

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

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**Part I**

<b>Programme Title</b>	: All Full-time Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: The Art of Communication through Tea Ware 茶器裏的溝通藝術
<b>Course Code</b>	: GEN1020
<b>Department</b>	: Department of Cultural and Creative Arts (CCA)
<b>Credit Points</b>	: 1
<b>Contact Hours</b>	: 13
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Level</b>	: 1

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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 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 students' understanding of tea art and tea culture through a combination of lectures and hands-on ceramic art practice. In comparison with multi-cultural tea ware and tea culture, students will study the forms and decoration motifs of Chinese tea wares, which will develop their deeper understanding the etiquette values of “Humility, Harmony, Courtesy, and Respect” 「謙、和、禮、敬」 found in tea culture align closely with the virtues of the Five Charities 「五施」之德 through observing details of the tea ware objects selected. Students will also be equipped with hands-on ceramic making and glazing skills to understand knowledge of material properties and general production techniques. Through investigating into the aesthetic preferences and functionality and symbolic meaning of motifs on tea wares across culture and time, students are expected to create tea-ware that promotes communication and harmonious relationship by reflecting the idea of “Humility, Harmony, Courtesy, and Respect” in tea culture. Through presentation and art critique, students will demonstrate the functionality of their design and explain how their designs serve as a medium to foster communication and harmonious relationships. Their ceramic work can also be integrated in the “Individual Action-in life” project of the 2cp course.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate an understanding of the artistic practice related to “Rites, Etiquettes and values” in New Six Arts through the forms and decoration motifs of Chinese tea wares;
- CILO<sub>2</sub> Demonstrate knowledge of material properties and be able to master the general production techniques;
- CILO<sub>3</sub> Demonstrate aesthetic sensibility and creativity with the clay materials; and be able to apply learnt knowledge and skills in tea-ware making;
- CILO<sub>4</sub> Apply basic research and analytical skills, and able to interpret and develop the ideas for creating ceramics with consideration of “Humility, Harmony, Courtesy, and Respect” for respectful communication and harmonious relationship in modern multicultural social contexts;

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1) Introduction to multi-cultural tea ware and ceramic making <ul style="list-style-type: none"> <li>• Characteristic of clay</li> <li>• Ceramic hand-building method</li> <li>• Tea ware forms from different culture (Past – present, East- West):               <ul style="list-style-type: none"> <li>- Teapots</li> <li>- Tea bowl</li> <li>- Tea caddy</li> <li>- Fairness cup</li> <li>- Cup &amp; saucer</li> <li>- Sugar bowl and milk jug</li> </ul> </li> <li>• Show examples of how “Rites,</li> </ul>	CILO <sub>1,2</sub>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion: Multi-cultural tea ware</li> <li>• Teacup making</li> </ul>

Etiquettes and values” can be expressed from forms of Chinese tea wares.		
<p>2) Tea ware as medium of fostering communication- Decoration method</p> <ul style="list-style-type: none"> <li>• Symbolic meaning of Chinese motifs that shows “Rites, Etiquettes and values”</li> <li>• Ceramic decoration methods <ul style="list-style-type: none"> <li>- Sgraffito</li> <li>- Glazing</li> <li>- Marbling</li> <li>- Relief decoration</li> </ul> </li> <li>• Discuss and identify how the Five Charities 「五施」之德 can be display in tea culture and the design of the example tea ware shown, through forms and decorations.</li> <li>• Final Project Introduction</li> </ul>	<i>CILO</i> <sub>1,2</sub>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion:</li> <li>• Material test: Experiment on different decoration techniques</li> </ul>
<p>3) Thematic research, ideas development</p> <ul style="list-style-type: none"> <li>• Initial brainstorming for final project</li> <li>• Visual research on selected topic</li> </ul>	<i>CILO</i> <sub>3,4</sub>	<ul style="list-style-type: none"> <li>• Discussion and sharing on findings</li> </ul>
<p>4) Glazing</p> <ul style="list-style-type: none"> <li>• Glaze properties</li> <li>• Glaze function and maintenance</li> <li>• Application methods</li> </ul>	<i>CILO</i> <sub>2,3</sub>	<ul style="list-style-type: none"> <li>• Glazing and consultation</li> </ul>
<p>5) Art Critique</p> <ul style="list-style-type: none"> <li>• Students should demonstrate and present their tea ware design and discuss how the design serves as a medium to foster communication and harmonious relationships and how the idea links to the concept of “Humility, Harmony, Courtesy, and Respect” through symbolic forms or motifs.</li> <li>• Students will be interpreting each other’s artworks and providing feedback.</li> </ul>	<i>CILO</i> <sub>1, 2, 3 &amp; 4</sub>	<ul style="list-style-type: none"> <li>• Class sharing and critique</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p><b>a. E-Portfolio</b> Students must submit a process portfolio, reflecting</p>	40%	<i>CILO</i> <sub>1, 2, 3, 4</sub>

<p>their artwork development progress, including a collection of personal ideas, sketches, artistic research, material test, photos and artistic statement. (around 300- 400 words) They should demonstrate the functionality of their designed tea ware and explain how the design serves as a medium to foster communication and harmonious relationships and how the idea links to the concept of “Humility, Harmony, Courtesy, and Respect” 「謙、和、禮、敬」 through symbolic forms or motifs.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>- Generation of Ideas</li> <li>- Artistic Research</li> <li>- Portfolio Presentation Skills</li> <li>- Artist Statement</li> </ul>		
<p><b>b. Thematic art project</b> Students are required to create one piece or a set of ceramic art forms/products individually, that foster communication and harmonious relationship by reflecting the idea of “Humility, Harmony, Courtesy, and Respect” 「謙、和、禮、敬」 in tea culture through forms or motifs.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> <li>- Conceptual Ideas and Creativity</li> <li>- Skills and Technique</li> <li>- Artwork Completeness</li> </ul>	60%	<i>CILO</i> <sub>1, 2, 3 &amp; 4</sub>

## 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

Benn, J. A. (2016). *Tea in China: A religious and cultural history*. University of Hawai'i Press.

Hinsch, B. (2018). *The Rise of Tea Culture in China: The invention of the individual*.

Rowman & Littlefield Publishers.  
Stouffer, H. (2016a). *The new age of Ceramics*. Gingko Press.  
Woodhead, S. (2005). *The teapot book*. A & C Black.  
Wu, J., & Blishen, T. (2021). *Illustrated modern reader of "The classic of tea"*, Shanghai Press.  
李啟彰 (2016)：《茶器之美》，九州出版社。  
祥見知生 (2013)：《日日之器：與器皿相遇，交往的方法》，大藝出版事業部。  
涂睿明 (2019)：《紋飾之美：中國紋樣的秘密》，江蘇鳳凰文藝出版社。  
紅糖美學 (2022)：《華之色：傳統紋樣絕美配色圖典》，邦聯文化事業有限公司睿其書房。  
谷雨，譚杰茜 (2017)：《茶器與匠心之美》，嶺南美術出版社。

## 8. Related Web Resources

Victoria and Albert Museum. (n.d.) *Explore the collections*,  
<https://www.vam.ac.uk/collections?type=featured>  
The Metropolitan Museum of Art. (n.d.). <https://www.metmuseum.org/>  
National Palace Museum. (2023, May 24). *The story of the tea- a history of a plant and a refreshing drink*. YouTube. <https://www.youtube.com/watch?v=gNfa8oSw7-A>  
Laichankee: 泥塵記: (2023). *Washing cup 洗杯*, <https://www.laichankee.com/copy-of-token-%E4%BF%A1%E7%89%A9>

## 9. Related Journals

Nil

## 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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

23 July 2025