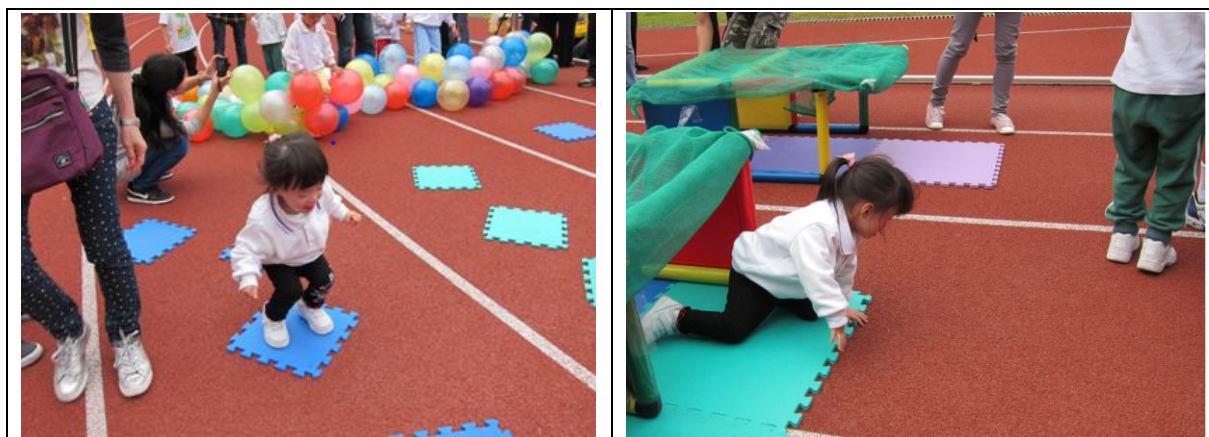


### Experiential Learning

The lesson is about the research method – observation. Students always find the concepts of research methods very abstract and difficult to be applied to real settings. In order for students to achieve thorough mastery of the meaning and function of observation, as well as to evaluate the strengths and weaknesses of this research method, students were given the opportunity to go through the processes of observation in the lesson.

### Observation on Motor Competence

Students were asked to observe a kid’s motor activities in the video. In the video, the kid demonstrates different types of motor movement, including running, jumping and crawling. When students were watching the video, they were required to assess the kid’s motor competence by giving ticks in the rating scale provided (兒童發展評量表研究小組, 2007, 頁 17).



重點	表現項目	表現水平		
		水平一	水平二	水平三
大肌肉活動協調能力	2. 大肌肉的活動技能 2.1 移動技能(走、跑、雙腳跳、單腳跳、跨跳、跑馬步、滑步、跑跳步、爬、滾動動作)	2.1.1 整體性 動作比較粗略而不協調(跑、雙腳跳)	能控制動作，動作能協調性，但欠流暢(跑、雙腳跳)	能有效地控制動作，動作流暢且效率高(跑、雙腳跳)
		2.1.2 手部動作 手部動作未能展示大部份成熟階段的動作(跑、雙腳跳)	手部動作展示部份成熟階段的動作(跑、雙腳跳)	手部動作展示成熟階段的動作(跑、雙腳跳)
		2.1.3 軀幹動作 軀幹動作未能展示大部份成熟階段的動作(跑、雙腳跳)	軀幹動作展示部份成熟階段的動作(跑、雙腳跳)	軀幹動作展示成熟階段的動作(跑、雙腳跳)
		2.1.4 腿部動作 腿部動作未能展示大部份成熟階段的動作(跑、雙腳跳、爬)	腿部動作展示部份成熟階段的動作(跑、雙腳跳、爬)	腿部動作展示成熟階段的動作(跑、雙腳跳、爬)

After this observation exercise, there were class discussions on the research method – observation. Some examples of discussion questions were:

- What are the strengths and limitations of doing observation?
- How is observation compared with other research methods (e.g. survey)?
- How is video observation different from participant observation?

More enrichment activities could be provided to further consolidate students' knowledge on observation. Some suggested activities are:

- Design rating scales for observation on other domains, e.g. social competence of children.
- How about observation on psychological aspects, e.g. self-concept of children? Is it possible to do observation on self-concept?

### **Reflection**

In the lesson, instead of teaching the research method – observation, directly to students, students were given experiential learning experience to go through the processes of observation. Students found this learning activity interesting and relevant to real life scenarios. After students had gone through the processes of watching video and doing assessment with the rating scale, they had more in-depth understanding of the meaning of observation, were able to compare observation against other research methods, and to evaluate its strengths and limitations. In the learning process, students were active learners who generated knowledge by themselves while teacher was the facilitator who offered appropriate guidance. Students' critical thinking on the topic certainly consolidated their understanding and memory of the knowledge.

Reference:

The rating scale on motor competence is extracted from:

兒童發展評量表研究小組(2007), 《兒童發展評量表》(頁 17)。香港: 香港教育學院。