

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Geography)
Programme QF Level	:	5
Course Title	:	Pedagogy in Geographical Education
Course Code	:	GGP3014
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 is designed to help pre-service teachers develop a deeper understanding of the trends of geographical education, the theories and pedagogical practices in teaching geography. Skills will be developed to enable students to conduct geographical inquiry and apply methodologies in the classroom setting. A range of examples in geography teaching will be introduced to consolidate the pedagogical content knowledge of students.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁: examine the nature, trends and development of geographical education and the curriculum design of secondary geography in Hong Kong;
- CILO₂: develop a critical understanding of the theories and pedagogical approaches in geography teaching;
- CILO₃: demonstrate competence to design and implement learning, teaching and assessment strategies

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>(a) Nature, and trend of geographical education</p> <ul style="list-style-type: none">- An overview of geography as a unique discipline concerned with spatial patterns and associations, A brief analysis of the trends in geography and geographical education and their implications on Hong Kong secondary school geography education.- A brief outline of the principles and concepts of HKDSE geography curricula, relating to its key components and structure of curriculum design, pedagogical approaches, assessment for learning and resources implications.	CILO ₁	<ul style="list-style-type: none">- Lectures- Group discussion- Presentation to peers- Self-study
<p>(b) Implementation of geographical education in Hong Kong secondary schools</p> <ul style="list-style-type: none">- Review of the exemplars of geography teaching in and beyond classroom settings. A study of issues-	CILO _{2,3}	<ul style="list-style-type: none">- Lectures- Exemplar analysis,- Case studies- Trial out workshops on using e-tools in

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>and evidence-based student- inquiry pedagogies used to effectively implement the geography curricula. An examination of how an integration of thinking skills, values education, experiential learning and field-based education, co-curricular and collaborative learning into geography curricula.</p> <ul style="list-style-type: none"> - Introduction of e-learning and generic digital tools, such as maps, graphs, databases, GIS, e-textbook and mobile apps, web and virtual field resources, etc., that enhance teaching and learning of geography in contemporary society. Hands-on practices for students' technological literacy and awareness of the opportunities and limitations brought about by the integration of technology in geography curriculum. - Strategies and activities for assessing students' learning in Geography. A brief outline of the principles and techniques in the design of formative and summative assessment tasks, e.g. field-work and map reading exercises in HKDSE public examination. 		<p>teaching</p> <ul style="list-style-type: none"> - Group discussion - Presentation to peers - Self-study
<p>(c) Planning and implementing geography teaching and assessment</p> <ul style="list-style-type: none"> - Designing, lesson planning and analysing geography teaching and assessment, referring to the principles, pedagogies and assessment strategies discussed. 	CILO _{1,2,3}	<ul style="list-style-type: none"> - Visits - Group activities in designing unit and lesson planning for geography teaching and assessment in schools - Self-study - Presentation to peers - Presentation of the lesson plan designed

4. Assessment

Assessment Tasks	Weighting %	CILO
(a) Individual essay: summaries and/or commentaries of at least 3 readings from the topics covered in the course, regarding nature and trends, issues and challenges, and the latest pedagogical repertoires of geography.	30%	<i>CILO_{1,2}</i>
(b) Microteaching: select a topic and design a 50-120 minutes lesson plan (depending on group size) for teaching geography in school, referring to the instructional, pedagogical and assessment strategies covered in the course. Each student has 15-25 minutes to implement teaching and learning in classroom settings. Peer evaluation is required to be done (<i>upload video extract of microteaching on-line in Moodle for peer assessment</i>).	Lesson plan (group): 20% Micro-teaching (individual): 20% Online peer assessment (group): 10%	<i>CILO₃</i>
(c) In-class exercises: students will form groups to conduct two in-class exercises related to the design of teaching materials and assessment.	20%	<i>CILO_{2,3}</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

Biddulph, M., Lambert, D., & Balderstone, D. (3rd Ed.)(2015). Learning to teach geography in the secondary school : A companion to school experience. London: Routledge.

Boardman, D. (1985). New Direction in Geographical Education. London: The Falmer Press.

Brooks, C. (2010). Studying PGCE geography at M level. London: Routledge.

Butt, G. (2002). Reflective Teaching of Geography 11-18. London: Continuum.

Cates, W. M., Price, B., & Bodzin, A. M. (2003). Implementing technology-rich curricular materials: Findings from the exploring life project. In L. Johnson, D. Cleborne, & D. Maddux (Eds.), *Technology in education: A twenty-year retrospective* (pp. 153-169). New York: Haworth Press.

Chan, E., Kwan, T. and Lidstone, J. (2012). Changing conceptions of teaching and learning in Hong Kong. Hong Kong: INSTEP.

Cheung, Y., Pang, M., Lin, H., & Lee, C. K. J. (2011). Enable spatial thinking using GIS and satellite remote sensing – A teacher-friendly approach. *Procedia Social and Behavioural Sciences*, 21, 130-138.

Cranby, S. (2002). Fieldwork: A whole school approach. *Interaction*, 30(4), 32-38.

Curriculum Development Council & Hong Kong Examinations and Assessment Authority. (2007). *Geography curriculum and assessment guide (secondary 4-6)*. Hong Kong: Government Logistics Department.

Fisher, C. and Binns, T. (2000). *Issues in Geography Teaching*. New York: Routledge Falmer.

Jonassen, D., Howland, J., Marra, R.M., & Crismond, D. (3rd Ed.)(2008). *Meaningful Learning with Technology*. Upper Saddle River, NJ : Pearson Education Inc.

Ho Koon Nature Education cum Astronomical Centre. (2013a). Enquiry approach – 6a: Managing river environments. Retrieved from http://www.hokoon.edu.hk/en/download/geography/SBA_Channel_V1_Final_e.pdf

Ho Koon Nature Education cum Astronomical Centre. (2013b). Instructional approach – 8a: Stream channel. Retrieved from http://www.hokoon.edu.hk/en/download/geography/NSS_Channel_e.pdf

Holmes, D. and Farbrother, D. (2000). *A-Z advancing geography*. Sheffield: Geographical Association.

Kennedy, K. (2005). *Changing schools for changing times*. Hong Kong: Chinese University Press.

Lai, K. C. & Lam, C.C. (2013). School-based assessment of fieldwork in Hong Kong: dilemmas and challenges. *Geographical Association*, 98(1), 33-40.

Lambert, D., & Morgan, J. (2010). *Teaching Geography 11-18: A Conceptual Approach*. Maidenhead, England : McGraw Hill/Open University Press.

Lambert, D., & Jones, M. (Eds.)(2013). *Debates in geography education*. Abingdon [England] : Routledge.

Lam, C. C., Lai, E., & Wong, J. (2009). Implementation of geographic information system (GIS) in secondary geography curriculum in Hong Kong: Current situations and future directions. *International Research in Geographical and Environmental Education*, 18(1), 57-74.

Lenon, B. and Cleves, P. (n.d.). *Geography fieldwork and skills for AS/A-level*. London : Collins Educational

Litherland, K., & Stott, T. A. (2012). Virtual field sites: Losses and gains in authenticity with semantic technologies. *Technology, Pedagogy and Education*, 21(2), 213-230.

Lynch, K., Bednarz, B., Boxall, J., Chalmers, L., France, D., & Kesby, J. (2008). E-learning for geography's teaching and learning spaces. *Journal of Geography in Higher Education*, 32(1), pp.135-149.

McCaffrey, K., Holdsworth, R., Clegg, P., Jones, R., & Wilson, R. (2003). Using digital

mapping tools and 3-D visualization to improve undergraduate fieldwork. *Planet*, (5), pp.34-37.

Robertson, M., & Fluck, A. (2004). Capacity building in geographical education : Strategic use of online technologies. *Geography*, 89(3), pp. 269-273.

Robertson, M. (2003). Learning through enquiry : Making sense of geography in the key stage 3 classroom. *Sheffield* [England] : Geographical Association.

UNSW Australia Teaching Staff Gateway (undated). Using Technology in Teaching. Available at <https://teaching.unsw.edu.au/elearning-use-in-teaching> (accessed July 2015) (Sydney : University of New South Wales).

Wong, M. H., Ng, D. W. S., & Wong, A. W. M. (2010). Virtual field visits to the Pearl River Delta. In A. Sivan (Ed.), *Studies on Teaching and Learning* (pp. 127-134). Hong Kong: Hong Kong Baptist University.

Yeung, S. P. M. (2009). Assessment of Geographical Fieldwork in a Public Examination: Rationale, Problems and Prospects. *Geographical Education*, 22, 51-66.

8. Related Web Resources

Geographical Association UK

<http://www.geography.org.uk/gtip/thinkpieces/e-learning/>

Association of American Geographers (K-12 and Teacher Education)

http://www.aag.org/cs/education/k12_and_teacher_education/teachers_guide_to_modern_geography

Teach Geography – National Geographic Education

http://education.nationalgeographic.com/teaching-geography/?ar_a=1

9. Related Journals

Teaching Geography – Geographical Association (Sheffield, England) [e-resource]

International Journal on Geographic and Environmental Education [e-resource]

Journal of Environmental Education [e-resource]

Journal of Geographic Information System [e-resource]

Journal of Geography – National Council for Geographic Education [Indiana, PA, etc.]: [e-resource]

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/00000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

Other media sources, newspapers, web, TV etc.