

## Course Description

### MEDD8829 Effective Strategies for Learning and Teaching in Small Class Environment for Primary Education

<b>Course description</b>			
<p>Effective strategies to enhance learning and teaching in a small class environment for teachers in primary schools have been well discussed. In alignment with recent curriculum development and promotion of various strategies, such as, e-learning, catering for diversity, group work, STEM, and self-directed learning; there are a lot of development in effective teaching and learning strategies in primary schools. The course aims to develop an understanding in the issues arise in small class teaching environment and strategies for enhancing student learning. Examples of the teaching of different subjects such as mathematics and general studies will be used to illustrate the implementation of various strategies. The course will be suitable for primary teachers of general studies and mathematics and primary/secondary teachers who have an interested to develop an understanding of the impact and pedagogical issues of small class environment in primary education.</p>			
<p><b>Coursework / Examination ratio: <u>  100  </u> % Coursework, <u>  0  </u> % Examination</b></p>			
<b>Course objectives</b>			
<p>By the end of this module, students should be able to:</p> <ul style="list-style-type: none"> <li>• have a general understanding of principles and strategies for creating a small class environment and pedagogical strategies such as concept building, lesson planning, questioning and feedback, group work skills and assessment;</li> <li>• understand about the learning theories and exemplary practices of teaching strategies with specific theme(s) framed around the six broad principles in enhancing learning and teaching in a small class setting; and</li> <li>• practise and extend their knowledge and teaching skills (e.g. develop their ability to evaluate a lesson using the strategies learnt, curriculum planning and development, e-learning, STEM, catering for diversity, group work, and self-directed learning.)</li> </ul>			
<b>Course learning outcomes</b>			<b>Aligned programme learning outcomes (PLOs)</b>
1. Review on research articles about Small Class Teaching to understand current research issues of this field or/and learn the points should be paid attention to while implementing the related learning and teaching strategies			PLOs 2, 3, 4, 5
2. Evaluate the implementation of pedagogical strategies in classrooms based on the Small Class Teaching Principles and other pedagogical models.			PLOs 2, 3, 4, 5
<b>Course assessment methods</b>			
<b>Assessment method</b>	<b>Type of assessment (e.g. description of assignment)</b>	<b>Weighting (%)</b>	<b>Aligned course learning outcome(s)</b>
In-class and out-of-class participation	Individual/ Group	10	CLOs 1, 2
Individual report	Individual	45	CLO 2
Lesson Design and Presentation	Individual	45	CLOs 1, 2

<b>Course content and topics</b>
<p>Introduction to Hong Kong School Curriculum  Cultivation of Thinking via Graphic Organizers in Small Class Environment  Exemplary Practices of Learning &amp; Teaching in Small Class Environment  The Six Guiding Principles  STEM Education in Small Class Environment</p>
<b>Required / recommended readings and online materials</b>
<ol style="list-style-type: none"> <li>1. Blatchford, P., Kutnick, P., Baines, E., &amp; Galton, M. (2003). Toward a social pedagogy of classroom group work. <i>International Journal of Educational Research</i>, 39(1), 153-172.</li> <li>2. Galton, M., and Pell. T. (2010). Study on small class teaching in primary schools in Hong Kong. Hong Kong: Education Bureau and Cambridge University.</li> <li>3. Galton, M, Lai, K.C. &amp; Chan K.W. (2015). Learning to teach small classes: Lessons from East Asia. New York: Routledge.</li> <li>4. Kutnick, P. &amp; Berdondini, L. (2009). Can the enhancement of group working in classrooms provide a basis for effective communication in support of school-based cognitive achievement in classrooms of young learners. <i>Cambridge Journal of Education</i>, 39(1), 71-94.</li> <li>5. Kutnick, P., Ota, C. &amp; Berdondini, L. (2008). Improving the effects of classroom groupwork with young children; attainment, attitudes and behaviour. <i>Learning and Instruction</i>, 18(1), 83-95.</li> </ol>
<b>Other additional course information</b>
<p>Nil</p>