

Example 14

Cross-KLA/subject project learning in independent subject curriculum mode at the junior secondary level

S.K.H. Li Fook Hing Secondary School adopts an independent subject mode to organise its PSHE KLA curriculum at junior secondary level and introduces cross-KLA/subject project learning with the aim of connecting students' learning experiences in PSHE subjects. The school helps students study the topics from different perspectives and develop generic skills by strengthening collaboration and exchanges across KLAs/subjects to provide them with a comprehensive learning experience and develop a culture of cross-KLA/subject collaboration in the school.

Why adopt this model to promote cross-KLA/subject collaboration?

Ms Lau Tuen Hung, the panel chairperson of History, believes that systematic planning of cross-KLA/subject project learning at the junior secondary level can achieve the following:

- To compensate for the lack of separate project learning lessons for individual subjects because of the tight lesson timetable at the junior secondary level;
- To promote project learning across different KLAs/subjects based on common themes to develop students' self-directed learning ability, offer students a wider learning perspective and enable them to explore various issues in greater depth, thus enriching their learning experience;
- To connect different KLAs/subjects in a flexible manner, reducing unnecessary fragmentation and repetition of learning content across KLAs/subjects so that students learn more effectively and holistically.

What are the specific practices and how are they implemented?

- The school launches cross-KLA/subject project learning at the junior secondary level. It has been implemented in Secondary 1 in the 2016/17 school year and will be implemented progressively to Secondary 3 in subsequent years.
- Cross-KLA/subject project learning is launched with different themes and for the development of different abilities, with a duration of six months for each form.
- The five stages of the learning process are: preparation, implementation,

conclusion, extension and result presentation. Different KLAs/subjects are responsible for different stages of work, and they collaborate to achieve the common objectives.

An example from Secondary 1 is presented as follows.

Theme for Secondary 1: Hong Kong Development and Culture

Objectives:

It is expected that the following objectives will be achieved through collaboration of different KLAs/subjects:

- To develop students' self-directed learning abilities (self-directed, self-monitoring, self-reflection);
- To develop project-related study skills; and
- To cultivate a culture of cross-KLA/subject collaboration in the school.

Stages	Subjects	Subject-based Learning Objectives and Learning Contents
Preparation (Dec - Feb)	<ul style="list-style-type: none"> • Chinese History and History 	<ul style="list-style-type: none"> • Subject-based learning objectives: <ul style="list-style-type: none"> - To understand the development of Hong Kong's historical development and culture and its feature of integrating Chinese and Western cultures; - To cultivate and strengthen interest in and understanding of history and culture. • Learning Content (including field study): <ul style="list-style-type: none"> - To organise students' visit to Law Uk Folk Museum to understand early residents

		<p>and their cultures and customs, and grasp the skills necessary for field study;</p> <ul style="list-style-type: none"> - To help students use different thinking tools (e.g. “6W” concept mapping) to set topics and scopes of study; - To guide students to collect information in different ways and write project proposals.
<p>Implementation and Conclusion (Feb – Apr)</p>	<ul style="list-style-type: none"> • Geography, Chinese History and History 	<ul style="list-style-type: none"> • Subject-based learning objectives: <ul style="list-style-type: none"> - To understand the relationship between urban land uses and development of humanity; - To enhance students’ analytical ability on relevant issues; - To conduct study tours on the history and conservation of relics. • Learning Contents (including field study): <ul style="list-style-type: none"> - The Geography panel co-organises study tours with the subject panel of Chinese History and History on the history and conservation of relics in the Central and Western District to enable students to learn about the characteristics of land uses in the Central and

		<p>Western District;</p> <ul style="list-style-type: none"> - To consolidate students' skills required for field trips; - To assist students in collecting and organising different types of information, and guide them to complete written reports and conduct verbal reports.
Extension (Apr - May)	<ul style="list-style-type: none"> • Visual Arts 	<ul style="list-style-type: none"> • Subject-based learning objectives: <ul style="list-style-type: none"> - To understand the relationship between architecture and history. • Learning Contents (Design of exhibition boards for the project): <ul style="list-style-type: none"> - To help students express ideas and creativity use different images, colours and designs, and produce special exhibition boards to display the results of project learning.
	<ul style="list-style-type: none"> • Chinese Language 	<ul style="list-style-type: none"> • Subject-based learning objectives: <ul style="list-style-type: none"> - To enhance writing skills and apply them to different contexts. • Learning Contents (Article Writing): <ul style="list-style-type: none"> - To write a short essay entitled "Sharing of

		Experience and Feelings on Project Learning” based on personal experience in conducting this project learning.
Result Presentation (Jun):	In addition to students’ self-evaluation, the works of each class will also be displayed in the school hall to be scored by teachers, and students through peer assessment. The top three will be awarded certificates.	

Learning effectiveness

- Students generally agree that cross-KLA/subject project learning increases their interest in learning. For example, some students indicated that field studies allowed them to learn outside the classrooms and to explore and learn history in real-life environments. The on-site explanations by teachers of different subjects allow them to see the world from a “more macroscopic and pluralistic perspective”. Learning about topics from multiple perspectives enhances students’ learning interest and cultivates self-directed learning.
- During the learning process, students also learn how to get along with others, work together and share out the work. Many students said in their self-evaluations and reflections that project learning had enhanced their ability to collaborate, express themselves and communicate with others.
- Apart from enhancing knowledge and skills, students also learned important values and attitudes. For example, students realised that “in order to do something well and to succeed, it is necessary to devote effort and do the job wholeheartedly”. Some students reflected on their shortcomings, such as their typing speed and attitudes towards others, and hoped to make improvement in these areas. Some students were grateful for other members’ support and encouragement. All these reflect that cross-KLA/subject collaboration for project learning helps students deepen their learning and reflect on their experiences, which would develop positive effects on their personal growth.