

# GE2226: AGEING SOCIETY: HONG KONG AND BEYOND

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Ageing Society: Hong Kong and Beyond

### Subject Code

GE - Gateway Education

### Course Number

2226

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course is to engage students to acquire appropriate knowledge, skills and attitudes so as to facilitate their living and working in an aging society such as Hong Kong where by 2031, one in every four people would age 65 or above. This course aims to enhance students' understanding of the impacts of population ageing on the social, economical, and political aspects of a society. In the economic area, population ageing affects consumption, labour markets, retirement, and intergenerational transfers. In the social sphere, population ageing influences intergenerational relationship, living arrangements, housing demand, and long term care services. In the political arena, population ageing will have an impact on voting patterns and political representation. Students will adopt a multi-disciplinary perspective to appreciate how population aging would affect young people on personal, familial, societal and career dimensions. The challenges and opportunities arising from population ageing will be identified and analysed.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Discover and describe the demographic, physiological, psychological and social dimensions of human aging in Hong Kong and other parts of the world.	20	x	x	x
2 Reflect on their personal experiences, values and attitudes toward aging, such as image of older people, losses, death anxiety, intergeneration relationships.	10	x	x	x
3 Apply an inter-disciplinary approach in examining the implications of population ageing on major policy areas, such political, economic, welfare, health, housing, environment and legal.	20	x	x	x
4 Identify and discuss the opportunities arising from population aging on various sectors: silver-hair market, productive ageing, housing, leisure and tourism, and human services.	20	x	x	x
5 Apply multidisciplinary knowledge and skills creatively, in team work with other students, in a group project related to needs, concerns and aspirations of the older people.	30	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will engage in formal lectures, which cover conceptual and theoretical issues in ageing studies; selected key texts and related resources will be introduced; conceptual and theoretical discussions will be illustrated by a diverse range of real life examples.	1, 3, 4	
2	Interactive learning activities	Students will participate in games (if applicable), in-class group discussions, and role plays which help students better understand the conceptual and theoretical issues in a playful manner.	1, 3, 4, 5	
3	Workshop	In workshop, students will engage in hand-on training and group discussion specifically about the group project assignment and practice what they learned by doing exercises related to group project	1, 2, 3, 4	

#### Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?	
1	AT1: Group Project Presentation	1, 2, 3, 4, 5	30	Allow AI to assist students to brainstorm initial ideas for the group project presentation. Details on the scope of using GenAI tools will be announced in course outline.	Yes

2	AT2: Life Story Book	1, 2, 3, 4, 5	30	Allow AI to assist students to brainstorm initial ideas for the life story book. Details on the scope of using GenAI tools will be announced in course outline.	Yes
3	AT3: Individual Paper	1, 2, 3, 4	40	-	No

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

AT1: Group Project Presentation(30%)

**Criterion**

1.The application of inter-disciplinary knowledge and concepts;

**Excellent (A+, A, A-)**

High: Strong evidence of:

- #Rich content, ability to integrate and apply various theoretical concepts based on demand;
- #Being able to show the understanding of various concepts;
- #Being able to review experiences from the programme with the use of related theoretical concepts
- #Exact and fluent expression of original opinions;
- #Rigorous organization, coherent structure, systematic composition;
- #Creative, and insightful ideas.

**Good (B+, B, B-)**

Significant: Some evidence of:

Some evidence of:

- #Rich content, ability to integrate and apply various theoretical concepts based on demand;
- #Being able to show the understanding of various concepts;
- #Being able to review experiences from the programme with the use of related theoretical concepts
- #Exact and fluent expression of original opinions;
- #Rigorous organization, coherent structure, systematic composition;
- #Creative, and insightful ideas.

**Fair (C+, C, C-)**

Moderate: Limited evidence of:

- #Rich content, ability to integrate and apply various theoretical concepts based on demand;
- #Being able to show the understanding of various concepts;
- #Being able to review experiences from the programme with the use of related theoretical concepts
- #Exact and fluent expression of original opinions;
- #Rigorous organization, coherent structure, systematic composition;
- #Creative, and insightful ideas.

**Marginal (D)**

Basic:

- Adequate content;
- Limited or irrelevant use of theoretical concepts;
- Inadequate understanding of various concepts;
- Loose organization;
- Sentence fluency and articulation is merely acceptable;
- Inadequate creative, insightful, and original ideas

**Failure (F)**

Not even reaching marginal levels:

- Vague and devoid of content, weak ability to integrate and apply various theoretical concepts
- 

**Assessment Task**

AT1: GroupProject Presentation(30%)

**Criterion**

2.The ability to explain why it issignificant;

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reachingmarginal levels

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**Assessment Task**

AT1: GroupProject Presentation(30%)

**Criterion**

3.The feasibility of the proposal

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

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**Assessment Task**

AT1: GroupProject Presentation(30%)

**Criterion**

4.The plan/idea/design is innovative and creative

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reachingmarginal levels

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**Assessment Task**

AT1: GroupProject Presentation(30%)

**Criterion**

5.The ability to demonstrate clearly, attractively and interactively

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reachingmarginal levels

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**Assessment Task**

AT2:Life Story Book (30%)

**Criterion**

1. Appropriate recording of meaningful life events and life philosophy of thelife mentor throughout his/her whole life

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Notevenreaching marginal levels

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**Assessment Task**

AT2:Life Story Book (30%)

**Criterion**

2. Presentation is creative, attractive, durable, user-friendly with good use of relevant language.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Notevenreaching marginal levels

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**Assessment Task**

AT3:Individual Paper (40%)

**Criterion**

1. Depth of analysis on the chosen ageing issue, such as its causes, its impacts on elders and on society

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Notevenreaching marginal levels

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**Assessment Task**

AT3:Individual Paper (40%)

**Criterion**

2. The application of inter-disciplinary knowledge and concepts

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**Assessment Task**

AT3:Individual Paper (40%)

**Criterion**

3. Depth of reflection on your own learning in the chosen ageing issue.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Notevenreaching marginal levels

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**Assessment Task**

AT3:Individual Paper (40%)

**Criterion**

4. Systematic and clear presentation, and proper use of English.

**Excellent (A+, A, A-)**

High

**Good (B+, B, B-)**

Significant

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Note even reaching marginal levels

**Part III Other Information****Keyword Syllabus**

Global population ageing, longevity, physiological ageing, psychological ageing, social ageing; active ageing; grey-hair market, retirement, ageing work force, older volunteers, long term care financing, formal care, informal care, independence, participation, ageing in place; barrier-free environment, shelter housing for the elderly; elder abuse, legal protection, death and dying, euthanasia, advance directive, end of life care.

**Reading List****Compulsory Readings**

	Title
1	Cheung, C. K. J., & Chow, O. W. E. (2019). Contribution of Wisdom to Well-Being in Chinese Older Adults, Applied Research in Quality of Life, Doi: 10.1007/s11482-019-9712-x
2	Nil
3	Chong, A. M. L., Ng, S. H., Woo, J., Kwan, A. Y. H. (2006). Positive ageing: The views of middle- aged and older adults in Hong Kong. <i>Ageing &amp; Society</i> , 26, pp.243-265.
4	CHOW, E. O. W., & FOK, D. Y. H. (2019). Recipe of Life: A Relational Narrative Therapy with persons with Chronic Pain. <i>Research on Social Work Practice</i> <a href="https://doi.org/10.1177/1049731519870867">https://doi.org/10.1177/1049731519870867</a>
5	Dennis, H. (2005). Evolution of the link between business and aging. <i>Generations</i> , 28(4), 8.
6	Hooyman, N. R., & Kiyak, H. A. (2011) <i>Social gerontology: A multidisciplinary perspective</i> . Boston: Allyn and Bacon.
7	Morgan, L.A. & Kunkel, S.R. (2011). <i>Ageing, Society, and the Life Course (4th Ed.)</i> . New York: Springer Publishing Co.

**Additional Readings**

	Title
1	Chan, W.C.H., Kwan, C.W., Chi, I. & Chong, M.L. (May 2014). The impact of loneliness on the relationship between depression and pain of Hong Kong Chinese terminally ill patients. <i>Journal of Palliative Medicine</i> . 17(5), 527-532. doi:10.1089/jpm.2013.0555.
2	Cheng, S-T. (2009). Generativity in later life: Perceived respect from younger generations as a determinant of goal disengagement and psychological well-being. <i>Journal of Gerontology: Psychological Sciences</i> , 64B (1), 45-54,
3	Chong, A M L and Cheung, C K J. (April 2012). Factor structure of a Cantonese-version Pittsburgh Sleep Quality Index, <i>Sleep and Biological Rhythms</i> , 10(2), 118-125, doi:10.1111/j.1479- 8425.2011.00532.x.
4	Chong, A. M. L. (2007). Promoting Psychosocial Health of the Elderly – The Role of Social Workers. <i>Social Work in Health Care</i> , 44, 91-109. doi:10.1300/J010v44n01_08
5	Chong, A. M. L., & Lang, G. S. (1998). Attitudes of Chinese elderly people toward death: Practical implications for social workers. <i>Asia Pacific Journal of Social Work</i> , 8 (1), pp.50-63.
6	Chong, A.M.L. (2013, 23 Nov). Life Mentor Scheme for Generation Me: A student-centered experiential learning activity for student excellence in an ageing society. Proceedings of the Twentieth Annual Congress of Gerontology, Hong Kong Association of Gerontology, 23 November, 2013. Hong Kong.
7	Chow, E. O. W. (2018). Narrative Group Intervention to reconstruct Meaning of Life among Stroke Survivors: A Randomized Clinical Trial Study. <i>Neuropsychiatry</i> , 8, 1216 - 1226. doi: 10.4172/Neuropsychiatry.1000450
8	CHOW, E. O. W. (2017). A Study of the Role of Meaning in Life: Mediating the Effects of Perceived Knowledge of Stroke on Depression and Life Satisfaction among Survivors. <i>Clinical Rehabilitation</i> , 31, 1664-1673, doi.:10.1177/0269215517708604

9	CHOW, E.O.W. (2015). Narrative therapy an evaluated intervention to improve stroke survivors’ social and emotional adaptation. <i>Clinical Rehabilitation</i> , 9, 315–326. doi: 10.1177/0269215514544039
10	Fok, S. Y. & Chong, A. M. L. (2003). Euthanasia and old Age: The case of Hong Kong. <i>Hallym International Journal of Ageing</i> , 5(1), pp.41-53.
11	HSBC (2009). <i>The Future of Retirement: It’s time to prepare</i> . Hong Kong: HSBC Insurance Holding Limited. <a href="http://www.hsbc.com/1/2/retirement/future-of-retirement">http://www.hsbc.com/1/2/retirement/future-of-retirement</a> .
12	Kam, P. k. (2003). Powerlessness of older people in Hong Kong: A political economy analysis. <i>Journal of Aging &amp; Social Policy</i> , 15(4), 81.
13	Meiners, N. H., & Seeberger, B. (2010). Marketing to senior citizens: Challenges and opportunities. <i>The Journal of Social, Political, and Economic Studies</i> , 35(3), 293.
14	Parker, M. G., & Thorslund, M. (2007). Health Trends in the elderly population: Getting better and getting worse. <i>The Gerontologist</i> , 47 (2), pp.150-158.
15	Global Age-friendly Cities: A Guide - World Health Organization, retrieved from <a href="http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf">http://www.who.int/ageing/publications/Global_age_friendly_cities_Guide_English.pdf</a>
16	Hong Kong Council of Soscial Service 長者友善社區 - 拓展經驗與前瞻工作坊 <a href="http://www.hkcss.org.hk/el/AFC/AFCTraining_10Sept2010.html">http://www.hkcss.org.hk/el/AFC/AFCTraining_10Sept2010.html</a>
17	United Nations (2002). <i>Report of the Second World Assembly on Ageing</i> , Madrid, 8-12 April 2002. United Nations, New York.
18	United Nations Global Issues on Ageing. <a href="http://www.un.org/en/globalissues/ageing/index.shtml">http://www.un.org/en/globalissues/ageing/index.shtml</a>
19	WHO Global Network of Age-friendly Cities and Communities <a href="http://www.who.int/ageing/age_friendly_cities_network/en/index.html">http://www.who.int/ageing/age_friendly_cities_network/en/index.html</a>
20	World Health Organization (2002) <i>Active ageing: a policy framework</i> . Geneva: WHO. This framework is available on: <a href="http://www.who.int/hpr/ageing/index.htm">http://www.who.int/hpr/ageing/index.htm</a>

## Annex (for GE courses only)

**A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:**

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

**B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.**