

Quality Education Fund Thematic Network (QTN) 2022/23

Web-based Learning for Students with Diverse Needs (Reading and Writing) at the Junior Secondary Level / Senior Primary Level

優質教育基金主題網絡計劃 2022/23

《照顧初中/高小學生個別差異的閱讀與寫作網絡學習》

Website Development

網站介紹

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理念及目標

- 為了給學生提供更多電子學習的教學資源和幫助他們掌握有效的讀寫策略，本計劃於2018年設計並開發一個網上學習平台 (中文及英文)
- 透過與在職教師合作並收集他們的意見和想法，發展出一個由「學習」、「遊戲」與「應用」結合的網上自學平台，中文及英文網站亦分別針對學生學習語文時較常遇到的學習難點，讓學生於課堂以外運用電子學習資源，繼續延伸學習。
- 以重溫科目重點知識、遊戲及應用練習為核心內容，希望能藉此支援有不同學習需要的學生、提升學生學習語文的興趣、鞏固學習知識以及促進學生語文自學能力。
- 本計劃透過過往參觀網絡學校的觀課活動及與各學校的合作中亦收集了不少學生的作品。為了更貼合學生的學習水平，網站所有文章皆由就讀中文和英文教育的大學生，參照學生作品及現有教材仿作而成。

Website

讀寫策略

發展網絡計劃 (初中)

香港教育大學
The Education University
of Hong Kong

優質教育基金
Quality Education Fund



中文網站: 教學區

- 教學區以自學的方式讓學生學習文體的特點、寫作手法、修辭技巧及寫作邏輯的知識。本區利用清晰的點列和表格形式來展示學習內容，配合豐富例子和簡單明瞭的說明，方便學生學習及溫故知新。

讀寫策略
發展網絡計劃 (初中)

中文網上學習平台
學習·遊戲·應用

教學區

網站簡介

一、網站背景/理念
使用電子學習資源協助學與教已是國際教育發展的新趨勢。本網站針對初中學生學習中國語文時較常遇見的學習難點而設計，希望學生利用本網站的教學區能溫故知新，透過遊戲區的遊戲提升學習語文的興趣，通過應用區的練習鞏固學習知識，學生能隨時隨地利用本網站進行學習活動，促進學生語文自學能力。

二、網站內容
本網站分成三個不同的學習區域，分別是教學區、遊戲區及應用區。首先，教學區可以讓學生以自學的方式，從中學寫文體的特點、寫作手法、修辭技巧及寫作邏輯的知識。

接著，遊戲區提供了五個小遊戲，讓學生「從遊戲中學習」，從中掌握辨識文體、審題、段落起承轉合、敘事手法及豐富文章內容的技巧。

另外，本網站設有一個應用區，區內提供了不同的應用練習，每一個應用練習內分成三個不同的程度、權重的練習，讓學生依序完成各種的學習任務。關於「應用一」的內容，主要針對鞏固學生對修辭和豐富文章內容技巧的認識；而「應用二」則是針對提升學生歸納段意和主旨、掌握文章內容的銜接和理清句與句之間的邏輯的能力。

三、學習目標
完成網站內的學習活動後，初中學生能夠運用所學的語文知識及寫作技巧，寫作結構完整、內容豐富的文章。

2. 排比

排比就是把三個或以上意義相關、結構相似或相同、字數相近或相同、語氣一致的詞組、短語或句子排在一起，以增強語氣感情的修辭手法。

例子一：隊長是我們隊中技術最好的一位球員，但他為了表現自己，不停地賣弄著腳法，不停地獨自控球，不停地跑向龍門。

例子二：走過一家服裝店時，我對她說有一條裙子真漂亮，可是她一時在玩手機遊戲，一時回覆群組對話，一時瀏覽網頁，根本沒有搭理我。

排比與對偶的分別
同學們很多時候會不小心把對偶與排比混淆，而兩者間主要有以下的分別：

	對偶	排比
句子數目	只限兩句	三句或以上
句子之間的字數	字數要對等	不需完全對等
句子之間的詞語的詞性	上下兩句詞語的詞性要相對	沒有特別限制（可重複句子的關鍵字詞）

3. 疊字

疊字即把兩個相同的字詞重疊使用，重疊後的字詞，所表達的意義是相同的，但是卻能加強語氣及節奏感，疊字有四種形式：

1.AA式
例子：妹妹有一張圓圓的臉，十分可愛。

中文網站: 遊戲區

- 遊戲區以提升學習語文的興趣為目標，提供五個小遊戲
- 五個小遊戲將分別幫助學生掌握辨識文體、審題、段落起承轉合、敘事手法及豐富文章內容的技巧。
- 學生可以透過趣味的遊戲模式來練習相關的記敘文技巧，讓學生「從遊戲中學習」。
- 遊戲區的練習無論對錯也會有即時回饋，而且為了鼓勵學生重複嘗試挑戰題目，遊戲每一次出題次序也會不一樣。

讀寫策略
發展網絡計劃 (初中)
記敘文寫作訓練
學習·遊戲·應用

歡迎到臨
「麵包達人工作坊」!
→ 請選擇遊戲 ←

麵包達人工作坊
見習麵包師日記

1 辨識文體
2 審題
3 段落起承轉合
4 敘事手法
5 豐富文章內容

麵包達人工作坊
麵包配送中心
見習麵包師日記
分數 0/100
返回

遊戲1 辨識文體

我最喜愛的卡通人物
沉迷上網的壞處
崇拜偶像的得與失
記一次獲獎的經過

議論文 說明文 描寫文 抒情文 記敘文

麵包分發員

中文網站: 應用區

- 應用區共有三類練習。學生可透過應用一、二的練習先重溫寫作的基礎知識，然後再透過寫作練習嘗試完成一篇完整文章，達到螺旋式學習。

應用一



1

3

2

應用二

寫作練習



成就表



中文網站：應用一

- 應用一以記敘、描寫為核心內容
- 學生可以透過應用一的練習溫習環境描寫、心理描寫、對話等等的元素，亦會針對修辭手法如比喻、擬人、反問、排比等。

第九題 (辨識內容元素)

請先細閱以下文章，然後試從文章內找出包含對話、心理描寫及環境描寫內容元素的句子。選取句子時，請先點選下列「內容元素」的代表顏色筆，然後在文章內標記出相應的「內容元素」句子。

提示 對話--1句 心理描寫--5句 環境描寫--2句

你答對了 1 題 你答錯了 7 題

顯示答案

一場輸了的球賽

「卜」的一聲，乒乓球再次擦過我的桌子，我又輸掉一分了，我的心情愈來愈緊張.....✓

今天是我的學界乒乓球決賽，所以有不少朋友和親人都特意來支持我。可是每當我看到他們坐在觀眾席上時，我緊張的心情就像是火山爆發時的熔岩般一下子湧上心頭。✗這樣的心情使我的表現大打折扣，所以我很快就在第一局落敗了。

在第一局完結後，我滿頭大汗地回到座位上休息。在這個紛亂的體育館內，充斥着人們的說話聲和觀眾打氣的呼聲。這時候，母親走到我的身旁，把我最愛吃的糖果遞給我說：「不用緊張，只要做好自己就足夠了。」母親的話和糖果就像是一顆定心丸，令我緊張的情緒漸漸地平復下來。

我再次回到比賽場上，開始第二局比賽。我一邊比賽，一邊回想起自己在過去的日子所經歷過的艱辛訓練，我內心無懼的戰意就被激發起來了。我開始積極地反擊，手中的球拍也努力地追打着桌上的球，結果我成功在第二局取勝。到了第三場的決勝局，我與對手打得難分難解，可惜最後還是以兩分之微落敗。

中文網站：應用二

- 應用二主要是針對提升學生歸納段意和主旨、掌握文章內容的銜接

第十二題 (段落大意)

請先細閱以下文章，然後根據文章內容，選出合適的內容大意及主旨。

假設你某天放學回家，發現大廈暫停供水，試寫出你當天的體會

①「噹噹噹！」我期待已久的放學鈴聲終於響起了。老師的疲勞轟炸，功課的繁複早已把我的精神消磨殆盡。聽見放學的鈴聲，如同於沙漠看見綠洲一樣。我懷着興奮的心情，把功課匆匆忙忙地收進背包裏，只想向這間磨人的學校說一聲「再見」。噢！應該不想再見吧！可是這並不可能。

②炎熱的夏天令我汗流浹背，非常不舒服。古人口中的「歸心似箭」莫過於此，我此刻只想早早回家把一身的汗水洗掉，開着冷氣躺在床上，把腦海中的各種數學算式，英文語法拋諸腦後，安穩穩地睡一覺。

1

綜合第一至二段，它主要想說明什麼？

- A 記敘「我」終可放學，期望着歸家後不用忍受炎熱氣溫的愉悅心情。
- B 描述了「我」對炎炎夏日的不滿。
- C 描述「我」在放學後看見沙漠綠洲的興奮心情。
- D 記述「我」渴求回家的心理變化。

中文網站: 寫作練習

- 針對加強學生完整文章寫作，包括「說明文」、「描寫文」和「記敘文」，各有五個程度。學生可利用網站提供的格仔紙嘗試以續寫形式完成寫作，老師和學生可以輕易列印格仔紙，並安排在家中或者課堂上完成寫作。

The screenshot shows a web interface for a writing exercise. At the top, there is a header with a question mark icon and the text "第三題 (程度一)". Below this is a navigation bar with two tabs: "內容" (Content) and "詞句" (Words and Phrases). The main content area features a title "樓下的公園" (Park Below the Building) in blue text. Below the title is a short paragraph of text: "作為一個學生，我常常待在校學習，下課後便回家休息，但這兩處都不是我最熟悉的地方，我家樓下的公園才是我最熟悉的地方。" (As a student, I often stay at school to study, and after class I go home to rest, but these two places are not the most familiar to me. The park below my house is the most familiar to me.) Below the text is a large grid of 10 columns and 10 rows of empty boxes for writing.

- 每題練習均設有內容及詞句小錦囊提示以及參考文章，分為簡易、中等、進階三類。學生可以按照自己的步伐完成合適的大綱以學習更多佳詞佳句。
- 練習的底部亦提供了自評表格，讓學生檢查自己的文章有哪些缺漏或可增加、改善哪些句子。

小錦囊

內容
詞句

☆☆☆
▼

開首：記述自己每天下課後均會經過樓下的公園。

正文：記述自己到公園散心，描述放學時段的公園（風景、人物等）。

結尾：記述自己散心結束後回家。

☆☆☆
▶

☆☆☆
▶

<p>豐富內容元素：</p> <p><input type="checkbox"/> 定點描寫法 <input type="checkbox"/> 多角度描寫</p> <p><input type="checkbox"/> 步移法 / 隨時推移法</p> <p><input type="checkbox"/> 人物描寫： <input type="checkbox"/> 環境描寫：</p> <p><input type="checkbox"/> 肖像描寫 <input type="checkbox"/> 靜態描寫</p> <p><input type="checkbox"/> 行動描寫 <input type="checkbox"/> 動態描寫</p> <p><input type="checkbox"/> 語言描寫</p> <p><input type="checkbox"/> 心理描寫</p> <p><input type="checkbox"/> 感官描寫法</p> <p><input type="checkbox"/> 視 <input type="checkbox"/> 聽 <input type="checkbox"/> 味 <input type="checkbox"/> 嗅 <input type="checkbox"/> 觸</p>	<p>修辭手法：</p> <p><input type="checkbox"/> 設問/反問</p> <p><input type="checkbox"/> 排比</p> <p><input type="checkbox"/> 比喻</p> <p><input type="checkbox"/> 引用</p> <p><input type="checkbox"/> 疊字</p> <p><input type="checkbox"/> 擬人</p> <p><input type="checkbox"/> 其他： _____</p>	<p>其他評語： _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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🔍 參考文章 ▶

English Website: Teaching Zone

- The teaching zone provides self-learning content on text type, language and grammar skills. It uses videos and different types of diagrams to help enhance the students' reading and writing skills.

Teaching Zone

What is T.A.P? Letter or Email of advice Feature article Grammar

2.1 Informal letter of advice

2.1.1 Structure

The video includes:

- Address and Date, Opening, Body, Closing, Signature

What to write in each part?

Introduction	<ul style="list-style-type: none">to show your <u>understanding</u> and <u>empathy</u> towards your reader's problemsto <u>give comfort</u>	?
Main body	<ul style="list-style-type: none">give your <u>suggestions</u> (i.e. What should the reader do?)give <u>reasons</u> for the suggestions (i.e. How do the suggestions help the situation?)	📚
Conclusion	<ul style="list-style-type: none">show <u>encouragement and support</u>	💬

In an informal letter, you should include...

1. **Heading**
In some cases, only the date is fine.

2. **Greeting**
Start with 'Dear ...' (their names)

3. **Closing**
e.g. Yours sincerely, / Love, / Yours Truly


4. **Signature**


*The structure of informal letter of advice could be similar to the structure of informal email of advice.


- The website has designed an acronym “T.A.P” (text type, audience and purpose) for students to plan their writing with the T.A.P since it represents three factors they should consider.

Teaching Zone

What is T.A.P? Letter or Email of advice Feature article Grammar

 **Text type**
(eg. Letter/Email/
Speech/ Feature Article?)
↓
Structure

 **Audience**
(Who are the receivers/readers?
E.g. your friends/ Editor/ General public?)
↓
Tone / Language Style

 **Purpose**
(What is the aim for your writing?
E.g. To inform/ persuade/ tell a story?)
↓
Content

◀ 2 ▶

- The teaching zone also reviews eight commonly used grammar items with students. After self-study, students can also review their learning with the grammar exercises on the website.


The use of Type 1 conditionals:


1. To talk about things we believe will happen (or not happen)
e.g. **If** you talk too loud, you **will disturb** the others.


The form of Type 1 conditionals:

if	simple present	will	base verb
If	he is sick,	I will	take care of him.

Exercise:

1. If Renee **(be)** late to the class again, she **(be)** punished.


2. If the team **(win)** the game, the members **(be)** famous.


3. If you **(study)** hard, you **(get)** an A in the exam.


4. If Peter **(skip)** the class, he **(miss)** a lot of...

5. If you **(be)** hungry, I **(buy)** something for...

6. If we **(not / hurry)** up, we **(miss)** the...

Answer ▶

Teaching Zone

What is T.A.P? Letter or Email of advice Feature article Grammar

Simple present tense Simple past tense Simple future tense

Modal verbs Type 1 conditionals Adjective patterns

Subject verb agreement Connectives

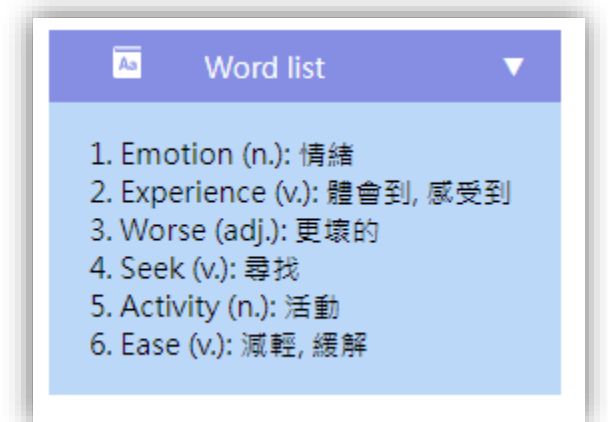
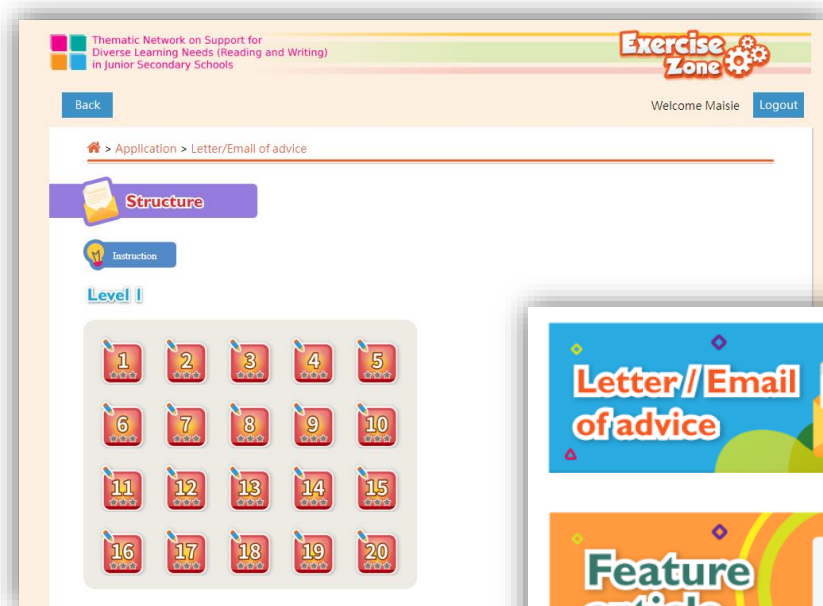
English Website: Game Zone

- The game zone provides mini games to enable students to learn through games. Students can strengthen the skills of forming sentences with the correct tenses, identifying modal verbs, using conditional sentences and forming adjective patterns. Each mini game has different levels to choose from, students can choose any level to start with.



English Website: Letter/Email of advice: Structure exercise

- The exercise zone provides exercises on the text types 'Letter/Email of advice' and 'Feature article'. Each text type has two types of exercises (content and structure) and three levels. A word list is also provided in each exercise, which translates some difficult words in Chinese for students' reference.



English Website: Letter/Email of advice: Structure exercise

- Structure exercise aims to consolidate the students' knowledge on the structure of the text type and their understanding of the logical bridge connecting each paragraph. Students need to arrange the answers in order according to the text structure.

Question 8 (Level 1)

You have received an email from your friend Jess. She has sought advice on how to solve her problem. What is the best information that should be placed in each part of the email? Please reply to her email by putting the correct letter from the right column into the corresponding parts.

To: jesschan112@school.com
Subject: Do Not Ignore Bad Emotions

Dear Jess,

Introduction	Main Body	Conclusion	Closing

- A With love, Mandy
- B Focusing on things other than schoolwork, such as family and fun activities, can also help ease your emotional problems and give you some rest.
- C If you still experience these emotional problems or if they ever get worse, seek help from doctors. Cheer up! I hope that you will get better soon.
- D It is not easy to open up about these emotional problems, but I hope that I can help you.

Word list Submit

Question 8 (Level 1)

You have received an email from your friend Jess. She has sought advice on how to solve her problem. What is the best information that should be placed in each part of the email? Please reply to her email by putting the correct letter from the right column into the corresponding parts.

Correct: 2 Wrong: 2

Hide Answer

To: jesschan112@school.com
Subject: Do Not Ignore Bad Emotions

Dear Jess,

Introduction	Main Body	Conclusion	Closing
D It is not easy to open up about these emotional problems, but I hope that I can help you. ✓	C If you still experience these emotional problems or if they ever get worse, seek help from doctors. Cheer up! I hope that you will get better soon. ✗	B Focusing on things other than schoolwork, such as family and fun activities, can also help ease your emotional problems and give you some rest. ✗	A With love, Mandy. ✓

Correct Answer: B Focusing on things other than schoolwork, such as family and fun activities, can also help ease your emotional problems and give you some rest.

Correct Answer: C If you still experience these emotional problems or if they ever get worse, seek help from doctors. Cheer up! I hope that you will get better soon.

Word list Redo Next

English Website: Letter/Email of advice: Content exercise

- Content exercise aims to consolidate the logical skills and students' ability to identify the gist of each paragraph. Students need to choose the correct answers from multiple choices questions based on the context of the provided reading passage, students need to decide which answers are appropriate with the context. With each level, the passage will be more difficult and students will need to choose from three to four options instead of two.

Question 4 (Level 1)

You received a letter from your friend Peter. He is seeking advice from you about how to solve his family problems. Please reply to his letter by putting the correct letter from the right column into the corresponding parts of the letter.

24th December, 201x

Dear Peter,

Hello! I'm sorry to hear that you are having problems with your family. Let me give you some advice, which I hope you will find useful.

You mentioned that your older brother doesn't want to talk to you. You must feel very lonely when you need someone to talk to.

Suggestions

A Why don't you join certain clubs to meet new friends? I know you love playing chess. You can join the chess club at school.

B Why don't you write him a letter and tell him about how you feel and how much you want to talk to him. You can also find certain interesting topics to talk about with your brother. For example, what does your brother like?

Reasons

A Having a conversation with friends who have the same interest as yours is easy, so you can still talk to your friends and will not feel lonely even your brother doesn't talk to you.

B Try to find some common interests that can help you start your conversation. Your relationship as brothers may also improve because of your shared interests!

English Website: Feature Article: Structure exercise

- ‘Feature article’ adopts a similar mode to ‘Letter/Email of advice’, which includes both structure and content exercises. This text type is divided into three subgenres, including ‘Film review’, ‘Historical article’ and ‘Social issues/policy’. Students will need to arrange the options according to the text structure of a feature article. Similarly, the exercise won’t immediately show the correct answers to students to encourage students try again.

The screenshot shows an interactive exercise titled 'Question 5'. The user is acting as an editor for 'Splendid Newspaper Publisher' and is writing a film review of 'Frozen'. The interface is divided into two main columns. The left column contains the structure of the article with colored boxes for each section: a brown box for 'Introduction', a yellow box for the first paragraph (containing text B), a pink box for 'Strengths Of The Film' (containing text A), a light pink box for the second paragraph, a blue box for 'Conclusion', and a light blue box for the third paragraph. The right column contains three text boxes (C, D, and an unlabeled one) that can be dragged into the corresponding sections. At the bottom, there is a 'Word list' button and a 'Submit' button.

Question 5

You are an editor in Splendid Newspaper Publisher. You are now writing a film review of "Frozen". Please drag the correct boxes from the right column into the corresponding parts of the article.

Frozen

Introduction

B Frozen is probably one of the most inspiring animated films in history. Everyone should spare some time to watch this masterpiece.

Strengths Of The Film

A The song has over 1.9 billion views on YouTube. This song is popular around the world and translated into 25 languages for different audiences.

C Even though the film was six years ago, the popularity of the song never disappeared. It remains of the most popular songs of all Disney films.

D This film featured various well-known voice actors and actresses, including Kristen Bell, Idina Menzel and Jonathan Groff.

Conclusion

Word list

Submit

English Website: Feature Article: Content exercise

- In 'Feature article', the content exercise is similar to 'Letter/Email of advice' as well. For example, students will need to read and decide which option most fit with the context of the passage.

Question 4

You are an editor in Splendid Newspaper Publisher. You are now writing a film review of "Toy Story". Please drag the correct missing content for each paragraph to complete the text.

Correct: 2 Wrong: 2

Show Answer

Introduction
'Just remember what your old pal said, you've got a friend in me!' Does this line of a song familiar to you? That's right! This line is from the popular song 'You've Got A Friend In Me' from the original Toy Story film.

A However, no one is talking about this film. The reason is that many people think that toys moving when no one is around sounds scary. ❌

B Toy Story 4 came out in 2019 and people are sharing how they grew up watching the Toy Story series.

The two main characters of the film are Woody, a pull-string cowboy doll; and Buzz Lightyear, a space ranger action figure. Fun fact: Famous actor Tom Hanks is the voice of Woody!

Main paragraph 1
This film has many good aspects. In particular, music is one of them.

A The song 'You've Got A Friend In Me' itself is a good example. This song is an original song from the film and written by singer-songwriter Randy Newman. ✅

This song received an Academy Award nomination for 'Best Original Song'. Additionally, this song is considered a childhood song of many people, and many of them grew up listening to this song.

B Koji Kondo is the creator of the popular and classic theme song of Super Mario Bros.


A The owner dumped Woody as soon as he received Buzz because Woody is outdated.

B Another good thing about the film is how meaningful it is. In the story, Woody is initially jealous of Buzz because Buzz became their owner's new favourite toy. ✅

However, Woody sacrificed himself to save Buzz from danger. Eventually, they became best friends. Woody's courage and bravery sends a meaningful message to the audience.

English Website: SVO Exercise

- The website also includes SVO exercises at 4 different levels. The exercises aim to help students learn the basic sentence structure of SVO. Students can identify and build SVO sentences through the exercises.

 **Subject Verb Object**

Level 1 Level 2 Level 3 Level 4

What is SVO?

A basic English sentence must include SVO (Subject + Verb + Object)

The boy	ate	an apple
↓	↓	↓
Subject Who or what is doing the action?	Verb What is the action?	Object Who or what is affected by the action?

cleaned	We	My father	my teeth	That professor
could watch	teaches	a movie	English	works
in a factory	The puppy	The dentist	eats	bones

Mum: What did the doctor do?

You: _____

1. _____ received the gift.

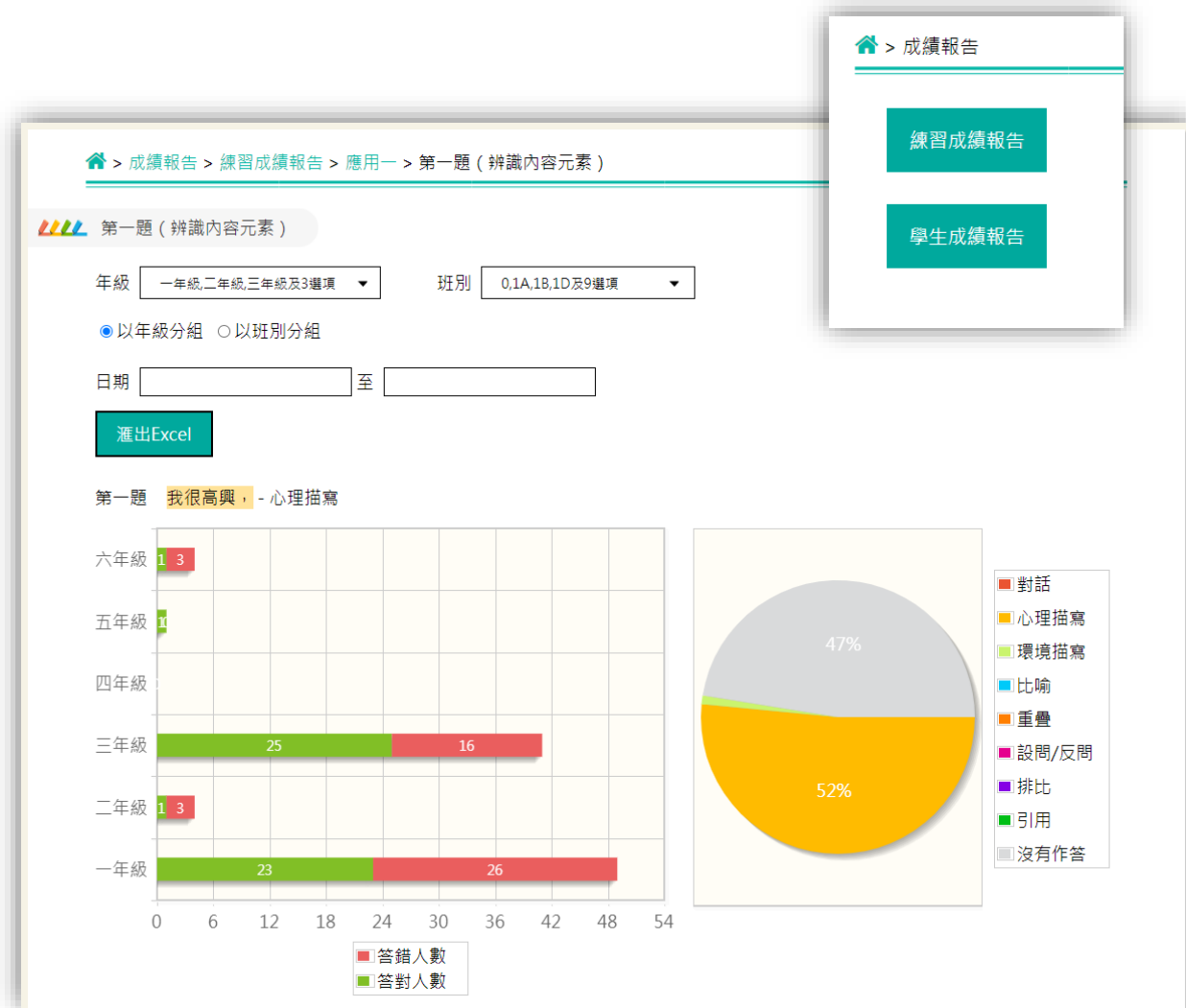
A. We	B. loves
C. The table	D. hates

The chosen answer is a _____.

Subject	Verb	Object
---------	------	--------

成績回饋

- 中文和英文網站均提供了學生的成績報告供老師參閱。成績報告以兩大方式顯示，分別是全班或全級整體成績報告和個別學生於每題的成績表現。教師可以看到分題的統計或逐題選擇個別學生的報告，以更詳細了解學生的表現。教師亦可以選擇指定的題目查看每一個分題的分數統計，例如查看究竟大部分學生選擇了哪一個答案，或者多少學生選擇了正確答案。



- 學生成績報告也是需要選擇指定的題目查看，才能挑選個別學生報告查看學生分數、完成日期等。亦可以查閱學生的詳細表現。而在中文網站的寫作報告練習就能查看學生開啟錦囊的次數。另外所有成績報告亦能匯出excel，以表格形式去檢視學生成績。

開啟錦囊次數(學生)

顯示 10 項結果

搜尋全部:

年級	班別	學號	名稱	內容			詞句			參考文章
				簡易	中等	進階	簡易	中等	進階	
1	1A	2	Sandra	X	X	X	X	X	X	X
1	1A	3	Stephanie	O	O	O	O	O	O	O
1	1A	1	Penny	X	X	X	X	X	X	X
1	1A	1	學生1	X	X	X	X	X	X	X
1	3B	1	Alina	X	X	X	X	X	X	X

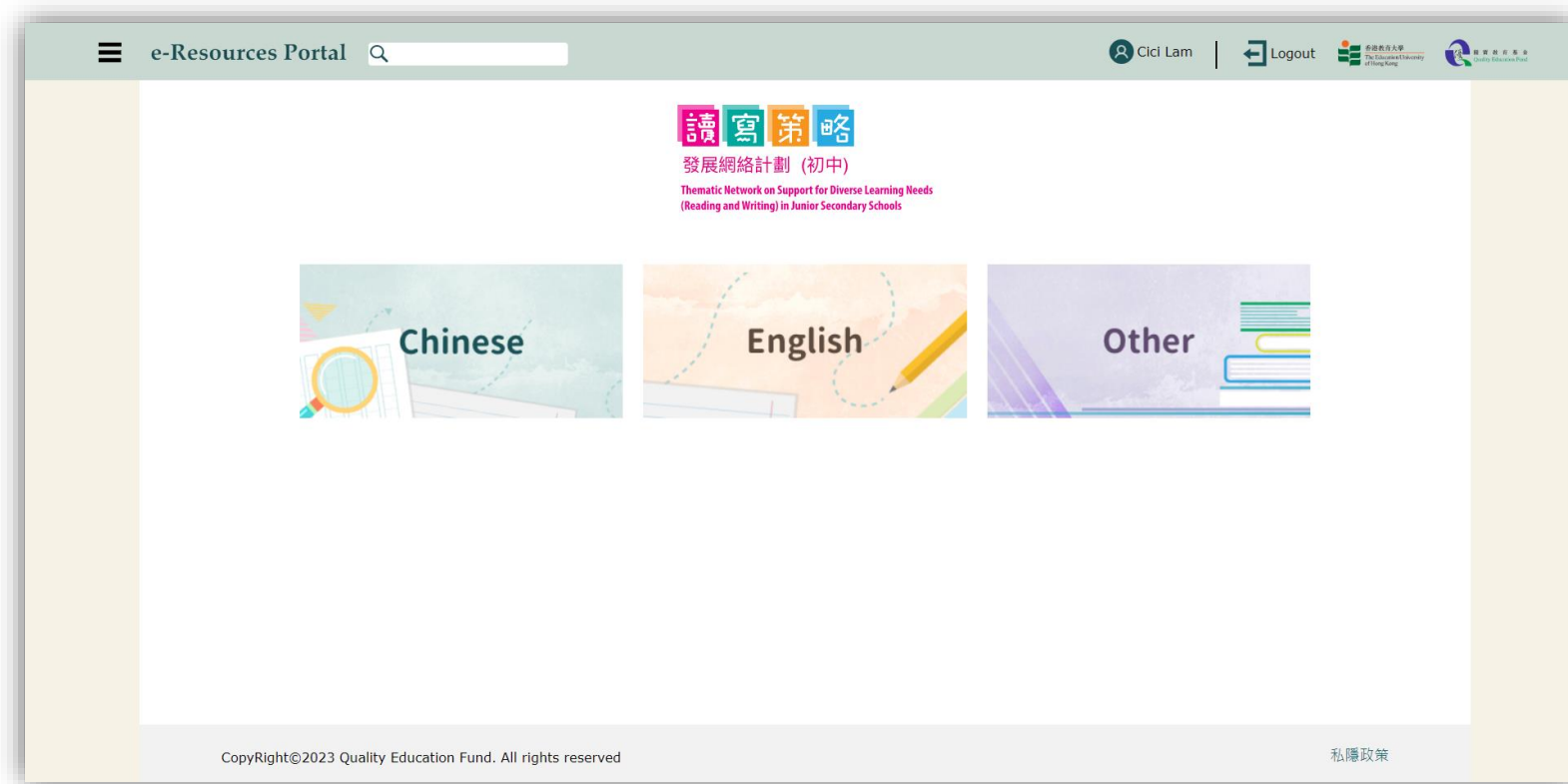
顯示 10 項結果

搜尋全部:

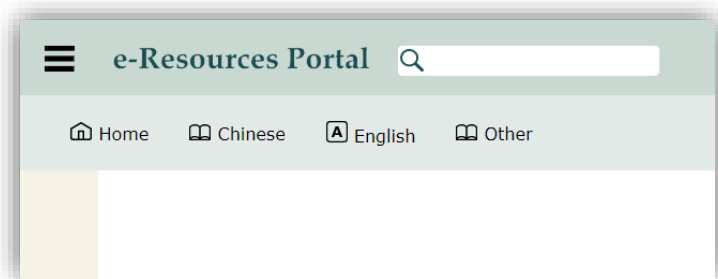
年級	班別	學號	名稱	分數	日期	詳情
1	1A	3	Stephanie	3/6	2017-10-24 17:23:52	詳情
1	1A	1	Penny	5/6	2017-10-24 17:24:14	詳情
1	1A	2	Sandra	3/6	2017-10-24 17:26:27	詳情
1	1A	3	Stephanie	3/6	2017-10-24 17:28:48	詳情
1	1A	2	Sandra	3/6	2017-10-24 17:29:06	詳情
1	1A	3	Stephanie	4/6	2017-10-24 17:29:11	詳情

E Resources Portal 網上教學資源

- 本計畫亦開發了一個網上教學資源庫，提供了一個平台讓使用者下載與教學相關的資源。使用者能下載其他學校分享的教學計劃、電子教材、工作紙等等的教學資源，有助老師的教學。



- 在介面頁中提供了選擇單方便使用者前往不同頁面，使用者亦可以利用搜索欄直接搜尋需要的資源。
- 資源庫中的資源利用標籤整合分類，方便使用者檢索。使用者可以透過按下不同的標籤來展示相關資源。亦可以從preview中預覽準備要下載的資源。預覽完畢後再按旁邊的下載符號便可以下載相關資源。



A screenshot of the e-Resources Portal main page. The page title is 'e-Resources Portal' and it shows the user 'Cici Lam' is logged in. The page is filtered to show 'Chinese' resources. There are sub-categories: '閱讀', '寫作', '其他', '電子元素教學', and '十週教學計畫'. The main content is a table of resources with columns for Name, Author, Category, Sub, Description, and Download / Preview. The table lists five resources, each with a download icon and a preview button.

Name	Author	Category	Sub	Description	Download / Preview
FLK 20-21 10-week Training Plan	中華基督教會馮梁結紀念中學	中文	十週教學計畫	讀寫結合策略：利用視像及錦囊...	Download Preview
KSK 20-21 10-week Training Plan	東華三院鄺錫坤伉儷中學	中文	十週教學計畫	借景/物抒情：探索「人、景/物...	Download Preview
YY3 20-21 10-week Training Plan	香港道教聯合會圓玄學院第三中學	中文	十週教學計畫	人物細節描寫，配合多元化學習...	Download Preview
FLK 20-21 Lesson Plan	中華基督教會馮梁結紀念中學	中文	十週教學計畫	讀寫結合策略：利用視像及錦囊...	Download Preview
FLK 20-21 PowerPoint	中華基督教會馮梁結紀念中學	中文	寫作	讀寫結合策略：利用視像及錦囊...	Download Preview

- THE END -

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