



## **Suggested Course Content**

This course consists of two parts. In the first part, 3 meetings should be arranged for group discussions on topics related to university education and student's role in the society. In the second part, which consists of 4 meetings, a series of STOT/seminars based on the topics selected by the students will be organized.

### **Part I: Student-oriented Teaching / Group Discussion (Meetings 1 – 3)**

In the first three meetings, it is expected that students will get to know the teacher and other students in the group. Group discussion on a specific topic is the major task for each meeting. Reading materials relevant to the suggested topics are provided, which are available online on Blackboard of the course. By the end of Part I, students have to decide the topic and the date of presentations for Part II, after consultation with their teacher.

### **Suggested Schedule**

#### **Meeting 1**

Getting together, arrangement and selection of STOT/seminar topics. The teacher may use this meeting to make an introduction to research method and presentation skills and discuss with students on the presentation topics for Part II.

#### **Meetings 2-3**

Group discussions. Students will then be encouraged to read some of the suggested readings (please see below the suggested topics and readings).

The following articles are recommended for discussion. However, please note that these are suggested articles only. Teachers may use other appropriate articles.

### ***Suggested topics and readings:***

***\* The reading materials have been uploaded to the University's eLearning System (Blackboard). Students can log into the Blackboard for download.***

#### **1. Missions and Ideals of a University (大學的使命及理想)**

- 1.1 Oakshott, M. (2003). The Idea of a University. *Academic Questions*, 17(1), 23-30.
- 1.2 金耀基:〈大學之理念、性格及其問題〉,載《大學之理念》,初版 臺北市:時報出版公司,1983年,頁1-23。
- 1.3 龔克:〈學生和學術,誰為大學之本?〉,載《新亞生活》,香港:香港中文大學新亞書院,2010年,頁15-17。

- 1.4 梁文道、周保松:〈大學的價值〉,載《走進生命的學問》,北京:三聯書店,2012年,頁151-164。
- 1.5 劉紹麟:〈大學與中學的分別〉、〈「有用」與「冇用」的學科〉,載《打倒符碌:做個有料大學生》,香港:學生福音團契出版社,2003年,頁8-20。
- 1.6 丁學良:〈何謂世界一流大學〉,載《什麼是世界一流大學》,北京:北京大學出版社,2004年,頁10-28。

## **2. Roles and Social Responsibilities of University Students (大學生的角色及社會責任)**

- 2.1 Couch, S., Dodd, S. (2005). Doing the Right Thing: Ethical Issues in Higher Education. *Journal of Family and Consumer Sciences*, 97(3), 20-26.
- 2.2 王冠之:〈由錢穆先生的言行討論現代青年的社會使命〉;吳偉強:〈挑戰與回應 - 由錢穆先生的言行討論現代青年的社會使命〉,載《錢賓四先生百齡紀念會學術論文集》,香港:香港中文大學新亞書院,2003年,頁471-477, 489-506。
- 2.3 孫國棟:〈請珍惜青春〉、〈談責任感〉、〈談求真的基本態度〉、〈談時代精神〉、〈接受憂患的磨練〉、〈為理想而奮鬥吧〉,載《寄時代青年 - 生活與思想》,香港:香港中文大學新亞書院,2006年,頁1-6, 28-37, 56-75。
- 2.4 傅佩榮:〈大學生的責任在那裡〉,載《誰在乎教育》,台北:業強出版社,1994年。

## **3. Adjustment to University Life (大學生活的適應)**

- 3.1 Reason, R.D., Terenzini, P.T., & Domingo, R.J. (2007). Developing Social and Personal Competence in the First Year of College. *Review of Higher Education*, 30(3), 271-299.
- 3.2 Kantanis, T. (2000) The role of social transition in students' adjustment to the first-year of university. *Journal of Institutional Research*, 9(1), 100

## **4. Other references**

- 龍應台《在迷宮中仰望星斗 - 政治人的人文素養》
- 莊梅岩:《教授》,香港:香港話劇團,2014年(節錄)

## **Part II: STOT/Seminar (Meetings 4 – 7)**

- ◆ Students will form groups (2 to 3 persons in a group) to prepare presentations on selected topics.
- ◆ 2 presentations can be scheduled in every meeting.
- ◆ The topics should be about current, social or academic issues.
- ◆ Students are required to carry out research through readings and/or surveys, and learn how to collect and analyze data, prepare a PowerPoint presentation and lead discussion.

## **Assessment Method**

### 1. STOT / Seminar Presentation (50%)

- *Teachers are expected to grade the students based on their performance in presentation (40%)*
- *Teachers are suggested to use the “Group Presentation Evaluation Form by Students” in Appendix 1 for grading the part on peer evaluation (10%).*
- *Each student is required to complete the form for each group presentation.*

### 2. Participation in Discussion, Performance in Class and the Evaluation Report (50%)

- *The teacher should assess student on the basis of the overall STOT performance, which includes degree of participation in group discussions, seminar presentation, peer evaluation and the following discussion (20%).*
- *Each student is required to write an individual evaluation report, which includes a self-reflection on the learning experiences and achievements after completion of the course. Guidelines for the evaluation report is shown in Appendix 2 (30%).*