

中文科電子學習促進學與教

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中文科電子學習促進學與教

- 一. 電子學習的主要元素
- 二. 電子學習的特點
- 三. 中文科電子學習的流程
- 四. 中文科電子學習的教學示例
- 五. 評鑑電子學習成效的方法



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電子學習

- 電子學習是透過不同的電子科技媒介，例如電腦、網路、多媒體的輔助，以學生為中心，配合不同的學習策略，來達成學習目標。這正是電子學習的精神：利用科技的特性將學習內容有效地呈現。
- 如此，e-Learning的e 除了指electronic（電子）外，也包含著efficient（有效率），effective（有成效）及enjoyable（有趣味）的意思。

教育局 2009



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《課本發展及電子學習資源專責小組報告》

教育局 2009

- 政府在過去十年銳意推行資訊科技教育，其中一項目標是要讓電子學習成為有效的學習模式，透過廣泛運用電子學習資源，務求促進學生學習的成效，讓他們具備高階思維能力，掌握處理資訊(包括尋找、評估、組織和表達)的全盤方法，並養成終身學習的習慣，使下一代能夠在瞬息萬變的世界中佔有優勢。今日，在課堂上及課後使用電子學習資源作為學與教的媒體已是全球的趨勢。



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一. 電子學習的主要元素



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電子學習

- 錄音機 錄影機 高映機 電腦
- 教育電視
- PowerPoint
- Apps
- Moodle
- BYOD



1. 電子工具



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2. 電子學習資源

- <http://www.tackching.edu.hk/sch-info/edu-sources/edu-sources.html>



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3. 電子學習課程



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Google Classroom

- <https://www.google.com/intl/zh-TW/edu/products/productivity-tools/classroom/>



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將電子學習融入現有課程

- 課程的**縱向銜接**指各年級之間的銜接，目的是讓學生能進行螺旋式學習。在螺旋式學習過程中，學習重點安排應是從基礎到進階，如有重複須有遞升。
- 課程的**橫向聯繫**指各學習範疇之間的聯繫，目的是讓學生能進行有計畫和有側重點的學習。



縱向銜接示例

年級	學習能力和內容
小一	校本識字、心理詞彙、記物能力、傳意能力
小二	校本識字、心理詞彙、記人能力、記物能力、傳意能力
小三	記事能力、記人能力、記物能力、傳意能力
小四	記事能力、記人能力、記物能力、記遊能力、傳意能力
小五	記事能力、記人能力、記物能力、記遊能力、說明能力、傳意能力
小六	記事能力、記人能力、記物能力、記遊能力、說明能力、議論能力、傳意能力



橫向聯繫示例(一)

年級	單元組 織重心	學習 材料	基本學力要求				
			聆聽	說話	識字 與寫 字	閱讀	寫作
小一	記事	三隻小 豬、龜 兔賽跑	聆聽故 事時， 能比較 有條理 地掌握 故事的 主要內 容	能比較 完整地 講述簡 短的歌 事	能借助 閱讀， 認識和 理解字 詞的 形、義 及懂得 正確的 讀音	能借助 讀物中 的圖畫 理解詞 義及文 章內容	能運用 學過的 詞語， 寫出通 順、完 整的句 子



自主學習

- 自主學習是獨立學習的基礎，幫助學生建立對學習的「擁有感」，提高學習興趣，發展終身學習的能力。從技能訓練看，須教授學生運用工具書和資訊科技搜尋資料和解決疑問；從策略發展看，須引導學生訂定目標、選取材料、檢視進程，以及修訂內容。



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二. 電子學習的特點



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1. 提高學習動機



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趣味性

- 內容活潑有趣，能提高學生學習動機，吸引學生學習



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2. 不限時空的學習



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3. 加強師生與生生互動



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4. 照顧學習差異



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照顧差異

- 學生學習中文的進度不一，讀寫聽說的能力表現也有差別。這些差異的形成，可以源於能力、性向、興趣和經驗等方面，所以在教學過程中，為學生提供多樣化的學習內容、形式和機會，按學生需要訂定適切的學習進程，可以幫助學生發揮所長，鞏固根基，補救不足。



學與教的策略

- 訂定切合學生能力的學習目標
- 選取合適的教材
- 將教學內容分拆成較小的環節施教
- 作適量的個別指導
- 善用獎勵鼓勵學生學習



- 運用不同層次的提問，激發學生思考
- 設計不同的學習活動，加強學生的專注力
- 提高學生的學習動機
- 讓學生學會自學



評估策略

- 訂定清晰的評估指引
- 按各班學生的能力，調節習作的深淺、分量和頻次
- 對能力稍遜的學生要求較寬鬆
- 為能力高的同學安排具挑戰性的補充練習



提供不同程度的習作



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- 多元化的評估
- 多樣化的課業
- 利用專題研習發展學生的多元智能
- 給予適當的回饋和鼓勵
- 記錄學生在聯課活動的表現，反映學生在多元智能上的發展



學生支援

- 透過聯課活動、課外活動和全方位學習，讓學生盡展所長
- 培養學生運用資訊科技和自學的能力
- 透過跨學科的專題研習，讓學生掌握研習的方法，
- 舉辦獎勵計畫，培養終身學習的態度
- 放學前為學生安排功課輔導時段
- 為每名學生安排一位專責教師，提供學業和行為上的指導和監察



評鑑與跟進

- 設評鑑機制檢討學與教以及聯課活動的成效
 - ∞ 學生成績進度分析
 - ∞ 觀課
 - ∞ 查閱學生習作
- 利用評估資料，改善課堂教學



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5. 透過評估促進學習

- <http://www.edb.gov.hk/tc/curriculum-development/assessment/about-assessment/assessment-for-learning.html>



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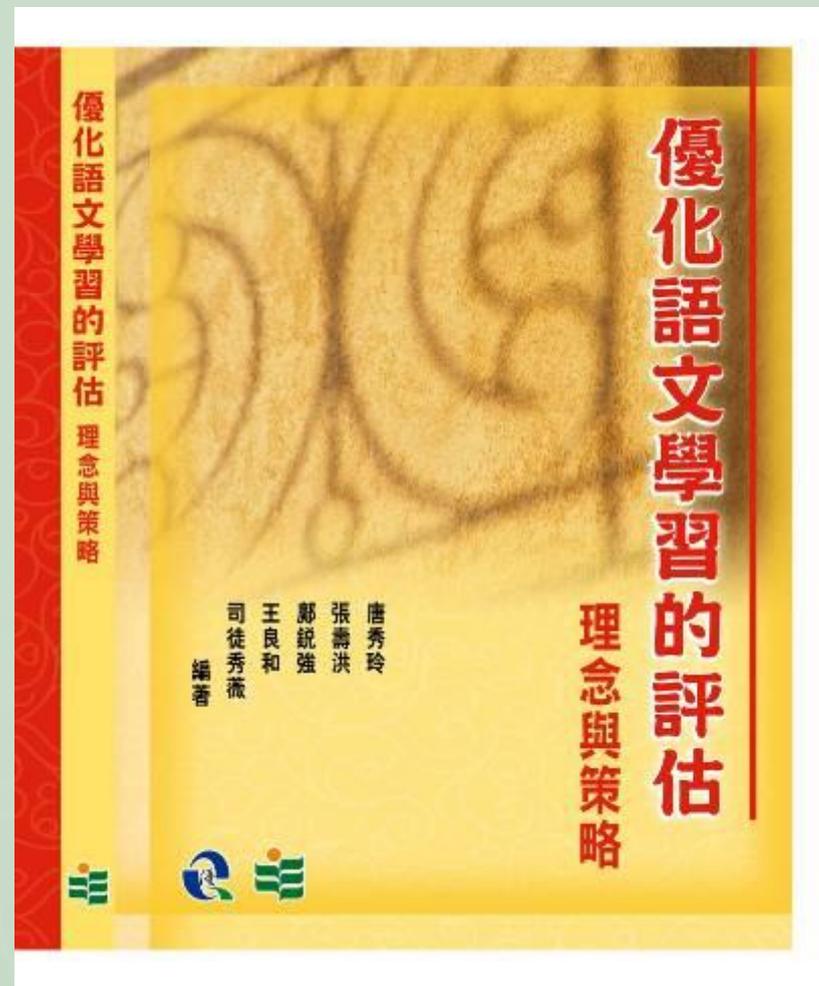
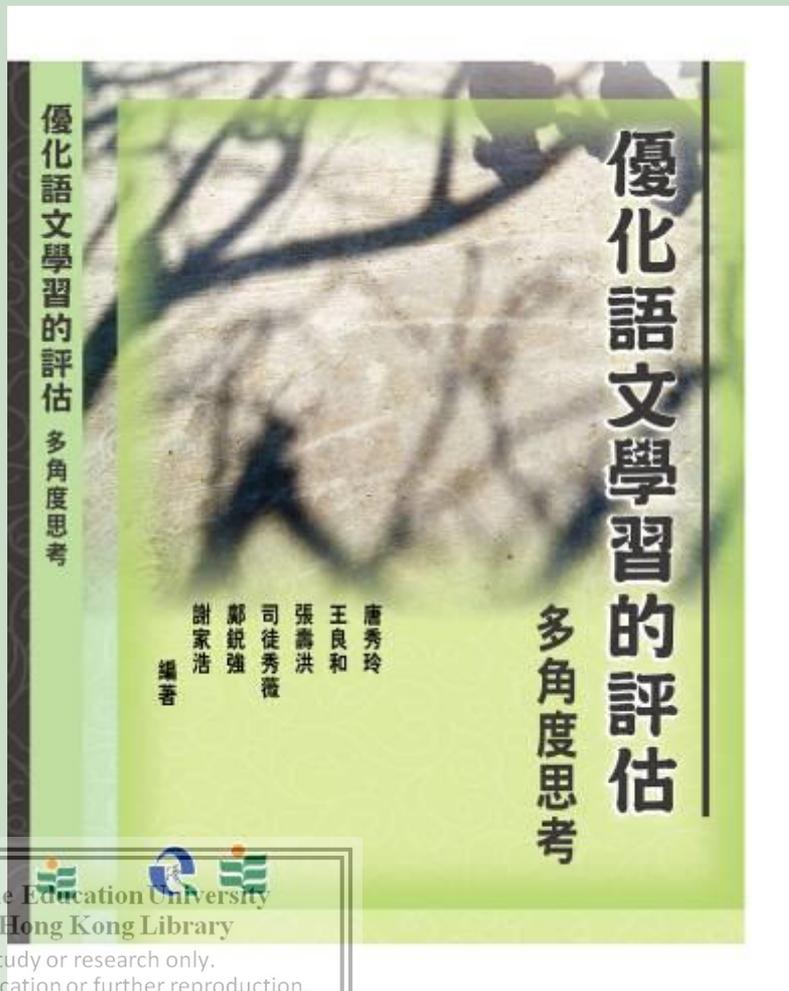


「課堂教學過程的取向與策略：語文和文學」



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6. 受軟件和硬件限制



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三. 中文科電子學習的流程



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1. 課前預習

- 教師參考《積累與感興：小學古詩文誦讀材料選篇（試用）》，選取合適的古詩作為教材，當中的資料可作為教學參考，用作設計課程。
- 教師將教育電視——「詩情繫古今」（唐詩欣賞）上載於電子學習平台或內聯網，着學生於課前自行開啓及觀看，作為預習，讓學生對唐詩有初步的認識。



2. 課堂學習與評估

- 教師安排學生觀賞「**詩歌天地**」內的古詩動畫，並透過提問，引發學生討論《**遊子吟**》的內容，提問活動可參考《**積累與感興：小學古詩文誦讀材料選篇（試用）**》。
- 教師利用「**詩歌天地**」及「**古詩誦賞**」播放詩歌的朗讀示範，着學生先行聆聽，然後進行誦讀活動。



- 教師利用上述的電子學習資源講解詩歌內容及進行釋詞活動。
- 教師着學生下載「樂在詞中——古詩」的作業，以小組討論形式完成作業，然後跟同學及教師分享。



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3. 課後延伸

- 教師將有關唐詩的電子學習資源(「詩歌天地」「樂在詞中—古詩」、「古詩誦賞」)上載於電子學習平台或內聯網，根據學生的能力，安排學生瀏覽，增加學生對唐詩的認識，作為延伸活動，並照顧個別學習差異。
- 學生透過學校內聯網討論區發表意見，交流對唐詩的意見，教師也可給予回應

四. 中文科電子學習的教學示例



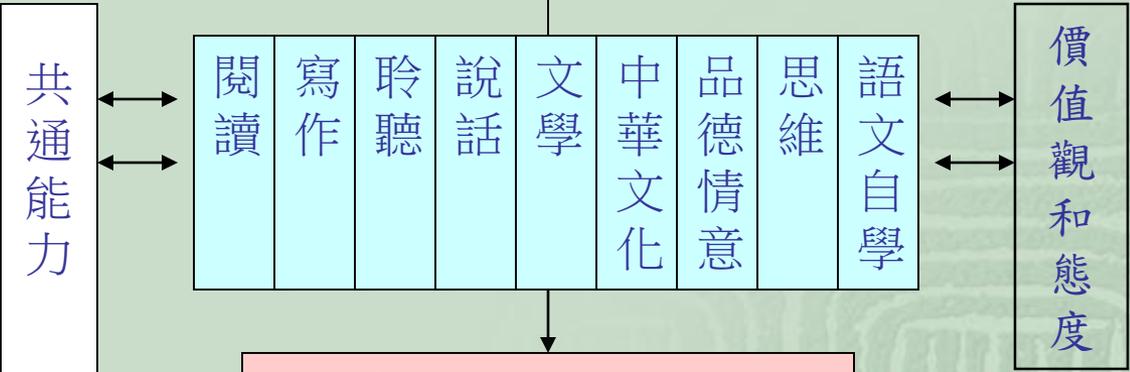
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中國語文教育
使學生獲得讀寫聽說、文學、文化、
品德情意、思維、自學各方面的學習經歷

以讀寫聽說為主導
帶動其他學習範疇



多元化的課程組織
+
有效的教學、學習及評估

中國語文教育課程宗旨



閱讀教學



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刻舟求劍

- <http://www.youtube.com/watch?v=GFRH7yB5EHo>



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畫蛇添足

- <http://www.youtube.com/watch?v=NzQISdjhvzk>



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五. 評鑑電子學習成效的方法



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課堂觀察



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問卷



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訪談

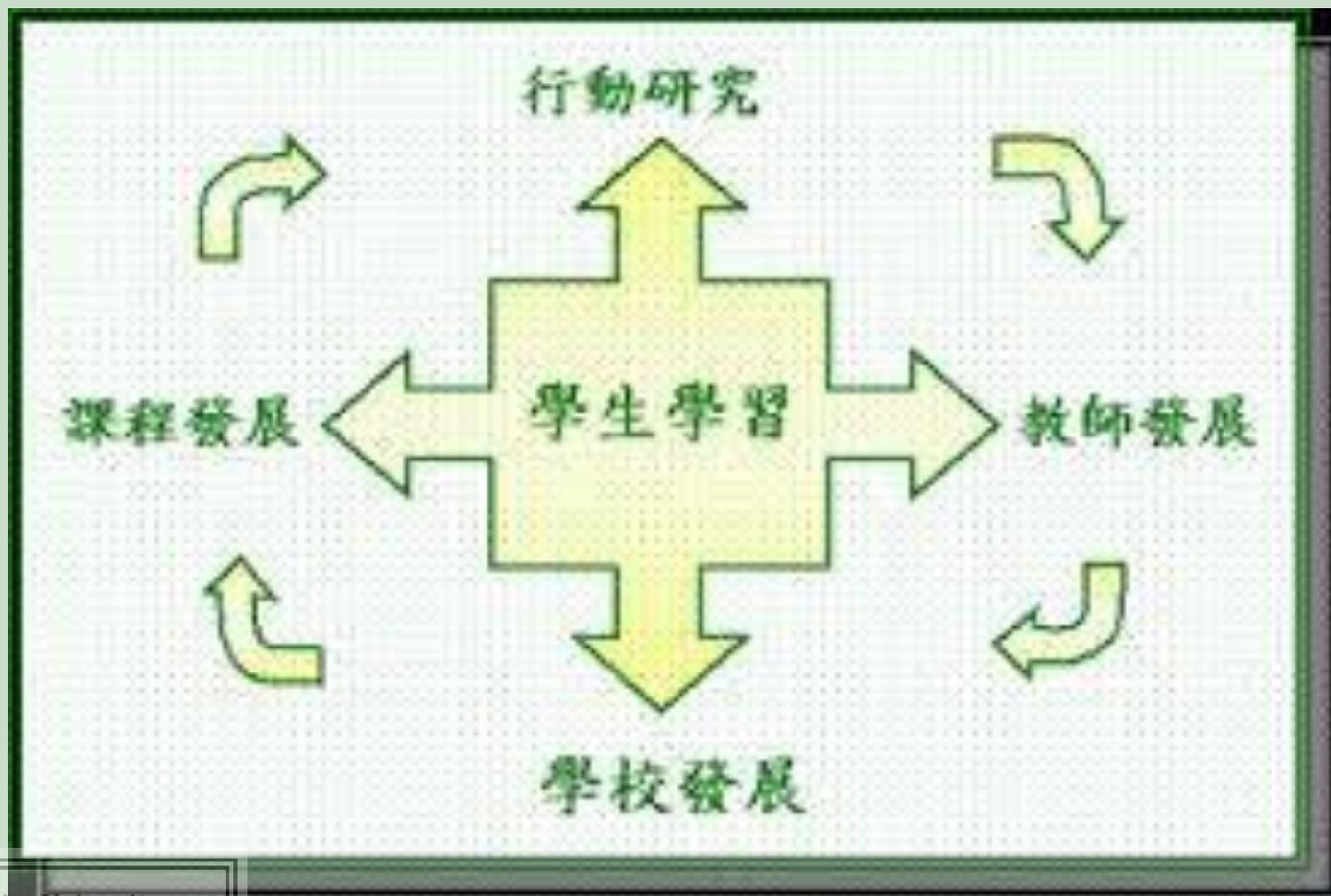


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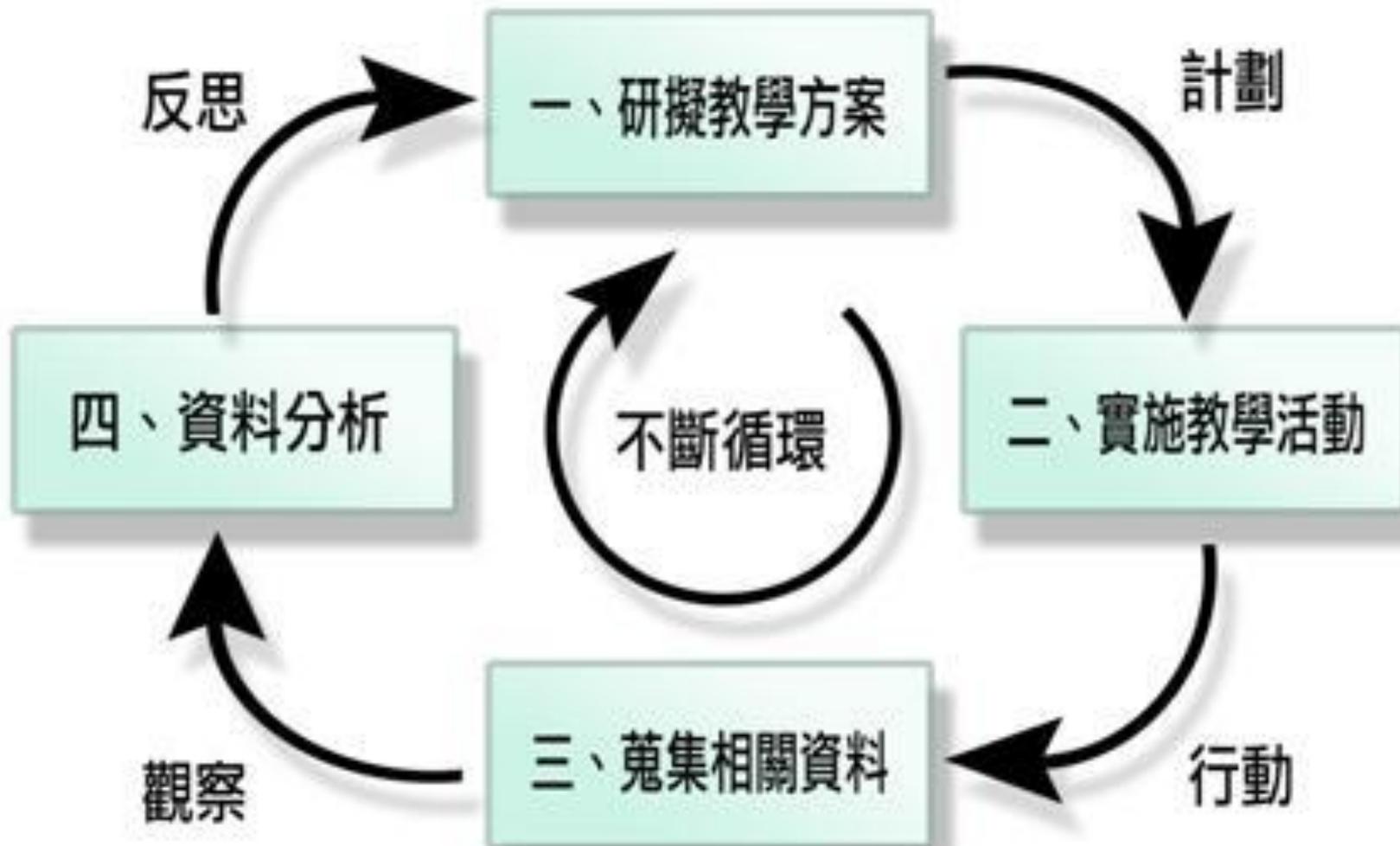


行動研究



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透過電子課堂促進學生進行中國語文教育研究的能力



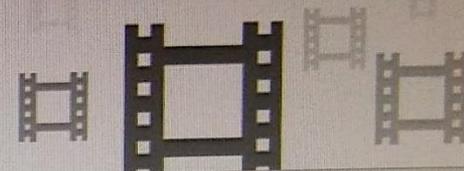
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Video Sharing

Share your videos with different members of your own Learning Community for reviewing, discussion, and collaboration



Welcome to Video-Based Learning Community

(Best Viewed using Firefox or Chrome....)



In the digital era, sharing of digital media becomes a common practice among netizens of the 21st Century. The popularity of viewing and publishing digital videos on YouTube has risen phenomenally since its founding in 2005. This well illustrates the power of using videos as a tool for communication or presentation, when shooting a video clip with a smartphone is perhaps simpler than writing a paragraph with a ballpoint pen.

In launching this pilot VBLC project, our Centre is exploring the potential usages of digital videos by staff and students in enhancing teaching and learning. We aim at developing a user-friendly web-based platform for one-stop-service of managing, editing, and sharing videos in teaching and learning. In the long run, members of the VBLC would be able to review, comment, or reflect upon the shared videos, thereby contributing to the co-construction of knowledge in a professional learning community.

Sign In

[Forget Password](#)



My Community

Community Admin

Public Communities

Super Gp

New FE Framewo...

4a. Oral Comm. ...

5a. Written Com...

CHEUNG, Sau Hun...

CHL_DL for Honp...

Digital lecture...

FE Std(CL)2013-...

FE Std(CL)2014-...

FE Std(CL)2015-...

FE Std(CL)2016-...

HO, Chi Hang

IP, Sui Lin Ste...

KWONG, Yiu Keun...

LAM, Shuk Kuen

LEUNG, Pui Wan ...

LIU, Pui Lee

Man, Ying Ling

New community

SZETO, Sau May

TSE, Ka Ho

語文教育研究能力計畫...

Community Dashboard

Sort by: Date | Name

CheungLK學生...

00:11:31

Owner: Ho Chi Hang



Hon Wa 1學生...

00:11:32

Owner: Ho Chi Hang



Hon Wa 2學生...

00:09:41

Owner: Ho Chi Hang



LSTPS1學生反思...

00:25:32

Owner: Ho Chi Hang



LSTPS2學生反思...

00:09:59

Owner: Ho Chi Hang



LSTPS3學生反思...

00:08:42

Owner: Ho Chi Hang



SEN Teachi...

00:10:24

Owner: Ho Chi Hang



YAN WY學生反思...

00:10:39

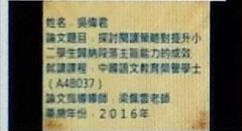
Owner: Ho Chi Hang



NgWK學生反思(1...

00:11:02

Owner: LEUNG, Pui Wan Pamela



YAN Wai Yi...

00:10:40

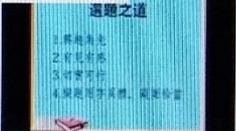
Contributor: LEUNG, Pui Wan Pamela



選題之道 學生反思(...

00:08:53

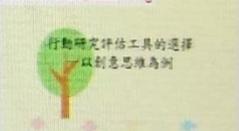
Owner: Liu Pui Lee



Assessment...

00:18:01

Owner: SUN, Suet Ting



Speaking學生...

00:08:20

Owner: SUN, Suet Ting



文言文教學行動研究...

00:07:40

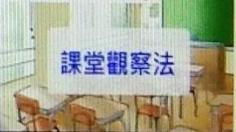
Owner: SUN, Suet Ting



Classroom ...

00:05:28

Owner: SUN, Suet Ting



First Draf...

00:14:54

Owner: SUN, Suet Ting



總結

電子學習的各種特色及優點令學習更有效率、更具成效、更有趣味，亦能有效照顧學生的不同學習需要及風格。然而，我們絕非否定紙、筆、實物教具、黑板等的教學價值。上述種種優點，並不代表電子學習可以取代傳統學習。實際上，兩者應能互為補足，相輔相成，關鍵在於如何將電子媒體的優點，善用於整個學習的設計與規畫，在適切的學習環境下善用科技。

教育局 2009



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小學中國語文 – 培訓課程教學資源

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緊貼科技發展



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從生活尋找教材



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教學面對的挑戰

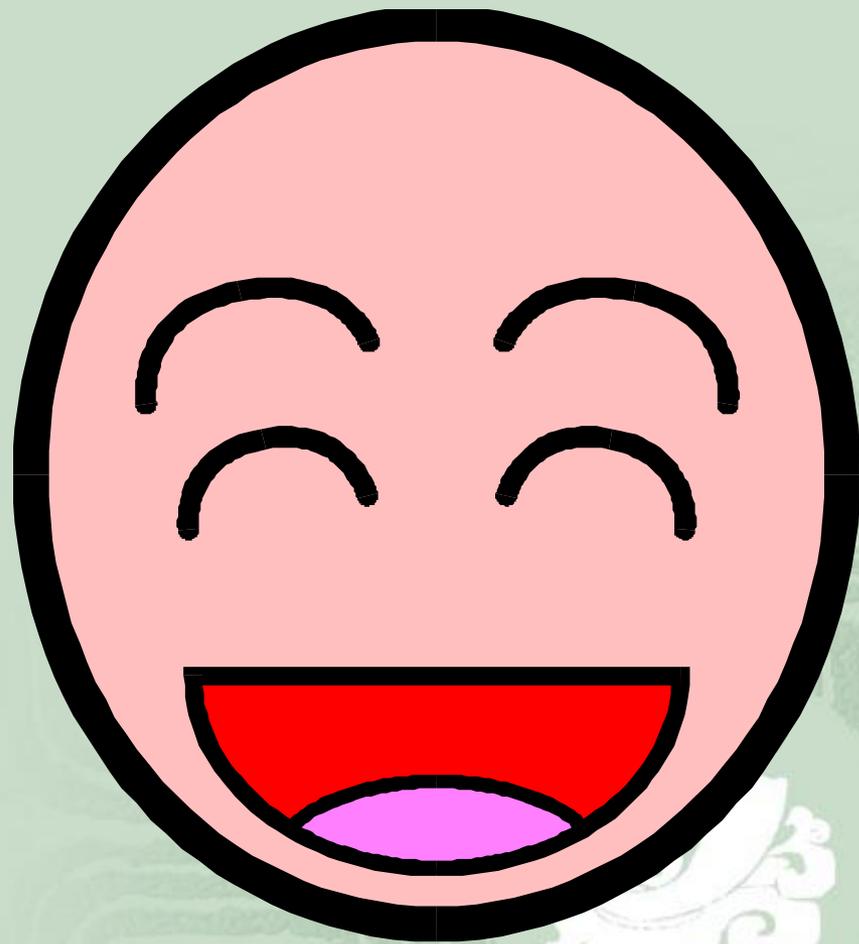


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