

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title:	Bachelor of Education (Honours) (Secondary) (Five-year Full-time); All undergraduate Programmes
Programme QF Level	: 5
Course Title	: Teaching and Learning of Business & Management Studies
Course Code	: BUS3028
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
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 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 covers the curriculum and methods for teaching the business and management areas at senior secondary level. Various teaching models and activities are introduced, explored and evaluated with a focus on how they can enhance teaching effectiveness. A task-

based approach is adopted throughout the course to maximize students' involvement and to enhance their creativity.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁: Examine the Hong Kong Business Curriculum & Assessment Guide (senior level) in particular with the Business and Management (BM) Strand, including the compulsory and elective parts and how the subject content relates to the Technology Key Learning Area and the general school curriculum

CILO₂: Demonstrate an ability to evaluate various instructional models and activities as applied in teaching business and management area

CILO₃: Apply knowledge of curriculum planning, pedagogical skills and assessment methods to prepare appropriate instructional plans and materials for facilitating the teaching and learning of business and management areas

CILO₄: Reflect upon the learners' diversity problems in teaching and learning of business and management areas

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> • Role and development of business education in Hong Kong schooling • Overview of the latest business curricular in junior and senior secondary schools • Review of compulsory part (business environment, basics of accounting, basics of personal financial management) of BM Strand in the senior secondary curriculum • Review of key areas in the elective part of BM Strand, including management principles, human resource management, marketing management, financial management, entrepreneurship and small business management 	CILO ₁	Lecture; debate; group discussion
<ul style="list-style-type: none"> • Curriculum and instructional planning and design for delivering the BM Strand* 	CILO _{2,3}	Lecture; individual presentation; internet searching; hand on practice
<ul style="list-style-type: none"> • Applications of key instructional models and activities in teaching and learning BM Strand* such as direct instruction, demonstration of illustration, discussion, simulations, role playing, field visits, debates, and case studies 	CILO _{2,3}	Demonstration; debate; simulation; case study; field work; co-operative learning; problem-based learning; hand-on practice; micro-teaching
<ul style="list-style-type: none"> • Assessment to identify learning diversity for BM Strand* , including 	CILO _{3,4}	Lecture; case study and group discussion;

portfolio assessment, authentic assessment, and school-based assessment		Individual presentation; hand on practice; micro-teaching
<ul style="list-style-type: none"> Innovative approach for lesson planning; preparation of teaching aids in the BM Strand*in catering for individual differences 	<i>CILO</i> _{2,3,4}	Demonstration; debate; simulation; case study; field work; hand-on practice; micro-teaching
<ul style="list-style-type: none"> Overview, explore, and reflect major problems and difficulties in teaching BM Strand*, with a consideration of how to deal with students with special educational needs and learning diversity 	<i>CILO</i> _{2,3,4}	Lecture; case study and group discussion; Individual presentation; hand on practice

* covering the compulsory part (business environment, basics of accounting, basics of personal financial management) of BM Strand in the senior secondary curriculum.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Lesson planning and presentation on a selected topic in business and management areas. Students are encouraged to try various teaching models and even develop their own teaching ones in preparing their presentation.	30%	<i>CILO</i> _{1, 2,3,4}
(b) Preparation of a portfolio of learning tasks completed throughout the course, which may include the following items: schemes of work, unit plans, instructional guide for learning activities, teaching aids, peer observation report and self-evaluation on the learning process and etc. This portfolio is expected to be continually revised and updated throughout the course.	70%	<i>CILO</i> _{1, 2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Arens, R. (2015). *Learning to teach* (10th ed). Dubuque, Iowa: McGraw-Hill.

Bloomsbury Publishing.

Curriculum Development Council and Hong Kong Examination and Assessment Authority (2020). *Curriculum and Assessment Guide (Secondary 4-6): Business, Accounting and Financial Studies (with updates of October 2020)*. Hong Kong: Education and Manpower Bureau.

Estes, T. H., Mintz, S. L. & Gunter, M. A. (2011). *Instruction: a model approach*. Boston: Pearson.

Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. (2nd ed.). Sam Clemente, Ca: Kagan Publishing.

McGill, R.M. (2019). *Just Great Teaching—50 ideas to tackle top 10 issues in your classroom*. London: Bloomsbury Publishing.

National Business Education Association.

- Rader, M. H., Bailey, G. A., & Kurth, L. A. (Eds). (2013). *Effective methods of teaching business education. National Business Education Association Yearbook, No. 46.* Reston, VA: National Business Education Association.
- Selwyn, N. (2011). *Education and Technology. Key Issues and Debates.* London: Continuum International Publishing.
- Skinner, D. (2010). *Effective Teaching and Learning in Practice.* (1st ed.). London: Soan, S. (2021). *Why do teachers need to know about diverse learning needs.* (1st ed.). London: Bloomsbury Publishing.
- Stitt-Gohdes, W. L. (ed.). (2012). *Trends and issues in business education.* Reston, Va.:

7. Related Web Resources

- The Economics, Business and Enterprise Association (<https://ebea.org.uk/>)
- Hong Kong Association of Business Education (<http://www.hkabe.org/hkabe/>)
- National Business Education Association (<http://www.nbea.org/>)
- The Business Education Teachers' Association of South Australia (<http://bea.asn.au/members/BETASA/index.php>)
- The Quebec Business Teachers' Association (<https://www.qbta.ca/about-us.html>)

8. Related Journals

- Business Education Forum*
- Education Innovation in Economics and Business*
- Journal of Education for Business*
- Journal of Vocational Education and Training*
- Teaching Business and Economics*
- Harvard Business Review*

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

- Newspapers:
- 信報
- 香港經濟日報