

THE EDUCATION UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

TLS3055 – Effective Teaching and Positive Classroom Learning Environment

Offering Department:	Curriculum and Instruction
Credit Units:	3
Course Duration:	One Semester
Medium of Instruction:	English/ Chinese
Pre-requisite(s):	Nil
Course Offering Semester*:	Semester I

** The offering semester is subject to change without prior notice*

Synopsis:

This course introduces participants to basic theories and practices related to teaching & learning as well as classroom management with an overarching aim to cultivate their fundamental understanding of theoretical frameworks that are pertinent to more advanced discussion, application and design of effective subject-specific pedagogies in the latter part of their study as a spiral curriculum. Participants 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 prepare participants for in-depth inquiries and pedagogical innovations in the broader school setting in Hong Kong and beyond.

Course Content:

- 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.
<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; Complexities and diversity of classroom ecology connecting to the whole-person growth of students; Influence of Chinese culture (e.g., teachers' role in socializing student classroom behavior and 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.
<ul style="list-style-type: none"> Designing teaching plans (practices and procedures, selection of content, formulation and choices of teaching strategies, evaluation of teaching); various classroom management factors that need to be considered when different teaching strategies are adopted. Examples of effective teaching practices in schools across local and international settings, as well as different education sectors.
<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 impact of classroom management on classroom teaching, and specific sectors, i.e. early childhood, primary and secondary education, where appropriate.

Assessment (*Indicative only*):

Tasks	Weighting
Individual Case Study Analysis	60%
Group Presentation	20%
Group Report	20%

Detailed Course Outline:

https://uedhk-my.sharepoint.com/:b:/g/personal/fehd_eduhk_hk/EWHUBtc-6_ROr9L7Fm3OmvGByuQznF03Vq7NlgIY3TFSsA?e=dBUZec