EXPERIENTIAL LEARNING
PGDE
2019-2020
26th August 2019
OUR FACULTY EL TEAM:
IVY, JESSIE, JUSTINA, GARY
Our aim today

- Rationale for a community-based EL
- Reviewing our new EL handbook and the application process
- Sharing of students’ experiences from past cohorts
- Meeting and talking with many of our community partners in a relaxed, informal setting outside
An obvious starting question today...

“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...”
Seeing the community as a powerful learning space.

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 nonhierarchically interplay between academic, practitioner, and community expertise” (p. 89).
Perhaps you have asked this question upon hearing about EL...

“Why do I have to do Experiential Learning when I have already had some working experiences?”
WILL ROBOTS TAKE MY JOB AWAY?

Rate of automation
Division of labour as share of hours spent (%)

<table>
<thead>
<tr>
<th>Year</th>
<th>Human</th>
<th>Machine</th>
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<tbody>
<tr>
<td>2018</td>
<td>71</td>
<td>29</td>
</tr>
<tr>
<td>2022</td>
<td>58</td>
<td>42</td>
</tr>
<tr>
<td>2025</td>
<td>48</td>
<td>52</td>
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65% of children entering primary schools today will ultimately work in new job types and functions that currently do not exist.

85% of jobs that will exist in 2030 have not been invented yet.

World Economic Forum, 2016
By 2022 the skills required to perform most jobs will have shifted significantly.

‘Human’ skills such as creativity, originality and initiative, critical thinking, persuasion and negotiation will increase their value as will attention to detail, resilience, flexibility and complex problem-solving.

TEACHING IS A MORAL, SOCIAL AND SITUATED PRACTICE AND NOT JUST A TECHNICAL ONE.

ARE YOU A TEACHER FOR THE FUTURE?
THE STRUCTURE OF THE PGDE PROGRAMME.

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 our 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 & Conservation Society organized a Junior Field Trip to Tai O on 10 March. 21 S1 to S3 students enjoyed an interesting day and a guided tour to learn about the mangrove ecosystem and the culture of the fishing village. Upon returning to Ching Cheung Prep, students were also able to take a glimpse of the Chinese White Dolphins swimming under the Hong Kong-Zhuhai-Macau Bridge.

Business Week was held from 26 January to 20 January. During the business week, we learnt how to become a young entrepreneur in the Charity Bazaar and also learnt more about social enterprises in the theme above.

On 30 January, some 54 students visited Caritas La Vie Bakery. The aim of Caritas La Vie bakery is to create job opportunities and to provide vocational training for people with mental illnesses and other disabilities. This helps them to earn money, look after themselves and contribute to the society.

In addition, our S3 students participated in the BAFS and Economics seminar. They told me they really enjoyed learning BAFS and Economics with Ho Lam and Ho Wai.

We had a lot of fun during the business week. All profits from the Charity Bazaar have been donated to OBANG. Thanks for supporting us.

54 BAFS and Economics Students
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

OUR PROJECTS AND COMMUNITY PARTNERS 2019-2020

HOW CAN YOU APPLY AND WHAT WILL HAPPEN?

https://el.edu.hku.hk/opportunities/pgdefull-time-el-block/
Projects offered this year

P.16 of your handbook

Applications are open at 6pm today
## 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>Design a Mentor Training Programme at Walk in Hong Kong</td>
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<tr>
<td>Experiential Learning at Education for Good</td>
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<tr>
<td>Experiential Learning at HKEdCity</td>
<td>Hong Kong Education City</td>
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<tr>
<td>Experiential Learning at Hong Chi Pinehill Preschool Centre and Hong Chi Sunshine Project</td>
<td>Hong Chi Pinehill Preschool Centre</td>
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<tr>
<td>Experiential Learning at ICE</td>
<td>Inter Cultural Education</td>
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<td>Experiential Learning at Interface Education</td>
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<td>Junior Achievement Hong Kong</td>
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<td>Experiential Learning at Space Museum</td>
<td>Hong Kong Space Museum</td>
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<td>Experiential Learning at UNICEF HK</td>
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<tr>
<td>Experiential Learning at Urban Renewal Authority</td>
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<td>Experiential Learning at World Vision</td>
<td>World Vision Hong Kong</td>
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<td>Experiential Learning at WWF</td>
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<td>Experiential Learning at YMCA</td>
<td>Chinese YMCA of Hong Kong</td>
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<tr>
<td>Project</td>
<td>Community Partner</td>
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<tr>
<td>Jockey Club “Learning by Doing” Academy</td>
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<td>Jockey Club “Play n Gain” Project</td>
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<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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<tr>
<td>Understanding Diverse Needs</td>
<td>Boaz International Education Institute</td>
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<tr>
<td>YIAA Social Innovation Commendation Scheme</td>
<td>The Boys’ and Girls’ Clubs Association of Hong Kong</td>
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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.
Our EL website

http://el.edu.hku.hk/
Application for EL Project

Experiential Learning at Urban Renewal Authority

Background of co-organiser

The Urban Renewal Authority (URA) is a statutory body established in May 2001 under the Urban Renewal Authority Ordinance to undertake, encourage, promote and facilitate urban renewal of Hong Kong, with a view to addressing the problem of urban decay and improving the living conditions of residents in dislocated areas. The URA adopts a holistic approach by ways of its two core businesses i.e. redevelopment and rehabilitation, as well as heritage preservation and revitalisation, to create a sustainable and quality urban living in Hong Kong.

Project details

- To promote, execute and refine a set of outreach programmes designed by former HKU PGDE students participating in EL of URA;
- To observe social media trends and prepare creative content to engage the youth;
- To support the existing education programmes, e.g. docent services in old districts, guided tours in UREC and outreach activities, etc. and;
- To develop a new set of teaching materials focusing on the concepts of “urban renewal” and “cross-generation harmony” to suit the needs of teachers and students.

Date

- September 30 to November 5, 2019
- Monday to Friday, 8:45am to 6:00pm, and as required by events.

Location

- UREC/URA’s office in Sh-iosing Wan

Eligibility

PGDE full-time students from all major subjects who:

- Are passionate in inspiring young people to explore urban renewal;
- Have experience in organising activities is an advantage;
- Have background knowledge in subjects related to urban renewal such as Geography and Liberal Studies is an advantage.

Application

- Complete the application form at https://moodle.hku.hk/course/view.php?id=67433 Part 1
- Upload the following documents to the respective project folder at https://moodle.hku.hk/course/view.php?id=67433 Part 2

1. A personal statement (of not more than 200 words) explaining why you would like to join this EL project
2. Your CV

Application Deadline

30 August 2019

Remarks

Shortlisted students may be invited to attend an interview arranged by the URA (details to be confirmed)
Please complete both Part 1 and Part 2 by August 30, 2019 (Friday) 11:55 pm.

1. Experiential Learning Project Application Form

- [ ] Experiential Learning Project Application Form (PGDE FT)

**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.

2. Submission of Application document(s)

You are requested to submit application materials for ALL of your choices. Please combine all required documents into ONE WORD or PDF FILE and name your file with your full name followed by your university number (e.g. CHAN-Tai-Mo-12345678). All sensitive information, e.g. HKID, phone number and address should NOT be included in your application materials.

All information provided by you will be used for EL project application only, and will be destroyed after 6 months.

- [ ] Be a Smart Money Manager
- [ ] Design a Mentor Training Program at Walk in Hong Kong
- [ ] Experiential Learning at Education for Good
- [ ] Experiential Learning Project at HKEdCity
- [ ] Experiential Learning at Hong Chi Powelhill Pre-school Centre & Hong Chi Sunshine Project

**HTTPS://MOODLE.HKU.HK/COURSE/VIEW.PHP?ID=67423**
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.
The EL block

- **EL Block: September 30 – November 5, 2019** (5.5 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), classes or school visits 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 September 23, 2.30 – 4.30pm.

Reflections

- Reflections are a core part of your learning process:
  - One pre-departure essay
  - One reflection at the end of the project
“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. 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 community partners**
  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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<tbody>
<tr>
<td>Aug 26, 2019</td>
<td>EL Orientation</td>
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<tr>
<td>Aug 26 (6pm) – Aug 30 (11:55pm)</td>
<td>Online application period for EL projects</td>
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<tr>
<td>Early to mid-Sep</td>
<td>Review of students’ applications by the EL team (Interview with community partners if necessary)</td>
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<td>Sep 23</td>
<td>EL briefing</td>
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<td>Sep 29</td>
<td>Deadline for submission of pre-departure essay on Moodle</td>
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<tr>
<td>Sep 30 – Nov 5</td>
<td>EL block</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Deadline for submission of end-of-EL reflection on Moodle</td>
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<tr>
<td>May 2020</td>
<td>PGDE capstone event</td>
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Meeting our community partners today
ANY QUESTIONS?