From Reading across the Curriculum to Self Directed Learning

28 November 2015
Outline

- Reading across the curriculum (RaC)
  - Read-to-learn competence in English
- Self directed learning (SDL)
- Relationships between RaC and SDL
- Role of school
  - Getting students ready for self-directed learning by promoting reading across the curriculum
Reading

- Books – reading materials
- One of the three Rs in schooling
- Core skills in school curriculum
- An end – learn how to read
- A means – tool of learning – read to learn
- Hobby
- .......
Reading across the Curriculum and Read-to-learn Competence
Reading for the curriculum

Chinese

English

Mathematics

Liberal Studies
Reading **across** the curriculum

In terms of topics

- Chinese
- Mathematics
- Liberal Studies
- English
Any common elements in reading across the subjects?
Do we need to teach these common elements in each subject?
Reading across the curriculum (L1)  
(UK - Statutory requirement for use of LAC)

- Pupils should be able to read with understanding, to locate and use information, to follow a process or argument, to summarise, and to synthesise and adapt what they learn from their reading.

- Pupils should have the technical and specialist vocabulary of subjects and how to use and spell these words.

Academic Literacy

- The abilities to read and write for academic purposes
Academic Literacy in a second language

- The abilities to read and write in English for academic purposes

![Diagram showing the relationship between English and Learning in EMI classes.](image)
## Student needs for academic literacy

<table>
<thead>
<tr>
<th>Types of students (secondary schools)</th>
<th>Types of MOI</th>
<th>Needs for academic literacy (L1 &lt;Chi&gt; and / or L2 &lt;Eng&gt;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMI students</td>
<td>EMI</td>
<td>?</td>
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<tr>
<td>CMI students</td>
<td>EMI classes</td>
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<td>CMI</td>
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</table>
Role of school

- To ensure students have the abilities to read and write in English and/or Chinese for learning purposes.
  - Read-to-learn competence
  - Write-to-learn competence
Read-to-learn

Comprehend

Organise
Within / beyond text

Store / Assimilate / Recall
Reading across the curriculum is useful in...

- Enhancing motivation to read
  - A reason to read
  - Read for meaning – knowledge acquisition

- Enhancing interest in reading
  - Variety of reading materials
  - Variety of topics
Helping learners connect learning experiences in different KLAs

- a wider, technical and specialised vocabulary
- more advanced reading (and writing) skills
- specific information structures to organise ideas
- distinctive mode of analysis
Self Directed Learning (SDL)
A definition (Knowles, 1975)

a process - individuals take the initiative (with or without the help of others),

- diagnosing their learning needs;
- formulating learning goals;
- identifying human and material resources for learning;
- choosing and implementing appropriate learning strategies; and
- evaluating learning outcomes.

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Self directed learning

Characterised by

- Learner-centredness
- Ownership
- Self control
- Self monitoring
- Personal autonomy
- Sense of agency
- Motivation
Self directed learning

- Addressing individual differences
- Capitalising on the potentials of learners
- Extending learning beyond the classroom and school curriculum
- Facilitated by massive information accessible via internet
Promoting SDL in school

- SDL skills and strategies
- Values, attitudes and motivation
- Read-to-learn competence
- Resources

SDL
Promoting SDL in school

SDL skills and strategies

Values, attitudes and motivation

Read-to-learn competence

Resources
RaC and SDL

- RaC is a prerequisite for SDL
- Read-to-learn competence facilitates SDL
<table>
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<tr>
<th></th>
<th>RaC</th>
<th>SDL</th>
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<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Building knowledge</td>
<td>Building knowledge</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>Reading materials (specified by teachers or self selected)</td>
<td>External sources, self-selected, mostly written input</td>
</tr>
<tr>
<td><strong>Support from teachers</strong></td>
<td>More</td>
<td>Less (depending on stages)</td>
</tr>
<tr>
<td><strong>Motivation to read</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Skills and strategies</td>
<td>RaC</td>
<td>SDL</td>
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<td></td>
<td>• Read-to-learn skills and strategies</td>
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<td></td>
<td>• How to choose reading materials</td>
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<td></td>
<td>• Identify reading goals</td>
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<tr>
<td></td>
<td>• Making connections among different texts / with prior knowledge and experiences</td>
<td>• Making connections among different texts / with prior knowledge and experiences</td>
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<td></td>
<td>• Identify learning gaps / with prior knowledge and experiences</td>
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<td>• Identify learning goals</td>
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<td></td>
<td>• Identify tasks to achieve goals</td>
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<td>• E-learning skills</td>
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<td></td>
<td>• Metacognitive learning strategies</td>
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<td></td>
<td>• Time management skills, etc.</td>
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Role of school

Enhance read-to-learn competence

- Reading across the curriculum programme
  - At which level?
  - What to teach?
  - How to teach it?
  - Who is going to teach it?
Emphasis of RaC

- Read a variety of texts on a variety of topics
  - Fiction
  - Informative texts
- Massive reading materials
- Read-to-learn skills and strategies