

Thursday 4 June

11:00am - 11:40am

Room: Block Y, Room Y305

Presentation Title: Helping pre-service teachers to be independent learners

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Theme:	Learner and teacher experiences
Presentation Type:	Paper presentation

Abstract

A promising way for developing independent learning in school should be working with prospective teachers in teacher preparation programmes. Self-regulated learning was introduced to 17 year one pre-service student teachers in an educational psychology course to enrich their development of as independent learners. Expectations were communicated explicitly to these students at the start of the course and reinforced throughout the course in the topics of motivation, constructive approaches to learning, formative assessment and reflective practice. Metacognitive learning skills were gradually introduced and problem-based learning was employed to provide students with an actual experience in applying self-regulated learning. Students' pre- and post concept maps are compared and their coursework analysed to understand their conceptual development. Other evidence will be collected from the students by a post-course written survey and face-to-face interviews to evaluate the impact of this endeavour and formulate plans for moving forward.