

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

|                              |  |
|------------------------------|--|
| <b>Programme Title</b>       | : Bachelor of Social Sciences (Honours) in Policy Science and Management           |
| <b>Programme QF Level</b>    | : 5  |
| <b>Course Title</b>          | : Advanced Methods for Public Policy Analysis and Evaluation: Qualitative Research |
| <b>Course Code</b>           | : SSC4261  |
| <b>Department</b>            | : Asian 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>          | : 4  |

#### 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 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 objective of this course is to equip students with advanced knowledge and skills required to understand and conduct policy evaluation of complex problems. Policy evaluation is central in helping to decide whether to expand, modify or terminate a program or policy. The focus of the course is on rigorous qualitative evaluation tools. The course will explore the utility and limitations of qualitative tools such as case study technique, the five “E” approach (Effectiveness, Efficiency, Ethical considerations, Evaluations of alternatives, Establishment of recommendations for positive change), evidence based models, as well as other qualitative evaluative research methodologies. These qualitative methods will be taught using concrete case studies and datasets that will allow students to identify the strengths and weaknesses of these methods and learn how to apply them to a policy problem of their choice.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> understand the rationale behind advanced qualitative policy analysis;
- CILO<sub>2</sub> Understand the different forms of advanced qualitative policy analysis;
- CILO<sub>3</sub> Demonstrate their understanding of the use of multi-cultural policy analysis; and
- CILO<sub>4</sub> apply multi-cultural policy analysis using less positivist and quantitative approaches.

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

| Course Content   | CILOs               | Suggested Teaching & Learning Activities                  |
|--|---------------------|---|
| Theories and rationale of advanced qualitative policy analysis | CILO <sub>1,2</sub> | Lecture, tutorial , essay writing                         |
| Introducing different forms of qualitative policy analysis     | CILO <sub>2-4</sub> | Lecture, tutorial, presentation of case studies           |
| Cases studies of applying different forms of analysis          | CILO <sub>2-4</sub> | Lecture, tutorial, presentation of case studies and essay |

## 4. Assessment

| Assessment Tasks  | Weighting (%) | CILO                |
|---|---------------|---------------------|
| (a) <b>Class Discussion and Participation:</b><br>Students are expected to read relevant readings before s/he attends the tutorials and must participate actively in the discussion. Students’ engagement and participation are evaluated accordingly   | 20%           | CILO <sub>1-4</sub> |
| (b) <b>Critical Essay:</b><br>Students will be assigned an academic article and will be required to read critically how the article is written and argued, how the methods of analysis are developed and utilized, and then to assess critically the qualitative methodological weaknesses of the approach utilized in the article. The essay should be 1,500 to 2,000 words in length. | 40%           | CILO <sub>1-4</sub> |
| (c) <b>Group Presentation:</b><br>The class will be separated into several groups. Students are expected to formulate a research question and some arguments using sound research methods learnt from the lectures. After the   | 40%           | CILO <sub>1-4</sub> |

|   |  |  |
|---|--|--|
| presentation, students are expected to submit individual reflective essay (200 words) to report the entire learning experience in the group project (self-evaluation of individual contribution to the group project should be included). |  |  |
|---|--|--|

## 5. Required Text(s)

Fischer, F., & Miller, G. (2007). *Handbook of public policy analysis: theory, politics, and methods*. Boca Raton, FL: CRC Press (Taylor and Francis).

## 6. Recommended Readings

Bardach, E. (2005). *A practical guide for policy analysis*. Washington, DC: Congressional Quarterly Press.

Dunn, W. N. (2008). *Public policy analysis: An introduction*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Engeli, I. and Allison, C. R. (2014). *Comparative policy studies: conceptual and methodological challenges*. New York, NY: Palgrave Macmillan.

George, A. and Bennet, A. (2005). *Case studies and theory development in social sciences*. Cambridge, Mass.: MIT Press.

King, G., Keohane, R. O. and Verba, S. (1994). *Designing social inquiry: scientific inference in qualitative research*. Princeton, N.J.: Princeton University Press.

Kraft, M.E. and Furlong, S.R. (2004). *Public policy: politics, analysis, and alternatives*. Thousand Oaks, California: CQ Press.

Lipsey, M. and Wilson, D. (2001). *Practical meta-analysis*. Thousand Oaks, Calif.: Sage Publications.

Marshall, C. and Rossman, G.B. (2016). *Designing qualitative research*. Thousand Oaks, California: Sage Publications.

Rathbun, B.C. (2008). "Interviewing and qualitative methods: Pragmatism and practicalities", in J. M. Box-Steffensmeier, H. E. Brady and D. Collier (eds). *The Oxford handbook of political methodology*. Oxford; Hong Kong: Oxford University Press.

Singleton, R.A. and Straits, B. C. (2010). *Approaches to social research*. New York: Oxford University Press.

Strauss, A. and Corbin, J. (1990). *Basics of qualitative research*. Newbury Park, Calif.: Sage Publications.

Warren, C. and Karner, T. (2010). *Discovering qualitative methods*. New York: Oxford University Press

Weiss, R. (1994). *Learning from strangers: the art and method of qualitative interview studies*. New York: Free Press.

Yin, R. (2014). *Case study research: Design and methods*. Los Angeles: Sage Publications.

## 7. Related Web Resources

Nil.

## 8. Related Journals

*Journal of Comparative Policy Analysis*

*Journal of Public Policy*  
*Public Policy and Administration*  
*Research Methods in Public Policy*

**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**

Nil.