

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester A 2017 /18**

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**Part I Course Overview**

**Course Title:** College Teaching Practicum

**Course Code:** SM6321

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P6

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) Nil

**Precursors:**  
(Course Code and Title) Nil

**Equivalent Courses:**  
(Course Code and Title) Nil

**Exclusive Courses:**  
(Course Code and Title) Nil

## Part II Course Details

### 1. Abstract

This is an independent study course designed for those who are interested in pursuing a career in higher education to gain practical experiences in college/university teaching. Qualified students will work independently with a supervisor to develop his/her teaching materials and portfolio. With the close supervision of the advisor, students will engage in actual course planning and classroom teaching in order to gain hands-on experiences in real learning and teaching environments. Students are also expected to document and reflect on their teaching and professional growth during the process. Issues such as learning philosophies, pedagogies, course design, assessment methods, teaching tools will be addressed during the course time.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify pedagogic issues related to media art education and teaching		✓	✓	
2.^	Describe and apply key concepts of various teaching models and learning philosophies in college/university teaching			✓	
3.	Assist in classroom teaching under the supervision of the course advisor			✓	
4.^	Develop and produce a portfolio that will include a statement of teaching philosophy, sample course syllabus and a teaching report based on CILO 3			✓	✓
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

A1: *Attitude*

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: *Ability*

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: *Accomplishments*

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Guided mentoring	Research and study for major teaching and learning objectives for a proposed course.	✓						
Guided mentoring	Research and study various teaching and learning approaches for the proposed course.		✓					
Tutorial teaching	Prepare tutorial content and materials, and practice classroom teaching			✓				
Portfolio development	Prepare materials for a full course with elaborate statements of approaches and reasons.				✓			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 100%								
Teaching statement	✓							
Teaching report/tutorial teaching		✓						
Tutorial teaching			✓					
Teaching portfolio				✓				
Examination: 0% (duration: _____, if applicable)							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Pass (P)	Failure (F)
1. Teaching Statement & Report	Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of 'discovery' lies in a student's self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.	<ul style="list-style-type: none"> <li>- Firm grasp of materials, able to explain key concepts and assumptions</li> <li>- Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand</li> <li>- Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently</li> <li>- Organized bibliography which can be utilized in accordance with the topic</li> </ul>	<ul style="list-style-type: none"> <li>- Poor grasp of materials</li> <li>- No organization and structure, inadequate content, no/ irrelevant use of resources</li> <li>- Irrelevant points to the subject matter, minimal ability to interpret opinions</li> <li>- Irrelevant bibliography</li> </ul>
2. Teaching Portfolio	Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.	<ul style="list-style-type: none"> <li>- Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium</li> <li>- Ability to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>- Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions</li> </ul>	<ul style="list-style-type: none"> <li>- No appreciation of the aesthetics and expressive qualities of the medium</li> <li>- Fail to create project/ work that demonstrate the processes of thinking and creative exploration</li> <li>- Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available</li> </ul>

**Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.**

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Media art education, pedagogy, learning philosophy, assessment methodology, teaching tools, professionalism in art education, aesthetics, teaching portfolio

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	To be advised by the course instructor.
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	To be advised by the course instructor.
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