

The Hong Kong University of Science and Technology (Guangzhou)

UG Course Syllabus Template

[Course Title] Undergraduate Teaching Opportunities Program

[Course Code] UCUG 2304

[No. of Credits] 3

Prerequisites:

- UCUG1001 Behavioral Foundations of University Education: Habits, Mindsets, and Wellness (Pass);
- One Chinese Communication (C-Comm) course (Grade D or above);
- Two English Communication (E-Comm) courses (Grade D or above);
- At least two courses from different Common Core Broadening areas (Grade D or above).

Instructor 1:

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Instructor 2:

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Course Description

This course offers undergraduate students practical teaching experience through a combination of teacher training, guided practice, real-life teaching engagements, and critical reflection. Students will explore fundamental theories of teaching and learning, design and facilitate learning activities, provide constructive feedback, and reflect on their teaching practice.

UTOP is a year-long experiential learning course consisting of three parts. Part I is conducted during the Summer term and provides foundational training through workshops on active learning, presentation and facilitation skills, feedback, and educational technologies. Part II consists of a real-life teaching placement, which may be completed flexibly during the Summer, Fall, or Spring term, depending on the availability of teaching opportunities and placement arrangements. Teaching placements may include serving as a teaching assistant in university-level courses or participating in approved teaching activities in other educational settings. Part III takes place at the end of the Spring term and focuses on reflection and final evaluation of the teaching experience.

Through experiential learning, mentorship, and structured reflection, the course helps students develop communication, leadership, collaboration, and self-reflective abilities that are valuable in education-related careers as well as a wide range of professional contexts.

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Identify fundamental theories of teaching and learning and describe how they inform practices across educational contexts
2. Design active learning activities that engage students and cater to diverse learning needs
3. Demonstrate effective teaching and facilitation skills in both mock and real classroom settings
4. Provide constructive feedback that helps students improve and progress in their learning
5. Reflect critically on teaching practices to make informed improvements in instructional strategies

Weekly schedule & Weekly ILOs

Part I - teacher training

Week	Topics	Weekly ILOs
1	Workshop 1: Active Learning in Learner-Centered Classrooms Workshop 2: Effective Presentation and Facilitation Skills	CILO-1
2	Workshop 3: Constructive and Actionable Feedback Workshop 4: Canvas Basics	CILO-1
3	Mock Teaching Preparation and Consultation	CILO-2
4	Mock Teaching	CILO-3, CILO-4, CILO-5

Part II - Teaching placement

N/A

Part III - Reflection and final evaluation

TBD

Assessment and Grading

This course is assessed on a Pass/Fail basis. Students must achieve an overall score of at least 60% and satisfactorily complete all required components of the course in order to receive a Pass grade.

Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
Attendance (Part I)	10%	N/A

Mock teaching (Part I)	20%	09/07/2026
Learning portfolio - reflections (part II)	15%	N/A
Teaching placement (Part II)	40%	N/A
Final reflective report (part III)	15%	TBD

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
Attendance (Part I)	CILO-1	Attendance assesses students' engagement in the training workshops and their exposure to the fundamental theories, concepts, and practices of teaching and learning introduced during Part I of the course.
Mock Teaching Presentation (Part I)	CILO-1, CILO-2, CILO-3, CILO-4, CILO-5	The mock teaching presentation assesses students' understanding of teaching and learning principles (ILO1), their ability to design engaging learning activities (ILO2), demonstrate teaching and facilitation skills (ILO3), provide feedback and respond to learners (ILO4), and reflect on their teaching performance based on feedback received (ILO5).
Learning Portfolio – Reflections (Part II)	CILO-5	The learning portfolio assesses students' ability to critically reflect on their teaching experiences, evaluate their progress, identify challenges encountered during the placement, and formulate strategies for improvement (ILO5).
Teaching Placement (Part II)	CILO-2, CILO-3, CILO-4, CILO-5	The teaching placement assesses students' ability to apply teaching strategies in authentic educational settings (ILO2), demonstrate effective teaching and facilitation skills (ILO3), provide constructive support and feedback to learners (ILO4), and continuously improve their practice

		through reflection and mentor feedback (ILO5).
Final Reflective Report (Part III)	CILO-5	The final reflective report assesses students' ability to critically evaluate their overall teaching experience, synthesize learning gained throughout the course, and identify implications for their future professional and personal development (ILO5).

Grading Rubrics

Attendance (Part I) - 10%

Criteria	Requirement
Attendance	Students are expected to attend all scheduled workshops in Part I. Attendance will be recorded during each session. Marks will be awarded based on attendance and participation in the scheduled training activities.

Mock teaching presentation (Part I) - 20%

Criteria		Excellent	Satisfactory	Unsatisfactory
Lesson Plan	Lesson Design and Preparation	The lesson is well planned with clear objectives, appropriate content, and a logical structure. Learning activities effectively support the intended learning outcomes.	The lesson is adequately planned with generally clear objectives and structure. Learning activities are mostly appropriate.	The lesson lacks clear objectives, structure, or appropriate learning activities.
	Intended Learning Outcomes (ILOs)	The lesson plan included two well-articulated learning outcomes that followed the ABCD model with a clear structure of behavior, condition, and degree.	The lesson plan included one clear learning outcome that followed the ABCD model with the structure of behavior, condition, and degree.	The lesson plan included vague learning outcome(s) that did not follow the ABCD model.
	Active Learning Strategies (ALS)	The lesson plan included two well-articulated learning outcomes that followed the ABCD model with a clear structure of	The lesson plan included one clear learning outcome that followed the ABCD model with the structure of behavior, condition, and degree.	The lesson plan included vague learning outcome(s) that did not follow the ABCD model.

		behavior, condition, and degree.		
	Constructive Alignment	The learning outcomes, learning activities, and learning assessment are constructively aligned for the mock teaching session.	The intended learning outcomes, learning activities, and assessment methods are generally aligned in the mock teaching session.	The intended learning outcomes, learning activities, and assessment methods are not clearly aligned in the mock teaching session.
Teaching Demonstration	Organization	The goals and instruction of the activity were clearly articulated and followed a logical process.	The goals and instruction of the activity were somewhat explained and followed a logical process.	The goals and instruction of the activity were unorganized.
	Materials/Tools	The instructor selected and used appropriate materials, visuals, equipment, and tools to successfully deliver the active learning activity.	The instructor selected and used somewhat appropriate materials, visuals, equipment, and tools to adequately deliver the active learning activity.	The instructor selected and used materials, visuals, equipment, or tools that hindered the smooth delivery of the active learning activity.
	Engagement	The instructor effectively engaged the students and provide appropriate guidance and keep students on task.	The instructor somehow engaged the students and provide some guidance and keep students on task.	The instructor did not engage the students and did not keep students on task.
	Communication	Demonstrates high language proficiency, clear articulation, and adapts effectively to various audiences.	Communicates effectively with good language proficiency. Struggles slightly with complex language structures during presentations.	Basic communication skills evident but needs improvement. Language proficiency is limited, causing potential misunderstandings. Verbal presentations lack clarity.

Learning Portfolio – Reflections (Part II) - 15%

Criteria	Excellent	Satisfactory	Unsatisfactory
Depth of Reflection	Provides thoughtful and critical reflection on teaching experiences, challenges, and learning gained.	Provides reasonable reflection on experiences and learning with some analysis.	Reflection is largely descriptive with limited analysis or insight.

Connection to Teaching Practice	Clearly connects experiences to teaching strategies, learner engagement, feedback, or classroom situations.	Makes some connections between experiences and teaching practice.	Connections to teaching practice are unclear or absent.
Evidence of Professional Growth	Demonstrates clear awareness of personal development and identifies meaningful strategies for improvement.	Demonstrates some awareness of strengths and weaknesses and identifies general areas for improvement.	Demonstrates limited awareness of development needs or future improvement strategies.
Completeness and Engagement	Reflection is complete, submitted on time, and demonstrates active engagement with the placement experience.	Reflection is complete with minor omissions or limited engagement.	Reflection is incomplete, superficial, or demonstrates minimal engagement.

Teaching Placement (Part II) – 40%

The teaching placement will be evaluated based on a common set of professional competencies, including professionalism, responsibility, communication, contribution to teaching and learning, responsiveness to feedback, and reflective practice. The specific evidence used to assess these competencies may vary depending on the nature of the teaching placement. Detailed rubrics will be provided before the placement begins.

Final Reflection Report (Part III) - 15%

Criteria	Excellent	Satisfactory	Unsatisfactory
Critical Reflection	Demonstrates deep and critical reflection on the overall teaching experience and learning journey.	Demonstrates reasonable reflection on the teaching experience with some critical analysis.	Reflection is largely descriptive and lacks critical evaluation.
Integration of Learning	Effectively synthesizes experiences, feedback, and learning from different stages of the course.	Demonstrates some integration of experiences and learning.	Demonstrates little evidence of integrating learning across the course.
Personal and Professional Development	Clearly identifies personal growth, future goals, and implications for future teaching or professional practice.	Identifies some personal growth and future development goals.	Provides limited discussion of personal growth or future development.

Organization and Communication	Well-organized, coherent, and professionally written with clear arguments and supporting examples.	Generally organized and understandable with minor communication issues.	Poorly organized, difficult to follow, or lacks supporting evidence.
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Final Grade Descriptors:

Grade	Short Description	Elaboration
Pass	Successful Completion	Demonstrates satisfactory achievement of the course intended learning outcomes through active participation in the training workshops, successful completion of the teaching placement, and meaningful reflection on teaching practice. The student demonstrates appropriate professional conduct, engagement in teaching and learning activities, responsiveness to feedback, and achievement of the minimum passing requirements of the course.
Fail	Unsuccessful Completion	Does not demonstrate satisfactory achievement of the course intended learning outcomes and/or fails to meet one or more course requirements. This may include unsatisfactory performance in major assessment components, failure to complete the required teaching placement, failure to submit required assessments, insufficient participation, or failure to achieve the minimum passing requirements of the course.

Course AI Policy

The use of generative artificial intelligence (AI) tools is permitted in this course as a support for learning, teaching preparation, and professional development.

Students may use AI tools to assist with activities such as brainstorming lesson ideas, preparing teaching materials, refining lesson plans, improving language expression, organizing reflections, and exploring educational resources.

However, students remain fully responsible for the quality, accuracy, appropriateness, and originality of all submitted work and teaching activities. AI-generated content should not replace students' own thinking, teaching design, reflection, or professional judgment.

For reflective assessments, AI may be used for language support and editing, but the reflections, insights, experiences, and critical analysis must represent the student's own learning and teaching experiences. Submissions that are primarily AI-generated and do not demonstrate meaningful personal engagement with the teaching experience may be subject to academic review.

Students may be asked to explain, justify, or elaborate on any teaching materials, lesson plans, or reflections they submit. They should therefore ensure that they fully understand and can defend all submitted work regardless of whether AI tools were used in its preparation.

Communication and Feedback

Assessment marks and feedback for individual assessed tasks will be communicated via Canvas within two weeks of submission. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST(GZ)'s Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Regulations for Academic Integrity and Student Conduct for the University's definition of plagiarism and ways to avoid cheating and plagiarism.