

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours)/ 4-5 years Full-time Undergraduate Programmes
Programm QF Level	: 5
Course Title	: Curriculum and Assessment
Course Code	: TLS3098
Department	: Curriculum and Instruction
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI / EMI
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 introduces students to basic concepts, principles and skills in the fields of curriculum and assessment and their relations to Hong Kong's educational system and 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 role as prospective teachers and as collaborators in a multi-disciplinary school system. This course strongly emphasizes developing students' professional beliefs to contribute toward cultivating values and nurturing young people's affection for their country from a global perspective. 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). For example, students will learn how to adapt curriculum and assessment to meet the specific needs of their school and students, society, and the country. New developments in the fields of curriculum and assessment in Hong Kong, e.g., National Security Education, and new initiatives in international education settings will be highlighted.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify curriculum and assessment policies and practices currently promoted in Hong Kong schools and relate them to social, political, and economic imperatives defined in current policy documents
- CILO₂ Demonstrate an understanding of the key concepts and skills in the development and implementation of curriculum and assessment with reference to current school practices
- CILO₃ Critically examine the roles of teachers in changing school curriculum and assessment

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The construction of school curriculum in Hong Kong: <ul style="list-style-type: none">Understanding Hong Kong school curriculum: definition of curriculum, curriculum elements,	CILO ₁	<ul style="list-style-type: none">Lecture/tutorialWeb searchDocumentary analysis,Debate

<p>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 promoted in the global as well as Hong Kong contexts, e.g., the importance of cultivating in students a sense of belonging towards the country.</p> <ul style="list-style-type: none"> • Directions of ongoing curriculum reform (e.g., STEM education, information and communication technology in education, values education) • The context of curriculum construction: the social, political (e.g., Constitution, Basic Law, and National Security Law; Constitution and Basic Law Education, National Security Education; National Education) and economic imperatives defined in current policy documents 		<ul style="list-style-type: none"> • E-learning activities (e.g., analysis of animation video cases, online quiz, game, and/or discussion)
<p>Curriculum development and implementation:</p> <ul style="list-style-type: none"> • Design of school curriculum (e.g., curriculum orientations, key components in curriculum design, models of curriculum design, models of curriculum organisation) • Strategies for curriculum development and implementation (e.g., whole-school approach to developing and implementing curriculum) 	<p>CILO₂</p>	<ul style="list-style-type: none"> • Lecture/tutorial • Web search • Case study • Group discussion • E-learning activities • Guided reading

<ul style="list-style-type: none"> • Principles of choosing curriculum content and teaching and learning strategies • Strategies and stages of curriculum change • School-based curriculum development with reference to the education sector(s) of course students <p>Assessment</p> <ul style="list-style-type: none"> • The congruence of curriculum and assessment, use of assessment data (external and school-based assessment) to improve learning, teaching, and the school curriculum • Basic concepts of assessment (e.g., definition of assessment and related terms; validity and reliability of assessment, backwash effects of assessment) • Roles and functions of assessment (e.g., formative and summative assessment, use of assessment for selection, accountability, and diagnosis/support of learning) • Major approaches to assessment: assessment of/for/as learning • Selection and design of effective assessment strategies to facilitate student learning and cater to 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 • Principles of assessment for learning (e.g., aligning assessment to teaching and learning), feedback, profiling and reporting of student learning <ul style="list-style-type: none"> - Public examinations and school-based assessments in Hong Kong (e.g., Basic Competency Assessment (BCA) and 		
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Territory-wide System Assessment (TSA), the Hong Kong Diploma of Secondary Education (HKDSE))		
<p>Roles of teachers in changing school curriculum and assessment:</p> <ul style="list-style-type: none"> • 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) • Continuously monitor the development of curriculum in order to safeguard national security, social order, and public interest • Endeavour to make contributions towards cultivating the younger generations with virtues and talents and affection for their country and their home, and with a global perspective through curriculum planning and implementation <p>Future roles of teachers in changing the school curriculum and assessment (e.g., teachers' role in adapting curriculum and assessment to their schools' and students' needs, as well as the needs of the society and the nation.)</p>	CILO ₃	<ul style="list-style-type: none"> • Lecture/tutorial, • Mind map • Case study • Role-play • Guided reading • Group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>1. Group presentation:</p> <p>Working with group members, identify a policy related to curriculum and/or assessment released by the Hong Kong government. Create a presentation and PowerPoint slides about the policy's implications to school contexts. To gain exposure to the broad range of topics covered by the presentations, you are expected to be present for all the presentations by the other groups and engage in discussions following the presentations.</p>	30%	CILO ₁

<p>2. Essay:</p> <p>Write an essay (1800 words in English for EMI class or 2880 words in Chinese for CMI class) on a topic relevant to curriculum or assessment that you are likely to deal with as a new teacher in Hong Kong.</p>	60%	CILO _{1, 2, 3}
<p>3. Participation:</p> <p>Students are required to participate in a variety of in-class activities actively.</p>	10%	

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

Not Permitted: In this course, the use of generative AI tools is not allowed for any assessment tasks.

✓ Permitted: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Berry, R. (2008). *Assessment for learning*. Hong Kong: Hong Kong University Press. (E-book accessible via EdUHK library: <http://www.jstor.org/stable/j.ctt1xcs68>)

Berry, R. (2011). Assessment trends in Hong Kong: Seeking to establish formative assessment in an examination culture. *Assessment in Education: Principles, Policy and Practice*, 18(2), 199-211.

Brown, G. T. L., & Wang, Z. (2013). Illustrating assessment: How Hong Kong university students conceive of the purposes of assessment. *Studies in Higher Education*, 38(7), 1037-1057.

Curriculum Development Council (2017). *Secondary Education Curriculum Guide*. Hong Kong Special Administrative Region, Education Bureau: Hong Kong.

Education Bureau (2022). *Guidelines on Teachers' Professional Conduct*. The Government of the Hong Kong Special Administrative Region of the People's Republic of China. https://www.edb.gov.hk/en/teacher/guidelines_tpc/index.html

- Gan, J. S. M., & Hattie, J. (2014). Prompting secondary students' use of criteria, feedback specificity and feedback levels during an investigative task. *Instructional Science*, 42(6), 861-878.
- Gholami, V., Moghaddam, M. M., & Attaran, A. (2014). Towards an interactive EFL class: Using active learning strategies. *Modern Journal of Language Teaching Methods*, 4(2), 124-136.
- Hamp-Lyons, L. (2016). Implementing a learning-oriented approach within English language assessment in Hong Kong Schools: Practices, issues and complexities. In G.X. Yu & Y. Jin, (2016) *Assessing Chinese learners of English: Language constructs, consequences and conundrums* (pp. 17-37). London: Palgrave Macmillan.
- Hattie, J. (2012). *Visible learning for teachers: Maximising impact on learning*. London: Routledge.
- Harris, L. R., Brown, G. T. L., & Harnett, J. A. (2015). Analysis of New Zealand primary and secondary student peer- and self-assessment comments: Applying Hattie and Timperley's feedback model. *Assessment in Education: Principles, Policy & Practice*, 22(2), 265-281.
- Kennedy, K. J. (2016). Exploring the influence of culture on assessment: The case of teachers' conceptions of assessment in Confucian heritage societies. In G. T. L. Brown & L. R. Harris (Eds.) *Handbook of human factors and social conditions of assessment* (pp. 404-419). New York: Routledge.
- Kennedy, K. J. & Lee, J. C.-K. (Eds.). (2018). *Routledge international handbook of schools and schooling in Asia*. New York: Routledge.
- Kennedy, K. J. & Henderson, D. (2023). *Curriculum, Pedagogy and Assessment* (1st edition) Pearson Education. <https://www.pearson.com/en-au/educator/university/teacher-education/kennedy-curriculum-pedagogy-assessment-1e/>
- Lam, B. H. (2011). Lesson planning, assessment and learning. In S. N. Phillipson & B. H. Lam (Eds.) *Learning and teaching in the Chinese classroom* (pp. 291-342). Hong Kong University Press.
- Lam, B. H. (2013). Understanding inclusive learners' perception of own academic ability: Implications for school improvement. In L. Zhang & J. Chen (Eds.), *Predictors, learning strategies and influences of gender* (pp. 63-94). New York: Nova Science Publishers.
- Lam, C. C., & Yeung, S. Y. S. (2010). School-based curriculum development in Hong Kong: An arduous journey. In E. H.-F. Law & N. Nieveen (Eds.), *Schools as curriculum agencies: Asian and European perspectives on school-based curriculum development* (pp. 61-82). Rotterdam, the Netherlands: Sense Publishers.
- Lam, D. M. K. (2016). Contriving authentic interaction: Task implementation and engagement in school- based speaking assessment in Hong Kong. In: G. X. Yu & Y. Jin, *Assessing Chinese learners of English: Language constructs, consequences and conundrums* (pp. 38-60). London: Palgrave Macmillan.

- Lee, I. (2014). Revisiting teacher feedback in EFL writing from sociocultural perspectives. *TESOL Quarterly*, 48(1), 201-213.
- Lo, Y. C. (2012). The implementation of formative assessment at primary school level: A Hong Kong case study. *Curriculum Perspectives*, 32(1), 11-21.
- Marsh, C. (2009). *Key concepts for understanding curriculum* (4th ed., Teachers' library (London, England)). London; New York: Routledge.
- Morris, P. & Adamson, B. (2010). *Curriculum, schooling and society in Hong Kong*. Hong Kong: Hong Kong University Press.
- Obukhova, T. N. (2019). The Practice of Assessing the Quality of Student Education: Perspectives from Finland, Canada, and Hong Kong. *Journal of History Culture and Art Research*, 8(4), 391-400. doi:<http://dx.doi.org/10.7596/taksad.v8i4.2386>
- Parkay, F. W. (2020). *Becoming a teacher* (11th edition.). Pearson Education, Inc.
- Richards, J.C. (2013). Curriculum approaches in language teaching: Forward, central, and backward design. *Relc Journal*, 44(1), 5-33.
- Scott, C.L. (2015). *The futures of learning 2: What kind of learning for the 21st Century?* UNESCO Education Research and Foresight, Paris. [ERF Working Papers Series, No. 14].
- Scott, C.L. (2015). *The futures of learning 3: What kind of pedagogy for the 21st Century?* UNESCO Education Research and Foresight, Paris. [ERF Working Papers Series, No. 15].
- Wong-Ratcliff, M. & Ho, K.K. (2011). Can integrated education meet the needs of students with SEN? *New Horizons in Education*. 59(2), 101-114.
- Yang, M., Tai, M., & Lim, C. P. (2015). The role of e-portfolios in supporting productive learning. *British Journal of Educational Technology*, 47(6), 1276-1286.
- Yang, M., Wang, T.C., & Lim C.P. (2017). E-portfolios as digital assessment tools in higher education. In: J. M. Spector, B. B. Lockee, & M. D. Childress (Eds.) *Learning, design, and technology. An international compendium of theory, research, practice, and policy* (pp. 1-23). Singapore: Springer.
- Yeung, S. S. Y., Lam, J. T. S., Leung, A. W. L., & Lo, Y. C. (2012). *Curriculum change and innovation*. Hong Kong: Hong Kong University Press. (E-book accessible via EdUHK library: <http://www.jstor.org/stable/j.ctt1xwfn8>)
- 林德成、徐慧璇、李子建、陳健生、黃顯涵、張爽 (2015)。《學校課程變革：智慧與挑戰》。香港：香港教育學院課程與教學系。
- 楊思賢、林德成、梁偉倫、羅耀珍 (2013)。《課程改革與創新》。香港：香港大學出版社。
- 顏明仁 (2011)。《促進學生學習的當代教評估理論與實踐》。新加坡：培生教育出版南洋亞洲有限公司。
- 繆慧碧與黃潔薇 (2013)。《課堂背後：幼師如何設計課程》，香港：香港教育學院。
<http://repository.lib.ied.edu.hk/pubdata/ir/link/pub/13512.pdf>

黃艾珍 (2011) 。導言—「強化幼教機構實施有效的校本課程」計劃介紹，輯於黃艾珍、容燕文和譚美顏主編《幼教校本課程發展的實踐》，(頁 1-12)，香港：香港教育學院兒童研究與創新中心。

黃艾珍、容燕文 (主編) (2012) 。《課程本位的幼兒發展評估模式：理論與實踐》(第 1 版)。北京：教育科學出版社。

王文科与王智弘 (2014) 。《課程發展與教學設計論》。台灣：五南圖書出版股份有限公司。

8. Related Web Resources

Curriculum Framework of National Security Education in Hong Kong

https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/national-security-education/nse_framework.pdf

EDB web page “Assessment & Learning Issue 3” (published 2014)

<https://wlts.edb.hkedcity.net/a&l3.html>

EDB web page “Ongoing Renewal of the School Curriculum” (updated 6 Dec 2017)

<http://www.edb.gov.hk/en/curriculum-development/renewal/guides.html>

EDB web page “Integrated Education and Special Education Online ” (updated 30 Aug 2023)

<https://sense.edb.gov.hk/en/index.html>

HKEAA web page “SBA - Introduction” (updated 31 March 2021)

<http://www.hkeaa.edu.hk/en/sba/introduction/>

HKEAA web page “TSA” <https://www.bca.hkeaa.edu.hk/web/TSA/en/Introduction.html>

STAR is an online assessment item bank with more than 65 000 assessment items covering the subjects of Chinese Language, English Language and Mathematics from Primary 1 to Secondary 3. <https://star.hkedcity.net/en>

Ongoing Renewal of the School Curriculum <https://www.edb.gov.hk/en/curriculum-development/renewal/guides.html>

9. Related Journals

Curriculum Perspectives

<http://www.acsa.edu.au/pages/page33.asp>

Journal of Curriculum & Instruction

<http://www.joci.ecu.edu/index.php/JoCI>

Journal of Curriculum Studies

<http://www.tandf.co.uk/journals/titles/00220272.asp>

Curriculum and Teaching

<http://www.jamesnicholaspublishers.com.au/ctjrnl.htm>

10. **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/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. **Others**

General models, principles and strategies as well as generic skills in curriculum planning & assessment design for all education sectors will be discussed. Specific case studies, examples and references will be tailored for the sectors of early childhood (kindergarten), primary and secondary education.

This Education Studies course is a required course for fulfillment of the Exit Requirements for Teachers' Professional Conduct and Ethics.