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THE EDUCATION UNIVERSITY OF HONG KONG

COMMON CORE CURRICULA COMMITTEE FOR UNDERGRADUATE AND SUB-DEGREE PROGRAMMES

Evaluation report on the 1st pilot exercise for Experiential Learning on Block Practice in Semester 2, 2020/21

Executive summary

1. The first round of pilot exercise for Experiential Learning on Block Practice (1st EL-on-BP) was conducted in Semester 2, 2020/21, in order to facilitate effective implementation of the EL-on-BP scheme under the new curriculum in 2019/20 cohort and onwards. Multiple evaluation instruments, including analysis of assessment criteria, co-evaluation/ assessment by external party, focus group interviews, grade distribution, interim staff-student consultative meeting (ISSCM), questionnaire survey and SET were used to collect feedback from the stakeholders. The findings of this pilot exercise were positive in general. Most of them found that participation in the 1st EL-on-BP pilot exercise was conducive to achieving the intended learning outcomes. The experiences garnered from this pilot exercise also helped lecturers to improve the design and implementation of their courses for the 2nd EL-on-BP pilot exercise and/ or full implementation by addressing the issues, such as communication between parties, pandemic and online teaching and logistical arrangements. The suggested areas of improvement would be taken forward in the 2nd EL-on-BP pilot exercise for further review/ re-examination to facilitate continuous improvement of teaching and learning quality.

Background

2. Under the new curriculum (from the 2019/20 cohort and onwards), Experiential Learning (EL), which is composed of Co-curricular and Service Learning Courses (CSLCs) and Experiential Learning Courses (ELCs), is offered by departments under GE domain. To avoid timetable clashes and overloading of BEd students, two Block Practice (BP) semesters (i.e. Year 3 Semester II and Year 5 Semester I) have been set aside as "Field Experience and Experiential Learning Semester", during which BEd students do not need to take regular taught courses/ classes other than CSLCs/ ELCs. BEd students who would like to take CSLC or ELC with direct service/ experiential learning activities in placement school (BP school) during the Field Experience and Experiential Learning Semester are required to fill in the online questionnaire prepared by GEO and indicate the service/ experiential learning activities area preference in Year 2 Semester II and Year 4 Semester I. GEO is required to consolidate the results of the questionnaire and pass the results to SPFEO (for BEd(P/S) students) and FEHD/ ECE (for BEd(ECE) students) to solicit and confirm BP schools' support in accommodating school-based service/ experiential learning activities opportunities for BP students. Upon successful matching from SPFEO and FEHD/ ECE, BEd students should fulfill their service duties/ develop and conduct experiential learning activities at BP schools during their BP period.

3. A variety of CSLCs and ELCs could be developed. Lecturers who are prepared to include BEd students **inside** BP schools (BP students) in the course will need to take special consideration in course development and implementation because other students who are not

doing the course **inside** BP schools (such as non-BEd students, BEd non-BP students, and BP students who opt to do the course **outside** BP schools) will be in the same class. The demand for the different categories may vary, and hence the supply for different CSLC/ ELC opportunities may need to be reviewed/ adjusted from time to time. The arrangement is subject to change according to the actual situation/ implementation.

4. The 1st EL-on-BP pilot exercise was conducted with three main purposes as follows:

   a. To verify the effectiveness of the EL-on-BP pilot courses (CSLC & ELC) in achieving Course Intended Learning Outcomes (CILOs) and aligning with the corresponding General Education Learning Outcomes (GELOs) and Generic Intended Learning Outcomes (GILOs) as suggested in the handbook – which converge to our University graduate attributes: Professional Excellence, Ethical Responsibility, and Innovation (PEER & I);
   b. To identify potential problems in course development and implementation;
   c. To take actions to collect data that could further improve the design, development and implementation of the EL-on-BP pilot courses.

5. Under the influence of COVID-19, the 1st EL-on-BP pilot exercise was mainly conducted via the online mode of learning, with only 1 BP student being offered the opportunity to carry out the experiential learning activities inside BP school. As CSLCs and ELCs depend heavily on physical engagement and experiential learning activities, the online mode of learning affected the implementation of the 1st EL-on-BP pilot exercise to a certain extent. The general response from the stakeholders was still favourable toward implementing the EL-on-BP scheme.

The 1st EL-on-BP pilot exercise in Semester 2, 2020/21

6. A total of two EL-on-BP pilot courses (i.e. 1 CSLC and 1 ELC) were successfully offered to students from 2018/19 cohort or before, except students from BEd(ECE) programme. A total of 8 BP students were involved in this pilot exercise. The details about the two courses are as follows:

Table 1: Courses involved in the 1st EL-on-BP pilot exercise in Semester 2, 2020/21

Domain	Faculty	Hosting Department	Lecturers-in-charge	Course Code/ Course Title	Class Size (BP Students' Enrollment)	Remark
CSLC	FLASS	SES	Dr. CHAN, Chi Keung	CSL1042/GEM1019: Community Service-based Learning in STEM Education	28 (5)	N/A
CSLC	FHM	CHL	Dr. JIN, Mengyao	CSL1035/GEM1038: Language Carnival	N/A	Did not participate in the 1st EL-on-BP pilot exercise as the matching between BP students and BP

						schools was unsuccessful.
ELC	FEHD	EPL	Mr. WONG, Wai Hung	GEL1008: Organisation of Life Wide Learning Activities	39 (3)	N/A

*Notes to **Table 1**:*

i. *According to the email conversation from GEO and FEHD on 31 October, 2019, FEHD requested not to include the ECE students in the pilot scheme and would take a thorough consideration on the suitability of the ECE setting for EL-on-BP after the 1st pilot run.*

7. Multiple evaluation methods, including quantitative (e.g. questionnaire survey, SET, etc.) and qualitative approaches (e.g. focus group interviews with course lecturers, students and external party, ISSCM, etc.), were adopted in the 1st EL-on-BP pilot exercise. The evaluation methods are summarized in **Table 2**, while the evaluation schedule and statistics are summarized in **Table 3**.

Table 2: Summary of the evaluation methods for the 1st EL-on-BP pilot exercise in Semester 2, 2020/21

Evaluation Methods	CSL1042/ GEM1019	GEL1008
Analysis of Assessment Criteria	✓	✓
Analysis of Grade Distribution	✓	✓
Co-evaluation/ Assessment by External Party *(CSLC only)**	✓	
External Party Focus Group Interview *(CSLC only)**	✓	
Field Observation*	**Cancelled**	**Cancelled**
Interim Staff-Student Consultative Meeting (ISSCM)*		✓
Lecturer Focus Group Interview	✓	✓
Questionnaire Survey	✓	✓
Student Evaluation of Teaching (SET)	✓	✓
Student Focus Group Interview	✓	✓

*Notes to **Table 2**:*

i. *These evaluation methods (marked by "*") were optional and implemented according to the choices indicated by the lecturers-in-charge in January, 2021.*

ii. *The field observation on CSL1042/GEM1019 and GEL1008 was cancelled due to the outbreak of COVID-19.*

Table 3: Summary of the evaluation schedule and statistics for the 1st EL-on-BP pilot exercise in Semester 2, 2020/21

Date (in 2021)	Evaluation Methods	Action By	Participation Ratio
24 April	Interim Staff-Student Consultative Meeting (ISSCM) *(for GEL1008 only)*	GEO	66.67%*

9 June	Student Focus Group Interview *(for CSL1042/GEM1019)*	GEO	50.00%*
21 June	Lecturer Focus Group Interview *(for CSL1042/GEM1019 & GEL1008)*	GEO	100.00%
By June	Online Student Evaluation of Teaching (SET) *(for CSL1042/GEM1019 & GEL1008)*	EPL & SES (The hosting departments)	47.76%*
By June/ July	Analysis of Grade Distribution *(for CSL1042/GEM1019 & GEL1008)*	GEO	/
23 July	Student Focus Group Interview *(for GEL1008 only)*	GEO	100.00%
31 August	Co-evaluation/ Assessment by External Party (BP school) *(for CSL1042/GEM1019 only)*	GEO (with the assistance from SPFEO in sending the online feedback form to BP school)	100.00%
8 September	External Party (BP school) Focus Group Interview *(for CSL1042/GEM1019 only)*	GEO	100.00%
By 23 September	Analysis of Assessment Criteria *(for CSL1042/GEM1019 & GEL1008)*	Lecturers concerned	/
By 19 October	Questionnaire Survey *(for GEL1008 only)*	GEO	46.27%*
	Questionnaire Survey *(for CSL1042/GEM1019 only)*		

** Low participation rates were due to the evaluations being conducted online and outside of classrooms as a result of the outbreak of COVID-19.*

Evaluation and analyses of the 1st EL-on-BP pilot exercise in Semester 2, 2020/21

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

8.1 One of the main focal areas of the 1st EL-on-BP pilot exercise was to verify the effectiveness of the EL-on-BP pilot courses in achieving the CILOs and aligning with the corresponding GELOs and GILOs as 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.

8.2 General Education Learning Outcomes (GELOs)

A questionnaire survey was used to assess students' ability to achieve the GELOs in the two EL-on-BP pilot courses in a self-reported way by students. A 5-point Likert scale was employed to offer a range of answer options, from one extreme attitude "Strongly disagree" (represented as "1"), to another "Strongly agree" (represented as "5"). The moderate attitude "Neutral" was represented as "3". As there was a mixture of BP and non-BP students in the two EL-on-BP pilot courses, we would like to know the overall feedback of both BP and non-BP students in achieving the GELOs. A total of 31 BP and non-BP students from the two EL-on-BP pilot courses (46.27%) (11 students (39.29%) from CSL1042/GEM1019 and

20 students (51.28%) from GEL1008) responded to the questionnaire survey; the results were as follows:

Table 4: Achievement of students in fulfilling GELOs

Response rate: 46.27% (31/67)	**Scores (Strongly agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly disagree: 1)** **Formula: total score / total number of respondents**		**Average scores**	**Standard deviation**
	CSL1042/GEM1019	**GEL1008**		
GELO 1: Knowledge	4.36	3.95	4.16	0.29
GELO 2: Application	4.15	4.03	4.09	0.09
GELO 3: Judgements	4.41	4.00	4.20	0.29
GELO 4: Expression	4.41	4.05	4.23	0.25
GELO 5: Awareness	4.36	4.00	4.18	0.26
GELO 6: Engagement	4.41	4.10	4.25	0.22

8.3 The overall average score was 4.19. This suggested that BP and non-BP students of both EL-on-BP pilot courses could achieve the GELOs to a large extent. The best performing areas were "GELO 6 Engagement" and "GELO 4 Expression", which received an average score of 4.25 and 4.23, respectively. The data reflected that both EL-on-BP courses could enable BP and non-BP students to demonstrate their intellectual and civic engagement through active participation in various co-curricular, service, and experiential learning activities. At the same time, both courses greatly enabled BP and non-BP students to express their ideas clearly and confidently after critically inquiring into and reflecting on various theories, perspectives, stances, and experiences.

8.4 Although "GELO 2 Application" and "GELO 1 Knowledge" received an average score of 4.09 and 4.16, respectively, it was noticed that the disruption of the pandemic and the change of online teaching mode in that semester could have limited BP and non-BP students' ability to apply their knowledge and skills to inquire into various practical issues of the activities. Despite so, it is presumed that the 1st EL-on-BP pilot exercise enabled students to achieve all the GELOs, with both courses scoring above 4 in almost all of them.

8.5 Generic Intended Learning Outcomes (GILOs)

The focal GILOs for the two domains are as follows:

Table 5: 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)

8.6 Both BP and non-BP students were able to demonstrate their focal GILOs in the respective course domains in the 1st EL-on-BP pilot exercise, based on the evidence found in the various evaluation instruments used, including questionnaire survey, focus group interviews and the achievements of assessment criteria in students' assignments.

8.7 As there was a mixture of BP and non-BP students in the two EL-on-BP pilot courses, a self-reported questionnaire survey was used to assess students' achievement of the focal GILOs in the two EL-on-BP pilot courses. A total of 31 students from the two EL-on-BP pilot courses (46.27%) (11 students (39.29%) from CSL1042/GEM1019 and 20 students (51.28%) from GEL1008) responded to the questionnaire survey. The results are as follows:

Table 6: Achievement of students fulfilling the focal GILOs

Response rate: 46.27% (31/67)	**Scores (Strongly agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly disagree: 1)** **Formula: total score / total number of respondents**	
	CSL1042/GEM1019	**GEL1008**
GILO 1: Problem Solving Skills	4.36	4.10
GILO 3: Creative Thinking Skills	N/A	4.10
GILO 4: Oral and Written Communication Skills	4.30	N/A
GILO 5: Social Interaction Skills	4.18	N/A
GILO 7: Global Perspectives (if applicable)	N/A	N/A

8.8 To further understand the students' achievement in both courses, focus group interviews were conducted in Semester 2, 2020/21. The participants of the focus group interviews shared their views about various aspects, such as whether BP and non-BP students could demonstrate their focal GILOs in the respective course domains in the 1st EL-on-BP pilot exercise in detail. Please refer to the following sub-points for the details of the focus group interviews.

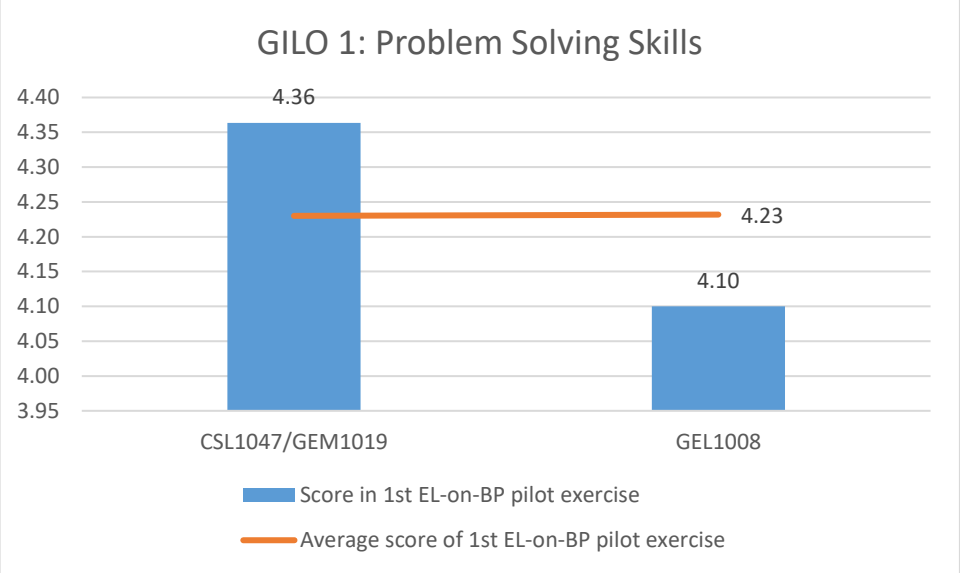
- As there was a mixture of BP and non-BP students in the two EL-on-BP pilot courses, a total of 7 BP and non-BP student representatives attended the two student focus group interviews in June and July, 2021, respectively.
- The lecturers of CSL1042/GEM1019 and GEL1008 were invited to attend the lecturer focus group interview in June, 2021.
- As only 1 BP student for CSL1042/GEM1019 was offered the opportunity to carry out the activities in BP school, the supporting teacher of that particular BP school was invited to attend the external party focus group interview in September, 2021.

8.9 Besides, the achievements of assessment criteria (i.e. the specific focal GILOs) in students' assignments were analysed (note that each evaluation contributed part of the whole assessment scheme and might not demonstrate all the focal GILOs in the course). The summaries of the findings can be found in the following paragraphs:

8.10 **GILO 1 Problem Solving Skills (CSLC and ELC)**
In general, BP and non-BP students from the 1st EL-on-BP pilot exercise could demonstrate their problem solving skills in the services and experiential learning activities. For example, under the influence of COVID-19, students encountered various unexpected situations, forcing them to look for alternate plans to adapt to the sudden change in the situation. Their work showed that they had to utilize problem solving skills in designing activities that were feasible in an alternative setting.

8.11 Questionnaire survey (CSLC and ELC)
As shown in **Diagram 1**, both courses, CSL1047/GEM1019 and GEL1008, received good feedback from students for GILO 1 Problem Solving Skills, and the average score was 4.23. This indicated that BP and non-BP students of both EL-on-BP pilot courses generally agreed that their problem solving skills had been enhanced.

Diagram 1: Average score for GILO 1 Problem Solving Skills in CSL1047/GEM1019 and GEL1008



8.12 Lecturer Focus Group Interview (CSLC & ELC)
The lecturers agreed that BP and non-BP students could demonstrate problem solving skills in the course. Due to the pandemic, BP schools switched from face-to-face to online teaching, and school activities were also conducted online instead. Students had to use problem solving skills to plan learning activities and materials that were feasible for online delivery and complied with the anti-pandemic policies. For example, a student had to find ways to reduce the scale of the planned learning activities due to the pandemic. Apart from making changes in their activity plans, students also had to use problem solving skills to acquire support from service schools since the personnel and resources at service schools became limited under the pandemic. Furthermore, students encountered unexpected situations while planning their activities during the pandemic. For example, one BP student planned to carry out his self-developed STEM learning activities in his BP school on Zoom, but he ended up

having to film a video for his activities without assistance. The lecturers acknowledged that these unexpected situations could further enhance students' problem solving skills.

8.13 Student Focus Group Interview (CSLC & ELC)

A BP student echoed the lecturer's opinion that their problem solving skills had enhanced over the course because he had to adjust his lesson plans/ activities to suit the online platform and arrangement while closely following the anti-pandemic policies and restrictions of his BP school. Another BP student felt that her problem solving skills were strengthened as she had to cope with expectation differences. For example, she initially planned to conduct her learning activity for the target students in English. However, she was assigned to a Chinese-medium school for her BP. Hence, she had to tailor her proposal and learning activities to suit the specific needs of her target students. Furthermore, as BP students had to implement activity proposals individually, they had to overcome challenges independently, which elevated their ability to apply problem solving skills.

8.14 External Party Focus Group Interview (CSLC)

Under the influence of COVID-19, the pilot scheme was mainly conducted via online learning, with 1 BP student being offered the opportunity to carry out the activities in BP school. The supporting teacher of that particular BP school was invited to share her experience and the overall comments about the pilot scheme and the performance of that BP student. The supporting teacher concurred that this BP student utilized problem solving skills by formulating multiple backup plans for the activities in case of sudden situations during the pandemic, as well as by identifying the necessary preparations before the online teaching sessions to ensure the lesson could run smoothly, e.g. preparing and distributing the STEM activity materials to target students prior the online lesson. However, the supporting teacher noticed that this BP student was relatively passive in identifying potential problems for the lessons/ activities. She had to remain highly engaged throughout the activity and provide more support for the student in identifying potential issues and modifying his activity proposal.

8.15 Achievements of Assessment Criteria (CSLC & ELC)

Below are some of the extracted student assessment samples from the 1st EL-on-BP pilot that demonstrated students' problem solving skills.

Student assessment samples demonstrating GILO 1 Problem Solving Skills
"In the process of implementation, I gradually realized that the proposal needed to be constantly modified according to the actual situation. As a rule, the factual situation was constantly changing, and we needed to make flexible adjustments to the plan based on the current situation to enhance its feasibility." *(GEL1008, High-level, BP student)*
"Adjustments were needed for the agenda of the lesson. At first, we decided to let students pick the materials they liked and create the water filter on their own. Unfortunately, we found this approach hard to implement when having online classes because it was nearly impossible to ask students to prepare various materials at home. Also, students were unable to work hand-in-hand with groupmates. In light of that, we designed an alternative to demonstrate each trial with a material package prepared in advance." *(CSL1042/GEM1019, High-level, non-BP student)*

8.16 **GILO 3 Creative Thinking Skills (ELC)**

In general, BP and non-BP students from this pilot exercise could demonstrate creative thinking skills during experiential learning activities. They usually mentioned that they needed to be creative in designing different kinds of activities to integrate course knowledge into activity proposals and increase the engagement of their target students.

8.17 Questionnaire survey

Based on the questionnaire survey results, the average score for GILO 3 Creative Thinking Skills was 4.10, which represented a favourable agreement on strengthening BP and non-BP students' creative thinking skills.

8.18 Lecturer Focus Group Interview

In general, BP and non-BP students demonstrated their creative thinking skills by designing various kinds of activities for their service targets. They also used creative methods to try their best to keep their target students engaged and interactive during online teaching, encouraging the target students to turn on their cameras.

8.19 Student Focus Group Interview

The course allowed BP and non-BP students to exercise their creative thinking skills. For example, creative thinking skills were applied to develop unique drama-based life-wide learning activities, which integrated course knowledge into the activity proposals.

8.20 Achievements of Assessment Criteria

Below is the extracted student assessment sample from the 1st EL-on-BP pilot demonstrating students' creative thinking skills.

Student assessment sample demonstrating GILO 3 Creative Thinking Skills
"Due to the impact of the COVID-19, we could only interact with students through the online teaching software Zoom. We interacted and communicated with students through watching videos, creating and playing Kahoot games. We also invited them to share their view on artworks. We had to ensure they were focusing and enjoying the activity." *(GEL1008, High-level, non-BP student)*

8.21 **GILO 4 Communication Skills (CSLC)**

In general, BP and non-BP students' communication skills were enhanced from this pilot exercise. BP and non-BP students found that communication skills were essential when negotiating with their group mates, target students, in-service teachers and school supporting team to implement the activities designed.

8.22 Questionnaire survey

For GILO 4 Communication Skills (including oral and written communication), the average score was 4.30 (the average score of the two communication skills). The high score suggested that BP and non-BP students felt the course was useful in improving their communication skills.

8.23 Lecturer Focus Group Interview

Written and verbal communication skills were necessary for the course as BP and non-BP students had to work in groups to prepare their proposals and teaching materials. They had to constantly communicate with their group mates to execute their plans successfully. Furthermore, verbal communication skills were essential while conducting teaching

activities with their target students, e.g. filming tutorial videos for primary/ secondary school pupils during the pandemic.

8.24 Student Focus Group Interview

BP students agreed that their oral communication skills were enhanced, particularly during negotiating and discussing with in-service teachers about implementing their STEM education activities at their BP schools.

8.25 External Party Focus Group Interview & Co-evaluation/ Assessment by External Party

The supporting teacher felt that her BP student demonstrated excellent communication skills. The student proactively reached out to the supporting teacher to exchange ideas while planning and implementing his STEM activity. Furthermore, he clearly presented the activity proposal to the supporting teacher and informed the supporting teacher what learning materials he needed to distribute to the target students. He was also respectful to the supporting teacher throughout their exchanges. The supporting teacher's comments on her BP student's communication skills at the focus group interview were consistent with her feedback from the Co-evaluation/ Assessment by External Party form. In the form, she agreed that her BP student worked in a cordial and cooperative manner with peers and the school supporting team and took the initiative to consult and collaborate with the supporting teacher.

8.26 **GILO 5 Social Interaction Skills (CSLC)**

In general, BP and non-BP students from this pilot exercise could demonstrate their social interaction skills in the service activities. However, it was limited by the lack of face-to-face interactions due to COVID-19 restrictions.

8.27 Questionnaire survey

Out of the three focal GILOs for CSLC, GILO 5 Social Interaction Skills received a relatively low score of 4.18. The comparatively low score might be caused by the pandemic, in which social interaction was limited to the online mode. In particular, BP students found it quite challenging to keep some of their target students engaged and interactive during online activities. However, the score was still above 4, which was satisfactory.

8.28 Student Focus Group Interview

BP students felt that the pandemic deprived them of developing their social interaction skills. While BP students could still organize learning activities for their target students online, keeping them engaged in the activities was quite challenging. The online mode limited them from interacting with each other, and some of the target students were reluctant to respond online.

9. Practical aspects and issues arising from course delivery

Another focus of the pilot exercise was to identify potential issues in course delivery and implementation. The main issues concerning course delivery and implementation were drawn and explained from comments and feedback received from different meetings, focus group interviews, questionnaire survey, SET, and grade distribution of this pilot exercise.

9.1 Communication between parties

A primary area of concern was the insufficient communication between BP schools, BP students and lecturers. The problem was mentioned across all focus group interviews. From the external party focus group interview, it was observed that the supporting teacher of BP school was not clear about her role in the EL-on-BP scheme. She might have mistaken the

EL-on-BP scheme as a part of field experience (FE), making her feel that her workload increased because of the scheme. While most BP schools had been supportive of BP students, some of them did not fully comprehend the EL-on-BP scheme and were unaware of the course requirement for BP students to implement EL activities at the schools. As a result, BP students had to spend extra time liaising with BP schools for their support and resources to implement the activities, which might delay the activity schedule. With the pandemic, BP schools might also reduce their assistance and participation in the scheme, making it more challenging for BP students to seek support and resources. Despite communication difficulties, BP students still felt the course gave them a valuable opportunity to learn to interact with school administration. Below were responses to the same theme drawn from different focus group interviews:

Positive Feedback	<u>From students (student focus groups):</u> • Some BP schools were very supportive. For example, a BP student appreciated her BP school for sharing their experiences in taking care of SEN students and providing suggestions on her activity plan, ensuring the smooth implementation of her activities (*GEL1008 student focus group*). Another BP student commented that his BP school assisted him in organizing STEM education activities on Zoom, such as informing him about the theme of the STEM week for his better preparation beforehand. The BP school offered valuable suggestions to execute his activity successfully (*CSL1042/GEM1019 student focus group*). • The course allowed BP students to be in touch with the school administration, which helped them learn how to manage and organize an activity successfully at schools (*GEL1008 student focus group*). • The experience taught BP students the importance of being proactive, especially when communicating with BP school teachers (*GEL1008 student focus group*). <u>From external party (external party focus group):</u> • The supporting teacher indicated her willingness to support BP students in carrying out experiential learning activities at BP school. She considered this a good opportunity for BP student to become more familiar with the school environment.
Issues and Concerns	<u>From students (ISSCM, student focus group):</u> • Some BP schools were unaware that BP students had to implement self-designed activities at BP schools to fulfill EL course requirements. As a result, BP students had to approach and liaise with the school management on their own about implementing the experiential learning activities. The process was awkward and might delay the activity schedule (*GEL1008 ISSCM, GEL1008 student focus group*). • The communication between the University and BP schools could be more direct. Online consultation meetings between BP students, lecturers, and BP schools could be arranged to clarify the EL-on-BP scheme (*GEL1008 ISSCM*).

	• Not all BP schools actively supported BP students in their activity plans. One of them held a laid-back attitude despite the BP student taking the initiative to discuss the implementation of her STEM education module. (*CSL1042/GEM1019 student focus group*). <u>From lecturers (lecturer focus group):</u> • The lecturers discovered that BP schools might not completely understand the purpose of the EL-on-BP scheme. • Some BP schools might reduce their assistance and participation in the EL-on-BP scheme during the epidemic, making it difficult for BP students to communicate with different parties and seek support from them. • Communication between BP schools and the University should be enhanced. <u>From external party (external party focus group):</u> • The BP school supporting teacher could be confused about the roles of the University, lecturers, and herself in the EL-on-BP scheme. She believed that the scheme would increase the workload of supporting teachers as she had to spend extra time discussing the preparation and implementation of the activity with the BP student. It was suspected that the supporting teacher would have misunderstood that EL was a part of Field Experience (FE), which led to her high involvement in the activity, hence the increase in her workload. • The supporting teacher indicated that the implementation of the EL-on-BP scheme would highly depend on the development of the pandemic situation and the nature of STEM education activities. Therefore, it would be better for EL lecturers to provide more guidance and supervision to BP students in implementing the activities to alleviate the workload of supporting teachers.

9.2 <u>Pandemic and online teaching</u>

The pandemic posed many challenges to BP students as they did not have experience in conducting online activities. Apart from designing activities for an online setting, they also had to keep altering their activity proposals and preparing contingency plans to keep up with any sudden changes. At the same time, they had to look for ways to keep the target students engaged during the activities. Furthermore, both lecturers and BP students felt that the pandemic increased the difficulty of evaluating students' performance. BP students found it hard to evaluate their performance and activities as it was difficult to read the target students' responses online. Also, the suspension of face-to-face activities meant that they could not conduct survey/ data collection based on actual field experience. The evaluation would not be comprehensive or objective enough without involving the students.

Despite the difficulties, BP students managed to conduct their self-designed learning activities online. BP students reported that they became familiar with operating online tools

during the activity sessions. They gained valuable experience organizing online activities in a school setting and developed a deeper understanding of school administration under the pandemic.

Positive Feedback	<u>From students (ISSCM, student focus group):</u> • The online teaching and learning process was smooth in general (*CSL1042/GEM1019 student focus group*). • The suspension of face-to-face classes taught BP students to be more flexible when conducting activities and maintain a positive attitude when facing unexpected changes in plans brought about by the pandemic (*GEL1008 student focus group*). • Because of the pandemic, BP students gained experience in organizing activities in a non-face-to-face mode of delivery (*CSL1042/GEM1019 student focus group*). • Despite the pandemic forcing students to hold online activities at BP schools, BP students were satisfied with their development of competencies through the courses, e.g. organizing activities, making school notices, and communicating with others using digital platforms. It was also a good opportunity to learn about the procedures of organizing activities at schools and the things to be aware of while planning them (*GEL1008 student focus group, CSL1042/GEM1019 student focus group*). <u>From lecturers (lecturer focus group):</u> • With the suspension of face-to-face teaching, BP students gained unexpected learning outcomes. They developed a better understanding of the schools' administrative procedures, allocation of resources and responsibilities under such circumstances. The pandemic also forced them to devise backup plans and deal with potential problems. Such experiences would be helpful for them in the future. <u>From external party (external party focus group):</u> • The BP student demonstrated the ability to operate online tools by hosting the activity on Zoom.
Issues and Concerns	<u>From students (ISSCM, student focus group):</u> • BP students felt the suspension of face-to-face classes at BP schools complicated their activity planning. They had to prepare contingency plans in advance in case of unexpected situations and constantly adjust their activity plans to make them feasible online. The process was challenging as they had no experience conducting online activities. Moreover, they had to tackle technical problems as their target students were unfamiliar with online tools, which hindered the activity progress (*GEL1008 student focus group, GEL1008 ISSCM, CSL1042/GEM1019 student focus group*). • With online teaching, BP students found it difficult to

	implement their learning activities as there was a lack of interactions with their target students. As they could not view the real-time responses of their target students, they could not effectively evaluate their self-designed activities and performance (*CSL1042/GEM1019 student focus group*). • It was challenging to demonstrate STEM tools with target students through online lectures when they could not practice hands-on with the tools (*CSL1042/GEM1019 student focus group*). From lecturers (lecturer focus group): • Under the pandemic, many BP schools had to switch to online teaching mode. As a result, some students could not carry out survey/ data collection based on actual field experience, and the evaluation was not comprehensive or objective enough without involving the students. The pandemic also hindered students from experimenting with concepts generalized from real experiences.

9.3 Logistical arrangements

While not mentioned in the focus group interviews, GEO noticed a logistical issue regarding a BP student dropping from one of the EL-on-BP courses (GEL1008). During the online add/drop period in January, 2021, GEO found a BP student who dropped out of the EL-on-BP course by herself. After checking, it was confirmed that the lecturer, Programme Office, BP school, GEO, and SPFEO did not receive her notice/ application to drop the EL-on-BP course. According to the guidelines of the EL-on-BP scheme, no withdrawal from the course/ scheme would be allowed during the online course registration period as well as the online add/drop period. As a result, SPFEO assisted by updating the BP student's status with BP school and sent apologies as appropriate.

9.4 Questionnaire survey

Other than the above-mentioned evaluation instruments, such as the comments and feedback received from different meetings and focus group interviews on identifying the potential problems in course development and implementation, a questionnaire survey was also used to assess the practical aspects and issues arising from course delivery in the two EL-on-BP pilot courses. From **Table 7**, the performing items of both EL-on-BP pilot courses, on average ranged from 3.96 to 4.28. The survey results suggested that BP students did not have major issues and problems with the course delivery like their non-BP peers.

The best performing item was item 4 *("The course schedule was flexible and enabled me to complete my service/ experiential learning")*; students were most satisfied with the flexibility in the course schedules, which was particularly important under the pandemic. The high average score also matched the positive feedback received from the focus group interviews *("The suspension of face-to-face classes taught BP students to be more flexible when conducting activities and maintain a positive attitude when facing unexpected changes in plans brought by the pandemic" (GEL1008 student focus group)).*

Following item 4 were items 2 *("I understand the expectations on my commitment in the service/ experiential learning")* and 5 *("The guidance and support were sufficient for me to complete the service/ experiential learning")*, which received an equal average score of 4.22.

The results also reflected that students understood the expectations of their commitment to the service/ experiential learning and were pleased with the guidance and support received from lecturers/ external parties. The high average score also matched the positive feedback from the focus group interviews *("Some BP schools were very supportive. For example, a BP student appreciated her BP school for sharing their experiences in taking care of SEN students and provided suggestions on her activity plan, ensuring the smooth implementation of her activities" (GEL1008 student focus group). "The BP school assisted him in organizing STEM education activities on Zoom, such as informing him about the theme of the STEM week for his better preparation beforehand. The BP school offered valuable suggestions to execute his activity successfully" (CSL1042/GEM1019 student focus group). "The supporting teacher was willing to support BP student to carry out experiential learning activities at BP school" (external party focus group)).*

Table 7: Average score on the practical aspects and issues arising from EL-on-BP course delivery

Response rate: 46.27% (31/67)	**Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1)** **Formula: total score/ total number of respondents**		**Average**	**Standard Deviation**
	CSL1042/ GEM1019	GEL1008		
1. I understand clearly the aims/ objectives of the activities.	4.45	3.90	4.18	0.39
2. I understand the expectations on my commitment in the service/ experiential learning.	4.55	3.90	4.22	0.46
3. The assessment results I received so far on this course are appropriate and suitable.	4.36	3.55	3.96	0.58
4. The course schedule was flexible and enabled me to complete my service/ experiential learning.	4.45	4.10	4.28	0.25
5. The guidance and support were sufficient for me to complete the service/ experiential learning.	4.55	3.90	4.22	0.46

9.5 Students Evaluation of Teaching (SET)

The SET performance of the two EL-on-BP pilot courses consisted of two parts: one was about the lecturer's performance, and another required BP and non-BP students to indicate their time management and self-perceived motivation in the course. A 4-point score was employed to offer a range of answer options, from one extreme attitude "Strongly Disagree" (represented as "1"), to another "Strongly Agree" (represented as "4"). For the two EL-on-

BP pilot courses, a total of 32 students (including BP and non-BP students) (47.76%) submitted the SET. The results can be found below:

a. Teaching quality of the two EL-on-BP pilot courses

Table 8 indicates BP and non-BP students' comments on the teaching quality of the two EL-on-BP pilot courses. The average score of the two EL-on-BP pilot courses was 3.21 (the average score of all other courses in the University is 3.11), which indicated positive feedback and acceptance of the teaching quality provided by the lecturers. The best performing question was *"Being enthusiastic in teaching"*, which scored 3.34. It demonstrated that both BP and non-BP students were highly satisfied with the teaching quality of the two EL-on-BP pilot courses. For the average scores of the teaching quality of CSL1042/GEM1019 and GEL1008 compared with other CSLCs and ELCs in the University, please refer to **Diagrams 2-3**.

Diagram 2: Average SET scores of teaching quality of CSL1042/GEM1019 and all CSLCs in University

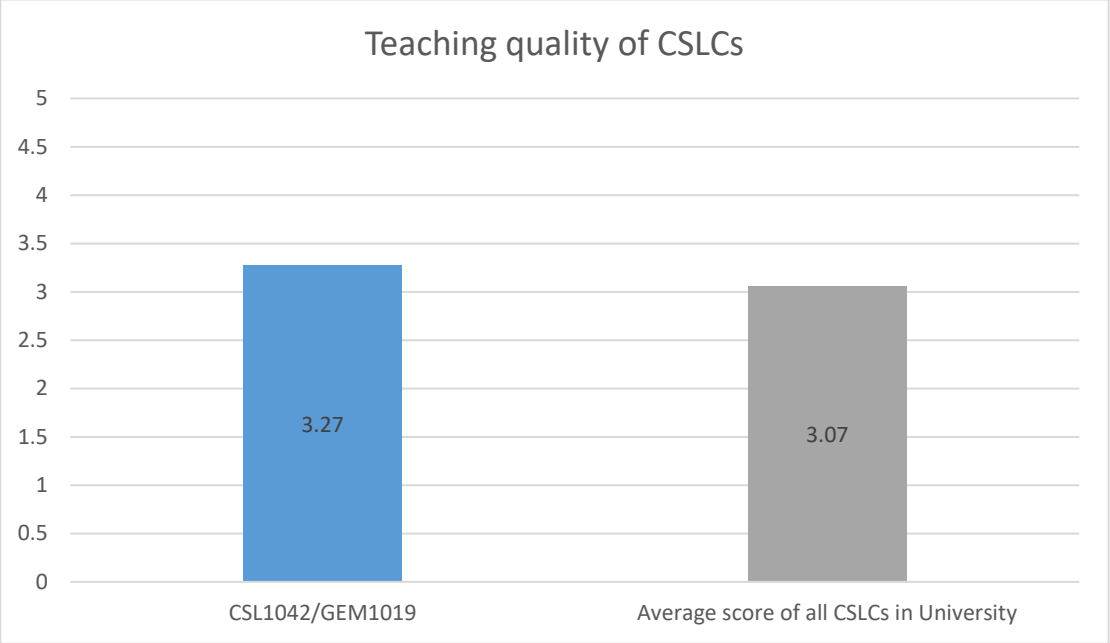


Diagram 3: Average SET score of teaching quality of GEL1008 and all ELCs in University

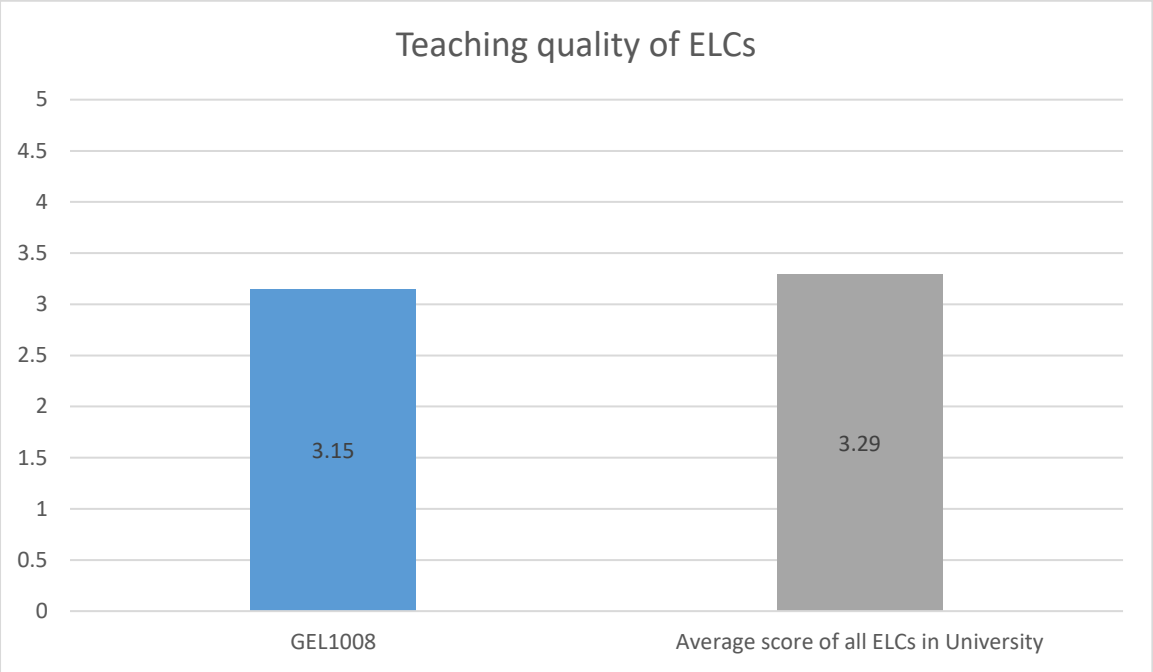


Table 8: Detailed breakdowns of the average SET scores on teaching quality of EL-on-BP pilot courses and all courses in University

SET questions on the teaching quality	Average score of two EL-on-BP pilot courses	Average score of all courses in University
Question 1: Delivering the course in an organized way.	3.06	3.03
Question 2: Aligning the learning and teaching with those mapped out in the course.	3.19	3.04
Question 3: Inspiring students to think and learn.	3.26	3.14
Question 4: Addressing students' needs in learning.	3.27	3.09
Question 5: Enhancing students' course-related knowledge or skills.	3.02	3.04
Question 6: Providing appropriate feedback to enhance student learning.	3.27	3.07
Question 7: Encouraging the exchange of ideas among students in their learning.	3.27	3.18
Question 8: Providing opportunities for students to learn from a variety of sources or ways.	3.21	3.14
Question 9: Guiding students to think from different perspectives.	3.19	3.15
Question 10: Encouraging students to proactively engage in their own learning.	3.32	3.17
Question 11: Being enthusiastic in teaching.	**3.34**	3.17
Question 12: The overall teaching was of high quality.	3.15	3.05
Mean score:	**3.21**	**3.11**

b. Course content of the two EL-on-BP pilot courses

Table 9 indicates the students' comments on the course content of the two EL-on-BP pilot courses. The average score of the two EL-on-BP pilot courses was 3.14 (the average score of all other courses in the University was 3.06), which indicated positive feedback and acceptance of the course content. The best performing item was *"The course was valuable to my development"*, which scored 3.33. It demonstrated that BP and non-BP students believed the two EL-on-BP pilot courses helped students' personal development through activities and reflections. For the average scores of the course content of CSL1042/GEM1019 and GEL1008 compared with other CSLCs and ELCs in University, please refer to **Diagrams 4-5**.

Diagram 4: Average SET score of course content on CSL1042/GEM1019 and all CSLCs in University

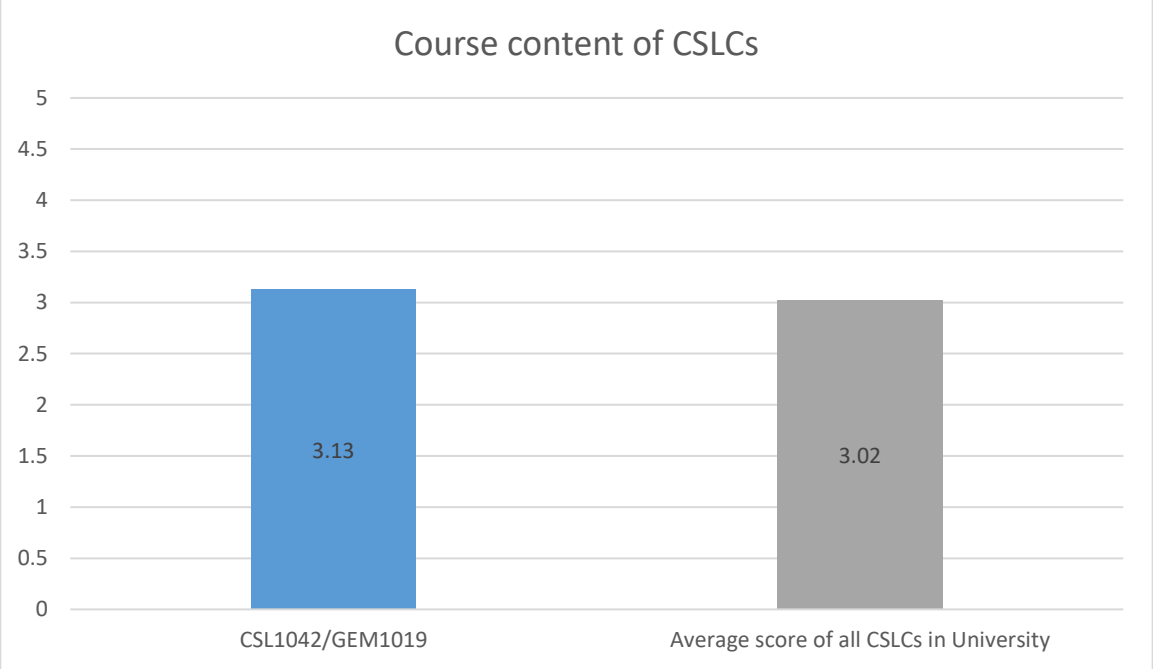


Diagram 5: Average SET score of course content on GEL1008 and all ELCs in University

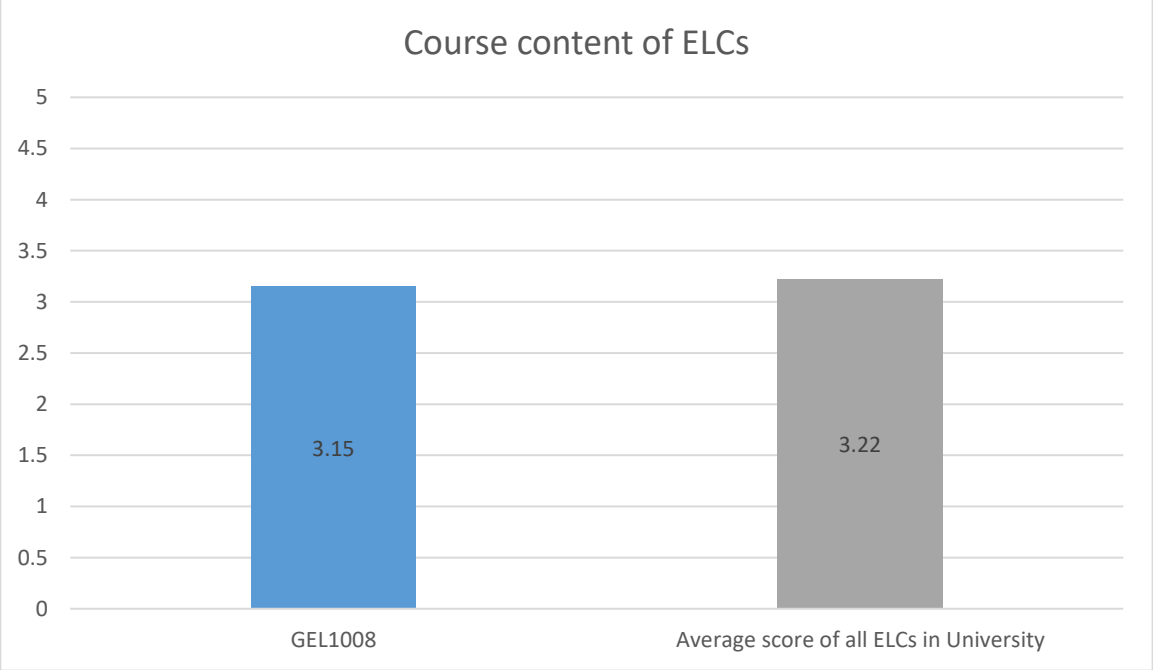


Table 9: Detailed breakdowns of the average SET score on course content of EL-on-BP pilot courses and all courses in the University

SET questions on the course content	Average score of two EL-on-BP pilot courses	Average score of all courses in University
Question 13: The learning activities of the course stimulated my interest in the subject.	3.02	2.98
Question 14: I was fully informed of the assessment	3.06	3.05

SET questions on the course content	Average score of two EL-on-BP pilot courses	Average score of all courses in University
requirements early in the course.		
Question 15: The course was valuable to my development.	**3.33**	3.15
Mean score:	**3.14**	**3.06**

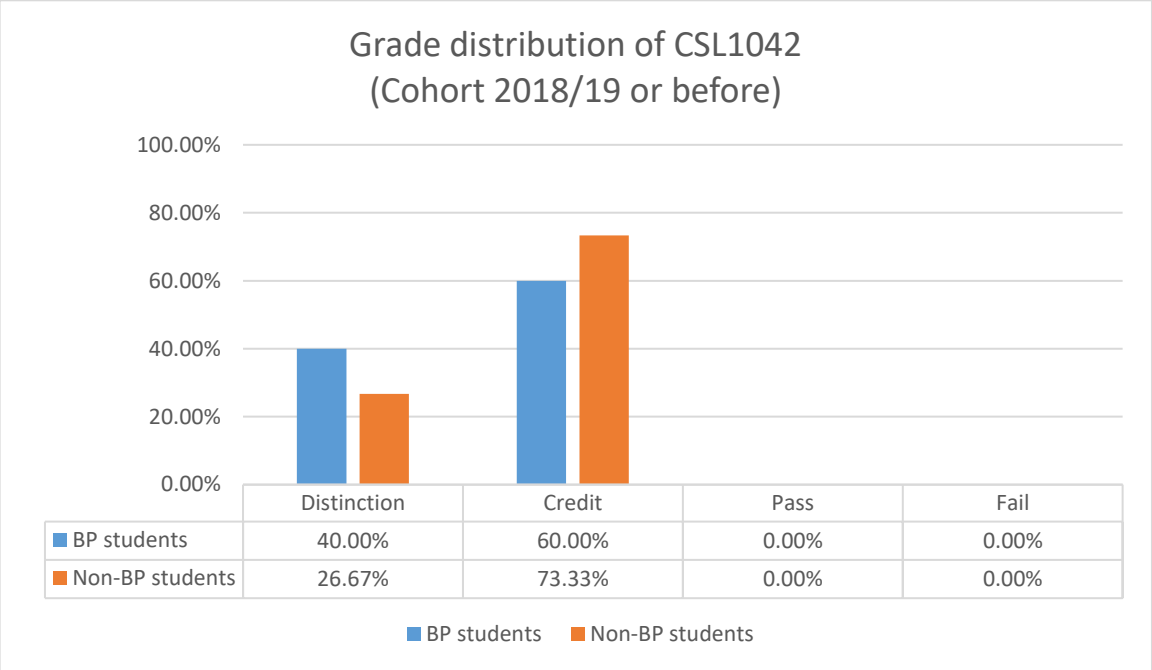
9.6 Grade distribution

The grade distribution of the two EL-on-BP pilot courses reflected BP and non-BP 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). For the cohort 2018/19 or before, grades were given in Distinction/ Credit/ Pass/ Fail. On the other hand, letter-grades were given to students from 2019/20 and after.

From **Diagrams 6-7**, all BP and non-BP students in CSL1042/GEM1019 attained "Credit"/ "B" or above grade. The data showed that all BP and non-BP students, in general, were able to understand and fulfill the requirements of the course. From **Diagram 6**, 40.00% of BP students and 26.67% of non-BP students attained "Distinction" in CSL1042/GEM1019. The data showed that BP students generally achieved better academic results in CSL1042/GEM1019 than non-BP students. The support and guidance of supporting teachers in BP schools would be a possible reason for better academic results for BP students than non-BP students. Since all BP students in the 1st EL-on-BP pilot exercise came from the cohort 2018/19 or before, the comparison of academic results in CSL1042/GEM1019 between BP students and non-BP students from the cohort 2019/20 and after would not be feasible.

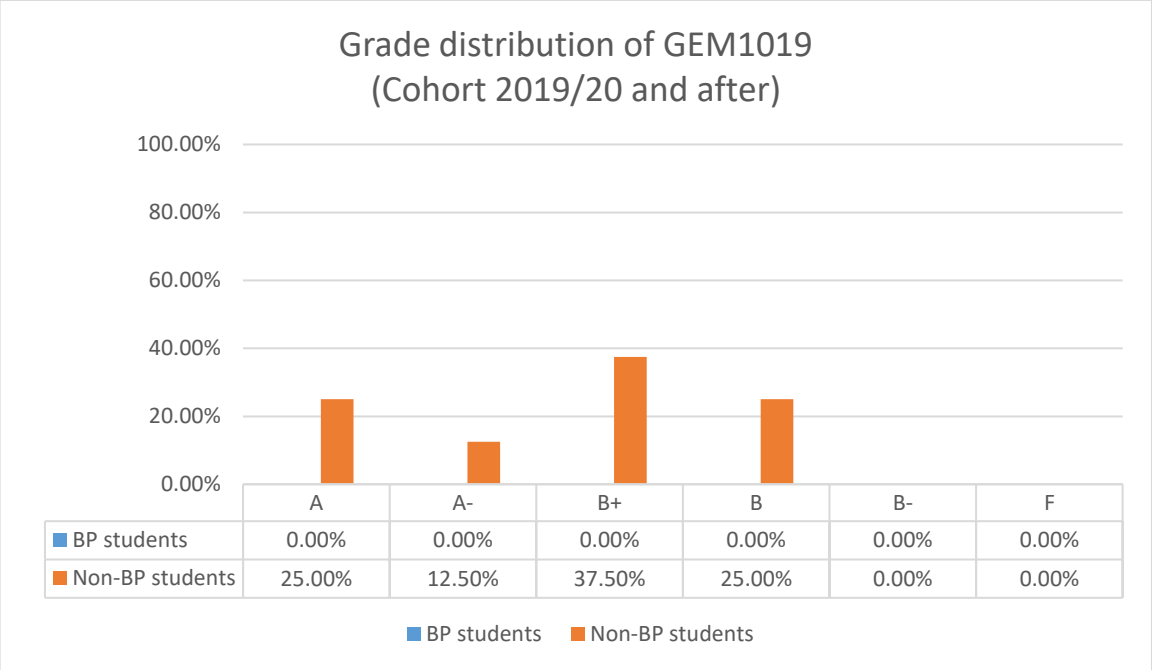
From **Diagram 8**, the vast majority of BP and non-BP students (97.44%) in GEL1008 attained "B-" or above grade. The data showed that BP and non-BP students, in general, were able to understand and fulfill the requirements of the course. On the other hand, 33.33% of BP students attained "A-" or above grade, while only 11.11% of non-BP students attained "A-" or above grade. The data showed that BP students generally achieved better academic results in GEL1008 than non-BP students. The support and guidance of supporting teachers in BP schools would be a possible reason for better academic results for BP students than non-BP students.

Diagram 6: Grade distribution of CSL1042 (for cohort 2018/19 or before)



	Distinction	Credit	Pass	Fail
BP students	40.00%	60.00%	0.00%	0.00%
Non-BP students	26.67%	73.33%	0.00%	0.00%

Diagram 7: Grade distribution of GEM1019 (for cohort 2019/20 and after)

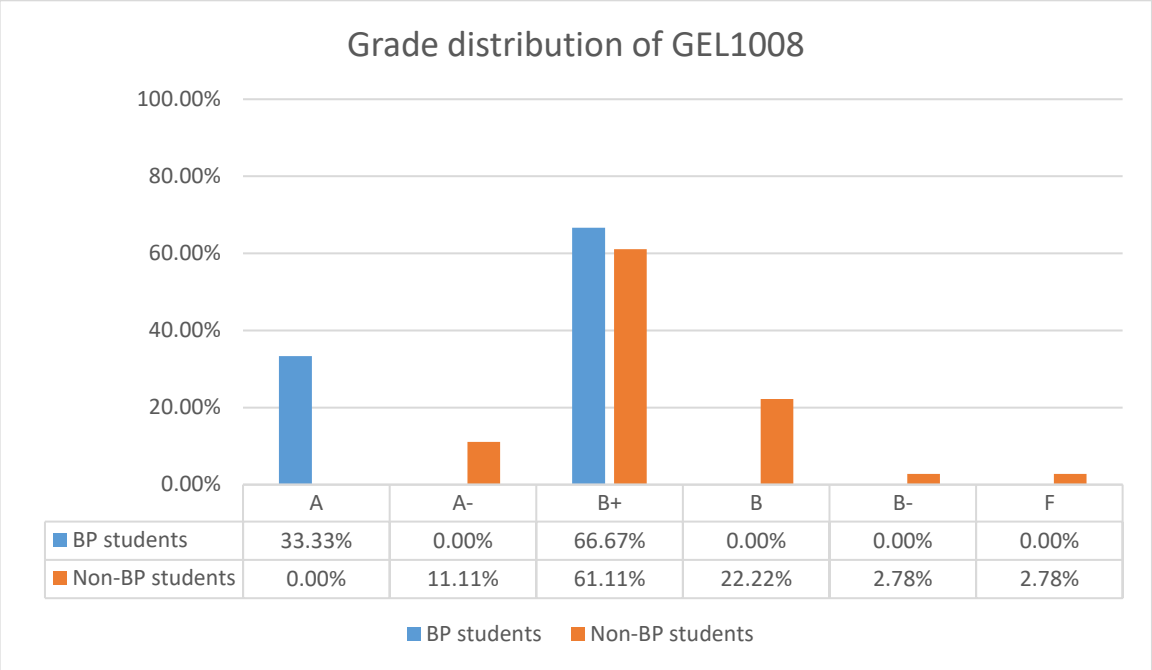


	A	A-	B+	B	B-	F
BP students	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Non-BP students	25.00%	12.50%	37.50%	25.00%	0.00%	0.00%

*Notes to **Diagrams 6-7**:*

i. *All BP students in the 1st EL-on-BP pilot exercise came from the cohort 2018/19 or before (course code: CSL).*

Diagram 8: Grade distribution of GEL1008



	A	A-	B+	B	B-	F
BP students	33.33%	0.00%	66.67%	0.00%	0.00%	0.00%
Non-BP students	0.00%	11.11%	61.11%	22.22%	2.78%	2.78%

10. **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. It could also reflect the effectiveness of the course design and major teaching and learning activities. BP and non-BP students' and lecturers' feedback and concerns about the Experiential Learning cycle (i.e., Proposal, Experience, and Reflection) of experiential learning were also collected through the different focus group interviews.

10.1 Proposal

Proposal is one of the key elements of EL-on-BP courses and is featured in both courses. Both BP and non-BP students were required to submit a proposal for their services/ experiential learning activities. Below are some of the feedback on the proposal element of the two EL-on-BP pilot courses:

Positive Feedback	From students (student focus group): • The project proposal allowed BP and non-BP students to deepen their understanding of the core elements of Life Wide Learning (LWL) and keep track of how far the initial objectives had been achieved throughout the implementation of the LWL project (*GEL1008 ISSCM*). From lecturers (lecturer focus group): • BP students were more likely to recognize the differentiation and interrelation between classroom knowledge and real life. They were able to integrate and apply the knowledge and skills acquired in the course, for example, different modalities of participation. They gave in-depth explanations on how and why to develop their projects in their proposals. • BP and non-BP students demonstrated high creativity in their proposals. They also reviewed their proposals and provided multiple backup plans to tackle potential problems.

10.2 Experience

Experience is also the key feature in EL-on-BP courses. Through carefully designed first-hand experiences, BP and non-BP students could accomplish the intended learning outcomes at multiple levels. Below is a summarized feedback on their experience in the two EL-on-BP pilot courses:

Positive Feedback	From students (student focus group): • The course offered a BP student the experience of organizing STEM activities on Zoom under the COVID-19 pandemic, which allowed him to explore the feasibility of implementing STEM education in a non-face-to-face mode of delivery (*CSL1042/GEM1019 student focus group*). • BP and non-BP students were able to develop their competencies in designing, organizing, and managing out-of-classroom learning activities through concrete experiences during the course (*GEL1008 student focus group*). • BP and non-BP students were encouraged to conduct self-learning through practical applications and thus developed their competencies and gained in-depth learning experience through the self-learning process (*GEL1008 student focus group*). • The experience of implementing activities at BP schools taught BP students the importance of being proactive in communicating with different stakeholders and having a positive mindset, especially when facing challenges caused by the sudden change of plans under COVID-19 (*GEL1008 student focus group*).
Issue and Concern	From students (student focus group): • The service-learning component in the course was overshadowed by the lack of interaction with their target students due to the pandemic (*CSL1042/GEM1019 student focus group*).

10.3 Reflection

Reflection is another important feature in EL-on-BP courses. Reflection is an awareness of dissonances, discerning contradictions to prior understanding, making sense of them, and gaining new perspectives to adjust actions. Both BP and non-BP students also had to conduct reflection on their services/ experiential learning activities. Below is some of the feedback on the reflection component:

Positive Feedback	From students (student focus group): • The assessment tasks, including the reflection report, could effectively capture BP and non-BP students' performances and complement the evaluation process under the pandemic (*GEL1008 student focus group*). • Lecturers provided detailed feedback on BP and non-BP students' reflection and performance (*CSL1042/GEM1019 student focus group*). From lecturers (lecturer focus group): • The reflective journals could effectively reflect BP and non-BP

	students' performance after taking the course. They showed that students were able to identify their positive changes in detail (e.g. awareness of public health) after taking the course and demonstrate their ideas on how to improve their performance in the future. • BP and non-BP students had shown distinctiveness in their individual reflective journals, even though they were in the same group and shared the same teaching materials. • The reflection reports of BP students showed that they gained unexpected learning outcomes, such as a better understanding of what responsibilities schools should bear under class suspension and a higher awareness of the schools' administrative procedures and allocation of resources.
Issue and Concern	From students (ISSCM, student focus group): • The absence of activity participants (due to the pandemic) made the implementation of activities fairly abstract and difficult. It hindered BP and non-BP students from evaluating the effectiveness of their self-designed activities and reflecting on their performance (*CSL1042/GEM1019 student focus group*).

10.4 Experiential Learning Cycle

Both lecturers of CSL1042/GEM1019 and GEL1008 reported that their BP and non-BP students were able to complete the cycle of experiential learning to a large extent. The assessment tasks were designed based on the Experiential Learning cycle (i.e. proposal, experience and reflection). The lecturer of GEL1008 explained that both BP and non-BP students could apply theories they had learnt when constructing their proposals. Through the process of reviewing and modifying the proposals, students kept reflecting on the feasibility of their plans. In the final reflection, students were able to identify and summarize their changes throughout the course, hence fulfilling the experiential learning cycle. However, the pandemic did hinder the completion of the experiential learning cycle. The lecturer of CSL1042/GEM1019 explained that with the suspension of face-to-face activities, most of BP schools had resorted to the online mode or even suspended teaching. As a result, some BP students had to evaluate their own videos/ teaching plans and could not carry out survey or data collection based on real field experience. They could not experiment with the concepts generalized from real experiences in order to create new experiences.

BP students reported valuable assistance from their lecturers and some BP schools to complete the experiential learning cycle. The lecturers were supportive and provided ample guidance to students when designing the activities, particularly when they encountered difficulties in implementing their activities at BP schools. Detailed feedback on students' reflection and performance was also given to students. Despite some communication blocks between BP students and their BP schools, most BP schools were willing to assist BP students in the implementation of their proposed activities, offering suggestions for improvement in the process.

10.5 Questionnaire survey

A questionnaire survey was used to assess the feasibility and achievability of the key features in the two EL-on-BP pilot courses. As a whole, BP and non-BP students were satisfied with the key features of the two EL-on-BP pilot courses. As shown in **Table 10**,

the highest performing items were items 8 and 10, with both having the same average score of 4.09. This indicated that BP and non-BP students of both courses agreed that the experience/ service hours were used effectively and the courses helped them to reflect upon their attitudes, values, and beliefs. The relatively lower score of 3.95 and 3.83 for items 6 and 7 might be attributive to the onset of the pandemic. During the pandemic, many services/ experiential learning activities had to switch to an online setting. It was possible that BP and non-BP students found planning and implementing online services/ experiential learning activities a bit challenging because they lacked relevant experience in the area. Therefore, they felt concerned about the courses enabling them to learn through experiences in planning and implementing services/ experiential learning activities. The online setting also made it difficult for them to execute services/ experiential learning activities in "real life scenarios".

Table 10: Questionnaire score on the feasibility and achievability of the key features in EL-on-BP pilot courses

Response rate: 46.27% (31/67)	**Scores (Strongly Agree: 5, Agree: 4, Neutral: 3, Disagree: 2, Strongly Disagree: 1) Formula: total score / total number of respondents**		**Average**	**Standard Deviation**
	CSL1042/GEM1019	GEL1008		
6. The course enabled me to learn through experiences in planning and implementing experiential/ service learning.	4.09	3.80	3.95	0.21
7. The course offered me the opportunity to differentiate 'theory' from 'real life scenarios' and to further consider their interrelationship.	3.91	3.75	3.83	0.11
8. The active experience/ service hours were effectively used to promote learning in the course.	4.18	4.00	4.09	0.13
9. The course provided me with the opportunity of engaging in reflection on the processes and outcomes of experiential/ service learning.	4.09	4.00	4.05	0.06
10. The course enabled me to rethink and reassess my own values, attitudes and beliefs.	4.27	3.90	4.09	0.26

Limitations

11. Given the design and nature of the pilot, the 1st EL-on-BP pilot exercise was conducted on a voluntary basis. The number of responses received in this pilot exercise, especially from the SET, questionnaire survey, ISSCM and student focus group interviews, was limited because:
    i. BP students' enrollment in the two EL-on-BP pilot courses was relatively low;

ii. The SET, questionnaire survey, ISSCM and student focus group interviews were conducted online as affected by the outbreak of COVID-19. Hence, the response rate was relatively low.

12. It is postulated that there will not be a sharp increase in the number of BEd students joining the EL-on-BP scheme in the future due to the following reasons:

i. BP schools may not be able to provide school-based service/ experiential learning activities opportunities for BP students even if BEd students are interested in joining the EL-on-BP scheme;

ii. According to the curriculum structure, BEd students are required to complete the EL courses (1 CSLC and 1 ELC) before Year 5 Semester 2, but are suggested to complete the courses before Year 5 Semester 1 as they will be engaged in HPII and data collection/ fieldwork of FYP in this Semester. That means BEd students will have around 9 semesters to complete the EL courses required. The EL-on-BP scheme is just an option for BEd students during the 9 semesters.

13. GEO will continue to monitor the supply and demand of the EL-on-BP scheme based on the actual situation to prevent the mismatch of resource allocation. Meanwhile, GEO will continue to promote the EL-on-BP scheme one year before the commencement of the EL-on-BP scheme to allow sufficient time for the matching process and pre-assign the chosen course for the successful matched students before the Online Course Registration Period. Promotion of the EL-on-BP scheme includes sending promotional videos and organizing briefing session(s) for the targeted BEd students.

14. In view of the relatively low response rate of SET and the questionnaire survey, GEO will send emails to hosting departments/ lecturers concerned at the end of each semester to invite lecturers to encourage students to conduct online SET and the questionnaire survey even in an out-of-classroom mode. Meanwhile, GEO will continue to monitor the response rate of the EL-on-BP courses offered in each academic year and identify the course(s) with low response rates, and inform lecturers concerned to propose any strategies for enhancing the response rate. The strategies should reach GEO for review and comment. To close the feedback loop, GEO will follow up with the strategies proposed by the lecturers concerned.

15. Given the relatively low response rate of ISSCM and student focus group interviews, GEO will organize meeting(s)/ interview(s) during weekends or after working hours to prevent timetable clashes with students' BP schedules. Besides, GEO will send the comment collection form to stakeholders if they cannot attend the meeting(s)/ interview(s) starting from 2021/22 and onwards. GEO will evaluate the effectiveness of the above measures in enhancing the response rate after the 2nd EL-on-BP pilot exercise.

16. Under the influence of COVID-19, the 1st EL-on-BP pilot exercise was mainly conducted via the online mode of learning. In general, BP students were able to gain valuable experience organizing online activities in a school setting and develop a deeper understanding of school administration under the pandemic. On the other hand, it is understood that some students encountered difficulties in conducting online activities. The online mode of learning probably might not fully meet the expectations of students for face-to-face interaction with service target(s) in an authentic context. In view of this, GEO has developed the "*Guidelines on sustaining EL course quality under uncertain situations" (the Guidelines)* in March, 2022 to facilitate student learning experience/ outcomes under pandemic/ uncertain situations. The Guidelines were disseminated to EL lecturers in April,

2022 and included in the EL handbook for reference. For details, please refer to **Appendix 1**.

Conclusion and Recommendations

17. To conclude, given the implementation of the online mode of learning, the overall feedback received from various stakeholders in this pilot exercise was positive in general under the influence of COVID-19. BP and non-BP students were generally satisfied with the 1st EL-on-BP pilot exercise, which enabled them to acquire unique experiences and facilitated their reflections. Also, they were able to achieve the GELOs and demonstrate their focal GILOs in the respective course domains to a large extent. Moreover, students were able to understand and fulfill the requirements of the two EL-on-BP pilot courses. Furthermore, positive feedback was received regarding the teaching quality and course content of the two EL-on-BP pilot courses. On the other hand, comments were received to address some of the issues and concerns identified during this pilot exercise. Areas for improvement are proposed as follows:

18. Communication between parties

Background: Students expressed that there could be some communication blocks between lecturers, students, and partner organizations. However, lecturers did not perceive communication problems with other parties.
Possible solutions:
1. Lecturers are urged to: i. Attend the meeting conducted by GEO before the commencement/ during the semester. The aims of the meeting are to remind their roles (e.g. to provide support to BP students (student-teachers in BP schools) for the design of services/ EL activities and the formulation of proposals) and to consult EL Coordinator if they have enquiries on the EL-on-BP. If they cannot attend the meeting, they should read the materials prepared by GEO (i.e. PowerPoint) to understand more about EL-on-BP. ii. Disseminate a list of reminders to BP students (e.g. remind students to give the information letter about EL-on-BP to supporting teachers and negotiate directly with supporting teachers on practical arrangements) prepared by GEO before the commencement of EL-on-BP. iii. Contact BP school administration and arrange meeting(s) between BP schools (supporting teachers) and BP students before the commencement/ during the EL-on-BP, if necessary, to ensure BP schools understand their roles in the EL-on-BP and how they should support BP students. iv. Utilize multiple online channels, such as social media groups, instant messaging groups, etc. to contact students and BP schools regularly to: • Ensure students understand assessment requirements, course arrangement updates, etc. • Answer student enquiries on the design of services/ EL activities, formulation of proposals, revise activity designs, etc.

- Ensure BP schools and BP students are informed of the latest updates of services/ EL activities.

2. BP students are urged to:
   i. Attend the meeting conducted by GEO before the commencement/ during the semester. The aims of the meeting are to remind their roles (e.g. to negotiate directly with supporting teachers on practical arrangements and consult lecturers for the design of services/ EL activities and the formulation of proposals) and consult EL Coordinator if they have enquiries on the EL-on-BP. If they cannot attend the meeting, they should read the materials prepared by GEO (i.e. PowerPoint) to understand more about EL-on-BP.

   ii. Pass the information letter about EL-on-BP to supporting teachers and negotiate directly with supporting teachers on practical arrangements before the commencement/ during the EL-on-BP.

   iii. Attend the meeting between BP schools (supporting teachers) and lecturers before the commencement/ during the EL-on-BP, if necessary, to ensure BP schools understand their roles in the EL-on-BP and how they should support BP students.

   iv. Utilize multiple online channels, such as social media groups, instant messaging groups, etc. to contact lecturers and BP schools regularly to:
   - Consult lecturers on the design of services/ EL activities, formulation of proposals, revise activity designs, etc. and ensure BP schools and lecturers are informed of the latest updates on services/ EL activities.

3. BP schools are invited to:
   i. Plan the practical arrangements of the services/ EL activities in BP schools before the commencement of the EL-on-BP.

   ii. Negotiate directly with BP students on practical arrangements before the commencement/ during the EL-on-BP (for adjustment of the practical arrangements at the schools).

   iii. Attend the meeting between BP students and lecturers before the commencement/ during the EL-on-BP, if necessary, to understand their roles in the EL-on-BP and how they should support BP students.

   iv. Utilize multiple online channels, such as social media groups, instant messaging groups, etc. to contact lecturers and BP schools regularly to:
   - Note the updates from BP students and lecturers of the services/ EL activities to adjust the practical arrangements, if necessary. Inform BP students and lecturers of the updated practical arrangements.

19. Logistical arrangements

Background:

One student dropped out of the EL-on-BP pilot course during the online add/drop period in January, 2021 without notifying the lecturer, BP school, GEO and SPFEO. However, according to the guidelines of the EL-on-BP exercise, no withdrawal from the course/ scheme would be allowed during the online course registration period as well as the online add/drop period.
Possible solutions:
1. GEO invites the hosting departments to create new CRNs for BP students concerned so as to pre-register and prohibit them from conducting online course registration or online add/drop on their own in Year 2 Semester 2 or Year 4 Semester 1.
2. GEO repeatedly and clearly reminds BP students that no withdrawal from the course/ scheme would be allowed in the promotion emails, promotion videos, and during the briefing session(s) in Year 2 Semester 2 or Year 4 Semester 1.
3. A grace period of around 1 week will be allowed for students to withdraw from the scheme/ course in Year 2 Semester 2 or Year 4 Semester 1 before sending the list to SPFEO and FEHD/ECE for matching.
4. GEO should closely monitor the enrolment status of BP students during the online course registration period as well as the online add/drop period.

20. The above-suggested recommendations will be included in the EL handbook for lecturers' consideration to inform and improve the 2nd EL-on-BP pilot exercise. Please refer to **Appendix 1** regarding the proposed revisions to the EL handbook.

Way forward

21. The 2nd EL-on-BP pilot exercise is conducted in Semester 2, 2021/22. A total of 3 EL courses (i.e. 2 CSLCs and 1 ELC) are offered to students from the 2019/20 cohort and after. The details about the three courses are listed as follows:

Table 11: Courses involved in the second round pilot exercise in Semester 2, 2021/22

Domain	Faculty	Hosting Department	Lecturers-in-charge	Course Code/ Course Title	Remarks
CSLC	FLASS	SES	Dr. CHAN, Chi Keung	CSL1042/GEM1019: Community Service-based Learning in STEM Education	According to the email from Dr. CHAN on 18 May, 2022, all students in the course (including 6 BP students who originally planned to implement EL-on-BP) prepared learning videos on their STEM activity according to their proposals due to the early summer holidays of primary and secondary schools. The

					implementation of the developed STEM activities during the on-site BP period in BP schools became optional because all formal assessment tasks have been completed.
CSLC	FHM	CHL	Dr. JIN, Mengyao	CSL1035/GEM1038: Language Carnival	According to the email from Dr. JIN on 20 May, 2022, in order to ensure 3 BP students could complete the services before conducting BP at the end of April, 2022, online after-school classes have been arranged from the end of February to the end of April. All BP students were able to complete the services. BP students did not hold the carnival during the BP period.
ELC	FEHD	EPL	Mr. WONG, Wai Hung	GEL1008: Organisation of Life Wide Learning Activities	According to the email from Mr. WONG on 19 May, 2022, 8 BP students would be able to implement EL activities **inside** BP schools in Semester 2, 2021/22.

22. To review the implementation and effectiveness of GEL1008 (the only EL-on-BP pilot course in Semester 2, 2021/22), both qualitative and quantitative evaluations will be used to analyse students' performances and ensure quality assurance throughout Semester 2, 2021/22. A summary of the evaluation methods to be used and the tentative evaluation schedule is illustrated in **Tables 12-13** respectively. GEO will submit a brief report regarding the effectiveness of GEL1008 in the 2nd EL-on-BP pilot exercise by February, 2023.

Table 12: Summary of the evaluation methods for GEL1008 in Semester 2, 2021/22

Evaluation Methods	GEL1008
Analysis of Assessment Criteria	✓
Analysis of Grade Distribution	✓
Co-evaluation/ Assessment by External Party *(CSLC only)**	
External Party Focus Group Interview *(CSLC only)**	

Field Observation*	**Cancelled**
Interim Staff-Student Consultative Meeting (ISSCM)*	
Lecturer Focus Group Interview	✓
Questionnaire Survey	✓
Student Evaluation of Teaching (SET)	✓
Student Focus Group Interview	✓

*Notes to **Table 12**:*

i. These evaluation methods (marked by "") were optional and implemented according to the choices indicated by the lecturers-in-charge in January, 2022.*

Table 13: Summary of the tentative evaluation schedule for GEL1008

Date (in 2022)	Evaluation methods	Action By
By June	Online Student Evaluation of Teaching (SET)	EPL (The hosting department)
By July	Student Focus Group Interview	GEO
By July	Analysis of Grade Distribution	GEO
By August	Questionnaire Survey	GEO
By August	Lecturer Focus Group Interview	GEO
By August	Analysis of Assessment Criteria	Course lecturer concerned

23. GEO will continue to update the *"Guidelines on sustaining Experiential Learning (EL) course quality under uncertain situations"* to provide guidelines for enhancement of course quality in the EL domain (including the EL-on-BP scheme) under the pandemic in Semester 2, 2021/22.

24. GEO will continue to conduct sharing session(s) after Semester 2, 2021/22 (tentatively by October, 2022) to share good practices for future improvement, present the difficulties encountered in the 2nd EL-on-BP pilot exercise and propose solutions to resolve difficulties.

Advice Sought

25. Members of the CCCCUS are invited to
    i. note and provide comments, as appropriate, on the summary of the 1st EL-on-BP pilot exercise in Semester 2, 2020/21;
    ii. consider and endorse the revised EL handbook in **Appendix 1**.

Prepared by General Education Office
5 September 2022

List of Appendix

Appendix 1

THE EDUCATION UNIVERSITY OF HONG KONG

COMMON CORE CURRICULAR COMMITTEE FOR UNDERGRADUATE AND SUB-DEGREE PROGRAMMES

Revision of Experiential Learning (EL) Handbook

Background

1. After collecting numerous comments from different stakeholders, the handbook of Experiential Learning (EL) was revised so as to inform and improve the implementation of EL courses. A summary was drawn in below stating the changes made in the EL handbook.

Summary of the changes in EL handbook in Pilot 1

Changes made in the EL handbook	Page number
i. The arrangement of class time for the Preparation and Reflection sessions of Experiential Learning courses can be made in flexible way.	Pages 38 – 39, section 3.1
ii. Instructors may consider to set up pre-requisites and/ or requirements for EL courses that require specific basic knowledge (such as courses that related to language, STEM etc.) or competence.	Page 39, section 3.2
iii. The concept of "Proposal" was clarified. Three main types of proposal (i.e. proposal for activities, an agency-guided proposal and proposal for individual goals (self-growth) in the activities) are described for instructors' information.	Pages 40 – 41, section 3.6
iv. A new subject code that begins with "GEM" is introduced for the CSLCs to be offered for the cohorts of students admitted from 2019/20 onwards. Existing cohorts of students (2018/19 or before) will continue to use the current subject code "CSL". Both cohorts will be taking the same course and classes together with different subject codes and different grading systems.	Page 47, section 5.1
v. Two Block Practice semesters (i.e., Year 3 Semester 2 and/ or Year 5 Semester 1) will be set aside as "FE and Experiential Learning Semester", during which BEd students will not need to take regular	Page 47, section 5.2

taught course/ classes other than CSLCs/ ELCs.	
vi. Parameter documents for EL-on-BP scheme were added in the handbook.	Pages 62 – 76, Attachment III

Summary of the changes in EL handbook in Pilot 2

Changes made in the EL handbook	Page number
i. EL courses can be started in the second week of the semester.	Page 38, footnote 1
ii. Instructors may consider to advise students to reserve one hour before and after their EL courses for possible travelling time to avoid time clash with regular classes.	Page 39, footnote 4
iii. Instructors may include more operational/ experiential knowledge in EL courses before conducting their services/ activities.	Page 39, section 3.2
iv. Sample timesheet for CSLC.	Page 77, Attachment IV

Summary of the changes in EL handbook in the 1st EL-on-BP pilot exercise

Changes made in the EL handbook	Page number
i. QA mechanism for the development, revision, implementation and evaluation of EL courses.	Pages 47 & 56 – 61, Attachment II
ii. Decision pathway of students in taking an ELC/ a CSLC during Semester 2 (Year 3)/ Semester 1 (Year 5) and action plan for implementation of ELCs and CSLCs	Pages 71 – 76, Attachment III (Annexes 2 – 3)
iii. Guidelines on sustaining Experiential Learning (EL) course quality under uncertain situations	Pages 50 & 78 – 87, Attachment V

THE EDUCATION UNIVERSITY OF HONG KONG

Handbook for Experiential Learning: Co-Curricular and Service Learning Courses (CSLCs) and Experiential Learning Courses (ELCs) (for 2019/20 cohort and onwards)

Table of Contents

The Co-curricular and Service Learning Courses (CSLCs) and Experiential Learning Courses (ELCs) should be carried out in full compliance with this Handbook and Guidelines from 2018/19 academic year.

As of 31 August 2022

1. Introduction

1.1 In view of the wide range of learning outcomes that Experiential Learning (EL) can nurture, the Academic Board endorsed EL be a key component in the domain of General Education (GE) in the New Curriculum Structure of both BEd and Non-BEd programmes from the 2019/20 intake in September and December 2017 respectively. EL is composed of a 3 credit-point (cp) Co-curricular and Service Learning Course (CSLC) and a 3cp Experiential Learning Course (ELC). The CSLC has been made compulsory since 2014.

1.2 According to the documents of AB 58 & 82/2017, the CSL Course provides students with an opportunity to engage in learning in action and through action in real-life or work-place context while complementing, connecting with, and mirroring their learning experiences derived from formal curriculum. The Experiential Learning Course encourages students to learn through experimentation, observation, reflection and (re-)conceptualization while undertaking a wide variety of activities, such as creative work, student-initiated enterprise/ projects, thematic overseas trips, outward-bound training, etc.

1.3 Over the years, Faculties and the Student Affairs Office (SAO) have developed strengths in organizing various informal learning activities. This Handbook (i) recaps the rationale and education underpinning of EL; (ii) provides a skeleton outline to facilitate course development or revision; and (iii) remarks some operational issues and the corresponding support mechanisms.

1.4 In December 2017, the Steering Group on Undergraduate Common Curriculum (SGUCC) [now has been renamed as Common Core Curricular Committee for Undergraduate and Sub-degree Programmes (CCCCUS)] endorsed to set the minimum direct service time in CSLCs at 20 hours for 2018/19, and 25 hours from 2019/20 onwards. CCCCUS also endorsed that to differentiate between Experiential Learning (EL) as a strand in GE, Co-curricular and Service Learning (CSL) will be renamed as Co-curricular and Service Learning Course (CSLC), and EL as a course will be expressed as Experiential Learning Course (ELC). The offering plan of CSLCs for 2018/19 from Faculties has also been confirmed, with the maximum quota offered by each Faculty for 2018/19 the same as 2017/18.

1.5 The first round of pilot of ELC is expected to commence no later than the second semester of 2018/19. Concurrently, new assessment rubrics will be in place because achievements in CSLCs and ELCs will contribute to Grade Point Average (GPA). In view of this, Faculties are invited to review whether their existing GELS and CSLCs could be converted to ELCs, and submit ELC proposals (1-2 new courses from each Faculty) by September 2018. Course revision (from existing GELS or other CSLCs) submissions are due mid-December 2018.

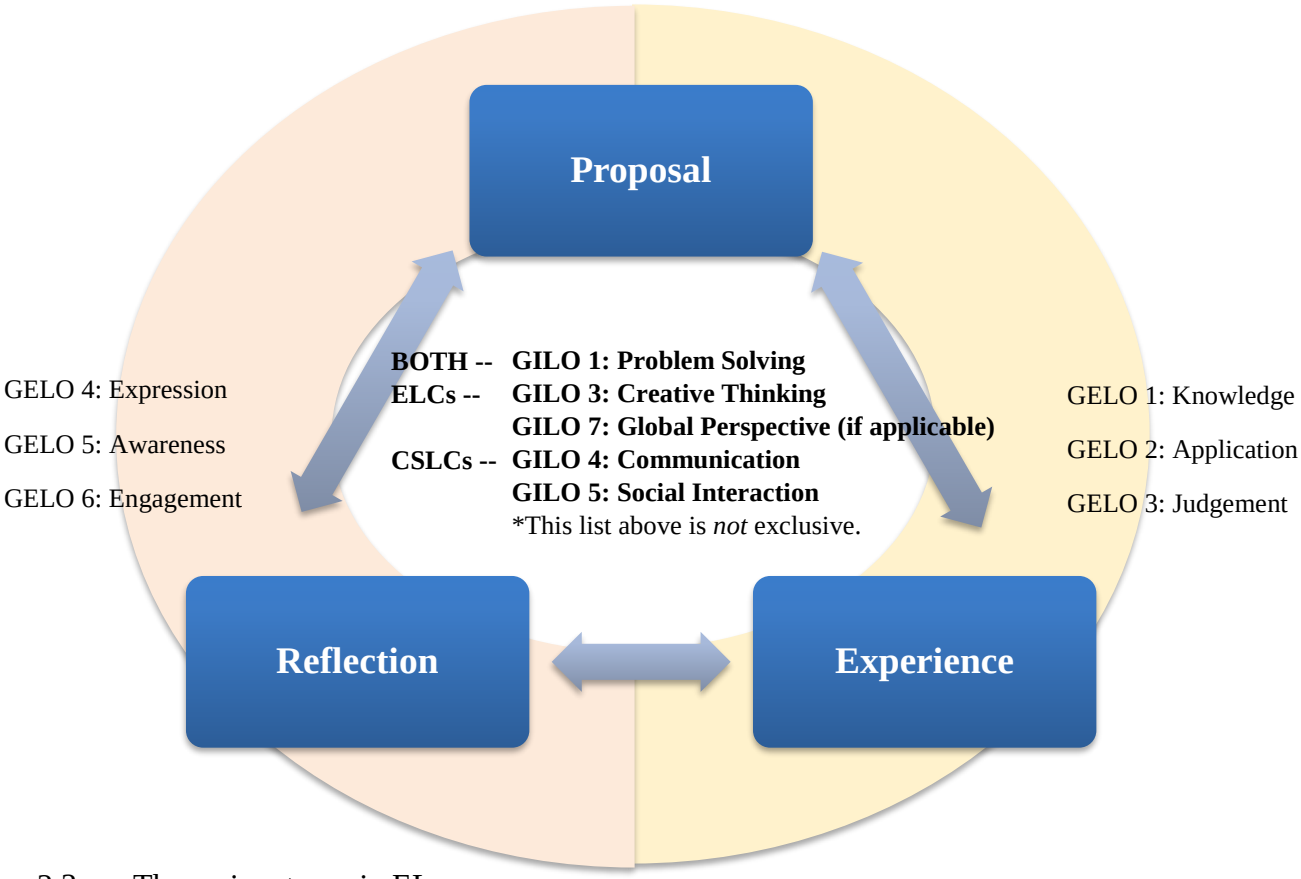
2. Experiential Learning (EL) at EdUHK

2.1 In the context of the new common curriculum, EL refers to the kind of learning that requires students to go beyond the usual/ formal context of learning. Students will be put in situations unfamiliar to them, and be required to put prior knowledge to test, apply their problem solving and creative thinking skills and juggle with a wide range of considerations (e.g., social, environmental, philosophical). It is in these situations that students reflect, reconcile with dissonances (in their thinking, emotions and beliefs – to name but a few), construct new understanding, and develop their identity.

2.2 Indeed, in the literature, there is a range of definitions presented for EL. Some perspectives are summarized in **Attachment I** for reference. Instead of proposing a bounding definition here, it might be of more value to consider:

(a) the major stages in the process of EL – to inform pedagogy and assessment; and
(b) the types of learning outcomes afforded by EL and their alignment with the General Education Learning Outcomes (GELOs) and Generic Intended Learning Outcomes (GILOs) – which converge to our University graduate attributes: Professional Excellence, Ethical Responsibility, and Innovation (PEER & I).

A framework is proposed below, for reference only, to guide the development of EL. All the listed GILOs are recommended to be the **focal GILOs** of CSLCs and ELCs in view of their course natures and major activities. However, specific ELCs and CSLCs might cover other GILOs (i.e., GILO 2 and GILO 6) as well.



2.3 The major stages in EL are:

(a) Proposal – an attempt to describe, conceptualize, and analyze what the situation is; what possible/ alternative experience there can be (e.g., a plan of service/ experience gaining action);
(b) Experience – doing and/ or having a concrete experience (e.g., in CSLCs, it will be direct service that inspires students on needs in society); and
(c) Reflection – an awareness of dissonances, discerning contradictions to prior understanding, making sense of them, and gaining new perspectives to adjust actions.

These three stages highlight the fact that in EL, learning, doing and reflecting are mutually constitutive – they are always in flux, providing the motivation for further discovery of oneself and the world. In other words, the spiral may involve several loops of learning in progression, depending on the design of individual courses.

2.4 Different stages of EL might feature a different combination of learning outcomes. Our

suggestions in this section do not represent a definitive judgement but an effort to keep in line with the rationale and education underpinnings provided by our GILOs. We envisage that Problem Solving (GILO 1) will be a thread running through EL given the inherent nature of novelty in situations. The social and expressive characteristics of service would give CSLCs stronger emphases on Communication (GILO 4) and Social Interaction (GILO 5). By the same token, Creative Thinking (GILO 3) and Global Perspective (GILO 7) will be expected from ELCs in which active, or even intensive, experiences are involved. A summary was drawn in the table below. However, course developers can still make an intentional decision to cover other GILOs.

Co-curricular and Service Learning Courses (CSLCs)	Experiential Learning Courses (ELCs)
GILO 1: Problem Solving Skills	GILO 1: Problem Solving Skills
GILO 4: Communication Skills	GILO 3: Creative Thinking Skills
GILO 5: Social Interaction Skills	GILO 7: Global Perspectives (if applicable)

2.5 EL does not aim to supersede or sideline the important functions of non-formal learning activities which will continue to be operated by Faculties and the Student Affairs Office. EL helps to add value to the undergraduate learning experience by:

(a) making room for students to leave their usual learning contexts or comfort zones;

(b) providing them with the first-hand experience in identifying:

- the needs or service gaps in society (through CSLCs)
- the creative possibilities/ alternatives of prior experience (through ELCs) (e.g., designing a new walking/ virtual tour route after a series of cultural site visits); and

(c) engaging them in meaningful reflection that touches the heart of core values, identity, and mission.

3. Course Components and Assessment

3.1 The arrangement of class time for the Preparation and Reflection sessions of Experiential Learning courses is flexible[1]. CSLCs and ELCs are suggested to be organized in the following way:

Component	Duration	Purpose
Classroom/ lecture session	6-12 hours	To provide participants with the necessary background knowledge or preparation

[1] Lecturers may consider arranging the class time as follows:

Classroom/ Lecture Session	Reflection and Group Sharing Session
Minimum: 6 hours	Minimum: 6 hours
Maximum: 12 hours	Maximum: 12 hours
Total: 18 hours (Maximum)	

Lecturers may start EL/CSL courses in the second week of the semester to ensure more participation in lectures and better-equip students before the services/ activities.

Out-of-classroom concrete experience; which must include: • direct service (face to face/ person to person contacts) for CSLCs • at least 2 modalities of experience for ELCs	32-40 hours[2]; including a minimum of 25 hours[3] as direct service time (CSLCs[4]) or active experience (ELCs)	To make room for adequate preparation for the experience; to gain the first-hand experience; to problem-solve *in situ*
Reflection and group sharing session(s)	6-12 hours	To consolidate field observations; to construct meaning out of their experiences; to gain perspectives; to reflect on their strengths and weaknesses to enhance their personal growth; to raise the sense of participation in social matters; and to motivate an adjustment of actions

3.2 Lecturers may consider to set up pre-requisites and/ or requirements for EL courses that require specific basic knowledge (such as courses that related to language, STEM etc.) or competence (such as communicating in Cantonese), especially for Experiential Learning on Block Practice (EL-on-BP). Lecturers may also include more operational/ experiential knowledge in EL courses before conducting their services/ activities. This could help maintain a high quality of services provided and reduce the lecture time for preparing students who lack the specific basic knowledge/ competence.

3.3 The first key pedagogical ingredient for EL is a **carefully designed first-hand experience** that assists students to accomplish the intended learning outcomes at multiple levels. It is expected that there will be **at least two modalities of experience for ELCs** to ensure that there are adequate opportunities for students to identify and discern the aspects of a particular experience that are crucial for developing intellectual curiosity, deep understanding and appreciation, as well as nurturing a sense of humanity. For example, in an ELC on a Japanese tea ceremony, three of the following could be incorporated:

(a) interview with the tea ceremony master;
(b) trial of the tea ceremony (to practice the etiquettes);
(c) tour to Zen-inspired tea rooms (to learn about architecture and aesthetics); and

[2] Calculations based on the prevailing formula that 1.5 hours out-of-classroom activities equals to 1 classroom contact hour. This conversion formula was approved in 2012 after considering workload of staff and students, and the practice of another local university. If out of classroom activities will be arranged during the scheduled class time, lecturers could advise students to reserve one hour before and/ or after their EL courses for possible travelling time if needed. Remarks should be added in the course synopsis.

[3] Justification has to be provided for any deviations.

[4] Only face-to-face direct contacts with external party(ies) should be counted as direct service hours. The direct service hours required in CSLCs should range from 25 to 40 hours, including preparation time with the external party(ies). Direct service hours should only be counted on individual basis for fairness. Plans to deviate from this requirement would require submission of justification in advance. Lecturers may arrange transportation for students and strongly advise students to reserve one hour before and after their EL courses for possible travelling time, and add remarks in their course synopsis to avoid time clash between EL services/ activities and the students' regular classes.

(d) experiment with making teas with different utensils.

3.4 Course developers should take note that the ultimate goal is to have, in each ELC, at least two modalities of experience, including non-traditional ways of learning. The gist is to provide more opportunities for students to have cross-cultural experience in a broad sense – it can be cultures in different social strata, occupations, geographies, ethnicities, and genders. Examples of modalities are:

- Tour/ site visit
- Interview/ work with, or get to know practitioners/ stakeholders
- Play games/ gamification
- Watch films
- Actual performance
- Online interactions with relevant parties
- Create infographics
- Prepare a funding bid
- Run a small trial business
- Internship
- Clinical practice
- Exchange programme

3.5 The second key pedagogical ingredient for EL is **thoughtful reflection**. Students are expected to review the quality of the process and outcomes of their experiential learning, with thorough and specific consideration of the dialectical relationship between theory and practice, the need for further work, a change of behaviour in future, and/or the development of personal identity.

3.6 As EL is intended to extend student learning beyond the classroom, the assessment will not be based solely on traditional means for classroom-based curricula, such as essay writing and written examinations. Other forms of assessment can be used to suit a variety of activities and learning tasks[5]. Course developers are strongly recommended to include all three types of assessment in the course, as shown in the following table. Additional types of assessment could be added according to the needs of individual courses.

Types of Assessment	Examples of Assessment Task/ Documentation Required	Suggested Assessment Weighting
Proposal[6]	(Group or individual) Proposal for service (CSLCs) (Group or individual) Proposal of	20-30%

[5] According to the University's general guidelines, collaborative work should not contribute to more than 50% of the overall grade.

[6] Proposal in EL refers to a plan for engaging in service/ obtaining experience. There could be three main types of proposal: a) proposal for activities, b) an agency-guided proposal, and c) proposal for individual goals.
a) Proposal for activities: students will produce a proposal for the services/ experiential activities that they plan to conduct. For example, in CSL1035, students need to produce a proposal of organizing language carnivals in different service schools.
b) An agency-guided proposal: students will produce an agency-guided proposal after negotiating with the service/ activity organizations. For example, in CSL1008, students are required to submit a proposal of service which included the nature, duties/ tasks assigned by the organization, desired goals, resources allocation, implementation plan and timeline.
c) Proposal for individual goals (self-growth) in the activities: students will produce a proposal for achieving their individual goals in the services/ activities. For example, in GEL1003, each student is required to submit an individual proposal to cultivate more responsive dynamics in a relationship with a family member/ person whom they care.

Types of Assessment	Examples of Assessment Task/ Documentation Required	Suggested Assessment Weighting
	learning (ELCs)[7]	
Service/ Experience	Artefacts created/ collected on-site, service attendance sheet, self- and/or peer reviews, feedback form from service targets and agency supervisors (CSLCs) Artefacts created/ collected on-site, self- and/or group-directed learning progress report/ review, feedback form from agency supervisors if any (ELCs)	40-50%
Reflection	Individual report/ reflective journal/ e-Portfolio (written/ in other multimedia formats) Group presentation/ sharing	30-40%
N/A	(Optional) Attendance, attitude, participation, communication, team-work ability	Up to 10%

3.7 As a reminder, all student works, deliverables and artefacts generated from EL could be incorporated into the UePortfolio as a tool for reflection, or to showcase the learning progress, achievements and insights.

3.8 As a general principle, grade descriptors should be used to accurately and consistently reflect the different levels of performance. Course developers are encouraged to develop a set of assessment rubrics with 4 levels for each course to ensure assessment standards. Course developers are strongly recommended to make close reference to the basic grade descriptors of EL, as shown below[8]. Course-specific rubrics could be added in accordance with the uniqueness of courses.

[7] Course instructors may work in partnership with the students on deciding the modalities of learning, and ask the students to write a detailed proposal of an active experience (e.g., the what, how and why). Taking Japanese tea ceremony as an example (see paragraph 3.2): even though the course tutor might have planned for an interview with the tea ceremony master, the students need to plan for the interview questions, think about the way to record the answers they get, and how the interview can be related to the next episode of experience.

[8] It is common understanding that gradually, most assessments will be done on 4 levels – which is in line with the current standardized rubric for GILOs. However, based on practicality, subject discipline, assessment tasks, as well as the need for a more detailed (and pedagogically meaningful) distinction of the performance, course developers can still use the common 5-level rubric for academic course assessment. The bottom line is that all assessment results need to be converted to a final grade. Course instructors are strongly advised to make close reference to the GILO's rubrics (grade descriptors) to develop course specific rubrics. As to indicate the achievement of KPI of ELCs, course instructors should include the respective GILO rubrics as a part of the assessment rubrics (for ELC: Problem Solving and Creative Thinking, plus ELC with overseas elements: Global Perspectives; as for CSLC: Problem Solving, Communication and Social interaction. These tasks and rubrics are important means for ensuring that the major objectives/ aims/ rationales of EL and the generic intended learning outcomes can be achieved across various EL courses with a higher degree of consistency, transparency and fairness. Certainly, course instructors can slightly modify the assessment tasks and rubrics in accordance with their professional judgment and pedagogical need. However, the basics of the GILOs and GELOs as expected learning outcomes should not be compromised.

(a) Basic Rubrics for Proposal - CSLCs and ELCs (Weighting: 20-30%)

CSLC ELC

Achievement of Learning Outcomes		Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade		A+, A, A-	B+, B, B-	C+, C, C-	D, F
Mark Range		81-100	66-80	46-65	0-45
GILO 1: Problem Solving	Identification of the problem, objectives and mission in relation to: (CSLC) the social problems and needs to be addressed through service (ELC) the domain/ phenomenon to be addressed through active experiences	Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors	Identify the problem with a well-defined problem statement listing major relevant contextual factors	Identify the problem with an adequately detailed problem statement listing some relevant contextual factors	Identify the problem listing a few relevant contextual factors in a superficial way
	Formulate a plan to address the problem	Formulate a feasible plan to address the problem (through an experience), considering substantial relevant contextual factors	Formulate a feasible plan to address the problem, (through an experience), considering most relevant contextual factors	Formulate a feasible plan to address the problem, (through an experience), considering some relevant contextual factors	Formulate a plan to address the problem, (through an experience), considering few relevant contextual factors
GILO 3: Creative Thinking	Flexibility; modify information and shift perspectives as necessary	Integrate information from multiple perspectives; shift readily from one perspective to another	Explore information from multiple perspectives	Generate information from some perspectives	Provide information from a single perspective
	Innovative thinking	Extend a novel or unique experience to create new or boundary-crossing knowledge	Create a novel or unique experience	Experiment with creating a novel or unique experience	Reformulate a collection of available ideas to create an experience
	Elaboration	Elaborate new ideas/ concepts with details to strive for excellence	Extend and refine new ideas/ concepts to improve their quality	Add a few details to new ideas/ concepts to make improvements	Reproduce the necessary components of an idea/ concept
GILO 7: Global Perspective	Aware of one's own culture	Articulate insights into one's own cultural rules and biases (e.g., awareness of how one's own experiences have been shaped by cultural rules)	Recognize new perspectives on one's own cultural rules and biases (e.g., avoid looking for sameness, comfortable with new perspectives)	Identify one's own cultural rules and biases (e.g., display a strong preference for rules of one's own cultural group)	Demonstrate a low level of awareness of one's own cultural rules and biases (e.g., uncomfortable with identifying possible cultural differences)
	Recognize global issues and interconnection	In relation to the proposal, construct a systematic understanding of the interrelationships in the global systems amongst countries, governments, corporations, NGOs, civil society bodies and individuals	In relation to the proposal, recognize the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations	In relation to the proposal, recall plausible causes of global problems and their possible effects; aware that the world is an interconnected system	In relation to the proposal, being aware of the global issues covered in the media

Achievement of Learning Outcomes		Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade		A+, A, A-	B+, B, B-	C+, C, C-	D, F
Mark Range		81-100	66-80	46-65	0-45
GILO 4: Communication	Use supporting evidence	Use a variety of supporting evidence with appropriate reference to information or analysis that provides significant support for the points/ justification being made in the service/ experience design	Use adequate supporting evidence in terms of amount and relevance for the points/ justification being made in the service/ experience design	Use adequate, but sometimes irrelevant supporting evidence for the points/ justification being made in the service/ experience design	Use little or irrelevant adequate supporting evidence for the points/ justification being made in the service/ experience design
GILO 5: Social Interaction	Initiate and maintain relationship	In the proposal, initiate and maintain mutually supportive relationships characterized by mutual respect	In the proposal, initiate and maintain good relationships characterized by either self-respect or respect for others most of the time	In the proposal, initiate and maintain relationships sometimes characterized by basic respect on either side	Demonstrate inadequate ability to initiate and maintain relationships characterized by respect

(b) Basic Rubrics for Experience- CSLCs and ELCs (Weighting: 40-50%)

CSLC ELC

Achievement of Learning Outcomes		Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade		A+, A, A-	B+, B, B-	C+, C, C-	D, F
Mark Range		81-100	66-80	46-65	0-45
GILO 1: Problem Solving	Implement a solution (a service project/ an experience) and monitor the process	Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors	Implement a solution and monitor the process in a manner that addresses multiple contextual factors	Implement a solution and monitor the process in a manner that addresses limited relevant contextual factors	Implement a solution and monitor the process in a superficial manner that does not directly address contextual factors
GILO 3: Creative Thinking	Establishing rapport with teammates/tutors/ experts/ stakeholders involved in the active experiences	Demonstrate heightened awareness to changes, signals, influences, incompleteness and unusual stimuli	Demonstrate adequate awareness to changes, signals, influences, incompleteness and unusual stimuli	Demonstrate awareness to external and internal stimuli	Demonstrate a low level of awareness to external and internal stimuli
GILO 7: Global Perspective (if applicable)	Aware of one's own culture	Articulate insights into one's own cultural rules and biases (e.g., awareness of how one's own experiences have been shaped by cultural rules)	Recognize new perspectives on one's own cultural rules and biases (e.g., avoid looking for sameness, comfortable with new perspectives)	Identify one's own cultural rules and biases (e.g., display a strong preference for rules of one's own cultural group)	Demonstrate a low level of awareness of one's own cultural rules and biases (e.g., uncomfortable with identifying possible cultural differences)
	Initiate interactions with other cultures	Initiate and develop interactions with culturally different others; suspend	Begin to initiate and develop interactions with culturally different others; begin to	Express openness to most, if not all, interactions with culturally different others;	Receptive to interacting with culturally different others; have difficulty

Achievement of Learning Outcomes		Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade		A+, A, A-	B+, B, B-	C+, C, C-	D, F
Mark Range		81-100	66-80	46-65	0-45
		judgement in valuing interactions with culturally different others	suspend judgement in valuing interactions with culturally different others	have difficulty suspending judgement in interactions with culturally different others; aware of one's own judgement and willing to change	suspending judgement in interactions with culturally different others; but unaware of that judgement
GILO 4: Communication	Use proper language and engage the audience	Use appropriate, impressive and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times	Use thoughtful language and engage the audience by means of posture, gestures, eye contact and use of voice most of the time	Use adequately clear language and engage the audience by means of posture, gestures, eye contact and use of voice to some extent	Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent
GILO 5: Social Interaction	Interact with others appropriately in specific contexts	Interact with others appropriately in specific contexts while always appropriately expressing one's meaning and feelings	Interact with others appropriately in specific contexts while appropriately expressing one's meaning and feelings most of the time	Interact with others appropriately in specific contexts while sometimes expressing one's meaning and feelings	Interact with others superficially, seldom appropriately expressing one's meaning and feelings
	Practise negative assertions	Defend oneself skillfully with confidence and discretion	Turn down unreasonable requests; defend and stand up for one's rights	Aware of the need to turn down unreasonable requests	Unaware of the need to turn down unreasonable requests
	Manage conflicts	Resolve conflicts successfully to contribute to smooth relationship development	Possess a range of skills to resolve conflicts in a way that maintains the relationship	Demonstrate awareness of interpersonal conflicts and have basic skills to deal with conflicts	Accept the presence of conflicts passively, with no attempt made to solve them

(c) Basic Rubrics for Reflection – CSLCs and ELCs (Weighting: 30-40%)

CSLC ELC

Achievement of Learning Outcomes		Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade		A+, A, A-	B+, B, B-	C+, C, C-	D, F
Mark Range		81-100	66-80	46-65	0-45
GILO 1: Problem Solving	Augmented/ expanded knowledge and understanding in: (CSLC) the social problems and needs addressed through service (ELC) the domain/ phenomenon addressed through active experiences	Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work	Review the quality of the process and outcomes, with sufficient consideration of the need for further work	Review the quality of the process and outcomes, with some consideration of the need for further work	Review the quality of the process and outcomes, with little consideration of the need for further work
GILO 3: Creative Thinking	Innovative thinking	Extend a novel or unique experience to create new or boundary-crossing knowledge	Create a novel or unique experience	Experiment with creating a novel or unique experience	Reformulate a collection of available ideas to create an experience
	Connecting, synthesizing, transforming	Transform experience, ideas or solutions into entirely new forms/ insights	Synthesize experience, ideas or solutions into a coherent whole	Connect experience, ideas or solutions in novel ways	Recognize existing connections amongst experience, ideas or solutions
GILO 7: Global Perspective (if applicable)	Based on the experience, make long-term decisions for the benefit of future generations	Make long-term rather than short-term decisions; feel a sense of responsibility for future generations	Care about the long-term consequences of one's actions for future generations rather than the short-term benefits	Recognize that current human choices have an impact on future generations; concerned with benefiting future generations in the short term	Recognize that current human choices may have an effect on future generations, but unconcerned with benefitting them
GILO 4: Communication	Convey a central message with context and purpose	Convey a compelling central message with context and purpose explicitly and in a manner that makes it memorable	Convey a central message with context and purpose clearly and consistently, making it somewhat memorable	Convey a basic understandable central message with context and purpose that is not memorable	Convey a central message with context and purpose superficially
	Gaining new perspectives through the experience and reflection; converging observations and findings into a position, a hypothesis or new insights using appropriate evidence	Use a variety of supporting evidence with appropriate reference to information or analysis that provides significant support for the points/ justification being made in the service/ experience design	Use adequate supporting evidence in terms of amount and relevance for the points/ justification being made in the service/ experience design	Use adequate, but sometimes irrelevant supporting evidence for the points/ justification being made in the service/ experience design	Use little or irrelevant adequate supporting evidence for the points/ justification being made in the service/ experience design

Achievement of Learning Outcomes		Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade		A+, A, A-	B+, B, B-	C+, C, C-	D, F
Mark Range		81-100	66-80	46-65	0-45
	Systematic consolidation and analysis of experience (including the cognitive/ emotional dissonances); discerning contradictions to prior understanding; re-defining issues as necessary	Display exemplary organizational structure in terms of paragraphs, sections, length, and overall coherence and awareness of the audience	Display good organizational structure in terms of paragraphs, sections, length, and overall coherence	Display adequate awareness of a recognizable organizational structure	Demonstrate a low level of awareness of basic organizational structure
GILO 5: Social Interaction	Commitment to actively apply what is learnt/ adjust one's actions	Demonstrates clear and concrete commitments to actively apply what is learnt in the course now and in everyday life to maintain good social interactions	Demonstrates tendencies to actively apply what is learnt in the course now and in everyday life to maintain good social interactions	Realizes the potential to apply what is learnt in the course now and in everyday life after completing the course	Disregards further application of learning outcomes

3.9 The same standards will be applied on all takers of the same course; there will not be separate rubrics set up for students whose results are to be expressed as pass/ fail. Course instructors simply have to make use of the mark ranges or course grade to determine the "cut-off" point. In other words, only one set of rubrics will be used in a course, but in the transition period, there can be two grading systems (*viz*., letter-grade or Distinction/ Credit/ Pass/ Fail[9]) to cater for the regulations applicable to different cohorts.

3.10 The quality of service *per se* is usually not taken into account as it would require very effective reports/ assessments from the service agency, and it is not entirely feasible to ensure fairness and standard of the quality of their assessments. However, to respect the learning opportunities given by the agencies and cultivate a responsible attitude towards on-site learning /service, students who receive a complaint, or an unsatisfactory performance/ feedback report from agency supervisors might be downgraded (to a failing grade if need be) for the whole CSLC/ELC after careful consideration (e.g., through giving a second opinion) of the course instructors(s)-in-charge. A normal procedure for quality assurance of a 'fail' grade that is a review/ double marking should be followed in such downgraded case.

[9] For the cohorts before 2019/20, CSLCs would not contribute towards the cumulative points in GPA nor towards classification of honor of the degree to be awarded. Grades are given in these four categories: Distinction/ Credit/ Pass/ Fail.

4. Quality Assurance

4.1 To enable formative advice to be given for the course content and delivery etc., proposals of CSLCs and ELCs in the SAO shell-courses[10] category will be commented by DGE, presented to CCCCUS for endorsement, and APDC for approval. Department courses will also be endorsed by the Faculty Board and CCCCUS, and approved by APDC. For the detailed workflow of the quality assurance mechanism of CSLCs and ELCs, please refer to **Attachment II**.

5. Operational Issues

CSLC course registration

5.1 A new subject code that begins with "GEM" is introduced for the CSLCs to be offered for the cohorts of students admitted from 2019/20 onwards. Existing cohorts of students (2018/19 or before) will continue to use the current subject code "CSL". Both cohorts will be taking the same course and classes together with different subject codes and different grading systems.

Course Selection Arrangement

5.2 CSLCs and ELCs will be made available for all undergraduate students, except final year students of non-BEd programmes. To avoid timetable clashes and overloading of BEd students, the two Block Practice semesters (i.e., Year 3 Semester 2 and/ or Year 5 Semester 1) will be set aside as "FE and Experiential Learning Semester", during which BEd students will not need to take regular taught course/ classes other than CSLCs/ ELCs. BEd students are suggested to complete EL courses before Semester 1 of the final year as they will be engaged in BPII and data collection/ fieldwork of FYP in this semester. Careful academic planning on a personal basis is needed. For details, please refer to the parameter documents in **Attachment III**.

5.3 It is possible to offer CSLCs and ELCs in the Summer Semester. Grades will be recorded under the Summer Semester accordingly. Whether the grade of Summer Semester counted into Year GPA of the preceding year (after Semester 2) or subsequent year (before Semester 1) will depend on the respective programme's curriculum structure. To specify which academic year the course will follow, the offering department should indicate clearly by setting up CRNs under xxxx06 term and/or xxxx07 term respectively.

5.4 The class size for each CSLC and ELC would range from 20-40, and course instructors could provide justification if their planned quota deviates from the stipulated range.

Roles and Responsibilities of the Collaborative Stakeholder Groups of EL courses

5.5 CSLC and ELC involve four main stakeholder groups, known as:

- Course coordinator (CC) – responsible for liaising and engaging with all stakeholder groups to plan and coordinate the students' orientation, lecturers and tutorials, and experiential/ service-based learning activities;

[10] Director of General Education, in consultation with Associate Vice President (Student Learning), will provide comments on proposals of new CSLCs and ELCs developed by SAO. Such proposals will then be endorsed by CCCCUS for approval from APDC.

- Experiential Learning/ social service agency supervisor (AS) – expected to liaise closely with course instructors on students' supervision and training. Service recipients are included under the social service agencies;
- Course instructor (CI) – responsible for knowledge delivery in the lecturers and tutorials, and for keeping close contact with experiential learning/ social service agencies on students' service-based learning activities; and
- Student – required to participate in experiential/ service-based learning activities under the supervision and guidance of course instructors and to comply with the agencies' policies.

The above categorization is for reference only. The situation might vary according to practical needs and feasibility.

5.6 Each stakeholder group might be assigned to different duties and tasks throughout the EL/ CSL courses. Here is a sample division of work:

Stakeholder groups	Duties and Tasks
Course Coordinator	• Coordinate among all stakeholder groups • Organize orientation and consultation with ASs and CIs. • Handle course evaluation
Agency Supervisor	• Provide supervision and training to students • Monitor students' experiential/ service-based learning activities • Handle course evaluation • Provide feedback (as a "co-judge") on students' performance which may constitute part of the assessment[11].
Course Instructor	• Develop a close partnership with CC and AS • Identify and liaise with AS for possible experiential/ service-based learning activities • Be responsible for creating constant learning opportunities, providing pragmatic advice to students and evaluating students' overall performance • Conduct lectures and tutorials to provide appropriate training and learning needs of students • Monitor students' experiential/ service-based learning activities • Conduct assessment: reflective essay, group project and presentation • Handle course evaluation
Student	• Attend lectures and tutorials • Participate in experiential/ service-based learning activities • Receive assessment: reflective essay, group project, and presentation • Course evaluation/ SET

[11] Course instructors would still have the ultimate responsibility in determining the grade. The sprit is to incorporate the feedback from the recipient end/ multiple sources.

Risk Management

5.7 Experiential learning often involves students working in settings outside the campus. These settings, and the activities that our teachers and students do while in them, present risks that are not generally present in the regular classroom environment. These risks have to be managed to ensure successful learning experiences for our students and meaningful service to our partnering organizations. Course instructors might need to consider if training and/or orientation is necessary. Communication documents such as safety plan crisis management/ intervention protocols and phone trees should be developed. The crisis management handbooks developed by the Education Bureau[12] and the University[13] might also be referred to as necessary.

Insurance Coverage

5.8 The University has arranged Group Personal Accident Insurance and Student Travel Insurance for full-time and part-time students against personal accidents leading to bodily injuries and permanent disability whilst participating in the activities organized by the University. The up-to-date information on insurance coverage is available at Finance Office (FO) Corner of Intranet. If students prefer to get more extensive coverage, they can subscribe to the University's "top-up Travel Insurance Plan" or to buy other insurance products at their own discretion.

Collaboration between Academic and Non-academic Units

5.9 The University encourages active collaboration between academic and non-academic units in the University and/or outside agencies to deliver CSLC and/or ELC. In order to achieve synergy within the University, collaborations with non-academic units (e.g., Estates Office, Student Affairs Office) and Non-Government Organizations are particularly encouraged as they have substantial years of experience and relevant expertise in the EL domain.

Resources

5.10 As a piece of general advice from the Finance Office, there will be resources allocated to the EL/CSL course according to student cps as it is the case with all other courses/modules with student cps, income will depend on the number of students enrolled. Allocation of resources and subsequent income will hence be calculated and shared among contributing parties according to planned student engagement hours therein. Please note that the number of hours that students spend in self-directed learning will not be counted as engagement hours and NO additional resources will be allocated to the contributing parties.

5.11 Faculties are encouraged to design CSLCs and ELCs with international experience. Sponsorship schemes, such as the Global Learning Enhancement Fund[14] (GLEF), is applicable for courses that involve activities overseas (ELCs with overseas elements)[15].

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[12] Educational Psychology Service Section, Special Education Division of Education Bureau. (2016). School Crisis Management Intervention and Psychological Support in the Aftermath of Crises Handbook. Available at http://www.edb.gov.hk/attachment/en/student-parents/crisis-management/about-crisis-management/crisise.pdf

[13] The Student Affairs Office has crisis management guidance for internal reference.

[14] There is regular review of GLEF applications. When necessary, colleagues can make an urgent request to GAO. Course coordinator/ instructor is strongly advised to plan and apply for any additional resources in advance.

[15] In this relation, colleagues might reference to these courses:

For local activities, course instructors may apply for the Departmental Teaching and Learning Activities Fund (if any) to support the expenses as necessary.

6. Alternative arrangements under pandemic/ uncertain situations

6.1 Due to the outbreak of COVID-19 in 2020, online mode of learning and teaching had been adopted for an extended period at the University. Meanwhile, alternative arrangements were made for EL courses so that experiential and service-learning components could still be facilitated without face-to-face interaction. To ensure that the quality of EL courses could be maintained in case pandemic/ uncertain situations arise again in the future, GEO has developed the "*Guidelines on sustaining EL course quality under uncertain situations"* for EL course lecturers' reference. The guidelines could be found in **Attachment V**.

7. Way Forward

7.1 EL creates opportunities for our students and staff to traverse – in multiple directions – intellectual, geographical, cultural, and many other boundaries. Its operationalization is based on the seven GILOS, six GELOs, which converge to PEER & I. It is representative of a paradigm that calls for student-centred learning, with a focus towards self-directed inquiries conducive to the development of their identity as teachers/ other professionals.

7.2 The University anticipates that in future, more EL activities will be student-driven. Indeed in the near future, the University will try to pilot ELCs initiated by students (and supported by colleagues in the associated departments). It is important to have contribution and commitment from the entire EdUHK learning community to make EL a success.

- "Study Tour Abroad: Conflict and Peace in Central Europe", led by Mr. Li Chin-wa of the Department of International Education.
- "Conservation and Management of World Heritage", led by Dr. Pei Qing of the Department of Social Sciences.

Attachment I

THE EDUCATION UNIVERSITY OF HONG KONG

Reference of Conceptual/ Definitional Parameters and Issues of Experiential Learning and Co-curricular and Service Learning

(This document is for reference only.)

1. **What is experiential learning?**

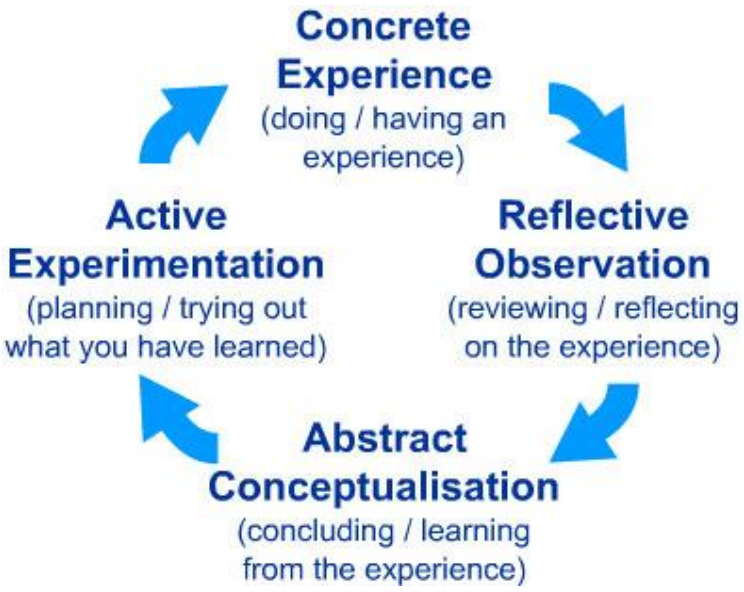
- Learning from experience or learning by doing (Lewis & William, 1994)
- Learning is the process whereby knowledge is created through the transformation of experience (Kolb, 1984)

2. **Characteristics of experiential learning** (Chapman et al, 1995)

- **Mixture of content and process:** There must be a balance between the experiential activities and the underlying content or theory.
- **Absence of excessive judgment:** The instructor must create a safe space for students to work through their own process of self-discovery.
- **Engagement in purposeful endeavors:** In experiential learning, the learner is the self-teacher, therefore there must be "meaning for the student in the learning." The learning activities must be personally relevant to the student.
- **Encouraging the big picture perspective:** Experiential activities must allow the students to make connections between the learning they are doing and the world. Activities should build in students the ability see relationships in complex systems and find a way to work within them.
- **The role of reflection:** Students should be able to reflect on their own learning, bringing "the theory to life" and gaining insight into themselves and their interactions with the world.
- **Creating emotional investment:** Students must be fully immersed in the experience, not merely doing what they feel is required of them. The "process needs to engage the learner to a point where what is being learned and experience strikes a critical, central chord within the learner."
- **The re-examination of values:** By working within a space that has been made safe for self-exploration, students can begin to analyze and even alter their own values.
- **The presence of meaningful relationships:** One part of getting students to see their learning in the context of the whole world is to start by showing the relationships between "learner to self, learner to teacher, and learner to learning environment."
- **Learning outside one's perceived comfort zones:** "Learning is enhanced when students are given the opportunity to operate outside of their own perceived comfort zones." This doesn't refer just to physical environment, but also to the social environment.

3. **Key components of experiential learning** (Kolb, 1984)

- Concrete experience
- Reflective observation
- Abstract conceptualization
- Active experimentation



4. **Mode of experiential learning** *(Lewis & Williams, 1994)*

- **Field-based learning:** internships, practicums, cooperative education and service learning, examples:
  - ❖ Luk Zuk Village project - students travel to sites in China to collecting data, identifying local problems, working on survey, drawing and interviewing villagers, researching the limitations and opportunities for construction, and developing proposals that address the problems ***(HKU)***
  - ❖ Internship/ Practicum: Students will participate as teams of independent consultants, work in small and medium enterprises (SMEs), under the guidance of the faculty teacher, consultant-in-residence and professional mentors ***(HKU)***
  - ❖ International Service Leadership Programme (ISLP) to Ethiopia ***(EdUHK)***
  - ❖ (LEAD) Programme: Participants need to provide service in developing countries, such as India, Laos, etc. ***(EdUHK)***
- **Classroom-based learning:** role-playing, games, case studies, simulations, presentations, and various types of group work

5. **Co-curricular and service learning**

5.1 What is service learning?

- a means for developing active and informed citizens in our democratic society
- provide students with real reasons to learn their civics lessons and opportunities to put school knowledge into practice (Wade, 1997)
- a method by which young people learn and develop through active participation in thoughtfully organized service experiences
  - ❖ that meet actual community needs;
  - ❖ that are coordinated in collaboration with the school and community;
  - ❖ that are integrated into each young person's academic curriculum;
  - ❖ that provide structured time for a young person to think, talk, and write about what he/ she did and saw during the actual service activity;
  - ❖ that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities;
  - ❖ that enhance what is taught in the school by extending student learning beyond the classroom;
  - ❖ that help to foster the development of a sense of caring for others (ASLER, 1993)

5.2 Essential components of quality service-learning (Wade, 1997)

- **Preparation**: a) careful planning by all those involved in the program; b) the construction of a timeline for the project; c) a list of responsibilities and outcomes; and d) details on who will complete which tasks by what dates.
- **Collaboration**: school district personnel, students and community members working together to develop a program is appropriate, flexible and, in the best interests of all the participants.
- **Service:** should engage young people in responsible and challenging actions for the common good.
- **Curriculum integration:** Students can meet important community needs and have the opportunity to learn academic skills and content in concert with helping when service is integrated with the academic curriculum.
- **Reflection:** Experience is the substance of reflection. Reflection is a process that benefits from mindful practice. Reflection is a means for reliving or recapturing experience in order to make sense of it, to learn from it, and to develop new understandings and appreciations.
- **Celebration:** Given service-learning's goal of youth empowering, celebration and recognition by others in the school and the community is an important means for rewarding student competence.

5.3 Types of service

a. Direct service learning

❖ Involves working with people or the environment (Wade, 1997)
❖ Person-to-person, face-to-face service projects in which the students' service directly impacts individuals who receive the service from the students
❖ Examples include:

- **Service trip:** design and execute service projects related to education and health for local villagers and communities in Jiangxi Province, China ***(HKU)***
- **Direct Service:** Provide service to different groups of people: outreaching youth, rehabilitated substance abusers and their families, elderly, children with special needs, adult rehabilitation and students with intellectual disability ***(CUHK)***

b. Indirect service learning

❖ Experiences channel food, clothing, funds, and other resources to those in need rather than working directly with individuals or the environment (Wade, 1997)
❖ Working on broad issues, environmental projects, or community development–projects that have clear benefits to the community or environment, but not necessarily to individually identified people with whom the students are working.
❖ Examples include:

- Compiling a town history
- Restoring historic structures or building low-income housing
- Removing invasive plants and restoring ecosystems in preserve areas for public use

c. Advocacy service learning

❖ Requires students to engage in social action, to assess not just ways they can help others through existing structures but how they can work to eliminate the causes of a problem or inform the public about the issues involved (Wade, 1997)
❖ Educating others about topics of public interest–projects that aim to create awareness and action on some issue that impacts the community.
❖ Examples include:

- Planning and putting on public forums on topics of interest in the community

- Conducting public information campaigns on topics of interest or local needs
- Working with elected officials to draft legislation to improve communities

❖ Examples at other local Universities:

- design and implement service project to help deepen the understanding of meaning of life ***(HKBU)***
- design and organize workshops for families to facilitate parent-child relationship ***(Lingnan University)***

d. Research-based service learning

❖ Gathering and presenting information on areas of interest and need–projects that find, gather, and report on information that is needed.

❖ Examples include:

- Writing a guide on available community services and translating it into Spanish and other languages of new residents
- Conducting longitudinal studies of local bodies of water; water testing for local residents
- Gathering information and creating brochures or videos for non-profit or government agencies

6. References

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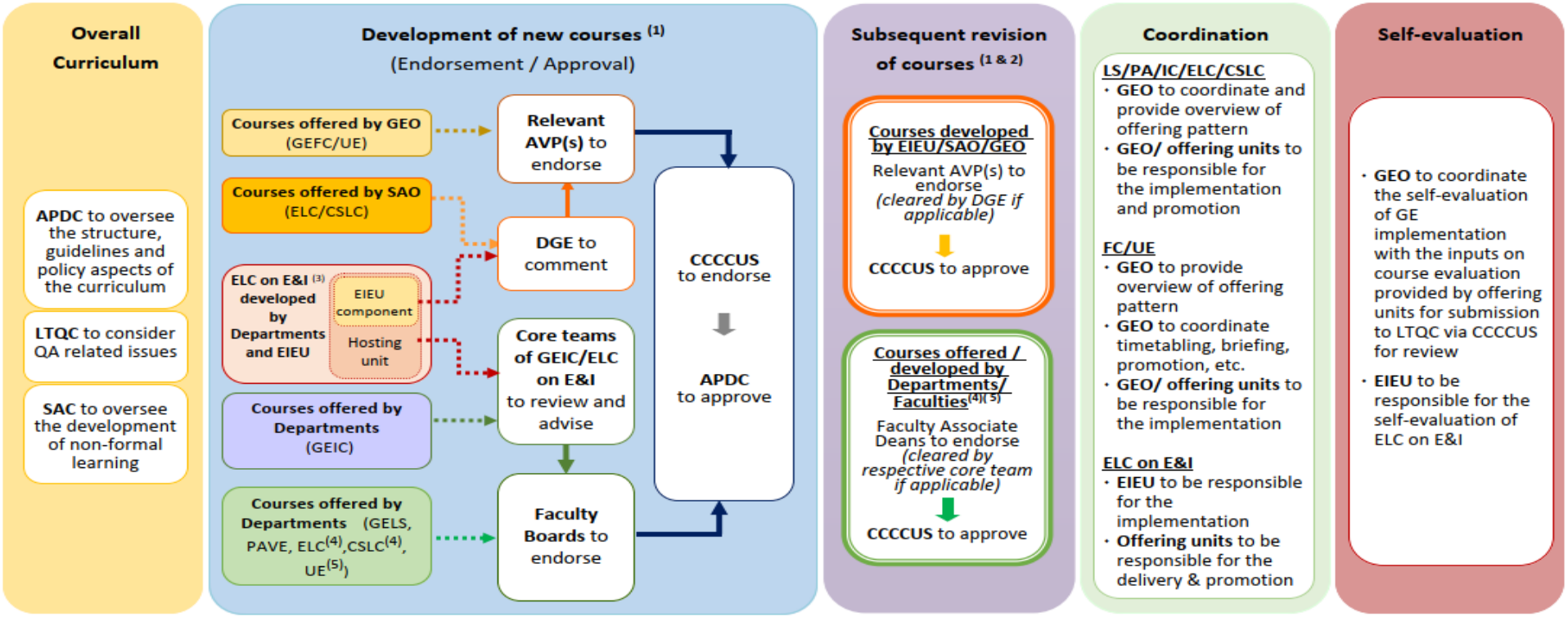
Attachment II

THE EDUCATION UNIVERSITY OF HONG KONG

QA mechanism for the development, revision, implementation and evaluation of EL courses

Flowchart of Development, Implementation and Evaluation of General Education Courses

GE Foundation Course (GEFC), Breadth Learning Strands 1-3 (GELS), Positive and Values Education (PAVE), Interdisciplinary Course (GEIC), Co-curricular and Service Learning Course (CSLC), Experiential Learning Course (ELC) and University ePortfolio (UE)



Remarks:
(1) Course converted from one GE domain/strand to another will be considered as new course and should be submitted to CCCCUS for endorsement and APDC for approval.
(2) CCCCUS to report the revision to APDC for noting. Hosting department/ unit should inform GEO after the course revision is approved.
(3) ELC on E&I is a 3-cp course with 1-cp component coordinated by EIEU and 2-cp component developed by the offering units in the Faculty.
(4) New proposal/revision of ELC and CSLC should be cleared by DGE and AVP(SL) before onward submission.
(5) New proposal/revision of UE should be cleared by DGE before onward submission.

(Latest version as at April 2022)

Operational Guidelines of Development, Implementation and Evaluation of General Education Courses

1. Please refer to the flowchart of "Development, Implementation and Evaluation of General Education Courses" for graphical presentation.

Abbreviation

GE Courses	Parties / Units
GEFC – *GE Foundation Course*	AB – *Academic Board*
GELS – *GE Breadth Learning Strands 1-3*	APDC – *Academic Planning and Development Committee*
PAVE – *Positive and Values Education*	ARC – *Analytics\Assessment Research Centre*
GEIC – *GE Interdisciplinary Course*	AVP(AA) – *Associate Vice President (Academic Affairs)*
CSLC – *Co-curricular and Service Learning Course*	AVP(SL) – *Associate Vice President (Student Learning)*
EL – *Experiential Learning*	CCCCUS – *Common Core Curricula Committee for Undergraduate and Sub-Degree Programmes*
ELC – *Experiential Learning Course*	DGE – *Director of General Education*
ELC on E&I – *Experiential Learning Course on Entrepreneurship and Innovation*	EIEU – *Entrepreneurship and Innovation Education Unit*
UE – *University ePortfolio*	FB – *Faculty Board*
	FLTC – *Faculty Learning and Teaching Committee*
	LTQC – *Learning and Teaching Quality Committee*
	LTTC – *Centre for Learning, Teaching and Technology*
	SAC – *Student Affairs Committee*
	SAO – *Student Affairs Office*

Management of the Overall Curriculum

2. APDC is responsible for overseeing the structure, guidelines and policy aspects of the curriculum, whereas the quality assurance related issues will be considered by LTQC. The implementation, handbook, pilot and evaluation of GE domains, if available, should be considered by CCCCUS.

3. For non-formal learning, the SAC is responsible for overseeing its development and position interfacing with the formal curriculum.

Development and Revision of GE Courses

4. The development of guidelines, framework, pilot and evaluation of new GEIC will be overseen by the respective core team led by VP(AC)&Pr before full-fledged implementation.

5. The core team of ELC on E&I under the central leadership of VP(AC)&Pr is responsible for overseeing the overall curriculum planning of ELC on E&I.

6. EIEU is responsible for planning and implementation of the pilot exercise for ELC on E&I (e.g. formulating evaluation plan, setting up timeline for evaluation activities, and designing evaluation tools).

7. The offering units start the course planning and development and Faculty / CCCCUS will take responsibility for overall monitoring of course offering.

8. These kinds of changes will be considered as new GE courses and should follow the quality assurance procedures of development of GE courses:
   i. A GE course to be converted from one domain to another
   ii. A GELS course to be changed from one strand to another

9. The name of course teachers should be included in the submissions to CCCCUS for new course proposal.

10. The operational guidelines for development and revision of GE courses are summarised in the table below.

All courses	**Development of new GE Courses -** **CCCCUS to endorse, APDC to approve** [Note 1]	**Revision of existing GE Courses -** **CCCCUS to approve** [Note 2]
Courses offered by GEO (including GEFC and UE)	GEO will submit the course proposal to AVP(AA) for advice and endorsement before submitting to CCCCUS and APDC for endorsement/ approval as appropriate.	GEO will submit the course revision to AVP(AA) for endorsement and CCCCUS for approval as appropriate.
Courses offered by SAO (including ELC and CSLC)	DGE will provide comment on proposal of new CSLC and ELC developed by SAO. The course proposal should be submitted to AVP(SL) and then for CCCCUS and APDC for endorsement/ approval as appropriate.	Course revision should be submitted to DGE for comment. SAO will then submit the course revision to AVP(SL) for endorsement and CCCCUS for approval as appropriate.
Courses offered by Departments (including GELS, and PAVE)	The course proposal should be submitted to their FB and then to CCCCUS and APDC for endorsement/ approval as appropriate.	Course revision should be submitted to the Faculty Associate Deans for endorsement and then be submitted to CCCCUS for approval as appropriate. Hosting department/ unit should inform GEO after the course revision is approved.
Courses offered by Departments (CSLC, ELC, GEIC and UE)	<u>CSLC and ELC</u> Course proposal should be reviewed and cleared by the DGE and AVP(SL). The course proposal should be submitted to their FB and then for CCCCUS and APDC for endorsement/ approval as appropriate.	<u>CSLC and ELC</u> Course proposal should be reviewed and cleared by the DGE and AVP(SL). The cleared proposal should be submitted to the Faculty Associate Deans for endorsement and then be submitted to CCCCUS for approval as appropriate. Hosting department/ unit should inform GEO after the course revision is approved.

All courses	Development of new GE Courses - CCCCUS to endorse, APDC to approve [Note 1]	Revision of existing GE Courses - CCCCUS to approve [Note 2]
	GEIC Course proposal should be reviewed and cleared by the respective core team via GEO. The course proposal will then be submitted to their FB and then to CCCCUS and APDC for endorsement/ approval as appropriate.	GEIC Course revision should be reviewed and cleared by the respective core team via GEO. The cleared revision should be submitted to Faculty Associate Deans for endorsement and then be submitted to CCCCUS for approval as appropriate. Hosting department/ unit should inform GEO after the course revision is approved.
	UE Course proposal should be reviewed and cleared by the DGE. The course proposal should be submitted to their FB and then for CCCCUS and APDC for endorsement/ approval as appropriate.	UE Course proposal should be reviewed and cleared by the DGE. The cleared proposal should be submitted to the Faculty Associate Deans for endorsement and then be submitted to CCCCUS for approval as appropriate. Hosting department/ unit should inform GEO after the course revision is approved.
ELC on E&I (developed by Departments and EIEU)	**For 1-cp component of ELC on E&I coordinated by EIEU** • EIEU of Library is responsible for coordinating the 1-cp equivalent entrepreneurial activities to supplement ELC on E&I. EIEU will be in close collaboration with and facilitating faculties and departments to integrate the 1-cp equivalent entrepreneurial activities with the 2-cp faculty-based E&I course (e.g. organise sharing/ discussion with course writers on the effective integration and course design). • DGE will comment on the proposal of the 1-cp component of ELC on E&I coordinated by EIEU and submit the proposal for endorsement of AVP(SL). The endorsed proposal will then be	Course revision should be reviewed and cleared by the respective core team via AVP(SL) for articulation with the 1-cp component. The cleared revision should be submitted to Faculty Associate Deans for endorsement and then be submitted to CCCCUS for approval as appropriate. Hosting department/ unit should inform GEO after the course revision is approved.

All courses	Development of new GE Courses - CCCCUS to endorse, APDC to approve [Note 1]	Revision of existing GE Courses - CCCCUS to approve [Note 2]
	submitted to CCCCUS via GEO and APDC for endorsement/ approval as appropriate. AVP(SL) will oversee the development of the 1-cp component. **<u>For 2-cp component of ELC on E&I developed by Departments</u>** • The 2-cp component of ELC on E&I developed by Departments will be reviewed and advised by the respective core team via AVP(SL) for articulation with the 1-cp component before submission for endorsement by FBs. The proposal (incorporating the 1-cp component) will then be submitted to CCCCUS and APDC for endorsement/ approval as appropriate.	

Note 1 Upon endorsement, CCCCUS will submit the proposal to APDC for approval.
Note 2 Upon approval of the course revision, CCCCUS will report to APDC for noting.

11. For some special circumstances, courses with special themes would be developed to reflect the latest development and a core team of members with relevant expertise may be formed to scrutinise the course proposal as appropriate

Implementation and Coordination of GE Courses

<u>GE Courses (GELS/PAVE/GEIC/ELC/CSLC/GEFC/UE)</u>

12. GEO is responsible for coordinating and providing an overview of offering pattern of GE courses. Offering units are responsible for implementation and promotion of the courses.

13. For GEFC and UE, GEO will also coordinate timetabling, briefing, promotion, etc.

<u>GE Courses (ELC on E&I)</u>

14. EIEU is responsible for the coordination work on the implementation of ELC on E&I, including:
    i. Managing timetabling issues of the 3-cp ELC on E&I, including the 1-cp component coordinated by EIEU(e.g. reserving conflict-free timeslots);
    ii. Overseeing the implementation of ELC on E&I in each semester (e.g. handling student cases for late withdrawal or other enquiries related to E&I courses, communications with course teachers);
    iii. Liaising with faculties and departments to ensure smooth implementation (e.g. organising sessions to share good practices of effective course implementation and effective communication with stakeholders when necessary); and
    iv. Coordinating with GEO for CDCF submission.

15. ELC on E&I is offered as a 3-cp course for which the offering units of the 2-cp component developed by the Department/ Faculty (thereafter, the offering units) will oversee the delivery of the 3-cp course, in close collaboration with EIEU. The offering units will also be responsible for the promotion of the 3-cp ELC on E&I.

16. GEO will provide support to EIEU in the development of the course offering plan, proposal of course quota and student grouping, and submission of paper on relevant quality assurance matters for endorsement/approval. EIEU can also seek advice from GEO when necessary.

Self-Evaluation of GE Courses

17. GEO is responsible for coordinating the self-evaluation of GE implementation annually with the inputs on course evaluation provided by offering units for submission to LTQC via CCCCUS for review.

18. For ELC on E&I, EIEU is responsible for
    i. collecting qualitative and quantitative data from different stakeholders (i.e. students, course lecturers and partner organisations) and conducting analysis;
    ii. identifying areas for future improvements and communicating the findings with course lecturers and other stakeholders through sharing sessions, pilot evaluation report, etc.; and
    iii. monitoring the learning and teaching quality of ELC on E&I on an ongoing basis (e.g. reporting areas for improvement and making recommendation accordingly).

19. The LTQC is responsible for:
    i. overseeing overall evaluation;
    ii. receiving evaluation reports on GE via CCCCUS on annual basis;
    iii. incorporating GE development in its annual report to AB;
    iv. engaging external/independent reviewers and/or internal agencies, e.g. LTTC, ARC; and
    v. conducting evaluation projects/surveys, as appropriate.

Attachment III

THE EDUCATION UNIVERSITY OF HONG KONG

For course developers/ instructors: Points-to-note in course development for Experiential Learning during Block Practice

Background

1. Under the new curriculum (from 2019/20 cohort onwards), Experiential Learning (EL) (6 cps) is composed of (i) a 3-cp Co-curricular and Service Learning Course (CSLC) and (ii) a 3-cp Experiential Learning Course (ELC) which will be offered by departments under the GE domain and made available to all undergraduate students, except final year students of non-BEd programmes. Students have to take one from each component for fulfilling the EL (6 cps) requirements starting from Year 1.

2. To avoid timetable clashes and overloading of BEd students, two Block Practice (BP) semesters (i.e., Year 3 Semester 2 and Year 5 Semester 1) will be set aside as "Field Experience and Experiential Learning Semester", during which BEd students will not need to take regular taught courses/ classes other than CSLCs/ ELCs.

3. A wider variety of CSLCs and ELCs could be developed, as suggested in the relevant handbook. Course instructors who are prepared to include BEd students on BP in the course (with various possibility of mixing with other BEd, i.e. BEd students not in BP semesters, or non-BEd students as illustrated in **Annex 1**) will need to take special considerations in course development in the ensuing paragraphs. The demand for the different categories may vary and hence the supply for different ELC or CSLC opportunities may need to be reviewed/ adjusted from time to time. The arrangement is subject to change according to the real situation/ implementation.

Special considerations

4. Schools, in general, have needs in the following areas[16], and it is more likely for BP schools to offer experiential learning/ service opportunities for our students on placement:
   a) STEM Education;
   b) Language Enhancement;
   c) Special Educational Needs;
   d) E-learning/ Technological Advancements in Education;
   e) Green School/ Environmental Education;
   f) Personal and Social Development; and
   g) School-based Extracurricular Activities.

5. Approval from the BP school will be needed. Course writers and instructors-in-charge should take note that students are **fully engaged** in BP learning during the following periods:

[16] These areas may be updated from year to year based on the needs of placement schools, and also the general trends of ELCs/CSLCs available.

	Year 3 Semester 2	Year 5 Semester 1
Block Practice period	February to April	Mid-October to mid-December OR FE Semester: late August to mid-November[17]
Normal working hours	7am – 4:30pm on weekdays with possible after- school activities/ occasional weekend school activities	

6. The General Education Office (GEO) will collect information from course writers on the following items:
   a) whether the course would accommodate BEd students on BP to have the experiential learning activities/ the service during BP;
   b) if so, which one of the areas (see Paragraph 4) their class (in the school setting) is focusing on;
   c) the quota of BEd students on BP and other BEd or non-BEd students they can accommodate in each class; and
   d) the specific services/ experiential learning activities to be provided by students at the BP schools.

   GEO will then:
   e) pass along the above information collected at the beginning of Semesters 1 or 2 (i.e., on a yearly basis) to the School Partnership and Field Experience Office (SPFEO) and Faculty of Education and Human Development (FEHD)/ Department of Early Childhood Education (ECE) for an invitation to potential BP schools.
   f) design and distribute the questionnaire(s) to collect information from BEd students on their decisions regarding an arrangement in the FE & EL Semester.

Decision pathway of students

7. At the beginning of Year 2 Semester 2 and Year 4 Semester 1, GEO will collect information from BEd students using a questionnaire survey, and subsequently share the consolidated findings with SPFEO and FEHD/ ECE. The flow chart given in **Annex 2** will explain the decision pathway to be observed by the students.

Action Plan by various key Units/ Offices

8. Various units, offices and their associated personnel will help to facilitate Experiential Learning inside or outside placement school. A table drawing up the actions taken is tabulated in **Annex 3**.

Summary

9. In summary, course instructors should pay special attention to these areas if they are prepared to include BEd students on BP in their course:
   a) the course will also be made available to other BEd or non-BEd students;
   b) CSLC's service hours should not be included in the FE timetable, and BP's teaching hours could not be double-counted as CSLC's service hour;
   c) areas of services/ experiential learning activities in a school setting to be chosen for the course (see Paragraph 4);
   d) periods during which BP students are fully engaged in teaching practice and class activities in the course are suspended (see Paragraph 5);

[17] Comparing with other major students having BP in mid-October to mid-December, students who are taking the FE Semester have a different BP period (late August to mid-November) in Year 5 Semester 1. The pre-BP lectures cannot be completed before late August as the semester has not yet started at that point. Therefore, it may not be feasible to offer CSLCs and/ or ELCs to FE Semester students in Year 5 Semester 1.

e) administrative workflow (see Paragraphs 6-8).

Further information

10. For more details about the rationale of conducting EL during Block Practice, and more background information on the new FE curriculum, please refer to **Seamless Field Experience: Experiential Learning during Block Practice** prepared by SPFEO.

11. Relevant information of EL can be found here: https://www.eduhk.hk/geo/web/staff_login.php

Prepared by
General Education Office
School Partnership and Field Experience Office

Annex 1

Possible Combinations of students on Course Development for Developers' References

Student Category A: **BEd students not on BP or non-BEd students** (Normal student)
Student Category B: **BEd students on BP (provide service/ experiential learning activities in placement schools)** (BP – in: CSLC & ELC)
Student Category C: **BEd students on BP (provide service outside placement schools, e.g. services in the community)** (BP – out: CSLC)
Student Category D: **BEd students on BP (with experiential learning activities outside placement schools)** (BP – out: ELC)

Student Combinations *Note 1*	Courses	Course Stages		
		Classroom/ lecture session (6-9 hrs)	**Out-of-classroom concrete experience (32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))**	**Reflection and group sharing session(s) (6-9 hrs)**
Category B only	**CSLCs/ELCs**	Students should finish 3 class meetings and discuss the proposal with the supervisor and Link Teacher in BP school before BP *Note 2*.	**For Category B:** i. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; ii. Adjust the proposal in order to meet the needs and requirements of the school; iii. Fulfilling necessary service duties/ experiential learning activities during BP period in placement schools.	**For Category B:** After BP period
Category C only	**CSLCs**	Students should finish 3 class meetings before BP *Note 3*.	**For Category C:** i. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; ii. Other possible timeslots/ periods during BP such as Saturdays and Sundays or	**For Category C:** After BP period or after the experiential period

Student Combinations *Note 1*	Courses	Course Stages		
		Classroom/ lecture session **(6-9 hrs)**	**Out-of-classroom concrete experience (32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))**	**Reflection and group sharing session(s)** **(6-9 hrs)**
			evenings. iii. After BP	
Category A+B	**CSLCs/ELCs**	Students should finish 3 class meetings and, for BEd students of BP-in (Category **B**) *Note 2*, discuss the proposal with the supervisor and Link Teacher in BP school before BP.	**For Category A:** Finalize proposal and fulfill service duties/ experiential learning activities anytime within semester after completing class meetings and before reflection; **For Category B:** i. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; ii. Adjust the proposal in order to meet the needs and requirements of the school, if necessary; iii. Fulfill service duties/ experiential learning activities during BP period in placement schools.	**For Category A:** Anytime within semester after experiential period; **For Category B:** After BP period

Student Combinations *Note 1*	Courses	Course Stages		
		Classroom/ lecture session **(6-9 hrs)**	**Out-of-classroom concrete experience** **(32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))**	**Reflection and group sharing session(s)** **(6-9 hrs)**
Category A+C	**CSLCs/ELCs**	Students should finish 3 class meetings before BP *Note 3*.	**For Category A:** Finalize proposal and fulfill service duties/ experiential learning activities anytime within semester after completing class meetings and before reflection; **For Category C:** i. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; ii. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. iii. After BP	**For Category A:** Anytime within semester after experiential period; **For Category C:** After BP period or after the experiential period
Category B+C	**CSLCs/ELCs**	Students should finish 3 class meetings and, for BEd students of BP in Category **B** *Note 2* and in Category **C** *Note 3* discuss the proposal with the supervisor and Link Teacher in BP school before BP.	**For Category B:** i. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; ii. Adjust the proposal in order to meet the needs and requirements of the school, if necessary; iii. Fulfill service duties/ experiential learning	**For Category B:** After BP period

Student Combinations *Note 1*	Courses	Course Stages		
		Classroom/ lecture session **(6-9 hrs)**	**Out-of-classroom concrete experience (32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))**	**Reflection and group sharing session(s)** **(6-9 hrs)**
			activities during BP period in placement schools. **For Category C:** i. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; ii. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. iii. After BP	**For Category C:** After BP period or after the experiential period
Category A+B+C	**CSLCs/ELCs**	Students should finish 3 class meetings and, for BEd students of BP-in (Category **B**), discuss the proposal with the supervisor and Link Teacher in BP school before BP *Note 2 and 3*.	**For Category A:** Finalize proposal and fulfill service duties/ experiential learning activities anytime within semester after completing class meetings and before reflection; **For Category B:** i. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; ii. Adjust the proposal in order to meet the needs and requirements of the school, if necessary;	**For Category A:** Anytime within semester after experiential period; **For Category B:** After BP period

Student Combinations *Note 1*	Courses	Course Stages		
		Classroom/ lecture session **(6-9 hrs)**	**Out-of-classroom concrete experience** **(32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))**	**Reflection and group sharing session(s)** **(6-9 hrs)**
			iii. Fulfill service duties/ experiential learning activities during BP period in placement schools. **For Category C:** i. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; ii. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. iii. After BP	**For Category C:** After BP period or after the experiential period
Category D	**ELCs**	Students should finish 3 class meetings before BP *Note 4*.	**For Category D:** i. Finalize proposal and complete experiential learning activities after class meetings and before BP in Weeks 2-4 and/ or; ii. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings and/ or; iii. After BP	**For Category D:** After BP period or after the experiential period
Category A+D	**CSLCs/ELCs**	Students should finish 3 class meetings before BP *Note 4*.	**For Category A:** Finalize proposal and fulfill service	**For Category A:** Anytime within semester

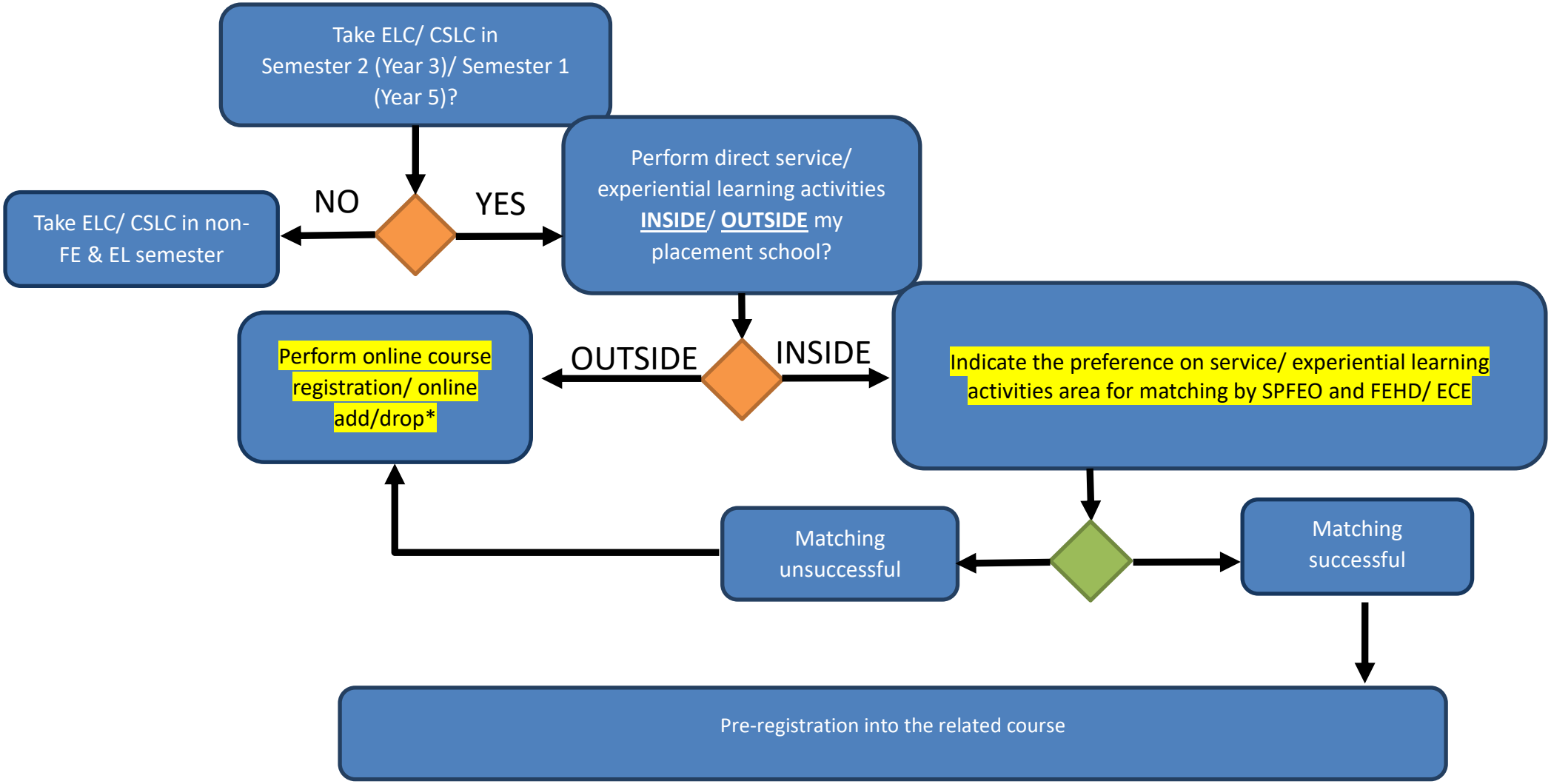
Student Combinations *Note 1*	Courses	Course Stages		
		Classroom/ lecture session (6-9 hrs)	**Out-of-classroom concrete experience (32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))**	**Reflection and group sharing session(s) (6-9 hrs)**
			duties/ experiential learning activities anytime within semester after completing class meetings and before reflection; **For Category D:** i. Finalize proposal and complete experiential learning activities after class meetings and before BP in Weeks 2-4 and/ or; ii. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings and/ or; iii. After BP	after experiential period; **For Category D:** After BP period or after the experiential period

Notes:

1. The demand for the different categories may vary, and hence the supply for different ELCs or CSLCs opportunities may need to be reviewed/ adjusted from time to time. The above arrangement is subject to change according to the real situation/ implementation.
2. It is recommended that the course lecturers can initiate the discussion about the project in the first week, and let the BEd students of BP-in (Category **B**) discuss the proposal with the school Link Teacher in around week 4 about the implementation of the proposal.
3. It is recommended that the course lecturers can finish their class meetings earlier, say in the first and second weeks, and let the BEd students of BP-out (Category **C**) have the service outside placement schools (e.g. NGOs) in Weeks 2-4 before BP or after BP.
4. If the experiential learning activities could not be implemented during the non-office hour of BP, it is recommended that the course lecturers can finish their class meetings earlier, say in the first and second weeks, and let BEd students on BP (Category **D**) have the experiential learning activities in Weeks 2-4 before BP or after BP.

Annex 2

Decision pathway of students in taking an ELC/ a CSLC during Semester 2 (Year 3)/ Semester 1 (Year 5)



Remarks:

Available course lists will be provided before online course registration and online add/drop period.

Annex 3

Action Plan for Implementation of Experiential Learning Courses (ELCs) and Co-curricular and Service Learning Courses (CSLCs)

Action Parties	Actions for ELCs/ CSLCs *outside* Placement School	Action for ELCs/ CSLCs *in* Placement School
GEO	Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 1. Collect information from course instructors/ hosting departments on (a) whether BEd students on BP **outside** placement school could be accommodated; (b) quota. 2. Provide information on EL-on-BP **outside** placement school to students through email. 3. Coordinate the quota issue for the course **outside** placement schools (e.g., in case of over-enrollment). Year 3 Semester 1/ Year 4 Semester 2 (after course registration) & Year 3 Semester 2/ Year 5 Semester 1 (after add/drop period) 1. After online course registration and online add/drop period, check students' enrollment status. 2. Inform course lecturers concerned about the list of BEd students on BP **outside** placement school.	Year 2 Semester 2/ Year 4 Semester 1 1. Collect information from course instructors/ hosting departments on (a) whether BEd students on BP could be accommodated; (b) service/ experiential learning activities area; (c) quota; and (d) specific service/ experiential learning activities to be conducted. 2. Pass along the consolidated information to SPFEO and FEHD/ ECE. 3. Design and distribute the online questionnaire(s) to collect information from BEd students on their decisions regarding the arrangement in FE & EL Semester. 4. Indicate clearly through promotional videos, promotion emails and briefing session(s) to BEd students that those who have opted for doing CSLC/ ELC with direct service/ experiential learning activities **in** placement school would be pre-registered into the related CSLC/ ELC. No withdrawal from the course/ scheme would be allowed. 5. Inform BEd students via email that a grace period of around 1 week will be allowed for students to withdraw from the scheme/ course before sending the list to SPFEO and FEHD/ECE for matching. 6. Consolidate the results of the questionnaire survey and pass the results to SPFEO and FEHD/ECE for further action. 7. Make use of the results of the questionnaires to get a snapshot of the quota situation. 8. Invite hosting departments to create the new CRNs for BP students concerned so as to pre-register and prohibit them from conducting online course registration or online add/drop on their own.

Action Parties	Actions for ELCs/ CSLCs *outside* Placement School	Action for ELCs/ CSLCs *in* Placement School
		Year 3 Semester 1/ Year 4 Semester 2 (before course registration) & Year 3 Semester 2/ Year 5 Semester 1 (during add/drop period) 1. Pre-register the EL-on-BP course for BEd students on BP in placement school with successful matching result. 2. Closely monitor the enrolment status of BEd students on BP in placement school during the online course registration and online add/drop period.
SPFEO and FEHD/ECE	NA	Year 2 Semester 2/ Year 4 Semester 1 1. Invite BP schools to offer service/ experiential learning activities opportunities based on information provided by GEO. 2. Make use of the results of the questionnaire survey to solicit and confirm the schools' support in accommodating school-based service/ experiential learning activities opportunities for BP students[18]. Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 3. Provide the matching results to the BEd students, Programme Offices, hosting departments and GEO before the course registration period (usually scheduled for October and May)[19]. 4. Settle the quota issues in the courses with GEO. During the FE&EL Semester 5. In any circumstances (successfully matched cases included) where the direct services/ experiential learning activities cannot take place in the placement schools during the BP period, course instructors – with the support from SPFEO and FEHD/ ECE – shall give advice on remedial alternatives for students to fulfill the requirements.
Professional	NA	During the FE&EL Semester

[18] It should be noted that SPFEO and FEHD/ECE also make decisions on placement schools based on a bundle of factors – i.e., preference of taking a CSLC/ ELC in the placement school is not the only consideration.
[19] The exact date is subject to advice from the Registry and GEO's confirmation.

Action Parties	Actions for ELCs/ CSLCs *outside* Placement School	Action for ELCs/ CSLCs *in* Placement School
FE Tutors		1. Provide guidance and support to students in the process, as the ELC/ CSLC experience described in this model is part of the FE journey. (Professional FE Tutors, in general, have the role of enhancing students' ethical practices, professional competencies and development. They provide guidance on the preparation of FE portfolios (which could include ELC/ CSLC experience during BP, if any).)
FE Coordinator/ FE Liaison Manager	NA	During the FE&EL Semester 1. Provide support and assistance when the scope of performance problems is beyond course level. 2. Manage the placement school's expectations about the quality of services/ experiential learning activities that our students can deliver.
Hosting departments	Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 1. Provide information/ relay to the relevant course instructors to provide information on (a) whether BEd students on BP **outside** placement school could be accommodated; (b) quota.	Year 2 Semester 2/ Year 4 Semester 1 1. Provide information/ relay to the relevant course instructors to provide information on (a) whether BEd students on BP could be accommodated; (b) quota; (c) areas of services/ experiential learning activities; and (d) the specific services/ experiential learning activities. 2. Create the new CRNs for BP students concerned so as to pre-register and prohibit them from conducting online course registration or online add/drop on their own. Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 3. Release quotas for normal course registration in due course.
Course Instructors	Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 1. Working with the hosting departments to provide information on (a) whether BEd students on BP **outside** placement school could be accommodated; (b) quota.	Year 2 Semester 2/ Year 4 Semester 1 1. Working with the hosting departments to provide information on (a) whether BEd students on BP could be accommodated; (b) quota; (c) areas of services/ experiential learning activities; and (d) the specific services/ experiential learning activities.

Action Parties	Actions for ELCs/ CSLCs *outside* Placement School	Action for ELCs/ CSLCs *in* Placement School
	Year 3 Semester 1/ Year 4 Semester 2 (after course registration) & Year 3 Semester 2/ Year 5 Semester 1 (after add/drop period) 1. Receive the list of BEd students on BP **outside** placement school. During the FE&EL Semester 2. It is suggested that about three class meetings on the preparation of the service nature/ components should all be conducted before BP begins. In this regard, if the course instructor will teach both BP and non-BP students, he/ she may need to either have the consent from the whole class to finish all the class meetings earlier in the first and second weeks or provide two rounds of class meetings for the two different groups.	During the FE&EL Semester 2. Before the direct service/ experiential learning activities, prepare students well (e.g. on attitude and relevant competence) and as far as practicable, equip them with abilities to provide quality services/ experiential learning activities with full awareness of the safety issues in carrying out the services/ activities in schools. 3. Conduct about three class meetings on the preparation of the service/ experiential learning activities nature/ components before BP begins. 4. Guide students to finalize their direct services/ experiential learning activities proposal. Guide students to consult with placements schools for seeking final approval before the implementation of the proposal. 5. In any circumstances where the direct services/ experiential learning activities cannot take place in the placement schools during the BP period, give advice on remedial alternatives for students to fulfill the requirements. 6. Handle performance problems happening at the course level and contact FE Coordinator/ FE Liaison Manager if necessary.
Students	Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 1. Receive GEO's information on course list for course registration purposes. 2. Perform online course registration.	Year 2 Semester 2/ Year 4 Semester 1 1. Fill in the online questionnaire from GEO and indicate the service/ experiential learning activities area preference. 2. Allow to withdraw from the scheme/ course during the grace period of around 1 week. Not allowed to withdrawal from the course/ scheme afterwards.

Action Parties	Actions for ELCs/ CSLCs *outside* Placement School	Action for ELCs/ CSLCs *in* Placement School
	Year 3 Semester 2/ Year 5 Semester 1 (during add/drop period) 1. Perform online course registration.	3. Commit to the course arrangement in the FE & EL Semester. Year 3 Semester 1/ Year 4 Semester 2 (before course registration) 4. NO dropping from the course will be allowed for successful matching. 5. Successful matching: (i) Consult the school personnel concerned in the process of planning, recruiting pupil participants and implementation. (ii) Fulfill their service duties/ experiential learning activities during their BP period, i.e. February to April (Year 3 Semester 2)/ mid-October to mid-December (Year 5 Semester 1). (iii) Conduct their presentation and submit their assignments after their BP in May (Year 3 Semester 2)/ late December (Year 5 Semester 1).

Attachment IV

Service Log-sheet for Co-curricular and Service Learning Course

Course Code: CSL/GEM* _____ **Course Title:** _____ **Semester:** _____
Student Name: _____ **Student ID:** _____
*Please circle as appropriate.

Date	Type of service	Time in	Time out	No. of Hours	Name of service provider	Signature by service provider
			Total hours			
Filled by service provider						
Punctuality						
Attitude						
Other comments						

Note: The minimum direct face-to-face service hour per student is 25 hours.

Attachment V

THE EDUCATION UNIVERSITY OF HONG KONG

Guidelines on sustaining Experiential Learning (EL) course quality under uncertain situations

Background

1. Under the ongoing pandemic, alternative arrangements were made for EL courses so that the experiential and service-learning components could still be facilitated without face-to-face interaction. To ensure that the quality of EL courses could be maintained under the alternative arrangements, GEO conducted data analysis based on the grade distributions, SET statistics and structural comments, as well as course lecturers' self-evaluation reports to look for areas for improvement in online teaching/ activities in Semester 2, 2020/21. Based on the results, GEO has developed the following guidelines for enhancement of course quality in EL domain if pandemic/ uncertain situations persist in the upcoming semesters.

2. Flexibility will be exercised during pandemic/ uncertain situations. Course lecturers could adjust their plans on the items below according to the latest development of pandemic/ uncertain situations.

Part I: Guidelines to facilitate better communications between course lecturers, students and stakeholders (i.e. partner organizations for CSLCs/ ELCs or BP schools for EL-on-BP)

3. Communication between parties
   Course lecturers are urged to:

   For CSLCs/ ELCs

   i) Provide the details of the contact persons from partner organizations to students as early as possible (i.e. before the commencement of/ during the services/ EL activities).

   ii) Utilize multiple online channels, such as social media groups, instant messaging groups, conduct online consultation sessions, etc., to contact students and partner organizations every week to:
   - Ensure students understand assessment requirements, course arrangement updates, etc.
   - Answer student enquiries on the design of services/ EL activities, formulation of proposals, revise activity designs, etc.
   - Ensure partner organizations are informed of the latest updates of services/ EL activities.

   iii) Communicate and negotiate with partner organizations timely for any additional support that could be solicited from the organizations or any changes in nature of services/ EL activities (types, duration, number, schedule, etc.).

iv) If possible, add the contact persons from partner organizations into the same student and course lecturer messaging groups before the commencement of/ during the services/ EL activities.

v) Ensure updates in class arrangements/ assessment requirements are consistent across different platforms.

vi) Plan early on with partner organizations on the arrangements and logistics of services/ EL activities. Visit partner organizations in advance if possible.

For EL-on-BP

Course lecturers are urged to:

i) Attend the meeting conducted by GEO before the commencement/ during the semester. The aims of the meeting are to remind their roles (e.g. to provide support to BP students (student-teachers in BP schools) for the design of services/ EL activities and the formulation of proposals) and to consult EL Coordinator if they have enquiries on the EL-on-BP. If they cannot attend the meeting, they should read the materials prepared by GEO (i.e. PowerPoint) to understand more about EL-on-BP.

ii) Disseminate the list of reminders to BP students (e.g. remind students to give the information letter about EL-on-BP to supporting teachers and negotiate directly with supporting teachers on practical arrangements) prepared by GEO before the commencement of EL-on-BP.

iii) Contact BP school administration with SPFEO and arrange meeting(s) between BP schools (supporting teachers) and BP students before the commencement/ during the EL-on-BP, if necessary, to ensure BP schools understand their roles in the EL-on-BP and how they should support BP students.

iv) Utilize multiple online channels, such as social media groups, instant messaging groups etc., to contact students and BP schools every week to:

- Ensure students understand assessment requirements, course arrangement updates, etc.
- Answer student enquiries on the design of services/ EL activities, formulation of proposals, revising activity designs, etc., in BP school contexts.
- Ensure BP schools and BP students are informed of the latest updates of services/ EL activities.

BP students are urged to:

i) Attend the meeting conducted by GEO before the commencement/ during the semester. The aims of the meeting are to remind their roles (e.g. to negotiate directly with supporting teachers on practical arrangements and consult course lecturers for the design of services/ EL activities and the formulation of proposals) and consult EL

Coordinator if they have enquiries on the EL-on-BP. If they cannot attend the meeting, they should read the materials prepared by GEO (i.e. PowerPoint) to understand more about EL-on-BP.

ii) Give the information letter about EL-on-BP to supporting teachers and negotiate directly with supporting teachers on practical arrangements before the commencement/ during the EL-on-BP.

iii) Attend the meeting between BP schools (supporting teachers) and course lecturers before the commencement/ during the EL-on-BP, if necessary, to ensure BP schools understand their roles in the EL-on-BP and how they should support BP students.

iv) Utilize multiple online channels, such as social media groups, instant messaging groups etc., to contact course lecturers and BP schools every week to:

- Consult course lecturers on the design of services/ EL activities, formulation of proposals, revise activity designs, etc. and ensure BP schools and course lecturers are informed of the latest updates on services/ EL activities.

BP schools (supporting teachers) are invited to:

i) Plan the practical arrangements of the services/ EL activities in their schools before the commencement of the EL-on-BP.

ii) Negotiate directly with BP students on practical arrangements before the commencement/ during the EL-on-BP (for any adjustment needed).

iii) Attend the meeting between BP students and course lecturers before the commencement/ during the EL-on-BP, if necessary, to understand their roles in the EL-on-BP and how they could support BP students.

iv) Utilize multiple online channels, such as social media groups, instant messaging groups etc., to contact course lecturers and BP students every week to:

- Note the updates from BP students and course lecturers of the services/ EL activities to adjust the practical arrangements, if necessary. Inform BP students and course lecturers of the updated practical arrangements.

v) Below are the good example(s) on communication in Semester 2, 2020/21 for reference:

Types	**Course Code(s)/ Course Title(s)**	**Good example(s)**

More frequent consultations and feedback	CSL1006/ GEM1036 Developing Leadership through Service Learning	• The course lecturer recruited more coaches from partner organizations to offer support and guidance to ensure the effectiveness of the service-learning experience. Additional consultation sessions were intentionally provided to scaffold students learning, manage their service-learning experience, develop analytical skills and create simulations for every activity.
	GEL1001 Exploring Hong Kong's Rural Heritage and Nature	• Online consultation sessions were arranged to allow students to seek advice on their research plans and contingency measures in case they could not visit their chosen rural sites and conduct interviews with the locals.
Utilizing multiple social media for timely updates on course arrangement	CSL1027/ GEM1034 Enriching English-learning Environments in Hong Kong Schools	• Used WhatsApp to communicate with student teachers and supporting teachers in schools to monitor the process, understand the difficulties involved and provide solutions for improvement.
	GEL1008 Organisation of Life Wide Learning Activities *(EL-on-BP course)*	• Used Zoom/ WhatsApp/ Signal for lecturer-student communications to solve various problems under the pandemic situation. • Helped BP students deal with school administration.

Part II: Guidelines on flexible arrangements during the pandemic for EL courses

4. <u>Modes of lectures, tutorials, services/ EL activities</u>
Course lecturers could:

i) Decide the class arrangements and mode of services/ EL activities in alignment with EL handbook guidelines and framework and in accordance with the University's latest guidelines on classroom arrangement under the COVID-19 pandemic. The mode(s) of class arrangements and services/ EL activities would be submitted to CCCCUS for endorsement via GEO for Semesters 1 and 2.

ii) Review the situation every week or two weeks and arrange face-to-face lectures and tutorials, if possible.

iii) Liaise with partner organizations every week or two weeks to see if there are any

opportunities for students to provide direct services/ EL activities. Any update(s) in lectures, tutorials, services/ EL activities arrangements should be communicated to students as soon as possible by email and/or multiple online channels.

iv) Out of safety concerns for students, course lecturers, partner organizations and service targets, course lecturers may offer limited opportunities for face-to-face lectures, tutorials, services/ EL activities, bounded by the University's policies. Course lecturers are free to amend the arrangements according to circumstances, whilst closely observing the University's policies. If the situation does not allow face-to-face interactions, course lecturers could consider converting all lectures, tutorials, services/ EL activities to online mode.

v) Consent from students, service targets, and partner organizations (and/or BP schools for EL-on-BP) should be sought, as whichever parties are involved before arranging face-to-face lectures, tutorials, services/ EL activities under pandemic or uncertain situations.

vi) Below are the good example(s) on flexible arrangements on lectures, tutorials, services/ EL activities in Semester 2, 2020/21 for reference:

Types	**Course Code(s)/ Course Title(s)**	**Good example(s)**
Flexible arrangement in face-to-face or online mode of services/ EL activities	CSL1002/ GEM1025 Understanding Children Growth in Low Income Families	• Some students were allowed to conduct home-visits with consent from the parents of service targets.
	CSL1005/ GEM1020 Enhancing Leadership by Organizing Mathematics Activities	• The original activities involved card games and pencil and paper games, which were difficult to handle on Zoom; thus, they were replaced by a Mathematics Magic performance.
	CSL1016/ GEM1027 Understanding Hong Kong's Environmental Performance through Practice	• Only the lectures, presentations, and consultation sessions were conducted online. The service session was still conducted face-to-face.

	CSL1026/ GEM1011 Religions in Hong Kong: Experience and Reality	• Students were required to visit religious sites and observe religious ceremonies. Under the pandemic, students could still participate in those religious ceremonies through live streams with assistance from the relevant religious institutions.
	CSL1034/ GEM1030 Transforming Children Through Reading Stories in English CSL1037/ GEM1039 Drama as a Creative Teaching Strategy in the Language Classroom	• Students were allowed to conduct workshops, lessons, and activity sessions for the target students using online platforms.
	GEL1001 Exploring Hong Kong's Rural Heritage and Nature	• Students were allowed to conduct interviews and site observations using online platforms.
	CSL1038/ GEM1001 Health Promotion Practice	• Some students completed a one-hour health promotion webinar workshop at a local school. Others completed their health promotion practice via face-to-face activities.
	GEL1008 Organisation of Life Wide Learning Activities	• Students could design online activities for their service targets.
Adjustment of venues for services/ EL activities	CSL2044/ GEM2022 Promoting Digital Citizenship at Secondary Level	• The direct services were changed to be conducted online for the EdUHK library. The partner organizations were changed from two (EdUHK library and libraries in secondary schools) to one (EdUHK library) due to the pandemic, and the service targets (including librarians and students) were the same.

Flexibility in enactment of students' action plan	GEL1003 Love's Work: Cultivating Relations with Care	• Allowed students to conduct intra-group meetings and individual's own implementation of action plans via face-to-face contact/ social media.

5. Postponement of services/ EL activities
Course lecturers could:

i) Allow students to postpone their services/ EL activities with flexibility so that they can implement them later in face-to-face mode when the social distancing measures are relaxed.

ii) Permit students to opt for late submission of assignments with flexibility if they need to postpone their activity schedule.

iii) Complete the postponed services/ EL activities in the immediate next semester, if possible.

iv) Report cases of postponing the services/ EL activities till immediate next semester in the self-evaluation report(s) on the alternative arrangements for EL Courses under pandemic/ uncertain situations. The self-evaluation report(s) would be submitted to CCCCUS via GEO for endorsement/ comment.

v) Below are some example(s) of postponing service/ EL activities in Semester 2, 2020/21 for reference:

Course Code(s)/ Course Title(s)	**Example(s)**
CSL1005/ GEM1020 Enhancing Leadership by Organizing Mathematics	• Students were allowed to extend their services for a few months as many partner organizations (i.e. the schools) did not organize online activities. • Course lecturer needs to update GEO on students' progress of service delivery by the end of the service postponement.
CSL1050/ GEM1015 Partnerships with Agencies in Community	• There was a 33-hour internship requirement as an assessment for the course. As the pandemic was widespread, face-to-face activities could be replaced by a certain percentage of online activities, or students could choose to opt for "late submission" until pandemic situation improved for them to resume face-to-face activities. For the group of Semester 2, 2020/21, two cases have been approved to complete all requirements not later than Semester

	1, 2021/22. • Course lecturer needs to update GEO on the progress of the two cases by Semester 1, 2021/22.

6. Duration of service activities
Course lecturers should:

i) Review, if necessary, the arrangements of the services/ EL activities every week or two weeks, and liaise with partner organizations to provide a flexible timetable for service delivery. The minimum of 25 hours as direct service time (for CSLCs) or active experience (ELCs) must be kept. Course lecturers should provide justifications if the number of hours as direct service time or active experience were affected/ reduced in pandemic/ uncertain situations in the self-evaluation report(s) on the alternative arrangements for EL Courses under pandemic/ uncertain situations. The self-evaluation report(s) would be submitted to CCCCUS via GEO for endorsement/ comment.

ii) Update students with any changes to EL arrangements as soon as possible by email and/or multiple online channels to avoid communication blocks.

iii) Below is a good example on flexible timetable for service delivery in Semester 2, 2020/21 for reference:

Course Code(s)/ Course Title(s)	**Good example(s)**
CSL1007/ GEM1035 In search of Narratives in Life	• The partner organization could not arrange the service time according to the class schedule due to the shortage of manpower and the unstable health situation of the elderly clients. Students were very committed to the class and were willing to accept a flexible timetable for the service delivery.

7. Achievements on CILOs
Course lecturers should:

i) Adopt flexibility in the services/ EL activities with minimal changes to the CILOs.

ii) Report the inability to achieve CILOs and the alternative arrangements in the self-evaluation report(s) on the alternative arrangements for EL Courses under pandemic/ uncertain situations. The self-evaluation report(s) would be submitted to CCCCUS via GEO for endorsement/ comment.

iii) Below is a good example indicating flexibility in the services/ EL activities with minimal changes to the CILOs in Semester 2, 2020/21 for reference:

Course Code(s)/ Course Title(s)	**Good example(s)**

CSL2044/ GEM2022 Promoting Digital Citizenship at Secondary Level	• One of the CILOs (CILO3: acquire skills, knowledge and experience in providing basic library and information services to secondary students in a school library setting) could not be achieved because students could not go to the secondary schools to offer direct services in the school library setting. To ensure the students had the experience of working in a library, students were arranged as the best alternative to offer services for different sections in the EdUHK Library. Students' feedback collected via SET and online google survey was positive regarding the alternative arrangements.

8. Assessment samples

Course lecturers should:

i) Develop the sample pool by accumulating samples of their students' activity proposals, videos and materials when the courses are offered. Course lecturers will receive emails from GEO by August and December for new courses offered in Semesters 1 and 2 in each academic year to start developing the sample pool including, e.g. the samples of their students' activity proposals, videos and materials accumulated in the previous semester(s) of course offer. It is anticipated that the sample pool will be enriched progressively when more students have taken the courses, and students can then have more samples and resources for reference.

ii) Protect students' privacy by removing personal details such as names, affiliated programmes and/or any visual images that may disclose the personal identity of the students.

iii) Below is a good example of developing sample pool in Semester 2, 2020/21 for reference :

Course Code(s)/ Course Title(s)	**Good Example(s)**
GEL1001 Exploring Hong Kong's Rural Heritage and Nature	• Exemplary documentaries and websites produced by students last year would be shared with course lecturers of future cohorts to reassure their students that their investigations might not be significantly affected even in similar situations as experienced by their senior counterparts.

9. Strategies on improving SET results

GEO will continue to monitor the SET of EL courses offered in each academic year under pandemic/ uncertain situations and identify course(s) with low SET (below 3.0) and those structural comments which may directly affect the learning and teaching quality in long term

(e.g. issues on communication between parties, class/ assessment arrangements, assessment samples etc.), and inform course lecturers concerned directly/ via respective HoDs to propose any strategies for enhancing the quality of courses by March/ April and July/ August for EL courses offered in Semesters 1 and 2 respectively. The strategies should reach GEO for review and comment by August and December for EL courses offered in Semesters 1 and 2, respectively. To close the feedback loop, GEO will follow up with the teaching and learning improvement strategies proposed by the course lecturers for EL courses.

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