

**CASE ANALYSIS for  
Outstanding e-Learning Awards 2022 – 2023  
English Language Education  
傑出電子教學獎 英文教育組別 教案闡析**

Please elaborate your proposed pedagogical design with the analysis of special features with respect to the following judging criteria where appropriate.

請可就評審標準，分析及闡述教學活動設計，並列明教學活動的特點。你亦可加上評審準則之外的其他特點分析教學活動設計。

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Hong Chi Morninghill School, Tuen Mun

E-Learning and AI Learning of Practical English

Teacher Name	Ms. Chan Pik Kwan
Subject	Practical English
Subject Level	Senior Primary Students with high abilities
Learning Objectives	<ol style="list-style-type: none"><li>1. To use digital tools to construct knowledge</li><li>2. To develop self-directed learning and creativity</li><li>3. To further extend and apply the knowledge they learned in lessons into daily life</li></ol>
Applied e-Learning platform and tools	ClassDojo, BookCreator, Bitsboard, Wordwall, Mindmapper, Patlet, google translate, AI Art <a href="https://playgroundai.com/create">https://playgroundai.com/create</a>

**Introduction of Lesson Design:**

Background :

The school: Hong Chi Morninghill School, Tuen Mun is a special school for students with mild intelligence disability. The school has promoted e-learning since 2008. From 2017, the school has been selected as an Apple Distinguished School and has been re-awarded this title until 2025, which once again confirms the school's outstanding performance in information technology education. The school has been appointed by the Education Bureau as a center of excellence in information technology education (COE) for many years. In the

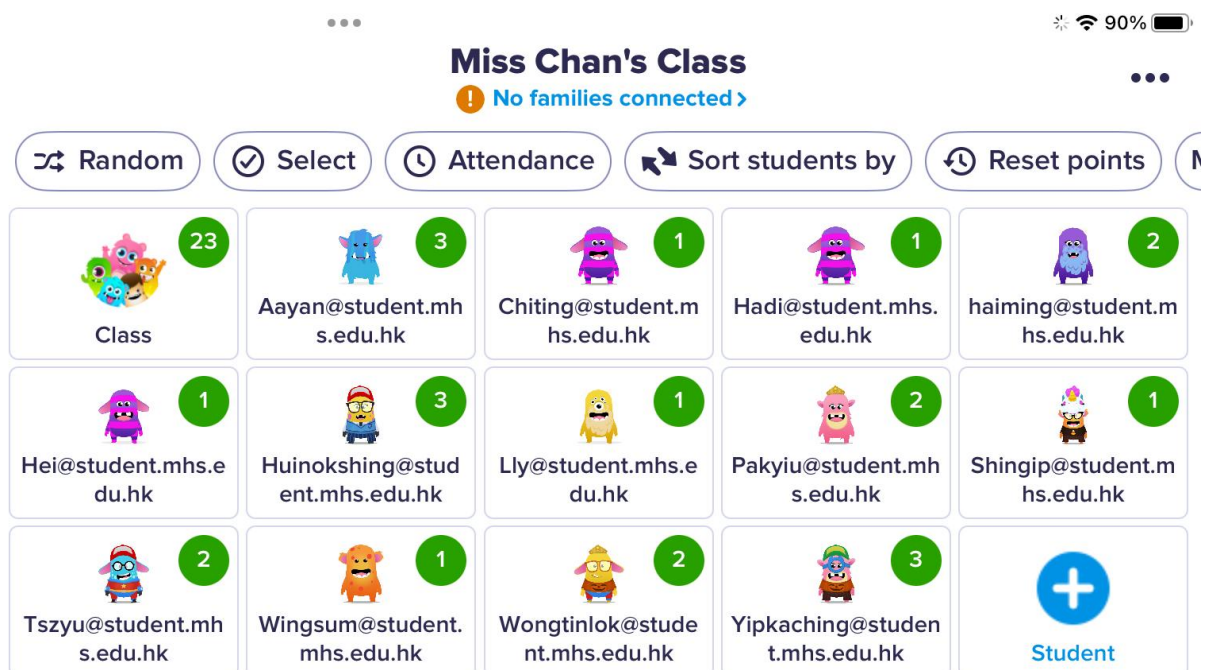
23-24 academic year, we successfully became a CoE again and will continue to share and promote information technology education with other schools.

The students: As it is a special school, not only for students with mild intelligence disability, but most of the students also have other special educational needs, such as autism and ADHD. However, all students are capable of using ipads as a learning tool to enhance learning efficiency. E-learning successfully facilitated our students with different special educational needs to develop better self-directed learning, for example, students with dyslexia can simply use Live Text and voice recognition to handle text. Students with autism who need more visual cues can use MindMapper to create mind maps and search for pictures on the Internet to clearly present the content related to their learning topics. Their self-confidence was boosted by being able to finish the task by themselves.

Introduction of Lesson Design:

The theme of the lessons is “Lunar New Year”. The plan consisted of four 35-minute lessons of practical English for a group of senior primary students with high abilities in the school. Various Apps and platforms were used to increase students’ learning motivation and engagement. The teaching objectives were to develop self-directed learning and creativity of the students by using digital tools and further extend and apply the knowledge they learned in lessons into daily life.

ClassDojo is the App for everyday lessons which allows teachers to create a positive classroom culture by giving students points for following rules, participating in class, and showing good behavior. We use this app to motivate students to join the lesson and participate actively during the lesson.



The Objective of lesson1 was to enable students to understand the story of Legend of Monster Nian. In Lesson1, the teacher gave a brief introduction of the background of Lunar New Year to equip the students with prerequisite knowledge and recalled their own life experience memories of Lunar New Year for increasing learning interests. The Apps Used in Lesson1 are ClassDojo, BookCreator and Bitsboard.

### Learning Activities in Lesson1:

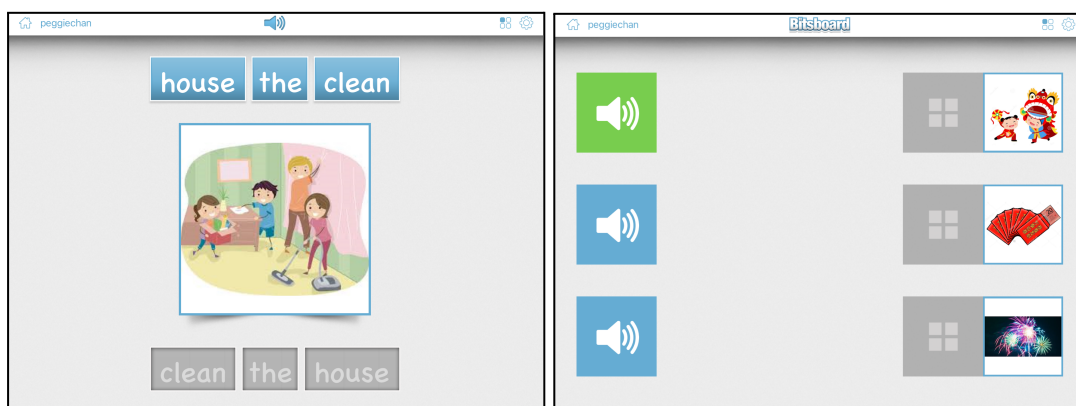
Lesson1 started with the teacher showing photos related to Lunar New Year and invited students to give a brief sharing of their own life experience about the Lunar New Year, which aroused their curiosity about the stories behind the traditional cultural activities. Then, students were asked to discuss and guess why they would have those activities during Lunar New Year. They could briefly mark their guesses down on the Book Creator file.



Students shared their life experiences about Lunar New Year through photo prompts, and read sentences and recorded their voices.

Then, the teacher showed the video about the story of Legend of Monster Nian. After watching the video, students discussed how they felt watching the story and used the Book Creator to write down the details of traditional activities done during Chinese New Year based on the video. After that, the teacher would invite the students to do a presentation sharing their findings and learning experiences.

Finally, students were encouraged to play games on Bitsboard and wrapped up the lesson by recognizing things to do during Lunar New Year.

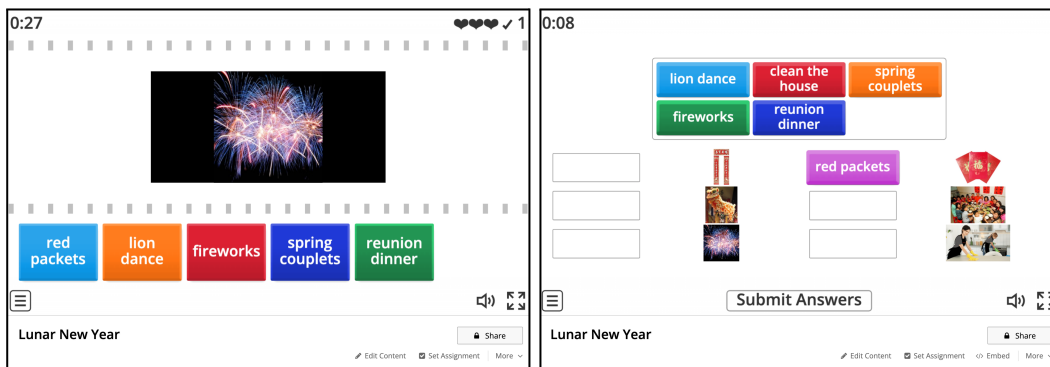


At the end of the lesson, students are encouraged to play games on Bitsboard to consolidate the knowledge they have learned in the lesson. They can choose the games they like.

The objective of lesson2 was to enable students to identify the items of Lunar New Year so that the students can apply what they have learned into their daily life later. The teacher first used Wordwall to recall students' memories from lesson1, then let the students explore the objects that they/their family members used during Lunar New year. Finally, students would present research results. The apps Used in lesson2 were ClassDojo, Wordwall, Mindmapper and Patlet.

### Learning Activities in Lesson2:

First, the teacher asked the students to review what they had learned in the previous lesson by playing the wordwall mini-games. It is also a warm-up exercise for the students to attend actively in the lesson.



Then, students were divided into 4 groups of 3 people. Each group needed to do a mind map with photos by using Mindmapper to demonstrate the items they/their family have used during Lunar New Year and upload the outcomes onto the Patlet page.



Students showed their learning outcomes on Patlet.

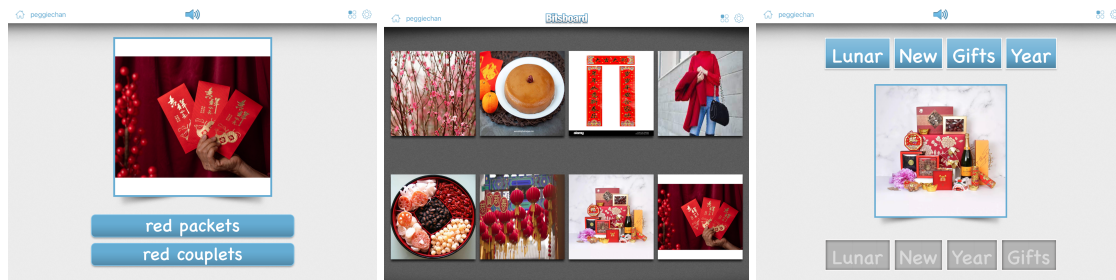


Upon completion of the group work, students were asked to present their work and how they felt when they were doing the learning task to promote peer learning. Finally, the teacher ended the lesson by summarizing the Lunar New Year items they mentioned on the patlet to acknowledge all of their effort and to encourage further exploration of the topic in the future.

The objective of lesson3 was to enable students to use everyday English in various scenarios during Chinese New Year. This lesson aimed at giving students the opportunity to practise the English they learned in the Lunar New Year scenarios. The Apps/Web used in this lesson were ClassDojo, bitsboard, Google Translate, Bookcreator and Patlet.

#### Learning Activities in Lesson3:

Before the lesson, the teacher invited one of the students in the class to create a bitsboard game based on the group work the class did in the last lesson. By starting lesson3, the teacher acknowledged the helper's work and let students review the items they found in the last lesson by playing mini-games on the bitsboard and asking about their favorite items.



Students played bitsboard games which were prepared by a student to review their group works in the last lesson.

Then, students are asked to identify the scenarios about the celebration of Lunar New Year. There were some scenarios they could choose, such as receiving red packets; having reunion dinner; cleaning the house; and preparing Lunar New Year food. Students were divided into 4 groups. Each group was assigned a specific scenario associated with the festival. Once assigned the scenario, students were required to think about the dialogue they would have in the scenario. They were allowed to draft the dialogue in Chinese first and translate them into English by using Google Translate, and then paste into Bookcreator file. After doing so, they were required to record the role-play situations where students could demonstrate the scenarios they have experienced during Lunar New Year and upload the video onto Patlet.

Finally, this lesson will be ended by students voting for their favorite video and reading the dialogue aloud together.

The objective of lesson4 was to enable students to understand the story of 12 Zodiacs and create a Zodiac they imagine. To encourage students to think outside the box, this lesson was designed to promote critical thinking and to enhance creativity of students. The activities in lesson4 promoted the use of technology to support learning, while also fostered a sense

of collaboration among students. The apps lesson4 used were ClassDojo, wordwall, AI Art <https://playgroundai.com/create>, and Patlet.

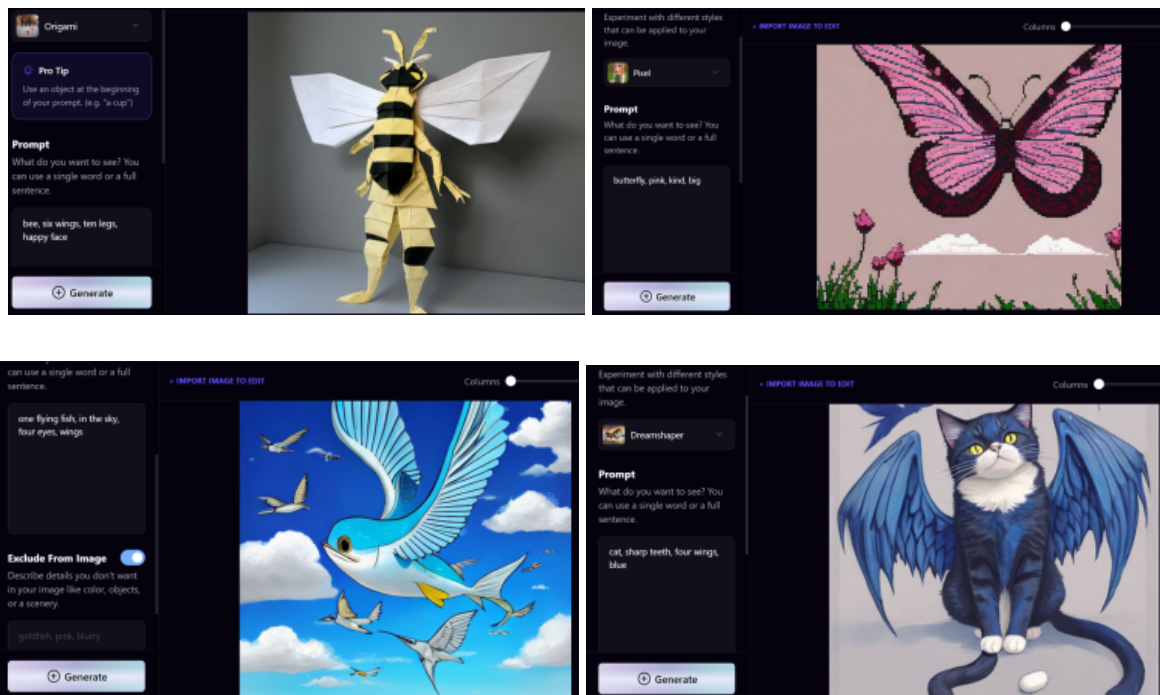
#### Learning Activities in Lesson4 :

First of all, to stimulate students' learning motivation, the teacher initiates a brief discussion about the Zodiac they belong to and play the Zodiac games by using wordwall. Through this activity, students can strengthen their cognitive and the understanding of Chinese culture.

Following this, in order to facilitate students' critical thinking skills, the teacher presents 12 Zodiacs and asks students why the cat is not included in the Zodiacs. After that, students will watch a video that explains the origin of 12 Zodiacs and let students share their feelings about the story and invite them to co-create a Zodiac by using AI art.

While students do the group work, the teacher guides each group to consider the main features about the Zodiac they are creating and brainstorm some keywords first. This process also facilitates effective communication and collaboration within the group. Students are encouraged to create their own Zodiac for a few times, allowing them to explore different ideas. Then they need to choose their favorite one for the presentation.

After the presentation, each group needs to name their favorite Zodiac and uploaded it onto patlet.



Students use AI Art <https://playgroundai.com/create> to create their own Zodiacs and these are their favorite Zodiac designs.

Reflection on teaching and learning:

As the school has promoted elearning for a long time, it has become a norm for teachers and students to use technology during lessons. Both of them are well-prepared and excited to use the iPad as a learning tool for enhancing their learning.

For students, as they are digital natives, it is easy for them to be adept at using technology in learning environments, including learning to use new apps and platforms. Some of them even have greater proficiency than their teachers. For example, the AI art task is the first time to be applied in the lesson, but I was surprised by their high level of comfort and proficiency in using the technique. The capabilities of using digital resources to support learning helps to create a dynamic learning environment where teachers and students can learn from each other.

As a teacher, using technology to support learning in the classroom has become a daily routine in our school. This approach not only shortens the lesson preparation time but also makes the lessons more interesting and interactive. By using various Apps and platforms, teachers can create a dynamic learning environment that students engage actively and increase their motivation to deepen their knowledge and promote self-learning.

One very important aspect of students' learning outcome in a special school is to ensure our students can apply and transfer the knowledge and skills they acquired in the classroom into their daily lives and ultimately they can become independent in daily life. With elearning and digital tools, it helps to develop critical thinking and problem solving skills. For example, they can use Google translate when they are encountering communication difficulties. Moreover, digital tools help students to visualize complex concepts and information, enabling them to have greater understanding of the topics or issues in real life.

In spite of the widespread adoption of e-learning in education nowadays, there are still several challenges when implementing the process in the classroom. Besides the readiness of the teacher and students, the whole school atmosphere, the support of reliable hardware and software, the support of school leaders are all essential elements for promoting elearning and influencing the effectiveness of the outcomes. It is glad that the school has comprehensively supported our team, which has greatly contributed to facilitate the learning experience for our students as well as promote self development for teachers.

It is expected that more new technologies will be used in the future. As a teacher, maintaining a growth mindset and fostering a culture of lifelong learning, keeping open-minded and remaining enthusiastic about creating effective learning experiences for students would be critical in my education pathway.