

Course Description

MEDD8819 Linking Curriculum to Learning and Pedagogy

Course description and objectives	
The course shows how more powerful ideas, more powerful educational practices and more powerful research methods can be developed by means of underlining the mutual dependence between learning, and teaching, theory and practice, collective and individual, ideas and acts. It then critically reviews the role of learning, assessment and pedagogy and evaluates trends that are occurring in these areas globally and in Hong Kong.	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. demonstrate a sound understanding of some of the major theoretical perspectives and pertinent issues in the area of learning, teaching and assessment	PLOs 1, 2
2. review critically the role of learning, teaching and assessment, and evaluates trends that are occurring globally and in Hong Kong	PLOs 2, 3
Course assessment methods	
<ul style="list-style-type: none"> • Essay 1 • Essay 2 • Collaborative reading 	
Course content and topics	
<ul style="list-style-type: none"> • An overview of learning and assessment • Behaviourism and Cognitive information-processing theories • Constructivist view of learning and teaching • Phenomenography and Variation theory of learning • How to assess what you are intended to assess? • Formative assessment: promoting learning through assessment • Leading Curriculum, Learning and Pedagogy: Concepts and Practices 	
Required / recommended readings and online materials	
<p>Beckers, J., Dolmans, D., & Van Merriënboer, J. (2016). e-Portfolios enhancing students' self-directed learning: A systematic review of influencing factors. <i>Australasian Journal of Educational Technology</i>, 32(2).</p> <p>Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. <i>Educational Assessment, Evaluation and Accountability</i>, 21(1), 5-31.</p> <p>Black, P., & Wiliam, D. (1998). Assessment and classroom learning. <i>Assessment in Education</i>, 5(1), 7-74.</p> <p>Bransford, J.D., et al. (2000). <i>How people learn: brain, mind, experience, and school</i> (Expanded edition). Washington D.C.: National Academy Press. Chapter 1.</p> <p>Bush, T. (2024). School leadership and student outcomes: What do we know? <i>Educational Management Administration & Leadership</i>, 52(1), 3-5. https://doi.org/10.1177/17411432231210364</p> <p>Ertmer, P.A., & Newby, T.J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. <i>Performance Improvement Quarterly</i>, 6(4), 50–72.</p> <p>Ho, D. C. W. (2010). Teacher Participation in Curriculum and Pedagogical Decisions: Insights into Curriculum Leadership. <i>Educational Management Administration & Leadership</i>, 38(5), 613-624. https://doi.org/10.1177/1741143210373739</p> <p>James, M. (2021). A Decade of Reform in Hong Kong. In C. McLaughlin & A. Ruby (Eds.), <i>Implementing Educational Reform: Cases and Challenges</i> (pp. 41–66). chapter, Cambridge: Cambridge University Press.</p>	

Kirschner, P.A., Sweller, J., & Clark, R.E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational psychologist*, 41(2), 75-86.

Law, E., Galton, M., & Wan, S. (2010). Distributed Curriculum Leadership in Action: A Hong Kong Case Study. *Educational Management Administration & Leadership*, 38(3), 286-303. <https://doi.org/10.1177/1741143209359714>

Marton, F. (1981). Phenomenography - describing conceptions of the world around us. *Instructional Science*, 10(2), 177-200.

Marton, F. (2015). Necessary conditions of learning. London: Routledge. Chapter 2.

Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. *Educational Psychologist*, 38(1), 1-4.

Pang, M.F. (2003). Two faces of variation – On continuity in the phenomenographic movement. *Scandinavian Journal of Educational Research*, 47(2), 145-156.

Pang, M.F., & Ki, W.W. (2016). Revisiting the idea of 'critical aspects'. *Scandinavian Journal of Educational Research*, 60(3), 323-336.

Panadero, E., & Jonsson, A. (2020). A critical review of the arguments against the use of rubrics. *Educational Research Review*, 30, 100329.

Remesal, A., Estrada, F. G., & Corrial, C. L. (2022). Exams for the purpose of meaningful learning: new chances with synchronous self-assessment. In *Design and Measurement Strategies for Meaningful Learning* (pp.192-277). IGI Global.

Other additional course information
Nil