

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) (Primary Humanities)
Programme QF Level	:	5
Course Title	:	Teaching and Learning of Primary Humanities
Course Code	:	HSS3011
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 offers students the chance to delve into and become familiar with the curriculum knowledge, pedagogical skills, and assessment strategies necessary for teaching Primary Humanities. It places emphasis on two fundamental curriculum principles of Primary Humanities: life-relevance and enquiry-based learning. Anchoring to these principles, the course covers the key strategies employed in learning, teaching, and assessment within the Primary Humanities domain. Through their engagement with the course, students will also learn how to critically evaluate their own teaching practices in Primary Humanities. Ultimately, students will demonstrate the required pedagogical literacy and competency to effectively develop and implement Primary Humanities curricula.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of Primary Humanities curriculum, and critically analyze the teaching and assessment strategies for effective implementation
- CILO₂ Display competences in designing curriculum that is relevant to students' lives
- CILO₃ Demonstrate proficiency in utilizing enquiry-based learning approaches to effectively teach Primary Humanities
- CILO₄ Propose and develop innovative learning, teaching, and assessment strategies in align with the objectives of Primary Humanities, including promoting students' well-being, fostering the development of proper values and attitudes, and equipping them with the necessary knowledge and skills to become responsible citizens

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Curriculum framework of Primary Humanities: <ul style="list-style-type: none">● aims and learning targets;● components of the curriculum;● learning objectives and learning elements at each level;● linkage of Primary Humanities framework with other curriculum documents, including the Patriotic Education Law of the People's Republic of China, Primary Education Curriculum Guide (Pilot Version at 2022), Values Education Curriculum Framework (Pilot Version) and "Information Literacy for Hong Kong students" Learning Framework	CILO ₁	<ul style="list-style-type: none">● Lecture, reading of curriculum materials, group discussion
Instructional design of life-relevant themes to enhance learning in Primary Humanities <ul style="list-style-type: none">● Designing lesson plans and unit plans for teaching Primary Humanities	CILO _{2,4}	<ul style="list-style-type: none">● Lectures, case studies, group activities in designing

● Planning for diverse learning needs within the classroom		unit and lesson planning.
Major strategies of inquiry-based learning ● collaborative and cooperative learning; ● interactive storytelling; ● object-based learning	<i>CILO_{3,4}</i>	● Lectures, case studies, group and whole class sharing and reflection; group activities in designing enquiry-based learning activities and assessment tasks
Assessment in Primary Humanities ● Assessment of, for and as learning; ● Formative & summative assessment; ● Quality feedback;	<i>CILO_{3,4}</i>	● Lectures, group discussion and reflection.
Microteaching	<i>CILO_{1,2,3,4}</i>	● Try out one learning activity and peer reviews

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Create a lesson plan and conduct microteaching	20%	<i>CILO_{1,4}</i>
(b) Complete self-reflection on microteaching	20%	<i>CILO_{1,2,3}</i>
(c) Create a lesson plan with related teaching materials and explain the rationale of the instructional design in the form of an essay	60%	<i>CILO_{1,3,4}</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)

課程發展議會 (2024) 。《小學人文科課程框架（定稿）》。

<https://www.edb.gov.hk/attachment/tc/curriculum-development/cross-kla-studies/ph-primary/Primary%20Humanities%20Curriculum%20Framework.pdf>

7. Recommended Readings

Alexander-Shea, A. (2011). Redefining vocabulary: The new learning strategy for social

- studies. *The Social Studies*, 102(3), 95-103.
- Barnes, J. (2018). *Applying cross-curricular approaches creatively*. London: Routledge.
- Blessinger, P., & Carfora, J. M. (2014). *Inquiry-based learning for the arts, humanities, and social sciences a conceptual and practical resource for educators*. Bingley: Emerald.
- Briggs, M., et al. (2008). *Assessment for learning and teaching in primary schools*. Exeter : Learning Matters.
- Brophy, J., Alleman, J., & Halvorsen, A.-L. (2018). *Powerful social studies for elementary students (Fourth edition.)*. Boston, MA: Cengage Learning.
- Burnett, C. (2016). *The digital age and its implications for learning and teaching in the primary school*. York: Cambridge Primary Review Trust.
- Cooper, H. (2017). *Teaching history creatively (2nd edition)*. London, England: Routledge.
- Curtis, M. D., & Green, A. L. (2021). A systematic review of evidence-based practices for students with learning disabilities in social studies classrooms. *The Social Studies*, 112(3), 105-119.
- Daniel, A. K. (2012). *Storytelling across the primary curriculum*. Abingdon London: Routledge.
- DeLuca, C., & Hughes, S. (2014). Assessment in early primary education: An empirical study of five school contexts. *Journal of Research in Childhood Education*, 28(4), 441-460.
- Demircioğlu, A. (2023). *Global Perspectives on Value Education in Primary School*. Hershey: IGI Global.
- Dixon, L., & Hales, A. (2014). *Bringing history alive through local people and places: a guide for primary school teachers*. New York: Routledge.
- Endacott, J., & Kopish, M. A. (2023). *The Language of Social Studies Education: An Expanded Glossary of Key Terms and Concepts (Vol. 3)*. Brill.
- Elias, M. J., & Butler, L. B. (2005). *Social decision making, social problem solving: A curriculum for academic, social, and emotional learning: Grades 4-5*. Research Press.
- Erickson, H. L., Lanning, L. A., & French, R. (2017). *Concept-Based Curriculum and Instruction for the Thinking Classroom*. Thousand Oaks: SAGE Publication Inc.
- Evans, R. W. (2004). *The social studies wars: What should we teach the children?*. Teachers College Press.
- Evans, R. W. (Ed.). (2021). *Handbook on teaching social issues*. Charlotte, NC: Information Age Publishing, Incorporated
- Farris, P. J. (2024). *Elementary and middle school social studies: An interdisciplinary, multicultural approach*. Waveland Press.
- Fearn, L., & Fearn, E. (2013). *Content Matters: Social Studies in the Elementary and Middle School*. R&L Education.
- Gillian, K. & Schmeinck, D. (2022). *Teaching primary geography: setting the foundation*. Cham: Springer
- Grant, S. G., & VanSledright, B. A. (2020). *Elementary social studies: Constructing a powerful approach to teaching and learning*. Routledge.
- Grigg, R. (2022). *Becoming an Outstanding Primary School Teacher: A journey, not a destination*. UK: Routledge.
- Hall, P.W C. & Beck, T.A. (2021). *Social Studies in Elementary Education (16th Edition)*. US: Pearson.
- Hattie, J., & Zierer, K. (2017). *10 mindframes for visible learning: Teaching for success*. London: Routledge.
- Ho, L. C., McAvoy, P., Hess, D., & Gibbs, B. (2017). Teaching and learning about controversial issues and topics in the social studies: A review of the research. *The*

- Wiley handbook of social studies research*, 319-335.
- Hudson, P. (Ed.). (2013). *Learning to teach in the primary school*. UK: Cambridge University Press.
- Johnson, A. P. (2006). *Making connections in elementary and middle school social studies*. Sage.
- Kryiaceous, C. (2018). *Essential Teaching Skills (Fifth Edition)*. UK: Oxford University Press.
- Levstik, L. S., & Tyson, C. A. (2010). *Handbook of research in social studies education*. Routledge.
- Libresco, A. S., Balantic, J., & Kipling, J. C. (2011). *Every book is a social studies book: How to meet standards with picture books, K-6*. ABC-CLIO.
- Lovat, T., Toomey, R., Clement, N., & Dally, K. (Eds.). (2023). *Second International Research Handbook on Values Education and Student Wellbeing*. Springer Nature.
- Ogier, S. (Ed.). (2022). *A broad and balanced curriculum in primary schools : educating the whole child*. London: Learning Matters.
- Pace, J. L. (2022). Learning to teach controversial issues in a divided society: Adaptive appropriation of pedagogical tools. *Democracy and Education*, 30(1), 1.
- Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. John Wiley & Sons.
- Ritchhart, R., & Church, M. (2020). *The power of making thinking visible: Practices to engage and empower all learners*. John Wiley & Sons.
- Ross, E. W. (Ed.). (2014). *The social studies curriculum: Purposes, problems, and possibilities*. State University of New York Press.
- Russell, G. & Hughes, S. (2013). *Teaching primary humanities*. Harlow, England: Pearson Education Limited.
- Russell III, W. B., & Waters, S. (2021). *Essentials of elementary social studies*. New York: Routledge.
- Schffham, S. & Owens, P. (2017). *Teaching primary geography*. London: Bloomsbury Education.
- Sim, T. Y. H., & Sim, H. H. (2021). *Fieldwork in Humanities Education in Singapore*. Singapore: Springer Singapore Pte. Limited.
- Sunal, C. S., & Haas, M. E. (2011). *Social Studies for the Elementary and Middle Grades: A Constructivist Approach* (4th Edition). Boston, Mass.; Hong Kong: Pearson.
- Suskie, L. (2018). *Assessing student learning: A common sense guide*. John Wiley & Sons.
- Tishman, S. (2018). *Slow looking : the art and practice of learning through observation*. New York, NY ;: Routledge.
- Tolisano, S. R., & Hale, J. A. (2018). *A guide to documenting learning: Making thinking visible, meaningful, shareable, and amplified*. Corwin Press.
- Torrez, C. A., & Claunch-Lebsack, E. A. (2014). The present absence: Assessment in social studies classrooms. *Action in Teacher Education*, 36(5-6), 559-570.
- Wills, R. (2019). *Learning Beyond the Objective in Primary Education: Philosophical Perspectives from Theory and Practice*. London: Routledge.
- Woolley, R. (2010). *Tackling Controversial Issues in the Primary School: Facing life's challenges with your learners*. New York: Routledge.
- 中華人民共和國教育部 (2022)。《義務教育道德與法治課程標準 (2022 年版)》。北京：

北京師範大學出版社
法律出版社法規中心 (2023)。《中華人民共和國愛國主義教育法學習答問》。北京：法律出版社
林怡辰 (2020)。《小學生年度學習行事曆：班級經營 x 教學備課 x 親師溝通，一本搞定！》。台北市：親子天下股份有限公司
黃幹知、陳國邦、吳思朗 (2017)。《活用 Apps 帶討論：反思活動 40 個》。香港：策馬出版
布森祖、蘇詠梅 (2008)。《綜合學習：理論與實踐：小學篇》。Singapore: Marshall Cavendish Education.
沈毓春、戴慧 (2023)。《義務教育道德與法治課程標準(2022 年版)案例式解讀》。上海：華東師範大學出版社
馮智政 (2016)。《充實公民教育政策：弘揚中華文化，接連本土國族，認同國民身份，培育有為公民》，香港：香港政策研究所

8. Related Web Resources

香港教育局：小學人文科

<https://www.edb.gov.hk/tc/curriculum-development/cross-kla-studies/ph-primary/index.html>

中國全國人民代表大會：中華人民共和國愛國主義教育法

http://www.npc.gov.cn/npc/c2/c30834/202310/t20231024_432535.html

香港教育局：小學教育課程指引（試行版）

https://www.edb.gov.hk/tc/curriculum-development/major-level-of-edu/primary/curriculum-documents/Primary_Education_Curriculum_Guide.html

香港教育局：價值觀教育課程架構（試行版）

https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html

Education Bureau: National Education One-stop Portal

<https://cbleportal.edb.edcity.hk/index.php?class=index&func=cate&selectlangtype=3>

香港教育大學：看動畫・學歷史

<https://achist.mers.hk/chihistoryanime/>

香港教育大學：「講求事實數據的新一代」理財教育網上平台

<https://factsandfiguresgeneration.org/zh-tw/>

中國文化研究院

<https://chiculture.org.hk/tc>

標準地圖服務系統

<http://bzdt.ch.mnr.gov.cn/>

賽馬會 · 敲敲記憶 · 藝術科技及文化教育計劃

<https://website.howmemorysticks.org/main>

Harvard Graduate School of Education: Making Learning Visible

<https://pz.harvard.edu/projects/making-learning-visible>

Harvard Graduate School of Education: Humanities & Liberal Arts Assessment (HULA) resources

<https://pz.harvard.edu/projects/humanities-liberal-arts-assessment-hula>

PSHE Association

<https://pshe-association.org.uk/>

9. Related Journals

American Journal of Sexuality Education

Children's Geographies

Cognition and Instruction

Educational Researcher

Journal of Curriculum Studies

Sex Education

Social Education

Social Studies and the Young Learner

The Elementary School Journal

The Journal of Social Studies Research

The Social Studies

Theory & Research in Social Education

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

Nil

July 2025