

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

<b>Programme Title</b>	:	Doctor of Education
<b>Programme QF Level</b>	:	7
<b>Course Title</b>	:	The Teacher As Holistic Educator
<b>Course Code</b>	:	TBC
<b>Department</b>	:	IE
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	8

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**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 the role of the teacher as an educator in schools. Education is an all-round personal ‘formation’ process that goes beyond the mere provision of ‘information’, or passing on knowledge. It must aim to develop reflective and critical thinking which brings not only the ‘reformation’ of ideas or behaviour, but also the ‘transformation’ of the life and soul/spirit of a pupil as a human person. In this course, students are required to critically analyze educational policies and processes in schools today and address issues around the teacher’s role as an educator, the education of pupils as persons, and explore how education can go beyond the concern for mental and intellectual development and bring about the transformation of life among pupils as human persons.

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

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

- CILO<sub>1</sub>            develop an informed view of the nature of education and its relationship to holistic human well-being;
- CILO<sub>2</sub>            develop an informed view of the essential role of teachers in education;
- CILO<sub>3</sub>            explicate the personal and professional qualities required of teachers;
- CILO<sub>4</sub>            explicate the complexities and challenges of teaching in the contemporary world.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Philosophical enquiry into the concept of education	CILO <sub>1,2,3</sub>	Small-group discussion among teacher and students on assigned readings, encouraging the generation of questions for further in-depth analysis
Educating pupils as persons	CILO <sub>1,2,4</sub>	
Personhood – body, mind and spirit	CILO <sub>1,4</sub>	
Multiple intelligences and human	CILO <sub>1,2,3</sub>	

values		
Role of teacher in humanistic education	<i>CILO</i> <sub>1,2,3,4</sub>	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation in discussions	20	<i>CILO</i> <sub>1,2,3,4</sub>
(b) A paper based on a thorough review of the literature in one of the areas of content covered in the course and a systematic review of the student's own experiences within this area. Students are expected to demonstrate critical understanding and analysis of the topic.  In terms of standards, students should have in mind an article of 5000-8000 words which could be submitted to an academic journal.	80	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Benade, L. (2017). *Being a Teacher in the 21st Century: A Critical New Zealand Research Study*. Singapore: Springer.

Berry, J. (2016). *Teachers Undefeated: How Global Education Reform Has Failed to Crush the Spirit of Educators*. London: The UCL Institute of Education Press.

Canfield, J. and Hansen, M. C. (2002). *Chicken Soup for the Teacher's Soul: Stories to Open the Hearts and Rekindle the Spirit of Educators*. Deerfield Beach, FL: Health Communications Inc.

Crawford, M. and Rossiter, G. (2006) *Reasons for Living: Education and Young People's Search for Meaning, Identity and Spirituality*. Camberwell, VIC.: Australian Council for Educational Research.

Hayhoe, R. (2007). *Portraits of Influential Chinese Educators*. Dordrecht: Springer.

Hillman, C. B. (2006). *Mentoring Early Childhood Educators: A Handbook for Supervisors, Administrators, and Teachers*. Portsmouth, NH: Heinemann.

Klaassen, C. and Maslovaty, N. (eds.). *Moral Courage and the Normative Professionalism of Teachers*. Rotterdam: Sense Publishers.

Palmer, P. J. (2007). *The Courage to Teach*. San Francisco, CA: John Wiley & Sons.  
Tubb, N. (2005). The Spiritual Teacher, *Journal of Philosophy of Education*, 39(2): 287-317.

Watzke, J. L. (2007). *Beyond Alternative Teacher Education: Integrating Teaching, Community, Spirituality and Leadership*. Notre Dame, IN: Alliance for Catholic Education Press at the University of Notre Dame.

VanSlyke-Briggs, K. (2010). *The Nurturing Teacher: managing the stress of caring*. Lanham, ML: Rowan & Littlefield Education.

Wiebe, S., Lyle, E., Wright, P. R., Dark, K., McLarnon, M. and Day, L. (eds.) (2017). *Ways of Being in Teaching: Conversations and Reflections*. Rotterdam: Sense Publishers.

周嫻華、周達章編著（2006）：《走進學生的心靈-班主任工作案例新編》。南京：江蘇教育出版社。

郭思樂著（2006）：《教育激揚生命：再論教育走向生本》。北京：人民教育出版社。

## 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