

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

**Experiential Learning Requirements for the
Postgraduate Diploma in Education Programme – Full Time (PGDE-FT)**

- 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 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 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.

PGDE full-time students will undertake an EL placement in Semester 1 of the programme. The experiential placement normally lasts for 5-6 weeks of out-of-classroom learning activities, e.g. conducting school talks, educational workshops and exhibitions, internships, overseas or mainland service learning trips, etc. Students can either enroll in an EL project offered by the Faculty of Education, or nominate their own project (which must be approved by the Faculty first). Details of the projects are available at the EL website: el.hku.edu.hk

**Please note that Chinese and English FT majors have their immersion programmes at this time and these will also contain EL components.*

Please note the following:

- Students are normally expected to work 5 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 community partners' approval. Individual community partners will decide the work schedule at the outset of the project.
- Students are expected to comply with requirements set by individual community partners and these will also be negotiated with the Faculty / EL team.
- 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 early (at their request or the request of the community partner), they will not receive any credits for this compulsory part of the programme.

III. Assessment

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

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

As hurdle requirements, students are also required to attend two pre-EL departure briefings and one post-EL sharing session, and submitting an online post-EL survey as well.

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-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 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-reflections 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.

Pre-departure essay

A pre-departure essay (approximately 800 words) to be submitted before your EL project commences. (Refer to **Appendix I** for details)

EL Reflection

EL reflection (approximately 1,500 words) – one end-of-EL reflection to be submitted within two weeks after the EL block period. (Refer to **Appendix II** for details)

PGDE Capstone Event

Students will be participating in a programme capstone presentation event at the end of the academic year. (Details of the event will be provided by the PGDE programme office nearer the time)

PGDE - FT Experiential Learning
Assignment Specification and Assessment Rubrics - *Pre-departure Essay*

Aims:

The pre-departure essay serves the following purposes:

- To allow you to write an essay that will act as a starting point for your EL project;
- To allow you to demonstrate some research and prior knowledge of the community partner/NGO you are placed with;
- To allow you to demonstrate some research on the educational and social issues tackled by your EL project;
- To allow you to convey your expectations and worries ahead of the EL block; and,
- To serve as an important reference point as the course progresses.

Task:

In this part of the assignment, you are expected to write approximately 800 words (before your EL block or project starts) on your thoughts, expectations and concerns about the EL project you have chosen. In your reflection, include at least ONE academic paper to illustrate your understanding toward the educational or social issues tackled by your EL project. You are free to write your own starting prompt, but you might also include one or more of the following prompts and questions:

- What made you choose this EL project?
- What are you most looking forward to in this project, and why?
- What are some of the personal and professional challenges you anticipate on this project?
- How have you prepared for this project?
- What do you know about the community partner you are working with?
- Which area of work about your community partner that you are particularly interested in and which area you would like to know more?

- What do you most hope to learn over the next few weeks of the EL project?
 - To what extent does the work you are doing address inequalities or social injustices?
 - What are major academic theories that best illustrate the educational or social issues that your EL project addresses?
 - How relevant are the academic theories to the real-life situation?
 - Does it work to challenge some of the forces that created the need for an NGO in the first place?
 - To what extent is the EL opportunity based on the disadvantage of others? Or your own privilege?
 - What do you hope to apply to your EL project that you have learned on the course so far?
- * *You may also refer to the Learning Outcomes (Los) listed above for prompts and ideas.*

Assessment:

The EL team and/or your Methods / Integrated Inquiry tutors will read your pre-departure essay before you start your EL project and might provide you with comments or feedback via Moodle, email or through face-to-face means.

Please note:

- *You should write around 800 words.*
- *Please make sure you submit your pre-departure essay via Moodle before your EL block/ project commences.*
- *Your pre-departure essay can also be used later in subsequent assignments.*
- *Moodle link for PGDE FT: <https://moodle.hku.hk/user/index.php?id=107091>*

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

PGDE Grade Descriptors for Pre-Departure Essay in Experiential Learning (EL)

	←-----PASS-----→				←.....FAIL.....>
Understanding, Analysis, Synthesis, and Application of Knowledge in essay	An original prompt or question is chosen for discussion. Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of the EL project chosen.	An appropriate prompt or question is chosen for discussion. Generally perceptive and critical engagement with issues and themes; some shortcomings in understanding the EL project chosen.	An appropriate prompt or question is chosen for discussion. Occasional perceptive and critical engagement with issues and themes, but essay tends toward rather superficial understanding of the EL project.	An appropriate prompt or question is chosen for discussion. Very limited critical engagement with key issues and themes; rarely goes beyond reproduction of website and handbook description of EL project chosen.	A weak prompt or question is chosen for discussion. No critical engagement with issues, and themes. Essay characterized by inaccuracies and misunderstandings.
Structure / Organization of essay	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments and points. Paragraphing is appropriate at all times.	Introduction states writer's thesis or position, and conclusion summarizes main arguments and points. Paragraphing is appropriate.	Introduction and conclusion are included but do not fully capture the essence of the topic and discussion. Evidence of ability to paragraph, but some paragraphs lack a central idea or supporting detail.	Topic is not properly introduced and conclusion is very brief. Ability to construct a paragraph with a central idea and supporting details somewhat limited.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Research and discussion of the educational and social issues, project and NGO chosen	The writer is able to integrate a multitude of viewpoints in discussions, including those raised in the community by reputable secondary sources, including journalistic articles or research studies where relevant.	The writer is able to integrate different viewpoints in discussions, including those raised in the community by secondary sources, including journalistic articles or research studies.	The writer is able to identify viewpoints in discussions, including those raised in the community by secondary sources. However, the material is not well integrated.	The writer is able to identify viewpoints in discussions, including those raised in the community by secondary sources. However, the sources referenced are limited or obvious.	The writer uses only one or no outside source material in their discussion.
Mechanics of essay	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is mostly accurate but contains a few systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are mostly followed.	The language is sometimes inaccurate, although errors, when they occur, are more often in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) show some inconsistencies.	The language contains frequent errors in simple and complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) show significant inconsistencies and may contain errors.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

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

Aims:

The reflection serves the following purposes:

- To allow you to make critical reflections during your Experiential Learning (EL) and/ or Professional Practicum (PP) blocks;
- 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:

For this task you are expected to write and submit 1 summative reflection of approximately 1,500 words after your EL blocks. Ideally, you should submit the reflection within two weeks after the EL block. You are encouraged to use multimedia tools to capture your learning process (e.g. photos, videos and poems... etc.).

- 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 skills or experiences 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 with the community partner 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 reflections.*

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 reflections 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 reflections to MOODLE and do not email Word Documents to your tutors (tutors will use their own time to respond to individual reflections).*
- *Moodle link for PGDE FT: <https://moodle.hku.hk/user/index.php?id=107091>*

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

Grade Descriptors for EL Reflections 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	Reflections consistently demonstrate 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.	Reflections mostly demonstrate 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.	Reflections mostly indicate 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.	Reflections indicate 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.	Reflections reveal 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 reflections show evidence of diligent editing and proof-reading and a desire to make the reflections accessible to a reader. The language contains very few, if any, errors in grammar and vocabulary.	The reflections show evidence of editing and proof-reading and a desire to make the reflections accessible to a reader. The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.	The reflections show 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 reflections are 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 reflections are missing some entries. Errors in language and vocabulary are so frequent and distracting that the journal is largely incomprehensible.