**THE HANG SENG UNIVERSITY OF HONG KONG**

**Common Core Curriculum Committee**

Module Proposal Form (GE)

1. Module Information

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| **Module Code** |  |
| **Module Title** |  |
| **Offering School/**  **Department** |  |
| **Module Coordinator** |  |
| **Module Intended Learning Outcomes (MILOs)** |  |
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1. MILOs Mapping Against Objectives of the Common Core Curriculum *(for all common core modules)*

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| **Contribution to the Common Core Curriculum Objectives:** | **MILOs** | **Objectives of the Common Core Curriculum** | |
|  | (i) | To foster speaking, reading, writing, critical thinking, communication skills, and IT and numerical skills necessary for students’ academic studies and future successes in an ever-changing world; |
|  | (ii) | To promote integrative learning through competing critical viewpoints and a variety of pedagogical models; |
|  | (iii) | To cultivate students to be literate and responsible participants in the workplace, society and the world; and |
|  | (iv) | To develop students’ understanding of the ethical values and dimensions of their actions. |

1. MILOs Mapping Against Learning Outcomes of GE Clusters *(only applicable to modules to be listed under GE)*

***\*Each module can be listed under ONE GE cluster only***

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| **Contribution to the Learning Outcomes of Cluster 1: Humanities** | **MILOs** | **Upon completion of modules in this academic cluster, students should be able to:** | | **Justification on how the proposed module content contributes to each learning outcome and the percentage of such contribution out of the total teaching hours:** |
|  | (i) | Examine the meanings and values of human phenomena; |  |
|  | (ii) | Articulate the representations of humanities in various forms; and |  |
|  | (iii) | Assess the changes and transformations of humanities traditions. |  |
|  |  | Keywords:　Appreciation, meaning, values |  |
| **Contribution to the Learning Outcomes of Cluster 2:**  **Social Sciences** | **MILOs** | **Upon completion of modules in this academic cluster, students should be**  **able to:** | | **Justification on how the proposed module content contributes to each learning outcome and the percentage of such contribution out of the total teaching hours:** |
|  | (i) | Examine human behaviors and decision-making processes; |  |
|  | (ii) | Apply evidence-based social science approaches; and |  |
|  | (iii) | Evaluate the social, political, economic, and cultural factors that influence social phenomenon. |  |
|  |  | Keywords:　human behaviour, decision-making, social impact |  |
| **Contribution to the Learning Outcomes of Cluster 3:**  **Science and Technology** | **MILOs** | **Upon completion of modules in this academic cluster, students should be**  **able to:** | | **Justification on how the proposed module content contributes to each learning outcome and the percentage of such contribution out of the total teaching hours:** |
|  | (i) | Examine the meanings and significance of science and technology in human civilization by exploring its history, development, and impact; |  |
|  | (ii) | Evaluate the connections between technologies and their social and/or humanistic implications in ancient and modern world; and |  |
|  | (iii) | Develop a scientific mind set and methodology in dealing with humans’ daily-life challenges. |  |
|  |  | Keywords:　human civilization, social and/or humanistic implications, scientific method and mindset |  |
| **Contribution to the Learning Outcomes of Cluster 4:**  **Moral Reasoning** | **MILOs** | **Upon completion of modules in this academic cluster, students should be**  **able to:** | | **Justification on how the proposed module content contributes to each learning outcome and the percentage of such contribution out of the total teaching hours:** |
|  | (i) | Articulate various ethical theories in different moral traditions; |  |
|  | (ii) | Reason contemporary ethical issues by assessing the argument of various ethical concepts and theories; and |  |
|  | (iii) | Establish his/her own ethical stances. |  |
|  |  | Keywords:　ethical theory, reasoning, contemporary issues |  |

1. Justification on the uniqueness of the proposed module *(Please explain how the proposed module is different from the existing module(s) similar in nature.)*

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1. Please indicate the number of sessions that the proposed module will offer each year. *(Each module has to offer at least four sessions in an academic year.)*

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| |  |  | | --- | --- | | **Semester** | **Number of Sessions Offering** | | Semester 1 |  | | Semester 2 |  | | Summer Semester |  | |
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1. Please state the proposed teaching staff.

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| **Name of the teacher** | **Full-time or Part-time** |
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1. Would the proposed module adopt any innovative pedagogical methods e.g. experiential learning, service learning and e-learning etc.? If any, please provide more information in its implementation.

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October 2020