**THE EDUCATION UNIVERSITY OF HONG KONG**

**GENERAL EDUCATION OFFICE**

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| --- |
| **Parameters for the Experiential Learning component (2-cp) on Experiential Learning Course on Entrepreneurship and Innovation (ELC on E&I) for SY programmes** |

**TO BE COMPLETED BY COURSE INSTRUCTOR OR COURSE WRITER**

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

**Status** (please 🗹 the most appropriate box)   
***This part is applicable for new course development***

|  |  |
| --- | --- |
|  | New Experiential Learning Course on Entrepreneurship and Innovation (ELC on E&I) |

***This part is applicable for course revision with NO domain changes***

|  |  |
| --- | --- |
|  | Existing Experiential Learning Course on Entrepreneurship and Innovation (ELC on E&I) to be retained |

*Remarks: For course to be phased out, course review is not necessary, please proceed to endorsement.*

***This part is applicable for course revision with domain changes***

**Current Status**

|  |  |
| --- | --- |
|  | Co-curricular and Service Learning Course (CSLC) |
|  | Experiential Learning Course (ELC) |
|  | Other GE Domain, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Domain change after the course revision**

|  |  |
| --- | --- |
|  | Experiential Learning Course on Entrepreneurship and Innovation (ELC on E&I) |

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

**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 |

**Course Content Foci** (please 🗹 as appropriate and/or fill in the blanks)

|  |  |
| --- | --- |
| **Traits** | |
|  | New venture/ idea/ model/ approach/ technology/ operation processes in entrepreneurial field or social enterprise |
|  | A new approach to solve problems that could occur in business and economic, education, social, cultural fields, etc. |
|  | A new idea/ service/ product/ etc. to improve and grow the existing one(s) by meeting the changing needs of the clients (market) or society |
|  | Taking new opportunities and ideas and transform them into values for others |
|  | Integrating law compliance considerations into entrepreneurship and innovation |
|  | Enhancement of self-efficacy to complete tasks to produce specific performance attainments |
|  | Others: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Course Components** (please 🗹 as appropriate and fill in the blanks)

The following scenarios serve as **examples** for course developer’s reference and consideration:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Scenario 1** | **Scenario 2** | **Scenario 3** |
| Classroom/ lecture sessions | 6 contact hours | 9 contact hours | 9 contact hours |
| Out-of-classroom concrete experience  *(must include at least 2 modalities of experience for ELCs)* | 14 contact hours (21 experiential hours) | 14 contact hours (21 experiential hours) | 11 contact hours (17 experiential hours) |
| * Maximum experiential hours from CEIE(1) | (13 experiential hours) | (13 experiential hours) | (13 experiential hours) |
| * Minimum experiential hours arranged by course | (8 experiential hours) | (8 experiential hours) | (4 experiential hours) |
| Reflection and group sharing session(s) | 6 contact hours | 3 contact hours | 6 contact hours |
| **Total hours** | **26 contact hours(2)** | | |

***Remarks:***

*1. The maximum experiential hours are calculated as (13 contact hours x 2/3 x 1.5 experiential hours). However, the actual number of experiential hours depends on the negotiation with the course developer.*

*2. The total hours of the Entrepreneurship and Innovation Course (3 cps) for senior-year (SY) pathway programmes are 39 contact hours, in which 26 contact hours are allocated for Experiential Learning component (2 cps) while 13 contact hours are allocated for National Security Education (1 cp).*

For 2-cp Faculty-based Experiential Learning component of E&I Course

| **Component** | **Duration** |
| --- | --- |
| **Classroom/ lecture session:**   * *Suggested range:* ***6 – 9 contact hours*** | \_\_\_\_\_\_\_\_\_\_\_ contact hours |
| **Out-of-classroom concrete experience:**   * *Suggested range:* ***11 – 14 contact hours***   *(****17 – 21 experiential hours****)* | \_\_\_\_\_\_\_\_\_\_\_ contact hours  *(Experiential hours arranged by:*   * *CEIE:* ***\_\_\_\_\_\_\_*** * *Faculty-based course: \_\_\_\_\_\_\_)* |
| **Reflection and group sharing session(s):**   * *Suggested range:* ***3 – 6 contact hours*** | \_\_\_\_\_\_\_\_\_\_\_ contact hours |
| **Total hours:** | **26 contact hours** |

***Remarks:*** *The course should also include 13 contact hours for National Security Education (1 cp).*

**Modalities of experience** (please 🗹 at least 2 modalities and/ or fill in the blanks)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Tour/ site visit |  | Create infographics |
|  | Interview/ work with, or get to  know practitioners/ stakeholders |  | Prepare a funding bid |
|  | Play games/ gamification |  | Run a small trial business |
|  | Watch films |  | Internship |
|  | Actual performance |  | Clinical practice |
|  | Online interactions with relevant parties |  | Exchange programme |
|  | Case study research |  | Others (Please specify):\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Assessment** (please 🗹 as appropriate and fill in the blanks)

| **Types of Assessment** | **Weighting** |
| --- | --- |
| **Proposal (Group or individual)**   *(Suggested weighting:* ***20-30%****)* | \_\_\_\_\_\_\_\_\_\_\_\_\_ % |
| **Experience**   *(Suggested weighting:* ***40-50%****)* | \_\_\_\_\_\_\_\_\_\_\_\_\_ % |
| **Reflection**   *(Suggested weighting:* ***30-40%****)* | \_\_\_\_\_\_\_\_\_\_\_\_\_ % |
| **Others** (Optional)  e.g. Attendance, attitude, participation  *(Suggested weighting:* ***Up to 10%****)* | \_\_\_\_\_\_\_\_\_\_\_\_\_ % |

***Remarks:***

1. *EL at EdUHK can start from any one of the above 3 major stages of “proposal”, “experience” and “reflection”.*
2. *Experiences which students gain from the 1-cp CEIE entrepreneurial activities will need to be incorporated into the course assessment of the 2-cp Experiential Learning component of E&I courses, forming part of the “experience” and/or “reflection”.*

**Matrix**

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

(please 🗹 as appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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。

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.

(please 🗹 as appropriate)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 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** |  |  |  |  |  |

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

**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

**PLEASE FORWARD THE COMPLETED PARAMETERS (WITH COURSE OUTLINE) TO FACULTY/ D(S) OR DELEGATE VIA DGE (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](mailto:ge@eduhk.hk).

**Prepared by:**

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

**Endorsed:**

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