

Aspirations for Life — Inspiring Learning
and Well-being: Values Education in
English Language Education

Mindfulness and Service in Experiential Learning

Ms Vivien LEE

Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

Who am I?

Academic Unit of Language and Literacy Education (LALE)

- Assistant Lecturer in the Experiential Learning Team, Faculty of Education, HKU
- Past: English Language teacher in a local school

Experiential Learning opportunities:

- Undergraduate
- PGDE (FT / PT)

Areas of Interest:

- Experiential Learning
- Reflective Learning
- Education for Sustainable Development





**Mindfulness and
Service in Experiential
Learning**

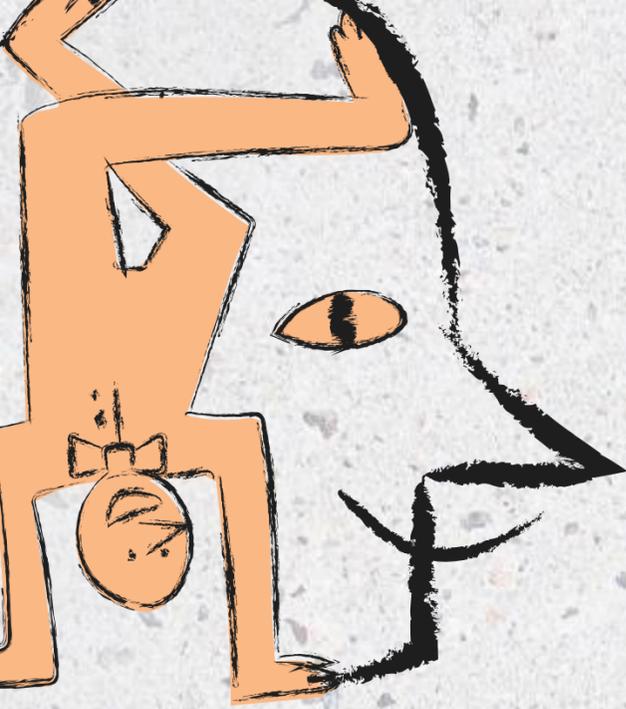




What is ...

Experiential Learning?





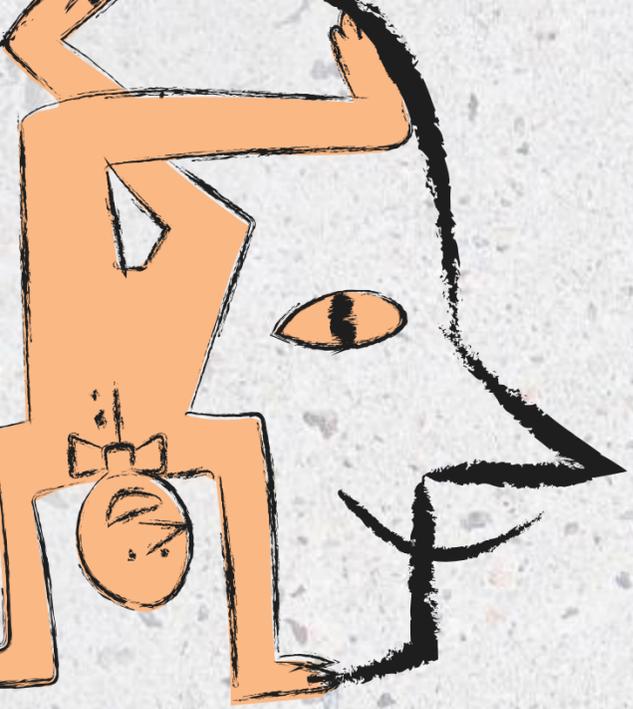
Experiential Learning

Chinese scholar Xunzi's ancient but famous saying:

**To hear something is better than not to hear it
To say something is better than just to hear it,
To know something is better than just to say it,
To practise something is better than just to know it.**

(reproduced from Beard, 2010)





Experiential Learning

- Captures the process of 'learning by doing' of an individual.



The Experiential Learning Cycle taken from Kolb & Kolb (2017)

Putting our teacher's hats on...

Experiential **Education**



Experiential Education



1.

The crucial components of the experiential learning “cycle” include **framing, concrete experience, analysis and synthesis.**



2.

The pragmatic approach that connects the curriculum to **real-world problem-solving.**



3.

The importance of designing for the “**indeterminate situation**” in learning.



4.

The high degree of student **ownership and co-constructed learning at play.**



(Roberts, 2015)



Mindfulness and Service in Experiential Learning



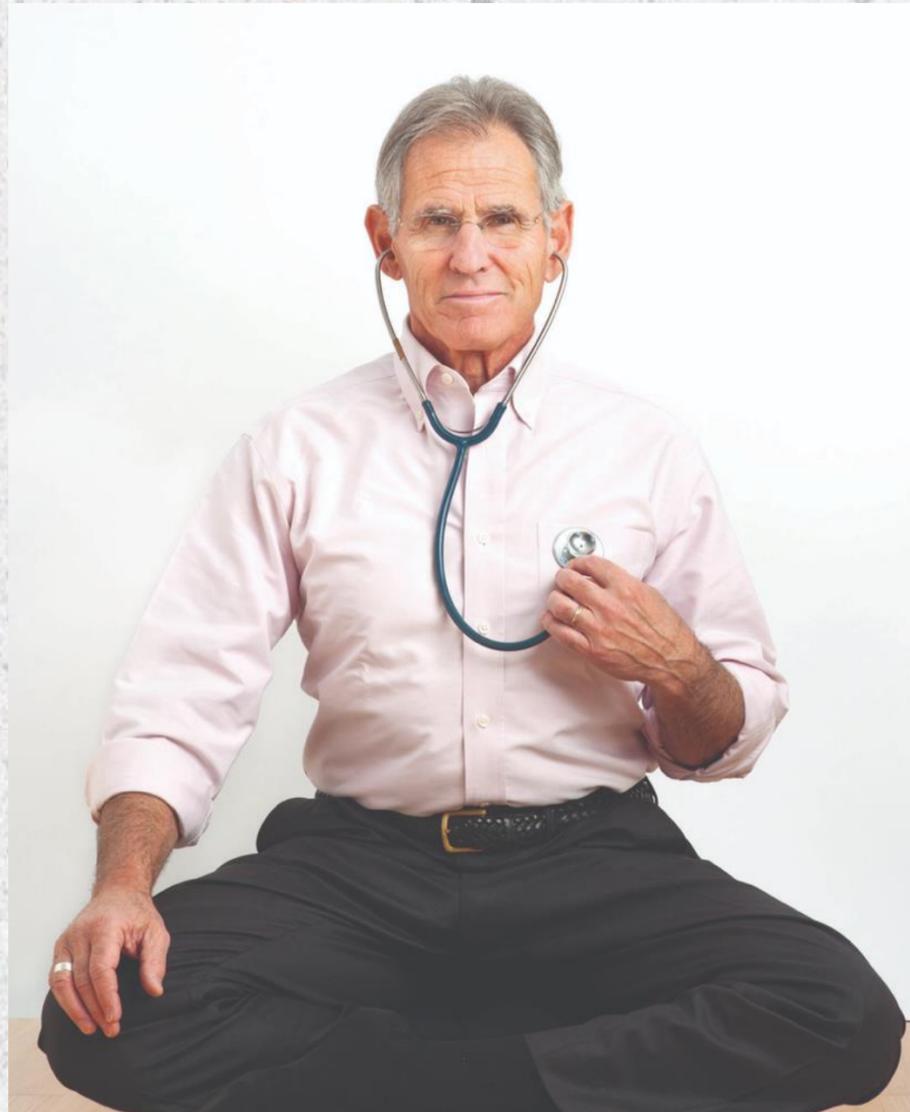
**How do we bring in
mindfulness in EE/ EL?**



What is mindfulness?



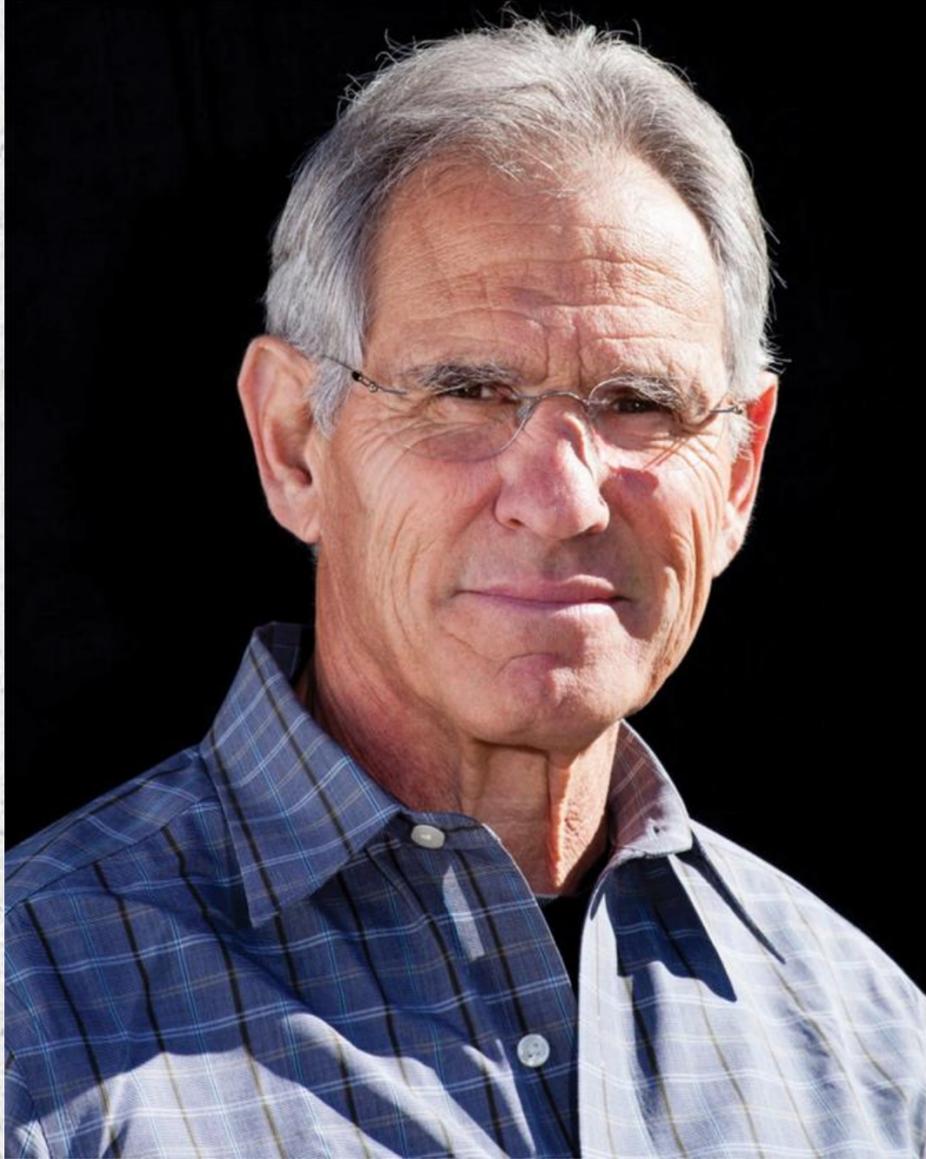
What is mindfulness?



- Professor Kabat-Zinn learned about and studied mindfulness under several Buddhist teachers.
- The founder of Mindfulness-Based Stress Reduction (MBSR).
- MBSR looks to use mindfulness as a regular practice to help people with stress reduction, awareness, and focus.

Jon Kabat Zinn

What is mindfulness?



“Awareness that arises through paying attention, on purpose, in the present moment, nonjudgmentally.”

Jon Kabat Zinn

★

What is mindfulness?

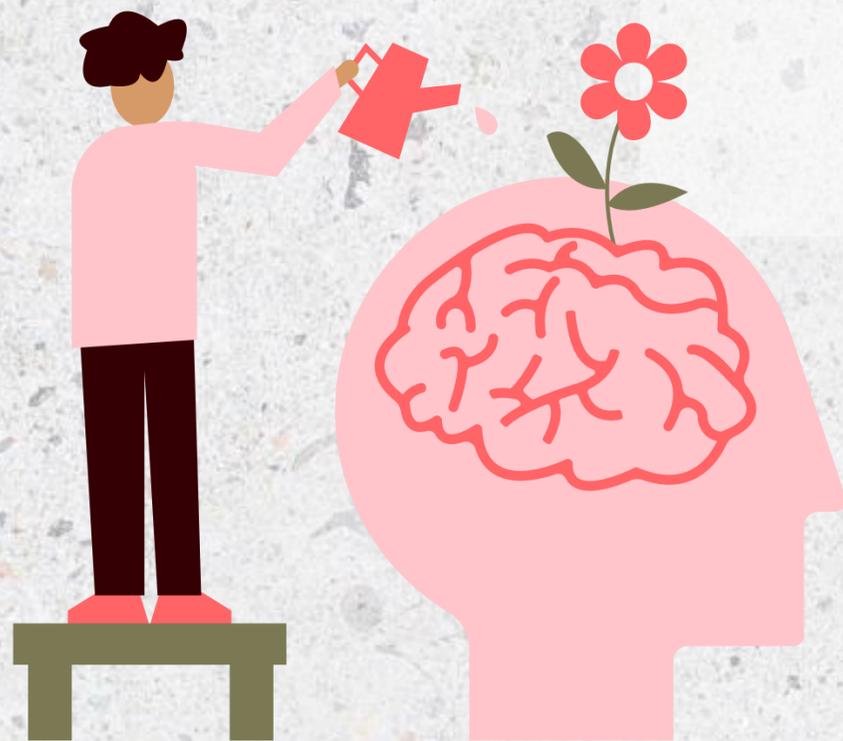
Everything!

✱



Why be mindful?

- Positive impact on health and well-being.
- Reduce anxiety and depression.
- May help people cope with pain.
- Improve attention.
- Enter 'flow.' a positive mental state of being completely absorbed, focused, and involved in your activities at a certain point in time, as well as deriving enjoyment from being engaged in that activity



What is stopping us?

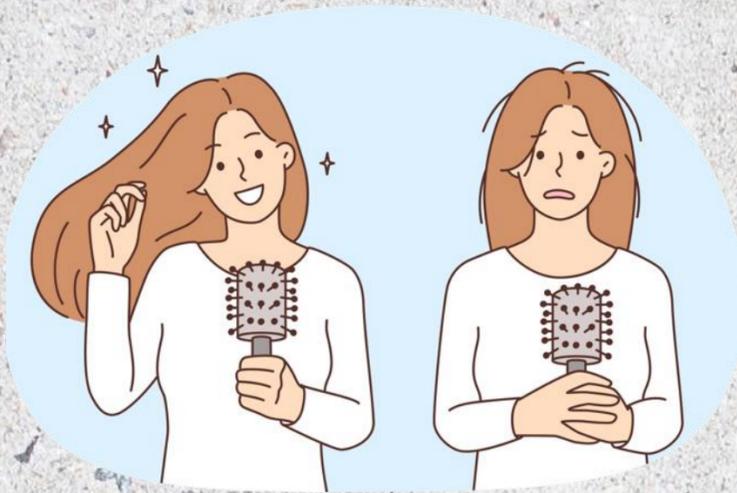


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Activity





What is stopping us?





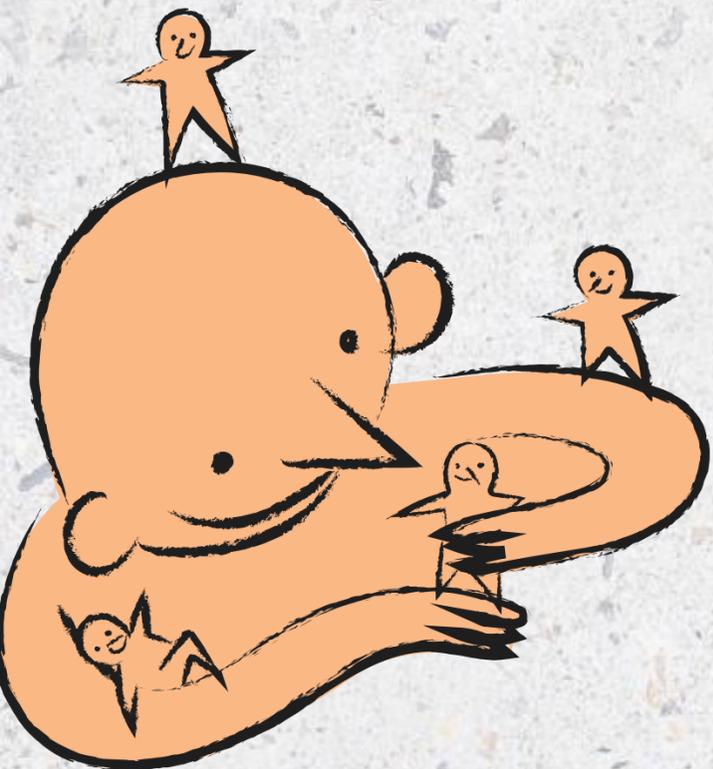
How to facilitate mindfulness in schools?



Attitudes of Mindfulness

What is it?

A series of interconnected attitudes that Professor Kabat-Zinn espouses as a way to facilitate mindfulness **without trying to force a certain feeling or manner of action.**



9 Attitudes of Mindfulness

1. Non-Judgment



4. Trust



Letting Be

7.



2. Patience



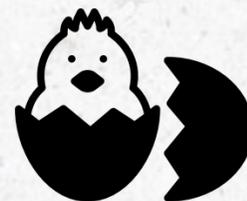
5. Non-Striving



8. Gratitude



3. Beginner's Mind



6. Acceptance



9. Generosity



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Some Priority Values and Attitudes

1. Perseverance

2. Respect for Others

3. Responsibility

4. National Identity

5. Commitment

6. Integrity

7. Care for others

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Facilitates/
precursor

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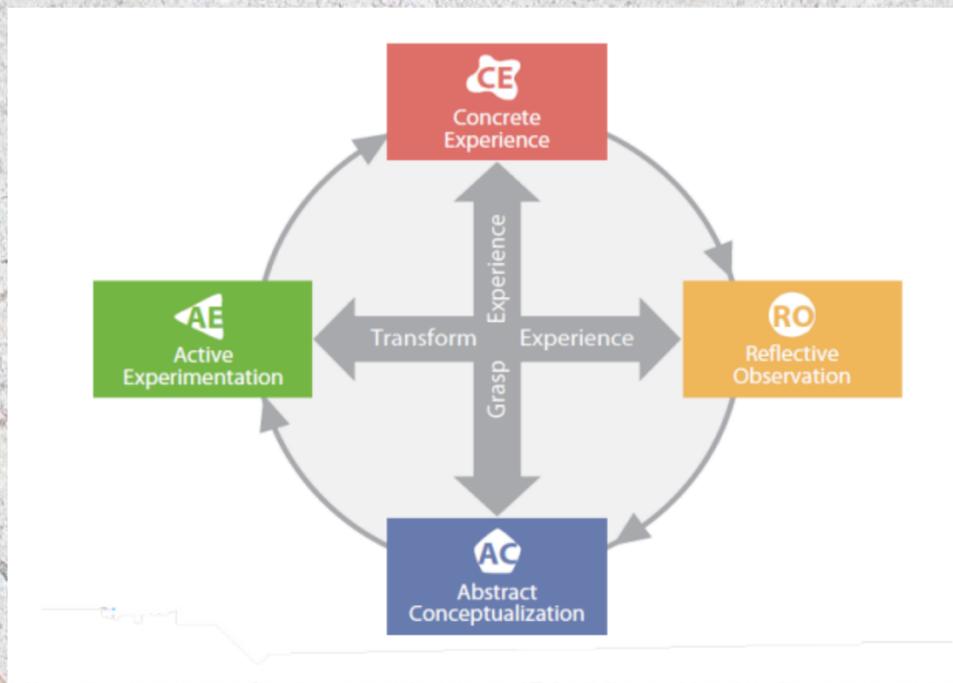
**Mindfulness and
Service in Experiential
Learning**



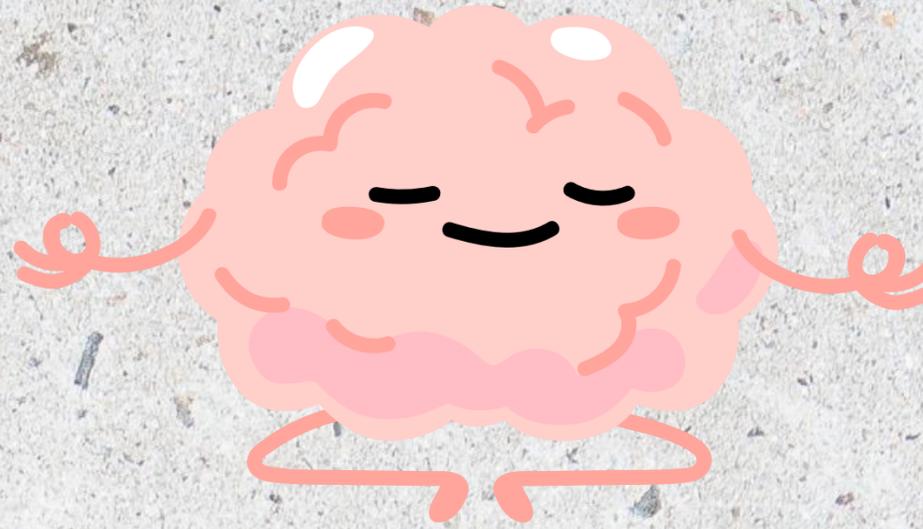


Experience Sharing

- Experiential Learning course in HKU
- A cross-semester course
- 15 UG students - most are pre-service teachers from various subjects
- Involving over 100 secondary school students
- In collaboration with Social Civil International



Experiential Learning

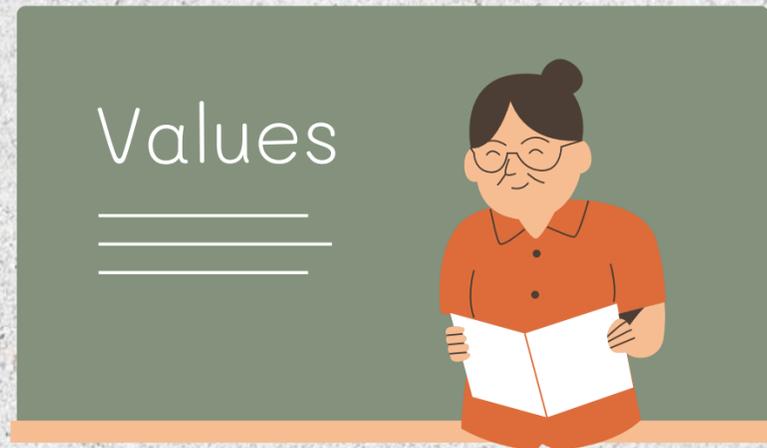


Mindfulness



English Language Education

How are these connected?

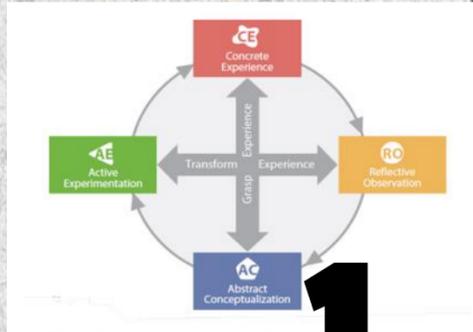


Values Education



Experiential Education

Experiential Education



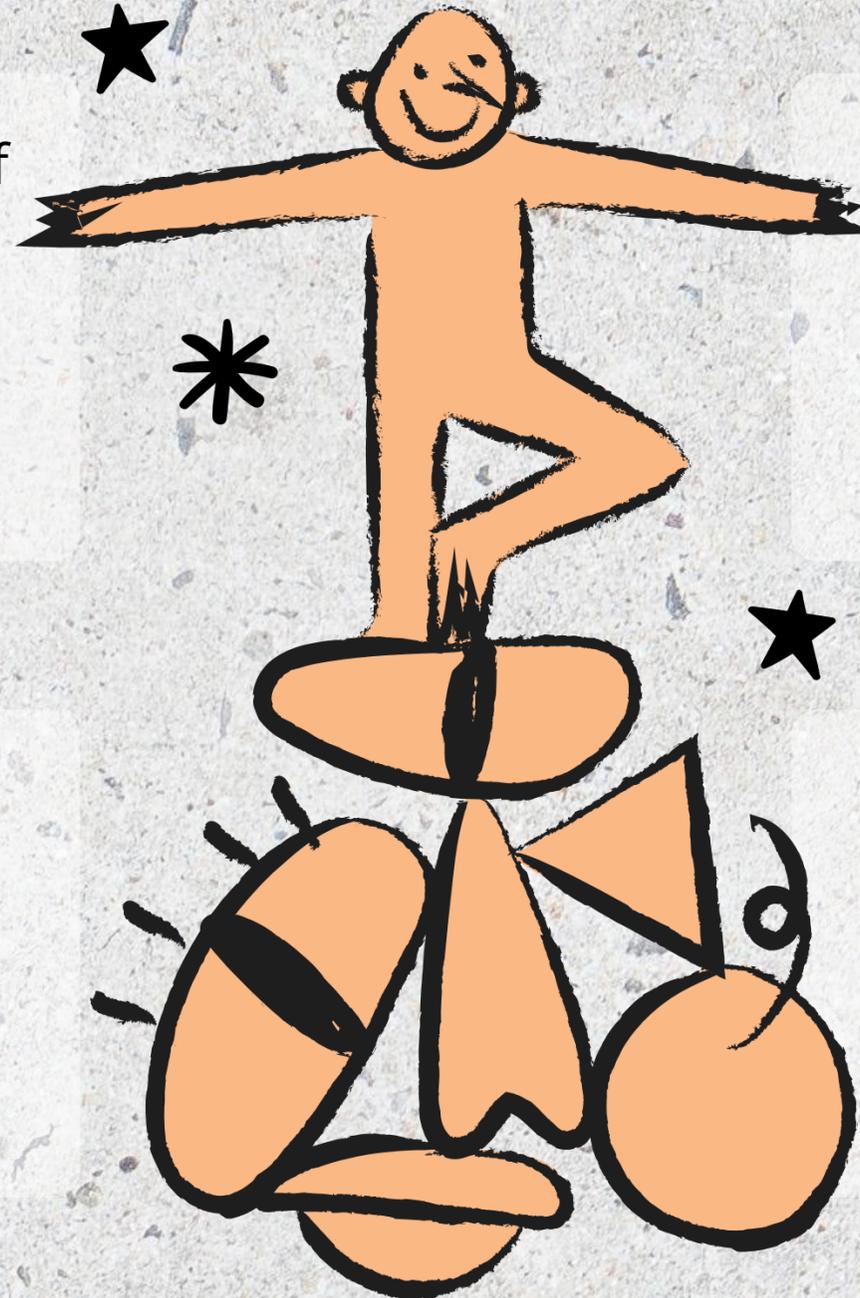
1.

The crucial components of the experiential learning “cycle” include **framing, concrete experience, analysis and synthesis.**



2.

The pragmatic approach that connects the curriculum to **real-world problem-solving.**



3.

The importance of designing for the “**indeterminate situation**” in learning.



4.

The high degree of student **ownership and co-constructed learning at play.**



(Roberts, 2015)

EE considerations



1.

The crucial components of the experiential learning “cycle” include **framing, concrete experience, analysis and synthesis.**

Equipping students with **reflective competency** for knowledge construction

2.

The pragmatic approach that connects the curriculum to **real-world problem-solving.**



Real students with real educational issues

Communication Intensive Courses

BBED6805 ‘Ps’ of Mind in Education – A Mindfulness-based Experiential Learning Project

Project Details

Students’ well-being has received increasing attention around the globe. Starting from its 2015 cycle, on top of the literacy and numeracy-focused assessments, the Programme for International Student Assessment (PISA) has also started studying students’ life satisfaction and well-being in one of its assessments. In the hopes of promoting students’ well-being, mindfulness practice has gained its popularity among different educational contexts around the globe. Featuring on TIME magazine in 2014, mindfulness has surfaced from its obscu



3.

The importance of designing for the **“indeterminate situation”** in learning.



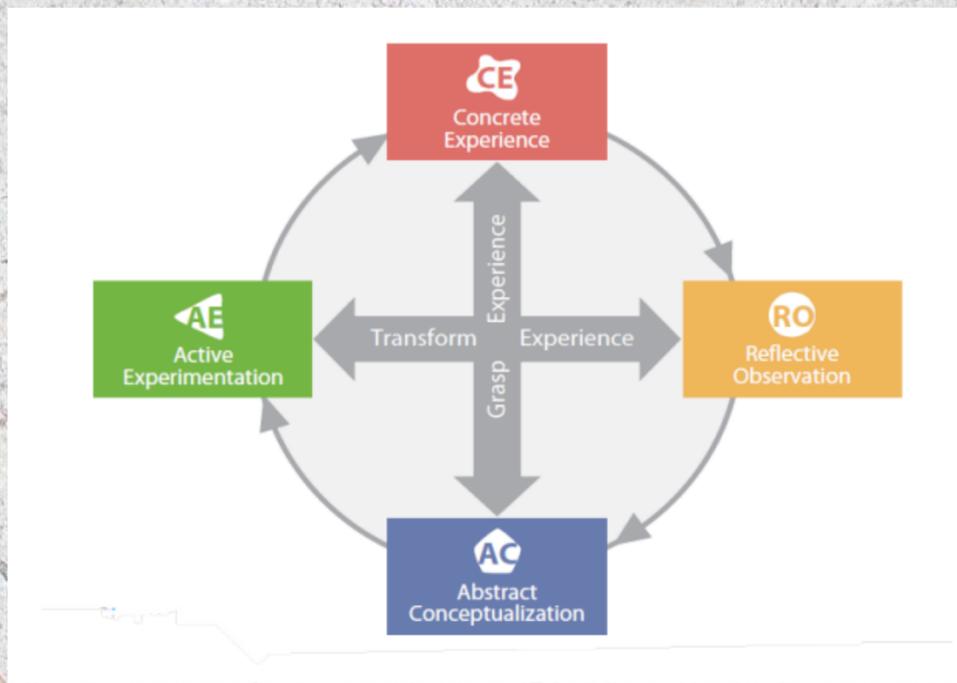
Unrehearsed learning experience

4.

The high degree of student **ownership and co-constructed learning at play.**



Shifting the role as a **teacher** to a **facilitator**



Experiential Learning

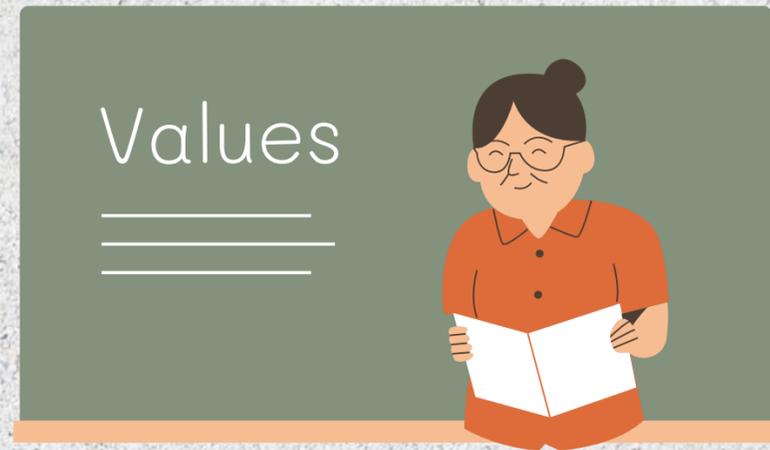


Mindfulness



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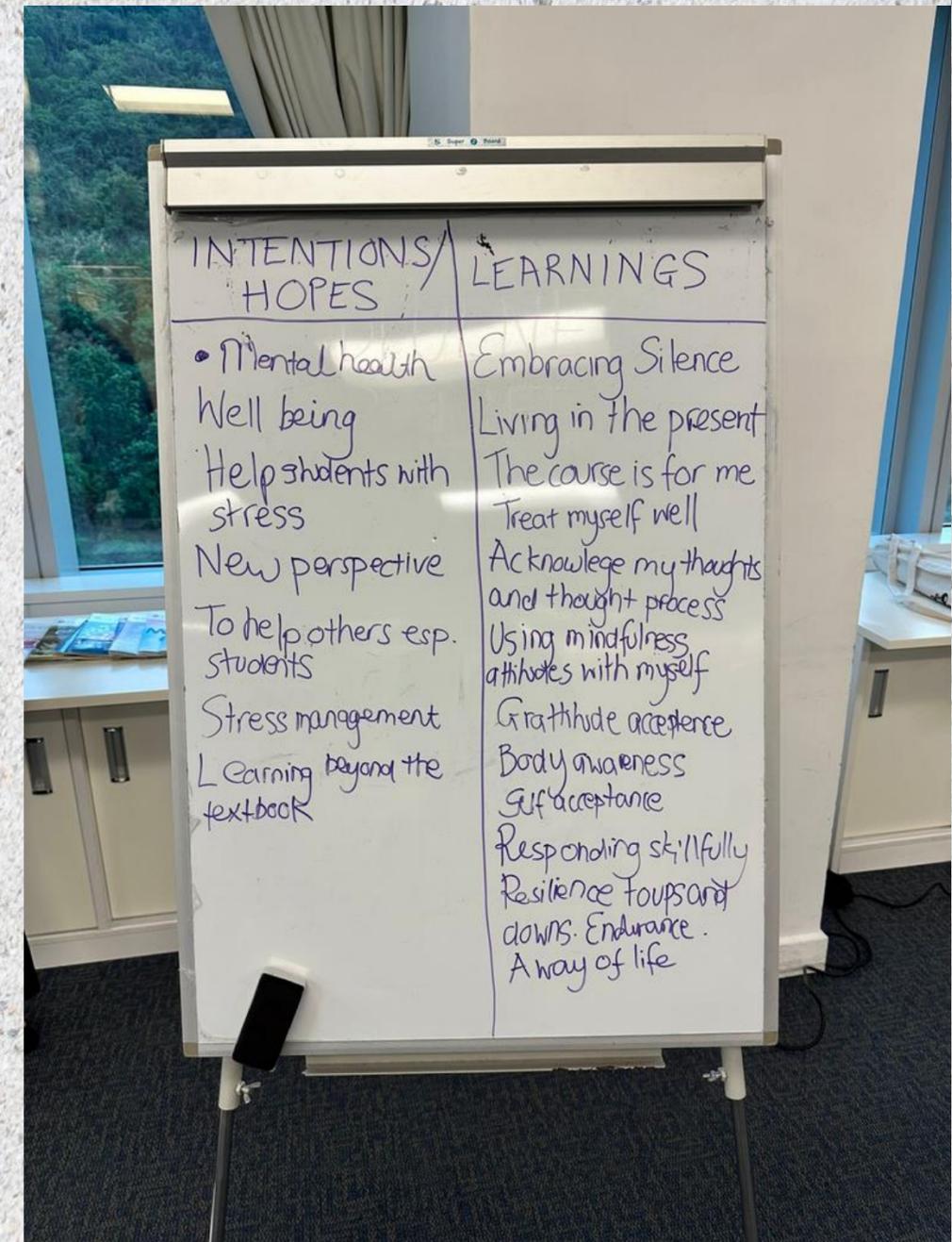
Values Education



Experiential Education

Students choose 1-2 attitudes to work on

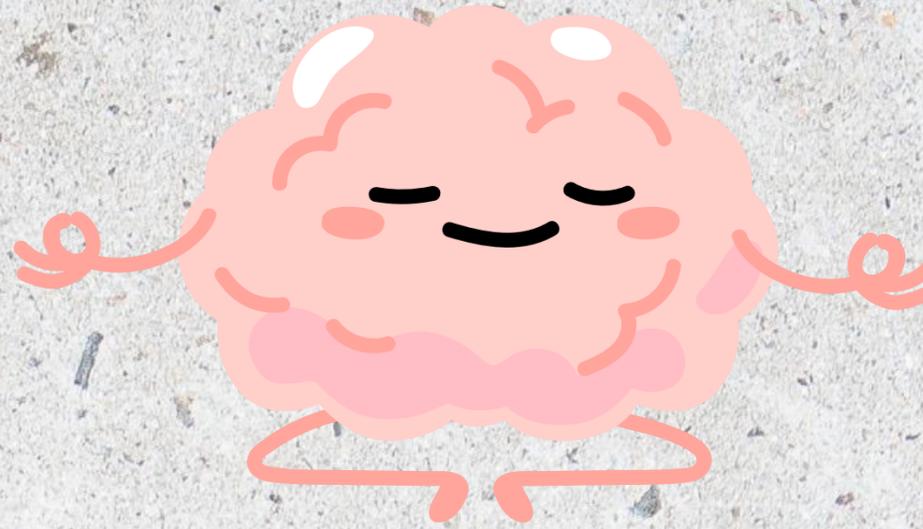
<p>1. Non-Judgment</p> 	<p>4. Trust</p> 	<p>Letting Be</p> <p>7.</p> 
<p>2. Patience</p> 	<p>5. Non-Striving</p> 	<p>8. Gratitude</p> 
<p>3. Beginner's Mind</p> 	<p>6. Acceptance</p> 	<p>9. Generosity</p> 



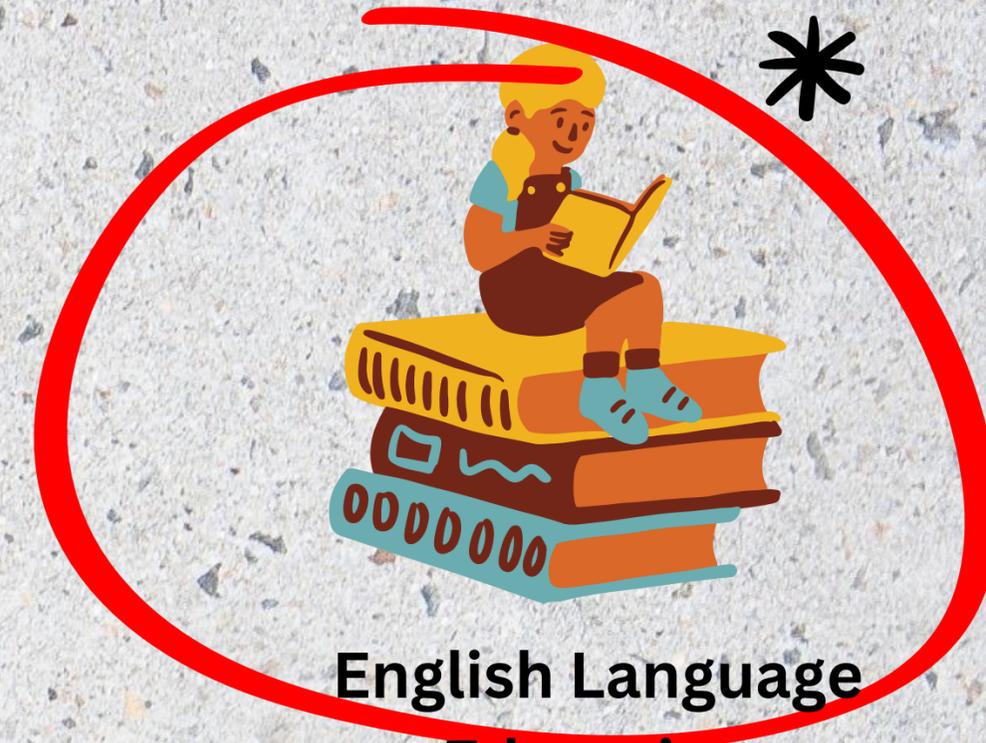
- Students' ownership
- Knowledge creation after the concrete experience
- Indeterminate situations in learning
- Authentic learning experience



Experiential Learning

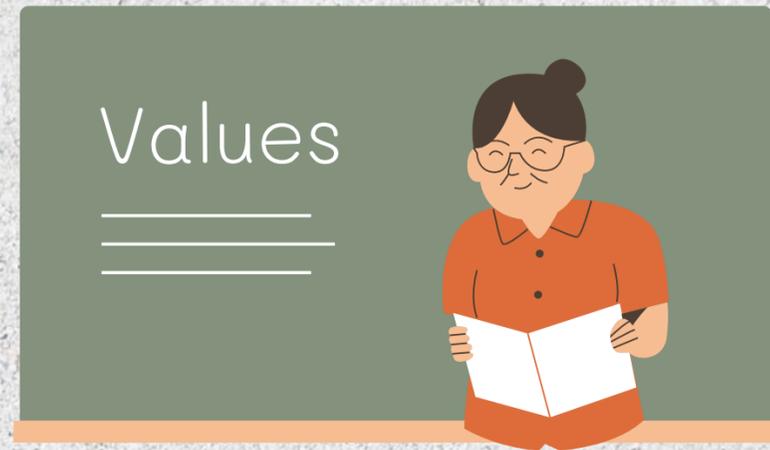


Mindfulness



English Language Education

How are these connected?



Values Education



Experiential Education

Giving English an **indispensable** role in communication

- Involving community partners – **international**
- Involving students from culturally and ethnically **diverse background**
- Giving a common goal to the group – making **communication necessary**



Social Civil International



Experiential Learning

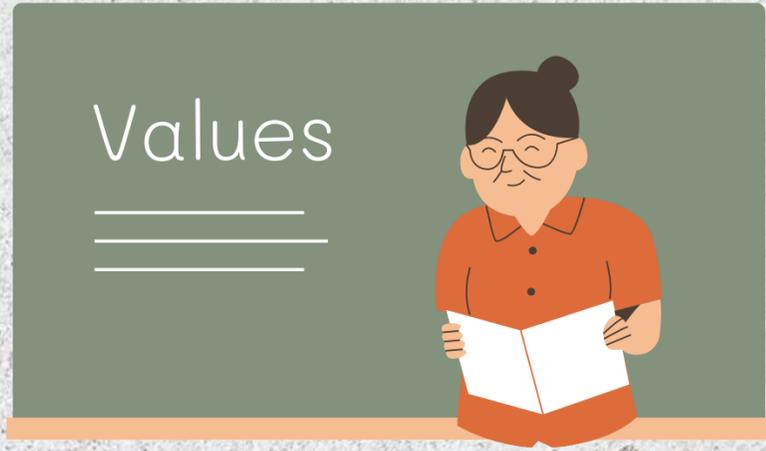


Mindfulness



English Language Education

How are these connected?



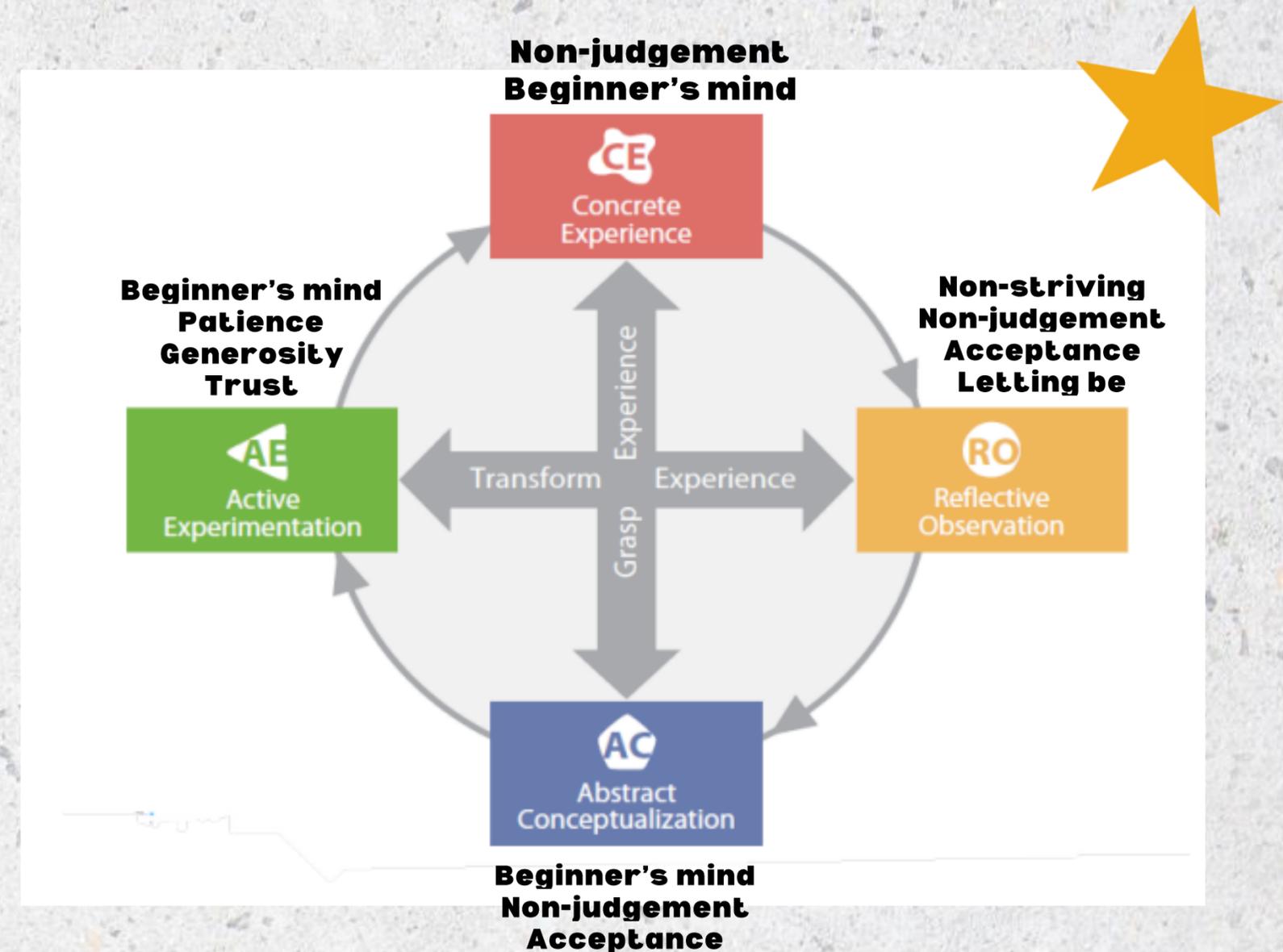
Values Education



Experiential Education

Utilising the EL cycle - Reflective Learning

- Reflective Learning
- Using attitudes of mindfulness to assist students' reflection



Deliberate Experiential Learning Practices

CONCRETE EXPERIENCE

CE

- Diaphragm breathing— relaxing the physiological state
- Focus on a new touch, sound, sight, smell, so your mind re-sets and switches off autopilot

REFLECTIVE OBSERVATION

RO

- Become aware of critical times that you are impulsive
- Suspend impulsive thoughts and actions
- Practice sitting with thoughts and feelings rather than acting on them
- Practice acceptance rather than judgement

ABSTRACT CONCEPTUALIZATION

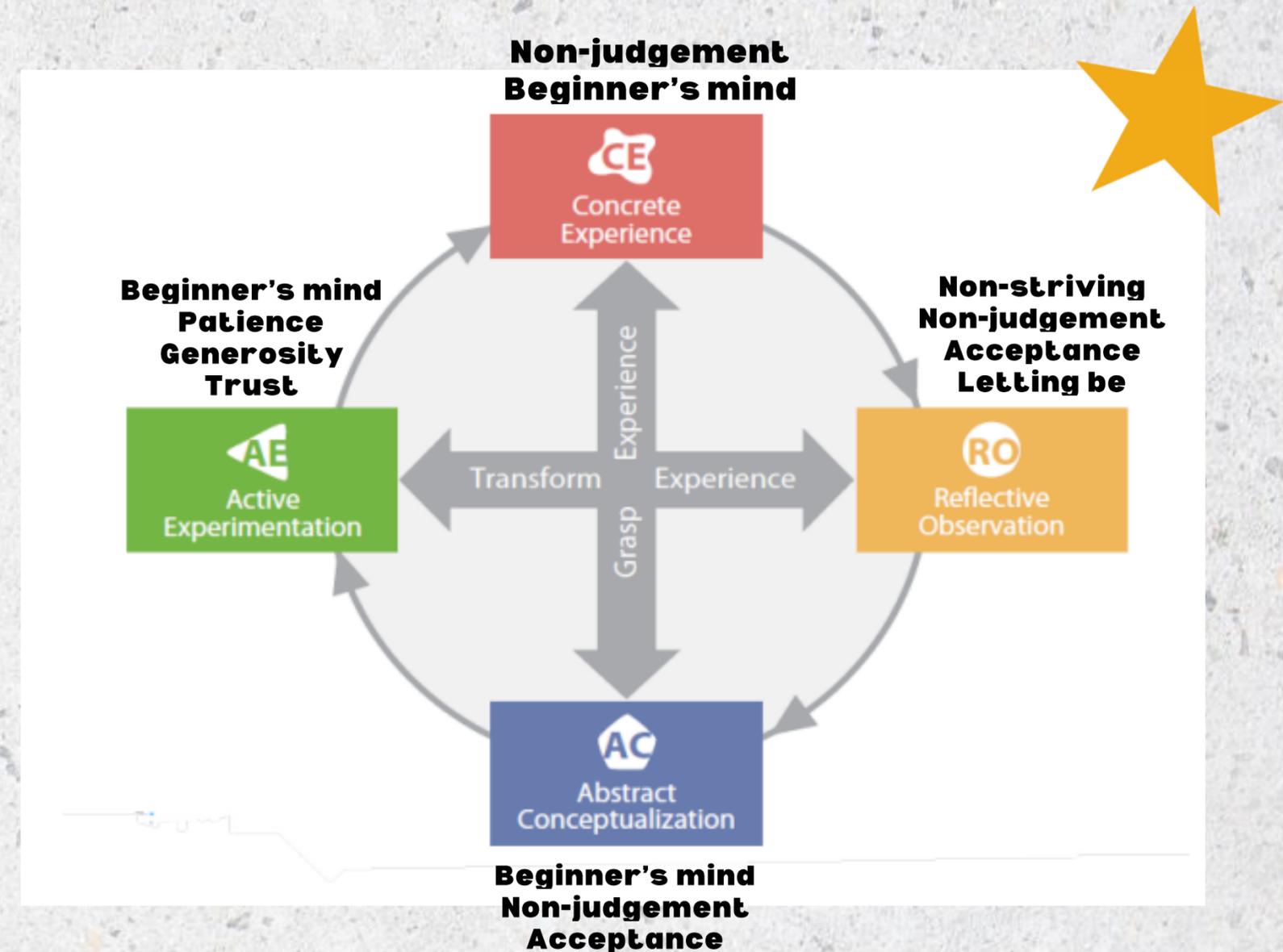
AC

- Question assumptions you are making in this moment
- Consider other people's perspectives
- Doubt your personal "truth"
- Seek shades of gray rather than dichotomous thinking

ACTIVE EXPERIMENTATION

AE

- Practice novel questioning— shift the conversation by asking questions that generate possibilities
- Think of thoughts and behaviors that you admire in another during a given situation and practice them
- Experiment by responding to people and events in ways that you normally do not



(Yeganeh & Kolb, 2009)

Some Examples from the students

#2 Poker Card Tower

(15mins)

Materials: -Poker Cards x5packs

Task: Each group will be given a pack of poker cards, the highest tower/structure wins the game.



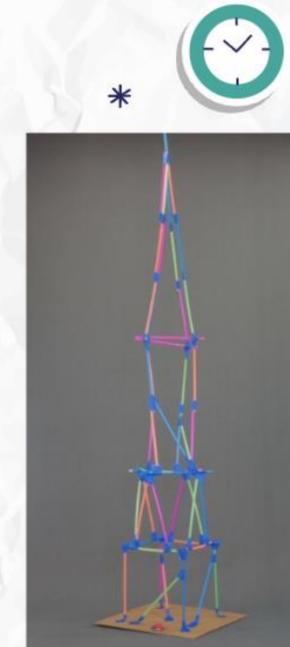
To enhance the students' patience, focus, and hand-eye coordination.



Tower of Faith

- **Est. time:**
~ 30 mins
- **Materials:**
paper & plastic straws, tape, scissors, "Building Plan" and "Building Review"
- **Target SEL:**
Self-management, Relationship skills

(adapted from Johnson & Johnson, 2017)



De-stressing in the present

- **Physical activities** help improve individuals' mood, lower symptoms of mild anxiety and depression and improve sleep quality
- Exercise helps **reduce the negative health impacts of stress**, including insomnia, fatigue, concentration difficulties, heart diseases (according to the Mayo Clinic)



Group Circle (acceptance)

- **Est. time:** ~ 10 mins
- **Materials:** a ball
- **How to play**
 1. Make a circle
 2. Facilitator (we) introduce a topic or ask questions
 3. Students pass a ball and only person with ball can talk



Feedback from students



- Mindfulness in action
 - Reducing fear of speaking English
 - Inspired to improve oneself
 - 'I learn to open myself to others.'
 - Grateful to their groupmates
-
- Difficult to stay mindful in chaotic situations.
 - Group work – not everyone contributes the same way

Conclusion



- The best way to learn is **to teach**
- Service learning – **ownership**
- **Authentic learning experience** – the Role of English
- Role of reflection - teachers as **facilitators and coach**
- Mindfulness as a **tool** to facilitate EL and inform EE design
- Values education - from **internal to external**
- Mindfulness helps teachers - for **self-nourishment and as a role model**

As teachers, we need to nourish ourselves first

1. Non-judgment

1.



4. Trust

4.



7. Letting Be

7.



2. Patience

2.



5. Non-Striving

5.



8. Gratitude

8.



3. Beginner's Mind

3.



6. Acceptance

6.

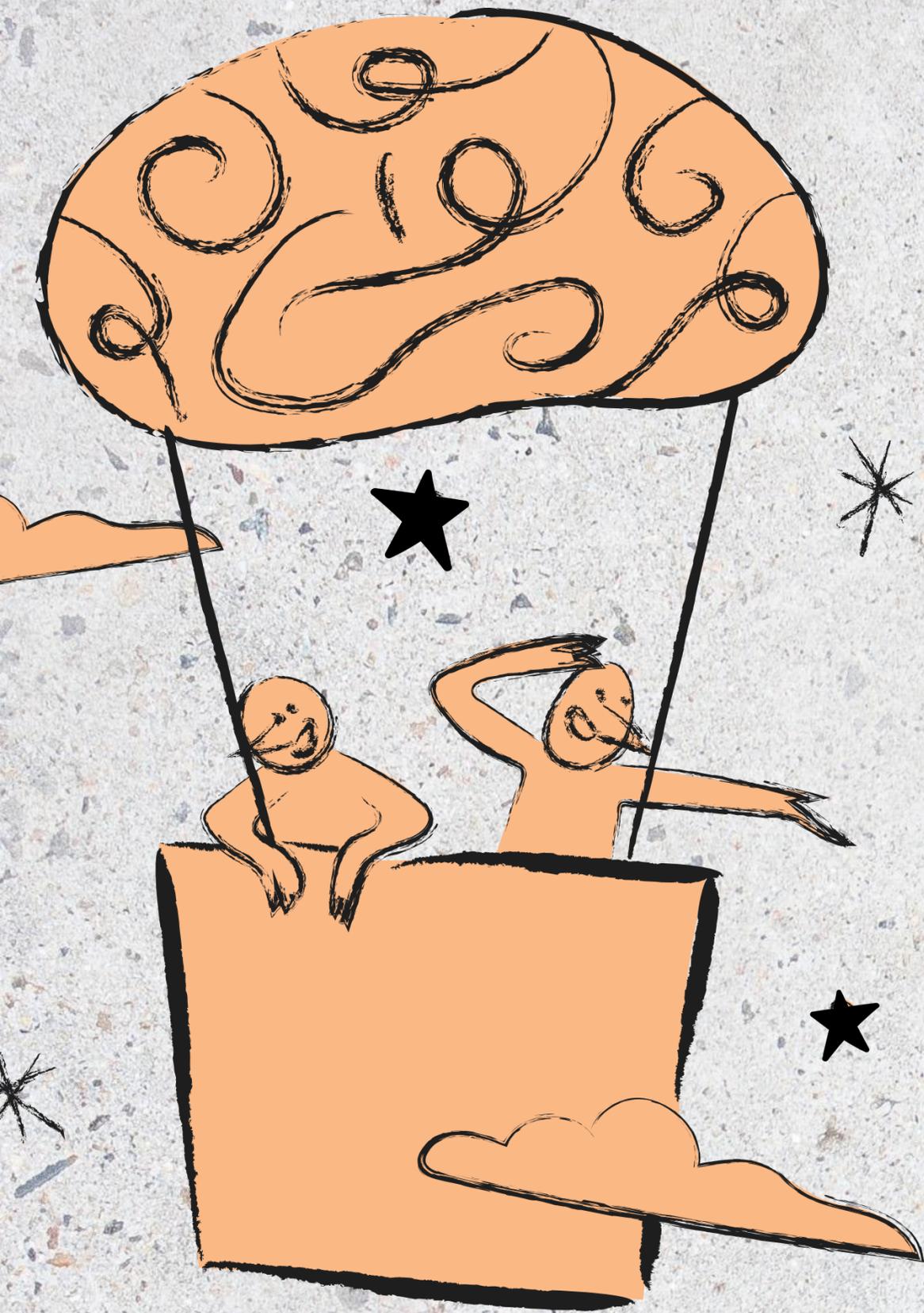


9. Generosity

9.



Fill your own cup first!



Q & A

Reference

Kolb, A. Y., & Kolb, D. A. (2017). *The experiential educator: Principles and practices of experiential learning*. EBLS Press.

Roberts, J. W. (2015). *Experiential education in the college context: What it is, how it works, and why it matters*. Routledge.

Yeganeh, B., & Kolb, D. (2009). Mindfulness and experiential learning. *Handbook for strategic HR: Best practices in organizational development from the OD Network*, 152-161.