

**Programme Learning Outcomes Statement of
the double degree programme leading to
the award of Bachelor of Arts and Bachelor of Education in Language Education**

University Educational Aims for Undergraduate Education in HKU

Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:

1. *Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning*
2. *Tackling novel situations and ill-defined problems*
3. *Critical self-reflection, greater understanding of others, and upholding personal and professional ethics*
4. *Intercultural communication and global citizenship*
5. *Communication and collaboration*
6. *Leadership and advocacy for the improvement of the human condition*

Arts Faculty Intended Learning Outcomes

Students majoring in Arts should be able to:

Arts Faculty Intended Learning Outcome 1

- Demonstrate strong analytical ability through critical engagement with the discourses of the humanities;
- Develop an appreciation of the arts as a form of life-long learning

Arts Faculty Intended Learning Outcome 2

- Critically and creatively appraise received ideas and established knowledge
- Demonstrate the ability to articulate their own perspectives and develop informed insights into fundamental human issues

Arts Faculty Intended Learning Outcome 3

- Question their own values and reflect on the assumptions underlying their worldview
- Appreciate difference through engagement with contending viewpoints and beliefs

Arts Faculty Intended Learning Outcome 4

- Demonstrate an appreciation of the social, cultural and aesthetic diversity of the human heritage
- Develop multicultural and cross-cultural perspectives on human issues

Arts Faculty Intended Learning Outcome 5

- Demonstrate strong communicative competency at both the concrete and abstract levels
- Develop conversance with various forms of artistic communication

Arts Faculty Intended Learning Outcome 6

- Demonstrate an understanding and appreciation of the interconnectedness of peoples and societies across time

BA Programme Learning Outcomes

Students completing the **Major in Chinese Language, Literature and Culture** programme should be able to:

1. Speak and write Chinese with high proficiency and literary sensitivity, and engage with language and literary texts with appreciation and creative productive responses.
2. Describe and discuss the cultures of different ethnic groups in China, question the assumptions underlying the orthodox views and go beyond parochial nationalism.
3. Critically examine controversial or questionable issues in Chinese language, literature and culture and show ingenuity in solving problems.
4. Discuss and analyse issues with positive values and attitudes, and embrace different opinions, thoughts and beliefs in discussions and arguments.
5. Describe and elaborate the cultural diversity of a society and carry out multicultural and cross-disciplinary investigations into linguistic, philological and cultural issues.
6. Communicate effectively, forge strong bonds with people and participate in collaborative initiatives.
7. Play leading roles to enhance the ability of members of the community in literary appreciation and language use, and design educational programmes and activities to promote the cultural well-being of society.
8. Elaborate and exemplify the significance of Chinese philosophy and engage in the study of Chinese culture with intrinsic joy and life-long commitment.

BA Programme Learning Outcomes

Students completing the **Major in English Language and Linguistics** programme should be able to:

Learning Outcome 1.

- Identify and analyze issues and topics in the study of English literature and linguistics through various approaches

Learning Outcome 2.

- Formulate critical questions and investigate topics through research, analysis and writing

Learning Outcome 3.

- Identify and express their own perspectives regarding disciplinary issues and compare them to those of others

Learning Outcome 4.

- Demonstrate an appreciation of the global dimensions and cultural diversity within English language and literature

Learning Outcome 5.

- Recognize and make use of various rhetorical and discursive features in the presentation, organization and discussion of ideas, observations, and arguments

Learning Outcome 6.

- Understand and articulate the relevance of English Studies in providing insight into the role of language and literature in culture and society, and apply this knowledge to bring about positive social change

BEd(LangEd) Programme Objectives and Learning Outcomes

Objectives

The BEd(LangEd) seeks to nurture students to become critically-minded, reflective professionals capable of teaching language in local, regional and international educational contexts. A flexible programme structure allows students to choose from a wide range of courses and integrates both academic and professional studies in language education, aiming at graduating committed and caring leaders who contribute fully to the enhancement of teaching and learning. The aims of the programme are to enable students to develop capabilities in:

- critical intellectual inquiry, professional excellence and life-long learning
- tackling novel situations and ill-defined problems
- critical self-reflection and greater understanding of others
- intercultural communication, multicultural understanding and global citizenship
- collaboration and communication
- leadership and advocacy for improvement of the human condition

Learning Outcomes

Students completing the BEd(LangEd) programme should be able to:

- 1. Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum.**
 - (i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.*
 - (ii) Apply a firm pedagogical content knowledge (PCK) base for the relevant subject area in curriculum design, implementation and evaluation for improvement in teaching and learning.*
- 2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences.**
 - (i) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning.*
 - (ii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.*
- 3. Critically evaluate underlying theories and concepts of learning and whole-person development.**
 - (i) Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.*
 - (ii) Draw on human, curriculum and technological resources to promote cross-curricular learning and multiliteracies.*
- 4. Construct an environment conducive to effective learning.**

(i) Identify learners' individual differences and implement strategies to provide support for their diverse learning needs.

5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education.

(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues

(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills

(iii) Act as a local and global citizen through integrating into one's professional life a critical awareness of social, economic, cultural, technological and environmental issues, and participate actively in promoting the well-being of humankind

6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement.

(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers¹

(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community

¹ For the current context, refer to the Council on Professional Conduct in Education's document titled 'Code for the Education Profession in Hong Kong' in http://cpc.edb.org.hk/en/code_01.htm

**Mapping of BA and BEd(LangEd)
 Programme Learning Outcomes (PLOs) with
 University Educational Aims (UEAs)**

<i>University Educational Aims</i>	<i>BA in Major in Chinese Language, Literature and Culture programme learning outcomes</i>	<i>BA&BEd(LangEd)-Chinese integrated programme learning outcomes</i>	<i>BEd(LangEd)-Chinese programme learning outcomes</i>
<p><i>Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:</i></p> <p><i>1. Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning</i></p>	<p><i>Students completing the programme should be able to:</i></p> <p>1. Demonstrate an enhancement of language proficiency and literary sensitivity, and develop a life-long appreciation of language usage and literary creation;</p> <p>3. Critically examine controversial or questionable issues in Chinese language, literature and culture and show ingenuity in solving problems;</p> <p>8. Gain a nuanced understanding of the significance of Chinese</p>	<p><i>Students completing the programme should be able to:</i></p> <p>1. Demonstrate an enhancement of language proficiency and literary sensitivity, and develop a life-long appreciation and critical evaluation of language usage and literary creation;</p> <p>2. Critically examine issues in language and pedagogy from a range of different theoretical perspectives, and investigate how these issues impinge on linguistic and pedagogic practice;</p> <p>3. Demonstrate an awareness that linguistic and</p>	<p><i>Students completing the programme should be able to:</i></p> <p>1. Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum;</p> <p>2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences;</p> <p>3. Critically evaluate underlying theories and concepts of learning, and whole- person development;</p> <p>6. Reflect critically on personal strengths and</p>

	philosophy and appreciate the intrinsic joy of the study of Chinese culture as a lifelong commitment;	pedagogical content knowledge require commitment to a process of whole-person development and life-long acquisition;	weaknesses to develop knowledge, skills and strategies for continuing professional improvement;
2. <i>Tackling novel situations and ill-defined problems</i>	<p>3. Critically examine controversial or questionable issues in Chinese language, literature and culture and show ingenuity in solving problems;</p> <p>4. Develop positive values and attitudes, and embrace different opinions, thoughts and beliefs;</p>	<p>4. Utilise knowledge from applied and theoretical research to address controversial or questionable issues in Chinese language, literature and culture and solve educational issues;</p> <p>5. Demonstrate an ability to plan and implement contextually responsive innovative teaching to deal with unfamiliar instantiations of language, and novel and unforeseen events in the classroom;</p>	<p>2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences;</p> <p>4. Construct an environment conducive to effective learning;</p>
3. <i>Critical self-reflection, greater understanding of others, and upholding personal and professional ethics</i>	<p>2. Understand the cultures of different ethnic groups in China, question the assumptions underlying the orthodox views and go beyond parochial nationalism;</p> <p>4. Develop positive values and attitudes, and embrace different opinions, thoughts</p>	<p>6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;</p> <p>7. Critically analyse and evaluate the different needs, interests and perspectives of stakeholders in education to</p>	<p>3. Critically evaluate underlying theories and concepts of learning and whole- person development;</p> <p>6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;</p>

	and beliefs;	achieve a better understanding of their roles in language teaching and learning;	
4. <i>Intercultural communication and global citizenship</i>	<p>2. Understand the cultures of different ethnic groups in China, question the assumptions underlying the orthodox views and go beyond parochial nationalism;</p> <p>5. Understand the cultural diversity of a society and carry out multicultural and cross-disciplinary investigations into linguistic, philological and cultural issues;</p>	<p>8. Demonstrate appreciation of the variation in values from different socio-cultural communities, and how these influence language use, the teaching and learning of languages;</p> <p>9. Demonstrate an informed and open-minded approach to different ethnic groups in Hong Kong, China and the world, question the assumptions underlying the orthodox views and go beyond parochial nationalism;</p> <p>10. Carry out multicultural and cross-disciplinary investigations into linguistic, philological and cultural issues in education, and apply knowledge to construct an environment conducive to effective learning;</p>	<p>4. Construct an environment conducive to effective learning;</p> <p>5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education;</p>

<p>5. <i>Communication and collaboration</i></p>	<p>4. Develop positive values and attitudes, and embrace different opinions, thoughts and beliefs;</p> <p>6. Show competence in communication, forge strong bonds with people and participate in collaborative initiatives;</p>	<p>11. Enhance communication skills to forge strong bonds with people through developing positive values and attitudes, and embracing different opinions, thoughts and beliefs;</p> <p>12. Collaborate effectively with stakeholders to construct an environment conducive to effective learning and teaching, and respond to changes in education;</p>	<p>4. Construct an environment conducive to effective learning;</p> <p>5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education;</p> <p>6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;</p>
<p>6. <i>Leadership and advocacy for the improvement of the human condition</i></p>	<p>7. Play leading roles to enhance the ability of members of the community in literary appreciation and language use, and to promote the cultural wellbeing of society.</p>	<p>13. Play leading roles in raising critical awareness of the teaching and learning of language and literature to promote the cultural wellbeing of society;</p> <p>14. Demonstrate responsiveness to changes in education and commitment to the provision of quality, inclusive education for all.</p>	<p>5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education.</p>

University Educational Aims	BA in Major in English Language and Linguistics programme level outcomes	BA&BEd(LangEd)-English integrated programme learning outcomes	BEd(LangEd)-English programme learning outcomes
<p><i>Benchmarked against the highest international standards, the 4-year undergraduate curriculum at HKU is designed to enable our students to develop their capabilities in:</i></p> <ol style="list-style-type: none"> <i>1. Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning</i> 	<p><i>Students completing the programme should be able to:</i></p> <ol style="list-style-type: none"> Identify and analyze issues and topics in the study of English literature and linguistics through various approaches 	<p><i>Students completing the programme should be able to:</i></p> <ol style="list-style-type: none"> Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum and their alignment with sociological, philosophical, psychological and pedagogical theories of education and whole-person learning. <ul style="list-style-type: none"> <i>i) Identify, explain and apply theoretical concepts and frameworks to the study of English language and linguistics</i> <i>ii) Apply a firm pedagogical content knowledge (PCK) base for the subject of English Language in curriculum design, classroom practice and evaluation for effective teaching and learning</i> 	<p><i>Students completing the programme should be able to:</i></p> <ol style="list-style-type: none"> Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum; Plan and implement contextually responsive and innovative teaching to construct effective learning experiences; Critically evaluate underlying theories and concepts of learning, and whole- person development; Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;

<p>2. <i>Tackling novel situations and ill-defined problems</i></p>	<p>2. Formulate critical questions and investigate topics through research, analysis and writing</p>	<p>2. Plan and implement subject-rigorous and innovative teaching to construct effective learning experiences and promote multiliteracies in response to novel educational contexts and ill-defined educational problems</p> <p><i>i) Apply effective strategies and skills to construct an environment conducive to effective learning of English, which respond to diverse learning needs and specific and changing learning contexts.</i></p> <p><i>ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning of English.</i></p>	<p>2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences;</p> <p>4. Construct an environment conducive to effective learning;</p>
<p>3. <i>Critical self-reflection, greater understanding of others, and upholding personal and professional ethics</i></p>	<p>3. Identify and express their own perspectives regarding disciplinary issues and compare them to those of others</p>	<p>3. Critically reflect upon the different needs, interests, values and perspectives of oneself and other stakeholders to understand and enhance teaching and learning</p> <p><i>i) Conduct oneself ethically and professionally, and</i></p>	<p>3. Critically evaluate underlying theories and concepts and whole- person development;</p> <p>6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and</p>

		<p><i>uphold the code of conduct for teachers</i>²</p> <p>ii) <i>Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement in English language teaching.</i></p>	<p>strategies for continuing professional improvement;</p>
<p>4. <i>Intercultural communication and global citizenship</i></p>	<p>4. Demonstrate an appreciation of the global dimensions and cultural diversity within English language and literature</p>	<p>4. Develop intercultural understanding and critical awareness of social, economic, cultural, technological and environmental issues in one's life as a global educational professional</p> <p>i) <i>Demonstrate an appreciation of the diversity of education stakeholders and learning contexts in Hong Kong and globally</i></p> <p>ii) <i>Respond educationally to local and global diversity with the aim of understanding and enhancing teaching and learning of English.</i></p>	<p>4. Construct an environment conducive to effective learning;</p> <p>5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education;</p>

² For the current context, refer to the Council on Professional Conduct in Education's document titled 'Code for the Education Profession in Hong Kong' in http://cpc.edb.org.hk/en/code_01.htm

<p>5. <i>Communication and collaboration</i></p>	<p>5. Recognize and make use of various rhetorical and discursive features in the presentation, organization and discussion of ideas, observations, and arguments</p>	<p>5. Communicate and collaborate effectively with all educational stakeholders to promote the enhancement of teaching and learning and respond to changes in education</p> <p>i) <i>Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues</i></p> <p>ii) <i>Engage with people of diverse cultures and identities with inter-cultural sensitivity and interpersonal skills</i></p> <p>iii)</p>	<p>4. Construct an environment conducive to effective learning;</p> <p>5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education;</p> <p>6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;</p>
<p>6. <i>Leadership and advocacy for the improvement of the human condition</i></p>	<p>6. Understand and articulate the relevance of English Studies in providing insight into the role of language and literature in culture and society, and apply this knowledge to bring about positive social change</p>	<p>6. Provide informed leadership and direction for addressing educational problems and issues in society</p> <p>i) <i>Actively engage in educational activities which promote the well being of children and adolescents, the critical awareness of the teaching and learning of English; and quality education for all.</i></p> <p>ii) <i>Advocate for educationally and</i></p>	<p>5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education.</p>

		<i>linguistically marginalised groups and/or individuals</i>	
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21 December 2015