

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Postgraduate Diploma in Education (Secondary) (One-year Full-time) and (Two-year Part-time)
Programme QF Level	: 6
Course Title	: Fundamentals of Business Education
Course Code	: IBS5152
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: NIL
Medium of Instruction	: CMI
Course Level	: 5

Part II

The University's 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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. Synopsis

This course provides participants with an introduction to the teaching and learning of Business Studies in secondary schools and sets foundations for reflective practice. It covers the nature and scope of business education in Hong Kong schools, a critical review of secondary school business curriculum, and a focused inquiry into the school-based instructional design and teaching skills required for effective instruction in business fundamentals at junior secondary level.

2. Course Intended Learning Outcomes (CILO_s)

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

- CILO₁ analyse issues and contexts that provide a foundation from which they are able to develop a sense of the role and importance of business education in secondary schools;
- CILO₂ analyse the Hong Kong business curriculum guide, in terms of requirements and approaches for teaching business fundamentals at junior secondary level;
- CILO₃ demonstrate an ability to design school-based scheme of work, apply instructional and assessment strategies and use authentic resources for effective teaching and learning of business fundamentals;
- CILO₄ develop an understanding of how to manage and cater for diversity in business classes through constant reflection

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Business education in Hong Kong secondary schools	CILO ₁	Lecture; debate; group discussion
Overview of secondary school business curriculum with a special focus on the teaching syllabus of business fundamentals	CILO ₂	Lecture; group discussion; internet searching; co-operative learning
School-based instructional design for business fundamentals	CILO _{2,3}	Lecture; case study and group discussion; Individual presentation; hand on practice
Learning and teaching strategies for business fundamentals	CILO _{2,3}	Demonstration; debate; simulation; case study; field work; co-operative learning; problem-based learning; hand-on practice

Use of assessment strategies and authentic resources in business fundamentals	<i>CILO</i> _{3,4}	Demonstration; debate; simulation; case study; field work; hand-on practice
Managing the business lesson for effective learning: motivating students and catering for individual needs	<i>CILO</i> _{3,4}	Lecture; case study and group discussion; Individual presentation; hand on practice

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) An critique on Business Fundamentals Curriculum & Assessment	20	<i>CILO</i> 1- 2
(b) A teaching package on a selected business fundamentals unit (Curriculum Design Rationale, Lesson Plans, Pedagogies, Assessments and Teaching Aids)	30	<i>CILO</i> 1- 4
(c) A teacher portfolio of learning tasks completed throughout the course, which may include the following items: up-to-dated teaching material, instructional planning, micro-teaching record with peer evaluation and self- reflections , assessment items, field work, project plan and etc. This portfolio is expected to be continually revised and updated throughout the course.	50	<i>CILO</i> 1-4

5. Required Text(s)

NIL

6. Recommended Readings

Borrington, K. (2004). *Teaching and assessing skills in business studies*. Cambridge: Cambridge University Press.

Brown, B.J. (Ed.). (2001). Management of the business classroom. *National Business Education Association Yearbook, No. 39*. Reston, VA: National Business Education Association.

Curriculum Development Council and Hong Kong Examination and Assessment Authority (June, 2006). *New Senior Secondary Curriculum and Assessment Guide (Secondary 4-6): Business, Accounting and Financial Studies (Provisional Final Draft)*. Hong Kong: Education and Manpower Bureau.

Curriculum Development Council. (2000). *Syllabus for Business Fundamentals (S1-3)*. Hong Kong: Education Department. (包括中文版)

- Education Department. (1997). *Review of prevocational and secondary technical education*. Hong Kong: The Government Printer.
- Gagnon, G. W. and Collay, M. (2001). *Designing for learning: Six elements in constructivist classrooms*. Corwin Press, Inc., California.
- Jophcote, M. & Abbott, I. (2005). *Teaching business education 14-19*. London: David Fulton Publishers.
- Macfarlane, B., & Ottewill, R. (Eds.) (2001). *Effective learning & teaching in business and management*. London: Kogan Page.
- Natale, S.M. (Ed.) (2000). *Business education and training: A value-laden process*. Lanham: University Press of America.
- Remp, A.M. (Ed.) (2002). Technology, methodology, and business education. *National Business Education Association Yearbook, No. 41*. Reston, VA: National Business Education Association.
- Rucker, J. (Ed.). (2000). Assessment in business education. *National Business Education Association Yearbook, No. 38*. Reston, VA: National Business Education Association.
- Villee, P.A.G. & Curran, M.G. (Eds.) (1999). The 21st century: Meeting the challenges to business education. *National Business Education Association Yearbook, No. 37*. Reston, VA: National Business Education Association.

7. Related Web Resources

- Australian National Training Authority <http://www.anta.gov.au/>
- Eric Clearinghouse on Adult, Career, & Vocational Education <http://ericacve.org/>
- National Business Education Association <https://www.nbea.org/>
- UNESCO Technical and Vocational Education
<http://www.unescobkk.org/ips/webcast/webcast27.htm>
- Curriculum and Instruction: Business Education Framework
<http://www.nde.state.ne.us/BMIT/Framework.htm> Economics
 and Business Education Association
<http://www.ebea.org.uk/ebea/default.html>
- Institute of Business Ethics
http://www.ibe.org.uk/teaching/teach_methods.htm

8. Related Journals

- Business Education Forum
- Journal of Education for Business
- Journal of Vocational Education and Training
- The Delta Pi Epsilon Journal
- International Journal of Educational Research
- Review of Research in Education
- Learning and Instruction

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>). Participants should familiarize themselves with the Policy.

10. Other

Newspapers:

信報

香港經濟日報