

A group of people, mostly young adults, are gathered outdoors in a grassy area. They are engaged in an activity that involves holding onto ropes or sticks, possibly a team-building exercise or a field study. The background shows a white tent-like structure and some trees. The text is overlaid on the image in a dark blue color.

Experiencing Ecological Sustainability in Metropolitan City

Sharing session 30 July 2019

Paladin Chan

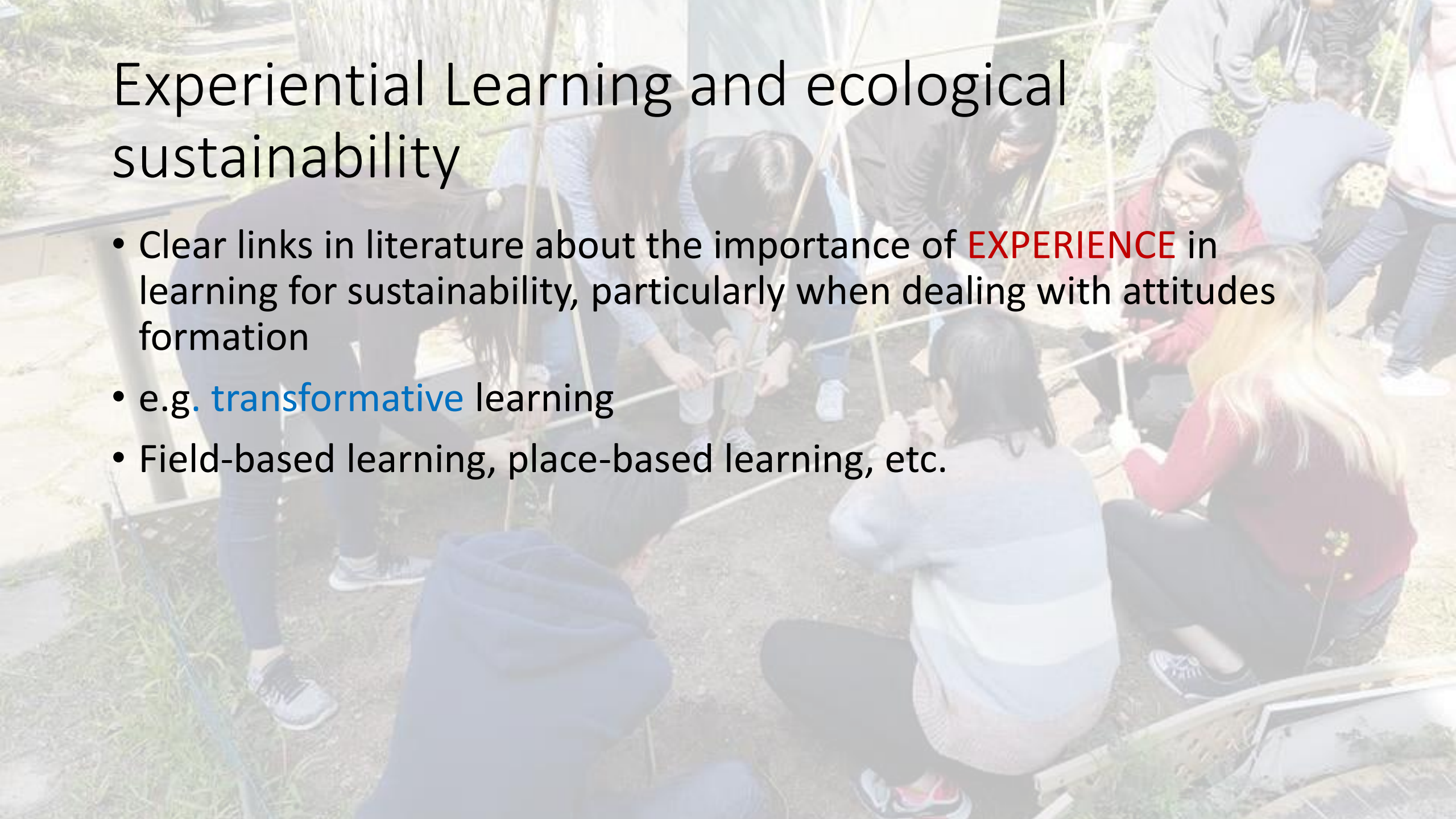
Department of Science and Environmental Studies

Course design rationale

- Traditionally, field-based learning on ecological sustainability stress the importance of learning in **the natural environment**.
- However, given that young people of this generation spend most of their time within a **metropolitan** environment, it is worthwhile to explore how we can facilitate the development of awareness of ecological sustainability within a metropolitan context.

Experiential Learning and ecological sustainability

- Clear links in literature about the importance of **EXPERIENCE** in learning for sustainability, particularly when dealing with attitudes formation
- e.g. **transformative** learning
- Field-based learning, place-based learning, etc.



Reflection video by student

- <https://www.youtube.com/watch?v=hXewfB9FdD8&feature=youtu.be>



Course Intended Learning Outcomes

- CILO1 Identify the principles of **ecologically sustainable environment** and the facilitating role of human.
- CILO2 Appreciate the importance of **ecocentric worldview** and experience in learning ecological sustainability.
- CILO3 Examine the **role of different stakeholders** in enhancing ecological sustainability in urban environment in both local and global context.
- CILO4 Demonstrate basic **competencies** in creating **field-based learning** activities with ecological observation components.

Learning Activities



Part 1

- Eco-garden exploration
- Organic farming and aquaculture

Part 2

- Guided eco-tours x 2
- Trail walks in EduHK campus

Part 3

- Designing Field-based learning workshop
- Group based trial run of field-based learning packages
- Group presentation and sharing

Assessment

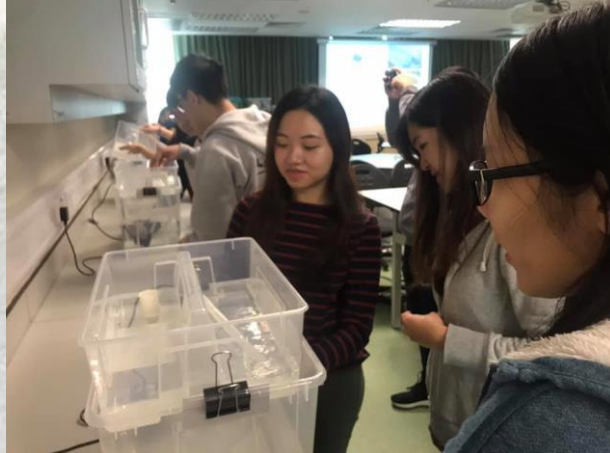
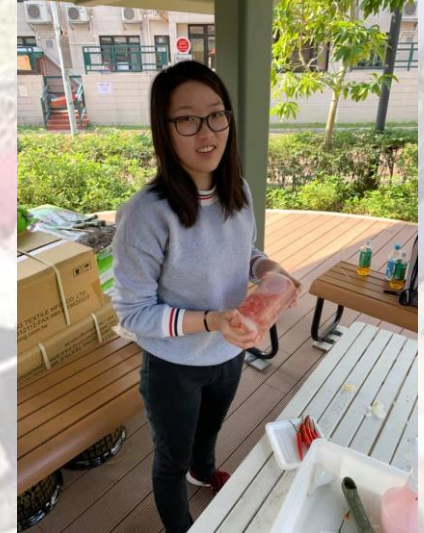
A group of students is gathered outdoors, working together on a project. They are using long, thin bamboo poles and ropes to construct a structure. The students are dressed in casual clothing, and the background shows a natural setting with trees and a building.

- Group project
 - Proposal 20%
 - Demonstration and Presentation 10%
 - Final teaching package 10%
 - Peer evaluation and reflective statement (<200 words) 10%
- Individual self-reflective journals (4 x 500 words each) 40%
- Participation in activities 10%

Exploring Eco-garden



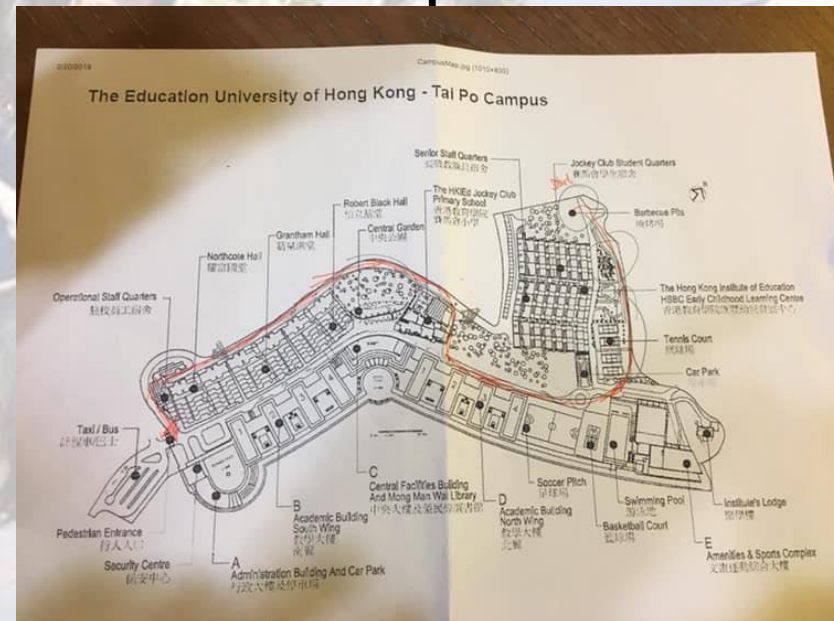
Organic Farming and Aquaculture



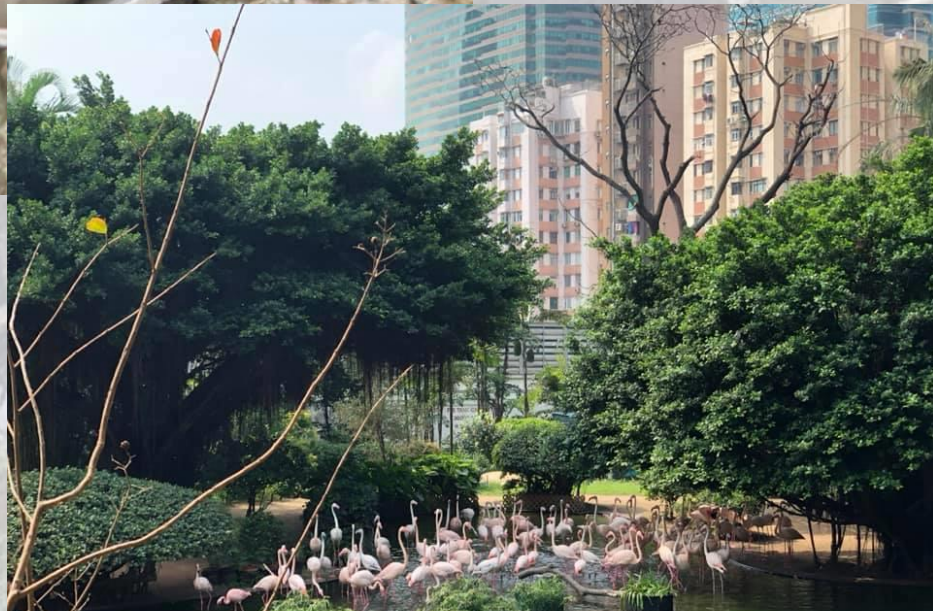
Eco-tour guided by NGO on Tree Conservation



Planning Eco-trail walking in EDUHK campus



Eco-tour guided by NGO on bird-watching



Trials of Field-based Learning Ideas



[video](#)



Quotes from Students' Reflection

- “I **enjoyed** the experience of designing the field-based learning.

Overall, this course is **successful in raising my awareness of environmental sustainability**. It not only taught me some theories and knowledge about environmental sustainability but also provide me with a practical learning experience to strengthen and reflect what I have learnt in the lectures.”

“On field-based learning, I found **this method of learning is surprisingly effective**. Unarguably, **this method is so much fun and exciting**.... During the trips outside the classroom, these hand on hand experiences give students the chance to relate what they are sensing, like sight, hearing, smell, touch, to what they are learning. Thus, deepening their impression towards the knowledge.”

Quotes from Students' Reflection

- “To conclude my feeling towards the overall experience, it would be an **exhausting, yet fun, innovative and beneficial** learning experience. ...even though there are a lot of work to do, the harvest of the course is fruitful
- “this course provides a **joyful experience** for me and I did **enjoy** the process of learning in this course. “

Reflection of the Teaching Experience for the pilot course

- Overall very **valuable, encouraging** teaching and learning experience.
- Tension in pedagogical design -- **“Should I teach more”** vs **“Let student find it out themselves”**
- **Flexibility** is crucial in course delivery (e.g. contingency in scheduling), prepare for unexpected.
- **Stories** are very useful vehicles in experiential learning.
- Social media and Social Networking Service (e.g. Facebook) are useful too.

Sharing of Current issues via FB group

關於

討論

聊天室

成員

活動

影片

相片

管理群組

群組品質

搜尋這個群組

捷徑

Experiencing Ecologic...

陳炳文分享了 1 個連結。
1月12日

This is why ecological knowledge is important for all of us 😊

劉業強要求引入野豬天敵

漁護署認真答：天敵包括……風險太大

HK01.COM | 作者：香港01

劉業強倡引入天敵治野豬 漁護署認真回答：野豬天敵包括……近年不時有野豬出沒在市區，早前經民聯立法會議員劉業強提出，引...

Hung Chun Man和Matthew Chan 17人已看過

讚好 回應

Facilitating Student Reflections via spontaneous discussion

- During a site visit, a student asked “How can we use that tree?” (“這棵樹有甚麼用?”)
- → Taoist idea of “use of uselessness” (無用之用)
- → Discussion of anthropocentric vs ecocentric idea.

Rooms for Improvement

- Connections between their local experience and the global picture of ecological sustainability needs to be further strengthened.
- Motivation of students could still be enhanced particularly during the beginning of the course.
- Students needs to be reminded of the time schedule for site visits early in the course.
- Arrangements for student group field based visits can be better. Enough time should be allocated for all groups to conduct their trial runs with their fellow students.
- More guidance for assessment task while also maintaining students ownership of their original ideas.