

Collaborative Research & Development (“Seed”) Project for 2019/20

Section	Liberal Studies
Title of the Project	Catering for Learner Diversity in Senior Secondary Liberal Studies with Non-written Mode in IES
Class Level (Please check and ✓ the appropriate box.)	<input type="checkbox"/> Kindergarten <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Primary and Secondary Please specify levels: <u> S4 - 6 </u>
Brief Description (e.g. Objectives, expected outcomes)	<p>The Independent Enquiry Study (IES) is an enquiry study encouraging exploration of multiple perspectives and use of multi-faceted skills, and students can choose to compile their reports in written or non-written form. The popularisation of digital media and internet technology enables students to produce audio-visual clippings and construct web sites easily. Model making is also one of the ways that may be part of the end product of IES. A variety of presentation modes can suit the different needs, orientations and abilities of students, and help to develop their creativity. Through this project, we expect to achieve the following objectives:</p> <ul style="list-style-type: none"> ● To strengthen teachers’ competence in school-based curriculum development of Liberal Studies to cater for the learning needs of students in carrying out the IES with non-written mode ● To develop teachers’ professional capacity in designing and implementing learning and teaching strategies with non-written mode in IES, including field-based learning and experiential learning, so as to engage students in active learning ● To generate school-based experiences with pedagogical practices and students’ learning outcomes to be used in teacher training courses and development of professional learning community ● To consolidate field-tested experiences and resources in support of the non-written mode of learning and teaching in IES
Key Emphases (Please check and ✓ the appropriate box(es). You can choose more than one box.)	<input checked="" type="checkbox"/> Curriculum planning, learning, teaching and assessment strategies <input checked="" type="checkbox"/> Development of generic skills in an integrative approach through learning activities <input checked="" type="checkbox"/> Four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning) <input checked="" type="checkbox"/> Major Renewed Emphases (strengthening values education (including moral and civic education, and Basic Law education), reinforcing the learning of Chinese history and Chinese culture, extending “Reading to Learn” to “Language across the Curriculum”, promoting STEM education and ITE, fostering an entrepreneurial spirit, diversifying life-wide learning experiences (including those for VPET), stepping up gifted education, enhancing the learning and teaching of Chinese as a second language)

	<input checked="" type="checkbox"/> Others, please specify* : <u>Catering for Learner Diversity</u>	
Deliverables (Please check and ✓ the appropriate box(es). You can choose more than one box.)	<input type="checkbox"/> Exemplars to be used for curriculum documents <input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers <input checked="" type="checkbox"/> Workshops and seminars <input type="checkbox"/> Others (please specify) : _____	
Duration and Nature of the Project	From <u>Sept</u> mm <u>2019</u> yy to <u>Aug</u> mm <u>2020</u> yy <input type="checkbox"/> New <input checked="" type="checkbox"/> Ongoing (started from <u>Sept</u> mm <u>2018</u> yy)	
Name of Advisor(s) / Consultant(s) to be invited	Not Applicable	
Officer i/c	Name: Ms WANG Yuen-ye	Post: CDO(LS)2
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- # Please use a separate sheet for each project.
 * e.g. catering for learner diversity, experiential learning, self-directed learning, whole-person development, interdisciplinary learning, etc.