

GCED in Hong Kong, China

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What do teachers think about GCED?

- a theme in the curriculums
- universal values
- global issues

Desired qualities of a global citizen

- understand the world
- uphold justice
- respect diversity
- be responsible and compassionate
- promote sustainable development
- participate actively in tackling social problems

GCE “classrooms”

- implementation of curriculums
- assessments
- NGO programmes

Curriculum

- Liberal Studies is meant to help liberate the minds of students through the study of a wide range of issues (CDC, 2000). It was previously implemented as an elective subject for Advanced Supplementary Level Examination in 1992 and then stipulated as one of the compulsory and publicly examined core subjects of NSS three-year academic structure starting from 2009.
- The curriculum intends to help students to understand the contemporary world and its pluralistic nature through the “issue-enquiry approach” of learning. This approach aims at helping students to explore issues relevant to the human conditions in a wide range of contexts, and it is a key pedagogy used in teaching LS, of which one of the aims is to facilitate learners’ grasping of knowledge from “multiple perspectives”.
- The curriculum also aims directly emphasize the importance of values education by pointing out that students should, upon completing the course, be able to “appreciate and respect diversity in cultures and views” and “handle conflicting values”. Besides, the subject helps students to “develop positive values and attitude towards life” (CDC & HKEAA, 2007).

Liberal Studies uses knowledge and perspectives from other subjects to study contemporary issues so that students have the opportunity to:

- connect knowledge and concepts across different disciplines
- expand their perspectives beyond single disciplines
- study contemporary events not covered in single disciplines

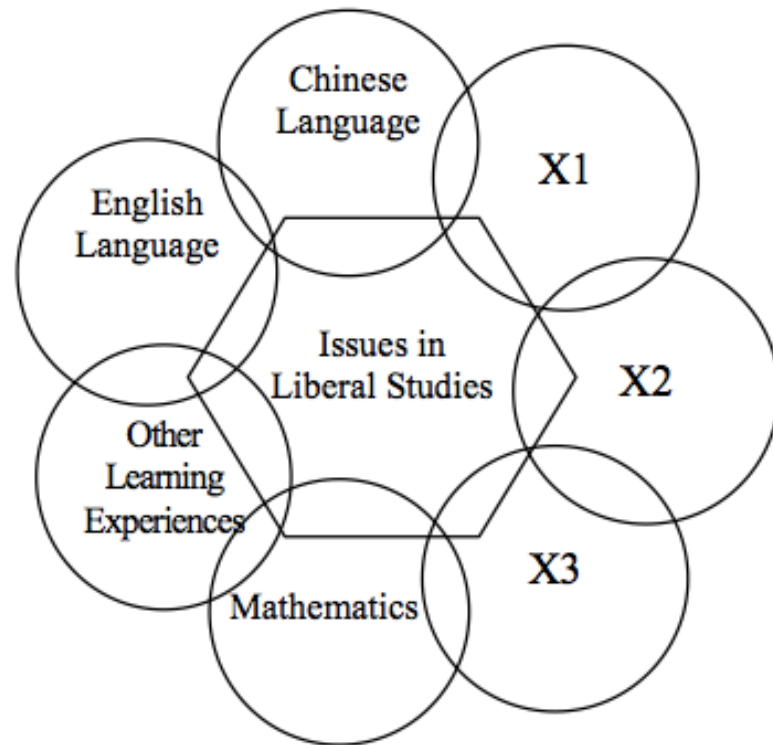


Figure 1.1 Liberal Studies and the Three-year Senior Secondary Curriculum

Areas of Study

Self & Personal Development

- **Module 1: Personal Development & Interpersonal Relationships**

Society & Culture

- **Module 2: Hong Kong Today**
- **Module 3: Modern China**
- **Module 4: Globalization**

Science, Technology & the Environment

- **Module 5: Public Health**
- **Module 6: Energy Technology & the Environment**

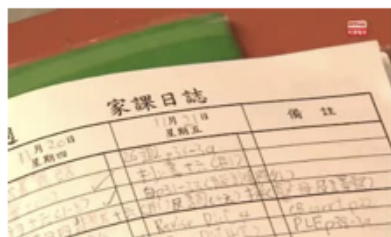


最新消息

|| 通識影片 || ●●

功課奴隸

▶ 香港教育 教育政策 小學生 功課過多 學習壓力 教育改革 自主學習



|| 每日專題 || ●

“

DAILY

”

每日專題

全球化 “希臘經濟”

概念

希臘經濟 (Economy of Greece) 是指希臘國內的經濟狀況，但由於希臘屬歐元區國家，故要符合歐元區的相關規定。希臘經濟自09年起顯著惡化，無法償還債務導致國家破產。歐盟等組織同意提供援助，但希臘須實行緊縮措施，並重組債務。左

|| 新聞摘要 ||



激進左翼聯盟勝出希臘大選

反對緊縮政策的激進左翼聯盟在希臘大選中勝

|| 新聞 ||

希臘大選已點九成選票 左翼領袖：首要恢復希臘尊嚴

希臘國會大選，反對緊縮政策的激進左翼聯盟取勝，在已點算的9成2選票中，得票百分之36.3，在國會300個議席中，有望奪得149至151



第24屆

海外教育展

2月1日(日) 11am-4pm
旺角朗豪酒店8樓

網上登記

會員登入 忘記密碼 | 新登記

登記電郵 1032000@skss

密碼 登入

通識教育

專題探究

互動地帶

語文區

主頁

Britannica Online

主頁

今日日期: 2015年1月26日 星期一

熱門專輯

單元: (一)個人成長與人際關係

題目: 智能電話



智能電話與生活

智能手機、平板電腦等科技產品的普及, 使社會出現了一種「低頭族」現象...詳情

其他專輯



香港房屋問...



香港政制改...



網上購物...

明報通識版

聽讀社評

圖·畫區



空氣差政局緊張 港宜居 ...

調查報道

時事教材

教材共享



香港中文大學

小學常識

通識搜尋器

關鍵字:

搜尋

文章 圖

熱門搜尋:

- 施政報告
- 政改第二輪諮詢
- 房屋問題



@
Hong Kong
Disneyland



Overview

Programs

Disney's
Animation Magic
(Kindergarten)

Disney's
Creative Storytelling
(Kindergarten)

How Things Move
(Kindergarten)

Disney's
Animation Magic
(Primary School)

Synergy in Science
(Primary School)

Global Perspectives: An Adventure in Liberal Studies (Secondary School)

Learning Objectives

After completing the *Global Perspectives: An Adventure in Liberal Studies*, participants will be able to:

- Discuss how Hong Kong is part of the global community
- Identify the possible outcomes of interacting cultures
- Discuss the value of differing viewpoints
- Discuss the importance of universal values, such as sympathy and empathy
- Analyze information through constant questioning
- Use various brainstorming methods, multi-perspective thinking skills to develop solutions
- Utilize critical problem solving skills in real world situations

Each student will receive a "Disney Liberal Studies Learning Passport" after the program.

Assessment



Beijing 2008



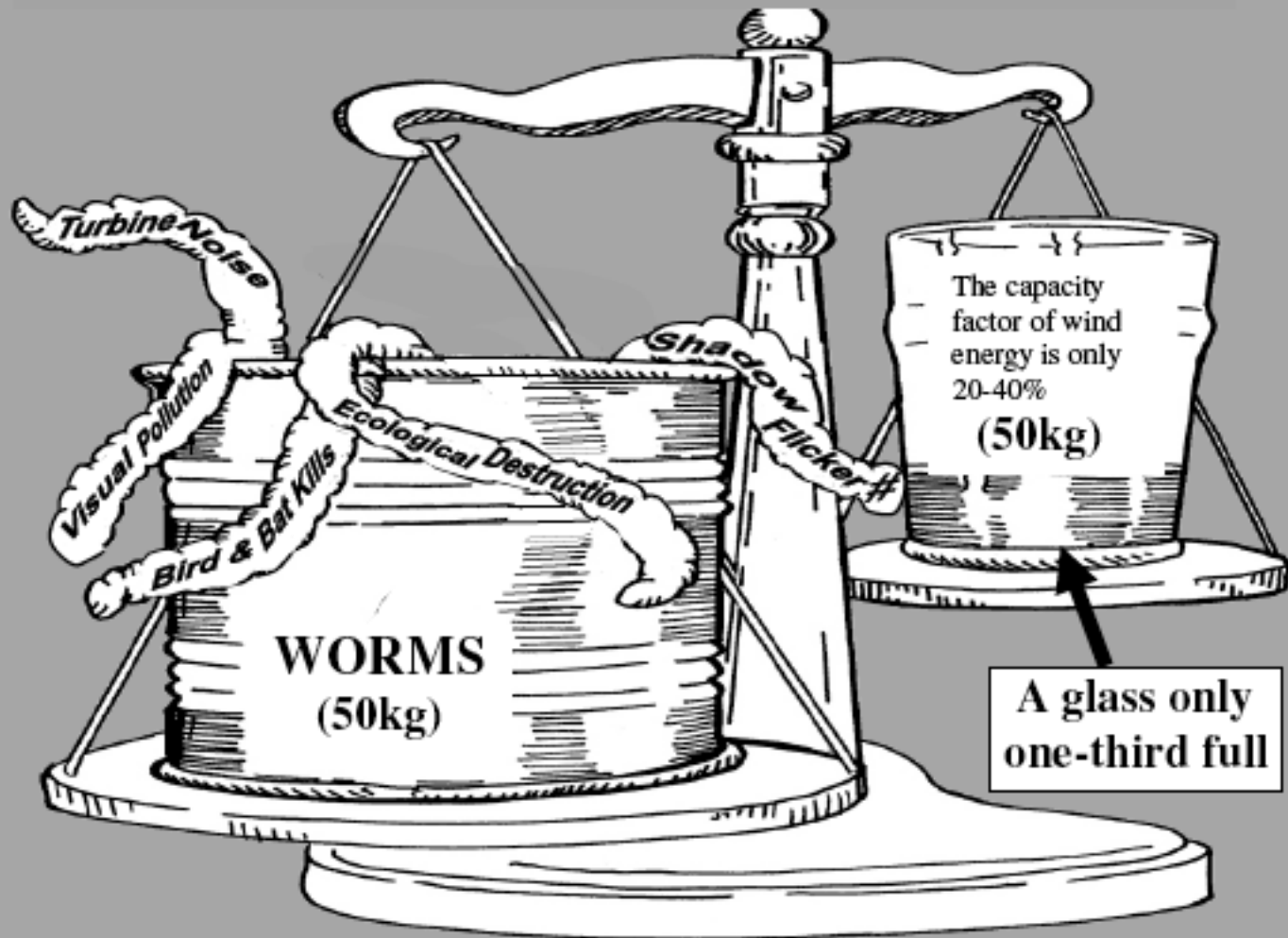
同一个世界 同一个梦想

One World One Dream

- a. How do international sports events such as the Olympic Games promote “One World One Dream”? Explain your answer.
- b. What factors may hinder the process of achieving “One World One Dream”? Explain your answer.

(MW2008.4: 12%, 8%)

The Wind Energy Dilemma



Shadow flicker refers to the visual disturbance caused by the shadows of the rotating blades of a wind power generator.

Source C: Adapted from some news articles

CLP Power Hong Kong Limited (CLP) has been granted approval by the Hong Kong government to build an offshore wind farm in Sai Kung. The farm, costing between HK\$5 billion and HK\$7 billion, will produce about 1% of the city's electricity. CLP estimates the farm will reduce annually the emissions of 343 000 - 383 000 tonnes of carbon dioxide, 45 - 60 tonnes of sulphur dioxide, 394 - 440 tonnes of nitrogen oxides; and 14 - 16 tonnes of particulate matter.

Some groups, however, have opposed the plan. The Chairman of a concern group, for example, said, "The government is more interested in making symbolic gestures rather than really tackling greenhouse gas emissions. The wind farm will only produce a small amount of clean and renewable energy, but will have a terrible impact on the environment." This group suggests that buying nuclear power from the mainland or educating the public about energy saving habits would be better ways of reducing carbon dioxide emissions.

- (a) 'The costs of wind power outweigh the benefits.' Do Sources A, B and C support this view? Explain your answer. (8 marks)
- (b) In comparison with building an offshore wind farm, do you think that *each of the two suggestions* by the concern group in Source C would be a better choice for Hong Kong? With reference to the sources and your own knowledge, explain your answer. (8 marks)

2 (a)

Suggested Marking Guidelines**Marks**

The candidate:

presents his/her stance clearly and consistently
 makes correct, appropriate and full use of the sources available to determine whether they support the statement
 explains and justifies clearly, logically and in detail the extent to which the sources support the view with respect to the points of relevance in the three sources and his/her own knowledge and concepts (e.g. renewable energy resources, greenhouse gas emissions, social and environmental impact); shows an in-depth understanding and an appropriate application of the relevant knowledge and concepts; formulates his/her arguments on the basis of a detailed and critical evaluation of the costs and benefits of wind power and the limitations of some of the evidence shown in the sources , e.g.

7-8

The sources support the view:

explains clearly and in detail his/her arguments with the points of relevance in the sources; may construct arguments by drawing upon some of the points below or any other appropriate alternatives, e.g.

The effectiveness/efficiency of power generation by wind farms is low, though it does not emit as much greenhouse gases as other fuel-burning power plants. Source A indicates that wind power has a low capacity factor and incurs a high cost (especially, for generating electricity offshore). Therefore, it is not cost-effective to reduce greenhouse gas emissions by using wind power;

The use of wind power will bring about environmental and social problems, e.g. visual pollution, turbine noise, shadow flicker, ecological destruction, bird and bat kills. In Source B, the cartoonist presented the problems with the use of wind power by placing them on both sides of the balance, implying that there is no real choice between costs and benefits;

3. Consider the following source:

Adapted from a newspaper report dated 21 October 2011

Mr. Wong and his wife have a 14-year-old daughter and a 9-year-old son. The parent-child relationship is close. In this happy family, the mother is responsible for earning money to support the family while the father is responsible for taking care of the housework and the family. The son and daughter have been brought up by the 'house husband' single-handedly.

Recalling the reason for this arrangement, Mr. Wong pointed out some of the considerations and painstaking thought that went into it. "I did not want my children to be brought up by foreign domestic helpers and become small overlords, or suffer from what is now called the 'princess disease'. Therefore, I decided to take care of them myself." Fourteen years ago, Mrs. Wong gave birth to her daughter. At that time, Mr. Wong's company had just closed down and there were more job opportunities for women. As a retail shop manager, his wife's working hours and income were more stable. Therefore, Mr. Wong decided to take up the role of 'house husband'.

Mr. Wong said that at first, he did not anticipate any real difficulty in taking care of his children. He discovered later that he had to face a little social pressure. He said, "When taking the kids to play, I encountered mostly mothers. As a man, it was difficult to talk to those mothers." Even one of the friends of the couple asked them to reconsider the decision and said, "Men should go out to work and earn money. Men will lose their value in life and their status if they do not have a job. Housework and child care are only suitable for women."

Mr. Wong said, "Hong Kong, being a cosmopolitan city, has a wide variety of life styles. I think that what can be done by women can also be done by men. In fact, 'house husbands' are more common than before in western societies."

Regarding the price her husband has paid, Mrs. Wong said frankly, "Men generally put emphasis on career, but he has put that aside. The cost of this choice is beyond the imagination of ordinary people."

- (a) With reference to the source, identify and explain TWO social factors which could lead to changes in the division of labour by gender in Hong Kong families. (6 marks)
- (b) What values are reflected in the views on the roles of men and women given in the source? Identify and elaborate on these values. (8 marks)

NGO programmes

[無窮校園首頁](#)

[世界公民教育](#)

[教學資源](#)

[教師電子報](#)

[青年廣場](#)

[互動教育中心](#)



樂施會互動教育中心2014/15專題
探索活動

8月中開始接受報名，參加方法和收費都有新安排！

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最新遊戲教材：你想社區Dream City

專家推介：認識香港社區發展的好幫手。配合通識科、生活與社會科、領袖培訓活動、生命教育課題、德育

Oxfam Interactive Education Centre



Oxfam Hong Kong's Interactive Education Centre (IEC) is a carefully constructed environment for young people to explore poverty and development issues in various simulated and stimulating settings, such as a factory and a refugee camp; aiming to nurture young people with the knowledge, ability and value as global citizens to combat poverty and injustice.

Main Topics

- Local Poverty
- Globalisation and International Trade
- Sustainable Development and Livelihood
- Conflicts and Multi-cultures



HK

2014

WHERE CAN HK CHINESE WHITE DOLPHINS GO?

Airport Authority Hong Kong (AHHK) is proposing to designate a new Marine Park in north Lantau as a mitigation measure for the Third Runway project which will not happen before the construction work commences. However the lessons learned from the Hong Kong-Zhuhai-Macao Bridge (HZMB) project have already shown us that the "develop first, conserve later" approach does not work. We need to avoid falling into this trap again.

LESSONS LEARNED FROM THE HZMB PROJECT



Very few dolphin sightings

Sharp decline in Chinese white dolphin usage in the waters of northeastern Lantau. Very few dolphins have been sighted in many months.



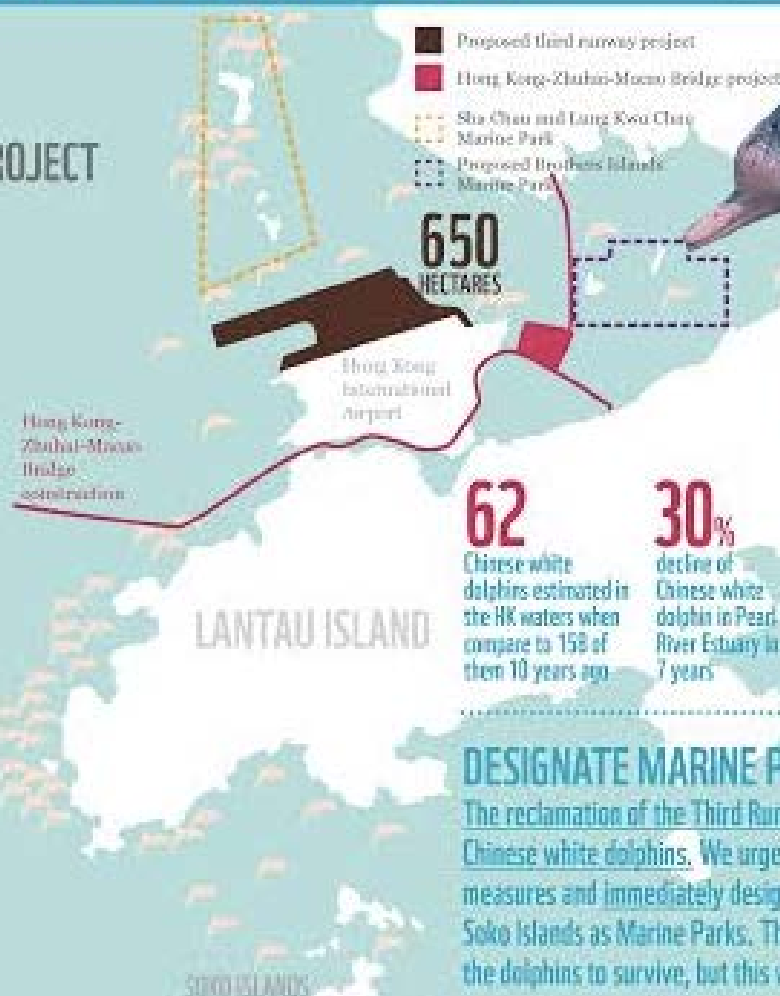
Shift in area of usage

The majority of dolphin individuals surveyed shifted their overall ranges away from the Brothers Islands to north Lantau after the commencement of HZMB construction work.



Effectiveness of marine park

The Brothers Islands Marine Park was meant to be a compensation measure for the HZMB project, but the number of dolphins in this area has been declining since the construction began.



650 HECTARES

Hong Kong International Airport

Hong Kong-Zhuhai-Macao Bridge construction

LANTAU ISLAND

SOKO ISLANDS

62

Chinese white dolphins estimated in the HK waters when compared to 158 of them 10 years ago

30%

decline of Chinese white dolphin in Pearl River Estuary in 7 years

2,000

hectares in western waters have been destroyed or degraded by development

5%

of dolphin habitats are currently protected by Marine Park

12 YEARS

of waiting for the designation of Southwest Lantau and the Soko Islands as Marine Park

DESIGNATE MARINE PARKS NOW!

The reclamation of the Third Runway will pose new threats to the already declining Chinese white dolphins. We urge the authorities to adopt proactive conservation measures and immediately designate the core habitats near Western Lantau and the Soko Islands as Marine Parks. There is still time to create the conditions that will allow the dolphins to survive, but this window of opportunity is closing.



© Hong Kong Dolphin Conservation Society / Alan Law / HKDC

Over 210,000 “Energy-Poor” households in Hong Kong

🕒 December 20, 2012

According to the latest survey by the World Green Organisation (WGO), over 210,000 households are living under the ‘Energy Poverty Line’, which denotes households that spend more than 10% of their total family income on energy related fees such as electricity and gas tariffs. Considering there is a total of 2.37 million families in Hong Kong (in 2011), this means that every 1 in 11 families will be classified as ‘energy-poor’. This situation will only worsen as the two power companies have announced electricity tariff increases at the turn of the year, pushing even more families under the Energy Poverty Line.



Challenges in teaching GCED

- “politicisation” of education
- an exam-oriented society
- students oversimplify social issues by considering only two options (“for” or “against”)
- difficult to assess the desirable outcomes

* Uncovering their ideas

I am ...



* Uncovering their ideas



逃避責任快

生命力強

有少數惹人討厭

外表不好看

* Uncovering their ideas

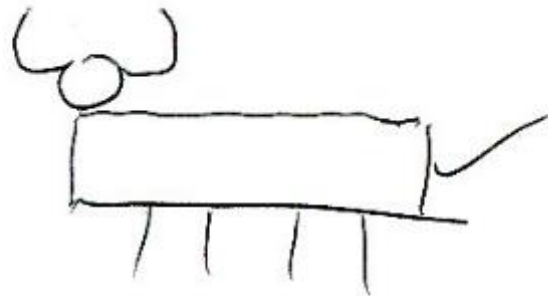


無腳的小鳥

喜歡自由, 不受束縛
活潑好動, 不想停下來。

* Uncovering their ideas

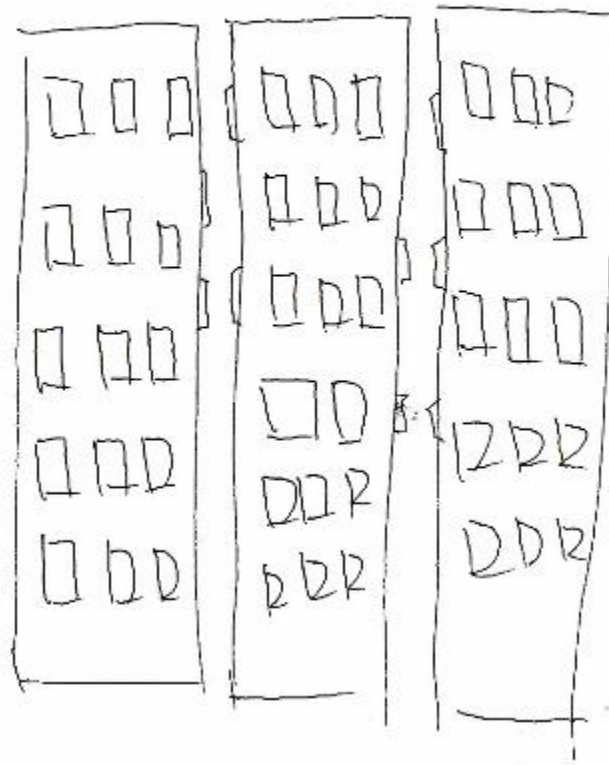
Hong Kong is ...



牛，香港人努力工作
OT時間長，祇係賺錢

* Uncovering their ideas

对 H.K 的印象 ~~七人物~~ (建筑)



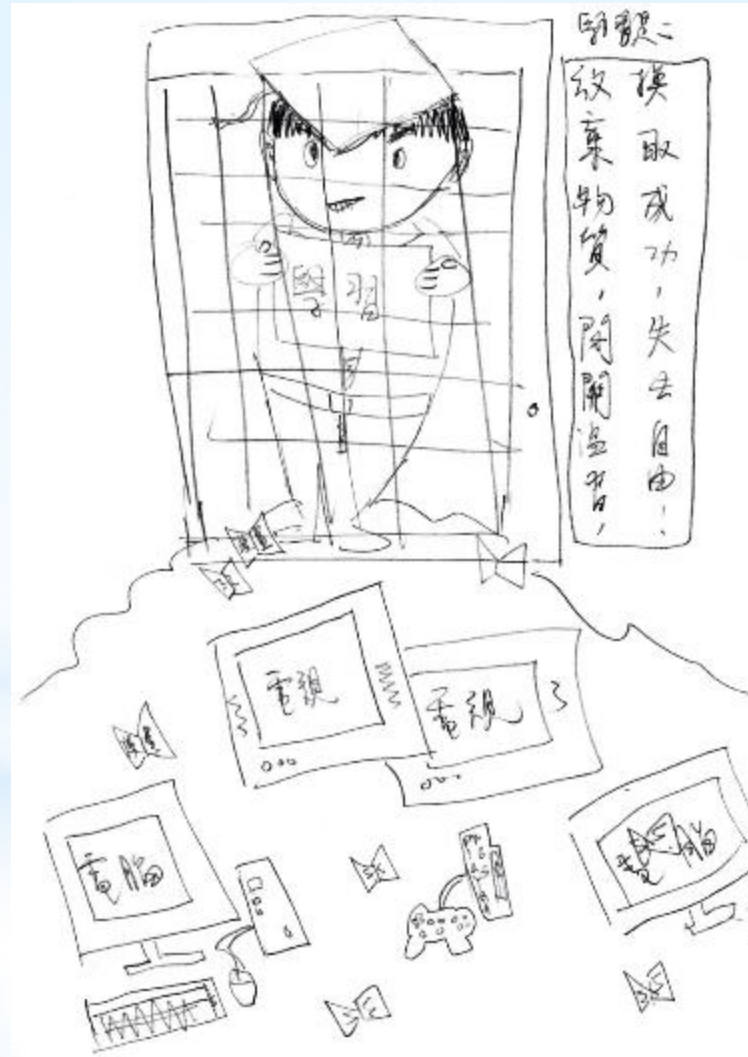
屏风墙

* Uncovering their ideas

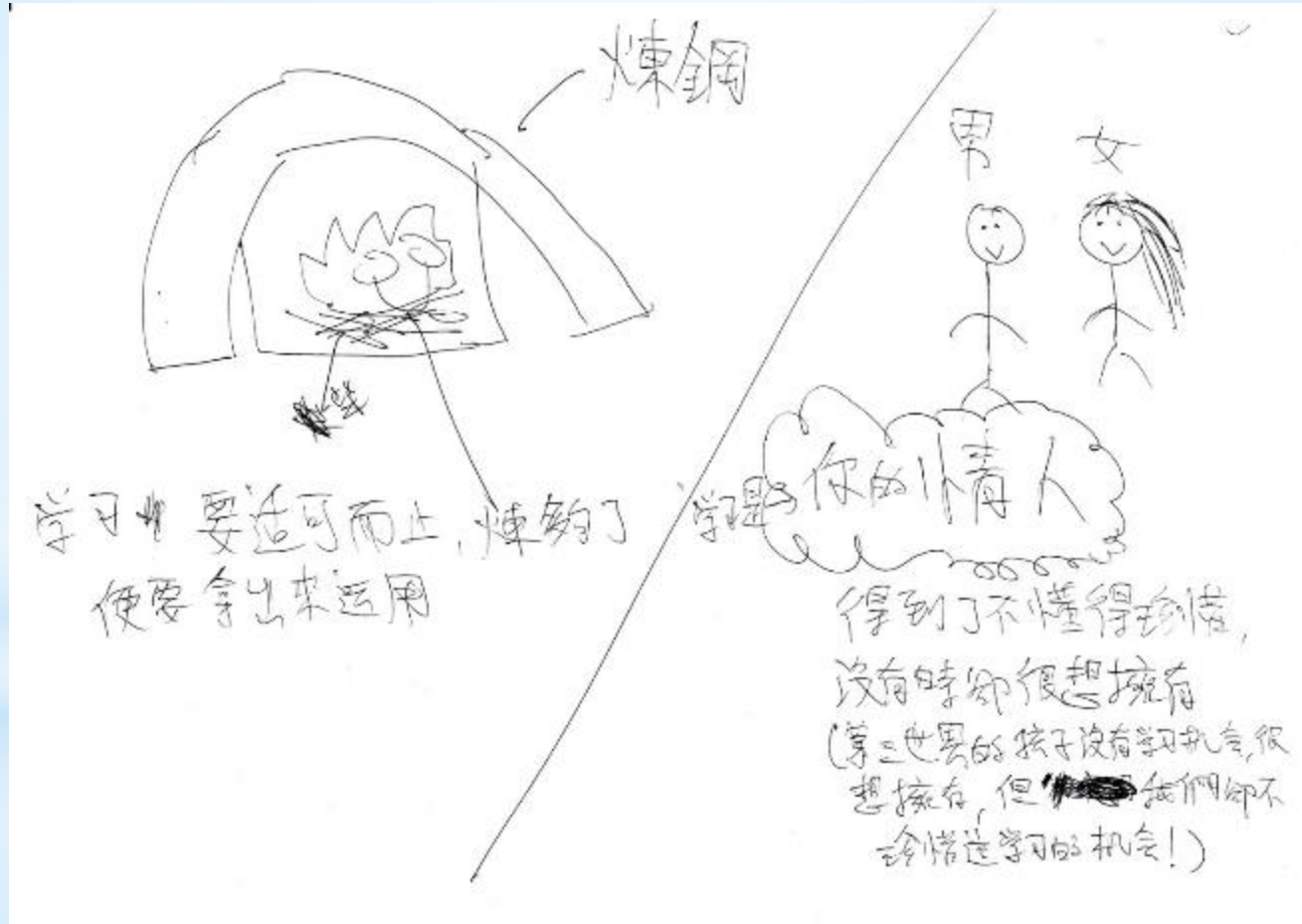
Learning is ...



Uncovering their ideas



* Uncovering their ideas



* Uncovering their ideas



* Uncovering their ideas



學習是甚麼？

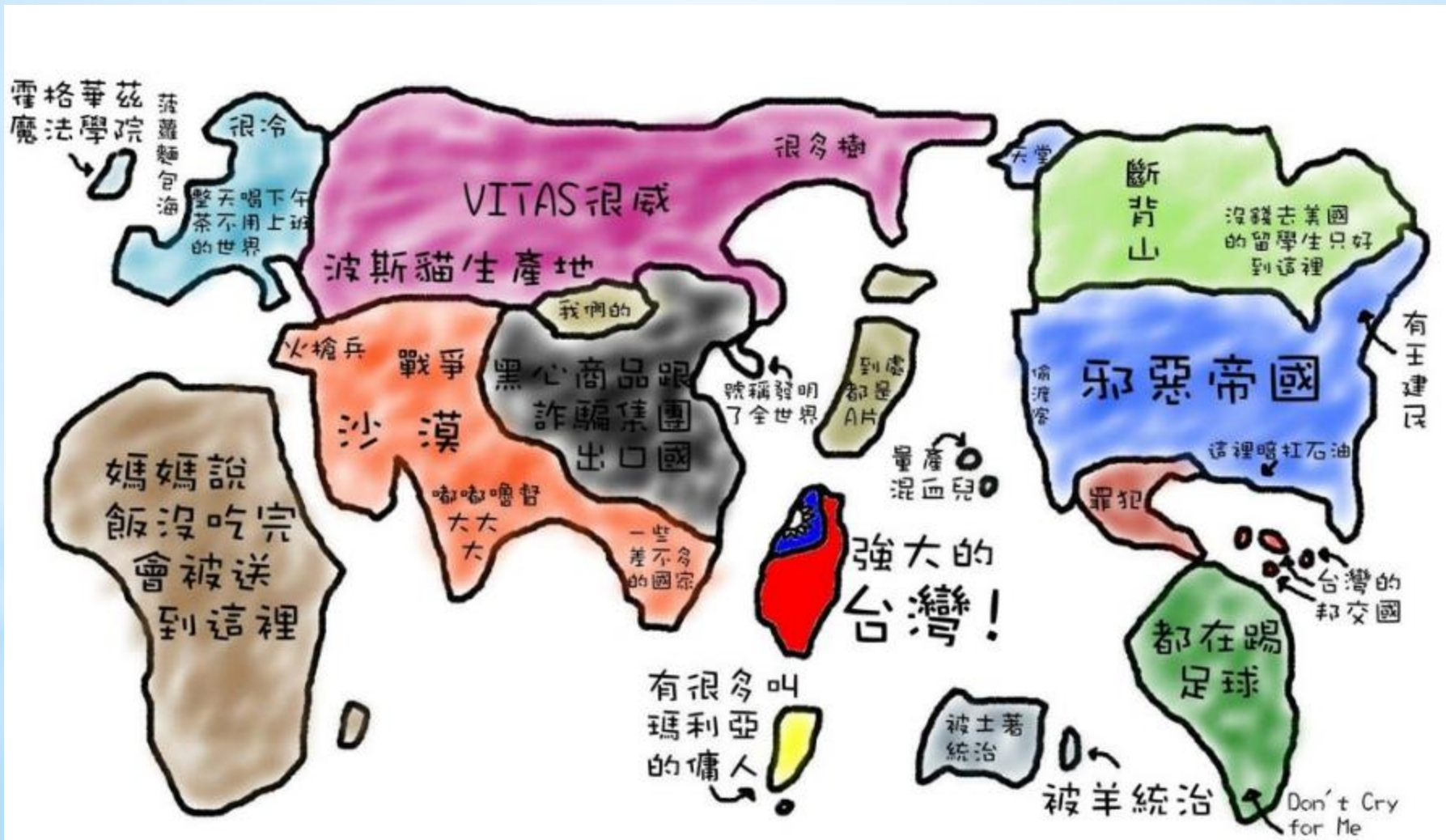
學習像一個調色盤，不同的顏色，代表名師各派的智慧，當不同顏色混合起來的時候，卻又奇妙地衍生出一種新知識，有無窮的變化，無限的盡頭，無止境的追求。

* Uncovering their ideas

My world view ...

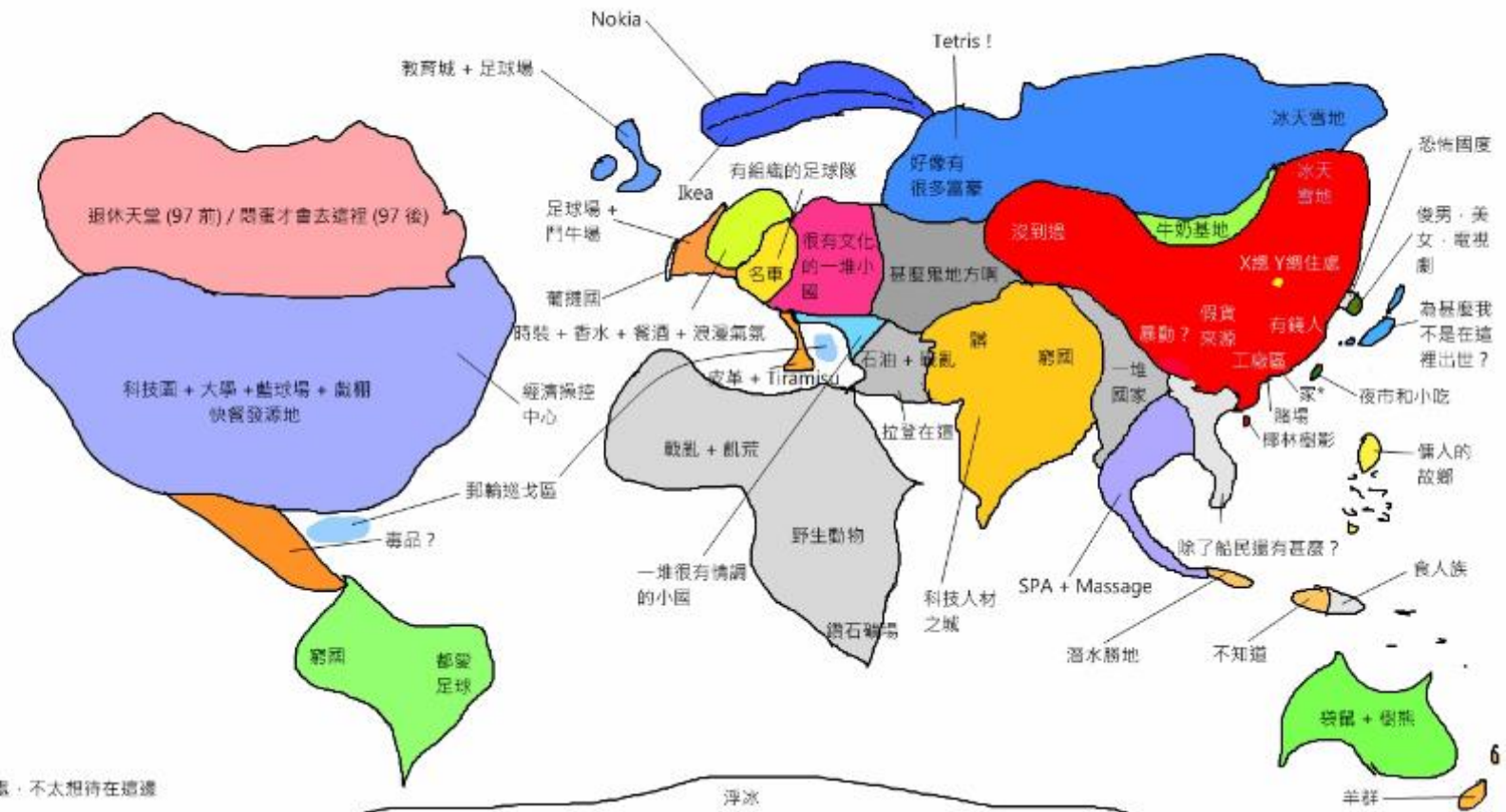


* Uncovering their ideas



* Uncovering their ideas

香港人內心的世界地圖



* 囉開住處，不太想待在這邊

浮冰

羊群

Conducting Issue-enquiry in the NSS LS curriculum

* C & A Guide

An issue, by definition, allows for different points of view, representing different values and interests...

The enquiry does not end with outlining the differences or understanding the controversies. The teacher should guide the students to make reasoned judgments and take action for the betterment of society, or to connect the perspectives to make balanced decisions...

* C & A Guide

Issue-enquiry is not aimed at developing a detached understanding of issues, but at making practical judgments...

The quality of any practical judgment depends upon the extent to which it takes into account both the facts and the different interpretations of their practical significance and meaning...

* C & A Guide

Issue Enquiry (1)

Processes	Relationship with development of multiple perspectives
<ul style="list-style-type: none">~ Mastering the facts~ Understanding the phenomena~ Clarifying the concepts	<ul style="list-style-type: none">~ Different sources of information~ Different ways of collecting data~ Different interpretations and explanations~ Different associations

* C & A Guide

Issue Enquiry (2)

Processes	Relationship with development of multiple perspectives
Understanding the differences and conflicts involved	~ Different values ~ Different interests ~ Different convictions

* C & A Guide

Issue Enquiry (3)

Processes	Relationship with development of multiple perspectives
<ul style="list-style-type: none">~ Reflection~ Evaluation~ Judgment~ Solution~ Action	<ul style="list-style-type: none">~ Considering all sides of the argument~ Weighing the pros and cons~ Putting forward reasons and justifications~ Taking action, evaluating and accepting consequences~ Revising judgment

*Nature

Perennial Issues

Examples:

- 1.Event happens every year (Policy Address, Christmas Celebration)
- 2.Important historical event (SARS Outbreak)
- 3.Concept (Globalization)
- 4.Theory (Maslow's Hierarchy of Needs)

*Nature

Important Contemporary Issues

May develop as perennial issue, examples:

1. Financial Crisis in Greece

2. Policy Address 2015

3. Diaoyutai Islands: Territorial Disputes

* Expected Learning Outcomes

Knowledge

Examples:

Policy Address 2015
(What's this?)

Airport Third Runway debate
(Post 80s)

Copenhagen climate change conference
(G20, G77)

* Expected Learning Outcomes

Skills

Examples:

Policy Address 2015
(Argumentation)

Airport Third Runway debate
(Data analysis)

Copenhagen climate change conference
(Reading comics)

* Expected Learning Outcomes

Values

Examples:

Policy Address 2015
(Attitudes towards “the poor”)

Airport Third Runway debate
(Nature)

Copenhagen climate change conference
(Be responsible for new generation)