南亞路德會沐恩中學
Salem-Immanuel Lutheran College

Teachers

(I) Overall account on the project

(A) Motivation

In this project, we gained more experience from other schools during workshops where we exchanged past experience among schools. Also, teachers learnt the project rationales and objectives delivered by Professor Ko to further consolidate the key concept of self-regulated learning. Over the years, our school has been focusing on student portfolio as the whole school approach therefore it was a good chance to take part in the student LED project which required students to have deeper learning from this mini project in our school. We promoted student learning switching from passive to active mode.

(B) Gain

We found that students' learning styles were diverse even among 9 core students in this project. Through this "try out", we gave immediate feedback to students during meetings. This close interaction enhanced individual growth of oneself. There is a saying, "The most treasurable of schooling is teacher giving feedback to students in contextual settings". We hope that this experience would drive us to foster students' initiative.

We are willing to share the experience with other colleagues in our school so that they can drive other core students to develop self-regulated learning capabilities in different aspects. As for students, we might expect all students to engage in learning as deep learners, thus building learning paradigm schools is not a dream.

(C) Suggestions

If the invitation of schools joining this project could be made before the

academic year, then schools could allocate better teacher resources to take part in this project.

If the expectations from school could be notified at the beginning, then teachers could have more time to prepare and better response could be made.

(II) Details of the project

(A) Scope

Eight K.2 to K.3 hyperactivity disorder or autistic children from Heep Hong Society was served. Nine S.5 students were recruited as core members. They recruited 10 volunteer students to join. At last, 5 volunteer students were allowed to participate as the children in target group to be served was fewer than expected.

(B) Implementation schedule

Core students planned the activity from February to April. They implemented it in May and evaluated in June.

(C) Budget consideration

Core students set budget in May and they submitted the budget proposal to the association concerned for subsidization. They kept receipts and made report of it.

(D) Roles

Teachers were facilitator, companion, support and consultant. Core students were designers, promoters, practitioners and assessors. Core students'leadership was developed in making activity plan and budget, holding meeting by ourselves, having division of labor, writing minutes, devising successful criteria for the activities, briefing participating students, reporting to teacher in charge regularly and etc.

(E) Tools and Techniques

(i) <u>Tools</u>

(a) Design stage: activity planning form with budgeting and meetings, debriefing;

(b) Implementation stage: minute, deadline, debriefing, promotion, budget proposal;

(c) Evaluation stage: meeting and self reflection form and questionnaires (for participating students), and

(d) Celebration stage: Sharing with peers in 2nd July outside school and in the coming academic year in school.

(ii) <u>Issues about learning</u>

(a) Activity planning form: turning ideas into practical and detail ways, reminding aspects to be concerned, setting up objectives and considering about the budget.

(b) Meetings and minute: training leadership and communication skills, respecting other opinions, accurate recording, turning plan into action after meeting;

(c) Deadline: Keeping the process by making deadlines;

(d) Debriefing: Evaluation after meetings and activities with the core members and participating students;

(e) Promotion: Asking teacher in charge for a platform to promote the organized activities to students and promoting self-confident in the promotion;

(f) Budget proposal: Preparing proposal how to use the budget and searching organizations to quote the prices of making poster.

(g) Self-reflection form: evaluating learning and growth about oneself,

relationships with others, experience in community service and applying

their learning to new situations;

(h) Questionnaires for participating students: different kinds of opinions

help us to improve the activities.

(i) Sharing with peers: assessing successful criteria, celebration of success,

presentation skills and influencing others to be a learner experience designer

in the coming academic year.

(F) Students' Learning

(i) Motivation

(a) Organized meetings. e.g. lunch gathering in order to enhance the sense

of belonging in the group.

(b) Acknowledge and recognized students' previous initiation in joining

volunteer works society or showing interests in service learning.

(ii) Reflection capability

(a) Before: Pre-meeting form (recollect past S.4 or other experience in CS)

(b) During: Guiding questions during meeting, probing solutions for

problem encountered;

(c) After: Self-reflection form and evaluation meeting.

(iii) Transfer of learning

(a) Other contexts and subjects: Provide a platform to share how to transfer

their learning in

CS into other suggested authentic contexts during the "celebration of

success" session, such as other OLE aspects or academic subjects in

next academic year.

(b) Building SLP

(1) Roles in activities transferred from participants to designers and organizers;

(2) Enhanced self-understanding so as to enrich the content of their self-accounts in SLP.

(c) We can use the skills we learn during the project in different things in our lives such as job and family. For example, we may know the importance of managing our time on our studying. We will set up learning plan and timetable to make our study more efficiently. We can set up goals of our own life.