EXPERIENTIAL LEARNING PGDE 2020-21

August 25, 2020
OUR EL TEAM

Our rundown today

'Meet and Greet'
Understanding of CBEL
The logistics
“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...”
WILL ROBOTS TAKE MY JOB?

willrobotstakingyjob.com/

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

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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?
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.

“WHY DO I HAVE TO DO EXPERIENTIAL LEARNING WHEN I HAVE ALREADY HAD SOME WORKING EXPERIENCES?”
Community as a powerful knowledge 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 nonhierarchical interplay between academic, practitioner, and community expertise" (p. 89).

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?"
Observable transferrable skills from EL to the classroom
(Harfitt & Chow, 2018)
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

Contemporary or COVID-related skills!
Evidence of learning outcomes from previous cohorts

https://www.youtube.com/watch?v=uzNADpF4s-0
EL for PGDE

https://youtu.be/sMLaxSqHFZ8
PGDE FT EL Poster Conference

https://www.youtube.com/watch?v=k80STPyw1rs&list=UUQ1FRJ1r6DvOjY&index=20
Engaging Community as Hybrid Space for Teacher Education

SOME HIGHLIGHTS
THE LOGISTICS

Our EL website

http://el.edu.hku.hk/
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.

A p p l i c a t i o n f o r E L P r o j e c t

Eligibility
- POED 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
- Upload the following documents to the respective project folder at [https://example.edu.hk/ourcourses.php?year=2020&part=2](https://example.edu.hk/ourcourses.php?year=2020&part=2) [Please combine all documents into one Word/STP file]
  1. A personal statement (of not more than 200 words) explaining why you would like to join this EL project
  2. Your CV

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 in Hong Kong, with a view to addressing the problems of urban decay and improving the living conditions of residents in deteriorated areas. The URA adopts a holistic approach by way of its 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 support the existing education programmes, e.g. decent services in old districts, guided tours in URC and outreach activities, etc.
- To provide URA career in education and extension to teachers and students by creating engaging posts for URA Facebook and Instagram channels.
- To develop a new education kit about the Shekou Street-King Law Street Project (SHS) for the local community to facilitate them to pass on knowledge of the URA community to other people.

Date
Application for EL Project

https://moodle.hku.hk/course/view.php?id=75972

1. Experiential Learning Project Application Form

https://moodle.hku.hk/course/view.php?id=75972

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

PDEE (PT) students should select 3 projects and will be assigned with a project according to your priority of choice. This project assigned to you will also depend on consideration by our community partner 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., CHAN2345EL13456789. All personal information (e.g., name, 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
- Developing Community One History Training Program
## 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:** September 28 – November 3, 2020 (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.

### Reflections

Reflections are a core part of your learning process:

- One pre-departure essay
- One reflection at the end of the project
| 2 input sessions | On reflection<br>Sep 21, 2:30pm | On e-learning<br>Sep 24, 2:30pm |

"WILL I BE ALONE 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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<tr>
<td>Aug 25, 2020</td>
<td>EL Orientation</td>
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<tr>
<td>Aug 25 (6pm) – Aug 30 (11:55pm)</td>
<td>Online application period for EL projects</td>
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<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 21 &amp; Sep 24</td>
<td>EL briefings</td>
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<td>Sep 27</td>
<td>Deadline for submission of pre-departure essay on Moodle</td>
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<td>Sep 28 – Nov 3</td>
<td>EL block</td>
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<td>Nov 10</td>
<td>Deadline for submission of end-of-EL reflection on Moodle</td>
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<td>May 2021</td>
<td>PGDE capstone event</td>
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Meeting our community partners today
ANY QUESTIONS?