

THE EDUCATION UNIVERSITY OF HONG KONG

University ePortfolio Course Outline

Part I

Programme Title	: All undergraduate programmes
Programme QF Level	: 5
Course Title	: Change Maker: Transforming Yourself, Community and the World
Course Code	: GEJ4031
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39 hours
Pre-requisite(s)	: For cohorts admitted 2018/19 and before: To be taken after satisfactory completion of all GE Breadth Courses required or concurrently with the last GE Breadth Course For cohorts admitted 2019/20 and thereafter: To be taken after satisfactory completion of all GE Breadth Courses required
Medium of Instruction	: English
Course Level	: 4

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

In response to increasing challenges of globalization, rapid shifts of regional powers and unpredictability of local social forces, this course emphasizes the role of active change makers in our students. By highlighting their initiative and uncovering their leadership potential, it seeks to facilitate students' personal growth and enable them to exert positive changes in the local and global communities. More specifically, this course aims to consolidate students' ability to analyze the complex and changing social and global issues that we are facing, such as aging and poverty, global financial slowdown, transnationalism and refugee crisis, individualization, the prominence of social media, changing gender and sexual relations, global terrorism and religious radicalization, the rise of ethnic conflicts, identity politics, grassroots activism, climate change, urban development and natural resources degradation, and so forth. Issues aside, this course also aims to encourage students to see themselves as active, responsible and caring young leaders, who do not merely act out, but critically evaluate the forces, values and norms underlying social and physical changes; that in turn will inspire them to lead meaningful lives and to re-imagine a better living environment through innovation and creativity (e.g. social entrepreneurship).

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Communicate (orally and in writing) personally, reflectively and critically about their undergraduate experience and artefacts in areas of study related to changes *at personal, community, social, organizational, urban, environmental and global levels* (including, but not restricted to, GE), utilizing the University structures of the Learning Framework drawing on Graduate Attributes, i.e. PEER & I, and GILOs, in particular Critical Thinking and Communication Skills, the GE Learning Outcomes (GELOs);
- CILO₂ Make, and reflect critically on, connections between what they have learned in their undergraduate studies about personal change, professional growth, community change, social change, organizational change, urban change, environmental and climate change, global change and specific aspects of their own lives and experiences beyond the classroom;
- CILO₃ Articulate their own beliefs, values and goals in order to describe a personal description or vision for living in a worthwhile life by envisaging a personal roadmap or visions for identifying and advocating positive changes at personal, community, social, organizational, urban, environmental and global levels and its connections leading meaningful lives and to re-imagine a better living environment through innovation and creativity.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Recapitulation of the PEER & I Learning Framework, GILOs, GELOs, and GE-CILOs	CILO ₂	Online and class discussion
<p>Reflections on students' undergraduate studies (e.g. GELS, PAVE, GEIC, ELC, CSLC, majors, and minors) and other learning experiences</p> <ol style="list-style-type: none"> 1. What have I learned about personal change, professional growth, community change, social change, organizational change, urban change, environmental and climate change as well as global change (including the related concepts /theories)? 2. Which concepts and/or theories of 'change' are still not clear to me? How can I understand them better? 3. To what extent have the lectures/activities helped me reconceptualise the notion of 'change' in various real-life contexts? 4. Based on the study of the relevant concepts and issues on 'change', what sort of weaknesses can be detected from my critical self-reflection? What can be done to improve my learning in the related areas in future? 	CILO _{1 & 2}	Student presentation (short and informal), class sharing and discussion
Review of UePortfolio as a learning tool and students' relevant records	CILO _{1 & 2}	Case studies, IT workshops and class discussion
Introduction of analytical and structured approaches to preparing UePortfolio	CILO ₂	Reflective entries and class discussion

<p>Guided brainstorming of themes of ‘change’ for the UePortfolio with respect to students’ reflection.</p> <p>Choose and identify a workable theme of ‘change’ either in personal, community or global level for case study:</p> <ol style="list-style-type: none"> 1. What theme of ‘change’ can be constructed out of the artefacts and learning outcomes/experiences? 2. How to present the selected theme of ‘change’ in the form of an annotated UePortfolio? 3. How to organize the materials and present them in organized, systematic and creative ways? 4. How to construct self-critical, reflective and innovative UePortfolio based on artefacts, experiences and evidence? 	CILO _{1, 2 & 3}	Case studies, IT workshops and class discussion
Evaluation of students’ reflections throughout the process of developing UePortfolio	CILO _{1, 2 & 3}	Individual presentation and class sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<ol style="list-style-type: none"> 1. Write one reflective entry (600 words) on selected undergraduate experiences with the following two elements: <ol style="list-style-type: none"> a) Self-reflection on class meetings, sharing, discussions and after-class self-contemplation b) Critical feedback on peer study group sharing and discussions (Week 6) 	20%	CILO _{1, 2 & 3}
<ol style="list-style-type: none"> 2. Reflect on selected undergraduate experiences: <ol style="list-style-type: none"> a) Individual presentation of UePortfolio (about 15 minutes) (Week 9-13) b) Individual UePortfolio built on a coherent theme or a focus area consolidating undergraduate learning experiences (Week 14) (2,200 words, with video illustrations) 	80% (25%) (55%)	CILO _{1, 2 & 3}

Remarks: Students are normally expected to complete a written assignment of about 3,000 English words (or 4,800 Chinese characters) for a 3-credit point course, subject to the nature and level of study.

5. Constructing UePortfolio

Theme or Focus Area of UePortfolio

Each student will identify a theme or a focus area which is related to their undergraduate learning experiences, e.g. GELS, PAVE, GEIC, ELC, CSLC, majors, minors, international exchanges, and block practices or internships. The theme or focus area may directly be related to the GILOs of Critical Thinking and Communication Skills, and/ or some other relevant GILOs (e.g. Problem Solving, Ethical Decision Making or Global Perspectives); GELOs (e.g. knowledge and its application; making, critiquing and revising value judgements; effective thinking and communication; inquiring into social issues with local, regional or global implications); or focus on a forward-looking dimension (e.g. the idea and attitude of living a worthwhile life; preparation for lifelong learning; career or vocational aspirations). The theme or focus area selected will provide a broad framework for linking the CILOs to UePortfolio, and for accumulating and organising evidence of students' undergraduate learning experiences.

Content of UePortfolio

The assignment, *which includes both a reflective account of their undergraduate learning experiences (including, but not necessarily restricted to, GE) and a projection of their future goals and ideals*, will constitute a dynamic and multi-dimensional record of student learning and achievement, allowing students to provide both objective evidence (artefacts, etc.) and their own personal interpretations of how they have developed (as learners, as thinkers, as socially caring citizens, etc.).

Students may choose how to structure their UePortfolios, provided they can fulfill the assessment requirements. Having selected a theme or a focus area, students may then draw on their own experiences and relevant materials in different courses to construct a single, unified discourse in their UePortfolios. Students may also produce several smaller pieces of learning experiences and artefacts that evidence the enhancement of GILO(s) such as Critical Thinking and Communication Skills and then tie them with an introduction that gives an overview articulating these GILOs with their learning activities and personal or professional development. Students are not expected to reflect on *every* course or component of their undergraduate programmes. However, whichever structure is adopted, a clear reference to the GILOs, **in particular Critical Thinking and Communication Skills**, and GELOs, forms the anchor of their UePortfolios.

A GECC UePortfolio should contain the following elements (in line with the CILOs):

- A personal, reflective, critical and integrated account of the student's undergraduate experiences (e.g. GELS, PAVE, GEIC, ELC, CSLC, majors, minors, international exchange, and block practice or internship);
- Clear reference in their reflections to GILOs (**Critical Thinking and Communication Skills in particular**) and GELOs;
- Clear connections between experiences and aspects of the student's life beyond the classroom;
- The application of student's beliefs, values and goals in projecting their own personal vision for developing into a person who can display professional excellence, think critically to make moral judgements, learn and engage in lifelong learning and live a worthwhile life; and

- Reflections on peerfeedback (e.g. review, evaluations, comments) during class meetings and UePortfolio presentation sessions (evidenced by **presentation videos inserted in their UePortfolios**), or reflections from learning with peers.

Students may use artefacts and other relevant items written in Chinese, provided that their reflective and narrative commentaries are in English.

Format of UePortfolio

Students should construct and submit their UePortfolios through the designated online platform. Since the subject matter to be drawn upon in the course includes all elements of students' undergraduate studies, including GE, there are many types of activities which they can record, present and reflect on in their UePortfolios, and students may adopt a range of formats and presentation styles (including a traditional essay, a connected narrative, a sequence of linked commentaries, illustrations and/ or photographs, videos, annotated artefacts, or any combination of these). Whichever format is adopted, students should ensure that all the elements presented – including artefacts, descriptions of courses and other activities, personal and critical reflections on course work and life beyond the classroom, feedback from instructors and classmates, and descriptions of values and goals that constitute a worthwhile life – are woven together to form a coherent and well-structured whole.

Course Structure

In order to focus students' attention on the CILOs and GILOs (**Critical Thinking and Communication Skills in particular**), and assist them in constructing their own pathways toward these outcomes, students are required to:

- Attend 5 two-hour class meetings at the beginning of the semester to apply skills for reflective thinking and writing as well as engage in interactive reflective sharing and discussion;
- Meet with their course supervisor and their fellow group-members (*as critical friends*) in consultation sessions* for reflective writing and preparing their individual UePortfolios;
- Complete a reflective entry of self-reflection on class meetings, sharing, discussions and UePortfolio construction as well as critical feedback on peers' constructions and presentations of their UePortfolios, for the purpose of consolidating their own learning experiences through critical self-reflection and self-discovery; and
- Present fluently and accurately the major reflections included in their UePortfolios and submit their UePortfolios at the end of the course.

* *Students are divided into peer study groups (with 25 students constituting a single class under a GECC supervisor).*

6. Required Text(s)

Nil

7. Recommended Readings

Brookfield, S. D. (1990). Using critical incidents to explore learners' assumptions. In J. Mezirow (Ed.), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp.177-193). San Francisco: Jossey-Bass Publishers.

- Brookfield, S. D. (1995). *Becoming a critically reflective teacher*. CA: Jossey-Bass.
- Costa, A. L., Kallick, B. (2000). *Activating & engaging habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cottrell, S. (2011). *Critical thinking skills: Developing effective analysis and argument*. UK: Palgrave Macmillan.
- Goodwin, J. and Jasper, J. M. (2015) (ed.) *The social movements reader: cases and concepts*. Chichester, West Sussex, UK; Malden, MA, USA: Wiley Blackwell.
- Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2006). *Developing portfolios in education: A guide to reflection, inquiry, and assessment*. Thousand Oaks, CA: Sage.
- Leung, Y. W., Yuen, W. W. T., & Ngai, S. K. (2014) Personal responsible, participatory or justice-oriented citizen: The case of Hong Kong. *Citizenship Teaching & Learning*, 9(3): 279-295.
- Mezirow, J. (1990). How critical reflection triggers transformative learning. In J. Mezirow (Ed), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (pp.1-20). San Francisco: Jossey-Bass Publishers.
- Sandel, M. J. (2009) *Justice: What's the right thing to do?* NY: Farrar, Straus and Giroux.
- Sandel, M. J. (2012) *What money can't buy? The moral limits of markets*. NY: Farrar, Straus and Giroux.
- Smith, S. J. (2011) *The young activist's guide to building a green movement + changing the world*. Publisher: Berkeley [Calif.]: Ten Speed Press

8. Related Web Resources

To be provided during the classes

9. Related Journals

To be provided during the classes

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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

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