

Programme 2: Understanding Target Students

In facilitating student learning, it is essential to understand how students learned, so as to design activities to help student learning.

Every student is an independent individual. They all learn differently. Apart from the nature of the contents to be learned, student learning depends on a number of factors related to students themselves. Amongst which, their learning experiences (not limited to learning in schools but also include their learning in their daily experiences) shape their personality and attitudes as well as learning styles. It is important to understand how these factors impact on student learning in order to facilitate student learning.

Post-secondary students are generally in their adolescent stage. The changing roles from child to adult will bring them a lot of issues, which are not directly related to their learning, but will have important impacts on their concentration on, and priority of, their learning. It is important that teachers are sensitive to students engaged in such issues and be able to provide appropriate helps so that they can regain their momentum in learning.

This Programme provides two modules to help teachers understand their students learned.

- Module 2A: “Student characteristics and learning styles” provides a general description of student characteristics and learning styles to help teachers in identify these two features of their students.
- Module 2B: “Helping students to face issues in Life and in Learning” gives examples of common issues facing students, which have impacts on their learning; and suggests approaches and skills in handling the exemplified issues

Another concern for teachers is that more and more students have different types of Special Education Needs (SEN) who required professional supports. This programme has included an introductory module on SEN:

- Module 2C: “Understanding students with special learning needs” gives participants background knowledge of Pervasive Developmental Disorder and fundamental issues relevant to how special learning needs are treated.

Module 2A: Student characteristics and learning styles (6 hours)

Target participants:	Practitioners of the Sector who wish to have better understanding of their students in learning
Aims:	To give participants a big picture of the characteristics and learning styles of students in the Sector
Related competencies	LK42, LP22
Learning Outcomes:	<p>After completing the Module, participants will be able to:</p> <ul style="list-style-type: none"> a. Identify student clusters, such as YJD, diploma, AD, HD, degree and top-up degree, post degree, etc. of the Sector b. Identify common characteristics of different clusters of students, which can be further stratified into students of PT/FT, different subject areas etc. c. Discuss the strategies in identifying the expectations, motivations and competencies to learn, of different clusters of students d. Discuss the learning styles of students in different cluster
Structure of the Module	<ul style="list-style-type: none"> a. In small groups, teachers come up with adjectives/descriptions to describe the learning styles and characteristics of their students. b. Through in-class activities, teachers reflect and explain possible factors or problems behind students' difficulties with learning. c. Practitioners will brainstorm strategies that could enhance students' learning effectiveness. d. Through the use of psychological test, teachers identify the type of learner they themselves belong to. e. Teachers could understand the different types of learning styles and the implications for teaching-and-learning activities to be used in the classroom.

Module 2B: Helping students to face issues in life and in learning

Target participants:	Practitioners of the Sector who wish to better understanding issues facing their students
Aims:	To give participants with basic knowledge and skills in helping students with their developmental issues in life and in learning through case studies
Related Competencies	IK41, IK42, IP71
Learning Outcomes:	<p>After completing the Module, participants will be able to:</p> <ul style="list-style-type: none"> a. Describe the general characteristics and developmental needs of target students; b. Identify human uniqueness with respect and reflect on ways to build relationship with target students; c. Demonstrate an understanding of developmental issues that target students may face; and d. Apply basic counselling and intervention skills to help students face their own issues
Structure of the Module	<ul style="list-style-type: none"> a. With 3D diagrams, teachers warm up for a counselling mind. b. Teachers are presented with some essential concepts in counselling psychology. c. Through class discussion and role-play, teachers practise 5 basic counselling skills: reflection of feelings, active listening, paraphrasing, support and empowerment, and asking questions to facilitate insights. d. Important ethical issues in counselling will be highlighted.

Module 2C: Understanding students with special learning needs

Target participants:	Practitioners of the Sector who wish to understand students with special learning needs.
Aims:	This module aims at equipping participants with the background knowledge of Pervasive Developmental Disorder and the fundamental issues relevant to how Special Learning Needs treated.
Related Competencies	LK41, LK42
Topics covered:	<ul style="list-style-type: none"> a. Types of Special Learning Difficulties b. The Diagnostic Process c. Pervasive Developmental Disorder: Autistic Disorder d. Asperger's Disorder e. Display Emotional & Behavioral Difficulties f. Psychiatric-Comorbidity: Significant Co-occurring Problems g. Characteristics of the Predominantly Inattentive Type of ADHD h. Indicators of Dyslexia Types Difference i. Dyslexic Differences in Behavior j. Effective Behavioral Strategies k. Practical Considerations for School Based Professionals
Structure of the Module	<ul style="list-style-type: none"> a. An integrative approaches to emotional and behavior regulation will be studied, compared and contrasted through stimulated role play or case studies in group learning and class. b. Importantly, ethical issues of understanding Special Education Youth psychology will also be discussed