THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
Programme QF Level	:	5
Course Title	:	Cross-Faculty Core Course: Component II – Visits in Greater Bay Area
Course Code	:	CFB3008
Department	:	Social Sciences and Policy Studies
Credit Points	:	1
Contact Hours	:	13
Pre-requisite(s)	:	Nil
Medium of Instruction	:	CMI
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 course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/ department(s) / unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included, for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/ orientation/ tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/ orientation/ tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course. *(For details of the scheduled sessions, please refer to "Supplementary Information" of specific GBA visit.)*

2. Course Intended Learning Outcomes (CILO$_s$)

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

CILO$_1$ Demonstrate understanding and reflection of various aspects of the development in the Greater Bay Area (GBA); and

CILO$_2$ Apply skills and demonstrate intercultural competencies in cross-cultural contexts to supplement what they have learnt in the classroom.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Pre-visit briefing/ orientation/ tutorials To equip students with a range of knowledge and skills to engage in meaningful GBA visit. Topics include, for example: • Briefing/orientation on the overall arrangements • Development in GBA, such as the social and cultural context, economic development, education context and development • Safety and contingency measures (for example, unique health risks from the visit, required insurance, liabilities, for pre-departure and any additional acculturation issues germane to the destination in GBA) • Legal concerns in GBA	*CILO$_{1,2}$*	• Tutorials / Talks / Workshops • Guidance and feedback

Course Content	CILOs	Suggested Teaching & Learning Activities
GBA visit Students to participate in visits that arranged and coordinated by respective faculty/ departments on different themes of GBA development that relate to their field of study. Themes include, for example: • Economic development • Youth innovation and Entrepreneurship	*CILO_{1,2}*	• Visit(s) to institutes/ organisations/ sites • Tutorials/ Talks/ Workshops • Group and panel discussions/ forum • Exchange of ideas with speakers / stakeholders and local students
Post-visit debriefing To enhance students' consolidation and self-reflection of learning experiences that gained from the GBA visit. Topics include, for example: • Debriefing on the overall arrangements • Development in GBA, such as the social and cultural context, economic development, education context and development	*CILO_{1,2}*	• Tutorials / Talks / Workshops • Group and individual tasks • Guidance and feedback

4. **Assessment**

Assessment Tasks	Weighting	CILO
(a) Participation of all scheduled briefing/ orientation / tutorials, debriefing and visit sessions.	100% (Pass or Fail)*	*CILO_{1,2}*
(b) An individual written reflection paper (of around 500 English or 800 Chinese words) that documents the consolidation and self-reflection of learning experiences that gained from the GBA visit.		

* *Students have to pass both assessment tasks in order to get an overall pass grade for this course component.*

5. Use of Generative AI in Course Assessments

☐ *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 acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s) *(Please also refer to "Supplementary Information" of specific GBA visit)*

Nil

7. Recommended Readings *(Please also refer to "Supplementary Information" of specific GBA visit)*

Brockbank, A., & McGill, I. (2007). *Facilitating reflective learning in higher education* (2ⁿᵈ ed.). Maidenhead: Society for Research into Higher Education and Open University Press.

Chan, L. (2019). *The Greater Bay Area: An educational awakening*. HKTDC Research. https://research.hktdc.com/en/article/MzE5ODIwNjIw

Ernst & Young & The Association of Chartered Certified Accountants (2019). *Greater Bay Area – Navigating the road toward an international innovation and technology hub*. Ernst & Young, China & The Association of Chartered Certified Accountants. https://www.bayarea.gov.hk/filemanager/en/share/pdf/ey-gba-navigating-the-road-toward-an-international-i-and-t-hub-en.pdf

Ho, L. S. (2020). Greater Bay Area: A market-driven plan to enhance quality of life and development. *Asian Education and Development Studies*, *9*(3), 287-295. https://doi.org/10.1108/AEDS-11-2019-0175

JLL Hong Kong (2020). *The Greater Bay Area: The path ahead: A fresh look at understanding the next mega-city region*. JLL Hong Kong. https://www.jll.com.hk/en/trends-and-insights/research/gba-whitepaper-2020

Liang, Y., Zhou, Z., & Li, X. (2019). Dynamic of regional planning and sustainable development in the Pearl River Delta, China. *Sustainability*, *11*(21). https://www.mdpi.com/2071-1050/11/21/6074/htm

Tang, H.-H. H. (2022). The strategic role of world-class universities in regional innovation system: China's Greater Bay Area and Hong Kong's academic profession. *Asian Education and Development Studies*, *11*(1), 7-22. https://doi.org/10.1108/AEDS-10-2019-0163

Tang, R., & Ellison, S. (2019). *Greater Bay Area: A 2030 outlook: Opportunities and challenges over the next decade*. Colliers International & RICS. https://www.rics.org/globalassets/rics-website/media/news/news--opinion/asia-pacific/rics-hk-colliers-gba-report

李子建 (2020):〈面向 2035 年的粵港澳大灣區教育及人才培養〉,《河北師範 大學 學報(教育科學版)》,第 22 卷,第 3 期,頁 1-6,中國石家莊市:河 北師範 大學。

林先揚、談華麗編著 (2020)：《粵港澳大灣區知識讀本》，開明出版社。 香港青年協會 青年研究中心 (2020)：〈「粵港澳大灣區」為青年帶來的機 遇〉，《青年研究學報》，第 21 卷，第 2 期。
https://yrc.hkfyg.org.hk/2020/01/06/%E9%9D%92%E5%B9%B4%E7%A0%94%E7%A9%B6%E5%AD%B8%E5%A0%B1%EF%BC%9A%E3%80%8C%E7%B2%B5%E6%B8%AF%E6%BE%B3%E5%A4%A7%E7%81%A3%E5%8D%80%E3%80%8D%E7%82%BA%E9%9D%92%E5%B9%B4%E5%B8%B6%E4%BE%86%E7%9A%84%E6%A9%9F/

香港青年協會 青年研究中心 (2022)：《「香港青年在大灣區就業競爭力」研究報告》，香港青年協會，青年研究中心。
https://hkfyg.org.hk/wp-content/uploads/2022/05/GBA-Full-Report.pdf

香港特別行政區政府 (2021)：《香港在國家十四五規劃綱要中的角色》，香港特別行政區政府。
https://www.brandhk.gov.hk/docs/default-source/factsheets/hong-kong-themes/2021-10-05/hong-kongs-role-in-the-national-14th-five-year-plan-c.pdf

團結香港基金 政策研究院 (2016)：《迎接時代變遷：與內地經濟並進》，團結香港基金。
https://www.ourhkfoundation.org.hk/sites/default/files/media/pdf/ChinaHK_Report_Chinese_28.10.16.pdf

8. **Related Web Resources** *(Please also refer to "Supplementary Information" of specific GBA visit)*

McKinsey & Company "Perspectives on China blog"
(https://www.mckinsey.com/cn/our-insights/perspectives-on-china-blog)

一图了解粤澳大湾区文化和旅游发展规划
(https://zwgk.mct.gov.cn/zfxxgkml/zcfg/zcjd/202012/t20201231_920436.html)

大灣區共同家園青年公益基金 (https://www.gbayouth.org.hk/tc)

大灣區香港中心 (https://www.bayareacentre.org.hk/)

中國文化研究院 (https://chiculture.org.hk/)

政制及內地事務局 粵港澳大灣區建設
(https://www.bayarea.gov.hk/tc/home/index.html)

當代中國 (https://www.ourchinastory.com/zh/home)

勵進教育中心〈趣看家國〉(https://endeavour.org.hk/china-nowadays/country)

9. **Related Journals**

(Please also refer to "Supplementary Information" of specific GBA visit)

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

11. Others

The Cross-Faculty Core Course: Component II – Visits in Greater Bay Area aims to provide students with the best learning experience. In liaising with our partnership organisations, the content of the course and the manner in which the course is taught may be subject to change at the sole discretion of the University.

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