Mapping of BEd and BSocSc Programme Learning Outcomes (PLOs) with Institutional Learning Outcomes (ILOs)

Institutional Learning Outcomes	BSocSc **programme learning outcomes**	BEd&BSocSc **integrated programme learning outcomes**	**BEd-Liberal Studies /** Citizenship and Social Development **programme learning outcomes**
To enable our students to develop their capabilities in: *1. Pursuit of academic / professional excellence, critical intellectual enquiry and life-long learning*	*Students completing a Major programme in the BSocSc curriculum should be able to:* (a) critically evaluate underlying theories and concepts through independent research in social science disciplines;	*Students completing the BEd&BSocSc programme should be able to:* 1. inquire into contemporary issues through critical evaluation, adaptation and application of theories and concepts in Social Sciences, and to identify and exemplify the interconnectedness with multiple disciplines; 2. critically examine the Liberal Studies / Citizenship and Social Development curriculum and suggest ways to cope with the related challenging issues; 3. apply effective pedagogies and pedagogical content knowledge (PCK) to design, implement and evaluate the Liberal Studies / Citizenship and Social Development curriculum;	*Students completing the Professional Core (Liberal Studies / Citizenship and Social Development Education) programme should be able to:* 1. Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum; 2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences; 3. Critically evaluate underlying theories and concepts of learning and whole- person development;

2. *Tackling novel situations and ill-defined problems*	(b) apply social science theories and methods in analysing complex problems in a globalizing world;	4. integrate Social Sciences and Education theories for on-going inquiry, independent learning and progressive problem solving that support whole-person development of school pupils with diverse needs as well as effective Liberal Studies / Citizenship and Social Development learning and teaching in a globalized society;	2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences; 4. Construct an environment conducive to effective learning;
3. *Critical self-reflection, greater understanding of others, and upholding personal and professional ethics*	(c) reflect critically on learning through participation in social innovation internships to engage with the wider community;	5. address social justice and education equalities through active participation and critical reflection on social innovation, teaching practice, and community services; 6. recognize the importance of teacher professionalism by upholding professional ethics and exhibit the qualities of reflective practitioners for professional growth;	3. Critically evaluate underlying theories and concepts of learning and whole-person development; 6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;
4. *Intercultural understanding and global citizenship*	(d) embrace diverse learning environments through out-of-Hong Kong exchange and global citizenship programmes;	7. create an inclusive learning and teaching environment for the well-being of mankind; 8. promote global, national and local citizenship through active participation in off campus learning programmes;	4. Construct an environment conducive to effective learning; 5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education;

5. *Communication and collaboration*	(e) work as effective team members and in group projects to enhance collaboration and communication skills;	9. collaborate with people of diverse background to actualize the integrative nature of Liberal Studies / Citizenship and Social Development learning, and to reflect critically on personal strengths and limitations for continuous professional improvement;	4. Construct an environment conducive to effective learning; 5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education; 6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;
6. *Leadership and advocacy for the improvement of the human condition*	(f) demonstrate an awareness of current social issues and problems and be prepared to act as advocates for social change.	10. initiate social changes through effective teaching and communication with different stakeholders.	5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education.

15 March 2012; revised 27 May 2015; 2 June, 2021