WELCOME TO THE FACULTY OF EDUCATION
Our Faculty EL Team:  
Jessie, Candace, Grace, Ivy and Thomas
Our aim today

- To share with you some of the reasons for EL in the PGDE curriculum and to stress that this is a vital part of the overall programme – an ‘add in’ and not an ‘add on.’

- To give you time to review our new EL handbook and the application process for your EL projects.

- To show you a video of previous students’ experiences.

- To answer any questions you might have.

- To provide you with the chance to meet and talk with many of our community partners in a relaxed, informal setting outside (with refreshments provided).
An obvious starting question today…

“Why do I have to do Experiential Learning when I have already spent time in the workplace?”
Zeichner (2010) argues that “the old paradigm of university-based teacher education where academic knowledge is viewed as the authoritative source of knowledge about teaching needs to change to one where there is a nonhierarchical interplay between academic, practitioner, and community expertise” (p. 89).
Perhaps you have asked this question upon hearing about EL...

“Why can’t I just learn to teach by teaching in a school? Surely the more I teach the better I will be as a teacher…”
Teaching is a moral, social and situated practice and not just a technical one. Consider the best teachers in your lives? What made them so memorable to you?
The structure of the PGDE programme and where EL fits in...
Good teachers do not only have strong technical skills...

Lytle and Cochran Smith (1994) note that teachers ‘knowing one’s own knowledge may be a key to differentiating quality teachers.’

Fairbanks et al., (2010) considered the factors that make some teachers more thoughtfully adaptive than others. They suggested: *teachers’ beliefs and personal practical theories, vision, belonging and identity.*

George Kuh’s (2008) work on 10 high-impact practices for student learning based around the goals of education in the 21st Century – of 10 practices, 6 are related to EL and have unusually powerful effects on student engagement.
Good teachers also hold experience, knowledge and skills that can enrich students’ learning.

“What reality do students need to face in the 21st century? How would you guide them towards competency in the future?”
Junior Geography Field Trip to Tai O

The Geography & Environmental Study Society organized a junior field trip to Tai O on 10 March. 21 to 53 students enjoyed an orienteering game and a guided tour to learn about the mangrove ecosystem and the culture of this fishing village. When returning to Tung Chung by ferry, students were able to take a glimpse of the Chinese White Dolphins swimming under the Hong Kong-Zhuhai-Macau Bridge.
Observable transferrable skills from EL to the classroom

- Learner-centredness and heightened awareness of different learning styles and needs (social as well as student needs)
- Becoming a more creative, reflective and critical practitioner
- More collaborative and able to work with different people
- Better communicator in different contexts
- Risk taking and stepping outside of one’s comfort zone
- New responsibilities not always available in our schools
- Learning from other role models in the community and seeing how dedicated and committed these people are to different causes and issues

Evidence of learning outcomes from previous cohorts

https://www.youtube.com/watch?v=uzNADpF45-0
EL for PGDE (2017 cohort)

https://www.youtube.com/watch?v=KBxAyKiftUA&feature=youtu.be
EL for PGDE PT done by SCI (Sri Lanka) who hosted 2 of our PGDE PT students this summer

https://youtu.be/sMLaxSqHFZ8
PGDE FT EL Poster Conference in May 2017
Experiential Learning in Faculty of Education
Our EL website

http://el.edu.hku.hk/
Our Projects and Community Partners 2018-2019

How can you apply and what will happen?

http://el.edu.hku.hk/
### Projects offered this year

<table>
<thead>
<tr>
<th>Project</th>
<th>Community Partner</th>
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<tbody>
<tr>
<td>Be a Smart Money Manager</td>
<td>Hong Kong Family Welfare Society Financial Education Centre</td>
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<tr>
<td>Experiential Learning at Ednovators</td>
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<td>Experiential Learning Project at HKEdCity</td>
<td>Hong Kong Education City</td>
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<td>Experiential Learning Project at Urban Renewal Authority</td>
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<tr>
<td>Experiential Learning with Hong Chi Pinehill Pre-school Centre &amp; Hong Chi Sunshine Project</td>
<td>Hong Chi Pinehill Pre-school Centre</td>
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<tr>
<td>Innovation and Life Education at Christian Family Service Centre – “Good Life Project” for 50+ population</td>
<td>Christian Family Service Centre</td>
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<td>Internship at UNICEF HK</td>
<td>Hong Kong Committee for UNICEF</td>
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<td>Internship at Walk in Hong Kong</td>
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<td>Internship at World Vision</td>
<td>World Vision Hong Kong</td>
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<td>Internship at WWF</td>
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<tr>
<td>Internship at YMCA</td>
<td>Chinese YMCA of Hong Kong</td>
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<td>Jockey Club &quot;Learning by Doing&quot; Academy</td>
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<td>Jockey Club Visualising Carbon Reduction for School Programme</td>
<td>Reconnect</td>
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<tr>
<td>Kowloon City in Transformation: The Kowloon City Themed Walking Trail</td>
<td>Hong Kong Sheng Kung Hui Welfare Council</td>
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<td>– Community History and Heritage Project</td>
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<td>Navigate Your STEM Education at Hong Kong Science Park</td>
<td>Hong Kong Science and Technology Parks Corporation</td>
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<td>Ocean Park Experiential Learning Project</td>
<td>Ocean Park Hong Kong</td>
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<td>Solar Tower · Camp</td>
<td>Hong Kong Sheng Kung Hui Welfare Council</td>
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<td>Understanding Diverse Needs</td>
<td>Boaz International Education Institute</td>
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<td>Joint-University Student Experiential Learning Programme in Lanzhou</td>
<td>Overseas Project from December 2018 to February 2019</td>
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<td>and Hong Kong</td>
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“What should I do if I see a project I like?”
Our advice

- Choose a project that really appeals to you and don’t be afraid to step out of your comfort zone.
- Make your EL project a positive experience and really contribute in a meaningful way making connections between what your community partner does, and how your work links to other aspects of your professional training.
- At the end of the year the EL project that you choose will be printed on your transcript so that future employers know who you worked for and what contribution you made to the community.
Application for EL Project

PGDE (Full-time) EL Block

Jockey Club Visualising Carbon Reduction for School Programme

Background of co-organiser
Recorrent Limited is a charity non-profit organisation (NPO) that runs environmental education programme at schools in Hong Kong. Through interactive teaching materials, we instill environmental values and foster sustainable lifestyle. Their programme provides a holistic approach to instilling environmental consciousness for kids from the primary level to secondary level. The programme is aimed at educating children to care for our planet.

Project details
Jockey Club Visualising Carbon Reduction for School Programme is a sponsored project by The Hong Kong Jockey Club. The programme is for primary schools. It aims to instill environmental education in primary schools, to make students interested in environmental issues and to encourage students to contribute to the global community.

Students will be responsible for:
- Participating in the environmental education programme
- Assisting in the teaching of environmental education programme

Application
- Complete the application form at http://moodle.hku.hk/course/view.php?id=5851
- Submit the following documents to the specified project folder:
  1. A personal statement (not more than 200 words) explaining why you would like to join this EL project
  2. Your CV

Application Deadline
1 September 2018

Date
- October 22 to November 23, 2018
- Monday to Friday, 9am – 9:30pm

Location
- Reconnect in Shau Wai
- Primary schools where the programmes are to be conducted

Eligibility
PGDE full-time students from all major subjects
(No. of places: 1)
Application for EL Project

http://moodle.hku.hk/course/view.php?id=58828

PGDE-EXP-LEARN PGDE Experiential Learning Application [2018]

PGDE (FT) Experiential Learning Project Application 2018-19

Please complete both Part 1 and Part 2 by September 1, 2018 (Saturday) 11:55 pm.

1. Experiential Learning Project Application Form

You can only submit one application form with all preferred EL projects.

PGDE (FT) students should select 3 projects and will be assigned with a project according to your priority of choices. The project assigned to you will also depend on consideration by our community partners and the project quota.
Nominate your own EL project
Allocation of EL projects

- Some of our community partners will ask to interview you before accepting you into the project – please see this as an opportunity and not a challenge (you will have to do the same when you apply for teaching positions!)
- If an NGO or Community partner has doubts about your project then we reserve the right for them to decide on your application
Requirements and support

The EL block

- EL Block: October 22– November 23, 2018 (5 weeks).
- You will have the chance to work 5 full days/week for all projects and projects are on site and are set up to be more education-oriented.
- We expect your complete cooperation and reliability when conducting your EL project – if the NGO or community partner reports poor and unprofessional behaviour we will FAIL students in EL.
- Please do NOT arrange any other jobs (FT or PT) or classes during the EL block – your commitment to the projects is vital for the NGO and community partner as well as your own learning.
- We will arrange briefings on ethics, reflections and the projects on October 5th and October 8th

Reflections

- Reflections are a core part of your learning process:
  - One pre-departure essay
  - One posting in the first half of the EL project
  - One reflection at the end of the project
Community engagement

- **Third space for learning**
  Practicing and living out theories in authentic and situated contexts

- **Mutual / Reciprocal benefits**
  Working as practitioners in/ for / with the community

- **Social responsibility**
  Contributing to society as responsible citizens, lifelong learners and future educators
“Will I be all on my own? Who is going to support me during my EL project?”
You will not be alone…

- **Your peers**
  Each project has a quota and you may well be with students of other disciplines – this will add to the richness of the experience for all of you.

- **EL team**
  The EL team will read and respond to the reflections of *all* non-language students. We look forward to this and we look forward to walking alongside you.

- **Your tutors**
  We will send a list of final EL projects to your tutors so that they know what you are doing for EL. Please share your experiences with them and make links between your practice and the theory you learn on our courses.

- **Your mentors in the NGOs**
  There is a dual system of supervision: EL team and on-site supervisor. We will visit all of you during the EL block (at least once).
# Important dates and deadlines for you...

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<tr>
<th>Date</th>
<th>Activities</th>
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<tr>
<td>Aug 27, 2018</td>
<td>EL Orientation</td>
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<tr>
<td>Aug 27 (6pm) – Sep 1 (11:55pm)</td>
<td>Online application period for EL projects</td>
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<tr>
<td>Sep 1 – Sep 30</td>
<td>Review of students’ applications by the EL team (Interview with community partners if necessary)</td>
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<td>Oct 5 and 8</td>
<td>EL briefings (details tbc)</td>
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<td>Oct 15</td>
<td>Deadline for submission of pre-departure essay on Moodle</td>
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<tr>
<td>Oct 22 – Nov 23</td>
<td>EL block (Submission of mid-way reflection on Moodle)</td>
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<tr>
<td>Dec 7</td>
<td>Deadline for submission of end-of-EL reflection on Moodle</td>
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<td>May 2019</td>
<td>PGDE capstone event</td>
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EL poster presentations will be part of the overall PGDE FT Capstone event in May 2019 (after your course has finished).
P.17 of your handbook

Projects offered this year

Applications are open at 6pm today
Meeting our community partners today
Any questions?