

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	: Teaching and Learning of Business & Management Studies
Course Code	: IBS5154
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: NIL
Medium of Instruction	: Chinese
Course Level	: Postgraduate

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 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 participants' involvement and to enhance their creativity.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand the Hong Kong Business Curriculum Guide in particular with the business and management areas (senior level) and how the subject relates to the relevant Key Learning Area and the general school curriculum
- CILO₂ Demonstrate an ability to identify, analyse and evaluate various instructional models and activities as applied in teaching business and management area
- CILO₃ Apply knowledge of curriculum planning and appropriate pedagogical skills to prepare appropriate instructional plans and materials for facilitating the teaching and learning of business and management areas
- CILO₄ Reflect on and discuss problems in teaching and learning of business and management areas for catering student diversified needs and continuous improvement

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Review of key areas in the business and management domains in the senior secondary curriculum, including business environment, management principles, human resource management, marketing, entrepreneurship and small business management	<i>CILO₁</i>	Lecture; debate; group discussion
Instructional planning for business and management education	<i>CILO_{2,3}</i>	Lecture; individual presentation; internet searching; hand on practice
Applications of key instructional models and activities in teaching and learning business and management such as direct instruction,	<i>CILO_{2,3}</i>	Demonstration; debate; simulation; case study; field work; co-operative

discussion, simulations and role playing, co-operative learning, problem-based learning, field visits, debates, and case studies		learning; problem-based learning; hand-on practice
Assessment for business and management education, including portfolio assessment, authentic assessment, and school-based assessment	<i>CILO</i> _{3,4}	Lecture; case study and group discussion; Individual presentation; hand on practice
Creative thinking in lesson planning; preparation of teaching aids in the business and management areas	<i>CILO</i> _{3,4}	Demonstration; debate; simulation; case study; field work; hand-on practice
Overview, explore, and reflect major problems and difficulties in teaching business and management, with a consideration of how to deal with students with special educational needs	<i>CILO</i> ₄	Lecture; case study and group discussion; Individual presentation; hand on practice

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Lesson planning and presentation on a selected topic in the business and management areas. Participants are encouraged to try various teaching models and even develop their own teaching ones in preparing their presentation.	30	<i>CILO</i> ₁₋₄
(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> ₁₋₄

5. Required Text(s)

NIL

6. Recommended Readings

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

- 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.
- Davis, P. (2006). *Business, economics and enterprise: teaching school subjects 11-19*. London: Routledge, 2006.
- Gunter, M.A., Estes, T.H. & Schwab, J. (2003). *Instruction: a models approach*. Boston: Allyn and Bacon.
- Jophcote, M. & Abbott, I. (2005). *Teaching business education 14-19*. London: David Fulton Publishers.
- Johnson, D., & Johnson, R. (1999). *Learning together and alone*. (5th ed.). London: Allyn & Bacon.
- Macfarlane, B. and Ottewill, R. (2001). *Effective learning and teaching in business and management*. London: Kogan Page.
- Moore, K. (2001). *Classroom teaching skills*. (5th ed.). New York: McGraw-Hill.
- Rader, M. H., Bailey, G. A., & Kurth, L. A. (Eds). (2008). Effective methods of teaching business education. *National Business Education Association Yearbook, No. 46*. Reston, VA: National Business Education Association.
- Rucker, J. and Schoenrock, R. (2000). *Assessment in business education*. Reston, Va.: National Business Education Association.
- 王升主編 (2002) : 《研究性學習的理論與實踐》, 北京, 教育科學出版社。

7. Related Web Resources

- International Society of Business Education (<http://www.siec-isbe.org>)
- Problem-based Learning (<http://www.mcli.dist.maricopa.edu/pbl/>)
- Economics and Business Education Association (<http://www.ebea.org.uk/ebea/>)
- National Business Education Association (<http://www.nbea.org/>)
- Biz/ed (<http://www.bized.ac.uk/>)
- Enterprise Education (<http://www.curriculum.edu.au/enterprise/>)

8. Related Journals

- Business Education Forum
- Education & Training
- Education Innovation in Economics and Business
- International Journal of Educational Research
- Journal of Education for Business
- Journal of Vocational Education and Training
- Learning and Instruction
- Review of Research in Education

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