THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title   : EdD
Programme QF Level : 7
Course Title   : International Education and Development
Course Code   : PFS7039
Department   : IE
Credit Points   : 3
Contact Hours   : 39
Pre-requisite(s)   : Nil
Medium of Instruction: English
Course Level   : 7

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

This course considers the global context, purposes, goals, ethics, issues, methods and outcomes of international education development, in the context of the major theoretical concepts, perspectives and debates in (education) development studies. The course situates the field of international education development within the context of increasing rates of globalization, considers the relationship between education and development, and highlights factors associated with educational exclusion such as poverty, ethnicity (and its associated factors of language and culture), gender, disability and geographical location. The course examines issues in the field of international education development through consideration of the United Nations' Sustainable Development Goal 4, to "Ensure inclusive and quality education for all and promote lifelong learning", and its ten associated targets, which has set the global agenda for education development until 2030.

2. Course Intended Learning Outcomes (CILOs)

Through advanced study of the aforementioned aspects of international education development, students will, upon completion of this course, be able to:

CILO$_1$ understand better the complexities in international educational development

CILO$_2$ differentiate critically major research approaches to international educational development

CILO3   make more thoughtful, responsible and better informed decisions in their own research and practice, in their own reading and use of research in the field, and in their leadership role in the field

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The global context (including globalization), purposes, goals, ethics, issues, methods and outcomes of international education development;	*CILO$_{1, 2, 3}$*	Blended learning mode: directed reading and lecturer presentations

the relationship between education and development.		
Major theoretical concepts, perspectives and debates in (education) development studies, including leading economic theories of growth and development and key sociological theories of development such as modernization; major critical perspectives in (education) development studies, including various Marxist and neo-Marxist critiques, and the post-structural, post-colonial, post-development and feminist critiques.	$CILO_{1, 2, 3}$	Blended learning mode: directed reading and lecturer presentations Critical analysis of case studies selected by the lecturer and by the students
Factors associated with educational exclusion such as poverty, ethnicity (and its associated factors of language and culture), gender, disability and geographical location	$CILO_{1, 2, 3}$	Blended learning mode: directed reading and lecturer presentations Critical analysis of case studies selected by the lecturer and by the students
The United Nations' Sustainable Development Goal 4, to "Ensure inclusive and quality education for all and promote lifelong learning", and its ten associated targets	$CILO_{1, 2, 3}$	Blended learning mode: directed reading and lecturer presentations Critical analysis of case studies selected by the lecturer and by the students

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Presentation of a seminar or e-learning package on a topic related to international education and development to be negotiated with the lecturer.	30	*CILO 1,2, 3*

An essay of about 4,000 words on a topic related to international education and development to be negotiated with the lecturer.	70	*CILO 1,2, 3*

5. Required Text(s)

Harber, Clive (2014) *Education and International Development: Theory, Practice and Issues*. Oxford: Symposium Books.

McCowan, Tristan & Unterhalter, Elaine (Eds.) (2015) *Education and International Development: An Introduction*. Bloomsbury.

6. **Recommended Readings**

Arnove, Robert F. (2005) To What Ends: Education Reform around the World. *Indiana Journal of Global Legal Studies* 12 (Winter), pp. 79-95.

Bhargava, Vinay (Ed.) (2006) *Global Issues for Global Citizens: An Introduction to Key Development Challenges*. The World Bank.

Burbules, Nicholas & Torres, Carlos Alberto (2000) Globalization and education. In Nicholas Burbules and Carlos Alberto Torres (2000) *Globalization and Education: Critical Perspectives*. New York: Routledge.

Chisholm, L., Bloch, G. & Fleisch, B. (2008) *Education, Growth, Aid and Development: Towards Education for All*. CERC.

Collier, Paul (2007) *The Bottom Billion*. Oxford University Press.

Crossley, Michael & Watson, Keith (2003) Globalization, context and difference. In Crossley, Michael & Watson, Keith (2003) *Comparative and International Research in Education*. RoutledgeFalmer.

Easterly, William (2006) *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Oxford University Press.

Escobar, Arturo (1994) *Encountering Development*. Princeton University Press.

Giddens, Anthony (1999) *Runaway World: how globalization is reshaping our lives*. Profile Books.

Holsinger, Don & Jacob, James (2008) *Inequality in Education*. CERC and Springer.

Lynch, James, Modgil, Celia & Modgil, Sohan (Eds.) (1997) *Education and Development: Tradition and Innovation* (Five Volume Set). Cassell.

Mason, Mark (2008) *Ethics and Educational Development across National and Cultural Contexts.* In Tschong, Y. & Kwak, D. *Globalization, Multicultural Society and Education: Education in Asia*. Seoul: Korean Philosophy of Education Society, 47-60.

McGrath, Simon (2010) The Role of Education in Development. *Comparative Education*.

McGrath, Simon & Gu, Qing (Eds.) (2016) *Routledge Handbook of International Education and Development*. Oxford: Taylor & Francis / Routledge.

Nussbaum, Martha (2011) *Creating Capabilities: The Human Development Approach*. Cambridge, Mass.: Belknap Press of Harvard University Press.

Peet, Richard (1999) *Theories of Development*. Guilford Press.

Rahnema, Majid (1997) *The Post-Development Reader*. Zed Books.

Rizvi, Fazal (2007) Rethinking Educational Aims in an Era of Globalization. In Peter D. Hershock, Mark Mason & John N. Hawkins (Eds) *Changing Education: Leadership, Innovation and Development in a Globalizing Asia Pacific*. Hong Kong and Dordrecht: CERC and Springer.

Sachs, Jeffrey (2005) *The End of Poverty*. Penguin.

Sachs, Wolfgang (1999) *The Development Dictionary: A Guide to Knowledge as Power*. Zed Books.

Sen, Amartya (1999) *Development as Freedom*. New York: Knopf.

Schuurman, Frans (Ed.) (2001) *Globalization and Development Studies*. Sage.

Spring, Joel (2008) Research on Globalization and Education. *Review of Educational Research*, Vol. 78, No. 2, pp. 330–363.

Steger, Manfred (2009) *Globalization: a very short introduction*. Oxford University Press.

Stiglitz, Joseph (2002) *Globalization and Its Discontents*. Penguin.

Stiglitz, Joseph (2006) *Making Globalization Work*. Penguin.

Sumner, Andrew & Tribe, Michael (2008) *International Development Studies: Theories and Methods in Research and Practice*. Sage.

Tornquist, Olle (1998) *Politics and Development: A Critical Introduction*. Sage.

UNESCO, *Global Education Monitoring Report*.

Wagner, Daniel (2018) *Learning as development: rethinking international education in a changing world*. New York: Routledge.

Walker, Melanie & Unterhalter, Elaine (2007) *Amartya Sen's Capability Approach and Social Justice in Education*. New York: Palgrave Macmillan.

Waters, Malcolm (2001) *Globalization (Key Ideas)* (2nd Edition). Routledge.

Willis, Katie (2005) *Theories and Practices of Development*. Routledge.

Zajda, Joseph (Ed.) (2005) *International Handbook on Globalization, Education and Policy Research*. Springer.

7. Related Web Resources

UNESCO, *Teaching and Learning for a Sustainable Future*
<http://www.unesco.org/education/tlsf/>
United Nations Sustainable Development Goals
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

8. Related Journals

International Journal of Educational Development

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity

with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others

<u>TPg Courses with other Study Modes</u>

Programme Title	**:**	Doctor of Education
Course Title	**:**	International Education and Development
Course Code	**:**	PFS7039
Offering Unit	**:**	IE
Credit Points	**:**	3

Delivery mode:

☐**Online learning as the primary delivery mode**

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
		39

☑**Directed study mode**

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
12	27	39