

Sharing of Learning and Teaching Strategies in teaching BAFS

Catering learner diversity through goals setting and graded exercises

HKFYG Lee Shau Kee College
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Agenda

- × School background
- × Learner diversity in BAFS
- × Strategies to cater the diversity
 - × Classroom seating
 - × Goal setting
 - × Graded exercise
- × Conclusion





School background

School background



HKFYG Lee Shau Kee College

Wisdom in Action

- × HKFYG Lee Shau Kee College (An EMI DSS in Tin Shui Wai)
- × Learning English through diversified means
- × School motto: Wisdom in action
- × Theme of current year: Fervent Learners, Enriching Life
 - ❖ Learning and teaching: Students are equipped with strategies of SDL for knowledge acquisition and problem-solving as well as the learning needs are catered
 - ❖ Student development: Students' sense of accomplishments are achieved, and positive attitudes are established



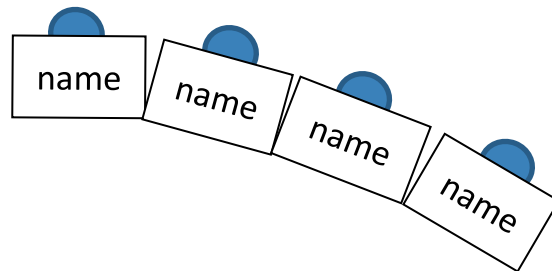
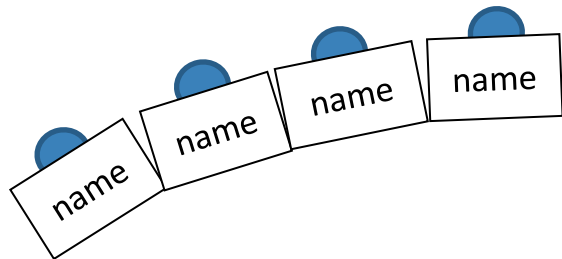
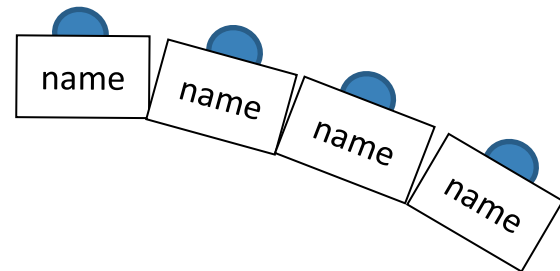
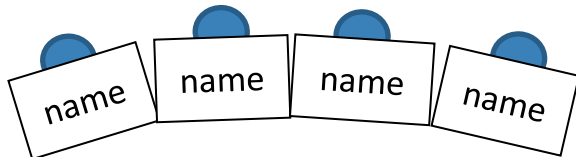
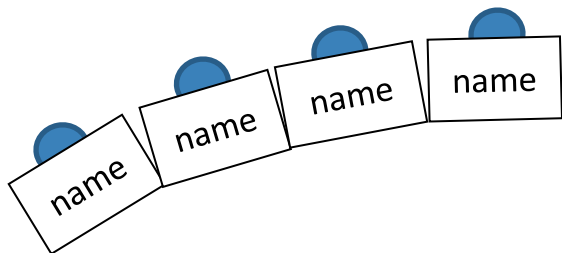
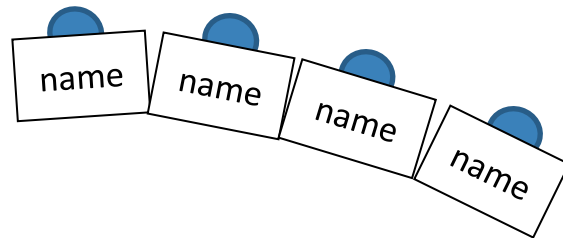
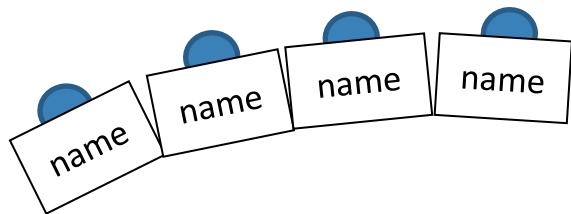
Learners diversity in BAFS

Situation

- × Large diversity in the intake
 - × Range in annual score in S3: >20
- × The teaching progress is being affected as teaching has to
 - × provide challenging task to high achievers
 - × provide extra consultation to low achievers
- × The ultimate goal is to sustain students' learning interest



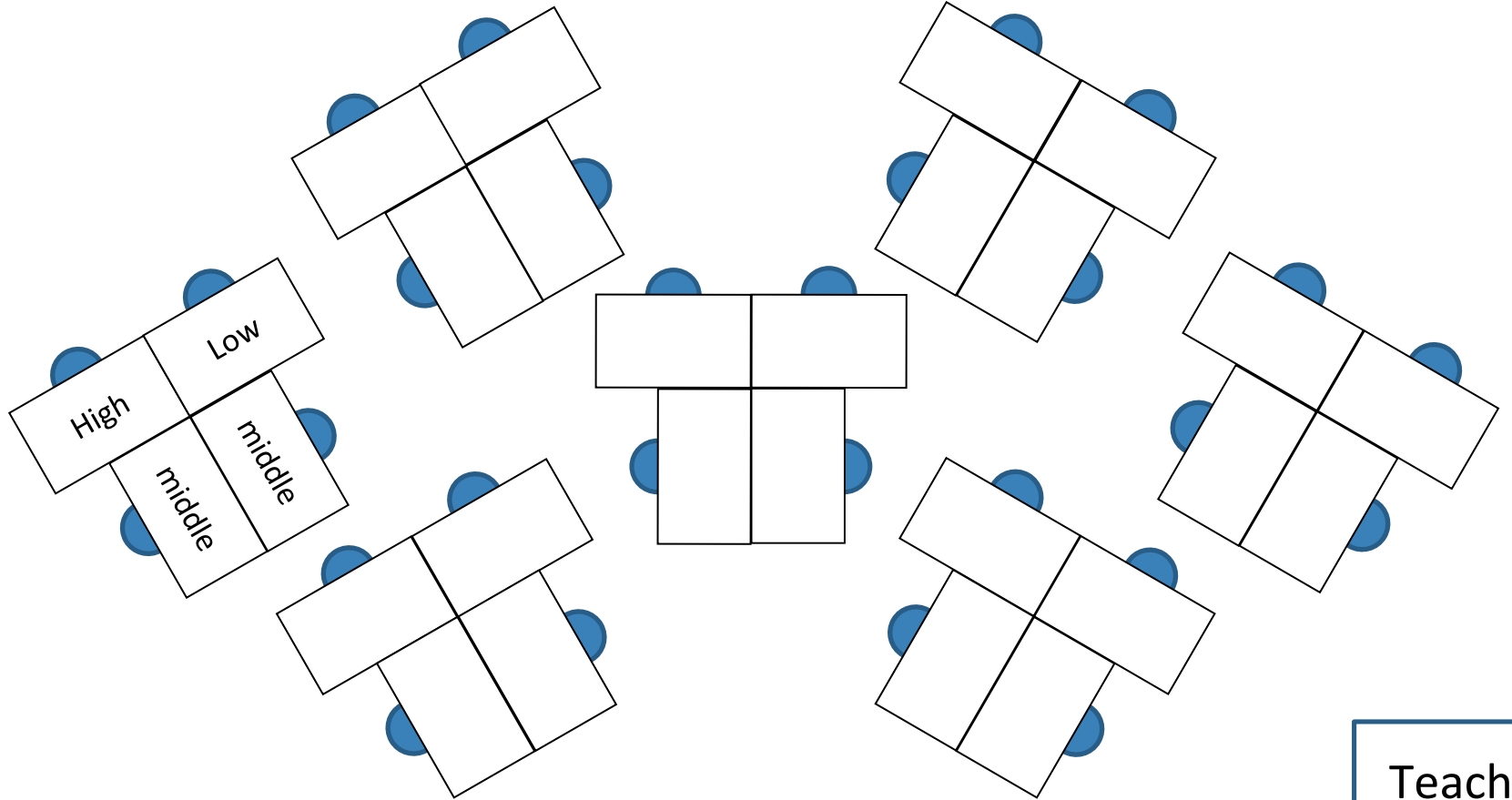
Arcs arrangement



Whiteboard

Teacher's
Desk

T-shaped Arrangement



Whiteboard

Teacher's
Desk

Advantages

- × Heterogeneous grouping
- × Peer support
- × Communication and collaboration
- × Self-directed learning
 - × Presenting your pre-lesson tasks
 - × Sharing learning and thinking skills



Grouping

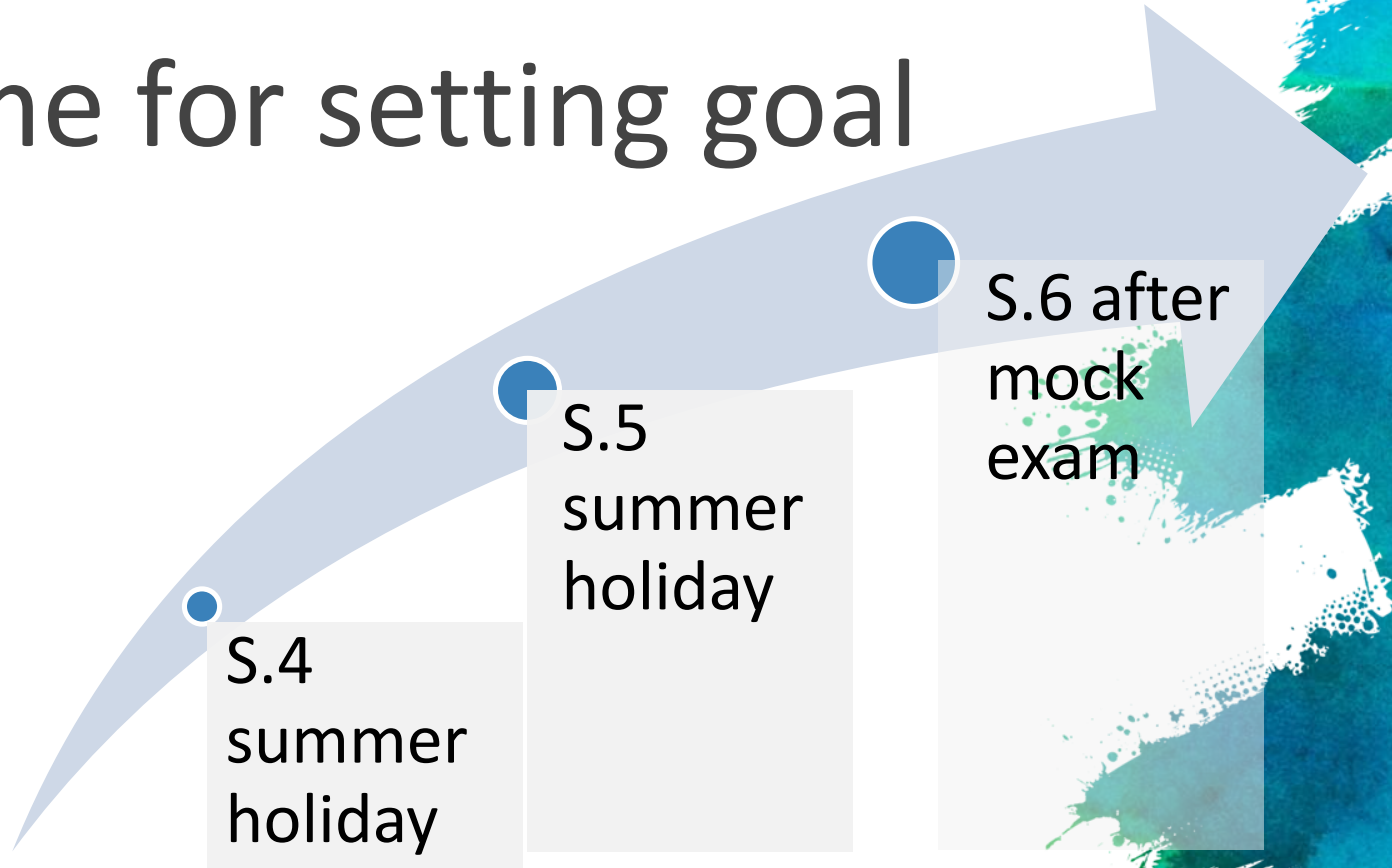
- × Grouping is rearranged after each term in S.4 and S.5 based on:
 1. Students' academic result
 2. Students' attitude and ability to share and discuss with the others





Goal setting

Time for setting goal



About the goal

- × Discuss with students individually
- × Based on their final exam result
- × Achievable but challenging



What is the goal about



S.4

For them to
choose
graded
exercise



S.5

For them to
catch up
with what
they left to
achieve
their desired
level



S.6

For them to
focus on
specific topics
to do revision
or room for
improvement

Difficulties in setting goals with students

- × Students' interest and effort in BAFS
- × Our understanding of students' potential
- × Students' self-expectation





Graded exercise

Design

- × Starting from financial accounting to cost accounting
- × There are 2 levels of difficulty in both classwork and assignment



In classwork

- × There are 3 levels in classwork
 1. Compulsory (from textbook)
 2. Easy (extra exercise)
 3. Difficult (extra exercise)
- × Students are free to choose to attempt the easy or difficult category after completing the compulsory questions

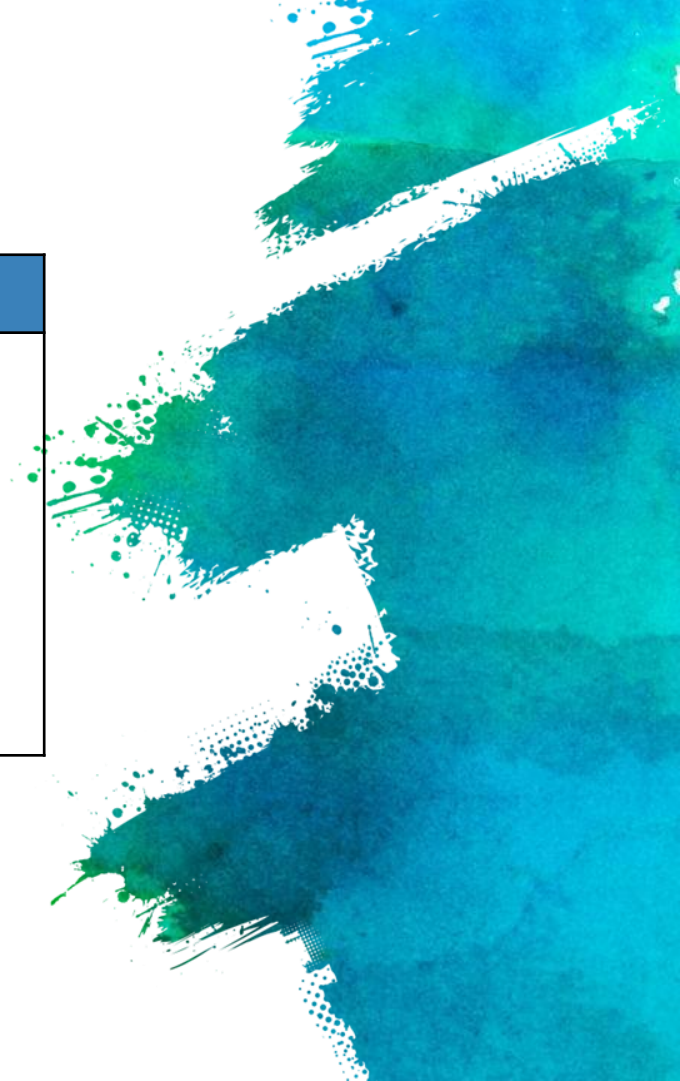


Difference among different levels

Level	Targeted students	Characteristics	Reason
Compulsory	All students	Commonly types of question in DSE	<ul style="list-style-type: none">To ensure all students can be familiar with common types of question
Easy	Low achievers	Fundamentals	<ul style="list-style-type: none">To ensure the low achievers won't miss the basic entries and score most the marks from workings
Difficult	High achievers	Different types of question	<ul style="list-style-type: none">To let them have the confidence to tackle the unseen type of question in DSE

Result

High achievers	Low achievers
<ul style="list-style-type: none">• They are willing to complete both easy and difficult level• They help to teach the low achievers which help to clear their concept	<ul style="list-style-type: none">• They are willing to complete all the easy level• They are willing to attempt a few difficult questions in the much easier topics



In assignment

- × There are 2 levels in assignment
 1. Compulsory
 2. Advanced level
- × Advanced level is optional that students can choose to attempt
 - × The performance in these questions will not affect the overall grade



Difference among different levels

Level	Targeted students	Characteristics	Reason
Compulsory	All students	<ul style="list-style-type: none">• Fundamental with moderate application• Close to DSE Section A&B	
Advanced level	High achievers	<ul style="list-style-type: none">• More application and more short question that need explanation• Close to DSE Section C	<ul style="list-style-type: none">• To let them have the confidence to tackle the unseen type of question in DSE

Result

High achievers	Low achievers
<ul style="list-style-type: none">• They are willing to attempt the advanced level questions• They attempt these questions in most of the topics and regularly	<ul style="list-style-type: none">• Most of them are able to complete the homework• They are willing to attempt a few advanced level question in the much easier topics



Effectiveness

	Before (in S.4)	After (in S.5)
SD	3.76	2.99
Average marks	57.1%	57.4%

	High achievers	Average students	Low achievers
Attempting advanced level regularly	60% (out of 10 high achievers)	30% (out of 20 average students)	10% (out of 10 low achievers)

Encouraging students

- × Encouraging high achievers is more difficult than low achievers
 - × Arrangement of the students' seating
 - × Subdividing difficult questions into easier and more challenging part





Examples

Classwork

- × Easy level
 - × Example 1: The fundamentals of the topic



Classwork

- × Difficult level
 - × Example 2: Not the typical type of question but also appeared in past paper



Assignment

- × Compulsory level
 - × Example 1: Similar to Section A



Assignment

- × Compulsory level
 - × Example 2: Similar to Section B



Assignment

- × Advanced level
 - × Example 3: More application is needed





Self-directed learning

Self-directed learning

- × Record flipped video:
 - × More time can be saved for consultation on classwork
- × Non-calculation parts can be designed as in-class discussion
 - × It lets the high achievers helps clarify the concept of their groupmates and themselves



Example

- × Pre-lesson task: Finished the calculation of Q.16.22 at home



Checking of pre-task

- × Students crosscheck their answer in group



Teaching

- × Introduce the structure of the analysis

HKFYG Lee Shau Kee College
Business, Accounting and Financial Studies
Financial Accounting Unit 16: Financial Analysis

6. Interpretation of ratios

6.1 Structure (*Example: P.247*)

1. State the figure
2. State the performance (good or bad) by comparison (norm, different years/ companies)
3. State the reason/ implication/ problem

→Classwork: P.269 16.20

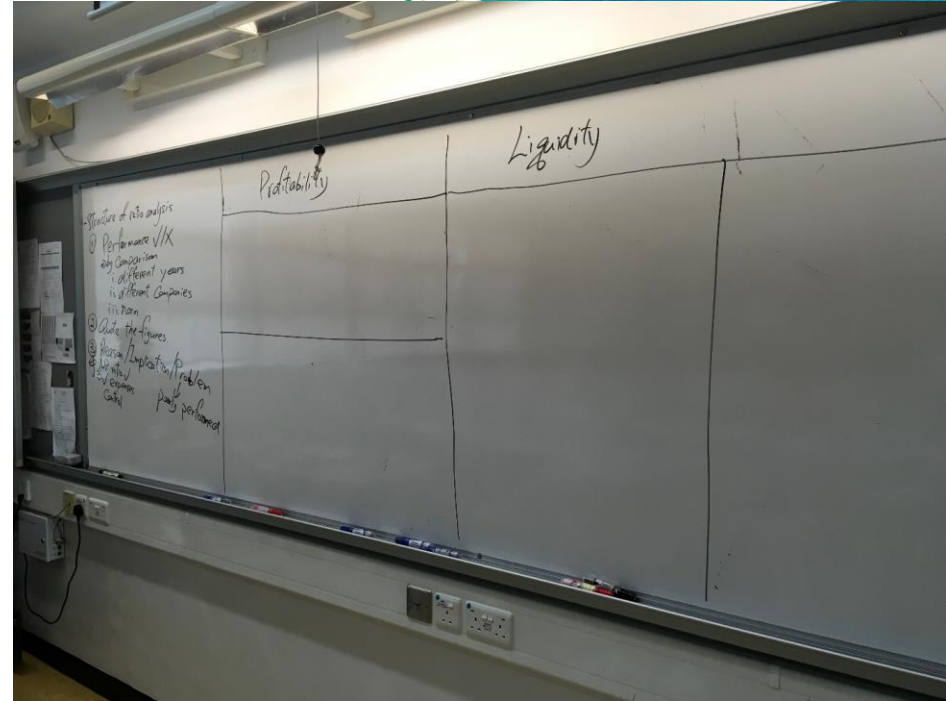
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Preview video part 5:

Consolidation – peer learning

- × Students are assigned one of the categories to comment on it



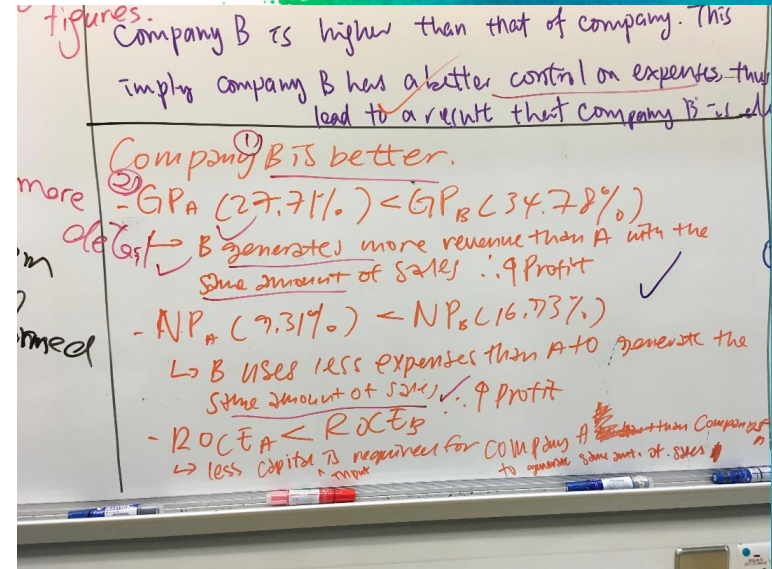
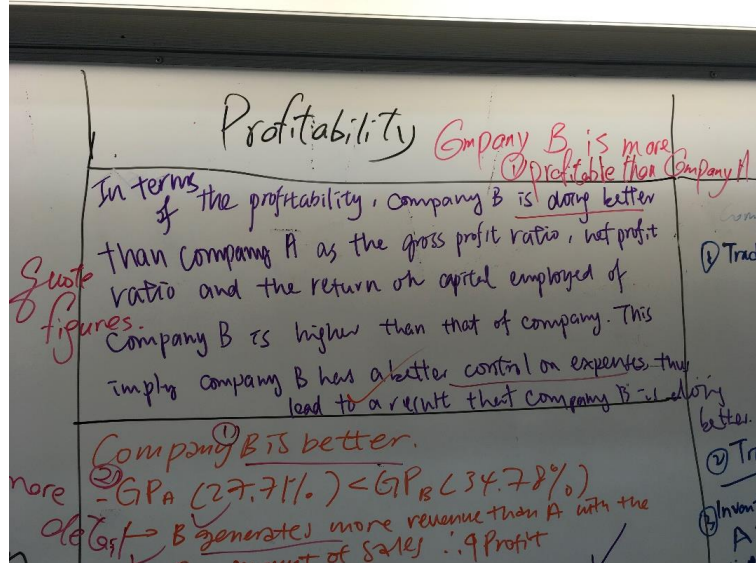
Consolidation – peer learning

- × Complete their part on the white board and comment on other group's comment



Concluding the lesson

- × Point out the room for improvement after students discussion





Future direction

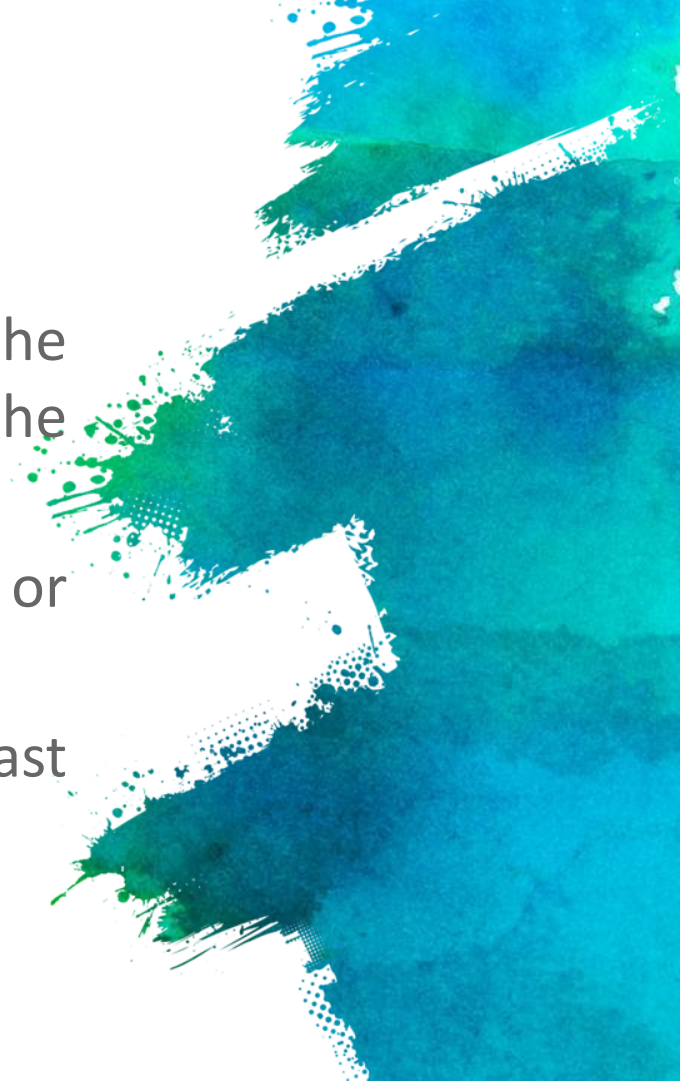
Continuous encouragement

- × It needs continuous casual chatting with the students
- × It needs continues encouragement to encourage high achievers to try most of the advanced level questions
- × Topics for low achievers to focus needed to be carefully selected
 - × EG: Bank reconciliation statement, Partnership

Keep in S5? Push up to S4?


Past paper in S6?

- × The goal should be set once finished the compulsory part or keep it during the summer holiday?
- × To complete whole set of past paper or selected topics for low achievers?
- × Provide the level of difficulty of all past paper for students' reference?



Self-directed learning

× EdPuzzle

 edpuzzle

ContentGradebookMy Classes

11. Partnerships goodwill part 1 1. What is goodwill 2. Factors affecting goodwill valuation 3. Accounting entries for goodwill

Ho Wai Lam

Due on Nov 24th, 23:59

Unit 11: Partnership goodwill

Learning objectives:

1. Define goodwill
2. Explain the factors affecting goodwill valuation
3. Adjust for goodwill when there is a change in the profit and loss sharing ratio or a change in the composition of a partnership

what is goodwill? (P.42)

Purchased goodwill	Inherent goodwill
<ul style="list-style-type: none">- Excess of the purchase price of the acquired business over the fair value of its separable net assets- Will be shown in the books of the buyer as goodwill	<ul style="list-style-type: none">- Generated internally, which is not purchased upon the acquisition of another entity- Should not be shown in the accounting books of a business, unless it is a partnership

Goodwill is the excess of the value of an entire business over the fair value of its separable net assets.

00:41 Multiple-choice

01:01 Multiple-choice


01:26 Multiple-choice

01:44 Multiple-choice

02:00 Multiple-choice

02:51 Multiple-choice

03:21 Open-ended

 MULTIPLE CHOICE QUESTION

We will value the goodwill based on the value of

☐ Liabilities

Submit

Rewatch

Questions are
welcome

