The University of Hong Kong
Department of Psychology
Experiential learning project I & II (PSYC4010 & PSYC4011)

Course Description

(For Bachelor of Psychology students) Students will have an experiential learning opportunity to apply psychological knowledge to solve real-life problems and reflect upon this experience. Potential project topics include knowledge exchange activities or community volunteering experiences that aim to make an impact in the society. The project can be implemented individually or by a group of students.

In addition to project implementation, students are expected to meet with the supervisor regularly, reflect upon specific psychological knowledge applied and how they affect various practices and people's life in the society, and write a project report to conclude the project and to document the reflections. Information about potential knowledge exchange activities in different labs and application procedures will be available on the Psychology Department webpage.
Experiential learning project I and II can be done with the same supervisor or two different supervisors. Experiential learning project II can be a new project, or an extended project on Experiential learning project I if students are interested in doing a big project spanning two semesters.

Assessment: 100% coursework.
Prerequisites: PSYC1001 and PSYC1004 and PSYC2060

Course objectives

The experiential learning project aims at engaging students in critical thinking on how psychological knowledge can be applied to make an impact on people's life and in reflecting upon this experience, including knowledge exchange, community service, or volunteering experiences.

Course learning outcomes

- To engage in critical thinking on identifying real-life social issues and how the profession of psychology can impact people's life in the society.
- To identify key psychological knowledge that can be applied to deal with these issues.
- To develop strategies for these issues based on the psychological knowledge through critical thinking and analytical skills.
- To develop sensitivity to individual differences in various aspects such as culture, gender, and age in these social issues.
- To reflect upon the experience of applying psychological knowledge on social issues and the responsibilities of psychology professionals.
- To synthesize relevant materials, experiences with different individuals, and reflections in a written project report.

Course content and topics

Course content and topics vary as it can be designed by students or recommended by the supervisor. In general, they should cover:
(1) Application of psychological knowledge, theories, and findings to real-life issues or problems, which can make an impact to people's life in the society.
(2) Hands-on experience in designing and implementing the project.
(3) How to engage in the project activities in a professional, responsible, and ethical manner.
(4) Reflections on this learning experience.

Course Teaching and Learning Activities

Activities	Hours
Meeting with supervisor	12
Project development activities	84
Assessment	12
Reading / Self study	12
Total	**120**

Assessment Methods and Weighting

Assessment methods	Weighting in final course grade
Supervisor's assessment on individual student - Performance in planning and implementing the experiential learning project, reflections during the project period, and participation and contributions in lab/supervision meetings including experience sharing or presentations.	70%
Individual Written report - A report (1,500 – 2,500 words) on the project synthesizing relevant materials, experience, outcomes, and reflections.	30%
Presentation	Compulsory
Total	**100%**

Application

There are 2 routes to make the application.

Route 1: Engaging in Faculty-led Continuing Initiatives (Individual basis)

1. Students receive a list of project keywords on projects, which are lecturers' ongoing projects involving knowledge exchange activities or community volunteering experiences.
2. Students submit an application form before the end of add/drop period in September for lecturers' consideration. If approved, the lecturer becomes the student's supervisor, and together they would plan and work on the project.
3. The student submits a proposal outlining the project details and objectives to the lecturer for approval.
4. Once the proposal is approved, the student begins working on the project under the supervision of the lecturer.

Route 2: Self-Initiated Experiential Learning Projects

1. Students come up with their own project idea that applies psychological knowledge to solve real-life problems in the society.
2. Students can work individually or in a group of 4 to 5 people.
3. Students develop a project proposal outlining the project idea, objectives, methodology, and expected outcomes.
4. Students contact teaching staff to seek their supervision for the project.
5. The teaching staff members review the project proposal and assess its feasibility and alignment with the course objectives.
6. If approved, the teaching staff member becomes the project supervisor, guiding the students throughout the project implementation.
7. Students revise the project proposal based on the feedback received and finalize the project plan.
8. The students begin working on the project, applying psychological knowledge to address real-life issues in society, under the supervision of the teaching staff member.

Presentation of Research Project

In the revision week of the first and second semester, students will be invited to present his/her research project findings in the form of a poster presentation.

Grade Descriptor for Reflective writing/project report

	Excellent **A+ A A-** **4.3 4.0 3.7**	**Good** **B+ B B-** **3.3 3.0 2.7**	**Satisfactory** **C+ C C-** **2.3 2.0 1.7**	**Pass** **D+ D** **1.3 1.0**	**Fail** **F** **0**
Addressing the Task (10%)	- Identifies and addresses clearly the main question(s) and the subsidiary, embedded, or implicit aspects, addressing their relationships to each other.	- Identifies and addresses the main question(s) and some but not all of the subsidiary, embedded or implicit aspects.	- Identifies and addresses the main question(s) but does not address the subsidiary, embedded or implicit aspects.	- Identifies part of the main question(s) and only addresses - The question(s) partially.	- Lacks an understanding of what the question requires or responds inappropriately or tangentially to the task or topic
Intellectual Engagement With Concepts, Theories or Issues (40%)	- Writings consistently demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, - Theories and issues. Theoretical ideas are applied to lived experience appropriately and insightfully. - Viewpoints are always clearly articulated, meticulously supported and from multiple perspectives.	- Writings mostly demonstrate informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories and issues. - Theoretical ideas are applied to lived experience appropriately and at times insightfully. - Viewpoints are in the main clearly articulated, well supported and from multiple perspectives.	- Writings mostly indicate informed intellectual engagement with concepts, theories and issues but not always with sufficient depth, breadth or understanding. - Attempts to apply theoretical ideas to lived experience but sometimes inappropriately or tenuously. - Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	- Writings indicate some intellectual engagement with concepts, theories or issues but mostly at a superficial level. - Writings are largely descriptive or anecdotal but do indicate some attempt to apply theoretical ideas to lived experience. - Tendency for viewpoints to be poorly articulated, insufficiently supported and from a single perspective.	- Writings reveal an absence of intellectual engagement with concepts, theories or issues. - Writings are irrelevant or superficial. No attempt to link concepts and theories with lived experience. - Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
Personal Development (40%)	- Develops extensive and highly perceptive self-understandings from reflective writings. - Consistently demonstrates a willingness and ability to subject own beliefs,	- Develops perceptive self-understandings from reflective writings. - Demonstrates a willingness and ability to subject own beliefs, values and behaviours to	- Develops some self-understandings from reflective writings. - Generally disposed to scrutinizing own beliefs, values and behaviours but not always in a sufficiently critical	- Limited development of self- understandings from reflective writings. - Shows some willingness to examine own beliefs, values and behaviours but mostly without sufficient questioning of them.	- No evidence of the development of self-understanding from the reflective writings. - Unwilling or unable to scrutinize own beliefs, values and behaviours.

	values and behaviours to critical scrutiny and an openness to change.	critical scrutiny and an openness to change.	manner. Shows some openness to change.	Occasionally, shows openness to change.	Shows no openness to change.
Mechanics (10%)	- The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	- The language is mostly accurate but contains a few systematic errors in complex grammar and vocabulary.	- The language is sometimes inaccurate, although errors, when they occur, are more often in complex grammar and vocabulary. Errors when they occur are distracting but the overall meaning is still intelligible.	- The language contains frequent errors in simple and complex grammar and vocabulary. Errors are distracting and effort has to be made to understand the main arguments.	- Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible.

* The weighting is just a proposal and can be adjusted according to the nature of the assessed elements.

The University of Hong Kong
Department of Psychology
Experiential Learning Project I & II (PSYC4010 & PSYC4011)
Application Form
(For Engaging in Faculty-led Continuing Initiatives)

Notes:

(1) Please read carefully the Overview before completing this application form.

(2) The completed application form, together with a brief proposal should be sent to **ugpsyc@hku.hk** before the deadline.

(3) Students should take PSYC4010 Experiential Learning Project I before proceeding to PSYC4011 Experiential Learning Project II regardless which semester it is.

(4) Please be reminded to enroll the course PSYC4010 or PSYC4011 in SIS before the end of add/drop period in September/January.

Name:_____ University No:_____

Degree: BPsych Year of Study:_____

Email address:_____ Mobile no.:_____

Course Code & Course Title	**Semester offered**	**Application deadline**	**Please tick as appropriate**
PSYC4010 Experiential Learning Project I	Semester 1	Sep 15, 2026	
	Semester 2	Feb 1, 2027	
	Summer Semester	Jun 21, 2027	
PSYC4011 Experiential Learning Project II	Semester 1	Sep 15, 2026	
	Semester 2	Feb 1, 2027	
	Summer Semester	Jun 21, 2027	

Proposed title of the Experiential Learning Project:

_____

_____

Lecturer's Name: _____

Declaration: I understand that I have the responsibility to contact my supervisor for lab meeting and arrangement of work in the lab.

Student's Signature: _____ Date:_____

Lecturer's Signature: _____ Date:_____
(You may also attach with an email confirmation of acceptance from the supervisor.)

Course approval status will be notified through the SIS course selection status.

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Department of Psychology
Experiential Learning Project I & II (PSYC4010 & PSYC4011)
Application Form
(For Self-Initiated Experiential Learning Projects)

Notes:

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Name:_____ University No:_____

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	Semester 2	Feb 1, 2027	
	Summer Semester	Jun 21, 2027	

1) Proposed Project Title:

_____

_____

2) Please attach a brief proposal including the followings:

- Objectives of the Project
- Methodology (Briefly describe how you plan to execute the project)
- Expected Outcomes
- How does this project apply psychological knowledge to solve real-life problems in society?

3) Group Members (If applicable):

Student Name	**UID**	**Email address**	**Signature**

4) Supervision

Have you contacted any teaching staff members for supervision? ☐ Yes / ☐ No

If yes, please provide the name of the teaching staff contacted: _____

Course approval status will be notified through the SIS course selection status.