

Experiential Learning Sharing Session: Initial Findings of Pilot 1

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30 July 2019



General Education Office
通識教育事務處

What courses were included in the EL pilot 1?

Sem 2, 2018/19

6 pilot courses from 3 faculties

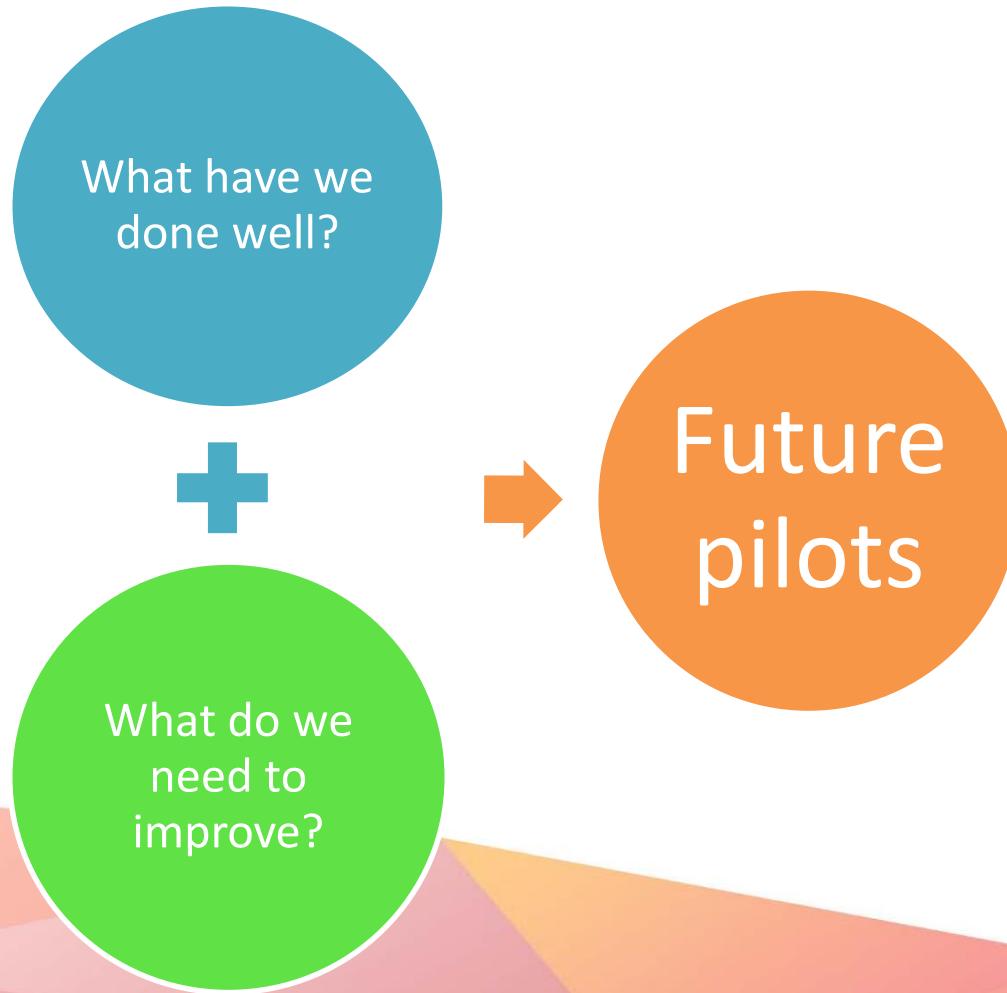
3 Co-curricular and Service Learning Courses (CSLCs)

- CSL 1008 Exploring Workplace Competency
- CSL 1027 Enriching English-learning Environments in Hong Kong Schools
- CSL 1035 Language Carnival

3 Experiential Learning Courses (ELCs)

- GEL 1001 Exploring Hong Kong's Rural Heritage and Nature
- GEL 1002 Experiencing Ecological Sustainability in Metropolitan City
- GEL 1003 Love's Work- Cultivating Relations with Care

Today's flow



WHAT HAVE WE DONE WELL IN PILOT 1?

Feedback from Students – Course delivery

Response rate: 40.82% (80/196)	Scores (SA: 5, A: 4, N: 3, D: 2, SD: 1)
1. I understand clearly the aims/ objectives of the services/ activities.	4.2
2. I understand the expectations on my commitment in the service/ experiential learning.	4.14
3. The assessment results I received so far on this course were appropriate and suitable.	4.19
4. The course schedule was flexible and enabled me to complete my service/ experiential learning.	4.2
5. The guidance and support were sufficient for me to complete the service/ experiential learning.	4.14

Feedback from Students – Key features

Response rate: 40.82% (80/196)	Scores (SA: 5, A: 4, N: 3, D: 2, SD: 1)
1. The course enabled me to learn through experiences in planning and implementing experiential learning/ service learning.	4.29
2. The course offered me the opportunity to differentiate ‘theory’ from ‘real life scenarios’ and to further consider their interrelationship.	4.13
3. The active experience/ service hours were effectively used to promote learning in the course.	4.21
4. The course provided me with the opportunity of engaging in reflection on the processes and outcomes of experiential/ service learning.	4.22
5. The course enabled me to rethink and reassess my own values, attitudes and beliefs.	4.21

Feedback from Students

Curriculum

- Practical, able to acquire **unique experiences**
- **Facilitated** reflection in daily life
- **Behavioral changes** were reported (e.g. took actions to nourish good relations with others)

Course schedule

- **Flexible, encouraged proactive attitude** towards learning
- 25 direct service hours were sufficient
- Allowed students to manage their own study schedules

Feedback from Lecturers – ELCs

- Students went through the Learning cycle in Experiential Learning (ELCs)



To what extent are the courses able to deliver the focal GILOs?

Focal GILOs for CSLCs:

- GILO 1 Problem Solving Skills
- GILO 4 Communication Skills
- GILO 5 Social Interaction Skills

Focal GILOs for ELCs:

- GILO 1 Problem Solving Skills
- GILO 3 Creative Thinking Skills
- GILO 7 Global Perspectives (if applicable)

**Comments from
lecturers and students**

Lecturers

Students

**Students were
able to achieve
focal GILOs**

**Able to strengthen
generic skills in
focal GILOs**

To what extent are CSLCs able to achieve GILOs?

- GILO 1 Problem Solving Skills

- Example from lecturers

*“Students were responsible to **design a language game** or activity and **host a booth** for pupils from primary/ secondary schools to learn Chinese. During preparations, students had learnt how to **manage the booth with limited resources**, which could foster their problem solving skills.”*

- Example from students

*“Students had a prior conception that it would be better to act like friends with pupils from service schools. Yet, during the service, his group **discovered** that in order to manage classroom discipline, they need to step back and keep a suitable distance with their pupils. Therefore, they **adjusted their strategy** thereafter, including **changing their tone and approach**, in order to facilitate better outcomes in teaching and learning.”*

- GILO 4 Communication Skills

- Example from lecturers

- ✓ “Students were required to do oral **presentation in the service units.**”
- ✓ “Written communication skills could also be trained when students **prepared their teaching proposal.**”

- Example from students

- ✓ “Students reported having the chance to communicate with service targets such as primary school pupils and the public. They learned to **observe and adjust their ways of communication** accordingly. In a course that students had to organize language activities in primary schools, students learned to **apply distinct ways of communication** with pupils in different grades.”
- ✓ “Students would **adjust the level of difficulties**, or **tailor-make some materials** for pupils with lower ability level, such as replacing materials of Chinese idioms with Chinese vocabularies and using pictures to illustrate the meaning of difficult words.”

- GILO 5 Social Interaction Skills

- Example from lecturers

*“Students were offered opportunities to **visit different schools** for hosting their games. They had met different primary/ secondary school pupils and learnt how to **promote their games** to the pupils. They had also **communicated with teachers** in hosting schools for comments to improve their activities. These could enhance their social interaction skills.”*

- Example from students

*“For junior primary school pupils, positive reinforcement was often used, while for senior grades, **a more casual and friendly approach** in teaching was adopted.”*

To what extent are ELCs able to achieve GILOs?

- GILO 1 Problem Solving Skills

- Example from lecturers

*“Students were divided into different focus groups to deal with different relationships like friendship, parental relationship and love relationship. Students could strengthen their problem solving skills by **identifying their relationship problems** and **designing an individual action plan** to solve them.”*

- Example from students

*“Due to limited time of the field visit, students **faced difficulties** in covering all information and materials. Students **learned to prioritize and reschedule** the activities to solve the problem.”*

- GILO 3 Creative Thinking Skills

- Example from lecturers

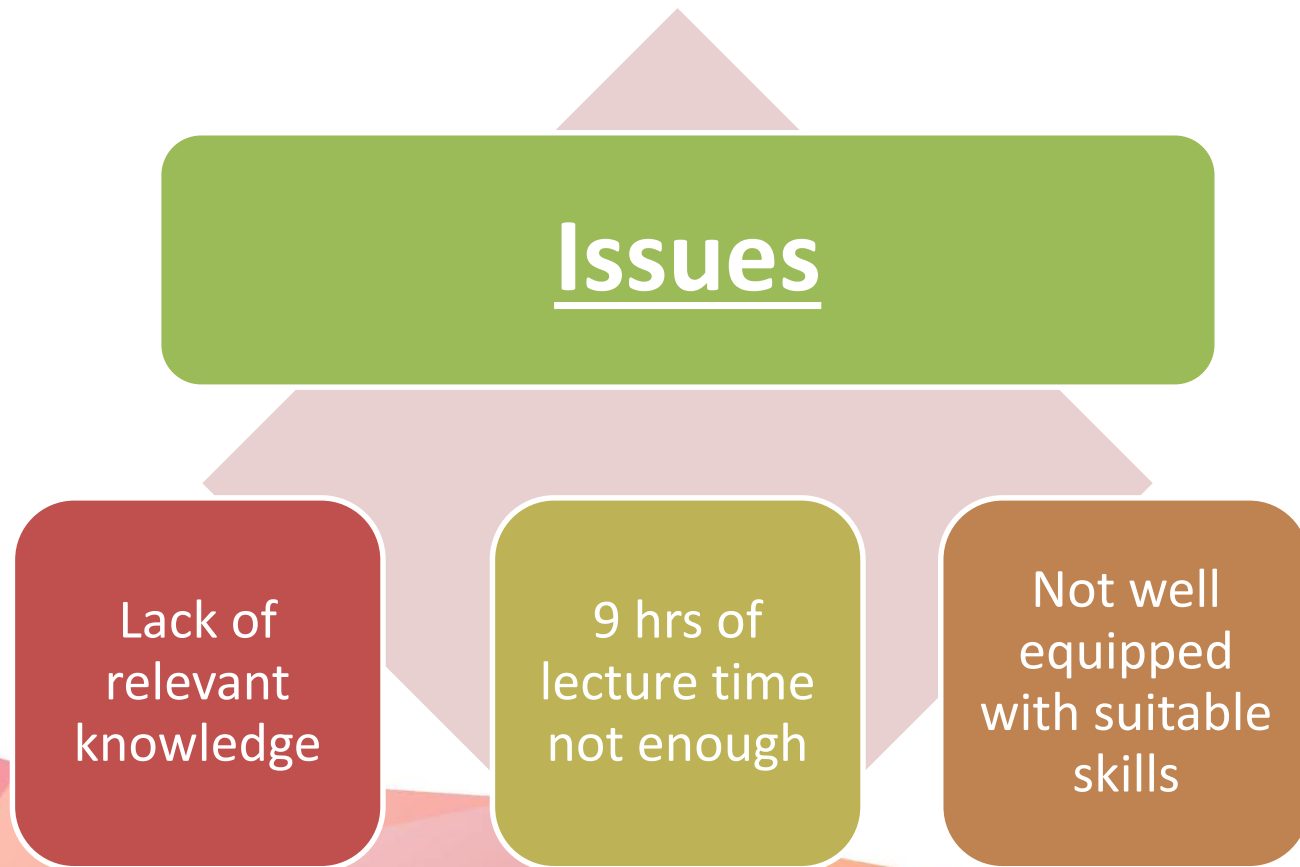
*“In one of the ELCs, students were required to work in a group to produce a learning package. As reflected by the quality of the assignments submitted, the lecturer found that students’ performance including **their creative thinking was highly satisfactory.**”*

- Example from students

*“Despite the (landscape constraints) conditions, we (students) still had to look around, and **brainstormed ideas** about what and how **to carry the teaching and activities**, like identifying several species of mangroves, finding crabs and fishes, and picking up trash around the area.”*

ISSUES AND CONCERNS FROM PILOT 1

How should I handle insufficient subject knowledge among students?



- Possible solutions

Subject knowledge vs
Operational/Experiential knowledge

Pre-requisite and requirements could be
set up for courses that required specific
knowledge (language, STEM etc)

E-learning platform to equip students
before the activities

Expectation management

Does every student need to produce a proposal of experience?

Issue

Meaning

Proposal

Should every EL course include the element of proposal?

Plan of service/
experience gaining
action

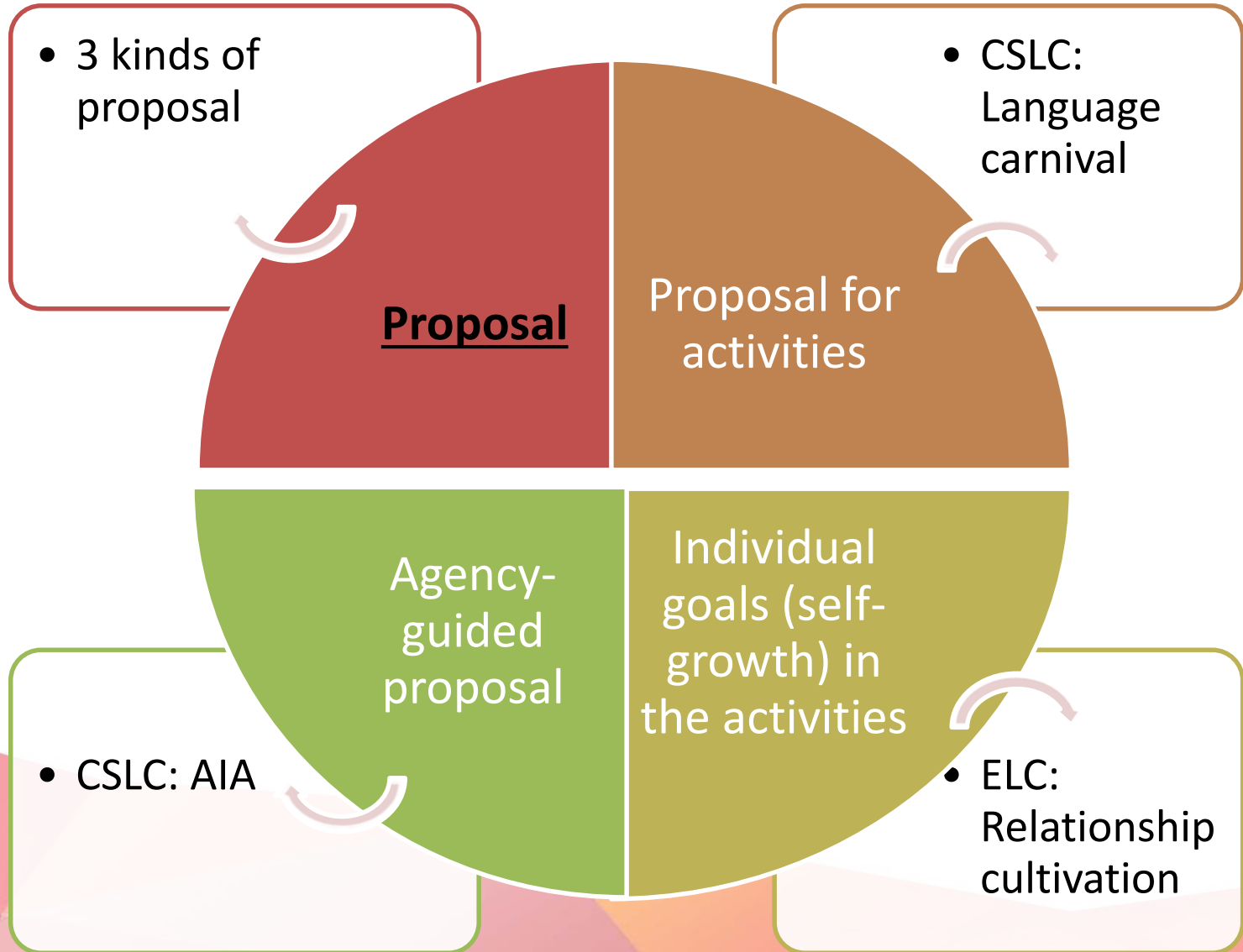
Comments from lecturers and students

Lecturers

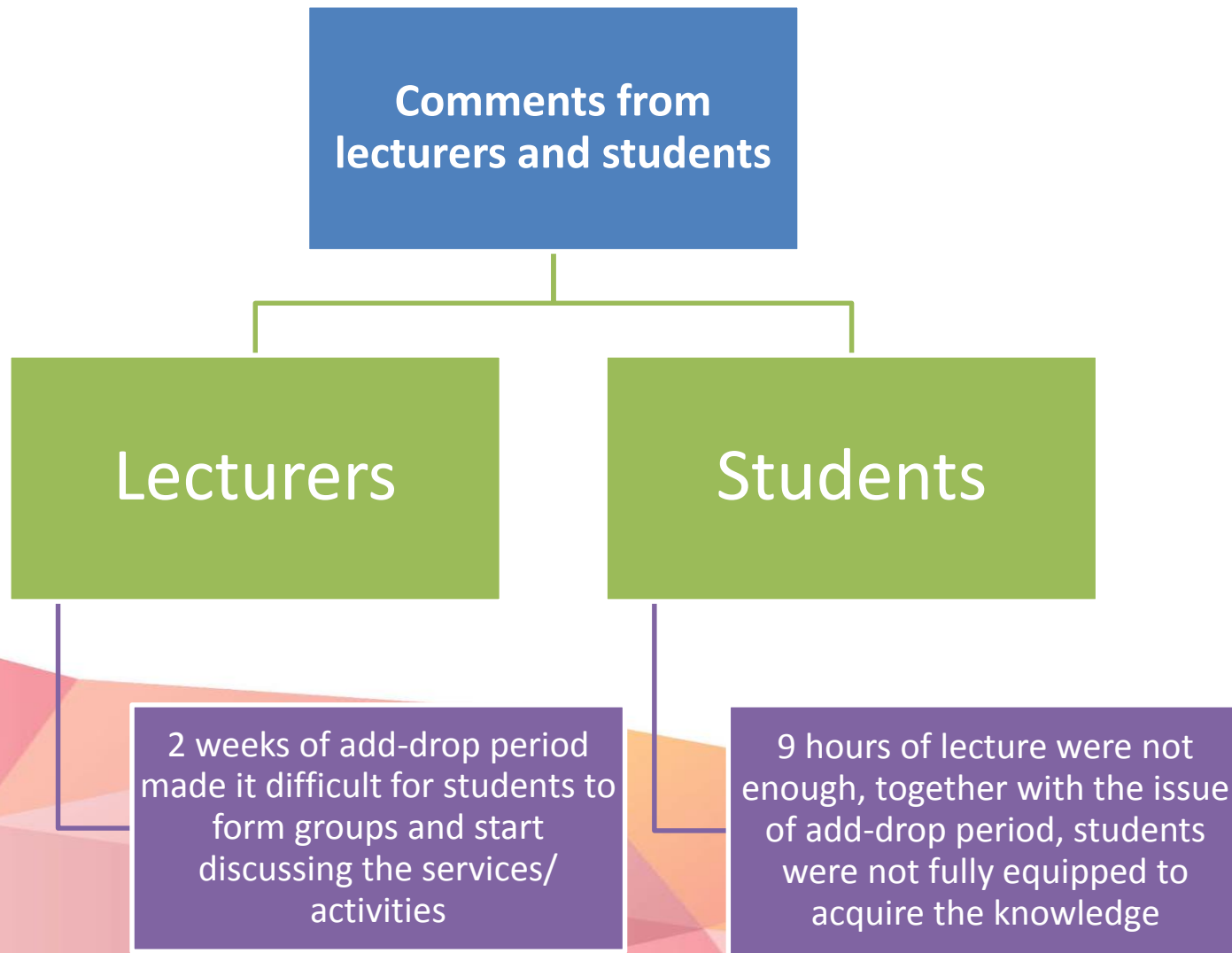
Proposal helped students to analyze and plan their experiential learning progressively

Students

Solid and ample feedback on proposal allowed students to review the first activity and make improvement in the second round.




Can I include more lecture time in my course for preparing the students?



Issues

Students may have missed lectures in add/drop period



Difficult for grouping and preparation



Students may not be well equipped



- Possible solutions

Withdraw the course from online add/drop

Start the course in second week (but ensure students know the arrangements)

Only allow students to drop the course during add/drop period (adding the course will not be allowed)

E-learning platform: provide video recordings of the lectures for students to make up

- Possible solutions
- Flexible distribution of classroom and reflection sessions

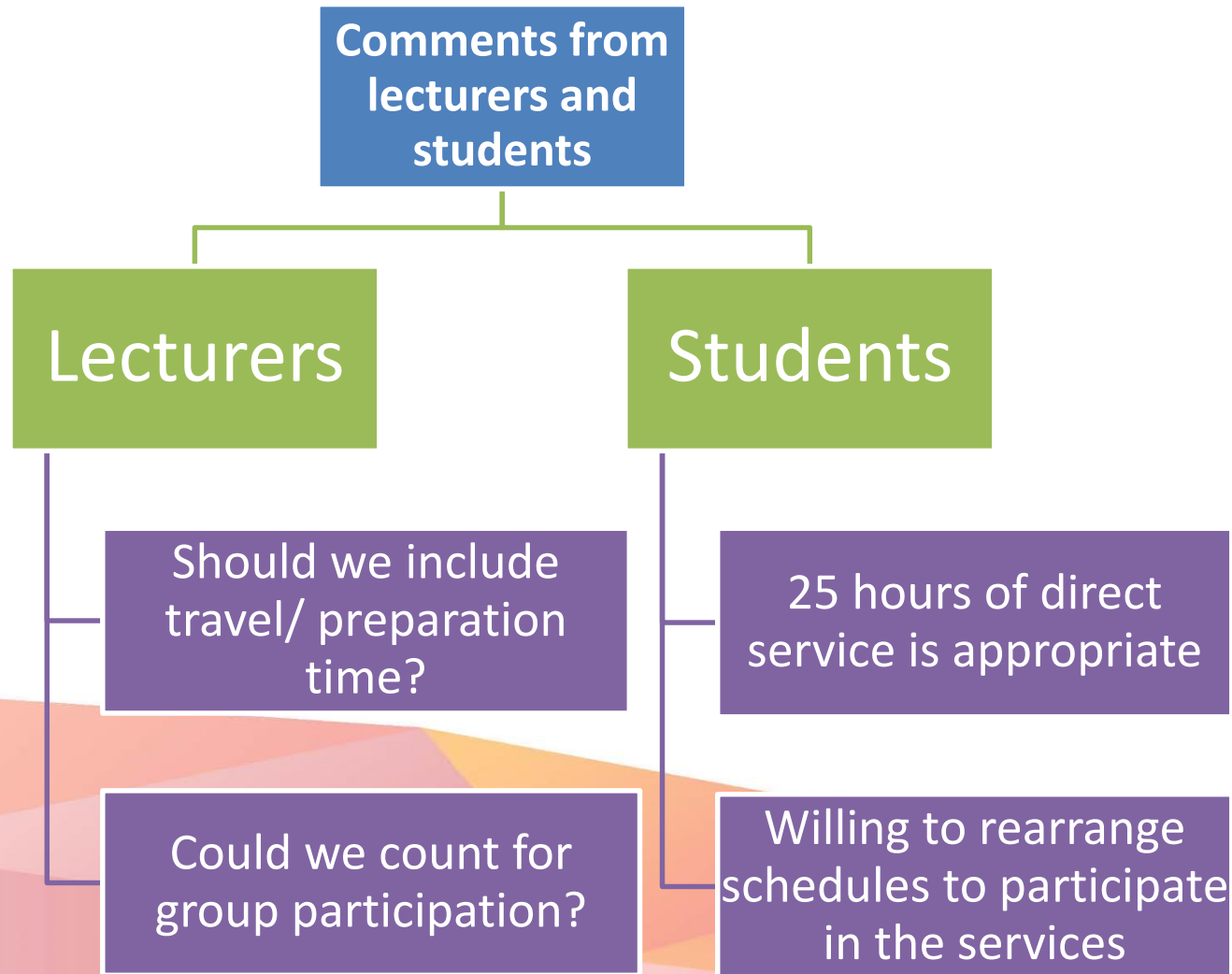
Classroom/ lecture session	Reflection and group sharing session
Minimum: 6 hours	Minimum: 6 hours
Maximum: 12 hours	Maximum: 12 hours
Total: 18 hours (Maximum)	

- Possible solutions

- Lecturers may add a remark in the course outline if the course requires students to work with Cantonese speakers, e.g.

“Students should be able to communicate in Cantonese with the clients who are usually local Chinese”

How should the out-of-class activities be scheduled?





➤ Possible solutions (within scheduled lesson time)

- Strongly advise students to reserve 1 hour before AND after the course for possible travelling time, and add remarks in course synopsis, e.g.

“Some out-of-class activities will be scheduled during the lecture time (xx-xx), students are strongly advised to reserve 1 hour before AND after the lecture time for possible travelling arrangements”

- Arrange transportation for students if needed

- Possible solutions (other timeslots)
- Inform students on all the dates of the out-of-classroom activities at the beginning of the class

CSLCs: Direct Service Hours

Clarification

1. Face-to-face direct contacts (with external party*): **25 to 40 hours**
2. Reducing time for transportation → longer service session, e.g. 3 hours sessions
3. Because of the fairness issue, service hours should only be counted on individual basis

**Including preparation time WITH the external party*

- Lecturers may include the details of the service arrangement in the course outline for students to have a clearer picture

1. **39 contact hours** for 1 course (including maximum of 18 hours of lecture)

2. $39 - 18 \text{ hours} = 21 \text{ hours}$

3. **21 hours x 1.5** (1.5 hours out-of-classroom = 1 classroom contact hour) = **31.5 hours**

*Therefore, 25 hours of direct service is reasonable

*The remainder is meant to spend for preparation or follow-up work

- Suggested to use time sheet to record individual student' service hours

Self-reported by students/ service provider

Signed by service provider

Add some of the important criteria for service provider to mark the level of achievement (e.g. punctuality, attitude etc.)

For lecturer reference/ actions if needed (e.g. adjustment on students' grades)

Under performance: find out more information from service provider, evidences etc.

EL pilots in 2019/20

5 ELCs

4 ELCs,
1 ELC on
BP

5 CSLCs

3 CSLCs,
2 CSLCs
on BP

CHALLENGES FOR THE FUTURE PILOTS: CSLC

How do I manage two groups of students with different grade modes taking my CSL course?

Existing Cohort
(2018/19 or before)

- Register using course code “CSL”
- **Distinction, Credit, Pass, Fail** (Grade mode A)

New Cohort
(2019/20 onwards)

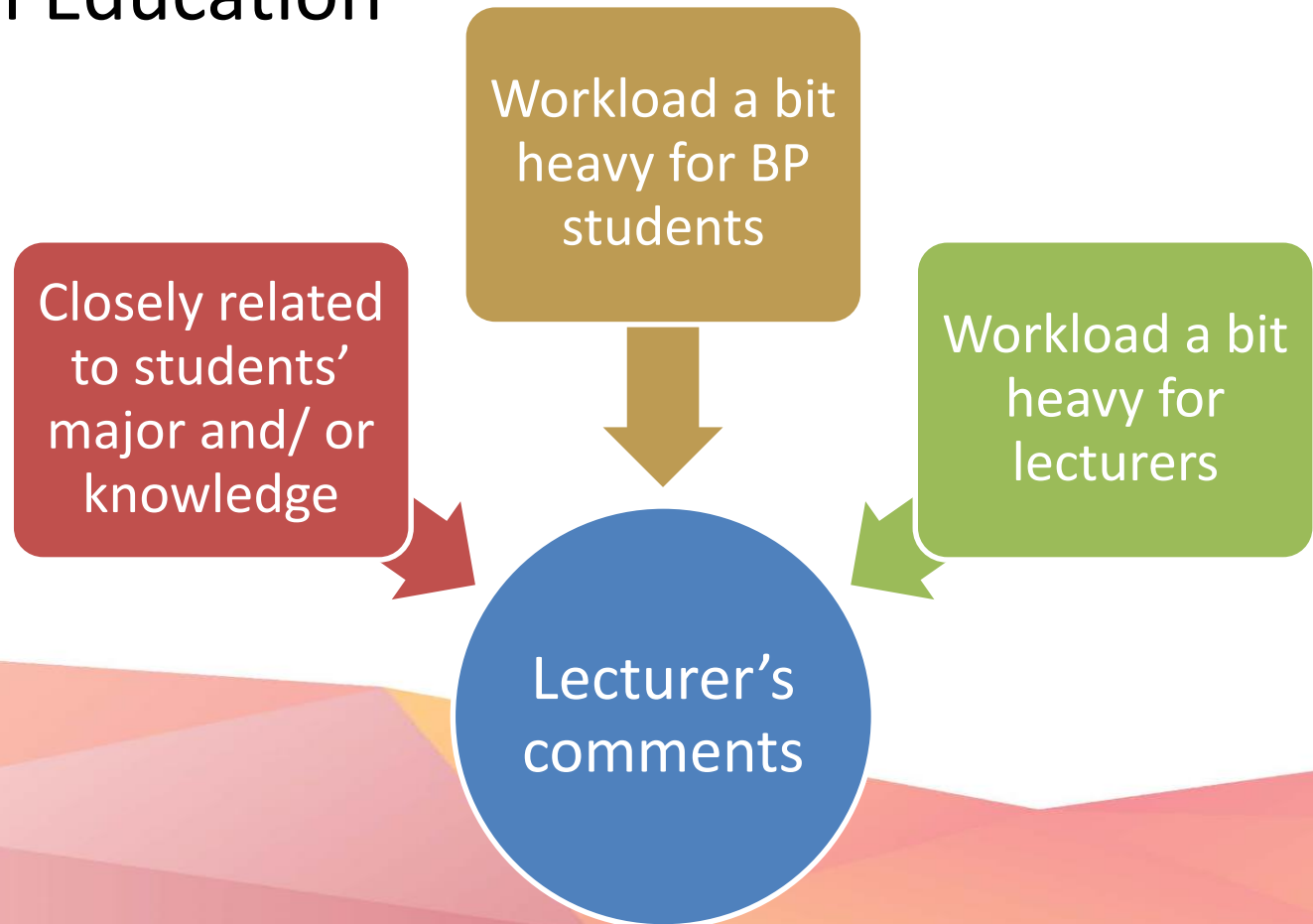
- Register using course code “GEM”
- **Fine grades (A+, A, A-, B+, B,...)** (Grade mode 4)

- Both cohorts will be taking the same class together
- Different grading system, same rubrics

CHALLENGES FOR THE FUTURE PILOT: EXPERIENTIAL LEARNING ON BLOCK PRACTICE

Feedback on previous pilot:

- SES 1040 Community Service-based Learning in STEM Education



How could I secure placement school's support to the activities?

Expectations from BP schools

A concrete project proposal by students

A step-by-step plan

Arrangements of the required materials/resources

Benefits that could bring to their schools

- For details of EL on BP, please refer to the parameter documents

How could I ensure the quality of service/ activity provided to schools?

Pre-requisites and/ or requirements in students' major for special knowledge (language, STEM etc.)

Extra classes to be set up for the specific knowledge required

E-learning platform to equip students before the activity/ service

How could I prepare students for a smooth course operation?

Clarification(s)
in the first
lesson:

- CSLC's service hours should not be included in the FE timetable
- BP's teaching hour could not be double-counted as CSLC's service hours

Some challenges about students' workload?

EMI courses require English assignments while the targets of the service/activity are usually Cantonese speakers

Use English to complete the assignments in EMI courses

Follow the MOI of the BP school in preparing EL materials and delivering the services/ activities

Some challenges about lecturer's workload

More workload if the class involve too many BP students




Lecturers can set up quotas for BP students if appropriate

CHALLENGES FOR THE FUTURE PILOT: EXPERIENTIAL LEARNING COURSES WITH OVERSEAS ELEMENTS

How should I administer the ELC with overseas elements?



Class size: 15-20



Briefing session should be held by department before the course enrollment:
To explain clearly the logistic arrangements of ELCs with overseas elements to students

Issue

- Earlier planning is needed for Summer Sem

Solutions

- ELCs with overseas elements can be implemented across two semesters i.e. Sem 2 and Summer Sem
- Course registration for ELCs with overseas elements will be conducted in Oct, same as the course registration for Sem 2
- Ocp for Sem 2 and 3cps for Summer Sem

Clarifications

- Lessons/ pre-departure meetings can be held in May
- Tour can be held June/ July

An example timeline for Summer Semester

Sep, 2019

- Obtain quotations for flights, hotels, etc.
- Briefing session should be hosted before students enrollment

Oct, 2019

- Course registration for ELCs with overseas elements
- Students should pay to confirm registration, no refund will be allowed

Nov, 2019

- Confirmation of flights and hotels
- Visa applications

May - July,
2020

- Course implementation
- Lectures with students before departure can be held in **May** (division of duties/ orientations, etc.)
- Pre-departure meeting(s) (safety reminders/ emergency contacts, etc.)
- Debriefing meeting (sharing/ reflection/ evaluation, etc.)

Can I have additional funding support?

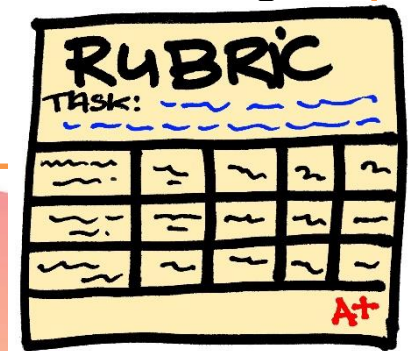
- Apply for Global Learning Enhancement Fund (GLEF)
- Guideline from GAO
 - https://www.eduhk.hk/internationalisation/en/financial_supports.php#tab-1



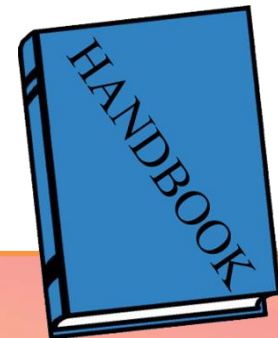
One last reminder: Assessment

- Assessment rubrics

- Course instructors are strongly advised to make close reference to the assessment modes/tasks and rubrics (grade descriptors) contained in the Handbook for Experiential Learning
- These tasks and rubrics are important means for ensuring that the major objectives/aims/rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness
- Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised
- GEO may help compile a mark sheet for marking if needed



- EL handbook and Parameter documents
- Please refer to the EL handbook and/ or parameter documents when developing EL courses
- Questions concerning course development: contact DGE (Dr. Joe Lo) and EL Course Co-ordinator (Dr. Theodore Lee)





The End
Thank You