

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

**Experiential Learning Requirements for the
Postgraduate Diploma in Education Programme – Part Time**

- I. Aims and Learning Outcomes of Experiential Learning**
- II. EL Placement/Project**
- III. Assessment**
- IV. Appendix**

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 programmes in our Faculty.

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)

EL is vital in preparing PGDE students to excel as professional educators. In addition to the mandatory 12-credit Professional Practicum (refer to PGDE and Partnerships Office Handbooks), PGDE part-time students have the option to enroll in an elective 6-credit EL course.

PGDE part-time students have two options for their EL elective projects: (a) Faculty-offered projects; or (b) self-nominated projects. Information on the faculty-offered EL projects can be found on the Faculty website (<https://web.edu.hku.hk/programmes/experiential-learning>). For self-nominated projects, students can engage in new professional learning experiences within or outside Hong Kong, subject to approval by the EL Team. The self-nomination form is available for download on the aforementioned website.

PGDE part-time students have flexibility over the length of their EL projects. Students are expected to comply with the 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 two key dimensions:

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

Professional Conduct: Levels of Performance and Descriptors

Experiential Learning	
Pass	Fail
<p>Students 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'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>Students 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'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's professional conduct and reflective ability is a prerequisite for students 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, a case conference will be conducted. The conference will include the student concerned, the respective project supervisor(s), the relevant Programme Director and/or

Deputy Programme Director, the School-University Partnership Office Director (if the case occurs in a partnership school), and the Associate Dean (Learning and Teaching). A representative of the EL partner to whom the student was assigned might also be invited to attend.

Post-EL Reflection

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

PGDE – Part-time Experiential Learning
Assignment Specification and Assessment Rubrics – *Post-EL Reflection*

Aims

The reflection serves the following purposes:

- To allow you to make critical reflections during your Experiential Learning (EL) and supervised teaching; and
- 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 are required to submit a summary reflection of approximately 1,200 words after your EL project ends. The objective of the reflection is to summarise and reflect on 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 did not 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 Major Methods (MM) / Educational Inquiry (EI) or Collaborative Learning Inquiry (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 will post comments and feedback on your Moodle reflection.

Please note:

- You are welcome to write more than the suggested number of words in the reflection.
- Moodle link for PGDE part-time students (2024-26 cohort): <https://moodle.hku.hk/course/view.php?id=117424>

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

Grade Descriptors for Post-EL Reflection in Experiential Learning

	PASS			FAIL	
Addressing the prompt or research question	The writer identifies and clearly addresses the main question(s) or prompt being posed in his/her reflection, as well as the subsidiary, embedded or implicit aspects, addressing their relationships to each other.	The writer identifies and addresses the main question(s) or prompt being posed in his/her reflection, as well as most of the subsidiary, embedded or implicit aspects.	The writer identifies and addresses the main question(s) or prompt being posed in his/her reflection, as well as some of the subsidiary, embedded or implicit aspects.	The writer identifies part of the main question(s) or prompt being posed in his/her reflection, as well as a few of the subsidiary, embedded or implicit aspects, but only addresses them partially.	The writer lacks an understanding of what the reflective question or prompt requires.
Intellectual engagement with experiences, knowledge and practice	The 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.	The 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 of evidence.	The 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.	The 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 related issues in the students' knowledge of related theory and practice. There is a lack of evidence to support the points made.	The reflection reveals an absence of intellectual engagement with concepts, theories or issues. The writings are irrelevant or superficial, with no attempt to link experiences and other related issues to the students' knowledge of related theory and practice. Viewpoints are poorly articulated or supported.
Personal development	The writer develops extensive and highly perceptive self-understanding from reflective writings. He/she is able to draw upon personal examples in everyday life and consistently demonstrates a willingness and ability to subject his/her own beliefs, values and behaviour to critical scrutiny, with an openness to change.	The writer develops perceptive self-understanding from reflective writings, demonstrating a willingness and ability to subject his/her own beliefs, values and behaviour to critical scrutiny, with an openness to change.	The writer develops some perceptive self-understanding from reflective writings, generally disposed to scrutinising his/her own beliefs, values and behaviour, but not always in a sufficiently critical manner. He/she shows some openness to change.	The writer develops some limited self-understanding from reflective writings, showing willingness to examine his/her own beliefs, values and behaviour, but mostly without sufficient questioning of them. He/she occasionally shows openness to change.	There is no evidence of the development of self-understanding from the reflective writings. The writer is unwilling or unable to scrutinise his/her own beliefs, values and behaviour, showing no openness to change.
Mechanics of the post-EL reflection	The reflection shows evidence of diligent editing and proofreading, with a clear desire to make the reflection accessible to the reader. The language contains very few, if any, errors in grammar and vocabulary.	The reflection shows evidence of editing and proofreading, with a desire to make the reflection accessible to the 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 proofread. The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. These errors can be distracting, but the overall meaning is still intelligible.	The reflection is fragmented and/or inconsistent. The language is sufficient for the meaning to be understood with effort. However, the language contains frequent errors in both simple and complex grammar and vocabulary.	The reflection misses some entries. Errors in language and vocabulary are so frequent and distracting that the reflection is largely incomprehensible.