

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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| Programme Title | : Bachelor of Education (Honours)/ 4-5 years Full Time Undergraduate Programmes |
| Programme QF Level | : 5 |
| Course Title | : Effective Teaching & Positive Classroom Learning Environment |
| Course Code | : TLS3092 |
| Department | : Curriculum and Instruction |
| Credit Points | : 3 |
| Contact Hours | : 39 |
| Pre-requisite(s) | : Nil |
| Medium of Instruction | : EMI |
| 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 theories and practices related to teaching & learning as well as classroom management with an overarching aim to:- 1) cultivate their fundamental understanding of theoretical frameworks that are pertinent to more advanced discussion, design and application of effective subject-specific pedagogies in the latter part of their study as a spiral curriculum, and 2) foster care for learners through adaptation of appropriate pedagogies to cater for learning diversity and creation of a harmonious and safe learning environment. Students from various disciplines will be provided with ample opportunities to identify, analyze and reflect on the use of theory-driven strategies to engage students' active participation and handle classroom discipline issues in contemporary classrooms. With the changing educational landscape in the 21st century, the fundamental and generic content knowledge acquired on teaching strategies and classroom management will not only prepare students to embrace the professional roles, values, virtues, and talents as being committed and responsible teachers but also for in-depth inquiries and pedagogical innovations in the broader school setting in Hong Kong and beyond.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify and analyze different teaching strategies underpinning the theories of teaching and learning in relation to the promotion of active engagement and learning in students
- CILO₂ Understand the key concepts and theoretical approaches of classroom management, and identify discipline incidents which inform the design of teaching strategies, that contribute to the promotion of harmonious and safe learning environment
- CILO₃ Integrate the acquired knowledge on teaching strategies and classroom management to design effective learning experience for students with different learning abilities
- CILO₄ Develop their personal system based on comprehensive theories and practices in teaching strategies and classroom management through reflective inquiry with considerations of the commitment and responsibility of professional teachers

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|-------------------|--|
| <ul style="list-style-type: none"> ▪ Models of teaching strategies with underpinning theories of learning, that applies to universal school settings (e.g. Gagné instructional events, information-processing models: sense-making and knowledge construction; social models: group inquiry and problem-solving; personal models: exploration and reflection, etc.). ▪ Strategies for integrating ICT in education and creating technology-enhanced learning environments, e.g. the Technological Pedagogical Content Knowledge (TPACK) framework, flipped classroom and the use of various teaching and learning applications/online platforms, with discussion of the relevant issues related to implementation across local and international settings, as well as different education sectors. | CILO ₁ | <ul style="list-style-type: none"> ▪ Demonstration ▪ Activity-based learning ▪ Group work, sharing, and discussions ▪ Use of videos ▪ Examples from local and international settings, as well as from different education sectors |

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| <ul style="list-style-type: none"> ▪ Definitions of classroom management; Students' goals of misbehavior (e.g., attention-seeking, power-seeking, helplessness, etc.); Characteristics of classroom context; Categories of misbehavior; Creating a harmonious and safe learning environment; Complexities and diversity of classroom ecology connecting to the whole-person growth of students; Roles of teachers (e.g. in socializing students classroom behavior in compliance with rules of laws (e.g. a correct understanding of Constitution, Basic Law and National Security Law, Constitution and Basic Law Education, National Security Education, National Education; promotion of national education as well as cultivation of a sense of belongings towards the country) and regulations aiming to nurture learners as responsible students and citizens); Influence of Chinese culture (e.g., authoritarian vs. authoritative teaching styles) on classroom behavior. ▪ Examples of classroom incidents across various sectors, i.e. early childhood, primary and secondary education, where appropriate; Classroom management strategies (e.g., four levels of intervention for managing student misbehavior) underpinning theories of learning. | <i>CILO₂</i> | <ul style="list-style-type: none"> ▪ Lecturing ▪ Use of e-Learning materials, i.e. iTheatre ▪ Demonstration ▪ Use of videos and written texts ▪ Case studies (videos and written texts) ▪ Group work, sharing, and discussions ▪ Activity-based learning ▪ Role play ▪ Reflective discussions |
| <ul style="list-style-type: none"> ▪ Designing teaching plans (setting clear learning goals, practices and procedures, selection of content, formulation and choices of teaching strategies, effective and ethical use of instructional resources, evaluation of teaching) with the aims to improve and enhance professional capabilities; various classroom management factors that need to be considered when different teaching strategies are adopted to cater for learners' different abilities. ▪ Examples of effective teaching practices in schools with education initiatives across local and international settings, as well as different education sectors. | <i>CILO₃</i> | <ul style="list-style-type: none"> ▪ Examples from local and international settings, as well as from different education sectors. ▪ Video case analyses |
| <ul style="list-style-type: none"> ▪ Issues and the role of reflective practices in establishing a personal system of classroom management; principles of developing personal management plans: the need for an inquiring classroom; reflective teaching and learning from critical incidents; considerations related to the commitment and responsibility of professional teachers (e.g. uphold probity and integrity) as well as the impact of classroom management on classroom teaching, and specific sectors, i.e. early childhood, primary and secondary education, where appropriate. | <i>CILO₄</i> | <ul style="list-style-type: none"> ▪ Use of cases (videos and written texts) ▪ use of exemplars ▪ Reflective discussions |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|---|---------------|-------------------------------|
| <p>a. Individual Case Study Analysis Collect a critical incidence of student classroom misbehaviors/ discipline problems (from sources ranging from recall of personal experience to self-videotaped lessons to YouTube videos), analyze the possible causes with the support of relevant theories/literature related to classroom management, and identify classroom management strategies (and effective teaching strategies, where applicable) to improve the situation and promote a harmonious and safe learning environment. Please note that the chosen incidence of student classroom misbehaviors/ discipline problems should NOT be related to special educational needs. (Word count: 1,500 words)</p> | 50% | <i>CILO_{1,2,4}</i> |
| <p>b. Group Presentation & Group Report: Design & Analysis of Teaching Plan</p> <p>i) Group presentation Working with group members, identify a topic from a teaching subject of interest, design a teaching plan with application of effective teaching strategies (and classroom management strategies, where appropriate) to foster students' active engagement and cater for diversity in learning, and prepare a group presentation to introduce the details of the teaching plan and justify the use of strategies with reference to relevant theories/literature on effective teaching (and classroom management, if applicable). Presenters are expected to address any questions from the audience related to the teaching plan design. The PowerPoint must be submitted as part of the assessment task.</p> <p>ii) Group report As a group, write a short report to explain the rationale behind the use of effective teaching strategies (and classroom management strategies, if applicable) in the teaching plan with reference to relevant theories/literature, and attach the teaching plan as an appendix. (Word count: 900 words)</p> | 20% | <i>CILO_{1,2,3,4}</i> |
| | 30% | <i>CILO_{1,2,3,4}</i> |

5. Required Text(s):

Nil

6. Recommended Readings:

Effective Teaching Strategies

Bostic, A., & Murphy, S. (2023). *Bashing boredom: a guide to engage students in the modern classroom*. Principal principles LLC.

Chan, K. W. (2004). *Teaching strategies and classroom organization*. Hong Kong: The Education University of Hong Kong.

Chen, J., Li, H., & Wang, J. (2017). Implementing the Project Approach: A Case Study of Hybrid Pedagogy in a Hong Kong Kindergarten. *Journal of Research in Childhood Education, 31*(3), 324-341.

Cheung, R. (2018). Play-based creativity-fostering practices: The effects of different pedagogical approaches on the development of children's creative thinking behaviours in a Chinese preschool classroom. *Pedagogy, Culture & Society*, 1-17.

Cremin, T., Burnett, C. (2018). *Learning to Teach in the Primary School (Learning to Teach in the Primary School Series)*(4th ed.). UK: Routledge

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

Fung, D. (2017). The pedagogical impacts on students' development of critical thinking dispositions: Experience from Hong Kong secondary schools. *Thinking Skills and Creativity, 26*, 128-139.

Goodwin, B. (2022). The new classroom instruction that works: the best research-based strategies for increasing student achievement. ASCD.

Hoberman, M. (2017). Highly effective teaching strategies: winning in the classroom. Grade success.

Marzano, R.J. (2017). The new art and science of teaching (more than fifty new instructional strategies for academic success. Solution tree press.

Olofson, M. W., Swallow, M. J., & Neumann, M. D. (2016). TPACKing: A constructivist framing of TPACK to analyze teachers' construction of knowledge. *Computers & Education, 95*, 188-201.

Wang, T. (2017). Overcoming barriers to 'flip': Building teacher's capacity for the adoption of flipped classroom in Hong Kong secondary schools. *Research and Practice in Technology Enhanced Learning, 12*(1), 1-11.

陳錦榮 (2008)：合作學習的校本培訓，輯於沈玉珍、何明生編《合作學習教學手冊：理論和教學實踐》，(頁 81-86)，香港。

Classroom Management

Berger, R., & Strasser, D. (2021). *Management in the active classroom*. EL Education Inc.

Burden, P.R. (2020). *Classroom management: creating a successful K-12 learning community*. 7th edition. Wiley.

Cobbold, Cosmas, & Boateng, Philip. (2016). How Confident Are Kindergarten Teachers in Their Ability to Keep Order in the Classroom? A Study of Teacher Efficacy in Classroom Management. *Journal of Education and Practice, 7*(36), 181-190

Emmer, E.T., & Everston, C.M. (2016). *Classroom management for middle and high school teachers*. Pearson.

Evertson, C. M., & Weinstein, C. S. (Eds.). (2013). *Handbook of classroom management:*

- Research, practice, and contemporary issues*. New York: Routledge.
- Hue, M. T., & Li, W. S. (2008). *Classroom management: Creating a positive learning environment*. Hong Kong: Hong Kong University Press.
- Ho, J., Grieshaber, S., & Walsh, K. (2017). Discipline and rules in four Hong Kong kindergarten classrooms: A qualitative case study. *International Journal of Early Years Education*, 25(4), 409-423.
- Jones, V. & Jones, L. (2015). *Comprehensive classroom management : creating communities of support and solving problems*. Pearson.
- Lemov, D. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college*. 3rd edition. Jossey-Bass.
- Linsin, M. (2019). *The total classroom management makeover: in 18 short, simple lessons*. JME publishing.
- Maynard, N. (2019). *Hacking school discipline: 9 ways to create a culture of empathy & responsibility using restorative justice*. JME publishing.
- Richard, IV M.H., Cunningham, H.B., O'Connor, L.D., & Kestenber, E.G. (2018). *These kids are out of control*. Corwin.
- Shalaby, C. (2017). *Troublemakers: lessons in freedom from young children at school*. The new press.
- Smith, D., Fisher, D., & Frey, N. (2015). *Better than carrots or sticks: restorative practices for positive classroom management*. ASCD.
- Sun, R. C. (2015). Teachers' experiences of effective strategies for managing classroom misbehavior in Hong Kong. *Teaching and Teacher Education*, 46, 94-103.
- Whitaker, T. (2020). *What great teachers do differently: nineteen things that matter most*. 3rd edition. Routledge.
- 許明得、李偉成 (2008) :《有效課堂管理：營造積極學習氣氛》，香港，香港大學出版社。

7. Related Web Resources

Effective Teaching Strategies

Education World Lesson Planning: Teaching and Tolerance

http://www.educationworld.com/a_lesson/lesson/lesson294.shtml

Teacher Expectations & Student Achievement

<http://www.lacoe.edu/lacoeweb/orgs/165/index.cfm>

Teachers.net: Lesson Bank

<http://www.teachers.net/lessons/search.html>

Teaching Tolerance

<http://www.tolerance.org/teach/>

Classroom Management

A Positive Classroom Climate

http://cte.udel.edu/TA_book/climate.html

Classroom Management: Behavior Management

<http://www.proteacher.com/030001.shtml>

Classroom Organization: The Physical Environment

http://teacher.scholastic.com/professional/futureteachers/classroom_organization.htm

Creating a Climate for Learning: Effective Classroom Management Techniques
http://www.education-world.com/a_curr/curr155.shtml

8. Related Journals

Asia Pacific Education Review
British Journal of Educational Technology
British Journal of Teacher Education
Computers & Education
Journal of Education for Teaching
Learning and Instruction
Learning and Individual Differences
Teaching and Teacher 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Please note that this course primarily focuses on the fundamental skills and theories essential for lesson design and classroom management in general classroom settings. Specific examples relevant to various education sectors, i.e. early childhood, primary and secondary education, will be provided where appropriate.