Learning in Action Seminar 2020

'A cross-disciplinary Dialogue to Extend Learning'

From Collaboration to Empowerment: Fostering Interactive Learning in Reading across the Curriculum and Self-directed Learning

School-based Curriculum Development (Primary) Section

20 November 2020

Speakers

Ms Jenny CHUNG

School-based Curriculum Development (Primary) Section
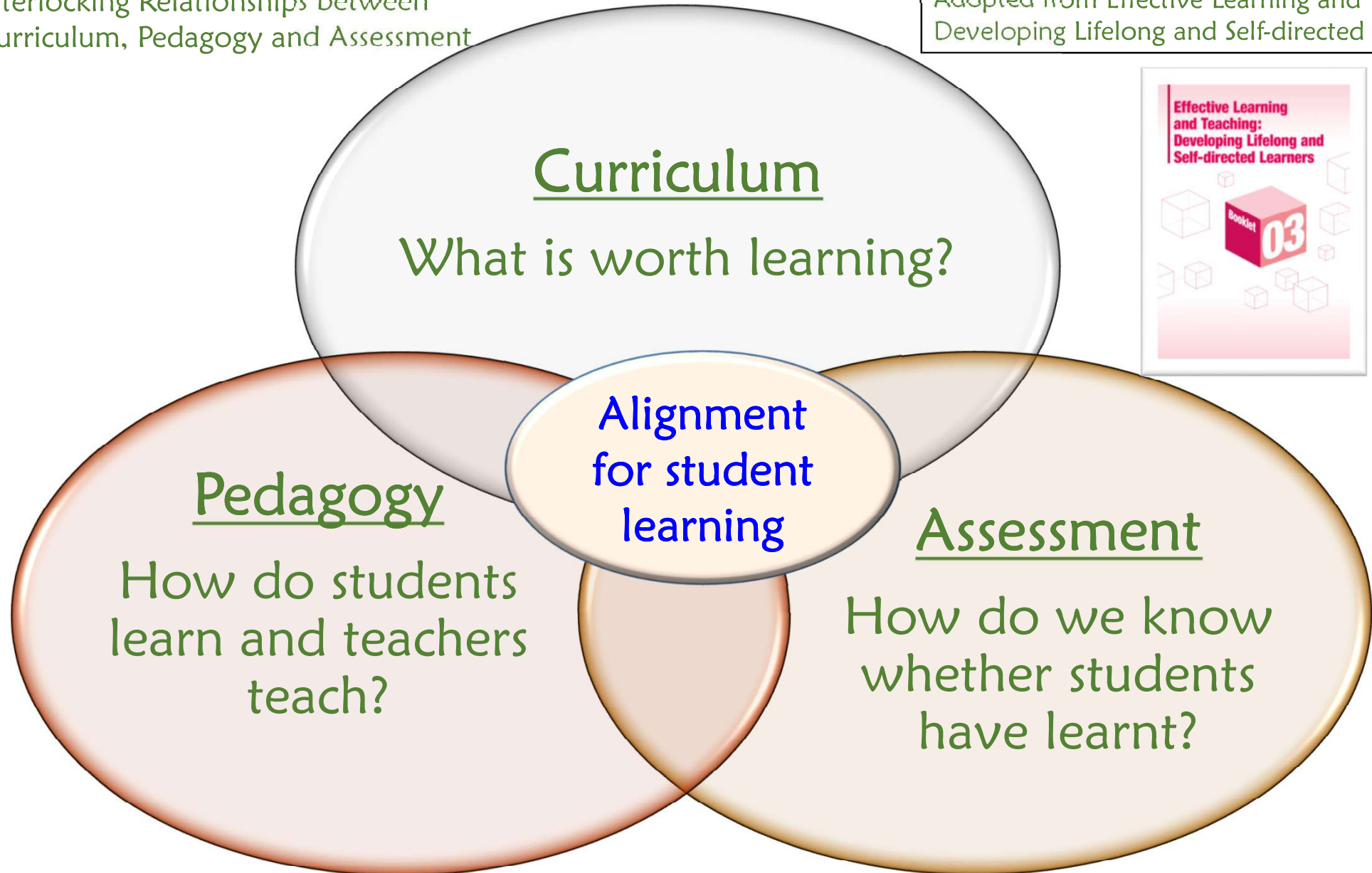
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Overview

1. Towards Reading across the Curriculum (RaC)

2. Equipping students to become Self-directed Learners (SDL)

3. Fostering Interactive Learning in RaC and SDL

Curriculum

What is worth learning?

Pedagogy

How do students learn and teachers teach?

Alignment for student learning

Assessment

How do we know whether students have learnt?

Effective Learning and Teaching: Developing Lifelong and Self-directed Learners

Booklet 03

From Learning to Read towards Reading across the Curriculum

Learning to Read

- Learn to <u>get information and ideas</u> in text with help from teachers
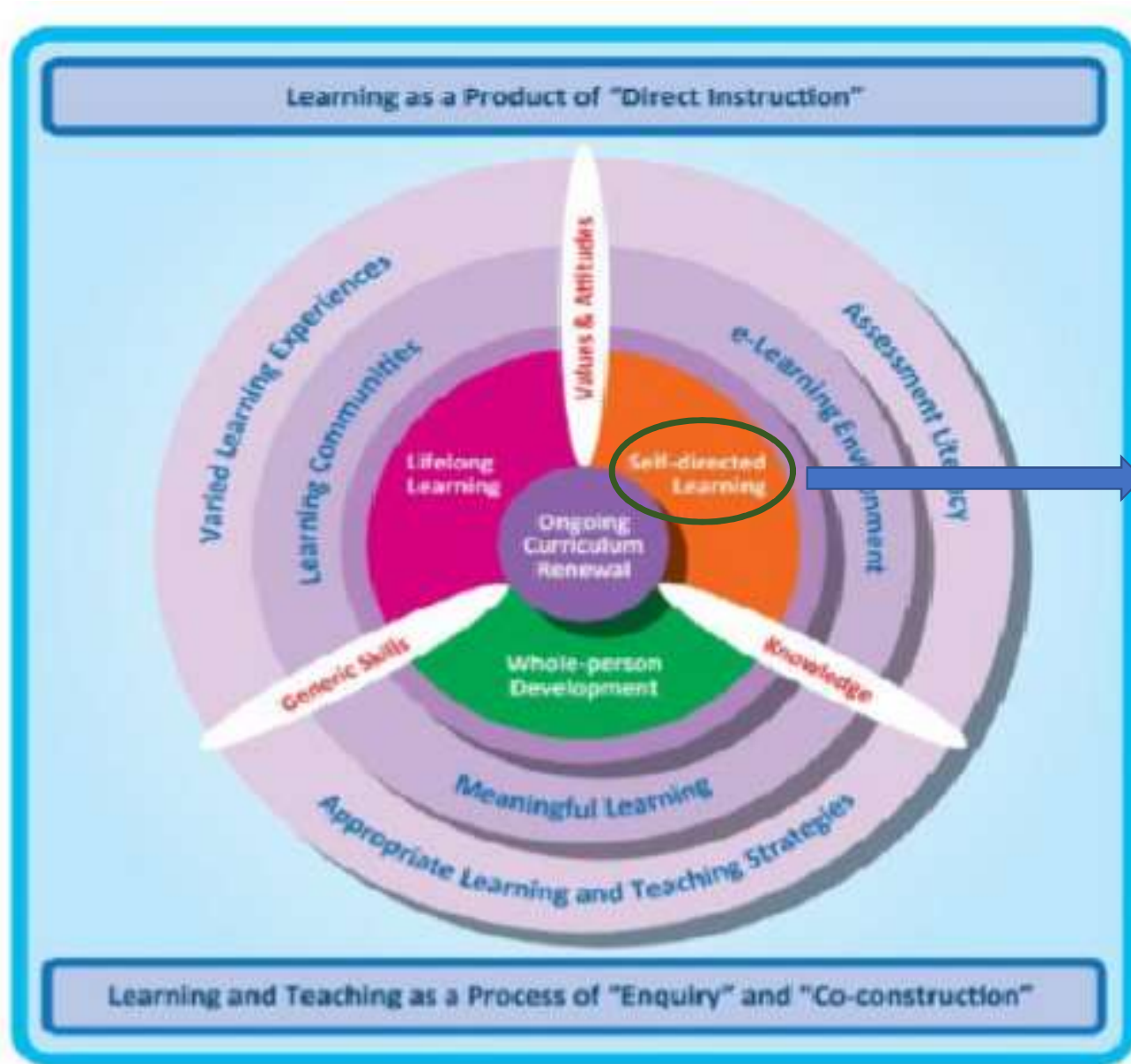
Reading to Learn

- Apply reading skills to <u>acquire information and ideas</u> from text independently

Reading across the Curriculum

- Connect students' learning experience and <u>apply language knowledge and skills</u>

Making Connections for Effective Reading

Prior Knowledge

New Knowledge

Making Connections

Personal experiences
School learning experiences
Life events
Global issues

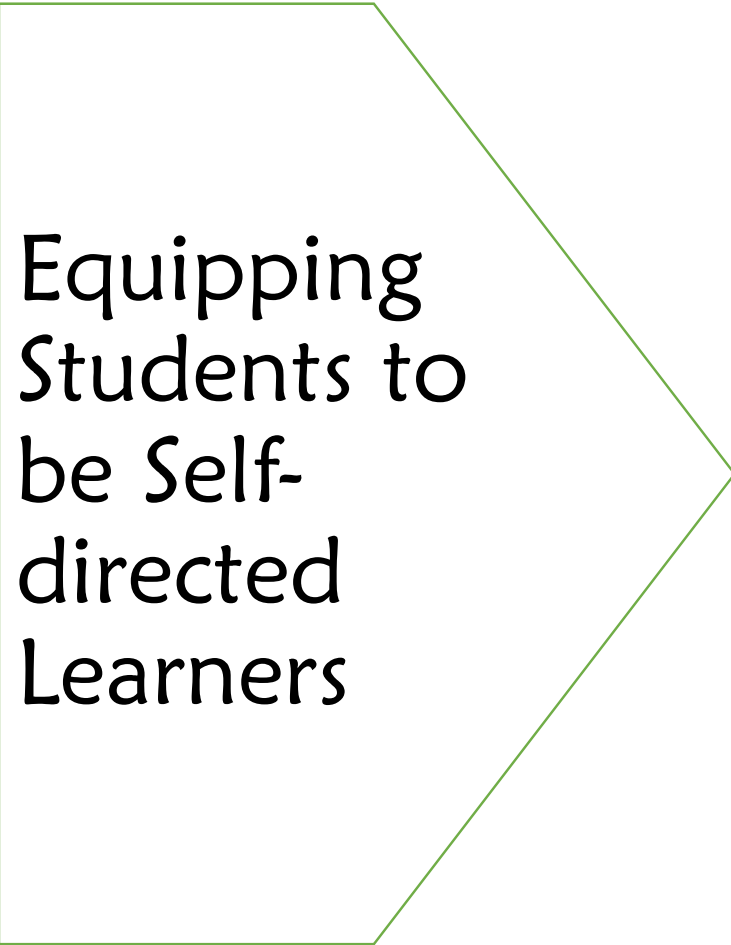A Conceptual Framework of Learning and Teaching

Adapted from Effective Learning and Teaching: Developing Lifelong and Self-directed Learners pg 11

Myths about Self-directed Learning (SDL)

- SDL means students learn on their own.

- SDL means students learn prior the lessons.

- SDL is not intended for low achievers.

- The older the students, the better they will be self-directed learners.

- Teachers should allow students to decide what they want to learn when implementing SDL.

What is self-directed learning (SDL)

- SDL is a critical learning to learn skill and attribute

- Students are expected to plan, monitor and review their learning with guidance and support from their teachers

- Students are given opportunities to conduct self- and peer-assessment to monitor and evaluate their own learning

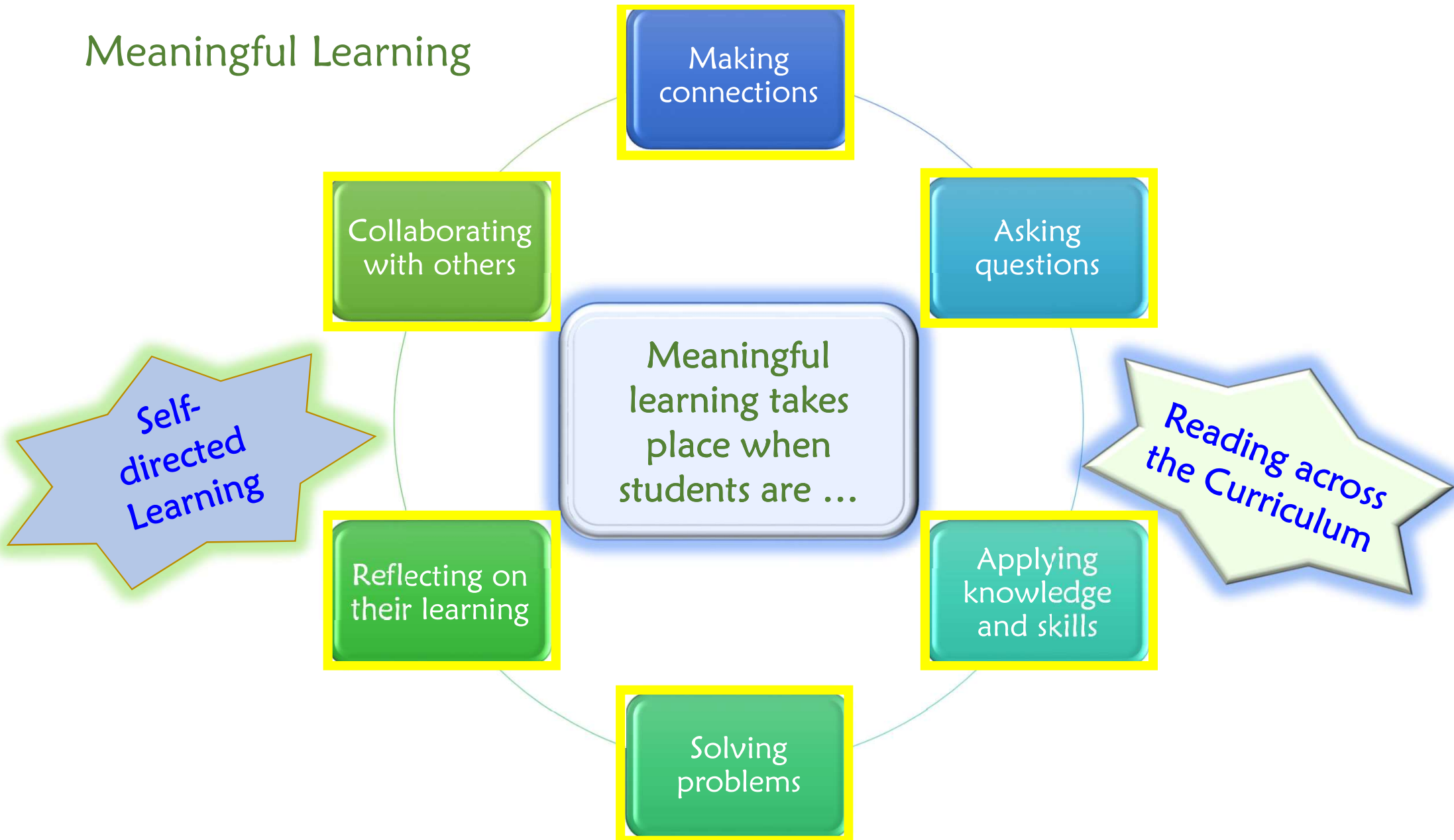**Equipping Students to be Self-directed Learners**

Learning is influenced by learning motivation and high self-efficacy

Students learn how to set goals, monitor and reflect on their learning experiences

After evaluating their learning progress, <u>students identify ways to improve their learning</u>

Fostering Interactive Learning via RaC and SDL

Meaningful Learning

Making connections

Asking questions

Collaborating with others

Meaningful learning takes place when students are …

Reflecting on their learning

Applying knowledge and skills

Solving problems

Self-directed Learning

Reading across the Curriculum

How to foster RaC and SDL?

Reading a webpage

- Explicit teaching of **reading strategies**

- Model and explain **own thinking process** (metacognition)

Reading booklet

- Practise implementing the learning strategies **by students**

- Observe and offer support when necessary **by teacher**

How to foster RaC and SDL?

Independent Practice **Excursion**

- Students practise on their own to reinforce **learner autonomy**

Positive Learning Attitudes

- Be confident
- Be self-motivated
- Be perseverant
- Have high-efficacy belief

Interactive Learning of our Reading Package

Reading a webpage

Reading booklet

Excursion

Writing a report

Pre-excursion Preparation – Reading Strategies

Learn how to search for information on webpage with reading strategies:

📖 language features of a webpage

📖 skimming and scanning of a webpage

📖 Interpreting meaning of unfamiliar words with pictorial and contextual clues

Students are actively engaged while they are reading the webpage.
It is a meaningful learning task to help students relate to their
learning experiences and apply their knowledge and skills as
follows:

- Making connection to personal experience
- Making connection to school learning experiences
- Making connection to global issues

Making connection to <u>personal experiences</u>

The story on the webpage reminds me of the trip to the Peak with my parents.

Making connection to school learning experiences

I have read a book about the Peak that tells me the history of the Peak Tower. From the webpage, I am learning more about the favourite tourist spots at the Peak.

Making connection to global issues

I saw on the news about how people polluted the places. In the webpage, I am learning how beautiful these places were before. We should protect our environment.

Interactive

Collaborative

Autonomous

Teaching of interviewing skills

Working in groups to devise their own questions to be asked

Getting ready for the excursion

Tidying the information students got from the interview

Writing a report of this excursion

How to foster RaC and SDL?

Direct instruction

Guided Practice

Independent Practice

Positive Learning Attitudes

- Be confident

- Be self-motivated

- Be perseverant

- Have high-efficacy belief

What to consider when planning your curriculum?

Build on teachers' strengths	**Build on students' interest**
Flexibility in curriculum planning	**Use Keep, Improve, Stop, Start (KISS) model**

Holistic Planning