



# Writing:

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- Use present tense and present perfect tense to tell and write simple sentences to introduce popular touristic attractions in Hong Kong (e.g. The Hong Kong Disneyland has been popular among children.); and
- Present ideas clearly and coherently with appropriate reasoning collaboratively as a group (i.e. the production of magazine article).
- Identify the genre (magazine article);
- Describe the format of an article.

# Lesson planning

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Purpose of teaching/Stage	Teaching sequence and activities	Resources	Time
<p>1. Lead-in activity</p> <p>-To familiarise students with different attractions in Hong Kong</p>	<p>1. Teacher first shows some pictures of attractions <u>outside</u> Hong Kong, where she has been to. Teacher shares her experience and details of the places with the students. Teacher can ask if any students have been to the same places.</p> <p>2. Teacher holds up some pictures showing attractions in Hong Kong and asks the class if they can recognise the places.</p> <p>Teacher invites some students to share their experiences and ask about the details of the attraction.</p> <p>e.g. What do you think about the Disneyland? Will you recommend it to tourists coming to Hong Kong? Where have you visited before? How is your feeling after visiting?</p>	<p>Pictures of attractions in Hong Kong (Appendix 1)</p>	<p>10 minutes</p>

# Lesson planning

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<p>2. Pre-task 1</p> <p>- To give students a general idea on what elements are contained in magazine article;</p> <p>-To prepare students for the main task with a review of the genre (magazine article)</p>	<p>1. Each student is given a sample of magazine article (around 150 words) from the teacher. The class skims through the whole article, identifying the genre and specific features of the article.</p> <p>2. Teacher divides students into groups of 3 to 4 in the class with reference to Student Teams-Achievement Division (STAD), fostering learning and comprehension of idea. The groups are asked to discuss about features of the article for 3 minutes, such as the exaggerated heading and the interrogative sentences. Each group is then asked to share one specific feature (about the format of the article) with the whole class.</p> <p>3. Teacher concludes the presentation of the groups and reviews the whole article with the class, for examples, magazines use a catchy title to get people interested and use opinion adverbs or phrases to express opinion.</p>	<p>Sample of magazine article (Appendix 2)</p>	<p>15 minutes</p>
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# Lesson planning

(To be shown in the video)

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<p>3. Pre-task 2 (Vocabulary learning and information search)</p> <p>-To give students practice in using the vocabulary items</p> <p>-To help students learn the use of online dictionary and resources</p>	<p>1. Teacher asks the students to finish the vocabulary-learning task in p.8-9 of the textbook with the use of electronic devices (ebook) and checks the answer with students.</p> <p>Teacher may need to review some vocabulary items if necessary.</p> <p>2. Teacher divides students into groups of 3 to 4 in the class with reference to STAD. Each group is assigned with a specific tourist attraction in Hong Kong. <u>Based on the scenario, the group has to organise the article and divide it into different parts (e.g. scenario introduction, personal experiences).</u></p> <p>Teacher raises questions to enhance students' brainstorming about the topic: <b>How</b> would you introduce Disneyland to your friend? <b>What</b> would you do with your friends inside Disneyland? <b>What</b> is your opinion towards Disneyland? <b>Why</b> did you choose Disneyland to introduce to your friend?</p> <p>3. With the support of electronic devices, each group is given time to search the materials online (i.e. pictures and specific details of the attraction). Each student can report to the group</p>	<p>Textbook</p> <p>Electronic devices (ebook support and internet)</p>	<p>15 minutes</p>
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# Lesson planning

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<p>4. Main task (Cooperative learning - produce magazine article)</p> <p>-To create a magazine article (learning outcome)</p>	<p>1. Teacher divides students into groups of 3 to 4 in the class. Each group can divide the article into different sections for every student. Using the materials from the internet or their own experiences, the class is given 15 minutes to finish the article in groups.</p> <p>*Students can choose to finish their article on the electronic devices or on paper.</p> <p>2. After writing up the article, teacher can invite each group to introduce their finished product with the whole class.</p> <p>Teacher collects all the magazine articles from the class and make them into a real magazine as a collective learning product of the class.</p> <p>3. The articles are assessed based on peer assessment from the class (appendix 3) and assessment form from the teacher (appendix 4).</p>	<p>Electronic devices</p> <p>Paper (for writing)</p> <p>Peer assessment form (appendix 3)</p> <p>Teacher assessment form (appendix 4)</p>	<p>30 minutes</p> <p>(5 minutes for students' sharing)</p>
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# Teaching Innovation

Cooperative learning  
through the use of online  
resources

Enhancing  
critical thinking

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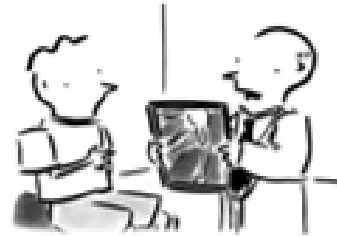
# Cooperative learning through the use of online resources

❖ Education in the **twenty-first century** should focus on lifelong **“learning to learn”** (Gardner, 1999)

❖ The components of the “21st Century Skills” listed by McCoog (2008) of “learning to learn”

→ **technology literacy**

→ learning and thinking skills (**high-order thinking** and **collaboration**)





# Cooperative learning through the use of online resources

- ❖ Cooperative learning is a strategy that involves interaction and students are working on the same task. (Cooper, 1995)
- ❖ Student Teams-Achievement Strategies (STAD):
  - group processing
  - (Whole-class presentation, discussion...)
- ❖ **Shared learning task: create a magazine article**



## Enhancing critical thinking

- ❖ According to the updating research on theories of learning, it is necessary for schools to ***develop multiple intelligences*** of learners, and provide them ***interdisciplinary horizons***, (Gardner, 1999)
- ❖ “We teach a subject not to produce a little living libraries on that subject, but ... get a student ..., to take part in the ***process of knowledge-getting.***” (Lam, 2011, pp. 48-50)

# Enhancing critical thinking



- ❖ Developing critical thinking skills are essential to help students ***“know how to learn and how to think clearly”*** (Halpern, 1998, p. 450)
- ❖ Students will be able to ...
  - evaluate the ***validity of information***
  - make better personal, business or leadership ***decisions***
  - function well within society (Tung & Chang, 2009)

# References

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Cooper, M. M. (1995). Cooperative learning. *Journal of Chemical Education*, 72(2), 162.

Gardner, H. (1999). *The discipline mind: What all students should understand*. New York: Simon & Schuster.

Halpern, D. (1998). *Teaching Critical Thinking for Transfer across Domains: Dispositions, Skills, Structure Training, and Metacognitive Monitoring*. *American Psychologist*, 53.

Lam, B. H. (2011). *Lesson planning, assessment and learning*. Learning and Teaching in the Chinese Classroom: Responding to Individual Needs. Hong Kong, China: Hong Kong

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McCoog, I. J. (2008). *21st century teaching and learning (online submission)*. Retrieved March 18, 2017, from [http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/3f/65/1e.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3f/65/1e.pdf)

Tung, C. A., & Chang, S. Y. (2009). Developing critical thinking through literature reading. *Feng Chia Journal of Humanities and Social Sciences*, *19*, 287-317.

# Discussion

Please share your opinions on **NEARPOD LESSON!**

With your electronic devices, please go to [nearpod.com](https://nearpod.com) and join our live poll and answer 2 questions!

See you there!



A screenshot of a sharing interface. At the top, it says "Share this CODE with your audience". Below that, the code "JUHYD" is displayed in large, bold, black letters. At the bottom, there are four sharing options: "Email" (with an envelope icon), "Social" (with a share icon), "Link" (with a link icon), and "Google Classroom" (with a person icon). The interface is set against a dark blue background with a white close button (X) in the top right corner.

THANKYOU!