

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	:	Pedagogical Models and Approaches in Primary Humanities
Course Code	:	HSS4012
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

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

Students of the course will be introduced to different models, approaches and perspectives that could be adopted in teaching Primary Humanities both within and beyond formal classroom setting. Students will be given opportunities to participate in different tasks that aim not only to enhance their competence in organising inquiry-based classroom and experiential learning activities, but also to familiarise themselves with knowledge, skills and attitudes identified within the Primary Humanities Curriculum Framework. In addition, students will work together with the instructor to explore how creative, innovative and outcome-oriented approaches could be adopted to enrich the learning experiences of learners in this subject. Built upon their experience gained from the course *Teaching and Learning of Primary Humanities*, students will also learn about how to evaluate their own teaching in Primary Humanities by alternative assessment methods. By the end of the course, students are expected to demonstrate the pedagogical literacy and competency required for the delivery of the Primary Humanities Curriculum Framework.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Explain the importance of positive value and generic skills within the context of the Primary Humanities Curriculum Framework;
- CILO₂ Analyze the ways in which student-centric learning approaches could be adopted to promote effective learning in the subject both within and outside the classroom;
- CILO₃ Design suitable learning resources and assessment strategies relevant to Primary Humanities Curriculum Framework for learners at different learning stages; and,
- CILO₄ Evaluate the effectiveness of their own teaching in fostering the development of knowledge, skills and attitudes related to Primary Humanities Curriculum Framework.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theorizing Social Studies in Primary School Setting	CILO _{1,2,3}	Experiential learning activities, sharing and critical analyses of exemplars, group discussion and group presentation
Theories and Practices of Teaching the conception of nation, society, history and geography for children	CILO _{1,2,3,4}	Hands-on workshop with experiments and self-investigations, group discussions
Pedagogical Model I Storytelling techniques	CILO _{1,2,3,4}	Hands-on workshops, group discussion, group inquiry, role-play & stimulations, video-analyses, on-line learning
Pedagogical Model II Designing Cultural Excursion and Museum Education	CILO _{1,2,3,4}	Fieldtrips, Hands-on workshops, group discussion, group inquiry

Pedagogical Model III Multiple Literacy and Reading across the Curriculum with a focus on Primary Humanities	<i>CILO_{1,2,3,4}</i>	Hands-on workshops, group discussion, group inquiry, role-play & stimulations, video-analyses, on-line learning
Alternative assessment for Primary Humanities	<i>CILO_{1,3,4}</i>	Hands-on workshops, group discussion, group inquiry, role-play & stimulations, video-analyses, on-line learning

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Microteaching Students will be requested to conduct a microteaching session (with a lesson plan and learning and teaching materials) and to submit a paper (2,000 words) reflecting upon the effectiveness of the use of a selected experiential teaching model or approach in driving effective learning and teaching.	40%	<i>CILO_{1, 2}</i>
(b) Written assignment Students will be requested to develop a unit plan consisting of a set of lesson plans/ activity plans and teaching-and-assessment material (with student and teacher's version) with a selected teaching model (different from the experiential learning model/approach used in the group microteaching). As it is a unit plan, it is highly recommended to include at least one outside classroom activity in the plan. An explanatory note on the rationales for the selection of the teaching model shall be provided.	60%	<i>CILO_{1,2,3,4}</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

General Curriculum Planning Theory and Models in Social Studies

Berson, M., Diem, R., Hicks, D., Mason, C., Lee, J., & Dralle, T. (2000). Guidelines for using technology to prepare social studies teachers. *Contemporary issues in technology and teacher education*, 1(1), 107-116.

Brophy, J., Alleman, J., & Halvorsen, A.-L. (2018). *Powerful social studies for elementary students (Fourth edition.)*. Boston, MA: Cengage Learning.

Crowe, A. R., & Cuenca, A. (Eds.). (2016). *Rethinking social studies teacher education in the twenty-first century*. Springer International Publishing.

Farris, P. J. (2024). *Elementary and middle school social studies: An interdisciplinary, multicultural approach*. Waveland Press.

Grant, S. G., Swan, K., & Lee, J. (2022). *Inquiry-based practice in social studies education: Understanding the inquiry design model*. Routledge.

Hall, P.W C. & Beck, T.A. (2021). *Social Studies in Elementary Education (16th Edition)*. US: Pearson.

Kennedy, K. J., Lee W. O.&D. L. Grossman (Eds.). (2010) *Citizenship pedagogies in Asia and the Pacific*. Hong Kong: Springer and the Comparative Education Research Centre, The University of Hong Kong.

Lancy, D. (2015). *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. Cambridge: Cambridge University Press

Levstik, L. S., & Tyson, C. A. (2010). *Handbook of research in social studies education*. Routledge.

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.

中華人民共和國教育部 (2022)。《義務教育歷史課程標準 (2022 年版)》。北京：北京師範大學出版社

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

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

藍偉瑩 (2019)。《教學力：深化素養學習的關鍵》。台北市：親子天下股份有限公司。

Children's Conception about Nation and Society

Barrett, M., & Buchanan-Barrow, E. (2004). *Children's understanding of society*. Hove England: Psychology Press.

Barrett, M. (2013). *Children's knowledge, beliefs and feelings about nations and national groups*. New York: Psychology Press.

- Bennett, M. (2011). Children's social identities. *Infant and Child Development*, 20(4), 353-363.
- Berti, A. E., & Benesso, C. (1998). The concept of nation-state in Italian elementary school children: Spontaneous concepts and effects of teaching. *Genetic, Social, and General Psychology Monographs*, 124(2), 185.
- Berti, A. E., & Vanni, E. (2000). Italian Children's Understanding of War: A Domain-Specific Approach. *Social Development*, 9(4), 478-496.
- Berti, A. E., & Andriolo, A. (2001). Third graders' understanding of core political concepts (law, nation-state, government) before and after teaching. *Genetic Social and General Psychology Monographs*, 127(4), 346-377.
- Brophy, J., & Alleman, J. (2006). *Children's thinking about cultural universals*. Abdingdon London: Routledge.
- Halvorsen, A. L. (2017). Children's learning and understanding in their social world. in Manfra M.M. and Bolick C. M. (eds) *The Wiley handbook of social studies research*, Malden, MA : Wiley-Blackwell, p. 385-413.

Children's Learning about National History and Geography

- Brophy, J. E., & VanSledright, B. (1997). *Teaching and learning history in elementary schools*. New York: Teachers College Press.
- Carretero, M. & Voss, J.F. (2009). *Cognitive and instructional processes in history and the social sciences*. New York : Routledge
- Carretero, M. (2011). *Constructing patriotism: Teaching history and memories in global worlds*. IAP.
- Carretero, M., Castorina, J. A., & Levinas, L. (2013). Conceptual Change and Historical Narratives About the Nation: A Theoretical and Empirical Approach. In *International handbook of research on conceptual change* (pp. 269-287). Routledge.
- Cooper, H. (2017). *Teaching history creatively (2nd edition)*. London, England: Routledge.
- Cooper, H. (2018). *History 5-11: A Guide for Teachers*: London, England: Routledge.
- Fox, J. E. (2017). The edges of the nation: A research agenda for uncovering the taken-for-granted foundations of everyday nationhood. *Nations and nationalism*, 23(1), 26-47.
- Martinez-Hita, M., Carrasco, C. G., & Miralles Martilnez, P. (Eds.). (2022). *Cases on historical thinking and gamification in social studies and humanities education*. Hershey: IGI Global.
- Nokes, J. D. (2022). *Building students' historical literacies: Learning to read and reason with historical texts and evidence*. United Kindgom: Routledge.
- Skjæveland, Y. (2017). Learning history in early childhood: Teaching methods and children's understanding. *Contemporary issues in early childhood*, 18(1), 8-22.
- Tang, H.-H.H., Chong, K.M.E., & Yuen, W.W.T. (2019). Learning to understand a nation: Developing a national education curriculum imbued with Catholic social ethics for Hong Kong's primary schools , *Social Transformations in Chinese Societies*, 15 (2), 81-93.
- Turner-Bisset, R. (2005). *Creative teaching: history in the primary classroom*. London: David Fulton.
- VanSledright, B., & Limón, M. (2006). Learning and teaching social studies: A review of cognitive research in history and geography. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 545–570). Lawrence Erlbaum Associates Publishers.
- VanSledright, B. A. (2013). *Assessing historical thinking and understanding: Innovative designs for new standards*. New York: Routledge.
- Wineburg, S. (2008). *Why Learn History (when it's already on your phone)?*. Chicago and London: University of Chicago Press.

Wineburg, S, Martin D. & Monte-San C. (2016)。《像史家一般閱讀：在課堂裡教歷史閱讀素養》，台北：國立臺灣大學出版中心
天大研究所 (2022)。《新時代香港中學生國情與國民教育讀本》。香港：商務印書館

Pedagogical Enrichment I: Storytelling techniques and Drama Education

Daniel, A. K. (2012). *Storytelling across the primary curriculum*. Abingdon London: Routledge.
Kathryn, D. & Lee, B.K. (2018). *Drama-based pedagogy : activating learning across the curriculum*. UK, Bristol: Intellect.
王添強 (2019)。《快樂學習：教育戲劇中國本土化實踐案例 (小學篇)》。北京：北京語言大學出版社
王淑芬 (2017)。《繪本動起來：20 種繪本提問示範，20 個精彩手作提案，親子動手動腦玩繪本》，台北市：親子天下股份有限公司
林玫君 (2017)。《兒童戲劇教育：肢體與聲音口語的創意表現》。台北市：復文圖書出版社
林玫君 (2018)。《兒童戲劇教育：童謠及故事的創意表現》。台北市：復文圖書出版社
明日藝術教育機構 (2006)。《小學戲劇課程手冊 2006：戲劇推廣計劃》。香港：明日藝術教育機構
陳恆輝、陳瑞如 (2003)。《戲劇教室：高小戲劇教育指南》，香港：愛麗絲劇場實驗室
黃俊芳 (2020)。《兒童戲劇教學實務》，台北市：新銳文創
袁巧玲 (2016)。《繪本大變身：152 個情境遊戲玩出大能力》，台北市：親子天下股份有限公司
袁巧玲 (2017)。《玩具大變身：99 組情境遊戲+5 款桌遊，玩出 93 項幼兒發展大能力》，台北市：親子天下股份有限公司
葛琦霞 (2016)。《教室裡的小劇場：圖畫書戲劇教學示例》，台北：天衛文化。

Pedagogical Enrichment II: Cultural excursions and Museum Education

Dunn, R., & Wyver, S. (2019). Before 'us' and 'now': developing a sense of historical consciousness and identity at the museum. *International Journal of Early Years Education*, 27(4), 360-373.
Falk, J., & Dierking, L. (2018). *Learning from Museums*. Lanham: Rowman & Littlefield.
Goh, K. C., D'Rozario, V., Ch'ng (et al.) (Eds.) (2007). *Character Development through Service and Experiential Learning*. Singapore: Prentice Hall.
Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
Li N. (2020). Museums and the public. Visions for Museums in China. *The Public Historian*. 42(1), 29-53.
Pablo, H. (2011). *Education for socially engaged art: a materials and techniques handbook*. New York: Jorge Pinto Book.
Parry, S., & Allison, P. (2019). *Experiential Learning and Outdoor Education: Traditions of Practice and Philosophical Perspectives*. Milton: Routledge.
Shaffer, S. E. (2015). *Engaging young children in museums*. Walnut Creek, California: Left Coast Press, Inc.
Tishman, S. (2018). *Slow looking : the art and practice of learning through observation*. New York, NY : Routledge.
李娜 (2019)。《公眾史學研究入門》。北京：北京大學出版社

- 馮智政 (2019)。《主要的學生內地交流資助計劃研究——推行十年的檢討與改善》。香港：教育研究及發展中心
- 黃幹知、陳國邦、吳思朗 (2018)。《活用 Apps 探全球：18 區考察路線》，香港：策馬文創有限公司
- 羅天佑、梁操雅 (2011)。《實地考察探究：理論與實踐》。香港：學術專業圖書中心。
- 賽馬會「創不同」社會創新實驗室 (2023)。《設計思維與社會創新實驗室：給老師的工具包》。 <https://www.mad.asia/programmes/social-innovation/1149>

Pedagogical Model III: Multiple Literacy and Promotion of Reading in PH curriculum

- Akins, A., & Akerson, V. L. (2002). Connecting science, social studies, and language arts: An interdisciplinary approach. *Educational Action Research*, 10(3), 479-498.
- Alexander-Shea, A. (2011). Redefining vocabulary: The new learning strategy for social studies. *The Social Studies*, 102(3), 95-103.
- Baildon, M., & Damico, J. S. (2010). *Social studies as new literacies in a global society: Relational cosmopolitanism in the classroom*. UK: Routledge.
- Berson, I. R., Berson, M. J., Dennis, D. V., & Powell, R. L. (2017). Leveraging literacy: Research on critical reading in the social studies. *The Wiley handbook of social studies research*, 414-439.
- Brugar, K. A., & Roberts, K. L. (2017). Seeing is believing: Promoting visual literacy in elementary social studies. *Journal of teacher education*, 68(3), 262-279.
- Hinde, E. R., Popp, S. E. O., Dorn, R. I., Ekiss, G. O., Mater, M., Smith, C. B., & Libbee, M. (2007). The integration of literacy and geography: The Arizona GeoLiteracy program's effect on reading comprehension. *Theory & Research in Social Education*, 35(3), 343-365.
- 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.
- MacPhee, D. A., & Whitecotton, E. J. (2011). Bringing the “social” back to social studies: Literacy strategies as tools for understanding history. *The Social Studies*, 102(6), 263-267.
- Shulsky, D., & Hendrix, E. Y. (2016). Rooting the literacies of citizenship: Ideas that integrate social studies and language arts in the cultivation of a new global mindset. In Crowe, A. R. & Cuenca, A. (eds). *Rethinking social studies teacher education in the twenty-first century*, 101-119.
- Tejero Hughes, M., & Parker-Katz, M. (2013). Integrating comprehension strategies into social studies instruction. *The Social Studies*, 104(3), 93-104.
- 須文蔚 (2024)。《怦然心動的文學課》。台北：時報文化出版社
- 李敏 (2022)。《繪本教學與設計》。廣州：暨南大學出版社。

Alternative Assessment for Primary Humanities

- Becker, I., Rigaud, V. M., & Epstein, A. (2023). Getting to know young children: Alternative assessments in early childhood education. *Early Childhood Education Journal*, 51(5), 911-923.
- Brookhart, S. M., & Chen, F. (2015). The quality and effectiveness of descriptive rubrics. *Educational Review*, 67(3), 343-368.
- Brookhart, S. M., & Nitko, A. J. (2019). *Educational assessment of students*. Upper Saddle River, NJ: Pearson.
- 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.
- Elliott, S. N., Malecki, C. K., & Demaray, M. K. (2001). New directions in social skills assessment and intervention for elementary and middle school students. *Exceptionality*, 9(1-2), 19-32.
- Haladyna, T. M., & Rodriguez, M. C. (2013). *Developing and validating test items*. US: Routledge.
- Haladyna, T. M. (2004). *Developing and validating multiple-choice test items* (3rd ed.). Lawrence Erlbaum Associates.
- Johnson, R. L., Penny, J. A., & Gordon, B. (2008). *Assessing performance: Designing, scoring, and validating performance tasks*. Guilford Press.
- Ross, J. A. (2019). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, 11(1), 10.
- Sherrin, D. (2020). *Authentic assessment in social studies: A guide to keeping it real*. Routledge.
- 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.
- VanSledright, B. A. (2013). *Assessing historical thinking and understanding: Innovative designs for new standards*. New York: Routledge.
- 吳明隆 (2021)。《學習評量精要 75 講》，台北：五南出版社
- 許慧貞 (2014)。《專題研究動手做：如何指導小學生做研究》，台北市：天衛文化圖書有限公司
- 黃春木 (2022)。《專題探究教學力：跨科共備 X 提問思考 X 批判閱讀，啟動高層次思考》，台北市：親子天下股份有限公司
- 香港教育大學學校協作及體驗事務處 (2017)。《學校體驗參考資料：撰寫教案與學習評估設計指引》。
- 香港教育局 (年份不明)。《小學常識科的評估》。
https://cd1.edb.hkedcity.net/cd/gs/Guideline_for_School_Internal_Assessment.pdf
- 課程發展議會 (2022)。《小學教育課程指引 (試行版) 分章五：評估求進》。
https://www.edb.gov.hk/attachment/tc/curriculum-development/major-level-of-edu/primary/curriculum-documents/Primary_Education_Curriculum_Guide/pecg_ch5.pdf

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>

Education Bureau: National Education One-stop Portal

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

小學常識科學與教資源套（歷史與文化）

https://www.edb.gov.hk/tc/curriculum-development/kla/general-studies-for-primary/lt_resource_pri_gs_hist_culture/index.html

教育局：國家安全教育資源網頁

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/nse/index.html>

香港教育大學：看動畫·學歷史

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

中國文化研究院

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

愛國教育支援中心

<https://www.hkpec.hk/>

勵進教育中心

<https://endeavour.org.hk/>

「穿越古今」香港小學常識科中國歷史課程增潤先導計劃

<https://www.hkayd.org.hk/index.php?action=project&tid=13&lang=tr>

香港正向教育

<https://www.positiveeducation.org.hk/>

兒童戲劇教育專門網

<http://kidstheater.org/news.asp>

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 & the Young Learner

Social Transformation of Chinese Societies

The Elementary School Journal

The Journal of Social Studies Research

The Social Studies

Theory & Research in Social Education

港澳研究

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

July 2025