THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (History)
Programme QF Level	:	5
Course Title	:	History: Curriculum and Methods I
Course Code	:	HIS2020
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English*
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 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

*The course will be taught mainly in English while Chinese may also be used subject to specific classroom learning and teaching needs.

1. **Course Synopsis**

    This course aims to familiarize participants with the pedagogical approaches in learning history, including constructivist, experiential and inquiry-based learning. Students will also be introduced to various assessment strategies required for developing and implementing the new history curriculum. Through unit and lesson planning workshops and micro-teaching sessions, participants are led to put theories into practice and to reflect on practice, with a view to exploring the problems and issues in history teaching and learning in classroom context.

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

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

    CILO$_1$ Make use of various pedagogical approaches in developing and implementing the history curriculum;
    CILO$_2$ Demonstrate knowledge of the key concepts and apply them to analyse historical issues;
    CILO$_3$ Devise multiple modes of assessment for promoting history learning; and
    CILO$_4$ Design unit and lesson plans and put them into practice in micro-teaching.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
● Pedagogical approaches ➢ Constructivist learning and various modes of inquiry in history teaching ➢ Experiential learning and the related instructional approaches ➢ Historical empathy through historical inquiry ➢ Co-operative learning in historical inquiry ➢ Perspective consciousness in history teaching and learning ● E-learning of history by applying latest learning technology	*CILO$_1$*	Literature review, field/site-based learning, audio-video analysis, group discussion, dialogic inquiry.
● Key concepts (e.g. reform, revolution, tradition, modernization, conflict, war, peace, international co-operation , imperialism, nationalism, colonialism etc.,) and their applications in historical studies.	*CILO$_2$,*	Video-shows, case studies, group discussion, co-operative learning.

	CILO	
● Designing multiple modes of assessment (and rubrics) for improving teaching and learning in NSS history.	$CILO_3$	Workshops/seminars, textual inquiry, case studies, guest lecture.
● Unit and lesson planning: Methods and practices	$CILO_{1,2,3,4}$	Workshops/seminars, group discussion, case studies, trial-outs.
● Micro-teaching and reflection sessions.	$CILO_{1,2,3,4}$ *(etc.)*	Trial-outs, group discussions, writing reflective journals.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) E-Portfolio: Students are required to write at least 5 reflection journal entries (400-600 words), as well as upload the revised lesson plan on E-Portfolio (10% each).	50%	$CILO_{1,2,3}$
(b) Microteaching (3-4 per group): Students are required to teach a 40-min lesson of their choices. All groups are required to submit one lesson plan for evaluation. 5% of the grade will come from peer-assessment.	30%	$CILO_{1,2,3}$
(c) Teaching Video Students are required to produce a 15-min teaching videos based on their revised lesson plan to showcase their competence in producing learning materials and/or conducting online lessons.	20%	$CILO_{1,2,3,4}$ *(etc.)*

5. 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.

6. Required Text(s)

Nil

7. Recommended Readings

Antonio, C. D. (2003). *Teaching history in the digital classroom.* New York: M.E. Sharpe.

Assessment Reform Group. (1999). *Assessment for learning: Beyond the black box.* Cambridge: University of Cambridge, School of Education.

Biggs, J., & Watkins, D. (Eds.). (2001). *Teaching the Chinese learner: Psychological and pedagogical perspectives.* Hong Kong: Comparative Education Research Center, University of Hong Kong.

Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment.* London: School of Education, King's College.

Curriculum Development Council and the Hong Kong Examinations and Assessment Authority. (2007, updated in 2014*). Personal, social and humanities education key learning area, History curriculum and assessment guide (secondary 4 - 6).* Hong Kong: Curriculum Development Council.

Davies, O. L. Jr., Yeager, E. A., & Foster, S. J. (Eds.). (2001). *Historical empathy and perspective taking in the social studies.* Lanham, Maryland: Rowman & Littlefield.

Drake, F. (2009). *Engagement in teaching history: Theory and practices for middle and secondary teachers.* New Jersey: Merrill/Pearson Prentice.

Furay, C., & Salevouris, M. J. (2009). *The methods and skills of history: A practical guide.* Hoboken, New Jersey: Wiley-Blackwell.

Furay, C., & Salevouris, M. J. (2009). *The methods and skills of history: A practical guide.* Hoboken, New Jersey: Wiley-Blackwell.

Hunt, M. (2007). *A practical guide to teaching history in the secondary school.* London: Routledge.

Ian, P. (2008). *Teaching history: Developing as a reflective secondary teacher.* Los Angeles, Calif.: SAGE.

Levstik, L.S., & Barton, K. (2001). *Doing history.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publisher.

Lo, J. T. Y. (2008). Learning in the museum: A case study. *Pacific-Asian Education*, 20(2), 17-28.

Stearns, P. N., Seixas, P. C., & Wineburg, S. S. (Eds.). (2000). *Knowing, teaching, and learning history: National and international perspectives.* New York: New York University Press.

Stiggins, R. (2004). New assessment beliefs for a new school mission. *Phi Delta Kappan*, 86 (1), 22-27.

Taylor, T., & Young, C. (2003*). Making history: A guide for the teaching and learning of history in Australian schools.* Department of Education, Science and Training, Australian Government.

Watkins, C. (2005). *Classrooms as learning communities: What's in it for schools?* New York: Routledge.

吳翎君（2004）：《歷史教學理論與實務》，台北，五南圖書出版公司。

陳偉國、何成剛（2003）：《歷史教育測量與評價》，北京，高等教育出版社。

楊秀珠（編）（2003）：《老師談教學——歷史教學篇》，香港，中華書局。

霍益萍（2001）：《研究性學習：實驗與探索》南寧，廣西教育出版社。

黃牧航（編）（2005）：《歷史教學與學業評價》，肇慶，廣東教育出版社。

8. Related Web Resources

Board of Studies NSW Educational Resources:
http://www.boardofstudies.nsw.edu.au/
Canadian and World Studies: The Ontario Curriculum, Grades 9 and 10, 1999:
http://www.edu.gov.on.ca/eng/document/curricul/secondary/canadian/canaful.html#pg2
Canadian and World Studies: The Ontario Curriculum, Grades 11 and 12, 2000:
http://www.edu.gov.on.ca/eng/document/curricul/secondary/grade1112/canadian/canadian.html
History-Social Science Framework for California Public Schools:
http://www.cde.ca.gov/re/pn/fd/documents/hist-social-sci-frame.pdf
History On-line:
http://www.history.ac.uk/history-online/
Internet History Sourcebooks Project:
http://www.fordham.edu/halsall/
Secondary Curriculum of Australia (Victoria):
http://ausvels.vcaa.vic.edu.au/The-Humanities-History/Overview/Rationale-and-Aims
National Curriculum online (UK):
http://webarchive.nationalarchives.gov.uk/20061023150913/http://www.nc.uk.net/webdav/harmonise?Page/@id=6016
The National Archives Learning Curve:
http://learningcurve.pro.gov.uk/
Paul Halsall - Fordham University Internet History Sourcebooks Project:
http://www.fordham.edu/halsall/
Social Studies in the New Zealand Curriculum:
http://www.esa.co.nz/files/samplepages/SampleSRSoSt1,2_9.pdf
中國社會科學院 (Chinese Academy of Social Sciences):
http://www.cssn.cn/
香港資訊教育城 – 歷史科教案及練習:
http://www.hkedcity.net/resources

9. **Related Journals**

International Journal of Historical Learning, Teaching and Research
Journal of Curriculum Studies
Perspectives on History
Teaching History
The History Teacher
《中學歷史教學》（月刊），廣州，華南師範大學歷史系。
《歷史教學》（月刊），天津，歷史教學社。

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

Nil

14 August 2025