

分層課業

甚么是分层课业?

- 分层课业是教师为「混合能力分组」班内学生而设计，务求照顾学生的不同需要。
- 教师设计不同程度的学习活动，让学生能按照本身已掌握知识，以适当的程度学习，进深探究。

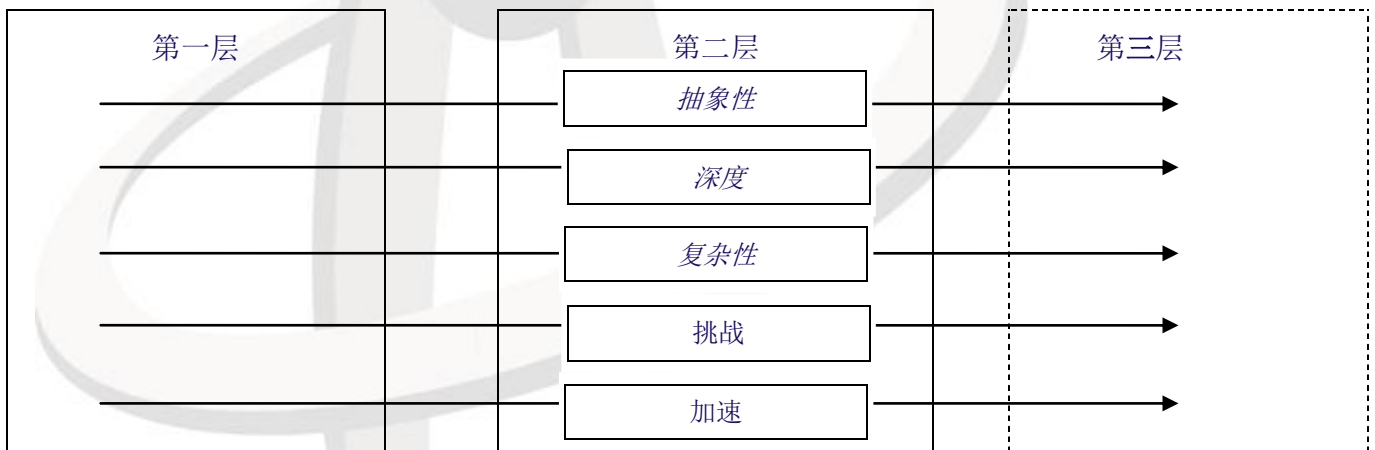
为何采用分层课业方法? (Tomlinson, 2004)

运用分层课业可以:

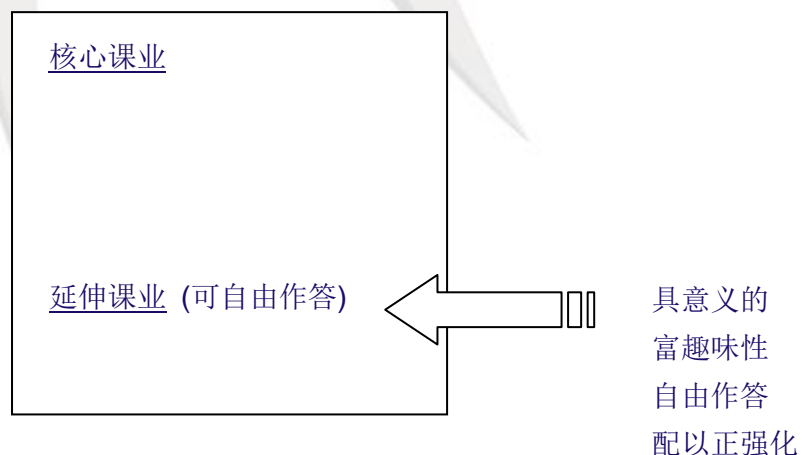
- ✓ 容许不同学习进度
- ✓ 容许学生接受挑战
- ✓ 提升学生成功感，起激励作用
- ✓ 将评估与教学整合
- ✓ 切合不同起步点的学生

如何设计? (两种参考方式)

1. **分开层阶的课业:** 先设计一个学习活动或课业作为基础课业，然后设计一个较复杂或具挑战性的课业，作为进阶课业，亦可按相反次序设计（先设计进阶课业，然后设计基础课业）。



2. **核心+延伸课业:** 设计核心课业以涵盖核心课程内容，继而增添选答部分（例如：「额外挑战题」）作延伸活动，供高能力学生选择回答(配以正强化)。



例子

方式 1 : (分开层阶的课业)

P.6 English

<i>Basic Tier</i>	<i>Advanced Tier</i>
<p>Level 1: Choose and write the correct words. You may also use other words with “-ing” and “-ed”.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> bored disappointed excited interested boring disappointing exciting interesting </div> <ol style="list-style-type: none"> 1. Sam got 20 marks in the Maths test. His result was _____. I was _____. 2. This is a _____ film. I felt asleep when I was watching it. I was so _____. 3. The story was very _____. All the children were _____ in it. They all listened quietly. 4. I was _____ to see the magic tricks. The performance was _____. 	<p>Level 2: Fill in each blank with an “-ed” or “-ing” adjective.</p> <ol style="list-style-type: none"> 1. Sam got 20 marks in the Maths test. His result was _____. I was _____. 2. This is a _____ film. I felt asleep when I was watching it. I was so _____. <p>Explore the interesting patterns.</p> <ol style="list-style-type: none"> 1. Read the sentence. Why is “interesting” (-ing adjective) used to describe a person? <div style="border: 1px solid black; padding: 5px; margin: 5px 0; width: fit-content;"> Simon is an interesting boy. </div> _____ 2. What is the difference between these two sentences? <div style="border: 1px solid black; padding: 5px; margin: 5px 0; width: fit-content;"> Mrs. Choi is frightened. Mrs. Choi is frightening. </div> _____ 3. Use an “-ing adjective” to write a sentence that describes people. _____ 4. What do you discover from the following? <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Rules</p> <p>(i) “-ed adjective”: feelings that someone has/had about something.</p> <p>(ii) “-ing adjective”: effects that something has/ had about something.</p> <p>(iii) I discovered...</p> <p>When “-ing adjective” is used to describe a person, it is about _____.</p> </div>

方式 2: (核心+延伸课业)

小六 常识

<核心课业>

课题: 食物网

「一个食物网是由两个以上的食物链组成, 它包含了某特定群落中各种生物互为食物的关系。」

浏览网站 http://www.harcourtschool.com/activity/food/food_menu.html

先选定生境: 草原或北极区或池塘。

在以下空位中, 清晰标示你所制成的食物网。



<延伸课业>

常识挑战题 (可自由作答)

食物网游戏

1. 浏览网站 <http://vtaide.com/png/foodchains.htm>
2. 进入网页末端的「自拟食物网」。
3. 根据游戏规则去自编一个食物网。
4. 列印完成的食物网, 并制作一张海报或单张。
5. 写出你学到的新知识。

参考资料

Heacox, D. (ed.) (2002). *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing, Inc.

Tomlinson, C. (2004). *How to differentiate instruction in mixed ability classrooms* (2nd ed). Alexandria, VA: ASCD.