

Co-Constructing Excellence

Recognising, Scaffolding and Building Excellence
in University Learning and Teaching

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Students as Partners, Community Partners as Co-educators and Teachers as Facilitators: What Scaffold Excellent Experiential Learning?

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1.

Background

Experiential Learning in FOSS, HKU
Internship Programmes



Social Innovation & Global Citizenship Internships

- ▷ Credit-bearing, non-paid, advanced level courses
- ▷ Local/ non-local organisations
- ▷ Designed to stretch, not primarily vocational
- ▷ Typical community partners:
 - ✓ Non-governmental Organisations (NGOs)
 - ✓ Corporate Social Responsibility (CSR) departments in corporates
 - ✓ Political parties / Think tanks / government department
- ▷ Project-based inter-disciplinary, non-local projects
- ▷ Students can find an organisation based on their learning interest

425,040 hours

“Knowledge Exchange Impact” in the community delivered by the 5-cohort of FOSS students

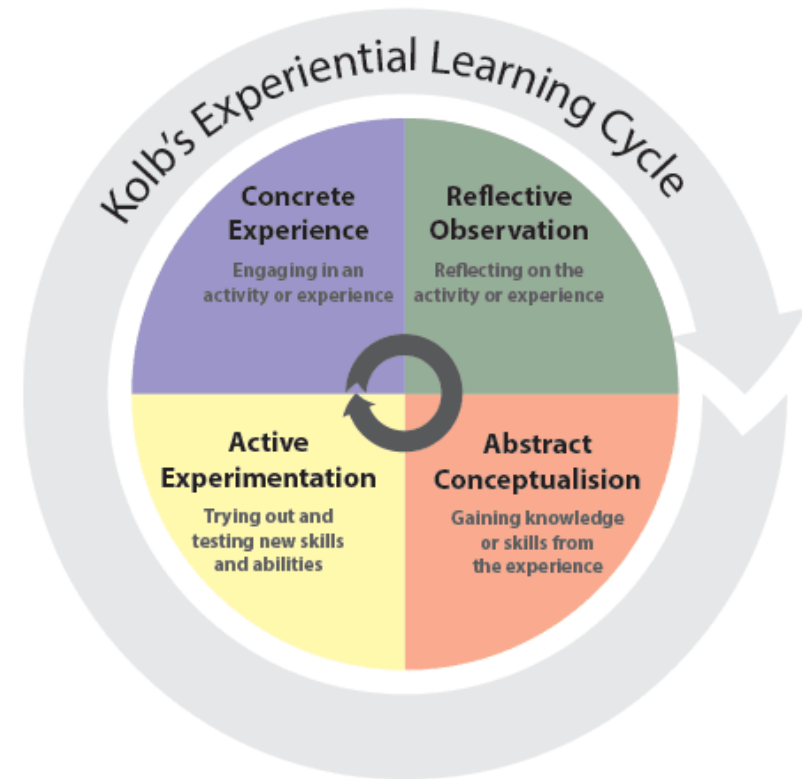
85,008 hours

Average per year

SIGC Internships

Learning Outcomes (LOs)

1. Enhance students' **understanding of social issues** through first-hand practical experience working with both local and global Community Partners
2. Identify **key issues** and develop **strategies** to enhance social development and promote social innovation
3. Enable students to **apply academic knowledge** (including models, theories and/or concepts), **critical thinking, and analytical skills** acquired at the University to analyse real-life situations
4. Develop **work ethics**, self-initiative, adaptation to the organisational culture, and communication skills for successful workplace performance



A new learning relationship emerges
Co-Construction of Learning



Co-construction: Students as partners, community partners as co-educators and teachers as facilitators

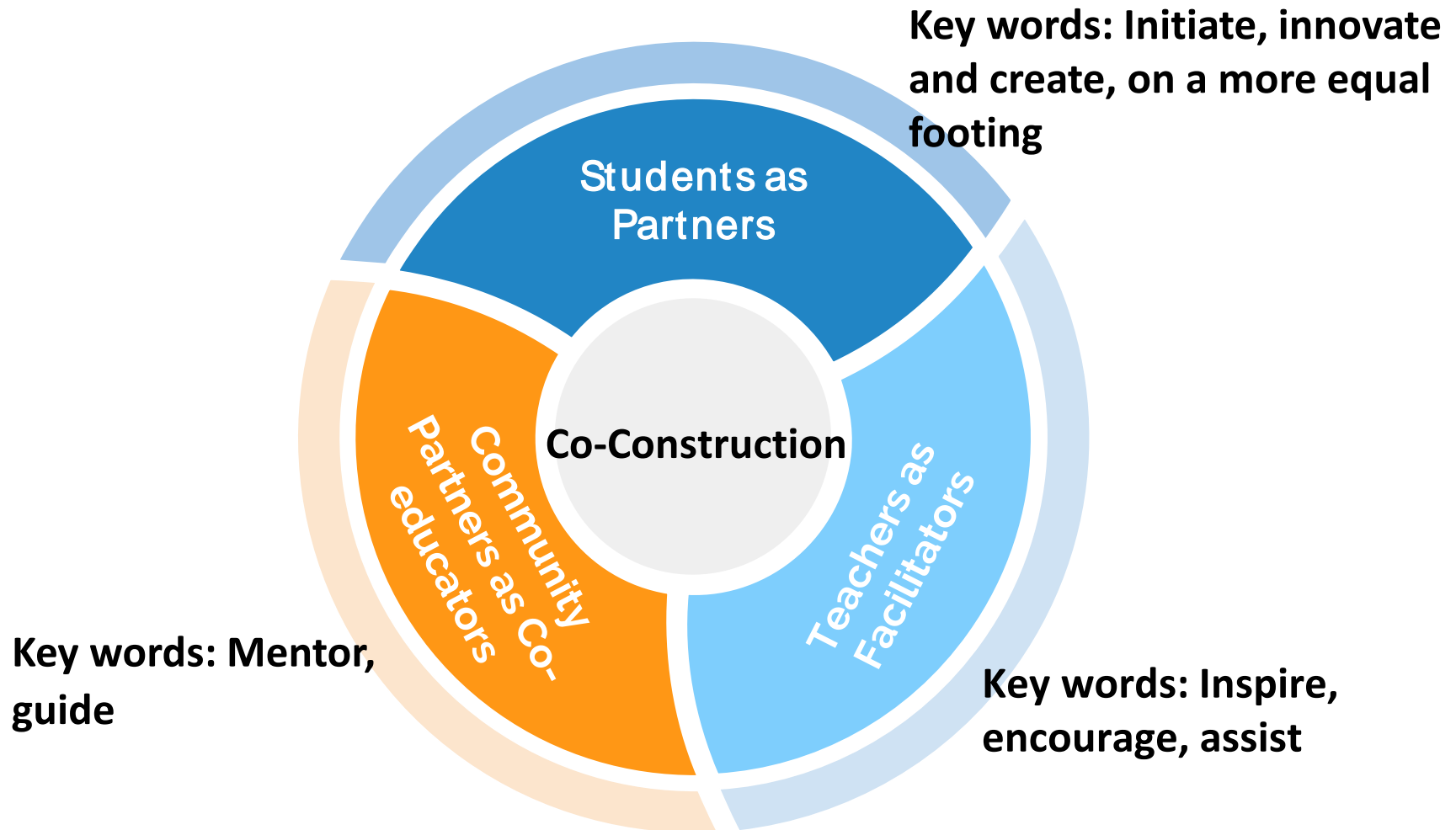
- ▷ *How does it look like?*
- ▷ *Why is it good for learning?*

2.

How does it look like?



Three-in-One Learning Partnership Model



How do they see their roles?

▷ Teachers

“intellectually enriching for an academic tutor, as it has **broadened my horizons** about the good work people in HK are doing for the people in need. I can see that the programme **has a certain level of impact on the value system of students** in a positive manner. Furthermore, I think the reflective journals written by students are **inspiring and uplifting**” (XX, 2016).

▷ Community Partners

“Spend substantial time (sometimes over several sessions) to talk with the students, understand their values, **offer autonomy and intrinsically motivate them** (e.g., by aligning the tasks with their beliefs and worldview)”

“Help the student to **identify learning gap** (i.e., what they thought they knew and reality)”

▷ Students

“I made the most out of my time...by **observing, asking sufficient questions, contributing my skills and abilities** to the running of the XX program, to **acquire what I need to learn..**(XX, 2018)”

“Tremendous support from supervisor, **whereas 'tutor'** is a better word to describe (her).. (XX, 2018)”.

“„Academic Tutor...provided **assistance** during times that I found it a bit difficult to settle in, **also kept track of how I should tackle the situation**, and provided assistance on my inquiries on (academic) assignments. (XX 2018)

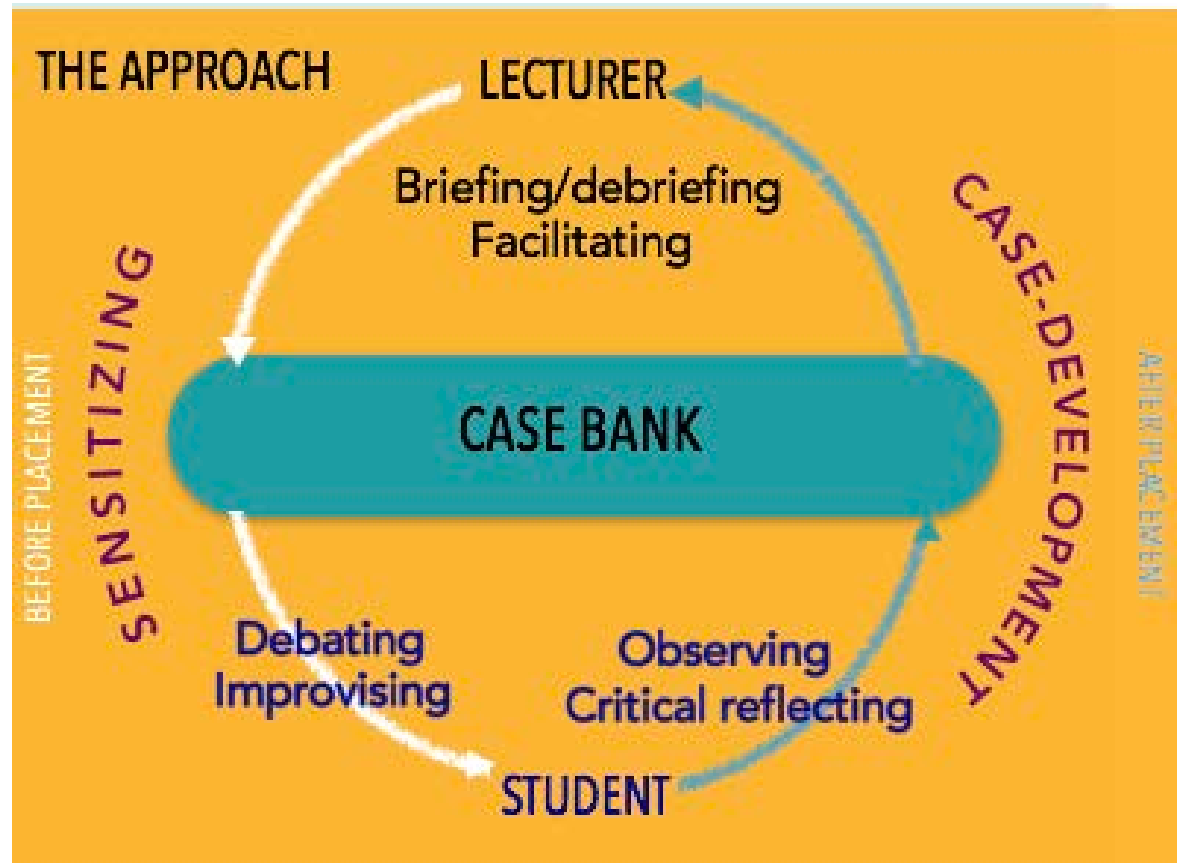
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Examples



GloCal Projects: Student-developed Case Study

World Vision



Lam, 2017

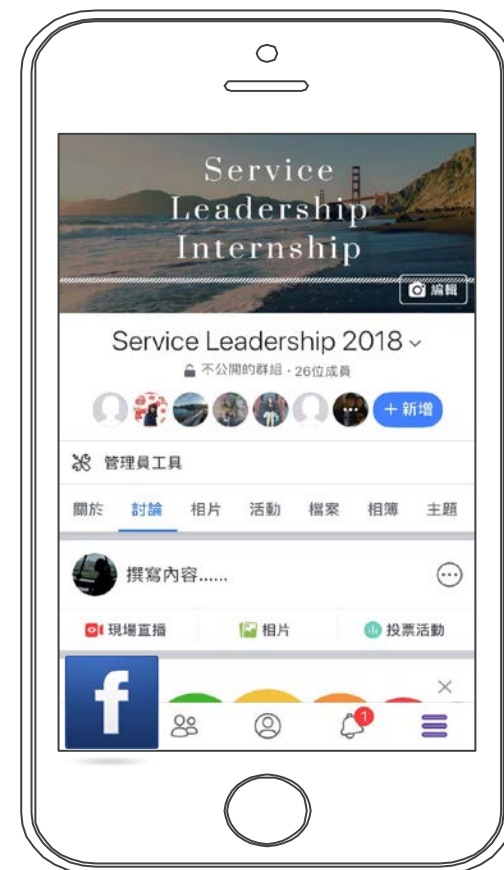
Service Leadership Internship (SLI):

Social Innovative Project

Co-design work tasks

Training & coaching

Facebook Forum



Student-initiated Internship: *Students in the driver seat*



Success Rate

5/9 = 60% (Summer 2016)
4/11 = 36% (Summer 2017)
6/8 = 62.5% (Summer 2018)



Placements

Creating 44 new
learning opportunities



Stay

6 Community
Partners become our
permanent partners



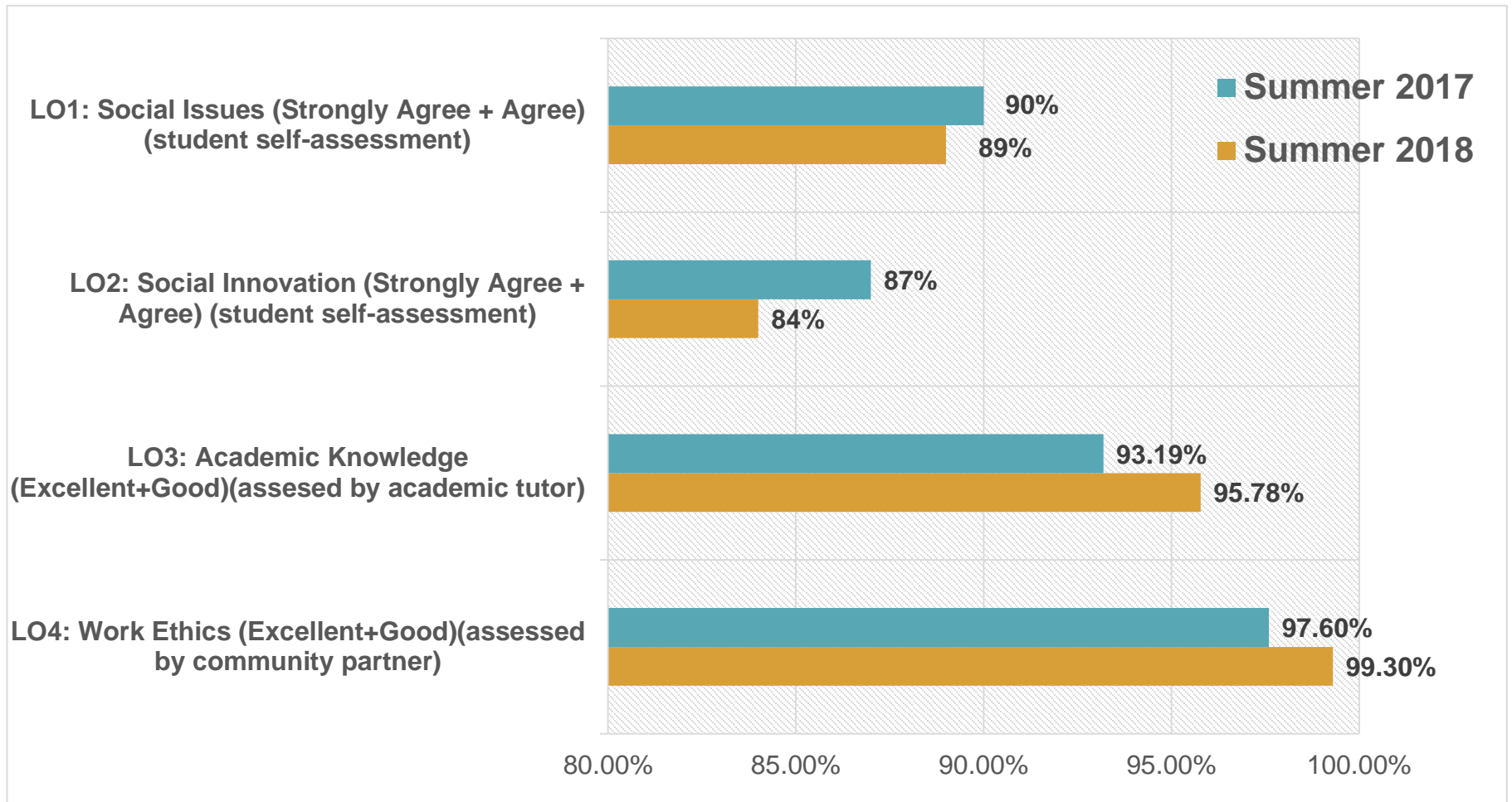
Burmese Women's Union

4.

Conclusion

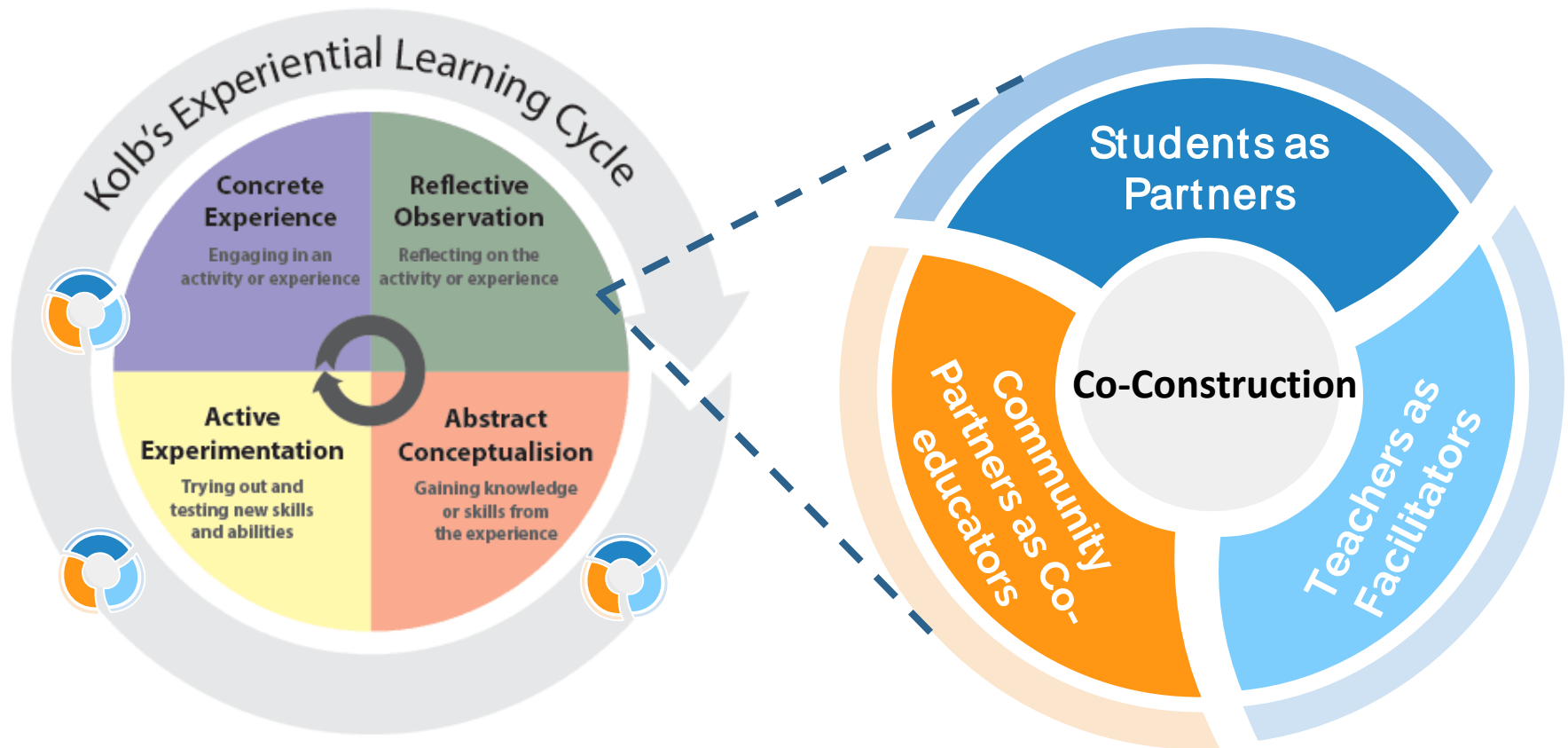


Direct Evidence




*Promising overall evaluation, triangulated by community partner supervisors, academic tutors and student interns.

Three-in-One Learning Partnership Model in Experiential Learning Cycle



The co-construction model should be applied within each phase of the experiential learning cycle to achieve an effective and meaningful teaching and learning.

▷ **Limitations**

1. “Co-construction” not occur in every placement
 2. Beginning of a more systematic study of the data
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▷ **Directions for future research**

1. Longitudinal study of “co-construction” in real world
2. Focusing on critical success factors

References

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