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Every effort has been made to ensure that information contained in this Experiential Learning Handbook is accurate at the time of publication. However, changes may be made from time to time and the Faculty of Education reserves the right to make amendments to any information contained in this Handbook without prior notice. The most updated information will be available on the Experiential Learning website: http://el.edu.hku.hk/
The Experiential Learning team is very proud to introduce you to our Experiential Learning (EL) initiatives and here we outline the Faculty’s EL programme and the exiting opportunities it presents.

Since 2015 we have been actively promoting EL as a crucial element in teacher preparation programmes across the Faculty. At present, EL is a compulsory part of some of our programmes (such as the PGDE) and in other programmes the projects we have established may be stand-alone credit-bearing electives or built into an existing course. Other projects on our website may be entirely voluntary and we will continue to promote new initiatives so please keep checking for updates and new projects.

In the coming years, we plan to make EL compulsory across more and more of our programmes. In the meantime, whatever the status of EL projects in relation to your own specific programme (Education, Speech & Hearing Sciences, or Information Management), we hope that you will see the value of EL and that you will feel inspired to participate. One of the most impressive features of our projects has been the inter-disciplinary nature of the groups as students from different programmes and even Faculties come together to collaborate and co-construct knowledge on local and international EL courses. Students’ sharing of their experiences of different EL projects in this handbook clearly demonstrate how much our beginning teachers have grown as individuals through this process of learning.

We see EL as third layer of learning away from more conventional models (campus learning and field experience in schools) whereby the community outside the university becomes an ‘inter-space’ for knowledge building and the source of multiple learning opportunities. We hope that through participation in these projects you will better understand real-world environments, better integrate understanding of theory and practice and broaden your local and global outlook. All of our projects are aimed at developing core skills (both personal and professional) that support you in the process of becoming a 21st century teacher.

The settings for our EL projects may be non-local, overseas and/or in the Mainland, but many are also here in Hong Kong because we passionately believe that building a bridge between our university and the local community will benefit us all. There are numerous choices open to all of you but perhaps the most important thing is that the chosen context for your EL project should be unfamiliar to you, and therefore offer you the richest possible experience. We want our projects to push you outside your comfort zone, so that you come to understand more about your strengths and also those areas in which you are less confident. Our projects are closely supervised by the EL team, your tutors and by our many community partners and all of our credit bearing EL electives are taught courses.

We hope that you will be excited about this initiative as we are. EL is a fantastic opportunity for all of you, so we encourage you to find out about the menu of projects on offer this year, and sign up for a project that really interests you. We ask you to approach EL with an open mind, an eagerness to learn, and a willingness to challenge yourself and to become more awake to the world around you. By doing this we know that you will be better equipped for your future role as a teacher in and for the community.

We look forward to meeting you in the coming months and to answering any questions you may have about EL and our projects. Good luck – and enjoy the experience!

Dr Gary Harfitt | Jessie Chow | Candace Mok | Ivy Chung
(The Experiential Learning Team at the Faculty of Education)
The Significance of Experiential Learning in Teacher Preparation

Recognising that learning and experience are inextricably connected, the Faculty of Education is actively promoting EL across our undergraduate (UG) and postgraduate teacher education (PGDE) programmes to enable students to expand their understanding and practice as future education professionals beyond the formal classroom and school context.

Our EL initiatives come at a time when traditional models of teaching are being replaced by different models of learning. This shift challenges the way we see teaching and learning. For example, should education only be consigned to classrooms, books, or video demonstrations? We believe not. The difference between a model of teaching and a model of learning can best be seen in the observation made by Thomas and Seely Brown that while a ‘teaching-based approach focuses on teaching us about the world, the new culture of learning focuses on learning through engagement within the world’ (2011, p.38).

We believe that it is through practice and engagement within the world that our students apply their theoretical knowledge and go on to construct their own theories. Learning can only occur when one makes sense of new experiences and incorporates them into a broader conceptual framework; it is not enough for our students to be the recipients of second-hand knowledge passed down from teachers in the classroom or lecture hall. Instead, students construct their own knowledge of the world by actively engaging in real-life situations that are not always predictable or well defined. When students reflect on their own personal experience(s) they come to understand the relevance of their academic subjects to the real world and develop a clearer grasp of social and global issues. Such knowledge construction through EL often takes place in social settings and allows students to develop crucial skills that include critical thinking, creativity and problem solving skills, communication skills, as well as leadership and team work capabilities.

The dialectic relationship between ‘knowing’ and ‘doing’ underpins the current undergraduate curriculum reform in this university. EL opportunities occur in various ways both within our own teacher preparation programmes – either as a compulsory part of a course such as on the PGDE programme, or as a stand-alone credit-bearing component as seen on our UG programmes. They can also be non-credit-bearing experiences beyond the programmes. These learning opportunities may take various forms, including undergraduate research projects, language-immersion programmes, exchange studies, service learning projects, and internship opportunities. Our students have the chance to undertake EL through extended participation with overseas and/or local community projects, but regardless of where they occur, experiential projects promoted by the Faculty of Education aim at enhancing students’ understanding of real-world environments, expanding their capacity to integrate theory and practice, and broadening their global outlook.

Through participation in EL projects in this Faculty we have seen our students cultivate a strong sense of civic responsibility and sensitivity for people in the surrounding social milieu, particularly the under-privileged.

For more information about EL in the Faculty of Education, please visit the website at http://el.edu.hku.hk/.


About this Handbook and the Projects on Offer

This handbook contains a number of new and exciting EL opportunities for students across our PGDE and UG programmes. These projects have been developed over the last two years with various NGOs and organisations in Hong Kong and outside. We hope that you will take time to read the project descriptions that our local and overseas partners have provided for us and then take the initiative to apply for a place on one of the projects. Before you participate in the formative experience that each project offers, we will do our best to equip you all with the necessary background information, practical and intellectual tools that will enable you to engage with your respective community as well as ethical and moral issues along the way. In most cases you will have the chance to meet with our community partners before you undertake your EL project Working with these partners will be a very important part of the learning process. Your passion and commitment are vital but so, too, is a strong sense of responsibility.

Make your learning journey at the Faculty of Education an even more memorable one and find out more about yourself and the world around you in the process.
Aims and Learning Outcomes of Experiential Learning

Aims

In broad terms, the implementation of EL aims at:

- Enhancing students’ learning by connecting theory with experience and thought with action;
- Assisting students to understand the relevance of their respective academic disciplines to the real world;
- Developing a richer context for students’ learning;
- Exposing students to social and global issues; and,
- Cultivating students with critical thinking, creativity and problem solving skills.

Learning Outcomes (LOs)

More specifically, students are expected to have attained the following LOs after completion of the EL programmes in our Faculty.

LO1  PLANNING, PEDAGOGY AND PROBLEM SOLVING

- Design, conduct, complete and present EL projects on identified issues independently and collaboratively;
- Develop abilities in critical thinking, communication, collaboration, problem-solving, creativity and other ‘learning to learn’ skills;
- Learn how to deal with ill-defined problems through careful planning, consultation, research and practice; and,
- Develop and contribute expertise to a wider community.

LO2  SOCIAL AND GLOBAL ISSUES

- Identify, investigate and understand more about issues related to social, economic, political, environmental and cultural developments in Hong Kong and beyond; and,
- Develop a role as a local, national and global citizen.

LO3  SUPPORTING STAKEHOLDERS AND BENEFICIARIES

- Develop teaching and learning resources that cater to the diverse needs of stakeholders across a range of EL projects;
- Plan and implement projects which promote stakeholders’ and beneficiaries’ capacities;
- Work collaboratively with staff and members of partner schools/organisations to ensure a satisfactory outcome to tasks and projects; and,
- Develop a better understanding of the ethical issues surrounding EL.

LO4  PROFESSIONAL CONDUCT AND REFLECTIONS

- Develop and display critical reflections on the strengths and weaknesses of own practices;
- Propose and implement changes as a result of these reflections to ensure ongoing personal and professional development; and,
- Conduct themselves professionally when engaged with stakeholders and beneficiaries during the EL period.

I was inspired by my Ocean Park mentor’s story of how instead of forming preconceived ideas about her visitors, she found out why many mainland Chinese tourists would take lots and lots of ‘commonplace’ photos and videos. The reason turned out to be a noble one – they may share their joy with those at home who didn’t have the privilege to travel. If I were to effectively facilitate students’ learning as a teacher, I need to be student-centred, I need to know my students well and be curious about them. This story certainly applies to us as educators.

Kevin Chan
PGDE (Physics)
Experiential Learning Requirements for Students

Undergraduate (UG) Students

All UG students are strongly encouraged to undertake at least one overseas and one mainland EL activity throughout their years of study with our university. Please note that:

- Students in the Bachelor of Arts and Bachelor of Education in Language Education [BABEd|LangEd] programme are required to participate in the compulsory language immersion funded by the HKSAR Government.
- Students in the Bachelor of Education and Bachelor of Social Sciences (BEdBsocSc) programme are required to undertake 24 credits of off-campus learning under the twin themes Social Innovation and Global Citizenship through the Faculty of Social Sciences.
- Students in other programmes are encouraged to participate in optional EL projects.

Postgraduate Diploma in Education (PGDE) Students

All PGDE students are required to undertake broadening EL in or outside Hong Kong as part of their graduation requirements.

Full-time students

PGDE full-time non-language major students will undertake EL in Semester 1 of the programme. The experiential placement normally lasts for five and a half weeks. Students can either enrol in an EL project offered by the Faculty of Education, or nominate their own project (which must be approved by the Faculty first). Details of the Faculty-offered EL projects are available at our EL website (http://el.edu.hku.hk/), you may also refer to page 6 of this handbook for possibilities of self-nominated EL projects. Please note that Chinese and English majors have their immersion programmes at this time. Please note the following:

- Students are normally expected to work five full days per week at the partner organisation. Weekend or evening duties may be required on a case by case basis with compensatory leave arranged on weekdays subject to the community partners’ approval. Individual community partners will decide the work schedule at the outset of the project.
- Students are expected to comply with requirements set by individual partners and these will also be negotiated with the Faculty.
- After students sign up for a particular project, the Faculty expects them to remain committed throughout the duration of their engagement with the respective institution/organisation. If students fail to complete their projects due to unsatisfactory attendance or by leaving the project earlier, they will not receive any credits for this compulsory part of the programme.

EL Timeline for PGDE (Full-time) 2017-18

- Aug 1, 2017: Details of Faculty-offered EL projects available on EL website
- Aug 28-Sep 1, 2017: EL projects online application period
- By Sep 29, 2017: Announcement of EL project application results via email
- Oct 16-Nov 22, 2017: EL block, Submission of mid-way reflection
- Dec 6, 2017: Submission of end-of-EL reflection
- May 2018: PGDE capstone event
In one of the teaching sessions in Prey Veng, I was fascinated that so many kids from the other classes stopped by and participated in our class, standing and crowding by our classroom door. Such passion to learn is so rarely seen in Hong Kong. Many students here learn for scores only and not out of interest.

The Cambodian students have strengthened my belief that knowledge and learning can be both interesting and meaningful. I hope my future students will run into my classroom with enthusiasm to learn, just like the Cambodian students.

Serena Chan
BEd(LangEd) - ENG, Year 1

Curriculum Design in Cambodia: An Experiential Learning Project with Pathfinder and Happy Tree Social Services

Part-time students

For PGDE part-time students, EL may take the form of professional learning experiences in or outside Hong Kong, as approved by the EL Office (after consultation with the Methods supervisor[s]). As with their full-time counterparts, PGDE part-time students can participate in the Faculty-offered activities [if time permits], or complete their own self-nominated projects within their two-year studies.

EL Timeline for PGDE (Part-time) 2017-18

Aug 28, 2017
EL orientation

By Mar 31, 2018
Submission of self-nominated EL project proposal on Moodle at least 1 month before commencement of the project

Throughout 2017-18
Details of EL projects advertised on EL website when available

Oct, 2017 - May, 2019
• Conduction of EL activities
• Submission of a pre-departure essay before commencement of the EL project and a summary reflection after the EL period
EL Assessments for PGDE

PGDE non-language major students’ performance in EL will be assessed on two key dimensions:

- Professional conduct and,
- Written reflections, satisfactory completion of EL projects including feedback from project supervisors.

PGDE full-time students will be required to:

01 Submit a personal statement to explain why you would like to join the Faculty-offered EL project at the application stage or a proposal to detail the arrangement of your self-nominated EL project;

02 Submit a total of three reflections (i) a pre-departure essay before the project commences, (ii) a mid-way reflection approximately two weeks into the project and (iii) an end-of-EL reflection within two weeks after the EL block period; and

03 Participate in a PGDE capstone event with an individually designed poster at the end of the academic year. (Details of the event will be provided by the PGDE programme office nearer the time)

PGDE part-time-time students will be required to:

01 Submit a proposal to detail the arrangement of your self-nominated EL project or a personal statement to explain why you would like to join the Faculty-offered EL project at the application stage;

02 Submit a total of two reflections (i) first as a pre-departure essay at least one week before commencement of the project and, (ii) a summary reflection within two weeks after the EL period.

EL Possibilities for Self-nominated Project

Both full-time and part-time PGDE students can nominate their own EL projects using the proposal template available on our EL website [http://el.edu.hku.hk/]. Students are always welcome to discuss their project idea with the EL team or their Major Methods tutors before submitting online. It can be either an individual project or a group project with a maximum of four students. Self-nominated projects should NOT be something that are part of students’ regular schedule (like an annual school picnic, or an assembly etc.) and it should NOT be only about teaching or classroom work (such as teaching a new class, or working with a new textbook etc.).

We are expecting PGDE part-time students to explore other learning spaces that are outside the normal school context. We hope that the proposed projects allow for professional and personal growth and that students learn something new from the process, and just as importantly, in the process give something to the community or a particular group in the community. Therefore, the EL project should produce a sense of service or community engagement.

What can you do for an EL project?

- You might propose working on an Other Learning Experiences (OLE) project in your school – perhaps planning a new one or modifying an existing one. We know that many schools have been engaging with community work and overseas trips and you are welcome to build on one of these if you elect to adopt it as your EL project.

- You might think about proposing a class visit/educational activity with an NGO like UNICEF, Kids4Kids, Crossroads, Oxfam etc. This would involve planning and implementation and would constitute an innovative EL opportunity for you and your school students, if possible. We believe that would help to include a debriefing or consolidation / sharing session with students after the visit to enhance the learning process. We also suggest that you try and negotiate such a project with your school principal or panel chair, in the context of your own professional development and the benefits for your students.

- You might propose volunteering your own time with an NGO (perhaps an organisation you have already worked with, or one you would like to work with). Your EL project does not have to be school-related. It would then be voluntary work between you and an NGO of your choice (or one from the EL website) and you could complete this at any time over the course of the 2- year PT PGDE.

When will I undertake EL?

PGDE full-time students MUST complete five and a half weeks as timetabled, but timing for PGDE part-time is more flexible given the longer duration of the part-time course and the fact that many PGDE part-time students are in schools where EL and OLE projects already exist. We suggest using your summer or another holiday or it could be a regular voluntary service over time that you have been engaged with or want to initiate (evenings or weekends etc.). We are focusing on the quality of the voluntary work or project and NOT a fixed period of time/days.
Levels of Performance and Descriptors

<table>
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<th>PASS</th>
<th>FAIL</th>
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<td>Student-teachers receiving a pass grade are expected to fulfil the EL outcomes in their EL projects.</td>
<td>Student-teachers receiving a fail grade would NOT have fulfilled the EL outcomes in their EL projects.</td>
</tr>
<tr>
<td><strong>There is evidence of:</strong></td>
<td><strong>There is LITTLE or NO evidence of:</strong></td>
</tr>
<tr>
<td>- Effective engagement and participation with the student teacher’s EL project;</td>
<td>- Effective engagement and participation with the student teacher’s EL project;</td>
</tr>
<tr>
<td>- Satisfactory completion of the projects set by the NGO or stakeholder;</td>
<td>- Satisfactory completion of the projects set by the NGO or stakeholder;</td>
</tr>
<tr>
<td>- Professional conduct at all times.</td>
<td>- Professional conduct at all times.</td>
</tr>
<tr>
<td>Additionally, they demonstrate evidence of critical self-reflections on their involvement with the EL project, and the impact of their experiences on their personal and professional development.</td>
<td>Additionally, they demonstrate LITTLE or NO evidence of critical self-reflections on their involvement with the EL project, and the impact of their experiences on their personal and professional development.</td>
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Detailed EL assessment descriptors for PGDE can be downloaded from the EL website [http://el.edu.hku.hk/].

Important Notes

01 The overall EL component in the PGDE programme consists of 18 credits, with a combination of 12 credits for Professional Practicum and 6 credits for Experiential Learning.

02 Evidence of Professional Conduct assessment should be based on official feedback collected from the EL project supervisors from EL partners and the project coordinator[s], as well as the EL team.

03 An overall ‘Satisfactory’ evaluation of a student-teacher’s professional conduct and reflective ability is a prerequisite for student-teachers to attain an overall Pass grade for EL.

04 In the case of any unsatisfactory report/feedback/evidence on the professional conduct of a particular student-teacher, a case conference will be conducted with the presence of the student-teacher concerned, the respective project supervisor[s], the relevant Programme Director and/or Deputy Programme Director, the Partnership Office Director, and the Associate Dean [Learning and Teaching]. A representative of the EL partner for which the student teacher was assigned might also be asked to attend.

If someone asked me is there any practical education course, I would definitely replied: “Yes, there is. Go and pick Ocean Park Experiential Learning Project!”. Even it is a bit long to take on for an entire year, it is worthy to do it and I believe no one would regret it. Very seldom do we get a hands-on project that is relevant to our subject matter. This project allows us to go beyond lesson planning or analyzing, and really get to teach in concrete situation. It might have taken us quite an amount of time to prepare, but it was certainly a rewarding experience. If I had a second chance to teach again, I wouldn’t be just a discipline maintainer, but an active facilitator to open up younger minds about their perception of the ocean.

Cathy Kam
BABEd(LangEd)-ENG, Year 3
Experiential Learning: Roles and Responsibilities

The Role of Our Experiential Learning Partner Institutions/Organisations

The Faculty highly appreciates the commitment of its partners in offering learning opportunities and supervising our student teachers. Each partner is asked to undertake the following tasks:

**Programme design**

The design of EL programmes mostly depends on the planning of the partner organisation. EL partners are expected to stipulate the details of the programmes while liaising with the Faculty before commencement of the programme application period. Should there be any changes in the programme details, EL partners would inform the Faculty at the earliest instance.

**Leave approval**

Students are not expected to take any leave (personal, study or work-related) during the programme period. Leave application should only be considered under special circumstances, and students should seek endorsement from the EL partner at least one week in advance and inform the EL team.

Failure to follow the above application procedures may result in a student failing the course. No retrospective application for personal leave will be considered. The Leave Application Form can be obtained from the Faculty’s EL website (http://el.edu.hku.hk/).

**Supervision and coordination**

EL partners are expected to designate at least one staff member to act as an EL mentor of the programme in the following areas:

- To communicate with the Faculty and university tutors;
- To brief students about the mission, structure and relevant information of the partner institution/organisation;
- To lead overseas and mainland EL programmes; and,
- To be the direct contact person to provide advices and assistance to participants throughout the programme period.

**Performance assessment**

Students’ performance will be assessed by representatives from both the EL partner (NGO) and the Faculty. The assessment criteria will be discussed and agreed upon by both parties prior to the commencement of the project.

**Feedback from partner**

EL partners are invited to communicate closely with the Faculty about issues relating to the students’ performance whenever necessary.

**Accommodation and programme fee arrangement**

EL partners should provide safe environments for participants to carry out their projects and activities. For overseas and mainland programmes, accommodation is expected to be arranged for participants. All programme fees and necessary charges should be made known to students before commencement of the programme, and no additional charge upon students after commencement of the programme will be allowed.

WHAT DO I HOPE TO GAIN FROM THIS EXPERIENCE?
Responsibilities of Student Participants

General expectations of student participants

Students participating in EL programmes are expected to take the initiative to learn by acquiring direct experience in the following areas:
- Exposure to relevant social issues;
- Learning of related strategies and practices;
- Development of analytical, interpersonal, problem-solving and critical thinking skills; and,
- Integration of academic knowledge with hands-on practice.

Professional conduct and behaviour

Participants in the Faculty of Education should be guided by principles of professional conduct and behaviour while on campus and in all project locations.

Professional conduct includes the following:
- Punctuality and attendance;
- Notifying the EL partner immediately when feeling sick or otherwise unable to attend the scheduled activities;
- Appropriate dress, behaviour and appearance; and,
- Being polite and respectful towards staff of the partner institutions/organisations.

Relationship with experiential learning partners

During the programme, students should work under the instruction and guidance of the EL partner. Student participants are expected to comply with the policies of the partner institutions/organisations, to collaborate with the partner coordinator, as well as other participants in the programme.

In case of any emergency, students should seek advice from the partner organisation contact person, university supervisor or the Faculty immediately.

Feedback from student participants

After completion of the EL project, students will be required to complete an online evaluation to share their views on the EL project arrangement.

Support Training of Teachers to Work with Children with Communication Disorders in Special Education Settings in China

The trip to serve Silver Lining Rehabilitation Center at Nanning will undoubtedly be one of the highlights of my study in the University. In this trip, we had not only ample opportunities to provide a variety of clinical services to children there but also opportunities to conduct talk and demonstrations to teachers and caregivers there. From a professional standpoint, the trip has enriched my clinical exposure and skills. I learned to conduct impromptu assessments and treatments with limited resources. I also got hands-on experience with children with cerebral palsy and multiple handicaps. It was amazing to see the rehabilitation services in Mainland are burgeoning. From my personal perspective, the clients and teachers in the center have enlightened me by demonstrating their eagerness to learn and lead to a better life. I will never forget the first sight when I saw children with cerebral palsy walking up the multiple, long staircases to school. Their eagerness in learning have encouraged me to pursue further knowledge and to better equip myself to be a qualified, enthusiastic speech therapist.

Krystal Lam
BSc(SpHearSc), Year 4
Special Issues

Attendance
Students are required to complete the full EL programme and attend ALL on-campus and off-campus sessions arranged for them. In case of illness, students should report to the respective EL mentors and the EL team by telephone and submit the application to the Faculty with a copy of the relevant medical certificate.

Normally students are not expected to take any leave during the programme period. Leave applications will only be considered under special circumstances. PGDE full-time non-language major students are expected to work five full days per week during the EL block. Evening or weekend duties may be required depending on the nature of the projects and if this happens then, compensatory leave will be arranged through mutual agreement with the EL partners.

Travel Documents
Students participating in EL programmes outside Hong Kong should ensure their current passport is valid throughout the programme period. Many countries do not allow anyone to enter the country if the person’s passport has less than six month’s validity from the proposed departure date. Students are expected to check these details before enrolling on an overseas project.

Students are also required to apply for a visa for entry to a foreign country on their own if necessary, and to be responsible for the visa application fees.

Finance
Students should be prepared to take care of all expenses incurred for EL activities. Funding from the Faculty/University/other donors may be available to support part of the costs for certain projects. However, funding will not be available for all projects.

If students have to withdraw from the EL projects due to personal reasons, they will have to pay back all pre-paid costs (e.g. flight tickets and accommodation) which are subsidized by funding from the University or other sources.

Activities and Events outside Experiential Learning Partner Institutions/Organisations and outside Regular Working Hours
Students should pay attention to personal safety and security issues while undertaking EL activities. Students should be informed of the location for conducting their activities beforehand if it is outside the partner institutions/organisations.

When EL activities outside regular working hours are necessary, students should cooperate with the EL partners and work within agreed parameters under a suitable level of supervision.

Bad Weather
Students are expected to follow the instructions of the community partners when Tropical Storm Warning Signals or Rainstorm Warning Signals are hoisted.

Work Etiquette and Ethics
During the EL period, all student participants are considered as staff or members of the partner institutions/organisations. Therefore, the protocols and expectations of the partners should be fully observed at all times. This concerns starting times, overtime work and compensatory leave, bad weather arrangement, punctuality, professional conduct, dress code etc.

Safety and Insurance
EL partners are expected to provide a safe environment so that our students can carry out all assigned EL activities. Students are reminded to pay attention to personal safety and security issues while undertaking EL activities.

All students who pay a composition fee are allowed to use the services available in the University Health Service (UHS) according to their entitlements. Students who sustain injuries or incur sickness in the course of their University work are entitled to treatment at the UHS. When injuries or sickness occurs in Hong Kong, but outside of the University premises (e.g. during field trips, project work or site visits), the normal UHS service is still available.

For fieldwork conducted outside Hong Kong where the facilities of the UHS are not available, the University has arranged a general group insurance for overseas medical expense incurred by students. More details of the insurance can be obtained from http://www.feo.hku.hk/finance/. For further questions about the insurance coverage, please contact the Finance and Enterprises Office through email at feo_insurance@hku.hk.

Students should ensure that they are covered by comprehensive health, accident, personal property and travel insurances for the entire period of stay abroad. In addition to the standard insurance coverage provided by the University, students may personally arrange additional coverage at their own expense.
Experiential Learning Opportunities 2017-18

Information about the Faculty’s EL opportunities may change from time to time. Please visit http://el.edu.hku.hk for the most updated details of all EL projects.

Language Immersion Programmes

BA&BEd(LangEd) and PGDE (Full-time) language major students are required to participate in a compulsory language immersion programme, which usually takes place towards the end of the second year (for UG) and in the first semester (for PGDE Full-time). This external experience aims to enhance students’ language proficiency and professional development and foster cultural understanding through living and studying overseas.

Students majoring in English Language Education are expected to undergo immersion in Australia and stay with a local Australian family, while Chinese Language Education students will have external experience in Beijing and with on-campus accommodation provided. During the immersion period there are university-based classes covering a range of topics, school visits, school placements and excursions to places of educational and cultural interest.

In my EL experience I got to see children deprived of education due to social causes which was overwhelming. As a student teacher I feel proud to have contributed to the happiness of children. I realized and worked on gaining their confidence, trust and they feel secure when loved. Children are born curious and are equipped with immense learning ability. They enjoy learning through play, exploring and free to express, reading their choice of books. There was such a beautiful sense of belonging and bonding we shared.

Savitha Gopisetty
PGDE (Early Childhood Education)
Experiential Learning Projects
AT UNDERGRADUATE LEVEL

Local

1 BBED6726
Bringing Books to Life: Reading Aloud with Kids4Kids Buddy Reading Programme
http://el.edu.hku.hk/opportunities/local/kids4kids-buddy-reading-programme/

2 BBED6783
Mentoring for Social Justice and Inclusion
http://el.edu.hku.hk/opportunities/local/mentoring/

3 BBED6787
Ocean Park Experiential Learning Project (UG)
http://el.edu.hku.hk/opportunities/local/ocean-park-experiential-learning-project-ug/

4 BBED6748
STEM Education - Implementing Maker Education at Schools
http://el.edu.hku.hk/opportunities/local/stem-education-implementing-maker-education-at-schools/

Mentoring for Social Justice and Inclusion

The Mentoring Project has given me a fruitful experience that is extremely beneficial for my development as a prospective teacher. I believe that the mentoring skills I have gained from this programme will be useful when I nurture and communicate with my students. It will help me provide selfless care and support for my students, as I have been practicing this while mentoring my protégé. Through this programme, I have learned how to develop a close relationship with a student who initially was a stranger to me. It was so enjoyable to engage in meaningful conversations and explore different areas of Hong Kong together! I truly enjoyed this programme and am so grateful for the bond that my protégé and I have developed!

Hannah Chu
BAbEd(LangEd)-ENG, Year 3
This experiential learning project has enabled me to appreciate the factors (e.g., family education) behind student diversity in classrooms, and be understanding to the differences in students’ depth of knowledge, learning pace and performance. I am confident that these would be beneficial to my future career in the education field, in the hope of further improving the quality of education in Hong Kong.
Experiential Learning Projects

AT POSTGRADUATE LEVEL

Local

1. Experiential Learning Project at Urban Renewal Authority
   http://el.edu.hku.hk/opportunities/local/experiential-learning-project-at-urban-renewal-authority/

2. Experiential Learning with Hong Chi Pinehill Preschool Centre & Hong Chi Sunshine Project

3. Experiential Learning with Jockey Club Neo Education Lab
   http://el.edu.hku.hk/opportunities/local/experiential-learning-with-jockey-club-neo-education-lab/

4. ‘Innopower@JC’ Fellowship for Teachers Project with Ednovators
   http://el.edu.hku.hk/opportunities/local/innopowerjc-fellowship-for-teachers-project-with-ednovators/

5.Internship at Ho Koon – Science
   http://el.edu.hku.hk/opportunities/local/internship-at-ho-koon-science/

6. Internship at Lovempathy Academy
   http://el.edu.hku.hk/opportunities/local/internship-at-lovempathy-academy/

I have learnt a lot from my experienced mentor. Learning fieldwork skills is the most fundamental part to study Geography. Through integrating the theoretical and practical parts, I know how to apply abstract concepts into authentic lesson, such as using Bloom’s taxonomy when I design the fieldwork questions. With my mentor’s guidance, the learning outcome is rewarding that I can have my own-designed teaching kit- which is a field trip manual for my future geography students. It makes me realise that be prepared and flexible to be a responsible educator.

Ada Ho
PGDE (Geography)
We held a workshop that we designed at a wide range of schools. I learnt not to label students based on the schools’ banding or reputation. Similarly, as an educator, I must be mindful of the labelling effect and have expectations for all students. I should also encourage students to have a growth mind-set. My individual project was to design UNICEF teaching materials for the science curriculum. I learnt the importance of linking the science topics we teach in the classroom to daily life.

Theodore Chan
PGDE (Biology)
HOW WELL PREPARED DO I FEEL FOR THE PROJECT I HAVE CHOSEN?

12. Internship at Walk in Hong Kong – Docent Training Programme

13. Internship at World Vision
   http://el.edu.hku.hk/opportunities/local/internship-at-world-vision/

14. Internship at WWF
   http://el.edu.hku.hk/opportunities/local/internship-at-wwf/

15. Internship at YMCA
   http://el.edu.hku.hk/opportunities/local/internship-at-ymca/

   http://el.edu.hku.hk/opportunities/local/jockey-club-learning-by-doing-academy/

17. Ocean Park Experiential Learning Project (PGDE) – Education Programmes
   http://el.edu.hku.hk/opportunities/local/ocean-park-experiential-learning-project-pgde-education/

18. Ocean Park Experiential Learning Project (PGDE) – Pop-up Narration
   http://el.edu.hku.hk/opportunities/local/ocean-park-experiential-learning-project-pgde-narration/

19. STEM Education at Hong Kong Science Park

Overseas

1. Collaboration in Designing T&L Materials: A Service Learning Project in India with Happy Tree Social Services (PGDE)
Community Partners

We would also like to thank

- Gallant Ho Experiential Learning Centre
- The Fan Family Charitable Trust
- Tin Ka Ping Foundation
- United Board for Christian Higher Education in Asia

for their generosity in supporting our EL projects.
Feedback from Community Partners

Ms. Sofia Fung
Advocacy Manager

Experiential learning refers to the process of learning by doing, by which an experimental platform is provided for students to practice and improvise ideas and pedagogies they learnt. This very much echoes with UNICEF HK’s approach of youth and volunteer engagement.

Intern students from the Faculty were enthusiastic about child rights knowledge and students’ participation, and developed a new educational activity named “Climate Change Action” for secondary school students. We were deeply impressed by the intern students’ preparedness, creativity and ability to integrate subject knowledge into HKCU’s child rights education; it created value to and expand the scope of UNICEF HK’s education work. The intern students successfully run the activity in 11 schools, they faced challenges, kept improving and improvising after gaining each practical experience. The positive responses from participating students were the evidence and recognition of their success and effort. We’re happy to continue the collaboration with the EL programme.

As a pilot project to introduce a “Learning by Doing” programme in a local primary school, The four EL interns, Cannis, Esther, Tina and Wing Tung were god-sent!

They came at a time when the programme has only started for a few weeks, and have given us the much-needed quality manpower. Besides supporting LBD classes as group facilitators in making, designing, reading and playing (the last one includes movement classes and Space Time, which is 1.5 hours of free time where students can choose to do what they want to do, as a way to give back autonomy to them.) The 4 interns have unleashed their creativity, and have been conscientious in making valuable contribution in observing classes, writing up numerous deep reflections, which adds insights to our research effort.

During the time, they worked as equal in our small LBD team, which operates independently but with a high level of collaboration with the school. 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, and will provide more on-the-job teachers’ development that puts students’ self-directed learning and whole person development into practice. Last but not least, the visit of the EL teaching cohort and the inclusion of us as a community partner to participate in EL activities are also valuable learning experience for us. Thank you so much!

EDiversity
(EDiversity is the project coordinator of the Jockey Club “Learning by Doing” Academy @ The Mission Covenant Church Holm Glad No. 2 Primary School)

Ms. Cam Cheung
Founder and CEO

Hong Kong Committee for UNICEF
Ms. Sofia Fung
Advocacy Manager

Hong Kong Committee for UNICEF
Ms. Cam Cheung
Founder and CEO
Ada and Phoebe are very polite and with very good personality. I am very impressed by their enthusiasm in outdoor study. They have high motivation to learn and have performed to the best of their capacities. Although they are young, they can demonstrate their ability to work under pressure. They are diligent and willing to accept criticism with maturity, and can always hand in their work tasks before the assigned deadline. We also appreciate their attentiveness to details and their creativity at work. They work well with me and are also able to learn from people around them.

Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young.” We are pleased to have six young minds with us at Science Park for one and a half months to contribute to STEM education in Hong Kong. They are passionate, enthusiastic and knowledgeable. During the Experiential Learning period, the PGDE students could reach out to students from a wide range of background and implement their ideas through workshops. We are truly thankful for their dedication.

2016/17 was an exciting year for Ocean Park Hong Kong to implement experimental learning elements, especially through the first collaboration with the Faculty of Education, HKU. The experiential learning course did not only provide a platform for students to turn theory into practice but also provided an opportunity for our team to review our education programmes and public narrations from a brand new angle. We were inspired by the students and went through the experiential learning cycle ourselves together with the students,- from having an experience to trying out what we have learned. The whole experience was out of our expectation and we also learnt from the course.
Teacher Development in China

The Ningbo experience is beyond awesome. We had the chance to work with local teachers and co-teach English classes in a primary school in Ningbo, China. Not only was it an opportunity to brush up our teaching through actual experience, but the exchange between teachers at the school and us also allowed professional development on both sides. It was gratifying to see how the changes we made at the school – pedagogically in terms of how lessons are delivered and environment-wise in terms of the posters we put up around the school, just to name a few – persisted even after the end of the experience.

Derek Wong
BASBEd(LangEd)-ENG, Year 4

Useful Resources

Centre of Development and Resources for Students, HKU
http://www.cedars.hku.hk/

China Affairs Office, HKU
http://www.aal.hku.hk/cao

HKU Horizons
http://TL.hku.hk/horizons/

Gallant Ho Experiential Learning Centre
http://ghelc.hku.hk/

Faculty of Education, HKU
http://web.edu.hku.hk/

International Affairs Office, HKU
http://www.aal.hku.hk/studyabroad
WHAT CAN I TAKE FROM THE CLASS ACTIVITIES TO USE IN MY LIFE OUTSIDE HKU?

Teaching English in India made me realize how often we take for granted many of the things we consider necessities in a classroom, which in other places could well be luxuries unheard of. My experience also challenged some of my long-held assumptions and compelled me to keep an open mind to everything that's going on around us. Often overlooked too is the importance of controlling one's urge of making assumptions.

Working in India with Happy Tree Social Services

Teaching in India

Kent Li
PGDE (English)

An Experiential Approach to Learning and Teaching in a Regional Educational Institution

It is a wonderful experience for me to gain a deeper understanding of Thai education through participation in the Thailand Immersion programme. Although we have to do a lot of preparation and most of us even got sick during the trip, we learnt how to be a culturally responsive teacher. Thai schools are totally different from Hong Kong schools in terms of cultures and teaching styles. I am glad that we have chances to practice teaching in the local school, Sarasas Ektra School.

Besides, the most impressive event for me was the interview time with local senior secondary students. They were energetic and talkative and they told me that although they would feel stressed during the examination period, they enjoy their school life and learning. And I really learnt a lot from them.

Teaching is not a “work” but is a form of “art”.

Stephen Yip
BEdBSc, Year 1
Frequently Asked Questions (FAQ)

01

Will I need to attend an interview with an EL partner?

Not all applicants will have to be interviewed before participating in an EL project. Interviews will be arranged at the request of the EL partners. Applicants will be informed if interviews are required.

02

Can I receive financial support for my participation in EL activities?

Most EL projects for UG students will be subsidized by the EL fund from the Gallant Ho Experiential Learning Centre and students will be required to contribute part of the total expenses only. For other sources of financial support, please refer to http://el.edu.hku.hk/financial-support/.

03

What will happen if my selected project is oversubscribed?

Applications will normally be considered on a first-come-first-served basis. PGDE students will be asked to indicate 3 preferred projects at the application stage, and will be assigned with a project according to their priority of choices. Students will be contacted individually for other arrangements if all 3 preferred projects are oversubscribed. Students are reminded that quotas are set by the NGOs/organisations and that we may not be able to provide additional places should a course or project be oversubscribed.

04

Can I apply for an EL project about a specific area which I am not majoring in?

Most EL projects are open to students of all majors unless specified. Students are advised to read the project details carefully to find out more about eligibility, project duration and other important information before making an application. In the past we have had Chinese major students teaching English in Vietnam and Cambodia and they were excellent members of the project teams, so ALL students are encouraged to apply regardless of the project focus. Student teachers’ interest, passion and commitment to a project are most important.
Will I be covered by the University’s insurance while participating in EL activities?

Group travel insurance will be provided for all HKU students going on overseas trips. More details of the insurance can be obtained from:

http://www.feo.hku.hk/finance/

Will the Faculty help with my visa application if I am participating in an overseas EL project?

Students are expected to take care of their own visa applications and other necessary pre-departure preparation. They can seek advice from the Faculty office if they encounter any problems with their preparation.

Can I extend my overseas trip after completion of an overseas EL?

Students are allowed to extend their overseas trip after the EL project period with prior approval obtained from the project coordinator (as long as it does not involve missing timetabled classes or commitments at HKU). Students who decide to travel before or after the EL period are responsible for obtaining their own travel insurance beyond the EL period.

If I am doing a PGDE EL project during the timetabled block, can I continue the work on a voluntary basis after I return to class for my coursework?

Yes, certainly. Students are most welcome to continue with the EL as volunteers after the timetabled period. One of the Faculty’s aims in setting up these EL projects is to serve the community by establishing a sustainable service or relationship with the partner organisation.

Can I propose my own EL project? Who should I talk to if I have an idea about a project I’d like to do on my own?

If PGDE students are already working on their own EL projects, they may be considered as fulfilling the EL requirements with their own work or project. Students are advised to send the proposed project details to Ms Ivy Chung (ivychung@hku.hk) if they’d like to nominate their own project. However, the decision of the EL office over whether the proposed project is feasible or not is FINAL.
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References and Readings


“WE DO NOT LEARN FROM EXPERIENCE... WE LEARN FROM REFLECTING ON EXPERIENCE.”

JOHN DEWEY
Please visit http://el.edu.hku.hk/ to know more about Experiential Learning in the Faculty of Education