

**THE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION**

**Experiential Learning Requirements for the
Postgraduate Diploma in Education Programme – Part-time (PGDE-PT)**

- I. Aims and learning outcomes of experiential learning**
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I. Aims and Learning Outcomes of Experiential Learning

Aims:

In broad terms, the implementation of Experiential Learning (EL) in the Faculty of Education 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 components in our Faculty's programmes:

1. 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;
- Prepare a service task/ deliverable(s) in response to an ill-defined problem using a consultative and constructive approach that draws on research and practice; and,
- Develop and contribute expertise to a wider community.

2. 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.

3. 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.

4. Professional conduct and reflection

- Develop and display critical reflection on the strengths and weaknesses of own practices;
- Propose and implement changes as a result of this reflection to ensure ongoing personal and professional development;
- Write a reflective response that shows your appreciation of, and engagement with, an ill-defined problem and of the contribution of consultation and research to the deeper understanding of the problem and its solution; and,
- Conduct themselves professionally when engaged with stakeholders and beneficiaries during the EL period.

* You may use some of these LOs as the starting point for your reflective writing.

II. EL Placement/ project (6 cp)

All PGDE students are required to undertake broadening EL in or outside Hong Kong as part of their graduation requirements. The overall EL component in the PGDE programme consists of 18 credits, with a combination of 12 credits for Professional Practicum (refer to PGDE and Partnerships Office Handbooks) and 6 credits for the Experiential Learning (EL) placement.

For PGDE part-time students, EL may take the form of new professional learning experiences in or outside Hong Kong, as approved by the EL Office (after consultation with the Methods supervisor). 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.

- PT PGDE students have flexibility over the length of their EL projects. Students are expected to comply with requirements set by individual community partners and these will also be negotiated with the Faculty.
- After students sign up for a particular project and the placement has been confirmed by the respective institution/ organisation, they should remain committed throughout the duration of their engagement. If students fail to complete their projects due to unsatisfactory attendance or commitment, they will receive a FAILING grade for the said course, hence will NOT receive any credits for this elective.

III. Assessment

PGDE students’ performance in EL will be assessed on the following key dimensions:

- (1) Professional conduct and,
- (2) Written reflection, satisfactory completion of EL projects including feedback from project supervisors.

Professional conduct: Levels of Performance and Descriptors

Experiential Learning	
Pass	Fail
<p>Student teachers receiving a pass grade are expected to fulfill the EL outcomes in their EL projects.</p> <p><u>There is evidence of:</u></p> <ul style="list-style-type: none"> • 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; <p>Additionally, they demonstrate <u>evidence</u> of critical self-reflection on their involvement with the EL project, and the impact of their experiences on their personal and professional development.</p>	<p>Student teachers receiving a failing grade would NOT have fulfilled the EL outcomes in their EL projects.</p> <p><u>There is LITTLE or NO evidence of:</u></p> <ul style="list-style-type: none"> • 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; <p>Additionally, they demonstrate <u>LITTLE or NO evidence</u> of critical self-reflection on their involvement with the EL project, and the impact of their experiences on their personal and professional development.</p>

Important Notes:

1. 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.
2. 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.
3. 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, and the Associate and (Learning and Teaching). A representative of the community partner for which the student teacher was assigned might also be asked to attend.

EL Reflection

A summary reflection (approximately 1,200 words) to be submitted within two weeks after completion the EL project to conclude what you have learnt from EL. (Refer to **Appendix** for details)

PGDE – PT Experiential Learning
Assignment Specification and Assessment Rubrics – *EL Reflection*

Aims:

The reflection / blog entry serves the following purposes:

- To allow you to make critical reflection during your Experiential Learning (EL) and supervised teaching;
- To illustrate your perceptions and understanding of target communities/social groups, learning and teaching, personal and professional development, ethical considerations, project impact and intercultural communication (where applicable);

Task:

You will be asked to write a summary reflection of approximately 1,200 words after your EL project ends. The objective of the reflection is to summarize and reflect what you have gained from EL and you are encouraged to use multimedia tools to capture your learning process (e.g. photos, videos, poems... etc.) You should submit your summary reflection to Moodle within two weeks after completion of your EL project.

You are welcome to choose your own reflective prompts, but the following reflective prompts and questions may also be used:

- What have you learned about yourself on this project/ practicum / visit that you didn't know before?
- What are some of the successes and/or challenges you have faced when learning in a different learning context (away from the university classroom)?
- How has your EL project / practicum / class observation helped you to broaden your experience?
- What was your significant learning?
- What can you take from this learning experience and use in your teaching?

- How has it helped to inform you about educational issues such as teaching and learning that you might have learned in MM/II or CLI?
- How has the project contributed to your personal, social and intellectual development?
- Is the impact of your work temporary or longer lasting? Does it work to challenge some of the forces that created the need for an NGO in the first place?
- To what extent does the work you are doing address inequalities or social injustices?
- To what extent is the EL opportunity based on the disadvantage of others? Or your own privilege?

** You may also refer to the Learning Outcomes (LOs) stated above and use these as starting points for your reflection.*

Assessment:

The EL team and/or your Major Methods (MM) / Integrated Inquiry (II) tutors will post comments and feedback on some or all of your MOODLE reflection during and after the EL block.

Please note:

- *You are welcome to write more than the suggested no. of words on a reflection.*
- *Please make sure you upload your reflection to MOODLE and do not email Word Documents to your tutors (tutors will use their own time to respond to individual reflection).*
- *Moodle link for PGDE PT (2022-24 cohort): <https://moodle.hku.hk/course/view.php?id=96877>*

Your work will be assessed based on the criteria described below:

Grade Descriptors for EL Reflection in Experiential Learning

	←-----PASS-----→				←.....FAIL.....→
Addressing the Prompt or Research Question (set by student)	Identifies and addresses clearly the main question(s) or prompt being posed in your reflection and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Identifies and addresses the main question(s) or prompt being posed in the reflection and most of the subsidiary, embedded or implicit aspects.	Identifies and addresses the main question(s) or prompt being posed in the reflection and some of the subsidiary, embedded or implicit aspects.	Identifies part of the main question(s) or prompt being posed in the reflection and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Lacks an understanding of what the reflective question or prompt requires.
Intellectual Engagement with Experiences, Knowledge and Practice	Reflection consistently demonstrates informed, thoughtful and sustained engagement with a broad range of relevant experiences, theories and issues (where appropriate). The writer draws insightful connections between the experiences and other related issues in the students' knowledge of related theory and practice. Points are well supported through the use of evidence.	Reflection mostly demonstrates informed and thoughtful engagement with a broad range of relevant experiences, theories and issues (where appropriate). The writer draws connections between the experiences and other related issues in the students' knowledge of related theory and practice. Points are generally supported through the use evidence.	Reflection mostly indicates informed intellectual engagement with concepts, theories and issues but not always with sufficient depth, breadth or understanding. The writer draws rather simplistic connections between the experiences and other related issues in the students' knowledge of related theory and practice. Points are generally supported through the use of evidence.	Reflection indicates some intellectual engagement with concepts, theories or issues but mostly at a superficial level. The writer draws simplistic connections between the experiences and other issues in the students' knowledge of related theory and practice. There is a lack of evidence in support of points made.	Reflection reveals an absence of intellectual engagement with concepts, theories or issues. Writings are irrelevant or superficial. No attempt to link experiences and other related issues to the students' knowledge of related theory and practice. Viewpoints are poorly articulated and unsupported or supported.
Personal Development	Develops extensive and highly perceptive self-understandings from reflective postings. Is able to draw upon personal examples in everyday life and consistently demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	Develops some perceptive self-understandings from reflective writings. Generally disposed to scrutinizing own beliefs, values and behaviours, but not always in a sufficiently critical manner. Shows some openness to change.	Develops some limited self-understandings from reflective writings. Shows willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of the development of self-understanding from the reflective writings. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.
Mechanics	The reflection shows evidence of diligent editing and proof-reading and a desire to make the reflection accessible to a reader. The language contains very few, if any, errors in grammar and vocabulary.	The reflection shows evidence of editing and proof-reading and a desire to make the reflection accessible to a reader. The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.	The reflection shows an attempt to edit and proof-read. The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible.	The reflection is fragmented and/or inconsistent. The language is sufficient for meaning to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary.	The reflection is missing some entries. Errors in language and vocabulary are so frequent and distracting that the journal is largely incomprehensible.