

## **Programme 1: Engaging students in purposeful learning**

Learning programmes of the Self-Financing Tertiary Education Sector (the Sector) have fundamental differences from that of the primary and secondary school curriculum. Basically every programme of the sector has discipline focus, such as Financial Accounting, Health-care Management, Social Work etc., where each discipline has a well-defined body of knowledge which are diversified in nature. Each programme also has certain common components, such as languages, mathematics, IT, generic skills etc.

Students of the sector are diversified in characteristics: in a class, students come from different schools with different learning experiences, their background knowledge of the programme studied, learning skills, learning culture etc. are all different.

How to engage such a group of students in purposeful and meaningful learning is one of the key challenges for new practitioners of the Sector.

This Programme is designed for practitioners of the Sector to develop their knowledge and skills in facilitating student learning.

## Module 1A: Teaching students of Self-financing Tertiary Education Sector

Target participants:	New practitioners of the Sector who wish to learn how to engage their students in learning the courses attended.
Aims:	To provide participants with student profiles of the sector, the education environment of the Sector and basic skill set in teaching students of the Sector.
Related competencies	LK41 & LP21
Learning Outcomes :	<p>After completing the module, participants will be able to:</p> <ol style="list-style-type: none"> <li>Describe the position of the self-financing education sector within the Hong Kong education system</li> <li>Identify the common expectations, attitude and learning styles of sub-degree students</li> <li>Identify the concepts, considerations, and procedures of at least two learning and teaching strategies, such as lecturing, guided discussion, project learning etc.</li> <li>Design a learning activity on topics of their own choice, and have consider factors such as nature of the topic, prior knowledge, attitude, and learning styles of the target students etc. in the design process.</li> <li>Present his/her own design and critique on others' presentations</li> </ol>
Structure of the Module:	<ol style="list-style-type: none"> <li>This module will let participants have a general picture of students of the sector, including:               <ul style="list-style-type: none"> <li>➤ The different sectors of the Hong Kong Education System and the position of the Sector within the system</li> <li>➤ The profile of students of the Sector, such as their skill sets in learning, motivation, attitude to, and expectations of, their learning in the Sector</li> </ul> </li> <li>Some success stories of student learning in the Sector will be shared with and/or amongst participants.</li> <li>Participants will then be invited to suggest factors that should be considered when planning a lesson for their students and the general classroom routine in conducting a lesson.</li> <li>They will plan learning activities for lessons they taught.</li> <li>Some participants will be invited to present their plans while others will give comments and suggestions.</li> </ol>

## Module 1B: Introduction to Pedagogical Content Knowledge

Target participants:	Full-time and part-time teaching and administrative staff of the self-financing tertiary sector (the Sector) who wish to know more about subject matters for teaching.
Aims:	To provide participants with basic understanding about ways of representing subject matters that make it comprehensive to learners and how to formulate the learning process of particular discipline knowledge according to its structure
Related competencies	LK21, LK22
Structure of the Module:	<p>The Module will have two sessions of three hours each making a total of 6 hours. The learning outcomes of the Module are as following:</p> <p>After completing the Module, participants will be able to:</p> <ol style="list-style-type: none"> <li>Describe why the structure of subject matters is important in the teaching process (application of knowledge and skills is different from learning that knowledge and skills)</li> <li>Identify the structure (i.e. the learning elements and the inter-relationship of the elements) of at least one topic of the participants own specialization</li> <li>Identify the sequence of learning of that particular topic</li> <li>Suggest the conception and preconception students of different backgrounds might bring to the learning</li> <li>Suggest at least one teaching approach of the chosen topic for a particular group of students.</li> </ol>
Content	<p>The Module will cover the following contents:</p> <ol style="list-style-type: none"> <li>Three major components of pedagogical knowledge: learner, content and context</li> <li>From subject knowledge to subject knowledge for teaching</li> <li>The subject matter structure of a chosen topic</li> <li>Learning paths of the chosen topic for students of different backgrounds</li> </ol>

## Module 1C: Models of learning: Tools for teaching

Target participants:	Full-time and part-time teaching staff of the self-financing tertiary sector (the Sector) who wish to have better understanding of their students in learning
Aims:	To provide participants with basic understanding about learning and the design of learning activities
Related Competencies	LK51, LK52, LP21
Structure of the Module:	<p>The Module will have two sessions of three hours each making a total of 6 hours. The learning outcomes of the Module are as following:</p> <p>After completing the Module, participants will be able to:</p> <ol style="list-style-type: none"> <li>Aware that there is no panacea in teaching: for different learning outcomes, and for different target students, different learning model should be apply to achieve effective learning</li> <li>Identify the processes of three major learning &amp; teaching strategies: direct instruction, group discussion and thoughtful presentation</li> <li>Prepare one learning activity of at least one hour in duration for a chosen learning outcome and for a particular target group of students</li> </ol>
Content	<p>The Module will cover the following contents:</p> <ol style="list-style-type: none"> <li>Explore the spectrum of learning &amp; teaching approaches</li> <li>Understand the nature of learning</li> <li>Design learning tasks with different teaching strategies</li> <li>Develop effective questioning skills</li> <li>Reflection on effective teaching</li> </ol>