

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education
Programme QF Level	:	7
Course Title	:	Life and Values Education in the Holistic Curriculum
Course Code	:	LVE7002
Department	:	IE
Credit Points	:	3
Contact Hours	:	39
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"):

- 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 will examine critically and extensively the theoretical conceptions, issues and respective pedagogies of life and values education. It will focus on how life and values education can help develop the “whole person”.

Students will look at the principles of holistic education, and the important roles life and values education can play in a holistic curriculum. Such curriculums highlight the holistic interdependence of the human and extra-human domains, and the appropriate places of these domains in the ultimate scheme of things.

Students are required to familiarize themselves with scholarship in the field and to propose and critically appraise strategies for enabling young people to establish connections between the mind and the body, the person and the environment, and the individual and various levels of community, from local to global; to inquire about truth and meaning and reflect on their own social and moral values from a cross-disciplinary perspective.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

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| CILO ₁ | critically reflect on the principles of holistic education and their relevance for life and values education; |
| CILO ₂ | critique educational policies and measures in the light of holistic education principles; |
| CILO ₃ | elucidate the nature of life and values education required in today’s world; |
| CILO ₄ | propose appropriate strategies for the design and implementation of life and values education across the curriculum. |

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Philosophical, Psychological and Social Foundations of Holistic Education	<i>CILO_{1,2}</i>	Small-group discussion among teacher and students on assigned readings, encouraging the generation of questions for further in-depth analysis
Concepts, theories and pedagogies of Life and Values Education	<i>CILO_{3,4}</i>	
The place of Religious Education, Moral Education, Health Education and Life and Death Education in the holistic curriculum	<i>CILO_{1,3}</i>	
Life and Values Education across the curriculum	<i>CILO_{1,4}</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation in discussions	20	<i>CILO_{1,2,3,4}</i>
(b) Students are required to write a paper on the conceptualization of a holistic curriculum. They are expected to demonstrate critical understanding and analysis of issues related to the implementation of life and values education. The proposed topic should be decided in consultation with the course co-ordinator to ensure that it is both relevant to the course and the student's prospective thesis work. In terms of standard, students should have in mind an article of 5,000 to 8,000 words which could be submitted to an academic journal.	80	<i>CILO_{1,2,3,4}</i>

5. Required Text(s)

Nil

6. Recommended Readings

Cheng, R. H. M., Lee, J. C. K. and Lo, L. N. K. (eds.) (2006). *Values Education for Citizens in the New Century*. Hong Kong: The Chinese University Press.

Gardner, R., Cairns, J. and Lawton, D. (eds.) (2003) *Education for Values: Morals, Ethics and Citizenship in Contemporary Teaching*. London: Kogan Page Limited.

- Halstead, J. and Monica, T. (eds.) (1996). *Values in Education and Education in Values*. London: Falmer Press.
- Lovat, T., Toomey, R. and Clement, N. (eds.) (2010). *International Research Handbook on Values Education and Student Wellbeing*. Dordrecht: Springer.
- Miller, J. P. (1999). *Education and the Soul: Toward a Spiritual Curriculum*. New York, NY: State University of New York Press.
- Miller, J. P. (ed.) (2005). *Holistic Learning and Spirituality In Education: Breaking New Ground*. New York, NY: State University of New York Press.
- Miller, J. P. (2007). *The Holistic Curriculum*. Toronto: University of Toronto Press.
- Miller, J. P., Nigh, K., Binder, M. J., Novak, B. and Crowell, S. (eds.) (2019). *International handbook of holistic education*. New York, NY: Routledge.
- Nucci, L., Narvaez, D. and Krettenauer, T. (eds.) (2014). *Handbook of Moral and Character Education*, 2nd ed. New York, NY: Routledge.
- Sage, R. (ed.) (2017). *Paradoxes in Education: Learning in a Plural Society*. Rotterdam: Sense Publishers.
- Scapp, R. (2003). *Teaching Values: Critical Perspectives on Education, Politics, and Culture*. New York, NT: Taylor & Francis Books, Inc.
- Tomlinson, P. & Quinton, M. (eds.) (1986). *Values Across the Curriculum*. London: Falmer Press.
- Zajda, J. and Daun, H. (eds.) (2010). *Global Values Education: Teaching Democracy and Peace*. Dordrecht: Springer.

7. Related Web Resources

Nil

8. Related Journals

Nil

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