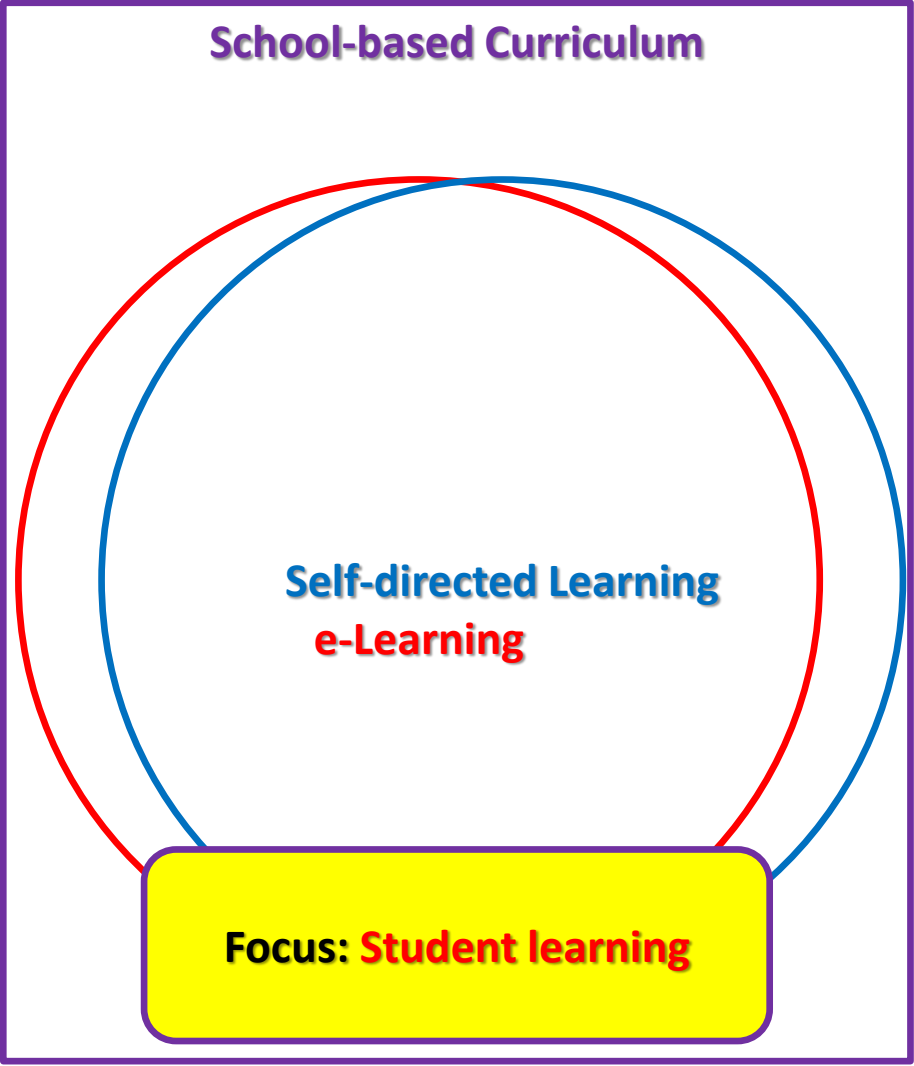


Integrating **e-learning** and **self-directed** **learning**

Exploration and reflections

Language Learning Support Section
Education Bureau
31 March 2017

e-Learning and SDL: Integrating what?



Integrating **e-Learning** and **Self-directed Learning**

Case	Level	Focus	Key strategies
1	P3 (KS1) + P5 (KS2)	Vocabulary Reading Writing Speaking SDL	<ol style="list-style-type: none"> Diagnosing learning needs and setting learning goals <ul style="list-style-type: none"> Widening experience and expanding vocab in reading and speaking through a teacher-directed approach Selecting learning resources and strategies <ul style="list-style-type: none"> Making informed selections from a range of e-resources Evaluating learning outcomes <ul style="list-style-type: none"> Using graphic organisers and e-tools to conceptualise and evaluate learning
2	P3 (KS1)	Reading e-Learning	<ol style="list-style-type: none"> Doing pre-lesson preparation and monitoring learning progress using an integrated learning platform Using app to monitor learning progress Multi-sensory input
3	P3 (KS1)	Writing e-Learning	<ol style="list-style-type: none"> Using apps at different stages of writing Multi-sensory input Multi-modal texts Self-assessment and self-reflection Peer assessment
4	P4 (KS2)	Reading Vocabulary e-Learning	<ol style="list-style-type: none"> Effective keyword search using search engines Students select/set questions they are interested in exploring

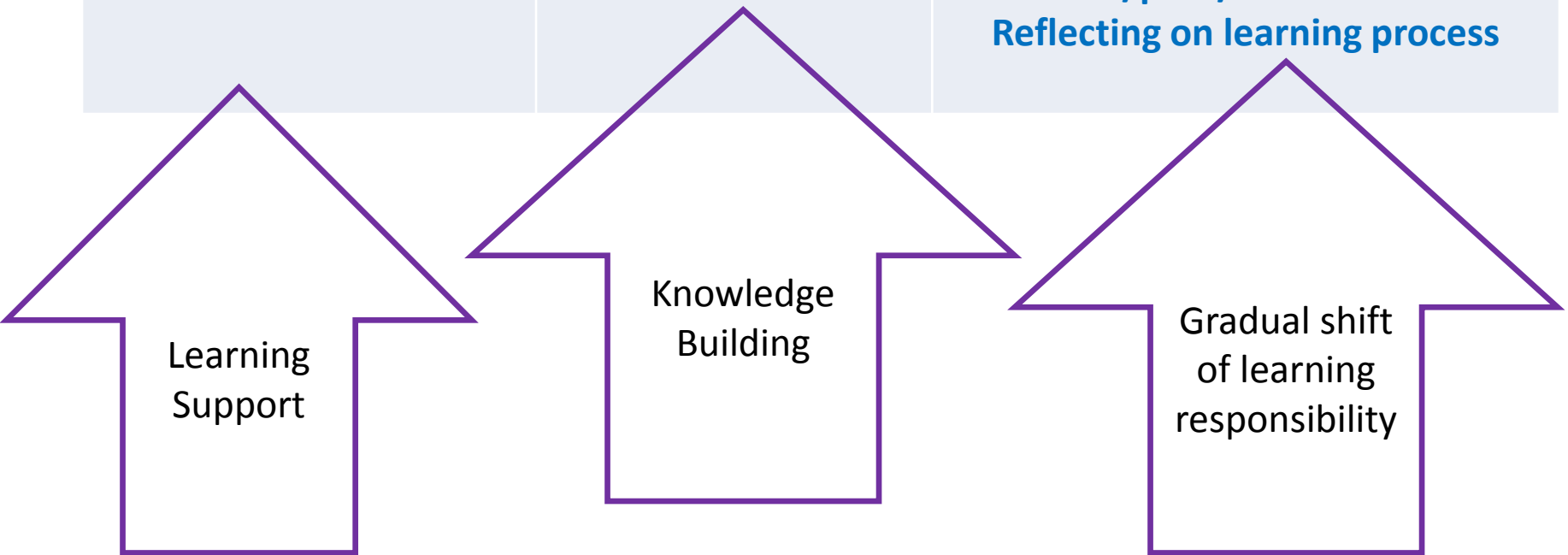
Key: **e-Learning strategies**

SDL strategies

SDL & e-Learning are inter-related and complementary

Summary of strategies adopted

e-Learning		Self-directed Learning
Applications	Information Literacy	
Popplet Puppet Pals Quizlet Nearpod PowToon	Mymunka KidzSearch KidRex YouTube MS PowerPoint	Preparing for lessons Receiving teacher guidance Diagnosing learning needs Setting learning goals Monitoring own learning Teacher/peer/self-assessment Reflecting on learning process



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:

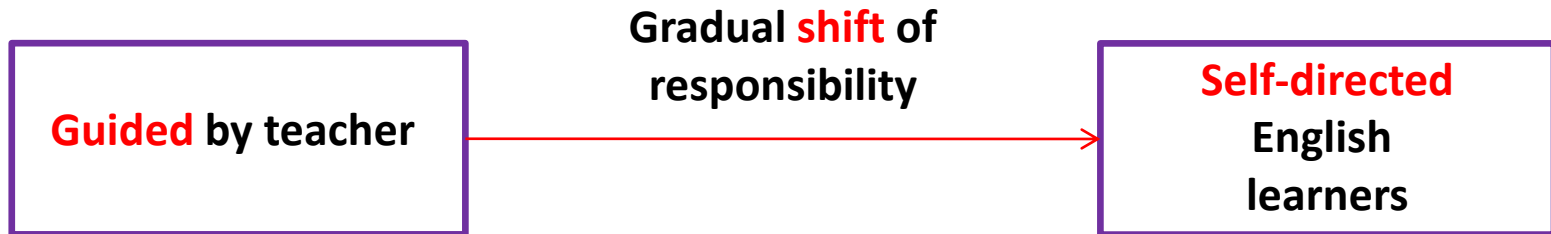
Supporting students to **be able to** learn **on their own**

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

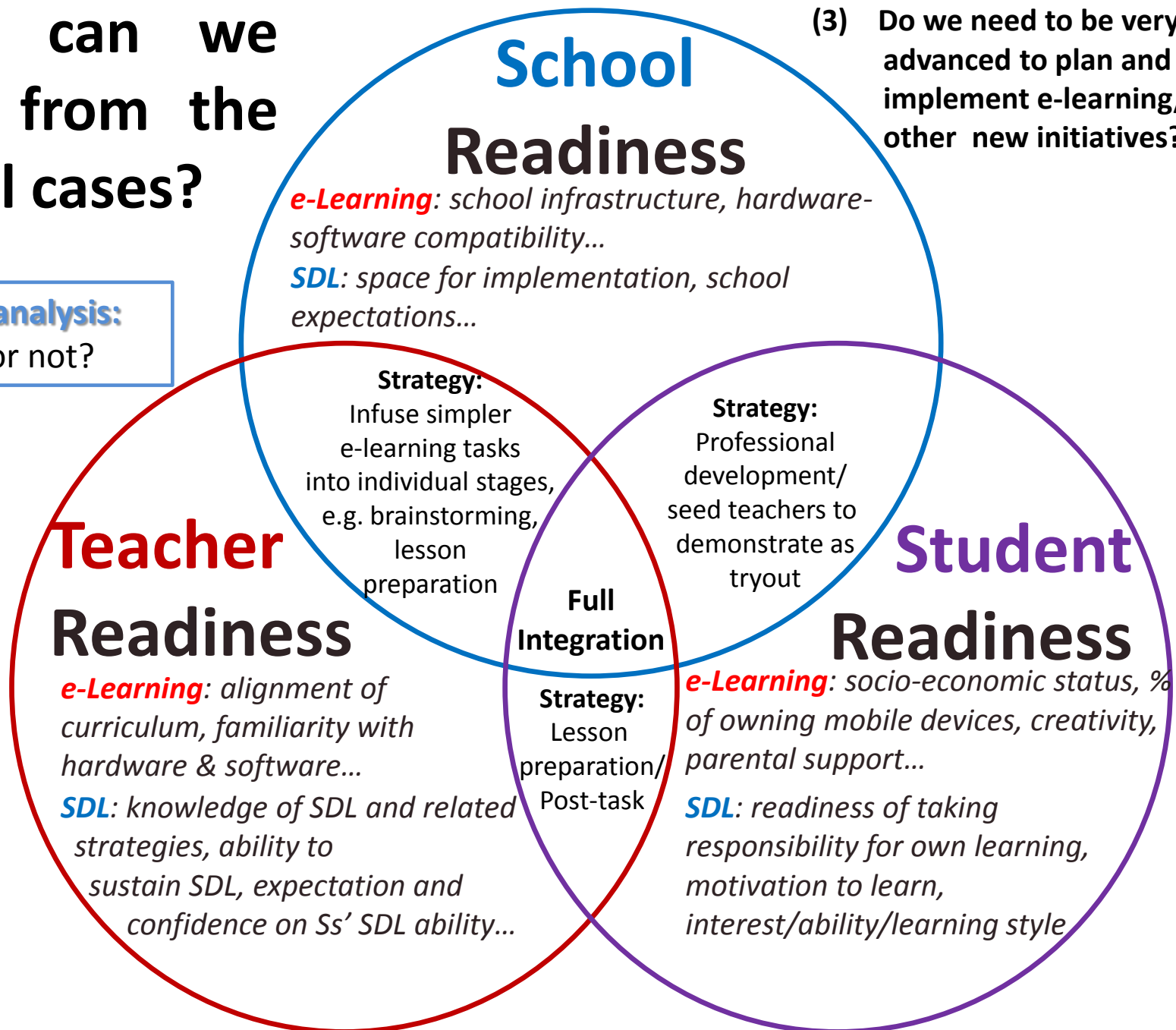


What can we learn from the school cases?

Needs analysis:

Ready or not?

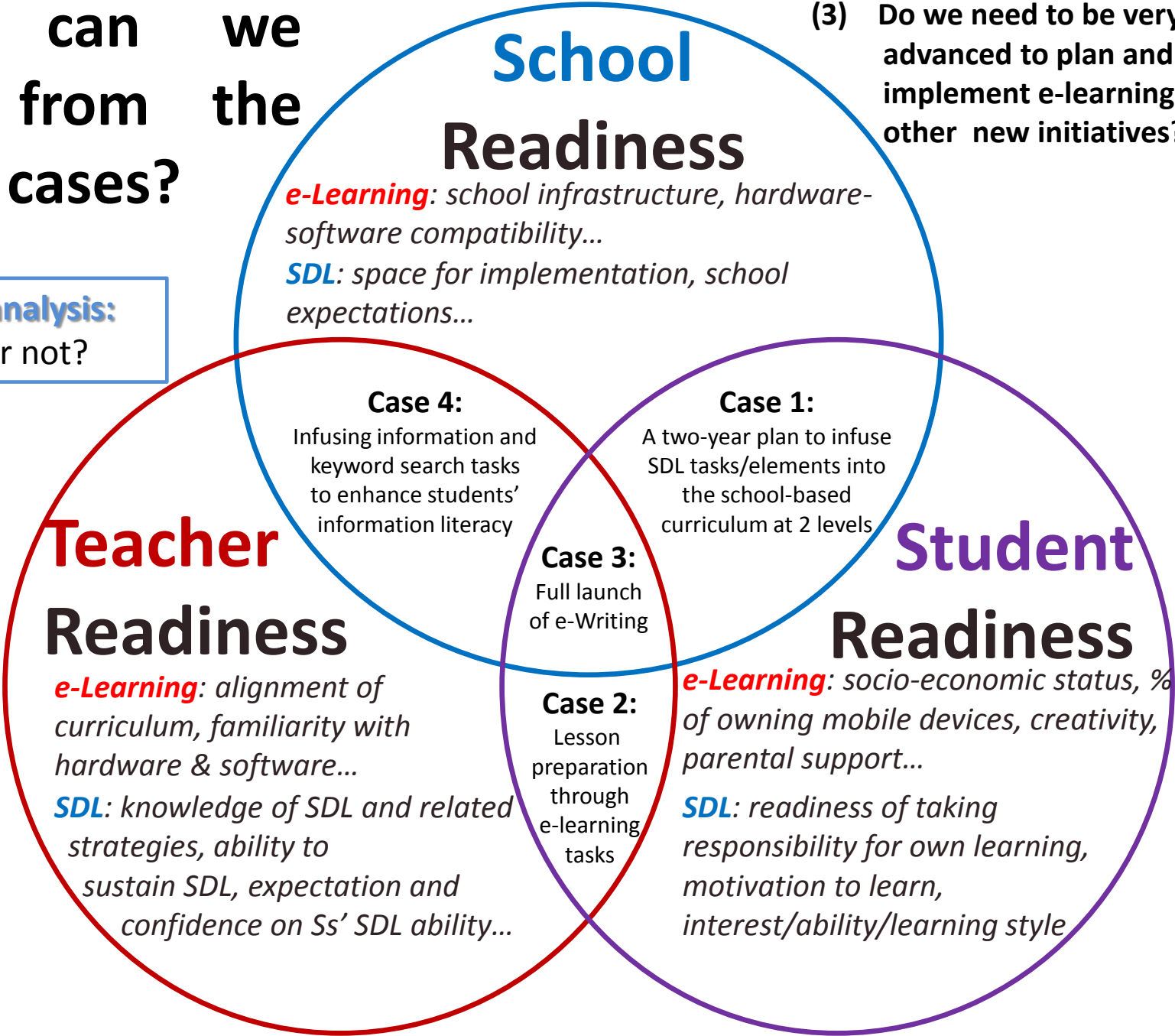
(3) Do we need to be very advanced to plan and implement e-learning/SDL/ other new initiatives?



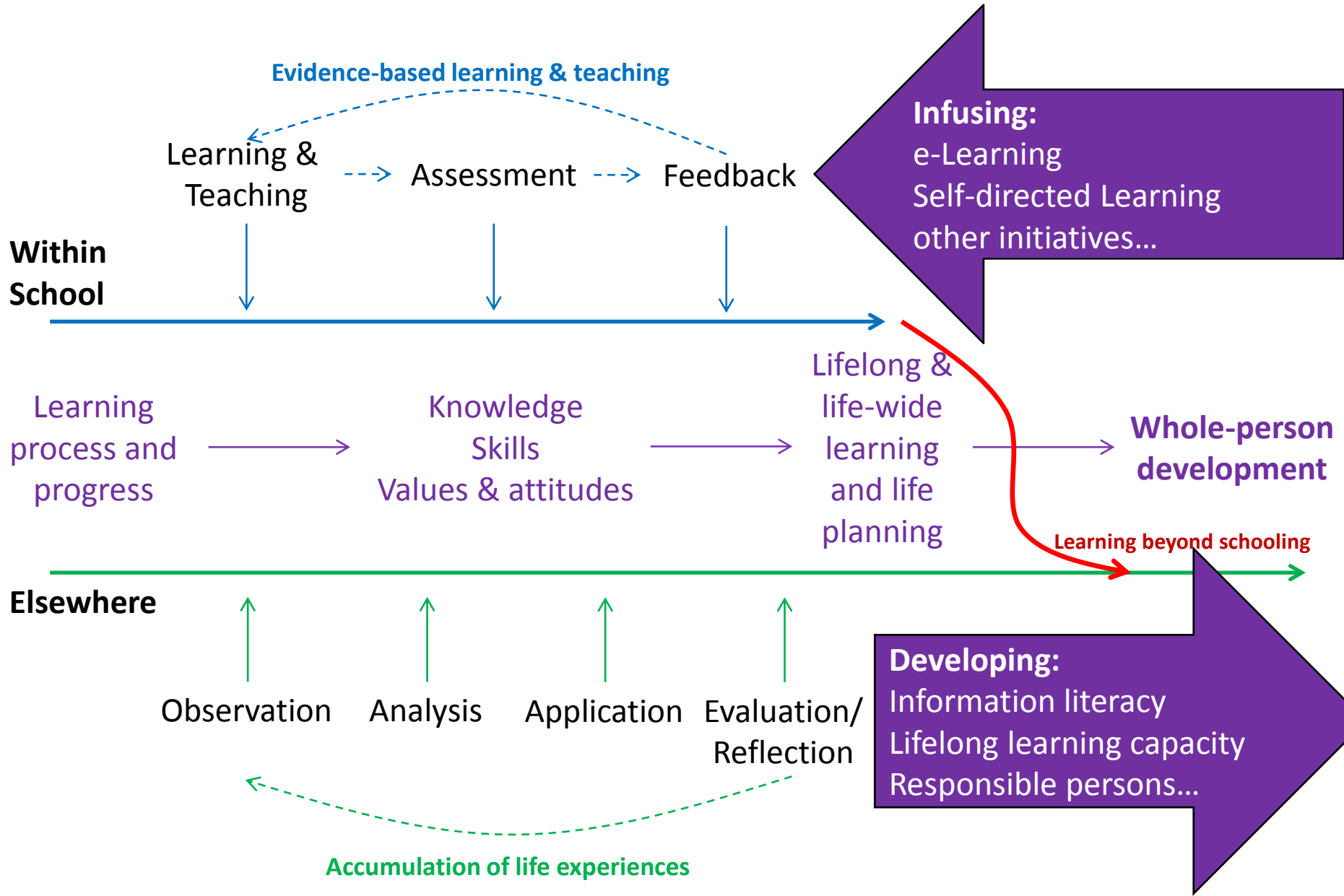
What can we learn from the school cases?

Needs analysis:
Ready or not?

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



Widening students' learning space



Conclusion: Holistic Planning

Curriculum Reform:
Learning to Learn 2.0 –
Focus on **student learning**

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

Infuse &
Integrate

*The essence of integrating SDL and e-learning (and other initiatives): [to] **overcome resource, time and place barriers**; and **equalise learning opportunities**. (Kerka, 1999)*

Holistic curriculum, unit & lesson planning

School vision & mission:
School/Subject Major Concerns

Strategies to improve learning and teaching:
e-Learning, SDL, Catering for Learner Diversity (abilities, interests, styles)

Enhancing Assessment Literacy:
Diversified modes/types of assessment,
Assessment for/of/as learning

Learning beyond English:
LaC/RaC/WaC, STEM Education, Values and Attitudes, Moral and Civic Education, Lifelong & Life-wide learning

Language Learning Support Section (LLSS), EDB



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)

More information about LLSS



LLSS homepage



LLSS publications

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LLSS Website:

<http://cd1.edb.hkedcity.net/cd/languagesupport/>

Online application system for support services:

<https://sbssapplication.edb.gov.hk/login.php>

校本支援服務網上申請系統
Online Application System for School-based Support Services

用戶名稱 :
Username

密碼 :
Password

login

V4.0.2