

**Faculty of Education  
The University of Hong Kong**

**Experiential Learning**

**Student Handbook**

**2022 - 2023**

## Table of Contents

Message from the Experiential Learning Team	3
The Significance of Experiential Learning in Teacher Preparation	5
Aims and Learning Outcomes of Experiential Learning	7
Experiential Learning Requirements for Students	9
Experiential Learning: Roles and Responsibilities	14
Special Issues	16
Experiential Learning Opportunities 2022-23	18
Frequently Asked Questions (FAQ)	20
References and Readings	22
Experiential Learning Team	23

*(Every effort has been made to ensure that the information contained in this Experiential Learning Handbook is accurate at the time of publication. However, changes may be made from time to time and the Faculty of Education reserves the right to make amendments to any information contained in this Handbook without prior notice. The most updated information will be available on the Experiential Learning website: <https://el.edu.hku.hk/>)*

## **Message from the Experiential Learning Team**

The Experiential Learning team is very proud to introduce you to our Experiential Learning (EL) initiatives and here we outline the Faculty's EL programme and the exciting opportunities it presents.

Since 2015 we have been actively promoting EL as a crucial element in teacher preparation programmes across the Faculty. From 2019-2020 onward, EL is a compulsory part of many programmes, such as the double degrees at undergraduate (UG) level and the postgraduate diploma in education (PGDE) full-time programme. In other programmes, the projects may be stand-alone credit-bearing electives or built into an existing course. Other projects posted on our EL website may be entirely voluntary, and we will continue to promote new initiatives, so please keep checking for updates and new projects. We hope you can take some time to explore some of the learning opportunities that are open to you and to plan your studies so that you can include some EL during your time with us. We are very proud to say that about 2,000 students from every discipline and programme have engaged with EL projects in this Faculty since 2016.

We hope that you will all come to see the value of EL during your time with us and that you will feel inspired to participate. One of the most impressive features of our projects has been the inter-disciplinary nature of the projects and courses as students from different programmes and even Faculties come together to collaborate and co-construct knowledge on local and international EL courses. Please take time to read some of the feedback from our students because their sharing of experiences of different EL projects in this handbook clearly demonstrates how much our beginning teachers have grown personally and professionally through this process of learning together. It is a unique chance to work with different students from a range of years and backgrounds as most of your regular education courses will be discipline-based or with classmates from the same academic year.

We see EL as the third layer of learning away from more conventional models (campus learning and field experience in schools) whereby the community outside the university becomes an 'inter-space' for knowledge building and the source of multiple learning opportunities. We hope that through participating in these projects you will better understand real-world environments, better integrate understanding of theory and practice and broaden your local and global outlook. All of our projects are aimed at developing the core skills (both personal and professional) that support you in the process of becoming a 21<sup>st</sup> century teacher. Teaching is never only about acquiring technical skills; it is also about acknowledging and utilising the wealth of learning opportunities in the world and taking a positive approach to challenges in our schools and the wider communities that they belong to.

Core qualities that are highly relevant to teaching (and life!) are evident in many of our EL projects. These include passion, commitment, community-based knowledge, cultural awareness, collaboration, appreciation of diversity and individual differences etc. The settings for our EL projects may be local, overseas and/or in the Mainland. Due to the COVID-19 pandemic, most of the projects are localised in Hong Kong because we really do believe that building a bridge between our university and the local community is a benefit to us all. Let's not forget that as teachers we are serving the local community, so it surely makes sense to get to know our local communities better because it is where our future students will all come from.

We want our projects to push you outside your comfort zones so that you come to understand more about your strengths and also those areas in which you are less confident. Our projects are closely supervised by the EL team, your tutors and by our many community partners in Hong Kong and the region and all of our credit-bearing EL electives are taught courses. We will walk alongside you on these EL courses and we also learn from you.

We hope that you will be as excited about this initiative as we are. EL is a fantastic opportunity for all of you, so we encourage you to find out about the menu of projects on offer this year, and sign up for a project that really interests you. Some projects are offered each year and some are offered every other year so take time to find out about what's on offer and when so you can plan your studies accordingly. We ask you to approach EL

with an open mind, an eagerness to learn, and a willingness to challenge yourself. We look forward to meeting you in the coming months and do not hesitate to contact us if you have any questions or worries about EL. Good luck – and enjoy the experience!

Dr LO Yuen Yi, Rowena LIU, Vivien LEE, Nelson LAI, Justina LAW  
(Experiential Learning Team, Faculty of Education)

## The Significance of Experiential Learning in Teacher Education

Recognising that learning and experience are inextricably connected, the Faculty of Education is actively promoting EL across our UG and PGDE programmes to enable students to expand their understanding and practice as future education professionals beyond the formal classroom and school context.

**Our EL initiatives come at a time when traditional models of teaching are being replaced by different models of learning. This shift challenges the way we see teaching and learning. For example, should education *only* be consigned to classrooms, books, or video demonstrations? We believe not. The difference between a model of teaching and a model of learning can best be seen in the observation made by Thomas and Seely Brown that while a ‘teaching-based approach focuses on teaching us *about* the world, the new culture of learning focuses on learning through engagement *within* the world’ (2011, p.38).**

We believe that it is through practice and engagement within the world that our students apply their theoretical knowledge and go on to construct their own theories. Learning can only occur when one makes sense of new experiences and incorporates them into a broader conceptual framework; it is not enough for our students to be the recipients of second-hand knowledge passed down from teachers in the classroom or lecture hall. Instead, students construct their own knowledge of the world by actively engaging in real-life situations that are not always predictable or well-defined. When students reflect on their own personal experience(s), they come to understand the relevance of their academic subjects to the real world and develop a clearer grasp of social and global issues. Such knowledge construction through EL often takes place in social settings and allows students to develop crucial skills that include critical thinking, creativity and problem-solving skills, communication skills, as well as leadership and team work capabilities.

The dialectic relationship between ‘knowing’ and ‘doing’ underpins the current undergraduate curriculum reform in this university. EL opportunities occur in various ways both within our own teacher preparation programmes – either as a compulsory part of a course such as on the PGDE programme, or as a stand-alone credit-bearing component as seen on our UG programmes. They can also be non-credit-bearing experiences beyond the programmes. These learning opportunities may take various forms, including undergraduate research projects, language-immersion programmes, exchange studies, service learning projects, and internship opportunities. Our students have the chance to undertake EL through extended participation with overseas and/or local community projects, but regardless of where they occur, experiential projects promoted by the Faculty of Education aim at enhancing students’ understanding of real-world environments, expanding their capacity to integrate theory and practice, and broadening their global outlook.

Through participation in EL projects in this Faculty, we have seen our students cultivate a strong sense of civic responsibility and sensitivity for people in the surrounding social milieu, particularly the under-privileged.

For more information about EL in the Faculty of Education, please visit the website at <https://el.edu.hku.hk/>.

References:

Thomas, D., & J. S. Brown, (2011). *A New Culture of Learning: Cultivating the imagination for a world of constant change*.

## **About this Handbook and the Projects on Offer**

This handbook contains a number of exciting EL opportunities for students across our PGDE and UG programmes. These projects have been developed over the past few years with various NGOs and organisations in Hong Kong and outside. We hope that you will take time to read the project descriptions that our local and overseas partners have provided for us and then take the initiative to apply for a place on one of the projects. Before you participate in the formative experience that each project offers, we will do our best to equip you all with the necessary background information, practical and intellectual tools that will enable you to engage with your respective community as well as ethical and moral issues along the way. In most cases you will have the chance to meet with our community partners before you undertake your EL project. Working with these partners will be a very important part of the learning process. Your passion and commitment are vital but so, too, is a strong sense of responsibility.

Make your learning journey at the Faculty of Education an even more memorable one and find out more about yourself and the world around you in the process.

# **Aims and Learning Outcomes of Experiential Learning**

## **Aims:**

In broad terms, the implementation of EL 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 programmes in our Faculty.

### **LO1 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.

### **LO2 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.

### **LO3 Supporting stakeholders and beneficiaries**

- Develop teaching and learning resources that cater for 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.

**LO4 Professional conduct and reflections**

- Develop and display critical reflections on the strengths and weaknesses of own practices;
- Propose and implement changes as a result of these reflections to ensure ongoing personal and professional development;
- Write a reflective response that shows your appreciation of, and engagement with an ill-defined 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.



# Experiential Learning Requirements for Students

## Undergraduate (UG) Students

All UG students are strongly recommended to undertake at least **one overseas and one mainland** experiential learning (EL) activity throughout their years of study with our university.

### Double-degree programmes

All incoming UG students for BA&BEd(LangEd)-English, BA&BEd(LangEd)-Chinese and BEd&BSc from the 2019-20 cohort are required to fulfill the requirements of at least one EL activity through a Community-based Professional Practicum (CPP) project before the start of their fourth year. The settings for CPP projects may be local, overseas and in the Mainland. All are aimed at pushing students out of their comfort zones and enabling them to foster skills and values that are relevant to a career in education. Students are required to undertake 6 credits from education-related EL courses or CPP projects offered by the Faculty of Education before the start of Year 4.

List of CPP courses offered in 2022-23 can be viewed at

<https://el.edu.hku.hk/introduction/experiential-learning-requirements-for-students/community-based-professional-practicum-cpp-courses-2022-23/>.

In addition, BA&BEd(LangEd)-English and BA&BEd(LangEd)-Chinese students are required to participate in the compulsory language immersion programme funded by the HKSAR Government.

BEd&BSocSc students from the 2019-20 cohort onward are required to take a 6-credit Professional Practicum course in Year 3 and 24 credits of off-campus learning under the twin themes, Social Innovation and Global Citizenship, through the Faculty of Social Sciences.

### Other programmes

Students in other programmes are strongly encouraged to participate in optional EL projects throughout their period of studies.

## Postgraduate Diploma in Education (PGDE) Students

### Full-time students

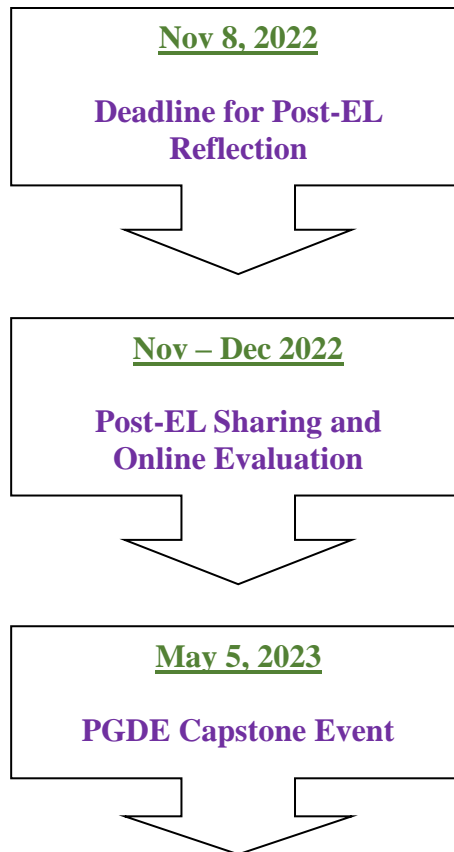
PGDE full-time non-language major students are required to undertake EL in Semester 1 of the programme. The experiential placement normally lasts for five to six weeks. Students can either enrol in an EL project offered by the Faculty of Education, or nominate their own project (which must be approved by the Faculty's EL Team first; please see below). Details of the Faculty-offered EL projects are available at our EL website (<https://el.edu.hku.hk/opportunities/pgdefull-time-el-block/>). Please note that Chinese and English majors have their immersion programmes at this time, and the following:

- Students are normally expected to work five full days per week at the partner organisation. Weekend or evening duties may be required on a case-by-case basis with compensatory leave arranged on weekdays subject to the community partners' approval. Individual community partners will decide the work schedule at the outset of the project.
- Students are expected to comply with the requirements set by individual partners and these will also be negotiated with the Faculty.
- After students sign up for a particular project, the Faculty expects them to remain committed

throughout the duration of their engagement with the respective institution/organisation. If students fail to complete their projects due to unsatisfactory attendance or by leaving the project earlier, they will not receive any credits for this compulsory part of the programme.

### ***EL Timeline for PGDE (Full-time) 2022-23***





### Part-time students

EL is **optional** for PGDE part-time students to enrol as an elective course. Students will be asked to apply for an EL project offered by the Faculty of Education, or nominate their own project (which must be approved by the Faculty’s EL Team first; please see below) by the end of their first year of studies. EL may take the form of professional learning experiences in or outside Hong Kong. Details of the Faculty-offered EL projects are available at our EL website (<https://el.edu.hku.hk/opportunities/pgde-part-time-el-elective/>).

### **EL Possibilities for Self-nominated Project**

PGDE students (both full-time and part-time) can nominate their own EL projects using the proposal template available on our EL website (<https://el.edu.hku.hk/resources/useful-resources/>). Self-nomination can be made individually or in group (max. three students). Students are always welcome to discuss their project idea with the EL team. In addition, PGDE full-time students must consult their Methods Coordinator on the proposed project before submission. (This part is optional for PGDE part-time students.) The decision of the EL office over whether the proposed project is feasible or not is FINAL.

Self-nominated projects should NOT be something that are part of students’ regular schedule (like an annual school picnic, or an assembly, etc.) and it should NOT be only about teaching or classroom work (such as teaching a new class, or working with a new textbook, etc.) We are expecting PGDE part-time students to explore other learning spaces that are outside the normal school context. We hope that the proposed projects allow for professional and personal growth and that students learn something new from the process, and just as importantly, in the process give something to the community or a particular group in the community. **Therefore, the EL project should produce a sense of service or community engagement.**

### ***What can you do for an EL project?***

- You might propose working on an Other Learning Experiences (OLE) project in your school - perhaps planning a new one or modifying an existing one. We know that many schools have been engaging with community work and overseas trips and you are welcome to build on one of these if you elect to adopt it as your EL project.
- You might think about proposing a class visit/educational activity with an NGO like UNICEF, Crossroads, Oxfam, etc. This would involve planning and implementation and would constitute an innovative EL opportunity for you and your school students, if possible. We believe that would help to include a debriefing or consolidation/sharing session with students after the visit to enhance the learning process. We also suggest that you try and negotiate such a project with your school principal or panel chair, in the context of your own professional development and the benefits for your students.
- You might propose volunteering your own time with an NGO (perhaps an organisation you have already worked with, or one you would like to work with). Your EL project does not have to be school-related. It would then be voluntary work between you and an NGO of your choice (or one from the EL website) and you could complete this at any time over the course of the 2-year PT PGDE.

### **EL Assessments for PGDE**

PGDE non-language major students' performance in EL will be assessed on two key dimensions:

- Professional conduct; and
- Written reflections, satisfactory completion of EL projects including feedback from project supervisors and participation in a final poster presentation integrated with the capstone requirement.

PGDE full-time students will be required to:

- (1) Submit a personal statement to explain why you would like to join the Faculty-offered EL project at the application stage **or** a proposal to detail the arrangement of your self-nominated EL project;
- (2) Submit a total of two reflections (i) a pre-departure essay before the project commences and (ii) a final reflection within one week after the EL block period; and
- (3) Participate in a capstone presentation event with an individually designed poster at the end of the academic year. (See separate assignment documents on this capstone event for all PGDE FT students)

PGDE part-time students who opt for EL as an elective will be required to:

- (1) Submit a summary reflection within two weeks after the EL period.

## Levels of Performance and Descriptors

Experiential Learning	
Pass	Fail
<p>Student-teachers receiving a pass grade are expected to fulfil the EL outcomes in their EL projects.</p> <p><u>There is evidence of:</u></p> <ul style="list-style-type: none"> <li>• Effective engagement and participation with the student teacher’s EL project;</li> <li>• Satisfactory completion of the projects set by the NGO or stakeholder;</li> <li>• Professional conduct at all times;</li> </ul> <p>Additionally, they demonstrate <u>evidence</u> of critical self-reflections 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 fail 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"> <li>• Effective engagement and participation with the student teacher’s EL project;</li> <li>• Satisfactory completion of the projects set by the NGO or stakeholder;</li> <li>• Professional conduct at all times;</li> </ul> <p>Additionally, they demonstrate <u>LITTLE or NO evidence</u> of critical self-reflections on their involvement with the EL project, and the impact of their experiences on their personal and professional development.</p>

The detailed EL assessment descriptors for PGDE can be downloaded from the EL website (<https://el.edu.hku.hk/resources/useful-resources/>).

### Important Notes:

1. The overall EL component in the PGDE full-time programme consists of 18 credits, with a combination of 12 credits for *Professional Practicum* and 6 credits for *Experiential Learning*.
2. 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.
3. 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.
4. 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, the School-University Partnership Office Director, and the Associate Dean (Learning and Teaching). A representative of the EL partner for which the student teacher was assigned might also be asked to attend.

# **Experiential Learning: Roles and Responsibilities**

## **The Role of Our Experiential Learning Partner Institutions/Organisations:**

The Faculty highly appreciates the commitment of its partners in offering learning opportunities and supervising our student teachers. Each partner is asked to undertake the following tasks:

### **(a) Programme design**

The design of EL programmes mostly depends on the planning of the partner organisation. EL partners are expected to stipulate the details of the programmes while liaising with the Faculty before commencement of the programme application period. Should there be any changes in the programme details, EL partners would inform the Faculty at the earliest instance.

### **(b) Supervision and coordination**

EL partners are expected to designate at least one staff member to act as an EL mentor of the programme in the following areas:

- ◆ To communicate with the Faculty and university tutors;
- ◆ To brief students about the mission, structure and relevant information of the partner institution/organisation;
- ◆ To lead overseas and mainland EL programmes; and
- ◆ To be the direct contact person to provide advices and assistance to participants throughout the programme period.

### **(c) Accommodation and programme fee arrangement**

EL partners should provide safe environments for participants to carry out their projects and activities. For overseas and mainland programmes, accommodation is expected to be arranged for participants. All programme fees and necessary charges should be made known to students before commencement of the programme, and no additional charge upon students after commencement of the programme will be allowed.

### **(d) Leave approval**

Students are not expected to take any leave (personal, study or work-related) during the programme period. Leave application should only be considered under special circumstances, and students should seek endorsement from the EL partner at least one week in advance and inform the EL team. Failure to follow the above application procedures may result in a student failing the course. No retrospective application for personal leave will be considered. The Leave Application Form can be obtained from the Faculty's EL website (<https://el.edu.hku.hk/resources/useful-resources/>).

### **(e) Performance assessment**

Students' performance will be assessed by representatives from both the EL partner and the Faculty. The assessment criteria will be discussed and agreed upon by both parties prior to the commencement of the project.

#### **(f) Feedback from partner**

EL partners are invited to communicate closely with the Faculty about issues relating to the students' performance whenever necessary.

### **Responsibilities of Student Participants:**

#### **(a) General expectations of student participants**

Students participating in EL programmes are expected to take the initiative to learn by acquiring direct experience in the following areas:

- ◆ Exposure to relevant social issues;
- ◆ Learning of related strategies and practices;
- ◆ Development of analytical, interpersonal, problem-solving and critical thinking skills; and
- ◆ Integration of academic knowledge with hands-on practice.

#### **(b) Professional conduct and behaviour**

Participants in the Faculty of Education should be guided by principles of professional conduct and behaviour while on campus and in all project locations.

Professional conduct includes the following:

- ◆ Punctuality and attendance;
- ◆ Notifying the EL partner and the EL team immediately when feeling sick or otherwise unable to attend the scheduled activities;
- ◆ Appropriate dress, behaviour and appearance; and
- ◆ Being polite and respectful towards staff of the partner institutions/organisations.

#### **(c) Relationship with experiential learning partners**

During the programme, students should work under the instruction and guidance of the EL partner. Student participants are expected to comply with the policies of the partner institutions/organisations, to collaborate with the partner coordinator, as well as other participants in the programme.

In case of any emergency, students should seek advice from the partner organisation contact person, university supervisor or the Faculty immediately.

#### **(d) Feedback from student participants**

After completion of the EL project, students will be required to complete an online evaluation to share their views on the EL project arrangement.

## **Special Issues**

### **Attendance**

Students are required to complete the full EL programme and attend ALL on-campus and off-campus sessions arranged for them. In case of illness, students should report to the respective EL mentors and the EL team by telephone and submit the application to the Faculty with a copy of the relevant medical certificate.

Normally students are not expected to take any leave during the programme period. Leave applications will only be considered under special circumstances. PGDE full-time non-language major students are expected to work five full days per week during the EL block. Evening or weekend duties may be required depending on the nature of the projects and if this happens then, compensatory leave will be arranged through mutual agreement with the EL partners.

### **Work Etiquette and Ethics**

During the EL period, all student participants are considered as staff or members of the partner institutions/organisations. Therefore, the protocols and expectations of the partners should be fully observed at all times. This concerns reporting time, overtime work and compensatory leave, bad weather arrangement, punctuality, professional conduct, dress code, etc.

### **Safety and Insurance**

EL partners are expected to provide a safe environment so that our students can carry out all assigned EL activities. Students are reminded to pay attention to personal safety and security issues while undertaking EL activities.

All students who pay a composition fee are allowed to use the services available in the University Health Service (UHS) according to their entitlements. Students who sustain injuries or incur sickness in the course of their University work are entitled to treatment at the UHS. When injuries or sickness occurs in Hong Kong, but outside of the University premises (e.g. during field trips, project work or site visits), the normal UHS service is still available.

For fieldwork conducted outside Hong Kong where the facilities of the UHS are not available, the University has arranged a general group insurance for overseas medical expense incurred by students. Details of the insurance: [https://intraweb.hku.hk/reserved\\_2/finance/student/insurance.html?v=1462778007999](https://intraweb.hku.hk/reserved_2/finance/student/insurance.html?v=1462778007999). For further questions about the insurance coverage, please contact the Finance and Enterprises Office through email at [feo\\_insurance@hku.hk](mailto:feo_insurance@hku.hk).

Students should ensure that they are covered by comprehensive health, accident, personal property and travel insurances for the entire period of staying abroad. In addition to the standard insurance coverage provided by the University, students may personally arrange additional coverage at their own expense.

### **Travel Documents**

Students participating in EL programmes outside Hong Kong should ensure their current passport is valid throughout the programme period. Many countries do not allow anyone to enter the country if the person's passport has less than six month's validity from the proposed departure date. Students are expected to check these details before enrolling on an overseas project.

Students are also required to apply for a visa for entry to a foreign country on their own if necessary, and be responsible for the visa application fees.



## **Finance**

Students should be prepared to take care of all expenses incurred for EL activities. Funding from the Faculty/University/other donors may be available to support part of the costs for certain projects. However, funding will not be available for all projects.

If students have to withdraw from the EL projects due to personal reasons, they will have to pay back all pre-paid costs (e.g. flight tickets and accommodation) which are subsidized by funding from the University or other sources.

## **Activities and Events outside Experiential Learning Partner Institutions/Organisations and outside Regular Working Hours**

Students should pay attention to personal safety and security issues while undertaking EL activities. Students should be informed of the location for conducting their activities beforehand if it is outside the partner institutions/organisations.

When EL activities outside regular working hours are necessary, students should cooperate with the EL partners and work within agreed parameters under a suitable level of supervision.

## **Bad Weather**

Students are expected to follow the instructions of the community partners when Tropical Storm Warning Signals or Rainstorm Warning Signals are hoisted.

## **Experiential Learning Opportunities 2022-23**

*(Information about the Faculty's EL opportunities may change from time to time. Please visit <https://el.edu.hku.hk> for the most updated details of all EL projects.)*

### **Experiential Learning Projects (for UG students)**

- BBED6747 Developing the Competence in STEM Education (Full-year)
- BBED6787 Ocean Park Experiential Learning Project (Full-year)
- BBED6798 Design Thinking in Action (Semester 2)
- BBED6800 CantoGather: Teaching Lower Primary Non-Chinese Students Cantonese (Semester 1 and Semester 2)
- BBED6802 Outdoor Environmental Education Experiential Learning Project (Full-year) <sup>1</sup>
- BBED6803 Serving to Learn: Co-constructing the Community through Student Leadership (Semester 2) <sup>1 2</sup>

### **Non-Faculty Community-based Professional Practicum (CPP) Courses (for BA&BEd(LangEd)-CHI, BA&BEd(LangEd)-ENG and BEd&BSc)**

- CAES2002 Digital Storytelling Online (Semester 1)

#### Important Notes:

1. New courses
2. Students must complete BBED3002 (Learning Support 1 - Catering for Diverse Learning Needs) before taking BBED6803.

#### Project Details

<https://el.edu.hku.hk/opportunities/ug-el-electives/>

## **Experiential Learning Projects (for PGDE Full-time students)**

Amity Apprentice – Quest for Living Water (Amity Foundation)

Break the Stigma - Gender Justice & Period positivity (Happeriod)

Chinese Function: mLang – e-pedagogy and learning platform support junior primary school students to learn Chinese language (mLang)

Experiential Learning at DISI (Jockey Club Design Institute for Social Innovation)

Experiential Learning at EdCity (Hong Kong Education City)

Experiential Learning at HKHS (Hong Kong Housing Society)

Experiential Learning at HOBBYHK

Experiential Learning at ICE (Inter Cultural Education)

Experiential Learning at JAHK (Junior Achievement Hong Kong)

Experiential Learning at Principal Chan Free Tutorial World (Mun Chung Kwai Chung Learning Centre)

Experiential Learning at UNICEF HK

Experiential Learning at World Vision (World Vision Hong Kong)

Experiential Learning in MAKER+ (TWGHs Wong Fung Ling College)

Financial Education in Hong Kong (Hong Kong Family Welfare Society – Financial Education Centre)

Outdoor Environmental Education Experiential Learning at OWLHK

PGDE in Ocean Park Academy

Positive Education at Teengineer

STEAM Curriculum Writing Project (Big Bang Academy Hong Kong)

STEM Project Coordinator (Robot Institute Hong Kong)

‘Technology Enhanced Learning’ in Special School (Buddhist To Chi Fat She Yeung Yat Lam Memorial School)

Understanding Diverse Needs (Boaz International Education Institute)

WWF One Planet Education Programme

YMCA STREAM Experimental Learning International Project (Chinese YMCA of Hong Kong)

Project Details

PGDE full-time EL: <https://el.edu.hku.hk/opportunities/pgdefull-time-el-block/>

## Frequently Asked Questions (FAQ)

### 1. Will I need to attend an interview with an EL partner?

*Not all applicants will have to be interviewed before participating in an EL project. Interviews will be arranged at the request of the EL partners. Applicants will be informed if interviews are required.*

### 2. Can I receive financial support for my participation in EL activities?

*Most EL projects for UG students will be subsidized by the EL fund from the Gallant Ho Experiential Learning Centre and students will be required to contribute part of the total expenses only. For other sources of financial support, please refer to <https://el.edu.hku.hk/financial-support/>.*

### 3. What will happen if my selected project is oversubscribed?

*Applications will normally be considered on a first-come-first-served basis. PGDE full-time students will be asked to indicate 3 preferred projects at the application stage, and will be assigned with a project according to their priority of choices. Students will be contacted individually for other arrangements if all 3 preferred projects are oversubscribed. Students are reminded that quotas are set by the community partners and that we may not be able to provide additional places should a course or project be oversubscribed.*

### 4. Can I apply for an EL project about a specific area which I am not major in?

*Most EL projects are open to students of all majors unless specified. Students are advised to read the project details carefully to find out more about eligibility, project duration and other important information before making an application.*

*For the PGDE full-time EL programme, the intake of students follows the stated pre-requisite strictly. Students applying for a project without the stated pre-requisite will be rejected directly by the community partner. Therefore, it is essential to read the project details carefully before indicating your first three choices.*

*However, in the UG programmes, we have had experience of having Chinese major students teaching English in Vietnam and Cambodia who had shown to be excellent members of the project teams. Therefore, we encourage ALL students to apply the UG EL programmes regardless of the project focus. In these programmes, the student teachers' interest, passion and commitment to a project are our primary consideration.*

### 5. Will I be covered by the University's insurance while participating in EL activities?

*Group travel insurance will be provided for all HKU students going on overseas trips. More details of the insurance can be obtained from:*

*[https://intraweb.hku.hk/reserved\\_2/finance/student/insurance.html?v=1462778007999](https://intraweb.hku.hk/reserved_2/finance/student/insurance.html?v=1462778007999).*

### 6. Will the Faculty help with my visa application if I am participating in an overseas EL project?

*Students are expected to take care of their own visa applications and other necessary pre-departure preparation. They can seek advice from the Faculty office if they encounter any problems with their preparation.*

**7. Can I extend my overseas trip after completion of an overseas EL?**

*Students are allowed to extend their overseas trip after the EL project period with prior approval obtained from the project coordinator (as long as it does not involve missing timetabled classes or commitments at HKU). Students who decide to travel before or after the EL period are responsible for obtaining their own travel insurance beyond the EL period.*

**8. If I am doing a PGDE EL project during the timetabled block, can I continue the work on a voluntary basis after I return to class for my coursework?**

*Yes, certainly. Students are most welcome to continue with the EL as volunteers after the timetabled period. One of the Faculty's aims in setting up these EL projects is to serve the community by establishing a sustainable service or relationship with the partner organisation.*

**9. Can I propose my own EL project? Who should I talk to if I have an idea about a project I'd like to do on my own?**

*For UG students, self-nominated initiative can be considered under BBED6803 – Serving to Learn: Co-constructing the Community through Student Leadership. Students are welcomed to work in teams to propose their own project and please approach the EL team for advice.*

*If PGDE students are already working on their own EL projects, they may be considered as fulfilling the EL requirements with their own work or project. Students are advised to send the proposed project details to [eledu@hku.hk](mailto:eledu@hku.hk) if they would like to nominate their own project. However, the decision of the EL office over whether the proposed project is feasible or not is FINAL.*

## References and Readings

- Barkhuizen, G., & Feryok, A. (2006). Pre-service teachers' perceptions of a short-term international experience programme. *Asia-Pacific Journal of Teacher Education*, 34, 1, 115- 134.
- Coles, R. (1993). *The Call of Service: A witness to idealism*, Houghton Mifflin Company.
- Darling-Hammond, L. (1998). Teacher learning that supports student learning *Educational Leadership*, 55, 5, pp. 6–11.
- Dewey, J. (1938). *Experience and Education*. New York: Collier Books.
- Farrell, T. S. (2012). Reflecting on reflective practice:(re) visiting Dewey and Schön. *TESOL Journal*, 3, 1, 7-16.
- Hart, S. (2006). Breaking literacy boundaries through critical service learning: education for the silenced and marginalized. *Mentoring and Tutoring*, 14, 1, 17-32.
- King, J. T. (2004). Service-learning as a site for critical pedagogy: A case of collaboration, caring, and defamiliarization across borders. *Journal of Experiential Education*, 26, 3, 121-137.
- Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development* Englewood Cliffs, NJ: Prentice Hall.
- Roberts, J.W. (2012). *Beyond learning by Doing: Theoretical currents in experiential education*, Routledge, New York.
- Root, S., & Swick, K. J. (2001). A framework for conceptualizing and doing research on service-learning in preservice teacher education. In J. B. Anderson, K. J. Swick, & J. Yff (Eds.), *Service-learning in teacher education: Enhancing the growth of new teachers, their students, and communities* (pp. 141-152). New York: AACTE Publications.
- Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco, CA: Jossey-Bass
- [http://el.edu.hku.hk/wp-content/uploads/sites/3/2016/08/aacu\\_high\\_impact\\_2008\\_final.pdf](http://el.edu.hku.hk/wp-content/uploads/sites/3/2016/08/aacu_high_impact_2008_final.pdf)
- Chow, J. M. L., & Harfitt, G. J. (2019). Preparing a twenty-first century teaching force through mandatory community-based experiential learning. In Peters, M. (eds), *Encyclopedia of Teacher Education*. Springer: Singapore.
- Chow, J.M.L., Zou, T.X.P., & Yu, J.Y.Y. (2018). *Experiential Learning: A Guidebook for Facilitators*. Retrieved from: [http://bit.ly/HKU\\_EL\\_guidebook](http://bit.ly/HKU_EL_guidebook)
- Harfitt, G. (2019). Community-Based Experiential Learning in Teacher Education. In Oxford Research Encyclopedia of Education.
- Harfitt, G.J. (2018). The role of the Community in teacher preparation: exploring a different pathway to becoming a teacher. Invited and inaugural article for *Frontiers in Teacher Education, Frontiers Journal*, Vol 3, Article 64.
- Harfitt, G. J., & Chow, J. M. L. (2018). Transforming traditional models of initial teacher education through a mandatory experiential learning programme. *Teaching and Teacher Education*, 73(2018), 120 - 129.
- Harfitt, G. J., & Chow, J. M. L. (2018). On 'becoming' a teacher: The impact of experiential learning on initial teacher education. In T. York, B. Tinkler, A. Tinkler, (Eds.) *Service-learning to Advance Access & Success: Bridging Institutional and Community Capacity*. ASLR.
- Lo, M. M. (2019) Youth mentoring as service-learning in teacher education: Student-teachers' ethical accounts of the self. *Teaching and Teacher Education. Volume 80, pp. 218-226*.

## **Experiential Learning Team**

	<b>Tel</b>	<b>Email</b>
Dr LO Yuen Yi Associate Dean (Learning & Teaching)	(852) 3917 4290	<a href="mailto:yuenyilo@hku.hk">yuenyilo@hku.hk</a>
Ms Rowena LIU Lecturer	(852) 2241 5339	<a href="mailto:rowen@hku.hk">rowen@hku.hk</a>
Ms Vivien LEE Assistant Lecturer	(852) 3917 6117	<a href="mailto:vivleeq@hku.hk">vivleeq@hku.hk</a>
Mr Nelson LAI Executive Officer	(852) 3917 7634	<a href="mailto:nwyl@hku.hk">nwyl@hku.hk</a>
Ms Justina LAW Executive Assistant	(852) 3917 2544	<a href="mailto:lcjlaw@hku.hk">lcjlaw@hku.hk</a>
<b>Address</b> Room 647, Meng Wah Complex, The University of Hong Kong Pokfulam, Hong Kong		
<b>Website</b> <a href="https://el.edu.hku.hk/">https://el.edu.hku.hk/</a>		