

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

|                              |  |
|------------------------------|--|
| <b>Programme Title</b>       | <b>: Doctor of Education</b>   |
| <b>Programme QF Level</b>    | <b>: 7</b>   |
| <b>Course Title</b>          | <b>: Building teacher capacity</b><br><i>(Maximum length including space: English – 100 characters; Chinese – 30 characters)</i> |
| <b>Course Code</b>           | <b>: EDA7085</b>   |
| <b>Department</b>            | <b>: Department of Education Policy and Leadership</b>   |
| <b>Credit Points</b>         | <b>: 3</b>   |
| <b>Contact Hours</b>         | <b>: Directed study mode</b><br><b>15 classroom-based contact hours</b><br><b>24 guided independent learning hours</b>           |
| <b>Pre-requisite(s)</b>      | <b>: Nil</b>   |
| <b>Medium of Instruction</b> | <b>: English</b>   |
| <b>Course Level</b>          | <b>: 7</b>   |

**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 21<sup>st</sup> century in local and international contexts.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Critically analyze from different perspectives, in global context, the current issues of building teacher capacity.
- CILO<sub>2</sub> 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.
- CILO<sub>3</sub> 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><b>Conceptual Perspectives of Understanding Teacher Learning And Development</b></p> <ul style="list-style-type: none"> <li>• Teacher learning as development of knowledge as skills</li> <li>• Reflection in teacher learning and development</li> <li>• Biographical perspective on teacher development</li> <li>• Socio-cultural perspective on teacher development</li> <li>• Teacher development in meso, macro and global contexts</li> </ul> | CILO <sub>1,3</sub>   | Lecture, individual, response, and/or group discussion   |
| <p><b>Initial Teacher Education</b></p> <ul style="list-style-type: none"> <li>• Structure and approaches to teacher education</li> <li>• Teacher education curriculum and the practicum / Field Experience</li> <li>• Assessment in teacher education</li> <li>• Students of teaching: Motivation to become teachers; the transition from student to teacher</li> <li>• Teacher educators and the creation of hybrid</li> </ul>                       | CILO <sub>1,2,3</sub> | Lecture, case study, *online discussion forum, individual response and /or group discussion presentation |

|  |                       |  |
|--|-----------------------|--|
| spaces in initial teacher education: Working in higher education and schools; drawing on community resources   |                       |  |
| <ul style="list-style-type: none"> <li>Initial teacher education in times of unprecedented uncertainties</li> </ul>  |                       |  |
| <b>Induction</b> <ul style="list-style-type: none"> <li>The induction of beginning teachers</li> <li>Mentoring and peer support of beginning teachers</li> <li>Teacher professional standards</li> </ul>   | CILO <sub>1,2,3</sub> | Lecture, case study, online discussion forum, individual response and/ or group discussion, presentation |
| <b>In-service Teachers' Lifelong Learning</b> <ul style="list-style-type: none"> <li>Teachers' professionalism, teacher buoyancy, teacher resilience and well-being</li> <li>Building communities of practice in schools, developing teacher networks across schools and connecting with community partners</li> <li>Building the capacity of teachers in times of unprecedented uncertainties.</li> </ul> | CILO <sub>1,2,3</sub> | 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 <sub>1,2</sub>   |
| <b>Individual/ Group Presentation</b><br>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 <sub>1,2,3</sub> |
| <b>Individual Literature Review (3,000 words)</b><br>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 <sub>1,2,3</sub> |

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

## **Books**

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

Korthagen, F., & Nuijten, E. (2022). *The Power of Reflection in Teacher Education and Professional Development: Strategies for In-Depth Teacher Learning*. Routledge.

Mayer, D. (2021). *Teacher Education Policy and Research: Global Perspectives*. Springer Singapore

Peters, M. A. (Ed.). (2022). *Encyclopedia of teacher education*. Springer Nature.

## **Journal articles**

### ***Initial Teacher Education***

Carrillo, C., & Assuncao Flores, M. (2022, in press). Online teaching and learning practices in teacher education after COVID-19: lessons learnt from the literature. *Journal of Education for Teaching*, 1-13.

Donitsa-Schmidt, S., & Ramot, R. (2022, in press). COVID-19—a boundary crossing event for teacher educators. *Journal of Education for Teaching*, 1-17.

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.

Tang, S. Y.F., Wong, A. K.Y., Li, D. D.Y., & Cheng, M. M.H. (2020). Millennial generation preservice teachers' intrinsic motivation to become a teacher, professional learning and professional competence. *Teaching and Teacher Education*, 96, 103180.

Ye, J., Zhu, X., & Lo, L. N. (2019). Reform of teacher education in China: A survey of policies for systemic change. *Teachers and Teaching*, 25(7), 757-781.

### ***Induction / Beginning Teachers Development***

Kelchtermans, G. (2019). Early career teachers and their need for support: Thinking again.

In *Attracting and keeping the best teachers* (pp. 83-98). Springer, Singapore.

Schuck, S., Aubusson, P., Buchanan, J., Varadharajan, M., & Burke, P. F. (2018). The experiences of early career teachers: new initiatives and old problems. *Professional Development in Education*, 44(2), 209-221.

Tang, S. Y., Wong, A. K., Li, D. D., & Cheng, M. M. (2022, in press). Teacher buoyancy: harnessing personal and contextual resources in the face of everyday challenges in early career teachers' work. *European Journal of Teacher Education*, 1-19.

Voss, T., & Kunter, M. (2020). "Reality shock" of beginning teachers? Changes in teacher candidates' emotional exhaustion and constructivist-oriented beliefs. *Journal of Teacher Education*, 71(3), 292-306.

### ***In-service Teachers' Lifelong Learning***

Ainsworth, S., & J. Oldfield. (2019). Quantifying teacher resilience: context matters. *Teaching and Teacher Education*, 82, 117–128.

Chen, J. (2021). Refining the teacher emotion model: Evidence from a review of literature published between 1985 and 2019. *Cambridge Journal of Education*, 51(3), 327-357.

Goodwin, A. L. (2021). Teaching standards, globalisation, and conceptions of teacher professionalism. *European Journal of Teacher Education*, 44(1), 5-19.

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.

Hargreaves, A. (2019). Teacher collaboration: 30 years of research on its nature, forms, limitations and effects. *Teachers and Teaching*, 25(5), 603-621.

Hargreaves, A. (2021). What the COVID-19 pandemic has taught us about teachers and teaching. *Facets*, 6(1), 1835-1863.

Hargreaves, A., & Fullan, M. (2020). Professional capital after the pandemic: Revisiting and revising classic understandings of teachers' work. *Journal of Professional Capital and Community*.

Raduan, N. A., & Na, S. I. (2020). An integrative review of the models for teacher expertise and career development. *European Journal of Teacher Education*, 43(3), 428-451.

Sachs, J. (2016). Teacher professionalism: Why are we still talking about it?. *Teachers and*

*teaching*, 22(4), 413-425.

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.

Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of educational research*, 87(1), 134-171.

Zhang, X., Wong, J. L., & Wang, X. (2022). How do the leadership strategies of middle leaders affect teachers' learning in schools? A case study from China. *Professional Development in Education*, 48(3), 444-461.

## **7. Related Web Resources**

Nil

## **8. Related Journals**

Asia-Pacific Journal of Teacher Education  
European Journal of Teacher Education  
Journal of Education for Teaching  
Journal of Professional Capital and Community  
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

**TPg Courses with other Study Modes**

**Programme Title** : Doctor of Education  
**Course Title** : Building Teacher Capacity  
**Course Code** : EDA7085  
**Offering Unit** : EPL  
**Credit Points** : 3cps

Delivery mode:

Online learning as the primary delivery mode

| Range of classroom-based contact hours (0-15) | Range of hours for online learning (24-39) | Total No. of-Contact Hours |
|---|--|----------------------------|
|   |  | 39                         |

Directed study mode

| Range of classroom-based contact hours (4-15) | Range of guided independent learning hours (24-35) | Total No. of-Contact Hours |
|---|--|----------------------------|
| 15  | 24   | 39                         |