



Role of Co-curriculum in Student Well-being

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Outline

- New challenges to student's wellbeing
- Role of co-curriculum in curriculum
- Making use of co-curriculum to promote student's wellbeing

Changes in HE

- Globalization/Internationalization
- Diverse student background
- Competition between universities
 - ranking, good students, funding
- Knowledge economy
- Social expectations
- ICT
- Student consumerism

HKU Educational Aims

The new undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:

- Pursuit of academic/professional excellence, critical intellectual enquiry and life-long learning
- Tackling novel situations and ill-defined problems
- Critical self-reflection, greater understanding of others, and upholding personal and professional ethics
- Intercultural understanding and global citizenship
- Communication and collaboration
- Leadership and advocacy for the improvement of the human condition

What is curriculum?

Curriculum is defined as the totality of experiences that are afforded to students to achieve the educational aims

Diverse Learning Experience

- Five Things in University
 - Study (78%, most important)
 - Becoming an office-bearer
 - Living in a residential hall
 - Finding a boy/girl friend
 - Part-time job
- Exchange, internship, mentorship, service learning, study tour, gap year, career workshop, competition, conferences, immersion, conventions, entrepreneurship

Co-curriculum

Additional Stressors

- Financial matters
- Social relations
 - Differences in cultures, SES, experience, etc.
 - Conflicting/Diverse views
- Adjustment to poly-contexts
 - Expectations
 - Culture, living conditions
 - Safety
- Competition

Coupled with....

- New requirements in the formal curriculum
 - From memorizing model answers to independent thinking, critical enquiry, inter-disciplinary inquiry, multidisciplinary collaboration
 - Multiple forms of learning and assessment



How can the co-curriculum help?



Co-curriculum at HKU

- Non-academic Induction
- Global Citizenship, Leadership & Service Learning
- Person Enrichment
- Careers Education
- Residential Education
- General Education

NON-CREDIT BEARING
GENERAL EDUCATION PROGRAMMES
FOR THE FIRST SEMESTER, 2015-2016

味有落搭
Tastes of Thoughts

ENROLMENT STARTS ON
9/9/2015 (WED)

Nutrition Facts	
Diversity	100%
Knowledge	100%
Creativity	100%
DIY	100%
Energy	100%
Interactions	100%

No Grades
All Natural
Best for all HKUers

Printed with soy ink
on recycled paper

Approach to Promote Wellbeing

- Appraisal
- Building up resources
 - Personal
 - Social
- Enhance constructive coping

Examples

- First year experience
- Careers education programme
- Residential education
- Person enrichment, mental health

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FYE: Key findings at HKU (1)

- Majority found university and secondary school experiences very different:
 - Relationship with teachers
 - Approaches to teaching and learning
 - Amount of information to cope with
 - Choice of courses
 - Class size
 - Diversity of student grouping

Key findings at HKU (2)

- Study
 - Level of difficulty and amount of information of course materials
 - Depth of understanding required
- Psychosocial dimensions
 - Stress experienced
 - Social life (making and enjoying new friends)
- Time management

Key findings at HKU (3)

- Students who adopted **deep learning strategies** were also those who agreed that the **teaching was good, the goals and standards were clear**, and that their university education achieved the educational aims

Students' Suggestions

- Supporting freshmen's transition from secondary school to university
- Improving academic advice
- Supporting and encouraging freshmen's active engagement in student activities
- Better integration between local and nonlocal students

Enhancing First Year Experience: Goals

Learning

- Adopt ways of learning and doing to achieve HKU educational aims
- Take responsibility for their own learning
- Focus on learning for understanding
- Cultivate an inquisitive mind

Enhancing First Year Experience:

Social

- Foster learning communities for social integration and intercultural understanding
- Foster a sense of HKU identity

Enhancing First Year Experience:

Personal

- Formulate realistic academic and personal goals
- Handle multiple demands in the University
- Prioritize their commitments inside and outside the University
- Adopt a lifestyle to achieve psychological and physical wellness

First Year Experience

Non-Academic Induction Programmes



Support for Student Leaders

- Training
- Funding
- Guidelines
- Orientation



Self-Help Resources

- Printed materials
- Web and App
- Videos
- Social media



Core Programmes

- Seminars
- Workshops
- Networking
- Exhibition
- High Table



Special Interests/ groups

- Direct entry to Year 2
- Commuting Students
- Non locals
- Postgraduates
- Assessibility



Support for Faculty

- Presentations at Fac Orientation
- Mini Induction



HKU Identity

- Sense of HKU Pride and Identity



Parents of New Students

- Mini-TRIO
- TRIO



cedars

Centre of Development and Resources for Students
The University of Hong Kong
香港大學學生發展及資源中心

Integration of Students of Different Origins

- Weeks of Welcome (WoW)
 - 6-week programme with 100+ events & activities
 - Attendance > 2500
- Family Sharing Programme
- Integration in accommodation
- Buddies
- Campus Internationalization and Integration Fund
- Survival Cantonese, Peer English



FYE

- Academic advising
 - General
 - Faculty-based
 - Residence-based
 - Web-based
- Student residence
- First year seminars
- Web-based materials

Examples

- First year experience
- **Professional Preparation programme**
- Residential education
- Person enrichment, mental health

Professional Preparation Programme

■ Objectives

- To enable students to make informed career choices
- To promote job life adaptability
- To increase awareness of professional ethics
- To enhance employability of students across a wide spectrum of jobs and industries

■ Faculty Specific Elements (60%)

- Industry specific contents such as company visit, talk by leaders in the relevant field, mingling with professional

■ Common Elements (40%)

- Generic workshops on career preparation and planning, psychological test, job seeking

Prototype

Training modules	Learning Hours
A. Career Readiness	10.5
B. Career Exposure	4
C. Skill-based Learning	7
D. Self Management Skills	2
E. Work Attitude and Professional Ethics	3
F. Assessment Center	3
	29.5

Examples

- First year experience
- Professional Preparation programme
- **Residential education**
- Person enrichment, mental health

Residential students do better in

- Goal setting
- Participation in campus activities
- Overall evaluation of Common Core Curriculum
- Teaching and learning environment
- Achievement of educational outcomes, social, cognitive and values

Residential experience

- Promotes friendship
- Provides opportunities for interacting with students from different backgrounds
- Broadens one's horizons
- Enhances communication and social skills.
- Promotes personal growth and development, e.g., self awareness and goal setting.
- Engages in the social community within hall/college

Residential experience

- Activities were too demanding
- Different living styles are not fully respected by other residents
- Language and cultural barriers exist in activities

Examples

- First year experience
- Careers education programme
- Person enrichment, mental health

11.55 – 12.05 **“Undergraduate
Health Professions Students
Who Seek Help”**

*Dr Eugenie Leung, The University
of Hong Kong, Hong Kong*

Challenges

- Further internationalization
 - incoming and outgoing
- Crisis intervention
- Graduate students
- Equal opportunities for disadvantaged students
- Staff development

Thank you

