HKU PGDE FT EXPERIENTIAL LEARNING 2023-24

AUG 25, 2023

Take 5 minutes with your neighbour, take turns and ask each other ...

- Your name and your programme?

- Why did you apply to this programme / why do you want to become a teacher?

- What EL projects are you interested in?

ICE-BREAKING

Take another 5 minutes with **a different person from a different programme,** take turns and ask each other …

- Your name and your programme?

- What educational issues are you interested in looking into and why?

- What EL projects do you wish the faculty had offered?

ICE-BREAKING

Share your answers!

What challenges do teachers nowadays face?

Trends Shaping Education

- Growth

- Living and Working

- Knowledge and Power
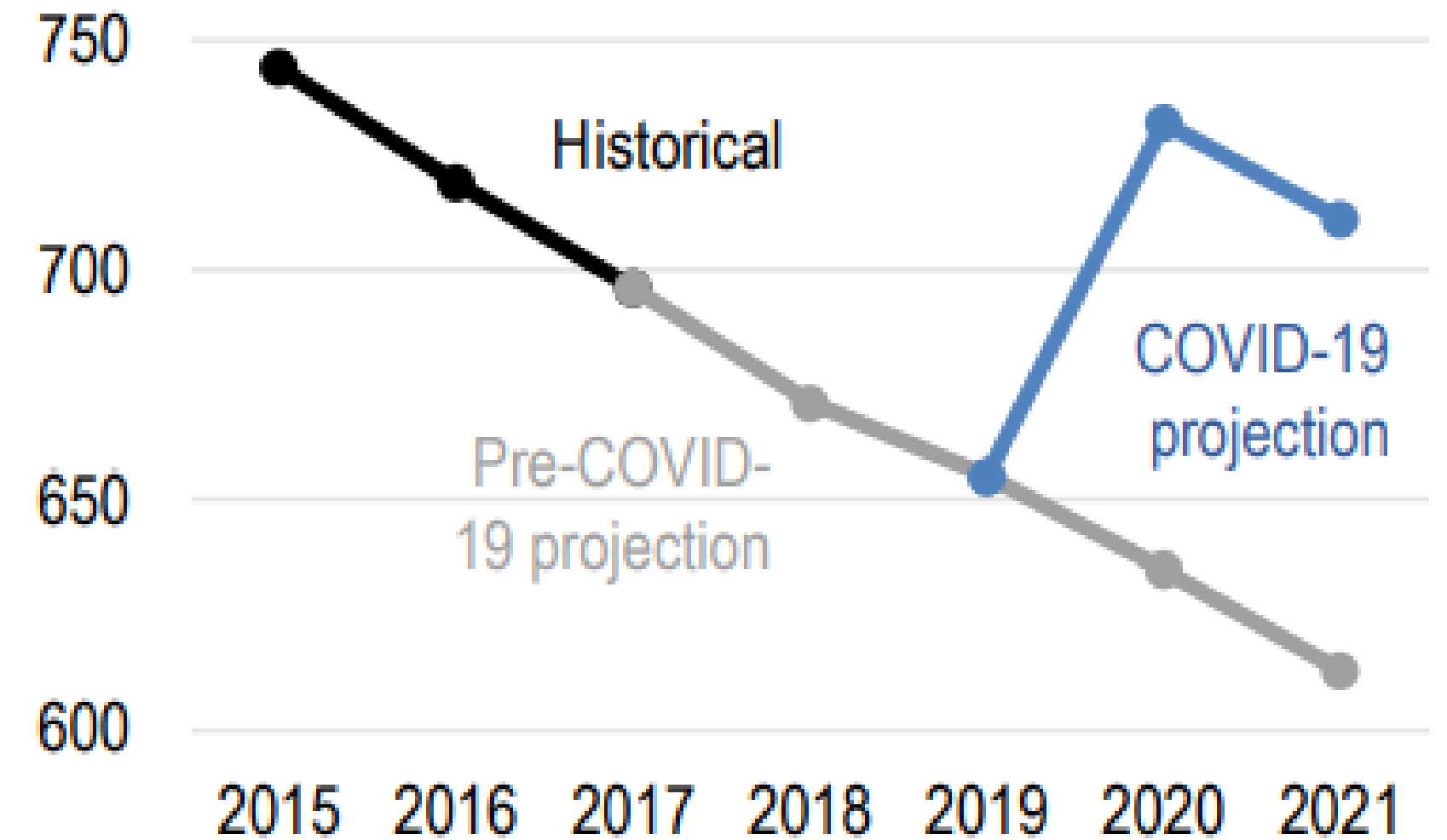
- Identity and Belonging

- Our Changing Nature

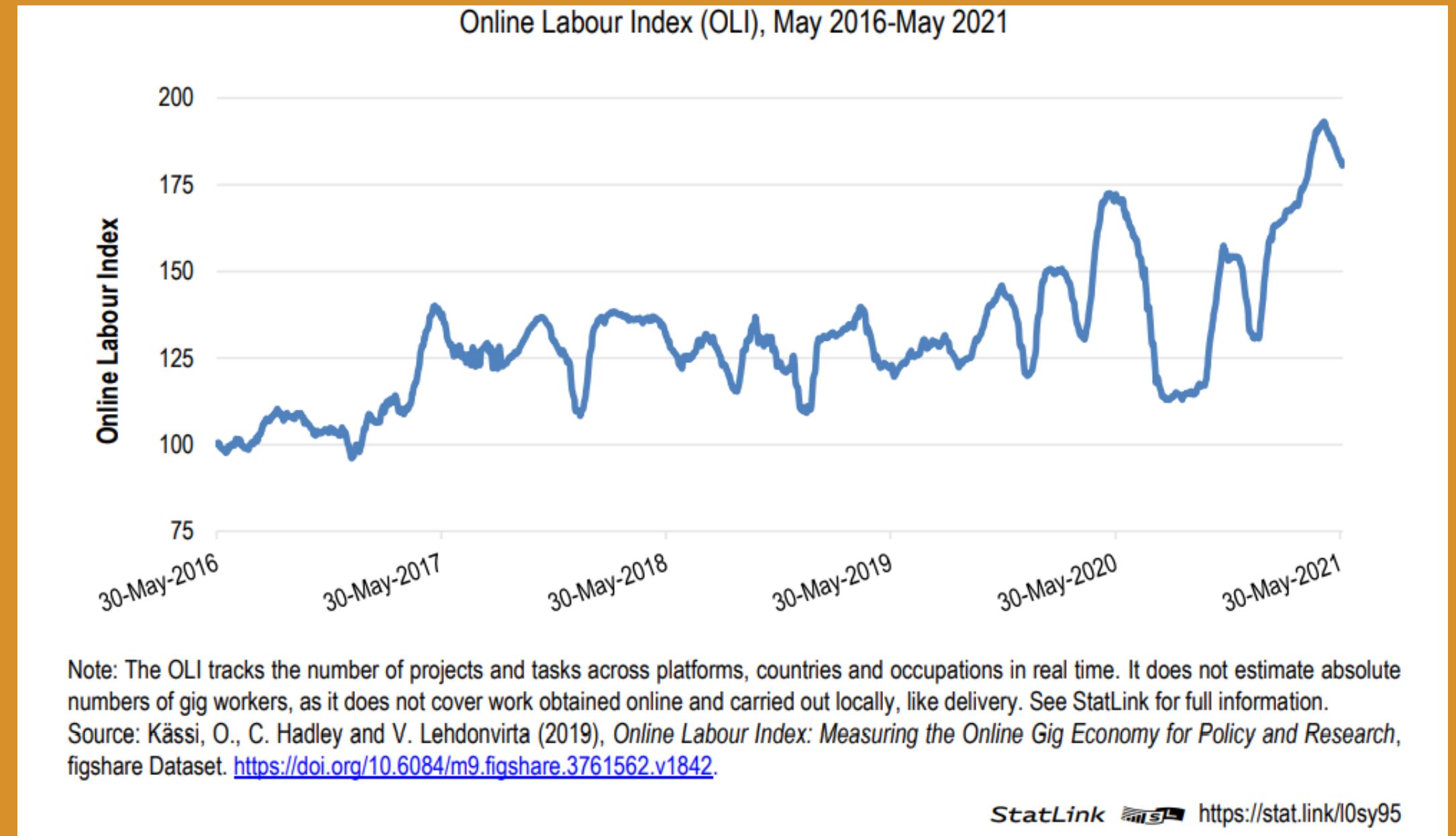(OECD, 2022)

• Inequality & Income Gap
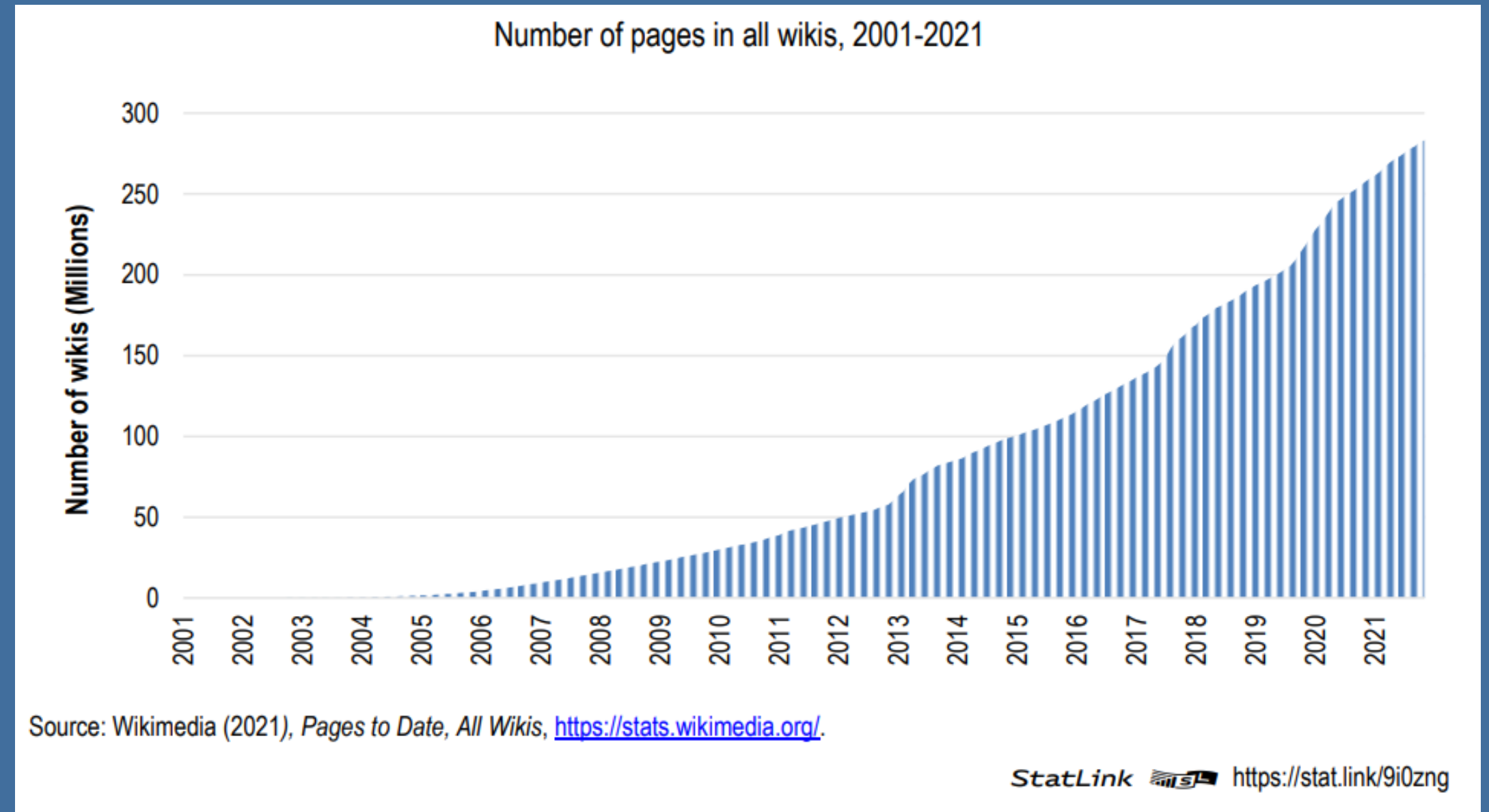

Global extreme poverty, millions of people, 2015-2021

World Bank Group (2021), https://blogs.worldbank.org/

GROWTH

(OECD, 2022)

- Change in mode of employment
- and more...

Online Labour Index (OLI), May 2016-May 2021

Note: The OLI tracks the number of projects and tasks across platforms, countries and occupations in real time. It does not estimate absolute numbers of gig workers, as it does not cover work obtained online and carried out locally, like delivery. See StatLink for full information.
Source: Kässi, O., C. Hadley and V. Lehdonvirta (2019), *Online Labour Index: Measuring the Online Gig Economy for Policy and Research*, figshare Dataset. https://doi.org/10.6084/m9.figshare.3761562.v1842.

StatLink https://stat.link/l0sy95

LIVING & WORKING

- Digital Information Blast
- 'Crowd Wisdom'

Number of pages in all wikis, 2001-2021

Source: Wikimedia (2021), *Pages to Date, All Wikis*, https://stats.wikimedia.org/.

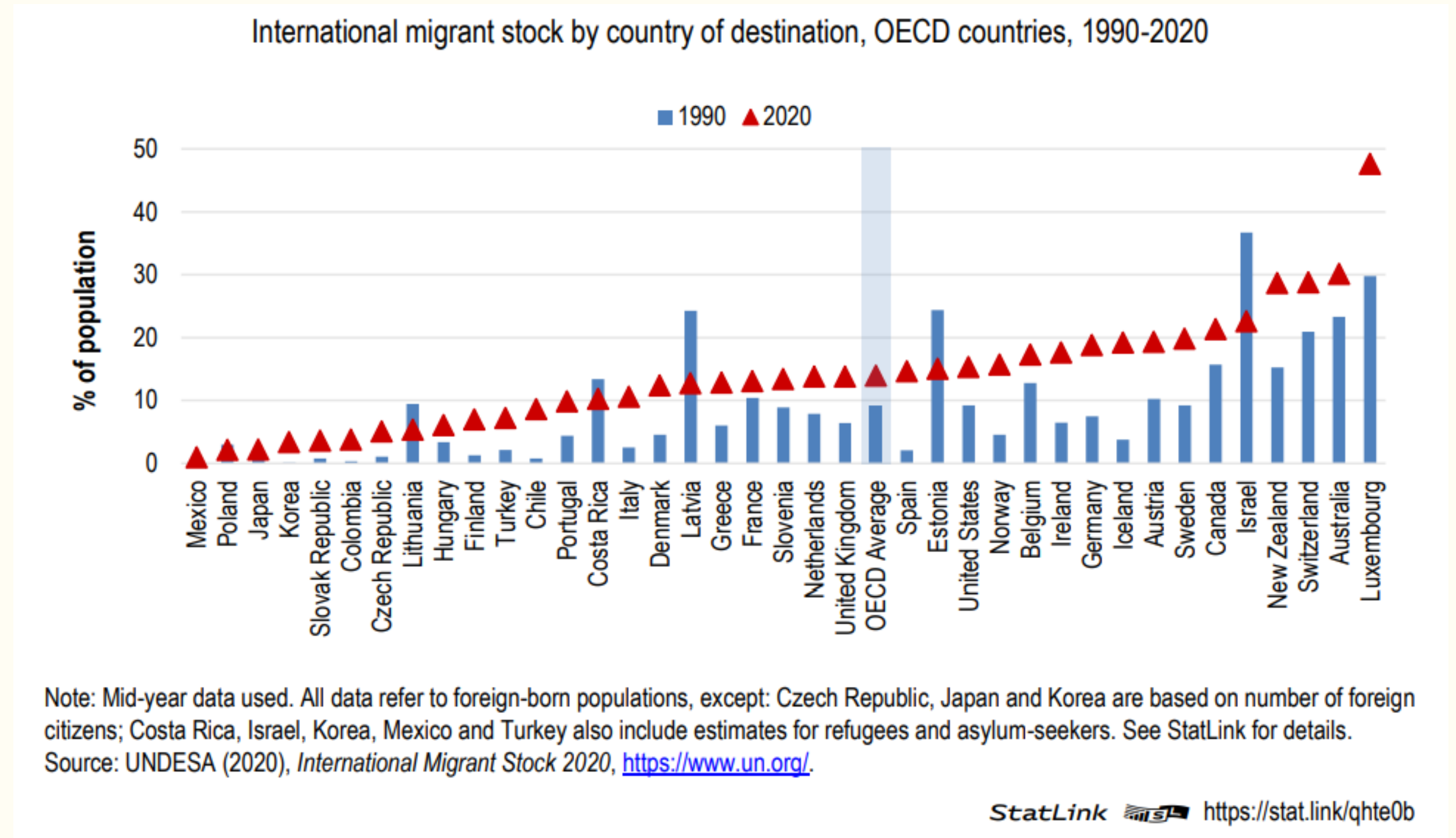StatLink https://stat.link/9i0zng

KNOWLEDGE & POWER

Task-oriented navigation activities (PISA 2018)
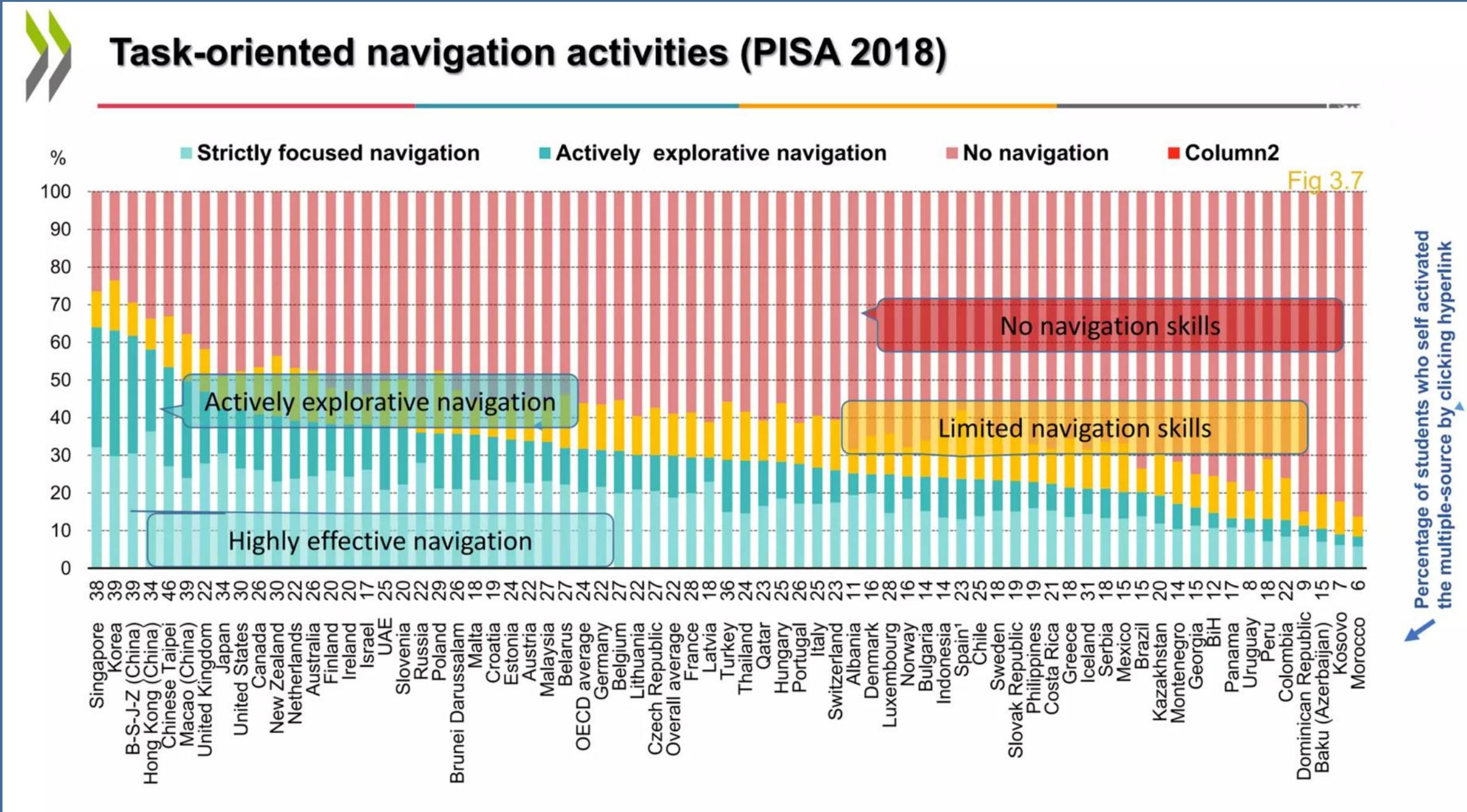
Actively Explorative Navigation?

KNOWLEDGE & POWER

- Global citizenship?
- Blurry definition of 'citizen'?

International migrant stock by country of destination, OECD countries, 1990-2020

Note: Mid-year data used. All data refer to foreign-born populations, except: Czech Republic, Japan and Korea are based on number of foreign citizens; Costa Rica, Israel, Korea, Mexico and Turkey also include estimates for refugees and asylum-seekers. See StatLink for details.
Source: UNDESA (2020), *International Migrant Stock 2020*, https://www.un.org/.

StatLink 🔗 https://stat.link/qhte0b

IDENTITY & BELONGING

6,500 teachers quit Hong Kong schools in last academic year, bringing total to nearly 12,000 since 2021

- Education Bureau figures provided to lawmakers also show 17,000 students withdrew from kindergarten and primary schools
- About 3,600 teachers on average resigned or retired annually before emigration wave started in Hong Kong in 2021

William Yiu + FOLLOW

Published: 11:49pm, 13 Apr, 2023
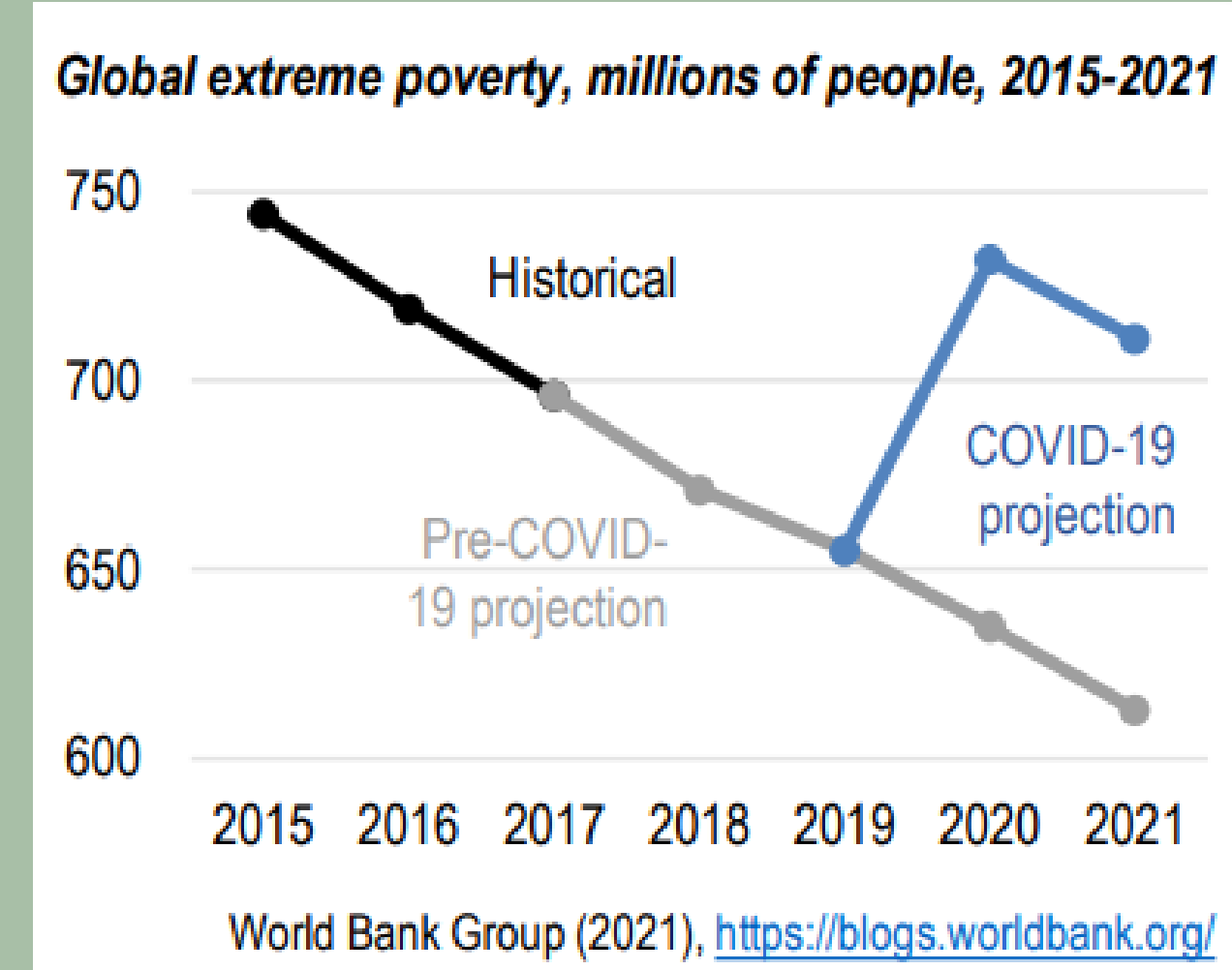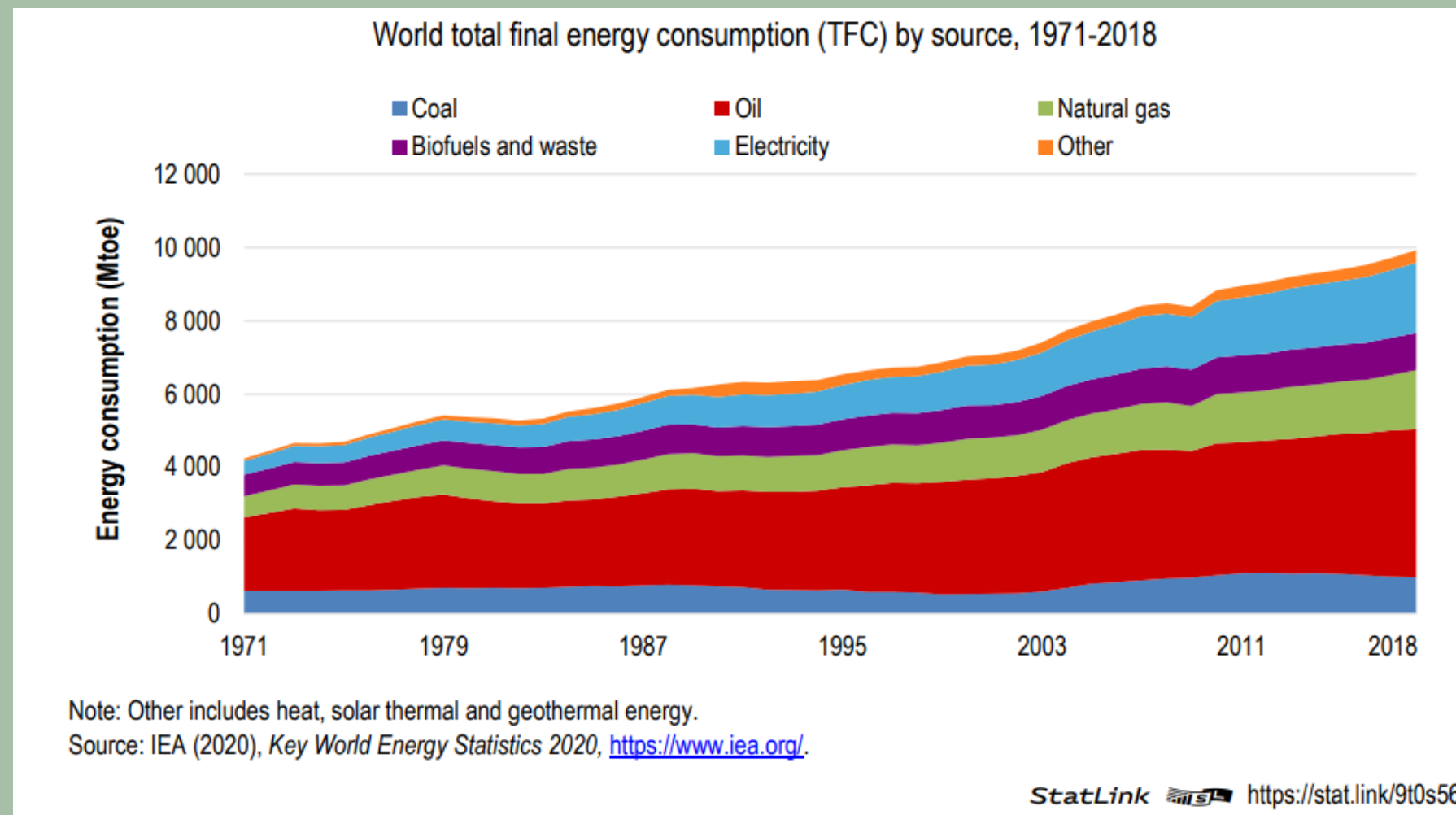
Why you can trust SCMP

• In Hong Kong...

(SCMP, 2023)

IDENTITY & BELONGING

Knowing this, what questions should we ask ourselves as a teacher in order to help our students survive in the future?

How do we equip our students to be resilient in face of inequality and climate change?

World total final energy consumption (TFC) by source, 1971-2018

- Coal
- Oil
- Natural gas
- Biofuels and waste
- Electricity
- Other

Note: Other includes heat, solar thermal and geothermal energy.
Source: IEA (2020), *Key World Energy Statistics 2020*, https://www.iea.org/.

StatLink https://stat.link/9t0s56

Global extreme poverty, millions of people, 2015-2021

Historical

COVID-19 projection

Pre-COVID-19 projection

World Bank Group (2021), https://blogs.worldbank.org/

GROWTH

(OECD, 2022)

How do we prepare our students for a very different career than ours in the future?

Share of temporary employment by age group, OECD average, 1980-2020

Age group 15-24   Age group 25-54   Age group 55-64
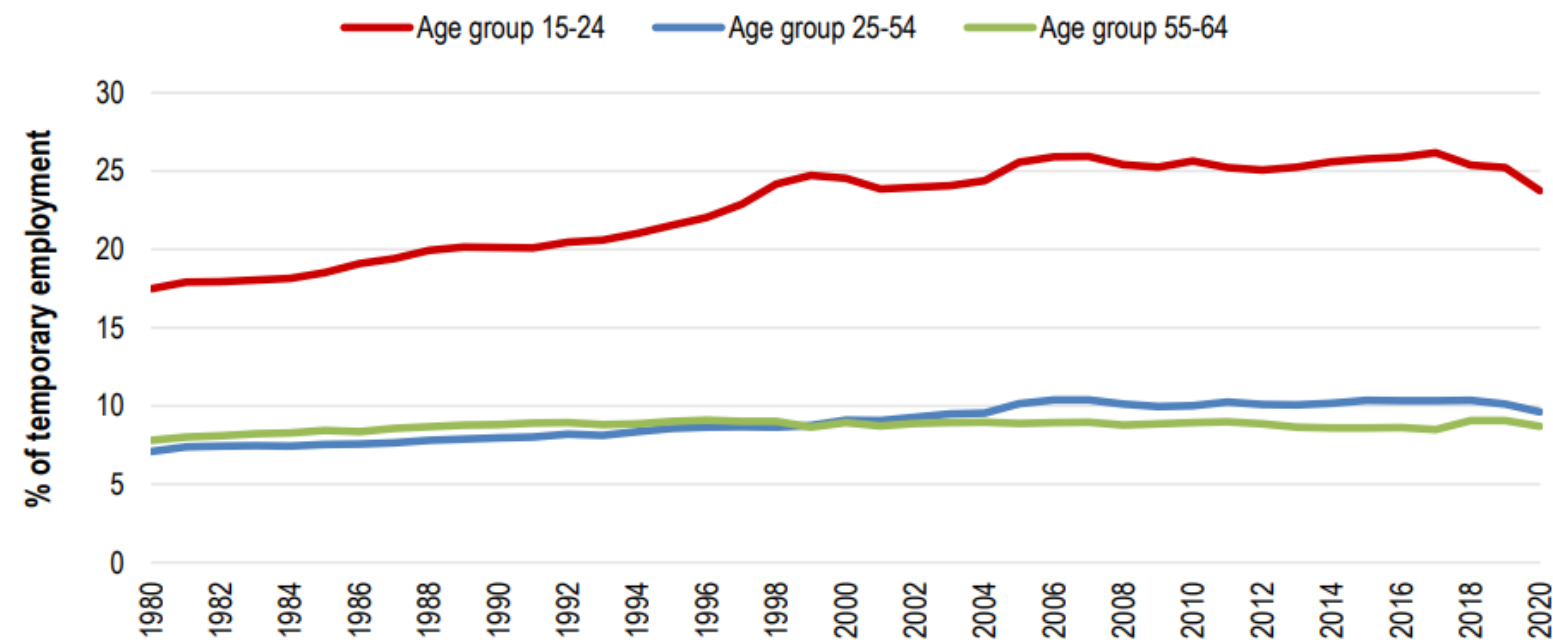
Note: Temporary employment is part of dependent employment.
Source: OECD (2021), *OECD Labour Force Statistics* (database), https://stats.oecd.org/.

StatLink https://stat.link/aicedh

Online Labour Index (OLI), May 2016-May 2021

Note: The OLI tracks the number of projects and tasks across platforms, countries and occupations in real time. It does not estimate absolute numbers of gig workers, as it does not cover work obtained online and carried out locally, like delivery. See StatLink for full information.
Source: Kässi, O., C. Hadley and V. Lehdonvirta (2019), *Online Labour Index: Measuring the Online Gig Economy for Policy and Research*, figshare Dataset. https://doi.org/10.6084/m9.figshare.3761562.v1842.
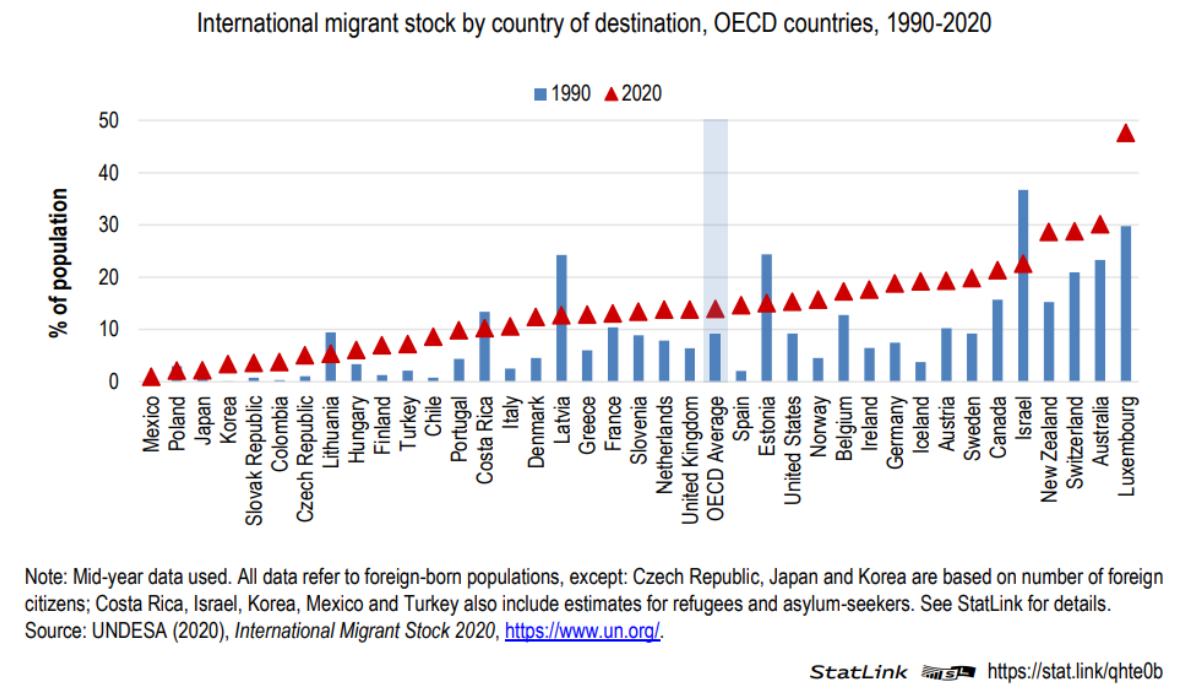
StatLink https://stat.link/l0sy95

LIVING & WORKING

How do we prepare our students to develop a critical mind in face of the sea of information and a creative mind to wield the 21st century tools?
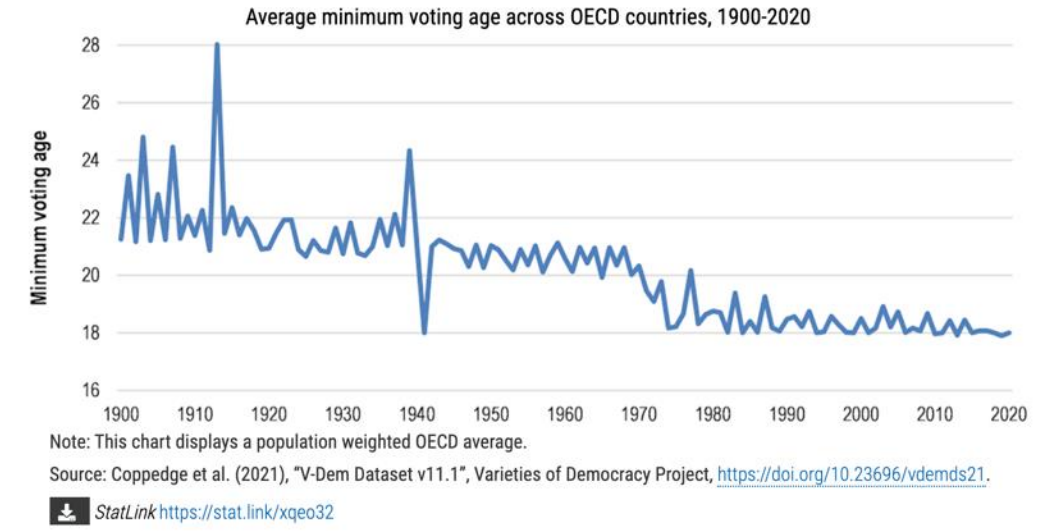

Task-oriented navigation activities (PISA 2018)

Top producers of AI research worldwide by number of AI research publications, 1980-2021

Source: OECD.AI (2021), "AI Publication Time Series by Country" (indicator), OECD.AI Policy Observatory Live Data, https://oecd.ai/.

StatLink https://stat.link/3ew1h5
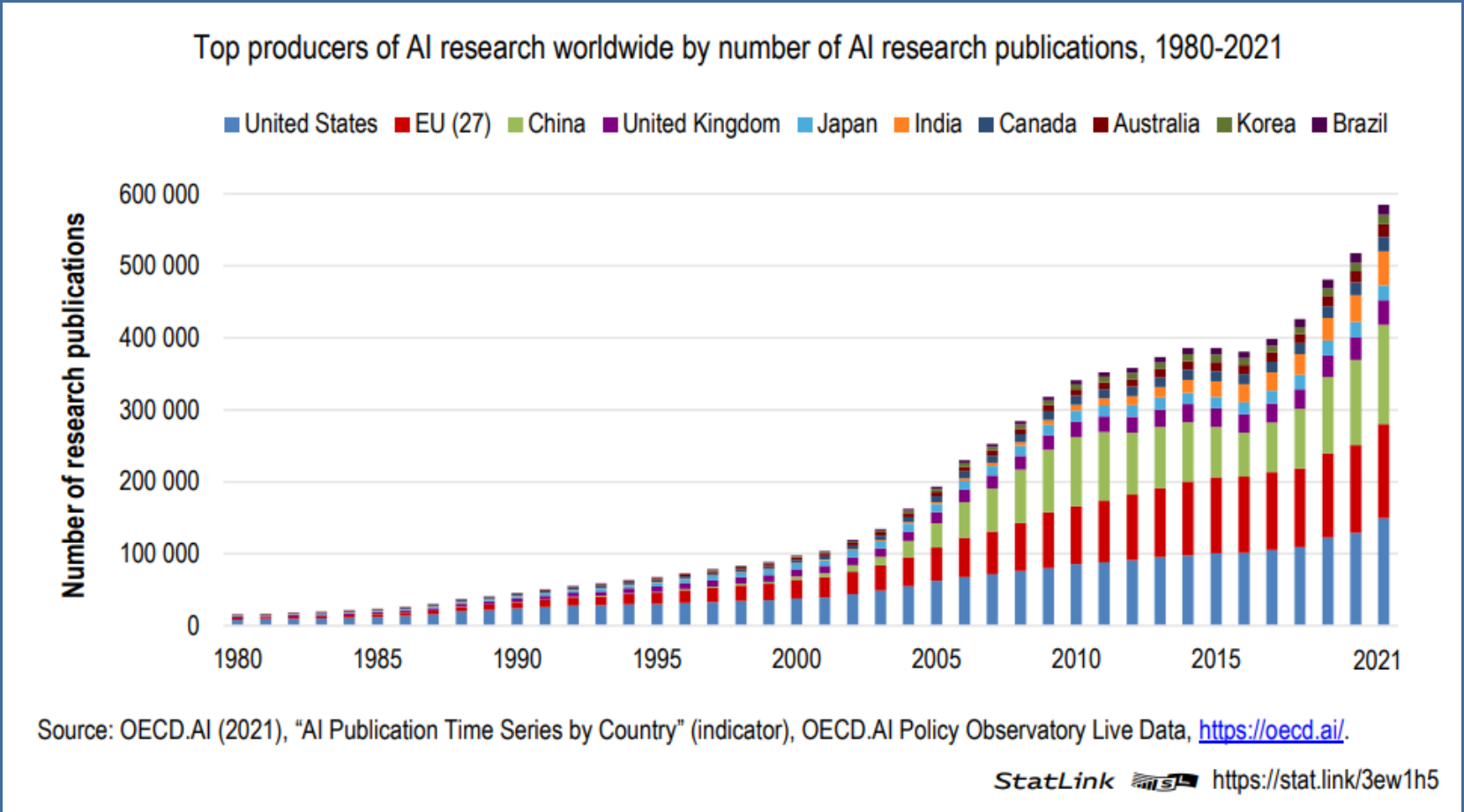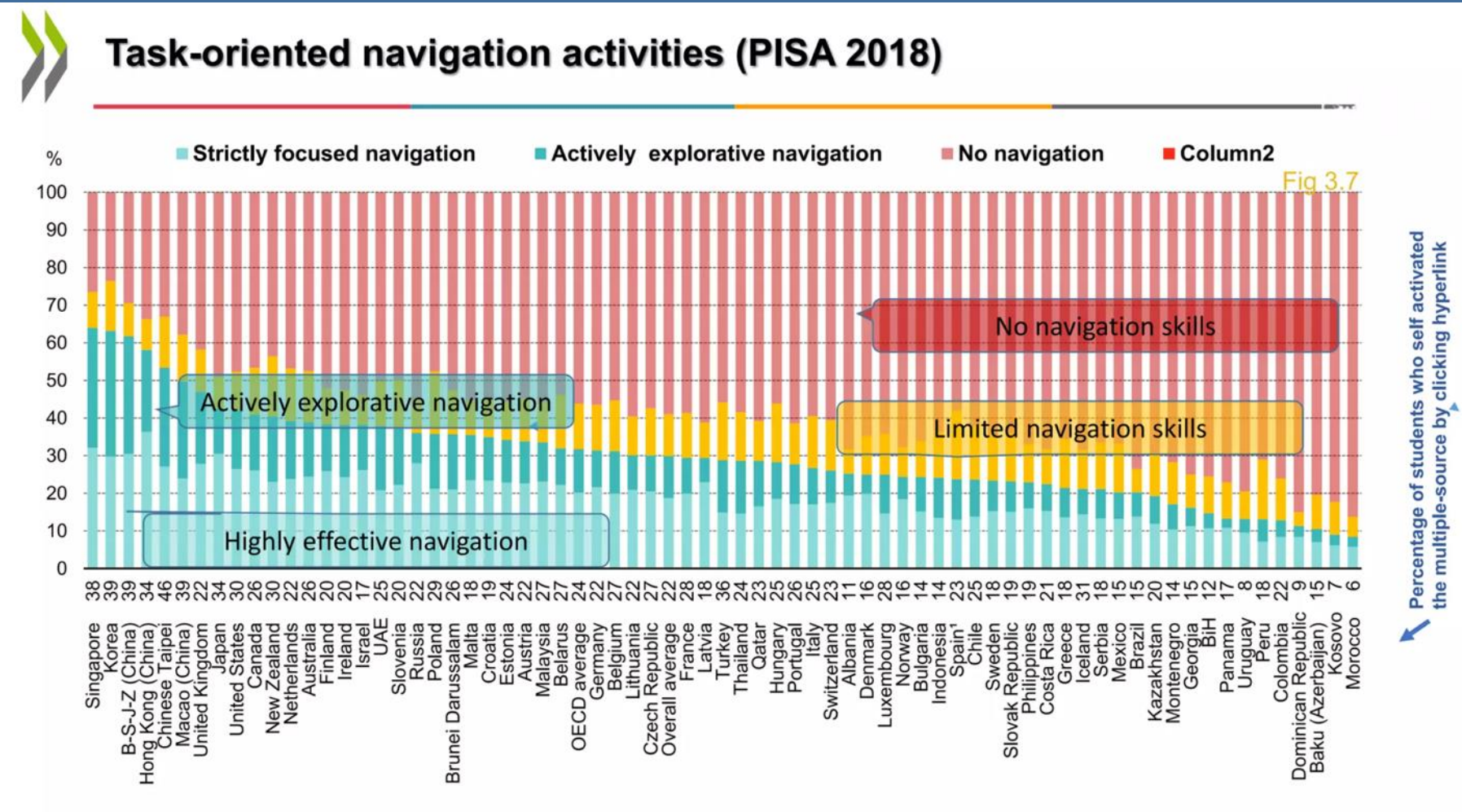
KNOWLEDGE & POWER

How do we prepare our students to live in an increasingly diverse and 'virtual' world?

International migrant stock by country of destination, OECD countries, 1990-2020

■1990 ▲2020

Note: Mid-year data used. All data refer to foreign-born populations, except: Czech Republic, Japan and Korea are based on number of foreign citizens; Costa Rica, Israel, Korea, Mexico and Turkey also include estimates for refugees and asylum-seekers. See StatLink for details.
Source: UNDESA (2020), International Migrant Stock 2020, https://www.un.org/.
StatLink https://stat.link/qhte0b

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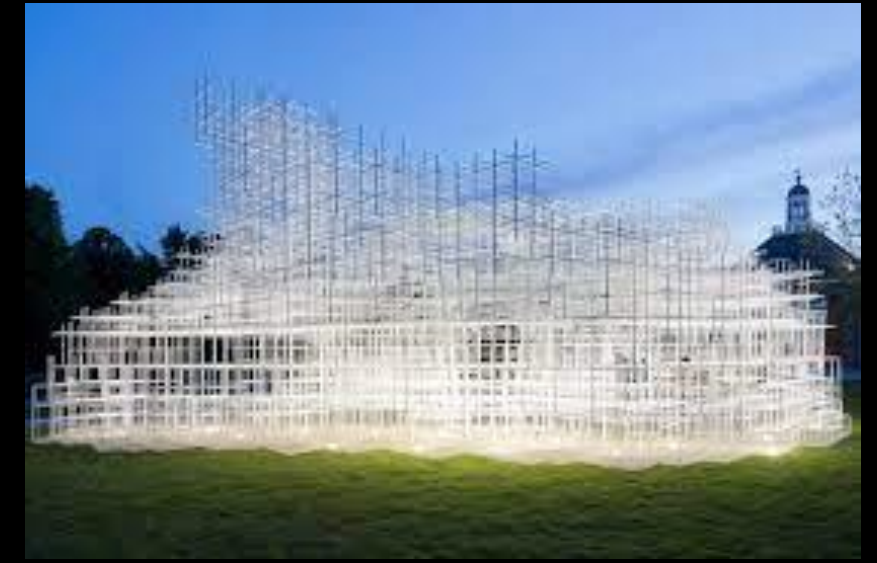
William Yiu + FOLLOW
Published: 11:49pm, 13 Apr, 2023

Why you can trust SCMP

Average minimum voting age across OECD countries, 1900-2020

Note: This chart displays a population weighted OECD average.
Source: Coppedge et al. (2021), "V-Dem Dataset v11.1", Varieties of Democracy Project, https://doi.org/10.23696/vdemds21.
StatLink https://stat.link/xqeo32

IDENTITY & BELONGING

Are students informed well enough about the challenges brought about by the environment in the future?
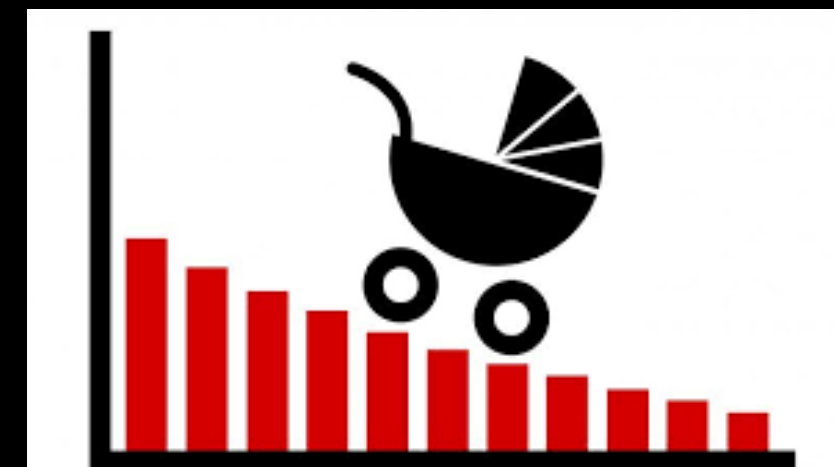

Humanity's ecological footprint by land type against Earth's biocapacity, global hectares (gha), 1961-2021

Note: Historical data for 1961-2017; Projected data for 2018-2021.
Source: Global Footprint Network (2021), *National Footprint and Biocapacity Accounts*, https://data.footprintnetwork.org; Lin, Wambersie and Wackernagel (2021), "Estimating the Date of Earth Overshoot Day 2021", https://www.overshootday.org/.

StatLink https://stat.link/notb20

Global energy-related CO_2 emission, gigatonnes (Gt), 1900-2021

Source: IEA (2020), *Global Energy Review 2020*, https://www.iea.org/reports/global-energy-review-2020; IEA (2021), *Global Energy Review 2021*, https://www.iea.org/reports/global-energy-review-2021.

StatLink https://stat.link/q5yaev

OUR CHANGING NATURE

V olatile

U ncertain

C omplex

A mbiguous

What skills do students need to live in this VUCA world?

21st Century Skills

Critical thinking

Creativity

Collaboration

Communication

Information literacy

Media literacy

Technology literacy

Flexibility

Leadership

Initiative

Productivity

Social skills

(Kennedy & Sundberg,, 2020)
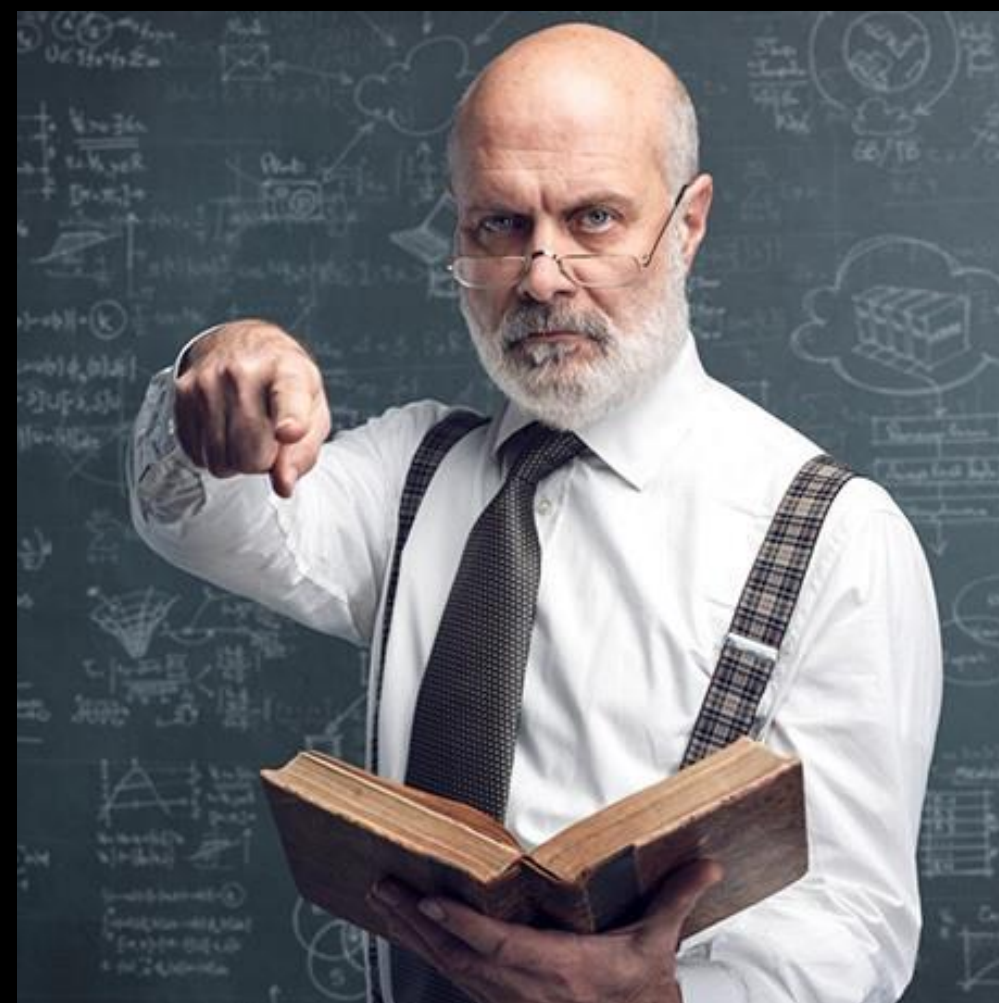
19th Century   20th Century   21st Century

Teachers' workload

The Youth I.D.E.A.S. (established by HKFYG Youth Research Centre) has released its study on "Supporting Teachers in Facing Educational Challenges".

For the surveyed 354 Hong Kong secondary school teachers, 35.3% worked over 60 hours a week, 14.5% of them even worked over 71 hours or above. Most respondents hoped to reduced administrative work (66.4%), while they wanted to spend more time on engaging with students (61.3%) and lesson preparation work (57.1%). Teacher Interview Cases revealed that workload increased during the pandemic as teachers need to re-design lesson contents for e-learning , learning gap among students were widen at the same time.

CHALLENGES

Teachers' & Students' Workload

Half of Hong Kong students and teachers show signs of depression due to stress of school workload

Two separate studies indicate both adults and young people showed showed symptoms, such as hopelessness and sleep disorder

South China Morning Post | Published: 12:40pm, 3 Sep, 2018 ▼

(SCMP, 2018)

CHALLENGES

Challenging ≠ Impossible

You will be surprised...

Experiential Learning

What is Experiential Learning?

Concrete Experiencing (Participating)

Reflective Observation (Noticing)

Active Experimentation (Trying)

Abstract Conceptualisation (Thinking)

(Kolb, 1984)
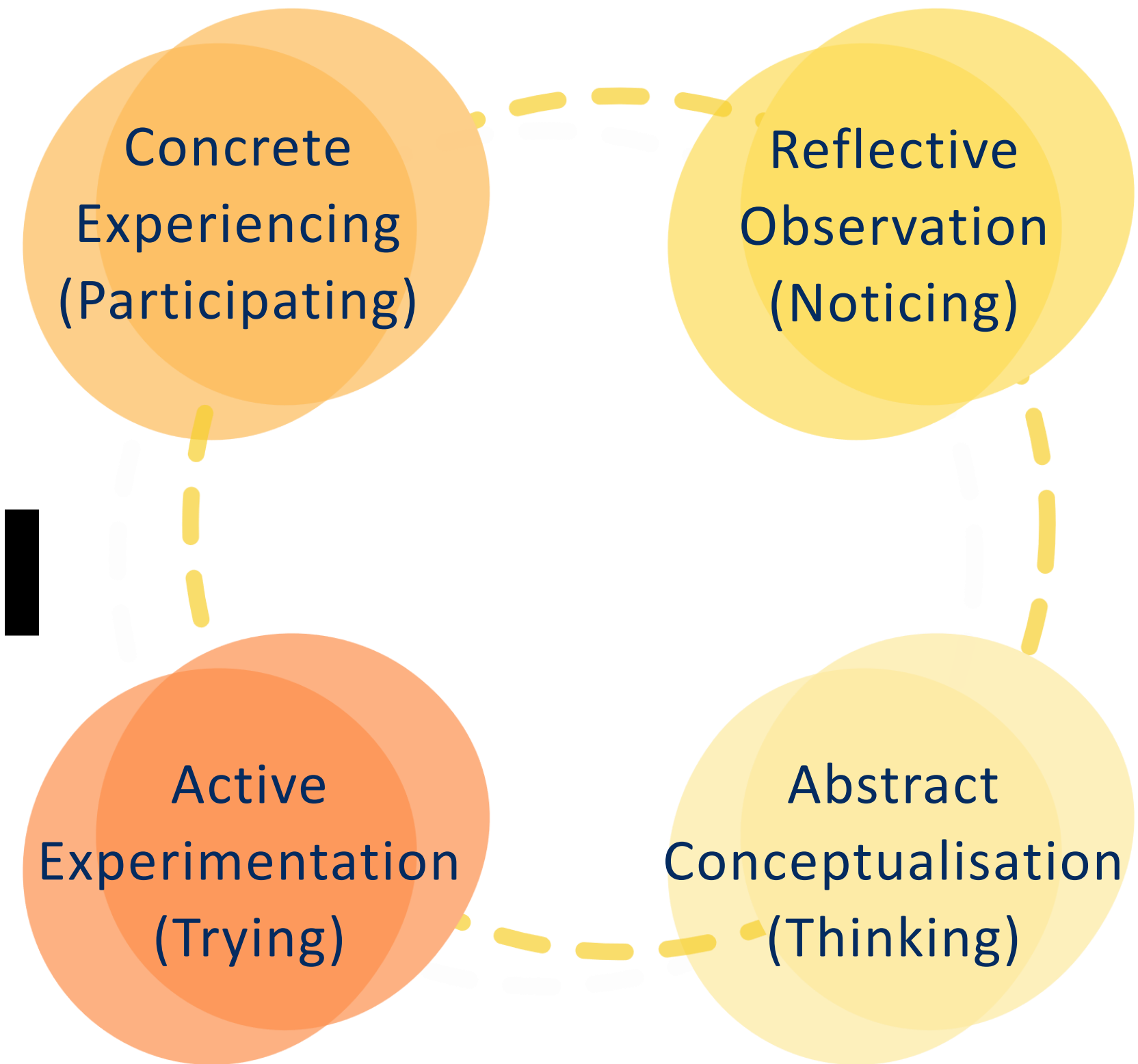
Reflection-based

Student-centered

Leadership

Community-based Learning (CBL)

Collaboration

Experiential Learning

Project-based Learning (PBL)

Flexibility

Initiative

Connection to the 'real-world'

PGDE Experiential Learning Block

Period:
Semester 1
25th September – 31st October
(5.5 weeks, 5 days a week)

Required for PGDE full-time non-language major students

• Enroll in an EL project offered by the Faculty of Education, working with community partners or
• Nominate your own project with your connection with a community partner

PGDE Experiential Learning Block

PGDE Experiential Learning Block

You will be working...

- IN the community

- WITH the community &

- FOR the community

> Community-based Learning!

PGDE EL BLOCK 23-24
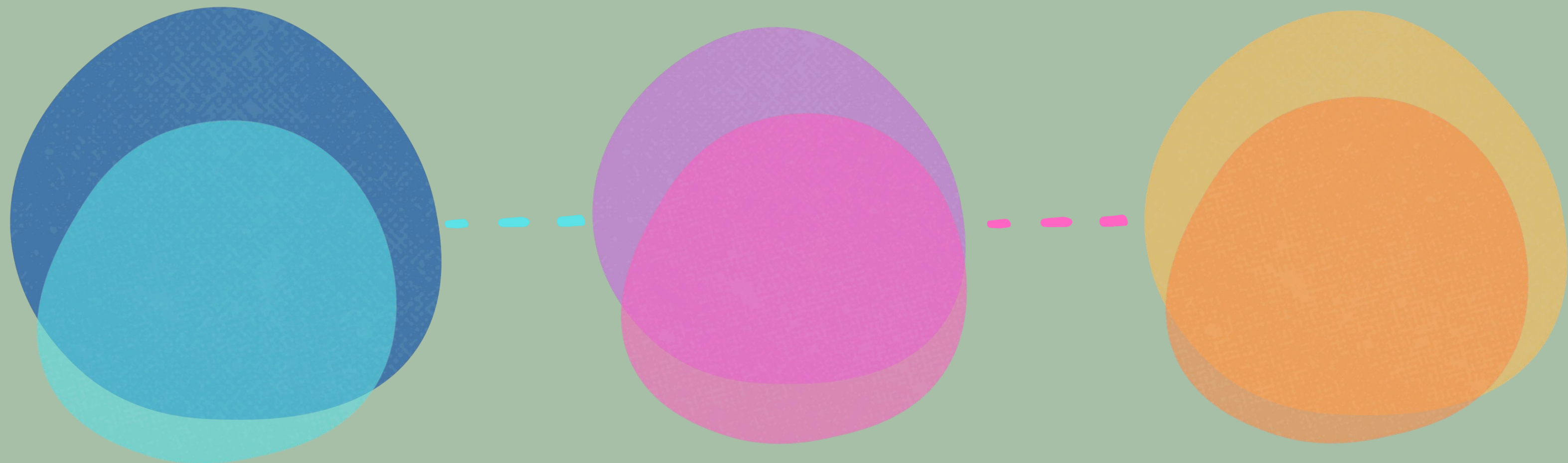
Select 3 EL projects

Starting from
25th Aug 6:00pm

Submit your online application

(Deadline: 28th Aug, 23:59)

Attend interviews

Aug 31st – Sep 14

Project Timeline

1. Select your top 3 EL projects

Visit:
https://web.edu.hku.hk/programmes/experiential-learning

2. Read the project requirements!

Application Deadline and Procedure

11:59pm, 28 August 2023

- Complete the application form at HKU Moodle (Part 1) **AND**

- Upload the following documents to the respective project folder at HKU Moodle (Part 2) (Please combine all documents into one Word/PDF file)

    1. A personal statement (of not more than 300 words) explaining why you would like to join this EL project

    2. Your CV

- Shortlisted students may be invited to attend an interview arranged by Ednovators (details to be confirmed).

Project Keywords

Design Thinking, Innovation, Community Collaboration, Facilitation & Coaching, Leadership & Growth, Global Trend Analysis

3. Submit your Online Application

Part I – Project Application Form
Select 3 projects and provide your personal particulars

Part II – Submission of Application Documents

Refer to the project info and prepare the required documents
Generic – CV, personal statement
Specific – Project brief, portfolio, questions, etc.
Combine all documents into one WORD or PDF file
Submit the combine file for ALL of your choices (i.e. x 3)

1. EL Project Application Form

EL Project Application Form (PGDE Full-time)

2. Submission of Application Document(s)

Please submit application materials for all of your preferred EL projects by:

1. combining all of the necessary documents into **ONE single WORD or PDF FILE**; and
2. naming the file after your full name, followed by your university number (e.g. CHAN-Tai-Man-12345678).

All sensitive information such as your HKID, phone number and address **SHOULD NOT** be included in your application materials, and the information provided will only be used for EL project application purposes.

Chinese Funcation: mLang – e-Pedagogy and Learning Platform Support Junior Primary School NCS Students to Learn Chinese Language as a Second Language

Ednovators – Building Teacher Innovation Capacity

Experiential Learning at DISI

Experiential Learning at HKHS

Experiential Learning at ICE

Experiential Learning at JAHK

Experiential Learning at Principal Chan Free Tutorial World

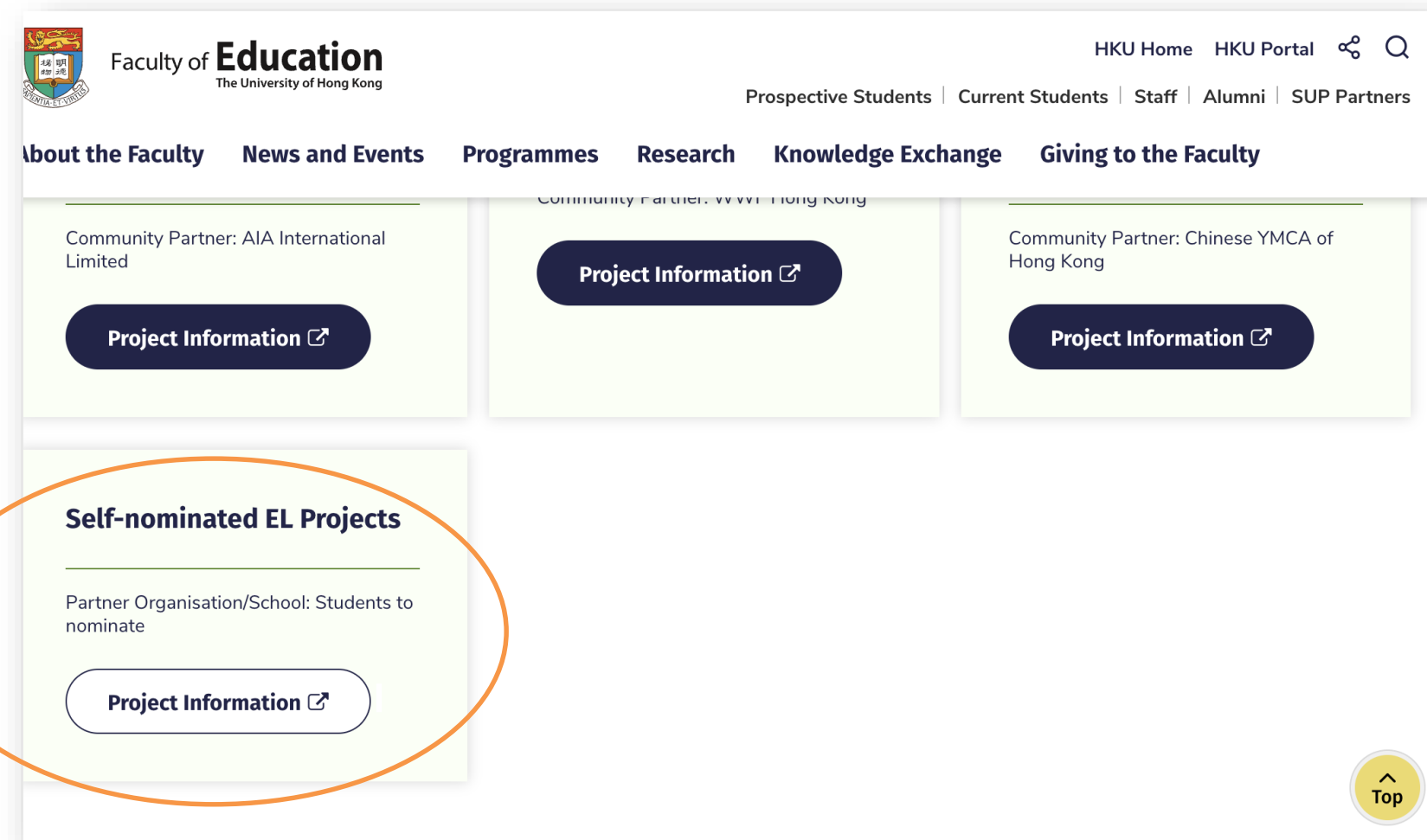Experiential Learning at UNICEF HK

Option: Nominate your own project

Collaborative: Maximum a group of 3
Initiation: Work on what connects to you most
Project-based Learning: Identify a community problem!
Community-based Learning: Work with a community partner!

Link to proposal form: https://web.edu.hku.hk/f/page/51521/58612/EL%20Project%20Self-nomination%20Form%20for%20PGDE_20230705.docx

Take another 5 minutes with **a different person from a different programme,** take turns and ask each other …

- Your name and your programme?

- What educational issues are you interested in looking into and why?

- What EL projects do you wish the faculty had offered?

Remember this?

You can also initiate your own project with our CPs!

Top View of Asia Society Hong Kong Center

'Oh, it looks like a boy holding a book.' said Jason.

'HAHA! Your imagination

Let's take a picture!

'Not yet, there is

亞洲協會香

BOOK

氣候變化遊戲工作坊提案
Franklin, Matthew

目的:
- 使參與者能夠代入不同持分者，並感受各自對承擔氣候變化責任的立場及顧慮
- 令參與者切身體會自己所作決定如何影響未來的世界
- 了解到平衡經濟發展和環境保育的挑戰及重要性
- 著重給予參與者自身思考的空間，較適合不願發言的參與者
- 嘗試以數學及經濟角度設計氣候變化議題的游戲，並解釋氣候變化的議題

結構:

時

作爲引入，佔時約20分鐘

佈小遊戲結果，並簡單訪問扮演各持分者的參與者

富裕國會頻頻發展大型經濟項目，農業國有否在經濟實

0分鐘

變化的關聯，並輔以數學及經濟角度講解氣候變化的

What is Economics ?

And our everyday life

— Sunny —

You decide how much you learn!

Input Sessions

To better prepare you for the experience and reflect on it ...
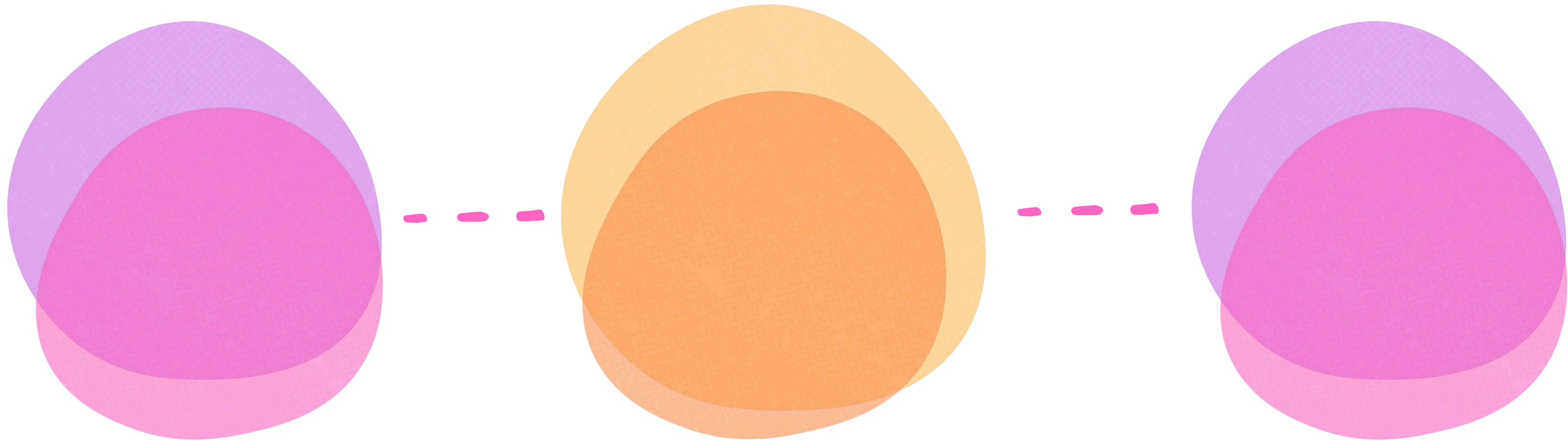
On reflection
18th Sep, 2:30pm
MW411-412, Meng Wah Complex

On work etiquette
20th Sep, 2:30pm
MB237, Main Building

Share your findings!
6th Nov, 2:30pm
MW411-412, Meng Wah Complex

Assignments

Reflection is a fundamental process in EL!

Predeparture Reflection
24th Sep (via HKU Moodle)

Tripartite Meeting
Participate Actively!

Post-project Reflection &
Post-project Survey
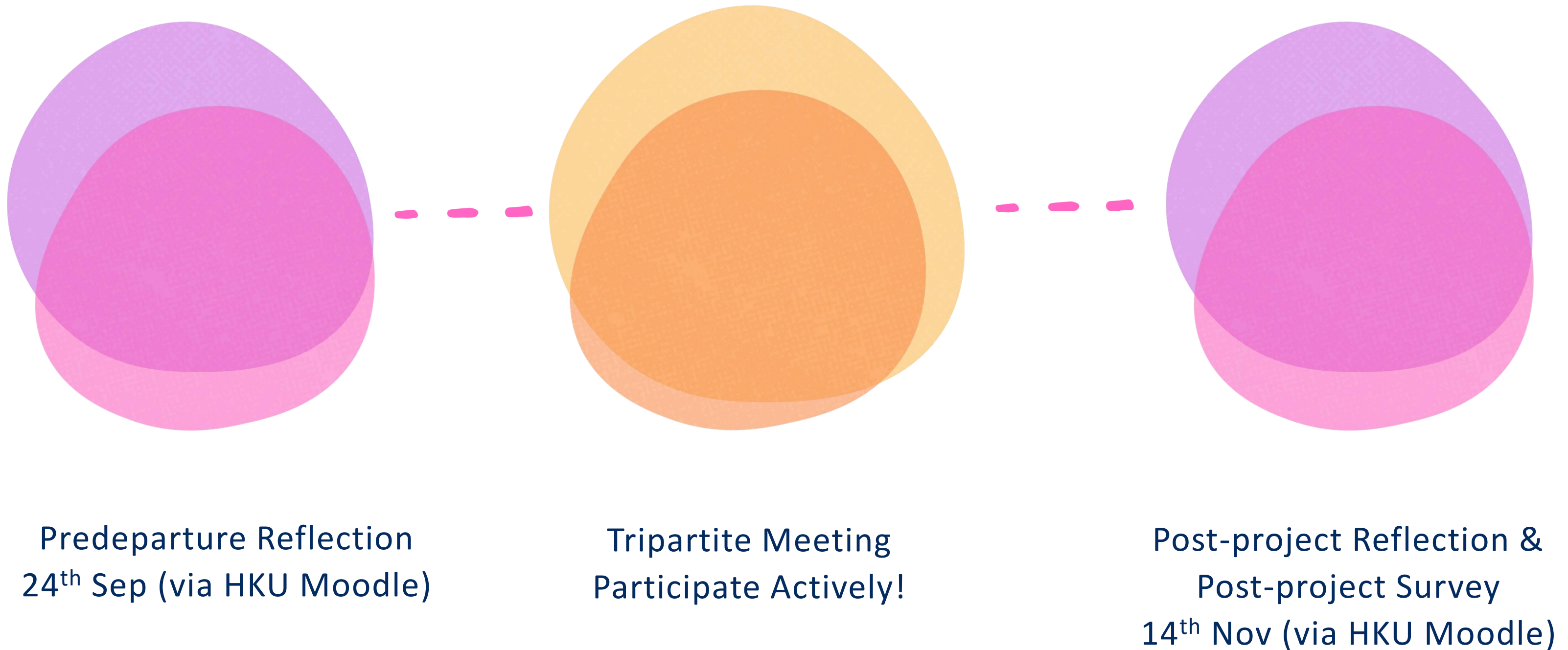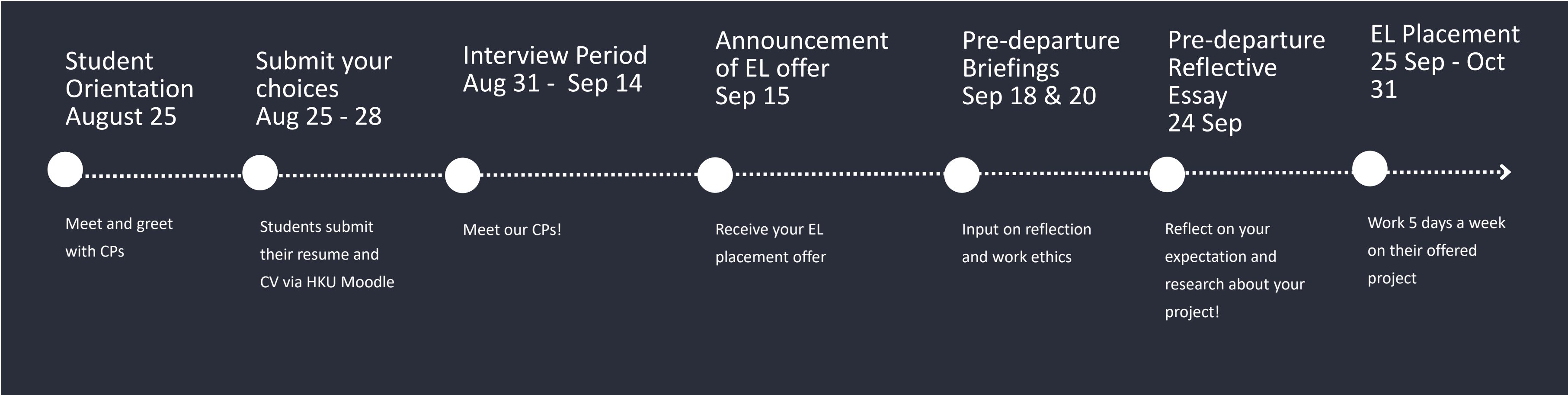14th Nov (via HKU Moodle)

Detailed Project Timeline

Student Orientation
August 25

Meet and greet with CPs

Submit your choices
Aug 25 - 28

Students submit their resume and CV via HKU Moodle

Interview Period
Aug 31 - Sep 14

Meet our CPs!

Announcement of EL offer
Sep 15

Receive your EL placement offer

Pre-departure Briefings
Sep 18 & 20

Input on reflection and work ethics

Pre-departure Reflective Essay
24 Sep

Reflect on your expectation and research about your project!

EL Placement
25 Sep - Oct 31

Work 5 days a week on their offered project

Tri-partite Meeting
Oct - Nov

Tri-partite meeting with the course coordinator(s), CPs and yourself!

EL Sharing
Nov 6

Share your findings and experience with your peers

EL Reflection Due
Nov 14

Students submit their reflection to our team

Post-EL Sharing and Online Evaluation
Nov - Dec

The team collects feedback from the you on your experience

PGDE Capstone Event
May 3

Students present their PGDE experience including their EL placement at campus

Other House Keeping Items:

EL Block: 25th September – 31st October 2023 (5.5 weeks)

- **Work 5 full days/week** for all projects are set to be **education-oriented**

- Be professional. Fail - poor or unprofessional behaviour

- To ensure your full commitment to the project:
- ✗ No coursework during this period
- ✗ No other jobs (FT or PT), classes or school visits during the EL Block

- **Leave:**

Personal Leave: ✗ No personal leave will be granted

Sick Leave: Medical certificate required for leaving more than 0.5 day

> Inform **BOTH your supervisors AND the EL Team** via email (eledu@hku.hk)
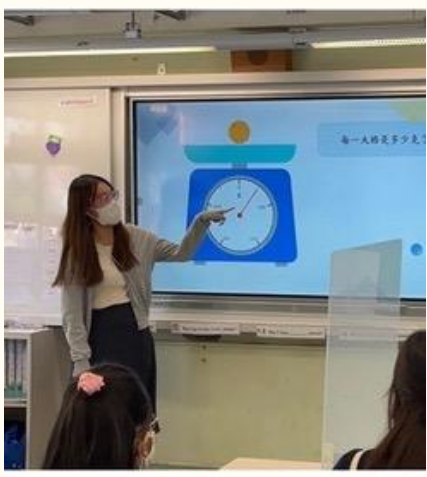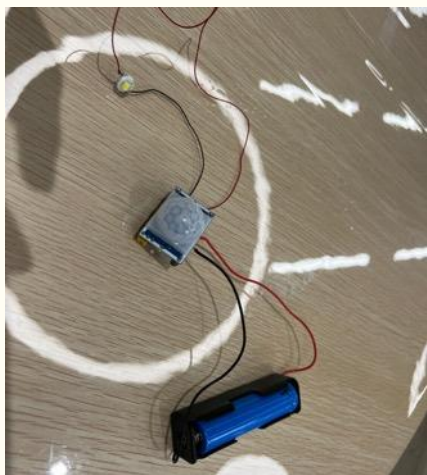
You decide how much you learn!

Q&A

If you have no questions, let's meet our partners outside of this classroom!