

# **Workshop on How to Foster Students' Deep Learning through Student Learning Profile(SLP)**

Life-wide Learning Section  
15 March 2019



# Content

- **Introduction:** SLP, Story-telling & Deep Learning
- **Activity 1:** Look for Deep Learning in One's Text
- **Activity 2:** Creating your Own Deep Learning Story
- **Activity 3:** Storytelling & Interaction

# Introduction

SLP & Storytelling  
Deep Learning

# Student Learning Profile(SLP)

## - Secondary Education Curriculum Guide(2017)

### 7.5.1 Purposes of SLP

SLP is a collection of supplementary information on students' personal qualities, competencies and specialties built up by students as a summary presentation and evidence of what they have participated in and achieved (other than the results in the Hong Kong Diploma of Secondary Education Examination) in terms of whole-person development during the SS years. SLP is also of the purpose to facilitate student reflection on their ongoing learning experiences and goal setting. SLP is an assignment emphasising completion by students independently, so excessive input from the careers and language teachers is unnecessary. As such, schools need to:

- encourage and assist students in developing an SLP for recording and reflecting on their learning experiences and achievements;
- devise a whole-school plan for the design and implementation of school-based SLP to help SS students “tell their own stories” about their participation in learning experiences and achievements; and
- advise students to use SLP at their discretion as a document to provide future employers and tertiary institutions with information on their personal qualities and competencies.

**Why SLP needs  
students to tell their  
own stories?**

# Knowledge Doubling Curve

*(“Knowledge Doubling Curve” by Buckminster Fuller, <https://i.redd.it/vtnor30u90z01.jpg>)*



# Task 1

- Read Story 1A and 1B, and discuss the followings:-
  1. What is the **self-image** of the character in the Story 1A & 1B?
  2. Which story's character you think can **tackle challenges better** in future? Why?

# Task 1

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# Key Message of Task 1

The stories we tell about ourselves are

**Reflections.**

# Reflection

“We do not learn from experience ...we learn from reflection on experience”, John Dewey

# **Task 2 – What are the mini-stories in the Speech of Jack MA**

[https://youtu.be/2pERJ\\_8muy4](https://youtu.be/2pERJ_8muy4)

# Key Message of Task 2

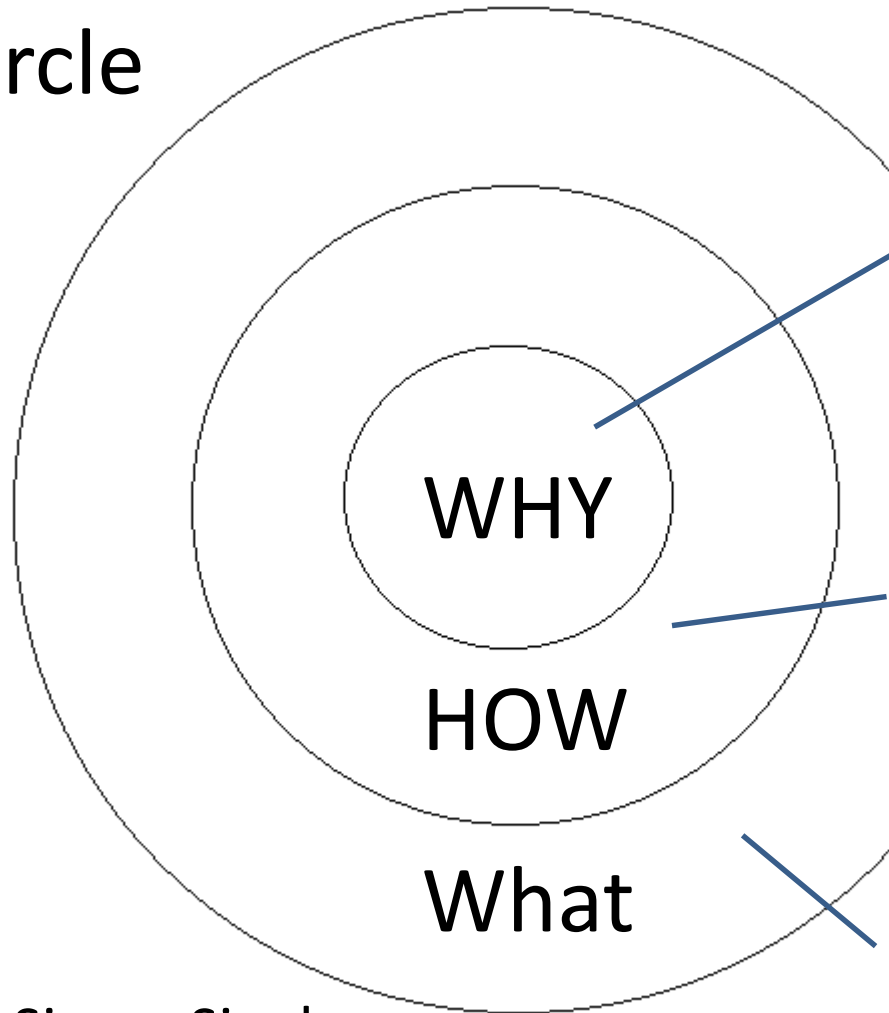
- Our own stories represent our
  - perception of our past,
  - understanding of the present,  
and
  - the expectation of our future,which are the keys to our well-being.

# The Science of Storytelling

<https://www.onespot.com/blog/infographic-the-science-of-storytelling/>

# Why SLP needs students to tell their own stories?

The Golden Circle



Prepare students to cope with challenges in future

Reflection

Tell their own stories

By Simon Sinek



# Deep Learning

“The learning that stick to the rest of your life” - Michael Fullan

The 6 Cs of Education:

- Character Education
- Citizenship
- Communication
- Critical Thinking and Problem Solving
- Collaboration
- Creativity and Imagination

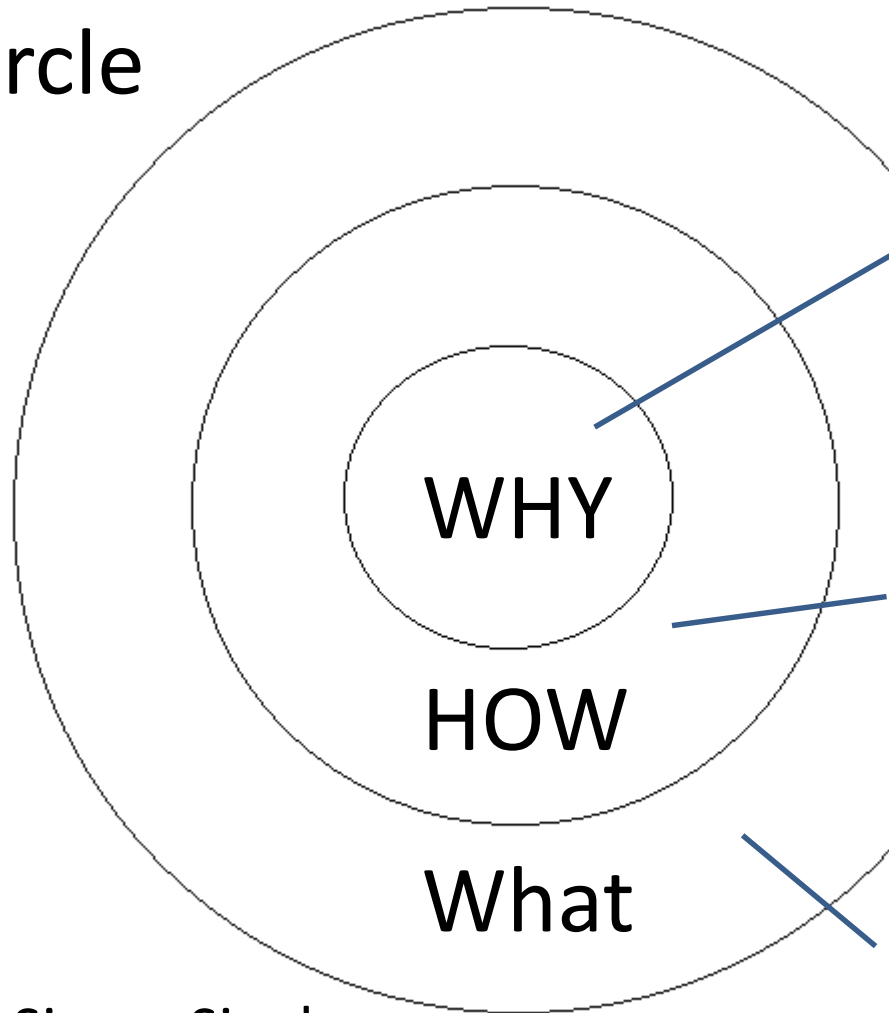
<https://npdl.global/>

# Examples of 6 Cs

- **Character education** — honesty, self-regulation and responsibility, hard work, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well-being, career and life skills.
- **Citizenship** — global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability.
- **Communication** — communicate effectively orally, in writing and with a variety of digital tools; listening skills.
- **Critical thinking and problem solving** — think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources.
- **Collaboration** — work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others.
- **Creativity and imagination** — economic and social entrepreneurialism, considering and pursuing novel ideas, and leadership for action.

# Why SLP needs students to tell their own stories?

The Golden Circle



Prepare students to cope with challenges in future by enhancing their 6 Cs

Reflection, especially on 6 Cs

Tell their own stories

By Simon Sinek

# To sum-up

- The life story of student a kind of reflection which is:
  - a perception of his/her past,
  - an understanding of the present, and
  - the expectation of his/her future
- We may help students cope with the challenges in future by developing 6Cs of students through reflection for their life stories.

# **Activity 1**

## **Look For Deep Learning in One's Text**



# Example of Self-account

## Problem solving

## Character education

## Critical thinking

## citizenship

## Communication

## Collaboration

- 我喜歡與人相處.....在初中，我是一名童軍，喜歡透過社會服務接觸人群，在過程中，我學習到很多解決問題的方法，這些經驗豐富了我的學習，對我的研習有著正面的影響。在一個「關心社區」的活動中，作為一群年青人，我們向區議會反映意見，改善社區設施，讓鄰舍更有效使用區內的環境。舉例說，我們發現有些椅子的擺放位置並不理想，因為那裡有些沒有上蓋的金屬椅子，在炎熱的夏季是不能使用的，我們把這些發現及相關建議提交區議會考慮。在高中，我有機會參與其他類型的社會服務，例如，在一項名為濕地公園暑期實習計劃中，我可透過導賞活動推廣濕地保育及環保意識。透過這些活動，我可以身體力行地去愛和關心他人，而且我變得更具分析力、觀察力及對人的需要更加敏銳。因著這些正面的經驗，我有更多寫作的題材及設計的意念，我的溝通能力和社交技巧也改善了。除了在學習上的得益，我也發展了著重紀律及關愛別人的性格，比較起童年時以自我為中心的態度，我對自己的強項和限制，及對個人的抱負都了解多了。
- 在高中參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我接觸到很多有關藝術及文化的內容，透過藝術作品了解人們如何看待生命，了解他們認為甚麼是最有價值的事物，我有機會與不同文化背景的義工繪畫醫院的牆壁，因著我們不同的背景，適切的溝通是十分重要的，這能促進我們彼此之間的協作。我發現不論種族、文化、年齡及背景，愛及關心是最大的推動力叫人甘心樂意地付出，為社會謀福祉。
- 我希望將來可投身服務行業，幫助有需要的人。無論我將身處哪一個工作崗位，我已下定決心以愛心服務人羣，為社會締造更美好的將來。



## Task 3

- Please read the SLP self-account provided and look for the 6 Cs in the text.
- What is the main theme of the text?

# **Activity 2**

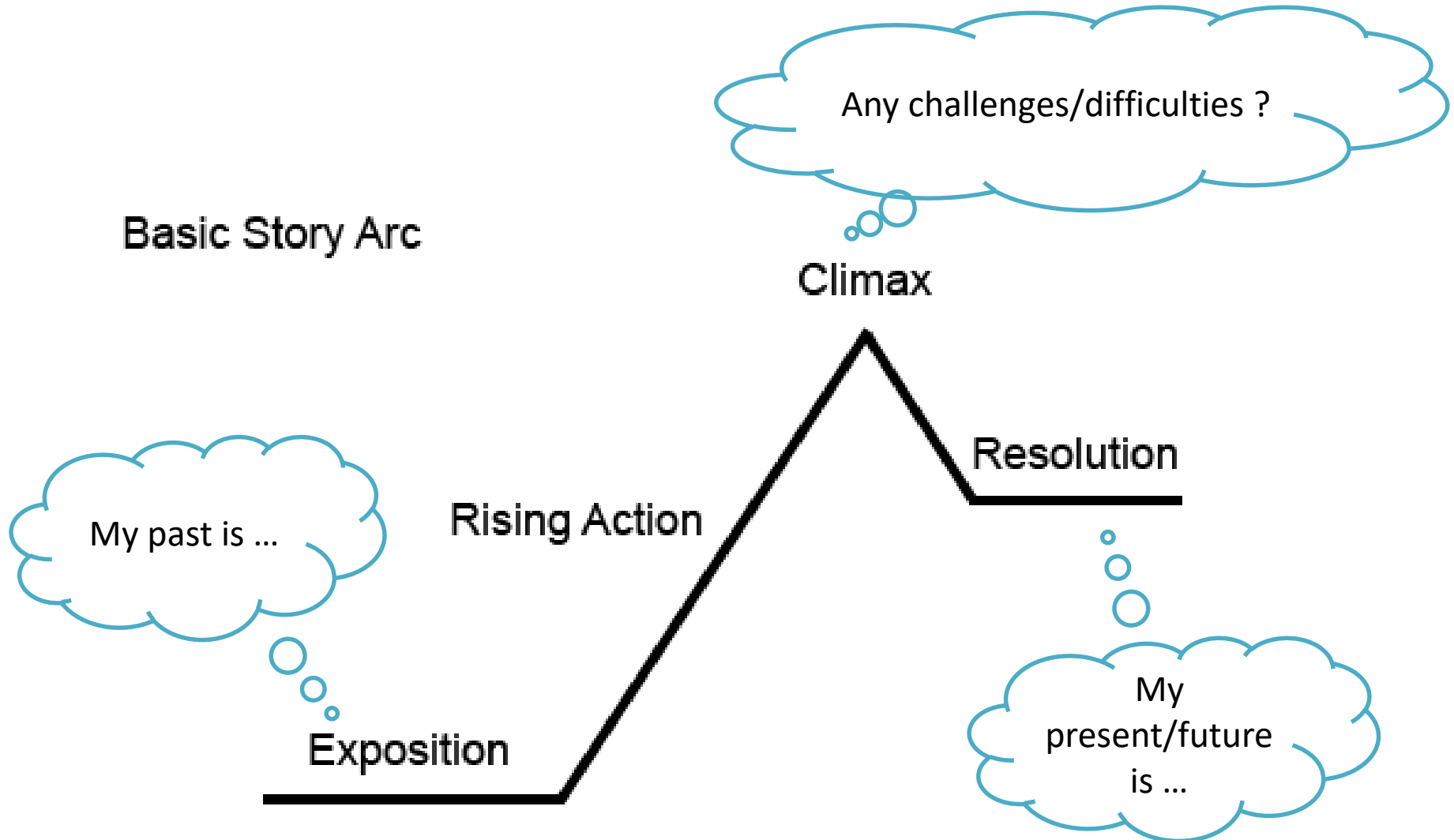
## **Creating Your Own Deep Learning Story**

# Method

1. Do a research about yourself
2. Create / select a timeline
3. Set the theme of the life story
4. Plot out the life story
5. (Recommended) End with self-reflection / expectation / brief (values and attitudes)

# Basic Structure or Key Plots of a Story

## Basic Story Arc



Reference: <https://education.uwsp.edu/yic/2014/lectures.php#closure>

# Task 4

- **Step 1:** Draw pictures to represent the “**Past Me**” & “**Present Me**”
- **Step 2:** Think about at least one significant incident (including the reflection, e.g. facts and feelings) to connect the “**Past Me**” and “**Present Me**”

# **Activity 3**

## **Storytelling and Interaction**



# To Tell a Story

## Speaker

- **Be narrative** - articulating life experiences in a meaningful way (e.g. values, effort, importance, implications, commitment)
- **Be positive**
  - Responsibility?
  - Alternative view?
  - Power of control?
- **Be structured and holistic** (a start, some plots/snapshots, and an ending with coherence)
- **Be respect and care** (build up an sharing atmosphere)
- **Be humor**, if possible and suitable

# To Listen a Story

## Listener

- Be respect and care
- Be positive
- Share your relevant experiences, if applicable

# Task 5

- **Step 3:** Share your story with your groupmates

## Discussion & Sharing:

1. What message you want to bring out from your story?
2. Can you discover any of the 6 Cs in the story?

# Summary

- Your life story represent yourself.
- Schools are encouraged to help students prepare and tell their own stories.
- Connect three moments of a story (i.e. the beginning, the middle and the ending) through reflections in a meaningful way.
- Help students share and interact with their stories in an learning atmosphere.

**Q & A**

Thank You!