

Federation for Self-financing
Tertiary Education (FSTE)

Engaging Students in Purposeful Learning

Learning Outcomes

1. The **position of self-financing education sector** in the HK education system
2. Common **expectations/attitude/learning styles** of sub-degree students
3. **Teaching strategies** – concepts and practice
4. **Designing learning activities** by considering concepts related to teaching and learning

Focus 1:

Position of the Self-financing Education Sector

Questions:

1. Who are our target student?
2. What are their strengths?
3. What are their limitations?
4. What do they need in their learning?
5. What do they want from the sub-degree education?

A Closer Look at AD & HD

1. Common Descriptors for AD and HD

<http://www.cspe.edu.hk/GetFile.aspx?databaseimageid=635-0>

2. Generic Level Descriptors under the Qualification Framework of HK

http://www.hkqf.gov.hk/media/HKQF_GLD_e.pdf

Defining “teaching”

Q: In your view, what is teaching?

Two Types of Knowledge

1. **Explicit Knowledge** [外顯知識]

Knowledge that can be expressed and transmitted

Examples?

- _____
- _____
- _____
- _____

2. Tacit Knowledge [内隠知識]

Knowledge that is difficult to write down, visualize, or transfer from one person to another person

Examples?

- _____
- _____
- _____
- _____

What Should Our Students Learn?

From your own experience or ideology, put down
3-4 domains of learning that sub-degree students
should acquire

1. Learning to _____
2. Learning to _____
3. Learning to _____
4. Learning to _____

Some Ideas for Your Reference

a) **Learning to know**

- ✓ Sufficiently **broad general knowledge** and
- ✓ The opportunity to **work in depth** on a small number of subjects

b) **Learning to do**

- ✓ To acquire **occupational skill** and
- ✓ The competence to **deal with many unforeseeable situations** and **work in teams**

c) **Learning to live together**

- ✓ Develop **an understanding of other people**
- ✓ An appreciation of **interdependence** and
- ✓ Learning to **manage conflicts** by respecting values such as pluralism, mutual understanding and peace

d) **Learning to be**

- ✓ To develop one's **personality** and
- ✓ To act with **autonomy, judgment and personal responsibility**

Our Ultimate Goal: Teaching our students to **THINK!**



Bloom's Taxonomy of the Cognitive Domain (1956)

An Inspiring TED Talk

**| Do Schools Kill Creativity? | Ken
Robinson | TED Talks**

Upload in Jan, 2007

Viewed by over 8M

[https://www.youtube.com/watch?v=fpspZIC
NJ3I](https://www.youtube.com/watch?v=fpspZICNJ3I)

Focus 2:

Understanding Learning Styles

Questions:

1. In your view, what are “learning styles”?
2. Can you name a few types?
3. Have you tried to consider students’ learning styles when you design learning activities?

Characteristics of Different Learning Styles

A. _____ Learners

- are good with their hands (e.g. building models)
- are good at remembering things they've actually *done* before (e.g. cooking, jigsaw puzzles)
- enjoy active learning at school, such as PE and science experiments
- enjoy playing sports
- like adventure books and movies
- become fidgety when sitting for a long period of time
- do not tend to have great handwriting or spelling

Characteristics of Different Learning Styles

B. _____ Learners

- love pictures and diagrams
- are good at reading maps and charts
- create strong pictures in their minds when they read
- like bright colors and fashion
- may have to think for a bit to process a speech or lecture

Characteristics of Different Learning Styles

C. _____ Learners

- o work best in quiet areas
- o enjoy reading
- o would rather read by themselves or to others than be read to
- o often take detailed or verbatim notes in class.
- o prefer to study by themselves to avoid distraction
- o like articulate teachers who put a lot of information into sentences and notes
- o won't hesitate to find a definition in a dictionary

Characteristics of Different Learning Styles

D. _____ Learners

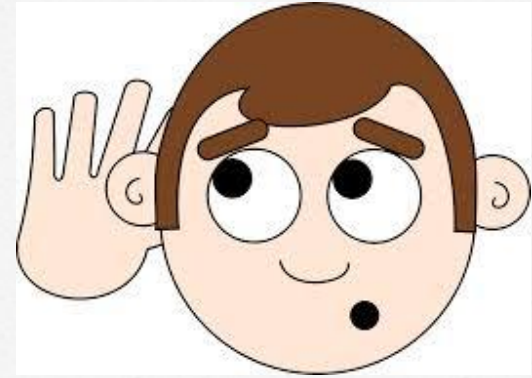
- o tend to have incredible memories for past conversations, music or lyrics
- o enjoy discussions, debates, and talking to others
- o enjoy listening to music, and sing/hum/whistle to themselves
- o prefer to give oral presentations over written reports
- o may read slowly
- o may have difficulty interpreting complicated graphs, maps or diagrams

What are some effective teaching methods?

A. Visual Learners



B. Auditory Learners



C. Read/Write Learners



D. Kinesthetic Learners



Another Classification: (Honey & Mumford, 1982)



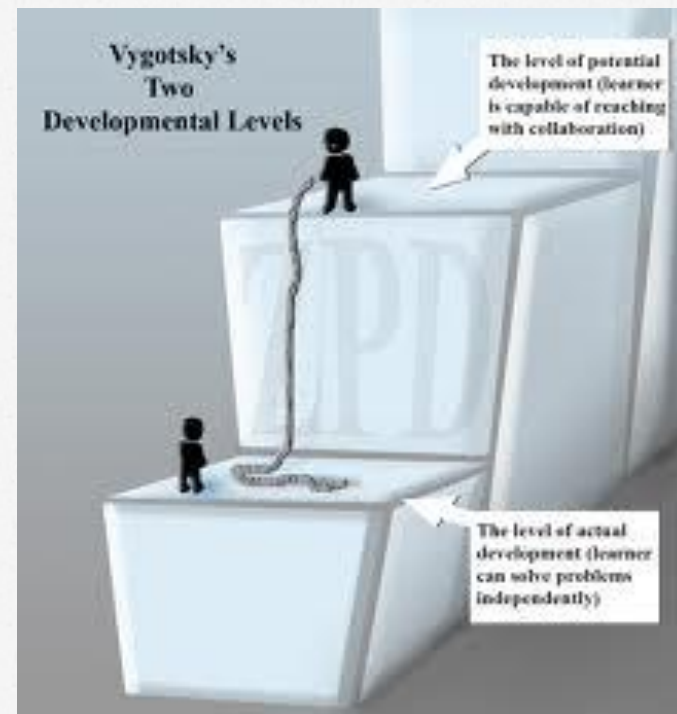
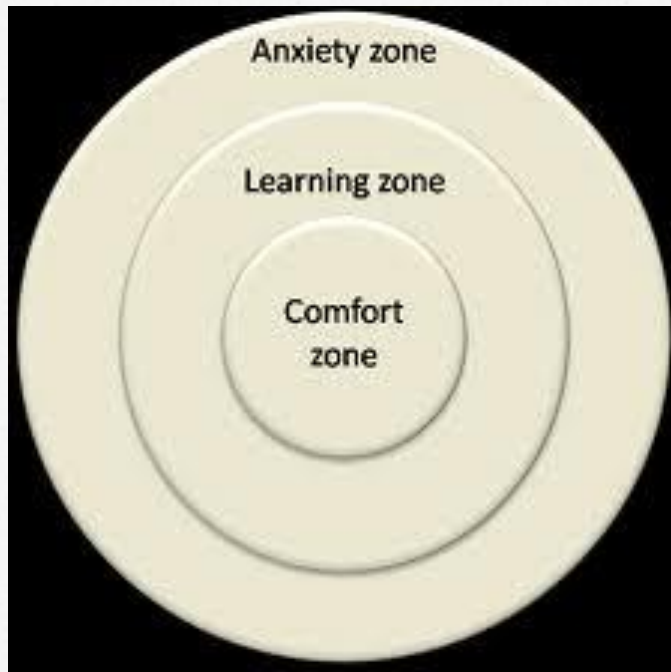
Please don't just **LECTURE!**



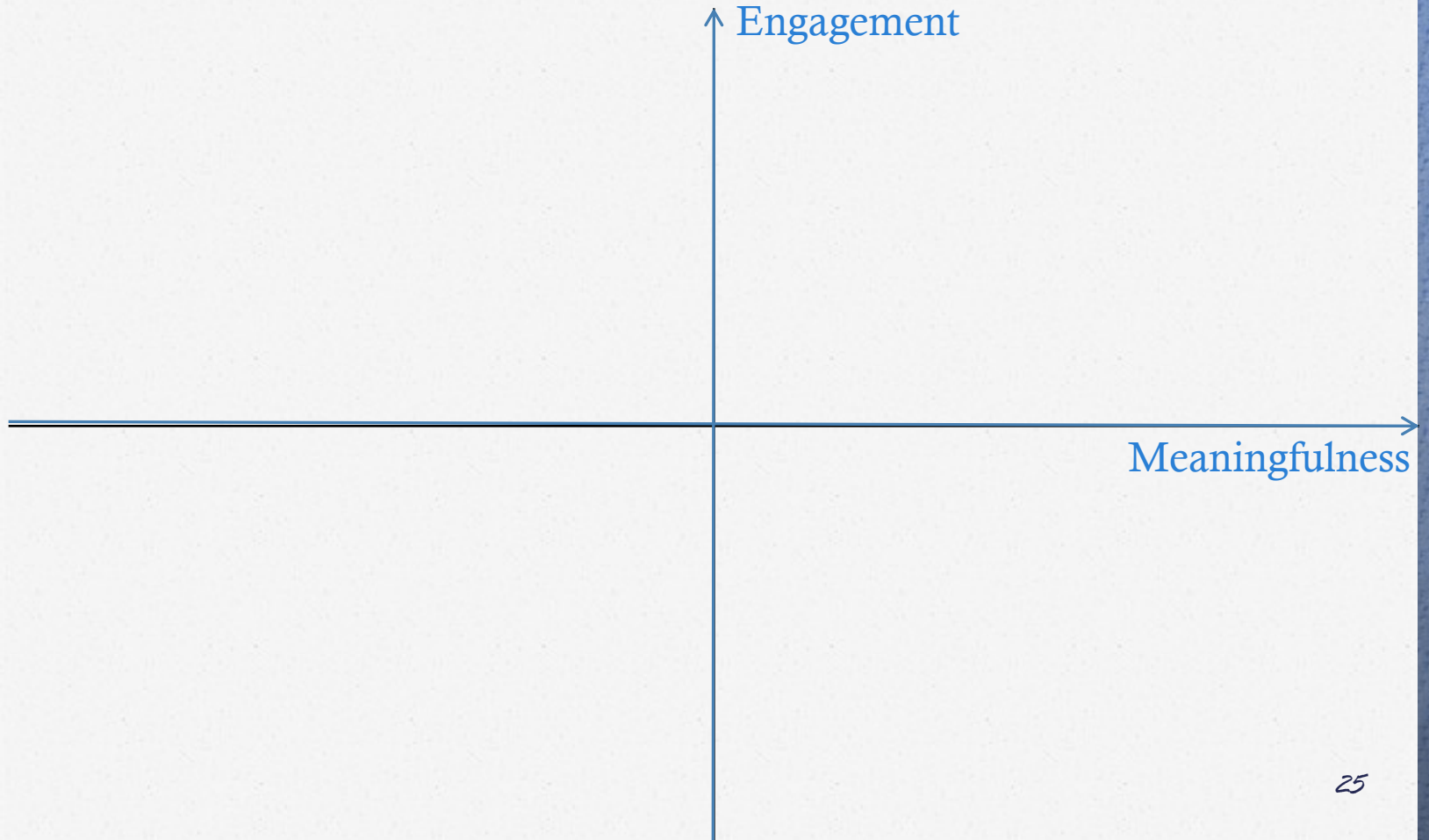
Focus 3: How to Design Learning Activities?

Q: What factors should you consider when you design learning activities for your students?

1. **Zone of Proximal Development** (近側發展區間) (Vygotsky, 1978)



2. Concepts of “**Meaningfulness**” & “**Engagement**” (Martin-Kniep & Picone-Zocchia, 2009)



The Flow of a Lesson

Q: How many 'blocks' or parts do your lessons normally comprise of?

1. The PPP model for a language classroom
2. Gagne's (1992) 9 events of instruction

Robert Gagne's (1992) “Nine Events of Instruction”

1. Gaining attention

2. Informing the learner of the objective

3. Stimulating recall of prior knowledge

4. Presenting information

5. Providing guidance

6. Eliciting performance

7. Providing feedback

8. Assessing performance

9. Enhancing retention & transfer

9
Events

Activity:
<探討香港人口老化的問題>

1. Teachers teaching the same sub-degree level to be grouped together
2. You may refer to the reference materials given to you
3. By considering Gagne's nine events of instruction and the learning needs of your students, write a lesson plan with at least *three meaningful learning tasks*
4. Present and explain the fruit of your discussion