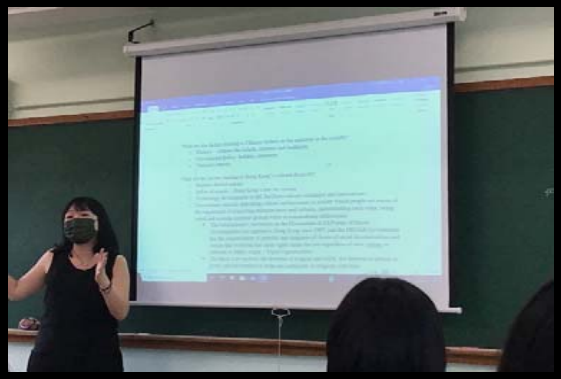
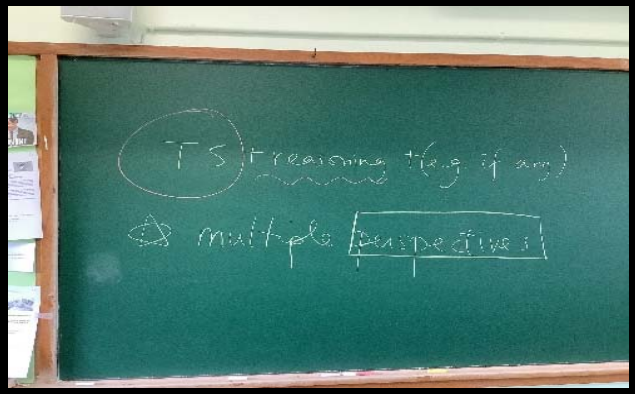
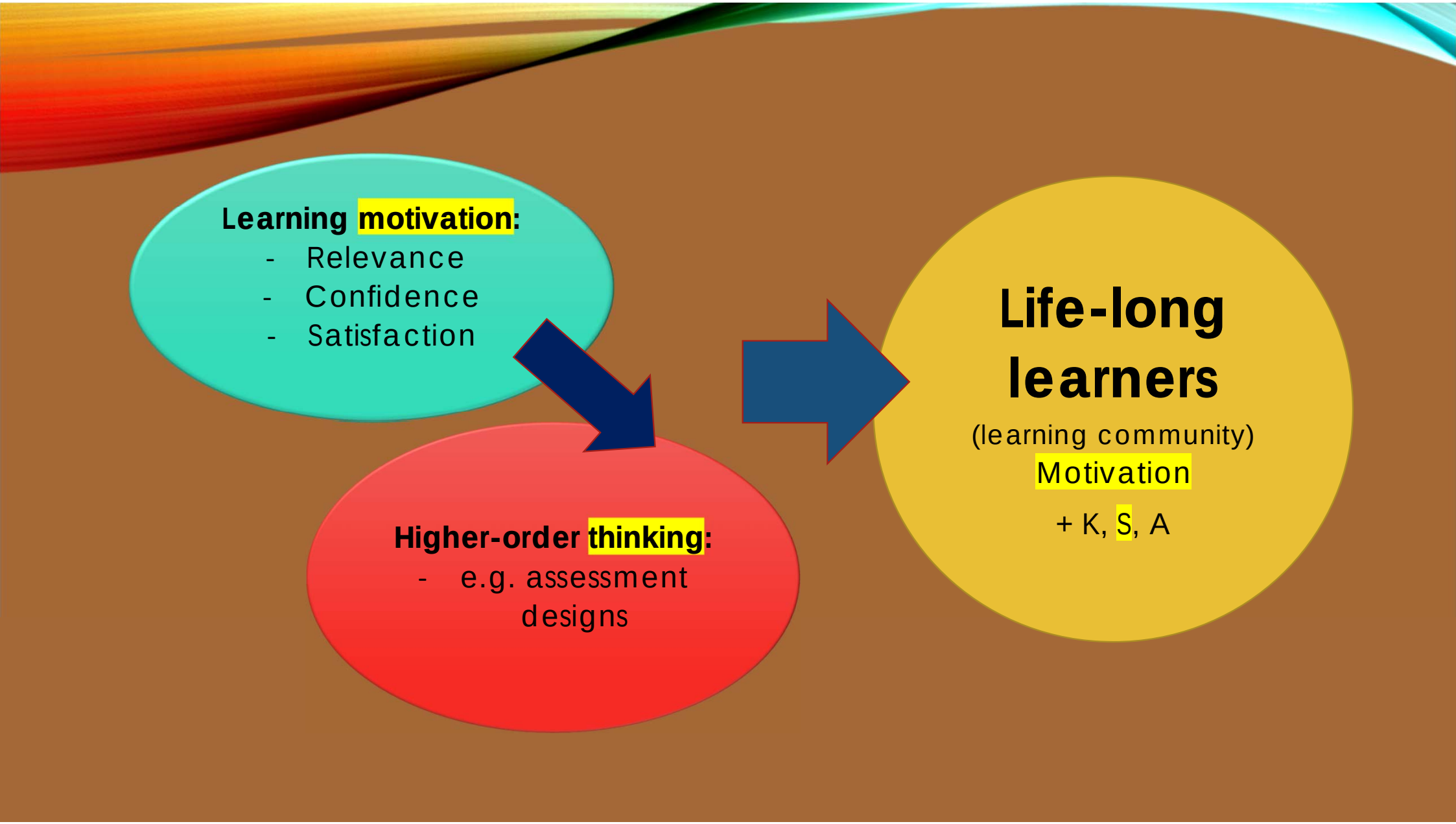
From enhancing learning motivation to promoting higher-order thinking & self-directed learning

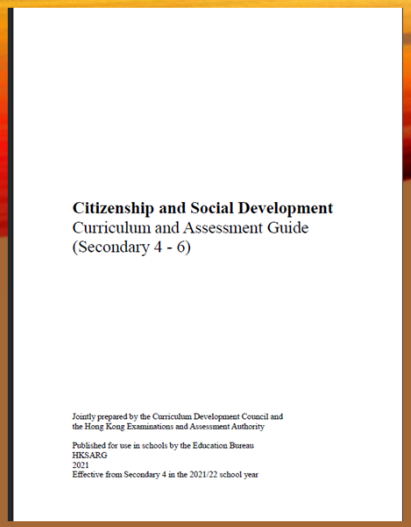




Miss Claudia Chan
Maryknoll Convent School (Secondary Section)

- 公民及社會發展科鼓勵教師應用不同的課堂設計發展學生高層次思維 及自主學習的能力。學生作為學習者，他們的主動參與和投入程度，實與其思維能 力的關係密不可分。
- 是次研討會將會分享發展學生思維能力和提升學習動機的校本 經驗，並應用適當學與教策略，以培養學生主動學習及積極思考的態度。


Learning motivation:
- Relevance
- Confidence
- Satisfaction
Higher-order thinking:
- e.g. assessment designs
Life-long learners
(learning community)
Motivation
+ K, S, A



The aims of Citizenship and Social Development are to help students:

(a) enhance understanding of society, the country, the human world, the physical environment and related knowledge;

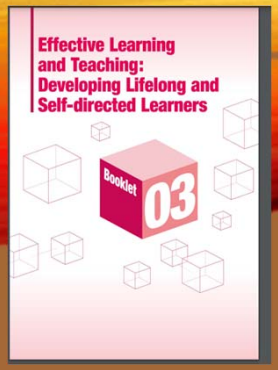
(b) develop multiple perspectives on contemporary mature topics in different contexts (e.g. cultural, social, economic, political and technological contexts);

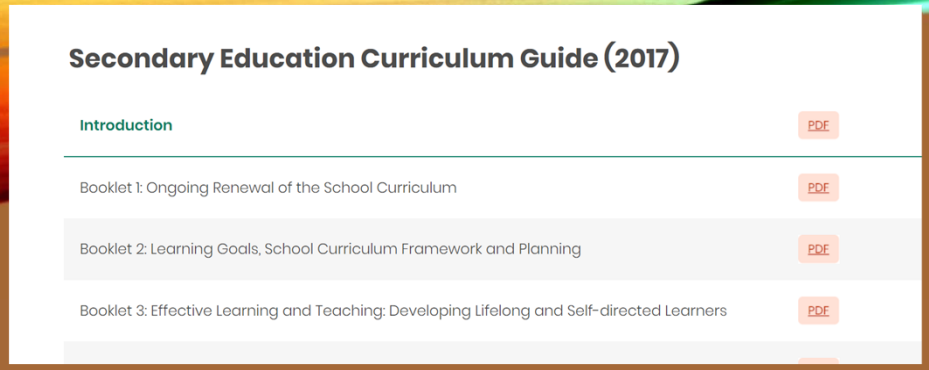
(c) become independent thinkers; be able to adapt to the ever-changing personal,social, national and global circumstances and construct knowledge; understand the complexities of the topics, and the challenges and processes involved in decision-making for making law-abiding, rational and affective analysis, and learning how to handle conflicting values;

(d) inherit Chinese culture and heritage in a pluralistic society, deepen understanding and sense of identity of individuals with Chinese nationality and Chinese citizenship, and at the same time appreciate, respect and embrace diversity in cultures and views;

(e) develop skills relevant to life-long learning and strengthen their ability to integrate and apply knowledge and skills, including critical thinking skills, creativity, problem solving skills, communication skills, collaboration skills, data management skills, self-management skills, self-learning skills, and information technology skills;

(f) develop positive values and attitudes towards life, so that they can become informed and responsible citizens of society, the country and the world.





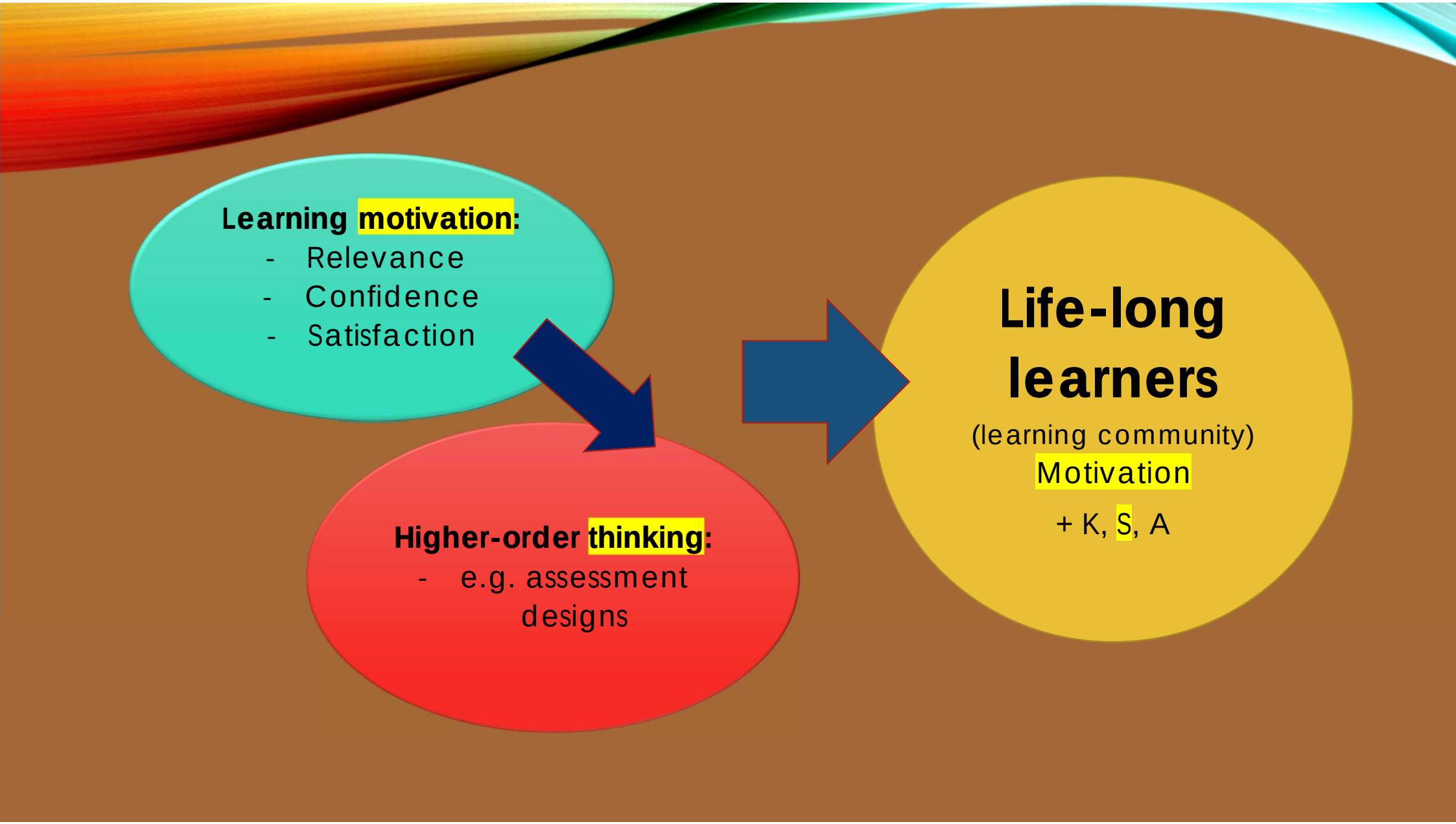
Secondary Education Curriculum Guide (2017)

Introduction	PDF
Booklet 1: Ongoing Renewal of the School Curriculum	PDF
Booklet 2: Learning Goals, School Curriculum Framework and Planning	PDF
Booklet 3: Effective Learning and Teaching: Developing Lifelong and Self-directed Learners	PDF

- Since 2001, the Learning to Learn curriculum reform has been implemented to promote a student-centred approach and curriculum and pedagogical changes that foster students' active learning, engagement and ownership, which are conducive to whole-person development and learning to learn capabilities to achieve lifelong learning. This is complemented by the building of communities of practice among teachers and the engagement and support of different school stakeholders... It is envisioned that ourschool curriculum will continue to focus on learning and to improve the quality and effectiveness of learning, and the curriculum will remain student-centred and continue to provide students with multifarious learning experiences and equip them to be lifelong and self-directed learners. P.2

HOW?

- the public assessment results of this subject will be reported as “Attained” and “Unattained”
- Teachers should help students develop the skills and habits of self-directed learning so as to help them become lifelong learners. C&A p.47
- “SDL is only achievable when students possess a sense of self-awareness of their own beliefs, strengths, abilities, strategies adopted, and accept responsibility for their learning. In this regard, students should be provided with an encouraging environment for their own learning and become self-directed learners. Ample time and authentic contexts to actively and confidently make connection with existing knowledge and apply them in real life contexts, to co-construct knowledge with peers, and most importantly, to be responsible.” p.5 Booklet 3.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Life-long learners
(learning community)
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LEARNING MOTIVATION: RELEVANCE

- What is CS?
  - Our society, our country and our world
  - Skills: e.g. thinking skills (verbal and numerical reasoning, etc)
  - Our role as citizens – members connected to one another

- How is CS relevant to you?
  - Need it for exam
  - **Need it for personal development: literacy and effective expression**
  - Need it for **personal development**: a positive and constructive attitude

  To Show that the content, skills and attitude are relevant to their growth and development

LEARNING MOTIVATION: RELEVANCE

The signing of the Convention of Peking and its background

In 1856, the British and French Allied Forces launched the Second Opium War.

In October 1860, the Allied Forces captured Beijing and burned the Old Summer Palace.

On 24 October 1860, Britain forced the Qing government to sign the Convention of Beijing, in which the southern part of the Kowloon Peninsula, i.e. south of Boundary Street (including Ngong Shuen Chau or Stonecutters Island), was occupied by Britain.

1856-60 The Second Opium War

LEARNING MOTIVATION: RELEVANCE

- *If you were the principal of …, what would you do to ensure the school a safe and healthy learning environment for students and to make it a sustainable, safe, school? (the meaning of different types of security)*

LEARNING MOTIVATION: RELEVANCE

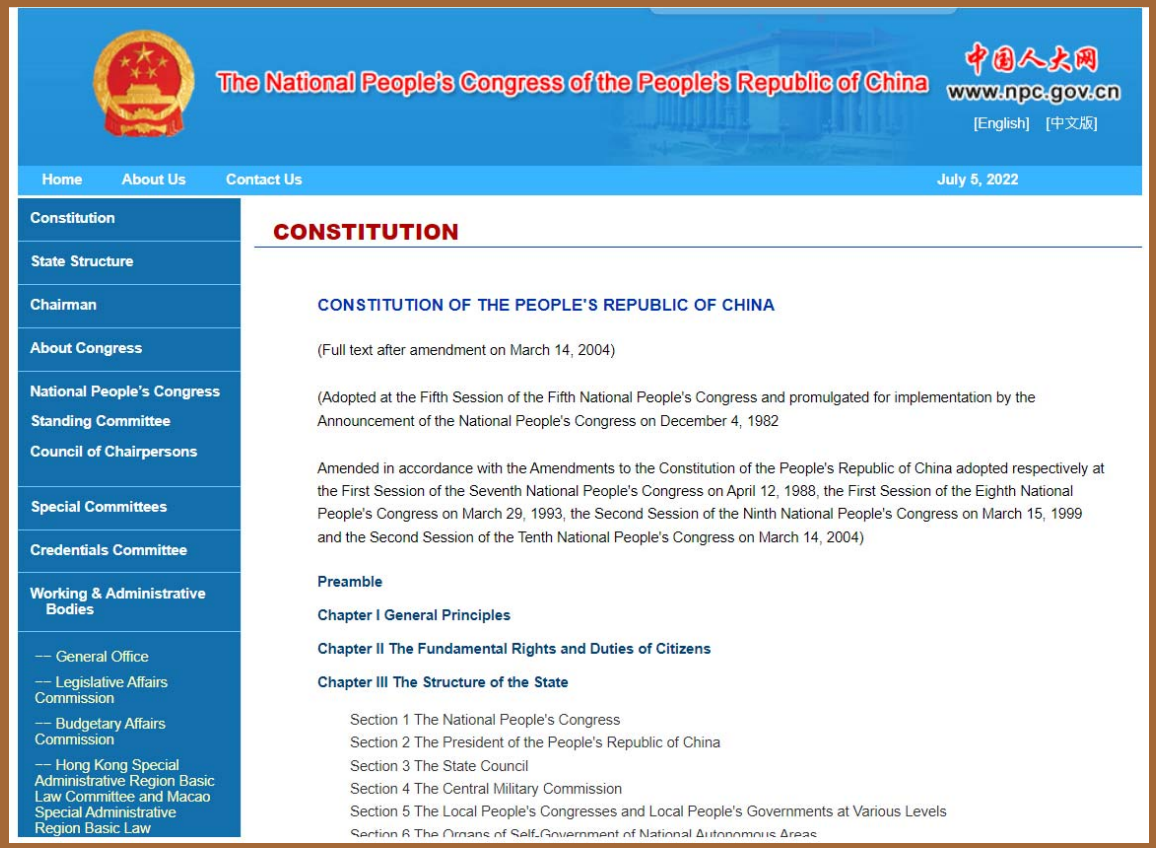
- Political structure of Hong Kong: from key officials to departments

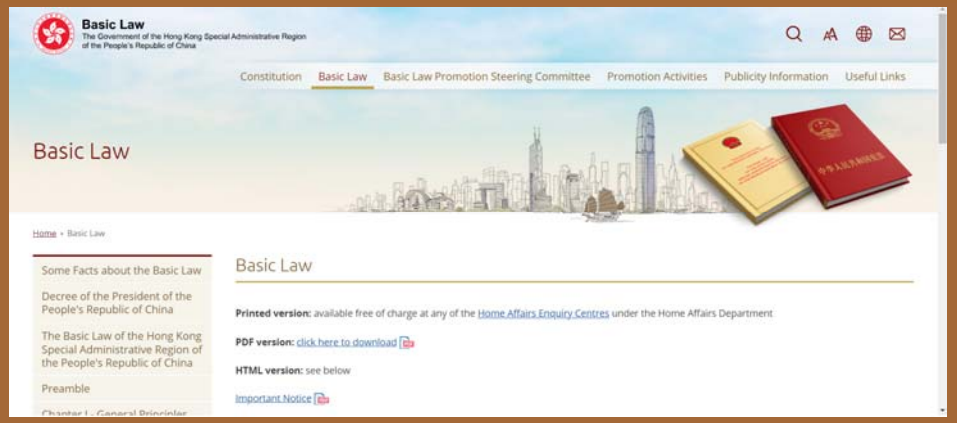
Mr. John Lee, Ka-chiu

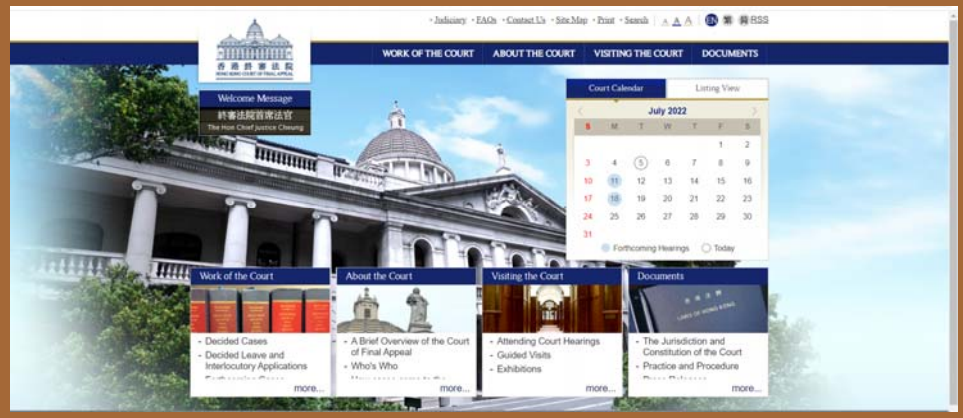
Mr. Paul Chan, Mo-po

LEARNING MOTIVATION: RELEVANCE

- Government websites







LEARNING MOTIVATION: RELEVANCE

- Achievements of the nation

LEARNING MOTIVATION: RELEVANCE

- The HKSAR's contribution

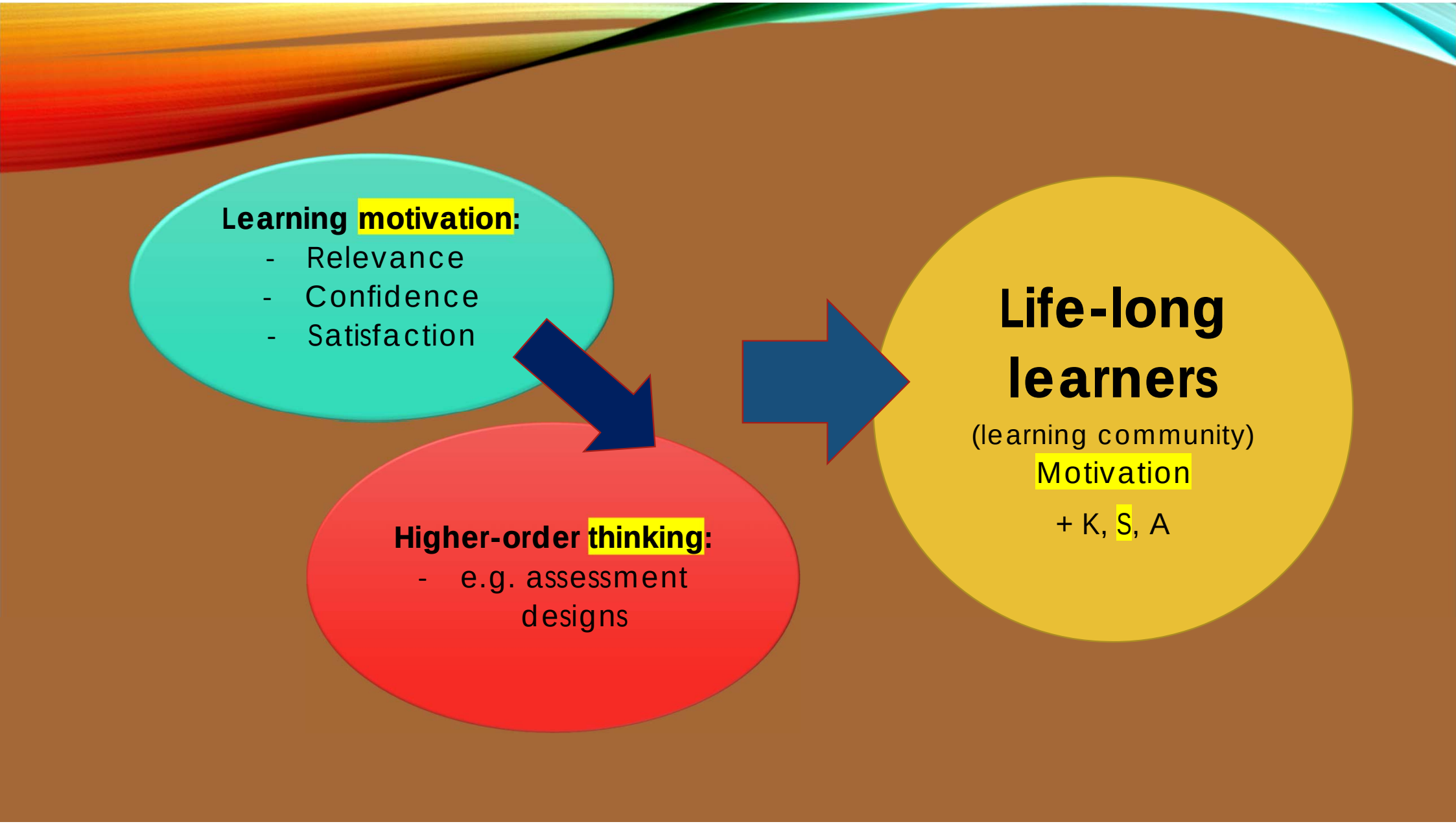
LEARNING MOTIVATION: RELEVANCE

Convince the board for a funding to promote one cultural custom or tradition of HK

- Reference:

(ICHO: Intangible Cultural Heritage Office)

Group presentation (2-3 in a group): discussion, research, write-up, presentation, etc.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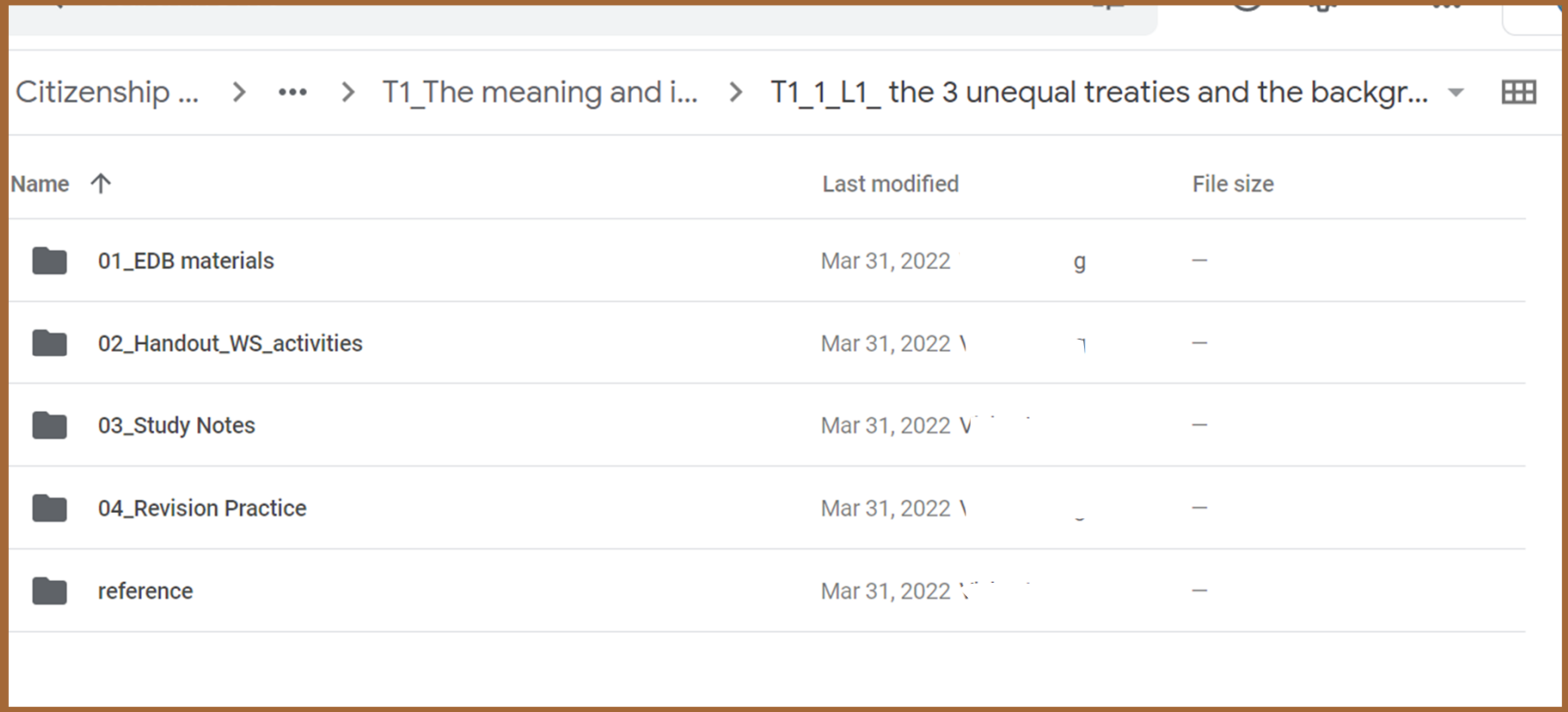
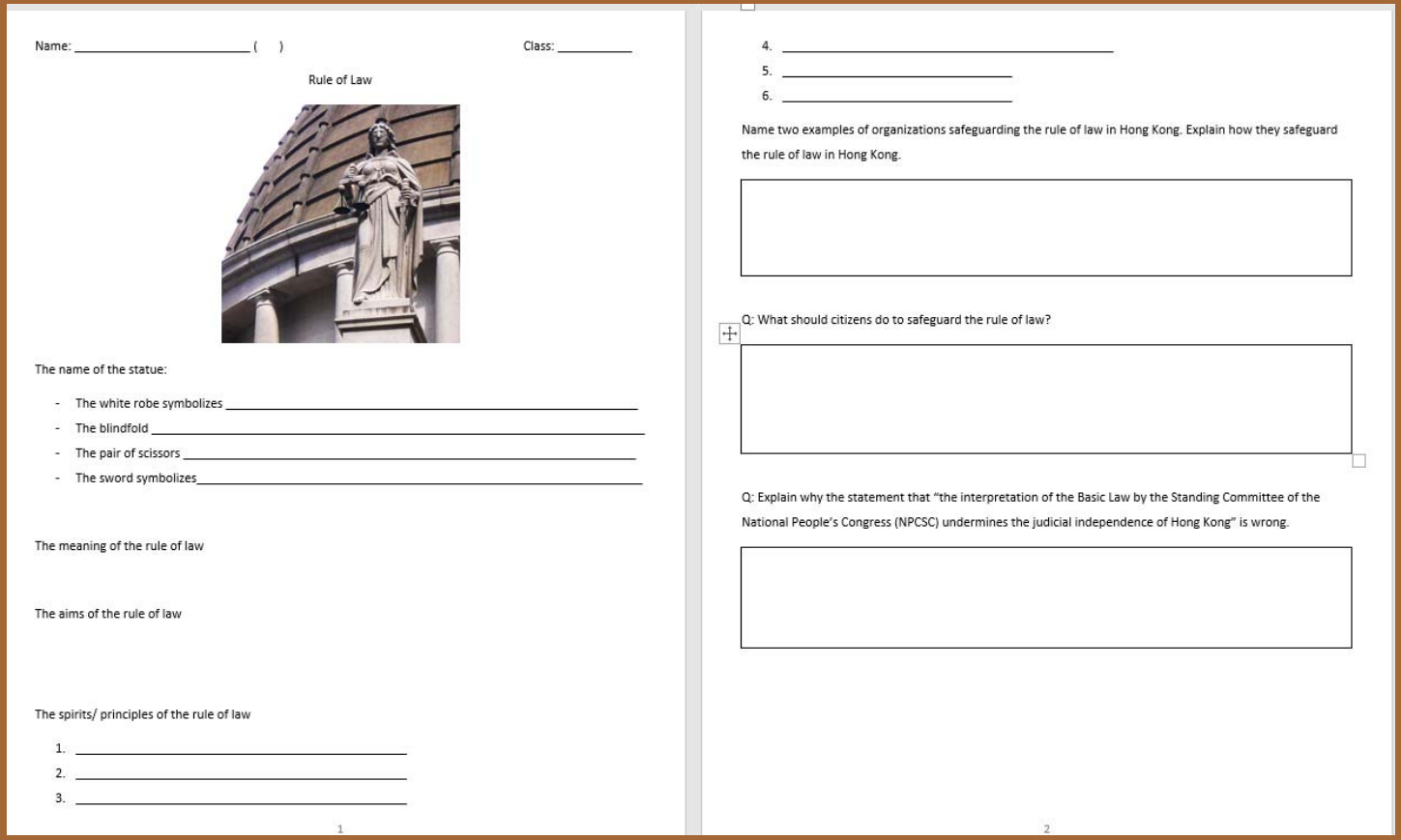
LEARNING MOTIVATION: CONFIDENCE

- Whole-part-whole approach



LEARNING MOTIVATION: CONFIDENCE

- Handout:
- Selected questions for discussion
- Suggested websites
- Group work



Name: _____ ( ) Class: _____

Rule of Law

The name of the statue:

- The white robe symbolizes _____
- The blindfold _____
- The pair of scissors _____
- The sword symbolizes _____

The meaning of the rule of law

The aims of the rule of law

The spirits/ principles of the rule of law

1. _____
2. _____
3. _____

1

4. _____
5. _____
6. _____

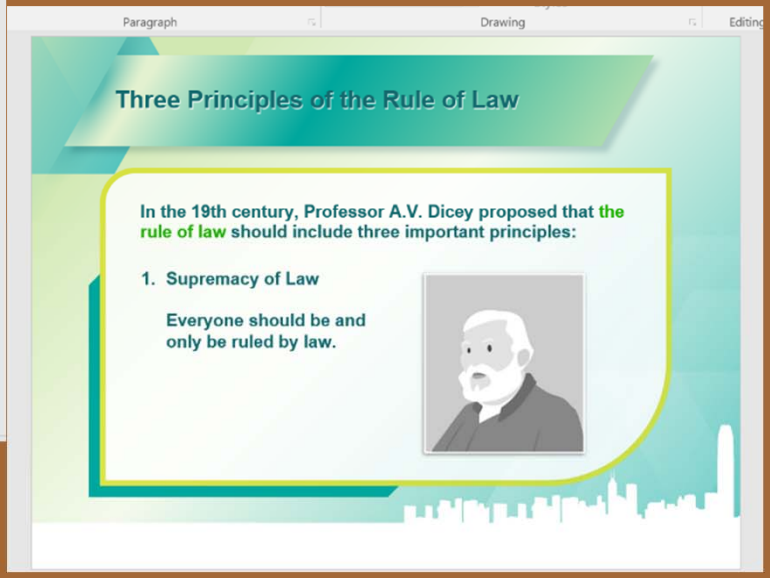
Name two examples of organizations safeguarding the rule of law in Hong Kong. Explain how they safeguard the rule of law in Hong Kong.

Q: What should citizens do to safeguard the rule of law?

Q: Explain why the statement that "the interpretation of the Basic Law by the Standing Committee of the National People's Congress (NPCSC) undermines the judicial independence of Hong Kong" is wrong.

2

LEARNING MOTIVATION: CONFIDENCE



LEARNING MOTIVATION: CONFIDENCE

For your info.

Published: 17:18, September 04, 2021

CHINA DAILY HK EDITION

Diversified activities to promote rule of law among youth

By Teresa Cheng Yeuk-wah

The Department of Justice (DoJ) is always committed to upholding the rule of law. Last year, we launched the "Vision 2030 for Rule of Law" initiative to promote the proper understanding of the rule of law in the community especially among the youth. In the coming new school year, the DoJ will continue to introduce diversified activities for primary and secondary students to advance their understanding and practice of the rule of law.

In February this year, the DoJ, through touring drama performances for all city-wide primary schools, conveys the basic concepts of the rule of law and cultivates law-abiding awareness in a lively and interesting way to students. As to secondary students, the DoJ supports the launch of the "Pilot Scheme on Rule of Law Education for Secondary School Students" by the Hong Kong Policy Research Institute (HKPRI) in the 2020/21 academic year. Lawyers were invited to serve as facilitators while law students and graduates as ambassadors. Secondary students are able to grasp the proper core concepts of the rule of law after taking part in seminars, interactive games and group discussions.

The DoJ also assists the preparation of teaching materials on the rule of law. For instance, the Basic Law Foundation's "e-Resources for Rule of Law and the Basic Law", which was supported by the DoJ, provides a series of teaching materials on the Constitution, the Basic Law and the rule of law for teachers of secondary schools. At the same time, the DoJ is in support of the training course "Respecting the Law, Reinforcing the Rule of Law" co-organized by the Endeavour Education Centre and the Education Bureau for teachers from both primary and secondary schools. The course covers topics including the Constitution, the Basic Law, national security, Hong Kong's legal system and the rule of law, etc., with a view to fostering the promotion of the rule of law education.

In the new school year, the DoJ will not only continue the above programs, but also stand ready to introduce the "Rule of Law Enlightenment" Programme to further promote the rule of law in a more interesting way with enriched contents. To name a few:

- School talks: students can raise questions at the talk to enhance interaction;
- Prosecution Week: Quiz and visit to courts will be arranged for students;
- Rule of Law Journey: students can learn more of the legal development through visits to the Hong Kong Legal Hub.

To highlight the importance of abiding by the law and the application of law in our daily life, the DoJ will organize a law quiz competition for primary students. A video competition will be held in which secondary students are encouraged to share their thoughts on the rule of law.

If you are interested in any of our programs, please don't hesitate to read the latest booklet on "Vision 2030 for Rule of Law".

The rule of law is the cornerstone of Hong Kong's success. Everyone in society shoulders the responsibility to promote the proper concept of the rule of law. I would like to thank the HKPRI, the Basic Law Foundation and the Endeavour Education Centre for joining hands with the DoJ in supporting the rule of law education. The DoJ will actively strengthen the rule of law education so as to further enhance the proper understanding and practice of the rule of law amongst youth.

The writer is Hong Kong's Secretary for Justice. The article appeared on her official blog page on Sept 4, 2021.

Share this story

LEARNING MOTIVATION: CONFIDENCE

Reminders

(c) Describe the trend in China's transport network development as shown in Source A. (4 marks)

Reminders:

- Ms. Chan: a more comprehensive analysis of the data should also include a description of details:
  - e.g. see the different pace of development of road and train (by comparing the growth rate)

e.g. answer the question Directly with the question words (transport network development) AND explaining that transport network, according to the data, includes road and railway development.

There is a **growing trend** in China's transport construction. In terms of total road mileage, according to Source A, the total road mileage in China was 4,695,200 km in 2016. It was increased to 5,198,100 km in 2020, with an increase of 502,900 km or 10.7%.

In terms of total railway mileage, the total railway mileage in China was 124,000 km in 2016. It was increased to 146,000 km in 2020, with an increase of 22,000 km or 17.7%. Both the total road and railway mileage in China continue to increase, indicating a trend of increasing transport construction in the country.

(d) With reference to Sources B and C, how can poverty in China be combated with the development of transport infrastructures? Explain your answer. (6 marks)

Reminders:

- Ms. Chan:
  - YOUR IDEAS and REASONING! too many students base their answers on copying the source content. Yet, the source is only providing the background information or some hints to stimulate your reasoning. What we need are your **organized ideas** and **detailed reasoning** to **answer the question**.
- jumping reasoning:
  - more educational opportunities… so… eradicated poverty. [HOW? need the REASONING]
- to enrich your reasoning: give a FULLER picture of the situation (e.g. improvement: describe briefly about the past before explaining the improvement)
- add your own knowledge if possible and relevant to strengthen your arguments (esp: 'with reference to' vs. 'based on/ according to')
- the importance of topic sentences and CONCLUDING sentences (to check if your argument is a REAL argument - plan (and check) before you write).
- PLAN your FLOW of ideas (and organize) before you write.
- it's always good if you can give REAL examples to support your arguments – examples come from your readings and understanding of the situations – in a grounded manner → make arguments no only theories but ideas supported by REAL and grounded examples.

Firstly, the development of transport construction can facilitate the **movement of people**. The development of transport construction can increase transport capacity, shorten the distance between rural and urban areas, allow people to travel smoothly and help more students to go to school in poor areas. According to **source B**, as suggested by the train conductor, the railway has connected people in the mountain area to the outside world, so more students can take the train to go to school in nearby counties. Increased access to education can contribute to reducing poverty. Students gain knowledge and acquire basic skills such as reading, writing and numeracy at school. They can then use these skills to earn higher incomes and build successful lives. They can also bring economic income to the impoverished areas. The gap between urban and rural education is gradually narrowing. By 2020, a total of 525,000 students from rural and poverty-stricken areas have enrolled in

CS Feedback Reference

- Possible ideas/TS/key points In boxes – (for teachers' own reference)
- * - good idea/point/expression

- TS needed/ missing
- Vague TS/ precise TS needed
- Lack focus/ need one focus at a time with TS/ organization
- Ideas/ arguments not follow
- Wrong concept

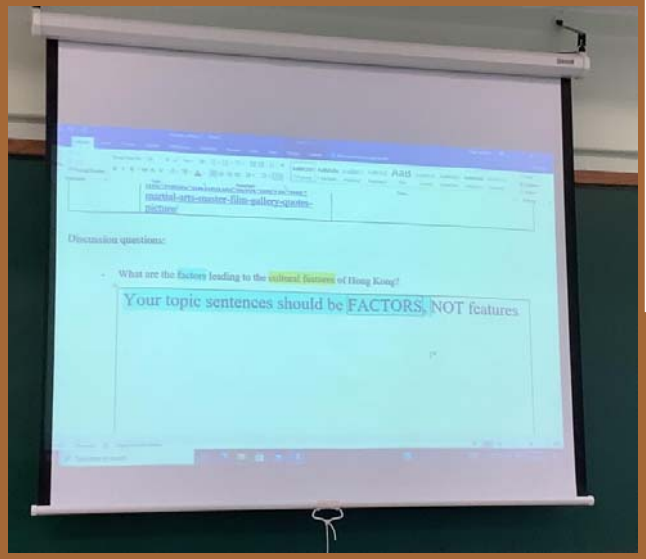
- W.W. (wrong word/ poor word choice)
- Sp (spelling)
- IRR (irrelevant)
- # (another paragraph break)

- Awkward/ vague/ unclear word choice
- vague/ unclear / lack of clarity in expression
- Unclear / Need clearer expression
- missing source acknowledgment / source acknowledgement needed
- better with source support
- need solid data/ example support; lack solid data /example support
- key reasoning missing
- lack concluding reasoning/ sentence
- unsubstantiated/ mere assumptions based on no evidence support nor contextual understanding
- lack contextual understanding/ weak contextual understanding / contextual understanding missing / need contextual understanding / ungrounded
- not sensible / ungrounded
- not realistic
- ungrounded / mere assumption
- misunderstood the question / misread the question
- misread / missing source data / need to source data support
- state the source
- vague/ lack of clarity in expression / expression lack clarity
- clumsy/ inefficient use of words

→ Empty/hollow/weak/illogical/ungrounded/unconvincing argument

LEARNING MOTIVATION: CONFIDENCE

- Tools to organize ideas (perspectives, not set frameworks)



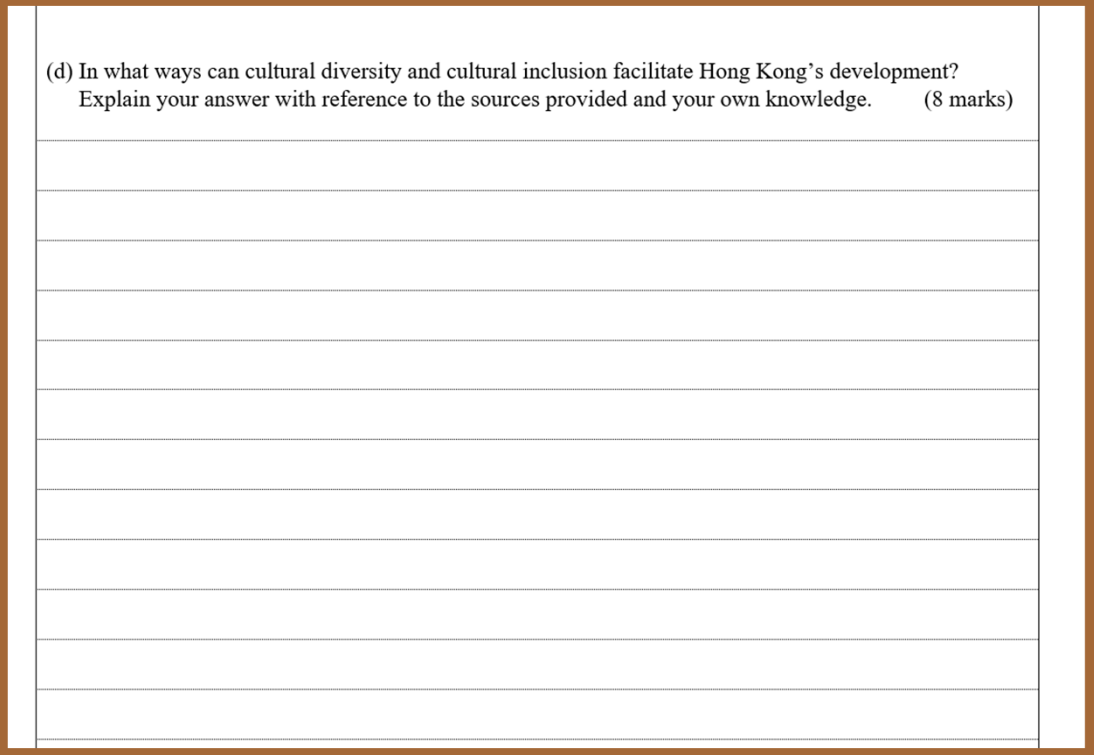
Tools for brainstorming of ideas and organization of thoughts

- Organization: conceptualization, topic sentence + content, concluding sentence
- Paragraph structure: topic sentence + reasoning + (examples of any)
- Perspectives:
  - Social, political, environmental, cultural…
  - Long-term, short-term
  - Personal, interpersonal (peers, family)…
  - Local, international

LEARNING MOTIVATION: CONFIDENCE

Internal assessment:
- step up students' abilities for the public assessment (& more)

vs. public assessment



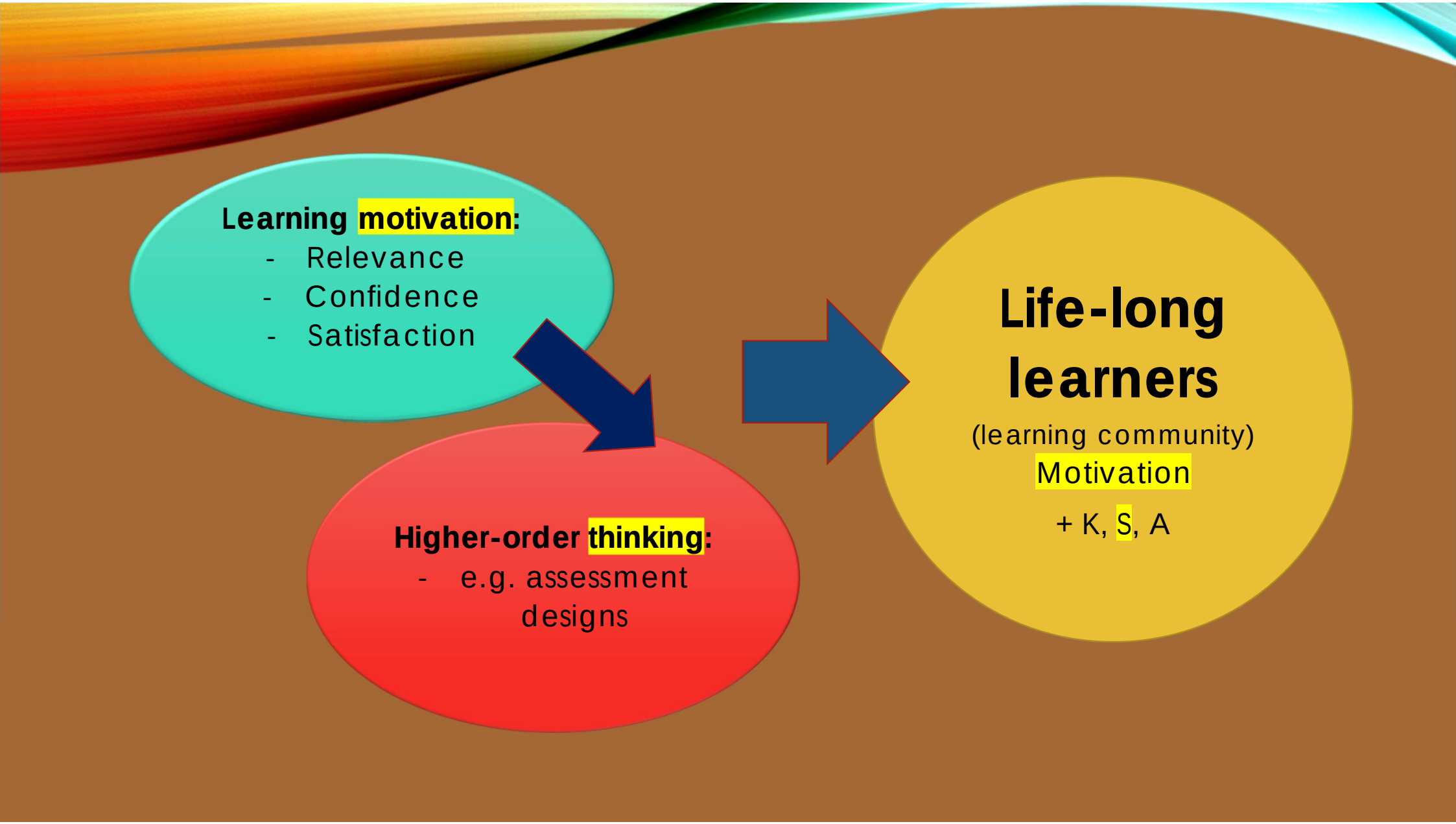
(d) In what ways can cultural diversity and cultural inclusion facilitate Hong Kong's development? Explain your answer with reference to the sources provided and your own knowledge. (8 marks)

LEARNING MOTIVATION: CONFIDENCE

Numerical reasoning:

Statistics + vocab:

- rise/fall
- Grow/drop
- Increase/decrease
- Slightly/drastically
- Sharply/significantly
- Highest/lowest point
- Continuously/maintain at a certain level/hover around
- An increase followed by decline…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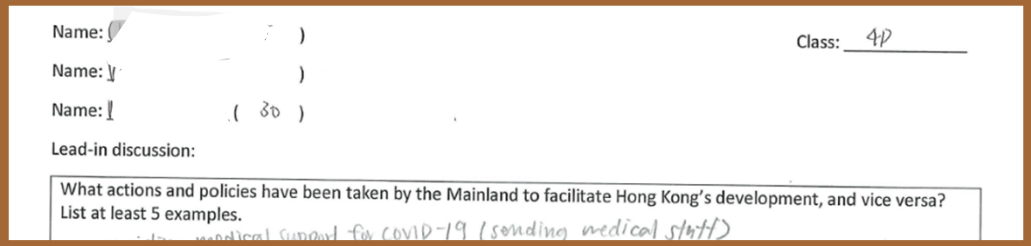
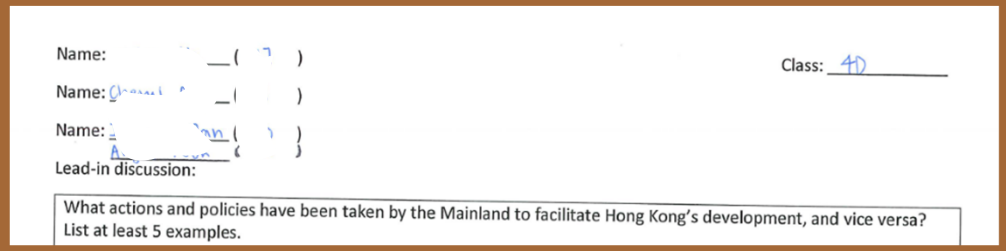
LEARNING MOTIVATION: SATISFACTION

- Group work: social-emotional needs


Name: ( )
Name: ( )
Name: (30)
Class: 4P
Lead-in discussion:
What actions and policies have been taken by the Mainland to facilitate Hong Kong's development, and vice versa? List at least 5 examples.
medical support for COVID-19 (sending medical staff)


Name: ( )
Name: ( )
Name: ( )
Class: 4D
Lead-in discussion:
What actions and policies have been taken by the Mainland to facilitate Hong Kong's development, and vice versa? List at least 5 examples.

Name: ( )
Name: ( )
Name: ( )
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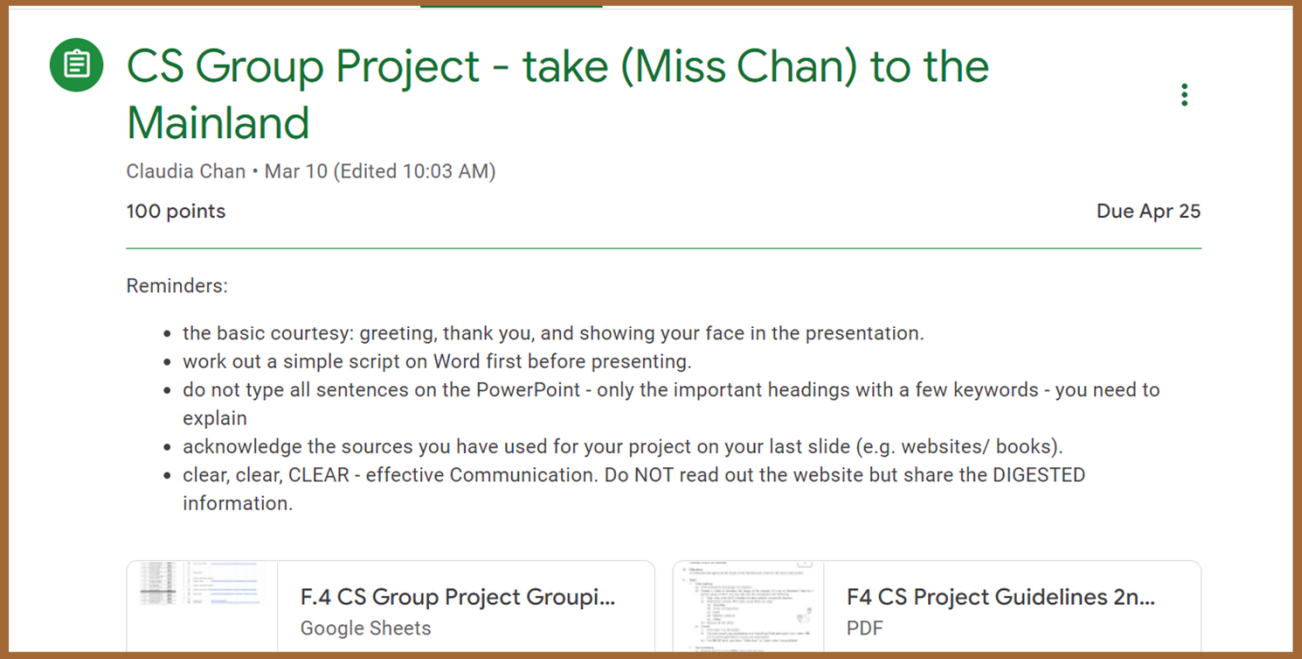
LEARNING MOTIVATION: SATISFACTION



CS Group Project - take (Miss Chan) to the Mainland

Claudia Chan • Mar 10 (Edited 10:03 AM)

100 points Due Apr 25

Reminders:

- the basic courtesy: greeting, thank you, and showing your face in the presentation.
- work out a simple script on Word first before presenting.
- do not type all sentences on the PowerPoint - only the important headings with a few keywords - you need to explain
- acknowledge the sources you have used for your project on your last slide (e.g. websites/ books).
- clear, clear, CLEAR - effective Communication. Do NOT read out the website but share the DIGESTED information.

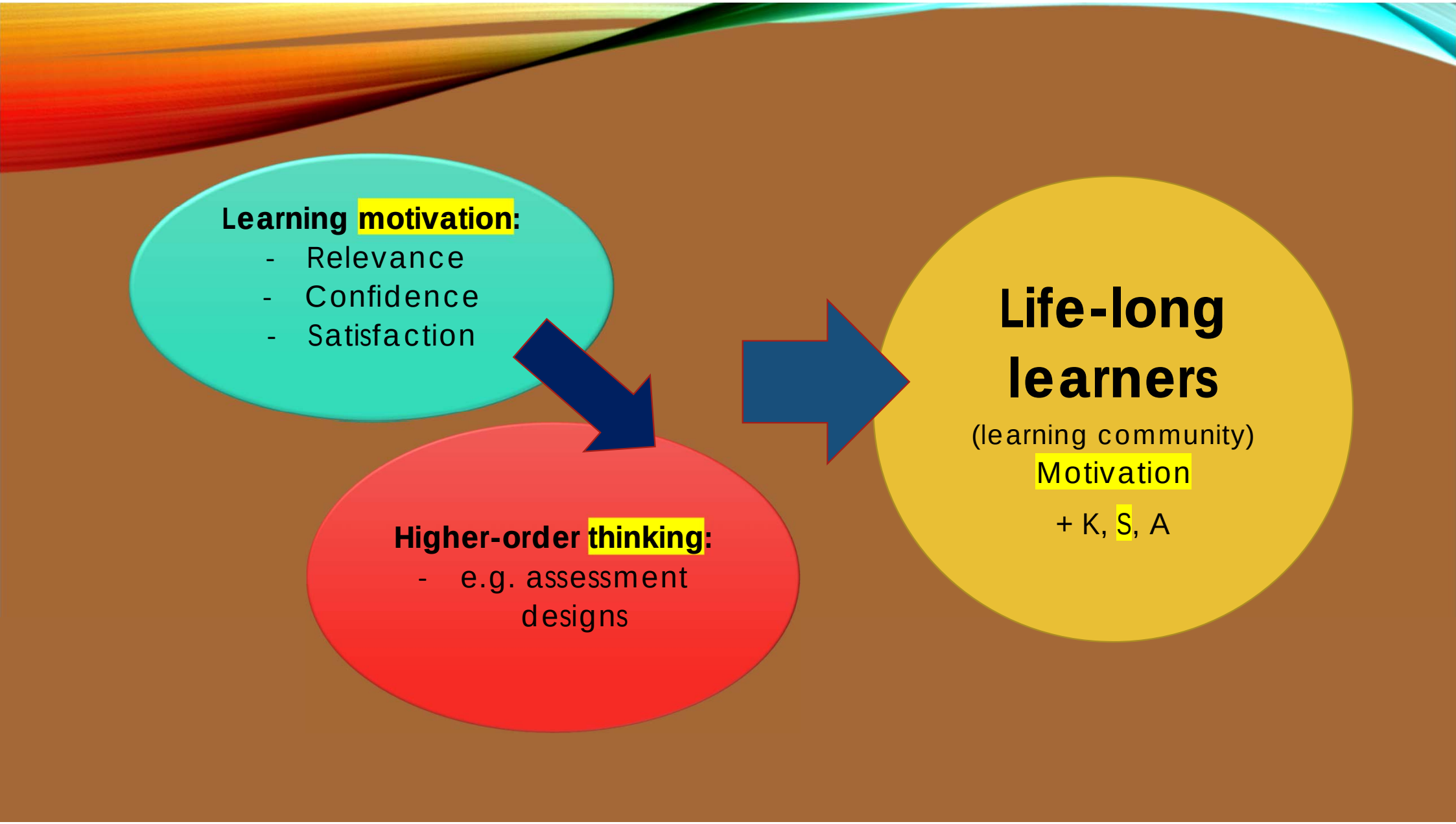
F.4 CS Group Project Groupi...
Google Sheets

F4 CS Project Guidelines 2n...
PDF

10 mins video

- Location
- To-do
- Food
- Weather
- Others

Teachers' grading + Peer evaluation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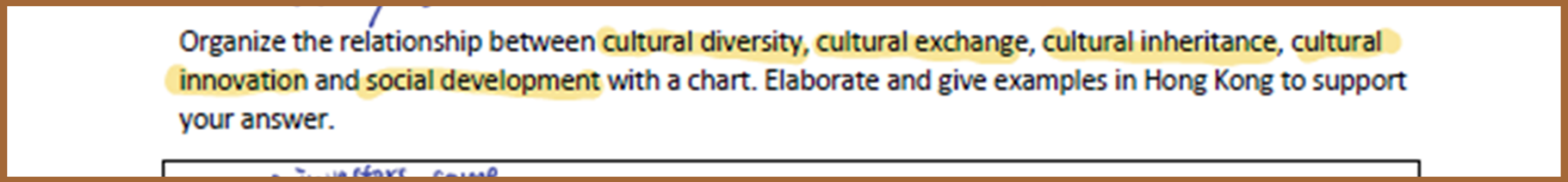
HIGHER-ORDER THINKING: ASSESSMENT DESIGNS

Thinking skills:

- Memory recall
- Inferencing
- Theorising
- Predicting
- Analysing
- Evaluating
- Problem-solving
- Thought organization
- etc……..

HIGHER-ORDER THINKING: ASSESSMENT DESIGNS

- Linking up ideas// relationship maps
- Term + linking verbs given


Organize the relationship between cultural diversity, cultural exchange, cultural inheritance, cultural innovation and social development with a chart. Elaborate and give examples in Hong Kong to support your answer.

HIGHER-ORDER THINKING: ASSESSMENT DESIGNS

- Data-response questions:

- The role of data
- More than reading comprehension: analysis, organization, perspectives, etc

- TS + reasoning + examples, if any
- Understanding of the contexts
- Choice of words

HIGHER-ORDER THINKING: ASSESSMENT DESIGNS

- Question:
- “The National Security Law can improve HK’s business environment.” Explain the statement with reference to the source provided. (4 marks)

- provided: an idea that stability in the city is necessary for business development.

- requires:

- Students’ reasoning of how stability is related to business development
- Students’ knowledge about the National Security Law

- comprehension
- verbal reasoning
- organization

HIGHER-ORDER THINKING: ASSESSMENT DESIGNS

- Question:
- How is an understanding of the national symbols conducive to our national identity development? Explain using the national anthem and the national flag as examples, with reference to Source B and your own knowledge. (6 marks)

- provided: Source B: the meaning of our national anthem

- required:

Students' knowledge about:

- National flag
- The significance of national symbols + meaning of national identity

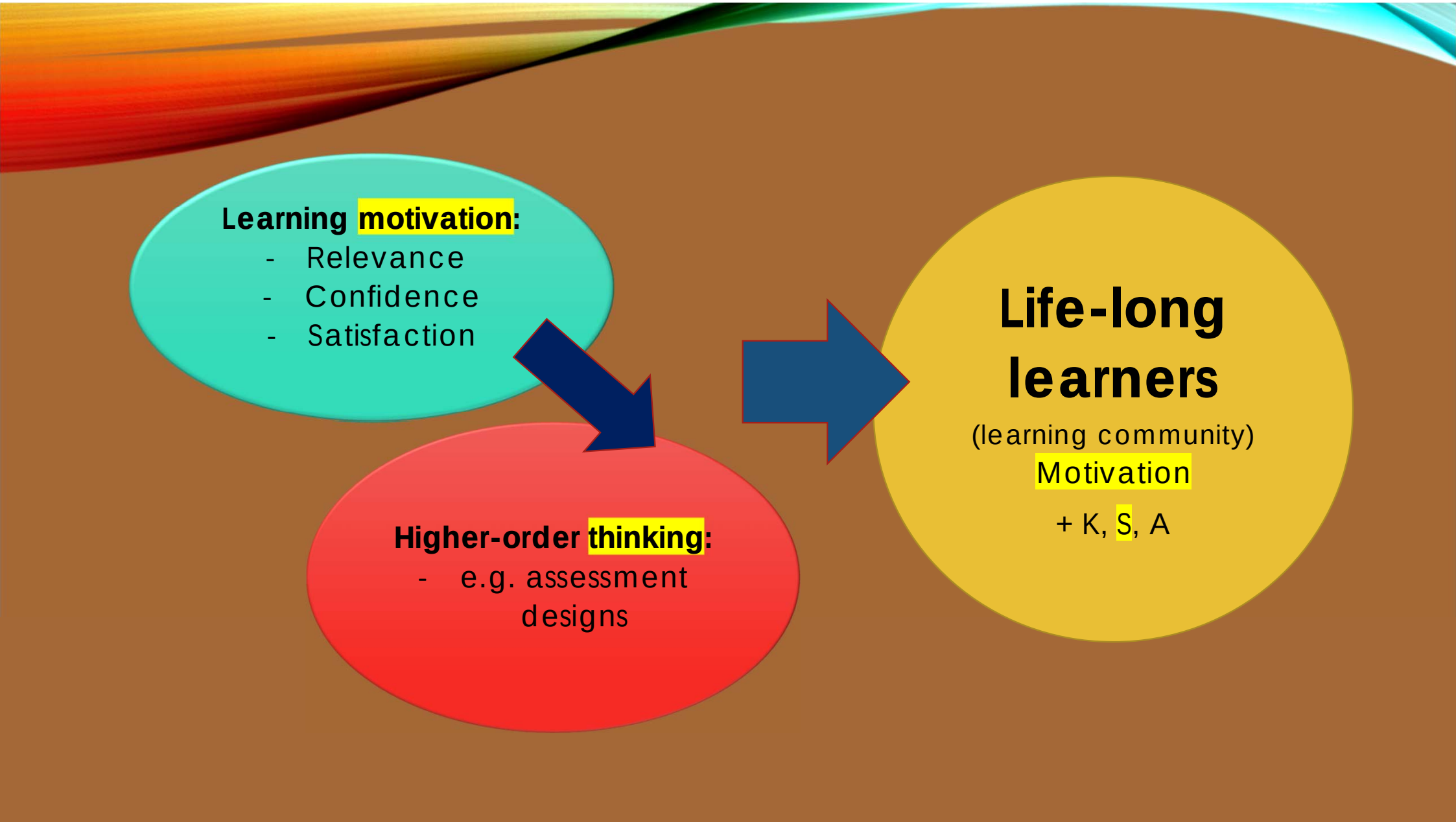
- comprehension
- verbal reasoning
- organization

HIGHER-ORDER THINKING: ASSESSMENT DESIGNS

- Question: In what ways can cultural diversity and cultural inclusion facilitate Hong Kong's development?

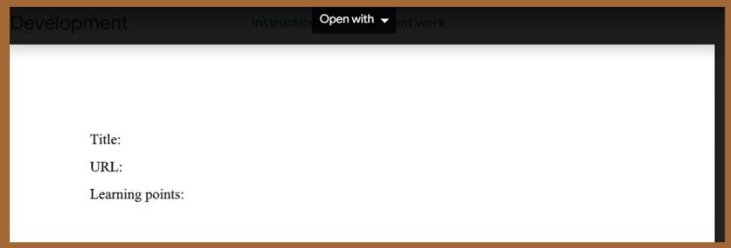
- provided:
- the consequence of cultural exclusion
- Statistics and examples of cultural diversity (food) in Hong Kong

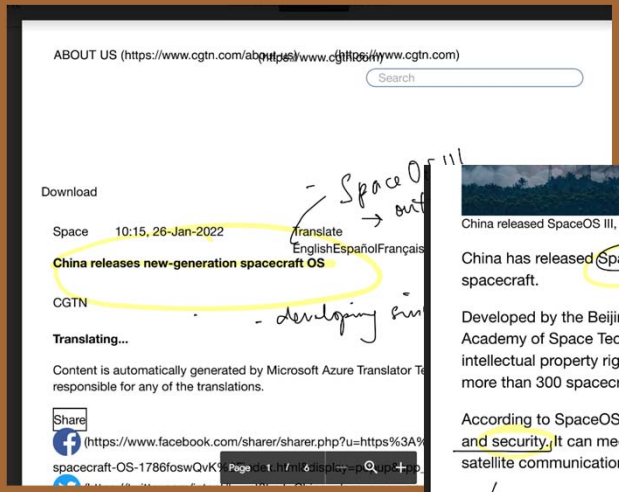
- requires:
- students' knowledge about cultural diversity and inclusion + HK examples
- multiple perspectives
- Organization (TS + reasoning + examples, if any)

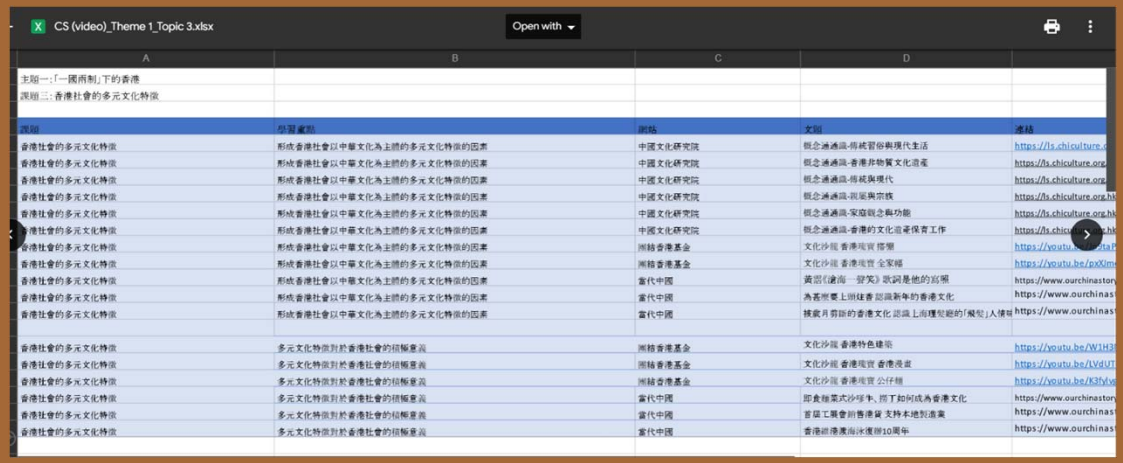

Learning motivation:
- Relevance
- Confidence
- Satisfaction
Higher-order thinking:
- e.g. assessment designs
Life-long learners
(learning community)
Motivation
+ K, S, A

OTHER (GUIDED) SELF-DIRECTED LEARNING PRACTICES

- Self-directed Learning Folder
- Selected sources provided
- learning points + show highlighted ideas

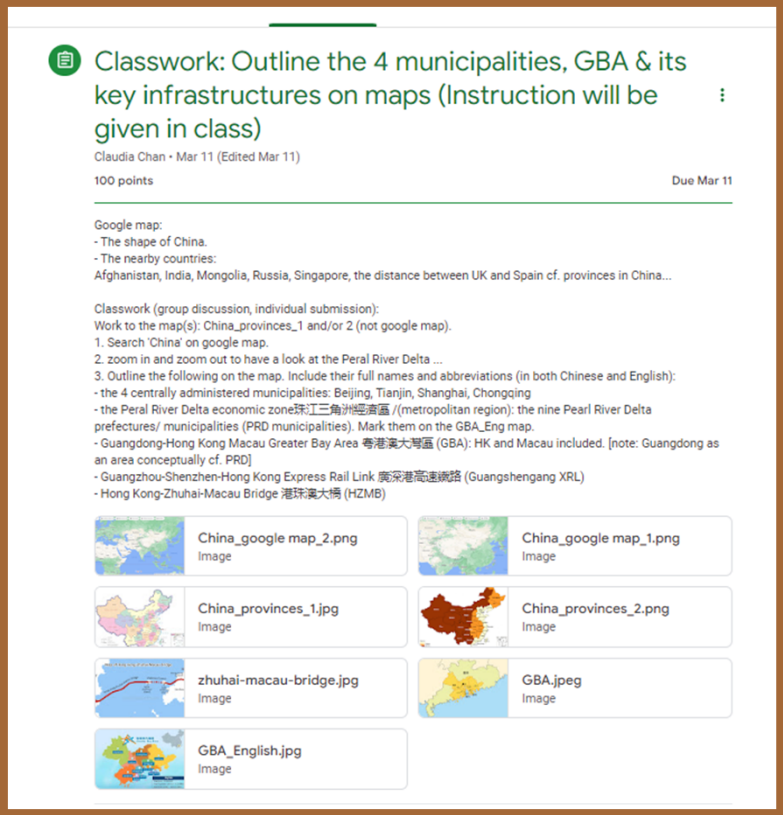






OTHER (GUIDED) SELF-DIRECTED LEARNING PRACTICES

- Guided map work



Classwork: Outline the 4 municipalities, GBA & its key infrastructures on maps (Instruction will be given in class)

Claudia Chan • Mar 11 (Edited Mar 11)

100 points Due Mar 11

Google map:
- The shape of China.
- The nearby countries:
Afghanistan, India, Mongolia, Russia, Singapore, the distance between UK and Spain cf. provinces in China...

Classwork (group discussion, individual submission):
Work to the map(s): China_provinces_1 and/or 2 (not google map).
1. Search 'China' on google map.
2. zoom in and zoom out to have a look at the Peral River Delta ...
3. Outline the following on the map. Include their full names and abbreviations (in both Chinese and English):
- the 4 centrally administered municipalities: Beijing, Tianjin, Shanghai, Chongqing
- the Peral River Delta economic zone珠江三角洲经济區 /(metropolitan region): the nine Pearl River Delta prefectures/ municipalities (PRD municipalities). Mark them on the GBA_Eng map.
- Guangdong-Hong Kong Macau Greater Bay Area 粤港澳大湾區 (GBA): HK and Macau included. [note: Guangdong as an area conceptually cf. PRD]
- Guangzhou-Shenzhen-Hong Kong Express Rail Link 廣深港高速鐵路 (Guangshengang XRL)
- Hong Kong-Zhuhai-Macau Bridge 港珠澳大橋 (HZMB)

China_google map_2.png Image

China_google map_1.png Image

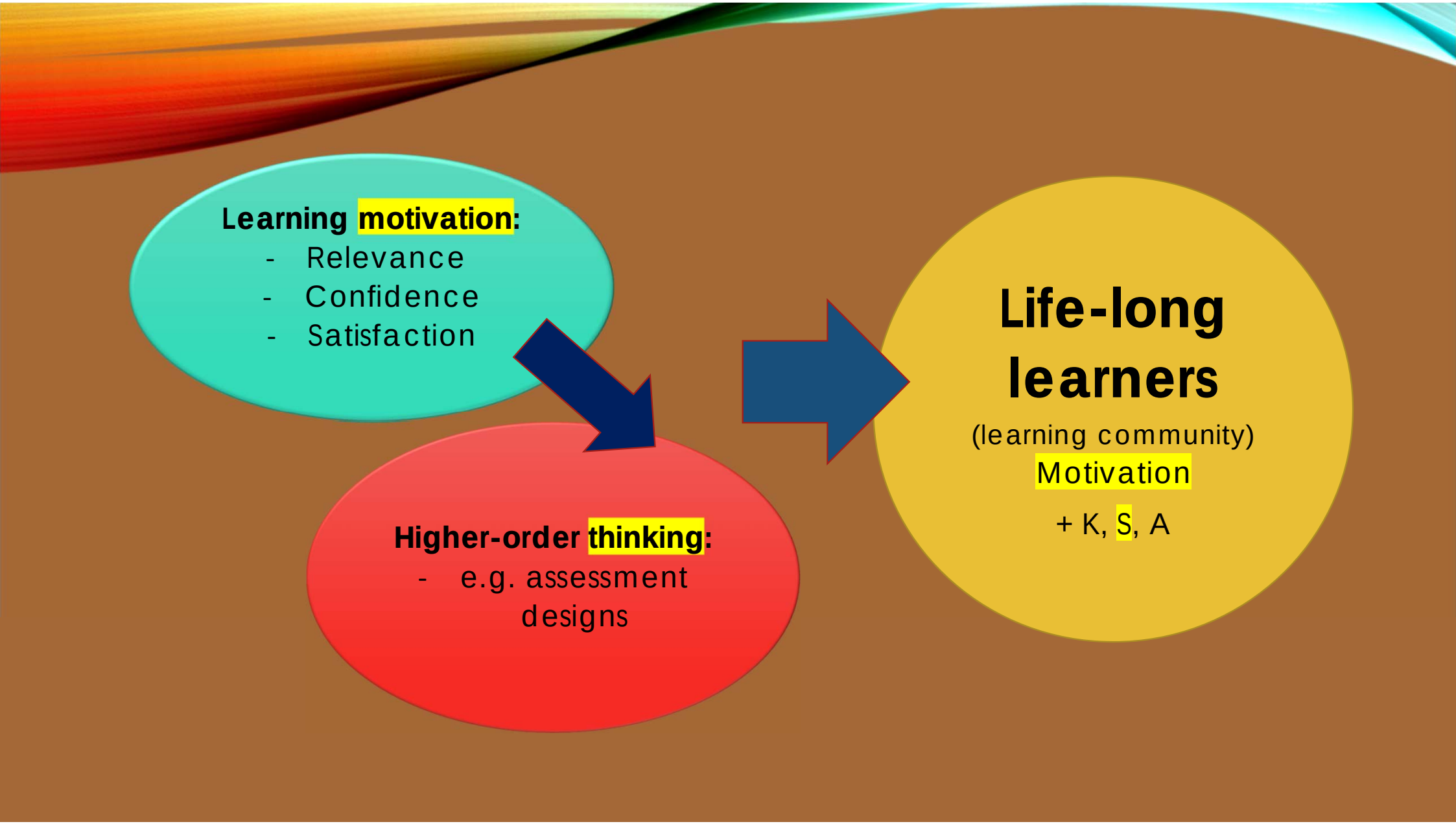
China_provinces_1.jpg Image

China_provinces_2.png Image

zhuhai-macau-bridge.jpg Image

GBA.jpeg Image

GBA_English.jpg Image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THANK YOU!