

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Building teacher capacity
Course Code	: EDA7085
Department	: Department of Education Policy and Leadership
Credit Points	: 3
Contact Hours	: 15 – 24 hours (Blended learning)
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 7

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"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. 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

Building teacher capacity is crucial to the quality of education. This course provides a scholarly basis of the work of teacher educators, mentors, and leaders of teacher learning and professional development providers. It prepares students with conceptual perspectives to examine policies, processes and practices in building the capacity of teachers in different phases of teacher development: (1) initial teacher education of prospective teachers; (2) induction of beginning teachers; and (3) in-service teachers' lifelong learning. The course acquaints students with knowledge and insights into research trends and issues related to building the capacity of teachers in face of the challenges of the 21st century in local and international contexts.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Critically analyze from different perspectives, in global context, the current issues of building teacher capacity.
- CILO₂ Examine the aims and purposes of building the capacity of teachers in different phases of teacher development in the discourse of changing contexts and professionalism.
- CILO₃ Articulate the above understandings in making more thoughtful, responsible and better informed decisions in their own research and practice related to building teacher capacity.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>Conceptual Perspectives of Understanding Teacher Learning And Development</p> <ul style="list-style-type: none"> • Teacher learning as development of knowledge as skills • Reflection in teacher learning and development • Biographical perspective on teacher development • Socio-cultural perspective on teacher development • Teacher development in meso, macro and global contexts 	CILO _{1,3}	Lecture, individual, response, and/or group discussion
<p>Initial Teacher Education</p> <ul style="list-style-type: none"> • Structure and approaches to teacher education • Teacher education curriculum and the practicum / Field Experience • Assessment in teacher education • Students of teaching: Motivation to become teachers; the transition from student to teacher 	CILO _{1,2,3}	Lecture, case study, *online discussion forum, individual response and /or group discussion presentation

<ul style="list-style-type: none"> • Teacher educators and the creation of hybrid spaces in initial teacher education: Working in higher education and schools; drawing on community resources • Meeting global challenges, e.g. Internationalization in teacher education, the preparation of culturally responsive teachers 		
<p>Induction</p> <ul style="list-style-type: none"> • The induction of beginning teachers • Mentoring and peer support of beginning teachers • Teacher professional standards 	CILO _{1,2,3}	Lecture, case study, online discussion forum, individual response and/ or group discussion, presentation
<p>In-service Teachers' Lifelong Learning</p> <ul style="list-style-type: none"> • Teachers' professionalism, lives and well-being • Building communities of practice in schools, developing teacher networks across schools and connecting with community partners • Building the capacity of teachers in face of the challenges of learning in the 21st century, e.g. technology enhanced learning, learner diversity. 	CILO _{1,2,3}	Lecture, case study online discussion forum, individual response and/ or group discussion, presentation

* *Students are assigned / choose to read an related article to share and feedback in the Online discussion Forum.*

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Individual participants are assigned/choose to read 3 articles in the respective areas of the course to share and feedback in the online discussion forum.	10	CILO _{1,2}
<p>Individual/ Group Presentation</p> Individuals/groups choose a topic among the themes of the course, and conduct a presentation on critically reviewing the development, identifying the current issues and proposing the further research direction in the chosen area.	20	CILO _{1,2,3}
<p>Individual Literature Review (3,000 words)</p> Individual participants identify a research focus from the themes of the course and write a literature review to inform the study of the research focus.	70	CILO _{1,2,3}

5. Required Text(s)

Nil

6. Recommended Readings

Books

Clandinin, D.J. & Husu, J. (2017). *The SAGE handbook on research on teacher education*. SAGE.

Ellis, V., Edwards, A., & Smagorinsky, P. (2010). *Cultural-historical perspectives on teacher education and development : Learning teaching*. New York: Routledge.

Forlin, C. (2010). *Teacher education for inclusion : Changing paradigms and innovative approaches*. Abingdon: Routledge.

Lee, J. C. K., & Day, C. (Eds.). (2016). *Quality and change in teacher education: Western and Chinese perspectives*. New York: Springer.

Loughran, J., & Hamilton, M. L. (Eds.) (2016). *International handbook of teacher education*. Washington DC: Springer.

Journal articles

Initial Teacher Education

Davies, M., & Heyward, P. (2019). Between a hard place and a hard place: A study of ethical dilemmas experienced by student teachers while on practicum. *British Educational Research Journal*, 45(2), 372-387.

Fray, L., & Gore, J. (2018). Why people choose teaching: A scoping review of empirical studies, 2007–2016. *Teaching and Teacher Education*, 75, 153-163.

Hennissen, P., Beckers, H., & Moerkerke, G. (2017). Linking practice to theory in teacher education: A growth in cognitive structures. *Teaching and Teacher Education: An International Journal of Research and Studies*, 63, 314-325.

Kleickmann, T., Richter, D., Kunter, M., Elsner, J., Besser, M., Krauss, S., & Baumert, J. (2013). Teachers' content knowledge and pedagogical content knowledge: The role of structural differences in teacher education. *Journal of Teacher Education*, 64(1), 90–106.

McDonald M., Kazemi E., Kavanagh S.S. (2013). Core practices and pedagogies of teacher education: A call for a common language and collective activity. *Journal of Teacher Education*, 64(5), 378-386. Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(3), 455-465.

Tang, S.Y.F. (2015). The creeping of neo-liberal influences into teacher education policy: The case of Hong Kong. *The Asia-Pacific Education Researcher*, 24(2), 271-282.

Tang, S.Y.F., Wong, A.K.Y. & Cheng, M.M.H. (2016). Configuring the three-way relationship among student teachers' competence to work in schools, professional learning and teaching motivation in initial teacher education. *Teaching and Teacher Education: An International Journal of Research and Studies*, 60, 344-354.

Induction / Beginning Teachers Development

Bickmore D. L., Bickmore S. T. (2010). A multifaceted approach to teacher induction. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26(4), 1006-1014.

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25, 207-216.

Le Maistre, C. & Pare, A. (2010). Whatever it takes: How beginning teachers learn to survive. *Teaching and Teacher Education*, 26(3), 559-564.

O'Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. *Journal of Education for Teaching*, 44(4), 461-478.

Starkey, L. (2010). Supporting the digitally able beginning teacher. *Teaching and Teacher Education*, 26(7), 1429-1438.

In-service Teachers' Lifelong Learning

Ertmer, Peggy A., & Ottenbreit-Leftwich, Anne T. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284.

Gu, Q. (2018). (Re)conceptualizing teacher resilience: A social-ecological approach to understanding teachers' professional worlds. In M. Wosnitza, F. Peixoto, S. Belman & C. F. Mansfield (Eds.), *Resilience in education: Concepts, contexts and connections* (pp. 13-33). Gewerbestrasse: Springer.

Kennedy, A. (2014). Understanding continuing professional development: the need for theory to impact on policy and practice. *Professional development in education*, 40(5), 688-697.

Postholm, M.B. (2012) Teachers' professional development: a theoretical review, *Educational Research*, 54(4), 405-429.

van Schaik, P., Volman, M., Admiraal, W., & Schenke, W. (2019). Approaches to co-construction of knowledge in teacher learning groups. *Teaching and Teacher Education*, 84, 30-43.

7. Related Web Resources

Nil

8. Related Journals

Asia-Pacific Journal of Teacher Education
Journal of Education for Teaching
Journal of Teacher Education
Professional Development in Education
Teachers and Teaching: Theory and Practice
Teacher Development
Teaching and Teacher Education
Teachers College Record
Teaching Education

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

Nil