Workshops

Panel Discussions

Public Talks

Concert

GE Teacher and Student Conference

GE Posters

2017 通識學苑暨師生學術會議
Institute on General Education
27–30/6 **cum Teacher and Student Conference**

Preamble

General education has in recent years become an essential part of tertiary education in Greater China. Complementing major programmes that offer specialized professional training or impart knowledge in a particular discipline, general education envisions whole-person development through heightened awareness of different facets of human concerns and through enhanced generic competence for lifelong learning. The ultimate goal is the balanced development of cognitive and affective capabilities, so students become more knowledgeable and also grow into better and happier persons.

To achieve this goal, a GE curriculum must be supported by a highly reflective community of practice, be they teachers, curriculum designers, or administrators. They must constantly and systematically rethink the intended outcomes of the curriculum, devise new and better ways of its implementation, and assess its contribution to the good of the community of learners. To this end, the Office of University General Education at The Chinese University of Hong Kong is hosting this institute for practitioners of GE from June 27 to 29, comprising workshops, panel discussions, talks, and a poster exhibition. The institute will be followed by a cross-institutional teacher and student conference on June 30. Both events are sponsored by a grant under the 2016 University Grants Committee Teaching Award.

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Program Overview

๑ 27/06/2017 (Tue)

09:30–12:30	*Workshop 1:* **Designing and Implementing 21st Century General Education** Spencer BENSON (U of Macau) ⌂ Activity Room, 2/F, CW Chu College
12:30–14:00	*Lunch* ⌂ CW Chu College
14:00–16:00	*Workshop 2:* **GE-2.0: General Education in 2020** Spencer BENSON (U of Macau) ⌂ Activity Room, 2/F, CW Chu College
16:20-16:30	Opening Ceremony ⌂ LT1, Esther Lee Building
16:30–18:30	*Public Talk 1:* **What is the Essential Outcome for GE?** Ashley FINLEY (Dominican U of California) ⌂ LT1, Esther Lee Building

Musical Matinee:
Resonance of Faith and Culture

⌂ Lee Hysan Concert Hall, Esther Lee Building

28/6, 16:30–18:30

ೞ 28/06/2017 (Wed)

09:30–12:10   *Workshop 3:*
Critical Reading in GE
    Deborah MARTINSEN (Columbia U) & Karin BECK (Kean U)
    ⌂ Activity Room, 2/F, CW Chu College

12:30–13:45   *GE Posters:*
Presentation & Lunch
    ⌂ G/F, Esther Lee Building

> ## GE Posters
> **Exhibition:** 27–30/6
> ⌂ G/F, Esther Lee Building

14:00–16:00   *Panel Discussion 1:*
Practice & Outcome of Reading in GE
    WONG Wing Hung (CUHK)*, REN Junfeng (Fudan U),
    J. Casey HAMMOND (SUTD) & CHEN Yi Ai (Tunghai U)
    ⌂ Activity Room, 2/F, CW Chu College
             * discussion leader

ೞ 29/06/2017 (Thur)

09:30–12:30   *Workshop 4:*
Civic Engagement
    Ashley FINLEY (Dominican U of California)
    ⌂ Activity Room, 2/F, CW Chu College

12:30–14:00   *Lunch*
    ⌂ CW Chu College

14:00–16:00   *Panel Discussion 2:*
Service Learning
    KWAN Kam Por (PolyU)*, NGAI Sek Yum Steven (CUHK),
    WANG Chung Ming (Tunghai U) & WONG Hung (CUHK)
    ⌂ Activity Room, 2/F, CW Chu College
             * discussion leader

16:30–18:30   *Public Talk 2:*
Back to the Basics: Reading as THE Foundational Skill
    Deborah MARTINSEN (Columbia U) & Karin BECK (Kean U)
    ⌂ LT1, Esther Lee Building

∾ 30/06/2017 (Fri)

GE Teacher and Student Conference

▪ LT1, Esther Lee Building (ELB)

09:15–09:30	Morning Registration
09:30–09:45	Opening Address

09:45–11:15	Session 1		
	Curriculum and Design 🏠 ELB 202 (*Moderator: NG Ka Leung Andy*)	*GE Experience* 🏠 ELB 205 (*Moderator: PANG Kam Moon*)	*Reading Classics* 🏠 ELB 206 (*Moderator: YEUNG Yang*)
09:45–10:15	**Working the Trans-: General Education, Cross-Disciplinary Projects, and the Common Core@HKU** Ⓔ Gray KOCHHAR-LINDGREN (HKU)	**Facilitating Peer Learning: A Student's Perspective from the PASS Leaders in GEF** Ⓒ CHAN Chung Hin Ben, CHIU Hang Yin Cheryl, LEUNG Wai Hong Raygo & SHEA Sze Ying Cheryl (CUHK)	**Education or the Courage to Confront Plurality—Arendtian Reflections on Teaching Classics** Ⓔ TAI Yuen Hung Jacky (HKBU)
10:15–10:45	**In Dialogue with Vegetables: An Experiential Learning by Rooftop Farming** Ⓔ LI Ming Kenneth (CUHK)	**My Study Journey: On General Education (學思歷程：從我與通識結緣談起)** Ⓟ CHEN Ying (CASS)	**Responsibility and Contemplation Two Modern Classics on Nature and Being Human** Ⓔ Klaus COLANERO (CUHK)
10:45–11:15	**Bridging the Gap: Rethinking Women Through Debates in the Common Core at HKU** Ⓔ Carol TSANG (HKU)	**The Inestimable Power of Students: Taking the Lead in Hong Kong's General Education Programmes** Ⓔ LAM Man Ho Adrian (HKU)	**Spirituality and Classics Reading** Ⓒ CHENG Wai Pang, Julie CHIU, LAM To Kam & WONG Wing Hung (CUHK)
11:15–11:30	*Break*		

Ⓒ Cantonese Ⓔ English Ⓟ Putonghua
Simultaneous interpretation into English will be provided.

11:30–13:00	Session 2		
	Curriculum and Design 🏠 ELB 202 (*Moderator: LAM To Kam*)	*GE Experience* 🏠 ELB 205 (*Moderator: Julie CHIU*)	*Reading Classics* 🏠 ELB 206 (*Moderator: WONG Wing Hung*)
11:30–12:00	**Re-education of Human History with Science: "Neanderthal Man" as a Core Text for General Education Course** ⓔ CHAN Chi Wang (HKU)	**A 12-Day Life—Lesson in Cambodia** ⓔ LUI Wing Lam (PolyU)	**On Course Design and Organization (**論經典閱讀核心課程的設計與組織**)** ⓟ FANG Renjie (Fudan U)
12:00–12:30	**Virtual Reality, Soft Skills, and the Common Core@HKU** ⓔ Nicol PAN (HKU)	**Past, Present and General Profession: Personal Example (**今古合流通專並繫 — 以己身為例**)** ⓟ ZHU Shunqi (Tunghai U)	**The General Education I Experienced at Fudan University (**我所經歷的復旦通識教育**)** ⓟ YANG Kexun (Fudan U)
12:30–13:00	**Using Mathematical Modelling Approaches to Inform Design of General Education Courses: Creating Synergisms and Reducing Trade-offs** ⓔ Mark McGINLEY (LU)	**From Classroom to Overseas: My Development and Reflection with the Journey in General Education** ⓒ SHUM Yu Hei (CUHK)	
13:00–14:00	*Lunch*		

಄ 30/06/2017 (Fri)

GE Teacher and Student Conference

▪ LT1, Esther Lee Building (ELB)

14:00–14:15	Afternoon Registration	
14:15–15:45	**Session 3**	
	GE Assessment 🏠 ELB 202 (*Moderator: YIP Lo Ming Amber*)	**GE Pedagogy** 🏠 ELB 206 (*Moderator: CHENG Wai Pang*)
14:15–14:45	**Enhancing the Emotional Intelligence of Hong Kong College Students through a General Education Course ©** Sharon LEUNG, Wendy CHEUNG, Emily KO & Chloe LI (HKBU)	**Adaptation of a Simulation Video Game to Enhance Students' Experience in Classics Reading ©** KIANG Kai Ming (CUHK)
14:45–15:15	**Students' Attainment of Affective Learning Outcomes in a Science General Education Course: A Focus Group Study ©** NG Ka Leung Andy (CUHK)	**Drama in the Classroom ⓔ** Sharron FAST (HKU)
15:15–15:45	**Analysis of the Effects of Prior Knowledge and English Proficiency in Classics-reading General Education Courses ⓔ** KIANG Kai Ming (CUHK)	**Experiential Learning of Scientific Methods (科學方法的體驗式教學) ©** WONG Muk Yan (HSMC)
15:45–16:00	*Break*	

© Cantonese ⓔ English ⓟ Putonghua
Simultaneous interpretation into English will be provided.

16:00–18:00	Session 4	
	GE Assessment 🏠 ELB 202 (*Moderator: LAI Chi Wai Kevin*)	*Beyond the Classroom* 🏠 ELB 206 (*Moderator: HO Wai Ming*)
16:00–16:30	**Assessing Teaching and Learning of General Education: A Practice of Peking University and Fudan University (**通識教育如何提質升級：北京大學與復旦大學通識核心課程質量監測、診斷與評估**) Ⓟ** LU Yi (Fudan U)	**Enhancing Information and Digital Literacy as a Life Long Skill: How CUHK Library Supports the Student Journey Ⓔ** Lily KO & John BAHRIJ (CUHK)
16:30–17:00	**Fostering Students' Sustainability Consciousness in General Education Classrooms: Local Perspectives and Global Approaches Ⓔ** Tamara SAVELYEVA (EdUHK)	**The Change of Modern Science to a New Religion to the General Public after the Scientific Revolution Ⓔ** MA Yau Ka (CUHK)
17:00–17:30	**Narrative Qualitative Assessment (NQA): Findings and Limitations Ⓔ** Julie CHIU, CHAN Hin Yan & GAO Xin (CUHK)	**Imagining a College Life of Intelligence: A Glance at the Humanities Salon at Tunghai University, Taiwan (**大學知性生活該如何想像：以台灣東海大學「人文三缺一」沙龍活動為例**) Ⓟ** CHEN Hsu Sheng (Tunghai U)
17:30–18:00	**Reflections on NQA Research in Students' Cognitive Complexity Ⓔ** YEUNG Yang, PANG Kam Moon & Wu Jun (CUHK)	**Do We *Know* Our Students? A Sharing and Reflection Session Ⓔ** LI Ming Kenneth (CUHK)
18:00–18:30	*Closing Address*	

Workshops

Designing and Implementing 21st Century General Education

This workshop will provide a sandbox for creatively thinking about general education and how we might implement institutional change. In this minds-on-hands-on workshop, participants will grapple with the issue of what general education should (needs to) be in today's rapidly changing global world. Participants will be asked if the current models are sufficient; if there is a need for a new vision for GE; if so, what it should look like; and if the purpose of GE has changed. The workshop will focus on: What are the questions we should be asking about GE in higher education for today's and tomorrow's worlds? How might we address these questions? If we were given a clean slate, what might general education look like in various institution types?

📅 27/06/2017 (Tue)
🕐 09:30–12:30
🏠 Activity Room, 2/F, CW Chu College

Spencer BENSON
University of Macau

Spencer BENSON received his B.A. in Zoology from The University of Vermont and his Ph.D. in Genetics from The University of Chicago. He is the 2002 US CASE-Carnegie Maryland Professor of the Year and recipient of the 2011 American Society for Microbiology Carski Teaching Award. He is past chair of the American Society for Microbiology International Education Committee and in 2008–09 was a Fulbright Fellow to Hong Kong working on general education. In 2014 he retired from the University of Maryland College Park (UMCP). From 2003 to 2013, he was Director of the Center for Teaching Excellence at UMCP. His expertise and research interests include: faculty development, outcome-based education (OBE), teaching evaluation, pedagogies for teaching science for all students, assessment of student learning, secondary science education and the use of technologies for learner-centered 21st century education. BENSON has organized local, national and international meetings on science education, e-learning, scholarship in teaching and learning (SoTL) and faculty development. He has published more than 50 articles on teaching and learning and has given talks and workshops on teaching and learning in more than a dozen countries around the world. In addition to his educational leadership work in the US, Macau and Hong Kong, he taught at Yonsei International Summer School in Seoul, South Korea 2010–2012 and spent a year as visiting professor at Academia Sinica in Taiwan studying Chinese herbal medicine.

Workshop 2

GE-2.0: General Education in 2020

Is there a need for a new GE paradigm? The origins of "General Education" date back more than a hundred years and GE was widely adopted in US higher education institutions more than half a century ago. In Asia, general education is a more recent component of higher education and to a large degree, current Asian models of general education reflect a strong Western influence despite cultural differences and norms. This talk will briefly review some of the history of GE, its historic and current models, its recent developments in both the West and in Asia, how GE interconnects with whole person education, and introduce the challenges that current and future GE programs face. Participants will be asked to think about and design what a general education program might look like at a brand new university in 2020.

Spencer **BENSON**
University of Macau

See p.10 for his bio-note

- 📅 27/06/2017 (Tue)
- 🕐 14:00–16:00
- 🏠 Activity Room, 2/F, CW Chu College

Critical Reading in GE

In this workshop, we will model methods of critical reading. After laying out our foundational principles, we will engage participants in hands-on exercises and group work using examples from different genres and cultures. We will turn the tables and have participants be students for a day, so that everyone can experience the empowerment that comes from rigorously grappling with an unfamiliar text.

Deborah MARTINSEN
Columbia University

Deborah MARTINSEN, *formerly the Associate Dean of Columbia's famed Core Curriculum, is currently Associate Dean of Alumni Education and Adjunct Associate Professor of Russian Literature at Columbia University, where she teaches courses in the Core Curriculum, the Slavic Department, and the Department of English and Comparative Literature. In conjunction with Karin BECK, she taught an award-winning Skype course at the University of Leuphana; she and BECK also ran teaching workshops at Leuphana. She is the author of* Surprised by Shame: Dostoevsky's Liars and Narratives of Exposure (2003; *in Russian 2011) as well as articles on Dostoevsky, Tolstoy, and Nabokov. She is the editor of* Literary Journals in Imperial Russia (1997; *in paper 2010) and the co-editor, with Olga Maiorova, of* Dostoevsky in Context (2015), *and with Cathy Popkin and Irina Reyfman, of* Teaching Nineteenth-Century Russian Literature: Essays in Honor of Robert L. Belknap (2014). *She was President of the International Dostoevsky Society from 2007–2013 and Executive Secretary of the North American Dostoevsky Society from 1998–2013. Her current research is on Dostoevsky and the moral emotions.*

Karin BECK
Kean University

Karin BECK *is the Executive Director of the School of General Studies at Kean University, where she is responsible for the General Education program at Kean's campuses in New Jersey as well as in Wenzhou, China. Before her work at Kean, she was the Director of the College at Leuphana University in Lueneburg, Germany, where she implemented a general education program with an emphasis on transdisciplinarity. During her time as a graduate student in the Slavic Department at Columbia, she taught Literature Humanities in the Core Curriculum and later served as a Core lecturer. She teaches courses in general education and has, together with Bridget Lepore from Kean University, developed a first year seminar with a focus on critical reading. She has run several workshops on reading in general education in the US, in Germany and in China. Together with Deborah MARTIENSEN, she has won a teaching award at Leuphana University.*

She is the author of several articles on Tolstoy, Dostoevsky, on Czech literature and on teaching and learning in general education. Her latest article is "Foreign Languages in Dostoevsky's Works" in Dostoevsky in Context (*Cambridge 2016). Her research is on teaching and learning in general education and on multilingual literature.*

📅 28/06/2017 (Wed)
🕐 09:30–12:10
🏠 Activity Room, 2/F, CW Chu College

Workshop 4

Civic Engagement

In this workshop, we will elaborate on how learning through practice would enrich a student's GE experience, and hence his well-being.

Ashley FINLEY

Dominican University of California

Ashley FINLEY is the Associate Vice President of Academic Affairs & Dean of the Dominican Experience at the Dominican University of California and the national evaluator for the Bringing Theory to Practice (BTtoP) Project. Previously, she served as the senior director of assessment and research at AAC&U. FINLEY's national work, at both the campus and national levels, focuses on developing best practices regarding program implementation, instrumentation, and mixed methods assessment. Her work combines assisting campuses with the implementation of assessment protocols and the promotion of best practices across the institution, including general education, academic departments, and the cocurriculum. She is the author of Making Progress: What We Know the Achievement of Liberal Education Outcomes, *and* Using the VALUE Rubrics for Improvement of Learning and Authentic Assessment, *with Terrel Rhodes, and many other articles and book chapters on assessment and student learning. In her work with Bringing Theory to Practice, FINLEY worked with campuses to implement and assess programs focused on the intersectionality of emphases attendant to the whole student—their engagement in learning, civic development, and their psychosocial well-being. Before joining AAC&U, she was an assistant professor of sociology at Dickinson College, where she taught courses in quantitative methods, social inequality, and gender in Latin America. As a faculty member she taught courses incorporating high-impact learning practices, such as learning communities and service learning. FINLEY received a BA from the University of Nebraska—Lincoln and an MA and PhD, both in sociology, from The University of Iowa.*

29/06/2017 (Thu)
09:30–12:30
Activity Room, 2/F, CW Chu College

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Panel Discussions

Reflective reading engages students in the works of influential writers and thinkers. While pondering the value of being human, students are guided to reflect on the achievements and limitations of these writers and thinkers. Experiential learning, on the other hand, takes students away from their desk and put them in the real world, where they interact with people, cultivate creativity, and transform into active learners. Doubtless, the two complement each other in the holistic development of our students, and are the subjects of the panel discussion sessions. Teachers and administrators from different institutions will share their thoughts on promoting reading and service learning for general education.

Panel Discussion 1: Practice & Outcome of Reading in GE

🗓 28/06/2017 (Wed)
🕐 14:00–16:00
🏠 Activity Room, 2/F, CW Chu College

❖ WONG Wing Hung (discussion leader)
   Associate Director, Office of University General Education
   The Chinese University of Hong Kong

❖ REN Junfeng
   Associate Director, Center for General Education
   Fudan University

❖ J. Casey HAMMOND
   Senior Lecturer, Humanities, Arts and Social Sciences
   Singapore University of Technology and Design

❖ CHEN Yi Ai
   Former Chairman, Center for General Education of Tunghai University
   Tunghai University

About the Speakers

WONG Wing Hung (王永雄)
The Chinese University of Hong Kong

WONG Wing Hung is the Associate Director of the Office of University General Education, The Chinese University of Hong Kong. He is also the Associate Director of the General Education Foundation Programme and the course leader of *In Dialogue with Nature*. He obtained his BSc, MPhil and PhD degrees in Physics at The Chinese University of Hong Kong; and Master of Christian Studies at Lutheran Theological Seminary. WONG has been teaching Physics courses on electromagnetism, mechanics, mathematical physics, computational physics; and General Education courses including Perspectives in physical sciences, Astronomy, and *In Dialogue with Nature*. WONG has received a number of teaching awards: Exemplary Teaching Award in General Education 2006; Vice-Chancellor's Exemplary Teaching Award 2007; University Education Award, 2011, 2016; and UGC Teaching Award 2016.

REN Junfeng (任軍鋒)
Fudan University

復旦大學國際關係與公共事務學院政治學系教授。主要研究方向：政治學理論、西方政治（思想）史、美國政治。牛津大學「太古」訪問學者（2003–2004），哈佛大學富布賴特研究學者（2009–2010）。主要著作：《地域本位與國族認同》、《民德與民治》、《帝國的興衰：修昔底德的政治世界》（北京三聯，即出）及編譯著多部。主要講授專業課程有：西方政治史、政治學理論；通識核心課程有：「西學經典：戰爭志」、「西學經典：論美國的民主」。2011 屆復旦大學本（專）科畢業生「我心目中的好老師」，2016 年中國通識教育暑期研修班授課導師，復旦大學通識教育中心副主任。

J. Casey HAMMOND
Singapore University of Technology and Design

J. Casey HAMMOND is a Senior Lecturer in Humanities, Arts and Social Sciences at the Singapore University of Technology and Design, where he has played a key role in establishing the humanities core course, *World Texts and Interpretations*, as part of the undergraduate curriculum. He is interested in how people ascribe meaning to lives that are caught up in different kinds of global flows. He is currently translating narratives written by Southeast Asian migrant workers in Taiwan. He lived in the South China Sea region for many years before his doctoral studies in European intellectual and cultural history. He earned his Ph.D. in History from University of Pennsylvania.

CHEN Yi Ai (陳以愛)
Tunghai University

香港中文大學文學士（1991）、政治大學歷史學碩士（1994）、政治大學歷史學博士（2002）、中央研究院近代史研究所博士後研究人員（2003.2–2003.7）。台灣東海大學通識教育中心助理教授（2003.8–2008.1）、副教授（2008.2 迄今）、中央研究院近代史研究所訪問學人（2009 夏）、廣州中山大學博雅學院訪問學人（2014.4）、香港中文大學大學通識教育部訪問學人（2015.2）、浙江大學人文高等研究院駐院訪問學人（2016 年度）。曾任東海大學博雅書院教育長（2008）、校牧室主任（2013.1–2013.7）、通識教育中心主任（2013.8–2016.1）。主要研究興趣：近代中國學術文化史、近代中國高等教育史。出版專書《中國現代學術機構的興起——以北京大學研究所國學門為中心的探討》（台版、大陸版、韓文版）以及論文多篇。開授通識課程包括：「近代中國文化與人物」、「經典閱讀：王國維、陳寅恪、錢鍾

書」、「知識人與大學」、「知識人與知識人論」、「文化傳
統與社會變遷」等。榮獲通識教學獎項：東海大學特優教學
獎（2008 年度）、中華民國第三屆全國傑出通識教育教師
獎（2009 年度）。

Panel Discussion 2: Service Learning

📅 29/06/2017 (Thu)
🕐 14:00–16:00
🏠 Activity Room,
2/F, CW Chu College

❖ KWAN Kam Por (discussion leader)
Professorial Project Fellow, Office of Service Learning
The Hong Kong Polytechnic University
❖ NGAI Sek Yum Steven
Chairperson and Professor, Department of Social Work
The Chinese University of Hong Kong
❖ WANG Chung Ming
Chairman, Center for General Education of Tunghai University
Tunghai University
❖ WONG Hung
Associate Professor, Department of Social Work
The Chinese University of Hong Kong

About the Speakers

KWAN Kam Por (關錦波 **)**
The Hong Kong Polytechnic University
KWAN Kam Por is currently a Professorial Project
Fellow at the Office of Service-Learning of The Hong
Kong Polytechnic University (PolyU). He is formerly
a Senior Educational Development Officer and Head
of the Educational Development Centre, and served
as the Special Assistant to Vice President (Academic
Development) of the University from 2010–2014. He
has been heavily involved in the formulation, planning,
implementation and evaluation of service-learning at
PolyU, and is now directing a number of studies on the
impact of service-learning on students, teachers, and

the community. KWAN is an experienced educational
developer, and has conducted numerous workshops
on educational evaluation, outcome-based education,
standard-based assessment, service-learning and other
active learning approaches for tertiary teachers both
within and outside PolyU.

NGAI Sek Yum Steven (倪錫欽 **)**
The Chinese University of Hong Kong
NGAI Sek Yum, Steven is Chairperson and Professor
of the Department of Social Work at The Chinese
University of Hong Kong (CUHK), Director of the
CUHK-Nankai Joint Research Center of Social Policy,

Research Fellow of the Risk Society and Policy Research Center at National Taiwan University, Appointed Member of the Social Welfare Advisory Committee of the Labour and Welfare Bureau of the Hong Kong SAR Government, Appointed Member of the School Allocation Committee of the Education Bureau of the Hong Kong SAR Government, Appointed Member of the Assessment Panel for Qualification Recognition of the Social Workers Registration Board, Subject Specialist of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, and Appointed Member of the Assessment Panel for Qualification Recognition of the Hong Kong Nursing Council. His current research interests are in the areas of social exclusion and youth citizenship, mutual aid and youth empowerment, and service-learning and leadership development. In total, he has published over 180 articles on these areas, including 120 refereed publications in journals, books and conference proceedings. Since 2000, he has conducted 32 research projects. Among them, four are funded by RGC Competitive Earmarked Research Grant (CERG) or RGC General Research Fund (GRF), and another 21 commissioned by government bureaus/NGOs in Hong Kong or Macau. Given his ongoing efforts and remarkable performance in teaching and research, he received CUHK Faculty of Social Science Exemplary Teaching Award in 2000, CUHK Research Excellence Award in 2011, and CUHK University Education Award in 2014.

WANG Chung Ming (王崇名)
Tunghai University
東海大學通識教育中心主任。主要研究方向：社會學理論、宗教倫理與社會實踐。現任：東海大學博雅書院導師、大智

澈見社會責任新創公司「幸福企業講座」講師暨「子貢學院」主持人、中華民國通識教育學會理事。經歷：德國波昂大學社會學研究所訪問學者、台灣大學高等人文社會科學研究院訪問學者、東海大學博雅書院執行長。主要著作：《法律與社會：西方法律文明與未明的韋伯》、《現代社會與公共性的根源：基於「第一人稱激進反思與合理化言說」的社會想像》。最近發表論文：〈在世俗性與神聖性之間：藉由Walter Kasper 與 Charles Taylor 的思想論述現代社會的出路〉（與林亮如合著）、〈宗教的生命實踐智慧與通識教育價值的提升〉（與林亮如合著）。主要講授通識課程：世界宗教與文明、孝經導讀、資本主義與當代企業、職人精神與專業倫理。

WONG Hung (黃洪)
The Chinese University of Hong Kong
WONG Hung is an Associate Professor of the Department of Social Work and the Director of Centre for Quality of Life and the Associate Director of Centre for Social Innovation Studies, Hong Kong Institute for Asia-Pacific Studies at The Chinese University of Hong Kong. His research interests include labor, social security and poverty issues. He has also conducted research on marginal workers, unemployed youth and residents in old urban area. He has actively advocated for community economic development and the setting up of a universal pension scheme in Hong Kong. He is the Vice-Chair of the Oxfam Hong Kong. In recent years, he actively use service learning method to induce students to learn and solve poverty problems in China and Hong Kong.

Public Talks

What is the Essential Outcome for GE?

Ashley FINLEY
Dominican University of California

In this talk, we will be led through a reflective journey. Among the many facets of general education, which is (are) the essential one(s)? When we say general education is for the well-being of students, what do we mean by well-being?

> 📅 27/06/2017 (Tue)
> 🕐 16:30–18:30
> 🏠 LT1, Esther Lee Building

Back to the Basics: Reading as THE Foundational Skill

Deborah MARTINSEN   *&*   *Karin BECK*
Columbia University   *Kean University*

In this talk, we will argue that critical reading is the basis for critical thinking, critical writing, and scientific reasoning. By critical reading we mean a slow, careful, and analytical approach to texts. We always want our students to think about what a text is trying to achieve and how it goes about doing so. Skill-centered education requires that we not only focus on the skills themselves but also on their transfer and applications—while skills transfer, we must not assume that they transfer easily from poetry to journalism, for example. In sum, we propose a return to the roots of education and a radical re-appropriation of critical reading as the foundational skill.

> 📅 29/06/2017 (Thur)
> 🕐 16:30–18:30
> 🏠 LT1, Esther Lee Building

GE Teacher and Student Conference

The conference aims to promote exchange of ideas and experience among teachers and students from different tertiary institutions. Papers will be presented in Cantonese, English or Putonghua, covering fundamental issues of GE. Simultaneous interpretation into English will be provided for presentations in Chinese.

Abstracts

Curriculum and Design

Working the *Trans-*: General Education, Cross-Disciplinary Projects, and the Common Core@HKU
Gray KOCHHAR-LINDGREN (HKU)

🕘 09:45–10:15   🏠 ELB 202

In this 20-minute presentation, I will introduce how student projects in the Common Core, the General Education Programme at The University of Hong Kong, embody the practice of the *trans-*, a prefix marking cross-disciplinary, cross-sectoral, and cross-border work of all types. I will first, through one slide, introduce the Common Core; secondly, I will offer a quick sampling of student projects; and, finally, conclude with a brief theorization of the *trans-*, the *inter-*, and the tasks of General Education.

In Dialogue with Vegetables: An Experiential Learning by Rooftop Farming
LI Ming Kenneth (CUHK)

🕘 10:15–10:45   🏠 ELB 202

In an urbanized environment like Hong Kong, it is not an ideal place for growing our own food. On the contrary, it is so easy to purchase various foods from supermarkets. It seems that we are quite distant from our nature nowadays. While enjoying the convenience of modernization, it is easy for us to forget what Rachel Carson emphasized in *Silent Spring* that we are in the web of life like other creatures do. In order to deepen students' reflection on the related topics discussed in the General Education Foundation course UGFN1000 *In Dialogue with Nature*, rooftop farming was practiced to transform abstract ideas to real experience. This experience helped fit them into the shoes of farmers who have been facing dilemma of pest invasion and the constraint in using synthetic pesticides. Through this experiential learning, students also experienced the work of the Mother Nature by growing their own seasonal vegetables. Apart from farming techniques and the science behind, other topics including organic farming, environmental protection, recycle and upcycle, development of local farming industry were also discussed. In this presentation, the details of the experiential learning using rooftop farming for teaching UGFN1000 *In Dialogue with Nature* will be shared.

Bridging the Gap: Rethinking Women Through Debates in the Common Core at HKU

Carol TSANG (HKU)

🕐 10:45–11:15   🏠 ELB 202

This presentation explores how students of both sexes debate women's issues in the Common Core classroom at HKU and its implications on teaching gender in a General Education context. In Spring 2017 I revamped a Common Core course titled *CCHU9043 Rethinking Women: The Big Debates*, which engages over 100 students in discussions about women's livelihood across time and culture. Both the lectures and tutorials use the debate format to encourage students from diverse backgrounds to rethink everyday issues such as dating, marriage and housework, first on a personal level, before then making philosophical enquiries about gender relations, sexuality and reproductive rights. Students debate questions including "Are single women still being stigmatized in the 21st century?" and "Is marriage more or less challenging today than in the past?" The aim is to encourage students to rethink women's position in everyday settings through interrogating each other, an activity still too rarely seen on campus. The presentation explores, particularly, how the big class debates promote dialogue and understanding between the sexes by exposing students' stereotypical views and expectations towards each other. Students' verbal and written responses reflect that gender issues are mostly discussed among members of their own sex, but hardly between the sexes. The course allows students to challenge their assumptions about women's experiences and develop friendships across all ten HKU faculties and between the sexes. The presentation concludes by exploring the possible approaches to teaching gender interactively in General Education and how the course echoes the UN's *HeForShe* initiative at HKU.

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GE Experience

Facilitating Peer Learning: A Student's Perspective from the PASS Leaders in GEF

CHAN Chung Hin Ben, CHIU Hang Yin Cheryl, LEUNG Wai Hong Raygo & SHEA Sze Ying Cheryl (CUHK)

🕐 09:45–10:15   🏠 ELB 205

Widely adopted in different parts of the world, Peer Assisted Study Session (PASS) provides a platform for peer-led collaborative learning for students enrolled in a targeted course. It consists of weekly one-hour, voluntary study sessions led by "PASS Leaders", students who have previously completed the targeted course and have demonstrated strong competency. In this presentation, as the PASS Leaders of the General Education Foundation (GEF) Programme in CUHK, we will introduce the background, operation and benefits of the PASS scheme. The experience and reflection of our engagement in PASS will be shared, including the significance of the relationship building among the participants and the PASS Leaders. We will also discuss the challenges encountered, such as managing sessions with fluctuating class size and supporting participants with diverse learning abilities, and how the PASS Leader training and the regular meetings help us to meet these challenges.

My Study Journey: On General Education

（學思歷程：從我與通識結緣談起）

CHEN Ying (CASS)

🕐 10:15–10:45　　🏠 ELB 205

本文分為兩個部分。第一部分從感性回憶出發，勾勒出筆者在東海大學的求學歷程，在以愛先生的耳濡目染下，課上課下與同學們的交流中，如何打開視野，培養能力，展開對話並播種友誼，乃至重塑人生價值觀。第二個部分側重理性思辨，通識課程的結束預示着深入思考的開始，新的場域變化、專業學習和閱讀經驗不斷構築着筆者的知識構成。從英美文學的視角來看，先簡要梳理「兩種文化」與通識教育於東西方的發生背景，並再進一步結合歷史、政治哲學的角度，細緻考察通識教育中政治教育對公民個人生活和公民群體相處的影響。

The Inestimable Power of Students: Taking the Lead in Hong Kong's General Education Programmes

LAM Man Ho Adrian (HKU)

🕐 10:45–11:15　　🏠 ELB 205

The paradigm shift of higher education in the 21st century is motivating different curriculum designers to create a learning environment aligning with the active involvement of student creators with cross-disciplinary collaboration and higher-order thinking skills. However, large discrepancies still exist between the perceptions of teachers and concerns of students as shown by the continuing difficulties in developing flexible and effective General Education programmes both worldwide and in Hong Kong. Through contextualizing both the pragmatic needs and idealistic concerns of the Common Core of The University of Hong Kong, this paper will argue for the active engagement of students in the curriculum design and pedagogical decision-making from a bottom-up approach that would help narrow the existing teacher-student relationship from a top-down perspective. After briefly reviewing the conventional institutional channels of involving students at The University of Hong Kong such as course and teacher feedback, staff-student consultations, Student Ambassadors, and student-student workshops, I will suggest an even more drastic and radical transformation in developing General Education programmes in Hong Kong, including the Common Core at The University of Hong Kong. The active shaping of student-planned curriculum as an "open innovation" with a facilitation on behalf of professors is a pioneer approach that should be adopted by an educational system in Hong Kong that is dominated by mandated curriculum and standardised assessment. All of these issues shed light on how significant learning with self-empowerment, motivation, and ownership can be ultimately achieved when students are really positioned as the genuine designers, users and learners.

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Reading Classics

Education or the Courage to Confront Plurality—Arendtian Reflections on Teaching Classics

TAI Yuen Hung Jacky (HKBU)

🕐 09:45–10:15　　🏠 ELB 206

Although Hannah Arendt is not a prominent thinker of education, her article "Crisis in Education"[1] collected in *Between Past and Future* (1961) has continued to attract attention of education scholars.[2] In this paper,

I attempt to characterize school as a lieu of confrontation between the public world and the private world by drawing from Arendt's reflections on education. With reference to my experience at universities, teaching classics in humanities is perhaps one of the most illustrating examples of making students confront plurality of ideas. On the one hand, students are invited to enter into dialogue with great thinkers in the history of humanities. On the other hand, they are drawn to confront diverging standpoints among their fellows and hence to debate with them. I then advance the claim that teaching classics is one of the best ways to foster students' courage to confront plurality in two senses, namely plurality of ideas in history and plurality of perspectives at present and this amounts to cultivating students a responsibility for the world, which is crucial to their vision of political action. Arendt's conception of responsibility goes beyond the divide between radicalism (equality) and conservatism (authority) in education theories in the way that education for Arendt is man's persistent exercise to re-examine the tradition without renouncing the courage to defend or challenge it in the light of new experiences.

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1   Hannah Arendt, *Between Past and Future: Eight Exercises in Political Thought*, New York: Penguin Books, 2006.
2   Mordechai Gordon. *Hannah Arendt and Education: Renewing our Common World*, Boulder, Colo.: Westview Press, 2001. Jean Lombard, *Hannah Arendt: Education et Modernité*, Paris: Editions L'Harmattan, 2003.

Responsibility and Contemplation
Two Modern Classics on Nature and Being Human
Klaus COLANERO (CUHK)
   🕐 10:15–10:45   🏠 ELB 206

General education can be seen as aimed at reflecting on what is a life well conducted and what should be a good society.

Human life, no matter whether societal or individual, practical or intellectual cannot be dissociated from nature: a life becomes moral when values are upheld in the practical circumstances by humbly taking into account the non-subjective behaviour of nature; a society is built on human interactions mediated by natural phenomena; the human world can only be built within the constraints of nature. Such interactions with nature are the main playing ground of individual and collective responsibility.

At the same time human life is reflection and contemplation on our place in the world, on the sense of being here as humans rather than in a different form.

With this talk I intend to show that Primo Levi's *The Periodic Table* and Italo Calvino's *Mr. Palomar*, already recognized as classics of world literature, used in conjunction can be an excellent means to help students to reflect on the above fundamental issues.

Of particular educational value is the fact that the two works, though complementary from the point of view of their main themes (nature and responsibility for Levi, and nature and contemplation for Calvino), show alternative attitudes towards nature and human society: Levi's active responsibility leads to contemplation, while Calvino's yearning for meaning and unity with nature appears to drag him away from personal responsibility.

Spirituality and Classics Reading（靈性與經典閱讀）
CHENG Wai Pang, Julie CHIU, LAM To Kam & WONG Wing Hung (CUHK)

🕐 10:45–11:15   🏠 ELB 206

在人類漫長的文明發展史中，「靈性」(Spirituality) 向來都是個重要的面向。過去，「靈性」大多跟宗教有關，但在現代社會中，「靈性」卻不限於宗教。「靈性」涉及人類對超越與神聖的嚮往，而透過對於大於個人存在的神、大自然等之觀照與沉思，人們對於內在的自我有了更深入之了解，從而安身立命。四位講者將會從經典閱讀的經驗出發，探索當中的「靈性」面向及可能性。

Session 2

Curriculum and Design

Re-education of Human History with Science: "Neanderthal Man" as a Core Text for General Education Course
CHAN Chi Wang (HKU)

🕐 11:30–12:00   🏠 ELB 202

The genetic science is revolutionizing human self-understanding in the 21st century as some of the mysteries about human and humanity could now be answered scientifically. After the Genome Projects of Human and Neanderthal, scientists could investigate quantitatively the differences between these two products of evolution at the genetic level, and present provoking evidences that overthrew traditional theories. Svante Paabo, as a key person to uncover the mystery of the Neanderthal man, has written his journey of discovery into a popular science text. Some big questions like "What is the origin of human?", "What is the meaning of ethnic group?" and "What makes human a unique species?" are reignited in the book which could serve as valuable discussion materials for general education courses.

Strategies for using the text in a group of students with various academic interests are reflected. Sets of general education course lesson plan on the topic of Neanderthal are presented. Learning outcomes, discussion questions, classroom simulations and assessments are designed and their linkages are discussed.

Virtual Reality, Soft Skills, and the Common Core@HKU
Nicol PAN (HKU)

🕐 12:00–12:30   🏠 ELB 202

2016 was coined "The Year of Virtual Reality" (VR) by Western media as Facebook purchased the Oculus Rift for 2 billion US dollars. The resurfacing interest in VR is not without social economic ground. Tech giants such as Microsoft, Samsung, HTC and Sony have recently invested millions of dollars for commercially ready VR products. So far the only commercial success of VR has been the worldwide "Pokemon Go" game. Is gaming all there is to it for VR? What business VR has with student learning? The HKU Common Core Course titled: *Virtual Worlds, Real Bodies*, exposes students to the latest VR development. Students experience firsthand this dreamy technology through creating their own VR world, at the same time critically evaluating the existing and potential application of VR in everyday life. The inter-disciplinary nature of the course which combines technology with humanities, provides a valuable opportunity for students not only to learn the hard skills

of STEM, but the equally important soft skills offered by humanities. Students learn how to build meaningful VR contents, and learn to appreciate that programmers or not, ordinary people like themselves have the power to shape how future technology would change our world and our identities. Students gained understanding of the historical, socio-cultural and political significance of new technology, and reflected on the use of VR as a medium for art and cultural preservation. They are led to ask critical social and ethical questions when a new technological medium is introduced to the society, and demonstrate their ideas through the making of the virtual world.

Using Mathematical Modelling Approaches to Inform Design of General Education Courses: Creating Synergisms and Reducing Trade-offs
Mark McGINLEY (LU)

🕐 12:30–13:00　　🏠 ELB 202

General education courses, and general education programs in general, are designed to meet a number of different, and sometimes competing goals. For example, class time allocated to learning content material may not be able to be used to simultaneously increase communication ability. How should educators decide how to allocate valuable resources such as classroom time, student effort, and other limited resources to maximize the effectiveness of General Education courses and programs? Although mathematical modelling has been an effective tool for informing research and practice in areas such as science, engineering, and economics, education theory has remained largely verbal. Here I will attempt to illustrate

the utility of mathematical modelling by exploring how developing optimality models can guide education decisions. Two of the important intended learning outcomes of *Natural Disasters: Science and Society* course I teach as part of the Science, Technology, and Society Cluster at Lingnan University are (1) for students to be apply to apply the "scientific method" to answer questions and (2) for students to be able to explain and apply content knowledge related to earthquakes. The results of optimality models indicate that the value of a class can be maximized when learning associate with two different areas are positively synergistic and when resource allocation tradeoffs are reduced. I will discuss how I used this knowledge to develop class activities to maximize student attainment of course learning goals.

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GE Experience

A 12-Day Life—Lesson in Cambodia
LUI Wing Lam (PolyU)

🕐 11:30–12:00　　🏠 ELB 205

The title of this service-learning course is *Social Poverty in Developing Countries*. It allows students to learn about the real poverty situation in Cambodia through experiencing the local life in a village and doing volunteer work there.

The reflection will be done from three perspectives, which include challenges encountered, changes before and after the trip as well as the future plan to help the needy in the world.

The sharing will start with a brief discussion of the

volunteer work done in Cambodia, including renovating a local community hall, visiting a primary school and several domestic families. It will then be followed by my personal experiences on how I overcame different challenges during the trip. This will be illustrated with real examples and inspiration.

I will also discuss the course's effectiveness in raising students' awareness of global poverty, stimulating personal growth, enhancing understanding of poverty and fostering changes in attitude towards Cambodians before and after the trip.

As a global citizen, it is also important to reflect on what contributions can be made to alleviate poverty. The service trip combines theories with practical experiences which enables participants to gain better understanding of the poverty situation in developing countries and design action plan to solve the problem. This presentation also provides an opportunity for students to share experiences and give feedback for future enhancement of the course.

Past, Present and General Profession:
Personal Example（今古合流通專並繫 — 以己身為例）
ZHU Shunqi (Tunghai U)

🕐 12:00–12:30　　🏠 ELB 205

陳寅恪先生在《讀哀江南賦》中寫道：「古事今情，雖不同物，若於異中求同，同中見異，融會異同，混合古今，別造一同異俱冥，今古合流之幻覺，斯實文章之絕詣，而作者之能事也。」其論斷實是通識教育的要旨，顯明了專業與通識的並行互繫的原理，最後更回到一「人」的課題之上。我將以自身的建築專業學習為例，試著誠懇地回顧通識教育所起的作用，如何體認在處理人的空間時得把建築納入廣袤人類文明之中，希望以此作為對陳先生論斷的一個小註腳。

From Classroom to Overseas: My Development and Reflection with the Journey in General Education
SHUM Yu Hei (CUHK)

🕐 12:30–13:00　　🏠 ELB 205

In my undergraduate life at The Chinese University of Hong Kong, I have participated in many activities related to the general education. As a student I attended the General Education Foundation courses, which started my dialogue with classics. As a discussion leader I led peer-assisted study sessions for 5 semesters, which I received and shared many interesting ideas with other students. As a moderator I moderated the discussions at two General Education Student Seminars in 2015 and 2016, which was a great platform for me to discuss the core texts with the excellent presenters there. This year, as a presenter I have gone to California for the ACTC Conference 2017, which was a fascinating opportunity for me to appreciate diverse enduring questions concerned by many brilliant students. Through these experiences I did not only grow in the academic aspect but also in other aspects, I would therefore like to share the processes and outcomes of my learning in the session. Furthermore, in the session I will also share what General Education means to me based on my own reflection of the experiences.

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Reading Classics

On Course Design and Organization （論經典閱讀核心課程的設計與組織）
FANG Renjie (Fudan U)

🕐 11:30–12:00 　　🏠 ELB 206

對於經典文本的細緻閱讀和深入理解，構成了通識教育中非常重要的一部分。經典文本往往具有非常深刻的思想深度，其幾乎直面古典與現代的所有重要問題，而對這樣高度的文本的理解和把握，需要十分成熟的課程制度設計和安排。以「西學經典・戰爭志」課程為例，通過讀書、教學、主題研修、小組展示等諸多方式所形成的一套課程體系，有效地說明了學生理解經典文本，把握古典智慧，思索當下問題。

The General Education I Experienced at Fudan University（我所經歷的復旦通識教育）
YANG Kexun (Fudan U)

🕐 12:00–12:30 　　🏠 ELB 206

通識教育的開展，其目的在於培養具有人文情懷，科學精神和深刻思想的綜合人才。作為復旦的學生，在實際的上課過程中，主要體會到了其所帶來的全新視野和思維。以「西學經典・戰爭志」課程為例，課程以古希臘歷史學家修昔底德的《伯羅奔尼薩斯戰爭史》為主線，講述了希臘古典時期的政治、經濟、軍事、文化和社會風貌，並且將其與同時期的其他地區文明和今日的世界文明做對比，為學習者把握歷史和當下、開拓思維和視野提供了助力。

Session 3

GE Assessment

Enhancing the Emotional Intelligence of Hong Kong College Students through a General Education Course

Sharon LEUNG, Wendy CHEUNG, Emily KO & Chloe LI (HKBU)

🕐 14:15–14:45 　　🏠 ELB 202

If college students are to become well-rounded service leaders, they need to be able to understand themselves and respond to situations effectively. They also need to inspire others and build strong relationships. Drawing on the work of Daniel Goleman, this paper reports the findings of research into whether students' emotional intelligence (EI) can be enhanced through a 13-week (39 hours) general education course combining lectures, experiential workshops, group projects and reflection essays. Data were collected over 3 years (2013–2016) from 3 cohorts of students (n=183 students, 135 females and 48 males) studying *Service Leadership and Emotional Intelligence* at a Hong Kong university. A pre- and post-test design was adopted in the study, which used a 50-item inventory for Emotional Intelligence Skills Assessment (ELSA) and a 21-item assessment rubric for emotional intelligence knowledge and skills assessment to evaluate whether course participants' emotional intelligence had developed as a result of the course. ELSA measures students' level of emotional and social functioning based on the five core areas of "perceiving", "managing", "decision making", "achieving" and "influencing". The results showed that the participants' EI had improved significantly in all areas except "achieving". The EI assessment rubric analysis also showed that the students experienced a significant enhancement in EI concepts, self-awareness, self-management, social awareness and relationship management. The results suggest that it is possible to improve EI among college students in a relatively short time.

Students' Attainment of Affective Learning Outcomes in a Science General Education Course: A Focus Group Study

NG Ka Leung Andy (CUHK)

🕐 14:45–15:15   🏠 ELB 202

Affective learning outcomes are often difficult to measure through survey and course assignments. For the General Education Foundation course *In Dialogue with Nature*, besides the cognitive outcomes such as understanding of the contributions, limitations and societal implications of scientific inquiry, it is also intended to arouse students' interest to natural science, to enhance students' appreciation of scientific knowledge towards their intellectual development, as well as to cultivate their open-mindedness. To investigate students' attainment of these affective outcomes, eight focus group interviews, with a total of 35 students, were set up in the academic year 2015–16. This study aims at addressing two questions: (1) Did students achieve the intended affective learning outcomes after taking the course? (2) What scientific issues are relevant to their attainment of such outcomes? In the presentation, the research findings will be reported. The implications of the findings to science general education will be discussed.

Analysis of the Effects of Prior Knowledge and English Proficiency in Classics-reading General Education Courses

KIANG Kai Ming (CUHK)

🕐 15:15–15:45   🏠 ELB 202

We have studied the relationship between various variables related to the students' background and their attainments in the two General Education Foundation courses, UGFN1000 *In Dialogue with Nature* (UGFN) and UGFH1000 *In Dialogue with Humanity* (UGFH) in The Chinese University of Hong Kong. The study aims at investigating if students lacking either prior knowledge related to the course or English proficiency would be disadvantaged in taking these general education courses. Our study statistically analysed both the data obtained from the Entry and Exit surveys, and objective data such as student's affiliated faculty, academic grades, high school subjects taken, DSE English grade, mother tongue and their learning environmental conditions. Better understanding of this relationship could lead us to the development of an educational model and assist teachers in delivering their courses in the most suitable way for the different types of students.

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GE Pedagogy

Adaptation of a Simulation Video Game to Enhance Students' Experience in Classics Reading

KIANG Kai Ming (CUHK)

🕐 14:15–14:45   🏠 ELB 206

The General Education Foundation (GEF) Programme requires students to read classics of science and humanities, and invites them to reflect on perennial questions, e.g. what is truth, what is a good life, etc. Students have to explore a large amount of texts that covers areas of science, technologies, culture, religions, economics, politics and warfare. The complexity and diversity of background knowledge under-lying the classics is a source of difficulties students often encounter in studying GEF.

Gamification is a new trend in education globally. Via a successful educational game, students face challenges and uncertainties within the game scenarios that demand them to think through the educational elements behind. Unlike the traditional classroom teaching, a game visualizes the educational content with which students can interact directly, and the feeling of involvement creates a deeper impact to students' understanding of abstract ideas and their historical background. Playing the game as an outside class activity can also motivate students to learn the relevant subject matter independently.

"Civilization" is a popular strategy video game series that allows one to make decision to build and to lead an empire to flourish in a simulated world. We have modified this game with a historical scenario that recaps the world of the 16th century, the knowledge of the historical background of which is highly relevant to many texts selected in General Education Foundation. Results showed that students find the game to be interesting to play and useful for learning in the course.

Drama in the Classroom
Sharron FAST (HKU)

🕑 14:45–15:15　　🏠 ELB 206

"*Tell me and I will forget,*" *the Confucian proverb goes.* "*Show me and I will remember. Involve me and I will understand.*"

Since January 2015, I have acted as the Teaching Assistant on *CCHU 9057 Killing Stories—The Search for Truth in the Narratives of War.* Our lectures explored killing in war across a spectrum of perspectives. We looked closely at why we kill (ethics, motivation), how

we kill (weapons), the symbols of killing used in battle, strategy and tactics, the representation of war in films/entertainment and the psychological impact of killing in war. The topics are delicate, and often unpleasant or at least uncomfortable for some students.

In designing the assessment mechanism for this course, our goal was to involve the students in the materials intellectually, physically, socially and emotionally. This was achieved by assigning a series of one-act plays, in which students wrote, directed and depicted real historical battles.

In the present paper, I will investigate the benefits of using drama in the classroom as an assessment mechanism.

Drama is a teaching tool that allows students to participate, demonstrate, and observe in a "controlled," or non-threatening, environment. It provides a non-traditional opportunity for students to both learn and demonstrate learning. At the same time, drama helps students get in touch with their creativity and spontaneity, to develop confidence in the expression of their ideas and to empathise with the characters they play on stage. Finally, it teaches self-discipline, acceptance and cooperation with others.

### Experiential Learning of Scientific Methods（科學方法的體驗式教學）
WONG Muk Yan (HSMC)

🕑 15:15–15:45　　🏠 ELB 206

在通識教育中，教授科學方法最常用的方法是進行科學實驗。然而，這些實驗一般要求學生具備一定的科學知識，而且在課室中進行實驗操作相當困難。筆者改以右圖的自製道具教授此課題：

筆者要求學生找出水管中繩與繩之間的關係。他們需要首先提出假設，想像管中的情況，然後根據假設作出預測，說明拉某一或幾條繩，其他繩會有怎樣的反應，例如它們會否被拉進管中，拉的次序與速度如何等。接下來，學生可以進行實驗以檢測他們的預測。最後，學生須根據實驗結果修正他們的假設或預測，從中了解科學精神的循環而非線性結構。見圖如下：
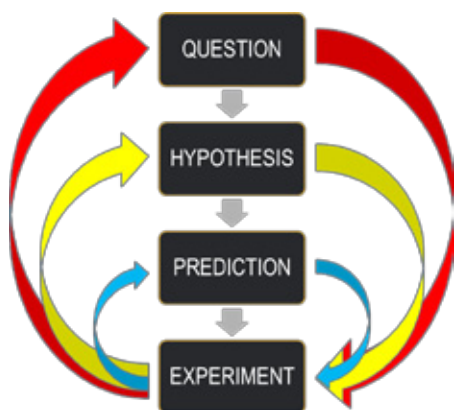
GE Assessment

Assessing Teaching and Learning of General Education: A Practice of Peking University and Fudan University
（通識教育如何提質升級：北京大學與復旦大學通識核心課程質量監測、診斷與評估）
LU Yi (Fudan U)

🕓 16:00–16:30　　🏠 ELB 202

本世紀初，中國大陸大學開始改革本科教育，吸收現代大學通識教育理念，大規模成建制地開設通識教育課程。經過十多年探索，先驅大學意識到如何保障通識課程教學質量、真正落實通識育人目標成了決定通識教育改革成敗的關鍵。實際上，通識課程質量保障是個世界性難題。復旦大學和北京大學週期性實施的通識核心課程質量調查包括三組十四項基本可比指標，能夠多角度刻畫出每門課程、各模組及總體通識課程的教學質量。基於調查資料，綜合多個指標能夠識別兩類「高能課」、「吹水課」和「坑課」等六類通識課程，並一一對應給出管理建議。實證研究說明我們創制的測量工具有意識地避免了傳統「學生評教」的多項缺陷，發揮了通過院校研究支持教學改進的效果。

Fostering Students' Sustainability Consciousness in General Education Classrooms: Local Perspectives and Global Approaches
Tamara SAVELYEVA (EdUHK)

🕓 16:30–17:00　　🏠 ELB 202

Stemming from a long tradition of liberal education in Hong Kong universities, General Education (GE) courses and programs have been part of Hong Kong tertiary education structure for less than a decade. Together with the recently implemented compulsory 2009 New

Senior Secondary Liberal Studies (NSS LS) curriculum, GE represents a continuous and sustainable structure of liberal education in the city. Although thousands of young Hongkongers participate in liberal studies courses and programs through secondary and tertiary levels of education, the influence of this structure of liberal education on their mindset remains unclear.

This paper features selected results of the RGC funded study, which investigated *sustainability consciousness* of Hong Kong first year university students, enrolled in GE programs. The analysis of ~5000 student surveys and over 1000 reflections revealed three main features of students' sustainability consciousness: intentionality to make a difference; engagement with complex questions about identity, society and nature; and eschatological perspectives, which included imaginative, future-oriented and action-oriented approaches to critical reflection, supported by the rhetoric of hope, promises and commitment for better future.

This presentation aims to discuss ways for implementing these findings in the GE and NSS LS classrooms with reference to local and international practices of liberal studies education.

Narrative Qualitative Assessment (NQA): Findings and Limitations

Julie CHIU, CHAN Hin Yan & GAO Xin (CUHK)

🕐 17:00–17:30　　🏠 ELB 202

How do we know if students complete the General Education Foundation (GEF) Program achieving what we hope they will achieve—becoming better thinkers? Teachers of *In Dialogue with Humanity* and *In Dialogue with Nature* engaged in a narrative-

qualitative assessment of the concluding assignment of each of the two courses, scrutinizing students' cognitive complexity from one course to another. This presentation will briefly introduce the conceptual framework of the Wolcott-Lynch Model, from which a rubric was adapted into an analytical tool for the study. It will highlight key findings including understanding gained about the students, the teaching design, and limitations of the Wolcott-Lynch Model. It will also show results from an extended study, where students applied the "Steps for Better Thinking Competency Rubric" for self-evaluation of their approach to problems at course entry and exit points. Providing evidence for the course's effectiveness in enhancing cognitive skills, the exercise was also meant to promote students' self-understanding and reflective learning.

Reflections on NQA Research in Students' Cognitive Complexity

YEUNG Yang, PANG Kam Moon and WU Jun (CUHK)

🕐 17:30–18:00　　🏠 ELB 202

The NQA project aims to enhance teachers' under-standing of, and thereby to promote, students' cognitive development through assessment of student writings by the Wolcott & Lynch model on *Steps for Better Thinking*, 2006. Assessment result shows that most students performed as a "confused fact finder" or a "biased jumper". The findings came up some debatable ideas: the ability of students to discern "uncertainty" when they approach an open-ended problem, and the teaching strategies to maximize students' awareness of the uncertainties so as to optimize students' growth in better thinking in the long run. In this presentation,

we shall first report on the explorations of "self-questioning", which serves as a way of understanding the ability to recognize uncertainty, as a core class activity and a reflective response to what "uncertainty" might mean as an assessment components. Then, the attempts to improve the teaching and learning strategy to enhance and optimize students' thinking skills will be reported.

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Beyond the Classroom

Enhancing Information and Digital Literacy as a Life Long Skill: How CUHK Library Supports the Student Journey

Lily KO & John BAHRIJ (CUHK)

🕐 16:00–16:30　　🏠 ELB 206

Nurturing students to become lifelong learners and global leaders is one of the visions in the new CUHK Strategic Plan 2016–2020. It is also one of the long-standing missions of the University's General Education programme. The Library values information and digital literacy as lifelong skills. Our strategy is to enhance these skills to support the student journey.

According to the definition of the Framework for Information Literacy for Higher Education, "information literacy" is the set of integrated abilities to discover, to understand and to use information to create new knowledge as well as to participate ethically in learning communities. The Library targets to enhance students' information literacy skills to help them to transform to lifelong learners by offering a series of workshops on searching information, developing effective search strategies, and avoiding plagiarism. We also create library guides, short videos, online information literacy tutorial to encourage students to study at their own pace. At cross-university level, the Library has been participating in a 3 year UGC funded teaching and learning related project called the JULAC Information Literacy Project to develop and implement a shared interactive multimedia courseware to enhance information literacy in Hong Kong higher education. This paper will explore the benefits of existing library activities and the potential of the deliverables from the JULAC Information Literacy project.

The Change of Modern Science to a New Religion to the General Public after the Scientific Revolution

MA Yau Ka (CUHK)

🕐 16:30–17:00　　🏠 ELB 206

This paper aims to discuss the fundamental similarities and differences between Science and Religion, and whether Modern Science has changed into a new religion to the general public. It was discussed from two perspectives—content of and attitudes towards modern scientific theories. The conclusion suggests that both aspects of modern science has become more inclined to the religious side, due to a lot of changes that happened especially during the Scientific Revolution. This also explains the absolute authority of modern science nowadays, and why it is inevitable under the advancement of science and technology.

Imagining a College Life of Intelligence: A Glance at the Humanities Salon at Tunghai University, Taiwan
（大學知性生活該如何想像：以台灣東海大學「人文三缺一」沙龍活動為例）

CHEN Hsu Sheng (Tunghai U)

🕐 17:00–17:30   🏠 ELB 206

2013 年春季，我和幾位老師在台灣東海大學的校園內發起了一系列名為「人文三缺一」[1]的校園人文沙龍活動，活動於每學期每週四晚上舉行，至今依然持續着。此文我主要是以策劃人的角色分享人文三缺一 2013 年秋季系列的構想，我們是如何定位系列活動的主軸，以及如何盡可能的維持整個學期的基調。並進一步從幾年的經驗以及我個人的觀察，嘗試分析東海大學的知識生活現況為何，並企圖從中提問：通識教育除了在課程規劃與課堂之內，是否能在校園中找到另一種有別於課堂的可能性？

1　「人文三缺一」是一個知性社群的名稱，亦是每週固定的沙龍活動。「人文三缺一」這名稱意指我們對大學之中人文生活的想像，即讀書、思考、寫作加上對話，在此我們特別強調對話的重要性，大學之中不可缺乏對話。此活動的發想皆圍繞著一個問題：「大學生活該是怎麼樣？」，並把這些理念付諸實踐。在此，我們希望能促進師生之間與學科之間的知性對話，讓師與生之間能有更多的課堂之外的相互理解，因為我們深信知識的傳遞不能脫離生活中的言傳身教，因此我們的核心理念便是：對話與交流、閱讀與跨界，把書籍、知性和生活緊密結合。

Do We *Know* Our Students? A Sharing and Reflection Session

LI Ming Kenneth (CUHK)

🕐 17:30–18:00   🏠 ELB 206

"So, which topic did you choose?" I asked. "I do not come for my essay… Sir, why did you travel solo?" I was surprised. In a 30-minute consultation session of our reflective journal, a medical student began by sharing her view on solo-travel and continued with what it was like to be a first-year student, some philosophical topics and the difficulties in having serious discussion with her friends. During my five years teaching in General Education Foundation course UGFN1000 *In Dialogue with Nature* in CUHK, students and I have the opportunity to discuss enduring questions on the subjects in class. Among the 1,300 students I have taught, I know many of them have performed well. However, how many of them do I really *know* in person? What do they care and why? Are they happy with themselves? For those students who have performed the otherwise, do I *know* them as well? What are their concerns and difficulties in study? How do they cope with their stresses in life? How well do our students *know* us, or do they want to? When we talk about whole-person education, isn't it important to *know* our students as individuals so that we, as educators, can guide them accordingly and nurture them to be better people? The answer may be obvious but the solution is not. Can a 30-minute consultation session help? Is it too idealistic to *know* our students with such limited time and other constraints? In this presentation, I am going to share my experience and reflection on the challenges when it comes to getting *know* my students, and how valuable it is to *know* them. You are most welcome to share your views.

GE Posters

The exhibition showcases a rich array of posters in which teachers and students from different institutions share their general-education experience, as well as ideas and practices in curriculum and design, assessment, and e-Learning. You may visit the **exhibition** any time during the institute and conference period, or meet with the poster presenters at the **presentation** session.

> ## GE Posters
> ⌂ G/F, Esther Lee Building
> Exhibition: 27–30/6/2017
> Presentation: 28/6/2017, 12:30–13:45

	Author(s)	Poster Topic
GE Experience		
1	SZETO Wai Man, LEUNG Mei Yee, LI Ming Kenneth, WU Jun Vivian, YIP Lo Ming Amber, WONG Ka Tai Isaac & LAI Ka Yu Ann (CUHK)	PASS in GEF: Implementation of Peer Learning in General Education
2	LUI Wing Lam (PolyU)	A 12-Day Life-Lesson in Cambodia
3	Mark McGINLEY (LU)	Service-Learning in a Non-traditional Education Environment
4	LUK Kristy Hoi Ching & FAN Tsz Ching (CUHK)	Sharing on the Service Experience with Substance Abusers
5	TSE Lo Lun (CUHK)	Companion Touch in Yunnan
6	LAM Man Ho Adrian (HKU)	The Inestimable Power of Students: Taking the Lead in Hong Kong's General Education Programmes
7	MA Yau Ka (CUHK)	The Change of Modern Science to a New Religion
Curriculum and Design		
8	LUI Wing Sing (CUHK)	History Comes Alive for Students
9	HO Chi Ming (CUHK)	Teaching of Japanese Culture from the Perspective of Japanese Language in University General Education
10	Lawrence CHIU, Andrew YUEN, Carrie CHAN, Fion LAU & CHAN Hey Man (CUHK)	Using Dedicated General Education Programme to Lead Our Students as a Member of the Community in S.H. Ho College
11	George JOR (CUHK)	Nature's Classroom
12	CHAN Chi Wang (HKU)	Re-education of Human History with Science: "Neanderthal Man" as a Core Text for General Education Course

	Author(s)	Poster Topic
Curriculum and Design (Cont'd)		
13	Gray KOCHHAR-LINDGREN (HKU)	Common Core: Create a Relationship with Your Own Future
14	YING Jianqing (Fudan U)	General Education Core Curriculum in Fudan University
15	Nicol PAN (HKU)	Virtual Reality, Soft Skills, and the Common Core@HKU
GE Assessment		
16	JIANG Lili (CUHK, Shenzhen)	Comparing Different Assessment Schemes in a GEB course in CUHK (Shenzhen)
17	HOI Wan Heng Sandy, WONG Wing Hung & PANG Kam Moon (CUHK)	Confronting Science Anxiety through *In Dialogue with Nature*
18	Sharon LEUNG (HKBU)	Enhancing the Emotional Intelligence of Hong Kong College Students through a General Education Course
19	Tamara SAVELYEVA & LO Pui Kei (EdUHK)	Students' Self-perception of Their Sustainability Consciousness Resulted from Hong Kong's Liberal Education Curricula
E-learning Initiatives		
20	NG Ka Leung Andy, CHEUNG Hang Cheong Derek, HOI Wan Heng Sandy, PANG Kam Moon & WONG Wing Hung (CUHK)	DiaNable: A Mobile App for Effective Reading in a Science General Education Course
21	LI Ming Kenneth, LAI Chi Wai Kevin & SZETO Wai Man (CUHK)	Whiteboard Animation: Flipping the UGFN1000 Classroom with Fun
22	CHEUNG Hang Cheong Derek, WU Jun, NG Ka Leung Andy, KIANG Kai Ming & WONG Ka Tai Isaac (CUHK)	Micro-modules Development for a Compulsory Science Core-text Course
23	WONG Kwan Kit Frankie (CUHK)	The Journey of Remote Sensing: A Visual Tool for General Education
24	LEE Kit Ying Rebecca (CUHK)	Creating an Online Question Bank to Promote Peer Learning Using the CU eLearning System
25	Jack CHUN & Hans WONG (PolyU)	Life & Death: General Education Delivered at the PolyU and to the World on the edX of Harvard & MIT

Organizing Committee

Convener: Julie CHIU

Members: HO Wai Ming, HOI Wan Heng Sandy, LAI Chi Wai Kevin, LEUNG Mei Yee, NG Ka Leung Andy, PANG Kam Moon, WONG Wing Hung

Secretariat

Conference Secretary: CHAN Siu Wai Carissa

Staff:

Speaker liaison:	CHAN Siu Wai Carissa
Workshops/Panel discussions:	CHAN Siu Wai Carissa, LAI Ka Yu Ann
Public Talks/Concert:	LAU Ching Shan Grace
General Education Teacher and Student Conference:	NG Tsz Ying Tracy
GE Posters:	LI Chi Tat
Registration:	LAI Ka Yu Ann
Brochure, Website, Graphic Design:	Simple Studio, CHAN Siu Wai Carissa, LAM Yee Ki Dora
Administration and finance:	CHAN Siu Wai Carissa, CHEUNG Man See Annie
Meal arrangement:	HUI King Sze Kasey

Logistics support:

CHEUNG Siu Yan Anna, LAU On Ki Angel, LAU Wai Ling Janus, WONG Wing Kei Carina, YIP Wai Sze Jenny

List of Participating Institutes

Abbreviation	Name in Full
CASS	Chinese Academy of Social Sciences
Columbia U	Columbia University
CUHK	The Chinese University of Hong Kong
CUHK, Shenzhen	The Chinese University of Hong Kong, Shenzhen
Dominican U of California	Dominican University of California
EdUHK	The Education University of Hong Kong
Fudan U	Fudan University
HKBU	Hong Kong Baptist University
HKU	The University of Hong Kong
HSMC	Hang Seng Management College
Kean U	Kean University
LU	Lingnan University
PolyU	The Hong Kong Polytechnic University
SUTD	Singapore University of Technology and Design
Tunghai U	Tunghai University
U of Macau	University of Macau

Notes

Musical Matinee: Resonance of Faith and Culture

♪ **Choral performance by Aqua Voice, CUHK**
- ♫ *Fugue* (J.S. Bach), from *Masterpiece* (Paul Drayton)
- ♫ *Cantate Domino* (Vytautas Miskinis)
- ♫ *Mount Taishan* 《泰山》 (Chan Wai Kwong Victor 陳偉光)
- ♫ A *Clare Benediction* (John Rutter)

♪ **Viola da gamba solo and duet by Early Music Society of Hong Kong**
- ♫ Selection from *Sonata* V & VI, from *L'Echo du Danube*, *Op.9* (Johannes Schenk)
- ♫ *Sonata IX*, from *Le Nymphe di Rheno*, *Op.6* (Johannes Schenk)

♪ **Chinese music performance by Student Chinese Instrumental Ensemble, CUHK**
- ♫ *Tathāgata-garbha* "Paoxiu Luolan" 《如來藏：袍修羅蘭》 (Liu Wenjin 劉文金) Erhu solo 二胡獨奏
- ♫ *Over The Thousand Mountains* 《逾萬山》 (Chan Wing Wah 陳永華) Dizi, Sheng, Zheng, Erhu ensemble 笛子、笙、箏、二胡合奏

♪ **Singing bowl (頌缽) performance by Tsang Man Tung (曾文通)**
- ♫ *Luz de Silencio* 《寂靜之光》

♪ **Pipa (琵琶) solo by Fung Tung (馮通)**
- ♫ *Chen Sui* 《陳隋》 (Arr. Liu Dehai 劉德海 編)
- ♫ *Dragon Boat* 《龍舟》 (Arr. Lui Tsun Yuen 呂振原 編)

♪ **Sitar improvisation solo by Anil Singh**

28/6/2017
16:30–18:30
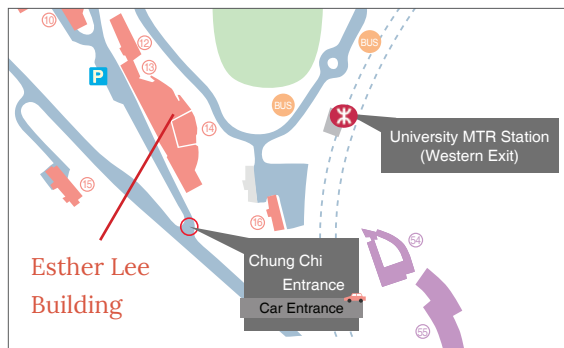Lee Hysan Concert Hall
Esther Lee Building
CUHK

Campus Map and Adverse Weather Arrangement

Public Talks/ GE Teacher and Student Conference/ GE Posters
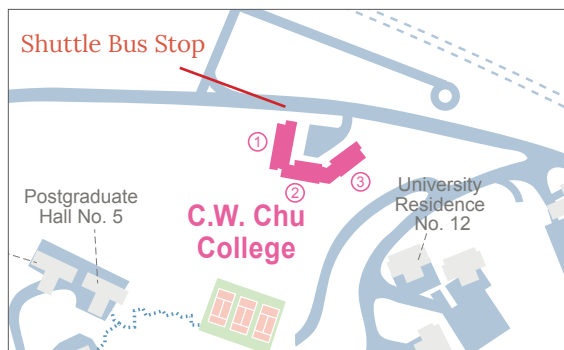
LT1, Esther Lee Building, CUHK

Musical Matinee: Resonance of Faith and Culture

Lee Hysan Concert Hall, Esther Lee Building, CUHK

Workshops and Panel Discussions

Activity Room, 2/F, CW Chu College, CUHK

Adverse Weather Arrangement

- Morning session will be cancelled if typhoon signal no.8 or above or black rain signal remains hoisted at 6:00am or the HK Observatory announces that typhoon no. 8 or black rain signal will be hoisted at/after 6:00am.
- Afternoon session will be cancelled if typhoon signal no.8 or above or black rain signal remains hoisted at 12:00 noon or the HK Observatory announces that typhoon no. 8 or black rain signal will be hoisted at/after 12:00 noon.
- To see the latest weather reports, please visit the HK Observatory's website (http://www.weather.gov.hk/).

2017 Institute on General Education

The 2017 Institute on General Education cum Teacher and Student Conference serves as a platform for exchange of ideas on general education, with a vision to rejuvenate practitioners' commitment and to inspire more faculty members to get involved.