

THE EDUCATION UNIVERSITY OF HONG KONG

University ePortfolio Course Outline

Part I

Programme Title	: All undergraduate programmes
Programme QF Level	: 5
Course Title	: Towards a Critical Approach to English Language Teaching
Course Code	: GEJ4024
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 39 hours
Pre-requisite(s)	: For cohorts admitted 2018/19 and before: To be taken after satisfactory completion of all GE Breadth Courses required or concurrently with the last GE Breadth Course For cohorts admitted 2019/20 and thereafter: To be taken after satisfactory completion of all GE Breadth Courses required
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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

The General Education Consolidation Course (University ePortfolio) “Towards a Critical Approach to English Language Teaching” is a 3-credit point “capstone” course which requires students approaching the end of their undergraduate studies to reflect critically on the knowledge and skills acquired in their studies– within General Education (GE) (GE Breadth Learning Strands (GELS), General Education Breadth Learning Strand – New Six Arts Courses (GELS – NSA), Positive and Values Education (PAVE) Course, General Education Interdisciplinary Course (GEIC), Experiential Learning Course (ELC), Co-curricular and Service Learning Course (CSLC), etc.), in their disciplinary and professional courses, international exchanges, and block practices or internships and in their lives beyond the classroom – and to develop an integrated view of how and where they position themselves in relation to their future goals, plans, and aspirations as prospective English language teachers with a specific focus critically examining and reflecting on mainstream English language teaching beliefs and practices in connection with factors which have shaped today’s English language teaching landscape. Students will be required to submit annotated University ePortfolios (UePortfolios) based on their experiences, reflections and artefacts gathered in their undergraduate studies. The course will enable students to articulate their learning experiences in both formal and non-formal learning, by reflecting critically on the value and significance of what they have learned, making connections to their lives, and imagining or plotting their own futures with a view to encouraging them to take positive and constructive action to bring improvement to English language education for themselves and others.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Communicate (orally and in writing) personally, reflectively and critically *about their undergraduate experiences* (including, but not restricted to, GE), utilizing the University structures of the Learning Framework drawing on Graduate Attributes, i.e. PEER & I, and GILOs, in particular Critical Thinking and Communication Skills, the GE Learning Outcomes (GELOs);
- CILO₂ Make, and reflect critically on, connections *between* what they have learned in their undergraduate studies *and specific aspects of their own lives and experiences beyond the classroom*;
- CILO₃ Articulate their own beliefs, values and goals in line with directions of developing into a person who can display professional excellence, think critically to make moral judgements, learn and engage in lifelong learning and live a worthwhile life.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Recapitulation of the PEER & I Learning Framework, GILOs, GELOs, and GE-CILOs	CILO ₂	Textual review and analysis, and class sharing
Reflections on students’ undergraduate studies (e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, and minors)	CILO ₁ & 2	Student presentation (short and informal), class sharing and discussion

Course Content	CILOs	Suggested Teaching & Learning Activities
and other learning experiences (e.g. international exchanges, block practices or internships)		
Review of UePortfolio as a learning and professional development tool and students' relevant records	<i>CILO_{1, 2 & 3}</i>	Case studies, IT workshops, and class discussion
Introduction of analytical and structured approaches to preparing UePortfolio	<i>CILO₂</i>	Reflective entry and class discussion
Identification of theme(s) or focus area(s) for UePortfolio based on students' reflections	<i>CILO_{1, 2 & 3}</i>	Online and class sharing
Evaluation of students' reflections throughout the process of developing learning UePortfolio and displaying professional competencies	<i>CILO_{1, 2 & 3}</i>	Individual presentation, peer feedback, and class sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Write one reflective entry (450 words) on selected undergraduate experiences with the following two elements: a) Self-reflection on class sharing, discussions and after-class self-contemplation b) Critical feedback on peer study group sharing and discussions (Week 6)	15%	<i>CILO_{1, 2 & 3}</i>
2. Reflect on selected undergraduate experiences: a) Individual presentation of UePortfolio (Week 9-13) b) Individual UePortfolio that consists of (1) written reflections (1,350 words, 45%) organised around a coherent theme or a focus area consolidating undergraduate learning experiences and displaying professional competencies, accompanied with (2) a multi-media profile (3-minute video, animation, motion graphics, etc., 10%) effectively conveying the individual's career aspirations and the strategic planning undertaken to achieve those goals (Week 14)	85% (30%) (55%)	<i>CILO_{1, 2 & 3}</i>

Remarks: As EdUHK students are expected to follow the General Academic Regulations and to attend every scheduled session of a course, a standard attendance requirement is

*now set up across the General Education courses. The minimum attendance requirement is **80% of the course contact hours**. Students who are absent for a prolonged period, or for more than the 20% of the contact hours allowed, from a course without prior permission from the Course Supervisor and Programme Leader/ Coordinator will be given **a grade F (Fail)** by their Course Supervisors.*

5. Constructing UePortfolio

Theme or Focus Area of UePortfolio

Each student will identify a theme or a focus area which is related to their undergraduate learning experiences, e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, minors, international exchanges, and block practices or internships. The theme or focus area may directly be related to the GILOs of Critical Thinking and Communication Skills, and/ or some other relevant GILOs (e.g. Problem Solving, Ethical Decision Making or Global Perspectives); GELOs (e.g. knowledge and its application; making, critiquing and revising value judgements; effective thinking and communication; inquiring into social issues with local, regional or global implications); or focus on a forward-looking dimension (e.g. the idea and attitude of living a worthwhile life; preparation for lifelong learning; career or vocational aspirations). The theme or focus area selected will provide a broad framework for linking the CILOs to UePortfolio, and for accumulating and organising and displaying evidence of students' undergraduate learning experiences and professional competencies.

Content of UePortfolio

The assignment, *which includes both a reflective account of their undergraduate learning experiences (including, but not necessarily restricted to, GE) and a projection of their future goals and ideals*, will constitute a dynamic and multi-dimensional record of student learning and achievement, allowing students to provide both objective evidence (artefacts, etc.) and their own personal interpretations of how they have developed (as learners, as thinkers, as socially caring citizens, etc.).

Students may choose how to structure their UePortfolios, provided they can fulfill the assessment requirements. Having selected a theme or a focus area, students may then draw on their own experiences and relevant materials in different courses to construct a single, unified discourse in their UePortfolios. Students may also produce several smaller pieces of learning experiences and artefacts that evidence the enhancement of GILO(s) such as Critical Thinking and Communication Skills and then tie them with an introduction that gives an overview articulating these GILOs with their learning activities and personal or professional development. Students are not expected to reflect on *every* course or component of their undergraduate programmes. However, whichever structure is adopted, a clear reference to the GILOs, **in particular Critical Thinking and Communication Skills**, and GELOs, forms the anchor of their UePortfolios.

A UePortfolio should contain the following elements (in line with the CILOs):

- A personal, reflective, critical and integrated account of the student's undergraduate experiences (e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, minors, international exchange, and block practice or internship);
- Clear reference in their reflections to GILOs (**Critical Thinking and Communication Skills in particular**) and GELOs;
- Clear connections between experiences and aspects of the student's life beyond the classroom;
- The application of student's beliefs, values and goals in projecting their own personal vision for developing into a person who can display professional excellence, think critically to make

moral judgements, learn and engage in lifelong learning and live a worthwhile life; and

- Reflections on peer feedback (e.g. review, evaluations, comments) during class meetings and UePortfolio presentation sessions (evidenced by **presentation videos inserted in their UePortfolios**), or reflections from learning with peers.

Students may use artefacts and other relevant items written in Chinese, provided that their reflective and narrative commentaries are in English.

Format of UePortfolio

Students should construct and submit their UePortfolios through the designated online platform, which must include the link to students' LinkedIn profiles. Since the subject matter to be drawn upon in the course includes all elements of students' undergraduate studies, including GE, there are many types of activities which they can record, present and reflect on in their UePortfolios, and students may adopt a range of formats and presentation styles (including a traditional essay, a connected narrative, a sequence of linked commentaries, illustrations and/ or photographs, videos, annotated artefacts, or any combination of these). Whichever format is adopted, students should ensure that all the elements presented – including artefacts, descriptions of courses and other activities, personal and critical reflections on course work and life beyond the classroom, feedback from instructors and classmates, and descriptions of values and goals that constitute a worthwhile life – are woven together to form a coherent and well-structured whole.

Course Structure

In order to focus students' attention on the CILOs and GILOs (**Critical Thinking and Communication Skills in particular**), and assist them in constructing their own pathways toward these outcomes, students are required to:

- Attend 5 two-hour class meetings at the beginning of the semester to apply skills for reflective thinking and writing as well as engage in interactive reflective sharing and discussion;
- Meet with their course supervisor and their fellow group-members (*as critical friends*) in consultation sessions* for reflective writing and preparing their individual UePortfolios;
- Complete a reflective entry of self-reflection on class meetings, sharing, discussions and UePortfolio construction as well as critical feedback on peers' constructions and presentations of their UePortfolios, for the purpose of consolidating their own learning experiences through critical self-reflection and self-discovery; and
- Present fluently and accurately the major reflections included in their UePortfolios and submit their UePortfolios at the end of the course.

6. Required Text(s)

Nil

7. Recommended Readings

- Akbari, R. (2008). Transforming lives: introducing critical pedagogy into ELT classrooms. *ELT Journal: English Language Teaching Journal*, 62(3), 276-283.
- Al Idrus, S., Razak, R. A., & Mohsin, N. (2024). Design of E-Portfolio to Enhance Career Development for TVET Graduates. *International Journal of Computing and Digital System (Jāmi‘at al-Baḥrayn. Markaz al-Nashr al-‘Ilmī)*, 15(1), 139–151. <https://doi.org/10.12785/ijcds/150112>
- Blackley, S., Bennett, D., & Sheffield, R. (2017). Purpose-built, web-based professional portfolios :Reflective, developmental and showcase. *The Australian Journal of Teacher Education*, 42(5), 1–16. <https://doi.org/10.14221/ajte.2017v42n5.1>
- Ford, J. D., & Crawford, D. (2024). Integrating Professional Preparedness ePortfolios Within an Undergraduate Engineering Curriculum. *IEEE Transactions on Professional Communication*, 67(2), 246–259. <https://doi.org/10.1109/TPC.2024.3387582>
- Hall, G. (2000). ‘Local approaches to Critical Pedagogy: An Investigation into the dilemmas raised by critical approaches to ELT’. *CRILE Publications*, Linguistics Department, Lancaster University.
- Hume, S., & Hamilton, A. (2019). The purpose, content and development phases of a graduate entry ePortfolio in occupational therapy. *Work (Reading, Mass.)*, 64(1), 43–54. <https://doi.org/10.3233/WOR-192967>
- Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language. In Alsagoff, *et.al* (Eds), *Principles and Practices for Teaching English as an International Language* (pp. 9-27). New York: Routledge.
- Melles, B., Leger, A. B., & Covell, L. (2019). “Tell Me About Yourself” - Using eportfolio as a Tool to Integrate Learning and Position Students for Employment, a Case from the Queen’s University Master of Public Health Program. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(3), 1–15. <https://doi.org/10.5206/cjsotl-rcacea.2018.3.9>
- Pennycook, A. (1999). Introduction: critical approaches to TESOL. *TESOL Quarterly*, 33, 329-348.
- Van Staden, C.J. (2019). Using an ePortfolio to Demonstrate Graduate-ness and Employability During Post-graduate Distance Education. In: Diver, A. (eds) *Employability via Higher Education: Sustainability as Scholarship*. Springer, Cham. https://doi-org.ezproxy.eduhk.hk/10.1007/978-3-030-26342-3_29

8. Related Web Resources

Nil

9. Related Journals

Nil

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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10 April 2025