

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**FACULTY OF EDUCATION AND HUMAN DEVELOPMENT**

**TLS3003 - Curriculum and Assessment**

Offering Department:	Curriculum and Instruction
Credit Units:	3
Course Duration:	One Semester
Medium of Instruction:	English/ Chinese
Pre-requisite(s):	Nil
Course Offering Semester*:	Semester II

*\* The offering semester is subject to change without prior notice*

**Synopsis:**

This course introduces students to basic concepts, principles and skills in the fields of curriculum and assessment and their relations to Hong Kong's educational system, as well as international trends. It offers students a spiral path of developing professional knowledge and skills in educating students in the subject and non-subject specific contexts. Students are guided to derive practical implications of the fundamental theories of curriculum and assessment for classroom practice. By examining school curriculum and assessment policies in relation to local school contexts, students are facilitated to reflect on their own role as prospective teachers, and as a collaborator in a multi-disciplinary school system. Students are therefore enabled to lay a broad foundation for understanding the complexity of curriculum and assessment issues across different subject fields and all education sectors (kindergarten, primary, and secondary education). New developments in the fields of curriculum and assessment in Hong Kong and international education settings will be highlighted.

**Course Content:**

The construction of school curriculum in Hong Kong:

- Understanding Hong Kong school curriculum: definition of curriculum, curriculum elements, the Hong Kong school curriculum framework (e.g., its aims, learning objectives/goals, essential learning experiences, key learning areas, generic skills and core values at kindergarten, primary and secondary education levels, learning targets in Learning Areas/Key Learning Areas (KLA) in the kindergarten, primary and secondary education curricula); the concept of 'Learning to Learn' in curriculum reform contexts. Curriculum and assessment reform trends, policies, priorities, and practices currently being

<p>promoted in the global as well as Hong Kong contexts</p> <ul style="list-style-type: none"> <li>• Directions of ongoing curriculum reform (e.g., STEM education, information and communication technology in education, values education)</li> <li>• The context of curriculum construction: the social, political and economic imperatives defined in current policy documents</li> </ul>
<p>Curriculum development and implementation:</p> <ul style="list-style-type: none"> <li>• Design of school curriculum (e.g., curriculum orientations, key components in curriculum design, models of curriculum design, models of curriculum organisation)</li> <li>• Strategies for curriculum development and implementation (e.g., whole-school approach to developing and implementing curriculum)</li> <li>• Principles of choosing curriculum content and teaching and learning strategies</li> <li>• Strategies and stages of curriculum change</li> <li>• School-based curriculum development with reference to the education sector(s) of course students</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• The congruence of curriculum and assessment, use of assessment data (external and school based assessment) to improve learning, teaching and the school curriculum</li> <li>• Basic concepts of assessment (e.g., definition of assessment and related terms; validity and reliability of assessment, backwash effects of assessment)</li> <li>• Roles and functions of assessment (e.g., formative and summative assessment, use of assessment for selection, accountability, and diagnosis/support of learning)</li> <li>• Major approaches to assessment: assessment of/for/as learning</li> <li>• Selection and design of effective assessment strategies to facilitate student learning and cater for learner diversity (e.g., tests/examinations and alternative assessment strategies; norm-referenced and criterion-referenced assessment) with reference to the subject area(s) and education sector(s) of course students</li> <li>• Principles of assessment for learning (e.g., aligning assessment to teaching and learning), feedback, profiling and reporting of student learning</li> <li>• Public examinations and school-based assessment in Hong Kong (e.g., Basic Competency Assessment (BCA) and Territory-wide System Assessment (TSA), the Hong Kong Diploma of Secondary Education (HKDSE))</li> </ul>
<p>Roles of teachers in changing school curriculum and assessment:</p> <ul style="list-style-type: none"> <li>• Special roles of teachers at different levels of curriculum planning in the school community (e.g., teachers' responsibility to take part in curriculum planning at school and classroom levels)</li> <li>• Future roles of teachers in changing the school curriculum and assessment (e.g., teachers' role in adapting curriculum and assessment to their school's and students' needs)</li> </ul>

**Assessment (*Indicative only*):**

Tasks	Weighting
Group presentation	30%
Essay	70%

**Detailed Course Outline:**

[Course Outline\\_TLS3003.pdf](#)