

New Curriculum Briefing Session: GE domain from 2019/20 cohort onwards

(25 June 2018)



General Education Office

通識教育事務處

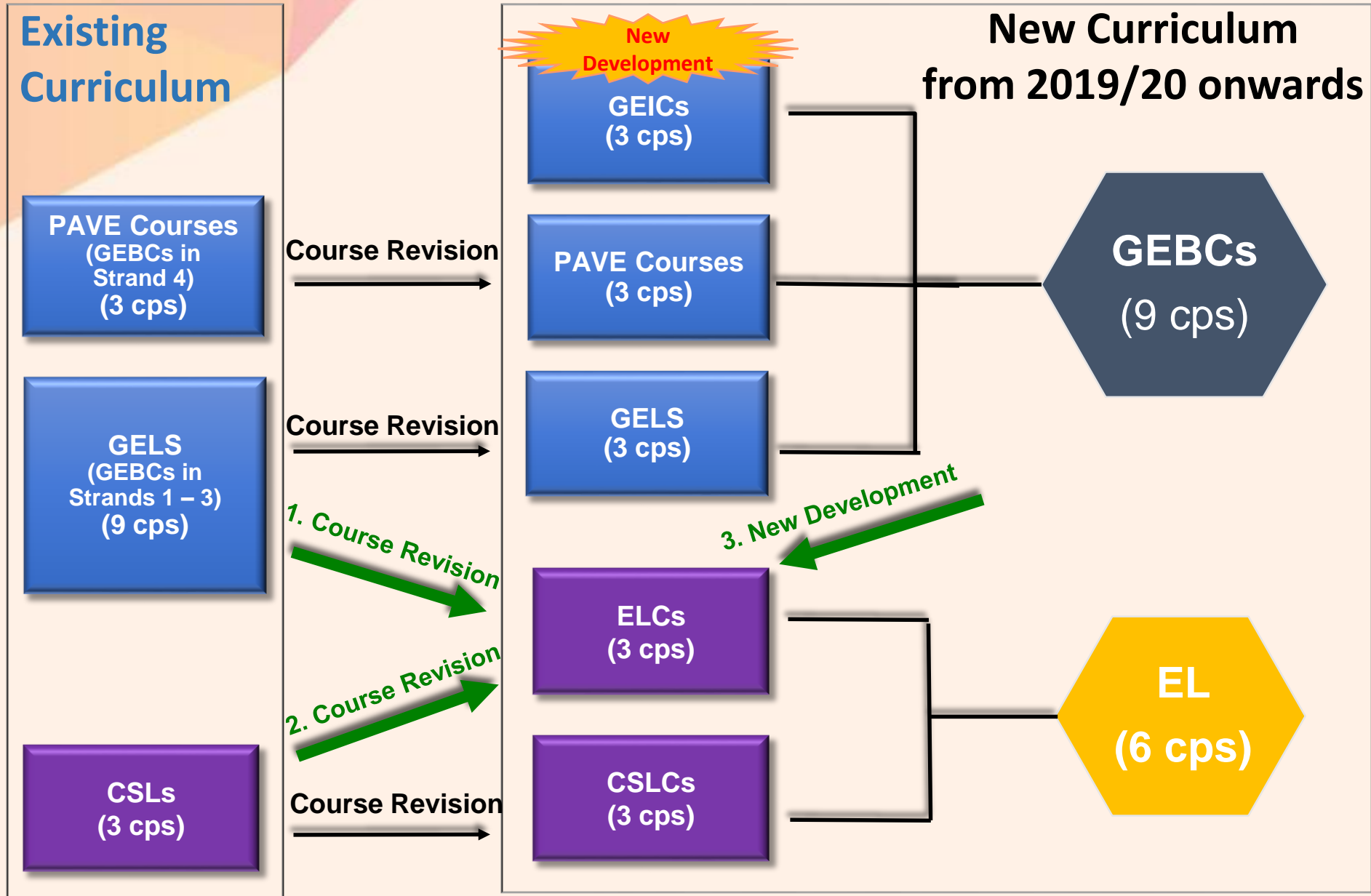
Background of Course Review

- In the **existing curriculum**, students have to take **9 cps of courses from GELS*** and **3 cps from PAVE Courses**. In the **new curriculum**, students have to take **3 cps of any course from GELS** and another **3 cps from PAVE Courses**.
- **NO new GELS, CSLC or PAVE Course** is to be developed at this stage.
- All existing GELS, CSLCs and PAVE Courses should be reviewed to align with the revised GAs and GELOs. **All PAVE Courses are to be retained.**
- Only **Experiential Learning Courses (ELCs)** and **General Education Interdisciplinary Courses (GEICs)** are expected to have **new course development** for the new curriculum.

Background of Course Review

- Faculties and departments are encouraged to **revise the existing GEBCs (Strands 1-3) and turn existing CSLCs into ELCs or develop new ELCs** according to the EL handbook.
- **No more than 12 ELCs (max. 4 from each faculty)** are expected to be developed/ reviewed **by Mid-December, 2018 (or by September, 2018 for the 3 pilot ELCs)**.
- In addition, **courses converted from one GE domain/ strand to another will be considered as new courses** and should be submitted to *SGUCC* for noting and comments before getting approval from the *Faculty Boards*.
- In that case, **Mapping Form** for New ELCs and GEICs or Existing GELS and CSLCs (with Domain/ Strand Changes) should be filled in for each one.

Course Review - Revision and New Development



Rationale for Experiential Learning (EL)

- Require students to go beyond the formal context of learning
- Engage students to learn by doing and gain first-hand experience
- Put prior knowledge to test and apply their skills under different considerations, e.g. social, environmental or philosophical
- Construct new understanding and develop their identities by self-reflections.

EL Development Framework (with focal GILOs)



Major stages in EL

- **Proposal:** an attempt to describe, conceptualise, and analyse what the situation is; what possible/ alternative experience there can be (e.g., plan of service);
- **Experience:** doing and/or having a concrete experience (e.g., direct service in CSLCs)
- **Reflection:** an awareness of dissonances, discerning contradictions to prior understanding, making sense of them, and gaining new perspectives to adjust actions.
- Learning, doing and reflecting are mutually constitutive and different stages of EL might feature a different combination of learning outcomes

EL Course Components

Component	Duration	Purpose
Classroom/Lecture Session	6-9 hours	To provide participants the necessary background knowledge or preparation
Out-of-classroom concrete experience; which must include:	32-40 hours CSLCs: direct service - minimum service hours: 25 ELCs: active experience – at least 2 modalities of experience	<ul style="list-style-type: none"> • To make room for adequate preparation for the experience • To gain first-hand experience; to solve problem <i>in situ</i>
Reflection and group sharing session(s)	6-9 hours	<ul style="list-style-type: none"> • To consolidate field observations; • To construct meaning out of their experiences; • To gain new perspectives; • To reflect on their strengths and weaknesses to enhance their personal growth; • To raise the sense of participation in social matters; • To motivate an adjustment of actions

Major changes for new CSLCs (from existing CSLs)

- Minimum direct service hours: from 20 → **25**
- Incorporated into GE framework
- CILOs should align with GELOs and GILOs
- Not counted towards GPA → Counted towards GPA
- New standard assessment rubrics
- Grading system: Letter-grade



Major Differences between CSLCs and ELCs

CSLCs	ELCs
Focus on GILO 1: Problem Solving GILO 4: Communication GILO 5: Social Interaction	Focus on GILO 1: Problem Solving GILO 3: Creative Thinking GILO 7: Global Perspective (if applicable)
With <u>service components</u> (Direct service with a minimum of 25 hours)	At least 2 modalities of experience (e.g. Tour/ site visit; Interview; Playing games)
First-hand experience in: <u>identifying the needs or service gaps in society.</u>	First-hand experience in: <u>identifying the creative possibilities/ alternatives of prior experience</u>
Revised from existing CSLCs	Revised from existing GEBCs in strands 1-3 or existing CSLCs or Newly developed

Examples of modalities for ELCs

- Tour/site visit
- Interviewing/working with, or getting to know practitioners/stakeholders
- Playing games/gamification
- Film watching
- Actual performance
- Online interactions with relevant parties
- Creating infographics
- Preparing a funding bid
- Running a trial small business
- Internship
- Clinical practice
- Exchange programme

EL Course Assessment

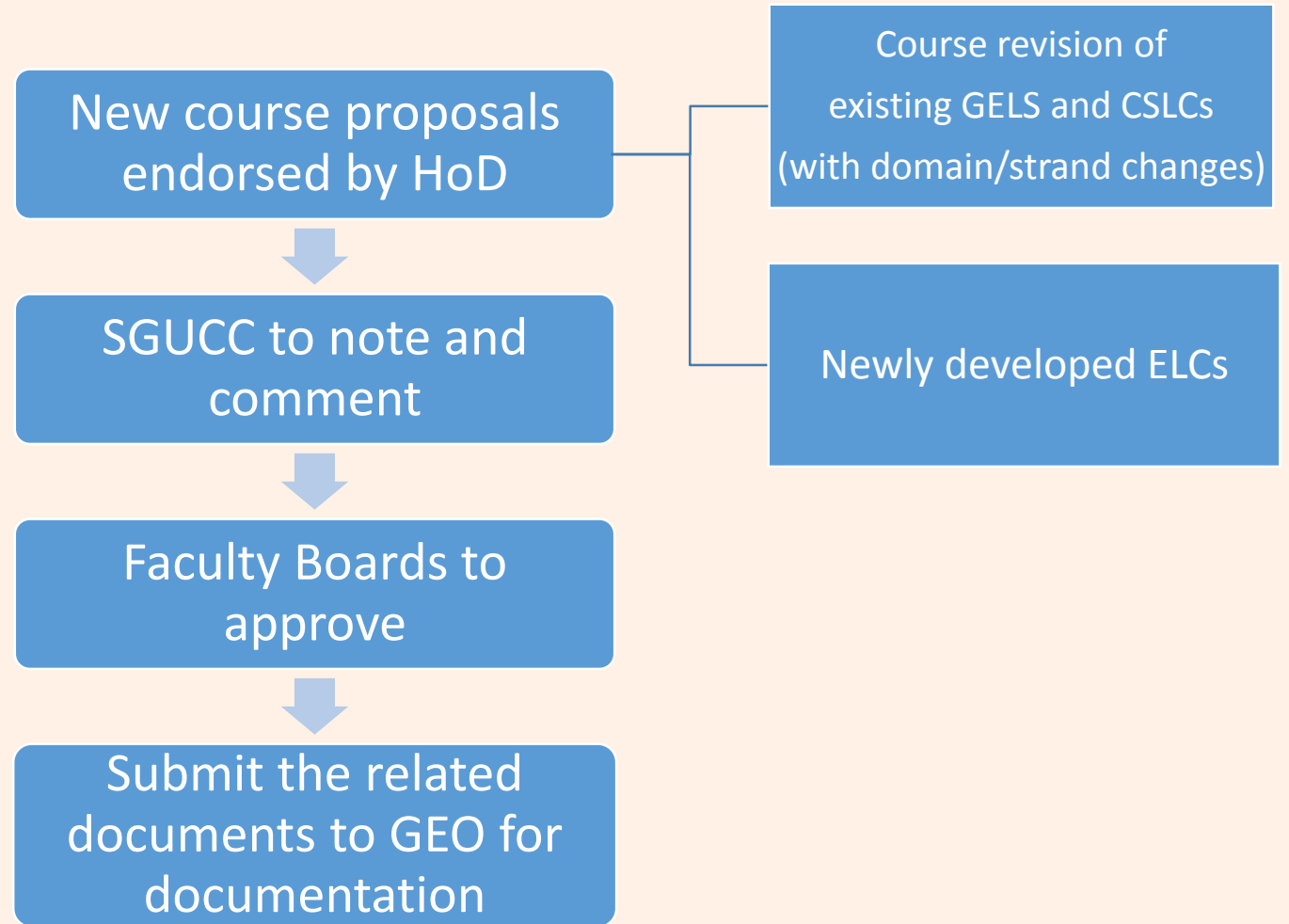
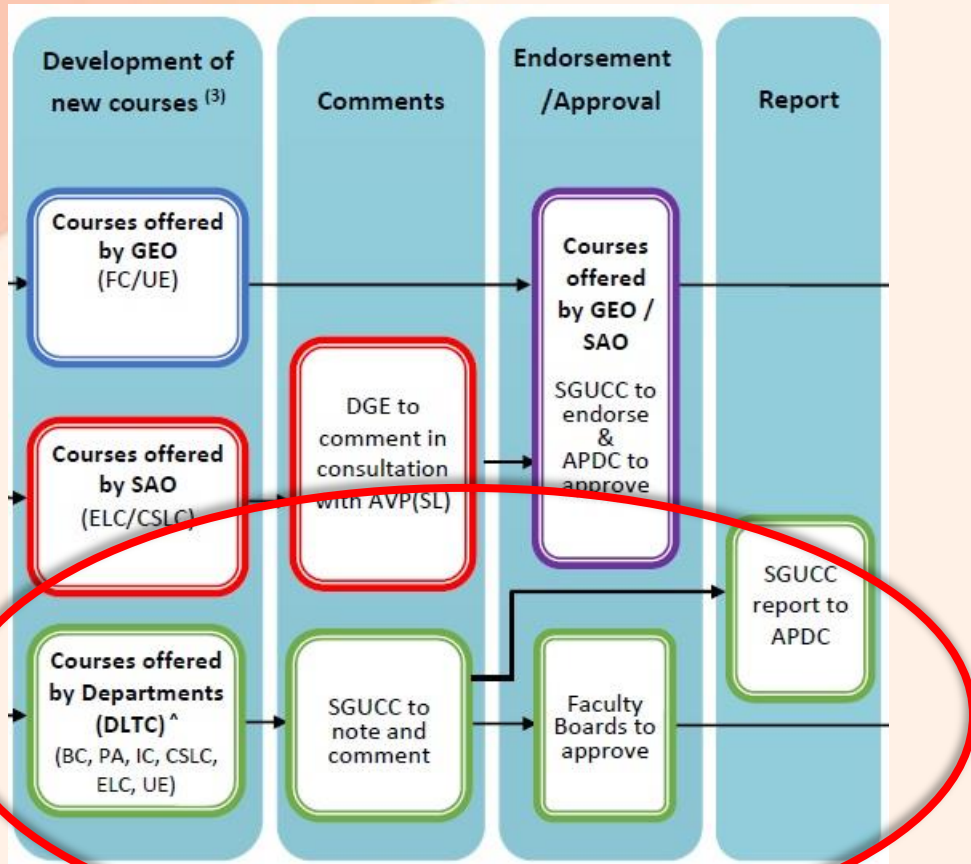
Stage of EL	Assessment Tasks/Documentation required	Assessment Weighting
Proposal	Proposal of service (CSLCs) Proposal of learning (ELCs)	20-30%
Experience	CSLCs: Artifacts created/ collected on site, service attendance sheet, self- and/or peer reviews, feedback form from service targets and agency supervisors	40-50%
	ELCs: Artifacts created/ collected on site, self- and/or group-directed learning progress report/review, feedback form from agency supervisors if any	
Reflection	Individual report/ reflective journal (written/ in other multimedia formats) Group presentation/ sharing	30-40%
N/A	(optional) Attendance, attitude, participation, communication, team-work ability	Up to 10%

EL Course Assessment

- 4-level assessment rubrics are used for reflecting the different levels of performance.
- It is also in line with the current standardized rubrics for GILOs.
- Grade descriptors shall be drawn up for each course.
- However, based on practicality, subject discipline, assessment tasks, as well as the need for a more detailed (and pedagogically meaningful) distinction of the performance, course developers can still use the common 5-level rubrics for academic course assessment. The bottom line is that all assessment results need to be converted to a final grade.

Achievement of Learning Outcomes	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
Course Grade	A+, A, A-	B+, B, B-	C+, C, C-	D,F
Mark Range	81-100	66-80	46-65	0-45

Quality Assurance for new courses



Operational Issues

Course Selection Arrangement:

- For all UG students (except final year students of non-BEd programmes)
- Possible to offer in:
 - FE and Experiential Learning Semester for BEd students (Year 3 Semester 2 and/ or Year 5 Semester 1) or
 - Summer Semester.
- Class size for CSLCs and ELCs: 20-40
- The roles played by various stakeholders are defined in the EL handbook (on page 14).
- Relevant information can be found here: https://geo.web.ied.edu.hk/web/staff_login.php

Features of GEICs

- GEICs focus on themes and issues that *cut across disciplinary boundaries* and promote *dialogues or interaction* across disciplines;
- GEICs are concerned about *interaction* and *integration* of disciplinary knowledge/perspectives;
- GEICs apply *higher-order thinking skills* to the inquiry into *real-life* problems.
- **3** GEICs are developed and delivered collaboratively by 3 nominated lecturers-in-charge from 3 faculties.
- Lecturers-in-charge would *co-plan, co-teach* and *co-evaluate* lessons through dialogues and collaboration across disciplines

Requirement of GEICs

- Credit: **3** credit points
- Medium of Instruction: **EMI**
- Depth and complexity of learning: **Level 4** (*advanced*)
- Study Year: **Year 2 Semester 2 / Year 3**
- Pre-requisite: completion of any **GELS or PAVE** Course (NO pre-requisite for Senior Year Entry students)

Important Timelines and Actions to be Taken

Schedule	Action to be taken			Action Party
	Course Revision (With No domain/strand change)	Course Revision (With domain/strand change)	New development of ELCs/GEICs	
By 29 Jun 2018	Submit Reports on Course Status to Faculty and then to GEO : <ul style="list-style-type: none"> To be retained with no domain/ strand change To be retained with domain/ strand change To be phased out 		Not applicable	Departments & Faculty
By Mid-Dec 2018	Submit to Faculty Learning and Teaching Committee (FLTC) for review and then to Faculty Board (FB) for approval: <ul style="list-style-type: none"> Review Form(s) Course Revision Form(s) 	Submit to SGUCC[#] for noting and comments, and then to Faculty Board (FB) for approval: <ul style="list-style-type: none"> Course Proposal(s)* Mapping Form(s) 		DLTC
By Mid-Dec 2018	Submit to Registry (after getting approval from FB): <ul style="list-style-type: none"> Course Catalogue Updates Ready for TT exercise for 2019/20 		Submit to Registry (after getting approval from FB): <ul style="list-style-type: none"> Course Catalogue Updates Ready for TT exercise for 2019/20 	Departments
			Submit to GEO for documentation: <ul style="list-style-type: none"> Cover Sheet(s) Course Outline(s) Mapping Form(s) 	Faculty
By Feb 2019	Submit to GEO for documentation: <ul style="list-style-type: none"> Cover Sheet(s) Revised Course Outline(s) with track changes Review Form(s) Course Revision Form(s) 	Submit to GEO for documentation: <ul style="list-style-type: none"> Cover Sheet(s) Course Outline(s) Mapping Form(s) 	Not applicable	Faculty

Remarks:

[#]Faculties and departments should complete the above procedures by mid-December, 2018. In other words, the corresponding papers should be submitted to the SUGCC no later than the SGUCC meeting in November, 2018.

*Course Proposal(s) include the Course Outline(s), assessment form(s) and rubric(s), etc.

For enquires, please contact:

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Thank you!