

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Higher Education in Asia: Policy Approaches and Management
<b>Course Code</b>	: PPG8002
<b>Department</b>	: Department of Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 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 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 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

The course aims to provide concepts, insights and practical skills for leading and managing successfully in tertiary sector institutions. It offers expert perspectives on higher education, vocational education, training systems, policy settings, institutional strategies and tertiary sector work cultures in a national and international context. The course will focus on higher education topography in Asia. Drawing on case studies from higher education institutions from Asia, the course attempts to examine how higher education institutions meet with political, social and economic needs and how higher education institutions in Asia is connecting with the Global education topography.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>* : Understand the core values of higher education and the higher education policy in Asia.
- CILO<sub>2</sub>* : Compare and contrast different higher education topography across countries.
- CILO<sub>3</sub>* : Share ideas and experiences on resolving difficulties in conducting research.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Course Introduction: introduction on higher education	<i>CILO<sub>1-3</sub></i>	<ul style="list-style-type: none"><li>Lecture and in-class discussions.</li></ul>
Different types of higher education	<i>CILO<sub>1-3</sub></i>	<ul style="list-style-type: none"><li>Lecture and in-class discussions, individual reflections; individual presentations</li></ul>
Higher education scenes in different countries in Asia	<i>CILO<sub>1-3</sub></i>	<ul style="list-style-type: none"><li>Lecture and in-class discussions, individual reflections; individual presentations</li></ul>

### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) <b>Individual short written critical reflections</b> Two short written critical reflections of 1,500 words each on types of higher education and education scenes and trends in Asia	30%	<i>CILO<sub>1-3</sub></i>
(b) <b>Individually conducted in-depth case studies</b> Students are required to conduct a 30-minute presentation on a case study on higher education in a country or higher education in trend in Asia or types of higher education in Asia or a specific country. S/he will then write up a report of 1,000 to 1,500 words	50%	<i>CILO<sub>1-3</sub></i>
(c) <b>Class participation</b>	20%	<i>CILO<sub>1-3</sub></i>

(d) Class participation is a critical way to train students' analytical and communication skills for research. Various ways of participation will be developed.		
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## 5. Required Text(s)

Nil

## 6. Recommended Readings

Altbach, P.G., Reisberg, L., de Wit, H. (eds.) (2017). *Responding to Massification: Differentiation in Postsecondary Education Worldwide*. Dordrecht: Springer.

Aoun, J.E. (2017). *Robot-proof: Higher education in the age of artificial intelligence*. Cambridge: The MIT Press.

Babbie, Earl. (2013). *The Practice of Social Research*, 13th Edition. Australia: Wadsworth Cengage Learning.

Gleason, N.W. (2018). *Higher education in the era of the fourth industrial revolution*. Singapore: Palgrave Macmillan.

Huisman, J., de Boer, H., Dill, D.D., Souto-Otero, M. (eds.) (2016). *The Palgrave International Handbook of Higher Education Policy and Governance*. New York: Palgrave Macmillan.

Jeroen, H. and Malcolm, T. (Eds.). (2015). *Theory and method in higher education research*. Bingley: Emerald.

Lucas, H.C. (2016). *Technology and the disruption of higher education*. Singapore: World Scientific.

Mok, K.H. and Neubauer, D. (2015). Higher education governance in crisis: A critical reflection on the massification of higher education, graduate employment and social mobility, *Journal of Education and Work*, 1-12.

Shin, J.C., Teixeira, P.N. (eds.) (2019) *Encyclopedia of International Higher Education Systems and Institutions*. Dordrecht: Springer.

Tight, T. Mok, K.H., Huisman, J. Morphew, C.C. (eds.) (2009) *The Routledge International Handbook of Higher Education*. New York: Routledge.

## 7. Related Web Resources

Name of the Web Page	Web Link
OECD Higher Education Programme	<a href="http://www.oecd.org/education/imhe/">http://www.oecd.org/education/imhe/</a>
Asia Pacific Higher Education Research Partnership	<a href="https://apherp.org/">https://apherp.org/</a>
Higher Education Policy Institute	<a href="https://www.hepi.ac.uk/">https://www.hepi.ac.uk/</a>

## 8. Related Journals

*Higher Education Policy*

*Higher Education*

*Journal of Higher Education Policy and Management*

*Journal of Education and Work*

*Asian Pacific Education Review*

*European Journal of Education*

*Asia Pacific Journal of Education*

*Journal of Education Policy*

*Education Researcher*

*Journal of Comparative Education and Development*

## 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

Nil

*Updated as of 29 December 2023*

**TPg Courses with other Study Modes**

**Programme Title** : Doctor of Education  
**Course Title** : Higher Education in Asia: Policy Approaches and Management  
**Course Code** : PPG8002  
**Offering Unit** : Department of Social Sciences and Policy Studies  
**Credit Points** : 3

Delivery mode:

**Online learning as the primary delivery mode**

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

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. of-Contact Hours</b>
4	35	39