

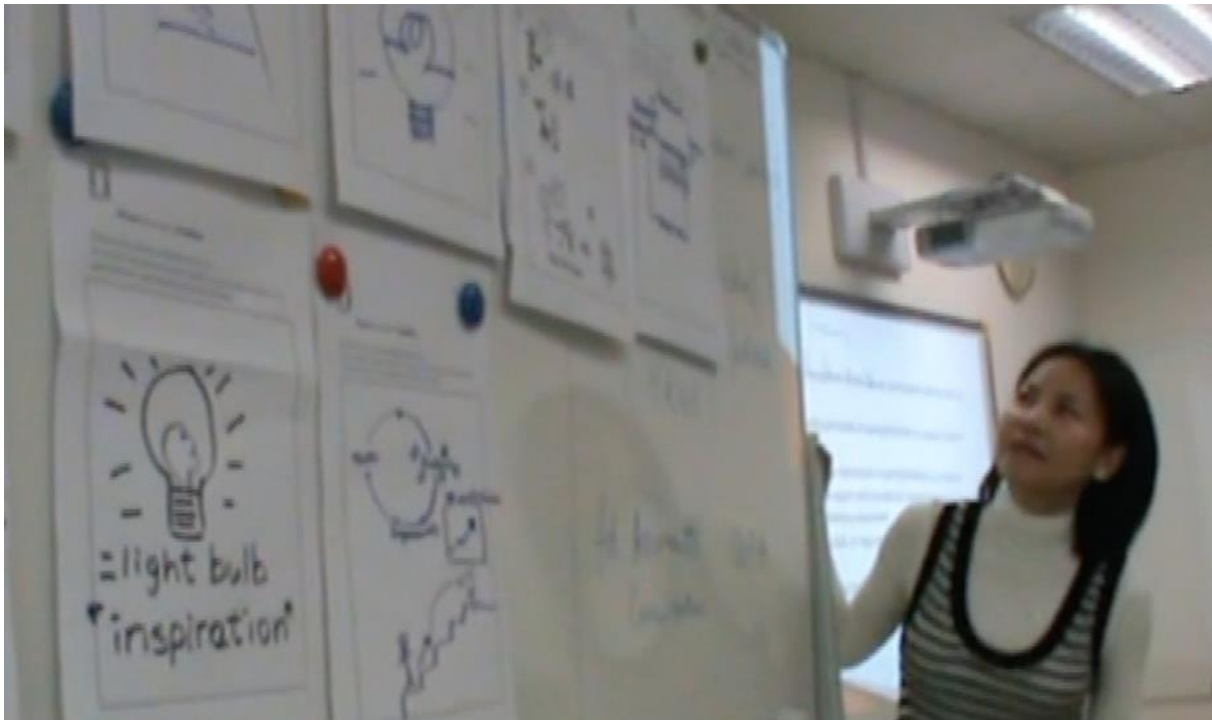
Sharing Learning Outputs / Learning from Peers

Sample Teaching Scene I



Sample Teaching Scene II





Participants were organized into a group. In a group of 4 members, they worked on the tasks that assigned by teachers. They were asked to present the outputs in class, and submitted the portfolio that contains the outputs that group worked out. Usually, more than one group of students were working on the same tasks, and there were 2-3 tasks for the whole class on a specific themes.

Teacher collected the portfolio whenever students completed a group activity in class. Feedbacks were given in a variety of ways, based on the submitted outputs against the learning targets of a particular task. The portfolio was returned to students in the subsequent lesson. Through the continuous feedback and comments on their work, teacher intended to recognise students' effort and encourage their participation. The recognitions were given to

different domains of learning outcomes, such as the academic subject matter, generic skills, and effort. In the final lesson, teacher gave the group a summative performance sheet to celebrate the effort students made in participating the course.

Sample Portfolios


Students in a group four are given a file to collect their learning materials in class as their portfolios. Sample of the cover are shown below.

Dear Students

In coming sessions, we will work in some group activities. To make the activity interesting, I will sometimes include point systems in group work (not related to formal assessment and grade but only for building community of learners)

Please form yourselves into groups. There should be 3-4 persons in a group. Once you form the group, please write your full name in the group list provided below:

Member	Name	Reg number
	David Wong Yau	11112345
	Yan Wong Yi	11112345
	Wong Yee	11012345



Please let me have the form by end of the lesson (today)

Sample Group Tasks

PEDE

Dear Students

In coming sessions, we will work in some group activities. To make the activity interesting, I will sometimes include point systems in group work (not related to formal assessment and grade but only for building community of learners)

Please form yourselves into groups. There should be 3-4 persons in a group. Once you form the group, please write your full name in the group list provided below:

Member	Name	Reg number
1	Dennis Kwok Hoang, Hugo	10514778
2	Sam Zhou Hoang, Yim	10523286
3	Elie Wong	10514308
4	Law Wing Hin, Gigi	10523798



Please let me have the form by end of the lesson (today)

Task Record

13/2	A
20/2	POA

Sample Group Tasks

Some artifacts for group tasks are shown below. For actual lesson scenes, please refer to the video.

Group Activity

Compare the 3 report cards, select one you think is more appropriate and state the reasons

Sample C should be the best because:

✓ feedback // comments from teachers, not only grade/marks, written. why do you say this is good?

✗ ranking - avoid comparison between students. ✓

✓ attitudes & generic skills. ✓ comprehensive!!! assessing students' ✓

you are able to note down the key ideas, can elaborate the educational value to clarify the benefits on students, → mainly on viewing the whole development of students

Sample Group Tasks

Group Activity

Compare the 3 report cards, select one you think is more appropriate and state the reasons

Sample C should be the best because:

- ① Feedback: concrete, specific, narrative, constructive
suggestions given to learner on how to learn better
e.g. "Reading daily at home will benefit Jeff in many areas". ✓
- ② Feedback: positive with praise → motivation yes, to recognize and reinforce OR
(a kind of reward) observation on ss' improve
e.g. "I am pleased with Jeff's increased participation in class." ✓
"make suggestions."
- ③ Grade of a subject isn't general but divided into specific aspects.
e.g. "Writing 3" good point.
- Editing
- Fluency
- Effort
Yes, why this is good!
do you think ✓
- ④ Grades are compared throughout the whole academic year
e.g. "1st/2nd/3rd/4th quarter"

1st	2nd	3rd	4th
C-	C	C+	B-

 } ✓ learning progress OR
NOT just products. / final outcome.
 should be appreciated: improving performance
 on the surface, not good... but (Yes, this is an example of acknowledging and tracking if students make progress)
- ⑤ Assessment on personal qualities (not just academic performance) ✓
e.g. "works well independently" & "works neatly" → whole person development
good point.

Sample Group Tasks

Group Activity

Compare the 3 report cards, select one you think is more appropriate and state the reasons

Sample B should be the best because:

A good presentation, able to justify your claims.

- ① Fairness. It lists out the exact marks of students, while compare with sample C, which only provides the grade, it is fairer, since ~~sample C only~~ there is a big gap between grades. ✓
- ② Convenience. Since sample B provides teachers with the students' ranking, it allows teachers to understand more about the abilities of student. ✓
- ③ Easy for teachers to observe the students' improvement. Sample B lists out the marks in 1st sem & 2nd sem, it is easy for teachers to observe students' improvement in these 2 semesters. ✓

I appreciate the group's effort in listing out the strengths of Sample B. Although, we may debate whether too much focused on academic outcomes would create backward effort on study, students may only anxiously or under pressure of pursuing 'marks', your justification has its validity if we think from the angle of accurate presentation of achievement.

However, we should raise the drawback of focusing too much on marks, and to make suggestions on paying equal attention on other aspects of development..

Sample Group Tasks

Group Activity

Compare the 3 report cards, select one you think is more appropriate and state the reasons

Sample C should be the best because:

Apart from the academic results, this report card also talks about other aspects of the ss in details which other 2 report cards mainly focus on the academic results.
you may state the aspects.

This report card also comments on the ss' in every quarter which clearly states the improvements of ss. more detailed in talking about ss' ability.

Strategy of this report card uses grade instead of marks. It ~~is~~ avoids direct comparison between students.
Good point.

2. What is the difference in terms of the impact, of avoiding direct comparison, still can state further to make it even more clearly.
you have included important education standpoints in using the sample report card. You tried to elaborate and explain the strengths. Well done



Sample Group Tasks

Group Activity

Compare the 3 report cards, select one you think is more appropriate and state the reasons

Sample B/C should be the best because:

Our group cannot reach consensus. ✓

Sample B: it shows the position of the exam performance in the class. ✓
This can help students know about their standard and ~~improvement~~ according to (comparison) the weak subjects, because sometimes marks cannot fully reveal the practical condition. ✓

- contains teacher's feedback which can enhance students' understanding of his/her ability and how to improve.

☺ do you mean the report card B or C?

Sample C:

- focus on whole learning process, not only the exam score. (good point)

- Comparison on students' past & present performance can encourage students to improve.

- Narratives can reflect the picture of learning progress.

 IMPRESSIVE

- You have been able to take note of members' idea in writing up the answers. Well done (with team spirit that shows your group performance).

- It is not so easy to define which is better than the other, but we understand that Sample C gives us a lot of stimulation of how to report. Students learn more comprehensively. People (students) used to accept comments that are more comprehensively shown to them, if you are to encourage

Low mark. ~~can be~~ may be because ~~that~~ the level of exam is too hard, instead of weakness of student.

Sample Group Tasks

Group Activity

Compare the 3 report cards, select one you think is more appropriate and state the reasons

Sample C should be the best because:

good

- ~ detail grades of every subject and sub-subjects/papers
- ~ The narratives is very good (what the student is doing, improved and future direction)

good

- four semesters results (good to show progress)

bad

- no conduct/
- some parts /grades are rather subjective, not specific enough" brings an air of assignment.
- Need an overall grading /standing ~~class~~ in class
- might not be easy to read for some parents



Yes, the personality can be described more but
(conduct)
that now is shown in the narrative at the
end.

You made some good points.