

**Course Outline**

**Part I**

<b>Programme Title:</b>	Certificate in Professional Development Programme on Teaching Primary Humanities
<b>Programme QF Level:</b>	6
<b>Course Title:</b>	Understanding Our Country Through Experiential Learning in Primary Humanities (在小學人文科運用體驗式教學法認識祖國)
<b>Course Code:</b>	<b>SSC5347</b>
<b>Department:</b>	Social Sciences and Policy Studies
<b>Credit Points:</b>	3
<b>Contact Hours:</b>	39
<b>Pre-requisite(s):</b>	Nil
<b>Medium of Instruction :</b>	CMI
<b>Course Level:</b>	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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 begins by providing participants with an overview of the changing curriculum focus on topics related to our country in Primary Humanities. The objective is to enrich participants' basic knowledge about Chinese culture, society, history, geography, economics, and background of political systems, spanning both traditional and modern era. Participants will engage in hands-on activities that explore how to develop age-appropriate learning goals and objectives regarding the learning elements related to our country in the curriculum. The aim is to update and enhance participants' curriculum-related skills and knowledge in teaching those elements in the new Primary Humanities curriculum.

The course then moves on to the second part, which focuses on pedagogical enrichment in teaching Primary Humanities. A range of pedagogies are introduced with the common objective of providing primary school students with active learning experiences in topics related to our country. They are (1) interactive storytelling techniques, role play and drama education; (2) museum visits, and cultural field trips both locally and in the Greater Bay Area; (3) learning and reading across the curriculum with elements related to Primary Humanities; (4) gamified learning and other e-learning strategies in teaching topic related to our country. In addition to exploring pedagogical models and approaches, the course will also cover the fundamental principles of preparation of learning and teaching resources, as outlined in documents such as the “Guiding Principles for Quality Textbooks” and PHCF. This includes, but is not limited to, the importance of accurate curriculum content and the inclusion of multiple perspectives and balanced viewpoints in preparing teaching materials. The goal is for participants to be able to design age-appropriate teaching materials when covering topics related to our country upon completing the course.

Finally, in line with the EDB's primary curriculum focus on assessment literacies, the course will introduce different assessment strategies in the context of teaching topics related to our country in Primary Humanities. It is particularly important to align assessment with the experiential learning methods used, while also assessing both knowledge and attitudes related to our country. By the end of the course, it is hoped that participants' awareness of assessment in teaching topics related to our country will be heightened.

## 2. Course Intended Learning Outcomes (CILOs)

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

- |                   |   |
|-------------------|---|
| CILO <sub>1</sub> | Identify the social-cultural issues, historical-geographical aspects and political-economic achievements in both traditional and contemporary context of our country;   |
| CILO <sub>2</sub> | Explain the ways the key knowledge and pedagogical concepts identified within the Primary Humanities curriculum framework (PHCF) could be used to enhance learners' various aspects of the Motherland and the close connections it shares with Hong Kong; |
| CILO <sub>3</sub> | Plan and organise age-appropriate experiential learning activities in the light of the new Primary Humanities curriculum with enrichments on our country; and   |
| CILO <sub>4</sub> | Design and implement theoretically informed assessment strategies that could recognise learners' progress within the PHCF.  |

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Knowledge enrichment on our country: (1) identify the basic social, cultural, historical, geographical, political and economic facts and concepts that are relevant to PHCF; (2) understand the basic facts regarding the connection between our country and Hong Kong that are relevant to the PHCF; (3) highlighting the learning elements related to our country within PHCF	<i>CILO<sub>1,2</sub></i>	<ul style="list-style-type: none"> <li>● Lecture, reading and analysis of teaching materials</li> </ul>
Curriculum Planning on teaching our country in Primary Humanities: (1) Translating the key learning points into age-appropriate learning objectives; (2) promoting cross-curricular learning and reading on learning elements related to our country in primary school	<i>CILO<sub>2</sub></i>	<ul style="list-style-type: none"> <li>● Lecture, reading and analysis of teaching materials, group discussion and reflective exercises</li> </ul>
Pedagogical Enrichment I: Storytelling techniques, including role play, interactive storytelling and drama education; reading across the curriculum in Primary Humanities	<i>CILO<sub>3</sub></i>	<ul style="list-style-type: none"> <li>● Lecture, reading and analysis of teaching materials, group discussion, mock teaching and reflective exercises</li> </ul>
Pedagogical Enrichment II: Planning cultural visits: Museum education; outdoor cultural excursions; historical heritage education; Mainland-based cultural trips within the Greater Bay Area	<i>CILO<sub>3</sub></i>	<ul style="list-style-type: none"> <li>● Lecture, reading and analysis of teaching materials, group discussion, mock teaching and reflective exercises.</li> <li>● A cultural visit to GBA is planned</li> </ul>
Pedagogical Enrichment III: Game-based learning and e-learning strategies in teaching about our country	<i>CILO<sub>3</sub></i>	<ul style="list-style-type: none"> <li>● Lecture, reading and analysis of teaching materials, group discussion, mock teaching and reflective exercises</li> </ul>
Assessment Enrichment: Written assessment focusing on learning elements related to our country; performance assessments; project-learning; formative assessment strategies in different experiential learning modes	<i>CILO<sub>4</sub></i>	<ul style="list-style-type: none"> <li>● Lecture, reading and analysis of teaching materials, group discussion, mock teaching and reflective exercises</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) A group assignment in design experiential learning teaching materials  Participants are required to design an experiential learning teaching material that falls within any topics related to our country in Primary Humanities and have a group presentation upon the graduation.	50%	CILO <sub>1, 2, 3, 4</sub>
(b) Individual participation and comment to other group's learning materials  Participants are required to actively participate to different class activities and give comments to the group assignment	20%	CILO <sub>1, 2, 3, 4</sub>
(c) Reflective journal of designing experiential learning teaching materials  Participants are required to write a 1000-word reflective journal on what they have learnt in the process of designing learning teaching materials	30%	CILO <sub>1, 2, 3, 4</sub>

#### 5. Required Text(s)

課程發展議會 (2024)。《小學人文科課程框架（定稿）》。

<https://www.edb.gov.hk/attachment/tc/curriculum-development/cross-kla-studies/ph-primary/Primary%20Humanities%20Curriculum%20Framework.pdf>

#### 6. Recommended Readings

*General Curriculum Planning Theory and Models in Social Studies*

Brophy, J., Alleman, J., & Halvorsen, A.-L. (2018). *Powerful social studies for elementary students (Fourth edition.)*. Boston, MA: Cengage Learning.

Hall, P.W C. & Beck, T.A. (2021). *Social Studies in Elementary Education (16<sup>th</sup> Edition)*. US: Pearson.

Kennedy, K. J., Lee W. O. & D. L. Grossman (Eds.). (2010) *Citizenship pedagogies in Asia and the Pacific*. Hong Kong: Springer and the Comparative Education Research Centre, The University of Hong Kong.

Lancy, D. (2015). *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge: Cambridge University Press

Levstik, L. S., & Tyson, C. A. (2010). *Handbook of research in social studies education*. Routledge.

Ross, E. W. (Ed.). (2014). *The social studies curriculum: Purposes, problems, and possibilities*. State University of New York Press.

Russell, G. & Hughes, S. (2013). *Teaching primary humanities*. Harlow, England: Pearson Education Limited.

中華人民共和國教育部 (2022)。《義務教育歷史課程標準 (2022 年版)》。北京：北京師範大學出版社

- 中華人民共和國教育部 (2022)。《義務教育道德與法治課程標準 (2022 年版)》。  
北京：北京師範大學出版社
- 布森祖、蘇詠梅 (2008)。《綜合學習：理論與實踐：小學篇》。Singapore: Marshall  
Cavendish Education.
- 沈毓春、戴慧 (2023)。《義務教育道德與法治課程標準(2022 年版)案例式解讀》。  
上海：華東師範大學出版社
- 許慧貞 (2014)。《專題研究動手做：如何指導小學生做研究》，台北市：天衛  
文化圖書有限公司
- 藍偉瑩 (2019)。《教學力：深化素養學習的關鍵》。台北市：親子天下股份有限公司。

#### Children's Conception about Nation and Society

- Barrett, M., & Buchanan-Barrow, E. (2004). *Children's understanding of society*. Hove  
England: Psychology Press.
- Barrett, M. (2013). *Children's knowledge, beliefs and feelings about nations and  
national groups*. New York: Psychology Press.
- Bennett, M. (2011). Children's social identities. *Infant and Child Development*, 20(4),  
353-363.
- Berti, A. E., & Benesso, C. (1998). The concept of nation-state in Italian elementary  
school children: Spontaneous concepts and effects of teaching. *Genetic, Social,  
and General Psychology Monographs*, 124(2), 185.
- Berti, A. E., & Vanni, E. (2000). Italian Children's Understanding of War: A Domain-  
Specific Approach. *Social Development*, 9(4), 478-496.
- Berti, A. E., & Andriolo, A. (2001). Third graders' understanding of core political  
concepts (law, nation-state, government) before and after teaching. *Genetic Social  
and General Psychology Monographs*, 127(4), 346-377.
- Brophy, J., & Alleman, J. (2006). *Children's thinking about cultural universals*.  
Abdingdon London: Routledge.

#### Children's Learning about National History and Geography

- Brophy, J. E., & VanSledright, B. (1997). *Teaching and learning history in elementary  
schools*. New York: Teachers College Press.
- Carretero, M. & Voss, J.F. (2009). *Cognitive and instructional processes in history and  
the social sciences*. New York : Routledge
- Carretero, M. (2011). *Constructing patriotism: Teaching history and memories in global  
worlds*. IAP.
- Carretero, M., Castorina, J. A., & Levinas, L. (2013). Conceptual Change and Historical  
Narratives About the Nation: A Theoretical and Empirical Approach.  
In *International handbook of research on conceptual change* (pp. 269-287).  
Routledge.
- Cooper, H. (2017). *Teaching history creatively (2<sup>nd</sup> edition)*. London, England:  
Routledge.
- Cooper, H. (2018). *History 5-11: A Guide for Teachers*: London, England: Routledge.
- Fox, J. E. (2017). The edges of the nation: A research agenda for uncovering the taken-  
for-granted foundations of everyday nationhood. *Nations and nationalism*, 23(1),  
26-47.
- Skjæveland, Y. (2017). Learning history in early childhood: Teaching methods and  
children's understanding. *Contemporary issues in early childhood*, 18(1), 8-22.
- Tang, H.-H.H., Chong, K.M.E., & Yuen, W.W.T. (2019). Learning to understand a  
nation: Developing a national education curriculum imbued with Catholic social  
ethics for Hong Kong's primary schools , *Social Transformations in Chinese*

*Societies*, 15 (2), 81-93.

Turner-Bisset, R. (2005). *Creative teaching: history in the primary classroom*. London: David Fulton.

VanSledright, B., & Limón, M. (2006). Learning and teaching social studies: A review of cognitive research in history and geography. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 545–570). Lawrence Erlbaum Associates Publishers.

VanSledright, B. A. (2013). *Assessing historical thinking and understanding: Innovative designs for new standards*. New York: Routledge.

Wineburg, S. (2008). *Why Learn History (when it's already on your phone)?*. Chicago and London: University of Chicago Press.

天大研究所 (2022)。《新時代香港中學生國情與國民教育讀本》。香港：商務印書館

### Pedagogical Enrichment I: Storytelling techniques and Drama Education

Daniel, A. K. (2012). *Storytelling across the primary curriculum*. Abingdon London: Routledge.

Kathryn, D. & Lee, B.K. (2018). *Drama-based pedagogy : activating learning across the curriculum*. UK, Bristol: Intellect.

王添強 (2019)。《快樂學習：教育戲劇中國本土化實踐案例 (小學篇)》。北京：北京語言大學出版社

王淑芬 (2017)。《繪本動起來：20 種繪本提問示範，20 個精彩手作提案，親子動手動腦玩繪本》，台北市：親子天下股份有限公司

林玫君 (2017)。《兒童戲劇教育：肢體與聲音口語的創意表現》。台北市：復文圖書出版社

林玫君 (2018)。《兒童戲劇教育：童謠及故事的創意表現》。台北市：復文圖書出版社

明日藝術教育機構 (2006)。《小學戲劇課程手冊 2006：戲劇推廣計劃》。香港：明日藝術教育機構

陳恆輝、陳瑞如 (2003)。《戲劇教室：高小戲劇教育指南》，香港：愛麗絲劇場實驗室

黃俊芳 (2020)。《兒童戲劇教學實務》，台北市：新銳文創

袁巧玲 (2016)。《繪本大變身：152 個情境遊戲玩出大能力》，台北市：親子天下股份有限公司

袁巧玲 (2017)。《玩具大變身：99 組情境遊戲+5 款桌遊，玩出 93 項幼兒發展大能力》，台北市：親子天下股份有限公司

葛琦霞 (2016)。《教室裡的小劇場：圖畫書戲劇教學示例》，台北：天衛文化。

### Pedagogical Enrichment II: Cultural excursions and Museum Education

Dunn, R., & Wyver, S. (2019). Before 'us' and 'now': developing a sense of historical consciousness and identity at the museum. *International Journal of Early Years Education*, 27(4), 360-373.

Falk, J., & Dierking, L. (2018). *Learning from Museums*. Lanham: Rowman & Littlefield.

Goh, K. C., D'Rozario, V., Ch'ng (et al.) (Eds.) (2007). *Character Development through Service and Experiential Learning*. Singapore: Prentice Hall.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Li N. (2020). Museums and the public. Visions for Museums in China. *The Public Historian*. 42(1), 29-53.

- Pablo, H. (2011). *Education for socially engaged art: a materials and techniques handbook*. New York: Jorge Pinto Book.
- Parry, S., & Allison, P. (2019). *Experiential Learning and Outdoor Education: Traditions of Practice and Philosophical Perspectives*. Milton: Routledge.
- Shaffer, S. E. (2015). *Engaging young children in museums*. Walnut Creek, California: Left Coast Press, Inc.
- Tishman, S. (2018). *Slow looking : the art and practice of learning through observation*. New York, NY ;: Routledge.
- 李娜 (2019)。《公眾史學研究入門》。北京：北京大學出版社
- 馮智政 (2019)。《主要的學生內地交流資助計劃研究——推行十年的檢討與改善》。香港：教育研究及發展中心
- 黃幹知、陳國邦、吳思朗 (2018)。《活用 Apps 探全球：18 區考察路線》，香港：策馬文創有限公司
- 羅天佑、梁操雅 (2011)。《實地考察探究：理論與實踐》。香港：學術專業圖書中心。
- 賽馬會「創不同」社會創新實驗室 (2023)。《設計思維與社會創新實驗室：給老師的工具包》。 <https://www.mad.asia/programmes/social-innovation/1149>

### Pedagogical Enrichment III: Game-based Learning and E-Learning

- 侯惠澤 (2018)。《寓教於樂 知識主題桌上遊戲設計》。台北：臺灣科大 NTUSETMEG 教育桌遊設計小組
- 侯惠澤、李承泰、何嫻婷、簡志忠 (2023)。《Gather Town 遠距情境式解謎遊戲設計》。台北：臺灣科大 NTUSETMEG 教育桌遊設計小組

## **7. Related Web Resources**

香港教育局：小學人文科

<https://www.edb.gov.hk/tc/curriculum-development/cross-kla-studies/ph-primary/index.html>

教育局教育多媒體：中國歷史 Chinese History

<https://emm.edcity.hk/category/%E4%B8%AD%E5%9C%8B%E6%AD%B7%E5%8F%B2+Chinese+History/175304572>

小學常識科學與教資源套（歷史與文化）

[https://www.edb.gov.hk/tc/curriculum-development/kla/general-studies-for-primary/lt\\_resource\\_pri\\_gs\\_hist\\_culture/index.html](https://www.edb.gov.hk/tc/curriculum-development/kla/general-studies-for-primary/lt_resource_pri_gs_hist_culture/index.html)

教育局：國家安全教育資源網頁

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/nse/index.html>

教育局：優質課本基本原則（2023 年 3 月修訂）

<https://www.edb.gov.hk/en/curriculum-development/resource-support/textbook-info/guidingprinciples/index.html>

香港教育大學：看動畫·學歷史

<https://achist.mers.hk/chihistoryanime/>

中國文化研究院

<https://chiculture.org.hk/tc>

中國文化研究所

<https://www.ics.cuhk.edu.hk/zh/>

愛國教育支援中心

<https://www.hkpec.hk/>

國史教育中心（香港）

<https://cnhe-hk.org/>

勵進教育中心

<https://endeavour.org.hk/>

「穿越古今」香港小學常識科中國歷史課程增潤先導計劃

<https://www.hkayd.org.hk/index.php?action=project&tid=13&lang=tr>

兒童戲劇教育專門網

<http://kidstheater.org/news.asp>

賽馬會・敲敲記憶・藝術科技及文化教育計劃

<https://website.howmemorysticks.org/main>

標準地圖服務系統

<http://bzdt.ch.mnr.gov.cn/>

## **8. Related Journals**

*Children's Geographies*

*Cognition and Instruction*

*Educational Researcher*

*Journal of Curriculum Studies*

*Social Education*

*The Elementary School Journal*

*Social Transformations in Chinese Societies*

*港澳研究*

## **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/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

## **10. Others**

Nils

May 2025