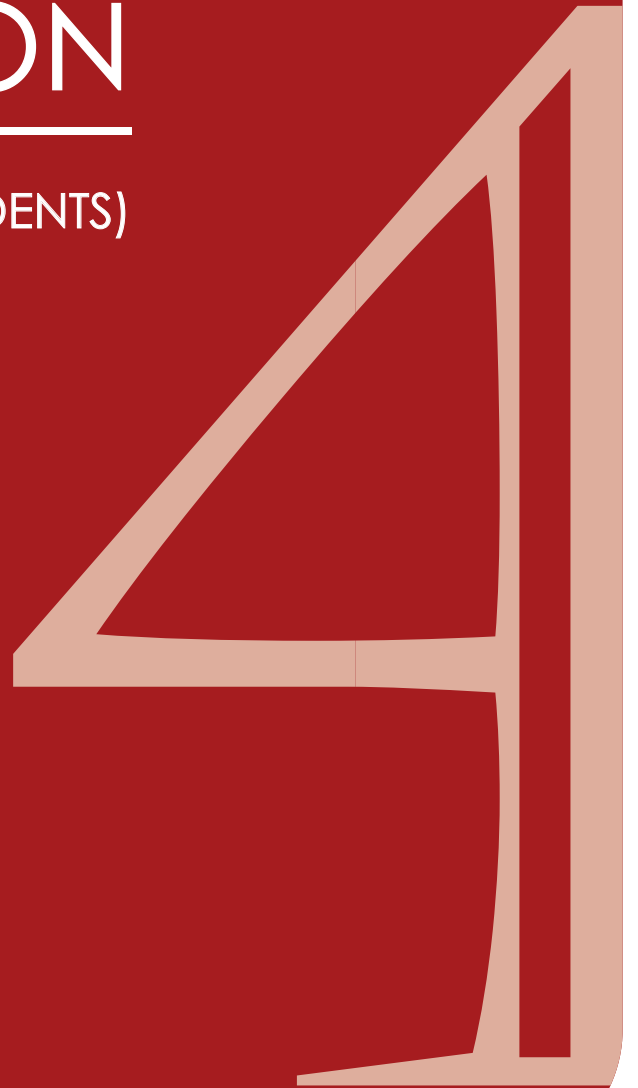# PROJECT LEARNING SECTION

(STUDENTS)

4

I. Understanding Project Learning

What is project learning?

Project learning is one of the key tasks in learning to learn. According to the theme established by teachers or students, the latter should develop a learning topic under the guidance of teachers based on their own interests and abilities, and carry out series of meaningful exploration procedures. During the process of project learning, students can integrate their abilities with knowledge gained from relevant subjects and carry out open and meaningful learning. In the course of systematic data collection, collation, analysis, synthesis, reflection etc., students are able to learn beyond textbook knowledge and develop their skills on analysis, problem-solving, interpersonal relations and cooperation, as well as their creativity and generic abilities.

Name: _____ ( )

Class: _____

Date: _____

Classroom activity (1) - "Big Wind Blows"

Please match the following steps with appropriate ordered numbers based on the procedures of project learning.

Learning procedures:

Data Collection

Data Collation and Analysis

Report Writing

Constructing Theme Web

Demonstrating Learning Results

Establishing Learning Methods

Selecting Learning Topic

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

II. Establishing Learning Direction

1. Record before investigation

Before investigation, please brainstorm with your teammates and write down the field(s) that you feel interested in and the question(s) that you want to explore.

Field(s) of interest

_____

_____

_____

Question(s)to be explored

_____

_____

_____

_____

_____

2. Constructing theme web

The first step in project learning is to **establish learning direction**, followed by a selection of a learning theme.

Steps for constructing a theme web:

Step 1: Brainstorm and list out any vocabularies relevant to the learning theme

Step 2: Link up relevant vocabularies with the theme and construct a theme web

You and your teammates may choose one the followings as your team's project learning theme / category:

1. Architecture

2. Traditional festivals

3. Traditional customs

4. Education

5. Economy

6. Others (i.e. topics / categories suggested by students)

The following example takes 'eating' as the topic to explain how a theme web is constructed:

Step 1: Each teammate thinks of some relevant ideas based on the topic of 'eating'.

Step 2: Write the ideas on Post-it memos, one memo for one idea. Teammates should then construct the theme web together and tidy up these ideas. Please refer to the example below.

Brainstorming can incorporate 5W2H method to associate relevant ideas with seven views (when, where, what, why, how, who and how much).
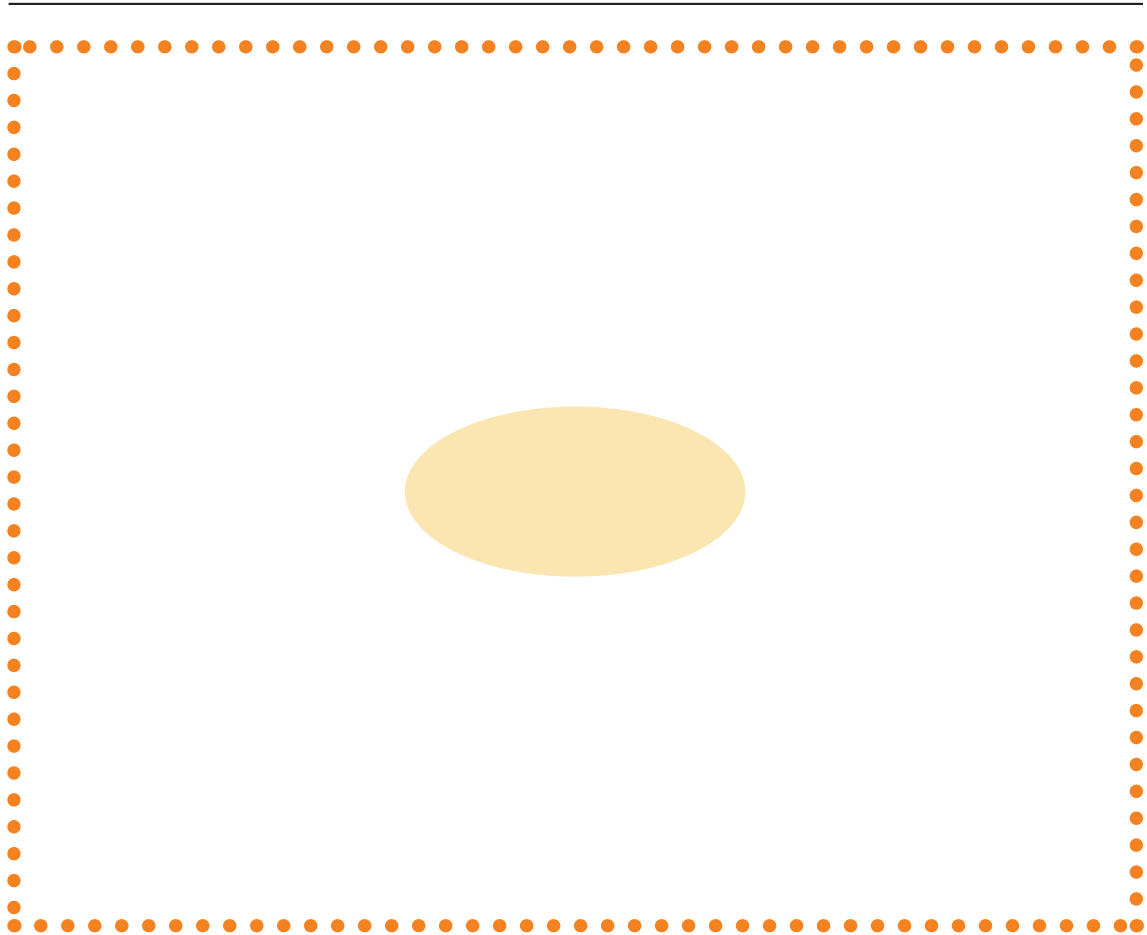
Name: _____ ( )

Class: _____

Date: _____

Classroom activity (2) - Theme web construction

Each team should now brainstorm on a selected theme of learning. First, write down any relevant vocabularies / ideas that you intend to explore, and then link up relevant vocabularies with the theme and draw a theme web below.

The theme / category that our team has chosen is:

_____

The learning topic of our team is:

_____

3. Principles in selecting project learning topic

In selecting a learning topic, students may face the following problems:

1. Choosing a topic with a scope which is too big. In spite of reflecting students' aggressive attitude, students may in fact not sure on what to do;

2. Choosing a topic with a scope which is too small. Doing a project learning report turns out to be no different from doing a simple exercise;

3. Choosing a topic in loose position without any limitations on time, place, scope and content;

4. Choosing a topic which is too abstract, causing difficulties in defining and explaining the learning content;

5. Choosing a topic which is too wordy, unable to reflect in precise the idea;

6. The scope of learning is selected randomly at the beginning, but students discover other interesting issues in later stage and continue to work on them without changing the topic, resulting in an irrelevant project learning report.

Name: _____ ( )

Class: _____

Date: _____

Classroom activity(3) -
Principles in selecting project learning topic

When establishing the principles in selecting a learning topic, I would consider:

In selecting a learning topic, I would consider:	Tick (✓) the appropriate item(s)
1. The learning topic must be relevant to the learning theme	_____
2. The learning topic is meaningful to us	_____
3. To choose a topic which is easy to handle but totally boring	_____
4. It is better to select a topic which will only need information collected from books	_____
5. To choose a topic which is specific, clear and easy to understand	_____
6. The scope of topic should be as wide as possible	_____
7. To select an abstract topic, implying I am cleverer	_____
8. We are capable to handle this project learning	_____
9. Information is easy to obtain	_____
10. The time and resources involved are reasonable	_____

4. Classroom activity (4) -
Project learning topic and learning objectives

My learning topic is: _____

_____

I am interested in this topic because _____

_____

_____

_____

I would like to know:
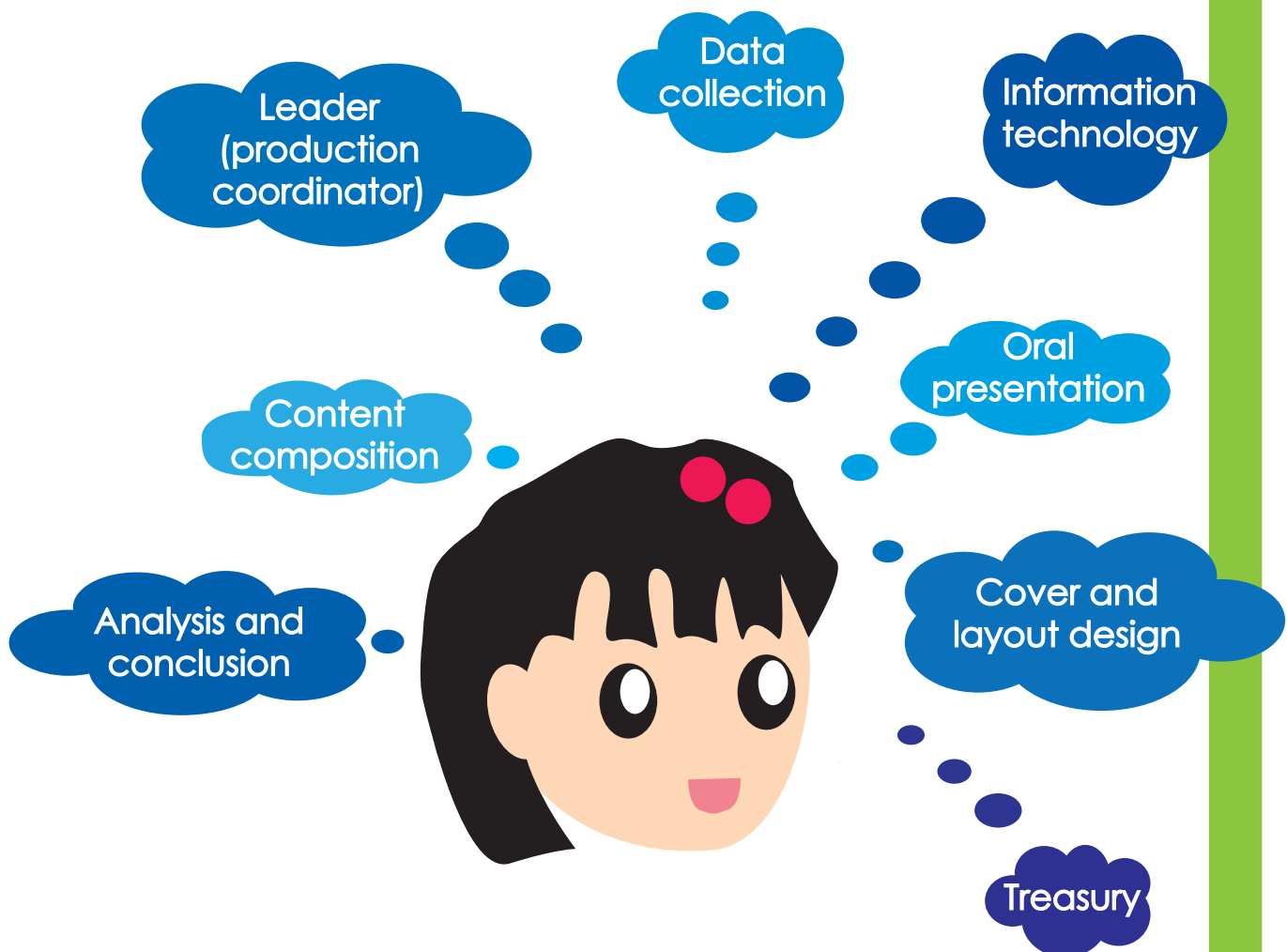
1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

III. Task Allocation and Group List

Below shows a reference on the allocation of project learning tasks. You may now discuss with your teammates and select a task that you can take up for your project learning according to your own skills and interests.

How can I contribute? What task can I take up?

Project learning - Team list and task list

Topic: _____

Class: _____ Team No: _____ Name of team leader: _____

Name of teacher: _____

Please add tick (✓) to the column to indicate the tasks taken up by each teammate (hint: each teammate should be responsible for more than ONE task)

Name of teammate	Production coordinator	Cover and layout design	Introduction	Data collection	Data analysis	Content composition	Conclusion	Oral presentation	Reflection	Others

Task Allocation

IV. Learning Methodology

1. Data categorization and collection methods

Channels for data collection can be simply divided into two: first hand information and second hand information. First hand information refers to any information directly collected by students, such as those from interviews, questionnaires, observation, fieldworks and experiments; information recorded by the person who experienced the event is also considered as first hand information. Second hand information, on the other hand, refers to any information collected by other people, such as those from books, textbooks, journals, newspapers, information on the internet, CD ROMs, comics, and TV programmes. Teachers can focus on teaching one or several data collection methods according to different learning topics and teaching key points, hoping students to have a concrete idea on the advantages, steps, required preparation works, notes etc. for using such method(s).

Name: _____ (   )

Class: _____

Date: _____

2. Classroom activity (5) - Recognizing first hand and second hand information

Below shows the differences between primary sources (i.e. first hand information) and secondary sources (i.e. second hand information). Please try writing down four examples for each of the sources.

Primary source (first hand information)	Secondary source (second hand information)
Direct records of personal experience. Direct records of a person involved in historic events and relevant relics. (1) E.g. _____ _____ (2) E.g. _____ _____ (3) E.g. _____ _____ (4) E.g. _____ _____	First hand information being processed by another person becoming second hand information. Relevant historic events being reported and recorded by later generations instead of directly by the person involved. (1) E.g. _____ _____ (2) E.g. _____ _____ (3) E.g. _____ _____ (4) E.g. _____ _____

Name: _____ (___)

Class: _____

Date: _____

# 3. Classroom activity (6) -

Learning to research on internet -

understanding internet search engine

1. Common search engines - please list out the names and websites of the common search engines:

Name	Website
1. Yahoo!	_____
2. _____	_____
3. _____	_____
4. _____	_____

2. Please write down the websites (at least five) that you have browsed during the lesson and describe if it is relevant to your scope of learning [please tick (✓) the appropriate].

Website	Relevant	Irrelevant
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
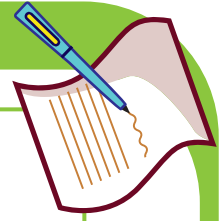
4. Project learning data record

Name: _____ Class: _____ Date: _____

Type of Information	Name and author of Information	Source of information (publisher / website)	Major content / standpoint / viewpoint / comment
Book / article			
Book / article			
Book / article			
Internet information			
Internet information			
Internet information			

4. Project learning data record (cont)

Name: _____ Class: _____ Date: _____

Type of Information	Name and author of Information	Source of information (publisher / website)	Major content / standpoint / viewpoint / comment
Image			
Image			
Image			
Others			
Others			
Others			

Name: _____ (__)

Class: _____

Date: _____

V. Developing Learning Plans

1. Selecting data collection methods

Students should first think about what kind of information to be collected, and then select the following data collection method(s):

Example 1 - To collect information on street snacks from the 60s to 80s

Example 2 - To collect information on Cantonese pop songs from the 60s to 80s

Below are the general data collection methods in carrying out project learning. Please tick (✓) in the box for the method(s) to be adopted.

☐ Reference materials

    e.g.: ☐ books

        ☐ newspapers

        ☐ periodicals

        ☐ historic archives

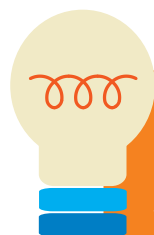☐ Interviews e.g.: ☐ street interview

                ☐ people features

☐ Fieldworks

☐ Questionnaires

☐ Data obtained from the internet

☐ Others (please specify: _____)

HINT:
Before selecting investigation methods, students should think carefully if the methods are useful, trying not to be too ambitious and choose too many methods.

2. Draft work schedule

Name: _____ Class: _____ Date: _____

Task to be completed	Whole team / Name of student responsible for the task	Date of completion
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

VI. Demonstrating Learning Results

1. Techniques on writing project learning report

Written report is the most common way in demonstrating project learning. Its content is generally more detailed with a specific format. Readers can have an in-depth understanding on the objectives, processes and results on the author's project. When composing the project learning report, students should note for the following techniques:

1. Unity on paragraphs

In principle, each paragraph should only reflect one central idea / concept, and each paragraph should be given a headline.

2. Development of paragraphs

One central idea / concept should lead to another idea / concept.

3. Rigidity in paragraphs

Development of report from a central concept to a secondary concept should be logical.

4. Sentence structure

Central idea of the project learning report should be expressed efficiently with an appropriate sentence structure.

5. Draft amendment

Students should keep on revising their project learning report until it is fully satisfied.

2. Requirements on the format of project learning report

1. The report should be completed in computer and printed on A4 size paper.

2. All information obtained should be carefully edited and compiled. They should not be copied directly from source, or else the report needs to be redone.

3. All images and illustrations should be captioned.

4. The report should include the followings:

   Below are must-have items

   1. Cover (including cover design and a report title)

   2. Table of contents (listing out the title and page number of each section of the report)

   3. Introduction (stating the background, objectives, methodology etc. of project learning)

   (Hint: to include background, objectives, reasons, scopes, study methodology and expected results of project learning, e.g. why you are interested in this building, district, street, figure etc.)

   4. Main text (contents)

5. Conclusion (comments on the results derived / limitations of project learning)

6. Afterword (reflections of teammates)

7. Source of information (listing out all reference publications, websites, names of the interviewees etc.)

8. Team List (listing out the names of all team members and the respective tasks that they have taken up)

9. Checklist for written report

Others: (The followings are suggested items)

1. Data collection methods

2. Acknowledgement (expressing gratitude for people and organizations who have offered support)

3. Appendix (interview records, questionnaires etc.)

4. Work schedule

Name: _____ ( )

Class: _____

Date: _____

3. Checklsit for written report

Before the submission of the project learning reports, students should check if all the following items are completed. Please tick (✓) on the appropriate item and submit this checklist together with the report.

Cover	A clear report title with drawing(s) or image(s) as cover design	___
Table of contents	Listing out the title and page number of each section of the report	___
Introduction	stating the background, objectives, methodology etc. of project learning	___
Main text (contents)	Composed clearly with suitable information selected	___
Conclusion	All teammates to express their views and to provide a conclusion after discussing every issue of project learning among each other	___
Afterword	Sharings and reflections of this project learning	___
Source of information	listing out all reference publications, websites, names of the interviewees etc.	___
Team list	listing out the name of guiding teacher and the names and classes of all team members and the respective tasks that the members have taken up	___
Checklist	This checklist for the project learning report	___

4. Oral presentation

4.1. How to create an effective PowerPoint?

1. Font size and style
   Font size for title: 40 or above
   Font size for contents: 30 or above
   Font style: Times New Roman or Arial

2. Page Setup

Dos	Don'ts
- write in point form	- present in long paragraphs
- pay attention to line spacing	- put too much (both text and images) on each page of PowerPoint
- demonstrate one concept / idea in one page of PowerPoint	- being too greedy and add too much colour and too many special visual and hearing effects into the PowerPoint
- highlight key points with special colour / effects (underline, bold)	
- illustrate the results of questionnaire analysis in suitable statistical charts and graphs	- print out the whole project learning report for presentation without sifting and sorting information
- choose dark colour fonts and light colour background in PowerPoint	

3. In terms of content management, students need to consider the followings:

    1. Who will be our audience?

    2. How to raise the interest of audience towards the content of our report?

    3. What are the aims for doing this oral presentation?

    4. Does our PowerPoint already include:

        I. Report Title

        II. Introduction

        III. Objectives

        IV. Main content

        V. Conclusion

        VI. Question and answer session?

    5. Are all the key points included in the PowerPoint?

4.2. How to make an oral presentation?

Oral presentation is another way in demonstrating your project learning report. It allows more people to understand your report within a shorter period of time. When making your oral presention, you must pay attention to the followings:

1. Face your audience.

2. Speak loud and clear, letting all your classmates hear what are presenting.

3. Explain in clear the objectives, processes, results as well as conclusion of your project learning report.

4. Keep eye contact with your audience.

5. Do not read directly from your text of speech; pay attention whether simple and appropriate language is used.

6. Avoid pet phrases and overuse of modal particles.

7. Suitable use of gestures and other body language.

8. Pay attention on the cooperation among teammates and show your team spirit.

9. Take the oral presentation seriously and devoted to it.

10. Do not pass the mike to your teammate who are going to present without introducing him / her to audience.

VII. Reflection

Classroom Activity (7) - Students' reflection

Topic: _____

Class: _____ Team No.: _____ Name of teacher: _____

Names of teammates: _____

_____

1. In the process of project learning, I have learnt_____

   _____

   _____

2. The part that I am most satisfied with during the whole process

   is _____

3. I found the most difficult part / biggest obstacle is: _____

   _____

4. I overcomed the difficulties by _____

   _____

5. If I do project learning again, I would pay attention to _____

   _____

6. I give myself _____ marks (0 - lowest;10 - highest) because ___

   _____

VIII. Project Learning Evaluation

Student self-evaluation form

Topic: _____

Class: _____   Team No.: _____

Name of student: _____   Date of evaluation: _____

Are you satisfied with your performance in project learning? Please tick (✓) the appropriate.

Stage	Learning ability and attitude	Performance	Comment
		Excellent performance / Satisfied / Need improvement	
Preparation	1. Listening carefully to teacher's instructions	6 5 4 3 2 1 0	_____ _____
	2. Understanding the learning objectives	6 5 4 3 2 1 0	_____ _____
Planning	1. Selection of learning contents	6 5 4 3 2 1 0	_____ _____
	2. Selection of appropriate learning methods	6 5 4 3 2 1 0	_____ _____

Stage	Learning ability and attitude	Performance			Comment
		Excellent performance	Satisfied	Need improvement	
Execution	1. The ability to collect information from different sources	6 5 4 3 2 1 0			_____ _____
	2. The ability to collate information (selecting suitable information for further editing)	6 5 4 3 2 1 0			_____ _____ _____ _____
	3. The ability to cooperate (clear work division and showing team spirit)	6 5 4 3 2 1 0			_____ _____

Stage	Learning ability and attitude	Performance Excellent performance / Satisfied / Need improvement	Comment
Reporting	1. Language proficiency (clear and reasonable demonstration on the results of learning)	6 5 4 3 2 1 0	_____ _____ _____
	2. Creativity (designing suitable and beautiful report cover)	6 5 4 3 2 1 0	_____ _____
	3. Presentation skills (clear demonstration on the results of learning during oral presentation)	6 5 4 3 2 1 0	_____ _____ _____
Overall evaluation	1. Self-management (to complete the report on time)	6 5 4 3 2 1 0	_____
	2. Willing to think and learn seriously (active participation in project learning process)	6 5 4 3 2 1 0	_____