

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: All Full-time Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Learning Language and Culture through Chinese History Animation (非華語生學中文：以中史動畫為基礎)
Course Code	: GEM1047
Departments	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39 contact hours [Theory study & activities design: 9 contact hours; Service: 36 (counted as 24 contact hours); Reflection: 6 contact hours]
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI
Course Level	: 1

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

The Animated Chinese History for Curious Mind Project (funded by the Hong Kong Jockey Club) aims to enhance students' interest in learning about Chinese history and culture and to develop their moral character by presenting major figures in Chinese history. The series features historical figures from different eras and the teaching materials provide an opportunity for NCS students to learn both the Chinese language and Chinese culture. In addition, the materials develop positive values. The course prepares students to plan and create educational materials for non-Chinese speaking (NCS) students in schools, educational organizations, or social welfare organizations. Through this course, students will develop new methods and contexts to implement the materials. Students will also be involved in the ongoing development and refinement of the teaching materials. After the teaching implementation is completed, students will reflect upon their teaching experiences and the approaches that may be adopted to reinforce primary and secondary students' motivation and interest in these subjects.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of how NCS students learn Chinese language and culture in contemporary Hong Kong society
- CILO₂ Evaluate the existing teaching materials of Chinese history animation;
- CILO₃ Design and conduct learning activities of Chinese language and culture for NCS students at primary or secondary level based on the Chinese history animation;
- CILO₄ Reflect on the effectiveness of the learning activities of Chinese language and culture;
- CILO₅ Develop positive values towards learners from different cultural backgrounds.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduce how NCS students learn the Chinese language and culture in Hong Kong society and examine their particular needs and difficulties. (3 hours)	CILO _{1,5}	Readings, lecture, discussion/In-class activities
Examine the principles and rationale of the design of the animation and teaching materials. Evaluate how the teaching materials address the needs of NCS students, arouse their interest in learning and cater for their learning differences. (3 hours)	CILO ₂	Readings, lecture, discussion/ in-class activities
Design and demonstrate the learning	CILO _{3,5}	Lecture, discussion/ in-class

activities of Chinese language and culture for NCS students at primary or secondary level by using Chinese history animation as materials. (3 hours)		activities, role play
Students would be divided in groups and will provide practical service at schools, educational organizations or social welfare organizations. Students are required to conduct the learning activities of Chinese language and culture for NCS students. During the service, students have to adjust the original design according to the professional advice of the supervisor and the needs of NCS students. (24 hours) ¹	<i>CILO</i> _{3,5}	Practical service
Reflect on the course themes and the practical service experiences. Discuss how these experiences can help students to develop motivation and interest in learning language, culture, and history. (6 hours)	<i>CILO</i> _{4,5}	Lecture, discussion/ in-class activities

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Group proposal presentation: Write a proposal (no less than 1,000 words), for a learning activity of Chinese language and culture for NCS students by using the animation of Chinese history as material; present it in class; then optimize it based on the feedback given by peers and the instructor after their presentation.	15% (proposal) 5% (presentation)	<i>CILO</i> _{1, 2, 3}
(b) Practical service: Preparation for the practical activities; providing practical service at schools, educational organizations or social welfare organizations. *Individual assessment will be based on NCS students' responses, organization feedback and supervisors' observations.	50%	<i>CILO</i> _{2,3,5}
(c) Self-reflection: Submit an Individual Reflection with evidence (no less than 1,400 words),	30%	<i>CILO</i> _{3,4,5}

¹ According to the Handbook and Guidelines for Co-curricular and Service Learning Courses, every 1.5 hours out-of-classroom activities equals to 1 classroom contact hour.

including a summary of learning in this course, students' practical service experience and suggestions for improvement.		
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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)

Nil

7. Recommended Readings

謝錫金、祁永華、岑紹基（2012）：《非華語學生的中文學與教：課程、教材、教法與評估》，香港，香港大學出版社。

何志恆、馮志弘、李婉薇主編（2020）：《多媒體與中國語文及文化教學》，香港，學術專業圖書中心。

杜穎琴（2019）：《十個小孩的老師——與非華語學生的共融校園生活》，香港，新雅。

林偉業、張慧明、許守仁：（2013）《飛越困難，一起成功：教授非華語學生中文的良方》，香港，香港大學教育學院中文教育研究中心。

施仲謀、何志恆主編（2019）：《中國語文教學新探》，香港，商務印書局。

梁操雅、梁超然、區志堅主編（2020）：《多元視角：二十一世紀中華歷史文化教育（教育行為卷）》，台北，秀威資訊。

馮志弘、許國惠、施仲謀主編（2021）：《中國歷史文化教育及研究》，香港，中華書局）。

8. Related Web Resources

《中國語文課程補充指引（非華語學生）》提要

<https://www.edb.gov.hk/tc/student-parents/ncs-students/support-to-teacher/supplementary-guide-to-the-chinese-language-curriculum-for-ncs-students.html>

中國語文課程第二語言學習架構

<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/resource.html>

中華文化讀本

<https://ncsreading.com/>

非華語兒童教育服務

http://ed-services-ncsc.hkedcity.net/TL_Chin_lang.html

非華語學生自學資源

<https://www.edb.gov.hk/tc/curriculum-development/kla/chi-edu/second-lang/student.html>

香港大學教育學院中文教育研究

<https://www.cacler.hku.hk/hk/publication/books>

香港教育城

<https://www.edcity.hk/home/>

賽馬會與文同樂學習計劃

<https://chin.eduhk.mers.hk/>

「看動畫・學歷史」項目

<http://achist.mers.hk/chihistoryanime/>

9. Related Journals

《華文學刊》

《華語文教學研究》

《漢語學習》

《漢字漢文教育》

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

Nil

14 August 2025