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); all undergraduate programmes
Programme QF Level	:	5
Course Title	:	Selves and Identities: Negotiation and Challenges
Course Code	:	SSC1182
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	1

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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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**

The transition from childhood to adolescence represents one of life's most profound developmental shifts, characterized by significant physiological, cognitive, social, and psychological changes.

This course begins by exploring childhood as a foundational developmental stage where early roles, selves, and identities are formed and shaped. It then delves into the transition to adolescence, a phase where individuals take on new roles and develop evolving selves and identities, while understanding the risks and challenges faced during this transition is essential, as it involves the interplay of various carers and stakeholders such as family members, peers, mentors, teachers, and social workers. The course also highlights the importance of identifying psychosocial resources and protective factors that can empower and support children and adolescents in successfully navigating this transitional and challenging period in wider community contexts.

2. **Course Intended Learning Outcomes** (CILOs)
   Upon completion of this course, students will be able to:

   CILO1: Understand the developmental transitions from childhood to adolescence.
   CILO2: Explore theories of identity development in childhood and adolescence.
   CILO3: Address contextual constraints, risks, and challenges in child and adolescent development.
   CILO4: Apply psychosocial resources and protective factors to support growth and transitions.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
1. **From Childhood to Adolescence** Examine the key developmental stages from childhood to adolescence, emphasizing the physical, emotional, and social changes that occur during this critical transition period.	$CILO_1$	Lecture
2. **The Roles of Socialization Agents** Explore how family, peers, mentors, teachers and social workers, and social media act as key socialization agents, shaping and supporting the transition from childhood to adolescence.	$CILO_{2,3,4}$	Lecture; small group discussion; video analysis
3. **Embracing Multiple "I" Positions for Positive Growth** Understand how embracing multiple "I"	$CILO_{2,3,4}$	Lecture; small group discussion; video analysis

positions fosters the acceptance of new roles, selves and identities and contributes to holistic personal development and growth.		
4. **Self-Judgment and Self-Recognition** Analyze the interplay between self-criticism and self-awareness, focusing on their impact on personal growth, well-being, and the development of a positive sense of self.	$CILO_{2,3,4}$	Lecture; small group discussion; video analysis
5. **Stress, Sense-Making, and Coping in Family and Community Contexts** Examine the nature of stress, its associated precedents and outcomes; explore how individuals make sense of their experiences; and learn about the roles played by various psychosocial resources (such as resilience and career adaptability), and protective factors across educational, family, and community contexts that enable effective coping strategies.	$CILO_{2,3,4}$	Lecture; small group discussion; debate
6. **Introduction to Mental Health Issues in Childhood and Adolescence** Gain insights into common mental health risks and challenges faced during childhood and adolescence, such as anxiety, depression and suicidal ideation. Understand how these challenges impact personal development, well-being, and growth.	$CILO_{2,3,4}$	Lecture; small group discussion
7. **Constructing an Enabling and Empowering Environment for Positive Education** Discover how creating enabling and empowering practices in schools can foster positivity, resilience and career adaptability, and a supportive environment for healthy development.	$CILO_{2,3,4}$	Lecture; small group discussion
8. **Self and Identity Development in Career and Life Journey** View the transition from childhood to adolescence as a pivotal phase in shaping career and life journeys, cultivating an open mindset to embrace multi-pathway opportunities for growth and well-being.	$CILO_{2,3,4}$	Lecture; small group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Lecture and tutorial participation: • Students are required to attend all the lectures and tutorial sessions. • Students will be assessed based on their participation in discussions and in-class tasks.	25%	$CILO_{1,2,3,4}$
(b) Individual essay: Students are required to write an essay with no more than **2000 words** on a topic approved by the course instructor.	40%	$CILO_{2,3,4}$
(c) Group Presentation In groups, students will present on a topic related to selves and identities, focusing on a specific target group approved by the instructor. The presentation must demonstrate a critical application of course concepts to analyze self-identity development and address the impact of contextual constraints and resources.	35%	$CILO_{1,2,3,4}$

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)

Archard, David (2003). "Children" in Hugh LaFollette (ed.) *The Oxford Handbook of Practical Ethics*. Oxford: Oxford University Press.

Culbertson, J. L., Newman, J. E., & Willis, D. J. (2003). Childhood and adolescent psychological development. *Pediatric Clinics*, *50*(4), 741-764.

Hermans, H. J. (2003). The construction and reconstruction of a dialogical self. *Journal of constructivist psychology*, *16*(2), 89-130.

Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career Development and Counseling: Putting Theory & Research to Work*. John Wiley & Sons.

Smith, P. K., Cowie, H., & Blades, M. (2015). *Understanding children's development*. John Wiley & Sons.

Smith, P. K., & Hart, C. H. (Eds.). (2022). *The Wiley-Blackwell handbook of childhood social development*. John Wiley & Sons.

7. Recommended Readings:

Fitzgerald, S. (2024). Moving from youthhood to adulthood. In S. Sydoriv & L. Sydoriv. *Inclusion in Ukraine. The space of inclusive education: Voices from Ukraine and beyond*, *53*, 282.

Hermans, H. J. (2012). Dialogical Self Theory and the increasing multiplicity of I-positions in a globalizing society: An introduction. *New Directions for Child and Adolescent Development*, *2012*(137), 1-21.

Honneth, A. (2012). *The I in we: Studies in the theory of recognition*. Polity

Morales-Muñoz, I., Mallikarjun, P. K., Chandan, J. S., Thayakaran, R., Upthegrove, R., & Marwaha, S. (2023). Impact of anxiety and depression across childhood and adolescence on adverse outcomes in young adulthood: a UK birth cohort study. *The British Journal of Psychiatry*, *222*(5), 212-220.

Renger, D., Renger, S., Miché, M., & Simon, B. (2017). A social recognition approach to autonomy: The role of equality-based respect. *Personality and Social Psychology Bulletin*, *43*(4), 479-492.

Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: Current perspectives. *Adolescent Health, Medicine and Therapeutics*, 131-141.

Su, X., & Wong, V. (2022). Enhancing the career capabilities of NEET youth in Hong Kong: an experience-driven framework. *International Journal for Educational and Vocational Guidance*, *22*(3), 713-738.

8. Related Web Resources
Hong Kong Federation of Youth Groups Youth Research Centre (http://www.hkfyg.org.hk/yrc/english/yr-yrc.html)
HKFYG Youth Study Series: In-depth studies of youth problems in Hong Kong ((http://www.hkfyg.org.hk/yrc/english/yr-ys.html)

9. Related Journals
Journal of Youth Studies
Youth & Society
Children and Youth Services Review
Journal of Educational Psychology
Journal of Constructivist Psychology
International Journal for Educational and Vocational Guidance

9. 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/0000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

10. Other
    Newspaper articles; videos; documentaries

July 2025