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 Liberal Studies
Course Code : INS5016
Department : Social Sciences / Science and Environmental Studies
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 equips participants of non-Liberal Studies majors with additional knowledge and skills for teaching Liberal Studies, and helps them to relate Liberal Studies teaching with that of their major teaching subjects. Its content includes the development of the curriculum, the introduction of some relevant instructional approaches and assessment methods for Liberal Studies. Through three case studies, participants will become familiar with teaching in the three areas of Liberal Studies.

2. **Course Intended Learning Outcomes (CILOs)**

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

   - **CILO1** To develop an understanding of the nature, aims and objectives of Liberal Studies
   - **CILO2** To understand major interdisciplinary concepts and approaches of Liberal Studies
   - **CILO3** To demonstrate competence in planning, implementing and evaluating the teaching and learning of Liberal Studies topics
   - **CILO4** To develop the ability to integrate and relate the teaching of Liberal Studies with that of other school subjects

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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>(a) Liberal Studies in the secondary school curriculum: - Its nature, aims and objectives; - Its relationships with other school subjects</td>
<td>CILO₁,₂</td>
<td>Lecture</td>
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<td>(b) Introduction of major instructional approaches of Liberal Studies: - Inquiry approach, issues-based approach, multiple intelligence - Approach, problem-solving and decision-making models</td>
<td>CILO₂,₄</td>
<td>Lecture Workshop Group discussion Lesson analysis</td>
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<tr>
<td>(c) Assessment of teaching and learning in Liberal Studies</td>
<td>CILO₃,₄</td>
<td>Workshop Guest Lecture</td>
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<td>(d) Designing unit plans and lesson plans for Liberal Studies</td>
<td>CILO₁,₃</td>
<td>Case study Lesson analysis Practical work</td>
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(e) Case Studies of teaching in the 3 domains of Liberal Studies:
- Concept map and major concepts in the domains;
- Adoption of the appropriate instructional approaches to develop concepts, values, thinking and learning skills;
- Implementation of appropriate assessment methods;
- Constructing relationships with other subject teaching.

(f) Micro-teaching and lesson analysis of Liberal Studies mini-lessons

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tr>
<td>(a) Presentation</td>
<td>30</td>
<td>CILO, 2</td>
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<tr>
<td>Select an issue based on a selected issue within the NSS Liberal Studies curriculum, develop a concept map and explain to instructors and students the rationale of the issue selection, and the relationship between the issue and the curriculum.</td>
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<tr>
<td>(b) Unit Plan Package</td>
<td>70</td>
<td>CILO, 2,3,4</td>
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<td>Based on Assessment Task (a), design a teaching unit and explain the selection of the teaching and assessment methods adopted in the teaching unit. The unit design should include: 1. a concept map and an introduction of the major concepts 2. the relationship of this unit with teaching in other subject 3. the major approaches or strategies adopted 4. a scheme of work, which reflects the notion of integration 5. one selected learning and assessment activity, and 6. resources used.</td>
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5. **Required Text(s)**

NIL
6. Recommended Readings


金吾倫（1997）：《跨學科研究引論》，北京，中央編譯出版社。
鄭博眞（2000）：《多元智能統整課程與教學》，高雄，復文圖書出版社。
黃譯瑩（2003）：《統整課程系統》，台北，巨流圖書公司。

7. Related Web Resources

- 香港教育局網頁
  http://www.edb.gov.hk/
- 香港政府網頁
  http://www.info.gov.hk/
- ASCD SmartBrief
  ascd@smartbrief.com
8. **Related Journals**

Local, regional and international journals, when appropriate.

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](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Participants should familiarize themselves with the Policy.

10. **Other**

NIL