Department of Education Studies  
EDUC 4017 Coping with Changes in Primary Education (2,2,0)

Prerequisite:  
Enrolment for this elective is subject to approval by the Department.

Course Description:  
This course develops students’ knowledge of coping with contemporary changes in primary education, specifically issues related to individual learners and classroom and school practices that impact upon these learners. The course covers topics such as learner diversity and differences, learning difficulties and related problems, small class teaching and whole school approach.

Aims:  
Specifically, this course aims to:
- Develop students’ knowledge of challenges facing contemporary changes in primary education;
- Develop and promote their understanding on principles of the learner and learning within a changing primary education; and
- Develop and enhance their skills in applying the appropriate teaching and learning knowledge in helping learners adapt to the changing learning environment.

Course Intended Learning Outcomes (CILOs):

<table>
<thead>
<tr>
<th>CILO 1</th>
<th>Explain the principles underlying the learner and learning in primary education</th>
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<tr>
<td>CILO 2</td>
<td>Identify various aspects of learner issues and classroom practice in primary education</td>
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<td>CILO 3</td>
<td>Apply relevant concepts, theories and appropriate pedagogical approaches to teaching and learning in primary education</td>
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<td>CILO 4</td>
<td>Evaluate specialized approaches for learners at the classroom and school levels in primary education</td>
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<td>CILO 5</td>
<td>Demonstrate basic knowledge of different learner issues in primary education</td>
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<td>CILO 6</td>
<td>Adopt a positive attitude towards coping with changes in primary education</td>
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Course Content:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
</tr>
</thead>
</table>
| I. The individual learner and changing primary education  
  A. The primary school learner  
  B. The changing learning environment | Lecture, Group discussion, Videos | CILO 1, CILO 5 |
II. Learner diversity
A. Understanding diversity in the Chinese classroom
B. Learner differences
   1. Physiology
   2. Cognitive
   3. Emotions
   4. Social
   5. Culture
C. Learning difficulties

II. Supporting the learners’ needs with good practices
A. Curriculum modifications
B. Individualized Education Programs (IEP)
C. Collaborative and co-teaching
D. Small-class teaching
E. Inclusive practice
F. Whole school approach

Teaching & Learning Activities (TLAs):

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Group Discussion</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>This mode aims at facilitating interaction and providing opportunities for immediate comments and feedback to students. Students are involved in discussing various issues both in small groups and the whole class. The quality of participation is assessed with reference to the questions, suggestions and comments students make, as well as their contribution to the exchange of ideas in the classroom.</td>
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<tr>
<td>Group Work</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>Group work involves students in investigating a chosen topic or area either individually or in groups. It requires them to construct knowledge through a variety of learning experiences. The project outcome may consist of one or more products, such as an oral or video presentation, a written report, or an exhibition.</td>
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<tr>
<td>Lecture</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>A lecture is now multimodal in its presentation – where an instructor’s input is supplemented by video clips and interactive websites. With the growing use of interactive mode of teaching and learning, the straight lecture method is used less frequently than other strategies.</td>
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Presentations

CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6

Students make oral presentation to their peers either in groups or individually. Contents of presentations normally include one or more of the following: survey findings, results of literature search, reading and analysis on specific topics, analysis of problems/issues or personal reflection.

Quizzes

CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6

It is part of the summative assessment of a course. The quiz may comprise multiple choice and/or essay questions.

Videos

CILO 1, CILO 2, CILO 3, CILO 4

The video provides visual representations of the major issues connected to concepts being learned.

Assessment Methods (AMs):

<table>
<thead>
<tr>
<th>Type on Assessment Method</th>
<th>Weighting</th>
<th>CILOs</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>In-Class Exercise</td>
<td>40%</td>
<td>CILO 1, CILO 2, CILO 3, CILO 5, CILO 6</td>
<td>Students engage in a cyclical process of planning, action, observation and reflection of their teaching practice. Their experiences are shared among peers with the purpose of developing reflective abilities so as to enhance teaching and learning.</td>
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<td>Project paper</td>
<td>60%</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>A project paper is the end product of an research project. It provides an opportunity for students to integrate and synthesize learning acquired in the course. It also demonstrates their ability to present in writing the research process and the insights gained.</td>
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References:


Brownlie, F. (2006) Student diversity: Classroom strategies to meet the learning needs of all students. Canada: Pembroke


Phillipson, S. (2007). Understanding and teaching students with emotional and behavioral
disorders In S. N. Phillipson (Ed.), Learning diversity in the Chinese Classroom: Contexts and practice for children with special needs (pp. 307-358). Hong Kong: Hong Kong University Press.
