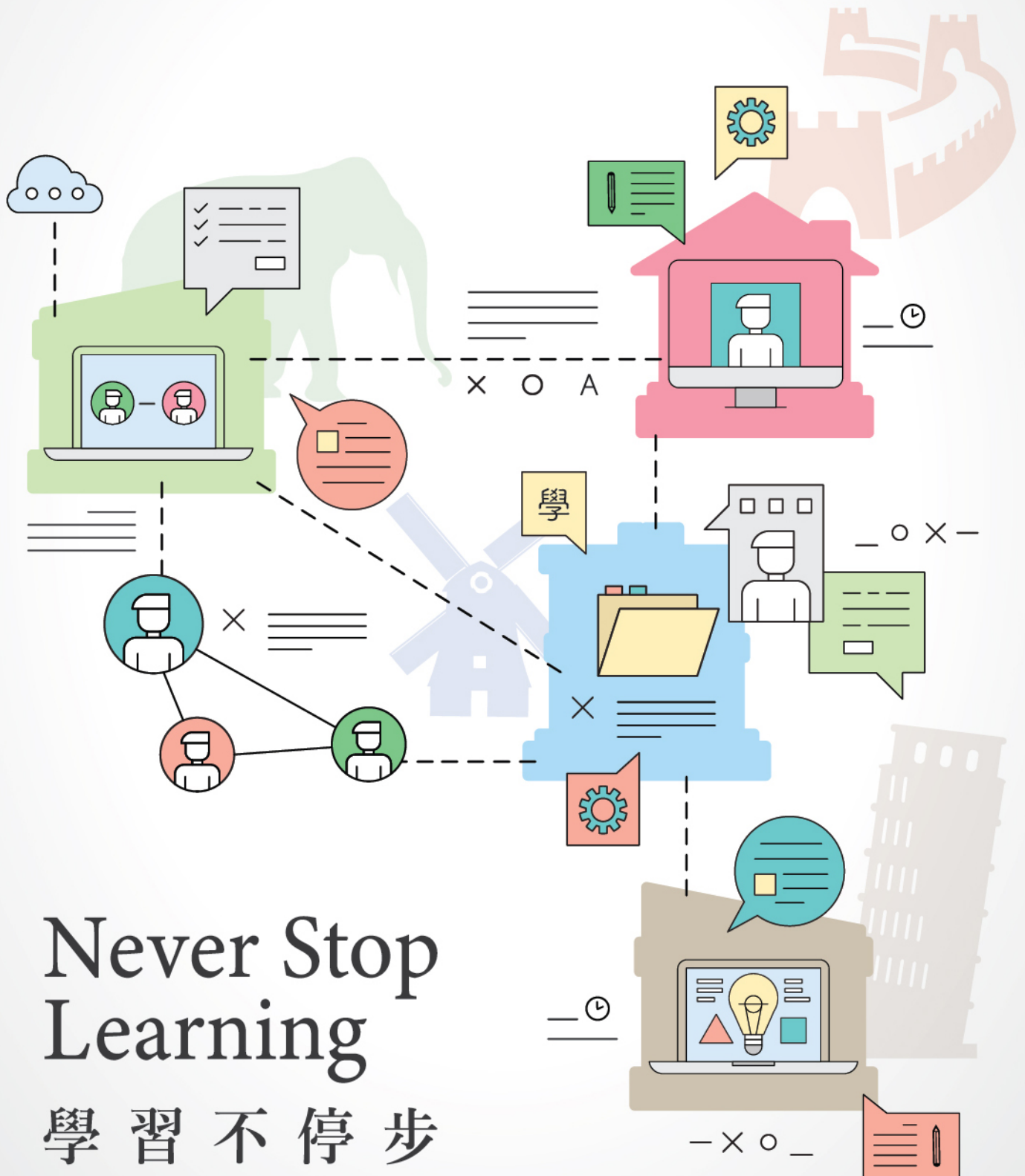


# YC Links

耀中連線



# Contents

## 目錄

# Never Stop Learning

## 學習不停步

	<i>Enjoyable New Learning Journey</i> 師生共享教學新里程	3-5
	<i>Engagement Is Crucial to Remote Learning Journey for Young Students</i> 學生參與在遠程教學至關重要	6-8
	<i>Learning Chinese, the E-Learning Way!</i> 線上學習中文	9
	<i>Equipping Students to Spot Fake News Online</i> 教導學生識別網路假新聞	10-11
	<i>Teachers' Adaptability: Key to E-Learning</i> 老師適應性：線上教學的關鍵	12-13
	<i>Preparing Students for Their Future</i> 幫助學生迎接未來挑戰	14-17
	<i>Pioneering Virtual Learning Programme</i> 應對疫情 耀中適時推「虛擬學習」	18-21
	<i>Extreme Reading Challenge in "Cloud"</i> 「雲」上閱讀，挑戰極限	22
	<i>A Show of Virtual Sporting Excellence</i> 雲端競技大比拼	23

Publisher 出版人  
Editor-in-Chief 總編輯  
Executive Editor 執行編輯  
Production Co-ordinator 製作統籌  
Graphic Designer 平面設計

Editorial & General Enquiry 查詢

Dr Betty Chan 陳保琮博士  
Terry Cheng 鄭偉鳴  
Catherine Mak 麥素碧  
Freeman Ip 葉懷峯  
Paul Fong 方子聰  
Ashley Leung 梁嘉茵

links@ycef.com

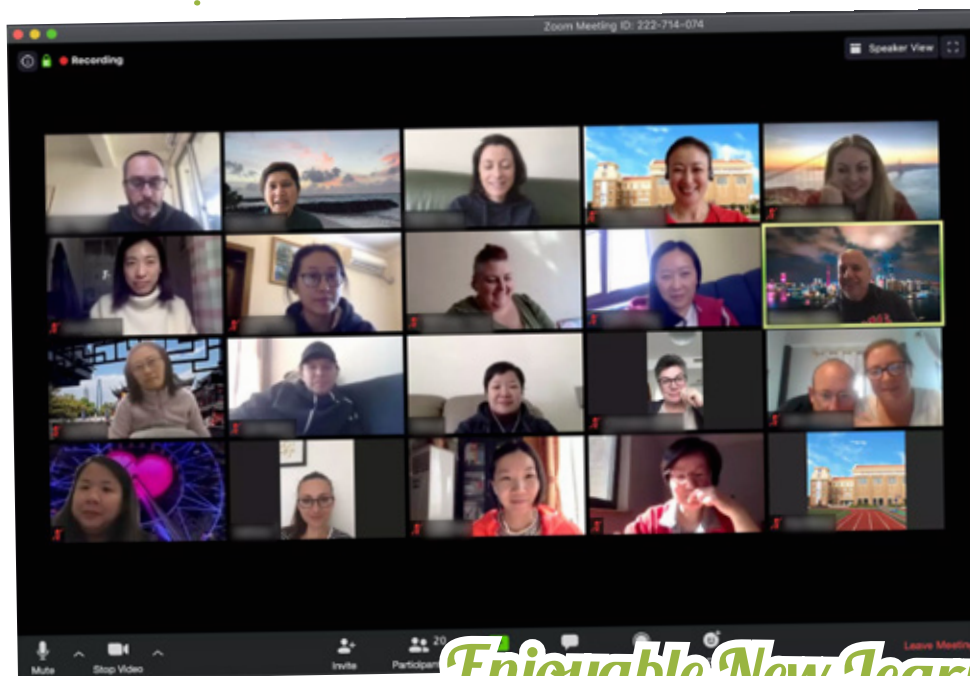
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# Never Stop Learning

## 學習不停步



## Enjoyable New Learning Journey

### 師生共享教學新里程

The extraordinary circumstances in which we found ourselves during the COVID-19 epidemic created many new challenges and opportunities for staff and students from YCIS Shanghai. While located all across the globe and in many different time zones, students and staff quickly became adept at using new technologies and the need for adaptability and ingenuity was never greater. Of course, YCIS staff and students are known to be flexible, and this situation brought out the best in our school community.

Students across all school sections at YCIS Shanghai embraced the unique experience of e-learning in all of their school subjects. The students quickly familiarised themselves with the new structure of their classes and started to develop their learning patterns to suit them.

Whether snowboarding on the side of a mountain or sitting on the sofa in a living room, these days e-learning was taking place everywhere. YCIS Shanghai students found ways to make the most of their alternate learning arrangements and discovered positive surprises along the way. During the e-learning period, students described their experiences:

"I miss my friends and teachers, so I like that I can see them and their work online. For me, e-learning is positive because I get to continue my learning and stay in touch with my teachers and classmates." — **Kaira, Year 3**

"With my online Chinese Language class, homework needs to be completed immediately afterwards, helping me to keep focused and allowing me to retain as much of the knowledge as I can. I'm thankful for this, as I strongly believe that studying Chinese will help me in my future studies, grant me the ability to interact with people globally, and be a bonus when applying for universities worldwide." — **Joshua, Year 10**

"Using the iPad is easy! I like online PE lessons best — they're really fun! I miss my school, teachers, and classmates a lot — I wish I could have classes every day!" — **Charlotte, K3**

"I have learnt to fall and not give up because of my love of snowboarding, and this is something I now apply to my studies. For my D&T project, I made a video of myself snowboarding. Then I developed sketches based on the video, and I am currently





skills and platforms, and the way they care about each of our students, come through even across a screen," added Ms Janelle Garrett, Lower Secondary Co-ordinator of YCIS Shanghai Pudong Secondary.

Ms Michele Rowland, Year 6 Teacher, has a newfound appreciation for both her teaching team and her students. "It was inspiring to see the team collaborating despite the different time zones and personal situations, and I am amazed by our students' dedication and effort in such an unusual situation."

During these unusual times, there has been a remarkable outcome: a whole new

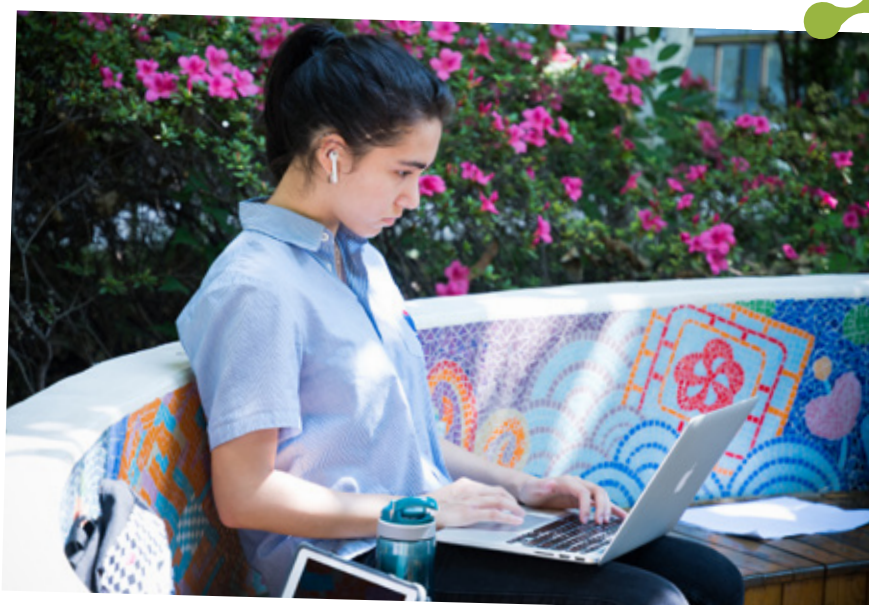
generation of students is now getting used to being educated online, which will open up great new learning opportunities in the years to come. Whether it's Chinese, Mathematics, PE, or Technology, our ECE, Primary, and Secondary students have inspired each other and their teachers with creative and innovative approaches and mature attitudes to e-learning. The YCIS Learning Community model became a truly global learning community, as education was taken not just outside the classroom's walls, but also beyond the campus, the city limits, and even the country's borders. One thing was for certain: our students did much more than just rising to this challenge — they thrived.

working on the next stage of the project. Sometimes inspiration comes unexpectedly and it has been great to combine my passion with my online school assignments!" — **Darling, Year 7**

Behind the scenes of e-learning have been hundreds of team meetings and leadership meetings using platforms such as WeChat and Zoom. "YCIS Shanghai schools are very much based on a model of teamwork and collaboration and this continued to be the case during the campus closures. Meetings have been held online and the teachers and leaders have enjoyed connecting in the same way our students have in their online classes," said Mr Damien Hehir, Western Co-Principal of YCIS Shanghai Pudong. "We all worked together to produce high-quality learning which was totally online. We have an amazing learning community who can see the value of everyone working together," added Mr Don Collins, Western Co-Principal of YCIS Shanghai Puxi.

For YCIS Shanghai teachers, the online learning had many positive experiences. "I have enjoyed experimenting with new technologies to overcome the distance and to create truly meaningful learning experiences for my students," said Mr Jonathan Evans, IB Co-ordinator of YCIS Shanghai Puxi Secondary.

"The teachers' willingness to be innovative, learning new



新冠肺炎疫情為上海耀中的員工和學生帶來了許多新的挑戰和機遇。大家分散在全球各地，身處不同時區又要很快地熟練掌握新技術，對適應性和獨創性的需求之大是前所未有的。憑藉一直以來的靈活性，耀中的教職工和學生在這種特殊的情況下盡展優勢。

上海耀中各年級的學生有條不紊地展開他們各自的線上學習。剛開始接觸這個新的學習方式時大家感到陌生，到現在已經熟悉和適應了它，並有了自己的心得。

無論是在山坡上單板滑雪，還是坐在客廳的沙發上，線上學習都可以隨時隨地進行。上海耀中的學生已經非常適應他們的新學習環境，也找到最佳的學習安排，並在學習過程中發現許多驚喜。來聽聽他們的分享：

「我想念我的朋友和老師，所以當在網上看到他們和他們的功課分享時我十分開心。對我來說，線上學習是正面的，因為我可以繼續我的學習，並與我的老師和同學保持聯繫。每天，我學習中國詩歌，學習新的漢字。我很高興在這段時間仍然可以通過 Zoom 和我的語文老師聊天，她每天都會對我的作業給出建議。」——Kaira(三年級)

「在線上中文課，我們需要在課後立刻完成作業，這對我保持專注非常有幫助，可以讓我盡量記住課堂上的知識點。對此我十分感激，因為我堅信學習中文將有益於我未來的學習，讓我有能力與世界各地的人交流，並在申請世界各地的大學時獲得加分。」——Joshua(十年級)

「使用 iPad 學習更容易，因為我們不論在哪裏都可以隨時隨地使用它。我最喜歡體育活動，因為它真的很有趣！但是我還是很想念我的學校、老師和同學。每個周末，當沒有線上活動的時候，我總是有點難過，我希望我可以每天和他們互動！」——Charlotte(三歲班)

「因為我對單板滑雪的熱愛，我在一次次的摔倒中並沒有輕易放棄。現在我把這一點應用到我的學習上。在我的設計與科技科目中，我為自己製作了一個單板滑雪的視頻，然後我根據這個視頻繪製了一些草圖，現在我正在進行這個專案的下一個階段。有時靈感會不期而至，把我的熱情和我的線上作業結合起來是一件很棒很酷的事情！」——Darling(七年級)



在線上學習的背後，是數百次使用微信和 Zoom 等平台的團隊會議和領導會議。上海耀中浦東外籍校長何大明先生說道：「上海耀中很大程度上是建立在團隊合作的模式之上，校園關閉期間也是如此。我們在網路上開會，老師和領導都很享受彼此之間的聯繫，就像我們的學生在線上學習一樣。」

對於上海耀中的老師來說，他們通過線上學習獲得很多積極的體驗。中學部 IB 主任 Jonathan Evans 先生表示：「我喜歡嘗試一些新技術來克服距離上的挑戰，為學生創造有意義的學習體驗。」

初中部主任 Janelle Garrett 女士說：「老師願意創新，願意學習新技能和新平台，願意關心每一位學生，這些即使只是通過螢幕，也都能表現出來。」

六年級外籍老師 Rowland 女士現在已經喜歡上線上教學。正如人們常說的「距離產生美」，Rowland 女士通過線上教學的逐漸

深入，對她的教學團隊和她的學生有了全新的認識。她說：「儘管有不同的時區和個人情況，但我們的團隊合作得如此之好，非常令人鼓舞。我對學生在這種不同尋常的情況下所表現出的奉獻精神和努力感到驚訝。」

非常時期儘管有許多困難，但好的結果也是並存的。我們發現新一代的學生現在開始習慣在網上接受教育，這將為未來新的學習方式開闢機會。無論是語文、數學、體育還是科技，上海耀中的學生都用創新的方法和成熟的態度激勵彼此和他們的老師。耀中的學習社區模式現已成為一個全球的學習社區，因為教育不限於課堂內，也可以在校園外、不同城市甚至不同國家之間進行。但有一件事是肯定的：我們的學生所做的遠不止應付這個挑戰，他們在這樣特殊的經歷中茁壯成長！



# Engagement Is Crucial to Remote Learning Journey for Young Students



## 學生參與在遠程教學至關重要



Min Wang, Preschool 4 Teacher, YCIS Silicon Valley  
矽谷耀中學前班教師王敏

For young children, the most effective learning will take place when they are fully engaged in activities. In a remote learning setting, it becomes more challenging for preschool teachers to engage the young children in learning activities. Facing this challenge, we should stimulate the children's interests and motivate them to participate in the activities as active learners. Based on their interests, we've created an online social and learning environment to facilitate meaningful learning, strengthen relationships, and support social emotional well-being.

When I conduct remote teaching, I use the following core principles to engage children: connecting the remote learning to their past experiences, taking emergent teaching and learning opportunities with flexibility, and always giving prompt and positive feedback.

These principles are better explained in examples. Before the school was closed, our Pre4B children had put lots of effort into building their "National Zoo". When remote learning began, to engage the children in their interests I guided them through the steps to design and rebuild a zoo with the materials that they could find at home so that they could connect the remote learning to their past experiences. When I introduced the animals in various categories, such

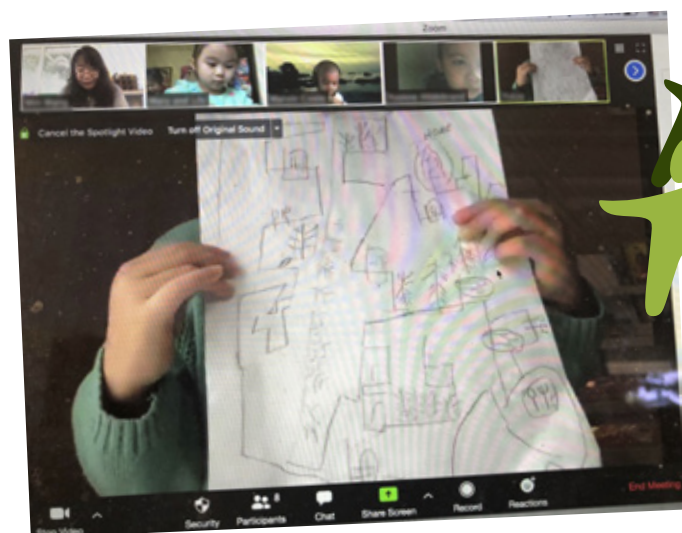
as reptiles and mammals, the children thought up and memorised fun facts about each animal category while actively searching for their toy animals which matched with each category. When sorting the animals into different "cages" in their "zoo", the children applied what they had learnt to their project, such as separating a zebra with a lion.

They loved to count their toy animals and to compare with each other to find out who would be the winner that found the most animals. I introduced the measurement word song to help them count and sing in Chinese. They took initiative to find the toy animals and objects from home which were mentioned in the song and showed them to the class. From that, we created our own guessing game. One kid showed others a part of the animals or objects he or she was holding and responded to others' questions with "Yes" or "No". Driven by their curiosity, all the kids were eager to guess and ask questions about the "mystery". The student who was holding the animal or object kept focusing on all the questions and gave answers to his or her peers with attention. The teacher facilitated their discussions by guiding them through more facts about animals and objects from different angles, such as living/non-living, habitats, trophic levels, and shapes.



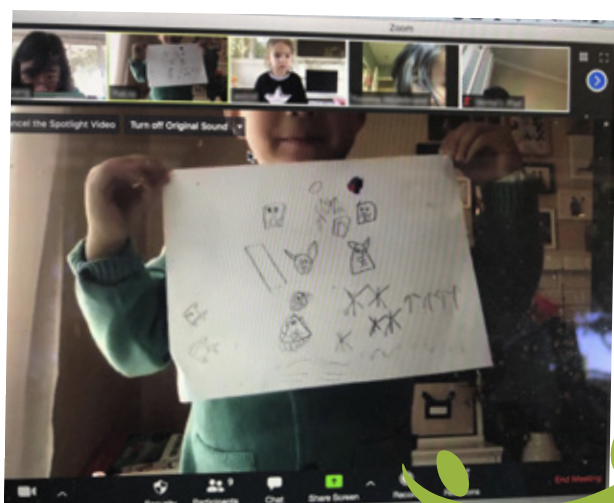
The emerging learning opportunities are endless even in a remote learning setting. Even though we could not build our “National Zoo” physically together, I guided our children through steps to design zoo maps together by teaching them how to draw animals and facilities with various shapes. This activity enabled the children to connect the new knowledge they learnt with their previous experiences and memories, so they were motivated to become self-directed learners and their confidence was increased. For example, because the children had learnt the map signs before the school closure, they deliberately added the signs of AED, speed limit, restaurant and rubbish bin to their maps. Some kids also added bubble machines to their maps. “I made a book about bubble solution before. I know how to draw a bubble machine!” one boy said. Besides the maps, the children also made animal books to show all the animals he or she had put in his or her zoo.

Children’s efforts in participating were recognised by teachers and peers with smiles, encouraging messages and real time positive feedback. The enthusiastic interactions were great learning and teaching opportunities for children and teachers. Those interactions and discussions connected all the children together to an online learning platform which covered multiple learning areas, such as language, maths, science and critical thinking. When a girl showed her lion and truck to all her friends, she used the Chinese measurement words communicating with a boy who loved to talk about trash and recycling, “I will give you my lion and garbage truck after the coronavirus ends.” We are very glad to see the children continuing to build their relationships and caring about others as well as learning new knowledge through our remote learning platform.

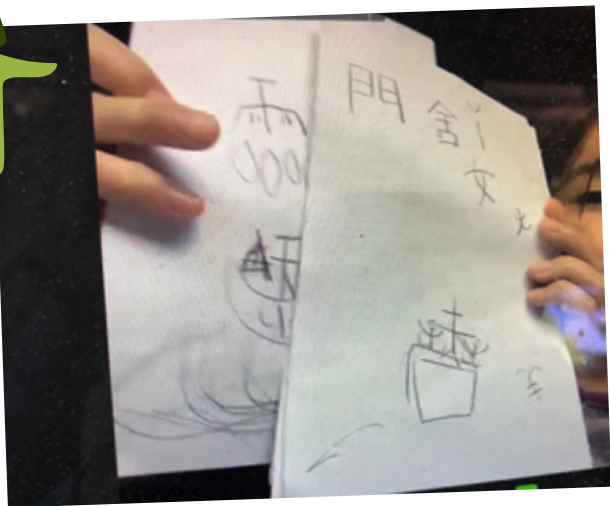


To support the children in adding more details to their books and maps while integrating with language art learning, I introduced Chinese pictographs to them. After understanding that the Chinese characters were developed from pictures and learnt how to draw pictographs, such as those of elephant, bird, goat, horse, sun, moon, water, mountain and field, the children added them to their books and created their own stories!

With the teachers’ encouragement and recognition, our children were very proud to present their works to the whole class, and their stories brought up more discussions and more emerging teaching and learning opportunities for us to explore new concepts and have fun together!







孩子全身心地參與學習活動，高效率的學習才會發生。在遠程學習的環境中，教師需要通過活動使孩子積極參與學習，過程極具挑戰性。為了應對這個挑戰，我們應該充分了解和激發孩子的興趣，從而促使他們積極地參與活動。基於此，我們創建了遠程學習和社交平台，以促進有意義的學習，增強彼此間的友誼並支持社交情感健康發展。

當我進行遠程教學時，我一直在使用以下核心原則設計教學，以促使孩子全身心地投入活動：將遠程學習與他們以前的經驗聯繫起來；抓住每一個浮現出來的教學機會並靈活應對；和持續給予即時、正面的反饋。

最好在實際教學案例中解釋這些原則。在學校因為疫情關閉之前，我們 Pre4B 班的孩子一直在努力構建自己的「國家動物園」。遠程學習開始後，為了吸引孩子並將遠程學習與他們以往的學習經驗聯繫在一起，我指導孩子用家中可以找到的各種材料設計並重建自己的動物園。當老師介紹各種動物（例如爬行動物和哺乳動物）時，孩子思考並記住與每種動物相關的有趣事情，同時在家裏積極尋找與每個動物類別相匹配的動物玩具。當孩子將「動物」分別送到「動物園」不同的「籠子」中時，他們運用學到的知識來分類，例如將「斑馬」與「獅子」分開。

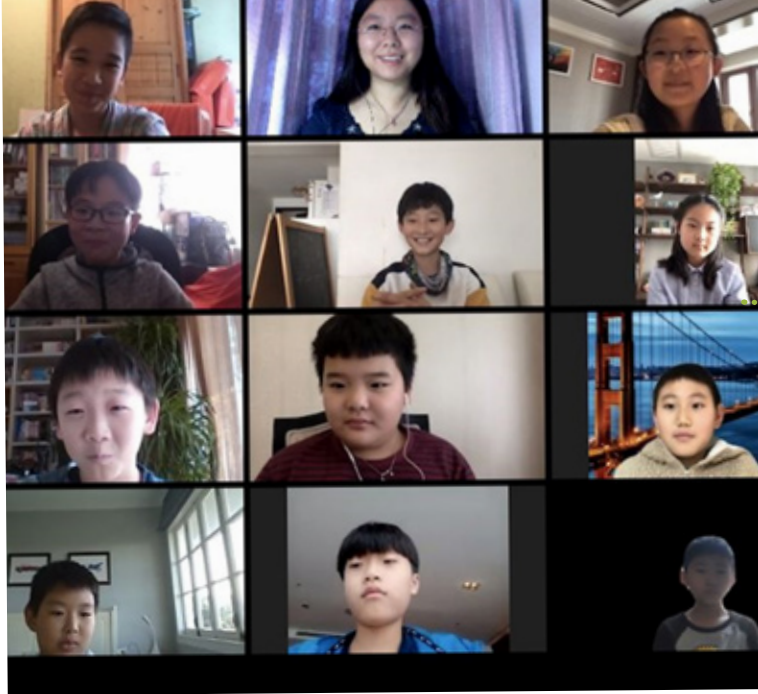
孩子喜歡點算自己找到多少動物玩具，並相互比較以找出誰是找到最多動物的贏家。因此，我介紹了量詞歌來幫助他們學習用中文計數。孩子主動找到歌曲中提到的動物玩具和物體並向全班展示。由此，我們創建了自己的猜謎遊戲。其中一個孩子向別人展示了她（她）拿着的動物或物體的一部分，並以「是」或「不是」來回答其他人的提問。受好奇心的驅使，所有的孩子都渴望知道這個神秘的東西是甚麼，他們急切地說出各種猜測和積極地問問題。拿着動物或物體的孩

子則一直專注地給予同伴答覆。與此同時，教師通過引導孩子從不同角度思考動物和物體的不同特性來激發他們的討論，例如生物／非生物、棲息地、營養級別和形狀。在整個過程中，孩子和老師的歡笑、鼓勵和積極、正面的互動反饋都是對每個孩子努力參與活動的認可。同時，師生之間和孩子之間熱情、積極地互動為孩子和老師創造了極具價值的教學機會。互動和討論將所有孩子聚集在一個涵蓋多個教學領域的遠程學習平台上，例如語言、數學、科學和批判性思維。當一個女孩向她所有的朋友展示她的獅子和卡車時，她用剛剛學到的量詞與一個喜歡談論垃圾和回收的男孩進行交流。她說：「等疫情結束後，我要把我的一頭獅子和一輛垃圾車送給你。」我們很高興看到孩子不僅通過遠程學習平台學到新的知識，還能夠關心他人，增強彼此間的友誼。

即使在遠程學習環境中，教學機會也會層出不窮。雖然我們無法在教室一起搭建「國家動物園」，但是孩子可以在老師的指導下一起設計動物園地圖。在設計動物園地圖的活動中，孩子學習用不同的形狀來繪製動物和設施。這個活動使孩子把現在學到的新知識和以前的記憶和經歷相結合，激勵他們成為自主學習者並增強了自信。比如孩子在學校關閉之前就已經學會了畫地圖標誌。畫地圖的過程中，他們特意在地圖上添加了很多標誌，比如 AED（自動體外心臟除顫器）、限速標誌、餐廳和垃圾桶的標誌。有些孩子還在地圖上加入了「泡泡機」。一個男孩說：「我以前做過泡泡液的書，所以我知道怎麼畫泡泡機！」除地圖外，孩子還製作了動物手冊，來展示動物園中所有的動物。為了讓孩子可以在他們的動物手冊和地圖裏加入更多的細節和場景，同時與中國漢字文化相結合，我向他們介紹了中國象形文字。當孩子理解了漢字如何從繪畫中發展出來，並學會如何繪製象形文字之後，例如大象、鳥、山羊、馬、太陽、水、山和田野等的象形文字，他們將有趣的象形文字添加到自己的動物書中並編創了自己的故事！在老師的鼓勵下，孩子常自豪地向全班展示他們的作品。孩子自創的故事引發了更多的互動討論並使更多的教學機會涌現出來，使我們能夠繼續積極探索新的知識並一起快樂地學習！







## Learning Chinese, the E-Learning Way! 線上學習中文

the learning activities were well-designed and are easy for teachers to conduct, and for children to use," she said. Additional resources include Ximalaya, the audio sharing app, the WeRead app (especially useful for Secondary students) and an array of picture books for Lower Primary and younger learners.

During the class suspension due to the outbreak of COVID-19, promoting and prioritising bilingualism and language learning did not stop at Yew Chung International School of Beijing. With virtual learning, Chinese language lessons continued consistently for all skills levels and grades with the collaborative commitment from teachers and students. The subject framework did not change principally, but modifications appropriate for e-learning were put in place.

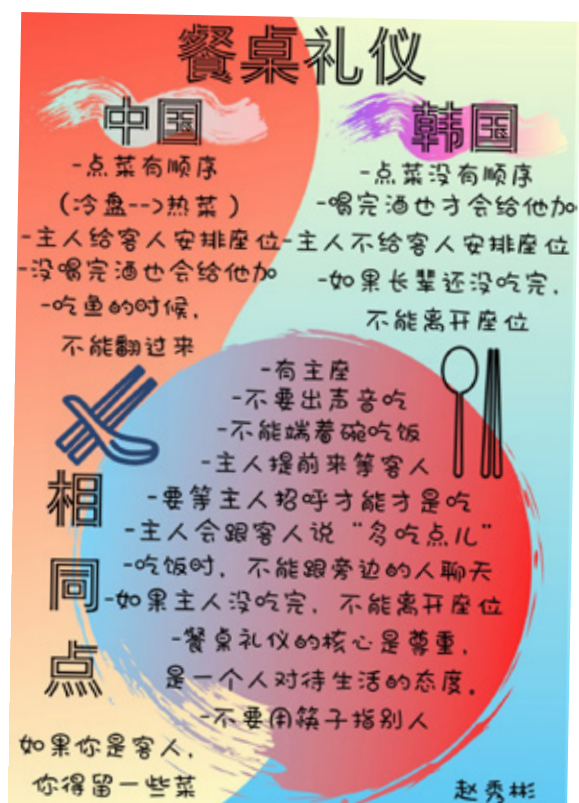
The online lessons held every day for 30 minutes each continued to incorporate all aspects of language learning such as reading, writing and speaking. Dr Rae Wang, Chinese Vice Principal, explained, "Our school does not want to replicate offline learning and limit how teachers conduct e-lessons. We want to enlarge and maximise learning, by also incorporating classic reading and classic poetry." An example is the 24 solar terms which are an important aspect of Chinese learning and are used by our teachers to give a feel of the world around us to students while learning virtually.

The resources which have been of great help to teachers include the Yew Chung Education Foundation endorsed i-Learner platform, which Dr Wang considers a vital resource. "The content [taught] was from textbooks, but it is not limited to that. All

因新冠狀疫情而停課，但推廣和優先發展雙語和語言學習並沒有在北京耀中國際學校受阻。在這段虛擬學習期間，在老師和學生的共同努力下，各個能力水平和年級的學生都可以繼續學習中文。課程的基本框架沒有改變，只為適應線上教學而做了些修改。

線上課程每天進行，每節課 30 分鐘，依舊包含語言學習的各個方面，比如閱讀、寫作和口語。華籍副校長汪小瑞博士解釋說：「我們學校不想重複線下學習，也不想限制老師的線上授課方式。我們希望通過結合古文閱讀和古典詩歌來擴大學習。」24 節氣就是一個例子，它是中文學習的一個重要方面，老師在虛擬教學中用它來讓學生感受周圍的世界。

給老師提供很大幫助的資源包括耀中教育機構支持的智愛中文平台，汪博士認為是一個重要的資源。她說：「（教授的）內容來自教科書，但並不限於此。所有的學習活動都設計得很好，老師很容易操作，孩子也很容易使用。」其他資源包括音訊分享應用程式 Ximalaya、WeRead 應用程式（對中學生尤其有用），以及一系列面向小學低年級和年齡更小的學生的圖書。



# Equipping Students to Spot Fake News Online

## 教導學生識別網路假新聞



information or fake news and are working to design technical and human systems that can weed out the hoaxes and fake news." Hopefully this can reduce the rapid spread of inaccurate information.

Student Caroline He stated that this unit "helped me enhance and improve my understanding of the topic" and cautions her classmates to "be careful, as the internet is very unpredictable."

With tons of information available online, many of us consume online data with limited knowledge of its truthfulness. To help us ascertain the truthfulness of the information, Mr Arora shares the following tips:

- Lateral reading, taught to Year 10 students, is a technique used to fact check online sources in order to avoid misinformation.

- Evaluate digital information by checking the date, and credentials of the author and dig deeper by looking at the domain name of the website, misspellings, and grammatical errors.

- Never trust your first source.

Having learnt about the dangers of fake news, Jaskiran's preferred method of fact-checking is lateral reading. She finds this the most useful technique "because instead of staying on the website, you should leave and find a new website [to verify information]. Instead of moving up and down, you move from tab to tab. This helps you to find if the information is accurate or not"

Another student Kai Li on the other hand simply commits himself to "not spreading false information to my fellow schoolmates". We live in a world where we are inundated with information presented in different forms, so it is our responsibility to ensure that we are cautious about what we share on our public media platforms. As Tom Rosenstiel, an authority in the media industry, put it "Misinformation is not like a plumbing problem you fix. It is a social condition, like crime, that you must constantly monitor and adjust to."

Since the COVID-19 outbreak, there have been ceaseless platforms sharing information about the pandemic. Access to the information is essential, but it has also resulted in rising chances of reading inaccurate online reports, adding to the angst around the virus.

Satyendra Arora, YCIS Beijing Secondary Technology Integrator, echoes this view. "The internet can be an extremely useful tool for everyone in general. But news and social networking sites can also bring trouble including fake news and cyber-bullying"

Year 10 students in the study of the Digital Citizenship delved into topics such as "The Big Data Dilemma", "Who Are You Online" and "Hoaxes & Fakes", amongst others. The unit raised awareness of online presence and especially intricacies of the concept of fake news. This has proved useful to Jaskiran Arora in Year 10, who stated that she learnt "how hoax videos are created and how unreliable and false information can be spread and possibly get viral over the internet."

As Mr Arora asserts fake news is spread by both humans and bots online, and therefore it's becoming more and more challenging for publishers and media houses to evaluate the legitimacy of information shared online. He continues, "Many institutions and media platforms are trying to stop the spread of false





自新冠肺炎爆發以來，不斷有平台分享有關疫情的資訊。獲取資訊是至關重要，然而也導致人們增加閱讀不實新聞的機會，增加了對病毒的焦慮。

北京耀中中學部科技合作教師 Satyendra Arora 認同類似觀點：「總的來說，互聯網對於每個人都是一個非常有用的工具，但新聞和社交網站也會帶來麻煩，包括假新聞和網路欺凌。」

十年級學生在「數字公民」的學習中，深入探討了「大數據困境」、「在網上你是誰」、「詐騙和假新聞」等主題。這個單元提高了人們對網路存在，尤其是對假新聞概念複雜性的認識。這對十年級的 Jaskiran Arora 很有用。她說她學到「假視頻是如何製作以及不可靠的虛假資訊可能會在網路上產生病毒式傳播。」

根據 Arora 先生的說法，假新聞是由人類和電腦程式在網上傳播的，因此，要評估網上分享資訊是否正確對出版商和媒體公司來說愈來愈具有挑戰性。他還說，許多機構和媒體平台都在努力阻止虛假資訊或假新聞的傳播，並致力於設計技術和人工系統來清除這些虛假資訊和假新聞，以降低不準確資訊的傳播速度。

何子佩同學表示這個單元「幫助我強化和加深對這個話題的理解」，並提醒她的同學「要小心，因為互聯網是非常不可預測的。」

網上有大量的資訊，我們當中有許多人使用網上資料，但對其真實性了解有限。為了幫助我們確認資訊的真偽，Arora 先生分享了以下提示：

- 橫向閱讀——十年級的學生學習這種技巧，能用於核實網上資訊來源，以避免錯誤資訊。

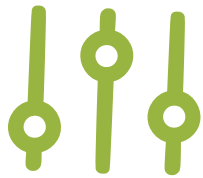
- 通過檢查日期、作者的資格來評估網上資訊，並通過查看網站的域名、拼寫錯誤、語法錯誤來深入評估。

- 永遠不要相信你的第一個消息來源。

了解了假新聞的危險後，Jaskiran 更喜歡的事實核查方法是橫向閱讀。她發現這是最有用的技巧：「因為你應該去找一個新的網站（來核實資訊），而不是留在原網站。你應該從一個分頁移動到另一個分頁，而不是上下滾動同一頁面。這有助於你判斷資訊是否準確。」

另一方面，李楷同學承諾「不向同學傳播虛假資訊」。我們生活在被不同形態的資訊所包圍的世界裏。因此，確保我們謹慎地在公共媒體平台上分享資訊是我們的責任。就像媒體行業權威 Tom Rosenstiel 所說：「錯誤資訊不像修水管那樣簡單。這是一種社會狀況，就像犯罪活動一樣，你必須不斷監控和適應。」





## Teachers' Adaptability: Key to E-Learning

### 老師適應性：線上教學的關鍵

In the past few months, teachers at the Yew Chung International School of Beijing, dispersed in different parts of the world, continued their teaching using online platforms. The word to appropriately describe how they have been through this experience is *adaptability*. Many teachers have had to learn about new platforms, modify their teaching and let go of the usual *modus operandi* to match the current times.



As the 4th week of e-learning came to an end, we talked with two of our teachers, who have been striving to make the best out of this approach every single day, Mr Oscar Gonçalves and Ms Franny Guo. Mr Gonçalves, Secondary School Head of Science, said, "Part of being an international educator and learner is the enormous capacity to adapt to new challenges and still being able to maintain a great quality in teaching and learning, and what I've seen the past few weeks is evidence of this." Talking about himself, Mr Gonçalves said, "(The experience) has been relatively easy, and I am actually enjoying e-learning and loving the challenge." For him, the

Ms Guo, Primary Year 3 Chinese Teacher, said, "The 30 minutes of Chinese class I have with my students every day is the most enjoyable time during this period. I hope they enjoy it as I do." Ms Guo also went beyond her expected daily duty of offering 30-minute-long sessions by adding additional time to give students an opportunity to converse with one another. "I make sure that in every session all my students get a chance to talk — to have their voices heard that day. I open my classroom a little earlier to give them a chance to chat with their classmates as they have not seen each other for a long time. Bonding time is very important," she stressed.



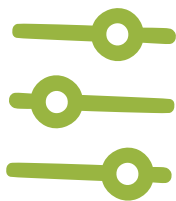
process of being able to use different technological features that allow him access to students has been a positive experience, even though the scope makes it challenging.

Virtual learning also resulted in a gain for many teachers, who have had to explore and discover new platforms, creative ways of conducting lessons and resources for teaching which they could also use after the school reopens. Mr Gonçalves has found Teams, Kognity, Kerboodle, Century Tech, and YouTube useful as a platform. For teaching Science, a subject that requires classroom, laboratory and outdoor settings, he has had to put all the resources at his disposal to ensure that he still delivers lessons of a great standard.

"I attended the Shanghai International STEAM Education Expo (STEAMEX 2019) last December and I am currently using some ideas of AI mentioned in some of the expo's workshops. There are phone apps available that create virtual experiences allowing students to







explore our universe, human body, earth's core, and the atom without leaving their seats. An example is the 'Big Bang AR' developed by CERN which allows us to see the universe in the palm of our hands," Mr Gonçalves said.

Although technology has been of great help in getting the YCIS Beijing community through this period, e-learning was not carried out at the expense of physical and mental wellbeing. Ms Guo said that in the middle of the online sessions she asked students to stand up and do some easy exercises. "We emphasise the importance of health and students should prioritise it. If they feel their energy level is low or their eyes hurt after looking at the computer screen for too long they should take a break."



過去幾個月，北京耀中國際學校的老師雖分散在世界不同地方，期間仍在線上持續教學。有一個詞可以恰當地描述他們如何面對這種經歷，那就是「適應性」。許多老師學習如何使用新的平台，調整他們的教學方式，放棄傳統的教學模式以適應當前的狀況。

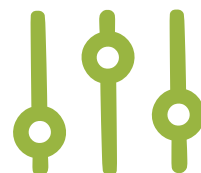
在第四周線上教學即將結束的時候，我們採訪了兩位老師 Oscar Gonçalves 和郭詩雨，他們每天都在努力使這種方法發揮最大的作用。中學科學部主管 Gonçalves 老師說：「國際老師和學習者應當擁有適應新挑戰的能力，同時能夠保持高品質的教學，這正是我在過去幾周看到的情況。」談及這段經歷，他說：「（它）相對容易，我其實很享受線上教學，也很喜歡這次的挑戰。」對他來說，通過利用不同的技術與學生相連是一種正面的體驗，儘管使用範圍使其具有挑戰性。

小學三年級的中文老師郭詩雨說：「每天和學生一起上 30 分鐘的中文課是這段時間裏最快樂的時光。我希望他們和我一樣享受。」郭老師在其日常職責——提供 30 分鐘的課程——之外，還額外增加了時間，讓學生有機會交談。她說：「我確保每節課所有的學生都有機會發言，讓他們的聲音在課堂上被聽到。我稍微提前開啟虛擬教室，讓他們有機會和同學聊天，因為他們已經很長時間沒有見面了。這個讓同學密切聯繫的環節是很重要的。」

虛擬學習也為許多老師帶來了收穫，他們不得不探索和尋找新的平台，以及創造性的授課方式和教學資源，這些資源在學校重新開放後也可以使用。Teams、Kognity、Kerboodle、Century Tech 和 YouTube 是 Gonçalves 老師使用的平台，他教授科學這門學科需要教室、實驗室和戶外配置，因此他必須將所有資源整合在一起，以確保他仍然能夠提供高質的課程。

Gonçalves 老師說：「我去年 12 月參加了上海國際 STEAM 教育博覽會，現在我正在使用博覽會的工作坊中介紹的人工智能理念。有一些手機應用程式可以創造虛擬體驗，讓學生探索宇宙、人體、地核和原子，而不需要離開座位。歐洲核子研究組織開發的擴張實境大爆炸就是一個例子，它讓我們可以在手掌上看到宇宙。」

儘管科技在幫助北京耀中社區度過這段時期發揮了巨大的作用，但不應過度使用而損害身心健康。郭老師說，在她的線上課堂中，會讓學生站起來做一些簡單的體操動作。「我們強調健康的重要性，他們應該優先考慮這一點。如果他們感到精神不振，或者長期看電腦而眼睛不適，就應該休息一下。」



# Preparing Students for Their Future

## 幫助學生迎接未來挑戰



Whilst the YCIS Qingdao campus was closed, it was essential that as a community we supported each other. It was a challenging period for all, but our YCIS educators embraced the changes they had to make to the pedagogy and teaching methodology to incorporate a blended e-learning programme. Here we invited our ECE Western Co-ordinator, our Head of Primary School, our Head of Secondary School as well as our University Guidance Counsellor to share with us how this period prepared Secondary students for their future.

**All teachers sacrificed their Chinese New Year holidays to hold various emergency meetings to discuss our course of action. What are the key areas you have implemented?**

**Ms Anna Wilson, ECE Western Co-ordinator and ECE Co-Teacher:** YCIS ECE adopts a play-based curriculum. The ECE Western and Chinese Co-ordinators had regular communication with the YCIS Qingdao Co-Principals as well as teachers at other YCIS ECE campuses to gather information and decided to use Seesaw and Zoom to share learning ideas for ECE families with children aged 2 to 5. The ECE Co-Teachers also provided daily video stories and songs for the children and were accessible to parents in need. While making the at-home, play-based learning activities, the ECE teachers took into consideration 1) the seven areas of development for the children seen in our Early Years Curriculum, 2) the interest of the children seen, 3) the materials and resources commonly found in a family with young children, and 4) other age-appropriate activities that the children may enjoy while at home.

**Mr Gareth Probert, Head of Primary:** Teachers had been testing and comparing various e-learning platforms from the perspective of students and decided to go ahead with Seesaw, with which our students and parents are relatively more familiar. Before the actual online learning period started, our Chinese teachers shared their experience with Seesaw with parents to avoid time being wasted on adjustments to the platform itself. Other online programmes such as Mathletics, Reading Eggs, Readtheory.org, Spelling City, and Curriculum Visions were used to support the learning and reinforce concepts. Both assessment and feedback should be generated in time, all within Seesaw. Teachers were available through Seesaw and e-mail during the regular school day. Students and parents were encouraged to ask questions and to contact the Co-Teachers if anything was unclear. Furthermore, our YCIS Qingdao educators decided to take a step forward, bringing out a successful Project Based Learning in our Chinese Department with not only concerns of the virus and the wellbeing of our school community, but also learning opportunities for our students.

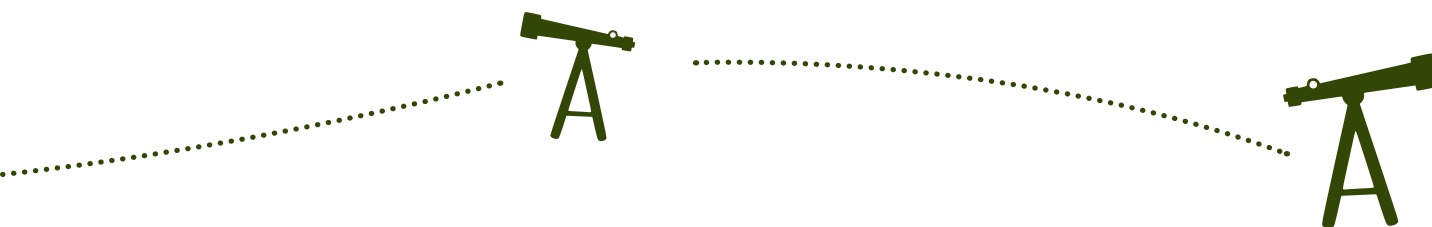


**During e-learning, how were teachers supporting our IGCSE and IB students regarding their upcoming exams? What extra work was done, and what tools/platforms in use did you find successful?**

**Mr Wise, Vice Principal and Head of Primary:** We facilitated the learning of our IGCSE and IB students in a number of ways. Firstly, our blended e-learning programme benefits from having one centralised virtual learning environment: Microsoft Teams. This allowed staff and students to meet live for video lessons, record and play back video tutorials of important concepts and skills, interact in both

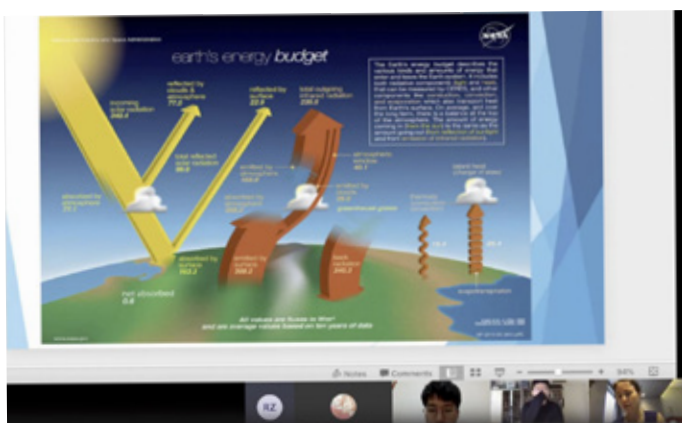






synchronous and asynchronous discussion boards, interact with a virtual whiteboard, share, collate and edit files collaboratively, create and attach videos and audio recordings, submit assignments, send questions and receive personalised feedback in individual chats.

Transforming into a fully “virtual” school requires strategic planning and adjustments for our academic team. For example, practical lab work in IB Biology classes had to be pushed back, while topics, such as Climate Change, that lend themselves to more theoretical investigations, were pushed forwards in the curriculum planning.



Year 11 and Year 13 students were provided additional classes on Saturday to help with revision and preparation for the exams, all classes hosted live on Teams by their subject teachers. Topics in these classes were ranged from “regression lines” in IGCSE International Maths, to “efficiency and equity” in IB Economics, to students’ practice individual orals in the IB Language subjects of Korean Literature, English B and Chinese Language & Literature.

Apart from the Teams platform, students were using Quizlet to develop their vocabulary in EAL classes; the GCSEPod platform was used in Year 11 IGCSE Geography classes to better understand the topic of development, and in IGCSE World Literature classes to help facilitate the skill of analysing unseen poetry for Year 10s. GCSEPod in particular is an excellent multi-purpose learning aid for students, as it allows them to watch and playback video tutorials closely linked to the syllabi they are currently studying, whilst giving teachers data on usage and access.

**What skills do we expect our students to gain by e-learning? What qualities have our students shown during this difficult time?**

**Mr Wise:** First and foremost, we want our students to have continued access to our school curriculum and minimise the disruption to learning the outbreak of COVID-19 has so obviously caused. Our students have been learning, of course, how to be adaptable and flexible at a time of ongoing global crisis. I believe our school has modelled this well, with our staff also having to learn many new technologies and methodologies in a very short space of time. In fact, it is quite astounding how a country as large as China has been able to implement online learning nationwide and ensure the infrastructure needed for this.

Our students also have, of course, needed to develop self-management skills, as there has been a need with studying and attending classes remotely to be more independent in terms of managing time and ensuring work is submitted promptly. This has been a challenge. For some of our quieter students, the e-learning environment has empowered them to be more inquisitive, asking questions more frequently using the online discussion boards in Teams than they might usually ask in the physical classroom.

Developing more independent research skills — finding and synthesising information from various sources, with less hands-on guidance from teachers, has been beneficial for our Secondary students in subjects such as Chinese, English Language and Literature, Theory of Knowledge, and Economics. This is a good preparation for the demands of tertiary education.

**How did Secondary students continue to receive guidance from UGO during quarantine?**

**Mr Steyn, University Guidance Counsellor:** Our Upper Secondary students studied hard, as usual, during their time at home. Our students have continued to receive online support through a wide variety of online webinars from some of the top universities in the world. Topics are varied: Finding the Right Fit in US Universities, Creating an Amazing Art Portfolio, The Value of a Liberal Arts College, How Do US Colleges Evaluate Me, The University of Cambridge, COVID-19 Influences on US College Admissions, Studying in the Netherlands, and University Study in the UK vs the US.

Our students also had the opportunity to attend remotely the webinars offered by the Cialfo platform.



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## University Webinars in Asia



The Year 12 students are working hard on their personal statements and essay questions, while our Year 11 and Year 10 students are familiarising themselves with the Cialfo platform and how to utilise it in finding the right-fit universities. Our UGO is in daily contact with our students on Teams, providing support and answering questions in a timely manner.

We are very proud to announce that to date our Year 13 students have received offers from many world-renowned universities — Congratulations!

青島耀中校園關閉期間，來自社區成員的相互支持尤為可貴。儘管對於我們這段時期頗具挑戰，全體耀中教育者卻視教學中的種種變化為機遇，並將其轉化成為學生提供優質線上教育的特別機會。青島耀中各學部負責人以及大學升學顧問與我們分享了這段時期如何幫助學生成長，更好地迎接未來的挑戰。

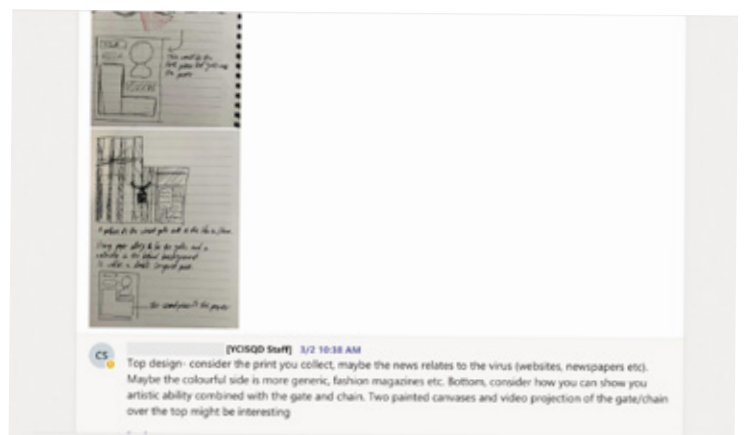
二月初，儘管仍在中國新年假期內，教師召開了緊急會議以商討對策。線上教學工作主要包含哪些舉措？

**幼教部外籍主任及外籍老師 Anna Wilson 女士：**耀中幼教部遵循以遊戲為導向的教學體系。在雙校長指導下，青島耀中幼教部的中外籍老師與其他校區共同商討，利用 Seesaw 和 Zoom 軟體為兩歲至五歲學生提供視頻、音樂等有趣內容。幼教部老師會根據以下幾點來安排學生在家期間的學習活動：1) 幼兒期所應發展的七大領域；2) 孩子所表現出的個人興趣；3) 居家常見的遊戲裝置和資源；以及 4) 孩子有可能感興趣的、適宜在家中開展的其他活動。

**小學部主任 Gareth Probert 先生：**老師共同參與測試，模擬學生身份，對比各個線上學習平台，最終決定使用學生和家長都已經相對熟悉的 Seesaw 進行線上互動式學習。老師在此前便與家長聯繫，盡可能縮短平台使用的適應時間。此外，我們使用 Mathletics、Reading Eggs、Readtheory.org、Spelling City 和 Curriculum Visions 等線上應用來加強學習效果、夯實知識。老師在工作日線上為學生答疑解惑，歡迎學生和家長隨時提出任何疑問。此外，為了幫助學生更好地理解 and 預防病毒，青島耀中的中文部開展了以「疫情之下」為主題的專案式學習。通過對真實問題的研究與學習，學生不僅了解到病毒的相關知識，中文水準更是在潛移默化中得到了提升。

線上教學的這段時間，老師如何幫助備考學生迎戰即將到來的考試？老師進行了哪些額外的的工作，又使用了哪些大家都認可的工具或平台？

**副校長、中學部課程主任 Wise 老師：**我們以多種方式來促進 IGCSE 和 IB 學生的學習。首先，我們的混合式線上學習項目得益於一個集中的虛擬學習環境：微軟 Teams。這使老師和學生能夠進行直播形式的視頻課程、錄製和重播包含重要概念和技能的視頻教程、在同步和非同步討論板中進行交流、通過虛擬白板互相交流、共用並協作整理和編輯檔案、創建和附加視頻和錄音、提交作業，以及在個人「聊天」中發送問題並接收個別回饋。



轉變為一所完全「虛擬」的學校需要我們的學術團隊進行戰略規劃和調整。例如，IB 生物課的實踐性實驗課程不得不推遲進行；而氣候變化等這些理論研究的課題，則在線上教學期間提前實施。

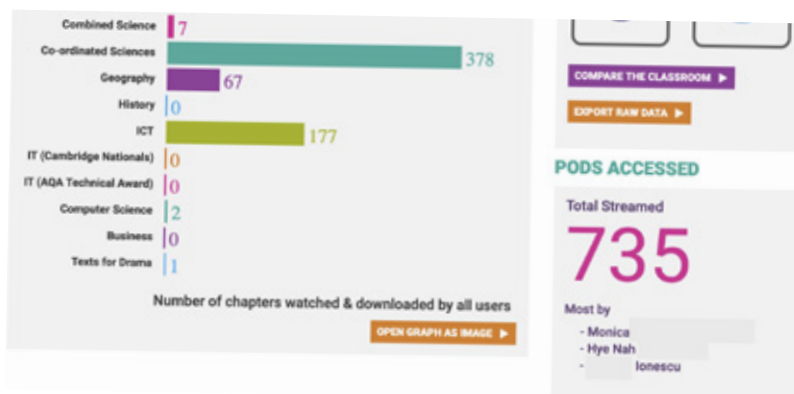
中學部的老師還在每周六為十一年級和十三年級的學生提供額外的課程，幫助他們複習和準備即將到來的





考試，這些周六課程都由各學科老師通過 Teams 直播授課。課程範圍包含國際數學的線性關係；國際經濟學的效率與公平；韓國文學、英語 B、中國語言文學的個人口語等。

除了 Teams 平台外，學生還在英語作為非母語（EAL）課程中使用 Quizlet 來拓展詞彙。此外，我們還使用了 GCSEPod 平台，幫助學生在十一年級 IGCSE 地理課程中更好地理解發展這一主題，以及在十年級 IGCSE 世界文學課程中提升分析詩歌的技巧和能力。對我們來說，GCSEPod 是一個非常不錯的多用途學習輔助工具：學生可以通過它觀看和回看與目前學習主題緊密相連的視頻教程，教師則可以獲取學生使用和獲取資源的資料。



通過線上學習，我們希望學生收獲何種技能？學生又表現出怎樣的優秀品質呢？

Wise 老師：首先，鑒於新冠疫情的爆發已經造成了如此明顯的影響，我們希望儘量減少對學生學習的干擾，並希望孩子能夠繼續保持良好的學習狀態。當然，在全球危機持續之際，我們的學生一直在學習如何靈活地適應。我們的員工還必須在短時間內學習並掌握許多新技術和方法，在這一點上我們的學校做得很好。事實上，一個像中國這樣大的國家能夠在全國範圍內實施線上學習並確保實現這一目標所需的基礎設施，是相當令人震撼的。

這段時間，我們也更為注重學生發展自我管理技能。遠端學習和上課要求學生在時間管理和確保及時提交作業等方面更加獨立——這是一個挑戰。而對於一些平日比較安靜和內向的學生來說，網路學習環境讓他們變得更加好奇，在 Teams 中使用線上討論板提問的次數比在平日課堂上多了。

培養更多的獨立研究技能——對於我們的中學生來講，少了平日教師面對面指導，而是要從不同的管道獨立尋找和歸納資訊，在中國語文、英國語文和文學、知識論和經濟學等學科上都是有益的。這也幫助學生為日後的高等教育階段作好準備。

疫情期間，大學升學指導辦公室如何為中學生繼續提供升學指導方面的幫助與支持？

大學升學顧問 Steyn 老師：令我們滿意的是，雖然不得不呆在家裏，但高中生的學習照常進行。我們的學生繼續通過來自世界上一些頂尖大學的各類線上研討會獲得線上支持。線上研討會主題涵蓋廣泛，例如：「選擇最適合你的美國大學」、「設計一個令人驚歎的藝術作品集」、「就讀文科院校的價值」、「美國的學校如何評估我的入學申請」、「劍橋大學介紹」、「新冠疫情對美國大學招生的影響」、「去荷蘭深造」，以及「就讀英國大學與美國大學的對比」。

我們的學生也在近期有機會遠端參加由 Cialfo 平台提供的大學申請網路研討會。十二年級的學生正在努力準備他們的個人陳述和論文問題，而十年級和十一年級的學生正在熟悉 Cialfo 平台的功能，和平台所提供的各種豐富資源，以及如何利用平台來匹配適合自己的大學。我們的大學升學顧問每天都會通過 Teams 與學生聯絡，提供幫助，及時解答學生的問題。

我們非常自豪地宣佈，到目前為止，青島耀中十三年級的學生已經收到很多來自世界各地著名大學的錄取通知書。讓我們對學生表示祝賀！





## Pioneering Virtual Learning Programme

### 應對疫情 耀中適時推「虛擬學習」



Amid the frustrating school suspension over the coronavirus outbreak, Yew Chung International School of Hong Kong has been keen to maintain the momentum of its mission in teaching. We were among the first schools in Hong Kong to launch an innovative Virtual Learning Programme which has won adulation from parents and educators worldwide.

Schools from various parts of the world, such as St. Cuthbert's College in New Zealand, reached out to YCIS for tips and sat in our e-learning classes and Zoom coffee meeting with parents to gain insights into the programme.

It's 2.15 p.m., a Year 2 student of YCIS Hong Kong is all set to attend her Music e-lesson at home. In front of her is a row of large and small containers and a laptop. "Today, I'm going to make a drum composition," she says as she starts to tap the inverted vessels with drumsticks to produce a series of rhymed percussion, while her teacher and classmates are observing and interacting with her in real-time.

Made possible through software like Zoom, a remote conferencing service using cloud computing, such online learning has now become a city-wide norm in Hong Kong during school closure. As early as November 2019, when the Education Bureau suspended classes due to social disturbance, YCIS Hong Kong already kick-started a trial week of the virtual learning programme.

During the school suspension due to the COVID-19 epidemic, the school has adopted virtual learning since February 3, and ensured the effective implementation across Secondary, Primary and Early Childhood Education sections to minimise the impact and disruption to students' learning.

#### Schooling as Normal

In implementing the programme, our educators conducted all the lessons according to the regular timetable while students continued learning all the subjects without leaving home. We also ensured seamless interaction between teachers and learners.

"The message we want to get across is that this is school as normal, with not a single lesson missed, especially for Secondary students," says Martin Scott, Education Director and Executive Principal of YCIS Hong Kong. "And we aim to achieve outcomes that are as productive as a regular school day."

That means students went through the same routine as usual, which entailed waking up around 7, having lunch about noon, completing homework after class, and compulsory attendance for every lesson. Absence from class needed to be formally notified and accounted for. With students' wellbeing in mind and to ease the strain of looking at electronic screens for an extended time, each virtual lesson was kept at around 40 to 55 minutes.



Matthew Mohrbach, the Pupil Progress Leader for Year 9 of YCIS Hong Kong, shared his teacher's point of view in a BBC News article in February: "We have not missed a single lesson and teachers are teaching their full timetables via video sharing platforms in combination with Google Classroom. We still hold staff meetings, department meetings and outside-of-school sessions for students in-need".

As in normal classes at school, teachers and students communicated with each other in real-time through the video and audio functions of Zoom. During the lessons, pupils could raise questions instantly or send messages through the Chat function.

For teachers, regular lesson delivery was maintained. To monitor students' learning progress, online tests, student project work and assignments were utilised for assessment. In the Secondary School, we adopted Google Classrooms as the homework system where everything was done on-screen for instructors to provide feedback right away.

Mr Scott points out that YCIS is committed to delivering collaborative learning even in a virtual environment. To achieve the objectives of YCIS's Learning Communities approach for the Secondary and Primary programmes, YCIS Hong Kong maintains project-based learning and integrated subject learning in its virtual learning. Merging all subject aspects, students actively explore real-world problems and challenges.

During virtual learning lessons, pupils were assigned to small group discussions using the Breakout Room function, as well as various tasks under the facilitation of the teachers. In the end, students conducted presentations on the project outcome via Zoom, which was joined in by teachers and parents. Continuously evaluating the progress of children, these elements also ensured students enjoyed their home learning experience, and remained engaged and motivated.

Long upholding the significance of holistic development in children, YCIS goes beyond academic areas to cover non-academic subjects like sports, music and arts in its virtual learning programme. Take PE lessons, students conducted yoga and exercising movement according to the teacher's direction on the screen. The Artist-in-Residence also created

Virtual Open Studio for students and parents, offering art demonstration, online workshop and interactive discussion with various artists.

The music teacher created a sing-along video for the younger students in the Early Childhood Education Section to engage musically. Besides, the joint-school 2020 YCIS & YWIES Young Musicians Music Competition was also moved online by encouraging all students to send in their recorded music materials to be judged by the jury panel.

Being a Christian-based school, YCIS Hong Kong conducted assemblies via the virtual learning platform, often with around 300 students participating in singing or video producing activities. "The diversified virtual learning elements ignite the creativity of both our teachers and students, enabling both to explore different fields of knowledge in YCIS," Mr Scott explains.

### **Parents Are Part of the YCIS Community**

We understand parents may encounter difficulties in the online operations, and have set up a technical helpline for instant support. Making a concerted effort to communicate with parents, we have also devised a questionnaire to seek feedback from parents, and adjust the system where necessary.

Accommodating students of different levels, the Early Childhood Education (ECE) team created interesting, engaging e-learning activities and programmes for children and their families to participate. Furthermore, class teachers conducted a daily review and weekly calls with parents to discuss the child's progress, coupled with a bi-weekly review of their learning journeys. The ECE leadership team is devoted to continuously enhancing the teaching





程，減少停課對學習的影響。

#### 上課如常

進行網上學習時，我們的老師會如常按學生的上課時間表教授不同學科，並確保學生在家也能繼續與老師和同學保持溝通及互動。教育總監及香港耀中行政校長史麥田表示：「我們想向學生和家長保證，雖然停課，卻不會停學。我們在這段期間會致力使網上教學有效地達至平日課堂的學習目標。」

所以，香港耀中的學生會如常於早上 7 時許起床，約中午 12 時吃午飯，下課後完成功課。學生須準時出席每一堂課，如需缺席，必須按正常程序通知學校。我們非常重視學生的身心健康，為減少因長時間使用電腦引致學生眼睛疲累，學校將每節課時限

content by joining Zoom classes regularly.

“Although this is an extraordinarily challenging time for all of us — students, parents, and educators, I’m sure if we stand together as one community, the impact of school suspension will be greatly reduced. The YCIS team will spare no effort in continuing to deliver virtual learning that’s highly interactive, rich in content, stimulating in its approach, and hugely rewarding for our students,” Mr Scott concludes.

近月的新冠肺炎疫情迫使全港停課，為學生、家長和老師帶來極大挑戰。期間，香港耀中國際學校依然保持多年來實施教育使命的衝勁，推出實時網上學習計劃，讓學生做到停課不停學，成為香港首批使用「虛擬學習」的學校之一，並取得家長以至其他地方教育工作者的認同和肯定。

自從推行「虛擬學習」，香港耀中已為來自英國和澳洲等地的學校提供網上教學指導。當中，新西蘭聖卡斯伯特書院的教職員更參加了我們的虛擬學習課堂和 Zoom 網上家長會議，得以了解課程的效益。

某日下午 2 時許，香港耀中一位小學第二班的學生準備就緒參與網上音樂課。在她面前放了一部電腦和一些大小不一的器皿。她興奮地說：「今天我會創作一首鼓樂的樂曲。」說罷，她就在老師和同學的見證下開始拷打倒置的器皿，創作一連串美妙的敲擊樂旋律。

在長期停課期間，Zoom 等遠端會議軟件成為了全港許多學校進行網上學習的必然工具。不過，早於去年 11 月，當教育局因大型社會動亂宣布停課時，香港耀中已經率先試行一周網上教學模式，使教學不至滯後。所以，當疫情令全港再次停課時，我們就能立刻在 2 月 3 日為幼教部、小學和中學的學生開始網上學習課

於 40 至 55 分鐘。

第九班學生學習進度主管 Matthew Mohrbach 先生在 2 月份的英國廣播公司文章中分享他的體驗說：「我們的老師如常按課程的時間表，沒有錯過任何一節課，老師通過視頻共享平台與 Google Classroom（雲端教室程式）繼續教學，並舉行各種教職會議。同時，我們也很關注有特別需要的學生，會在課外個別聯絡他們跟進和提供支援。」

如同平日的課堂，老師和學生會通過 Zoom 應用程式實時地溝通和學習。在課堂上，學生可以使用錄影和對話功能即時提問。老師如常教授課程的同時，也會監察學生的學習進度，透過網上測驗、小組作業及功課評估學生的表現。中學老師會運用 Google Classroom 發送和檢查學生的功課，也能即時為學生的作業提供意



見。

史麥田先生指出，為了貫徹中、小學部的「學習社區」



教學理念，老師會確保學生於網上學習過程中，有足夠的協同學習機會，並繼續以專題及綜合學科學習模式教學。透過綜合不同學科來學習，學生可以主動地探索現實世界的問題和挑戰，且將知識應用於實際環境中。

在網上學習時，學生會透過 Breakout Room（分組討論室）功能進行小組討論，在老師協助和引導下完成專題作業。其後，學生會在老師，甚至家長面前，在網上課堂上作簡報。老師會持續評估網上學習的成效，務求讓學生能享受和投入在家的網上學習體驗，並提升他們的學習動機。

耀中向來重視學生的全人發展，老師也會在網上繼續教授體育、音樂和美術課。例如，在體育課堂上，學生可以透過屏幕跟隨老師的指導練習瑜珈和伸展運動等。另外，我們的駐校藝術家亦開設了一個網上畫室，讓學生和家長能在家裏觀看示範、參與網上工作坊，並與不同藝術家進行討論。

音樂老師為了使學生更投入，特別為幼教部的小朋友拍攝了音樂影片，讓他們可以隨着老師一起唱。除此之外，2020年耀中耀華少年音樂家音樂比賽也改於網上舉行，學生可將自己的音樂作品製成錄音或視頻發送給評判團。



以回應孩子的學習需要，並邀請家長或孩子的照顧者一同參與。老師又按孩子的年齡和級別，為每位孩子預備「學習百寶箱」，給他們提供網上學習所需的一切用品。

此外，班主任亦會每天為學生進行評估。他們會安排與家長在網上會面，每周討論孩子的進度和每兩周檢討孩子的學習進程。幼教部的管理團隊更定時參與網上課堂，檢討並完善網上學習的內容。

史麥田先生總結說：「儘管這次疫情為我們的學生、家長和老師帶來前所未有的挑戰，但我相信，只要我們同心協力，定能大大減低停課的影響。我們的團隊將繼續不遺餘力，透過虛擬學習，為學生提供高度互動、內容豐富且極具成效的學習經歷。」



作為一所以基督教為基礎的學校，學生的早會繼續在網上進行。這些早會經常有多個班級，甚至有超過三百位學生參與，學生會分享歌曲和影片製作等。史麥田先生說：「網上多元化的學習材料可以激發我們的學生和老師的創意，令雙方都可以探索不同的知識領域。」

#### 家長擔當重要角色

耀中意識到家長協助子女進行網上學習的困難，所以校方為家長設立了協助熱線，即時回應家長的查詢。同時，耀中也以調查問卷收集家長的意見，適切地改進網上教學的課程。

我們的網上學習，不僅照顧中、小學生，也延伸至幼教部的幼童。老師創作了有趣且互動的網上學習活動，



# Extreme Reading Challenge in “Cloud”

## 「雲」上閱讀，挑戰極限



Book Week is one of the most popular and fun events at YCIS Chongqing. To complement the excellent reading programme at each year level, each year the school takes the opportunity to promote a love of reading and make a habit of reading around campus and in the wider Yew Chung community.

Book Week and its accompanying Book Fair were scheduled for March 16 to 21. Due to the coronavirus outbreak, the school was not able to hold physical activities of the events on the campus, such as the book character parade, reading competitions, as well as the library visit to our favourite book characters in *Alice in Wonderland*. But that didn't mean our love of books went uncelebrated as readers were welcome to our E-Book Week!

Our staff were creative in hosting the first YCIS Chongqing E-Book Week, promoting a love of reading across all year levels at YCIS Chongqing through the “cloud”. We invited students, staff and our parents to take part in the “extreme reading challenge” at E-Book Week. Everyone shared a photo of themselves reading in an “extreme” situation to showcase their commitment to language learning. Teachers also shared their photos with a book they recommended to the students, which included fiction, non-fiction, and more than you could imagine.



Our lovely Primary students were also encouraged to share their favourite book, draw a picture, write a book review, record themselves reading it, introduce characters in the story, and dress up as a character from the book.

The event ended with the announcement of the winners of the “extreme reading challenge”, with their most creative and fun pose! No one can say this year's E-Book Week was less fun and as a community, we feel we are all together, hand in hand in the “cloud”! Go YCIS Chongqing!

讀書周是重慶耀中最受歡迎、極富樂趣的活動之一。為補充各年級現有的閱讀課程，學校每年都借此活動，在整個校園以及耀中社區宣導「熱愛閱讀」以及「養成良好閱讀習慣」的理念。

讀書周和相關的書展原本安排在3月16-21日舉行。由於新冠病毒疫情的爆發，學校未能在校園舉辦現場活動，如書中人物大遊行、閱讀競賽，以及去圖書館看望《愛麗絲夢遊仙境》書中最受歡迎的人物。但是，我們的閱讀熱情不會因此而打折扣，大家還是可以參加我們的「雲上讀書周」！



老師極具創意地舉辦了這次重慶耀中「雲上讀書周」，通過網路在全校範圍內提倡閱讀。老師、學生和家長都受邀參加「極限閱讀」活動。每個人都分享他們以一個極端的姿勢進行閱讀的照片，展現他們對語言學習的熱情。老師也紛紛向學生展示和推薦他們手中的書籍，其中有小說、非小說讀物，還有其他類別的，數不勝數。

小學部可愛的孩子也分享了他們喜愛的書籍，他們畫圖，寫下讀後感，錄製讀書視頻，介紹書中人物，甚至還裝扮成書中的人物。

活動以揭曉「最酷最富創意造型獎」得主而圓滿結束！毋庸置疑，今年的「雲上讀書周」絲毫不比往年的讀書周遜色，我們在「雲」上手把手，親切如往常。加油吧重慶耀中！





## A Show of Virtual Sporting Excellence 雲端競技大比拼

On March 19, YCIS Chongqing held the first Virtual Sports Day in the “cloud”. This Sports Day took place at homes of our students and teachers, in locations across the globe, to celebrate our community and raise awareness of our health and well-being. It also served as a “battle” between our houses (Earth, Wind, Fire, and Water).

The YCIS Chongqing PE Department team created a fantastic event, housed on a specific website, <https://wilbertkwakkel2.wixsite.com/virtualsportsday>, where all the day’s sporting challenges were posted. The website gave a video explanation and forms outlining instructions for each challenge. PE Teachers Mr Kwakkel and Mr Benson made the demo videos of each challenge to make sure everyone could understand and follow.

All YCIS Chongqing community members were invited to join this fun event. Many of our students joined individually, while some joined as a family. Teachers were also encouraged to do as many challenges as possible to battle for the houses they belong. Challenges included the plank challenge, flip the bottle, and a 400 meter around the table run, which generated a lot of laughs but exhausted the participants.

After the completion of each challenge, with some making multiple attempts, all players only uploaded their best results online to add scores to their house.

It truly was a fun afternoon with all of our students, staff, parents and friends around the world joining as one big virtual family. We believe a healthy body makes a healthy mind. We thank everyone for your participation!

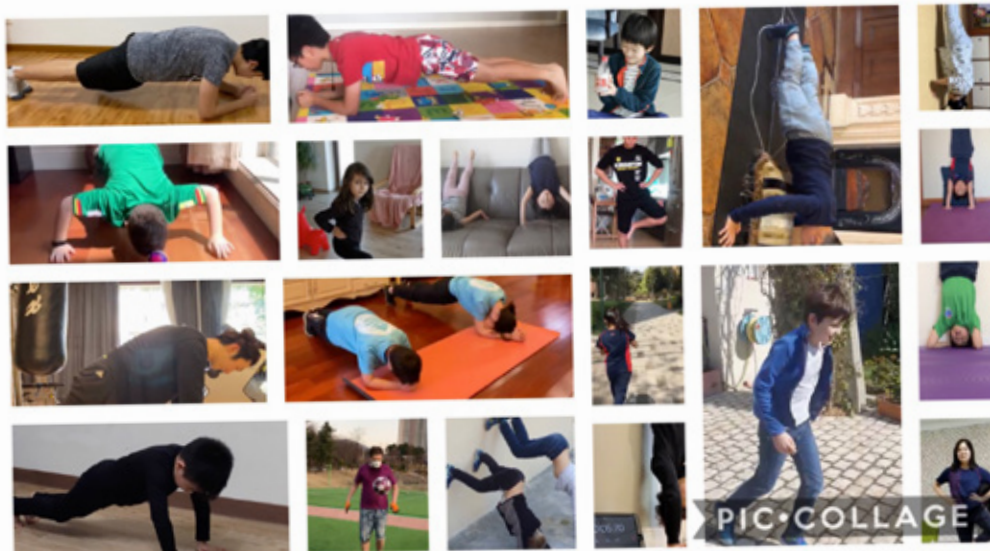
3月19日下午，重慶耀中通過網路舉辦了首屆雲上運動會。這次運動會的場地位於遍佈世界各地耀中師生的居所，活動的目的在於讚美我們的社區，提高我們對健康和幸福的關注。此次活動也是我們社團隊「土」、「風」、「火」以及「水」的大比拼。

本次運動會由我校體育部舉辦，他們為此專門創建了網站：<https://wilbertkwakkel2.wixsite.com/virtualsportsday>，網站囊括運動會當天的比賽項目，以及每個專案的視頻演示，還包括每個專案的文字說明及記錄表格。體育老師 Kwakkel 先生和 Benson 先生親自上陣，錄製了每個比賽專案的演示視頻，確保參賽者能夠明白其要領和參賽方式。

耀中社區的全體成員都受邀參加了這次運動會。有些學生單獨參賽，有些則是以家庭為單位參賽。老師也盡其所能參加各類項目。比賽項目包括平板支撐、翻瓶子、400米繞桌跑等，各個「賽場」都爆發出陣陣笑聲，而參賽者也都筋疲力盡。

每項比賽可以重複進行，但是參賽者只需填寫最好的成績上傳至網路平台，為自己的社加分！

此次運動會無疑給全球各地的師生、家長及朋友帶來一個充滿歡樂的下午，在雲端大家庭相聚，其樂融融！我們堅信強健的體魄是健康大腦的必要保障，感謝所有參賽者！





#### **Yew Chung Education Foundation**

20 Somerset Road, Kowloon Tong, Hong Kong

香港九龍塘森麻實道20號

Tel 電話：+852 2338 7106

Fax 傳真：+852 2304 6713

Website 網頁

[www.ycef.com](http://www.ycef.com)

#### **YCIS Hong Kong**

2 Kent Road, Kowloon Tong, Hong Kong

香港九龍塘根德道2號

Tel 電話：+852 2338 7106

Fax 傳真：+852 2304 6713

#### **YCIS Shanghai**

18 West Rong Hua Road, Gubei New Area,

Shanghai 201103, P.R.C.

中國上海市古北新區榮華西路18號201103

Tel 電話：+8621 2226 7666

Fax 傳真：+8621 2226 7616

#### **YCIS Beijing**

Honglingjin Park, 5 Houbalizhuang, Chaoyang District,

Beijing 100025, P.R.C.

中國北京市朝陽區後八里莊5號紅領巾公園100025

Tel 電話：+8610 8583 3731

Fax 傳真：+8610 8583 2734

#### **YCIS Chongqing**

No. 2, Huxia Street, Yuan Yang Town,

New Northern Zone, Chongqing 401122, P.R.C.

中國重慶市北部新區鴛鴦鎮湖霞街2號401122

Tel 電話：+8623 8879 1600

Fax 傳真：+8623 8879 1646

#### **YCIS Qingdao**

72 Taihangshan Road, Economic & Technology Development Zone,

Huangdao, Shandong 266555, P.R.C.

中國山東省青島市經濟技術開發區太行山路72號266555

Tel 電話：+86532 8699 5551

Fax 傳真：+86532 8687 0099

#### **YCIS Silicon Valley**

310 Easy Street, Mountain View, CA 94043, USA

Tel 電話：+1 650 903 0986

Fax 傳真：+1 650 903 0976

\*Each school is independently registered and operated 每間學校均獨立營運

Website 網頁

[www.ycis-schools.com](http://www.ycis-schools.com)