

Printed Textbook Writing Guidelines for the Technology Education Key Learning Area Curriculum (Secondary 1-3) – Technology and Living (Knowledge Context)

1. Introduction

- 1.1 The purpose of this set of guidelines is to familiarise interested textbook publishers with the curriculum aims and objectives, guiding principles for writing textbooks, etc. of the Technology Education Key Learning Area Curriculum (S1-3) - Technology and Living (Knowledge Context) in a bid to ensure that the textbooks are written in accordance with the specific requirements of the curriculum and “The Seven Learning Goals of Secondary Education” (<http://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html>). (For details, please refer to *Secondary Education Curriculum Guide* (2017) and its Supplementary Notes (2021).)
- 1.2 *Values Education Curriculum Framework (Pilot Version)* has been released in 2021. Upon the addition of “Law-abidingness” and “Empathy” in 2020, the Education Bureau (EDB) has listed “Diligence” as the tenth priority value and attitude. Publishers are suggested to reinforce the learning elements for values education in the textbooks where appropriate, especially for the above-mentioned three newly added priority values and attitudes. (For details, please refer to *Values Education Curriculum Framework (Pilot Version)* (2021) (Chinese version only) (www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/ve_curriculum_framework2021.html).
- 1.3 For the general principles and requirements for writing textbooks and the requirements for submission of printed textbooks for review, publishers should refer to the latest edition of the *Guiding Principles for Quality Textbooks* and *Guidelines on Submission of Printed Textbooks for Review* available on the EDB’s Textbook Information website (www.edb.gov.hk/textbook).

2. Curriculum Aims and Objectives

2.1 Curriculum aims

Technology Education (TE) aims to develop the technological literacy in students through the cultivation of technological capability, technological understanding and technological awareness.

2.2 Learning objectives of the Technology Education Key Learning Area Curriculum (S1-3) - Technology and Living (Knowledge Context)

- Appraise the impact of technology on our personal and social lives, the structure and economy of society, the natural and man-made world

- Understand issues related to the use and advancement of technology, including legal, ethical, environmental and health issues, as well as related to a change in lifestyle
- Be aware of the importance of a healthy lifestyle, including nutrition and a balanced diet, to personal growth and development
- Understand the principles of food preparation and processing and apply skills in food preparation and processing
- Identify the characteristics, care and suitability of different fabrics and generate ideas and process materials to make simple products to meet identified needs
- Appreciate the functional and aesthetic aspects of a design and know how to equip one's wardrobe for different activities
- Participate actively and responsibly as individuals and family members, and promote and maintain harmonious relationships in the family
- Manage time, human and physical resources to make a quality home and take actions in conserving resources
- Recognise the role and functions of the Consumer Council and make rational consumer decisions

3. Guiding Principles

3.1 Content

- Refer to the Technology Education Key Learning Area Curriculum (TEKLA) on www.edb.gov.hk/en/curriculum-development/kla/technology-edu/curriculum-doc/index.html
- The TEKLA curriculum comprises six knowledge contexts. Selection of materials should be done with a view to attaining the aims and objectives stated in the TEKLA curriculum and covering the contents under the Technology and Living knowledge context; the learning elements under the six knowledge contexts could be connected or integrated to enhance students' learning. Information/data included should be accurate, systematic and relevant.
- In order to arouse students' interest in learning and to facilitate effective learning, the learning and teaching materials should, as far as possible, be linked to real life situation in local and/or global contexts, technological applications, social issues, and students' daily experiences so as to help students in realising the importance and relevance of the concepts being discussed. Furthermore, local examples should be cited wherever appropriate.
- Bias and discrimination should be avoided in the selection of contents, examples, illustrations, activities, etc. Furthermore, information should

be provided to help students in understanding an issue from different perspectives.

- All modules of learning elements (core and extensions) should be covered.
- Concept clarity is an important aspect affecting students' learning. New concepts should be introduced at an appropriate pace and when needed during the development of the text. Efforts should be made to help students connect new concepts with concepts already learned.
- Structure of text should be readily apparent to students as evidenced by chapter titles, headings, outlines, introductions and conclusions.

3.2 Learning and Teaching

- The curriculum emphasises on learning through real-life situation. Authentic learning experiences should be included to facilitate the study of technological applications and to develop students' generic skills such as problem solving skills, communication skills, creativity, etc.
- A variety of projects and learning tasks should be provided for students to experience each of the following four dimensions and integrate them as a whole:
 - conceptual (knowledge and understanding of the relevant concepts and procedures);
 - procedural (knowing how to do something, what to do and when to do it);
 - societal (related to the inter-relationships between science, technology, environment and groups of people);
 - technical (skills related to manual / practical techniques)
- Learning tasks such as experiments, meal planning, fashion illustration, garment construction should offer "hands-on" experiences and opportunities for the application of knowledge and skills. Projects should provide challenging questions or problems for students to explore local and global issues on food or fashion or family. They should also allow students to construct and connect knowledge, skills, values and attitudes through an in-depth study on a topic of interest.
- Projects and learning tasks should help students learn to locate and process important information. They should help students focus on important learning objectives and check their own progress. Stimulus materials, such as newspaper cuttings, extracts from articles, flow-charts, photos, diagrams, statistical tables or graphs, Internet web sites, etc., should be provided so that students can have some concrete materials to base on, some food for thought and incentive for the learning task.

- Projects and learning tasks should be designed to develop various types of student competence at appropriate levels, including their higher order thinking skills, such as application, analysis, synthesis and evaluation, critical thinking and creative thinking, problem solving, sensitivity to the environment, etc.

3.3 Structure and Organisation

- The organisation of curriculum should facilitate teachers to have a better grasp on the coverage of learning elements in order to provide a broad and balanced TE curriculum for students.
- The learning and teaching materials should be arranged in an appropriate sequence, e.g. from easy to difficult, from concrete to abstract. It must also be emphasised that the sequencing of topics in the curriculum is for reference only and should not be taken as the only way in organising the topics.

3.4 Language

- [*An English-Chinese and Chinese-English Glossary of Terms Commonly Used in the Teaching of Home Economics/Technology and Living in Secondary Schools*](#) prepared by the Curriculum Development Institute issued in 2018 should be used to provide Chinese translations of those English terms commonly used in the teaching of Home Economics/Technology and Living.
- The language used should be clear, fluent, accurate and easy to understand.
- The interspersing of languages (e.g. English followed by its Chinese translation or vice versa) in the text is undesirable.

3.5 Textbook layout

- The layout of the textbooks should be attractive, with the appropriate use of space, margin and typeface for easy reading.
- Publisher may refer to the latest edition of EDB's [*Guiding Principles for Printing of Textbooks*](#) for use of paper, colouring, use of inks, etc.

4. Others

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- When writing textbooks, publishers have to ensure that the content and information provided in the materials should be correct, complete, up-to-date, objective and impartial. The source and the date of the information should be provided as appropriate. The information in the illustrations and images

should avoid showing brand-names of commercial items unless it is necessary.

- 4.2 Except for a single URL of the publisher’s website, no other URLs or QR codes (including those linking to the listening practices’ audio files of language subjects) should be included in the textbooks. Publishers are required to clearly declare in the “Preface” or “Editor’s Notes” that the learning and teaching resources on the publisher’s website have not been reviewed by the EDB. When textbooks of reprint with minor amendments are submitted for review, they should contain no URLs and hyperlinks, except for one single URL of the publisher’s website.
- 4.3 Publishers may provide self-developed supplementary learning materials or the web links of the learning and teaching resources developed by the third party on publishers’ websites. Publishers may also provide their websites’ URLs in the Teacher’s Book for teachers’ reference in preparing lessons or designing learning and teaching activities. Publishers should be accountable for the quality of the learning and teaching resources provided.
- 4.4 It is incumbent on the publishers to ensure that all proof-reading work, including the language, information, punctuation, illustration, pagination, etc., is completed and accurate before submitting the textbooks for review.
- 4.5 Publishers should review the textbook content from time to time. When necessary, publishers can make amendments to the textbook content in the form of corrigenda with the EDB’s consent. The EDB may also require publishers to make amendments if deemed necessary.
- 4.6 Publishers should clear all copyright issues of the textbooks as appropriate.
- 4.7 Publishers should not use expiration of copyright on the textbook materials as a reason to apply for textbook “revision” or “reprint with minor amendments”.
- 4.8 Publishers should pay attention to the curriculum time allocation suggested in the curriculum documents of this subject to ensure that the learning content are designed with an appropriate quantity and level.
- 4.9 If publishers submit other versions (such as Chinese version or electronic version) of the same textbook title for review at the same time, they should duly check the consistency of the content among all the versions. If another version will be submitted at a later stage, the suggestions in the Textbook Review Reports for the previous submitted version should be thoroughly followed before submission.

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