

# Non-credit-bearing Programme Design in General Education

## Curriculum Design and Experience Sharing on CIHE launching of Integrated Seminar and Community Involvement

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# Outline of Presentation

- 1. Review
- 2. Questions raised in the review
- 3. Curriculum Design and Experience of CIHE
- 4. Responses to the Questions addressed
- 5. Future Directions of Non-credit-bearing General Education (in CIHE)

# A Brief Review

- Comparison between credit-bearing and non-crediting-bearing GE
  - Aims: whole-person education; independent thinking and judgment; appreciation of cultural diversity
  - Contents / Activities:
    - Credit-bearing: courses comprised of different areas, e.g. cultural studies, self-development, society, languages, etc.
    - Non-crediting-bearing: assemblies, talks, seminars, forums, field trips, performances, overseas learning tours, and various types of co-curricular activities

# A Brief Review

- Comparison between credit-bearing and non-crediting-bearing GE
  - Intended Learning Outcomes:
    - Credit-bearing: course specified
    - Non-crediting-bearing: no clear distinct learning outcomes.
  - Assessments:
    - Credit-bearing: formal assessment tools, e.g. exam, test, project, presentation, reflection essay/paper, etc.
    - Non-crediting-bearing: No, or little assessments.

# Questions Raised in the Review

- (1) What is the value of non-credit-bearing general education by compared with credit-bearing GE?
- (2) What is the specific intended learning outcomes of non-credit-bearing general education?
- (3) How can the outcomes be assessed under the context of non-credit-bearing delivery?
- (4) What is the future development of non-credit-bearing GE?

# History and Rationale of CIHE non-credit bearing GE courses

- September 2011:
- Bachelor of Business Administration (Honours)
- Integrated Seminar and Community Involvement
  - As the distinct feature of CIHE's whole-person education;
  - As value education - promoting Catholic ethos

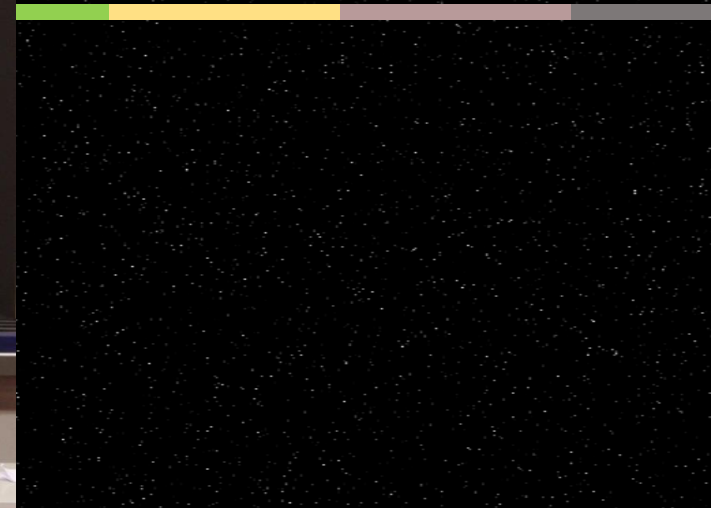
# Structure of Integrated Seminar and Community Involvement

- ISCI is comprised of two parts:
  - (A) Integrated Seminar (attendance)
    - 2012: about 6 seminars without structure
    - 2017: about 22 seminars with structured main themes
  - (B) Community Involvement (community services)
    - 2012: about 10 groups of students joining the voluntary services (mainly provided by Caritas-HK)
    - 2017: about 90 groups of students joining variety of voluntary services provided by different NGOs

# Learning Outcomes of Integrated Seminar and Community Involvement

- By the end of the course, students should be able to:
  - value **the spirit of caring for and serving others** as revealed by the social teachings of the Catholic Church;
  - demonstrate **the spirit of caring for and serving others** when participating in community activities and projects; and
  - Practice **the spirit of caring for and serving others** in their everyday life.





方濟會伍維烈修士  
就「聖誕節的意義」、「方濟馴狼記」和  
「神聖空間」三個主題，說明天主教的精神  
和價值  
Brother William Ng (Franciscan House)  
reflected on some core Catholic values  
affecting today's society: "Meaning of  
Christmas", " Francis and the Wolf of  
Gubbio" and " Sacred Space"





歐陽偉豪教授  
分享政治語言中的是與非  
Ben Sir  
Sharing his ideas on the truth and  
falsehood in political language.





明愛賣物會  
Caritas Bazaar



託管兒童舉辦聖誕派對  
Christmas party for children in  
services of after school care



Visit singleton elderly  
「樂善之友」樂在耆中送暖行動



Visit hostels for the elderly  
探訪老人宿舍



Teach children Self-care Capability  
through playing games  
解難智多星

# Value of Non-credit-bearing GE

- **Is Non-credit bearing = non-academic?**
- **Serve different learning experiences:**
  - **Credit-bearing GE**
    - (1) Liberate and broaden the mind by connecting and integrating knowledge from different areas
    - (2) (Course) Content-specified
  - **Non-credit-bearing GE**
    - (1) First-hand knowledge and experiences, especially in the community services
    - (2) Activity-orientated, i.e. more flexible and purpose-diversified

# Intended Learning Outcomes of Non-credit-bearing GE

- Integration of ethos of Institute/College with the universal humanistic values
- The learning outcomes reflect the outcomes of value education.
- Catholic Ethos:
  - **Caring** for and **Serving** others
- By the actions of value, demonstrate, practice

# Assessments of Non-credit-bearing GE

- Two questions:
  - (1) Whether there are any assessment tools for non-crediting-bearing GE?
  - Answer: Sure!
  - (2) How can we assess the learning outcomes of NCB GE effectively?
  - Answer: Depend on the criteria and accuracy we set.
  - CIHE: Life-learning goal; Social relevant



# Future Directions of Non-credit-bearing GE

- Affective Educational Goals are important and can be effectively promoted by non-credit bearing GE courses.
- Non-credit-bearing GE acts as a form of life education.
- Non-credit-bearing GE is incorporated with Institute/College life including value cultivation, job preparation (working experiences), social services and life-long planning.

THANK  
YOU

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