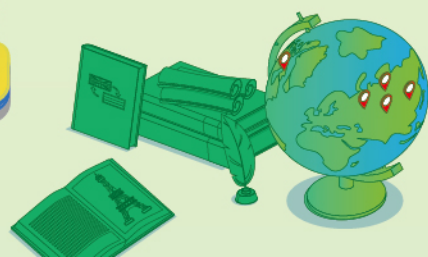




Faculty of **Education**
The University of Hong Kong



EXPERIENTIAL LEARNING





Message from Experiential Learning Team

Welcome to the Faculty of Education! Our Faculty was the first Teacher Education Institution to make Experiential Learning (EL) a compulsory part of its teacher preparation courses. All our EL courses and projects address an issue in teacher education in which “the old paradigm of university-based teacher education... needs to change to one where there is a non-hierarchical interplay between academic, practitioner, and community expertise” (Zeichner, p.89, 2010). Research tells us that while our teachers are technically competent upon graduation, they may not always be as responsive to ill-defined situations and pupils’ needs. We maintain, therefore, that teacher education can no longer afford to focus only on the teaching of classroom strategies and methods without looking beyond our institutional walls to draw on powerful community knowledge.

We aim at re-thinking how teacher education can adapt to a rapidly changing and unpredictable global context while bringing benefits for the teaching profession and our wider community; we seek to promote a third layer of learning in teacher education, making the community outside the university an inter-space for reciprocal knowledge building and the source of multiple learning opportunities for all of you. When joining an EL course or project, students will have the chance to collaborate in inter-disciplinary teams on authentic tasks based around community needs, but which are all linked to education and their personal and professional development as teachers-to-be. We want students to develop into a 21st century teaching force that is resilient, creative, adaptive, culturally-sensitive and alive to the diversity around them. We look forward to working with you all!

Experiential Learning Team
Faculty of Education
The University of Hong Kong

“ *Not having heard something is not as good as having heard it; having heard it is not as good as having seen it; having seen it is not as good as knowing it; knowing it is not as good as putting it into practice; learning ends with practice.* ”

— Xunzi

“ 「不聞不若聞之，聞之不若見之，見之不若知之，知之不若行之，學至於行之而止矣。」 ”

《荀子•儒效》

Aims of Experiential Learning

- 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.



“ Without the ability to think about yourself, to reflect on your life, there's really no awareness, no consciousness. Consciousness doesn't come automatically; it comes through being alive, awake, curious... ”

— Maxine Greene

“ Education is not an affair of 'telling' and being told, but an active and constructive process. ”

— John Dewey



Roles of Community Partners



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:

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 EL team before commencement of the programme application period. Should there be any changes in the programme details, EL partners should inform the EL team at the earliest instance.



Supervision and Co-ordination

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 EL team 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 advice and assistance to participants throughout the programme period.

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.





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.

Performance Assessment

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

Feedback from Partner

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



Experiential Learning Requirements for Students

// Undergraduate (UG) Students

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 six credits from education-related EL courses or CPP projects offered by the Faculty of Education before the start of their fourth year.



Other programmes

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

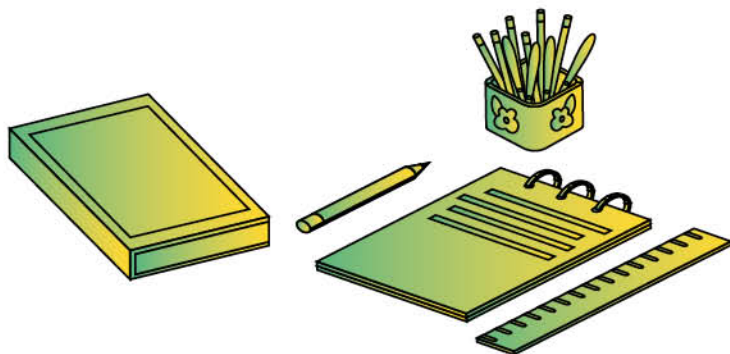
// Postgraduate Diploma in Education (PGDE) Students

Full-time students

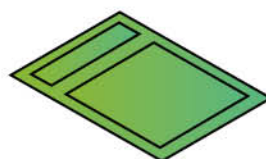
PGDE full-time non-language major students are required to undertake EL in Semester 1 of the programme. The experiential placement normally lasts for five to six weeks. Students can either enrol in an EL project offered by the Faculty of Education, or nominate their own project (which must be approved by the EL team first). Please note that Chinese and English majors have their immersion programmes at this time.

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 by end of Semester 1 in their first year of studies. EL may take the form of professional learning experiences in or outside Hong Kong. Students may also nominate their own project (which must be approved by the EL team first).



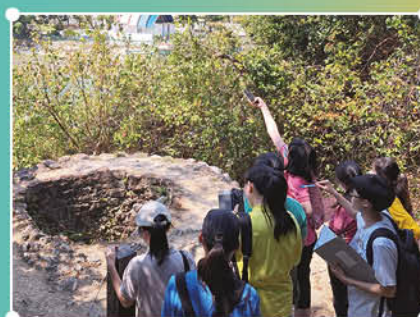
Experiential Learning at Undergraduate Level





OVERSEAS





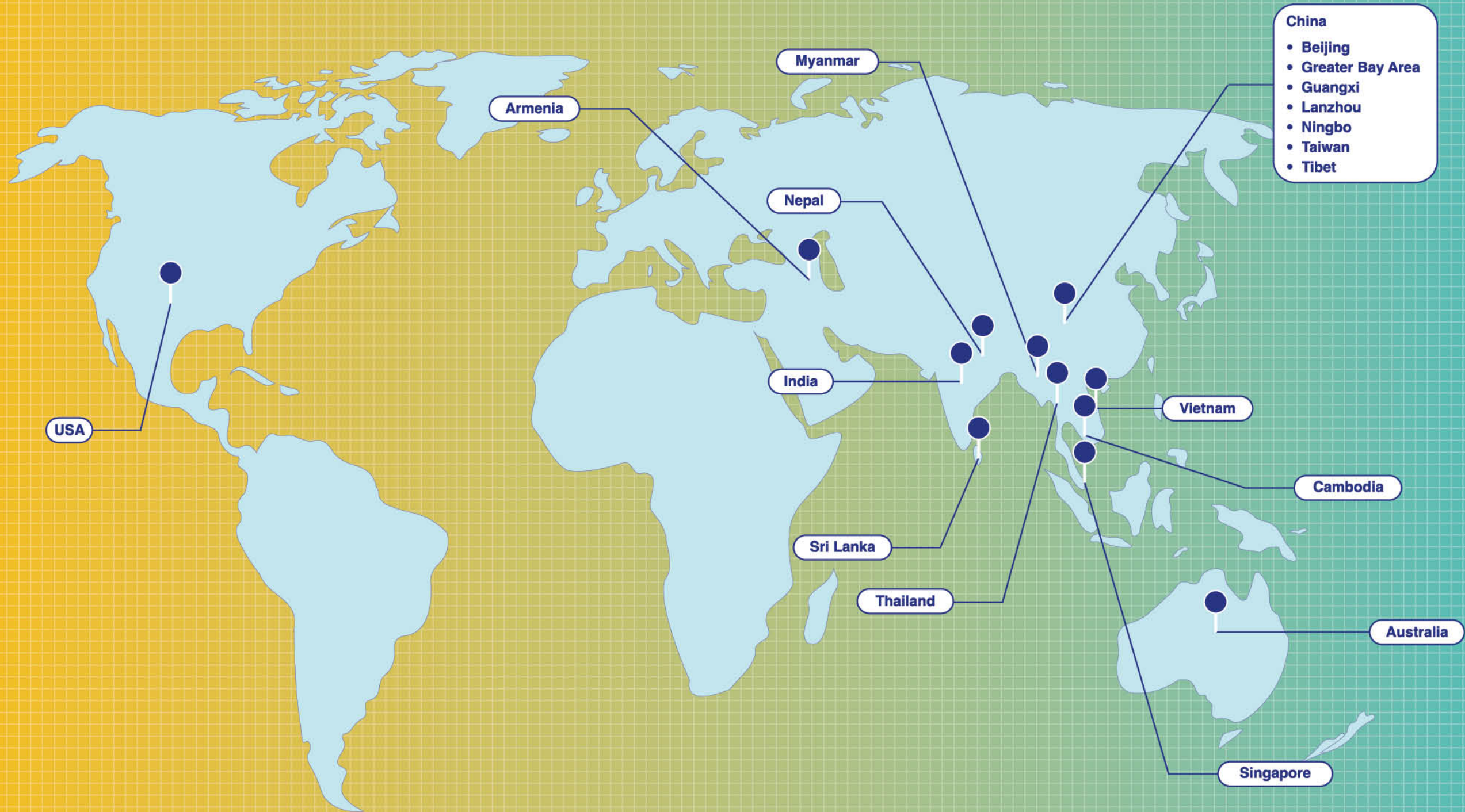
Experiential Learning at Postgraduate Level

Since 2016, the EL team has established about 50 EL projects at postgraduate level and here are some examples:





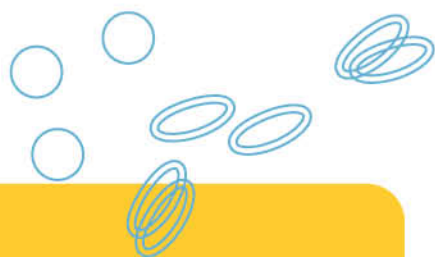
The Global Reach of Experiential Learning of the Faculty of Education



Our Community Partners since 2016



// The Future of Education



Melitta Von Pflug BA&BEd(LangEd)-English

Although this was an elective EL course, different in many ways from my core teaching pedagogy and language education courses, I saw it very much as a coherent extension of my teacher training, because collaboratively planning a five-lesson curriculum required putting into practice the use of skills and knowledge gained throughout my five years at HKU. More than anything, however, I believe **I will carry the lessons and experiences on resilience with me into my own classrooms...** Value education is becoming increasingly important in schools, and I look forward to finding different methods and materials to incorporate the teaching of skills like empathy and resilience in my everyday classes.



Yennis Lau BSc(ACD)

This trip really changed my mind about teaching and education. Initially, I think I am just going to be an ordinary kindergarten teacher, I couldn't see the things that I do can have a huge impact on children's personal growth and development. However, the history of massive killing in Cambodia gave me an insight. When I saw the photos of the victims, I could feel their hopelessness and sorrow. Education can help us to identify what is right or wrong and remind us to protect the core value which is being eroded. Therefore, the things that I do for kids have meanings. I promise myself that as an early childhood educator, **I do have responsibility to nurture the next generation, teaching them to become a better person.**



Iris Lai
BEd(ECE&SE)

It is very pleasant for me to have successfully found the meaning of education in this course. Before the course, even though I am studying a programme related to education, I did not see the mission of being an educator and what is the meaning of educating the next generation. Yet, after the course, when seeing students' faces showing enjoyment in our programme, I felt so rewarded. Such changes I believe are the power of education. If the process of instilling knowledge, and changes of attitude keep going for a couple of years, it can change a person's life. **I think it is the mission of an educator to educate the next generation and change their lives. This insight will push me to be a better educator in my future career path.**



Queenie Wu
BA&BEd(LangEd)-English

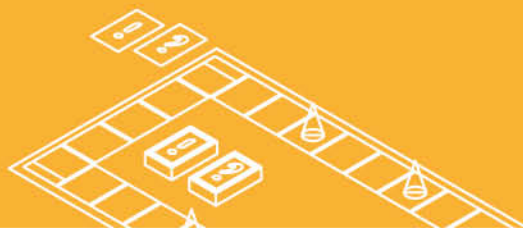
The experience in Ocean Park gives me **great inspiration for future education, not only the skills or techniques but more about the spirit and passion to spread important messages to the next generation.** I also become more comfortable, creative, and open-minded in handling different problems, and I feel grateful and joyful in the course.



// Real-life Problem Solving

Gloria Wong
BSc(SHS)

This experience certainly helps me gain immeasurable amount of knowledge and skills. As we have prepared for around half year since September, I think our hard work paid off and we have learnt more than we could ask for. This is **an extraordinary chance of learning real-life techniques of handling special situations**. Even though unlike most of the classmates, I will be a speech therapist in the future, this enables me to know how to better communicate with children and make the learning materials more attention-grabbing. Therefore, I feel really lucky and glad that I have joined this course.



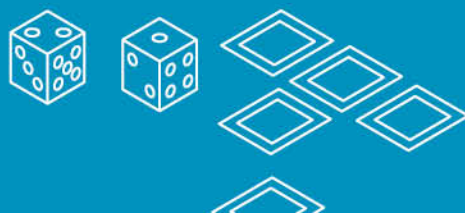
Tommy Cheung
PGDE Full-time (Mathematics)

The execution of the activity provided me with various insights on how I could **make use of such classroom in community programme in my future teachings**, both from the way of executing it, and from the feedback of the participants. Moreover, it also gave me practical outcomes on how one single set of teaching materials could be adapted to different targeted participants, satisfying their corresponding needs.



Chris So
BEd&BSc

This programme inspired me a lot about what creativity is. The game that required students to give quick response to some weird scenario showed me how 'unbounded' could creativity be. Moreover, it was impressive that students could really construct a straw bridge that could successfully transport a tennis ball in seven minutes... It was amazing to witness how students solve this problem. It proved that **students were capable of solving problems** by themselves.



// Self-discovery



Lillian Cheung PGDE Full-time (Early Childhood Education)

After the EL period, I found the project had **contributed to my personal and social development**, it also brought me to **break through my comfort zone!** During this EL block, I not only came into contact with different children and parents, but also learnt the skills of communicating with them by observing the game trainer. I believe these skills can be applied in my future career.



Chloe Guo BA&BEd(LangEd)-Chinese

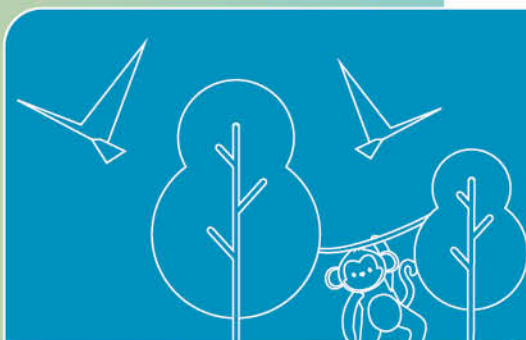
I found that there was a **shift in my sense of self-identity** during the process. At first, I regard myself as the teacher who should know the answer to everything, so I watched the students completing different tasks we prepared for them with a rather condescending attitude. But when I realised that my knowledge base could not solve the problem, I became more equal with the students - a learner and an explorer. My relationship with them transformed from the traditional teacher-to-learner mode to a more equal partnership, where the teacher and students explore and discuss solutions to problems together.



// Adaptability

Jimmy Fung BEd&BSc

Even we had tried to prepare for possible contingencies, we still couldn't predict everything that will happen, especially because we didn't have much experience in leading an outdoor education programme. **Unforeseeable situations** could put enormous pressure on us, but pressure is a double-edged sword – on one hand it may drive us deep into negative emotions, but on the other hand it may act as a stimulation to our brain and prompt us to come up with **creative solutions**. To achieve the latter, the most important thing I have to do is to **change my attitude and mindset to keep optimistic**; optimism may not always bring me good luck, but pessimism must not.



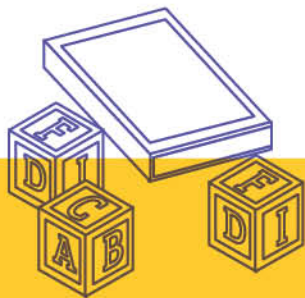
Tiffany Leung PGDE Full-time (Mathematics)

The experiential learning has highly broadened my experience, especially in a different context away from classrooms. Yet, all these experiences could be linked back to classroom settings. There were always unexpected incidents happening, which had affected the execution of what we planned. This is in fact also happening during classroom settings, where there will be many **sudden incidents**, like non-working technical tools, under / overestimation of students' abilities, sudden cancellation of class, emotional burst of students...

Well-planned teaching schedules would be affected, and we teachers then have to **think of ways to compensate** - to think of what students should do for underrun classes, as well as how the progress of learning could be chased for overrun classes.



// Self-nomination

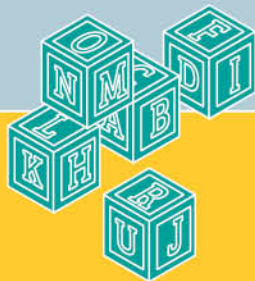


Gladys Matras
BA&BEd(LangEd)-English

Over the course of the semester, Nika and I have **created a project** named SexEdForAll. Through this project, we were able to research and identify the societal needs of Hong Kong and take a deeper look into the education system. Being informed of the current education system and its positives as well as flaws has strengthened my identity as an educator, making me aware of the social issues in my society and what I can do to help. We started with brainstorming, then research and implementing our ideas in real life. **It was an extremely vigorous yet rewarding experience which has taught me a lot of different skills personally and professionally.** Through this process, it made me grow as an educator. Education in the 21st century needs to look differently than previously. Everything in society is rapidly changing, and as an educator I will be teaching the next generations. Breaking and deconstructing old beliefs of what education should look like is essential to be able to survive. Thus, it pushed me to think outside the box. Moreover, it has made me realise my strengths and weaknesses as an entrepreneur and educator.

Nika Babakhan Torkaman
BA&BEd(LangEd)-English

During secondary school, I had become **aware of the importance of networking and finding a community of like-minded people**, but through this experience I truly got to understand the importance of feedback and expert opinion. Even though both me and my groupmate were extremely passionate about the topic of sex-education in the context of Hong Kong, and had conducted thorough research about the topic, however we both lacked experience pedagogically in terms of lesson plan implementation but also about the topic and its relevance in the context of Hong Kong. Prior to this experience I used to be hesitant about reaching out to scholars and found the process quite intimidating as I often feared rejection. However, as a result of this experience I have found rejection to be a reoccurring theme in our lives, and although the process never gets easier to digest however one becomes more accustomed to it as a result of reaching out more often.



Feedback from Community Partners

Mr. Enoch Chan

Assistant Programme Secretary
Wu Kwai Sha Youth Leadership & Wholistic Development Centre,
Chinese YMCA of Hong Kong

I was once a PGDE student at the HKU and decided to complete my EL internship at YMCA. During the internship, YMCA provided me with a lot of opportunities to bring the ideas in my mind to reality in the form of different innovative camps and classes. During my time of working with the pupils, I developed crucial and valuable skills in critical thinking, creativity, problem-solving, communication, as well as leadership and teamwork capabilities. These experiences can be further implemented into school settings and helped me a lot throughout my teaching career. From my own experience, I can testify to the benefits of this programme as all means of developing invaluable skills and widening your thinking. Furthermore, I am honoured to be one of the supervisors of this programme now.

Ms. Pat Huang

Global Education Officer
Service Civil International - Hong Kong China

We are very pleased to have HKU student teachers who went the extra miles to do their EL project with us in Sri Lanka during their summer holiday. They carried out fantastic workshops and teamwork games. Their interaction with kids have given them confidence in speaking English, and making connections with people from the outside world. Despite challenges, it is a learning experience how the student teachers adapt to different cultures, solve problems and cater for the diversity. It is amazing how people from different cultures do things together and build positive relationships.

We would like to thank the EL team for the great partnership and the PGDE students for their dedication. We hope this valuable yet challenging learning journey will stay with our future educators in the face of the fast-changing world.

Mr. Carl Chung

Founding Director
Teengineer

Educators prepare students for society, and that can only be done when teachers understand what society truly asks for. The HKU EL programme provides authentic experiences for PGDE students to gain insights into the workplace. That enables teachers-to-be a precious opportunity to reflect on their roles, missions, and most importantly, their impact on students.



// Financial Support



We would like to thank

- Community of Practice on Internationalisation of Teaching and Learning
- Gallant Ho Experiential Learning Centre (HKU)
- The Fan Family Charitable Trust
- Tin Ka Ping Foundation

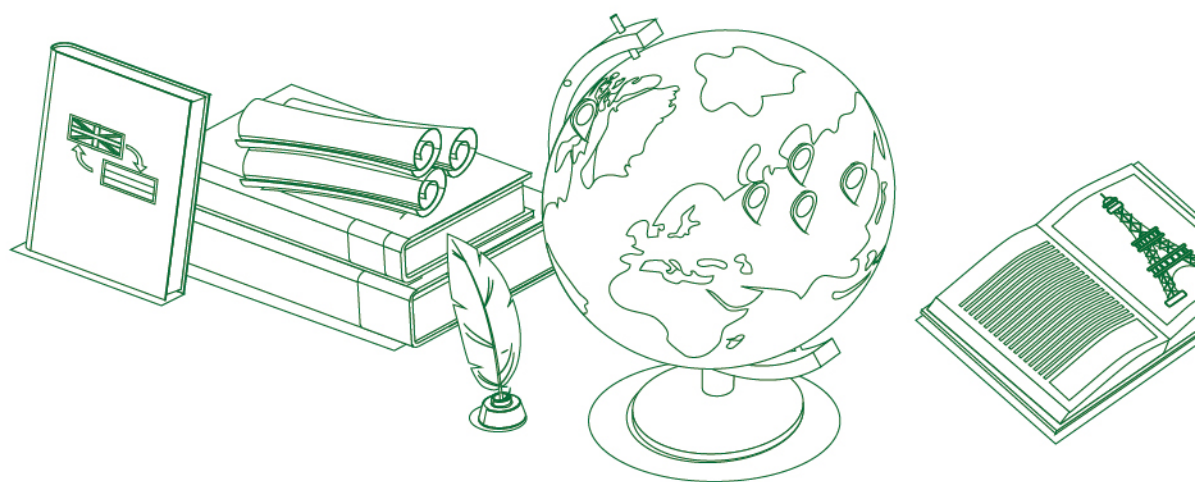
for their generosity in supporting our EL projects.

In order to support students' participation in EL activities, the following subsidy schemes are endowed exclusively for students in the Faculty of Education.

- Madam Chu Kwai Ying Memorial Scholarship
- The Centenary Scholarship Fund – Faculty of Education
- Tin Ka Ping Foundation Grant for Experiential Learning
- Bursary Scheme for Experiential Learning

For further information, please refer to

<https://web.edu.hku.hk/programmes/experiential-learning-resources-and-support/scholarships-and-bursary>.



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🔗 <https://web.edu.hku.hk/programmes>

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Credit Bearing

Wider Community

Reciprocity

Sustainable

Re-thinking

Teacher Education

Reflective Observation

Active Experimentation

Structured Reflection

Mandatory

Abstract Conceptualisation

Non-hierarchical

Co-creators of Knowledge

Concrete Learning

Interdisciplinary

Please visit <https://web.edu.hku.hk/programmes> to know more about Experiential Learning in the Faculty of Education

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