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語文學習著重生活體驗與日常的觀察及思考，如學生有一定的生活經驗，對閱讀篇章內容、寫作時的取材立意均有幫助。然而，學生少有機會接觸到他們生活圈子以外的事物，包括地方、景物及人情。有見及此，本科參與了由香港中文大學主辦，獲賽馬會慈善信託基金贊助的「觸『境』生情」虛擬實境語文教學計劃，在初中中文課堂引入虛擬實境（VR）科技，為學生創設真實的寫作體驗，即「情境學習（Situated Learning）」，讓學生在課室內享受「文學散步」。



在這學習單元，學生將會細閱不同作家描寫本土地景風貌的作品，更以虛擬實境技術結合語文寫作，於課堂上戴上虛擬實境眼鏡，透過 360 度全景的手機畫面，可以自選角度、視點（vision），發掘他們感興趣的畫面素材，深入觀察，在寫作練習中寫出個人感受。此能培養學生細緻觀察，即景取材寫作的觸覺，並透過眼前的社區觀察，激發情意思考，表達個人感悟，課堂設計有助拓寬學生眼界，豐富其體驗，並誘發學生反思，培養學生對社區觀察、關懷，提高學生的語文素養。



此外，虛擬實境寫作課重視協作學習（Collaborative Learning），讓學生共同建構知識，促進反思。在課堂觀察過後，學生可於課堂與同儕交流觀察所得，交互分享所見所聞，所思所感，激盪寫作意念。虛擬實境的取材亦源自真實的社區生活，學生通過文本與影像對讀，能對社區面貌有更深入的認識，就著觀察與討論有助學生發掘身處社區獨有的面貌，誘發反思，培養學生對身處的空間的情意，將所學轉化到生活上。

Chinese Language Experiential Learning

Language learning places considerable emphasis on real-world experiences, daily observations, and reflections. Life experience will aid the student in comprehending the content of an article and in drawing inspiration for writing. However, students are rarely exposed to things outside their immediate environment, such as places, scenery, and people. In light of this, this subject participated in the Chinese University of Hong Kong's VR Project for Enhancing Chinese Language Literacy, which was sponsored by the Jockey Club Charities Trust. The project integrated Virtual Reality (VR) technology into junior secondary school Chinese classes in order to provide students with a realistic writing experience, or "Situated Learning," by allowing students to take a "literary walk" around the classroom.



In this learning module, students will read works by a variety of writers depicting the local landscape. Additionally, virtual reality technology will be integrated with writing, and students will be able to wear virtual reality glasses in class and use the 360-degree panoramic mobile phone screen to explore materials of their interest, observe in detail, and express their personal feelings in the writing exercise. This helps students develop an eye for detail and the ability to write from the scene, as well as stimulates affective thinking and the expression of personal feelings through immediate community observation. The classroom design contributes to students' horizon expansion, enrichment of experiences, and induction of reflection. It also fosters students' observation and concern for the community, as well as their language literacy.



Additionally, the virtual reality writing class places a high value on collaborative learning, which enables students to build knowledge collaboratively and fosters reflection. After classroom observation, students can share their thoughts with their peers and interact with one another to stimulate the writing process. The materials in the virtual world are also derived from the community life in real-world. Students can gain a deeper understanding of the community through text and image reading, and observation and discussion can help students discover the community's unique characteristics, induce reflection, cultivate students' affection for the space they are in, and apply what they have learned to their lives.