Part I

Programme Title	:	Bachelor of Education (Honours) (History)
Programme QF Level	:	5
Course Title	:	History: Curriculum and Methods II
Course Code	:	HIS3021
Department	:	Department of Literature and Cultural Studies (LCS)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	History: Curriculum and Methods I
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

*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 guides participants to explore the changing meanings in the development of history education in Hong Kong and expose them to the rationales, aims/objectives, features and scopes of the new secondary history curriculum. It focuses on the key concepts, thinking skills and values analysis in the teaching and learning of history. Students are also expected to acquire pedagogical competency in fostering historical empathy and perspective consciousness. Participants are also guided to develop and make use of a wide variety of resources to enrich their pedagogical repertoire and devices for the planning, development and implementation of the curriculum.

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

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

CILO$_1$ Articulate the rationales, aims/objectives, features and scopes of the curriculum;

CILO$_2$ Acquire the skills in historical thinking and values analysis;

CILO$_3$ Develop and utilize a wide variety of resources to plan for their teaching and enrich their pedagogical repertoire; and

CILO$_4$ Develop a reflective and self-critical attitude in professional practices.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
● Changing features, foci and meanings in the secondary history curriculum in Hong Kong context	*CILO$_1$*	Literature review, textual inquiry, group discussion.
● The new senior secondary history curriculum: rationales, aims/objectives, contents, sequences and scopes.	*CILO$_1$*	Literature review, textual inquiry, group discussion, workshop.
● Developing skills in historical thinking.	*CILO$_2$,*	Workshops/seminars, role-play, pictorial/map/ graphic interpretations, simulation.
● Values analysis in history learning and teaching.	*CILO$_{1,2}$*	Case studies, group discussion, dialogic and textual inquiries.
● Developing and using resources (textual, community, object-based, site-based, audio-visual, digital/on-line and other latest learning technology) in history teaching and learning.	*CILO$_{1,2,3,}$*	Textual inquiry, field/site-based learning, digital learning, workshops.

●	Issues and problems in the teaching and learning of the new history curriculum.	$CILO_{1,2,3,4}$ *(etc.)*	Group discussion, case studies, workshops/guest lecture, field visit.

4. Assessment

Assessment Tasks		Weighting	CILOs
(a)	Group presentation (3-4 students per group): Select a historical concept and certain relevant historical thinking skills, and demonstrate how they can be applied to inquiry into a historical issue.	15%	$CILO_{1,2,}$
(b)	Group report (600-900 words): Based on the lecturer's and peer's feedback to the presentation as well as literature reviews, each group has to complete a full written report (with reflections) on the presentation. Each member has to reflect on how he or she and his or her peers have contributed to the group work.	20%	$CILO_{1,2,3}$
(c)	Individual report (2,000 words): Select a historical theme/issue and demonstrate how relevant resources can be developed and used to conduct historical inquiry within and outside classroom context.	65%	$CILO_{1,2,3,4}$ *(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

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for common good.* Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc., Publisher.

Brundage, A. (2002). *Going to the sources: A guide to historical research and writing.* Wheeling, Illinois: Harlan Davidson.

Crofton, I. (2013). *Big ideas in brief: 200 world-changing concepts explained in an instant.* London: Quercus Publishing Plc.

Cunningham, G. (2009). *The new teacher's companion: Practical wisdom for succeeding in the classroom.* Alexandria, VA: ASCD.

Curriculum Development Council. (2002a). *Basic education curriculum guide - Building on strengths (primary 1 - secondary 3).* Hong Kong: Curriculum Development Council.

Curriculum Development Council. (2002b). *Personal, social and humanities education key learning area curriculum guide (primary 1 - secondary 3).* Hong Kong: Curriculum Development Council.

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.

Education and Manpower Bureau. (2004). *Reforming the academic structure for senior secondary education and higher education - Actions for investing in the future.* Hong Kong: Education and Manpower Bureau.

Howell, M., & Prevenier, W. (2001). *From reliable sources: An introduction to historical methods.* Ithaca, New York: Cornell University Press.

Koselleck, R. (2002). *The practice of conceptual history: Timing history, spacing concepts.* Stanford: Stanford University Press.

Kriewaldt, J., & Taylor, T. (2012). *Values education in geography and history.* Melbourne, Australia: Pearson Education.

Lo, J. T. Y. (2004). The junior secondary history curricula in Hong Kong and Shanghai: A comparative study. *Comparative Education, 40* (3), 343-362.

Lo, J. T. Y. (2007). Globalism and nationalism in the junior secondary history curricula of Hong Kong and Shanghai. *COMPARE, 37* (1), 37-52.

Lyons, J. F. (2009). *Teaching history online.* London: Routledge.

Reagan, P. D. (2002). *History and the internet: A guide.* Boston: McGraw-Hill.

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.

Thompson, P. (2000). *The voice of the past: Oral history*. Oxford (England): Oxford University Press.

Trinkle, D. A. (Ed.). (1998). *Writing, teaching, and researching history in the electronic age: Historians and computers.* New York: M.E. Sharpe.

Vickers, E. (2005). *In search of an identity: The politics of history as a school subject in Hong Kong, 1960s-2005.* Hong Kong: Comparative Education Research Centre, University of Hong Kong.

Vickers, E., & Jones, A. (Eds.). (2005). *History education and national identity in East Asia.* New York: Routledge.

方駿（編）（2006）：《新世紀的歷史教育》，香港，香港教育圖書公司。

張保華（編）（2002）:《中學歷史教學研究》，北京，高等教育出版社。

劉軍（2003）：《歷史教學的新視野》，北京，高等教育出版社。

齊健、趙亞夫等（2003）：《歷史教育價值論》，北京，高等教育出版社。

聶幼犁（編）（2003）：《歷史課程與教學論》，杭州，浙江教育出版社。

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
Journal of Teaching and Learning
Perspectives on History
Teaching History
Teaching and Teacher Education
The History Teacher
Theory and Research in Social Education
《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/0000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

11. Others

Nil

14 August 2025