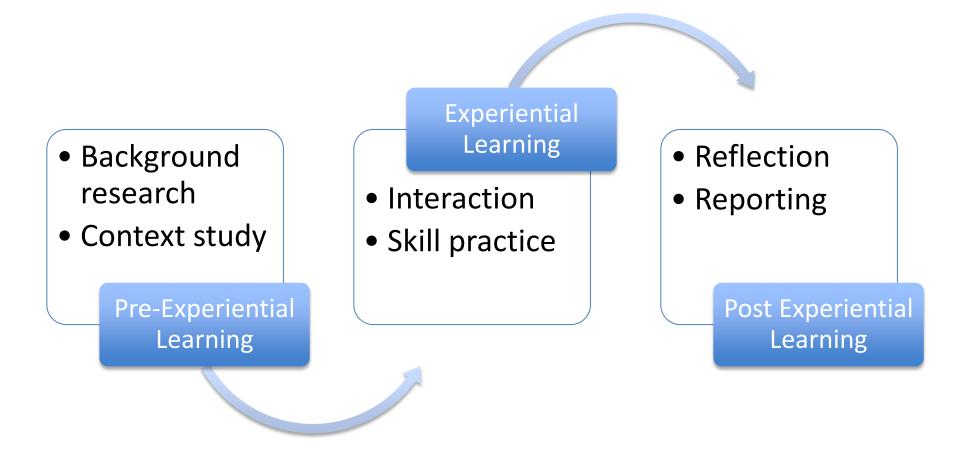
Integrating Experiential Learning into Formal Curriculum: The HKU Experience

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Integrating Experiential Learning into Formal Curriculum





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

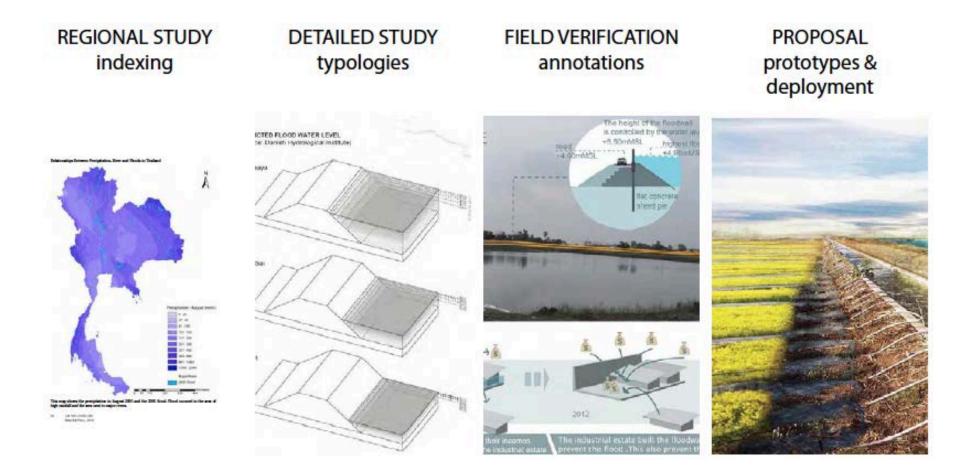
¹ Tang, D. (2013, February). Building Overseas Partnerships – Flooding Bangkok: Experiential Learning in the Planning Disciplines. *GHELC Seminar Series*. Seminar conducted from The University of Hong Kong, Hong Kong

PRE-SEMESTER VISIT & RESEARCH





STUDIO PROCESS





TRAVELLING ALONG THE WATERSHED-DATA COLLECTION





TRAVELLING ALONG THE WATERSHED-COMPILING INFORMATION

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RALSS Full 2012 - ARCH 2022 Landwage Design Studio V (12 Credits) Instructor. Devolty Tang (e. dcampiblica hit/102209), Office Hours Wednesdays 10-12 Traching Animate: Sath Desizes (e. söstelsen@blachik, K814), Office Hours: Thursdays 10-12 Circulation: DT, SD/jc + Date Issued: 26 October 2012

(re)Planning Bangkok: The Infrastructural Landscap

Analytical Photography



The Trans-Maska Pipeline. Genier for Land the Interpretation

Photographs are drawings. Good photography goes beyond a good camera; it involves a critical understanding of the issues involved, a focused objective, and an artistic eye. This document suggests some strategies for you to compose photographs regardless of hardware, and enables a strong narrative for your project.

Design from the View	

Tip #1: Think before Shooting

As designers with a particular understanding of how the landscape operates, it is critical that we THINK before taking a photograph. Any photograph represents our view of the subject, and therefore its framing, composition, and content are all important aspects of our research.

(re)Planning Rangkok The Infractructural Landscape

Tagging in picase

This is an important part of building an archive that you should make a part of your own design practice. This technique is increasingly being used not only for photos, but also for PDF's, web images, and other data.

What we will be trying to do in this studio is build an archive of photo's that everyone can search through and use later on in the semester. For instance, if you become interested in canals later on in the semester, it will be useful to be able to search through every photo the class took for images of canals. This is only possible if pictures containing a canal, are tagged "canal." In order to increase the chances of finding what we want, we will be employing a standard framework for tagging our photos.

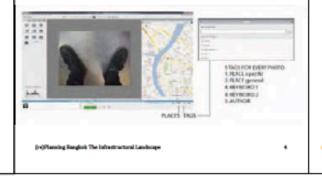
Every photo should have at least 5 tags: 1. PLACE - specific

- 2. PLACE-general
- 3. KEYWORD 1 KEYWORD 2
- 5. AUTHOR your name

PLACE specific / general describes the type of place that the photo was taken in, for instance, "market." We will be geotagging all of our photos, but this only gives us the location, not the type of location.

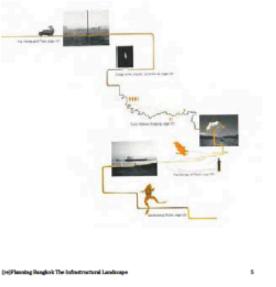
KEYWORDS describe what the photo is showing: canal, baby, mailbox, floodgate, market, sewer, religion. Make your keywords as generic as possible. Try to imagine someone actually searching for the keyword you create. For instance: inflatable spaceship is not a good keyword, even if you see one.

Unlike the EXIF metadata format for geographic information, there are no standard formats for attaching keyword information to photos. This is why we will all be using Picasa. To access the Picasa Tagging menu, dick the icon as shown below.



motated Photograph

When you annotate a photograph or create diagrams with your images, consider the invisible forces, actors, materials, relationships, and movement that are critical to your theme. Examine the existing photograph, and consider how you would draw a diagram that would help your viewer gain a deeper understanding of the site-operations that are beyond the surface. The annotations themselves should be more than simply labels, but the identification and emphasis of certain aspects of the photograph that might reveal something new. For example, highlighting certain types of programs, uses, movement over time, or interactions within a photograph would allow the viewer to reconsider overall relationships within a place. Or, drawing a section over a photograph would help the viewer understand the relations between how something is constructed and water levels. Below are some examples of how others have used similar techniques to annotate photographic images.





TRAVELLING ALONG THE WATERSHED-PROCESSING INFORMATION



hearing from people on the ground



daily debreifings

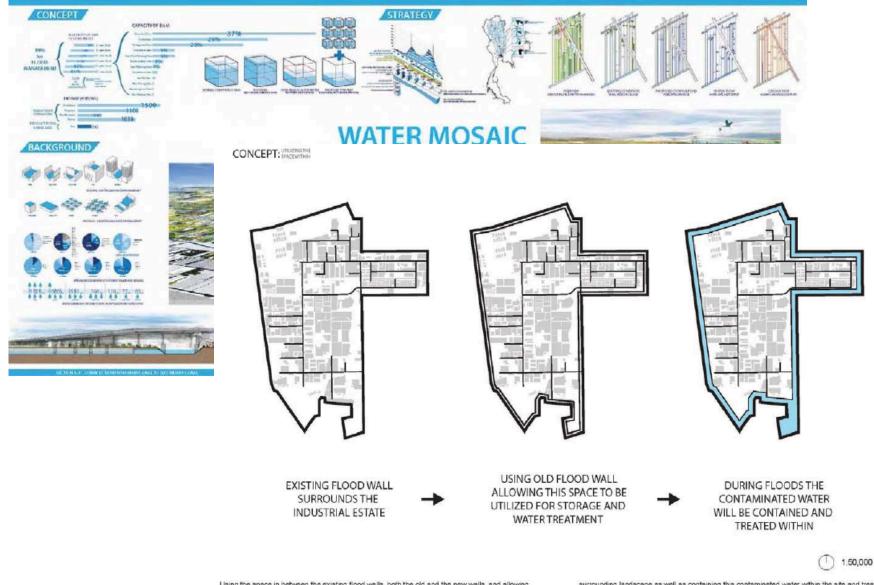


final workshop









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 c2 TAMENTHORNEROW surrounding landscape as well as containing this contaminated water within the site and treating it effectively.

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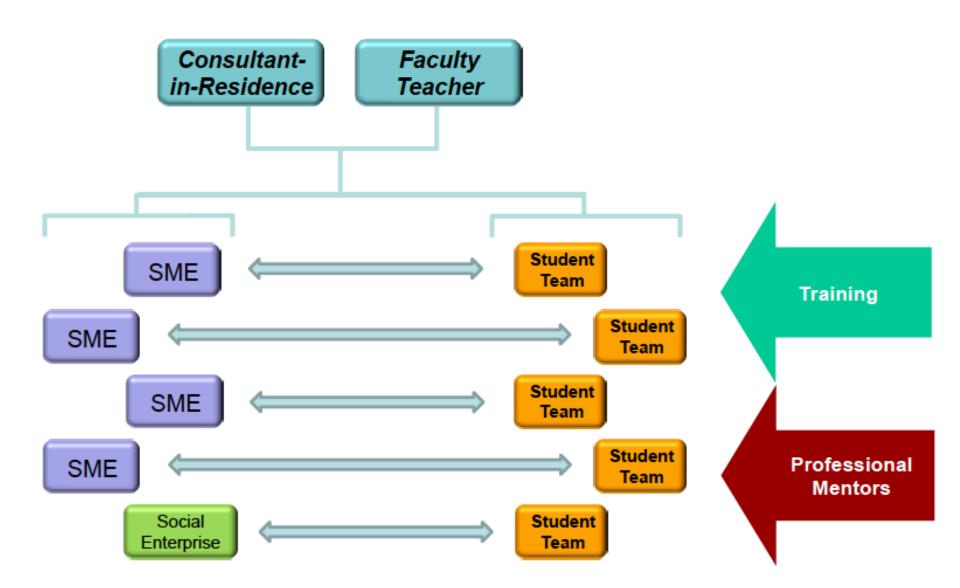


Business Consulting Practicum: Enhancing Experiential Learning for Business and Economic Students²

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







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

