

Setting Study Goals

Students were asked to put down their study goal on a worksheet given at the beginning of the course. It helps student develop an orientation of studying the course, and the shared study goals among participants may give inspiration to participants, and enhance their motivation of study. Teacher presented the study goal overall result to students to encourage their study in the course.

How did students set the reflection of Study Goal?

They received an email with a link and then they logged in to fill out the questionnaire.

Reflecting on My Study Goal: Curriculum and Assessment

By this time you have learned more about the course on 'Curriculum and Assessment'. Can you please state more specifically about your learning goal in this subject? i.e. What will be your learning goals for this course or subject:

For examples:

A: I would like to know the basic knowledge on the assessment policies in Hong Kong

B: I would like to develop my professional attitude to curriculum reform in school through studying the course

Please write your main learning goals for studying this course, and prioritize the goals by putting the most important one at the top. Please try to write up to six study goals:

Your username () will be recorded when you submit this form. Not atest? [Sign out](#)

* Required

•

1. I would like to

•

2. I would like to

•

3. I would like to


4. I would like to

5. I would like to

6. I would like to

Send me a copy of my responses.

Never submit passwords through Google Forms.

Powered by  Google Forms

This form was created inside of The Hong Kong Institute of Education.
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Sample Responses

There were 76 responses record from the students. Selected sample responses are shown below.

Timestamp	Username						
21/02/2014 19:30:54	s1104@.s.ied.edu.hk	get well- prepared to be a professional English teacher by knowing more about Hong Kong curriculum.	cope with different changes and situations in different curriculums and assessment policies.	know and identify the curriculum and policies used in Hong Kong schools as well as their loopholes.	learn more about assessment criteria (for example, rubrics) in order to assess both myself and students effectively in the future.	understand and learn more about the implemented curriculum and assessment in Hong Kong with real case examples, including those demonstration skills and concepts in classroom practices.	identify the teachers' roles in Hong Kong school curriculum so as to be a professional teacher.
21/02/2014 20:15:29	s1107@.s.ied.edu.hk	know more curriculum reform in different subject.(English, visual arts, music, PE...)	know more about the further development trend of curriculum.	know more about teacher in different banding school view about planning a curriculum and how do they accommodate different students' needs.			
21/02/2014 20:16:31	s1104@.s.ied.edu.hk	know more about the primary curriculum in Hong Kong.	Learn about task-based instruction especially about how it functions and how to assess learning.	Know more about the extent to which the curriculum reform is implemented in Hong Kong			
21/02/2014 22:30:53	s1108@.s.ied.edu.hk	know how inclusive education affect curriculum design in primary schools.	learn how education reform affects school policies and the use of educational resources.	know if Hong Kong borrow any foreign examples in dealing with curriculum reform or education reform. If so, what are these examples?			
21/02/2014 23:19:45	s1104@.s.ied.edu.hk	know how the change of the HK curriculum will challenge the teachers.	learn, as a new graduated teacher, how to cooperate with the experienced teachers in promoting the changes in curriculum reforms.	know how to determine which kind of assessments is the most suitable for students.	identify the current curriculum and assessment policies in HK, especially their names, changes, differences and implications.	know more about the curriculum and assessments outside the context of HK and compare them with the HK context.	develop a personal philosophy of curriculum.
22/02/2014 15:36:55	s1104@.s.ied.edu.hk	learn more about the curriculum reform and keep myself up-to-date to the current curriculum development	know the basic knowledge on the assessment policies in Hong Kong	learn about the roles of teachers in changing school curriculum and assessment	have a better understanding of the major concepts and skills in the development and implementation of curriculum	know how social, political and economic imperatives are influenced by the curriculum and assessment policies and practices	develop a professional attitude to curriculum reform and assessment in school
22/02/2014 15:44:38	s1051@.s.ied.edu.hk	clarify my understanding of SBA.	develop my professional attitude towards curriculum reform in school through studying the course	have a better understanding of how curriculum and assessment reform can be better implemented by teachers.			
22/02/2014 16:01:09	s1108@.s.ied.edu.hk	have a basic understanding of the educational policies for local primary schools	know the basic knowledge on English curriculum	develop my professional attitude to curriculum reform in school	see the comparison of curriculum and assessment of western countries and Hong Kong situation	know some authentic case studies in primary school regarding curriculum	watch authentic case studies investigating the assessments in primary school
22/02/2014 16:03:42	s1104@.s.ied.edu.hk	learn how to design my own curriculum in a systematic and practical way.	think critically about the education policy and understand their pros and cons.	gain knowledge about different kinds of assessment.	learn how to design clear and suitable rubrics for students of different levels.		
22/02/2014 21:23:34	s1104@.s.ied.edu.hk	know more about the mechanism of assessment approaches that are adopted in Hong Kong	know more about different types of assessments and their strengths or weaknesses of adopting them in class	know more about the relationship between assessment and curriculum. I want to see how the two affecting each other.	know the position of teachers under curriculum reforms. How teachers should react and how teachers prepare themselves to teach in new approaches.		

Summary result of the setting study goal exercise

The current course has three main intended learning outcomes:

1. to teach students to identify curriculum and assessment policies and practices currently promoted in Hong Kong schools and relate them to social, political and economic imperatives defined in current policy documents;
2. to enable students to demonstrate an understanding of the key concepts and skills in the development and implementation of curriculum and assessment with reference to current school practices;
3. to prompt students to critically examine the roles of teachers in changing school curriculum and assessment.

The prospective students were asked to fill in an online questionnaire in which they were told to indicate their main learning goals – what they would like their experience in the current course to aid them in – and then order the said goals by the degree of importance. No demographic information was collected. There were 76 responses in total, and their written answers were evaluated with a content analysis.

As a whole, the students' learning goals agreed with the intended learning outcomes of the current course. The learning goal that was most commonly cited was that they would like to understand about the practices and policies related to assessments in the context of Hong Kong (N = 59, 78% of the

respondents), the topic that would be covered in (1). On the other hand, there are also considerable numbers of students who cited the desire to learn about actual practices in classrooms (N = 55, 72% of the respondents), the desire to professionally develop oneself (N = 34, 44%), the desire for more general knowledge in the domain of curriculum and assessment (N = 29, 38%), and the desire to know how assessments may affect students (N = 28, 37%). The above topic would be covered in the course. (2) could deal with students' desire for knowledge about actual practices and general knowledge, while (3) addressed their desire for professional development and knowledge about the influence of assessment on students. It was also notable that the students seemed to be mostly motivated by intrinsic factors such as the willingness to learn. Only 2 students cited extrinsic factors (N = 2, 2.6%) like the need to fulfill university requirement as their main goal of studying the current course. Therefore, we concluded that there was a good agreement between students' learning goals and the ones of the current course.
