

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

**Programme Title** : Bachelor of Education (Honours) (Early Childhood Education) Programme (Three-year part-time)  
Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time)  
Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese Speaking Children (Four-year Part-time)  
/All FT Undergraduate Programmes

**Programme QF Level** : 5

**Course Title** : Children in Transition

**Course Code** : ECE4013

**Department/Unit** : Department of Early Childhood Education

**Credit Points** : 3

**Contact Hours** : 39

**Pre-requisite(s)** : NIL

**Medium of Instruction** : CMI/EMI

**Course Level** : 4

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### 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 explores the transition experiences that young children (birth to 8 years) face which may affect their development and well-being. Emphasis is given to concepts of transition and issues affecting children's smooth transitions from home to early childhood settings and to the school context. The course offers students strategies that could facilitate the success of children in transitions in their respective education and school settings.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Summarize concepts and theories related to transitions in early childhood education;
- CILO<sub>2</sub> Examine the impact of early childhood transitions on children's development and well-being;
- CILO<sub>3</sub> Inspect the transition experiences of children and evaluate factors and issues that affect their smooth transitions from home to early childhood settings, and to junior primary education;
- CILO<sub>4</sub> Construct appropriate strategies to facilitate smooth transitions for children in various early childhood settings.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Concepts and theories related to transition from birth to childhood	CILO <sub>1</sub>	Lecture Exercises
2. Impact of early childhood transitions on children's development	CILO <sub>2</sub>	Lecture Group discussion

and well-being (e.g. children's self-esteem, social identity, making sense of school and learning, social and emotional well-being)		Video analysis
3. Transition experiences of young children; factors and issues affecting the smooth transition of children from early childhood setting to school setting.	<i>CILO<sub>1,2,3</sub></i>	Lecture Case study Group presentation School visit Test
4. Appropriate strategies to facilitate smooth transitions for children in various early childhood settings	<i>CILO<sub>1,2,3,4</sub></i>	Lecture Group discussion Case study School visit Test

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <b>Reading task in Moodle:</b> Reading the required article on the transition to kindergarten and take the quiz.	10%	<i>CILO<sub>1, 2, 3</sub></i>
(b) <b>Transition program reflection:</b> In-class group presentation Identify one of the children's transition issues/problems in Primary One and suggest some appropriate transition practices to facilitate smooth transitions for children in kindergartens and primary schools.	40%	<i>CILO<sub>1, 2, 3</sub></i>
(c) <b>Test - case analysis:</b> (1) Identify the child's transition problems in the case; and (2) Analyze the factors affecting the causes of the issues, and suggest practical solutions.	50%	<i>CILO<sub>1, 2, 3, 4</sub></i>

## 5. Use of Generative AI in Course Assessments

**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.

## 6. Required Text(s)

Tours, S. B., & Dennis, L. R. (2015). Preschool: Easing first day jitters: strategies for successful home-to-school transitions. *YC Young Children*, 70(4), 84–89. National Association for the Education of Young Children.

<https://www.naeyc.org/resources/pubs/yc/sep2015/easing-first-day-jitters>

## 7. Recommended Readings

Caspe, M., Lopez, M. E., & Chattrabhuti, C. (2015). *Four important things to know about the transition to school*. Harvard Family Research Project.

Ferretti, L. K., & Bub, K. L. (2017). Family routines and school readiness during the transition to kindergarten. *Early Education and Development*, 28(1), 59-77.

Kang, J., Horn, E. M., & Palmer, S. (2017). Influences of family involvement in kindergarten transition activities on children's early school adjustment. *Early Childhood Education Journal*, 45(6), 789-800.

Lau, E. Y. H., & Power, T. G. (2018). Parental involvement during the transition to primary school: Examining bidirectional relations with school adjustment. *Children and Youth Services Review*, 88, 257-266.  
<https://doi.org/10.1016/j.chilyouth.2018.03.018>

Tao, S. S., Lau, E. Y. H., & Yiu, H. M. (2019). Parental involvement after the transition to school: Are parents' expectation matched by experience?. *Journal of Research in Childhood Education*, 33(4), 637-653.  
<https://doi.org/10.1080/02568543.2019.1653409>

Wong, M. (2015). Voices of children, parents and teachers: How children cope with stress during school transition. *Early Child Development and Care*, 185(4), 658-678.  
<https://www.tandfonline.com/doi/abs/10.1080/03004430.2014.948872>

Wong, M. (2018). Perceptions of school life among a sample of Chinese children in Hong Kong. *Early Child Development and Care*, 188(6), 800-818.  
<https://doi.org/10.1080/03004430.2016.1238361>

Wong, M., & Power, G. T. (2019). Childhood depressive symptoms during the transition to primary school in Hong Kong: Comparison of child and maternal

reports. *Children and Youth Services Review*, 100, 183-190,  
<https://doi.org/10.1016/j.childyouth.2019.02.035>

陳惠玲、林寶雲編 (2021)：《幼小銜接·賦權與準備》，香港，香港教育大學幼兒發展中心。

萊素珠、廖鳳瑞 (2015)：媽媽，我「也」要去上學：一位有哥哥的兩歲兒幼兒園適應之研究，《臺中教育大學學報：教育類》，29(1)，37-58。

## 8. Related Web Resources

Education Bureau. (2017). *Helping your children of kindergarten age*. Government Logistic Department.

[https://www.edb.gov.hk/attachment/tc/student-parents/parents-related/parent-info/parent%20booklet\\_en.pdf](https://www.edb.gov.hk/attachment/tc/student-parents/parents-related/parent-info/parent%20booklet_en.pdf)

The Curriculum Development Council. (2017). *Kindergarten education curriculum guide*. Education Bureau.

[https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/ENG\\_KGECG\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/ENG_KGECG_2017.pdf)

Tours, S. B., & Dennis, L. R. (2015). Easing first day jitters: Strategies for successful home-to-school Transitions. *Young Children*, 70(4), 84-89. National Association for the Education of Young Children.

<https://www.naeyc.org/resources/pubs/yc/sep2015/easing-first-day-jitters>

UNICEF. (2012). *School readiness and transitions: A companion to the child friendly schools manual*. UNICEF's Division of Communication.

<https://www.oxfordshire.gov.uk/sites/default/files/file/schoolreadinessandtransitionsunicef.pdf>

Walsh, B. (2017). *The kindergarten milestone: A smooth transition to school lays the groundwork for later success*. Harvard Graduate School of Education.

<https://www.gse.harvard.edu/news/uk/15/03/kindergarten-milestone>

香港特別行政區政府教育局 (2024)：《幼稚園行政手冊》，香港，香港特別行政區政府教育局。 [KG Admin Guide\\_Chi\\_2024\\_Nov.pdf](#)

香港特別行政區政府教育局 (2020)：《非華語學童教育服務》，香港，香港特別行政區政府教育局。

<https://www.edb.gov.hk/tc/student-parents/ncs-students/about-ncs-students/index.html>

香港特別行政區政府教育局 (2024)：《幼稚園質素評核手冊》，香港，香港特別行政區政府教育局。

[https://www.edb.gov.hk/attachment/tc/edu-system/preprimary-kindergarten/quality-assurance-framework/qr/handbook\\_on\\_qr\\_chi.pdf](https://www.edb.gov.hk/attachment/tc/edu-system/preprimary-kindergarten/quality-assurance-framework/qr/handbook_on_qr_chi.pdf)

## 9. Related Journals

NIL

## **10. 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.

## **11. Others**

