# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

## Part I

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|---|---|---|
| **Programme Title** | : | Doctor of Education |
| **Programme QF Level** | : | 7 |
| **Course Title** | : | Social Science Education in Schools |
| **Course Code** | : | **SSC7250** |
| **Department** | : | Social Sciences and Policy Studies |
| **Credit Points** | : | 3 |
| **Contact Hours** | : | 39 |
| **Pre-requisite(s)** | : | NIL |
| **Medium of Instruction** | : | English |
| **Course Level** | : | 7 |

## 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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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 aims at developing critical understanding of social science curriculum for primary and secondary schools, and facilitating education practitioners to acquire the knowledge, skills and values/attitude for social science education. It examines the current issues in the design and implementation of social science curriculum, review the relevant research studies, and discusses the role of social science curriculum in school education and the role of teacher in social science education.

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

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

CILO$_1$      Review the local and international development of social science curriculum in schools.

CILO$_2$      Explore the actual implementation of social science curriculum in schools and classrooms.

CILO$_3$      Critically reflect on the issues of planning and teaching of social science curriculum for primary and secondary schools.

CILO$_4$      Develop professional knowledge, skills and values/attitudes as social science education practitioners.

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

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|---|---|
| • Current trends and development of social science curriculum in the global and Hong Kong contexts; and <br> • Recent researches on social science education in schools and classrooms. | *CILO$_{1,3}$* | • Group discussion <br> • Literature review <br> • Presentation |
| • Social science curriculum in primary and secondary schools; <br> • Curriculum planning and the teaching and learning of social science education; and <br> • Values, moral, character and citizenship education in social science curriculum. | *CILO$_{2,3}$* | • Case study <br> • Lesson analysis <br> • Lesson observation <br> • Presentation <br> • Textbook analysis <br> • Video analysis |

| | | |
|---|---|---|
| • Action research, evidence-based practice and school-based curriculum development for social science education. | *CILO$_{2,3,4}$* | • Guest lecture<br>• Real case sharing<br>• School visit |
| • Teachers as curriculum leaders, reflective practitioners, researchers and critical educators in social science education. | *CILO$_4$* | • Case study<br>• e-Learning<br>• Reflective journal |

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## 4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|---|---|---|
| Course participants are required to select a topic under the theme of "curriculum planning and teaching and learning of social science education in schools" to finish the following assessment tasks: | | |
| (a) Reading summary / presentation / Reflective journal (or other appropriate tasks) on the selected topic with basic concepts/issues identified and/or empirical evidences provided. | 30% | *CILO$_{(2,)3,4}$* |
| (b) Literature review on the selected topic to show a research gap and potential argument (3000 words). | 70% | *CILO$_{1,3}$* |

## 5. Required Text(s)

NIL

## 6. Recommended Readings

Beane, J. A. (1997). *Curriculum integration: Designing the core of democratic education.* New York: Teachers College Press.

Byrd, D. (2012). Social studies education as a moral activity: Teaching towards a just society, *Educational Philosophy and Theory, 44*(10), 1073–1079. doi: 10.1111/j.1469-5812.2011.00761.x

Chai-Yip, T. W. L., Galloway, D., & Lee, W. O. (2010). The effectiveness of action learning in the teaching of citizenship education: A Hong Kong case study. In K. J. Kennedy, W. O. Lee, & D. L. Grossman (Eds.), *Citizenship pedagogies in Asia and the Pacific* (pp. 53–80). Hong Kong: Comparative Education Research Centre, The University of Hong Kong.

DeLeon, A. P. (2008). Are we simulating the status quo? Ideology and Social Studies simulations, *Theory & Research in Social Education, 36*(3), 256–277. doi: 10.1080/00933104.2008.10473375

Farris, P. J. (2007). *Elementary and middle school social studies: An interdisciplinary, multicultural approach* (5th ed.). Long Grove, Ill.: Waveland Press.

Glatthorn, A., Boschee, F. A., Whitehead, B. M., & Boschee, B. F. (2016). *Curriculum leadership: Strategies for development and implementation*. Los Angeles: SAGE.

Guérin, L. (2017). Group problem solving as a different participatory: Approach to citizenship education. *Journal of Social Science Education, 16*(2), 8–18. doi: 10.2390/jsse-v16-i2-1608

Henson, K. T. (2010). *Curriculum planning: Integrating multiculturalism, constructivism and education reform.* (4th ed.). Long Grove, Ill.: Waveland Press.

Law, W.-W., & Xu, S. (2017). Social change and teaching and learning citizenship education: An empirical study of three schools in Guangzhou, China. *Citizenship Teaching & Learning, 12*(1), 7–41. doi: 10.1386/ctl.12.1.7_1

Martens, A. M., & Gainous, J. (2013). Civic education and democratic capacity: How do teachers teach and what works? *Social Science Quarterly, 94*(4), 956–976. doi: 10.1111/j.1540-6237.2012.00864.x

Massialas, B. G., & Allen, R. F. (1996). *Critical issues in teaching social studies, K–12*. Belmont, Calif.: Wadsworth.

Wood, K. E. (2001). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers*. New Jersey: Prentice Hall Inc.

Wood, P. (2012). *Critical events in teaching and learning*. London, UK and Washington, D.C., USA: The Palmer Press.

7. **Related Web Resources**

Humanities, Ministry of Education, Singapore:
https://www.moe.gov.sg/education/syllabuses/humanities

National Council for the Social Studies:   https://www.socialstudies.org/

Office of Superintendent of Public Instruction, State of Washington, the United State of
America:   http://www.k12.wa.us/SocialStudies/default.aspx

Personal, Social & Humanities Education, Curriculum Development, Education Bureau,
the Hong Kong SAR:   http://www.edb.gov.hk/en/curriculum-development/kla/pshe/index.html

Personal, Social, Health and Economic Education, United Kingdom:
https://www.gov.uk/education/personal-social-health-and-economic-education

Resources Depository, the Hong Kong Education City:   https://resources.hkedcity.net/

## 8. Related Journals
*Citizenhsip, Social and Economics Education*
*Citizenship Teaching and Learning*
*Journal of Social Science Education*
*Journal of Social Studies Education Research*
*Social Education*
*Social Studies*
*Social Studies and the Young Learner*
*Social Studies Research and Practice*
*Theory & Research in Social 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/00000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

## 10. Others
NIL

**Programme Title**       **:** Doctor of Education

**Course Title**       : Social Science Education in Schools

**Course Code**       **:** SSC7250

**Offering Unit**       **:** Department of Social Sciences and Policy Studies

**Credit Points**       **:** 3

Delivery mode:

☐ **Online learning as the primary delivery mode**

| Range of classroom-based contact hours (0-15) | Range of hours for online learning (24-39) | Total No. of Contact Hours |
|---|---|---|
| | | |

☑ **Directed study mode**

| Range of classroom-based contact hours (4-15) | Range of guided independent learning hours (24-35) | Total No. of Contact Hours |
|---|---|---|
| 5 | 34 | 39 |

*Updated December 2023*