Department of Education Studies  
EDUC 7570 Moral Education: Theory and Practice (3,3,0)

**Prerequisite:**
Nil

**Course Description:**
This subject provides an inter-disciplinary framework for thinking about moral education for children and adolescents. It looks at various models of moral education and discusses their application in primary and secondary education.

**Aims:**
This course aims at enhancing students’ understanding of the basic nature and theories of moral education. It also helps students to develop the skills to design moral education program for a specific age group.

**Course Intended Learning Outcomes (CILOs):**
By the end of this course, students should be able to:

<table>
<thead>
<tr>
<th>CILO 1</th>
<th>Describe the features, objectives and limits of various models of moral education</th>
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<tbody>
<tr>
<td>CILO 2</td>
<td>Identify the strengths and weaknesses of various theoretical models of moral education</td>
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<tr>
<td>CILO 3</td>
<td>Design a segment of moral education program for a specific age group</td>
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<tr>
<td>CILO 4</td>
<td>Delineate the basic nature of moral education</td>
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<td>CILO 5</td>
<td>Discuss the critical issues related to the moral education in Hong Kong</td>
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<tr>
<td>CILO 6</td>
<td>Apply appropriate skills upon the teaching of moral education in schools</td>
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**Course Content:**

<table>
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<tr>
<th>Topics</th>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
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</thead>
</table>
| Introduction to Moral Education (8 hours) A. Aims and objectives  
B. Limits of moral education  
C. Role of teachers  
D. Contemporary ethical issues and their implications for education  
E. Current issues in moral education | Lecture-discussion Seminar  
Seminar | CILO 1, CILO 4, CILO 5 |
| Nature of Moral Education (10 hours) A. Moral principles & theories of ethics  
B. Altruistic orientation and moral motivation  
C. Moral behavior and social action | Lecture-discussion Seminar  
Seminar | CILO 3, CILO 4 |
| Theoretical Models (12 hours) A. Rationale Building Model and Value Analysis  
B. Values Clarification Model  
C. Cognitive Approach to Moral Development  
D. Social Action Model | Lecture-discussion Seminar  
Seminar | CILO 2 |
| Construction of Moral Education Programs (12 hours) A. Review of relevant programs in Hong Kong and other societies  
B. Program planning and development | Lecture-discussion Lab/Seminar | CILO 3, CILO 6 |
## C. Program evaluation

### Teaching & Learning Activities (TLAs):

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<thead>
<tr>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Discussion</td>
<td>CILO 1, CILO 4, CILO 5, CILO 6</td>
<td>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>Lecture</td>
<td>CILO 1, CILO 2, 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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<tr>
<td>Lab</td>
<td>CILO 3, CILO 6</td>
<td>Students taking courses such as Data Analysis and Information Technology or related courses have hands-on sessions in the Computer Laboratory or the Multimedia Learning Centre. Such sessions provide real practice for understanding concepts and for turning conceptual knowledge into skills.</td>
</tr>
<tr>
<td>Seminar</td>
<td>CILO 2, CILO 4, CILO 5, CILO 6</td>
<td>This refers to a presentation of a selected educational issue. An outline of presentation including the major findings and key references has to be given to the instructor at least a week prior to the date of presentation.</td>
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### Assessment Methods (AMs):

<table>
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<tr>
<th>Type of Assessment Methods</th>
<th>Weighting</th>
<th>CILOs</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Course work (Group Project)</td>
<td>50%</td>
<td>CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>Project work involves students in investigating a chosen topic or area 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>Term paper (Individual paper)</td>
<td>50%</td>
<td>CILO 1, CILO 2, CILO 4, CILO 5, CILO 6</td>
<td>As part of the overall assessment, students are required to write term papers. These include reaction and reflective papers, critical essay, creative project or application of issues studied. Term papers could focus on selected educational issues. Proper documentation and references are required and standards of academic writing should be adhered to.</td>
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### Textbook(s), if any
Nil
References:


