Part I

Programme Title : Bachelor of Education (Honours) (Geography) (Five-year Full-time)
Programme QF Level : 5
Course Title : Pedagogy in Geographical Education
Course Code : GGP3014
Department : Science and Environmental Studies; 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 is designed to help pre-service teachers develop a deeper understanding of the trends of geographical education, the theories and pedagogical practices in teaching geography. Skills will be developed to enable students to conduct geographical inquiry and apply methodologies in the classroom setting. A range of examples in geography teaching will be introduced to consolidate the pedagogical content knowledge of students.

2. **Course Intended Learning Outcomes (CILOs)**
*Upon completion of this course, students will be able to:*

CILO1: examine the nature, trends and development of geographical education and the curriculum design of secondary geography in Hong Kong;

CILO2: develop a critical understanding of the theories and pedagogical approaches in geography teaching;

CILO3: demonstrate competence to design and implement learning, teaching and assessment strategies

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

<table>
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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
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</table>
| A. **Nature, and trend of geographical education** | CILO1 | - Lectures  
- Group discussion  
- Presentation to peers  
- Self-study |
| - An overview of geography as a unique discipline concerned with spatial patterns and associations, A brief analysis of the trends in geography and geographical education and their implications on Hong Kong secondary school geography education. |       |                                           |
| - A brief outline of the principles and concepts of HKDSE geography curricula, relating to its key components and structure of curriculum design, pedagogical approaches, assessment for learning and resources implications. |       |                                           |
| B. **Implementation of geographical education in Hong Kong secondary schools** | CILO2,3 | - Lectures  
- Exemplar analysis,  
- Case studies  
- Trial out workshops on using e-tools in teaching  
- Group discussion  
- Presentation to peers |
<p>| - Review of the exemplars of geography teaching in and beyond classroom settings. A study of issues- and evidence-based student- inquiry pedagogies used to effectively implement the geography curricula. An examination of how an integration of thinking skills, values education, |       |                                           |</p>
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<td>experiential learning and field-based education, co-curricular and collaborative learning into geography curricula.</td>
<td></td>
<td>- Self-study</td>
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<tr>
<td>- Introduction of e-learning and generic digital tools, such as maps, graphs, databases, GIS, e-textbook and mobile apps, web and virtual field resources, etc., that enhance teaching and learning of geography in contemporary society. Hands-on practices for students’ technological literacy and awareness of the opportunities and limitations brought about by the integration of technology in geography curriculum.</td>
<td>CILO1,2,3</td>
<td>- Visits</td>
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<tr>
<td>- Strategies and activities for assessing students’ learning in Geography. A brief outline of the principles and techniques in the design of formative and summative assessment tasks, e.g. field-work and map reading exercises in HKDSE public examination.</td>
<td></td>
<td>- Group activities in designing unit and lesson planning for geography teaching and assessment in schools</td>
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<td></td>
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<td>- Self-study</td>
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<td>- Presentation to peers</td>
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<td>- Presentation of the lesson plan designed</td>
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<td>C. Planning and implementing geography teaching and assessment</td>
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<td>- Designing, lesson planning and analysing geography teaching and assessment, referring to the principles, pedagogies and assessment strategies discussed.</td>
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4. **Assessment**

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>(a) Group work: summaries and/or commentaries of 3 readings from the topics covered in the course, regarding nature and trends, issues and challenges, and the latest pedagogical repertoires of geography. To be presented to their peers in class (10 min. max per group).</td>
<td>20</td>
<td>CILO\textsubscript{1,2}</td>
</tr>
<tr>
<td>(b) Micro-teaching: select a topic and design a 50-120 minutes lesson plan (depending on the school timetabling) for teaching geography in school, referring to the instructional, pedagogical and assessment strategies covered in the course. Each student has 15-25 minutes to implement teaching and learning in classroom settings. Peer evaluation is required to be done (upload video extract of microteaching on-line in Moodle for peer assessment).</td>
<td>Lesson plan (group): 20 Micro-teaching (individual): 20 Online peer assessment (group): 10</td>
<td>CILO\textsubscript{3}</td>
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<tr>
<td>(c) A 1,200-word individual critical review (with theoretical support, including your arguments built up from your presentation in Week 6) in which the student reflects their micro-teaching session with reference to instructor’s, school teacher’s and peers’ feedbacks. Propose and explain the areas of improvement with practical justifications and theoretical evidence.</td>
<td>30</td>
<td>CILO\textsubscript{2,3}</td>
</tr>
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5. **Required Text(s)**

Nil

6. **Recommended Readings**


Wong, M. H., Ng, D. W. S., & Wong, A. W. M. (2010). Virtual field visits to the Pearl River Delta. In A. Sivan (Ed.), Studies on Teaching and Learning (pp. 127-134). Hong Kong: Hong Kong Baptist University.


7. Related Web Resources
   Geographical Association UK
   http://www.geography.org.uk/gtip/thinkpieces/e-learning/
   Association of American Geographers (K-12 and Teacher Education)
   http://www.aag.org/cs/education/k12_and_teacher_education/teachers_guide_to_modern_geography
   Teach Geography – National Geographic Education
   http://education.nationalgeographic.com/teaching-geography/?ar_a=1

8. Related Journals
   Teaching Geography – Geographical Association (Sheffield, England) [e-resource]
   International Journal on Geographic and Environmental Education [e-resource]
   Journal of Environmental Education [e-resource]
   Journal of Geographic Information System [e-resource]
   Journal of Geography – National Council for Geographic Education [Indiana, PA, etc.]: [e-resource]

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
    Other media sources, newspapers, web, TV etc.

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