Life-wide Learning Experience: A Quality Framework

From Practice to Theory, From Theory to Practice
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A. Introduction

What is Life-wide Learning?

*Life-wide Learning* (LWL) is a strategy that aims to encourage student learning beyond the classroom into other learning contexts. It requires teachers to make good use of resources and setting available at their schools and in the communities, in order to create suitable learning contexts (combinations of time, place and people) for particular educational purposes. Such experiential learning enables students to achieve certain learning goals that are difficult to attain through classroom learning.

Traditionally, it refers to school-based learning opportunities offered beyond normal lessons. Activities include:

- Museum visits,
- Educational trips,
- Educational camps,
- Interest clubs,
- Field studies,
- Community service,
- Extra-curricular activities,
- Thinking skills courses…

After all, as an overarching concept, its emphasis is:

- on learning rather than attending discreet activities,
- on the quality of learner’s experience rather than the counts of attendance and awards,
- on changing learners’ attitudes rather than just gaining additional knowledge.

In short, Life-wide Learning aims:

1. to motivate students to become effective, life-long learners;
2. to offer students a balanced whole-person development
3. to extend, enrich and enable students’ classroom-based learning.

For many years, schools have recognized the importance of LWL-related activities, though existed in many forms and names. Its uniqueness is summarized as follows, when compared with traditional classroom learning:

- **Resourcefulness**
- **Feeling special (by students and teachers)**
- **Related to self or real world**
- **Relatively informal & relaxed** (LWL stands in between the formal and informal ends of learning) (See Diagram 1)
- **Better teacher-student relationships**
- *More flexible* (i.e. wider choice in contexts, methods and people)
- *Quick and unambiguous Feedback*
Diagram 1

<table>
<thead>
<tr>
<th>Formal Learning</th>
<th>Informal Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g. Classroom Learning)</td>
<td>(e.g. Home learning)</td>
</tr>
<tr>
<td>Systematic</td>
<td>Spontaneous</td>
</tr>
<tr>
<td>Sanction-based</td>
<td>Self-motivated</td>
</tr>
<tr>
<td>Time-bound</td>
<td>Flexible time</td>
</tr>
<tr>
<td>Formal structure</td>
<td>Few structure</td>
</tr>
<tr>
<td>Institutionalized</td>
<td>De-institutionalized</td>
</tr>
<tr>
<td>Assessed by others</td>
<td>Self-assessed</td>
</tr>
<tr>
<td>Second-hand</td>
<td>First-hand</td>
</tr>
<tr>
<td>Teacher-led</td>
<td>Self-led</td>
</tr>
<tr>
<td>Individualistic</td>
<td>Co-operative, shared</td>
</tr>
<tr>
<td>De-contextualized</td>
<td>Has real contexts</td>
</tr>
</tbody>
</table>

- **Learning to Do**
  - Life-wide Learning
  - Intellectual development
  - Work-related experience
  - Aesthetic experience

- **Learning to Know**
  - Intellectual Development

- **Learning to Live**
  - Community Service
  - Moral & Civic Education

- **Diagram Description**
  - Diagram illustrates the distinctions between formal and informal learning, including systematic vs. spontaneous, sanctioned vs. self-motivated, time-bound vs. flexible time, institutionalized vs. de-institutionalized, and assessed by others vs. self-assessed.
  - The diagram also highlights the categories of life-wide learning, intellectual development, and work-related experience.
B. What is a quality LWL experience?

A quality Life-wide Learning experience should be both impressive and meaningful to students. It would make long lasting impact on the learners and also fuses them to take up their own life-long learning. In a usual quality LWL practice, it is a cycle including planning, doing, learning and reviewing. Normally, the cycle starts at planning but sometimes it may start at reviewing (See diagram 2). There are two levels in understanding the quality LWL. The first level is the quality LWL experience and the second level is the quality of organizing LWL at management level. The second will be discussed in another framework.

There are also two ways of looking into the quality of LWL experience: Firstly, we could examine the quality of the experience itself – ‘Is it a worthwhile, enjoyable experience?’ In this case, it requires to collect subjective accounts of participants through self-reporting their of enjoyment, concentration, satisfaction and their states of mind upon external stimulations during an activity (Csikszentmihalyi, 1988, ‘The concept of Flow experience’). Secondly, a quality LWL experience should share the characteristics of an effective learning experience (Watkins, C. 1996, ‘The concept of deep and effective learning’). Otherwise, the experience would easily slip into a ‘satisfied but meaningless’ one. Therefore we should take the quality of learning into the top consideration. In actual fact, worthwhile, enjoyable experience and effective learning are not mutually exclusive and we should take both notions into consideration, when planning and evaluating LWL activities.

There are seven so-called ‘essences’ to describe a quality life-wide learning. Each essence is accompanied with a question for the planner/evaluator to reflect.

Essences of a quality life-wide learning experience:

(A) Quality of Learning:
(1) Directed learning
(2) Active learning
(3) Collaborative learning
(4) Taking responsibility of own learning (sense of ownership in learning)
(5) Learning how to learn (e.g. strategies, tactics, skills)

(B) Quality of experience:
(6) Enjoyable experience
(7) Experience of reasonable challenge (‘High challenge, high skill’)

What is Good Practice? Self-examination matrix
The matrix below presented helps us to self-examine when identifying good practice of quality experience:

1. Is the good practice recognized by frontline practitioners?
2. Is there any research evidence to support this practice?
3. Is the good practice grounded with sound theoretical/ideological foundations?
4. Is the good practice consistent with the government policies?

**Constructing the Framework:**

Four major strands are considered to construct this framework:

**Dimensions related to Life-wide Learning**

1. Theoretical dimension:
   - Literature from HK
   - Literature from Asia
   - Literature from UK, Australia and US
2. Empirical dimension:
   - Evidence from LWL Network schools (02-04)
   - Evidence from recent UK-based evaluation
   - Other CDI Seed Projects
3. Political dimension:
   - Policy documents (e.g. BECG Bk6)
4. Pragmatic dimension:
   - Interview with practitioners and students (Authentic voice)
   - Anecdotal evidence from action research of individual network teachers
Diagram 2: An example of a quality Life-wide Learning Cycle:

**Plan**
Planning the (next) steps

**Life-wide Learning Experience**

**Do**
Having the experience

**Am I doing the things right?**

**Evaluate**
Reviewing the experience

**Are we doing the right things?**

**Learn**
Concluding from the experience

**Joint Assessment**
Evaluate the process/experience with teachers (with the community)
C. Quality Framework of LWL experience

(I) How to use it?

This framework aims to help schools to self-evaluate/ plan their individual LWL activities (or student LWL experience as a whole) for future improvement. Strictly speaking, it is not a tool but more importantly a ‘tool-generating’ reference for teachers. In other word, based on the quality framework, schools could devise their own tools or procedures to self-evaluate/ plan their activities and programmes. The whole framework consists of seven essences, in reviewing the quality of LWL (See above list). Each essence/ conceptual area in (A) has 2-3 quality statements. Each quality statement, in turn, has three descriptors to indicate three models of practice, namely emerging, established and advanced.

Model of good practice: Emerging
The activity in this category generally offers students a worthwhile experience that characterized by good organization, clarity of aims and strong teacher leadership. The learning is often teacher-led, with little evidence of independent learning. There is little chance for students to participate in planning and operation of the activity. Students are often in the ‘receiving ends’. Organizers often too concentrate to cover their core curriculum/ learning objectives (e.g. teaching the topic – knowledge transmission) and may fail to see the opportunities to develop students’ essential skills/ attitudes/ values and ‘learning to learn’ strategies in LWL contexts and may leave little space to cater for individual differences/ interests.

Model of good practice: Established
In this model the activity offers students more than a worthwhile experience that makes the LWL activity itself (including the process) more interesting and meaningful. It is characterized by high flexibility, choices offered to students, high level of student involvement in activity planning/ operation and relentless encouragement of students’ reflection. However, there is little evidence of empowering students to evaluate the overall activity jointly with teachers, negotiating future learning pathway with individual students after the experience. Organizers often concentrate on developing students’ skills and attitudes (some learning strategies taught) through the activity but may fail to see the importance of community partnership and parental involvement in the wider picture.

Model of good practice: Advanced
In advanced model, activity can offer students an impressive and meaningful experience. It often makes deep impact to the students’ value/belief system and hence, influences their future habits. Students do not merely learn about the knowledge and concepts, but there are plenty of effective means and space to allow students to reflect on issues, personal beliefs and attitudes. They are not only encouraged to reflect on their own learning during the activity (How well did I learn?) but they are empowered to ask the question: Did the activity really help my learning? Teachers, on the other side, are more than willing to listen and to learn from students in all relevant areas and are eager to seize opportunities to motivate students becoming independent learners through multitudes of means. Generally, it characterized by strong student leadership, high community involvement, ‘low-risk’ zone for students to experiment their own learning, corporate decision-making.

- **The purpose of this categorization** is to help teachers/schools: (1) to identify their LWL practices with different types of good practices (2) to think of alternatives for future implementation; and finally (3) to understand more about the qualitative difference among practices, in terms of their impacts on student learning.

- **Three models of Good Practice:** The names of the three models in the framework (i.e. emerging, established & advanced) indicate the level of difficulty in implementation/planning process, as well as the depth of impact on students: (See Diagram 3)

**Finally…**

This framework aims to offer schools or teachers a tool to evaluate the quality of the LWL activity organized for future improvement (i.e. a formative tool). It provides guidance for teachers to reflect on their own practice and also encourage teachers to collect evidence (e.g. photos, students’ quote, questionnaires, activity plan, minute of meetings) related to the quality of the experience.

It is worth noting that most quality indicators at higher levels require high organizational capability at whole-school level. The document is written only to address the quality issues on learning experience at activity level. There is a specific document, ‘Implementing Life-wide Learning at School level: A Quality Framework’ to highlight the quality issues in LWL at organizational level.
## Diagram 3

<table>
<thead>
<tr>
<th>Emerging model of practice</th>
<th>Established model of practice</th>
<th>Advanced model of practice</th>
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</thead>
<tbody>
<tr>
<td>Directed Learning</td>
<td></td>
<td>More ‘meaning-making’ exercises on the purpose and process with students</td>
</tr>
<tr>
<td>Active Learning</td>
<td></td>
<td>More considerations on students’ needs, styles and multi-sensory stimulations</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td></td>
<td>More emphasis on peer relationships, trust and group works.</td>
</tr>
<tr>
<td>Taking Responsibility of own learning</td>
<td></td>
<td>More strategies to help students taking more responsibility on their own learning</td>
</tr>
<tr>
<td>Learning how to learn</td>
<td></td>
<td>More opportunities to cater for meta-learning and its techniques/ tactics during the process</td>
</tr>
<tr>
<td>Enjoyable experience</td>
<td></td>
<td>More emphasis on deep enjoyment- i.e. Enjoying / satisfying in their own learning</td>
</tr>
<tr>
<td>Challenge and Skills</td>
<td></td>
<td>More emphasis on the optimal balance Between challenge and skills (FLOW)</td>
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| Standard model of practice | Involved high level of difficulty in the implementation |
(II) Essences of a quality life-wide learning experience

(A) Quality of Learning in a LWL activity

(1) Directed Learning

‘Is the LWL experience well directed with clear objectives?’

Like any learning activities happening in classrooms, LWL activities need to be well planned with clear learning purpose that shared by all participants. In the case of some less formal LWL activities (e.g. community service, aesthetic activities), detail learning objectives could be realized (rather than pre-planned) afterwards. However, teachers need to present an overall learning agenda (i.e. intentionality) to their students before the experience. The key point is to make learning at the center of the activity and participants explicitly adopts the identity as learners (Askew and Carnell, 1998, Juvonen, J., 1996).

Quality Indicator 1.1: Clear learning objectives

LWL usually involves contexts that are more complicated than in classroom. Clear learning objectives/ intention (e.g. by making learning more explicit) is therefore essential for participants to engage to yield quality experience – Clear intentionality of the learning activity (Barber, M. 1997, Jonassen & Land, 2000). However, the level of this engagement is often depending on how deep do the learners understand the meaning behind the learning activity- they do not only need to understand what to learn, why they need to learn the subject but they also need to grasp why they need to learn in this particular way, i.e. in LWL contexts.

<table>
<thead>
<tr>
<th><strong>Emerging</strong></th>
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<tr>
<td>Clear aims and purpose to students.</td>
<td>Allowing space to involve students in deciding the aims and purpose of the activity.</td>
<td>Students and teachers review the aims and purposes of the activity critically.</td>
</tr>
</tbody>
</table>

(Example 1.1a) In a ‘Clean HK’ activity, students are only given a very broad learning aim of the activity (e.g. learning about the importance of citizen responsibility) and leave space for students to realize via their

(Example 1.1b) Teachers in Kwong Ming primary school gave a variety of choice of topics in P5/6 Personal Health project. Students were brought to an exhibition to pursue their own

(Example 1.1c) The programme of the “Kei To Volunteer Group” was led by clear aims and purpose to students. Teachers not only gave very clear objectives to the students both in the process of recruitment and in the ordination.
chosen themes and questions. Equally important, teachers spend time to help students to make this choice rather than following gut feelings. (e.g. prompt questions)

ceremony, but also review the aims and purposes of the activities critically in every debriefing session and the half-year evaluation to make sure the objectives could be achieved through the process of the programme. As a result, in the second half year, the service to be provided was changed from the original planning.

**Quality Indicators 1.2:** Clear instructions

(Hammerman, D et al, 1999)

Clear instructions and teachers’ facilitation is important in life-wide learning activities. This would be a big mistake to assume that effective learning could automatically take place by simply placing our students in authentic, resourceful environments (LWL settings) without quality teachers’ or adults’ mediation.

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<tr>
<td>Clear instruction and background information given before or during the activity.</td>
<td>Briefing and de-briefing/ follow up are structured in the whole experience (usually accompanied with appropriate questions, see annex)</td>
<td>Teachers build in briefing and de-briefing/ follow up opportunities in an innovative manner (e.g. idea of learning bus)</td>
</tr>
<tr>
<td><em>(Example 1.2a)</em> In Canossa primary school, the organizers paid particular attention in giving clear instruction to both students and teachers so that all of them knew exactly how to do and what to learn, via providing background information and checklists before the project.</td>
<td><em>(Example 1.2b)</em> In every outdoor training activity conducted in CCC Kwei Wah Shan College, teachers always stated clear objectives of the activity in the beginning and ended up with a very reflective and responsive debriefing corresponding to those objectives set.</td>
<td><em>(Example 1.2c)</em> Five schools organized a Chinese New year stall project and the debriefing session was skillfully developed into a real-life political debate to allow students to put forward their ideas/ plea to the Government in related policy area.</td>
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**Quality Indicators 1.3:** Well-structured for students’ needs

Planning is undoubtedly the primary concern for most teachers. Actually, students could learn a lot from how we plan and how we deal with expected and unexpected issues. The demand of catering students’ individual needs would magnify when moving learning into the contexts outside normal classroom/lessons. Teachers need to pay extra care in the planning phase to students’ basic needs (Maslow, see below).

![Maslow's Hierarchy of Needs](image)

- **Emerging**
  - The activity is well structured (e.g. catering students’ physical and emotional needs) and teachers paid pre-visit to unfamiliar learning sites.
  - They would also consider if the safety arrangement of the activity follow the related guidelines issued by the EMB, e.g. Guidelines on outdoor activities (1996), Guidelines on School Extra-curricular Activities (1997) and Guidelines on Study Tour Outside HKSAR (2003) etc.

- **Established**
  - Teachers plan with operational details at the same time allowing high level of flexibility for unexpected circumstances.

- **Advanced**
  - Teachers plan the activity with students (possibly with partners) and adopt a systematic approach in the collective decision making process.

(Example 1.3a) 
*In partnership with HK History Museum, a guided tour was organized for teachers to plan*

(Example 1.3b) 
*In a 1 hr study trip to Hang Hau, a teacher from … tactfully changed the original plan*

(Example 1.3c) 
*In the preparation for the Lunar New Year Flower Market Booth, all students in LLC M H Lau*
and discuss strategies of organizing learning activities in the ‘War & Peace’ Exhibition. allowing students, in their own initiatives, to pursue on relevant (people & artifacts) topics. Secondary School could a right to vote which kinds of product could be sold in the activity

(2) Active Learning

‘Is the experience multi-sensory with a wide range of stimuli (VAK) catering for different learning styles?’

According to research on classroom learning, teachers and students’ perceptions indicate that active learning approaches, such as group work, drama, role play, story-telling, drawing are rated highly, in terms of effective classroom learning. Unfortunately, many teachers, who are fully committed to quality teaching, often find these active learning tasks time consuming and tend not to be introduced them frequently in their normal lessons (Cooper & McIntyre, 1993). Life-wide learning, as more flexible and less demanding, however could be argued as a laboratory for teachers to enrich students’ learning experience by actively engaging them in wide range of tasks and activities, that are different from normal classroom-based lessons.

Quality Indicators 2.1: Balanced in visual, audio and kinesthetic components

Multi-sensory learning is one of the most essential elements of effective learning outside classroom contexts. Research evidence suggests that multi-sensory experience would accelerate student learning and also would strengthen ‘synaptic connections’ in the brain (Smith, A, 1998, Jenson, E. 2000). There are evidence to show how different kind of signals could stimulate our thinking and attention. Teachers need to be careful to ask whether the experience is some how different from the one in normal classroom – What sort of things would our student feel special in the experience? Where are the sensory stimuli to give positive & deep impression in their learning process

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<tr>
<td>Teachers ensure that the experience consists of a balance of visual, audio and kinesthetic components (VAK), to cater for different learning styles.</td>
<td>Teachers create different VAK ‘entry points’ for learning. The activity also allows students to choose and to devise their own learning pathway.</td>
<td>Teachers help students to understand their learning styles and encourage them to experiment other approaches and strategies beyond their preferred</td>
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</table>
For the subject of the Life Skill Education, teachers in the Sir Ellis Kadoorie Secondary School provided students authentic experiences by visiting Fruit Stall Market and Car Repairing Centre.

In outdoor learning trip, organized by the Baptist Rainbow primary school, teachers carefully planned activities to ensure an impressive, multi-sensory experience. E.g. Students are encouraged to take off their shoes and to feel the lawn.

In the LWL camp by the Carmel Bunnan Tong Memorial Secondary School, through exploring to different experiences in an activity, the F.3 students were requested to figure out their possible way out after finishing F.3 level. (no matter choosing subjects in F.4 or finding a job)

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**Quality Indicator 2.2: Enhancing concentration**

Unlike classroom contexts, mere authoritative strategies e.g. using sanctions, is often not found to be inappropriate. Giving students a purposive/meaningful aim, often in line with personal interests or real-world perspectives, would increase the degree of engagement of the activity (Dale, E.). However, there are a lot more ‘distractions’ in LWL settings than learning in classroom. These so-called ‘distractions’ (or unintended focal points) could well be a group of foreign visitors present inside a museum hall, a flying beetle or even a car registration plate! Teachers need to discern and plan flexibly to accommodate these unavoidable disruptions. Immediate response of teachers is often desired.

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<tr>
<td>Teachers make practical effort to limit unintended ‘disturbances’ to enable focused concentration.</td>
<td>Teachers skillfully include possible ‘disturbances’ in the plan (e.g. asking students to take a simple survey with other visitors) or to brief students about them before/after the activity.</td>
<td>Teachers and students plan open-ended LWL activities to allow personal interests and to maximize the use of resources.</td>
</tr>
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In a LWL camp conducted by the Fortress Hill Methodist School, a “Wealthy/poor” meal was held in.

In a trip on the topic of national identity, (Golden Square) instead of drawing students away from “Environment Ambassador” plan their
the canteen. A video programme about the deficiency in Africa was broadcasted through a big TV set. At the same time teachers stopped students buying snacks from the tuck shop.

crowds of tourists, students are encouraged to approach tourists to ask for their impression on China and Hong Kong.

Quality Indicator 2.3: Related to self and real world
(Bentley, T., 1998, 梁永泰, 2002)

LWL is particularly strong in allowing students to be in touch with things that happen in their daily lives, in local communities and in the society. However, there is qualitative difference in terms of impact, between (1) to know about the outside world, (2) to know and to do things like ‘outside world’, and (3) using the LWL experience to reflect or to bridge with their personal daily practice outside school.

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<tr>
<td>Teachers carefully plan the activity/ topic that is related to students themselves and their daily lives. (Example 2.3a)</td>
<td>The activity is presented in the form that is related to their daily lives and contemporary cultures. (Example 2.3b)</td>
<td>The activities empower and encourage students to reflect on their daily practices, contemporary cultures and issues. (Example 2.3c)</td>
</tr>
<tr>
<td>Schools, such as PLK Luk Hing Toa Primary School, YCH Chan In Sing Primary School and Canossa Primary School conducted LWL trip in their own communities where students are familiar to</td>
<td>One of the activities conducted in the LWL camp by the Carmel Bunnan Tong Memorial Secondary School encouraged students to make choices for their future. In the activities, the designed ten games simulated real situations in their daily life.</td>
<td>Breakthrough, in partnership with 12 schools piloted a school curriculum forum to empower students to reflect, to make comments and suggestions to their school curriculum.</td>
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(3) Collaborative Learning
‘Does the experience encourage and promote group work and trust?’

Undoubtedly, LWL activities often involve more collaboration among peers and adults, than classroom learning. According to Gardner, students should be helped to become independent and inter-dependent learners in a wide range of learning contexts
(Gardner, 1983). With less emphasis on individual assessment in LWL, students are more likely to learn to collaborate more effectively and to experiment new inter-personal roles/ styles/ modes in trust-abundant environments (Bentley, T., 1998).

**Quality Indicator 3.1:** Managing behaviors well

Managing behavior does not necessarily mean to impose discipline. In the contexts of LWL, the power relationship between teacher and student that rooted from daily classroom practice, may shift to a more equal and informal mode. It is well reported by teachers that students generally behave well in LWL activities. Teachers may even have surprises about individuals, in terms of their behavioral difference between school and out-of-school setting. Practitioners often use this opportunity to strengthen the sense of a learning community / relationship among teachers and students (sometimes even with adults from outside) by introducing more democratic/ liberal measures in managing behavior (D/ES, 2001).

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<tr>
<td>Teachers spend time to discuss behavioral ground rules for the activity.</td>
<td>As a learning opportunity, teachers and students devise behavior ground rules for the LWL activity.</td>
<td>As a learning opportunity, teachers and students devise behavior ground rules for the LWL activity.</td>
</tr>
<tr>
<td><em>(Example 3.1a)</em> Before the LWL camp conducted by the Cameral Bunnan Tong Memorial Secondary school, very clear rules has been set up to all students to follow and teachers exercised the consequence after the students violated the rules.</td>
<td><em>(Example 3.1b)</em> In a secondary school, students in a peculiar programme, ‘Learning values through golf’, the teacher takes great care about explaining and facilitating students understanding on student behaviours and social attitudes in group works. <em>(e.g. stress the importance to encourage each others)</em></td>
<td><em>(Example 3.1c)</em> In a secondary school, students are encouraged to devise ‘house rules’ in their interest clubs and related activity rooms (gym). Teachers, as members of the community, are also obliged to keep these rules.</td>
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**Quality Indicator 3.2:** Promoting trust

(Fukuyama, 1995; 李坤崇, 2001, p73) According to Fukuyama, social trust is scarce in disadvantaged, worse-off socio-economical communities. There are plenty of opportunities to promote trust in the process of LWL and they could counteract the
imbalance, and introduce a wide variety of new partners, new working relationships, and learning networks (Yip, S., 2000). Students are more likely to seek co-operation with each other in this learning contexts. Teachers should grasp good chances to design suitable activities/environments that could promote teamwork, respect and trust. Some small procedural aspects, such as grouping, choosing group leaders, division of labor, etc, could be used as teaching opportunities.

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<tr>
<td>The activity encourages students to respect and trust each other within the groups.</td>
<td>Teachers and students share their learning after the activity. There are evidences of learning from each other between them and among peers.</td>
<td>There are opportunity for community partners to share their views and reflection upon the particular occasion with students and teachers.</td>
</tr>
</tbody>
</table>

(Example 3.2a) **LWL is a natural context for collaborative learning.** Quality learning could be achieved when students are guided to do certain tasks in a team. Team-building measures, such as division of responsibilities, balance between expressing personal ideas and listening other’s proposals.

(Example 3.2b) In the evening of a 3-day LWL camp, teachers from Fortress Hill arranged a Wealthy/Poor Dinner & talk from community people for their students to realise the issue of poverty and cultivate the attitudes of respecting all people, disregard their socio-economical backgrounds.

(Example 3.2c) In Kwong Ming, parents are active in most LWL activities. Some activities are at first designed and planned by teachers, community groups and parents; whereas the actual operation are predominately run by parents on voluntary basis. The sense of ownership of LWL is high among parents.

(4) Taking responsibility of own learning

‘Does the experience allow students to have more ownership?’

In LWL activities, students are more likely to take up more responsibilities during the whole process, whether it is in the form of tasks, choice and/or voice. According to evidence, learning effectiveness is associated to how much choice offered in to the learners over the content and process their own learning (Broadfoot, P., 1996) and also how their voice is valued in a learning institution (Rudduck, J. 1996). Obviously, the sense of responsibility in learning cannot be hastily promoted via direct instruction and the promotion should be a gradual process, as according to Bruner’s ‘handover principle’ (Bruner, 1968; MacBeath, J., 1996).
**Quality Indicator 4.1:** Students have a say

It is found that personal identification with the process of learning, such as encouraging student voice, is of considerable importance to the quality of learning (Rudduck, 1996). Student voice is therefore to be an essential element of a successful LWL programme. However, skeptics may argue that there is no significant difference on the desired learning outcomes between an experience with plentiful opportunities for student voice and one without it. Actually, the question is more about whether the students are facilitated/empowered to give their voice effectively. LWL activities should be seen as one of the suitable vehicles to enable them to give opinions & suggestions on their own learning-related issues.

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<tr>
<td>Teacher provides opportunities for students to have a say on selected matters of the LWL activity</td>
<td>Teachers guide students how to involve more in the operation and planning of the activity.</td>
<td>Students take the lead in organizing the LWL activity while teachers act as action team members</td>
</tr>
</tbody>
</table>

*Hoh Wah School has a culture of allowing students to give opinions and evaluations after LWL activities (in a variety of methods: questionnaires, interviews and essay writing)*

*In the radio station at Buddhist Ho Nam Kam Secondary School, programmes are designed and broadcasted by students.*

*Coastal Defence Museum organized a programme to train students to be “Little Curators”. These curators have to take the lead to guide other visitors or other school students about the exhibition/museum – in short, Learning to teach!*

**Quality Indicator 4.2:** Enhanced choice

A Scottish study, “Learning out of School” found that young people were more able to handle their study and own learning (including homework) when they chose their own place, pace, style and time (MacBeath & Turner, 1990). LWL activities vary a lot in the degree of student voluntarism. Some programmes (e.g. most traditional ECA) are voluntary by nature and allow students to join freely. On the other hand, there are some LWL activities (e.g. extension activities), which are compulsory by nature, but exist some elements of choice within the activities to enhance student motivation. Needless to say, similar to student voice, choice is one of the most important elements for promoting student’s responsibility or sense of ownership upon their own learning.
It also shares the problem of how to enable our students to make good choices for themselves.

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<tbody>
<tr>
<td>There are opportunities for students to choose during the whole LWL experience.</td>
<td>Teachers build in some guidelines and information to enable students to make good decisions in the LWL experience.</td>
<td>Students have their voice on the options available to them in the planning phase.</td>
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</table>

(Example 4.2a) For the subject of the Life Skill Education, students in the Sir Ellis Kadoorie Secondary School could choose the routes and excursion sites before an outdoor learning activity.

(Example 4.2b) In an activity organized by the Cameral Bunnan Tong Memorial Secondary school, students could choose different games with different priorities to accumulate credit record; At the same time, teachers also let students know the possible risks in terms of their credit record (increase / decrease) in each game.

Students in Lau Mui Hin set up a very successful business in CNY Stall. All students could choose different responsibilities, ranging from Sales & marketing, stock-taking, production to admin & logistics.

Quality Indicator 4.3: Involving students

Impact of learning would be enhanced if students could move out from their ‘identities as recipients’ to be more proacative in the event – i.e. From ‘participation to ownership’ and from ‘ownership towards authorship’. In fact, There were a large body of evidence to support the effect of involving students in activity operation on the quality of learning (李德誠、麥淑華，2002 on Adventure Counseling, 葉雅薇，2000 on Service Learning). However, teachers should pay attention in delegating more meaningful tasks to suitable individuals. Bruner’s ‘hand-over’ principle' applies here in building sense of ownership among students gradually. In turn, this brings out positive emotions and longer-term attitudes such as, happiness, contentment, satisfaction and peace (Scheffler, I., 1991)

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<tr>
<td>There are opportunities to invite students to take up operational tasks in the</td>
<td>Teachers tried to allocate tasks/ small jobs to students according to individual</td>
<td>Teachers encourage and guide individual students to pursue further in learning</td>
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</table>
LWL activity (e.g. counting heads).

abilities and interests.
certain topics/ skills, with reference to individual circumstances.

(Example 4.3a)
In CHK’s ‘Adopt a Beach’ scheme, schools are asked to adopt beaches for students to clean. Through students’ direct involvement, students learn about the importance of communal cleanliness and citizen responsibilities.

(Example 4.3b)
In Ling Leung Church Lau Mui Hin school, students from the whole school are involve in the Chinese new Year stall project, part of the learning theme, ‘Understanding Chinese traditional culture’. Students are given choice or asked to take up small part of responsibilities, in accordance with personal interests, ability, ambitions… Jobs include designing selling items, production, packaging, business planning, operation / logistics…

(Example 4.3c)
In Kwong Ming School, students are encouraged to participate a series of environment-protection & community caring activities, students were not only learn about the values behind the activities, but from self-evaluation data, students changed their daily-life behaviors and attitudes on related topic, attended more activities outside schools voluntarily, wanted to know more and have long-lasting habitual change at home and in their own communities.

(5) Learn how to learn
‘Does the activity have sufficient space and encouragement to plan and reflect on their own learning?’

LWL which emphasis experiential learning in authentic or real-life situations, provides an unique context to enable students learning how to learn, presumably with impressive effects lasted in longer terms. Unlike normal classroom contexts, students are less likely to revert to their original habits when facing similar situations in their daily life (Ramsden, P. 1986; Tabberer, R., 1984). ‘Accelerated learning’, sometimes described as an umbrella term for a series of practical approaches to learning which benefit from new knowledge about how brain functions; motivation and self-belief, accessing different sorts of intelligence and retaining and recalling information. (Smith, A., 1996, DfEE, 1998, p7). It also maximizes the yield of the activity by giving students opportunities and teaching them strategies to demonstrate their understanding in a variety of ways. Furthermore, creating sufficient space, in whatever form (e.g. off-task time, leisure time or group brain-storming) for students and teachers to reflect on their learning and the whole process (黃毅英，周昭和，2000；李子健，黃顯華，1994).
**Quality Indicator 5.1:** Teaching learning strategies

In order to increase the student ability of learning to learn, teachers need to leave space and pay full attention on the learning skills involved in the activities and address them in details beforehand (e.g. Mind mapping, memory skills, etc.). Making learning tactics explicit could enhance the overall quality of the experience. It is important to encourage students to reflect on their learning and to experiment in different learning ways so that they could understand their own learning styles and preferences. However, it is equally important to help students *how to reflect* and *what else to be reflected.*

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<tr>
<td>Teachers make effort to seize opportunities to tell students some learning tactics and strategies related to the activity.</td>
<td>Teachers design tools and tasks in the LWL activity that enable students to realize learning skills on their own and encourage them to make reflection of their own learning.</td>
<td>Teachers and students (possibly with other adults), as learners, evaluate jointly on the whole learning process and suggest possible ways to improve themselves.</td>
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<tr>
<td><strong>(Example 5.1a)</strong> In Tseun Wan Hoi Ba Street primary, a cross-curricular LWL project is launched to help students know about Tung Chung. Teachers in an ad hoc committee carefully planned the P3 programme with special attention to teach key generic skills and learning strategies.</td>
<td><strong>(Example 5.1b)</strong> In the “Kei To Volunteer Group”, a handbook, designed by teachers and the social worker, was given to students as a tool to enable them to realize learning skills on their own and encourage them to make reflection of their own learning.</td>
<td><strong>(Example 5.1c)</strong> After the learning trip in China, the F6 students of Ho Wah Middle School and the teachers evaluated the whole learning strategies as well as outcomes and suggested alternatives to suit their learning preferences.</td>
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**Quality Indicator 5.2:** Quality of feedbacks

(Ashew et al., 1999; 陳德恆, 2002) In LWL activities, we could easily see a shift in the role of the teacher from ‘knowledge expert’ to ‘learning manager’, which would have advantages for building co-operative interaction between teachers and students. So, it is very common for teachers to give quick and unambiguous feedback to students over the activity outcomes (e.g. in sports/adventure activities) through
dialogue, discussion and debriefings. Feedbacks are more direct and ‘liberated’ which would have effects on helping students to have stronger sense of direction and to identify mistakes or personal weaknesses more effectively. In a wider context, feedback flows among all stakeholders in the activity (includes teachers, students and other participants from the communities). Hence, it serves purposes of the following (Connoisseurship in education,  Eisner, E. 1998):

- Assessment (how well did we learn?)
- Evaluation (how well did we run this learning activity?) and
- Celebration of success (How to let people know about the success of the learning activity?).

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<td>Teachers or instructors give quick and unambiguous feedback, not only on students’ work but the learning approaches during the activity. (Example 5.2a)</td>
<td>Teachers and students give constructive feedback among themselves. (Example 5.2b)</td>
<td>Students and teachers, as users, jointly give collective feedback to the community partners concerned. (Example 5.2c)</td>
</tr>
<tr>
<td>During most LWL activities, teachers often find themselves in a natural position to give very quick, continuous and direct feedback to students is expected (e.g. letting students to know how well they are doing so far in a rock-climbing exercise) so that students learn quickly to continue the activity.</td>
<td>Sir Ellis Kadoorie Secondary School (Shatin) designed a simple student portfolio record sheet. Students could give feedback by filling the sheet after activities and teachers may also give constructive comments on the sheet.</td>
<td>After organizing a joint school project on New Year stall, students and teachers discussed and as citizen voice, send collective opinions/suggestions to the Government (FEHD) regarding the improvement of overall management of the event.</td>
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*Feedback system in LWL – ACE Feedback Model*
(B) Quality of Experience —Flow

Learning to participate in all kinds of LWL activities is crucial to students’ whole-person development and quality of life of later days (Csikzentimihalyi, 1997, Hektner, 1996). Optimal experiences, which are characterized by ‘flow’, episodes of concentration, absorption, deep involvement, joy, and a sense of accomplishment, occurs in situations of high challenge and high skill. Some people, who achieve high proportions of flow in everyday life, are likely to set goals, have surplus psychic energy to invest in everyday experience, and do things for their own sake rather than in order to achieve some later goal. In terms of developing life-long learning capabilities, flow is argued to be one of the most essential elements. When assessing the quality of experience, subjective, authentic accounts of participants are inevitable to explore the world of learning in LWL participation (Husserl, E., 1970; Marton 1984). Two main areas are identified: (1) Enjoyable experience; (2) High challenge and high skill.

1. ‘Is the LWL experience enjoyable?’

No people would doubt about the power of enjoyment over student learning (羅天佑，2000, Scheffler, I. 1991, 燕國材，1994). However, there may be some misunderstandings about the concept (. In LWL experience, most students would feel happy during the experience. It is therefore crucial to discern the origin of joy/enjoyment, whether it comes from the learning process, sense of achievement, or activity engagement, or better social interaction, or merely just being out of school. In
other words, there exists a wide continuum of ‘enjoyment’ that spans from surface enjoyment (enjoyable experience mainly due to the occasion rather than the learning itself) to deep enjoyment (enjoying the learning itself and related achievement, more than just engagement). In a quality LWL experience, there are some possible ‘quality descriptors’ (See below) from participants that would indicate the joyfulness of experience. Teachers could use the following list as reference checklist to self-evaluate the quality of the experience phenomenologically (Csikzentmihalyi, M., 1992, Marton, F., 1984, Andrews, K. 2000, Yip, S. & MacBeath J., 1997).

**Quality descriptors:**
- **“Feeling Special”** - Do teachers and students “feel special” about the activity?
- **“Time flies”** – Do most students feel that time “click faster” than normal in the experience?
- **“I’m in control”** – Do students and teachers feel that they are in control during the experience?
- **“Satisfy with my work”** – Do teachers and students have ‘sense of satisfaction’ during and after the activity?
- **“Self-motivated”** – Do teachers/ students volunteer to do things even without external reward?
- **“Excited”** – Do most students feel “excited” when talk about the experience after the event?
- **“Want more”** – Do students want more on similar experiences? …

[Not quite enjoyable -----------Surface enjoyment----------Deep enjoyment]

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<th>Quality Indicator: Enjoyable experience</th>
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1 These descriptors are easily identified when talking to students (authentic voice) or by using well-designed questionnaires. Observation methods could be used as reference.
2. ‘Does the LWL experience have a balance of high challenge and high skills?’

According to Csikzentmihalyi (1988, 1997), the experience of flow is defined as an optimal pleasurable experience when a person totally engaged in an activity or task, to an extent, that he or she feel strong, alert, in effortless control, unselfconscious and at the peak of his or her abilities. It is most likely to happen when the activity was at high challenge and equipped with high skill. From subsequent research, ‘High skill-high challenge’ experience is found to be a building block of developing an ‘autotelic self’, a person who can easily translate potential threats into enjoyable challenges in later lives (Goleman, 1996, Watkins, 2000). In order to provide quality experience in LWL activity, teachers or course designers should carefully monitor balance of high challenge and high skills in all learning tasks. Negative feelings such as anxiety (high challenge & low skills), boredom (low challenge & high skills) could arise if failure in striking the balance (see quality descriptors (-ve) below).

**Quality descriptors (-ve):**

- “I’m too bored” - Do most students feel bored in the whole activity?
- “I’m too anxious” – Do most students feel unreasonably anxious about their performance in the activity?
- “I wish to be doing something else” – Would most student wish to do something else when asked?
- “Low challenge” – Is the task/activity viewed as not challenging at all?
- “Low skill” – Do most students not have sufficient skills to participate in the activity?

[Boredom/Anxiety-----------------------Autotelic experience/ intrinsically rewarding]

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**Quality Indicator:** High skills, high challenge

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<tr>
<td>Teachers ensure students to have sufficient skills to perform tasks in the event. Teachers carefully arrange certain ‘motivating stimuli’</td>
<td>Teachers treated <em>skills and challenge, as dynamic variables</em> in the activity. Individual learning styles and differences are taken</td>
<td>Students also take the responsibility to adjust the balance (e.g. students choose a higher level of work when they perceived</td>
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to offer reasonable challenge to students. Despite the effort, the experience still has at least 3 negative descriptors. 

| into account. Teachers are ready to adjust the skills/challenge balance during the activity. Less than 3 negative descriptors. | the challenge is too low). Students and teachers jointly manage the experience, as co-directors in order to ensure everyone to have an intrinsically rewarding activity/event. Have only 0-1 negative descriptors. |

Figure to show the quality of experience as a function of the relationship between challenge and skills in the context of LWL
D. Learning experience – linking with school self-evaluation (SSE)

“Teachers can organize appropriate and meaningful life-wide learning activities, select suitable learning materials and contents, properly arrange physical settings and use appropriate teaching resources… to enrich students’ learning experiences.” (Quality Assurance Division, EMB, 2002, p26)

In the recent Education Department publication, Performance Indicators for Hong Kong Schools – Evidence of Performance, Life-wide Learning and its related subjects (e.g. ECAs) are mentioned for helping ‘assessors’ to assess school performance in Quality Assurance Inspection. There are several key messages for schools, in relation to evaluating students’ LWL experience:

(1) Schools need to self-evaluate their own LWL programmes and activities, as part of the whole school mechanism. (PI 1.9, p20)

(2) Schools should show evidence that their LWL activities are appropriate and meaningful, in order to enrich students’ learning experiences. (PI 2.3, p26)

(3) Schools should show that they play an active role to encourage students to participate extra-curricular activities and at the same time, offer a balanced variety of provisions to their students so that Life-wide learning could be promoted at schools. (PI 3.3, p42)

(4) Schools should show links or strategic partnerships with the community and external organizations to enhance students’ development through wider life experience. (PI 3.7, p49)

The Quality Framework (together with the other framework on LWL planning), has provide a kind of frames of reference for teachers, curriculum leaders, principals to reflect and to tell their own LWL stories effectively in individual SSE frameworks.
E. Suggested ways of using the framework

Wan Chai Church Kei To School (AM) established “Kei To Volunteer Group” in the school year 2002 – 03. This whole LWL programme of community service was valuable to be examined by using the quality framework of the LWL experience. The process could not only illustrate the validity of the framework, but also help teachers to understand how to use the framework for reflection in order to achieve quality LWL experiences.

Information:
1. Background:
   Students in the school were found weak in self-control, self-discipline or expressive power in 2001 - 2002. After the intervention of “Reading for Discipline” project, the school would like to sustain students’ Positive attitudes and subsequently “Kei To Volunteer Group” was established. Some students were joining the group voluntarily.

2. Objectives of the programme:
   Values
   a. To promote personal development so that students know themselves and their talents
   b. To cultivate a positive value system such as caring for old people and willingness to cooperate with others
   c. To encourage students to contribute to society
   Skills
   To develop collaborative spirit, social and communication skills

3. Target students:
   30 P5 & P6 students

4. The procedure of the whole year programme:
   a. Ordination ceremony
   b. Workshops and debriefing sessions
   c. Day Camp
   d. Service in a special school
   e. Mid-term evaluation
   f. Service in an old age centre
   g. Sharing to all students in the school
   h. Celebration with parents
   (Debriefing sessions were held after every event of the programme)

5. Partnership:
a. Salvation Army Youth Centre Service
b. Funding from the Social Welfare Service
c. School Discipline Committee

6. **Evaluations**
   a. Ongoing evaluation meeting
   b. Student Self-evaluation
   c. Reflective journals
   d. Sharing
   e. Teachers’ feedback

7. **Evidences of outcome:**
   Kei To Volunteer Journal
   Feedbacks from the special school and the old age centre

**Programme Evaluation and Reflection**

- Which stage we are now at?
- How well are we doing?
- What is the evidence to support our judgments?

(A) **Quality of Learning in a LWL activity**

1. **Directed Learning**
   ‘Is the LWL experience well directed with clear objectives?’

**Quality Indicator 1.1:** Clear learning objectives

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<tr>
<td>Clear aims and purpose to students.</td>
<td>Allowing space to involve students in deciding the aims and purpose of the activity.</td>
<td>Students and teachers review the aims and purposes of the activity critically.</td>
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<td>The programme was led by clear aims and purpose (mentioned above) to students. Teachers gave very clear objectives to the students both in the process</td>
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of recruitment and in the ordination ceremony. In addition, teachers and students review the aims and purposes of the activities critically in every debriefing session and the half-year evaluation to make sure the objectives could be achieved through the process of the programme. After collecting opinions from the students, the service target group was changed from special school to old age center in the second half year, which was different from the original planning.

**Quality Indicators 1.2**: Clear instructions

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<tr>
<td>Clear instruction and background information given before or during the activity.</td>
<td>Briefing and de-briefing/ follow up are structured in the whole experience (usually accompanied with appropriate questions, see annex)</td>
<td>Teachers build in briefing and de-briefing/ follow up opportunities in an <em>innovative</em> manner (e.g. idea of learning bus)</td>
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<td>Briefing and debriefing were arranged before and after every activity. Other than that, the follow up of the programme was designed in an innovative manner. The students involved in the programme were requested to prepare a</td>
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display board and power point to introduce the programme to all students.

**Quality Indicators 1.3**: Well-structured for students’ needs

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<td>The activity is well structured (e.g. catering students’ physical and emotional needs) and teachers paid pre-visit to unfamiliar learning sites. They would also consider if the safety arrangement of the activity follow the related guidelines issued by the EMB, e.g. Guidelines on outdoor activities (1996), Guidelines on School Extra-curricular Activities (1997) and Guidelines on Study Tour Outside HKSAR (2003) etc.</td>
<td>Teachers plan with operational details at the same time allowing high level of flexibility for unexpected circumstances.</td>
<td>Teachers plan the activity with students (possibly with partners) and adopt a systematic approach in the collective decision making process.</td>
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<tr>
<td>Every activity in the programme was well prepared to cater for the students’ physical and emotional needs so that they wouldn’t be exhausting. Teachers encouraged students to express their feeling and feedbacks in every debriefing session. It shows that teachers planned with operational details and at the same time they allowed high level of</td>
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flexibility for catering the needs of students. Advanced stage could be achieved, if students and the service partners could have been invited to participate in the core group meeting, so that a systemic approach could be set up in the collective decision making process.

(2) Active Learning

‘Is the experience multi-sensory with a wide range of stimuli (VAK) catering for different learning styles?’

Quality Indicators 2.1: Balanced in visual, audio and kinesthetic components

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<tr>
<td>Teachers ensure that the experience consists of a balance of visual, audio and kinesthetic components (VAK), to cater for different learning styles.</td>
<td>Teachers create different VAK ‘entry points’ for learning. The activity also allows students to choose and to devise their own learning pathway.</td>
<td>Teachers help students to understand their learning styles and encourage them to experiment other approaches and strategies beyond their preferred styles.</td>
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<tr>
<td>In the programme, students were arranged to serve the people inside a special school and inside an old age centre. It is a common characteristic in community service that students must come across a rich contextual environment while they were serving. It provided different VAK as ‘entry points’ for their</td>
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learning. In addition, the activities designed by students could also allow them to devise their own learning pathway. Since it was a service learning pilot programme, it is believed that in the future, teachers may also encourage the students to experiment other approaches and strategies beyond their preferred styles, such as poems recitation in front of the elders.

**Quality Indicator 2.2:** Enhancing concentration

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<td>Teachers make practical effort to limit unintended ‘disturbances’ to enable focused concentration.</td>
<td>Teachers skillfully include possible ‘disturbances’ in the plan (e.g. asking students to take a simple survey with other visitors) or to brief students about them before/after the activity.</td>
<td>Teachers and students plan open-ended LWL activities to allow personal interests and to maximize the use of resources.</td>
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A series of workshop had been arranged to train students to prepare for the services. The aims and objectives were clearly stated in order to minimize the possible disturbances in the programme. Students were also prepared to engage in active learning. The workshops were held in
different venues, such as classroom, school playground, school hall and camp site. Besides the structured programmes prepared by the social worker, some open-ended activities, e.g. adventure based command task, problem-solving challenge were also involved in the training so that students and teachers could maximize the use of resources and also enhance their concentration by using those acquired skills in the preparation for the service. The aims of adventure-based activities were to promote collaborative spirit and develop problem solving skills.

**Quality Indicator 2.3**: Related to self and real world

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<tr>
<td>Teachers carefully plan the activity/topic that is related to students themselves and their daily lives.</td>
<td>The activity is presented in the form that is related to their daily lives and contemporary cultures.</td>
<td>The activities empower and encourage students to reflect on their daily practices, contemporary cultures and issues.</td>
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<tr>
<td>Undoubtedly, service learning must provide a learning context that could be related to the participant and the real world. In one of</td>
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the parents’ comments, it stated, “the old age centre visit has changed my daughter dramatically. My daughter was very impatient with her Grandmother but the visit has made her understand the old people more. Now, she is very kind to her Grandmother”. After every service, students were also encouraged to reflect on their daily practices, contemporary cultures and issues in the debriefing session. By doing this, it did help students to construct their knowledge.

(3) Collaborative Learning
‘Does the experience encourage and promote group work and trust?’

**Quality Indicator 3.1:** Managing behaviors well

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<tr>
<td>Teachers spend time to discuss behavioral ground rules for the activity.</td>
<td>As a learning opportunity, teachers and students devise behavior ground rules for the LWL activity.</td>
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<tr>
<td>Teachers and students devise behavior ground rules for the programme, but also review those rules in every debriefing session. It had remarkable positive feedbacks to the students’ performance from the two</td>
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Quality Indicator 3.2: Promoting trust

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<td>The activity encourages students to respect and trust each other within the groups.</td>
<td>Teachers and students share their learning after the activity. There are evidences of learning from each other between them and among peers.</td>
<td>There are opportunity for community partners to share their views and reflection upon the particular occasion with students and teachers.</td>
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(4) Taking responsibility of own learning
‘Does the experience allow students to have more ownership?’

Quality Indicator 4.1: Students have a say

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<td>Teacher provides opportunities for students to have a say on selected matters of the LWL activity</td>
<td>Teachers guide students how to involve more in the operation and planning of the activity.</td>
<td>Students take the lead in organizing the LWL activity while teachers act as action team members</td>
</tr>
<tr>
<td>The activities in the service were designed and prepared by students. Teachers just played a role as advisor.</td>
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### Quality Indicator 4.2: Enhanced choice

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<td>There are opportunities for students to <em>choose</em> during the whole LWL experience.</td>
<td>Teachers build in some guidelines and information to enable students to make good decisions in the LWL experience.</td>
<td>Students have their voice on the options available to them in the planning phase.</td>
</tr>
<tr>
<td>In the stage of training through several workshops before each service, students were trained to make choice. In the stage of preparation for the service, all students could choose different responsibilities, ranging from performing, gift paper wrapping, buying materials to whole programme logistics arrangement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Quality Indicator 4.3: Involving students

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Established</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are opportunities to invite students to take up operational tasks in the LWL activity (e.g. counting heads).</td>
<td>Teachers tried to allocate tasks/ small jobs to students according to individual abilities and interests.</td>
<td>Teachers encourage and guide individual students to pursue further in learning certain topics/ skills, with reference to individual circumstances.</td>
</tr>
<tr>
<td>As mentioned, students are given choice or asked to take up small part of responsibilities, in accordance with personal interests, ability and ambitions. Teachers may</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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encourage and guide individual students to pursue further in learning certain skills/topics in the future.

(5) Learn how to learn
‘Does the activity have sufficient space and encouragement to plan and reflect on their own learning?’

**Quality Indicator 5.1:** Teaching learning strategies

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Established</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Teachers make effort to seize opportunities to tell students some learning tactics and strategies related to the activity.</td>
<td>Teachers design tools and tasks in the LWL activity that enable students to realize learning skills on their own and encourage them to make reflection of their own learning.</td>
<td>Teachers and students (possibly with other adults), as learners, evaluate jointly on the whole learning process and suggest possible ways to improve themselves.</td>
</tr>
<tr>
<td>A handbook, designed by teachers and the social worker, was given to students as a tool to enable them to realize learning skills on their own and encourage them to make reflection of their own learning. If the content of the handbook is jointly designed by students and teachers, the quality of learning could be promoted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quality Indicator 5.2:** Quality of feedbacks

<table>
<thead>
<tr>
<th>Emerging</th>
<th>Established</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers or instructors give</td>
<td>Teachers and students give</td>
<td>Students and teachers, as</td>
</tr>
</tbody>
</table>
quick and unambiguous feedback, not only on students’ work but the learning approaches during the activity.

In the process of the programme, mid-term evaluation and regular review could help students and teachers to give constructive feedbacks among them for future improvement. In a certain extent, the purpose of assessment on how well students learned and evaluation on how well the programme was running could be achieved. However, if the design of the assessment and the evaluation could involve students, advanced level then be reached. On the other hand, a celebration involved parents after the programme to award those good volunteers showed the collective feedbacks were from different partners.

(B) Quality of Experiences – Flow

(1) Enjoyable experience (Advanced)

Although the questionnaire for evaluation was not designed according to the quality descriptors suggested in the framework, we could easily see from the reflective journals written after the programme that students ‘immersed’ in the whole learning tasks. Students did enjoy what they learned and the reflection
process. It could explain why numbers of student who requested to participate in the programme in 2003-04 were more than what teachers expected.

(2) High challenge and high skills (Advanced)
The training before the service did provide the students to acquire a balanced experience between skills and challenge. It could also be reflected from the oral and written feedbacks by the students.
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Quality LWL Experience Indicators

**Is the LWL experience well directed with clear objectives?**
- Clear aims and purpose
- Briefing and debriefing
- Well structured with high flexibility

**Is the experience multi-sensory with a wide range of stimuli (VAK) catering for different learning styles?**
- Create different ‘entry points’ using visual, audio or kinesthetic stimulations for learning.
- Try to limit unintended disturbance to allow focused concentration
- Related to ‘self’ and ‘real world’

**Does the experience allow students to have more ownership?**
- Students involve in planning
- More choice and voice
- Student involvement in operational and evaluation tasks

**Does the experience encourage and promote group work and trust?**
- Spend time to discuss behavioral ground rules
- Activities encourage respect and trust

**Quality of Experience – Flow experience**

**Does the activity have sufficient space and encouragement to reflect on their own learning?**
- Metacognitive skills/strategies provided
- Reflecting own learning.
- Teachers/peers give quick and unambiguous feedback
- Reflecting on/critically assess the whole experience with teacher, peers and other adults?

**Learn how to learn**
- Taking responsibility of own learning

**Directed learning**
- Taking responsibility of own learning

**Active learning**
- Creating different ‘entry points’ using visual, audio or kinesthetic stimulations for learning
- Try to limit unintended disturbance to allow focused concentration
- Related to ‘self’ and ‘real world’

**Collaborative Learning**
- Students involve in planning
- More choice and voice
- Student involvement in operational and evaluation tasks

**Is it enjoyable?**
Does the learning experience have a balance of challenge and skills required?