THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:**	Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Geography)
Programme QF Level	**:**	5
Course Title	**:**	**Field Methods and Teaching in Geography**
Course Code	**:**	GGP3024
Department	**:**	Social Sciences and Policy Studies
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	3

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"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This is a course designed to introduce techniques used in field data collection for geographical topics. This course provides students with an opportunity to use field equipment, design experiments and questionnaires for field data collection in both physical and human environments. A compulsory overseas residential field study will be organized to allow students to observe and record data in the field and equip them with the necessary geographical skills and experiences. Students will be equipped with hands-on experience for conducting field geographical-related research.

2. Course Intended Learning Outcomes ($CILO_s$)

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

$CILO_1$: Demonstrate competence in knowledge on different types of geographical field methods and techniques;

$CILO_2$: apply skills in field data collection, data analysis, and presentation of findings;

$CILO_3$: develop pedagogical skills in teaching geography including experimental design, field data analysis and spatial analysis in the context of geographical field-based learning;

$CILO_4$: choose appropriate knowledge and skills of geographical field study in a professional way.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
(a) Fundamental research concepts • Theory: theorize and observe world • Methodology: measurement and interpretation	$CILO_{1,3}$	• Lectures • Pre-field study tutorials or workshops
(b) Data collection in geography • Field data collection • Quantitative data collection • Qualitative data collection • Field observation	$CILO_{1,2,4}$	• Lectures • Pre-field study tutorials or workshops • Residential overseas field study
(c) Experimental and non-experimental research design • Questionnaire design • Scientific experimental design • Sampling	$CILO_{1,2,4}$	• Lectures • Pre-field study tutorials and workshop • Residential overseas field study • Project presentation
(d) Data analysis • Basic data analysis by using statistical software. • Spatial analysis	$CILO_{2,3,4}$	• Lectures • Post-field study tutorials or workshops • Project presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class participation Students are required to participate actively in pre and post-trip activities, discussions and fieldworks conducted in the study trip.	25%	$CILO_{1,2,3,4}$
(b) Educational video Students are required to make a short educational video explaining geographical concepts. The video should be 3 minutes long.	25%	$CILO_{1,3}$
(c) Field work activity design i. Proposal Students are expected to work in groups (3-4 students) to prepare a brief summary of the field work activity design and deliver a presentation in the study trip. ii. Teaching kit for field work activity The group is required to complete a field work activity design. The field work activity design should contain the following items: • An instructional plan • Supplementary materials required to complete the lesson (PowerPoint slides and worksheets with model answers)	50%	$CILO_{1,2,3,4}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Gomes, B. & Jones, J. P. (2010). *Research Methods in Geography: A critical introduction*, Chichester, UK: Wiley-Blackwell.

7. Recommended Readings

Clifford, N. J. & Valentine, G. (2003). *Key Methods in Geography*. London: Sage Publication.

Gilbertson, D.D., Kent, M. & Pyatt, F.B. (1985). *Practical Ecology for Geography and Biology: Survey, Mapping and Data Analysis*.

London: Chapman & Hall

Lounsbury, J.F. & Aldrich, F.T. (1996). *Introduction to Geographic Field Methods and Techniques 2nd Edition*. Columbus, Ohio: Bell Howell

Matthews, M.H. & Foster, I.D.L. (1986). *Fieldwork Exercised in Human and Physical Geography.* London: Sage publications.

Montello, D. R. & Sutton, P. C. (2013). *An Introduction to Scientific Research Methods in Geography and Environmental Studies*, 2nd Edition. London: Sage Publication.

Toyne, P. & Newby, P.T. (1971) *Techniques in Human Geography*. London: Macmillan

Vishwanath, H. N. (2006). *Models of Teaching in Environmental Education*. New Delhi: D.P.H. Discovery Publishing House.

8. Related Web Resources

To be provided

9. Related Journals

Geographical Review
Landscape and Urban Planning
Procedia - Social and Behavioral Sciences,
Journal of Geography in Higher Education
Teaching Geography
International Research in Geographical and Environmental Education
Journal of Geography
Educational Sciences: Theory and Practice

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000001633679892454 8BbN5).
Students should familiarise themselves with the Policy.

11. Others

Newspaper articles, magazines and other on-line videos on relevant current issues will be used wherever and whenever necessary and feasible.

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