

THE EDUCATION UNIVERSITY OF HONG KONG

Rubrics for Generic Intended Learning Outcomes (GILOs) **(English Version)**

Generic Intended Learning Outcomes (GILOs) articulate the University's expectations of generic abilities, encompassing knowledge, skills, attitudes, and dispositions that all graduates should acquire through their education at the University.

The Rubrics for GILOs (GILO Rubrics) are intended for university-level use and designed as a tool (1) to give the University and all programmes an understanding of students' progress in achieving GILOs during their studies at the University; (2) to help academic/teaching staff to improve learning and teaching and groom their students to develop different generic abilities at the University; and (3) to help students to self-evaluate, set learning goals, and move towards achieving GILOs.

The University's expectations are articulated in seven rubrics. Format is consistent across the rubrics: each has four to five established operational criteria, with a standardised scale of performance and descriptors ranging from Level 4 (Outstanding) to Level 3 (Mastering), Level 2 (Developing) and Level 1 (Beginning). The University established the criteria for each outcome through literature review, external reviews, and extensive internal consultation; used Bloom's taxonomy of descriptors to determine the performance levels; and formulated the rubrics for University-wide implementation.

The seven outcomes plays a critical role to balance between equipping students for the future and enriching their current lives. Achieving them enables students to understand and negotiate the competing orientations that are part of their own life experience and their ongoing personal and social development. This will, in turn assist students in negotiating important aspects of their growth and development as active and engaged citizens.

The operational criteria of each GILO and examples of GILO Rubrics are provided below.

The following table sets out the operational criteria of each GILO:

Generic Intended Learning Outcomes (GILOs)	Operational Criteria
1. Problem Solving Skills	1.1 Identify the problem
	1.2 Formulate a plan to solve the problem
	1.3 Implement a solution and monitor the process
	1.4 Reflect upon and evaluate the process and outcomes
2. Critical Thinking Skills	2.1 Identify the issue
	2.2 Examine the influence of the context and assumptions
	2.3 Analyse and evaluate the issue
	2.4 Formulate a conclusion/position (perspective/ thesis/ hypothesis)
3. Creative Thinking Skills	3.1 Sensitivity
	3.2 Flexibility
	3.3 Innovative thinking
	3.4 Connecting, synthesising, transforming
	3.5 Elaboration
4a. Oral Communication Skills	4a.1 Convey a central message with context and purpose
	4a.2 Use supporting evidence
	4a.3 Display organisation
	4a.4 Use proper language and engage the audience
4b. Written Communication Skills	4b.1 Consider context and purpose
	4b.2 Use supporting evidence
	4b.3 Display organisation/ structure
	4b.4 Use proper language/ grammar and format
5. Social Interaction Skills	5.1 Initiate and maintain relationships
	5.2 Interact with others appropriately in specific contexts
	5.3 Practise negative assertions
	5.4 Manage conflicts
6. Ethical Decision Making	6.1 Recognise ethical issues
	6.2 Evaluate different ethical perspectives/ concepts
	6.3 Establish ethical intention
	6.4 Apply ethical perspectives/concepts
7. Global Perspectives	7.1 Aware of one's own culture
	7.2 Recognise global issues and interconnections
	7.3 Initiate interactions with other cultures
	7.4 Make long-term decisions for the benefit of future generations

*Note: The GILO Rubrics are adapted from the VALUE rubrics developed by the Association of American Colleges and Universities.

4a. Oral Communication Skills

Oral communication skills refer to the skills deployed in oral presentations to convey a central message, accompanied by one or more forms of supporting evidence, delivered in a well-organised manner to enhance communication effectiveness.

- 4a.1 Convey a central message with context and purpose: Main point/thesis of the presentation
- 4a.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that support the presentation’s principal ideas
- 4a.3 Display organisation: Grouping and sequencing of ideas and supporting material in a presentation; evidence of an organisational pattern with a distinct introduction and conclusion, sequenced material within the body of the presentation, and transitions
- 4a.4 Use proper language and engage the audience: Proper language refers to proper use of vocabulary, terminology and sentence structure; audience engagement refers to engaging audience through posture, gestures, eye contact and use of voice

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4a.1 Convey a central message with context and purpose	Convey a compelling central message with context and purpose explicitly and in a manner that makes it memorable.	Convey a central message with context and purpose clearly and consistently, making it somewhat memorable.	Convey a basic understandable central message with context and purpose that is not memorable.	Convey a central message with context and purpose superficially; it can be deduced, but is not explicitly stated in the presentation.
4a.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), making appropriate reference to information or analysis that provides significant support for the presentation.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) that is irrelevant at times.	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
4a.3 Display organisation	Display an exemplary organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is consistently observable throughout the presentation.	Display a competent organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is clearly observable during the presentation.	Demonstrate an adequate awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions) that is only intermittently observable.	Demonstrate a low level of awareness of organisational pattern (distinct introduction and conclusion, sequenced material within the presentation body, and transitions), which is not observable during the presentation.
4a.4 Use proper language and engage the audience	Use imaginative, memorable and compelling language while engaging the audience by means of posture, gestures, eye contact and use of voice at all times.	Use thoughtful language, and engage the audience by means of posture, gestures, eye contact and use of voice most of the time.	Use adequately clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to some extent.	Use little clear language, and engage the audience by means of posture, gestures, eye contact and use of voice to a very limited extent.

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4b. Written Communication Skills

Written communication skills refer to the skills required to create compositions of different types of texts to convey the context and purpose of the writing task and enhance communication effectiveness.

4b.1 Consider context and purpose: Suitable context and purpose aligned with the assigned task

4b.2 Use supporting evidence: Explanations, examples, illustrations, statistics, analogies, or quotations from relevant authorities and other kinds of information or analysis that support the principal ideas

4b.3 Display organisation/structure: Grouping and sequencing of ideas and supporting materials

4b.4 Use proper language/grammar and format: Choice of vocabulary, terminology, sentence structure and appropriate format

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
4b.1 Consider context and purpose	Apply appropriate elements aligned with the context, audience and purpose of the assigned task, displaying a sophisticated understanding of texts.	Apply appropriate elements aligned with the context, audience and purpose of the assigned task.	Demonstrate adequate familiarity with the context, audience and purpose of the assigned task.	Demonstrate superficial understanding of the context, audience and purpose of the assigned task.
4b.2 Use supporting evidence	Use a variety of supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities), with appropriate reference to information or analysis that provides significant support for the points being made.	Use adequate supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) in terms of both amount and relevance.	Use adequate, but sometimes irrelevant, supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).	Use little or irrelevant supporting evidence (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).
4b.3 Display organisation/ structure	Display exemplary organisational structure in terms of paragraphs, sections, length, and overall coherence and awareness of the audience.	Display good organisational structure in terms of paragraphs, sections, length and overall coherence.	Demonstrate adequate awareness of a recognisable organisational structure.	Demonstrate a low level of awareness of basic organisational structure.
4b.4 Use proper language/ grammar and format	Use graceful and error-free language/ grammar and format accurately, fluently and eloquently.	Use straightforward language/grammar and format that are accurate but not completely fluent or error-free.	Use language/ grammar and format adequately, but with some usage errors that impede meaning.	Use language/ grammar and format superficially, with meaning often impeded by usage errors.

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5. Social Interaction Skills

Social interaction skills refer to the skills used in social situations to initiate and maintain good relationships with others, while defending oneself and managing conflicts appropriately when necessary.

5.1 Initiate and maintain relationships: Initiate interactions and maintain relationships

5.2 Interact with others appropriately in specific contexts: Confident interaction and appropriate expression of personal feelings or points of view

5.3 Practise negative assertion: Assertion of personal rights and displeasure with others

5.4 Manage conflicts: Management of interpersonal conflicts that arise in close relationships

Operational Criteria	Level 4 Outstanding	Level 3 Mastering	Level 2 Developing	Level 1 Beginning
5.1 Initiate and maintain relationships	Initiate and maintain mutually supportive relationships characterised by mutual respect at all times.	Initiate and maintain good relationships characterised by either self-respect or respect for others most of the time.	Initiate and maintain relationships sometimes characterised by basic respect on either side.	Demonstrate inadequate ability to initiate and maintain relationships characterised by respect.
5.2 Interact with others appropriately in specific contexts	Interact with others appropriately in specific contexts while always clearly expressing one's meaning and feelings.	Interact with others appropriately in specific contexts while expressing one's meaning and feelings most of the time.	Interact with others adequately in specific contexts while sometimes expressing one's meaning and feelings.	Interact with others superficially, seldom expressing one's meaning and feelings.
5.3 Practise negative assertions	Defend oneself skilfully with confidence and discretion.	Turn down unreasonable requests; defend and stand up for one's rights.	Aware of the need to turn down unreasonable requests.	Unaware of the need to turn down unreasonable requests.
5.4 Manage conflicts	Resolve conflicts successfully to contribute to smooth relationship development.	Possess a range of skills to resolve conflicts in a way that maintains the relationship.	Demonstrate awareness of interpersonal conflicts and have basic skills to deal with conflicts.	Accept the presence of conflicts passively, with no attempt made to resolve them.

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