

獲嘉許狀的教學實踐

Teaching practices presented with the
Certificate of Merit



個人、社會及人文
教育學習領域
Personal, Social and
Humanities Education
Key Learning Area





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讓學生愛上中國歷史

享受學習的樂趣

獲嘉許狀教師

陳愛妮老師

(教學年資：10年)

所屬學校

香港聖公會何明華會督中學

教學對象

中一至中六 (中國歷史科)

教學理念

「我的教學理念是參照儒家所提倡『修身、齊家、治國平天下』的思想。教師本身熱愛中國歷史，繼而感染學生，此即『修身』；在校園以趣味手法推廣中史教育，乃『齊家』之道；讓學生關心國家及世界，為『治國平天下』的理念。」



教師專訪

中國歷史浩瀚淵博，令不少學生望而生畏。如果遇上好動活躍、學習動機稍弱的男孩子，要他們喜歡中史科絕對是難上加難。在香港聖公會何明華會督中學任教的陳愛妮老師，她怎樣改寫中國歷史課堂的面貌？她又如何花五年時間，把中國歷史科成為校園最受歡迎的學科之一？

穿越古今 活化歷史

一般男孩子不喜歡讀文科，甚至覺得讀中國歷史沒有實用價值，課本談的治亂興衰、政權更替，似乎跟現代人生活沒有聯繫。其實，教師只要花點心思、換個角度，就能夠令歷史與現代生活接軌，科目也會擺脫成為「冷門科」的命運。

翻開陳老師的教案，會發現許多創意十足的提問。例如：「假如你是項羽的朋友，你當日站在他的身旁，你會怎樣勸止他於烏江自刎？」、「你會設計一項怎樣的武器，幫助中國在鴉片戰爭中抵抗外敵？」陳老師一直以來善用活潑的手法教授中國歷史，她設計一連串有趣的教學活動，打破課堂沉悶的氣氛，她以行動告訴我們：中國歷史科也可以很有趣！



▲陳老師教學道具豐富，令課堂更有趣味。



▲學生透過模型製作，學習中國歷史。

陳老師重視活動教學，教室內外經常舉辦多元化的活動。例如：歷史話劇、歷史棋藝、模型製作、電影欣賞，更舉行一連三日的中史日，由學生負責安排連串精彩的攤位遊戲，令全校師生樂在其中。她說：「這些教學活動並不需要花費很多金錢，學生從中能發揮自己的潛能，互相幫助，他們的人際溝通及自我表達能力均得以提升。」

用「心」照亮學生的明天

自從十年前執起教鞭以來，陳老師對教學的熱誠從未減退。當年剛踏入教育界，她在一所私校任教，這校的學生成績優異，不少出生於富裕家庭。五年前，她離開了「安穩」的崗位，來到這所位於秀茂坪的男校任教中國歷史。這裏的學習氣氛截然不同，面對一群活潑好動、語文能力稍遜的學生，令她嚐到不少苦頭。

「學生總愛欺負新老師，任教的第一個學年，學生在課堂上不斷測試我的底線。當時又適逢新高中課程改革，沉重的工作壓力令我禁不住常常躲起來流淚。」雖然如此，陳老師對教學的理想仍堅定不移，堅持把活潑好動的學生們帶回正軌。

「小時候我在單親家庭長大，家中依賴領取綜援過日子，但我相信知識能夠改變命運，憑着自己的努力和決心，積極求學，完成大學課程。現在，很多學生亦是家境清貧，當中更有不少新移民學生。他們的學習動機較弱，自我形象低落，我期望透過教育，勉勵他們追求夢想，帶領學生走當行的路，也是盡自己的力量回饋社會。」經過五年的苦心經營，陳老師不僅改寫了中國歷史課堂的面貌，也為學生譜寫出人生新的一頁，贏得他們的愛戴及敬重。

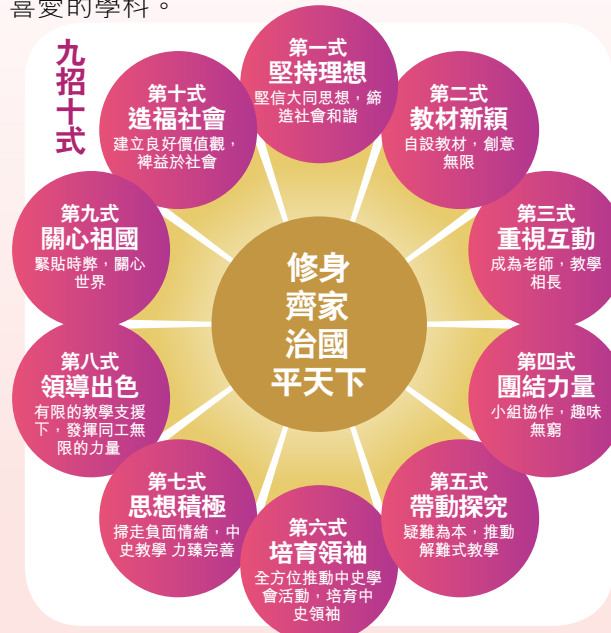
教學分享



孔子提倡「天下無生而貴者」，家庭環境的差距不該主宰個人的發展，學生只要努力不懈，配合教師的引導，同樣地可以學有所成，踏上人生的坦途。我亦肯定每個學生有自己的專長，要讓他們的潛能得以發揮。聖經記載：「人子來不是受服侍，而是服侍人。」我願意不辭勞苦、費盡心神於教學上，背後所持守的是基督愛和犧牲的信念。

施教策略

累積了多年的教學經驗，可以歸納為十項重點，只要加以活用，可以使一般人認為沉悶的中國歷史科，也變得活潑起來，學生也樂於學習，視為喜愛的學科。



打破沉悶 活化教室

利用一面鏡子作引，提問學生為何我會帶鏡子上課，透過學生有趣的猜測，以此帶出將要教授的人物—唐太宗「以銅為鏡」的故事。我又會經常穿梭中國內地，搜集教具，在課堂上展示，將物件與歷史事件扣連，增加學生對歷史的觸感。同時通過各項看似平凡的比賽和活動如猜謎語、猜動作、尋寶遊戲、砌圖遊戲等，也能夠促使學生積極上課，打破沉悶的課堂氣氛。

◀學生進行角色扮演，活學歷史。

▼學生透過遊戲提高學習興趣



此外，引入解難式的教學方法，例如：在中二級的課堂中，當我闡釋了元朝覆亡的原因後，先讓學生明白問題，然後著手解難。我邀請學生代入大臣的角色，教師成為元順帝，探討如何避免元朝覆亡的方案。然後請學生舉手示意和解釋，教師再經過驗證，並提出可行性。我感恩的是看見學生能認真思考當時國家的情況，彼此交流和相互切磋，謀求出路。

走出教室 展現所長

我重視在教室以外的活動，我會挑選與歷史題材相關的電影，於課餘時舉行電影欣賞會。又舉辦中史日，學生扮演不同的歷史人物角色，設計各類型的攤位遊戲，將歷史知識立體化地呈現出來。又舉辦考古工作坊，讓學生體驗考古工作的過程。這些活動均使學生對課堂所學的知識更加融會貫通。

價值建立 了解國情

我主張先管後教、賞罰分明，又重視對學生鼓勵和讚賞。我又致力製作校本教材，好像創意習作，促進學生對各種歷史問題的反思，建立良好價值觀。例如：五四運動的反思習作中，讓學生以和平的方法重寫五四運動的故事，並以戲劇形式演繹出來。結果，有學生自行改編歌曲，決定用和平理念去向大眾宣傳關心祖國的訊息。此外，要讓學生了解國情，中國歷史科是責無旁貸的。切忌只講古，不講今。我會留意周遭事情的發生，着力讓學生「通古今之變」，關心社會。

結語

我相信「每個人應該有夢想，因為有夢想才有成功的可能。」十年來，我以生命去影響學生的生命，我自己創造了教育夢，亦為我的學生締造了夢想。

評審摘要

設計具創意和趣味性教材
及靈活而多元化的教學策
略，活化教學。



▲學生積極討論，踴躍參與課堂活動。

陳愛妮老師的教育理念取自儒家思想「修身、齊家、治國平天下」。她認為教師先做好本份，熱愛中國歷史，用感染力感染學生，此即「修身」。進而在學校無論從課程或活動方面，推廣中史的趣味性和實用性，此乃「齊家」之道。再讓學生關心祖國，推而廣之，再到全世界，便為「治國平天下」的理念。她憑藉多年的教學經驗，歸納出九招十式以概括其信念及策略：堅持理想、教材新穎、重視互動、團結力量、帶動探究、培育領袖、思想積極、領導出色、關心祖國和造福社會。

陳老師着意設計具創意和趣味性教材，願意動腦筋和花功夫，利用日常生活物件及旅遊時搜集的紀念品作為教具，引起學生的學習動機，令課堂變得活潑有趣。陳老師非常重視課堂上的互動，她摒棄傳統單向的授課模式，多以生活化課題誘發討論，並以靈活的提問引導學生發表意見和想法，在答問過程中，常用不同形式的獎賞以激勵其鬥志。陳老師鼓勵學生進行課前預習、初步了解錯縱複雜的史事或背景資料，並於課堂內提供機會讓學生展示預習成果、應用所學回答問題及進行討論，亦能引導學生因應同儕論點提供意見或補充，增加學生朋輩互相啟發的協作效果。

陳老師的教學亦關注思維訓練，她能運用解難式教學方法，引導學生透過資料分析、客觀推斷、角色代入等，探究歷史人物的思想及事蹟與時代背景的關係，從而發展學生的高階思維。她在課堂內適當融入價值教育，常借古喻今，帶動反思，引導

學生思考如何回應時代的需要或回饋社會，有助培養學生關心時事，以及對社會和國家之責任感。課堂以外，陳老師善用全方位學習策略，如推動中史學會活動，讓學生能夠發揮潛能，展現所長。總括而言，陳老師在課程上大刀闊斧的改革，靈活而多元化的教學策略，全方位活動的理念及實踐，終讓學生愛上了中國歷史科，數年間令該科目蛻變成為校內最受歡迎的科目之一。

陳老師認真的工作表現深受學生愛戴及同儕欣賞，她的教學熱忱及努力深具感染力，對學生的學習、價值觀和態度有正面的影響，有助孕育他們的堅毅意志和責任感，在自我反思及追求卓越的態度方面能作學生的榜樣。

索取有關教學實踐資料的途徑

學校網址：
<http://www.bhss.edu.hk>

聯絡方法

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Using Pragmatic and Inspiring Strategies to broaden students' historical horizon

Teacher
presented with the
Certificate of Merit

Ms HUNG Sau-yu, Dora
(Years of teaching : 17 years)

School

Tak Oi Secondary School

Subject taught

History (S3-6)

Teaching Philosophy

"A History teacher should have a good mastery of the subject knowledge and plan well for the lessons to engage students in learning. The lessons must be delivered in an interactive and inspiring way to develop students' thinking skills as well as their consciousness and empathy for the historical events."



Interview with the Teacher

To make the lessons engaging and practical, Ms HUNG always does her best to prepare learning tasks for every lesson. She does not want to waste even one single minute in any of her lessons.

Ms HUNG not only has high expectations for herself but also for her students. Before each lesson, the students are encouraged to review all materials and gather historical evidence in order to present their views with supportive arguments from different perspectives.

Revitalising history to enhance learning interest

Ms HUNG hopes that her own learning experience and attitude will inspire her students to strive for their best. "Neither had I viewed myself as particularly talented, nor was I born into a wealthy family. However, with a passion for History, I studied very hard to make up for my lack of talent. Likewise, many of my students live in public housing estates and some come from single-parent families. I hope that my own learning pathway can prove that family background or a lack of talent would not prevent us from achieving academic success. If you are committed to studying History well, your persistence and diligence will finally pay off! You can quote my experience on that."

Ms HUNG believes that, in order to motivate students to develop an interest in History, the teacher needs to develop in students a sense of historical understanding. Therefore, Ms HUNG tries to include different teaching strategies in her classes. "For younger students, I would use more maps and cartoons to assist teaching. As for senior students,



▲ Ms HUNG gained students' respect and gratitude.

► Students enjoying every minute of their History lesson



I would arrange group discussions and ask them to analyse historical events from different perspectives. For instance, when it comes to Hitler, I would ask students to look at Hitler from the German's perspective as well as from the British's point of view. By doing so, they could understand each historical figure more objectively."

Apart from lessons, Ms HUNG would also design field trips that allow students to learn History up close. "Hollywood Road linking Sheung Wan to Central is our study route this year. The field trip is designed to enable students to visualise the East—West dichotomy, and may trigger their interest in exploring the social stratification and cultural difference of Hong Kong in the past."

Gaining drive from students' feedback

Years of efforts has produced fruitful rewards. Students' positive feedback has been a major driving force behind Ms HUNG's teaching. "I was glad to learn that past students found the knowledge they gained from my lessons very useful. For example, they realised that the answering techniques I taught them could also be applied to compose better theses in colleges. The solid foundation laid in secondary school helps our graduates pursue History-related studies such as politics and law more successfully in universities. Helping students succeed is my ultimate motivation. I put my heart into my teaching. Over time, students would realise how much I have contributed to their growth." Ms HUNG said with passion and delight.

Teacher's Sharing



"Excellence is the gradual result of always striving to do better." This encourages me to make improvement and make constant reflection. This motto also makes me believe that all students can learn and achieve excellence if they have the right attitude, the will to excel and the methods to improve.

Having high expectations

I strongly believe that it's important to help students nurture a serious attitude towards study and life. I have high expectations for myself and my students. In my daily teaching, I try to be a role model. I am fully prepared before entering the classroom and I mark each piece of students' work with the greatest effort. At the same time, I require my students to be responsible learners, who need to be prepared before lessons and to produce quality work. With this, I believe students will become responsible persons who can contribute to the society.

Providing sufficient scaffolding

For many students, learning History is tough as it's a very language-loaded subject with lots of facts. "Making it manageable" is the important first step to help students learn more effectively and confidently.

My lesson usually begins with lesson objectives so that students can follow better. Moreover, a difficult task is often broken down into smaller tasks so that students can understand it step-by-step. Various graphic organisers and timeline are used to help students organise the facts and facilitate analysis. Both first-hand and second-hand sources are employed to enhance their ability in understanding History.

► Students collaborating and sharing ideas in class



◀ Preparing well for lessons and engaging students fully in learning

Students are meaningfully engaged to construct their knowledge through activities like "big-poster-writing". In this way, students can learn from their peers, develop collaboration skills and have a stronger sense of ownership in the learning process.

Arousing interest in learning History

Many students find learning History uninteresting as it is a subject with lots of facts which are remote from them. Therefore, arousing interest is consequently vital.

Apart from typical data-based questions and essay writing, other tasks are also designed to nurture students' empathy, creativity and critical understanding of historical events. For instance, students would draw wartime posters to help recruit soldiers during World War One and to write petition letter to the "Big Three" to voice their discontent towards the Paris Peace Conference after the First World War. Learning is not confined to the classroom, thematic talks, museum visits, cultural walks and overseas study tours have been organised to arouse students' interests and curiosity in learning History.

Conclusion

Teaching is getting more challenging nowadays but it is not unmanageable, with support from colleagues. "Unity is strength." In our school, colleagues are like "critical friends" who drive each other to grow. Peer observation and open classrooms are arranged so that we can learn from each others' feedback. My partners in the History Department are responsible and dedicated. Professional dialogues are often conducted so that we can exchange our views and share our teaching strategies. All these help our students learn more effectively and confidently.





Assessment Summary

Revitalising History learning through inspiring and effective teaching strategies.

Ms HUNG is a very dedicated, reflective and charismatic teacher who has a clear view about the value of History education and its contribution to the Personal, Social and Humanities Education. She believes that understanding the past and its patterns enhances one's ability to analyse the present and the future. The study of History helps students develop a global perspective and an enhanced understanding of the processes of interaction, diversification and rapid change in today's world. Ms HUNG shows good mastery of the subject knowledge in History and she does not only equip students with skills for handling the subject matter but can also nurture students to take responsibility for their own lives. Her reflection has articulated a coherent philosophy of teaching based on her passion for teaching, care for her students, her belief in achieving excellence and her endeavour in the profession for more than 15 years.

Ms HUNG is always well prepared for her lessons. She uses a wide range of resources and teaching strategies to motivate students to learn History effectively, e. g. use of time-line and graphic organisers, questioning, group discussion and big poster-writing. Key concepts were systemically unfolded and consolidated. Delivery and pace of teaching are well-managed. Taking into consideration the characteristics of students and their learning diversity, she provides incremental steps or clear guidance as a scaffold for learning and designs tiered assignments and diversified learning tasks to address their learning needs. Students' works are marked carefully with detailed



▲ Well-prepared lesson with clear objectives

and constructive feedback to enhance their learning. Ms HUNG had obviously won students' love and respect as she could make them fully engaged in learning through diversified strategies.

With the aim to "revitalise History" and to make connection between learning and the life of students, "lively" learning materials were used. Current issues were chosen and in some of the topics, elements of the local culture were included as well. She has always made use of the connection of History to students' everyday life to cultivate critical thinking, multiple thinking perspectives, respect of culture, and self-and-social responsibility, which are all good qualities for nurturing the younger generation.

Ms HUNG's professional competence is well recognised in her school and she has been invited occasionally to share her pedagogies and teaching strategies at staff development days. With the aim of developing a learning community in the school, Ms HUNG encourages enthusiastic colleagues to have more professional dialogues through regular lesson observation and reviews. Her conscientious and dedicated attitude to the teaching profession, and persistent strive for improvement have made her a role model in the school.

Ways of Obtaining Information of the Teaching Practice



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