



OLE Learning Symposium 2010

The Art of Facilitating Student Reflection under OLE and SLP

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Aims of this parallel session

1) About reflection tools

- Provide opportunities for participants to experience how to apply *hands-on tools* to facilitate student reflection

2) About deep learning through reflection

- Co-construct the *key considerations behind student reflection* in order to achieve deep learning under OLE and SLP



Activity One

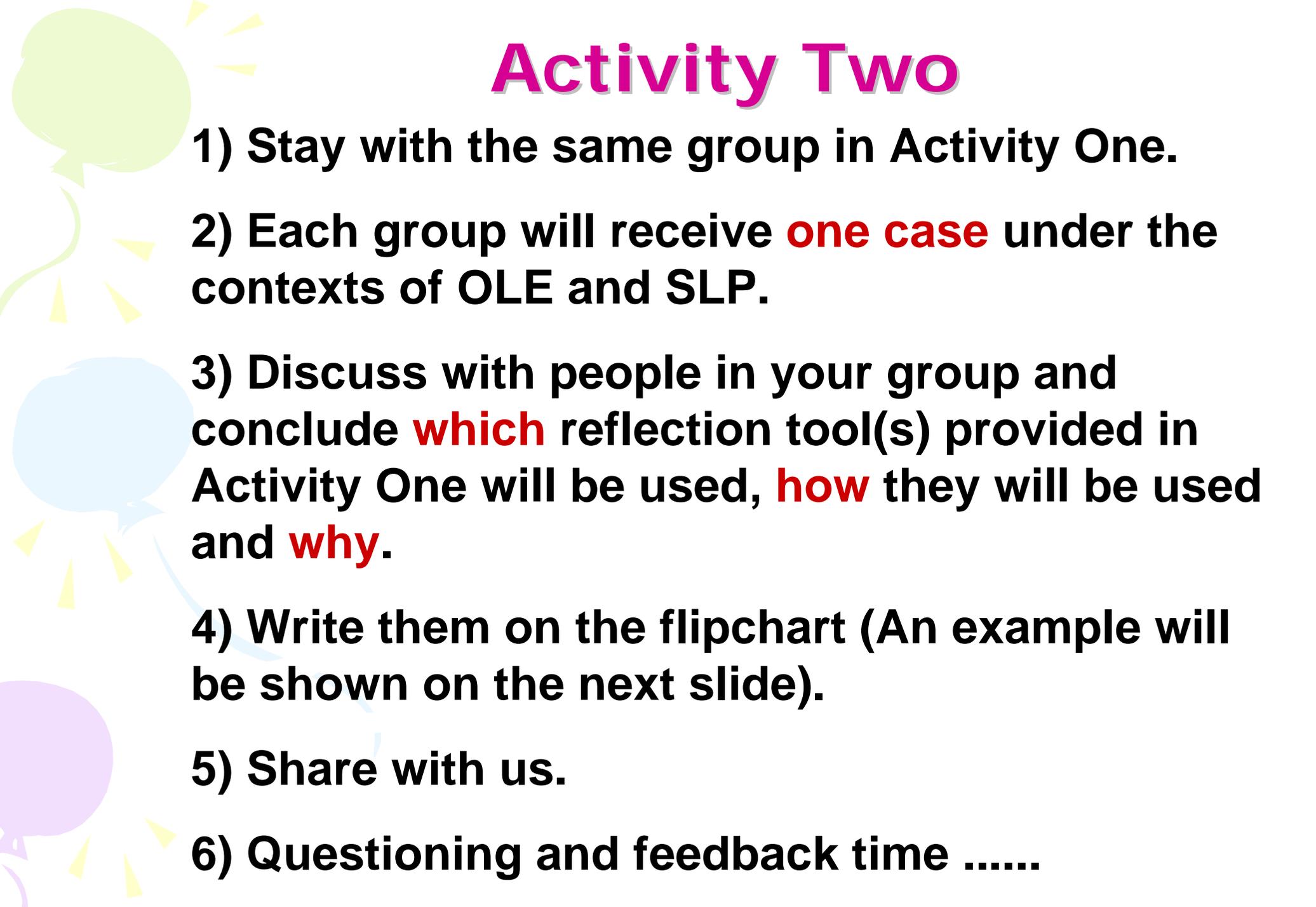
- 1) 6 participants form a group.
- 2) Each group will receive an envelope with **17 reflection tools** in it.
- 3) Discuss with people in your group and conclude how you will **divide them into different groups**.
- 4) Write down the **reasons** behind your group's decision on the flipchart.
- 5) Share with us.
- 6) Questioning and feedback time

Activity One: Some Considerations under OLE and SLP

- 1) Form/ nature of the tools**
- 2) Expected learning outcomes**
- 3) Prior experience of reflection**
- 4) Abilities of students to organise**
- 5) Abilities of students to express themselves
in languages**
- 6) Space for interaction and feedback**

Forms/ Nature of the tools in the envelope

- ❑ **‘entry slips’**: for showcasing the selected learning experience
- ❑ **‘Organisers’**: for helping students to recall learning experience(s) and identify key learning
- ❑ **Guided reflection worksheets**: for guiding student reflection through writing
- ❑ **Questioning frameworks**
- ❑ **Activities**: for facilitating interpersonal dialogues and quality feedback



Activity Two

- 1) Stay with the same group in Activity One.
- 2) Each group will receive **one case** under the contexts of OLE and SLP.
- 3) Discuss with people in your group and conclude **which** reflection tool(s) provided in Activity One will be used, **how** they will be used and **why**.
- 4) Write them on the flipchart (An example will be shown on the next slide).
- 5) Share with us.
- 6) Questioning and feedback time

**Present on the
flipchart like this:**

**Tool(s) we choose
in this case**

**Important
considerations to
help students
reflect for deep
learning**

**WHY we choose
the tool(s):**

**HOW we will
use the tool(s)**

Case One

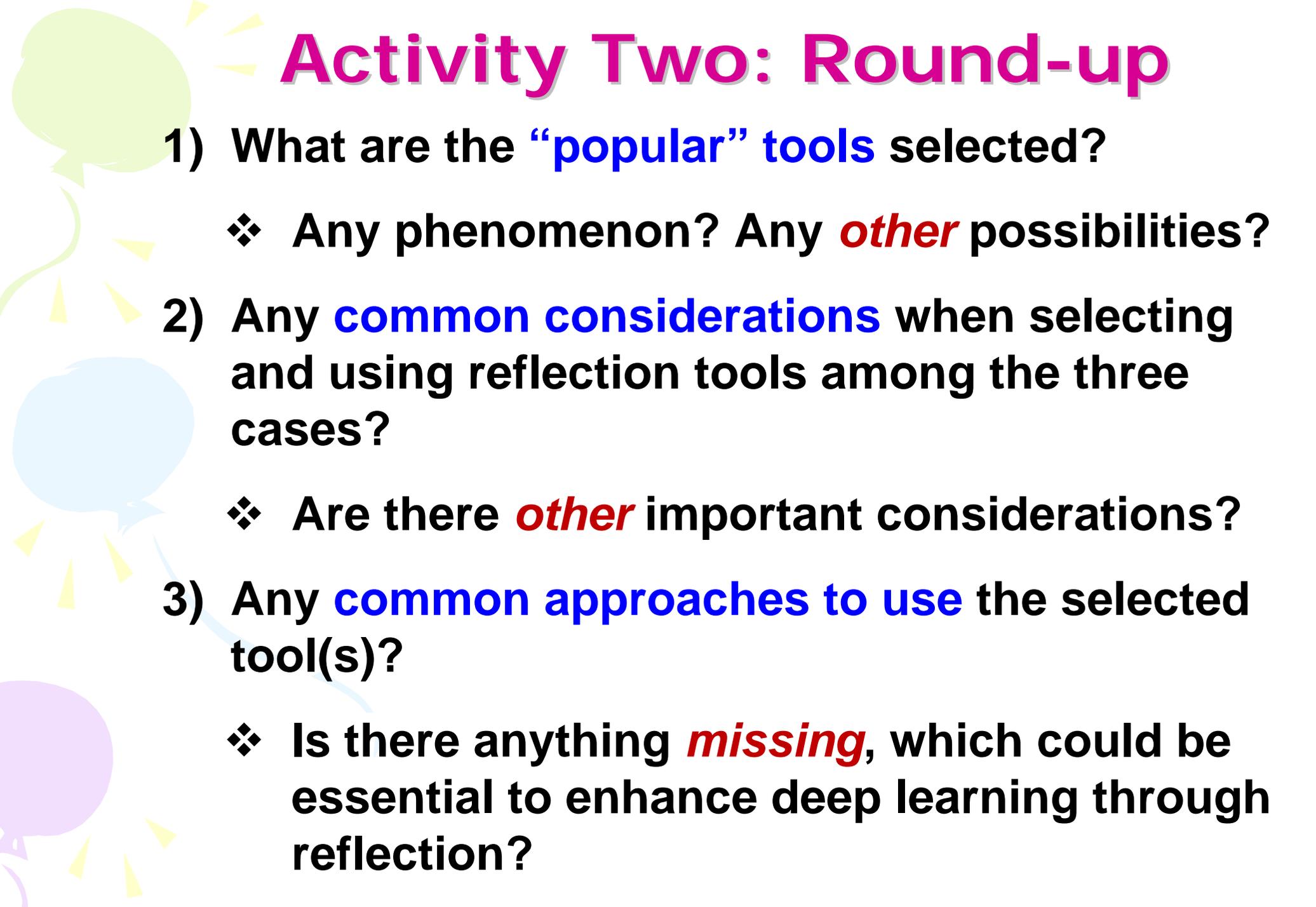
- 1) Number of students involved: 20**
- 2) Background of students: Experienced reflection in previous OLE to figure out key learning but don't know how they could use it; Possess high thinking and language abilities; Love working together with peers**
- 3) The scenario: Now these students are going to participate in a four-week programme to make plans for their personal development under NSS.**

Case Two

- 1) Number of students involved: 40**
- 2) Background of students: Know nothing about reflection; Passive and learning motivation are relatively low; Impatient and low attention span; It takes time to develop their interest to write.**
- 3) The scenario: Now these students will take part in community service arranged by the school to develop a sense of care & mutual support.**

Case Three

- 1) Number of students involved: 60**
- 2) Background of students: S4 students; Used to use make records of OLE and other participations outside school as required by school, but don't know why they have to do so; Some possess higher thinking and language abilities but most are unable to elaborate their ideas without support from others; Don't mind working in groups, but some are passive & quiet.**
- 3) The scenario: Now these students have completed one school term. They are expected to select some OLE participation / achievements for reporting in their SLPs.**



Activity Two: Round-up

- 1) What are the “popular” tools selected?
 - ❖ Any phenomenon? Any *other* possibilities?
- 2) Any **common considerations** when selecting and using reflection tools among the three cases?
 - ❖ Are there *other* important considerations?
- 3) Any **common approaches to use** the selected tool(s)?
 - ❖ Is there anything *missing*, which could be essential to enhance deep learning through reflection?

Reflection under OLE and SLP

**NO “*one-size-fits-all*”
tool/ strategy for
student reflection**

Case One: An example to facilitate student reflection under OLE & SLP

Considerations	Information	Tool(s) selected & why?
Expected learning outcomes	To make plans for personal development	<p>(1) Tool(s): <i>Activities (plus questioning) + guided reflection worksheets</i></p> <p>(2) Reason: <i>Students love working with peers + high abilities to think and articulate + Teachers can give immediate/ individual feedback to students (20 students only)</i></p>
Prior experience of reflection	Some experience of reflection	
Abilities of students to organise	High thinking abilities	
Abilities of students to express themselves in languages	High language abilities	
Space for dialogues and feedback		
(1) Dialogues and immediate feedback	Preferred	
(2) Feedback given individually later	Also possible	

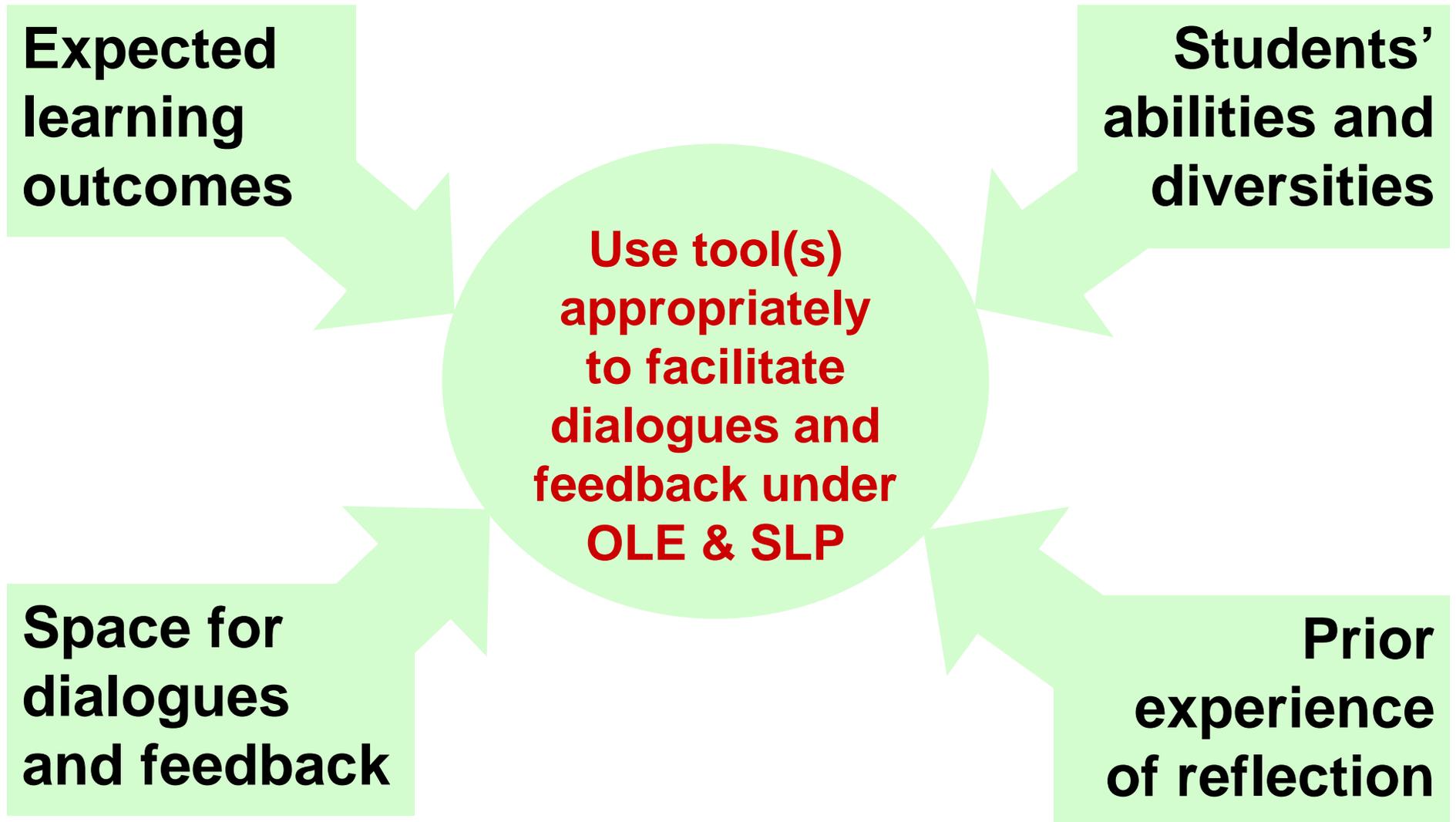
Case Two: An example to facilitate student reflection under OLE & SLP

Considerations	Information	Tool(s) selected & why?
Expected learning outcomes	To develop a sense of care and mutual support	<p>(1) Tool(s): <i>Activities (plus questioning) + entry slips/ organisers</i></p> <p>(2) Reason: <i>Students are passive, impatient, have low learning motivation and low attention span. Activities could motivate students to think, through which it would be easier for them to express themselves + Teachers can give immediate feedback to the large class of students (40 students)</i></p>
Prior experience of reflection	No	
Abilities of students to organise	Relatively low	
Abilities of students to express themselves in languages	Not interested in writing	
Space for dialogues and feedback		
(1) Dialogues and immediate feedback	Preferred	
(2) Feedback given individually later		

Case Three: An example to facilitate student reflection under OLE & SLP

Considerations	Information	Tool(s) selected & why?
Expected learning outcomes	To learn how to recall, reflect and select	<p>(1) Tool(s): <i>Activities (plus questioning) + organisers</i></p> <p>(2) Reason: <i>Students ; don't mind working in groups, but some are passive & quiet. Thus, activities may help them to recall, identify key learning and then select their impressive records for reporting + Teachers can also give immediate feedback to a large class of students (60 students).</i></p>
Prior experience of reflection	No	
Abilities of students to organise	Some possess higher thinking and language abilities	
Abilities of students to express themselves in languages	Most are unable to elaborate their ideas without support from others	
Space for dialogues and feedback		
(1) Dialogues and immediate feedback	Preferred	
(2) Feedback given individually later		

The Art of Facilitating Student Reflection under OLE and SLP



Dialogues and Feedback

- ❑ Probes are usually provided for stimulating students to continue to think about their learning from the learning experience(s).
- ❑ Other possibilities/ alternatives may be pointed out to stimulate students to additionally think about relationships among factors not previously considered, e.g.
 - ❖ *To view from other possible perspectives.*
 - ❖ *To explore the underlying rationale (of behaviors, methods, techniques, approaches and etc.).*
 - ❖ *To compare and contrast.*
 - ❖ *To put into different or varied contexts.*
 - ❖ *To ask "what if...?"*
 - ❖ *To consider consequences.*



Newly developed ---

“OLE and SLP: A Reflection Toolkit”

Make reference to the draft

Q & A Session