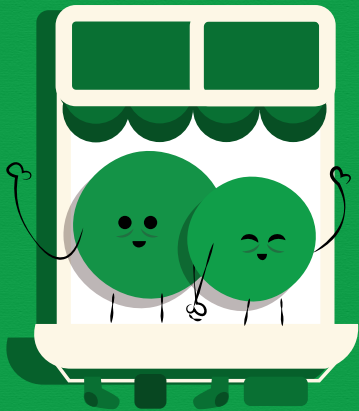
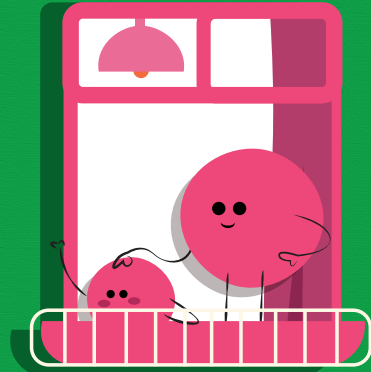


# LEARNING CIRCLES



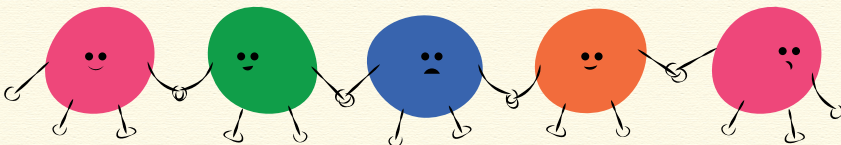
HELLO!



**Roving Labs** is an initiative that encourages everyday residents to participate in grassroots initiatives in Singapore's heartlands. With community-building as its focus, Roving Labs aims to equip residents with the tools, knowledge, and confidence needed to organise and kickstart their own community projects.

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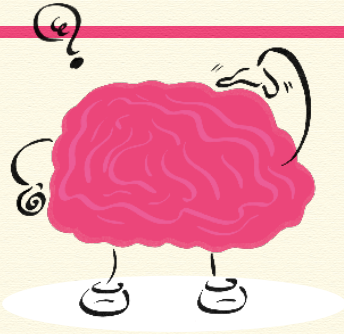


# 1. WHAT ARE LEARNING CIRCLES?

The **Learning Circles** initiative by Roving Labs is all about getting students inspired and excited about learning. We're on a mission to switch up the way everyone sees education in Singapore — from that solo, competitive, mindset to one that is collaborative, supportive, and mutually beneficial for people of all ages.

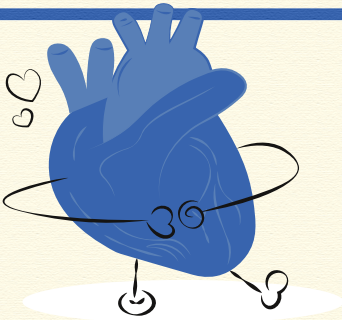
Learning Circles are essentially peer learning groups, that are formed and supported by a 'learning facilitator'.

## WHO'S INVOLVED IN A LEARNING CIRCLE?



### 1 Facilitator

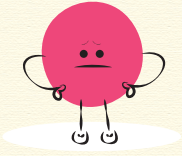
Facilitators are the **head** of the group; you're there to facilitate the participants as they grow in their learning, like by helping them organise their lesson schedules to stay on track.



### 2 Participants

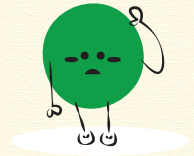
Participants are the **heart** of the group. Your goal is to receive and/or provide mutual support and companionship with your fellow participants as you learn.

## 2. WHY SHOULD I JOIN?



Do you find yourself helplessly struggling with your studies?

Can't find motivation when you're by yourself? Or maybe you just want people to study with?



### If so, Learning Circles might just be your missing puzzle piece!

There's a mountain of pressure on you to excel under Singapore's competitive and vigorous education system - yet not quite enough help for you to do so.

You've probably run into this problem; you're struggling with a question, but there's no one around you to help. This is where Learning Circles saves the day! You'll be assigned to a group of students in your academic year to study with. You can set your own pace for the topics you need, and seek help from your peers if need be. As for the topics you're good at, helping other students helps you revise. And if you can't teach it, time to revise it!



**Are you ready to be part of Learning Circles?**

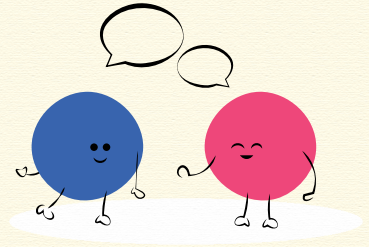
### 3. GETTING STARTED

#### Forming a Learning Circle:

At the start, forming a Learning Circle might seem hard. Don't worry! The following section will equip you with the necessary knowledge to help you kick-start your journey!

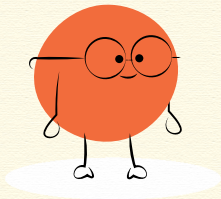
#### A) Recruiting Participants

1. Interested youths can sign up at [rovinglabs-sg.com/learning-circles](http://rovinglabs-sg.com/learning-circles).
2. Find or appoint a learning facilitator.
3. Set up date for the **First Session**.
4. Decide on Monthly Topical Schedule.
5. Decide on how the group will make decisions and communicate with one



#### B) Setting Monthly Topical Schedule of Circles

If you're not too sure what you need to do in each session, you can choose to put down general subjects. For example:



- **Week 1** English + Mother Tongue
- **Week 2** Math + Geography
- **Week 3** Sciences
- **Week 4** Reflection on Overall Learning Strategy/ Group Identified Topic

If you already have a goal in mind and want a more specific plan for your schedule, that's fine too! For example:

##### English - 6 weeks O-level exam guide

Week 1: Listening Comprehension  
Week 2: Short-Answer Questions (Paper 2)  
Week 3: Essay structure (Paper 1)  
Week 4: etc.

##### Mathematics - 12 weeks

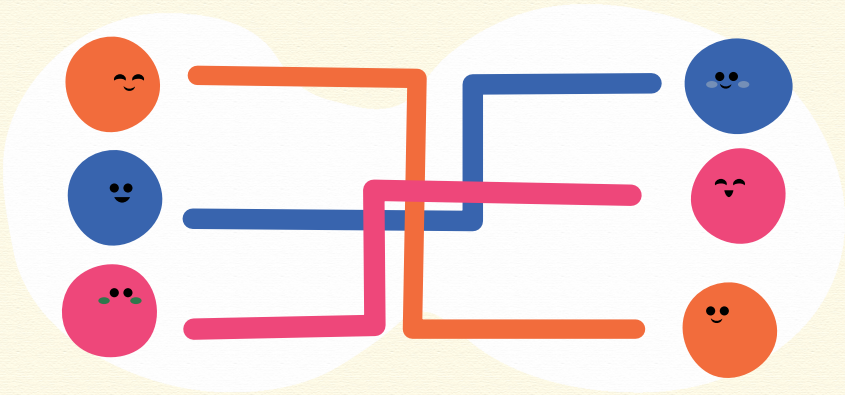
Weeks 1+2: Algebra  
Weeks 3+4: Simultaneous Equations  
Weeks 5+6: etc.

You may refer to (Annex A) for a learning strategy template.

## C) Structure for Sessions

**Learners:** After the students have decided on their **monthly topical schedule** and set **specific learning goals and questions** on topics they want to study for that week, they should spell out the **learning strategy** they intend to use.

**Supporters:** Once each student has **decided on the topics** they wish to study, the learners can decide **who can be a supporter** for each topic. This should be someone who is good at the subject, and can help those who need support.



If the students find it difficult to decide who will be a **learner** or **supporter** first, the **facilitator** can attempt to assist in creating the pairs. Take note of their individual goals and learning strategies, using this template (see Annex B).

### Things to note!

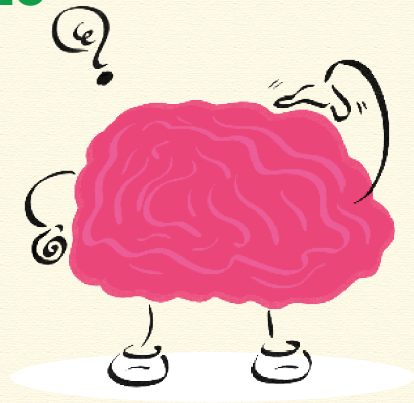
- Learners and supporter should switch roles.
- If someone runs out of time and doesn't achieve their learning goals, the group should assign another person to guide them in the next session, and form another learning strategy.
- If the group does not know how to tackle a problem, they should look towards outside sources. For example, asking a teacher/parent, or searching the internet for answers.
- Once a month, reflect on learning strategies within the group.

## 4. KEY RESPONSIBILITIES

### ⦿ Facilitators

#### 1. Provide relevant resources and guidance to participants.

Help youths cultivate an interest in learning and develop useful strategies for learning.



#### 2. Encourage participants to learn collaboratively.

It's best if participants of the same level or academic years are grouped together.

- Insufficient participants to form an equal level pair? Tag the odd participant to a group that can help in the areas needed!

#### 3. Attempt to pair supporters to learners, and take note of goals and strategies.

Remind students to switch up the roles of learner and supporter during each session.

- Focus on collaborative learning to ensure that all participants have a productive session.
- If needed, match up to 3 students in a sub-group, for those interested in learning similar sub-topics.
- If support is needed by students, you may consult a textbook or teach them how to source for information online.

#### 4. Reflect and/or renew learning strategies once a month.

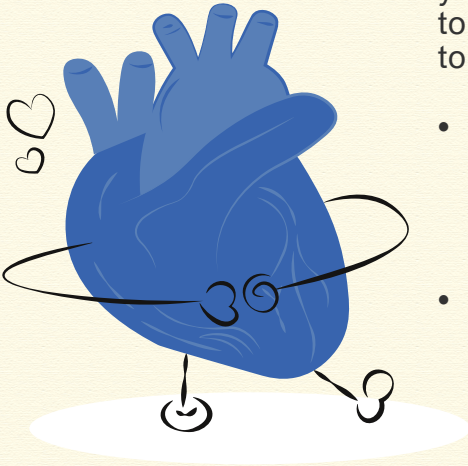


## **C** Participants

1. Come in with an open-mind and a positive attitude, and be prepared to learn and collaborate with your peers.

2. Participants can either be learners, supporters or both at different times.

Be proactive and take charge of what you want to learn and how you want to learn about it. This is the best way to make use of this program.



- **Set your own goals;** design a schedule that addresses your weaknesses and the facilitators will try to pair you with someone who can best help you.
- **Learning from your peers** is the main focus of this initiative. Learning is a collaborative process, and facilitators will only step in when necessary.

- Do your best to teach others! If everyone helps out with what they're good at, everyone benefits.

## FREQUENTLY ASKED QUESTIONS (FAQs)

For more information, please head to the Roving Labs website at [rovinglabs-sg.com](http://rovinglabs-sg.com) or scan the QR code here:



**Q: I want to help out by being a facilitator but don't feel qualified enough. Should I be a participant instead?**

A: Don't worry! There are no criterias in what qualifies for a facilitator. As long as you have the motivation to host and manage these Learning Circles, it's more than enough.

**Q: I've decided to take on the facilitator role. Is there a format to follow for the first meeting?**

A: Not necessarily, but we do recommend the following. Opening introductions, discuss how Learning Circles would work for your group, discussion of goals, norms and roles

**Q: Where may I get further information about Learning Circles?**

A: Feel free to check out all the available resources at [rovinglabs-sg.com](http://rovinglabs-sg.com)

**Q: Who do I contact for further inquiries?**

**A: You may contact Justin Lee at either **+65 6601 1419** or **[justin.lee@nus.edu.sg](mailto:justin.lee@nus.edu.sg)**.**

# ANNEX

## Annex A:

### ANNEX A: Overall Time Allocation for Regular Sessions

Time Allocation	Category	Activity
10 min	Check in	<ul style="list-style-type: none"><li>• How is school/teachers and are you enjoying your time there?</li><li>• What is something interesting that you learned recently?</li></ul>
15 min	Goal Setting	<ul style="list-style-type: none"><li>• What is the one thing you will need help with this week?</li><li>• What would you like to learn today?</li></ul>
30 min intervals	Learner/Supporter Sessions	<ul style="list-style-type: none"><li>• Switch up after 30 mins. Facilitator rotates and observes; can share reflections at the end.</li><li>• IF supporter know, can offer to tutor</li><li>• IF supporter don't know, can offer to find resources [e.g., when learner read textbook, supporter google for YouTube tutorials]</li></ul>
10 min	Review	<ul style="list-style-type: none"><li>• Review whether learning goals achieved, and if not, what follow-up</li><li>• Document interesting strategies to collective pool of knowledge</li></ul>
5 min	Reflections and Closing	<ul style="list-style-type: none"><li>• Each student to reflect on what worked or not; what was fun, what was frustrating</li><li>• Ideas for what they would like to try next time</li></ul> <p>[possibly one youth can help to take notes]</p>

## Annex B:

### ANNEX B: Example of facilitator's template for 'Math Week'

Learner	Topic (State what you want to learn or don't understand)	Learning Strategy	Supporter	Follow-Up
<b>Youth A</b>	Algebra "I want to learn how to solve equations" "I have trouble solving equations"	I will go and read the textbook [What should facilitator do, can solicit ideas from group]	<b>Youth D</b> [Facilitators ask someone to support] [e.g., when learner reads textbook, supporter google for Khan Academy tutorials etc to see if useful]	[Facilitator asks, did you achieve learning goals? What are stumbling blocks, follow-up strategy]
<b>Youth B</b>	Geometry "I'm confused by what sine, cosine and tangent is"		<b>Youth E</b>	
<b>Youth C</b>	Statistics "I don't really understand the difference between mean, median and mode"		<b>Youth F</b>	
<b>Youth D</b>			<b>Youth A</b>	



Scan this to visit the  
Roving Labs website!