Learning to Learn
Preparing Students for a Rapidly Changing World
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The Challenge
We are living in a rapidly changing world where we face plenty of unexpected happenings. The knowledge and skills that we have learned today may not be able to help us handle the future tasks, problems and crises. Therefore, we need to keep learning. However, not all students are motivated to learn. And, not all students know how to learn. What can we do to help increase their learning motivation and help them learn better and more effectively?

Our Strategic Priority
In our Strategic Plan 2017/20 – 2024/25, we put down “learning to learn” (L2L) as our strategy to tackle this challenge. Our goal is to strengthen the L2L element in the programme and subject curriculum. Through the L2L development, we hope our students will become motivated and effective learners who are able to manage their learning and adapt appropriate and effective methods to acquire knowledge and skills that can eventually help them cope with the problems in the rapidly changing world.

Our Plans
We develop a L2L model (see Figure 1) for our context based on the outputs of a comprehensive study of 523 L2L components by Cristina Stingiter in 2014. In our L2L model, we focus on six dimensions: Intentional, Dispositional, Metacognitive, Affective-motivational, Cognitive and Social, with two components under each dimension. We believe this model can guide our programmes to define strategies suitable for their disciplinary context to develop our students to become better and more effective learners.

Under this model, all undergraduate programmes are expected to address the twelve L2L components in the programme and subject curriculum and create opportunities at different levels for students to develop practice and enhance their learning ability during the entire period of their study in the university. At the same time, students are encouraged to keep a learning portfolio to document their journey of pursuing something they aspire to.

By the end of the 2024/25 academic year, all undergraduate programmes should have devised strategies for the L2L development in the curriculum, with clear information of the teaching and learning activities at the programme and subject levels to develop students’ L2L ability.

What’s Next?
The implementation of L2L development will spread from students’ first year of study to other years. Funding will be allocated to support faculty members to review the curriculum and (re)design suitable teaching and learning activities or finetune the existing activities with support from the Educational Development Centre and other units to help students become effective lifelong learners.

In order to expand and increase faculty members’ engagement in L2L development, we have recently set up a community of practice to get faculty members and students together to create more dialogues on teaching and learning, and engage them in being researchers to experiment ideas and strategies to promote and enhance the L2L development inside and outside the class. We are planning to build a virtual library of literature, ready-to-use resources, good practice cases related to L2L for documentation and sharing purposes. We are also going to organise social activities for members to exchange ideas with other participants and showcase the outcomes of their action research experience.