Course Outline

Part I

Programme Title: Certificate in PDP on Enhancing Curriculum Planning and Teaching of Life and Society in Junior Secondary Curriculum
Programme QF Level: 6
Course Title: The Study & Pedagogy of “Personal and Social Development”
Course Code: SSC5162
Department: Social Sciences
Credit Points: 3
Contact Hours: 39 (including blended-learning activities not more than 6 hours)
Pre-requisite(s): Nil
Medium of Instruction: CMI
Course Level: 5

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 provides opportunities for participants to comprehend and explore issues
and challenges relating to the physical, psychological, and social development of young people. It will also introduce methods and skills that can help young people to develop a fuller understanding of themselves, acquire a positive outlook on life, and respect differences and relate well with others.

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

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

- **CILO1** understand the multiple meanings of “self” in Hong Kong and Chinese cultural contexts;
- **CILO2** acquire a basic understanding of the issues relating to physical, psychological, and social and development especially in relation to the transition from childhood to adulthood;
- **CILO3** acquire skills, values and attitudes that can cultivate a positive outlook on life, respect differences and relate well with oneself and to others

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. Multiple-selves and reflexivity in a postmodern, global context</td>
<td><strong>CILO1,2</strong></td>
<td>Lecture</td>
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<tr>
<td>b. Multidisciplinary approach to the study of young people; challenges and opportunities in relation to the transitions of childhood and adulthood in Hong Kong’s context;</td>
<td><strong>CILO1, 2</strong></td>
<td>Lecture, class discussion, video clips</td>
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<tr>
<td>c. Self-esteem and self-management: strategies and dilemmas</td>
<td><strong>CILO1, 2,3</strong></td>
<td>Lecture, group presentation, group discussion, video clip</td>
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<tr>
<td>d. Ethics and strategies of the care of self: improving personal productivity; managing stress; preparation for adversity; and other ways to maintain a balanced, healthy and autonomous life in a demanding and risky society</td>
<td><strong>CILO1, 2,3</strong></td>
<td>Lecture, class discussion, video clip, guest speakers, class exercise</td>
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<tr>
<td>e. Appreciating diversity and differences; strategies to maintain equal human relationships and manage interpersonal conflicts in different social contexts such as home, peers, school and communities</td>
<td><strong>CILO1, 2,3</strong></td>
<td>Lecture, class discussion</td>
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4. **Assessment**
### Assessment Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tbody>
<tr>
<td>a. Class participation</td>
<td>10%</td>
<td>CILO1, 2,3</td>
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<tr>
<td>b. Project A project with a report (2,000 words) on a chosen theme in relation to young people in the contemporary Hong Kong context with reference to the study of “Personal and Social Development” in Life and Society.</td>
<td>60%</td>
<td>CILO1, 2,3</td>
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<tr>
<td>c. Reflective journal To connect and consolidate relevant theoretical background with personal reflections. (1,000 words)</td>
<td>30%</td>
<td>CILO1, 2,3</td>
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### 5. Required Text(s)

NIL

### 6. Recommended Readings


7. Related Web Resources

青少年心理發展與行為上的特徵
http://www.shute.kh.edu.tw/~healthcare/U20030301003/
成長路上-香港青少年心智及體能發展
http://www.childhealththongkong.com/3b2_15.htm
青少年發展的正常與異常軌道
http://ortho.clined.ncku.edu.tw/~cjlin/austin/teenager.htm

8. Related Journals

*Youth and Society*
*Journal of Youth Studies*
*Journal of Youth and Adolescent Development*
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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