

“Impact of Life-wide Learning (LWL) Evaluation”
Interview Study (A supplement to the quantitative survey)

Objectives

- 1) To triangulate the findings of the quantitative survey of the “Impact of the LWL Evaluation”
- 2) To pursue supplementary details of the LWL impact on student’s learning

Research Questions

The questions below are for further investigation after the quantitative survey conducted in Nov 2004. The research questions of the prior survey are in the Annex 1 for reference.

- 1) Why students feel impressive and how they learn in LWL experiences?
- 2) Would there be any impact of LWL/ECA on students’ value systems? How values could be nurtured through LWL activities?
- 3) Why does female perform better than male significantly in the three areas (Attitude towards learning, Self-concept and Attitude towards schools) in the stage of primary education? Could we see the gender difference in the LWL/ECA’s participation and preference? Why and in what way does this differentiation happen esp. in prim?
- 4) In general, P4 students perform better than P5 and S1 students perform better than S2. Why does it happen? Is it a general principle? How could a school show their improvement when using APASO in these two levels? Could we see the level difference in the LWL/ECA’s participation and preference?
- 5) At secondary level, participation in Community Service shows the strongest relationship with Leadership. Is it commonly true? Why?

Method

A) Focus group interviews

An hour semi-structure focus group interviews (11 interviews totally) with the students of each participant school were conducted. (See the Annex 2 for the questions)

B) Sampling Criteria

- 1) Six to ten students (P4 & 5 or S1 & S2) with mixed academic abilities were selected by the school for the interview. (83 students totally)
- 2) Equal number of students at different levels
- 3) Equal number of students of different gender
- 4) School LWL activity documents provided by teachers

C) The eleven participant schools:

1. Canossa Primary School (Sun Po Kung) (嘉諾撒)
2. Kwong Ming School (PM) (光明)
3. Baptist Rainbow Primary School (天虹)
4. SRBCOEPSA Lee Yat Ngok Memorial School (李一諤)
5. The Salvation Army Ann Wyllie Memorial Primary School (PM) (韋理)
6. The Salvation Army Tin Ka Ping Primary School (田家炳)
7. S.K.H. Lui Ming Choi Memorial Primary School (呂明才)
8. Lok Sin Tong Leung Kau Kui Primary School (梁銑琚)
9. Hon Wah Middle School (漢華)
10. Ling Liang Church M H Lau Secondary School (劉梅軒)
11. Po Kok Secondary School (寶覺)

Findings

Student interviewees those are selected by the mentioned criteria are widely exposed to Life-wide Learning (LWL) activities. They regard that learning through activities has positive impact on them and could be assessed with recognition. The responses give strong support on the findings of the quantitative survey, which claims that LWL experiences have very positive impact on most variables in the four Affective and Social outcomes¹ of students.

Q1) Why students feel impressive and how they learn in LWL experiences?

A. Students tell why they feel impressive in LWL experiences

a. *Feeling special*

Student may feel special in any “First-time Experience”. The “First-time Experience” could be happened either by “Entering into a new place”, “Meeting with new People”, or even “Undergoing a novel event”. It could help students to retain the learning in their memory effectively.

- 去中國內地(廣州)交流三天，記得因為經歷深刻，**可以和內地的學生交流**，交換讀書心得，例如知道讀書不是死背書，還有**用遊戲的方式學習**。(光明)
- 我最近於通識課去了石硤尾人民館，即「徙置區」，看到以前的人的居住情況，**之前我沒有去過的**，我居住於將軍澳的屋邨。(寶覺)
- **第一次參觀色嗇園**，對廟宇**感到新奇**。(嘉諾撒)
- 參觀觀塘法院：**因從未到過法庭**，對審案**感新鮮**。(嘉諾撒)
- 一些經常性參加的活動（例如：歌詠、戲劇等），大家反而沒有很深刻的

¹ The four Affective and Social Outcomes are:

(Secondary students) Attitudes towards Learning, Self-concept, Attitudes towards School, Leadership

(Primary students) Attitudes towards Learning, Self-concept, Attitudes towards School, Problem solving

感覺。(劉梅軒)

- 今年(四年級)時參加了少年警訊，其中一個活動時參觀農場，可以看到餵牛的情況和接觸動物等，**首次看到牠們，我覺得很開心**。(田家炳)
- 那次**並不是我第一次去機場**，而那次學習的經歷，我覺得很開心；**當日有外國人問我們其中一位同學**，他不懂怎樣回應，於是我們一起幫助他。(田家炳)

b. *Having fun*

When students play with purpose, they are also learning. Having a fun experience could really help them learn more effectively and the experience is easily imprinted on their memory.

- 和廣州的學生互相交流讀書心得，**很好玩**，所以很深刻。(光明)
- 最近去了「綠田園」試種有機蔬菜，**很好玩**因為平日沒有這些機會。(光明)
- 中華文化活動日**很富娛樂性**及教育性。(嘉諾撒)

c. *Tasting success, failure, anxiety or even boredom*

Both positive feeling, such as tasting success, and negative mood, such as feeling failure, anxiety or even boredom could also produce impressive experience. However, positive feeling could motivate students the drive of learning in future. On the contrary, negative feeling may defeat the learning intention in upcoming opportunities. Teachers should take very careful attention so that students could be comforted and encouraged when they come across negative experiences, e.g. loss in a competition.

- 參加網球比賽，結果**吃光蛋落敗所以記得**。(光明)
- 我最深刻的是參加奧林匹克數學比賽，**拿到優異獎**很開心。(光明)
- 我最近參加了一個數學拔尖比賽，令我學到很多數學的東西和計數快一點，這是**老師選我去拔尖的**全級頭 10 名才有資格)。(寶覺)
- 背誦比賽中**獲取亞軍**，知道要經艱苦的訓練，努力及堅持才得到成功。(嘉諾撒)
- 學到只要具堅毅的精神，**經辛苦的鍛鍊才得到回報**。(嘉諾撒)
- 學習彈奏小提琴，知道從艱苦訓練中才可以**得到成果**。(嘉諾撒)
- 我參加了環保大使訓練計劃，先去童軍總會上理論課，然後會發證明。**上課的過程很難忘，因為課程很悶，要抄很多筆記**。(漢華)
- 於教學活動日參觀海洋公園。**印象深刻因為很悶，時間匆忙**。(漢華)
- 最深刻一次是上年四年級去老人院探訪，老師選了我做小司儀，**我很緊張，因為之前沒有做過**。(李一諤)
- 最記得是「環保舊曲新詞創作比賽」，**因為我很害怕**。(天虹)

d. *Building harmony relationship with others*

Undoubtedly, LWL activities often involve more collaboration among peers and adults, than classroom learning and students are more likely to learn to collaborate more effectively and to experiment new inter-personal roles/ styles/ modes in trust-abundant environments.

- 三年級時本來要去韶關，但生病了，改為**和六年級同學分享**他們拍攝到的片段，令我們找資料時方便些，雖然沒有去一樣印象深刻。(光明)
- 參加了 prefect camp 之後，和組員熟落了，因此現在要當值時，**關係會更親密**，更好，有更多東西傾談。(劉梅軒)
- 我估不到跟學校學也能得到這樣的成績，其他同學的表現也很好，跳舞真的講求合作性。**即使拿不到獎也不會不開心**，因為參與過程、投入參與、**和同學合作最重要**。(田家炳)
- 上年幼童軍的電訊日，那天我看到來自不同地區的童軍，**認識了很多朋友**。(李一譔)
- 擔任「環保大使」，接待來校參觀的同學，那次和他們一起玩遊戲，**非常融洽**，還有介紹學校給他們認識，帶他們去天台祈禱。(天虹)

e. *More learning opportunities*

People are born to learn. And also, students hope to choose what they want to learn if more learning opportunities are provided.

- **在這籌款義賣活動我學了很多**，禮物全是自製，要學會分工合作，賣的那天很熱，攤位很小，學會忍耐還有怎樣擺設，運用電腦打印，覺得未開始工作已開始使用辦公室用具。(寶覺)
- 能**學到與人溝通及主持講解感到滿足**。(梁鈺琚)
- 參加專題研習「遊走廣州二千」，去了很多地方，認識很多朋友，而以往的活動不會去那麼遠那麼久，所以這次**學會照顧自己的生活起居**，環境要求令自己要自立。(天虹)
- 喜歡參加課外活動的原因是好玩，**可以認識不同的東西**，學會珍惜參與活動的機會。(李一譔)

B. Students tell how they learn in LWL experiences

a. *Different perspectives*

LWL experience provides students learning in a real context. It is certainly more complicated when comparing with learning inside a classroom. It provides students opportunities and to think, to view from different perspectives on a matter. This challenge helps students broaden their mind and acquire deep learning impact.

- 從學習歷程之艱巨，知道努力的重要。**從中真正了解個人環境，對事物的看法變得多角度，會多所考慮，才作出決定。思想漸趨成熟**。(嘉諾撒)

- 在領袖訓練活動中，學會處理爭拗的解決方法；可讓大家**分別講述自己的看法，然後再詳細了解情形**，一起解決。(劉梅軒)

b. *Through application by doing*

Through application, students could really apply what they have learned. It would consolidate their previous learning. On the other hand, hands-on experience always enhances the learning effectiveness.

- 從戶外活動的過程，可學到不同的技巧，因而**對問題的處理，會引用有關技巧去解決困難**。(嘉諾撒)
- 不需從課堂的呆板學習中獲得知識。可從**實踐過程中學習**。(嘉諾撒)
- 下次再有機會做司儀的話，**會知道上次做錯了甚麼，甚麼不應該再犯**。這是一個經驗累積，可以充實自己，不怕有壓力。(李一諤)

c. *Peer influence or learning from each other*

In adolescent stage, peer pressure is always one of the crucial elements in molding the behaviors of a student. In a LWL experience, when collaborative learning is advocated, peer influence at same level or across levels would have a big impact on student learning. Students also learn a lot not only knowledge from others.

- 未做這些活動之前，有一段時間沒有心機讀書。但**做了領袖之後，有種壓力就是說不能做壞榜樣給中一看**，所以就要讀好書。(劉梅軒)
- 我參加童軍的艇工訓練，**其他童軍的經驗豐富，覺得自己不夠成熟**。(漢華)

d. *Experiences plus teachers' reminder*

Learning explicitly could help learning become more obvious and effective. Teachers' reminder of the objectives during the process could definitely help students to recall what they are going to learn as sometimes they may forget the learning goals and can't see the reasons of learning behind.

- 在這過程裡看到堅持的重要性。例如行山，只要堅持，就能完成；這是**透過自己的體驗，和老師的教導，所能看到的**。(劉梅軒)
- 從朗誦訓練的過程中領略到**在老師的幫助勉勵下，才会有進步**。從準備朗誦期間，要不斷努力，克服困難，改善自己。(梁鈺琚)
- **老師和我們一同玩群體遊戲，讓我們知道合作的重要**，溝通也更好。(李一諤)

e. *Stimulate the Motivation to learn*

Learning motivation could easily be stimulate by any LWL experience since the opportunity broadens the view of a student in a wider learning context.

- 去了博物館參觀，從粵劇展館看到的漂亮化妝及戲服，我非常欣賞，**也有興趣知道戲劇是怎樣來的**。(韋理)
- 參加中華文化親子遊藝會，認識到中國文化，改變了我的看法，認為應該**要多看歷史書**。(呂明才)
- 學校舉辦的「呂小閱讀日」，同學可扮演所喜歡的人物角色，**增加閱讀興趣，令我喜歡閱讀**。(呂明才)

Q2) Would there be any impact of LWL/ECA on students' value systems? How values could be nurtured through LWL activities?

A. Students tell the impact of LWL on their value systems

Apart from learning in the classrooms, students are able to acquire their knowledge through various LWL activities under different settings. They apprehend what values and attitudes that are well received in society as being a recognized individual (refers to the quotes in the below part). It is a pity that not all teachers could have taken up such an opportunity to enlighten or consolidate their students' thinking, which, has been on the right track. However, teachers usually fail to let their students know the behind rationales of conducting LWL activities, students are unable to seize the opportunity to reflect on their value system during the LWL process.

In addition, LWL activities have strong effects on students' emotion, feelings and even attitudes towards learning. Through such activities, students are capable of acquiring the techniques in handling their tensed emotion so that effective communicating and cooperating with their classmates will happen. They are proud of having preserved such acquired experiences with their self-confidence being further enhanced.

- 以前的我比較害羞，在三年級當交通安全隊時出外步操，很害怕出錯，但現在**活動令我膽子大了**，也肯和別人溝通。(李一謬)
- 首次參加「乘風航」從船上高處跳下海，第一次跳海所以記得，**因為畏高，很害怕，最後成功**，感覺好像小鳥。(韋理)
- 參加專題研習「遊走廣州二千」，以開旅行社形式進行，而我是社長，我們要先了解然後介紹景點，要向一群人介紹，所以**我們的膽子大了**。(天虹)
- 活動中，學懂了一些野外技能，在做人做事方面，責任感和**自信心**都強了。(劉梅軒)

B. Students tell the ways that positive values are nurtured through LWL

a. *The power of authentic situation*

Learning in a real context, meeting with an authentic situation might give a shock to students. No matter the scene is beautiful, great or contrary revolting;

the direct experience regardless of enjoyable or suffering, it could possibly create an impact on students' existing value system.

- 參觀中華白海豚，覺得**白海豚很漂亮，認識到環保對地球很重要**。(光明)
- 四年級時去「綠田園」耕種，**明白到耕種是一件不容易的事**。(光明)
- 有一次我在調景嶺地鐵站外義賣獎券，站了很久，**天氣很曬，很辛苦**；以前我不會買獎券的，**但經過這次，我會主動去買的**。(寶覺)
- 我們表演集誦時被人騷擾，**因此我知道要尊重別人**。(田家炳)
- 去了海防博物館參觀，**看到日本侵略中國的片段，不認同日本人的行為**，並希望將來能成為軍人，保衛國土。(韋理)
- 我們負責送湯給獨居老人，和他們談天；**覺得他們很可憐很慘**，我們要照顧他們，雖然我家裡沒有老人家，但我對老人家的態度也會因此改變，**我會主動幫助他們**，多關心他們，不希望他們不開心。(漢華)

b. *Understand the meaning behind the activity*

If the teacher could play a role as a mediator and let the participating students know the meaning behind the LWL activity, the positive values would easily be nurtured through LWL experience. Relevance to the classroom learning could be a kind of mediation of the experience.

- 經過這次活動，我**明白到義賣獎券背後的意義**，所以我參加了寶覺義工隊。(寶覺)
- 2004 年社會服務團有一個送暖行動，由明愛主辦，我們負責送湯給獨居老人，和他們談天；**覺得他們很可憐很慘**，我們要照顧他們，雖然我家裡沒有老人家，但**我對老人家的態度也會因此改變**，我會主動幫助他們，多關心他們，不希望他們不開心。(漢華)
- 參觀歷史博物館，令我加深了解中國歷史，**配合課堂學習**，例如鴉片戰爭，朝代等，亦令我認同國民教育，包括唱國歌。(呂明才)

Q3) Why does female perform better than male significantly in the three areas (Attitude towards learning, Self-concept and Attitude towards schools) in the stage of primary education? Could we see the gender difference in the LWL/ECA's participation and preference? Why and in what way does this differentiation happen esp. in prim?

The responses of the students were very diverse and did not clearly describe the differences between male and female students. It could be due to gender bias. Some responses mainly attributed to their characters and ability, which vary from one to another. However, it is speculative to draw this conclusion so far.

- 男女同學的表現也差不多，女同學較多言，男同學較喜歡玩。(光明)
- 男生數學較佳，女生語文較好。(嘉諾撒)

Q4) In general, P4 students perform better than P5 and S1 students perform better than S2. Why does it happen? Is it a general principle? How could a school show their improvement when using APASO in these two levels? Could we see the level difference in the LWL/ECA's participation and preference?

Similar to Q3, the responses were very diverse and could not make a clear conclusion. However, we may see some phenomena that exist, which are perceived by students' point of view.

A. (Prim.) Both the level of mental maturity and the pressure from examination are factors leading to the differences in learning and attitudes of P.4 & 5 students.

- 五年級的思想成熟些，而四年級則較為服從老師。(光明)
- 小五同學較小四同學思想成熟，較「懂性」。(嘉諾撒)
- 五年級讀書較專注和緊張，因為程度深了；四年級則輕鬆些。(光明)
- 小五級較小四同學皆努力，因為要應付升中評核。(嘉諾撒)
- 升上小五後，更忙於補習，參與校外活動較少。(梁鈺琚)

B. (Prim.) Teacher's classroom management skill could also be a factor

- 我覺得五年級表現好些，因為現在的班主任很嚴厲，所以紀律較去年好，同學間甚少吵架。(韋理)
- 我覺得四年級表現好些，因為四年級時的班主任很幽默，可以帶出不同主題，讓我們學到不同的東西。(韋理)

C. (Sec.) Majority of the F.1 and 2 students regard the differences in learning and attitudes arise from their anxiety of learning in a new environment, their concern towards the new schools, stress from assignment and their individual learning experiences.

- 中二熟悉了環境，會作多些嘗試。(寶覺)
- 中二功課較多，參加活動較中一少。(寶覺)

Q5) At the secondary level, participation in Community Service shows the strongest relationship with Leadership. Is it commonly true? Why?

Commitment in community services seems to have positive impact on students' learning experiences.

- 參加了很多服務學習，**對扮演領導生的角色的幫助**。不只幫助班長，還可以帶領同學挑戰膽量，還可以幫助活動宣傳，要負責任。(寶覺)
- 服務活動**的確能改進同學的領袖才能**，例如學會製造氣氛，不會出現冷場；在活動中，老師都經常提醒同學當領袖的技巧和道理。(劉梅軒)

However, after summing up the responses from students, the causal correlation

between leadership and learning through community service is dynamics and not clear to make a conclusion. Some of the students with quality leadership may actively take part in community services. There are reasonable speculations about the causal relationship between these two variables and further investigation is recommended in future.

- 同學參與社會服務與其領導才能有相互關係，有些有領導能力的同學較多主動參與社會服務。(寶覺)

Q6) Other findings

A. Poverty effect on LWL participation

- a. According to students' subjective perception, only very few students cannot participate in LWL activities owing to the difficulty in payment of the fees charged.
- b. Some students are aware of the different sources of assistance that could help students of financial difficulties take part in organized activities.

B. The features of Project learning perceived by students

Students consider project learning effective (mainly in knowledge and technique acquisition). Project learning brings about the enlightenment on cooperation at work through sharing of the assigned tasks. Learning in a real context enable the students to have a vivid impression of the work and experience the possible stress it brings as well. This process facilitates effective learning.

a. Cooperation skills, communication skills and leadership empowerment

- 同學們可從「爭執」中學習合作。(嘉諾撒)
- 學到要有團隊精神和合作才可以完成，我們沒有吵架，因為我們會衡量誰的意見好才使用。(光明)
- 由於我是組長，所以我要有指揮能力，我學會很多東西，例如怎樣應對不肯做事的同學，分配工作，教導和領導他人的能力，並向老師反映。(光明)

b. Relevance to daily life

- 我們的題目是「八達通」，因為這和我們息息相關，會探討它的功用，好處和壞處。(寶覺)

c. More creation and space

- 能讓我們有更多思考的機會，並發揮潛能和創意。(寶覺)
- 開心的地方是學習的過程彈性輕鬆，可以一起討論。(田家炳)

d. Helps to increase memory ability

- 會擴闊同學的知識，於專題研習可以找到一些上課時學不到的資料，自己找可能記憶會好些，深刻一點。(寶覺)
- 因為親身經歷，印象更深刻，發現自己做得到，有此能力；相反只抄寫則沒甚印象。(韋理)

e. Ownership and satisfaction in learning

- 完成後很有滿足感，因為是自己的作品，不怕在別人面前介紹。(李一譔)

Conclusion

The case study not only triangulates and supplements the findings of the quantitative survey of the “Impact of the LWL Evaluation”, but also discloses more details on what students learn in LWL experiences. In addition, it tells how students learn in those LWL opportunities. Last but not the least, students also voice out that they need sufficient choices in selecting their preferred LWL activities.