Integrating e-learning and self-directed learning

Exploration and reflections

Language Learning Support Section
Education Bureau
31 March 2017
e-Learning and SDL: Integrating what?

Focus: Student learning
## Integrating e-Learning and Self-directed Learning

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<th>Case</th>
<th>Level</th>
<th>Focus</th>
<th>Key strategies</th>
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| 1    | P3 (KS1) + P5 (KS2) | Vocabulary Reading Writing Speaking SDL | 1. Diagnosing learning needs and setting learning goals  
   • **Widening experience** and **expanding vocab** in reading and speaking through a **teacher-directed approach**  
   2. Selecting learning resources and strategies  
   • **Making informed selections from a range of e-resources**  
   3. Evaluating learning outcomes  
   • Using graphic organisers and e-tools to **conceptualise and evaluate learning** |
| 2    | P3 (KS1) | Reading e-Learning     | 1. Doing pre-lesson preparation and monitoring learning progress using an integrated learning platform  
   2. Using **app** to monitor learning progress  
   3. **Multi-sensory input** |
| 3    | P3 (KS1) | Writing e-Learning     | 1. Using **apps** at different stages of writing  
   2. **Multi-sensory input**  
   3. **Multi-modal texts**  
   4. **Self-assessment and self-reflection**  
   5. **Peer assessment** |
| 4    | P4 (KS2) | Reading Vocabulary e-Learning | 1. Effective keyword search using search engines  
   2. **Students select/set questions they are interested in exploring** |

**Key:**
- **e-Learning strategies**
- **SDL strategies**
### Summary of strategies adopted

#### e-Learning

<table>
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<th>Applications</th>
<th>Information Literacy</th>
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<tr>
<td>Popplet</td>
<td>Mymunka</td>
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<tr>
<td>Puppet Pals</td>
<td>KidzSearch</td>
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<td>Nearpod</td>
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#### Self-directed Learning

- Preparing for lessons
- Receiving teacher guidance
- Diagnosing learning needs
- Setting learning goals
- Monitoring own learning
- Teacher/peer/self-assessment
- Reflecting on learning process

*SDL & e-Learning are inter-related and complementary*
What can we learn from the school cases?

(1) e-Learning ≠ using apps only ≠ using apps in class only

**Clear objectives**
- Enhancing students’ learning experience and getting instant results for feedback
- Equipping students to become autonomous learners
- Enriching the input to students to motivate them/cater for learner diversity (abilities, interests, styles)

**Appropriate strategies**
- Using apps inside/outside the classroom, e.g. lesson preparation, activating students’ existing knowledge/previous learning
- Information search skills, e.g. mini research, picture/video search
- Multimodal input, e.g. videos, presentations, visuals, infographic, interactive texts, websites...

**Overall goal**
- Enhancing students’ Information Literacy
  - Students are empowered to:
    1. engage critically in information processing and inquiry learning
    2. become more self-directed
    3. assume greater autonomy and social responsibility
What can we learn from the school cases?
(2) self-directed learning ≠ letting students learn on their own

Self-directed learning:
Supporting students to "be able to learn on their own"

Our students need A SENSE OF DIRECTION!
What can we learn from the school cases?

(3) self-directed learning ≠ letting students run on their own

– Students need guidance on autonomous learning, whether choosing/using e-resources or learning in other ways, e.g. The Gradual Release Model
What can we learn from the school cases?

Needs analysis: Ready or not?

School Readiness
- **e-Learning**: school infrastructure, hardware-software compatibility...
- **SDL**: space for implementation, school expectations...

Teacher Readiness
- **e-Learning**: alignment of curriculum, familiarity with hardware & software...
- **SDL**: knowledge of SDL and related strategies, ability to sustain SDL, expectation and confidence on Ss’ SDL ability...

Student Readiness
- **e-Learning**: socio-economic status, % of owning mobile devices, creativity, parental support...
- **SDL**: readiness of taking responsibility for own learning, motivation to learn, interest/ability/learning style...

Strategy:
- Infuse simpler e-learning tasks into individual stages, e.g. brainstorming, lesson preparation
- Professional development/seed teachers to demonstrate as tryout

Full Integration
- Lesson preparation/Post-task

(3) Do we need to be very advanced to plan and implement e-learning/SDL/other new initiatives?
What can we learn from the school cases?

Needs analysis: Ready or not?

Case 1: A two-year plan to infuse SDL tasks/elements into the school-based curriculum at 2 levels

Case 2: Lesson preparation through e-learning tasks

Case 3: Full launch of e-Writing

Case 4: Infusing information and keyword search tasks to enhance students’ information literacy

(3) Do we need to be very advanced to plan and implement e-learning/SDL/other new initiatives?

Teacher Readiness

e-Learning: alignment of curriculum, familiarity with hardware & software...
SDL: knowledge of SDL and related strategies, ability to sustain SDL, expectation and confidence on Ss’ SDL ability...

Student Readiness

e-Learning: socio-economic status, % of owning mobile devices, creativity, parental support...
SDL: readiness of taking responsibility for own learning, motivation to learn, interest/ability/learning style

School Readiness

e-Learning: school infrastructure, hardware-software compatibility...
SDL: space for implementation, school expectations...

Needs analysis: Ready or not?
Widening students’ learning space

**Learning process and progress**
- Learning & Teaching
  - Assessment
  - Feedback

**Within School**
- Learning & Teaching
- Knowledge
  - Skills
  - Values & attitudes

**Evidence-based learning & teaching**

**Elsewhere**
- Observation
- Analysis
- Application
- Evaluation/Reflection

**Infusing:**
- e-Learning
- Self-directed Learning
- other initiatives...

**Whole-person development**

**Learning beyond schooling**

**Developing:**
- Information literacy
- Lifelong learning capacity
- Responsible persons...

**Accumulation of life experiences**
Conclusion: Holistic Planning

These different components are \textbf{NOT separate}, but should be \textbf{integral} parts of the curriculum. \textbf{Whole-person development} can be facilitated by a \textbf{holistically planned curriculum}. (Miller, 2007)

The essence of integrating SDL and e-learning (and other initiatives): [to] \textbf{overcome resource, time and place barriers; and equalise learning opportunities}. (Kerka, 1999)
Language Learning Support Section (LLSS), EDB

On-site Support

Professional Development Activities

School-based Curriculum Resources

Provide support services to meet schools’ specific needs
Some examples of support focuses

• Developing **language skills**, e.g. Reading, Writing, Listening and Speaking through...
  – e-learning
  – self-directed learning (SDL)
  – promoting **Assessment Literacy** and **assessment for/as learning**

• **Catering for learner diversity**

• **Curriculum leadership development**

• **Building Learning Communities**

• **Grant scheme** on Promoting Effective English Language Learning in Primary Schools (PEEG)
LLSS contact persons:
Ms Amy POON, Senior Curriculum Officer
E-mail: ayypoon@edb.gov.hk  Tel.: 3698 4093

Dr Enoch MAN, Deputy Project Director
E-mail: enochman@edb.gov.hk  Tel.: 3698 4067

LLSS Website:
http://cd1.edb.hkedcity.net/cd/languagesupport/

Online application system for support services: