

U a Faculty of Science
Learning by Engaging and Teaching (LET) Programme
Reflective journal

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I was engaged as a demonstrator in Bionic 2013 summer course, which was a three days course (July 13, 20 and 27) about how biology discovery can be applying on technology and convening human life, targeted on secondary school students. As a demonstrator, I was responsible to help a group of 3 students on finishing tasks on the laboratory part of the course.

In the beginning of the course, I didn't really know how to do my duty. The first problem I noticed was that there was not much communication or co-operation between those students at the first task. They seemed not familiar to each other and me. So I started with asking how many could they understand the pre-lab talk and what their understanding on the procedure of the experiment, and then allow them to discussed by themselves. Followed by more and more co-operation, they became more familiar to each other.

The second problem was trying not to involve too much in the experiment. As a biology student, experiment is one of my favored parts of studying. Although I already know some the phenomenon introduced in the course, the designed experiments were still attractive to me that sometime I wanted to handle the experiment by myself. However, knowing that the aim of the laboratory session was letting the students to discover the interest of examine the nature of those phenomenon, and my direct involvement may block their chance on feeling the joy of examining themselves, I pulled myself back to my position whenever I discovered that I involved more than a demonstrator should do.

4) How the training courses offered by LET Programme help you?

Two days before the Bionic course (July 11), I have join the Leadership Training Day Camp conducted by The Hong Kong Federation of Youth Groups, which aimed at communication skills, self-confidence training and team building by the games, some need canoeing in group of

two. My group mate was a boy of same major, who was very energetic and went to all length at the activities. Compared to his speed and force, mine was not help too much if in speed race, so I could just sitting at the back holding my pedal above the water.

However, his speed became the resistance of us in the games that not only need speed. For example, there was game that needed to collect plastic ducks float on the sea which canoeing too fast gained difficulty on turning and catching the plastic ducks, and the ducks might all being caught if we were slow. As my group mate seemed not effective enough in turning than canoeing forward, I found out that I could do more than just sitting there waiting the ducks pasting by. Using the skill toughed by the staff in Tai Mei Tuk Outdoor Activities Center, whenever we needed to turn or even stop, I stick my pedal into the water of the corresponding side to give more resistance, which was much more easy to me than directly canoeing against my group mate's action. So somehow there was division of labor in our group and we were more effective in the games.

After that day, what I gained was not only some skill on canoeing, but also understanding how resistance and the willing of 'stop' can help things done, and that no matter how weak I am comparing to other, I can help in somewhere somehow. In the case of canoeing, gain resistance on one side was not hard to me but effectively help turning and stopped my group mate form going too far away. While as a demonstrator, the willing to stop involving too much in the experiment helped me to done my duty better.

The activities I joined in LET program give me a full understanding on a Chinese old saying : 過猶不及 ('too much' is as worst as 'not enough'). And let me know that being weak at some point is never an excuse to not actively involving in a group work. Every work has an optimum range of work done, if I am not the one who are good at important skills, maybe I can help by preventing things being overdone.