賽馬會 Jockey Club
混合式學習 blended learning
計劃 Project

2025 專訪特刊

「混合式學習」優秀學校獎

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仁愛堂陳黃淑芳紀念中學
以生為本用心規劃
全面支援實現目標

實踐混合式學習沒有既定的規範和準則，更沒有成功的方程式。「混合式學習」優秀學校獎（中學組）「最佳統籌及支援」得主仁愛堂陳黃淑芳紀念中學，貫徹以生為本的方針，因應校情和不同持份者的實際需要，分階段和有系統地推展混合式學習，同時制定全方位的支援策略，從微細處反映校方對師生的關顧與重視，其成功經驗值得借鏡和參考。

仁愛堂陳黃淑芳紀念中學早在疫情前已着力探索如何推動自主學習，希望通過實踐混合式學習，幫助學生建構 CWSF 四大能力。陳家俊副校長解釋，C 代表創意(Creative)，以創新思維解決困難；W 代表發展全面 (Well-rounded)，著重學生全人成長；S 代表自律自主(Self-regulated)，具備自我管理能力，成為終身學習者；F 代表廣闊的視野 (Far-seeing)，對世界保持足夠的認知和好奇。這些能力對於學生非常重要，特別是身處充滿變化和挑戰的時代。

（左至右）：譚志基（資訊科技統籌主任）、陳家俊（副校長）

硬件先行 規劃具遠見

校方意識到推行混合式學習需要充分的行政及人力資源，於是重整學校行政架構，成立「資訊科技教學及資源組」，並新設「電子教學專責小組」，與課程發展組和教學事務組緊密合作，全校推行混合式學習。然而，專責小組發現當時學校無論在硬件和軟件方面均尚有提升空間。陳副校長以硬件為例，學校沒有足夠的平板電腦供所有學生同時進行電子學習，加上不少學生亦來自基層家庭，未能負擔購買器材的費用。為此，校方申請關愛基金及優質教育基金電子學習撥款計劃，爭取校外資源幫助學生購買平板電腦，最終實現「一人一平板一筆」的目標。「我們強調『一筆』，着重訓練學生利用觸控筆寫筆記，強化書寫能力，不能過份依賴電腦輸入法，為日後應付公開考試作準備。」由此反映校方的用心和遠見。

另一個用心之處，體現於電子教學平台的選擇。資訊科技統籌主任譚志基指，比較坊間各種平台的功能和特性後，校方決定引進和統一使用PowerLesson2和LoiLoNote兩個系統平台。前者能支援課前、課中及課後學習，方便教師在不同階段設計學習任務和活動，切合混合式學習的需要，而且介面清晰、簡單易用；後者則強於手寫輸入做筆記的功能，配合「一筆」 的目標。更重要的，是兩個系統都不需要綁定Google 帳戶登入，跨境學生課餘時間在內地也能登入，不受地域限制。這個設定於疫情停課期間，發揮了很大的優勢。

學生投入混合式課堂，積極展示學習成果。

支援全面見心思

至於軟件方面，是指對電子教學平台的操控和運用。校方特別制定了「校本資訊科技發展策略」 ，關注各科如何應用電子教學平台及應用程式，以支援學生進行混合式學習。「課程發展組」 負責設計和優化課程內容，確保課程能夠適應混合式學習的需求。 「教師發展組」 負責教師的專業發展和培訓，確保教師能夠有效運用混合式學習工具和方法，特別是支援新入職的教師。

該組亦致力建立教師學習社群，通過跨科同儕觀課，鼓勵不同科組教師交流混合式學習的教學技巧。

校方對於學生的關顧更是無微不至，通過培訓讓他們掌握如何在課堂前後利用平板電腦進行備課、參與課堂上的電子互動學習任務，以及撰寫電子筆記等。陳副校長稱，針對中一新生，校方特別度身設計為期七天的銜接課程，在九月開學前的暑假作重點培訓。 「第一課就是熟習操控各種電子學習平台及了解混合式學習的概念；此後的中文課、英文課及數學課，也會讓學生嘗試混合式學習。」 九月開學後，電腦科更會重點教授如何運用PowerLesson2和LoiLoNote兩個電子教學平台，助學生盡快掌握箇中的竅門。

大構想 從小做起

談及推展混合式學習的心得，陳副校長和譚主任都認同 「Think Big，Start Small」 的重要。簡言之，就是要有全面的發展藍圖，除了建立明確的願景和目標，還要軟、硬件配套齊全到位， 「正所謂『工欲善其事，必先利其器』 。」推展過程可以由小步子開始，讓部分學科先行，循序漸進，慢慢地營造文化及氣氛，乃至全校的推行。實踐過程中，當然不能忽略不同持份者的需要，予以關顧和適當的支援。

"Blended Learning" Exemplary School Awards

Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School — Student-centred Planning and Comprehensive Support to Realise Goals

Implementing blended learning does not follow universal guidelines or a guaranteed formula for success. Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School, the recipient of the "Best Coordination and Support" award in the "Blended Learning" Exemplary School Awards (Secondary School Division), adheres to a student-centred approach. By tailoring their approach to the school's specific conditions and addressing the real needs of all stakeholders, they have rolled out blended learning in a phased and systematic manner. Additionally, their comprehensive support strategies highlight the school's meticulous care for both teachers and students. Their achievements offer valuable insights and inspiration for others seeking to implement blended learning effectively.

Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School began exploring ways to advance self-directed learning well before the pandemic. By implementing blended learning, the school strives to equip students with the essential "**CWSF**" competencies. Vice Principal Chan Ka-chun elaborated on the meaning of CWSF. "**C**" stands for creative, the ability to solve problems with innovative thinking. "**W**" represents well-rounded development, focusing on students' whole-person development. "**S**" stands for self-regulated, cultivating students' self-management skills to become lifelong learners. "**F**" symbolizes far-seeing, developing a global perspective and maintaining curiosity about the world. These competencies are critical for students, especially in an era filled with rapid changes and challenges.

(Left to right): Mr Tam Chi-kei (Head, IT Department), Mr Chan Ka-chun (Vice Principal)

Leading with Hardware and Planning with Foresight

Understanding that blended learning requires robust administrative and human resources, the school restructured its administrative framework by forming the "IT Teaching and Support Team" and establishing a dedicated "E-Learning Task Force". These teams collaborated closely with the Curriculum Development Team and Teaching and Learning Affairs Team to implement blended learning throughout the school. However, the Task Force soon identified gaps in both hardware and software readiness. Vice Principal Chan pointed out that the school lacked sufficient tablets for all students to participate in e-learning simultaneously. Furthermore, many students came from low-income families, making it difficult for them to afford the necessary devices. To address this, the school sought external resources by applying for funding through the Community Care Fund and the Quality Education Fund's e-Learning Funding Programme. This effort ultimately enabled the school to achieve the goal of "one student, one tablet, one stylus pen". "We emphasise the importance of the 'stylus' to train students in handwriting and note-taking skills, strengthening their writing abilities. This ensures they are not overly reliant on computer input methods, better preparing them for future public examinations", said Vice Principal Chan. This approach reflects the school's dedication and vision in planning and executing their initiatives.

The school's thoughtful planning is also evident in their choice of e-learning platforms. Head of IT Department Tam Chi-kei shared that, after comparing the functionalities and characteristics of various platforms, the school decided to adopt and standardise the use of PowerLesson2 and LoiLoNote. The former caters to learning before, during, and after classes, allowing teachers to design activities for each phase of the blended learning process. Its intuitive interface makes it simple and effective to use. The latter supports handwritten note-taking, perfectly complementing the school's "one stylus" objective. What's more, both platforms do not require Google account logins, allowing cross-border students to access them from mainland China during after-school hours, free from geographical restrictions. This feature proved to be a significant advantage during the pandemic when schools were closed.

Students participate in blended classrooms and actively showcase their learning outcomes.

Thoughtful and Comprehensive Support

When it comes to software, the focus is on the effective application of e-learning platforms. The school has specially developed a "School-based IT Development Strategy" to address how each subject can utilise e-learning platforms and applications to support blended learning. The Curriculum Development Team is responsible for designing and refining the curriculum to ensure it aligns with the requirements of blended learning. The Teacher Development Team focuses on professional development and training for teachers, ensuring they can effectively use blended learning tools and methods, with particular support for new teachers.

Additionally, the team works to build a vibrant teacher learning community. By organising cross-subject peer lessons, they encourage teachers from different subjects to exchange teaching techniques for blended learning, promoting collaboration and innovation.

The school goes the extra mile to ensure students are equipped to excel in blended learning. Through targeted training, students learn how to use tablets for lesson preparation, participate in interactive e-learning tasks during class, and take electronic notes. Vice Principal Chan highlighted a specially designed seven-day bridging program tailored for Secondary 1 students, held during the summer holidays before the September school term begins. "The first lesson focuses on familiarising students with the operation of various e-learning platforms and introducing them to the concept of blended learning. Subsequent Chinese, English, and Mathematics lessons also incorporate blended learning practices", explained Vice Principal Chan. After the school term starts, computer classes continue to focus on teaching students how to effectively use the PowerLesson2 and LoiLoNote platforms, ensuring they quickly grasp the essentials of these tools for their studies.

Big Vision, Small Steps

Vice Principal Chan and Tam agreed that the key to successfully implementing blended learning lies in the principle of "Think Big, Start Small". This means developing a comprehensive plan with clear goals and visions while ensuring that both software and hardware are adequately prepared. As the saying goes, "To excel in one's work, one must first prepare the tools". The implementation can begin on a smaller scale, allowing a few subjects to take the lead. Through a gradual, step-by-step process, the school can cultivate the culture and atmosphere necessary for blended learning, eventually expanding it across the entire school. Equally important is addressing the diverse needs of all stakeholders, ensuring that their concerns are met with thoughtful care and appropriate support.