THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:**	All undergraduate programmes
Programme QF Level	**:**	5
Course Title	**:**	Essential Elements in Educational Activities Design
Course Code	**:**	SSC3320
Department	**:**	Social Sciences and Policy Studies
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	3

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"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

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 aims to equip participants with the pedagogical tools to become educational professionals such as education officers, project officers and research assistants working for schools, non-government organizations, textbook publishers, museums, and other education organizations. It provides participants with comprehensive understanding about the school curriculum in Hong Kong, particularly for the social sciences related subjects under Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA). In the course, related curriculum models and teaching strategies will be introduced, followed by hand-on experience of activity design and educational resources production.

2. Course Intended Learning Outcomes (CILOs)

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

$CILO_1$ Review the social sciences related subjects under Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA) curriculum for primary and secondary schools in Hong Kong;

$CILO_2$ Demonstrate competencies and skills for designing educational activities and resources;

$CILO_3$ Develop professional knowledge, skills and values/attitudes as an education personnel serving in schools and education bodies.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
• Curriculum reform and trends in the international and Hong Kong contexts • Social sciences related subjects under Personal, Social and Humanities Education KLA for primary and secondary schools in Hong Kong	$CILO_1$	• Group discussion • Presentation
• Curriculum models and teaching strategies • Learning of concepts, skills, and values	$CILO_{2,3}$	• Lectures • Literature review
• Activity design and activity plan • Learning objectives and expected learning outcomes	$CILO_{2,3}$	• Group discussion • Case sharing • Peer review
• Educational technology • Production of educational resources	$CILO_{2,3}$	• Flipped classroom • Real case sharing • Field visit

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group works: In-class learning activities and presentations • Select a theme in PSHE KLA curriculum	30%	$CILO_{1,3}$

Assessment Tasks	Weighting (%)	CILO
• Literature review		
(b) Individual work: Design and production of educational kit		
• A proposal to briefly introduce the theme, objective and contents of the educational kit, and explain the educational context.	20%	$CILO_{1,2,3}$
• An educational kit, including the synopsis of the resource to introduce the design principle, the user manual, the activity plan for a specific learning objective, and the necessary educational resources.	50%	

5. Required Text(s)

Nil

6. Recommended Readings

Curriculum models and teaching strategies

Duplass, J. A. (2011). *Teaching elementary social studies: Strategies, standards, and internet resources* (3rd ed.). USA: Wadsworth.

Farris, P. J. (2007). *Elementary and middle school social studies: An interdisciplinary, multicultural approach* (5th ed.). Long Grove, Ill.: Waveland Press.

Glatthorn, A., Boschee, F. A., Whitehead, B. M., & Boschee, B. F. (2016). *Curriculum leadership: Strategies for development and implementation*. Los Angeles: SAGE.

Henson, K. T. (2010). *Curriculum planning: Integrating multiculturalism, constructivism and education reform* (4th ed.). Long Grove, Ill.: Waveland Press.

Howell, J.B., & Saye, J.W. (2017). Integrating theory and practice factors shaping elementary teachers' interpretation of an inquiry model for teaching social studies. *The Journal of Social Studies Research, 42*, 201–214.

Hwang, G.W., Chiu, L.Y., & Chen, C.H. (2015). A contextual game-based learning approach to improving students' inquiry-based learning performance in social studies courses. *Computers & Education, 81*, 13–25.

Lau, D. C.-M. (2001). Analysing the curriculum development process: Three models. *Pedagogy, Culture and Society, 9*(1), 29–44.

Lucey, T.A., Shifflet, R.A., & Weilbacher, G.A. (2014). Patterns of early childhood, elementary, and middle-level social studies teaching: An interpretation of Illinois social studies teachers' practices and beliefs. *The Social Studies, 105*, 283–290.

Museum Education, Resources Design and Production

de Freitas, S., & Routledge, H. (2013). Designing leadership and soft skills in educational games: The e-leadership and soft skills educational games design model (ELESS). *British Journal of Educational Technology, 44*(6), 951–968.

Fradkin, C. (2018). The use of cartoon illustration for the assessment of social science concepts. *Visual Communication.* https://doi.org/10.1177/1470357218759896

Larsen, N. E., Lee, K., & Ganea, P. A. (2018). Do storybooks with anthropomorphized animal characters promote prosocial behaviors in young children? *Developmental Science, 21*, 1–9.

DOI: 10.1111/desc.12590

Mitchell, A., Linn, S., & Yoshida, H. (2019). A tale of technology and collaboration: Preparing for 21st-Century museum visitors. *Journal of Museum Education, 44*(3), 242–252.

Prensky, M. (2008). Students as designers and creators of educational computer games: Who else? *British Journal of Educational Technology, 39*(6), 1004–1019.

7. Related Web Resources

EDB, HKSAR 香港特別行政區政府教育局
  The School Curriculum Framework 學校課程架構 Curriculum Guides 課程指引
  https://www.edb.gov.hk/tc/curriculum-development/renewal/index.html
  Educational Multimedia 教育多媒體
  https://emm.edcity.hk/

Hong Kong Education City (EdCity) 香港教育城
  教學資源庫
  https://resources.hkedcity.net/

Academy of Chinese Studies, Splendid Chi Culture 中國文化研究院 燦爛的中國文明
  Learning and Teaching 學與教資支援
  https://chiculture.org.hk/tc/school-program

Hong Kong Heritage Museum 香港文化博物館
  https://moa.ubc.ca/school-programs/online-resources/

Leisure and Cultural Services Department 康樂及文化事務署
  https://hk.history.museum/en_US/web/mh/index.html

Museum of London: Resources for schools learning
  https://www.museumoflondon.org.uk/schools/learning-resources

Oxfam Hong Kong 香港樂施會
Global Citizenship Education 世界公民教育
  https://www.oxfam.org.hk/en/what-we-do/development-education/global-citizenship-education/teaching_kits

Reading Corner 繪本角
  https://globalkids.oxfam.org.hk/tc/reading-corner

The KIT: World Heritage in Young Hands
  https://whc.unesco.org/en/educationkit/

8. Related Journals

British Journal of Educational Technology
Journal of Museum Education
Social Education
Social Studies
Social Studies and the Young Learner

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/0000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Other**

Nil

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