

THE EDUCATION UNIVERSITY OF HONG KONG

University ePortfolio Course Outline

Part I

Programme Title	:	All undergraduate programmes
Programme QF Level	:	5
Course Title	:	On Becoming a Cultured and Artistic Person
Course Code	:	GEJ4043
Department	:	Department of Cultural and Creative Arts (CCA)
Credit Points	:	2
Contact Hours	:	26 hours
Pre-requisite(s)	:	To be taken after satisfactory completion of all GE Breadth Courses required
Medium of Instruction	:	English
Course Level	:	4

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 University ePortfolio “On Becoming a Cultured and Artistic Person” is a 2-credit point “career-oriented capstone” course designed to equip students with the capacity to synthesise and articulate the full scope of their undergraduate experiences for a successful transition into the workplace by integrating and showcasing the knowledge, skills, and competencies acquired throughout their undergraduate studies – within their disciplinary and professional courses, General Education (GE) (GE New Six Arts (NSA) Courses, Positive and Values Education (PAVE) Course, Experiential Learning Course on Entrepreneurship and Innovation (ELC on E&I), Co-curricular and Service Learning Course (CSLC), etc.), international exchanges, and block practices or internships and in their lives beyond the classroom. The course also provides students with the opportunity to critically assess and articulate their readiness to enter the workforce in alignment with their targeted career objectives. Students will be required to submit annotated UePortfolios based on their experiences, reflections and artefacts gathered in their undergraduate studies that highlight their professional growth. Students are expected to reflectively identify and evidence the development of professional competencies. The course enables students to present a coherent career narrative of their undergraduate experiences and demonstrate their readiness to prospective employers.

Through course activities, critical reflection, and class discussion with group members, students will unpack their undergraduate experiences in culture and creative arts and learn to synthesise their learning experiences with focused themes accumulated in different domains of undergraduate studies. By understanding various forms of cultural, creative, and artistic practices as an integration of aesthetic life and personal aspiration, students will develop an integrated view of how their experiences in culture and creative arts are essential for lifelong learning and the holistic development of personality and citizenship. Students will also be able to connect their experiences with their future goals and develop strategies to transfer learned cultural and artistic knowledge into positive attitudes and life-enhancing practices upon graduation.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ Communicate (orally and in writing) reflectively and critically *about their cultural and creative arts learning experiences accumulated in different domains of undergraduate experiences* (including disciplinary domains, GE, professional practice), demonstrating how these experiences enhance professional skills development for future career pursuits via 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);

CILO₂ Make, and reflect critically on, connections *between* what they have learned in their undergraduate studies about culture and creative arts, *and specific aspects of their own lives and experiences beyond the classroom*, thereby articulating the connections to their career aspirations, and enhancing their readiness for professional environments;

CILO₃ Articulate their own career goals and disciplinary competence to showcase professional excellence; and

CILO₄ Develop a mindset to learn and engage in lifelong learning to support ongoing professional growth and career development.

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, with the emphasis on their applicability to professional and career development through artistic pedagogy	CILO ₂	Textual review and analysis, and class sharing
Reflections on students' professional competencies for future career pursuits in relation to their undergraduate studies (e.g., majors, minors, NSA, PAVE, ELC on E&I, and CSLC) and other learning experiences (e.g., international exchanges, block practices or internships)	CILO _{1, 2 & 3}	Student presentation (short and informal), class sharing, and discussion
A review of learning and professional development tools and students' relevant competency records – UePortfolio and LinkedIn	CILO _{1, 2, 3 & 4}	Case studies, IT workshops, and class discussion
Introduction of artistic and unconventional approaches to preparing a UePortfolio that demonstrates a student's career readiness	CILO ₂	Class discussion
Identification of theme(s) or focus area(s) for UePortfolio grounded in students' reflections on professional competencies and aligned with students' career aspirations	CILO _{1, 2, 3 & 4}	Class discussion
A synthesis of students' reflections in UePortfolio for showcasing to prospective employers	CILO ₃	Case studies and class discussion
Evaluation of students' reflections throughout the process of developing a career UePortfolio and displaying professional competencies	CILO _{1, 2, 3 & 4}	Individual presentation, peer feedback, and class sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
1. Participation Participation in face-to-face class meetings and group consultation sessions	10%	CILO _{1, 2, 3 & 4}

<p>2. Reflect on selected undergraduate experiences:</p> <p>a) Individual presentation of UePortfolio (Week 7-10) in the simulated context of employers' perspectives</p> <p>b) Individual UePortfolio that consists of</p> <p>(1) Written reflections (1,100 words) organised around a coherent theme or focus area(s) consolidating undergraduate learning experiences and displaying professional competencies, accompanied by</p> <p>(2) a multi-media profile (3-minute video, animation, motion graphics, etc.) effectively conveying the individual's career aspirations and the strategic planning undertaken to achieve those goals, together with the utilisation of LinkedIn by developing a professional profile and creating LinkedIn post(s) that display undergraduate experiences contributing to professional competency development (Week 12)</p>	<p>90%</p> <p>25%</p> <p>65%</p> <p>(55%)</p> <p>(10%)</p>	<p>CILO_{1, 2, 3 & 4}</p>
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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 acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Constructing UePortfolio

Theme or Focus Area(s) of UePortfolio

Each student will identify a theme or focus area(s) related to their undergraduate learning experiences, e.g., majors, minors, NSA, PAVE, ELC on E&I, CSLC, international exchanges, and block practices or internships, which can enhance their professional skills development for future career pursuits. The theme or focus area(s) 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) which facilitate students' pursuit of career goals, prepare them for lifelong professional development and develop their aspirations for future vocational success. The theme or focus area(s) 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 career goals and professional 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 thinkers, workplace talents, emerging professional, etc.

Students may choose how to structure their UePortfolios, provided they can fulfil the assessment requirements. Having selected a theme or focus area(s), students may then draw on their own experiences and relevant materials in different courses to construct a single, unified career-oriented narrative 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 career 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, and highlights their career readiness for future employment or professional pursuits.

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

- A reflective, critical and integrated account of the student's undergraduate experiences (e.g., majors, minors, NSA, PAVE, ELC on E&I, CSLC, international exchange, and block practice or internship), highlighting the development of professional competencies and generic skills;
- Clear reference in their reflections to GILOs (**Critical Thinking and Communication Skills in particular**) and GELOs, illustrating their relevance to the students' academic and professional development;
- The application of students' beliefs, values and career goals in projecting their own personal vision for developing into a person who can display professional excellence, think critically in professional contexts, learn and engage in lifelong learning, to support ongoing career development; and
- Reflections on peer feedback (e.g., review, evaluations, comments) during class meetings from the perspective of future employers 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, annotated 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, critical reflections on course work and life beyond the classroom, feedback from instructors and classmates, and descriptions of professional values and career goals – are integrated to constitute a coherent and well-structured career-oriented narrative that effectively demonstrates professional growth and readiness for future employment.

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 4 two-hour class meetings at the beginning of the semester to engage in interactive reflective sharing and discussion on career planning, as well as apply skills for self-assessment and reflective writing;
- Meet with their course supervisor and their fellow group-members (*as critical friends*) in consultation sessions for career narrative development and reflective writing, and prepare their individual UePortfolios with a focus on professional competencies and career aspirations; and
- Present fluently and accurately their intended career aspirations with professional competencies 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-'Ilmī)*, 15(1), 139–151.

<https://doi.org/10.12785/ijcds/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. (2017). *Becoming a critically reflective teacher* (2nd ed.). Jossey-Bass, A Wiley Brand.

Clark-Gareca, B., & Meyer, T. (2023). Visual Thinking Strategies for English Learners: Learning Language through the Power of Art. *Journal of Visual Literacy*, 14(2).

Cottrell, S. (2023). *Critical thinking skills: Effective analysis, argument and Reflection* (4th ed.). Bloomsbury Academic.

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>

- González-Romá, V., Gamboa, J. P., & Peiró, J. M. (2018). University Graduates' employability, employment status, and Job Quality. *Journal of Career Development*, 45(2), 132–149. <https://doi.org/10.1177/0894845316671607>
- Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2010). *Developing portfolios in education: A guide to reflection, inquiry, and assessment* (2nd ed.). Sage Publications.
- 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>
- Ramos, H. C. P. (2025). Artificial intelligence skills and their impact on the employability of university graduates. *Frontiers in Artificial Intelligence* 8: 1629320. <https://doi.org/10.3389/frai.2025.1629320>
- Simmons, A. (2019). *The Story Factor: Inspiration, Influence, and Persuasion through the Art of Storytelling*. Basic Books.
- Tandika, P., & Ndijuye, L. G. (2022). The question of university graduates' employability: are the students aware of the employers' preferences? *Higher Education, Skills and Work-Based Learning*, 12(3), 588-603.

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 familiarise themselves with the Policy.

30 April 2026

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.**

GELOs (as listed below)	CILO 1	CILO 2	CILO 3	CILO 4
GELO 1 Knowledge	√		√	√
GELO 2 Application	√		√	√
GELO 3 Judgements		√		√
GELO 4 Expression		√	√	
GELO 5 Awareness				√
GELO 6 Engagement				√

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.

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

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