

Briefing on Generic Intended Learning Outcomes (GILOs) of the University

Prof KONG Siu Cheung
Centre for Learning, Teaching and Technology (LTTC)

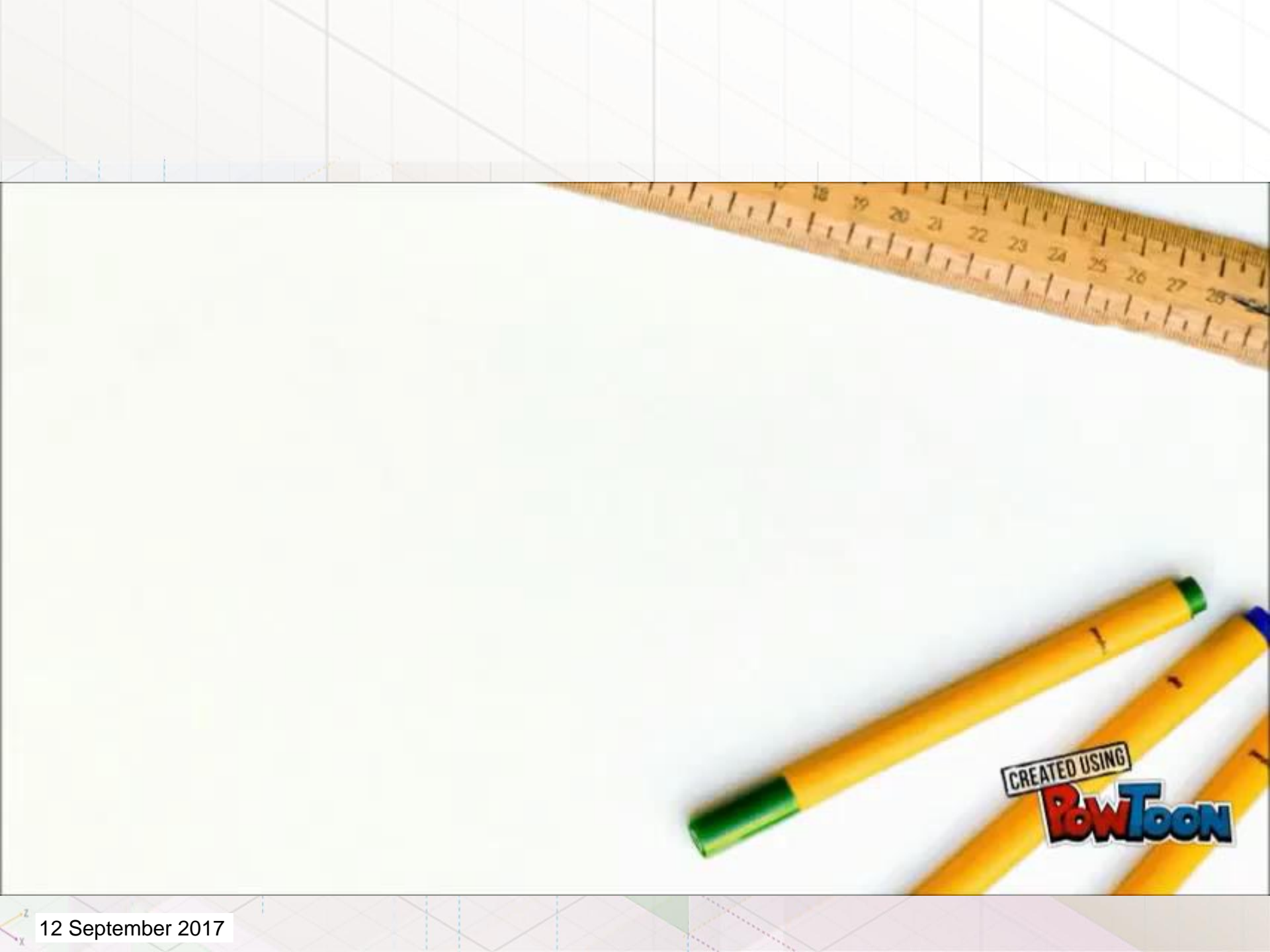


Centre for Learning, Teaching and Technology
教 學 科 技 中 心

Overview

- ▶ What are GILOs
- ▶ GILO Rubrics
- ▶ Recent development on GILO Rubrics
- ▶ Examples of learning evidence
- ▶ Collection of coursework

Video: Learning ePortfolio and GILOs in EdUHK





Generic Intended Learning Outcomes (GILOs)

- ▶ GILOs articulate the University's expectations of all graduates
- ▶ Generic attributes of graduates, encompassing knowledge, skills, attitudes, and dispositions
 - More general
 - Not bounded by subject knowledge

▶ 7 GILOs at EdUHK:

<https://www.youtube.com/watch?v=rwpGYyeB8uM>

GILOs

Generic
Intended
Learning
Outcomes

通用學習成果

1. Problem Solving Skills
解決問題能力

2. Critical Thinking Skills
批判思考能力

3. Creative Thinking Skills
創造性思維能力

5. Social Interaction Skills
社交能力

4a. Oral & 4b. Written Communication Skills
口頭及書面溝通能力

6. Ethical Decision Making
倫理決策

7. Global Perspectives
全球視野



Aims of the GILO Rubrics

The GILO Rubrics are designed as a facilitating tool for

- ▶ the University and all programmes to understand students' progress in achieving GILOs during their studies at the University
- ▶ academic and teaching staff to improve learning and teaching and groom their students to develop generic abilities according to their needs
- ▶ students to self-evaluate, set learning goals and move towards achieving GILOs



GILO Rubrics development

- ▶ Extensive consultation from programme leaders, faculty members, senior management and students
- ▶ Two external reviews by overseas project consultant and external reviewer from CUHK
- ▶ 17 versions
- ▶ Definitions, operational criteria, performance levels, level descriptors refined
- ▶ Finalised and language edited



GLLO Rubrics

Consistent framework

香港教育大學
The Education University of Hong Kong

1. Problem Solving Skills:
Problem solving skills refer to the ability to deal with problems/tasks/situations, formulate a plan to solve a problem, implement a solution and monitor the process, and reflect on and evaluate the process and outcomes.

- 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

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
1.1 Identify the problem	Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors.	Identify the problem with a well-defined problem statement listing major relevant contextual factors.	Identify the problem with an adequately detailed problem statement listing some relevant contextual factors.	Identify the problem listing few relevant contextual factors in a superficial way.
1.2 Formulate a plan to solve the problem	Formulate a feasible plan to solve the problem, considering substantial relevant contextual factors.	Formulate a feasible plan to solve the problem, considering most relevant contextual factors.	Formulate a feasible plan to solve the problem, considering some relevant contextual factors.	Formulate a plan to solve the problem, considering few relevant contextual factors.
1.3 Implement a solution and monitor the process	Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors.	Implement a solution and monitor the process in a manner that addresses multiple contextual factors.	Implement a solution and monitor the process in a superficial manner that addresses limited relevant contextual factors.	Implement the solution and monitor the process in a superficial manner that does not directly address contextual factors.
1.4 Reflect upon and evaluate the process and outcomes	Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work.	Review the quality of the process and outcomes, with sufficient consideration of the need for further work.	Review the quality of the process and outcomes, with some consideration of the need for further work.	Review the quality of the process and outcomes superficially, with little consideration of the need for further work.

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

香港教育大學
The Education University of Hong Kong

2. Critical Thinking Skills:
Critical Thinking Skills refer to the ability to identify and analyse an issue. These skills are demonstrated in the process of examining the influence of the context and assumptions, analysing the issue with relevant information, and evaluating it with evidence and logical reasoning before formulating a conclusion or specific position (perspective/thesis/hypothesis).

- 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)

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
2.1 Identify the issue	Use substantial relevant information to identify the issue clearly and describe it comprehensively.	Use the most important information to identify the issue and describe it clearly.	Identify the issue with some relevant information.	Identify the issue without any or little clarification or description.
2.2 Examine the influence of the context and assumptions	Examine one's own and others' assumptions, and identify the influence of context, thoroughly and systematically.	Identify one's own and others' assumptions and several relevant context, may be more aware of others' assumptions than one's own (or vice versa).	Identify some assumptions and several relevant context.	Demonstrate an emerging awareness of assumptions; begins to identify some context.
2.3 Analyse and evaluate the issue	Analyse the issue comprehensively using substantial relevant information, and synthesize it with evidence and logical reasoning.	Analyse the issue with the most relevant information, and synthesize it with some evidence and logical reasoning.	Analyse the issue with some relevant information, and synthesize it with little evidence and logical reasoning.	Analyse the issue with little information, evidence and logical reasoning.
2.4 Formulate a conclusion/position (perspective/thesis/hypothesis)	Produce a conclusion/position (perspective/thesis/hypothesis) that acknowledges the limits of that conclusion/position and takes into account the complexities of the issue, including others' points of view within the conclusion/position.	Produce a conclusion/position (perspective/thesis/hypothesis) that takes into account the complexities of the issue, acknowledging others' point of view within the conclusion/position.	Produce a conclusion/position (perspective/thesis/hypothesis) that acknowledges different sides of the issue.	Produce a conclusion/position (perspective/thesis/hypothesis) that is subjective.

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

香港教育大學
The Education University of Hong Kong

3. Creative Thinking Skills:
Creative thinking skills refer to the ability to be aware of changes, signals, influences, incompleteness and unusual stimuli. Creative people have the flexibility to think from multiple perspectives, and are able to create and extend a novel idea, question, format or product through their capacity to combine or synthesize existing ideas or solutions. They can elaborate upon new ideas by adding detail and sophistication.

- 3.1 Sensitivity: Aware of changes, signals, influences, incompleteness and unusual stimuli
- 3.2 Flexibility: Change formats, modify information or shift perspectives
- 3.3 Innovative thinking: Novelty or uniqueness (of idea, claim, question, form, etc.)
- 3.4 Connecting, synthesizing, transforming: Combine or synthesize existing ideas, images or expertise in new ways
- 3.5 Elaboration: Develop and expand rough ideas by adding detail and sophistication

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
3.1 Sensitivity	Demonstrate heightened awareness of changes, signals, influences, incompleteness and unusual stimuli.	Demonstrate adequate awareness of changes, signals, influences, incompleteness and unusual stimuli.	Demonstrate awareness of external and internal stimuli.	Demonstrate a low level of awareness of external and internal stimuli.
3.2 Flexibility	Integrate information from multiple perspectives; shift readily from one perspective to another.	Explore information from multiple perspectives.	Generate information from few perspectives.	Provide information from a single perspective.
3.3 Innovative thinking	Extend a novel or unique idea, question, format or product to create new or boundary-crossing knowledge.	Create a novel or unique idea, question, format or product.	Experiment with creating a novel or unique idea, question, format or product.	Reformulate a collection of available ideas.
3.4 Connecting, synthesizing, transforming	Transform ideas or solutions into entirely new forms.	Synthesize ideas or solutions into a coherent whole.	Connect ideas or solutions in novel ways.	Recognize existing connections amongst ideas or solutions.
3.5 Elaboration	Elaborate new ideas/concepts/products with details to move for excellence.	Extend and refine new ideas/concepts/products to improve their quality.	Add few details to new ideas/concepts/products to make improvements.	Reproduce the necessary components of an idea/concept/product.

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

香港教育大學
The Education University of Hong Kong

and maintain good relationships when necessary.

thoughts and appropriate expression of

with others

relationships

of his or her own culture connections amongst the

in the self

problems facing the

as an interconnected

other cultures

can choose made in the

Level 1

Beginning

Demonstrates a low level of awareness of one's own cultural roots and biases (e.g. unconscious cultural differences with others).

Accepts the presence of conflicts passively, with no attempt made to resolve them.

Unaware of the need to turn down unreasonable requests.

Recognizes the presence of conflicts passively, with no attempt made to resolve them.

Unaware of the need to turn down unreasonable requests.

Recognizes the presence of conflicts passively, with no attempt made to resolve them.

Unaware of the need to turn down unreasonable requests.

Recognizes the presence of conflicts passively, with no attempt made to resolve them.

Unaware of the need to turn down unreasonable requests.

Recognizes the presence of conflicts passively, with no attempt made to resolve them.

Unaware of the need to turn down unreasonable requests.

4.4 Use proper language and engage the audience	Use imaginative, memorable and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times.	Use thoughtful language, and engage the audience by means of posture, gestures, eye contact and use of voice at the time.	Use adequately clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to some extent.	Use brief clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent.
---	--	---	--	---

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

language/ grammar/ and format	grammar and format accurately, fluently and eloquently.	and format that are accurate but not completely fluent or error-free.	adequately, but with some usage errors that impede meaning.	superficially, with many usage errors that impede meaning.
-------------------------------	---	---	---	--

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

decisions for the benefit of future generations	decisions: feel a sense of responsibility for future generations.	one's actions for future generations rather than the short-term benefits.	impact on future generations; concerned with benefiting future generations in the short term.	Recognizes that current biases may have an effect on future generations, but unconcerned with benefiting future generations in the short term.
---	---	---	---	--

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

*Note: The GLLO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

Four performance levels: Outstanding, Mastering, Developing and Beginning



1. Problem Solving Skills

Problem solving skills refer to the ability to deal with problems/tasks/situations, formulate a plan to solve a problem, implement a solution and monitor the process, and reflect on and evaluate the process and outcomes.

- 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

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
1.1 Identify the problem	Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors.	Identify the problem with a well-defined problem statement listing major relevant contextual factors.	Identify the problem with an adequately detailed problem statement listing some relevant contextual factors.	Identify the problem listing few relevant contextual factors in a superficial way.
1.2 Formulate a plan to solve the problem	Formulate a feasible plan to solve the problem, considering substantial relevant contextual factors.	Formulate a feasible plan to solve the problem, considering most relevant contextual factors.	Formulate a feasible plan to solve the problem, considering some relevant contextual factors.	Formulate a plan to solve the problem, considering few relevant contextual factors.
1.3 Implement a solution and monitor the process	Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors.	Implement a solution and monitor the process in a manner that addresses multiple contextual factors.	Implement a solution and monitor the process in a manner that addresses limited relevant contextual factors.	Implement the solution and monitor the process in a superficial manner that does not directly address contextual factors.
1.4 Reflect upon and evaluate the process and outcomes	Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work.	Review the quality of the process and outcomes, with sufficient consideration of the need for further work.	Review the quality of the process and outcomes, with some consideration of the need for further work.	Review the quality of the process and outcomes superficially, with little consideration of the need for further work.



2. Critical Thinking Skills

Critical Thinking Skills refer to the ability to identify and analyse an issue. These skills are demonstrated in the process of examining the influence of the context and assumptions, analysing the issue with relevant information, and evaluating it with evidence and logical reasoning before formulating a conclusion or specific position (perspective/thesis/hypothesis).

- 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)

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
2.1 Identify the issue	Use substantial relevant information to identify the issue clearly and describe it comprehensively.	Use the most important information to identify the issue and describe it clearly.	Identify the issue with some relevant information.	Identify the issue without any or little clarification or description.
2.2 Examine the influence of the context and assumptions	Examine one's own and others' assumptions, and identify the influence of contexts thoroughly and systematically.	Identify own and others' assumptions and several relevant contexts.	Identify some assumptions and several relevant contexts; may be more aware of others' assumptions than one's own (or vice versa).	Demonstrate an emerging awareness of assumptions; begin to identify some contexts.
2.3 Analyse and evaluate the issue	Analyse the issue comprehensively using substantial relevant information, and evaluate it carefully with substantial evidence and logical reasoning.	Analyse the issue with the most relevant information, and evaluate it with some evidence and logical reasoning acknowledged.	Analyse the issue with some relevant information, and evaluate it with little evidence and simplistic logical reasoning.	Analyse the issue with little information, evidence and logical reasoning.
2.4 Formulate a conclusion/ position (perspective/ thesis/ hypothesis)	Produce a conclusion/ position (perspective/thesis/hypothesis) that acknowledges the limits of that conclusion/position and takes into account the complexities of the issue; synthesise others' points of view within the conclusion/ position.	Produce a conclusion/ position (perspective/thesis/hypothesis) that takes into account the complexities of the issue; acknowledge others' point of view within the conclusion/ position.	Produce a conclusion/position (perspective/thesis/hypothesis) that acknowledges different sides of the issue.	Produce a conclusion/ position (perspective/ thesis/ hypothesis) that is subjective.

Four to five operational criteria for each GILO



3. Creative Thinking Skills

Creative thinking skills refer to the ability to be aware of changes, signals, influences, incompleteness and unusual stimuli. Creative people have the flexibility to think from multiple perspectives, and are able to create and extend a novel idea, question, format or product through their capacity to combine or synthesise existing ideas or solutions. They can elaborate upon new ideas by adding detail and sophistication.

3.1 Sensitivity: Aware of changes, signals, influences, incompleteness and unusual stimuli

3.2 Flexibility: Change formats, modify information or shift perspectives

3.3 Innovative thinking: Novelty or uniqueness (of idea, claim, question, form, etc.)

3.4 Connecting, synthesising, transforming: Combine or synthesise existing ideas, images or expertise in original ways

3.5 Elaboration: Develop and expand rough ideas by adding detail and sophistication

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
3.1 Sensitivity	Demonstrate heightened awareness of changes, signals, influences, incompleteness and unusual stimuli.	Demonstrate adequate awareness of changes, signals, influences, incompleteness and unusual stimuli.	Demonstrate awareness of external and internal stimuli.	Demonstrate a low level of awareness of external and internal stimuli.
3.2 Flexibility	Integrate information from multiple perspectives; shift readily from one perspective to another.	Explore information from multiple perspectives.	Generate information from few perspectives.	Provide information from a single perspective.
3.3 Innovative thinking	Extend a novel or unique idea, question, format or product to create new or boundary-crossing knowledge.	Create a novel or unique idea, question, format or product.	Experiment with creating a novel or unique idea, question, format or product.	Reformulate a collection of available ideas.
3.4 Connecting, synthesising, transforming	Transform ideas or solutions into entirely new forms.	Synthesise ideas or solutions into a coherent whole.	Connect ideas or solutions in novel ways.	Recognise existing connections amongst ideas or solutions.
3.5 Elaboration	Elaborate new ideas/concepts/products with details to strive for excellence.	Extend and refine new ideas/concepts/products to improve their quality.	Add few details to new ideas/concepts/products to make improvements.	Reproduce the necessary components of an idea/concept/product.

4a. Oral Communication Skills

Oral communication skills refer to the skills deployed in oral presentations to convey a central message, accompanied by one or more forms of supporting evidence, delivered in a well-organised manner to enhance communication effectiveness.

4a.1 Convey a central message with context and purpose: Main point/thesis of the presentation

4a.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that support the presentation's principal ideas

4a.3 Display organisation: Grouping and sequencing of ideas and supporting material in a presentation; evidence of an organisational pattern with a distinct introduction and conclusion, sequenced material within the body of the presentation, and transitions

4a.4 Use proper language and engage the audience: Proper language refers to proper use of vocabulary, terminology and sentence structure; audience engagement refers to engaging audience through posture, gestures, eye contact and use of voice

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4a.1 Convey a central message with context and purpose	Convey a compelling central message with context and purpose explicitly and in a manner that makes it memorable.	Convey a central message with context and purpose clearly and consistently, making it somewhat memorable.	Convey a basic understandable central message with context and purpose that is not memorable.	Convey a central message with context and purpose superficially; it can be deduced, but is not explicitly stated in the presentation.
4a.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), making appropriate reference to information or analysis that provides significant support for the presentation.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is irrelevant at times.	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
4a.3 Display organisation	Display an exemplary organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is consistently observable throughout the presentation.	Display a competent organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is clearly observable during the presentation.	Demonstrate an adequate awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is only intermittently observable.	Demonstrate a low level of awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions), which is not observable during the presentation.
4a.4 Use proper language and engage the audience	Use imaginative, memorable and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times.	Use thoughtful language, and engage the audience by means of posture, gestures, eye contact and use of voice most of the time.	Use adequately clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to some extent.	Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent.

► Action verbs from Bloom's Taxonomy adopted in all performance descriptors

4b. Written Communication Skills

Written communication skills refer to the skills required to create compositions of different types of texts to convey the context and purpose of the writing task and enhance communication effectiveness.

4b.1 Consider context and purpose: Suitable context and purpose aligned with the assigned task

4b.2 Use supporting evidence: Explanations, examples, statistics, analogies, or quotations from relevant authorities and other kinds of information or analysis that support the principal ideas

4b.3 Display organisation/structure: Grouping and sequencing of ideas and supporting materials

4b.4 Use proper language/grammar and format: Choice of vocabulary, terminology, sentence structure and appropriate format

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4b.1 Consider context and purpose	Apply appropriate elements aligned with the context, audience and purpose of the assigned task, displaying a sophisticated understanding of texts.	Apply appropriate elements aligned with the context, audience and purpose of the assigned task.	Demonstrate adequate familiarity with the context, audience and purpose of the assigned task.	Demonstrate superficial understanding of the context, audience and purpose of the assigned task.
4b.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, statistics, analogies, quotations from relevant authorities), with appropriate reference to information or analysis that provides significant support for the points being made.	Use adequate supporting evidence (explanations, examples, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate but sometimes irrelevant supporting evidence (explanations, examples, statistics, analogies, quotations from relevant authorities).	Use little or irrelevant supporting evidence (explanations, examples, statistics, analogies, quotations from relevant authorities).
4b.3 Display organisation/structure	Display exemplary organisational structure in terms of paragraphs, sections, length, and overall coherence and awareness of the audience.	Display good organisational structure in terms of paragraphs, sections, length, and overall coherence.	Demonstrate adequate awareness of a recognisable organisational structure.	Demonstrate a low level of awareness of basic organisational structure.
4b.4 Use proper language/grammar and format	Use graceful and error-free language/grammar and format accurately, fluently and eloquently.	Use straightforward language/grammar and format that are accurate but not completely fluent or error-free.	Use language/grammar and format adequately, but with some usage errors that impede meaning.	Use language/grammar and format superficially, with meaning often impeded by usage errors.

5. Social Interaction Skills

Social interaction skills refer to the skills used in social situations to initiate and maintain good relationships with others, while defending oneself and managing conflicts appropriately when necessary.

5.1 Initiate and maintain relationships: Initiate interactions and maintain relationships

5.2 Interact with others appropriately in specific contexts: Confident interaction and appropriate expression of personal feelings or points of view

5.3 Practise negative assertion: Assertion of personal rights and displeasure with others

5.4 Manage conflicts: Management of interpersonal conflicts that arise in close relationships

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
5.1 Initiate and maintain relationships	Initiate and maintain mutually supportive relationships characterised by mutual respect at all times.	Initiate and maintain good relationships characterised by either self-respect or respect for others most of the time.	Initiate and maintain relationships sometimes characterised by basic respect on either side.	Demonstrate inadequate ability to initiate and maintain relationships characterised by respect.
5.2 Interact with others appropriately in specific contexts	Interact with others appropriately in specific contexts while always clearly expressing one's meaning and feelings.	Interact with others appropriately in specific contexts while expressing one's meaning and feelings most of the time.	Interact with others adequately in specific contexts while sometimes expressing one's meaning and feelings.	Interact with others superficially; seldom expressing one's meaning and feelings.
5.3 Practise negative assertions	Defend oneself confidently and discretion.	Turn down unreasonable requests; defend and stand up for one's rights.	Aware of the need to refuse unreasonable requests.	Unaware of the need to refuse unreasonable requests.
5.4 Manage conflicts	Resolve conflicts successfully; contribute to smooth relationship development.	Possess a range of skills to resolve conflicts in a way that maintains the relationship.	Demonstrate interpersonal conflicts and have basic skills to deal with conflicts.	Accept the presence of interpersonal conflicts passively, with no attempt made to resolve them.

Reference made to internationally developed VALUE rubrics



6. Ethical Decision Making

Ethical decision making refers to incorporating ethical considerations into decision-making and the extent to which ethical issues are considered during the decision-making process.

6.1 Recognise ethical issues: Recognising ethical issues in complex, multi-layered contexts

6.2 Evaluate different ethical perspectives/concepts: Analysing ethical issues through different theoretical means, such as ethical theories or ethical concepts

6.3 Establish ethical intention: Prioritising ethical concerns over other values (e.g. self-interest)

6.4 Apply ethical perspectives/concepts: Independent application with full understanding of implications

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
6.1 Recognise ethical issues	Recognise ethical issues when presented in a complex, multi-layered (grey) context AND the cross-relationships amongst those issues.	Recognise ethical issues when presented in a complex, multi-layered (grey) context OR the cross-relationships amongst those issues.	Recognise basic and obvious ethical issues, and grasp (incompletely) the complexities or interrelationships amongst them.	Recognise basic and obvious ethical issues, but fail to grasp their complexity or interrelationships.
6.2 Evaluate different ethical perspectives/concepts	State a position and objections to/assumptions and implications of different ethical perspectives/concepts; reasonably counter objections to/assumptions and implications of different ethical perspectives/concepts with an effective response.	State a position and objections to/assumptions and implications of different ethical perspectives/concepts; respond to objections to/assumptions and implications of different ethical perspectives/concepts, but in a superficial manner.	State a position and objections to/assumptions and implications of different ethical perspectives/concepts, but do not respond to them.	State a position, but no objections to or assumptions and limitations of different perspectives/concepts.
6.3 Establish ethical intention	Maintain a high level of ethical integrity by always prioritising ethical values over self-interest.	Commit to ethical integrity by sometimes prioritising ethical values over self-interest.	Consider ethical integrity over self-interest occasionally when facing ethical dilemmas.	Prioritise self-interest over ethical integrity when facing ethical dilemmas.
6.4 Apply ethical perspectives/concepts	Apply ethical perspectives/concepts to an ethical question independently, accurately and in full consideration of the implications.	Apply ethical perspectives/concepts to an ethical question independently and accurately, but without considering the implications.	Apply ethical perspectives/concepts to an ethical question independently, but inaccurately.	Apply ethical perspectives/concepts to an ethical question with support from examples, but not independently.



7. Global Perspectives

Global perspectives refer to an individual's awareness of the strengths and limitations of his or her own culture and those of other cultures, of the interdependence amongst countries, and the interconnections amongst the past, present and future.

7.1 Aware of one's own culture: Aware of one's own culture and cultural influences on the self

7.2 Recognise global issues and interconnections: Aware of major issues and emerging problems facing the planet and the interdependence amongst countries; aware that the world functions as an interconnected system

7.3 Initiate interactions with other cultures: Engage in meaningful interactions with other cultures

7.4 Make long-term decisions for the benefit of future generations: Aware that human choices made in the present will affect future generations

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
7.1 Aware of one's own culture	Articulate insights into one's own cultural rules and biases (e.g. seeking complexity; awareness of how one's own experiences have been shaped by those rules; knowledge of how to recognise and respond to cultural biases, resulting in an altered self-description).	Recognise new perspectives on one's own cultural rules and biases (e.g. avoid looking for sameness; comfortable with the complexities that new perspectives offer).	Identify one's own cultural rules and biases (e.g. display a strong preference for those rules of one's own cultural group; seek the same in others).	Demonstrate a low level of awareness of one's own cultural rules and biases (e.g. uncomfortable with identifying possible cultural differences with others).
7.2 Recognise global issues and interconnection	Construct a systematic understanding of the interrelationships in the global system and contemporary and past challenges amongst countries, governments, corporations, NGOs, civil society bodies and individuals.	Recognise the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations.	Recall plausible causes of global problems and their possible effects; aware that the world is an interconnected system.	Aware of the global issues covered in the media.
7.3 Initiate interactions with other cultures	Initiate and develop interactions with culturally different others; suspend judgment in valuing interactions with culturally different others.	Begin to initiate and develop interactions with culturally different others; begin to suspend judgment in valuing interactions with culturally different others.	Express openness to most, if not all, interactions with culturally different others; have difficulty suspending judgment in interactions with culturally different others; aware of one's own judgment and willing to change.	Receptive to interacting with culturally different others; have difficulty suspending judgment in interactions with culturally different others, but unaware of that judgment.
7.4 Make long-term decisions for the benefit of future generations	Make long-term rather than short-term decisions; feel a sense of responsibility for future generations.	Care about the long-term consequences of one's actions for future generations rather than the short-term benefits.	Recognise that current human choices have an impact on future generations; concerned with benefiting future generations in the short term.	Recognise that current human choices may have an effect on future generations, but unconcerned with benefiting them.

12 September 2017

Rubric for GILO 1 Problem Solving Skills

1. Problem Solving Skills

Problem solving skills refer to the ability to deal with problems/tasks/situations, formulate a plan to solve a problem, implement a solution and monitor the process, and reflect on and evaluate the process and outcomes.

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

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
1.1 Identify the problem	Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors.	Identify the problem with a well-defined problem statement listing major relevant contextual factors.	Identify the problem with an adequately detailed problem statement listing some relevant contextual factors.	Identify the problem listing few relevant contextual factors in a superficial way.
1.2 Formulate a plan to solve the problem	Formulate a feasible plan to solve the problem, considering substantial relevant contextual factors.	Formulate a feasible plan to solve the problem, considering most relevant contextual factors.	Formulate a feasible plan to solve the problem, considering some relevant contextual factors.	Formulate a plan to solve the problem, considering few relevant contextual factors.
1.3 Implement a solution and monitor the process	Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors.	Implement a solution and monitor the process in a manner that addresses multiple contextual factors.	Implement a solution and monitor the process in a manner that addresses limited relevant contextual factors.	Implement the solution and monitor the process in a superficial manner that does not directly address contextual factors.
1.4 Reflect upon and evaluate the process and outcomes	Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work.	Review the quality of the process and outcomes, with sufficient consideration of the need for further work.	Review the quality of the process and outcomes, with some consideration of the need for further work.	Review the quality of the process and outcomes superficially, with little consideration of the need for further work.

Rubric for GILO 2 Critical Thinking Skills

2. Critical Thinking Skills

Critical Thinking Skills refer to the ability to identify and analyse an issue. These skills are demonstrated in the process of examining the influence of the context and assumptions, analysing the issue with relevant information, and evaluating it with evidence and logical reasoning before formulating a conclusion or specific position (perspective/thesis/hypothesis).

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)

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
2.1 Identify the issue	Use substantial relevant information to identify the issue clearly and describe it comprehensively.	Use the most important information to identify the issue and describe it clearly.	Identify the issue with some relevant information.	Identify the issue without any or little clarification or description.
2.2 Examine the influence of the context and assumptions	Examine one's own and others' assumptions, and identify the influence of contexts thoroughly and systematically.	Identify own and others' assumptions and several relevant contexts.	Identify some assumptions and several relevant contexts; may be more aware of others' assumptions than one's own (or vice versa).	Demonstrate an emerging awareness of assumptions; begin to identify some contexts.
2.3 Analyse and evaluate the issue	Analyse the issue comprehensively using substantial relevant information, and evaluate it carefully with substantial evidence and logical reasoning.	Analyse the issue with the most relevant information, and evaluate it with some evidence and logical reasoning acknowledged.	Analyse the issue with some relevant information, and evaluate it with little evidence and simplistic logical reasoning.	Analyse the issue with little information, evidence and logical reasoning.
2.4 Formulate a conclusion/ position (perspective/ thesis/ hypothesis)	Produce a conclusion/ position (perspective/ thesis/hypothesis) that acknowledges the limits of that conclusion/position and takes into account the complexities of the issue; synthesise others' points of view within the conclusion/ position.	Produce a conclusion/ position (perspective/thesis/ hypothesis) that takes into account the complexities of the issue; acknowledge others' point of view within the conclusion/ position.	Produce a conclusion/position (perspective/thesis/ hypothesis) that acknowledges different sides of the issue.	Produce a conclusion/ position (perspective/ thesis/ hypothesis) that is subjective.

Rubric for GILO 3 Creative Thinking Skills

3. Creative Thinking Skills

Creative thinking skills refer to the ability to be aware of changes, signals, influences, incompleteness and unusual stimuli. Creative people have the flexibility to think from multiple perspectives, and are able to create and extend a novel idea, question, format or product through their capacity to combine or synthesise existing ideas or solutions. They can elaborate upon new ideas by adding detail and sophistication.

3.1 Sensitivity: Aware of changes, signals, influences, incompleteness and unusual stimuli

3.2 Flexibility: Change formats, modify information or shift perspectives

3.3 Innovative thinking: Novelty or uniqueness (of idea, claim, question, form, etc.)

3.4 Connecting, synthesising, transforming: Combine or synthesise existing ideas, images or expertise in original ways

3.5 Elaboration: Develop and expand rough ideas by adding detail and sophistication

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
3.1 Sensitivity	Demonstrate heightened awareness of changes, signals, influences, incompleteness and unusual stimuli.	Demonstrate adequate awareness of changes, signals, influences, incompleteness and unusual stimuli.	Demonstrate awareness of external and internal stimuli.	Demonstrate a low level of awareness of external and internal stimuli.
3.2 Flexibility	Integrate information from multiple perspectives; shift readily from one perspective to another.	Explore information from multiple perspectives.	Generate information from few perspectives.	Provide information from a single perspective.
3.3 Innovative thinking	Extend a novel or unique idea, question, format or product to create new or boundary-crossing knowledge.	Create a novel or unique idea, question, format or product.	Experiment with creating a novel or unique idea, question, format or product.	Reformulate a collection of available ideas.
3.4 Connecting, synthesising, transforming	Transform ideas or solutions into entirely new forms.	Synthesise ideas or solutions into a coherent whole.	Connect ideas or solutions in novel ways.	Recognise existing connections amongst ideas or solutions.
3.5 Elaboration	Elaborate new ideas/concepts/products with details to strive for excellence.	Extend and refine new ideas/concepts/products to improve their quality.	Add few details to new ideas/concepts/products to make improvements.	Reproduce the necessary components of an idea/concept/product.

Rubric for GILO 4a Oral Communication Skills

4a. Oral Communication Skills

Oral communication skills refer to the skills deployed in oral presentations to convey a central message, accompanied by one or more forms of supporting evidence, delivered in a well-organised manner to enhance communication effectiveness.

- 4a.1 Convey a central message with context and purpose: Main point/thesis of the presentation
- 4a.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that support the presentation's principal ideas
- 4a.3 Display organisation: Grouping and sequencing of ideas and supporting material in a presentation; evidence of an organisational pattern with a distinct introduction and conclusion, sequenced material within the body of the presentation, and transitions
- 4a.4 Use proper language and engage the audience: Proper language refers to proper use of vocabulary, terminology and sentence structure; audience engagement refers to engaging audience through posture, gestures, eye contact and use of voice

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4a.1 Convey a central message with context and purpose	Convey a compelling central message with context and purpose explicitly and in a manner that makes it memorable.	Convey a central message with context and purpose clearly and consistently, making it somewhat memorable.	Convey a basic understandable central message with context and purpose that is not memorable.	Convey a central message with context and purpose superficially; it can be deduced, but is not explicitly stated in the presentation.
4a.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), making appropriate reference to information or analysis that provides significant support for the presentation.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is irrelevant at times.	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
4a.3 Display organisation	Display an exemplary organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is consistently observable throughout the presentation.	Display a competent organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is clearly observable during the presentation.	Demonstrate an adequate awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is only intermittently observable.	Demonstrate a low level of awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions), which is not observable during the presentation.
4a.4 Use proper language and engage the audience	Use imaginative, memorable and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times.	Use thoughtful language, and engage the audience by means of posture, gestures, eye contact and use of voice most of the time.	Use adequately clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to some extent.	Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent.

Rubric for GILO 4b Written Communication Skills

4b. Written Communication Skills

Written communication skills refer to the skills required to create compositions of different types of texts to convey the context and purpose of the writing task and enhance communication effectiveness.

4b.1 Consider context and purpose: Suitable context and purpose aligned with the assigned task

4b.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities and other kinds of information or analysis that support the principal ideas

4b.3 Display organisation/structure: Grouping and sequencing of ideas and supporting materials

4b.4 Use proper language/grammar and format: Choice of vocabulary, terminology, sentence structure and appropriate format

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4b.1 Consider context and purpose	Apply appropriate elements aligned with the context, audience and purpose of the assigned task, displaying a sophisticated understanding of texts.	Apply appropriate elements aligned with the context, audience and purpose of the assigned task.	Demonstrate adequate familiarity with the context, audience and purpose of the assigned task.	Demonstrate superficial understanding of the context, audience and purpose of the assigned task.
4b.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), with appropriate reference to information or analysis that provides significant support for the points being made.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate, but sometimes irrelevant, supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
4b.3 Display organisation/structure	Display exemplary organisational structure in terms of paragraphs, sections, length, and overall coherence and awareness of the audience.	Display good organisational structure in terms of paragraphs, sections, length and overall coherence.	Demonstrate adequate awareness of a recognisable organisational structure.	Demonstrate a low level of awareness of basic organisational structure.
4b.4 Use proper language/ grammar and format	Use graceful and error-free language/ grammar and format accurately, fluently and eloquently.	Use straightforward language/grammar and format that are accurate but not completely fluent or error-free.	Use language/ grammar and format adequately, but with some usage errors that impede meaning.	Use language/ grammar and format superficially, with meaning often impeded by usage errors.

Rubric for GILO 5 Social Interaction Skills

5. Social Interaction Skills

Social interaction skills refer to the skills used in social situations to initiate and maintain good relationships with others, while defending oneself and managing conflicts appropriately when necessary.

5.1 Initiate and maintain relationships: Initiate interactions and maintain relationships

5.2 Interact with others appropriately in specific contexts: Confident interaction and appropriate expression of personal feelings or points of view

5.3 Practise negative assertion: Assertion of personal rights and displeasure with others

5.4 Manage conflicts: Management of interpersonal conflicts that arise in close relationships

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
5.1 Initiate and maintain relationships	Initiate and maintain mutually supportive relationships characterised by mutual respect at all times.	Initiate and maintain good relationships characterised by either self-respect or respect for others most of the time.	Initiate and maintain relationships sometimes characterised by basic respect on either side.	Demonstrate inadequate ability to initiate and maintain relationships characterised by respect.
5.2 Interact with others appropriately in specific contexts	Interact with others appropriately in specific contexts while always clearly expressing one's meaning and feelings.	Interact with others appropriately in specific contexts while expressing one's meaning and feelings most of the time.	Interact with others adequately in specific contexts while sometimes expressing one's meaning and feelings.	Interact with others superficially, seldom expressing one's meaning and feelings.
5.3 Practise negative assertions	Defend oneself skilfully with confidence and discretion.	Turn down unreasonable requests; defend and stand up for one's rights.	Aware of the need to turn down unreasonable requests.	Unaware of the need to turn down unreasonable requests.
5.4 Manage conflicts	Resolve conflicts successfully to contribute to smooth relationship development.	Possess a range of skills to resolve conflicts in a way that maintains the relationship.	Demonstrate awareness of interpersonal conflicts and have basic skills to deal with conflicts.	Accept the presence of conflicts passively, with no attempt made to resolve them.

Rubric for GILO 6 Ethical Decision Making

6. Ethical Decision Making

Ethical decision making refers to incorporating ethical considerations into decision-making and the extent to which ethical issues are considered during the decision-making process.

6.1 Recognise ethical issues: Recognising ethical issues in complex, multi-layered contexts

6.2 Evaluate different ethical perspectives/concepts: Analysing ethical issues through different theoretical means, such as ethical theories or ethical concepts

6.3 Establish ethical intention: Prioritising ethical concerns over other values (e.g. self-interest)

6.4 Apply ethical perspectives/concepts: Independent application with full understanding of implications

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
6.1 Recognise ethical issues	Recognise ethical issues when presented in a complex, multi-layered (grey) context AND the cross-relationships amongst those issues.	Recognise ethical issues when presented in a complex, multi-layered (grey) context OR the cross-relationships amongst those issues.	Recognise basic and obvious ethical issues, and grasp (incompletely) the complexities or interrelationships amongst them.	Recognise basic and obvious ethical issues, but fail to grasp their complexity or interrelationships.
6.2 Evaluate different ethical perspectives/concepts	State a position and objections to/ assumptions and implications of different ethical perspectives/ concepts; reasonably counter objections to/ assumptions and implications of different ethical perspectives/ concepts with an effective defence.	State a position and objections to/ assumptions and implications of different ethical perspectives/ concepts; respond to objections to/ assumptions and implications of different ethical perspectives/ concepts, but in a superficial manner.	State a position and objections to/ assumptions and implications of different ethical perspectives/ concepts, but do not respond to them.	State a position, but no objections to or assumptions and limitations of different perspectives/ concepts.
6.3 Establish ethical intention	Maintain a high level of ethical integrity by always prioritising ethical values over self-interest.	Commit to ethical integrity by sometimes prioritising ethical values over self-interest.	Consider ethical integrity over self-interest occasionally when facing ethical dilemmas.	Prioritise self-interest over ethical integrity when facing ethical dilemmas.
6.4 Apply ethical perspectives/concepts	Apply ethical perspectives/ concepts to an ethical question independently, accurately and in full consideration of the implications.	Apply ethical perspectives/ concepts to an ethical question independently and accurately, but without considering the implications.	Apply ethical perspectives/ concepts to an ethical question independently, but inaccurately.	Apply ethical perspectives/ concepts to an ethical question with support from examples, but not independently.

Rubric for GILO 7 Global Perspectives

7. Global Perspectives

Global perspectives refer to an individual's awareness of the strengths and limitations of his or her own culture and those of other cultures, of the interdependence amongst countries, and the interconnections amongst the past, present and future.

- 7.1 Aware of one's own culture: Aware of one's own culture and cultural influences on the self
 7.2 Recognise global issues and interconnections: Aware of major issues and emerging problems facing the planet and the interdependence amongst countries; aware that the world functions as an interconnected system
 7.3 Initiate interactions with other cultures: Engage in meaningful interactions with other cultures
 7.4 Make long-term decisions for the benefit of future generations: Aware that human choices made in the present will affect future generations

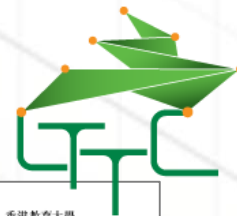
Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
7.1 Aware of one's own culture	Articulate insights into one's own cultural rules and biases (e.g. seeking complexity; awareness of how one's own experiences have been shaped by those rules; knowledge of how to recognise and respond to cultural biases, resulting in an altered self-description).	Recognise new perspectives on one's own cultural rules and biases (e.g. avoid looking for sameness; comfortable with the complexities that new perspectives offer).	Identify one's own cultural rules and biases (e.g. display a strong preference for those rules of one's own cultural group; seek the same in others).	Demonstrate a low level of awareness of one's own cultural rules and biases (e.g. uncomfortable with identifying possible cultural differences with others).
7.2 Recognise global issues and interconnection	Construct a systematic understanding of the interrelationships in the global system and contemporary and past challenges amongst countries, governments, corporations, NGOs, civil society bodies and individuals.	Recognise the interrelationships amongst global issues and problems based on the interdependence of countries, governments and corporations.	Recall plausible causes of global problems and their possible effects; aware that the world is an interconnected system.	Aware of the global issues covered in the media.
7.3 Initiate interactions with other cultures	Initiate and develop interactions with culturally different others; suspend judgment in valuing interactions with culturally different others.	Begin to initiate and develop interactions with culturally different others; begin to suspend judgment in valuing interactions with culturally different others.	Express openness to most, if not all, interactions with culturally different others; have difficulty suspending judgment in interactions with culturally different others; aware of one's own judgment and willing to change.	Receptive to interacting with culturally different others; have difficulty suspending judgment in interactions with culturally different others, but unaware of that judgment.
7.4 Make long-term decisions for the benefit of future generations	Make long-term rather than short-term decisions; feel a sense of responsibility for future generations.	Care about the long-term consequences of one's actions for future generations rather than the short-term benefits.	Recognise that current human choices have an impact on future generations; concerned with benefiting future generations in the short term.	Recognise that current human choices may have an effect on future generations, but unconcerned with benefiting them.

Chinese Translation of the Rubrics



- ▶ To supplement the English version of the GILO Rubrics
- ▶ Respond to feedback from student focus group interviews that the Rubrics would be easier to comprehend with the supplementation of Chinese translation

Example – GILO 1 Problem Solving Skills



1. Problem Solving Skills 解決問題能力

Problem solving skills refer to the ability to deal with problems/tasks/situations, formulate a plan to solve a problem, implement a solution and monitor the process, and reflect on and evaluate the process and outcomes. 解決問題能力是指處理不同問題/任務/情況時，能夠擬訂解決問題的計劃，落實解決方案，監控過程，並反思和評價解決問題的過程及結果。

1.1 Identify the problem 界定問題

1.2 Formulate a plan to solve the problem 擬訂解決問題的計劃

1.3 Implement a solution and monitor the process 落實解決方案並監察過程

1.4 Reflect upon and evaluate the process and outcomes 反思和評價解決問題的過程及結果

Operational Criteria 應用標準	Level 4 Outstanding 等級四 優異	Level 3 Mastering 等級三 掌握	Level 2 Developing 等級二 發展	Level 1 Beginning 等級一 入門
1.1 Identify the problem 界定問題	Identify the problem critically with an insightful problem statement listing substantial relevant contextual factors. 審慎地羅列顯著相關的背景因素，運用有見地的問題陳述以界定問題。	Identify the problem with a well-defined problem statement listing major relevant contextual factors. 羅列主要相關的背景因素，運用定義明確的問題陳述以界定問題。	Identify the problem with an adequately detailed problem statement listing some relevant contextual factors. 羅列部分相關的背景因素，運用合適詳盡的問題陳述以界定問題。	Identify the problem listing few relevant contextual factors in a superficial way. 羅列少量相關的背景因素，表面地界定問題。
1.2 Formulate a plan to solve the problem 擬訂解決問題的計劃	Formulate a feasible plan to solve the problem, considering substantial relevant contextual factors. 擬訂一個已考慮顯著相關背景因素並可行的計劃解決問題。	Formulate a feasible plan to solve the problem, considering most relevant contextual factors. 擬訂一個已考慮大部分相關背景因素並可行的計劃解決問題。	Formulate a feasible plan to solve the problem, considering some relevant contextual factors. 擬訂一個已考慮部分相關背景因素並可行的計劃解決問題。	Formulate a plan to solve the problem, considering few relevant contextual factors. 擬訂一個已考慮少量相關背景因素的計劃解決問題。
1.3 Implement a solution and monitor the process 落實解決方案並監察過程	Implement a solution and monitor the process in a manner that addresses, thoroughly and in-depth, multiple contextual factors. 落實解決方案，並在監察過程時，能夠徹底及深入地兼顧多個背景因素。	Implement a solution and monitor the process in a manner that addresses multiple contextual factors. 落實解決方案，並在監察過程時，能夠兼顧多個背景因素。	Implement a solution and monitor the process in a manner that addresses limited relevant contextual factors. 落實解決方案，並在監察過程時，能夠兼顧有限度的相關背景因素。	Implement the solution and monitor the process in a superficial manner that does not directly address contextual factors. 落實解決方案，但監察過程流於表面，未能兼顧背景因素。

Operational Criteria 應用標準	Level 4 Outstanding 等級四 優異	Level 3 Mastering 等級三 掌握	Level 2 Developing 等級二 發展	Level 1 Beginning 等級一 入門
1.4 Reflect upon and evaluate the process and outcomes 反思和評價解決問題的過程及結果	Review the quality of the process and outcomes, with thorough and specific consideration of the need for further work. 能在審查過程及結果的質素時，徹底及具體地考慮到未來工作的需要。	Review the quality of the process and outcomes, with sufficient consideration of the need for further work. 能在審查過程及結果的質素時，充份地考慮到未來工作的需要。	Review the quality of the process and outcomes, with some consideration of the need for further work. 只能在審查過程及結果的質素時，粗略考慮到未來工作的需要。	Review the quality of the process and outcomes superficially, with little consideration of the need for further work. 審查的過程及結果流於表面，很少考慮未來工作的需要。

User Guide

- ▶ Respond to the focus group interviews with programme leaders, teachers and students
- ▶ To clarify the intention and implications of the Rubrics
- ▶ Appendix for beginner users:
 - GILO Rubrics overview
 - To develop their generic abilities in senior years at the University

Abstract of User Guide



THE EDUCATION UNIVERSITY OF HONG KONG

User Guide for Generic Intended Learning Outcomes (GILOs)

This User Guide serves as a reference for programme leaders, teachers and students on the practical use of GILOs in learning and teaching to ensure that all graduates meet the University's expectations. For further details, please refer to the Rubrics for Generic Intended Learning Outcomes (GILOs).

Programme Leaders

In incorporating the GILOs with University learning, the GILO Rubrics offer a feasible and beneficial tool for programme development. With their clear criteria and specific action verbs, the rubrics offer transparent, systematic and concrete criteria for assessing students' generic abilities and helping programme leaders to identify students' weaknesses in certain GILO-related areas. The GILO Rubrics apply both to programmes and to their respective courses, and are illustrated with concrete examples from the range of courses offered. Integrating GILOs into curriculum design for course assessment should enable the University to carry out comprehensive and dynamic outcome-based assessment. Further investigation of a more direct relationship between GILOs and Programme Intended Learning Outcomes (PILOs), the possibility of integration into course assessment, and a time frame for integration into curriculum designs will be essential for mapping GILOs onto PILOs in programme review sessions.

Teachers

The GILO Rubrics are of practical use to teachers in helping them to develop and assess students' generic abilities. The rubrics provide well organised and well defined resources for evaluating and guiding generic-abilities development, and have been demonstrably useful in teaching contexts, especially in offering discrete performance levels to aid the identification and assessment of students' generic abilities. The rubrics provide clear guidance for teachers on developing course content and incorporating the University's expectations into their teaching, and are intended to inspire and motivate teachers to enrich their teaching. The University provides opportunities for continual professional development for teachers in the form of workshops and seminars that demonstrate the use of the rubrics to integrate the University's GILOs into coursework and teaching practice.

Students

The GILO Rubrics give students a clear idea of the expectations of the University, and the framework can be used by students as a blueprint for the development of a range of generic abilities. Students can use the rubrics to identify their current level of attainment and gaps in their achievement and set learning goals. By mapping learning outcomes onto their own development, students can also use the rubrics to consolidate their learning experience for their personal growth and development. Workshops and seminars on the GILO Rubrics are organised by the University to enhance students' understanding of the University's expectations of graduates and guide them to attain GILOs.

Beginner users may refer to Appendix I and II for an overview of the GILO Rubrics in an English-only version and an English version supplemented by a Chinese translation to prepare for their generic-abilities development in senior years at the University.



1. Problem Solving Skills

Problem solving skills refer to the ability to deal with problems/tasks/situations, formulate a plan to solve a problem, implement a solution and monitor the process, and reflect on and evaluate the process and outcomes.

- 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

2. Critical Thinking Skills

Critical Thinking Skills refer to the ability to identify and analyse an issue. These skills are demonstrated in the process of examining the influence of the context and assumptions, analysing the issue with relevant information, and evaluating it with evidence and logical reasoning before formulating a conclusion or specific position (perspective/thesis/hypothesis).

- 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)

3. Creative Thinking Skills

Creative thinking skills refer to the ability to be aware of changes, signals, influences, incompleteness and unusual stimuli. Creative people have the flexibility to think from multiple perspectives, and are able to create and extend a novel idea, question, format or product through their capacity to combine or synthesise existing ideas or solutions. They can elaborate upon new ideas by adding detail and sophistication.

- 3.1 Sensitivity: Aware of changes, signals, influences, incompleteness and unusual stimuli
- 3.2 Flexibility: Change formats, modify information or shift perspectives
- 3.3 Innovative thinking: Novelty or uniqueness (of idea, claim, question, form, etc.)
- 3.4 Connecting, synthesising, transforming: Combine or synthesise existing ideas, images or expertise in original ways
- 3.5 Elaboration: Develop and expand rough ideas by adding detail and sophistication

4a. Oral Communication Skills

Oral communication skills refer to the skills deployed in oral presentations to convey a central message, accompanied by one or more forms of supporting evidence, delivered in a well-organised manner to enhance communication effectiveness.

- 4a.1 Convey a central message with context and purpose: Main point/thesis of the presentation
- 4a.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that support the presentation's principal ideas
- 4a.3 Display organisation: Grouping and sequencing of ideas and supporting material in a presentation; evidence of an organisational pattern with a distinct introduction and conclusion, sequenced material within the body of the presentation, and transitions
- 4a.4 Use proper language and engage the audience: Proper language refers to proper use of vocabulary, terminology and sentence structure; audience engagement refers to engaging audience through posture, gestures, eye contact and use of voice

Examples of learning evidence



Collected from

- ▶ Coursework of selected programmes
- ▶ Student ePortfolios of GECC and FE

Exemplary students' works

- ▶ Presented in case writings according to the GILO Rubrics
- ▶ Arranged in three sets

Examples of learning evidence



Exemplars:

- ▶ The first set
<https://sway.com/K4AcMTMrgHqJs8XA>
- ▶ The second set
<https://sway.com/w3RrUy9tf8S51QPY>
- ▶ The third set
<https://sway.com/ciV4cIernsWBcH85>

GILO 1: Problem Solving Skills

CW072 Counseling theories, helping process and skills - Individual Assignment

The coursework was submitted by a MA(CO) student fulfilling the assessment task of a course focusing on counseling theories, helping process and skills. The work particularly demonstrates student achievement in Problem Solving Skills.

The coursework demonstrated problem solving skills in terms of criteria 1.1, 1.3, and 1.4.

Evidence from students' works in demonstrating GILOs - Second set of examples

GILOs refer to the Generic Intended Learning Outcomes at the Education University of Hong Kong.

The examples of learning evidence are directly extracted from students' works without correction on minor mistakes such as typing or grammatical errors.

The types of selected students' works include both coursework and ePortfolio.

- GILO (1) Problem Solving Skills: Coursework- Essay type
- GILO (2) Critical Thinking Skills: Coursework- Project proposal
- GILO (3) Creative Thinking Skills: Coursework- Play performance
- GILO (4a) Oral Communication Skills: Coursework- Putonghua presentation
- GILO (4b) Written Communication Skills: Coursework- Essay type
- GILO (5) Social Interaction Skills: GECC ePortfolio- Interview video
- GILO (6) Ethical Decision Making:

1.2 Formulate a plan to solve the problem

The student teachers formulated a revised lesson plan to further improve the teaching process during the lessons. Based on the problems they identified during the teaching practice, they revised and formulated a more feasible three-section lesson plan for the lesson unit, considering most of the relevant contextual factors to improve in the pedagogies of the teachers. They formulated a detailed plan concerning different strategies to help the students to learn and understand the concepts.



Collection of coursework

- ▶ Continue the good practice of sharing learning evidences demonstrating different GILOs
- ▶ Collect coursework exemplars demonstrating GILOs
- ▶ Seek Programme Leaders' support to collect the coursework
- ▶ Invitation email will be sent out soon

Thank You!



Centre for Learning, Teaching and Technology
教 學 科 技 中 心

12 September 2017