**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.

1. 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.
2. 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**

1. Schools, in general, have needs in the following areas[[1]](#footnote-1), and it is more likely for BP schools to offer experiential learning/ service opportunities for our students on placement:
2. STEM Education;
3. Language Enhancement;
4. Special Educational Needs;
5. E-learning/ Technological Advancements in Education;
6. Green School/ Environmental Education;
7. Personal and Social Development; and
8. School-based Extracurricular Activities.
9. 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:

|  | **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[[2]](#footnote-2) |
| Normal working hours | 7am – 4:30pm on weekdays with possible after- school activities/ occasional weekend school activities | |

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

GEO will then:

1. 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.
2. 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*

1. 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*

1. 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**

1. In summary, course instructors should pay special attention to these areas if they are prepared to include BEd students on BP in their course:
2. the course will also be made available to other BEd or non-BEd students;
3. 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;
4. areas of services/ experiential learning activities in a school setting to be chosen for the course (see Paragraph 4);
5. periods during which BP students are fully engaged in teaching practice and class activities in the course are suspended (see Paragraph 5);
6. administrative workflow (see Paragraphs 6-8).

**Further information**

1. 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.
2. 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** | **Out-of-classroom concrete experience** | **Reflection and group sharing session(s)** |
| **(6-9 hrs)** | **(32-40 hrs including a minimum of 25 hrs as direct service time (CSLCs) or active experience (ELCs))** | **(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:**   1. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; 2. Adjust the proposal in order to meet the needs and requirements of the school; 3. 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:**   1. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; 2. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. 3. After BP | **For Category C:**  After BP period or after the experiential period |
| **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:**   1. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; 2. Adjust the proposal in order to meet the needs and requirements of the school, if necessary; 3. 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 |
| **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:**   1. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; 2. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. 3. 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:**   1. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; 2. Adjust the proposal in order to meet the needs and requirements of the school, if necessary; 3. Fulfill service duties/ experiential learning activities during BP period in placement schools.   **For Category C:**   1. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; 2. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. 3. After BP | **For Category B:**  After BP period  **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:**   1. Finalize proposal and seek approval from placement schools as early as possible for the feasibility of implementation of the proposal; 2. Adjust the proposal in order to meet the needs and requirements of the school, if necessary; 3. Fulfill service duties/ experiential learning activities during BP period in placement schools.   **For Category C:**   1. Finalize proposal and fulfill service duties after class meetings and before BP in Weeks 2-4 and/ or; 2. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings. 3. After BP | **For Category A:**  Anytime within semester after experiential period;  **For Category B:**  After BP period  **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:**   1. Finalize proposal and complete experiential learning activities after class meetings and before BP in Weeks 2-4 and/ or; 2. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings and/ or; 3. 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 duties/ experiential learning activities anytime within semester after completing class meetings and before reflection;  **For Category D:**   1. Finalize proposal and complete experiential learning activities after class meetings and before BP in Weeks 2-4 and/ or; 2. Other possible timeslots/ periods during BP such as Saturdays and Sundays or evenings and/ or; 3. After BP | **For Category A:**  Anytime within semester 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)**

Take ELC/ CSLC in

Semester 2 (Year 3)/ Semester 1 (Year 5)?

Take ELC/ CSLC in non-FE & EL semester

Perform direct service/ experiential learning activities **INSIDE**/ **OUTSIDE** my placement school?

Indicate the preference on service/ experiential learning activities area for matching by SPFEO and FEHD/ ECE

Matching successful

Matching unsuccessful

NO

YES

INSIDE

OUTSIDE

Pre-registration into the related course

Perform online course registration/ online add/drop\*

***\*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.   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[[3]](#footnote-3).   Year 3 Semester 1/ Year 4 Semester 2 (before course registration)   1. 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)[[4]](#footnote-4). 2. Settle the quota issues in the courses with GEO.   During the FE&EL Semester   1. 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 FE Tutors | NA | During the FE&EL Semester   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)   1. 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 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   1. 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. | 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.   During the FE&EL Semester   1. 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. 2. Conduct about three class meetings on the preparation of the service/ experiential learning activities nature/ components before BP begins. 3. 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. 4. 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. 5. 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 3 Semester 2/ Year 5 Semester 1 (during add/drop period)   1. 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. 3. Commit to the course arrangement in the FE & EL Semester.   Year 3 Semester 1/ Year 4 Semester 2 (before course registration)   1. NO dropping from the course will be allowed for successful matching. 2. Successful matching: 3. Consult the school personnel concerned in the process of planning, recruiting pupil participants and implementation. 4. 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). 5. Conduct their presentation and submit their assignments after their BP in May (Year 3 Semester 2)/ late December (Year 5 Semester 1). |

1. 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. [↑](#footnote-ref-1)
2. 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. [↑](#footnote-ref-2)
3. 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. [↑](#footnote-ref-3)
4. The exact date is subject to advice from the Registry and GEO’s confirmation. [↑](#footnote-ref-4)