

The Hong Kong Institute of Education
Course Outline

Part I

Programme Title	: BEd(Hons) programmes (Five-year Full-time)
Course Title	: Field Experience II - Learning Study
Course code	: LSP2006
Department	: Department of Curriculum and Instruction (C&I)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: NIL
Medium of Instruction:	Cantonese and English
Level	: 2

Part II

1. Synopsis

This course will enable student teachers to improve their lesson preparation skills and teaching through engaging in action research in the form of Learning Study. Learning Study is a collaborative action research into classroom teaching aiming to improve student learning. It features teachers' collaboration in planning, teaching and reviewing lessons and utilizes the Variation Theory of learning developed by Ference Marton as its framework. The course will comprise a series of lectures and tutorials that set the theoretical framework for conducting Learning Study. Student teachers will then apply that framework in practice, work in small subject groups and be guided by subject tutors to conduct teaching in school.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students will be able to:

CiLO1: display understanding of the issues related to conducting learning study, the object of learning and its critical features of the selected topic for the learning study project.

CiLO2: demonstrate the ability to identify the pedagogical content knowledge of the research lesson based on the understanding of pupils' prior knowledge and learning difficulties in the selected topic.

CiLO3: demonstrate an understanding of variation theory and employ it together with diversified teaching strategies, materials and technology in designing, teaching and reviewing the research lessons.

CiLO4: design and apply formative and summative assessment items to identify pupils' learning difficulties and diagnose pupils' learning outcomes.

CiLO5: demonstrate an understanding of pupils' prior knowledge, learning difficulties and learning outcome in the selected topic based on the results of diagnostic tests.

CiLO6: Review and evaluate the learning study project and reflect on its impact on students' own professional development

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILO	Recommended Teaching & Learning Activities
<ul style="list-style-type: none"> • Conceptual framework of Learning Study and its relevance in improving teaching and learning in schools • Theory of Variation and practice of Learning Study 	<i>CILO_{1,3}</i>	<ul style="list-style-type: none"> ● Lecture ● Analysis of Learning study cases ● Group discussion, presentation and feedback
<ul style="list-style-type: none"> • Preparing for a Learning Study topic • Diagnosis of pupils' learning difficulties • Confirmation of the object of learning and its critical features • Design of the research lesson 	<i>CILO_{1,5}</i>	<ul style="list-style-type: none"> ● Lecture ● Case studies ● Group discussion, presentation and feedback
<ul style="list-style-type: none"> • Analysis of pupil data for diagnostic and evaluative purposes • Reviewing and modifying the lesson plan • Microteaching of the research lesson • Conducting and reviewing the research lesson 	<i>CILO_{1,6}</i>	<ul style="list-style-type: none"> ● Conducting pre-tests in schools ● Group discussion, presentation and feedback ● Try out microteaching ● Video analysis ● Implementing the research lesson in schools
<ul style="list-style-type: none"> • Analysis of the research lesson • Analysis of pupil learning outcome • Reporting and reflecting on the Learning Study 	<i>CILO_{1,6}</i>	<ul style="list-style-type: none"> ● Group consultation ● Group presentation ● Peer reviews ● Reflection

4. Assessment

Assessment Tasks (use one per box)	Weighting (%)	CILO
a. Continuous assessment of each student teacher's contribution to the Learning Study process, including their participation in classroom discussion, design, teaching and reviewing the research lessons	(30%)	<i>CILO₁₋₆</i>
b. Presenting a case report by the Learning Study group using PowerPoint files supported with artifacts from the research lessons	(30%)	<i>CILO₁₋₆</i>
c. An individual reflective report on learning from the Learning Study case (1,500 words) in terms of student learning, teacher professional development and school development	(40%)	<i>CILO₁₋₆</i>

Student teachers' overall performance in the course is graded on "Distinction/Credit/Pass/Fail" basis. Any unsatisfactory performance in any of the assessment tasks will result in "Fail" grade in the overall performance of the course. Student teachers are required to meet the professional behaviour standards expected of a teacher. Evidence of failure to meet such standards in field experience may result in the student teacher concerned being issued with a Professional Suitability Warning. The Board of Examiners shall be provided with information regarding the issue of such Warning to the student teacher when considering the FE grade to be awarded to the student, and in very serious cases, whether the student teacher concerned can be permitted to continue with the programme of study. Any student teacher who exhibits serious unprofessional behaviour will be suspended from all field experience activities immediately.

5. Required Text(s)

Lo, M.L., Pong, W. Y. & Chik, P. M. (Eds.) (2005). *For each and everyone: catering for individual differences through learning studies*. Hong Kong: HKU press. (English edition)

盧敏玲、龐永欣、植佩敏（主編）（2006）。《課堂學習研究——如何照顧學生個別差異》，李樹英、郭永賢〈譯〉。北京：教育科學出版社。（中譯版）

6. Recommended Readings

1) Books

Marton, F., Tsui, B.M.Amy, Chik, P.M.Pakey, Ko, P.Y. Lo, M.L., Mok, A. C. Ida, Ng, F.P.Dorothy, Pang M. F., Pong W.Y., Runesson U., (2004). *Classroom discourse and the space of learning*. Mahwah, N.J.: L. Erlbaum Associates. P.3 – P.40.

盧敏玲（2005）：“課堂學習研究”對香港教育的影響，《開放教育研究》，第11卷，第3期，84-89頁。

高寶玉、高偉（主編）（2009）。《優質觀課的理論與實踐》。香港教育學院，院校協作與學校體驗事務處出版。

Lo, M.L., Pong, W.Y., Marton, F., Leung, A., Ko, P.Y., Ng, F.P., Pang M.F., Chik, P.M.P., Chan, S.S.F., Tang, N.C.A. (2002). *Catering for Individual Differences Building on Variation The first findings*. Hong Kong: INSTEP, Faculty of Education, The University of Hong Kong.

Marton, F. & Morris, P. (eds.), P. (2002). *What matters? Discovering critical conditions of classroom learning*. Goteborg: Acta Universitatis Gothoburgensis.

Marton, F., Tsui, B.M.Amy, Chik, P.M.Pakey, Ko, P.Y. Lo, M.L., Mok, A. C. Ida, Ng, F.P.Dorothy, Pang M. F., Pong W.Y., Runesson U., (2004). *Classroom discourse and the space of learning*. Mahwah, N.J.: L. Erlbaum Associates.

Lo, M. L., Marton, F., Ng, F. P., Ko, P. K., Mok, I. A. C., Wong, K. M., Pang, M. F., Pong, W. Y., Morris, P., Runesson, U., Chik, P. P. M. & Luk, A. S. L. (2000). *Catering for Individual Differences--Building on Variation: Teacher Training Package (Chinese version)*. Hong Kong, Hong Kong Government Printer.

Stigler, J.W. & Hiebert, J.P. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. New York: Free Press.

Palmer, J. Parker (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass Publishers.

Marton, F. & Booth, S.P. (1997). *Learning and awareness*. Mahwah, N.J.: L. Erlbaum Associates.

Van Manen, M. (1986). *The tone of teaching*. Portsmouth, N.H.: Heinemann.

2) Articles

Gao, Xuesong & Ko Po Yuk (2009). Learning Study for Primary School English Teachers: A Case Story from Hong Kong, *Changing English*, Vol. 16, No.4, pp.397-404.

Lo Mun Ling (2009). The Development of the Learning Study Approach in Classroom Research in Hong Kong. *Educational Research Journal, Hong Kong Institute of Educational Research, CUHK*. Vol 24, No. 1 Summer 2009.

高寶玉、盧敏玲、龐永欣、賴明珠：〈課程決定的實踐歷程：課堂學習的個案研究〉，《當代教育科學》2009年第18期（9月），第4頁至第9頁。

盧敏玲、唐田（2009）。課堂學習研究：教師專業發展的平台，《江蘇教育研究》2009·5A，第49期，12-16頁。

盧敏玲、李樹英、郭永賢（2009）。聚焦一課 超越一課——香港地區“優化課堂學習計劃”，《江蘇教育研究》2009·5A，第49期，8-11頁。

Ko, P.Y. (2007). Interpreting differences in learning in terms of differences in the pattern of variation and invariance in teaching – the Hong Kong Learning Study, *Journal of the Nagoya University*, 2007, No. 3, pp.1-15.

李樹英 高寶玉(2007)。課堂學習研究的國際展望，全球教育展望，2007年第1期(總第233)，頁52-56。

盧敏玲（2005）。〈“課堂學習研究”對香港教育的影響〉載於《開放教育研究》2005年6月，第11卷，第3期，84-89頁。

Pang, M. F. & Marton, F. (2003). Beyond “lesson study” – Comparing two ways of facilitating the grasp of economic concepts, *Instructional Science*, 31 (3), pp. 175-194.

盧敏玲、高寶玉（2003）。〈提高中國語文教學的質素——課堂學習研究的理論與實踐〉，載於《亞太語文教育學報》第六卷第一期，香港，香港教育學院語文教育中心，21-43頁。

高寶玉、植佩敏（1999）。〈教學機會的掌握及流失——一節小學中文課堂的分析〉載於《亞太語文教育學報》第二卷第二期，香港，香港教育學院語文教育中心，89-100頁。

7. Related Web Resources

Catering for individual differences – Building on variation

<http://cidv.hku.hk/>

Lesson Study in Japan, U.S. Science Education

<http://www.lessonresearch.net/>

Lesson Study Research Group

<http://www.tc.edu/centers/lessonstudy/>

Developing WWW Research Lessons

<http://www.learningspace.org/instruct/lplan/rlesson.htm>

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