

# General Education Consolidation Course Staff Briefing

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# Course Synopsis

- 3-credit point, 1-semester “capstone” course towards the end of undergraduate studies
- Requires students to:
  - Reflect critically on their undergraduate learning experience (inside and outside classroom)
  - Develop an integrated view of how and where they position themselves in relation to their future goals, plans, and aspirations
  - Submit an annotated e-portfolio based on their experience, reflections and stored artefacts from their undergraduate studies

# Course Prerequisites

- Complete GE Foundation Course
- Complete required number of GE Breadth Courses, which is normally 4
  - Allowing more flexibility for (especially non-BEd) students, the last GEBC could be taken concurrently with GECC

# Course Intended Learning Outcomes

## CILO<sub>1</sub>

- Communicate (orally and in writing) personally, reflectively and critically *about their undergraduate experience* (including, but not restricted to, GE), utilizing the Institute structures of the 4Cs Learning Framework and 7 Generic Intended Learning Outcomes, the GE Learning Outcomes (GELOs) and GE Criteria.

## CILO<sub>2</sub>

- Make, and reflect critically on, connections *between* what they have learned in their undergraduate studies *and specific aspects of their own lives and experiences beyond the classroom*.

## CILO<sub>3</sub>

- Articulate their own beliefs, values and goals in order to describe a personal description or vision for living a worthwhile life.

# Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Recapitulation of 4Cs Learning Framework, 7 Generic Intended Learning Outcomes, GELOs, GE-CILO A, Criteria and F-CILOs	CILO <sub>2</sub>	Documentary review and analysis, and class sharing
Reflection on students' FC, BCs, major, other studies and beyond-classroom learning experiences and outcomes	CILO <sub>1 &amp; 2</sub>	Student presentation (short and informal), class sharing and discussion
Review of e-portfolio as a learning tool and students' relevant records	CILO <sub>1 &amp; 2</sub>	Case studies, IT workshops and class discussion
Analytical and creative approaches to preparing a CC e-portfolio	CILO <sub>2</sub>	Reflective entries and class discussion
Guided brainstorming of themes for a CC e-portfolio with respect to students' reflection	CILO <sub>1, 2 &amp; 3</sub>	Online and Class discussion
Evaluation of reflections raised by students during working on their theme and e-portfolio	CILO <sub>1, 2 &amp; 3</sub>	Individual presentation, and class sharing

# Tentative Assessment Scheme

Assessment task	Weighting (%)	CILO
Reflective entries with following two elements:	20%	CILO <sub>1, 2 &amp; 3</sub>
1. Self-reflection on class meetings, sharing, discussions and e-portfolio construction	<i>1<sup>st</sup> entry: 7%, 2<sup>nd</sup> entry: 13%</i>	
2. Critical feedback on peer study group members' construction of e-portfolio		
An individual presentation on e-portfolio	20%	CILO <sub>1, 2 &amp; 3</sub>
An individual e-portfolio	60%	CILO <sub>1, 2 &amp; 3</sub>

## Words in blue:

Revised in Professional Staff Development Workshop on 30<sup>th</sup> October, 2014.

# Course Structure

- Attend mass lecture (per programme) at the beginning of the semester to acquire skills for reflective thinking and writing
- Then engage in interactive reflective sharing and discussion in the two-hour small meetings
- Meet with GECC supervisor and fellow group-members (as *critical friends*) in consultation sessions\* for reflective writing and preparing their individual e-portfolio
- Complete reflective entries of self-reflection on class meetings, sharing, discussions and e-portfolio construction as well as critical feedback on peer study group members' construction of e-portfolio, for the purpose of guiding and consolidating their self-discovery learning progress
- Present and submit their e-portfolio at the end of the course

\* *Students are divided into 5x5-member peer study groups (with 25 students constituting a single class under the supervision of a GECC supervisor).*

# GECC Supervisor Workload

- 39 hours (full-course workload) for individual GECC supervisor:
  - Pre-semester professional development workshop of 6 hours
  - 1 mass lecture of 2 hours
  - 4 small-class meetings of 2 hours each
  - Group consultation session of 2 hours for each group (5 groups of 5 students)
  - Individual presentation in 2 meetings, 3 hours each
  - Individual consultation sessions (by appointment) of 7 hours spared in total



# Tentative Course Schedule

Course Schedule	Timeframe		Contact Hour (Supervisor)	Contact Hour (Student)
<b>Professional development workshop</b>	Pre-semester	(Oct, 2014)	<b>6</b>	0
<b>Student mass awareness meeting</b>	Pre-semester	(27 <sup>th</sup> Nov, 2014)	---	(1)
<b>First phase:</b>				
<b>Mass lecture</b>	Week 1	(5 <sup>th</sup> – 9 <sup>th</sup> Jan, 2015)	<b>2</b>	2
<b>4 small-class meetings</b>	Week 2-5	(12 <sup>th</sup> Jan – 6 <sup>th</sup> Feb)	<b>4 x 2 = 8</b>	4 x 2 = 8
<b>Submission of 1<sup>st</sup> reflective entry</b>	Week 3	(19 <sup>th</sup> – 23 <sup>rd</sup> Jan)	---	---
<b>Submission of 2<sup>nd</sup> reflective entry</b>	Week 5	(2 <sup>nd</sup> – 6 <sup>th</sup> Feb)	---	---
<b>Second phase:</b>				
<b>Group consultation session</b>	Week 6-7	(9 <sup>th</sup> – 27 <sup>th</sup> Feb)	<b>5 x 2 = 10</b>	2
<b>E-portfolio workshop (hosted by LTTC, voluntary attendance on need basis)</b>	Week 6-7	(9 <sup>th</sup> – 27 <sup>th</sup> Feb)	<b>0</b>	2
<b>Third phase:</b>				
<b>Individual presentations</b>	Week 8-10	(2 <sup>nd</sup> – 20 <sup>th</sup> Mar)	<b>2 x 3 = 6</b>	2 x 3 = 6
<b>Individual consultation session (appointment on need basis)</b>	Week 10-12	(16 <sup>th</sup> Mar – 10 <sup>th</sup> Apr)	<b>7</b>	---
<b>Submission of e-portfolio</b>	Week 13	(13 <sup>th</sup> – 17 <sup>th</sup> Apr)	---	---
<b>Total contact hours:</b>			<b>39</b>	20

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# Notice

- CC timeslots are pre-assigned by the Registry; please do not arrange major courses in the same timeslots.
- All students are to take GECC in pre-assigned semesters, any special case (e.g. exchange or failure of GEBC) will be considered one by one.
- In the semester prior to taking GECC, programmes need to reserve a 1-hour session for students to attend a GEO mandatory awareness meeting to alert them to begin serious preparation for GECC.

# Actions to be taken

- Please check your students' GEBC status and remind them to fulfil GECC prerequisites at least 1 semester before taking CC.
- Please inform GEO the number of students taking GECC in each cohort by Dec. 2014.
- Please nominate and encourage suitable academic and teaching staff of your faculties and departments.