WELCOME TO THE
FACULTY OF
EDUCATION
Experiential Learning in Faculty of Education
Our Team:
Jessica, Candace, Grace, Ivy and Thomas
Our aim today

- To share with you some of the reasons for EL in the PGDE PT 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’ EL experiences.
- To answer any questions you may have.
- To provide you with the chance to listen to some of our tutors and community partners talk about the type of EL projects on offer and how they are organised.
An obvious question many of you must have...

“Why do I have to do Experiential Learning when I am a FT teacher? I really don’t have time for this…”
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).
Teaching is a moral, social and situated practice and not just a technical one. Consider the best teachers in your lives and at your school? What made them so memorable to you?
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 & Environment Society organized a junior field trip to Tai O on 10 March. 21 S1 to S3 students enjoyed an orienteering game and a guided tour to learn about the mangrove ecosystem and the culture of the 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-Macao Bridge.
Engaging community as a hybrid space for teacher education

- **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, and bridging scholarship and field practice

- **Social responsibility**
  Contributing to society as responsible citizens, lifelong learners and future educators

Understand more about our collaboration with different community partners in this video [https://youtu.be/k8oSTPyw1rs](https://youtu.be/k8oSTPyw1rs)
From a student who helped organise and teach an Easter camp at Ocean Park...

“This 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.”
“With all these hurdles I think I’ve gained a bit more self-confidence and strengthened my own ability to think on my feet and adjust lessons in the moment accordingly. I was constantly amazed by everything the Sri Lankan children were able to achieve and their nearly instantaneous warmth towards us. Their life skills in constructing a roof and walls out of whatever materials they could find in the jungle, cooking with limited ingredients, as well as their sheer strong determination to learn and try everything that was placed in front of them with enthusiasm was unforgettable. Allowing students to direct themselves and take more of a lead really uncovered talents and skills they might never known were there. We have a tendency to spoon-fed information as teachers, but I think this experiential experience has also taught me that as teachers we need to learn how to guide, and foster a means of getting students to the objective without holding their hands the whole way.”
“From this experience, not only did it provide me with exposure and hands-on experience working with children from low socio-economic backgrounds, I learned that they are not much different from other children and are all able to be motivated and engaged when we find things that interest them, even if it’s in English. I also learned that I should have more confidence in myself as a teacher; I often feel anxious when working in new environments with new groups, not knowing whether I may be able to tackle the challenges that I may face, but after this experience, it has also shown that I have the ability to work with a wider age range and different socio-economic backgrounds and still be able to capture their attention and provide a fun lesson that allows them to be engaged.”
“Handling children’s behaviors require hands-on practices and confidence. With all the suggestion and guidance from the supervisors and mentor, I witness how the parents have improved throughout the last month. And I am so glad to see the positive impacts we made on them. **Building positive behaviors in children with autism is a long road.** I believe if the parents continue to use the strategies and skills from this project, they will be able to get along with the kid and gradually teaching their kid to be compliant and independent. **The impact can be long lasting and fruitful.**”
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=zHdnoxgu5CI&feature=youtu.be
EL for FT 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://www.youtube.com/watch?v=7lQNjXlp2e0
PGDE FT EL Poster Conference in May 2017
Our Projects and Community Partners 2018-2019

How can you apply and what will happen?

http://el.edu.hku.hk/
Two types of projects

1. Projects offered by the faculty
2. Self-nominated project
Our EL website
http://el.edu.hku.hk/
Our community partners working with our PGDE PT groups
PGDE PT
(2018-20)

EL Projects offered by faculty/MM tutors

- Experiential Project with Kids4Kids – Buddy Reading Programme
- Ocean Park Camp Instructor Programme
- Experiential Learning Project in Sri Lanka (Overseas)
- Experiential Learning for Special Education Major
“What should I do now if I see a project I like?”
Application for EL Project

Date
- October 22 to November 23, 2018
- Monday to Friday, 9am – 3:30pm

Location
- Reconnect in Shuang Wan
- Primary schools where the programmes are to be conducted

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

Application
- Upload the following documents to the respective project folder at [http://moodle.hku.hk/course/view.php?id=58852](http://moodle.hku.hk/course/view.php?id=58852) (Part 2) (Please combine all documents into one Word/PDF file)
  1. A personal statement (of not more than 200 words) explaining why you would like to join this EL project
  2. CV

Application Deadline
- 1 September 2018
Nominate your own EL project
• P.6 EL Possibilities for self-nominated project
• P.18 Community partners
“Who is going to support me during my EL project?”
EL Requirements

- One pre-departure essay before your project starts
- One reflection at the end of the project

The EL team will read and respond to all students and PGDE colleagues are welcome to read and comment on their students’ postings as well.

Someone from the EL team may visit you during your project (but we cannot visit everyone!).
Important dates

Aug 27
- **EL orientation**

Mar 31, 2019
- Deadline for EL project proposal

May 2020
- Completion of all EL requirements

Deadline for EL pre-departure essay: one week before the project commences
Deadline for EL reflection: within two weeks after completion of the project
Show
Time!
Our guests this evening

- Ms. Mavis Li (Ocean Park Hong Kong)
- Ms. Yee Hang Hui (Kids4Kids)
- Ms. Pat Huang (SCI HK)
- Mrs Kit Chan (Special Education Major, PGDE-PT)
Some questions to think about when you start to plan EL

1) What OLE activities does your school host? Have you been involved in any? Is there something at school you would like to initiate?

2) Do you have any tentative ideas for a self-nominated project or can you think of an NGO or community partner you’d like to work with?
Thank you and enjoy your PGDE