

THE UNIVERSITY OF HONG KONG
HALL EDUCATION DEVELOPMENT PROJECT

MINUTES of 2ND OPEN FORUM

Date: 12 April 2011 (Tuesday)
Time: 9:45 p.m. – 12:00 m.n.
Venue: Ho Tim Hall, Jockey Club Student Village I

Present: Dr. Robert Chung (Chairman of the Committee and
Budget Holder of the HED Project)
Dr. K. C. Cheung
Mr. Samuel Shek
Mr. Andy Yip

Moderator: Mr. Samuel Shek

Secretary: Mr. Anders Wong (the HEDO Manager)

No. of participants: Around 50

1. Questions raised

a. On the HED Project:

- What is the relationship between the HED Project and the University?
- Is the HED project a platform to review hall culture? What are the aim(s) of the HED project?
- Why is it said in the proposal that the HED Project is a platform for gathering students?
- There are too many activities in halls now. Will it be a burden to students if new events are organized?
- What is the composition of the two Sub-committees?

b. On Student Projects:

- How many vacancies are available to students?
- What can be done to ensure that the student projects are linking up all halls?
- Will there be an appeal system?

- How will the output of the student project be publicized?
 - What are the advantages or benefits to students in hall for organizing student projects?
 - What can be done to motivate students to organize their projects?
 - How is the value of the projects quantified?
- c. On Intellectual Development in Halls:
- Are the hall education courses mainly organized for the executive committee of the hall students' associations?
 - What will be the theme of the courses?
 - Who will be the instructor of the courses?
 - Will the hall education courses be available to non-hall students too? If yes, what is the linkage between the HED Project and hall education?
 - What is the definition of "intellectual"?
 - What is the problem leading to those non-intellectual activities in halls? Why would students want to organize those activities?
 - Is there any theme other than social responsibility?

2. Suggestions from students

- a. One of the main objectives of the HED Project is to promote a good image of hall culture. However, this does not have any relationship with hall education development.
- b. Some students do not want new activities because of the burden of the existing ones. They need help in motivating more students to join the current hall activities.
- c. There are already some intellectual elements in students' activities. The main problem is the inactive participation of students and their lack of stimulation in thinking. Those "lazy" students cannot learn anything even the activities are meaningful. HEDO should consider how to attract participants and stimulate their thinking.
- d. Experiential learning, like collaboration with NGOs, is suggested.

- e. It is assumed that hall life is the only barrier to holistic education. The increasing burden from academic responsibility should also be taken into account.
- f. More communications between students and wardens are needed.
- g. An inter-hall debate focusing on hall culture is suggested.
- h. More forums on hall culture are needed. The themes of intellectual development should also include stimulation of students' thinking. The aim of the hall education courses should target on holistic education.
- i. Linkage between hall education courses and hall culture, like inter-hall sports, are expected. For example, a course can be organized for the sports players in halls and professional sportsmen can be invited to join and share their experiences. During the sharing, students may think about why they play sports in halls, what the meaning of inter-hall sports is, and they may also learn social responsibility through playing sports.
- j. The hall education courses are expected to be large-scale which can accommodate many participants. Completion of the courses is expected to be certified and be recognized by the University and other parties as students would be benefited to put them in their resumes.
- k. Social responsibility should not be the only target of hall education courses. Hall culture has good effects on students. Why doesn't the HEDO spend money on promoting this?
- l. Promoting students to organize intellectual activities instead of giving them courses is suggested. Participation in courses may be a process of "spoon-feeding" instead of brainstorming.
- m. There are already many small-scale social services programmes in halls. The hall education courses should aim at inspiring students instead of merely inviting their participation in social services.
- n. The criteria of funding student projects should be under the "Aim(s) & Objective(s)" of the whole HED Project.