

City University of Hong Kong

**Information on a Course
offered by School of Creative Media
with effect from Semester A in 2012 / 2013**

Part I

Course Title: College Teaching Practicum

Course Code: SM6321

Course Duration: One semester (13 weeks)

Credit Units: 3

Level: P6

Medium of Instruction: English

Prerequisites: NIL

Precursors: NIL

Equivalent Courses: NIL

Exclusive Courses: NIL

Part II

1. Course Aims

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)

Upon successful completion of this course, students should be able to:

No.	CILOs
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

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

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

TLAs	CILO No.
Guided mentoring	CILO 1
Guided mentoring	CILO 2
Tutorial teaching	CILO 3
Portfolio development	CILO 4

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

Type of Assessment Tasks/Activities	CILO No.	Remarks
Teaching statement	CILO 1	
Teaching report/tutorial teaching	CILO 2	
Tutorial teaching	CILO 3	
Teaching portfolio	CILO 4	

5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Examination duration: Nil

Percentage of coursework, examination, etc.:

100% coursework

Grading pattern: Pass/Fail

Grading is based on performance in assessment tasks/activities

A. Teaching Statement & Report

Students should demonstrate ability to utilize primary and secondary sources, build up argument and analysis. The threshold of ‘discovery’ lied in a student’s self initiatives to conduct additional research and to personalize theories for her/his personal daily experience.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	<ul style="list-style-type: none"> – Excellent grasp of research material, able to explain key concepts, assumptions and debates – Rigorous organization, coherent structure, distinct thesis, properly argued with strong narrative – Insightful interpretation of the subject matter with distinct themes and thesis – Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize – Ability to approach a text or a theme using a variety of theories and analytical tools – Strong bibliography suggesting breadth and depth of coverage and informed insights
A	4.0		
A-	3.7		
B+	3.3	Good	<ul style="list-style-type: none"> – Firm grasp of materials, able to explain key concepts and assumptions – Reasonable organization, balanced structure, adequate content, sufficient ability to integrate various resources based on demand – Clear ideas which keep to the point, clear-cut subject, ability to interpret opinions independently – Organized bibliography which can be utilized in accordance with the topic
B	3.0		
B-	2.7		
C+	2.3	Adequate	<ul style="list-style-type: none"> – Comprehensive grasp of materials, able to explain key concepts – Fair organization, weak structure, adequate content, fair ability to integrate various resources based on demand – Relevant points to the subject matter, fair ability to interpret opinions – Unorganized bibliography which can be utilized in accordance with the topic
C	2.0		
C-	1.7		
D	1.0	Marginal	<ul style="list-style-type: none"> – Loose grasp of materials, cannot explain key concepts – Poor organization and structure, weak content, limited use of resources

			<ul style="list-style-type: none"> – Relevant points to the subject matter, marginal ability to interpret opinions – Insufficient and/or unorganized bibliography
F	0.0	Failure	<ul style="list-style-type: none"> – Poor grasp of materials – No organization and structure, inadequate content, no/ irrelevant use of resources – Irrelevant points to the subject matter, minimal ability to interpret opinions – Irrelevant bibliography

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

B. 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.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	<ul style="list-style-type: none"> – Work has strong affective quality and the articulation of personal styles and signature – Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium – Work raises questions and instill insights about the process of conception, creative strategization and production – Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project – Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment
A	4.0		
A-	3.7		
B+	3.3	Good	<ul style="list-style-type: none"> – Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium – Ability to create project/ work that demonstrate the
B	3.0		
B-	2.7		

			<p>processes of thinking and creative exploration</p> <ul style="list-style-type: none"> – Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions
C+	2.3	Adequate	<ul style="list-style-type: none"> – Basic appreciation and/or application of the aesthetic and expressive qualities of the medium – Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration – Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
C	2.0		
C-	1.7		
D	1.0	Marginal	<ul style="list-style-type: none"> – Marginal appreciation of the aesthetic and expressive qualities of the medium – Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration – Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available
F	0.0	Failure	<ul style="list-style-type: none"> – No appreciation of the aesthetics and expressive qualities of the medium – Fail to create project/ work that demonstrate the processes of thinking and creative exploration – Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

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

Part III

Keyword Syllabus

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

Recommended Reading

Text(s)

To be arranged

Online Resources

To be arranged