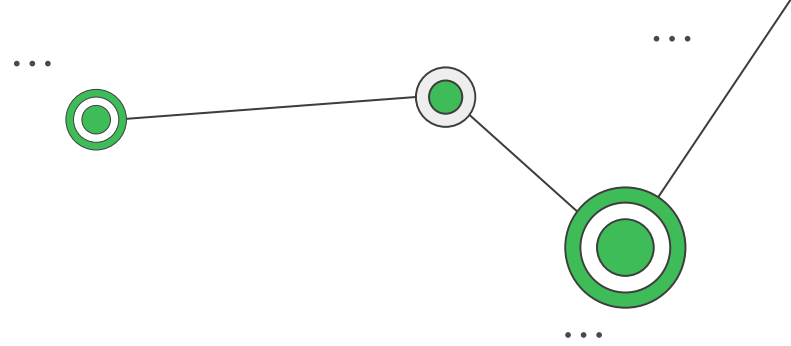




WFLPS

Our Little Journey on BLENDED LEARNING

W F Joseph Lee Primary School



Presenters

Mrs Jeanda Au Young (Head of Learning & Teaching)

Ms Catherine Chan (English Panel Head)
Ms June Cheng (English Vice Panel Head)

Ms Emily Wang (Vice English Panel Head)

Table of Contents

01

SCHOOL BACKGROUND

02

FLIPPED CLASSROOM

03

STATION ROTATION

04

GLOBAL CONNECTIONS

05

STUDENT REFLECTION

06

EVALUATION & WAY FORWARD



SCHOOL BACKGROUND



School location: **Tin Shui Wai**



Years: **Founded in 2002**



School type: **Direct Subsidy**



Medium of instruction: **English**



Students' English level: **Majority good**



Learning diversity: **Mixed abilities, SENs**

W F Joseph Lee Primary School



Topic: Amazing Places

Textbook: Reach Higher

Level: P. 4 (5 classes)

Skills: listening, speaking, reading and writing

AIMS & OBJECTIVES



01 To develop **self-directed learners**, enhance their **autonomy & responsibility**

02 Use of **digital tools** to construct knowledge, produce creative artifacts and **make meaningful learning experiences**

03 Use of **digital tools** to broaden their perspectives and **enrich their learning by collaborating with others and working effectively in teams**

04 To cater for **learner diversity**, to raise their voices and choices

OUR JOURNEY

November to December 2021

Flipped Classroom

- Learning at home
- Tasks at school

1

Understanding your home

- Search for fun facts / special things about HK
- Introduce HK

2

Station Rotation

- Work individually / in pairs and learn collaboratively

Knowing more about other places

- Search for information
- Ask questions to know more about other places

3

Global Connections

- Meet students outside Hong Kong
 - Interview them
 - Present your findings

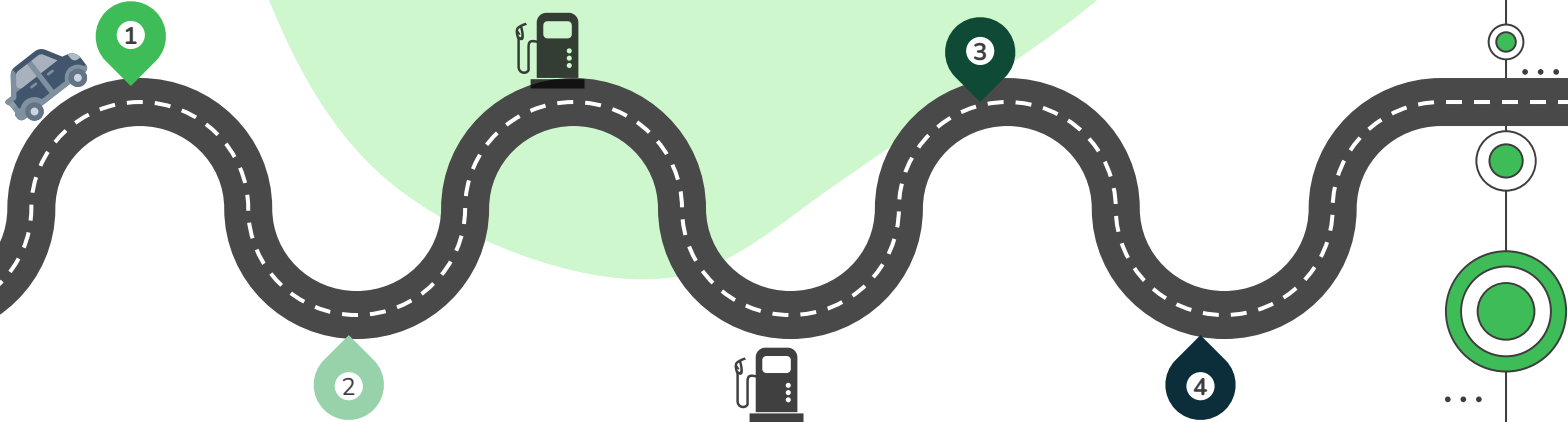
4

Student Reflection

- Reflect on what you have learnt/ experienced in these two months

FLIPPED CLASSROOM

Flipped
Classroom



FLIPPED CLASSROOM

Topic: Amazing Places

Individual Space:

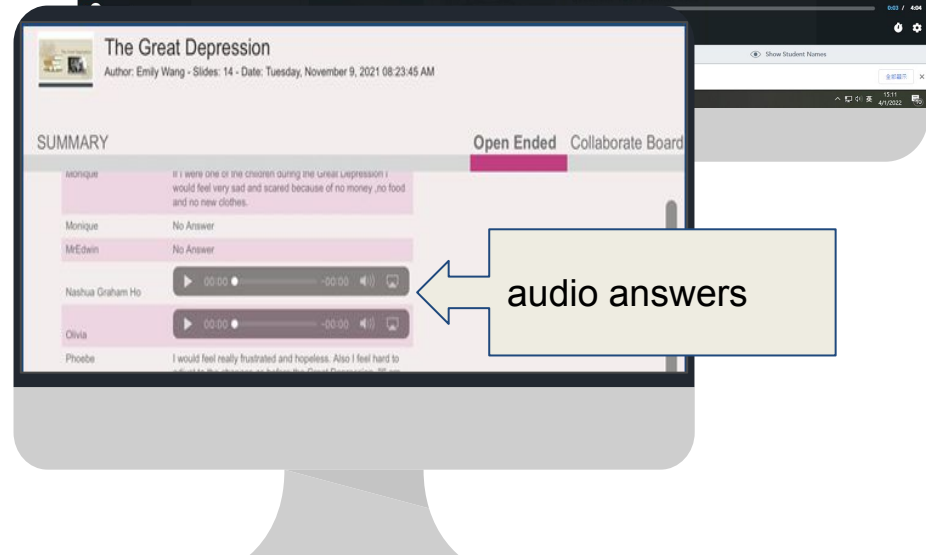
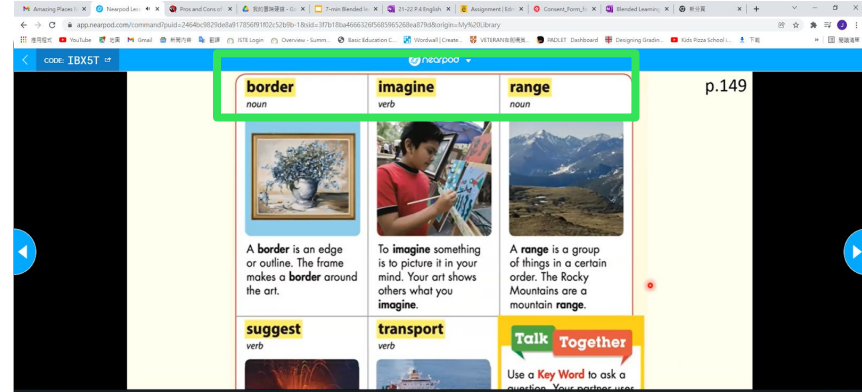
Nearpod (videos with built-in while-viewing questions)

- Vocabulary Input
- Setting of the Story

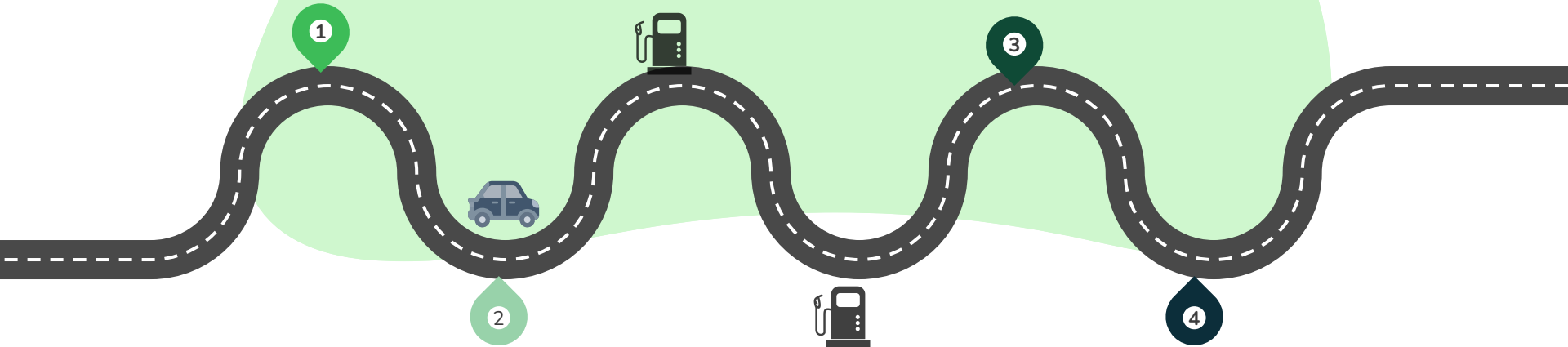
Group Space:

In-class tasks

- Collaboration
- Higher-order Thinking



STATION ROTATION



Station Rotation

8 STATIONS



04 **Best Trip Ever**

03 **Listen to Me!!!**

02 **Spot the Differences**

01 **What the Future Holds**

I Have a Dream 05

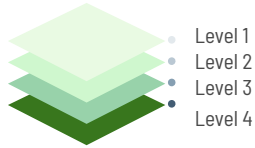
Connecting the Worlds 06

Ms Evans the Loving Teacher 07

Gratefulness 08



Types of CHOICES



Learning Competency

Levels of Difficulty

Different comprehension questions are designed to stretch students' abilities

Reading Tasks



Praise Postcard



Gorgeous Gift



Brilliant Broadcast

Learning Style

Ways of Presenting Ideas

Different ways to express their ideas

Graphic, Word Form, Audio

Writing & Speaking Tasks

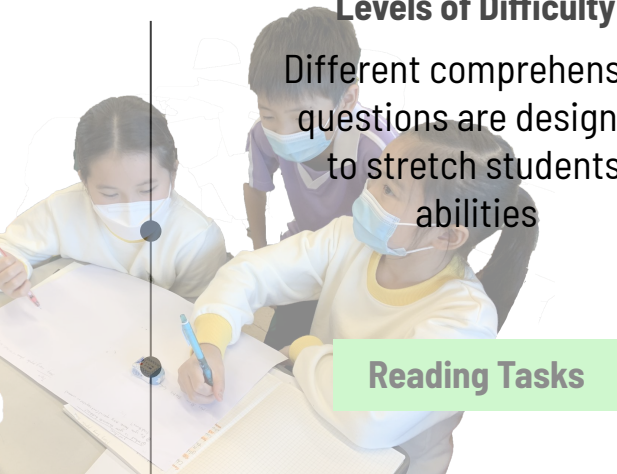


Learning Mode

Individual or Pair Work

Choice of working individually or in pairs in some stations

Reading Tasks



Types of CHOICES



Part 1: Station 1 - Italy

Reading Strategies Task Card

Different levels of
Reading skills

Level 1:

- Q1: Why did Polly look forward to going to school?
- Q2: What do you think Polly's house was like?
- Q3: What did Polly's teacher do to help her students use their imagination?

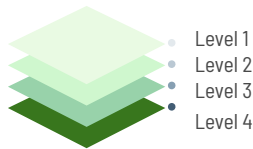
Level 2:

- Q1: If you were Polly, what would you do to escape from the hardship you face?
- Q2: How can you tell that the life in 1929 was very hard?

Higher-order
thinking skills

Level 3:

Use W5H words to ask 3 questions about Italy. Write your questions below.
Answer your own questions and answer others' questions if you can.

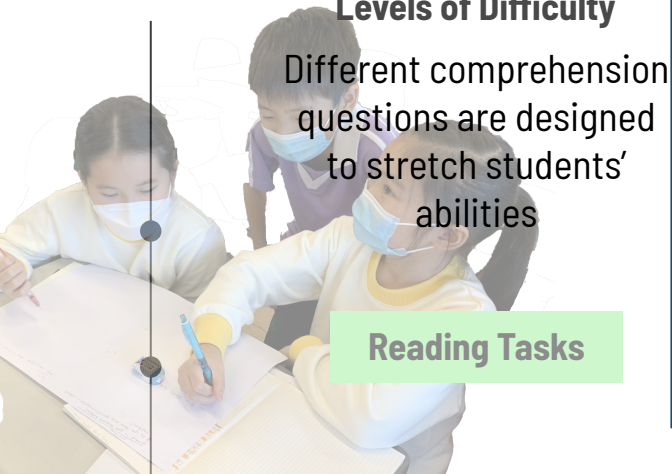


Learning Competency

Levels of Difficulty

Different comprehension questions are designed to stretch students' abilities

Reading Tasks



...



...



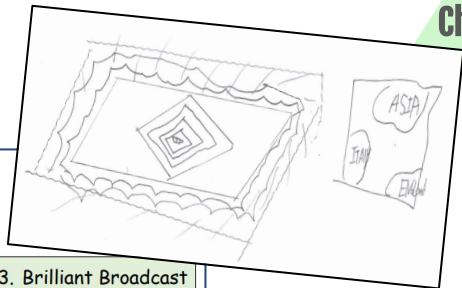
...

Types of CHOICES

Choice Board

Choose ONE of the following ways to show your gratefulness to Ms. Evans

	1. Praise Postcard	2. Gorgeous Gift	3. Brilliant Broadcast
Details	Write a postcard to show your gratefulness to Ms. Evans. Write in no less than 60 words .	Draw a gift to Ms. Evans and explain in no less than 60 words : 1. why you want to give her a present? 2. why the gift is suitable for her	Broadcast your gratefulness to Ms. Evans on Campus TV - Write a script during class - Record it at home - Send through Edmodo - Your notebook for the script
Materials	A5 paper	A4 paper	



Praise Postcard



Gorgeous Gift



Brilliant Broadcast

Learning Style

Ways of Presenting Ideas

Different ways to express their ideas

Graphic, Word Form, Audio

Writing & Speaking Tasks

Dear Ms. Evans

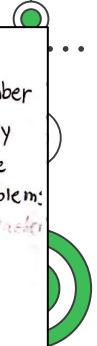
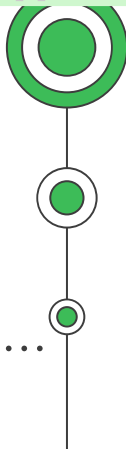
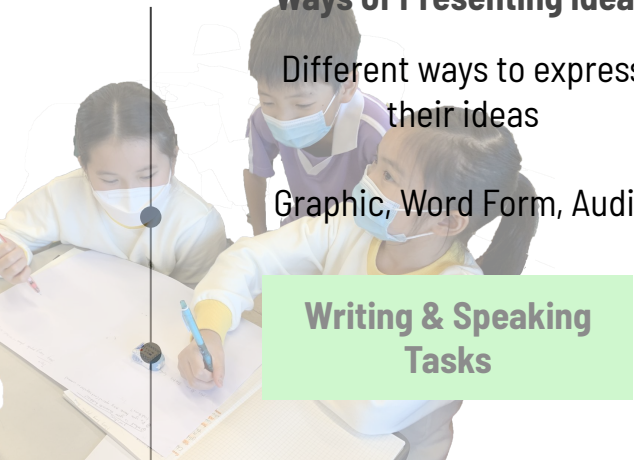
Thank you for your travel with us! I will give you a secret present a bit later that is the map because you teach us how to travel with ships and trains and I will give you magic carpets! Hope to see you enjoy. The present is good or not, answer me by letter, bye!

Polly

❤️

❤️

Hi, Ms. Evans, do you still remember me? I am Polly and I am still very grateful to you for comforting me when I was sad or had some problem. Thank you for encouraging me and telling me not to give up. Now I am in Rome and thinking about you!




Types of CHOICES




Learning Mode

Individual or Pair Work

Choice of working individually or in pairs in some stations


 **Spot the Differences**
Task Card

Individual work



OR

Pair work



Reading Tasks

...



TEACHER-LED CONFERENCE

Interactions between Students and Teachers

Immediate Intervention

01

Reading Task

Reading Task

02

High Achievers

Low Achievers

03

Facilitate Sharing of Ideas

Language Input


Effective Formative Assessment

Action

e.g. Ms. Evans gently put her hand on Polly's shoulder to comfort her. (p. 163)

Ms. Evans patted her shoulder

She is loving because when Polly is sad, she tries to make her better.



Ms. Evans: A loving teacher

e.g. Ms. Evans asked Polly what wrong with her, and why was she crying (p. 163)


she asked polly why don't we ride our magic carpets.

she told polly she'd doesn't know what the future holds.

Speech

Materials for each group:

- Task Worksheets
- RH p. 162 - 165



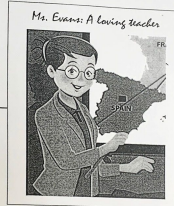
Task Description

Ms Evans is a very loving teacher. *Could you collect evidence to prove that she is loving in the story?*

Set Timer	
Ms.	5 minutes
in	4 minutes
	1 minute

e.g. Ms. Evans asked Polly what wrong with her, and why was she crying (p. 163)

1. "Well, polly, we never know what the future holds. My guess is that one day, in your long life ahead, you will go to Rome." (p.164)

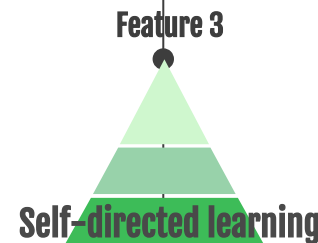
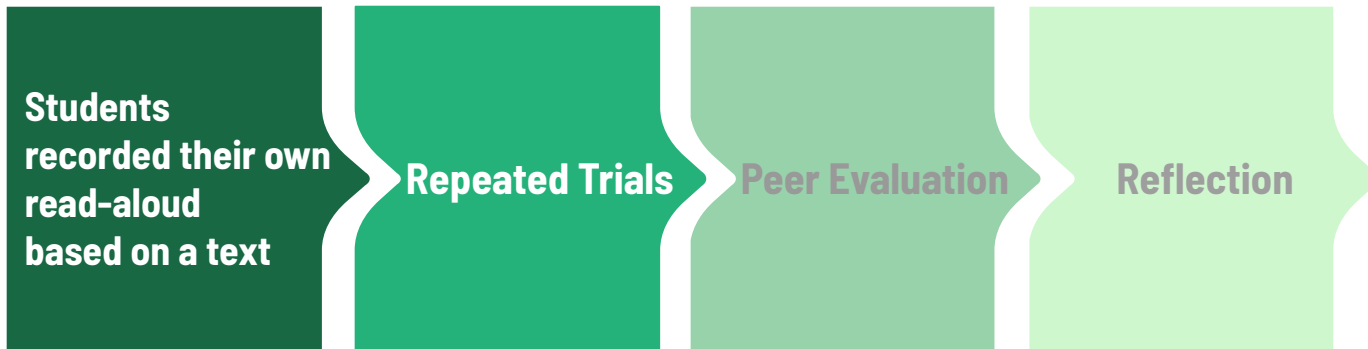



Ms. Evans: A loving teacher



SELF-DIRECTED LEARNING

Self-regulated Learning




 **Reading Aloud** Peer Checklist


Part 1: Station 3 - Spain

Name: Anna bel Class: 9A (21)

Goals	How well is he/ she?
1. He/ She can read fluently.	☆☆☆☆☆☆
2. He/ She can pause at the right time.	☆☆☆☆☆☆
3. He/ She can read with good intonation.	☆☆☆☆☆☆

Comments

 You read fluently with good intonation

 You can stop when you see fullstop.

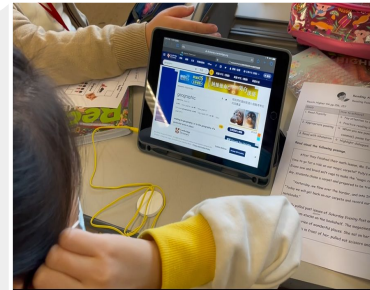


Flipped Classroom

Station Rotation

IMPACT

Motivation
Engagement
Collaboration
Leadership



GLOBAL CONNECTIONS

Understanding your home

Global Connections

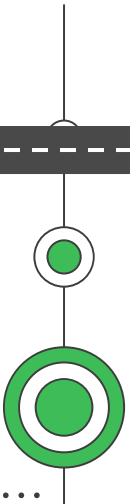
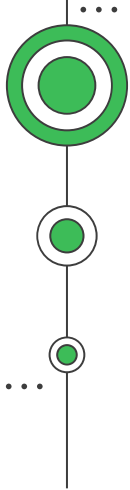
1

2

3

4

Knowing more about other places



GLOBAL CONNECTIONS

Knowing Others

Empathy, common language

- Search for information
- Ask questions to know more about other places

Knowing Ourselves

- Search for fun facts / special things about HK
 - Introduce HK

Building Friendships

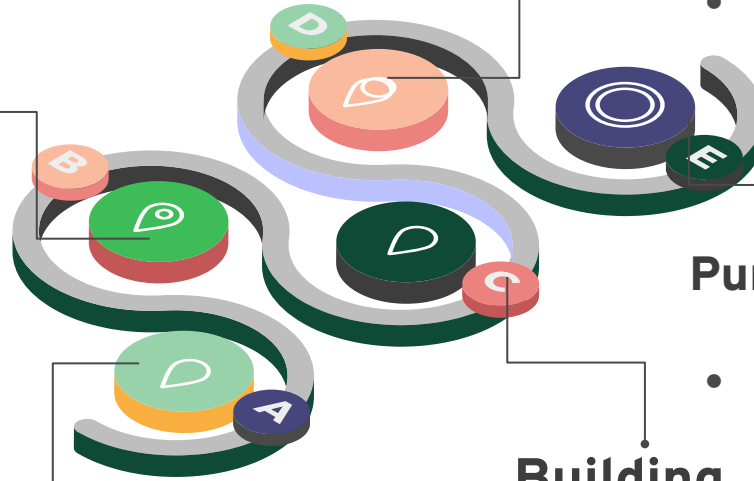
- Meet new friends
- Stay connected

Purposeful Learning Experience

- Use of English in an authentic situation

Building Relationships

- Develop empathy



...

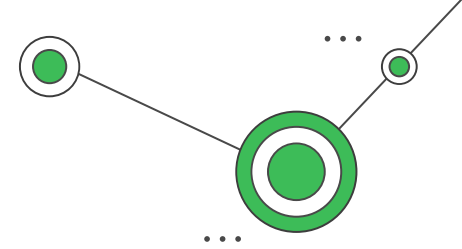


...



...

CONNECTIONS with KOREA and JAPAN



KOREA
Soongduck
Elementary
School



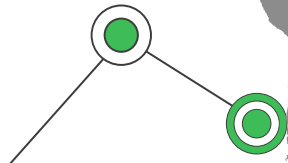
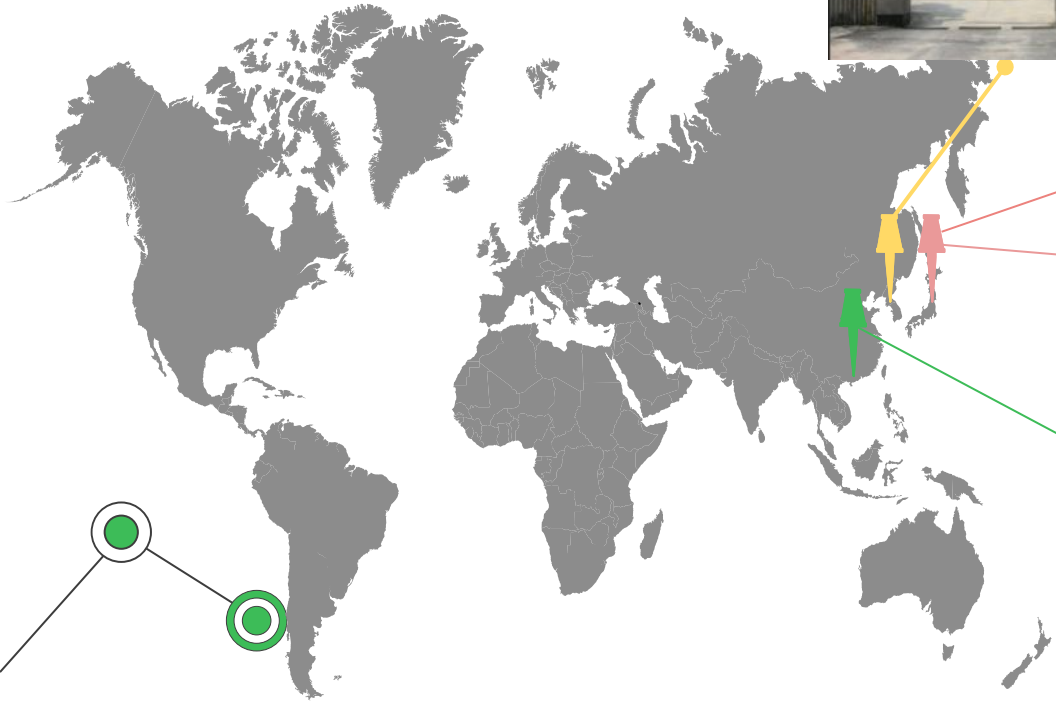
JAPAN
Numazaki
Elementary
School



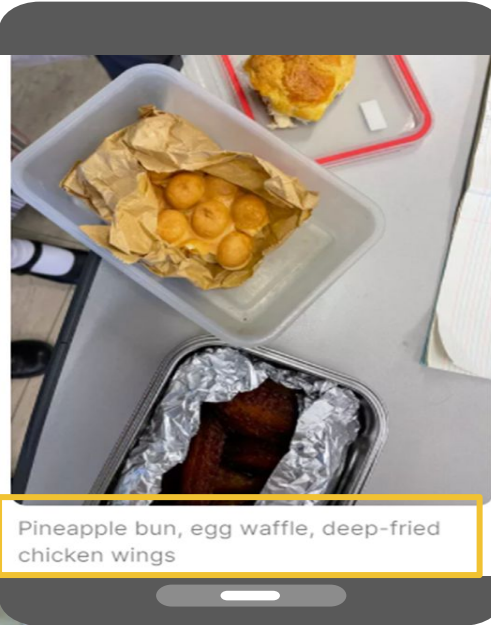
Midorina
Gakuen
School



HONG KONG
W F Joseph
Lee Primary
School



Padlet 1 – KNOWING OURSELVES



We eat pineapple buns or congee for breakfast, Dim Sum or rice for lunch, and hot pot or rice for dinner.

Egg Puffs and Egg Tarts 🍷😄



Hello, I'm Theodora. It's nice to see you again. Although I love Japanese local food, such as Takoyaki (たこ焼き), I would like to introduce my favourite local food of Hong Kong today, the curry fish ball. Curry fish balls are fish balls stewed in curry soup. And Fish ball is a kind of round shaped processed meat which is claimed to be made of fish, but most of them are made of artificial ingredients without real fish meat. Albeit they are not healthy food, curry fish balls are yummy and can reflect the local culture in which Chinese meets with the West. I highly recommend you to try when you come to Hong Kong.



Padlet 1 – KNOWING OURSELVES

Andrew from HK



Hello there, I'm the student of WF Primary school. Enjoy my messages.

I am a big boy 🤖, I am nine years old. I like doing sports stuff. I always run back home. I like your special schoolbags and tradition too. Do you like our street foods or tradition? If yes, why? If no, never mind.



HELLO to Japanese Student - 4C26 Lok Hin

Konnichiwa my name is Lok Hin. I am nine years old. I live in Hong Kong and I study in WF Joseph primary school. This is my school PE uniform. There are 3 members in my family. They are my father, mother and I. We all like travelling and outdoor activities.



4B (8) Serena Ho



Yum Cha Culture_Serena Ho

Hong Kong's Yum Cha Culture

Padlet 2 – KNOWING OTHERS

Ryotaro Maruyama



were I live ↑ A photo of me ↑

Hello!! My name is Ryotaro Maruyama. I'm in Midorino Elementary School. I'm 12 years old. My hobby is programming, because when I complete the program, I can feel a sence of accomplishments. My favorite subject is music, because I like to play instrument well. Do you like to play piano? I like the piano the most in whole instruments. When you come to Japan, you may go hokkaido first. It snows lot. Even if you don't like snow, you'd better go there, because there are many wonderful places. Also, I reccomend tokyo to visit, because there are many awesome places, like tokyo sky tree. I wish I can meet with you soon.

cleaning time in Japan



Video • 00:39



Hi ! I am Miyu from Japan I am 12 years old. My favorite subject is Japanese. I am from class 1. I am learning basketball and calligraphy. Do you play basketball? bye-bye!



Video • 00:33

lunch break

This is how the students spend lunch break.



Zoom Meetings – Building Relationships



Online exchange on PADLET and Zoom allowed students to learn with and from each other.



A Japanese student taught our students how to do origami - paper folding.



Korean students showed us their traditional clothings.



Korean students showed us their musical instruments.



ZOOM MEETINGS

BONUS – BUILDING FRIENDSHIPS



Video • 01:10

WhatsApp Video 2021-11-29 at 10.21.54 PM

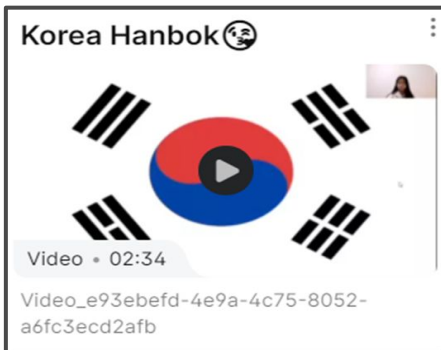
0

Anonymous 26d

Hi, I'm Siwoo. You explained about Hong Kong New Year. Anyway, the candy looks really good. I should write a letter to my friend.

Anonymous 26d

In Korea, we eat tteokguk in the new year. I believe that eating tteokguk will make me one year older. -Yoo Chan-



Video • 02:34

Video_e93ebefd-4e9a-4c75-8052-a6fc3ecd2afb

2

Anonymous 23d

Wow ! I love the Hanbok Clothing, it is really elegant and beautiful, I hope I can wear that soon ! -Alice~

Anonymous 23d

Wow ! I love the Hanbok Clothing, it is really elegant and beautiful, I hope I can wear that soon

Anonymous 23d

Wow! Thanks for sharing, I like the Hanbok Clothing very much!

Anonymous 23d

hanbok look so good:D:) I hope I can where it one day



Video • 01:32

A simple greeting in Korea

2

Anonymous 23d

Thanks for the Korean words ! 😊
Nathan

Anonymous 23d

Nice ! I love to learn new languages and words of different countries ! -
Atice~

Anonymous 23d

Abby. When I am in Korean, I will use that language to speak so I won't speak wrong next time

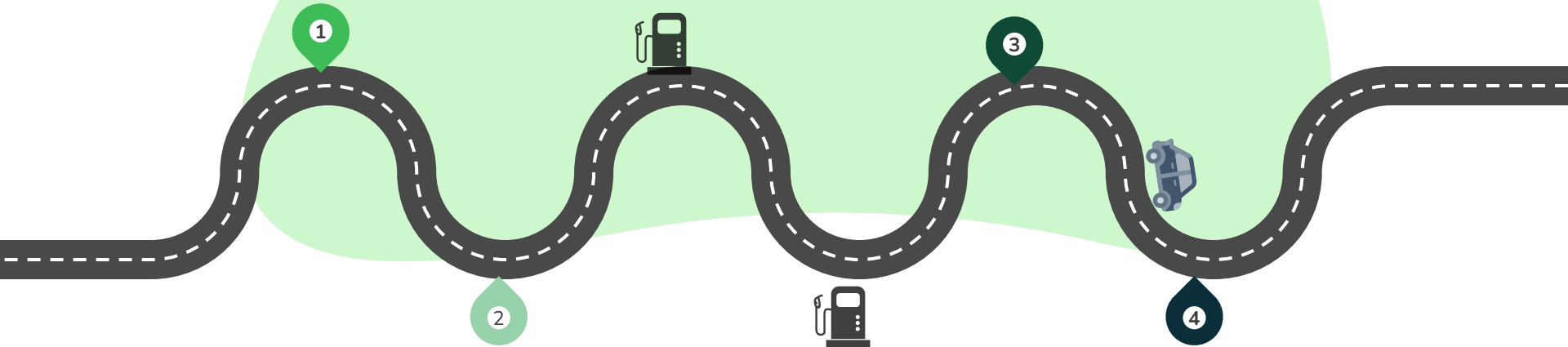
Anonymous 23d

Thanks! its soooooooooo useful to me! [CARSON]

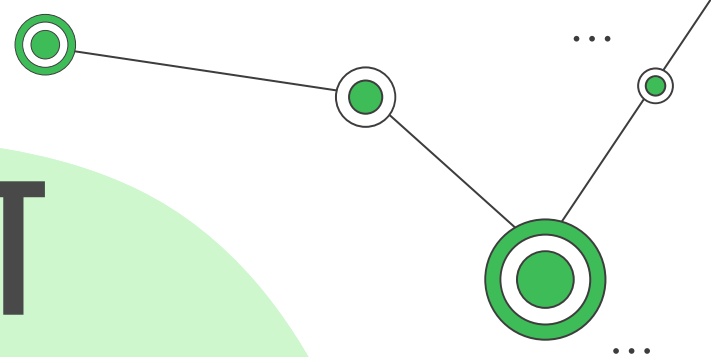
Anonymous 23d

Thank you it is useful when i go Korea AnthonyMan

STUDENT REFLECTION



Student Reflection





STUDENT REFLECTION



Developing sense of responsibility and autonomy

If I could do the video again, I would improve my speaking English and the voice and the pronunciation

...

I would want to ask more questions, and I also want to practice and prepare more on the questions. I would like to be brave enough as Hagden too!



Nurturing an attitude of gratefulness

Thank you Ms Ma. for your passion for teaching and your dedication. Thank you for everything



I would like to thank my father and mother. They help me and teach me how to read the questions

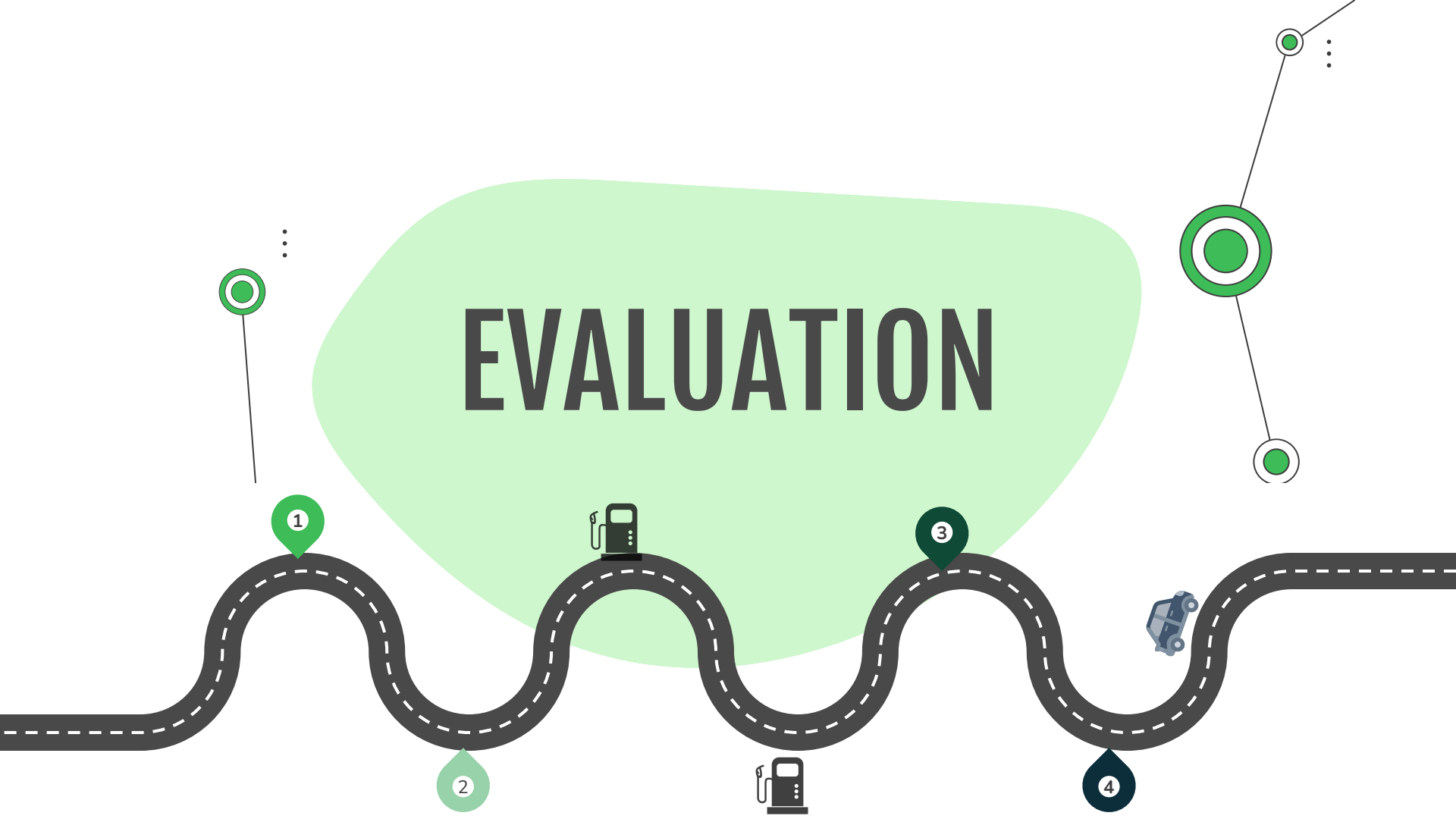


Using digital tools to make friends around the world and broadening their horizons

I think zoom with our Japanese friends is one of the unforgettable moment. I love their school song the most, they sing very gentle and soft.

One of the unforgettable moment is in our zoom with Japanese students when Hayden showed his bravery and sing a song and danced in front of all the Japanese students

EVALUATION



EVALUATION

To develop self-directed learners, enhance their autonomy & responsibility

Students decided what and how to learn through choice boards and other tasks

Use of digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences

Interacted with new friends using English

Use of digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally

Nurtured collaboration and leadership through station rotation and global connections



All 4 language Skills



Social Skills

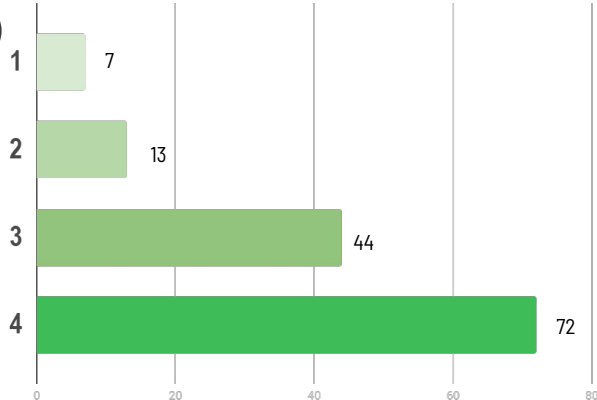


Collaboration & Leadership

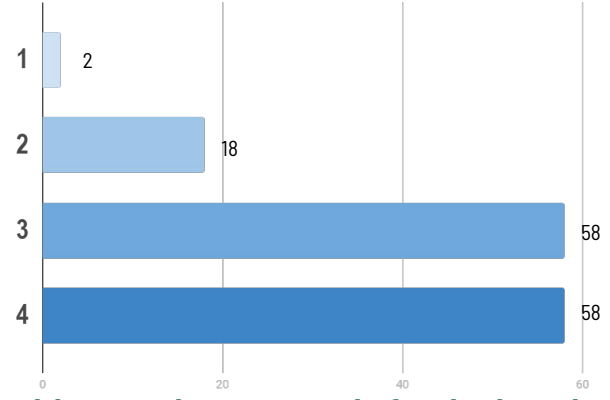


STUDENT REFLECTION

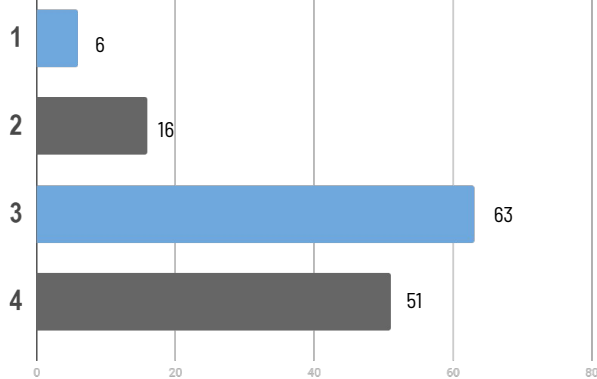
I could learn a lot working in groups!



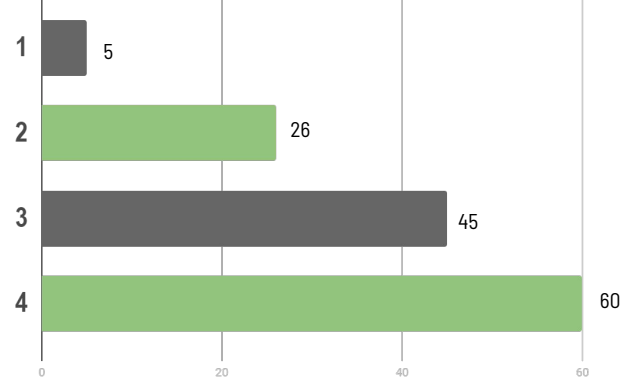
I took the initiative to do the tasks!



I could see my problems in learning!



I learnt how to ask for help when needed!



TEACHER REFLECTION

Global connections offered a **realistic context** for students to use English. Students were able to experience first hand the reason and fun in using the language. They were **highly motivated** in learning the language afterwards.

I learnt to let go and give my students a chance to learn independently. Throughout those weeks, I **learnt more about my students**. Some can be great leaders.

The whole process benefits **students' reflective thinking**. Some groups spent too much time arguing and couldn't finish the tasks. They were then able to reflect on their own and **made improvements** in the next round.



CHALLENGES FACED BY TEACHERS

Time management

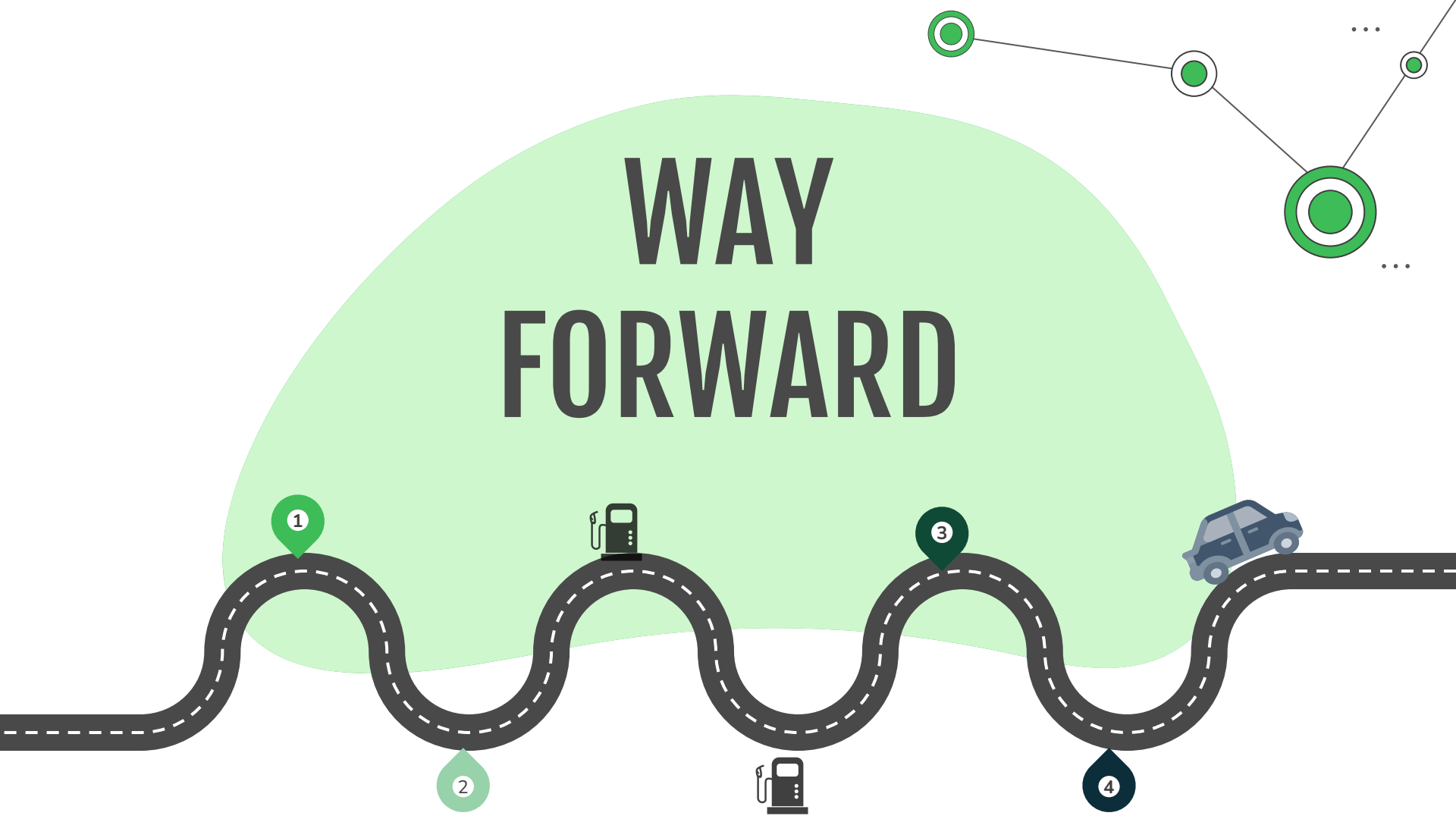
Task designs

Instructions

Technical issues



WAY FORWARD



WAY FORWARD



Teachers' Professional Training

- Develop teachers' skills in leveraging models
- Encourage teachers to join innovative blended learning workshops
- Encourage more teacher collaboration and in-house sharing of ideas



Curriculum Development

- Continue to develop a quality school-based curriculum to promote student agency and autonomy in all KLA subjects
- Continue to work on the design of the tasks (e.g. scaffolding) to improve engagement



BYOD

- Students can conveniently use their own mobile devices for self-directed learning as well as collaborative learning with their peers both inside and outside the classroom.



...



Technology will not
replace great teachers,
but technology in the
hands of great teachers
can be
TRANSFORMATIONAL!

George Couros

Thank you everyone!