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THE EDUCATION UNIVERSITY OF HONG KONG

STEERING GROUP ON UNDERGRADUATE COMMON CURRICULUM

Evaluation report on the 1st Pilot Exercise for Experiential Learning in Semester 2, 2018/19

Executive summary

1. The first round of pilot exercise for Experiential Learning (EL) was conducted in Semester 2, 2018/19, in order to facilitate effective implementation of EL courses under the new curriculum in 2019/20. Multiple evaluation instruments, including questionnaire surveys, assessment analysis, focus group interviews and field observations, were used to collect feedback from the stakeholders. The findings of the pilot exercise were positive as students were mostly satisfied with the teaching and learning activities and the related arrangements. Most of them found that participating in activities and/or services was very helpful to their experiential learning and conducive to the achievement of the intended learning outcomes. The experiences garnered from the pilot exercise also helped lecturers to improve the design and implementation of their courses for the second pilot exercise by addressing such issues as the standardization (definition) of service hours, the requirement of specific subject knowledge in some courses, the scheduling/ arrangement of classes/ groups, and the flexible arrangement of lecture hours etc. The suggested areas of improvement would be taken forward in the next round of pilot for further review/ re-examination that leads to continuous improvement of teaching and learning quality.

Background

2. Under the new curriculum (from the 2019/20 cohort onwards), Experiential Learning which composed of Co-curricular and Service Learning Courses (CSLCs) and Experiential Learning Courses (ELCs) are offered by departments under GE domain. Existing CSLCs have been reviewed in order to align with the revised Graduate Attributes (GAs) and General Education Learning Outcomes (GELOs), while ELCs are new courses being developed under the parameters of the new curriculum.

3. The first round pilot exercise for both ELCs and CSLCs were conducted with three main purposes as follows:

   a. Verify the effectiveness of the newly developed courses/ the revised courses in achieving Course Intended Learning Outcomes (CILOs) and aligning with the corresponding GELOs and Generic Intended Learning Outcomes (GILOs) suggested in the handbook – which converge to our University graduate attributes: Professional Excellence, Ethical Responsibility, and Innovation (PEER & I);
   b. Identify potential problems in course development and implementation;
   c. Take actions to collect data that could further inform and improve the design, development and implementation of the pilot courses.

Pilot exercise

4. There were a total of 6 pilot courses from the 3 faculties, each faculty provided 1 CSLC and 1 ELC for the pilot. These courses were offered to cohorts of students under the existing curriculum (students from 2018/19 cohort or before). A total of 196 students were involved in this pilot exercise. The course titles and the corresponding lecturers-in-charge of the first round of pilot exercise for EL were as follows:

Table 1: Courses involved in the first round pilot in Semester 2, 2018/19

Faculty	Domain	Lecturers-in-charge	Course Title
FEHD	CSLC	Dr. ZHANG, Yuefeng Ellen (C&I)	CSL1027: Enriching English-learning Environments in Hong Kong Schools
FEHD	ELC	Mr. LI, Chin Wa (IE)	GEL1003: Love's Work: Cultivating relations with Care
FHM	CSLC	Dr. JIN, Mengyao (CHL)	CSL1035: Language Carnival
FHM	ELC	Dr. STAPLETON, Paul (ELE)	GEL1001: Exploring Hong Kong's Rural Heritage and Nature
FLASS	CSLC	Mr. CHENG, Wan Suen Vincent (SSC)	CSL1008: Exploring Workplace Competency
FLASS	ELC	Mr. CHAN, Ping Man Paladin (SES)	GEL1002: Experiencing Ecological Sustainability in Metropolitan

5. Mixed evaluation methods including quantitative (e.g. survey, assessment performances, etc.) and qualitative approaches (e.g. focus group interviews with lecturers, students and external parties, field observation, etc.) were adopted in the pilot exercise. Common instruments (e.g. standard questionnaires soliciting self-reported levels of the GILOs achievements) were used across domains whenever practicable and applicable.

6. To review the implementation and effectiveness of EL pilot courses, both qualitative and quantitative evaluations were used to analyse students' performances and ensure quality assurance as follows:

Table 2: Summary of the evaluation methods for the first round pilot

Evaluation Methods	CSL1008	CSL1027	CSL1035	GEL1001	GEL1002	GEL1003
Achievements of Assessment Criteria	✓	✓	✓	✓	✓	✓
"Co-judge" by External Party*			✓			
Field Observation*	✓				✓	
Grade Distribution	✓	✓	✓	✓	✓	✓
Interim Staff-Student Consultative Meeting (ISSCM)*	✓	✓		✓	✓	✓
Lecturer Focus Group Interview	✓	✓	✓	✓	✓	✓
Questionnaire Survey	✓	✓	✓	✓	✓	✓
Student Evaluation of Teaching (SET)	✓	✓	✓	✓	✓	✓
Student Focus Group Interview	✓	✓	✓	✓	✓	✓

Note: These evaluation methods (marked by "") were optional and implemented according to the choices indicated by the lecturers-in-charge in August, 2018.*

6.1 Achievements of Assessment Criteria (conducted at the end of semester 2, 2018/19)
In order to review whether the objectives could be achieved and the rubrics were effective/ valid, qualitative analyses of EL assessment criteria were conducted based on samples of student assignments. Samples from high, medium, and low bands were obtained from all the pilot ELCs and CSLCs classes. Contents of the samples were analysed in terms of how well the specific GILOs were achieved. (**Appendices 1-21**^)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

6.2 "Co-judge" by External Party (conducted at the end of semester 2, 2018/19)
External party played an important role in supervising and training the students in CSLCs. External party could provide feedback on students' performances to form an integral part of the performances of the students on specific learning outcomes. Teachers from the service schools of CSL1035 (Language Carnival) provided their comments and opinions for students to optimize the design and functioning of games in the next rounds of carnivals. (**Appendix 22**)

6.3 Field Observation (conducted in February and March 2019)
Two field observations (one CSLC and one ELC) were conducted in Jan and March, 2019 to explore how learning occurred in out-of-class/ field-based context and/ or during the service. Short video interviews were conducted with students involved. (**Appendices 23-24**)

6.4 Grade Distribution (conducted at the end of semester 2, 2018/19)
Students' grade distributions of the six pilot courses were collected and analysed as an essential index to reflect upon students' performances in the generic skills and skill-based learning in the field. The effectiveness of the course design, major teaching and learning activities and the alignment with the focal GILOs in the new EL were evaluated.

6.5 Interim Staff-Student Consultative Meeting (ISSCM) (conducted in March, 2019)

The ISSCMs were conducted in March to collect early feedback from students in the middle of the semester among the five courses that had opted for this form of evaluation. Online Comment Collection Forms were distributed to all students in the five pilot courses (38 students have filled in the form, response rate: 24%), and nominations of students were received from the lecturers to participate in five ISSCMs. A total of 32 students (20%) have attended the ISSCMs. The ISSCMs allowed course instructors/ GEO to provide timely feedback, and take appropriate remedial action(s) to enhance the teaching or implementation quality of the courses. (**Appendices 25-29**)

6.6 Lecturer Focus Group Interview (conducted in May, 2019)

Lecturer focus group interview was conducted in May. All lecturers were invited to share their teaching experiences and their overall comments on the courses. Good practices and suggestions were shared among the lecturers of the six pilot courses. (**Appendix 30**)

6.7 Questionnaire Survey (conducted in April, 2019)

An online questionnaire survey was distributed to the students from the six pilot courses to collect students' views on their knowledge, skills and attitudes associated with the focal GILOs and course specific learning outcomes. A total of 80 students completed the questionnaire survey, the overall response rate was 40%.

6.8 Student Evaluation of Teaching (SET) (conducted at the end of semester 2, 2018/19)

The University's standard SET was used to provide a comprehensive evaluation of EL courses from students. This was done through the standardized SET items bank. Statistical summary reports on the SET questionnaires of each class were collected from Registry and analysed to evaluate the quality of the courses. A total of 136 students completed the SET with a response rate of 69%.

6.9 Student Focus Group Interview (conducted in April, 2019)

Two student focus group interviews were conducted at the end of the semester. A total of 8 student representatives attended the focus group interviews. These student representatives were invited to share their experiences about various aspects of the course in details. (**Appendices 31-32**)

Results of the pilot

7. Achievement of students in fulfilling the intended learning outcomes

7.1 One of the main focus areas of the EL pilot exercise was to verify the effectiveness of the newly developed courses/ the revised courses in achieving Course Intended Learning Outcomes (CILOs) and aligning with the corresponding GELOs and Generic Intended Learning Outcomes (GILOs) suggested in the handbook – which converge to our University graduate attributes: Professional Excellence, Ethical Responsibility, and Innovation (PEER & I). CSLCs and ELCs feature a different combination of learning outcomes. The focal GILOs for the two domains are as follows:

Table 3: Focal GILOs for CSLCs and ELCs

Focal GILOs for CSLCs	Focal GILOs for ELCs
GILO 1: Problem Solving Skills	GILO 1: Problem Solving Skills

Focal GILOs for CSLCs	Focal GILOs for ELCs
GILO 4: Oral and Written Communication Skills	GILO 3: Creative Thinking Skills
GILO 5: Social Interaction Skills	GILO 7: Global Perspectives (if applicable)

7.2 Students were able to demonstrate their focal GILOs in the respective course domains in this round of the pilot exercise. Evidences could be found in the various evaluations used, including lecturer and student self-reported achievements, students' assignments and in the field observations conducted.

7.3 Alignment between CILOs, GILOs and GELOs

Apart from the focal GILOs, the alignment between EL courses' CILOs, GILOs and GELOs was also an important evaluation criteria of the EL pilot exercise. Each pilot course had submitted a course review form (for CSLCs) or a course mapping form (for ELCs). In the form, course lecturers used a matrix to indicate the relationship between CILOs, GILOs and GELOs. Each CILO helped students to develop certain GILOs and GELOs. Therefore, questions concerning each CILO of the six pilot courses were designed to obtain students' self-reported data on their achievement on each GILO and GELO.

7.4 Questionnaire Survey

One of the aims of the questionnaire survey was to assess students' self-reported achievements in CILOs. Since the CILOs of the EL courses are aligned with their GILOs and GELOs, we could obtain students' level of achievements in GILOs and GELOs through the questions on CILOs.

7.5 General Education Learning Outcomes (GELOs)

Questionnaire survey was used to assess students' ability in achieving the GELOs in the six pilot courses in a self-reported way. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". A total of 80 students (41%) submitted the questionnaire survey, the results were as follows:

Table 4: Achievement of students in fulfilling GELOs

Response rate: 40.82% (80/196)	**Scores (Strongly agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly disagree: 1)** **Formula: total score / total number of respondents**	**Standard Deviation**
GELO 1: Knowledge	4.17	0.33
GELO 2: Application	4.15	0.33
GELO 3: Judgements	4.13	0.38
GELO 4: Expression	4.14	0.38
GELO 5: Awareness	4.19	0.33
GELO 6: Engagement	4.19	0.31

7.6 The overall score was 4.16, which represented that to a large extent, EL courses could help students to achieve the GELOs. The best performing areas were "GELO 5 Awareness" and

"GELO 6 Engagement", which both scored 4.19. The data indicated that the EL courses could best help students to be more aware of the local, regional and global issues, and construct informed and thoughtful responses to these issues. On the other hand, students were able to demonstrate intellectual and civic engagement through active participation in various co-curricular, service, and experiential learning activities.

7.7 Focal GILOs for CSLCs: GILO 1 Problem Solving Skills

Students from pilot CSLCs were able to demonstrate their problem solving skills in the service activities. They were able to identify problems during the service and would discuss with their teammates or the service providers to formulate remedial plans to solve the problems. When implementing the proposed solutions, they would monitor the processes and change their plans when their solutions could not serve the purposes. Afterwards, they would reflect upon their plans and evaluate the processes and outcomes of their solutions, and consider other possible ways to solve the potential problems in the next activity.

7.8 Below were some of the illustrative examples observed through different means of evaluation methods (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course):

a. Achievements of Assessment Criteria

Illustrative examples from course assessments^
CSL1008 (Group work journal): 1. "Although the participants in the third group could not finish the Leather Key Ring, they understood and empathized our situation and enjoyed the process. Nevertheless, we learnt from our mistake and improved it. The materials shortage was one of the lessons for us to understand the importance of the participation. During preparation, we should consider all possibilities and prepare for them. As it might be the first time for the participants to make a Leather Key Ring, we should give them more guidance and supervision. Moreover, we should prepare more materials so as to make sure that the materials are enough even some of the participants may fail." (**Appendix 1**) 2. "We have exercised the skill of problem-solving in the service since the shortage of materials was common to occur. Facing the participants, we should deal with the problem immediately. For example, ink and tissues were insufficient for the participants to pack their hand-made stamp. Pins were inadequate for making the leathers too. It might disappoint our participants so we needed to be positive to suggest other ways for them and maintain the good atmosphere of activities. Apart from strengthening the skills, we had made the reflection with supervisor too since the working environment of the leather keyring making was too noisy that mallets were used to hit the pins. Our groupmates and workers felt sick and exhausted under the constant noise. Thus, we advised to have rotations for the stall position so as to let workers take a rest." (**Appendix 1**) 3. "In our last evaluation, we all agreed that students could not digest all the inputs we provided and it was essential to have a revision at the beginning of lesson 3. We prepared the answer key of the vocabulary worksheet so they could revise the key items without writing too many words again. Moreover, we tried to avoid having boring moments (i.e. writing for a long-time last lesson) so we added a

Illustrative examples from course assessments^
Bingo game before the writing. In order to revise the structure of informal letter, we designed another sample letter to analyse with the students and we made use of the 'ABCRODS' from the previous lesson." (**Appendix 2**) 4. "Undoubtedly, to execute our plan, problem-solving skill is by no means negligible. The feasibility of our lesson plan hinges on how we learn from the last lesson, realize the problem and have modification to alleviate problems we encounter. We did rearrange and modify the level of writing task after we evaluated the English proficiency of students and prepared interactive activities to make our lesson less monotonous." (**Appendix 2**) 5. "The key was in collecting enough sets to enable a high accuracy rate for analyzing. However, there was only one week left before the presentation. Time was not the only obstacle. The research progress was a little bit behind since our group faced difficulty in collecting enough views from respondents in the required age range, as was expected. It was important to consider how to solve this biggest difficulty and complete the task on time. Since most of group members' connections were limited to people on the campus and from the same age, the research was getting harder. For solving the problems, our group made a few changes in the requirement of age and implemented remedial actions. Widening the target age range was the first proposed solution. The original age group shifted from 25-over 50 to 22-over 50. The reason why the alteration was acceptable was that the revised age-range could cover those mainlanders who just graduated from undergraduate and graduate programs. This decision was not in conflict with the purpose of the research." (**Appendix 3**)
<u>CSL1027 (Proposals of service):</u> 1. "One of the bigger challenges was that the students were very diverse in their language abilities. We found out that some students thought the topic of sports too simple while some failed to even comprehend what we were saying without Chinese translation. It was suggested to have teachers specifically focused on those students." (**Appendix 4**)
<u>CSL1035 (Reflective journal):</u> 1. "但是這個遊戲在舉行的過程中，我們也看到一些缺點。 第一就是整個遊戲的進程十分之快，學生參與時間一般不長，可能他們三兩下就能完成遊戲，而讓他們覺得不過癮，甚至是缺乏挑戰而降低了參與度。 造成此現象的原因我想很大程度是因為部分學生的中文水品較高，所以他們會很快的就能完成。 這種現象尤其在深圳蛇口學校中經常發生，由於他們很多學生都是以中文為第一語言，所以拼音和成語對他們來說並不會太難。 這也讓我們意識到我們的遊戲所能涵蓋的學生範圍較窄，所以後來在拋骰子的新年成語遊戲的基礎中，我們額外增加了針對人的五官，天氣以及食物的四字詞語的關卡，借此達到一方面能讓學生認識更多的成語，另一方面也能增加遊戲的難度， 提升對學生的吸引力。" (**Appendix 7**) 2. 另一方面的問題同樣也是在骰子上，由於舉辦的次數較多，骰子在後來也出現了很大的漏洞，例如漏氣漏的十分嚴重，有時候剛剛充好了氣，沒過多久就會憋了，沒法拋起來。 甚至在同學進行遊戲的過程中，還需要暫停遊戲，中途充了氣再繼續，很大機會會影響學生參與的興致。 所以在後來最後一次的韓國國際學校的活動中，我們唯有用膠帶把所有的邊角位置都圍了

Illustrative examples from course assessments^
起來，減弱漏氣的速度。 所以在選擇道具的過程中，雖然是否具有吸引力，是否具有趣味度是必不可少的考慮因素，但是它的耐受性，或者是使用的長短也是日後在籌備活動的時候也需要考慮的。 (**Appendix 7**)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

b. Field Observation

Students' problem solving skills could be observed in the field observation conducted for CSL1008. Students were required to host two booths for providing activities to the underprivileged. They were able to make reasonable and sensible judgement to address problems occurred in the organization of the booths. For example, when students realised they had not prepared enough materials (pins) for participants to create a key ring, they immediately used double-sided tape to replace the pins. However, students should be led to further evaluate their method of shooting and reflect on the outcome(s) in order to better their problem solving skills.

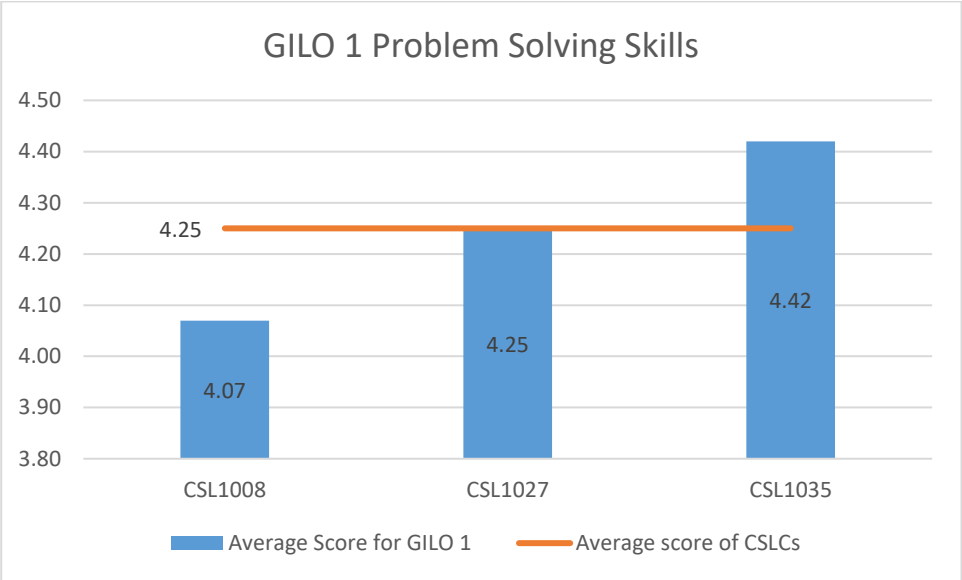
c. Lecturer Focus Group Interview

Lecturers of the 3 CSLCs commented that to a large extent, students were able to demonstrate their problem solving skills in the service activities. In one of the courses, students took part in designing learning activities for pupils with special education needs, which involved applying problem solving skills in facilitating learning; in another course, students applied problem solving skills in designing English learning activities and preparing appropriate materials through analyzing pupils' language ability and learning needs. In the Language Carnival course, students were responsible for designing booths with language games or activities for pupils from primary/ secondary schools to learn Chinese. In the process, students learnt how to design, plan and organize meaningful and interesting learning activities with limited resources.

d. Questionnaire Survey

Questionnaire survey was used to assess students' ability in achieving the GILOs in the six pilot courses in a self-reported way. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". In **Diagram 1**, the average score for GILO 1 Problem Solving Skills was 4.25, which represented a positive agreement of enhancing student's problem solving skills in CSLCs.

Diagram 1: Average score for GILO 1 Problem Solving Skills in CSLCs



e. Student Focus Group Interview

Student representatives from the 3 pilot CSLCs were invited to attend the student focus group interview. They reported that in many occasions, students were able to make use of their problem-solving skills. For instance, students were involved in supporting pupils in after-school learning activities. There was an occasion when their pupils forgot to attend the activity. To cope with this problem, students divided themselves into two groups; one group stayed in the classroom and looked after those pupils who had arrived, while the other group went to the school bus station to search for other pupils. Students learned to communicate, assess the situation and outline a solution to handle a problem they encountered. In another example, a student 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 needed to step back and keep a suitable distance from their pupils. Therefore, they adjusted their strategy thereafter, including changing their tone and approach, in order to facilitate better outcomes in teaching and learning. These examples showed that students were able to demonstrate their problem solving skills during the service activities.

7.9 However, from the above-mentioned evaluations, students often mixed up problem-shooting with problem solving and neglected the processes of evaluation and reflection on the selected solution(s). More explanations on the assessment rubrics that embody the GILOs might be needed for students to understand the expectations of EL courses and ways to achieve the expected learning outcomes.

7.10 <u>Focal GILOs for CSLCs: GILO 4 Communication Skills</u>

Students from pilot CSLCs were able to demonstrate their communication skills in the service activities. They were able to deploy their oral communication skills when conducting the services and conveying the central messages and directions to the participants. They were able to substantiate their messages by supporting measures such as illustrations and examples, in order to allow participants to have a better concept of the service activities. Students delivered

their services in a well-organised manner through detailed planning and multiple discussions with team members to enhance their communication effectiveness.

7.11 On the other hand, students were able to create compositions of different types of texts to convey their messages to the audiences. They were able to apply their written communication skills and consider the different types of service participants, and use proper language and format accordingly to help recipients understand better.

7.12 Below were some of the examples observed through different means of evaluation methods (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course):

a. Achievements of Assessment Criteria

Illustrative examples from course assessments^
CSL1008 (Group work journal): 1. "The important thing of all was that we learnt what language to apply as we gave instructions to the participants. The aim of doing a handcraft was not simply to create an artwork, but also to appreciate participants' effort throughout the process. Therefore, no matter how the final product ended up looking, we should show appreciation and encouragement to them." (**Appendix 1**) 2. "Moreover, working with the groupmates, we should have good communication and work distribution, such as being active to share ideas and views, and empower groupmates to work. Having more interactions, our group can enhance harmony and ensure the balance of workload while supporting on another." (**Appendix 1**) 3. "Through communicating with groupmates, organizers and students, our communication skills were enhanced. Patience was also of paramount importance to communicate with different parties. To tackle problems, we had to communicate with our groupmates and make consensus among all of us before all rearrangements and modifications." (**Appendix 2**) 4. "We also discussed the effectiveness of adopting the games in the lesson. One of the supervisors acknowledged our effort in preparing games to engage and motivate the pupils since they were probably tired at night time. We also felt that games or interactive activities would be nice choices to create a relaxing atmosphere so we continued our "game approach" in the coming lessons." (**Appendix 2**) 5. "At the beginning of the lesson, we kept writing our lesson flow on the whiteboard to let the participants know the flow of service. Next, we started asking their most favourite place in Hong Kong and provided ten sightseeing places to do the matching. The participants were interested and they raised up their hands to answer our questions." (**Appendix 2**) 6. "Besides groupmates, communicating with the organizer was also essential as they provided part of the materials to us. Therefore, we identified and explained clearly to them which materials were needed. More importantly, during the service, we also needed to communicate with pupils with special education needs and deliver the message to them loud and clear." (**Appendix 2**)

Illustrative examples from course assessments^
CSL 1027 (Proposal of services) 1. Through the "Proposal of service", students were able to demonstrate their written communication skills by considering the context and purposes of the service (identifying the learning needs and problems of the target pupils and proposing programme(s), and for enhancing English learning environment in schools), and use supporting evidence such as graphics to convey the message in the learning materials. Students were also able to display their organization and structure by grouping and sequencing their ideas and supporting materials to teach the target pupils English language. (**Appendices 4-6**)
CSL1035 (Reflective journal): 1. "首先，針對小組遊戲來說，我們主要以新年成語作為出發點，透過拋骰子的方式來找出拼音和相對應的單字，並要求學生進行拼裝。其主要的目的是以增加同學對漢語拼音的認識以及深化同學對簡單成語的認識為主，並期望在遊戲過程中，能夠感受到中國傳統節日濃厚的氣氛。所以在一開始在漢基學校舉辦時，由於是臨近春節，所以我們也額外的為同學準備了紅包作為完成遊戲的小獎勵，借此呼應了遊戲的目的和背景。" (**Appendix 7**) 2. "同時也會在遊戲進行的過程中，叮囑組員可以從旁說明學生順利的進行遊戲。 例如如果出現學生玩遊戲的時候明顯遇到了困難，則在旁的工作人員就需要給予一定的提示，以便學生可以順利完成遊戲。" (**Appendix 7**) 3. "我們設計的問題分成了不同等級，由學生自行選擇挑戰的難度，因此能夠照顧不同學生的學習差異；問題的主軸在於生活化的表情符號、圖像而非文字，所以中文程度較低的參與者可以用想像力猜測答案，及後我們會加入講解、把成語的意思解釋一遍，讓他們寓學習於遊戲。" (**Appendix 8**) 4. "但在遊戲的執行過程上，我依然有很多不足之處。例如由於我而言是一年級的新生，很多教學法或是與學生溝通之道，我仍然尚未接觸過。因此，我與來遊玩攤位的學生之間的溝通遇上不少困難。幸好我在組員的指導下，學會一些與學生溝通的小技巧，例如要在對話的時候蹲下，降低自己的高度，給予學生一種平等對話的感覺。" (**Appendix 9**)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

b. Field Observation

Students' communication skills could be observed in the field observation conducted for CSL1008. Students were required to host two booths for providing activities to the underprivileged. They were able to apply different ways to deliver the directions and messages to the participants from different age groups, which demonstrated their ability to convey central messages with proper language to engage the participants.

c. Lecturer Focus Group Interview

In the 3 pilot CSLCs, lecturers had given students plenty of opportunities to apply their oral and written communication skills. In one of the CSLCs, students gave presentations in the service units and prepared reports at the end of the course. In another CSLC, students

developed their verbal communication skills when teaching after-school tutorials in primary/ secondary schools. They made use of written communication skills when developing teaching proposals for the schools. In the Language Carnival course, students worked in groups preparing written proposals about game design and operation of game booths. They communicated constantly among groupmates in executing their plans. Both tasks involved oral and written communication skills.

d. Questionnaire Survey

Questionnaire survey was used to assess students' ability in achieving the GILOs in the six pilot courses in a self-reported way. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". In **Diagrams 2-3**, the average score for GILO 4 Communication Skills (including oral and written communications) was 4.26 (average score of the two communication skills), which represented a positive agreement of enhancing student's communication skills in CSLCs.

Diagram 2: Average score for GILO 4a Oral Communication Skills in CSLCs

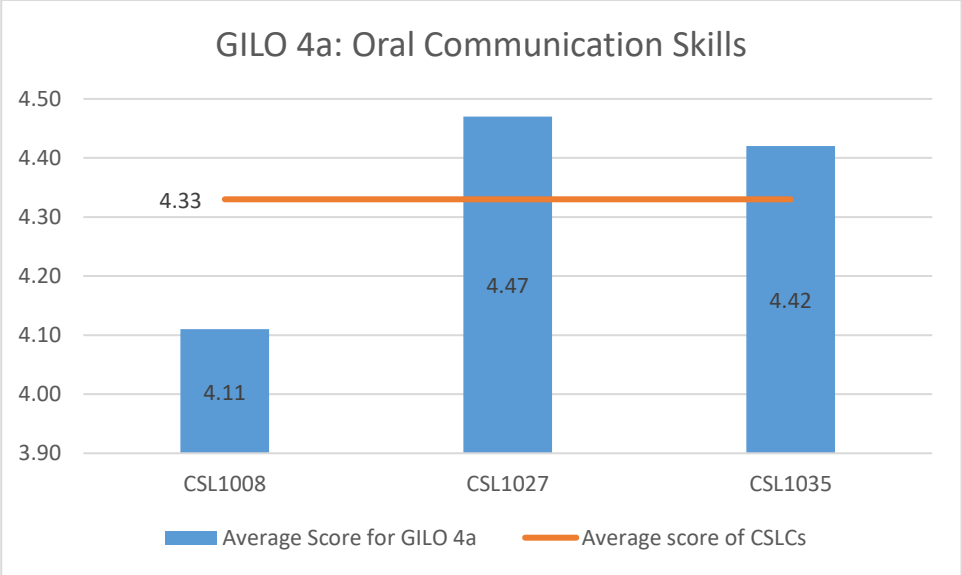
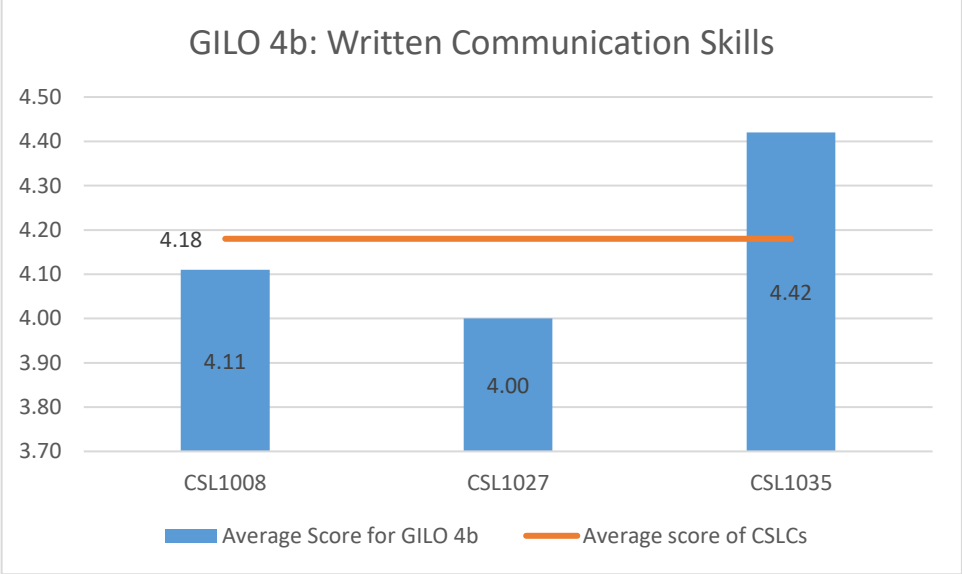


Diagram 3: Average score for GILO 4b Written Communication Skills in CSLCs



e. Student Focus Group Interview

Student representatives from the 3 pilot CSLCs reported that they learnt to convey central messages to the audiences through oral and written communications. For example, students reported the opportunities 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. For junior primary school pupils, positive reinforcement was often used; while for senior grades, a more casual and friendly approach in teaching was adopted.

7.13 Focal GILOs for CSLCs: GILO 5 Social Interaction Skills

Students from pilot CSLCs were able to demonstrate their social interaction skills in the service activities. They were able to initiate and maintain the relationships with their groupmates and with people from the service provider, and interact with them appropriately throughout the courses. Some of the students were able to manage conflicts aroused during conversations with other groupmates over the planning of the service activities.

7.14 Below were some of the examples observed through different means of evaluation methods (note that each evaluation contributed part of the whole assessment scheme, it might not demonstrate all the focal GILOs in the course):

a. Achievements of Assessment Criteria

Illustrative examples from course assessments^
CSL1008 (Group work journal): 1. "…some of the children were too young. They had no ideas what emotional health was and how to express their feelings. Therefore, it was difficult to teach them how to use a pattern to express themselves. So, we helped them in the other ways. For examples, we asked children some simple questions, and really tried to understand their feelings at that time, and gave them the suggestions or advice afterwards." (**Appendix 1**) 2. "First, being the voluntary workers, social interaction was important to lead the participants and work with the groupmates. The participants, mentioned from above, were shy and passive who might not be able to reveal and express their real emotion easily. Therefore, we stayed active in talking and encouraging them so as to let them relax and immerse into the enjoyable atmosphere. Also, some participants were too young who may not understand our leads so we helped them to finish the handcraft directly. However, reflecting on this case, we think there can be better ways to solve the problem, like speaking slowly so that they can follow." (**Appendix 1**) 3. "For example, on the day of "Catch up charity walk", we carried the supplies together and managed to set up and make sure everything was ready. During the process, we kept communicating and resolving misunderstandings and conflicts, so we can build harmonious relationship and trust to work efficiently. Hence, our team spirit can be boosted." (**Appendix 1**)

Illustrative examples from course assessments^
4. "It was obvious that different group members will have different ideas when you were doing a group project. It was a normal phenomenon in groupwork. It also happened in our group too. For example, we had different ideas in designing the questionnaire. Luckily, we knew that we should respect others' ideas and we had more discussion before we handed in the questionnaire. After the discussion, all of the group members had similar ideas on the design of the questionnaire. This experience made us realise that social interaction skills were important. We learned that although we had different ideas, we could reach similar conclusions after appropriate and suitable discussions and interactions. The crucial thing was to respect and not insisting on one's own ideas. We should learn how to appreciate others' contributions. Therefore, social interaction skills were the key to handle conflicts and help us cooperate better in completing the group project." (**Appendix 3**) 5. "Negative assertion was about being open in negative comments and acknowledging criticisms. The more we could cope assertively with our errors, the higher the quality and depth of reflective processes would be. As we were working as a group, there were a lot of times that we had to discuss with each other. We came from different places and we had different ideas throughout the period. There were times that we all had different ideas." (**Appendix 3**)
<u>CSL1035 (Reflection):</u> 1. "同時也在每一次的攤位活動中，都能一次次的認識到遊戲的不足並且和組員商討，並加以改正。 看到每個孩子都能享受我們的遊戲，心裡是十分欣慰且感動的。在整個籌備以及舉辦的過程中，我們也意識到團隊精神的重要性以及針對如何調動遊戲的氛圍，如何製造一個受歡迎的遊戲，如何調動同學們參與遊戲的積極度都有了一些瞭解。 整體來說，從剛開始的遊戲構思，到中間的準備以及改進的過程，再到最後的實地參與和舉辦，都是一次次難能可貴的經歷和回憶" (**Appendix 7**)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

b. Field Observation

Students' social interaction skills could be observed in the field observation conducted for CSL1008. Students were required to host two booths for providing activities to the underprivileged. They were able to demonstrate that they could interact and collaborate with different parties in offering the service activities. For example, students had the knowledge and skills in interacting with participants who suffered from hearing problems. They tried to be more considerate and talk with appropriate volume and words, which demonstrated their ability to interact with others appropriately in specific contexts.

c. Lecturer Focus Group Interview

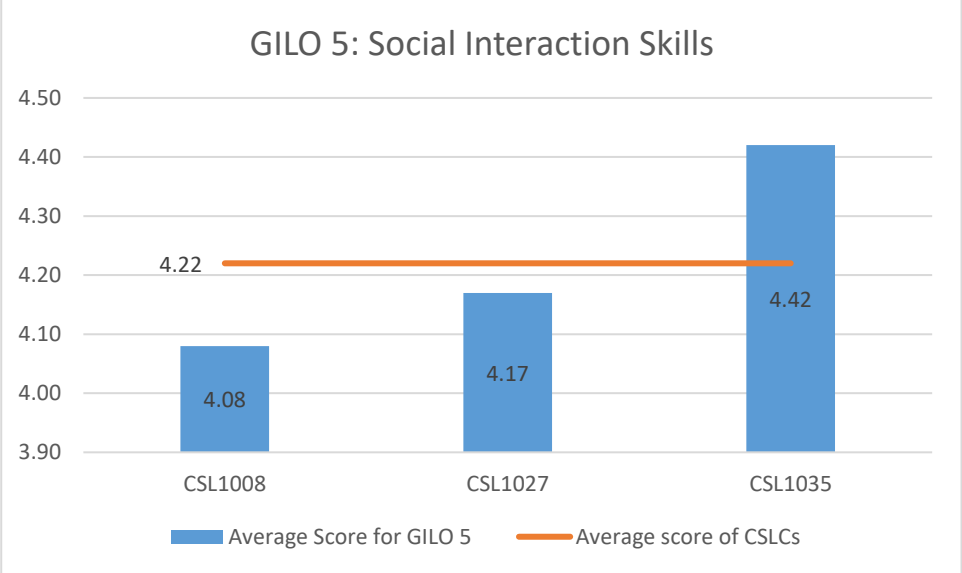
In the 3 pilot CSLCs, lecturers had given students plenty of opportunities to apply their social interaction skills. In one of the CSLCs, students were given the opportunities to work with external parties. For example, a group of students held two activities in Caritas Centre to serve patients suffering from spiritual trauma. They learnt ways to communicate with

these patients. They also coordinated with staff of Caritas Centre for their service. In another course, students tutored primary/ secondary school pupils in after-school learning classes, thereby sharpening their communication and interaction skills with pupils. In the Language Carnival course, students were offered opportunities to host Carnival game booths for different schools. They met with school teachers in advance for understanding their needs and expectations. Then they interacted with pupils from various primary and secondary schools, organized and delivered the activities in a proper manner. All these service activities successfully allowed students to make personal contact with different parties in the society, and to learn to use different approaches to interact with different stakeholders.

d. Questionnaire Survey

Questionnaire survey was used to assess students' ability in achieving the GILOs in the six pilot courses in a self-reported way. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". In **Diagram 4**, the average score for GILO 5 Social Interaction Skills was 4.22, which represented a positive agreement of enhancing student's social interaction skills in CSLCs.

Diagram 4: Average score for GILO 5 Social Interaction Skills in CSLCs



7.15 <u>Focal GILOs for ELCs: GILO 1 Problem Solving Skills</u>

Students from pilot ELCs were able to demonstrate their problem solving skills in the experiential learning activities. They were able to deal with the tasks required in the course and the problems that they encountered in their learning process. Plans were conceived by students to solve the situations. Students in general were able to implement the solutions. The solution processes were recorded when problems occurred during experiential learning activities. Students were able to reflect on and evaluate the processes and outcomes of their solution(s).

7.16 Below were some of the examples observed through different means of evaluation methods (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course):

a. Achievements of Assessment Criteria

Illustrative examples from course assessments^
GEL1001 (Self-reflection): 1. "During the course, we needed to make a documentary and website which we had never done before. So, we had a lot of difficulties when we were making the documentary and website. Splicing and shooting were more challenging than we thought. First, the splicing program we chose was Premiere Pro, that was the second time I used this program to do a splicing. Most of the features were not under my control, so I tried to learn from the internet. For example, how to add subtitles, how to make a fast shot, how to create the narration recordings, etc." (**Appendix 10**)
GEL1002 (Reflective journal): 1. "During the tree tour, it could be seen that Hong Kong government did take care of the trees by hiring arborist to check on the trees' health. Yet, the short-sightedness of urban development and city designing on planting the varieties of trees in Hong Kong had manifested into a big problem for both plants and human, which was a greater problem that had little discussions in the society. It failed to create a better ecologically sustainable city. Thus, it made me realize that thinking ahead during urban development was important to achieve a balanced society afterwards." (**Appendix 17**) 2. "According to the guest from Hong Kong Bird Watching Society, more birds lived in Kowloon Park in the past. Even owls lived in the park but most of them disappeared in recent years. It was sad to see when more buildings were built. The more pollution occurred, the more habitats and rural areas disappeared. In order to change the situation, in my opinion, the first step we need to do is to change the public's mindset and raise their awareness. We need to do something to protect our environment. For this, I think either the government or some non-government organizations like Conservancy association can strengthen the promotion of tree protection and educate the public through social media. Moreover, it is not enough to influence the adults but we should also educate the next generation. In order to educate children, school and community centres can organize events for children to know more about tree protection and become more environmentally friendly." (**Appendix 18**) 3. "Human development has made irreversible changes and effects on the environment. It is hard to totally recover the environment. Therefore, the only thing that we can do is to introduce ecosystem as a priority of development. As everything is related, if the natural environment flourishes, we humans will also benefit from it." (**Appendix 19**)
GEL1003 (Individual reflective journal): 1. A student was able to identify her relationship problem with her sister with an insightful problem statement listing substantial and relevant contextual factors, such as being self-centred and lack of daily communications. The student then formulated a feasible plan to address her relationship problem with her sister, considering relevant contextual factors listed above (a plan to improve her relationship with sister step-by-step) and followed by implementing her solutions in the plan and monitoring the process in a manner that addressed thoroughly the multiple contextual factors. Finally, she reviewed the quality of the process and

Illustrative examples from course assessments^
outcomes of her plan and solutions, with thorough and specific considerations of the need for further improvement. (**Appendix 20**) 2. Another student was able to deal with her relationship problem with her mother and the problems arising from their interactions. A detailed five-week plan was formulated to address her relationship problem with her mother in which dozens of activities were planned to engage both of them. The student was able to execute her plan with activities that improved their relationship and closely monitor the process in her weekly journal. The student was also able to reflect on the processes and outcomes of her plan by evaluating the effectiveness of her planned activities and the follow-up actions to be taken in the future. (**Appendix 21**)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

b. Field Observation

Students were able to observe and identify problems incurred during their field trip in GEL1002. Students were required to join a field visit in the Kowloon Park for learning about the biodiversity of birds in an urbanized city during the field trip. Students commented that planting the trees in a park without any consideration on the ecological knowledge about the trees, e.g. planting exotic species, was very dangerous and might introduce other unforeseeable ecological impacts to the urban environment.

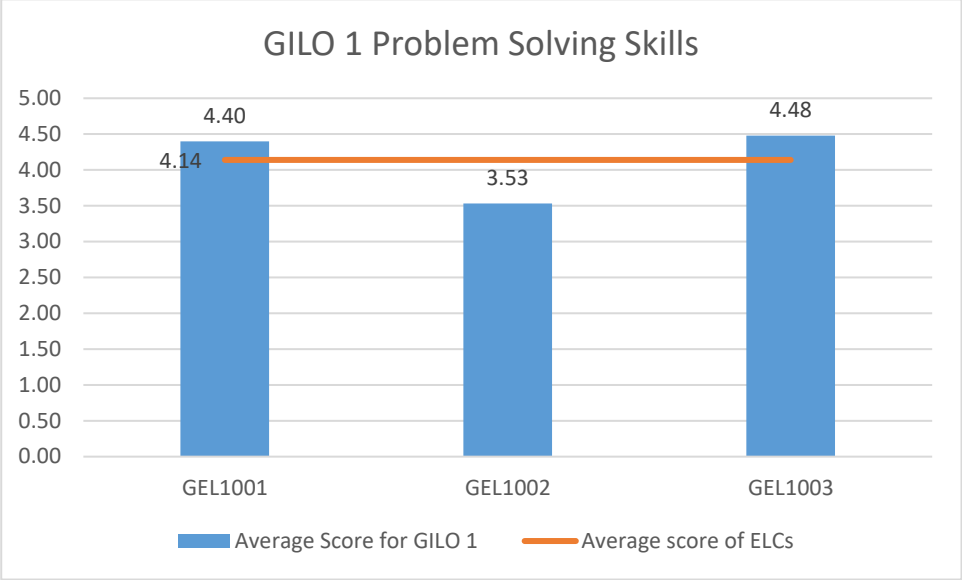
c. Lecturer Focus Group Interview

Lecturers of the 3 ELCs commented that to a large extent, students were able to demonstrate their problem solving skills in the experiential learning experiences. In one of the ELCs, students were required to coach a field-based learning activity and they had encountered difficulties such as over-run of the activity and not being able to cover all prepared materials. Under this situation, students had to apply their problem solving skills to ensure the main activity could be completed successfully. In another ELC, students were divided into different groups to deal with different relationships like friendship, parental relationship and love relationship. Students could strengthen their problem solving skills by identifying problems in their relationships and designing individual action plans to improve them. Last but not least, in one of the courses, students participated in making websites and video documentaries and working both independently and in groups that involved various problem solving skills. All nine groups (consisting of 4-5 members) completed their websites and documentaries and many even created or updated related Wikipedia sites as a result.

d. Questionnaire Survey

Questionnaire survey was used to assess students' ability in achieving the GILOs in the six pilot courses in a self-reported way. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". As illustrated in **Diagram 5**, the average score for GILO 1 Problem Solving Skills was 4.14, which represented a positive agreement of enhancing student's problem solving skills in ELCs.

Diagram 5: Average score for GILO 1 Problem Solving Skills in ELCs



e. Student Focus Group Interview

Student representatives from the 3 pilot ELCs were invited to the student focus group interview. They reported that in many occasions, students were able to make use of their problem-solving skills. For example, 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 resolve the limitations. Another example was that as part of the assignment, students learned how to devise a plan for improving relationship with an important person. Problem solving skills were applied in the analysis process and in creating solutions to meet the goals. They could also reflect on the outcomes in order to identify rooms for improvement. These examples showed that students demonstrated their problem solving skills in experiential learning.

7.17 <u>Focal GILOs for ELCs: GILO 3 Creative Thinking Skills</u>

Students from pilot ELCs were also able to demonstrate creative thinking skills during experiential learning activities. They were aware of the environment around them and thought flexibly from multiple perspectives. For example, when students were required to plan eco-tours for secondary school pupils, they thought from the participants' perspectives when planning the activities. They were able to create and extend their novel ideas through their capacity to combine and synthesise existing ideas when preparing their teaching packages and elaborating their new ideas with details and sophistication.

7.18 Below were some examples observed through different means of evaluation methods (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course):

a. Achievements of Assessment Criteria (note that the assignments of other two pilot courses are mainly reflections, creative thinking skills may not be able to demonstrate in those assessments)

Illustrative examples from course assessments^
<u>GEL1002 (Proposal and presentation):</u>

Illustrative examples from course assessments^
1. Students planned a "Chinese Medicine Tour" for the senior secondary pupils, where creative thinking skills were demonstrated in their proposal when they planned the activities by applying the knowledge and skills learnt in the lessons. (**Appendices 11, 14**) 2. Students designed a "field-based learning teaching package" for the senior secondary pupils, where creative thinking skills were demonstrated in their proposal and their teaching package when they planned the activities and rundown together with the evaluation methods to assess pupils' experiential learning progress. (**Appendices 12, 15**) 3. Students planned an eco-tour to the Aberdeen Country Park for the secondary school pupils, where they had demonstrated their creative thinking skills though planning the rundown of the tour. (**Appendices 13, 16**)
<u>GEL1003 (Individual reflective journal):</u> 1. Student was able to demonstrate heightened awareness of changes, signals, influences, incompleteness and unusual stimuli. For example, student was aware that her relationship with sister was getting worse, signs like they stopped sharing daily lives and supporting each other alarmed the student to decide and take actions to improve her relationship with sister. The student was able to think flexibly from multiple perspectives and combine existing ideas and solutions to solve her relationship problem with her sister. (**Appendix 20**) 2. Student was able to demonstrate her ability to be aware of the changes, signals and unusual stimuli. For example, student was aware of her worsened relationship with her mother and the reasons behind it. She tried to shift her perspectives to her mother's point of view to learn more about her mother's thoughts, and started to think of possible ideas and create a suitable environment and atmosphere to repair her relationship. The student was able to develop and expand her initial ideas into feasible activities and methods that helped improve the relationship and detail the outcomes of the efforts after the activities. (**Appendix 21**)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

b. Lecturer Focus Group Interview

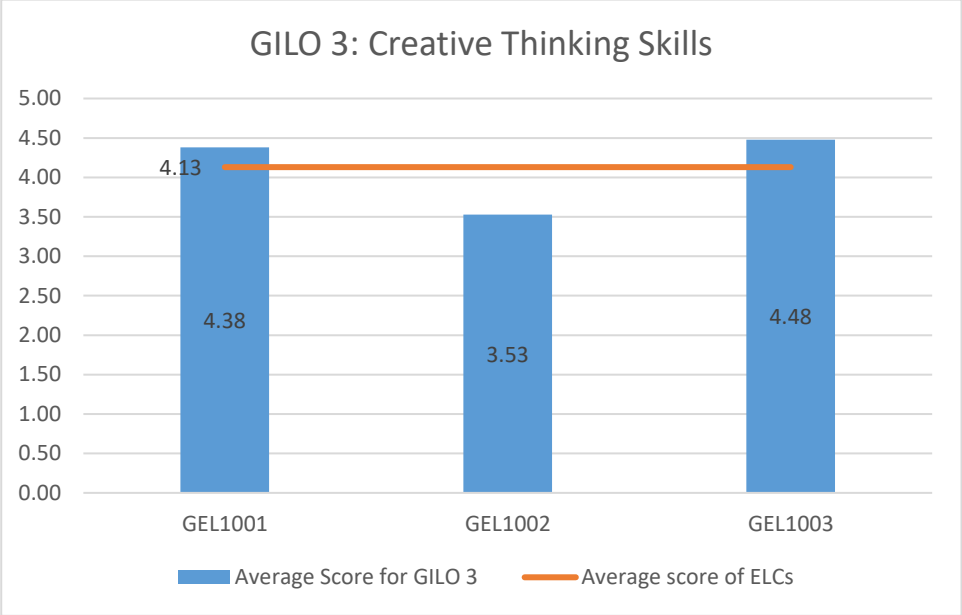
In the 3 pilot ELCs, students had plenty of opportunities to apply their creative thinking skills. In one of the ELCs, students worked in a group to produce a learning package. As reflected by the quality of the assignments submitted, the lecturer found that students' performance including their creative thinking was highly satisfactory. In another ELC, students were encouraged to think of creative ways to improve and develop good relationship with others.

c. Questionnaire Survey

Questionnaire survey was used to assess students' ability in achieving the GILOs in the six pilot courses in a self-reported way. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was

represented as "3". As seen in **Diagram 6**, the average score for GILO 3 Creative Thinking Skills was 4.13, which represented a positive agreement of enhancing student's creative thinking skills in ELCs.

Diagram 6: Average score for GILO 3 Creative Thinking Skills in ELCs



7.19 Focal GILOs for ELCs: GILO 7 Global Perspectives

Students were able to recognise some global issues and interconnections and make long-term decisions for the benefit of future generations.

7.20 Below are some of the examples observed through different means of evaluation methods (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course):

a. Achievements of Assessment Criteria

Illustrative examples from course assessments^
GEL1002 (Reflective journal): 1. "One of the most impressionable things in the tour was when the tour guide said, 'Human beings are amazing. It is the only species in the world that has no natural predators and that it can disrupt the balance of nature without any immediate consequences.' This affected me the most because it zoomed out of the normal humancentric perspective and looked at human beings as a species among other living things, and in a way, it was true. Looking at the world, even with charities that provided help to the nature, human beings were the only living thing that thrive by invading and disturbing the environment and the natural habitat of others. If we were now questioning the humanity for colonizing like Australia and America with killing the aboriginals and native Americans, should we also criticize ourselves for interrupting the cycle of nature and start doing mote for the environment to compensate?" (High band, **Appendix 14**)

^ *Appendices 1-21 are not appended in this paper. Please contact GE Office for getting the relevant appendices if needed*

b. Lecturer Focus Group Interview

In one of the pilot ELCs, all groups had at least one member who was not from Hong Kong (by design); therefore, because students are required to work in groups and communicate closely, the interactions helped them gain perspectives from both within and beyond Hong Kong.

8. Practical aspects and issues arising from course delivery

Another focus of the pilot exercise was to identify potential problems in course development and implementation. From comments and feedback received from different meetings, focus group interviews, surveys and sharing sessions, main issues concerning course delivery were drawn and explained in the paragraphs that followed.

8.1 Course schedule

Students opined that the flexible course schedule encouraged a proactive learning attitude, and allowed them to manage their own study schedules. However, students and lecturers did have concerns on other issues such as time clashes and lecture arrangements. Some students were concerned that they could not get fully prepared before they went out to perform their services/ experiential learning activities. Below were some of common themes drawn from different sources:

Positive Feedback	From students (ISSCM, student focus group): • Flexible class schedule, encouraged independence and a proactive attitude towards learning; • Allowed students to manage their own study schedules and reduce their study pressure.
Issues and Concerns	From students (ISSCM, student focus group): • Students wished to have more lectures in the course, so that more instructions could be given before submitting their assignments; • Because of time clash and long travelling time between campus and the service/activity location with other regular courses, students sometimes might not be able to attend the services/ activities, or had to arrive late/ leave early during services/ activities; From lecturers (lecturer focus group): • Students might have missed some lectures during add/drop period; • The number of lectures was reckoned to be insufficient for equipping students for the services/ activities, especially for students who were added to the course in the second week; • The list of students could only be confirmed after the Add/ Drop period. Timing was tight for lecturers to organize students in groups and provide the information to different service organizations; • There were time-clashes among field-based activities in the course and students' schedules. Some hosting departments offered transport fare subsidies to students. But despite that, students would still miss some of the field visits.

8.2 Subject knowledge

Students and lecturers agreed that EL courses could increase students' motivation towards self-learning, and that students were more willing to put in more efforts in the EL courses when compared to regular courses. However, since EL courses stressed on experiential learning, some of the students expressed concerns about insufficient subject knowledge taught in EL courses. Below were some of the examples highlighted with supporting evidences drawn from different channels:

Positive Feedback	From students (ISSCM, student focus group): • Interesting, highly motivated students to explore and discover more on the course subject knowledge.
Issues and Concerns	From students (ISSCM, student focus group): • Some students commented that given there were not enough lecture time, they might not be able to be fully equipped before conducting the services/ activities. Students wished to have more lectures in the course, so that more instructions could be given before submitting their assignments, and their professional knowledge enriched before the services/ activities; From lecturers (lecturer focus group): • Students might not be able to acquire enough relevant knowledge to conduct some of the services/ activities.

8.3 Questionnaire Survey

Questionnaire survey was used to assess the practical aspects and issues arising from course delivery in the six pilot courses. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". The best performing item was item 1 and item 4, which scored 4.2. Students generally agreed that they could understand clearly the aims/ objectives of the services/ activities conducted in both CSLCs and ELCs. They also agreed that the course schedule was flexible and enabled students to complete their service/ experiential learning.

Table 5: Average score on the practical aspects and issues arising from EL course delivery

Response rate: 40.82% (80/196)	**Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1)** **Formula: total score / total number of respondents**	**Standard Deviation**
I understand clearly the aims/ objectives of the services/ activities.	4.2	0.20
The course schedule was flexible and enabled me to	4.2	0.34

Response rate: 40.82% (80/196)	Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1) Formula: total score / total number of respondents	Standard Deviation
complete my service/ experiential learning.		
The assessment results I received so far on this course was appropriate and suitable.	4.19	0.23
I understand the expectations on my commitment in the service/ experiential learning.	4.14	0.26
The guidance and support were sufficient for me to complete the service/ experiential learning.	4.14	0.19

8.4 Students Evaluation of Teaching (SET)

The SET performance of EL courses consisted of two parts, one part was about the teacher's performance on the course, and another part required students to indicate their time management and self-perceived motivation in the course. A 4-point score was employed to offer a range of answer options, from one extreme attitude "Strongly Disagree" (represented as "1") to another "Strongly Agree" (represented as "4"). A total of 136 students (69.74%) submitted the SET, the results could be found below:

a. Teaching quality of the pilot courses

Students indicated their comments on the teaching quality of the pilot courses. From **Diagrams 7-8**, an average score of 3.47 (average score of all courses at University is 3.38) was found in the 6 pilot courses, which indicated positive feedback and acceptance towards the teaching quality provided by the course lecturers. According to **Table 6**, the best performing question was "Being enthusiastic in teaching" and "Encouraging exchange of ideas among students in their learning", which scored both 3.54. It demonstrated that students were highly satisfied with the teaching quality of the EL courses, and EL courses could provide an opportunity for students to communicate and exchange ideas on learning.

Diagram 7: Average SET score of teaching quality on the three pilot CSLCs

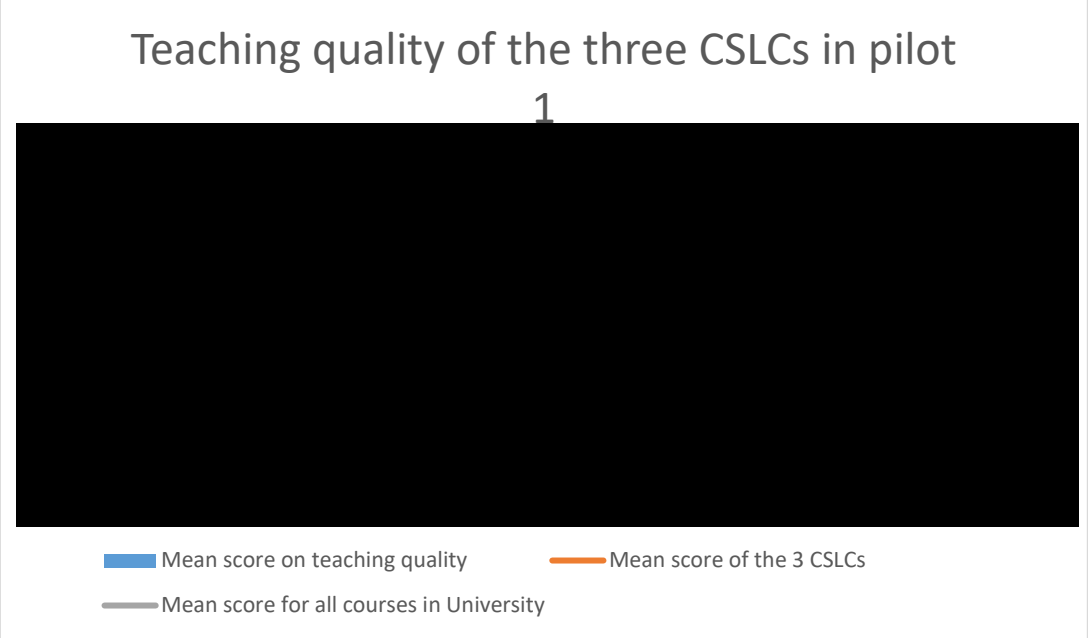


Diagram 8: Average SET score of teaching quality on the three pilot ELCs

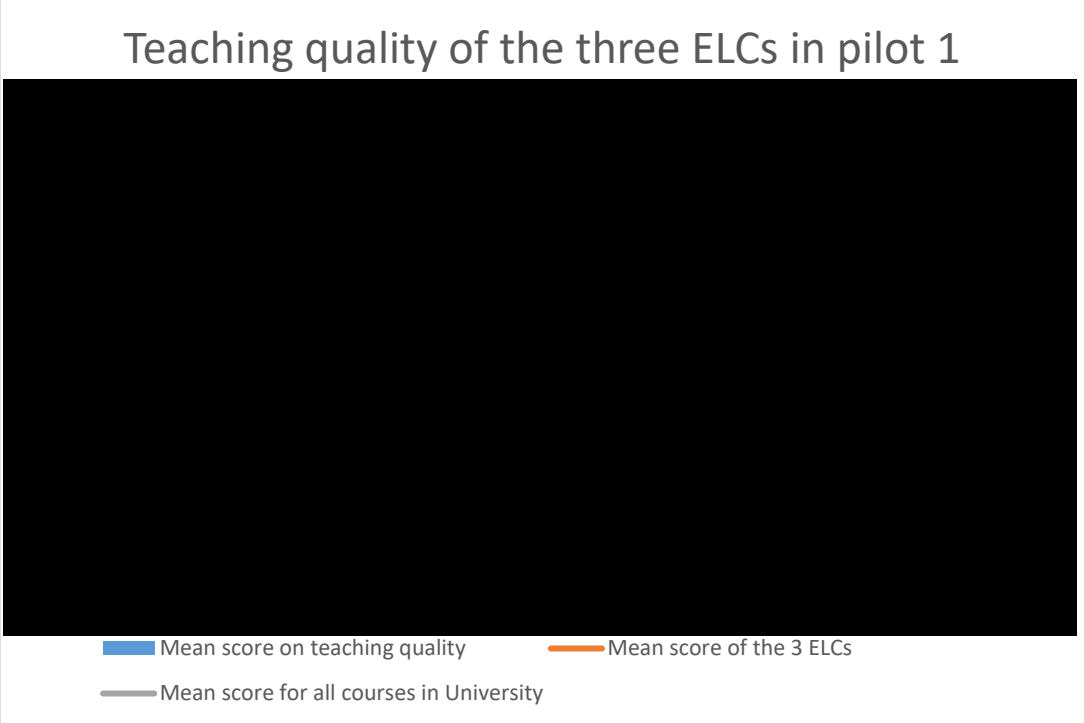


Table 6: Detail on the average SET score on teaching quality of the pilot courses

SET questions on the teaching quality of the pilot courses	Average score of pilot courses	Average score of all courses
Being enthusiastic in teaching.	**3.54**	3.47
Encouraging exchange of ideas among students in their learning.	**3.54**	3.38
Providing appropriate feedback to enhance student learning.	3.51	3.36

SET questions on the teaching quality of the pilot courses	Average score of pilot courses	Average score of all courses
Providing opportunities for students to learn from variety of sources or ways.	3.49	3.35
Encouraging students to proactively engage in their own learning.	3.49	3.37
Inspiring students to think and learn.	3.48	3.37
The overall teaching was of high quality.	3.48	3.40
Addressing students' needs in learning.	3.48	3.34
Guiding students to think from different perspectives.	3.45	3.36
Delivering the course in an organized way.	3.43	3.34
Aligning the learning and teaching with those mapped out in the course.	3.43	3.37
Enhancing students' course-related knowledge or skills.	3.36	3.39
Mean score:	**3.47**	**3.38**

b. Course content of the pilot courses

Students indicated their comments on the course content of the pilot courses. From **Diagrams 9-10**, an average score of 3.39 (average score of all courses in the University was 3.29) was found in the 6 pilot courses, which indicated positive feedback and acceptance towards the course content. According to **Table 7**, the best performing item was "The course was valuable to my development", which scored 3.52. It demonstrated that students believed EL courses helped students' personal development through activities and reflections.

Diagram 9: Average SET score of course content on the three pilot CSLCs

Diagram 10: Average SET score of course content on the three pilot ELCs

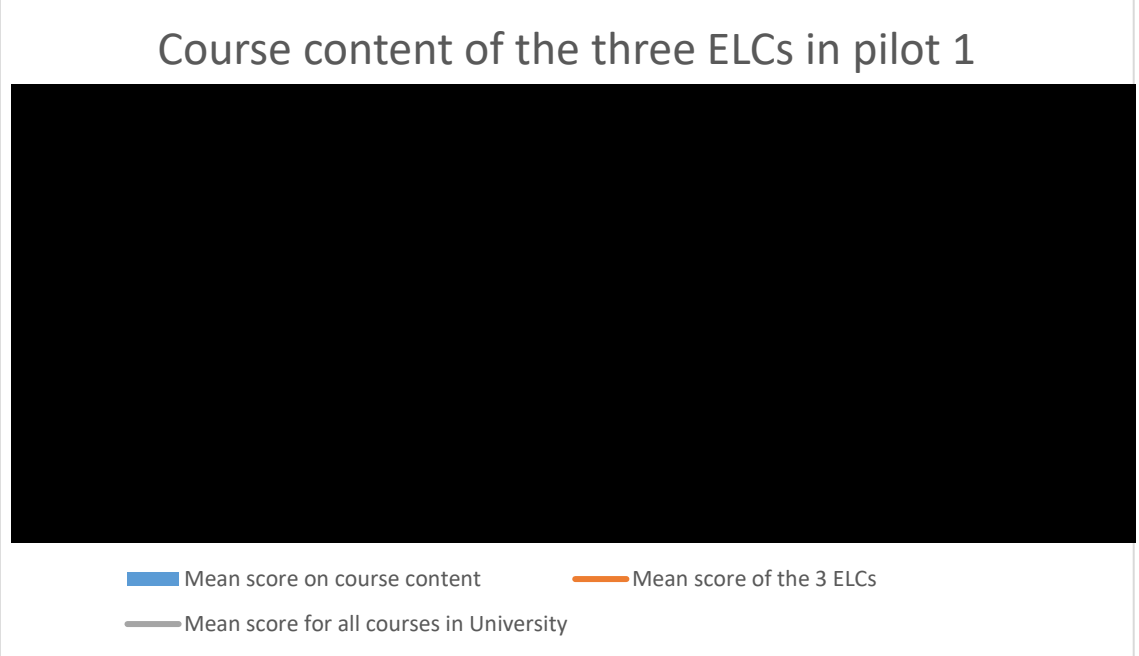


Table 7: SET scores on the course content of the pilot courses

SET questions on the course content of the pilot courses	Average score of pilot courses	Average score of all courses
The course was valuable to my development.	**3.52**	3.31
I was fully informed of the assessment requirements early in the course.	3.39	3.29
The learning activities of the course stimulated my interest in the subject.	3.35	3.25
Mean score:	**3.39**	**3.28**

8.5 Assessment rubrics

A set of assessment rubrics was prepared and included in the EL handbook for use. However, only some of the pilot courses used the assessment rubrics for their course. Lecturers who had used the rubrics reflected that the design of the rubrics could effectively reflect the achievement levels of students in the course by identifying their achievements in the focal GILOs. Other lecturers had the concerns that the assessment rubrics might not fully reflect the learning that took place in their courses. The feedback collected from these lecturers included:

Table 8: Feedback collected from lecturers on the assessment rubrics

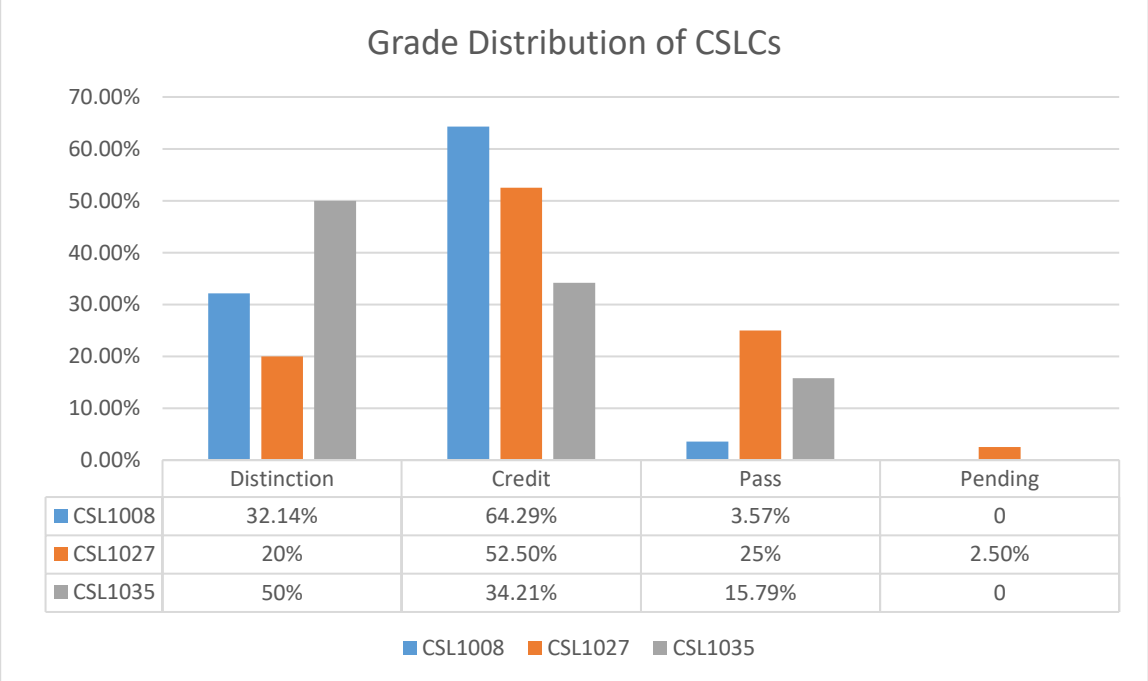
Feedback on assessment rubrics
The assessment rubrics were designed according to the GILOs, PILOs and CILOs set and therefore they were appropriate for the course.
These assessment rubrics were applied in designing course-specific assessment scheme and were integrated in the assessment of students' assignments and performances.
The course lecturer basically followed the scoring criteria in EL handbook. According to

Feedback on assessment rubrics
specific needs of the course, the lecturer also added some course specific requirements.
The course lecturer did not follow the assessment rubrics in the EL handbook as he believed many of the descriptors fell outside the aims of the course.
While the course lecturer referred to the assessment rubrics of GILOs as generic guidelines, in practice he believed it was quite difficult to adhere literally to the provided rubrics when marking assignments in the course. Furthermore, as the assessment tasks had word count limits, (e.g. 500 words for each reflective journal), it was uncommon for various criteria of GILOs mentioned explicitly as described in the rubrics.
The course lecturer did not use the assessment rubrics to assess the students' assignments because he needed to make qualitative comments to them in some detail manner according to individual cases. He thought the rubrics were useful to indicate the level of achievement concerned and would try to combine his comment with the rubrics next time.

8.6 Grade distribution

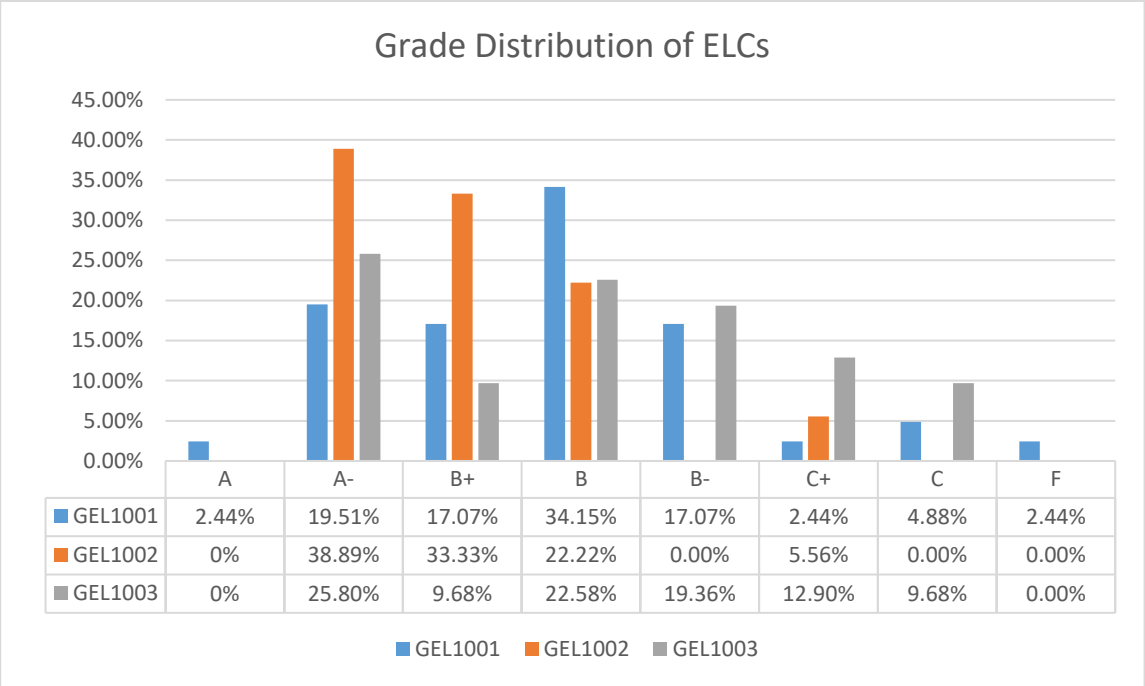
The grade distribution of the six pilot courses reflected students' performances in their generic skills and skill-based learning in those fields. It could also reflect the effectiveness of the course design and major teaching and learning activities. From **Diagrams 11-12**, the majority of the students (around 84%) in the three pilot CSLCs attained "Credit" or above grade with no failed case; while for ELCs, the majority of the students (around 75%) attained Grade B or above. The data showed that students in general were able to understand and fulfil the requirements of the EL courses.

Diagram 11: Grade distribution of pilot CSLCs



	Distinction	Credit	Pass	Pending
CSL1008	32.14%	64.29%	3.57%	0
CSL1027	20%	52.50%	25%	2.50%
CSL1035	50%	34.21%	15.79%	0

Diagram 12: Grade distribution of pilot ELCs



	A	A-	B+	B	B-	C+	C	F
GEL1001	2.44%	19.51%	17.07%	34.15%	17.07%	2.44%	4.88%	2.44%
GEL1002	0%	38.89%	33.33%	22.22%	0.00%	5.56%	0.00%	0.00%
GEL1003	0%	25.80%	9.68%	22.58%	19.36%	12.90%	9.68%	0.00%

9. Feasibility and achievability of the key features

The last focus of the pilot exercise was to collect data that could further inform and improve the design, development and implementation of the courses. At different meetings, focus group interviews and sharing sessions, lecturers and students voiced out their feedback and concerns towards the cycle and elements of experiential learning.

9.1 Proposal

Proposal is one of the important elements and stages in EL courses. Proposal is an attempt to describe, conceptualise, and analyse the situation and state possible/ alternative experience (e.g. a plan of service/ experience gaining action). Features of "Proposal" could be seen in the six pilot courses. All students had to produce a proposal for their services/ experiential learning activities. Below are some of the feedback collected from different evaluation methods:

Table 9: Feedback from students and lecturers on course proposal

Positive Feedback	From students (ISSCM, student focus group): • From the "Comment Collection Form" collected in ISSCMs, more than 91% (34 out of 37) of the students agreed that proposal could effectively reflect their learning in EL courses; • Lecturer's feedback on students' proposals was crucial in helping them to learn in the experiential learning cycle. Students appreciated lecturer's efforts in providing solid and ample feedback on their proposals, which allowed them to review the first activity and make improvement in the second round. From lecturers (lecturer focus group): • Both ELCs and CSLCs' course lecturers agreed that the element

	of "proposal" was essential in the EL course assessments, which helped students engage in analysing and planning their experiential learning progressively. • The construction of "proposal" in ELCs was not only based on theories but also through the participation of field-based activities. This helped to construct a good proposal and thus, a quality reflection as part of the learning cycle.
Issue and Concern	From lecturers (lecturer focus group): • Some had questions over the different kinds of proposal in different EL courses.

9.2 Reflection

Reflection is one of the important elements and stages in EL courses. Reflection is an awareness of dissonances, discerning contradictions to prior understanding, making sense of them, and gaining new perspectives to adjust actions. Reflection element could be seen in the six pilot courses, all students had to produce a reflection for their services/ experiential learning activities. Below were some of the feedback collected from different evaluation methods:

Table 10: Feedback from students and lecturers on reflection element

Positive Feedback	From students (ISSCM): • From the "Comment Collection Form" collected in ISSCMs, more than 89% (33 out of 37) of the students agreed that they could effectively reflect their learning and plan for further improvement in EL courses. From lecturers (lecturer focus group): • Students who completed a quality reflection were able to link theories learnt with their daily life. They could recognize changes in behavior or attitude and report these changes in the final reflection. For example, in one of the ELCs, students enhanced their awareness of the environmental through experiencing some activities instead of being just alerted to the principles; • In the reflections submitted from students, they were able to demonstrate how they equipped themselves to confront the challenges in their future career.
Issue and Concern	From students (ISSCM, student focus group): • Some students questioned the necessity of writing multiple reflections in EL courses.

9.3 Direct Service Hours (CSLCs)

The minimum requirement of face-to-face direct service hour for CSLCs is 25 hours. Students from the three pilot courses were satisfied with the number of direct service hours, while lecturers had slightly different interpretations over the calculation of the face-to-face direct service hour. Below were some of the feedback collected from different evaluations:

Table 11: Feedback from students and lecturers on direct service hours

Positive Feedback	From students (ISSCM, student focus group): • 25 hours of direct services were sufficient. From lecturers (lecturer focus group): • Students who completed a quality reflection were able to link theories learnt with their daily life. They could recognize their changes in behavior or attitude and report these changes in the final reflection. For example, in one of the ELCs, they had enhanced their awareness of being more environmental-friendly through experiential learning activities instead of being just alerted to the principles; • In the reflections submitted from students, they were able to demonstrate how they equipped themselves to confront the challenges in their future career.
Issue and Concern	From lecturers (lecturer focus group): • Some lecturers would count the preparation time as part of the service hours while some lecturers would count the transportation time as part of the service hours as well; • Lecturers found it challenging to arrange a total of 25 hours of face-to-face service for their students since the study period was short due to public holidays, especially in Semester 2; • As students spent a lot of time to prepare for their services or experiential learning activities, it was suggested that the counting of preparation time as service hours would be more reasonable and flexible; • It was suggested that the travelling time could be included. For example, students went to Tuen Mun from EdUHK for doing services, which took 4 hours in travelling. In that case, lecturers would count at least 4 hours for their service hours. It was recommended that clear guidelines on counting service hours could be set up. For instance, lecturers suggested that transportation time would be counted if the duration of a particular service session was not less than 2 hours.

9.4 Experiential Learning Cycle (for ELCs only)

a. Students went through the experiential learning cycle in their services and experiential learning activities as observed by their lecturers. Lecturers reported that most of their students were able to complete the cycle of experiential learning (i.e. experimentation, observation, reflection and (re-)conceptualization). However, students did not have a clear picture about what to do in the stage of experimentation and observation (i.e. drafting a quality proposal and related measures). Lecturers had to offer assistance to them in these cases. Without a quality proposal, students found it difficult to complete the cycle. Therefore, lecturers' assistance in the early stages could greatly facilitate students to get on the right track for completing the learning cycle. (ISSCM, student focus group)

b. Lecturers also recognized that there might be different interpretations of learning cycle in different ELCs. Even though some students could go through all the four stages, they did not necessarily follow the same sequential order. Therefore, it was suggested that samples of reflections could be used for improvement in future. (Lecturer focus group)

c. To help students understand the learning cycle, students should learn from concrete examples of quality reflection and gauge the extent to which they completed the learning cycle. Students were required to complete several reflective journals instead of one. Lecturers could provide guidelines to students for each reflection, which could help students to identify the stages of learning cycle in EL. As mentioned in Part 3.1 in the EL handbook, the final reflection was crucial for students to identify the degree of completion of the learning cycle. (Lecturer focus group)

d. On the other hand, lecturers believed that the three components of EL (i.e. Proposal, Experience and Reflection) were interrelated. For instance, students could modify their proposal from time-to-time after completing their services or experiential learning activities. In the process of modifying their proposal, students would review the pros and cons of their proposal and provide a solution to potential problems. When facing challenges in future, students could make use of this experience. The final part of the course was a consolidated reflection that demonstrated improved skills through the course. (Lecturer focus group)

9.5 Modalities (ELCs)

From the evaluations, all three pilot ELCs were able to include at least two modalities of experience for students to have non-traditional ways of learning. Through these modalities, students were able to conduct experiential learning. Students understood more about the intention and essence of ELCs in these EL activities. The modalities in these three pilot ELCs were shown in **Table 12** (ISSCM, student focus group, lecturer focus group, field observation):

Table 12: Summary of modalities in pilot ELCs

GEL1001	Modality 1: Students were required to contact inhabitants in rural villages. Modality 2: Students had to create a website to present and disseminate their findings globally via the internet for educational and promotional purposes. Modality 3: Students made a video documentary that includes information about the village.
GEL1002	Modality 1: Students visited Eco-garden on campus. Modality 2: Students participated in ecological “treasure-hunting”. Modality 3: Students had in-campus practical sessions in organic farming and aquaponics (composting, seedling). Modality 4:

	Students cultivated organic vegetables during the course. Modality 5: Students were required to participate in two thematic ecological guided tours in city (e.g. birds, trees, butterflies etc; guide provided by NGO). Modality 6: Students were required to create a teaching package as on-site learning activities for other classmates.
GEL1003	Modality 1: Students conducted thematic group interviews with two target persons who have experience in cultivating a good relation along the same kind. Modality 2: Students developed a good relation they identified in the proposal through planned activities.

9.6 Questionnaire Survey

Questionnaire survey was used to assess the feasibility and achievability of the key features in the six pilot courses. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1") to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". The best performing item was item 1, which scored 4.29. Students generally agreed that the course enabled them to learn through experiences in planning and implementing experiential/ service learning. Other items, such as item 4 also scored 4.22. Students generally agreed that the course provided them with the opportunity of engaging in reflection on the processes and outcomes of experiential/ service learning.

Table 13: Questionnaire score on the feasibility and achievability of the key features in EL pilot courses

Response rate: 40.82% (80/196)	**Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1)** **Formula: total score / total number of respondents**	**Standard Deviation**
The course enabled me to learn through experiences in planning and implementing experiential learning/ service learning.	4.29	0.25
The course provided me with the opportunity of engaging in reflection on the processes and outcomes of experiential/ service learning.	4.22	0.22
The active experience/ service hours were	4.21	0.23

Response rate: 40.82% (80/196)	Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1) Formula: total score / total number of respondents	Standard Deviation
effectively used to promote learning in the course.		
The course enabled me to rethink and reassess my own values, attitudes and beliefs.	4.21	0.30
The course offered me the opportunity to differentiate 'theory' from 'real life scenarios' and to further consider their interrelationship.	4.13	0.20

Limitation

10. Given the design and nature of the pilot, the exercise was conducted on a voluntary basis. Hence, the response, comments and data received from questionnaires may reflect a more positive trend. On the other hand, the total response rate of the questionnaire was 40%, which may not fully reflect the performance of all students in the six pilot courses.

11. Nevertheless, participants of the second pilot exercise will include students from the new cohort (admitted in 2019), in which ELC will be a compulsory element in their curriculum. Actions will be taken to boost the response rate for the second pilot. Hence, the response, comments and data received will hopefully reflect a more accurate picture of the actual full-scale implementation.

Conclusion and Recommendations

12. To conclude, the overall feedback received from lecturers and students in this pilot exercise was positive in general. Students were satisfied with Experiential Learning, which enabled them to acquire unique experiences and facilitated their reflections. The flexible course schedule encouraged students to have a proactive attitude towards learning. On the other hand, comments were also received to address some of the issues and concerns identified during the first pilot. Areas for improvement are proposed as follows:

13. <u>Lecture time</u>

Background: Some of the lecturers reflected that 2 weeks of add/drop period may make it difficult for students to form groups and start discussing the services/ activities. Students may have missed some lectures during the add/drop period and as a result had insufficient time to get prepared and equipped before the services/ activities.
Possible solutions:

1. Lecturers can withdraw the EL course from online add/ drop period. Add/ drop the course using paper form can help prevent students from adding to the course without participating sufficient lectures to get prepared and equipped before the services/ activities.
2. Lecturers can choose to start the EL course in the second week of the semester. In that case, the add/ drop period could be reduced to one week, which could help make sure students are better-equipped before the services/ activities. Lecturers are reminded to ensure the students are aware of the special arrangements.
3. Lecturers can opt for their EL courses to be dropped but not added in add/ drop period. In that case, it can guarantee participation in lectures that equip students with the required knowledge.
4. Set up E-learning platform to provide video recordings of the lectures for students who have missed lecture(s) in the add/drop period.
5. Flexible distribution of classroom and reflection sessions is possible. Lecturers can consider distributing the number of hours between lecture session and reflection session as follows:

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

14. Course schedule

Background:
Some lecturers and students reflected that time clash happened between services/ activities with students' regular classes. Sometimes long traveling time were required for students to get to the location where the services/ activities were conducted. In these cases, students might not be able to join some of the services/ activities when these services/ activities clashed with their other class schedule.

Possible solutions:

1. Lecturers could strongly advise students to reserve one hour before and after their EL courses for possible travelling time, and add remarks in their course synopsis. For example:
   "Some out-of-classroom 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."
2. Arrange transportation for students if needed.
3. Inform students on all the dates of the out-of-classroom activities at the beginning of the class.

15. Subject knowledge

Background:
Some of the lecturers and students reflected that insufficient subject knowledge might be a problem in EL courses. With only 9 hours of the lecture time as suggested in EL handbook, students might lack sufficient relevant knowledge and not be well-equipped with suitable skills to conduct services/ activities.

Possible solutions:

1. As EL courses aim to provide an opportunity for students to learn through experience (services/ experiential activities), lecturers may include more operational/ experiential knowledge in EL courses. For example, lecturers may consider including essential knowledge and skills required in the services/ experiential activities so that students can be better equipped before conducting their services/ activities.
2. Lecturers may consider to set up pre-requisites and/ or requirements for EL courses that require specific knowledge (such as courses that related to language, STEM etc.). This could help reduce the lecture time needed for students to acquire the subject knowledge needed for the EL courses.
3. Set up E-learning platform for students who wish to acquire more subject knowledge before conducting the services/ experiential activities.
4. Lecturers may manage students' expectations by indicating the knowledge required in the course synopsis of their EL courses and explaining the requirements of subject knowledge and/or operational/ experiential knowledge in their first lesson.

16. Proposal element

Background: In EL stages, proposal would be an important element in the assessment task required. Some lecturers wished to have more clarifications on the different types of proposal that could be used in EL courses.
Clarifications and types of proposal in EL courses:
1. Proposal in EL refers to a plan for engaging in service/ obtaining experience.
2. Proposal for activities: students will produce a proposal for the services/ activities that they plan to conduct. For example, in CSL1035, students needed to produce a proposal of organizing language carnivals in different service schools.
3. An agency-guided proposal: students will produce an agency-guided proposal after discussing with or receiving the information from the service/ activity organizations. For example, in CSL1008, students were required to submit a proposal of service which included the nature, duties/ tasks assigned by the organization, desired goals, resources allocation, implementation plan and timeline.
4. Proposal for individual goals (self-growth) in the activities: students will produce a proposal for achieving their individual goals in the services/ activities. For example, in GEL1003, each student was required to submit an individual proposal to cultivate more responsive dynamics in a relationship with a family member/ person whom they cared.

17. Direct service hours

Background: Some lecturers have concerns over the achievement of 25 hours of face-to-face service. In some cases, the service location required long travelling time and preparation time, students had wished to count these travel and preparation time in the 25 hours of service.
Clarifications and solutions:
1. Only face-to-face direct contacts with external party(ies) should be counted as direct service hours. The direct service hours required in CSLCs should range from 25 to 40 hours, including preparation time with the external party(ies). A sample timesheet was provided to lecturer for their reference.
2. Transportation time should be reduced and each service session should be longer to reduce the time cost.
3. Direct service hours should only be counted on individual basis for fairness.

4. Lecturers may include the details of the service arrangement in the course outline for students to have a clearer picture. EL courses should have 39 contact hours including a maximum of 18 hours of lecture. The remaining 21 contact hours should be multiplied by 1.5, since 1.5 hours of out-of-classroom activities equal to 1 classroom contact hour. Therefore, there should be 31.5 hours of out-of-classroom activities to be conducted. As a result, 25 hours of direct service is a reasonable bottom line and the remainder is for preparation and/or follow-up work.

18. On the other hand, although the first pilot exercise showed that there were plenty of rooms for students to develop various skills via EL courses, yet further evaluation on how well students have performed or achieved in such skills could be done in the second pilot in order to see whether or how the assessment tasks and/or rubrics could be bettered.

19. Moreover, it was found that some examples cited by students to illustrate their achievements in certain thinking skills showed insufficient understanding of the key attributes of those particular skills. For example, problem-shooting was mistaken as problem-solving skills that might involve evaluation and reflection on the selected solution(s) to see how it/they can be bettered if the same problem arises in the future. Such problem/discrepancy can be relayed to the lecturer(s) concerned to see whether and how students should be more familiarized with the key attributes of certain thinking skills embodied in the relevant focal GILOs in order that they can be more fully aware of the expected learning outcomes and guided to evaluate and reflect on their own learning/assessment tasks. This is vital for promoting assessment for learning and reflective learning through ELCs.

20. The above suggested recommendations will be included in EL handbook, after the endorsement of SGUCC, for lecturers' consideration to inform and improve the second round pilot.

Advice Sought

21. Members of the SGUCC are invited to note and provide comments, as appropriate, on the summary of the pilot exercise of Experiential Learning.

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