

Course Lecturer: CHEUNG, Ting On Lewis (Dept of SSC)

Course: SSC4140 Sustainable Development & Policy

Semester 1, 2016-17

Global elements to be incorporated in the course

Global Examples of sustainable development and policies adopted to achieve sustainability

Course: INS4007 Globalization, Development and Environment I

Semester 2, 2016-17

Global elements to be incorporated in the course

- Compare the different between Hong Kong and mainland China in the policies, strategies and measures in responding to globalization, development, and environmental issues
- Understand environmental issues arising from economic development in the contexts of Hong Kong and Mainland China in a global age.

Teaching reflection

I have taught three courses last year including GGP3017 Protected Areas Planning and Management, SSC4140 Sustainable Development and Policy, GGP1003 Spatial Data Analysis and GIS, and INS4007 Globalization, Development and Environment I mainly for two undergraduate programmes. Naturally, global elements have to be part of the content taught in my courses as overseas examples have always been used. Two courses SSC4140 and INS4007 have largely incorporate global elements in the lectures and assessment. These two courses introduced sustainability concept and many overseas examples have been included in the teaching materials allowing students to compare among various developed and developing countries. Understanding situation of different countries is vital in studying sustainable development as students could be able to identify strength and weaknesses of various strategies adopted by different countries to

achieve sustainable development. Students can therefore be able to take reference to other case studies to suggest appropriate ways to help our own country to achieve sustainable development. One of the e-learning activities has been implemented in INS4007 that students were asked to conduct an online lesson and discussion on a comparatively adhoc/contemporary issue which was related to globalization – One Belt One Road. Students demonstrated their ability to discuss the possible impacts of this policy to our city, country and also other countries along the region.

Generally speaking, students demonstrated their eager to learn through the lectures and could be able to come up with good group projects and presentations to address the environmental and development issues of Hong Kong and Mainland and suggest sustainability strategies for improvement.

Although global elements were commonly used in my courses, there is difficulty for students to understand some concepts. For instance, when we taught about sustainable development stages of the developed countries in Europe, students need to have some background of the political and legislative system of that countries to understand their sustainable strategies. With limited knowledge in such background, students may find difficult to understand the case studies.