THE EDUCATION UNIVERSITY OF HONG KONG

**Course Outline**

## Part I

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| **Programme Title:** | Certificate in Professional Development Programme on Teaching Geography of China elements in the Geography Curricula |
| **Programme QF Level:** | 6 |
| **Course Title:** | Geography of China and field study: Sustainable development in the Zhujiang (Pearl River) Delta Region |
| **Course Code:** | GGP5031 |
| **Department:** | Social Sciences and Policy Studies |
| **Credit Points:** | 3 |
| **Contact Hours:** | 39 (5 days including a 2-day study trip to the Greater Bay Area) |
| **Pre-requisite(s):** | Nil |
| **Medium of Instruction :** | CMI |
| **Course Level:** | 5 |

## Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills
4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course first provides participants with a comprehensive overview of the changing physical and human geography of China, and then with cases, examples and experiences drawn from Zhujiang (Pearl River) Delta, one of the distinct "regions" within China. Zhujiang Delta is the low-lying region around the Pearl River estuary, where the Pearl River finally flows into the South China Sea. Zhujiang Delta is one of the most densely urbanised regions and the wealthiest region in South China, which is named as Pearl River Delta Economic Zone. So far, Zhujiang Delta is also part of the Greater Bay Area (GBA), which includes nine cities and two special administrative regions in South China to develop as an integrated economic area. Using a regional approach, the knowledge of the Zhujiang Delta will facilitate participant's pedagogical literacy in teaching geography of China elements. In addition to equipping with first-hand information on the Zhujiang Delta, the participants will evaluate the progress about China's environmental and socio-economic development from a sustainable development perspective. Such evaluations would help upgrade teachers' knowledge and skills in the teaching of China elements and examples covered in the Junior and Senior Secondary Geography curricula.

Field study remains an essential part of geography education. To enhance the participants with more onsite knowledge, observation and application of concepts learnt, a two-day experiential learning field study in the Zhujiang Delta will be organised to conduct the teaching on China geography. Field study participants will visit, observe and investigate various sites and organisations such as urban areas, farms, manufacturing districts, universities, private companies and governmental parties that show the latest stage of environment and development progress of China. This study trip could serve as a taster of field studies organised by participants for their secondary school students in future. This opportunity will guide participants to have their own field trip planning aligned with the school curriculum and their students' interests.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- $CILO_1$ Demonstrate the understanding of geographical concepts, processes and pedagogical literacy required for the teaching of curriculum contents using China as case studies.
- $CILO_2$ Critically evaluate the progress of regional development and sustainable development in the contexts of Zhujiang (Pearl River) Delta with complex human-physical interfaces.
- $CILO_3$ Display competencies in planning and organising experimental learning field study on the geography of China through in situ experience gained in the Zhujiang (Pearl River) Delta region.
- $CILO_4$ Develop a better understanding of the opportunities and challenges faced by Hong Kong in the Greater Bay Area policy initiative.

## 3. Content, CILOs and Teaching & Learning Activities

Our course will enable the participants to understand the learning and teaching of the physical and human geography of China as a whole. The major components in geography of China will be covered in the introductory section, such as landform,

climate, economy, and society. To guarantee an in-depth teaching on China geography, PRD has been used as course teaching materials. The geographical knowledge and skills covered can be extended beyond the PRD region and eventually serve the teaching geography of China elements.

The course has three components: pre-trip and post-trip lectures/workshops, a two-day study tour and sharing sessions after the tour. Background information and relevant knowledge will be provided to participants during the pre-trip lectures and workshops. The pre-trip lectures/workshops will last for two days. After the pre-trip lecture/workshops, the two-day study tour allows the participants to consolidate their knowledge of the region through onsite visits. On the last day, the post-trip workshop will be arranged to enable students to share their observations and findings after the experiential learning. The course instructor will lead the discussion and overall reflections on the learning activities.

Participants will travel to a major city in the PRD, for example Guangzhou, for field-based learning. Participants will visit sites such as Guangzhou Haizhu National Wetland Park (for S1-3 curriculum knowledge "water conservation and water management strategies in China" and "conservation and environmental management" under the S4-6 curriculum topic "Change, development and the natural environment"), Guangzhou Economic and Technological Development Zone, Guangzhou Science City, Guangzhou Free Trade Zone (for S1-3 and S4-6 curriculum topics related to "Global shift of manufacturing industry" and "Changing industrial locations and functions"), and Tianhe district (for S4-6 curriculum topic "Changing land use pattern"). We will also invite scholars from local universities, such as Guangzhou University and Sun Yat-sen University, to give lectures on curriculum topics of the PRD region and other regions to enhance participant's knowledge on physical and human geography of China.

| **Course Content** | **CILOs** | **Suggested Teaching & Learning Activities** |
|---|---|---|
| Introduction: Geography of China and concept of regional studies<br>- Introduction of the physical environment, resources and regions in China as a whole.<br>- Overview of the regional development in the Zhujiang (Pearl River) Delta (PRD)<br>- Greater Bay Area policy Initiative and comparison between Bay Areas (Tokyo, San Francisco and Greater Bay Area). | $CILO_{1,2,3,4}$ | - Lectures<br>- Group discussion<br>- Readings<br>- Field studies |
| Natural resources in the PRD<br>- Environment and physical geography<br>- Agricultural development and productivity<br>- Resource conservation and management for water, energy, and | $CILO_{1,2,3,4}$ | - Lectures<br>- Group discussion<br>- Readings<br>- Field studies |

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|---|---|
| land, etc.<br>- Climate fluctuations and impacts | | |
| Economic development of the PRD<br>- Role of cities for economic development and urban expansion<br>- Integration and cooperation of cities<br>- Urban infrastructure and city clusters<br>- Industrial clusters and upgrading, and regional innovation<br>- International innovational hub | *CILO1,2,3,4* | - Lectures<br>- Group discussion<br>- Readings<br>- Field studies |
| Social development of the PRD<br>- Urban and regional planning Population growth and migration<br>- Regional variations in urban and rural development<br>- Affordable housing policy, sustainable urban renewal and regeneration<br>- Lingnan culture and history towards a vision of GBA development as a regional concept | *CILO1,2,3,4* | - Lectures<br>- Group discussion<br>- Readings<br>- Field studies |
| Organization of experiential learning field studies to the PRD and other regions in China, covering procedures, possible study themes in different parts of China, means to enhance field study learning experience, etc. | *CILO3* | - Lectures<br>- Group discussion<br>- Readings<br>- Field studies |

**4. Assessment**

| Assessment Tasks | Weighting (%) | CILO |
|---|---|---|
| (a) An individual assignment<br>Reflective journal of experiential learning field studies<br><br>Participants are required to write up a 1000-word reflective journal on what they have learnt in the residential field studies. | 30% | *CILO1,2,3* |
| (b) An individual assignment<br>- Participants are required to complete a 1500-word individual assignment for a topic of Junior / Senior Geography curriculum (e.g. population, land use, urbanization, agricultural / industrial landscape, tourism, resource and environmental management), using the | 40% | *CILO1,2,3* |

| Assessment Tasks | Weighting (%) | CILO |
|---|---|---|
| GBA/PRD as a case study to examine the pattern, distribution, process or change, and their impacts on people-environment interactions. | | |
| (c) Individual sharing<br>- Participants are required to give a 10-minute presentation to share their learning outcomes after the whole field trip. | 30% | $CILO_{1,2,3,4}$ |

**5. Required Text(s)**

Nil

**6. Recommended Readings**


Chen, J., Chang, K.T., Karacsonyi, D., 2014. *Comparing urban land expansion and its driving factors in Shenzhen and Dongguan, China.* Habitat Int. 43, 61–71.

Chen, L. (2021). Strategic Positioning of the Greater Bay Area of Guangdong, Hong Kong and Macao. In *Guangdong-Hong Kong-Macao Greater Bay Area: Planning and Global Positioning* (pp. 261-307).

Feng, X., Yeh, A., Enright, M., Chang, K.M. (2021). *Creating Hong Kong's New Advantages in the Greater Bay Area – Identifying New Pathways to Growth and Opportunity*. 2022 Foundation report, Hong Kong.

Ji, J., & Pan, F. (2021). Comparison between the Economies of the Guangdong–Hong Kong–Macao Greater Bay Area and Other Bay Areas of the World. In *Guangdong-Hong Kong-Macao Greater Bay Area: Planning and Global Positioning* (pp. 21-67).

Jiang, H., Peng, J., Dong, J., Zhang, Z., Xu, Z., & Meersmans, J. (2021). *Linking ecological background and demand to identify ecological security patterns across the Guangdong-Hong Kong-Macao Greater Bay Area in China*. Landscape Ecology, 1-16.

Lin, X., Chen, D., Han, J., Chen, T., & Li, C. (2019). A Study on the Role of Guangdong-Hong Kong-Macao Greater Bay Area Based on the Belt and Road Initiative. *Journal of Economics and Business*, 2(3).

Lixun, L. (2017). Thinking on the Guangdong-Hong Kong-Macao greater bay area. *Tropical Geography*, 37(6), 757-761.

McGee, T.G., & Robinson, I. (Eds). (1995). *The mega-urban regions of Southeast Asia.* Vancouver, BC: University of British Columbia Press.

Shen, J.F., (2018). *Urbanization, regional development and governance in China*. *Routledge*.

Wang, X., Yan, F., Zeng, Y., Chen, M., He, B., Kang, L., & Su, F. (2021). Ecosystem Services Changes on Farmland in Response to Urbanization in the Guangdong–Hong Kong–Macao Greater Bay Area of China. *Land*, 10(5), 501.

Xu, J., & Yeh, A.G. (Eds). (2010). *Governance and Planning of mega-city regions: An international comparative perspective*. Routledge

Yang, C., (2020). The transformation of foreign investment-induced exo(genous)-urbanisation amidst industrial restructuring in the Pearl River Delta, China, *Urban Studies*, 57 (3): 618-635

Yeh, A.G.O., Lin, G.C.S. and Yang, F.F. (eds.), (2021*). Mega-city development in China*. Routledge.

*Keys to success in the Greater Bay Area*. Survey report on drivers for growth by KPMG, HSBC and HKGCC.

*China's Greater Bay Area Has Real Economic Power*. Report by Chatham House – International Affairs Think Tank.

*Geography Curriculum and Assessment Guide (Secondary 4-6) 2007* (with updates in July 2017)

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/Geog_C&A_Guide_e-Nov_2017_clean_ok.pdf

*Geography Curriculum Guide (Secondary 1-3)*

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/pshe/Geog_Curr_Guide_S1-3_Eng_web_final_21062011b.pdf

*Greater Bay Area – Navigating the Road toward an International Innovation and Technology Hub*. Report by the Association of Chartered Certified Accountants and Ernst & Young.

*Guangdong-Hong Kong-Macau Greater Bay Area Digital Integration Innovation Report*. Report by Ali Research and 21st Century Economic Institute. (In Chinese)

## 7. Related Web Resources

Greater Bay Area
https://www.bayarea.gov.hk/en/home/index.html
Brand Hong Kong
https://www.brandhk.gov.hk/html/en/StrategicFocus/GreaterBayArea.html
Guangdong-Hong Kong-Macau Greater Bay Area
https://www.dsec.gov.mo/BayArea/en-US/#home
Guangdong Academy of Greater Bay Area Studies
http://www.dawanqu.org/
References and Resources: Geography (EDB)
https://www.edb.gov.hk/tc/curriculum-development/kla/pshe/references-and-resources/geography/index.html
中國地理學會 The Geographical Society of China
http://www.gsc.org.cn/channel.aspx?id=27

## 8. Related Journals

*Cities*
*Urban Studies*
*Habitat International*
*China Quarterly*
*International Journal of Urban and Regional Research*
*Regional Studies*
*Land Use Policy*
*Landscape and Urban Planning*

*Asian Geographer*
地理學報 *Acta Geographica Sinica*
地理教學 *Geography Teaching*

**9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (https://www.eduhk.hk/re/uploads/docs/00000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

**10. Others**

Nil

*Jun 2024*