Part I

Programme Title: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level: 5
Course Title: Education and Society in Greater China
Course Code: GCS3010
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 focuses on several key topics in education and society in Greater China, bringing
Together issues of education policy and reform, social inequality, diverse populations, higher
Education, globalization, social innovation, and economic, political, and social development.
The course takes an explicitly comparative approach with each of the issues examined through
case studies of different societies within Greater China. Largely student-centered, the course is
Structured around student-guided discussions of assigned readings, with the goal of encouraging
the drawing of conclusions about important educational issues from the comparison of different
cases. Through preparation for discussions and their final assignments, students will develop
In independent inquiry skills to explore the interrelationships between education and social
Phenomena. They will also explore the role that social innovation may play in addressing social
Issues related to education and society in Greater China.

2. Course Intended Learning Outcomes (CILOs)
Upon completion of this course, students will be able to:

CILO_1 demonstrate knowledge and understanding of the mutual interactions among
Various aspects of education, economic and political development, globalization, culture, and diverse populations in Greater China.

CILO_2 understand the major comparative approaches in studying important educational
Issues within Greater China.

CILO_3 summarize assigned readings and guide small-group discussions to elicit multiple
Perspectives on topics related to education and society in Greater China.

CILO_4 develop analytical tools for analyzing the interrelationships of educational and
Social issues in Greater China.

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. Education Reform</td>
<td>CILO_1,2,3,4</td>
<td>• Lectures: Review major concepts and theories that examine the relationship between education and society in its various dimensions</td>
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<tr>
<td>b. Education and Social Inequality</td>
<td></td>
<td>• Seminars: Students present the chosen topics and lead discussion on the topics in small groups</td>
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<tr>
<td>c. Political Development, Citizenship, Education</td>
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<td>• Engage in case studies on contemporary issues, including research reports, documentaries, and news coverage etc.</td>
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<td>d. Education for Diverse Populations</td>
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<td>• Attend invited guest lectures on contemporary developments</td>
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<td>e. Globalization and Higher Education</td>
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<tr>
<td>f. Social Innovation in Education and Society (Theories and practices of social innovation, with empirical examples of social innovation in Greater China)</td>
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4. Assessment

<table>
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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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<tbody>
<tr>
<td>(a) Literature Review Group Presentation:</td>
<td>25%</td>
<td>CILO1,2,3,4</td>
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<tr>
<td>Review relevant and contemporary literature on a course</td>
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<td>related research question following academic conventions.</td>
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<td>(b) Data Analysis Group Presentation:</td>
<td>25%</td>
<td>CILO1,2,3,4</td>
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<tr>
<td>Search for and analyse data using desktop research on a course</td>
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<tr>
<td>related research question following academic conventions.</td>
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<tr>
<td>(c) Individual Take-home Essay (2,500words):</td>
<td>50%</td>
<td>CILO1,2,3,4</td>
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<tr>
<td>A reduced length research report on a course related research</td>
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<td>question with all the commonly required components</td>
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<tr>
<td>(literature, analysis, discussion…)</td>
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5. Required Text(s)
Nil

6. Recommended Readings
General Reference


Education Reform

- Engage in in-class activities, including discussion, role-play, quiz, debate, and simulation

**Education and Social Inequality**


**Political Development, Citizenship, and Education**


**Education for Diverse Populations**


**Globalization and Higher Education**


**Social Innovation**


7. Related Web Resources


8. Related Journals
Comparative Education Review
Educational Researcher
Sociology of Education
Chinese Education and Society

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&fid=89). Students should familiarize themselves with the Policy.

10. Others
Nil

Last updated: 24 August 2018