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# Nurturing active and reflective learners in the new curriculum

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## Abstract

The instrumental value of reflective practice in professional development has well been documented in the literature. In the field of engineering education, reflection is not a concept which is commonly built in to the curriculum. The increase in the number of hours of English input in the new curriculum will hopefully provide more opportunities for students to become reflective learners.

This presentation introduces an existing online self-access platform that will be adapted and incorporated into the future English-in-the-Discipline courses for Engineering students as part of the out-of-class learning activities. The independent learning platform consists of 3 'self'-components, namely, self-improvement, self-reflection and self-assessment. After giving an oral presentation, students are required to locate and use relevant learning resources to improve the weaknesses identified. They are also required to reflect upon and assess their own presentation performances by comparing against sample presentations given by former coursemates using the same assessment criteria used by the teacher.

A questionnaire survey was administered to all course participants in December 2011 to solicit their views on their self-access and reflection experience in the course. Over 75% of respondents considered that they had become more active learners. Over 85% agreed that reflection and independent learning were useful for enhancing language skills. Semi-structured interviews were conducted with nine learners and they all expressed positive views towards self-access.