

ARTS & TECHNOLOGY EDUCATION CENTRE
HOME ECONOMICS DEPARTMENT
REPORT AND EVALUATION 2006-2007

	Action / Task	Evaluation	Suggestions for next year
1	<p><u>Motivate the learning of students</u></p> <p>a) Students, parents and the general public can access the E-learning platform established. They will get the information about the current teaching materials and students' articles on the subject.</p> <p>b) Core-skills Framework will be introduced to students to consolidate knowledge/learning experiences and interactive skills.</p>	<p>a) To nurture students' meta-cognitive abilities, our department has set up an E-Learning platform. With the assistance of teachers and TA, students' work has been posted on the Home Economics Departmental Website.</p> <p>b) Though students could access the E-learning platform to get the information about the current teaching and students' activities on the subject, and learning effectiveness has been enhanced in one way or another, it was not very interactive. It was just another way to present information to students, similar to the traditional teaching method.</p>	<p>a) It took plenty of time and effort to save the students works in our Intranet, not to mention uploading them to the general public; it was suggested that an IT specialist is hired to carry out those tedious and time-consuming tasks next year. It is hoped that more students' work will be posted on the school website for wider circulation and to promote collaborative learning.</p> <p>b) No matter how teachers present information to students, e.g. through PowerPoint, chalk and board, flashcard, pictures, demonstration, etc, the most effective way of teaching and learning is to motivate students to take their own initiative to learn. The role of teachers is to collect, select and convey that information to students, and then guide them in order to facilitate students' learning more efficiently and effectively. Therefore we should not focus on IT exclusively and neglect the good points in traditional teaching methods. We will still</p>

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		<p>c) In order to help students understand what they learn and encourage continuing progress, “<i>Students’ Learning Portfolio</i>” was introduced to stimulate learning and to record learning performance. On the whole, it was carried out quite effectively; even though we were faced with some constraints which were understandable and inevitable. The main difficulties were: i) some students, regardless of ability, lacked the sustained initiative to do the follow-up exercises at home. ii) A few teachers expressed that students did not have sufficient time to finish doing the portfolio in class. iii) A few teachers revealed that some students lacked the vocabulary or language proficiency to express themselves, since students were required to write a few words or sentences to express what they had learnt. iv) Many teachers did not have sufficient time to mark all the portfolios and give feedback to every single student.</p> <p>d) On the other hand, some teachers expressed that students’ learning objectives were more focused. In addition, many students had still tried their best to express their own ideas in the learning portfolio. For instance, since teachers were encouraged to write feedback to each student, learning and teaching had become much more interactive.</p>	<p>strike a balance between the two in our teaching pedagogy.</p> <p>c) i) To tackle the problems that HE teachers had been facing when carrying out the work of “<i>Portfolio</i>”, here are some suggestions: a) the information that is required in doing the follow-up activities should be accessible and easy to collect. Besides that, the follow-up activities should not be designed as one single activity, i.e. Students “must” collect the information after school before they complete the exercises in the “<i>Portfolio</i>”. For example, the topic is “<i>Comparison of Convenience Food with Perishable Food</i>”. In this exercise, students have to compare the cost, quality, texture and taste of a same kind of food (e.g. fresh apricot and Canned Apricot). Students have to “purchase” them after school and “bring” them back in the following lessons before they can finish the comparison work in the Portfolio, and then they have to “use” those apricots as one of the ingredients in a dish (e.g. Baked Apricot with Chicken) (one of the dishes in our S.3 teaching scheme this year). It is hoped that teaching and learning would be more “<i>in context</i>”, meaningful and pleasurable.</p> <p>ii) It was reflected that some teachers had</p>

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			<p>been using a whole lesson in just doing the Portfolio. Certainly, this is not our original plan and objective and hence, teachers might have to adjust their teaching pace and strategies, and try to incorporate only some elements of the teaching objectives in each lesson, rather than “<i>pushing</i>” students to finish the exercises within one single lesson. On the other hand, we could break the learning objectives of each topic into smaller parts when we revise our Portfolio in future.</p> <p>iii) Although it is true that some students’ vocabulary was rather limited and that they seemed to have a lot of difficulties in mastering the skill of evaluating and expressing points about their own work in words, it is actually an excellent opportunity for us teachers to select and introduce more meaningful and useful vocabulary and expressions to students. It is also a good opportunity for us to communicate with students and share our opinion. We could also encourage students to discuss the answers with each other and hence, the activities set in the Portfolio would be much more interactive.</p> <p>iv) In marking the Portfolio, especially for those parts that required students just to give a “<i>tick</i>” or “<i>write a letter</i>” to indicate</p>

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			<p>the correct answer, teachers could encourage students to do “<i>cross-checking</i>” during lessons. Through crosschecking, students are actually learning “<i>at the second time</i>”, and it is deepening their learning impression. However, if students still could not handle this task efficiently (e.g. they could not even ‘mark’ the correct answers), teachers should not “push” them too hard and remember that the most important things are to stimulate them to “<i>participate</i>”, and to let them “<i>know and hear</i>” the correct answer, rather than being concerned that the Portfolios have been tidily marked or tidily presented. As for the part on “<i>teachers’ feedback</i>”, we should encourage teachers to write them when they really feel the “<i>need</i>” and when they really “<i>want</i>” to communicate with students this way.</p>
2	<p><u>Enhance effective learning</u></p> <p>a) Prepare a well-developed student-oriented curriculum to provide more choices of interesting and practical topics relating to their experiences and abilities.</p> <p>b) More interactive learning and teaching activities could be</p>	<p>a) Most students have got more practical learning experiences in ATEC to explore their interests and potentialities. The less capable students were more confident and not scared to learn. Learning had become more pleasurable.</p> <p>b) In some learning experiences, we encouraged teamwork by grouping students properly, so that</p>	<p>To cater for the different abilities of students, different levels of learning skills should be introduced within the same group of students so that the more talented ones would not find the tasks too easy and boring, while the lower ability ones could also encounter the taste of success.</p>

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	introduced to the students to enhance achievement.	the able students and the less capable ones were allowed to co-operate and work together. Through teamwork, students have to communicate and interact with one another and through group work, students feel more secure and happy with the successful outcomes.	
3	<p><u>Promote practical learning experience</u></p> <p>a) Help the talented/gifted students to explore their potential by organizing educational excursions, subject-based competitions and educational activities on health.</p> <p>b) Our Centre will serve as a hub for government schools in the Applied Learning Courses and open competitions with specific themes.</p>	<p>a) i. Our department has joined a cross-school collaboration project with Kowloon Technical School--“中華百年歷史人物造型設計比賽”. We have provided a comfortable venue for students to do their preparation work by opening several needlework rooms on three Saturday mornings. Our teachers also take turns to look after those students and provide them with sewing machines and some small sewing materials. Although we were not required to “teach” or give opinions about students’ work during those three working days, we have still learnt some interesting ideas from those participants because they have many interesting ideas when designing the clothes.</p> <p>ii. To emphasize the importance of co-operation, respecting others and self-discipline, we have encouraged students to participate in large inter-school cooking competitions, organized by the outside. Some S.3 students from SL, with the assistance of two HE teachers, had joined into groups and participated in the “耆青中西健</p>	<p>a) Teachers can learn a lot from this activity and they would like to participate in “中華百年歷史人物造型設計比賽” next year. In addition, an “<i>Inter-school cooking competitions</i>” would also be organized to promote the Centre’s image. The competitions could be held on Saturdays and it is hoped the competitive atmosphere would be higher.</p> <p>b) If feasible, the class of students using those two “<i>Professional Training Kitchens</i>” could sometimes exchange the learning environment with other traditional kitchens.</p>

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		<p>康美點食譜創作及烹飪比賽 (06-07)” and “煤氣智叻 DIY 學生健康餐盒明火烹飪比賽 (06-07)”. They had won the 2nd runner-up and Merit respectively.</p> <p>iii. We have organized an “<i>Interclass Needlework Competition</i>” for S.1 students, and an “<i>Interclass Cooking Competition on Healthy Snacks</i>” for S3 students. However, the number of participants for cooking competition was low and there was not much atmosphere in that competition.</p> <p>iv. Our ECA Club organized three cooking lessons, “<i>Cooking For Fun</i>”, on three Saturday mornings for any interested students of ATEC. All the ingredients for cooking were free of charge to students.</p> <p>v. We invited an expert from “煤氣中心” to give a cooking demonstration to two classes of S2 students. We also organized a Talk on “<i>Puberty</i>” to S1 girls.</p> <p>b) To keep up with education reform, our Centre has co-operated with the Vocational Training Council to provide Applied Learning Courses, including Culinary Arts and Bakery & Pastry. This year, two former Home Economics classrooms have been renovated into “Professional Training Kitchens”. Students of ApL and students taking</p>	

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		<p>HE lessons of ATEC have to share those new kitchens. Those kitchens were well and nicely furnished and equipped with more advanced utensils and cooking equipment. Students using those kitchens have had their scope of horizons widened.</p>	
4	<p><u>Co-operate and conduct school-centre joint project / programme.</u></p> <p>a) Modular courses on specific topics to their needs will be introduced.</p> <p>b) Work with PTA of partner schools to invite parents to visit ATEC.</p> <p>c) Liaise with partner schools to convene Ethnic Cooking Lessons.</p>	<p>a) Four modular courses were held in late June and response from students was positive.</p> <p>b) Teachers and parents were invited to visit our Centre during the Open Day, and they had the chance to look at our students' needlework articles displayed in Rm 501 this year.</p> <p>c) Two French teachers from SH had tried to contact us to borrow our kitchens to demonstrate some French cuisine to their students, and we had made the arrangement. However, under unexpected circumstances, they suddenly cancelled their request.</p>	<p>a) The modular courses will act as a complement to our curriculum.</p> <p>b) Besides the modular courses, we will focus our time and energy on organizing more Inter-school competitions next year. We will also invite parents to act as one of the judicators.</p> <p>c) More formal contact could be made to invite PTAs of partner schools to visit ATEC.</p> <p>d) We would take our own initiative to invite the ethnic chefs/teachers demonstrating ethnic dishes to our Centre to give cooking demonstration. However, we need extra funding if we intend to invite some chefs (e.g. hotel chefs) to give cooking demonstration to our students.</p>

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5	<p><u>Staff Development in co-teaching and peer observation</u></p> <p>a) Teachers adopt learning and teaching strategies to keep up with the educational trends.</p> <p>b) Teachers take courses to help them to acquire professional qualifications in preparation for the future of NSSC.</p>	<p>a) On 15-2-2007, all members from our department paid a whole day visit to “Kolb” to watch a cooking demonstration. The Chef mainly demonstrated baking different kinds of bread, cakes and desserts. Staff of “Kolb” also introduced some convenience products and some new cooking equipment to us. We enjoyed the demonstration very much and we all think that the visit was very fruitful.</p> <p>b) Three senior staff in our department will attend a workshop on 29-6-2007 in relation to NSSC, organized by the EMB.</p> <p>c) Informal co-teaching and peer observation have been carried out on voluntary basis.</p>	<p>a) We will select some useful topics from teachers’ trained skills and select relevant ones and consider incorporating into our subject curriculum.</p> <p>b) More use of teaching materials will be incorporated into the students’ portfolio, and they will be subject to frequent review.</p> <p>c) More teachers will be encouraged to take part in the joint seminar organized by EMB.</p> <p>d) Teachers with new professional qualifications will be encouraged to take up more important administrative duties.</p>
6	<p><u>Development for NSSC</u></p>	<p>We set up a “Working Group on NSSC” to explore the implications of further changes”. We also purchased some relevant reference books related to the NSSC Home Economics syllabus. However, we only held two meetings to exchange views on NSSC development, since teachers lacked the necessary background knowledge to contribute in the meetings.</p>	<p>It is hoped that 2-3 teachers will specialize in the areas of “<i>development for NSSC</i>” and will really have more time to do the research work of NSSC, and then come together to discuss and plan the work. Supply teachers could be hired to take up the teaching load for these 2-3 teachers.</p>

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