**THE EDUCATION UNIVERSITY OF HONG KONG**

**GENERAL EDUCATION OFFICE**

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| **The *Review Form* for Existing General Education Courses**  ***(with NO Domain/ Strand Changes)***  **for the New Curriculum from 2019/20 Onwards** |

*(Please refer to Background Notes and Guidelines)*

**PART I: TO BE COMPLETED BY COURSE INSTRUCTOR OR COURSE WRITER**

|  |  |
| --- | --- |
| Course Code |  |
| English Title |  |
| Chinese Title (*If applicable*) |  |

**Existing Domain/ Strand** (please 🗹 the most appropriate box)

|  |  |
| --- | --- |
|  | General Education Foundation Course |
|  | Strand 1 – Persons, Interpretations, Perspectives |
|  | Strand 2 – Community, Society, Culture |
|  | Strand 3 – Nature, Science, Technology |
|  | New Six Arts |
|  | Positive and Values Education (PAVE) Course |
|  | General Education Interdisciplinary Course (GEIC) |
|  | University ePortfolio |

**Status** (please 🗹 the most appropriate box)

|  |  |
| --- | --- |
|  | To be retained |
|  | To be phased out, effective from: Semester\_\_\_\_\_, 20\_\_\_/\_\_\_  (Course review is not needed, please proceed to endorsement.) |

**Faculty** (please 🗹 as appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | FLASS |  | FEHD |  | FHM |

**Offering Department/ Unit** (please 🗹 as appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | CCCE |  | C&I |  | CHL |
|  | CCA |  | CRSE |  | ECE |
|  | ELE |  | HPE |  | EPL |
|  | LCS |  | MIT |  | IE |
|  | LML |  | PS |  | SAO |
|  | SEC |  | SES |  | SSPS |

**Medium of Instruction** (please 🗹 as appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | English |  | Cantonese |  | Putonghua |

**Version of Course Outline** (please 🗹 as appropriate)

|  |  |  |  |
| --- | --- | --- | --- |
|  | OBL Format in English |  | OBL Format in Chinese |

**Identification of GE Breadth Learning Strands (1-3) (GELS) and PAVE Courses on Education\***

**Please determine whether the course is** (please 🗹 as appropriate)

|  |  |
| --- | --- |
|  | (i) having the term “education” in the course title? |
|  | (ii) having over 90% in the contents of the course? |
|  | If yes, please provide justification(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Course taught by**

|  |  |  |  |
| --- | --- | --- | --- |
|  | The course writer |  | Other colleague(s) |

**Course is taught in more than one section**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Yes |  | No |

**Course Synopsis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Less than 150 words |  | 150-250 words  (recommended) |  | More than 250 words |

|  |  |
| --- | --- |
| **Effective semester**  **and academic year:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Affected Cohort(s):**  (e.g. 2023/24 and onwards) | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**The Course Criteria (C1-C5)**

Please 🗹 if the criterion is met.

|  |  |
| --- | --- |
| **C1** **Clarity**  The course proposal (including the course outline and assessment(s)) should be written in a concise manner, be comprehensible to non-experts (including students) in the disciplines covered, and indicate clearly how the course will address and/or reflect different disciplinary perspectives and domains. |  |
| **C2 Standards**  The course should adhere to standards of academic rigour and comprehensiveness appropriate for university courses at first, second and third year levels. |  |
| **C3** **Consistency**  The course title, outcomes, content(s), pedagogy and assessment(s) should be consistent and coherent. |  |
| **C4 Participation**  The pedagogic (teaching and learning) styles employed in the course should include *active student participation*, where feasible, in the form of small group or whole-class discussion, collaborative writing, class presentations, and other student-focused activities. |  |
| **C5 Uniqueness**  The course as proposed should not repeat or significantly overlap with other GE courses, in terms of learning outcomes and content(s). |  |

**Matrix**

Please 🗹 as appropriate to indicate the relationship between specific Course Intended Learning Outcomes (CILOs) and the General Education Learning Outcomes (GELOs)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| GELOs  (as listed below) | CILO 1 | CILO 2 | CILO 3 | CILO 4 | CILO 5 |
| GELO 1  **Knowledge** |  |  |  |  |  |
| GELO 2  **Application** |  |  |  |  |  |
| GELO 3  **Judgements** |  |  |  |  |  |
| GELO 4  **Expression** |  |  |  |  |  |
| GELO 5  **Awareness** |  |  |  |  |  |
| GELO 6  **Engagement** |  |  |  |  |  |

At the end of the General Education programme, students should be able to:

**GELO 1 Knowledge知識:**

Demonstrate an understanding of how knowledge is acquired within and across different disciplinary domains, and how it applies to aspects of their own lives and experiences as a future professional and citizen;

理解不同領域的知識與探究方式，及其作為未來專業人士及公民在現實生活中的應用。

**GELO 2 Application應用:**

Apply a broad range of attitudes and skills, including those relating to the seven GILOs, different kinds of thinking and communication, to inquire into various academic and practical issues;

應用一系列技能與態度，包括七個通用學習成果及不同思考與溝通方式，以探究各種學術與實際問題。

**GELO 3 Judgements判斷:**

Make good judgements and ethical decisions, based on values and standards which are sensible and reasonable;

以明智及理性的價值與標準，作出良好及道德的判斷。

**GELO 4 Expression表達:**

Express their own ideas clearly and confidently after critically inquiring into and reflecting on various theories, perspectives, stances and experiences;

批判地探究及反思不同的理論、觀點、立場和經驗，清晰自信地表達觀點。

**GELO 5 Awareness覺知:**

Show that they are aware of local, regional and global issues, and construct informed and thoughtful responses to these issues;

對本土、地區和全球的議題具有適切的體會，並作出知情的、縝思的回應與承擔。

**GELO 6 Engagement參與:**

Demonstrate intellectual and civic engagement through active participation in and reflection on various co-curricular, service, and experiential learning activities.

透過積極參加及反思不同的聯課服務及經驗學習活動，展現個人智性及公民參與。

**Matrix**

Please complete the following matrix to indicate the relationship between the Course Intended Learning Outcomes (CILOs) and Generic Intended Learning Outcomes (GILOs). GILOs are listed below for your reference.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| GILOs  (as listed below ) | **CILO 1** | **CILO 2** | **CILO 3** | **CILO 4** | **CILO 5** |
| GILO 1  **Problem Solving Skills** |  |  |  |  |  |
| GILO 2  **Critical Thinking Skills** |  |  |  |  |  |
| GILO 3  **Creative Thinking Skills** |  |  |  |  |  |
| GILO 4a  **Oral Communication Skills** |  |  |  |  |  |
| GILO 4b  **Written Communication Skills** |  |  |  |  |  |
| GILO 5  **Social Interaction Skills** |  |  |  |  |  |
| GILO 6  **Ethical Decision Making** |  |  |  |  |  |
| GILO 7  **Global Perspectives** |  |  |  |  |  |

**GILO 1 Problem Solving Skills:**

1.1 Identify the problem

1.2 Formulate a plan to solve the problem

1.3 Implement a solution and monitor the process

1.4 Reflect upon and evaluate the process and outcomes

**GILO 2 Critical Thinking Skills:**

2.1 Identify the issue

2.2 Examine the influence of the context and assumptions

2.3 Analyse and evaluate the issue

2.4 Formulate a conclusion/position (perspective/thesis/hypothesis)

**GILO 3 Creative Thinking Skills:**

3.1 Sensitivity

3.2 Flexibility

3.3 Innovative thinking

3.4 Connecting, synthesising, transforming

3.5 Elaboration

**GILO 4a Oral Communication Skills:**

4a.1 Convey a central message

4a.2 Use supporting evidence

4a.3 Display organisation

4a.4 Use proper language and engage the audience

**GILO 4b Written Communication Skills:**

4b.1 Consider context and purpose

4b.2 Use supporting evidence

4b.3 Display organisation/ structure

4b.4 Use proper language/ grammar and format

**GILO 5 Social Interaction Skills:**

5.1 Initiate and maintain relationships

5.2 Interact with others appropriately in specific contexts

5.3 Practise negative assertions

5.4 Manage conflicts

**GILO 6 Ethical Decision Making:**

6.1 Recognise ethical issues

6.2 Evaluate different ethical perspectives/concepts

6.3 Establish ethical intention

6.4 Apply ethical perspectives/concepts

**GILO 7 Global perspectives:**

7.1 Aware of one’s own culture

7.2 Recognise global issues and interconnections

7.3 Initiate interactions with other cultures

7.4 Make long-term decisions for the benefit of future generations

**Comments by course instructor or writer on making or proposing changes**

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| --- |
|  |

**PART II: TO BE COMPLETED BY COURSE REVIEWER**

**The Course Criteria (C1-C5) (revised)**

(Please 🗹 if the criterion is met)

|  |  |
| --- | --- |
| **C1** **Clarity**  The course proposal (including the course outline and assessment(s)) should be written in a concise manner, be comprehensible to non-experts (including students) in the disciplines covered, and indicate clearly how the course will address and/or reflect different disciplinary perspectives and domains. |  |
| **C2 Standards**  The course should adhere to standards of academic rigour and comprehensiveness appropriate for university courses at first, second and third year levels. |  |
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| **C5 Uniqueness**  The course as proposed should not repeat or significantly overlap with other GE courses, in terms of learning outcomes and content(s). |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rubric for overall review** (please 🗹 as appropriate) | | | | |
| **Component** | **Weak** | | **Adequate/Good** | |
| CILOs address GELOs | No matrix provided, or matrix provides sparse connection between CILOs and GELOs |  | Matrix indicates several points of connection between CILOs and GELOs |  |
| CILOs address GILOs | No matrix provided, or matrix provides sparse connection between CILOs and GILOs |  | Matrix indicates several points of connection between CILOs and GILOs |  |
| Course outline satisfies the Criteria | Course outline does not meet one or more of the GE Criteria |  | Course outline satisfies all of the Criteria |  |

**Recommendation:**

|  |  |
| --- | --- |
|  | No change required |
|  | Endorsed; subject to minor changes (details below) |
|  | Endorsed; subject to major changes (details below) |
|  | Not appropriate (details below) |

**Comments by reviewer (with reference to rubric or other items)**

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| --- |
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**PLEASE FORWARD THE COMPLETED REVIEW FORM (WITH COURSE OUTLINE (IN TRACK CHANGES) AND COURSE REVISION FORM) TO FACULTY / D(S) OR DELEGATE (FOR SAO ONLY)/ ACADEMIC COMMITTEE (FOR CCCE ONLY).**

Should you have any queries about the course revision exercise, please feel free to contact GEO staff at 2948 8799/ ge@eduhk.hk.

**Prepared by:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Signature: |  |
| Department  / Unit: |  | Post: |  |
| Date: |  |  |  |

**Reviewed by:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Signature: |  |
| Department  / Unit: |  | Post: |  |
| Date: |  |  |  |

**Endorsed by:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Signature: |  |
| Faculty: |  | Post: |  |
| Date: |  |  |  |