

## Assessing Experiential Learning

### Case examples from HKU



Where indicated below, the website version of these case examples provides access to supplementary materials in the following forms: ® = rubric © = guidelines

#### Becoming a Doctor: Professionalism in Practice

A distinctive feature of this course is its longitudinal nature: Bachelor of Medicine and Bachelor of Surgery students are attached to a community doctor-preceptor whom they visit as early as the first week of medical school, and then again in the second and third year of their studies. Using rubrics, the preceptor grades students' reflective writing (40%), as well as their attitudes and behaviours demonstrated during the clinic visit (20%). The focus of the assessment varies slightly each year to reflect the growing expectations on a student and to emphasize different aspects of professionalism. In the first year the focus is on humanistic aspects of being a doctor, in the second year on being an expert resource, and in the third year on being a skilled clinician. Annual training and sharing sessions, as well as a teaching handbook, are used to support the community doctor-preceptors.

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#### Business Consulting Practicum

This 6-week practicum is an initiative for students to reach out to the community and gain practical business consulting experience under the guidance of faculty teachers, consultant-in-residence, and professional mentors. Shortlisted students from the Faculty of Business and Economics are assigned to a multidisciplinary team of four to five to work as business consultants and provide customised consulting service for clients who are small and medium enterprises or social enterprises. Students receive valuable comments from the clients and mentors on the practicality of their findings and suggestions in the business consulting proposals, reports and oral presentations. They are assessed from different angles such as the quality of their consulting work and team collaboration efforts. All students are given a pass or fail grade although awards may be presented to teams with outstanding performance.

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#### City as Cultural Text (CLIT2028)

Students who take courses in Comparative Literature have an opportunity of expressing their understanding of the subject through a creative project, which can be in the form of a newspaper literary supplement, a collection of short stories or poems, a mini installation, or a video. In the course City as Cultural Text, for example, students undertake work either in small groups or individually, which contributes 25% to the overall grade. The work assigned typically comprises an abstract of about 400-500 words stating how the project integrates the cultural or theoretical perspectives. The marking criteria for the creative project include content, creativity and relevance, and the project includes the option of assessment via a traditional essay.

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#### Engineering in China (ENGG1902)

Students taking this course have travelled to Sichuan for a week to construct a solar-powered multimedia satellite e-learning system for a school. They work in teams: solar energy, multimedia classroom, e-learning, and education. Students are assessed using rubrics, through a conference presentation (25%), a daily reflective journal (5%), a 2000-word summative report (20%), and a post-trip evaluation interview (10%). Additionally, their participation is graded based on cooperation and management (10%) and initiative to learn (10%). The course has presented challenges to faculty staff with respect to time, supervision, course materials, as well as the sustainability of projects to fit community needs.

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#### Internship in Comparative Literature and Cultural Studies (CLIT3019)

In this course, the overall grade is based on the internship supervisor's continuous assessment (100%) and three assessment tasks, namely an internship report, an oral presentation and a self-evaluation form. Students are expected to apply their cultural knowledge and skills in writing, analysis and cultural research during the internship, as well as show positive attitudes at work. To enrol in the course, students need to contact the internship coordinator and host organisations, go through job application procedures, be screened and offered a

placement. An internship learning contract is signed by the student, the host organisation and the department before the internship begins.

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### Nutrition and Public Health

Students pursuing this option have the opportunity to undertake a research internship in which they conduct public health assessment of adults and/or children in Hong Kong or in the rural areas of Cambodia. Assessment encompasses a research proposal, critical analysis of data, presentation and reflection. What is expected includes critical thinking in tackling ill-defined problems, communication, collaboration, and presentation skills. Before the visit, students are required to submit a research proposal. During the visit, they are to collect data related to public health nutrition, such as measuring BMI. At the end of the visit, they hold a social inclusion evening where they discuss and reflect on their experience. Additionally, students communicate their findings through an oral presentation followed by a Q&A session, as well as a written report with data analysis and recommendations for improving health.

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### Pokfulam Village Urban Farm (ARCH4710)

Pokfulam Village offers final-year students who major in landscape architecture a practicum experience of developing a conceptual design into a realised built project. The assessment tasks are entirely integrated into the project. For example, students analyse site condition and prepare a site survey document (10%). Then they interview residents, assess their needs and come up with a community engagement survey report (5%) and a design proposal (20%). Later, they plan the project delivery, including guidelines for site clearance (10%), and a proposal for procurement of materials (5%). The students are also assessed through a sketchbook (5%), supervision of the construction (35%) and a reflection essay (10%).

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### Social Innovation (FOSS2018)

For Social Science students who opt for this 12 credit internship course, their performance is assessed by both a fieldwork supervisor (50%) and an academic tutor (50%). The fieldwork supervisor recommends a grade, together with ratings on eight different work skills. For the coursework, students are required to complete a 3000-word integrated essay, a reflective journal, and an oral presentation. To provide students support, workshops on organisation analysis and reflective learning as well as sharing sessions are offered. Academic tutors visit their students to clarify expectations in the first visit, and then they check their performance midway through the internship and provide guidance. The students can join the internship individually or as a group in response to openings advertised in Internship, an annual faculty publication.

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### Standardised Clients in Law

In the PCLL programme, students have opportunities to deal with face-to-face client-oriented issues in a simulated legal environment. Standardised clients are lay people who are trained to act as clients in procedural transactions. The law students are expected to establish client rapport, listen to the client, ask good questions, and summarise the client's situation. The assessment materials include a marking sheet together with a rubric. To ensure the validity and reliability of the assessment, standardised clients are given a two-day training workshop, including how to use the rubric in assessing student performance. All simulated interview sessions are also video-recorded, and the recordings are reviewed where necessary to verify grades. This assessment is low-stakes. The method has also been tried in an undergraduate elective.

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