

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 Oakeshott, 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%).*

Group Presentation Evaluation Form by Students 同學報告評估表**(To be completed by individual student 由個別同學填寫)**

From the presentation techniques and performance of this group, I find the following lessons I can learn or problems I can avoid:

從這組同學的報告 (presentation) 的技巧與表現中，我覺得以下經驗可以借鑒或以下問題可以避免：

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From this group report, I have acquired the following understanding or knowledge of the following issues:

從這組同學的報告中，我瞭解了以下內容或有以下問題：

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I think the following improvements can be made:

我認為這組同學的報告可做以下改進：

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Overall speaking, the mark I would give to this presentation is (from 1 to 10):

1	2	3	4	5	6	7	8	9	10

Guidelines for evaluation report 自我評估報告

The aim of the evaluation report is to let students to have a reflection on the learning experiences and achievements after completion of the course. This is an individual report (can be written in either Chinese or English). 自我評估報告之目的是要讓學生於完成課程後反思學習經驗及收獲。是項為個人報告。(以中文或英文書寫皆可)

Points to Note

1. Please state and elaborate your learning experiences, achievements and suggestions (Not more than 1,200 words in Chinese or 800 words in English). 請詳述你在本課的學習經歷、收獲與建議 (中文不多於 1,200 字，英文不多於 800 字)。

2. Please include the following items in the review. 自我評估與反思指南請包括以下部分：
 - 2.1 How do you evaluate your engagement in the course? For example: time used, reading, attendance and participation, on-class discussion, group project, independent study, synthesis and personal reflection.
你對本課的學習投入如何？：時間、閱讀、參與上課、課上討論、課後 project、自己思考與總結。

 - 2.2 Which are the most beneficial learning engagements among those listed above? What can be done to improve your learning outcomes?
在這些學習投入中，哪些對你最有影響？如何可以進一步提高學習效果？

 - 2.3 To what extent do you think you have achieved the learning objectives (recognize the learning features of the university education; enhance knowledge of HK society and the world; abilities to communicate, collaborate and present ideas) of the course? What learning activities have helped achieve the above learning objectives?
就本科的學習目標而言（認識大學學習的特點；對香港社會與世界的認識；運用溝通、合作與報告的能力），你通過本科的學習，在那些方面達到了學習目標？哪些學習環節達到了本科的三個學習目的？

3. Please list two to three impressive achievements from your learning in the course.
你從本課過程中最大的收獲是什麼？請列舉兩至三項。

4. What possible improvements can be made on the course design, teaching, learning, curriculum organization, and etc? Please suggest three items.
你覺得本課（設計、教師授課、自己學習、課程組織等方面）還可以做哪些改進？請舉三項。