

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CSE1B01
Subject Title	Transport and Society
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	CEE students are allowed to take CSE1B01.
Objectives	This course aims to familiarize students with the major and current issues affecting transportation in local and global contexts. The significance of transport to the social and economic development is analyzed with particular emphasis on the concept of sustainability. Students will acquire knowledge of different forms of transportation and be able to discuss and analyze their significance to society in various aspects.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) Identify the role and characteristics of transportation systems (b) Describe the role of transportation in social and economic development, and its environmental impacts (c) Appraise transportation challenges in Hong Kong and overseas, and ways in addressing these issues (d) Describe the contemporary trends in transportation development, such as smart city/ smart transportation
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Overview – What is transportation, nature of transport demand, the role of transportation in society 2. Evolution of transportation – Development of transport modes. Transport and spatial organization in global, regional, and local scale 3. Transportation modes and travel patterns– characteristics of transportation systems and modes for: (i) passenger transport: urban, regional, long-distance; and (ii) freight transport. Passenger and freight travel patterns. Advanced technology and future developments. 4. Transportation, Economy and Society – Transport and economy. The full cost of transportation. Social impacts of transportation – health, safety, and equity issues 5. Environmental impacts of transportation – Fuel consumption, emission, noise, urban sprawl, ecology 6. Sustainable transport <ol style="list-style-type: none"> 6.1. Introduction – Mobility needs and costs, automobile dependence, unsustainable travel pattern. Business as usual versus sustainable transport

	<p>6.2. Spectrum of Sustainable Transport solutions – Options for sustainable mobility: avoid, shift, improve. Global and local policies, personal actions. Barriers to implementation. Sustainable transport in developing countries</p> <p>6.3. Technological solutions – Advances in fuel, vehicle technology (emission and energy efficiency), information and communication technology (ICT) in transport, smart transportation</p> <p>6.4. Policy & Planning solutions – Travel demand management, land-use policy, smart city</p> <p>6.5. Fiscal measures – congestion pricing, fuel tax, carbon tax, tradable permits</p> <p>6.6. Transport policy evaluation and planning – conventional economic evaluation approach, hidden costs. Public policy planning process, public participation. New planning paradigm.</p>																												
<p>Teaching/Learning Methodology (Note 3)</p>	<p>In this subject, various teaching/ learning activities and assessment approaches are employed to facilitate collaborative learning both inside and out of classroom.</p> <p>Basic concepts and techniques are being introduced in weekly lectures, achieving learning at knowledge level.</p> <p>Students are expected to read relevant materials in textbooks and online (such as websites and videos) to reinforce their knowledge and broaden their learning. In the interactive tutorial sessions, students will present, discuss, or debate the reading materials to stimulate critical thinking and higher-order reasoning. In the tutorial sessions, students will have opportunity to apply the numerical techniques learnt in class through exercises.</p>																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="533 1256 1482 1709"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Two Tests</td> <td>60%</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Tutorial activities (^)</td> <td>40%</td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The accuracy of students’ understanding of and ability to apply the concepts learnt in class and reading the textbook (mostly ILOs (a) and (b)) are assessed through tests (two tests, 30% + 30%).</p> <p>^: The tutorial sessions provide opportunities for students to demonstrate their level of learning with respect to ILO (b), (c) and (d). Assessment of students performance (such as preparation, participation, and quality of presentation) is</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Two Tests	60%	√	√			2. Tutorial activities (^)	40%		√	√	√	Total	100 %				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																									
		a	b	c	d																								
1. Two Tests	60%	√	√																										
2. Tutorial activities (^)	40%		√	√	√																								
Total	100 %																												

	formative in nature but still carries some weighting (40%) to promote continuous participation in these teaching/ learning activities.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Preparing for tutorial sessions	13 Hrs.
	▪ Reading required text and	26 Hrs.
	▪ completing online essay	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p><i>Textbook: [ER Requirement]</i> Rodrigue, J.-P. (2013). <i>The Geography of Transport Systems</i> (Third ed.). New York: Routledge. Remark: around 200 pages of assigned reading from this textbook will be used to fulfil the ER</p> <p><i>Major references:</i> Schiller, P., Brunn, E., & Kenworthy, J. (2010). <i>An introduction to Sustainable Transportation</i>. London, UK: Earthscan. Banister, D. (2005). <i>Unsustainable Transport</i>. Oxfordshire: Routledge. Hoyle, B., & Knowles, R. (Eds.). (1998). <i>Modern Transport Geography</i> (Second, revised ed.). West Sussex, England: John Wiley & Sons Ltd.</p> <p><i>Other references:</i> Cahill, M. (2010). <i>Transport, Environment and Society</i>. Berkshire: Open Univesity Press, McGraw-Hill Education. Khisty, J. C., & Lall, K. B. (2002). <i>Transportation Engineering: An Introduction</i> (Third ed.). New Jersey: Prentice Hall. Vuchic, V. (2005). <i>Urban Transit: operations, planning, and economics</i>. New Jersey: John Wiley & Sons. Vuchic, V. (2006). <i>Urban transit systems and technology</i>. New Jersey: John Wiley & Sons.</p>	

	International Transport Forum. (2011). Transport for Society - Highlights. <i>2011 Annual Summit</i> . Leipzig, Germany: OECD Publishing. Proceedings of the Motor Vehicle Emissions Control Workshop (MoVE)
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.