

STUDENT-LED PROJECT

Building a

learning community

for practice

My Project

My Learning

Booklet
July 2012

Students as Learning Experience Designers (Student-LED) project

Students as Learning Experiences Designer (Student-LED) project

Building a learning community for practice

My Learning

Introduction

In implementing Other Learning Experiences (OLE), “student-focused” is one of the seven guiding principles in the Senior Secondary Curriculum Guide Booklet 5A. Heading towards quality OLE, schools have developed various modes of implementation in view of students’ development needs and interests. In most of the practices, teachers play a dominant role. In order to enhance students’ engagement and sense of ownership, students could play more active roles in the learning process.

In this connection, a pilot project “Student as Learning Experience Designers (Student-LED)” was jointly organised and implemented by the Curriculum Development Institute of the Education Bureau, Hong Kong Association of the Heads of Secondary Schools (HKAHSS) and Professor Edmond KO, former Chairman of the Curriculum Development Council and former Director of the Center for Engineering Education Innovation (E2I) of the Hong Kong University of Science and Technology (HKUST). In this project, students would take the lead to design their own learning experiences and reflect on their learning experiences.

After two years’ implementation with participation of more than thirty-five schools, we have witnessed many learning stories. This booklet serves to cohere the expertises and learning stories gained in the project for building a learning community. By illustrating the guiding principles of the project and the learning experiences contributed by the participating schools, this booklet presents the learning results of the Student-LED project and further promote this Student-LED learning mode.

My Project

We express profound sorrow at the sudden passing of Professor Edmond KO in April 2012. This booklet is respectfully dedicated to Professor Edmond KO.



CONTENTS

Students as Learning Experience Designers (Student-LED) project

P.2 Foreword

P.3 Professor Edmond KO
P.4 Mr. Frankie LEUNG

P.5 Dr. Stanley HO
P.6 Mr. Stephen YIP



P.7 Objectives of the project

P.8 Project Details

P.9 What will you gain in each tier?

P.9 How would this project be advantageous to school learning culture?

P.10 Guiding principles of the project

P.11 Learning Paradigm School: Building a learning community

P.12 Shift of learning mode: from active participation to self-regulated learning

P.12 Realisation of in-depth learning: Double-Loop Learning

P.13 Quality reflection

P.14 Establishing a platform for practicing learning



P.15

Sharing learning stories

P.16 Sharing learning stories: Tier 2

P.22 Sharing learning stories: Tier 3



P.26

Prospects



P.27

Participating schools



QUEEN'S COLLEGE
DUNSELLING TEAM
PCGS 2011



我們將此計劃繼續保留，並推廣至學校其他方面，例如樹、信和分享、生命價值

Foreword





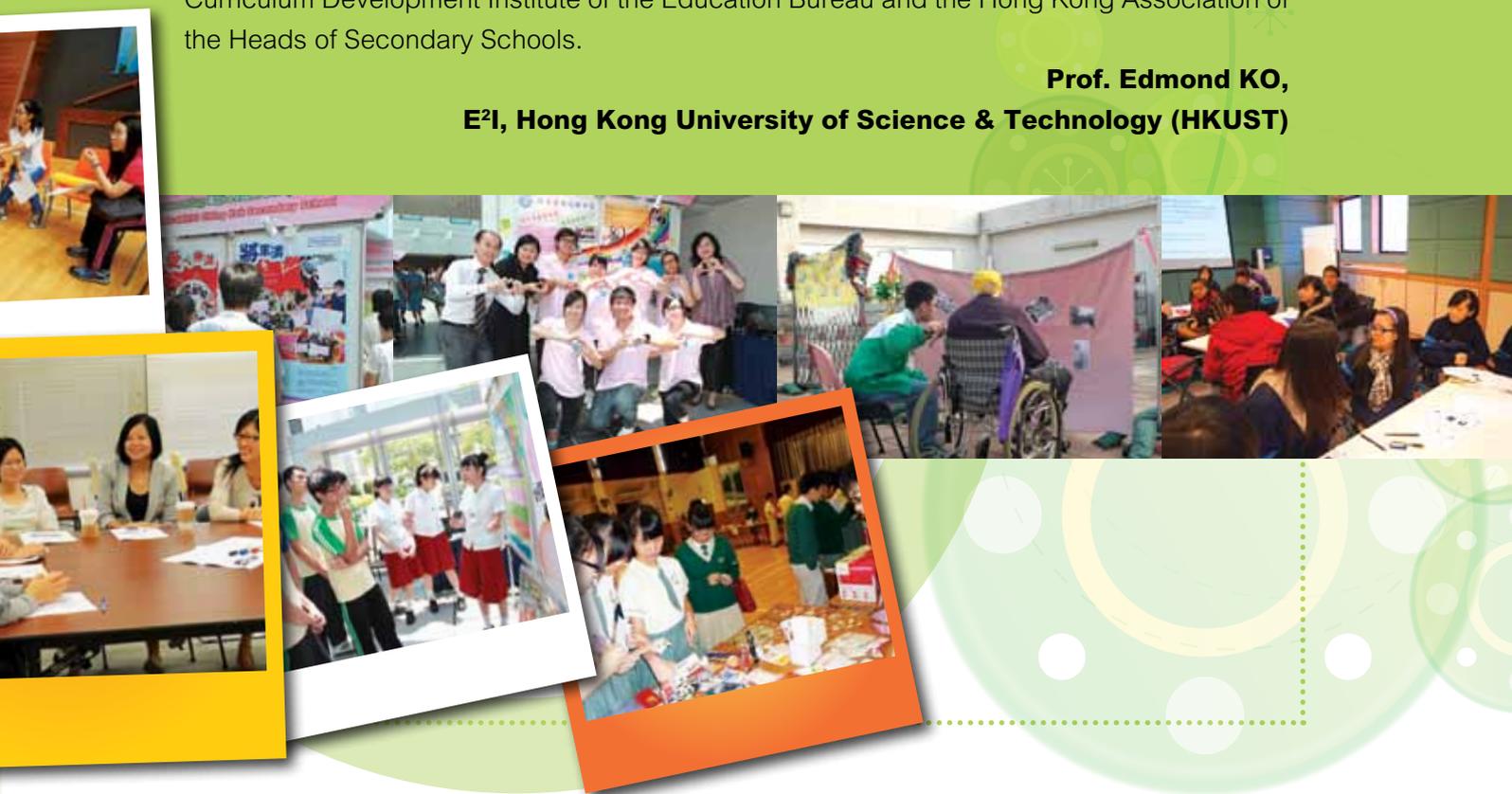
Professor Edmond KO

One of the effective ways to motivate students to learn is to

trust them, followed by providing them with challenging tasks and then help them succeed in completing the tasks. This is the approach we used in the Student-LED project, in which Secondary School students take full ownership of designing purposeful learning experiences by building a learning community with their teachers and fellow classmates to work towards their goal. Encouraged by last year's positive results, we look forward to continuing this productive partnership with the Curriculum Development Institute of the Education Bureau and the Hong Kong Association of the Heads of Secondary Schools.

Prof. Edmond KO,

E²I, Hong Kong University of Science & Technology (HKUST)



Mr. Frankie LEUNG



An innovative view on learning suggests that learning should be an interesting but not an isolated nor a boring activity. It should be **a process of studying in groups or with peers by exploring and interacting with each other.** The Students as Learning Experience Designers (Student-LED) project just offers such a learning environment for students. In this project, participating students form groups and decide their own learning objectives that are interesting and meaningful to them. They then design the related learning experiences and work towards their goals. Through students' own reflection on learning together with feedback from teachers and their fellow schoolmates, their abilities in leadership, communication, team work, problem solving and other aspects have enhanced. I earnestly look forward to continual collaboration with the Curriculum Development Institute of the Education Bureau and the Hong Kong Association of the Heads of Secondary Schools so that more students can benefit from the project.

**Mr. Frankie LEUNG,
E2I, Hong Kong University of Science & Technology (HKUST)**



Dr. Stanley HO



Nothing is more mighty than **empowering students to be true masters of their own learning experiences, which can unleash students' extraordinary energy in learning.** The Student-LED Project has clearly demonstrated the impact of this power. As one of the project developers representing the Hong Kong Association of the Heads of Secondary Schools, I am happy to share the joy of students and witness the development of leadership and self-reflection which promote learning in their exploratory journeys . I earnestly look forward to the continual collaboration with the Curriculum Development Institute of the Education Bureau and the HKUST to extend this project so that more schools could benefit from it.

**Dr. Stanley HO,
Vice-chairman,**

Hong Kong Association of the Heads of Secondary Schools (HKAHSS)





Mr. Stephen YIP



In recent years, most secondary schools have arranged various types of community service activities to students within and beyond academic timetable to meet their needs and interests. Generally speaking, such activities are designed and organised by teachers while students just take the role as participants. In light of this situation, the Curriculum Development Institute of the Education Bureau (EDB) has co-operated with the Hong Kong Association of the Heads of Secondary Schools (HKAHSS) and Professor Edmond KO, former Chairman of Curriculum Development Council and former Director of the Center for Engineering Education Innovation (E²I) of the Hong Kong University of Science and Technology (HKUST), to jointly organise a pilot scheme, namely the “Student as Learning Experience Designers (Student-LED)”, in which students’ role are elevated from participants to designers of their own learning experiences. The aim of this project is to develop students’ reflective habits and it is found that their learning effect is much better than before..

The rationale of the project is never a “laissez-faire policy” to let students run activities by themselves. Instead, we aim at creating a supportive environment and students are empowered to learn independently and deeply. In this project, students **are both designers and more importantly reflective learners**. They design learning experience activities for their schoolmates under the theme of community services, which would encourage themselves and their schoolmates to reflect from the learning experiences. Besides, teachers’ role is no longer confined to project consultant. They reflect and co-construct the learning community with students. A teacher was deeply moved, ‘as teachers, we often overlook what students really want to learn. From this project, students told me “what they want to learn” and “how they want to learn it”’.

With minimal rules and no assessment, this way of learning fosters students to develop “a sense of agency in learning”. In the process, students not only have a greater sense of ownership but also initiative to actively reflect for improvement. A principal shared his experience with us, “this proactive and collaborative learning mode has accelerated students’ personal growth and enabled us to learn to empower students to be their own learning experiences designers, realising a more purposeful, interesting and committed style of learning.”

One of the aims of the Community Services under the New Senior Secondary Curriculum is to encourage participation so that in the future, students would proactively be involved in various voluntary activities and become future community leaders in different sectors. To achieve this goal, a positive “sense of agency in learning” is indispensable.

This mode of learning enriches the development of service learning to an additional and meaningful level; a level of “learning to learn”. It also strengthens students’ “sense of agency in learning”, which would have a wash-back effect on their academic achievement.”

Mr. Stephen YIP,
Chief Curriculum Development Officer (Life-wide Learning and Library), Education Bureau





Objectives of the project

關愛
(派飯活動)

目的

- ✓ 讓學生認識關輔貧窮人士
- ✓ 喚起社會大眾對貧窮者的關係

活動詳情
日期: 3月4日(星期五)
時間: 6:30-10:00pm

樂善堂余近卿中學

設計活動展創意

學習經歷勤反思

關愛齊共融

MIHK

What is MIHK?

The meaning of MIHK is "Merge into Hong Kong". Originally, we planned to keep the main spirit of "Merge into Hong Kong" and merge into Hong Kong. Later, we changed our plan into helping minority students in the United Kingdom to overcome their language barrier.

Why did we change our plan?

Since we had more social...

8 Objectives of the project

Project Details

What are the objectives of the project?

This project aims to:

develop students' reflective habit of learning to foster connections with other prior knowledge or experiences and to make meaning;

facilitate students to acquire the practical knowledge, and apply their learning to new situations.

Project Structure

Schools may join one of the following tiers according to their circumstances:

Tier 3

Development of school-based sustainability

Tier 2

School-based project

Tier 1

Professional Development Programme for teachers (for all secondary school teachers)



校本計劃的名稱 「理財基本法- 埋水埋」社區青年學會		
編者對策 區嘉麗區院		
學習目標		
1. 透過宣傳及教育，鼓勵同學及公眾認識轉人日常理財著手卻唔水埋。		
2. 讓同學學習相關社區服務活動，從而培養同學關心社區、服務社區、關心未來，盡起公民責任。		
3. 透過策劃社區活動，讓同學發揮不經鼓勵。		
4. 提高同學不同的共通能力，如溝通能力、創造力、批判性思考能力、領導能力、解難能力及協作能力等。		
工作時間表		
日期	階段	活動
2011	第一階段：小組會議 工作坊	一招募核心成員組成籌備委員會，為計劃訂定目標及內容。 一核心成員帶領其他參與同學組成不同小組(如籌備組、崗位組、典禮組及媒體組等)落實計劃。
2011	第二階段：社區青年會實踐	一核心成員帶領同學進入社區，以社區青年會形式向公眾推廣理財水埋的意義。
2011	第三階段：反思檢討	一參與同學及導師進行檢討





What will you gain in each tier?

In Tier 1, a Professional Development Programme (PDP) will be organised by the Curriculum Development Institute of the Education Bureau. Through discussion and other activities, teachers will learn and share how to prepare and design reflective activities and reflection worksheets in high quality.

In Tier 2, participating schools will implement the school-based Student-LED project and guide students to reflect on their learning.

In Tier 3, schools will adopt a more comprehensive approach and establish favourable conditions, such as organising student mentor training programme, for the sustainability of the Student-LED project.

How would this project be advantageous to school learning culture?

This project can yield positive and profound impacts on students' reflective habits. Students will build a sense of agency in learning and will be motivated to develop a volitional disposition which will encourage them to formulate plans and take action. They can reflect on their learning in a learning community. Both students and teachers can contribute their personal experiences and share their learning to reflect on their individual learning experiences, in which they are co-constructing the knowledge gained in the project.





Guiding principles of the project



長者同學會

日期 11/11/2012 (SAT)
12/12 (Mon, 2012) (SUN)

地點 寶真小姊妹會

時間 10:00-12:00



Guiding principles of the project

Through fostering “a sense of agency in learning” among students, The Student-LED project has developed a favourable environment for in-depth learning, enabling students to practice reflection. Some guiding principles behind this project are vital to the achievement of the above-mentioned objectives. These principles include:

1. Learning paradigm college: creating a learning community
2. Shift in learning mode: from active participation to self-regulated learning process
3. Realisation of in-depth learning: double-loop learning
4. Quality reflection
5. Establishing a platform for practicing learning

Dr. Stanley HO:
“Principals’ participation in workshops and their full support is critical to make a change in school culture.”



Mr. Stephen YIP:
“Meaningful and in-depth learning should be co-constructed by teachers and students.”

Prof. Edmond KO:
“In a learning community, students will be allowed to take the lead in the learning process, which can encourage cooperation and enhance learning community culture.”

1. Learning paradigm college: creating a learning community

- A learning paradigm college is a school with mission not to provide “instructions”, but “to produce learning”.
- A student-led learning community can strengthen interaction of ideas and reflection among peers for generating learning.
- Benefits of creating a learning community:

1. Students’ autonomy and independence will be enhanced which will stimulate them to develop a positive learning disposition
2. Encouraging cooperation rather than competition
3. Students can learn to listen to different views and voices
4. Enhancing students’ self-confidence and ability to learn which will have a positive effect on their academic learning
5. Students will have a stronger sense of belonging to their schools and know that the school will support them to learn

12 Guiding principles of the project

Mr. Stephen YIP:
“We should clearly know that we are running learning, not activities.”

2. Shift in learning mode: from active participation to self-regulated learning process

	Normal mode	Student-LED mode
Emphasis	Activities	Learning
Activities	Independent	Coherent
Teachers' role	Designers of activities	Learning facilitators
Students' role	Participants of activities	Owners, learning experience designers and learning facilitators
Post activities	Questionnaire and survey	Sharing feedback through finding and displaying learning evidence

Dr. Stanley HO:
“Nothing is more mighty than **empowering students to be true masters of their own learning experiences.**”

3. Realization of in-depth learning: double-loop learning

To teach students to think about “Why”, we should guide students to change from single-loop learning mode to double-loop learning mode.

- Single-loop learning refers to planning, implementation and review. Through assessment, students or teachers can find out areas for feedback and improvement.
- Double loop learning is to ask “why” on top of single-loop learning. Only by asking “why” can students have a better understanding of the purposes and significance of learning.

Prof. Edmond KO:
“If students are able to ask “why”, they would be able to ask “how” and “what”. This will cultivate students' self-learning and self-regulated abilities.”





Prof. Edmond KO: "Experience without reflection is not learning."

4. Quality reflection

Quality reflection is one of the critical elements in turning experiences into learning. Learning cannot go without quality reflection. Quality reflection consists of the following six levels:

Level of reflective habits	Meaning
1	Passive experiences only
2	Learning only occurs at the surface level, e.g. students can only describe the processes
3	Think about the meaning of experiences
4	Internalise and summarise the acquired knowledge and make connections with other things such as prior knowledge
5	Apply the experiences into different situations
6	Be able to judge the requirements or trends of new situations and respond by adopting proper self-adjustment strategies

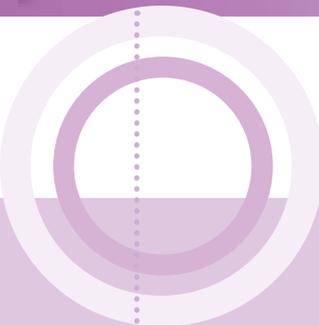
Mr. Frankie LEUNG:

"If students can reasonably apply their acquired knowledge to new situations, this means that they truly know how to turn experiences into learning."

It is noteworthy that reflection of most people only stays in Level 3. Advancement to Level 4 or higher levels requires different reflective abilities. We can still see the characteristics of the experiences in Levels 1, 2 and 3, which is similar to summarising experiences. In contrast, in levels 4, 5 and 6, the features and details of the original experiences may not fully emerge but transformed into other concepts or internalised as personal knowledge or experience system. These reflections are mostly forward-looking.



14 Guiding principles of the project



Mr. Stephen YIP:
 "With minimal rules and no assessment, this way of learning fosters students to develop "a sense of agency in learning." "

5. Establishing a platform for practicing learning

The Students as Learning Experience Designers (Student-LED) project creates favourable conditions to fosters students to develop in-depth learning and provides a platform for practicing learning. The project brings the following benefits:

1. As participants, student would know "what to do" (Knowing what).
2. As owners during the process, student would think about "how to do" (Knowing how).
3. As students take the lead to design their own learning experiences, this provides an entry point for students to spontaneously ask "why they should do something" .



Prof. Edmond KO:
 "When teachers ask students to take ownership in designing their own learning experiences, they are actually providing an entry point for students to think about "why" in a straight forward way ."



Sharing of Learning Stories





Sharing of learning stories: Tier 2

Students participating in Tier 2 design learning experiences for themselves and learn how to make reflection in the process. The reflection has two emphases, the first one is the reflection on carrying out the project, namely, “My Project”, such as planning and organising the activities. The second emphasis is the highlighting of the participating students’ roles as “learners”, namely, “My Learning”.

“This activity helps the participating students understand more about each other, as well as build an unspoken consensus among ourselves. We will let the students take the lead in the fields where they are good at and guide the others to solve problems with them.”

(Solving problems together)

— Student



“I learnt how to organise what I have learnt. We need to think about what we have really learnt and the reasons behind. Besides, we also need to think about whether we could really apply what we have learnt.”

(Organisation of learning)

— Student



“These experiences could only be acquired by practicing them, not by reading books. For instance, when encountering difficulties, we won’t shirk responsibilities or duties, but let the students to take the lead in the fields that they are good at.”

(To be led by others)

— Student



ly ject

“Through this project, I learn how to manage our time properly as well as how to organise an activity with limited resources, like scarce funding, fixed venue and so on. In addition, as some of the participants did not show up in the activity, I think we should remind the participants one day before the activity.”

(Management ability)

— Student

“The success factor of our project is that everyone knows their duties and understands that different people have different areas of strength. We should first listen to others’ opinions and judge their feasibility.”

(Reflection on the success factors)

— Student

“I understand the importance of work allocation and that one cannot succeed without others’ help. Allocating work makes the planning of a project easier and helps to achieve better results.”

(Work allocation)

— Student

“I learn how to set a target for a project as well as position myself when organising an activity. After continuous learning and experiencing, I can set a clearer target when preparing an activity in the future, and I will enjoy the satisfaction from organising an activity with more confidence.”

(Target setting)

— Student

“Organiser, the person who knows the most about the whole activity, is the core member leading the entire team. He/she shall make all the arrangements for the team members to follow his/her instructions flawlessly as well as guide them to finish the tasks successfully. I am the person who is in such a position in the team. It is the first time for me to assume the duty of a leader, and I have learnt a lot of skills and knowledge, such as setting goals and holding relevant activities, seeking service target and allocating work, all of which are new experiences to me.”

(Enhancing leadership)

— Student



“Through this project, we learnt that when preparing and organising an event, it is necessary to have contingency plan and detailed planning. It is also important for peers to complement each other. Our sense of involvement has improved and we enjoyed the whole process. More importantly, we keep reflecting on our work throughout the process, adjusting our strategy to learn.” **(Learning to reflect - Double-loop learning)**

— Student

“I definitely gained a lot through this project. The experiences and the reflection from the project have strengthened and remediated my communication skills, problem-solving skills and cooperation skills. These are the skills which help us equip ourselves to prepare for stepping into society in the future.”

(Sense of ability to face the future)

— Student



“I think that leadership does not only mean leading others but also leading ourselves. One should possess a clear self-consciousness before teaching others and allocating work.”

(Self-leadership)

— Student

“I found that most of the time we will have a tough beginning in which people will easily give up. However, with the experiences from this project, I realised that if you keep going, be brave enough to take up the responsibility and pay effort, you will find that it actually can bring benefits. I learn how to cope with bigger challenge. Sometimes, chances would be gone forever and it may be better to take the responsibility.”

(Sense of Responsibility)

— Student

Share of Learning Stories



“Our sense of involvement has improved and we enjoyed the whole process. More importantly, we keep reflecting on our work throughout the process, adjusting our strategy and gain new knowledge.”

(Participation and Reflection)

— Student

“The experience obtained from this project reminded us that learning is to flexibly apply what we have learnt, improve ourselves through experiencing and comprehensively apply what we have learnt.”

(Apply learning to other areas)

— Student



“When I previously participated in the Student-LED project, I only focused on strategy but overlooked what I had learnt. Now I understand that whatever we are doing, we have to think about the purposes and the meaning behind.”

(Target and meaning)

— Student

“Sometimes, I would not think about what I have learnt and its future application after organising an activity. However, after reflection, now I will think more and further.”

(Reflection on what have been learnt)

— Student



“I am able to apply the skills obtained from this experience, and become a student who is good at reflecting on learning. I will also design learning experiences for myself continuously and become a ‘lifelong learner’.”

(Strengthening reflection and learning to learn abilities)

— Student



Learning Experiences

“Each of us is a leader and everyone knows his/her position. We have to make clear the role of each member involved by respecting each other and empowering others to work.”

(Empowering)

— Student



“I used to think that it was very difficult for me to speak my mind in front of a group of people, but the project changed my view significantly. The most important thing I gained is confidence. In the past, it was quite a difficult task for me to share my opinions with others, especially when I was not sure whether they would accept my view or not.”

(Enhancing confidence)

— Student

“Compared with my superficial thinking in the past when I only focused on the success of the project, now I have discovered my deep thinking ability. I find that learning through the process is also a very important element.”

(In-depth thinking)

— Student



Teachers' sharing



"I appreciate students' sense of self-leadership very much, which is of very high level. As they continuously reflect on their performance, it facilitates the solving of conflicts between one another." **(Internalisation and Self-leadership)**

— Teacher

"What we are concerned about is the shift of learning, which means whether students can transform particular knowledge, attitude and skills from a particular field to another. Our teachers and students decided to participate in the Tier 2 of this project. After leading the activity, we need to reflect on a plan and try to apply what we have learnt into another area." **(Shift of learning)**

— Teacher

"Throughout the project, we saw the growth of the students. They learnt to set higher requirements for themselves, appreciate the strengths of others, allocate work effectively, cooperate with each other and promote the sense of responsibility. We also noticed that students became tougher when encountering difficulties; they knew how to handle them calmly rather than giving up. They can devise appropriate amendments to finish the project successfully. After finishing the project, students are able to base on the existing assessment standard to review whether their targets have been fulfilled and the effectiveness of the project. This allows them to perfect their performance when carrying out similar projects in the future." **(Assessment and review)**

— Teacher

"The workshops for teachers in many occasions have offered me opportunities to share my teaching experience with my counterparts from peer schools and exchange views on teaching with them. This allows me more room for reflecting on my teaching journey, which is really a precious opportunity." **(Growth of professionalism)**

— Teacher

"From the project, teachers can learn to further consolidate the key concept of self-regulated learning. For many years, our school has been encouraging active learning with a whole school approach. Therefore, the Student-LED project is a good chance for us." **(Active learning)**

— Teacher



“From this project, I have learnt to trust my students. Actually, they have great potential, they just do not have the opportunity. Therefore, we can try to organise more student-led activities in the future. In the project, students have encountered quite a lot of difficulties. There were both pleasure and sorrow. However, they have eventually overcome them one by one with support and help from teachers and students. I hope that all of these can be turned into their motivations for their future learning and growth” **(Trust and Support)**

— Teacher



“The most meaningful part of this activity lies in the change of concept. In the past, ‘we hold an activity simply because we have to do so’, but now ‘we reflect on the purpose of running activities’. I believe that the LED project should become the basis of other co-curricular activities in schools and we can borrow its ideas to make changes and allow students to lead the activities.” **(Significance of the project and the blueprint for activity development)**

— Teacher



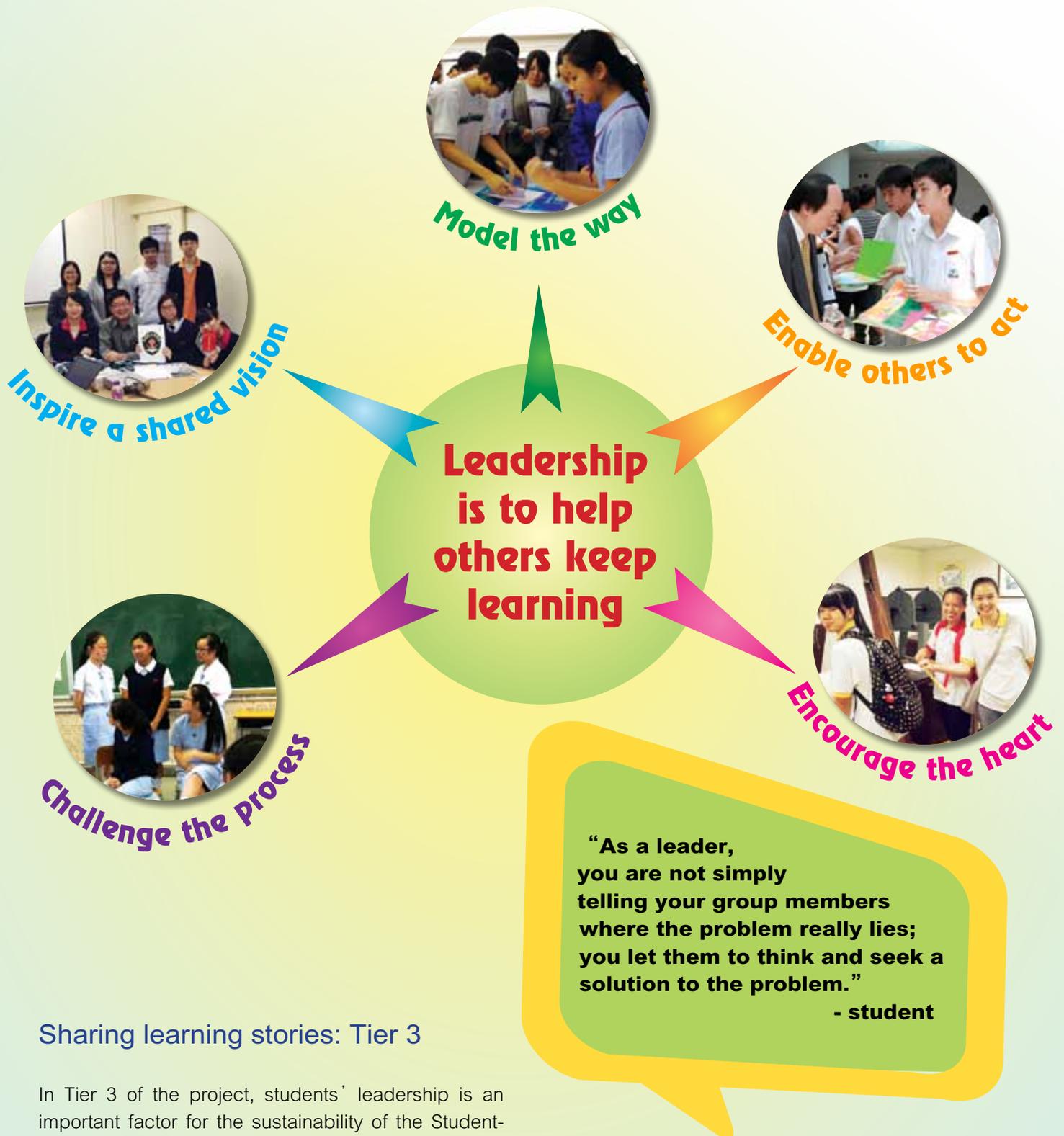
“Students are the masters of their learning and actually ideas are generated from brainstorming among students. Whether the ideas are good or not, teacher as facilitators have to analyse with them together, yet the final decision is to be made by students. Unless the decision goes against the target, teachers should accept students’ ideas.” **(Creating learning experience together)**

— Teacher

“Under the exam-oriented education system and a society which emphasizes knowledge teaching in Hong Kong, the Student-LED project is a very precious opportunity which encourages every student to fully develop their potential by designing meaningful activities on a cooperative basis and by reflecting on their performance throughout the process.” **(Developing students’ potential)**

— Teacher





Sharing learning stories: Tier 3

In Tier 3 of the project, students’ leadership is an important factor for the sustainability of the Student-LED learning model. Students participating in the project reflect on their learning experiences of running the Student-LED project based on a leadership development framework created by Kouzes and others, which could be an appropriate reference for secondary students. Through practicing the ideas and deepening learning experiences, leadership development framework could be internalised as leadership for the purpose of personal development.

Through visiting schools, the co-workers of the Curriculum Development Institute of the Education Bureau had in-depth intra-community dialogues with students and teachers from the participating schools to explore different learning stories. These stories are categorised into five types of leadership development. Every story is about students’ learning experiences, which include their own experiences and reflection on leadership.

Model the way

Students participating in the programme realise that they cannot set an example because of the lack of courage and self-confidence. In an occasion, a group of students met to discuss the Student-LED project and some members thought that their abilities compared poorly with others. As a result, they did not have the courage to voice their own views and simply relied on more experienced students to make suggestions. They found that they lacked a sense of identity of being a leader. In addition, they started the project with great drive but could not persist and eventually resulted in a hectic schedule, leaving the original goal unfulfilled. They learned that as a good leader, they have to set a good example for others and persist till the end.

“As a student mentor, we have to set a good example and let others to fully engage in the project. We should use the experience we gained in the previous year to guide the Form 4 fellow students to implement the project step by step.”

— Student

Enable others to act

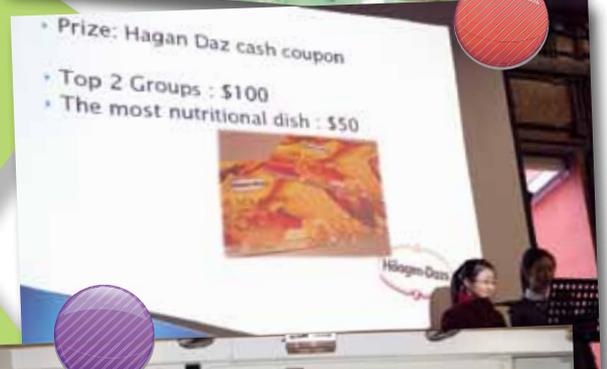
Having gone through an in-depth reflection, students from one of the participating schools realised that a leader has to help others complete their tasks. At the beginning of the Student-LED project, a group of Form 4 and Form 5 students who were core students of the project had little mutual trust and understanding among themselves as they came from different classes and had little knowledge of the strengths and weaknesses of their group members. Accordingly, they were not sure if their fellow members could do well in what they were assigned with. In one occasion, they decided to produce a promotional video about the project and broadcast it through the TV at the school's main entrance. A group member was assigned to produce the video but they failed to broadcast it as scheduled due to some typing errors. They subsequently found that the member had no knowledge of Chinese word processing. The core students realised that being leaders, they have to help others and make sure others are competent to get their jobs done. They also have to allocate the work according to the strengths of their fellow members instead of simply assigning the duties to someone. By doing so, they can complete the task on time.

“I learn to give chances of bearing responsibility to the other members.”

— Student

“The role of a leader is to guide your members so that they know what to do. When there is a problem encountered, you do not simply tell them where the problem really lies; you should lead them to think and seek a solution to the problem.”

— Student





Challenge the process

One of the participating schools had run a project named “Family Fun & Visit to Southern District”. The project was designed to allow students to have a better understanding of attractions in the Southern District so that they will get closer to Southern District and have a stronger sense of belonging to their schools. However, they encountered some difficulties like insufficient participants and having expenditure exceeding their budget. They held several meetings to discuss how to solve these problems. They hoped to attract more participants through improvement of the itinerary. They put most of their time and effort into the planning of the itinerary. In one occasion, someone challenged them on the purpose of organising the trip and asked them whether they simply need to organise a trip because they have to or they want to enhance non-southern district students’ sense of belonging to their schools. The question inspired them to challenge their actions. “Why should we do that?” They found that when things did not go as planned, they tended to focus on how to solve the imminent problems and ignore the objectives and significance of the project as a whole. For instance, they focused on the attractions in Southern Districts and the itinerary by trying to attract more participants without realising that the interaction among participants during the trip can better strengthen their sense of belonging.

“Through reflection I realised that I didn’t have careful and proper consideration when I was running the project. I didn’t raise challenging questions to myself or other group members because I want to maintain a good relationship with one another. However, to challenge others is not necessarily a provocative action, it should be regarded as a process of reflecting on the inadequacy of our work.”

— Student





Inspire a shared vision

One of the participating schools had run a project on academic counseling to Form 3 students to assist them on subject selection. The activity was designed to introduce to the students the details of the subjects they may choose, so that both the students and their parents would understand that interests should be a dominant factor in subject selection. During the preparatory stage, they focused on practical issues and started allocating work like preparing promotional activities for parents, producing PowerPoint presentations, shooting video and designing questionnaires. Upon students' deep reflection on the effectiveness of the project, it was revealed that students have various views regarding the objectives and significances of the project. They found that they just simply assumed all of them shared the same understanding and were clear about the meaning of the project. They did not have in-depth discussion concerning the higher level objectives and significance of the project. They just ignored the importance of reaching a consensus and worked without reflection.

The students realised that discussion on the objectives of the project is essential to clarify the common vision. Meanwhile, they also need to reflect on the goals and significances of the projects at all times to ensure smooth implementation of the project.

“I understand that common vision comes from frequent dialogues among one another. This would make sure we all work towards a common goal so as to minimise the risk of deviating from the target.”

— Student

Encourage the heart

A group of students participated in the Student-LED project last year became student mentors who were responsible for guiding the new participants who joined the project this year. All new participants were Form 4 students. The student mentors admitted that it was relatively difficult to encourage others because they didn't know what these new core members had done in the project, nor did they know in what ways to show their appreciation or give encouragement to the new fellows. They were also afraid that if they show their appreciation too early, the new fellows would become slack and make no progress. Accordingly, these student mentors seldom praised the new participants for their performance, making new fellows feel jittery.

After sharing among themselves, the student mentors realised that to encourage or spur people to make greater effort is equally important. As student mentors, they should explore new members' strengths, encourage them to do a better job and recognise their contributions.

“I understand that it's very important for a student mentor to encourage others, as encouragement can be a motivation for greater effort to get a job done.”

— Student





Prospects

The learning mode of “Students as Learning Experience Designers Project” allows students to build a sense of agency in learning, with which students lead their own learning in an environment of autonomy with few norms and no examinations. In such a genuine learning environment with support, students are willing to ask “why” to seek answers on their own initiative, opening the door to in-depth learning.

The Curriculum Development Institute of the Education Bureau, Hong Kong Association of the Heads of Secondary Schools and Center for Engineering Education Innovation of the Hong Kong University of Science and Technology will continue to support “Students as Learning Experience Designers Project” . Schools are welcomed to participate in this project.

For training videos, details of workshops and more stories on learning, please visit the website of “Students as Learning Experience Designers Project” (http://www.edb.gov.hk/cd/ole/student_LED/) or contact Mr. Ringo CHAN, Project Coordinator of the Life-wide Learning & Library Section of the Curriculum Development Institute of the Education Bureau, at 3540-6905 / 2892-5900.

Year 2010 – 2011 Students as Learning Experience Designers Project

Tier 2 Participating Schools

Name of School	Name of School-based Project
SKH All Saints' Middle School	Skyline Hip Hop — Caring Visit
China Holiness Church Living Spirit College	Big Brothers and Big Sisters Scheme: Capture Star Classes of Visual Arts and Math
SKH Li Fook Hing Secondary School	A Disadvantaged Group amid Prosperity - Visiting Street Sleepers
Carmel Alison Lam Foundation Secondary School	Senior Secondary School Rescue Team
Salem-Immanuel Lutheran College	"Show Your Care, Show Your Creativity" Fun Day
CCC Yenching College	Boundless Love
Lok Sin Tong Yu Kan Hing Secondary School	Care for Mental Health
Hong Kong True Light College	Delivering Warmth and Care
Gertrude Simon Lutheran College	Easter Bunny Party
Cognitio College (Hong Kong)	"Basic Financial Planning - Saving Money by Saving Water" Community Carnival
United Christian College	One More Step Forward: Be a Leader and a Transferor of Learning
Law Ting Pong Secondary School	Experiencing Secondary School
HHCKLA Buddhist Ching Kok Secondary School	Tseung Kwan O Love and Care Day
Kowloon Technical School	Helping Hand Programme
St. Francis Xavier's School Tsuen Wan	Caring Service of SFXS
Hoi Ping Chamber of Commerce Secondary School	Growing Seedlings - Guangxi Service Learning Scheme
Creative Secondary School	Footprint of CSS - Tai O
Lok Sin Tong Wong Chung Ming Secondary School	Playing Games with Kids
St. Margaret's Girls' College, Hong Kong	A Date with Old Buddies
St. Margaret's Co-educational English Secondary & Primary School	MIHK(Merge Into Hong Kong)
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School	Care for the Elderly





Year 2011 – 2012 Students as Learning Experience Designers Project

Tier 2 Participating Schools 2

Name of School	Name of School-based Project
Ching Chung Hau Po Woon Secondary School	Contribution of Love and Care
Tuen Mun Government Secondary School	New Year Celebration with Love and Care
Queen's College	Peer Counselling Project
SKH St. Mary's Church Mok Hing Yiu College	Service Day for Form 4 Volunteers
Tack Ching Girls' Secondary School	A Caring Visit to Shaoguan
Salem-Immanuel Lutheran College	Promote low carbon life through competition and workshop
Buddhist Wong Wan Tin College	Dancing Lessons for the Elderly and Youths
Caritas Ma On Shan Secondary School	Outdoor Learning Day: Inter-class Photography Competition
St. Margaret's Girls' College, Hong Kong	Elderly as Peers
Sacred Heart Canossian College	Caring through Respect - A Day with South Asian Kids

Tier 3 Participating Schools 3

Name of School	Name of School-based Project
Hong Kong True Light College	Family Fun & Visit to Southern District
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School	Love · Shine
	Search in Thousand Miles
SKH Li Fook Hing Secondary School	A 3-day experience in Whampoa Youth Military Training School
Lok Sin Tong Wong Chung Ming Secondary School	"Green Life" Stall Games Energy-saving Competition
SKH All Saints' Middle School	Shining Stars
Law Ting Pong Secondary School	Orientation Activities for Form 1 Students
Carmel Alison Lam Foundation Secondary School	Learning Methods

