Say *NO!* to gifted underachievers

謝絕『高能低分』

Actual performance

Ability/ Potential

Dr. Patrick Lam (Dr. P)
Chief Principal
ELCHK Lutheran Academy

2021 – 06 – 18

Definition 定義

- Underachievement is defined as a **discrepancy** between a child's school performance and some index of his or her actual ability, such as intelligence, achievement, creativity score, or observational data (Davis & Rimm, 1985).

- 學生在學校的表現與顯示其實際能力的指標有所差異，這些指標包括智能測驗、成就評量測驗、創造力評估測試及日常觀察的數據。

- High potential as evidenced by intelligence, achievement tests, or tests of specific aptitude, teacher observation, grades; underachievement as evidenced by **discrepancy** between performance and potential (Baum, Renzulli & Hebert, 1995).

- 智能測驗、成就評量測驗或特定能力的測驗、教師觀察、考試成績等證明學生具優厚潛能；學生表現與潛能有所差異，證明潛能未展。

潛能未展兒童
Underachieving Children

學習上的特徵 Characteristics in Learning	
有豐富常識 Good common sense	測驗考試成績差 Bad results at tests / exams
對感興趣的課題表現出超卓的理解力和熱情 Excellent comprehension & passion at interested topics	學習動機弱、學習態度消極 Low in learning motivation
口語表達能力比文字表達能力強 Perform better in verbal than written tasks	學習或做事不專心 Weak at sustaining attention
充滿想像力及創意，喜歡問問題 Full of imagination, always ask questions	未能完成功課、或課業水準低 Uncompleted / low-quality assignments
能自發地完成自己喜愛科目的課業 Motivated to finish assignments of subjects they are interested in	常討厭反覆練習或背誦 Hate drilling exercises / reciting
不滿意已完成的功課 Dissatisfied with completed assignments	欠缺良好的讀書習慣，未能打好 穩健的學業基礎 Lack of learning of good learning habits, do not have good academic foundation

潛能未展資優兒
Underachievement in Gifted Children

性格及行為上的特徵 Characteristics in Personality / Behaviour	
對自己的弱項採取逃避態度 Avoid tasks they are weak at	反叛 Rebellious
自信心不足，覺得自己不能達到 父母及師長的期望 Lack of confidence. Feel not living up to their parents' / teachers' expectation.	情緒較不穩定 Emotionally unstable
有學習無助感 Learned helplessness	目標不是訂得太高就是太低， 不設實際 Goal setting is either too high / impractical
自我概念低，認為自己比別人差 Low self-concept	人際關係欠佳，較少朋友 Bad at inter-personal relationships, few friends
容易自責，失敗時認為是自己能力 不逮；成功時則認為出於幸運 Self-blaming. Internalize reasons of failure / Externalize reasons of success	在小組活動中不能和其他組員有良好的協調 Cannot cooperate well with other group mates at group activities

Complex causes

CONFORMITY

3. Dependent conformers
順從的倚賴者

4. Dominant conformers
順從的支配者

Perfectionist Pearl

DEPENDENT CONFORMERS

Social Sally

Jock Jack

DOMINANT CONFORMERS

Academic Alice

Poor Polly

Passive Paul

ACHIEVERS

Dramatic Dick

Sick Sam

Manipulative Mary

2. Dependent non-conformers
不順從的倚賴者

Taunted Terrance

1. Dominant non-conformers
不順從的支配者

Creative Chris

Hyper Harry

Rebellious Rebecca

DEPENDENT NONCONFORMERS

DOMINANT NONCONFORMERS

Depressed Donna

Torn Tommy

Bully Bob

NONCONFORMITY

DEPENDENT

DOMINANT

Rimm, S. B. (1986).

Visible (above the water)

Behavior

Not Visible (below the water)

Perceptions

Attitudes

Values

Beliefs

CONFORMITY

3. Dependent conformers

self-critical;
fear of failure;
low perseverance

Perfectionist Pearl

DEPENDENT CONFORMERS

Poor Polly

Passive Paul

Sick Sam

2. Dependent non-conformers

Taunted Terrance

DEPENDENT NONCONFORMERS

low self esteem;
withdrawn;
pessimistic;
dependent;
poor coping skills;
low perseverance

NONCONFORMITY

Depressed Donna

Torn Tommy

DEPENDENT

ACHIEVERS

Social Sally

Jock Jack

4. Dominant conformers

fear of success due to collegiality ;
intense outside interests;
mismatch of strengths and study

DOMINANT CONFORMERS

Academic Alice

Dramatic Dick

-ve school attitude;
X directed behaviour;
X set realistic goals;
X self regulation;
creative

Manipulative Mary

Creative Chris

Hyper Harry

Rebellious Rebecca

DOMINANT NONCONFORMERS

1. Dominant non-conformers

Bully Bob

DOMINANT

Rimm, S. B. (1986).

Creative
Chris

Hyper
Harry
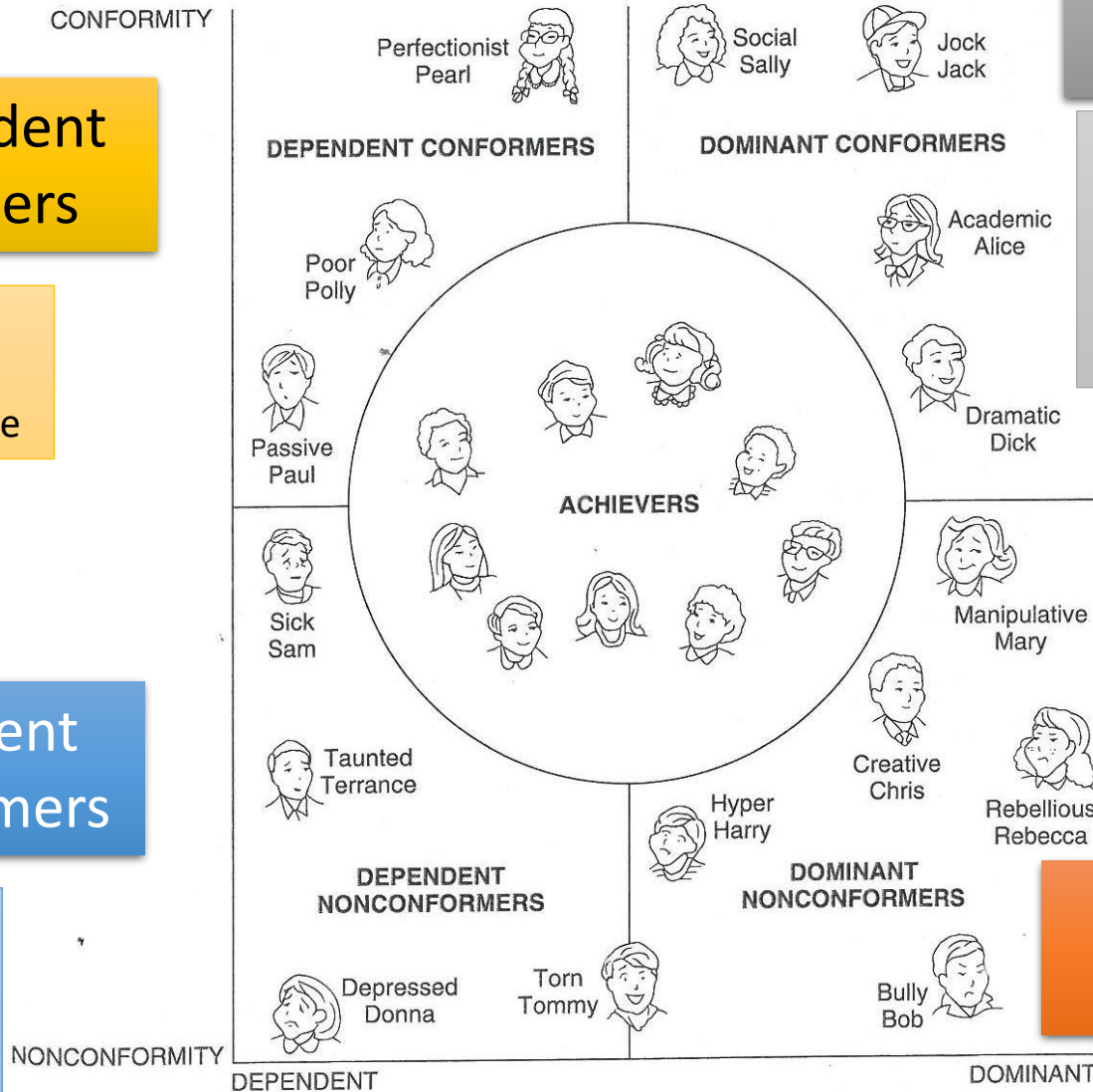
不順從的支配者
Dominant
non-conformer

Rebellious
Rebecca

Bully
Bob

Rebellious Rebecca

Bully Bob

Hyper Harry

Creative Chris

Case Studies
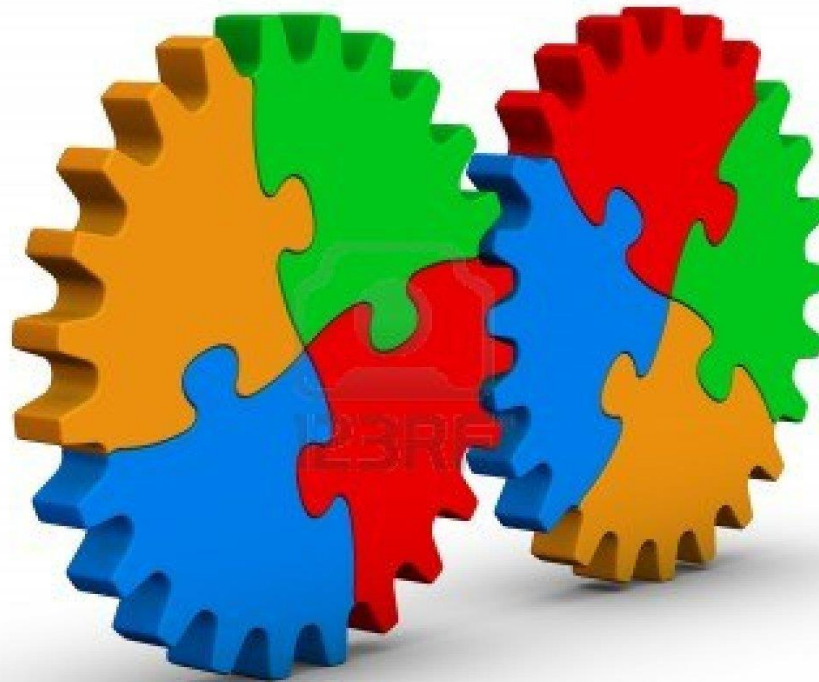
Dominant non-conformer

(Rimm, 2008)

Challenge

"I don't want to be challenged 挑戰.
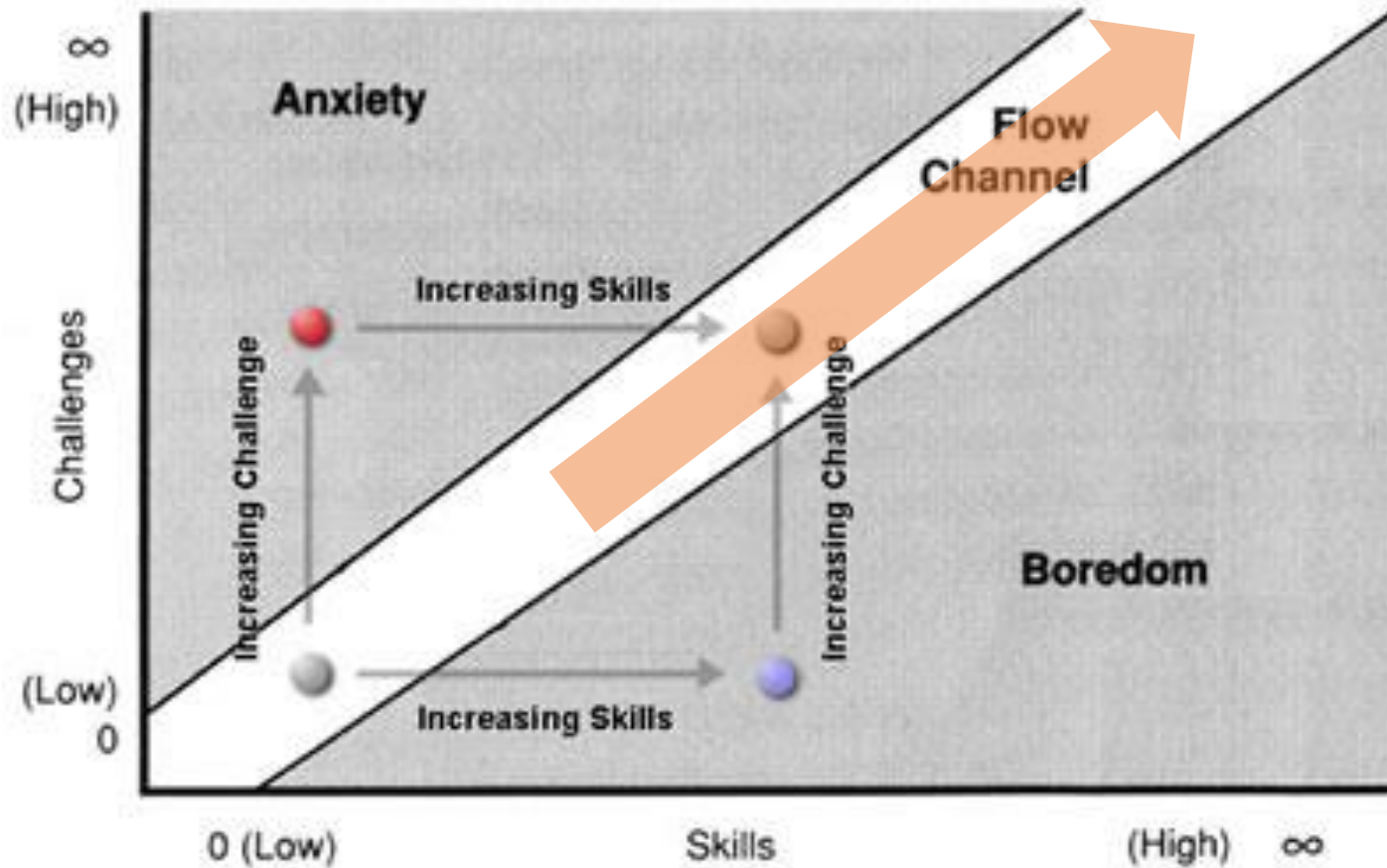I want to be intellectually stimulated 刺激."

Optimal flow experience

Online food web game

Creation of a food web

How We Organise Ourselves Unit (6 weeks)

Central idea: There are many systems involve in the production and supply of food.

Lines of inquiry:

1) Origins of food
2) Food production systems and processes
3) The choices we make as consumers of food

Maths:

Data handling: inquiring into the popularity of food through conducting survey

Measurement:
- Length: food miles
- Area and Perimeter: designing a rooftop organic farm

Numbers: Four operations, Money used to purchase food, concept of decimals in terms of money

Language:

Procedural texts:
Recipe, directions, manual instructions, bossy verbs

Learning episode … …

...understanding of different combinations of money. Then, answer the following questions.

Students and the amount of money they collected	$500	$100	$50	$20	$10	$5	$2	$1	50 cents	20 cents	10 cents
E.g. Isaac ($823.50)	1	3	0	1	0	0	1	1	1	0	0
Tiona ($1564)	3	0	1	0	1	0	2	0	0	0	0
Paris ($2041.90)	4	0	0	2	0	0	0	1	1	1	2
Angel ($788.20)	1	2	1	1	1	1	1	1	0	1	0
Alvin ($1650)	3	1	1	0	0	0	0	0	0	0	0
Chandler ($1937.60)	3	4	0	1	1	1	1	0	1	0	1

1) How much did the girls collect in all? $4394.10

2) How much more did Paris collect than Chandler? $104.30

3) Did the girls collect more money than the boys? Explain.

Students continued developing their concept of money and concept of four operations when we inquired into food production system.

Sample of ongoing weekly reflection

Sammy Kim 4JE (7)

I wonder how powder like flour products.

I think different foods can give different impacts to people.

I think foods from animals can also impact the animals.

I think foods are related to people, because people eat it, and plant it.

People from different countries eat different foods.

Food Production systems and processes impact people and the environment

I think foods can be impace, produce anywhere. For example, factories, farm and shops.

I think if we need to grow foods in a farm, it will impact the environment. Because we'll need rain, sunlight and a farm.

I wonder if people in deserts could also eat junkfood.

Sammy Kim 4JE (7)

Origins are something that is originally from.

I think different foods can give different impacts to people.

I think foods from animals can also impact the animals.

Different cultures eat different kinds of food.

I wonder how powder like flour products.

I wonder how some supermarkets in a country can get foods from other countries

People from different countries eat different foods.

Food Production Systems and processes impact people and the environment

I think foods are related to people, because people eat it, and plant it.

Foods can produce in different ways such as processed food, organic food and local food.

I think foods can be impacts, produce anywhere. For example, factories, farm and shops.

I think people from different countries eat different food because of the origin.

I think if we need to grow foods in a farm, it will impact the environment. Because we'll need rain, sunlight and a farm.

People could buy different foods depends on their habits.

I wonder if people in deserts could also eat junk food.

People who live in different places can get different foods. For example, if they live near the ocean they could get more fish.

The 2nd - 3rd week of UOI

The 4th - 5th week of UOI

The last week of UOI

When inquiring into lines of inquiry 3, students came up with an idea of *planting or farming on the rooftop.* Therefore, students designed the rooftop organic farm where they also showed their understanding of the concept of area and perimeter.

My hobby
By Kaitlyn Wee 5 Hope (27)

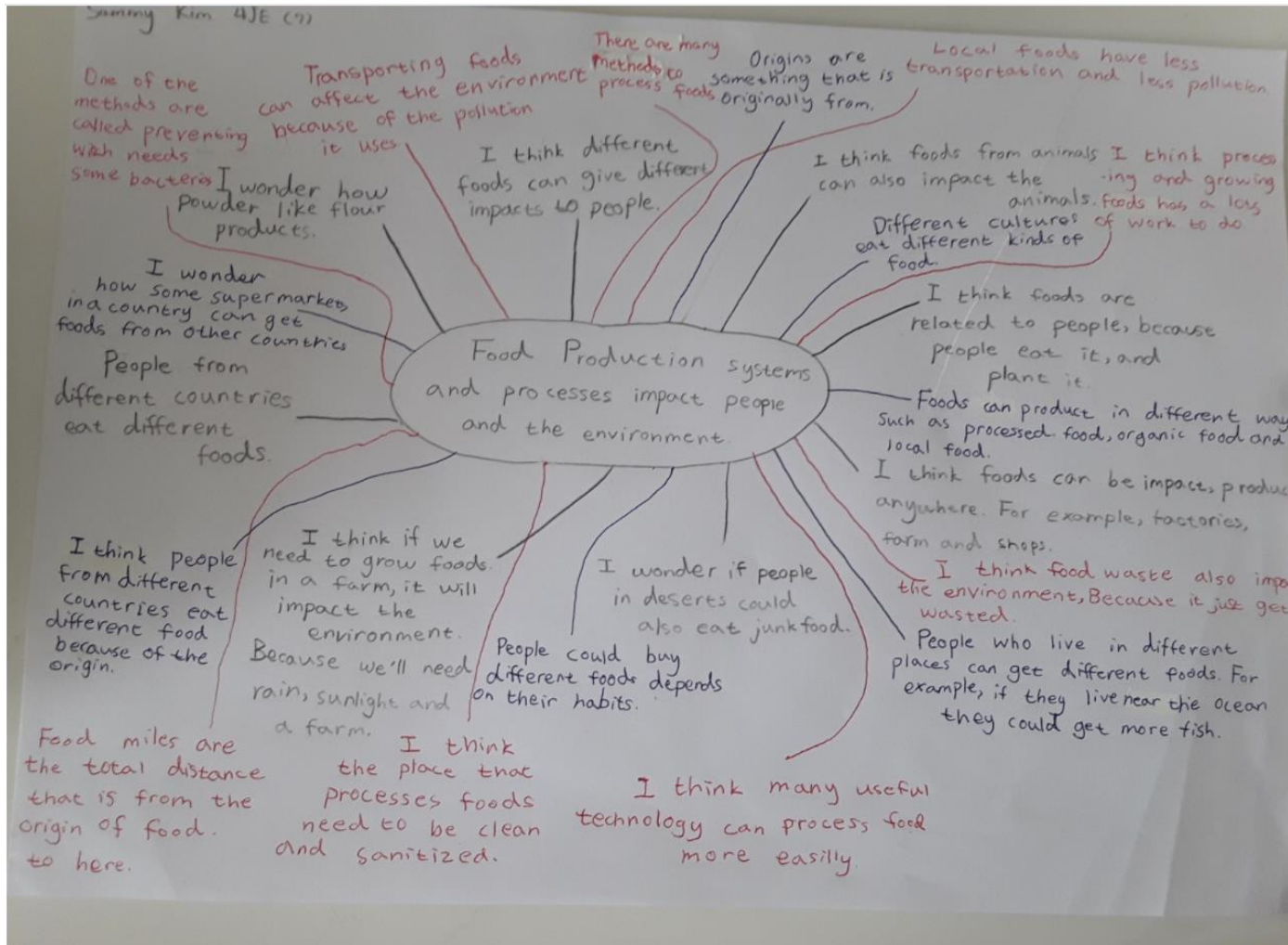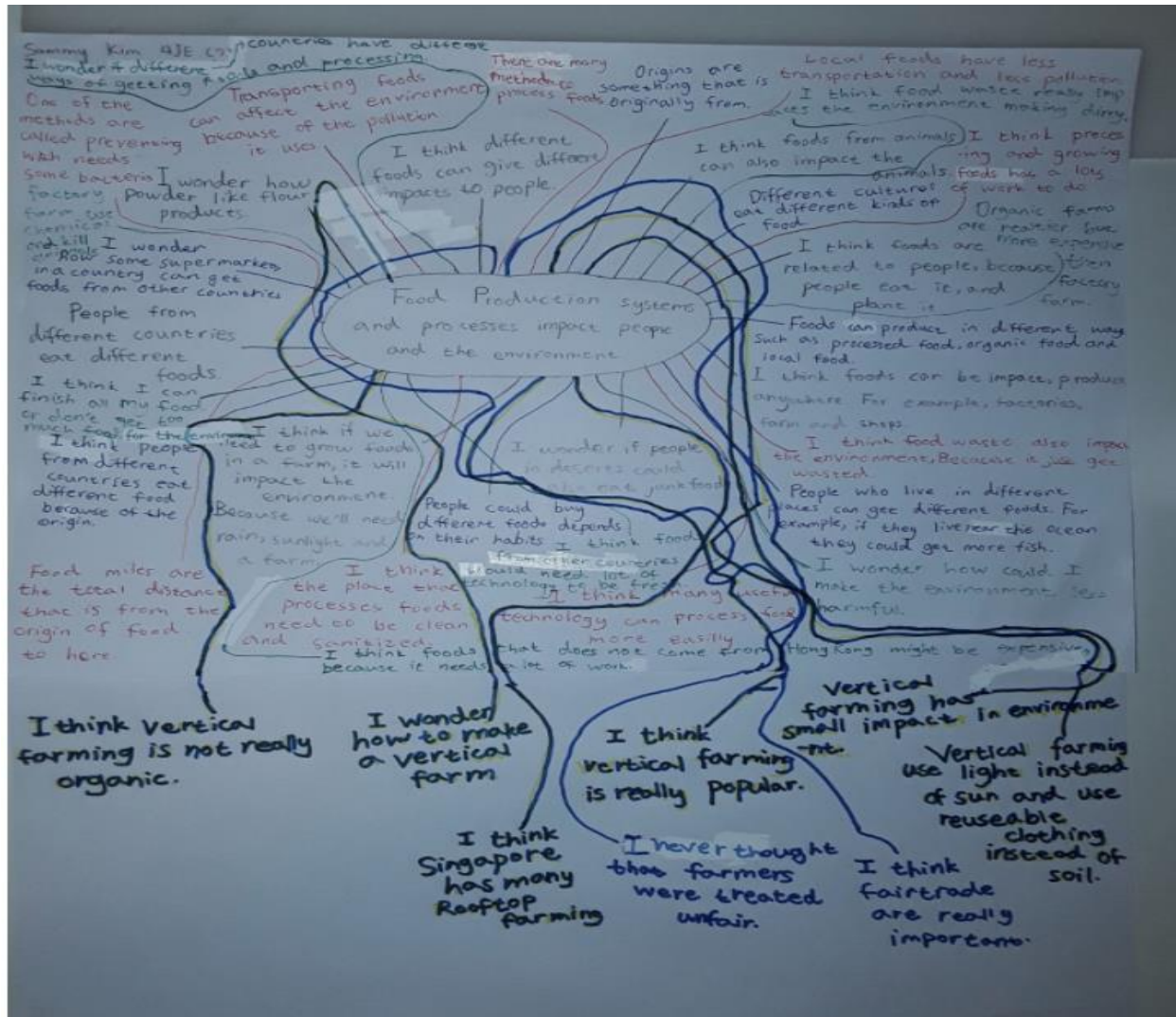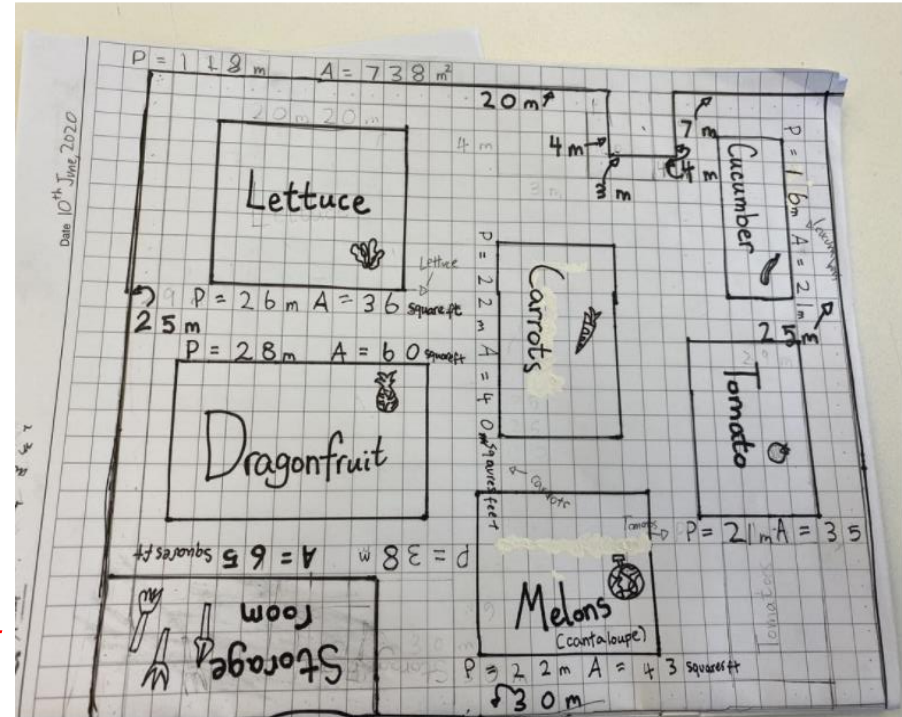A hobby is a favourite pastime; a life without a hobby would be exceedingly dull. My favourite hobby is cooking. My mother first taught me to cook when I was five years old. I still remember that the first thing I learned to cook was scrambled eggs. When they came out, the eggs looked so burnt that I thought they would be horrible to eat!

I think cooking is a great hobby because it enhances your knowledge of food and it can also be very satisfying to be praised by your family when you cook a truly delicious dish. Normally I cook in my family kitchen but I might sometimes cook on a barbecue. I simply love to browse through cooking magazines as well!

Buying groceries; spot the difference!

When I cook, I wear my favourite denim apron, which my mother made for me, and cooking mitten(s).

I will also need a stove, pan, knife, chopping board and cooking ingredients.

One of my most memorable experiences was when my brother and I cooked breakfast for our parents. It was a success! When you start cooking, I suggest you start with learning the basics like cutting and preheating a pan. Then you can start to cook eggs. I hope you take up this hobby as it is an important life skill and it is also fun!

My Favourite Pastime
By Nicolas Leung 5 Love (14)

I have a lot of hobbies, but the pastime I love the most is playing basketball. I have played basketball for one year, so I am still considered as a beginner. I will keep on practising to get better.

Most people think that playing basketball only has physical benefits. But NO! Playing basketball can train our mental and social skills. Some examples are training our brains to work fast in a fast-paced environment and helping us to communicate with other players. Most importantly, playing basketball can build character. It can make us gain more confidence and learn to be a better team player.
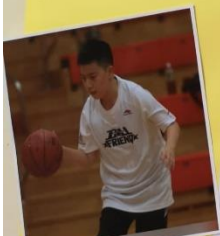
The gear for playing basketball is quite simple. We only need basket jerseys, shorts and shoes. Basketball jerseys and shorts are made to be loose, so we can move more flexibly. The equipment needed for playing basketball is a basketball court with two hoops and backbo... And of course, a basketball!

There are two types of basketball courts indoor and outdoor courts. We can find them parks, schools, and sport centres.

Basketball was invented by a Canadian physical education teacher called James Naisi... Now, basketball is a worldwide popular sport. There are a lot of famous athletes who play basketball well, such as Michael Jordan, LeBro... James and Magic Johnson.

My Favourite Pastime
By Kyle Chan 5 Hope (4)

I have lots of different pastimes. My favourite one is building models. Model building is to assemble several pieces from a kit to make a final model.

I have built models for three years. I have made over fifty models, mainly Gundam and Dragon Ball ones. I usually play with them with Dad after I finish my homework. We have some fake figure fights. It is so much fun.

I am a fan of building models since it helps me relax and brings me joy and happiness. Besides, it trains my observational skills and improves my fine motor skills. It also enhances my creativity and concentration. Looking at the final products always makes me feel proud.

You can build models in any place like at home or at school as long as the place is bright enough so you can see the details in your model clearly to avoid mistakes. It also needs to be a big place with enough space so you won't get mixed up with the parts.

If you are a beginner or minor, you are suggested to wear gloves and an apron just to protect you when you are using cutters. You should also use the following equipment: scissors, cutters, tweezers or nippers for getting the parts out, toothpicks for getting glue, glue and tape for sticking the parts together. Be careful of the sharp tools you may use. Remember to wash your hands every thirty minutes to remove the oil and dirt that begins to accumulate on your fingers to keep your model clean.

Even though I am experienced, not every model I made was a success. Once, I made a mistake when I was building a Gundam model. His waist was broken. I was really upset. I cried and cried. I was like a water fountain, blasting tears out of my eyes. A moment later, I started to get mad. I had a fiery temper. I wanted to throw it into the trash dump. After I calmed down, Mum reminded me to enjoy the process, not to focus too much on the final product. What Mum said was really true! I stopped wailing, stomping and shrieking. I used some tape to fix the model. Now it's still safe and sound on my shelf. I have learnt not to give up when I have difficulties.

Model building can be a difficult task for beginners but practice makes perfect. Although I sometimes make mistakes and I am not an exper... you can still ask me for help if you have any problems in building models. I hope you can enjo... model building as your hobby.

...eeps us healthy
...ope everyone c...
...ome fun!

MAY 20, 2013

Options in Syria / Bangladesh's Textile Tragedy / **PLUS:** Summer's best movies & more
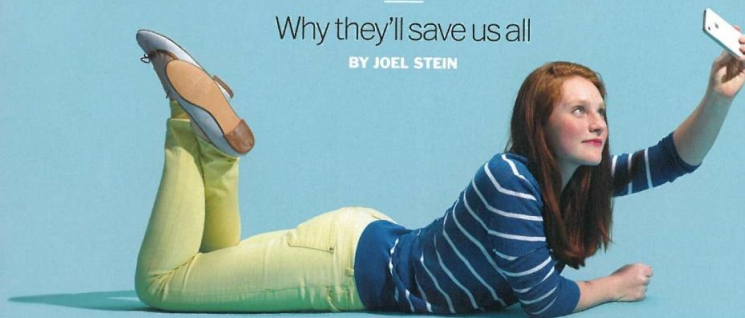
TIME

THE
ME ME ME
GENERATION

Millennials are lazy, entitled narcissists who still live with their parents

— Why they'll save us all —

BY JOEL STEIN

time.com

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19-01-2019

可愛魔法大會

CANDY RUSH!

Description:
This is a game which uses candy as a theme.

Number of players:
2 ~ 4 players
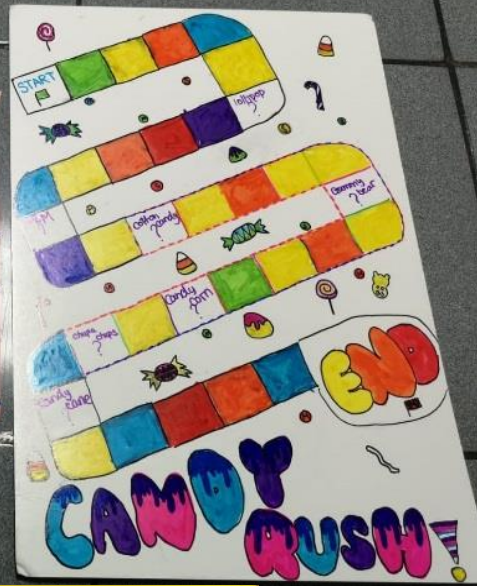
Materials and Equipment:
a game board, a die, purple cards, counters, candy cubes

Purpose:
This game is designed to bring joy and excitment.

Goal:
This game's goal is to have the most points.

Steps & Rules:
1) Put all the counter to the start of the board.
2) Each player takes turns to roll the die.
3) If you rolled "six" you can have a chance to roll again.
4) If your counter lands on "Juicy Jump" (green), you can get two extra steps forward.
5) If your counter lands on "Badap Bus" (orange), you have to go back two steps.
6) If your counter lands on "Dark Dream" (dark blue), you have to skip the "Castle" area.
7) If your counter lands on "Stopping Snakes", you have to skip a round (red).
8) If your counter lands on "lucky license" you have to pick a card and go to the spot of your says.
9) If your counter lands on "Slow Someday" you can get a candy cube.

START

lollipop

cotton candy MILK

Candy corn

china steps

candy cane

END

CANDY RUSH!

Work Life

Number of player : 2 - 4 player

Description
Work Life is a board game to train you to use money properly. We will use the paper money to play the game.

Pupose
the game is designed to bring joy and fun, train thinking skills, develop a habit of following rules, train how to use money properly.

Goal
The player who earns the most money wins.

lucky card

In this unit, we have learnt to write game instructions to explain how a game is played, the equipment ne... the rules etc. Here are the ... with the ...

thank you.

Pull Lightly

U.S.A

CHINA

Airplane Trip

one 1

Description:

1 First put the marble in the game.
2 Turn the "left" & "right" handle to control the game to move to left or right.
3 While you're controling the plane, ...

SPIN SPIN !
Sumikko Gurashi

by : Clarice Lam, Ashley Wong, Katrina Lam

START

Number of players: two t...

Steps and rules.
1. Each player can spin the wheel once.
2. The player who spins the biggest number can be the first one to go first.

Jump and Catch Level 2 (handwritten poster)

Jump and Catch, Steps and Rules

GAME INSTRUCTION

Name: Chloe Chan (4F)
Miki Hui (4F)

1. Name of the game: Speedy Fishing
2. Number of players: 3 Players
3. Description:
   The game is made based on "fun magnet fishing game". It can bring joy and fun to you!
4. Purpose: The game is designed to:
   a) bring joy and fun
   b) train reaction skills
   c) train players to stay focused
5. Goal (how to win):
   When the cards are all given out, the two players need to count their fish quantity. The person who has the most cards win.
6. Materials needed: Paper clip, rope, some pegs, 2 caps, magnets, a bunch of cards and paper fish.
7. Diagram:

8. Steps and rules:
   i. One person will be the judge and the rest of the two will be the players.
   ii. First, the judge needs to put the magnetic fish on the table.
   iii. Then, the two players have to put on the game cap with the peg.
   iv. The judge needs to show a card, then the two players need to 'catch' the fish shown on the card as fast as they can.
   v. The person who gets the fish first will get the card.
   vi. The judge will keep showing the cards until all of them are shown.
   vii. When all the cards are shown, the players need to count how many points they get and whoever gets the highest points wins.

KAUOPOLY (game board)

104 Dice (game board and instructions)

Number of players: at least two

Purpose: bring joy and fun

Goal: The person who gets the most cards wins.

選擇權
Positive Choices

Can we accept these assignments?
我們能接受這些作業嗎?

Editorial 社論   Survey調查   Drama/ script 戲劇/劇本

Individual/ Small group presentation 個人/小組報告

Web Page 網頁 Podcast 廣播 Sculpture/ Model 雕塑/模型

Written report 文字報告   Poetry 詩歌   Song 歌曲

Poster 海報 Leaflet 小冊子   A set of bookmarks 書籤系列

Design experiment 實驗設計   Lab report 實驗報告

Service learning 服務學習

Field work實地考察   On-line discussion 網上討論

Solving an authentic problem 現實情境題   Debate 辯論

Performance-based assessment 實作評估

Name: _____ (   )

Year 1 Home Learning
25th September – 6th October, 2017
Home learning due on **Friday 6th October**. Parents, please sign the home learning grid after your child has completed all home learning.

Homework Grids

To be completed every night of the week	**Reading (10 mins)** Students must read for 10 mins every day. Please record **the books and amount of time** you have read in your student organiser each day.		**Spelling (10 mins)** Students must learn their weekly spellings in preparation for their spelling quiz. Use the look, say, cover, write and check method to help you learn your spellings. Play some spelling games over the holiday! **Spelling quiz will be on 6th October, 2017 (Friday)**	
To be completed this week	**Unit of Inquiry** Explore the local community using the internet. Use a computer or tablet to access google maps: https://maps.google.com Once in google maps go into street view and take a tour of your own area or an area close to your home. Talk about your community. 1. What are the different places you notice in your area? (i.e. park, supermarket) 2. Why do you think these places are in the community? 3. What sort of people work in your community? 4. How do you feel being a part of this community? Completed ( )		**Maths** Look at some Hong Kong money with an adult. Discuss which money is worth the most and which is worth the least. Can you think of five things that you need to use money for in your local community? Completed ( )	**Literacy** Using the phonemes you have been learning at school, make as many words as you can. s, m, a, t, o, p, g, c *This can be completed on the back of the home learning sheet.* Completed ( )
Your choice (Please choose **2** to complete during the week)	**Art** Design a new front cover for your favourite book. Completed ( )	**Kindness** Do something kind for someone else this week. E.g. Help mum fold the laundry, carry something for another person or spend time with a younger sibling doing what they like doing. Completed ( )	**Invent a new game!** Using numbers from 0-20, try to invent a new game. This could be a board game, card game, physical activity game or guessing game. Completed ( )	**GoNoodle (10 mins)** Complete 1 or 2 GoNoodle activities. https://www.gonoodle.com/ Completed ( )

Parent's signature: _____

4. Dominant conformers
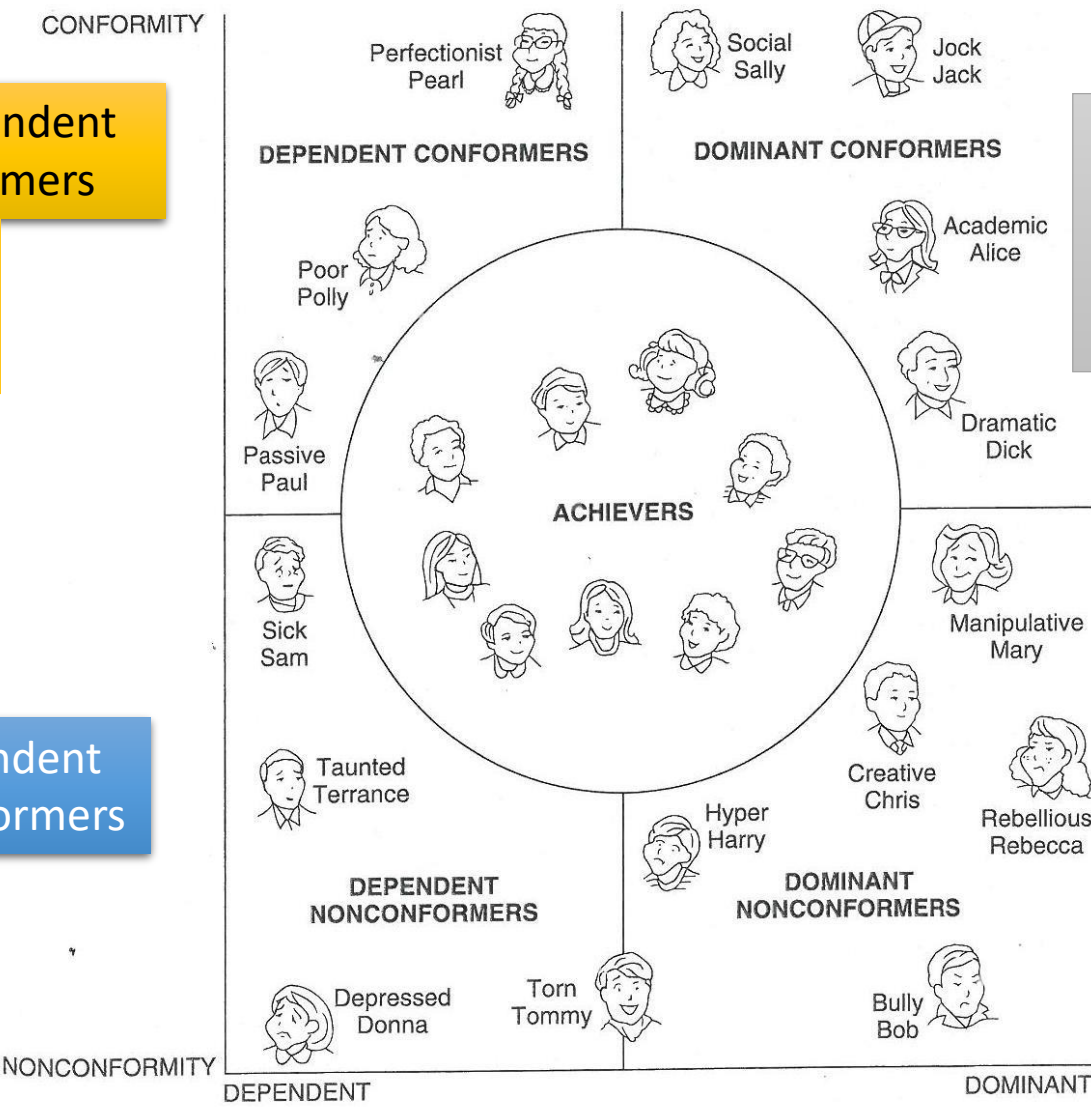
fear of success due to collegiality ;
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3. Dependent conformers

self-critical;
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2. Dependent non-conformers

low self esteem;
withdrawn;
pessimistic;
dependent;
poor coping skills;
low perseverance

1. Dominant non-conformers

-ve school attitude;
X directed behaviour;
X set realistic goals;
X self regulation;
creative

CONFORMITY

DEPENDENT CONFORMERS

Perfectionist Pearl

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Hyper Harry

DEPENDENT NONCONFORMERS

DOMINANT NONCONFORMERS

Depressed Donna

Torn Tommy

Bully Bob

NONCONFORMITY

DEPENDENT

DOMINANT

Rimm, S. B. (1986).

Sick
Sam

**Dependent
non-conformer**

不順從的倚賴者

Taunted
Terrance

Depressed
Donna

Dependent non-conformers

Vicious Cycle of Low Self-Esteem
低落自尊感惡性循環

Low Self-Esteem
低落自尊感

Low Expectations
低期望

Less Challenging Goals
缺乏挑戰性的目標

Reduced Effort
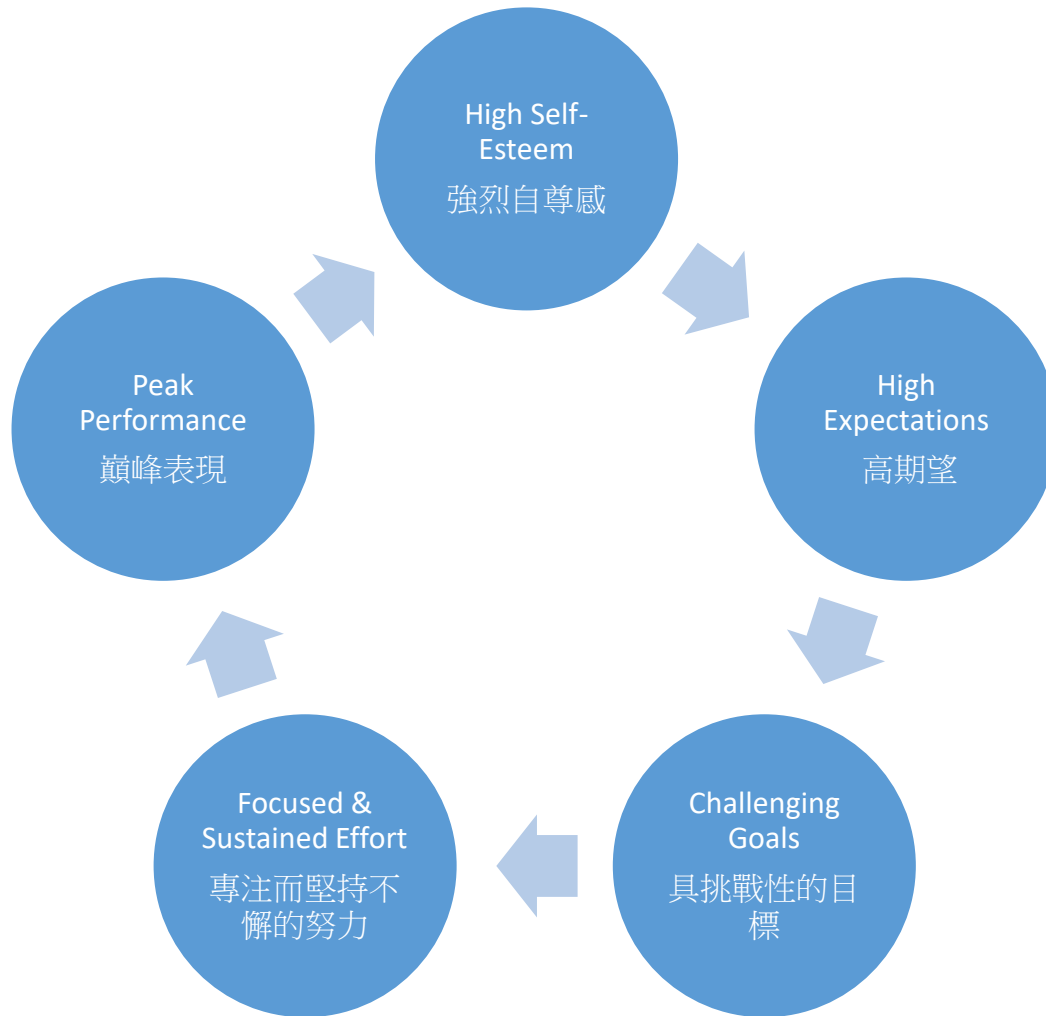未盡全力

Mediocre Performance
強差人意的表現

Malhi, 2010

Malhi, R.S. (2010). Self-esteem and academic achievement.
http://www.tqm.com.my/web/05_bookArticle_11.html

Empowering Cycle of High Self-Esteem
強烈自尊感良性循環

High Self-Esteem
強烈自尊感

High Expectations
高期望

Challenging Goals
具挑戰性的目標

Focused & Sustained Effort
專注而堅持不懈的努力

Peak Performance
巔峰表現

Malhi, 2010

Malhi, R.S. (2010). Self-esteem and academic achievement.
http://www.tqm.com.my/web/05_bookArticle_11.html

TIPS

Make achievement visible

Biology (Y11 DP) Ecological investigation (with virtual field trips):
Water Quality of the 4 Corners of Hong Kong

5 Feb 2021

Oyster reef habitat

Hong Kong NW Corner
Tsim Bei Tsui 尖鼻咀

Hong Kong NE Corner
Hoi Ha Wan 海下灣
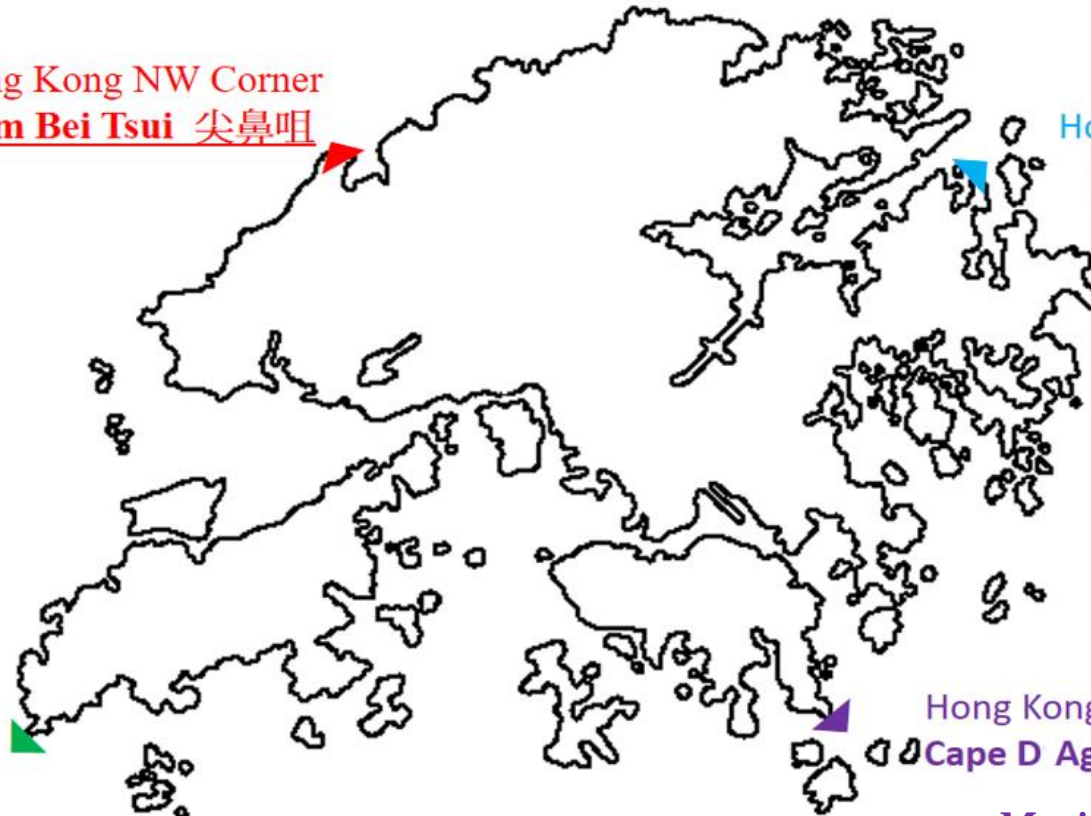
Marine Park

3 Mar 2021

12 Mar 2021

Hong Kong SW Corner
Fan Lau Kok 分流角

*Open water,
Navigational route*

23 Feb 2021

Hong Kong SE Corner
Cape D Aguilar 鶴咀

Marine Reserve

"Hong Kong All-Terrain Explorers: HKG 4 Corners", a Hong Kong record recognized by China Hong Kong Mountaineering and Climbing Union

GEOGRAPHY
RESOURCE
MANAGEMENT
地理與資源管理學系

Faculty of Education
The Chinese University of Hong Kong

利記集團
SINCE 1947 **LEE KEE GROUP**

THE SWIRE INSTITUTE
OF MARINE SCIENCE
THE UNIVERSITY OF HONG KONG

A unique learning journey of **virtual field trip** at the **4** Corners of Hong Kong

Due to the COVID-19 pandemic, in-situ field study is impossible to safeguard students' well-being. Nevertheless, the ecological field trip has a whole different meaning for this year's Year 11 DP Biology students, a series of virtual field trips. During each field trip, Dr Lam, as the field trip leader, had comprehensive introduction to the distinctive coastal ecosystem and the anthropogenic impacts of water qualities. By the real-time broadcast of data recording via Zoom, the students should conduct real time data analysis and environmental impact assessment.

Time	Events
Jan 2021	Introduction to Students
5 Feb 2021	Virtual Field Trip 1 (NW corner): Tsim Bei Tsui
9 Feb 2021	Guest lecture by Prof. T. Vengatesen, HKU
23 Feb 2021	Dr. Lam sharing on sights of Field Trip 1 data and biodiversity at Field Trip 2
23 Feb 2021	Virtual Field Trip 2 (SE corner): Cape D' Aguilar
3 Mar 2021	Virtual Field Trip 3 (NE corner): Hoi Ha Wan
12 Mar 2021	Virtual Field Trip 4 (SW corner): Fan Lau Kok
18 Mar 2021	Guest lecture by Prof. L. Marafa, CUHK
Mar-Apr 2021	Data Analysis and Research Paper Writing
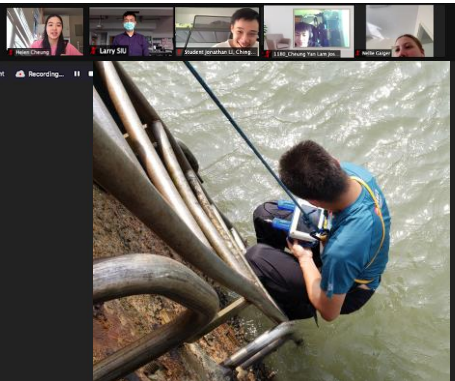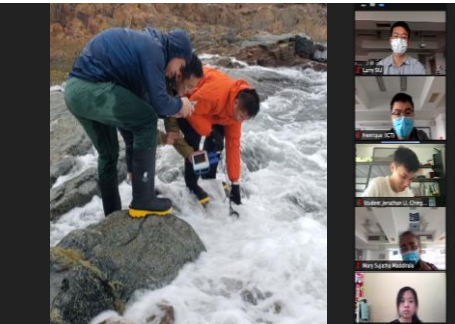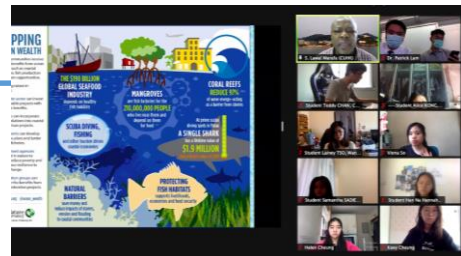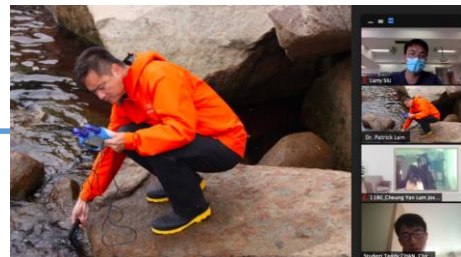
Special Inspiring Lectures

We are honoured to have great support from two professors from The University of Hong Kong and The Chinese University of Hong Kong in this programme. Apart from the curriculum and field work design, both of them offered special lectures for our students during the class. The students were able to link science to its application with the emphasis on environmental conservation and management. They are also motivated for academic advancement in higher education institutions.

On 9th February 2021, **Prof. T. Vengatesen from HKU** gave a guest lecture about the ecological and historical background of the Swire Institute of Marine Science (SWIMS) and Cape D' Aguilar (SE Corner of Hong Kong), the only designated Marine Reserve in Hong Kong.
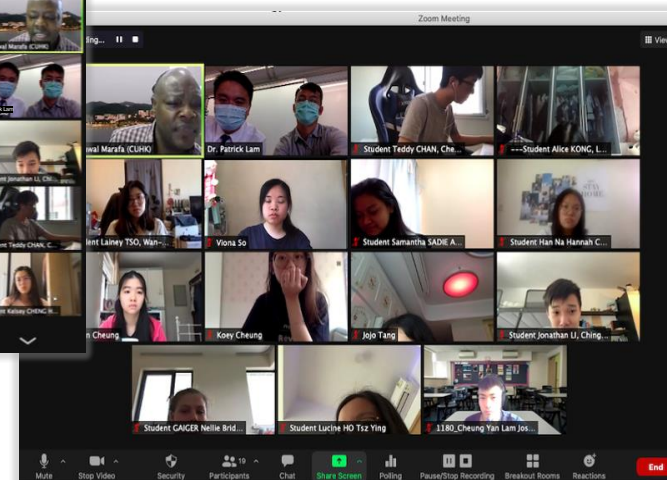

On 18th March 2021, **Prof. L. Marafa from CUHK** shared about the process and focal points of environmental impact assessment (EIA) of coastal regions, with the exemplification of Hoi Ha Wan development and its process to become a designated Marine Park.
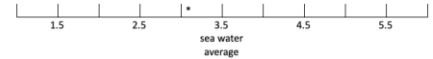
Student agency: data collection, interpretations and presentations

Before Each Field Trip

1. Research on background information and locational factors of field sites
2. Predictions of coastal water quality (4 parameters): *temp, pH, DO, salinity*

During Each Field Trip in Zoom

1. Real time observations
2. Discussion on the 2 sampling points selection with 3 specified criteria
3. Teachers followed students' reasonable choice of sampling points
4. Measurement of the 4 parameters: 5 times at each sampling point
5. Water samples collection for lab testing of heavy metals concentration
6. Group discussion and presentation 1: their predictions vs actual data
7. Group discussion and presentation 2: differences between water sampling points
8. Group discussion and presentation 3: compare with previous field trip(s) data
9. Group discussion and presentation 4: key factors of water quality
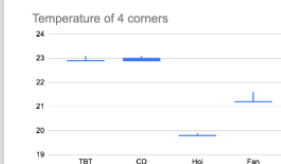

After Each Field Trip

1. Data processing: 4 parameters, heavy metal and environmental parameters
2. Comparison of collected data: sampling points of the each site and with the data of previous field trips
3. Special factors, outliers and abnormalities
4. Evaluation and further investigations of the virtual field trips

Field data of Water Quality of the 4 Corners of Hong Kong:
Abiotic factors and Heavy metal

	SW Corner Fan Lau	NE Corner Hoi Ha Wan	NW Corner Tsim Bei Tsui	SE Corner Cape D'Aguilar
Date	12 March 2021	3 Mar 2021	5 Feb 2021	23 Feb 2021
Tide	0.98m	1.5m	2.04 m	1.96m
Air temp	28.4°C, sunny	19.2°C, cloudy	26.9°C, sunny	33.1°C, sunny
Wind speed	1.2m/s	3.6 m/s	4.6 m/s	7.0 m/s
Wind direction	N	E	NE	W
Rel. humidity	61%	63%	59%	52%
Light intensity	25100 lux	4700 lux	66900 lux	72500 lux
Type of habitat	**Open water,** navigational route, natural, convergence of fresh & sea waters	**Marine Park,** Pier, a local village, WWF Marine Life Centre nearby	**Oyster farm disposal,** oyster sauce factory, open water & mangrove @ estuary	**Marine Reserve,** HKU SWIMS Plants: Screw pine, mangrove (Elephant's Ear)
Water colour	A bit turbid	Transparent, v clean	A bit turbid	Transparent, very clean
Water smell	No	No	Salty, oyster	No
Floating matter	No	No	a little bit oil @ mangrove	No

Check point	Heavy metal concentration (ppm)														
	Al	As	Ba	B	Cd	Cr	Cu	Fe	Pb	Mn	Hg	Ni	Ag	V	Zn
SW 1	0.509	0.032	<0.005	4.59	<0.005	<0.005	<0.005	0.133	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005
SW 2	0.663	0.017	<0.005	6.43	<0.005	<0.005	<0.005	0.151	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005
NE 1	<0.005	0.020	<0.005	4.69	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	0.008	<0.005	<0.005
NE 2	<0.005	<0.005	<0.005	4.67	<0.005	0.024	0.058	<0.005	<0.005	0.031	<0.005	0.036	<0.005	<0.005	<0.005
NW 1	0.047	0.006	<0.005	3.01	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005
NW 2	0.029	0.011	<0.005	3.27	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005
SE 1	0.006	<0.005	<0.005	4.83	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005
SE 2	0.010	0.013	<0.005	4.88	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005	<0.005

Field Data of Water Quality of the 4 Corners of Hong Kong

Tsim Bei Tsui Checkpoint 1 (near pier)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	23.1	23.9	24.1	24.1	24.1	**23.9**
pH	7.8	7.8	7.8	7.8	7.8	**7.80**
DO (mg/L)	7.44	7.36	7.29	7.30	7.28	**7.33**
Salinity(mg/L)	20	20	20	20	20	**20**

Tsim Bei Tsui Checkpoint 2 (near mangrove)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	23.1	23.0	22.9	23.0	22.9	**23.0**
pH	7.8	7.8	7.8	7.8	7.9	**7.8**
DO (mg/L)	6.99	7.32	7.46	7.43	7.57	**7.35**
Salinity(mg/L)	20	20	20	20	20	**20**

Fan Lau's Checkpoint (near pier, only accessible point)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	21.6	21.2	21.3	21.3	21.2	**21.3**
pH	8.0	8.0	8.0	8.0	8.0	**8.0**
DO (mg/L)	7.72	7.79	7.75	7.84	7.77	**7.77**
Salinity (mg/L)	20	20	20	20	20	**20**

Cape D'Aguilar Checkpoint 1 (biodiversity site)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	21.5	21.8	21.3	21.3	21.5	**21.5**
pH	8.5	8.5	8.5	8.5	8.5	**8.5**
DO (mg/L)	9.17	9.46	9.32	9.10	9.00	**9.21**
Salinity (mg/L)	30	30	30	30	30	**30**

Cape D'Aguilar Checkpoint 1 (biodiversity site)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	23.1	23.0	23.0	23.1	22.9	**23.0**
pH	8.5	8.5	8.5	8.5	8.5	**8.5**
DO (mg/L)	8.68	8.61	8.69	8.58	8.76	**8.66**
Salinity (mg/L)	30	30	30	30	30	**30**

Hoi Ha Checkpoint 1 (near pier)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	19.8	19.8	19.8	19.8	19.8	**19.8**
pH	8.3	8.3	8.3	8.3	8.3	**8.3**
DO (mg/L)	8.27	8.34	8.30	8.28	8.28	**8.29**
Salinity (mg/L)	25	25	25	25	25	**25**

Hoi Ha Checkpoint 2 (rocky shore)

Parameters	T1	T2	T3	T4	T5	Ave
Temp (°C)	19.8	19.8	19.9	19.9	19.9	**19.9**
pH	8.3	8.3	8.3	8.3	8.3	**8.3**
DO (mg/L)	8.73	8.65	8.68	8.64	8.59	**8.66**
Salinity (mg/L)	25	25	25	25	25	**25**

Evaluations of Virtual Field Trips

Multiple evaluation tools were decided, in collaboration with **the Faculty of Education, CUHK**, to examine the effectiveness of this newly developed alternative learning experience. Different stakeholders were engaged. Both quantitative and qualitative data were collected while both formative and summative assessments were embedded.

Students' works: Predictions, Presentations, Data Analysis and Report Writing

Students' Evaluation Survey

Students Focus Group Interview

Students' Pre- and Post-tests in Grit scale (Duckworth et al., 2007)

Evaluation

Teachers, IT, Lab Staff Focus Group Interview
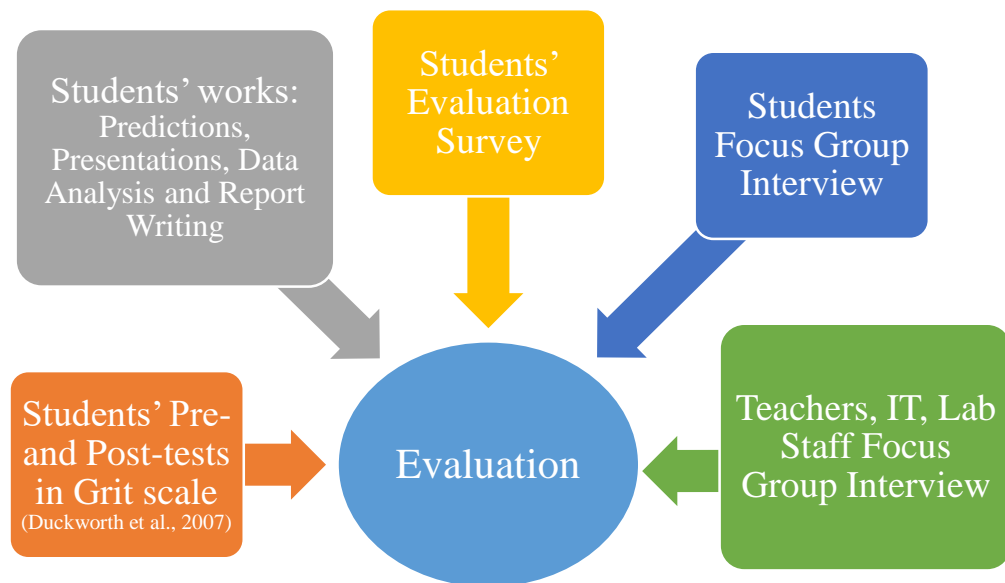
Dr. Patrick Lam (Field Trip Leader and Curriculum Designer), Mr. Frank Tam (Science Subject Head), special thanks are given to our IT Officers and Laboratory Technician for the on-site technical support.
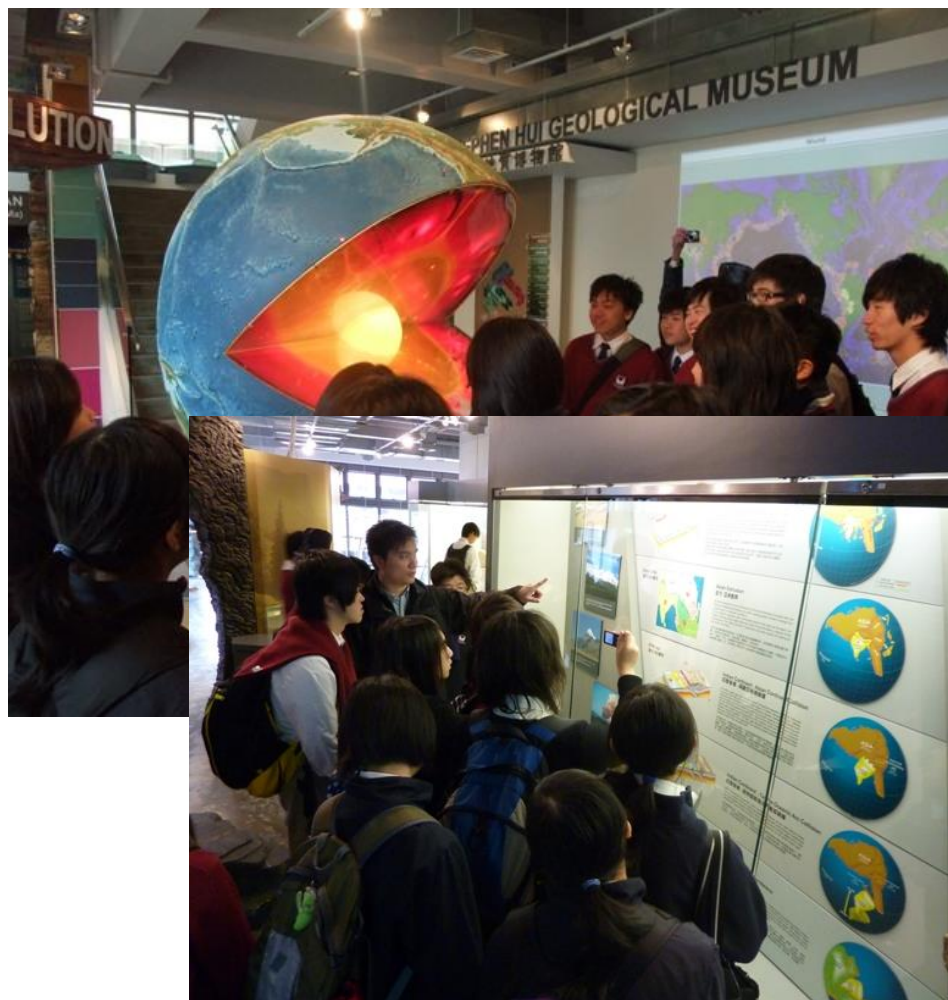

Mr. Larry Siu (Project Leader and DP Biology Teacher) facilitated students' discussions and presentations in school with assistance from Ms. Mary Maddirala (Biology Teacher).

暢遊大學校園、理想工作地點、安排啟導

Visit universities and workplace of their aspiration
Arrange mentorship → aspiration

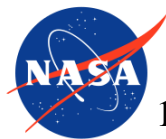# LA Career Fest 2021

Industry Leader Talks (S +P)

11 May 2021: Mr. Leslie CHOY,
Chairman and Founder

12 May 2021: Mr. YEUNG Chin, former Chief Designer of G2000, Fashion Week of London, Paris, New York, Shanghai etc.

13 May 2021: Mr. Jeffrey HAU, Director, PRIZM Group, digital marketing and fintech

13 May 2021: Mr. Jack LAI,
Aerospace Engineer, NASA

14 May 2021: Ms. Freda YAN, registered optometrist, the owner of Yan's Optometric Centre, admission consultant, mentor and practicum supervisor of PolyU optometry.

Alumni Sharing (S + P)

20 May 2021: Ms. Yoki Tang, LA alumni (class of 2018), medical student, CUHK

University Taster Lectures (S)

17 May 2021: Prof. WONG Kam Fai, MH, Associate Dean (External Affairs), Faculty of Engineering, the Chinese University of Hong Kong, Director, Centre for Innovation and Technology, CUHK
Topic: A closer look at the current technology and economic development

18 May 2021: Prof. Lawal MARAFA, Business School, CUHK
Topic: Sustainable development

20 May 2021: Dr. Matthew CHU, registered educational psychologist, Lecturer, Department of Psychology, HKU
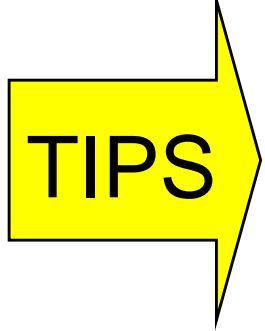*Topic: Introduction to positive psychology*

Parent Sharing (P)

11 May 2021   Ms. Iris Li: *Nurture high achieving kids to university*

17 May 2021   Mr. Raymond Wong: *The road to Cambridge*

In curriculum (S)

Acknowledge effort 欣賞付出的努力

Give timely and specific feedback.
適時　　　　具體
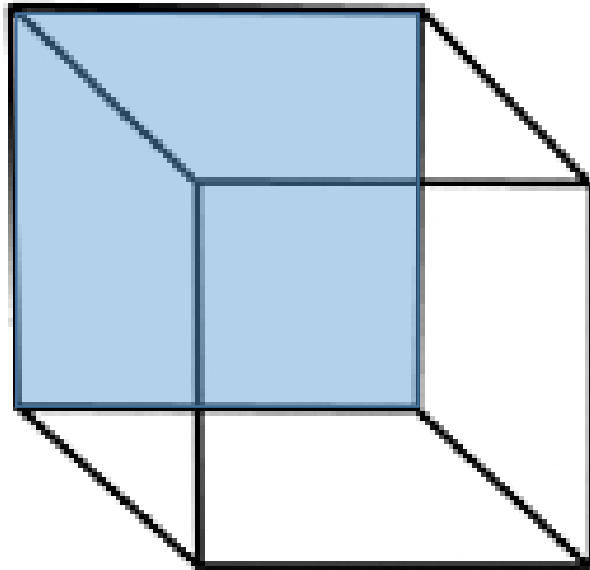
3 appreciations 1 area for improvement

3讚1彈

The shaded area: front or back?

Only 3% of people can find both !

Most people can do it !

4. Dominant conformers
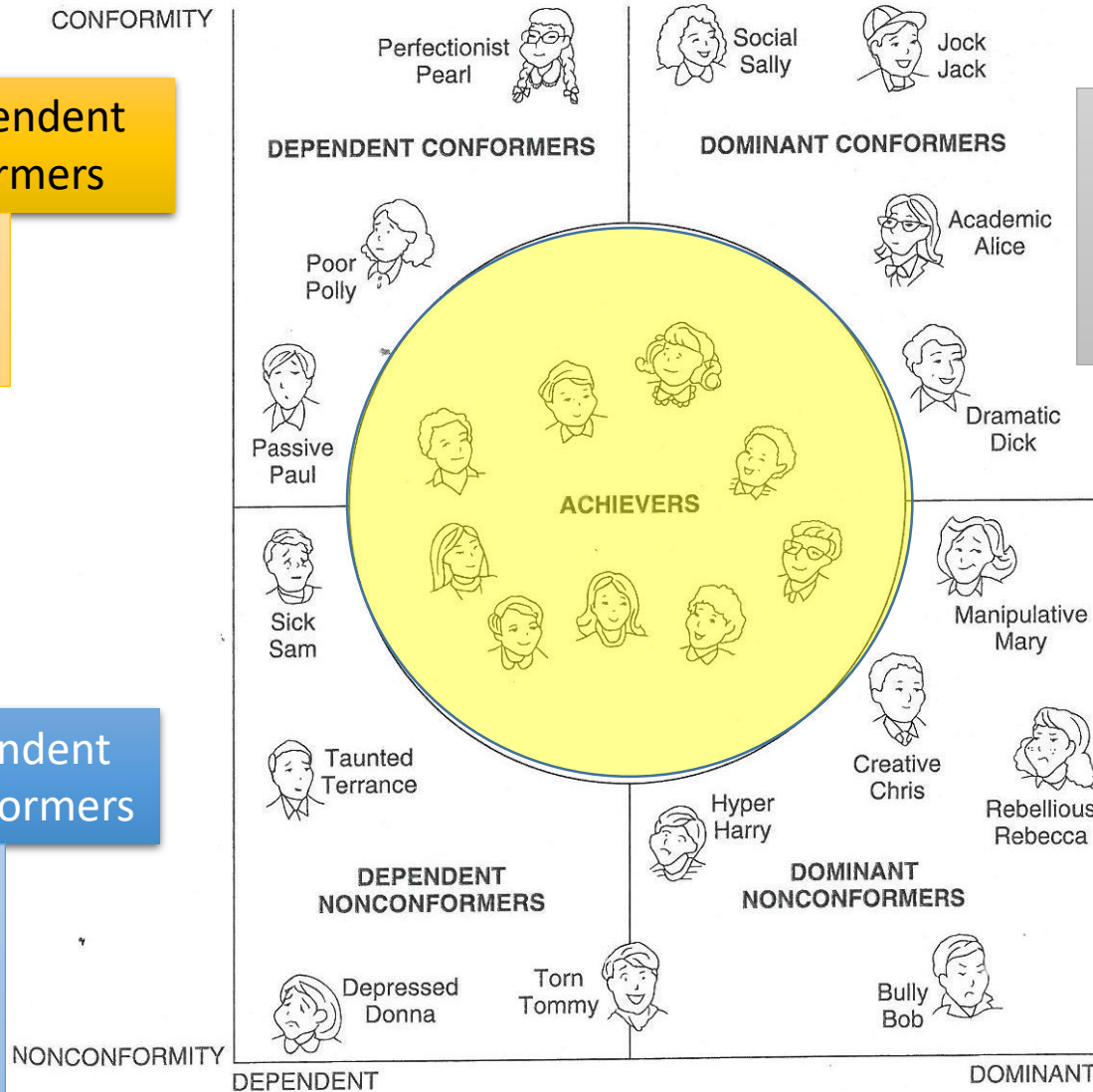
fear of success due to collegiality ;
intense outside interests
mismatch of strengths and study

3. Dependent conformers

self-critical;
fear of failure;
low perseverance

2. Dependent non-conformers

low self esteem;
withdrawn;
pessimistic;
dependent;
poor coping skills;
low perseverance

1. Dominant non-conformers

-ve school attitude;
X directed behaviour;
X set realistic goals;
X self regulation;
creative

CONFORMITY

DEPENDENT CONFORMERS

Perfectionist Pearl

Social Sally

Jock Jack

DOMINANT CONFORMERS

Poor Polly

Academic Alice

Passive Paul

ACHIEVERS

Dramatic Dick

Sick Sam

Manipulative Mary

Taunted Terrance

Creative Chris

Rebellious Rebecca

Hyper Harry

DEPENDENT NONCONFORMERS

DOMINANT NONCONFORMERS

Depressed Donna

Torn Tommy

Bully Bob

NONCONFORMITY

DEPENDENT

DOMINANT

Rimm, S. B. (1986).

THANK YOU VERY MUCH

Walk together for a bright future.

Email: p@luac.edu.hk