

Course Outline

Part I

Programme Title:	All undergraduate programmes
Programme QF Level:	5
Course Title:	Experiential Learning Field Studies to the Greater Bay Areas
Course Code:	SSC3303
Department:	Social Sciences and Policy Studies
Credit Points:	3
Contact Hours:	39 (including a 3-day study trip to the Greater Bay Areas)
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"):

- 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

Under the rapid development in the Greater Bay Areas and which Hong Kong has been playing an important role in the areas, knowledge on the development of the Greater Bay Area would be important for graduates who intend to equip themselves with knowledge on the Greater Bay Area. Students could be offered an opportunity those residential field studies to experience onsite regarding urban and economic development of the Greater Bay Area.

This course provides students with onsite experience to understand the economic and urban development of the major cities in the Greater Bay Area. A compulsory 3-day experiential learning field study will be organized to allow students to visit, observe and investigate various organizations such as universities, private companies, governmental parties, cities and farms. Students could therefore experience the rapid development of the cities in the Greater Bay Area and assess the strengths and weaknesses of such development in the economic, social and environmental aspects.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO1 Demonstrate competence in knowledge on economic and urban development of the Greater Bay Area
- CILO2 Understand the procedure of organizing experiential learning field study to the Greater Bay Area
- CILO3 Critically assess the sustainable development of the cities in the Greater Bay Area
- CILO4 Evaluate the effectiveness of the Greater Bay Area for sustainable development in southern China

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Concept of Bay Areas Development <ul style="list-style-type: none">- Introduction of Bay Areas Development including Los Angeles Bay Areas and Tokyo Bay Areas.- Overview of the Greater Bay Area	<i>CILO₁</i>	Seminar; group discussions; readings; field studies
Economic development of the Greater Bay Area <ul style="list-style-type: none">- Integration and cooperation of cities	<i>CILO_{1,3,4}</i>	Seminar; group discussions; readings; field studies

<ul style="list-style-type: none"> - Role of cities for economic development - Motilities of residents in the Greater Bay Area 		
Urban development of the Greater Bay Area <ul style="list-style-type: none"> - Connectivity between cities - Global competitive modern industrial system - International innovational and technology hub 	<i>CILO_{1,3,4}</i>	Seminar; group discussions; readings; field studies
Procedure of organizing experiential learning field studies to the Greater Bay Area	<i>CILO₂</i>	Seminar; group discussions; readings; field studies

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) An individual assignment <ul style="list-style-type: none"> - Students are required to complete a 2000-word individual assignment for the topic related to the development of the Greater Bay Area. 	30%	<i>CILO_{1,3,4}</i>
(b) Reflective journal of experiential learning field studies <ul style="list-style-type: none"> - Students are required to write up an 1000-word reflective journal on what they have learnt in the residential field studies 	30%	<i>CILO_{1,2,3,4}</i>
(c) Group presentation and report <ul style="list-style-type: none"> - Students need to work in a group of 3-4 for a project which is related to the Greater Bay Area 	40%	<i>CILO_{2,4}</i>

5. Required Text(s)

Nil

6. Recommended Readings

McGee, T.G., & Robinson, I. (Eds). (1995). The mega-urban regions of Southeast Asia. Vancouver, BC: University of British Columbia Press.

Xu, J., & Yeh, A.G. (Eds). (2010). Governance and Planning of mega-city regions: An international comparative perspective. Routledge

Chen, J., Chang, K.T., Karacsonyi, D., 2014. Comparing urban land expansion and its driving factors in Shenzhen and Dongguan, China. *Habitat Int.* 43, 61–71.

Jiang, H., Peng, J., Dong, J., Zhang, Z., Xu, Z., & Meersmans, J. (2021). Linking ecological background and demand to identify ecological security patterns across the Guangdong-Hong Kong-Macao Greater Bay Area in China. *Landscape Ecology*, 1-16.

Lixun, L. (2017). Thinking on the Guangdong-Hong Kong-Macao greater bay area. *Tropical Geography*, 37(6), 757-761.

Lin, X., Chen, D., Han, J., Chen, T., & Li, C. (2019). A Study on the Role of Guangdong-Hong Kong-Macao Greater Bay Area Based on the Belt and Road Initiative. *Journal of Economics and Business*, 2(3).

Ji, J., & Pan, F. (2021). Comparison between the Economies of the Guangdong–Hong Kong–Macao Greater Bay Area and Other Bay Areas of the World. In *GUANGDONG-HONG KONG-MACAO GREATER BAY AREA: Planning and Global Positioning* (pp. 21-67).

Chen, L. (2021). Strategic Positioning of the Greater Bay Area of Guangdong, Hong Kong and Macao. In *GUANGDONG-HONG KONG-MACAO GREATER BAY AREA: Planning and Global Positioning* (pp. 261-307).

Wang, X., Yan, F., Zeng, Y., Chen, M., He, B., Kang, L., & Su, F. (2021). Ecosystem Services Changes on Farmland in Response to Urbanization in the Guangdong–Hong Kong–Macao Greater Bay Area of China. *Land*, 10(5), 501.

7. Related Web Resources

Greater Bay Area <https://www.bayarea.gov.hk/en/home/index.html>

Brand Hong Kong <https://www.brandhk.gov.hk/html/en/StrategicFocus/GreaterBayArea.html>

Guangdong-Hong Kong-Macao Greater Bay Area

<https://www.dsec.gov.mo/BayArea/en-US/#home>

8. Related Journals

Cities

Urban Studies

China Quarterly

International Journal of Urban and Regional Research

Regional Studies

Land Use Policy

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

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