

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Overseas Experiential Learning
Course Code	: PPG6031
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The Overseas Experiential Learning course prepares our future public manager or administrators to gain and apply their knowledge in realistic situations an overseas experiential learning via lectures and site visits for one to two weeks. The involvement in Overseas Experiential Learning will facilitate students to network in professional fields they are considering for career paths and grant them an opportunity for professional advancement. It will enable students advance team working roles and skills and boost group bonding through engagement in a variety of collaborative and competitive extended team-based exercise. It is anticipated that the skills attained from overseas lectures and site visits will benefit students in facilitating them to enhance their performance on their jobs after graduation. Students taking this course will need to pay a trip cost in addition to the tuition fee.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁* : Attain professional involvement-based hands-on experience about real world problems in a field relevant to their specialisation of studies.
- CILO₂* : Demonstrate competence and commitment in work-related/ regional contexts.
- CILO₃* : Advance active communication and problem-solving skills for personal and career development.
- CILO₄* : Apply skills important for time management, discipline, self-learning and effective communication.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Local and overseas field trips	<i>CILO₁₋₄</i>	Field trips to important institutions in the jurisdiction being visited to determine novel information about how such institutions accomplish their policy and management roles.
Street survey	<i>CILO₁₋₄</i>	Designing and accompanying a small scale comparative field research that comprises of literature searches, the design and implementation of an interview schedule/survey for running in Hong Kong and in the jurisdiction being visited, analysis of data and making conclusions, recommendations and a final report.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class Discussion/ Participation Students are required to participate in all activities as designed by the Course Instructor(s), including briefing sessions, lectures and field visits in Hong Kong and overseas.	20%	<i>CILO₁₋₄</i>
(b) Group Work and Presentation	40%	<i>CILO₁₋₄</i>

Student are required to conduct a street survey and report the result during the overseas study visit. This includes: • A research proposal and Ethical Review application before departure. • A street survey at the overseas visit location. • A presentation by the end of the overseas visit.		
(c) Individual Reflective Report (around 3,000 words) The individual reflective report will contain a comprehensive, critical evaluation of the team's experiential learning during the overseas visit in terms of how members cooperated with one another in each of the exercises, the team's accomplishments and letdowns, the reasons for these, and how team performance might be enhanced.	40%	<i>CILO₁₋₄</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Butin, D. (2008). *Service-learning and social justice education: Strengthening justice-oriented community based models of teaching and learning*. London: Routledge.

Buzzelli, M. (Ed.). (2025). *Experiential learning and community: examining the university's teaching mission*. University Of Toronto Press.

Christopher, P., Houghton, D. and Murray, L. (2017). *Organizational behavior: a critical-thinking approach*. Los Angeles : SAGE.

Crawford, P., & Berquist, B. (2020). *Community Engagement Abroad: Perspectives and Practices on Service, Engagement, and Learning Overseas* (Brett Berquist & Pat Crawford, Eds.; 1st ed.). Michigan State University Press.

Ku, A. S., & Pun, N. (Eds.). (2004). *Remaking citizenship in Hong Kong: community, nation, and the global city*. London: Routledge.

- Moallem, M., Hung, W., & Dabbagh, N. (Eds.). (2019). *The Wiley Handbook of problem-based learning*. Wiley-Blackwell.
- Parry, S. J., & Allison, P. (Eds.). (2021). *Experiential learning and outdoor education : traditions of practice and philosophical perspectives*. Routledge.
- Reid, A., & Scott, W. (Eds.). (2008). *Researching education and the environment: retrospect and prospect*. London: Routledge.
- Sung, Y. W. (2005). *The emergence of Greater China: The economic integration of Mainland China, Taiwan and Hong Kong*. Basingstoke, England: Macmillan.
- Sweitzer, H. F., & King, M. A. (2019). *The successful internship : personal, professional, and civic development in experiential learning* (Fifth edition.). Cengage.
- Vyas, L., & Yu, B. (2018). An investigation into the academic acculturation experiences of Mainland Chinese students in Hong Kong. *Higher Education*, 76(5), 883-901. <https://doi.org/10.1007/s10734-018-0248-z>
- Yu, B., Vyas, L., & Wright, E. (2020). Crosscultural transitions in a bilingual context: the interplays between bilingual, individual and interpersonal factors and adaptation. *Journal of Multilingual and Multicultural Development*, 41(7), 600–619. <https://doi.org/10.1080/01434632.2019.1623224>

8. Related Web Resources

David A. Kolb on Experiential Learning:

<http://www.infed.org/biblio/b-explrn.htm>

Experiential Learning:

<https://www.eduhk.hk/aclass/Theories/ExperientialLearning.pdf>

Experiential Learning Articles and Critiques of David Kolb's Theory:

<http://reviewing.co.uk/research/experiential.learning.htm>

Experiential Learning in Higher Education: Linking Classroom and Community:

[https://www.niu.edu/citl/resources/guides/instructional-guide/experiential-learning.shtml#:~:text=%E2%80%9CExperiential%20%5Blearning%5D%20is%20a,2\)](https://www.niu.edu/citl/resources/guides/instructional-guide/experiential-learning.shtml#:~:text=%E2%80%9CExperiential%20%5Blearning%5D%20is%20a,2))

9. Related Journals

The Journal of Experiential Education

College Student Journal

Journal of Cooperative Education

Journal of Youth Studies

Contemporary Educational Psychology

Journal of Employment Counselling

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 11 August 2026