THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Undergraduate Programmes
Programme QF Level	: 5
Course Title	: National and Moral Education: Curriculum and Methods
Course Code	: SSC3175
Department	: SSC
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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 provides participants with a basic understanding of the nature and characteristics of the national and moral education curriculum in Hong Kong primary and secondary schools. Major models, approaches and strategies in designing, implementing and evaluating national and moral education will be introduced and critically examined in the local context. Due emphasis will be given to the development of appropriate competencies necessary for classroom teaching with critical and participatory approaches and coordinating whole-school and community based national and moral education programmes.

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

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

   CILO$_1$ demonstrate a reflective and critical understanding of the nature, aims and objectives and the role of moral and national education in the primary and secondary curriculum;

   CILO$_2$ show basic competencies in designing, implementing, and evaluating national and moral education programmes in primary and secondary schools with suitable choice of teaching models, approaches and strategies;

   CILO3   develop appropriate competencies necessary for classroom teaching with critical and participatory approaches, and coordinating whole-school and community based programmes;

   CILO$_4$ demonstrate informed and critical attitudes in making instructional decisions related to national and moral education.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview of the field of national and moral education: perspectives, goals, scope and nature of national and moral education curriculum.	*CILO$_1$*	Lecture, discussion, hands-on tasks, video analysis
Multidimensional citizenship for the 21st century: challenges and constraints in promoting national and moral education for Hong Kong SAR in the 21st century.	*CILO$_1$*	Lecture, discussion, hands-on tasks

National and moral education in the Hong Kong primary and secondary schools curriculum: aims and objectives, scope, curriculum structure and organisation, major cross curricular themes, controversies, issues and problems related to national and moral education; the syllabus of National and Moral Education Curriculum; teaching and learning resources.	$CILO_1$	Lecture, discussion, hands-on tasks
Designing and constructing national and moral education curriculum in primary and secondary schools: principles, models; the formal, informal and hidden curricula.	$CILO_{2,3,4}$	Lecture, discussion, hands-on tasks, video analysis, unit and teaching plans design
Implementing national and moral education curriculum in primary and secondary schools - principles; political indoctrination vs. citizenship education; patriotism vs. critical patriotism; critical and participatory approaches; whole-school and community based programmes; teaching models, approaches and strategies, for example, values clarification, reflective-inquiry, issue-based, decision-making and critical thinking approaches.	$CILO_{2,3,4}$	Lecture, discussion, hands-on tasks, video analysis, micro-teaching trial-out exercises
Evaluating national and moral education curriculum in primary and secondary schools - major areas of evaluation in national and moral education learning; major strategies, methods and approaches; authentic assessment, formative and summative assessments.	$CILO_{1,2,3,4}$	Lecture, discussion, hands-on tasks, teaching plans evaluation exercises

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
a. Group work: a Moral, Civic or National Education learning activity	50%	$CILO_{1,2,3}$
b. Individual work: a Moral, Civic or National Education unit plan	50%	$CILO_{2,3,4}$

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.

Cogan, J., & Derricott, R. (Eds.), (1998). *Citizenship for the 21st century: An international perspective on education*. London: Kogan Page.

Davies, I. (2006) What is citizenship? In L. Gearon (ed.) *Teaching Citizenship in the Secondary School - a practical guide*. (pp. 1-8). London: Routledge Falmer.

Fairbrother, G. P. (2003). *Toward critical patriotism: Student resistance to political education in Hong Kong and China*. Hong Kong: Hong Kong University Press.

Kennedy, K. (Ed.), (1997). *Citizenship education and the modern state*. London: Falmer Press.

Ku, A. S. and Ngai, P. (Eds.). (2004). *Remaking citizenship in Hong Kong: community, nation, and the global City*. London: Routledge.

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.

Kennedy, K. J., Lee, W. O., & Grossman, D. L. (Eds.). (2010) *Citizenship pedagogies in Asia and the Pacific*. Hong Kong: Springer and the Comparative Education Research Centre, The University of Hong Kong.

Lo, N. K. L., & Man, S.W. (Eds.). (1996). *Moral and civic education.* Hong Kong: Hong Kong Institute of Educational Research.

Mathews, G., Ma, Kit-wai, & Lui, Tai-lok (Eds.) (2008). *Hong Kong, China: learning to belong to a nation.* London and New York: Routledge.

Straughan, R. (1990). *Can we teach children to be good?* London: Open University Press.

劉國強、李瑞全 (編) (1996) ：《道德與公民教育》， 香港， 香港中文大學香港教育研究所。

香港課程發展議會 (編訂) (1996) ： 《學校公民教育指引》， 香港，香港教育署 。

梁恩榮 、劉傑輝(1997) ： 《 政治教育在香港：理論與實踐 》， 香港 ， 香港基督徒學會。

教育署課程發展處(1998) ： 《 公民教育科課程參考資料》，香港，香港教育署。

香港課程發展議會(編訂) (1998) ：《中學課程綱要： 公民教育科中一至中三》，香港， 香港教育署。

香港學校公民教育統籌教師協會 (編訂)（1998）： 《公民教育教師手冊》， 香港， 螢火蟲文化事業有限公司。

張秀雄（編）（1998）：《公民教育的理論與實施》，台北，師大書苑。

李正儀、田林竹（編）（1998）：《從理論到實踐：大陸、香港、台灣公民教育政策研討會論文集》，香港，香港大學亞洲研究中心。

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

李榮安（編）（2004）：《中學公民教育多元的校本實踐 》，香港，商務印書館。

謝均才、劉國強（編）（2004）：《變革中的兩岸德育與公民教育》，香港，中文大學出版社。

張秀雄（編）（1999）：《 各國公民教育》，台北，師大書苑。

7. Related Web Resources

CitizEd

http://www.citized.info/

國民教育中心 (National Education Center)

http://www.hknec.org/

公民教育資料庫

http://www.fed.cuhk.edu.hk/~ce/

香港電台網站 – National Education

http://programme.rthk.org.hk/rthk/tv/programme.php?name=tv/nationaledu09e&d=2010-06-02&p=4777&e=&m=episode

教育局德育、公民及國民教育

http://www.edb.gov.hk/index.aspx?nodeID=2397&langno=2

公民教育聯席

http://hkace.net/

8. Related Journals

Citizenship Studies

Education, Citizenship and Social Justice

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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