

Student-LED Project Research Findings

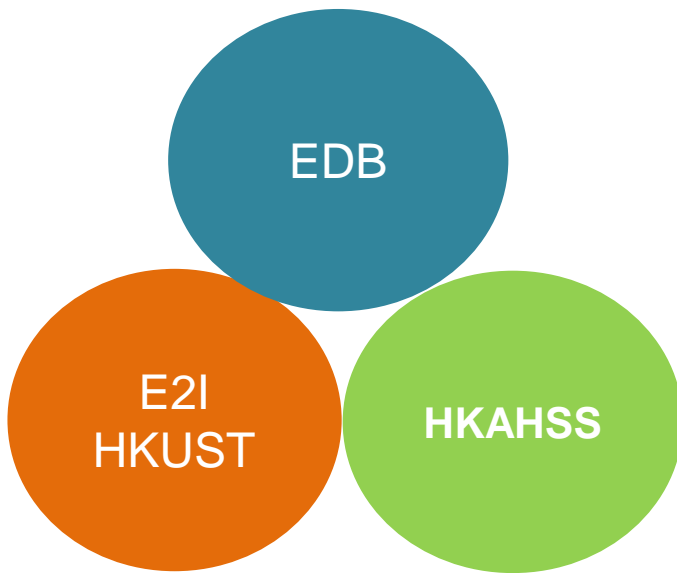


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Jan 23, 2014

Background – Student-LED Project

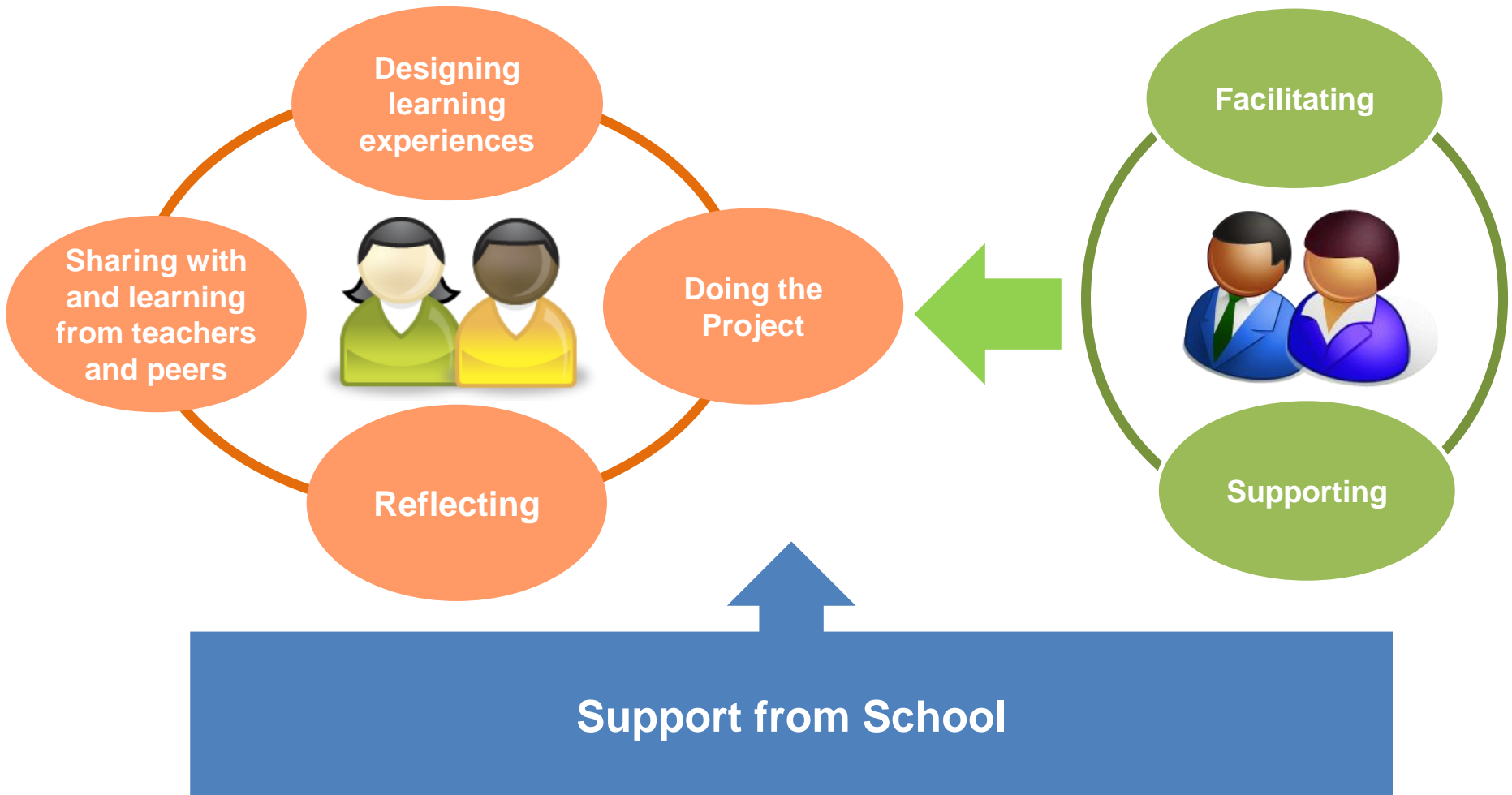


Develop students' reflective habits of learning to make meaning and foster connections with other prior knowledge or experiences

Facilitate students to acquire the practical knowledge in applying their learning to new situations

Extend the Student-LED learning approach to other learning experiences of students

Background – Student-LED Approach



Background – Timeline

Positive feedback and learning stories

A research study on the
impact of the Project

Implications for future
development

2010 -11

2011 – 12

2012-13

2013-14

542 students from **55** schools have participated

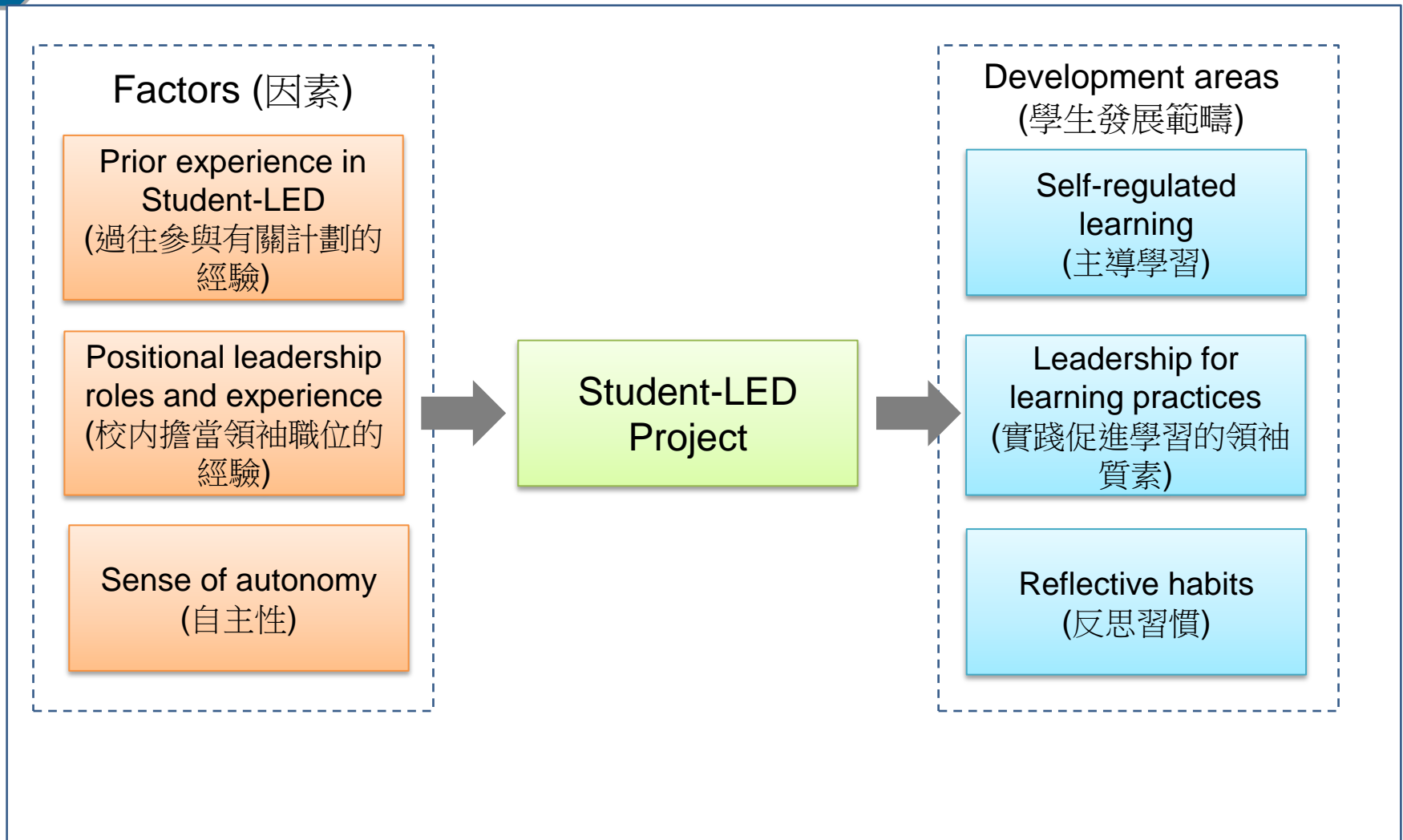


Focus of the Research

(1) What is the impact of the Student-LED Project on the development of students?

(2) What factors facilitated or inhibited students' development?

Research Design - Conceptual Diagram





Methodology

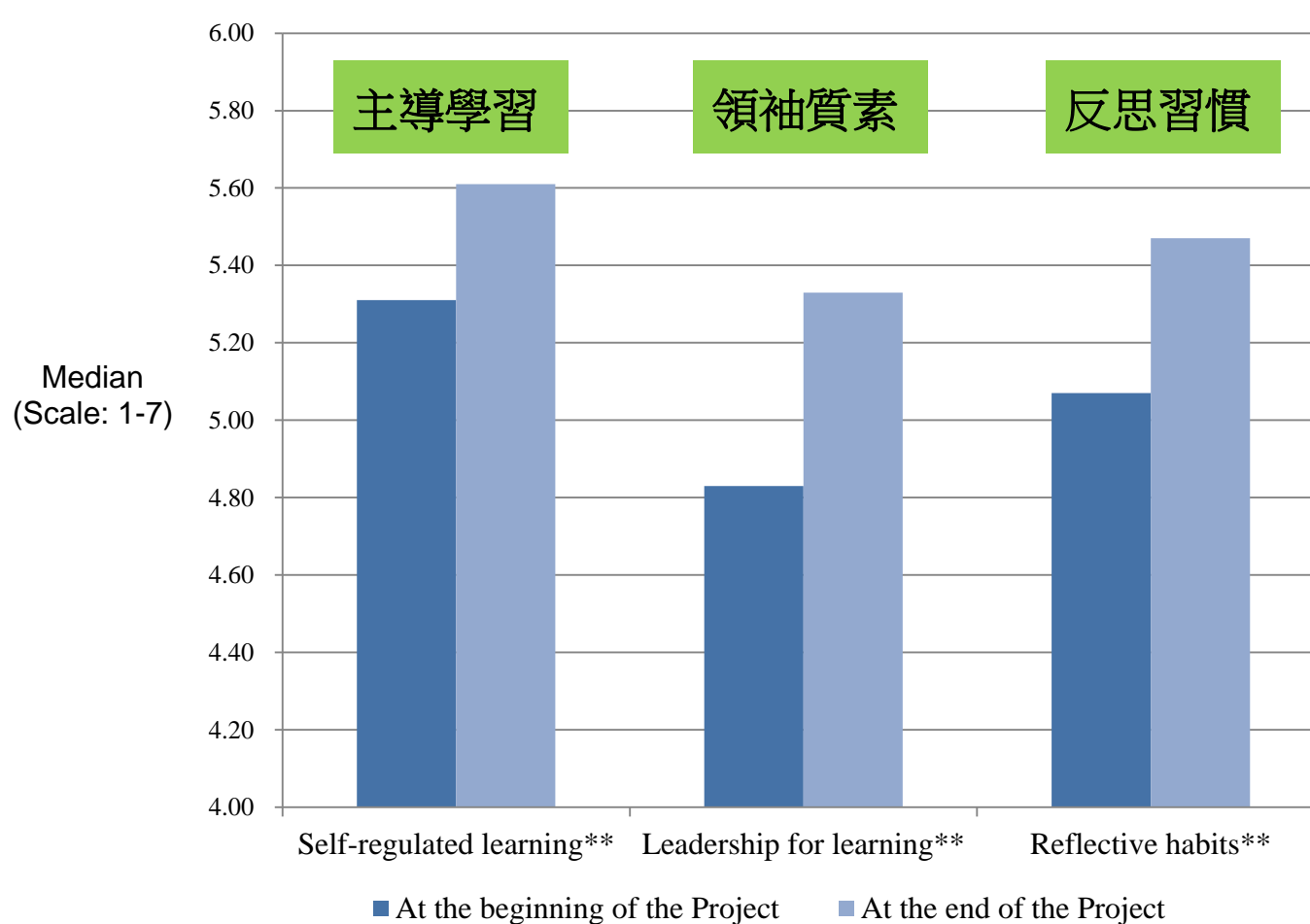
Quantitative

- A questionnaire survey on students' learning habits and behaviors
- Administered at the beginning and the end of the Project (pre- and post-tests)

Qualitative

- Focus group interviews during school visits
- Text analysis of written reflections

Finding - Overall Development



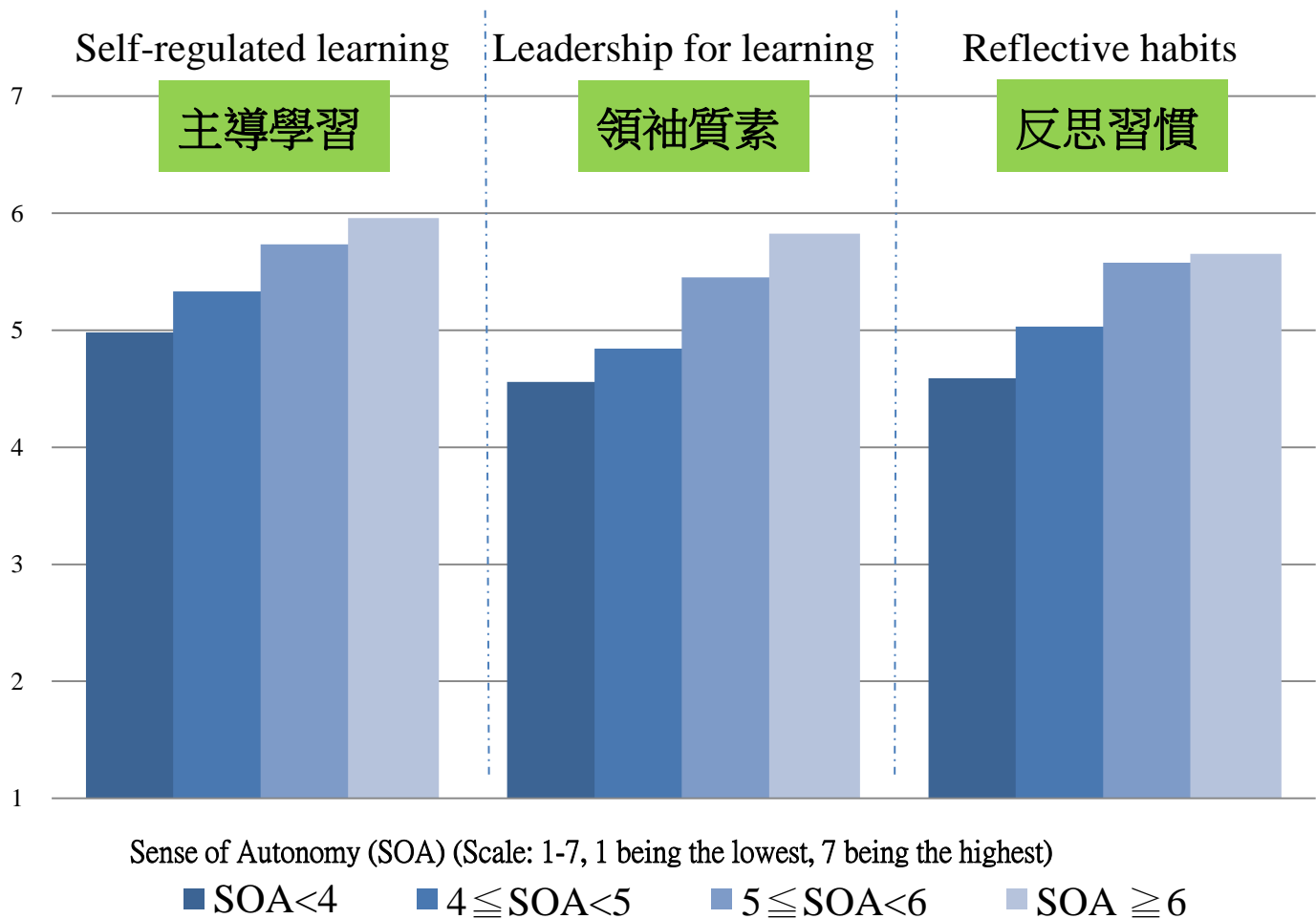
Students reported significantly higher scores in all of the three development areas



Sense of Autonomy

Sense of Autonomy and Student Development

Mean of students' self-assessment in the three areas (Scale: 1-7, 1 being the lowest, 7 being the highest)



What Did Students Say?

「在參與這計劃的第三年，仍然吸引我的原因是這計劃除了讓我們發揮自己不同的能力，例如領導能力、創作能力、組織能力等等之外，更是因為每年所進行的活動都大有分別，保持一定的新鮮感，這都是由於活動都是**由我們所作主的呢.....**」

「我認為參與有關計劃十分有趣，因為**我們要自己決定有關在計劃中做什麼和如何做**。在其他活動中，教師或機構會為我們設計所有的任務，只需要跟著做就可以了。「讓學生成為學習經歷設計者」**更具挑戰性**，所以我想參加這個計劃.....」

What Did Teachers Say?

「或者我是第一次參加 Student-LED Project，我不是太做到放手的角色。雖然我在心態上是讓學生自主，但我始終會做幕後監測。我會問他們的進展情況。你若要我完全地放手，在活動當日出現，我是不會放心的。」

「有關計劃不斷強調學生是計劃的核心人物。因此，我也不斷提醒自己不要給他們太多指導...」

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.

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

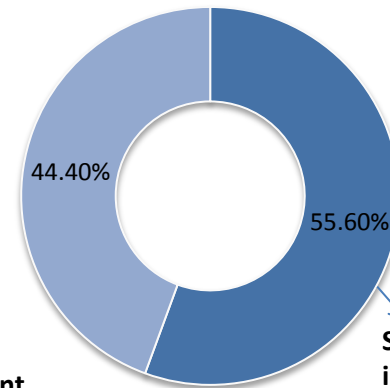
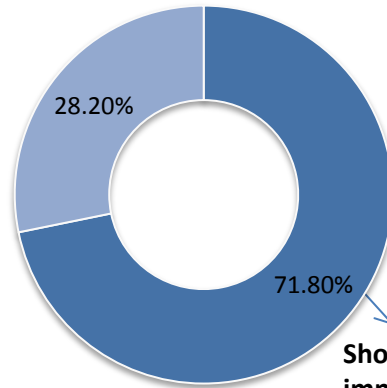
91.7% of the students enjoyed the challenge in the Student-LED Project.



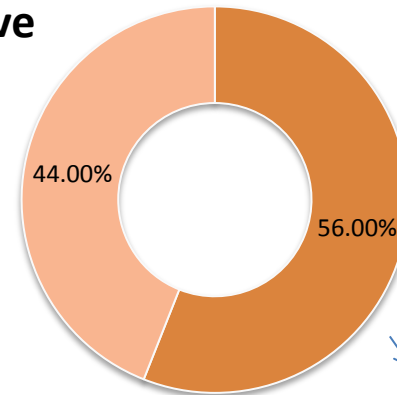
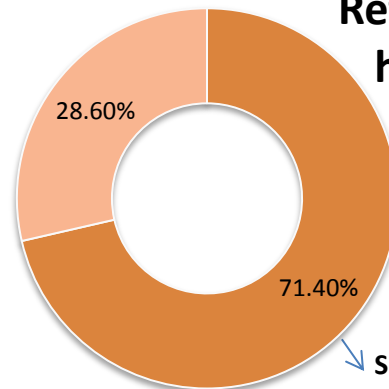
Leadership Positions and Progressive Development Opportunities

Leadership Positions and Student Development

Self-regulated learning



Reflective habits



What Did Students Say?

「.....計劃後我深深明白到在擔當一位領袖去推行活動時應要做的職責, 一位領袖在推行活動時必須要掌握好組員在籌務及推行活動時的一切大小事項, 不時要留意進度令計劃順利按時間表地好好進行.....在「讓學生成為學習經歷設計者」計劃中我獲益良多, **從中體會到的東西相信會在我競爭學生會中學以致用。**」

Reflection Level 5:

Transfer

Reflection Level 6:

Adaptive, self-regulating

「因此, 任何人都可以成為領袖。領袖素質是可以透過教導和持續性的學習而得到.....所以**首先就是辨明自己的優勢, 繼而在當領袖時把這些優點發揮出來。**我明白到當一位領導不是包辦一切工作, 更不是坐在那兒等著挑剔團隊的毛病, 而是要放下身段、捲起袖子、投入工作, 並幫助被領導者完成任務, 達成目標。」

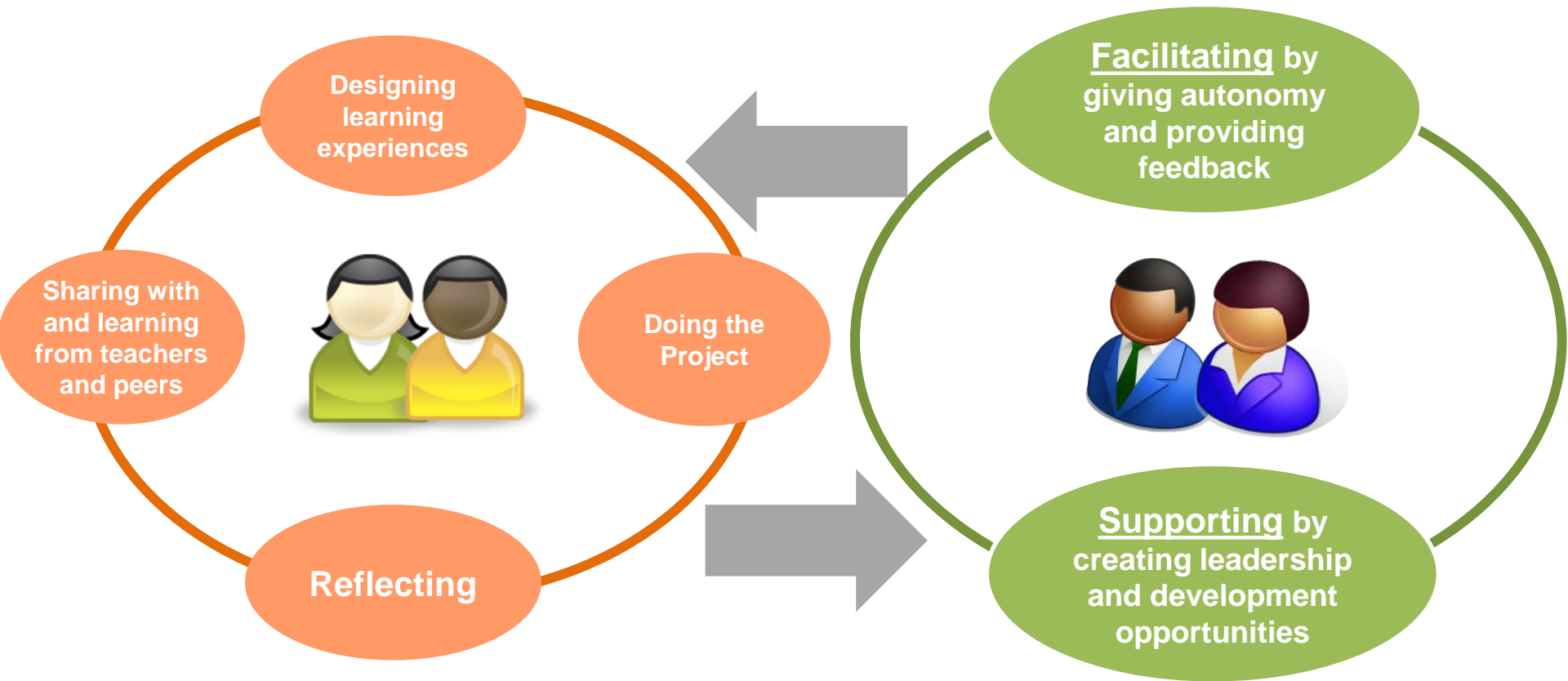
Implications

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



Final Remarks





Thank You