

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Personal Finance and Bachelor of Education (Honours) (Business, Accounting and Financial Studies); all undergraduate programmes
Programme QF Level	: 5
Course Title	: Teaching and Learning of Business and Management Studies
Course Code	: BUS3028
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 covers the curriculum and methods for teaching the business and management areas at senior secondary level. Various teaching models and activities are introduced, explored and evaluated with a focus on how they can enhance teaching effectiveness. A task-based approach is adopted throughout the course to maximize students' involvement and to enhance their creativity.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁: Examine the Business Curriculum & Assessment Guide (senior level) of the Hong Kong Special Administrative Region of the People's Republic of China in particular with the Business and Management (BM) Strand, including the compulsory and elective parts and how the subject content relates to the Technology Key Learning Area and the general school curriculum
- CILO₂: Demonstrate an ability to evaluate various instructional models and activities as applied in teaching business and management area
- CILO₃: Apply knowledge of curriculum planning, pedagogical skills and assessment methods to prepare appropriate instructional plans and materials for facilitating the teaching and learning of business and management areas
- CILO₄: Reflect upon the learners' diversity problems in teaching and learning of business and management areas

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">• Role and development of business education in the schooling of the HKSAR• Overview of the latest business curricular in junior and senior secondary schools• Review of compulsory part (business environment, basics of accounting, basics of personal financial management) of BM Strand in the senior secondary curriculum• Review of key areas in the elective part of BM Strand, including management principles, human resource management, marketing management, financial management, entrepreneurship and small business management• Review of key professional codes and conducts and ethical considerations set out in the "Guidelines on Teachers' Professional Conduct", and reflect on how BAFS students as pre-service teachers could enhance the national security of our country	CILO ₁	Lecture; debate; group discussion

<ul style="list-style-type: none"> Curriculum and instructional planning and design for delivering the BM Strand* 	<i>CILO_{2,3}</i>	Lecture; individual presentation; internet searching; hand on practice
<ul style="list-style-type: none"> Applications of key instructional models and activities in teaching and learning BM Strand* such as direct instruction, demonstration of illustration, discussion, simulations, role playing, field visits, debates, and case studies 	<i>CILO_{2,3}</i>	Demonstration; debate; simulation; case study; field work; co-operative learning; problem-based learning; hand-on practice; micro-teaching
<ul style="list-style-type: none"> Assessment to identify learning diversity for BM Strand* , including portfolio assessment, authentic assessment, and school-based assessment 	<i>CILO_{3,4}</i>	Lecture; case study and group discussion; Individual presentation; hand on practice; micro-teaching
<ul style="list-style-type: none"> Innovative approach for lesson planning; preparation of teaching aids in the BM Strand*in catering for individual differences 	<i>CILO_{2,3,4}</i>	Demonstration; debate; simulation; case study; field work; hand-on practice; micro-teaching
<ul style="list-style-type: none"> Overview, explore, and reflect major problems and difficulties in teaching BM Strand*, with a consideration of how to deal with students with special educational needs and learning diversity 	<i>CILO_{2,3,4}</i>	Lecture; case study and group discussion; Individual presentation; hand on practice

* covering the compulsory part (business environment, basics of accounting, basics of personal financial management) of BM Strand in the senior secondary curriculum.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<ul style="list-style-type: none"> Assignment (a) Individual task Lesson planning and presentation on a selected topic in business and management areas. Students are encouraged to try various teaching models and even develop their own teaching ones in preparing their presentation. 	40% (30% written report + 10% presentation)	<i>CILO_{1, 2,3,4}</i>
<ul style="list-style-type: none"> Assignment (b) Group task Part I: Preparation of a portfolio of learning task completed throughout the course, which may include the following items: scheme of work, unit plans, instructional guide for learning activities, teaching aids, peer observation feedback and self-reflection on the learning 	50% (40 % written report + 10% presentation)	<i>CILO_{1, 2,3,4}</i>

process. This portfolio is expected to be continually revised and updated throughout the course.		
<ul style="list-style-type: none"> Part II: Group Presentation (Micro-teaching) 		
<ul style="list-style-type: none"> Assignment (c) Reflective Report for GBA Trip 	10%	<i>CILO_{1,4}</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Arens, R. (2015). *Learning to teach* (10th ed). Dubuque, Iowa: McGraw-Hill.

Bloomsbury Publishing.

Curriculum Development Council and Hong Kong Examination and Assessment Authority (2020). *Curriculum and Assessment Guide (Secondary 4-6): Business, Accounting and Financial Studies (with updates of October 2020)*. Hong Kong: Education and Manpower Bureau.

Estes, T. H., Mintz, S. L. & Gunter, M. A. (2011). *Instruction: a model approach*. Boston: Pearson.

Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. (2nd ed.). Sam Clemente, Ca: Kagan Publishing.

McGill, R.M. (2019). *Just Great Teaching—50 ideas to tackle top 10 issues in your classroom*. London: Bloomsbury Publishing.

National Business Education Association.

Rader, M. H., Bailey, G. A., & Kurth, L. A. (Eds). (2013). *Effective methods of teaching business education. National Business Education Association Yearbook, No. 46*. Reston, VA: National Business Education Association.

Selwyn, N. (2011). *Education and Technology. Key Issues and Debates*. London: Continuum International Publishing.

Skinner, D. (2010). *Effective Teaching and Learning in Practice*. (1st ed.). London:

Soan, S. (2021). *Why do teachers need to know about diverse learning needs*. (1st ed.). London: Bloomsbury Publishing.

Stitt-Gohdes, W. L. (ed.). (2012). *Trends and issues in business education*. Reston, Va.:

8. Related Web Resources

The Economics, Business and Enterprise Association (<https://ebea.org.uk/>)
Hong Kong Association of Business Education (<http://www.hkabe.org/hkabe/>)
National Business Education Association (<http://www.nbea.org/>)
The Business Education Teachers' Association of South Australia
(<http://bea.asn.au/members/BETASA/index.php>)
The Quebec Business Teachers' Association (<https://www.qbta.ca/about-us.html>)

9. Related Journals

Business Education Forum
Education Innovation in Economics and Business
Journal of Education for Business
Journal of Vocational Education and Training
Teaching Business and Economics
Harvard Business Review

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Newspapers:
信報
香港經濟日報