

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Be a docent for a Cultural Trail 導賞文化徑
Course Code	: CSL2056/GEM2048
Department	: Education Policy and Leadership
Credit Points	: 3
Contact Hours	: 18 contact hours plus 32 service hours
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI
Course Level	: 2

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 Undergraduate, Taught Postgraduate 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

Cultural trails offer the users a unique experience of local cultures in a hands-on and authentic manner. With reference to the idea of Community-Based Tourism (CBT), students will explore the concepts of cultural trails and their establishment in the community with a link to the environment, conservation, development, sustainability, empowerment, and self-reliance. This helps students to construct cultural awareness and identities. The course will offer the students an opportunity to act as a docent to guide a tour of a unique cultural trail. With the guidance from the partner agency, the students have to take the users to experience the cultural trail and guide them to discover and connect with the local culture of a place, such as heritage, history, arts, entertainment, and everyday life. By reflecting on the service-learning experiences, the students will reflect on 1) the personal value changes such as awareness of the preservation of the local culture and 2) the societal benefit of cultural trails such as better understanding and respect of the local culture.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Explore the concepts of cultural trails at the global and local levels;
- CILO₂ Develop and apply the skills of a docent to lead a tour of a cultural trail;
- CILO₃ Apply CBT to examine the value and benefit of cultural trails to the society and the local culture; and
- CILO₄ Reflect on the changes of personal value on the awareness and respect of the local culture.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>Conceptual understanding Concepts of culture, cultural tourism, and cultural trails and community-based tourism (CBT) at the global and local levels. Exploring the significance and impact of cultural trails from different perspectives, such as political, economic, social, cultural and historical.</p>	CILOs _{1, 3, 4}	Lecture, workshop, group and class discussion, video sharing, case study, site-visit (12 contact hours)
<p>Being a good docent Knowledge and skills to be a good docent for cultural trail tours, for example,</p> <ul style="list-style-type: none"> - Understand the elements and uniqueness of the cultural trail - Skills of being a story-teller, and a docent of a cultural trail - Health and safety check - Risk assessment for law compliance 	CILOs _{2, 3, 4}	
Training and pilot tour	CILO ₂	Out-of-classroom

- Provided by the partner agency solely or with EdUHK, e.g. Heritage of Mei Ho House (HMHH) Museum, Youth Hostels Association (YHA)		activities: Training (about 7 hours, including assessment)
Service - Leading a cultural trail tour as a recognised docent of the service-providing agency. (Students are highly recommended to reserve an hour before and after scheduled class time for possible travelling time.)	<i>CILOs_{1, 2}</i>	Service-learning: 25 hours.
Reflection Reflecting on personal value changes such as awareness of the preservation of local culture, and the societal benefit of cultural trails such as nurturing better understanding and respect of the local culture.	<i>CILOs_{3, 4}</i>	Group or individual presentation, debriefing, discussion (6 contact hours), individual reflective paper

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Attendance and participation. Students are expected to attend punctually and to participate actively in the class activities.	10	<i>CILOs_{1, 2}</i>
(b) Service. Students have to attend the training and the test set by the partner agency about guiding a tour as a docent so as to develop the expectations of the service learning (i.e. service proposal) in the course. Students will offer 25 hours of service to the agency. If the student fails this part, he/she will fail the course.	40	<i>CILOs_{1, 2}</i>
(c) Group or individual presentation. Based on the service-learning experiences, students reflect on the value and benefit of cultural trails to society, against the expectations of the service learning.	20	<i>CILOs_{2, 3}</i>
(d) Individual reflection paper. Students' analyze the service-learning experiences and reflect on either (i) the value and benefit of cultural trails to society; and/or (ii) the impact of the service-	30	<i>CILOs_{2, 4}</i>

<p>learning experiences on personal attitudes (e.g. social interactions) and value changes (e.g. awareness of the need for cultural preservation and the societal benefit of cultural trails, and respect for the local culture.) (Word limit:1,920 words in Chinese).</p>		
--	--	--

5. Required Text(s)

Nil

6. Recommended Readings

Ahebwa, W. M., Aporu, J. P., & Nyakaana, J. B. (2016). Bridging community livelihoods and cultural conservation through tourism: Case study of Kabaka heritage trail in Uganda. *Tourism and Hospitality Research*, 16(2), 103-115.

Briliyanti, A. (2021). *Community-based tourism development and its effects on the local community: The case of Penglipuran Village, Indonesia* [Doctoral dissertation]. Michigan State University.

Giampiccoli, A., & Saayman, M. (2016). Community-based tourism: From a local to a global push. *Acta Commercii*, 16(1), 1-10. <https://doi.org/10.4102/ac.v16i1.372>

Jones, B. (2016). *Community-based tourism: An exploratory study of Barbados* [Doctoral dissertation]. Walden University.

Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson Education, Inc.

Labour Department, HKSAR. (2019). *Five steps to risk assessment*.

Pinel, D. P. (1998). *A community-based tourism planning process model: Kyuquot Sound area, BC* [Doctoral dissertation]. University of Guelph.

Pope, C. (2007). *Navigating health and safety law: Ensuring compliance and minimising risk: A specially commissioned report*. Thorogood Publishing.

Quintana, V. M. (2020). Eco-cultural tourism: Sustainable development and promotion of natural and cultural heritage. In *Tourism*. IntechOpen. <https://doi.org/10.5772/intechopen.93897> Retrieved from: <https://www.intechopen.com/chapters/73374>

Slinger-Friedman, V. (2009). Ecotourism in Dominica: Studying the potential for economic development, environmental protection and cultural conservation. *Island Studies Journal*, 4(1), 3-24.

Tubey, W. C., Kyalo, D. N., & Mulwa, A. (2019). Socio-cultural conservation strategies and sustainability of community-based tourism projects in Kenya: A case of Maasai Mara conservancies. *Journal of Sustainable Development*, 12(6), 90-102.
<https://doi.org/10.5539/jsd.v12n6p90>

Wade, R. C. (1997). *Community service-learning: A guide to including service in the public school curriculum* (SUNY series, democracy and education). State University of New York Press.

葉蔭榮(首席調查員)、馮智政(研究員)、朱勉(研究助理) (2019) :《「體驗式學習」活動成效研究：第一階段報告》，香港，香港政策研究所教育政策研究中心。

7. Related Web Resources

Antiquities and Monuments Office. (2022). *Heritage trails*.

<https://www.amo.gov.hk/en/heritage-trails/index.html>

Brown, J., & Hay-Edie, T. (2014). *Engaging local communities in stewardship of world heritage-- A methodology based on the COMPACT experience*. UNESCO.

<https://whc.unesco.org/en/series/40/>

Center for Community-Engaged Learning. (2011). Community engagement scholars program: Direct, indirect, research, and advocacy engagement. Retrieved from:

http://ccel-app.umn.edu/cesp/programdetails/engagement_types.html

Conservancy Association Centre for Heritage (CACHe) 長春社文化古蹟資源中心:
<https://www.cache.org.hk/>

European Union. (2022). *Sustainable cultural tourism*. https://europa.eu/cultural-heritage/sites/eych/files/sustainable-cultural-tourism-recommendations_en5097.pdf?token=PsePI9T4

France-UNESCO Cooperation Agreement and CRATerre-ENSAG. (2006). *Cultural heritage and local development: A guide for African local governments*. World Heritage Centre, UNESCO. <https://whc.unesco.org/en/activities/25/>

Heritage of Mei Ho House. (2022). The gentrification of Tai Nam Street?! Exclusion or integration of new and old? *Post*, 41(13). 美荷樓生活館「大南街士紳化?!新與舊是排斥，或是融合?」《四十一報》13期: https://www.yha.org.hk/wp-content/uploads/post41/HMHH_Post-41_13.pdf

Hong Kong Tourism Board. (2022). *Hong Kong living culture experience* (香港旅遊發展局: 香港生活文化行).

https://partnet.hktb.com/en/trade_support/tour_planning/explore_hong_kong_tours/hong_kong_living_culture_experience/index.html

Kai Fong Tour 街坊帶路: <https://www.kaufongtour.com/>

Managing Cultural World Heritage (16/11/2013) UNESCO/ World Heritage Centre:
<https://whc.unesco.org/document/125839>

PMQ. (2022). *Heritage interpretation guided tour* (遊走元創方).
<https://www.pmq.org.hk/heritage/guided-tour/?lang=en>

Smith, B. (2020). *Guidelines for sustainable cultural tourism*. <https://www.ovpm.org/wp-content/uploads/2020/07/tourismguidelines2020.pdf>

The South China Research Center (SCRC). (2011). *Research on intangible cultural*

heritage in Hong Kong (華南研究中心. 香港非物質文化遺產普查).
<http://hkheritage.ust.hk/>

UNESCO/World Heritage Centre. (2021). *Operational guidelines for the implementation of the World Heritage Convention*. World Heritage Centre, UNESCO.

<https://whc.unesco.org/en/guidelines/>

深水埗仕紳化? —從大南街 Zoom out. <https://coredassp.wordpress.com/>

廖可兒「文藝空間與仕紳化——以上環及深水埗的文藝空間為例反思文化與空間」

https://www.ln.edu.hk/mcsln/archive/feature_03.shtml

8. Related Journals

International Journal of Experiential Learning & Case Studies

Journal of Cultural Heritage

Journal of Cultural Heritage Management and Sustainable Development

Journal of Experiential Education

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students*

(<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarise themselves with the Policy.

10. Others

Nil

Drafted by YK Chong. As at 19 March 2022