THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**: Master of Arts in Personal Finance Education**
Programme QF Level	**: 6**
Course Title	**: Contemporary Issues in Personal Finance Education**
Course Code	**: BUS6039**
Department	**: Social Sciences and Policy Studies**
Credit Points	**: 3**
Contact Hours	**: 39**
Pre-requisite(s)	**: Nil**
Medium of Instruction	**: English**
Course Level	**: 6**

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 participants 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 participants 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 integrates knowledge gained through previous coursework and experience and builds on that conceptual foundation through integrative analysis, academic research, practical application, and critical thinking. The core objective is to apply financial theories and contemporary financial practices to personal finance education. Emerging issues in finance relevant to personal finance education are considered. Individual and group case studies and research papers are used to integrate key financial knowledge in the areas of financial analysis, investments, portfolio valuation, risk, and Fintech.

2. Course Intended Learning Outcomes (CILO$_s$)

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

CILO$_1$ research and critically review the cutting-edge issues in the financial education literature;

CILO$_2$ integrate and apply the latest theories and practices to personal financial education from a variety of perspectives;

CILO$_3$ develop plans and employ strategies or methodologies in different personal financial teaching contexts; and

CILO$_4$ evaluate authentic personal financial teaching and learning practices for on-going improvement.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Current areas of concern for personal financial education in the global and local contexts such as the financial crisis and potential risks, increasing demands in ethical practice and the influence of ethical decision making in the field	*CILO$_1$*	Lecture, Group discussion, On-line search for updated information, Case study, Presentation
Concepts and constructs of quality personal financial teaching and learning	*CILO$_{2,3}$*	Lecture, Workshop, Group discussion
Pedagogical issues and their impacts on the personal financial education	*CILO$_{1,2,3}$*	Lecture, Hand-on practices, Group discussion, Case study,
Role, driving force and dilemma (general/organizational and individual) of carrying out personal financial education in different contexts	*CILO$_{2,3}$*	Lecture, Group discussion, Debate
Interdisciplinary curricula perspectives and strategies for advancing personal financial education	*CILO$_{1,2,3}$*	Lecture, Group discussion
Diversity issues in teaching and learning of personal financial education	*CILO$_{2,3,4}$*	Case study, Group discussion, Debate

Assessment and evaluation of personal financial education	*CILO$_4$*	Lecture, Group discussion, Case study, Hand-on practices,

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Group Analytical Report - An analytical report (group project, with 4-6 students) on the latest changes of financial practices in a specific context which are affecting personal finance education, including individual reflection on how to become a change agent of the stated changes (3,000-3,500 words)	40%	*CILO$_{1,3,4}$*
(b) Individual Essay - Participants are required to submit an individual essay on an in-depth study of a global/local contemporary issue(s) in personal finance education and its implication on frontline practice as well as its future development in an evidence base (1,500-2,000 words)	50%	*CILO$_{1,2,4}$*
(c) Group Presentation - Participants are expected to form group to present the Group Analytical Report on one or a cluster of global contemporary issues in personal finance education to the peer classmates	10%	*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)**

Nil

7. **Recommended Readings**

Akers, B., & Chingos, M. M. (2016). *Game of Loans: The Rhetoric and Reality of Student Debt.* Princeton, New Jersey: Princeton University Press.

Bheemaiah, K. (2017). *The Blockchain Alternative Rethinking Macroeconomic Policy and Economic Theory*. Paris, France: Apress.

Brigham, E. F., & Ehrhardt, M. C. (2014). *Financial management: Theory and practice* (14th ed.). Mason, Ohio: South-Western.

Elliott III, W. & Lewis, M.K. (2018). *Making education work for the poor: The potential of children's savings accounts*. New York: Oxford University Press.

Garbus, J. & Corridor, S. (2015). UXL money: *Making sense of economics and personal finance*. Farmington Hills, Mich.: Gale, Cengage Learning.

Lawrence, D. L. (2014). *The efficient practice: Transform and optimize your financial advisory practice for greater profits* (Wiley finance series). Hoboken, New Jersey: Wiley.

Lucey, T. A., & Cooter, K. S. (2017). *Financial literacy for children and youth* (2nd ed.). New York, NY: Peter Lang Education.

Smith, S.S. (2019). *Common sense finance: finance for individuals and entrepreneurs*. New York: Business Expert Press.

Tillery, S. M., & Tillery, Thomas N. (2017). *Essentials of personal financial planning*. Hoboken, New Jersey: Wiley & Son.

Walker, R. B., & Walker, K. P. (2017). *Personal finance: Building your future* (2nd ed.). New York, NY: McGraw-Hill.

Yu, C. & Law, E. (2016). *Hong Kong financial competency framework*. Hong Kong: Investor Education Centre. Retrieved from https://www.ifec.org.hk/common/pdf/fcf/hkfcf_booklet.pdf

Zopounidis, C., & Galariotis, E. (2015). *Quantitative financial risk management: Theory and practice* (Frank J. Fabozzi series). Hoboken, New Jersey: Wiley.

8. Related Web Resources

OECD Financial Education Reports *(Specifically, Report on digitalisation and financial literacy)*	http://www.oecd.org/finance/financial-education/
OECD PISA 2015 financial literacy framework	https://allchildrenlearning.org/wp-content/uploads/2019/12/9789264281820-en.pdf
OECD Finance	https://www.oecd.org/en/topics/finance-and-investment.html
Financial Literacy Education in Ontario Schools	https://www.ontario.ca/page/financial-literacy-education-schools
Lessons in Financial Education (life)	https://www.walbrook.ac.uk/libf/financial-education/financial-qualifications/lessons-in-financial-education-life/
Young Money	https://www.young-money.org.uk/
Consumer Financial Protection Bureau	https://www.consumerfinance.gov/
National Standards in K-12 Personal Finance Education | Jump$tart Coalition	https://www.jumpstart.org/education/national-standards/
Teaching about Personal Finance - National Standards (Philadelphia)	https://www.philadelphiafed.org/education/

National Endowment for Personal Financial Education (pre-high school)	https://www.hsfpp.org/
Global Personal Financial Education Excellence Center (GFLEC)	http://gflec.org/
FoolProofme	https://www.foolproofme.org/

9. Related Journals

The Journal of Financial Education
The Journal of Economics and Finance Education
The Journal of Finance
The Journal of Financial Economics
The Journal of Financial Studies
The Journal of Personal Finance
Journal of Financial Couseling and Planning
International Journal of Consumer Studies
Journal of Consumer Affairs
Journal of Family and Economic Issues

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

March 2026