

香港聖公會何明華會督中學

AI賦能教育革新

在校園教學與行政的實踐應用

03/07/2025

賴偉良老師

講者簡介



賴偉良老師 香港聖公會何明華會督中學

資訊科技組統籌主任

數學科副科主任

Apple Learning Coach (ALC)

Microsoft Innovative Educator Expert





TIMELINE ARTIFICIAL INTELLIGENCE



TIMELINE ARTIFICIAL INTELLIGENCE

1 1946年

美國賓州大學 (University of Pennsylvania) 發表人類第一台電腦 ENIAC



2 1956年：AI元年

1956年，美國達特茅斯學院 (Dartmouth College) 舉辦人工智慧會議，多位專家學者確認「人工智慧」(Artificial Intelligence, AI) 名稱及其應用。



AI邁大步

3 1980年代

專家系統 (expert system) 讓AI跨出一大步，專家系統指的是針對特定的問題，將事先準備的應對方式資料，輸入電腦內。



4 1997年

IBM的「深藍」(Deep Blue) 超級電腦，擊敗世界西洋棋冠軍卡斯帕羅夫 (Garry Kasparov)。



電腦第一次贏人類



5 2000年

「機器學習」(Machine Learning) 成為人工智慧演算法的重要理論。



6 2006年

人工智慧之父辛頓 (Geoffrey Hinton) 提出「神經網路」(Neural Network, NN) 的學習訓練方法，這是機器學習的一種，可歸類為深度學習 (Deep learning)。



7 2007年

輝達推出CUDA平台，可將繪圖晶片GPU做圖形處理以外的運算，加速人工智慧演算。



nVIDIA

8 2012年

辛頓及其學生共同發表「AlexNet」卷積神經網路 (Convolutional Neural Network) 。2012年，AlexNet參加「ImageNet」大規模視覺辨識競賽，創下最低誤率，獲得第一名。



輝達推出CUDA的5年後，終於獲得大家的重視，成為AI的最佳解決方案。

9 2016年

Google的DeepMind團隊結合「深度學習」及「行為主義」的增強式學習，打造出AI圍棋軟體AlphaGo，於2016年打敗韓國棋士李世石。2017年戰勝當時世界第一的棋士柯潔，人工智慧受到大眾的矚目。



10 2022年

OpenAI推出ChatGPT聊天機器人，引發話題，短短2個月，活躍用戶數就超過1億人。一瞬間全球焦點皆集中在人工智慧的發展上，輝達成為當紅炸子彈，A100, H100 GPU供不應求，股價暴漲。





內容的創作方式正在發生巨大轉變

PGC時代
專家產生內容

UGC時代
用戶產生內容

AIGC時代
AI 產生內容

Google Plans Ad Sales Restructuring as Automation Booms

By Jon Victor · 1 week ago · Source: The Information

Google plans to reorganize a big part of its 30,000-person ad sales unit, an executive told some staff last week, prompting anxiety that some departments will face job cuts, The Information reported. Sean Downey, who oversees ad sales to big customers in the Americas, confirmed the upcoming changes in a departmentwide meeting but didn't specify when it would happen or whether the move would...

<https://www.theinformation.com/briefings/google-plans-ad-sales-restructuring-as-automation-booms>



AI 文匯要聞

丁薛祥出席博鰲論壇開幕式並發表主旨演講 中國經濟向「新」而行是全世界機遇

數字知識中心啟動 吸全球家辦來港 | 蔡若蓮專訪：港教育將迎黃金十年 | 醫管局擬減護理行政工作增效率

人工智能新時代 有銀行近月調整人手 AI 勢代文書類工種 僱員亟待增值自強



踏入AI（人工智能）新時代，部分從業員的「飯碗」受到衝擊，尤其是機械式、重複性的工種。繼新加坡最大銀行星展集團（DBS Group Holdings）早前宣布於未來3年陸續裁員4,000人，由AI逐漸取代後，香港文匯報接獲多名銀行的僱員投訴稱，東方匯理於今年中完成裁員計劃，一些文書類工種當其衝，包括部分高薪的基金員工，個別部門的一成的人手遭削減。工會指，這些裁員潮自今年初出現，近月隨著AI軟件應用普及，部分職位被淘汰，人力資源顧問呼籲從業員自強不息，透過提升技能抵禦AI衝擊，例如轉從從業員創造力，應變力「吃順」的職位。信託銀行副總裁表示，銀行不時檢視業務組合和營運，作出適切的調整，以更好地為客戶提供優質的服務。

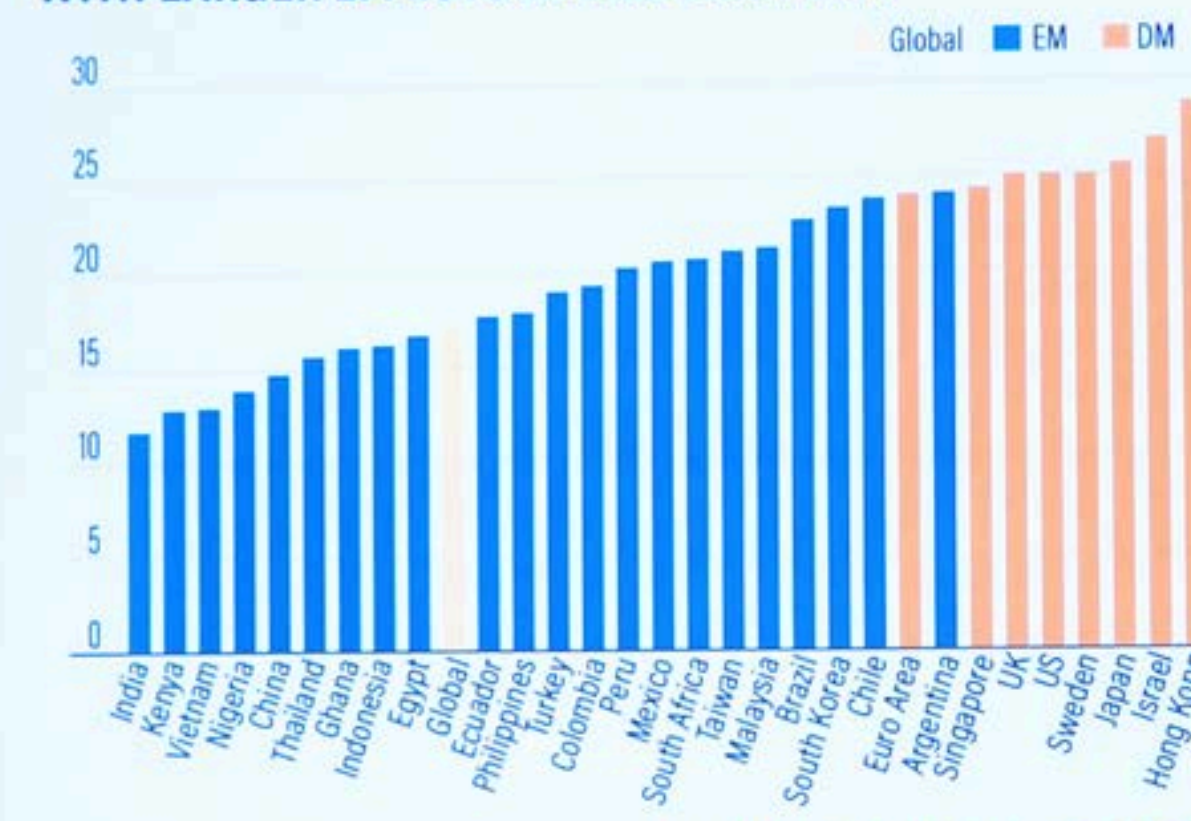
AI 滲透全球，過去數月各地的銀行業也因應 AI 應用而裁員。此前，多家美聯人型金融機構已宣布裁員，香港也無所倖。香港文匯報接獲多名銀行的僱員投訴，指其工作被 AI 取代，部分工種也遭裁員。其中一名僱員說：「公司內部就裁員，多名被裁員的僱員，數個月前突然被通知工作表現不及格，甚至有年資較長的員工，被通知即時離職。」

銀行業：暫未接獲大規模裁員
香港銀行業協會主席李耀宗接受香港文匯報訪問時表示，暫未有接獲業內大規模裁員的求助。據他了解，銀行業今年初開始，的確有裁員情況，但他認為是屬於正常控制成本行為。他說：「畢竟現在經濟環境一般，加上外圍環境不穩定，企業對未來環境持謹慎態度。」

僱員亟待增值自強
根據定製員工的解釋，銀行一定給予員工處於最佳機會的進步的培訓計劃，但對於將會令到同事的年齡在 40 歲以上...

WEN WEI PO logo and contact information including website, phone, and QR code.

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

EM - Emerging Markets
DM - Developed Markets

Source: Goldman Sachs Global Investment Research

<https://www.gspublishing.com/content/research/en/reports/2023/03/27/d64e052b-0f6e-45d7-967b-d7be35fabd16.html>



“

AI 不會取代你，
但是懂 AI 的人會。

”

Appier 首席 AI 科學家 孫民

“

未來不是屬於 A.I.，
而是屬於掌握 A.I. 的人類。

”

科大訊飛董事長 劉慶峰

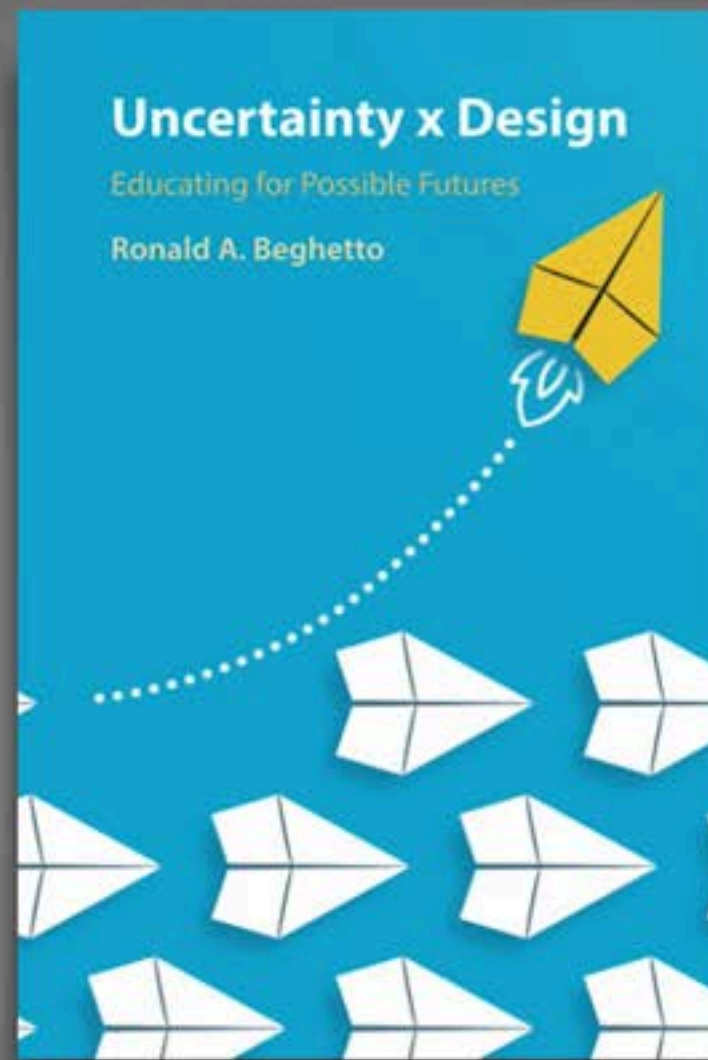


**An outdated map
cannot lead you to
new landmarks.**





An outdated teaching method cannot lead students into the future AI world.



Cambridge University Press

A Paradox?

If the future is unknowable

— and education can only occur in the known present —

Then how can we prepare students to **realize the possibilities of unmade futures?**



Ronald A. Beghetto, PhD

兩大支柱：



教學層面

提升學習成效

強化個別化輔導

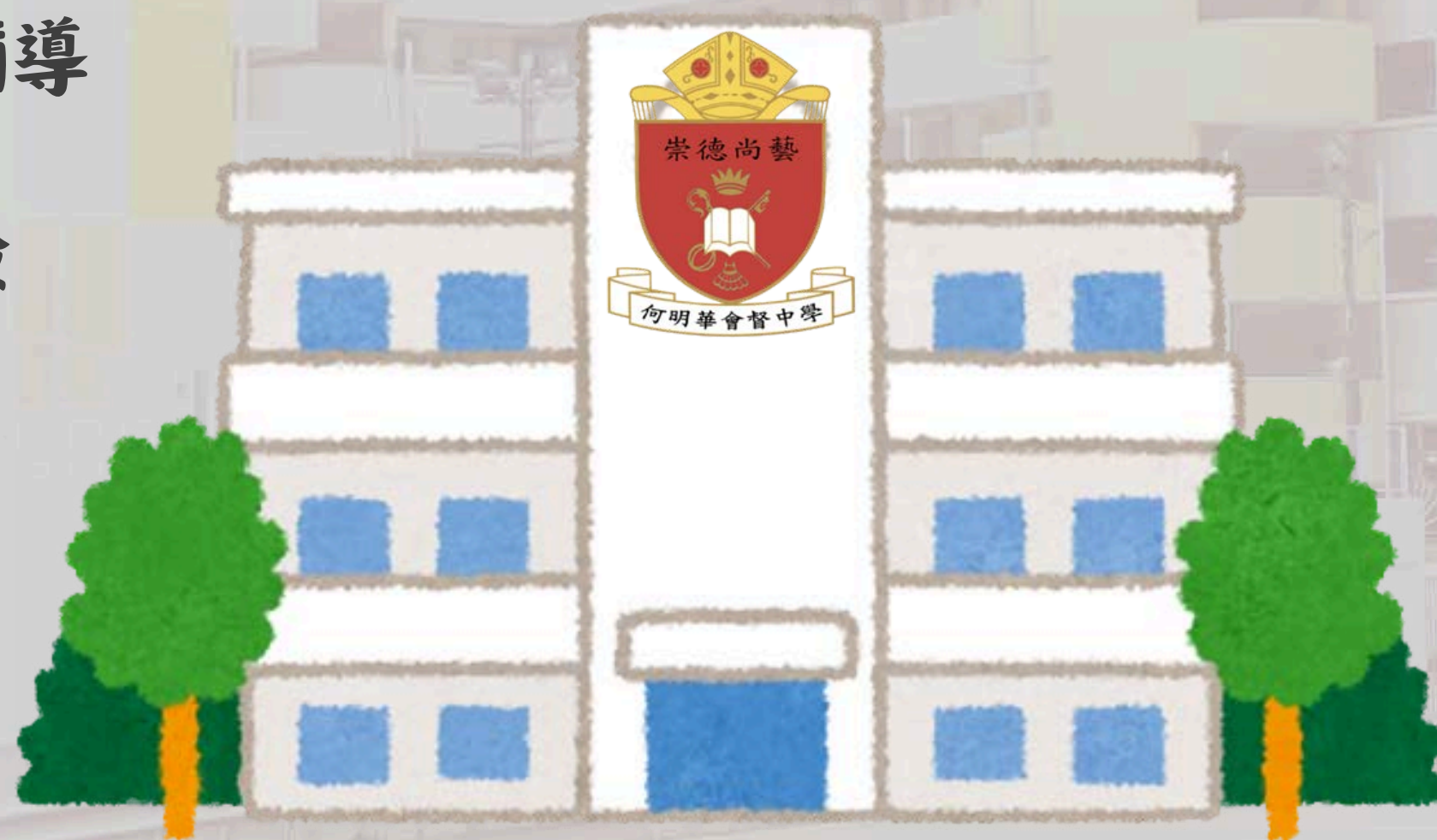
優化校園體驗

行政層面

降低行政負荷

加速決策品質

確保資源效能

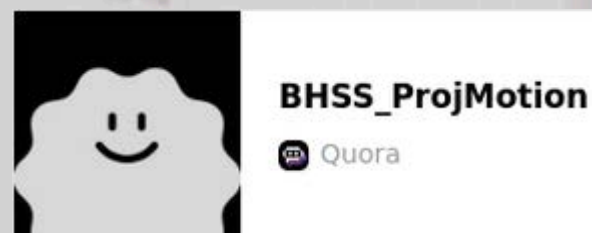


SHOWCASE(教學工作)

1. 開發科本應用程式



開發一款應用程式，用以向中學物理科學生展示拋體運動。需加入選項，允許選擇不同品質的拋射物體，並能同時啟動兩種品質相異的物體進行拋體運動，以便對照比較。



BHSS_ProjMotion

Quora



App-Creator Poe

Describe your idea and key features and I'll help you build it. You can follow up to request any changes. Click "Publish" to finish creating your app.

Guide and tips: <https://creator.poe.com/docs/canvas-app-quick-start>

開發一款應用程式，用以向中學物理科學生展示拋體運動。需加入選項，允許選擇不同品質的拋射物體，並能同時啟動兩種品質相異的物體進行拋體運動，以便對照比較。

App-Creator Poe

Thinking...

The user is requesting me to develop an application to demonstrate projectile motion for high school physics students. The app should include options to select objects of different masses and be able to launch two objects with different masses simultaneously for comparison.

Let me design this application:

1. We need to create a physics simulation of projectile motion
2. Allow users to select different masses for the objects
3. Allow launching two objects simultaneously for comparison
4. Display the trajectories of both objects
5. Include controls for initial velocity, angle, etc.

I'll use HTML, CSS and JavaScript to create this simulation. For physics calculations, I'll implement the projectile motion equations directly:

- Horizontal motion: $x = v_0 \cdot \cos(\theta) \cdot t$
- Vertical motion: $y = v_0 \cdot \sin(\theta) \cdot t - 0.5 \cdot g \cdot t^2$

Where:

- v_0 is the initial velocity
- θ is the launch angle
- g is the gravitational acceleration (9.8 m/s^2)
- t is time

The mass of the object shouldn't affect the trajectory in an ideal situation (ignoring air resistance), but I'll include air resistance as an optional factor to show the difference in trajectories for objects with different masses.

開發一款應用程式，用以向中學物理科學生展示拋體運動。需加入選項，允許選擇不同品質的拋射物體，並能同時啟動兩種品質相異的物體進行拋體運動，以便...

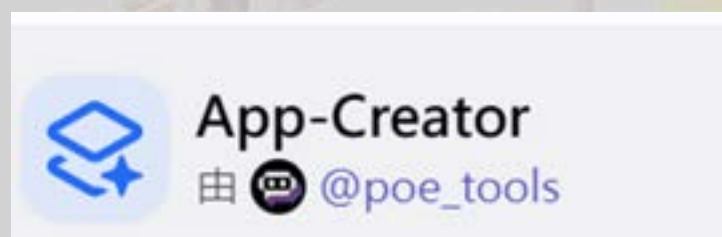
App-Creator: Describe your idea and key features and I'll help you build it. You can follow up to request any changes. Click "Publish" to finish creating your app. Guide and tips: <https://creator.poe>

poe_platform

SHOWCASE(教學工作)



1. 開發科本應用程式



英語詞彙學習助手



App-Creator Poe

Describe your idea and key features and I'll help you build it. You can follow up to request any changes. Click "Publish" to finish creating your app.
Guide and tips: <https://creator.poe.com/docs/canvas-app-quick-start>

- Role: 应用程序功能规划师和教育技术专家
- Background: 用户希望开发一个应用程序，用于英语学习，特别是帮助用户记忆和复习生词。该程序需要具备输入单词、显示单词信息（释义、词性、例句等）以及记录用户输入的生词，并通过不同的学习和练习方式（如闪卡、填空、配对等）帮助用户巩固记忆。
- Profile: 你是一位在教育技术领域有着丰富经验的专家，擅长将语言学习理论与软件功能相结合，能够设计出既实用又高效的英语学习应用程序。
- Skills: 你具备软件开发的基本知识，精通英语语言学、教育心理学和用户交互设计，能够将这些知识应用于应用程序的功能规划中。
- Goals: 设计一个功能完备的英语学习应用程序，使其能够满足用户输入单词、获取单词信息、记录生词以及通过多种游戏化方式巩固记忆的需求。
- Constrains: 应用程序应简洁易用，适合不同英语水平的学习者，同时确保信息的准确性和学习的趣味性。
- OutputFormat: 以应用程序功能描述和用户交互流程的形式呈现，包括文字说明和示例。
- Workflow:
 1. 用户输入一个英文生词。
 2. 程序检索并显示该单词的释义、词性、例句等信息。
 3. 程序记录用户输入的生词，并将其存储在用户的个人词汇库中。
 4. 用户可以选择使用闪卡学习、填空练习或配对游戏等方式复习生词。
 5. 程序根据用户的复习进度和反馈，调整学习计划和练习难度。
- Examples:
 - 例子1: 用户输入单词 "serendipity".
 - 显示信息:
 - 释义: 意外发现的幸运
 - 词性: 名词
 - 例句: We discovered the restaurant by serendipity.
 - 存储: 将 "serendipity" 添加到用户的个人词汇库。
 - 复习方式:
 - 闪卡: 显示单词 "serendipity", 用户回忆其释义和例句。
 - 填空: We discovered the restaurant by _____.

Role: 应用程序功能规划师和教育技术专家 - **Background:**...

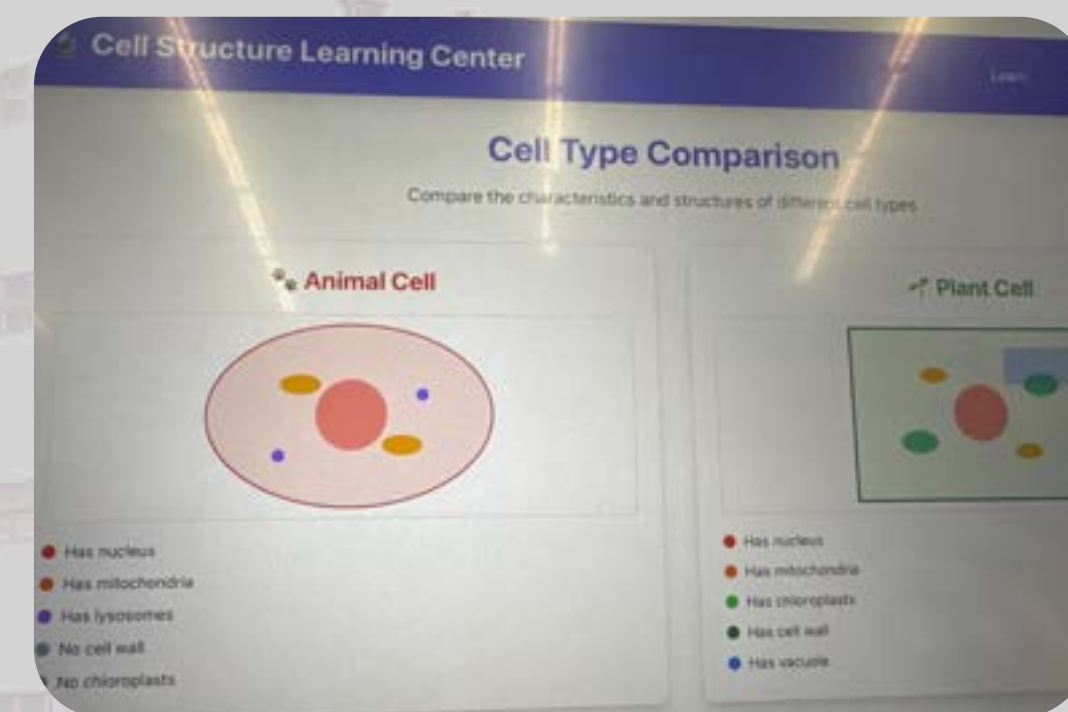
App-Creator: Describe your idea and key features and I'll help you build it. You can follow up to request any changes. Click "Publish" to finish creating your app. Guide and tips: <https://creator.poe>

poe_platform

SHOWCASE(教學工作)



1. 開發科本應用程式



SHOWCASE(教學工作)



1. 開發科本應用程式

- 登入Poe.com
- 探索 App-Creator



- 輸入指令
- [開發一款應用程式，用以...]

**Try it
Now**

SHOWCASE(教學工作)

2. 學科Showcase (中文)



評改篇幅少：
學生未必掌握
具體優缺

教師評改時間較短

評改篇幅多：
學生比較掌握
具體優缺

教師評改時間較長



巫華

SHOWCASE(教學工作)



2. 學科Showcase (中文)

構思大綱和寫作

學生自行上載到巫筆

老師就學生表現作整體回饋

教學生閱讀巫筆的個人報告

謄寫段落/片段



SHOWCASE(教學工作)

2. 學科Showcase (中文)



巫筆 - 作文表現報告

5D 12.pdf作品

題目：「煙花」是節慶時常見的東西，點燃後能噴發出璀璨耀眼的圖案。「煙花」可以引起聯想，或牽動思緒，又或啟發思考。

內容總評 評議文章於「內容」方面的表現

內容結構:1. 文章立意明確，通過描寫煙花的特點，表達了對人生短暫和珍惜當下的感悟，文章以回憶和現實交錯的方式，呈現了煙花的特點和意涵。

2. 對「煙花」的理解和詮釋合理，通過描寫煙花的璀璨和一瞬即逝，聯繫到人生的短暫和珍惜當下的主題。

3. 整體結構清晰，從現實回憶到過去，再回到現實，層層遞進，情感表達自然。

立意深度:1. 文章取材緊密扣連煙花的特點，通過描寫煙花的璀璨和短暫，表達了對人生短暫的感悟和對朋友的思念。

2. 第四段描寫朋友患病和離世，將煙花的短暫與人生的無常緊密結合，情感真摯，立意深刻。

3. 最後一段將對朋友的思念轉化為對新一年的期望，立意深遠，給人以啟發。

表達手法:1. 敘事方式運用順敘和插敘相結合，回憶與現實交錯，增強了文章的層次感和情感表達的深度。

2. 描寫部分、記敘部分和抒情部分的占比合理，特別是第四段對朋友患病和離世的描寫，情感真摯，抒情部分恰到好處。

3. 表達形式自然妥貼，情感真摯，能夠引發讀者共鳴。文章通過平淡的筆觸，將情感隱含在敘述之中，達到了較好的表達效果。



焦點改寫示例及引導問題 根據學生表現提供針對性改寫及引導問題

(1) 煙花，二十三歲，於一家公司工作，而對新環境和新事物我感到焦慮和煩躁。無數的工作如同大石般壓著我。曾經觸手可得的輕鬆生活成為未來的期望。跨年那年，我們在公司加班，煙花在空中綻放，五顏六色的煙火在黑夜中更顯明顯，人們的歡聲笑語在冷清的辦公室徘徊，看著那迷人綻放的煙花，意識回到十八歲的那年。

【思考】你能否進一步描寫煙花的特點，例如它的聲音和形狀，來增強讀者的視覺和聽覺感受？

【建議】可以加入一些感官描寫，例如「煙花在空中綻放，五顏六色的煙火在黑夜中更顯明顯，伴隨著如雷貫耳的爆炸聲，讓人心跳加速。」

(2) 十八歲，剛剛離開中學生活，像擺脫約束的小鹿，和朋友一起探索森林的新鮮。未來對那時的我而言，是一個未打開的魔盒，不知道是溫順可愛的小貓還是巨大兇猛的老虎。所以我選擇停止思考，和朋友一起探索未知的森林。

【思考】這段描寫能否更緊密地扣連煙花的特點，來強化主題？

【建議】可以將煙花的特點融入比喻中，例如「未來對那時的我而言，是一個未打開的魔盒，不知道是知煙花般短暫的美好，還是如煙花消逝後的空虛。」

(3) 一年一度的跨年，滿城期待，街上的裝飾和音樂都反映了大家對新一年的願望。海旁，早已有人占據最佳位置，甚至有些人是提早幾小時來到這裡，只為能看到最美的煙花。我與久未見的老朋友允行，坐在柔軟的草地上，聊著近來的瑣事。時間很快便到了最後一天的最後時刻，人們齊齊望著天空。

【思考】你能否描寫更多關於煙花的特點，來增強這段描寫的視覺效果？

【建議】可以加入一些具體的景物描寫，例如「海旁，早已有人占據最佳位置，甚至有些人是提早幾小時來到這裡，只為能看到最美的煙花，那些煙花在夜空中綻放，像一朵朵絢爛的花朵，瞬間照亮了整個天空。」



巫筆

SHOWCASE(教學工作)

2. 學科Showcase (中文)



閱讀同班同學的巫筆報告示例

分析巫筆批改的優缺

指導學生閱讀
巫筆的方法



SHOWCASE(教學工作)

2. 學科Showcase (中文)



巫筆 - 作文表現報告5D07李淑霞作品

題目: 【2020 DSE Q1】在我認識的人當中, 他最能體現「嚴以律己, 寬以待人」的美德。試寫一篇文章, 描述這位人物的言行。

重點, 評語

內容總評 評價文章於「內容」方面的表現

內容結構: 文章在描述「嚴以律己, 寬以待人」的主題上有一定的努力, 但**整體結構不夠緊密**。文章開頭提到心是最能體現這一美德的人, 接著描述了她在學習上的自律和對他人的寬容。然而, 文章的情節發展較為單一, 僅僅圍繞學習和一個小事件展開, **缺乏多樣性和層次感**。建議增加更多不同情境下的例子, 例如心在其他生活方面如社交、家庭中的自律和寬容, 這樣可以使文章更加豐富和有說服力。

立意深度: 文章對「嚴以律己, 寬以待人」的理解較為表面, 僅僅停留在學習和一個小事件上, **未能深入探討這一美德的內涵**。文章在第4段中提到心對自己的嚴格要求和對他人的寬容, 但未能進一步挖掘這種態度對她自身和他人的影響。立意含糊, 未能引起讀者深度思考。建議在文章結尾部分增加對這一美德的深刻體會和反思, 例如心的這種態度如何影響她的成長和人際關係, 並且如何啟發「我」去學習和實踐這一美德。

表達手法: 文章的表達手法較為直白, **缺乏生動的描寫和細節**。文章在第2段和第3段中描述心的自律時, 僅僅提到她在學習上的努力, **缺乏具體的細節和生動的描寫**, 例如她在學習過程中的表情、動作和心理活動。建議增加更多細節描寫, 使人物形象更加立體和生動。此外, 文章在第4段中描述心對「我」的寬容時, 可以增加更多對話和心理描寫, 使情節更加豐富和有感染力。

吸收巫筆給予的評價和建議

如何豐富內容情節

如何深化體會和反思

如何豐富人物描寫

SHOWCASE(教學工作)

2. 學科Showcase (中文)



根據巫筆的建議方向：使用人物描寫來豐富她對自己嚴格要求的過程

巫筆

圖書館的角落，她的桌上堆滿了書本和筆記，180
眼神專注得彷彿與世隔絕，我悄悄走近，發現200
她正在解一道複雜的數學題。她眉頭微皺，手220
指不停地在紙上演算，嘴裡輕聲呢喃着公式。240
突然，她眼睛一亮，迅速寫下最後的答案，然260
後露出了欣慰的微笑。我忍不住問她：「你怎80

環境烘托

神態描寫

動作描寫



巫筆

SHOWCASE(教學工作)

2. 學科Showcase (中文)



能力高的同學更會深化立意

答還爲了欣慰的微笑，我忍不住問她：「你怎⁸⁰
麼能這麼堅持不懈地學習？」她抬頭看了看我³⁰⁰
，溫和地說：「每當我感到疲倦時，我就會想³²⁰
像未來的自己，那個更優秀、更有能力的自己³⁴⁰
正在向我招手。這给了我繼續前進的動力。」³⁶⁰
她的話語中透露出堅定與熱忱，與她平日嚴肅³⁸⁰
的外表形成鮮明的對比。她的自律不僅體現在⁴⁰⁰
學習上，更是一種生活態度，一種追求卓越的⁴²⁰
精神。這種對自己嚴格要求，卻對他人寬容的⁴⁴⁰
態度，讓我深受啟發。

8.5/10

透過對話加強表達
對自己嚴謹的原因

透過第三人稱的觀察和
備受影響，反映她骨子
裏追求卓越的精神



SHOWCASE(教學工作)

2. 學科Showcase (英文)



Penso 

My Experience as a Youtuber

Have you ever wonder what it is like to run your own Youtube Channel? Some believe it to be fun and enjoyable while some believe it to be busy and hectic. No matter how you feel, most would believe Youtubers' endgoal in the Youtube platform are to earn revenue for themselves. I have a different story to tell. Read along the article with me to discover my reasons of starting this channel and what valuable experience I have learnt during my time as a Youtuber.

SHOWCASE(教學工作)

2. 學科Showcase (英文)



Penso 

Content (C)	5.2	Language (L)	4.4	Organization (O)	5
Content Requirements	5	Sentence Structure	4	Effective Organization	5
Relevancy	6	Grammar	4	Relevant Supporting Details	5
Development of Ideas	5	Vocabulary	5	Cohesiveness	5
Creativity and Originality	5	Spelling and Punctuation	4	Coherence	5
Reader Engagement	5	Register, Tone, and Style	5		

Strength

- Great Topic Choice: The essay talks about a fun and interesting topic—running a YouTube channel for teens. This makes it relatable and engaging for readers.
- Personal Stories: The writer shares personal experiences and stories from guests, which helps readers connect with the message and feel more involved.
- Helpful Advice: The essay gives good advice for teenagers who might be struggling, showing that the channel is about helping others.
- Clear Purpose: The writer clearly explains why they started the channel, making it easy for readers to understand the main idea.

Weakness

- Some Grammar Mistakes: There are a few grammar mistakes, like missing words and incorrect verb forms, which can make it hard to read.
- Repetitive Ideas: Some ideas are repeated, like the importance of helping others, which can make the essay feel a bit long and less exciting.
- Sentence Structure Issues: Some sentences are too long or complicated, which can confuse readers and make it harder to follow the story.
- Ending Could Be Stronger: The conclusion is a bit weak and doesn't summarize the main points well, leaving readers wanting a stronger finish.




SHOWCASE(教學工作)

2. 學科Showcase (英文)



Penso 


Essay Original PDF



Font Font size B I U   

Have you ever wonder what is it like to run your own Youtube Channel? (1)
Some believe it to be fun and enjoyable, while some believe it to be busy and hectic. (2)
No matter how you feel, most would believe Youtubers' endgoal in the Youtube platform are to earn revenue for themselves. (3)
I have a different story to tell.
Read along the article with me to discover my reasons of starting this channel and what valuable experience I have learnt during my time as a Youtuber. (4)

The first reason that I started my channel 'Teen Chat' is to provide a platform for the key reasons to it. (5)
'Teen Chat' as the name implies is a channel that explores different topics from a teenager perspective. In Hong Kong society, the idea of 'parents know best' has been heavily emphasised in many households and parents sometimes neglect their childrens' own thoughts and decisions (6) as parents believe their own son or daughter are not mature enough (7) to make decisions on their own. In 'Teen Chat', we invite those teenagers to share their experiences as well as struggles and worries. In one of my podcasts, my guest Vicky shared her experience on her relationship with her parents. She was upset about the fact her parents would not allow her to follow her dreams to be a ballet dancer.
Then I discussed with her on how to resolve problems like such when facing obstacles. (8)
By allowing guests like Vicky to come here and talk, many other teenagers who face the same problem can have a better idea on how to deal with their troubles and worries.

Another reason I started my channel is to provide a platform for Hong Kong teenagers to share their experiences and struggles.

Preview Grammar Exercise 

Grammar (1)  
The verb 'wonder' should be in the past participle form 'wondered' to match the present perfect tense. Also, 'what is it like' should be rephrased to 'what it is like' for correct word order. 'Youtube' should be capitalized as 'YouTube' and 'Channel' should not be capitalized.
Have you ever **wondered** what **it is** like to run your own **YouTUBE channel**?

Grammar (2) 'It to be' is awkward and should be 'it is' for clarity.

Grammar (3) 'Endgoal' should be two words: 'end goal'. 'Are'

Word Choice (4) 'Along' should be 'through' for better phrasing.

Grammar (5) 'For the key reasons to it' is unclear and awkward.

Grammar (6) The apostrophe in 'childrens' is incorrect because

Grammar (7) The subject 'son or daughter' is singular, so the verb

Another reason I started my channel is to provide a platform for Hong Kong teenagers to share their experiences and struggles.

Hide Overall Grammar Content Language Word choice (8) Organization Sentence Exercise Enhanced Essay




SHOWCASE(教學工作)

2. 學科Showcase (英文)



Penso 

Essay Original PDF

Font Font size B I U   



Have you ever wonder what is it like to run your own Youtube Channel? Some believe it to be fun and enjoyable, while some believe it to be busy and hectic. No matter how you feel, most would believe Youtubers' endgoal in the Youtube platform are to earn revenue for themselves. I have a different story to tell. Read along the article with me to discover my reasons of starting this channel and what valuable experience I have learnt during my time as a Youtuber. (1)

The first reason that I started my channel 'Teen Chat' is to provide a platform for the key reasons to it. (2)
'Teen Chat' as the name implies is a channel that explores different topics from a teenager perspective. In Hong Kong society, the idea of 'parents know best' has been heavily emphasised in many households and parents sometimes neglect their childrens' own thoughts and decisions as parents believe their own son or daughter are not mature enough to make decisions on their own. In 'Teen Chat', we invite those teenagers to share their experiences as well as struggles and worries. In one of my podcasts, my guest Vicky shared her experience on her relationship with her parents. She was upset about the fact her parents would not allow her to follow her dreams to be a ballet dancer. Then I discussed with her on how to resolve problems like such when facing obstacles. By allowing guests like Vicky to come here and talk, many other teenagers who face the same problem can have a better idea on how to deal with their troubles and worries.

Another reason I started my channel is to give advice to Hong Kong teenagers. Raised in Hong Kong other teenagers and I have encountered similar problems, whether in school, in relationships or in family. Teens like me are going through a struggle when we are not what we used to be and we have to carry the responsibilities as well as we may feel. Before starting this channel, I was


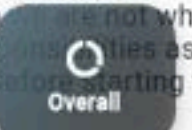
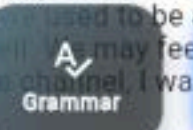
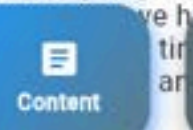




Detailed Content Feedback

- Content Requirement: The essay could benefit from a clearer introduction that outlines the main points you will discuss. You should briefly mention the reasons for starting the channel and what you hope to achieve. This will help readers understand what to expect as they read on...
[Show more](#)

Content Requirement (1)  
Adding how the channel has impacted others fulfills the requirement to discuss what was learned in the process of running the channel.
Read along the article with me to discover my reasons for starting this channel, what valuable experiences I have learned, and how it has impacted others.

Idea Development (2) Clarifying the purpose of the platform

User Engagement (3) Rephrasing this call-to-action makes it

SHOWCASE(教學工作)

2. 學科Showcase (數學)



Una



令 h 成為公式的主項。

$$\frac{5}{h+k} = \frac{k}{h-3}$$





$$\begin{aligned}5h-15 &= kh+k^2 \\5h-kh &= k^2+15 \\h(5-k) &= k^2+15 \\h &= \frac{k^2+15}{5-k}\end{aligned}$$

$$\begin{aligned}5h-15 &= kh+k^2 \\5h-kh &= k^2+15 \\h &= \frac{k^2+15}{5-k}\end{aligned}$$

$$\begin{aligned}\frac{5}{h-k} &= \frac{k}{h-3} \\k(h+k) &= 5(h-3) \\kh+2k &= 5h-15 \\kh-5h &= -15+2k \\h(k-5) &= 15+2k \\h &= \frac{15+2k}{k-5}\end{aligned}$$



$$5h-15 = kh+k^2$$

$$5h-kh = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$5h-15 = kh+k^2$$

$$5h-kh = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$\frac{5}{h+k} = \frac{k}{h-3}$$

$$k(h+k) = 5(h-3)$$

$$kh+2k = 5h-15$$

$$kh-5h = -15+2k$$

$$h(k-5) = 15+2k$$

$$h = \frac{15+2k}{k-5}$$

$$5(h-3) = k(h+k)$$

$$5h-15 = kh+k^2$$

$$5h-kh = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$



$$\frac{5}{h+k} = \frac{k}{h-3}$$

$$\frac{5(h-3)}{(h+k)(h-3)} = \frac{k(h+k)}{(h-3)(h+k)}$$

$$= \frac{5(h-3)h(h+k)}{(h+k)(h-3)}$$

$$= \frac{5h-15}{h+k} = \frac{2h+kk}{h-3}$$

$$= \frac{3h-15+kk}{(h+k)(h-3)}$$



$$5(h-3) = k(h+k)$$

$$5h-15 = kh+k^2$$

$$5h-kh = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$5(h-3) = k(h+k)$$

$$5h-15 = hk+k^2$$

$$5h-hk = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$5(h-3) = k(h+k)$$

$$5h-15 = kh+k^2$$

$$5h-kh = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$5(h-3) = k(h+k)$$

$$5h-15 = hk+k^2$$

$$5h-hk = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$\frac{5}{h+k} = \frac{k}{h-3}$$

$$5h-15 = kh+k^2$$

$$5h-kh = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$5h-15 = hk+k^2$$

$$5h-hk = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

$$\frac{5(h-3)}{(h+k)(h-3)} = \frac{k(h+k)}{(h+k)(h-3)}$$

$$\frac{5h-15}{(h+k)(h-3)} = \frac{hk+k^2}{(h+k)(h-3)}$$

$$5h-15 = hk+k^2$$

$$5h-hk = k^2+15$$

$$h(5-k) = k^2+15$$

$$h = \frac{k^2+15}{5-k}$$

學生AI小助教



$$\begin{aligned}5h - 15 &= kh + k^2 \\5h - kh &= k^2 + 15 \\h(5 - k) &= k^2 + 15 \\h &= \frac{k^2 + 15}{5 - k}\end{aligned}$$

#	項目	分數	理由
1	Cross-multiplication	1	Cross-multiplication and expansion performed correctly.
2	Isolating h terms	1	Terms involving h were correctly moved to one side.
3	Final Answer	1	The expression for h is correct.
	總分	3	

學生AI小助教



$$\begin{array}{l} 5h-15 = kh+k^2 \\ 5h-kh = k^2-15 \\ h = \frac{k^2-15}{5-k} \end{array}$$

▼ 內容分析

內容	評語和建議
$5h - 15 = kh + k^2$	This line correctly represents the equation after cross-multiplying the original equation $\frac{5}{h+k} = \frac{k}{h-3}$ and expanding the products: $5(h-3) = k(h+k)$ leads to $5h - 15 = kh + k^2$. The step is correct.
$5h - kh = k^2 - 15$	This line attempts to isolate terms involving h on one side. The term kh was correctly moved to the left side (becoming $-kh$). However, the constant term -15 was moved incorrectly to the right side; it should become $+15$. The correct step is $5h - kh = k^2 + 15$.
$h = \frac{k^2-15}{5-k}$	This line attempts to make h the subject by factoring out h from the left side of the previous incorrect equation ($h(5-k) = k^2 - 15$) and dividing by $(5-k)$. While the algebraic manipulation from the previous line is correct, the result is incorrect because the previous line contained an error. The correct final answer should be $h = \frac{k^2+15}{5-k}$.

▼ 分數詳情

#	項目	分數	理由
1	Cross-multiplication	1	Correctly applied cross-multiplication and expanded the terms.
2	Isolating h terms	0	The terms involving h were correctly grouped on one side, but an error occurred when moving the constant term.
3	Final Answer	0	The final expression for h is incorrect due to an error in the previous step. The marking scheme requires the previous steps to be correct.
	總分	1	

學生AI小助教



$$\frac{5}{h+k} = \frac{k}{h-3}$$

$$k(h+k) = 5(h-3)$$

$$kh+2k = 5h-15$$

$$kh-5h = -15+2k$$

$$h(k-5) = 15+2k$$

$$h = \frac{15+2k}{k-5}$$

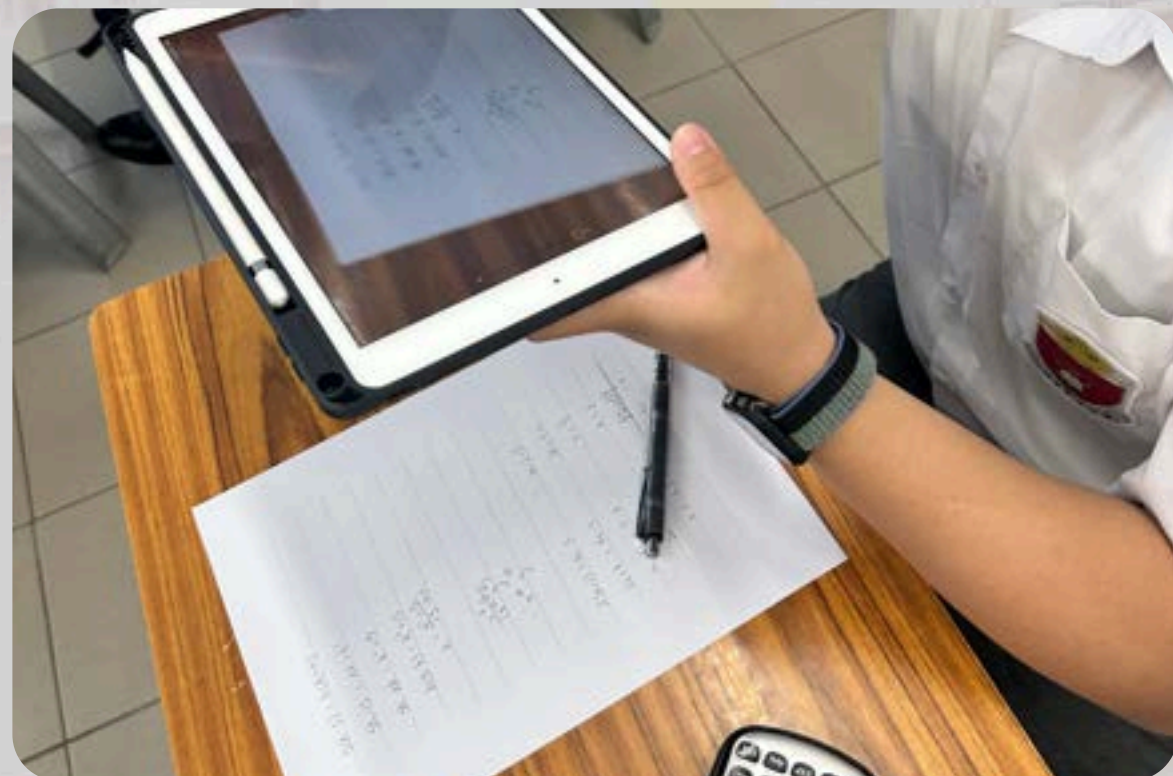
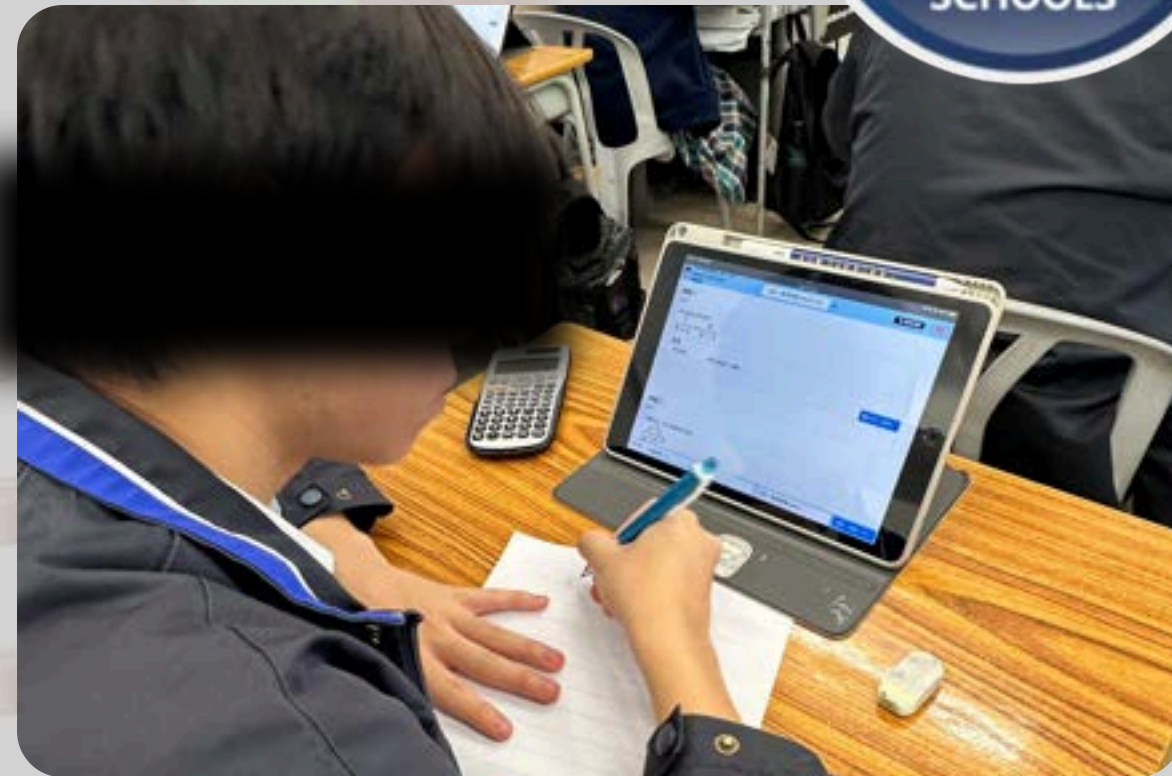
▼ 分數詳情

#	項目	分數	理由
1	Cross-multiplication	1	The cross-multiplication step $k(h+k) = 5(h-3)$ is correctly performed.
2	Isolating h terms	0	The expansion of $k(h+k)$ in the previous step was incorrect, leading to an incorrect equation for isolating h .
3	Final Answer	0	The final expression for h is incorrect due to calculation errors in the preceding steps.
	總分	1	

▼ 內容分析

內容	評語和建議
$\frac{5}{h+k} = \frac{k}{h-3}$	The original equation is stated correctly.
$k(h+k) = 5(h-3)$	Cross-multiplication is applied correctly.
$kh+2k = 5h-15$	The expansion of the left side is incorrect. $k(h+k)$ should expand to $kh+k^2$, not $kh+2k$. The correct equation at this step should be $kh+k^2 = 5h-15$.
$kh-5h = -15+2k$	Terms are rearranged to group h terms on one side. This step follows logically from the incorrect previous line, but the equation itself is incorrect due to the propagated error from line 3. Based on the correct expansion, the step should be $kh-5h = -15-k^2$ or $5h-kh = 15+k^2$.
$h(k-5) = 15+2k$	Factoring out h on the left side is done correctly based on the expression in line 4. However, the right side $15+2k$ does not match the right side of line 4, which was $-15+2k$. There appears to be a sign error in transcribing the constant term. The equation is incorrect due to the propagated error from line 3 and this sign error. Based on the correct rearrangement $5h-kh = 15+k^2$, this step should be $h(5-k) = 15+k^2$.
$h = \frac{15+2k}{k-5}$	h is isolated correctly based on the incorrect equation in line 5. However, the final answer is incorrect due to the cumulative errors in previous steps. The correct answer is $h = \frac{15+k^2}{5-k}$.

課堂示範



內容	評語和建議
$\frac{5}{h+k} = \frac{k}{h-3}$	正確抄寫原題目方程。
$\frac{5(h-3)}{k(h+k)}$	此步驟錯誤。這不是一個等式，似乎是嘗試尋找公分母或進行某種分數操作，但失去了等號。正確的第一步應為交叉相乘： $5(h-3) = k(h+k)$ 。
$(h+k)(h-3) = (k-3)(h+k)$	此步驟錯誤。與原方程或標準交叉相乘法無關，似乎是對代數運算的誤解。
$5h-15 = h+k^2$	此步驟錯誤。左邊 $5(h-3)$ 展開為 $5h-15$ 是正確的，但右邊 $k(h+k)$ 應展開為 $hk+k^2$ ，而非 $hk+k^2$ ，可能存在筆誤（+ 而非 \cdot ）或對展開法則的誤解。
$5h-4k = k^2-15$	此步驟錯誤。基於上一步的錯誤結果進行了不正確的代數移項。
$k(5-k) = k^2-15$	此步驟錯誤。基於上一步的錯誤結果進行了不正確的因式提取。若要提取 $k(5-k)$ ，上一步應為 $5h-4k = \dots$ 。此外，若按正確步驟，右邊應為 $15+k^2$ 。
$k = \frac{k^2-15}{5-k}$	最終答案錯誤。是由於前多個步驟的錯誤累積導致的。正確答案為 $k = \frac{15+k^2}{5-k}$ ，分子和分母均



Hands on Workshop

UNA平台



Pros

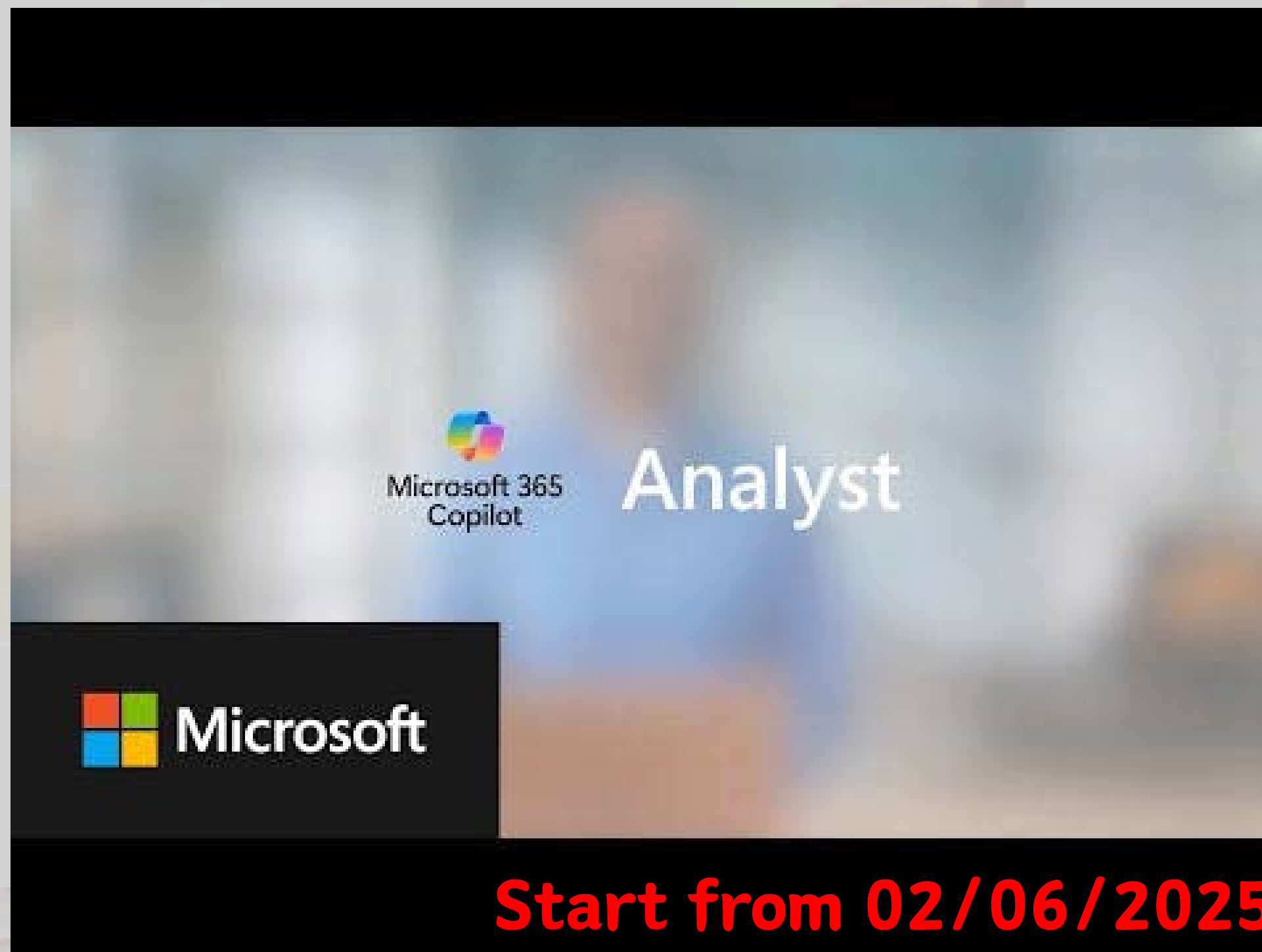
- AI 自動批正
- 能將學生手寫答案 OCR
- OCR 後可作更正
- 回饋時間快

Cons

- 目前只能手動入Marking
- AI回應未必百分百準確
- UI介面不易上手

SHOWCASE(行政工作)

3. 數據分析



SHOWCASE(行政工作)



3. 數據分析

M365 Copilot



Analyst

我們是一間中學，這文件儲存了
下年申請入讀我們學校的學生資料，
當中有他們的排名及每位學生是來自
那一間小學。請深度分析檔內的資料。

	A	B	C	D
1	Rank	Name	Sex	Primary School
2	44	陳美玲	F	Victoria Peak Primary School
3	58	李靜怡	F	Dragon's Gate Academy
4	4	張雅婷	F	CARITAS PELLETIER SCHOOL
5	141	黃子妍	F	CARITAS PELLETIER SCHOOL
6	5	蘇嘉欣	F	Kowloon Hills Primary
7	20	何靜雯	F	Kowloon Hills Primary
8	101	吳美華	F	Kowloon Hills Primary
9	57	劉雅雯	F	Jade Star Academy
10	110	鄭美惠	F	Jade Star Academy
11	45	蔡子晴	F	Lantau Island School
12	69	陸美琪	F	Lantau Island School
13	138	謝文婷	F	Lantau Island School
14	13	鍾靜妍	F	Bamboo Grove Primary
15	53	陳子妍	F	Bamboo Grove Primary
16	59	李嘉莉	F	Bamboo Grove Primary
17	78	張美怡	F	Bamboo Grove Primary
18	103	黃欣妍	F	Bamboo Grove Primary

SHOWCASE(行政工作)

3. 數據分析

M365 Copilot



Analyst

主要統計結果

申請人數最多的小學 (Top 5)

小學名稱	申請人數	平均排名	最佳排名
Bamboo Grove Primary	27	123.9	13
Victoria Heritage Academy	26	138.2	20
Cityscape Learning Center	26	87.7	10
Harbor Breeze School	22	123.4	8
Hong Kong Harmony School	18	155.7	85



平均排名最佳的小學 (Top 10)

小學名稱	申請人數	平均排名
Crown Colony School	1	17.0
Maritime Trade Primary	2	32.0
Victoria Peak Primary School	1	44.0
Silk Road Learning Center	1	56.0
Dragon's Gate Academy	1	58.0
Westminster Bay Primary	6	62.2
Lantern Light Academy	2	62.5
Queen's Crown Academy	2	63.0
Heritage of Empire Academy	8	70.4
CARITAS PELLETIER SCHOOL	2	72.5

SHOWCASE(行政工作)

3. 數據分析

M365 Copilot



Analyst

建議與策略

1. 優先考慮高質素學生來源小學

- 如：Westminster Bay Primary、Lantern Light Academy、Queen's Crown Academy 等，雖然申請人數不多，但平均排名非常優秀，應考慮加強與這些學校的聯繫，甚至提供獎學金或推薦名額。

2. 針對高申請量學校進行策略性合作

- 如：Bamboo Grove Primary、Cityscape Learning Center、Victoria Heritage Academy 等，這些學校是主要的生源地，應考慮舉辦講座、開放日或合作課程以吸引更多優質學生。

3. 識別潛力學校

- 有些學校如 Heritage of Empire Academy、CARITAS PELLETIER SCHOOL 雖然申請人數不多，但學生表現不俗，可視為潛力學校，進一步發掘合作機會。

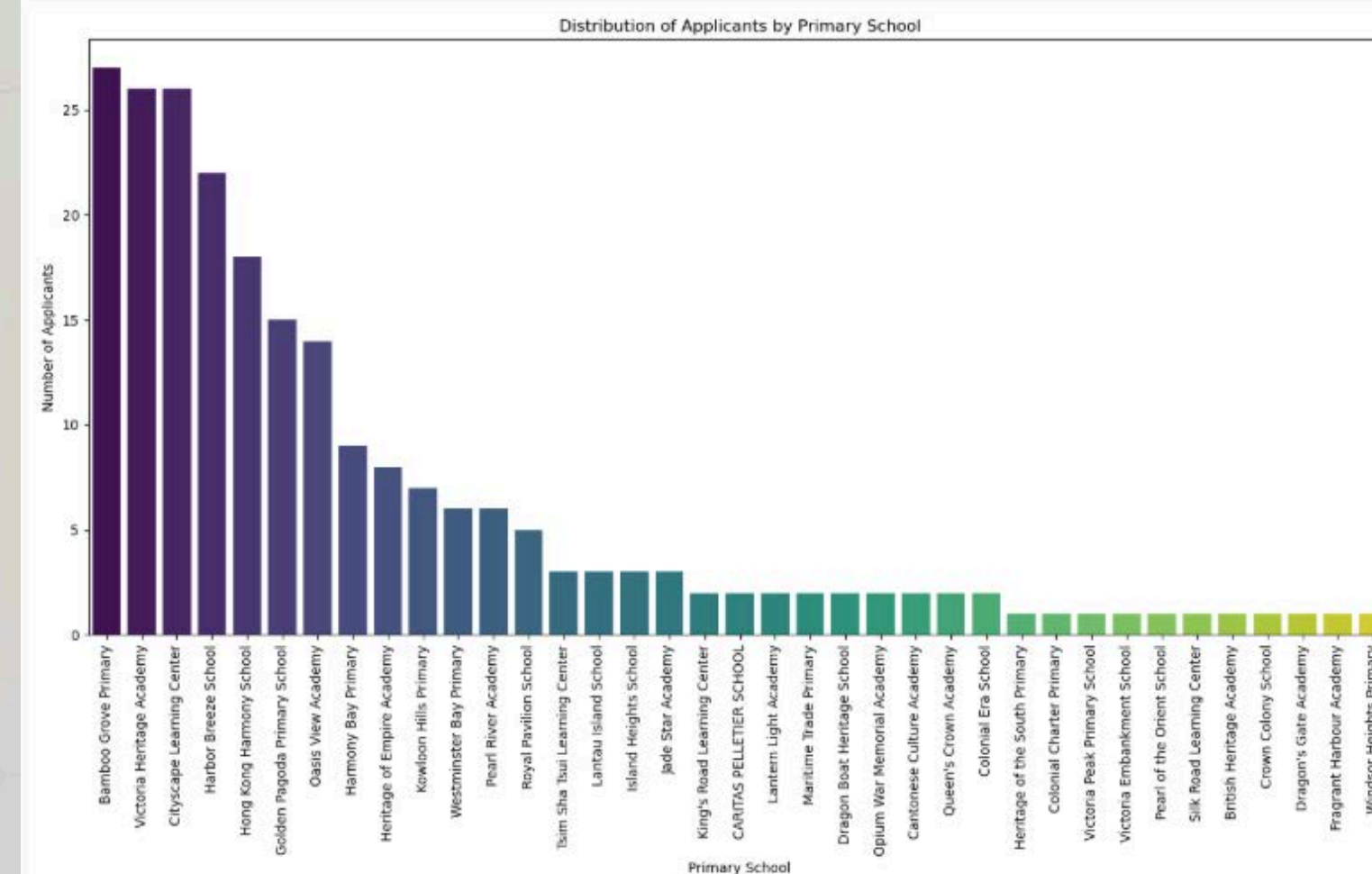
4. 支援表現較弱學校

- 如：Cantonese Culture Academy、Colonial Era School 等平均排名偏高（即表現較弱），可考慮提供升中銜接課程或教師支援，提升學生競爭力。



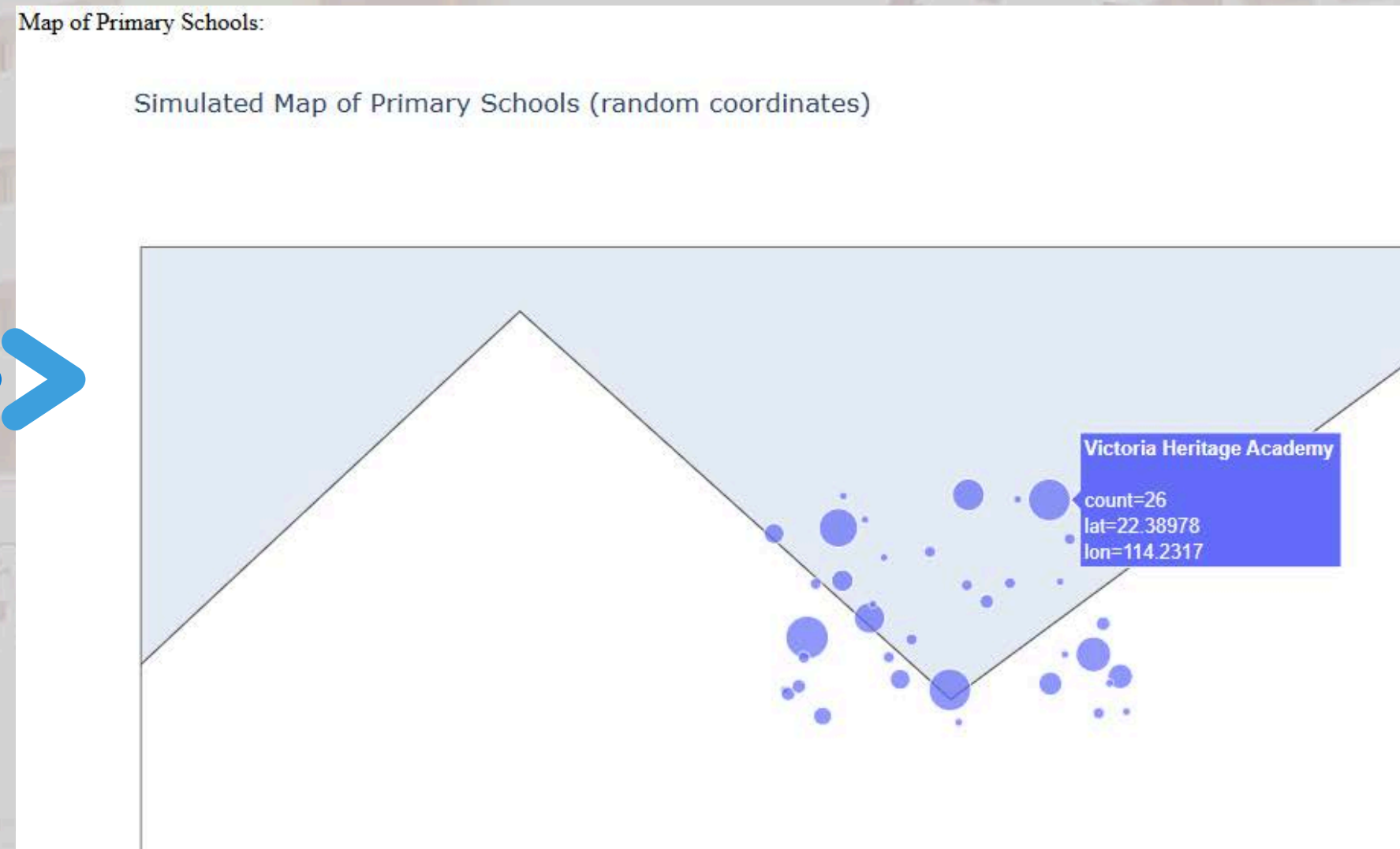
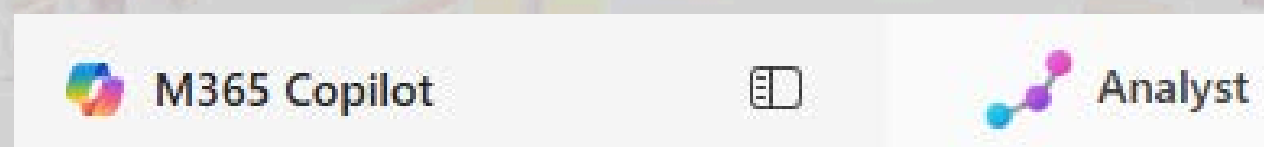
1. 各小學申請人數分佈圖

顯示每間小學有多少學生申請入讀你們學校。



SHOWCASE(行政工作)

3. 數據分析



小學地理分佈圖 (使用模擬座標)

SHOWCASE(行政工作)

3. 數據分析

M365 Copilot



Analyst

2324T3A2-每班科目名次(考試)

2324T2A2-每班科目名次(考試)

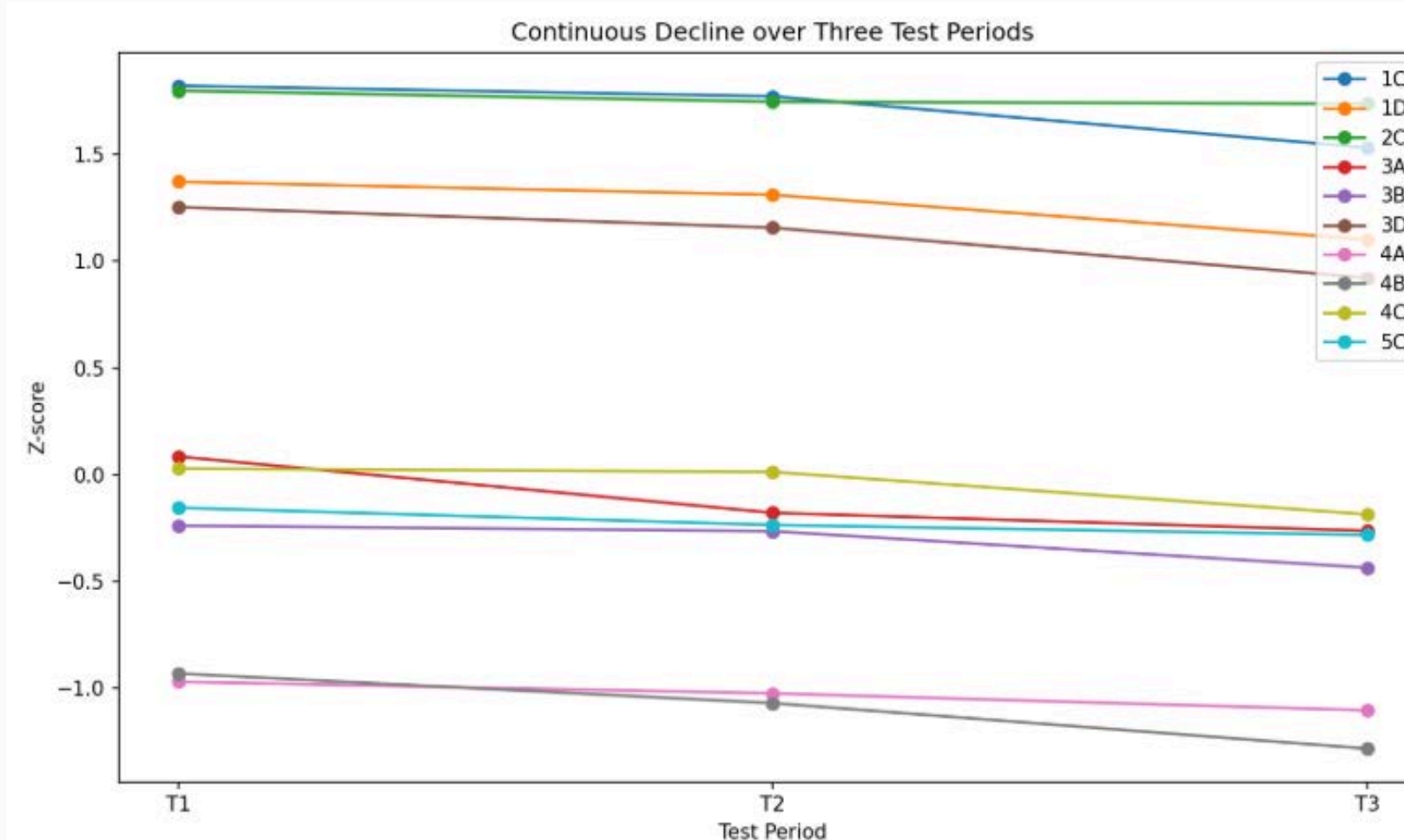
2324T1A2-每班科目名次(考試)



持續退步班級折線圖

以下班級在三個學段中標準分持續下降，顯示出明顯的退步趨勢：

- 1C、1D、2C、3A、3B、3D、4A、4B、4C、5C



SHOWCASE(行政工作)

3. 數據分析



M365 Copilot



Analyst

於每個學科中, 找出三名學生的進步最大, 以標準分為計算, 生成 excel 檔 (用英文)

已根據三個學段的標準分 (Z-score) 計算, 為每個學科找出進步幅度最大的三位學生, 生成 Excel 檔案。

你可以下載檔案: [top3_improvement_by_subject.xlsx](#)

檔案內容包括:

- Subject: 學科名稱
- Class: 班別
- Name: 學生姓名
- Score_T1 / T2 / T3: 三個學段的原始成績
- Z_T1 / T2 / T3: 三個學段的標準分
- Improvement: T3 Z-score 減去 T1 Z-score, 代表進步幅度



Name	Score_T1	Z_T1	Score_T2	Z_T2	Score_T3	Z_T3	Improvement
香姿	10	-1.68504	29	-0.74922	55.5	0.388276	2.07332
浩軒	24.5	-0.9481	29.5	-0.72667	64.5	0.770002	1.718104
梓茵	49	0.297076	37	-0.38841	87	1.724317	1.427241
俊霖	79	-0.31824	85.9	-0.20537	145.7	0.550247	0.868484
俊婷	98.9	-0.01671	145.5	0.681071	163.4	0.812707	0.829417
晉軒	55	-0.68189	76	-0.35262	111.6	0.044604	0.72649
企業會財	70.3	0.270027	64.5	-0.10907	78.6	0.7254	0.455372
企業會財	72.3	0.380686	71.2	0.35075	78.8	0.739436	0.35875
企業會財	68	-0.14277	67.4	0.089955	74.3	0.423615	0.280845
健康管理	49	-0.2511	74.7	0.772493	97.6	2.263493	2.514592
健康管理	15.6	-2.31137	15.6	-2.31137	44.8	-0.34549	2.382667
健康管理	60.2	0.015876	60.2	0.015876	75	1.146771	1.663462
公民與社	73.5	1.672664	73.5	1.672664	75	1.62089	2.17253
公民與社	61.8	0.909812	61.8	0.909812	56.6	0.465253	2.087502
公民與社	28	-1.29398	28	-1.29398	37.5	-0.73435	1.90064
化學	33.3	-0.67621	35.4	-0.24383	41.7	0.211676	0.887883
化學	68.1	1.09777	51	0.572742	76	1.872399	0.774629
化學	50	0.00158	50	0.00158	55	0.100001	0.510001

資訊素養



可以做
什麼

應該做
什麼

資訊素養



香港特別行政區政府
新聞公報

GovHK 香港政府一站通

简体版

English

立法會十八題：生成式人工智能在中小學的應用

去



立法會十八題：生成式人工智能在中小學的應用

以下是今日（五月二十四日）在立法會會議上葉劉淑儀議員的提問和教育局局長蔡若蓮博士的書面答覆：

問題：

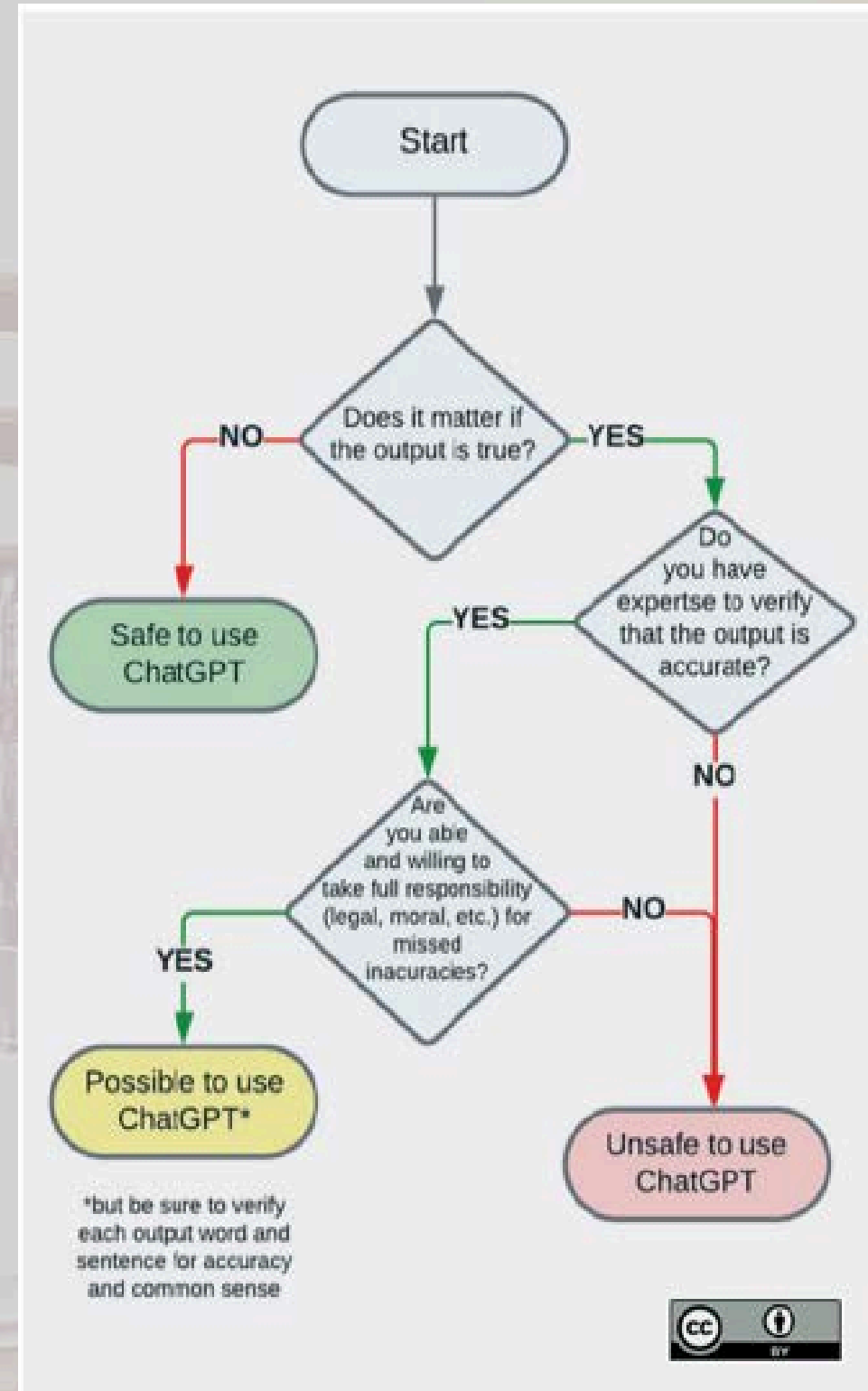
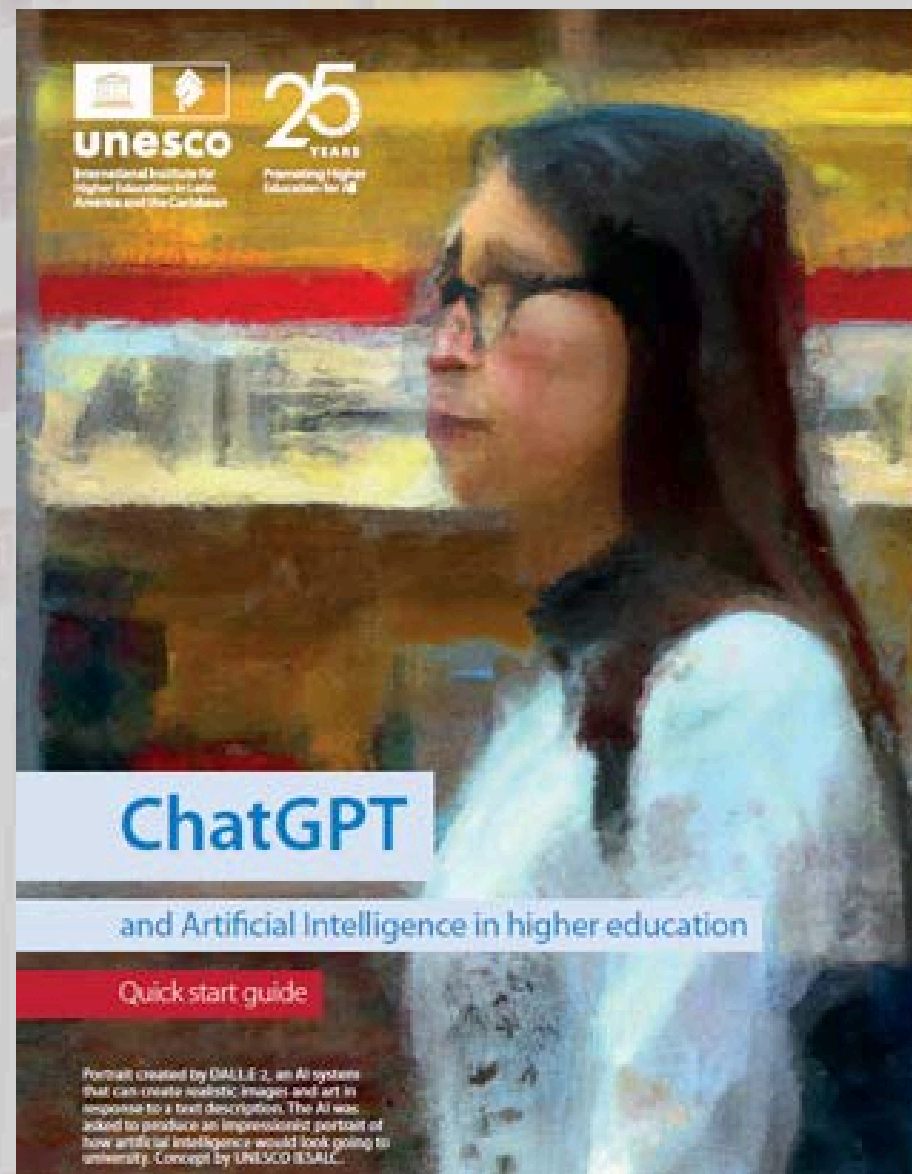
據悉，隨着生成式人工智能發展迅速，已有不少大專院校就其學生使用生成式人工智能制訂指引。然而，政府現時並未有任何指引規範生成式人工智能在中小學的應用。就此，政府可否告知本會：

（一）鑑於據悉，有不少中小學教師已開始使用生成式人工智能協助備課及設計測驗試卷，政府會否為中小學教師提供更多有關使用生成式人工智能的培訓，並在中小學推廣使用生成式人工智能來協助制訂教學內容；如會，詳情為何；如否，原因為何；

（二）政府會否（i）就中小學教師使用生成式人工智能輔助教學工作制訂工作守則，以確保教師不會違反專業操守，並（ii）就中小學學生使用生成式人工智能學習制訂學生指引，以確保學生不會違反學術倫理；如會，詳情及落實時間表為何；如否，原因為何；及

（三）政府現時有何措施監察中小學學生使用人工智能學習，以確保他們的學術誠信？

資訊素養



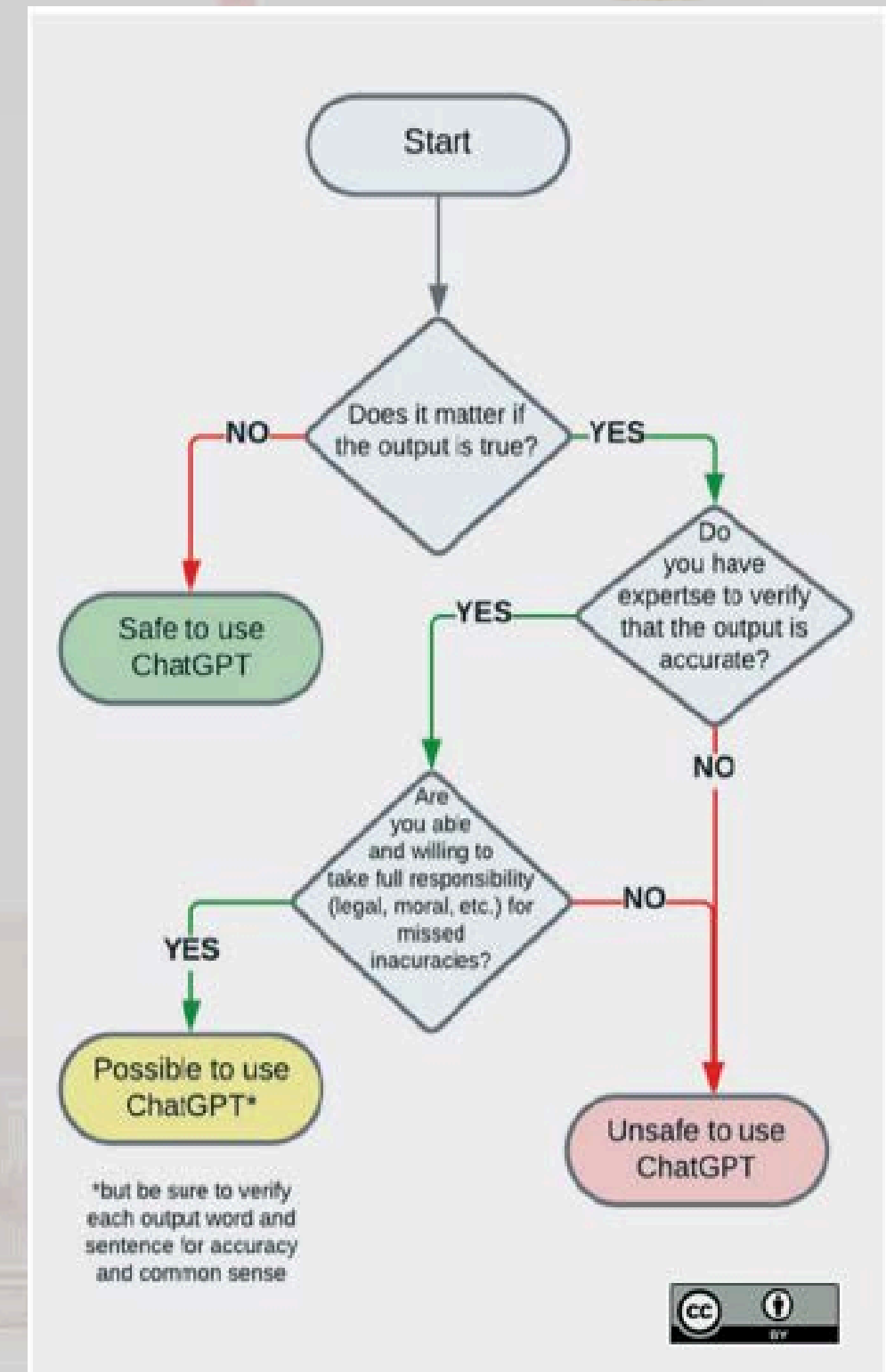
資訊素養



Challenges and ethical implications

- Academic integrity
- Lack of regulation
- Privacy concerns
- Cognitive bias
- Gender and diversity
- Accessibility
- Commercialization

If something is free, 'you' are the product



資訊素養



資訊素養

《香港學生資訊素養》學習架構 (2022更新版) (擬定稿)
(**三個類別**、**九個範疇**、**四個學習階段目標**)

類別	九個素養範疇 (2022)	
有效及符合道德地運用資訊	1	有效地、符合 道德 地及 負責 任地使用、提供和互通資訊
一般的資訊素養能力	2	識別 和 定義 對資訊的需求
	3	找出 和 獲取 相關資訊
	4	評估 資訊、媒體內容和資訊來源 / 提供者
	5	提取 和 整理 資訊、產生及 表達 新意念
資訊世界	6	運用資訊科技 處理資訊、建立內容和於 分享 資訊時先作 反思
	7	認識社會上 資訊提供者 的角色和功能
	8	認識能 獲取可靠資訊 的條件
	9	認識應用 新興和先進資訊科技 時所衍生的 道德問題

資訊素養



課程安排 (經驗分享)

中一

中二

價值觀	基礎課 (扎根正向價值觀)	深造課 (深化資訊素養的能力)	A.I.+課 (智慧應用 A.I.)
求真	資訊與真偽	明辨事實與觀點	A.I.做假?
		事實查核技巧實踐	A.I.查核假資訊
關心社會	溝通及公民參與	社交媒體文化與規範	A.I.代替人類?
		網絡公民參與	如何不被A.I.取替?
尊重創意	創作與權益	網絡創作	A.I.也懂得創作
		維護版權權益	創意的價值
自我保護	欺凌與安全	網絡抗逆力	A.I.打擊網絡欺凌
		網絡同理心	網絡足印管理

資訊素養



課程規劃-全校參與模式

- 將相關的學習元素融入不同學習領域/科目的學習活動中，全面推展資訊素養教育
- 學習領域/科目/課堂的相互配合，融入課程規劃
- 鼓勵教師參與資訊素養課程的推展，加強專業

中一：求真	
中文	明辨事實與觀點
人文	事實查核技巧實踐
電腦	AI 做假？
	AI 查核假資訊
家課節 *班主任	資訊與真偽（兩節內容）
中二：自我保護	
中文	網絡同理心
人文	網絡抗逆力
電腦	AI 打擊網絡欺凌
	網絡足印管理
家課節 *班主任	欺凌與安全（兩節內容）



**AI不會取代教師，
但善用AI的教師將引領未來**