況? 🤖

有落雨, 落雪和蒸氣

很好! 🌟 你提到落雨、落雪和蒸氣, 其實呢啲都係水的三種物態變化的例子! 🌟

🌟 落雪 ❄️: 水由液態 (水) 變成固態 (冰), 呢個過程叫做凝固 (Freezing)。當水溫降到0°C或以下, 水就會結冰, 形成雪或者冰雹。

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互動式學習讓學生進行交流

教師可透過報告，了解學生學習



學校 1

AI eLearning / AI Chatbot / 課題 / 與 AI 學科學 - 水

返回 A- A+

與 AI 學科學 - 水

標籤: +

活動簡介:

開始日期: 2025-02-11 08:00 - 2025-02-17 23:59







更新日期: 2025-05-19 09:46

預覽 報告

提交報告:

選取學期: 2022-2023 選取班別: 1A 匯出 XLS

重設所有活動

| 學生名稱 | 初始班別 | 學號 | 提交日期 | 作答時間 | 分數 | |
|--------------|------|----|---------------------|-------|---------|---|
| (1) 學生A | 1A | 1 | 2025-02-11 17:20 | 00:00 | 100/100 |    |
| (2) 學生C | 1A | 3 | 2025-02-13 17:10 | 00:00 | 60/100 |    |
| (3) Student3 | 1A | 4 | | | |   |
| (4) 學生B | 1A | 2 | | | |  |
| (5) 學生4 | 1A | 5 | | | |  |

https://iteach.octopus-tech.com/iteach/course/811/ai_learning/39572/report

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互動式學習讓學生進行交流



報告 - 由AI生成對學生互動記錄產生的評估報告及建議

Teachi 學校 1 🏠 📄 🗑️ 🇨🇳 🇺🇸 🇬🇧 老師1 (老師) 🗑️

AI eLearning / AI Chatbot / 課題 / 與 AI 學科學 - 水 🌐

[上一頁](#)

選取學期: 2022-2023 選取班別: 1A

已撰揮 0 人 [整合總結](#)

| <input type="checkbox"/> | 學生 | 學生評語 | 詳情 | 重新評估 |
|--------------------------|--------|---|--------------------|----------------------|
| <input type="checkbox"/> | (1)學生A | <h3>評價學生對「水」的認識程度</h3> <ul style="list-style-type: none">✓ 學生已掌握的學習點：<ol style="list-style-type: none">1 明白水有三種物態 (能舉例：落雨、落雪、蒸氣、雪櫃雪水成冰)2 認識水的物態變化過程 (知道水蒸發、凝結、凝固)3 了解水循環的過程 (能說出淡水有限，水循環的重要性)4 舉出影響蒸發速率的因素 (能提出「熱力」影響蒸發速度)1 0 明白節約用水的重要 (能提出縮短沖涼時間節約用水)1 1 知道減少水污染的重要 (願意向家人宣傳節約用水) <ul style="list-style-type: none">✗ 學生未完全掌握的學習點：<ol style="list-style-type: none">3 溶劑、溶質和溶液的關係 (未提及)4 影響溶解速率的因素 (未提及)7 物質的溶解度隨溫度改變 (未提及)8 將水淨化的方法 (未提及)9 食水的進一步處理 (未提及) <p>★ 學習建議：</p> <ul style="list-style-type: none">📖 建議學生進一步學習「水的溶解特性」(例如：溶劑、溶質、溶液的概念、影響溶解速率的因素)🔍 了解食水如何處理和淨化 (如沉澱、過濾、消毒等方法)🔥 可以透過實驗學習 (例如：試試不同溫度下糖溶解速度的變化) <p>✓ 整體評價：學生對水的基本特性、水循環和節約用水的概念掌握良好，但仍需加強水的溶解特性和水的處理等進階知識。 🌟 🗨️</p> | 詳情 | 重新評估 |

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互動式學習讓學生進行交流



報告 - 整合總結

 學校 1

AI eLearning /  AI Chatbot / 課題 / 與 AI 學科學 - 水

上一頁

選取學期： 2022-2023 ▾ 選取班別： 1A ▾

已撰擇 10 人

整合總結



學生

學生評語



(1)學生A

評價學生對「水」的認識程



學生已掌握的學習點：

- 1 明白水有三種物態（能舉例：落雨、落雪、
- 2 認識水的物態變化過程（知道水蒸發、凝結

互動式學習讓學生進行交流



報告 - 整合總結



以下是本次全班同學就「水」主題的學習總結、改進建議，以及表現突出的同學和有待加強的同學名單：

全班學習總結：

同學們整體對「水的三種物態」以及「水的循環與節約」方面表現良好，大部分能夠指出水由固態、液態轉為氣態的過程，亦具備節約用水的意識，能結合日常生活作出反思及建議。

不過，在「水的溶解特性」及「水的處理與淨化方法」方面，多數同學未有作出相關說明或顯示理解；亦有個別同學對「蒸發與沸騰」的概念混淆，顯示出對細節的掌握仍有待加強。

表現突出的同學：

學生A

- **優點：** 已全面掌握水的基本概念，包括物態變化、水循環及節約用水等，亦能舉出實際生活例子，展現出良好的理解與應用能力。
- **改進方向：** 需進一步學習溶解相關知識及水的淨化過程。

有待加強的同學：

學生C

- **優點：** 能指出水有三種物態，對物態變化有基本認知。
- **需加強：**
 1. 蒸發與沸騰的區別概念不足：未能正確區分兩者的不同特點與條件。
 2. 蒸發速度因素的理解較淺：對影響因素如溫度、風速等掌握

不過，在「水的溶解特性」及「水的處理與淨化方法」方面，多數同學未有作出相關說明或顯示理解；亦有個別同學對「蒸發與沸騰」的概念混淆，顯示出對細節的掌握仍有待加強。

表現突出的同學：

學生A

- **優點：** 已全面掌握水的基本概念，包括物態變化、水循環及節約用水等，亦能舉出實際生活例子，展現出良好的理解與應用能力。
- **改進方向：** 需進一步學習溶解相關知識及水的淨化過程。

有待加強的同學：


學生C

- **優點：** 能指出水有三種物態，對物態變化有基本認知。
- **需加強：**
 1. 蒸發與沸騰的區別概念不足：未能正確區分兩者的不同特點與條件。
 2. 蒸發速度因素的理解較淺：對影響因素如溫度、風速等掌握不足。

全班建議方向：

1. 加強蒸發與沸騰的區別理解：可利用圖像及影片輔助學習，並進行小實驗觀察。
2. 學習水的溶解特性：如溶質、溶劑與溶液的定義，認識溫度對溶解速度的影響。
3. 探究水的淨化與處理過程：例如沉澱、過濾與消毒，理解飲用水處理的重要性。
4. 實驗探究學習：鼓勵學生親身觀察與記錄不同情況下水的變化，以鞏固概念。

註：

其餘同學（Student3、學生B、學生4、ben、學生5、測試學生3、佛教林炳炎紀念學校、hkepl1at1）尚未提交或未有完整評語，請盡快補交以便老師作出全面評估。 

如有需要，我可以根據不同學生程度設計針對性補充練習或實驗活動建議。是否需要我幫忙編寫相關練習？

互動式學習讓學生進行交流



學習過程 - AI 處理語言翻譯 - 中文國粵語

The screenshot shows a web interface for an AI chatbot. At the top left, there is a logo for 'Teach' and the text '學校 1'. Below this is a navigation bar with the text 'AI eLearning / AI Chatbot / 課題 / 與 AI 學科學 - 水'. The main content area features a chat window with a yellow '返回' button and two circular buttons labeled 'A-' and 'A+'. A dropdown menu for '翻譯語言:' is open, showing options for '中文 (粵語)', '英語', '中文 (國語)', and '烏都語'. The chat window contains text explaining the three states of water: solid, liquid, and gas. The text is partially obscured by the dropdown menu.

學校 1

AI eLearning / AI Chatbot / 課題 / 與 AI 學科學 - 水

返回 A- A+

翻譯語言: 中文 (粵語) ▼

英語

中文 (粵語)

中文 (國語)

烏都語

道部分了！水有三種物態，分別是固態、液態和氣態。

是水變成冰的狀態，像你所說的結冰。

是我們平時所見的水，像水龍頭流出來的水。

3. 氣態 就是水蒸氣，通常我們在煮水或熱湯時會見到，會有白色的蒸氣上升。

這三種物態是水的基本形態，當水經過不同的過程（像加熱或冷卻），它會在這三

你覺得呢，這樣解釋清楚嗎？有冇咩地方唔明白呀

互動式學習讓學生進行交流



學習過程 - AI 處理語言翻譯 - 英語

Teach 學校 1

AI eLearning / AI Chatbot / 課題 / 與 AI 學科學 - 水

返回 A- A+

翻譯語言: 英語

原來你已經知道部分了！水有三種物態，分別是固態、液態和氣態。

1. **固態** 就是水變成冰的狀態，像你所說的結冰。
2. **液態** 就是我們平時所見的水，像水龍頭流出來的水。
3. **氣態** 就是水蒸氣，通常我們在煮水或熱湯時會見到，會有白色的蒸氣上升。

這三種物態是水的基本形態，當水經過不同的過程（像加熱或冷卻），它會在這三個物態之間轉換。

你覺得呢，這樣解釋清楚嗎？有冇咩地方唔明白呀

It turns out you already know part of it! Water has three states of matter, namely solid, liquid and gas.

The



1. **solid state** is the state in which water turns into ice, as you said, freezing.
2. **Liquid state** is the water we usually see, like the water flowing out of a faucet.



The

3. **gas state** is water vapor, which we usually see when boiling water or hot soup, there is a white vapor rising.

These three states of matter are the basic forms of water, and when water goes through different processes (like heating or cooling), it transitions between these three states of matter.

Do you think that explains it clearly? Is there anything I don't understand

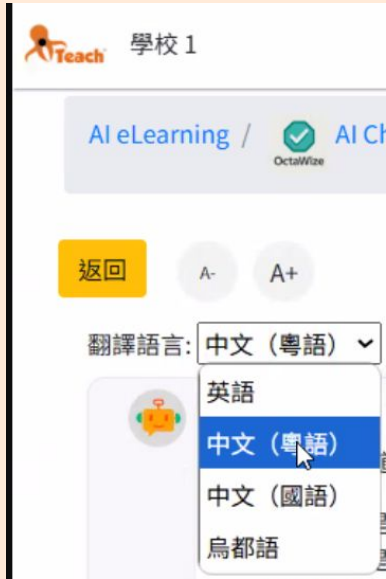
 

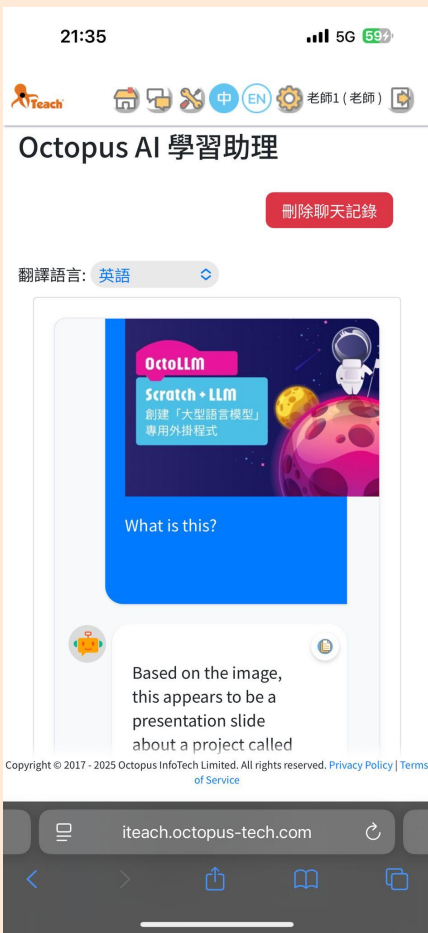
互動式學習讓學生進行交流



學習過程 - AI 處理語言翻譯 - 烏都語



AI素養的培養，助力師生掌握科技的應用能力



Personalized Learning

個人化學習的四大元素

Source: Gates Foundation's "Working Definition" of Personalised Learning

A WORKING DEFINITION OF PERSONALIZED LEARNING

Personalized learning seeks to tailor student learning by tailoring the learning environment—what, when, where, and how students learn—to address their individual needs, skills and interests. Students can take ownership of their learning, while also developing personal connections with their teachers and other adults.

GETTING STARTED
This is a working definition of personalized learning that is intended as a tool to help educators design student-centered instructional models. These attributes and tactics were developed from the practices of a number of leading schools. They are grouped together to offer a comprehensive view of the possible. No one school fully employs each of these today. Start where you want and progress from there.

LEARNER PROFILES
Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.

How might we capture each student's current level of mastery within each of the dimensions that we believe essential for his/her success (e.g. academic skills, social-emotional skills)? In what ways might we highlight a student's attention to their individual needs?

How might we support each student in understanding and articulating his/her interests and aspirations?

How might we support each student in setting personal goals within each dimension that we believe is essential for his/her success? In what ways and how frequently might we ask students to reflect on their progress and adjust their goals accordingly?

COMPETENCY BASED PROGRESSION
Each student's progress toward clearly-defined goals is continuously assessed. A student advances and earns credit only when he/she demonstrates mastery.

How might we assess student mastery within the dimensions that are essential for his/her success?

How might we support each individual student to pursue mastery as soon as he/she has mastered a skill or concept? How might students attain mastery?

PERSONAL LEARNING PATHS
All students are held to clear, high expectations, but each student follows a customized path that is designed to meet his/her individual needs, interests, motivations and goals.

How might we ensure that each student has a learning path that is tailored to his/her strengths, needs, interests, and aspirations? How might we ensure that a student's plan is engaging and motivating?

How might we ensure that students are given complex tasks, and that students need to work in the ideal modalities for them? How might we ensure that students receive one-on-one tutoring, and that students receive these experiences?

FLEXIBLE LEARNING ENVIRONMENTS
Students choose the design of the learning environment. All operational elements—scheduling, space allocation and time allocation—improve and adapt to support students in achieving their goals.

How might we deliver all of the learning experiences that our students need, with the resources we have available? How might we build flexibility into our design to enable us to respond and adapt to our students' needs?

OPERATIONAL ALIGNMENT
How might we ensure that our resources are aligned with the needs of our students? How might we build flexibility into our design to enable us to respond and adapt to our students' needs?

STAFFING & ROLES
How might we ensure that our staff are equipped with the skills and knowledge to support our students' needs? How might we build flexibility into our design to enable us to respond and adapt to our students' needs?

GROUPING & CONNECTIONS
How might we ensure that students are given the varied learning experiences we hope to offer? How might we build flexibility into our design to enable us to respond and adapt to our students' needs?

學生學習歷程記錄

學生能力為本的學習進程

個人化的學習途徑

靈活的學習環境

Learning to Learn 2+ — The Hong Kong School Curriculum

A broad and balanced curriculum with diversification and specialisations (choices) for academic, professional and vocational development according to students' needs

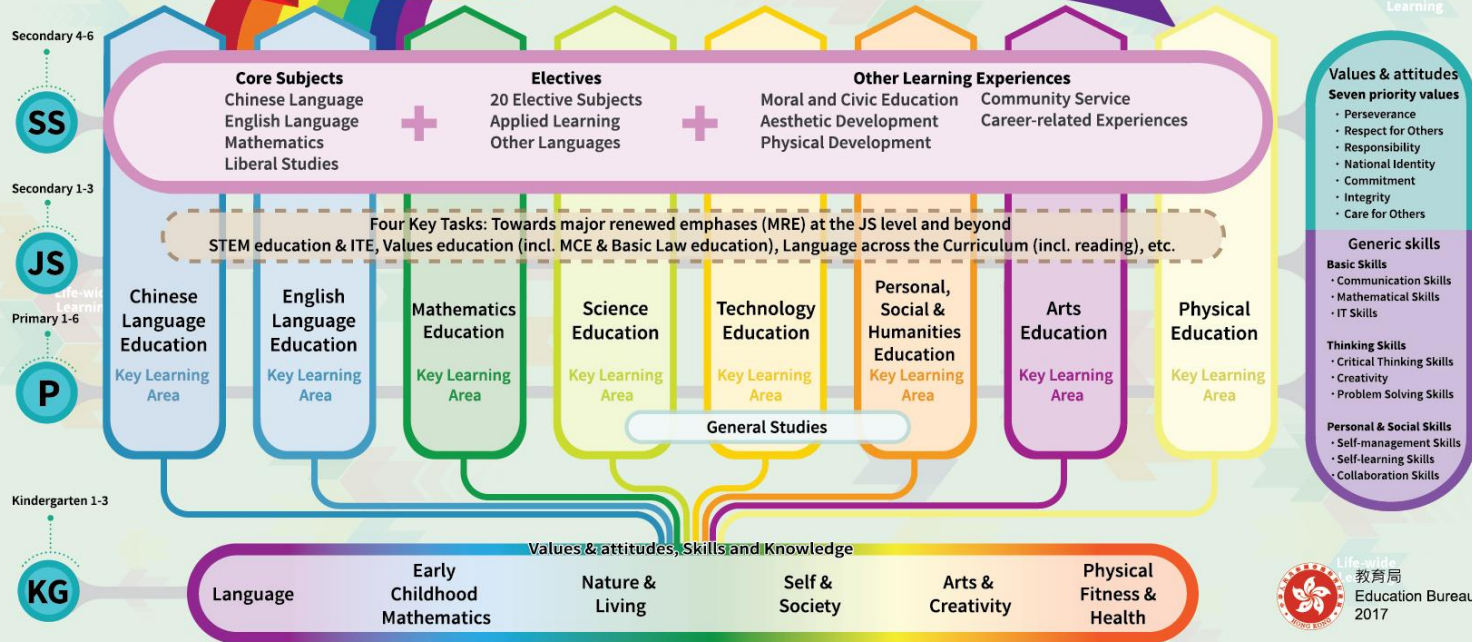
Nurturing
lifelong & self-directed
learning capabilities

Fostering
whole-person development

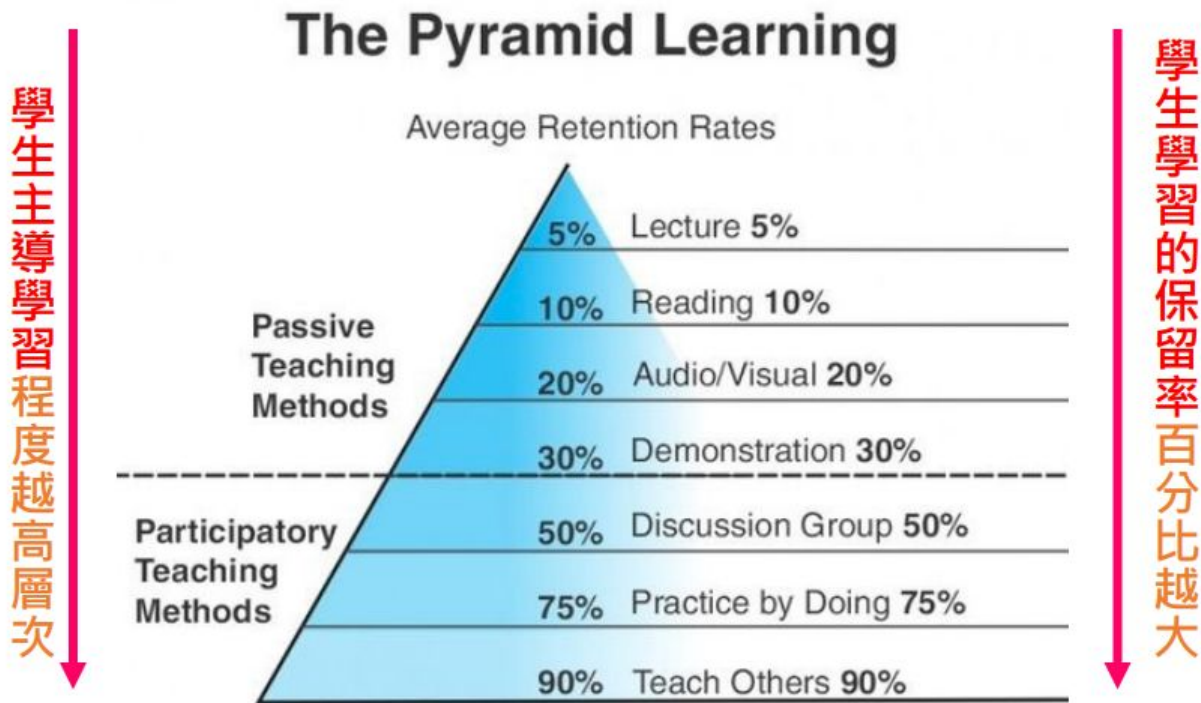
SEVEN LEARNING GOALS

FIVE ESSENTIAL LEARNING EXPERIENCES

Moral and Civic Education Intellectual Development Community Service Physical and Aesthetic Development Career-related Experiences



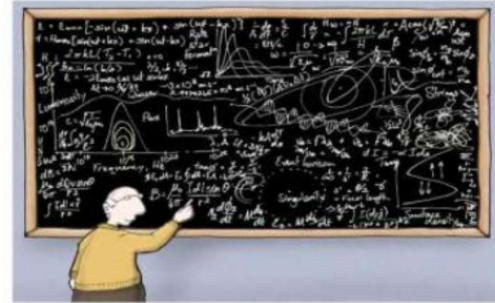
自主學習 (Self Directed Learning)



Adapted from National Training Laboratories. Bethel, Maine

SDL, SRL or SDL ?!?

Three concepts, lots of overlap: learner-centered, autonomous learning, motivation, skills, collaboration



Astrophysics made simple

Differences?

- Self-Directed Learning (Knowles/Merriam, 2001) - Andragogy
- Self-Regulated Learning (Zimmerman & Schunk, 1989; LittleJohn) – Classroom learning
- Self-Determined Learning (Hase & Kenyon, 2000; Blaschke (yeah!)) – Heutagogy

Cartoon: fabulous Nick D. Kim - the <http://www.lab-initio.com/> site

Sources from:

<https://www.slideshare.net/ignatia/investigating-selfdirected-learning-dimensions-adapting-the-bouchard-framework>

Self-Regulated Learning VS Self-Directed Learning

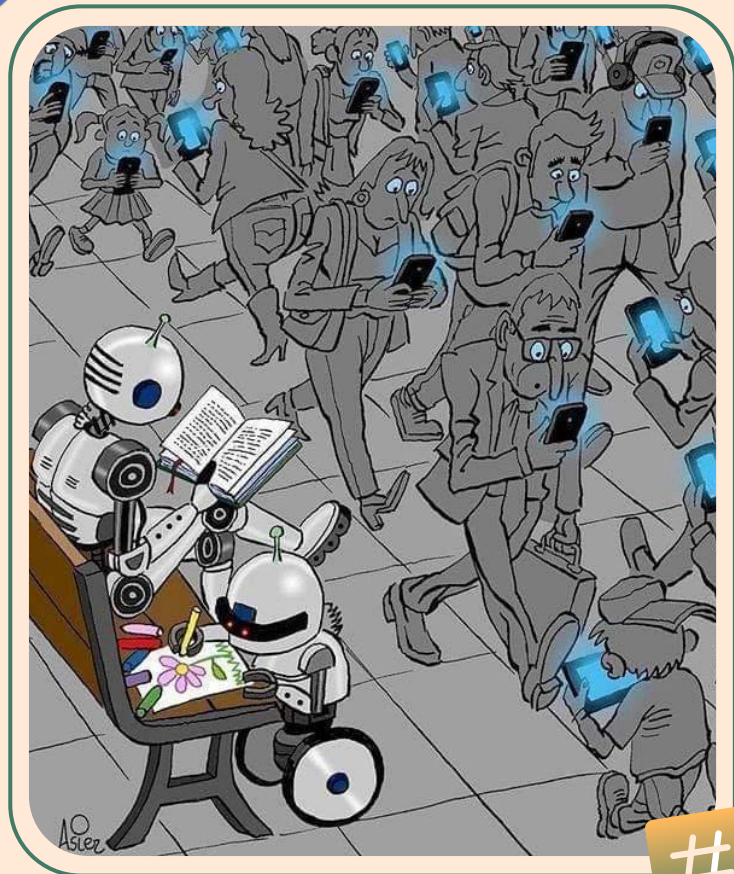
- Self-Regulated Learning: 既定課題及框加內, 學生自律地學習;
- Self-Directed Learning: 學生自主地選擇學習材料同課題。
- 其實中文翻譯兩者都是自主學習:
- Self-Regulated Learning 較適用於中小學生/班本模式教育
- Self-Directed Learning 較適用於大專學生/小組抽離模式資優教育



培養未來青年

1. **基礎教育階段** - 加強學生的基本知識
2. **高中階段** - 注重啟發學生思考, 培養對學習的熱愛
3. **未來人才培養** - 培養具備前膽性思、國際視野的青年人才

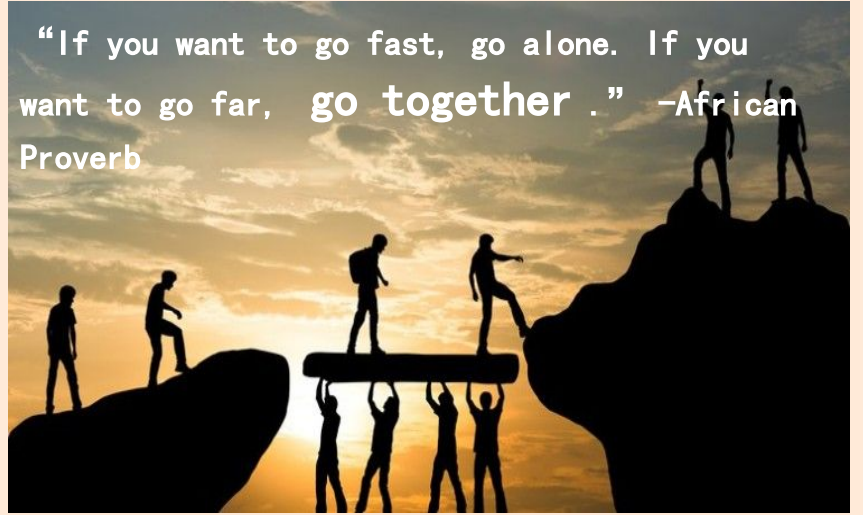
誰在學習？



#



“If you want to go fast, go alone. If you want to go far, **go together** .” -African Proverb



Thank you! Q&A