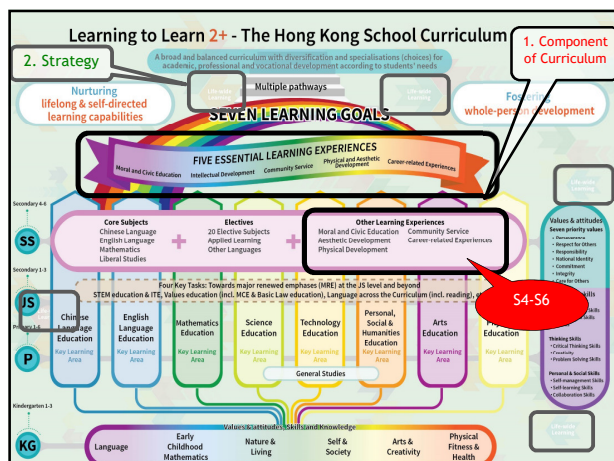


15 October 2018

Susanna CHEUNG
Curriculum Development Officer,
Life-wide Learning Section, CDI

Rundown

Time (pm)	Content
2:15 – 3:00	‘Student-LED’ Approach in Implementing Quality Other Learning Experiences Programme
3:00 – 3:15	Break
3:15 – 4:00	How ‘Student-LED’ Project Parallel Those in the World of Work: CLT Case Study
4:00 – 4:45	Sharing Session: Student’s Learning Outcomes of ‘Student-LED’ Community Service Project
4:45 – 5:00	Q & A

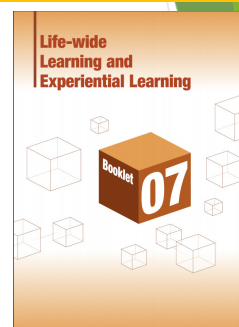


Senior Secondary Curriculum Guide (2017)

Booklet 7 Life-wide Learning and Experiential Learning

Section 7.4 Other Learning Experiences

<http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%2020170531.pdf>



Aims of OLE

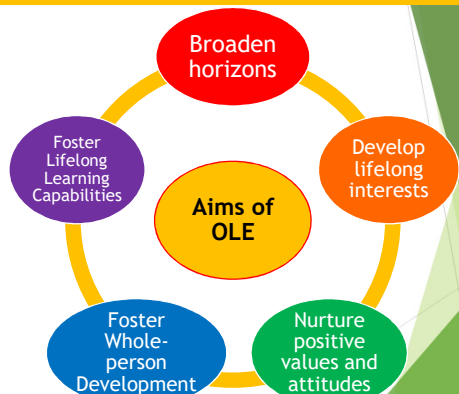
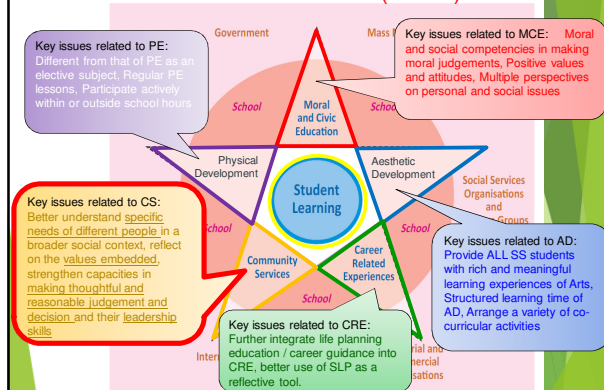


Figure 7.2 Different Contexts for Life-wide Learning

Five Areas of OLE (S4-S6)



Some Key Issues

- ▶ Whole-school Curriculum Planning
- ▶ Depth and effectiveness of activities
- ▶ Reflection in experiential learning
- ▶ Harnessing Community Resources



7.6 Way Forward for Life-wide Learning

7.6.1 Strengthening Lifelong Learning Capabilities

- Under the ongoing renewal of the school curriculum, schools are recommended to further improve their whole-school curriculum to enhance students' lifelong learning capabilities for achieving whole-person development so as to meet the needs of a rapidly changing world in the 21st Century. In this connection, schools are encouraged to strengthen the significant role of LWL in developing students' holistic thinking, nurturing students' sense of ownership in taking part in LWL activities and fostering students' positive values and attitudes that are essential for them to face the challenges ahead.
- To achieve the above, in addition to providing students with a range of meaningful learning experiences, LWL should give students ample opportunities for peer learning to promote exchange of ideas as well as a high level of autonomy to enhance their sense of ownership and responsibility. More space should also be created for quality self-reflection to enable students to engage in deep learning and become self-directed learner that would be essential to pursue their lifelong learning.

7.6.2 Facilitating Self-directed LWL

- LWL provides an ideal platform for students to exercise more autonomy in their learning experiences. Following the guiding principle of "Being Student-focused", schools have started incorporating students' views and encouraging students to take on a more active role in the planning and design of their LWL and OLE programmes.
- In this regard, schools have accumulated valuable experiences in adopting the "Students as Learning Experience Designers" (Student-LED) approach to the implementation of LWL and OLE programmes. In Student-LED projects, students are elevated from merely participants of activities to designers of their own learning experiences, and take ownership of designing learning experiences which they see as interesting, important and useful. Teachers then take on a corresponding change of role, i.e. from being instructors or activity providers to facilitators, and aim to support student learning in the cyclic process of planning, implementation and evaluation of activities.

- During the Student-LED process, students are empowered to initiate ideas, set goals, make plans, take action, review and adjust their plans, and evaluate the activities. Meanwhile, teachers help to create a safe atmosphere with a high level of trust in which students learn from each other. Through reflective questioning and providing non-judgemental feedback throughout the whole process, teachers will enhance students' development of self-directed learning abilities. In addition, allowance for flaws on students' part and support from school leaders is important for trying-out of Student-LED activities.
- Through long-term involvement in the Student-LED approach and adoption of various roles in activities throughout secondary education, students would learn to clarify their own values, inspire a shared vision among fellow students, experiment and take risks of innovative ways, foster collaboration, encourage others to act and recognise the contribution of different working partners.

More information on the Student-LED approach is available at:
http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/eng/introduction.html

- Through active engagement in various quality LWL programmes, students are exposed to a variety of ideas, people, places as well as real-life challenges so that they are empowered to unleash their creative power to solve problems and strengthen their role as self-directed learners and face different challenges ahead.

Way Forward for OLE

Facilitating Self-directed learning capability through OLE

Students take a more active role in planning and organising their own OLE

"Students as Learning Experience Designers" (Student-LED) Approach

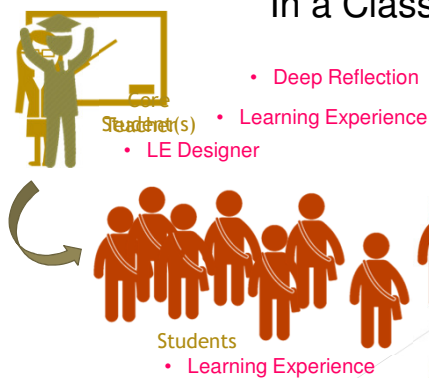
Students as Learning Experience Designers

2. “Student-LED” From Projects to Approach

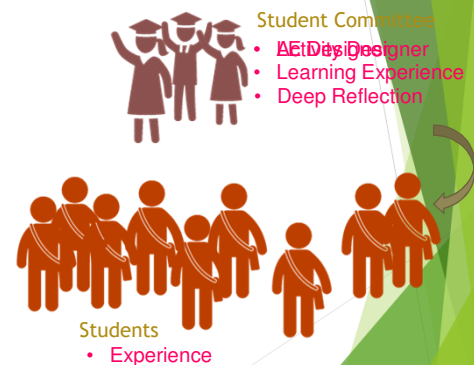
Student-led vs Student-LED

Student led project	Student LED project
Student as <u>leader</u> of the activity	Student as <u>learning experience designer</u> (teacher)
Design and plan for the <u>activity</u>	Design and plan for <u>learning</u>
<u>Self-regulated</u> learning	Self-regulated learning and/or “learning <u>to teach</u> ; teaching <u>to learn</u> ”
A good <u>show</u>	<u>Learning happens</u>
End-of-activity <u>survey</u> <u>Self-reflection</u>	<u>Post-activity follow up</u> ; assessed with a body of quantitative and qualitative <u>evidence</u> ; <u>self-reflection</u>

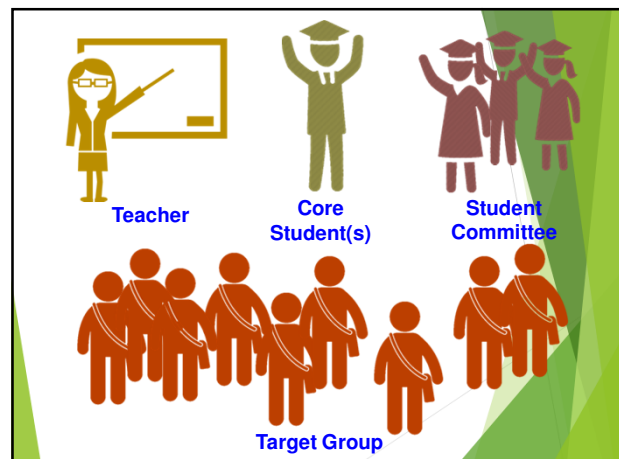
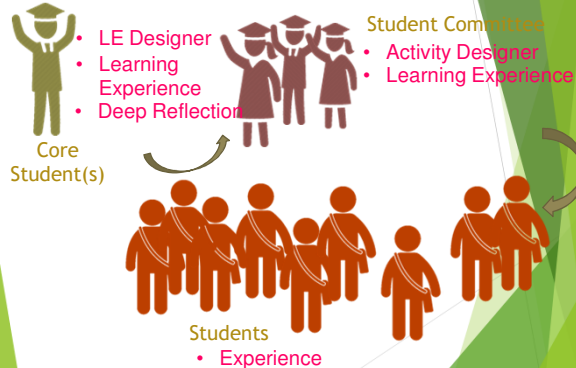
In a Classroom



Student Interest Club



Student Interest Club

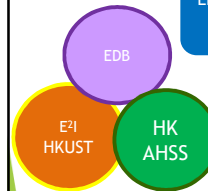


'Student-LED' Project (2010-13)

http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/cindex.html



'Student-LED' Project (2010-13)



Engaging students as a **deep learner** in OLE as a result of enabling students to reflect deeper.

Enhancing students' **engagement** and their **sense of ownership** as well as developing students' **reflective habits**.

Fostering **self-directed learning** capability among students.

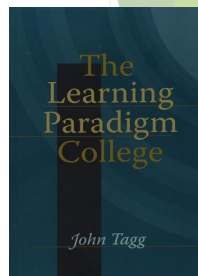
The Learning Paradigm College

- The central theme of the paradigm shift:

- The mission of an institution

is to **produce learning**,
not to provide instruction.

(A groundbreaking book published by John Tagg in 2003 (Bolton: Anker) which has captured the attention of higher education institutions worldwide.)



A Learning Paradigm College...



Promotes Intrinsically Rewarding Goals



Requires Frequent, Continual, Connected, and Authentic Student Performances



Provides a Long Time Horizon for Learning



Creates Purposeful Communities for Practice

Aligns all of its Activities around the Mission of Producing Student Learning

Source: John Tagg (2003)

Self-directed and Lifelong Learning

Principle:

To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.



Susan Ambrose et al. (2010) *How Learning Works*, San Francisco, Jossey-Bass, p. 191.

Learning as a Competency

Attitudes

- + Self-confidence
- + Motivation
- + Self-efficacy

Knowing "Why"

Skills

- + Time Management
- + Goal Setting and Realization
- + Reflection/ Critical thinking

Knowing "How"

Knowledge

- + Knowledge of Learning
- + Knowledge of Oneself as a Learner

Knowing "What"

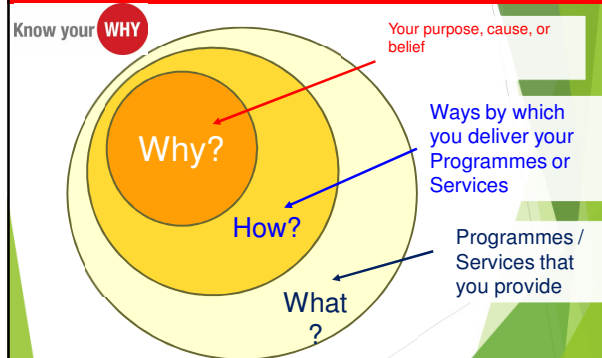
Development of Competencies

Approaches to Learning

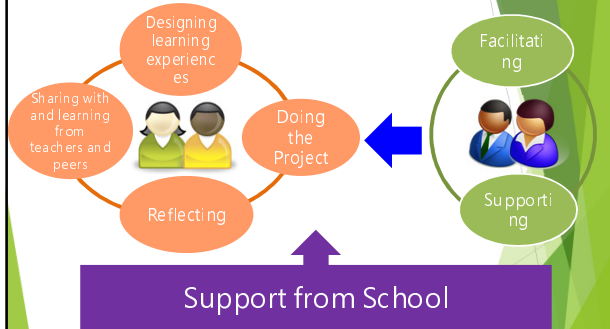
Approach	Motive	Strategy
Deep	Intrinsic: study to <i>actualize interest and competence</i> in particular academic subjects.	Read widely, interrelate with previous relevant knowledge.
Surface	Instrumental: main purpose is to <i>meet requirements minimally</i> ; a balance between working too hard and failing.	Limit target to bare essentials and reproduce through rote learning.
Achieving	<i>Obtain high grades</i> , whether or not material is interesting.	Behave as "model students" in organizing one's time and working space.

J. B. Biggs, *Student Approaches to Learning and Studying*, Australian Council for Education Research (1987).

The Golden Circle

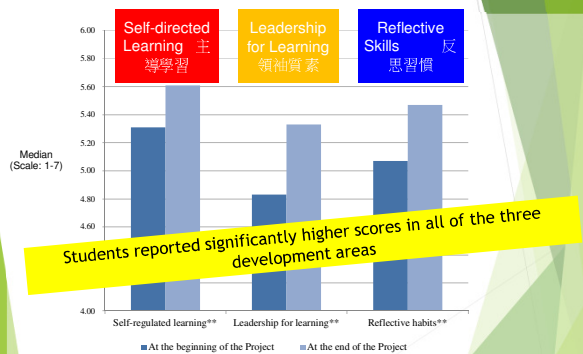


'Student-LED' Approach



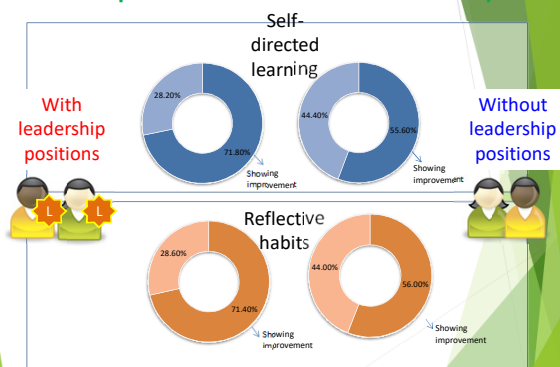
Source: Dr Tracy ZOU (HKUST), 2013

Findings - Overall Development



Source: Dr Tracy ZOU (HKUST), 2013

Leadership Positions and Student Development



Source: Dr Tracy ZOU (HKUST), 2013

會思考的手 The Thinking Hands



3. Organise Community Service Projects by Adopting “Student-LED” Approach

Some Examples of ‘Student-LED’ Community Service Programmes



Recruiting and Training peer volunteers

Designing, running, monitoring and reviewing their learning activities



「今日公益，明日領袖」2016-17
東華三院李潤田紀念中學
「蝶愛的傳遞」計劃

計劃目標

透過學校推廣、社會服務及社區推廣，讓更多同學及市民：

- (1) 了解器官捐贈的「3S」：
Sign-up (登記意願)、Speak-out (告訴家人)、Spread-out (傳播希望)
- (2) 支持器官捐贈這項善行，讓生命得以延續，如蝴蝶般脫變重生

「今日公益，明日領袖」2016-17
東華三院李潤田紀念中學
「蝶愛的傳遞」計劃

訂立計劃

- 香港器官捐贈的現況並不樂觀
- 設計不同類型、覆蓋面不同的活動
- 令不同的參與者參與合適的活動
- 令他們明白支持及推廣器官捐贈的意義及重要性

1.1 活動周(一)早會分享 (2016.12.5-9)

向**全校師生**介紹關於器官捐贈的**基本知識**。

1.2 活動周(一)展板展覽 (2016.12.5-9)

讓**全校師生**可以更**全面**了解器官捐贈。

1.3 活動周(一)家長教師會週年大會宣傳 (2016.12.10)

家人的支持對器官捐贈來說很重要

1.4 拍攝微電影 (2017.3.31-4.1)

與校園電視台合作，向東區尤德夫人那打素醫院申請拍攝場地。

《幸運的不只是我》

微電影內容：是關於一個天生失明的少女，接受眼角膜移植之後，懷著感恩的心去服務社群。

1.5 活動周(二)攤位活動 (2017.5.10-11)

1.6 活動周(三)播放微電影及訪問高永文醫生片段 (2017.5.15-19)

2.1 訪問高永文醫生 (2017.3.19)

邀請前香港食物及衛生局局長高永文醫生進行訪問



- ➔ 香港器官捐贈人數仍不理想
- ➔ 醫護人員必盡力拯救每一病者
- ➔ 登記成為器官捐贈者，並告知家人意願
- ➔ 同學應多支持及推廣器官捐贈

高醫生的呼籲！

2.2 2017器官受贈者感恩大會及義工服務 (2017.3.19)

於香港移植學會及瑪麗醫院合辦的「2017器官受贈者感恩大會」擔任義工



- 時間：5月13日早上10:00-12:00
- 地點：銅鑼灣記利佐治街行人專用區
- 向市民及遊客宣傳器官捐贈及派發單張

2.3 社區推廣 (2017.5.13)

「今日公益，明日領袖」2016-17
東華三院李潤田紀念中學
「蝶愛的傳遞」計劃

主導角色

- 策劃者 (訂立計劃及設計活動)
- 挑戰者 (解決在計劃途中遇到的挑戰)
- 教育者 (介紹關於器官捐贈的正確知識)
- 推廣者 (推廣器官捐贈)
- 動員者 (動員同學及市民參與活動)

不是搞活動
乃是搞學習

4. Coming Up “Student-LED” Network & Disseminations

Timeline

Positive Feedbacks and Learning stories from 3-Tiers Pilot Projects	Research Study by HKUST on the impacts of the Project	'Student-LED' Network	'STARS' Programme
			School Support Partners Seconded Teachers
			Seed Projects
			SECG Update
			Dissemination Seminars and Workshops

The timeline consists of seven arrows pointing right, representing the years 2009-13, 2012-13, 2013-14, 2014-15, 2016-17, and 2018-19. The 2013-14 arrow is highlighted in blue, and the 2016-17 and 2018-19 arrows are highlighted in dark grey.

542 students from 55 schools have participated 3-Tiers Pilot Projects

1,056 teachers have participated in 38 PDPs on Reflection Skills

34 schools join the Network with 32 "Student-LED" Programmes

Other Learning Experiences (OLE)

http://cd1.edu.hk/edu/pe/ole/ole01_intro_01.asp



其他學習經歷 Other Learning Experiences (OLE)



- 介紹 Introduction
- 時間安排例子 Time Assessment Example
- 「讓學生成為學習經歷設計者」網絡 Student-LED Network
- 活動資料庫 Activity Data Bank
- 學校推行例子 School Examples
- 學習經歷資源角 Learning Experience Resource Corner
- 學生學習概況 Student Learning Profile
- 常見問題 Frequently Asked Questions

頁數 41 課程發展處

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EDB Websites related to LWL/OLE

- Curriculum Development
<http://www.edb.gov.hk/en/curriculum-development/index.html>
- Life-wide Learning (LWL)
<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/index.html>
- Other Learning Experiences (OLE)
http://cd1.edb.hkedcity.net/cd/lwl/ole/01_intro_01.asp
- New Academic Structure (NAS)
<http://334.edb.hkedcity.net/new/tc/index.php>

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