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); all undergraduate programmes
Programme QF Level	**:**	5
Course Title	**:**	Human-Land Interaction in China
Course Code	**:**	GGP3035
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

The key purpose of this course is to familiarise students with the physical geographical features of China with focuses on its topographical, climatic and fluvial aspects. The course equips students with essential geographical skills to describe and interpret different geographical information. The course shall consolidate students' understanding of the concepts relating to people and the environment, natural resources management and responses, and the challenges of and actions for achieving long-term sustainable development. The course will also help students enhance the pedagogical ability to teach topics related to geography of China set in the new geography curriculum and will be particularly useful for pre-service teachers of Geography and Primary Humanities.

2. Course Intended Learning Outcomes (CILOs)

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

$CILO_1$ Describe and annotate the physical features of the earth; identify and explain the interplay between topography, climate and rivers of China.

$CILO_2$ Interpret different sources of information, including contour maps, topographic maps and climatic graphs for understanding the physical geography of China.

$CILO_3$ Explain strategies for natural resources management, responses to environmental challenges, and actions taken to achieve long-term sustainable development in China.

$CILO_4$ Develop and implement learning activities on topics related to physical geography of China (e.g., topography, climate, and rivers) appropriate for secondary or primary humanities curricula.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Concepts of physical geography (location, direction) and physical features in China (territory, topography, climate, rivers and natural environment)	$CILO_{1,3}$	Lectures, Maps, graphs, data, case study and enquiry
Geographical map reading skills to interpret geographical information	$CILO_2$	Contour maps, topographic maps and climatic maps
Interplay between topography, climate and fluvial landforms and their implications on Water resources in China: challenges and strategies	$CILO_{1,2,3}$	Lectures, small-group discussion, concept mapping, case study and enquiry
Natural resources management and Sustainable development: challenges and actions	$CILO_{1,2,3}$	Lectures, small-group discussion, concept mapping, case study and enquiry
Pedagogical approaches and application: Lesson planning, classroom instruction and explanation, assessment of student learning and micro-teaching	$CILO_{1,2,3,4}$	Lectures, small-group discussion, micro-teaching
Enquiry-based fieldwork activity in China	$CILO_{1,2,3,4}$	Fieldwork

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) **Online quiz** • Short essay type questions.	20	*CILO1, 2,3,*
(b) **Lesson Plan** (Group work: 3-4 students a group) Students are expected to • design a lesson plan, and • conduct an oral presentation to explain the ways in which a lesson can be constructed around the topics covered in the revised curriculum of Geography (Form 1-Form3) *	50	*CILO1,2,3,4*
(c) **Fieldwork Reflection Report** • Each student writes a reflection report in 900 words.	30	*CILO1,2,3*

*https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/js_geog/Geography_(F.1-3)_Curriculum_Framework_en.pdf

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)

Wang, J., Liang, S., & Shi, P. (2022). *The Geography of Contemporary China* (1st ed. 2022.). Springer International Publishing.

7. Recommended Readings

Liu, H., Leng, S., He, C., Peng, J., Piao, S., & Wang, X. (2019) "China's road towards sustainable development: geography bridges science and solution," *Progress in Physical Geography: Earth and Environment* 43(5): 694–706.

Liu, Y., Han, Y., Wu, J., Wang, C., & Fu, B. (2023). "The response of geographical processes to landscape restoration: China's research progress," *Progress in Physical Geography: Earth and Environment*," *47*(5), 792-807.

Liu, Z., Tang, G., Zhou, Y., Sun, J., Wu, W., & Yang, P. (2022). "Why can China maintain a high crop diversity? A spatial-temporal dynamic analysis," *Progress in Physical Geography: Earth and Environment*, *46*(2), 217-231.

Wong, D.W.S., Wong, K.K.K., Chung, H. and Wang, J.J. (2018) *China: A Geographical Perspective* (Guilford Texts in Regional Geography). Guilford Press.

Xiong, J., Malanson, G. P., & Peng, J. (2022). "Progress of physical geography in China: Toward elements correlated, processes coupled, and spatial integrated research," *Progress in Physical Geography*, *46*(6), 825–828.

8. Related Web Resources

EDB: National Geography
https://www.edb.gov.hk/en/curriculum-development/kla/pshe/national-geography/index.html

9. Related Journals

- *Progress in Physical Geography* *https://journals.sagepub.com/home/ppg*
- *Progress in Human Geography* *https://journals.sagepub.com/home/phg*
- *Teaching Geography* *https://portal.geography.org.uk/journal/index/tg*
- *The Geography Teacher* *https://www.tandfonline.com/journals/rget20*
- *Geography Education 地理教學* *https://dljx.ecnu.edu.cn/EN/volumn/volumn_8.shtml*

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 familiarize themselves with the Policy.

11. Others

Nil

May 2026