THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

School-Sponsored Course Selection Criteria Illustrated with Examples of Practices

The table below gives some examples of practices to help illustrate the selection criteria for SSCs. They may not cover all possible practices; hence instructors are most welcome to develop and adopt their own practices to suit the need of their courses.

Examples of Practices for Illustrating the SSC Selection Criteria
SSC Criterion 1: Exemplifying the attainment of the Common Core goals in their course design, content, pedagogy and delivery
As the Common Core has three goals, examples of practices are provided in respect of each goal.
(a) **Broadening horizons:** To allow students to gain intellectual breadth and an appreciation of intellectual achievements across and beyond the main academic disciplines of their studies
▪ Engage in designing and teaching course materials to facilitate students to master academic knowledge across and beyond the main academic disciplines: science and technology, social studies, and arts and humanities;
▪ Instill knowledge on the human achievements in the arts and culture, the social structures and forms, and the significance of scientific discovery and technical accomplishments;
▪ Develop students' appreciation of the relevance of the subject matters to the betterment of human life and how these subject matters make an impact on individual, societal or global levels.
(b) **A passion for learning:** To spark students' passion for learning and enhance their higher order intellectual abilities: analysis and evaluation; judgment and critical thinking; defining and solving problems
▪ Use of teaching and learning pedagogies to stimulate students to think for themselves, taking their own routes through the materials, to conduct self-directed research and inquiry, and to communicate their discoveries, explanations and narratives to others;
▪ Use specific everyday examples to illustrate the concepts and theories to help students feel personally connected to what are being taught and how they can apply the material in real life;
▪ Foster students' development of higher-order thinking skills through activities that require them to form and communicate judgments, to apply theories and concepts to unfamiliar situations, or to analyze cases and solve problems;
▪ Use students' interests and fascinations as natural motivators to stimulate their curiosity and interest about the subject, and motivate them to learn actively and to carry out their own scientific investigations.
(c) **A lifelong pursuit of excellence:** To provide a foundation for students' life-long development through personal growth, preparation for future careers and opportunities to make contributions to the community
▪ Foster students' development of skills in the areas of language and communication, quantitative reasoning and computer literacy;
▪ Develop students' attributes including social adaptability, willingness to accept challenges, and ability to work independently and in collaboration;
▪ Cultivate a sense of responsibility in students so that they are willing to accept and bear the consequences of their own acts, and help them distinguish right from wrong, correct mistakes and mend their ways, and develop their attitude for self-directed learning;
▪ Strengthen students' ability to integrate and apply knowledge and skills, and nurture their creativity, collaboration and problem-solving skills, with a view to fostering their innovation and entrepreneurial spirit;
▪ Support students to build a solid foundation for lifelong learning and whole-person development and to adopt appropriate strategies to manage their lives, contribute to the community, and live up to the expectations that society places on its education citizens.

SSC Criterion 2: Supporting the attainment of the desired attributes for HKUST graduate, ABC LIVE

Of the seven attributes, Academic excellence (A), Broad-based education (B) and Competencies and capacity building (C) are expected to be achieved mainly through major programs or the general common core courses. While the Common Core collectively should serve to attain all the remaining four attributes i.e. LIVE, individual SSC should address at least one of these four attributes. Examples of practices are provided in respect of each attribute.

(L) Leadership and teamwork: A capacity for leadership and teamwork, including the ability to motivate others, to be responsible and reliable, and to give and take direction and constructive criticism

- Promote students' self-reflection on their own real world experiences of being led – and of leading – to help them develop their own unique strengths and gain active experience of cooperation and team management;
- Encourage students to remain open-minded, respect others' views, and collaborate and share ideas with others readily;
- Support student mentoring or peer-assisted instruction, where senior students work with their juniors to overcome problems and enhance learning;
- Promote teamwork that requires students from different backgrounds and disciplines to carry out tasks together to open up different angles on issues.

(I) International outlook: An international outlook, and an appreciation of cultural diversity

- Engage in designing and teaching course materials containing multiple cultures and values to enable students to develop their global perspectives and gain an appreciation of divergent cultural norms or views;
- Provide opportunities for students to directly contrast different value systems and ethical contexts;
- Facilitate students' understanding of the connection between people from diverse cultures; awareness of global issues and how their own behavior affects and is affected by larger world patterns; and insights into alternative worldviews.

(V) Vision and an orientation to the future: Adaptability and flexibility, a passion for learning, the ability to develop clear, forward-looking goals, and the self-direction and discipline to achieve these goals

- Support students to create their learning journal to develop valuable self-reflective and cognitive skills;
- Provide opportunities for students to cultivate positive work attitude and values, understand their own interests, abilities and orientations, build their self-confidence, and set their academic/career goals by flexibly connecting the contents of relevant subjects;
- Enable students to set goals, devise a plan to reach them and monitor progress toward their achievement;
- Foster students' understanding of how to meet the needs of the present without compromising the ability of future generations to meet their needs.

(E) Ethical standards and compassion (E): Respect for others and high standards of personal integrity. Compassion and a readiness to contribute to the community

- Communicate with students at the commencement of the term and reinforce at every stage of their academic work the value placed by HKUST on academic honesty and personal integrity;
- Incorporate statements encouraging ethical behaviors in syllabi and stress the link between ethical behaviors and achieving the learning objectives;
- Focus on the intellectual tools and understandings necessary for reasoning through ethical issues and problems in an insightful manner;
- Support students to develop as responsible, ethical and compassionate citizens and motivate them to influence the community with this spirit.

SSC Criterion 3: Transcending disciplinary areas

- Bring together multiple perspectives from diverse disciplines or involve participation from instructors in different disciplines/ departments/ schools to design and develop a shared interdisciplinary vision for the course;
- Develop learning experiences that are relevant to students from different disciplines;
- Set tasks for students to look at challenges from a collaborative point of view, allowing them solve problems using ideas from more than one field;
- Support students to apply the knowledge from different academic disciplines to solve real-world problems.