

# EXPERIENTIAL LEARNING SHARING SESSION: INITIAL FINDINGS OF 1st EL-on-BP PILOT EXERCISE

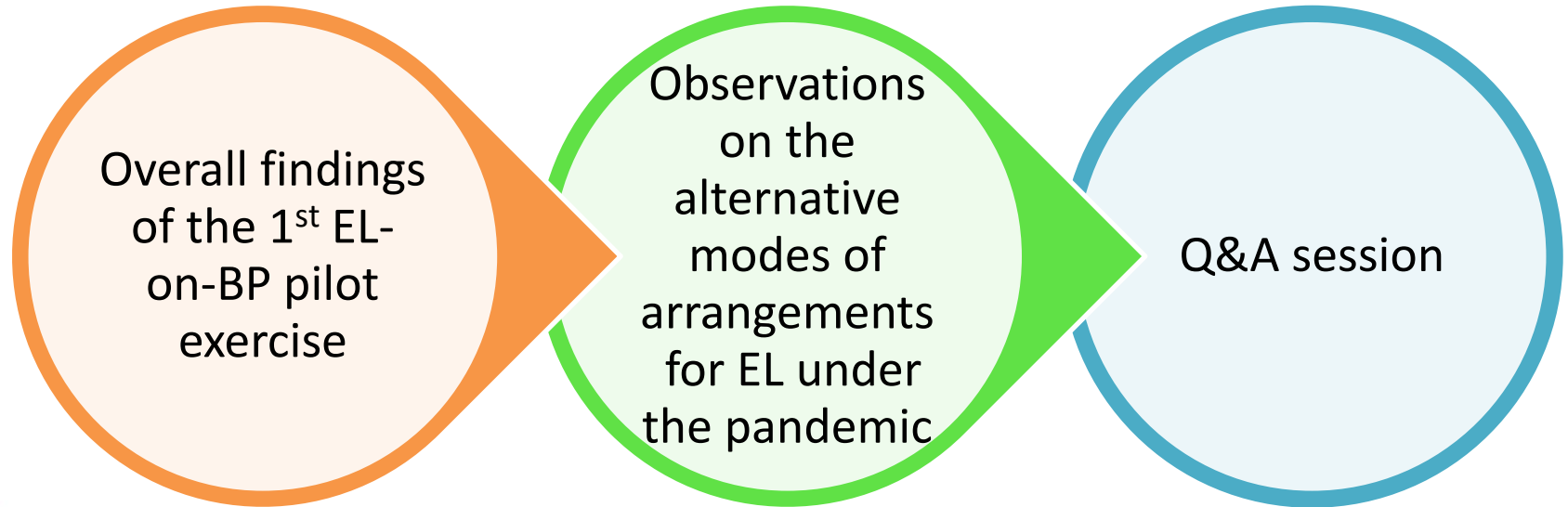
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General Education Office

通識教育事務處

# TODAY'S FLOW



# WHAT COURSES WERE INCLUDED IN THE 1<sup>st</sup> EL-on-BP PILOT EXERCISE?

Sem 2, 2020/21  
2 pilot courses

## **Co-curricular and Service Learning Courses (CSLC)**


- CSL1042 Community Service-based Learning in STEM Education

## **Experiential Learning Courses (ELC)**

- GEL1008 Organisation of Life Wide Learning Activities

# OVERALL FINDINGS OF THE 1<sup>ST</sup> EL-ON-BP PILOT EXERCISE

- **Feedbacks from students, Lecturers and the BP school**
- **Issues and concerns**
- **Reminders for the actual implementation (2<sup>nd</sup> pilot) in Semester 2, 2021/22**



# **FEEDBACK ON COURSE DELIVERY & EL KEY FEATURES**

# OVERALL FEEDBACK FROM STUDENTS ON CSL1042 – COURSE DELIVERY

Response rate: 39.29% (11/28)	Scores (SA: 5, A: 4, N: 3, D: 2, SD: 1)	Standard Deviation
1. I understand clearly the aims/ objectives of the activities.	4.45	0.50
2. I understand the expectations on my commitment in the service learning.	4.55	0.50
3. The assessment results I received so far on this course was appropriate and suitable.	4.36	0.48
4. The course schedule was flexible and enabled me to complete my service learning.	4.45	0.66
5. The guidance and support were sufficient for me to complete the service learning.	4.55	0.50

*Notes: The course includes BP students (those participated in the 1<sup>st</sup> EL-on-BP pilot exercise) and non-BP students.*

# OVERALL FEEDBACK FROM STUDENTS ON GEL1008 – COURSE DELIVERY

Response rate: 51.28% (20/39)	Scores (SA: 5, A: 4, N: 3, D: 2, SD: 1)	Standard Deviation
1. I understand clearly the aims/ objectives of the services/ activities.	3.90	0.77
2. I understand the expectations on my commitment in the experiential learning.	3.90	0.70
3. The assessment results I received so far on this course was appropriate and suitable.	3.55	0.74
4. The course schedule was flexible and enabled me to complete my experiential learning.	4.10	0.70
5. The guidance and support were sufficient for me to complete the experiential learning.	3.90	0.77

*Notes: The course includes BP students (those participated in the 1<sup>st</sup> EL-on-BP pilot exercise) and non-BP students.*

# OVERALL FEEDBACK FROM STUDENTS ON CSL1042 – EL KEY FEATURES

Response rate: 39.29% (11/28)	Scores (SA: 5, A: 4, N: 3, D: 2, SD: 1)	Standard Deviation
1. The course enabled me to learn through experiences in planning and implementing service learning.	4.09	0.79
2. The course offered me the opportunity to differentiate ‘theory’ from ‘real life scenarios’ and to further consider their interrelationship.	3.91	0.90
3. The service hours were sufficient and effectively used in promoting students’ learning experiences.	4.18	0.72
4. The course provided me with the opportunity of engaging in reflection on the processes and outcomes of service learning.	4.09	0.79
5. The course enabled me to rethink and reassess my own values, attitudes and beliefs.	4.27	0.45

Notes: The course includes BP students (those participated in the 1<sup>st</sup> EL-on-BP pilot exercise) and non-BP students.



# OVERALL FEEDBACK FROM STUDENTS ON GEL1008 – EL KEY FEATURES

Response rate: 51.28% (20/39)	Scores (SA: 5, A: 4, N: 3, D: 2, SD: 1)	Standard Deviation
1. The course enabled me to learn through experiences in planning and implementing experiential learning.	3.80	0.75
2. The course offered me the opportunity to differentiate 'theory' from 'real life scenarios' and to further consider their interrelationship.	3.75	0.70
3. The active experience hours were effectively used to promote learning in the course.	4.00	0.55
4. The course provided me with the opportunity of engaging in reflection on the processes and outcomes of experience learning.	4.00	0.63
5. The course enabled me to rethink and reassess my own values, attitudes and beliefs.	4.27	0.62

Notes: The course includes BP students (those participated in the 1<sup>st</sup> EL-on-BP pilot exercise) and non-BP students.



# **OVERALL PERFORMANCE OF EL-ON-BP STUDENTS**

# Grade Distribution of CSL1042/ GEM1019

Categories (Total no. of students)	Grade (2018/19 cohort or before)		Grade mode (2019/20 cohort or after)			
	Distinction	Credit	A	A-	B+	B
<b>BP students (5)</b>	<b>2</b>	<b>3</b>	0	0	0	0
<b>Non-BP students (23)</b>	4	11	2	1	3	2
<b>Total (28)</b>	6	14	2	1	3	2

*Remarks:*

1. Two grading systems were used for old cohort (cohort 2018/19 or before) and the existing cohort (cohort 2019/20 and after). For the cohort before 2019/20, grades were given in Distinction/ Credit/ Pass/ Fail. On the other hand, letter-grades were given to students from cohort 2019/20 and after.
2. All EL-on-BP students in the 1<sup>st</sup> pilot exercise came from the old cohort.

Rate of **BP students** attaining “**Distinction**”: **40%**  
 Rate of **non-BP students** attaining “**Distinction**”: **17.4%**

# Grade Distribution of GEL1008

Categories (Total no. of students)	Grade					
	A	A-	B+	B	B-	F
BP students (3)	1	0	2	0	0	0
Non-BP students (36)	0	4	22	8	1	1
Total (39)	1	4	24	8	1	1

Rate of **BP students** attaining grade "A-" or above : **33.3%**  
Rate of **non-BP students** attaining grade "A-" above: **11.1%**



# **FEEDBACK ON THE ACHIEVEMENT OF GILOS**

# Focal GILOs for CSLCs and ELCs

Focal GILOs for CSLCs	Focal GILOs for ELCs
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)

# Feedback on Problem Solving Skills

## Students

- modifying the proposal and learning activities to cope with specific needs of students in a CMI school
- Applying different ways to engage students because of the online mode of communication

## Lecturer

- Students could deal with unexpected circumstances and worked closely with the service units to execute their teaching plan successfully
- Students tried different strategies even with limited support from BP schools,

# Feedback on Creative Thinking Skills

## Students

- were given **opportunities to exercise their creative thinking skills**, such as, to integrate both the knowledge acquired in the course as well as in designing the activities

## Lecturer

- Students designed STEM education activities **creatively in response to the impact social distancing practices**
- Students made use of **creative ways to engage their target groups**



# Feedback on Communication and Social Interaction Skills

## Students

- limited interactions with target **students who were reluctant to respond** during the online STEM activities
- **had frequent negotiation with the teachers in BP schools** over the arrangement of EL activities

## Lecturer

- Students **worked in groups** to prepare proposals and teaching materials
- **took the initiative** to discuss and negotiate with the in-service teachers in BP schools
- **exchange of ideas and experiences** between EL-on-BP students and non-EL-on-BP students

# Feedback from the BP school

- ✓ BP students were able to develop an **effective communication with the supporting teacher.**

Examples:

- **Exchanging ideas with the supporting teacher** while planning and implementing the activity;
- **Constantly communicating with the supporting teacher** on the proposal and design of the activity before and throughout actual implementation.

# Achievement of Focal GILOs

## Summary:

- In light of the difficulties and challenges posed by the pandemic situation, **significant achievement of problem solving skills (GILO 1) and creative thinking skills (GILO 3)** were generally recognized by course lecturers and students.
- Development of **communication skills (GILO 4) and social interaction skills (GILO 5)** were more or less **hampered by social distancing**.
- BP students' had opportunities to polish the **social interaction skills by engaging in the negotiation with teachers** in BP schools over EL-on-BP matters.

# **FEEDBACK ON EXPERIENTIAL LEARNING COMPONENTS**

# Feedback on EL components - Students

√ Students could develop an *in-depth understanding of how to organize an extra-curricular activity in a school* and what to be aware while planning and implementing it.

√ EL components in this course were effective in *motivating students to become proactive learners*.

*i.e. Planning and implementing LWL activities had transformed students from a participants to an organizer who took the ownership of the entire activity.*

# Feedback on EL components - Students

× *Social distancing had inevitably imposed constraints on students' service-learning experience. The STEM education modules developed by students could only be implemented via video recording without participants.*

*i.e. Students could not effectively evaluate the effectiveness of the self-designed activities and reflect on their own performance due to the absence of participants.*

× *Students' exposure to EL activities was inadequate to equip them for the actual implementation of their self-designed LWL projects.*

*i.e. Allowing students to experience how to organize EL activities through small hands-on tasks before actual implementation.*

# Feedback on EL components - Lecturers

√ (GEL1008) Students had demonstrated the ability to **reflect on the feasibility of their proposals through experience and made modifications** accordingly.

× (CSL1042) The completion of experiential learning cycle was hindered by the suspension of f2f activities. **Limited opportunities were given to generalize concepts and knowledge from the “experience” stage** and proceed to the “reflection” stage.

# Feedback on EL components – BP school

- ✓ EL-on-BP had allowed the student teacher to be **familiar with the environment** of the BP school and had also heightened his awareness of the actual learning needs of his target students.
- ✓ Student teacher developed different ways to **effectively engage the target students** throughout the online EL activity.



# **FEEDBACK ON LOGISTIC ARRANGEMENTS**

# Feedback on Logistic Arrangements - Students

- × *Improvement of the communication between the university and BP schools was expected. In-service teachers in BP schools might be unaware of the EL-on-BP arrangements.*
  - *BP Students could be reminded whom to approach for EL-on-BP matters.*
- ✓ *Course lecturers were highly appreciated for their supportiveness while supporting teachers in BP schools were generally reported to be willing to provide assistance throughout the implementation of EL activities.*

# Feedback on Logistic Arrangements - Lecturers

- × *BP schools might not share a **mutual-understanding of the initial objectives of “EL-on-BP”** with the university and thus **showed limited commitment** to the EL-on-BP scheme under the pandemic.*

*i.e. Some BP schools had turned down BP students' request for implementing their activity plans due to the pandemic. The completion of EL cycle was therefore hindered.*

# Feedback on Logistic Arrangements – BP school

- × **Adequate support and/or resources** were hard to be guaranteed for the school teacher on EL-on-BP arrangements due to the development of pandemic. Course lecturer was expected **to provide more support to student teachers**
- × **Workload** of the supporting teacher had been increased by EL-on-BP.
- × **Adequate support and/or resources** were hard to be guaranteed for the school teacher on EL-on-BP arrangements due to the development of pandemic.
- × EL had been mistakenly regarded as part of the FE.
- ✓ Yet, BP school(s) were willing to support student teachers to carry out EL activity during BP.

# **ISSUES AND CONCERNS FROM PILOT 1**

# Issues

The disruption  
of the COVID  
19 pandemic

The  
communication  
with BP schools

The role of  
supporting  
teachers for EL-  
on-BP

- Supporting teacher in BP school mistakenly regarded **EL as a part of the FE.**
  - **High level of involvement** of the supporting teacher
  - **Increase workload** of the supporting teacher
  - **Contrary** to the principles of **EL**
  - The desire to **accept student teacher** from the EL-on-BP scheme would **diminish**

- **Communicate clearly with the BP school on the role(s)** of the course instructor and supporting teacher.

### Supporting teacher's role(s)

- Passive role in the preparation and implementation of the EL activity
- Active role in supervising student teacher's work especially under COVID-19 pandemic where the EL activity would be conducted online
- Contact person between BP school and student teacher

### Course instructor's role(s)

- Co-develop the EL proposal with the student teacher
- Not requested to supervise student teacher's performance during the EL activity.



**REMINDERS FOR ACTUAL  
IMPLEMENTATION (2<sup>ND</sup> PILOT) OF  
EL-ON-BP IN SEMESTER 2, 2021/22**

## Taking EL activities in BP schools

1. The following three courses will be offered **during BP in Semester II, 2021/22** :

- **CSL1042/GEM1019 Community Service-based Learning in STEM Education**
- **GEM1038 Language Carnival**
- **GEL1008 Organisation of Life Wide Learning Activities\***

*\*BEd (ECE) students are only offered to take GEL1008 in parallel with BP.*

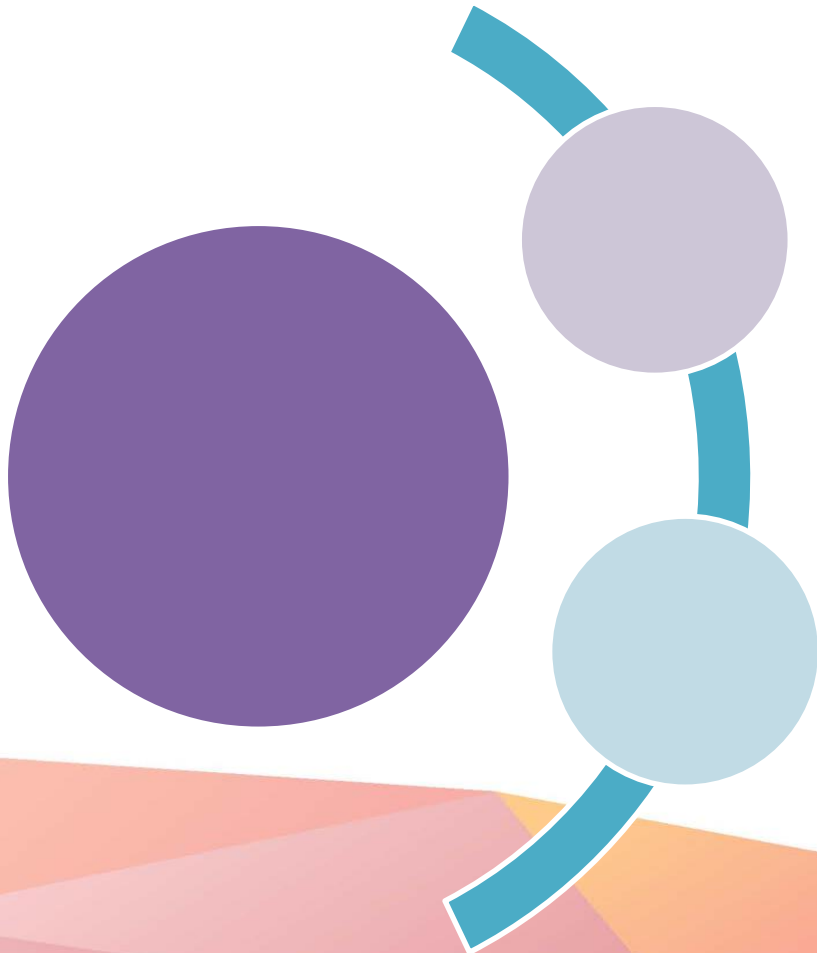
2. **No withdrawal** from the scheme is allowed. Course Lecturers are advised to closely monitor the attendance and participation of students who will be conducting EL-on-BP inside BP schools.

## Taking EL activities NOT in BP schools

1. Year-3 BEd students are allowed to take either one Co-Curricular and Service Learning Course (CSLC) or one Experiential Learning Course (ELC) in parallel with Block Practice I.
2. Except the 3 EL-on-BP pilot courses (**GEM1019, GEM1038 and GEL008**), BP students who have registered for CSLC or ELC in Semester 2 of 2021/22 will be assumed to opt for completing direct service or EL activities supported by external partner organization(s) **out of the BP school context**.
3. EL course lecturers may choose to accept the enrollment of BP student(s) or not by considering the extent to which the course arrangement can accommodate BP student(s).  
**Example:**  
*Whether external partner organization(s) can collaborate to provide direct service or EL activities **during non-working hours such as weekends without clashing with students' BP timetable**.*
4. **Tasks and/ or duties assigned by BP schools to be top priority and not to be interfered under any circumstances.**

# **OBSERVATIONS ON THE ALTERNATIVE MODES OF ARRANGEMENTS FOR EL UNDER THE PANDEMIC**

# BACKGROUND



GEO paper on “Quality of Experiential Learning implementation under uncertain and pandemic situation” (CCCCUS 22/2021) at 62<sup>nd</sup> meeting

Faculties to collect and submit the **self-evaluation of each EL course** offered in **Semester 2 of 2020/21** (including CSLCs and ELCs) for **GEO’s follow-up** for preparing an overall review to CCCCCUS

# SELF-EVALUATIONS OF THE COURSE LECTURERS – CSLCs (16 COURSES)

**Smooth** implementation of the alternative arrangements

**General effectiveness of communication** between students, course lecturers and partner organisations via non-face-to-face means

**Achievement** of most of the **CILOs**

**Completion** of all necessary **tasks and assessments**

**Sufficient support and guidance from partner organizations** to overcome the difficulties encountered during implementation

# SELF-EVALUATIONS OF THE COURSE LECTURERS – ELCs (5 COURSES)

**Smooth** conduction of alternative arrangements

**Effective Communication** between students and course lecturers

Satisfactory completion of all the **necessary tasks and assessments**

**Achievement of CILOs** under the alternative arrangements

Despite difficulties encountered for out-of-classroom EL activities reported by some lecturers, students were able to **adjust their proposed activities** by adopting online mode and lowering the number of target participants

# Examples of alternative activities

- Service
  - Virtual tour production
  - copy editing, project planning
  - Chatting with elderly by phone
  - Phone interviews
  - Design and carry out online games
- Activities
  - Online remedial class
  - Online groups
  - Online workshops/webinars
  - Online survey



# Some Observations

- how the CILOs could be achieved

- impact on the quality of learning activities

- detailed the changes in rubrics if needed

- solutions to difficulties encountered in communications and collaborations with partner organizations

- review the alternative modes with the service/ internship partners concerned for quality assurance



thank  
you