GECC3130 Exploration and Discovery
Course Outline (Term 1, 2024/2025)

Course Code: **GECC3130 (Section: ____)**
Title in English: **Exploration and Discovery**
Title in Chinese: 學問與遊歷
Number of Units: **3**

Course description

The course Exploration and Discovery (E&D) features the synergy of supervised project and designated College learning programme, for instance, social-cultural exploration trip, thematic study trip, leadership programme or other prescribed set of learning offerings. Students participating in the same learning programme will conduct a project in an interdisciplinary team.

Students will learn through first-hand experiences as well as the various learning activities from the learning programme. Each group will conduct a project to investigate a special topic under the scope of the learning programme.

Advisory:

1. Pre-registration bundled with the application of the designated College learning programme, which normally takes place in the preceding term (e.g. Y2T2) of the course registration term (e.g.Y3T1).

2. Eligibility:
    a. In general, students who will reach the 3rd year of attendance or above in the course registration term.
    b. Students who were admitted to Senior-Year Entrants and will reach their 2nd year of attendance or above in the course registration term.
    c. Students who were admitted with Advanced Standing and with approval of 1 year reduction of normative study period and will reach the 2nd year of attendance or above in the course registration term.
    d. Students enrolled in an undergraduate programmes of more than 4 years of study (BChiMed, BEd, BNurs, MBChB, etc.) are strongly advised to take this course in their 3rd year or 4th year, instead of their upper years (5th or 6th year) which involve teaching/clinical practice, fieldwork placement, professional examinations, etc.

3. Students must participate in all components of the designated College learning programme and fulfill its relevant requirements.

4. Students should refer to "possible schedule" at below section "Syllabus" for preparing wisely your study plan across the summer and the course registration term (e.g. Y3Summer & Y4T1).

Learning Outcomes

After taking the course, students will be able to:

1. integrate concepts and learning experience from the learning programme.
2. conduct study to address issues under the scope of the learning programme.
3. address issues with basic research methodology and an evidence-based approach.
4. present arguments in both oral and written form in a logical and coherent manner.
5. demonstrate competences in self-directed learning and teamwork.

Grade descriptors

Grade	Overall course
A	• Examine problems with novel approaches, multiple perspectives, and outstanding problem-solving strategies. • Outstanding and ample justification of evidence and logical reasoning. • Outstanding synergy of various concepts and insights from the learning programme to address the problem. • Consistent and active participation in the learning programme, consultations and in-class activities. • Quality and constructive input in group discussions and consultations. • Outstanding performance on all learning outcomes. • Complete all assessment tasks on time.
A-	• Examine problems with multiple perspectives and excellent problem-solving strategies. • Convincing justification of evidence and logical reasoning. • Integrate substantial concepts and insights from the learning programme to address problem. • Active participation in the learning programme, consultations and in-class activities. • Quality and constructive input in group discussions and consultations. • Generally outstanding performance on almost all learning outcomes. • Complete all assessment tasks on time.

B+, B, B-	• Solve problems with routine or familiar approaches. • Justification of evidence or reasoning may have minor flaw or requires clarification yet acceptable. • General application of concepts and insights from the learning programme to address the problem. • Satisfactory participation in the learning programme, consultations and in-class activities. • Substantial performance on all learning outcomes, OR good performance on some learning outcomes which compensates for less satisfactory performance on other learning outcomes, resulting in overall substantial performance.
C+, C, C-	• Satisfactory performance on majority of learning outcomes.
D+, D	• Barely satisfactory performance on a number of learning outcomes.
F	• Unsatisfactory performance on most of the learning outcomes, OR failure to meet specified assessment requirements.

Course syllabus

Keywords:
- Supervised Project
- Experiential Learning
- Problem Solving
- Idea Exchange

The course is registered to the student's timetable at Term 1 which delivery of results and class activities will take place in. Project preliminary work include pre-programme(pre-trip) study plan, consultations, participation of learning programme, data collection and analysis are carried out at late-term-2 and the Summer of the preceding academic year.

Students will form an interdisciplinary group of four members. The pre-programme study plan helps student to identify during-programme(during-trip) project work such as data collection, visits, interviews, oral history, etc. They should report their progress to their supervisor during the summer as well as in relevant term 1 before delivering their result and conclusion. An Interim Progress Report (IPR) Form, as a check list of research progress, should be submit to project supervisor in August.

During the programme(trip), each student should write learning logs to record and reflect on their learning experiences relevant to their project topic. At the finalization stage, students will also submit a reflective essay on KSAV (knowledge, skills, attitude and value) and collaboration with teammates.

Students are expected to demonstrate the integration and application of the concepts and insights obtained from the learning programme. Different methodologies may be applied, such as literature review, survey, oral history, photovoice, interviews, field study, etc. Students will demonstrate their problem-solving skills and interdisciplinary collaboration, present their work in both oral and written form, exchange ideas with other groups in a rationale manner under a seminar context. Do read thoroughly the learning outcomes and grade descriptors.

Possible Schedule:

Phase 1 – Preparation and Planning: preceding 2nd Term (e.g. Y3T2)
 Feb – College JASP and E&D course introduction sessions.
  Apply for summer learning programme(trip) and undergo selection process – interview.
 Mar – Course pre-registration (subject to programme offer), form a group, identify a project topic.
 Late Mar to Early Apr – 1st meeting with course supervisor.
 April to Before Departure of Trip – Submit topic description and study plan.

Phase 2 – Inquiry and Analysis (carry out research): preceding Summer (e.g. Y3 Summer)
 Participate in learning programme.
 Conduct study, write learning logs, fulfill requirements specific to learning programme.
 Make appointment for consultations – seek advice, report progress.
 Submit Interim Progress Report (IPR) Form.

Phase 3 – Closure and Result Delivery: final year 1st Term (e.g. Y4T1)
 Sep – Prepare presentation and report.
 Sep to Dec – Presentations and discussions at class lessons (Two Saturday half-day seminar).
 Sep to Dec – Submit project report, reflective essay and intra-group peer evaluation form.

The possible schedule in this section is for illustration only. The actual implementation plan is subject to the schedule of the learning programme, timeline of JASP, recommendation and requirement by individual supervisor as well as the nature of individual project.

Teaching & Learning Activities

Phase	Teaching & Learning Activity	Type / Hour (if applicable)
Preparation and Planning	First Meeting with Course Supervisor	In class / 2 hours
	Group Forming and Topic Formulation	Out of class
Inquiry and Analysis	Learning Programme	Out of class
	Proposal and Research	Out of class
	Consultations (at least three sessions)	Out of class / 3 hours
	Interim Progress Report	Out of class
Closure and Result Delivery	Interactive Tutorials: Presentation, Commentary and Discussion	In class / 4-7 hours
	Written report, Reflective Essay and Intra-Group Peer Evaluation	Out of class

Remarks: Hours of learning activities varies across different class sections subject to nature of project and recommendation from course supervisors.

Assessment Scheme

Phase	Assessment Type	Assessment Task	Percentage
Phase 1 Preparation and Planning May to July	Others	Learning Logs	5% (Individual)
	Project	Participation and fulfillment of requirements of the Learning Programme	10% (Individual)
Phase 2 Inquiry and Analysis July to August		Three consultations and Interim Progress Report	10% (Group)
Phase 3 Closure and Result Delivery September to October	Presentation	Oral presentation	20% (Individual)
	Discussion	Commentary	10% (Individual)
		Open discussion	10% (Individual)
	Report	Project report	20% (Group)
	Essay	Reflective essay	5% (Individual)
	Others	Intra-Group Peer Evaluation	10% (Individual)

Late submission policy:
1. For written assignments, a deduction of 20% mark will be applied for late submissions, and submissions received after 5 days from the deadline will not be marked.
2. In general, requests for deadline extensions should be made at least one week prior to the deadline by email to the course supervisor accompanied by justifiable reasons and supporting documents. Extensions will only be granted under unexpected or exceptional circumstances beyond the student's control.

Course schedule and Arrangements (Term 1)

Time Period	Particular	Remarks
January to March	Application and Selection for the Learning Programme	
April – May	First meeting with Course Supervisor	
During Learning Programme	Participation of the Learning Programme; Submission of Learning Logs;	*"Learning Log Template"* *
July	Submission of Proposal 1st Consultation with Course Supervisor	*"Proposal Guidelines"* *
July to August	Conduct Study	
August	Submission of Interim Progress Report 2nd Consultation with Course Supervisor	*"Interim Progress Report Form"* *
Late August	Preparation on Results and Conclusion 3rd Consultation with Course Supervisor	
First Term September to October	Friday Class Meetings: Presentation, Commentary and Discussion	Submit presentation outline 7 days before presentation.
Within 2 weeks after presentation	Submission of Project Report, Reflective Essay and Intra-group Peer Evaluation Form	*"Project Report Guidelines",* *"Project Report Cover Page Template",* *"Reflective Essay Guidelines",* *"Intra-group Peer Evaluation Form"**

* Course materials can be downloaded from the GECC3130 Website: https://www.cuhk.edu.hk/ccc/ge/gecc3130

Presentation Arrangements

	Flow of lesson	Time allocation
(i)	<u>Presentation</u> One group will present on of their study topic. The presenting group should distribute their presentation materials and outline to the class 7 days before their presentation.	30 minutes
(ii)	<u>Commentary</u> Another group, the commentary group, will comment on the presentation.	10 minutes
(iii)	<u>Discussion:</u> Open to all groups	10 minutes
(iv)	<u>Conclusion</u> By course supervisor	5 minutes
Break between presentations		5 minutes
Likewise arrangement for 2nd, 3rd and 4th Presentations		60 minutes

Required and recommended readings

Required readings:
Beard, C. (2010). *The Experiential Learning Toolkit: Blending Practice with Concepts.* London: Kogan Page.
and to be assigned by course teacher

Recommended readings:
Babbie, Earl R. (2016) *The Practice of Social Research*. (14th ed.). MA : Cengage Learning
Kolb, David A. (2015) *Experiential Learning: Experience as the Source of Learning and Development*. Second ed. Upper Saddle River, New Jersey: Pearson Education.
Mikk, B., & Steglitz, I. (2017). *Learning across cultures: Locally and globally* (Third ed.). Washington, DC: NAFSA: Association of International Educators : Stylus Publishing, LLC.
and to be assigned by course teacher

Feedback for evaluation

Course and Teaching Evaluation Survey
Course-end evaluation through group representatives and e-mail exchanges

Academic honesty, plagiarism and AI tools

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

As a general principle, students are prohibited from using any AI tools to complete their assignments, assessments and any other works that count towards their final grade of the course or attainment of the desired learning outcomes, unless explicitly permitted. "*Use of Artificial Intelligence Tools in Teaching, Learning and Assessments – A Guide for Students*" is available at the website of Academic and Quality Section Registry, CUHK: https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf

Contact details for course supervisor

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