

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Master of Public Policy and Management
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: Managing Universities in the Global Context: Policies and Strategies
<b>Course Code</b>	: PPG6018
<b>Department</b>	: Department of 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>	: 6

---

### 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

Higher education has overwhelmingly reformed in the past two decades, and those involved in the academic enterprise have yet to tackle with the implications of these changes. The expansion of articulate policies and plans is vital to bring about real and sustainable change in education systems throughout the world. This course intends to expose students via the experience of leading speakers in managing global and local universities, to issues like managing ranking, internationalization, media and communication, system governance, finance and strategic recruitment, intellectual property and higher education, institutional autonomy and academic freedom etc.

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

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

*CILO<sub>1</sub>* : Obtain knowledge about and discuss critically the technique of managing universities in a global perspective.

*CILO<sub>2</sub>* : Relate and understand the policies and strategies of managing universities.

*CILO<sub>3</sub>* : Analyse and develop the importance of managing comprehensive academia.

*CILO<sub>4</sub>* : Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on managing universities in the global context.

*CILO<sub>5</sub>* : Communicate critically the findings and analysis of the group research project both orally and in writing.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview on policies and plans that have brought about vital change in education systems throughout the world.	<i>CILO<sub>1-2</sub></i>	<ul style="list-style-type: none"> <li>➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.</li> <li>➤ Seminars: Students present case relevant to current communication management issues, topics and scenarios.</li> </ul>
Develops the theoretical and applied background to how higher education institutes function.	<i>CILO<sub>1-3</sub></i>	<ul style="list-style-type: none"> <li>➤ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society.</li> </ul>
An understanding on crucial issues like managing ranking, internationalization, media and communication, finance and strategic recruitment.	<i>CILO<sub>1-5</sub></i>	<ul style="list-style-type: none"> <li>➤ Web and library search.</li> <li>➤ Reading lecture notes and key references.</li> <li>➤ Videos, case studies and group discussion.</li> </ul>

### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) <b>Seminar Presentation and Discussion</b> Individual or group case study analysis/presentation	30%	<i>CILO<sub>1-4</sub></i>

<b>(b) Class Discussion and Participation</b> Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	CILO <sub>1-3</sub>
<b>(c) Individual Essay</b> Written presentation of information and argument in a systematic and coherent manner.	50%	CILO <sub>1-5</sub>

## 5. Required Text(s)

Naidoo, V. (2006). International education: A tertiary-level industry update. *Journal of Research in International Education* 5 (1): 323-345. Sage Publications.

Scott, P. (2000). Globalization and Higher Education: Challenges for the 21st Century, *Journal of Studies in International Education*, Sage Publications.

## 6. Recommended Readings

Agosti, C.I. Bernat, E. (eds.) (2018). *University Pathway Programs: Local Responses within a Growing Global Trend*. Dordrecht: Springer.

Altbach, P. G. (2001). Universities and globalization: Critical perspectives/ the globalization of higher education, *Journal of Higher Education*. 72, 254-256.

Bates, A.W. and Sangra, A. (2011). *Managing technology in higher education: Strategies for transforming teaching and learning*. Jossey-Bass.

Benton, S. A. and Benton, S.L. (2006). *College Student Mental Health: Effective Services and Strategies across Campus*. Washington, D.C.: NASPA.

Brundrett, M., Burton N. and Smith, R. (2003). *Leadership in Education*, London: Sage.

Bush, T. (2011). *Theories of Educational Leadership and Management*, London; Los Angeles: Sage.

Bush, T. and Bell L. (2002). *The Principles and Practice of Educational Management*, London: Sage.

Bush, T. and Coleman, M. (2000). *Leadership and Strategic Management in Education*, London: Sage.

Cheng, Y., Wang, Q., Liu, N.C. (eds.) (2014). *How World-Class Universities Affect Global Higher Education: Influences and Responses*. Rotterdam: Sense Publishers.

Clark, B. R (1998), *Creating Entrepreneurial Universities: Organizational Pathways of Transformation: Issues in Higher Education*, New York: Elsevier Science.

Hawkins, J. and Mok, K.H. (Eds.). (2015). *Research, development, and innovation in Asia Pacific higher education*, New York: Palgrave Macmillan.

- Hawkins, J., Yamada, A., Yamada, R., Jacob, W.J. (eds.) (2018). *New Directions of STEM Research and Learning in the World Ranking Movement: A Comparative Perspective*. New York: Palgrave Macmillan.
- Hazelkorn, E. (2011). *Rankings and the Reshaping of Higher Education. The Battle for World-Class Excellence*. New York: Palgrave Macmillan.
- Hugh, L., Brown, P., Dillabough J.A. and Halsey, A.H. (2006). *Education, Globalization and Social Change*, Oxford: Oxford University Press.
- McGettigan, A. (2010). *The Great University Gamble: Money, Markets and the Future of Higher Education*, London: Pluto Press.
- Mok, K.H. (2013). *The Quest for Entrepreneurial Universities in East Asia*. New York: Palgrave Macmillan.
- Mok K.H. (ed.) (2016). *Managing International Connectivity, Diversity of Learning and Changing Labour Markets*. Singapore: Springer.
- Morrow, R. A. & Torres, C. A. (2000) The State, globalization and educational policy. in N.C.
- Neubauer, D., Shin, J., Hawkins, J.N. (eds.) (2013). *The Dynamics of Higher Education Development in East Asia: Asian Cultural Heritage, Western Dominance, Economic Development, and Globalization*. New York: Palgrave Macmillan.
- Nixon, J. (ed.) (2017). *Higher Education in Austerity Europe*. London: Bloomsbury.
- Shin, J.C., Teichler, U. (eds.) (2014). *The Future of the Post-Massified University at the Crossroads Restructuring Systems and Functions*. Dordrecht: Springer.
- Walker, A. and Dimmock, C. (2002). *School Leadership and Administration – Adopting a Cultural Perspective*, London: Routledge.
- Yang, R. (2002). University internationalization: Its meanings, rationales and implications, *Intercultural Education*, 13(1) 89-95.
- Zdziarski, E. L., Dunkel, N.W., & Rollo, J.M. (2007). *Campus crisis management: A comprehensive guide to planning, prevention, response, and recovery*. San Francisco, CA: Jossey-Bass.

## 7. Related Web Resources

Name of the Web Page	Web Link
OECD Higher Education Programme	<a href="http://www.oecd.org/edu/imhe/otherimhepublications.htm">www.oecd.org/edu/imhe/otherimhepublications.htm</a>
Publications on Higher Education Reform and Innovation	<a href="http://www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/publications/">http://www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/publications/</a>

## 8. Related Journals

Name of the Journal	Web Link (if any)
Academy of Management Learning & Education	<a href="http://aom.org/amle/">http://aom.org/amle/</a>
Advances in Developing Human Resources	N/A
American Educational Research Journal	<a href="http://aer.sagepub.com/">http://aer.sagepub.com/</a>
Educational Research Review	<a href="http://www.journals.elsevier.com/educational-research-review/">http://www.journals.elsevier.com/educational-research-review/</a>
Review of Educational Research	<a href="http://rer.sagepub.com/">http://rer.sagepub.com/</a>

## 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

*Updated as of 6 Jan 2019*