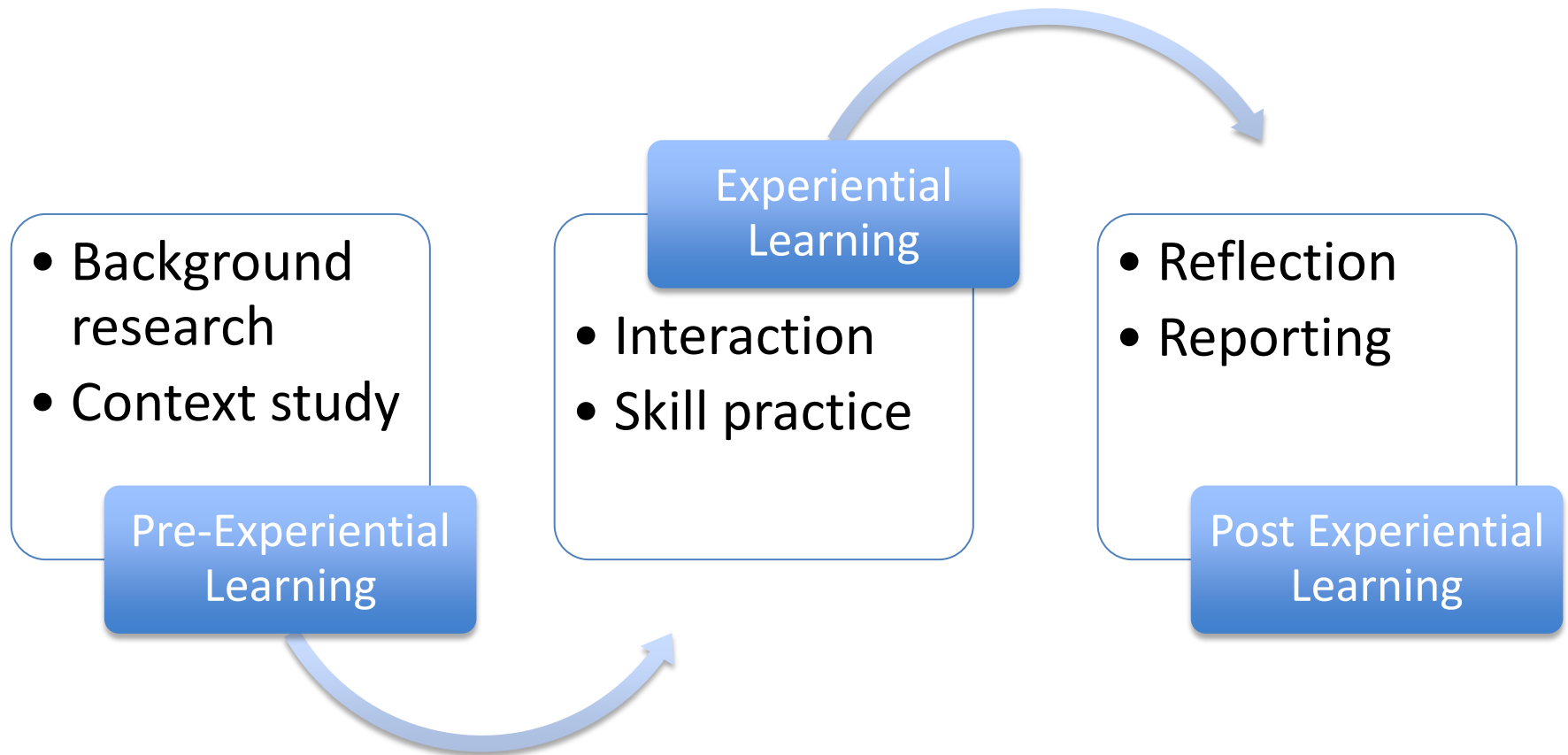# Integrating Experiential Learning into Formal Curriculum: The HKU Experience

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Gallant Ho Experiential Learning Centre, The University of Hong Kong

Integrating Experiential Learning into Formal Curriculum

- Background research
- Context study

Pre-Experiential Learning

Experiential Learning

- Interaction
- Skill practice

- Reflection
- Reporting

Post Experiential Learning

Integrating Experiential Learning into Formal Curriculum

- 'New Academic Structure for Senior Secondary Education and Higher Education'

- Experiential learning becomes an important component for all undergraduate degrees

- At HKU. . .
  - Experiential learning refers to the kind of learning that requires students to tackle real-life issues and problems by drawing on theoretical knowledge that they have learnt in the formal curriculum
  - Students put theoretical knowledge to test, gain a deeper understanding of theories and, most importantly, construct knowledge

Integrating Experiential Learning into Formal Curriculum

- At HKU. . .
  - A study on good practices in experiential learning at HKU was conducted in which focus group interviews were conducted with over 180 students from all Faculties and over 30 academic staff members were consulted
  - Faculty specific experiential learning surveys were also developed to facilitate systematic reporting and investigation of experiential learning
  - The findings showed positive learning outcomes, they also show that not all students found the experience beneficial and that involving students in real-life projects does not necessarily (or automatically) entail beneficial learning experiences.

Innovative Design and Course Structure

- Creating a different classroom culture
  - Teacher-controlled ➜ Teacher-student interaction ➜ Student-driven, authentic

- Teacher-centered vs. Learner-centered
  - Responsibilities?
  - Continuous learning?
  - Mutual care, concern and understanding??

Students' Experience and Learning

- Reflection on the tie between academic readings and real-life experience facilitates students' deeper understanding of the systematic causes of issues or problems

- Experiential learning becomes another text
    - It is part of the practical experience that students are expected to merge with the abstract knowledge from more traditional course texts

- Developing the affect

- Developing a sense of personal efficacy

Assessment and Evaluation

- What is the purpose of assessment? Why do we assess student learning?
  - The primary purpose of assessment should be to help students understand what they have learned, and that learning is limitless and should be a lifelong endeavor

- Rubrics assess learning-to-learn skills, individual development (e.g. performances, critical thinking, and problem solving)

- The key to assessment for experiential learning is to identify the skills to be learned and allow multiple opportunities for students to practice over time
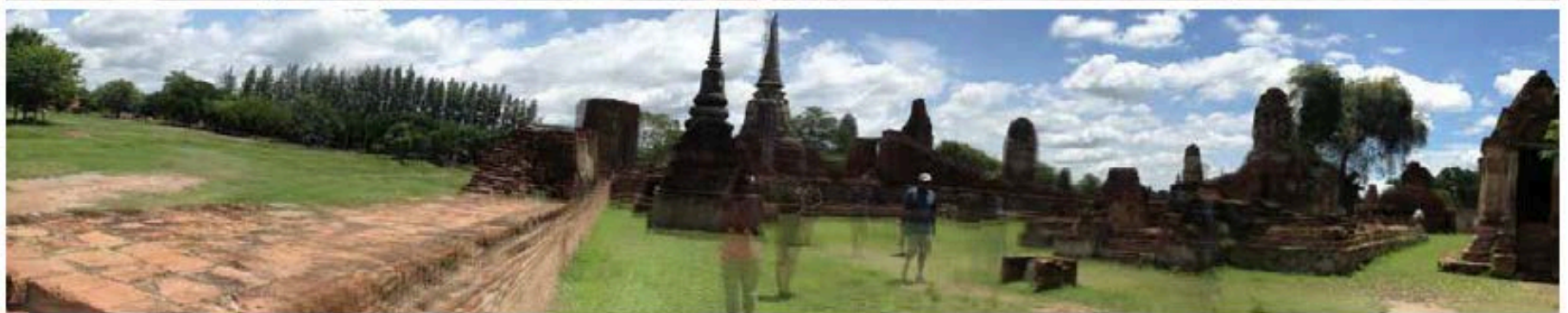
Flooding Bangkok: Experiential Learning In the Planning Disciplines [1]

Division of Landscape Architecture, Faculty of Architecture, The University of Hong Kong

[1] Tang, D. (2013, February). Building Overseas Partnerships – Flooding Bangkok: Experiential Learning in the Planning Disciplines. *GHELC Seminar Series*. Seminar conducted from The University of Hong Kong, Hong Kong
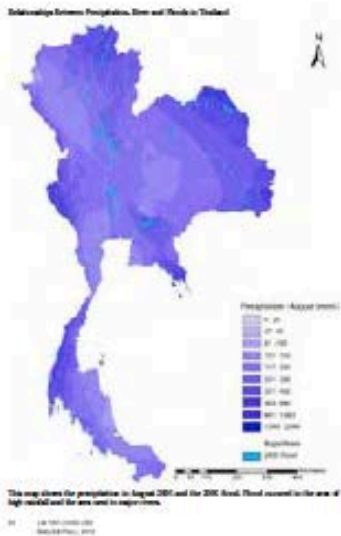
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REGIONAL STUDY
indexing

DETAILED STUDY
typologies

FIELD VERIFICATION
annotations

PROPOSAL
prototypes &
deployment

TRAVELLING ALONG THE WATERSHED-COMPILING INFORMATION
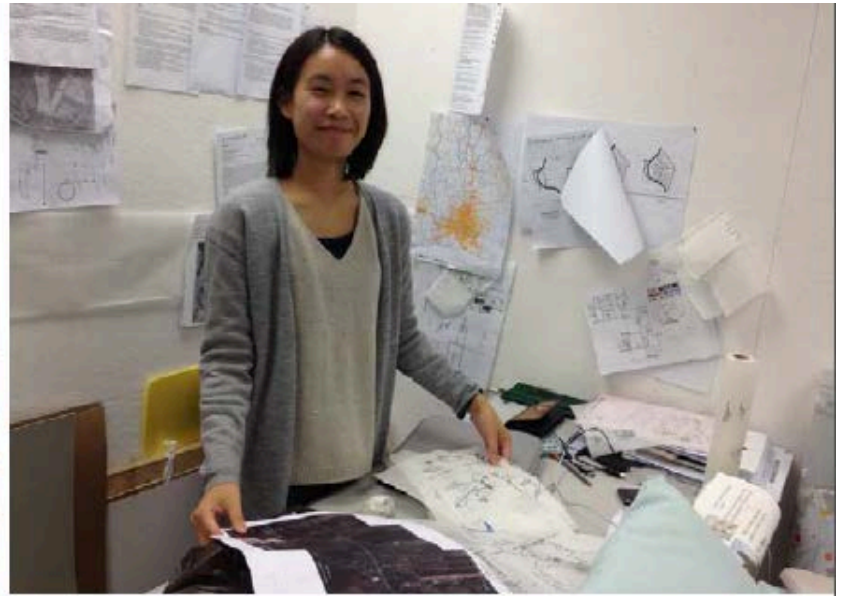
TRAVELLING ALONG THE WATERSHED-PROCESSING INFORMATION
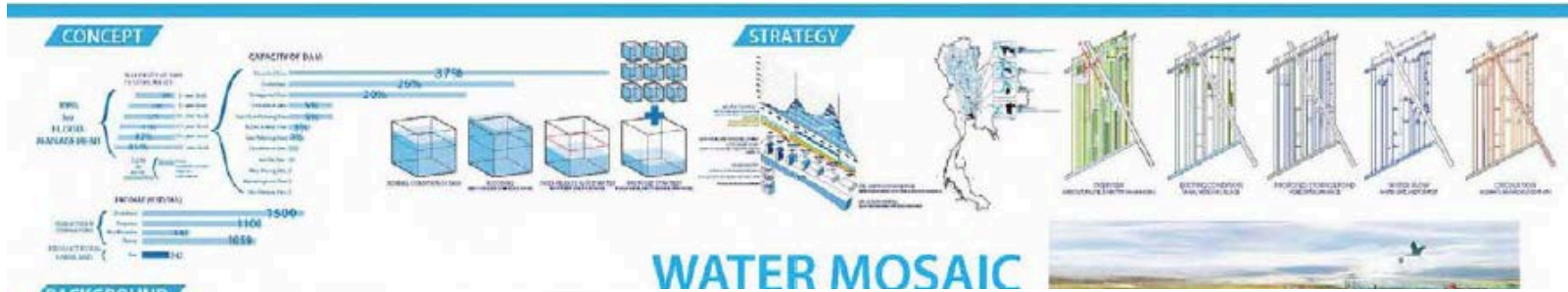

hearing from people on the ground
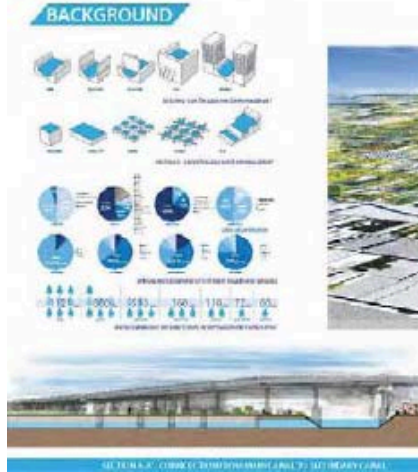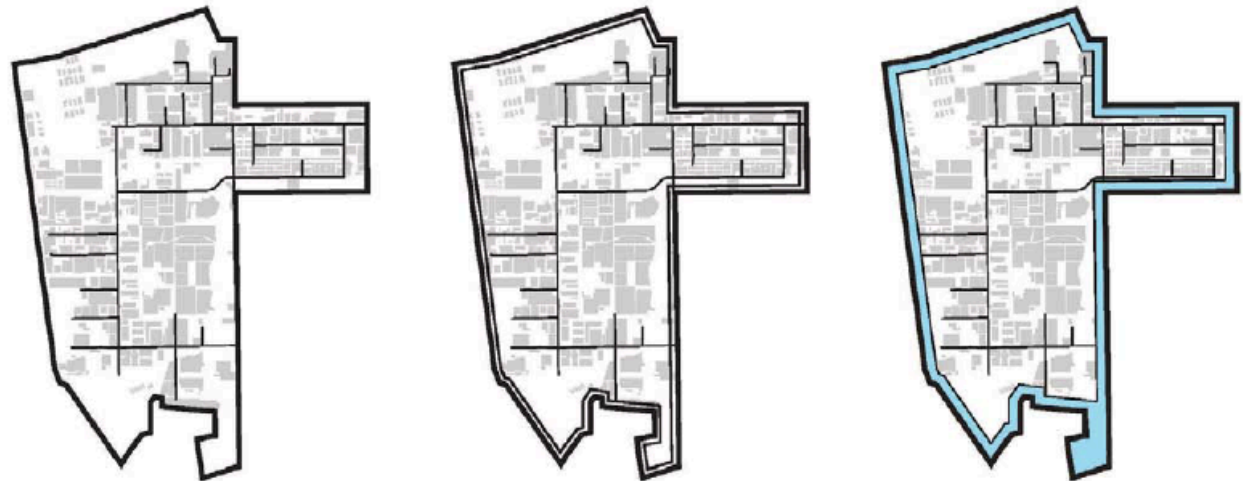

daily debreifings

final workshop

WATER MOSAIC

CONCEPT: UTILIZING THE SPACE WITHIN

EXISTING FLOOD WALL SURROUNDS THE INDUSTRIAL ESTATE

→

USING OLD FLOOD WALL ALLOWING THIS SPACE TO BE UTILIZED FOR STORAGE AND WATER TREATMENT

→

DURING FLOODS THE CONTAMINATED WATER WILL BE CONTAINED AND TREATED WITHIN

1:50,000

Using the space in between the existing flood walls, both the old and the new walls, and allowing water to be stored here during the flooding period so that the pumping of the site won't effect the surrounding landscape as well as containing this contaminated water within the site and treating it effectively.

Business Consulting Practicum: Enhancing Experiential Learning for Business and Economic Students [2]

Faculty of Business and Economics,

The University of Hong Kong

[2] Leung, W., & Chau, P. (2013, April). Evaluation of Experiential Learning Course – Business Consulting Practicum. *GHELC Seminar Series*. Seminar conducted from The University of Hong Kong, Hong Kong

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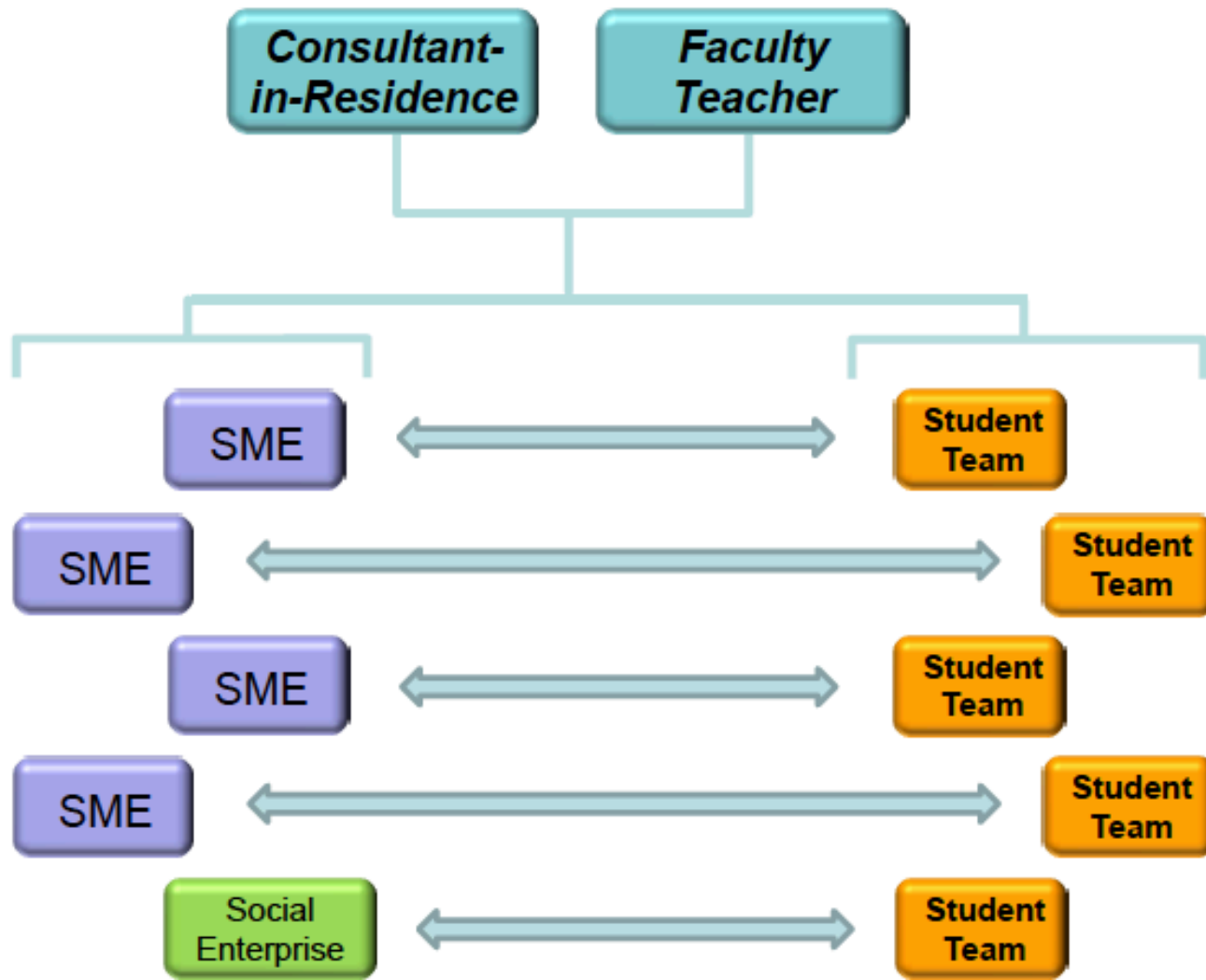
Team Building

Training Workshop

Meetings with Business Clients and Professional Mentors

Oral Presentation

Networking Reception

The Way Forward

- At HKU. . .

- Supporting infrastructure for experiential learning
- Preparation for learning
- Supervision of students and assessment of learning
- Evaluation of learning experience
- Resources

The Way Forward