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Faculty of Education 教育學院

‘Nurturing Today’s Students and Tomorrow’s Teachers through Experiential Learning’
「體驗學習：滋養今天的學生，成就明日的老師」

Through the establishment of credit-bearing community-based experiential learning programmes, we promote a stronger sense of self-awareness in our students and see evidence of clear transferrable skills like collaboration, problem solving, leadership, resilience, global and civic awareness all emerging through this reciprocal relationship between our Faculty and the community in Hong Kong and elsewhere. We maintain that these are salient skills for new teachers to acquire and our curriculum innovation is closely tied to specific intended learning outcomes that have added weight to our existing teaching practicum models. We have positioned the community as a rich and powerful knowledge space, one that is non-hierarchical and where academics, schools, teachers and community partners bring together different types of expertise that is conducive to the development of new teachers and the community in which they work. In all our community-based experiential learning courses our student teachers are encouraged to mature as ‘community teachers’ who can work more effectively with children and families from diverse backgrounds. Through this we have seen how our students can develop a more sophisticated understanding of diversity which is difficult to actualise in universities or schools. We also seek to contribute to the wider field through scholarship and research.

We would also like to take this opportunity to thank Miss Ivy Chung who has helped coordinate every single experiential learning project since we started.
The mission of the Common Core is to provide the highest quality cross-disciplinary learning for our undergraduates, and, as an essential aspect of this task, we also must provide a culture of effective experimentation that enhances the learning of our colleagues, our community and our partners around the world. Working along multiple fronts to create such a culture, the team has begun to more deeply explore transdisciplinarity as a framework for configuring teaching and learning as transformative acts.

Transdisciplinarity articulates possibilities that lead not only to more ‘content’ knowledge – which is of course absolutely necessary for any learning to occur – but also to a greater capacity for posing questions, inventing collaborations, more effectively scaling responses to vexing issues, and generating a creative impact for students, colleagues, and society. Through enhancing the organisational and curricular flexibility of the Common Core, we have been making these ideals more tangible.

Mr Mathew Pryor has flipped his classroom for CCHU9001 Designs on the Future; Professor Gina Marchetti has created a MOOC based on CCGL9001 Hong Kong Cinema Through a Global Lens; Dr Julian Tanner has taught our first iteration of CCST8001, the Transdisciplinary Team Project, which integrates student-led transdisciplinary research early in the curriculum; and Professor Gray Kochhar-Lindgren has facilitated the Transdisciplinary Research Nomads and the Transdisciplinary Undergraduate Research Exchange.

Our goal, as a team, is to deepen the classroom and institutional impact of these practices; to create nodes of reflective connectivity across multiple boundaries; and to provide programmatic platforms to move the needle toward positive social change. These are, for us, inseparable aspects of innovation in teaching and learning for all of our undergraduates.

We would like to extend our gratitude to our colleagues in the Common Core Office, who have provided invaluable support: Shing Au, Emily Chan, Yvonne Cheng, Carmen Cheung, Nicol Pan and Charmaine Tse.

**WORDS OF APPRECIATION**

“The contributions and efforts that the Experiential Learning Team of the Faculty of Education has made have been very significant in respect of nurturing the future leaders for the University as well as for society. The team has also made the world smaller, closer and friendlier. As an English education student, I have been very fortunate to be able to seize the valuable opportunities to participate in three major experiential learning projects in three developing countries over the years with different non-governmental organisations. These projects have meant a lot to me. In particular, the first-hand learning experience has changed me for the better in terms of my personal growth and my professional development as a future English teacher.”

Jenny Chan
BA&BEd(LangEd), current student

“My university life has been changed by the very first service learning course held by Faculty of Education at HKU. As the founder of the student society, Beyond Belief Hong Kong, I am encouraged and inspired to involve more in service learning by the reflection, ups and downs from each challenging yet amazing journey and more importantly the support from my lecturers Jessie, Candace and Gary.”

Gaga Tsang Ka Yuet
BA, current student

“Raised in such an exam-oriented education system, we often draw parallels between the words impact and results… Indeed, we went to Cambodia trying to teach resilience, but to some extent we are living it out; we are building relationships with the children, manifesting our strengths and qualities while teaching them theirs, and coping with different emotions when leaving the school and the beautiful girls. So as teachers, we are not teaching to make an impact, but being the impacts ourselves.”

Kelly Choy Kai Yi
BA&BEd(LangEd), current student