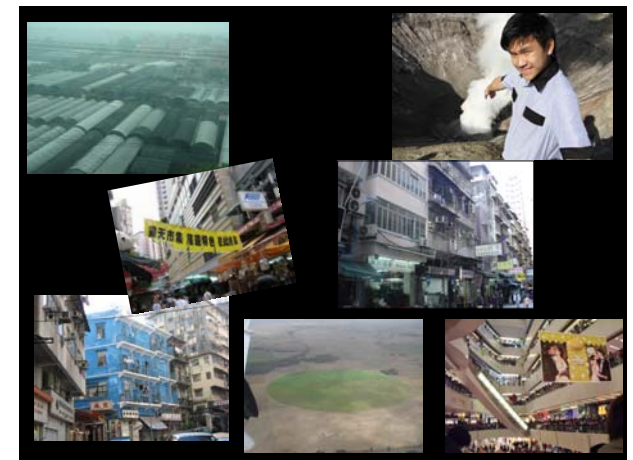


Mr. Leung Wing Kin

- Geography Panel, Po Leung Kuk Laws Foundation College
- Author of fieldtrip guides "Green Hong Kong" Series
- Executive Committee, Hong Kong Geographical Association
- General Program Committee, Hong Kong Education for Sustainable Development Association



Importance in Curriculum

- Motivation
- Integrate subject knowledge
- School-based Assessment (SBA)

*Tell me, and I will forget;
Show me, and I may remember;
Involve me, and I will understand*

All learning is Experiential

Experience

What are the
difficulties to have
fieldwork?



Field trips & Activities

- Tung Chung Bay visit
- Caritas Field Study Center
- Hong Kong Observatory visit
- Hong Kong Observatory seminar
- Wan Chai haunted tour
- Campus slope field trip
- Hong Kong Geography Day
- Rich and poor experience lunch
- Guangzhou field trip (2-day)
- Squatter experience field camp (2-day)
- West Kowloon pre-war building visit
- Island North landuse & urban development
- Self-guided field trip



Weeding



Poorly-maintained electricity system: Risk of fire hazard



Rent:
Top: \$1000
Middle: \$1100
Bottom: \$1200

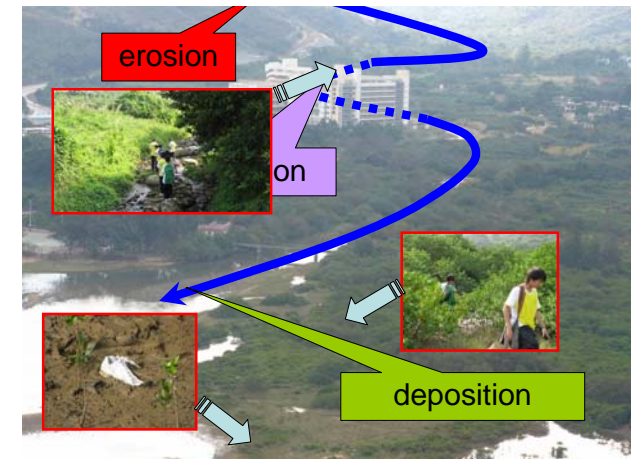


Fieldwork Planning

- Participation
 - Data discovery
 - Geographical skill
- Multi-theme
 - Curriculum linkage
 - Part of study, not a single activity
 - Integrate with project-based learning
- Sharing, debriefing & organization

Tung Chung Bay

- Field trip theme: River channel (AM)
- Project theme (PM)
 - Natural conservation
 - Urban development
 - Ecotourism



Safety First!

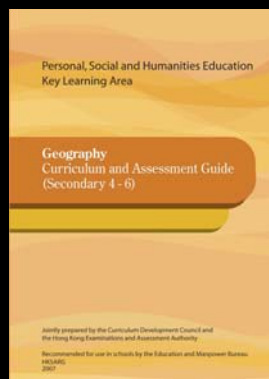
- http://hk.youtube.com/watch?v=Y4_eHtailyA
- Pre-trip
- Parents consent
- Notification to police
- Manpowering on teacher-student ratio (EDB)

Current (Old) Curriculum

- 3-year pre-primary education (K1-K3)
- 6-year primary (P1-P6)
- 3-year junior secondary (S1-S3)
- 2-year senior secondary (S4-S5)
 - HK Certificate Education Exam. (HKCEE, till: 2010)
- 2-year senior secondary (S6-S7)
 - HK Advanced Level Exam. (HKALE, till 2012)
- 3-year tertiary (Year 1-Year 3)

New Senior Secondary (NSS) Curriculum

- 3-year pre-primary education (K1-K3)
- 6-year primary (P1-P6)
- 3-year junior secondary (S1-S3)
- 3-year senior secondary (S4-S6)
 - HK Diploma of Secondary Education Exam. (HKDSE, first: 2012)
- 4-year tertiary (Year 1- Year 4)



Education Bureau
(EDB)



HK Exam. & Assessment Authority
(HKEAA)

School-based Assessment (SBA)

- 15% public exam grade
- Administered in school
- Marked by the students' own teachers
- Reduce the dependence on one-off exam
- Backwash effect: Motivate learning
- Enhance assessment validity
 - Ask geographical questions in the **field**
 - Identify spatial patterns through field **observation**
 - Locate & collect **first-hand data**
 - Hypothesis testing & **enquiry**
 - **Value** judgment

Format

- Geographical enquiry
 - ≠ fieldwork report / ~ UK coursework
 - **Formulate** plan for enquiry
 - Gather, process & analyze field **data**
 - Present & **interpret** the findings
 - **Evaluation** & suggestion



Implementation Schedule

Year of examination	Implementation of SBA
2012	Schools are not required to submit SBA marks. Public examination results constitute 100% of the final subject result.
2013	Schools are not required to submit SBA marks. Public examination results constitute 100 % of the final subject result.
Starting from 2014, all schools have to submit SBA marks contributing 15% to the final subject result.	

Table 5.2 Implementation schedule of SBA

PCAIE

- **P**lanning (10%)
- **C**ollection (20%)
- **A**nalysis (30%)
- **I**nterpretation (30%)
- **E**valuation (10%)



	Suggested class time* (number of hours)
(a) Planning and preparation	30
(b) Data collection	
(c) Data processing, presentation and analysis	20
(d) Interpretation and conclusion	
(e) Evaluation	
Total:	50

* The suggested class time includes time for activities, such as exercises for building up students' field work/geographical data manipulation skills and formulating enquiry questions, group discussions, equipment/tool preparation/design, data processing and so on. Since students need to be equipped with the skills for conducting the field study, more class time is suggested for the first two stages.

Schedule of work and mark submission:

Stage	Suggested timeline*	Maximum marks	Tentative mark submission time
(a) Planning and preparation	November to February in S5	10	End of S5
(b) Data collection	December to April in S5	20	
(c) Data processing, presentation and analysis	September to December in S6	30	End of S6
(d) Interpretation and conclusion		30	
(e) Evaluation		10	

* The suggested timeframe indicates the period within which the different stages can be carried out, instead of allocating time to each stage. For instance, group discussions can be conducted in November for the formulation of titles and enquiry questions; an outing can be held in February for the collection of data.

(a) Planning and preparation	
Marks	Performance description
7-10	<ul style="list-style-type: none"> Demonstrates independent thinking and originality in identifying the geographical issues / questions / problems / phenomena / hypotheses for investigation and the objectives of the study Defines and explains <i>extensively</i> the scope of the study and the focus of the enquiry Designs a <i>comprehensive, innovative and feasible</i> plan for collection of relevant data (including the methods / techniques / tools / resources for data collection, preparatory procedures and schedule for the study), demonstrating competence in organisation Reflects upon feedback and enhances the plan Excels in the explanation of geographical concepts and perspectives relevant to the study
4-6	<ul style="list-style-type: none"> Develops the objectives, geographical issues / questions / problems / phenomena / hypotheses for investigation with help from teachers / classmates <i>Generally</i> defines and explains the scope of the study and the focus of the enquiry Designs an <i>appropriate</i> plan for <i>generally</i> showing how and when <i>relevant</i> data will be collected, demonstrating <i>some</i> organisation skills Explains <i>relevant</i> geographical concepts and perspectives
1-3	<ul style="list-style-type: none"> Relies on <i>guidance</i> in developing the objectives, geographical issues / questions / problems / phenomena / hypotheses for investigation Defines the scope of the study in <i>simple terms</i> With <i>guidance</i>, outlines a <i>simple</i> plan for the collection of data with <i>minimal</i> relevance <i>Lists few</i> relevant geographical concepts

Remarks to teachers

- Marks should reflect the rank order of the students & the relative difference between students' achievements
- Zero for work fails to meet the min. requirement
- Mark moderation by HKEAA on a school basis
 - Difference among teachers of the same study level
- Plagiarism/ Malpractice

Pros

- Fieldwork as part of the formal curriculum
- Motivation
- Independent enquiry study



Cons/ Difficulties

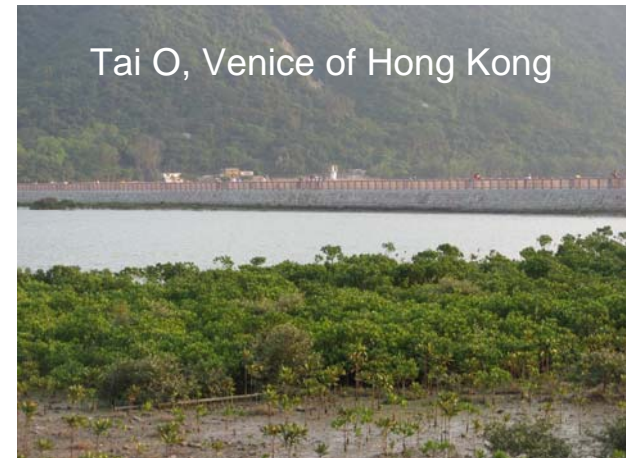
- Individual project vs Big class size



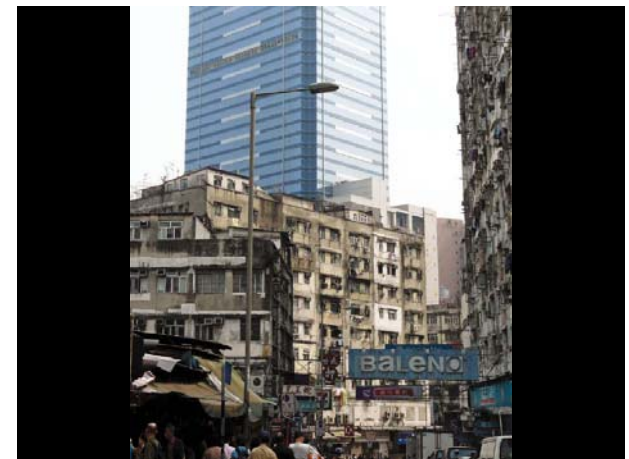
- Tight teaching schedule
- Resources for guidance
 - Time
 - Fieldwork guides (right choice of sites)



Tai O, Venice of Hong Kong



- Individual difference
- Resources for equipment
- Socio-economic status
- Fairness
 - Plagiarism: internet
 - Parents' assistance: provide resources/ serve as a resource
 - Teachers' role: to comment/ to mark
- Risk management & responsibility in fieldwork



Preparation

- Grasp the grace period before 2012
- Government workshops for teachers
- Project-based learning (Learn to learn)



- Support from field study centers & NGOs
- Get used to fieldwork
 - Fieldwork is fun



- Develop relevant skills
- Seek hardware & software support



Conclusion

- A good approach in Geography study
- Technical problems/ constraints not fixed
- Requires much consideration on
 - Teaching resources
 - Fairness



References

- Document for New Geog. Curriculum, EDB
 - http://www.edb.gov.hk/index.aspx?nodeID=3206&lan_gno=1
- SBA Teachers' Handbook, HKEAA
 - http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?13&2
- Geog. Teaching Support Site, EDB
 - http://www.edb.gov.hk/index.aspx?nodeID=3229&lan_gno=1

- PowerPoint
 - Hong Kong Geographical Association
 - www.hkga.org
- Contact
 - tony.wkleung@gmail.com