

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies) and Bachelor of Social Sciences (Honours) in Greater China Studies
Programme QF Level	: 5
Course Title	: Teaching Social Sciences: Methods and Issues
Course Code	: CUM3001
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
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 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 social sciences encompass diverse concerns of society and include a wide a range of contents drawn from multiple disciplines; it also carries a normative responsibility to examine human values embedded in specific social contexts. This course is designed to help students acquire foundation knowledge and pedagogical skill essential for teaching social sciences curriculum in primary and secondary schools. The course focuses on four main themes: the scope of social sciences curriculum, pedagogical issues arising from specific social and school contexts, teaching strategies to lead effective teaching, and teaching-research relationship in social sciences curriculum. An additional theme is the principles of social innovation education in primary and secondary schools, and case studies are used to facilitate the understanding of the principles. Students are expected to bring their school experience and social sciences knowledge acquired from earlier stage of the programme into the development of pedagogical skills and the design of a meaningful social sciences curriculum.

2. Course Intended Learning Outcomes (CILO_s)

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

- CILO₁ understand the interdisciplinary feature of social sciences curriculum that encompasses diverse concern of social issues and include a wide range of contents drawn from multiple disciplinary.
- CILO₂ adopt a plurality and comparative perspectives to understand a given phenomenon in different social contexts in Greater China.
- CILO₃ think independently and take initiative to address issues arising from teaching and learning processes.
- CILO₄ critically reflect on approaches to teaching social sciences curriculum in specific social and school contexts.
- CILO₅ make use of inquiry approaches and qualitative/quantitative techniques to carry out research projects on bringing learners' experience into the construction of a meaningful social sciences curriculum.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Social Sciences Curriculum: Scope, Structure Sequence and Approaches	<i>CILO</i> _{1,2,3,4,5}	<ul style="list-style-type: none"> • Lecture • Video-analysis • Role play • Group discussion • Debates • Guest Lecture • Case studies
b. Teaching Social Sciences: Pedagogical Issues <ul style="list-style-type: none"> • Teacher roles and students audiences • Selection of materials • Organizing for instruction • Classroom management techniques 	<i>CILO</i> _{1,2,3,4,5}	
c. Teaching Social Sciences: Methods and Strategies <ul style="list-style-type: none"> • Building reading skills • Designing intellectually challenging academic expectations • Designing inquiry-based learning activities • Addressing learning differences and special needs • Assessing student progress 	<i>CILO</i> _{1,2,3,4,5}	
d. Teaching and Research in Social Sciences Curriculum <ul style="list-style-type: none"> • Teacher as researcher • Research and reflective teaching 	<i>CILO</i> _{1,2,3,4,5}	
e. Introduction to Social Innovation Education <ul style="list-style-type: none"> • Elements of social innovation education • Role of students and teachers • Settings and pedagogy of social innovation education • Assessment of student achievement 	<i>CILO</i> _{1,2,3,4,5}	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Course participation <ul style="list-style-type: none">Attendance and participation in the discussion at the lecturesAttendance and participation in the discussion at the tutorials	20%	<i>CILO₁₋₅</i>
(b) Teaching demonstration and Reflective Teaching Journal <ul style="list-style-type: none">Around 3 students form a group and provide a teaching demonstration for 20-30 mins (30%)Every student should also keep a reflective teaching journal on their own after the group teaching demonstration to document their experiences and reflections in each aspect of the teaching components (2000 words, +/- 10%) (20%)	50%	
(c) Final Paper	30%	

5. Required Text(s)

Nil

6. Recommended Readings

- Bornstein, D., & Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.
- Brophy, J. E., Alleman, J., & Knighton, B. (2009). *Inside the social studies classroom*. New York: Routledge.
- Chapin, J. R. (2009). *Elementary social studies: a practical guide* (7th ed.). Boston, Mass.; Hong Kong: Pearson/Allyn and Bacon Publishers.
- Cohen, M. L. (Ed.). (1992). *Asia, case studies in the social sciences: a guide for teaching*. Armonk, N.Y.: M.E. Sharpe.
- Duplass, J. A. (1992). *Teaching elementary social studies: strategies, standards, and internet resources* (3rd ed.). Belmont, Calif.: Wadsworth Cengage Learning.
- Ellis, A. K. (2010). *Teaching and learning elementary social studies* (9th ed.). Boston: Pearson Education.
- Gibson, S. E. (2009). *Teaching social studies in elementary schools: a social constructivist approach*. Toronto, Ont.: Nelson Education.
- Gollnick, D. M. (2009). *Multicultural education in a pluralistic society* (8th ed.). Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Grossman, D. L., & Lo, J. T.-Y. (Eds.). (2008). *Social education in Asia: critical issues and multiple perspectives*. Charlotte, N.C.: Information Age Pub.
- Shavinina, L. V. (Ed.). (2013). *The Routledge international handbook of innovation education*. Routledge.
- Lin, L.-H., & Ho, Y.-L. (2009). Confucian dynamism, culture and ethical changes in Chinese societies - a comparative study of China, Taiwan, and Hong Kong. *International Journal of Human Resource Management*, 20(11), 2402-2417.
- Morris, P., & McClelland, G. (1997). Explaining curriculum change: Social studies in Hong Kong. *Comparative Education Review*, 41(1), 27-43.
- Social Sciences Education Consortium. (2000). *Teaching the Social Sciences and History in Secondary Schools : A Methods Book* Illinois: Waveland Press.
- Su, Y. C. (2006). Political Ideology and Social Studies Curricula in Taiwan. *Asia-Pacific Journal of Teacher Education*, 34(3), 353-364.
- Zevin, J. (2000). *Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Zhao, Y. (2004). Curriculum Change and Development in Chinese Social Science Education since 1980. *International Journal of Social Education*, 19(1), 27-34.

7. Related Web Resources

Getting Beyond the Facts: Teaching Social Studies/Social Sciences in the Twenty-first Century: <http://www.peterlang.com/>

Journal of Social Sciences: http://www.scipub.org/scipub/current_issue.php?j_id=jss

中國人文社會科學前沿報告: <http://library.ied.edu.hk/record=b1371265~S5>

Primary School Programmes on General Studies: <http://edvideo.ied.edu.hk/>

Secondary School Programmes, 大地中華系列[2001-2002]:

<http://edvideo.ied.edu.hk/>

何謂社創教育(文宗篇): <http://www.roundtableedu.hk/articles/43037>

何謂社創教育?(社企篇) - 社創教育在香港與轉化學習:

<http://www.roundtableedu.hk/articles/43066>

8. Related Journals

Social Sciences in China. Routledge/Taylor & Francis

The Social Science Journal. Elsevier

Journal of Social Sciences. Science Publication

Asian Journal of Social Science. BRILL

Journal of Asian Public Policy. Routledge

Teacher Development. Routledge

Comparative Education Review. University of Chicago Press

Journal of Curriculum Studies. Routledge

Journal of Curriculum and Pedagogy. Educators International Press

Frontiers of Education in China. Springer, co-published with Higher Education Press

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. Others

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

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