

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours)
Programme QF Level	: 5
Course Title	: Teaching General Studies
Course Code	: INS3019
Department	: Science and Environmental Studies; Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese
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 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 provides students with opportunities to explore and familiarise themselves with the knowledge, skills, values and attitudes required to teach General Studies. Major strategies of learning, teaching and assessment in General Studies are introduced.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate a basic understanding of the General Studies curriculum, critically analyse the major teaching and assessment strategies for implementing the subject (C2-2).
- CILO₂ Display a basic level of competence in designing integrated curricula that can promote school students' critical thinking, problem solving and effective use of information technology(C2-3, C2-4).
- CILO₃ Demonstrate competence in utilizing enquiry-based learning approaches to teaching the GS curriculum (C2-5).
- CILO₄ Recognize the importance of curriculum integration and the adoption of enquiry-based approaches in GS teaching (C2-3, C2-4, C3-4).

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
General Studies Curriculum framework: related key learning areas; aims and learning targets; components of the curriculum; learning objectives and learning elements at key stages; thematic approach.	<i>CILO 1, 4</i>	Lectures, reading of curriculum materials, group discussion
<ul style="list-style-type: none"> Designing integrated themes for promoting interdisciplinary learning Unit planning Lesson planning 	<i>CILO 1, 2 & 4</i>	Lectures, case studies, group activities in designing unit and lesson planning
<ul style="list-style-type: none"> Major strategies of inquiry-based learning (e.g. experiments, simulation, role-play, games, story telling, discussions, investigations, drama, case studies) Lesson planning Assessing pupils' learning in General studies 	<i>CILO 1, 2 & 3</i>	Lectures, case studies, group and whole class sharing and reflection; computer simulation and IT related activities; group activities in designing enquiry-based learning activities and assessment tasks
<ul style="list-style-type: none"> Lesson planning Microteaching 	<i>CILO 1 & 3</i>	Try out one learning activity and peer reviews

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) With reference to the major teaching strategies and approaches introduced in the course and the General Studies Curriculum Guide, critically review the unit plan, teaching content and activities of a current textbook used by schools.	40%	<i>CILO_{1&4}</i>

(b) create a lesson plan based on the review and try one learning activity selected from the lesson plan created in the micro-teaching session.	30%	<i>CILO₁₋₃</i>
(c) Write a reflection report (with theoretical support) on the development and teaching of a selected General Studies theme. This reflection report should address your own evaluation, and comments and suggestions from your classmates.	30%	<i>CILO_{1&43}</i>

Students are normally expected to complete the written assignment totally of about 4,800 Chinese characters.

5. Required Text(s)

Nil

6. Recommended Readings

蘇詠梅、布森祖主編（2008）：《綜合學習:理論與實踐》(小學篇)，新加坡，Marshall Cavendish Education。

徐葉慧蓮、羅天佑、布森祖主編（2004）：《常識科課程：理念與實踐》，香港，香港教育學院社會科學系，教育出版社有限公司。

李榮安、徐葉慧蓮主編（2003）：《小學公民教育:教學策略的實踐》，香港，商務印書局。

鄭雅儀（2010）：探究學習 – 理論與思考，載於羅天佑主編《探究學習 – 理論與模式》，頁 1-17。香港：香港教育學院跨學科及通識教育研究中心。

蘇詠梅、鄭雅儀 (Cheng, I.N.Y.)、黃余麗華（2009）：《常識科的學與教》，香港教育學院跨學科及通識教育研究中心，香港：新亞洲麥美倫出版有限公司。

王美芬、熊召弟（1995）：《國民小學－自然科教材教法》，台北，心理出版社。

李揚津、吳本韓、方文威（2001）：《給孩子更大的挑戰：小學科學、思考、探究》，香港，香港教育學院。魏通明（1997）：《科學教育》，台北，五南圖書出版公司。

蘇詠梅、吳本韓(2005)：《小學科學教育：建構探究學習》。香港：香港教育學院。

蘇詠梅（2002）：《日常生活的科學探究》，香港，香港教育學院。

教育署課程發展處（2002）：《小學常識科課程指引：小一至小六》，香港，香港課程發展議會。http://cd.edb.gov.hk/kla_guide/GS_HTML/index.htm

教育署課程發展處人文學科組（1998）：《常識科教學資源目錄》，香港，香港政府印務局。

教育署課程發展處跨學科課程組（2001）：《常識科：全方位學習活動 簡介》，香港，香港印務局。

Tileston, D.W. 著，賴麗珍譯（2011）：《所有教師都應該知道的事：教學計畫》，台北，心理出版社股份有限公司。

Tileston, D.W. 著，鍾佳慧譯（2011）：《所有教師都應該知道的事：有效的教學策略》，台北，心理出版社股份有限公司。

Carlton, E. (1995). Values and the social sciences - An introduction. London: Gerald Duckwork.

- Evans, R.W., & Saxe, D.W. (1996). *Handbook on teaching social issues*. Washington, D.C.: National Council for the Social Studies.
- Dispezio, M. A. (2004). Super sensational science fair projects. US: Sterling. Farris, P. (2001). *Elementary & middle school social studies: An interdisciplinary instructional approach*. Boston: McGraw-Hill.
- Harlen, W. (2000). *The teaching of science in primary schools* (Third Ed). London: David Fulton.
- Hoge, J. (1996). *Effective elementary social studies*. Belmont, Calif.: Wadsworth.Publ.
- Saly, A.E. (1995). *Integrated thematic units*. Westminster, CA: Teacher Created Materials.

7. Related Web Resources

- 小學常識學科園地 http://www.hkedcity.net/iworld/index.phtml?iworld_id=40
- 亞太科學論壇 <http://www.ied.edu.hk/apfslt/>
- 人文及社會科學研習中心 <http://www.ied.edu.hk/lc/>

8. Related Journals

- Primary Science Review: The Association For Science Education.*
- Social Education. Washington D.C.: National Council for the Social 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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