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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 existing 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. We hope you can take some time to explore some of the learning opportunities that are open to you and to plan your studies so that you can include some EL during your time with us. We are very proud to say that more than a thousand students have engaged with EL projects in this Faculty since 2016.

Whatever the status of EL projects in relation to your own specific programme (Education, Speech & Hearing Sciences, Applied Child Development 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 together. It is a unique chance to work with different students from a range of years and backgrounds as most of your regular education courses will be discipline-based or with classmates from the same academic year.

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. Teaching is never only about acquiring technical skills; it is also about being awake to the wealth of learning opportunities in the world and taking a positive approach to challenges in our schools and the wider communities that they belong to.

Core qualities that are highly relevant to teaching (and life!) are evident in these EL projects. These include passion, commitment, community-based knowledge, cultural awareness, collaboration, appreciation of diversity and individual differences, etc. 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. After all as teachers we are serving the local community, so it surely makes sense to get to know our local communities better because it is where our future students will all come from.

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 will walk alongside you on these EL courses because we also learn from you.

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. We look forward to meeting you in the coming months and do not hesitate to contact us if you have any questions or worries about EL. Good luck - and enjoy the experience!

Dr Gary Harfitt | Jessie Chow | Candace Mok | Ivy Chung

Thomas Cheung

(The Experiential Learning Team at the Faculty of Education)
Recognising that learning and experience are inextricably connected, the Faculty of Education is actively promoting experiential learning (EL) across our undergraduate (UG) and postgraduate diploma 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/.

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.

Timothy Wong
PGDE-FT
(Liberal Studies)

Internship at
Hong Kong Sheng Kung Hui Welfare Council Vitalita Academy for Lifelong Learning

“"To increase the motivation of the elderly participants, my partner and I tried our best to incorporate contents and concepts they rarely came across, and they overall had a positive feedback on the lesson content. My confidence in delivering lesson is thus increased too, as the workshop could regard as preparatory stage for me to the actual teaching practicum classroom. For now, at least I am more prepared and aware that getting to know the background and knowledge of audiences is important to facilitating the flow and feedback, as I also may have to create liaisons and organize talks with parents and other education-related persons.""
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 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) 2018-19

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<td>Aug 27</td>
<td>EL orientation</td>
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<td>Aug 27-Sep 1</td>
<td>EL projects online application period</td>
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<tr>
<td>Late Sep</td>
<td>Announcement of EL project offers</td>
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<td>Oct 8</td>
<td>EL pre-departure briefing</td>
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<td>Oct 15</td>
<td>Deadline for EL pre-departure essay</td>
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<td>Oct 22-Nov 23</td>
<td>• EL block</td>
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<td>• Submission of mid-way reflection</td>
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<td>Dec 7</td>
<td>Deadline for end-of-EL reflection</td>
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<td>May 2019</td>
<td>PGDE capstone event</td>
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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 team (after consultation with the Major 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.

Experiential Learning at Urban Renewal Authority

Kerry Chiu
PGDE-FT
(Liberal Studies)

Throughout the EL project, what I learnt is not only knowledge of the content or practical skills on designing materials, but also communication skills with colleagues and your department head. The later one can be applied to any kind of works and should be one of the survival skills in workplaces. Talking about workplace, I’m glad to have a chance to working in an office before entering schools as a teacher. Some teachers may choose teaching right after graduation and they may not know the taste of working outside. I think we should thank for the department giving us a chance to experience other types of work. Life is long and we should experience more to equip ourselves. No one knows the future and the EL project let me know possibilities other than being a teacher.

Ocean Park Easter Camp Instructor Programme

The EL experience was rewarding as it allowed me to work with different children and adults coming of different age groups and backgrounds. With the other camp leaders, I learnt the skills that are needed to work with older children and was moved by their passion and energy in leading camps. It was also a perfect opportunity for me to try differentiated learning and do some play based learning practices learned in my lessons back at HKU. I enjoyed the experience at the Ocean Park EL project and would love to go again next year.

Josie Fong
PGDE-PT
(Early Childhood Education)

Deadline for EL orientation: Aug 27
Deadline for EL project proposal: Mar 31, 2019
Completion of all EL requirements: May 2020
Deadline for EL pre-departure essay: one week before the project commences
Deadline for EL reflection: within two weeks after completion of the project
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 and participation in a final poster presentation integrated with the capstone requirement.

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 reflection approximately two weeks into the project and (iii) a final reflection within two weeks after the EL block period; and

03 Participate in a capstone presentation event with an individually designed poster at the end of the academic year. (See separate assignment documents on this capstone event for all PGDE FT students)

PGDE part-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 reflection 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 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

PASS

Student-teachers receiving a pass grade are expected to fulfil the EL outcomes in their EL projects.

There is evidence of:

- Effective engagement and participation with the student teacher’s EL project;
- Satisfactory completion of the projects set by the NGO or stakeholder;
- Professional conduct at all times.

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.

FAIL

Student-teachers receiving a fail grade would NOT have fulfilled the EL outcomes in their EL projects.

There is LITTLE or NO evidence of:

- Effective engagement and participation with the student teacher’s EL project;
- Satisfactory completion of the projects set by the NGO or stakeholder;
- Professional conduct at all times.

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.

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 School-University Partnerships 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.
EXPERIENTIAL LEARNING: ROLES AND RESPONSIBILITIES

The Role of Our Experiential Learning Community Partners:

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

A. 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.

B. 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 advice and assistance to participants throughout the programme period.

C. 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.

D. 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/).

E. 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.

F. Ongoing feedback

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

Education is not an affair of ‘telling’ and being told, but an active and constructive process.

John Dewey
Responsibilities of Student Participants:

A. General expectations

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.

B. 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.

C. 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.

D. Self-evaluation

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

Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo

Vanessa Ma
BA&BEd (LangEd)-ENG

I will definitely say that I developed most as a teacher during the EL trip to Ningbo. Being able to teach in an unfamiliar environment and given the opportunity to try out different styles of teaching, I was able to recognise my strengths and weaknesses as a teacher. It was also great to be able to go on this trip with my friends and fellow BA&BEd(LangEd)-ENG peers. Everyone was very supportive of each other, and it was this support that allowed us to reach a greater potential in our teaching. The support we all received came in many forms, be it teaching advice, reflective comments and even help when we couldn't finish preparing teaching materials. I can safely say that these travel companions were one of the best part of this EL trip.
**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/](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: WHAT’S ON OFFER?

Ocean Park Experiential Learning Project  BBED6787  EL for UG

The course will offer students the chance to undertake experiential learning through extended participation with Ocean Park, Hong Kong. By engaging in this project, students will have the chance to work closely with Ocean Park staff from their Education team and to contribute their knowledge to the Park’s focus on promoting conservation and awareness about endangered species to local school children and visitors (from Hong Kong as well as overseas and China) and expand their understanding and practice as future education professionals beyond the formal classroom and school context. Students will be assigned to work in pairs/groups to a) identify and analyse real-life educational needs of Ocean Park, b) carry out an observation of guests’ interests through needs analysis c) design pop-up narration offerings for visitors to the Park with a goal of enhancing the in-park guests’ experience. The final exhibits may be adopted by Ocean Park staff for seasonal events and regular narration.

Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia  BBED6790  EL for UG

This course collaborates with a rural school in Cambodia which houses children impacted by trafficking and poverty. The focus will be on co-constructing a curriculum on developing resilience for the children there with the teachers and volunteers of the school by adopting a ‘train the trainers’ model of professional development. Through this sustained relationship we aim to attend to both the rural Cambodian and the HKU communities by developing global leaders with social awareness and empathy. Research demonstrates that teachers’ resilience enhances their job satisfaction and teaching effectiveness, and at the same time, allows teachers to nurture resilience in their own students to cope with the challenges of the 21st century. Since 2015, the Faculty of Education of HKU has endeavored to advance teacher education by designing dynamic experiential learning programmes both abroad and here in Hong Kong. The current program highlights one of the key approaches that contextualizes the knowledge of teachers’ resilience in working with a vulnerable target group and carefully incorporates Kolb’s (2015) reflective learning cycle into the program. Student teachers learn to integrate academic theories and actively experiment through continuous observation, trial-and-error and reflection. Students also receive structured input sessions and reflect through ongoing guided reflective exercises.
I’ll tell you the secret to good teaching: make possible an experience without predetermining what that experience will be.

Maxine Greene

Building Positive Behavior for Children with Autism Spectrum Disorder - Parental Support Project

This project aims at linking teacher education with community service, providing real life experiences for PGDE Special Education Major students to apply their knowledge and skills learnt from the major method course. Through the 3 months intensive project, students have taken up the role of mentors to support parents on 1:1 basis to teach their pre-school children with Autism Spectrum Disorder. Parents have learnt how to set targets and adopt a combination of the use of ABA (Applied Behaviour Analysis) and TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) approaches to build up positive behaviours of their children. This 4-tier design using video and feedback as media to monitor the progress has resulted in huge success for all participants. The children have shown amazing progress in behaviour, communication, and cognitive learning. Parents’ skills and confidence in working with their own children have significantly improved, so as the parent-child relationship. PGDE students have true experience in sharpening their skills and confidence in guiding parents throughout the process.

Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo

This EL project sees 10 BA&BEd(LangEd)-English major students teaching in a school in Ningbo, China for two weeks. The students, working with teachers in the host school, design, plan and implement innovative English language lessons. The project aims to bring new teaching ideas and strategies to the school to enhance the learning of English and provide professional development to the teachers in the school. Through a lesson study approach, students get to teach the same lesson to more than one class. This provides them with the opportunity to reflect on and improve their teaching. Students have found this to be a very rewarding experience and have seen benefits to their professional development and personal growth.
Education at its best is a process of teaching people to explore ideas about themselves and the world in which they live, to ask questions about the experience called living and to embrace ambiguity, to notice the unusual without fear and to look upon the ordinary with new eyes.

Maxine Greene
Nurturing Cultural Awareness: Experiential Learning Project in India

In the increasingly culturally-diverse education context in Hong Kong, teachers must be culturally aware and responsive to different learning needs of students from different backgrounds and of different interests. To nurture cultural awareness in student-teachers, we engage our student-teachers in this EL course focusing on cross-disciplinary collaboration in designing teaching and learning materials for the voluntary teaching in a cultural exchange trip to India.

Students in this course do not only expand their understanding and practice as future education professionals beyond the formal school classroom and classroom contexts experienced in HK, but also allows students to cross different ethnic boundaries as well as their assumptions. This boundary-crossing collaboration facilitates them to critically examine social issues in education, challenge and redefine personally beliefs and assumptions, and most importantly advocate for equal education. This is a journey of broadening one’s worldview as well as deepening one’s understanding of him/herself.

Summer Children’s Camp in Sri Lanka

The Summer Children’s Camp in Talawa is an annual event in August organised by Service Civil International (SCI) Hong Kong. It provides an opportunity for local children to get together to learn about peace. Children from around the country are invited to join the camp despite their ethnic, religious and economic background.

In Summer 2018, participating HKU students organised the camp for 80-100 children from different parts of Sri Lanka who speak different languages and represent different ethnic groups. They designed activities, such as games, dramas, cultural sharing workshops to bring out the core theme of the camp and stayed in the Camp for 8 days to carry out the activities with the kids.
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.
EXPERIENTIAL LEARNING PROJECTS
AT UNDERGRADUATE LEVEL

Local

1. BBED6783
Mentoring for Social Justice and Inclusion
Full-year

2. BBED6787
Ocean Park Experiential Learning Project
Full-year

Overseas

1. BBED6747
Developing the Competence in STEM Education
Full-year

2. BBED6786
Enhancing English Language in China: Collaboration with Teachers in Ningbo
Semester 2

3. BBED6788
Nurturing Cultural Awareness: Experiential Learning Project in India
Semester 2

4. BBED6790
Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia
Semester 2

5. BBED6792
Sustainable Development in Tibet
Semester 2

6. BBED6793
Joint-University Student Experiential Learning Programme in Lanzhou and Hong Kong
Full-year

Andrew Leung
PGDE-FT (Biology)
Internship at WWF

“I have a whole new insight on the social function of education. WWF involved the community a lot, and the target of WWF is to educate the public in different social issues, mainly environmental issues, but not restricted to it. The educational approach here is quite different from what we see in schools. I am really lucky to have a chance to learn this kind of educational approach so that I can use more comprehensive and influential methods in schools, instead of just speaking to the class and hope that students will bring some of the points back home.”

Yennis Lau
BSc(ACD)

Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia

“Internship at WWF really changed my mind about teaching and education. Initially, I think I am just going to be an ordinary kindergarten teacher, I couldn’t see the things that I do can have a huge impact on children’s personal growth and development. However, the history of massive killing in Cambodia gave me an insight. When I saw the photos of the victims, I can feel their hopelessness and sorrow. Education can help us to identify what is right or wrong and remind us to protect the core value which is being eroded. Therefore, the things that I do for kids have meanings. I promise myself that as an early childhood educator, I do have responsibility to nurture the next generation. Teaching them to become a better person.”
# Experiential Learning Projects at Postgraduate Level

## Local

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<td>Be a Smart Money Manager</td>
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<td>Experiential Learning at Ednovators</td>
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<td>3</td>
<td>Experiential Learning Project at HKEdCity</td>
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<td>Experiential Learning Project at Urban Renewal Authority</td>
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<td>Experiential Learning with Hong Chi Pinehill Pre-school Centre &amp; Hong Chi Sunshine Project</td>
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<td>Internship at UNICEF HK</td>
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<td>7</td>
<td>Innovation and Life Education at Christian Family Service Centre - “Good Life Project” for 50+ Population</td>
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<td>Internship at Walk in Hong Kong</td>
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<td>Internship at World Vision</td>
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## Overseas

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<td>Experiential Learning Project in Sri Lanka</td>
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**Project Details**

- **PGDE(Full-time) EL block**

- **Local EL**
  - [http://el.edu.hku.hk/opportunities/local/](http://el.edu.hku.hk/opportunities/local/)

- **Overseas EL**
  - [http://el.edu.hku.hk/opportunities/overseas/](http://el.edu.hku.hk/opportunities/overseas/)
We are very fortunate to be able to visit the Emile Early Childhood Education Institution. Before visiting the school, I have always had doubts about my ability to deliver the pedagogies I learned from class into the real-life settings. For instance, I would have thought that it was quite idealistic for kindergarten teachers to deliver constructivist lessons and at the same time complying with the society’s demand, especially for a fast-paced society. I felt insecure about whether the knowledge I learned would benefit young children’s development. This sense of insecurity towards the future and myself has completely changed after having an in-depth conversation with the founder of the school.
The experience in Ocean Park offers practical trainings for some of the skills that are commonly used in classroom teaching. The first of these skills is sensitivity to learners’ characteristics. With the same teaching content, teachers have to select the optimal pedagogies for students according to their age, characteristics and needs in order to promote effective teaching and learning. That is something that we experienced when doing our pop-up narration in Ocean Park. In just one hour of doing the narration, we would come across visitors from various age groups, different cultural background and characters…. For example, we would spend more time on doing the fishing game with kids who are primary levels whereas we would focus more on teaching the adolescents about the issues of micro-beads in the ocean. Similarly when we are teaching in schools, the characteristics and abilities of different students will translate into various needs that teachers have to be sensitive to when choosing the right pedagogy to be used. Only through adopting the teaching methods according to the needs of the students can yield more effective teaching and learning.
PGDE students from the Faculty of Education in HKU joined us in their experiential learning in three aspects. Student-teachers integrated their knowledge and skills into practices through observing and assisting class teachers in daily normal classes. They enhanced their communication skills with their working partners and experienced how preschool teachers interact with parents.

This experiential learning also helped raise their awareness in the needs of the young exceptional children and their families. Through supporting community programs, they show a good model of how to support children and families in need. We hope we can facilitate the personal growth of these student-teachers and create an inclusive environment in the community with them.

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.

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.
Gaga Tsang
BA(Translation)

Collaboration in Designing T&L Materials: An EL Project in India

“...I would love to be an encouraging, dreamy and liberal teacher if I had the chance to do so. When knowledge nowadays is so handy, it is even more important for teachers to guide their students on how to screen information in our complicated media-driven world, guide them to really understand their true self and to reach for their dreams. There will surely be a lot more lovely and happy people living in the world all doing what they love.”
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 major 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?

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.

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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http://el.edu.hku.hk/
REFERENCES AND READINGS


High-Impact Educational Practices

Experiential Learning: A Guide Book for Facilitators
Please visit http://el.edu.hku.hk/ to know more about Experiential Learning in the Faculty of Education.