THE EDUCATION UNIVERSITY OF HONG KONG

COMMON CORE CURRICULAR COMMITTEE FOR UNDERGRADUATE AND
SUB-DEGREE PROGRAMMES

Evaluation report on the 2nd Pilot Exercise for Experiential Learning in 2019/20

Executive summary

1. The second round of pilot exercise for Experiential Learning (EL) was conducted in 2019/20 to inform and improve the implementation of EL courses after the first round of pilot exercise. Multiple evaluation instruments, including assessment analysis, field observation, focus group interviews and questionnaire surveys, were used to collect feedback from the stakeholders. The findings of the pilot exercise were positive in general. Students were mostly satisfied with the flexible course schedule and the guidance and support provided by lecturers. Most of them found that planning and implementing experiential learning enabled students to learn through experiences. The experiences garnered from the pilot exercise also helped polish the recommendations made in the first round of pilot exercise, such as the standardisation (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 implementation in different courses would be taken forward in the future for the continuous improvement of teaching and learning quality.

Background

2. Students were satisfied with Experiential Learning in the first pilot exercise, which enabled them to acquire unique experiences and facilitated their reflections. On the other hand, comments were received to address some of the issues and concerns identified during the first pilot. Areas for improvement include lecture time, course schedule, subject knowledge, proposal element, and direct service hours.

3. The second round pilot exercise for both ELCs and CSLCs were conducted to address further the issues and concerns identified in the first pilot, as well as the three main purposes of EL pilots 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 converges to our University graduate attributes: Professional Excellence, Ethical Responsibility, and Innovation (PEER & I);
   b. Identify potential issues 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.

4. Under the influence of the COVID-19, most of the pilot courses in Pilot 2 were conducted via online mode of learning. As CSLCs and ELCs depended heavily on the physical engagement together with the experiential learning activities, online mode of learning affected EL course implementation to a certain extent. Although the pilot result was slightly less positive compared to that of Pilot 1, the general response collected from students was still very favourable towards EL course implementation.

Pilot exercise

5. The second pilot exercise consisted of the same six pilot courses from the three faculties; each faculty provided one CSLC and one ELC for the pilot. These courses were offered to both cohorts of students under the existing curriculum (students from 2018/19 cohort or before) and the new curriculum (students from 2019/20 cohort). A total of 155 students were involved in this pilot exercise. The course titles and the corresponding lecturers-in-charge of the second round of pilot exercise for EL were as follows:

Table 1: Courses involved in the second round pilot in 2019/20

Semester	Domain	Faculty	Lecturers-in-charge	Course Title
Semester 1	ELC	FEHD	Mr. LI, Chin Wa (IE)	GEL1003: Love's Work: Cultivating relations with Care
Semester 2	CSLC	FLASS	Dr. CHENG, Wan Suen Vincent (SSC)	CSL1008/GEM1007: Exploring Workplace Competency
	CSLC	FEHD	Dr. ZHANG, Yuefeng Ellen (C&I)	CSL1027/GEM1034: Enriching English-learning Environments in Hong Kong Schools
	CSLC	FHM	Dr. JIN, Mengyao (CHL)	CSL1035/GEM1038: Language Carnival
	ELC	FHM	Mr. WU, Sterling Shaffer (ELE)	GEL1001: Exploring Hong Kong's Rural Heritage and Nature
	ELC	FLASS	Mr. CHAN, Ping Man Paladin (SES)	GEL1002: Experiencing Ecological Sustainability in Metropolitan City

6. Mixed evaluation methods including quantitative (e.g. survey, assessment performances, etc.) and qualitative approaches (e.g. focus group interviews with lecturers and students, 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. 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 second round pilot

Evaluation Methods	CSL1008/ GEM1007	CSL1027/ GEM1034	CSL1035/ GEM1038	GEL1001	GEL1002	GEL1003
Achievements of Assessment Criteria	✓	✓	✓	✓	✓	✓
Field Observation*	**Cancelled**				✓	
Grade Distribution	✓	✓	✓	✓	✓	✓
Interim Staff-Student Consultative Meeting (ISSCM)*	✓	✓	✓	✓	✓	✓
Lecturer Focus Group Interview	✓	✓	✓	✓	✓	✓
Questionnaire Survey	✓	✓	✓	✓	✓	✓
Student Evaluation of Teaching (SET)	✓	✓		✓	✓	✓
Student Focus Group Interview	✓	✓	✓	✓	✓	✓

Notes:

1. *These evaluation methods (marked by "*") were optional and implemented according to the choices indicated by the lecturers-in-charge in August 2019.*

2. *The field observation on CSL1008/GEM1007 was cancelled due to the outbreak of the COVID-19.*

3. *According to the data provided by Registry, no response was collected from SET in CSL1035/GEM1038.*

6.1 Achievements of Assessment Criteria (conducted at the end of 2019/20)
To evaluate 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 the high, medium and low bands were obtained from all the pilot CSLCs and ELCs classes. Contents of the samples were analysed in terms of how well the specific GILOs were achieved. (**Appendix 1-5**)

6.2 Field Observation (conducted in June 2020)
One field observation (ELC) was conducted to explore how learning occurred in out-of-class/ field-based context and during the experiential learning activity. Short video interviews were conducted with the students involved. (**Appendix 6**)

6.3 Grade Distribution (conducted at the end of 2019/20)
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 and major teaching and learning activities in the pilot EL courses were evaluated.

6.4   Interim Staff-Student Consultative Meeting (ISSCM) (conducted in October 2019 and April 2020)

The ISSCMs were conducted to collect early feedback from students in the middle of the semester among the six courses. Online Comment Collection Forms were distributed to all students in the six pilot courses (40 students have filled in the form, response rate: 26%), and nominations of students were received from the lecturers to participate in two ISSCMs. A total of 12 students (8%) 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. (**Appendix 7-9**)

6.5   Lecturer Focus Group Interview (conducted in July 2020)

Lecturer focus group interview was conducted where 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 10**)

6.6   Questionnaire Survey (conducted in December 2019 and May – July 2020)

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 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 40 students completed the questionnaire survey; the overall response rate was 26%.

6.7   Student Evaluation of Teaching (SET) (conducted in December 2019 and May – July 2020)

The University's standard SET was used to provide a comprehensive evaluation of EL courses from students through the standardised 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 4-point 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 "4"). A total of 42 students completed the SET with a response rate of 27%.

6.8   Student Focus Group Interview (conducted in December 2019 and June 2020)

Three student focus group interviews were conducted. A total of 9 student representatives attended the focus group interviews. These student representatives were invited to share their experiences about various aspects of the course in details. (**Appendix 11-13**)

Results of the pilot

7.   **Achievement of students in fulfilling the intended learning outcomes**

7.1   One of the main focal 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 General Education Learning Outcomes (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.

7.2   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 by students. A total of 40 students (26%) submitted the questionnaire survey; the results were as follows:

Table 3: Achievement of students in fulfilling GELOs

Response rate: 26% (40/155)	Scores (Strongly agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly disagree: 1) Formula: total score / total number of respondents		Standard Deviation	
	Pilot 1	Pilot 2	Pilot 1	Pilot 2
GELO 1: Knowledge	4.17	4.19	0.33	0.38
GELO 2: Application	4.15	4.16	0.33	0.53
GELO 3: Judgements	4.13	4.16	0.38	0.35
GELO 4: Expression	4.14	4.28	0.38	0.46
GELO 5: Awareness	4.19	4.15	0.33	0.37
GELO 6: Engagement	4.19	4.14	0.31	0.39

7.3   The overall score was 4.18, which represented that, to a large extent, EL courses could help students to achieve the GELOs better when compared to that of Pilot 1 (4.16). The best performing areas were "GELO 4 Expression" and "GELO 1 Knowledge", which scored 4.28 and 4.19 respectively. The data indicated that the EL courses could best help students to express their ideas clearly and confidently after critically inquiring into and reflecting on various theories, perspectives, stances and experiences. On the other hand, students were able to demonstrate an understanding of how knowledge is acquired within and across different disciplinary domains, and how it applies to aspects of their own lives and experiences as a future professional and citizen, which demonstrated that lecturers have adopted the proposed solution(s) in Pilot 1 and included more operational/ experiential knowledge in their courses.

7.4   There was a difference in the best performing areas between Pilot 1 (GELO 5 and GELO 6) and Pilot 2 (GELO 1 and GELO 4). After the first round pilot, comments were received on the insufficient subject knowledge that might affect students to get equipped with practical skills when conducting services and activities. These comments, together with the influence of the COVID-19 and the usage of online lessons, provided more chances for lecturers to entertain students' needs to acquire more relevant knowledge before conducting services/ activities, and for students to have more opportunities to express themselves through online communication.

7.5   Generic Intended Learning Outcomes (GILOs)

The focal GILOs for the two domains are as follows:

Table 4: Focal GILOs for CSLCs and ELCs

| Focal GILOs for CSLCs	Focal GILOs for ELCs
GILO 1: Problem Solving Skills	GILO 1: Problem Solving Skills
GILO 4: Oral and Written Communication Skills	GILO 3: Creative Thinking Skills
GILO 5: Social Interaction Skills	GILO 7: Global Perspectives (if applicable)

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

7.7   Questionnaire survey was used to assess students' ability in achieving the GILOs in the six pilot courses in a self-reported way. The overall average score of each GILO in Pilot 2 was lower than in Pilot 1 under the influence of the COVID-19, in which some of the pilot courses depended heavily on face-to-face services and activities with the external parties. Students might find it more challenging to achieve the focal GILOs using online mode of experiential learning compared to Pilot 1.

7.8   The illustrative examples observed through other means of evaluation methods can be found in the **Appendix 1-5** (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course).

7.9   GILO 1 Problem Solving Skills (CSLCs and ELCs)
Students from Pilot 2 were able to demonstrate their problem solving skills in the services and experiential learning activities. Under the influence of the COVID-19, they were able to identify problems during the services and activities 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. Students were able to reflect on and evaluate the processes and outcomes of their solution(s). (**Appendix 1-2**)

7.10   In **Diagrams 1 and 2**, the average score for GILO 1 Problem Solving Skills in CSLCs and ELCs were 4.13 and 4.06 respectively, which represented a favourable agreement of enhancing student's problem solving skills in both CSLCs and ELCs. The average score of GILO 1 in Pilot 2 was decreased when compared to that of Pilot 1, which indicated that students might find it easier to develop problem solving skills via face-to-face experiential learning activities.

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

GILO 1: Problem Solving Skills
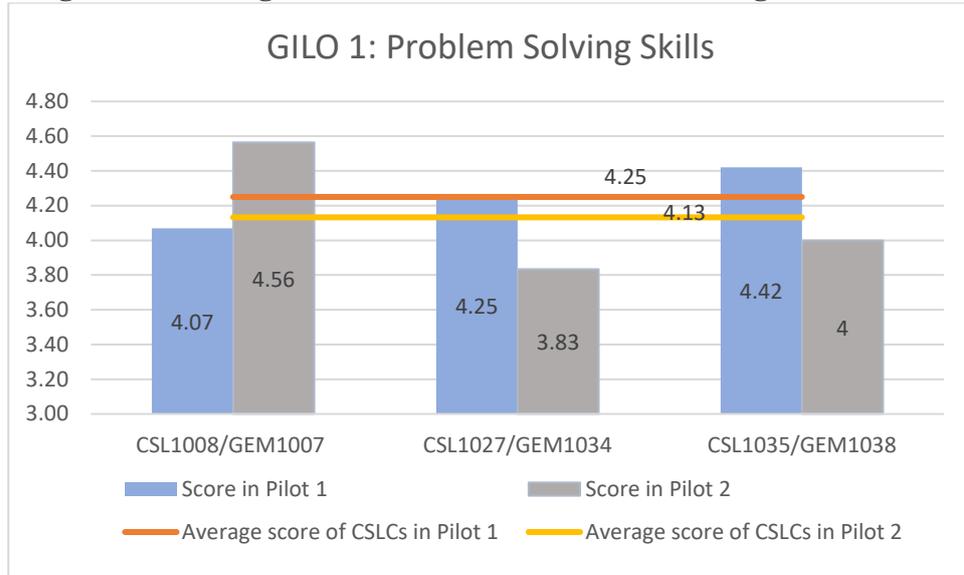
Note: For CSL1008/GEM1007, the increase in the average score for problem solving skills might be a result of the extensive resources provided by the service provider (AIA), in which students were able to have more chances to apply their problem solving skills.

Diagram 2: Average score for GILO 1 Problem Solving Skills in ELCs


GILO 1: Problem Solving Skills
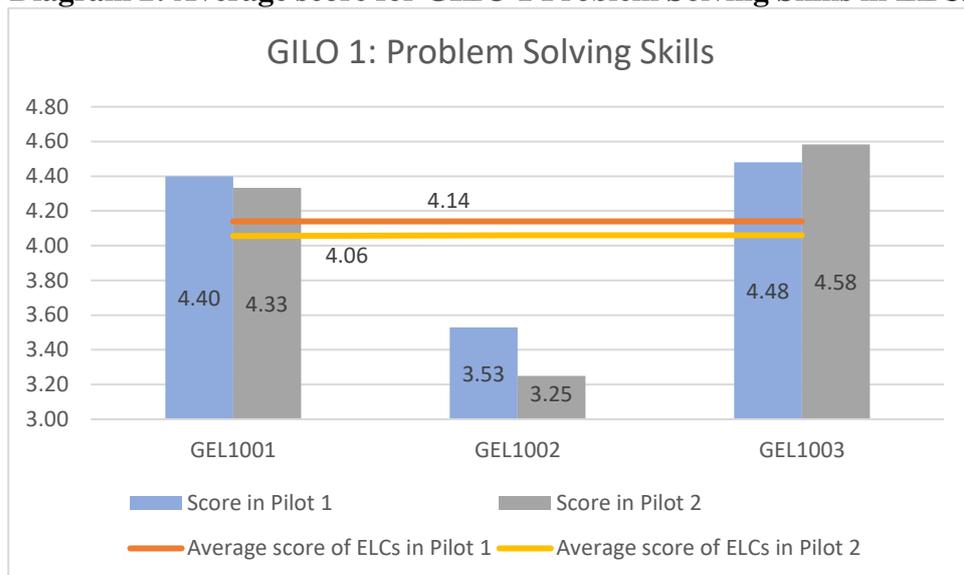
Note: For GEL1002, the course nature is different from the other two courses, as it mainly focused on field-study instead of problem solving.

7.11 GILO 3 Creative Thinking Skills (ELCs)

ELC Students from Pilot 2 were also able to demonstrate creative thinking skills during experiential learning activities. They had the flexibility to think from multiple perspectives and were able to combine or synthesise existing ideas or solutions. For example, when students were required to improve the relationships with their targets, they thought from the participants' perspectives when planning the activities to be completed together. They were able to create and extend their novel ideas through their capacity to combine and synthesise existing ideas when preparing their activities and elaborating their new ideas with details and sophistication. (**Appendix 3**)

7.12　As seen in **Diagram 3**, the average score for GILO 3 Creative Thinking Skills was 4.04, which represented a favourable agreement of enhancing student's creative thinking skills in ELCs. The average score in Pilot 2 was slightly lower than in Pilot 1, which may imply that under the influence of the COVID-19, students might have less chance to apply creative thinking skills through online experiential learning activities.

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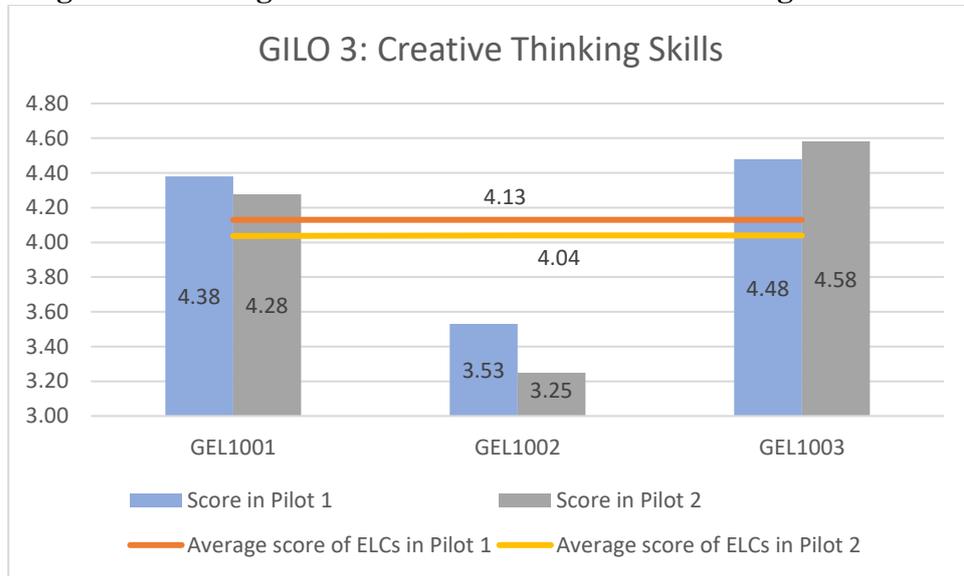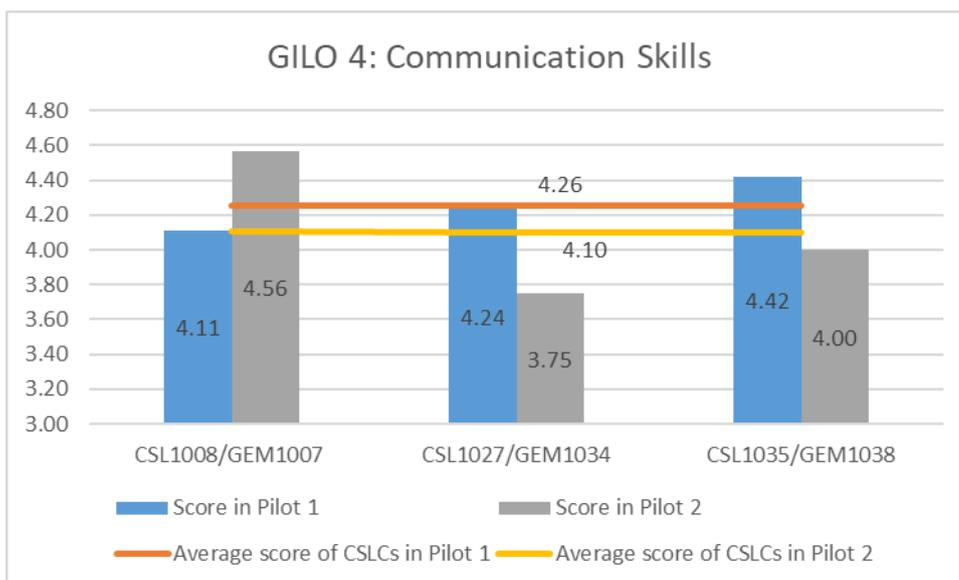

7.13　GILO 4 Communication Skills (CSLCs)
　　　CSLC students from Pilot 2 were able to demonstrate their communication skills in service activities. They were able to deploy their oral communication skills when conducting the services and to convey the central messages and directions to the participants with the service providers. They were able to substantiate their messages by supporting measures such as illustrations and examples, 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 and the service providers to enhance their communication effectiveness.

7.14　On the other hand, students were able to create compositions of different types of texts to convey their messages to the audiences, such as proposal, PowerPoint and reflective journal. They were able to apply their written communication skills and consider the different kinds of service participants, and use proper language and format accordingly to help recipients understand better. (**Appendix 4**)

7.15　In **Diagrams 4**, the average score for GILO 4 Communication Skills (including oral and written communications) was 4.10 (average score of the two communication skills), which represented a favourable agreement of enhancing student's communication skills in CSLCs. The average score in Pilot 2 was lower than the one in Pilot 1, which may imply that under online mode of learning, students might have less chance to practice communication skills (both verbal and written communications) with the service targets.

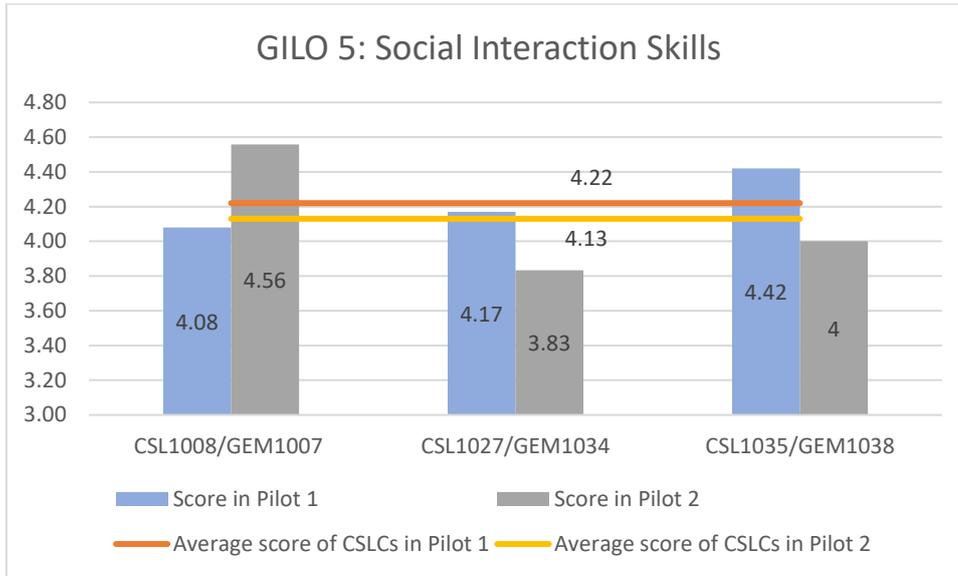**Diagram 4: Average score for GILO 4 Communication Skills in CSLCs**

*Note: For CSL1008/GEM1007, the increase in the average score for communication skills might be a result of the extensive resources provided by the service provider (AIA), in which students were able to apply their communication skills more frequently as a result of the many presentations conducted.

7.16 GILO 5 Social Interaction Skills (CSLCs)

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. (**Appendix 5**)

7.17 In **Diagram 5**, the average score for GILO 5 Social Interaction Skills was 4.13, which represented a favourable agreement of enhancing student's social interaction skills in CSLCs. The average score in Pilot 2 was lower than the one in Pilot 1, which implies that under the influence of the COVID-19, students might have less chance to apply their social interaction skills throughout the course.

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

Note: For CSL1008/GEM1007, the increase in the average score for social interaction skills might be a result of the extensive resources provided by the service provider (AIA), in which students were able to have more opportunity to interact with their mentors.

8. **Practical aspects and issues arising from course delivery**

Another focus of the pilot exercise was to identify potential issues in course delivery and implementation. From comments and feedback received from different meetings, focus group interviews, surveys and sharing sessions in Pilot 1, some possible solutions were implemented in Pilot 2 to see whether and how the main issues concerning course delivery could be improved.

8.1 Lecture time

Some of the lecturers reflected that two weeks of add/drop period might make it difficult for students to form groups and start discussing the services/ activities in Pilot 1. Students may have missed some lectures during the add/drop period, thus, resulting in the insufficient time to get prepared and equipped before the services/ activities. In Pilot 2, lecturers adopted the proposed solutions in Pilot 1 and generally found the arrangements worked well in their courses, and the effect was good enough. Most of the pilot course lecturers chose to start the course in the second week of the semester, which helped make sure students are better-equipped before the EL activities as it could minimise the number of students that missed the lectures.

Table 5: Comments received on the effectiveness of the solutions for lecture time

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
1. 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.	5	Positive feedback 1. More participation in lectures can better-equipped students before the services. 2. Starting the course late was preferred as many students were outside of the territory during the first week of the course. Hence, course enrolment became relatively stable without too many adds/drops. Therefore, the measure was successful. 3. Students were allowed to perform add/drop till the very last moment, which results in a good enrolment figure. Yet more information on the essential features should be given to interested students beforehand.
2. Flexible distribution of classroom and reflection sessions is possible. Lecturers can consider distributing the number of hours between the lecture session and reflection session as follows: 	Classroom/ lecture session	Reflection and group sharing session
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Minimum: 6 hrs	Minimum: 6 hrs
Maximum: 12 hrs	Maximum: 12 hrs
Total: 18 hrs (Maximum) || 3.	4	Positive feedback 1. Better coordination with both the community service providers and the students. 2. Allow more time and guidance on preparation for service. 3. As COVID-19 disrupted the delivery of courses, it is necessary to rearrange lecture and sharing time. For example, more online meetings (lessons) were conducted in which course lecturers spent extra time teaching students how to prepare for their assignments.

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
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.	1	Positive feedback 1. Very useful especially with the allocation of students to the community service providers. Issue and concern 1. It may discourage interested students. 2. Students adding or dropping the course did not affect the formation of groups and as a result, had little effect on participation.
4. Set up the E-learning platform to provide video recordings of the lectures for students who have missed lecture(s) in the add/drop period.	1	Positive feedback 1. Google Classroom, in addition to Sites, were used to support students while they were away from campus. It helped to disseminate announcements and manage the collection of assignments. Based on the ISSCM feedback, this was helpful to students. Issue and concern 1. Technical support will be heavily needed.
5. Lecturers can withdraw the EL course from the online add/drop period. Add/drop the course using a paper form can help prevent students from adding to the course without participating in sufficient lectures to get prepared and equipped before the services/ activities.	0	Issue and concern 1. Participation in lectures and the grouping is more vital for students to guarantee the quality of service.

8.2   Course schedule
Some lecturers and students reflected that time clash happened between services/ activities with students' regular classes in Pilot 1. Sometimes long travelling time was 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. In Pilot 2, lecturers adopted the proposed solutions in Pilot 1 and generally found the arrangements worked well in their courses, and the effect was good enough. Most of the pilot course lecturers chose to inform students on all the dates of the out-of-classroom activities at the beginning of the class so that students were well-informed and able to decide if they could complete the required out-of-classroom hours or drop the course.

Table 6: Comments received on the effectiveness of the solutions for course schedule

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
1. Inform students on all the dates of the out-of-classroom activities at the beginning of the class.	3	Positive feedback 1. Announced the possible dates, time and venues for the community service by the organisers in the first two weeks so that students could decide if they could complete the required out-of-classroom hours or drop the course. 2. Students were well-informed. Issue and concern 1. Lecturers suggested that it could be difficult because the service provider (e.g. school) has its schedule. 2. For some courses, there were group-based out-of-classroom activities (e.g. interview). The groups arranged the time according to their own agreed schedules. Therefore, it was not necessary to inform students of the out-of-classroom activities at the beginning of the class.
2. Arrange transportation for students if needed.	2	Positive feedback 1. It could encourage students who were interested in joining the course. 2. Students were satisfied with the transport arrangements. Issue and concern 1. Visiting the site was at the discretion of the students, and as a result, they managed their transportation.

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
		2. It was more cost-effective for individual students to arrange their transportation when necessary.
3. 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.'	1	Positive feedback 1. It is vital to set aside time for students. Issue and concern 1. It might discourage interested students. 2. For some courses, there were group-based out-of-classroom activities (e.g. interview). The groups arranged the time according to their own agreed schedules. Therefore, it was not necessary to advise students to reserve one hour before and after the course for possible travelling time. 3. Students were reminded about the issue of transportation at the beginning of the course. Course synopsis will be updated after the second trial has concluded.

8.3 Subject knowledge

In Pilot 1, 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 relevant skills to conduct services/ activities. In Pilot 2, lecturers adopted the proposed solutions in Pilot 1 and generally found the arrangements worked well in their courses, and the effect was good enough. Most of the pilot course lecturers chose to include more operational/ experiential knowledge in their course. They also explained the requirements of subject knowledge and operational/ experiential knowledge in their first lesson so that students can be better equipped before conducting their service/ activities.

Table 7: Comments received on the effectiveness of the solutions for subject knowledge

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
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.	5	Positive feedback 1. All the concepts could be introduced in the 9 hours (3 lectures). The application and experience could be attained via out-of-classroom activities with the organisers. 2. Students were well-prepared. For example, a lecturer summarized all the theoretical underpinnings and explained the activity timeline to students in the lectures. These could help refresh students' memory on what they learned and get prepared to complete the EL activities in the coming few weeks. 3. Lecturers could tell them the basic service design methods and skills, the service provider's background and the basic situation of students, and provide excellent examples of previous students. 4. Fewer lectures and more group-based activities for capacity building. Issue and concern 1. The design of some courses could be informed by just-in-time-learning. Students learned autonomously based on perceived needs. However, a guided experience on campus could be conducted to prepare the students for the work that was to come. The activity was not meant for providing information, but an opportunity for students to create their understandings. The students commented that they did not feel spoon-fed in this course.

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
2. 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 operational/ experiential knowledge in their first lesson.	**5**	Positive feedback 1. Students were better prepared, as students were able to learn to design some fun games to arouse pupils' interest in learning English before conducting the services in the first three lessons. 2. Most of the students agreed that the lecturer could make the requirements clear. 3. Exemplars, guided activities and modelling were used to manage students' expectations. This measure was successful. 4. Lecturers and students discussed expectation about this course during the first lesson, and students could have a clear idea of what would be expected of them.

3. Set up an E-learning platform for students who wish to acquire more subject knowledge before conducting the services/ experiential activities.	**4**	Positive feedback
		1. Students were better prepared:
		  a. E-learning platforms such as Moodle was used to share useful resources for reference, which enabled lecturers to share with students some excellent cases of videos or websites of service (e.g. language game) design schemes around the world.
		  b. WhatsApp group was also used to facilitate different kinds of experience and information sharing.
		
		Issue and concern
		1. The e-Learning platform was used to provide resources and examples of previous work. It was not based on building skills required in the course. Students could find the resources to learn by themselves.

Proposed solutions from Pilot 1	No. of courses adopted the solutions	Comments on the effectiveness
4. Lecturers may consider to set up pre-requisites and requirements for EL courses that require specific knowledge (such as courses that related to language, STEM, etc.). It could help reduce the lecture time needed for students to acquire the subject knowledge required for the EL courses.	0	Issue and concern 1. Pre-requisites would be more suitable for Experiential Learning on Block Practice (EL-on-BP) to fulfil the expectation from BP schools. 2. It is not necessary to set up pre-requisites for some courses as students learned what they needed to overcome challenges and relies on peer for support. Students could expand their knowledge to complete the tasks. 3. It is not necessary to set pre-requisites for some courses as students should have basic knowledge and background in secondary school (e.g. ecological sustainability).

8.4 Questionnaire survey on the practical aspects and issues arising from course delivery

Questionnaire survey was used to assess the practical aspects and issues arising from course delivery in the six pilot courses. The performing items ranged from 4.07 to 4.21. Students generally agreed that the course schedule was flexible and enabled them to complete their service/ experiential learning. They also agreed that guidance and support were sufficient for students to complete the service/ experiential learning. Compared to Pilot 1, students in Pilot 2 were more satisfied with the guidance from lecturers. It may imply that under the influence of the COVID-19, more support from the lecturers were provided on the rearrangements of the course implementations. Meanwhile, students in Pilot 2 were less satisfied with the assessment results received on this course, which might imply that students believed they had put in more efforts on the course during online mode of learning, but their assessment results could not truly reflect their hardwork. The figures also showed that expectation management was conducted successfully in Pilot 2.

Table 8: Average score on the practical aspects and issues arising from EL course delivery

| Response rate: 25.81% (40/155)	Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1) Formula: total score / total number of respondents		Standard Deviation	
	Pilot 1	Pilot 2	Pilot 1	Pilot 2
The course schedule was flexible and enabled me to complete my service/ experiential learning.	4.20	4.21	0.34	0.34
The guidance and support were sufficient for me to complete the service/ experiential learning.	4.14	4.21	0.19	0.51
I understand the expectations on my commitment to the service/ experiential learning.	4.14	4.20	0.26	0.33
I understand clearly the aims/ objectives of the services/ activities.	4.20	4.19	0.20	0.33
The assessment results I received so far on this course was appropriate and suitable.	4.19	4.07	0.23	0.32

8.5 <u>Students Evaluation of Teaching (SET) on the practical aspects and issues arising from course delivery</u>

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 total of 42 students (27%) submitted the SET, and the results could be found below:

a. <u>Teaching quality of the pilot courses</u>

Students indicated their comments on the teaching quality of the pilot courses. From **Diagrams 6-7**, the average score slightly dropped from 3.48 to 3.39 among the six pilot courses in Pilot 2 compared to Pilot 1. Still, it indicated positive feedback and acceptance towards the teaching quality provided by the course lecturers. According to **Table 9**, the best performing question was "Encouraging exchange of ideas among students in their learning" and "Inspiring students to think and learn", which scored 3.52 and 3.51, respectively. 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 6: Average SET score of teaching quality on the three pilot CSLCs
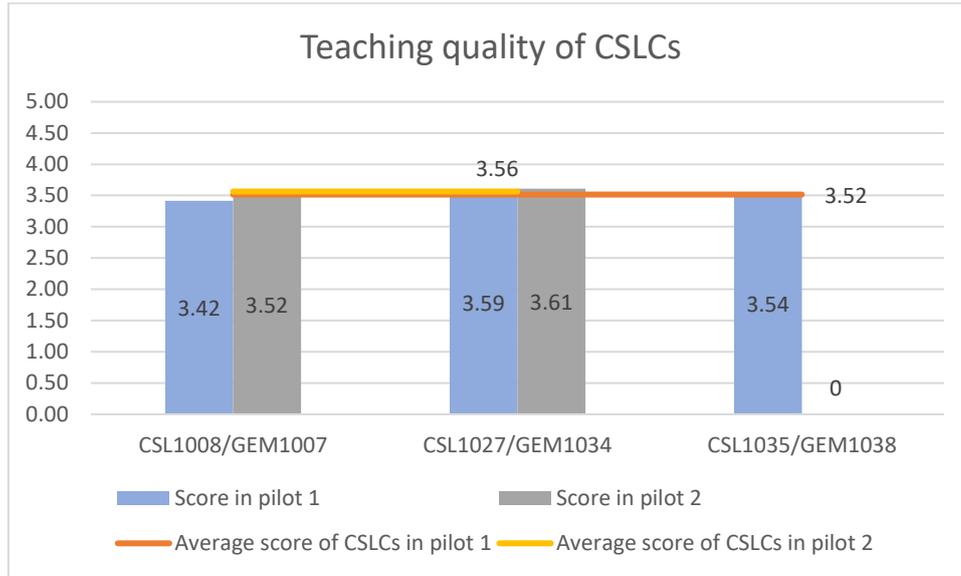
Teaching quality of CSLCs

Note: According to the data provided by Registry, no response was collected from SET in CSL1035/GEM1038.

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

Teaching quality of ELCs
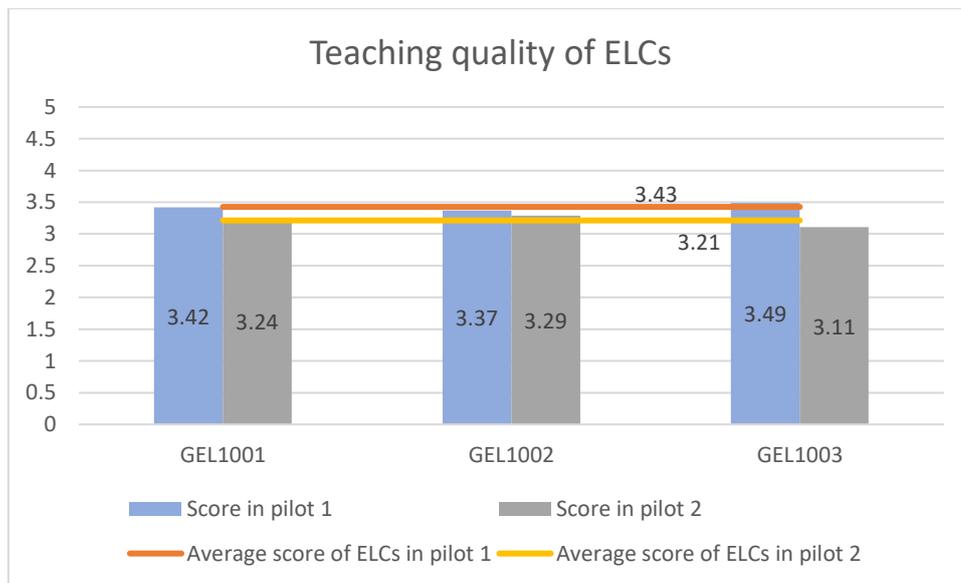
Table 9: Detail on the average SET score on teaching quality of the pilot courses

SET questions on the teaching quality of the pilot courses	Average score in Pilot 1	Average score in Pilot 2
Encouraging exchange of ideas among students in their learning.	3.54	3.52
Inspiring students to think and learn.	3.48	3.51
Providing appropriate feedback to enhance student learning.	3.51	3.43
Being enthusiastic in teaching.	3.54	3.39
Encouraging students to proactively engage in their own learning.	3.49	3.35

SET questions on the teaching quality of the pilot courses	Average score in Pilot 1	Average score in Pilot 2
Aligning the learning and teaching with those mapped out in the course.	3.43	3.33
Providing opportunities for students to learn from variety of sources or ways.	3.49	3.33
Guiding students to think from different perspectives.	3.45	3.32
The overall teaching was of high quality.	3.48	3.30
Delivering the course in an organised way.	3.43	3.29
Addressing students' needs in learning.	3.48	3.28
Enhancing students' course-related knowledge or skills.	3.36	3.21
Mean score:	**3.47**	**3.35**

b. Course content of the pilot courses

Students indicated their comments on the course content of the pilot courses. From **Diagrams 8-9**, the average score dropped from 3.4 to 3.27 among the six pilot courses in Pilot 2 compared to that of Pilot 1. Still, it indicated positive feedback and acceptance towards the course content provided by the course lecturers. According to **Table 10**, the best performing item was "I was fully informed of the assessment requirements early in the course", which scored 3.33. It demonstrated that those pilot course lecturers adopted the suggestions made in Pilot 1, and informed students of the course requirements in the early stage of the courses. On the other hand, there was a drop in the items "The learning activities of the course stimulated my interest in the subject." and "The course was valuable to my development.", which may imply that students were less interested in EL courses without face-to-face learning activities.

Diagram 8: Average SET score of course content on the three pilot CSLCs
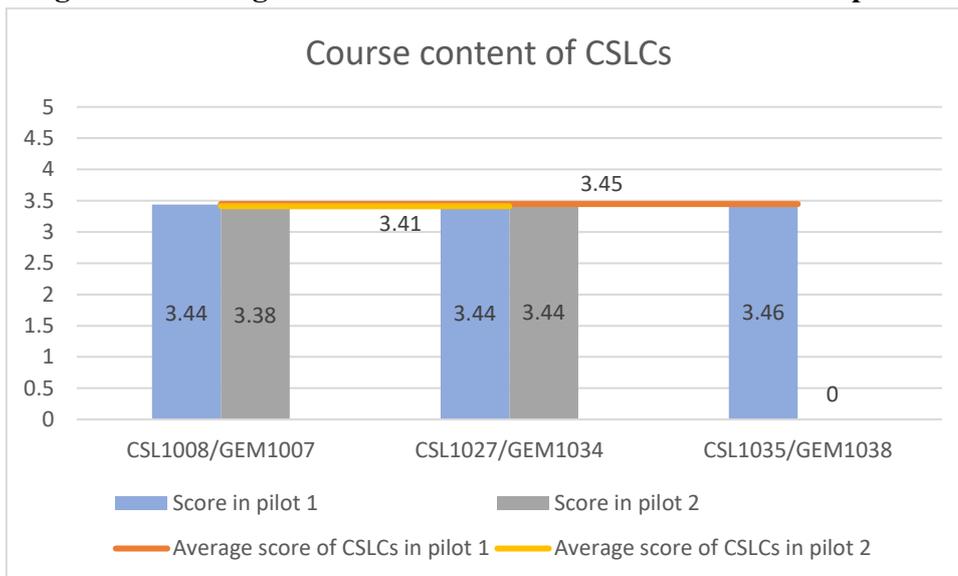
Note: According to the data provided by Registry, no response was collected from SET in CSL1035/GEM1038.

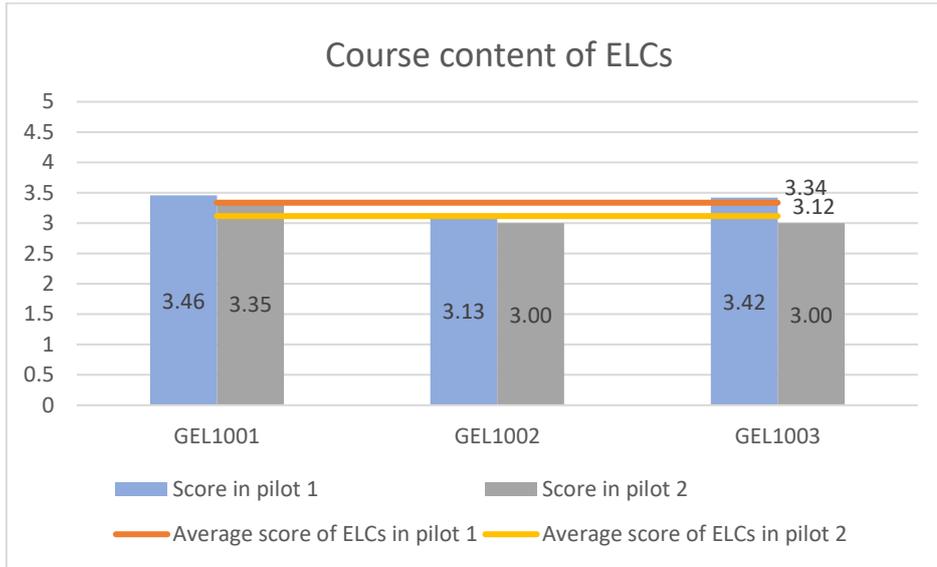**Diagram 9: Average SET score of course content on the three pilot ELCs**

Table 10: SET scores on the course content of the pilot courses

SET questions on the course content of the pilot courses	Average score in Pilot 1	Average score in Pilot 2
I was fully informed of the assessment requirements early in the course.	3.37	3.33
The learning activities of the course stimulated my interest in the subject.	3.43	3.17
The course was valuable to my development.	3.38	3.17
Mean score:	**3.39**	**3.22**

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. Two different grading systems were used in each of the CSLCs for students from cohort 2018/19 or before (course code: CSL) and students from 2019/20 and after (course code: GEM). From **Diagrams 10-12**, the vast majority of the students (around 98%) in the three pilot CSLCs attained "Credit"/ "B" or above grade; while for ELCs, the majority of the students (around 85%) attained Grade B or above. The data showed that students, in general, were able to understand and fulfil the requirements of the EL courses. Compared to Pilot 1, students in general achieved a higher grade in Pilot 2 (14% more attained "Credit"/ "B" or above grade in CSLCs and 10% more attained Grade B or above in ELCs in Pilot 2).

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Diagram 10: Grade distribution of pilot CSLCs (for cohort 2018/19 or before)

Grade distribution of CSLCs
(Cohort 2018/19 or before)

	Distinction	Credit	Pass	Fail
CSL1008	37.5%	62.5%	0%	0%
CSL1027	36%	57%	7%	0%
CSL1035	17.14%	80%	2.86%	0%

■ CSL1008 ■ CSL1027 ■ CSL1035
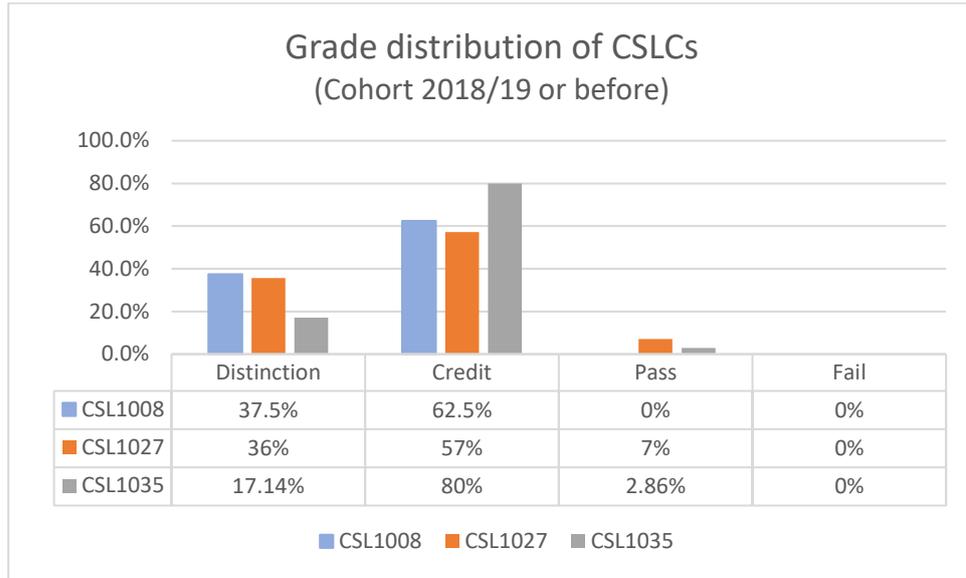
Diagram 11: Grade distribution of pilot CSLCs (for cohort 2019/20 and after)

Grade distribution of CSLCs
(Cohort 2019/20 or after)

	A-	B+	B	W	F
GEM1007	30.77%	15.38%	53.85%	0%	0%
GEM1034	44.44%	22.22%	33.33%	0%	0%
GEM1038	60%	40%	0%	0%	0%

■ GEM1007 ■ GEM1034 ■ GEM1038
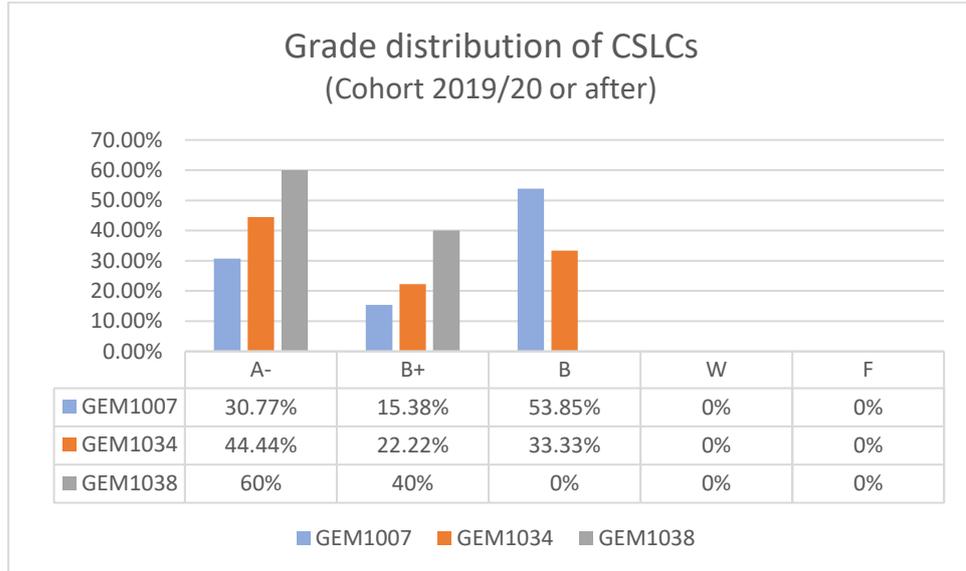
Diagram 12: Grade distribution of pilot ELCs

Grade distribution of ELCs

	A	A-	B+	B	B-	C	C+	W	F
GEL1001	0%	19.05%	33.33%	42.86%	0%	0%	0%	0%	4.76%
GEL1002	0%	33.33%	46.67%	0%	13.33%	0%	6.67%	0%	0%
GEL1003	2.86%	40%	17.14%	20%	8.57%	5.71%	2.86%	2.86%	0%

GEL1001 GEL1002 GEL1003
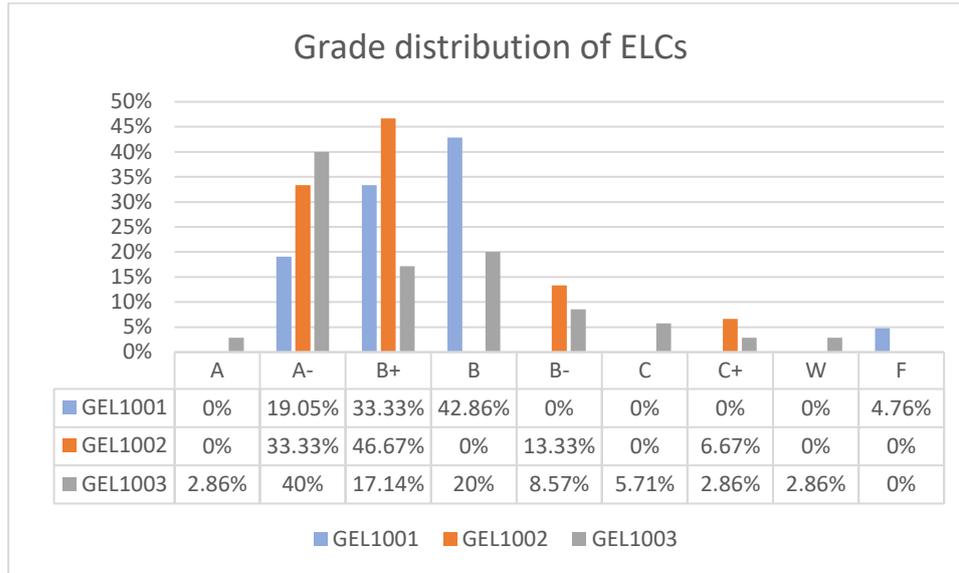
9. **Feasibility and achievability of the key features**

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. From comments and feedback received in Pilot 1, some possible solutions were implemented in Pilot 2 to see whether and how the main issues concerning EL key features were to be clarified, remedied or improved.

9.1 Proposal

Proposal is one of the critical 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. In EL stages, proposal would be an essential element in the assessment task required. Clarifications on the different types of proposal that could be used in EL courses were elaborated in Pilot 1.

Table 11: The types of proposal used in EL courses in Pilot 2

Types of proposal in EL courses	No. of courses used it in the assessment task	Examples
1. **Proposal for activities:** students will produce a proposal for the services/ activities that they plan to conduct.	3	1. Lecturers would provide design templates for students' reference and guide them through designing the service game step by step.

Types of proposal in EL courses	No. of courses used it in the assessment task	Examples
2. **An agency-guided proposal:** students will produce an agency-guided proposal after discussing with or receiving the information from the service/ activity organisations.	**2**	1. Students are required to base on the tasks given by the service organisers to write up their proposals.
3. **Proposal for individual goals (self-growth) in the activities:** students will produce a proposal for achieving their individual goals in the services/ activities.	**1**	1. Students were required to submit an individual proposal to cultivate more responsive dynamics in a relationship with a family member/ person whom they cared.

9.2   Direct Service Hours (CSLCs)

The minimum requirement of face-to-face direct service hour for CSLCs is 25 hours. In Pilot 1, some lecturers have concerns over the achievement of 25 hours of face-to-face service. In some cases, the service location required a long travelling time and preparation time; students had wished to count these travel and preparation time in the 25 hours of service.

Table 12: Implementation of direct service hours

Examples
1. The 25 hours of face-to-face service include meetings with organisers and among teammates (via Zoom or Whatsapps). The dialogue was a kind of experiential learning indeed. Also, organisers have been provided with the guidelines of 6-weeks of services/ training for their planning of activities. Deliverables rather than duration would be another good indicator for their learning.
2. 25 hours of face-to-face service via Zoom /online tools.
3. Service time was marked, starting from the students' arrival at the service school.

9.3   Questionnaire survey on the feasibility and achievability of the key features

Questionnaire survey was used to assess the feasibility and achievability of the EL key features in the six pilot courses. The performing items ranged from 4.08 to 4.22. Students generally agreed that the active experience/ service hours were effectively used to promote learning in the course. On the other hand, the course enabled students to learn through experiences in planning and implementing experiential learning/ service learning. Compared to Pilot 1, students in Pilot 2 were more satisfied with the active experience/ service hours, which might imply that students have got more time to conduct the EL services/ activities via online mode of learning under the influence of the COVID-19.

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

Response rate: 25.81% (40/155)	Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1) Formula: total score / total number of respondents		Standard Deviation	
	Pilot 1	Pilot 2	Pilot 1	Pilot 2
The active experience/ service hours were effectively used to promote learning in the course.	4.21	4.22	0.23	0.51
The course enabled me to learn through experiences in planning and implementing experiential learning/ service learning.	4.29	4.21	0.25	0.30
The course provided me with the opportunity of engaging in reflection on the processes and outcomes of experiential/ service learning.	4.22	4.19	0.22	0.32
The course enabled me to rethink and reassess my own values, attitudes and beliefs.	4.21	4.08	0.30	0.37
The course offered me the opportunity to differentiate 'theory' from 'real life scenarios' and to further consider their interrelationship.	4.13	4.08	0.20	0.37

Limitation

10. Under the influence of the COVID-19, most of the pilot courses in Pilot 2 were conducted via online mode of learning. Hence, the response, comments and data received from different evaluation methods may reflect a slightly less positive trend when compared with those collected from Pilot 1. On the other hand, the response rate of the questionnaires and SETs were 26% and 27% respectively, which may not fully reflect the performance of all students in the six pilot courses. However, the online mode of learning provided a more flexible course schedule and more guidance and support from the lecturers for students to complete their EL services/ activities. As a result, students were more inspired to think and learn from the EL experiences.

Conclusion

11.   To conclude, given the implementation of the online mode of learning, the overall feedback received from lecturers and students in this pilot exercise was slightly less positive compared to Pilot 1 in general. Lecturers had modified their courses in one way or another based on the recommendations made in Pilot 1. Students were satisfied with course arrangements, which were reflected in the ISSCMs and focus group interviews. EL lecturers may take the ways of course implementation in different aspects below as a reference for future usage.

12.   Assessment rubrics

The course instructors had informed the students the assessment rubrics of different tasks and were able to deliver all necessary information in the lectures. Students knew the course requirements and assignments clearly and were given clear guidelines about their group work. When they had any questions about the assignments, the course instructors would respond very quickly, which was helpful to them. At the same time, the assessment guidelines had been clearly stated in the course outline, which facilitated the completion of the assignments.

13.   Course schedule

Students were satisfied with the course schedule in Pilot 2. The high flexibility of the course schedule allowed them to have enough time to complete the assignments such as field visits and group projects and enabled students to organise their study time. Some courses were launched in the second week of Semester 2, which reduced course instructors' workload since they were busy clearing the tasks brought down from Semester 1 in the first week of Semester 2. Kicking off the course in Week 2 could allow course instructors to have more time for preparing their teaching materials.

14.   Subject knowledge

In general, students found the curriculum very comprehensive. The knowledge and skills acquired in EL courses were not only enhancing students' major studies but also helping them to plan their daily lives and equip themselves for the future. The courses also helped students understand the respective topics, and reference materials were abundant for them to complete their assignments. Some lecturers had summarised all the theoretical underpinnings and demonstrated the activity timeline to students. These could help refresh students' memory on what they learned and get prepared to complete the experiential learning activities in the coming few weeks.

15.   Students' reflections on EL activities

Students, in general, understood the rationales and purpose of reflections. These reflections helped consolidate the learning experiences when conducting the service/ activities. On the other hand, course instructors recognised that students had become self-assured to confront the challenges in their future career. Outstanding students could identify their strengths and weaknesses and deeply reflect on how to improve their future career planning. They could also respond to peer comments with the framework learnt in the courses, make reflections in practice, and present their reflections logically.

16. Direct service hours

Students agreed that 25 hours of direct services were enough. Increasing service hours may possibly affect students' study time in other courses. However, course instructors would have professional decision to allow students to conduct the services for more than 25 hours, depending on the needs of their service targets. Students generally welcomed these flexible arrangements.

17. Experiential learning cycle

Since course instructors introduced the assessment rubrics to their students in details, most students could acknowledge the EL cycle in their reflections. Although some students might not realise they had gone through a learning cycle, they could identify their changes throughout the journey in the final reflection, which could be a proof for completing the learning cycle. Students also agreed that the course assessments (i.e. drafting proposal, experiential learning activity and reflection) corresponded to different stages of Experiential Learning. Students learned that their proposal could not be fully applied in a real-life situation. Therefore, they reflected on the experience and gained new perspectives when adjusting to similar situations in future. This learning cycle of continuous improvement was a core part of experiential learning.

18. On the other hand, under the influence of the COVID-19, students were satisfied with the rearrangements made by the course instructors. They appreciated the efforts of the course instructors for the rescheduling and related arrangements concerning the EL services/ activities. Course instructors have spent extra time teaching students how to prepare the assignments via online meetings. They also uploaded abundant materials on Moodle for students to study, and students found them very helpful. More training sessions were provided to students for equipping themselves to prepare their services/ activities. These led to the enhancement of students' performance in reflecting their journeys on experiential learning.

19. All in all, EL lecturers were able to have close communication with external stakeholders and students to redesign and modify the EL services/ activities for the implementation of the online mode of learning to ensure the quality of teaching. Additional/ supplementary resources were provided by the lecturers concerned to enable students to adapt to the online mode of delivery and support their online learning. During the process of learning and teaching, most lecturers would closely monitor the progress of the learning/ assessment tasks via online consultations/ discussions. Feedback from students was collected in ISSCMs, focus groups and SETs for pilot EL courses to ensure the quality of online mode of delivery.

Way forward

20. The EL handbook was revised and submitted to SGUCC in January 2019 after the first round of the pilot exercise. It will be further revised based on the consolidative experiences and additional comments provided by CCCCUS members, and after the completion of the two pilots on EL-on-BP and ELCs with overseas elements in 2021-2022. The revised EL handbook will be uploaded to the GEO website after the two pilot exercises for lecturers' consideration to inform and improve the implementation of EL courses. Meanwhile, a sharing session will be conducted by January 2021 to all EL lecturers to share the experience of EL course implementation after the second pilot exercise.

Advice Sought

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

Prepared by General Education Office
15 October 2020

GILO1: Problem Solving Skills (CSLCs)

Achievements of Assessment Criteria

1. "I have encountered some problems in which my teammates' ideas differ from each other, as well as the understanding of financial knowledge during team discussion… I made my best effort to raise some suggestions in solving the problem and find out the way to reach a common view. Also, I had actively asked for the progress of the tasks for teammates that make sure the tasks would succeed. In the process, I had fostered the responsibility, which gave support and encouragement with my teammates as the leader of the team." (CSL1008/GEM1007, High-level)

2. "…we were faced with disagreements on how to prepare the script, resulting in conflicting ideas and unclear concepts. Thus, we understood the importance of good communication and proper job distribution in order to create a cohesive script with various ideas being taken into account." (CSL1008/GEM1007, High-level)

3. "After I do this role play, I learn why group work is important because as I said before, finance is not my major. Through discussion with groupmate, we can sum up the information that we know; then we can solve the problem of it." (CSL1008/GEM1007, Low-level)

4. "My students' (service targets) initial willingness to learn English is not very strong. To solve this problem, I chose to enhance their interest by enriching the formats of my teaching, include watching English movies, listening to English radios, and share my study experience in English countries with my students" (CSL1027/GEM1034, Low-level)

5. "I tried to find out the problems faced by my student (service target) by asking her to show me some of her compositions. I then organized her writings in different structures, and show her the problems step by step together with some past papers. I also asked my student to practice structuring the essay by reading and studying some sample papers." (CSL1027/GEM1034, High-level)

6. " 我們在課堂上實際操作這個游戲時，以組成一組成語爲目標，參加者完成任務所花時間維持在一至兩分鐘間，比我們預想的要快，這點原因可能是參賽者爲大學生，較熟悉成語。但也可能是成語過於簡單，所選的字互相重合，例如「大富大貴」、「大吉大利」、「吉祥如意」等。因此爲了加大游戲的挑戰難度，針對六年級及以上的學生，我們應該要注意挑選重合度較低的成語。" (CSL1035/GEM1038, High-level)

7. "另外，游戲的設定是大約三至四人在完成第一關后，按照第一關的完成次序加入第二關，第二關的成語會顯示在直立的佈告板上，這讓接下來的同學甚至是其他參與者都能預先知道成語題目，如此一來會削減游戲的挑戰程度和游戲題目帶給他們的新鮮感。爲了避免這些缺點，我建議將第二關的游戲形式做出一些改變，可以用紙箱材料做成一塊小黑板，在上面添加四個透明的、方格型的硬膠片，用來置放四字成語卡片。這塊小黑板平放在桌上，可減少後面排隊學生提前得知考題的情況。" (CSL1035/GEM1038, High-level)

8. "在卡牌遊戲設計的部分，我們透過組別間互相參考在初期改善了一部分，例如加上了遊戲二，增加學生對正確成語用字的敏感度，減少錯用別字的機會；並對遊戲設定一組最多參與人數，控制遊戲程度及時長。" (CSL1035/GEM1038, Medium-level)

9. "本組選擇的主題是傳統的廟會文化，我們原本設計了一系列的遊戲提供給學生參與，運用面對面的模式。然而最後的結果總是不如預期，由於疫情肆虐，我們不得不講面對面嘉年華的形式轉換成網路模式。" (CSL1035/GEM1038, Low-level)

Student Focus Group Interview

1. Students initially did not know how to use the information provided by the AIA mentors to complete the role-play project, such as the diagrams and tables that showed clients' financial status. To break the deadlock, students drafted some questions and consulted their AIA mentors on how to create a business plan for their clients. At last, they completed the role-play successfully.

2. A student found it challenging to prepare suitable learning materials for her targeted pupils (i.e. secondary 6 pupils). However, after consulting the service school teacher and the course instructor, she had got ideas on how to design the materials. For example, some pupils were weak in structuring an essay. The student representative taught them how to structure their essays with simple step-by-step guidance. She collected feedback from pupils after class so that she could improve her instructional design next time.

Lecturer Focus Group Interview

1. Students had completed the task of preparing a proposal and conducting a role-play given by the service provider. Throughout the process of trial and error, students were able to apply problem solving skills in facilitating their learning.

2. Course instructor believed that students had successfully applied problem solving skills when designing English learning activities and preparing appropriate materials through analyzing pupils' language ability and learning needs.

3. Students were responsible for designing electronic Chinese language games by individuals and in groups. With the suspension of face-to-face activities, students recognized how to revise their proposal to online delivery. It helped to foster students' problem solving skills.

GILO1: Problem Solving Skills (ELCs)

Achievements of Assessment Criteria

1. "In case we may not be able to conduct our interviews due to the outbreak of COVID-19 that originated in Wuhan, Mainland China. We have planned to go for another option to documentary analysis which we believe is a reasonable way to finish this project." (GEL1001, High-level)

2. "Furthermore, our class was slightly disadvantaged in this project, compared to the past ones since some of us might not be capable of interviewing local villagers because of the COVID-19. We coped with it cooperatively by searching for suitable secondary sources from the Internet to richen the contents of both our website and documentary, eventually originating our imperfect yet satisfactory work." – (GEL1001, Low-level)

3. "First, when we were suggesting teaching activities which would be put into the learning package, we have got many ideas. For example, we have species identification, measuring the quality of water of the reservoir, learning symbols of a map of the Hok Tau Reservoir and other events. However, we found that some of the events are not practical and suitable at this location. Therefore, when we were holding the pre-trip activity on our own group, I suggested trying to demonstrate those activities suggested so we could come out with solutions if we come across difficulties. Through the experiences, we found that weather and the geographical location are the most influential factors when we hold activities. Compare the conditions about different tour-site visits; we finally decided which activities we will put into the whole tour. To gain experiences by imitating real situations, it is a kind of process of learning by doing." (GEL1002, High-level)

4. "First, I did a farmer work in school likes we farming and plant some vegetable at school that teaches us how does it work and how hard did the farmer facing in their daily work life. It is a fun experience that I think it teaches me a lot so I hope that if I have another farming time, I think I will use the skill and knowledge that I have learnt at this course, and I find that I have a little bit interest about farming because this is very fun and meaningful. Although the works are very hard that may let someone feel tried after doing the farming work, I think that this is a very useful experience that not too many people or student know what the farmer work on every day and their works let us have the yummy vegetable to eat, if you do not finish the meal every day that means you are wasting the sweat of the farmer so just remember yourself that do not waste the food anymore." (GEL1002, Low-level)

5. "在最初擬定的個人計劃書中，我提出了不同的計劃，期望按部就班、逐一實行以改善與父親的關係。我認爲溝通是最直接了解對方和讓對方了解自己的方式，因此我希望自己能夠把握溝通的機會，並多聆聽父親的想法，明白他的感受，嘗試打開心靈與他溝通。當父親表達意見時，我希望自己能耐心聆聽，不要隨便敷衍他；並嘗試理解對方的原意，減少誤會。透過進行不同的活動和交談，我期望與父親建立密切的關係，了解他的想法，並嘗試了解他的過去，希望我們的關係會有良好的進展。" (GEL1003, High-level)

6. "在第一階段中，我做了個人計劃書。在計劃書中，我詳細描述了我和弟弟的關係。我希望能夠透過此計劃來改善我和弟弟的關係。因此，我參考了兩個正例和針對我和弟弟在相處之中出現的問題，分別計劃了一些活動。希望我們能夠從這些活動之中，令到我們之間的距離拉近，培養更緊密、親密的關係。希望我們能夠好好地溝通，像是朋友一般，無話不説。" (GEL1003, Medium-level)

7. "首先，我和他是認識良久的好朋友，大家對對方都相當了解，可以稱得上一對好知己，一起經歷了不少難關。當但隨着中學畢業之後，大家的生活圈子變得慢慢不同，見面的次數減少了不少慢慢變到有點陌生。由一對相當好知己，慢慢成為一對只是偶然才會見面的朋友，這個反差令我

有點失落,為何會變成不再熟悉,不知不覺間產生了一道缺口。希望透過這次改善關係計劃可以給一個機會重新認識對方,找出為何會產生這一道缺口,是我們不再想成為朋友,還是大家都沒認真投放時間在這一段關係當中。希望透過這一個課程,令我更有方向去經營一段關係,明白到自己有什麼缺失以及可改善的地方。如何去維繫這段得來不易的友情。我不願和他慢慢變成對彼此不再熟悉。最主要選擇他為改善關係的原因是,我聽了一些對他不公平的指控而對他產生了誤解,當時的我沒有馬上找他認清事實的真偽,反而相信了這些道聽塗說。到最後得知道真相之後,我對自己相當失望,顯示出我對他產生了不信任。在這次計劃中期望可對他的近況多深認識。同時,這也是個不錯的機會重新認識自己以及好好修補這一段缺乏經營的關係。" (GEL1003, Low-level)

Student Focus Group Interview

1. There were only 2 ships to the chosen site in one day. To avoid groupmates missing or delaying the schedule, the student representative and his groupmates had set alarms and sent reminders to each other that morning. Finally, they had completed the field observation successfully.

2. When students went to conduct the pre-on-site observation, they discovered that the site did not have convenient transport services. Therefore, they tried to find an alternative by taking a taxi to the site, which cost less time for tourists to reach the destination.

3. A student had enhanced his problem-solving skills. For example, students learned the concept of "Emotional Property" from the lessons, which helped them to identify the problems in their relationship and found ways to improve it.

4. The lecturer had provided some questionnaires for students to analyze their personalities and the factors affecting their communication with others. This helped students to formulate their proposals in a better way. Since students in the same group had chosen the same kind of relationship to be improved, they had also recognized the importance of discussing with peers when solving problems.

Lecturer Focus Group Interview

1. When students coached their field-based learning activities, they faced difficulties such as overtime of the activity and not being able to cover all of the prepared materials. To complete the task successfully, students had to apply their problem solving skills and adapt to these contingency plans.

2. Students worked in groups to deal with different relationships like friendship, parental relationship and love relationship. As reflected by the assignments submitted, the course instructor recognized that students' problem solving skills were enhanced. Students were able to identify the issues in their relationships and create individual action plans to make improvements.

GILO3: Creative Thinking Skills (ELCs)

Achievements of Assessment Criteria

1. Website and documentary created by students
   - https://timothy1011.wixsite.com/gel1001 (GEL1001, High-level)
   - https://s1131807.wixsite.com/shek-o-2020 (GEL1001, Medium-level)
   - https://tpshalotung.wixsite.com/welcometoshalotung (GEL1001, Low-level)

2. "Learning by doing this process does not just reveal on our trips, but also including the design of the whole teaching activities. When we started to design our teaching package, we reflected on what we had learnt from the tour and the suggestions given by the teacher and students. Through reflection and observation from the trip, we integrated and collated those experiences and interactions with people or things. Even though we have experienced many things in the tour, we could not learn anything if we do not apply to the teaching package. Therefore, we tried to give meaning to each part of the activities. We consider what kind of knowledge the activities will bring to the participants so that we could combine those concepts with related issues or theories. As a result, participants will have a deeper understanding of new concepts. With those experiences, we could take good use of our organs of sense, thinking, emotions, actions or our wills. Those reflection and observation could help us learn from doing with significant meanings." (GEL1002, High-level)

3. "First, I have developed a habit of observing the surrounding's things. As experiential learning needs more experiences that we gain from the environment, it is the most different part compare with the traditional in-class teaching. When we pay more attention to the experience itself, we may feel that our learning outcomes are more fruitful and manifold. Therefore, I learnt how to make good use of our organs of sense by observing different things in the natural environment. For example, I tried to pay attention to the relationship between the soil and the health conditions about the vegetation after I was introduced some species of plants which will be affected by the quality of soil during the trip. Second, I have learnt how to make conceptualized knowledge more specific. At the beginning of the course, we have learnt a lot of knowledge about ecology such as ecological values, ecological conservation, ecological chain and so on. Even though we have a lot of ideas of maintaining the ecological sustainability in Hong Kong, we have not known or had a deeper understanding of those specific measures done to protect the ecology if we only keep conceptualized knowledge in our mind. When we can specify the related knowledge, we could identify and understand the defining characteristics of our experience as well. For example, we decided the theme of the tour will be "ecological conservation" at first. After having our pre-trips, we have specified our theme and divided into a different part like the preventive environment work and the importance of ecological conservation. As a result, it is an effective way to help us modify conceptualized knowledge through experience to see what can be put into the theme." (GEL1002, High-level)

4. "At the same time, I have a change in attitudes and ethical values towards nature. When the ecological environment would become better, it is suitable to the natural species to live. Many destructions would affect the quality of the environment. For example, there are water pollution and air pollution in Hong Kong. It would cause many animals hard to live. Before study this course, I neglect many ecological problems and the importance of environmental protection. However, I learn positive values to have a sense of responsibility to tell people to concern the environment. Although Hong Kong is a small city, it exists many rare species. People should concern the rare species and provide better habitat to it." (GEL1002, Medium-level)

5. "在第一個星期中，我未能及時適應到我自己所訂立的計劃，主動向媽媽表達自己的想法。但是在第一週的末段，我更與媽媽發生爭執，她說我說話的語氣有問題，就如罵她一樣，然而我並沒有這想法，我嘗試向她解釋，但她卻不接受；有一刻我幾乎爆發，但我記起自己計劃中的第一步要自我檢討，當有爭執時如何避免情況惡化，我決定給予時間雙方冷靜，待大家冷靜後再解釋。

在第二週開始時，即使我並沒有如她所想般罵她，我決定主動向母親為上一次爭吵之事道歉，然後再對那件事作出解釋，徹底解決上次出現爭執的原因。之後，我亦主動向媽媽提出希望一起改善大家對話的語氣，方式，以免大家經常發生爭執；而媽媽也答應了我的提議，承諾一起改善。除了解決對上一次爭執的問題，我同樣也實行了我計劃中改善家中相處習慣的其中一項，多用對話而非文字交流。在計劃實行前，當我的父母在我課堂或練習時來電，我只會用訊息回應他們我未能接電。在第二週時，我改變了這做法，我先用訊息告訴他我未能接聽，再會再空閒時間回電他們。而我的父母見我有所改變，亦多用了電話來聯絡，不再單純地用文字交流。

在第三週時，適逢我的生日但我卻在那天需要練習，因此未能在正日慶祝。不過我的家人也特意為我在生日前一天抽出空檔，我亦特意從宿舍外出，有幸能夠一家人外出吃餐為我慶祝生日。在吃飯其間，也開始與父母分享生常生活趣事。第三週反思：由於這星期練習，及學校工作繁忙，因此大部時間也在學校宿舍中渡過，並沒有太多時間與家人相處。但仍可見與家人的溝通有成效，當在生日當天沒有空閒，仍能一起配合另一個日子。

在第四週時，學校的工作沒有這麼繁忙，我有多一些時間留在家中休息，我開始漸漸改變在家中與家人相處的方式。我慢慢地減少了我自己在家中打電子遊戲的時間，改為一家在吃飯後一起看電視，而非我自回到房間中，更在空餘時間為媽媽分擔家務。

在第五週時，我開始慢慢改變到我的生活模式，減低了玩電子遊戲的時間，騰出更多和家人相處的時間。我更在週末時主動提出可以一家人在家中玩遊戲，如打麻雀或是卡牌遊戲，在遊玩期間一家人有說有笑，慢慢回到從前。

在第六週時，終於做到媽媽長久以來的願夢，能夠一家人在週末中外出遊玩，我們一家參加了由屋苑舉辦的一日遊。" (GEL1003, High-level)

6. "具體計劃：
   與母親多作交流（主要用通訊軟件）
   向她報告近況，例如學校的事情、感情生活、課外活動的細節
   香港局勢不穩，如她上班的地方有事情發生，會主動問她是否在安全的地方

   約見面吃飯
   一起去吃喜歡吃的東西（媽媽喜歡吃自助餐，想在她生日或一些節日時和她吃一次）
   因為她已經很久沒有見過姊姊，所以我可以向她更新姊姊的近況

   想自己及對方都講出心底話
   既然事情已經告一段落，想講出自己的想法
   講自己正在面對的困難，暫時沒有家可以回的感受" (GEL1003, High-level)

<u>Student Focus Group Interview</u>

1. To design a unique and outstanding webpage for introducing the indigenous villages in Hong Kong, students tried to add more special effects and made the interview video more attractive. Moreover, students also attempted to discuss some new topics when they produced the video. For instance, students had investigated the self-sufficient lifestyle of a rural village in Hong Kong.

2. Students planned to introduce the biodiversity of the site. However, when they arrived at the site, they found that the biodiversity was not as abundant as they knew. Therefore, students had modified their plan and changed to introduce how the reservoir in the site could enhance ecological sustainability.

3. Students tried to explore new activities to improve their relationship by studying the videos shared during lessons. For instance, a student had watched a video about sharing music with family members to construct a closer family relationship. Then, he was inspired by the video and tried to share his interests with his girlfriend. He believed that this could create a unique memory between the two and draw them closer. This showed the student's enhancement of the ability to be aware of changes. Another student had learnt to think broader after taking this course. For example, she found that the theoretical underpinning for improving friendship could also be applied to other relationships.

Lecturer Focus Group Interview

1. The course instructor discovered that students' performance on demonstrating their creative thinking was highly satisfactory, as reflected by the quality of the assignments submitted. For instance, they had designed some activities in their ecotour packages to make them more interesting and attractive to participants.

2. Students were inspired to think of creative ways to revamp and develop a good relationship with others after identifying their relationship problems. For instance, in a group aiming to improve a love relationship, students found that sending a small gift to their partner once in a while would be useful. They also designed the gift by themselves, which demonstrated their creativity.

GILO 4: Oral and Written Communication Skills (CSLCs)

Achievements of Assessment Criteria

1. "Although it is difficult to develop social interaction skills, it is a good opportunity for us to learn how to interact with each other through the good use of communication skills that improve our communication ability. For example, sometimes the mentors do not even know what exactly we need to help, so we have our duty to actively ask to seek the help of them and think from their situation through effective communication." (CSL1008/GEM1007, High-level)

2. "We used various communication methods to keep in touch and receive updates on our group works. Some discussion could last longer than half an hour." (CSL1008/GEM1007, High-level)

3. Presentation by students from CSL1027/GEM1034
   https://uedhk-my.sharepoint.com/:f:/g/personal/shwahab_eduhk_hk/EqUQQOPRbO5AgTsN37-bKwkBlbXqFAleHaodp8FFpuzVJg?e=e209Do

4. "我們在課堂上實際操作這個游戲時，以組成一組成語爲目標，參加者完成任務所花時間維持在一至兩分鐘間，比我們預想的要快，這點原因可能是參賽者爲大學生，較熟悉成語。但也可能是成語過於簡單，所選的字互相重合，例如「大富大貴」、「大吉大利」、「吉祥如意」等。因此爲了加大游戲的挑戰難度，針對六年級及以上的學生，我們應該要注意挑選重合度較低的成語。" (CSL1035/GEM1038, High-level)

5. "我們利用網絡平臺或電子軟件來設計的語文游戲是在第一個游戲的設計基礎上展開的，一共三部分、包含了三個網絡平臺。第一部分是卡片式學習賀年成語，第二部分是競技類答題，第三部分是看視頻答題。" (CSL1035/GEM1038, High-level)

6. "本來我們都在討論活動中可能出現的混亂或預期困難，例如是學生程度不一，需分批進行遊戲解說，同時亦能分類讓程度較為相似的同學一組遊玩，公平之外亦能讓大家學習到符合程度的新知識" (CSL1035/GEM1038, Medium-level)

Student Focus Group Interview

1. When students conducted their role-play in AIA, they learned the way a financial planner communicated with clients based on their personalities. For example, a financial planner would talk with their lenient clients in a friend-like manner to build their trust. They would also equip themselves to answer questions from clients as to demonstrate the professionalism of a financial planner.

2. Students also conducted an online presentation using their reflection in a story-telling mode. For example, they illustrated the problems they encountered at the beginning and the way to cope with these problems at the end. Still, they were not sure if the audience were engaged in their presentation as they did it online.

3. Students had learnt to conduct an organized oral presentation. For example, one student made her service reflection in chronological order and tried to use a narrative speech to present, which made her presentation more appealing to the audience.

Lecturer Focus Group Interview

1. Students did role-play in the service unit and prepared reports at the end of the course. Throughout the whole learning journey, students used their written and verbal communication skills to communicate with their groupmates, mentors in the service unit and the course instructor when completing their assignments.

2. Students fostered their verbal communication skills when teaching after-school tutorials in primary/ secondary schools. They made use of their communication skills when discussing the instructional design with service school teachers and receiving feedback from service school pupils.

3. Students worked in groups to prepare written proposals on game design and the operation of game booths. They discussed among groupmates regularly in executing their plans. Although students were not able to hold their game booths in service schools, they used oral and written communication skills to complete their group task of designing electronic language games.

GILO 5: Social Interaction Skills (CSLCs)

Achievements of Assessment Criteria

1. "It's also a good chance for me to learn how to build up stable relationships with different personalities that would be able to know how to interact with another in the future workplaces." (CSL1008/GEM1007, High-level)

2. "In conclusion, because of the epidemic situation, my groups are maintaining our relationship via Whatsapp group in terms of bettering our teamwork, flow of our work and keeping a good connection with the mentor regarding the role-play activity." (CSL1008/GEM1007, High-level)

3. "After every training day, we run some discussions among our group using "zoom" or "WhatsApp" and download all information that has been discussed on the USB flash drive to prepare for the presentation. Therefore, I have set a plan for the time when groups are responsible for this work. It helps to remind each other as one group send a link to another group to invite for the meeting." (CSL1008/GEM1007, High-level)

4. "I would like to say that working in a team is a very good experience for a future perspective. Because you improve your leadership skills, communicative skills and learn to be more flexible and patient." (CSL1008/GEM1007, High-level)

5. "Affected by COVID-19 issue, although we can't have face to face meeting for consultation, maybe it will hard for us to conduct a deep discussion, we still can initiate and maintain a relationship with sharing our views to each other through media platforms such as WhatsApp group, the Zoom online software." (CSL1008/GEM1007, Medium-level)

6. Presentation by students from CSL1027/GEM1034
   https://uedhk-my.sharepoint.com/:f:/g/personal/shwahab_eduhk_hk/EqUQQOPRbO5AgTsN37-bKwkBlbXqFAleHaodp8FFpuzVJg?e=e209Do

7. "我們利用網絡平臺或電子軟件來設計的語文游戲是在第一個游戲的設計基礎上展開的，一共三部分、包含了三個網絡平臺。第一部分是卡片式學習賀年成語，第二部分是競技類答題，第三部分是看視頻答題。游戲的挑戰難度由淺至深，首先是讓學生熟悉與新年相關的成語意思，再測試他們對這些成語的認識，最後通過一個新年短片答題來總結春節的習俗和活動。針對第一部分，同學對此的回饋建議有：可刪節四字成語除正確解釋的其他解釋，使成語的解釋更精準，不會混淆學生對成語概念的認識；可在四字成語旁增加簡體字版本或者拼音，方便以不同教學語言學習的學生，尤其是照顧國際生的需要；應提供使用賀年詞的具體例子或情景，考慮相近賀年詞之間的差異，以及使用賀年詞時的正確語境對象，這樣能將語文知識結合到學生生活中，使學生全面地掌握賀年成語。的確，網絡游戲設計應與現實生活聯係，以此提高學生解決真實問題的技能，消除填鴨式教育紙上談兵的缺點。這些建議指出了游戲的不足之處，我也十分認同。" (CSL1035/GEM1038, High-level)

8. "後來最讓我印象深刻是各組同學交流嘗試的時間，這段時間中我們參考了其他組別遊戲的長處，例如他們設有不同難易度的遊戲供不同程度的學生參與，由淺入深，先學習，然後在遊戲中與同學有知識的交流碰撞，最後亦有解釋分享所學的部分。" (CSL1035/GEM1038, Medium-level)

Student Focus Group Interview

1. The student representative had a conflict with his groupmates when they shared their opinions on the design of the role-play. Still, he learned to demonstrate his ideas step-by-step to persuade others to adopt his approach, which embodied one of the social interaction skills on how to manage conflicts in a group.

2. Students regularly communicated with their group members to complete the creation of online language games. Though there were divergences from different group members in their discussions, students learned to listen to other's comments first and brainstormed together to find the solution.

Lecturer Focus Group Interview

1. Most course activities had been done by using online mode under the COVID-19 pandemic. Still, students used different types of software such as WhatsApp and ZOOM to exchange ideas and resolve conflicts. They had also consulted their mentors in the service unit continuously for preparing their role-play. Therefore, students could enhance their social interaction skills after completing the course.

2. Students tutored primary/ secondary school pupils in after-school learning classes, and they regularly discussed the effectiveness of their teaching with service school teachers and student mentors from previous cohorts. Students had also invited service school pupils to provide feedback for improving their instructional designs from time to time. These activities elevated students' communication and interaction skills.

3. Students interacted with their groupmates in preparing for their language games. Sometimes students might have different ideas on how to design their electronic games. Still, students learned how to resolve conflicts by themselves, which fostered their social interaction skills.

THE EDUCATION UNIVERSITY OF HONG KONG

Experiential Learning

Checklists for ELC (GEL 1002) Field Observation

Checklists for ELC

Each assessment objective is assessed by a proposed scale of 1-4 (with Level 4 being the highest).

	Level of achievement				Not Applicable	Comments (If any)
	1	**2**	**3**	**4**		
1. Students can formulate plan(s) to solve problem(s).					☑	
2. Students can put their plan(s) into implementation.					☑	
3. Students can evaluate their actions and reflect critically based on evidence.					☑	
4. Students can connect, synthesize and transform ideas.					☑	
5. Students can develop multiple perspectives or different ways of thinking.		☑				
6. Students can communicate clearly their ideas.					☑	
7. Students can collaborate and interact with partners and groupmates in experiential learning activities.					☑	
8. Students are aware of the diversity of ideas and cultures.			☑			
9. Students can apply concepts and skills to experiential learning activities.					☑	
10. Students are able to make reasonable and sensible judgements.					☑	
11. Students can understand clearly the aims/objectives of the activities.			☑			
12. Students can make connections and integration between experience and learning.		☑				
13. Students can recognize the inter-relationship between theory or ideal and real-life context.					☑	

14. Students' performances can be effectively assessed by the learning tasks and the related rubrics.				☑	
15. Students are able to achieve the aims/objectives (expected learning outcomes) of the Experiential Learning course through various pedagogical devices.		☑			
16. Students can identify the principles of ecologically sustainable environment and the facilitating role of human. (CILO1)	☑				
17. Students can appreciate the importance of ecocentric worldview and experience in learning ecological sustainability. (CILO2)		☑			
18. Students are able to examine the role of different stakeholders in enhancing ecological sustainability in urban environment in both local and global context. (CILO3)		☑			
19. Students can demonstrate basic competencies in creating field-based learning activities with ecological observation components. (CILO4)	☑				
20. Students demonstrated essential knowledge and skills required in the experiential activities.	☑				

THE EDUCATION UNIVERSITY OF HONG KONG

GENERAL EDUCATION OFFICE

EXPERIENTIAL LEARNING COURSE
GEL1003 – Love's Work: Cultivating relations with Care

MINUTES of the Interim Staff-Student Consultative Meeting in Semester 1, 2019/20   Monday, 28 October 2019 at 2:30 pm in B2-G/F-01A

Present
Dr. LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)
3 student representatives from the course GEL1003 Love's Work: Cultivating relations with Care
Mr. MING Wai Kin Kenneth, staff of General Education Office (Secretary)
Ms. WAHAB Sasha Hamida, staff of General Education Office

In attendance
Ms. LAM Wan Hung Shirley, staff of General Education Office

Item   **Minutes**

1. **Welcoming**
   The Chairperson **WELCOMED** all student representatives to the meeting.

2. **Course Arrangement**
   2.1   **Curriculum**
   2.1.1   All three student representatives AGREED that the practical experience could help them <u>understand more on the topic of the course.</u>

   All three student representatives SUGGESTED that the course could include guest lectures and outdoor activities, which would enrich the content of the course.

   A student representative ADDED that the course could consider allowing students to study two target relationships instead of one, where one of the targets can be assigned by the lecturer. This could increase students' practical experience.

   Another student representative RECOMMENDED that the course could include some theoretical underpinnings such as psychology and sociology, which can help students in completing their assignments.

   2.1.2   Dr. Lee RESPONDED that activities conducted in the course were mainly related to GILOs; not all experiential learning courses would have guest lectures and outdoor activities. Students were advised to consult their lecturer if they had any questions. GEO would pass on the comments to the lecturer.

   2.2   **Course Schedule**
   2.2.1   A student representative COMMENTED that the high flexibility of the course schedule allowed him to organize his study time.

   Two student representatives SUGGESTED that the course should end one to two weeks before the examination period so that they could have more time to prepare

for other examinations (e.g. Early December in Semester 1).

Two student representatives RECOMMENDED adding more face-to-face lectures for the learning of theoretical underpinnings and frameworks, which could assist students in completing their assignments.

2.2.2 A student representative REFLECTED that the time allocated for them to improve their relationships was too long. Students were lost during the period. She SUGGESTED that the period could be shortened, while more time could be used to conduct individual consultations.

2.2.3 Dr. Lee REPLIED that GEO would refer the comments to the lecturer.

3. Learning and Teaching
3.1 Guidance and support from lecturers
3.1.1 All three student representatives AGREED that it was nice of the lecturer to answer students' inquiry constantly. For instance, there were consultations and WhatsApp groups among the lecturer and students, which were useful for students to prepare their assignments. Still, they SUGGESTED that more guidance from the lecturer could be provided for incorporating thematic interview results into practical activity frameworks and adopting them in their proposal.

One student representative ADDED that the lecturer had provided a lot of feedback on their proposal, which she appreciated. However, it would be better to have this useful feedback at an earlier stage.

3.1.2 Dr. Lee REPLIED that GEO would refer the comments to the lecturer.

4. Assessment Tasks
4.1 Assessment Rubrics and Guidelines
4.1.1 All three student representatives REPORTED that the assessment guidelines were not clearly stated in the course outline, and students were confused. For instance, they did not know the word limit of their proposal and lacked the confidence to complete the task.

Two student representatives ADDED that some students had difficulties in understanding the assessment rubrics. For example, students were afraid that if they could not improve their relationship after conducting those activities, they would get a lower grade. It might not fulfil the learning focus of experiential learning if it was result-oriented.

4.1.2 Dr. Lee REPLIED that experiential learning was not mainly focusing on the result but also on the part of reflection. The lecturer would assess students' problem-solving skills and creative thinking skills to see if they were able to demonstrate these skills during these activities. Students were also advised to consult their lecturer whenever needed. GEO would refer to related comments to the lecturer.

4.2 Individual Reflective Journal
4.2.1 Three student representatives REPORTED that the purpose of doing the reflective journal was unclear. If it was on a weekly basis, the workload would be very heavy.

4.2.2 Dr. Lee EXPLAINED that, based on his understanding of the course, students were

required to submit reflective journals on what they had completed and achieved in the course. These would help them consolidate what they had learned at each particular stage. The journal acted as a record to assist students in doing their presentations and thus the final reflections.

5.   Any other business
Students were advised to approach GEO if they have any further inquiries.

There being no other business, the meeting was adjourned at 3:30 pm.

THE EDUCATION UNIVERSITY OF HONG KONG

GENERAL EDUCATION OFFICE

CO-CURRICULAR AND SERVICE LEARNING COURSE

MINUTES of the Interim Staff-Student Consultative Meeting in Semester 2, 2019/20 Wednesday, 15 April 2020 at 9:30 am via ZOOM

Present
Dr. LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)
1 student representative from the course CSL1008/ GEM1007 Exploring Workplace Competency
1 student representative from the course CSL1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools
3 student representatives from the course CSL1035/ GEM1038 Language Carnival
Mr. MING Wai Kin Kenneth, staff of General Education Office (Secretary)
Ms. WAHAB Sasha Hamida, staff of General Education Office

In attendance
Ms. LAM Wan Hung Shirley, staff of General Education Office

Item	**Minutes**

1. Welcoming
The Chairperson **WELCOMED** all student representatives to the meeting.

2. Course Arrangement

    2.1 Curriculum

2.1.1   The student representative of CSL1008/ GEM1007 AGREED that the lectures had adequately equipped students for the services. Students had acquired general knowledge on career planning and basic skills for workplace competency, which helped students cope with the training in AIA and complete the tasks.

        The student representative of CSL1027/ GEM1034 was SATISFIED with the curriculum. The course instructor had shared her experience of teaching English in schools and provided plenty of information to students for the services.

        All three student representatives of CSL1035/ GEM1038 REPORTED that the lecture time was enough but SUGGESTED adding more time for the preparation of the proposal and providing more materials for language games towards the end of the three lectures. There was only one week for students to prepare for the booth rehearsal, which was too tight. The preparation time for the first rehearsal could be extended to two weeks, while the second rehearsal could be shortened.

2.1.2   Dr. Lee REPLIED that the training and background information provided in the lectures was essential for students to prepare for their service. GEO would relay the comments related to CSL1035/ GEM1038 to the course instructor.

    2.2 Course Appropriateness

2.2.1   The student representative of CSL1008/ GEM1007 RESPONDED that the course was appropriate and could be applied to his major study in Business, Accounting

and Financial Studies. To his good surprise, the knowledge and skills acquired in AIA's training were not only applicable to business studies but also helped students to plan their daily lives and equip themselves for the future. In general, the curriculum was very comprehensive.

The student representative of CSL1027/ GEM1034 REPORTED that since she was not in education programmes, she would like to take this opportunity to experience teaching pupils in schools. The course instructor taught her how to motivate primary school or kindergarten pupils to study English. However, she was assigned to teach Secondary 6 students. Although she was not trained to teach senior forms in the lectures, the course instructor had provided extra support to her and her groupmates, which made them feel confident to conduct the service.

A student representative of CSL1035/ GEM1038 AGREED that the course was appropriate since it was relevant to her major study in the Chinese Language. By taking this course, she could gain the experience of teaching pupils the Chinese Language with games as well as knowing the language level of pupils in local schools versus international schools. The experience would greatly help equip her as an outstanding Chinese teacher. Unfortunately, the face-to-face service was suspended due to the COVID-19 outbreak. Still, she was SATISFIED with the course content.

Two student representatives of CSL1035/ GEM1038 ADDED that initially, it would be a valuable experience for students to conduct the services in an international school. However, due to the COVID-19 outbreak, all activities in schools were suspended. It was a pity not being able to implement the game booth during language carnival in a school setting, as she could not get concrete feedback from pupils and the school teachers.

A student representative of CSL1035/ GEM1038 REPORTED that the workload was a bit heavy. Originally, since students were required to spend lots of time to do the preparation work and the service, some of them even needed to sacrifice the lecture time of other courses to complete the tasks, which might affect their performance in other courses. He ASKED if the university and the course instructor could provide extra support to them.

2.2.2   Dr. Lee WAS PLEASED to hear that students found their courses useful and applicable to their major studies. However, the COVID-19 outbreak resulted in varying degrees of disappointment among students. Even so, students could also learn different skills in the alternative mode of service.

Regarding the comment on providing extra support to CSL1035 students, this might involve other considerations. For example, how to strike a balance between lecture time and service hours, or how to avoid possible time clash if additional sessions would be scheduled. GEO would relay the issue to the course instructor.

2.3   Comment to the change of study mode (Suspension of the Face-to-face meeting)

2.3.1   A student representative of CSL1035/ GEM1038 RESPONDED that she was eager to take part in a language carnival in person in future. She would be grateful if the course instructor could arrange the students to conduct the service in schools when the face-to-face meeting resumed. She was also willing to join a language carnival

as a volunteer in the coming semesters.

2.3.2   Dr. Lee REPLIED that GEO would relay this comment to the course instructor. However, it would depend on whether consents from schools could be obtained to conduct the activities in the first place.

3   Course Schedule
3.1   Comment to the duration of service
3.1.1   The student representative of CSL1008/ GEM1007 REPORTED that it was considerate of the mentors in AIA to use the timeslots of the course lectures to offer the training sessions. However, after the suspension of face-to-face meetings, the AIA training sessions had been rescheduled, and the sessions were packed in 3 weeks, which made students feel overwhelmed. Since there were students who had no basic knowledge about business studies, they found it difficult to digest all the information under the tight schedule.

The student representative of CSL1027/ GEM1034 COMMENTED that the total number of service hours (i.e. 25 hours) was enough, but the duration of service could spread over a longer period. For instance, she had to teach Secondary 6 students 3 days a week, which was too stressful for her and her groupmates. If students were assigned to teach Secondary 6, they would like to start the service earlier instead of in mid-March.

A student representative of CSL1035/ GEM1038 was SATISFIED with the course schedule. She APPRECIATED the efforts from the course instructor for the rescheduling and related arrangements.

Another representative of CSL1035/ GEM1038 COMMENTED that the course schedule was tight after the cancellation of face-to-face meetings, which resulted in time clashes with other courses. Besides, they were asked to design an electronic language game instead of hosting a game booth in a school. As some students were not familiar with the software for designing electronic games, the tight schedule made them feel nervous. He SUGGESTED rescheduling the submission of group work to mid-May.

3.1.2   Dr. Lee REPLIED that the COVID-19 outbreak made the course schedule more compact than before. He APPRECIATED that students understood the course instructors' difficulties in coping with the change. GEO would relay the comments to different course instructors.

4.   Coordination among students, lecturers and organizations
4.1   Communication with lecturers
4.1.1   The student representative of CSL1008/ GEM1007 AGREED that the communication among students, AIA mentors and the course instructor was good and very frequent. Students were well informed about any revised or cancelled activities. There were also ZOOM meetings for students to consult their AIA mentors about their preparation for the workshop, which helped them stay active throughout the course.

A student representative of CSL1035/ GEM1038 COMMENTED that students had good communication with the course instructor. However, as their activities in schools were suspended, it was a pity that they could not work directly with the

school teachers.

Another student representative of CSL1035/ GEM1038 ADDED that he APPRECIATED the hard work of the course instructor before and after the suspension of face-to-face meetings. With her clear instructions, students were able to complete their tasks step-by-step.

4.1.2   Dr. Lee REPLIED that it was nice to see such good coordination despite the fact that face-to-face meetings were suspended.

4.2   **Coordination with organization**

4.2.1   The student representative of CSL1008/ GEM1007 COMMENTED that the ZOOM Role Play provided by AIA was good and interactive. Although there were only 3 weeks of ZOOM lectures provided by AIA mentors, students obtained related information and got prepared for the ZOOM Role Play. In a nutshell, the process was smooth.

4.2.2   Dr. Lee RESPONDED that it was nice to hear that students also enjoyed the activities provided by the service provider.

5.   **Learning and Teaching**

   5.1   **Guidance and support from lecturers**

5.1.1   The student representative of CSL1027/ GEM1034 SUGGESTED having more resources on how to teach senior form students in secondary schools, especially those who would take the Hong Kong Diploma of Secondary Education Examination (HKDSE). For instance, students would like to know what kind of teaching materials would be suitable. Even when the course instructor had provided extra support, students would still feel nervous without relevant resources to support them.

A student representative of CSL1035/ GEM1038 COMMENTED that the course instructor could provide more background information on pupils' language abilities in international schools. This could assist students in designing appropriate language games for different groups of pupils. Besides, the student representative also RECOMMENDED the course instructor to provide examples of good language games designed by previous cohorts for their reference.

Another student representative of CSL1035/ GEM1038 REPORTED that the guidance from the course instructor was sufficient. After changing the task of designing language game booths to electronic games, the course instructor hosted a ZOOM meeting to introduce how to use the software for designing electronic games, which was helpful.

5.1.2   Dr. Lee REPLIED that GEO would relay these comments to the course instructors. Regarding the course CSL1035/ GEM1038, the possibility of sharing samples would depend on whether the course instructor could get consents from the previous cohorts.

6.   **Assessment Tasks**

   6.1   **Assessment Rubrics and Guidelines**

6.1.1   The student representative of CSL1008/ GEM1007 REPORTED that the course instructor had clearly informed the students the assessment rubrics of different

tasks. The course instructor also adopted a flexible arrangement for the submission of assignments. For example, he had provided a few more weeks for students to complete the assignments, which could help students produce a quality reflection.

The student representative of CSL1027/ GEM1034 REPORTED that students knew the course requirements and assignments clearly. When they had any questions about the assignments, the course instructor would respond very quickly, which was helpful to them.

A student representative of CSL1035/ GEM1038 COMMENTED that the course instructor could have provided a standard marking sheet for different groups of pupils to vote for their favourite language games. Originally without the suspension of a face-to-face meeting in schools, pupils were supposed to be invited to vote for their favourite language games after the carnival, and the results would be counted towards course grades. Students were worried about whether the voting results could fairly reflect the quality of their language games.

Another student representative of CSL1035/ GEM1038 ADDED that the instructions for the assignment were not clear after the course instructor revised the assessments. For instance, the course instructor informed the students that electronic games would be designed for children to learn the Chinese language. However, since the targeted users (i.e. children) were not clearly defined, they felt nervous about whether their games would suit the users' language ability and thus affect their assignment grading.

6.1.2   Dr. Lee REPLIED that students could proactively seek help from the course instructor if needed, especially under the suspension of face-to-face meetings. GEO would also relay the comments to the respective course instructors.

7.   Any other business

Students were advised to approach GEO if they have any further inquiries.

There being no other business, the meeting was adjourned at 10:30 am.

THE EDUCATION UNIVERSITY OF HONG KONG

GENERAL EDUCATION OFFICE

EXPERIENTIAL LEARNING COURSE

MINUTES of the Interim Staff-Student Consultative Meeting in Semester 2, 2019/20 Tuesday, 14 April 2020 at 11:30 am via ZOOM

Present

Dr. LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)

3 student representatives from the course GEL1001 Exploring Hong Kong's Rural Heritage and Nature

1 student representative from the course GEL1002 Experiencing Ecological Sustainability in Metropolitan City

Mr. MING Wai Kin Kenneth, staff of General Education Office (Secretary)

Ms. WAHAB Sasha Hamida, staff of General Education Office

In attendance

Mr WU Sterling Shaffer, course instructor of GEL1001 Exploring Hong Kong's Rural Heritage and Nature

Ms. LAM Wan Hung Shirley, staff of General Education Office

Item	**Minutes**

1. **Welcoming**
   The Chairperson **WELCOMED** all student representatives to the meeting.

2. **Course Arrangement**
   2.1   Curriculum
   2.1.1 All four student representatives of the two courses AGREED that the courses helped them <u>understand the respective topics.</u>

   The student representative of GEL1002 COMMENTED that the course taught students knowledge about Ecotour and how to prepare ecotour guide packages. Reference materials were abundant for students to complete their assignments.

   A student representative of GEL1001 ADDED that the course instructor was able to deliver all necessary information in the three lectures. For example, students knew the number of tasks that they needed to complete and were given clear guidelines about their group work.

   Another student representative of GEL1001 APPRECIATED that the course instructor had demonstrated how to complete the course assignment (i.e. introduction of rural villages) with a concrete example. The course instructor used EdUHK as an example to demonstrate how to introduce a place, thus enabling them to create a quality tour webpage (i.e. the group work of the course).

   2.1.2 Dr. Lee RESPONDED that it was good for the course instructor to provide plenty of background information and training to students before the activities. This was very important to facilitate student learning on the journey of experiential learning.

2.2   Course Appropriateness

2.2.1   All four student representatives from the two courses AGREED that experiential learning courses were useful.

Two student representatives of GEL1001 EXPLAINED that the course allowed them to learn outside the classroom, which gave them the motivation to be more proactive. They treasured the opportunity to conduct learning activities in rural areas and enjoy beautiful sceneries.

The student representative of GEL1002 ADDED that knowledge acquired from this course could be applied in his major study in Geography. The course had provided him with an opportunity to visit the natural environment and learn more about the ecological value of Hong Kong, which was the reason he chose this course.

Another student representative of GEL1001 REPORTED that her major study was Chinese History and the course allowed her to study the history of rural villages and experience the rural culture in person. She was happy that she had taken this course.

2.2.2   Dr. Lee CONCLUDED that students so far enjoyed these two courses because students found them interesting and could apply the knowledge acquired from these courses in their major studies. Students also appreciated the opportunity to learn beyond the classroom, which was the main concept behind experiential learning.

2.3   Comment to the change of study mode (Suspension of the Face-to-face meeting)

2.3.1   Two student representatives of GEL1001 were SATISFIED with the changes made by the course instructor due to the COVID-19 outbreak. Even though the number of face-to-face lectures was reduced, the implementation of the online class meeting did not undermine learning quality. To the contrary, it allowed them to take notes during lectures more easily.

The student representative of GEL1002 REPORTED that students in the course might have felt confused about the changes made to the curriculum in the early stage. For instance, they were required to complete the tour package, but the field visits for collecting relevant information were postponed. However, the course instructor spent extra time teaching students how to prepare the tour package via online meetings. The course instructor also uploaded abundant materials on Moodle for students to study, which was helpful.

2.3.2   Dr. Lee RESPONDED that he was pleased to learn that even face-to-face class meetings were suspended, interactions between students and the course instructors and student learning remained good.

2.4   Comment to the experiential learning component

2.4.1   All three student representatives of GEL1001 were SATISFIED with the experiential learning components in their courses. The experience of visiting rural villages was unique and special to them. Compared with other courses, they found these learning activities more interesting, and they learned more proactively.

The student representative of GEL1002 ADDED that even the activity of visiting ecotour route was postponed, he was looking forward to taking part in this activity later. He believed that the tour would be a valuable experience.

2.4.2 Dr. Lee REPLIED that it was nice to hear that students liked the experiential learning activities.

3   Course Schedule
   3.1   Comment to the duration of lecture and experiential learning period
   3.1.1   Three student representatives of GEL1001 COMMENTED that the high flexibility of the course schedule allowed them to have enough time to complete the assignments like field visits and group webpage production. With the suspension of face-to-face lectures, students benefited from this arrangement by having extra time to communicate with groupmates, which allowed them to complete a good quality assignment.

   Another student representative of GEL1001 ADDED that the COVID-19 outbreak resulted in varying degrees of disappointment among students. Students believed that they would have experienced more if they had studied this course under normal situation. For instance, the COVID-19 outbreak deterred them from having a face-to-face interview with villagers, which undermined their learning experience of interacting with others.

   3.1.2   The student representative of GEL1002 REFLECTED that the revised course schedule affected his learning in this course. For example, he could not go for field visits with the course instructor, which undermined his preparation for the ecotour guide package. Still, he APPRECIATED the effort from the course instructor to make alternative arrangements.

   3.1.3   Dr. Lee REPLIED that there were pros and cons for the suspension of the face-to-face lecture. Even though there were limitations in conducting experiential learning activities, it was nice to know that students were generally SATISFIED with the schedule under this challenging time.

4.   Coordination among students, lecturers and organizations
   4.1   Communication with lecturers
   4.1.1   The student representative of GEL1002 AGREED that the coordination was smooth. Even though there were not many scheduled consultations for students, students would proactively seek help from the course instructor via WhatsApp and the course instructor would reply promptly.

   All three student representatives of GEL1001 were SATISFIED with the coordination made by the course instructor. For instance, the course instructor would make important announcements via Google Classroom once a week, which was good reminders for students. The course instructor also suggested that students should have a clear working schedule for completing the assignment. When students had any questions, the course instructor would reply promptly. If the question was an important one, the course instructor would also share his response with the rest of the class via Google Classroom.

4.1.2   Dr. Lee REPLIED that it was nice to hear that communications were good despite the suspension of face-to-face meetings.

5.   Learning and Teaching
5.1   Guidance and support from lecturers

5.1.1   Two student representatives of GEL1001 APPRECIATED that the course instructor answered students' inquiries promptly. The course instructor welcomed students to ask questions. Moreover, the course instructor proactively offered information to students for their preparation of the assignments. For instance, he shared some samples with students, which assisted them in completing a good quality assignment.

The student representative of GEL1002 COMMENTED that the course instructor had shared some templates and external resources for preparing the ecotour guide packages, which was helpful. Still, he SUGGESTED that it would be better for the course instructor to share samples of assignments with students, which would be very helpful for them to complete their assignments.

5.1.2   Dr. Lee REPLIED that GEO would relay the comment of sharing assignment samples to the course instructor. Still, it would depend on whether the course instructor could get consents from the previous cohorts for doing so.

5.1.3   The course instructor of GEL1001 ASKED whether an extra session of consultation before presentations would be needed.

5.1.4   All three student representatives of GEL1001 REPLIED that they would prefer having the opportunity to consult the course instructor. However, since some students might already be on the right track, it would not be necessary to make the consultation compulsory.

5.2   Quality of Learning

5.2.1   The student representative of GEL1002 SUGGESTED that students who would conduct block practice might need to reserve more time for this course. This reminder could be included in the course outline for alerting related students.

5.2.2   Dr. Lee REPLIED that the comment would be relayed to the course instructor for his consideration.

6.   Assessment Tasks
6.1   Assessment Rubrics and Guidelines

6.1.1   A student representative of GEL1001 REPORTED that she was clear about the assessments of the course. Still, with the COVID-19 outbreak, she did not know the exact date assigned for presentations.

The other two student representatives of GEL1001 AGREED that the assessment guidelines had been clearly stated on the course outline, which facilitated the completion of the assignments.

The student representative of GEL1002 RESPONDED that he understood the details of the assessments, but the submission schedule became unclear after the COVID-19 outbreak. He would need to wait for further notice from the course

instructor.

6.1.2 Dr. Lee REPLIED that students could proactively seek help from the course instructor, especially under the current situation of suspension of face-to-face meetings. GEO would also relay the comment to the course instructor.

7.   Any other business
Students were advised to approach GEO if they have any further inquiries.

There being no other business, the meeting was adjourned at 12:30 pm.

THE EDUCATION UNIVERSITY OF HONG KONG

GENERAL EDUCATION OFFICE

EXPERIENTIAL LEARNING

MINUTES of the Lecturer Focus Group Interview in Semester 2, 2019/20   Wednesday, 22 July 2020 at 3:30 pm via ZOOM

Present

Dr LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)

Mr CHAN Ping Man Paladin, Course Instructor of GEL1002 Experiencing Ecological Sustainability in Metropolitan City

Mr LI Chin Wa, Course Instructor of GEL1003 Love's Work – Cultivating Relations with Care

Dr CHENG Wan Suen Vincent, Course Instructor of CSL1008/ GEM1007 Exploring Workplace Competency

Dr ZHANG Yuefeng Ellen, Course Instructor of CSL1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools

Dr JIN Mengyao, Course Instructor of CSL1035/ GEM1038 Language Carnival

Mr MING Wai Kin Kenneth, staff of General Education Office (Secretary)

In attendance

Ms LAM Wan Hung Shirley, staff of General Education Office

Ms WAHAB Sasha Hamida, staff of General Education Office

Item	**Minutes**

1. Welcoming

The Chairperson **WELCOMED** all course instructors to the meeting.

2. Course Implementation

2.1 Intended learning outcomes achieved in CSLCs

   a) Problem Solving Skills

      i. In one of the CSLCs, students had completed the task of preparing a proposal and conducting a role-play given by the service provider. Throughout the process of trial and error, students were able to apply problem solving skills in facilitating their learning.

      ii. In another CSLC, the course instructor believed that students had successfully applied problem solving skills when designing English learning activities and preparing appropriate materials through analyzing pupils' language ability and learning needs.

      iii. For the Language Carnival course, students were responsible for designing electronic Chinese language games by individuals and in groups. With the suspension of face-to-face activities, students recognized how to revise their proposal to online delivery. It helped to foster students' problem solving skills.

   b) Oral and Written Communication Skills

      i. In one of the CSLCs, students did role-play in the service unit and prepared reports at the end of the course. Throughout the whole learning journey, students used their written and verbal communication skills to communicate with their groupmates, mentors in the service unit and the course instructor when completing their

assignments.

    ii.   In another CSLC, students fostered their verbal communication skills when teaching after-school tutorials in primary/ secondary schools. They made use of their communication skills when discussing the instructional design with service school teachers and receiving feedback from service school pupils.

    iii.   For the Language Carnival course, students worked in groups to prepare written proposals on game design and the operation of game booths. They discussed among groupmates regularly in executing their plans. Although students were not able to hold their game booths in service schools, they used oral and written communication skills to complete their group task of designing electronic language games.

  c) Social Interaction Skills

    i.   In one of the CSLCs, most course activities had been done by using online mode under the COVID-19 pandemic. Still, students used different types of software such as WhatsApp and ZOOM to exchange ideas and resolve conflicts. They had also consulted their mentors in the service unit continuously for preparing their role-play. Therefore, students could enhance their social interaction skills after completing the course.

    ii.   In another CSLC, our students tutored primary/ secondary school pupils in after-school learning classes, and they regularly discussed the effectiveness of their teaching with service school teachers and student mentors from previous cohorts. Students had also invited service school pupils to provide feedback for improving their instructional designs from time to time. These activities elevated students' communication and interaction skills.

    iii.   For the Language Carnival course, students interacted with their groupmates in preparing for their language games. Sometimes students might have different ideas on how to design their electronic games. Still, students learned how to resolve conflicts by themselves, which fostered their social interaction skills.

2.2   <u>Intended outcomes achieved in ELCs</u>

  a) Problem Solving Skills

    i.   In one of the ELCs, when students coached their field-based learning activities, they faced difficulties such as overtime of the activity and not being able to cover all of the prepared materials. To complete the task successfully, students had to apply their problem solving skills and adapt to these contingency plans.

    ii.   In another ELC, students worked in groups to deal with different relationships like friendship, parental relationship and love relationship. As reflected by the assignments submitted, the course instructor recognized that students' problem solving skills were enhanced. Students were able to identify the issues in their relationships and create individual action plans to make improvements.

  b) Creative Thinking Skills

    i.   In one of the ELCs, the course instructor discovered that students' performance on demonstrating their creative thinking was highly satisfactory, as reflected by the quality of the assignments submitted. For instance, they had designed some activities in their ecotour packages to make them more interesting and attractive to participants.

    ii.   In another ELC, students were inspired to think of creative ways to revamp and develop a good relationship with others after identifying their relationship problems. For instance, in a group aiming to improve a love relationship, students found that sending a small gift to their partner once in a while would be useful. They also designed the gift by themselves, which demonstrated their creativity.

c) Global Perspectives
   i. In one of the ELCs, the course instructor initially would like his students to analyze ecological sustainability with global perspectives. Still, under the COVID-19 pandemic, the course had been postponed to the summer semester 2020. It was hard for the course instructor to nourish students' global perspectives with limited teaching time.

d) Social Interaction Skills
   i. In one of the ELCs, students attempted to improve the relationship with a family member or a close friend using social interaction skills acquired in the course and reflect upon this experience. Students had also shared their ideas with groupmates consistently. This mutual interaction also enhanced students' interaction skills.

2.3 Challenges and Difficulties
   a) Under the COVID-19 pandemic, face-to-face meetings were suspended, and course instructors had to put in more efforts in guiding students to complete their service-learning activities. For example, course instructors needed to offer extra timeslots for students to do their consultations via ZOOM and WhatsApp. This increased course instructors' workload.
   b) As field-based learning activities were vital in ELCs, one of the course instructors chose to postpone his/ her course from Semester 2, 2019/20 to the summer semester 2020. Still, this created time-clashes among field-based activities in the class and students' schedules. Some students missed part of the field visits, which generated conflict in a group and undermined the quality of the learning process.
   c) The grouping was another difficult task. Students in the same group were supposed to be responsive to both their groupmates and the course instructor. However, some groups were not active enough, and this affected the quality of conducting experiential learning activities. The adverse effect was aggravated under the suspension of face-to-face meetings.

3. Course Assessment
3.1 How students were effectively assessed and reflected by course assessments
   a) In one of the CSLCs, some students were not confident to take the course initially because they did not learn or know much about wealth management before. Still, the course instructor explained that the learning objective of the course was to enhance students' work competency and the ability to plan their career. By reviewing students' reflections, the course instructor recognized that students had become self-assured to confront the challenges in their future career. High-level students could identify their strengths and weaknesses and deeply reflect on how to improve their future career planning.
   b) One course instructor in ELCs responded that students could reflect themselves by completing the course assignment of writing reflective journals. Students with better performance could identify their changes in details (e.g. awareness of ecological sustainability) after taking the course.
   c) Another course instructor in ELCs reported that students were required to reflect their relationships with their targets by completing a presentation and writing an essay. After assessing students' assignments, he found that students treasured the opportunity to improve their relationship with their target members. High-level students could identify their changes in chronological order and demonstrate their expectations on how to improve their relationship with others continuously in the future.
   d) In one of the CSLCs, under the COVID-19 pandemic, the service activities had been postponed. Therefore, more training sessions were provided to students for equipping to prepare their service activities. These led to the enhancement of students' performance in reflecting themselves, compared to the previous cohort. Overall, the course instructor could

effectively assess students under the COVID-19 pandemic. Still, with the lack of face-to-face meetings, the course instructor could not take part in students' activities in person. She needed to rely on group leaders to identify students' degree of engagement in service activities.

e) In another CSLC, due to the COVID-19 pandemic, students could not take part in service school activities, and they were required to do peer evaluation on designing electronic language games instead. The course instructor discovered that outstanding students could respond to peer comments with the framework learnt in the course and present their reflections logically. For example, they explained why some tricks would be added to the game for primary school pupils to learn the Chinese language. They could also provide in-depth suggestions to other students on the settings of the language games and connect their learning experiences with the experiential learning cycle.

3.2 How students completed the learning cycle in Experiential Learning

a) In one of the ELCs, students had been given four guiding questions for completing four different reflective journals. These helped students to reflect themselves in various stages. The course instructor believed that students might not realize they had gone through a learning cycle. However, they could identify their changes throughout the journey in the final reflection, which could be proof for completing the learning cycle.

b) In another ELC, assessments were designed according to the experiential learning cycle (i.e. proposal, experience and reflection). Students were required to apply theoretical underpinnings learnt in the course to their proposal. The weekly journals were used to record the efficiency of their activity plans, which helped consolidate students' reflection every week. In the final reflection, students identified and summarized their changes in the target relationship on the whole and their future insight of improving their target relationships. These three assessments could demonstrate how students went through the learning cycle. Students would be motivated to go through this learning cycle again in the future.

c) One of the course instructors from CSLCs reported that students had completed the learning cycle as the three assessments in the course (i.e. proposal, work journal and reflection) were corresponding to different stages in the learning cycle. The course instructor also introduced the assessment rubrics to his students in details so that students could acknowledge the cycle in their reflections.

d) Another course instructor of CSLCs responded that students had gone through the learning cycle several times since they were required to design a language game according to their activity plan and do reflections in both individual and group aspects. Students identified the pros and cons of different language games and reflected themselves on the basis of the comments provided by peers.

e) A course instructor from a CSLC added that students had experienced the learning cycle because the assessment of the course included the three major elements of the experiential learning cycle (planning, implementation and reflection). Moreover, with the guidance from the course instructor and student mentors, students could revise their instructional designs after each teaching activity and enhance their teaching skills continuously. So, students had gone through the learning cycle at least once or even more.

Dr Lee concluded that there were two learning cycles in EL courses. Students writing reflection weekly or on activity itself could be regarded as a small learning cycle. In the final reflection, students consolidated all the things they learned and reflected themselves on the whole, which marked the completion of the experiential learning cycle (i.e. the whole learning cycle). These could help students learn more deeply from their services and activities.

4. **Addressing the problems in pilot 1**

4.1 <u>Course schedule</u>
   a) A course instructor from an ELC chose to launch his course in the second week to decrease the fluctuation of student enrollment and stabilize the group membership in the class. This arrangement had been adopted for both pilot 1 and pilot 2. Still, he discovered that it was difficult for him to put a late-enrolled student into a group because the time was too short for the student to get acquainted with groupmates and support the learning activities afterwards.
   b) Another course instructor from an ELC responded that launching the course in the second week of Semester 2 could reduce course instructors' workload since they were busy to clear the tasks brought down from Semester 1 in the first week of Semester 2. Kicking off the course in Week 2 could allow course instructors to have more time preparing their teaching materials.

4.2 <u>Subject knowledge</u>
   a) A course instructor of an ELC reported that he had explained the course structure in detail in the first lesson, and some students chose to drop out from the course due to time conflict. Still, the vacancy was not filled by others, which became a waste of teaching resources. The course instructor proposed that he would write down more information on course synopsis and motivate students to engage in all course activities as far as possible.
   b) A course instructor from a CSLC responded that due to the postponement of the service to March 2020, she could provide extra training sessions for her students (originally there were only three face-to-face training sessions before conducting the services). Therefore, she could manage her students' expectation better in Pilot 2 than in Pilot 1. However, she discovered that students found it challenging to discuss their service plans without face-to-face meetings. She spent much more time doing consultations with the students (usually one hour for one group and it eventually became three hours for one group).
   c) Another course instructor of an ELC added that he had summarized all the theoretical underpinnings and demonstrated the activity timeline to students in the third class meeting of the course. These could help refresh students' memory on what they learned and get prepared to complete the experiential learning activities in the coming few weeks.

4.3 <u>Log sheet for counting service hours</u>
   The course instructors of two CSLCs agreed that the log sheet would be useful for verifying the number of service hours. They would use it as a template and modify it according to the service nature in their courses.

There being no other business, the meeting was adjourned at 5:30 pm.

THE EDUCATION UNIVERSITY OF HONG KONG

EXPERIENTIAL LEARNING COURSE
GEL1003 – Love's Work: Cultivating relations with Care

MINUTES of the Student Focus Group Interview in Semester 1, 2019/20   Monday, 16 December 2019 at 10:00 am in B2-G/F-01A

Present
Dr. LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)
2 student representatives from the course GEL1003 Love's Work: Cultivating relations with Care
Mr. MING Wai Kin Kenneth, staff of General Education Office (Secretary)
Ms. WAHAB Sasha Hamida, staff of General Education Office

In attendance
Ms. LAM Wan Hung Shirley, staff of General Education Office

Item   **Minutes**

1. Welcoming
The Chairperson **WELCOMED** all student representatives to the meeting.

2. Students' learning from the course
2.1 Experiential Learning activities
   a) A student representative EXPLAINED that the lecturer had prepared some videos for students to learn more about the theories on relationships, which helped students to prepare their proposals and implement the proposed activities for improving a specific relationship.
   b) Another student representative ADDED that there were group activities for students to get familiar with their groupmates in the first two lessons, which could go a long way towards the preparation of the experiential learning activities afterwards, and students could offer appropriate support to groupmates throughout the course.

2.2 Achievement in fulfilling GILOs (Generic skills)
   Problem-solving skills
   A student representative AGREED that he had enhanced his problem-solving skills. For example, students learned the concept of "Emotional Property" from the lessons, which helped them to identify the problems in their relationship and found ways to improve it.

   Another student representative ADDED that the lecturer had provided some questionnaires for students to analyze their personalities and the factors affecting their communication with others. This helped students to formulate their proposals in a better way. Since students in the same group had chosen the same kind of relationship to be improved, they had also recognized the importance of discussing with peers when solving problems.

   Creative Thinking skills
   A student representative REPORTED that students tried to explore new activities to improve their relationship by studying the videos shared during lessons. For instance, he had watched a video about sharing music with family members to construct a closer family relationship. Then, he was inspired by the video and tried to share his interests with his girlfriend. He believed that this could create a unique memory between the two and draw them closer. This showed the student's enhancement of the ability to be aware of changes.

Another student representative ADDED that she had learnt to think broader after taking this course. For example, she found that the theoretical underpinning for improving friendship could also be applied to other relationships.

2.3 Learning from working with target members and groupmates
a) A student representative COMMENTED that students were inspired through the conversation with their groupmates and were, therefore, able to conduct the experiential learning activities with new ideas. For example, students would request the target member to do something as compensation rather than criticizing them when they had done something wrong.
b) Another student representative ADDED that students had enhanced their communication skills when they discussed the proposal for improving target members' relationship. Before taking this course, students might not know their groupmates very well. This course encouraged them to share their experiences with each other. As a result, they learned how to open a conversation with those who were unacquainted.

2.4 Experiential learning on students' perception of life
a) A student representative RECOGNIZED that the course changed his perception of how to maintain a good relationship with others. For example, the student used to think that a person's personality shaped his or her relationship with others. But throughout the course, the student realized that one's family background was also an important factor in affecting the development of a relationship. He needed to adjust the way of communication according to different target members' backgrounds so as to improve their relationships. Students learned to analyze the problems with different angles.
b) Another student representative COMMENTED that she learned to be less passive and dependent when maintaining a relationship. For instance, she used to rely heavily on her friends when choosing a place for gathering. Her friends were upset about her passive attitude. After taking this course, she learned to be more proactive when meeting with friends, which was beneficial for improving the relationship.

2.5 Experiential learning on students' values, attitudes and biases
a) A student representative AGREED that the course had taught them how to develop positive values and attitude towards life. For example, students recognized the essences of maintaining a good family relationship and applied them to deal with other relationships such as friendship and romantic relationship.
b) Another representative OPINED that the course had taught her the importance of flexibility when conducting activities. For instance, she was used to working according to a proposal. However, when implementing experiential learning activities, she found that not all activities could be completed as planned. Therefore, she revised the proposed activities and tried to achieve the goals stated in the proposal.

2.6 Experiential learning on "theory" and "real-life"
Both student representatives AGREED that the course had taught them many theoretical underpinnings. Still, students recognized that they could not apply all theoretical underpinnings to real-life directly. This required adaptation and modification according to the personalities of different target members.

2.7 Learning cycle of Experiential Learning
a) A student representative AGREED that the course framework could help students to complete the experiential learning cycle. For instance, students kept reviewing their

activities after receiving feedback from the lecturer. So, he RECKONED that he had gone through the full experiential learning cycle. Still, due to the limitation of time (i.e. 6-week activities), students might not have enough time to go through the cycle twice or more.

b) Another student representative SUGGESTED that the course should teach students how to conceptualize from their reflections, which could go a long way towards the completion of the loop of continuous improvement in experiential learning.

3.   Logistic arrangement

3.1   Expectations for the course

a) A student representative OPINED that he could only achieve some expectations. He AGREED that students learned how to improve or strengthen their relationship with target members. However, he would expect more on influencing his friends and family members to improve the relationship with others after they experienced the experiential learning activities with him. The course should have assisted them in dealing with multiple relationships instead of only a single relationship.

b) Another student representative AGREED that the course met her expectation in improving a single relationship such as friendship or kinship. Still, the course could not assist students in improving multiple relationships at the same time.

c) Both student representatives ADMITTED that their expectations of the course were from the name of the course "Love's Work".

3.2   Difficulties encountered in the course

a) A student representative AGREED that the target members might feel annoyed when they had to complete the activities with students. However, after explaining the nature of the course to them, they were willing to do the activities together with the students.

3.3   Planning of the experiential learning activities

a) Both student representatives RECOGNIZED that they could not complete all the activities stated in the proposal, especially face-to-face interviews. Therefore, they learned that high flexibility was required to complete the experiential learning activities.

3.4   Appropriateness of the assessment tasks

a) Both student representatives OPINED that the oral presentations could be done in the 2-week interval in order to help students to consolidate what they had learnt in the experiential learning activities.

b) Another student representative SUGGESTED submitting the reflective journal in a continuous way (e.g. every 2 weeks during the activity's implementation period). This could assist students in consolidating their ideas and thus writing a high-quality reflection. She also SUGGESTED moving the task of group presentation to the middle of the course period since the presentation, and the reflective journal was too similar and somehow repetitive.

3.5   Other comments on the course

a) Both student representatives SUGGESTED postponing the grouping activity to the third lesson (i.e. after add/drop period) so that students who joined the course during the add/drop period could catch up with the course. This could also assist students in choosing their target relationship, as they could identify their problems in different relationships after learning some theoretical underpinnings from the course.

b) Both student representatives APPRECIATED lecturer's efforts in providing solid and ample feedback on their proposals and activities, which allowed them to review their progress and make improvements throughout the experiential learning journey.

4. Achievability of CILOs

4.1 Understanding of social relations

    a) Both student representatives AGREED that they learned to analyze the relationship with their targets before they implemented their plans. The course also motivated them to improve a relationship proactively. For example, students learned to evaluate their targets' emotional property (i.e. family background, personality) first. Then, they could conduct the activities according to the analysis.

    b) A student representative ADDED that she learned to be patient when cultivating a good relationship. She RECOGNIZED that this was a long-term task and needed to achieve the goal step by step. For example, people needed to first adopt a new communication method with others, and it needed time for both parties to get used to it.

There being no other business, the meeting was adjourned at 11:10 am.

THE EDUCATION UNIVERSITY OF HONG KONG

GENERAL EDUCATION OFFICE

CO-CURRICULAR AND SERVICE LEARNING COURSES (CSLCs)

MINUTES of the CSLC Student Focus Group Interview in Semester 2, 2019/20
Friday, 19 June 2020 at 10:00 am via ZOOM

Present
Dr. LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)
1 student representative from the course CSL1008/ GEM1007 Exploring Workplace Competency
1 student representative from the course CSL 1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools
2 student representatives from the course CSL 1035/ GEM1038 Language Carnival
Mr. MING Wai Kin Kenneth, staff of General Education Office (Secretary)

In attendance
Ms. LAM Wan Hung Shirley, staff of General Education Office

Ms. WAHAB Sasha Hamida, staff of General Education Office

Item	Minutes

1. Welcoming
The Chairperson **WELCOMED** all student representatives to the meeting.

2. Students' Learning from CSLCs
2.1 Achievement in fulfilling GILOs and GELOs (Generic skills)
Students benefited from CSLCs and strengthened their generic skills, including problem-solving, communication skills and social interaction skills.

Problem Solving Skills
Under the pandemic of COVID-19, students learned to use alternative methods to complete their assignments. For example, since students were informed in March 2020 that they could not hold any language activities in schools, they needed to follow the contingency plan and design an online language game instead. Although many of the students did not have experience in creating online games, they learned to modify their activity plans and the prepared materials to the online games.

Example:
CSL 1008/ GEM1007 Exploring Workplace Competency
Students initially did not know how to use the information provided by the AIA mentors to complete the role-play project, such as the diagrams and tables that showed clients' financial status. To break the deadlock, students drafted some questions and consulted their AIA mentors on how to create a business plan for their clients. At last, they completed the role-play successfully.

CSL 1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools
The student representative REPORTED that she found it challenging to prepare practical learning materials for her targeted pupils (i.e. secondary 6 pupils). However, after

consulting the service school teacher and the course instructor, she had got ideas on how to design the materials. For example, some pupils were weak in structuring an essay. The student representative taught them how to structure their essays with simple step-by-step guidance. She collected feedback from pupils after class so that she could improve her instructional design next time.

Communication Skills
Since face-to-face meetings had been suspended, students needed to rely on communication tools like WhatsApp and ZOOM to keep in touch with their course instructor, groupmates and pupils in service schools. They were able to apply their communication skills in a way to facilitate their teaching and learning as usual.

Example:
CSL 1008/ GEM1007 Exploring Workplace Competency
When students conducted their role-play in AIA, they learned the way a financial planner communicated with clients based on their personalities. For example, a financial planner would talk with their lenient clients in a friend-like manner to build their trust. They would also equip themselves to answer questions from clients as to demonstrate the professionalism of a financial planner.

Students also conducted an online presentation using their reflection in a story-telling mode. For example, they illustrated the problems they encountered at the beginning and the way to cope with these problems at the end. Still, they were not sure if the audience were engaged in their presentation as they did it online.

CSL 1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools
The student representative AGREED that she had learnt to conduct an organized oral presentation. She made her service reflection in chronological order and tried to use a narrative speech to present, which made her presentation more appealing to the audience.

Social Interaction Skills
Students learned how to resolve conflicts between groupmates and successfully reached a consensus. They were able to initiate and maintain good relationships with others while defending themselves and managing conflicts appropriately when necessary.

Example:
CSL 1008/ GEM1007 Exploring Workplace Competency
The student representative had a conflict with his groupmates when they shared their opinions on the design of the role-play. Still, he learned to demonstrate his ideas step-by-step to persuade others to adopt his approach, which embodied one of the social interaction skills on how to manage conflicts in a group.

CSL 1035/ GEM1038 Language Carnival
A student representative REPORTED that students regularly communicated with their group members to complete the creation of online language games. Though there were divergences from different group members in their discussions, students learned to listen to other's comments first and brainstormed together to find the solution.

2.2   Learning among peers
   a) Students SUGGESTED that they were able to learn from one another in CSLCs. While working as a group, members from different backgrounds and subject majors were able to share their knowledge with others, which had broadened students' perspectives and

inspired new ideas for designing activities together. For example, when organizing a Chinese language game, Chinese-majored students helped review the language materials; students majoring in Creative Arts helped create the graphic of the game to provoke targets' interest in learning Chinese. Students learned to cooperate with others to improve the quality of service.

2.3   Inspirations for future career development
a) A student representative from non-BEd programme OPINED that she had a taste of being a real teacher through CSLC. The service provided an authentic setting for students to learn more about a teacher's life.
b) A few of them RECOGNIZED that the course inspired new ideas and further affirmed their career choices. For instance, a student majoring in Business, Accounting and Financial Studies programme had considered becoming a financial planner after taking the course. Some APPRECIATED how practical their experiences were, which helped them to build up their confidence as to become a teacher.

2.4   How CSLCs reveal and reinforce students' values, attitudes, biases
a) A student representative AGREED that the course had broadened his horizon and motivated him to take on new challenges in the future. For instance, he wondered if he could perform well in financial planning. Therefore, he chose to take the Insurance Intermediaries Qualifying Examination (IIQE) after taking the course. He learned to open up and take on new challenges and not to miss any opportunities to get equipped.
b) Another student representative APPRECIATED that the course had changed her preconception about teaching. She used to believe that teachers were required to teach students the knowledge in textbooks only. Still, she recognized that being a teacher would mean taking up a greater responsibility of nourishing pupils a positive value to overcome difficulties. Even if some pupils' language level was not outstanding, as their teacher, she had to motivate them to try their best to improve. The student understood the essence of creating a positive learning environment in a classroom, which would make a significant impact on the outcome of her teaching work.
c) A student representative ADDED that students learned the importance of flexibility when teaching. Students designed language games according to the pupils' age. If the targets were junior form pupils, more interactions should be added to the game to attract their attention. Adaptation and modification were essential when designing learning activities.

2.5   How CSLCs helped students link "theory" and "real-life"
a) A student representative COMMENTED that CSLCs nourished students to think critically before applying theories to real-life. He discovered that the theories learnt could not be directly applied to all the real-life situations. He needed to think outside the box and examine the method in advance.
b) Another student representative REPORTED that CSLCs enhanced her teaching skills. In the three lessons before conducting the service, she learned to design some fun games to arouse pupils' interest in learning English. When she was assigned to teach DSE students in the service school, she recognized that playing a fun game may not be suitable for these pupils. She tried to simplify the method of writing an essay so that pupils could feel more confident when taking on the task. She had modified what she learned in the lesson and applied them to her teaching.
c) A student representative ADDED that getting feedback was crucial for students to link "theory" and "real-life" in CSLCs. Initially, students made their proposal based on several theories. When students put their scheme into practice, they needed to collect

feedback. It could help evaluate the feasibility of their plan and make their project more adaptable to the real-life situation.

3.   Logistic arrangement

3.1   Whether CSLCs met students' expectations

    a) A student representative APPRECIATED that taking the course had exceeded his expectation. Though he was attracted by the course title "Workplace Competency" to take the course, he was happy to learn more about planning his future life.

    b) Another student representative REPORTED that she was a bit disappointed in not being able to teach pupils in the classroom setting under the pandemic of COVID-19. She expected to learn more about classroom management and communication skills with pupils. Still, other than that, she was satisfied with what she had achieved in the course.

    c) Two student representatives OPINED that the suspension of the face-to-face service ruined their expectations. It was a loss for them not being able to implement the game booth during language carnival in a school setting, as they could not get concrete feedback from pupils and the school teachers. A student ADDED that she also lost the opportunity of learning more about the different language levels of pupils in local schools and international schools.

3.2   Service hours

Students AGREED that 25 hours of service were enough. If service hours increased, they might need to take over the study time of other courses. A student representative ADDED that her course instructor allowed her and her classmates to conduct the service for more than 25 hours, depending on the needs of their pupils. She welcomed this flexible arrangement.

3.3   Guidance and support from lecturers

Students APPRECIATED the guidance and assistance from lecturers, especially their proactive support during the pandemic of COVID-19. For example, course instructors had proactively discussed with students on how to design service activities by using online mode.

3.4   Assessment tasks

    a) In general, students AGREED that the assessments of CSLCs were appropriate.

    b) Students, in general, UNDERSTOOD the rationales and purpose of doing reflections. These assignments helped consolidate the learning experiences when conducting the service.

    c) A student ADDED that the course instructor could offer more online platforms for students to design their language games, as the current online platform provided did not allow students to demonstrate all their ideas.

    d) Another student RESPONDED that the course instructor could invite school pupils to comment on those online language games. Initially, school pupils would play these game booths in their schools, and students could gain concrete feedback from them. It was a loss to students for not having these users' comments.

4.   Achievability of CILOs

4.1   <u>CSL 1008/ GEM1007 Exploring Workplace Competency</u>

    a) The student representative COMMENTED that the course helped him to understand more about the career of a financial planner. (CILO 1)

    b) Students were required to identify their strengths and weaknesses when doing their

group project (i.e. role-play) in AIA. Thanks to the guidance from AIA mentors, students had understood what they could contribute to the project. If they had not done so, students would not have completed an outstanding assignment. (CILO 2 & 3)

c) The student representative RECOGNIZED that the final reflection helped students to consolidate what they had learnt in the whole course, including the AIA internship programme. The course inspired them to plan their future careers. (CILO 4)

4.2   CSL 1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools

a) The student representative OPINED that principles and strategies learnt in lessons could not be fully applied to the real-life situation as these were more suitable for teaching junior form pupils. Students who were assigned to teach DSE pupils did not lead an extracurricular activity but a tutoring class for secondary 6 pupils to help prepare their public examination. She RECOMMENDED the course instructor to consider introducing strategies for leading senior form language tutoring.

4.3   CSL 1035/ GEM1038 Language Carnival

a) Students APPRECIATED the opportunity to learn more about Chinese language and culture and promoted them to pupils of different cultures and backgrounds in both international and local schools. (CILO 1)

b) Students paid a lot of efforts to incorporate creativity in their designs of the language activities. (CILO 2)

c) By designing language games in a group, students' generic skills such as problem-solving skills and communication skills had been enhanced. They recognized the importance of the division of labour when designing an activity in a limited time. (CILO 3)

d) As students did not get any feedback from school teachers and pupils, the part of learning from reflection had been undermined. (CILO 4)

e) Since students could not hold their language game booths in schools under the pandemic of COVID-19, they had lost the chance to train their adaptability to the contingency in conducting game booths. It was a loss to them. (CILO 4)

There being no other business, the meeting was adjourned at 12:00 pm.

THE EDUCATION UNIVERSITY OF HONG KONG

GENERAL EDUCATION OFFICE

EXPERIENTIAL LEARNING COURSES (ELCs)

MINUTES of the Student Focus Group Interview in Semester 2, 2019/20 Thursday, 18 June 2020 at 2:30 pm via ZOOM

Present
Dr. LEE Tai Hoi Theodore, GE Course Coordinator (Chairperson)
2 student representatives from the course GEL1001 Exploring Hong Kong's Rural Heritage and Nature
1 student representative from the course GEL1002 Experiencing Ecological Sustainability in Metropolitan City
Mr. MING Wai Kin Kenneth, staff of General Education Office (Secretary)

In attendance
Ms. LAM Wan Hung Shirley, staff of General Education Office
Ms. WAHAB Sasha Hamida, staff of General Education Office

Item   **Minutes**
1.   Welcoming
The Chairperson **WELCOMED** all student representatives to the meeting.

2.   Students' learning from ELCs
2.1   Achievement in fulfilling GILOs and GELOs (Generic skills)
Students believed that they benefited from ELCs in a way to strengthen their generic skills, such as problem-solving and creative thinking skills.

Problem-solving skills
Due to the pandemic of COVID-19 and the policy of social distancing, students faced difficulties when completing their group works. Students learned to discuss more with their groupmates via different communication software to solve the problem of social distancing. These discussions also assisted students in building their team spirit and completing the assignments.

Examples:
GEL1001 Exploring Hong Kong's Rural Heritage and Nature
There were only 2 ships to the chosen site in one day. To avoid groupmates missing or delaying the schedule, the student representative and his groupmates had set alarms and sent reminders to each other that morning. Finally, they had completed the field observation successfully.

GEL1002 Experiencing Ecological Sustainability in Metropolitan City
When students went to conduct the pre-on-site observation, they discovered that the site did not have convenient transport services. Therefore, they tried to find an alternative by taking a taxi to the site, which cost less time for tourists to reach the destination.

Creative Thinking skills

Students had been motivated to demonstrate their creativity when they produced their videos of introducing indigenous villagers and ecotour packages. They were encouraged to try new approaches when completing their assignments.

Examples:

GEL1001 Exploring Hong Kong's Rural Heritage and Nature
To design a unique and outstanding webpage for introducing the indigenous villages in Hong Kong, students tried to add more special effects and made the interview video more attractive. Moreover, students also attempted to discuss some new topics when they produced the video. For instance, students had investigated the self-sufficient lifestyle of a rural village in Hong Kong.

GEL1002 Experiencing Ecological Sustainability in Metropolitan City
Student planned to introduce the biodiversity of the site. However, when they arrived at the site, they found that the biodiversity was not as abundant as they knew. Therefore, students had modified their plan and changed to introduce how the reservoir in the site could enhance ecological sustainability.

2.2　Learning from working with peers and outsiders
    a)　Two student representatives AGREED that the course allowed students to learn from one another. For example, students learned video-editing skills directly from those groupmates who were good at media production. Besides, students voluntarily shared their experiences to produce an outstanding video and ecotour package.
    b)　Another student representative ADDED that students learned interview skills by interviewing indigenous villagers.

2.3　How Experiential Learning enriched students' life experiences
    a)　A student representative COMMENTED that the course enhanced his environmental awareness for Hong Kong. For example, after taking the course, he was more conscious of the well-being of the plants and animals in our environment and enjoyed the natural scenery in Hong Kong.
    b)　Two students representatives AGREED that the course facilitated their awareness of the rural living style in Hong Kong. They used to think that people living in the 21st century could not live without supermarkets and convenience stores. After visiting the rural village, they understood the value of living closely with nature. They appreciated the villagers' self-sufficient living style, especially in a cosmopolitan city like Hong Kong.

2.4　How Experiential Learning helped reveal, reinforce or challenge students' values, attitudes and biases
    a)　A student representative RECOGNIZED that the course changed her point of view towards a materialistic lifestyle. After interviewing the villagers, she found that many market products were not essential in our lives. People should pursue spiritual prosperity more.
    b)　Two student representatives AGREED that the course facilitated their awareness of ecological sustainability in Hong Kong. After taking the course, they discovered that Hong Kong had her environmental value and became aware of the importance of conserving the natural environment and promoting sustainable development in Hong Kong.

2.5　How Experiential Learning helped link "theory" and "real-life"
    a)　Two student representatives COMMENTED that the course allowed students to put their project proposal into practice. They had done lots of researches about the visiting site and

the skills on completing a fruitful conversation before going outdoor for an interview. Students found it useful to conduct background research before the field visit.

b) A student representative RECOGNIZED the importance of flexibility when applying theories learnt in the course to real life. For instance, when students visited a farm, they found that organic fertilizer was better than inorganic fertilizer for plants to absorb on a rainy day. This situation was different from what they learned in lessons. So, students believed theoretical underpinnings could not be applied to real-life directly, and they required adaptation and modification.

2.6   How students applied knowledge and skills gained in EL to their real-life experience
a) A student representative AGREED that the experience of designing an ecotour package was useful. Looking forward to becoming a teacher, he believed that the experience of developing learning activities and the presentation skills learnt in the process could be applied to his teaching career in the future.
b) Another student representative REPORTED that he could apply the skills of multimedia production learnt from the course to his real-life experience. For instance, the course allowed him to learn how to edit a presentable video, which made him feel confident in performing similar tasks in the future.

2.7   Learning cycle of EL
a) All three student representatives BELIEVED that they had gone through the full experiential learning cycle.
b) Two student representatives AGREED that the course assessments (i.e. drafting proposal, experiential learning activity and reflection) corresponded to different stages of Experiential Learning. If students did not draft a proposal for the event, they could not complete the task of conducting interviews with villagers and hence the final reflection. These tasks substantiated the experiential learning cycle.
c) Another student representative ADDED that reflection helped students to consolidate what they had learnt from the course. Students learned that their proposal could not be fully applied in a real-life situation. Therefore, they reflected on the experience and gained new perspectives when adjusting to similar situations in future. This learning cycle of continuous improvement was a core part of experiential learning.

3.   Logistic arrangement
3.1   Expectations to Experiential Learning courses
a) All three student representatives REPORTED that the course met with their expectations.
b) Two student representatives ADDED that they had learnt more than they expected. For example, students initially expected that taking Experiential Learning course would allow them to study outside school. After completing the course, not only did they have the chance to conduct out-of-classroom activities, they were also able to learn more about the customs of indigenous villagers in Hong Kong.

3.2   Difficulties and challenges
a) A student representative REPORTED that the postponement of field-based learning activities affected students' learning experiences on Hong Kong ecological sustainability. With the COVID-19 pandemic, some field trips had been postponed to Summer Semester, 2020. The change of season from spring to summer affected the biodiversity of the visiting site and thus affected their preparation of designing the ecotour package. To overcome this obstacle, students had to do some online research for getting more information on the visiting site.
b) Another student representative APPRECIATED that the course instructor had provided

lots of support, such as interview guidelines and students' samples of last year for their reference. Therefore, he did not face many difficulties when completing the experiential learning activity.

3.3   Assessment
   a)   Two student representatives AGREED that the assessment tasks were appropriate enough to reflect students' performance.
   b)   A student representative ADDED that students were required to design an ecotour package and write a reflection. All these assessment tasks helped students to reflect the value of promoting environmental sustainability in Hong Kong.

3.4   Preparation before conducting Experiential Learning activities
   a)   A student representative REPORTED that the course instructor had provided enough guidelines for students to prepare their field observation activities. For example, the course instructor had provided weather and geographical information on different sites so that students could make contingency plans when they visited the site.
   b)   Another student representative APPRECIATED the course instructor for providing samples of previous cohorts for their reference, which helped students to prepare their proposals and the field observation.

3.5   Time arrangement of Experiential Learning activities
   a)   A student representative COMMENTED that his group did not have any time-clash issue since the field observation activities had been deferred to the Summer Semester, 2020. Still, under the regular schedule, students might have a time-clash problem because of the long travelling time between the site and the university.
   b)   Another student representative ADDED that he had shared his learning schedule with his groupmates before planning the field observation activity. Therefore, they could find a common timeslot that did not affect groupmates' regular classes to conduct the field visit.

3.6   Suitability to set up pre-requisites for Experiential Learning course
   a)   A student representative COMMENTED that students could handle the assessment tasks even if they were not familiar with ecological sustainability. Therefore, the course needed not to set up pre-requisites.
   b)   Another student representative ADDED that since the most significant learning objective of EL course was allowing students to learn from the experience, no pre-requisite should be needed for the course.

3.7   The use of E-learning platform
   a)   Two student representatives AGREED that the E-Learning platforms, such as ZOOM and Google Forum, were convenient and useful for them to perform group discussion and consultation with the course instructor. Therefore, even when students did not have face-to-face meetings with others under the COVID-19 pandemic, these e-learning platforms could still facilitate their learning. However, face-to-face classes would be preferable because the interactions between students and the course instructor would be more direct.

4.   Achievability of CILOs
4.1   GEL1001 Exploring Hong Kong's Rural Heritage and Nature
   a)   The student representative recognized that the experience of visiting rural villages enhanced students' appreciation of Hong Kong's rural environment.
   b)   The student also acquired knowledge on how to explore rural environment ethically, such as the principle of creating the least disturbance to the country setting and the provision of consent forms for interviewees to protect participants' interest. These were unique

experiences compared to other regular courses.

c) After attending this course, the student representative learned the importance of working as a team. Students understood that they could not have completed the documentary video and the webpage without teamwork.

d) The student representative believed the course inspired him to reflect on the way to find a middle ground between protecting the rural area and promoting rural cultural tours in Hong Kong.

4.2   GEL1002 Experiencing Ecological Sustainability in Metropolitan City

a) The student representative recognized that the course had inspired him to think more about the relationship between human beings and the natural environment and explore more on ecological sustainability. For instance, the experience of doing organic farming aroused students' interest in striking a balance between nature and human.

b) The student representative believed that conducting field observations could help students to understand the value of promoting environmental sustainability in a cosmopolitan city like Hong Kong. For example, students collected comments from different stakeholders such as farmers, environmental activists and eco-tourists for preparing the ecotour package, which assisted students in exploring the ways to enhance public awareness of ecological sustainability in the urban environment.

There being no other business, the meeting was adjourned at 4:00 pm.