

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Values Education Curriculum Development in Hong Kong Schools
Course Code	:	SSC3301
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	NIL
Medium of Instruction	:	Chinese
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 provides participants with a basic understanding of Values Education curriculum development in Hong Kong primary and secondary schools. Targeted course participants are the pre-service teachers, curriculum developers, project officers and education personnel who might serve in local schools and education-related bodies. It starts from reviewing the global trends of Values Education in schools, and the local and international literature on Values Education related curriculum, curriculum approaches and teaching strategies. It equips participants with the necessary knowledge, skills and values/attitudes for designing curriculum and teaching in Values Education under the context of whole school approach and school-based curriculum. The course ends with participants' reflections on the role of teacher as values educator and caring cultivator.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate a reflective and critical understanding of the nature, aims and the role of Values Education in schools;
- CILO₂ show basic competencies in designing, implementing, and evaluating Values Education curriculum in local schools;
- CILO₃ develop appropriate skills for designing Values Education curriculum in the contexts of whole school approach and school-based curriculum development;
- CILO₄ critically reflect on personal values and beliefs for Values Education and implement the role of teacher as values educator and caring cultivator.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Nature, aims and the role of Values Education in schools	CILO ₁	<ul style="list-style-type: none">• Readings• Discussions
Current trends and development of Values Education curriculum in the global and Hong Kong contexts	CILO _{1,2}	<ul style="list-style-type: none">• Readings• Discussions• Real case sharing
Aims, objectives, contents, and curriculum planning of Values Education curriculum in Hong Kong	CILO _{1,2}	<ul style="list-style-type: none">• Document analysis• Discussions
Developing Values Education curriculum through whole-school approach and school-based curriculum	CILO _{1,2,3}	<ul style="list-style-type: none">• Real case sharing• School visit• Presentation
Design, teaching and evaluation of Values Education curriculum	CILO _{1,2,3}	<ul style="list-style-type: none">• Discussions• Real case sharing• Lesson analysis
The role of teacher as values educator and caring cultivator	CILO ₄	<ul style="list-style-type: none">• Reflective journals• Presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group work: Design a learning and teaching resource package for Values Education in a group with 3–4 members, including the resource, the synopsis and user guide of the resource	50%	CILO _{1,2,3}
(b) Individual work: Design a curriculum plan for a lesson or a school-based activity, including the plan, the short essay to justify the design, and the learning and teaching resources designed for the plan	50%	CILO _{1,2,,3,4}

5. Required Text(s)

NIL

6. Recommended Readings

Theory and concepts: Values Education and related curriculum

- Althof, W. & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of Moral Education*, 35(4), 495–518, DOI: 10.1080/03057240601012204
- Kohlberg, L. (1975). The cognitive-developmental approach to moral education. *The Phi Delta Kappan*, 56(10), 670–677, <https://www.jstor.org/stable/20298084>
- Noddings, N. (2008). Caring and moral education. In L. P. Nucci, & D. Narvaez, (Eds.), *Handbook of Moral and Character Education* (pp. 161–174). New York: Routledge.
- Taylor, M. J. (2006). The development of values through the school curriculum. In R. H. M. Cheng, J. C. K. Lee, & L. N. K. Lo, (Eds.), *Values Education for Citizens in the New Century* (pp. 107–132). Hong Kong: The Chinese University of Hong Kong.

School and classroom practices: Curriculum approaches and teaching strategies

- Jerome, L. & Kisby, B. (2020). Lessons in character education: Incorporating neoliberal learning in classroom resources. *Critical Studies in Education*, DOI: 10.1080/17508487.2020.1733037
- Schuitema, J., Ten Dam, G., & Veugelers, W. (2008). Teaching strategies for moral education: A review. *Journal of Curriculum Studies*, 40(1), 69–89, DOI: 10.1080/00220270701294210
- Tudball, I. (2007). Whole-school approaches to values education: Models of practice in Australian schools. In Aspin D. N. & Chapman, J. D. (Eds.), *Values Education and Lifelong Learning: Principles, Policies, Programmes* (pp. 395–410). Netherlands: Springer.
- Veugelers, W. (2000). Different ways of teaching values. *Educational Review*, 52(1), 37–46, DOI: 10.1080/00131910097397
- Wong, M.-Y. (2020). Beyond asking ‘should’ and ‘why’ questions: Contextualised questioning techniques for moral discussions in moral education classes. *Journal of Moral Education*, DOI: 10.1080/03057240.2020.1713066

單文經、汪履維（編譯）（1986）。《道德發展與教學》（原作者：Richard H. Hersh, Diana Pritchard Paolitto, and Joseph Reimer）。台灣：五南圖書出版公司。（原作出版年：1983）

7. Related Web Resources

Educational Multimedia, Curriculum Development Institute, EDB, HKSAR

https://emm.edcity.hk/playlist/1_ukor80ck

Hong Kong Education City <https://resources.hkedcity.net/>

Hong Kong Independent Commission Against Corruption

<https://www.icac.org.hk/tc/resource/publications-and-videos/y/index.html>

Moral, Civic and National Education, Curriculum Development Institute, EDB, HKSAR

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

The Center for Character and Citizenship <https://characterandcitizenship.org/>

The Jubilee Centre for Character and Virtues <https://www.jubileecentre.ac.uk/>

8. Related Journals

Journal of Moral Education

Journal of Beliefs & Values: Studies in Religion & Education

Journal of Curriculum Studies

Teaching and Teacher Education

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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

Updated December 2023