

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level	: 5
Course Title	: Comparative Curriculum and Pedagogy Studies
Course Code	: CUM3002
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 is designed to introduce students to the concepts, theories, trends and issues essential for understanding curriculum and pedagogy in educational systems in Greater China. Some of the trends and issues will be investigated from a social innovation perspective. Designed primarily for social science rather than education students, the course encourages students to put a greater focus on understanding trends, analyzing issues and where possible developing insights on curriculum and pedagogy topics such as the influence of internet and computer technology.

2. Course Intended Learning Outcomes (CILO_s)

Upon completion of this course, students will be able to:

- CILO₁ have an understanding of foundational concepts on curriculum and pedagogy, including an overview of pertinent literature
- CILO₂ investigate a sample of critical trends and issues of curriculum and pedagogy across Greater China
- CILO₃ develop a basic grasp of literature review and data analysis skills essential to social science studies
- CILO₄ practiced the same research skills on one relevant research topic

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Teaching and learning in the 21 st century	CILO _{1,3}	<ul style="list-style-type: none">• Lectures• Case studies• Test• Group discussions
b. Theoretical framework for curriculum and pedagogy	CILO _{1,3}	
c. Modern development in curriculum and pedagogy	CILO _{2,3}	
d. Trends and issues in curriculum and pedagogy	CILO _{2,3,4}	

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Literature Review Group Presentation: Review relevant and contemporary literature on a course related research question following academic conventions.	25%	CILO _{1,2,3,4}
(b) Data Analysis Group Presentation: Search for and analyse data using desktop research on a course related research question following academic conventions.	25%	CILO _{1,2,3,4}
(c) Individual Take-home Essay: A reduced length research report on a course related research question with all the commonly required components (literature, analysis, discussion...)	50%	CILO _{1,2,3,4}

5. Required Text(s)

Nil.

6. Recommended Readings

Carless, D., & Harfitt, G. (2013). INNOVATION IN SECONDARY EDUCATION: A CASE OF CURRICULUM REFORM IN HONG KONG. *Innovation and Change in English Language Education*, 172.

Cheung, A. C., & Wong, P. M. (2011). Effects of school heads' and teachers' agreement with the curriculum reform on curriculum development progress and student learning in Hong Kong. *International Journal of Educational Management*, 25(5), 453-473.

Dorius, S. F. (2013). The Rise and Fall of Worldwide Education Inequality from 1870 to 2010 Measurement and Trends. *Sociology of Education*, 86(2), 158-173.

Ferreira, F., & Gignoux, J. (2011). The measurement of educational inequality: Achievement and opportunity.

Harris, L. R., & Brown, G. T. (2009). The complexity of teachers' conceptions of assessment: Tensions between the needs of schools and students. *Assessment in Education: Principles, Policy & Practice*, 16(3), 365-381.

Jin, Y., & Valdés-Cotera, R. (2011). Conceptual evolution and policy developments in lifelong learning.

Jun, X., Pak-Sheung, N., & Cheng, C. (Eds.). (2012). *General Education and the Development of Global Citizenship in Hong Kong, Taiwan and Mainland China: Not Merely Icing on the Cake*. Routledge.

Kennedy, K. J., Lee, W. O., & Grossman, D. L. (Eds.). (2010). *Citizenship pedagogies in Asia and the Pacific* (Vol. 28). Springer.

Lien, P. T. (2013). Democratization and Citizenship Education: Changing Identity Politics and Shifting Paradigms of Teaching and Learning in Taiwan. In *APSA 2013 Annual Meeting Paper*.

McNeil, J. D. (1985). *Curriculum: A comprehensive introduction* (3rd ed., p. 11). Boston: Little Brown.

Mok, K. H. (2011, May). Regional cooperation or competition? The rise of transnational higher education and the emergence of regulatory regionalism in Asia. In *Senior Seminar co-hosted by the East-West Center, UNESCO Bangkok and Hong Kong Institute of Education* (pp. 4-6).

Mok, K. H., & Cheung, A. B. (2011). Global aspirations and strategising for world-class status: new form of politics in higher education governance in Hong Kong. *Journal of Higher Education Policy and Management*, 33(3), 231-251.

Meifeng, L., Jinjiao, L., & Cui, K. (2010). Educational technology in China. *British Journal of Educational Technology*, 41(4), 541-548.

Newman, F., Couturier, L., & Scurry, J. (2010). *The future of higher education: Rhetoric, reality, and the risks of the market*. John Wiley & Sons.

Nicholls, A., Simon, J., & Gabriel, M. (Eds.). (2015). *New frontiers in social innovation research*. London: Palgrave Macmillan.

Roche, M. W. (2010). *Why choose the liberal arts?*. Notre Dame: University of Notre Dame Press.

William, D. (2011). What is assessment for learning?. *Studies in Educational Evaluation*, 37(1), 3-14.

Zhang, W. Y. (2010). Theories, policy, and practice of lifelong learning in East Asia.

7. Related Web Resources

Nil

8. Related Journals

International Journal of Educational Development. Elsevier.

Teacher Development. Routledge.

Comparative Education Review. University of Chicago Press.

Journal of Curriculum Studies. Routledge.

Journal of Curriculum and Pedagogy. Educators International Press.

Frontiers of Education in China. Springer, co-published with Higher Education Press.

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

Last updated: 22 December 2023