

**Knowledge Building**  
**KBIP (Knowledge Building**  
**International Project)**

Marymount Primary School  
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# Knowledge Building

- To promote students' learning
- To facilitate higher-order thinking skills
- To allow students actively engage in *brainstorming ideas*, *identifying problems*, *researching for solutions and evidence*, *debating* and *discussing with peers*

# Knowledge Building

## Phase One

- Develop a collaborative learning culture in the classroom

## Phase Two

- Start Knowledge Forum

## Phase Three

- KBIP (**K**nowledge **B**uilding **I**nternational **P**roject)

## **Phase One: Develop a collaborative learning culture in the classroom**

### **Understanding students' prior knowledge**

- Sharing past experience

### **Forming groups**

- Working together to brainstorm ideas on a topic

### **Facilitating initial inquiry**

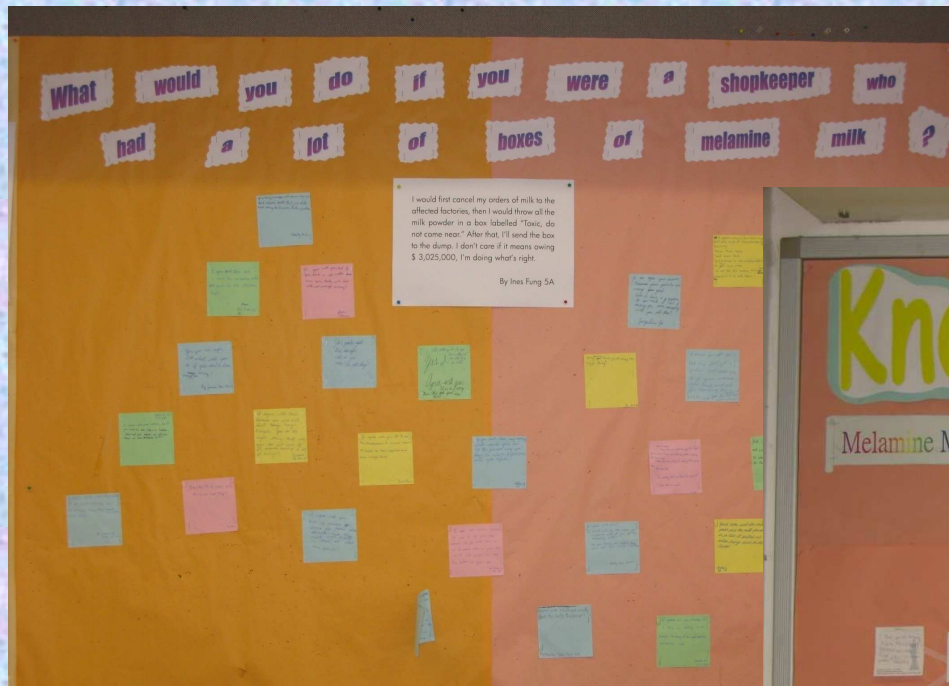
- Assign reading materials or search online for more information

### **Integrating GS lessons with English lessons**

- GS: To stimulate students' thinking with the help of KB questions in teachers' daily teaching practices
- Eng: teach students the proper ways to express their opinions politely

# Phase One: Develop a collaborative learning culture in the classroom

Post up KB wall paper in the classroom for discussion



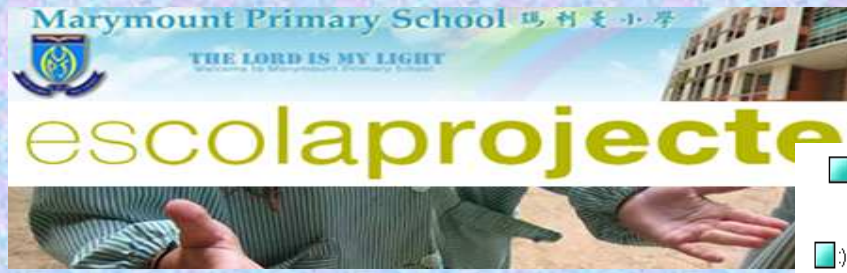
# Phase Two: How to Knowledge Building and Knowledge Forum

The screenshot displays a knowledge building software interface with the following components:

- Top Left Window:** Titled "View: (MPS) Marymount Primary School 瑪利曼小學 - Home". It shows a collection of planets and moons labeled with codes: 5A, 5B, 5C, 5D, and 5E. The text "Global Warming" is written in red at the bottom right.
- Top Right Window:** Titled "View: (MPS) 5B Global Warming". It features a "New Note - Grace Tam" window with a "Theory Building" section containing a list of notes:
  - My theory
  - I need to understand
  - New information
  - This theory cannot explain
  - A better theory
  - Putting our knowledge together
 Below the notes are buttons for "Add", "Insert Drawing", "Build-on", "Annotate", and "Close".
- Bottom Window:** A complex network of nodes and connections representing a knowledge forum. Nodes include:
  - "No more winter" (Tang Yuen Yan)
  - "Snow Ice" (Fung Chi Ying, Natalie)
  - "I agree" (Chan Loong Ying, Karine)
  - "do not waste water" (Fan Nathalie Hoi In)
  - "waste water" (Chu Melanie)
  - "SAVE THE EARTH NOW!!!!!!!" (Lau Alison Kiu Yan)
  - "what will happen" (So Andrea Ryon)
  - "I agree" (Au Yeung Tsz Wai Tasha)
  - "animals are dying!!! @ @" (Chu Melanie)
  - "SAVE THE ANIMALS!!!!!!" (Palls Naomi Kate)
  - "Me, too, I agree!" (Lau Alison Kiu Yan)
  - "what will happen" (Lui Pik Tsui)
  - "Icebergs" (Chan Man Yin)
  - "earth is going to die" (Chan Man Ying Tammy)
  - "so we need to save it" (Chan Man Ying Tammy)
  - "I agree" (Gin Isabelle Hoey Chee Wai)
  - "Yes.....Yes.....Yes....." (Ho Jemmi Ching Ying)
  - "Effect of Global Warming" (Tsu Tszy Ying)
  - "I agree" (Chan Man Yin, Au Yeung Tsz Wai Tasha)
  - "GETTING WARMING" (Kohs Wing Hei)
  - "oh my gosh!" (Cheung Hiu Ching)
  - "oh my god" (So Andrea Ryon)
  - "danger in global v" (Fan Nathalie Hoi)
  - "scared" (So Andrea Ryon)
  - "Tropical cyclones" (Ngan Sze Wing Tiffany)
  - "Cause" (circled in red)
- Right Side:** A cartoon illustration of a smiling Earth with a face, arms, and legs, standing on a yellow base. The text "Glo" and "Wa" is visible in green.

# Phase Three: KBIP (Knowledge Building International Project)

## Self introduction among students in HK and Spain



Hello everyone!  
Nice to meet you!

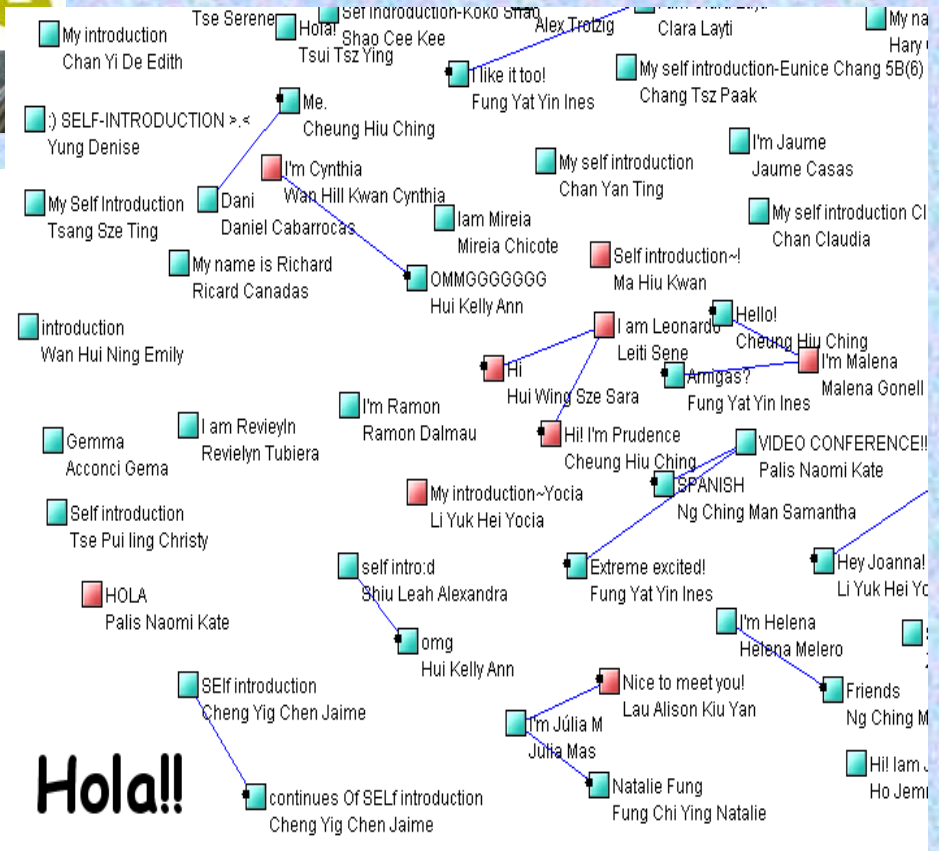


We are from Marymount Primary School.



Hong Kong

Our School!

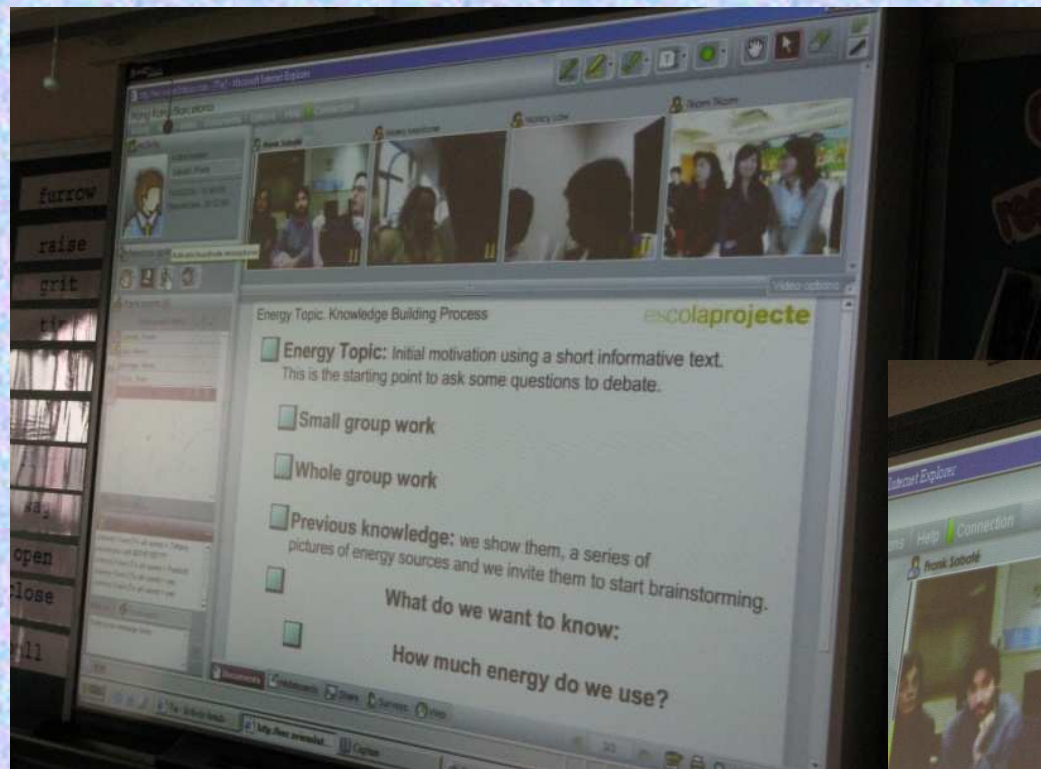


Hola!!

# Phase Three: KBIP (Knowledge Building International Project)

Video conference between teachers

( Hong Kong-Spain)



# Phase Three: KBIP (Knowledge Building International Project)

Video conference between students  
(Hong Kong – Spain)



**Introduction  
of H.K.**

**Introduction  
of MPS**

**How much energy  
is used up ?**

- morning
- afternoon
- evening
- night

**2 questions:**

- 1) Are there special ways of using energy in Spain?
- 2) What types of transportation uses the least energy?

# Motivate students in using KF

1. Understand students' prior knowledge and experience
2. Facilitate initial inquiry
3. Awards
4. Interact with Spanish students



# 1. Understand students' prior knowledge and experience

Follow-up questions on “Energy” for students' discussion

- 1) What are the differences in the consumption and conservation of energy between Hong Kong and Barcelona (i.e. Climate, Economics, Technological Development)?
- 2) Energy is subject to the *law of conservation of energy*. According to this law, energy can neither be created (produced) nor destroyed by itself. It can only be transformed. Why is there an energy crisis?

## 2. Facilitate initial inquiry

- Reading materials (online resources)
- Library search
- Use scaffolds in KF to facilitate discussion

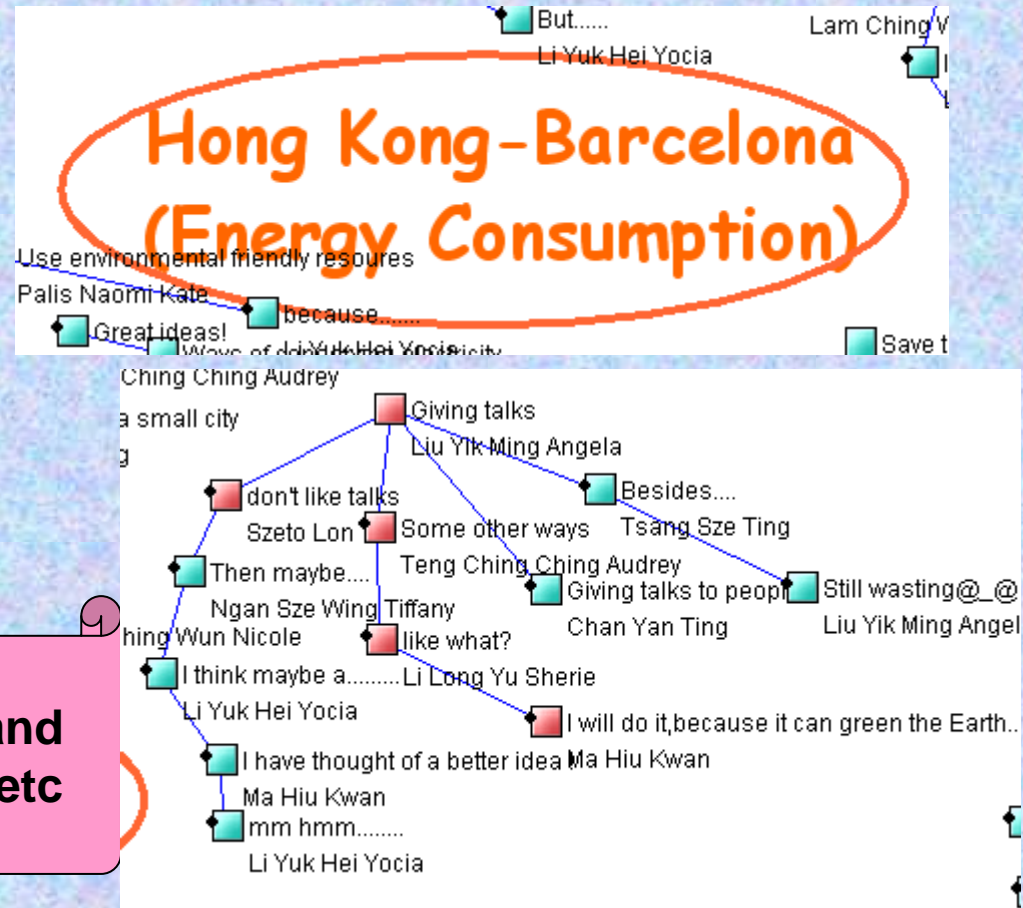
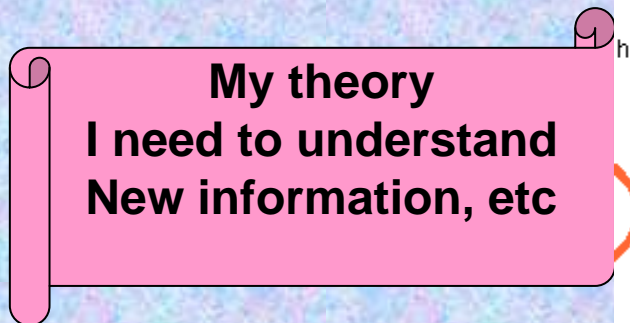
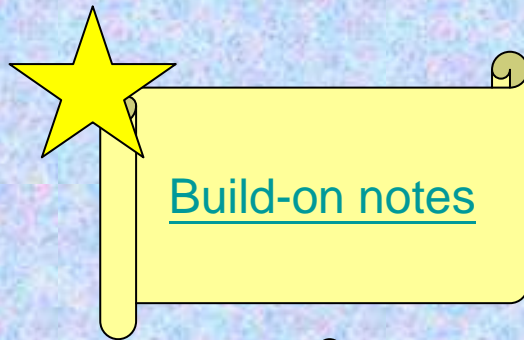
The screenshot shows a web browser window with the address bar displaying "http://203.198.78.50 - eClass Sharelinks - Microsoft Internet Explorer". The website has a header with "Classroom Area" and "5D Classroom Tools". A sidebar on the left contains a "Category" menu with options: "All Categories (19)", "Bible (1)", "Computer (3)", "English Learning (3)", "General Studies (11)", and "Month of Mary (1)". The main content area lists three items:

- 2. Energy consumption in Barcelona**  
<http://www.bcn.cat/agenda21/ajuntamentsostenible/english/documents>
  - General Studies
  - Last modified : May 07, 2009 3:29 PM
- 3. Energy Consumption in HK**  
[http://www.emsd.gov.hk/emsd/e\\_download/pee/hkseeudb\\_2006full\\_2007](http://www.emsd.gov.hk/emsd/e_download/pee/hkseeudb_2006full_2007)
  - General Studies
  - Last modified : May 07, 2009 3:20 PM
- 4. Energy Kid's Page**  
<http://www.eia.doe.gov/kids/energyfacts/index.html>
  - Web page about energy
  - General Studies
  - Last modified : Mar 12, 2009 12:12 PM

The scaffold is a worksheet for a knowledge building activity. It includes a header for "General Studies-Knowledge Building Name" and "Class: P.5". The main content consists of two large speech bubbles: the top one is labeled "My idea (What I know)" and the bottom one is labeled "I need to understand (What I don't know)". A central banner reads "Energy consumption in HK" with a globe icon. A small rocket icon is on the left, and a circular graphic with a globe is on the right.

# 3. Awards

- Certificate of Merit for Knowledge Builders



## 4. Interact with Spanish students

- Self-introduction view
- Video conference



# Suggestion

- Provide more informal interaction for students to build up friendship, allowing them to be open to each other when discussing KB Questions.

