

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### **Part I**

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Field Visit
<b>Course Code</b>	: SSC2331
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: Non-credit bearing
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 2

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#### **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 Field Visit is a required component of the programme providing students an opportunity to visit cities in the Greater Bay Area (GBA) or nearby cities in the region. It aims at enhancing students' awareness of the ongoing developmental issues in the region, and the importance of social enterprises in tackling those issues. Through collaboration with other university partners throughout the region, students are expected to actively engage in the interactive learning environment where international and local students combine knowledge acquired from lectures and seminars with investigation of problems and prospects of the GBA in the Asian context. A typical field visit will include visits to government offices, international non-profit organizations, think tanks, social services and environmental protection organizations. Renowned businessmen, community leaders, prominent scholars will also be invited as guest speakers for lectures and professional visits.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> articulate the major issues related to social, economic, technological, political, cultural and environmental developments in selected city(ies) in the GBA;
- CILO<sub>2</sub> examine critically major opportunities and challenges that these cities are facing during the process of rapid socio-economic and political transformation;
- CILO<sub>3</sub> appreciate the complexity of developmental issues in selected Chinese cities; and
- CILO<sub>4</sub> explain the role of social enterprises in tackling developmental problems

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Major domestic, regional and global variables shaping the current socio-economic, political, technological, cultural and environmental developments in the GBA	CILO <sub>1</sub>	• Lectures, field trips, group discussion
Major opportunities and challenges that GBA cities are facing during the process of rapid socio-economic and political transformation. Major opportunities and challenges that these cities are facing during the process of rapid socio-economic and political transformation	CILO <sub>2</sub>	• Lectures, field trips, group discussion
Appreciate the complexity of developmental issues in selected Chinese cities	CILO <sub>3</sub>	• Lectures, field trips, group discussion
Demonstrate an awareness of the role of social enterprises in tackling developmental problems	CILO <sub>4</sub>	• Lectures, field trips, group discussion

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Reflective Journal: Students will write a short reflective essay or film a video blog to discuss the things they learn in the field visit.	50%	CILO <sub>1, 2, 3, 4</sub>
(b) Participation	50%	CILO <sub>1, 2, 3, 4</sub>

#### 5. Required Text(s)

Nil.

#### 6. Recommended Readings

Baehler, K., & Besharov, D. (2013). *Chinese Social Policy in a Time of Transition*. Oxford: Oxford University Press.

Chan, C.K., Ngok, K.L., & Phillips, D. (2008). *Social Policy in China: Development and well-being*, Bristol: Policy Press.

Chan, F. (2020). The Guangdong–Hong Kong–Macao Greater Bay Area: Enhancing Collaborative Governance of the CEPA Implementation and Regional Integration. *China: An International Journal*, 18(1), 171-191.

Chiu, S., & Lui, T.L. (2009). *Hong Kong: Becoming a Chinese Global City*, London: Routledge.

Chufrin, G. (2006). *East Asia: Between regionalism and globalism*, Singapore: Institute of Southeast Asian Studies.

Howell, J. (2004). *Governance in China*, Lanham: Rowman & Littlefield Publishers, Inc.

Li, H. (2006). Emergence of the Chinese middle class and its implications. *Asian Affairs, an American Review*, (32)2, 67-83.

Mok, K.H., & Forrest, R. (2009). *Changing governance and public policy in East Asia*, London: Routledge.

Yu, H. (2019). The Guangdong-Hong Kong-Macau Greater Bay Area in the Making: development plan and challenges. *Cambridge Review of International Affairs*, DOI: 10.1080/09557571.2019.1679719

## 7. Related Web Resources

<http://www.mad.asia/what-s-new>  
<https://bcorporation.net/about-b-lab>  
[https://ec.europa.eu/growth/sectors/social-economy/enterprises\\_en](https://ec.europa.eu/growth/sectors/social-economy/enterprises_en)  
<https://sechamber.hk/>  
<https://www.bayarea.gov.hk/en/home/index.html>  
<https://www.seraasia.org/>  
<https://www.socialenterprise.org.uk/>

## 8. Related Journals

Nil

## 9. 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 10. Others

Nil

Last updated: 22 December 2023