

Development of General Education at The Education University of Hong Kong:

Structures

Features

Challenges



(I) Aims/ Objectives

General Education Learning Outcomes (GELOs)

Knowledge	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;
Application	Apply a broad range of attitudes and skills, including those relating to different kinds of thinking and communication, in dealing with academic and practical issues;
Judgements	Make good judgements and decisions, based on values and standards which are sensible and reasonable;
Expression	Express their own ideas clearly and confidently; and show “where they stand” with respect to the ideas they have learned in different subject areas;
Awareness	Show that they are aware of local, regional and global issues, and construct informed and thoughtful responses to these issues.

(II) Structure

(i) Overall structure


General Education Study Pattern



GENERAL EDUCATION
Foundation
Course

 3 cps

Year 1 (Sem 2)


 Taken in the Semester 2
of the first year of study



GENERAL EDUCATION
Breadth
Courses

 4 x 3 cps

From Year 1 (Sem 2)
or Year 2 to 3


 Taken after completion
of GE Foundation
Course/ concurrently
with the GE Foundation
Course in Semester 2
(Year 1)



GENERAL EDUCATION
Consolidation
Course

 3 cps

Year 3 or
Year 4

 Taken after completion
of all GE Breadth
courses/ concurrently
with the fourth (i.e. last)
GE Breadth Course

Total: 18 cps

Graduate

(ii) General Education Foundation Course (GEFC)

One-semester course
3 cps

Pre-registration by GEO

Lectures
2 hours
x 11 weeks

Tutorials
2 hours
x 11 weeks

Assessments
eJournals
Essay
Group Presentation
ePortfolio
Tutorial Participation

GENERAL EDUCATION
Foundation Course

GEFC Lecture Topics in 2016/17

- Confucianism and its relevancy to contemporary age
- Social enterprises
- Hong Kong Governance before and after 1997
- Globalization and Soccer
- Basic Law and One Country Two Systems



GEFC Lecture Topics in 2016/17 (Con't)

- Youth and Crime
- Poverty and Social Policy
- Science and Evolution
- Environmental Issues: Myth and Truth
- Issues of Morality and Ethics



iii) General Education Breadth Courses (GEBCs)

***Students take one course from each of the 4 compulsory stands.**

4 courses
12 cps

Strand 1
Persons,
Interpretations,
Perspectives
3 cps

Strand 2
Community,
Society, Culture
3 cps

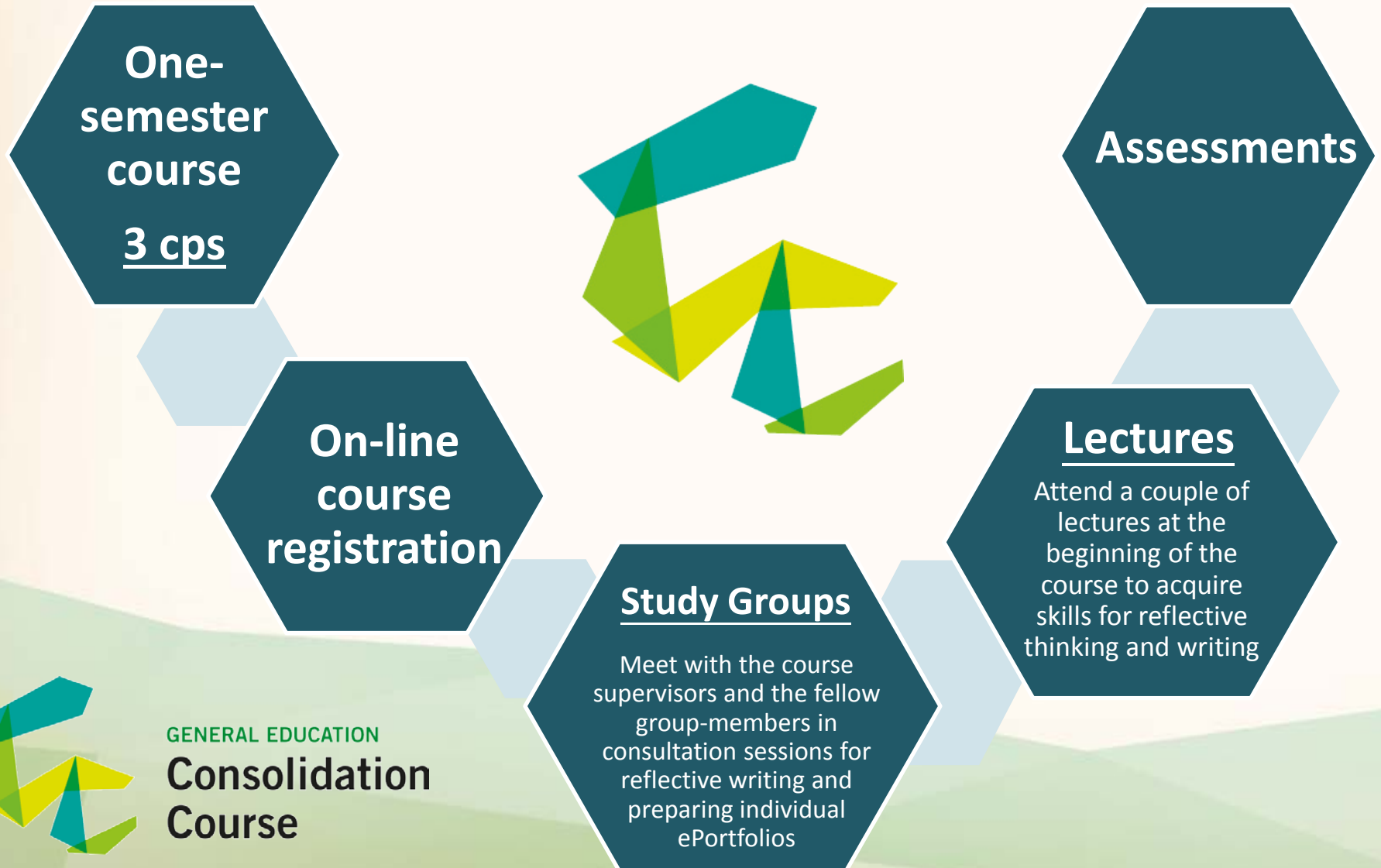
Strand 3
Nature, Science,
Technology
3 cps

Strand 4
Positive and
Values
Education
3 cps



GENERAL EDUCATION
**Breadth
Courses**

iv) General Education Consolidation Course (GECC)



GECC Assessment tasks

Two Reflective Entries

- To complete reflective entries based on class meetings, sharing sessions and discussions.

Individual Presentation

- To present the progress towards the ePortfolio construction to peers.

ePortfolio

- To submit annotated ePortfolios at the end of the course.



(III) Features

1) Intellectual progression



- Induction and foundation



- Broadening
(4 strands with more than 160 electives)



- Consolidation (of learning experiences)

2) Mixed mode in GEFC:

2 hrs lectures by external and internal speakers
+ 2 hrs tutorials by tutors from EdUHK

3) More students' choices:

GEBCs: more than 160 electives
GECCs: around 16 electives

(III) Features (Con't)

4) E-portfolio is an e-platform for students to:

- **collect artifacts/ evidence of their learning experiences** from a wide variety of sources (e.g. GE, Major, Minor, Electives, Exchange Programme, Internship/ Field Experience and other non-formal learning experiences);
- **critically reflect on their learning experiences;**
- **consolidate and internalize the knowledge and skills** acquired in the learning activities;
- **engage in evidence-based, evidence-informed critical self-reflection;**
- **develop an integrated view of how and where they position themselves** in relation to their future goals, plans, and aspirations.

(III) Features (Con't)

5) **Compulsory attendance : 80%**

6) GE courses are mostly **multidisciplinary** and **interdisciplinary** and are therefore **complementary to their discipline-based studies** (e.g. History, Geography, Chinese Literature).

(IV) Credit transfer

i) Credit Transfer of individual courses on a case-by-case basis

- Credit transfer may be granted for courses **completed successfully at the University previously** or **another accredited tertiary institution**.

ii) Block Credit Transfer for Outbound Exchange Programme

- **Maximum 6 cps of GE Breadth Courses**
- Course-to-course matching is not required
- **Free to choose from any strand** of the GE Breadth Courses*
- NOT applicable to pure language/ language proficiency courses (exceptions: linked with subject contexts e.g. Culture)

**Specific requirement(s) may be set for certain programmes, students have to refer to their programme handbooks for details.*

(IV) Credit transfer (Con't)

iii) Block Credit Transfer for Senior Year Entry students*

- They are normally eligible for credit transfer of **2 GE Breadth Courses (6cps)**;
- For those who are offered **direct entry to Year 3**, they are usually eligible for credit transfer up to 60cps, including **GE Foundation Course (3cps)**, **2 GE Breadth Courses (6cps)** and **GE Consolidation Course (3cps)**;

**Specific arrangement(s) may be set for certain programmes, students have to refer to their programme structures for details.*

(V) Challenges

- 1) GE Office **does not have its own teaching staff**, there is no sense of departmental identity/ affiliation;
- 2) As teaching staffs are deployed by departments, GEO finds it **difficult to monitor the quality of teaching and learning**. It only **relies on** the information from **individual staff's Student Evaluation of Teaching** to upkeep quality enhancement in collaboration with department heads;
- 3) Students are **allowed to** perform **“add-drop” in the first two weeks** after the commencement of the courses, this **causes** much **administrative load**;

(V) Challenges (Con't)

4) Students are wont to share experiences with the seniors and prefer to take courses that sound interesting and are less demanding in terms of academic work;

5) **Students in general do not have much identity** with GE courses as they are neither majors nor minors;

6) Since **too many electives for GEBCs** are offered, there are bound to be courses that cannot be offered due to **under-enrollment** (less than 20 students);

(V) Challenges (Con't)

7) GE Office has to monitor closely the courses that cannot be offered for many years and to advise the departments concerned to remove the unoffered courses and propose new ones;

8) For the construction of E-portfolios, many students who are not active in engaging themselves in a wider variety of learning experiences would find it difficult to collect sufficient artifacts and evidence on which the reflective E-portfolios are based;

9) Quite often, it is difficult to maintain consistency and fairness across groups in assessments, thus, causing students' negative feedback. Rubrics for assessments are therefore needed.

(V) Challenges (Con't)

In future, GEO has to undertake the tasks of:

- 1) streamlining the structures;**
- 2) revamping some courses that look over-lapping;**
- 3) strengthening students' reflective E-portfolios in line with the GELOs;**
- 4) exploring the possibility of incorporating GE with Co-curricular and Service Learning (which is now being implemented by departments and Student Affairs Office).**

**Further
information**

Website

<http://www.eduhk.hk/geo>

**General
enquiry**



General Education Office

通識教育事務處

**Visit our
office**

B2-G/F-02A,
Tai Po
Campus

Email

ge@eduhk.hk

Hotline

2948 8799

Thank you!