Innovative Teaching Project

香港教育大學
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Innovative Teaching Project:
Creating a Situated Learning Environment for Constructing Knowledge

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OBJECTIVES:

This project models 'situated learning' (**SL**) to promote student learning through the process of studying within a community of practice. Through the project, students' generic skills such as problem-solving, communication, collaboration and creativity will be enhanced.

What is **SL**? Learning happens in the knowledge acquisition of learners in activities of the real world and the context of learning represents the culture of a group of people who produce and use the knowledge. Our ability to experience the world and our engagement with it is ultimately what learning is to produce.

Learning comes from existing practitioners in the workplace

Meaning

Participation
Forms
Focuses
Living in the world
Documents
Acting Membership
Instruments
Interacting Projection
Mutuality **Reification**

World | Experience

Negotiation
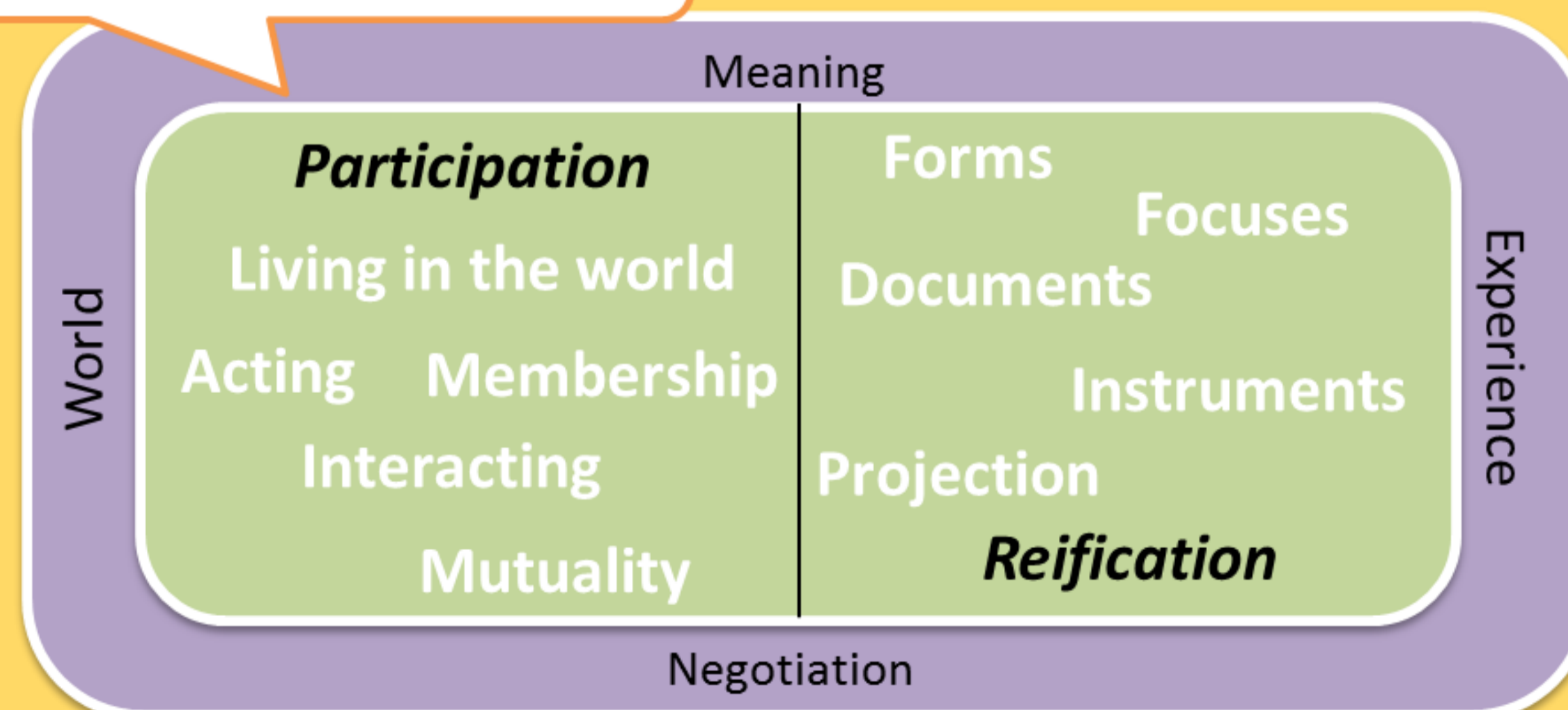
Diagram 1: Communities of Practice of SL Learning

References:
Handley, K., Sturdy, A., Fincham, R., Clark, T. (2006). Within and beyond communities of practice: making sense of learning through participation, identity and practice. Journal of Management Studies, 43(3), 641-653.
Wenger, E. (1998). Communities of practice: Learning as a social system. Systems thinker, 9(5), 2-3.

The Situated Learning Activities for TLS3008

✓ Two teachers were involved, they shared exemplar lessons with students and gave advice on their innovative lesson projects, via face-to-face meetings and email discussions.

✓ Students learnt in a simulated workplace context. They proposed innovative teaching strategies and designed an exemplary lesson, and present their outputs to convince stakeholders about the benefits of such plans.

✓ The range of learning activities includes micro-teaching, peer assessment, reflection, evaluation and dissemination as reification of the knowledge learnt.

✓ Self and collective reflection were conducted to review on the skills they used and how the SL context supports their study, in the final session.

Celebrating the outcomes:

✓ This poster display session illustrates the project outputs, other students can learn from the ideas, faculties can also share this method of delivery

✓ Students produced high-quality lesson plans and participated enthusiastically in the class activities

✓ Students were generally satisfied with the course. They developed stronger incentive to make improvement in their projects. Students also demonstrated the use of effective cooperative learning skills and problem solving skills.

Participants:

About 110 students from mainly the B.Ed Programmes are involved, for the course titled 'TLS3008 Teaching Innovations', during Sem 2 (2016-2017) & Sem 1 (2017-2018).