

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Certificate in Professional Development Programme on Integrating Values Education and Positive Psychology in Primary ELT
Programme QF Level	: 6
Course Title	: Integrating Values Education and Positive Psychology in Primary ELT
Course Code	: ENG5463
Department	: Department of English Language Education (ELE)
Credit Points	: 3
Contact Hours	: 30
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 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 programme is designed for in-service primary English teachers who wish to enrich their teaching practice by integrating values education and positive psychology into their English Language classrooms. Participants will gain a comprehensive understanding of the principles of positive psychology, focusing on Martin Seligman's PERMA Model.

Participants will be guided to explore the twelve priority values, as outlined in the Primary Education Curriculum Guide (2024), including perseverance, respect, and empathy, and will acquire practical strategies for embedding these values into language education. Through a blend of theoretical insights and hands-on workshops, participants will learn to create engaging, values-driven lesson plans and cross-curricular projects that resonate with students' lived experiences and enhance their English learning.

Engaging in collaborative activities and reflective practices, participants will foster a whole-school approach to values education that extends beyond the classroom. By the end of the programme, participants will be equipped to cultivate a positive and inclusive learning environment that supports both academic and personal growth, effectively preparing students to become well-rounded individuals in a diverse and dynamic world.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand the principles of positive psychology and their application in education.
- CILO₂ Explore Martin Seligman's PERMA Model and the twenty-four character strengths, and its relevance to fostering psychological well-being.
- CILO₃ Develop strategies for integrating values education into English language teaching.
- CILO₄ Foster a school-wide culture that promotes values and positive attitudes.

3. Course Intended Language Learning Outcomes (CILLOs)

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

- CILLO₁ Use spoken and written English to articulate and discuss concepts and issues related to the use and integration of values education and positive psychology in English language classrooms.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Introduction to Positive Psychology:	CILO ₁ CILLO ₁	Interactive lecture and group discussion

Overview of positive psychology principles and their significance in education.		
Understanding the PERMA model: In-depth exploration of Martin Seligman's PERMA Model (Positive Emotion, Engagement, Relationships, Meaning, Achievement).	<i>CILO₂</i> <i>CILLO₁</i>	Workshop
Integrating values education: Introduction to the twelve priority values from the Primary Education Curriculum Guide (2024).	<i>CILO_{3,4}</i> <i>CILLO₁</i>	Lecture and lesson plan development
Practical strategies for values integration: Techniques for embedding values in English language teaching and cross-curricular projects.	<i>CILO₄</i> <i>CILLO₁</i>	Lectures and discussion.
Foster a whole-school approach: Strategies for creating a supportive school environment that promotes values and positive attitudes.	<i>CILO_{1,3,4}</i> <i>CILLO₁</i>	Reflective journals

5. Assessment

Assessment Tasks	Weighting	CILOs
a. Completion of weekly in-class group work (e.g. group performance and presentations)	Group work (25%)	<i>CILOs 1 & 2</i>
b. Weekly contribution to class blog	Individual work (10%)	<i>CILOs 1 & 2</i>
c. Design a lesson plan with appropriate learning materials which incorporates values education and the principles of positive psychology.	Individual work (65%)	<i>CILOs 1,2,3</i>

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Education Bureau. (2020). *Values Education Framework*.

8. Recommended Readings

- Cheng, Y. C., & Tam, W. M. (2017). *School effectiveness and improvement in the Hong Kong context*. Springer.
- Cheung, S. K. S., & Wong, T. (2014). *Integrating positive psychology into school counseling in Hong Kong*. In *Handbook of school counseling* (pp. 226-241). Routledge.
- Hong Kong Education City. (2021). *Values Education Resources*.
- Intrator, S. M., & Scribner, M. (Eds.). (2003). *Teaching with heart: Poetry that speaks to the courage to teach*. Jossey-Bass.
- Johnstone, C. (2018). *The positive psychology workbook: A practical guide to well-being*. CreateSpace Independent Publishing Platform.
- Lai, K. W., & Hwang, G. J. (2018). *Digital and mobile technologies in education in Hong Kong: A case study*. In *Technology and education in Hong Kong* (pp. 17-40). Springer.
- Leung, H., & Chan, T. C. (2019). *Positive psychology in Hong Kong: Current trends and future directions*. *Hong Kong Journal of Mental Health*, 45(2), 1-10.
- Martin, A. J., & others. (2016). *Positive education: The Geelong Grammar School journey*. Geelong Grammar School.
- McGhee, J. A. (2013). *Creating a culture of reflective practice: Capacity building for schoolwide success*. Routledge.
- Ricci, M. C. (2013). *Mindsets in the classroom: Building a culture of success and student achievement in schools*. Prufrock Press.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Schiller, P., & Bryant, T. (2004). *The values book: Teaching 16 basic values to kids*. Gryphon House.
- Tse, S. K. (2016). *Emotional intelligence and values education in Hong Kong primary schools*. *International Journal of Educational Research*, 78, 34-42.

9. Related Web Resources

Education Bureau. (n.d.). *Values education framework*. Retrieved from <https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html>

Hong Kong Education City (HKEdCity). (n.d.). *Home*. Retrieved from <https://www.hkedcity.net/>

Bei Shan Tang Foundation. (n.d.). *Positive education Hong Kong*. Retrieved from <https://www.positiveeducation.org.hk/en/>

Hong Kong Positive Schools Network. (n.d.). *Useful links*. Retrieved from <https://sites.google.com/connect.kellettsschool.com/hongkongpositiveschoolsnetwork/useful-links>

News.gov.hk. (2021, November 30). *Values education framework unveiled*. Retrieved from https://www.news.gov.hk/eng/2021/11/20211130/20211130_111509_352.html

10. Related Journals

Journal of Positive Psychology
International Journal of Values-Based Education
Educational Psychology Review
Journal of Moral Education
Asia-Pacific Journal of Teacher Education
Journal of Educational Psychology
International Journal of Emotional Education

11. 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/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

7 July 2025