

Feedback to VPUE from GE1201 (Dr Ron Kwok):

1. Did you achieve the stated goals of your course? If not, what factors prevented you from accomplishing them? Please list them in the order of importance.

Yes, we have mostly achieved the stated goals of our course, except that we changed our teaching approach (from “lecture and tutorial” to “seminar” because of the unexpected number of registered students). Also, we needed to re-schedule our “curriculum plan” because of the cancellation of company visit or re-scheduling of guest talk.

Order of importance: Unexpected number of registered students > Unexpected availability of guest speakers and company visits

2. In teaching the GE course, what issues surfaced that you had not anticipated?

As aforementioned, we couldn't anticipate the number of students to be registered in the course because it was the first time we run this course. We did change our teaching approach and re-schedule the time table and the venue for the course because of the unexpected number of registered students and unexpected availability of guest speakers and company visits.

Also, when we prepared our proposal of our GE course in the last two years, we thought that this course would be opened mainly to the foundation year students (year 0 students). However, the University ran the GE pilot using the OOD approach that all students can register. Fortunately, our prepared course materials just fitted in well.

3. In your judgment did the students believe that the GE courses are simply to fulfill a requirement or to help them in their educational goals?

It was difficult for us to answer this question because it was difficult to make this judgment. However, we felt that most of the students had quite high motivation and expectation from this course. It was because, based on our observation in the class, most students could raise very good questions with specified objectives bearing in the questions regarding their specific needs in daily life and educational pursue. I guess it always happens in other “elective” courses (NOT compulsory core courses that I usually teach).

4. Were the students responsive to the requirements you established for this course?

- a. Coming to class prepared,
- b. Reading the outside readings you had suggested for this course,
- c. Being in class most of the time?

Coming to class prepared (**Fairly Responsive**)

Reading the outside readings you had suggested for this course (**Quite Responsive**)

Being in class most of the time? (**Very Responsive**)

5. What were some positive aspects of teaching this course?

- a) **High student-teacher interaction** using “seminar” teaching approach (with intimate individual consideration)
- b) **Divergent guest speakers and company visit** (with high intellectual stimulation)
- c) **Teaching materials with real life implications** (with high inspirational motivation)
- d) **Good LCC support** (Online English Tutoring) from EDO

6. What were the negative aspects of teaching this course?

- a) **Unexpected number of registered students** (Difficult to estimate teaching resources needed, e.g. teaching assignment, time table and venue which fits the class size)

7. If you were to teach this course again, how would you change it?

- a) Having **more company visits**
- b) Having **assessment tasks focusing more on continuous assignment, rather than final exam.**

8. What kinds of support would be helpful to an instructor teaching this course? (Ex. consultation, mentoring, group meetings with other GE instructors, seminars, and workshops)

All the above suggested supports would be very helpful. An informal sharing from existing GE instructors will be a good choice too.

Also, if possible, it would be great if we can have **admin support from University for approaching guest speakers and arranging company visits**. For example, I found it really difficult to arrange a class visit to HK Police on knowing how HK Police deals with Online Data Protection and its related Crime Investigation. I guess CityU’s COMO may help us on this matter.

9. Any logistical factors (classroom size, location, configuration) that contributed negatively to this course).

I have raised my concerns in questions 1, 2, and 6 on this matter.

10. Any other suggestions you might have for all GE courses?

Just for sharing, not recommendation, as I am still very green in GE teaching:

- a) We may focus on continuous assignment, rather than final exam
- b) If possible, we better go for “seminar” or “small class size” teaching approach to enhance student-teacher interaction (with intimate individual consideration) as we may have students with background of very high diversity and different expectation
- e) To enhance student learning experience, we may design curriculum on promoting “intellectual stimulation” (e.g. having interesting guest speakers or company visits), and encouraging “inspirational motivation” (e.g. having teaching materials with relevant real life implications and useful for educational pursue)
- f) To help students on English language issues, we may contact EDO/ELC for their excellent LCC support (Online English Tutoring)

Overall, I enjoyed teaching this GE1201 course very much.

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