

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

|                              |   |
|------------------------------|---|
| <b>Programme Title</b>       | : Undergraduate Programmes                |
| <b>Programme QF Level</b>    | : 5                                       |
| <b>Course Title</b>          | : Chinese History: Curriculum and Methods |
| <b>Course Code</b>           | : HIS3002                                 |
| <b>Department</b>            | : Social Sciences and Policy Studies      |
| <b>Credit Points</b>         | : 3                                       |
| <b>Contact Hours</b>         | : 39                                      |
| <b>Pre-requisite(s)</b>      | : Nil                                     |
| <b>Medium of Instruction</b> | : Chinese                                 |
| <b>Course Level</b>          | : 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 provides students with a basic understanding of the curriculum development of Chinese History in Hong Kong, and equips them with the pedagogical knowledge, skills and attitudes required. Major models, approaches and strategies in designing, implementing and evaluating Chinese History will be introduced and critically examined.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate an understanding of the curriculum development trends of Chinese History;
- CILO<sub>2</sub> demonstrate basic competences in planning, implementing and evaluating pupils' learning of Chinese History;
- CILO<sub>3</sub> examine the major interdisciplinary concepts and approaches in Chinese History; and
- CILO<sub>4</sub> analyze issues relating to field-based learning and school-based assessment strategies.

## 3. Content, CILOS and Teaching & Learning Activities

| Course Content  | CILOs                   | Suggested Teaching & Learning Activities  |
|---|-------------------------|---|
| a. New trends in curriculum development: exploring the rationale and characteristics of current Chinese History teaching and the direction of future development; | CILO <sub>1,3</sub>     | <ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, and group activities</li></ul>                 |
| b. Practice of teaching rationale: implementation of student-centered teaching ideals, thinking exploration, value judgments, and multiple learning activities;   | CILO <sub>1,2,3,4</sub> | <ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, video analysis, and group activities</li></ul> |
| c. Lesson Planning: Designing unit and lesson plans for Chinese History;  | CILO <sub>1,2,3,4</sub> | <ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, and group activities</li></ul>                 |
| d. Assessment and evaluation: familiarization with the basic assessment theories and skills of the subject, and the school-based approach of evaluation; and      | CILO <sub>2,3,4</sub>   | <ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, video analysis, and group discussion</li></ul> |

|   |                              |  |
|---|------------------------------|--|
| e. Developing learning and teaching activities: introduction of theories and practice of field study. | <i>CILO</i> <sub>2,3,4</sub> | <ul style="list-style-type: none"> <li>Lecture, reading and analysis of teaching materials, video analysis , and group discussion</li> </ul> |
|---|------------------------------|--|

#### 4. Assessment

| Assessment Tasks   | Weighting (%) | CILOs                          |
|--|---------------|--------------------------------|
| a. Textbook review report: Students are required to select a unit from a Chinese History school textbook and critically review its unit plan, content and teaching and learning activities.  | 30%           | <i>CILO</i> <sub>1,2,3,4</sub> |
| b. Try-out teaching: Students are required to try-out a teaching activity in a micro-teaching session.   | 20%           | <i>CILO</i> <sub>1,2,3,4</sub> |
| c. Unit Plan, lesson plan and reflective report: Students are required to submit a unit plan and lesson plan of the unit selected for the textbook review report. They also need to write a reflective report on the design of them. | 50%           | <i>CILO</i> <sub>1,2,3,4</sub> |

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Hinton, A. (1986). *The teaching of history in secondary school*. Hong Kong: Ling Kee Publishing.
- Kan, F. (2007). *Hong Kong's Chinese history curriculum from 1945 : politics and identity*. Hong Kong: Hong Kong university Press.
- Little, V. & Trevor, J. (1986). *Historical fiction in the classroom*. London: Historical Association.
- Vickers, E. (2005). *In search of an identity: the politics of history as a school subject in Hong Kong, 1960s-2005*. Hong Kong: Comparative Education Research Centre, the University of Hong Kong.
- Vickers, E. & Jones, A. (Eds.) (2005). *History education and national identity in East Asia*. N.Y.: Routledge.

- 于友西、葉小兵(2000)：《素質教育與歷史教育學》，北京，首都師範大學出版社。
- 王仲孚(1997)：《歷史教育論集》，台北，商鼎文化出版社。
- 方駿(主編)(2006)：《新世紀的歷史教育》，香港，香港教育圖書公司。
- 朱可(2005)：《行走在歷史與現實之間—中學歷史教學論》，杭州，浙江教育出版社。
- 吳翎君(2004)：《歷史教學理論與實務》，台北，五南圖書出版公司。
- 周佳榮、李金強(主編)(1999)：《通古今之變—中國歷史教學綜論》，香港，香港教育圖書公司。
- 香港課程發展議會(1997)：《中國歷史科課程綱要：中學歷史科(中一至中三)》，香港，香港課程發展議會。
- 課程發展議會與香港考試評核局(2007)：《中國歷史課程及評估指引(中四至中六)》，香港，香港課程發展議會。
- 教育署課程發展處人文學科組(1994-98)：《初中中國歷史科教學專輯(1-5)》，香港，教育署課程發展處。
- 夏子賢(1997)：《中學歷史教學法》，上海，華東師範大學出版社。
- 陳豐祥(1994)：《歷史教學評量的理論與實際》，台北，學生書局。
- 楊秀珠(主編)(2003)：《老師談教學：歷史教學篇》，香港，中華書局。

## 7. Related Web Resources

香港特行政區政府教育局網頁

<http://www.edb.gov.hk/>

中學歷史教育學會

[http://www.ches.org.hk/01.about\\_us/01aboutus.htm](http://www.ches.org.hk/01.about_us/01aboutus.htm)

中學歷史教學資源網

<http://www.jxal.com/Article/Index.html>

## 8. Related Journals

華東師範大學：《歷史教學問題》

歷史教學社：《歷史教學(中學版)》

華南師範大學歷史系中學歷史教學編輯部：《中國歷史教學》

## **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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil

*Updated December 2023*