

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title :</b>	Bachelor of Education (Honours) (Early Childhood Education) Programme (Three-year part-time) 幼兒教育榮譽學士課程(三年兼讀制) C3B001
	Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time) 幼兒教育榮譽學士課程(領導與特殊需要)(四年兼讀制) C4B007
	Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Non-Chinese Speaking Children (Four-year Part-time) 幼兒教育榮譽學士課程(領導與非華語幼兒)(四年兼讀制) C4B006

<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Social Studies II
<b>Course Code</b>	: SSC3057
<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>	: CMI / EMI
<b>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

The course is a continuation of the Social Studies I designed to broaden the knowledge base of students in various Bachelor of Education (Honours) (Early Childhood Education) programmes. It introduces the participants to selected issues of citizenship, global and environmental education which are of particular relevance to the social studies education at the preschool level.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO1:** demonstrate understanding of the nature and implications of selected issues of citizenship, global and environmental education in Social Studies
- CILO2:** utilize enhanced skills in investigation and analysis
- CILO3:** recognize the importance of Social Studies in fostering thoughtful, competent, well-informed and good citizens
- CILO4:** develop better understanding of the social context for effective education at preschool level

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

Course Content	CILOs	Suggested Teaching & Learning Activities
a. issues-based instruction in the Social Studies	<i>CILO<sub>2,3</sub></i>	<ul style="list-style-type: none"> <li>• Lectures; class presentation</li> </ul>
b. citizenship education (i) concepts of citizenship & responsibilities and rights of citizens; (ii) multiple dimensions of citizenship	<i>CILO<sub>1,3</sub></i>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion on various topics of inquiry</li> </ul>

(iii) agents of citizenship education (family, school and community)		<ul style="list-style-type: none"> <li>• Video-clips</li> <li>• Guest speakers</li> <li>• Web and library search</li> <li>• Reading lecture notes and key references</li> <li>• Online lessons and/or other online learning tasks</li> </ul>
c. environment education	<i>CILO<sub>1,2,3,4</sub></i>	
(i) the environmental interdependence of individuals, groups, communities and nations; (ii) environmental issues and conflicts between communities, regions and nations; (iii) environmental protection in everyday life and in school context		
d. global education	<i>CILO<sub>1,2,3,4</sub></i>	
(i) global village and global citizens – globalization and interdependence of individuals, groups, communities and nations; (ii) dimensions of global education; (iii) global issues – e.g. poverty, environmental degradation, rich-poor disparity, global supply chain management, etc.		

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Presentation  Students are required to form into groups to conduct a presentation in class on a topic relating to one of the course themes.	40%	<i>CILO<sub>1,2,3,4</sub></i>
(b) Individual essay  Each student is required to submit an individual essay (about 2500 words in Chinese / about 1600 words in English) on a topic relating to one of the course themes.	60%	<i>CILO<sub>1,2,3,4</sub></i>

## 5. Required Text(s)

Nil

## 6. Recommended Readings

### *English*

Boulding, E. (1998). *Building a global civic culture: Education for an interdependent world*. New York: Teachers College Press.

Ci, Longjun & Yang, Xiaohui.(2010). *Desertification and its control in China*. Beijing: Higher Education Press; Heidelberg: Springer.

Ellis, M. (2015). *The Critical Global Educator: Global citizenship education as sustainable development*. Milton: Taylor and Francis.

Evans, R.W., & Saxe, D.W. (2007). *Handbook on teaching social issues*. Washington, DC: National Council for the Social Studies.

Fong, B.C. H. (2017). One Country, Two Nationalisms: Center-Periphery Relations between Mainland China and Hong Kong, 1997–2016.

*Modern China* 43(5): 523-556.Ku, A. S. and Pun N. (2004). *Remaking citizenship in Hong Kong: Community, nation, and the global city*. London: Routledge.

Miller, D.A. (2013). *Global Warming*. Detroit, Mich.: Greenhaven Press.

Oxfam GB (2006) *Education for Global Citizenship: A Guide for Schools*. Available from: <https://www.oxfam.org.uk/education/resources/education-for-global-citizenship-a-guide-for-schools>

Pickering, K.T., & Owen, L.A. (1994). *An introduction to global environmental issues*. London: Routledge.

Reid, A., Gill, J. & Sears, A. (2010). *Globalization, the nation-state and the citizen: dilemmas and directions for civics and citizenship education*. New York: Routledge.

Wilke, R.J. (Ed.), (1997). *Environmental education teacher resources handbook: A practical guide for K-12 environmental education*. Thousand Oaks, Calif.: Corwin .

### *Chinese*

周永新 (2016) :《香港人的身份認同和價值觀》。香港：中華書局香港有限公司。

厲以寧、林毅夫、鄭永年 (2017) :《讀懂“一帶一路”》。香港：中華書局香港有限公司。

李思名, 陳尚懋, 黃枝連, 唐欣偉 (2013):《全球化與區域合作：兩岸四地的經濟、社會和政治新關係》，香港：香港教育圖書公司。

趙永佳 (2013) :《全球化 360 》, 香港：明報出版社有限公司。

史帝芬·金恩著；吳煒聲譯。(2018) :《大退潮：全球化的終結與歷史的回歸》，台北：日月文化出版股份有限公司。

潘毅編 (2011):《富士康輝煌背後的連環跳》，香港：商務印書館。

香港公平貿易動力 (2015):《公平貿易教材》。

[https://www.hkfairtradepower.com/image/files/Teacher%20kit\\_2014\(2\).pdf](https://www.hkfairtradepower.com/image/files/Teacher%20kit_2014(2).pdf)

黃洪 (2013):《「無窮」的盼望：香港貧窮問題探析》，香港：中華書局(香港)。

顧汝德著；顏詩敏譯 (2015):《富中之貧：香港社會矛盾的根源》，香港：天窗出版社有限公司

王芳編著 (2013):《環境與社會 跨學科視閥下的當代中國環境問題》，華東理工大學出版社。

郭強 (2013):《中國生態環境的困局與未來》，昆明：雲南教育出版社。

張楊乾及何建宗 (2017):《低碳生活雙城記：港台綠色生活記實》，台北：台達電子文教基金會。

梁永健 (2016):《城市發展的爭議：城市，可持續發展與生活素質》香港：花千樹出版有限公司。

## 7. Related Web Resources

香港公平貿易聯盟 (Fair Trade Hong Kong) -公平校園 /教學資源

<http://www.fairtradehk.org/educational-programs/educational-resources/>

世界自然基金會香港分會(World Wildlife Fund Hong Kong) <https://www.wwf.org.hk/>

教育局教育多媒體 <https://emm.edcity.hk/>

賽馬會『世界小小公民』教育計劃 <https://globalkids.oxfam.org.hk/tc/>

公民教育聯席 (Alliance of Civic Education) <https://hkace.wordpress.com/>

樂施會--扶貧工作 <https://www.oxfam.org.hk/tc/what-we-do>

環境保護署 節能減廢低碳生活模式

[https://www.epd.gov.hk/epd/tc\\_chi/how\\_help/living\\_style/living.html](https://www.epd.gov.hk/epd/tc_chi/how_help/living_style/living.html)

## 8. Related Journals

Nil

## 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

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