

Course Outline

Part I

Programme Title : All Undergraduate Programmes

Programme QF Level : 5

Course Title : Overseas Field-based Learning: Exploring Cultural Heritage and Global Citizenship

Course Code : SSC2358

Department : Social Sciences and Policy Studies

Credit Points : 3

Contact Hours : 39 hours
(This includes 6 hours of pre-trip activities, such as lectures; 30 contact hours, which consist of 45 hours of experiential learning activities during the trip; and 3 hours of post-trip activities, such as a reflection session.)

Pre-requisite(s) : Nil

Medium of Instruction : EMI

Course Level : 2

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 course "Overseas Field-Based Learning: Exploring Cultural Heritage and Global Citizenship" is a credit-bearing programme offers students an intensive field-based learning experience to explore the relationship between global citizenship and cultural heritage. Students will understand the significance of cultural heritage in promoting global citizenship via case studies, site visits, and group projects, review the impact of cultural heritage tourism on local communities, and reflect their responsibilities as global citizens. The course emphasizes the integration of these two themes to foster a holistic understanding of cultural heritage preservation and global citizenship.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO1 Illustrate the interconnections between cultural heritage and global citizenship, with a focus on cultural heritage tourism as a platform for intercultural understanding and sustainable development.
- CILO2 Apply case studies to investigate cultural heritage conservation and its role in global citizenship.
- CILO3 Demonstrate intercultural competence and critical reflection through field-based learning activities, learning the importance of respecting cultural heritage and promoting sustainable practices.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILO	Suggested Teaching & Learning Activities
Introduction to Cultural Heritage and Global Citizenship Definitions <ul style="list-style-type: none">- The connection between Cultural Heritage and Global Citizenship (e.g. the role of cultural heritage in fostering global citizenship such as cultural heritage as a platform for intercultural understanding and sustainable development)	CILO1&2	<ul style="list-style-type: none">- Lecture- Group Discussion- Case Study
Theoretical Framework of Global Citizenship and Concepts of Cultural Heritage Management <ul style="list-style-type: none">- Theories of Global citizenship (e.g. UNESCO conceptual framework of global citizenship , UNESCO competence framework for cultural heritage management, etc.)	CILO1&2	<ul style="list-style-type: none">- Lecture- Case Study- Group Discussion
Cultural Heritage Conservation <ul style="list-style-type: none">- UNESCO World Heritage Sites- Challenges and opportunities in heritage conservation	CILO2&3	<ul style="list-style-type: none">- Lecture- Site Visit (e.g. UNESCO World Heritage Site)- Case Study

Impacts of Cultural Heritage Tourism <ul style="list-style-type: none"> - Social, economic and cultural impacts of heritage tourism - Sustainable tourism practices 	<i>CILO2&3</i>	<ul style="list-style-type: none"> - Case Studies - Field-Based Study - Site Visit (e.g. local community)
Community engagement in Global Citizenship Respect for Cultural Diversity <ul style="list-style-type: none"> - Sustainable development 	<i>CILO1&3</i>	<ul style="list-style-type: none"> - Case Studies - Lecture - Group Discussion - Site Visit

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<u>Participation</u> <ul style="list-style-type: none"> • Students are required to attend and complete all class exercises in the pre-trip briefing session(s) / workshop(s) (e.g. case study methodology, observation & data collection techniques, etc.) and post-trip de-briefing session(s)/ activity 	20%	<i>CILO_{1,2,3}</i>
<u>Group Field-based Activities and Group Project</u> <ul style="list-style-type: none"> • Students are expected to: <ul style="list-style-type: none"> - Conduct observations, data collection, and analysis and work in groups (*5–6 students) to develop a project after a site visit to a selected destination (e.g., a UNESCO World Cultural Heritage Site, etc.) (30%) and - Conduct a presentation on an assigned theme (e.g., cultural heritage conservation and its environmental and sociocultural impacts on a selected destination). (20%) 	50%	<i>CILO_{1,2,3}</i>
<u>Individual Reflection Report</u> <ul style="list-style-type: none"> • Students are expected to complete a written reflection report of about 1000 words on personal growth and learning to consolidate students' knowledge on how their new experiences may relate to their previous and future courses in the programme, and what they learnt about respecting cultural heritage and promoting global citizenship. 	30%	<i>CILO_{1,2,3}</i>

*Subject to change

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)

Nil

7. Recommended Readings

Behrendt, M., & Franklin, T. (2014). A Review of Research on School Field Trips and Their Value in Education. *International Journal of Environmental and Science Education*, 9(3), 235–245. <https://doi.org/10.12973/ijese.2014.213a>

Blokker, J. (2025). “Building a global citizenship from cultural heritage”?. In *Inclusive Citizenship: Interdisziplinäre Perspektiven auf Bürgerschaft und politische Bildung* (pp. 71-83). Wiesbaden: Springer Fachmedien Wiesbaden. Creswell, J. W., & Creswell, J. D. (2018). *Research design : qualitative, quantitative, and mixed methods approaches* (Fifth edition.). SAGE Publications, Inc.

Das, D., & Chatterjea, K. (2018). Learning in the field—A conceptual approach to field-based learning in geography. *Learning geography beyond the traditional classroom: Examples from Peninsular Southeast Asia*, 11-33.

Fedesco, H. N., Cavin, D., & Henares, R. (2020). Field-based Learning in Higher Education: Exploring the Benefits and Possibilities. *The Journal of Scholarship of Teaching and Learning*, 20(1), 65–84. <https://doi.org/10.14434/josotl.v20i1.24877> Fullan, M. (2013). *Choosing the future: Education's next horizon*. Corwin Press.

Gibbs, P., & Garnett, J. (2007). Work-based learning as a field of study. *Research in Post-Compulsory Education*, 12(3), 409-421.

González-Valencia, G. A., Sabater, M. M., & Mata, J. C. (2022). Heritage education and global citizenship. In *Research Anthology on Citizen Engagement and Activism for Social Change* (pp. 387-409). IGI Global Scientific Publishing.

ICOMOS. (2011). *The Valletta principles for the safeguarding and management of historic cities, towns and urban areas*. International Council on Monuments and Sites.

Kimonen, E., & Nevalainen, R. (2020). *Toward Community-Based Learning: experiences from the U.S.A., India, and China* (1st ed., Vol. 1). BRILL.

Labadi, S. (2013). *UNESCO, cultural heritage, and outstanding universal value : value-based analyses of the World Heritage and Intangible Cultural Heritage Conventions*. AltaMira Press.

Lonergan, N., & Andresen, L. W. (1988). Field-Based Education: Some Theoretical Considerations. *Higher Education Research and Development*, 7(1), 63–77.

Morrissey, J., Clavin, A., & Reilly, K. (2013). Field-based learning: The challenge of practising participatory knowledge. *Journal of Geography in Higher Education*, 37(4), 619-627.

- Nussbaum, M. C. (2010). *Not for profit: Why democracy needs the humanities*. Princeton University Press.
- OECD. (2018). *The future of education and skills: Education 2030*. OECD Publishing.
- Rigling, C., Wood, T., & Thier, M. (2021). Field studies: inspiring critical-thinking global citizens. *Multicultural Education Review*, 13(3), 260-272.
- Santoro, N., & Major, J. (2012). Learning to be a culturally responsive teacher through international study trips: Transformation or tourism? *Asia-Pacific Journal of Teacher Education*, 40(2), 161–174.
- Soini, K., & Dessein, J. (2015). Culture-based regional development: A review and conceptual model. *Regional Studies*, 50(8), 1212–1228.
- Tawil, S. (2013). Education for ‘Global Citizenship’: A framework for discussion. UNESCO education research and foresight, Paris.
- Trif, L., & Popescu, T. (2013). The reflective diary, an effective professional training instrument for future teachers. *Procedia-Social and Behavioral Sciences*, 93, 1070-1074.
- UNESCO (2011), “UNESCO recommendation on the Historic Urban Landscape”, available at: [https:// whc.unesco.org/en/hul/](https://whc.unesco.org/en/hul/) (accessed 2 April 2025).
- UNESCO (2020), Competence Framework for Cultural Heritage Management: A Guide to the Essential Skills and Knowledge for Heritage Practitioners, UNESCO Bangkok, Paris, Bangkok.
- UNESCO, ICCROM, ICOMOS and IUCN (2023), Enhancing Our Heritage Toolkit 2.0: Assessing Management Effectiveness of World Heritage Properties and Other Heritage Places, UNESCO, Paris
- VanderDussen Toukan, E. (2018). Educating citizens of ‘the global’: Mapping textual constructs of UNESCO’s global citizenship education 2012–2015. *Education, Citizenship and Social Justice*, 13(1), 51–64. <https://doi.org/10.1177/1746197917700909>
- WHITRAP and City of Ballarat (2016), “The HUL guidebook: managing heritage in dynamic and constantly changing urban environments”, A Practical Guide to UNESCO’s Recommendation on the Historic Urban Landscape, WHITRAP, Shanghai and Ballarat.

8. Related Web Resources

Asian Cultural Council:

<http://www.asianculturalcouncil.org/>

Sustainable Development Report: Country Profiles:

<https://dashboards.sdindex.org/profiles>

The United Nations Educational, Scientific and Cultural Organization (UNESCO):

World Heritage Site

<https://whc.unesco.org/en/list/>

9. Related Journals

Asia-Pacific Journal of Teacher Education

International Journal of Heritage Studies

International Journal of Education Research

Journal of Cultural Heritage Management and Sustainable Development

Journal of Global Citizenship & Equity Education

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

Newspaper articles and video-clips on relevant issues.

Possible locations of visit: United Kingdom, Estonia, Australia, Japan, Thailand, Vietnam, etc.

Duration of Visit: Semester II/ Summer Semester

September 2025