

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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| Programme Title | : Undergraduate Programmes |
| Programme QF Level | : 5 |
| Course Title | : National and Moral Education : Ideals and Practices |
| Course Code | : SSC2173 |
| Department | : Social Sciences |
| Credit Points | : 3 |
| Contact Hours | : 39 |
| Pre-requisite(s) | : NIL |
| Medium of Instruction | : Chinese |
| 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

The course introduces learners to the latest debates on ideals and practices in national and moral education. Basic concepts related to national and moral education, such as family, morality and values, social ethics, nation and national identity, patriotism and citizenship, and their practice and development in both the domestic and international contexts will be examined. Through a reflective-inquiry approach, learners will be able to develop a critical understanding of the above concepts and theories.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ develop a reflective understanding of the fundamental concepts related to national and moral education, and;
- CILO₂ demonstrate an active, informed and responsible attitude in participating in the citizenship debates and investigating issues related to national and moral education;
- CILO₃ acquire basic reflective, inquiry and participation skills in taking part in debates and conducting investigations on issues related to national and moral education
- CILO₄ acquire a reflective understanding of the major social institutions and contexts for national and moral learning and education, especially their practice and development.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|-----------------------|---|
| Citizenship: the citizenship debates; conceptions of citizenship and implications for national and moral education; perspectives of national and moral education; the development of the concept of citizenship in Hong Kong; issues related to national identity, rights and responsibilities of Hong Kong residents under the 'One Country, Two Systems' | CILO _{1,2} | Lecture, reading and analysis of teaching materials, and group activities |
| Civic virtues and society: civic ideals and virtues and their significance to the civil society; issues related to the development of | CILO _{1,2,3} | Lecture, reading and analysis of teaching materials, and group activities |

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| civic ideals, national ideals, and moral virtues in Hong Kong; | | |
| Family, community and neighborhood: the family as a social and political unit; the changes in family structure and its significance to the preparation of citizens in a nation; concepts of community and citizenship | <i>CILO</i> _{1,2,3} | Lecture, reading and analysis of teaching materials, and group activities |
| Nation and state: concepts of nation and state; citizenship and the nation-state; case studies of major ideologies and political systems; | <i>CILO</i> _{1,2,3} | Lecture, reading and analysis of teaching materials, and group activities |
| Globalisation: concepts of globalisation; impact of globalisation and the development of multiple citizenship; concept of global citizenship and related issues. | <i>CILO</i> _{1,2,3} | Lecture, reading and analysis of teaching materials, and group activities |
| prospects and problems of national and moral education in practices, national and moral education in the HKSAR; nurturing of moral and active citizens for the civil society and the nation | <i>CILO</i> _{2,3,4} | Lecture, reading and analysis of teaching materials, and group activities |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|--------------------------------|
| a. Class participation: Participation in inquiries, discussions and debates conducted in the lessons. | 20% | <i>CILO</i> _{1,2,3,4} |
| b. The initial findings of the group project to be reported and discuss with the class. | 30% | <i>CILO</i> _{1,2,3,4} |
| c. A group research project with a written report in no less than 2,500 words per member on a national and moral education in Hong Kong. | 50% | <i>CILO</i> _{1,2,3,4} |

5. Required Text(s)

NIL

6. Recommended Readings

- Arthur, J., Davies, I. and Hahn, C. (Eds.) (2008) *Sage handbook of citizenship education and democracy*. London, Sage.
- Bates, R. (2012). Is global citizenship possible, and can international schools provide it? *Journal of Research in International Education*, 11: 262-274.
- Bingham, T. (2011). *The Rule of Law*. London: Penguin Books.
- Fairbrother, G. P. (2006). Protection by, or from, the Government: Debating citizenship education policy in Hong Kong's Legislative Council. *Discourse: Studies in the cultural studies of education*, 27(2): 175-188.
- Fairbrother, G.P & Kennedy, K.J. (2011). Civic education curriculum reform in Hong Kong: What should be the direction under Chinese sovereignty? *Cambridge Journal of Education*, 41(4): 425-443
- Kiwan, D., Waghid, Y., Peck, C.L., Davies, I. (et al.) (2018). *The Palgrave Handbook of Global Citizenship and Education*. London: Palgrave Macmillan.
- Kennedy, K. J., Lee W. O. & D. L. Grossman (Eds.). (2010) *Citizenship pedagogies in Asia and the Pacific*. Hong Kong: Springer and the Comparative Education Research Centre, The University of Hong Kong.
- Lam, W. M. (2005). Depoliticization, citizenship, and the politics of community in Hong Kong. *Citizenship Studies*, 9(3), 309-22.
- Lee, W. O., Grossman, D. L., Kennedy, K. J. & Fairbrother, G. P. (Eds.). (2004). *Citizenship education in Asia and the Pacific: Concepts and Issues*. Hong Kong: Kluwer Academic Publishers.
- Leung, Y. W. (2008). Hong Kong civic education teachers' understanding of national education and their teaching methodology. *Journal of Basic Education*. 17(2), 139 – 158.
- Leung, Y. W. & Ng, S. W. (2004). Back to square one: The re-depoliticizing of civic education in Hong Kong. *Pacific Asian Education*, 24(1), 43-60.
- Leung, Y. W. & Yuen, T. W. W. (2009). School civic education since 1980s: A brief review of the literature in Hong Kong. *Educational Research Journal*. 24 (2), 257-292.
- _____. (2012). Competition between politicized and depoliticized versions of civic education curricula: The case of Hong Kong. *Citizenship, Social and Economics Education*, 11(1): 45-56.
- Reid, A., Gill, J. & Sears, A. (2010). *Globalization, the nation-state and the citizen: dilemmas and directions for civics and citizenship education*. New York: Routledge.
- Tse, K. C. (2007). 'Whose citizenship education? Hong Kong from a spatial and cultural politics perspectives'. *Discourse*, 28 (2): 159–77.
- Gaudelli, W. (2016). *Global Citizenship Education: Everyday Transcendence*. New York: Routledge.

謝均才 (2011)「辨國族身份」《教育學報》第 39 卷 第 1-2 期, 頁 25-38. 香港: 中文大學教育學院, 香港教育研究所。

香港教育學院管治與公民教育中心(2011): 《基本法教育計劃教與學分享—人權教育和法治教育的教與學》。香港: 香港教育學院管治與公民教育中心。

梁恩榮、阮衛華著(2011): 《公民教育—香港再造! 迎向新世代公民社會》。香港: 香港基督徒學會、印象文字。

7. Related Web Resources

CitizEd

<https://www.teachingcitizenship.org.uk/about-citizenship>

Creating Citizenship Communities

[https://pure.york.ac.uk/portal/en/publications/creating-citizenship-communities-project-report\(e12f1b25-0640-43c7-a674-0ded9a5282a0\).html](https://pure.york.ac.uk/portal/en/publications/creating-citizenship-communities-project-report(e12f1b25-0640-43c7-a674-0ded9a5282a0).html)

教育局德育、公民及國民教育

<https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html>

基本法教育網

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/Basiclaw.html>

公民教育聯席

<http://hkace.wordpress.com/>

8. Related Journals

Citizenship, Social and Economics Education

Citizenship Studies

Citizenship Teaching and Learning

Education, Citizenship and Social Justice

Pacific Asian 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>). Students should familiarize themselves with the Policy.

10. Other

Newspapers, on-line materials, multi-media resources, and other learning resources will be used in the learning of this course.

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