

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Curriculum and Methods in Liberal Studies I 通識教育科課程及教學 I
Course Code	: INS2013
Department	: Social Sciences; Science and Environmental Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese (Semester I); English (Semester II)
Course Level	: 2

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 equips students with the pedagogical knowledge, skills, values and attitudes required to teach Liberal Studies. It focuses on the development of curriculum, organization of learning experiences, and implementation of school-based assessment for teaching the subject in schools. Through experiential learning, students will become familiar with the theoretical underpinnings and applications of interdisciplinary studies, and the use of an issue-enquiry approach in Liberal Studies. The use of independent enquiry will demonstrate the seamless interaction of teaching, learning and assessment.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify and explain the nature, aims and objectives of Liberal Studies.
- CILO₂ Apply the understanding of major interdisciplinary concepts and approaches in Liberal Studies.
- CILO₃ Plan, implement and evaluate the teaching and learning of Liberal Studies topics.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Liberal Studies in the secondary school curriculum: nature, aims and objectives.	CILO ₁	Documentary analysis, literature view, lecture and presentations
Development and planning of an integrated unit for Liberal Studies.	CILO _{2 & 3}	Case analysis, workshops, lecture, group work, micro-teaching
Major teaching strategies and methods for concept learning, values learning, and development of thinking and learning skills in Liberal Studies.	CILO _{2 & 3}	Lecture, case analyses, group discussion and presentations, on-line forum and class exercises
Theories and application of instructional approaches in Liberal Studies: issue-enquiry approach, project-based learning, problem-solving and decision-making.	CILO ₃	Exemplar analyses and review, lecture, group discussions and presentation
Evaluation and assessment of Liberal Studies: school-based approach.	CILO ₃	Case study, lecture and group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group presentation (s): Select and explain a topic related to the pedagogy and/or curriculum of Liberal Studies	20%	CILO 1, 2 & 3
(b) Class participation and in-class activities: Students are encouraged to highly participate in all teaching and learning activities, including individual and group work.	10%	CILO 1, 2 & 3
(c) Final assignment: Design a teaching unit that focus on enquiry and interdisciplinary learning of Liberal Studies in order to facilitate the whole person development and life-long learning of students.	70%	CILO 1, 2 & 3

Students are normally expected to complete the written assignment totally of about 3,000 English words (or 4,800 Chinese characters).

5. Required Text(s)

Nil

6. Recommended Readings

General References:

Deng, Z. (2009). The formation of a school subject and the nature of curriculum content: an analysis of liberal studies in Hong Kong. *Journal of Curriculum Studies*, 41(5), 585-604.

Drake, S. M., & Burns, R. C. (2004). Meeting standards through integrated curriculum. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Forgarty, R. 著，單文經主譯、黃惠文等譯（2013）：《課程統整的十種方法》，台北，學富文化事業有限公司。

Fung, Y., Tang, T., & Chan, C.W. (2011). *Learning and teaching Liberal Studies: theory and practice*. Hong Kong: Open University of Hong Kong Press.

Integrated curriculum: ASCD topic pack. (1998). Alexandria, Virginia: Association for Supervision and Curriculum Development.

Martinello, M. L., & Cook G. E. (2000). Interdisciplinary inquiry in teaching and learning (2nd ed.) . New Jersey: Merrill.

Lee, T., & Chiu, S. (2018). Conduit for Engagement? School Curriculum and Youth Political Participation in Hong Kong. *Young*, 26(2), 161-178.

Lounsbury, J. H. (1995). Connecting the curriculum through interdisciplinary instruction (3rd ed.). Ohio: National Middle School Association.

Tchudi, S., & Lafer, S. (1996). The interdisciplinary teacher's handbook: integrated teaching

across the curriculum. Portsmouth, NH: Boynton/Cook Publishers.

林德成、李子健 (2013)：香港通識教育科的現況及前瞻，《香港教師中心學報》，12，89-100。

金吾倫 (1997)：《跨學科研究引論》，北京，中央編譯出版社。

趙永佳、阮筠宜、梁懿剛 (2018)：通識科如何影響香港中學生？《港澳研究第 1 期》，63-73。

郭健康 (2007)：在香港推行通識教育及其對策，《香港教師中心學報》，6，1-6。

黃譯瑩 (2003)：《統整課程系統》，台北，巨流圖書公司。

鄭博真 (2000)：《多元智能統整課程與教學》，高雄，復文圖書出版。

Thematic References:

Marsh, C. (2005). Teaching studies of society and environment (4th ed.). Frenchs Forest, N.S.W. : Prentice Hall.

McTighe, J., & Wiggins, G. (1999). The understanding by design handbook. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Richard, E. (1996). Designing alternative assessments for interdisciplinary curriculum in middle and secondary schools. Boston: Allyn and Bacon.

Roberts, P. L., & Kellough, R. D. (2008). A guide for developing interdisciplinary thematic units (4th ed.). New Jersey: Pearson Merrill Prentice Hall.

Rothlein, L., Fredericks, A. D., & Meinbach, A. M. (1996). More thematic units for creating the integrated curriculum. Norwood, MA: Christopher-Gorden Publishers, Inc.

7. Related Web Resources

香港特行政區政府教育局網頁 <http://www.edb.gov.hk/>

香港政府一站通網頁 <http://www.gov.hk/tc/residents/>

香港教育專業人員協會教材庫 <http://www.hkptu.org/teaching-kits>

通識教育課程及評估指引(中四至中六)(二零一五年十一月更新)
<http://www.edb.gov.hk/tc/curriculum-development/cs-curriculum-doc-report/about-cs-curriculum-doc-report/index.html>

教育城通識教育科網上資源平台

http://ls.edb.hkedcity.net/tc/about_RelatedPublications.php

香港電台通識網 <http://www.liberalstudies.hk/>

eTVonlineHK <http://www.etvonline.hk/tc/index.html>

Hong Kong Examinations and Assessment Authority, Subject Information - Liberal Studies
http://www.hkeaa.edu.hk/en/hkdse/hkdse_subj.html?A1&1&3

8. Related Journals

《教育研究》，國立高雄師範大學教育研究學會。

Curriculum Inquiry

Journal of Curriculum Studies

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

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