THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title: Bachelor of Social Science Education (Honours) (Greater China Studies) and Bachelor of Social Sciences (Honours) in Greater China Studies

Programme QF Level: 5
Course Title: Teaching Social Sciences: Methods and Issues
Course Code: CUM3001
Department: Department of Asian and Policy Studies
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): Nil
Medium of Instruction: EMI
Course Level: 2

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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility;
- Innovation.

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
The social sciences encompass diverse concerns of society and include a wide range of contents drawn from multiple disciplines; it also carries a normative responsibility to examine human values embedded in specific social contexts. This course is designed to help students acquire foundation knowledge and pedagogical skill essential for teaching social sciences curriculum in primary and secondary schools. The course focuses on four main themes: the scope of social sciences curriculum, pedagogical issues arising from specific social and school contexts, teaching strategies to lead effective teaching, and teaching-research relationship in social sciences curriculum. An additional theme is the principles of social innovation education in primary and secondary schools, and case studies are used to facilitate the understanding of the principles. Students are expected to bring their school experience and social sciences knowledge acquired from earlier stage of the programme into the development of pedagogical skills and the design of a meaningful social sciences curriculum.

2. Course Intended Learning Outcomes (CILOs)
Upon completion of this course, students will be able to:

CILO1 understand the interdisciplinary feature of social sciences curriculum that encompasses diverse concern of social issues and include a wide range of contents drawn from multiple disciplinary.

CILO2 adopt a plurality and comparative perspectives to understand a given phenomenon in different social contexts in Greater China.

CILO3 think independently and take initiative to address issues arising from teaching and learning processes.

CILO4 critically reflect on approaches to teaching social sciences curriculum in specific social and school contexts.

CILO5 make use of inquiry approaches and qualitative/quantitative techniques to carry out research projects on bringing learners’ experience into the construction of a meaningful social sciences curriculum.
## 3. Content, CILOs and Teaching & Learning Activities

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<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td><strong>a. Social Sciences Curriculum: Scope, Structure Sequence and Approaches</strong></td>
<td>$CILO_{1,2,3,4,5}$</td>
<td>• Lecture</td>
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<td>• Video-analysis</td>
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<td>• Role play</td>
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<td>• Group discussion</td>
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<td>• Debates</td>
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<td>• Guest Lecture</td>
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<td>• Case studies</td>
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<td><strong>b. Teaching Social Sciences: Pedagogical Issues</strong></td>
<td>$CILO_{1,2,3,4,5}$</td>
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<td>• Teacher roles and students audiences</td>
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<td>• Selection of materials</td>
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<td>• Organizing for instruction</td>
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<td>• Classroom management techniques</td>
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<td><strong>c. Teaching Social Sciences: Methods and Strategies</strong></td>
<td>$CILO_{1,2,3,4,5}$</td>
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<td>• Building reading skills</td>
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<td>• Designing intellectually challenging academic expectations</td>
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<td>• Designing inquiry-based learning activities</td>
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<td>• Addressing learning differences and special needs</td>
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<td>• Assessing student progress</td>
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<td><strong>d. Teaching and Research in Social Sciences Curriculum</strong></td>
<td>$CILO_{1,2,3,4,5}$</td>
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<td>• Teacher as researcher</td>
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<td>• Research and reflective teaching</td>
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<td><strong>e. Introduction to Social Innovation Education</strong></td>
<td>$CILO_{1,2,3,4,5}$</td>
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<td>• Elements of social innovation education</td>
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<td>• Role of students and teachers</td>
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<td>• Settings and pedagogy of social innovation education</td>
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<td>• Assessment of student achievement</td>
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4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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| (a) Course participation  
  • Attendance and participation in the discussion at the lectures  
  • Attendance and participation in the discussion at the tutorials | 20% | CILO1-5 |
| (b) Group teaching demonstration  
  • Around 3 students form a group and provide a teaching demonstration for 20-30 mins | 30% | |
| (c) Final examination  
  • Close-book examination on Week 13 or later | 50% | |

5. Required Text(s)

Nil

6. Recommended Readings


7. Related Web Resources


中國人文社會科學前沿報告: [http://library.ied.edu.hk/record=b1371265~S5](http://library.ied.edu.hk/record=b1371265~S5)

Primary School Programmes on General Studies:  [http://edvideo.ied.edu.hk/](http://edvideo.ied.edu.hk/)


何謂社創教育(文宗篇): [http://www.roundtableedu.hk/articles/43037](http://www.roundtableedu.hk/articles/43037)

何謂社創教育？(社企篇) - 社創教育在香港與轉化學習: [http://www.roundtableedu.hk/articles/43066](http://www.roundtableedu.hk/articles/43066)

8. Related Journals

*Social Sciences in China*. Routledge/Taylor & Francis

*The Social Science Journal*. Elsevier

*Journal of Social Sciences*. Science Publication

*Asian Journal of Social Science*. BRILL

*Journal of Asian Public Policy*. Routledge

*Teacher Development*. Routledge

*Comparative Education Review*. University of Chicago Press

*Journal of Curriculum Studies*. Routledge

*Journal of Curriculum and Pedagogy*. Educators International Press

9. Academic Honesty
The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

Last updated: 26 August 2019