

Learning to Learn Video Contest

Guidelines and Information

Introduction

The **Learning to Learn (L2L) Video Contest** is organising a Community of Practice (CoP) on L2L. It invites students and teachers to create short videos to share their insights and discoveries with a view to helping others to become better learners. The L2L Video Contest will take place over the course of March to May 2022.

Objectives

Through this event, we hope to:

- (1) promote engagement and student-teacher partnership in L2L;
- (2) generate a wealth of short videos to help students become better learners; and
- (3) create a learning community in which members support each other's development through collaboration, sharing and exchanges.

Eligibility

All students and teachers of PolyU are welcome to take part in this contest. Participation can be individual or in team (up to 3 members per team). Students and teachers are encouraged to form teams together (not that it matters, but this will get you bonus points for the grand prizes).

How to join?

Create a short video to share something (stories, experiences, insights, tips, strategies, habits, tools, resources, etc.) that can help others to become better learners. [Submit the video](#) via the L2L Video Contest site on Learn@PolyU by ~~25 March 2022~~ **8 April 2022 (extended!)**.

(Note: You will need to [self-enrol](#) to the Blackboard course to submit a video.)

Entry requirements

A video entry must be submitted under one of the three categories (each individual/team can submit one video for each category):

Category 1: Stories & experiences

Sharing of inspirational stories, experiences and insights
(Enter for the 'Most Inspiring Video' Awards)

Category 2: Tips & strategies

Sharing of effective learning strategies, tips, habits, etc.
(Enter for the 'Most Creative Video' Awards)

Category 3: Tools & resources

Introduction of useful learning tools and resources
(Enter for the 'Most Useful Video' Awards)

To qualify for the contest, a video entry must meet the following requirements:

- **Originality:** It must be an original work of the entrant(s).
- **Content:** Relevant to learning to learn (find out more in the **Appendix** to this document)
- **Title:** In English, max. 10 words
- **Narration:** In the participant's own voice and in English
- **Length:** 30 Seconds – 3 Minutes
- **File Format:** AVI, MP4, MPG, WMV, MOV, QT, ASF, 3GP, M4V

A video will be disqualified if it contains:

- Copyrighted/unlicensed materials
- Offensive language
- Inappropriate or illegal contents

Awards and judging criteria

There are three types of awards: Learners' Choice Awards, Critical Acclaim Awards, and Best Video Awards. Each contains several awards as follows:

Learners' Choice Awards	
Most Popular Video	Decided by Viewers' Votes
Most Inspiring Video (Gold, Silver, Bronze)	
Most Creative Video (Gold, Silver, Bronze)	
Most Useful Video (Gold, Silver, Bronze)	
Critical Acclaim Awards	
Best Interpretation	Decided by Judging Panel
Best Message Delivery	
Best Artistic Appeal	
Best Production	
Best Video Awards	
Best Video Entry (Gold, Silver, Bronze)	Decided based on popularity score + panel rating

The *Learners' Choice Awards* will be decided by viewers' votes. The *Most Inspiring Video*, *Most Creative Video* and *Most Useful Video* will each have three prizes – Gold, Silver, and Bronze. The prizes go to the three videos in each category that have received the most votes. The *Most Popular Video* award goes to the video that has received the most votes across categories.

The *Critical Acclaim Awards* will be decided by a judging panel consisting of experts in the areas of L2L, presentation, design, and video production. There are four prizes – *Best Interpretation*, *Best Message Delivery*, *Best Artistic Appeal* and *Best Production*. All videos, regardless of the category that they have been submitted to, will automatically enter for the contest for the Critical Acclaim Awards.

The *Best Video Awards* will be decided based on the popularity score and the panel rating that a video received, with a respective weighting of 40% and 60%. The popularity score (max. 40) will be calculated by the formula [(Number of votes received by the video / Highest number of votes received by any one video) x 40]. The panel score (max. 60) will consist of four scores (interpretation, presentation artistic appeal, and production) in equal weighting (i.e. max. 15 points each). Teams composing of both students and teachers get a 10-point bonus for this award. There will be three prizes – Gold, Silver, and Bronze – to be awarded to the three videos with the highest overall scores.

Prizes and lucky draws

Each qualified entry will get a reward for participation (either an Apple Store \$300 gift card or a ParknShop \$300 coupon). For the winners of the contest:

Best Video Entry (Gold)	MacBook Air 512GB, AirPods Max, Cash Prize \$3,000
Best Video Entry (Silver)	iPhone 13 Pro 256GB, Apple Watch Series 7 41mm, Cash Prize \$2,000
Best Video Entry (Bronze)	12.9-inch iPad Pro 128GB, Cash Prize \$2,000
Most Popular Video	iPhone 13 256GB
Most Inspiring Video	Gold: 11-inch iPad Pro 128GB
Most Creative Video	Silver: iPad mini 64GB
Most Useful Video	Bronze: AirPods 3rd Generation
Critical Acclaim Awards	11-inch iPad Pro 128GB

There will be a token of appreciation for the voters too. The first 100 voters will get a \$50 ParknShop coupon. For every 100 voters, there will be a lucky draw to give away a \$100 ParknShop coupon.

How to vote for your favourite video?

The qualified videos will be made available to PolyU students and staff through a secured online platform on **15 April 2022** for viewing and voting. The links for viewing the videos and for voting will be published on the [L2L Video Contest page](#) of the L2L CoP website. The voting period ends on **9 May 2022**.

Announcement of results

The results will be published on the [L2L Video Contest page](#) of the L2L CoP website in **mid-May 2022**. The winners will be informed by email. An award ceremony and prize presentation will be held in **early June**. (Note: The exact dates will be announced in due course.)

Enquiries

Contact us at L2L.Support@polyu.edu.hk.

Note on copyright: By submitting a video for the contest, the entrants grant PolyU an unrestricted royalty-free licence to use, edit, display, distribute, and/or broadcast the submitted work in part or in entirety through any channel/medium for any purpose.

Note on terms and conditions: The organising party reserves the rights to amend the terms and conditions presented in this document without prior notice and to make the final decision in case of disputes.

What is Learning to Learn?

Learning to learn (L2L) is about becoming a better learner than you already are. Those who are really good at it are not necessarily smarter or more intelligent. They just treat learning differently. They tend to look at how they learn and try to understand it, take control of it, and become better at it.

Many things can affect how we learn and how well we learn. Sometimes it's motivation, other times it's habit, technique, resource, etc. Learning to learn, therefore, is about developing different aspects of yourself as a learner. Here are some aspects or dimensions of L2L (see also Figure 1):

■ **Inspirations and Aspirations** (Intentional)

What inspires you to learn something? How do you find your inspiration in learning? Has there been any 'aha' moment that made you see the meaning/value of what you were learning? Share your story and help others find their inspirations and aspirations.

■ **Beliefs and Habits** (Dispositional)

What do you do to build up confidence in your ability to learn? How do you change bad learning habits or develop good ones? What sparks your curiosity? How do you find something interesting in anything you learn? Share your insights and techniques so that others can do the same.

■ **Reflection and Control** (Metacognitive)

How do you manage your study? Do you sometimes stop and think about why/how/how well you learn? How do you adapt to different learning scenarios? What is the key to keep improving at learning? Share your ideas to help other take learning into their own hands.

■ **Motivation and Determination** (Affective-motivational)

How did you find out what motivates you and what not? Do you feel in control of your motivation? How do you deal with stress and frustration arising from study? What makes you keep going in the face of difficulties and setbacks? Share your experience and give others some self-help tips.

■ **Knowledge and Skills** (Cognitive)

What is learning? What thinking skills are important for university study? How did you develop them? Have you come across an idea/technique on the Internet or in Psychology/Neuroscience that boosted your learning power? Share your discoveries to help others learn more effectively.

■ **Networks and Resources** (Social)

What kinds of mindset/skill do you need to learn from/with others? What makes a study group effective? What apps/tools do you use to manage your learning resources? Share your tips and tools to help others to become better collaborative and independent learners.

Figure 1: Six dimensions of L2L and examples of developmental focuses under each dimension



What makes a 'better' learner?

What are your strengths and weaknesses as a learner? The table below may give you some clues. If you are operating at the 'intermediate' or 'sophisticated' level in any aspects, you may have something to share to help others move from one level to the next.

	Survival Learner	Intermediate Learner	Sophisticated Learner
Sense of Purpose	I see learning as a task or duty; I learn because I am told or forced to do so; I do not associate with what I learn.	I see learning as a means to an end; I learn for achieving short-term and medium-term goals; learning becomes a personal matter to me as I begin to discover or form my aspirations.	I see learning as a process of becoming; I learn for achieving long-term personal aspirations and a deep sense of purpose; learning is a personal matter for me.
Meaning Making	I often feel the subjects that I am studying are irrelevant to myself academically, professionally and personally.	I actively explore the relationships among different subjects and the connections between my study and my personal development.	I give meanings to what I am learning by associating it with what matters to me or what I want to achieve in my life.
Personal Beliefs about Learning	I am not confident in my ability to learn; I believe my ability is fixed and effort does not make much difference.	I become more confident in my ability to learn; I believe my ability can be developed and effort makes a difference; I tend to face challenges positively, make an effort and do not give up easily.	I am confident in my ability to learn; I engage in learning with a sense of control and continuously seek to develop my ability; I embrace challenges, value effort and am resilient to setbacks.
Curiosity	I am not interested in learning new things; I feel uncomfortable with unfamiliar things; I avoid things that I do not understand.	I become more aware of my interests and passion; I am open to unfamiliar things; I do not shy away from things that I do not understand.	I am passionate about learning new things; I feel excited about unfamiliar things; I am eager to learn things that I do not understand.
Self-Regulated Learning	I rely on other people (e.g. teachers) to tell me what, when and how to learn.	I plan my learning, monitor my progress, evaluate my learning strategies and make adjustments as needed.	I am able to improve my learning and adapt to different learning situations by regulating my affective-motivational, cognitive and social strategies.
Reflection on Learning	I seldom reflect on my learning; I rarely challenge or change the way I learn.	I reflect on my learning process and outcomes to evaluate my learning strategies and enhance my performance.	I critically reflect on not only learning process and outcomes but also the assumptions, beliefs and values that underpin my learning approach.
Motivation for Learning	My motivation to learn is dependent on external factors (e.g. how well the teachers teach); I have little control over my own motivation.	I become more aware of the factors that motivate or demotivate my learning; I have some control over my own motivation.	I am aware of the factors that motivate or demotivate my learning; I am able to apply a range of strategies to motivate myself.

Emotion & Resilience	I often feel helpless with the stress and frustration from studying; I give up easily when facing setbacks.	I become more aware of the factors that trigger the negative emotions in me; I have developed some strategies to cope with them.	I deploy various strategies to prevent or manage my negative emotions; I persist through difficulties and stressful situations.
Higher-Order Thinking	I learn and study for examination; I mainly learn by memorising the materials.	I learn and study for understanding; I learn by comparing, analysing, relating and applying ideas.	I learn and study for deep understanding; I learn through reflection, critique, theorising, creating new ideas and solving problems, etc.
Understanding Learning	I do not understand about learning.	I see group work as an opportunity to learn from each other; I actively contribute to group discussions.	I see group work as an opportunity for the co-creation of knowledge; I establish rapport and engage openly and constructively in discussions with others.
Learning with & from Others	I see group work primarily as a division of labour; I seldom interact with others.	I see group work as an opportunity to learn from each other; I actively contribute to group discussions.	I see group work as an opportunity for the co-creation of knowledge; I establish rapport and engage openly and constructively in discussions with others.
Augmented Learning Environment	I see learning as confined to the classroom and the study materials.	I recognise that learning is not confined to the classroom; I actively explore resources and opportunities for learning in the broader physical, virtual and social environment.	I actively expand and create learning environment by visiting places, making good use of learning management tools and establishing personal network for learning.