

About Dr. Gallant Ho Yiu Tai

“I am gratified to have this opportunity to return a small part of what I managed to reap with what my alma mater equipped me with during my undergraduate days.”

Dr. Gallant Ho

“Experiential Learning” is a new and distinctive feature of the University’s new curriculum. The University of Hong Kong is grateful to Dr. Gallant Ho for making a gift during the University’s Centenary to launch the Gallant Ho Experiential Learning Centre.

Dr. Gallant Ho is a sterling example of Hong Kong’s adventurous spirit and generosity in serving the community. He graduated from HKU with a First Class Honours Bachelor of Arts Degree in Economics in 1965, soon afterwards ventured into law and founded the Gallant Y. T. Ho & Co. in 1977. His practice grew to become one of the largest local law firms and remains so to this day. Dr. Ho was among the first group of Hong Kong lawyers that pioneered China Practice. In the late 1990s, Dr. Ho started further ventures in Australia and Canada in business, real estate investment and management.



A great believer in public service, he started early when he was elected as one of the youngest Chairmen of the Po Leung Kuk Board of Directors in 1974. Since then he has contributed a lifetime of public service on a multitude of committees and commissions of the government. He served as Deputy to the National People’s Congress from 1988 to 1997, and was appointed a Justice of the Peace in 1976 and served for 22 years. Dr. Ho was elected one of the Top 10 Chinese Financial and Intellectual Personality in 2010. In 2005, he received the Arbor Award from the University of Toronto. Dr. Ho also received the U.S. President’s Volunteer Service Award in 2011.

Dr. Ho is a staunch supporter of the education sector, establishing two primary schools in his father’s honour, and endowing numerous scholarships, bursaries and prizes to schools in Hong Kong and overseas. He was President of the HKU Alumni Association and a Council member of the then Hong Kong Polytechnic. At HKU, he initiated the “Gallant Ho Service Learning Scheme – Family Values” to promote the core values of service and family amongst students.

Dr. Ho was awarded an Honorary University Fellowship by the University in 2007 in recognition of his contributions to Hong Kong and academia.





What is Experiential Learning?

“方其知之，而行未及之，則知尚淺。既親歷其域，則知之益明，非前日之意味。”《朱子語錄》卷九•學三•論知行

“When you know something but don't act on it, your knowledge of it is still superficial. After you've personally experienced it, your knowledge of it will be much clearer and its significance will be different from what it used to be.” Chu Hsi, [朱熹 Zhu Xi], Chapter 9, translated by D.K.

Gardner, 1990, p. 116.)

That learning is fundamentally experiential has been pointed out by philosophers and educationists in the East and the West. The above quotation from the Chinese philosopher, *Zhu Xi*, crystallizes the essence of experiential learning. The dialectical relationship between knowing and doing is well captured by the often cited quote “知行合一” (“knowing and doing are unified”) from *Wang Yang Ming* [王陽明], another Chinese philosopher. Similarly, “learning by doing” is a central concept in the education theory of the influential American educationist, John Dewey. In recent decades, American anthropologists, such as Jean Lave, have reinvigorated the concept of learning as participation in social practice.

At HKU, Faculties have been incorporating various forms of experiential learning into their curricula (either credit-bearing or non-credit bearing), and some have already made it a graduation requirement. Examples of these initiatives can be accessed on the website of the Gallant Ho Experiential Learning Centre. Our short-

term goal is to support as many staff and students as possible to design and pilot new opportunities for experiential learning, and to strengthen and expand existing ones. Our medium-term goal is to ensure that all curricula will embed experiential learning in their courses. Our long-term goal, however, is to bring about a paradigm shift in our understanding of learning as experiential so that it becomes not only a guiding principle in the way we design our curriculum, pedagogy and assessment, but also a predominant mode of learning.

Achieving the above goals is non-trivial. Colleagues at HKU have put in a tremendous amount of time and effort to identify suitable sites for learning, to work with community partners, and to provide on-site guidance for their students. I salute their selfless dedication to the core mission of this University and I thank them for making learning at this University liberating and exciting.

Implementing experiential learning is much more resource-intensive than the traditional form of classroom learning. My colleagues and I are greatly indebted to Dr. Gallant Ho for his generous donation to support this initiative and to enable wide participation by students. The Gallant Ho Experiential Learning Centre will bring together the Faculties and the community partners, and promote the sharing of good practices in designing, supporting and assessing experiential learning. On behalf of my colleagues, I would like to express our deepest gratitude to Dr. Ho for his endorsement of the goals of experiential learning and for enabling us to bring it to new heights.

Amy B M Tsui
Pro-Vice-Chancellor and Vice-President (Teaching and Learning)

Duties of the Centre

Support for Experiential Learning

- Build a wide network of local and overseas community partners for Faculties to access;
- Maintain close relationships and develop long-term arrangements with community partners;
- Co-ordinate placements for projects where inter-disciplinary collaboration is required;
- Work closely with Faculties to understand students' learning goals and recommend sites and experiences; and
- Deal with emergencies and crises.

Preparation for Learning and Training

- Provide generic workshops on issues such as cultural adjustment, work ethics and interactional skills; and
- Collaborate with Faculties to provide tailor-made workshops.

Supervision, Assessment and Evaluation of Learning

- Organise discussions, workshops and experience-sharing sessions on supervision and assessment;
- Collaborate with Faculties to design grading rubrics for reference and adaptation by individual programmes; and
- Provide support to evaluate the efficacy of experiential learning through means such as student surveys.



1



2



3

Faculty of Architecture

1 & 2. Students with the Luk Zuk Village project stepped out of the classroom to produce a design and construction proposal by collecting data, identifying local problems and communicating with villagers at the actual site.

3 & 4. After the fieldtrip, students of different disciplines shared their research findings back in the HKU studio and suggested suitable design models. Their designs were then presented to the villagers on-site to obtain direct feedback.

“By experiential learning I mean the engagement of architecture students with the community at large. My own research work and projects take place in rural areas of China. I find it invaluable to offer students the opportunity not only to visit these areas but to engage in dialogue, problem solving and design for these communities,” said John Lin, Assistant Professor of the Department of Architecture.

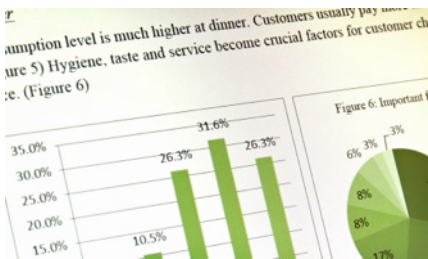


4

The Faculty of Architecture provides opportunities for students to take part in designing and consultancy services offered by the Faculty to governments and nonprofit organizations. For their Rural Urban Framework projects, for example, students travel to sites in China to work on surveying, drawing and interviewing, research the limitations and opportunities for construction, and develop proposals that address the problems. These ideas are then presented to the village leaders and a local charity to eventually become real building projects.

“The most valuable aspects of this experience are putting my architectural studies to practical use and facing the critique from not only studio tutors but the local residents, all within the framework of the natural surroundings, the existing architectural context and complex social relationships. This fulfills the stated learning objectives, and provides me with a more comprehensive picture of architectural study and architectural practice,” said Henri Su, an Architecture student involved in the activation of village houses in Luk Zuk Village in China.

Faculty of Business and Economics



“We really want students to learn something that they would not necessarily learn in the classroom setting. Also, we see the need for students to reach out to the community and get other perspectives to help them understand what is going on in society”, said Professor Bennett Yim on the objectives of the Business Consulting Practicum (BCP).

Under the BCP, students work in SMEs or social enterprises as business consultants under the guidance of teachers and mentors. They can gain practical business experience, improve their leadership qualities and analytical skills, and contribute to the community. The participating client organizations can also benefit from the customized consulting service at no charge.



Happy Veggies, a vegetarian restaurant and social enterprise that hires disadvantaged people. A group of students from the Faculty of Business and Economics helped with the establishment of the restaurant by conducting market research and proposing business and operation plans.



“Before the project, business is what we talk about in class and the objective of business is profit maximization. But for social enterprises, it is a combination of business innovation and the desire to help underprivileged people discover their hidden talents. After the project, I feel if we can do business well, we can meet lots of needs and create social value,” said Maggie Che, a Business student involved in the BCP with a social enterprise.



1



2



3



4



5

Faculty of Engineering

With the Ming De Projects, Civil Engineering students work on real-world on-going building projects in the role of professional engineer. They are involved in all phases: from basic surveying, construction design, contract negotiation, and site supervision to overall project management.

Under the direction of a team of outstanding Faculty members, students have taken part in four building initiatives since 2004 in the remote areas of Guangxi and Sichuan. "It is important that future engineers know how to work in different kinds of environments and communicate with people from diverse cultural backgrounds," said Mr. Peter K.K. Lee, one of the project advisors.

To students, this kind of hands-on learning is challenging, rich in excitement and high

in satisfaction. The authenticity of the experience has a maturing effect that prompts them to re-think what they consider as professional values. "Engineering is not only about building something that is structurally safe and reliable, it's a process of turning knowledge into a useful product that meets user-desired needs, and gradually developing an engineering attitude," said Howard Chan, a recent graduate who took part in the Ming De Projects.

A case in point: Rebuilding Zhengdongjie Kindergarten which was destroyed in the 2008 Sichuan earthquake

1. Students learnt from the teachers how the earthquake destroyed the kindergarten. / 2. With advice from alumni, volunteer architects and teachers, the students came up with 20 design solutions for this project. / 3. Useful information was also collected in the neighborhood. / 4. Students frequently visited the site to gain first-hand experience of construction and supervision. / 5. The construction manager showed students how to take measurements.

Faculty of Social Sciences

Social Sciences undergraduates must complete 24 credits off-campus by participating in activities related to Social Innovation and Global Citizenship, such as internships, exchange programmes and summer schools offered in Hong Kong and overseas.

The Faculty launched the Migrant Outreach Education Initiative (MOEI), an experiential learning programme launched in 2008 to provide intensive English language education for migrant children and adults in countries such as Cambodia, Laos, Thailand and China.



BEEd students formed the Liberal Studies Service & Learning Network, which offers workshops and advice on Liberal Studies for secondary students. The Faculty is planning to expand experiential learning opportunities for students at schools and in other settings in Hong Kong and other parts of the world.

Faculty of Education



Faculty of Law



Apart from traditional courses, law students are encouraged to participate in clinical programmes as part of the electives requirement.

The Faculty launched the Free Legal Advice Scheme on campus in January 2010. The Scheme allows law students to develop their skills in interviewing clients, conducting research and giving preliminary advice to qualified lawyers. It also helps to promote a pro bono culture within the Faculty.

Faculty of Science

Faculty of Science, The University of Hong Kong

BACKGROUND
p70^{S2M} is a protein kinase with well defined roles in protein phosphorylation of the 40S ribosomal protein S6, which is a central regulator of cell growth and proliferation of a cytoplasmic protein by virtue of its role in protein synthesis. Its nuclear localization has recently been observed.

RESULTS
Five putative NLSs, namely NLS 1 to 4, have been found using the NLS database. They were then used in constructing the *β*-gal construct. The data shown in Fig. 2 (a) indicates that putative NLS 2 is more capable to localize *β*-gal into the nucleus.

Fig 2 (a) Subcellular distribution of the GFP-tagged *β*-gal

Cells were fixed with methanol for 20 min at 20°C, and the localization of *β*-gal protein was analyzed by fluorescence microscopy. Cells were counterstained with 4',6-diamidino-2-phenylindole (DAPI) to visualize the nuclei. (b) Cells were classified into three groups according to their subcellular distribution of GFP. More than 100 cells with GFP expressed were counted for each sample. The numbers in each group are presented as percentages, where the total number of cells for each sample is 100%. *β*-gal alone was used as the negative control. Data were taken from a representative set of the repeated experiments. (b) Nuclear staining: (c) cytoplasmic staining.

OBJECTIVES
To study the nuclear localization of p70^{S2M} and to study the nuclear localization of p70^{S2M}.

MATERIALS AND METHODS
1. *β*-gal (LMB) Treatment
2. *β*-gal (LMB) Treatment
3. Study of Beta-galactosidase (*β*-gal) localization NLS to the cytoplasmic bacterial protein, *β*-gal

"I was delighted to be one of the HKU representatives to participate at the U21 Undergraduate Research Conference last summer at which over 50 undergraduate students from different parts of the world and studying a wide range of disciplines gathered. We shared our research projects through oral or poster presentations, during which we learnt a great deal about research from each other." - To Kit Yan Sally, 2010 BSc (Biology graduate)

Science undergraduates are required to undertake at least one form of experiential learning (6 credits) from a diverse range of options, such as undergraduate research, overseas exchanges, fieldtrips and disciplinary internships.

In addition to the long-standing clinical attachments and clerkships, the Faculty provides further opportunities for discipline-related real-life experiences. For example, its Patient Care Project arranges for medical and nursing students to interact with and interview patients/clients to review their medical history and identify possible health problems.



Li Ka Shing Faculty of Medicine

The "Project in Japanese business" is designed to provide advanced Japanese Studies students with a challenging learning environment and to give them an opportunity to apply their knowledge to a project commissioned by a Japanese business organization.

The Faculty offers undergraduates excellent opportunities to experience how the humanities, the fine arts, modern languages and literary studies relate to everyday reality at a local and global level.

Community-based outreach is achieved with a specific Community Health Project in Year 4. In the final year, many students choose to undertake work in regions such as Africa and South East Asia.

Faculty of Dentistry

