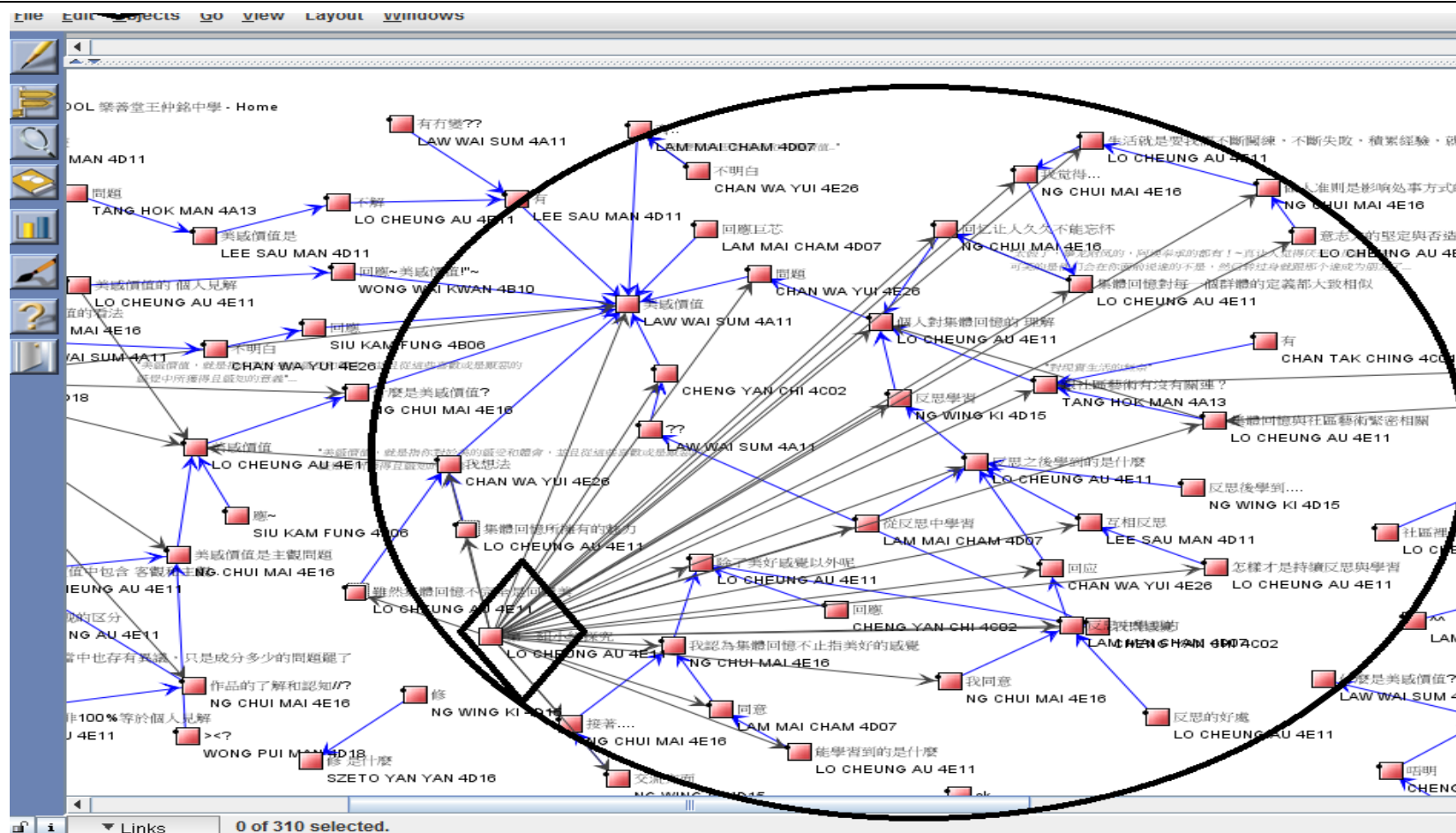


Students' self-assessing on their knowledge advancement process

Group Three Reflection [2011, Jun 04]




This group selected and evaluated three physical threads that contained 30 notes.

Notes	Student comments on the notes
Aesthetic value by A [2011, May 22] (My theory) Does collective memory involve aesthetic value? Annotation (Teacher [Well ! Interesting ! :)])	Note 1 : 1 All questions and responses originated from this note. The question was about what the relationship between aesthetic value and collective memory was.
by J [2011, May 20] I guess so	Thread 1 : Note 2 : 2 This note was in the stage of early development, which meant a mediocre response. There was no rationale, explanation, and data collection. The note was in a stage of chitchat
My feeling by J [2011, May 24] annotation (Teacher [Which scaffold do you use?]) hmm everyone has different views. Collective memory often contains good feeling.	Note 3 : 3 When the student made this response to the prior note, s/he added some of his/her perspective and mentioned personal feeling. By comparison with the prior note, this note was a good start.
Apart from aesthetic value by C [2011, May 22] (I need to understand) Apart from our good feeling, are there any other things? I want to know it, thanks.	Note 4 : 4 This student used a question to ask the precedent note whether there was something more than good feeling, in order to stretch out the inquiry.
I think collective memory does not only contain good feeling by B [2011, May 23] (My theory) I think there is something more, for example, through collective memory, we can reflect on what we have learnt from the process and what we have apprehended.	Note 5 : 5 This student pointed out that collective memory not only contained good feeling but also reflection.
Go on by B [2011, May 23] (My theory) then reciprocally exchange. The process of exchange can also count as collective memory.	Note 6 : 6 This student used one more note to supplement her ideas. Learning from exchanges [ideas] was also collective memory.
Exchanges by I [2011, May 31] of course exchanges count! (A better theory) Communicate with group members and exchange ideas. Summarize and reflect on past investigations. In-depth analysis can be done in the process of [ideas] exchanges. This is meaningful exchanges. (My theory) exchanges are flat and they cannot highlight characteristics	Note 7 : 7 She expressed she agreed without the prior idea, but she also mentioned her reasons.
Agree by G [2011, May 24] I agree because we can learn new information from collective memory. Those are the things that we cannot learn otherwise.	Note 8 : 8 This response tightly related to the prior idea, and proposed a point about learning from new information
What we can learn by C [2011, Jun 01] (My question) What do you think what we cannot learn from daily life but can learn from collective memory?	Note 9 : 9 The student asked what we cannot learn from daily life but can learn from collective memory


<p>Aesthetic value, personal perspective by C [2011, May 22] (My theory) I don't know whether my idea is correct or not. This is my personal opinion: "Aesthetic value refers to your feeling and experience of aesthetic. From the feeling of like or dislike obtains the value of your perception." from Aesthetic Value</p>	<p>Thread 2 : Note 10 : 10 This note quoted another student's note content. The content was about arguing collective memory might not involve aesthetic value, and collective memory did not equal to wonderful memory. However, this did not refer to any concrete and real example.</p>
<p>Though collective memory do not completely equal to wonderful memory by C [2011, Jun 06] (My theory) of course, collective memory do not completely equal to wonderful memory, but it leads a group to reflect and it gives people impressive memories. Like some people say, memories can be triggered by something or can be kept within one's heart. Collective memory is created by resonance from a lot of people. Not that collective memory is not wonderful memory, but it is not entirely wonderful memories. Authoritative source http://www.xici.net/d145511607.htm Memories is perfect. Everyone reaches a certain age must have their own memories... ..annotation (Teacher) [Any support information?]</p>	<p>Note 11 : 11 This student argued the statement of collective memory did not entirely equal to wonderful memory. And the student improved the ideas from the quotation in the prior note, pointing out that though collective memory was not perfectly good memory. Collective memory often caused resonance and deepened thinking. In addition, there was a scaffold term indicating new reference information.</p>
<p>The charm of collective memories by C [2011, May 26] (Opinion) Wonderful memory is another manifestation of aesthetic thing. (Authoritative source) Pierre Nora research of the local and space (lieux de memoire - the memory of the place) have a great contribution on the role of collective memories. He said: "a memory place "is very important, whether it is material or immaterial, because the will of the people or the times baptism (English translation of the work of time) become a heritage of collective elements (referred to here is the French society)." Therefore, the collective memory also indirectly on behalf of the people's will and expectations.</p>	<p>Note 12 : 12 This note supplemented the prior idea, adding the charm of collective memory. It also referred to a French historian's work, pointing out that collective memory became a place for memories. Collective memory had a great contribution because it indirectly represented people's will and expectations.</p>
<p>A question by K [2011, May 20] (My theory) what is collective memory?</p>	<p>Thread 3 : Note 13 : 13 A student asked what collective memory was about, expressing what one doesn't understand.</p>
<p>My understanding of collective memory by C [2011, Jun 13] (New information) Collective memory refers to an entrenched image in our mind after we go through an event. (Evidence) the Jewish memorial hall in Berlin, war resistance monuments in China, and Vietnam war veterans monuments in Washington, and other national monumental architecture represent collective memory... ..(Example) using my personal experience as an example, before I came here for study, I had been quite introvert. Except a few good friends of mine, I did not talk to others much... ..This is collective memory. We love the time when we were young, while we feel the frustration toward the reality. There is also a feeling of powerless in front of time passing by.</p>	<p>Note 14 : 14 The student used a number of scaffolds. To reply the question, the student tried to persuade others by using information from the Internet and personal experiences to demonstrate her ideas. She also mentioned that memories were kind of subtle and they could not be expressed by few words.</p>
<p>Learning by reflection by I [2011, May 22] (New information) Collective memory is that after we experienced something, we reciprocally reflect on the learning and increase our knowledge</p>	<p>Note 15 : 15 After reading the prior note, the student referred to another student's note, in order to point out that collective memory required reflection on experiences to construct new knowledge</p>
<p>What is the new learning after reflection by C [2011, May 22] (I need to understand) Can we reflect reciprocally? If yes, what kind of knowledge we can learn after the reflection? Could you explain it in detail?</p>	<p>Note 16 : 16 The student asked whether we could reciprocally reflect. If we can, what kind of knowledge we could learn.</p>
<p>Learning from reflection by G [2011, May 24] (My theory) during the reflection, we ask what we do not understand, and then discuss with others. We can also express and share our ideas with group mates. We tell others our perspectives and we absorb others' perspectives ^0^ annotation (Teacher) [Well done! :) It would be better for you to elaborating more your ideas with other scaffolds]</p>	<p>Note 17 : 17 The student said that discussion and idea exchanges could let us collect, sift, and absorb different perspectives.</p>
<p>Response by K [2011, May 24] What we can learn from reflection? What we don't understand? What do you think? annotation (Teacher) [What scaffold terms should you use?]</p>	<p>Note 18 : 18 The student said self reflection can help oneself to understand whether s/he gets to know something</p>
<p>I agree by B [2011, May 24] (My theory) I agree, in the process of reflection, we learn from each other and supplement each other. We can also develop some new ideas and perspectives.</p>	<p>Note 19 : 19 The student supplemented others' ideas. S/he mentioned reflection can complementary others' strengths. It can also propose and develop new ideas.</p>
<p>Learning from reflection by G [2011, May 24] yes, because during the reflection, we can ask what we do not understand and learn new knowledge from others' answers. We can construct our own perspective.</p>	<p>Note 20 : 20 It also mentioned people could construct their perspective from reflection.</p>

annotation 📌 Teacher [which scaffold do you use ?]	
Shared reflection by H [2011, May 24] 🗨️ My reasons 🗨️ I think we can. It is because during the discussion, we keep learning from each other and reflecting. We learn from others' perspectives. E.g. we have different ideas toward arts and community. ~ annotation 📌 Teacher [Well done!]	Note 21 : 21 The student said that we would not stop thinking and learning. We absorbed knowledge. She also had an example to illustrate her reason.
What does it mean by sustained reflection and learning by C [2011, May 26] 🗨️ I need to understand 🗨️ I would like to ask, during the discussion, what did you mean by keep learning from each other and reflecting? How do you synthesize people's ideas to construct your unique conception?	Note 22 : 22 The student asked what it meant by non-stop thinking and learning. And how did we synthesize others and our own ideas to construct our unique conception
We cannot forget about our memories by B [2011, May 26] 🗨️ My theory 🗨️ There is a place in our hearts for memories. We cannot forget about them. They just like a video showing episodes in front of us. Those episodes remind us happiness, sadness, angry, and joyfulness... .. 🗨️ My reasons 🗨️ At the beginning, I thought students around me were quite duplicated. I was sick of being with them... .. Gradually, I have realized some students are genuine. They often speak loudly and say something bad in front of others; however, when you need help, they always try their best to help you... .. 🗨️ What I have learnt 🗨️ I will try to understand and communicate with people around me. I will not judge people by the first impression. Meanwhile, I will cherish my friends and the memories belong to us ! ~ annotation 📌 Teacher [Mai ... well done!]	Note 23 : 23 The note related to the previous issue of collective memory. This student wrote a descriptive note to illustrate her ideas that generated from her personal memory. This real example conveyed the message that we should cherish people around us.
The meaning of collective memory should be more or less the same for different groups by C [2011, Jun 06] 🗨️ My theory 🗨️ Yes. When I just got here, I also had the same feeling, especially for girls. " <i>students around me were quite duplicated</i> " from We cannot forget about our memories 🗨️ Example 🗨️ Actually, in order not to feel lonely, some people hang out together, though they dislike each other. I cannot tolerate this behavior. 🗨️ Reason 🗨️ ...we should be honest to each other... 🗨️ Different opinion 🗨️ I try not to hang out too much with those duplicated people in order not to be influenced by them. However, I cannot avoid them or their influence entirely... .. There are a lot of situations beyond our control. But, at least, we can choose how to live and increase our standard of living. We do not need to get ourselves into troubles. The strategies to achieve what I have just said include be careful, attention, summary, and rise-above. These are the things we need to reflect on after collective memory.	Note 24 : 24 This student also used a number of scaffolds separating the content of note. She also analyzed the content from another note and pointed out the issue of honesty. She also proposed the wisdom of life by reflecting on these four things: carefulness, attention, summary, and rise-above
I think... by B [2011, May 26] 🗨️ My theory 🗨️ Yes~ A lot of things are out of our control. According to your strategies "be careful, attention, conclusion, rise above" , they are quite difficult to do. They require practice, practice, and practice. Not everyone has the determination to achieve them. I think I should try.	Note 25 : 25 The student replied to the four things and said she would try to do so.
Life is keep trying, failing, accumulating experience, thus we can improve ourselves by reflection by C [2011, May 27] 🗨️ My theory 🗨️ be careful, attention, summary, and rise-above are my personal principles. I learnt them from an article when I was in grade 5. Though we may not have these abilities, but we should try to practice them.	Note 26 : 26 The student said the four things were her principles and suggested that we should understand and practice them.
Principles are one of an element influencing people's attitude toward life by B [2011, May 28] 🗨️ My theory 🗨️ Principles are one of an element influencing people's attitude toward life. Some people insist on doing what they think they should do. They do not cave in. Some people keep changing their principles and their ways to handle things... ..	Note 27 : 27 The student proposed principles are one of an element influencing people's attitude toward life. She was worried about not everyone could hold on to their principles.
Determination leads to different results by C [2011, May 29] 🗨️ My theory 🗨️ yes, personal principles influence how we deal with situations. 🗨️ Reason 🗨️ I think a person with determination does not give up easily. Only people who lack of determination will claim they do not have a choice but give up.	Note 28 : 28 The student said the degree of determination affects whether a person will choose to give up or not.
Does it relate to community art? by L [2011, May 28] Whether it [what you were talking about] relates to community art ?	Note 29 : 29 The student asked whether collective memory related to community art.
Collective memory is closely related to community art by C [2011, May 28] 🗨️ Opinion 🗨️ Of course there is a relationship 🗨️ Reason 🗨️ The reasons are that people, who live in the same community, after experiencing various changes in their life, will have some memories. Their memories	Note 30 : 30 The student explained the relationship. She used a number of scaffolds, including examples, reasons, and opinion, in order to make her message clear.

are more or less the same. (Example) While the society keeps changing, each generation has similar conceptions. Long time ago, candy was 10 cent per one; now, candy costs at least one dollar per one... .. Many children have Ipad... They do not think and play in playgrounds. They are only obsessed with technology... .. I know we need to move on and make improvement. But people in the old day, without cell phones and PC, were happier than people nowadays... .. Cultural heritage in a community is a unique sort of art. Therefore, collective memory is closely related to community art. Annotation  Teacher [Ha...ha...interesting points!]


The group assessed their collective knowledge advancement and reflected on the collaborative process

At the outset, a student established a stand, indicating collective memory and community art have relationships. S/he explained his/her reasons, and s/he illustrated the reasons with examples and elaborative explanations. Students also proposed that collective memory was not only for the memory of wonderful experience but also for the frustration toward reality. We needed to use art as a mean to show communities to the public, including people life in the community and cultural heritage. A community involves the intertwined relationships with the society, economic, political, cultural, and environment.

Three threads stemmed from a note. From the beginning, after the note “does collective memory relate to aesthetic value”, a lot of students put forward their ideas. For example, some people said that collective memory often contained a strong, wonderful memory which sparked a lot of responses. First, students tended to use colloquial speech and informal language. Students’ responses were irrelevant to the main theme, and they were chit-chat. The content of responses was lack of substance. In some of the subsequent discussion, the focus gradually drifted toward the issue of collective memory. Students investigated this issue, elaborative their perspectives in detail, and illustrated their reasons with information or other notes’ content. Because of the strategy of “using questions to generate more questions”, we had vigorous discussion. After the discussion, we clarified some concepts and relationships among different concepts, and the magnitudes of such relationships. Thinking questions on the conceptual level became a kind of higher-order thinking. In other words, during the vigorous discussion, without anyone’s awareness, students analyzed the simple discussion and deepened the investigation of this line of inquiry. Annotation  Teacher [Good elaboration! But it would be better for you to illustrate your arguement with classmates' notes as examples, right?]

Second, based on the knowledge from reading materials and clarification of causal relationships among phenomena, the students conducted a confrontational discussion. The discussion included analyses of other responses, explanations of underlying conceptions, and comments on the development and original of diverse ideas.

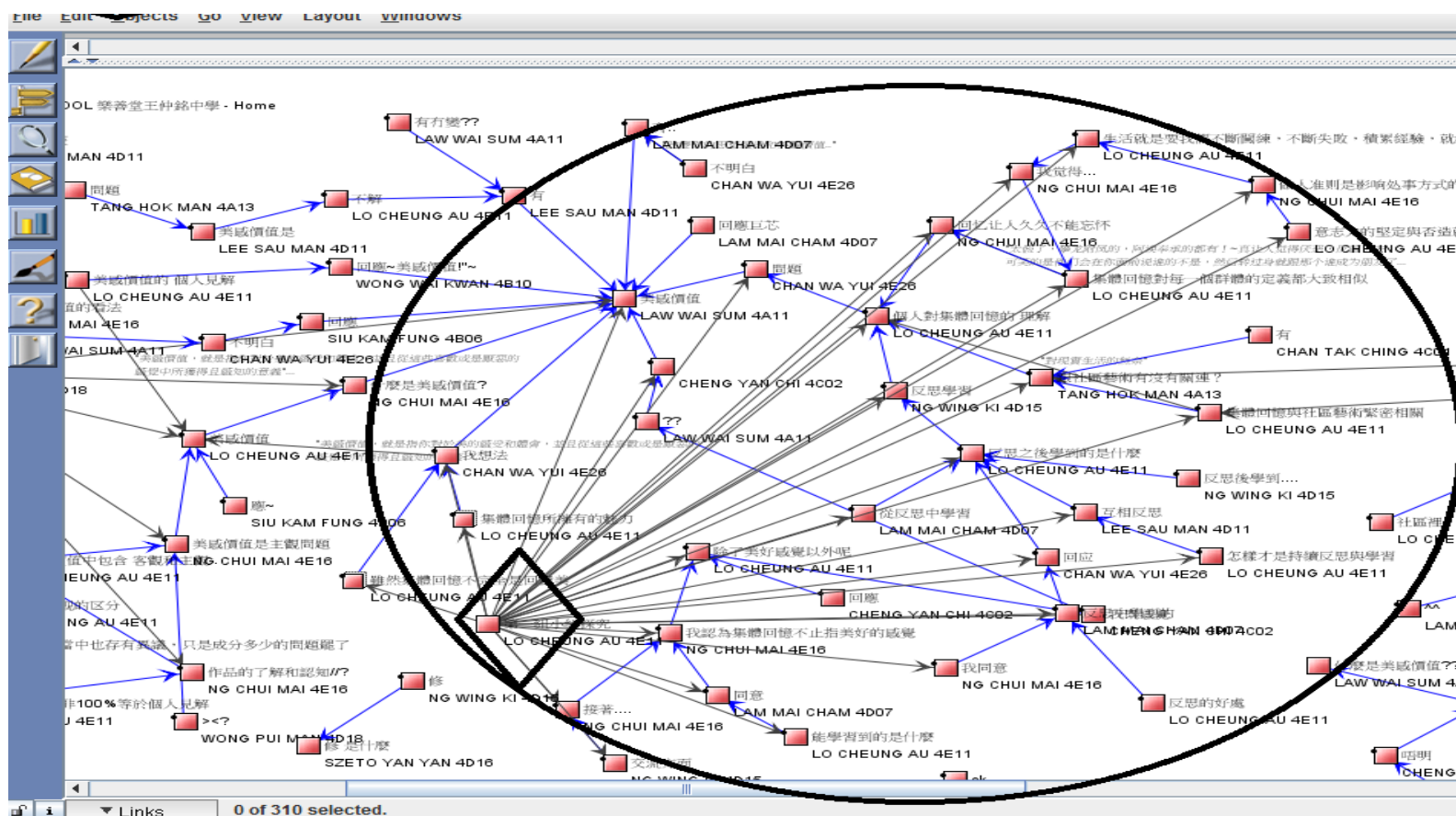
Third, some students extended new ideas or proposed feasible suggestions and plans to which reference information and examples from notes by other students contributed. These new ideas effectively promoted knowledge consolidation and extension of inquiry. In addition, students were gradually getting to understand, thus they progressively inquired specific content knowledge. Each group expressed their views or synthesized other ideas. It also synthesized the explanation from its own or others’ information and examples. Thus, we proposed higher level questions and applied higher order thinking. Students used their real life experience to illuminate questions and situations, which created mutual understanding and resonance. We can see that the threads that we had chosen belonged to mode 3 – knowledge creation. annotation Teacher [Can you show some examples to support your ideas?]. However, the threads did not only comprise mode 3 elements but also the elements of knowledge construction and knowledge sharing. They were pretty good threads.

Finally, not only the strategy of “using questions to generate questions” could deepen the content of inquiry, the teacher and students should better use knowledge construction maps. The map not only could foster meaningful conversations, but it could also effectively facilitate collaborative learning. It was a platform productive to discourse and collaboration. It promoted students’ understanding of the value of collective knowledge construction. More importantly, the role of teacher was a collaborator, facilitator, and mentor. Being a facilitator, the teacher should not tell us what to do, and neither should we let the teacher to tell us what to do. Making command is only for robotic execution. Because knowledge building takes place in the interaction between the teacher and students, as the role of teacher is facilitator, the teacher needs to provide appropriate guidance and create an open and supportive learning atmosphere. This supportive atmosphere helps students to further deepening the inquiry. Of course, apart from the assistance from teacher, students need to be self-directed and engage in self reflection. Annotation  Teacher [Lovely elaboration!]

In fact, students did not only learn content knowledge. They needed to apply their knowledge to explain problems and situations they came to encounter. Applying personal experience to illustrate collective memory was more than some good or wonderful memories. There is something touching our hearts and those kinds of things cannot be expressed by languages. Anyway, apart from collective memory, there are a lot of other matters that we need to use our heart to sense. After saying and reading, we should also review and reflect. These are the issues that we need to face and do.


學生對知識建構過程的自我評估

第三組小組探究 2011, Jun 04]



This group selected and evaluated three physical threads that contained 30 notes.

Notes	Student comments on the notes
美感價值 by A [2011, May 22] (我的看法) 集体回憶有否涉及美感價值? Annotation Teacher [Well ! Interesting ! :)]	筆記 1 : 1 美感價值這一項筆記就是一切問題與回應的起源,是在問同學有關美感價值和集體回憶這兩者有何關係。
by J [2011, May 20]有掛	串聯一:筆記 2 : 2 這就是初長成的筆記,就是一般水平的的回應,沒有相關理據和解釋,更沒有資料收集,只是一個閒聊狀態。
我既感覺 by J [2011, May 24]annotation Teacher[你用那一個鷹架?] 唔., 每個人都有唔同既睇法,集體回憶好多時候都有自己既美好感覺..	筆記 3 : 3 我既感覺這一個同學在回應問題時候,有了些許自己的個人見解,並談及個人的感受。比起之前的一個而已,有了一個好的開始。
除了美好感覺以外呢 by C [2011, May 22] (I need to understand) 除了自己對美好的感覺,就無參合其他的物質嗎? 求解,謝謝	筆記 4 : 4 除了美好感覺以外呢接著,同學以一個問題,反問上聯的同學,扣除美好感覺還有其他的物質與否,進一步伸展了一開始的問題。
我認為集體回憶不止指美好的感覺 by B [2011, May 23] (My theory) 我認為有,例如透過這個集體回憶,可以反思自己在這個過程中學到什麼,領悟到什麼	筆記 5 : 5 我認為集體回憶不止指美好的感覺之後就有同學指出,集體回憶不止是指美好回憶,還有個人反思的成分。
接著.... by B [2011, May 23] (My theory) 再互相交流,交流的過程也可算是一個集體回憶	筆記 6 : 6 接著....而同學就自己的回應又多用一個筆記去補充自己所說的,交流學習亦是集體回憶。
交流方面 by I [2011, May 31]當然交流也是啦! (A better theory) 互相和自己組員交談,說出心得,曾研究的東西得出的結論和反思,交流中可更深層的分折,才是有意義的交流. (My theory) 交流只是平面說,也不能特顯 1 些特色,	筆記 7 : 7 交流方面有同學就對上聯的同學所說的話進行回應,表示同意她的說法,但也有說出她的原因。
同意 by G [2011, May 24]我同意..因為能從集體回憶知道新的資訊..從中學學習平時學習不到的東西	筆記 8 : 8 同意再有同學就將所說的內容扣緊上線同學所說的,還提及新資訊這一點。
能學習到的是什麼 by C [2011, Jun 01] (我的問題) 那你認為什麼是在平時的生活中學習不到的但卻能從集體回憶中見識到	筆記 9 : 9 能學習到的是什麼再有同學進一步將問題揮發出來,問到有什麼是在日常生活中學習不到的但卻能在集體回憶裡見識到,
美感價值的 個人見解 by C [2011, May 22] (My theory) 我不知道自己的想法是否很正確,但是我個人的意見: "美感價值,就是指你對於美的感受和體會,並且從這些喜歡或是厭惡的感覺中所獲得且感知的意義"1 美感價值	串聯二:筆記 10 : 10 我想法這一個筆記,是同學引用令一個同學所說的內容,然後去反駁集體回憶不涉及美感價值,還表明"集體回憶不是回憶美"這一說法,但卻無具體而實際的例子可供參考。
雖然集體回憶不完全是回憶美 by C [2011, Jun 06] (My theory) 當然,集體回憶不是完全的回憶美,但是,通常能引起集體去回首的,都是能讓他們印象深刻的回憶..就像有人說的那樣,回憶可以被實現也可以僅僅是藏在心裡的,但集體回憶都是由多數人的共鳴而產生的。不能是集體回憶不	筆記 11 : 11 雖然集體回憶不完全是回憶美有同學就反駁有關同學所講述的"集體回憶不是回憶美"這一講法,而且,還完善了同學的看法,指出集體回憶雖然不是完美的回憶美,但通常都會因為那個集體回憶

<p>是回憶美，只能說不盡是回憶美。【權威資料】 http://www.xici.net/d145511607.htm 你说回忆美不美它真的太美了每个人在经历到了一定岁数时必定有他自己的回忆也在一定阶段它会让你措手不及有的回忆可以实现有的回忆只能藏在心里久久就像我把你给我的安慰与关心只能藏在心里美滋滋的我知道我们再也不可能有什么了我的心也一直在变更知道我是打死都不会吃回头草的那种 annotation </p> <p>Teacher [Any support information?]</p>	<p>而引起群體的共鳴與深思，也包含了美好回憶。此外，還加設多一個鷹架去表示引用以及參考了資料的。</p>
<p>集體回憶所擁有的魅力 by C [2011, May 26] 【Opinion】 回憶美也是另一項美好的體現 annotation C 權威資料 皮埃爾·諾哈(Pierre Nora)研究地方與空間(lieux de memoire - 記憶的場所)在集體回憶中的角色有很大的貢獻；他說：「一個『記憶的場所』是任何重要的東西，不論它是物質或非物質的，由於人們的意願或者時代的洗禮(英譯為 the work of time)而變成一個群體的記憶遺產中標誌性的元素(這裡所指的是法國社會)。」因此，集體回憶也能間接性的代表人們的意願以及期盼。</p>	<p>筆記 12：12 集體回憶所擁有的魅力這是同學在解釋了“集體回憶也有回憶美成分”之後，還額外說明了集體回憶多體現的魅力，還引用法國史學家 Pierre Nora 的言語，指出“集體回憶”作為一個記憶場所，存在重要貢獻，因而能間接性代表人們的盼想（期盼與想法）。</p>
<p>問題 by K [2011, May 20] 【My theory】 集体回憶是指什么?</p>	<p>串聯三：筆記 13：13 問題有同學就起始問題發問什麼是集體回憶，提出自己所不懂的。</p>
<p>個人對集體回憶的理解 by C [2011, Jun 13] 【New information】 集體回憶就是指在集體共同經歷過同一件事之後，再回想起時有一個可供回憶的意像在腦海中揮之不去【Evidence】 從柏林的歐洲被害猶太人紀念館，中國的各種抗戰紀念館及解放紀念建築，到美國首都華盛頓的越南退伍軍人紀念碑，國家或民族的所建的紀念建築可以部份地代表著他們的集體回憶，他們用紀念建築來紀念些甚麼，又或不紀念些甚麼，都能反映他們的集體回憶。再者，回憶是飄渺的，輕如縷煙，但它也可以深入人心，引人入勝而久久不散，只因為它在人們，尤其是當事者的心中生根發芽，並且根深蒂固。 annotation  Teacher 【Example】 就拿我個人來說吧，在來這裡讀書之前，我是一個性格相對內向的人，除了我的好朋友們之外的人，基本上，我都很少和別人交談。而某次回去和朋友團聚的時候，當時我是住在好朋友家裡的，我們幾個睡在一間房裡，幾乎一整晚都沒睡覺，就是在瘋玩，幾個人一起玩一部電腦，看著他們在爭先恐後的樣子，我說了一句，“你們還是老樣子呢，真好。”他們看到我眼裡的動容，就放棄玩樂，改成大家在空調的運作中談天說地。但是，有句話說得好，“千言萬語言不盡”，我們一整晚都在回憶過去的生活，像：體育課的時候我們在小賣部買零食，但現在那間小賣部都不同裝潢了，店主也更換了；初一的時候那個男音樂老師教我們音樂時自我陶醉的模樣很搞笑；我們中的某個人老被人叫做男人婆；學校的內部小賣部的豆沙包還是那麼好吃；以往我總是看著好朋友嬉戲、追逐……這些都是我們所回想到的，就這麼聊天聊到凌晨也還沒睡覺。這樣的一個集體回憶，是對青春的美好眷戀，也有對現實生活的無奈，更是對時代轉變的無能為力。</p>	<p>筆記 14：14 個人對集體回憶的理解令一個同學就利用多個鷹架，而且以個人觀點和想法無回應同學的疑問，還列舉了個人的許多親身經歷以及一些網上資訊去說服以及證明給他人看，也說出回憶需要細味，很難去只言片語。</p>
<p>反思學習 by I [2011, May 22] 【New information】 ,集體回憶是經歷一件事,經歷過後互相反思所學習又增加更多知識</p>	<p>筆記 15：15 反思學習有同學在觀看筆記以後，引用其他同學的筆記指出集體回憶是需要有經歷後的反思學習去增加或者是建立知識。</p>
<p>反思之後學到的是什麼 by C [2011, May 22] 【I need to understand】 你覺得可以做到互相反思嗎/? 若果可以，那反思之後所學到的知識是什麼? 可否詳細說明一下</p>	<p>筆記 16：16 反思之後學到的是什麼另一個同學就反問可以互相反思，若果是，那學到的知識內容是什麼</p>
<p>反思中學到的 by G [2011, May 24] 【我的想法】 反思中能將不明白的地方提出..然後和別人一起討論..亦能將自己的想法提出..與組員一起分享..把自己的觀點告訴別人..以及吸收別人的觀點^0^ annotation </p> <p>Teacher [Well done! :) It would be better for you to elaborating more your ideas with other scaffolds]</p>	<p>筆記 17：17 反思中學到的再有同學直接說出討論交流能將觀點進行集合，篩選與吸收。</p>
<p>回应 by K [2011, May 24] 反思能知道自己學到什么?有什么不明白!有什么想法?annotation  Teacher [你用那一個鷹架?]</p>	<p>筆記 18：18 回应有同學也說能自我省思，幫助自己去了解懂得與否。</p>
<p>我同意 by B [2011, May 24] 【My theory】 我同意,在反思中互相學習能夠互補不足,也能夠發展一些新的意見,見解</p>	<p>筆記 19：19 我同意還有同學補充其他同學的話語，說出反思能夠優勢互補，也有助新觀點的提出與建立。</p>
<p>從反思中學習 by G [2011, May 24] 能夠..因為我們能從反思中將不明白的去發問..提問..而從別人的答案吸收知識..亦能建立自己的觀點..annotation  Teacher [你用那一個鷹架?]</p>	<p>筆記 20：20 從反思中學習同樣的也出說反思嫩個建立觀點筆記</p>
<p>互相反思 by H[2011, May 24] 【我的理據】 我認為可以,因為在討論中我們不會停互相學習&反思,從中獲得大家在不再觀點中學習的知識我</p>	<p>21：21 互相反思有同學就說出過程中彼此不會停止思考與學習，並且對其他知識黑可以吸收，另外也舉</p>

<p>的理據 e.g.對藝術&社區的看法,大家都有不同的意見,同學們都可以從中獲得大家在不同觀點的看法~ annotation 📄 Teacher [Well done!]</p>	<p>出一些例子去說明自己的理據筆記</p>
<p>怎樣才是持續反思與學習 by C [2011, May 26] 📄 I need to understand 📄 請問你覺得在討論過程中，怎樣才叫不會停止互相學習與反思呢？你個人又是怎麼結合大家的意見去構成自己獨特的理念呢</p>	<p>22：22 怎樣才是持續反思與學習再有同學就問及怎麼樣才叫不會思考與學習，怎麼樣才結合大家的意見去構思成自己獨特的理念筆記</p>
<p>回忆让人久久不能忘怀 by B [2011, May 26] 📄 我的想法 📄 嗯嗯~心里也总会有一块位置摆放着回忆，让人久久不能忘怀，然后像播放机一样，将一幕幕片段重现在眼前，勾起一连串的喜怒哀乐，若一不小心就会这样沉沦下去了...当然，回忆也能带给人积极的影响。📄 我的理據 📄 记得在以前学校刚开学的时候，我觉得身边的同学都太假了，攀龙附凤的，阿谀奉承的都有！~真让人觉得厌恶，反感！去可笑的是他们会在你面前说谁的不是，然后转过身就跟那个谁成为朋友了~对于这些人我也懒得去理。但渐渐地，我发现原来也有同学是出于真心的，平时说话大大咧咧，会当面损你，不介意在你面前做一些猥琐事，但在你有需要时，会尽力帮助，绝对不是第一个跑掉的人。短短的一年半里，我庆幸结识了这些人，特别是与我同宿的同学，不，应该说是朋友，甚至是知己。每天一起吃早餐，天气冷时一起睡，天气热时一起睡地铺，校服不干时借你一件...我们真的经历了很多时光，一起哭过，一起笑过。我一直以为我们相处的时间还很多，直到我将要离开了，我才意识到原来是我的错觉。面对即将的离别，我们像往常一样，但似乎多了一份沉默。走的那天，我们终于忍不住在校门口落泪了，即使周围很多人，我们也无所谓了，就这次让我们放肆的哭吧！~一群傻透的孩子... 📄 我學會了 📄 呵~现在回想起来真的觉得那时很丢人~而现在对于周围的人我会尝试去了解，沟通，不会用第一印象去断定一个人。同时，我也更加珍惜身边的人，以及属于我们美好的回忆！~ annotation 📄 Teacher [Mai ... well done!]</p>	<p>23：23 回忆让人久久不能忘怀鏈接到之前談及的集體回憶，這位同學就發表了一篇詳盡的筆記去說及她的回憶的雙面性所帶出的看法，而且有自己詳細的親身經歷，使得文字真實，感情豐富地帶出我們要通過如此去珍惜身邊的事物。</p>
<p>集體回憶對每一個群體的定義都大致相似 by C [2011, Jun 06] 📄 我的看法 📄 是啊，剛來到這裡的時候，對於某些同學我也是這麼感覺的，尤其是女生，"太假了，攀龙附凤的，阿谀奉承的都有！~真让人觉得厌恶，反感！去可笑的是他们会在你面前说谁的不是，然后转过身就跟那个谁成为朋友了~"1 回忆让人久久不能忘怀，📄 Example 📄 其實，有些人明明不喜歡對方，卻為了填補內心所謂的寂寞而接近對方，這是讓我萬萬不能容忍的。📄 Reason 📄 既然大家能夠在人海茫茫之中相遇，就該彼此坦然以對，而不是爾虞我詐，暗地裡使壞。📄 Different opinion 📄 你表示你對於他們的行徑會選擇忽視，這就是你所講求的中庸之道吧，但是我卻不能那樣做，我就是那樣才選擇不和她們過多的往來，省得近墨者黑，畢竟我還不能完全做到不受外來影響的堅定不移。...只因為，我們想念朋友，回憶起過往所生活過的社區裡，大家一起經歷過的青春歲月，也曾經一起共患難過，更加不能輕易地說放棄。這就是我們的集體回憶，但我們主觀地認為那是美好的回憶，那更是曾經經歷過現在不能再次享受而傷感的回憶。其實，很多時候，我們因為某些因素而不能自己，但是起碼我們可以選擇怎樣更好地生活，且不至於使自己窘迫，方法就是：小心，注意，總結，提高。這就是集體回憶後我們所需要反思的</p>	<p>筆記 24：24 集體回憶對每一個群體的定義都大致相似也有同學回應上線同學說法的時候，同樣的運用了幾個不同的鷹架，將文章內容區別開，還就同學的某句話而進行解析，也以自己的經歷指出人與人之間的相處要真誠，更提出了生活四重奏“小心、注意、總結、提高”這一需要我們反省的話題。</p>
<p>我觉得... by B [2011, May 26] 📄 我的想法 📄 对啊~有很多事都不是自己能决定和掌控的。但对于你所说的方法——小心，注意，總結，提高，这有点难度，需要慢慢地练习，练习，再练习~~而且也不是每个人都有这个决心去完成吧~我想我也该试试看~呵~</p>	<p>筆記 25：25 我觉得...同學就回應了“生活四重奏”這一觀點，並且說會嘗試</p>
<p>生活就是要我們不斷闖練，不斷失敗，積累經驗，就總結歸納以後再進行自我完善。 by C [2011, May 27] 📄 My theory 📄 小心，注意，總結，提高，這一直是我的做人準則，我也是從小學五年級學習的一篇課文《釣魚的啟示》所感悟得來的。儘管不能說與生俱來，但我們還是該要通過闖練去懂得並掌握著四點。</p>	<p>筆記 26：26 生活就是要我們不斷闖練，不斷失敗，積累經驗，就總結歸納以後再進行自我完善。同學說明“生活四重奏”是她的個人準則，亦建議要我們大家懂得並且掌握這幾點</p>
<p>做人准则是影响处事方式的因素之一 by B [2011, May 28] 📄 我的想法 📄 做人准则是影响处事方式的因素之一。有些人能一直的坚持着自己所认为对的东西，不会因某些事而作出退让；有些人却一而再，再而三的修改自己的做人准则，处事方式也不断的改变，最终打破了自己的底线。</p>	<p>筆記 27：27 做人准则是影响处事方式的因素之一對於同學所談及的“做人準則”，她表示這是影響處事方式的因素之一，擔不是每個人都能做到的，要視乎不同類型的人的態度</p>
<p>意志力的堅定與否造就不同的結果 by C [2011, May 29] 📄 My theory 📄 是的，做人準則能影響我們的處事方式。📄 Reason 📄 而且，我認為，意志力足夠堅定的人，是不會輕易放棄自我努力，更不會更改自我原則的，</p>	<p>筆記 28：28 意志力的堅定與否造就不同的結果同學也說出，對於做人準則，主要的是視乎不同人的意志力程度如何，才會決定放棄與否</p>

<p>只有決心不夠的人，才會因為他那所謂的不得已的理由而作出最後的退讓與放棄的。</p>	
<p>跟社區藝術有沒有關連？ by L [2011, May 28]這對社區藝術有沒有關連？</p>	<p>筆記 29：29 跟社區藝術有沒有關連？此外的，透過同學對集體回憶的理解，有另一個同學就提問，集體回憶和社區藝術有沒有關聯</p>
<p>集體回憶與社區藝術緊密相關 by C [2011, May 28]Opinion 集體回憶當然和社區藝術有關聯。Reason 原因是，生活在同一個社區裡的人們，在共同經過時代的變遷與改革以後，每個人都會對社區有一些回憶，而他們的回憶大多都是一致的。Example 就比如說吧：現今，隨著時代的不斷變更，每一群人都會有一些相似的概念：今非昔比。比如說，以往，孩子們喜歡的糖果是一毛錢一粒，而今，每一粒，最少一元錢，物價與薪酬成正比，但薪水的比率卻不一定跟得上物價的步伐，所以就有低階層人士（集體）的強烈不滿。...不像現在的孩子，幾乎每人手中一部 Ipad，滑動拇指，不運轉腦袋，失去了那以往的天真與活潑，不愛蹦蹦跳跳，就只愛懷揣一樣科技產品，試問，那還是孩子嗎？不是科技影響下的病童嗎？再者，別說是那些市民，就連我看到街上的人幾乎都拿著一部 Iphone，我都感到心酸,科技不是一種額外的娛樂玩意嗎?... "對現實生活的無奈"1 個人對集體回憶的理解,而這樣的生活現象下社區裡的人文歷史,是一種社區裡獨特的藝術,因此,集體回憶與社區藝術緊密相關. Annotation Teacher [Ha...ha...interesting points!]</p>	<p>筆記 30：30 集體回憶與社區藝術緊密相關根據自己對集體回憶和社區藝術的了解，肯定地解釋了之間的關聯，亦有使用幾個鷹架，包括例子，原因，個人意見，能讓人清楚了解所說內容。</p>
<p>The group assessed their collective knowledge advancement and reflected on the collaborative process</p>	
<p>同學首先表明立場，指出集體回憶和社區藝術有一定的關聯，就此說出自己這麼說的原因，並列舉了例子以及詳盡的解釋去說明。也反映出集體回憶不僅是對美好回憶的追思，也有對現實生活的無奈。當中需要利用藝術的手法去展現這些社區，包括社區生活，文化傳承，社區所涉及的社會，經濟，政治，文化，環境，幾個方面之間的關係並籠統或精細構成社區與藝術兩者之間的相連。</p>	
<p>由一個引出的三個串聯的筆記，由最開始的“集體回憶是否關乎美感價值”，每個同學都發表了各自的看法。比如說，有人認為集體回憶多數時候會有很多美好感覺，由一個問題引起許多人的回應。起初，同學們的言語都趨向口語化，且多用網絡用語，沒有切入主題的閒聊而使得內容沒有多大的意思。隨著後來的一些討論中，同學們逐漸集中集體回憶這一個焦點，並且對其進行探討，之後就詳細地解釋了自己的觀點，透過搜查資料或閱讀其他同學發表的筆記去闡述事理。並且，因為使用“以問題追問問題”這一方式，積極討論之後，弄清楚了一些名詞的概念，以及不同概念之間的關係記起程度的變化，在概念水平上思考問題構成了一種高級的思維手法。也就是說，在不知不覺的積極討論中，同學對簡單的討論加以分析等方面都深化了這一具有焦點的內容的鑽研與討論。 Annotation Teacher [Good elaboration! But it would be better for you to illustrate your argument with classmates' notes as examples, right?]</p>	
<p>其次，同學之間根據所閱讀的資訊和因果現象進行了一個交鋒討論，討論的內容包括闡述觀點，對別人的發表加以分析，解釋固中的深層概念，評論了多元觀點的形成和來源。</p>	
<p>再者，有些同學也能從其他同學所蒐集的資料參考和列舉的例子中延伸出新觀點或者是提出了些許較為可行的建議與方案，這樣做有效地促進了知識的整合和延伸探討。另外，同學們都有慢慢了解並且逐漸地深究了有焦點的內容；組別之間相互發表意見或者是綜合對方的想法進行思考；也在綜合自己或者是他人搜查的資料以及例子的解釋說明，從而提出了更為高深的問題，套用了高級思考這一方法；此外，同學們亦有引用自身的生活經歷去說明自己的問題以及情況，引起了彼此之間的共鳴或了解。由此可知，我們所選擇的筆記群是屬於 Mod3 這一知識創造 annotation Teacher [Can you show some examples to support your ideaas?], 但也不是僅有 MOD3，還包含了知識建構，以及知識分享這兩個探究模式，大體而言也是一連串較為好的探究性筆記群。</p>	
<p>最後，不光是以推出問題去反問或者是追問別人的問題這一方法能使得探究內容得到進一步的推深，老師和同學之間，亦應該善用知識構建圖，通過構建圖，不但能促進學生進行有意義的學習與交談，還能有效地促使學生之間進行合作學習，是一種有利於對話和合作的平台，加速了學生對知識的意義建構以及共同建構知識。更主要的，老師作為合作者、促進者、指導者的幾個身份也比較重要，作為一個從旁協助者，老師不能全部告訴我們該怎麼做，也不能讓他告訴我們怎麼做，那樣沒意思，只能是機器人執行命令罷了。因為知識構建能在師生互動的情況下共同完成，老師作為學生建構甚至是指導者，需要在適當時候給予一定的提示並積極創造出一種支持開放性探究學習的氛圍，這種積極的氛圍也幫助同學進一步推深筆記的探究內容。當然，積極的氛圍不僅需要老師的從旁協助，還需要學生的自我領悟與自我學習。 Annotation Teacher [Lovely elaboration!]</p>	
<p>其實，同學們不僅只是學過知識就算了，還需要利用他們所探討的一些內容解釋了他們遇到的問題或者是情況，透過自身的親身經歷說明集體回憶不但是美好回憶，還有一些觸動內心深處而難以言表的事情，但無論如何，不僅是集體回憶，還有其他的方面都需要我們用心感受，不是說過看過就可以，還要記得回顧與進行自我省思，這也是目前的我們所需要面對以及要去解決的問題。</p>	