THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** General Education Interdisciplinary Course for all undergraduate programmes
Programme QF Level	**:** 5
Course Title	**:** The Ocean Story
Course Code	**:** GEI4004
Department (SES),	**:** Department of Science and Environmental Studies Faculty of Liberal Arts and Social Sciences (Hosting); Department of Curriculum and Instruction (C&I), Faculty of Education and Human Development (Participating); Department of Literature and Cultural Studies (LCS), Faculty of Humanities (Participating)
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Completion of any GE Breadth Learning Strands 1-3 or Positive and Values Education course or one complete set of New Six Arts (NSA) Courses (No prerequisite for Senior Year Entrants)
Medium of Instruction	**:** English
Course Level	**:** 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

★ **P**rofessional **E**xcellence;

★ **E**thical **R**esponsibility; **&**

★ **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This interdisciplinary course aims at nurturing students' ocean literacy through knowledge acquisition, literature appreciation and the activity development. The ocean is closely related to our daily life, providing food and regulating climate etc., as well as, supporting various leisure and cultural activities. Ocean literacy, which was defined as the understanding on the ocean's fundamental principles and connectivity with human, has received more and more attention in recent years. The aim of the course is to enable the students to become ocean literate. On top of cognitive understandings of the ocean, students will explore the connections between the ocean and human in perspectives of literary studies. Hegel's philosophy of mind will be briefly introduced so as to provide a philosophical linkage between the science and the art. The concept of life wide learning will be discussed, together with some pedagogical devices for promoting ocean literacy. The students should integrate and synthesis what they have learned about the ocean's principles; and what they have analyzed and appreciated on the literatures about ocean in the course, with an ultimate aim to implement educational activities for the ocean.

2. Course Intended Learning Outcomes ($CILO_s$) *Upon completion of this course, students will be able to:*

$CILO_1$	EXAMINE ocean principles;
$CILO_2$	critically ANALYZE the literature about ocean and APPRECIATE the ocean;

$CILO_3$ PROMOTE ocean literacy to all levels of students in a school context or to the publics through meaningful and creative activities.

$CILO_4$ DEVELOP a global perspective of the ocean through interdisciplinary discussions and activities

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview of ocean's knowledge and the ocean literacy - The seven principles of ocean literacy - The knowledge on the historical, political, socio-economic, cultural and ecological aspects of ocean in a global perspective - The Hegel's philosophy of mind – the transition from the science to the art.	*CILO1,3,4*	- Lectures - Case Studies - Field visit
Ocean related literary appreciation and analysis - Basic knowledge and skill of content and theme analysis of literature; - Understand values and culture of ocean and relationship between ocean and human through perspective of literature, such as poetry and creative writing	*CILO1,2,4*	- Lectures - Literary analysis - Group discussion - Creative Writing
Teaching and learning for the ocean - Principles of teaching and learning in all levels of schooling - Definition of life-wide education established by both academia and EDB; and common practices related to organising life-wide educational activities will be introduced to students. - Some pedagogical devices, for instance, mobile application, booth, self-made books, micro movies etc. for promoting ocean literacy will be introduced.	*CILO1,3,4*	- Lectures - Role play - Group discussion - Field visit

Integration of scientific principles, literature analysis; and teaching and learning for the ocean - Planning of a holistic ocean literacy-promoting activity on campus, adopting knowledge/approach from at least two different perspectives. - A trial on the implementation of the activity on campus, applying the principles of teaching and learning learnt in the lessons	*CILO1,2,3,4*	- Group discussion - Activities planning and implementation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Submission of an individual reflection on the field visit; evaluate the field visit based on the oceans' principles, as well as, under other nonscientific perspectives e.g. cultural perspectives (750 words)	25%	*CILO1,3,4*
(b) Individual assignment of an interdisciplinary review on literature about ocean (not less than 750 words)	25%	*CILO1,2,4*
(c) Assessment on the planning (20%) and implementing (30%) a holistic interdisciplinary ocean-literacy-promoting activity, conducted in groups (Groups size: 4-5 students but subject to the actual class size and students grouping)	50%	*CILO1,2,3*

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Cava, F., Schoedinger, S., Strang, C., & Tuddenham, P. (2005). Science content and standards for ocean literacy: A report on ocean literacy. Nov 2005. Available at: http://coexploration.org/oceanliteracy/documents/OLit2004-05_Final_Report.pdf

7. Recommended Readings

- Ashley, M., Pahl, S., Glegg, G., & Fletcher, S. (2019). A change of mind: Applying social and behavioral research methods to the assessment of the effectiveness of ocean literacy initiatives. *Frontiers in Marine Science*, 6, Article 288. https://doi.org/10.3389/fmars.2019.00288

- Boaventura, D., Neves, A. T., Santos, J., Pereira, P. C., Luís, C., Monteiro, A., Cartaxana, A., Hawkins, S. J., Caldeira, M. F., & Ponces de Carvalho, A. (2021). Promoting ocean literacy in elementary school students through investigation activities and citizen science. *Frontiers in Marine Science*, 8, Article 675278. https://doi.org/10.3389/fmars.2021.675278

- Brennan, C., Ashley, M., & Molloy, O. (2019). A system dynamics approach to increasing ocean literacy. *Frontiers in Marine Science*, 6, Article 360. https://doi.org/10.3389/fmars.2019.00360

- Fauville, G., Strang, C., Cannady, M. A., & Chen, Y. F. (2019). Development of the International Ocean Literacy Survey: measuring knowledge across the world. *Environmental Education Research*, 25(2), 238-263.

- National Marine Educators Association. (2024). *The ocean literacy framework: Special report #5*. NMEA.

- Parkinson, S., Woods, S. M., Sprinks, J., Cruz, B., Das, K., Witter, A., Lessin, G., Edelist, D., Angel, D., & Ceccaroni, L. (2025). Citizen science and ocean literacy: Bridging the gap between society and the ocean. In C. Certomà (Ed.), Blue kinships: An exploration of society & the ocean (pp. 101–122). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-78619-8_7

- Storey, T. (2025). Climate poetics: Contemporary ecopoetry and the remaking of elegy. *Future Humanities*, 3, e70012. https://doi.org/10.1002/fhu2.70012

- UNESCO Intergovernmental Oceanographic Commission. (2020). *Ocean literacy for all: A toolkit* (IOC Manuals and Guides, No. 80). UNESCO Publishing.

https://centreforoceanliteracy.ca/wp-content/uploads/2021/03/Ocean_Literacy_For_All.pdf

- Wood, J. (2021). *The blue anthology: Contemporary poems of the sea*. Seaframe Press.

8. Related Web Resources

1. http://oceanliteracy.wp2.coexploration.org/
2. https://cd1.edb.hkedcity.net/cd/lwl/action_kit/web%201/index.htm

9. Related Journals

1. Environmental Education Research
2. Journal of Environmental Education
3. Marine Biology

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

20 May 2026