

Part B (Project Summary)

8. Please use an A4 size paper or the space below to provide a comprehensive outline of the project which should include the objectives, targets and expected number of beneficiaries, implementation method, process, schedule, product(s)/deliverable(s), evaluation method and a breakdown of the budget areas, etc.

Objectives:

1. Bringing real-world relevance into the classroom.
2. Helping students perceive knowledge as constructed rather than delivered from a book or teacher.
3. Promote individual and collaboration learning.
4. Providing students with an effective model for lifelong learning.
5. Bolstering social, communication, research, problem solving and critical thinking skill.
6. Meeting standards for inquiry-based learning.
7. Attain self learning through electronic resources
8. Increasing the authenticity of the learning environment
9. Changing the definition of learning community.
10. Finding role modules for students.
11. Equity.

Targets and expected number of beneficiaries:

Students and the teachers of the school will be benefited from the projects. Students may have more frequent accessed to the world. They could construct their own knowledge rather than delivered. Teachers could manage to cope with the changing need of the society as well as the recent curriculum changes which emphasize on an integrated humanities subject.

Implementation method

1. The changing of the geography room into a computer aided learning center for the humanities subjects including geography, history, Chinese history, civic education, and economics.
2. Training for teachers and students to develop their own teaching and learning materials.
3. Learning and teaching in the computer aided learning center which is well-connected to the internet.
4. Students construct their own knowledge with the help of the teachers.

Schedule

05/00 Convert the geography room to the new multi-media learning center
07/00-09/00 Teachers planning their lessons which will be taught in the coming academic year.
09/00-02/02 Humanities subjects will be taught in the computer aided learning center.
09/00-02/02 Students construct their own knowledge in the form of multi-media presentation.

Product

A learning center with electronic resources for teaching and self learning
An exhibition of the multi-media presentations produced by the students.

Evaluation

Students could construct their knowledge by tele-access, virtual publishing, tele-presence, tele-mentoring, tele-sharing and tele-collaboration.

Budget

1. hardware	\$787,200
2. software and reference materials	\$102,800
3. site preparation	\$200,000
4. contingency fund	\$30,000
Total	\$1,120,000

Part C (Project Details)

9. Please use separate sheets for the following three items :

- (i) To provide details of the project regarding
- (a) background,
 - (b) objectives,
 - (c) targets and expected number of beneficiaries,
 - (d) activities to be organised and the details,
 - (e) action plan with time-line,
 - (f) expected deliverables and outcome,
 - (g) evaluation method, that is, how the objectives and effectiveness of the project/activities are evaluated, and
 - (h) budget, with a detailed breakdown of the cost of the expenditure items such as salaries, equipment, venue rental, publication and transport on a yearly basis.
- (ii) To provide details on -
- (a) the extent of the teachers' involvement in the project to enhance their professionalism,
 - (b) how the project would bring about value-addedness of the applicant school/organisation,
 - (c) readiness of the applicant school/organisation for undertaking the project,
 - (d) whether the applicant school/organisation possesses other favourable factors and facilities for implementing the project, and
 - (e) how the activities can be continued after the Quality Education Fund (QEF) grant has been exhausted, especially those which require funding.
- (iii) To provide a brief introduction of the applicant school/organisation and the curriculum vitae of the project leader, project team member(s) and instructor(s).

Part D (Additional Information)

10. Please provide the following additional information : *(Please use separate sheet, if necessary.)*

- (i) If your organisation is a school, please provide the project number and title of the QEF project(s) which your school is undertaking.

Project Number	Title
1998/4071	中學領袖生在實踐情理兼備的校園文化中所扮演的角色 - 聯校領袖生培訓計劃
1998/4072	Whole-school Approach in Guidance - Developing High EQ Teachers and Creating a supporting school atmosphere among students

- (ii) If your organisation is not a school, please state how you can ensure the participation of schools/teachers/students in your project and provide a list of these schools/teachers and their letters of intent.

- (iii) In addition to the QEF, has your school/organisation applied for/received grant from other source(s) for the proposed project. If yes, please list name(s) of the organisation(s) concerned and the grant applied for/received.

Part C. (Project Details)

(i) Details of the project

(a) Background

Equip our students in the era of information technology

In November 1998, the SAR Government issued a document "Information Technology for Learning in a New Era: Five-Year Strategy — 1998/99 to 2002/03" which outlined a blueprint for IT reform.

Yet according to the study by The Hong Kong Federation of Youth Groups in October 1999, opined that "the present practice of most schools by centralizing computers inside one or two computer has resulted a bottleneck for education in IT." The Federation thus suggested that "all classrooms should be equipped with basic IT facilities, which include computers, projectors, display screens, cassette or video players as well as points of connectivity to the Internet or Intranet which teachers can use."

Another survey also found out that less than 10% of the schools use Internet as a media of instruction. (Mingpao 23/11/99)

Knowledge should be constructed rather than instructed

In September 1999, Education Commission of SAR opined that 'learning should be focused upon students' personal development. Our reform should aim to give more room and flexibility for students to be *masters of their own learning*.'

In October, 1999, the Curriculum Development Council of Hong Kong has proposed that a 'flexible use of learning resources.' '...greater emphasis on inquiry learning and the introduction of diversified learning resources. The change is essential for providing the appropriate contexts for learning as well as meeting the changing needs of society and nature of knowledge for real lifelong learning.' The council also proposed a new Personal, social and humanities education, which aims at 'to strengthen interdisciplinary and multi-perspective studies through projects which encourage students to *construct or generate knowledge on their own*.'

Students should be able to face the challenge of the 21st century

As we move into the 21st century, school must begin to *prepare students for a world rooted in information and technology*. Such a world calls for students with the kinds of skills and understanding that enable them to function within and contribute to this emerging world. Students must *have opportunities to participate in problem-oriented learning activities* that are relevant to their interests and worthy of their investment in time and effort. Their learning must depend on more than symbol manipulation, generalized learning, pure mention, and individual cognition. It must lead to competence acquired through authentic activity present in *an environment that encourages collaboration*. Students have the right to expect that the knowledge and technology commonplace in their home and communities are accessible in their schools. They have the right to a *learning environment rich with resources both printed and electronically generated*.

Constructivist Learning

Constructivism rests on four central tenets. First, knowledge depends on past construction. Second, constructions come about through inputs drawn from social interaction. Third learning is an organic process of invention, rather than a mechanical process of accumulation. Fourth, meaningful learning occurs through reflection and resolution of cognitive conflict, negating earlier, incomplete level of understanding.

The electronic technologies can and should be a vital part of constructivist approaches to learning. Means and Olson (1993) reviewed research related to school reform and technology and concluded that *technology could stimulates teachers to present, and students to be engaged with, more complex task and materials. Technology also supports teachers to become coaches rather than dispensers of knowledge. Technology also provides safe contexts for teachers to become learners and to share their ideas about curriculum and teaching methods. Technology also motivates students to attempt harder tasks and to take more care in crafting their work and it also adds significance and cultural value to school tasks.*

Learning in cooperative and collaborative communities

One recommendation from the diverse applications of constructivist education is that student bears primary responsibility for his or her own learning. Peer learning helps students to accomplish the learning task within a group setting of shared intelligence. Peer learning (group learning) represents a major shift in focus from what is being taught to what is being learned, and transfers the responsibility for knowledge acquisition, organization, and implementation from the teacher to the students. There are two distinct approaches to the development of group learning in classrooms. These approaches are called collaborative learning and cooperative learning. In general collaborative learning refers to the design of learning opportunities in which students with differing level or areas of expertise assist each other. *In collaborative learning, the goal is for students to either combine expertise to accomplish a mutual goal or for more expert students to teach other.*

Cooperative learning refers to learning, usually within a single classroom, that brings students with similar expertise together. The goal of cooperative learning is to build collective knowledge and to use that emerging knowledge to solve a problem.

After small group learning, whole group discussion can be especially useful in clarifying and reorganizing thought and for modeling and giving the opportunity for practicing expert models of thought.

In group learning, there is increased participation by the learner, especially if students are coached in helping behaviors; teachers become faelilitators or coaches rather a "sage on the stage"; the need for students to articulate concepts and problems increases student achievement; and students gain an appreciation for the diversity of viewpoints.

Our Vision

To provide a learning environment which is conducive to learning should not be confined by one multi-media learning centre. The humanities subjects with their emphasis on issue-base learning and the need of high order-thinking should be connected to the world. A multi-media learning center is a *must* for the humanities subjects. The learning centre should be well equipped with computers that are well connected to the Internet. Each student could use the computer to connect to the websites, which provide valuable information for learning. They could search through the Internet to find the necessary information and select relevant information.

By forming small groups, students could learn through collaborative learning as well as cooperative learning. Group learning could also enhance students' intra-personal and inter-personal intelligence. They should learn how to respect others opinion and appreciate others through discussion and projects work. Students should also be competence in using the information technology. Working in group would help to enhance students' awareness to respect others opinion. Good social skills such as support and praise for other members, share feelings and humour, criticizing ideas and not people, integrating various ideas into a new perspective. Information technology and good social skills are important components in lifelong and life-wide learning.

Reference

- Barron A. E. U Ivers K. (1998) *The Internet and Instruction - Activities and Idea*. Colorado: Libraries Unlited, Inc.
- Morrison G. R., Lowther D. L. & DeMeulle L. (1999) *Integrating Computer Technology into the Classroom*. New Jersey:Prentice Hall.
- Norton P. Wiburg K. M. (1998) *Teaching with Technology*. Fort Worth : Harcourt Brace College Publishers.
- O'Donnell A. M. & King A.(ed) (1999) *Cognitive perspectives on peer learning*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Roblyer M.D., Edwards J. & Havriluk M. A. (1997) *Integrating educational technology into teaching*. New Jersey:Prentice Hall
- Schrum L. & Berenfeld (1997) *Teaching and Learning in the Information Age*. Boston: Allyn and Bacon.
- 香港青年協會：《資訊科技教育與中學生學習的研究》（香港青年協會：1999年10月）

(b) Objectives

The use of the Internet in teaching may

1. Bring real-world relevance into the classroom.
2. Help students perceive knowledge as constructed rather than delivered from a book or teacher.
3. Promote individual and collaboration learning.
4. Provide students with an effective model for lifelong learning.
5. Bolster social, communication, research, problem solving and critical thinking skill.
6. Meet standards for inquiry-based learning.
7. Attain self learning through electronic resources.
8. Increase the authenticity of the learning environment
9. Change the definition of learning community, learning occurs beyond school boundaries and continues throughout a lifetime
10. Find role models for students by electronically bringing professionals, scholars, explorers, educators, writers, poets and scientists into classroom.
11. Achieve equity - all schools with online capabilities can access the same resources.

(c) Targets and expected number of beneficiaries

All students and teachers in the school will be benefited. *Parents would also have opportunities to become involved electronically with their children's homework assignments, and offer a forum for teacher/parent conferences.*

(d) Activities to be organised and the details

The geography room in the school will be converted to a multi-media learning center. The center will be designed to accommodate small groups. (Appendix 1) Each group consists of 6 members and each student will use his own computer for individual and collaborative learning. The seating arrangement would facilitate small group discussion. The computers in the room will be connected to the intranet and Internet to facilitate the search of information and communication among the students.

Teachers of the humanities subjects, that is, geography, history, economics, Chinese history, economics and public affair and civic education, would design learning activities which would gear to the students to construct their own knowledge. Sample teaching plans are attached. (Appendix 2)

Teachers are trained to establish web sites which would promote communication between the teachers and students. E-mail may be used to enhance the interflow between teachers and students.

Students are taught to use information technology to facilitate *tele-access, virtual publishing, tele-presence, tele-mentoring, tele-sharing and tele-collaboration.*

The use of computer within a collaborative framework can strengthen higher order thinking skills (Hativa, 1994), increase time spent in active engagement (Worthen et al., 1994), promote the cognitive disequilibrium that helps displace naïve understandings (Gorsky & Finegold, 1994) and strengthen and refine communication (Hativa, 1994)

(e) Action plan with time-line

05/00 - 07/00	Formation of the committee responsible for the integration of the information technology in the humanities subjects.
05/00 - 08/00	Convert the existing geography room into the computer aided learning centre
07/00 - 02/02	Teachers restructure their teaching to so as to become facilitators in learning.
09/00 - 02/02	The computer aided learning center will be used by the humanities subjects.
09/00 - 02/02	Students construct their own knowledge under the supervision of the teachers.
09/00 - 02/02	Students engage in self-learning by using the electronic resources in the computer aided learning centre

(f) Expected deliverables and outcome

1. A new computer aid learning center.
2. *All students will have their own portfolios which are systematic and selective collection of students' work that has been assembled to demonstrate the students, motivation, academic growth, and level of achievement.* The portfolios should contain carefully selected samples of students' work, students' comments about their work, and various type of assessments from teachers (multi-media presentation), students' peers, parents, classroom visitors and community leaders.
3. An exhibition on the students work.
4. Web sites are developed for all the humanities subjects. *The web sites would expand the opportunities for the assessment of students work by wider audiences.* The audiences might be interested partners from education or business, or college students in a teacher education program.
5. The students *create knowledge themselves which would contribute to the knowledge base of a community.*

(g) Evaluation method, that is, how the objectives and effectiveness of the project/activities are evaluated.

1. Questionnaires will be set on the learning for the students before and after the use of the new multi-media learning center.
2. Questionnaire will also be set on teaching for the teachers after the use of new multi-media learning center.
3. Interviews will be used to obtain opinions from students selected.
4. Portfolios of the students.
5. Parents are invited to school to assess the learning of the students
6. Interests parties would also be invited to assess the learning of the students.

(h) Budget, with a detailed breakdown of the cost of the expenditure items such as salaries, equipment, venue rental, publication and transport on a yearly basis.

	HK\$
Computer Hardware	512,800
Application Software	32,800
Student Electronic Resources	70,000
AV equipment	64,500
Furniture	63,890
Electrical work	35,000
Networking	66,510
Broadcasting & Monitoring System	30,000
Internet Connectivity Charge	14,500
Contingency Fund	30,000
	920,000

Computer Hardware	Price	Unit	Sub-total/HK\$
Standard PC Workstation with Win NT & LS120	8,500	44	374,000
File Server	30,000	1	30,000
UPS	4,000	1	4,000
Backup Tape	7,000	1	7,000
Colour InkJet Printer (A3)	3,000	2	6,000
Black LaserJet Printer (A4)	3,000	2	6,000
Printer Server (3-port)	2,000	1	2,000
LCD Projector	35,000	1	35,000
Ceiling Mount Screen	1,200	1	1,200
Scanner	2,000	2	4,000
Digital white board	36,400	1	36,400
Headphone with microphone	150	48	7,200
			512,800

Application Software	Price	Unit	Sub-total/HK\$
WIN NT Server 4.0 CAL	98	44	4,312
Chinese MS Office 2000 Professional MOLP	552	44	24,288
Macro-media Web Studio	2,700	1	2,700
Adobe Photoshop	1,500	1	1,500
			32,800

Student Electronic Resources

Educational Software for Humanities Subjects	10,000	5	50,000
Self-access Electronic Reference, eg. Encyclopedia	10,000	1	10,000
Reference books & teaching materials	10,000	1	10,000
			70,000

AV Equipment	Price	Unit	Sub-total/HK\$
VCR	1,000	1	1,000
DVD/VCD player	3,000	1	3,000
Digital Video Camera	18,000	1	18,000
Stereo Mixer	2,000	1	2,000
Tape Recorder	1,000	1	1,000
VGA Splitter	1,500	1	1,500
Video Converter	2,000	1	2,000
Amplifier	3,000	1	3,000
Loudspeaker	1,500	2	3,000
Video Capturing and Editing System	30,000	1	30,000
			64,500

Furniture	Price	Unit	Sub-total/HK\$
Server Cabinet	6,000	1	6,000
Storage Cabinet	1,000	1	1,000
Student Computer furniture (eg. desk, partitions)	45,000	1	45,000
Teacher Tables	2,000	1	2,000
Computer Chairs	230	43	9,890
			63,890

Electrical work	Price	Unit	Sub-total/HK\$
Powerpoints & sockets	350	100	35,000
			35,000

Networking	Price	Unit	Sub-total/HK\$
Switch (24-port)	12,000	2	24,000
2-port FX Module	3,256	1	3,256
Stack Interface Module	854	1	854
Trunking	15,000	1	15,000
Cabling (supply & installation)	400	46	18,400
Labour / Setting Configuration	5,000	1	5,000
			66,510

Budget for Site Preparation

Air-conditioning for the server room (split-type)	7,000
Cabling from the G/F Switch Room to 6/F Geog. Room	40,000
Removing the existing wall cabinet and furniture	20,000
Removing the existing floor tiles and replaced with	
durable Fibre tiles	40,000
Wall cabinet up to the ceiling	30,000
Lighting	6,000
Security -- replacing the 2 existing wooden doors with	
steel doors	12,000
Installing steel window frames for the Geog. and server room	30,000
Alarm system	8,000
Contingency Fund	7,000

Total 200,000

(ii) (a) The extent of the teachers' involvement in the project to enhance their professionalism,

1. A committee comprises of the humanities subject panels will be formed. The project leader would be the chairman; other subject panels would be the committee members.
2. Training of the teachers would enable them to become familiar with skill in producing cyber training materials.
3. A time-table would be set to allow the room to be used by the humanities subjects from Form 1 to Form 7.

Tentative Arrangement (Two 6-days-cycles with 48-periods for each cycle)

F.2	EPA	10 periods	(2 for each class 2 x 5)
F.4 - 5	Economics	4 periods	(2 for each class 2 x 2)
F.6 - 7	Economics	8 periods	(4 for each class 4 x 2)
F.3	History	10 periods	(2 for each class 2 x 5)
F.6	History	6 periods	(3 for each class 2 x 2)
F.1	Chinese History	10 periods	(2 for each class 2 x 5)
F.6	Chinese History	6 periods	(3 for each class 3 x 2)
F.1-3	Geography	30 periods	(2 for each class 2 x 15)
F.4-5	Geography	8 periods	(2 for each class 2 x 4)
F.6	Geography	4 periods	(4 for each class 4 x 1)

4. Conferences and meeting would be arranged to facilitate the exchange of ideas and teaching methods.
5. The use of Internet teaching would help the teachers to *keep pace with the current curriculum reform initiated by the curriculum development council*.
6. The teachers would transform their role from the deliver of knowledge to the facilitators of learning.
7. Students attain self learning with the help of the electronic resources.

(b) How the project would bring about value-addedness of the applicant school/organisation,

1. The students may change their learning from traditional teachers-centered to more student-centered.
2. The projects would also benefit the students with *real learning experiences; encourage high order thinking skills; helps to improve writing skills; and increase motivation, achievement, and positive behaviour*.
3. The projects provide teachers *instant access to educational research, curriculum sources, lesson plans, online experts, discussion centers, and teacher forum*. It also encourages collaboration, encourages alternate instructional strategies and enhances the curriculum that benefits both the teacher and the students.
4. There may be curriculum reform in the humanities subjects.
5. Curriculum integration may be followed.

(c). Readiness of the applicant school/organisation for undertaking the project,

IT Infrastructure

- Our school has joined the Hong-Kong Cyber Campus since Sept., 1998.
- An LAN will have been set up by May, 2000.
- Our school has acquired Internet access services

Dialup connection

ISP	Starting from
HK Cyber Campus	Sept., 1998
HK IMS	March, 1999

Leased-line connection

ISP	Starting from
PSINET	May, 1999

Ultra-line (1.5Mb) connection

ISP	Starting from
HK IMS	Jan, 2000 (tentative)

- Existing computer facilities in the school

Number of non-administrative PCs	73
Number of computer laboratories	2

School IT Support

- An IT Development Committee, consisting of five teachers and three laboratory technicians, has been established since Jan 1999.
- An IT Co-ordinator is granted by ED for two years.
- Five IT mentors, one for each staff room, has been assigned this academic year. Our colleagues could seek immediate help when in need.
- An IT student team has also been established this academic year to help us promoting IT to their fellow students.
- There are eight teachers directly involved in the teaching of computer related subjects.

Teacher information & his/her IT proficiency

No. of teachers	54
Estimated no. of teachers possessing his/her own computer	52
No. of teachers possessing an internet account granted by the H.K. Cyber-campus	54
Estimated no. of teachers possessing more than one internet accounts	26
Estimated no. of teachers possessing basic level of IT proficiency	15
Estimated no. of teachers possessing comfortable level of IT proficiency	6
Estimated no. of teachers possessing competent level of IT proficiency	3

Student information

No. of students	998
Estimated no. of students possessing his/her own computer	664
Estimated no. of students possessing internet account	205
No. of students possessing an email account granted by the H.K. Cyber-campus	998

- (d). Whether the applicant school/organisation possesses other favourable factors and facilities for implementing the project

All teachers in the school would complete the basic information requirement. Students are asked to submit project works as part of their assessment. The use of computers in class would enhance their projects simultaneously.

- (e) How the activities can be continued after the Quality Education Fund (QEF) grant has been exhausted, especially those which require funding.

The project would only be a starting point for the paradigm shift in teaching and learning. Teachers of the humanities subjects would maintain their role as facilitators of learning. To keep in pace with the current reform in education, the teachers would develop our school base curriculum.

The new computer learning center would be a base for the students to construct their own knowledge. Their knowledge base would be published through our website to the public.

(iii) A brief introduction of the applicant school/organisation
(please refer to the attached pamphlet)

Appendix 2 (Sample Lesson Plan)

Stewards Pooi Tun Secondary School

Geography

Title : Learning about a rain forest

Objective:

To work cooperatively to research and present information about the importance of rain forest.

To work cooperatively to research and present information about the plant and animals that live in the tropical rain forest.

Level : F2

Final Product : A case report which may be in the form of report or multi-media presentation.

Internet Resources

Rain Forest Workshop Home Page

http://164.116.102.2/mms/rainforest_home_page.html

Rain Forest Network Home Page

<http://www.ran.org/ran/index.html>

How rainy is the rainforest?

<http://www.eduweb.com/rain/rainfall.html>

How is the climate in the rainforest ?

<http://www.euronet.nl/users/mbleeker/suriname/#faq>

The Virtual Rainforest -- Climate

<http://www.shs.org/rainforest/climate.html>

Rainforest Weather

<http://home.echo-on.net/~jasonp/Weather>

Cyber Field Trip in TRF

http://www.pbs.org/tal/costa_rica/rainwalk.html

Basic Information of TRF

<http://www.treasur.com/rain2.htm>

Layers of the Rainforest

<http://www.technomasters.com/rain/layers.html>

Characteristics of Trees

<http://miavx1.acs.muohio.edu/~dragonfly/itd/trop-h8coneneed.html>

Rainforest Layers

http://www.pbs.org/tal/costa_rica/layers.html

Procedure

1. Construct a class Knowledge Chart (containing column for What We Already Know, What we want to Know, and What We Found Out) about the location, weather and climate, plant, animals, people and importance of the rainforest. Brainstorm the first two components of the knowledge chart with the students and record their responses.
2. Divide the class into groups. One or two group(s) research one of the following topics using the internet and other media sources.
3. Students create a bibliography of resources and note discrepancies in the data.
4. After gathering, evaluating, and synthesizing the information, student groups create a report with illustration of their findings. Illustrations can be draw or created with magazine pictures. Text can be written or word-processed. Presentation such as power-point presentation is also accepted.
5. Each group creates a quiz (7-10 questions) based on the information in their books.
6. Each group selects a representative to deliver their findings.
7. The quiz is then sent out for the other students to complete.
8. Conclude by filling in the column of the Knowledge Chart. (What We Found Out)

Extension Activities

1. E-mail the Rain Forest Action Network to learn more or ask questions.
(ran-info@econet.apc.org)
2. Students conduct additional research on endangered species and create a 12-month calendar depicting 12 different endangered species and facts about each.
Information about endangered species can be found at the following internet sites:

EarthWatch Endangered Species List

(<http://www.earthwatch.org/t/Tfieldsofstudy.html>)

Environmental Protection Agency WWW Server

(<http://www.epa.gov/>)

3. Study products of the rain forest. Student groups research various products of the rain forest and the political forces behind them. Which products are supported? Which products are being boycotted? Have students create posters calling for a ban of boycotted products and brochures that describe supported products. Information about rain forest products can be found at the following internet sites:

Kids' Action

(http://www.ran.org/ran/kids_action/index.html)

Stewards Pooi Tun Secondary School
History Lesson Plan

Class: F.3

Number of lesson: 2

Topic: **The Causes of French Revolution**

Aim: To help students understand the reasons leading to the outbreak of revolution in France in 1789 and assess if the revolution was bound to happen.

I. Beginning of the lesson (5 min)

Arouse students' interest by describing the execution of Louis XVI and provide students with some background information.

II. Main activities

A. Ask students to divide into 5 groups and assign a task to each group (5 mins).

B. Ask students to find information from the World Wide Web and to answer the questions set by the teacher (40 min).

Group 1:

Find information about the character, appearance, and ability of Louis XVI and Marie Antoinette.

Answer questions:

- Was Louis XVI a bad king, or was he a victim of forces he could not control?
- Do you think they deserved to be overthrown?

Group 2:

Find information about the socio-economic conditions of France in the 18th century.

Answer questions:

- Were there any discontents, and if so what were they?
- Were these discontents serious enough to topple the government?

Group 3:

Find information about the financial conditions of the French government under Louis XVI.

Answer questions:

- Were there any problems?
- How did Louis XVI cope with the situation?

Group 4:

Find information about the influence of Enlightenment thinkers.

Answer questions:

- What were the major ideas and beliefs of Montesquieu, Rousseau and Voltaire?
- What part did their ideas play in bringing about the revolution in France?

Group 5:

Find information about events leading to the revolution.

Answer questions:

- What were these events?
- How did these events trigger the revolution?

Some web sites provided by the teacher to help students:

<http://www.voltaire.ox.ac.uk/pu/aaral.html>

<http://www.libarts.sfasu.edu/history/WCOut6A.htm>

http://www.woodberry.org/acad/hist/FRWEB/OATH/event_oath.htm

http://www.woodberry.org/acad/hist/FRWEB/OATH/event_Bastille.htm

<http://www.encyclopedia.com/articles/04748.htm>

<http://www.fordham.edu/halsall/mod/1818marieantoinette.htm>

<http://campus.northpark.edu/hitory/Classes/Sources/Young.htm>

<http://www.powerup.com.au/~rdale/rev.htm>

<http://www.geocities.com/Paris/Arc/8639/louisxvi.htm>

<http://www.geocities.com/Paris/Arc/8639/revb1789.htm>

C. Students present and discuss their findings (30 min).

Based on the presentation, the students have to evaluate if the revolution was bound to happen. As an assignment, they have to write an essay on the causes of the French Revolution.

香港神託會培敦中學經濟及公共事務科

年級:中二

課題:區域組織

教學目的:引導學生了解臨時市政局和臨時區域市政局的服務和工作

教學節數: 2 教節

教具/教材: 6 組題目咭

教學程序:

引起動機—

1. 老師出示臨時市政局和臨時區域市政局的徽號，提問學生在甚麼地方看見?
(答案: 市政大廈、圖書館、泳池、大會堂等。)
2. 這兩個徽號各代表甚麼政府機構?
(臨時市政局和臨時區域市政局)

教學活動—

1. 老師將兩個徽號貼在黑板，跟着詳述解釋何以兩個市政局都冠上了「臨時」兩字。
2. 老師將電腦接上互聯網，顯示器投在白幕上，老師即時與學生瀏覽臨時市政局網頁 (<http://www.uc.gov.hk/indexc.html>)和臨時區域市政局網頁 (<http://www.info.gov.hk/had/major/admin/db/dbmain.html>)，詳閱網頁上的介紹和資料。
3. 老師將學生分爲 6 組，每組獲派發一咭，其中四咭上寫上臨時市政局爲市民提供的服務: a. 文化及娛樂 b. 環境和食物衛生 c. 康樂事務 d. 其他
其餘兩咭則是屬臨時市政局的工作: a. 節慶活動 b. 服務及設施
4. 老師着各組學生依據咭上題目，搜索網上資料。老師派發工作紙，幫助學生選讀正確資料。老師提醒學生十五分鐘後，各組依次出來匯報。(學生瀏覽資料之時，老師巡視學生運作情況，同時協助學生選讀正確資料。)
5. 6 組學生依次匯報後，老師最後總結。

課後活動—

着學生到公共圖書館或各區大會堂，索取兩局出版的市政新聞或區域月報，刊物內詳盡報導該局的文娛康樂活動資訊。

香港神託會培敦中學中國歷史科教案

級 別：中一

課 題：戰國七雄與秦之統一

時 間：一小時二十分鐘

教學目標：在完成這課題後，同學應能：

1. 列舉戰國七雄各自賴以爭逐天下之強弱條件；
2. 綜合分析最終秦國得以統一天下之原因。

教學進程：

時間 〔分鐘〕	教學重點 / 步驟	教學活動		教具	效果評估
		教師活動	學生活動		
0-10	簡介戰國七雄 爭逐之形勢	透過電腦系統提 問學生有關戰國 七雄形成之背景 及各封國位置	透過電腦系 統回答問題	電腦系統 〔包括投 影器材〕	1.引起動機 2.讓學生了解 時代背景
11-15	引導同學解決 是次課題之疑 難(戰國七雄爭 逐之關鍵)	1.分組指定各同 學需從個人及 小組形式解決 問題 2.解說步驟	分組〔七至 八組，每組 負責一個封 國〕	電腦互聯 網絡	讓學生掌握 如何搜集資 料以解答問 題之步驟
16-45	透過互聯網絡 認識各封國之 特點及強弱	指導同學應用網 上之資料	學生個人透 過互聯網絡 認識指定封 國之特點及 強弱	電腦互聯 網絡(註)	讓學生透過 互聯網絡搜 集、整理及 分析資料
46-55	小組討論	指導同學分組討 論指定封國之特 點及強弱	既定小組就 所得資料進 行討論		讓學生透過討 論綜合及整理 資料
56-70	小組匯報	安排同學就討論 之內容作匯報	小組按序匯 報	電腦系統 〔包括投 影器材〕	讓學生掌握匯 報資料之技巧
71-80	總結	1.綜合各組資料 、歸納秦國一 統天下之原因 2.指出課文重點	1.討論及回 應 2.在課文中 找出重點	1.電腦系 統〔包 括投影 器材〕 2.課本	幫助學生掌握 課題重點，並 歸納記憶。

(註)透過相關之網絡，同學可以：

1. 從古籍中找出有關封國之記載；
2. 找到與本課題有關的資料，例如相關之筆記、圖片及專家意見等。

相關之網絡包括：1. <http://www.china10k.com>

2. <http://teacher.org.hk/>

3. <http://www.fed.cuhk.edu.hk/history>

課後延續活動：讓學生假設自己為當世一弱小封國之主，著其思索如何統一天下。透過活動及網上討論，可引導學生建立歷史通則及增進公民意識。

教學結果評鑑：【課堂後填寫】

香港神託會培敦中學

科目：經濟

年級：中五

課題：失業

教學節數：2 教節

引發動機：

老師提問

- (1) 最新公佈的失業率為多少？
- (2) 政府那個部門負責定期公佈有關本港勞動人口就業及失業的情況呢？

已有知識：

- (1) 有關國民所得的概念
- (2) 經濟週期

教學目標：

- 讓學生有機會探索網上的知識和資訊世界
- 學生能認知有關勞動人口及就業的各種概念
- 指出失業及就業不足的定義
- 敘述香港政府量度失業的方法
- 了解香港政府對失業所採取的解決方法

所需時間：

- 瀏覽有關網頁 30 分鐘
- 介紹及討論個案資料 20 分鐘
- 分析及總結 30 分鐘

教學材料：

- 電腦接上互聯網，顯示器投在白幕上
- 「個案研究」頁

教學程序：

- (1) 老師着學生個別瀏覽香港特別行政區-政府統計處的網頁 (<http://www.info.gov.hk/censtatd/chome/index.htm>) 在常用統計資料"勞工"部分找出
 - 勞動人口(labor force)
 - 就業人口(employed-population)
 - 失業人口(unemployed population)
 - 失業率(unemployment rate)
 - 就業不足率(underemployment rate)的定義。
- (2) 老師將預先預備好的圖表及公式透過電腦在白幕上顯示以上各項的關係。
- (3) 將學生分為六組，並把「個案研究」頁分派給各組，老師着各組學生根據在網頁上找到的定義，進行分組討論並嘗試回答個案研究頁所附的問題。(找出李創業一家各成員正處於就業或失業狀態。)

- (4) 分析學生的答案及作這部份的總結。
- (5) 再着同學根據以下分組瀏覽香港統計數字一覽網頁 (<http://www.info.gov.hk/censtatd/chome/chkstat/chkinf.htm>)分別找出 1993，1995 及 1998 年度以下之經濟指標數據。
- 第一組：勞工(失業率及就業率)
 - 第二組：本地生產總值
 - 第三組：對外貿易數字
 - 第四組：消費物價指數
 - 第五組：總零售指數
 - 第六組：服務業的業務收益指數
- (6) 六組學生依次匯報所找到的數據結果，老師將之即時輸入電腦之預先預備好的表格上並投影在白幕上。
- (7) 老師又在白幕上向全班同學顯示「經濟週期」各階段的特徵圖表並向同學提問：根據各組同學所找數據的顯示，香港現正處於經濟週期的那個階段？
- (8) 最後，老師再帶領同學瀏覽行政長官施政報告 1999-摘要網頁 (<http://www.rthk.org.hk/rthk/cepall1999/chitext.htm>)找出報告所提及政府一連串改善香港失業情況的方法。
- (9) 老師作最後總結。

課後活動：

着學生回家再次詳細瀏覽政府統計處網頁，若同學家中沒有上網，則着同學到圖書館借閱香港統計年刊(一九九九年版)找出 1993，1995 及 1998 年度以下各項目的數據。

- 按性別劃分的勞動人口及勞動人口參與率
- 按年齡組別劃分的勞動人口
- 按行業類別劃分的就業人數

Appendix 3

Suggested electronic resources for the computer learning centre.

Pool Tun Secondary School 21st Century Classroom

