

## Prevailing Needs of Undergraduates and HKBU Associated with GE Level 3 Capstone Courses

### 1. Background

To facilitate the revision of GE course syllabi and the design of new course proposals for the Renewal Exercise of GE Level 3 Capstone courses based on the latest learning and teaching development of HKBU, the underpinnings are laid out in the 2 sets of information below:

- i. Aims of GE Level 3 Capstone courses
- ii. Prevailing needs of undergraduates and HKBU associated with the aims of GE Level 3 Capstone courses

### 2. Aims of GE Level 3 Capstone courses

The interdisciplinary GE Capstone courses enable students to:

- i. Synthesize knowledge from various disciplines and to provide innovative solutions to solve a societal or global problem;
- ii. Value the importance of working as a team for the common good;
- iii. Show what has been learnt in the classroom and experiential environments can be applied to addressing an important issue faced by local, regional, and the global community.

### 3. Prevailing needs of undergraduates and HKBU associated with the aims of GE Level 3 Capstone courses

In 2023, a mid-term review of the 10-year Institutional Strategic Plan (ISP) (2018-2028) was conducted. According to the updated version of the ISP (2018-2028; Second Phase 2023-2028), the objective for teaching and learning under “*Strategic Priority 1 – the Best Student Experience (BSE)*” is reiterated:

*To prepare students for cultural understanding, global collaboration,  
leadership, service, and employment  
in an increasingly interdependent, intertwined world.*

Aligned with the above objective, the following prevailing needs of undergraduates and HKBU in Table 1 are identified to be relevant to the aims of GE Level 3 Capstone courses, with a view to equipping students with the capacity for capitalising on the opportunities and challenges brought by the post-pandemic “new normal” through interdisciplinary pedagogy:

**Table 1:**

<p><b>Prevailing needs of undergraduates and HKBU associated with the aims of GE Level 3 Capstone courses</b></p>	<p><b>Reference</b></p>
<p>i. To nurture future ready students via transdisciplinary education and research, embracing of technology, and implementation of sustainability</p>	<p>Strategy for cultivating a “Global Culture” ^</p>
<p>ii. To enhance students’ cultural understanding, leadership, service, communication skills and employability in an increasingly interdependent, intertwined world</p>	<p>Strategies 1.1 &amp; 1.6 #</p>
<p>iii. To strengthen students’ understanding of global, international, and regional issues and their abilities to solve relevant problems</p>	<p>Strategy 1.2 #</p>
<p>iv. To foster students’ capacity for self-directed and inquiry-based learning through exposing them to a variety of learning modes</p>	<p>Strategies 1.4 &amp; 1.5 #</p>
<p>v. To promote students’ academic well-being and creativity through engaging students extensively in the latest virtual/digital learning strategies, including but not limited to Generative AI tools</p>	<p>Strategy 1.7 #</p>

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^ *Sub-section 2.6, ISP (2018-2028; Second Phase 2023-2028)*

# *“Pivots for Post-pandemic BSE”, Appendix 2.2, Self-Evaluation Document, Third UGC-QAC Audit, 2022-2023*