



# Enlightening Moments

An Anthology of Reflections, Insights and  
Wisdom on L2L by PolyU Teachers

 LEARNING TO LEARN



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Wisdom on L2L by PolyU Teachers



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## *Contributors*

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Why should university  
teachers care about L2L?



Seeing the joy in our students' eyes when they have a 'lightbulb' moment is such a wonderful thing that it brings heartfelt pleasure not just to the receiver but also to the giver – for me, this is enough reason already for us to care.

SURINDER BRRAR



University teachers should care about Learning to Learn (L2L) because it equips students with the skills and mindset necessary for lifelong learning, which is essential in today's rapidly changing world. By fostering L2L, teachers help students become more adaptive, independent, and effective learners, which can improve academic performance and prepare them for future professional and personal challenges.

LEE KA WAI



In the past, a good job was thought of as a sinecure, i.e. a position that a person could keep until retirement. This is no longer the world we are preparing our students for. It is now necessary for students to prepare for multiple positions and jobs throughout their career. Constant learning and adaptation are important these days.

JOHN SAGER



Because teachers cannot teach everything, only if the students feel they like to learn more, then the learning outcomes can be achieved more easily.

JOANNE YIP



University teachers should care about learning to learn because it can help teachers understand the learning needs and motivation of the students. For example, students have many beliefs about learning (e.g., luck is more important than effort in attaining academic success). Hence, understanding such beliefs can help students know how related beliefs shape their learning behaviour.

DANIEL SHEK



**L2L** is essential as a part of a teaching and learning strategy as it encourages students to learn and explore knowledge on their own. L2L also emphasizes students' ability to acquire new skills and knowledge quickly and continually, which is crucial to success in a rapidly changing environment.

TANG YUK MING





University teachers should care about supporting students' capacities to learn (i.e., learning to learn) because it increases the overall quality of their ideas and work beyond the sum of the classroom content. It encourages students to take initiative in their learning journey and challenges them to have original contributions.

PAUL VINOD KHIATANI



University teachers need to care about Learning to Learn because it is an essential skill students need to succeed academically and professionally. For example, it involves understanding how to set goals, manage time, focus attention, solve problems, and reflect on one's learning process.

DORIS LIN



University teachers should care about L2L because it can help their students become successful learners – who will have a better chance of success in the university (e.g., higher grades) but also in their future careers (e.g., greater opportunities). In today's fast-paced and competitive job market, successful learners have an advantage. Employers value individuals who are able to learn quickly and adapt to new situations, making successful learners more desirable candidates for better job positions and desirable promotion opportunities.

By teaching L2L skills, university teachers can help their students to become better learners, leading to improved learning outcomes in classes and developing skills that will be valuable throughout their lives such as at the workplace. This is becoming increasingly important in today's rapidly changing world, where individuals need to be able to learn and adapt to new technologies, industries, and job roles.

WONG CHI MING



The 21st century is the age of digitalisation. Information is abundant on the internet and we are empowered by an extensive set of tools to locate and retrieve data and information as well as connect with people in external networks. Knowledge really resides in the network. We need to learn from these networks as well as leverage them to expand our competencies and capabilities.

ERIC TSUI



We live in a VUCA world with a lot of “unknowns”, rare, novel events and situations. And when our theories-in-use and our assumptions no longer provide us utility to such situations, our visions of the world shrink and we end up resorting to our past habitual practices, routines, and confirmation biases - often oversimplifying the complexity of the situation.

As such, I believe it is even more critical we equip our learners with the super-power of HOW to UNLEARN when our past learning becomes no longer relevant! Helping our students, teachers AND key decision-makers learn AND UNLEARN can be the best competitive advantage we have against the unknown, the unfamiliar, rare, novel events and situations.

ROBERT WRIGHT



We teach, but we cannot guarantee students learn. L2L cultivates students' attitude towards active learning, in such a way that the learning process becomes active, self-motivated, and beyond the curriculum.

MARK KAI PAN



Teaching is not simply a one-way “delivery” of “standard” knowledge but needs to facilitate students’ learning with reference to their learning pace, progress, and individuality. Understanding the importance of facilitating students’ knowledge of “learn to learn” is crucial for engaging them in teaching and learning and being the owner of learning.

SHIRLEY NGAI



This is because L2L is a good practice for students to engage in for the rest of their life. Teachers as facilitators should have the capacity to coach students for that in their teaching at university.

WYNANTS HO





Teachers use the best and most effective methods in teaching. Teachers may become passive in the learning effectiveness of students. L2L helps improve the learning process, effectiveness, and efficiency of students.

LAWRENCE LAU



Often university teachers and tutors come from diverse backgrounds other than teaching, hence with little training in teaching before joining the academy. Learning to learn is a prerequisite for effective teaching and learning. Studies on education and inclusive education all point to the importance of understanding the circumstances in which effective learning happens.

Universities are the house of science; hence they should pursue integrating informed-by-science good practices such as learning to learn. When academia worldwide seems to focus on research metrics more than educational ones, learning to learn becomes more essential than ever.

TULIO MAXIMO



Due to the dynamic and changing nature of knowledge, it is of utmost importance for university teachers to be alert to the L2L mode of thinking in this fast-changing world. This is not only for producing a good role model to students but also fulfilling teachers' responsibility/duty as lecturers and life-learners.

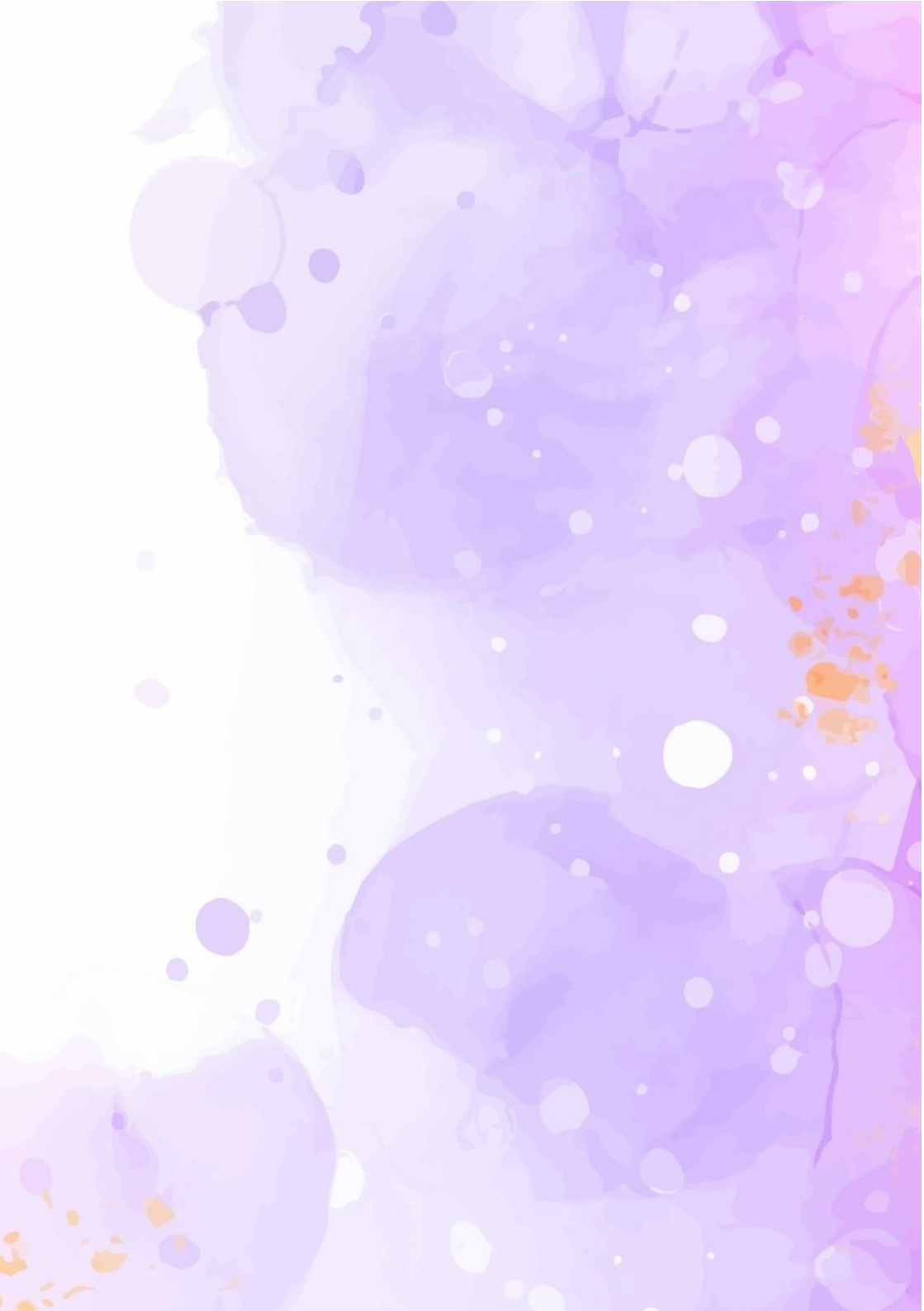
The COVID pandemic is a good example showing how university teachers should care about L2L because there are always unpredictable moments when they may face new challenges which may blow up their existing practices and the conventional way of thinking. When this is the case, teachers' readiness to adopt an L2L attitude on new technologies and pedagogy approaches becomes a key to delivering stable L&T activities.

RODNEY CHU



Education is timeless. As university teachers, most of them are devoted to teaching for life, which makes L2L of utmost importance to them. Yet, while education is timeless, the world we are living in is ever-changing. Thus, being able to stay curious, adopt timeless learning, etc., are the keys to improving university teachers' teaching quality and experience, this is to keep up with the world and to stay open-minded for new knowledge to nurture the new generation.

KATHY LAM



What do you see as your  
role in helping students  
learn to learn?



As university teachers, we can help students learn to learn by creating a positive and supportive learning environment, setting clear goals and expectations, using a variety of teaching methods, providing feedback and support, and encouraging reflection and self-assessment.

WONG CHI MING



We help students establish productive study habits, critical thinking abilities, and self-directed learning techniques. We also encourage students to take charge of their education and develop into more autonomous learners by teaching them how to learn.

TANG YUK MING





One crucial role of a teacher/tutor and academic adviser is to help students identify how effective learning happens so they can be aware of their current habits and create better ones.

I believe we teachers have the role of raising awareness of learning to learn (such as informing students about the circumstances of how effective learning happens), the role of promoting learning to learn (such as integrating peer assessments, reflective and continuous assessment, and other learning to learn good practices) and the role of learning to learn about ourselves (such as continuing learning how we learn and how it changes over time).

TULIO MAXIMO



As a facilitator to support students to be the owners  
of their learning

SHIRLEY NGAI



As a mentor to share my past experiences, and to serve as the ‘glue’ to link up with the students to form groups to support each other.

WYNANTS HO



**M**y role is to guide students in their journey of learning to learn. I do this by balancing course-specific content with relevant puzzles that stimulate students' re-learning.

PAUL VINOD KHIATANI



As a project assistant, I view my role as a mediator in helping students with L2L. By reviewing and analyzing students' opinions on their learning experience, I am responsible for suggesting distinct means to teachers in order to boost students' learning outcomes and evoke their eagerness to learn. For example, holding different extra-curricular workshops, fusing new elements in teaching, etc.

KATHY LAM



My teaching subject is “Crisis Communication Management”. I keep promoting “learning together inside and outside the classroom” by drawing real-world cases and interacting with students regarding theories and practical crisis handling. They would find my question “what if you were them” thought-provoking.

Moreover, I try to connect learning to practical decision-making and stretch them: “Why this is relevant? It is not just for your grade, but because it’s important for you as a future leader”. Teachers thus have a pivotal role in promoting learning and beyond.

KWAN CHUK FAI



My role is to help students understand the different aspects of learning to learn, such as the sense of purpose surrounding learning to learn and meaning making in the process. In Tomorrow's Leaders, we incorporate the learn-to-learn component in the subject and we train teachers on how to teach this component. We also evaluate the outcomes of the program.

DANIEL SHEK



I see part of my work as breaking students from merely regurgitating my words back at me.

JOHN SAGER





My role in helping students learn to learn is to assist them in gaining awareness of their talents and guide them to explore the areas that they can develop. Oftentimes, students' learning is blocked by negative self-talk (e.g., that topic is too complex, I am not good with numbers, I don't understand and I am scared of trying to understand because I do not want to fail). I help students by shifting away from negative self-talk to focusing on a different approach to learning.

For example, instead of saying "This is too complex", I invite students to approach the topic with something like "This is complex, but we will break it down into simple chunks that will be easier to comprehend".

DALINDA ISABEL SANCHEZ-VIDANA



I believe our role is to set a role model for not just our students to aspire to, but also for our colleagues and senior key decision makers, that as educators we are ambassadors of the art and craft of not just learning HOW to learn, but also to UNLEARN in order to progress.

We also need to provide a wealth of examples and opportunities to experiment in multiple contexts and situations on the importance of how this approach to learning (even going back to the great thinkers in antiquity) has the power to allow us to transform from “being to BECOMING” a better person.

ROBERT WRIGHT



My role is a facilitator. Together with my students, we locate/create a cohesive learning environment. I help students to learn by elaborating on the contexts for substantiating the meaning and applications of a piece of knowledge. I also alert students if they have overlooked some important issues as well as offering feedback and encouraging everyone to continue with their learning.

ERIC TSUI



First to arouse students' interest in that topic, let them understand how they can apply the knowledge, so they can find the learning path themselves.

JOANNE YIP



Use good teaching method(s) to stimulate students' interest in the subject area/topic. Encourage students to reflect on their learning process and develop effective learning methods.

LAWRENCE LAU



Instead of the “old” way as the source of knowledge and “model answer”, I encouraged my students to contribute to the teaching content, as well as assessment design when I taught undergraduate and postgraduate students. This developed students’ sense of autonomy in learning. I support colleagues to achieve this vision, particularly by using technology to encourage peer feedback on multimedia assignments.

MARK KAI PAN



My role in helping students learn to learn is to provide information, guidance, and support to enhance their learning experiences such as providing information on study strategies, time management, goal setting, and problem-solving skills.

DORIS LIN



Helping them to continue developing their critical thinking skills and improving their capability in navigating their lives to reach their fullest potential.

SURINDER BRRAR





My role in helping students learn to learn is to provide guidance, resources, and strategies that can help them develop self-awareness, critical thinking, problem-solving, and metacognitive skills. I can assist students in identifying their learning styles, setting goals, planning, reflecting on their learning process, and adjusting their approaches to maximize learning outcomes.

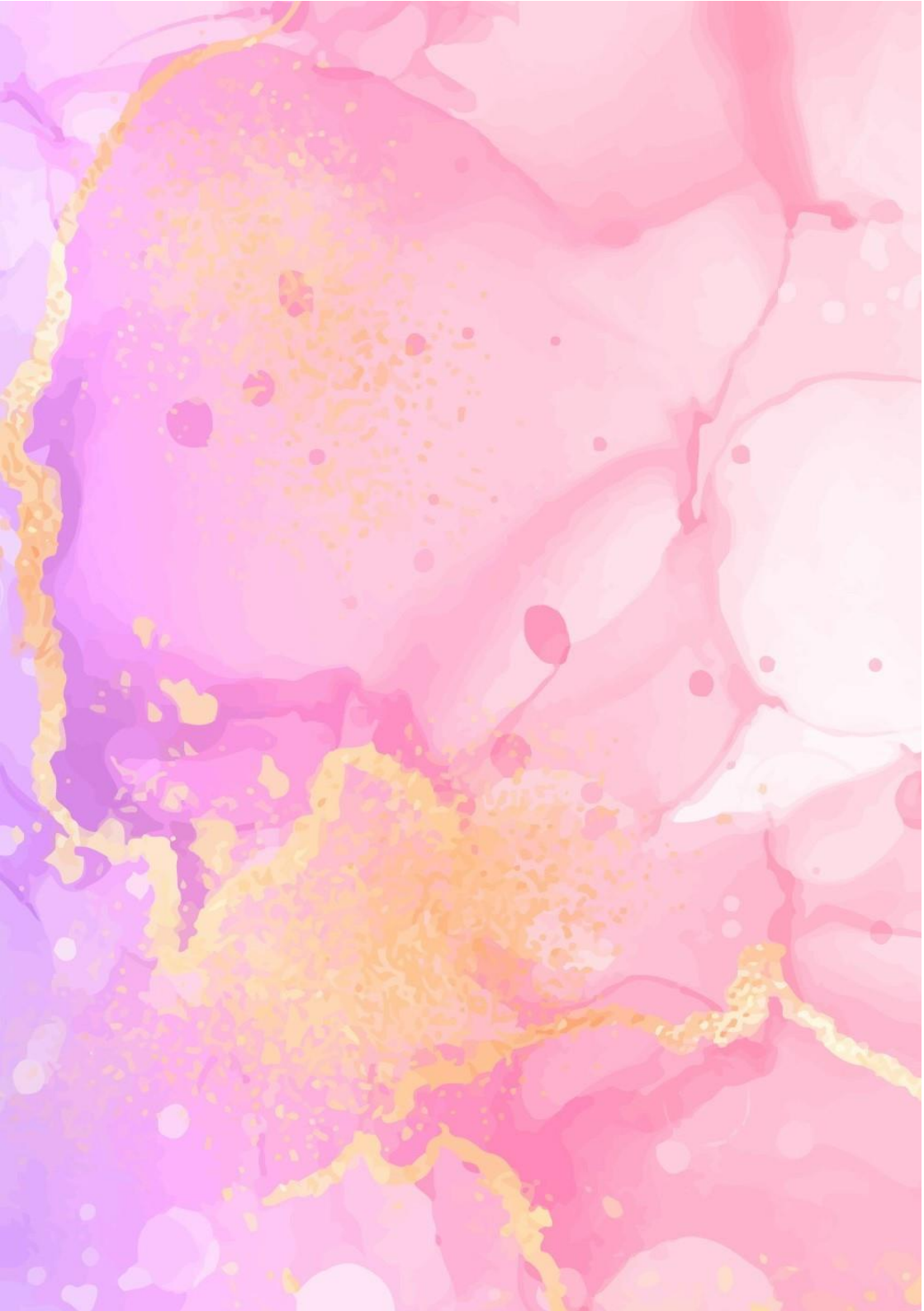
LEE KA WAI



As a long-served academic staff member at PolyU, it is my responsibility to ensure that students are eager to learn and immerse themselves in my teaching process. Hence, I often see myself as a facilitator in helping students with L2L; but I also accept that I have to prepare myself to learn from them, as sometimes their exposure in the ICT era may give teachers excitement and ideas of how to provide a better L&T output.

During my teaching journey, besides my continuous focus to inspire their openness towards new knowledge and advise them on the ways to learn effectively through consultations and peer sharing, I keep reminding myself of the importance of self-reflection on my contextual limitations.

RODNEY CHU



What are the  
characteristics of a good  
learner?



A good learner is someone who is patient, reflective, passionate, and humble.

PAUL VINOD KHIATANI



Good learners love learning and appreciate learning opportunities. They reflect on their strengths and shortcomings and make improvements both within AND beyond their limitations. They welcome steep learning curves, feeling exhilarated by the challenges they face.

JULIA CHEN



In my opinion, a good learner should embrace the ability to 1) accept opinions; 2) develop an urge for new knowledge; 3) stay curious; 4) learn with different people; 5) cope with emotions and stress; 6) understand learning; 7) do self-reflections on learning; 8) adopt a sense of purpose in learning.

KATHY LAM



A good learner understands his/her learning needs, such as how to learn well using what learning strategies. A good learner also has positive beliefs about learning (e.g., going through learning challenges through constructive coping methods). A good learner also knows the purpose of learning, particularly enjoying the process of learning and learning for meaningful purposes.

DANIEL SHEK





Self-motivated, willing to try to overcome difficulties,  
interested to know about new domains of knowledge.

WYNANTS HO



Curious, pay attention to what teachers teach in the class, will do good reflection after the class, and like to ask questions but not silly ones.

JOANNE YIP



A good learner is someone who is creative, capable of critical thinking, adept at communicating, disciplined, persistent, and interested. These qualities enable people to keep learning and developing throughout their lives.

TANG YUK MING



For me, a good learner needs the motivation to learn first. With motivation, learning can be manageable and feel free. Second, a good learner reflects on how to apply what they have learned instantly, reflecting on personal life examples from past and present and how learned content/skills apply in their future. Third, a good learner is hungry for more learning and exercising new knowledge/skills until it moves from working memory to long-term memory.

TULIO MAXIMO



A good learner is more likely to have a growth mindset that leads to personal growth and increased self-confidence through the process of development of their intelligence and abilities through dedication and hard work.

WONG CHI MING



Self-motivated; aim to get excellent marks in all subjects.

LAWRENCE LAU



The characteristics of a good learner can vary depending on the context and learning environment. However, he/she is naturally curious and seeks to explore new ideas, concepts, and perspectives. They are not satisfied with simply memorizing information but instead, want to understand why and how things work.

DORIS LIN



Inquisitive, patient in listening to others, frequently reflect and act on improvements, discuss and share knowledge with peers. Also have good digital and information literacy skills to, among others, combat information overload, raise information awareness, and leverage people, networks, and explicit assets to expand capabilities and competencies.

ERIC TSUI





A good learner possesses several key characteristics, including curiosity, adaptability, self-awareness, persistence, and motivation. They are open to new ideas, willing to take risks, and can learn from their mistakes. Good learners also practice effective time management, set goals, and monitor their progress, making adjustments as needed to optimize their learning experiences.

LEE KA WAI



I believe a good learner is open to “otherness” - to other forms of reasoning, other forms of logic, other forms of explanations, and other ways of knowing. Yet to truly be a “goodER” learner, there must be opportunities to experiment, seek feedback and cultivate a deeper sense of reflection. GoodER learners have the courage to learn and in the process, help make this world a better place; yesterday, today, tomorrow, always...

ROBERT WRIGHT



Proactive learners, willing to solve new problems, and able to connect what is learned in the classroom to real-world encounters. This is exemplified in open-ended questions and in course projects that require developing a reflective account.

MARK KAI PAN



A good learner carries the ability to engage in a sustained learning process to learn autonomously, effectively, adaptively, and reflectively. More than that, a thirst for learning, and a high level of curiosity towards new knowledge are major characteristics of an open-minded good learner.

RODNEY CHU



**B**e motivated and curious to explore and learn “new” knowledge. Be positive and resilient during the learning process to face the ups and downs of learning and academic performance. Be adventurous to attempt and be courageous to take up new challenges. Be self-initiated to master their way of learning progress.

SHIRLEY NGAI



A good learner should be able to respond to change in a meaningful way.

JOHN SAGER



Not all readers are leaders, but all leaders are readers (Harry Truman). Keep reading and learning everything that interests you and improve your thinking skills by becoming a continuous learner. Personal learning continues beyond the university experience and is never-ending.

SURINDER BRRAR







How do you know when a student is learning to learn?



A student is learning to learn when they demonstrate increased self-awareness, metacognition, and autonomy in their learning process. This can be observed through their ability to set and achieve goals, adapt to new challenges, seek and apply feedback, reflect on their learning experiences, and make informed decisions about their learning strategies and resources.

LEE KA WAI



A student actively reflects on his/her learning style and behaviour and searches for ways to improve his/her study. He/she is not afraid of asking questions about learning and seek support from peers and teachers. The student also sets learning goals and works toward the attainment of such goals in a diligent manner.

DANIEL SHEK



Student's attitude and method of learning frequently change when they are learning how to learn. They develop into more self-directed, independent, and self-assured learners who can advance their learning.

TANG YUK MING



Display evidence of self-improvement via reflection, ability to deal with contradiction and ambiguity, and change in learning behaviour/style. Developed meta-cognitive skills and a trait for lifelong learning.

ERIC TSUI



He or she will ask questions proactively.

WYNANTS HO



One example that shows when a student is learning to learn is he or she tries to connect new knowledge and idea with existing knowledge. It is common for an L2L student to adopt regular learning systems and methods i.e. through making mind-maps or timelines to organize the knowledge he or she obtained. These portray a student's effective management of time and information in learning.

KATHY LAM





When they can answer my questions at the end of the class, and most of the time, they are looking at you, and nodding their heads.

JOANNE YIP



**L**earn effectively and efficiently; can solve problems on their own.

LAWRENCE LAU



Students are learning to learn when they: (1) ask questions about how to learn; (2) ask questions that go beyond the taught content (i.e., philosophical assumptions or historical origins of the idea/program); and (3) ask for advice on how to think about a particular topic/ phenomenon/ equation.

PAUL VINOD KHIATANI



Assessing whether a student is learning to learn can be challenging since it involves evaluating the student's metacognitive skills and ability to reflect on their own learning. However, there are several signs that a student is developing these skills and becoming a more effective learner. For example, by assessing their ability to reflect on their own learning, and their engagement in active learning strategies.

WONG CHI MING



As a teacher, I can directly observe students' learning behaviours or progress through project-based learning to see if they demonstrate self-reflection, goal-setting, metacognitive awareness, improved performance, and engagement. These indicators suggest that the student is developing the skills and strategies needed to become an effective learner.

DORIS LIN



As I reach retirement after 30+ years as an educator, I believe there are many ways to see if a student is learning to learn. That said, there are underlying patterns we can see if a student is really learning to learn. I have summarized them in the FOCUSED framework and its underlying philosophy (of opening up the alternatives).

For this framework to best capture if a student is learning to learn, I believe it is when the student demonstrates PROGRESS (in learning BETTER, learning FASTER, and learning MORE than they have been used to). These can all be systematically and rigorously measured using the seven elements of the “staying FOCUSED” framework.

ROBERT WRIGHT



The initiation of discussion and co-creation among students are the signs which suggest students are learning to learn. I have seen it through the application of Padlet in my courses. By using Padlet, impactful and sophisticated discussions are often seen among students, in which effective exchange of knowledge, ideas, and increased interactions between students and teachers are greatly achieved online.

According to the model of L2L, it is suggested that learning with and from others i.e. peer content creation in this case, is one of the main concepts in L2L. Furthermore, when a student constantly raises questions during and after class, one is learning to learn. This portrays that the student has a quest for knowledge and is willing to learn regardless of time and space.

RODNEY CHU



Active classroom (including online) participation; innovative and critical answers to open-ended questions; willing to share his discoveries with peers and teachers.

MARK KAI PAN





From the questions being asked by the students and how they answer/ respond in assignments, in-class activities and assessments. Students would ask key and relevant questions beyond the “taught” basics.

SHIRLEY NGAI



He/she would not receive information for granted but raise questions and express views from different perspectives. He/she would examine or even challenge the modus operandi before forming a view and conclusion.

KWAN CHUK FAI



It is when you see their eyes light up when you praise them for attempting to answer a question which they did not believe they knew the answer to, and when you see the quality and quantity of their questions start to improve. That's when you know that the students are more engaged in the learning process and you have their full attention.

SURINDER BRRAR





What drives you as a  
learner?



I strongly believe in the power of curiosity; a burning desire to know in the face of the unknown, the unexpected. To be able to help make a difference in the lives of those in need of a better tomorrow. These are the things that drive me to be an educator and a lifelong learner (and to help those left behind...).

ROBERT WRIGHT



The fact that learning is timeless drives me as a learner. What is more, the awareness that we all may have blind spots alerts me that there is no ‘teacher’, of any rank or discipline, that could be immunized from being a learner at the same time. So long as one understands that there is a dialectic relation between the role of a learner and a teacher, one will know the importance of knowing how to walk on and work with our students.

RODNEY CHU





Just like other learners, my personal interests and professional responsibilities drive me as a learner. To me, learning is a source of personal fulfilment that expand my horizons and personal goals outside of my professional responsibilities. I like to watch YouTube and browse Wikipedia to learn new knowledge.

This is becoming increasingly important in today's rapidly changing world, where individuals need to be able to adapt to new technologies. For my job, as a teacher and researcher, I need to improve my teaching practice and stay up-to-date on the latest research in my field.

WONG CHI MING



I set goals that are sometimes bigger than what I can achieve at the moment, and those that compel me to aspire and grow into the person who can.

JULIA CHEN



To better equip myself to prepare for or face any forthcoming challenges or needs.

SHIRLEY NGAI



The realization that anything I learn can be used to  
(one day) help someone or a group of people.

PAUL VINOD KHIATANI



The desire to at least stay at par with the rapidly changing technology and the correspondent changing behavior.

KWAN CHUK FAI



The sense of unknown drives me as a learner.

KATHY LAM



Curiosity drives me to learn. There are many things we do not understand. Through learning, we can accumulate understanding of such issues. Sense of achievement also drives me to learn. Through learning something, there is some experience of achievement. In particular, it is rewarding to see how you solve a problem or integrate existing knowledge.

DANIEL SHEK



**M**y career, and my vision and mission of my life as a person to help people.

WYNANTS HO





Sense of curiosity; and being a role model in student learning.

MARK KAI PAN



If I see learning something bring benefits to me, like reading cookbook and then you can cook a nice dish and delicious food, you will love to read.

JOANNE YIP



An individual's motivation to learn can be influenced by a variety of things, including intrinsic and extrinsic motivation, individual interests, and professional aspirations. The individual's requirements and needs to accomplish their goals to better personalize their learning experiences may also drive one as a learner.

TANG YUK MING



As an engineering teacher, here are some possible drivers that could motivate me as a learner: Passion for Engineering: A passion for engineering and a desire to stay up-to-date with the latest developments in the field as a learner. I would be motivated to continuously learn and seek out new knowledge to enhance my teaching and stay current with the latest technologies and trends. Desire to Help Students Succeed: As a teacher, my primary goal would be to help my students succeed in their academic and professional lives. I would be motivated to continuously improve my teaching methods and adapt to the needs of my students in order to help them achieve their goals.

Professional Development: As an engineering teacher, I would be motivated to continuously develop my own skills and knowledge in order to be an effective educator. This would include attending conferences, workshops, and other professional development opportunities to stay current with the latest teaching strategies and techniques. Innovation and Creativity: Engineering is a field that requires innovation and creativity, and as a teacher, I would be motivated to foster these skills in my students. This would involve seeking out new and innovative teaching methods and encouraging my students to think creatively and develop their own unique approaches to problem-solving.

DORIS LIN



I am lucky that I have a natural desire to learn new things and to re-visit things I think I know.

JOHN SAGER



‘The unexamined life is not worth living’ (Socrates) is my current driver for learning. The learning mindset allows us to get frequent ‘lightbulb’ moments. We can get this by studying history, philosophy, business strategies, and many other subjects in order to gain continual ideas and insights so that we can improve our critical thinking skills.

SURINDER BRRAR



Learning is rapidly becoming a survival skill in a fast-paced and fast-changing 21st century. Nothing remains static for a long time. Friends, colleagues, and societies will desert anyone who does not keep up with learning.

ERIC TSUI





I am driven by the goal of assisting students in their learning journey by providing accurate, relevant, and accessible information. My motivation stems from the desire to promote understanding, foster critical thinking, and help individuals adapt to the ever-changing landscape of knowledge and skills.

LEE KA WAI





Share a significant  
moment that inspired  
you to change the way  
you learn



It is when I realized at one point that the old way of learning had not benefitted my learning outcomes, or even prohibits me from adopting an interest in learning.

KATHY LAM



I used to adopt rote learning in the past. I just memorized what teachers taught and most of the contents of the books without any digestion, however, this way of learning does not really work in higher education. I remembered I got an unsatisfactory result for the mid-term test of a subject during the first year of study.

At that time, the subject teacher tried to give me advice on how to improve (e.g. memorizing the main point instead of the whole sentence) and provided extra after-class exercises to me, so as to make sure that I was really able to comprehend the concepts and apply them flexibly. Undoubtedly, it is the responsibility of teachers to instil knowledge in students, but it is more important to understand one's difficulties and help them overcome them. I really appreciate what the teacher did for me, which totally changed my way of learning afterwards.

CHU KIN SAN



When I started my undergraduate study at PolyU, I finally found that I chose the right subjects to learn, the knowledge I learnt in class was practical and useful, while in secondary school, those subjects are hard-core knowledge which I didn't think too useful and most of the time were very boring.

JOANNE YIP



The learning in my doctoral degree, which requires me to learn proactively, think independently and to reflect in-depth on the issues.

WYNANTS HO





I graduated top three in my high school, but when I got to university year 1 and took the first lesson by a world-renowned, award-winning scholar, I realised I had not been learning properly or adequately. My eyes opened and I saw the mediocre and mundane ways I had been learning, and the depth and breadth and height of learning - and of the world - that awaited me. At the end of the first lesson, the professor assigned a homework exercise that was at the same time highly interesting and completely beyond my ability. I felt he was deliberately throwing his students in the deep end of the pool, and I had to start treading really hard to prevent from lagging behind or drowning. Some of my classmates were obviously more intelligent and advanced, and learning from and with them was stimulating.

So, what makes me learn and change the way I learn? Inspiring and capable teachers, competent co-learners, and deep and fascinating learning matters that stretch me, make me see my ignorance and weaknesses, and accelerate my learning.

JULIA CHEN



I do not have a singular moment that was transformative. I was homeschooled/learning with limited supervision for the first 15 years of my life, so it has always felt natural to read widely and reflect on my own learning process. Also, I was blessed to have three amazing supervisors for my undergraduate, Masters, and PhD research. Even as I spearheaded each project with limited supervision, all three supervisors offered invaluable guidance that helped me become a better learner. These two clusters of life experiences had a profound, cumulative impact on my passion for learning, teaching, and research.

PAUL VINOD KHIATANI



The moment that I feel I should be a “Start-up” of myself and re-define my life priorities.

KWAN CHUK FAI



My encounter with experiential learning inspires me to be an alternative way of learning. Instead of getting knowledge in a mechanical manner or one-way manner (i.e., teacher-to-student type of dissemination), it is valuable to learn through experience such as service learning. We can learn many things through such experiential learning experiences.

DANIEL SHEK



Shortly after I began teaching at UC Berkeley, I drove down to Stanford University to have lunch with Joseph Greenberg, who taught my first course in linguistics when he was a young instructor at Columbia University and I was an undergraduate there. I had just published an article about a particularly complex problem in the tone system of the Xiamen dialect of Chinese, and I was bursting with pride to tell him my solution. He listened patiently to my excited account, paused briefly, looked at me, and asked, “AND THEN?” After feeling crushed for a while, the enlightenment came: Our research should not stop at solving specific technical problems. Instead, the solution should be integrated into a much broader framework of human knowledge.

WILLIAM WANG



As I oversee the arrangement of final year projects (FYPs) in my department, I will use the journal of our FYP students as an example. Imagine an FYP student who always struggled with choosing a research topic for their thesis. Despite receiving extra help and trying different study strategies, they needed to consistently search for information from the literature and various databases to address their puzzles. One day, while they worked through the hurdles (e.g., what is known, what is the research gap, whether it is possible to address this research question within a year)...

This moment of success could be a turning point for the student, inspiring them to change the way they learn. They may begin to approach problems with more confidence and curiosity, seeking out new resources and strategies to build on their success. This moment could also help them develop a growth mindset, recognizing that their abilities can improve with effort and persistence. Over time, the student may become a more successful learner, not just in math but in other areas of their academic and personal life as well.

WONG CHI MING



My experience in producing project deliverables in immersive technologies often cross paths with the concepts of the L2L framework. There are moments when agitation and friction occur when it comes to collaborating as a team, due to diversified backgrounds and literacy standards. Often it may result in numerous episodes of resolving conflicts and prioritisation disputes. This framework reminds me of my existing and previous approach, in a way that taking initiative is not adequate to make things advance to the next stage, instead, taking huge steps to create a space with more acceptance and a bi-polar-less working approach, so as to influence other partners to bring better consensus and mutual-respect on each others' existing values and beliefs.

LAU CHUN MAN



When the Oracle of Delphi supposedly told Socrates that he was the wisest man on earth he answered that it was not possible, for 'he knows that he knows nothing'. Aristotle, in a similar vein, said 'The more you know, the more you know you don't know'. I feel that once you grasp the concept that learning is a never-ending quest you will change from a 'sometimes learner' to an 'all-the-time learner'.

SURINDER BRRAR





Twenty years ago, all engineering teachers used traditional lecture-based methods. Nowadays, we noticed that our students were not fully engaged or retaining the information being presented. We need to change the way on active learning strategies, such as group work, problem-based learning, or flipped classroom models, in order to engage their students and help them learn more effectively. This significant moment could serve as a catalyst for the teacher to change the way to learn a new teaching approach, in order to better serve the needs of students and improve our effectiveness as an educator.

DORIS LIN



I stopped teaching simply many years ago. In fact, since joining PolyU 21+ years ago, I noticed that what and how we approached teaching and learning was not going to help our students when they make contact with the “real world” because that outside world was really far from being “simple”. We live in a broken world filled with injustice, discrimination, paradoxical, competing demands, expectations, levels of complexity, and with multiple moving targets simultaneously.

As such, I teach in a very OPPOSITE way (counterintuitively) to help “complicate” my students’ thinking (in a positive way) so that they develop a better peripheral vision by helping them make the unfamiliar familiar and to make the irrelevant relevant.

ROBERT WRIGHT



Frankly, when I started to teach, I started my career on a purely technical path while my mentor encouraged me to take part in teaching and training, which I wasn't used to. Being a teacher isn't easy in the first instance. I learnt that updating myself with the latest technical knowledge wasn't enough, and a more holistic view on pedagogical design, student behaviour, effective communication, etc. is equally important. Most importantly, being a role model for students! All these broaden my horizon and drove me to learn actively, especially in selecting the right content at the right time.

MARK KAI PAN



When I first introduced PADLET to students five years ago, I was taken aback when learning from a feedback interview of a student that one did not prefer using it - a fear of their original ideas being stolen or copied by others. It made me realize that many students have a restricted mindset in learning, and regard knowledge as private, and marks-earning a zero-sum game among themselves. I learnt anew how to read their worries and rethink the methods of showing them the transparent student-teacher interaction on the Dashboard between each group and the teacher would mean the provision of a co-learning and co-supporting environment among students. After these years, PADLET as a means becomes the best peer-support and peer-learning process that one could articulate. Looking back, that significant moment teaches/reminds me of the importance of listening to my students and adapting my teaching style to meet their needs.

RODNEY CHU



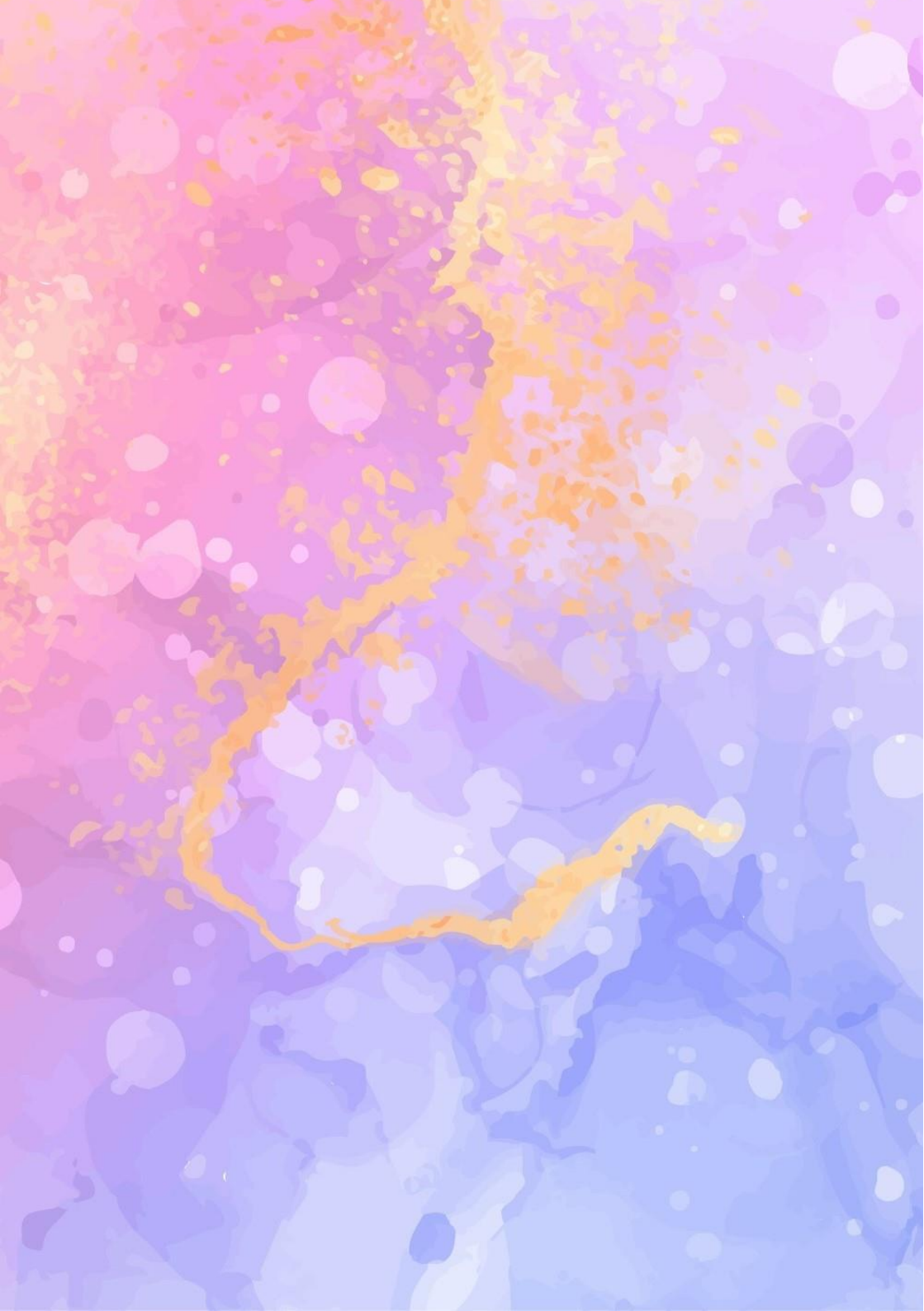
It was - when I thought books/papers were not always  
correct/true.

LAWRENCE LAU



For nearly 20 years, I mainly read research articles in my field of expertise but a few years ago I realise trans-disciplinary knowledge is becoming equally if not more important than (a single) discipline knowledge. I now balance my reading of books and research papers in various disciplines. I thoroughly enjoyed and benefited from this change.

ERIC TSUI



What would you say to  
teachers who are not  
interested in L2L?





Hard question to answer (I suspect there may not be an easy or straightforward answer) because wanting to be a learner comes largely or wholly from within and our role, in my view, is only to lead by example.

SURINDER BRRAR



To teachers who are not interested in L2L, I would emphasize the importance of L2L in preparing students for lifelong learning and adapting to the rapidly changing world. Teachers play a crucial role in fostering students' L2L abilities and should consider investing time and effort into integrating L2L strategies into their teaching practices to maximize student success.

LEE KA WAI



Consider seriously asking yourself: As a teacher, why are you doing what you are doing? With the power of the internet and helpful librarians, honestly speaking, students do not actually need to attend your classes. I would dare say that it is even possible that they can know as much as you know about a particular area of study. So, why are you needed? Ask yourselves, and then only you'll realize the importance of L2L.

PAUL VINOD KHIATANI



I think teachers have a responsibility to prepare their students to do their best. By not taking the students as lifelong learners, such a teacher is seriously under-preparing their students.

JOHN SAGER



Be reflective and echo the calling as the teacher.

WYNANTS HO



**L2L** is more a belief than an obligation to achieve as the role of a teacher. Hence, do not worry about the lack of time for L2L or the effectiveness of L2L, it is important for teachers to recognize their responsibilities in constantly reviewing their old way of teaching and learning new ways to prompt learning among students.

KATHY LAM



Reflect on whether your teaching is effective and whether you really understand the learning needs of the students. With the changing socio-economic ecology, it is important to help students understand their learning needs and strategies so that they can be empowered to learn not just within the university context but also in the work context.

DANIEL SHEK



Some teachers just like to deliver teaching one-way; they just presented the materials, then whether students listened, learnt or not, they seem not to care. I will say nothing, because SFQ from students can tell.

JOANNE YIP





It shall be due to they are not familiar with the concept or are unsure of how to implement it in their teaching practice. In that case, they may benefit from professional development opportunities or collaboration with colleagues who have experience with L2L. In addition, if a teacher is resistant to the idea of L2L, it may be helpful to discuss the potential benefits with them, such as improved student engagement and performance. Ultimately, incorporating L2L strategies can help teachers better meet the diverse needs of their students and support their long-term success.

WONG CHI MING



Alert them of the importance and the need to keep up with times and the rapid advancement of knowledge. Demonstrate with examples and cases. Help them to start... If still no change, let them retire peacefully. I spend my time helping others to change.

ERIC TSUI



I would say that some teachers may not be aware of the importance of L2L or the benefits it can bring to their students. Also, they do not have enough time to integrate L2L into their lesson plans, as they may already have a full curriculum to cover. Moreover, they lack the resources, such as training or support, needed to effectively teach L2L skills. By taking small steps to integrate L2L into teaching practices. Teachers can help students develop essential L2L skills and prepare them for success in their academic and professional lives.

DORIS LIN



Not only the students, we, as teachers too, are used to “spoon-feeding”. It is not easy to learn or understand what is L2L, how to apply L2L, and how to facilitate L2L for students. Seminar sharing by students and teaching faculties who had adopted L2L would be helpful to enlighten those who are new to L2L. Adding “inspiring” questions at the end of lectures for students to explore the answers/ find out the solutions could be a simple and good start for teaching faculty who are new.

SHIRLEY NGAI



None of us are perfect. Oftentimes, we don't see the need because of inattentional blindness, and our attention is directed to another place, goal, reward... By making these non-believers into believers, we need to "sell them what they want; yet give them what they need" to help make this world a better place. Showing them the value to them and the impact for the bigger calling is important. We need to demonstrate that helping others learn HOW to (un)learn, also has enormous benefits to their current goals and ambitions. It's a win-win approach to persuading them of the greater good.

ROBERT WRIGHT



L2L can reduce your effort in teaching and learning.  
Please try and see.

LAWRENCE LAU



**L2L** keeps the spark of curiosity on, and that curiosity can be a powerful driver for both students and teachers to explore, ask questions, and design innovative strategies to find answers. The process of learning can be either painful or an exciting experience. L2L directs us to nurture a growth mindset in students by feeding their sense of curiosity, which promotes innovation and creativity, and by providing them with tools to face challenges and solve problems.

L2L is impactful because it allows us to engage students in different ways of learning that they can apply in other subjects and their daily life. Although L2L takes time from design to implementation, its transformative power demonstrates that investing time in L2L is worth it.

DALINDA ISABEL SANCHEZ-VIDANA



The pandemic has turned all conventional teaching methods upside down, and our learners - our students - have experienced their own challenges that as university teachers, we must step into their shoes and teach in a way to meet their expectations. As the DLTC chair for more than ten years, I think it is crystal clear that we are facing a ‘new normal’ that we must learn how to live up to, and not keep on thinking ‘back to normal’ and teach in a manner that we understand for a long time. Co-sharing and co-creating are amongst other new means to bridge the expectation gap between students and staff members, and colleagues must know the way of opening up their thoughts to the students and try to transform the daily exposure of the new generation into their learning experience.



Two vivid examples: (1) the setting up of the co-learning platform ‘Inspiration Hub’ to provide visibility to different stakeholders (be it current students, alumni, employers of our graduates, donors, and funding partners) to understand the L&T endeavors of the Department, and (2) the VTL project of testing an alternative LMS platform on new students admitted via Google Class as suggested by graduating student helpers who have critiques on the existing LMS platform used currently, were examples of how to open teachers’ pedagogical thoughts and to bring in student voices for sharing and review. Simply put, if we stop moving forward, we will fall back.

RODNEY CHU



Generative AI can threaten a teacher's job. Knowledge can be retrieved easily now; rethink the role of teachers: delivery is no longer the essence; we must be the facilitator to inspire and change students' learning behaviour.

MARK KAI PAN



What would you say to  
teachers who are  
struggling to find a way  
to help students in L2L?



I don't think teachers need to "hard sell" it. By naturally preparing students in their discipline, academics should be able to lead students into an l2l mindset. It seems l2l would correspond with professionalism in any academic area, i.e. if a student is truly prepared for a professional field, then the student should be ready to be responsible for their own learning.

JOHN SAGER



I would showcase EXAMPLES from a multitude of fields, subjects, teachers, students, and institutions of where it has worked and in what specific things it has enabled, facilitated, advanced, promoted, and engaged key stakeholders.

ROBERT WRIGHT



Reflect on your learning journey. If possible, keep a diary with you and/or talk to a trusted friend/colleague/family member who has watched you grow as a learner over time. Once you realize your personal growth, you'll be better positioned to inspire and guide others.

PAUL VINOD KHIATANI



We can be examples by showing our own learning habits and encouragement in improving the quality and quantity of students' questions and not being afraid of being wrong (PolyU is and should be a psychologically safe learning environment for students and staff). PolyU can also be a fantastic opportunity to be the best that every student wants to be – we as teachers will continue to strive to unlock the door to every student's full potential.

SURINDER BRRAR





To teachers struggling with these issues, I would suggest first examining their own beliefs and attitudes about L2L and acknowledging its importance. They can then explore various L2L strategies and resources, experiment with different approaches, and collaborate with colleagues to find the most effective methods for their students. Encourage students to take an active role in their learning process and provide a supportive environment that fosters curiosity, resilience, and reflection.

LEE KA WAI



Think of our own learning when we grew up. We can re-design the course content, assessment criteria, etc. to encourage student participation, engagement, and self-motivation. Back to the basics: how to make yourself enjoy learning?

MARK KAI PAN



Be student-centered! It all begins with “students” - through what you see, what you hear, and what you perceive. By interacting with students, talking to students in a casual way, and observing students’ needs and learning difficulties in class and out of class, we would be able to get some “hints” and “ideas”. Again, try to prioritize the level of importance and integrate all these to adjust the “teaching” pedagogy and/ or incorporate it into “teaching and learning projects” to support and/ or keep them motivated/ engaged in deep learning.

SHIRLEY NGAI



In my opinion, L2L is a new concept to many teachers, it is understandable that they might struggle to find a way to help students with L2L, especially for university teachers who teach massive class sizes. It is common that they may find it hard to connect and develop a close relationship with students.

As a result, I would suggest that teachers could try to reconnect with their students by taking the first step to understand their needs and obstacles in learning, i.e. through consultations, sharing sessions, distinct digital teaching, and productivity learning tools like Padlet or Notion, etc. It is significant for teachers to set out reference models for students to learn the importance of L2L in their lives.

RODNEY CHU



I will advise teachers to develop regular communication/consultation sessions with students. Building a healthy and close relationship with students is always the fastest way to assist students in L2L.

KATHY LAM



For teachers who are struggling to find a way to help students recognise the importance of L2L, I invite you to take a step back to ask how L2L can help students to learn. After understanding the importance of L2L, you can then empower your students to understand and practise L2L.

DANIEL SHEK



Maybe try to sit in some teachers' classes, and try to observe how others have done. Or attend EDC workshops to learn.

JOANNE YIP



I would suggest the following strategies:

1. Teachers can communicate this by sharing stories and examples of successful individuals with strong L2L skills.
2. Teachers can help students to develop a sense of purpose and motivation by setting clear goals and objectives. Students can see progress and feel a sense of accomplishment by breaking down larger goals into smaller, more achievable milestones.
3. Teachers can encourage students to be curious and ask questions by providing opportunities for exploration and discovery. This can be done through project-based learning and other active learning strategies.
4. Teachers can help students to identify areas for improvement and develop strategies to overcome challenges.

DORIS LIN





Start with small steps and scale up gradually. Stimulate their interest, show them examples and success cases. Offer help to them and give encouragement.

ERIC TSUI



Helping students recognize the importance of L2L may take time and effort, but by explaining the benefits, modelling strategies, making it relevant, and involving students in the process, teachers can help their students become more effective and empowered learners.

WONG CHI MING



What would you say to  
students who are not  
interested in L2L?



There is little-to-nothing helpful you can say to such students. Rather, what you can do – especially through puzzles or thought-provoking content – is to help them realize the necessity of un-learning and re-learning.

PAUL VINOD KHIATANI



Experiential Learning - let students “taste” and “experience”. Debrief students through facilitated reflection to deepen their experience and let them understand how they may have better planning for their study and be the owners of learning

SHIRLEY NGAI



If students are not interested in L2L, it may be helpful to start by exploring their own goals and aspirations. By identifying their own objectives and priorities, students may be more motivated to develop the skills needed to achieve them. Additionally, it may be helpful to show students examples of successful individuals who have strong L2L skills, in order to help them see the real-world benefits of developing this skill.

DORIS LIN



Learning to Learn (L2L) is an important concept for students, as it focuses on developing the skills and strategies necessary for effective learning. By learning how to learn, students can become more self-directed, reflective, and adaptable learners, which can benefit them in all areas of their lives. If a student is not interested in L2L, it may be helpful to explore why that is. Perhaps they are not familiar with the concept or are unsure of how to apply it in their own learning.

If a student is resistant to the idea of L2L, it may be helpful to discuss the potential benefits with them, such as improved academic performance, increased confidence, and enhanced problem-solving skills. Teachers or counsellors may also be able to provide specific examples of how L2L has helped other students succeed (e.g., highlight who used L2L got a better academic result, awards, and job offers).

WONG CHI MING





If we are a good example to our students, we can provide them with a role model to emulate. We should always bear in mind that they may not be ready to be a learner just yet- our role is to show them the path and gently encourage them towards it. There is a good possibility that this may trigger their 'learning to learn' instincts sometime after they graduate from PolyU in which case we should be more than happy that we have contributed, in some small way, towards their learning journey.

SURINDER BRRAR



“You are missing out on a lot of fun in life.”

“You are likely to encounter major hurdles in many stages of your career.”

“Want to lead or excel over others? Lead with knowledge.”

ERIC TSUI



Ask the student to think about the question of whether every student can learn well. If the student says “no”, invite the student to reflect on the motto of “everyone is Number 1”, that everybody can be successful, including performance in the academic domain. Then invite the students to reflect on the obstacles to his/her study.

DANIEL SHEK



**L2L** can improve your academic performance and achieve a better future career.

LAWRENCE LAU



To students who are not interested in L2L, I would stress the benefits of developing L2L skills for their academic, professional, and personal lives. Emphasize that L2L can improve their adaptability, efficiency, and overall learning experiences while helping them become more prepared for the uncertainties and challenges they will face throughout their lives.

LEE KA WAI



Ask yourself what you want to achieve after 5 years. Are you well prepared for something that is not existing now? In the workplace, we need the skills, no matter discipline-based or generic skills, to learn beyond the classroom. L2L is the key to learning anywhere and anytime with real-world encounters.

MARK KAI PAN



In my point of view, one of the reasons that lead to students' indifference towards L2L is that it brings pressure to them; they might perceive L2L as an extra responsibility to fulfil in the role of student. Be that as it may, it is crucial for students to realize that L2L is a timeless and ongoing process, it is not an add-on burden, and they should embrace it as part of the essentials in life. After all, learning isn't solely about academic knowledge, it also includes many other aspects of life.

RODNEY CHU



I would worry about the results and not the terminology. It's not obvious to me that it matters whether students think they are interested in  $l_2$  (provided they can do it).

JOHN SAGER





I would “begin with the end in mind” and showcase what successful vs. not-so-successful professionals in a range of fields and industries do in helping them progress. Through these examples, they will begin to value the importance of learning HOW to (un)learn whenever we get stuck in our lives, loves, and careers.

ROBERT WRIGHT





What would you say to  
students who are  
struggling in L2L?



Be patient and kind to yourself. No true success was ever achieved by his/her/their own doing alone. Seek out help or advice from others. No true success too was ever achieved effortlessly and immediately. Life is a long journey, spending time to reflect and find yourself as a learner is not time wasted.

PAUL VINOD KHIATANI



Don't give up and believe in your potential.

WYNANTS HO



Allow yourself to keep in touch with new things and stay open-minded. Just do the tasks that life assigned to you before thinking about the consequences or the meanings. Do not fear making mistakes and it is okay to be lost. Everyone comes along that way.

KATHY LAM



Carol Dweck in her fantastic book *Mindset - The New Psychology of Success*, which should be a required reading for every teacher in my opinion, identifies the two key differences in our mindsets. She separates those who believe that their capability is unchangeable (fixed mindset) from those who think that capability is always open to improvement (growth mindset).

The difference is that the key question we should ask our students, in Carol's view is: 'Are you not smart enough to solve it .... or have you just not solved it yet'. So, our role as teachers, in my opinion, is to praise and encourage every tiny bit of improvement in our students so that we give a strong message that 'in the growth mindset, failure can be a painful experience, but it doesn't define you. It's a problem to be faced, dealt with, and learned from'.

SURINDER BRRAR





“I can help you to join a learning network.”

“Keep up your efforts. Nobody gets it right immediately.”

“You are doing the right thing by keep trying and learning.”

“Learning should be fun. I will help you learn how to appreciate and enjoy it.”

ERIC TSUI



We all have the ability to grow and develop, but we do it in different ways. Imagine people as if they were cars. You can find all sorts of cars, different colors, different brands, old, new, hybrid, electric, you name it! All cars can travel from point A to point B. Some cars can do it in a matter of minutes and some other cars will do it in a couple of hours. A Lamborghini could go very fast on a racetrack but it will certainly struggle on an unpaved road, and a vintage car may be too slow to finish a race, but it will certainly cross the finish line at its own pace.

Something similar happens to us as learners. We all have the ability to learn and develop to reach our goals, but we do it in different ways at a different pace. Having that in mind will motivate us to get to know “our engine” and explore the ways in which we learn better.

DALINDA ISABEL SANCHEZ-VIDANA



If you want to find a good job or get an opportunity to be promoted or get appreciation from your senior, then you should start to learn what is L2L.

JOANNE YIP



Always keep in mind that learning may be a lifelong endeavor and that it is never too late to find new hobbies or passions. You can find strategies to make learning more meaningful and gratifying by being proactive in your learning and concentrating on what inspires you.

TANG YUK MING



Before you ask a question (for example), try your best to see what your answer is. When you get the proper answer, compare your answer and analyze what is wrong with it. If you think about your own answer before receiving the teacher's answer, you will more likely remember the teacher's answer because it will be more meaningful to you.

JOHN SAGER



For students who are struggling to find their aspirations and goals in their learning, I will invite them to reflect on two things. First, ask them whether they feel the need to change. Second, ask them whether it is possible to find aspirations and goals together with their classmates and teachers.

DANIEL SHEK



I would suggest the following strategies:

1. Students can make learning more meaningful by connecting it to their own interests and aspirations.
2. Students can believe in their potential to grow as learners by adopting a growth mindset such as developing L2L through hard work and dedication.
3. Students can regulate their learning approach by developing effective self-management strategies, such as time management, stress management, and goal-setting.
4. Students can learn with and from others by engaging in collaborative activities, such as group projects, peer review, and teamwork.

By implementing these strategies, students can develop the skills and mindset needed to become effective learners and achieve their goals.

DORIS LIN



If a student is struggling to find their aspirations and goals, we can set a few small and achievable goals that align with their interests and strengths first. We can discuss with the students about their strengths and talents and explore their interests, then try to provide guidance and encouragement. We can help students explore the potential paths for their future success and fulfilment by reflecting on their interests and passions.

WONG CHI MING





To students struggling with these aspects, I would advise breaking down the challenges into smaller, manageable steps. Encourage self-reflection, goal-setting, and exploration of different learning strategies. Reassure them that setbacks and difficulties are part of the learning process and that growth occurs through persistence and adaptation. Lastly, remind them that seeking help and collaborating with others can provide valuable insights and support.

LEE KA WAI



Form a study group (with a few classmates) first.

LAWRENCE LAU



Much of the time, students lose interest for a variety of reasons - albeit for health reasons, family, relationships, stress, etc. When they are provided with an approach, a framework to guide them through good times and bad, we can help them “fish and feed themselves” for life.

Learners, not just students, but all learners (teachers, researchers, administrators, key decision makers across all industries) need a SAFE and FUN place that ENCOURAGES them to experiment, learn, share, and grow together. This will require all stakeholders to be involved. I believe PolyU is a great place for such learning and unlearning to take place for the benefit of mankind (and beyond).

ROBERT WRIGHT



No one is better than students who know what they want and what they need. Having students engaged and participating in the planning of learning and teaching activities would be crucial. The co-designing of work will let students taste and have a sense of “ownership” of the work, and explore “new” knowledge or area beyond the “taught” content. Students can use their creativity to develop content that would be attractive and easily accepted by their peers. Under the facilitation of teaching faculties, the level of difficulty and “accuracy” of content could be assured. Through ongoing discussion between students and teaching faculties, both parties could be able to learn from others.

SHIRLEY NGAI



Back to the basics: treasure and appreciate real-world encounters. L2L often starts from a small bit of discovery in the surroundings. In the past we were trained to write “model answers” but the reality is that model answer is usually unavailable. Try, make mistakes, reflects, and most importantly accept mistakes but learn. This eventually drives you to be a good learner.

MARK KAI PAN



We all go through ups and downs in our life and sometimes we are unable to change those unpleasant events happened in life such as exam failure, but we can always choose how we want to respond to them. Try not to think too much about them as they are already passed, and try to listen to some inspiring songs when feeling doom and gloom, which can help to unwind your body and mind better.

Try to encourage yourself by speaking some aphorisms such as “After a storm comes a calm” when facing obstacles is also a useful way to make you become more confident and courageous. The most crucial thing is always to remind yourself to keep moving forward no matter what is going on around you, and look on the bright side of life, as difficult does not mean completely impossible!

CHU KIN SAN



Life is a journey of learning and exploration. In other words, L2L implies the meaning of life to a certain extent. Hence, if students are struggling to find their aspirations and goals, I will tell them that L2L is not a timed competition, but a journey to explore one's purpose in life through the eagerness to learn and curiosity about different things in the world. It is more important to start the habit of L2L now in order to begin the process of goal setting and searching. The most convincing way of voicing out to our students is to let them know that, as a teacher, I am also living in an L2L mode.

RODNEY CHU









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