

THE CHINESE UNIVERSITY OF HONG KONG

General Education (GE)

Course Outline

Course Code/Section: GESC1230KA		Year: Term 2, 2024/25	
Course Title: Caring Heart Service Learning			
Time: Friday 14:30 – 17:15		Venue: YIA402	
Course Teacher: Ms. Chau Wing Sze, Alvina			
Email: TBA			
Teaching Team:			
1) Mr. Ivan Lam		ivanlam@hkphab.org.hk	
2) Mr. Kenny So		kennyso@hkphab.org.hk	
3) Mr. Kevin Ng		ccng@hkphab.org.hk	
4) Mr. Roy Shum		royshum@hkphab.org.hk	

Course overview:

In accordance with the college foundation aspiration, “Learning, innovation and benefitting mankind”, the course, 傷與健同行-齊創社區友善 **Accessibility and Social Responsibility**, is designed to provide university students with a comprehensive understanding of PHAB Integration, accessibility regulations and their application in creating inclusive communities. We will adopt the principle of United Nation (UN) “Convention on the Rights of Persons with Disabilities”, to redefine the concept of disability. UN does not consider Disability as a disease nor focusing on the physical status of the persons with Disability (PWDs), but rather as a result of the interaction between negative attitudes or unfriendly environments and the condition of the individuals. Therefore, it is essential in today's diverse society for future leaders to recognize the barriers faced by persons with disabilities and to actively contribute to solutions that promote inclusion.

Throughout the course, students will explore the legal frameworks governing accessibility in Hong Kong, including the Disability Discrimination Ordinance and relevant building regulations by Building Department. By examining real-life case studies and experiential learning activities, students will gain insights into the challenges and opportunities associated with designing accessible environments. In addition to legal knowledge, the course emphasizes the principles of universal design and best practices for developing inclusive spaces. Students will collaborate on group projects and programmes participations, allowing them to apply theoretical concepts to practical situations while fostering their understanding in PHAB integration and also the application of barrier-free access environment.

A significant focus of the course is on social responsibility. Students will be encouraged to reflect on their roles as active citizens, recognizing the importance of community engagement and volunteerism in promoting accessibility. By participating in community access check projects, students will have the opportunity to directly impact their surroundings and advocate for persons with disabilities.

Grade descriptors:**Grade Overall Performance**

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

Learning outcomes:

Upon completion of the course, students will be able to:

1. Apply knowledge and skills to assess strengths and needs of the community, and to develop corresponding courses of action.
2. Appreciate how volunteerism and service learning can bring about positive changes to the community.
3. Develop an enhanced sense of civic responsibility to promote greater good in the society.
4. Understand the needs and challenges of persons with disability, and also master the concept of United Nation “Convention on the Rights of Persons with Disabilities”
5. Understand the legal regulations regarding accessibility and identify the barriers to accessibility in the concept of “Travel Chain” in Hong Kong.

Learning Activities:**The course will employ the following methods of instruction:**

- a. *Lectures* – The instructor and the teaching team will introduce relevant concepts of PHAB Integration and knowledge about UNCRPD and accessibility during lectures. Students are encouraged to raise their areas of concern in the lectures and participate in the discussions initiated by the teaching teams. Students will be encouraged in making group discussion to share and reflect their understanding.
- b. *Interactive learning activities* – The teaching team will adopt various interactive teaching games, such as Kahoot, to engage students in fun and interactive questioning, deepening their understanding of the concept of PHAB inclusive
- c. *Experiential Learning workshops* – The teaching team will organize experiential activities, such as wheelchair community experiential learning activities and vision impaired experiential learning activities, allowing students to step in the shoes of persons with disabilities and experience the

challenges and difficulties PWDS facing in community every day.

- d. *Community Access Check* – The teaching team will collaborate with students to conduct an accessibility facility checking in campus, and to draft a report to propose recommendations for improving accessibility to the school
- e. *Group presentation* – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge acquired from lectures and experiential learning activities, to reflect their learning gained from the Service-learning project.
- f. *Readings* – Students have to read the articles stipulated for each topic after the lectures and workshops to consolidate the experience gained from the participatory work.
- g. *Audio-visual-aid* – Whenever appropriate, audio-visual materials will be used during class to aid the instruction

"This course will invite students to participate in experiential learning/ activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological or emotional impact, they are encouraged to speak with the course instructor and seek professional help for appropriate support."

Weekly Course Schedule and reading assignment:

Week/Date	Topic	Required readings ¹ /other requirements
W1 @CUHK 10 Jan 2025 (Fri)	❖ Introduction <ul style="list-style-type: none"> ➤ Course structure and assignment brief ➤ Clarify mutual expectation ➤ Conceptualization: Volunteerism vs Service Learning ➤ Overview of PHAB Integration and the history of PHAB movement (Tutor: Ms. Alvina Chau and Mr. Ivan Lam)	
W2 @CUHK 17 Jan 2025 (Fri)	❖ Definition and population of PWDs in Hong Kong (I) <ul style="list-style-type: none"> ➤ Understand the basic knowledge and principle of PHAB Integration ➤ Definition and population of PWDs in Hong Kong (I): Restriction in body movement, Seeing difficulties, hearing difficulties (Tutor: Mr. Ivan Lam)	
W3 @CUHK 24 Jan 2025 (Fri)	❖ Definition and population of PWDs in Hong Kong (II) <ul style="list-style-type: none"> ➤ Attention deficit/hyperactivity disorder, Autistic Spectrum disorder, Mental illness (Tutor: Mr. Ivan Lam)	
W4	Lunar New Year Vacation	
W5 @CUHK 7 Feb 2025 (Fri)	❖ Introduction of United Nation “Convention on the Rights of Persons with Disabilities” and Legal Frameworks in Hong Kong <ul style="list-style-type: none"> ➤ Understand the principles of “Convention on the Rights of Persons with Disabilities” 	

¹ Please specify chapters/pages to be read.

	<ul style="list-style-type: none"> ➤ Understand the principle “Evolving Concept” ➤ Application of UNCRPD in Hong Kong ➤ A sharing by Kenny So: Social Worker and also a Chinese Pop Song lyricist (Tutor: Mr. Ivan Lam and Kenny So)	
W6 @CUHK 14 Feb 2025 (Fri)	<ul style="list-style-type: none"> ❖ Workshop 1: Understanding Barriers to Accessibility I ➤ Types of barriers: Restriction in body movement ➤ Experiential Learning workshops in campus (Tutor: Mr. Ivan Lam, Kenny So and Kevin NG)	
W7 @CUHK 21 Feb 2025 (Fri)	<ul style="list-style-type: none"> ❖ Workshop 2: Understanding Barriers to Accessibility II ➤ Types of barriers: Seeing Difficulties and Right upper arm amputee ➤ Experiential Learning workshops in campus (Tutor: Mr. Ivan Lam and Roy Shum)	
W8 @CUHK 28 Feb 2025 (Fri)	<ul style="list-style-type: none"> ❖ Understanding the importance of Assistive devices ➤ Stand-up comedy: A sharing by Roy Shum: Left upper arm amputee ➤ Understanding traditional assistive devices ➤ How technology can improve the quality of Life for Person with Disabilities (Tutor: Mr. Ivan Lam and Roy Shum)	
W9	Reading Week	
W10 @CUHK 14 Mar 2025 (Fri)	<ul style="list-style-type: none"> ❖ Conducting accessibility facilities check and designing inclusive spaces (I) ➤ Understand the legal regulations regarding accessibility in Hong Kong (e.g., Building Ordinance, Code of Practice) ➤ Identify and analyze the barriers to accessibility in the concept of “Travel Chain” (Tutor: Mr. Ivan Lam, Kenny So and Kevin NG)	
W11 @CUHK 21 Mar 2025 (Fri)	<ul style="list-style-type: none"> ❖ Conducting accessibility facilities check and designing inclusive spaces (II) ➤ Principles of universal design ➤ Best practices in architectural design for accessibility (Tutor: Mr. Kenny So and Kevin NG)	
W12 @HKPHAB Centres 28 Mar 2025 (Fri)	<ul style="list-style-type: none"> ❖ Community Accessibility Check (I) ➤ Conduct an accessibility facilities checking in community (Tutor: Mr. Ivan Lam, Kenny So and Kevin NG)	
W12-W14 29 Mar 2025 (Sat) to 12 Apr 2025 (Sat)	<ul style="list-style-type: none"> ❖ Community Accessibility Check (II) ➤ Conduct an accessibility facilities checking in community ➤ Each group would implement the service during the service period (29 Mar – 12 Apr 2025) ➤ Propose recommendations for improving accessibility to the community ➤ Community location: Students’ own choices such as shopping malls and public spaces, but must not be CU Campus ➤ Each group should invite its respective tutor to join the Community Accessibility Check (II) (Tutor: Mr. Ivan Lam, Kenny So and Kevin NG)	
W13	Public Holiday: Ching Ming Festival	
W15	Public Holiday: Good Friday	
W16 @WMY 502, CUHK	<ul style="list-style-type: none"> ❖ Final Projects and Presentations ➤ Each group is required to conduct an accessibility facility checking 	

23 Apr 2025 (Wed) AM	<p>in their selected community (W12-14), such as shopping malls and public spaces.</p> <ul style="list-style-type: none"> ➤ Each group should prepare a 20-minute presentation, to summarize their learning and observation in the entire course, followed up by a Q&A session of 10 minutes. <p>(Tutor: Mr. Ivan Lam, Kenny So and Kevin NG)</p>	
W16 @WMY 502, CUHK 23 Apr 2025 (Wed) PM	<ul style="list-style-type: none"> ❖ Conclusion and wrap up ➤ Sharing on the impact and insights of the personal of equipping the concept of PHAB Integration and the community application of promoting barrier-free access and also the concept of Universal Design as well ➤ Organize thoughts and feelings ➤ Course evaluation and conclusion <p>(Tutor: Ms. Alvina Chau, Mr. Ivan Lam, Kenny So and Kevin NG)</p>	

Required readings and other recommended readings/ learning resources:

Required books

#1 Fullwood, D (1990). Chances and choices: making integration work. 3-38. Paul H Brookes Pub Co

Required readings

#2 中華人民共和國香港特別行政區政府勞工及福利局. (2020, June). 殘疾人及康復計劃方案.

<https://www.lwb.gov.hk/tc/highlights/rpp/Final%20RPP%20Report.pdf>

#3 中華人民共和國香港特別行政區政府勞工及福利局. (2008, August). 殘疾人權利公約適用於香港.

https://www.lwb.gov.hk/tc/highlights/UNCRPD/Publications/22072008_c.pdf

#4 聯合國. (2022, October). 關於中國第二和第三次合併定期報告的結論性意見.

<https://www.lwb.gov.hk/tc/highlights/UNCRPD/Documents/co.pdf>

#5 Building Department.(2024, May) Design Manual Barrier Free Access 2008 (2024 Edition).

https://www.bd.gov.hk/doc/en/resources/codes-and-references/code-and-design-manuals/BFA2008_e.pdf

Other recommended books

#6 香港復康聯會., 香港社會服務聯會. (2009, October). 聯合國《殘疾人權利公約》普及版(第三版).

香港復康聯會., 香港社會服務聯會.

#7 香港復康聯會., 香港社會服務聯會. (2023, March). 聯合國《殘疾人權利公約》教材套. 香港復康

聯會., 香港社會服務聯會.

#8 Wong, A. (2020). Disability Visibility: First-Person Stories from the Twenty-First Century. Vintage Books, a division of Penguin Random House LLC

#9 Ladau, E. (2021). Demystifying disability what to know, what to say, and how to be an ally. Ten Speed Press

#10 Butin, D.W. (2010). Service-learning in theory and practice: the future of community engagement in higher education. NY: Palgrave Macmillan. Chapter 1.

Other recommended readings

Assessment scheme:

Assessment component	Description	Weight (%)
Participation in Class Discussions and Activities	<p>Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty.</p> <p>Applying for leave with sound reasons in advance will be considered case-by-case. Students who are absent from classes due to illness must provide a "Sick Leave Certificate" for that day as proof.</p> <p>Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 minutes without valid reasons will be considered absent.</p> <p>Student's active participation in the experiential learning sessions and service-learning process is essential which their participation in the preparation, delivery and evaluation of the service will be assessed by the instructor and the group tutor. Peer assessment will be conducted after Group Presentation as an additional reference for instructor's assessment.</p>	30%
Accessibility Facility Report	<p>Students are required to form groups to conduct inspections of accessibility facilities. They can choose their own inspection locations, such as shopping malls or public spaces, and fill out the inspection checklist prepared by the Hong Kong Council of Social Service.</p> <p>After completing the inspections, students must submit an inspection report and provide improvement suggestions for the facilities.</p> <p>Content: Students must select at least three areas from five inspection categories to conduct their inspections. They should detail, in text and photos, the examples of good architectural design within the facilities, as well as list any items that do not comply with legal requirements.</p> <p>Finally, students should provide well-designed recommendations based on the design guidelines from the Buildings Department and the principles of universal design.</p> <p>Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</p> <p>Length of each entry: 800-1000 words in English or 600-800 words in Chinese. Deadline of submission to VeriGuide: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 25 April, 2025. (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-Accessibility Facility Report" and "Chan Tai Man- Accessibility Facility Report VeriGuide form".</p> <p>Grading criteria:</p>	20%

	<table><tr><td>Able to assess the accessibility of facilities based on the design guidelines from the Buildings Department.</td><td>40%</td></tr><tr><td>Able to incorporate the usage characteristics of different persons with disabilities, while evaluating accessibility in accordance with legal requirements.</td><td>30%</td></tr><tr><td>Capable of integrating the concepts of accessibility and universal design, and providing creative and practical suggestions.</td><td>30%</td></tr></table>	Able to assess the accessibility of facilities based on the design guidelines from the Buildings Department.	40%	Able to incorporate the usage characteristics of different persons with disabilities, while evaluating accessibility in accordance with legal requirements.	30%	Capable of integrating the concepts of accessibility and universal design, and providing creative and practical suggestions.	30%					
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Group Presentation	<p>Students will form a small group of 5 students to prepare a presentation to reflect, evaluate and consolidate their learning experience in planning and implementing Community Accessibility Check.</p> <p>The structure of the presentation should include:</p> <ul style="list-style-type: none">i. The overall accessibility score of the facility.ii. How the facility meets the needs of individuals with different characteristics through the combination of hardware and software.iii. How to improve the facility using the concept of universal design.iv. Suggestions for the facility based on successful examples from abroad.v. Assessment and perception of overall accessibility in Hong Kong society. <p>The length of the presentation should be around 20 minutes and followed up by a Q&A session of 10 minutes. The presentation PowerPoint should be submitted via the blackboard system before the mid-night (23:59) on the date of presentation (23 April, 2025).</p> <p>Grading criteria:</p> <table><tr><td>Ability to cover all the required Barrier-free access aspects into the presentation</td><td>20%</td></tr><tr><td>Ability to incorporate the spirit of the Convention on the Rights of Persons with Disabilities into hardware design, explaining how the facilities can be improved to enable individuals with different characteristics to participate equally in the community and realize their potential.</td><td>30%</td></tr><tr><td>Ability to evaluate the impact of universal design to the participants</td><td>20%</td></tr><tr><td>Ability to communicate in presentation in a creative, aesthetic, engaging and dialogical manner.</td><td>20%</td></tr><tr><td>Time management</td><td>10%</td></tr></table>	Ability to cover all the required Barrier-free access aspects into the presentation	20%	Ability to incorporate the spirit of the Convention on the Rights of Persons with Disabilities into hardware design, explaining how the facilities can be improved to enable individuals with different characteristics to participate equally in the community and realize their potential.	30%	Ability to evaluate the impact of universal design to the participants	20%	Ability to communicate in presentation in a creative, aesthetic, engaging and dialogical manner.	20%	Time management	10%	20%
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Time management	10%											

Individual Self Reflection Essay	<p>Each student needs to write a reflection essay to reflect on the whole learning process from planning, implementing, and evaluating the course. The essay should contain reflections on but not be limited to the following aspects:</p> <ol style="list-style-type: none">1. Personal level: Did this course change you in any aspect?2. Theory of change of course: Do you think the logic is sound? Any important aspect of intervention is missing?3. Lessons learn from the community accessibility check: Any particular values, knowledge, and skill learn from the check and from the interaction with different service users?4. Reflection on macro perspectives: What is disability? How do the concept of PHAB integration and principle of United Nation (UN) “Convention on the Rights of Persons with Disabilities” remove the negative labelling and stigmatization of persons with disabilities. <p>Length: 1000 words in Chinese or 1200 words in English.</p> <p>Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</p> <p>Deadline of submission to VeriGuide: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 2 May, 2025 (Fri). (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-Reflective Essay” and “Chan Tai Man-Reflective Essay VeriGuide form.”</p> <p>Grading criteria:</p> <table><tr><td>Ability to clearly outline the key aspects of the concept of PHAB integration and principle of United Nation (UN) “Convention on the Rights of Persons with Disabilities”</td><td>20%</td></tr><tr><td>Ability to articulate an understanding of the underlying philosophy of UNCRPD and universal design as a way for promoting the concept of a Community Friendly to All, and draw on relevant readings to support the discussion.</td><td>40%</td></tr><tr><td>Ability to offer a critical evaluation of the strength and weaknesses of the community accessibility check, as well as personal learning, based on the knowledge and experience earned.</td><td>30%</td></tr><tr><td>Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.</td><td>10%</td></tr></table>	Ability to clearly outline the key aspects of the concept of PHAB integration and principle of United Nation (UN) “Convention on the Rights of Persons with Disabilities”	20%	Ability to articulate an understanding of the underlying philosophy of UNCRPD and universal design as a way for promoting the concept of a Community Friendly to All, and draw on relevant readings to support the discussion.	40%	Ability to offer a critical evaluation of the strength and weaknesses of the community accessibility check, as well as personal learning, based on the knowledge and experience earned.	30%	Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.	10%	30%
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Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.	10%									

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action. If the charge is established, the penalty guidelines are as follows:

<i>Plagiarism</i>	<i>Minimum Penalties</i>
First offence	i) One demerit; ii) A mark of zero for that component of the

	course; and iii) Completion of relevant training in academic honesty
Second of further offence (and a first offence that is serious as decided by the disciplinary committee concerned / the FTP Committee)	i) Two demerit (of which one will remain in the University's record permanently and one is reviewable) and; ii) A failure grade for the course concerned

Detecting plagiarism

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at <https://veriguide1.cse.cuhk.edu.hk/cuhk/>
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in [http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_(2013-14)/p10.htm)
- The declaration should be signed on the pdf, attached with the soft copy of the assignment upon submission.
- Only the final version of the assignment should be submitted via VeriGuide.

Use of AI Tools:

Use of AI tools is allowed with explicit acknowledgement and proper citation. Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

- An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

Feedback for evaluation:

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

Teacher also welcomes student feedback by e-mail and face-to-face discussion.