

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: All undergraduate programmes under FHM
Programme QF Level	: 5
Course Title	: Cross-faculty Core Course (Component II: Visits in Greater Bay Area) 跨學院核心科目 (第二部分:大灣區考察)
Course Code	: CFB3027
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 1
Contact Hours	: 13
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI / PMI
Course Level	: 3

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"):

- 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

This course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/department(s)/unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/orientation/tutorials and post-visit debriefing will be organised to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/orientation/tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course. (*For details of the scheduled sessions, please refer to "Supplementary Information" of specific GBA visit.*)

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate understanding and reflection of various aspects of the development in the Greater Bay Area (GBA); and
- CILO₂ Apply skills and demonstrate intercultural competencies in cross-cultural contexts to supplement what they have learnt in the classroom.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">• Pre-visit briefing/orientation/tutorials To equip students with a range of knowledge and skills to engage in meaningful GBA visit. Topics include, for example:<ul style="list-style-type: none">➤ Briefing/orientation on the overall arrangements➤ Development in GBA, such as the social and cultural context, economic development, education context and development➤ Safety and contingency measures (for example, unique health risks from the visit, required insurance, liabilities, for pre-departure and any	<i>CILO_{1,2}</i>	<ul style="list-style-type: none">• Tutorials/Talks/Workshops• Guidance and feedback

<p>additional acculturation issues germane to the destination in GBA)</p> <ul style="list-style-type: none"> ➤ Legal concerns in GBA ➤ Putonghua language enhancement 		
<ul style="list-style-type: none"> • GBA visit Students to participate in visits that arranged and coordinated by respective faculty/departments on different themes of GBA development that relate to their field of study. Themes include, for example: <ul style="list-style-type: none"> ➤ History and culture ➤ Science and innovation ➤ Economic development ➤ Arts and creative industries ➤ Youth innovation and entrepreneurship ➤ Education and training 	<i>CILO_{1,2}</i>	<ul style="list-style-type: none"> • Visit(s) to institutes/organisations/sites • Interview with stakeholders • Tutorials/Talks/Workshops • Play games/gamification • Group and panel discussions/forum • Individual tasks/presentation • Case study/analysis
<ul style="list-style-type: none"> • Post-visit debriefing To enhance students' consolidation and self-reflection of learning experiences that gained from the GBA visit. Topics include, for example: <ul style="list-style-type: none"> ➤ Debriefing on the overall arrangements ➤ Development in GBA, such as the social and cultural context, economic development, education context and development 	<i>CILO_{1,2}</i>	<ul style="list-style-type: none"> • Tutorials/Talks/Workshops • Group and individual tasks • Guidance and feedback

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Participation of all scheduled briefing/orientation/tutorials, debriefing and visit sessions.	100% (Pass or Fail)*	<i>CILO_{1,2}</i>
(b) An individual written reflection paper (of around 500 English or 800 Chinese words) that documents the consolidation and self-reflection of learning experiences that gained from the GBA visit.		

* Students have to pass both assessment tasks in order to get an overall pass grade for this course component.

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

(Please also refer to “Supplementary Information” of specific GBA visit)

7. Recommended Readings

(Please also refer to “Supplementary Information” of specific GBA visit)

Brockbank, A., & McGill, I. (2007). *Facilitating reflective learning in higher education* (2nd ed.). Maidenhead: Society for Research into Higher Education and Open University Press.

Chan, L. (2019). *The Greater Bay Area: An educational awakening*. HKTDC Research. <https://research.hktdc.com/en/article/MzE5ODIwNjIw>

Ernst & Young & The Association of Chartered Certified Accountants (2019). *Greater Bay Area – Navigating the road toward an international innovation and technology hub*. Ernst & Young, China & The Association of Chartered Certified Accountants. <https://www.bayarea.gov.hk/filemanager/en/share/pdf/ey-gba-navigating-the-road-toward-an-international-i-and-t-hub-en.pdf>

Ho, L. S. (2020). Greater Bay Area: A market-driven plan to enhance quality of life and development. *Asian Education and Development Studies*, 9(3), 287-295. <https://doi.org/10.1108/AEDS-11-2019-0175>

JLL Hong Kong (2020). *The Greater Bay Area: The path ahead: A fresh look at understanding the next mega-city region*. JLL Hong Kong. <https://www.jll.com.hk/en/trends-and-insights/research/gba-whitepaper-2020>

Liang, Y., Zhou, Z., & Li, X. (2019). Dynamic of regional planning and sustainable development in the Pearl River Delta, China. *Sustainability*, 11(21). <https://www.mdpi.com/2071-1050/11/21/6074/htm>

Tang, H.-H. H. (2022). The strategic role of world-class universities in regional innovation system: China's Greater Bay Area and Hong Kong's academic profession. *Asian Education and Development Studies*, 11(1), 7-22. <https://doi.org/10.1108/AEDS-10-2019-0163>

Tang, R., & Ellison, S. (2019). *Greater Bay Area: A 2030 outlook: Opportunities and challenges over the next decade*. Colliers International & RICS. <https://www.rics.org/globalassets/rics-website/media/news/news--opinion/asia-pacific/rics-hk-colliers-gba-report>

李子建 (2020) : 〈面向 2035 年的粵港澳大灣區教育及人才培養〉, 《河北師範大學學

報(教育科學版)》，第 22 卷，第 3 期，頁 1-6，中國石家莊市：河北師範大學。

林先揚、談華麗編著 (2020)：《粵港澳大灣區知識讀本》，開明出版社。

香港青年協會 青年研究中心 (2020)：〈「粵港澳大灣區」為青年帶來的機遇〉，《青年研究學報》，第 21 卷，第 2 期。
<https://yrc.hkfyg.org.hk/2020/01/06/%E9%9D%92%E5%B9%B4%E7%A0%94%E7%A9%B6%E5%AD%B8%E5%A0%B1%EF%BC%9A%E3%80%8C%E7%B2%B5%E6%B8%AF%E6%BE%B3%E5%A4%A7%E7%81%A3%E5%8D%80%E3%80%8D%E7%82%BA%E9%9D%92%E5%B9%B4%E5%B8%B6%E4%BE%86%E7%9A%84%E6%A9%9F/>

香港青年協會 青年研究中心 (2022)：〈「香港青年在大灣區就業競爭力」研究報告〉，香港青年協會，青年研究中心。
<https://hkfyg.org.hk/wp-content/uploads/2022/05/GBA-Full-Report.pdf>

香港特別行政區政府 (2021)：《香港在國家十四五規劃綱要中的角色》，香港特別行政區政府。
<https://www.brandhk.gov.hk/docs/default-source/factsheets/hong-kong-themes/2021-10-05/hong-kongs-role-in-the-national-14th-five-year-plan-c.pdf>

團結香港基金 政策研究院 (2016)：《迎接時代變遷：與內地經濟並進》，團結香港基金。
https://www.ourhkfoundation.org.hk/sites/default/files/media/pdf/ChinaHK_Report_Chinese_28.10.16.pdf

8. Related Web Resources

(Please also refer to “Supplementary Information” of specific GBA visit)

McKinsey & Company “Perspectives on China blog”
<https://www.mckinsey.com/cn/our-insights/perspectives-on-china-blog>

一圖了解粵港澳大灣區文化和旅遊發展規劃
https://zwgk.mct.gov.cn/zfxxgkml/zcfg/zcjd/202012/t20201231_920436.html

大灣區共同家園青年公益基金
<https://www.gbayouth.org.hk/tc>

大灣區香港中心
<https://www.bayareacentre.org.hk/>

中國文化研究院
<https://chiculture.org.hk/>

政制及內地事務局 粵港澳大灣區建
<https://www.bayarea.gov.hk/tc/home/index.html>

當代中國
<https://www.ourchinastory.com/zh/home>

勵進教育中心〈趣看家國〉
<https://endeavour.org.hk/china-nowadays/country>

9. Related Journals

(Please also refer to “Supplementary Information” of specific GBA visit)

10. 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.

11. Others

The Cross-faculty Core Course - Component II: Visits in Greater Bay Area aims to provide students with the best learning experience. In liaising with our partnership organisations, the content of the course and the manner in which the course is taught may be subject to change at the sole discretion of the University.

18 August 2025

THE EDUCATION UNIVERSITY OF HONG KONG

Cross-Faculty Core Course: Component II – Visits in Greater Bay Area: Supplementary Information

Key Aspects	Details
1. Name of the Visit	大灣區城市古蹟訪問與歷史探索—佛山兩天考察團
2. Description of the Visit	大灣區與香港淵源甚深，佛山更是嶺南文化的核心，蘊藏著豐富多樣的歷史及藝術內涵。本課程透過一系列活動，讓同學以「走出課室」、「走進歷史場景」的方式認識佛山的歷史發展和文化意義，窺探佛山古蹟的古今傳承及變遷。同學親身遊覽佛山古代及近現代的重要景點，考察該地的歷史文化，主題包括海上貿易、信仰文化等，讓學生從多角度認識大灣區的概況。此外，同學亦會與佛山學術機構人員進行歷史文化討論。最後，同學作出小組匯報及反思，鞏固所學。透過以上學習，除了能加深同學對大灣區歷史的認識及了解，同學亦能透過親身考察和感受，代入歷史情景，想像及了解史事的因由，在學習過程中思考大灣區古蹟和歷史的價值及意義。
3. Medium of Instruction	CMI & PMI
4. Specific Learning Outcomes of the Course (if any)	
5. Major Activities during the Visit	<p>(please <input checked="" type="checkbox"/> as appropriate)</p> <p><input checked="" type="checkbox"/> Visit(s) to institutes/ organisations/ sites</p> <p><input type="checkbox"/> Interview with stakeholders</p> <p><input checked="" type="checkbox"/> Tutorials/ Talks/ Workshops</p> <p><input type="checkbox"/> Play games/ gamification</p> <p><input type="checkbox"/> Group and panel discussions/ forum</p> <p><input type="checkbox"/> Individual tasks/ presentation</p> <p><input type="checkbox"/> Case study/ analysis</p> <p><input checked="" type="checkbox"/> Others (please specify): 與佛山學術機構人員進行討論</p>
6. Course Component	(please <input checked="" type="checkbox"/> as appropriate and fill in the blanks)
	Tutorials (<i>Suggested duration: at least 6 hours</i>) Tutorials may include briefing, introduction, pre-departure orientation and post-visit debriefing.
	a) Pre-visit briefing/ orientation / tutorials <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px;"> <div style="display: flex; justify-content: space-between;"> Pre-visit briefing/ orientation / tutorials _____ hour(s) </div> <div style="margin-top: 5px;"> <input checked="" type="checkbox"/> Briefing/orientation on the overall arrangements <input checked="" type="checkbox"/> Development in GBA, such as the social and cultural context, economic development, education context and development <input checked="" type="checkbox"/> Safety and contingency measures (for example, unique health risks from the visit, required insurance, liabilities, for </div> </div> </div> </div>

Key Aspects	Details	
		pre-departure and any additional acculturation issues germane to the destination in GBA) <input checked="" type="checkbox"/> Legal concerns in GBA <input type="checkbox"/> Putonghua language enhancement <input type="checkbox"/> Specific topic for exploration (please specify): _____ _____
	b) Post-visit debriefing	___3___ hour(s) <input checked="" type="checkbox"/> Debriefing for enhancing students' reflection and consolidation of learning after the visit. <input checked="" type="checkbox"/> Other learning activities (please specify: 預備口頭報告)
	Greater Bay Area Visit (<i>Suggested duration: with a minimum of 6 hours of active experience</i>)	
	a. Duration and Schedule	Duration: <input type="checkbox"/> 1-day trip <input checked="" type="checkbox"/> 2-day 1-night trip Schedule: to be offered in <input type="checkbox"/> Semester 1 <input checked="" type="checkbox"/> Semester 2
	b. Visiting City	佛山
	c. Theme	<input checked="" type="checkbox"/> History and Culture <input type="checkbox"/> Science and Innovation <input type="checkbox"/> Economic Development <input type="checkbox"/> Arts and Creative Industries <input type="checkbox"/> Youth Innovation and Entrepreneurship <input type="checkbox"/> Education and Training <input type="checkbox"/> Others (please specify): _____ _____
	d. Activities:	<p>兩日一夜的考察團擬由學聯國際文化交流中心或內地相關學術單位協助組織，帶領同學遊覽佛山古蹟，認識與古蹟相關的歷史事件，並與該地學術機構人員進行討論。考察景點包括六個古蹟，與該地的學術機構人員進行討論活動共一場。</p> <p>海上貿易方面，同學透過參觀三個與海上貿易相關的景點，了解中國行商發跡的歷史、海上絲綢之路的發展以及對外貿易的概況，例如透過佛山西樵海絲遺跡，了解明清時期的多元貿易生意，到訪三水舊海關大樓，了解清代對外開放通商的情況，參觀南風古灶，了解海上陶瓷貿易的出品等。</p>

Key Aspects	Details	
		<p>信仰文化方面，同學透過參觀三個與宗教相關的景點，了解中國宗教的發展，例如佛山祖廟具有典型的嶺南建築風格，始建於北宋；漢藏佛文化殿堂對漢藏文化融通和民族團結具促進作用；仁壽寺是佛教具代表性的建築，始建於清朝等。</p> <p>最後，同學會參觀佛山學術機構，如佛山嶺南文化研究所，並參與「從大灣區古蹟反思其歷史價值和意義」講座。同學與當地學術機構人員進行歷史文化討論，了解更多大灣區的古蹟及歷史事件和人物，反思古蹟對今人的歷史價值和意義。</p>
7. Required Text(s), if any	無	
8. Recommended Readings, if any	<p>王川（2002）：《南海神廟》，廣州，廣東人民出版社。</p> <p>光復書局（編輯）（1994）：《嶺南西漢文物寶庫：廣州南越王墓》，高雄，光復書局。</p> <p>佛山市祖廟博物館（編輯）（2017）：《嶺南聖城——佛山祖廟歷史文化陳列出版社》，佛山，科學出版社。</p> <p>吳家華（1993）：《論廣州與海上絲綢之路》，中山，中山大學出版社。</p> <p>李仲偉、林劍綸（2008）：《六榕寺》，廣州，廣東人民出版社。</p> <p>李昭醇、羅雨林（2002）：《「廣州秦代造船遺址」學術爭鳴集：廣州考古懸案》，北京，中國建築工業出版社。</p> <p>尚海明（2005）：《佛山祖廟》，北京，文物出版社。</p> <p>尚海明（2009）：《中樞與象徵：佛山神廟的歷史，藝術與社會》，北京，文物出版社。</p> <p>岳南（2013）：《嶺南王國：南越王墓搜尋之謎》，瀋陽，萬卷出版公司。</p> <p>南越王宮博物館籌建處、廣州市文物考古研究所（2008）：《南越宮苑遺址 1995，1997 年考古發掘報告》，北京，文物出版社。</p> <p>柏峰（2002）：《黃埔村與古黃埔港》，廣州，廣東人民出版社。</p> <p>香港教育局課程發展處個人、社會及人文教育組（2016）：《中國歷史科：實地考察資源套——從廣州古蹟出發》，香港，教育局。</p> <p>麥英豪（2012）：《南越文王墓》，北京，文物出版社。</p> <p>溫春來、黃國信（2017）：《歷史學田野實踐教學的理論、方法與案例》，桂林，廣西師範大學出版社。</p> <p>黃淼章、閔曉青（2011）：《南海神廟與波羅誕》，廣州，暨南大學出版社。</p> <p>廣州市文物考古研究所、廣州市番禺區文管會辦公室（編輯）（2006）：《番禺漢墓》，北京，科學出版社。</p> <p>廣州市文物管理委員會、中國社會科學院、考古研究所、廣東省博物館（編輯）（1991）：《西漢南越王墓》，北京，文物出版社。</p> <p>廣州市建設委員會（編輯）（2002）：《廣州市歷史文化名勝》，廣州，花城出版社。</p>	

Key Aspects	Details
	<p>廣東省文物考古研究所、廣州市文物考古研究所、深圳博物館（編（2004）：《華南考古》，北京，文物出版社。</p> <p>潘安（2010）：《商都往事：廣州城市歷史研究手記》，北京，中國建築工業出版社。</p> <p>謝日初撰文、招志賢等攝影（2016）：《佛山東華里》，北京，中國建築工業出版社）。</p> <p>譚新之（1976）：《兩廣名勝古蹟》，上海，上海書局。</p>
9. Related Web Resources, if any	無
10. Related Journals, if any	<p>《佛山年鑒》，佛山，廣東旅遊出版社。</p> <p>《改革與開放》，南京，南京工程諮詢中心。</p> <p>《廣州文博》，廣州，中國社會科學院。</p> <p>《嶺南文史》，廣州，廣東科技出版社。</p>