

Progressive implementation of self-directed learning

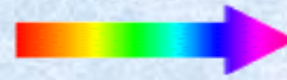
Acknowledgement: CCC Kei Faat Primary School

What is self-directed learning?

“In its broadest meaning, ‘self-directed learning’ describes a process by which individuals take the initiative, with or without the assistance of others, in **diagnosing their learning needs**, **formulating learning goals**, **identifying human and material resources for learning**, **choosing and implementing appropriate learning strategies**, and **evaluating learning outcomes.**”

Knowles, M.S. (1975)

**Teacher-
directed**



**Learner-
directed**

**1. Diagnosing
learning needs &
setting learning
goals**

- Determined by T
- Assessment data driven (e.g. test, exam)

- Experience difficulties in language use
- Personal plans

**2. Selecting learning
resources and
strategies**

- Provided by teachers
- Modelling
- Instructions given

- Self-selection by learners

**3. Monitoring
learning progress**

- Exercises
- Activities
- Assignments
- Feedback/comment

- Portfolios
- Reflection logs
- Learning diaries/contracts

**4. Evaluating
learning outcomes**

- Tests

- Self-assessment
- Reflections

**2015-16 self-directed learning:
Vocabulary expansion (P2 & 4)**

Starting point (15-16): Vocabulary (P2 &4)

'Words are necessary in the process of communication.

*Learners need to acquire **good vocabulary** so that they can **understand messages** from others and combine words to form phrases, combine phrases to form sentences and combine sentences to form continuous texts. **When learners do not have adequate or appropriate words to understand others or to express themselves, communication will be hindered.'***

Level: P2

Unit 3: Our school

**SDL task: Learn more words about
school facilities**

Application: Writing

1. Diagnosing learning needs and setting learning goals

Students need to expand their vocabulary on school facilities for accomplishing a writing task



2. Selecting learning resources and strategies

Apply the use of e-resources to facilitate vocabulary learning



3. Monitoring learning progress

Encourage students to keep a record of the new words learned and share in class



4. Evaluating learning outcomes

- Assess students' reporting on the new words learned
- Assess students' vocabulary learning record
- Assess students' writing to see if they can apply the words learned



Post-listening /reading

1. Ask Ss to read the text in p.20-21 and check answers with students.

h the text features and

Self-directed learning - Ask Ss to browse websites to find out what other rooms can be found in other schools in HK and what Ss can do there. Have them record the words learned.

<http://www.ycis-hk.com/en/about-us/virtual-tour>

<http://www.aishk.edu.hk/virtual-tour/>



SELF-DIRECTED LEARNING

2016-17

(P3 & 5)

1. *Diagnosing learning needs & setting learning goals*

2015-16 (P2, 4)

2016-17 (P3, 5)

Expand students' vocabulary

Continue to expand students' vocabulary

Incorporate the use of e-learning resources in self-directed learning tasks

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Do preparation for the unit reading texts

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Engage students to read more text-types related to the theme

Engage students to conduct speaking and writing activities using the target structures learned

Promote assessment as learning

2. Selecting learning resources and strategies (P3)

Unit planning

SDL booklet

P₃ Students' SDL work:

Setting learning goals

Objective	Procedure	Resources
Encourage Ss to learn the vocabulary about clothing items before the lesson	I. Vocabulary teaching SDL 1: Ask students to learn the names of some clothing items using this website: https://www.youtube.com/watch?v=KFQxBCvgx70 vocab. items in the video: socks, shoes, pants, <u>t-shirt</u> , muscleman suit, <u>dress</u> , <u>jeans</u> , <u>skirt</u> , sweater, pajamas, shirt, <u>shorts</u> , sweatshirt, caps, superhero suit	YouTube
Engage students in using the target vocabulary in writing	5. SDL 2 (Short writing): As home assignment, Ss write about what their family members wear. They have to find a photo and write about it. They are asked to share their writing in class in the next lesson.	

Engage students in using the target sentence pattern in speaking

6. **SDL 3 (Speaking):** Ss have to find time to interview two classmates to find out what they want to wear on a Dress Casual Day.



Reading (Textbook p.44–45)

Textbook

SDL 4: Ss have to do preparation on the reading text and answer some questions related to the text.



Provide opportunities for students to read poster

SDL 5 (Reading): Students read one more text about Dress Casual Day – Poster.



2. Selecting learning resources and strategies (P5)

Unit planning

SDL booklet

P5 Students' SDL work:

Setting learning goals

I. Vocabulary, grammar teaching, speaking

1. **SDL 1:** Ask students to learn some activities that destroy our Earth. Make a record on their note book

Website:

<http://www.onegreenplanet.org/lifestyle/10-daily-habits-that-are-killing-the-environment/>

5. **SDL 2:** Ask students to learn some ways to save our Earth. Make a record on their notebook

Website: <http://www.wikihow.com/Help-Save-the-Environment>



17. **SDL 3:** Ask students to visit the website to find some more phrasal verbs.

Make a record on their notebook

Website: <https://www.englishclub.com/vocabulary/phrasal-verbs-list.htm>



SDL 4: Ss have to do preparation on the reading text and answer some questions related to the text.



SDL 5 (Reading): Students read one more text about the topic – poem and song.



3. Monitoring learning progress

(i) Check students' self-directed learning booklets

(ii) Students answering reading comprehension questions set by teachers using iPads to check their own learning progress

(iii) Students' oral reporting in class to share what they have learned using the suggested resources

4. *Evaluating learning outcomes*


Ask Ss:

- (i) if they could make use of the learning resources provided**
- (ii) if they conceptualise their learning**
- (iii) if they could handle all the SDL tasks**

Encourage students to conceptualise their learning using graphic organisers

Setting objective-relevant self-assessment criteria to help Ss evaluate their own performance

School development

Initiatives	Means	Ends
 A circular gold icon with the letters 'SDL' in white.	How to help students set learning goals and monitor progress ...	to support them to become responsible and autonomous learners

Facilitating factors

- **Spelling out expected learning outcomes clearly to Ss (e.g. learning 8 more vocab items)**
- **Providing tools to help Ss manage their learning (e.g. e-tools, mind map, etc)**
- **Engaging Ss in using interesting web-based resources**
- **Setting objective-relevant self-assessment criteria to help Ss evaluate their own performance**
- **Collating SDL learning materials in a systematic way**