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



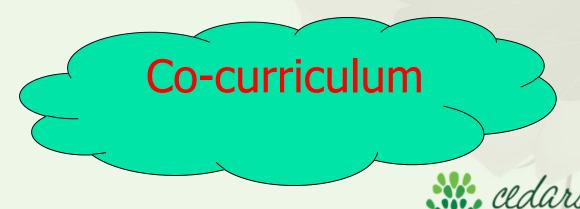
What is curriculum?

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



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

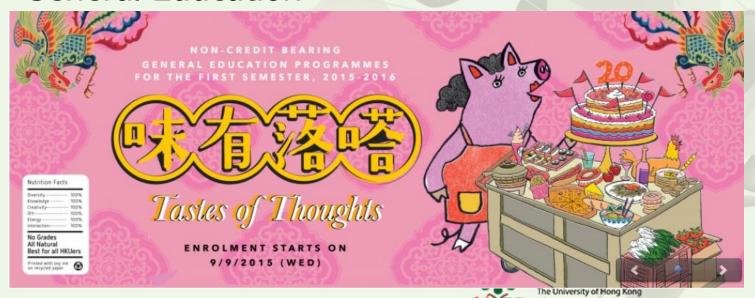


How can the co-curriculum help?



Co-curriculum at HKU

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



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
- Communting 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



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



Development and Resources for Students

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



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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

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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



