

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: All undergraduate programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Civic Values, Character Formation and Positive Education
<b>Course Code</b>	: GEK1004
<b>Department</b>	: Social Sciences
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 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 Undergraduate, Taught Postgraduate 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 aims at equipping students with the necessary knowledge and skills in the development of civic values, personal character and positive citizen participation, thus bringing about positive engagement, positive purposes and positive relationships in socio-political life. The course content will emphasize how we can build up civic skills, such as tolerance, respecting the rights of others, multi-ethnic perspectives, problem solving, moral and value decisions, rational decisions in socio-political participation, personal resilience in dealing with difficulties, and objectivity in understanding the very complex socio-political and environmental issues in Hong Kong. Case studies for discussions, such as the significance of volunteer work and learning will be used, apart from group visits to and training in non-governmental organizations, and invited guests' personal sharing of their experiences in solving various problems positively. The entire course will adopt the applied framework for positive education as advanced by scholars (Norrish, Williams, O'Connor and Robinson), focusing on how individuals can develop character strengths – positive engagement, positive accomplishments, positive purposes, harmonious and positive personal and social relationships – through the actions of living, teaching and embedding them. Positive attitudes toward personal growth, society and politics can bring about happiness individually and collectively.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> understand key concepts and theoretical constructs related to positive education in terms of civic values, character education and positive politics;
- CILO<sub>2</sub> analyze the impacts of social, political issues on personal, social and civic lives;
- CILO<sub>3</sub> examine the dialectic relationships between global, local and national levels;
- CILO<sub>4</sub> appreciate how positive attitudes can bring about happiness individually and collectively

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Besides Chinese traditional values, civic values, and moral wisdom as the primary sources of positive education in the mainstream culture of Hong Kong, students in this course will be exposed to understanding and exploring alternative positive education through various multi-ethnic practices and values from non-Chinese communities from the individual, community and global dimensions:	CILO <sub>1,2,4</sub>	Apart from lectures, guests' sharing, video-analysis, case studies discussion, in-depth analyses and class debates, the course will also arrange students to conduct different types of learning to solve problems, make rational decisions, and deal with personal

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>1. How ‘Imperfect’ life continues: Students will reflect on various biographies at an <i>individual level</i> that life-long perseverance and personal faith matter. Examples of Nick Vujicic and other encouraging stories that inspire many youngsters and people with disability and misfortunes will be introduced;</p>		<p>difficulties in a positive manner, so as to cultivate their civic values and attitudes, as well as expose them to the complex relationships between personal, social, cultural and political issues or problems.</p>
<p>2. How ‘Disadvantaged’ communities struggle: Students will be challenged to critically examine social stereotyping by studying successful examples of how religious beliefs and practices at a community level help young South Asians in Hong Kong overcome adversities in their competitive life; how Indonesian domestic helpers actively exercise agency, plus make sense of the secret why Filipino community is happier and content with their lives;</p>	<p><i>CILO</i><sub>1,2,4</sub></p>	<p>This is intended to contribute to the development of character strengths – positive engagement, positive accomplishments, positive purposes, harmonious personal and social relationships of the participants.</p>
<p>3. How the ‘Chaotic’ Globe sustains: Students will be given an overview of how people at the <i>global level</i> sustain and courageously live unimaginable disasters of genocide, civil wars and other humanitarian crisis. Visitation to refugees will be arranged and students will draw lessons on resilience by listening to refugees’ stories of wandering from wars, torture, persecution and how they positively live and anticipate while temporarily staying in Hong Kong.</p>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	
<p>4. To examine the personal, social, cultural, political or environmental issues and case studies in this course; discuss the significance of volunteer work and personal decisions to guide students to</p>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	

Course Content	CILOs	Suggested Teaching & Learning Activities
apply multi-ethnic perspectives, problem solving skills, moral and value and rational decision making, as well as on how to build up personal faith and resilience in dealing with difficulties, and objectivity in understanding the complex socio-political and environmental issues.		

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Review of journal article/ book chapter (about 900 words) Students will be asked to select a journal article or book chapter that is related to positive education in relation to civic values, character education and positive politics in personal, local or global context.	30%	<i>CILO<sub>1, 2,3,4</sub></i>
(b) Presentation A group of 3-4 students or individual will conduct a presentation on a selected aspect of positive education related to the service/experiential learning/other in-class learning experience in this course. Student(s) are expected to connect and consolidate relevant theoretical background, multi-ethnic perspectives with personal reflections. Each student has to submit a memo indicating specific tasks and one's role in preparing the finalized presentation.	30%	<i>CILO<sub>1, 2,3,4</sub></i>
(c) Reflective report (about 1,200 words) Students will write an individual reflective report based on the service/experiential learning/other in-class learning experience in this course with references to relevant concepts and theories of positive education. Students will be guided to demonstrate elements of positive engagement, positive accomplishments, harmonious and positive personal and social relationships.	40%	<i>CILO<sub>1, 2, 3,4</sub></i>

## 5. Required Text(s)

Nil

## 6. Recommended Readings

### *Becoming a citizen*

Arthur, J., Davies, I. and Hahn, C. (Eds.) (2008) *Sage handbook of citizenship education and democracy*. London, Sage.

Evans, M., Peterson, A., Fulop, M., Kiwan, D., Sim, J., Davies, I. (2020). Pedagogy and youth civic engagement: shifting understandings, emergent considerations and persisting challenges, *Citizenship Teaching & Learning*, 15(2):15-186.

Kennelly, J. (2011). *Citizen youth: Culture, activism, and agency in a neoliberal era*. New York: Palgrave Macmillan. (available@EdUHK on-line library)

梁恩榮、阮衛華著 (2011)。《公民教育—香港再造！迎向新世代公民社會》。香港：香港基督徒學會、印象文字。(available@EdUHK reserve)

### *Living in a globalized world and individual*

Bauman, Z. (2007). *Liquid times: Living in an age of uncertainty*. Cambridge: Polity.

Elliott, A. & Lemert, C. (2009). *The new individualism: The emotional costs of globalization*. Abingdon: Routledge. (available@EdUHK on-line library)

Espinoza-Herold, M. & Contini, R.M. (2017). *Living in two homes: Integration, identity and education of transnational migrants in a globalized world*. Bingley: Emerald Publishing Limited (available@EdUHK on-line library)

Gaudelli, W. (2016). *Global citizenship education: Everyday transcendence*. New York: Routledge.

Kiwan, D., Waghid, Y., Peck, C.L., Davies, I. (et al.)(2018). *The Palgrave Handbook of global citizenship education*. London: Palgrave Macmillan.

### *Service/experiential learning*

Butin, D. (2008). *Service-learning and social justice education: strengthening justice-oriented community based models of teaching and learning*. London: Routledge. (EdUHK Library reserve book)

Lai, K.H. (2010). Building students' total learning experience through integrating service-learning into the teacher education curriculum. In Jun Xing and Carol Ma. (eds.) *Service learning in Asia: Curricular models and practices* (pp. 47-61). Hong Kong: Hong Kong University Press. (available@EdUHK on-line library)

Thamrin, D., Wardani, L.K., Sitindjak, R.H.I. and Natadjaja, L. (2018). Experiential learning through community co-design in interior design pedagogy. *The international journal of art & design education*, 38 (2): 461-477. <https://onlinelibrary.wiley.com/doi/pdfdirect/10.1111/jade.12208>

### **Lives of migrants/ ethnic minorities**

Constable, N. (2014). *Born out of Place: Migrant mothers and the politics of international labour*. Berkeley: University of California Press. (available@EdUHK on-line library)

Erni, J.N. and Leung Y. M.L. (2014) *Understanding South Asian minorities in Hong Kong*. Hong Kong: Hong Kong University Press. (available@EdUHK on-line library)

Mathews, G. (2011) *Ghetto at the centre of the world: Chungking Mansions, Hong Kong*. Hong Kong: Hong Kong University Press.

Yuen, Y.M.C. (2013). "Ethnicity, level of study, gender, religious affiliation and life satisfaction of adolescents from diverse cultures in Hong Kong". *Journal of Youth Studies*, 16(6): 695-711. <https://doi.org/10.1080/13676261.2012.756973>

### **Character education and positive conduct**

Annette, J. (2005). Character, civic renewal and service learning for democratic citizenship in higher education. *British Journal of Educational Studies*, 2005-09, 53 (3): 326-340. (available@EdUHK on-line library)

Arthur, J., Kristjansson, K., Harrison, T., Sanerse, W., and Wright, D. (2017). *Teaching character and virtue in schools*. New York: Routledge.

Nucci, L., Narvaez, D. & Krettenauer, T. (2014). *Handbook of moral and character education (2<sup>nd</sup> ed)*. New York & London: Routledge. (available@EdUHK on-line library)

Vujicic, N. (2013) *Life without limits: Inspiration for a ridiculously good life*. New York: Doubleday Press. (EdUHK Library reserve book)

Smile, S.原著 *Self-help: with illustrations of character and conduct* (available@EdUHK on-line library) 劉曙光、宋景堂、劉志明譯 (2006)。《品格的力量》。台北：立緒文化事業有限公司。

### **Identity and Interpersonal relations**

Kwok, S.Y.C.L., Minmin, G., Pasyun S., Wong, W.W.K. (2020). The relationship between parent-child triangulation and early adolescent depression in Hong Kong: The mediating roles of self-acceptance, positive relations and personal growth. *Children and Youth Services Review*, 109, February 2020, 104676.

Layder, D. (2004). *Social and personal identity: understanding yourself*. London: Sage Publications.

Mckay, M. & Patrick, F. (2000). *Self-esteem* (3rd ed.). Oakland: New Harbinger Publication, Inc.

Robbins, S.P. & Hunsaker, P.L. (2003). *Training in interpersonal skill* (3rd ed.) New Jersey: Prentice Hall.

Yang, J. (ed.) (2014). *The political economy of affect and emotion in East Asia*. Oxon: Routledge.

## 7. Related Web Resources

CitizEd

<https://www.teachingcitizenship.org.uk/about-citizenship>

Creating Citizenship Communities

<https://www.york.ac.uk/news-and-events/news/2013/research/creating-citizenship-communities/>

教育局德育、公民及國民教育

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/index.html>

教育局服務學習

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/Newwebsite/flash/servicelearning/servicelearning.html>

## 8. Related Journals

*Asian Education and Development Studies*

*Citizenship Teaching and Learning*

*Journal of Basic Education*

*Journal of Youth Studies*

*Youth and Society*

《青年研究學報》(香港青年協會)

## 9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## 10. Others

NIL

*Updated December 2020*