

Delia Memorial School (Broadway)

Social Studies

2004-05

One Year (04-05) Plan & Three-year (04-07) Plan

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Social Studies Plans

Strengths

- ⇒ Multicultural teaching staff and students – This can help bring in different perspectives in looking at issues.
- ⇒ Panel members have training in different subject disciplines (History, Geography, English, Commerce & Psychology).
- ⇒ Most panel members have worked together for some years.

Weaknesses

- ⇒ Multicultural teaching staff – There can be different ways of handling things among teachers and these differences may cause difficulties in cooperation.
- ⇒ There are difficulties in handling topics on China because of the ethnicity of students and teachers.
- ⇒ There may be difficulties in handling certain topics in HK if teachers are not familiar with those aspects of local situation.
- ⇒ Students who do not grow up in HK may not be familiar with the local environment and find certain topics not interesting.
- ⇒ The curriculum is geared for local Chinese students. And most of our students may not be interested in topics related to China and this in turn makes teaching these topics very challenging. Some parts of the curriculum (on China) should be modified or even taken out.
- ⇒ Cooperation among teachers need improvement on the area on sharing ideas and materials, organizing activities & preparing lessons.
- ⇒ Curriculum may need to be trimmed to allow time for guidance in lessons for project work.

Future Development/ Opportunities

- ⇒ Integrated Humanities, a new subject in Personal, Social and Humanities Education (PSHE) adopting an issue-based enquiry, may be introduced in our school in 2005.
- ⇒ The structure of secondary education will be changed to 6 years, 3-year junior and 3-year senior. Liberal Studies, a compulsory subject, will be introduced in senior secondary in four years' time i.e. 2008. This subject will be an

issue-based subject. Basic enquiry skills and high-order thinking skills are needed for this subject.

- ⇒ Moreover, Liberal Studies (also a subject in PSHE) currently offered in S.6 and S.7 also requires these skills.
- ⇒ Project work is becoming more and more important as a learning task for students to develop generic skills and part of the school-based assessment in subjects offered in senior forms. However, there has been no coordination among subject panels in teaching students such enquiry skills and teachers expect students to produce quality project reports. Both the process and product of project work are important. When students are properly guided to go through the process of enquiry, they make use of different skills. In this way, they acquire the skills of learning by doing. The final product, i.e. the project report, is then the evidence of such work.

It follows that ...

1. For teaching and learning, more collaboration and cooperation between panel members is needed.
2. Project work, its assessment and the teaching and learning of the necessary skills (enquiry and thinking skills) should be honed.
3. The Social Studies curriculum should be scrutinized to bridge the curriculum in senior secondary as well as General Studies in the primary.

I. One Year (2004-05) Plan

Goals	People Responsible	Methods of Evaluation
<p><u>A. Working as a team</u></p> <p>1. Reflect on the pedagogical issues and make improvement & sharing among colleagues with regard to teaching methods and materials to enhance effectiveness in teaching and learning.</p>	All members	Teacher's sharing (Mid-year & Year-end)

<p><u>B. Regular Work</u> 2. Follow the teaching schedule and at the same time allow enough time for new initiatives listed below.</p>	<p>All Members</p>	<p>Teacher's sharing (Mid-year & Year-end)</p>
<p>3. Interaction activities in lessons The current textbooks have a lot of classroom activities. Make use of such activities to increase teacher-student and student-student interactions in order to</p> <ol style="list-style-type: none"> i. train up students thinking skills when students try to answer questions that require high-order thinking skills; and ii. provide students opportunities in skills in expressing ideas/opinions. <p>Students' motivation to learn can also be aroused.</p>	<p>All members</p>	<p>Teacher's sharing (Mid-year & Year-end)</p>
<p>4. Project Work – training up students' generic skills Colleagues are requested to offer students guidance in enquiry skills during the process of carrying out project work. Assessment criteria should also be given before students begin their work. (see also Goal 8)</p>	<p>All members</p>	<p>Teacher's sharing (Mid-year & Year-end)</p>
<p>5. Use of IT in teaching Since computers, projectors and screen have been installed in classrooms, make use of IT (such as powerpoint presentation and Internet search) in teaching with the following aims.</p> <ol style="list-style-type: none"> i. to add variety in lessons ii. to model the skills in using IT to students 	<p>All members</p>	<p>Teacher's sharing (Mid-year & Year-end)</p>

<p>6. Joint school/internal & external competitions Each year, there is a joint-school project work competition. The Social Studies Panel has been involved in supervising junior form students to take part in the competition. There are project work competitions organized by various organizations. Since project work has become more and more important as a learning task, we <i>may</i> take part in such competitions.</p>	<p>Individual members</p>	<p>---</p>
<p><u>C. New Initiatives</u> 7. Assessment by teacher, peer assessment and self-assessment in project work are to be developed At present, teacher assessment is the predominant form of assessment such as tests and examinations. In order to assess students' participation and performance in project work, other forms of assessment such as peer assessment and self-assessment should also be included so that a more complete assessment of skills demonstrated by students can be achieved. Students can also learn to take an <i>active</i> part assessing their own performance and that of their peers. Note: In project work (based on constructivist approach in learning), students take an active role in the activities while teachers are the facilitators. What students construct is the outcome of learning. Meaning is created by the students, not imposed or transmitted by direct instruction. Students should be in a better position to assess how well they have done and they should be given such experiences.</p>	<p>All members</p>	<p>Teacher's report & sharing and student survey (Mid-year & Year-end)</p>
<p>8. Life-wide learning activities Learning need not be restricted within the classroom only. Classroom learning can be <i>supplemented</i> by visits to place of interests, exhibitions, museums, field trip ...etc. Colleagues are requested to include at least ONE life-wide learning activity in this academic year. Moreover, tasks such as worksheet and reflection exercise should also be designed to enhance learning through such an activity.</p>	<p>All members</p>	<p>Teacher's report & sharing (Mid-year & Year-end)</p>

<p>9. Reading to learn</p> <p>Reading to learn is an important learning task. Students will be given reading tasks in which they answer questions and/or write up reading report. Newspaper articles will be selected and questions are then designed to train up their thinking skills.</p> <ol style="list-style-type: none"> i. Members keep news clippings for the SS panel. ii. News articles can be used as teaching materials to supplement classroom teaching. Panel members devise questions for relevant news articles to train up students thinking skills. iii. Such news articles and questions are kept for future uses. 	<p>All members</p>	<p>A file is kept for each form (Mid-year & Year-end)</p>
<p>10. Teaching and learning of enquiry skills and thinking skills</p> <p>Most students' lack the enquiry skills because the quality of their project report showed this as they copy chunks of information in their report without screening and integrating different pieces of information. More importantly, they do not follow an enquiry framework closely in the process of conducting project work. It is concluded that they have not had such training or guidance in the past and they cannot use such skills accordingly. Therefore, it is planned to develop materials to help S.1 students acquire enquiry skills as well as thinking skills. Hopefully, attainment of Goal 4 and this goal helps students acquire some basic skills in conducting quality project work.</p>	<p>Panel Head (teaching material) & S.1 subject teachers</p>	<p>Teacher's report & sharing and student survey (Mid-year & Year-end)</p>
<p><u>D. Professional development</u></p> <p>11. Members are encouraged to take note of the recent development in Social Studies as well as in the Key Learning Area (KLA) of Personal, Social and Humanities Education (PSHE) by enrolling in such short courses and/or attend seminars or workshops to refresh themselves.</p>	<p>Individual Members</p>	<p>Teacher's report (Mid-year & Year-end)</p>

II. Three-year Plan (2004 – 07)

1. The Social Studies curriculum should be able to bridge the curriculum of the primary and junior secondary and that of junior and secondary especially the new subjects, namely, Integrated Humanities and Liberal Studies in 2008.
2. Increase the scale of project work by integrating life-wide learning activities (visits to place of interests, exhibitions, museums, field trip ...etc) with project work.
3. Devising suitable assessment methods and tools for learning (project work, reading assignments, participation in lessons ...etc.).
4. Classroom activities – have various classroom activities and learning tasks to
 - i. train up students' thinking skills when students try to answer questions that require high-order thinking skills; and
 - ii. provide students opportunities in skills in expressing ideas/opinions.
5. Reading to learn – As one of the key learning tasks, reading to learn will be included in the course work in order to help student develop this habit. News articles and other materials are included in the coursework year after year. As we accumulate more and more news articles on different topics, this exercise on this learning task will become more systematic and organized.
6. Development of teaching materials on enquiry skills and thinking skills for S.1 – S.3. It is planned to introduce teaching materials on thinking skills in S.1 in 2004-05, S.2 in 2005-06 and S.3 2006-07. Materials on enquiry skills are to be used in 2004-05.
7. Professional development – Colleagues attend seminar/workshops to refresh themselves in the development of PSHE and teaching Social Studies.

End of Part II