

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: All undergraduate programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Culture and Contemporary Life
<b>Course Code</b>	: GEJ4026
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39 hours
<b>Pre-requisite(s)</b>	: For cohorts admitted 2018/19 and before: To be taken after satisfactory completion of all GE Breadth Courses required or concurrently with the last GE Breadth Course  For cohorts admitted 2019/20 and thereafter: To be taken after satisfactory completion of all GE Breadth Courses required
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 4

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**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 provides opportunities for students who have developed an interest in various aspects of culture (including traditional and modern cultures, different types of cultural practices, literary texts and media forms) in their university education and personal experiences to critically examine the role of culture in determining their values, aspirations and sense of self in contemporary life. Building upon previously-established academic foundation in the GE curriculum and other components (such as General Education Breadth Learning Strand – New Six Arts Courses (GELS – NSA)) in the undergraduate programmes, this course encourages students to reflect on culture and contemporary life with reference to their experiences within and beyond the classroom, enabling students to connect the past and present, and to relate their learning with the futures they envision.

Students are required to submit a UePortfolio based on their critical and personal reflections on their undergraduate learning in literary, media, or cultural studies. Suggested topics may include: literature appreciation and self-reflection, traditional values and modern society, popular culture and contemporary life, subcultures and identity discourses. Through course assignments and class activities, students will contemplate how studying culture can cultivate them into critically-minded individuals.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Communicate (orally and in writing) personally, reflectively and critically *about their undergraduate experiences* (including, but not restricted to, GE), utilizing the University structures of the Learning Framework drawing on Graduate Attributes, i.e. PEER & I, and GILOs, in particular Critical Thinking and Communication Skills, the GE Learning Outcomes (GELOs);
- CILO<sub>2</sub> Make, and reflect critically on, connections *between* what they have learned in their undergraduate studies *and specific aspects of their own lives and experiences beyond the classroom*;
- CILO<sub>3</sub> Articulate their own beliefs, values and goals in line with directions of developing into a person who can display professional excellence, think critically to make moral judgements, learn and engage in lifelong learning and live a worthwhile life.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Recapitulation of the PEER & I Learning Framework, GILOs, GELOs, and GE-CILOs	CILO <sub>2</sub>	Textual review and analysis and class sharing
Reflections on students' undergraduate studies (e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, and minors) and other learning experiences	CILO <sub>1, 2</sub>	Student presentation (short and informal), class sharing and discussion

(e.g. international exchanges, block practices or internships)		
Review of UePortfolio as a learning and professional development tool and students' relevant records	<i>CILO<sub>1, 2, 3</sub></i>	Case studies, IT workshops, and class discussion
Introduction of analytical and structured approaches to preparing UePortfolio	<i>CILO<sub>2</sub></i>	Reflective entry and class discussion
Identification of theme(s) or focus area(s) for UePortfolio based on students' reflections	<i>CILO<sub>1, 2, 3</sub></i>	Online and class discussion
Evaluation of students' reflections throughout the process of developing learning UePortfolio and displaying professional competencies	<i>CILO<sub>1, 2, 3</sub></i>	Individual presentation, peer feedback, and class sharing

#### 4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Write one reflective entry (450 words) on selected undergraduate experiences with the following two elements: a. Self-reflection on class sharing, discussions and after-class self-contemplation b. Critical feedback on peer study group sharing and discussions (Week 6)	15%	<i>CILO<sub>1, 2, 3</sub></i>
(b) Reflect on selected undergraduate experiences: a. Individual presentation of UePortfolio (Week 9-13) b. Individual UePortfolio that consists of (1) written reflections (1,350 words, 45%) organised around a coherent theme or a focus area consolidating undergraduate learning experiences and displaying professional competencies, accompanied with (2) a multi-media profile (3-minute video, animation, motion graphics, etc., 10%) effectively conveying the individual's career aspirations and the strategic planning undertaken to achieve those goals (Week 14)	85% (30%)  (55%)	<i>CILO<sub>1, 2, 3</sub></i>

#### 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. Constructing UePortfolio

### Theme or Focus Area of UePortfolio

Each student will identify a theme or a focus area which is related to their undergraduate learning experiences, e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, minors, international exchanges, and block practices or internships. The theme or focus area may directly be related to the GILOs of Critical Thinking and Communication Skills, and/ or some other relevant GILOs (e.g. Problem Solving, Ethical Decision Making or Global Perspectives); GELOs (e.g. knowledge and its application; making, critiquing and revising value judgements; effective thinking and communication; inquiring into social issues with local, regional or global implications); or focus on a forward-looking dimension (e.g. the idea and attitude of living a worthwhile life; preparation for lifelong learning; career or vocational aspirations). The theme or focus area selected will provide a broad framework for linking the CILOs to UePortfolio, and for accumulating, organising and displaying evidence of students' undergraduate learning experiences and professional competencies.

### Content of UePortfolio

The assignment, *which includes both a reflective account of their undergraduate learning experiences (including, but not necessarily restricted to, GE) and a projection of their future goals and ideals*, will constitute a dynamic and multi-dimensional record of student learning and achievement, allowing students to provide both objective evidence (artefacts, etc.) and their own personal interpretations of how they have developed (as learners, as thinkers, as socially caring citizens, etc.).

Students may choose how to structure their UePortfolios, provided they can fulfill the assessment requirements. Having selected a theme or a focus area, students may then draw on their own experiences and relevant materials in different courses to construct a single, unified discourse in their UePortfolios. Students may also produce several smaller pieces of learning experiences and artefacts that evidence the enhancement of GILO(s) such as Critical Thinking and Communication Skills and then tie them with an introduction that gives an overview articulating these GILOs with their learning activities and personal or professional development. Students are not expected to reflect on *every* course or component of their undergraduate programmes. However, whichever structure is adopted, a clear reference to the GILOs, **in particular Critical Thinking and Communication Skills**, and GELOs, forms the anchor of their UePortfolios.

A UePortfolio should contain the following elements (in line with the CILOs):

- A personal, reflective, critical and integrated account of the student's undergraduate experiences (e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, minors, international exchange, and block practice or internship);
- Clear reference in their reflections to GILOs (**Critical Thinking and Communication Skills in particular**) and GELOs;
- Clear connections between experiences and aspects of the student's life beyond the classroom;
- The application of student's beliefs, values and goals in projecting their own personal vision for developing into a person who can display professional excellence, think

critically to make moral judgements, learn and engage in lifelong learning and live a worthwhile life; and

- Reflections on peer feedback (e.g. review, evaluations, comments) during class meetings and UePortfolio presentation sessions (evidenced **by presentation videos inserted in their UePortfolios**), or reflections from learning with peers.

Students may use artefacts and other relevant items written in Chinese, provided that their reflective and narrative commentaries are in English.

### **Format of UePortfolio**

Students should construct and submit their UePortfolios through the designated online platform, which must include the link to students' LinkedIn profiles. Since the subject matter to be drawn upon in the course includes all elements of students' undergraduate studies, including GE, there are many types of activities which they can record, present and reflect on in their UePortfolios, and students may adopt a range of formats and presentation styles (including a traditional essay, a connected narrative, a sequence of linked commentaries, illustrations and/ or photographs, videos, annotated artefacts, or any combination of these). Whichever format is adopted, students should ensure that all the elements presented – including artefacts, descriptions of courses and other activities, personal and critical reflections on course work and life beyond the classroom, feedback from instructors and classmates, and descriptions of values and goals that constitute a worthwhile life – are woven together to form a coherent and well-structured whole.

### **Course Structure**

In order to focus students' attention on the CILOs and GILOs (**Critical Thinking and Communication Skills in particular**), and assist them in constructing their own pathways toward these outcomes, students are required to:

- Attend 5 two-hour class meetings at the beginning of the semester to apply skills for reflective thinking and writing as well as engage in interactive reflective sharing and discussion;
- Meet with their course supervisor and their fellow group-members (*as critical friends*) in consultation sessions\* for reflective writing and preparing their individual UePortfolios;
- Complete a reflective entry of self-reflection on class meetings, sharing, discussions and UePortfolio construction as well as critical feedback on peers' constructions and presentations of their UePortfolios, for the purpose of consolidating their own learning experiences through critical self-reflection and self-discovery; and
- Present fluently and accurately the major reflections included in their UePortfolios and submit their UePortfolios at the end of the course.

## **7. Required Text(s)**

Nil

## **8. Recommended Readings**

Al Idrus, S., Razak, R. A., & Mohsin, N. (2024). Design of E-Portfolio to Enhance Career Development for TVET Graduates. *International Journal of Computing and Digital System (Jāmi'at al-Baḥrayn. Markaz al-Nashr al-ʿIlmī)*, 15(1), 139–151.

<https://doi.org/10.12785/ijeds/150112>

- Blackley, S., Bennett, D., & Sheffield, R. (2017). Purpose-built, web-based professional portfolios : Reflective, developmental and showcase. *The Australian Journal of Teacher Education*, 42(5), 1–16. <https://doi.org/10.14221/ajte.2017v42n5.1>
- Brookfield, S. D. (1990). Using critical incidents to explore learners’ assumptions. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp.177-193). San Francisco: Jossey-Bass Publishers.
- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. CA: Jossey-Bass.
- Costa, A. L., Kallick, B. (2000). *Activating & engaging habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*. UK: Palgrave Macmillan.
- Ford, J. D., & Crawford, D. (2024). Integrating Professional Preparedness ePortfolios Within an Undergraduate Engineering Curriculum. *IEEE Transactions on Professional Communication*, 67(2), 246–259. <https://doi.org/10.1109/TPC.2024.3387582>
- Hume, S., & Hamilton, A. (2019). The purpose, content and development phases of a graduate entry ePortfolio in occupational therapy. *Work* (Reading, Mass.), 64(1), 43–54. <https://doi.org/10.3233/WOR-192967>
- Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2006). *Developing portfolios in education: A guide to reflection, inquiry, and assessment*. Thousand Oaks, CA: Sage.
- Melles, B., Leger, A. B., & Covell, L. (2019). “Tell Me About Yourself” - Using eportfolio as a Tool to Integrate Learning and Position Students for Employment, a Case from the Queen’s University Master of Public Health Program. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(3), 1–15. <https://doi.org/10.5206/cjsotl-rcacea.2018.3.9>
- Mezirow, J. (1990). How critical reflection triggers transformative learning. In J. Mezirow (Ed), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp.1-20). San Francisco: Jossey-Bass Publishers.
- Van Staden, C.J. (2019). Using an ePortfolio to Demonstrate Graduate-ness and Employability During Post-graduate Distance Education. In: Diver, A. (eds) *Employability via Higher Education: Sustainability as Scholarship*. Springer, Cham. [https://doi-org.ezproxy.eduhk.hk/10.1007/978-3-030-26342-3\\_29](https://doi-org.ezproxy.eduhk.hk/10.1007/978-3-030-26342-3_29)

## 9. Related Web Resources

Nil

## 10. Related Journals

Nil

## 11. 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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **12. Others**

Nil

23 July 2025

**Supplementary notes to supervisors/ course writers/ developers (for reference only):**

- 1. Matrix that indicates the relationship between the General Education University ePortfolio Course Intended Learning Outcomes (“CILOs”) and GE Learning Outcomes (GELOs) is listed below for reference.**

<b>GELOs</b> (as listed below)	<b>CILO 1</b>	<b>CILO 2</b>	<b>CILO 3</b>
<b>GELO 1</b> <b>Knowledge</b>	✓	✓	
<b>GELO 2</b> <b>Application</b>	✓	✓	✓
<b>GELO 3</b> <b>Judgements</b>	✓	✓	✓
<b>GELO 4</b> <b>Expression</b>	✓	✓	✓
<b>GELO 5</b> <b>Awareness</b>	✓	✓	✓
<b>GELO 6</b> <b>Engagement</b>		✓	✓

At the end of the General Education programme, students should be able to:

**GELO 1 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 as a future professional and citizen;

**GELO 2 Application:**

Apply a broad range of attitudes and skills, including those relating to the seven GELOs, different kinds of thinking and communication, to inquire into various academic and practical issues;

**GELO 3 Judgements:**

Make good judgements and ethical decisions, based on values and standards which are sensible and reasonable;

**GELO 4 Expression:**

Express their own ideas clearly and confidently after critically inquiring into and reflecting on various theories, perspectives, stances and experiences;

**GELO 5 Awareness:**

Show that they are aware of local, regional and global issues, and construct informed and thoughtful responses to these issues;

**GELO 6 Engagement:**

Demonstrate intellectual and civic engagement through active participation in and reflection on various co-curricular, service, and experiential learning activities.



2. Matrix that indicates the relationship between the General Education University ePortfolio Course Intended Learning Outcomes (“CILOs”) and Generic Intended Learning Outcomes (GILOs) is listed below for reference.

<b>GILOs</b> (as listed below)	<b>CILO 1</b>	<b>CILO 2</b>	<b>CILO 3</b>
<b>GILO 1</b> <b>Problem Solving Skills</b>		✓	✓
<b>GILO 2</b> <b>Critical Thinking Skills</b>	✓	✓	✓
<b>GILO 3</b> <b>Creative Thinking Skills</b>		✓	✓
<b>GILO 4a</b> <b>Oral Communication Skills</b>	✓		✓
<b>GILO 4b</b> <b>Written Communication Skills</b>	✓	✓	✓
<b>GILO 5</b> <b>Social Interaction Skills</b>	✓		✓
<b>GILO 6</b> <b>Ethical Decision Making</b>			✓
<b>GILO 7</b> <b>Global Perspectives</b>	✓	✓	✓

**GILO 1 Problem Solving Skills:**

- 1.1 Identify the problem
- 1.2 Formulate a plan to solve the problem
- 1.3 Implement a solution and monitor the process
- 1.4 Reflect upon and evaluate the process and outcomes

**GILO 2 Critical Thinking Skills:**

- 2.1 Identify the issue
- 2.2 Examine the influence of the context and assumptions
- 2.3 Analyse and evaluate the issue
- 2.4 Formulate a conclusion/position (perspective/thesis/hypothesis)

**GILO 3 Creative Thinking Skills:**

- 3.1 Sensitivity
- 3.2 Flexibility
- 3.3 Innovative thinking
- 3.4 Connecting, synthesising, transforming
- 3.5 Elaboration

**GILO 4a Oral Communication Skills:**

- 4a.1 Convey a central message
- 4a.2 Use supporting evidence
- 4a.3 Display organisation
- 4a.4 Use proper language and engage the audience

**GILO 4b Written Communication Skills:**

- 4b.1 Consider context and purpose
- 4b.2 Use supporting evidence
- 4b.3 Display organisation/ structure
- 4b.4 Use proper language/ grammar and format

**GILO 5 Social Interaction Skills:**

- 5.1 Initiate and maintain relationships
- 5.2 Interact with others appropriately in specific contexts
- 5.3 Practise negative assertions
- 5.4 Manage conflict

**GILO 6 Ethical Decision Making:**

- 6.1 Recognise ethical issues
- 6.2 Evaluate different ethical perspectives/concepts
- 6.3 Establish ethical intention
- 6.4 Apply ethical perspectives/concepts

**GILO 7 Global perspectives:**

- 7.1 Aware of one's own culture
- 7.2 Recognise global issues and interconnections
- 7.3 Initiate interactions with other cultures
- 7.4 Make long-term decisions for the benefit of future generations