

Review Report
Level 2: Interdisciplinary Thematic Courses
Culture, Creativity and Innovation (GTCU)

Course #	Course Title
1	XXXXX

Evaluation item A:
Course Syllabus

Part	Weighting	Average
(1) Alignment with PILOs	5%	0.00%
(2) Alignment with GE Level 2 category aims	10%	0.00%
(3) Course content	50%	0.00%
(4) Teaching & learning activities	20%	0.00%
(5) Assessment methods	15%	0.00%
Sub-total	100%	0.00%
(6) Bonus points awarded to inter-departmental collaboration (10%)		0.00%
Total		0.00%

Part 1a: Does the course align with the GE Programme Intended Learning Outcomes (PILOs)? (5%)

A course does not need to fulfill all these aims.

Criteria

1. The course allows students to use historical and cultural perspectives to gain insight into the contemporary issues. (Mainly for courses under Level 1 “History and Civilization” category)
2. The course enables students to apply various value systems to decision-making in personal, professional, and social/political situations. (Mainly for courses under Level 1 “Values and the Meaning of Life” category)
3. The course enables students to use data for the purposes of analyses and to make recommendations for strategic implementation of policy on social, economic and business, cultural, and political affairs. (Mainly for courses under Level 1 “Quantitative Reasoning” category)
4. The course provides opportunities to students to relate their majors with interdisciplinary thematic knowledge.
5. The course demonstrates connections among a variety of disciplines to gain insight into contemporary personal, professional, and community situations.
6. The Course Intended Learning Outcomes (CILOs) are aligned with the GE PILOs (The course contributes significantly to the GE programme goals).

Part 1b: Suggestions to improve alignment of the course with the category aims

ER1:
 ER2:

Part 1: Responses to Comments

GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods
	Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 2a: Does the course fit the category aims of “Culture, Creativity and Innovation” (GTCU)? (10%)	
<i>A course does not need to fulfill all these aims.</i>	
Criteria	
1.	The course enables students to recognise that cultural factors clearly have a profound influence on different outlets for creative expression, on the nature of the subject matter and form of expression, and on the functions that various forms of expression serve.
2.	The course enables students to appreciate that “culture” is essential to understanding the role and responsibility of citizenship, and importantly to creativity too.
3.	The course enables students to define creativity in the larger context of originality, meaningfulness, and value—and the way that this manifests itself around the world.
4.	The course enables students to recognise that creativity is a way of thinking, and is a collaborative process.
5.	The course enables students to understand the theoretical models that show the effect of culture on creativity in the global context.
6.	The course contributes significantly to the GE Programme’s interdisciplinary theme of Culture, Creativity and Innovation.

Part 2b: Suggestions to improve alignment of the course with the category aims	
ER1:	
ER2:	

Part 2: Responses to Comments	
GEO’s	
Proposer’s	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title
	Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods
	Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 3a: Is the course content appropriate? (50%)	
Criteria	
1.	The scope of the course content is appropriate for a GE course and is not overly specialized.
2.	The course has appropriate academic rigour.

Part 3b: Suggestions to address integration of knowledge, course content, academic rigour, or scope of the course	
ER1:	
ER2:	

Part 3: Responses to Comments	
GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 4a: Are the teaching and learning activities appropriate? (20%)	
Criteria	
1. The teaching and learning strategies described are appropriate to achieve the Course Intended Learning Outcomes (CILOs).	
2. The teaching and learning strategies described represent sound pedagogical approaches for GE courses.	
3. The teaching and learning strategies facilitate active learning.	
4. The teaching and learning strategies reflect adequate variety and student engagement to hold the interest of diverse students.	

Part 4b: Suggestions related to teaching and learning activities	
ER1:	
ER2:	

Part 4: Responses to Comments	
GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 5a: Are the assessment methods appropriate? (15%)	
Criteria	
1. The assessment tasks are appropriate measures of Course Intended Learning Outcomes (CILOs).	
2. The assessment tasks and teaching and learning activities provide opportunities for both formative and summative feedback to students.	
3. There is an appropriate diversity of assessment tasks utilized in the course.	
4. The assessment tasks themselves may promote further learning.	

Part 5b: Suggestions related to assessment methods
ER1:
ER2:

Part 5: Responses to Comments	
GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title
	Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods
	Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 6: Inter-departmental collaboration
Course Offering Department(s)/Programme(s)/Office(s) <i>(to be filled in by GEO)</i> :
1
2
3

Part 6a: Does the syllabus demonstrate any inter-departmental collaboration?
Question
1. Yes (Please go to Part 6b)
2. No (Please go to Part 7 ; do not fill in Part 6b)

Part 6b: Please rate the synergy resulted from the inter-departmental collaboration in each statement. (Bonus points: 10%)
Criteria
1. The inter-departmental collaboration enhances the interdisciplinarity of course content.
2. The inter-departmental collaboration facilitates teaching and learning activities.
3. The inter-departmental collaboration contributes to effective assessment design.

Part 6c: Suggestions related to inter-departmental collaboration
ER1:
ER2:

Part 6: Responses to Comments	
GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 7: Comments on how the course addresses the Prevailing Needs of Undergraduates and HKBU Associated with GE Level 2 Courses	
Please click here for more information about the Prevailing Needs	
ER1:	
ER2:	

Part 7: Responses to Comments	
GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

Part 8: Other suggestions	
ER1:	
ER2:	

Part 8: Responses to Comments	
GEO's	
Proposer's	Action Taken (Please check the appropriate box(es) below to indicate which part(s) you have revised according to the comments)
	Part I <input type="checkbox"/> Course Title Part II <input type="checkbox"/> Aims & Objectives <input type="checkbox"/> Course Content <input type="checkbox"/> CILOs <input type="checkbox"/> Teaching and Learning Activities <input type="checkbox"/> Assessment Methods Part III <input type="checkbox"/> CILOs Mapping Table <input type="checkbox"/> Course Contents in Outline <input type="checkbox"/> Key References
	Additional Comments (if any):
	No Change (Please briefly explain why):

For Existing Courses only

Review Report
Level 2: Interdisciplinary Thematic Courses
Culture, Creativity and Innovation (GTCU)

Course #	Course Title
1	XXXXX

Evaluation item B:
Course Execution based on Evidence Package

Evaluation Criteria	Reference Thresholds: Suggested Aspects To Consider	Weighting	Max score of each criterion: 100
1. Attainment of CILOs and course aims	- Showing strong evidence of achieving its CILOs and contributing to the aims of Culture, Creativity and Innovation courses	25%	
2. Teaching and Learning activities	- Emphasising student engagement - Offering a diversity of learning experience - Encouraging all forms of interaction with peers and instructors - Fostering students' interest in the subject matter	25%	
3. Assessment design	- Including a diversity of question types - Evaluating the specified assessed aspects precisely - Encouraging critical thinking and reflection - Offering students an opportunity to evaluate the subject matter holistically - Differentiating students of different abilities and performances effectively - Allowing the instructor to offer diagnostic adjustment to teaching	25%	
4. Marking and Grading standard	- Demonstrating accuracy, impartiality and integrity - Displaying performance differentiability in grade distribution - Offering useful feedback for students' improvement	25%	
		Overall Rating	Average Score/100
		F	0

Key		
Rating	Score	Description
A	75 or above	Meet the thresholds exceedingly
B	60-74	Meet the thresholds very satisfactorily
C	40-59	Meet the thresholds satisfactorily
F	Below 40	Fail to meet the thresholds

Comments
<p style="color: blue; margin: 0;">ER1:</p> <p style="color: green; margin: 0;">ER2:</p>