THE EDUCATION UNIVERSITY OF HONG KONG

University ePortfolio
Course Outline

Part I

Programme Title	:	Undergraduate programmes
Programme QF Level	:	5
Course Title	:	The Self in the Community: Reflecting on University Experiences Through Sociological Imagination
Course Code	:	GEJ4039
Department	:	Department of Social Sciences and Policy Studies (SSPS)
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"):

- **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 provide senior-year entry students with an opportunity to reflect critically and sociologically on their university learning and experiences. The course will focus on how knowledge and skills in sociology and community affairs, as well as learning experiences such as final year projects, community research, internships, study trips, international exchanges, and other university experiences beyond the classroom, have influenced students' understanding of themselves and their relationship with the community and society. The topics to be reflected upon can include power, class and inequality, institutions, social structure, culture, gender, ethnicity, identity, intersectionality, globalization, and risk. Students will explore how their university and sociological education have shaped their values, ideas, and attitudes towards living a worthwhile life, and their aspirations and vocations. They will also examine how these experiences have informed their choices and active participation in various aspects of life, promoting community sustainability. Students will also be introduced to project management skills essential to planning and implementing projects of community importance.

Students will be required to submit annotated University ePortfolios (UePortfolios) based on their experiences, reflections, and artifacts gathered during their undergraduate studies. The course will enable students to articulate their learning experiences in both formal and non-formal learning by reflecting critically on the value and significance of what they have learned, making connections to their lives, and imagining or charting their own future with a sociological perspective.

2. **Course Intended Learning Outcomes (CILOs)**

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

CILO$_1$ Communicate (orally and in writing) personally, reflectively and critically about their sociological and community learning experiences accumulated in different domains of undergraduate experience and artefacts in areas of study related to self, community and society (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);

CILO$_2$ Make, and reflect critically on, connections between what they have learned in their undergraduate studies about self, community and society and specific aspects of their own lives and experiences beyond the classroom;

CILO$_3$ Articulate their own beliefs, values, and goals in line with developing into a person who can display professional excellence, think critically to make moral judgments, engage in community sustainability, and live a worthwhile life.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
A. Introductory Class Meetings on the University's Knowledge and Skills Infrastructure • Recapitulation of the PEER & I Learning Framework, GILOs, GELOs,	CILO$_{1, 2 \& 3}$	In-class discussions

and GE-CILOs • Reflections on students' undergraduate studies (e.g. GELS, GELS – NSA, PAVE, GEIC, ELC, CSLC, majors, and minors) and other learning experiences (e.g. international exchanges, internships) • Introduction and review of UePortfolio as a learning and professional development tool and students' relevant records • Introduction of analytical and structured approaches to preparing UePortfolio		
B. Individual and Group Consultations with the Following Topics for Consolidating Professional Competencies • Evaluation of students' reflections throughout the process of developing learning UePortfolio and displaying professional competencies • The value of sociological reasoning and knowledge in contributing to professional competencies	CILO$_{1, 2\ \&\ 3}$	Student presentation (short and informal), class sharing and discussion
C. Class Meetings and Workshops with the Following Topics Related to Skill Enhancement and Sociological Reasoning • Critical Thinking • Writing Skills • Sociological Reasoning and Career Development • Career Skills • Project Management Skills	CILO$_{1, 2\ \&\ 3}$	In-class discussions and workshops; professional sharing; presentations.

4. Assessment

Assessment Tasks	Weighting (%)	CILO

1. Write one reflective entry (450 words) on selected undergraduate experiences with the following two elements:
  a) Self-reflection on class sharing, discussions and after-class self-contemplation
 	
  b) Critical feedback on peer study group sharing and discussions (Week 6)
	15%	CILO$_{1, 2\ \&\ 3}$

2. Reflect on selected undergraduate experiences: a) Individual presentation of UePortfolio (Week 9- 13)	85% *(30%)*	CILO$_{1, 2 \& 3}$
b) Individual UePortfolio that consists of (1) written reflections (1,350 words, 45%) organised around a coherent theme or a focus area consolidating undergraduate learning experiences and displaying professional competencies, accompanied with (2) a multi-media profile (3-minute video, animation, motion graphics, etc., 10%) effectively conveying the individual's career aspirations and the strategic planning undertaken to achieve those goals (Week 14) Students are expected to use Martha A. Martinez's (2023) *The Employable Sociologist: A Guide for Undergraduates* (Cham: Palgrave Macmillan) as the academic basis and reflect how their learning experiences within their respective curriculum and within this course have equipped them with skills and perspectives essential to professional development and community sustainability. Students are encouraged to incorporate illustrations (taking into account the concern of privacy and other professional considerations) that could illustrate the linkage between their academic journal and career aspiration/experiences. Students should also include the link of their LinkedIn profiles. Specific requirements for this assessment item are set out in Section 5 of this course outline.	*(55%)*	

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, GELS – NSA, 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, organising and displaying evidence of students' undergraduate learning experiences and professional competencies.

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 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, GELS – NSA, 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 peer feedback (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, which must include the link to students' LinkedIn profiles. 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.

6. **Required Text(s)**
Martinez, Martha A., (2023), *The Employable Sociologist: A Guide for Undergraduates*, Cham: Palgrave Macmillan.

7. **Recommended Readings**
Al Idrus, S., Razak, R. A., & Mohsin, N. (2024). Design of E-Portfolio to Enhance Career Development for TVET Graduates. *International Journal of Computing and Digital System (Jāmiʿat al-Baḥrayn. Markaz al-Nashr al-ʿIlmī)*, 15(1), 139–151. https://doi.org/10.12785/ijcds/150112

Berger, P. L. (2013). *Invitation to sociology : a humanistic perspective*. Open Road Integrated Media.

Blackley, S., Bennett, D., & Sheffield, R. (2017). Purpose-built, web-based professional portfolios : Reflective, developmental and showcase. *The Australian Journal of Teacher Education*, 42(5), 1–16. https://doi.org/10.14221/ajte.2017v42n5.1

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.

Chiu, Stephen WK, & Siu, Kaxton. YK. (2022). *Hong Kong society: High-definition stories beyond the spectacle of east-meets-west*. Springer Nature.

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.

Ford, J. D., & Crawford, D. (2024). Integrating Professional Preparedness ePortfolios Within an Undergraduate Engineering Curriculum. *IEEE Transactions on Professional Communication*, 67(2), 246–259. https://doi.org/10.1109/TPC.2024.3387582

Hume, S., & Hamilton, A. (2019). The purpose, content and development phases of a graduate entry ePortfolio in occupational therapy. *Work (Reading, Mass.)*, 64(1), 43–54. https://doi.org/10.3233/WOR-192967

Johnson, A. (2009). *The Forest and the Trees Sociology as Life, Practice, and Promise*. Temple University Press.

Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2010). *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.

Melles, B., Leger, A. B., & Covell, L. (2019). "Tell Me About Yourself" - Using eportfolio as a Tool to Integrate Learning and Position Students for Employment, a Case from the Queen's University Master of Public Health Program. *The Canadian Journal for the Scholarship of Teaching and Learning*, 9(3), 1–15. https://doi.org/10.5206/cjsotl-rcacea.2018.3.9

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.

Mills, C. W. (Charles W. (2000). *The sociological imagination*. Oxford University Press.

Moon, J. (2008). *Critical thinking: An exploration of theory and practice.* New York: Routledge.

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.

Simmons, A., & Lipman, D. (2009). *The Story Factor: Inspiration, Influence, and Persuasion through the Art of Storytelling.* London: Basic Books.

Truby, J. (2007). *The anatomy of story: 22 steps to becoming a master storyteller.* New York: Faber and Faber.

Van Staden, C.J. (2019). Using an ePortfolio to Demonstrate Graduate-ness and Employability During Post-graduate Distance Education. In: Diver, A. (eds) *Employability via Higher Education: Sustainability as Scholarship*. Springer, Cham. https://doi-org.ezproxy.eduhk.hk/10.1007/978- 3-030-26342-3_29

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/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

28 March 2025