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: Department of Asian 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 Undergraduate, Taught Postgraduate 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 (CILOs)

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

- **CILO 1**: have an understanding of foundational concepts on curriculum and pedagogy, including an overview of pertinent literature
- **CILO 2**: investigate a sample of critical trends and issues of curriculum and pedagogy across Greater China
- **CILO 3**: develop a basic grasp of literature review and data analysis skills essential to social science studies
- **CILO 4**: practiced the same research skills on one relevant research topic

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>a. Teaching and learning in the 21st century</td>
<td>CILO1,3</td>
<td>Lectures, Case studies, Test, Group discussions</td>
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<tr>
<td>b. Theoretical framework for curriculum and pedagogy</td>
<td>CILO1,3</td>
<td></td>
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<td>c. Modern development in curriculum and pedagogy</td>
<td>CILO2,3</td>
<td></td>
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<tr>
<td>d. Trends and issues in curriculum and pedagogy</td>
<td>CILO2,3,4</td>
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4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>(a) Group Presentations</td>
<td>30%</td>
<td>CILO 1-4</td>
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<tr>
<td>▪ Presentation on different curriculums adopted by different regions in Greater China: Mainland; Taiwan; Hong Kong; Macau; IBDP; Edexcel IGCSE; Edexcel IAL.</td>
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<td>(b) Mid-Term Exam</td>
<td>35%</td>
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<td>▪ Consisted of 90 multiple-choice questions</td>
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<td>▪ The test is based on the key concepts from the lectures and assigned readings</td>
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<td>(c) Final Take-Home Exam</td>
<td>35%</td>
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<td>▪ Students are expected to demonstrate their knowledge and understanding on the key concepts and issues discussed during lectures and tutorials</td>
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<td>▪ Students are expected to complete the essay with proper research and citation</td>
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5. Required Text(s)


6. Recommended Readings


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).


7. Related Web Resources
Nil
8. Related Journals

*Teacher Development.* Routledge.
*Comparative Education Review.* University of Chicago Press.
*Journal of Curriculum Studies.* Routledge.
*Journal of Curriculum and Pedagogy.* Educators International Press.

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.edu.hk/re/modules/downloads/visit.php?cid=9&lid=89). 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: 24 August 2018