

學習就像一部經典名著，只要有親自閱覽的經歷，便會把它銘記在心。「讓學生成為學習經歷設計者」這個計劃，一改傳統的學習模式與師生的角色，師生雙方皆能體驗一次全新的學習之旅。

首先，由活動的策劃、籌備、實行、檢討與反思，我們的學生能夠真真正正地擁有整個學習的經歷。而無論最後活動成功與否，長遠來說，這些親身的經歷能夠成為學生成長的催化劑，因為活動過程中，學生不再被動地接受老師的安排，故他們的自主與獨立能力皆可以充分發揮。

而老師也不再只是負責灌溉的農夫，我們也要學會放膽嘗試，讓小幼苗在溫室以外學習，不管經歷風吹雨打，都會成為他們成長的養料。

我確信，本計劃為老師與學生也帶來了一次嶄新而深刻的體會。

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This is the second year that our school has participated in student-LED project. Having learnt from the past experience, this time we adopted the “let go approach” early in the stage. Our only request for the core members was they must hand in their minutes after every meeting they held. At first, I still query whether this bunch of kids were self-disciplined enough to do such tedious job from time to time. After all, they never have had such experience in their school life.

Out of my expectation, they did it! And they did it perfectly. Not only minutes, had they also drafted timeline, action plans and checklists for their project. From division of labor to financial budget, from sourcing to promotion, they all did it by their own! I wondered without any teachers' guidelines how they could do it. They replied “through discussions, we got it”. Last year, our colleagues found that “our students possess more talents and greater possibilities than we have realized”. I just can't agree

more.

Yet it doesn't mean our kids have never encountered any difficulties, they do have hard times in executing their ideas and plans. I still remembered once they stayed after school very late, hopelessly amending a loophole in a game section. As a teacher, I wished I could give them my advice and sent them home quickly. But as a facilitator, I must give them opportunity to communicate, to coordinate and to co-operate. So, what I did was to remind them their foremost aim of the game and left them alone. In the end, they came up with a make-up plan which was much more feasible and effective. By trial and error, they overcame challenges and completed their program successfully. One of the objectives in student-LED project is to “develop students’ reflective habit of learning to make meaning and foster connections with other prior knowledge or experiences”, without question our students achieved it.

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