

**New Asia College**  
**The Chinese University of Hong Kong**

**GENA1113 "Student-oriented Teaching and Seminar"(STOT)**  
**(2023/24 2<sup>nd</sup> Term)**

**Course Objective**

The overall objective of this course is to help students to acquire an understanding of university education, the role of university students in the society and adjustment to university life. This course adopts a small group and a less structured teaching format. Throughout the course, students are expected to explore topics related to university education (e.g. roles of university students) and the society (e.g., current social issues), with the aims of promoting problem-solving, seminar presentation and report writing skills of the students. Students are expected to have active participation and contribution in the course under the guidance of the teacher.

**Learning Outcomes**

By the end of the course, students will be able to:

- 1) Learn to communicate with others effectively
- 2) Build up the skills on team work
- 3) Learn the skills in presentation
- 4) Evaluate critically current social issues in Hong Kong and the world
- 5) Recognize the characteristics of university education essential for their learning

**Course Arrangement**

- ◆ **Required Course:** This is a compulsory course for all New Asia College students.
- ◆ **Composition of Groups:** Students will be assigned into different groups (around 20 to 25 students). In order to encourage interactions of students from different disciplines, students are being assigned from different departments randomly to form a group.
- ◆ **Duration:** As this is a 2-unit course, the total classroom contact hours, consultation hours and preparation time should be equivalent to 13 two-period STOT/seminar meetings in the whole semester.
- ◆ **Date and Time:** Meetings are scheduled on those Fridays that have no College Assembly, from 11:30 am to 1:15 pm. However, it should be noted that this is only a suggested timetable for teachers. Alternative arrangements can be made between teacher and students after the course has commenced. For 2023/24 2<sup>nd</sup> semester, there will be 7 meetings in total. Students are expected to carry out research, data collection, consultation with supervisors outside normal classes for the preparation of presentations throughout the semester. Suggested schedule are as follows:

Meeting 1: 19 January 2024 (Fri)	Meeting 5: 15 March 2024 (Fri)
Meeting 2: 26 January 2024 (Fri)	Meeting 6: 12 April 2024 (Fri)
Meeting 3: 16 February 2024 (Fri)	Meeting 7: 19 April 2024 (Fri)
Meeting 4: 23 February 2024 (Fri)	

## **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 錢穆：〈新亞理想告新亞同學〉（頁80-83）及〈珍重我們的教育宗旨〉（頁240-243），載《新亞遺鐸》，臺北市：東大圖書公司，1989年。

1.3 金耀基：〈大學之理念、性格及其問題〉，載《大學之理念》，臺北市：時報出版公司，1983年，頁1-23。

- 1.4 周保松：〈追尋意義〉（頁56-63）、〈我所理解的新亞精神〉（頁115-119）及〈大學的價值——周保松、梁文道對談〉（頁151-164），載《走進生命的學問》，北京三聯書店，2012年。
- 1.5 陳永明：〈談新亞校歌〉（頁66-71）及譚汝謙：〈現代大學生的錦囊——新亞書院學規〉（頁190-196），載譚偉平、張冠雄、蔡玄暉編著：《內在的自由：新亞校園生活今昔剪影》，香港：商務印書館，2020年。
- 1.6 香港電台《香港故事特輯第四集：新亞書院》([請按此觀看](#))

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

- 2.1 周愛靈：《花果飄零：冷戰時期殖民地的新亞書院》，香港：商務印書館，2010年。  
(Chou, Grace Ai-Ling. (2011). Confucianism, colonialism, and the Cold War: Chinese cultural education at Hong Kong's New Asia College, 1949-63. Leiden: Brill.)
- 2.2 黃浩潮、陸國燊編著：《錢穆先生書信集——為學、做人、親情與師生情懷》，香港：香港中文大學新亞書院，2014年。
- 2.3 何碧琪、張學明編：《誠明·奮進：新亞精神通識資料選輯》，香港：商務印書館，2019年。
- 2.4 Commencement address at Stanford University, delivered by Steve Jobs (CEO of Apple Computer and of Pixar Animation Studios) on 12 June 2005  
(<https://news.stanford.edu/2005/06/12/youve-got-find-love-jobs-says/>)

## 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), 100-110.
- 3.3 龍應台：〈在迷宮中仰望星斗——政治人的人文素養〉  
(<https://www.cw.com.tw/article/5106660>)
- 3.4 莊梅岩：〈教授〉，載《莊梅岩劇本集：五個得獎作品》，香港：香港話劇團，2015年，頁245-314。
- 3.5 暴雨驕陽 Dead Poets Society (1989)

3.6 一個都不能少 Not One Less (1999)

3.7 日日是好日 (2018)

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

- ◆ Students will form groups (2 to 4 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甚麼？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。