

「把經驗轉化為學習」系列

如何透過「其他學習經歷」及「學生學習概覽」 的優質反思促進深層學習 工作坊（新辦）

張詠珊

教育局全方位學習及圖書館組

2017-18年度



全方位學習

- 真實情境中學習
- 掌握一些單靠課堂學習難以達到的學習目標
- 豐富學生的經歷，有「延伸」、「擴闊」及「促進」的功能



《基礎教育課程指引—聚焦、深化、持續》(2014)

<https://cd.edb.gov.hk/becg/tchinese/chapter6.html#s6.3>

《中學教育課程指引》第七分冊(2017年5月擬定稿)

Life-wide Learning and Experiential Learning

http://www.edb.gov.hk/en/curriculum-development/renewal/guides_SECG.html

- 於各學習領域，跨科學習及其他課室以外的情境中舉行

- 於高中由學校提供的「其他學習經歷」中有效推行

Ongoing Renewal of the School Curriculum

Home | The School Curriculum Framework | Curriculum Guides | Documents on Feedback Collection | Professional Development Programmes | FAQ | Useful Links

Secondary Education Curriculum Guide (Draft - May 2017)

Introduction	
Booklet 1: Ongoing Renewal of the School Curriculum	
Booklet 2: Learning Goals, School Curriculum Framework and Planning	
Booklet 3: Effective Learning and Teaching: Developing Lifelong and Self-directed Learners	
Booklet 4: Assessment Literacy and School Assessment Policy	
Booklet 5: Embracing Learner Diversity	
Booklet 6: Four Key Tasks: Towards Major Renewed Emphases	
Booklet 6A: Moral and Civic Education: Towards Values Education	
Booklet 6B: Reading to Learn: Towards Reading across the Curriculum	
Booklet 6C: Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines	
Booklet 6D: Information Technology for Interactive Learning: Towards Self-directed Learning	
Booklet 7: Life-wide Learning and Experiential Learning	

「其他學習經歷」 (Other Learning Experiences, OLE)

課程目標

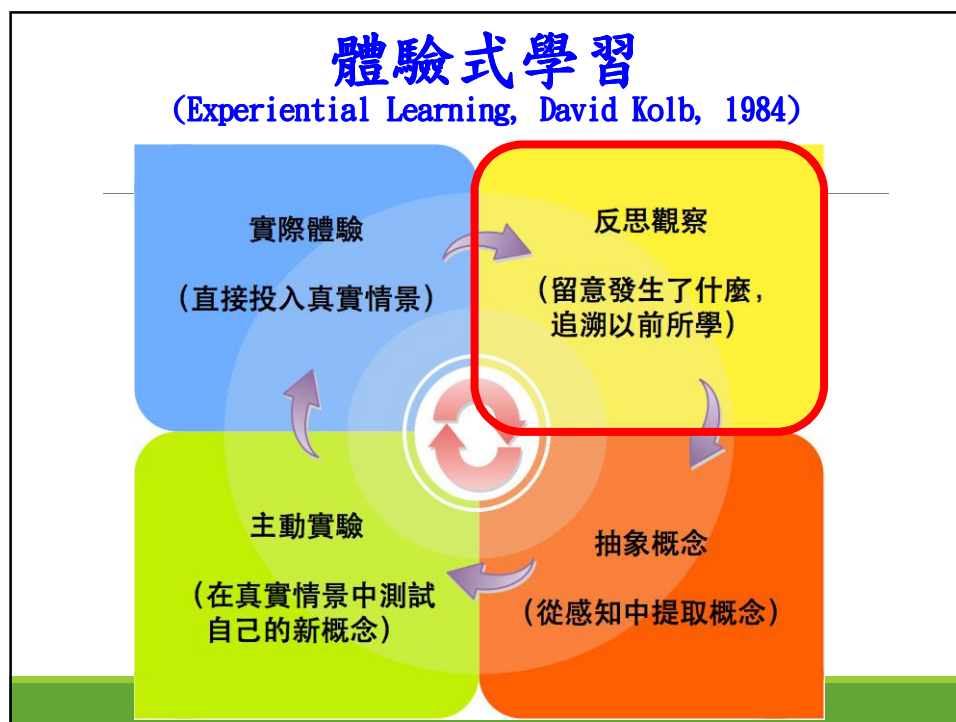
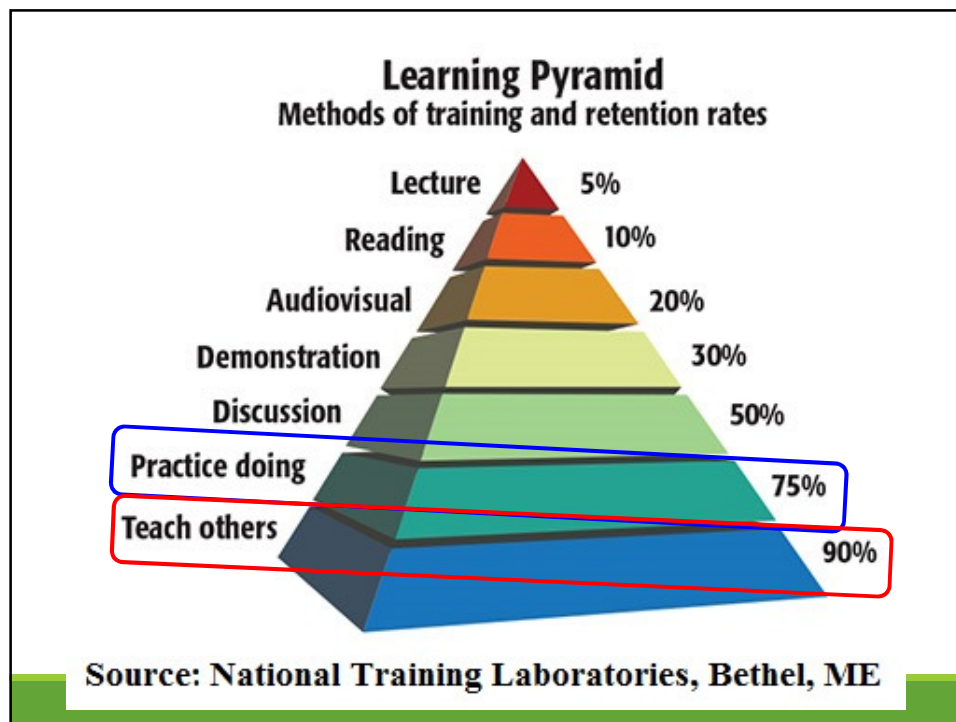
- 拓寬學生視野，培養終身興趣
- 培養正面的價值觀及態度
- 提供寬廣而均衡的課程，培養中華傳統美德：德、智、體、羣、美
- 促進全人發展，成為終身學習者

5

「其他學習經歷」

鼓勵整體及學校靈活地規畫三年高中的「其他學習經歷」的安排（包括上課時間表以內及以外的學習時間），專業自主，彈性處理

重視提供有質素的「其他學習經歷」，包括給予學生時間及支援，培養反思的習慣，深化及鞏固學生所學



<http://npdl.global/>

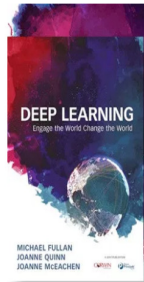
Deep Learning Hub | NPDL

New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

Home | Deep Learning - Book Resources | Making It Happen | Measuring Impact | Global Events

DEEP LEARNING

Engage the World Change the World



Engage the world to change the world: prepare yourself and others to shape the future through deep learning.

Deep Learning has claimed the attention of educators and policymakers around the world. This book not only defines what deep learning is, but takes up the question of how to mobilize complex, whole-system change and transform learning for all students.

Deep Learning is a global partnership that works to transform the role of teachers to that of activators who design experiences that build global competencies using real-life problem solving, and supports schools, districts, and systems to shift practice and measure learning in authentic ways. This comprehensive strategy incorporates practical tools and processes to engage students, educators, and families in new partnerships and drive deep learning.

Get your copy now! [Purchase book](#)

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Fundamental aims of deep learning

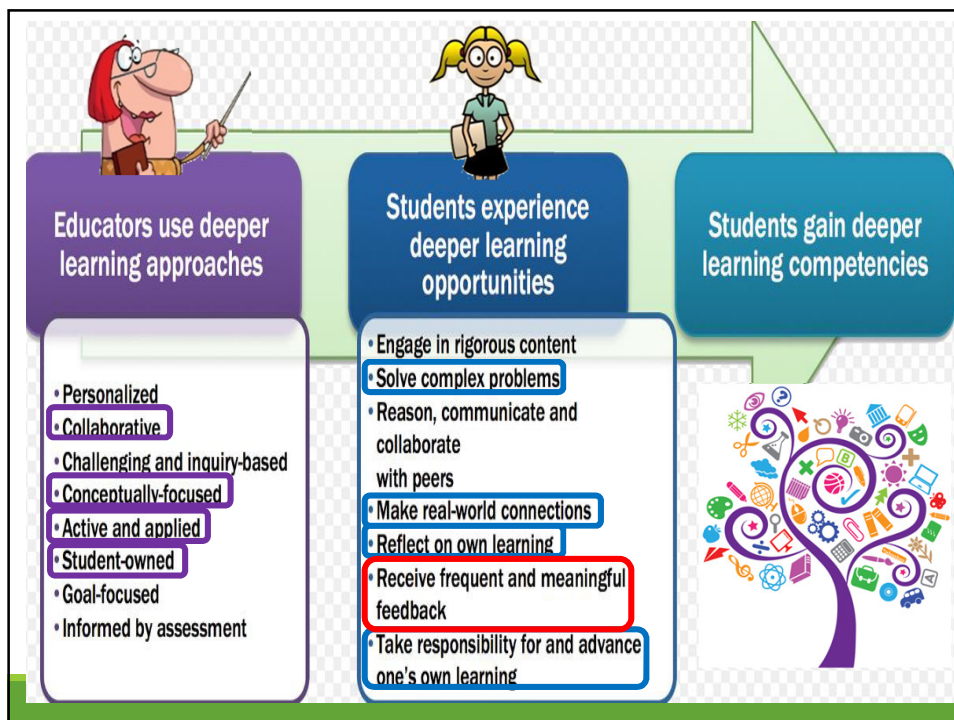
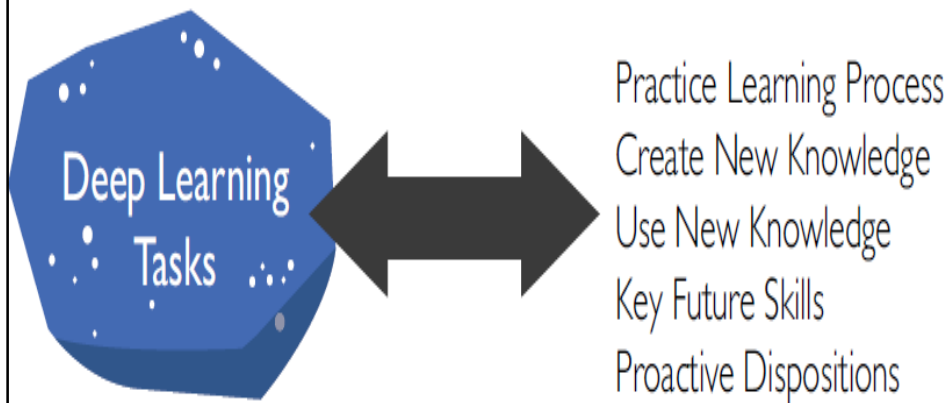
Going beyond **surface** learning or rote learning, where a student may memorize a procedure or formula, but does not actually understand the **underlying principle**

Helping students build **conceptual understanding** of how knowledge has been constructed within a particular discipline or topic

Promoting students' thinking about and **applying their learning in meaningful ways**

Helping students build **generalizations and mental models** of the world that allow them to make sense of new information and **connect** it to prior knowledge

Deep Learning Tasks



分組討論

「其他學習經歷」深層學習活動

任務

建議一項活動，當中具備至少三項深層學習元素。

Pedagogies to promote deep learning

Multiple and varied instructional strategies and tasks

Making full use of **digital tools**

Students' **intrinsic motivation**

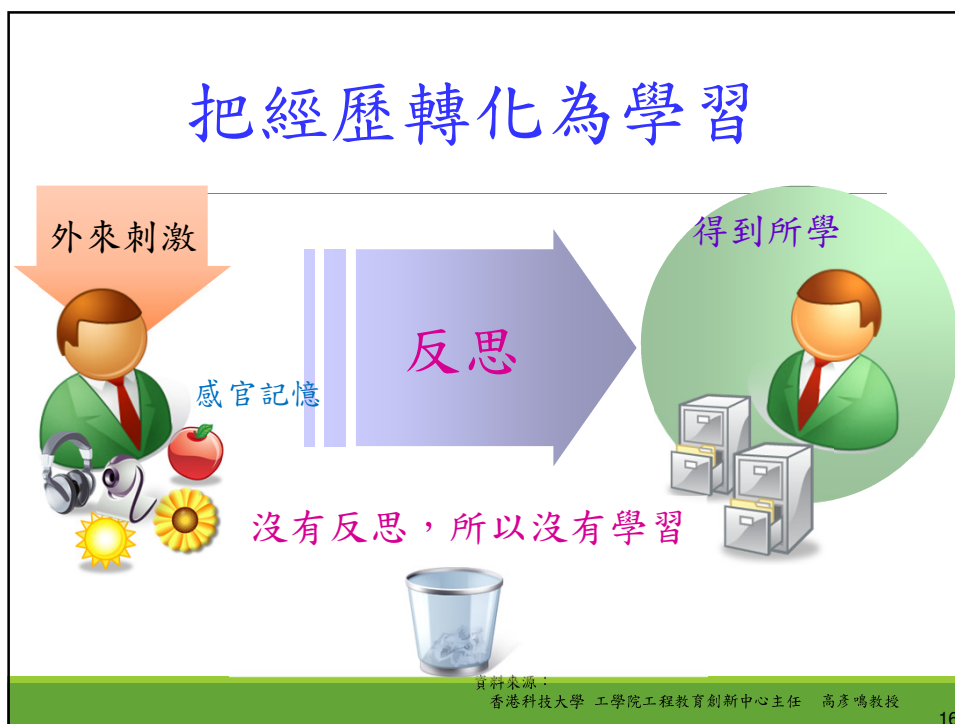
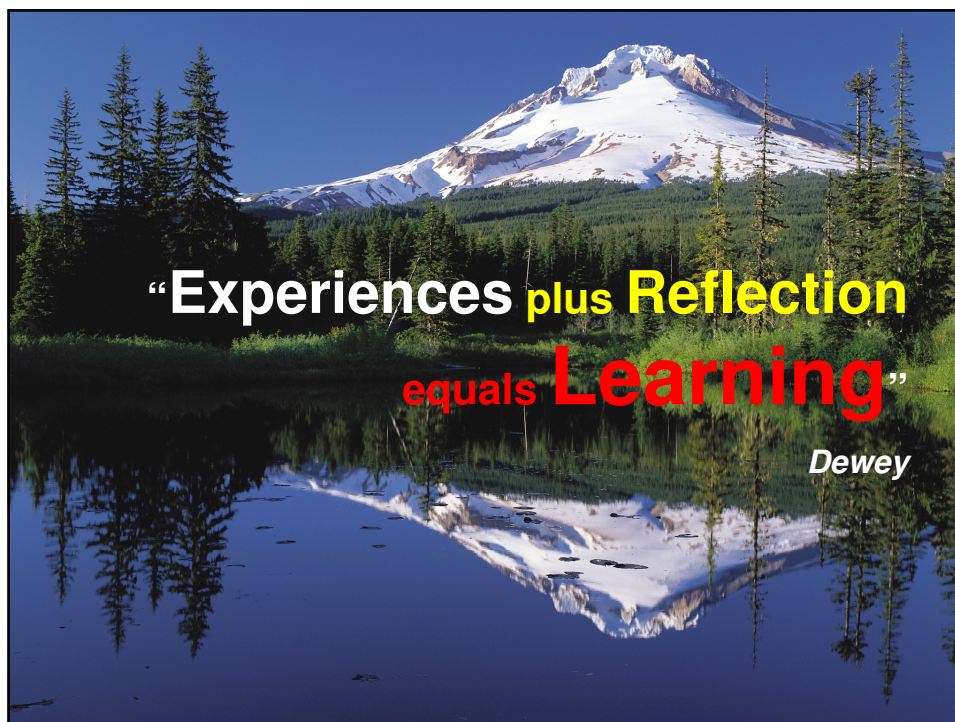
Engaging students in **challenging tasks**

Supportive guidance

Encouraging **questioning and self-explanation**

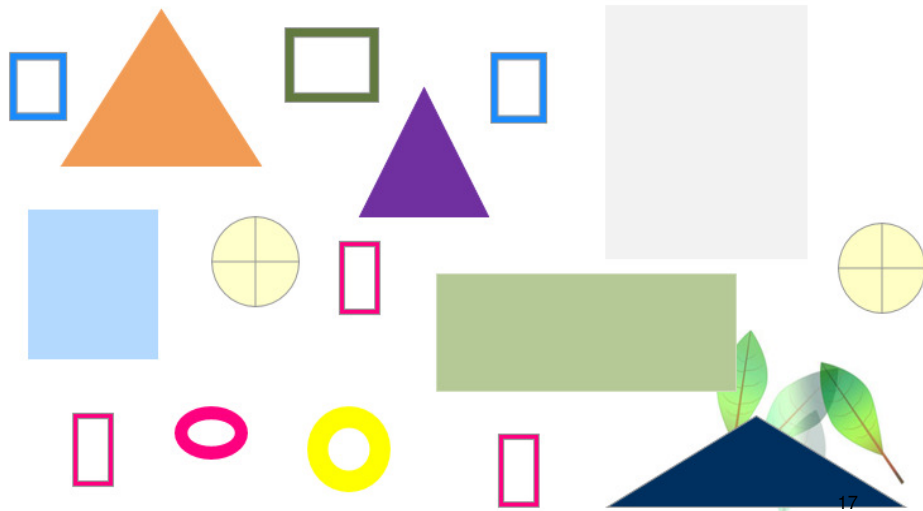
Using **formative assessment**

Teaching with **examples and cases**



「**解說**」是幫助學員整理經驗的機會，讓體驗不單停留於一個遊戲，而是提升自己，對自己有新的發現，把不為人知的經驗轉化為被肯定和有意義的經驗。」

Roger Greenaway



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7.3.6 Key Issues related to LWL

Prime Importance of Reflection in Experiential Learning

- Reflection is **not necessarily in written form**. With **adequate prompts** from teachers and peers, students of different abilities could be encouraged to demonstrate their learning outcomes through **thinking aloud, talking with peers, PowerPoint presentations, drawing, designing, a short play with a targeted audience or producing a promotional video collectively**.
- Apart from teachers' quality feedback, schools can **promote peer assessment or self-assessment** in LWL. The expected learning outcomes should be explained with **concrete evidence of learning** so that students are able to understand the assessment criteria better. This also strengthens students' **role as self-directed learners** and facilitates further learning.

- Schools should establish a **safe and trustful school culture** to provide an environment conducive to reflection. Students could be put in groups to engage in dialogues to reflect on their learning experiences, exchange ideas and understand other's thoughts. **Teachers should be considerate, understand students' learning difficulties and adopt diverse strategies** to facilitate deep thinking and nurture reflective habits of mind during and after LWL.

(1) 引導學生反思策略

討論 DISCUSSION

訪問 INTERVIEW

提問 QUESTIONING

記錄 LOGS & JOURNALS

視頻片段 VIDEOS

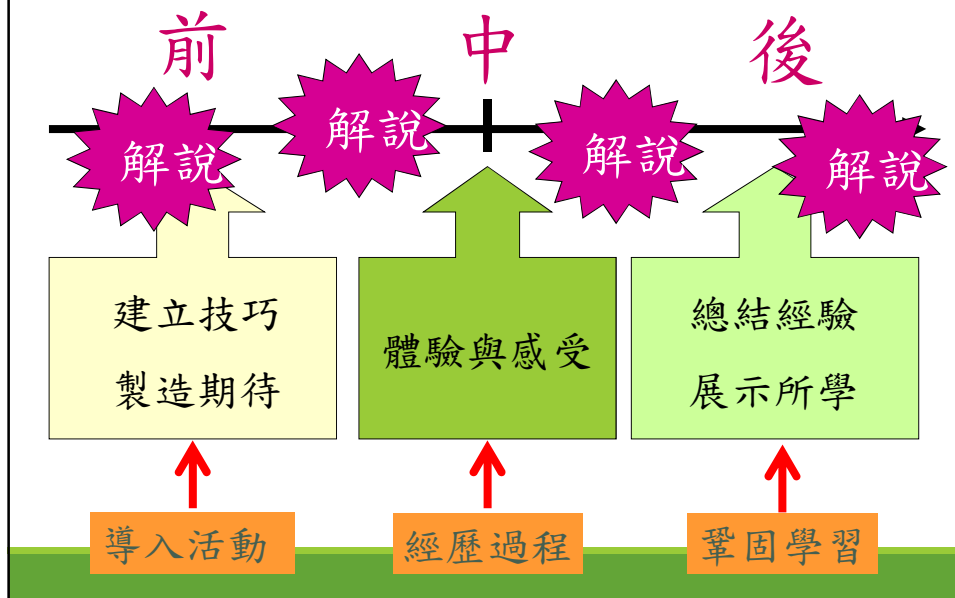
匯報 POWERPOINT PRESENTATION

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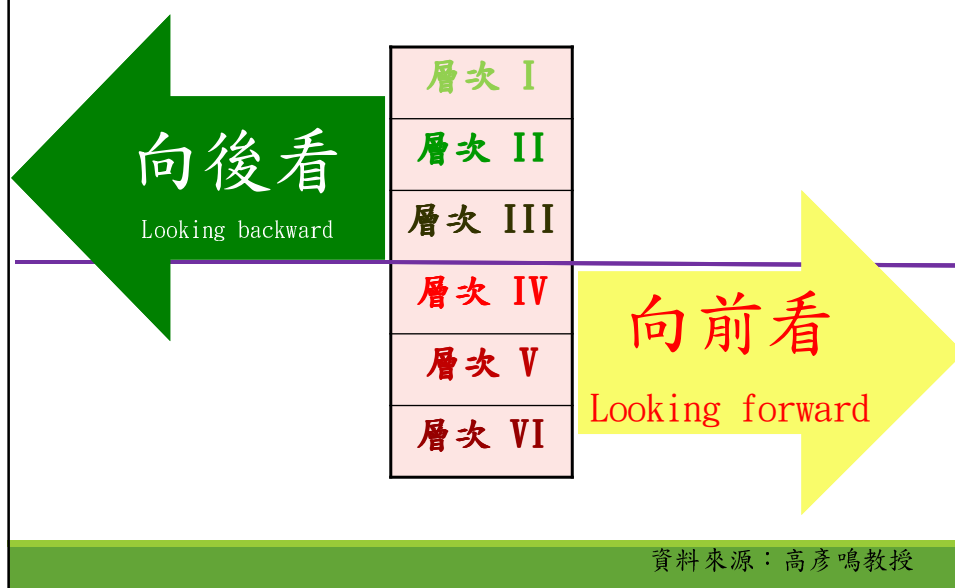
多元化

(Source: HKUST, Student-LED Workshop for Students 2016/17)

(2) 三階段設計



(3) 反思的六個層次(深度)



資料來源：高彥鳴教授

(4) 反思重點— 回應學習目標 (6Cs)

分組討論

促進深層學習的反思問題／活動

任務

建議三項相關的反思問題／活動，幫助學生反思自己的經歷，深化所學。

三項相關反思問題舉隅

協作能力 (Collaboration)

1. 小組分享

活動中學習到如何與組員協作？

層次II-III

2. 我的成長記錄

今日所學習到的協作能力，可以如何應用到其他生活／學習上嗎？

層次V

3. Facebook

今日哪些部分做得不好，怎樣改善？好的可如何變得更好？

層次VI

有效反思的要素

- ✓ Extract **evidence of success** from experience
- ✓ Articulate **deep thinking**
- ✓ **Transform** activity experience to learning experience
- ✓ Relate to **emotions**
- ✓ **Avoid** being restrained to a **single template**
- ✓ Use of repetitive exercises may easily lead to **repetitive responses**.

*Arthur L. Costa and Ben Kallick, Dec 2008, Ch. 12 Learning Through Reflection
Learning and Leading with Habits of Mind*

(Source: HKUST, Student-LED Workshop for Students 2016/17)

