

Learner-Centered Approach: Teacher Education and New Incentives for Behavioral Changes and Knowledge Excellence

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Panel Discussion at

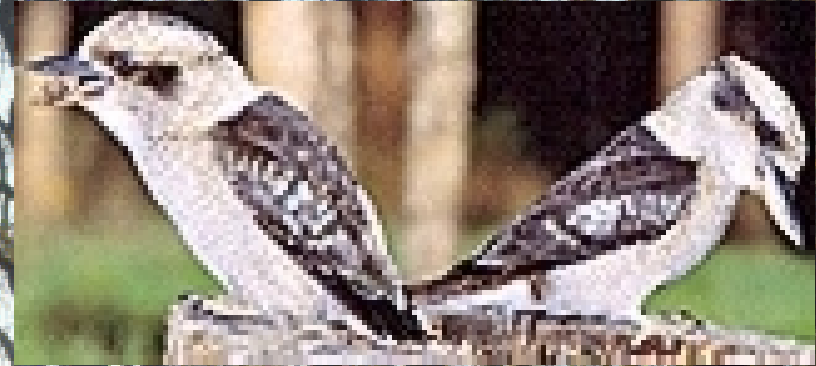
The 4th International Conference on Education Reform:
Learner-centered Approach: towards Education for Sustainable Development :
International Progress, Trends, and Practices

Ambassador Hotel, Bangkok, Thailand
September 6 – 10, 2004

Learner-Centered Teacher Education

Teacher Education Programme
that

- Treat each student as a self-directed learner
-  Enables graduates to implement learner-centered education



Kookaburras: Use learner-centered approach to teach their young to fly; so do other animals

*Legend has it that birds do not learn to fly.
They are born to fly...*



Foundations for Learner-Centered Teacher Education

- **Philosophical**

Human beings - 'will'; active agent (James, 1983)

- **Psychological** ←

Learning theory – construction of knowledge

- **Cultural**

Confucius: 'teach a person according to what he is good for'; 'In teaching there is no class distinction'

- **Pragmatic**

Need for self-directed lifelong learning

Learning Intelligence

Learner-Center Psychological Foundations (APA, 1997)

Cognitive & Metacognitive

- Learning: active construction of knowledge by learner
- Learner: goal directed
- Knowledge construction: link new information with prior knowledge
- Strategic thinking
- Thinking about thinking

Developmental & Social

- Learning most effective: developments within and across domains taken into account
- Learning affected by social interactions, interpersonal relations, and communication with others.

Motivational & Affective

- Motivation to learn affects learning; motivation affected by learner states
- Intrinsic motivation: tasks novelty and difficulty, relevance, choice and control
- Motivation affects effort to learn

Individual Factors

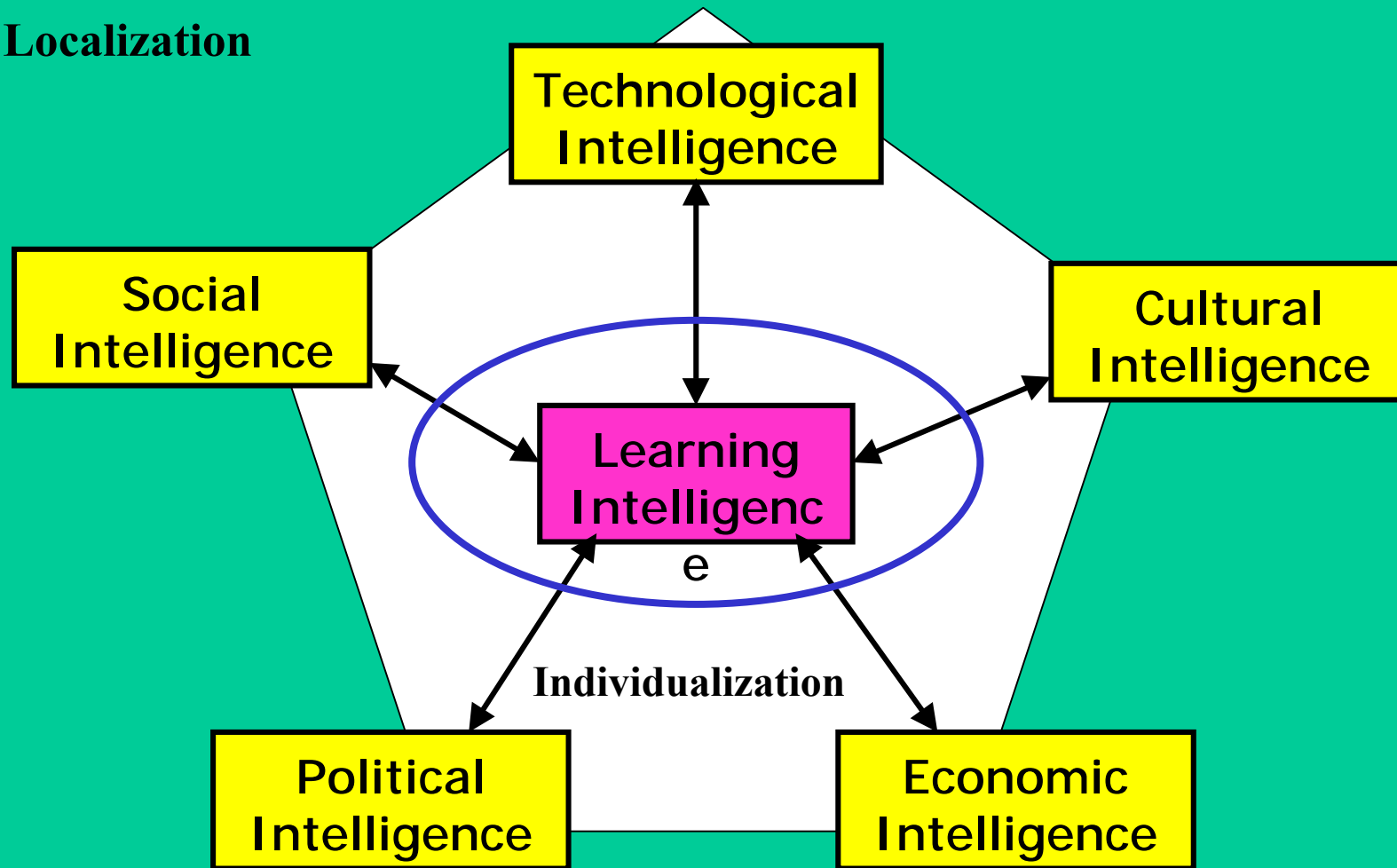
- Individual differences in learning style, capacity, prior experience
- learning most effective when take into account linguistic, cultural, and social differences
- assessment for learning: include diagnostic, process, outcome

Learner-centered Core Values

Contextualized Multiple Intelligences (CMI) and Triplization (Cheng, 2002, 2004)

Globalization

Localization



Research Questions

Learner-centered Education

- How to prepare teachers?
- What are the challenges?
- What are the strategies to manage these challenges?

Domains of Excellence of Learner-Centered Teacher Education



6 Core Professional Values Underpinning the Generic Teacher Competence Framework

- **Belief that all students can learn**
- **Love and care for students**
- **Respect for diversity**
- **Commitment and dedication to the profession**
- **Collaboration, sharing and team spirit**
- **Passion for continuous learning and excellence**

Hong Kong EMB (2003, p. 8)

Goal: The development of competent self-directed lifelong learners

Learner-centered Teaching & Learning Excellence

Subject Matter Knowledge

- Excellent command
- Keep abreast of new knowledge
- Synthesis of Inter-disciplinary knowledge
- Competence in prioritizing subject knowledge

Curriculum & Pedagogical Content Knowledge

- Design curriculum that fosters competence for self-learning and supports CMI development
- Relevance of curriculum
- Alignment of teaching strategy

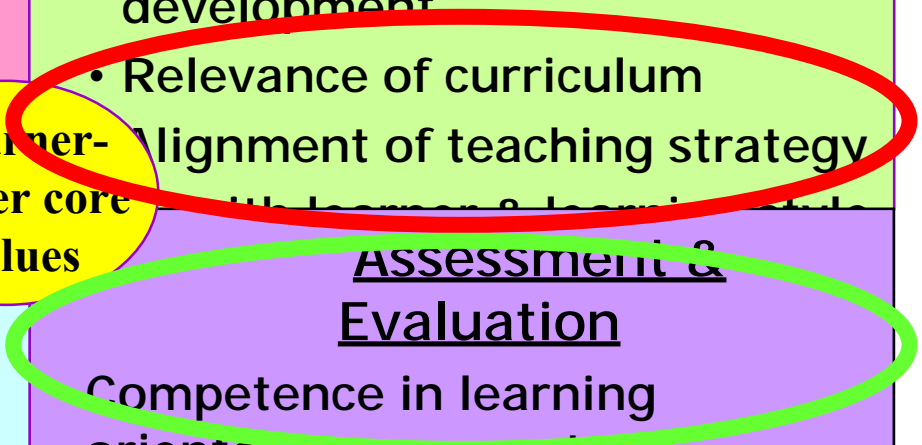
Teaching Strategies, Language & ICT

- Metacognitive strategies
- ICT competence for CMI development
- Multiple teaching strategies for CMI development for diverse needs
- Language competence

Assessment & Evaluation

- Competence in learning oriented assessment
- Excellence in assessment literacy
- Competence in self-evaluation and monitoring for self (as teacher) and students
- Sharing on new assessment knowledge

Learner-center core values



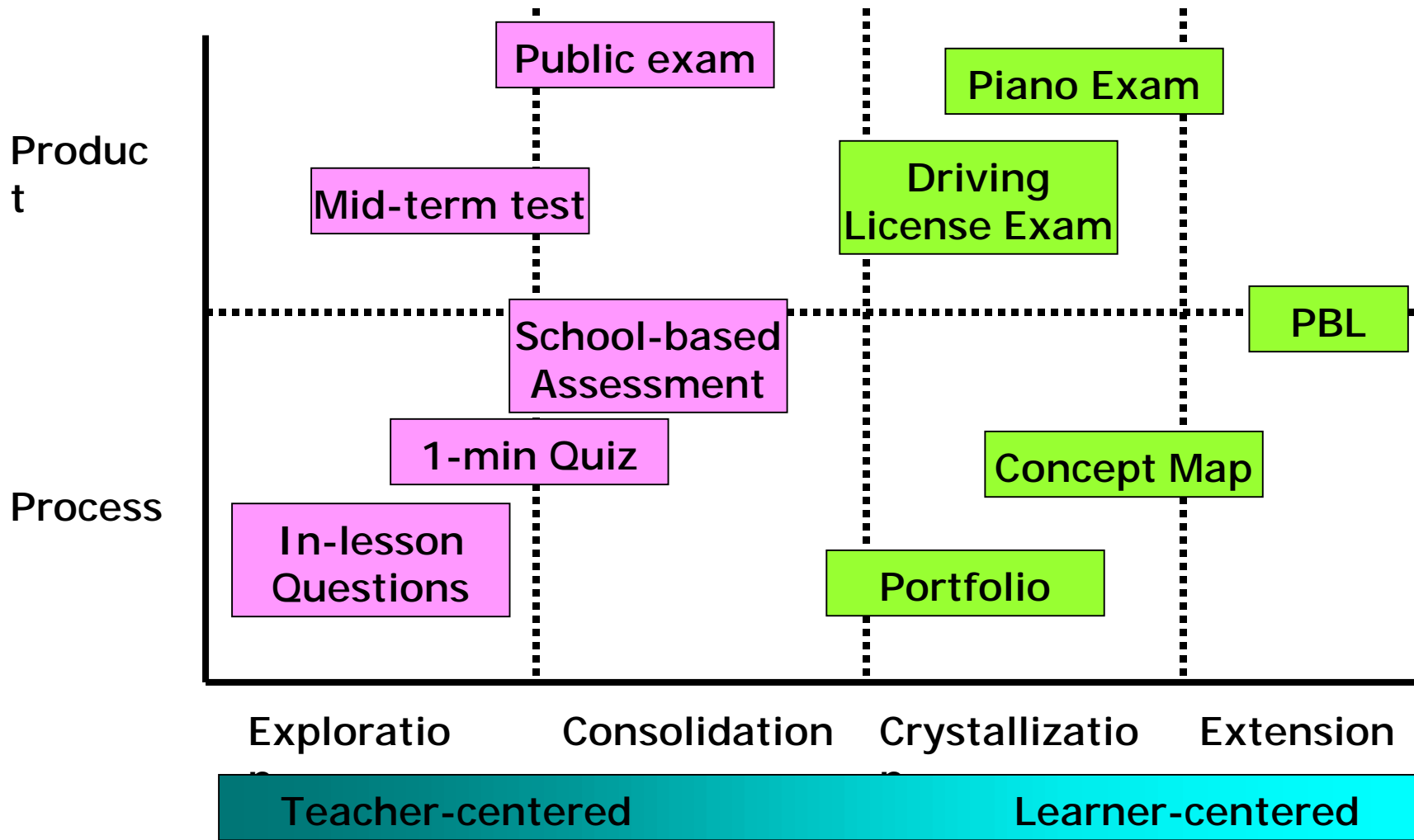
Learn-center & Teacher-center Teaching Approaches

	Learner-center	Teacher-center
Learner	Active agent to create new knowledge	Receives and acquires knowledge
Teacher-role	Model, coach, guide, mentor, monitor	Show, direct, control, manage, evaluate
Learning environment	Problem as focus; group; multiple source	Subject based; one to many; one source;
Problem	ill-structured; multiple ways; multiple solutions	Well defined; one subject; one solution
Outcome	Extensive knowledge; generic; far transfer	Specific knowledge; near transfer
Assessment	Self; team & teacher; process and product	Teacher; product

Balance between teacher-directedness and learner-centered education

• Phases	Exploration	Crystallization	Consolidation	Extension
Confidence	Apprehensive	Building	Strong	Strong
Knowledge	Uninformed	Emerging	Formation	Creation & Transfer
Interest	Emerging	Willing	Commitment	Intensified
Teacher	Motivate	Sustain	Commit	Advocate
•	Guide	Inspire	Challenge	Recognise
•	Show	Explain	Delegate	Celebrate
•	Direct	Facilitate	Share	Extend
•	Invite	Support	Participate	Collaborate

Learning-Oriented Assessment



Learner-Center Student Development Excellence

Development in Self-Learning

- Builds strong foundation for self-learning
 - Meta-cognition & cognition
 - Goal Orientation
- Encourage CMI development
- Facilitate intelligence & knowledge transfer

Rich Learning Experiences

- Provide rich and diverse learning experiences for students
 - From experts of diverse backgrounds
 - In diverse contexts,
 - From multiple sources
- Contribute to excellence in global and local learning environments

Students' Diverse Needs

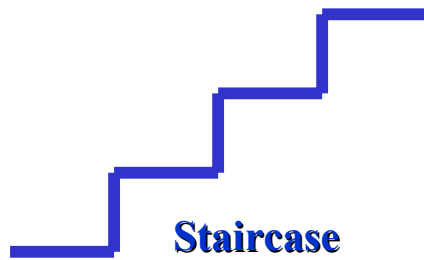
- Understand and support students' diverse needs
- Capitalize on diversity of students
- Develop in students the capacity to contribute to learning with a diverse team, locally and globally

6 core
Professional
Values

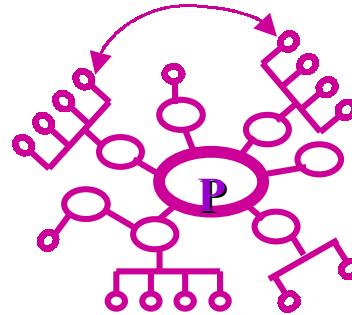
Rapport and Care

- Build trust and rapport with students
- Provide a safe learning environment for learning exploration and experimentation

Project-Based Learning (PBL)

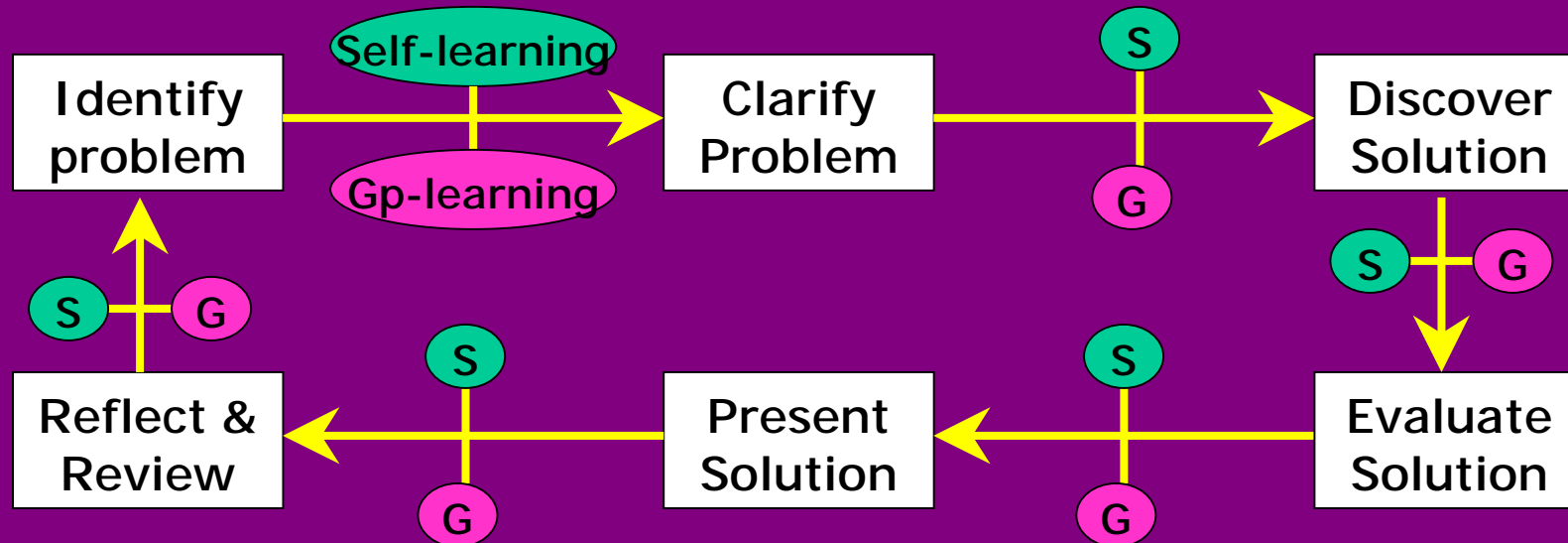


(Eisner, 1994)



Spider-web

Project centered;
 Problem ill-defined;
 Group work;
 Self-directed;
 Cross-discipline;
 Teacher support.



Study 1: Post PBL Interview

What are the things you learn from this project that you would not have learned otherwise?

In the past, ... teacher say and student listen; ... this time, I learn how to find information by myself and learn things by myself without the teachers... It sounds interesting and efficient.



Would you recommend your good friends to take part?

Yes, it is good experience for them... the way to learn knowledge is a good way and ... more flexible...

	1	2	3	4	5	6	7
a. I look forward to taking part in the PBL project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I expect to learn a great deal about how to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I join the project because I am personally interested in it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I expect the project to be great fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I would like to be the team leader at the project sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have full confidence in myself to perform well at the project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am confident to speak in English at the project sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I would like the tutor to give me guidance in everything I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. If I try hard enough, I shall definitely succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. If I use the right strategies, I shall definitely succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. My success depends to a large extent on luck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. My success depends to a large extent on my ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Each member has to contribute to make the project a success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. A good team means each member has unique strength	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Success at this project has nothing to do with other studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Post Pre

c. I join the project because I am personally interested in it

g. I have full confidence in myself to perform well at the project

j. If I try hard enough, I shall definitely succeed

k. If I use the right strategies, I shall definitely succeed

Learner-Center School Development Excellence

Self-learning School

- Build a school culture of self-learning, self-monitoring and continuous improvement
- Foster a school culture of genuine sharing and caring
- Contribute and facilitate local knowledge transfer

Contextualized Multiple Intelligent School

- Contribute to building up a CMI school
- Focus on learning how to learn
- Transfer global knowledge and make it relevant to local context
- Facilitate school-based learning of peers &

**6 core
Professional
Values**

Home, Community (Local & Global) collaboration

- Draw resources from multiple sources (home, community)
- Mediate between world, school & home
- Develop consensus on educational expectations

Vision, Policies, and Practices

- Active contribution to school's vision building, policy development and daily praxis
- Meet local demands, expectations
- Foster international outlook in school's vision, policy & practice

Learner-Center Professional Excellence

Teachers' development in Lifelong Self-Learning

- Continuous professional and personal development for competence in lifelong self-learning (competence, strategies, commitment)
- Active contribution to peers' professional development

Drive agent for school-based and local developments

- Drive agent for school-based reform and development in teaching and learning (metacognition, change in 'habit of mind', policy, self-evaluation, feedback, improvement)
- Leadership in local education reforms

**6 core
Professional
Values**

Collaborative professional relations across borders

- Network and collaborate with professional peers across borders
- Active contribution to vision building and collaboration of world education

Networked learning and central platform for borderless knowledge excellence

- Active contribution to building up of knowledge platform for innovation, knowledge transfer, teaching and management of schools and systems

Challenges

- Develop consensual understanding about Learner-center education:
 - ✍ No direction from teacher
 - ✍ Technology-based education
- Ensure learning in learner-center approach
- Capitalize on student diversity
- Quality assurance of learner-center Teacher Education
- Sustain concerted effort from all parties
 - Tension between schools & system
 - Tension between local and global perspectives

Thank you!

