

Enhancing Student's Self-directed Learning Capability Series:

(1) Adopting the Student-LED Approach in OLE (New)

12 December 2018

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Life-wide Learning Section, CDI

Rundown

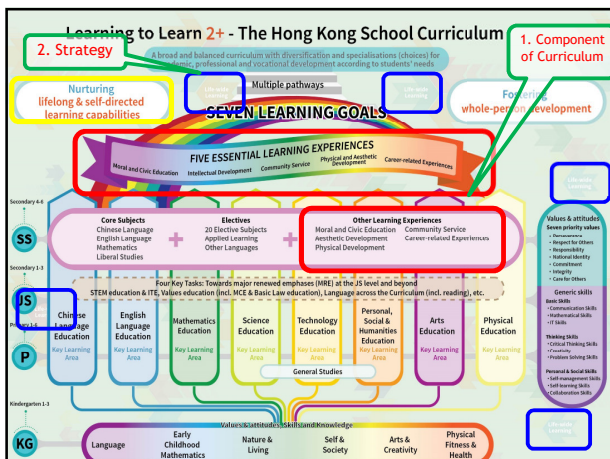
Time (pm)	Content
2:15 - 2:30	Registration
2:30 - 3:15	A Paradigm Shift in Education – The Student-LED Approach
3:15 - 3:30	Break
3:30 - 4:15	Strategies in Enhancing Student's Self-Directed Learning Capability
4:15 - 5:00	Sharing of School Experience

(1) Adopting the Student-LED Approach in OLE (New)

Content

1. Enhancing Student's Self-Directed Learning Capability
2. "Student-LED" Approach in OLE
3. "Student-LED" Activities

1. Enhancing Student's Self-Directed Learning Capability

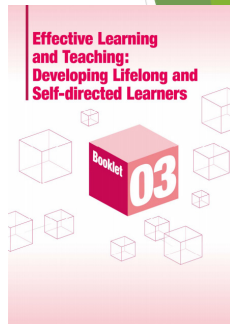


The screenshot shows the EDB website with the URL <http://www.edb.gov.hk/tc/curriculum-development/renewal/guides.html>. The page is titled "學校課程持續更新" (School Curriculum Renewal) and lists various resources and guides for curriculum renewal, including the "課程指引" (Curriculum Guidelines) for different levels of education.

Senior Secondary Curriculum Guide (2017)

Booklet 3

Effective Learning and Teaching: Developing Lifelong and Self-directed Learners



Self-directed Learner (P.5)

- In deep learning, students discover and master knowledge across disciplines in the classroom, connect it with their prior knowledge in the real world, and engage in learning tasks for meaningful application. The creation and use of new knowledge developed in the learning process is an important outcome of deep learning. With appropriate use of technology, challenging learning tasks can be designed to enhance students' intrinsic motivation and help them apply their learning in real-life contexts effectively.
- SDL is only achievable when students possess a sense of self-awareness of their own beliefs, strengths, abilities, strategies adopted, and accept responsibility for their learning. In this regard, students should be provided with an encouraging environment, ample time and authentic contexts to actively and confidently make connection with existing knowledge and apply them in real-life contexts, to co-construct knowledge with peers, and most importantly, to be responsible for their own learning and become self-directed learners.

Role of Teachers (P.7)

Role of Teachers	Action (examples)
Transmitters of knowledge	Give lectures and provide and present information.
Facilitators of learning	Discuss with students and provide guidance in the process.
Resource persons	Advise on sources of information and build networks for learning.
Counsellors	Provide advice on study methods and future study and career pathways.
Assessors	Inform students of their strengths and weaknesses to make plans for the next stage of learning.
Leaders	Take the lead in motivating student learning.
Co-learners	Learn alongside students.

Role of Students (P.8)

- To become self-directed learners, students are encouraged to:
 - set learning goals and plans;
 - raise questions and suggest topics of enquiry;
 - collaborate with peers;
 - contribute to the design of learning activities or tasks;
 - identify and use appropriate resources and strategies to support learning and/or complete a learning task;
 - connect and apply knowledge and skills in a variety of real-life contexts;
 - evaluate and suggest ways to improve the effectiveness of the learning resources and strategies used; and
 - review and reflect on their learning experiences.

Students' roles

- Self-assess your readiness to learn
- Define your learning goals and develop a learning contract
- Monitor your learning process
- Take initiative for all stages of the learning process — be self-motivated
- Re-evaluate and alter goals as required during your unit of study
- Consult with your advising instructor as required

Advising instructors' roles

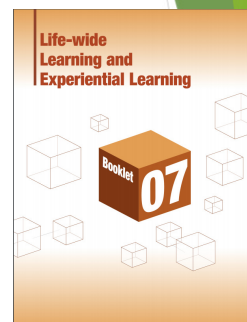
- Build a co-operative learning environment
- Help to motivate and direct the students' learning experience
- Facilitate students' initiatives for learning
- Be available for consultations as appropriate during the learning process
- Serve as an advisor rather than a formal instructor

Senior Secondary Curriculum Guide (2017)

Booklet 7 Life-wide Learning and Experiential Learning

Section 7.4 Other Learning Experiences

<http://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%207.20170531.pdf>



Some Key Issues

- ▶ Whole-school Curriculum Planning
- ▶ Depth and effectiveness of activities
- ▶ Reflection in experiential learning
- ▶ Harnessing Community Resources



7.6 Way Forward for Life-wide Learning

7.6.1 Strengthening Lifelong Learning Capabilities

- Under the ongoing renewal of the school curriculum, schools are recommended to further improve their whole-school curriculum to enhance students' lifelong learning capabilities for achieving whole-person development so as to meet the needs of a rapidly changing world in the 21st Century. In this connection, schools are encouraged to strengthen the significant role of LWL in developing students' holistic thinking, nurturing students' sense of ownership in taking part in LWL activities and fostering students' positive values and attitudes that are essential for them to face the challenges ahead.
- To achieve the above, in addition to providing students with a range of meaningful learning experiences, LWL should give students ample opportunities for peer learning to promote exchange of ideas as well as a high level of autonomy to enhance their sense of ownership and responsibility. More space should also be created for quality self-reflection to enable students to engage in deep learning and become self-directed learner that would be essential to pursue their lifelong learning.

7.6.2 Facilitating Self-directed LWL

- LWL provides an ideal platform for students to exercise more autonomy in their learning experiences. Following the guiding principle of "Being Student-focused", schools have started incorporating students' views and encouraging students to take on a more active role in the planning and design of their LWL and OLE programmes.
- In this regard, schools have accumulated valuable experiences in adopting the "Students as Learning Experience Designers" (Student-LED) approach to the implementation of LWL and OLE programmes. In Student-LED projects, students are elevated from merely participants of activities to designers of their own learning experiences, and take ownership of designing learning experiences which they see as interesting, important and useful. Teachers then take on a corresponding change of role i.e. from being instructors or activity providers to facilitators, and aim to support student learning in the cyclic process of planning, implementation and evaluation of activities.

- During the Student-LED process, students are empowered to initiate ideas, set goals, make plans, take action, review and adjust their plans, and evaluate the activities. Meanwhile, teachers help to create a safe atmosphere with a high level of trust in which students learn from each other. Through reflective questioning and providing non-judgemental feedback throughout the whole process, teachers will enhance students' development of self-directed learning abilities. In addition, allowance for flaws on students' part and support from school leaders is important for trying-out of Student-LED activities.
- Through long-term involvement in the Student-LED approach and adoption of various roles in activities throughout secondary education, students would learn to clarify their own values, inspire a shared vision among fellow students, experiment and take risks of innovative ways, foster collaboration, encourage others to act and recognise the contribution of different working partners.

More information on the Student-LED approach is available at:
http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/eng/introduction.html

- Through active engagement in various quality LWL programmes, students are exposed to a variety of ideas, people, places as well as real-life challenges so that they are empowered to unleash their creative power to solve problems and strengthen their role as self-directed learners and face different challenges ahead.

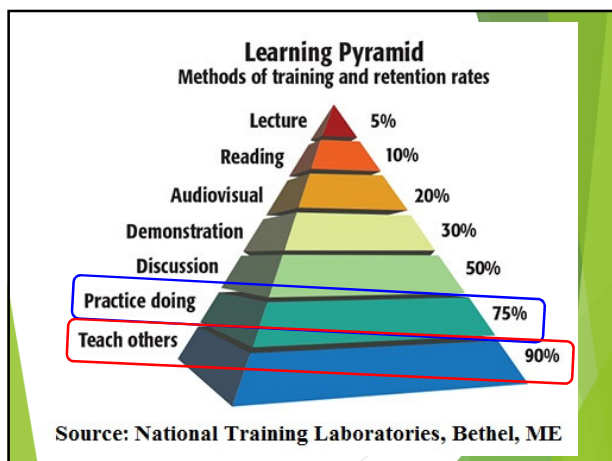
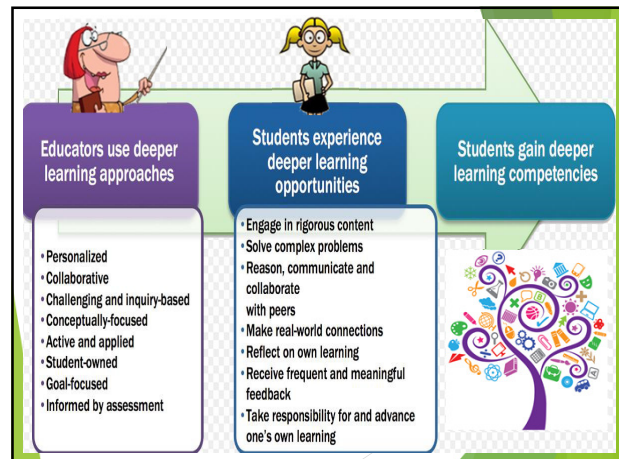
Way Forward for OLE

Facilitating Self-directed learning capability through OLE

Students take a more active role in planning and organising their own OLE

"Students as Learning Experience Designers" (Student-LED) Approach

2. “Student-LED” Approach in OLE

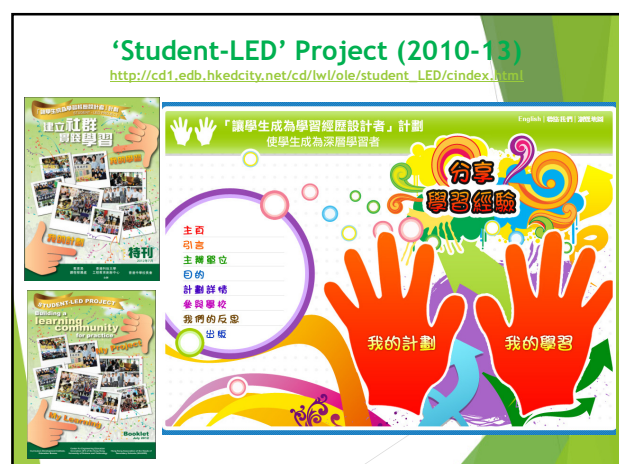
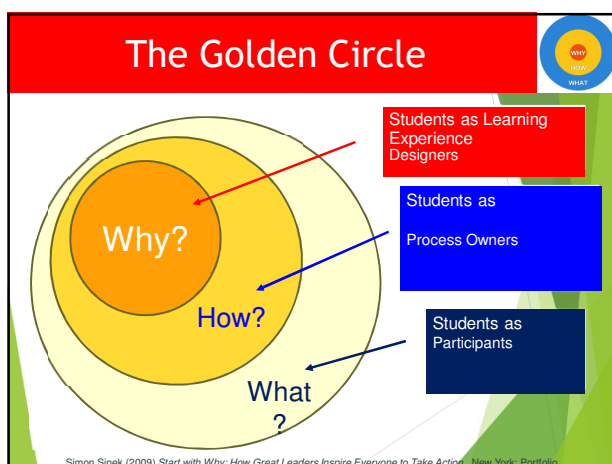


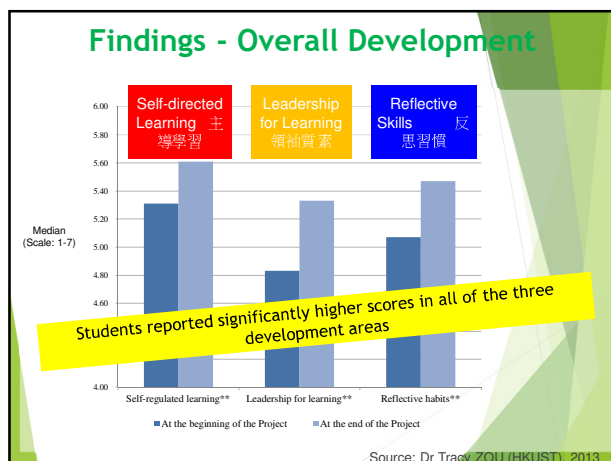
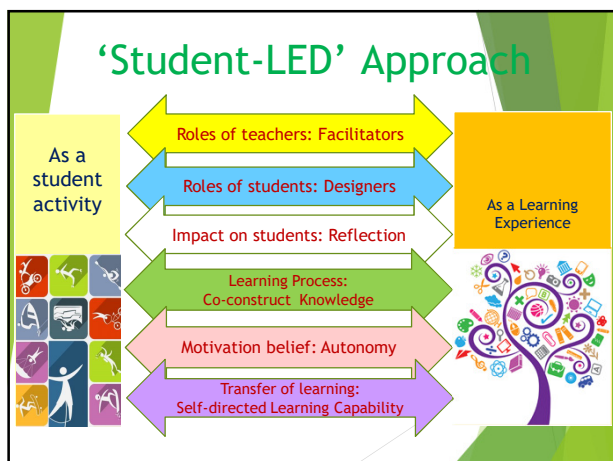
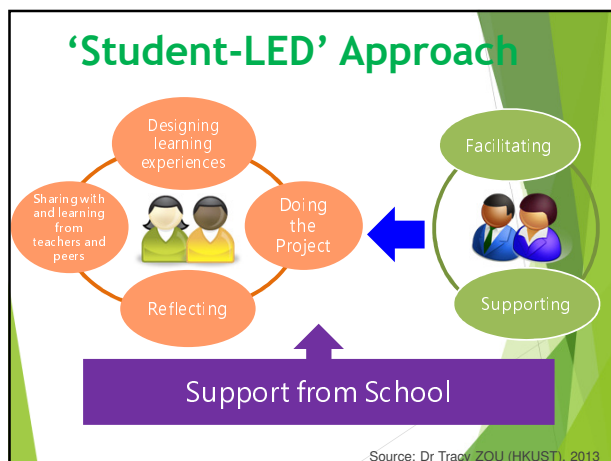
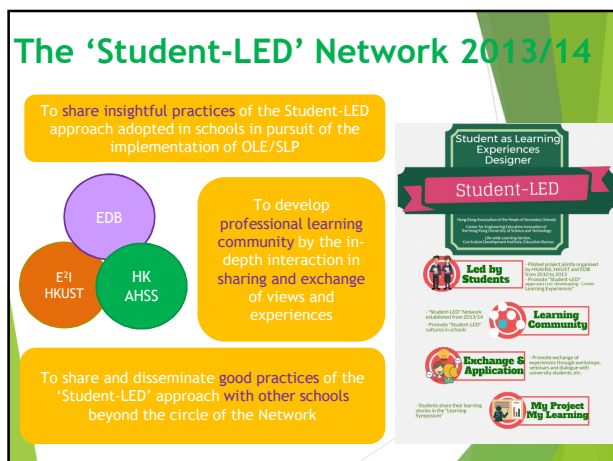
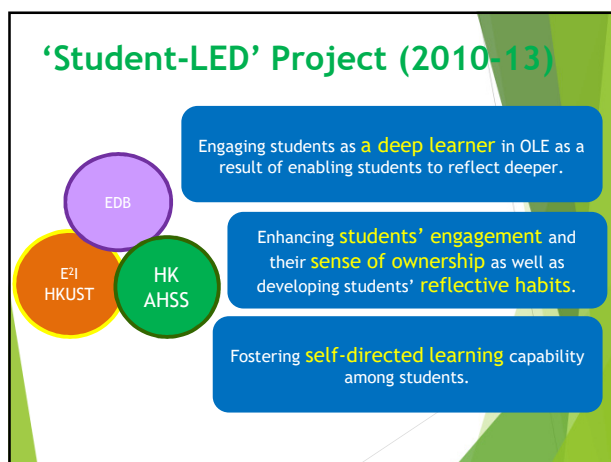
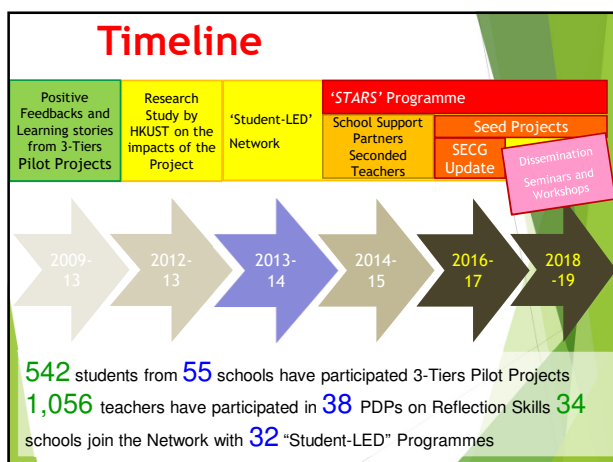
Self-directed and Lifelong Learning

Principle:

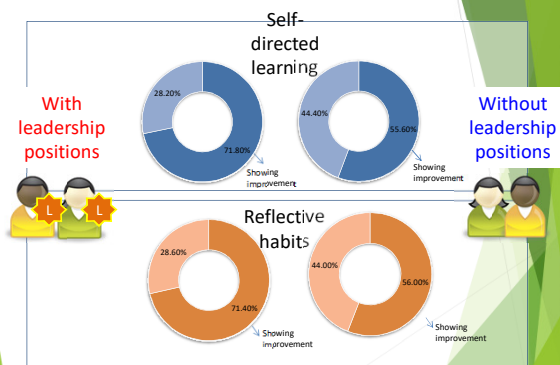
To become self-directed learners, students must learn to assess the demands of the task, evaluate their own knowledge and skills, plan their approach, monitor their progress, and adjust their strategies as needed.

Susan Ambrose et al. (2010) *How Learning Works*, San Francisco: Jossey-Bass, p. 191.





Leadership Positions and Student Development



Source: Dr Tracy ZOU (HKUST), 2013

Implications

How to provide students with **autonomy**?

- **Trust** them and let them try
- **Let them decide** what to do and how to do it
- **Encourage** them to tackle challenges

86.1% of the students agreed that they had a lot of **freedom** in the Student-LED Project.

91.7% of the students **enjoyed the challenge** in the Student-LED Project.

94.4% of the students agreed that they had **choices** over the Student-LED Project.

Implications

How to provide students with **leadership** and progressive development opportunities?

- ▶ Recognize their **expertise/ abilities**
- ▶ Create opportunities for them to **lead and help their peers**
- ▶ Encourage **mentoring or buddy programs**
- ▶ Give **feedback** on their learning



3. “Student-LED” Activities

不是搞活動 乃是搞**學習**

“This is not only an activity but also a learning.”



3-Tiers Framework of “Student-LED” Approach

School Level

1. Enhance reflective capacities among all teachers
2. Cultivate the school's LED culture and enhance students' capabilities to be effective LED via a whole school curriculum planning

Subject / Department Level

Foster self-directed learning capacities among students through coordination and collaboration among committees and KLAs

Student / Activity Level

1. Enable participants to reflect deeper
2. Strengthen deep learning as LED among the students

3-Tiers Framework of “Student-LED” Approach

Student / Activity Level

1. Enable participants to reflect deeper
2. Strengthen deep learning as LED among the students

「今日公益，明日領袖」2016-17
東華三院李潤田紀念中學
「蝶愛的傳遞」計劃

計劃目標

透過學校推廣、社會服務及社區推廣，讓更多同學及市民：

- (1)了解器官捐贈的「3S」：
Sign-up (登記意願)、Speak-out (告訴家人)、
Spread-out (傳播希望)
- (2)支持器官捐贈這項善行，讓生命得以延續，如蝴蝶般脫變重生

「今日公益，明日領袖」2016-17
東華三院李潤田紀念中學
「蝶愛的傳遞」計劃

訂立計劃

- 香港器官捐贈的現況並不樂觀
- 設計不同類型、覆蓋面不同的活動
- 令不同的參與者參與合適的活動
- 令他們明白支持及推廣器官捐贈的意義及重要性

1.1 活動周(一)早會分享 (2016. 12. 5-9)

向全校師生介紹關於器官捐贈的基本知識。

1.2 活動周(一)展板展覽 (2016. 12. 5-9)

讓全校師生可以更全面了解器官捐贈。

1.3 活動周(一)家長教師會週年大會宣傳 (2016. 12. 10)

家人的支持對器官捐贈來說很重要

1.4 拍攝微電影 (2017. 3. 31-4. 1)

《幸運的不只是我》

微電影內容：是關於一個天生失明的少女，接受眼角膜移植之後，懷著感恩的心去服務社群。

與校園電視台合作，向東區尤德夫人那打素醫院申請拍攝場地。

1.5 活動周(二)攤位活動 (2017. 5. 10-11)

1.6 活動周(三)播放微電影及訪問高永文醫生片段 (2017. 5. 15-19)

2.1 訪問高永文醫生 (2017. 3. 19)

邀請前香港食物及衛生局局長高永文醫生進行訪問



- ➔ 香港器官捐贈人數仍不理想
- ➔ 醫護人員必盡力拯救每一病者
- ➔ 登記成為器官捐贈者，並告知家人意願
- ➔ 同學應多支持及推廣器官捐贈

高醫生的呼籲！

2.2 2017器官受贈者感恩大會及義工服務 (2017.3.19)

於香港移植學會及瑪麗醫院合辦的「2017器官受贈者感恩大會」擔任義工

2.3 社區推廣 (2017.5.13)

- 時間：5月13日早上10:00-12:00
- 地點：銅鑼灣記利佐治街行人專用區
- 向市民及遊客宣傳器官捐贈及派發單張



「今日公益，明日領袖」2016-17
東華三院李潤田紀念中學
「蝶愛的傳遞」計劃

主導角色

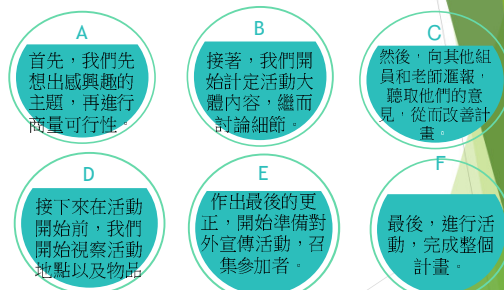
- 策劃者 (訂立計劃及設計活動)
- 挑戰者 (解決在計劃途中遇到的挑戰)
- 教育者 (介紹關於器官捐贈的正確知識)
- 推廣者 (推廣器官捐贈)
- 動員者 (動員同學及市民參與活動)



香港教師會李興貴中學 LED學會 “拯救海洋大行動”活動經驗分享

- 組員
1. 黎捷榕
 2. 楊毅
 3. 周源峰
 4. 陳雪盈
 5. 譚恩同

我們學生如何主導這次計劃？



各人在計畫中的角色

學生的角色

我們學生是活動的**主要策劃者**，活動中的**內容、宣傳、尋找場地**都是我們負責。在是次活動中，我們是**擔當著重要角色**，不然活動就無法成功的。

老師的角色

老師擔任著**輔導者**，在計畫中遇到困難的時候為我們**提供意見**，讓我們可以順利推行活動，老師在是次活動中的幫助，**有著舉足輕重的重要性**，雖然擔任著輔導者的角色，但是沒有老師的意見，我們這次活動便不會成功。

計劃中遇到的挑戰

最大的挑戰是在分工上出現問題

-在前往目的地的時候，隊伍斷成一段一段的，我們沒有馬上做出反應，避免參加者脫離隊伍。

-在分配物資方面我們也沒有做好，分配物資的時候手忙腳亂等等。

解決方法

-雖然沒有即時作出改善，但是我們在發現問題的時候就和組員商量作出對策以解決問題。

-我們在活動結束後也有作檢討，以此作為日後制定活動的經驗，避免問題再次出現。

3-Tiers Framework of “Student-LED” Approach

Subject / Department Level

Foster self-directed learning capacities among students through coordination and collaboration among committees and KLAs

Staff Development Day on 5 Oct



香港教師會李興貴中學

2018-19 種籽計劃
其他學習經歷學生手冊

學生姓名: _____

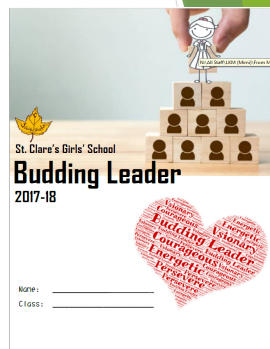
班級: _____

參與活動: _____

職位: _____

St. Clare's Girls' School Budding Leader Programme

- ✓ S1-S6
- ✓ Leadership Qualities
- ✓ Personal Content
- ✓ Set Goals
- ✓ Strategies
- ✓ Self-Reflection
- ✓ Self-evaluation
- ✓ Mentorship
- ✓ Next Year Planning



3-Tiers Framework of “Student-LED” Approach

School Level

1. Enhance reflective capacities among ALL teachers and students
2. Cultivate the school's LED culture and enhance students' capabilities to be effective LED via a whole school curriculum planning

STUDENT-LED PROGRAMME

Last December, each F.2 and F.3 class formed an organizing committee and designed a class-based activity



ACTIVITY WEEK LOCAL PROGRAMMES 23 - 27 APRIL, 2018

Form 1 - Theme-based activities

	23 / 4	24 / 4	25 / 4	26 / 4	27 / 4	FEATURES
Briefing	1A & 1B Food Republic Workshop	1E & 1F Food Republic Workshop	1C & 1D Food Republic Workshop	1E & 1F Food Republic Workshop	1C & 1D Food Republic Workshop	1) Run programmes with specific themes "Care & Respect" to enrich student learning. 2) Focus on various KLAs.
Movie Appreciation cum Director's Sharing	1C & 1D Squatter Experience	1A & 1B Squatter Experience	1E & 1F Squatter Experience	1C & 1D Squatter Experience	1E & 1F Squatter Experience	
Drama	1E & 1F Elderly Resources Centre Experience	1A & 1B Elderly Resources Centre Experience	1C & 1D Elderly Resources Centre Experience	1E & 1F Elderly Resources Centre Experience	1C & 1D Elderly Resources Centre Experience	
	1E & 1F Elderly Resources Centre Experience	1A & 1B Elderly Resources Centre Experience	1C & 1D Elderly Resources Centre Experience	1E & 1F Elderly Resources Centre Experience	1C & 1D Elderly Resources Centre Experience	

Form 2: KLA-based Learning Experiences Student-led Projects					FEATURES
23 / 4	24 / 4	25 / 4	26 / 4	27 / 4	
Briefing			Student-enrolled Programmes: 1) Ping Shan Tang Clan Gallery Cum Heritage Trail Visitors Centre 2) Dialogue in the Dark 3) Life Journey Centre 4) Lingnan Culture Experience in Fashion 5) Sports Experience: Climbing, Boxing 6) Theatrical Training for the making of musical 7) Elderly Outdoor Experience 8) STEM Project 9) Lumber Mill Visit and Woodcrafting 10) Foodstep Journey	Student-led Programmes: 2A: Ocean Park Academy Education Programme 2B: Siu Ho Woon Water Sewage Visit 2C: Beach Cleaning 2D: Disney Youth Education Series 2E: Shatin Water Sewage Visit 2F: Disney Youth Education Series	1) Over 10 activities for students to register online. 2) Run programmes with specific themes to enrich student learning 3) Student-led programmes organised on a class basis.
Movie Appreciation cum Director's Sharing	2A, 2B & 2F STEM Competition	2C, 2D & 2E STEM Competition 2A, 2B & 2F Mai Po Visit			
Cyber Bullying Talk					

Form 3: KLA-based Learning Experiences Student-LED Projects					FEATURES
23 / 4	24 / 4	25 / 4	26 / 4	27 / 4	
Briefing			Student-enrolled Programmes: 1) Ping Shan Tang Clan Gallery Cum Heritage Trail Visitors Centre 2) Dialogue in the Dark 3) Life Journey Centre 4) Lingnan Culture Experience in Fashion 5) Sports Experience: Climbing, Boxing 6) Theatrical Training for the making of musical 7) Elderly Outdoor Experience 8) STEM Project 9) Lumber Mill Visit and Woodcrafting 10) Foodstep Journey	Student-led Programmes: 3A: Guided Tour in Science Park 3B: Beach Cleaning 3C: Cookery Class 3D: Ocean Park Academy Programme 3E: Archery Tag 3F: Kinball	1) Over 10 activities for students to register online. 2) Run programmes with specific themes to enrich student learning 3) Student-led programmes organised on a class basis.
3A, 3B & 3C STEM Competition 3D, 3D & 3F Self-directed Search	Careers-related Experiences - Junior Achievement "It Is My Business"	CPR Course organised by Fire Service Department Elderly Talk			
3D, 3E & 3F STEM Competition 3A, 3B & 3C Self-directed Search	Visual Art Talk on Design	Service Leader Talk			

Student-LED Projects

Joint School Community Service Project 2018

Paul's Organic Farm Project 2018

M+ Volunteer Tutoring Project 2018

Paul's Challenge 2018

Paul's Organic Farm

COMMUNITY INVOLVED AND INFORMED

- Shared Folder in Google Drive
 - For Programme Detail
 - For Photos Upload
- Timely Update on
 - SPC Facebook Page
 - Activity Week Website

FEEDBACK FROM TEACHERS

EVALUATION

- Designed for teachers
- Designed for each form

Comments

Student-enrolled and Student-led programmes are good initiatives to make the existing curriculum more vibrant and vivacious.

This experiential learning is good for improving their collaboration and problem solving skills.

Students can step out of their comfort zone to challenge themselves

Suggestions

The activity week can be run in post-exam period so that the teaching and learning progress will not be affected.

The E. 1 Paul's Breakthrough should be incorporated in the Activity Week.

It possible, try not to arrange the outing for teachers in successive days.

FEEDBACK FROM STUDENTS

- The satisfaction after all the exertion was worth it, knowing that you just made Earth a better place.
- This was a valuable experience that built my passion to continue to serve others.
- Amazing talk. A talk that wasn't boring. The speaker was an inspiring designer who had a great vision.
- I've experienced difficulties the visually-impaired faced in their daily lives. I was impressed by as walking in complete darkness was tough and scary enough.
- I appreciate my classmates organizing this special and fun event for me.
- Thank you for organizing this meaningful activity week, I have experienced a lot and learnt some useful knowledge which could not be gained from the textbooks.

1. TEACHING AND LEARNING - WORK TOWARDS A COLLABORATIVE, INTERACTIVE AND INNOVATIVE APPROACH TO TEACHING AND LEARNING

1. Adopt a student-centred approach to the teaching and learning process

Intended Targets	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	Enquire Self-reflection	Success Systems
1.1 Enable teachers to have a wider repertoire of teaching strategies	1.1.1 Promote teachers with opportunities for international exposure through teacher exchange programmes so that they can learn innovative teaching ideas from other schools and bring them back to their own schools.	Long-term	• School visits, teacher exchange programmes, professional development workshops are organized.	• Number and types of professional development opportunities.	• Professional Development Team	• School
	1.1.2 Encourage interested teachers or school to share innovative teaching ideas with other schools.	Long-term	• Positive feedback from teachers participating in these PD programmes.	• Number of teachers participating.	• Professional Development Team	• School
	1.1.3 Improve a structured programme for planning innovative teaching ideas for a year.	Long-term	• More effective use of CPD in lesson planning and sharing of teaching ideas.	• CPD records.	• Feedback from teachers and Heads of Department	• School
	1.1.4 Include more student-led and teacher-orientated activities in lessons, especially in Form 1-5, to increase student participation in learning.	Long-term	• Increase in the use of student-led / student-orientated activities in class.	• Sharing of good practices within the department and school.	• Head of Department, LSC, CCA, CCE and CSE, PE and PS	• School

Other Learning Experiences (OLE)

http://cd1.edb.hkedcity.net/cd/wl/ole/01_intro_01.asp

其他學習經歷 Other Learning Experiences (OLE)

介紹 Introduction

時間安排例子 Time Arrangement Examples

「讓學生成為學習經歷設計者」網絡 Student-LED Network

活動資料庫 Activity Data Bank

學校推行例子 School Examples

學習經歷資源角 Learning Experience Resource Corner

學生學習概覽 Student Learning Profile

常見問題 Frequently Asked Questions

“Student as Learning Experience Designers” (“Student-LED”)

「讓學生成為學習經歷設計者」

http://cd1.edb.hkedcity.net/cd/wl/ole/07_LED_01.asp

其他學習經歷 Other Learning Experiences (OLE)

「讓學生成為學習經歷設計者」網絡 “Students as Learning Experience Designers” Network

Q1 背景

香港中學校長會、香港科技大學工程教育創新中心和教育局於2010/11年至2012/13學年共同策劃及推行「讓學生成為學習經歷設計者」(“Student-LED”)計劃。參加學校由15所中學起至500多間中學，他們為已設計有重質的學習經歷。而且和其他學校分享其共同建立學習社群。該計劃發展了良好的實踐經驗，並且將評價及成效評核於以下網頁：
http://www.edb.gov.hk/cd/ole/student_LED_01.asp

教育局於2013/14學年設立「讓學生成為學習經歷設計者」網絡，以促進學校在有關方面的專業交流，繼續推動學生自主學習，並鼓勵學校加強與課程、教學法及評核策略方面發展「其他學習經歷」及「學生學習概覽」。

Q2 “STARS”計劃：讓學生閃耀如星

為配合課程的持續更新，教育局於2015年九月開始，為「讓學生成為學習經歷設計者」網絡推行“STARS”計劃。讓一些表現傑出的學習經歷設計者，在“讓學生成為學習經歷設計者”(“Student-LED”)網絡的「其他學習經歷」或「學生學習概覽」，以展現學生的自主學習能力，讓他們在二十一世紀的學習中展現其獨特才能，為社會作出貢獻。

最新消息

「讓學生成為學習經歷設計者」網絡「STARS」計劃2015/16年11月15日舉行，歡迎踴躍報名

「讓學生成為學習經歷設計者」學生工作坊將於2017年12月2日舉行，歡迎踴躍報名

「讓學生成為學習經歷設計者」學習設計者及導師公會已於2015年11月15日於香港科技大學順利舉行

Coming up Workshop (Mar-May)

Enhancing Student's Self-directed Learning Capability Series (New):

- (1) Adopting the Student-LED Approach in OLE
- (2) Whole-school Planning in Student-LED Programmes
- (3) Student-LED Activity Design