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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **THE EDUCATION UNIVERSITY OF HONG KONG**  **Appendix VIII**  **Course Outline Template**  *(Please refer to “A Guide to the Course Outline Template” for reference)*  (for programme development)  **Part I**  **Programme Title :**  **Programme QF Level :**  **Course Title :**  *(Maximum length including space: English – 100 characters; Chinese – 30 characters)*  **Course Code :**  **Department/Unit :**  **Credit Points :**  **Contact Hours :**  **Pre-requisite(s) :** *(If applicable)*  **Medium of Instruction :**  **Course Level :**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **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”):   * **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** 2. **Course Intended Learning Outcomes** (CILOs)   *Upon completion of this course, students will be able to:*  CILO1  CILO2  CILO3  CILO4   1. **Content, CILOs and Teaching & Learning Activities**  |  |  |  | | --- | --- | --- | | **Course Content** | **CILOs** | **Suggested Teaching & Learning Activities** | |  | *CILO1,3* |  | |  | *CILO2,4* |  | |  | *CILO3,4* |  | |  | *CILO1 (etc.)* |  |  1. **Assessment**  |  |  |  | | --- | --- | --- | | **Assessment Tasks** | **Weighting (%)** | **CILO** | | (a) |  | *CILO1, 2* | | (b) |  | *CILO1, 4* | | (c) |  | *etc.* |  1. **Required Text(s)** 2. **Recommended Readings** 3. **Related Web Resources** 4. **Related Journals** 5. **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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.   1. **Others** |

**香港教育大學**

**科目大綱**

**第一部分**

|  |  |  |
| --- | --- | --- |
| **課程名稱** | **:** |  |
| **課程QF程度** | **:** |  |
| **科目名稱** | **:** | (字數限制(含空格):英文不超過100字符，中文不超過30字)  (請附科目英文名稱) |
| **科目編號** | **:** |  |
| **負責學系/單位** | **:** |  |
| **學分** | **:** |  |
| **教學課時** | **:** |  |
| **先修科目** | **:** | (如適用) |
| **授課語言** | **:** |  |
| **程度** | **:** |  |

**第二部分**

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個共通學習成果(Seven Generic Intended Learning Outcomes, 7GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

副學位學生、本科生、修課式研究生、專業博士研究生以及研究式研究生的畢業生素質包含以下三個範疇 「英文簡稱 “PEER & I”」：

- 專業卓越 (Professional Excellence)

- 道德責任 (Ethical Responsibility)

- 創新 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水平。

七個共通學習成果(7GILOs)分別是：

1. 解決問題能力 (Problem Solving Skills)

2. 批判思考能力 (Critical Thinking Skills)

3. 創造性思維能力 (Creative Thinking Skills)

4a. 口頭溝通能力 (Oral Communication Skills)

4b. 書面溝通能力 (Written Communication Skills)

5. 社交能力 (Social Interaction Skills)

6. 倫理決策 (Ethical Decision Making)

7. 全球視野 (Global Perspectives)

1. **科目概要**

|  |
| --- |
|  |

1. **科目預期學習成果**

|  |  |
| --- | --- |
| 成果一： |  |
| 成果二： |  |
| 成果三： |  |

1. **科目內容、預期學習成果及教與學活動**

|  |  |  |
| --- | --- | --- |
| **教授內容** | **科目預期學習**  **成果 (CILOs)** | **教與學活動** |
|  | 成果一  成果三 |  |
|  | 成果二  成果四 |  |
|  | 成果三  成果四 |  |
|  | 成果一（等） |  |

1. **評核**

|  |  |  |
| --- | --- | --- |
| **評核課業** | **所佔比重** | **科目預期學習**  **成果 (CILOs)** |
| (a) |  | 成果一  成果二 |
| (b) |  | 成果一  成果四 |
| (c) |  | 成果二  成果四（等） |

1. **指定教科書**
2. **推薦書目**
3. **相關網絡資源**
4. **相關期刊**
5. **學術誠信**

|  |
| --- |
| 本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊 (<https://www.eduhk.hk/re/student_handbook/tc/Academic-Honesty-And-Copyright.html>)。 同學應熟悉有關政策。 |

1. **其他資料**

|  |
| --- |
| **A Guide to the Course Outline Template** |

**Course developers and lecturers:** This template and its accompanying guide are designed to assist in developing outlines for specific courses. They are also designed to guide lecturers in constructing their individual teaching plans.TheEducation University of Hong Kong (EdUHK) respects the professional freedom of course developers to design courses to meet unique disciplinary and programme needs, as well as the individual lecturer’s freedom to design a learning and teaching plan according to their professional strengths and well-informed judgments.

Coupled with this freedom is a professional responsibility to serve our learners’ educational interests using best practices. The design of the Outcome-based learning (OBL) template and guide have been informed by research into best practices in planning, teaching, learning, and assessment in a higher education context as well as those practices specific to an OBL context. It is expected that course developers and lecturers will pay careful attention to the guidelines in this document. This attention should be evident in the resulting course-specific syllabi and learning and teaching plans.

In designing or redesigning a course, some decisions may constitute “minor revisions” while other changes may constitute major revisions. When revising courses, course designers are encouraged to consult the University policy on major and minor course revisions as well as their department’s procedures for making and approving changes.

**Administrators:** The template is designed to promote transparency and quality in your courses. It is essential that you discuss this template and the related departmental expectations with lecturers. This template is not designed to substitute for the well-informed professional judgment of an accomplished lecturer; rather, it is designed to enhance, inform, and expedite course planning in an OBL context.

**Part I**

**Programme Title:** The programme to which the course contributes.

**Programme QF Level:** Level which reflects the depth and complexity of learning leading to qualification of the programme according to the Qualifications Framework (QF) adopted by the Education Bureau (EDB). The HKQF is a 7-level hierarchy.  The level of a qualification is determined in accordance with a set of Generic Level Descriptors (<https://www.hkqf.gov.hk/en/KeyFeatures/levels/index.html>).

For sub-degree programmes pitching at HKQF Level 4, ie. Associate Degree and Higher Diploma, please refer to the Common Descriptors for Associate Degree and Higher Diploma Programmes for planning and development of these programmes. (available at: <https://gia.info.gov.hk/general/202307/04/P2023070400464_424252_1_1688462685898.pdf>)

**Course Title:** The full English title of the course.  The maximum length including punctuation marks and space is 100 characters, and abbreviation shall not be used.  The full Chinese title is optional.  It shall be in traditional Chinese characters with maximum 30 characters including punctuation marks and space.

**Course code:** An alphanumeric code assigned to a course. The course code (CC) normally uses the subject code as a prefix, followed by four digits, where the first digit indicates the level of the course.

**Department/Unit:** The academic unit(s) responsible for administering the course. If the course is interdisciplinary, this may be indicated, here.

**Credit Points:** The number of credit points assigned for the course.

**Contact Hours:** The number of hours that learners are expected to spend under the guidance of the lecturer in structured course activities. This includes but is not limited to time spent inside a classroom according to pre-arranged hours.

[Remarks:

For Taught Postgradate (TPg) and Professional Doctorate (PD) courses, the types of delivery mode are as follows:

* Type I – TPg and PD courses with face-to-face contact as the primary delivery mode
* Type II – TPg and PD courses with other study modes
  1. Online learning as the primary delivery mode
  2. Directed study mode

For Type II courses, the course coordinator should fill in the information and complete the tables in **Annex 1** to be attached to this template. Please refer to **Annex 2** for more details.]

**Pre-requisite(s):** *(If applicable)* Learners must pass these courses before they are allowed to take the current course. Please state the course titles and codes (if any).

**Medium of Instruction:** The language(s) in which teaching, learning, and assessment takes place.

**Course Level**: EdUHK’s internal classification of courses, which is distinct from the HKQF Levels adopted by EDB. Courses within a degree programme present different degrees of challenge and complexity. A higher-level indicates a higher degree of complexity and challenge.  Courses with higher levels are generally taken by more experienced learners and may require satisfaction of pre-requisites. Course level may have a significant impact on course intended outcomes, course content, materials, instructional strategies, and assessment.  The existing levels of courses are listed below:

|  |  |
| --- | --- |
| **Course**  **Level** | **Description** |
| **0** | Sub-degree level |
| **1-4** | Undergraduate level  *Level 1: Foundation*  *Level 2: Intermediate*  *Level 3: Upper-intermediate*  *Level 4: Advanced* |
| **5** | Postgraduate certificate/diploma, professional development programme level |
| **6** | Master level |
| **7-8** | Doctoral level |

**Part II**

1. **Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate Students and Seven Generic Intended Learning Outcomes**

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**”):

* **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.

**Graduate Attributes for Sub-degree Students**

Professional Excellence

* Acquisition of the knowledge and skills in their study, successful application in their profession, and eagerness to continually improve and develop;
* Key competencies in critical thinking, communication, problem solving and collaboration skills; ability to integrate theory and practice; positive and professional attitude; and
* Contribution to their professional field through practice in the local context.

Ethical Responsibility

* Awareness of being a caring, socially and ethically responsible citizen;
* Upholding of professional ethics and integrity; and
* Core ability to think critically and independently to make moral judgements.

Innovation

* Possession of global awareness and information technology competency with aspirations;
* Readiness to engage in lifelong learning; and
* Ability to generate creative approaches and ideas.

**Graduate Attributes for Undergraduate Students**

Professional Excellence

* Articulation of the knowledge and skills acquired in their study and successful application in their profession, and aspiration to continuous improvement and development;
* Competencies in critical thinking, communication, problem solving and collaboration skills, integrating theory and practice; positive and professional attitude; and
* Contribution to sustainable social and economic development in Hong Kong and beyond.

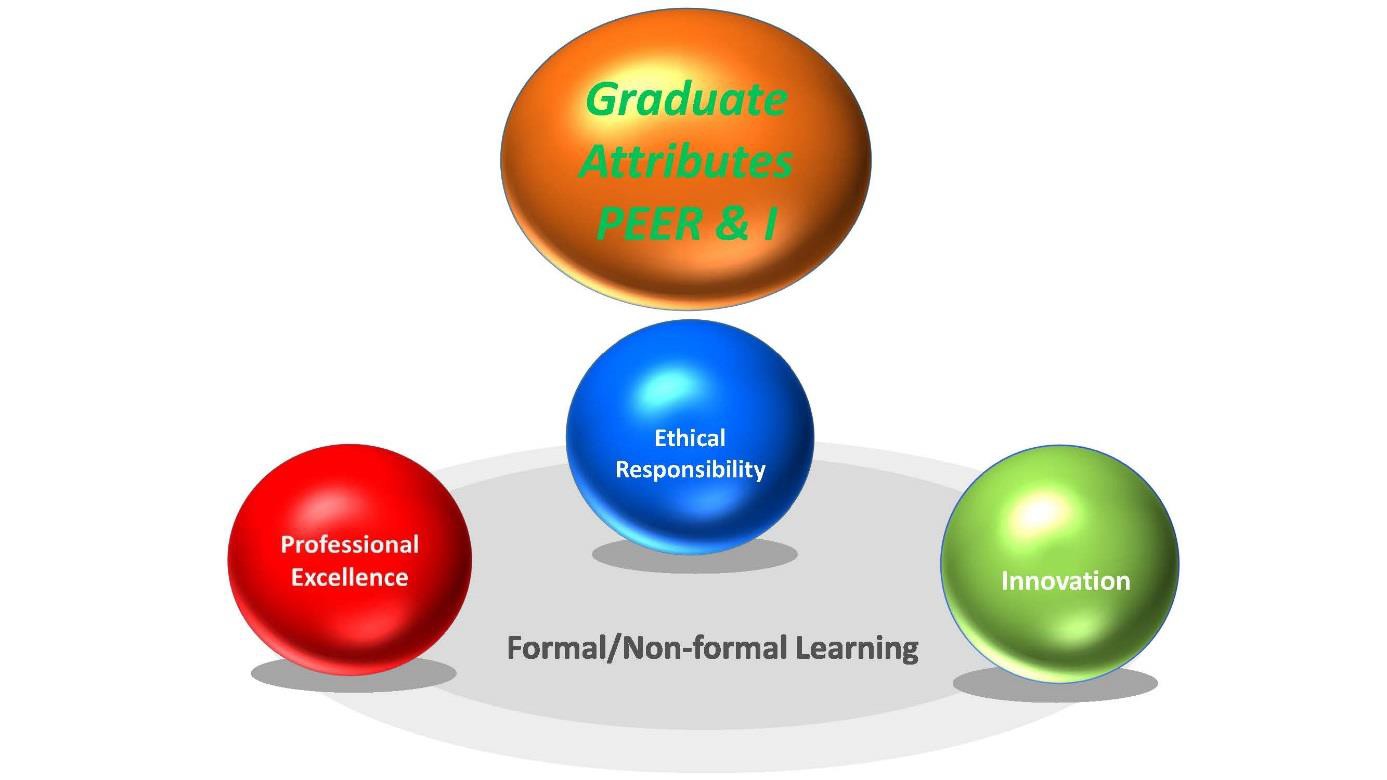
Ethical Responsibility

* Awareness of and commitment to being a caring, socially and ethically responsible citizen;
* Upholding moral values and integrity; and
* Ability to think critically and independently to make moral judgements.

Innovation

* Possession of a global mindset, technological literacy and entrepreneurship with drive and aspirations;
* Readiness to learn and engage in lifelong learning; and
* Ability to generate creative, innovative and effective approaches and ideas.

In line with the University’s integrative approach to whole person development through both formal and non-formal learning, the three attributes are integrated and are of equal importance to ensure students achieve a meaningful development, as presented in the diagram below:



**Graduate Attributes for Taught Postgraduate Students**

Professional Excellence

* Demonstrate an advanced and up-to-date knowledge, understanding and competence in a specialty;
* Apply theoretical and professional knowledge and strategies into practice and promote evidence-based practices through the application of rigorous methodology;
* Understand research, and / or advanced technology or professional activity; and
* Prepare to make contribution to a field either through practice or research.

Ethical Responsibility

* Uphold ethics in academic inquiry of a chosen field;
* Possess the professional ethics and social responsibility in a profession; and
* Be sensitive to multiple contexts and value diversity and differences.

Innovation

* Be able to critically review, differentiate and synthesize knowledge in a discipline and apply diagnostic and creative skills in a range of situations;
* Be capable of locating problems/gaps in established literature / contexts; and
* Enable change and innovation by encouraging new ways of knowing and doing.

**Graduate Attributes for Research Postgraduate and Professional Doctorate Students**

Professional Excellence

* Is at the international forefront of respective subject area, and demonstrate a comprehensive understanding of the theories and /or policies as applied to a specialty area;
* Able to evaluate the appropriateness and usefulness of various perspectives and processes in research;
* Discover and define emerging questions in a specialty and contribute to the development of new knowledge / theories / methods / interpretations / forms of documentation within the specialty; and
* Apply advanced skills in research design as well as methods for data collection and analysis for the areas of study.

Ethical Responsibility

* Demonstrate an understanding of and full commitment to the underlying values and ethics of the scientific inquiry of the chosen field;
* Possess professional ethics and develop a pro-active sense of social responsibility in a field as an academician or researcher; and
* Maintain a high level of ethical integrity by always prioritizing ethical values over self-interest.

Innovation

* Appraise the literature, ideas, and other information critically from local, regional and international sources;
* Conduct original research via appropriate and creative methodologies and analyze data with flexibility and novelty, which contribute to the fields or society; and
* Extend or transform a novel or unique idea, question, format or create new or boundary-crossing knowledge

**Seven Generic Intended Learning Outcomes**

The seven Generic Intended Learning Outcomes (GILOs) represent the qualities that will be required of citizens in the 21st century, and are based on the assumption that the challenges of the 21st century requiring such skills and knowledge. They are increasingly demanded by employers and key stakeholders as necessary employment skills and competencies for knowledge-based economy, which are also outcomes required of active and responsible citizens. The following table provides a brief description to each of the seven GILOs:

| **Generic Intended Learning Outcomes (GILOs)** | **Operational Criteria** | |
| --- | --- | --- |
| 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 |
| 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) |
| 3. Creative Thinking Skills | 3.1 | Sensitivity |
| 3.2 | Flexibility |
| 3.3 | Innovative thinking |
| 3.4 | Connecting, synthesising, transforming |
| 3.5 | Elaboration |
| 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 |
| 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 |
| 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 |
| 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 |
| 7. Global Perspectives | 7.1 | Recognise cultural self-awareness |
| 7.2 | Recognise global issues and interconnection |
| 7.3 | Initiate interactions with other cultures |
| 7.4 | Make long-term decisions for the benefit of future generations |

**B. Course Synopsis:** This summarizes the scope of the course content and activities. Depending on the nature of the course, the designer or lecturer may wish to include a philosophy and orientation to teaching and learning. This statement should articulate the lecturer’s role in facilitating the learning process.

**C. Course Intended Learning Outcomes**:

*Definition*

CILOs are statements that identify how learners may demonstrate achievement by the end of the course, according to predetermined standards of performance and content.

*Criteria*

CILOs should be made explicit to learners and they must guide the teaching, learning, and assessment activities of the course.

A well-written CILO should contain the following components:

* A verb that indicates what the learner is expected to be able to do by the end of the period of learning
* The content area in which the learner is acting or with which the learning is interacting
* An indication of context and standards (if relevant)

Please note: Many desirable results of teaching, learning, and assessment may not be directly assessable within the context of the course. There may also be unintended but highly useful outcomes of a learning experience. Lecturers are encouraged to aim for such results. However, in the context of this document, these are not CILOs. CILOs describe those results that meet the following criteria:

* Intended
* Learner-centered
* Demonstrable through learner-generated evidence

*Examples of useful and less useful outcomes, using criteria*

Intended

* Useful: Upon successful completion of this course, learners should be able to apply child development theory to their analysis of case studies.
* Why: This outcome clearly focuses on what is expected of the learner. At the same time, possibilities remain open for learners to demonstrate achievement in different ways. This outcome could be assessed using different methods, allowing flexibility for the lecturer in designing their course.
* Not useful: Learners will review case studies illustrating child development theory.
* Why not: The expectation for learners to “review” is too broad to give a clear sense of intention. The intended learning is not evident from this statement.

Learner-Centered

* Useful: Upon successful completion of this course, learners should be able to analyze educational settings using neuroscience theory.
* Why: The focus is on what the learners must do with the knowledge. While this is learner-centered, the outcome still clearly conveys a specific discipline-informed focus that informs the teaching, learning and assessment.
* Not-useful: The course will cover elements of the neuroscience of learning in educational settings.
* Why not: While the content is specific, there is no indication of what the learner is to do with this knowledge or of how the lecturer might determine if learning has taken place. This is a content coverage statement, not a learner-centered statement.

Demonstrable through learner-generated evidence

* Useful: Learners successfully completing the course should be able to evaluate the impact of international environmental research on Chinese environmental policies.
* Why: This outcome statement gives clear guidance to the lecturer as to the learning to be assessed and how criteria might be constructed by which learners’ work is evaluated.
* Not useful: Learners successfully completing the course should become enthusiastic about the environment.
* Why not: While this is a desirable objective, it is not something that the lecturer may determine as a CILO with any degree of accuracy. Moreover, the lecturer may not hold learners accountable for their enthusiasm, or even evaluate them on this, reliably.

*Some Course Intended Learning Outcome Design Guidelines*

* Ask yourself, “What do I want my learners to know and be able to do by the end of the course?”
* Assure that CILOs are appropriate and achievable for the level and intent of the course.
* A typical useful number of CILOs is four to six per course. This is a matter of professional judgment, though.
* Address the relevant learning without becoming atomistic. Too much detail and the course loses flexibility and liveliness. Not enough detail results in a CILO that cannot guide teaching, learning, and assessment.

**D. Course Content:** These are carefully selected and organized topics covered through the course. Content should meet at least two criteria:

* Align with the intended learning outcomes of the course
* Facilitate the intended scope, depth, and level of the course

**E. Suggested Teaching & Learning Activities:**

*Definition*

The teaching and learning activities (TLAs) are the planned opportunities for learners to achieve mastery of the course content and skills. TLAs assume various forms such as lectures, tutorials, debates, small-group work, practicums, rehearsals, problem-based learning activities, etc.

*Criteria*

There is no one “right” way to approach pedagogical/andragogical engagement. Rather, it is a matter of aligning the TLAs to achieve:

* Desired outcome(s)
* An appropriate scope, depth, and level of the desired engagement
* The specific population of learners
* Intended demonstrations of achievement (assessment)

*Examples*

There are many robust, well-researched and validated approaches to teaching and learning in a higher education context. Some of these approaches include:

* Lecture
* Lecturer-led Questions and Answers (Q&A)
* Problem-Based Learning Activities
* Cooperative Group Work
* Collaborative Group Work
* Guided Research Activities
* Lab Work
* Simulation and Role-Play
* Restricted/Unrestricted Performance Activities

Research into teaching and learning in higher education suggests courses that employ a variety of well-designed and innovative teaching and learning techniques tend to result in deeper and more complex learning.

**F. Assessment:**

Lecturers, administrators and course designers are strongly encouraged to familiarize themselves with the University’s Policy on Student Assessment.

*Definition*

At the course level, assessment is the process of collecting, analyzing, interpreting, reporting, and using evidence of learner achievement.

*Criteria*

Four essential characteristics of course assessments are that they:

* Are used in accordance with valid, reliable, and ethical practice
* Provide for evaluation of learners’ achievement through criteria aligned with CILOs
* Employ a defensible set of criteria with reliable discrimination among levels of achievement
* Yield a useful indicator of learner performance

*Purpose*

Course assessment is typically performed to satisfy four purposes:

* Formative: provide rapid feedback to increase learning and guide immediate instruction
* Summative: evaluate degree of outcomes achievement and provide marks, scores, and grades
* Developmental: improve the quality of the course and of instruction
* University-wide: provide evidence that may inform quality initiatives at subject, programme, and university levels

A particular assessment may satisfy one or more of these purposes. Also, research into best assessment practices suggests that providing an assessment early in a course helps students understand achievement expectations and contributes to better course achievement, overall.

*Types of Assessment Tasks*

There are many types of assessment. Here are several categories with examples:

* Paper and Pencil
  + Essays, examinations, term papers, research papers, reports, case studies, portfolios
* Participation
  + Online discussion, in class discussion, peer sharing, group work contribution, presentation of assignment and answering questions from peers and lecturers, consultation and meeting with lecturer on assignment
* Authentic/Performance
  + Role play, simulation, presentation

Lecturers are encouraged to extend and refresh their professional assessment knowledge through participating in professional development opportunities and conducting independent research.

*Number and Weighting of Assessment Tasks*

Courses should offer diverse opportunities for learners to demonstrate achievement. Offering diverse assessment opportunities to learners is also a tenet of the University’s Policy on Student Assessment.

The types of assessment tasks to be used should fit the nature of the course, its expected outcomes and the learners. It is suggested that the number of assessment tasks for a course should be in the range of two and three, whereas the weighting for each assessment task should be in the range of 10% and 70%. The assessment tasks should include at least one individual assignment/assessment in a course. Furthermore, if group work is a component of assessment, it is suggested that its weighting should not contribute to more than 50% of the overall assessment in a course. Course designers and lecturers may consider the appropriate number and weighting of assessment tasks/sub-tasks and the type of assessment to be used, according to the nature of the course, time-factor, learner population, and well-informed, professional judgment. The number of assessment tasks and weighting for each assessment task suggested above are normally applicable to a course with 3 credit points, and flexibility should be given to courses of Professional Development Programmes (PDPs) or those carrying less credit points.

*Word Length Ratio*

The overall summative assessment load will be commensurate with the credit points and nature of the assessment task(s) of a course. For example, students are normally expected to complete a written assignment of about 3,000 English words (or 4,800 Chinese characters) for a 3-credit point course, subject to the nature and level of studies.

**G. Required Text(s):** The text(s) associated with the course. Lecturers should regularly check for new additions or updates to a text and discuss their choice of text(s) with the appropriate colleagues. In selecting a new text or reviewing what is currently used, reflect on how well the text:

* Supports the aims of the course
* Enables the achievement of the CILOs

**H. Recommended Readings:** Specific supplementary material that may enhance learners’ mastery of outcomes or extend their knowledge and skills.

**I. Related Web Resources:** Websites, newsgroups, and other net resources that have strong relevance to the course and may serve to enhance the teaching, learning and assessment therein.

Two cautions on web resources:

* Web resources are often neither edited nor subject to peer-review; course designers and lecturers must take great care and responsibility in reviewing and selecting appropriate web-resources.
* The addresses [uniform resource locators (URLs)] of web resources sometimes change. Lecturers should periodically check to see that the addresses provided to learners are still valid.

**J. Related Journals:** Peer-reviewed and other professional publications that are resources for current research relevant to the course.

**K.** **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 as clearly spelt out in the *Policy on Academic Honesty, Responsibility and Integrity*. References to the Policy should be included in the course outlines so as to raise student awareness of the University’s policy on academic honesty at the beginning of each course.

**L. Others:** Any additional elements of the course outside the defined categories that should be made explicit.

August 2023

**TPg and PD Courses with other Study Modes**

**Annex 1**

**Programme Title :**

**Course Title :**

**Course Code :**

**Offering Unit :**

**Credit Points :**

Delivery mode:

□ **Online learning as the primary delivery mode**

|  |  |  |
| --- | --- | --- |
| **Range of classroom-based contact hours**  **(0-15)** | **Range of hours for**  **online learning**  **(24-39)** | **Total No. ofContact Hours** |
|  |  | 39 |

**□ Directed study mode**

|  |  |  |
| --- | --- | --- |
| **Range of classroom-based contact hours**  **(4-15)** | **Range of**  **guided independent learning hours**  **(24-35)** | **Total No. ofContact Hours** |
|  |  | 39 |

**課程名稱 :**

**科目名稱 :**

**科目編號 :**

**負責學系 :**

**學分 :**

授課/學習模式：

□ **以線上學習為主要授課模式**

|  |  |  |
| --- | --- | --- |
| **課堂面授課時**  **(0-15)** | **線上學習課時**  **(24-39)** | **教學課時總計** |
|  |  | 39 |

**□ 指導學習模式**

|  |  |  |
| --- | --- | --- |
| **課堂面授課時**  **(4-15)** | **指導自習課時**  **(24-35)** | **教學課時總計** |
|  |  | 39 |

**Annex 2**

**Supplementary Information on the Contact Hours for Taught Postgraduate (TPg) Courses**

**[Except Postgraduate Diploma of Education (PGDE)] and Professional Doctorate (PD) Courses**

**Section 1 – Guidelines on the Number of Contact Hours for TPg Courses [Except PGDE] and PD Courses**

Type I – TPg and PD courses with face-to-face contact as the primary delivery mode:

|  |  |  |
| --- | --- | --- |
| **Range of classroom-based contact hours** | **Range of non-classroom-based contact hours** | **Total No. ofContact Hours** |
| 27 – 36 | 3 - 12  (0 – 3 for online learning;  3 – 12 for other learning activities) | 39 |

* “Non-classroom-based contact hours”: a sub-category of contact hours which involves the direct engagement of teaching staff and associates outside classrooms or non-university-based educators on a face-to-face basis (e.g. fieldwork, group work, experiential learning activities, outreach learning activities, online lessons, internship and placement).
* To maintain consistency with the Undergraduate(UG) policy on contact hours, the maximum number of online components (including both synchronous and asynchronous) for one course replacing face-to-face contact hours shall not exceed one lesson (i.e., 3 hours for a 39-hour course).
* Both “synchronous online learning” and “asynchronous online learning” falls into this category:
  + “synchronous online learning”: involves the direct engagement of teaching staff and associates in guiding and supervising students on a virtual basis.
  + “asynchronous online learning”: involves contribution from but the indirect engagement of teaching staff and associates on a virtual basis, such as the provision of electronic and/or online materials.
* Practicum / Field Attachment and Field Study courses are grouped under “Type I”. If any of these courses cannot fulfill the breakdown between the classroom-based and non-classroom-based contact hours of “Type I”, the relevant programme should submit an application with full justifications to the Board of Graduate Studies (via the Faculty Board/Academic Committee) for special approval.

Type II – TPg and PD courses with other study modes

1. Online learning as the primary delivery mode:

|  |  |  |
| --- | --- | --- |
| **Range of classroom-based contact hours** | **Range of hours for online learning** | **Total No. ofContact Hours** |
| 0 – 15 | 24 – 39 | 39 |

* + Online learning includes “synchronous online learning” and “asynchronous online learning”.
  + No extra approval is needed from the BGS if a course’s contact hours fall within this range.
  + Examples of this category: courses offered by a programme approved for online delivery

1. Directed study mode:

|  |  |  |
| --- | --- | --- |
| **Range of classroom-based contact hours** | **Range of**  **guided independent learning hours** | **Total No. ofContact Hours** |
| 4 – 15 | 24 – 35 | 39 |

* + “Guided independent learning hours”: a sub-category of contact hours in which students learn without the direct involvement of teaching staff and associates, but they can seek assistance from teaching staff and associates if necessary.
  + No extra approval is needed from the BGS if a course’s contact hours fall within this range.
  + Examples of this category: research-based courses, project-based courses
  + Existing taught courses of doctoral programmes mostly fall within this category.

**Section 2 – Template for Type II Courses** (**TPg and PD Courses with other Study Modes)**

For Type I courses (which are TPg and PD courses with face-to-face contact as the primary delivery mode), the course coordinator can continue to use the current course outline template provided in the “Staff Handbook on Programme Quality Assurance”.

For Type II courses (which are TPg and PD courses with other study modes: (i) Online learning as the primary delivery modes; and (ii) Directed study mode), the course coordinator should fill in the tables provided in **Annex 1**, to be attached to the course outline template.