

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

Section	Native-speaking English Teacher (NET) Section
Title of the Project	Developing Students’ Creativity, Collaboration and Problem Solving Skills through Creating the Makerspace in the Secondary English Language Classroom
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> S1 - 4 </u>
Brief Description (e.g. Objectives, expected outcomes)	<p>Makerspace is a concept that stresses the importance of providing students with a place where they can explore their own interests, learn to use tools and materials, both physical and virtual, and develop creative projects in response to a problem or an issue. A makerspace is generally defined by the mindset of agency, tinkering, experimentation, discovery, creativity, creation, collaboration, problem-solving and learning from the process of doing so.</p> <p>Though originating from STEAM (Science, Technology, Engineering, Arts and Mathematics) education, makerspace has wide application beyond the STEAM context and English language learning has increasingly become a viable entry point into the makerspace spirit.</p> <p>The objectives of this “Seed” project are to:</p> <ul style="list-style-type: none"> • explore the place of makerspace and the development of related skills in the English Language Education Key Learning Area; • develop English language teachers’ capacity to identify opportunities in and outside of the classroom where the makerspace spirit can be cultivated; • develop teachers’ capacity to design English language learning activities that support tinkering, experimentation, discovery, creation and problem solving by students, in addition to the development of a range of language skills; • identify effective learning and teaching strategies that empower students to tinker, experiment, discover, create and solve problems in English language learning; and • develop teachers’ ability to assess students’ English language learning and maker-related skills and attitude in the makerspace context. <p>In this project, the school project team will, under the guidance of one or two NET Section’s Regional NET Coordinators, develop one or two learning and teaching units of work which culminate in the creation of an object, a text (which can be multimedia and multimodal, e.g. a webpage, a stop-motion animated film, a drama performance) or an actionable project in response to an issue (e.g. a project that will benefit the school community)..</p> <p>Cross-curricular collaboration is encouraged, but not required.</p> <p>This project is suitable for schools that are looking for ways to expand their students’ English language learning repertoire beyond what is offered in the textbooks.</p>
Key Emphases (Please check and ✓ the appropriate box(es).	<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

<p>You can choose more than one box.)</p>	<p>activities</p> <p><input checked="" type="checkbox"/> Four key tasks (project learning, reading to learn, moral and civic education, and information technology for interactive learning)</p> <p><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)</p> <p><input checked="" type="checkbox"/> Others, please specify* : <u>Catering for learner diversity,</u> <u>interdisciplinary learning, reading across</u> <u>the curriculum, self-directed learning</u></p>	
<p>Deliverables (Please check and ✓ the appropriate box(es). You can choose more than one box.)</p>	<p><input type="checkbox"/> Exemplars to be used for curriculum documents</p> <p><input checked="" type="checkbox"/> Learning & teaching packages, self-learning packages for teachers</p> <p><input checked="" type="checkbox"/> Workshops and seminars</p> <p><input type="checkbox"/> Others (please specify) : _____</p>	
<p>Duration and Nature of the Project</p>	<p>From <u>Sept</u> <u>mm</u> <u>2019</u> <u>yy</u> to <u>Aug</u> <u>mm</u> <u>2020</u> <u>yy</u></p> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Ongoing (started from _____ mm _____ yy)</p>	
<p>Name of Advisor(s) / Consultant(s) to be invited</p>	<p>Not Applicable</p>	
<p>Officer i/c</p>	<p>Name: Mr William CHENG</p>	<p>Post: SCDO(NET)</p>
	<p>Tel No.: 3549 8339</p>	<p>Fax No.: 3549 8379</p>

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.