



Success in your FE?

Join PEERS
Prepare yourself
Get extra support

A Teaching Development Grant Project (TDG) of HKIEd (T0143)



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Online Lessons and Learning

LEARNING AND TEACHING RESOURCES OR MATERIALS

Dr James Ko | T0143 | March 31, 2016



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Initial log-in page at Google e-platform:

PEERS PEERS 搜尋經編平台

Home Online lessons Discussion Contact us

Home
Introduction
Objectives
Target group
After PEERS
Online lessons
Discussion
Contact us
Have a Try? H

Success in your FE?
Join PEERS
Prepare yourself
Get extra support
A successful Field Experience (FE) is your PEERS!

Are you worrying about your Field Experience (FE)?
Here is your chance to be successful with your peers.
You simply need to:

1. Complete 6 short online lessons
2. Complete online activities and surveys
3. Form a group with 4-6 peers of your choice & Support each other on our online forum
4. Share 2 FE videos with peers in your group or Give feedback on others' FE videos
5. Receive an individual report & advice from experienced teachers of our project

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PEERS Education Bureau

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Initial lesson page:



Youtube Link: <http://youtu.be/SGsIT11JlJ8>



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Revised Moodle Login Page:

Success in your FE?

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A Teaching Development Grants Project (TDG) at HKIED (2014)

Are you worrying about your Field Experience (FE)?

Here is your chance to be successful with your peers.

You simply need to:

1. Complete 9 short online lessons (topics mentioned below);
2. Complete online surveys and activities;
3. Form a group with 4-5 peers of your choice
& Support each other in our online forum; and
4. Share 2 videos of your teaching with peers in your group / Give feedback on others' teaching videos

In return, you would receive advice from experienced teachers in our project.

Please select the below links for important information related to the course.

Objective Target Groups After PEERS Announcement

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Revised Moodle Lesson Page:

Online Lessons

9 online lesson topics

Lesson 1. How can PEERS enhance your Field Experience?

Lesson 2. What do you need to know about lesson observation?

Lesson 3. How can you plan an effective lesson?

Lesson 4. How can you develop effective teaching strategies?

Lesson 5. How can you use assessment and evaluation?

Lesson 6. How can you manage your lesson effectively?

Lesson 7. How can you help students learn by themselves?

Lesson 8. How can you improve teaching through peers' collaboration?

Lesson 9. How can you become an effective teacher?

Please select the below links to navigate to a lesson topic that suits your interest.

A1 A2 A3 A4 A5 A6 A7 A8 A9

Lesson 1
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 2
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 3
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 4
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 5
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 6
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 7
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 8
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Lesson 9
Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

We incorporated self-reflection activities in lessons:

2 mins. Self-reflection Activity

- Do you know why our new FE framework has the said four domains?
What source is this framework based on? How can you know whether you have accomplished the expected outcome?
- e.g., For school development...to establish good communication with parents, would you
..... call them up to introduce yourself?
..... send them a note about the purpose of your assigned homework?
..... ask them to praise students when they revise and do their homework by themselves?
- Now for each domain, write down three behaviours or practices you have done or plan to do so.

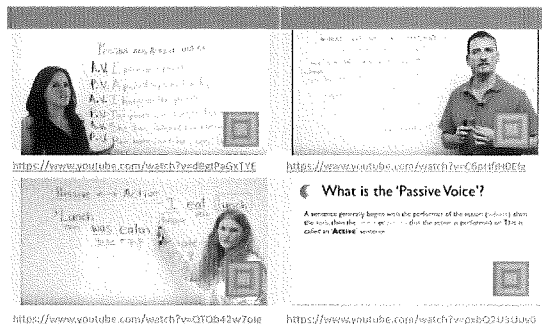


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As well as Hands-on Practices:

Hands-on Practice 1

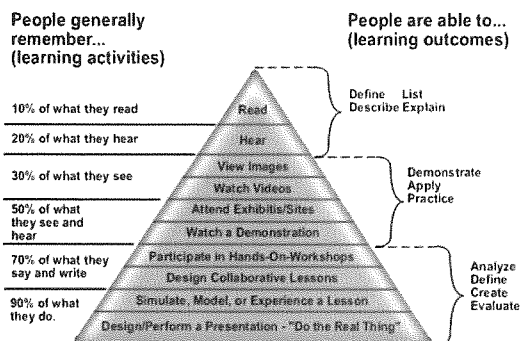
- Here are 4 examples teaching *Passive Voice*.
- Choose any two and explain why one is more desirable.
- Submit your work to Moodle.



Another Hands-on Practice example:

Hands-on Practice 2

- Explain your preference in the last slide again, but explain terms of learning experience by Edgar Dale?
- Submit your work to Moodle.



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Lesson on the new FE framework:

Overview

- **Field Experience (FE) Framework**
- **Micro-teaching**
- **Use lesson observation and micro-teaching for FE preparation**

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Linking FE framework with their practicum context:

III. Teaching and Learning

What the FE Handbook says:

5. Student teacher displays adequate command of content knowledge of the subject(s) assigned to teach.
6. Student teacher demonstrates the ability to use pedagogical content knowledge in planning, developing and implementing appropriate aspects of the subject curriculum.
7. Student teacher employs diversified modes of teaching strategies, skills, materials and technology to create a learning environment to enhance his/her students' learning.
8. Student teacher designs and applies a variety of formative and summative practices in order to provide relevant feedback on his/her students' learning and to inform ongoing teaching.

What you may find in the school:

5. Content is tied up with unfamiliar curriculum.
6. Content knowledge cannot be isolated from pedagogical content knowledge.
7. Focus and diversification are difficult to balance.
8. You have to adhere to the evaluation practices of the school.

Linking with the Teaching Supervision:

How does FE supervisor evaluate you?

- Except FE Learning Objectives (FEILO) 1, 2 and 9, all objectives can be evaluated through lesson observations in the two Block Practices
- The **Field Experience Teaching Supervision Form** includes both qualitative and quantitative information
- The individual grades for each assessment item (*Distinction, Credit, Pass and Fail*) can be converted into numerical values that can be used to compute the Grade for each FEILO.
- Some FEILOs are more ready to observe than others. For example, '*Teaching evaluation and reflection*' is based on your responses your supervisor in the post-observation meeting.
- The form also includes Grade Descriptors at the back for your reference.

The form is titled 'Field Experience Teaching Supervision Form (FEILO)' and is used for evaluating student teachers. It includes a header with the Hong Kong Institute of Education logo and name. The form is divided into several sections: 'Personal Information', 'Assessment Items', 'Grades', and 'Comments'. The 'Assessment Items' section lists various teaching and learning objectives, and the 'Grades' section provides a table for recording grades for each item. The 'Comments' section is for providing qualitative feedback. The form also includes a section for 'Grade Descriptors' at the back.



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Comparing grade descriptors with teaching behaviors to be observed in other observation instruments and micro-teaching:

Grade descriptors tell you little what you should do

FEILOs	Distinction	Credit	Pass	Fail
Command of content knowledge	Display <i>strong</i> command of content knowledge	Display <i>good</i> command of content knowledge	Display <i>adequate</i> command of content knowledge	Display <i>limited, insufficient</i> command of content knowledge
Use of pedagogical content knowledge	<i>effective</i> attainment of learning focus implementing <i>appropriate</i> aspects of ... curriculum	<i>appropriate</i> use of learning focus implementing <i>relevant</i> aspects ... curriculum	<i>Some basic</i> use of pedagogical content knowledge ... implementing <i>selected</i> aspects ... curriculum	<i>Unable</i> to incorporate pedagogical content knowledge in <i>appropriate</i> aspects ... curriculum
Implementation of teaching and learning activities	Employ <i>diversified</i> modes of <i>effective</i> and <i>innovative</i> teaching strategies and skills ...	Employ <i>diversified</i> modes of <i>effective</i> teaching strategies and skills ...	Employ <i>diversified</i> modes of teaching strategies and skills ...	<i>Attempt</i> to employ ... teaching strategies and skills, yet <i>fail</i> to achieve effective classroom ...
Application of assessment to enhance learning and teaching	Design and apply a <i>variety</i> of <i>effective</i> formative assessment ... provide <i>constructive</i> feedback ...	Design and apply a <i>variety</i> of <i>appropriate</i> formative assessment ... provide <i>helpful</i> feedback ...	Design and apply <i>appropriate</i> formative assessment ... provide <i>relevant</i> feedback ...	<i>Fail</i> to design and apply <i>appropriate</i> formative assessment ... <i>lack</i> of <i>helpful</i> feedback ...
Caring and Catering for students' needs	Maintain <i>positive</i> relationship with students; show <i>outstanding</i> pastoral care ... <i>appropriately</i> apply the knowledge of learning styles ...	Maintain <i>satisfactory</i> relationship ...; show <i>good</i> pastoral care for students; apply the knowledge of learning styles ...	Maintain <i>acceptable</i> relationship ...; show <i>reasonable</i> pastoral care ... <i>demonstrate</i> an understanding of learning styles ...	<i>Fail</i> to maintain a <i>corial</i> relationship with students; show <i>insufficient</i> pastoral care for student; <i>lack</i> of understanding of learning styles ...

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Compare descriptors on teaching strategies and skills

Remarks: 備註:
 *例如: 活動式教學法、探究式教學法、問題導向學習及協作學習等。 For example, activity-based approach, inquiry approach, problem-based learning, co-operative learning and etc.
 *例如: 動機、歸納、課堂及時課後的溝通、內容解說及提問等。 For example, motivation, elation, verbal and non-verbal communication, content explanation, questioning and etc.

27	...teaches learners how to simplify complex problems	...teaches learners how to simplify complex problems
28	...stimulates the use of control activities	...teaches learners to order complex problems
29	...teaches learners to check solutions	...pays attention to prediction strategies for reading
30	...stimulates the application of what has been learned	...lets learners relate solutions to the context of a problem
31	...encourages learners to think critically	...stimulates the application of alternative strategies
32	...asks learners to reflect on practical strategies	...teaches learners how to estimate outcomes

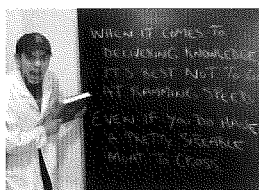
Details only appear in the remarks of FE Teaching Supervision Form

In contrast, the descriptors are in finer details in the Observation Form for Evaluating the Quality of Teaching

Skill of Stimulus Variation

This involves a teacher's deliberate change in behaviors in order to sustain students' attention and keep liveliness throughout the lesson. Too much variation can be distractive and thus it needs balance.

- 1) **Body movement:** A clear beginning statement will orient students to pay attention the logic in explanations.
- 2) **Gestures:** Irrelevant information is confusing and thus, should be avoided.
- 3) **Change in voice:** This is a must to ensure students understanding.
- 4) **Focusing:** Use linking words such as 'so, 'because', 'therefore', etc to establish logical connections between ideas.
- 5) **Eye-contact and eye-movement:** For conveying emotions and controlling interaction with the students, a teacher should use eye-contact to reach out to students not close to proximity.
- 6) **Pausing:** Deliberate short pauses help attract and sustain learner's attention.



Don't try to do this:



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Lesson on meta-cognitive strategies:

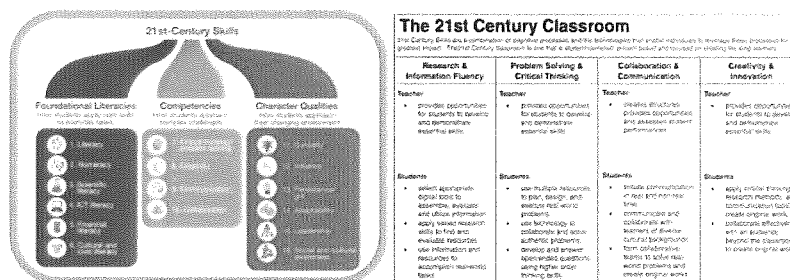
Overview

- **A new Paradigm of Teaching**
- **Teaching Cognitive and Meta-Cognitive Strategies**
- **Self-Directed Learning**

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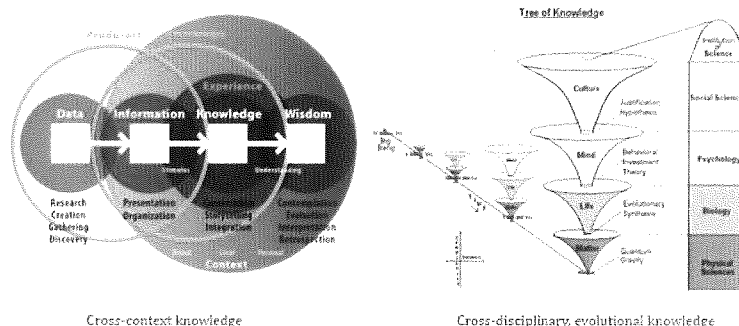
The significance of meta-cognitive strategies in 21st century classroom:

Can our classroom develop 21st century skills?



Meta-cognitive strategies for acquiring new mode of knowledge

Learners have to face boundary-less knowledge



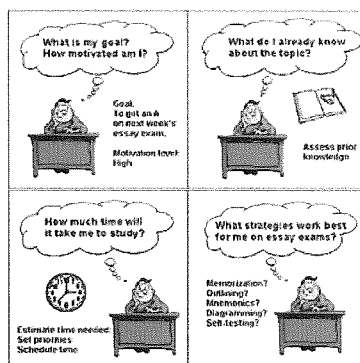
Teaching each specific meta-cognitive strategies:

Teaching Meta-Cognitive Strategies for lifelong Learning

When you use a mental strategy to help you learn on your own, you have learned what psychologists call a **meta-cognitive learning strategy**.

These strategies include the following:

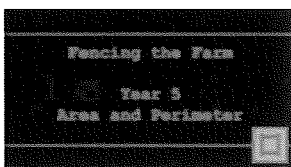
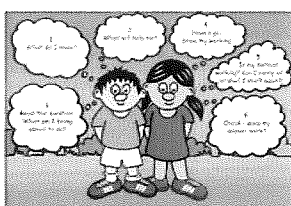
- Elaboration/organization (note taking)
- Comprehension-monitoring strategies
- Problem-solving strategies
- Project-based strategies
- Visualization strategies



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Problem-solving:

Problem-Solving Strategies



- Problem-solving is the ability to identify and solve problems by applying appropriate skills systematically.
- One popular problem-solving system, called IDEAL, involves five stages for teaching problem solving (Bransford & Stein 1994):
 1. Identify/understand the problem.
 2. Define terms/describe the barriers.
 3. Explore strategy or various solution.
 4. Act on the Strategy/try out the solution.
 5. Look at the effects/evaluate the results.
- It presupposes that students can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the curriculum.
- It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assists them in working at higher levels of thinking

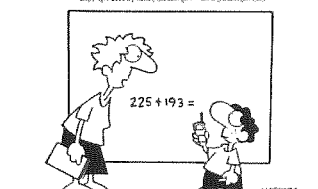
With hands-on practice:

Hands-on Practice 2

- How many meta-cognitive strategies can you identify in the video; show 5 incidences in (min./sec.)
- There are several incidences where the teachers engage children in different problem solving tasks.
- Evaluate with descriptions on the extent to which the teachers are successful.
- Compare the problem-solving approach with what you have experienced when you were young.



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"You have to solve this problem by yourself. You can't call tech support."



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Introducing reciprocal teaching to student teachers:

Reciprocal teaching is a strategy that turns a typical discussion into a more productive an self-directed learning experience. It accomplishes this through four activities:

1. **Predicting.**
2. **Questioning.**
3. **Summarizing.**
4. **Clarifying.**

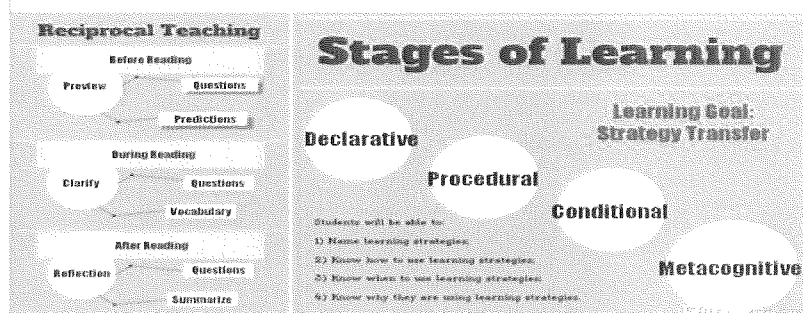
PREDICTING	QUESTIONING	SUMMARIZING	CLARIFYING
WHEN I PREDICT, I: GUESS · ESTIMATE · ASSUME INFER · SPECULATE · SUSPECT BELIEVE · FORECAST · PROJECT	WHEN I QUESTION, I: SEARCH · ASK · INVESTIGATE CHALLENGE · EXAMINE · DISPUTE DOUBT · EXPLORE · INQUIRE	WHEN I SUMMARIZE, I: SUM UP · CONCLUDE · JUDGE DETERMINE · REVIEW · DECIDE SURMISE · ORGANIZE	WHEN I CLARIFY, I: EXPLAIN · REREAD · SOLVE MONITOR · REFINE · SIMPLIFY DEFINE · SHARPEN · REMEMBER
PREDICTING QUESTIONS/STATEMENTS: What do you think will happen? What clues tell you what will happen? What will the author do or tell you next? What clues from the passage help you remember what has happened?	QUESTIONING QUESTIONS/STATEMENTS: What questions do you have about the topic? What did you think about as you read? Share what you think the author meant when... What else do you know about this subject?	SUMMARIZING QUESTIONS/STATEMENTS: Tell me about what you just read. What is the most important part of the story? What clues from the passage helped you organize your thinking? What sentences sum up the meaning of the entire passage?	CLARIFYING QUESTIONS/STATEMENTS: I need help understanding this part of this section. What context clues help you? Words I don't know or understand are... Add another example to figure out the meaning.

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Showing steps of reciprocal teaching:

Reciprocal teaching is a strategy that turns a typical discussion into a more productive an self-directed learning experience. It accomplishes this through four activities:

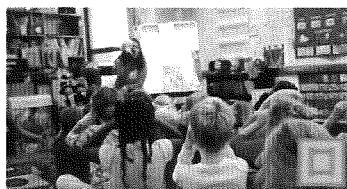
1. **Predicting.**
2. **Questioning.**
3. **Summarizing.**
4. **Clarifying.**



Provide Hands-on Practice

Hands-on Practice 1

I think I know... < >	
Predict I think we will learn... Word Pops I think this is about... (discuss with your shoulder partner.) I didn't get... (discuss with partner and write on sticky notes) As a group, clarify all items that we didn't get using tools such as a glossary, context clues, etc.	Question I wonder... Wonders From the book... Summarize This is about... 5 finger summary that includes important details Discuss: Which strategy helped you the most?

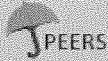


- Watch the video above on reciprocal teaching
- Use the template to jot down the teacher has done to promote the four activities
- Evaluate the effectiveness of this approach.



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PEERS ACTIVITIES

LEARNING AND TEACHING RESOURCES OR MATERIALS

Dr James Ko | T0143 | March 1, 2016



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Initial Questionnaire Login Page at Google:

yoja HKEd Moodle HKEd Library Home Google Scholar https://poam.i... Validste institute The Hong Kong Department of Education

1st Questionnaire (FE)

Dear Student Teacher,

Thank you so much for agreeing to participate in our study.

We ask questions about yourself, your teaching style, and life in the classroom. Please answer all the questions. We are interested in your first "gut responses" so you do not need to spend a long time considering your answer. There are no "right" or "wrong" answers to these questions, only different responses.

Your participation is very valuable and much appreciated.

Thank you in advance,
Dr James KO

*The following questions are about you and your background.

1. FE-1A

A. Student ID *

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Questionnaire prepared using Google:

22/6/2020

Questionnaire for newly joined students:

10. 1.7 Which subject do you minor in? (可選)

☐ English Language
☐ Chinese Language
☐ Mathematics
☐ General Studies
☐ Early Childhood Education
☐ Information and Communication Technology
☐ Music
☐ Physical Education
☐ Visual Arts
☐ Other: _____

11. 1.8 Which subject do you teach during the block practice? (可選)

☐ English Language
☐ Chinese Language
☐ Mathematics
☐ General Studies
☐ Early Childhood Education
☐ Information and Communication Technology
☐ Music
☐ Physical Education
☐ Visual Arts
☐ Other: _____

12. 1.9 What year do/did you teach during the block practice? (可選)

☐ K1-K2
☐ P1-P2
☐ P3-P4
☐ P5-P6
☐ S1-S2
☐ S3-S4
☐ S5-S6

13. 1.10 Will you need to complete block practice/field experience in Mar-Jun 2019? (可選)

☐ Yes
☐ No

https://docs.google.com/forms/d/1qPwv3kmmvnd3qy1bqP5Guaqjv1T7D5p4mucw/edit#

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22/6/2020

Questionnaire for newly joined students:

Next page (P.2)

Think about yourself as a teacher.

To what extent do you agree with the following statements ...

1=Strongly Disagree
2=Moderately Disagree
3=Slightly Disagree
4=Strongly Agree
5=Moderately Agree
6=Strongly Agree

14. I am confident that I can ...

Think about yourself as a teacher on a 100% scale (1=100% Disagree—10=100% Agree)

	1	2	3	4	5	6
2.1. ... motivate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2. ... link new concepts and ideas to students' background knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3. ... set clear expectations for pupils/learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4. ... support students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5. ... promote students' reasoning and problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6. ... maximize time on learning tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.7. ... be sensitive to students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.8. ... set appropriate learning targets for pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.9. ... provide feedback or an opportunity to deepen understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.10. ... adjust lessons to the prior level for individual pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about yourself as a teacher in a classroom that is disruptive and difficult to manage. To what extent do you agree with the following statements.....

To what extent do you agree with the following statements ...

1=Strongly Disagree
2=Moderately Disagree
3=Slightly Disagree
4=Strongly Agree
5=Moderately Agree
6=Strongly Agree

https://docs.google.com/forms/d/1qPwv3kmmvnd3qy1bqP5Guaqjv1T7D5p4mucw/edit#

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PAGE 1



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Raw data of the pre-lesson survey:

A		B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21		22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41		42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61		62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81		82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101		102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120
121		122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140
141		142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160
161		162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180
181		182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200
201		202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220
221		222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240
241		242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260
261		262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280
281		282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300
301		302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320
321		322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340
341		342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360
361		362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380
381		382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400
401		402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420
421		422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440
441		442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460
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621		622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640
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761		762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780
781		782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800
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1421		1422	1423	1424	1425	1426	1427	1428	1429	1430	1431									

Revised Questionnaire Page at Moodle:

https://moodle.iied.edu.hk/mod/questionnaire/complete.php?id=...

Most Visited Getting Started Latest Headlines Books

You are logged in as Teacher (Admin) 112. Please log out to my personal data.

2015-16MS2 PEERS online lessons

Home | My courses | 2015-16 Other Courses | 2015-16MS2 PEERS online lessons | Questionnaire (pre-lesson) | Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS | Answer the questions...

Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

- Are you a
Choose...
- Are you in
Choose...
- How old are you?
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23
☐ 24
☐ 25
☐ Above
- Which subject do you major in?
☐ English
☐ Chinese
☐ Math
☐ CS
☐ Science/GK
- Which subject do you minor in?
☐ English
☐ Chinese

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Revised Questionnaire Submission Page at Moodle:

https://moodle.iied.edu.hk/mod/questionnaire/complete.php?id=...

Most Visited Getting Started Latest Headlines Books

- The morale in this school is high
- There is too much expected of teachers in this school
- Teachers go about their work with enthusiasm
- There is constant pressure for teachers to keep working
- Teachers take pride in this school
- There is no time for teachers to relax in this school
- There is a lot of energy in this school

13 Think about yourself at work over the past two weeks, and the way you have felt. Tick the response that best applies to you. (1=Not at all to 6=A great deal very much)

	1	2	3	4	5	6
1. I feel I'm positively influencing young peoples lives through my work ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel fed up at the end of the workday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I deal very effectively with my pupils' problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel emotionally drained from my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel energetic at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel frustrated with my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I can create a relaxed atmosphere with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel tired every morning when I have to face another day at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I feel like I'm at the end of my tether	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have accomplished many worthwhile things in this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you very much. :-)

Save Submit questionnaire

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Revised Post-lesson Questionnaire at Moodle:

https://moodle.eduhk.hk/course/view.php?id=23454

Most Visited Getting Started Latest Headlines Books

Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Not available unless: You achieve a required score in Questionnaire: BUILDING A REFLECTIVE PRACTICE WITH PEERS

Discussion

Forum

Questionnaire (post-lesson)

Dear Student Teacher,

Thank you so much for participating in our project again. We hope that you enjoyed the lessons topics and found them useful.

Before you stop using this platform, please complete a post-lesson survey. As you may know we need to see whether you are now more confident in teaching after viewing our online lessons.

We are grateful for your kind participation. You are welcome to visit us anytime after your FE

All the best,

James KO
Project Leader

Contact Us

Contact us

Moodle Data for this page

You are logged in as You On James KO Edit page

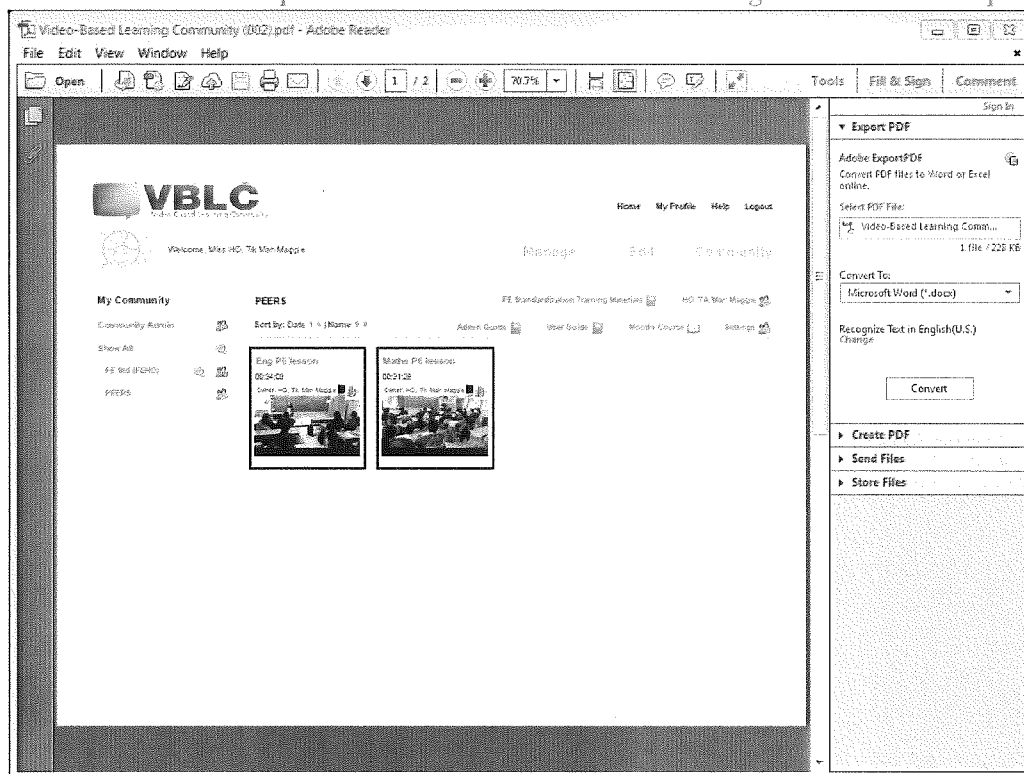
Page | 4



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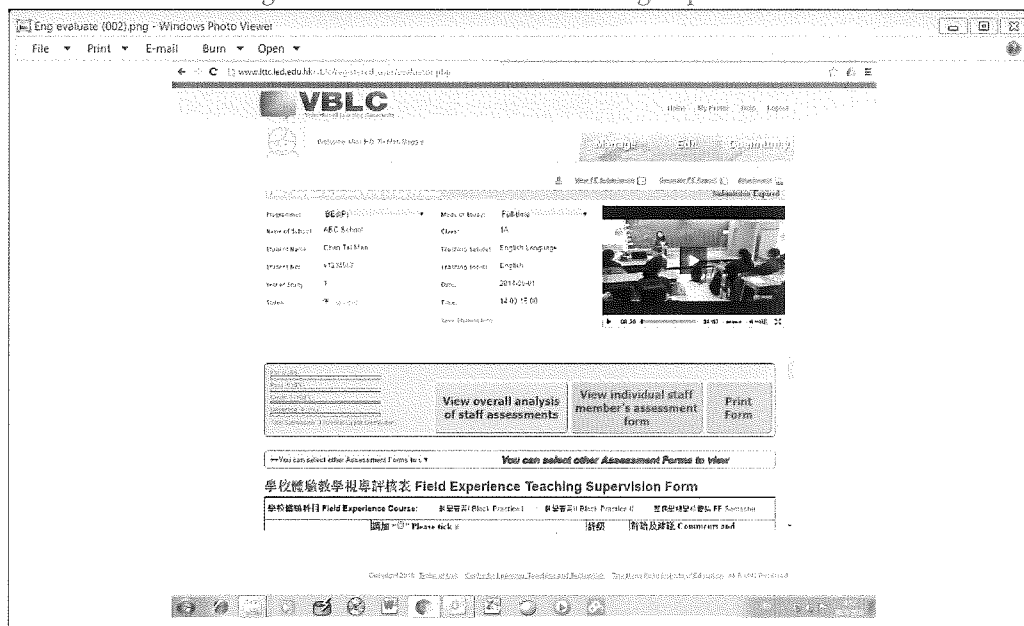
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All students participating had to evaluate a lesson using the FE supervision form. We made use of our VBLC platform to store evaluation videos and generate student responses.



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A screen shot showing a student used the FE Teaching Supervision Form.



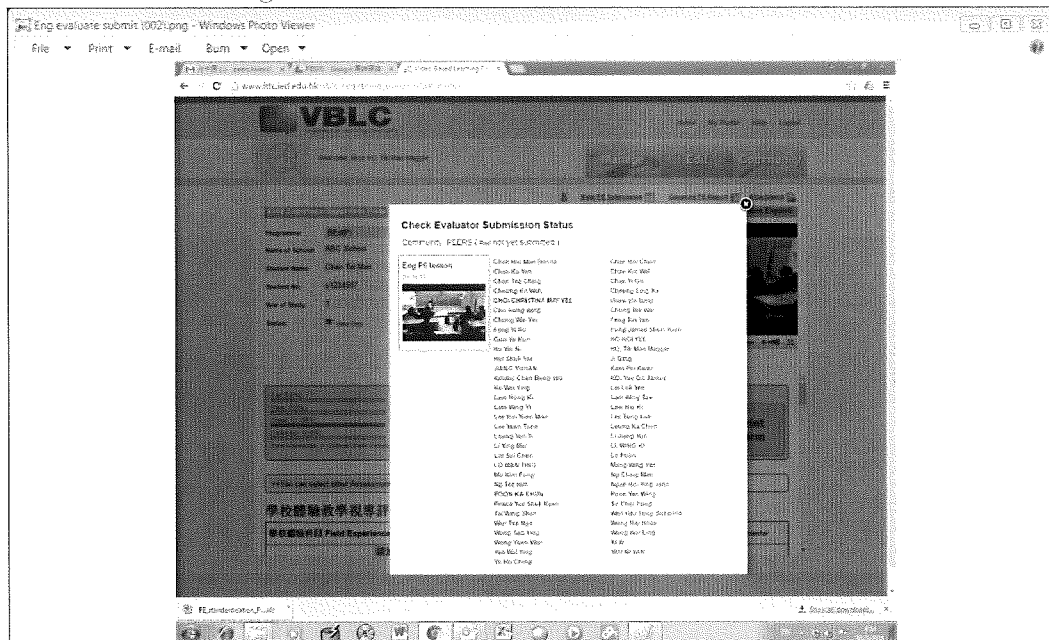
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A screen shot showing their submission status:



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Student discussion by group at Google platform:

PEERS

搜尋超學協平台

[Home](#)
[Online lessons](#)
[Discussion](#)
[Contact us](#)

Home

Introduction

Objectives

Target group

After PEERS

Online lessons

Discussions

Contact us

Have a Trial?

Discussion

Notes

You are only able to login into your allocated group. Please upload your first video of teaching and give some feedback to each other. Also you may raise any teaching-related questions.

Group	Major	Online Discussion
1	English (EL)	http://groups.google.com.tw/d/forum/peersap1
2	GS/LS	http://groups.google.com.tw/d/forum/peersap2
3	GS	http://groups.google.com.tw/d/forum/peersap3
4	Chinese (CL)	http://groups.google.com.tw/d/forum/peersap4
5	English (EL)	http://groups.google.com.tw/d/forum/peersap5
6	English (EL)	http://groups.google.com.tw/d/forum/peersap6
7	Chinese (CL)	http://groups.google.com.tw/d/forum/peersap7

8	Chinese (CL)	http://groups.google.com.tw/d/forum/peersap8
9	English (EL)	http://groups.google.com.tw/d/forum/peersap9
10	English (EL)	http://groups.google.com.tw/d/forum/peersap10
11	GS	http://groups.google.com.tw/d/forum/peersap11
12	Maths	http://groups.google.com.tw/d/forum/peersap12
13	IT/ACT	http://groups.google.com.tw/d/forum/peersap13

PEERS homepage...pdf

Discussion - PE...pdf

google account.xlsx

Peers - Group 1...p...

Show all downloads...

PAGE 6



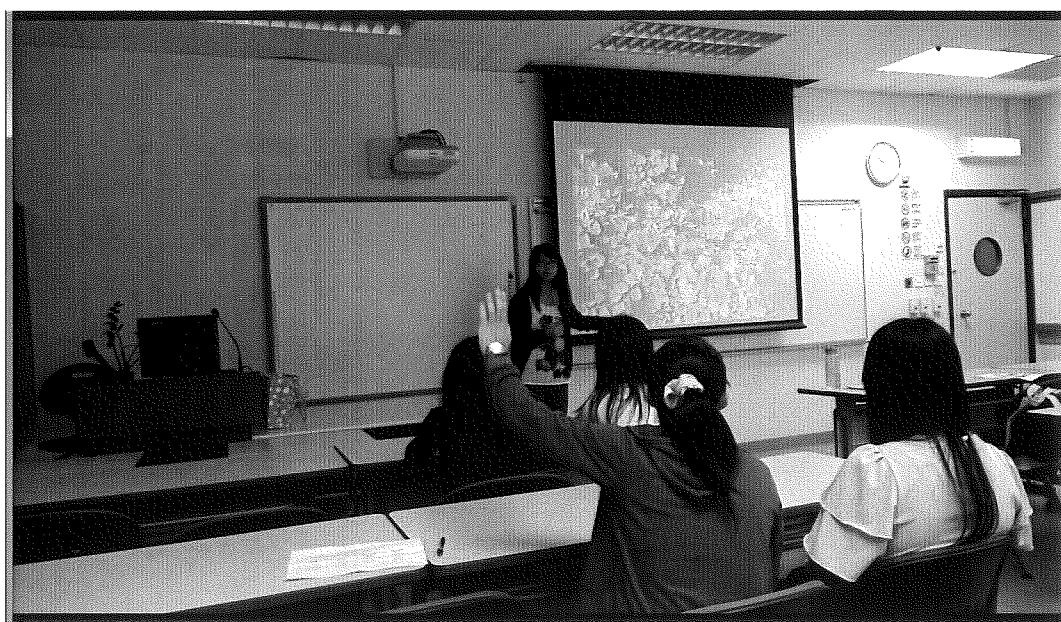
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Students practicing micro-teaching in a group (GS):



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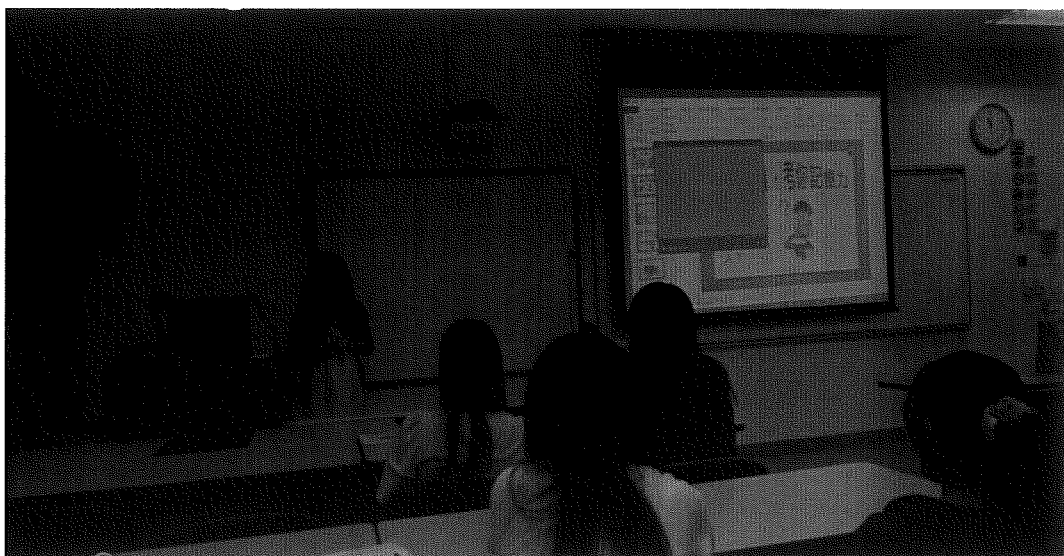
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Students practicing micro-teaching in a group (GS):



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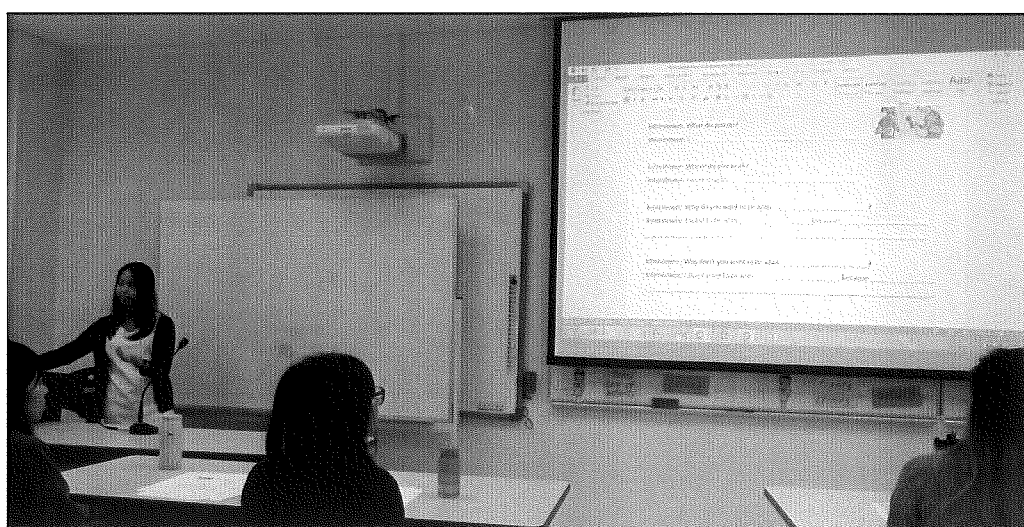
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Students practicing micro-teaching in a group (English):



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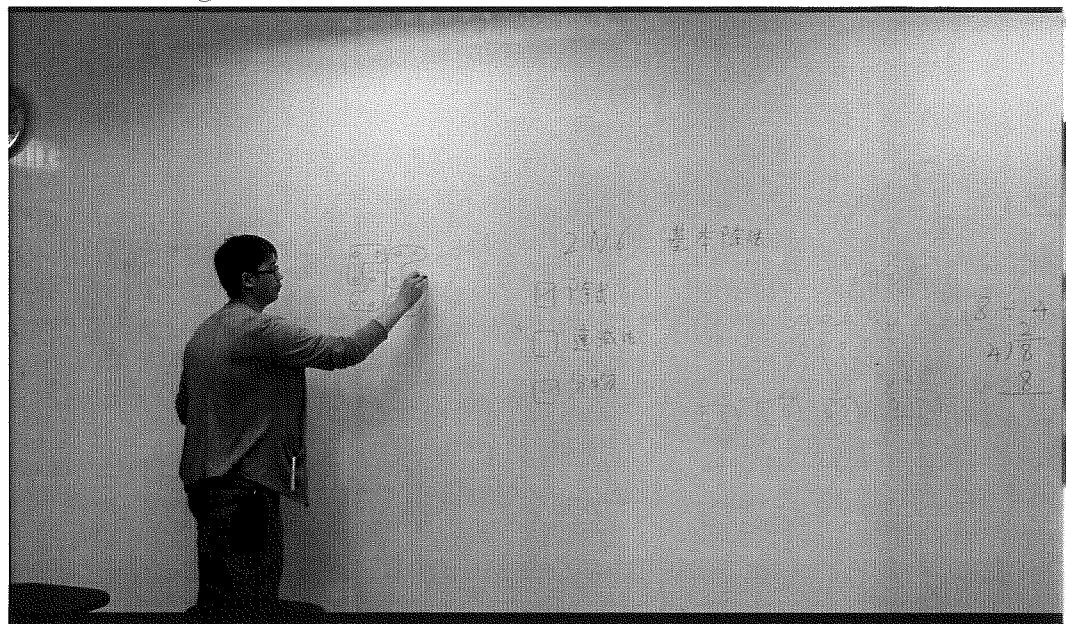
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Student teaching Mathematics:



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Student teaching English:



PAGE 10



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We provided guidance on lesson plan on teaching reading posters (English):

LESSON PLAN
(First round submission on 28th June 2015)

Name of teacher: Ms. POON

Date: Thursday, 19th May 2017 Time: 11:45 am – 12:20 pm (35 minutes)

Year level: Primary 3 Number of students: 22

Topic: Open Day

Learning objectives:
By the end of the lesson, students should be able to:

- locate and extract specific information in the poster;
- write, not just provide information and observation from the poster;
- draw and express their opinions and feelings about the Open Day.

Previous knowledge:

- The single past tense
- The format and function of a poster

Main learning activities / tasks:

- Reading a poster which promotes the Open Day of the school in 2014 and identifying information and key ideas from it.
- Reading a newspaper which reports the Open Day 2014, looking and using the information and key ideas of it and expressing opinions on the event.

Wholeheart planning:

- Using Penetration slides to present the digital version of the reading texts, electronic questions and responses.

Teaching & Learning resources / aids: (See Appendix 1 for T.L. materials)

- Computer
- PowerPoint slides (the digital version of the reading texts and questions on the Penetration)
- Guiding questions and/or discussion questions to be used to draw to help students identify important information and retrieve their thinking on their poster.
- Some artistic samples of posters
- The semi-structured reading text about Open Day, one poster and one newspaper (Appendix 1)
- The semi-structured writing text of the worksheet (Appendix 2)
- The single version of the worksheet (Appendix 3)
- MS Paint software

Lesson procedure and estimated duration: (See Appendix 1, 2 and 3 for T.L. materials)

Teaching & Learning Activities	T.L. Materials	Duration
<p>1. Introduction and teacher's previous knowledge:</p> <p>The teacher that recalls students' past previous knowledge by asking them what the details the text is (i.e. Open Day), and what they have seen in the previous lesson.</p> <p>Teacher's previous knowledge: Open Day is the school's annual event where parents and teachers can meet and talk to each other. It is a good opportunity for parents to know more about their children's school and teachers to know more about their children's learning.</p> <p>The teacher has seen students' past posters about the Open Day of their own school in 2014. However, there is still a need to improve their posters by using the reading texts.</p>	<ul style="list-style-type: none"> Appendix 1 (sample of posters) 	5 mins
<p>2. Reading text 1: A poster of the Open Day 2014</p> <p>The teacher provides students with the first reading text about Open Day 2014. This is a poster which gives them information about the Open Day 2014. They are asked to read the poster and answer the questions.</p> <p>When the teacher is reading the poster with the students, the teacher will ask questions and make use of the Penetration slides to help students identify important information and retrieve their thinking on their poster.</p> <p>Students have been asked to draw their poster about the Open Day. They have seen the poster on the Penetration.</p>	<ul style="list-style-type: none"> The reading text 1 (Appendix 1) The worksheet (Appendix 2, 3) Computer PowerPoint slides MS Paint software 	15 mins
<p>3. Reading text 2: A newspaper of the Open Day 2014</p> <p>Students can read text 2, a newspaper article about the Open Day. The teacher first asks students what the purpose of writing and reading a newspaper is, and also students know that they can discuss it as a newspaper is a newspaper and not a poster. Use of the Penetration slides.</p> <p>The teacher reads the newspaper. The teacher reads the newspaper and asks students to read and then asks a few questions about the newspaper.</p>	<ul style="list-style-type: none"> The reading text 2 (Appendix 1) The worksheet (Appendix 2, 3) Computer PowerPoint slides MS Paint software 	15 mins

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Related Posters:

Appendix 1 (The reading text)

Primary 3 English Language

Unit: Open Day

Reading – Our school's Open Day 2014

Name: _____ Class: 3 _____ Date: _____

We are going to look at our school's Open Day last year. Read parts 1 and 2 below.

Part 1:

Part 2:



Reading worksheets on poster reading:

Appendix 2 (The more challenging version of the worksheet)

Read Text 1 and answer the following questions:

1. When was the Open Day held?
2. At what time did the Open Day start?
3. Where was the Open Day held?
4. Which level of students worked for the Open Day?
5. How many stalls were there on the Open Day?
6. How much should students bring to the Open Day?
7. How much do you want to bring to the Open Day? Why?

Read Text 2 and answer the following questions:

1. How many people came to the Open Day?
2. What did the P.5 students sell on the Open Day? What do you like most? Why?
3. What else could you find on the Open Day?

4. Why could visitors win a prize on the Open Day?

5. Why were the P.5 students helpful?

6. What is Ki-ut?

7. You wanted to join the Open Day. What should you bring?

8. What plans the P.5 students do for the Open Day?

(1) Fill in the blanks with the correct verb. Use the correction past tense form of the verb.

- | buy | do | draw | help | make | sell |
|---|----|------|------|------|------|
| a. They some goods on their own. | | | | | |
| b. They the materials from Sham Shui Po. | | | | | |
| c. They many things on the roof. | | | | | |
| d. They the younger children when they shopped. | | | | | |
| e. They some money to Ki-ut. | | | | | |
| f. They the money made and made changes. | | | | | |

(2) Put the correct letters (a-f) in the boxes below.

Before Open Day	On the Open Day	After Open Day

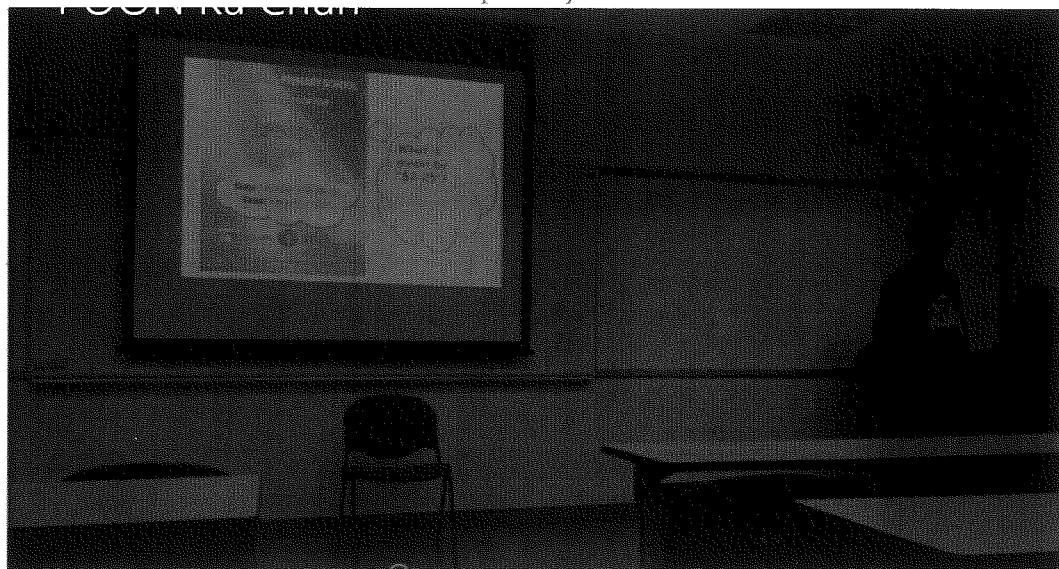
9. Which idea of the Open Day do you like most? Why?

- a. The P.5 students hand-made the goods.
- b. The P.5 students offered nail painting, face painting and massage.
- c. The P.5 students helped with the younger students on the Open Day.
- d. The P.5 students donated some earned money to the charity.

THE END

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With matched video-record lesson on Open Day:



Student submitted lesson plan & Worksheet (GS):

常備科 教案		常備科 教案	
科目: 音樂科	學校: 香港聖瑪利他修院小學	學習重點 / 目標 / 學習 / 評估	學習時間 (指示 / 提問 / 小結)
學期: 1009/10	日期: 10/4	結果	時間
年級: 小學	單元: 人體結構	活動	時間
主題: 科學	課本: 人體結構 (教科書附頁)	學習目標 (指示 / 提問 / 小結)	時間
範疇: 1	時間: 35 分鐘	引入	5 分鐘
學生已有知識 / 學業成就等程度:		學生能說出人體的各個部分。	
1. 學生能說出人體的各個部分。			
學習目標 / 學習成果:			
知識:			
1. 學生能說出人體的各個部分。			
2. 學生能說出人體的各個部分。			
技能:			
1. 學生能說出人體的各個部分。			
2. 學生能說出人體的各個部分。			
態度:			
1. 學生能說出人體的各個部分。			
教學資源:			
教材:			
投影片			
教學過程:			
簡報			
教學目標			



學生也列出傳染病的 有什麼傳播方法	同等小組	學生分為兩組，完成以下活動： → 將小組列出的傳染病資料，按中包括： 紅眼症、痲疹、水痘、乙型肝炎、霍亂、多 重感冒 → 資料可分為紅眼症、紅眼症和霍亂的傳染和 傳播方法。	2分鐘
學生能提出一些傳 染病的傳播方法		將學生以四分為兩組，完成以下活動： → 老師提醒同學們，紅眼症和霍亂的傳染和 傳播方法。	4分鐘
		老師讓學生以三分鐘時間，以四分為兩組，把紅眼 症和霍亂的傳染和傳播方法列在工作紙上。	5分鐘
		→ 完成後，讓學生根據資料，讓學生把紅眼 症和霍亂的傳染和傳播方法列在工作紙上。	2分鐘
		讓所有第一組學生到其他的組別，把他們剛才 所得的資料告訴其他組的同學，並讓其根據的 同學把答案列在工作紙上。	5分鐘
		→ 初組學生留下，老師會與幫助的人組。 → 根據學生，可以與老師人列工作紙上其他 組，但不能與其他組的同學看到，前是讓其他 組同學對其組別的學生。	
		重複動作，直至完成一組六組，最後全組再 完成對工作紙。	
		列出工作紙中所有不同的傳染和傳播方法的 問題。 → 根據傳染和傳播方法有那些種？ → 你是不希望患上那種疾病？為什麼？	5分鐘
		老師指示學生，讓不同的組別小組回答問題和 傳播方法。 → 老師會把答案 → 老師會把答案和傳播方法，讓學生回到 資料對其組別的問題。	3分鐘

評估活動	時間	
總結	四分鐘	老師請學生以2分鐘和3分鐘，列出傳染和傳播方法。

29/6/2015

傳染病

伊波拉病毒

各種疾病的病徵和傳播方法

手足口病

25/6/2015

紅眼症

結核菌

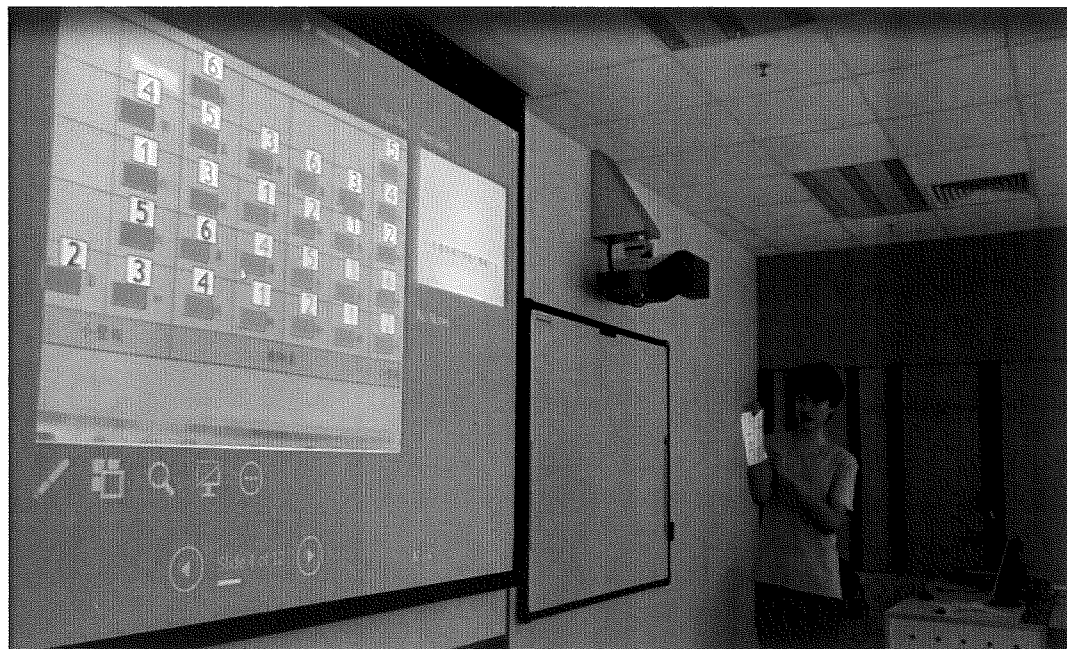
乙型肝炎

霍亂

禽流感

討論問題：
傳染病傳播的方法有：
空氣飛沫傳播、食物傳播、動物傳播、接觸傳播和血液傳播。
你們最不希望患上那種疾病？為什麼？

With matched Video-record lesson:



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