Story of Class 2A FHBL Project Initiatives [All done via the KB Pedagogy]

Note: KF is not used for all these class initiatives because part of it involves teachers who are not well-versed or haven’t even used KF before.

Backdrop for Newsletter Initiative

Idea seeding in 2019 when they are in Secondary 1

(Form Teachers came out a possible structure and 4-5 students came out a simple draft. However the idea did not proceed further. An informal conversation hints the idea of ownership: Process owned by FTs and also 4-5 students only)

Conceptualization [Idea Generation]

Idea Revival of the Class Newsletter in Term 2 2020 during the phase of Class Idea Generation when schools were informed that they would move towards full Home-Based Learning

Idea Generation: The Class Committee (12 + 2 FTs)—brainstormed on what can be done during this FHBL to engage all members of the class so that they can be empowered and emotionally supported. 3 Big Ideas/Initiatives were decided upon:

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Description</th>
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<tbody>
<tr>
<td>Circuit Breaker Diary Booklet</td>
<td>as a way to ensure that the classmates will be having meaningful activities that gets them to interact with their family members and also have fun along the way</td>
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<tr>
<td>Subject-Based Lessons</td>
<td>as a way to help the classmates to reinforce and stretch their understanding of the various subjects and also to think the connections between the different subjects</td>
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<tr>
<td>Newsletter Creation</td>
<td>as a way to showcase the class innovations &amp; identity of the class + promote closer sense of belonging and unity</td>
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Do note that there is a 4th addition later halfway through the FHBL (Holiday Pamphlet).

Last but not least, the class comm decided that everyone in class will participate in the creation of at least 1 of the initiatives above so that the class really works as a Community and that they own the process😊

Possible KB Principles: (i) Community Knowledge, Collective responsibility; (ii) Democratizing Knowledge

Doing [Idea Generation and Idea Development]

In each of the 3 teams, they went through rounds and iterations of sparking and shaping their ideas (note: These words/phrase are from the students😊)

A brief description (Teachers’ narrative based on our interaction & Zoom meeting with the respective teams. We can get students to write out if need to when school reopens)

Across all the 3 initiatives [By 2A students, For 2A students], Epistemic Agency is clearly evident (the team members take responsibility to come together to discuss, negotiate, improve etc)
| Circuit Breaker Diary Booklet [Abt 12 Students] | 1\textsuperscript{st}: From initial idea of mere write-up (journal writing)\textrightharpoonup To include different forms of expression (i.e. writing/ drawing/ interviewing/song lyrics composition etc): Reason by the team-- **Idea Diversity**: We have different learning preferences and expression (they somehow got this during Feb History Lessons where they have differentiated products).

2\textsuperscript{nd}: From initial idea of what you do activities (i.e. what do you do today to be not bored)\textrightharpoonup to include activities that gets them to relate to the stuff and items at home (i.e. Fridge/Redesign Living Room)
Reasons by the Team: **Real Ideas, Authentic Problems + Improvable Ideas**: Activities must be something that encourages people to interact with their surrounding so that they can know what are there and what can be improved |
|---|---|
| Subject-Based Lessons [Abt 18 Students] | 1\textsuperscript{st}: From initial idea of giving only MCQ and standard exam/test qns for individual subject modules\textrightharpoonup To include activities that makes them think more about the subject (i.e. Emotional connection to food [linking food and identity] or how Geography are related to history such as maps showing how the world has changed overtime)
Reason by the Team: **Rise Above**: When include activities that makes people think more about the subject, it will help them to realize that subjects are not that simple after all and forces them to keep finding more about the subject

2\textsuperscript{nd}: Initiated first by FTs but the team progress it on their own after that [This is the one where all subject-rep needs to come together to conceptualize on an interdisciplinarity module entitled: The Beauty of Diversity]: They started with the initial idea on how different subjects show diversity\textrightharpoonup to how diversity links different subjects together and make us understand each subject better
Reasons by the Team: **Real Ideas, Authentic Problems + Rise Above**: When we finally decided to create a lesson that uses diversity to link all subjects together as compared to how subjects show diversity, we believe it will help our classmates to better understand how the world works (everyone comes together to solve problems even though we are from different subjects or different occupations) because this lesson mimics it

*Do note that throughout the creation of the draft for each subject, the subject-based representatives will send/converse with their respective teammates and subject teachers (some are not well-versed or haven’t even used KF before) to look through and provide comments so that they can enhance it more*
| Newsletter Creation [Abt 15 Students] | 1\textsuperscript{st}: From the idea of having a title as Class 2A Newsletter\textrightharpoonup to decide to have a theme as a title for this newsletter (Unity: Our Success Story is their finalized version)
Reason by the Team: **Real Ideas, Authentic Problems + Transformative Assessment**: We have seen how themes are being used for the interdisciplinarity module + How themes are used in many subjects + How theme is used in our classroom design

[I believe the above shows transferability of knowledge—this links to assessment right since they have internalized it and advance it to “new” idea of newsletter creation?]

2nd: From team to be in charge of deciding & finalizing on the examples/writeup etc → to getting classmates to do a poll in deciding what examples to be included inside the newsletter (after they had done the general framing) + getting FTs & classmates to suggest ideas and ways to enhance the content of the newsletter.

Reasons by the Team: **Democratizing Knowledge + Pervasive Knowledge Building:**
This ensures that everybody (including FTs) are involved in creating this class newsletter just like how all of us are involved together in History lessons where we build on each other ideas.

Form Teachers’ Involvement:

1. Consistently check the progress via Zoom Meeting and/or Whatapps
2. Join as participants for all the 3 initiatives—We do provide our comments/ideas etc just like any of their teammates. They can choose to take into account of it or reject it. It is entirely their choice.
3. Carry out some enhancement to the final product in terms of Language particularly and/or some other minor adjustments

If we are interviewing students/getting students to write about their experiences, we can focus on the following:

A. Experiences during Idea Development [Eg 1: How they negotiate? As they share, we can look out for possible KB thinking/metacognitive thinking processes that they used such as the scaffolds].
   [Eg 2: Do they value teachers’ ideas and suggestions more than friends? Or on what other basis of criteria?]
   **Note:** It is perfectly ok if they share about their frustration. But most importantly is what did they do after that? How they proceed further? How they overcome it?**

Melvin Chan and Cyrus

2A Form Teachers (Year 2020)