

Experiential Learning: A Guidebook for Facilitators

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Background

This guidebook is one outcome of a project funded by a **Teacher Development Grant** entitled, "Enhancing the effectiveness of experiential learning: Professional development and support for teachers" (2016 - 17) [HERC reference number: EA1608007].

The 2012 University of Hong Kong curriculum reform highlighted the importance of both student-centred learning experiences and experiential learning in the core curriculum. As defined in a 2012 HKU Senate paper, '(E)xperiential 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 ... (and) is relevant to all programmes.' (Senate Paper, HKU). Substantial efforts have been made by the faculties to support these approaches as different sources of funding become available (e.g. the GHELC, the TDG etc.).

Although experiential learning as a pedagogy is an important element in the curriculum reform, many teachers are relatively new to it. Even though some teachers have been involved in designing and facilitating experiential learning in various forms, they may not be aware of some of the key pedagogical considerations, nor the practical strategies. As proposed by Kolb (2015), experiences alone do not constitute experiential learning and must be accompanied by both learning processes and outcomes. More support should be devoted to teachers to scaffold students' development in experiential learning.

Given that many experiential learning experiences take place outside of the classroom, teachers face numerous challenges, as they confront a reflective learning process, ethical dilemmas, logistics arrangements, students' fieldwork preparation, and even emotional adjustment. These challenges have already been discussed in various events within HKU. For example, during the roundtable on 'Ethics in Experiential Learning' organised by Gallant Ho Experiential Learning Centre on December 3, 2014, one discussion centred on how to handle conflicts of interest and student preparation. The assessment resources created by Centre for the Enhancement of Teaching and Learning (CETL) highlight the importance and challenges of assessing experiential learning effectively.

In view of this, the project aims to:

- 1 Investigate experienced teachers' approaches in facilitating experiential learning and compile a selection of best practices across different faculties;
- 2 Solicit students' and on-site supervisors' views on experiential learning and use them as inputs to provide concrete feedback to teachers for their professional development;
- 3 Develop practical strategies and guidelines related to the facilitation of experiential learning by synthesizing views and consolidating examples obtained from on-site supervisors, teachers and students across different faculties;
- 4 Create resources and platform for sharing and knowledge building related to experiential learning in the HKU community.

To achieve these aims, the research team has first performed a comprehensive literature review on experiential learning in higher education. In the data collection stage, the team has engaged eleven curriculum leaders across ten faculties at the University, conducted fifteen focus group interviews with forty students across different faculties and interviewed four community leaders at different non-governmental organizations who have kindly provided project placements for many undergraduate students over the years. The guidebook here aims to provide a comprehensive understanding of how teachers can best facilitate experiential learning, complemented by a package of practical guidelines that are supported by literature and at the same time grounded in experience and the local context.

Special Thanks

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- · Paul Chan, Walk In Hong Kong

Special Thanks

Part I Introducing Experiential Learning

We only think when confronted
with a problem. "Dewey (1859 - 1952)
American Philosopher & Psychologist

Introduction

Universities and institutes of higher education are increasingly using experiential learning to supplement and enhance the effectiveness of traditional classroom-based learning, so as to better equip students with skill sets needed in the twenty-first century (Green & Farazmand, 2012). Research has shown that structured experiential learning can enhance students' personal growth, knowledge, skills and attitudes required for the successful transition into the twenty-first century workplace (Coco, 2000; Elam & Spotts, 2004).

In this chapter, we intend to outline the core elements of experiential learning and relate them to the University's educational aims and intended learning outcomes. Findings from our research project will be also shared.

Principles of Experiential Learning

The following is a list of experiential learning principles adopted from the Association for Experiential Education, 2011 (boldface added by the authors for emphasis). These stipulate the ground rules and fluidity of the learning process of experiential learning.

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require students to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, students are actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- Students are engaged intellectually, emotionally, socially, soulfully and/or physically.
 This involvement produces a perception that the learning task is authentic.
- The results of the learning are **personal** and **form the basis for future** experience and learning.
- **Relationships are developed and nurtured**: student to self, student to others and student to the world at large.
- The instructor and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted.
- Opportunities are nurtured for students and instructors to explore and examine their own values.
- The instructor's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, ensuring physical and emotional safety, and facilitating the learning process.
- The instructor recognises and encourages spontaneous opportunities for learning.
- Instructors strive to be aware of their biases, judgments and preconceptions, and how these influence the students.
- The design of the learning experience includes the **possibility to learn from natural** consequences, mistakes and successes.

Photo credit - Yuki Yeung Oi Ling, Alasdair Kan Chi Cheung, and Yidi Ma Tan Yee



The Learning Process

The core of experiential learning is the learning process, which helps students to fully learn new skills and knowledge (Haynes, 2007). The following shows the stages of the experiential learning process (Haynes, 2007; UC Davis, 2011), namely experiencing, sharing, processing, generalising and application. The keywords are originated from the Bloom's Revised Taxonomy (Anderson et al., 2001).

Sharing / Reflecting

Processing / Analysing

Generalising

Experiencing / Exploring

Application



DOING - Students will initiate work on tasks that are hands-on or authentic with minimal support from the instructors (See Chapter 3 for instructors' roles in Experiential Learning). A key facet of experiential learning is that the student learns from the experience rather than the quantity or quality of the experience.

Key Verbs - Experimenting . Trying Out . Bring to Bear . Practice .

Execute . Utilise . Handling . Risk Taking . Engaging .

Sharing / Reflecting



WHAT HAPPENED? - Students will reflect upon the learning process and share the results, reactions and observations with their peers. They will also hear peers to talk about their own experiences, share their reactions and observations and discuss feelings generated by the experience. The sharing equates to reflecting on what they discovered and relating it to past experiences which can be used in the future (see Chapter 3 for types of reflections).

Key Verbs - Reflecting . Sharing . Understanding . Making Sense . Justifying . Discovering . Engaging . Connecting . Resonating . Differentiating . Synchronising . Deepening .

Processing / Analysing



WHAT'S IMPORTANT? - Students will discuss, analyse and reflect upon the experience. Describing and analysing their experiences allow students to relate them to future learning experiences. They will also discuss how the experience is carried out, how themes, problems and issues emerged as a result of the experience, and moreover discuss how specific problems or issues are addressed and to identify recurring themes. Instructors can find more prompts for scaffolding students to process their learning in Chapter 3.

Key Verbs - Discussing . Arguing . Critiquing . Measuring . Judging . Justifying . Debating . Integrating . Figuring Out . Sizing Up . Verifying . Defending . Appraising . Deciding . Classifying . Convincing .

Generalising



SO WHAT? - Students will connect the experience with real world examples, find trends or common themes in the experience, and identify "real life" principles that emerged. It allows the students to extrapolate from this specific experience and apply new perspectives/ insights to other contexts of their lives that are different from the original setting.

Key Verbs - Evaluating . Judging . Comparing . Experimenting .

Analysing . Observing .

Application



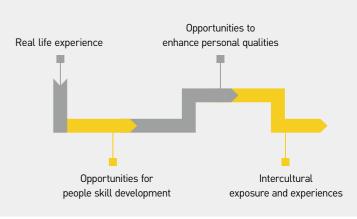
NOW WHAT? - Students will apply what they have learned in the experience to a new situation. They will discuss how the newly learned process can be applied to other situations, and how discussing all the issues raised in the learning process can be useful in future situations. In such process, instructors should scaffold students in a way that the students feel a sense of ownership for the whole learning process.

Key Verbs - Producing . Collecting . Reorganising . Managing . Creating . Inventing . Forecasting . Hypothesising . Performing . Formulating . Combining . Connecting . Proposing . Shaping . Imagining . Devising . Dreaming

[Adapted from Haynes, 2007; UC Davis, 2011; Anderson, et al., 2001]



Our study showed that, from the point of view of the students, EL differed from lectures in the following aspects:



University's Educational Aims for UG Curricula

Experiential learning is a standard practice in professional programmes in the University of Hong Kong (HKU), and has been increasing recognised and formalised in non-professional programmes as well. Experiential learning is one of the common learning experiences in the 4-year curriculum (alongside with outcome-based approach to student learning, problem-based learning and co-curricular learning).

Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in the following six aims. The student-centredness and experiential learning as core principles are evidenced in many of these aims.



AIM 1

Pursuit of academic/professional excellence, critical intellectual inquiry and life-long learning

- Develop in-depth knowledge of specialist disciplines and professions
- Maintain highest standards of intellectual rigor and academic integrity
- Critique and apply received knowledge from multiple perspectives
- Sustain intellectual curiosity and enthusiasm for learning



AIM 2

Tackling novel situations and ill-defined problems

- Respond positively to unanticipated situations and problems
- Identify and define problems in unfamiliar situations
- Generate and evaluate innovative solutions to problem



AIM 3

Critical self-reflection, greater understanding of others, and upholding personal and professional ethics

- · Maintain highest standards of personal integrity and ethical practical in academic, social and professional settings
- Heighten awareness of personal strengths and weaknesses
- Respect individual differences and preferences



AIM 4

Intercultural communication, and global citizenship

- Heighten awareness of own culture and other cultures
- Develop cultural sensitivity and interpersonal skills for engagement with people of diverse cultures
- Perform social responsibilities as a member of the global community



AIM 5

Communication and collaboration

- Communicate effectively in academic, professional and social settings, making appropriate use of available technology
- Work with others and make constructive contributions



AIM 6

Leadership and advocacy for the improvement of the human condition

- Play a leading role in improving the wellbeing of fellow citizens and humankind
- Uphold the core values of a democratic society: human rights, justice, equality and freedom of speech
- · Participate actively in promoting the local and global social, economic and environmental sustainability

Skills Development in Experiential Learning

As suggested by the Institution for the Future (2012), experiential learning prepares our students by giving them important skill sets to transition into the twenty-first century.

Drivers of change

- Extreme longevity
- Rise of smart machines & systems
- Computational world
- New media ecology
- Superstructed organisations
- Globally connected word

Required workforce skills

- Sense-making
- Novel & adaptive thinking
- Cross-cultural competency
- Computational thinking
- New media literacy
- Transdisciplinarity
- Design mindset
- Cognitive load management

(Adapted from The Institute for the Future, 2012)



- Social intelligence

- Virtual collaboration



Curriculum leaders in EL at HKU indicated that EL helped achieve the following University educational aims:

HKU educational aims	That interviewed instructors aim to achieve in their experiential learning practice (out of 11 instructors)
AIM 2: Tackling novel situations and ill-defined problems	9
AIM 3: Critical self-reflection, greater understanding of others, and upholding personal and professional ethics	9
AIM 4: Intercultural communication, and global citizenship	9
AIM 5: Communication and collaboration	9
AIM 1: Pursuit of academic / professional excellence, critical intellectual inquiry and life-long learning	8
AIM 6: Leadership and advocacy for the improvement of the human condition	4



Aligning with the existing literature, our findings also supported that EL prepared students for the future workplace.

Top four motivators for students to participate in EL programmes



Curiosity and enthusiasm to learn more

Knowledge deepening application







aspiration & career



What are the core competencies/ qualities to be nurtured through EL? Our teachers and students shared similar views on 'critical thinking/ problem solving' and 'communication', followed by 'adaptability and initiative'.

Whereas discrepancies were observed in qualities concerning 'collaboration', 'social & cultural awareness,' 'creativity' and 'curiosity' - our teachers hold a stronger perception of these qualities being nurtured in EL than our students!

Critical thinking / Problem solving

Communication

Instructors and students shared as top-tier qualities nurtured

Instructors and students shared as second-tier qualities nurtured

Collaboration

Social & cultural awareness

Creativity

instructors and students - these qualities were more perceived to instructors than students

Different views between

Curiosity

[Adapted from The University of Hong Kong Teaching & Learning/ http://tl.hku.hk/tl/]

Part II Preparation and Planning

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To learn from their experience, teams must create a conversational space where members can reflect on and talk about their experience together.

David Kolb (1939 -) American Educational Theorist

Introduction

Experiential learning offers a very different approach to more customary pedagogies and therefore demands particular considerations and preparations in course design and implementation. The aim of this section is to describe key elements of preparing and planning the experience, with a focus particularly on the two stakeholders of the experience, namely community partners and students; the roles of instructors will be covered in Chapter III and assessment is the subject of Chapter IV. Practical recommendations and strategies are shared so as to assist instructors to get started.

Getting Started

Two important sets of questions should always be at the back of the instructors' mind to guide their instructional design for experiential learning. Asking **WHY** provides a holistic view of purpose and objective of the course, whereas asking **HOW** provides contextual factors for strategic planning in order to align with the intended learning outcomes.

WHAT / WHY-Questions

- What are the course objectives?
- What are the **important questions / issues** students expected to tackle?
- Why experiential learning is called for this purpose / objective?
- What intended learning outcomes would otherwise not be met if EL is not in place?

HOW-Questions

- What would be the appropriate environment, context and sites for the learning to take place?
- How is the learning process envisaged to take place? How to prepare students for the path?
- Who should I collaborate with?
- How to assess & evaluate students' learning?

Collaboration with Community Partners

Collaboration and partnership with community partners allow course instructors to provide authentic platform for experiential learning to take place. Moreover, it opens up chances for our students to serve the community as global citizens, while the organisations and community benefit as a result. Community partners hence constitute an indispensable part for the success of the programme.

There are some important factors to consider in approaching and engaging with community partners for mutual benefit. This starts from searching for and identifying relevant experiential learning projects or opportunities. After identifying the learning sites and partners, instructors should move to engaging and connecting with partners to foster the greatest potential of experiential learning activities by focusing on and prioritising not just the needs of the student but also of the community partners. Some practical tools and insights follow in this section.

We consider our community partners **co-educators** of our students, and the frontline community work as the third-space that bridge classroom knowledge to wider community with authenticity (Zeichner, 2010). We rely on them to provide organisation orientation, on-site support and supervision for our students so as to scaffold our students. Their commitment to our experiential learning programmes is crucial.



The Process

Search EL opportunity / project

Searching and identifying appropriate experiential learning opportunities and project is the very first step. The instructors should bear in mind the **whys** (questions aforementioned) in designing the course.

While **students' benefits** are at the core in the instructional design process, instructors should also be aware that **community organisations' benefits** cannot be neglected. For instance:

- Projects should be beneficial to the community organisations, and at the same time align with the institutional goals of the course, and match with students' skill set (Gazley, Littlepage & Bennett., 2012)
- Projects should take into account of the mission, values and resources limitation of the community organisation (Tinkler et al., 2014)

Moreover, instructors may want to locate projects that will give students sufficient room for autonomy, i.e. students can initiate some parts of the projects and conduct themselves with **responsibility and ownership**. This supports deeper engagement and experience satisfaction later on [Gazley, Littlepage & Bennett., 2012]

Identify right partners Community partners are our **co-educators** for the students. Specific qualities and attitudes demonstrated by the partners are important.

The following checklist showcases the importance of community partners.

- They **promote learning**. The organisations should have needs that are directly related to your course aims.
- They demonstrate a willingness to communicate and collaborate with faculty.
- They are able to take up the role as a mentor or facilitator in students' learning process. They should be willing to give time to students' personal growth and challenge them to stay out of their comfort zone.
- They are able to provide **a safe environment** for our students to take risk and stretch their potential.
- They are able to accommodate the number of students in your course, and willing to work with students' schedule, with locations accessible to students.

[Adapted from a presentation by Kowalewski & Martindale]

Engage & prepare partners

For us to rely on our community partners as co-educators, we must support them properly. **Support** may include: assistance in recruiting students, orienting, training and supervision, establishing open-line of communication, setting up a formal

agreement to safeguard interest of all parties involved, as well as conducting risk audit with assistance from community partners.

Recruiting students

Some organisations would appreciate the input from faculty to recruit them the right pool of candidates for further screening. They look for faculty's support in tailor-making the recruitment adverts, offering feedback and assistance in student's screening process.

• Supervising students

Community partners have expertise in their field but they are not necessarily ready to take up the role as mentors or facilitators in students' learning process. Thus, faculty support in providing them briefing sessions may help them adapt to the new role. These include covering the institutional requirements and expectations as a mentor, facilitator or a supervisor to students. Table 2.1 provides some guidelines.

• Establishing open-line of communication

In emergency situations, for instance, disciplinary issues and interpersonal conflicts, partners are prepared ahead of the mechanism and communication process so they are able to seek help from faculty staff.

• Setting up formal agreement

The formal agreement serves to document the agreement related to the job tasks, responsibilities and protection to students and the community partner in a written format. The interest of all parties should be protected and reflected in the terms of the agreement, while content and terms must be realistic to all parties involved. Table 2.2 summarises the key elements in preparing for an agreement.

• Conducting a risk audit at the project site

Risk management is an important part in planning for the experiential learning programmes. Conducting a risk audit at the project site is the first step to minimise and manage risk. With a thorough knowledge about the project site, the instructors are able to identify as many risk factors as possible, and consider if indemnifying against the risk factors in the contract would be necessary. This also enables instructors to facilitate more accurate and relevant pre-trip preparation for the students. This risk management and knowledge is not likely without the support from the community partners, and hence it is necessary to solicit shared understanding in this regard as part of the engagement process.



Checklists for potential risk factors

- Potential financial hazards
- Privacy matters
- Accessing secure database
- Intellectual property
- Health and safety risks to students, service users

Develop & sustain partnership

Building rapport with partners is important. It creates a sustainable foundation for the project itself and should aim at achieving the long-term goal of **transformational relationship** with the community partners, that is, both parties

would continue to grow and change over time (Bringle, Clayton & Price, 2009). Table 2.3 demonstrates the strategies in developing rapport with community partners through appreciation and recognition.

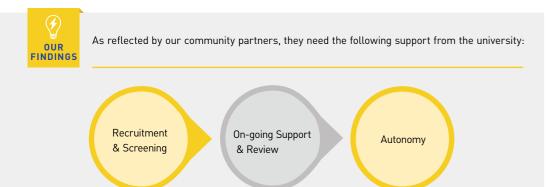


Table 2.1 Guideline for community partners

- Provide a safe environment for students and service users involved in the learning process
- Assign tasks and jobs to students that reflect the agreed learning outcomes/ objectives
- Provide a learning environment that is invitational, with staff contributing to students' learning
- \bullet Oversee students' learning process on-site, and provide feedback during the process
- \bullet Are willing to \boldsymbol{meet} with the \boldsymbol{course} instructors to assess and review students' work
- Are willing to complete any required evaluation forms in a timely manner

(Adapted from Cooper, Orrell & Bowden, 2010)

Table 2.2 Key elements in preparing an agreement with community partners

- Names of the university, host agency and student
- Aims of the experiential learning programmes, assessment requirements and intended learning outcomes
- Roles and responsibilities of all parties, i.e. university, placement coordinator, students and workplace supervisor
- Duration and dates of the placement
- Confidentiality and privacy issues
- Unsatisfactory performance and how it is managed
- Communication between parties (i.e. contact mechanism)
- Conflict resolution process or mechanism
- Insurance information (if appropriate)
- Police checks / labour rules (if required)
- Vaccinations or health check requires prior to the attendance of the learning environment / place (if required)
- \bullet Other legal requirements such as intellectual property regulations
- Length of time this agreement is valid
- Signature of all parties to the agreement

(Adapted from Cooper, Orrell & Bowden, 2010)



To help our students blend in the organisational culture, take up responsibilities, perform and grow as a person, community partners' support to our students is essential.

Their support come from different aspects, and from our interviews, we concluded that the following four dimensions were of significance.

Key support from our community partners to the students in EL

Provide orientation

- Give background knowledge, organisational values and positions
- Offer chances to meet with service users
- Give opportunities to learn organisational cultures

Be available

- Be approachable for queries
- Regular follow up with work progress

Support personal growth

- Nurture a friendly environment for personal interaction and growth
- Provide coaching on interpersonal difficulties and development

Be open to communicate

- Clarify and bridge expectations
- Communicate work disciplines and etiquettes

Table 2.3 Strategies for rapport building with community partners

- Thank you letters
- Recognition events (breakfast or lunch)
- Framed certificates
- Listing the names of the community partners and writing articles about them in faculty and university publications
- Publishing a newsletter on experiential learning events and activities, in which the community partners are recognised
- Showcasing the workplace partners' work and practices for students
- Inviting community partners to staff training and development as trainers or participants
- Hosting a fair where students and the university community can appreciate the breadth and depth of the experiential learning experiences

(Adapted from Cooper, Orrell & Bowden, 2010)

Preparing the Students

The experiential learning journey is novel, unpredictable, ill-defined and thus challenging. While many students learn to embrace the very different and possibly life-changing experiences, the anxiety and worries related to the unpredictability and novelty are as real. The strategies outlined in this part aim to help instructors **empower** the students to get ready for this exciting and challenging journey.

Expectation alignment

Cultural awareness

Prior knowledge

Psychological readiness

Support mechanism & contacts

Expectation alignment

What should be conveyed to the students regarding the project expectation?

- Purposes, programme objectives and learning outcomes of the experiential learning programme. Table 2.4 indicates guidelines to help students set meaningful goals.
- The experiential elements and learning tasks in the project, and how they are related to the **intended outcomes**.
- Students' roles and responsibilities, i.e. how they can contribute
 as an individual or as a group to the project, scope of involvement,
 ways to serve the community and implication to the community if
 assumed roles fail.
- Professional & ethical behavior, i.e. ethical guidelines (e.g. code of practice) if necessary, that include clarification of boundaries between different stakeholders, examples of appropriate and inappropriate behavior, the importance of trust, respect and confidentiality of the vulnerable groups in service (Zou & Hounsell, 2014).
- Assessment tasks & requirements: What the assessment tasks and requirements (instructors can also provide exemplars from previous students as work samples); Why how the assessment is related to the intended learning outcomes, the personal significance to the students, AND, the potential benefits to the community; How the assessment rubrics and who are the assessors; and What if supportive platforms when unprecedented issues arise in the final evaluation (e.g. disagreement with the evaluation; not getting along with the fieldwork supervisors and who will be the assessor).

Cultural awareness

Students should be introduced to the concepts of **cultural** awareness and sensitivity, especially when appraisal interactions and code of behavior are required in the social context of experiential learning. At a practical level, **travel and local tips** are most needed by students. Table 2.5 shows some examples.

Prior knowledge

The instructors have to assess the required **discipline-specific knowledge** before the project commencement. Sufficient time should be given to get students equipped of necessary knowledge prior to their experience or training sessions will be needed by the instructors.

Apart from the academic knowledge, experiential learning programmes also call for students' readiness on **engagement**, **empathy understanding** to the selected community or population in service. Students could be given a chance to explore the community needs or cultural differences, sometimes in a form of **needs assessment or cultural evaluation**, so as to develop a sense of empathy and understanding to the community (Zou & Hounsell, 2014)

Table 2.4

Helping students on goal setting



Partner Organisation:

- Describe the organisation that you will work at.
- · Why you choose them, what they do, who they serve, and how you find out about them, etc.



Learning Goals:

- Write three learning goals you hope to achieve by the end of the programme and how these are relate to your academic interests, career goals and/or life goals.
- Describe the criteria that you will **assess your goals**: the evaluation process, self-assessment, what criteria you will use and who will help judge, etc.



Ideas for formulating your goals? Some examples -

- Do I want to explore a broad career area (such as work in a radio station or an attorney's office) or do I want to learn something more specific? If so, what?
- What new knowledge do I want to develop for myself (i.e., how to use a new computer software, or how a marketing plan is formulated)?
- Am I interested in enhancing my personal skills, such as teamwork or communicating with a wide variety of individuals, or becoming proficient with a computer program that I have used a few times?
- Do I want to see what it is like to work in a specific setting, such as a multi-national corporation, or a suburban branch office?



• In what ways do I want to integrate my academic knowledge in this experiential learning programme?

In the process of writing the learning goals -

- Begin with a general idea of what you want to learn;
- Refine and develop this idea through discussing with the experiential learning coordinator, your course instructors and your on-site supervisor and;
- Consolidate the discussion result by putting down a number of concrete learning goals.



Activities, Tasks and Projects:

• After identifying your learning goals, the next step for you is to work out how these goals can be accomplished. This involves identifying the tasks that are available at the project site and seeing how they can be connected to your goals through discussion with your on-site supervisor.



$=(\sqrt[n]{})^{\frac{1}{2}}$ Some ideas to get started -

- Discuss with the on-site supervisor what you hope to learn, and find out what tasks and projects you will have during the project placement.
- Find out how you will be expected to learn will you work beside staff members, shadow a worker, or be responsible for a specific project?
- Keep communicating with your on-site supervisor regarding the tasks and daily activities so that both you and your on-site supervisor have a shared understanding of your progress and challenges.

(Adapted from Experiential Learning Office, Hanover College)

Table 2.5

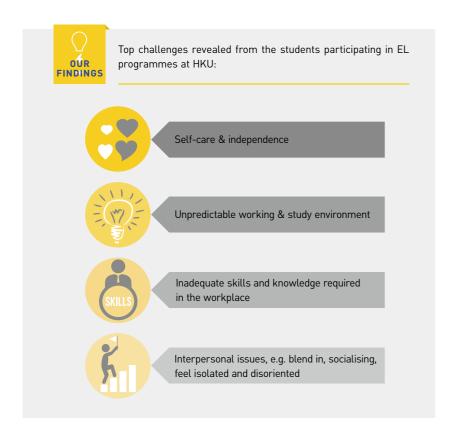
Practical travel tips and reminders to students

- Passport and visa requirements
- Accommodation & personal care
- Travel insurance
- Healthcare arrangement and situations during travel in foreign countries
- Incident and accident
- Policies and procedures
- Financial information
- Tentative itinerary
- Essential local information

Psychological readiness

What are the psychological challenges that the students might encounter during the process of experiential learning? (UC-Davis, 2011; Wurdinger & Carlson, 2010)

- They should be aware of the **ill-defined environment** for the project nature where there is no fixed or easy solutions in the learning process.
- They will face problems which could be practical, social or even personal.
- They will have the capacity to explore with **autonomy**, and will be the **person in charge** of their key learning experiences.
- They make their **initiatives** to learn with their peers, with reduced reliance on instructors.
- They will be asked to **reflect constantly and self-evaluate** their own progress, and identify needs and ways for supports if needed.
- They have to learn to be **open and spontaneous** in the process, that **greater risk-taking** is called upon, personal skills, knowledge and qualities are sharpened in an authentic experience with a reflective and critical lens.
- It is **perfectly ok to seek help**. Knowing when and how to get help is also an invaluable skill to develop.
- The learning environment will be more complex, **involving more stakeholders who may have different views, values and agenda**. Be prepared to deal with it and collaborate with different parties from diverse backgrounds.



Support mechanism & contacts



Peer support

- Establish channels among student to cultivate **peer supports** or interaction opportunities to share and exchange **common concerns and dilemmas** faced.
- Create opportunities to meet and greet with past students who have been through the similar learning journey.



On-site support

- Provide contact details of project site and supervisors and the pathways for mutual communication.
- Provide on-site occupational health and safety when necessary.



University / faculty support

- Provide contacts and communication procedures when students need urgent support from the faculty staff, for emergency, conflict management (i.e. on roles, values and expectations), and interpersonal challenges.
- Ensure students that **regular progress review and follow-up** from faculty staff is in place, to scaffold their learning journey.

Part III Facilitation and Enhancement

I hear and I forget, I see and I remember,

I do and I understand.

Confucius (551 BC - 479 BC)

Chinese Philosopher

Introduction

In this part, we will explore the unique role played by the course instructor in the context of experiential learning (EL). As course instructors, we often put great emphasis on the mastery of content knowledge as the important learning outcome. However, in the context of EL where student-centredness is the core, the course instructor will play a very different role in all aspects of course design, implementation and follow-through. Most of the existing EL literature focuses on the action phase - the design and implementation of EL; by contrast, the facilitation of reflection and debriefing have not been as well covered (Brackenreg, 2004). We will therefore share some concrete ideas for instructors to prepare for the EL course to scaffold instructors to guide and support the reflective process of students.

Defining Instructor's Role

EL stems from a constructivist view where the instructors and the students co-construct the experiences together. Therefore, in the context of EL, instructors move from the role of information provider to **facilitators** and from a guide to a **co-learner** (Savage et al, 2015). The **characteristics** of such role include the following:

- Less teacher-centric
- Sharing personal feelings & thoughts
- Relating course objective to activities and communicating explicitly to students
- Balancing the focus on academic & personal development

(Adapted from Wurdinger & Carlson, 2010, p.13)

Empowering Students

Central to the constructivist approach is the student-centredness. Facilitators empower students' learning process in EL through numerous approaches (Slavich & Zimbardo, 2012):

- Creating a shared vision of the class: Communicating the overall goals at the beginning and co-creating a mission statement together for garnering ownership from the students.
- Engaging students in interdependent teams: Students have to delegate responsibilities among the team, reach consensus and collaboratively complete the tasks.
- 3. Nurturing a **growth mindset** (Dweck, 2006): Helping students see problems as opportunities to develop new skills and shaping students' mindset that abilities are improvable.
- 4. Promoting preflection and reflection: Inviting students to critique their own assumptions in the format of letters, guided reading, discussionor journaling for the purpose of discovering something new about oneself before (preflection), during and after (reflection) the EL process.

Important Consideration for Instructors

(see also Chapter I: Principles of Experiential Learning)

- Experiential learning occurs when carefully chosen experiences are supported by **reflection**, **critical analysis and synthesis**.
- Experiences are structured to encourage the student to **take initiative**, make decisions and be accountable for results.
- Throughout the experiential learning process, the **students are actively engaged** in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning.
- Students are engaged intellectually, emotionally, socially, spiritually and/or physically with **authentic** learning tasks
- Relationships are developed and nurtured: student to self, student to others and student to the world at large
- The instructor's **primary roles** include creating relevant experiences, posing problems, setting boundaries, supporting students, insuring physical and emotional safety, and facilitating the learning process.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes.

(Adapted from the Association for Experiential Education)



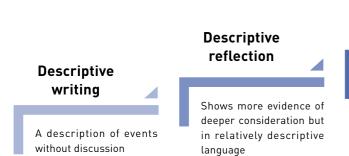
We do not learn from experience. We learn from reflecting on experience. Dewey (1859 - 1952)

American Philosopher and Psychologist

Facilitating Reflection

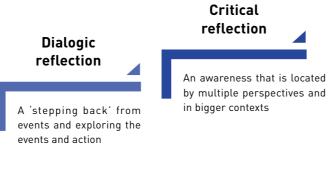
Reflection is a metacognitive skill that gives meaning to our experiences. Metacognition refers to an 'awareness or analysis of one's own learning or thinking processes' (Merriam-Webster, 2012) that is essential to good learning. In the context of EL, facilitating reflection in our students allows them to do a 'cognitive housekeeping' - going through the process of re-organising their knowledge and emotional orientation for further insights (Moon, 2006).

Creating a safe environment for reflection is as important as the strategies to be employed to facilitate the reflection itself (Sims, 2002). Sometimes the instructors may have to set some ground rules (e.g. sharing constructive comments or confidentiality) to ensure an open and welcoming environment for reflection to take place.



Levels of Reflective Behavior

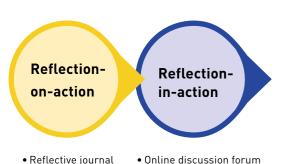
Students demonstrate different levels of reflective behavior. It is essential for instructors to scaffold students' reflection so as to reach the higher level of critical reflection. As illustrated in the diagram below, critical reflection showcases the ability to analyse the event through the perspectives of different stakeholders involved and then applying such awareness in another context. (See also Chapter IV - Assessment and Evaluation.)



(Adapted from Hatton & Smith, 1995)

Types of Reflection

A reflective learner develops a sense of self-awareness and questions one's assumptions continuously. To develop these mental habits, we may need to draw on some theories for guidance and framework. We are going to explore different types of reflection as below:



- Reflective journal
- Photovoice
- Debriefing
- On-site sharing / reflection

Reflection-on-action

As coined by Schön (1987), reflection-on-action refers to the learners who revisit their experiences afterwards to reflect upon it. To reflect does not mean just to stop, think and then problemsolve based on something that the learner already know; instead, to reflect critically refers to the process that the learner questions about the content, process and premise underlying the experiences (Mezirow, 1990). Some sample questions are listed below:

Content reflection - "What's happening here?" Process reflection - "How did it come to be?" Premise reflection - "Why is it important to me?" (Adapted from Cranton, 2006)



Reflective Journal

Reflective journal-writing is a commonly used approach to facilitate students' reflection-on-action. The writing process enables the student to reflect and share private thoughts. Some of them may share something more intimate than the regular oral discussion made in classroom. Students bring in their own background and perception to events in the journals and it allows the instructors for more in depth understanding of the students (Sims, 2002). Sometimes when the EL experiences last for a prolonged period of time, for example, two months, instead of asking students to submit one single piece of journal, the instructors may consider breaking the reflective journal into a few entries or using a logbook approach where students have to reflect regularly but in more precise length. Some sample prompts are provided in the section of 'Prompts for Reflection' of this chapter.

Another approach is to invite students to examine any critical incidents happening during their EL experience and reflect upon them. Revisiting a problematic event during EL for a critical analysis enables students to transform their learning experiences. Instructors can make use of the following prompts for scaffolding students to critically analyse a problematic event.



Description

Describe your role in the incident

What did you do? How did you react? How did other people react to the incident?





Analysis the incident

How well / poorly did you comprehend the event? Was reaction of yours / others well informed or based on misinformation?





Overall impact on you

Why was the incident critical? How did it influence your feelings? What have you learned? How has your perspective on yourself or on others been affected? Where do you go from this point?





Putting the reflection in bigger context

How can you apply this learning in other aspects of your life?



Photovoice

Not every student is articulate and expressive in written words. The use of photography to give voice to reflections accommodates individual differences of different students (Henderson et al., 2003). Students engage in the reflective process by selecting photos to represent their learning process and then captioning the photos (Behrendt & Machtmes, 2016).

To make use of photovoice, instructors can simply ask each student to select a few photos that capture the significant learning process in the EL programme and share in the post-trip sharing session. Another way is to ask students to work in groups and create photo journey in the post-trip final presentation. The powerful images encourage students to revisit the emotionally charged experiences in a vivid way and connect to the audience.



Debriefing

Debriefing refers to the post-EL experience where students have a chance to reflect on action. It is regarded as highly important and there is a potential harm if facilitators are not aware of the emotional effects it brings (Brackenreg, 2004). Post-programme debriefing allows instructors a chance to attend to issues that have been unresolved and unpack those emotionally charged experiences during the EL process. In debriefing sessions, instructors will invite students to revisit the experiences and attend to feelings associated to the experiences. Through re-evaluating these experiences, a new cognitive map will then be created (Boud, Keogh & Walker., 1985; Thiagarajan, 1980).

The following example based on Kolb's EL cycle (1984) demonstrates how to conduct a debriefing session:

• Students write down their feelings & perceptions during EL and share with their peers Concrete • Prompts: How did you feel when that happened to you? **Experience** • Students work in groups to revisit the concerns raised & share what they observe 2 Reflective • Prompts: Did you make any assumptions about the issues? What did you observe in others? Observation • Invite students to apply theories that are related to the observation 3 Abstract • Prompts: What theories are applicable to explain the situation and what do not apply? Conceptualisation • Challenge students by asking alternative perspective / action and how it could be applied beyond classroom 4 Active • Prompts: How could you alter parts of the experience for a better outcome? How could this new strategy / Experimentation perspective be applied in real world?

(Adapted from Sims, 2002)

Reflection-in-action

Reflection-in-action refers to the reflection made in the midst of the events (Schön, 1987). By asking students to make ongoing reflection during the EL process, instructors can scaffold students through creating a peer support learning environment and identify any potential problems and take necessary actions at an earlier stage.



On-site sharing/ reflection

At times, instructors may visit the students on-site during the EL programmes. On-site sharing sessions will be a very effective platform where instructors can facilitate reflection-in-action. Just like the photovoice approach, on-site sharing enhances a dialogic process among the students and the instructor [Moffatt et al., 2016] and it nurtures good team cohesion and rapport among all the participants. However, trust and rapport is significant for onsite sharing/ reflection session. Instructors may have to set some ground rules for candid sharing, e.g. confidentiality.



Online discussion forum

Online discussion forum is one of the web 2.0 tools that creates an open space for collective brainstorming, problem-solving and discussion among the students with minimum instructors' input. To facilitate effective discussion and make the platform a caring and secure community, instructors may need to set some ground rules in the very beginning like the total number of responses each student has to contribute and what kind of responses students are required to submit to others' discussion (Gutherie & McCracken, 2014)

Instructors can make use of some readily available platforms (e.g. Schoology, Moodle, etc.) to generate the online forum and create different discussion corners and rules according to the programme's needs. Some examples are illustrated below -



Problem solving corner

- Questions related to adjustment or project tasks
- Respond by asking follow-up questions, providing practical advice or directing to resources



Personal stories corner

- Sharing in the format of stories, poems or multimedia clips
- Respond by relating to personal experiences and demonstrating how it challenges own assumptions

Prompts for Reflections

Instructors can also make use of the following sample prompts to promote metacognition among students during the process of EL:

Planning - Reflection

- What do I already know and what do I want to know more about this topic?
- How is this topic **relevant to me** as a ______ (e.g. professional training)?
- What do I want to **achieve** in this course and **how** am I going to accomplish these goals?
- What are my strengths and weaknesses that I have to pay attention to in the learning process of this course?

Monitoring -Reflection in action

- What are the insights that I have got during the process?
- Are there any critical events and how do I deal with them? What strategies work and what do not work?
- What is the **most challenging part** for me and why?
- Are there any confusions remained and how am I going to clarify them?
- \bullet What special skills and strengths I have acquired during the process?

Evaluating -Reflection on action

- To look back, what are the things that I could have done differently and why?
- ullet If I were _____ (a stakeholder), what would I identify as **strengths or flaws** in my work?
- What worked well for me that I should carry on in another context?
- What advice I would give a friend about how to learn the most in this course?
- What **confusions** do I have that needed to be clarified?

(Adapted from Tanner, 2012)

Part IV

Assessment and Evaluation

What and how students learn depends to a major extent on how they think they will be assessed. Assessment practices must send the right signals... " John Biggs (1934 -)

Australian Educational Psychologist & Novelist

Introduction

Assessment and evaluation in experiential learning (EL) are important but could be challenging if not well-founded. The first part of this chapter will focus on a few topics related to assessment: how to assess student learning, some common issues in assessment and how to evaluate the programme as a whole. We make a few recommendations on assessment methods and related issues based on the literature review and our findings. The second part will discuss programme evaluation, the key criteria, and its process.

Let's start from assessment. Two key characteristics of EL need to be considered:

- 1. Student learning takes place in a wide range of contexts and the forms of experiences also vary substantially (Teaching and Learning Services, 2014).
- 2. The learning process (i.e., the ways in which students apply the theoretical knowledge learned in the classroom in practice, to resolve real-world problems) is as important as the learning outcome (i.e., what students have acquired from the experiences) (Cooper, Orrell & Bowden, 2010).

Assessing Students' Learning



Types of assessment

There are two types of assessment - formative and summative -

Formative

- Instructors provide students with feedback on their performance during the process so as to indicate students' learning progress currently, and what they need to work on to achieve the intended learning outcomes.
- Assessment information is also used to inform and adapt teaching practices.

(Black, Harrison, Marshall, & William, 2003)

Summative

• Instructors measure students' attainment in relation to the expectations

(Cooper, Orrell, & Bowden, 2010)

Formative assessment is important to EL, especially where students are undertaking EL for the first time, given how different it is from regular classroom-based learning and teaching. Therefore, students may need more support. Moreover, students can feel lost when they are carrying out field work off campus. Instructors can make use of formative assessment to check students' progress and provide timely feedback and support.

Another key point of assessing EL is about authenticity. Good assessments typically reflect how work is done in real professional

How and when to assess

EL activities usually last for at least two weeks of time and there are many good opportunities to have formative and summative assessments during the process. Below offers some suggestions based on an input-process-output model (Qualters, 2010).

Input (Before the experience)

- · Assess students' knowledge, skills, and attitudes prior to the learning experience
- Serve as a baseline (or pretest) measurement

Process (During the experience)

- Design on-going, formative assessments
- · Scaffold students' learning
- Assess application of knowledge and skills, and ability to perform

Output (After the experience)

- Assess reflective practices
- Conduct self-evaluation & review
- Serve as post-test measurement

Input (Before the experience)

Assessment can start even before the experience. One possible approach is to engage students in self-assessment of their knowledge, skills and attitudes. This might help students get more prepared and allow teachers to identify areas that need more attention. The self-assessment may make use of a simple questionnaire covering students' learning goals and resources, their reflection on their roles and values brought to the field, and their expectations and anticipated challenges.

Process (During the experience)

Assessment during the experience would often be ongoing and formative, with the aim of scaffolding student learning. The focus could be on the application of knowledge and skills, and the ability to perform. Examples include asking students to submit their work-in-progress (e.g., report drafts, table of contents) or reflections (e.g., learning diaries) for the instructors to provide timely feedback.

Output (After the experience)

The post-experience assessments often include summative assessments if there is grading involved. The actual outputs or products students submit depend on the specific assessment methods; nine methods are introduced in the section below. It is also appropriate to assess students' reflective practices as well as having them conduct self-evaluation and

Recommended assessment methods

Nine common methods are listed below. Instructors may consider using multiple assessment methods in one EL programme based on the intended learning outcomes.

Community / Field Report Personal Reflection Presentation Learning Portfolio Online Discussion Multimedia Productions Field Note / Diary **Community Proposal** Pre / Post EL Survey

Personal Reflection

Personal reflection normally involves a description of the learning process; an examination of the learning experiences in light of the specific learning objectives/ outcomes; and an articulation of learning in critical reflection (Molee et al., 2010). Examples of guiding questions to facilitate student in writing personal reflection are: what was your role and experience? What were your initial expectations? Have these expectations changed? How does your understanding of the community change as a result of your participation in this project? (Please also refer to Part III of this guidebook for more information on reflection.)

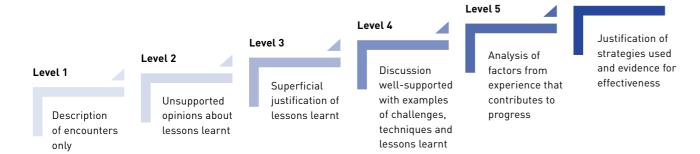


Special consideration :

The assessment of learning portfolios and reflective writing needs to differentiate levels of critical thinking.

The following shows one example of differentiating levels of reflection derived from a clinical case (Learman, Autry & O'Sullivan, 2008) which can also be applied to a wider context -

Level 6



2 Learning Portfolio

Learning portfolio documents what students have learned, how they learn, the influences of the contextual factors, and emotional and social factors (Klenowski, Askew & Carnell, 2006). The success of using portfolios requires the following: coaching students in constructing portfolios; designing a clear portfolio structure; sufficient amount of relevant experiences for students to document or reflect on; and conducting summative assessment of the portfolios (Driessen et al., 2005).

3 Field Note / Diary

Field note/ Diary can be used when students participate in field activities over a period of time. Entries should focus on the process, for example, success, failure, coping strategies, lessons learned, observation or making connections, etc.) (Teaching and Learning Services, 2014). Field note/ Diary can also be submitted through online means especially when students are in overseas placements (Clements & Cord, 2013).

4 Community / Field Report

Community/ Field report can focus on critical incidents and discuss in what ways they are related to the academic knowledge. In some cases, they can be the real reports prepared for clients in the industry or people in the community.



Special consideration :

It is often beneficial to work with **community partners** about the requirements so the report will be of practical value to the community.

5 Online Discussion

Online discussion can allow students to share their experiences with their peers even while they work in different contexts or communities. How to design and facilitate online discussion forum/ participation is detailed in Chapter III. The focus of the assessment can be on participation and quality of contribution to the discussion. The following criteria are suggested in Figure 4.1. Please refer to Appendix 4.1 and 4.2 for the sample rubrics.

Figure 4.1. Different suggested criteria for assessing online discussion forum

Content of Contribution	 Clarity (low level of clarity - highly articulated) Justification (no justification - justification based on evidence) Interpretation (misinterpretation - critical discussion) Relevance (low relevance - high relevance) Prioritisation (no prioritisation - clear prioritisation of information being presented) Breadth of knowledge (narrow and limited knowledge and perspective - wider knowledge and perspectives)
Interaction Quality	 Critical discussion of contributions (not engaging in others' contributions - critical discussions of others' contributions) New ideas from interactions (no new insights - new ideas developed through interactions) Knowledge sharing (no knowledge sharing - sharing of relevant real-life examples) Encouraging others to participate (no actions to encourage others; actively encourage others to participate
Objective Measure	Number of posts per week Being consistently active
	(Adopted Green New J. Channell Public 2000)

(Adapted from Nandi, Chang & Balbo, 2009)

6 Community Proposal

Community proposal can focus on ideas and plans constructed based on students' observation and investigation of the community needs. It can be designed in an authentic manner by asking students to follow a specific format and by involving community partners in the assessment. It is also particularly suitable for programmes that aim to develop planning and needs analysis competencies.

7 Presentation

Presentation allows students to openly share and articulate what they have learned and accomplished with others in a standardised format. The format can include: poster presentations, individual presentations, and group representations.

8 Multimedia Productions

Multimedia productions are becoming more popular with the accessibility of multimedia tools. Typical products include videos, animations, pictures, and even mini-movies. It can be used in combination with online discussion forum so that students can view or provide feedback on one another's products.



Special consideration :

The assessment criteria need to be explicit about how the multimedia elements will be assessed and weighted in the grade. Students sometimes tend to overemphasize the technical aspects of the product and not pay enough attention to the content.

9 Pre / Post EL Survey

Pre/ post EL survey can facilitate comparison of students' perceptions before and after the experience. It can also be used as part of the self-reported evidence of student learning and programme effectiveness.

Each method has its advantages and disadvantages. Table 4.1 shows a summary of these methods along the dimensions of authenticity, efforts required from students and efforts required from the instructors. Authenticity is defined as the extent to which learning experiences can bring students to face complex, open, and ill-defined problems in a social context similar to real-world practices and can treat students as autonomous professionals (McCune, 2009).

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Table 4.1 A summary of the recommended assessment methods



Note 1: The number of indicates the level in the corresponding dimensions. More mean a higher level.

Note 2: The judgement presented in the table is subjective and based on literature review and authors' experiences. The design and actual implementation of the specific method may subject to inter-instructor's variation.

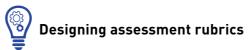


Our surveys to students and teachers inquired two aspects of assessment: (1) whether the assessment method has been used; (2) how effective it was (on a 5-point likert scale, 1-least effective; 5-most effective). Table 4.2 shows the results. It is noteworthy that personal reflection and presentation were the two assessment methods that were considered as more effective among the others by both students and teachers.

Table 4.2 Effectiveness of different assessment methods perceived by our student and teacher

	Student (N=40)		Te	eacher (N=11)
Methods	Students used Students believed it to be very effective / effective		Teachers used	Teachers believed it to be very effective / effective
1. Personal Reflection	83%	88%	73%	100%
2. Learning Portfolio	33%	77%	18%	50%
3. Field note/ Diary	33%	69%	36%	100%
4. Community/ Field Report	25%	90%	9%	100%
5. Online Discussion	30%	50%	18%	0%
6. Community Proposal	18%	71%	18%	100%
7. Presentation	68%	85%	55%	100%
8. Multimedia productions	50%	75%	27%	100%
9. Pre/ post EL Survey	35%	43%	45%	100%

Note: the top 3 items are shaded in each column.



Assessment rubrics can enable the instructors to better communicate the requirements and expectations to students and also facilitate a consistent assessment practice.

Designing rubrics often starts with asking the following three questions (adapted from Flinders University, 2017):

- What do I expect students to know and be able to do?
- How will I know when they know it and can do it well?
- How can students effectively demanstrate their learning?

Most rubrics take the form of a two-dimensional matrix [Table 4.3]. The rows represent dimensions of quality/ criteria and the columns denote levels of mastery. Usually we will list out all the criteria first and then define the levels of mastery by providing descriptors of each criterion at each level of mastery.

A number of rubrics for assessing various student work, e.g., essays, presentations, tutorial participation, and reflective writing, are attached in Appendix 4.3, 4.4, 4.5 and 4.6 for reference.

Table 4.3 The two dimensions of a rubric (sample)

	Exemplary	Proficient	Acceptable	Needs improvement
Criterion 1	Descriptors	Descriptors	Descriptors	Descriptors
Criterion 2	Descriptors	Descriptors	Descriptors	Descriptors
Criterion 3	Descriptors	Descriptors	Descriptors	Descriptors



Other useful resources for assessment rubrics:



HKU Common Core Website

http://tl.hku.hk/staff/support-for-cc-teachers/





AACU Website

i.e. contains sixteen learning outcomes, for example, civic engagement, creative engagement, and critical thinking https://www.aacu.org/value-rubrics





Defining and engaging multiple assessors

Assessing EL often involves multiple assessors within and outside the university, for example, academics, peers, field supervisors, and community partners. Some of these people are not familiar with the assessment practices. Here are a number of ways to engage them and make sure that expectations are clear:

- Clearly communicate to the assessors the assessment criteria and provide assessment rubrics;
- Provide guidance and training about how to use the rubric effectively;
- Prepare students for the involvement of external assessors and explain how the practice ensures fairness.

Issues in Assessing



Quality and consistency

Given the huge variety of the experiences and contexts in EL. quality and consistency in assessment is critical. What if one field supervisor gives very generous grades while others are more stringent? What if the work environment of one student is very learning-oriented and friendly while the other is very routine and difficult? The literature recommends a collaborative approach involving multiple sources of evidence to enhance the quality and consistency in assessment.

For example, the collaborative approach for EL in workplace encompasses three components (McNamara, 2013):

- The report of the workplace supervisor;
- The students' articulation regarding to what capabilities they have acquired: and
- Evidence of learning collected by the academic supervisor.



Developing students' assessment literacy

EL enables students to take ownership of their learning and become self-regulated learners. To achieve these goals, students need to be able to judge their own work and that of others (Nicol, 2009). These abilities can be regarded as 'assessment literacy', involving understanding the purpose of assessment and its connections with the learning process and making proper judgement on the work quality and what could be improved (Smith et al., 2013).

Merely explaining to students the assessment criteria and processes is not sufficient to develop assessment literacy. Instead we recommend several additional approaches:

- Providing students with opportunities to assess real student work using the criteria or rubrics that their own work will be judged against (Smith et al., 2013).
- Having students discuss exemplars in small groups, followed by whole-class discussion and interaction (Rust, Price & O'Donovan,
- Involving students in peer review or assessment (Nicol, Thomson & Breslin, 2014; van den Berg, Admiraal & Pilot, 2006).



Special consideration :

Peer review or assessment is proved in the literature to be powerful in developing assessment literacy but some instructors find it challenging to manage in reality. Below is one possible way to implement it (adapted from van den Berg, Admiraal & Pilot, 2006).

Brief students the purpose and procedure of peer review or assessment, emphasising that it is for learning and that the process may not be perfect

Ask students to exchange their work drafts (in pairs or in a group of three to four the latter more preferred) and assess using the same criteria as used by teachers

It is worth noting that a number of studies (e.g., Falchikov, 1995; Nicol, Thomson & Breslin, 2014) have suggested that formative peer assessment, which only involves peer feedback but not marks, seem to work better than summative peer assessment.

Provide instructions on how peer feedback should be given, e.g., each assessor needs to give at least three actionable suggestions for the assessee

Allow sufficient time for students to incorporate the peer feedback before submitting the final version



Programme evaluation is to be methodologically systematic, addressing questions that provide information about the quality of a programme in order to assist decision making aimed at programme improvement, development, accountability and to contribute to a recognised level of value. "

PhD in Educational Psychology

Programme Evaluation

Evaluation of EL is important in ensuring the programme quality (Fitzpatrick, Sanders & Worthen, 2011). Evaluation is different from assessment, the former of which considers the quality and effectiveness of the programme, while the latter considers measurement and facilitation of student learning



What is a good EL programme?

There are a number of criteria in determining the quality of EL programmes. Examples are:

• Authenticity (Calvin, 2012; Higher Education Quality Council of Ontario, 2016)

Successful EL provides authentic environments. The authenticity does not mean that students must be physically situated in a company; instead, it is more important to design authentic activities that encompass complexity near to the real professional practice (Zou & Chan,

• Constructive alignment (Biggs, 1999)

As all other programmes, successful EL programmes demonstrate constructive alignment among the intended learning outcomes, learning activities, and assessment.

• A complete cycle of 'Concrete experience - Reflective observation - Abstract conceptualisation - Active experimentation' (Kolb, 1984)

Concrete experience

Reflective observation Abstract conceptualisation

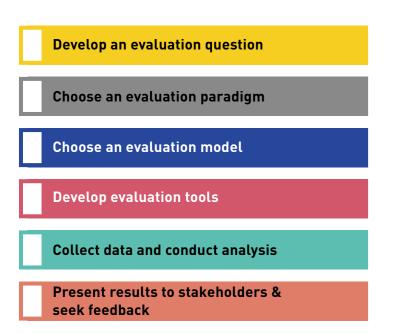
Active experimentation

Successful EL programmes should allow students to experience all the four stages in this cycle. In practical terms, it means having meaningful experiences and integrating the experiences with academic theories and reflection. Programmes with the elements of pre-experience preparation, formative assessment and ongoing feedback, and after-experience debriefing and unpacking are more likely to help students go through the four stages.



Process of evaluation

For most credit-bearing programmes, there are often formal external evaluations at a four-year or five-year intervals. Here, an evaluation process is introduced, which instructors can consider to use for reflecting on their programme design and making continuous improvement (adapted from Higher Education Quality Council of Ontario, 2016).



Develop an evaluation question

Evaluation questions may be framed as

- "In what ways can the programme be improved?"
- "To what extent has the programme achieved its intended learning
- "How could the programme be modified to better meet the needs of the community?"

2 Choose an evaluation paradigm

Common paradigms include positivist, pragmatic, and constructivist.

- Positivist paradigms rely on quantitative methods and statistical analysis.
- Pragmatic paradigms focus on addressing specific evaluation questions.
- Mixed methods are allowed.
- Constructivist paradigms emphasise dialogue and reflections and also encourage the participation of stakeholders.

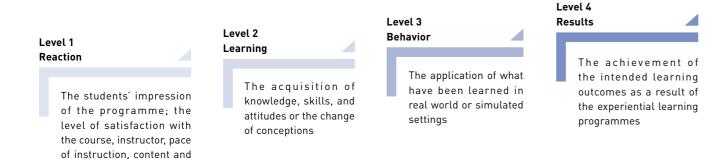
Level 5

There are preferred models in each paradigm. For example,

materials

Choose an evaluation model

Positivist: 4-Level Model (Adapted from Kirkpatrick & Kirkpatrick, 2006)



Pragmatic: RE-AIM Framework (Adapted from Glasgow, Vogt & Boles, 1999)



Constructive: Scriven's Goal-free Approach to Evaluation (1967)

As the name implies, the **goal-free approach** not only looks at whether the programme achieves its stated goals and objectives, but also whether it **uncovers unanticipated learning outcomes** as the result. In EL, the design of the intended learning outcomes may not cover all the possible learning results. It is possible that unanticipated but meaningful learning occurs when students are actively engaged in novel environments with ill-defined problems.

Develop evaluation tools

Evaluation tools are used to collect data and evidence, which may include one or a combination of the following tools: participant observation, surveys, focus groups, (semi-structured) interviews, experimental design, standardized testing and document review. The choice of the tools should be consistent with the evaluation model chosen.

Present results to stakeholders & seek feedback

Since experiential learning often involves multiple stakeholders such as instructors, students and community partners, it would be valuable to present the evaluation results to these audiences and seek their feedback, which can then be used to inform the future directions of the programme.

Collect data and conduct analysis

The data collection and analysis is critical in addressing the evaluation questions. A variety of qualitative and quantitative methods can be helpful. Quantitative methods mainly refer to descriptive and statistical analysis. Examples of qualitative methods are theme analysis and narrative analysis.

Part V Good Practice

In this part, we are sharing the good practice from some of our curriculum leaders in our University. You may access to their sharing from the following QR codes:



Dr Julie CHEN Li Ka Shing Faculty of Medicine



Dr Gary HARFITT Faculty of Education



Dr Ryan WONG Faculty of Engineering

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Rubric for assessing discussion board contributions (Nandi, Chang & Balbo, 2009) - Content

Criteria	Poor	Satisfactory	Good	Excellent
Clarification	Regurgitation of information	A clear explanation of available information	Explaining available information using relevant examples	Articulating available information to expand on ideas presented, including the use of examples
Justification	No justification of points	Justification based on personal opinion	Justification using existing cases, concepts or theories	Justification using existing cases, concepts or theories and providing clear discussion of implications
Interpretation	Misrepresentation of information	Basic paraphrasing of available information	Clear interpretation of available information	Critical discussion of available information
Application of knowledge (relevance)	No application or discussion of relevance to questions asked	Application of knowledge to questions asked	Application of knowledge including discussion using relevant examples	Knowledge is critically applied and may include discussion of limitations
Prioritisation	No prioritisation of information or knowledge	Some basic comparison of information	Ability to prioritise information and knowledge	Ability to prioritise information and knowledge based on criteria that the learner has established
Breadth of knowledge	Narrow and limited knowledge	Some indication of a wider view of the topics discussed	Presenting a wider view of the topics discussed by showing a good breadth of knowledge	Ability to point out other perspectives, including drawing from other fields of study

The rubrics are re-printed based on the framework in: Nandi, D., Chang, S. & Balbo, S. (2009). A conceptual framework for assessing interaction quality in online discussion forums. In Same places, different spaces. Proceedings ascilite Auckland 2009. http://www.ascilite.org.au/conferences/auckland09/procs/nandi.pdf (re-printed with the authors' kind permission)



Appendix 4.2 - Assessment Rubrics

Rubric for assessing discussion board contributions (Nandi, Chang & Balbo, 2009) - Interaction Quality

Criteria	Poor	Satisfactory	Good	Excellent
Critical discussion of contributions	No engagement with other learners' contributions	Some basic discussion about other learners' contributions	Consistent engagement with other learners' contributions and acknowledgement of other learners' comments on own contributions	Contributing to a community of learners, with consistent engagement and advancement of each other's ideas
New ideas from interactions	No evidence of new ideas or thoughts from interaction	Some new ideas developed as a result of interaction	Some solutions and new ideas as a result of interaction	Collaborative approach to solution seeking and new ideas developed
Sharing outside knowledge	No sharing of outside knowledge	Sharing generic information that is easily available from outside sources	Sharing real world examples that may not be immediately obvious to other learners	Sharing real life knowledge, personal experience and examples of similar problems solutions
Using social cues to engage other participants	No engagement with others in the discussion forum	Answering some basic question posed by facilitator or other learners	Engaging with the work and discussion of other learners	Engaging and encouraging participation with fellow participants in the forum

The rubrics are re-printed based on the framework in: Nandi, D., Chang, S. & Balbo, S. (2009). A conceptual framework for assessing interaction quality in online discussion forums. In Same places, different spaces. Proceedings ascilite Auckland 2009. http://www.ascilite.org.au/conferences/auckland09/procs/nandi.pdf (re-printed with the authors' kind permission)

Appendix 4.3 - Assessment Rubrics

151/1211 (amended)

THE UNIVERSITY OF HONG KONG

Common Core Curriculum - Grade Descriptors for Essays

	Addressing the Task	Understanding, Analysis, Synthesis, and Application of Knowledge	Argumentation	Structure / Organization	Mechanics
Grade A	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Examines the question/issue/ problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.
Grade B	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Examines the question/issue/ problem from most of the important perspectives. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasionaloversight.
Grade C	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Overall, some perceptive and critical engagement with issues and themes, the analysis, synthesis and application of knowledge is mostly clear and effective but the essay in parts reveals rather superficial understanding of relevant concepts and theories.	Examines the question/ issue/problem from some of the important perspectives. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Introduction and conclusion are included and generally capture the essence of the topic and discussion. Evidence of ability to paragraph, but some paragraphs lack a central idea or supporting detail.	The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.
Grade D	Identifies part of the main question(s) and a few of the subsidiary, embedded or implicit aspects but only addresses them partially.	Occasional critical engagement with key issues and themes but in general rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	Examines things from a single perspective. Only minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward explicitly and not sufficiently supported.	Introduction and conclusion are included but do not adequately capture the essence of the topic and discussion. Ability to construct a paragraph with a central idea and supporting details is evident at times but somewhat limited.	The language is sufficient for arguments to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but show many inconsistencies and/ or errors.
Grade F	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.	No critical engagement with issues, and themes. Essay characterized by serious inaccuracies and misunderstandings.	Arguments are confused and illogical. Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

Notes: 1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers of Common Core courses.

- 2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
- 3. Weightings can be assigned to the categories to suit particular courses as necessary.

December 2011 November 2012 amended Appendix 4.4 - Assessment Rubrics

THE UNIVERSITY OF HONG KONG

Common Core Curriculum - Grade Descriptors for Presentations

	Addressing the Task	Understanding, Analysis, Synthesis, and Application of Knowledge	Argumentation	Structure / Organization	Delivery	Mechanics
Grade A	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Consistent perceptive and critical engagement with issues and themes based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge is consistently clear and effective.	Examines the question/issue/problem from all important perspectives. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	The presentation provides an outline which clearly introduces the structure and a conclusion that clearly summarizes the main ideas/arguments. Transitions from one main idea/argument to the next are always clear to the listener through the use of signaling phrases such as "the next point", "the final section" etc.	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience at all times through the skillful use of eye contact, gestures, variation in voice, attractive and professional looking visual aids.	Spoken language is always accurate, comprehensible, fluent, and precise. Pronunciation is clear at all times. Any grammatical errors are infrequent and do not draw the listener's attention.
Grade B	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Frequent perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is generally clear and effective but occasional shortcomings in understanding of relevant concepts and theories are evident.	Examines the question/issue/problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	The presentation provides an outline which introduces the structure and a conclusion that summarizes the main ideas/arguments but one or both could be more comprehensive. Transitions from one main idea/argument to the next are almost always clear to the listener through the use of signaling phrases such as "the next point", "the final section" etc. The listener is always able to follow the development of the main arguments.	Presenter(s) adhere strictly to time limits set. Presenter(s) engage the audience through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two of these could be done better in places.	Spoken language is mostly accurate, comprehensible, fluent and precise with a few hesitations. Pronunciation is generally clear. Any grammatical errors are infrequent and only rarely draw the listener's attention.
Grade C	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Overall, some perceptive and critical engagement with issues and themes; the analysis, synthesis and application of knowledge is mostly clear and effective but the presentation in parts reveals rather superficial understanding of relevant concepts and theories.	Examines the question/issue/problem from some of the important perspectives and some relevant arguments and counter arguments are fully examined. Offers own position and argumentative structure is generally clear and logical but some arguments underdeveloped or some considerations overlooked. Reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	The presentation provides an outline which introduces the structure and/or a conclusion that summarizes the main ideas/arguments. However, one or both may be insufficiently clear and/or lacking in enough detail. Transitions from one main idea/argument are mostly clear to the listener but may lack the use of signaling phrases such as "the next point", "the final section" etc.	Presenter(s) adhere more or less to the time limits set. Presenter(s) engage the audience most of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids although one or two are ineffective in parts of the presentation.	Spoken language is generally comprehensible and fluent but not always accurate and precise. At times, strain is placed on the listener, especially because of hesitations and/or pronunciation and grammar.
Grade D	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Occasional engagement with key issues and themes but in general the presentation rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by inaccuracies and/or misunderstandings.	Examines things from a single perspective and with minimal examination of relevant arguments and counterarguments. Offers own position, but the arguments are not put forward with sufficient clarity and are not well supported. Reasoning is often impaired by weak, emotive, or inconsistent argumentation.	The presentation endeavours to provide an outline which introduces the structure of the presentation or a conclusion that summarizes the main ideas/arguments, although one or both may be unclear and/or lack enough detail to be useful to the listener. Transitions from one main idea/ argument are occasionally clear to the listener but overall lack the use of signaling phrases such as "the next point", "the final section", etc. However, the listener is able to follow the development of some of the main arguments.	Presenter(s) may be significantly off the time limits set. Presenter(s) attempt to engage the audience some of the time through the use of eye contact, gestures, variation in voice, attractive and professional looking visual aids but with limited overall effectiveness.	The language is often inaccurate and imprecise and occasionally incomprehensible but most of the main arguments can be followed with effort. Quite frequent strain is placed on the listener, especially because of hesitations and/or pronunciation and grammar.
Grade F	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.	No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings.	Arguments are confused and illogical.Student fails to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.	There is no outline or conclusion. Transitions from one main idea/argument are unclear because of a lack of signaling. The listener is not able to follow the development of any of the main arguments.	Presenter(s) do not adhere to the time limits set. Presenter(s) seem to make little attempt to engage the audience eye contact, gestures, variation in voice, attractive and professional looking visual aids. All are ineffective throughout the presentation.	The language is mostly incomprehensible and many of the main arguments are unclear, especially because of frequent hesitations in almost every sentence and/or pronunciation and grammar.

Notes: 1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers of Common Core courses.

- 2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
- 3. Weightings can be assigned to the categories to suit particular courses as necessary.

December 2011

November 2012 amended

Appendix 4.5 - Assessment Rubrics

300/112 (amended)

Appendix 4.6 - Assessment Rubrics

90/212 (amended)

THE UNIVERSITY OF HONG KONG Common Core Curriculum - Grade Descriptors for Tutorial Participation

	Intellectual Contribution	Group Discussion Skills	Communication of Ideas
	intettectual Contribution	Group Discussion Skitts	Communication of facus
Grade A	Consistently demonstrates a thorough understanding of, and engages constructively with, all course material (assigned readings, issues, concepts). Invariably provides insightful analyses, raises critical points, and advances and deepens group discussion.	Participates actively and constructively all the time. Consistently appreciates others' contribution and engages with their ideas sensitively. Plays an active role in moving discussion forward.	ldeas are clearly and fluently articulated at all times.
Grade B	Mostly, demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful points or asks questions that advance and deepen group discussion.	Participates actively most of the time. Generally appreciates others' contribution and engages with their ideas sensitively. Plays a supportive role in discussion.	ldeas are clearly articulated most of the time, with occasional lack of clarity.
Grade C	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully. Sometimes makes positive contributions that advance group discussion.	Participates most of the time but sometimes requires prompting. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success. Plays a positive role in discussion.	Meaning is clear most of the time even though the student has some difficulty in articulating ideas.
Grade D	Demonstrates a basic understanding of some of the course material and engages with it. Occasionally makes contributions that advance group discussion. Contributions sometimes add little.	Participates some of the time when prompted. Makes some attempt to appreciate others' contribution and to engage with their ideas sensitively, though only with limited success. Generally, plays a passive role in discussion.	Meaning is clear some of the time. Student has difficulty in articulating ideas.
Grade F	Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to group discussion.	Little or no engagement/participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills. Fails to engage with others' ideas. Plays a passive or negative role in discussion.	Student has serious difficulty in articulating ideas, and the meaning is rarely clear.

Notes: 1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers of Common Core courses.

- 2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
- 3. Weightings can be assigned to the categories to suit particular courses as necessary.

January 2012

November 2012 amended

THE UNIVERSITY OF HONG KONG

Common Core Curriculum - Grade Descriptors for Reflective Writing

	Addressing the Task	Intellectual Engagement with Concepts, Theories or Issues	Personal Development	Mechanics
Grade A	Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience appropriately and insightfully. Viewpoints are always clearly articulated, meticulously supported and from multiple perspectives.	Develops extensive and highly perceptive self-understandings from reflective writings. Consistently demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.
Grade B	Identifies and addresses the main question(s) and most of the subsidiary, embedded or implicit aspects.	Writings mostly demonstrate informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories and issues. Theoretical ideas are applied to lived experience mostly appropriately and at times insightfully. Viewpoints are in the main clearly articulated, well supported and from multiple perspectives.	Develops perceptive self-understandings from reflective writings. Demonstrates a willingness and ability to subject own beliefs, values and behaviours to critical scrutiny and an openness to change.	The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.
Grade C	Identifies and addresses the main question(s) and some of the subsidiary, embedded or implicit aspects.	Writings mostly indicate informed intellectual engagement with concepts, theories and issues but not always with sufficient depth, breadth or understanding. Applies theoretical ideas to lived experience but sometimes inappropriately or tenuously. Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	Develops some perceptive self- understandings from reflective writings. Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical manner. Shows some openness to change.	The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible.
Grade D	Identifies part of the main question(s) and a few of the subsidiary, embedded, or implicit aspects but only addresses them partially.	Writings indicate some intellectual engagement with concepts, theories or issues but mostly at a superficial level. Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. Viewpoints are offered but tend to be poorly articulated, insufficiently supported and from a single perspective.	Develops some limited self-understandings from reflective writings. Shows willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them. Occasionally, shows openness to change.	The language is sufficient for meaning to be understood with effort. However, the language contains frequent errors in simple and complex grammar and vocabulary that are distracting.
Grade F	Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic.	Writings reveal an absence of intellectual engagement with concepts, theories or issues. Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.	No evidence of the development of self-understanding from the reflective writings. Unwilling or unable to scrutinize own beliefs, values and behaviours. Shows no openness to change.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.

Notes: 1. The above grade descriptors are intended to serve as reference materials for the adoption/adaptation by teachers of Common Core courses.

- 2. Teachers are encouraged to use the full range of the grades, i.e. A+, A, A-, B+, B, B-, C+, C, C-, D+, D and F.
- 3. Weightings can be assigned to the categories to suit particular courses as necessary.

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The Research Team

Ms Jessie Mei-ling Chow is a lecturer in the Faculty of Education at the University of Hong Kong where she has been instrumental in the establishment of experiential learning projects across undergraduate and postgraduate teacher education programmes. Before she joined the faculty, she served as the Assistant Director of Experiential Learning at the Faculty of Social Sciences launching the Service Leadership Internship which was a 3-year programme (2012 - 2015) funded under the Fung Service Leadership Initiative. Jessie is a trained teacher and educational psychologist with extensive experience in organising and teaching service learning projects.

Dr. Tracy Xiaoping ZOU is an Assistant Professor in the Centre for the Enhancement of Teaching and Learning (CETL). She has been working on problem-based learning and cooperative learning for more than five years in higher education. During her work at the Hong Kong University of Science and Technology, she developed innovative cooperative learning strategies in collaboration with engineering faculty members for common core courses and capstone courses. These approaches are published in conferences and journals, and also impressed teachers from several universities in South Korea, who sent their students to take part in components of the courses. Currently she is coordinating a UGC funded Community of Practice Project in the Centre at HKU, through which she established collaborative relationships with various departments and units in cultivating a community of practice and developing teaching and learning resources in assessment and internationalisation.

Ms Janet Yu is a qualitative researcher in the Centre for the Enhancement of Teaching and Learning (CETL). Prior to joining HKU, she was an award winning professional market researcher with 8 years of experience in leading numerous local and regional research projects of brand strategy development, product enhancement and customer value propositions, with clientele pertaining industry leaders such as Cathay Pacific Airways, Hong Kong Business Aviation Centre, Asia Miles, Miramar Group, MTR Corporation, HK Science Park and Bossini Group. She is also experienced in conducting in-depth interviews with professional, senior executives and premium airline passengers, and has recently graduated from the Master Programme of Counselling, HKU.

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A Guidebook for Facilitators





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