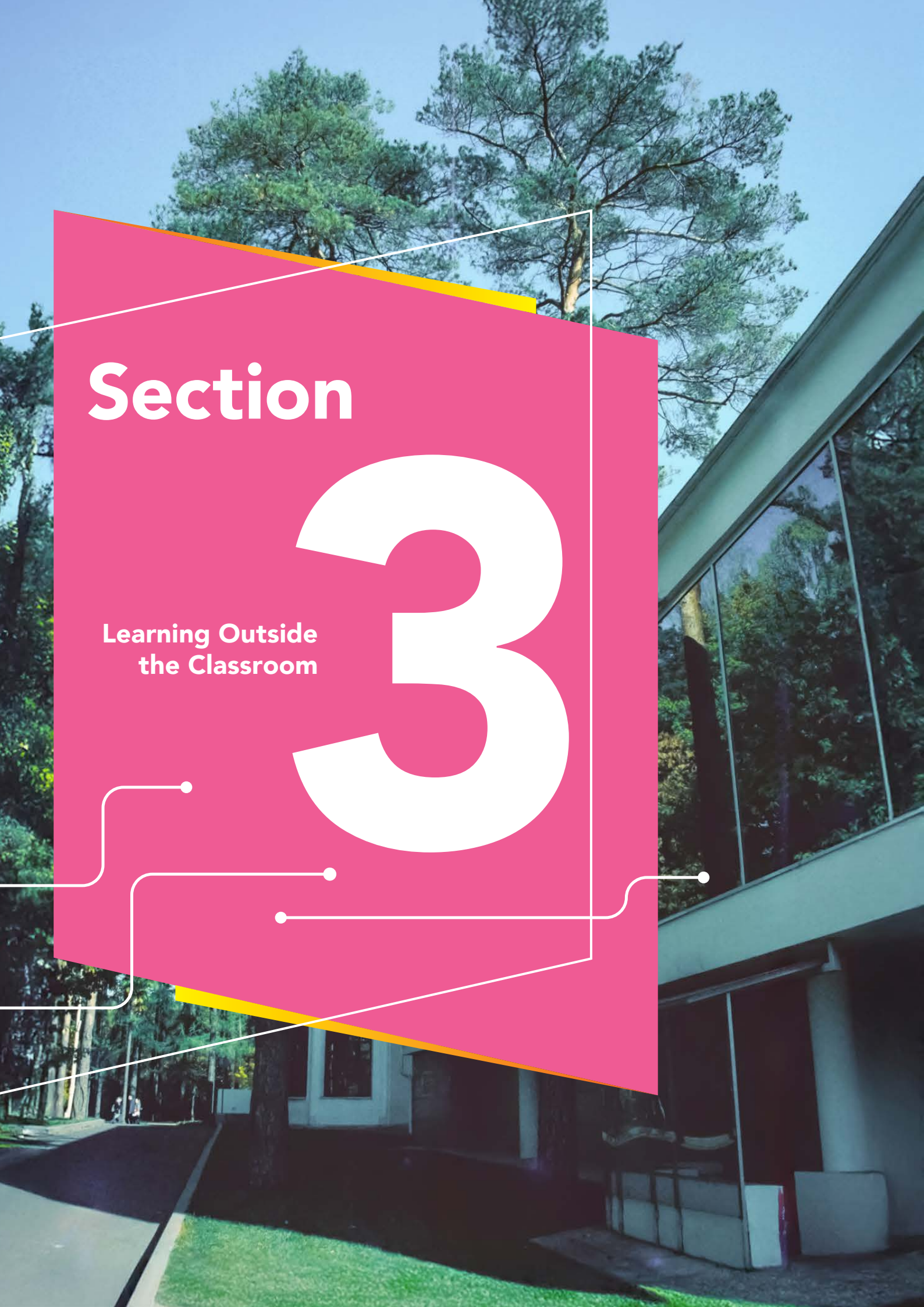


# Section

Learning Outside  
the Classroom

# 3



## Field Experience in Teacher Education Programmes

**Dr KAM Wai Keung Kevin**

*Principal Lecturer; Director, School Partnership and Field Experience Office*

Field Experience (FE) is a salient component of teacher education programmes. It is viewed as central to our teacher education programmes at the EdUHK. It offers a variety of opportunities for students to integrate their learning from teacher education, demonstrate their competencies in various domains, and broaden their understanding of school pupils' learning and the teaching profession.

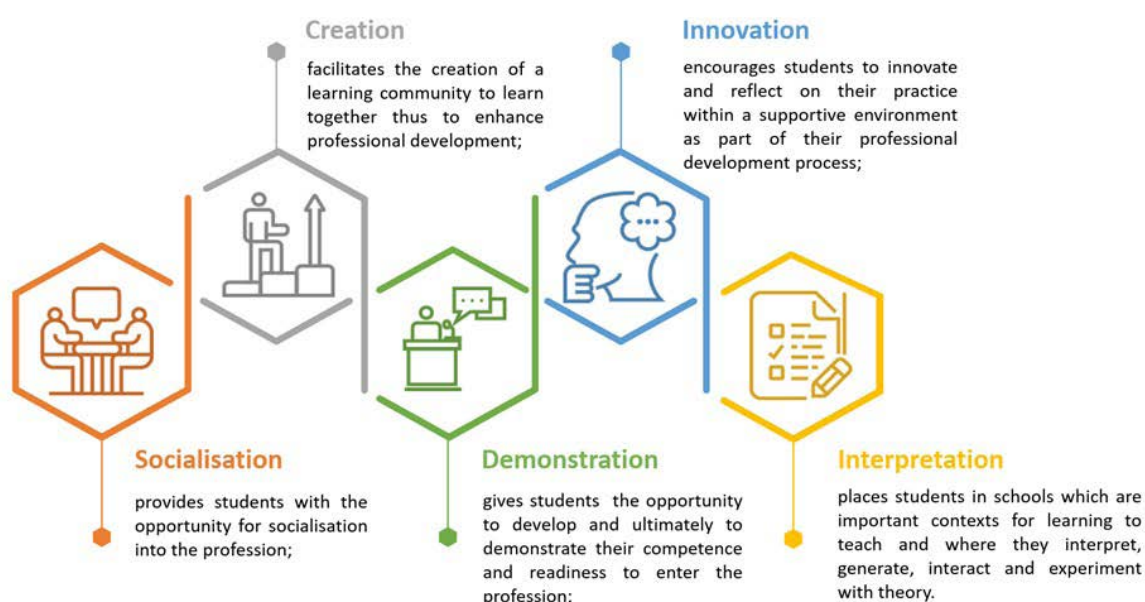


Figure 1. Field experience philosophy

## Field Experience Intended Learning Outcomes

FE in teacher education programmes integrates four areas of FE Intended Learning Outcomes (FEILOs): (i) School Development, (ii) Student Development, (iii) Learning and Teaching and (iv) Professional Relationships and Development. The FEILOs are closely linked to the T-standard+ issued by the Committee on Professional Development of Teachers and Principals, the Guidelines on Teachers' Professional Conduct formulated by the Education Bureau, as well as the graduate attributes of the University.



## Field Experience Components

In general, the FE domain of teacher education programmes consists of the components of block practice (BP) and FE portfolio.

A period of BP provides students with opportunities to teach and to be engaged in the life and work of the school. BP is delivered in two parts, Block Practice I in Year 3 Semester Two and Block Practice II or an FE Semester in Year 5 Semester One for full-time BEd/double degree programmes; the 1<sup>st</sup> and 2<sup>nd</sup> blocks of teaching practice in Year 1 Semesters One and Two respectively for full-time PGDE programmes. It builds students' capacity to work with different stakeholders in schools and experience teaching, enhancing students' teaching practice experience and adapting to the school environment. The total duration of the BP for students is no less than 12 weeks.

Students are required to submit an FE Portfolio in each block practice, which aims to enable students to manage and monitor their learning by keeping a record of their learning process and outcomes, as well as setting learning goals as targets to be achieved. Through creating an e-Portfolio, students can demonstrate their development and achievement in FE and enhance their reflective practice and self-managed learning skills for lifelong learning.

Students of full-time BEd/double degree programmes are also supported by Professional FE Tutors throughout the FE Foundation Course and FE and Professional Learning Portfolio course(s) to develop an understanding of the professional standards required of teachers in Hong Kong, to reflect on their personal and professional values and beliefs to establish their teacher identity, and to prepare, demonstrate, test, analyse, and reflect on their professional teaching and development based on the block practice experience.

To equip our students better for society's elevated expectations of teachers, FE will be enhanced as one of the "Exit Requirements for Teachers' Professional Conduct and Ethics". The enhancements include strengthening the elements of teachers' professional conduct and ethics in the domain, and adding new aspects of national and national security education, as well as school experience in mainland China. One example is the "Field Experience (FE) Interview". Starting from the 2025/26 cohort, students of full-time BEd/double degree programmes will participate in the FE Interview after completion of the final block practice to showcase their professional growth throughout their FE study. Education professionals, such as the experienced school principals of local schools, will be involved as the interview panel members to review and assess students' overall readiness to enter the teaching profession, especially in the aspect of teachers' professional conduct and ethics.



Figure 2. Students visiting Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School for a half-day tour. The school's principal, Mr Wong Tang Tat, introduced his school to our students



Figure 3. A group photo was taken in the library of Shenzhen Hong Kong Pui Kiu College Longhua Xinyi School



Figure 4. Ms Nie Chuxuan, BEd(CL), one of the students who participated in the GBA FE Course, leading a class activity during a lesson in her placement school, the Affiliated School of Jinan University for Hong Kong and Macao Students (Guangzhou)

## Field Experience in the Greater Bay Area

The School Partnership and Field Experience Office initiated a pilot scheme of Field Experience (FE) in the Greater Bay Area (GBA) in 2022/23, and it continued in 2023/24 in the form of FE Elective and Learning Experience Outside the Classroom (CLOC) courses to recognise students' efforts with credit points. Fourteen students and seven students joined the GBA FE pilot scheme in 2022/23 and 2023/24, respectively. A series of foundation courses were provided to students for preparation before the Block Practice (BP) in order to strengthen students' understanding of the education system in the mainland, relevant laws and regulations, and to enhance their communication skills. After that, students were placed in a partner school in GBA and joined a 3-week BP for lesson observation, try-out teaching, participation in school activities, and other educational/cultural activities. In the last week of the BP, field experience observations were conducted, and students received feedback on their teaching performance.

Feedback from the on the Course has been overwhelmingly positive. Students reported that they were given opportunities to involve themselves in the life of the GBA school, e.g., taking part in extra-curricular activities, student assemblies, staff meetings, staff development workshops, parent-teacher activities, etc. They found that the Course has broadened their horizons and enabled them to understand the opportunities for teachers to develop their profession in GBA schools. Regarding their teaching performance, students believed they could act as caring cultivators for their students, cater to their diverse learning needs, recognise their characteristics as students in GBA, respect their multicultural background, and facilitate their diversified development. The Course also offered them a chance to have professional dialogues with teachers and students from GBA schools and helped to expand their professional network. Through this Course, students not only received professional advice from experienced teachers from both the GBA school and EdUHK but also learned about the daily operations of schools outside Hong Kong, which is beneficial for their professional development.

Starting from 2025/26, the course "School Experience in Mainland China" will become a compulsory course under the FE domain of 5-yr full-time BEd/double degree programmes.



Figure 5. Mr Yiu Yat Hong Manson, BEd(PE), teaching PE lesson in their placement school, the Affiliated School of Jinan University for Hong Kong and Macao Students (Foshan)



Figure 6. Mr Li Chuk Hin Jason, BEd(PE), one of the students who participated in the GBA FE Course, demonstrating the technique of throwing a frisbee during PE lesson in his placement school, the Affiliated School of Jinan University for Hong Kong and Macao Students (Foshan)

Scanning the QR code below will direct you to the promotional video of the GBA FE course.





# Preparing the Next Generation of Chinese as International Language Teachers — MATCIL (FEX6118 Field Experience)

**Dr LIANG Yuan**  
Associate Professor, Department of Chinese Language Studies, Faculty of Humanities

**Dr ZHANG Ling**  
Assistant Professor, Department of Chinese Language Studies, Faculty of Humanities

In the ever-evolving landscape of global education, the demand for qualified and passionate Chinese language teachers has never been higher. Recognising this need, the MATCIL (Master of Arts in Teaching Chinese as an International Language) programme has emerged as a trailblaser, offering a comprehensive approach to equipping aspiring educators with the knowledge, skills, and practical experience necessary to thrive in the field.

As one of the core components of the MATCIL Programme, Field Experience (FE) is a 6-credit point course that provides students with unparalleled opportunities to immerse themselves in teaching Chinese as an international language. This unique hands-on experience is designed to bridge the gap between theory and practice, empowering pre-service teachers, or “Student Teachers”, to translate their Chinese language knowledge and pedagogical theory into real-world applications.

During the first semester, the Student Teachers embark on a series of school visit activities, where they observe experienced educators in action and gain valuable insights into the current trends and challenges of teaching Chinese in international contexts. This exposure lays the groundwork for the second-semester placement, where the Student Teachers are given the opportunity to apply their learning in a six-week immersive experience at international schools and universities in Hong Kong, Mainland China, or overseas countries. Some previous partner FE schools include Harrow International School and Malvern College in Hong Kong; United World College (Changshu), Wuxi Dipont School of Arts and Science (Wuxi) and Yew Chung International School (Beijing & Shanghai) in China; Masaryk University (the Czech Republic), Swarthmore College (The United States) and Hankuk University of Foreign Studies (South Korea).



Figure 1. Student teachers in FE placement at Hankuk University of Foreign Studies (South Korea) 2023/24

The FE placement is a transformative journey that allows the Student Teachers to collaborate closely with experienced educators, participating in a range of activities, from teaching material preparation and academic planning to collaborated lesson delivery and student assessment. This integration of theory and practice equips the Student Teachers with a comprehensive understanding of the multifaceted nature of teaching Chinese as an international language.

Moreover, the MATCIL programme's commitment to holistic development extends beyond the classroom. Participants are also actively engaged in various school functions and co-curricular activities, enabling them to develop a well-rounded skill set and a deeper understanding of the educational ecosystem. This approach ensures that MATCIL graduates not only excel in their subject matter but also emerge as well-rounded individuals, ready to make a lasting impact on the development of their students.

Over the years, the MATCIL programme has established a strong network of partnerships with FE schools worldwide, solidifying its reputation for the quality of its Student Teachers and the exceptional organisation of its FE activities. This collaborative approach has allowed the programme to stay at the forefront of the evolving needs of the global education landscape, ensuring that its graduates are equipped to navigate the challenges and opportunities that lie ahead.

As the world becomes increasingly interconnected, the demand for skilled Chinese language educators continues to grow. The MATCIL programme's innovative approach to teacher preparation, with its unwavering commitment to practical experience and holistic development, is poised to meet this challenge head-on. By nurturing the next generation of Chinese language educators, the MATCIL programme is playing a vital role in shaping a future where the exchange of languages and cultures flourishes, fostering greater understanding and connection across borders.



Figure 2. Student teachers in FE placement at Wuxi Dipont School of Arts and Science (Wuxi) 2023/24



## Extensive Practicum Component as an Integral Part of the MSc(ESLPLD) Curriculum

**Dr KAM Chi Shan Anna**

*Associate Professor, Department of Special Education & Counselling, Faculty of Education and Human Development*

**Mr CHEUNG Wing Yeung Wing**

*Lecturer, Department of Special Education & Counselling, Faculty of Education and Human Development*

The Master of Science in Educational Speech-Language Pathology and Learning Disabilities [MSc(ESLPLD)] is a full-time, two-year taught programme which aims to provide high quality pre-qualification education and professional training of speech-language pathologists. The practicum serves as a crucial link between theoretical learning and practical application in the field, offering students opportunities to apply subject knowledge, assessment and intervention skills under supervision by qualified speech-language pathologists in Hong Kong. Participants have access to various facets of the community, and work with diverse client populations. Each student is assigned to various settings, accumulating over 300 direct contact hours to acquire a wide range of clinical skills and to fulfil the training requirement of speech-language pathologists in Hong Kong. To optimise the clinical learning, practicum courses consist of both individual and group learning, allowing students to participate in case management and post-clinic conferences with their peers.

### Practicum Structure

There are four practicum courses: Practicum I, Practicum II, Advanced Practicum I, and Advanced Practicum II, each consisting of 100 clinical practice hours. Students in each practicum course are simultaneously assigned to three different sites for clinical practice to gain exposure to various clinical scenarios and challenges.

### Development of Competency

In practicum studies, students' learning progress is individually assessed through direct supervision by clinical supervisors. The assessments of practicum courses are conducted using the Competency Assessment in Speech Pathology Assessment to benchmark students' clinical competencies against reputable standards. Student's competency is evaluated based on two closely interrelated sets of competencies: professional competency units (e.g., reasoning, communication, lifelong learning and professionalism) and speech-language pathology occupational competency units (e.g., assessment, analysis and interpretation, and planning evidence-based speech pathology practice).

### Clinical Activities

Students in each practicum course engage in a wide array of clinical activities, including conducting assessment and treatment of speech, language, communication, hearing and swallowing disorders, conducting hearing screening or evaluation, hosting talks, seminars or training workshops for service users, participating in multi-professional conference meetings, and providing peer-supervision to peer student clinicians.

### Practicum at Child Settings

In the 2023/24 academic year, there were over 50 practicum collaborators across non-governmental organisations, educational settings (e.g., kindergarten, primary school, secondary school, special school), and the Social Welfare Department. Student clinicians work with infants, toddlers, children and adolescents to assess and treat speech, language, communication, feeding and swallowing challenges, collaborating with families, teachers, and other healthcare professionals to create a holistic and comprehensive plan that supports children's speech and language development. They use a variety of techniques and strategies tailored to each child's needs. They are also exposed to alternative treatment methods, such as incorporating animal-assisted therapy in the practicum study.



Figure 1. Student clinicians provide speech therapy service in child settings



Figure 2. Clinical performance is supervised by qualified speech therapists



Figure 3. Student clinicians provide hearing screening service at the Special Olympics

## Student Sharing: Clinical Placement Experience

*Mr CHENG Tak Tin Lachlan, Year 2 Student, Master of Science in Educational Speech-Language Pathology and Learning Disabilities*

From June to August 2024, I was assigned to provide speech therapy services for clients at the Integrated Family Service Centre, Social Welfare Department. During the placement, I conducted assessments and provided treatment for children aged from 2 to 9 with speech, language and communication needs, provided caregiver trainings, and participated in multi-professional meetings. This experience has laid a solid foundation for my future practicum and is a great start for my career.

Sometimes I wonder if the clients are service users or classmates. They are learning from our treatment, meanwhile, we are learning and gaining experience from their characteristics. Every unique response from them enriches our learning journey and profile. The supervisor gave us guidance so we were able to analyse the performance of the clients comprehensively. Learning outside the classroom has helped me to gain extra insights, which is a total new experience to a student from a non-medical background.

The learning outcomes are countless, some are intended while others are unintended, they range from theoretical frameworks, flexibility in problem solving, understanding of persons, self-understanding, as well as personal growth. These learning outcomes will definitely help me reach my goals along the path.

## Practicum at Adult Settings

In the 2023/24 academic year, there were over 40 practicum collaborators in general adult settings (e.g., rehabilitation service, elderly community service centre and old age home) and the Hospital Authority. Student clinicians assess and treat speech, language, cognitive-communication, and swallowing difficulties in older adults, often caused by conditions such as stroke, dementia, or Parkinson's disease, providing face-to-face or tele-health speech therapy. They work collaboratively with other healthcare professionals to enhance the overall quality of life for elderly individuals.

Upon successful completion of the practicum, students are expected to be able to administer screening and assessment on speech-language and/or swallowing disorders, plan and implement theoretical- and evidence-based treatments according to assessment results, communicate with service users and caregivers effectively and professionally, evaluate own clinical performance, handle clinical paperwork and make ethical decisions with consideration given to both local and global contexts. The comprehensive and hands-on nature of the practicum component equips students with the practical skills and experience needed to excel in the field of speech-language pathology.



Figure 4. Clinical Placement at Integrated Family Service Centre, Social Welfare Department



## Empowering Every Voice: My Internship Journey in Social Diversity, Equity and Inclusion

**Ms GURUNG Jasmika**

*English Major Student, Bachelor of Arts (Honours) in Language Studies, Faculty of Humanities*

This summer, I embarked on an internship journey with Community Business, an organisation that advocates diversity, equity and inclusion in companies across Asia by providing resources and support for companies looking to expand their scope of diversity and inclusion. With the organisation's philosophy, during my internship, I constantly learn not only administrative skills and information, but more importantly I am learning the importance of diversity and inclusion and how to better advocate for allyship in my personal life as well. Personally, this means fostering my mindset towards diversity and inclusion and becoming a better ally.

As a student intern, I am honoured to contribute to the LGBT+ team. Working with the LGBT+ team, my daily tasks include providing assistance to the programme managers and associates since the LGBT+ team is regularly working on variable campaigns and events, especially during Pride Month. There are some key events for the team, including the LGBT+ Inclusion Index, LGBT+ Mentoring Programme and LGBT+ Consulting and Training, which are held throughout the year. Currently, I provide support to the programme managers and associates with certain admin tasks of planning events and campaigns such as organising information into files, researching and brainstorming ideas for activities in events, helping to create questionnaires for clients, etc. In addition, interns are given a social media campaign project to work on, so we are actively making improvements and providing updates to the project together.

With my major in English, the skills and learning outcomes can be highly applicable to my work in the office. To start with, my critical thinking skills and reasoning attained from my major in the BA(Lang Studies) has helped with my contribution to the team. There are times when my team asks me to help them figure out issues or brainstorm ideas for them, and in these instances, the skills I acquired from my major become useful.

One of the main ways my subject is applied in my work environment is through the use of my writing skills. As one of the pivotal learning outcomes from my major, the BA(Lang Studies) programme provides me with abundant opportunities to practise my reading and writing skills; therefore, my skills have vastly improved since the start of my university education. Now, I am able to apply them to my work, especially in tasks such as modifying documents, doing research and drafting final project reports.

In addition, communication skills has proven to be significant in every aspect of my work. From simply communicating with co-workers to communicating in integral meetings, communication skills in the office have never been more important for me. Thankfully, I have improved this during my time in university through diverse ways, allowing me to utilise it in my work environment.

I truly hope my internship with Community Business will not only be a chance to accumulate valuable experience, but I also cherish the joyful moments shared with my colleagues and, most importantly, I have gained an inspiring insight into society's diversity, equity and inclusion.



Figure 1. Standing tall with community business



Figure 2. LGBT+ Pride quiz night

## Embracing Experiential Learning through Internship in BSc(AI&EdTech): From Classroom to Real-World Impact

### Our Commitment to Experiential Learning

Our university is committed to providing students with a well-rounded education that goes beyond the confines of the classroom. We believe that learning should be dynamic, engaging, and relevant to the real world. This commitment is reflected in our emphasis on experiential learning, a key component of our curriculum that allows students to apply their knowledge in real-world settings. We believe that by bridging the gap between theory and practice, we can equip our students with the skills and confidence they need to succeed in their chosen fields.

### BSc(AI&EdTech) Internship Programme

Our Bachelor of Science (Honours) in Artificial Intelligence and Educational Technology (BSc(AI&EdTech)) programme exemplifies this approach. Students in this programme participate in a 200-hour summer internship, working alongside various AI & EdTech firms. This immersive experience allows them to translate their theoretical knowledge into practical skills, gaining valuable insights into the industry.

More specifically, the internship programme is carefully designed to provide students with a comprehensive understanding of the AI & EdTech landscape. Students are placed in a variety of roles, such as data analysis, user interface design, product development, product testing, and STEM education consultancy. This exposure to different aspects of the industry allows them to develop a well-rounded understanding of the challenges and opportunities within this rapidly evolving field. It provided valuable authentic learning experiences beyond classroom instruction. Through working on real-world projects, students applied technical knowledge from their coursework while further developing professional skills like communication, time management, and problem-solving.

**Dr CHEUNG Ho Yin**

Lecturer, Department of Mathematics and Information Technology, Faculty of Liberal Arts and Social Sciences



Figure 1. Student intern presenting project updates to industry team members at one of the internship organisations



## Authentic Learning Highlights

Some authentic examples could be given based on the students' reflections and reports after the internship. One student interned at a robotics company, securing the opportunity to work on an innovative product that the company filed for a patent. Through this experience, the student gained first-hand exposure to the full product development lifecycle - from researching emerging tech trends and user needs, to prototyping and testing iterations with real users.

Many reflected on how the internships allowed them to contribute meaningful work that could positively impact the community. For instance, some worked on data analytics projects that could inform policy decisions by public agencies. Applying concepts from their courses, the students processed large datasets and generated insights that could guide resource planning to benefit society. Others assisted local schools in designing STEM education materials and facilitating teaching and learning activities, gaining insights into integrating technology to enhance educational experiences.

## Career Exploration & Personal Growth

The internships also served as an avenue for self-discovery about personal interests and potential career paths. For some students, their internship opened their eyes to new possibilities they had not previously considered. One student's stint at an education technology start-up reinforced their passion for integrating STEM learning through product development. Creating educational tools and facilitating related activities gave them insights into how technology can substantively enhance the learning process. At the same time, experiencing different roles allowed other students to reaffirm the career direction they desired. The hands-on experiences unveiled alternative avenues for some, while solidifying existing interests for others. The immersive nature of the internships enabled this crucial self-exploration and alignment of personal goals with potential professions.

Beyond technical abilities, students highlighted the crucial experience gained in areas such as teamwork, customer communication, and organisational dynamics. They recognised the importance of skills like asking for help, effective time management, and adapting to change. Despite facing challenges like tight timelines and navigating user feedback, students learned perseverance, collaborative problem-solving, and continuous improvement.

## The Impact? Motivated, Engaged, and Ready

The results are clear: our students are engaged, motivated, and ready to make their mark on the world. They are not just learning the theory, they are experiencing it first-hand, and that is what makes EdUHK education so powerful. We are committed to providing our students with the tools and experiences they need to thrive in a rapidly changing world. We believe that by fostering a culture of experiential learning, we are equipping our students with the skills, knowledge, and confidence to become future leaders and innovators in education and other industries.



Figure 2. Student interns facilitating STEM learning activities at another internship organisation (2<sup>nd</sup> and 3<sup>rd</sup> from right)

## Industrial Internship

**Dr KWAN Yuet Ling Linda**

*Senior Lecturer, Department of Psychology,  
Faculty of Education and Human Development*

An industrial internship provides students in the Bachelor of Social Sciences (Honours) in Psychology programme with a valuable opportunity to connect academic theory with practical application in a professional setting. Here are some distinctive features of the internship learning outside the classroom: A student may work with an organisation, using theoretical frameworks to examine social problems and therefore increasing their academic understanding of community dynamics. Internships also allow students to cultivate industry-specific skills such as data analysis, research methodologies, and communication strategies. Students develop their ability to conduct qualitative and quantitative research, preparing them for future roles in social research and policy analysis. Students acquire networking skills that can lead to mentorship opportunities, job placements, or collaborative projects after graduation. Students are also encouraged to reflect on their experiences and integrate the insights gained from their internships back into their academic studies.

Students gain practical experience as well as a deeper understanding of their profession when they participate in an industrial internship. These experiences are essential to their academic and professional growth, providing them with the skills and networks needed for successful careers in the social sciences.

Industrial internship is one of the internship courses of the Psychology programme, preparing students for dynamic, real-life employment situations, cultivating their professionalism, aptitude and attitude, as well as problem-solving, interpersonal and collaborative skills. The internship exposes students to real-life working situations in local industries related to the three concentration areas of the programme. The Department of Psychology works closely with many local government, non-government, and private agencies to create opportunities for undergraduate psychology students in real-life learning plans. Students will work alongside with professionals in various settings and will be immersed in the daily operations of the agencies. The internship is in line with the programme objective of producing graduates who can competently integrate the science and application of psychology and can implement evidence-based application.

The industrial internship aims to provide students with experiential learning opportunities to put into practice the psychological knowledge and skills acquired from the core and major elective courses of the programme. Students will apply relevant knowledge and skills from the three areas of concentration (School Psychology, Health Psychology, Human Relations and Communication) to real-life working environments. The pre-professional work experience gained through the internship will also allow students to consider their future career goals.

Upon successful completion of this programme, students will be able to apply psychological knowledge and skills in a variety of settings; communicate effectively to professional and non-professional individuals and groups to provide information about psychological research, services, or programmes; demonstrate sensitivity, knowledge, and skills in applying ethical principles and standards to support professional responsibilities and conduct in the workplace. Students will also be able to appreciate the importance of human relationships and work attitudes and the importance of working as a team and as a member of a hierarchy; show work attitudes such as responsibility, self-confidence, maturity, self-reliance, and curiosity; and use knowledge obtained in internships to plan potential careers.

Internship workshops are part of the internship curriculum. Students are required to attend the internship workshops arranged by the Department. Students will be introduced to the theory and practice of internship, enabling them to understand the design and implementation of the internship. Activities to be carried out in the workshops include discussions, video analysis and group consultation. Specific issues to be covered in the workshops include: background of the Industrial Partners; major issues concerning the three concentrations, with particular reference to the Industrial Partners; internship guidelines and logistics; and general personal attributes, including professional integrity, professional ethics, team-dynamics, interpersonal skills and management skills.



There are supervision sessions, all of which involve students, Site Supervisors, and Internship Tutors during the internship. The Site Supervisor will be responsible for helping students to reach their full potential, to assign them to challenging tasks whenever possible, and to allow the students the maximum number of opportunities to grow through the use of skills acquired and the exercise of judgment in making decisions. The Internship Tutor will monitor the progress of the student throughout the internship and act as a resource as required. The Internship Tutor will maintain communication with the Site Supervisor and debrief the intern. The Site Supervisor and the Internship Tutor are required to meet with the student periodically to inform him/her of his/her progress and to complete interim and final performance review of the student. The Site Supervisor will detail the strengths and weakness exhibited by the student during the internship period as well as those areas where improvement is required. The main purpose of site supervision is to provide supervised learning opportunities for Psychology students by qualified and experienced practitioners in order that the internship objectives can be achieved.

Internships can be highly beneficial for students pursuing a course of study in the Department of Psychology. To maximise the benefits of internships, the programme is well-structured, aligned with the course curriculum, and provides meaningful learning experiences for students. Effective mentorship, clear learning objectives, and thoughtful integration of the internship into the overall course design contribute to the success of the internship component as well as learning outside the classroom.



Figure 1. The Industrial Internship Workshop provided students with opportunities to enhance their oral communication skills and build team spirit through interactive games



Figure 2. Through discussion and sharing, students develop a deeper understanding of their personal working styles, strengths, and weaknesses



Figure 3. A group photo of the Course Coordinator, the workshop trainers sent by the internship agencies, and the students after the fruitful and rewarding workshop

## Bachelor of Science (Honours) in Executive Management [BSc(EM)] Internship

**Mr LAM Ho Wai Martin**

Lecturer, Department of Education Policy and Leadership, Faculty of Education and Human Development

Bachelor of Science (Honours) in Executive Management (BSc(EM)) is a pioneering programme that gives students' careers in education-focused executive management a head-start. Students are equipped with different management skills (including human resource management, financial management, etc.) for their future professions. To help students with professional preparation to apply their learning and knowledge in practice, students have to join an eight-week internship in the summer semester, develop a taste for working as an executive officer (EO) in a school or a programme officer (PO) in an NPO (Non-Profit Organisations).

During the internship, students are matched according to their career interests with our networks of education, non-governmental, and related private industry partners for placements in Hong Kong or the Greater Bay Area, including the Consumer Council, Scout Association of Hong Kong, Hok Yau Club, Hong Kong St. John Ambulance, schools and organisations affiliated with Po Leung Kuk and Tung Wah Group of Hospitals, etc. Students have the chance to intern in different fields to experience the duties and challenges of an EO or PO. It provides early experience for their future career and helps them understand the real-world workplace more deeply.

Students take up daily administrative tasks in schools, understanding how EO supports school operations. These tasks include planning of graduation ceremony for a school, coordinating janitors to support teaching activities, and drafting circulars and promotional leaflets for school functions. By taking up the role, students understand that the school office is like the heart of a school in supporting different parts of operation in a school. Meanwhile, in NPOs, students help the PO organise events in cooperation with the education sector. Students assist in event planning and materials preparation, run a booth at a roadshow, and hold an event at school. They have to work with different teams and interns from other universities. Students have to demonstrate strong leadership skills when pitching ideas in event planning and leading a team of interns.



Figure 1. MC of the event kicked off the ceremony



Figure 2. Student representative Ms Vicky Tan gave a thank you speech to the internship organisations



With the immersive and authentic internship experience gained, students will be able to apply theoretical knowledge in the real world. Beyond knowledge application, students can also develop different generic skills, including communication skills through working in a team, problem-solving skills through dealing with different issues in the workplace, critical thinking skills through challenges in planning and leadership skills through being a team leader. Furthermore, it helps students build up a professional network with future job opportunities and a deeper understanding of the industry's landscape, which enhances their employability, including their work experience and career readiness.

The Department of Education Policy and Leadership (EPL) organised an internship celebration and strategic networking event on 31 August 2023 to celebrate the meaningful and successful internship placement. The event aims to celebrate BSc(EM) students' outstanding internship performances and recognise the strategic partners' support for providing precious internship placements and giving valuable advice to the students.

During the event, EPL Associate Head Dr Theodore Lee and BSc(EM) Programme Leader Dr Maxwell Ho each gave a speech to explain the purpose of the internship, showing appreciation to all the strategic partners and presenting appreciation certificates to them. All the strategic partners were excited about the event which was a chance to see the student interns again with positive and favourable feedback on the student interns' performance. Student representative Ms Vicky Tan shared her thoughts on the experiences she had gained in the internship and expressed appreciation to the strategic partners for offering the precious internship opportunities to BSc(EM) students. It has been an excellent chance for all the students and strategic partners to unite for the reunion and strengthen the bonding for the next collaboration.



Figure 3. Group photo of BSc(EM) programme team, internship organisation representative and BSc(EM) students

## Beyond the Classroom: Enriching Student Learning through Experiential Learning Course and Co-curricular and Service Learning Course

Dr KANG Jong Hyuk David  
Director of General Education

Dr LEE Tai Hoi Theodore  
General Education Experiential Learning Course Coordinator

GEO

Unlike the classroom-based curricular and traditional and formal learning environments such as essay writing and written examination, Co-curricular and Service Learning Courses (CSLCs) and Experiential Learning Courses (ELCs) were developed within the framework of the common curriculum at EdUHK under the Experiential Learning (EL) domain in General Education (GE) to extend student learning beyond the classroom by engaging in more experiential and hands-on learning opportunities.

Co-curricular and Service Learning Courses provide students with an opportunity to engage in learning in action and through action in real-life or work-place contexts while complementing, connecting with, and mirroring their learning experiences derived from the formal curriculum. On the other hand, Experiential Learning Courses encourage students to learn through experimentation, observation, reflection and (re-)conceptualisation while undertaking a wide variety of activities, such as creative work, student-initiated enterprises/ projects, thematic overseas trips, outward-bound training, etc.

CSLCs and ELCs under the EL curriculum are designed around three major stages:

- Proposal
- Experience
- Reflection

In the first stage – **proposal**, students are provided with the opportunities to identify the needs of the target groups, set corresponding services (for CSLCs) or active experiences (for ELCs) for the target groups and plan the implementation details of the services (for CSLCs) or active experiences (for ELCs) in real life contexts. 6-12 classroom contact hours are dedicated to the development of service proposals and learning proposals (in groups or individuals) for CSLCs and ELCs, respectively.

The second stage for CSLCs and ELCs is a **carefully designed first-hand experience** that assists students in accomplishing the intended learning outcomes by participating in services (for CSLCs) or active experiences (for ELCs). 32-40 experiential hours of out-of-classroom concrete experience (i.e., 1.5 experiential hours of out-of-classroom concrete experience equals to one classroom contact hour) are recommended to be included in CSLCs and ELCs so as to make room for adequate preparation for the experience, to gain first-hand experience and to problem-solve in situ. Students are required to document their service experiences (for CSLCs) or active experiences (for ELCs) through writing, audio, video, and/or photography.

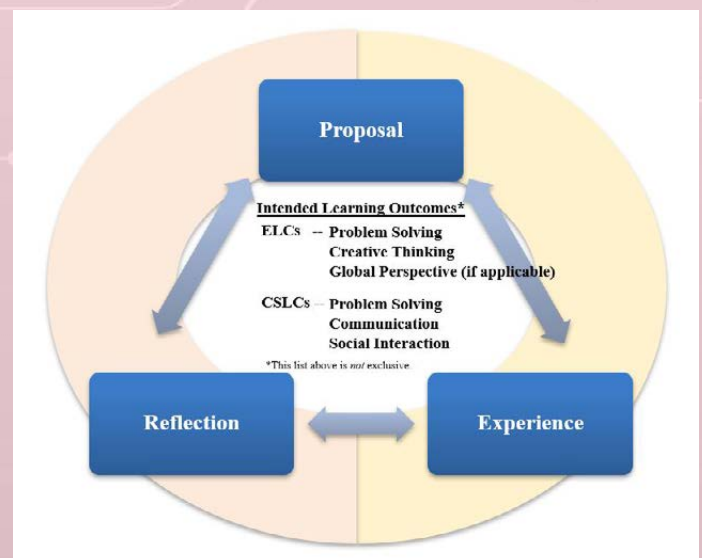


Figure 1. The three stages of Experiential Learning



In particular, CSLCs allow students to engage in direct service learning (i.e., face-to-face service projects in which students' service directly impacts individuals who receive the service from students). By collaborating with local, regional or global partner organisations, students will be able to conduct services required for targeted groups (e.g., designing activities/ strategies related to learning for students with special educational needs, non-Chinese speaking students and socially disadvantaged children; organising tour guides for handicapped, day camps/ family activities for low-income families, IT knowledge transfer, teaching arts and crafts to elderly, etc.)

On the other hand, ELCs offer non-traditional ways of learning experiences outside the classroom with at least two modalities of experience. The gist is to provide more opportunities for students to have cross-cultural experiences in different social strata, occupations, geographies, ethnicities, and genders. Through engaging with local, regional or global partner organisations, the following modalities are incorporated into different ELCs under the EL curriculum:

- Tour/ site visit
- Interview/ work with, or get to know practitioners/ stakeholders
- Play games/ gamification
- Film watching
- Actual performance
- Online interactions with relevant parties
- Create infographics
- Prepare a funding bid
- Run a small trial business
- Internship
- Clinical practice
- Exchange programme

The last stage for CSLCs and ELCs is **thoughtful reflection**. Students are expected to evaluate the process and outcomes of their experiential learning with thorough consideration of the interplay between theory and practice. They should also identify areas for improvement and elaborate on the impact of experiential learning on their future behaviour and/or the development of personal identity. In general, 6-12 classroom contact hours are reserved for reflection for CSLCs and ELCs. Students are expected to record their reflections on service experiences (for CSLCs) or active experiences (for ELCs) through ePortfolio, written/ other multimedia formats, sharing, etc.

In short, these three stages highlight the fact that in EL, learning, doing and reflecting are mutually constitutive, this dynamic interplay motivates further discovery of oneself and the world, adding value to students' learning experiences at the University. Through EL, students are put in unfamiliar situations; the students are challenged to put their prior knowledge to the test, practise their problem-solving and creative thinking skills and juggle a wide range of considerations (e.g., social, environmental, philosophical). It is in these situations that the students reflect, reconcile with dissonances (in their thinking, emotions and beliefs – to name but a few), construct new understandings, and develop their identity.



Figure 2. Teaching arts and crafts as direct service to the elderly



Figure 3. Students learning about the life of scavengers



Figure 4. Student cleaning up after Crossroads' service activities

## Experiential Learning Course (GEL2019 Mastering Korea through Experiential Activities)

**Ms YOON Sunghee**

Lecturer, Department of Linguistics and Modern Language Studies, Faculty of Humanities

Today, Korean culture is as one of the most prominent global trends, captivating many people, including students at EdUHK. In response to the growing fascination with Korean culture, this course is crafted to assist students in gaining comprehensive insights into Korea via experiential and immersive activities within our local setting, irrespective of their Korean language proficiency. Given Hong Kong's proximity to Korea, Korean culture is deeply embedded in our daily lives, offering numerous avenues for students to directly engage with Korean cultural practices in Hong Kong.

Students were empowered to select topics of personal interest and form groups through collaborative discussions. Subsequently, students embarked on out-of-school activities and experiences based on their own schedule.

The first off-site activity was a visit to the Korean Cultural Centre in Hong Kong, it is a unique space where students could immerse themselves in authentic Korean culture and interact with native Koreans. During this visit, the students participated in a Kimchi pancake-making workshop, which initially presented challenges in achieving the traditional round shape similar to Western pancakes. Through perseverance and repeated attempts, students successfully refined their pancake-making skills, leading to a visually appealing outcome.



Figure 1. Kimchi pancake making

Furthermore, the students had the opportunity to wear traditional Korean costume, known as hanbok, an experience seldom available outside of Korea. By selecting their preferred hanbok colour, trying it on, and capturing through photography, it was an eye-opening experience for the students which enriched their understanding of Korean culture.

Additionally, the students actively participated in traditional Korean games and were offered a first-hand experience with viral activities. The majority of the students commented that the games were much more challenging than those they have previously watched on television.



Figure 2 and 3. Hanbok wearing & traditional Korean games



The students' feedback described the field trip as a standout experience of the semester; a once-in-a-lifetime first-hand encounter with Korean culture prior to delving into individual topics. Such an immersive experience not only fostered individual knowledgeability but also facilitated effective collaboration during group projects. Subsequently, students delved into a diverse array of experiences outside of school from the fourth week onwards, which were tailored to their individual plans.

One group opted to explore Korean "Banchan" (side dishes), revisiting the Korean Cultural Centre to study Korean culinary arts and authentic cooking techniques. Afterward, the group chose and researched Korea's most popular side dishes, with each member delegated to master one dish. Continuous experimentation of recipes led the members to open an "Introduction to Korean Side Dishes" tasting event at school, where students showcased their own culinary products such as various kimchi dishes, marinated bean sprouts, and caramelised potatoes. Students presented the Korean names, ingredients, and origins of each dish to enhance the general public's understanding of the Korean taste pallet.



Figure 4.: Korean "Banchan"

Another group spent seven weeks learning a K-pop dance and filmed everything they have learned. They first enrolled in a dance school in Mong Kok and then filmed their practice each week to create a V-log-style video. The aim was to master and perfect K-pop dance in seven weeks, and as the dance-loving students got together each week to practice, they said they were able to relieve stress and do the exercise they needed to stay fit. Best of all, learning a K-pop dance together sparked interest in the Korean language, encouraging them to join a Korean language class together.



Figure 5. K-pop dancing

Overall, the students expressed great satisfaction towards their participation, despite occasional difficulties with scheduling. In particular, students with the same interests were able to form groups and developed friendship in quick fashion, and through sharing the same experiences, they gained a deeper understanding of the Korean language and culture. Experiencing their favourite Korean culture in Hong Kong with close friends not only deepened their knowledge but also broadened their horizons and opened their minds to foreign culture.

Ultimately, such a unique approach to vitalise creativity, open-mindedness, and knowledge in a foreign culture is a rare yet effective opportunity for students who wish to simultaneously learn about and gain proficiency in an area of interest. As the course title suggests, students would become masters in their own chosen topics.

## Cultivating Meaningful Relationships: The Transformative Power of the “Love’s Work”

Dr CHENG Tak Lai Mic

Lecturer, Department of International Education,  
Faculty of Education and Human Development

As the University continually strives to equip students not only with academic knowledge, but also with the generic skills and positive attitudes needed to thrive, an innovative experiential learning course offered by the Department of International Education stands out – “Love’s Work: Cultivating Relationships with Care”. This unique offering empowers undergraduate students to explore the most important social relationships in their daily lives.

The insight behind this course is that while we are constantly juggling the demands of coursework, work and extracurricular activities, we often neglect the relationships that give our lives true meaning and purpose. Whether with family, friends or romantic partners, our connections with others are fundamental to our wellbeing, but can easily become strained or distant in the bustle of everyday life. The course therefore offers students the opportunity to proactively address this challenge and embark on a powerful journey of self-discovery and relationship growth.

Of course, cultivating more meaningful relationships does not happen overnight. That is why the course is structured as an ongoing process of proposal development, implementation and evaluation. Students are required to create detailed plans for how they will improve their chosen relationships, then put these plans into practice, receiving regular feedback from both the tutor and their peers:

- **Proposal Development** – In the lectures, the first step is for each student to recognise the nature and importance of social relationships in their daily lives. They are then asked to identify a specific relationship they would like to focus on improving - whether it is with a parent, sibling, friend or romantic partner – and to formulate a plan to work on the dynamics in that relationship in six weeks;
- **Implementation** – This is where the real work begins, the students engage in individual planning and efforts to change established patterns of relationships outside of the classroom. They receive feedback and guidance from the tutor on an individual and group basis, while also establishing a group-based sharing platform to learn from each other’s experiences and provide mutual support;
- **Evaluation** – In the final phase, the students are asked to evaluate their work and share how their efforts have paid off in cultivating a more responsive dynamic in their chosen social relationship in the class. Through this blend of personal reflection and collaborative sharing, the students are expected to develop a greater self-awareness of their own communication styles, emotional triggers and relational needs.



Figure 1. Jaylen (Left) invited his brother to join him at the gym regularly for his love work





Jaylen, a final year student who attended the course, realised that it lacked the closeness and openness he wanted when he reviewed his relationship with his younger brother. When growing up, he found it difficult to express his feelings and ideas freely within the relationship, which had contributed to the distance between them over time. Determined to improve the situation, he decided to take proactive steps in their “love work” – taking the initiative to invite his brother to join him at the gym regularly and trying to communicate his thoughts and needs to his brother in a gentle, inviting way, rather than reverting to old patterns of coldness and resistance.

This love work helped Jaylen to become more empathic to his brother’s perspective and love. He reported feeling more emotionally attuned, communicative and empathetic in their relationships. Perhaps most importantly, the transformative effects of Love Work extend far beyond the classroom, as he eloquently puts it in his reflective journal:

*“The ‘Love’s Work’ has fundamentally changed the way I approach all of my relationships. I’m more present, more curious about the people in my life, and more intentional about nurturing those relationship.”*

In a modern world that often prioritises individual achievement over relational well-being, the “Love’s Work” stands as a powerful reminder of what really matters. By empowering students to cultivate meaningful relationships, this experiential learning course equips the next generation with the wisdom and care to lead more fulfilling, emotionally rich lives - a quality of our shared humanity that promises to keep us striving for happiness for years to come.



Figure 2. Jaylen (Right) tried to communicate his thoughts and needs to his brother in a gentle way during lunch

## Learning Language and Culture through Chinese History Animation

Dr CHOY Yat Ling

Lecturer, Department of Literature and Cultural Studies, Faculty of Humanities

The course aims to enhance the ability of undergraduate students to use animation to teach non-Chinese speaking (NCS) learners Chinese language and culture, and providing opportunities for students to go beyond the classroom and engage in practical experience.

Participants first attended three lectures. The purpose is to understand how NCS learners acquire the Chinese language and culture in Hong Kong society, as well as examine the particular needs and learning difficulties of these learners. For instance, during a lecture, participants learned about the importance of cultural context in language acquisition and shared experiences where NCS learners struggled with idiomatic expressions that do not translate directly.

To deepen their understanding, participants explored the principles behind the design of animation and teaching materials. They evaluated how these resources can engage NCS learners and address their diverse learning needs. One participant reflected on a case study where animation was used to introduce Chinese festivals, noting how visuals helped NCS learners connect with cultural practices they had never experienced first-hand.

The course provides a wide range of NCS-related experiential service opportunities at schools, educational organisations, and social welfare organisations. Participants are divided into groups to provide around 36 hours of practical service at these institutions. For example, one group of students collaborated with a local school to develop a series of animated lessons that introduce Chinese cultural festivals. During the service, they observed NCS learners' engagement levels and adjusted their teaching materials based on real-time feedback from both the students and supervisors. This hands-on experience allowed them to witness first-hand how animation can capture learners' interest and cater to diverse learning styles.



Figure 1. Participant guides learner to explore Chinese language and culture through a game



Additionally, the participants reflected on their experiences during group discussions. One participant shared how observing NCS learners struggle with traditional learning methods prompted her to adapt her lesson plans to include more interactive elements, such as games based on the animated content. By incorporating these adaptations, NCS learners showed significant improvements in their language skills and cultural understanding, highlighting the effectiveness of tailored teaching strategies.

The course encourages participants to document their service experiences and share success stories. For instance, another group focused on teaching Chinese history through animation at a community centre. They found that using relatable characters and stories from the animations significantly increased the NCS learners' motivation to learn. The feedback received indicated that the NCS learners felt more connected to the content, leading to deeper discussions about their own cultural backgrounds.

Over the past few years, participants have developed positive values and attitudes towards learners from different cultural backgrounds. The service-learning component has enhanced participants' awareness of the unique challenges and learning needs of NCS learners. Participants have learned to approach teaching with greater flexibility to adapt the original animation teaching materials and teaching strategies to cater to diverse learning abilities. This experience has equipped them with techniques to apply and build upon the knowledge and skills gained in the future teaching practice, fostering greater inclusivity and cultural understanding in the classroom.



Figure 2. Participant teaches Chinese language to a learner using her own teaching materials



Figure 3. Participants produce animated teaching materials to engage the interest of learners

## Authentic Learning of Mental Health in The Integrated Community Centre for Mental Wellness in Hong Kong

**Ms LAU Kam Mei Kammy**  
Lecturer, Department of Psychology,  
Faculty of Education and Human  
Development

GEM4004 Mental Health Preparation for Teaching and Related Disciplines, which is a co-curricular and service learning course, has been offered by EdUHK. The course aims at addressing mental health issues in the context of Chinese culture among the populations of youngsters, adults, and the elderly. The service learning course is designed to enhance students' understanding of mental health issues and equip them with the necessary core skills to support individuals facing such challenges. In the professional training of the Standard Mental Health First Aid certificate course, the students acquire the core skills to approach and assess individuals with mental health problems; listen to them actively and non-judgementally; give useful and mental health-related information and support to them; and encourage them to seek formal and informal support. The students are highly engaged in this certificate course through proactive practices of the skillsets and meaningful discussion about mental health related issues. Upon completion of the course with 100% attendance and satisfactory performance, the students will be awarded the Mental Health First Aid certificate.

By participating in various service activities in the Integrated Community Centre for Mental Wellness, the students learnt the contemporary issues of mental health, communicated effectively with the individuals with mental health needs, showed compassion, and worked collaboratively with peers. The experiences of having social contact with the peer support workers and the individuals who are in the recovery path of mental illness change the students' attitudes towards individuals with mental illness. They reported that their right view, right understanding, and right attitudes towards the issues of mental health and those with mental illness were greatly induced through service learning. These practical experiences not only benefit the community but also have a positive impact on the students' mental well-being. Through engaging in community service activities, students have the opportunity to develop empathy, social skills, and a sense of purpose, which are crucial for maintaining good mental health.



Figure 1. Standard mental health first aid certificate course group photo



Figure 2. Collaborative artwork between students and individuals who have recovered from mental issues



Moreover, the course promotes self-reflection and self-awareness among undergraduate students. Through their involvement in community service, the students have the opportunity to reflect on their own values, beliefs, and emotions. In the site visit, the students are led by a qualified Zentangle instructor to experience how Zentangle might improve their emotional well-being. This introspective process helps students gain a deeper understanding of themselves and their mental health needs. By acknowledging and addressing their own mental health concerns, the students become better equipped to support others who may be struggling with similar issues.

In addition to promoting personal growth and self-awareness, the course also fosters a sense of social responsibility among the students. By engaging in community service activities, the students developed a greater appreciation for the mental health challenges faced by others and became more motivated to make a positive impact in society by offering help and upholding positive attitudes. This sense of purpose and social connection could have a significant impact on students' mental well-being, as it provided them with a sense of belonging and fulfilment through authentic learning.

Overall, the course plays a crucial role in providing learning opportunities for students to engage in community service activities; the students developed essential soft skills and qualities that contribute to support the population with mental health needs. The course also supports undergraduate students' mental health by providing them with opportunities for personal growth, self-reflection, and social connection. The authentic learning in the Integrated Community Centre for Mental Wellness is expected to have a lasting impact on the positive mental health development of EdUHK students.



Figure 3. An example of a small gift to promote positive mental health in the site visit

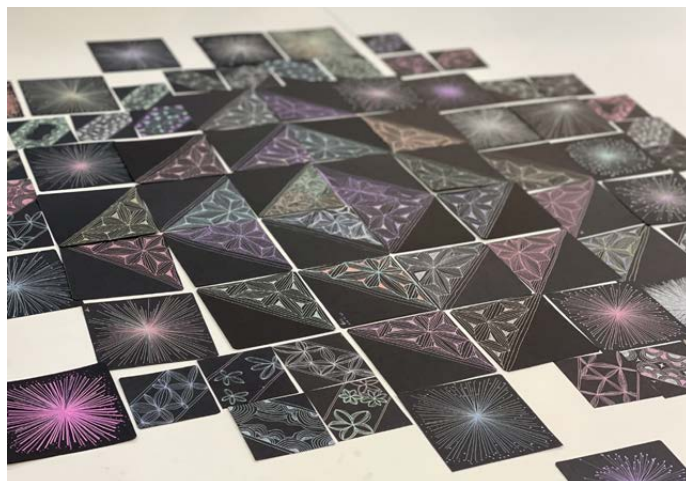


Figure 4. Zentangle activity to promote positive mental health among students



Figure 5. Zentangle activity to promote positive mental health among students

## Nurturing Entrepreneurs and Innovators: EdUHK's Comprehensive Approach to Entrepreneurship and Innovation Education

Ms Christine KWOK

Project Manager, Centre for Entrepreneurship  
and Innovation Education

CEIE

EdUHK has made significant strides in providing comprehensive entrepreneurship and innovation (E&I) education to its students. Through a combination of credit-bearing Experiential Learning Courses (ELCs) on E&I, co-curricular activities organised by the Centre for Entrepreneurship and Innovation Education (CEIE), and various resources to enhance students' E&I competencies and skills, EdUHK has created a robust ecosystem for nurturing entrepreneurial mindsets and fostering innovation.

### Hands-on Learning through Credit-bearing Experiential Learning Courses on Entrepreneurship and Innovation (ELCs on E&I)

EdUHK offers a range of credit-bearing ELCs on E&I, which have been fully implemented for all Senior Year (SY) and First Year Full-time Degree (FYFD) students from the 2023/24 academic year. Coordinated by the three faculties and the CEIE, these courses provide students with opportunities to gain knowledge and skills related to entrepreneurship and innovation through interactive sharing, hands-on workshops by entrepreneurs and social entrepreneurs, communication and presentation skills workshops, as well as local and Greater Bay Area (GBA) visits. Students appreciate the additional knowledge gained, which cannot be obtained from traditional subject lessons.

Students also have the chance to work with Community Partners, such as social enterprises or non-government organisations (NGOs), to apply entrepreneurship concepts, knowledge, skills and methodologies learned from the ELCs on E&I to address specific real-world social issues through the "Social Entrepreneurship Initiatives (SEI)" project. In 2023/24 and 2024/25, the theme of SEI is focused on ethnic minorities, and students valued the opportunity to contribute to the community.

*"It was a great pleasure to work with the Community Partner. They were so patient with us and never once doubted us. We got to work with an organisation whose message resonates so deeply with me as I am also an ethnic minority in Hong Kong, this shows me that we have a community that is passionate and caring."*

*Hajerah, Khurram, Bachelor of Arts in Special Education  
SEI participant*



## Engaging Co-curricular E&I Activities

CEIE organises a wide range of co-curricular activities to allow students to practise and gain exposure to E&I. These activities include entrepreneurship platforms such as the EdUHK 30<sup>th</sup> Anniversary Student Fair, EI Marketplace, other external markets, as well as competitions like the “Make an Impact” Product Design Competition and “Project SEE” Social Innovation Competition. The Social Entrepreneurship Week and EI Ambassadors programme also provide students with opportunities to engage in E&I-related events and training. In the 2023/24 academic year, 206 students participated in 28 activities with 762 participations, with an average of 3.69 activities per student.

The EdUHK 30<sup>th</sup> Anniversary Student Fair successfully showcased the entrepreneurial spirit and innovative ideas of the University’s students and alumni. The event featured 35 student teams, 21 alumni teams, and 14 schools, providing a platform for participants to apply their entrepreneurial skills and generate revenue.

Participating teams also demonstrated their commitment to corporate social responsibility by donating 10% of their total net profit to charitable organisations, resulting in a total of \$2,413.20 donated to 20 different charities.

The Student Fair provided valuable learning experiences for participants, allowing them to gain practical insights into financial management, marketing, and social responsibility. The event’s success in terms of profitability, charitable contributions, and overall participation underscores the effectiveness of EdUHK’s approach to fostering entrepreneurship and innovation among its students and alumni.

*“Grateful to CEIE for continuously providing us with various market opportunities, supporting our creativity. Having participated in several markets organised by CEIE, we have already experienced and understood that participating in markets does not necessarily generate profits, especially when considering the time and effort we invest in our creations. Despite this, we still enjoy the entire process, and when we see others appreciate our work, it brings us great joy. We will not give up and will continue to strive in the future.”*

*Law, Nga Ting, Student participant of EdUHK 30<sup>th</sup> Anniversary Student Fair*

*“We have gained a lot from the Student Fair. It is filled with enthusiasm, heart-warming, and a strong sense of community. Our main objective is to promote the idea of second-hand items being an eco-friendly choice. It provides a platform for us to showcase this message. People are supportive and we are satisfied to have received those positive responses. Moreover, it is an opportunity for us to work together. We all had a great time together and it is like going back to the time when we were at university. Thanks so much.”*

*Ng, King Yin, Alumni participant of EdUHK 30<sup>th</sup> Anniversary Student Fair*



Figure 1. “Project SEE” Social Innovation Competition on 8 April 2024

The winning team presents their innovative ideas for relieving university student stress through ceramic art workshops. The project will be funded by the CEIE for implementation in Summer 2024.

## Empowering Students with E&I Resources

EdUHK provides various resources to support students in developing their E&I competencies and skills. Learning materials and video recordings of knowledge-based sharing, training, seminars and skills-based workshops are available to support teaching and learning. The EdVideo platform hosts 68 video recordings of CEIE activities, which have garnered more than 6,000 views as of July 2024. The Library website and the EI Hub also offer virtual and physical collections of E&I-related resources. Additionally, two e-resources, SAGE Skills: Business and SAGE Business Cases, have been available since December 2023 to help students prepare for case competitions and enhance their learning.

## Collaborating with External Partners for Real-world Experience

EdUHK has deepened its collaboration with external experts and entrepreneurs from various industries to foster a comprehensive range of entrepreneurship strategies and activities. On behalf of the University, the CEIE has partnered with several organisations to provide students with opportunities to participate in competitions such as the HKGCC Business Case Competition 2023, HKGCC Pitching Perfect Programme 2024, “Dare To Change Business Pitch Competition” organised by The Young Entrepreneurs Development Council (YDC), and the 10<sup>th</sup> Hong Kong University Student Innovation & Entrepreneurship Competition. EdUHK students have also engaged in external markets, with eight teams participating in the “Central Innovator’s Market Hub” at Central Market and three teams participating in the “Wish for You Bazaar” organised by the Home Affairs Office.

In conclusion, EdUHK’s multifaceted approach to entrepreneurship and innovation education has created a vibrant and supportive environment for students to develop their entrepreneurial mindsets and innovative skills. By providing students with diverse opportunities to learn, practice and apply their knowledge, EdUHK is nurturing the next generation of entrepreneurs and innovators who will make a lasting impact on society.



Figure 2. Wish for You Bazaar 藝文青星願市集

EdUHK students have been invited to set up a stall in the "Wish for You Bazaar (藝文青星願市集)" at Tai Po Art Centre over three weekends in February and March 2024, organised by the Home Affairs Office.



Figure 5. Student Fair 2023 at PMQ on 14-15 January 2023

Over 50 stalls run by EdUHK students and alumni at the "2023 Student Fair - EdUHK Lunar New Year Fair", featuring a variety of merchandise including DIY accessories and handcraft designed by individuals with special education needs.



Figure 3. Social Entrepreneurship Week - SEW for Good 2023 on 7-8 September 2023

Founders of social enterprises, including an EdUHK student founder, share their views on "From Bearing Social Responsibility to Sharing Responsibility" during Social Entrepreneurship Week - SEW for Good 2023.



Figure 6. Entrepreneurship and innovation activities for credit-bearing experiential learning courses on entrepreneurship and innovation (ELCs on E&I)

A variety of credit-bearing entrepreneurship and innovation activities, including sessions with key opinion leaders (KOLs) sharing their social marketing strategies, are organised to equip students with essential business skills and foster an entrepreneurial mindset.



Figure 4. EdUHK 30<sup>th</sup> Anniversary Student Fair at D2 Place on 24-25 January 2024

Over 70 stalls run by EdUHK students and alumni at the "EdUHK 30<sup>th</sup> Anniversary Student Fair", featuring a variety of merchandise, including eco-friendly items and handcraft designed by individuals with special education needs.



Figure 7. Entrepreneurship and innovation activities for credit-bearing experiential learning courses on entrepreneurship and innovation (ELCs on E&I)

A variety of credit-bearing entrepreneurship and innovation activities, including visits to HKSTP and sessions with start-up founders sharing their entrepreneurial journeys, are organised to equip students with essential business skills and foster an entrepreneurial mindset.



### Overview of GBA/Mainland Learning Experience/Activities

Ms Eliza CHAN

Assistant Registrar, Academic Development Section, Registry

In support of the Government's Policy Address in 2022 and 2023 to provide learning opportunities outside Hong Kong for around 50% of local undergraduate students by the 2025/26 academic year, the University actively organises an array of learning experience outside Hong Kong. In addition to utilising its internal funding, the University has benefitted from the UGC's Funding Scheme for Mainland and Global Engagement and Student Learning Experience, which was rebranded in 2023, with emphasis shifted from the internationalisation scheme to the Guangdong-Hong Kong-Macao Greater Bay Area (GBA) to support universities in achieving the policy objective of the Government to encourage our students to set their sights on opportunities in the GBA. Thus, with a primary aim of broadening students' horizons and enhancing students' understanding of GBA and Mainland China, the University deems it important to strengthen GBA and Mainland learning experience in the curriculum. These experience and activities are designed to align with the course/programme content and contribute to the achievement of course/programme intended learning outcomes.

As a pioneering scheme, the University incorporates the visits to the GBA as one of the components of the compulsory Cross-faculty Core Course to be launched progressively in programmes from the 2023/24 cohort. In 2023/24, three programmes, namely Bachelor of Arts (Honours) in Teaching Chinese as a Second Language, Bachelor of Arts (Honours) in Heritage Education and Arts Management and Bachelor of Social Sciences (Honours) in Sociology and Community Studies, joined the pilot run of the Cross-faculty Core Course to Shenzhen and Guangzhou. The pilot showed that in general, students were highly satisfied with the GBA learning experience. Building upon the success of the pilot scheme, Field Experience in the GBA has been offered to students as a Field Experience Elective starting from Semester 2, 2023/24. Students of other programmes were also given opportunities to gain GBA learning experience, such as internship, study/field trip and experiential learning in Foshan, Guangzhou, Shenzhen, Zhuhai, Dongguan and Huizhou.

In addition, some programmes organised learning experience to other parts of Mainland China outside the GBA. For example, students from the Bachelor of Education (Honours) in Education (Chinese Language) took part in language immersion in Beijing, Jiangsu, Shaanxi and Shanghai. In partnership with Qufu Normal University, the Centre for Classical Chinese Education arranged the Experiential Learning on Professional Teachers' Ethics in Shandong, the hometown of Confucius. Other than Huizhou, the Bachelor of Social Sciences (Honours) in Global and Environmental Studies provided students with Mainland internship experience in Beijing and Zhejiang.

Taking a step further, the University has accelerated its efforts to introduce the new curriculum emphasis "Living and Working in Our Country" in the undergraduate curriculum starting from the 2025/26 cohort to enable students to experience life, work and culture in the Mainland for two or more weeks. This includes School Experience in the Mainland for students to gain field experience in the GBA schools offering the Hong Kong curriculum or engaging in experiential learning experience in Mainland schools.

With a widened exposure outside Hong Kong, these GBA/Mainland experience/activities will prepare students better for future employment, enhance their understanding of and appreciation for GBA/Mainland, and to cultivate their national identity.

## Experiential Learning on Teachers' Professional Ethics - EdUHK-QFNU Centre of Professional Ethics for Teachers

**Ms YU Lam Catherine**

Assistant Project Manager, Centre for Classical Chinese Education

**Miss CAI Yu Tong Adriana**

Research Assistant, Centre for Classical Chinese Education

In a significant initiative aimed at promoting teachers' professional ethics and enhancing teaching quality, the "Experiential Learning on Professional Ethics for Teachers" course was launched in 2024. This initiative follows the signing of an MoU in August 2023 between The Education University of Hong Kong (EdUHK) and Qufu Normal University (QFNU), leading to the establishment of the "EdUHK-QFNU Centre of Professional Ethics for Teachers". The Centre aims to deepen pre-service teachers' understanding of ethics through immersive experiences that connect them to their cultural roots.

A key component of this initiative is a one-week study tour in Qufu, Shandong – the birthplace of Confucius and Mencius. During this tour, participants experience the rich culture of Confucianism, which helps them understand important ethical aspects of teaching. The tour is designed to help future educators connect with Chinese history and culture, allowing them to appreciate the important traditions of teacher-student relationships that have influenced education for many years.

The first study tour took place from 18 to 25 May 2024, followed by a second tour from 15 to 22 July 2024. Each tour featured a diverse programme that included expert lectures, cultural visits, and interactive dialogues with local youths. Students engaged in discussions that bridged theory and practice, allowing them to explore contemporary educational challenges while reflecting on historical insights.



Figure 1. Visiting the China Teachers Museum located in the Qufu Normal University

One participant, Ms Lin Yanbing, a Year 2 student from the Bachelor of Arts (Honours) in Heritage Education and Arts Management programme, found the experience transformative. "I have learned and experienced the perfect combination of Confucian culture and teacher professional ethics education," she remarked, highlighting how the journey has broadened her horizons. Similarly, Ms Zhou Yinzi, a Year 5 student of Bachelor of Education (Honours) (Chinese Language) programme, touted the tour's impact on her understanding of the teaching profession. "By reflecting on our origins and cultivating our moral character, while learning from virtuous individuals and promoting harmonious thinking, this tour has deepened our understanding of the important mission of 'nurturing virtue while educating others'. This experience will enhance our professional qualities as future teachers and contribute to the advancement of professional ethics education for teachers in Hong Kong."

The Qufu Study Tours serve as a vital reminder of the enduring relevance of professional ethics in education. These immersive experiences foster a new generation of teachers who are not only knowledgeable but also deeply connected to the ethical and cultural foundations of their profession.



Figure 2. Students donning traditional Chinese costumes while engaging with The Analects《論語》



Figure 3. EdUHK President Professor Lee Chi Kin John giving a speech at the opening ceremony of the Teacher Professional Ethics Education Camp



## Exploring Lingnan Culture: Study Tour to the Greater Bay Area – Guangzhou

### Mr FENG Zhenhui

Lecturer, Department of Chinese Language Studies, Faculty of Humanities

### Ms YEUNG Cheuk Lam

Year 4 Student, Bachelor of Education (Honours) (Secondary) - Information and Communication Technology, Faculty of Liberal Arts and Social Sciences

To enhance students' understanding of the development of the Greater Bay Area (GBA) and to cultivate their cultural literacy, the Department of Chinese Language Studies organised two Lingnan Cultural Study Tours to Guangzhou from 20 to 22 May 2024 and from 27 to 29 May 2024.

During the tour, students visited Guangzhou Nanhai Middle School (廣州南海中學), a base of Lingnan culture with a history of over 100 years. The Principal introduced their unique curriculum related to Lingnan culture and the school's development history. Students also attended different workshops to experience a number of cultural heritages: Cantonese opera, guangcai (廣彩), grey sculpture and paper cutting.

Upon completion of the study tour, students got a taste of Lingnan culture and experienced its unique humanistic features. They also developed a stronger sense of national identity. Here is a reflective journal written by one of the participants.

The following is the sharing from Ms Yeung Cheuk Lam, a student who joined the cultural tour:

The Lingnan Cultural Tour has been an invaluable learning experience during my university years. Throughout this three-day tour, I have deepened my understanding of Lingnan culture and gained new insights and perspectives on my study experience abroad.



Figure 1. EdUHK students experienced Cantonese Opera



Figure 2. EdUHK students visited Lingnan Cultural Park

Firstly, the tour gave me a comprehensive understanding of China's history and culture. We visited the Zhenhai Tower, the Chen Clan Ancestral Hall, and the Lingnan Cultural Park, immersing ourselves in Lingnan's rich historical and cultural heritage. The tour guide's engaging explanations offered a fresh perspective on Guangzhou as a symbol of modern China's openness to the world and the unique architectural art of Lingnan. This experience has equipped me with detailed cultural background knowledge for future studies and research.

Secondly, the tour enhanced my understanding of the development of our motherland. During our visit to Lingnan Cultural Park, we learned about Guangzhou's efforts to promote cultural industries, aiming for cultural tourism to drive local economic and social progress. This aligns with China's urbanisation and regional development, giving me a more nuanced understanding of the country's modernisation process. Additionally, we sampled renowned Lingnan cuisine, further enriching my appreciation of China's regional cultural differences.

As a Hong Kong student, I have considered the advantages and disadvantages of studying in Hong Kong versus the Mainland. This in-depth exploration of Lingnan culture has underscored the importance and necessity of learning in Mainland China. Exposure to different cultural backgrounds and lifestyles has provided me with new perspectives and ways of thinking, helping me develop openness, tolerance, and independent thinking, which will be invaluable for my future growth.

In conclusion, the Lingnan Cultural Tour has deepened my understanding of China's history and culture and offered new insights into my study experience abroad, making it a valuable asset for my future academic and personal development.

## Zhuhai Historical and Cultural Study Tour

**Dr LEI Chin-hau**

*Assistant Professor, Department of Literature and Cultural Studies, Faculty of Humanities*

The 2-day, 1-night Zhuhai historical and cultural study tour was jointly organised by the Bachelor of Education (Honours) (Chinese History) (BEd[CHI HIST]) and Bachelor of Education (Honours) (History) (BEd[HIST]) programmes of the Faculty of Humanities on 23-24 May 2024. Dr Chung Cheuk Ying, Postdoctoral Fellow from the Department of Literature and Cultural Studies, led a group of 12 students on this tour.

During the tour, students explored renowned attractions such as the Statue of Fisher Girl, the New Yuan Ming Palace, Huitong Ancient Village, and the Zhuhai Grand Theatre. Through visits to these iconic landmarks, students gained valuable insights into the historical and cultural significance of these sites. They were able to see the architectural wonders and cultural traditions up close and learned extensively about the city's transformation from a small fishing village to a modern and lively city, characterised by robust economic growth fuelled by tourism, well-developed transportation networks, and innovative urban planning. This immersive experience left a lasting impression on the students, inspiring them to appreciate the city's rapid evolution and development. In addition, this study tour not only expanded the students' knowledge of Zhuhai's history and culture beyond the confines of the classroom, but also ignited a newfound passion for Chinese culture, prompting them to actively engage in their own learning of Chinese culture afterward.

The feedback from the student participants highlighted that the tour was valuable for their personal growth, with many expressing gratitude for the chance to broaden their perspectives, form lasting connections with their fellow tour mates, and create cherished memories that will resonate with them for years to come.



Figure 1. A tour photo was captured with the Statue of Fisher Girl as background on 23 May 2024



Figure 2. The New Yuan Ming Palace



## GBA Activity and Student Learning Through Cultural Heritage Tourism in Guangzhou and Foshan

**Ms DENG Yang Passy**

Lecturer, Department of Cultural and Creative Arts, Faculty of Humanities

Following EdUHK's new curriculum initiatives for undergraduate studies, the Department of Cultural and Creative Arts (CCA) designated lecturer Ms Deng Yang Passy to plan a two-day-one-night trip to the Greater Bay Area (GBA) as part of an existing course titled INS4054 Cultural Development for Diversity in the Global Context. Throughout October and November 2023, a total of 145 students from Bachelor of Arts (Honours) in Creative Arts and Culture programmes (visual arts and music) and Double Degree programmes (visual arts education and music education) participated in the first GBA trip organised by the CCA. The trip accounted for two lessons (6 hours) and students visited two micro-transformed historical sites and one heritage preservation site in Guangzhou and Foshan: Guangzhou Yongqing Fang (廣州永慶坊), Foshan's Lingnan Tiandi (佛山嶺南天地), and Foshan Ancestral Temple (佛山祖廟). As an interdisciplinary course, INS4054 is taught by instructors from the CCA and the Department of Social Sciences and Policy Studies (SSPS). Under different disciplinary frameworks, Dr Tobias Zuser from SSPS aims to engage undergraduate students in examining globalisation and Disneyfication theories for diversity, discussing policies and practices that affect cultural ecology, smart city, and the creative industry. Ms Deng from the CCA explains the role of arts and culture in the context of globalisation and cultural tourism and has pedagogically designed GBA trip activities to assist students in investigating course theories. Ms Liu Qiwen, a Canton porcelain artist from the GBA, was invited to EdUHK after the trip to deliver a lecture and workshop. Her session aimed to enhance students' understanding of the development and preservation of Canton porcelain as an intangible cultural heritage from the Qing Dynasty to contemporary China.

### Key Learnings from the GBA Trip

Yongqing Fang and Lingnan Tiandi were two neglected old towns but are now transformed into vibrant cultural attractions. These two sites provided students with valuable insights into cultural development influenced by urban growth and local socio-economic needs. Instructed by Ms Deng's activity guide, students used their artistic perspectives and interpretations to engage in group discussions, collecting evidence and analysing the impact of micro-transformation on community development.

Students also learned that community involvement is crucial for fostering local pride and promoting sustainable development. They observed the transformation of traditional shophouses into vibrant cultural hubs, recognising how these cultural scenes attract local and international artists and entrepreneurs, contributing to its economic revitalisation. The inclusion of boutique shops, local craft markets, speciality stores, restaurants, intangible cultural heritage studios, and a Cantonese opera museum was recognised as a strategic approach to support the local economy and create unique cultural-touristic experiences for visitors.



Figure 1. Cantonese opera artists performing on stage at the Cantonese Opera Museum at Yongqing Fang

Students observed how the transformation of Yongqing Fang and Lingnan Tiandi preserved the historical authenticity of Lingnan culture while promoting economic development. They noted how the architects cleverly integrated design elements to combine old structures with new aesthetics, improving the condition of neglected buildings and shaping tourists' experiences. They understood that culture can be "consumed" through tourism-related activities, such as shopping, which facilitates the sharing of Chinese cultural practices with diverse cultural groups and international tourists. However, they questioned the presence of Western brands like KFC and Starbucks in historical sites, debating whether such inclusions align with the preservation of Chinese cultural heritage. This debate, framed in the theories and concepts of globalisation, Americanisation, and Disneyfication, underscored the challenges of integrating global influences while maintaining Chinese cultural integrity.

Students who visited the Foshan Ancestral Temple appreciated the intricate blend of historical preservation and cultural tourism, recognising how the site serves as an educational hub. They learned about the importance of maintaining regional identity through the preservation of cultural heritage and how historical sites sustain interest in traditional practices by providing opportunities for cultural education.

Overall, the GBA trip enriched students' understanding of the relationship between heritage preservation and economic progress, inspiring critical thinking about the future of cultural tourism in Hong Kong.



Figure 2. A glimpse of Lingnan Tiandi 嶺南天地



Figure 3. Foshan Ancestral Temple 佛山祖廟



## Water Safety Promotion Program in Rural Area of Greater Bay Area

**Mr CHAN Ching Yat Roy**

Senior Lecturer, Department of Health and Physical Education, Faculty of Liberal Arts and Social Sciences

As a supervisor of the community outreach activities in the Department of Health and Physical Education (HPE), a part of my routine work is looking for platforms where our students can apply what they have learnt from the curriculum to benefit the local community and beyond. The purpose of such activities is not only to encourage students to contribute to society and learn about cultural diversity, but also to bridge the gap between theoretical education and practical application, thereby assisting them to accumulate teaching experience. In May 2024, about 30 students from the Bachelor of Education (Honours) (Physical Education) (BEd(PE)) and Bachelor of Science (Honours) in Sports Science and Coaching (BSc(SPSC)) programmes participated in the water safety promotion programme in rural towns of western Guangdong Province where they acted as the main or assistant swimming coach to teach more than 300 teenagers swimming safety knowledge, tips, and skills.

The imbalance of educational resources in Guangdong Province continues to be a cause for concern. While voluntary teaching activities in rural areas are not rare, subjects like physical education, particularly swimming, are sometimes overlooked due to logistical challenges. The lack of swimming education also means the absence of crucial water safety education. "Figures show that there is inadequate safety awareness among school kids when playing water sports in mainland China and as a result, drowning rates are particularly high in rural areas. To improve the situation, the Hong Kong Swimming Teachers' Association (HKSTA) has cooperated with the Orphan Education Society Guangdong (OESG) to implement the Rural Water Safety Knowledge Promotion Activity in various rural communities of Guangdong since 2017." said Mr Tam Wan Lam, senior instructor of the HKSTA. The primary goal of this promotion programme was to establish a sustainable culture of water safety and reduce drowning incidents in rural areas of the Greater Bay Area in China. To achieve this, the HPE project team collaborate with the HKSTA and OESG to organise three 5-day water safety programmes for young individuals in Xinyi City (120 students) and Qianguancun (200 students), located in Guangdong Province.



Figure 1. Group photo of HPE students and voluntary swimming coaches



Although the BEd(PE) and BSc(SPSC) students have regular swimming classes, they still require further training and guidance in water safety education. To prepare them for assisting in these activities, the HPE coordinated with HKSTA and OESG to offer professional courses. After receiving the relevant training, the students participated in three 5-day safety workshops co-organised by the HKSTA and OESG for teenagers in the rural towns of Sihe (思賀鎮) and Qianguan (千官鎮) in western Guangdong Province from 5 to 31 May 2024.

During the workshops, the planned teaching activities were successfully implemented under the guidance of Mr Tam, who has extensive experience in promoting water safety in rural Guangdong. The curriculum covered fundamental aspects of swimming safety and drowning prevention, including techniques for breathing, floating, standing in water, propulsion, swimming training, and basic rescue procedures. Mr Tam noted that, despite it being their first safety awareness activity, the EdUHK students performed exceptionally well. Witnessing the children progress from having no swimming knowledge to mastering essential skills gave the students a profound sense of accomplishment. Additionally, the programme taught students how to effectively teach swimming in adapted environments, ensuring inclusivity for diverse learners. They learned to modify teaching strategies to accommodate different abilities and learning styles, making swimming education accessible to all. This experience enhanced their problem-solving skills as they navigated challenges unique to rural settings, such as limited resources and varying levels of prior swimming knowledge. By adapting their instruction, the students fostered a supportive learning atmosphere and gained practical insights into creating effective, inclusive swimming programmes that can be implemented in similar contexts.

This programme yielded multiple benefits that resonate deeply with the HPE's mission and showcases an innovative approach to community engagement. Firstly, it provided essential water safety education and swimming training to local youth, significantly enhancing their skills and awareness. The programme's distinctive collaboration between the University, HKSTA, and OESG not only ensured a practical application of students' theoretical knowledge but also instilled in them a sense of responsibility towards their country while fostering personal growth. By immersing students in a rural setting, they acquired a deeper understanding of the country's development, including vital national security considerations and insights into the education system in Guangdong Province. This initiative effectively bridged the educational information gap between the mainland and Hong Kong, showcasing a fresh way of integrating academic learning with social responsibility. Furthermore, it paves the way for creating additional community engagement projects through other sports, allowing students to apply their skills in diverse settings and further contribute to societal well-being. The programme exemplifies the university's commitment to addressing pressing social issues and nurturing the holistic development of its students as socially responsible individuals, ultimately contributing to a safer and more inclusive society.

The Padlet of the programme: <https://padlet.com/roychan500ywc/padlet-fk4dexmwl4zb3gcp>



Figure 2. HPE students moving a table for setting up the temporary swimming pool



Figure 3. HPE students are guiding children to develop confidence floating in the water



## Educational Journeys: Exploring the Greater Bay Area's Academic and Cultural Landscape

With China's rapid economic growth and technological advancements, the Greater Bay Area has emerged as an increasingly attractive potential workplace for prospective graduate students. These educational trips serve multiple purposes, providing students with invaluable opportunities to witness first-hand the remarkable development and modernisation of Chinese cities. More significantly, these excursions allow students to visit educational institutions that may become their future employers, gaining crucial insights into the unique educational culture and pedagogical approaches prevalent in the region.

Upon arriving in Guangzhou via the efficient high-speed rail network, students of Bachelor of Education (Honours) (Primary) – Mathematics and Bachelor of Education (Honours) (Secondary) – Mathematics embarked on an enriching cultural exploration on the first day of their trip. They visited a diverse array of famous landmarks that showcase the city's rich history and cultural heritage. The itinerary included the iconic "Five Rams Sculpture" (五羊石像) situated in the picturesque Yuexiu Park (越秀公園), a symbol of Guangzhou's legendary founding. Students also had the opportunity to visit Bruce Lee's ancestral home (李小龍祖居), gaining insights into the martial arts legend's roots and early life. Additionally, they explored the Barwo Artists Association of Kwangtung (廣東八和會館), a historical site dedicated to preserving and promoting traditional Cantonese opera. As evening fell, students were granted free time to immerse themselves fully in Guangzhou's vibrant atmosphere, savouring the city's renowned cuisine and experiencing its dynamic nightlife first-hand.

### Dr CHENG Kell

Senior Lecturer, Department of Mathematics  
and Information Technology, Faculty of Liberal  
Arts and Social Sciences



Figure 1. Student presentation of project results  
in MTH4164E - Design of STEM Activities for  
Mathematics Learning



Figure 2. Students in the auditorium  
during the presentation



Figure 3. Group photo of the school superintendent, principals and teachers of the school -  
the Affiliated School of Jinan University for Hong Kong and Macao Students

The following day was dedicated to an educational visit to the Affiliated School of JNU for Hong Kong and Macao Students, which offers a comprehensive glimpse into the academic landscape of the region. During this school visit, students explore the campus facilities, gaining a sense of the learning environment. They listened to detailed presentations on the school's academic programmes and potential career pathways, and thereby gained valuable information for their future educational and professional development choices. The visit also facilitated an open exchange of ideas. The students actively engaged in discussions and raised questions on various topics of interest. A highlight of the visit was the presentation by two of our students on STEM lesson design. The presentations showcased their innovative lesson design. They received constructive feedback from the school principal and teachers, which offers invaluable insights into the practical application of educational approaches in a real-world setting.

These educational trips to the Greater Bay Area offer students a multifaceted experience beyond traditional classroom learning. By immersing students in the rich cultural tapestry of Guangzhou and providing direct exposure to potential future workplaces, these excursions foster a deeper understanding of the region's educational landscape and career opportunities. The blend of cultural exploration and academic engagement broadens students' horizons and equips them with valuable insights and connections that can significantly influence their future career paths. As the Greater Bay Area continues to evolve as a hub of innovation and economic growth, such experiences become increasingly valuable, preparing students to navigate and contribute to this dynamic environment. These trips ultimately bridge academic learning and real-world application, empowering students to make informed decisions about their future studies and professional development in an increasingly interconnected global landscape.



Figure 4 and 5. Students on the school campus, walking up the main building



## Discovering Cultural Richness: A Transformative Journey to the Greater Bay Area

**Dr YIP Tak Ping Terry**

Senior Lecturer, Department of Curriculum and Instruction, Faculty of Education and Human Development

The Bachelor of Arts (Honours) in Heritage Education and Arts Management [BA(HE&AM)] programme is proud to report that it has organised a 2-day, 1-night educational visit to the Greater Bay Area (GBA) in March 2024. This immersive trip aimed to enhance students' cultural understanding and provide a platform for meaningful exchanges with esteemed institutions in the region. The journey was meticulously organised in collaboration with the Council for International Cultural Exchange, an organisation renowned for orchestrating enriching exchange and cultural tours for higher education institutes in Hong Kong.

Our visit was anchored to the Guangzhou Academy of Fine Arts (廣州美術學院), a prestigious institution with which the BA(HE&AM) Programme has established a valuable connection through the efforts of Dr Yip. This alliance facilitated a series of engaging exchange sessions between our students and the Academy's faculty and students.

The highlight of our visit was a compelling lecture delivered by Dr Yip titled “舞動的非遺——大灣區麒麟舞的發展概況”. The lecture delved into the fascinating development of Intangible Cultural Heritage (ICH) in Hong Kong and the GBA. This session fostered a lively discussion among teachers and students, enriching their understanding of the cultural tapestry that binds the region.



Figure 1. Visiting the Guangzhou Academy of Fine Arts

In addition to Dr Yip's lecture, Dr Chen Ye, an esteemed academic and curator at the Academy, gave an insightful lecture titled “藝耀大灣—非遺視覺下的文藝聯動小窺”. This presentation was followed by an engaging experience-sharing session, where our students had the unique opportunity to exchange insights and perspectives with local counterparts over lunch and during guided tours of the Academy.

To augment their cultural learning, the students visited several renowned sites in Guangzhou, including the Sacred Heart Cathedral (廣州聖心大教堂), Yongqing Fang (永慶坊), and Shamian (沙面). These visits provided a hands-on experience of the rich historical and cultural heritage of the region, fostering a deeper appreciation and understanding of the diverse cultural influences that shape the GBA.

The overall reception of the 2-day, 1-night GBA visit was exceedingly positive, as evidenced by the survey results. All the students (100%) expressed a heightened interest in learning about culture, illustrating the trip's success in sparking cultural curiosity. Nearly all the students (96.7%) reported gaining a deeper understanding of the GBA and Mainland China, with 83.3% indicating they could better comprehend and reflect on various aspects of the region's development. A significant majority (86.6%) became more aware of the influence of their own culture on them, and almost all (93.3%) developed a greater respect for cultural differences.



Figure 2. Teachers of the Guangzhou Academy of Fine Arts, with BA (HE&AM) Programme Leader Dr Sammy Hui and Associate Programme Leader Dr Terry Yip



Figure 3. Interactive lecture by an esteemed academic and curator at the Academy

Furthermore, the vast majority of the students (96.7%) found that they could apply skills and demonstrate intercultural competencies in cross-cultural contexts, effectively supplementing their classroom learning. However, opinions were mixed regarding the prospect of working or undertaking internships in the GBA/Mainland China, with 43.3% agreeing, 40% remaining neutral, and 16.7% disagreeing.

In terms of overall satisfaction, 93.3% of the students were pleased with the learning experience provided by the trip. Additionally, 90% recommended that the programme, department, or faculty organise this trip again, and 80% would recommend this trip to their peers. These results underscore the trip's significant impact on students' cultural learning and highlight the value of such experiential learning opportunities.

The 2-day, 1-night GBA visit was a resounding success, providing BA(HE&AM) Year 3 students with a transformative cultural learning experience. The trip not only deepened their understanding and respect for cultural differences but also enriched their academic journey through meaningful exchanges and immersive cultural activities. While there was a mixed response regarding the prospect of working or undertaking internships in the GBA/Mainland China, the overall feedback underscored the value and impact of such experiential learning opportunities.

As we look forward to future trips, we remain committed to fostering cultural exchange and providing our students with enriching experiences that broaden their horizons and prepare them for a globalised world.



Figure 4. Interactive lecture by an esteemed academic and curator at the Academy



## BSc(EM) Students Participated in a Learning Trip to the Greater Bay Area Visiting Shenzhen Schools and a Professional Body

**Mr LAM Ho Wai Martin**

Lecturer, Department of Education Policy and Leadership, Faculty of Education and Human Development

Bachelor of Science (Honours) in Executive Management (BSc(EM)) is a pioneering programme that gives students' careers in education-focused executive management a head-start. Enriching students' exposure to the real-world workplace with authentic learning experiences is one of the focuses of this programme, which aims to help the students put theoretical knowledge into practice and understand the latest developments in the industry.

On 1-2 December 2023, the BSc(EM) programme team organised a two-day, one-night Greater Bay Area (GBA) trip to Longhua, Shenzhen for Year 4 BSc(EM) students. This trip aimed to enable students to gain a deeper understanding of the latest developments and challenges in GBA, especially in the education field, which is the programme's aim. Also, this trip enhances students' competitiveness for future careers in GBA cities by improving their understanding of the differences in culture and regulations between Hong Kong and other GBA cities. Students visited two schools and a mediation centre with practitioners from relevant fields sharing their experiences and how they prepared for the upcoming challenges.

The trip commenced with a visit to Longhua Central Primary School, a Rank A school in Guangdong province with 100 years of history. During the visit, the students had the chance to visit the school campus, followed by sharing by the school supervisor and principal. Students had the opportunity to understand the tasks and challenges of managing a school. The school supervisor and principal shared with the students how executive staff can lead an organisation in continuing the tradition and exploring new opportunities to guide the organisation to new heights. The students received a welcome lunch, and they took this chance to chat with the school management to learn more about the difficulties and challenges in managing a large organisation, in which the students learned how different management skills can be applied to the workplace.



Figure 1. BSc(EM) students watching a video introducing the history of Longhua Central Primary School



Figure 2. A group photo with the school supervisor and principal of Longhua Central Primary School at the school entrance

After visiting a school with a rich history, the students visited Shenzhen Longhua Foreign Languages School, a very young school with less than 10 years of history. Our BSc(EM) students took the chance to interact with the school administration and management team members, which allowed them to gain insights into the educational system in Shenzhen. The school management team shared how they manage to assign more experienced staff to mentor the younger staff in a large organisation with a short history, as well as how to identify opportunities from the latest developments of the region where the school is located. Through visiting the two schools, our BSc(EM) students learned more about the situation in schools, how school management facilitates and assists in a school's daily operation, and how important the administrative staff is in supporting the teaching staff.

Furthermore, the students visited the Greater Bay Area Talent Centre. They attended a talk entitled "The Practice and Future of Mediation" by Ms Lin Haihong, a lawyer from the International Dispute Resolution Institute. Through this talk, the students learned about the differences in the application of mediation between Mainland China and Hong Kong, and became aware of its important role in settling disputes. Ms Lin shared a few cases to show the difference in case handling procedures between Hong Kong and other GBA cities. With the increasing collaboration between Hong Kong and other GBA cities, the talk has provided students with practical knowledge for their future careers when organising activities/programmes in the GBA.

This trip offered students a great experience in understanding school operation in an executive management context, applying different management skills, and recognising the differences in culture between Hong Kong and other GBA cities. It has enhanced students' career readiness in schools and future collaboration with GBA educational organisations.



Figure 3. A group photo with the school principal of Shenzhen Longhua Foreign Languages School at the school entrance



Figure 4. A group photo with Ms Lin Haihong from the International Dispute Resolution Institute at the Greater Bay Area Talent Centre



## Internationalising Horizons: An Immersive English Language Experience in New Zealand

**Dr HUANG Jing Peter**

Assistant Professor, Department of English Language Education, Faculty of Humanities

In the summer of 2024, 28 Year 3 students from the Bachelor of Education (Honours) (English Language) programme participated in a 10-week immersion programme at Victoria University of Wellington in New Zealand. This compulsory initiative presented the students with a remarkable opportunity to broaden their linguistic and cultural horizons.

Stepping beyond the traditional classroom, these students were fully immersed in an English-speaking environment, allowing them to test their language skills through daily academic and social interactions with native speakers. Engaging in lively discussions and conversing with locals, the students were constantly challenged to comprehend language nuances and respond fluently.

The programme was meticulously structured, including education-related courses, cultural visits, and homestay experiences. These elements collectively enriched the students' experience, providing advanced pedagogical strategies, linguistic proficiency, and hands-on teaching practice in local schools.

Beyond language proficiency, the students gained invaluable insights into New Zealand culture, forging meaningful connections with local residents and fellow international students. This cultural exchange fostered a deeper understanding of diverse perspectives and encouraged reflection on their own identities in a global context.

Living with homestay families provided an authentic cultural immersion experience. The students observed and participated in daily life, traditions, and customs, significantly enhancing their cultural competence. The homestay experience also facilitated the development of strong interpersonal relationships, contributing to their personal growth and adaptability.

The cultural visit to New Zealand offered students an opportunity to comprehensively understand the country's heritage and contemporary societal dynamics. Exposure to different cultural artefacts and narratives enriched their appreciation of New Zealand's unique cultural identity.



Figure 1. A photo of the Victoria University campus



Figure 2. Teaching story vocabularies

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The immersive experience strengthened their linguistic abilities, cultivated personal growth, and heightened their appreciation for experiential learning in an internationalised higher education landscape. Through this programme, students not only advanced their academic and professional skills but also developed a profound appreciation for cultural diversity and global citizenship.

In summary, the 10-week immersion programme at Victoria University of Wellington was a transformative experience for the Year 3 students. It equipped them with essential skills and knowledge, preparing them to become effective educators and culturally sensitive individuals in an increasingly interconnected world.

The programme's impact extended beyond academic and professional development. It fostered a sense of global citizenship and cultural empathy, essential qualities in today's interconnected world. By living and learning in a different cultural setting, students developed a deeper understanding of global issues and the importance of cultural diversity. This experience not only prepared them for their future careers but also enriched their personal lives, shaping them into more adaptable and open-minded individuals.



Figure 3. Warm up by fire during an outing

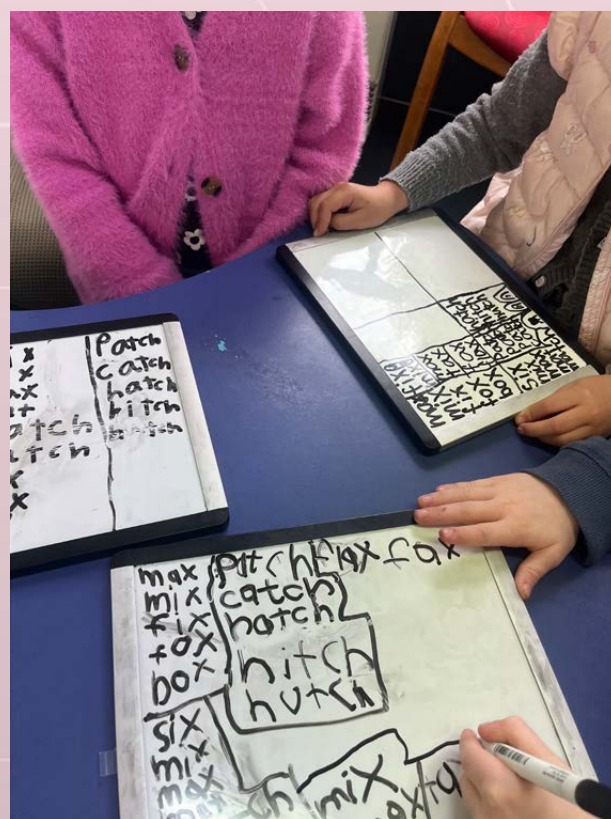


Figure 4. Spelling games in field experience



## From Classroom to Conference: A Pre-Service PE Teacher's Academic Journey

**Miss CHU Cheuk Ying Lianne**  
Student of Bachelor of Education (Honours)  
(Physical Education), Faculty of Liberal Arts  
and Social Sciences

I would like to express my sincere gratitude to Dr Gary Chow Chi Ching (Assistant Professor, HPE) for providing me with this invaluable opportunity to learn beyond the classroom. Dr Chow is my professor and mentor of the Shi Tu Scheme. I approached him with a keen interest in expanding my research skills following a summer exchange at the University of British Columbia. Over the past year, we have collaborated on various projects, including research on primary students' physical activity levels, community initiatives, and the preparation of instructional materials. Subsequently, Dr Chow invited me to assist with his presentation at the ECSS congress. From conducting literature reviews to data collection and drafting presentation slides, I was engaged in every step of the process.

The ECSS Glasgow 2024 marked the 29<sup>th</sup> annual congress of the European College of Sport Science. Held from 2 to 5 July 2024 in Glasgow, the theme of this year's congress was "Enhancing Health, Performance, and Community Sport", which aligned with comprehensive scientific presentations across all sport and exercise disciplines. Each day from 8 a.m. to 6 p.m., about ten presentation sessions were held concurrently.

As an undergraduate student, participating in this congress has broadened my horizons and developed my global perspectives. I was both surprised and excited to connect with scholars and researchers from around the world. With most participants being professors, scholars, researchers, and PhD and master's students, I gained invaluable insights and experiences.



Figure 1. Photo taken with professors from the EdUHK

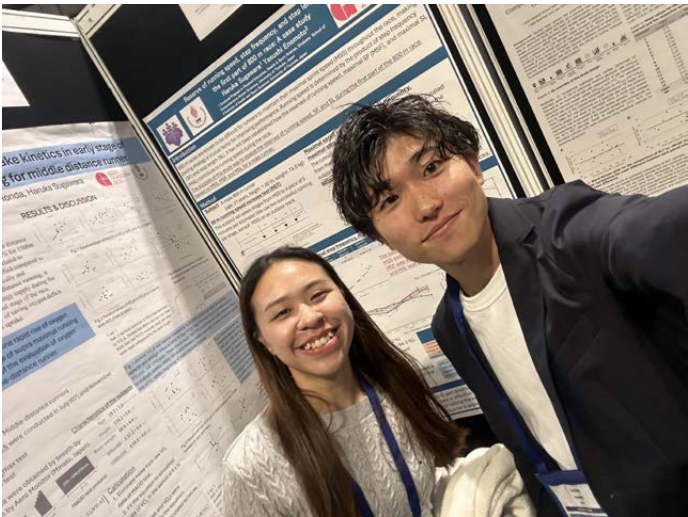


Figure 2. Photo of me with a Japanese PhD student after exchanging ideas on his project

One of the most inspirational presentations was "Elite Athletes are Humans First: Their Mental Health Challenges", delivered by Professor Vincent Goutteborge, Chair of the International Olympic Committee – Mental Health Working Group. He has presented several studies on elite athletes' mental health, contributing factors, and management approaches. I learned that physical, technical, and mental factors reciprocally influence athletic performance. Optimising athletes' performance while maintaining their mental health is crucial for coaches. After the presentation, I had the honour of discussing athlete burnout with Professor Goutteborge. Encouraged by Dr Chow and Mr Kenneth Ho (Senior Lecturer, HPE), I gathered the courage to ask questions. It was a pleasure to receive advice and suggestions from Professor Goutteborge regarding future research directions for my project. This experience boosted my confidence in communicating with professionals, making me less nervous speaking up at future international conferences.

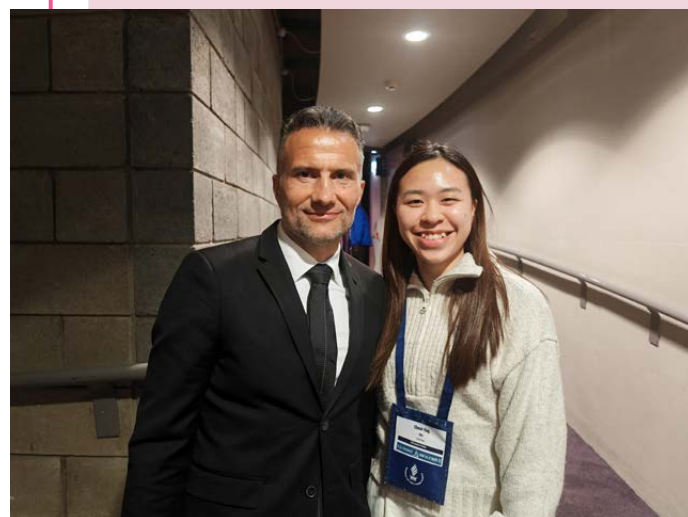


Figure 3. Photo of me and Professor Vincent Goutteborge after our conversation

The primary objective of this outreach activity was to attend Dr Chow's presentation. The topic of his presentation was "Navigating the Transformative Landscape of Physical Education: Integrating Technology while Preserving Professional Identity". Participating in this research project has given me a deeper understanding of conducting quantitative studies, including efficient literature reviews, diverse research methodologies, and clear presentation of research findings. I am fortunate to have Dr Chow as my mentor, who has generously shared his knowledge and provided numerous opportunities for exploration. This outreach activity has been a precious opportunity to explore career options and enrich my knowledge. During the four days of intensive lectures, I gained a wealth of knowledge in sports science, sparking my interest in investigating topics like athlete burnout and nutrition further. This activity marked my first step into the world of academia. I highly recommend that undergraduate students interested in research participate in international conferences during their studies.



Figure 4. Photo of Hong Kong participants, taken after Dr Chow Chi Ching Gary's (2<sup>nd</sup> from left) presentation



## Expanding Horizons: Experiential Learning and Teaching Outside Hong Kong

### Dr DENG Wenjing

Associate Professor, Department of Science and Environmental Studies, Faculty of Liberal Arts and Social Sciences

In the summer of 2024/25, 29 year-3 students from the Bachelor of Science (Honours) in Integrated Environmental Management embarked on an enlightening journey to Tokyo, Japan. This educational trip, led by Dr Deng Wenjing, aimed to deepen their understanding of contemporary environmental issues as part of the INS3068 course.

Before departing for Tokyo, students participated in an intensive workshop designed to provide a robust foundation in contemporary environmental issues. The workshop included detailed case analyses that equipped the students with the critical thinking skills necessary to address complex environmental challenges. This preparatory phase was crucial in ensuring that students could fully appreciate and engage with the real-world applications they would encounter in Japan.



Figure 1. A glimpse into the efficient processes of garbage collection, separation, and incineration at the Ibaraki Joso City Cleaning Plant, showcasing Japan's commitment to sustainable waste management and the circular economy



Figure 2. Engaging with leading researchers at the National Institute for Environmental Studies, Japan, where students gained valuable insights into contemporary environmental research and its implications for policy and management

## Immersive Learning in Tokyo: Bridging Theory and Practice

Once in Tokyo, the students visited several key sites, each offering unique insights into various aspects of environmental science and management:

### The National Museum of Emerging Science and Innovation

Here, students were introduced to cutting-edge technologies and innovations aimed at addressing environmental challenges. The museum's exhibits provided a tangible connection between theoretical knowledge and practical applications.

### The National Institute for Environmental Studies, Japan

This visit allowed students to engage with leading researchers and gain first-hand knowledge of ongoing environmental studies and their implications for policy and management.

### The Metropolitan Area Outer Underground Discharge Channel

Known as one of the world's largest underground flood control facilities, this site demonstrated the engineering marvels and strategic planning required to mitigate natural disasters in urban areas.

### Recycling and Waste-to-Energy Facilities

This visit highlighted the importance of sustainable waste management practices. Students observed the processes involved in converting waste into energy, promoting a circular economy, and reducing environmental impact.



Figure 3. Inside the Metropolitan Area Outer Underground Discharge Channel, an engineering marvel designed to prevent flooding in urban Tokyo, highlighting innovative strategies for disaster mitigation and urban resilience

Throughout the trip, students were encouraged to reflect on their experiences and the global and regional environmental issues they encountered. The feedback was overwhelmingly positive, with students rating their awareness of global/regional issues at 4.17 out of 5. The exposure to different cultural and scientific approaches to environmental management has enriched their global perspectives, with a satisfaction rating of 4.27 out of 5. Students expressed that the trip not only enhanced their academic knowledge but also fostered a deeper appreciation for the interconnectedness of environmental challenges and solutions. By seeing how Japan tackles these issues, the students could compare and contrast different methodologies and policies, which is invaluable for their future careers in environmental management.

In general, students were highly satisfied with this immersive learning experience. The trip to Tokyo served as a capstone to their studies, allowing them to apply their classroom knowledge in real-world settings and gain insights that are not possible through textbooks alone. This experience underscored the importance of global perspectives in addressing environmental issues and prepared the students to become more effective and informed environmental managers. It is clear that such hands-on, interdisciplinary learning experiences are essential in cultivating the students to be environmental leaders.



Figure 4. The chamber at the National Institute for Environmental Studies is a state-of-the-art research facility designed to simulate various environmental conditions. It allows scientists to conduct experiments on air and water quality, climate change effects, and biodiversity. This controlled environment provides critical data that informs environmental policy and management strategies, emphasising the importance of empirical research in addressing pressing environmental challenges



## "Playful Learning" – Melbourne Early Childhood Education Study Tour 2024

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The Department of Early Childhood Education (ECE) at EdUHK organised a nine-day study tour to Melbourne, Australia, from 19 to 27 May 2024. Led by experienced ECE teachers, this immersive programme allowed students to deeply explore the concept of "playful learning" – a crucial pedagogical approach in the field of ECE. During the tour, students attended a lesson with the ECE students from Monash University, experiencing how to design, prepare and manage hands-on classroom activities. The programme also emphasised "STEM learning" in conceptual play.

The highlight of the study tour was the visit to the renowned Conceptual PlayLab at Monash University. Here, each student had the unique opportunity to bring a book of their own choice and collaborate with their peers to discover innovative ways of incorporating the book into engaging, inquiry-based learning activities. The Conceptual PlayLab also allowed students to explore STEM concepts through hands-on, playful experiments and design challenges. Under the guidance of expert faculty members, the students investigated how to design playful, child-centred experiences that foster children's cognitive, social, emotional, and scientific development.

Beyond the Conceptual PlayLab, the study tour also included visits to early childhood education centres, in Melbourne, such as the highly regarded Cornish College and HEI Schools. These field trips provided valuable insights into how different institutions in Melbourne approach the implementation of playful learning pedagogies. By observing the teaching practices and classroom environments and engaging with the educators, the students better understood diverse global perspectives and best practices in early childhood education.

The study tour was deliberately designed to balance educational activities and cultural exploration. Students were given ample opportunities to immerse themselves in the vibrant art scene, visit iconic landmarks, and engage with the local community of Melbourne. This cultural immersion allowed the students to understand the city's unique identity and how it influences the approach to early childhood education.

Through this enriching experience, the students gained theoretical knowledge, practical skills, and a global mindset. They returned from the study tour with an enhanced appreciation for the power of playful learning and a renewed enthusiasm to incorporate these principles into their future teaching practices. The insights, connections, and transformative experiences gained during the trip will undoubtedly shape the students' professional development and ability to create engaging, child-centred learning environments.

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Figure 1. Observing excellence at HEI Schools



Figure 2. Conceptual play lab at Monash University



Figure 3. Excitement in the air for learning



Figure 4. Cross-cultural teaching insights at HEI Schools



Figure 5. ECE Exchange: sharing knowledge



Figure 6. A lesson in partnership at Monash University



## Non-formal learning initiatives / activities organised by the Student Affairs Office

### Non-formal learning initiatives / activities organised by the Student Affairs Office

**Professor YEUNG Chi Ho Bill**  
*Professor; Dean of Students,  
Student Affairs Office*

The Student Affairs Office (SAO) is dedicated to enriching the campus life experience and encouraging students' whole person development through provision of non-formal learning initiatives. The non-formal learning education is specifically designed to support students' well-being, broadening their horizons and equipping them to navigate the increasingly complex job market of the future. With this mission and vision in mind, the SAO has been offering a wealth of activities to foster their development:

#### Leadership and Service Learning

The SAO has been actively collaborating with schools, community groups and organisations to offer a diverse range of learning, service, and leadership opportunities. Aiming to help students make positive contribution to society and equipping them with the necessary leadership skills, five core service areas are offered:

- Local Services and Experiential Learning: Caring Leaders and Service Teams to reach out to the local communities
- Outbound Services and Experiential Learning: Go Global Service Tours and Dr Li Dak Sum Experiential Learning Scholarship Programme to engage students in overseas trips and enhance their global perspectives
- Positive Education and Leadership Enhancement: Flourishing@EdUHK – Positive Education Series and Glow With You – an In-School Project to help students embrace a positive mind and extend their impact to the next generation
- Civic Engagement Activities: Civic Education Talks and Student Flag Raising Team to develop a sense of citizenship and national identity in the campus community
- Student Organisation Support: Training for Student Societies to instil a spirit of leadership in our student bodies

## Hall Life Education

Hall Life Education (HLE) serves as a vital component of the University's non-formal education. Launched in Semester 1 of the 2023/24 academic year, the new HLE framework has already made a significant impact. In its inaugural year, a total of 150 hall-based and five joint-hall HLE activities were organised, drawing 6,167 attendees who participated in the Wardens' and Wellness Series. These activities spanned a diverse array of formats, including high-table dinners, guest evenings, contests, workshops, field trips, and cultural exchanges. This comprehensive approach aims to enrich student-residents' understanding of national identity, traditional Chinese culture, and global affairs. Additionally, community-oriented events such as waste recycling and beach clean-up campaigns, fundraising fairs for NGOs, and visit to Foodstep Journey have further deepened student-residents' understanding of their communities and their roles within society. The HLE programme thus not only fosters personal growth but also nurtures social responsibility and cultural awareness among the student-residents.

## Career Development Service

Empowering students to identify their potential and embrace a growth mindset, the Career Development Service provides students with comprehensive career activities and events throughout the year, such as career education, mentorship, internships (local, Greater China Region and overseas), career fairs, recruitment talks and job search skills training programmes. It helps students to explore their career interests or choices, map out career paths, enhance career preparation and increase their employability. Students and graduates can easily access career resources, job vacancy information and apply for jobs online via the EdUHK job search platform "[Ed Job Plus](https://eduhk.hk/sao/info/career/)" or visit our website at <https://eduhk.hk/sao/info/career/>.

Looking forward, the SAO will continue its endeavour to address the needs of students and brush up their various skillsets to meet societal changes.

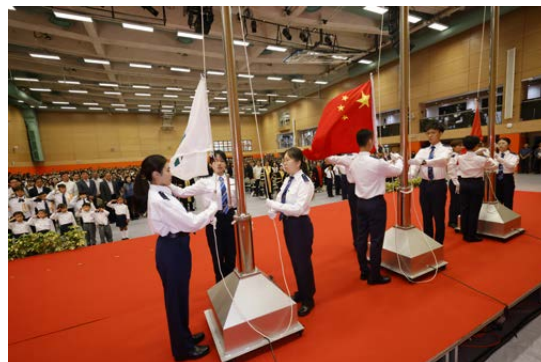


Figure 1. The Student Flag Raising Team conducted Flag Raising Ceremony at the Academic Year Inauguration



Figure 2. Peer Mentoring Training polished students' leadership skills and helped them offer pastoral care to the new students



Figure 3. Students posing in front of a mural painting project in a local hospital



## Non-local Student Support

**Professor YEUNG Chi Ho Bill**

*Professor; Dean of Students,  
Student Affairs Office*

Stepping into a new environment could be overwhelming. Cultural integration and adjustment are hence deemed instrumental, encouraging non-local students to navigate the new environment and build social support in Hong Kong.

At the beginning of the academic year, various on-arrival briefing sessions are conducted to prepare new non-local students for their stay in Hong Kong. As a melting pot of Chinese and Western cultures, we bring non-local students, through our signature city exploration tours, to the iconic locations, such as the West Kowloon Cultural District, Victoria Peak, and Sai Kung, to feel the hustle and bustle of the city. The immersive experiences offer educational insights and serve as social platforms for students to mingle with one another and enhance their understanding of the local history. Furthermore, interactive activities like "Chit Chat with Peer" encourage meaningful exchange between new non-local students and senior-year students. These gatherings, conducted in both English and Putonghua, open up a friendly and collegial space for students to share study tips and insights on life at EdUHK and in Hong Kong. Cantonese classes are also conducted throughout the year to help students master the basics of the local language, enabling them to communicate with local students colloquially and gain a deeper understanding of the local culture.

Some signature initiatives were held in 2023/24 to highlight the effort of the Student Affairs Office (SAO) in cultural integration and promoting social well-being. Intercultural Fair, one of the flagship events, was organised to showcase the diverse cultures represented at EdUHK and introduce the unique traditions and customs of the international students' home countries to their fellow students. Through interactive booths, performances, and food tasting, the Fair presented a sense of community and facilitated intercultural understanding on campus. Also, another large-scale event, namely the Mid-Autumn Festival Fair, brought different student populations together to join the festivities and celebrate this special occasion. Both the Intercultural Fair and the Mid-Autumn Festival Fair were a remarkable success, drawing a participation of over 400 students in total. The SAO also collaborated with the Academy of Hong Kong Studies in EdUHK on the Global Hong Kong Ambassador Programme – Local students were recruited and trained to be the ambassadors, curating activities that showcased Hong Kong's culture and heritage. Through this Programme, non-local students were given a platform to learn about Hong Kong culture and interact with local students. Feedback from non-local students indicates their appreciation for the opportunities provided, with an over 98% of satisfaction rate achieved in the past year. The Programme was successfully concluded in 2023/24, attracting 241 participants which comprised of 174 non-local students and 44 inbound exchange students.

Such a plethora of non-formal learning activities provide a comprehensive study experience that extends beyond the classroom and integrate the diverse student population, making a positive impact on non-local students' social well-being. In the years ahead, the SAO will continue its endeavour to offer exclusive outside classroom learning opportunities and design top-notch cultural integration experience for the students.



Figure 1. Intercultural Fair



Figure 2. Global Hong Kong Ambassador Programme: Dragon Boat Fun Day



Figure 3. Mid-Autumn Festival Fair