

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : All Undergraduate Programmes

Programme QF Level : 5

Course Title : Providing Personal Financial Education in Schools

Course Code : CSL1012

Department : Social Sciences and Policy Studies

Credit Points : 3

Contact Hours : Lecture/Discussion/Seminar/Training Working/Tutorial/
Web and literature research: 9 contact hours
Service-based Activities: 36 hours (= 4-hr per week x 9 weeks in total)
(1.5 hours out-of classroom activities equal to 1 classroom contact hour,
counted as 24 contact hours
Report / Group Presentation: 6 contact hours
Total: 39 contact hours

Pre-requisite(s) : Nil

Medium of Instruction: EMI

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"):

- 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 intends to provide students with an opportunity to work in groups and present a service-based proposal with learning and teaching plan, intended learning outcomes and service delivery related to providing Personal Financial Education service in schools. With a collaboration of Investor Education Centre, students will be provided with theories and strategies on providing personal financial education in schools such as the stock market and the use of Stock Trading Guru board game. Guided by the supervisor(s) who is/are qualified professionally with regard to the concerned service, students will work in groups to identify the necessary service and generate the service delivery plan for a targeted group such as students taking Business, Accounting and Financial Studies (BAFS) in senior secondary schools. Providing justifications for the service plan is expected.

Students are expected to research widely from web or literature focusing on meeting those school students' learning needs in a small group. They need to identify those students' learning needs and the required teaching competence, and then work out a proposal with a detailed implementation plan. The plan may include the targeted school students' characteristics and learning needs, learning and teaching strategies for the targeted students, targeted students' language development, social skills, as well as assessment and intended learning outcomes. Following the execution of plan, students will implement and measure the learning outcomes, evaluate the results and reflect on the progress.

Throughout the progress, students will document a report on their service experience through writing, audio, video, and/or photography, etc. Students will build their service video and record their reflections. The service video should include a description of the service provided, a brief description of the process and the results of the implementation.

Students are expected to explore the area of their selected service from multiple perspectives, formulate and criticize different ideas, generate the best feasible service mode, evaluate their results critically with support of evidence, and work collaboratively among their group mates.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ identify the core service contents of Personal Financial Education for school student;
- CILO₂ evaluate the needs, generate ideas, develop and implement a feasible teaching plan to provide the school service on Personal Financial Education to school students;
- CILO₃ Use an activity-based approach to engage their students in financial simulations and game;
- CILO₄ organize and record the services, evaluate the progress and outcomes;
- CILO₅ develop skills required for the services including teaching skills, collaborative and communication skills, ICT skills, creative and critical thinking, competencies and problem solving proficiencies.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Acquisition of basic theories and strategies on Personal Financial Education (including basic content knowledge*, curriculum framework*, pedagogy, assessment and use of teaching aids*)	CILO ₁ CILO ₂ CILO ₃	Discussions / lectures / seminars / training / tutorials / workshops, web and literature research (6 hr approximately)
Formulation and development of a teaching plan on Personal Financial Education – to identify the students’ needs and the possible ways of catering for their needs	CILO ₁ CILO ₂ CILO ₃ CILO ₅	Discussions / lectures / seminars / training workshops / tutorials, web and literature research (3 hr approximately)
Implementation and evaluation	CILO ₂ CILO ₄ CILO ₅	After school service to school students for implementation and evaluation (Students may serve in a form of pairs or groups in the contexts of classroom)

		teaching, small group teaching and/or public speech)* (36 hr as at 4 hr per week in a total no. of 9 weeks approximately)
Sharing and publishing results and reflection	CILO ₁ CILO ₂ CILO ₃ CILO ₄ CILO ₅	Reporting, discussing and appraising on the experiences of participation in service activities in groups and share with course mates. (6 hr approximately)

***co-teach/work with Investor Education Centre**

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <u>Group proposal of service and implementation plan</u> identify service needs and provide a detailed plan describing how to provide Personal Financial Education service to school students including scope, aims, implementation plan, timeline and evaluation methods (about 500 words)	20%	CILO ₁ CILO ₂ CILO ₃ CILO ₄ CILO ₅
(b) <u>Individual Portfolio</u> update regularly via an Individual Portfolio with records of the learning progress and activities organized, and reflect upon the insight / experiences gained upon the participation of the process (about 1,500 words)	50%	CILO ₄ CILO ₅
(c) <u>Group Report and Presentation</u> report and sharing among course mates about the service needs, service delivery, problems and solutions in service delivery, service outcomes, insights gained from the service, and suggestions for improvements (about 2,000 words)	30%	CILO ₁ CILO ₂ CILO ₃ CILO ₄ CILO ₅

5. Required Text(s)

Nil

6. Recommended Readings

- A. M. (2008). Teaching Reading, Writing, and Financial Literacy. *University Business*, 11(4), 25.
- Allen, M. W., Edwards, R., Hayhoe, C. R., & Leach, L. (2007). Imagined interactions, family money management patterns and coalitions, and attitudes toward money and credit. *Journal of Family and Economic Issues*, 28(1), 3-22.
- Bowen, C. F., & Jones, H. M. (2006). Empowering Young Adults to Control Their Financial Future. *Journal of Family and Consumer Sciences*, 98 (1), 33-39.
- Clarke, A. (2006). *Integrating ICT skill for life with financial education*. Leicester [England]: NIACE.
- Dalton, M. A. (2003). *Personal financial planning: Cases and applications*. St. Rose, LA: BISYS Education Services, Inc.
- Davtyan, A. (2010). College students and personal finance: Exploring the relationships among financial well-being, money management practices, and engagement in personal finance education [electronic resource]. Thesis (Ph.D.)-University of California, Los Angeles.
- Lusardi, A. (2008). *Overcoming the saving slump: how to increase the effectiveness of financial education and saving programs* [electronic resource]. Chicago: University of Chicago Press.
- Riley, E. (2015). Teaching personal finance to college students: what matters to them? *Journal of Higher Education Theory and Practice*, 15(3), 11-17.
- Ryan, J. S. (2008). *Personal financial literacy*. Mason, Ohio: Thomson South-Western.
- Yu, C. & Law, E. (2016). *Hong Kong Financial Competency Framework*. Hong Kong: Investor Education Centre. Retrieved from <https://www.thechinfamily.hk/web/iec/en/fcf/>

7. Related Web Resources

Investor Education Centre

<http://www.hkiec.hk>

Caritas Family Crisis Line & Education Centre - Financial Education & Debt Counseling Service

debt.caritas.org.hk

Tung Wah Group of Hospitals, Budgeting Family Debt Counseling Centre (Chinese version only)

fdcc.tungwahcsd.org/main.html

Student Financial Assistance Agency

www.sfaa.gov.hk

Hong Kong Monetary Authority

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

Mandatory Provident Fund Schemes Authority

www.mpfa.org.hk/eng/main/index.jsp

Office of the Commissioner of Insurance

www.oci.gov.hk

Securities and Futures Commission

<http://www.sfc.hk/web/EN/index.html>

Consumer Council

www.consumer.org.hk/website/ws_en/

Financial Dispute Resolution Centre

www.fdrc.org.hk

Hong Kong Society of Financial Analysts

www.hksfa.org

Institute of Financial Planners of Hong Kong

www.ifphk.org

Investor Compensation Company Ltd

www.icc.hk/about_us/introduction_e.htm

Australian Securities and Investments Commission – MoneySmart

www.moneysmart.gov.au/

Investor Education Fund - Get Smarter about Money (Canada)

www.getsmarteraboutmoney.ca/en/Pages/default.aspx

Commission for Financial Literacy and Retirement Income (New Zealand) – Sorted

www.sorted.org.nz/

Monetary Authority of Singapore – MoneySENSE

www.moneysense.gov.sg/

Financial Services Authority (UK) – the Money Advice Service

www.moneyadvice.service.org.uk/

The Financial Literacy and Education Commission (US) – MyMoney

www.mymoney.gov/

8. Related Journals

Journal of Finance

Journal of Financial Economics

Review of Financial Studies

Journal of Financial & Quantitative Analysis

The Wall Street Journal

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.
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10. Others

A collaboration with Investor Education Centre

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