PGDE FT EL UPDATE
(2017-2018 COHORT)

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6th October 2017
TODAY’S SESSION
**UPDATE ON YOUR CHOICES FOR EL PLACEMENTS (FT)**

<table>
<thead>
<tr>
<th>Project</th>
<th>Students</th>
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<tbody>
<tr>
<td>Experiential Learning Project at Urban Renewal Authority</td>
<td>1 (ECON) &amp; 1 (LS)</td>
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<tr>
<td>Experiential Learning with Jockey Club Neo Education Lab</td>
<td>3 (ECE)</td>
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<tr>
<td>Ocean Park Experiential Learning Project (PGDE) – Education Programmes</td>
<td>2 (ECE) &amp; 1 (ECON)</td>
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<tr>
<td>‘Innopower@JC’ Fellowship for Teachers Project with Ednovators</td>
<td>1 (CHEM) &amp; 1 (ECON)</td>
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<td>Internship at Ho Koon - Science</td>
<td>1 (BIO) &amp; 1 (PHY)</td>
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<td>Internship at Lovempathy Academy</td>
<td>1 (BIO) &amp; 1 (ECE)</td>
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<td>Internship at Hong Kong Sheng Kung Hui Welfare Council</td>
<td>1 (ECON) &amp; 1 (LS)</td>
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<td>Internship at UNICEF HK – Education</td>
<td>1 (ECON) &amp; 1 (MATH)</td>
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<td>Internship at Walk in Hong Kong - Docent Training Programme</td>
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<td>2 (ECON)</td>
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<td>Internship at WWF</td>
<td>1 (BIO) &amp; 1 (LS)</td>
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<td>Internship at YMCA</td>
<td>1 (ECON)</td>
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<tr>
<td>Jockey Club &quot;Learning by Doing&quot; Academy</td>
<td>1 (BIO), 2 (ECE), 1 (ECON), 2 (MATH) &amp; 1 (LS)</td>
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<tr>
<td>STEM Education at Hong Kong Science Park</td>
<td>2 (CHEM) &amp; 5 (MATH)</td>
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<td>Experiential Learning with Hong Chi Pinehill Pre-school Centre &amp; Hong Chi Sunshine Project</td>
<td>2 (ECE)</td>
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<tr>
<td>Collaboration in Designing T&amp;L Materials - A Service Learning Project in India with Happy Tree Social Services</td>
<td>1 (CHI-PT), 1 (MATH), 2 (PHY)</td>
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<tr>
<td>Self-Nominated Project (GO Academy)</td>
<td>1 (MATH)</td>
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Becoming a teacher today

- The Classroom and our students
  - Community - ‘the third space’
  - School partnerships / the local educational landscape
  - The Classroom and our students
Community Partners - Our ‘Third Space’

Schools and Students

Teachers and Principals

 Universities / Teacher Educators

Scholarship and dissemination
Keep focused on transferrable skills...

- Lesson planning and curriculum design
- Communication with peers and members of the public, as well as students
- Heightened awareness of diversity and learner-centredness
- Role modeling and learning from experts in other fields – who are the ‘educators’ in society?
- Questioning / Interaction skills
- Collaboration skills
- An awareness of wider issues in education (consider the topics that are coming up soon in your course)
The impact of EL on you and the community

“We feel this was a mutually value-added experience. This has given us confidence in recruiting more interns in HK to help the project which aims to spread to more schools…” Ms Cam Cheung, Founder and CEO Jockey Club Learning by Doing Academy

“We were inspired by the students and went through the EL cycle ourselves together with the students – from having an experience to trying out what we learned. The whole experience was out of our expectation and we also learnt from the course.” (Ocean Park Discovery and Education Dept.)
Some important reminders as we approach the EL block

• The EL team will visit you during the EL block and talk with you and your supervisors about your experiences and progress.

• Each NGO will be asked to complete an end-of-project evaluation/feedback form on you.

• Your first priority is to the EL project. You must not miss work at your NGO for HKU classes.

• Please follow the procedures for sick leave / absence very carefully (all details online at the EL website). Tell the NGO and communicate with them (and with Ivy in the EL office). We require medical certificates if you need to take sick leave.
• Please remember that your professional conduct (punctuality, dress, behaviour, politeness etc.) is required at all times.

• You are representing HKU. This is also an amazing opportunity for you to shine and make exciting new contacts that may well continue into your teaching careers.

• Please communicate with us if you sense anything is wrong – we are here to help.

• End of program survey by 24 Nov (Fri): https://www.surveymonkey.com/r/33BYXX9

• Inviting some of you to talk about the integration of EL experiences in April and May 2018
Pre-departure essay and reflections (PGDE FT)

• Pre-departure essays should be submitted on Moodle by 9 Oct 2017 (Mon).

• Reflections – one mid-way reflection and one post-EL reflection. Please try to submit a reflection after a couple of weeks in your EL block. Your reflections will be posted to individual project MOODLE sites. Candace will explain more soon.

• Please submit your reflections within 2 weeks after EL block.

• The EL team will read the pre-departure essay and reflections, and reply/respond to them for you.
Any questions?
We do **not** learn from experience...

We learn from reflecting on experience.

*John Dewey*
Moodle

- Your individual reflections cannot be read by your peers.
Why do I have to reflect?

The purpose of reflecting is to untangle a problem or to make more sense of a puzzling situation; reflection involves working towards a better understand of the problem and ways of solving it. (Loughran, 1996)
Kolb’s Cycle of Experiential Learning
### Critical Incident Approach (Sugarman et al, 2000)

| Description         | • Describe your role in the incident.  
|                     | • What did you do? How did you react? How did other people react to the incident? |
| Analysis            | • Analysis the incident.  
|                     | • How well/poorly you comprehend to the event? Reaction of you/others are well-informed or based on misinformation? |
| Reflection          | • Overall impact on you. Why the incident critical? How it influenced your feelings?  
|                     | • What have you learned? How has your perspective on yourself or on others been affected? Where do you go from this point? |
| Application         | • Putting the reflection in bigger context.  
|                     | • How can you apply this learning in other aspects of your life? |
Engage in a dialogue

But today (24 Oct) I was a bit upset to see a lot of food being wasted by people (who can sit inside for a meal), at the same time the sisters had to say sorry to the extra people who were looking forward to meal outside the gate. There is no limitation on food serving, many of them eat and packed some food too but I was very upset to see so much of meat and food being thrown into the garbage. I also felt language was a huge barrier for me as many of them spoke cantonese and I was not able to understand. However I was determined to go back to the sisters and ask them for translation if possible. At times they asked me for vegetable and served them meat.

I totally understand your frustration about wasting food. I also join some free meal delivery service and occasionally see some undesirable behaviour. At first, I might feel upset or even angry, but then I would step back and remind myself not to judge as I don't really know them and obviously I don't have the right to judge anyone. On the other hand, we can also be more proactive in tackling the problem. When you say a lot of food is wasted, who wastes the food? Is it some particular people or in general? How much is wasted? By your estimation, how many people can they feed with the wasted food? Have you talked to Home of Love? Are they aware of the problem? How do they respond and why do they respond in such way? What do you think you can do to improve the situation? I think you can try to discuss it with Home of Love.

Let us know what you think and we look forward to visiting you next Friday.

Thankyou Candance for your valuable feedback... I definately agree to the fact that we have no rights to comment or judge anyone. Sometimes I just get carried away a bit... but yes I did mention it to sister that so much of food is wasted... but she just heard me and had to rush to some urgent call. I will try bringing this up with sisters during my next visit... may be this is a odd case so I may have misjudged too.

Thanks so much
Put it into action
The myth of critical incidents

- You are *aware* of the existence of critical incidents, but as yet have not experienced one, so you wait and wait in hope that something huge will hit you and grab you by the throat, the things that are termed critical incidents are those which appeared at first to be just normal and mundane. Tripp (1993, pp 17) refers to these things as ‘routines’. He suggests that these routines enable us to expose those issues that contain *the kind of questions about our practice which lead us to confront our professional values and judgements.*

- At first your critical incidents may not be obvious to you until you *start questioning the most familiar to you.* These things are contained in your daily routines, the things you don’t have to give conscious thought to. Tripp (1933, pp 13) suggests that while the *strength of routines* is that they enable us to do things *without consciously attending* to them, that is also their *danger*. The danger here is that we will simply miss the significance of what we are doing without question.
How do we reflect?

• Levels of depths
• Forms of reflections
Four Levels of Depths in Reflective Writings
(Chan, C. & Chan, M., 2015)

1. Descriptive Writing
   • Descriptive, very little reflection

2. Descriptive with some Reflection
   • With points for reflection while not actually reflecting

3. Reflective Writing 1
   • Some analysis; critical; questionings

4. Reflective Writing 2
   • Deep reflection; recognizing different frame of reference
Barriers to Reflection (Chow, J., 2015)

Practical Barriers
Kolb (1984) sees that to reflect effectively on your experience, you should actively set aside part of your working day to reflect & analyse.

Psychological Barriers
Fear of judgement, fear of criticism, being closed to feedback, defensiveness, professional arrogance.
Removing Practical barriers

- Make time and space for reflection
- Earn from experience and change things
- Be proactive in making an action plan for change

Removing Psychological barriers

- Be open and honest
- Share and discuss experiences and feelings for relieving pressure and refreshing
- Replay/ describe/ analyse experiences for practical solution
Let’s look at different forms of reflection.

Look at the reflections on the handout. Discuss the following questions with your groups.

1. At what levels are these reflections?
2. In each reflection, what could have the author done to take it to the next levels?
*Photo/ video story*

• You should seek approval and guidance from the community partners BEFORE taking any photos or videos in your placement.
• Do NOT capture any personal identifiers of the subjects in the photos or videos.
Getting stuck

• Revisit pre-departure essay
• Narrate the incidents in different roles
• Think about the good practice
• Identify resources
• Relate service/internship to other experiences
Pre-departure essay-prompt and questions

- What made you choose this EL project?
- What are you most looking forward to in this project, and why?
- What are some of the personal and professional challenges you anticipate on this project?
- How have you prepared for this project?
- What do you know about the community partner you are working with?
- What do you most hope to learn over the next few weeks of the EL project?
- To what extent does the work you are doing address inequalities or social injustices?
- Does it work to challenge some of the forces that created the need for an NGO in the first place?
- To what extent is the EL opportunity based on the disadvantage of others? Or your own privilege?
- What do you hope to apply to your EL project that you have learned on the course so far?
The reflective prompts & questions

- What have you learned about yourself on this project/practicum/visit that you didn’t know before?
- What are some of the successes and/or challenges you have faced when learning in a different learning context (away from the university classroom)?
- How has your EL project/practicum/class observation helped you to broaden your experience?
- What was your significant learning over this last week/last two weeks?
- What can you take from this learning experience and use in your teaching?
- How has it helped to inform you about educational issues such as teaching and learning?
- How has the project contributed to your personal, social and intellectual development?
- Is the impact of your work temporary or longer lasting? Does it work to challenge some of the forces that created the need for an NGO in the first place?
- To what extent does the work you are doing address inequalities or social injustices?
- To what extent is the EL opportunity based on the disadvantage of others? Or your own privilege?
Bringing you EL forward
-integrate it with your EI

EI 7  Social Functions of Education
   Functionalism: Education to maintain social order and norms
   Conflict Theories: Education embedded in social conflicts
   and to reproduce social inequality

EI 8  Equality and Class Difference in Education
   Inequality among social classes and classes reproduction in
   schooling

EI 9  Equality and Diversity in Education
   Inequality issues by gender, ethnicity, & (dis)ability, religion
Authentic reflection considers neither abstract man nor the world without people, but people relations with the world.

Paulo Freire, Pedagogy of the oppressed
Q & A

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References


