**THE EDUCATION UNIVERSITY OF HONG KONG**

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

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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. 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.
   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.
   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.
   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.
   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**
   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. 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:
3. the major stages in the process of EL – to inform pedagogy and assessment; and
4. 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.

**GILO 1: Problem Solving  
GILO 3: Creative Thinking  
GILO 7: Global Perspective (if applicable)   
GILO 4: Communication  
GILO 5: Social Interaction**\*This list above is *not* exclusive.

**BOTH --  
ELCs --  
  
CSLCs --**

GELO 1: Knowledge

GELO 2: Application

GELO 3: Judgement

GELO 4: Expression

GELO 5: Awareness

GELO 6: Engagement

* 1. The major stages in EL are:

1. 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);
2. 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
3. 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.

* 1. 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) |

* 1. 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:

1. making room for students to leave their usual learning contexts or comfort zones;
2. 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
3. engaging them in meaningful reflection that touches the heart of core values, identity, and mission.
4. **Course Components and Assessment**
   1. The arrangement of class time for the Preparation and Reflection sessions of Experiential Learning courses is flexible[[1]](#footnote-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 |

|  |  |  |
| --- | --- | --- |
| 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]](#footnote-2); including a minimum of 25 hours[[3]](#footnote-3) as direct service time (CSLCs[[4]](#footnote-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 |

* 1. 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.
  2. 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:

1. interview with the tea ceremony master;
2. trial of the tea ceremony (to practice the etiquettes);
3. tour to Zen-inspired tea rooms (to learn about architecture and aesthetics); and
4. experiment with making teas with different utensils.
   1. 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
  1. 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.
  2. 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]](#footnote-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]](#footnote-6) | (Group or individual) Proposal for service (CSLCs)  (Group or individual) Proposal of learning (ELCs)[[7]](#footnote-7) | 20-30% |
| 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% |

* 1. 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.
  2. 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]](#footnote-8). Course-specific rubrics could be added in accordance with the uniqueness of courses.

**(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 |
| **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 judgement in valuing interactions with culturally different others | Begin to initiate and develop interactions with culturally different others; begin to suspend judgement in valuing interactions with culturally different others | Express openness to most, if not all, 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 | Receptive to interacting with culturally different others; have difficulty 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 | |
| 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 | |

* 1. 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]](#footnote-9)) to cater for the regulations applicable to different cohorts.
  2. 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.

1. **Quality Assurance**
   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]](#footnote-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**.
2. **Operational Issues**

*CSLC course registration*

* 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*

* 1. 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**.
  2. 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.
  3. 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*

* 1. 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;
* 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.

* 1. 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]](#footnote-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 |

*Risk Management*

* 1. 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]](#footnote-12) and the University[[13]](#footnote-13) might also be referred to as necessary.

*Insurance Coverage*

* 1. 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*

* 1. 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*

* 1. 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.
  2. Faculties are encouraged to design CSLCs and ELCs with international experience. Sponsorship schemes, such as the Global Learning Enhancement Fund[[14]](#footnote-14) (GLEF), is applicable for courses that involve activities overseas (ELCs with overseas elements)[[15]](#footnote-15). For local activities, course instructors may apply for the Departmental Teaching and Learning Activities Fund (if any) to support the expenses as necessary.

1. **Alternative arrangements under pandemic/ uncertain situations**
   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**.
2. **Way Forward**
   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.
   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.

**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?**

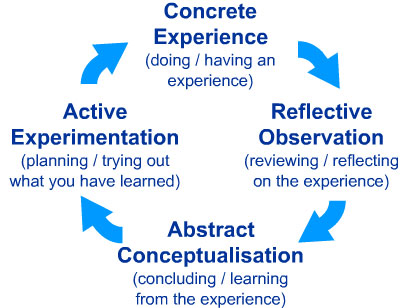
* Learning from experience or learning by doing (Lewis & William, 1994)
* Learning is the process whereby knowledge is created through the transformation of experience (Kolb, 1984)

1. **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.

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

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



1. **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

1. **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**

1. 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)***

1. 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

1. 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 forfamilies to facilitate parent-child relationship ***(Lingnan University)***

1. Research-based service learning

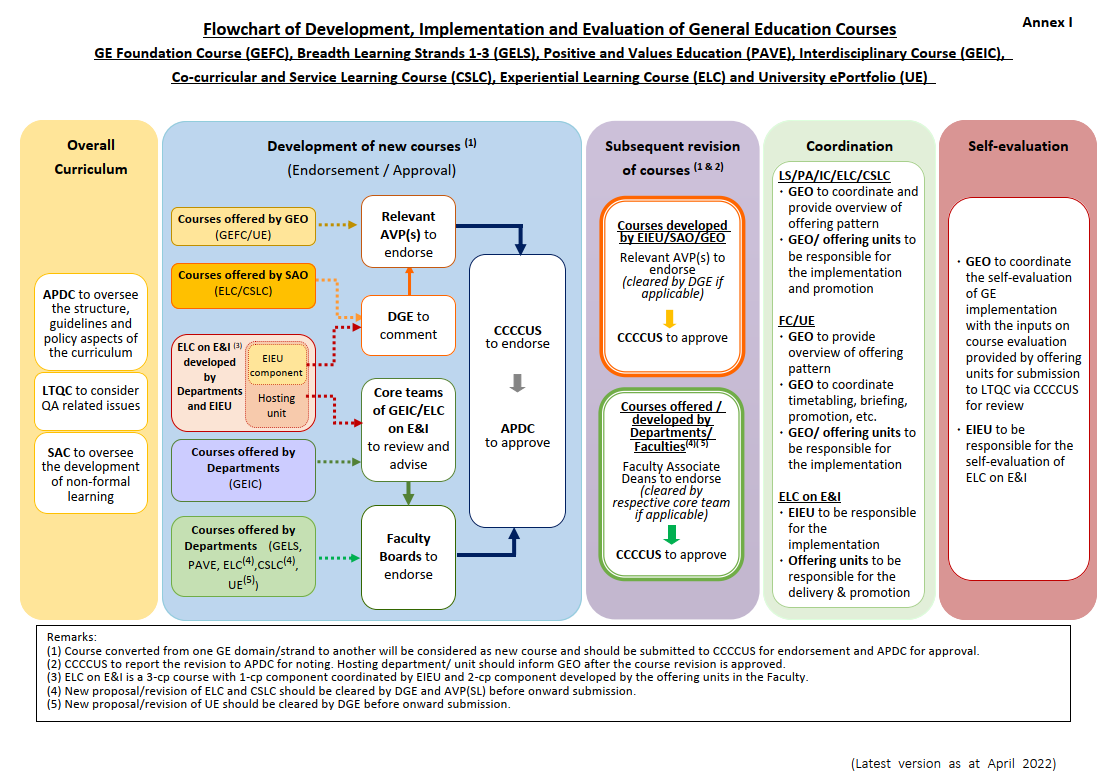
* Gathering and presenting information on areas of interest and need–projects that find, gather, and report on information that is needed.
* Examples include:
* Writing a guide on available community services and translating it into Spanish and other languages of new residents
* Conducting longitudinal studies of local bodies of water; water testing for local residents
* Gathering information and creating brochures or videos for non-profit or government agencies

1. **References**
2. Alliance for Service-Learning in Education Reform (1993), Standards of quality for school-based and community-based service learning. Washington, DC: Author
3. Wade, R. (1997). *Community service-learning: A guide to including service in the public school curriculum* (SUNY series, democracy and education). Albany: State University of New York Press.
4. Center for Community-Engaged Learning (2011), *Community Engagement Scholars Program: Direct, Indirect, Research, and Advocacy Engagement.* Retrieved from<http://www.servicelearning.umn.edu/cesp/programdetails/engagement_types.html>
5. Office of Leadership & Service-Learning (n.d.), *Forms of service*. Retrieved from <https://olsl.uncg.edu/service-learning/service-learning-overview/forms-of-service/>
6. Office of Service Learning (2016), *Types of service.* Retrieved from[*https://www.ln.edu.hk/osl/aboutus\_types\_of\_service.php*](https://www.ln.edu.hk/osl/aboutus_types_of_service.php)
7. Lewis, L.H. & Williams, C.J. (1994). In Jackson, L. & Caffarella, R.S. (Eds.). Experiential Learning: A New Approach (pp. 5-16). San Francisco: Jossey-Bass.
8. Kolb, D. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

**Attachment II**

**THE EDUCATION UNIVERSITY OF HONG KONG**

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

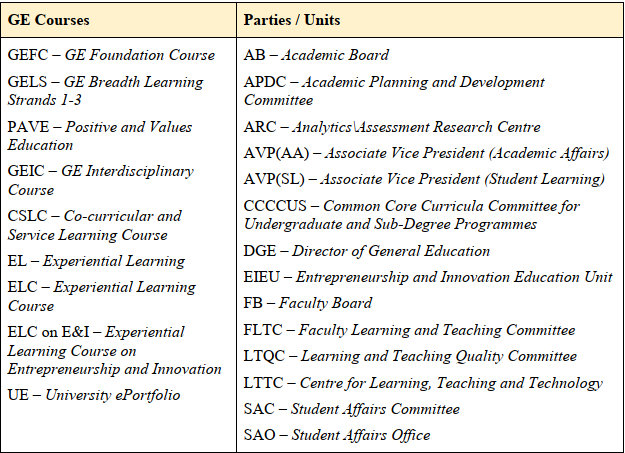


**Operational Guidelines of**

**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**



**Management of the Overall Curriculum**

1. 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.
2. 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**

1. 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.
2. 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.
3. 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).
4. The offering units start the course planning and development and Faculty / CCCCUS will take responsibility for overall monitoring of course offering.
5. These kinds of changes will be considered as new GE courses and should follow the quality assurance procedures of development of GE courses:
   1. A GE course to be converted from one domain to another
   2. A GELS course to be changed from one strand to another
6. The name of course teachers should be included in the submissions to CCCCUS for new course proposal.

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

| **All courses** | **Development of new GE Courses -** | **Revision of existing GE Courses -** |
| --- | --- | --- |
| **CCCCUS to endorse,**  **APDC to approve Note 1** | **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) | CSLC and ELC  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. | CSLC and ELC  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. |
| 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 submitted to CCCCUS via GEO and APDC for endorsement/ approval as appropriate. AVP(SL) will oversee the development of the 1-cp component.     **For 2-cp component of ELC on E&I developed by Departments**   * 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. | 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. |

**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.**

1. 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**

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

1. 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.
2. For GEFC and UE, GEO will also coordinate timetabling, briefing, promotion, etc.

GE Courses (ELC on E&I)

1. EIEU is responsible for the coordination work on the implementation of ELC on E&I,

including:

* 1. 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);
  2. 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);

* 1. 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
  2. Coordinating with GEO for CDCF submission.

1. 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.
2. 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**

1. 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.

1. For ELC on E&I, EIEU is responsible for
   1. collecting qualitative and quantitative data from different stakeholders (i.e. students, course lecturers and partner organisations) and conducting analysis;
   2. identifying areas for future improvements and communicating the findings with course lecturers and other stakeholders through sharing sessions, pilot evaluation report, etc.; and
   3. 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).
2. The LTQC is responsible for:
   1. overseeing overall evaluation;
   2. receiving evaluation reports on GE via CCCCUS on annual basis;
   3. incorporating GE development in its annual report to AB;
   4. engaging external/independent reviewers and/or internal agencies, e.g. LTTC, ARC; and
   5. conducting evaluation projects/surveys, as appropriate.

(Latest version as at April 2022)

**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.

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[[16]](#footnote-16), 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[[17]](#footnote-17) |
| 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 |

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| 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[[18]](#footnote-18).   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)[[19]](#footnote-19). 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). |

**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.

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Type of service** | **Time in** | **Time out** | **No. of Hours** | **Name of service provider** | **Signature by service provider** |
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| **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**

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| **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)**

1. Communication between parties

Course lecturers are urged to:

**For CSLCs/ ELCs**

1. 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).
2. 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.

1. 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.).
2. 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.
3. Ensure updates in class arrangements/ assessment requirements are consistent across different platforms.
4. 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:

1. 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.
2. 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.
3. 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.
4. 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:

1. 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.
2. 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.
3. 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.
4. 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:

1. Plan the practical arrangements of the services/ EL activities in their schools before the commencement of the EL-on-BP.
2. Negotiate directly with BP students on practical arrangements before the commencement/ during the EL-on-BP (for any adjustment needed).
3. 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.
4. 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.

1. 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**

1. Modes of lectures, tutorials, services/ EL activities

Course lecturers could:

1. 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.
2. Review the situation every week or two weeks and arrange face-to-face lectures and tutorials, if possible.
3. 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.
4. 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.
5. 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.
6. 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. |

1. Postponement of services/ EL activities

Course lecturers could:

1. 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.
2. Permit students to opt for late submission of assignments with flexibility if they need to postpone their activity schedule.
3. Complete the postponed services/ EL activities in the immediate next semester, if possible.
4. 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.
5. 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. |

1. Duration of service activities

Course lecturers should:

1. 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.
2. Update students with any changes to EL arrangements as soon as possible by email and/or multiple online channels to avoid communication blocks.
3. 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. |

1. Achievements on CILOs

Course lecturers should:

1. Adopt flexibility in the services/ EL activities with minimal changes to the CILOs.
2. 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.
3. 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. |

1. Assessment samples

Course lecturers should:

1. 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.
2. 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.
3. 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. |

1. 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.

Prepared by General Education Office

6 April 2022

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. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)
3. Justification has to be provided for any deviations. [↑](#footnote-ref-3)
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. [↑](#footnote-ref-4)
5. According to the University’s general guidelines, collaborative work should not contribute to more than 50% of the overall grade. [↑](#footnote-ref-5)
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. [↑](#footnote-ref-6)
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. [↑](#footnote-ref-7)
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. [↑](#footnote-ref-8)
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. [↑](#footnote-ref-9)
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. [↑](#footnote-ref-10)
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. [↑](#footnote-ref-11)
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> [↑](#footnote-ref-12)
13. The Student Affairs Office has crisis management guidance for internal reference. [↑](#footnote-ref-13)
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. [↑](#footnote-ref-14)
15. In this relation, colleagues might reference to these courses:

    - “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](file:///D:\Users\leungsl\Desktop\led) by Dr. Pei Qing of the Department of Social Sciences. [↑](#footnote-ref-15)
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. [↑](#footnote-ref-16)
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. [↑](#footnote-ref-17)
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. [↑](#footnote-ref-18)
19. The exact date is subject to advice from the Registry and GEO’s confirmation. [↑](#footnote-ref-19)