THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Public Policy and Management
Programme QF Level : 6
Course Title : Education and Society in Greater China and Asia
Course Code : SSC6178
Department : Department of Asian and Policy Studies
Credit Points : 3
Contact Hours : 39 (30 hours of lecture & 9 hours of blended learning)
Pre-requisite(s) : Nil
Medium of Instruction : EMI
Course Level : 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**

This course focuses on several key topics in education and society in Greater China and Asia, bringing together issues of education policy and reform, social inequality, diverse populations, world knowledge system, cross-border higher education and academic mobility, globalization, 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 independent inquiry skills to explore the interrelationships between education and social phenomena.

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

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

- **CILO1**: Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, world knowledge system, cross-border higher education and academic mobility, globalization, culture, and diverse populations in Greater China and Asia.

- **CILO2**: Compare and contrast educational and societal contexts within Greater China and Asia with a view toward drawing broader conclusions about important educational issues.

- **CILO3**: Summarize assigned readings and guide small-group discussions to elicit multiple perspectives on topics related to education and society in Greater China and Asia.

- **CILO4**: Make use of inquiry approaches to examine the interrelationships of educational and social issues in Greater China and Asia.

- **CILO5**: Demonstrate the disposition to critically examine key issues from multiple geographical, social, and value perspectives.

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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
</table>
| Education Reform.                                | **CILO1-5** | Each topic (2 class sessions) will be structured as follows:  
1. Short lecture introducing the main issues.  
2. Small-group discussions (led by two students for each topic).  
   (a) Student 1 summarizes the first assigned article and poses a discussion question.  
   (b) Student 2 summarizes the second assigned article and poses a discussion question. |
| Education and Social Inequality.                 |       |                                         |
| Political Development, Citizenship and Education. |       |                                         |
| Education for Diverse Populations.               |       |                                         |
| Global Knowledge System and Cross-border Higher Education. |       |                                         |
Small-group discussion of the two questions with the goal of working towards the CILOs.

3. Whole class discussion of the topic at hand.
4. After class, each of the small-group leaders will submit a 1,000-word written summary of the assigned articles and small-group discussion.

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Summary (1,000 words)</td>
<td>30%</td>
<td>CILO1-5</td>
</tr>
<tr>
<td>Summary of assigned reading and corresponding small-group discussion. Students need to submit the summary only of the discussion which they individually led.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Final Essay (2,000 words)</td>
<td>70%</td>
<td>CILO1,2,4,5</td>
</tr>
<tr>
<td>Either (1) compare the manifestation of one educational issue in two or more societies in Greater China; or (2) compare the manifestation and interrelationship of two educational issues in one society within Greater China.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Required Text(s)
Nil

6. Recommended Readings


**Articles for discussion:**
Two articles are assigned for each course topic, to form the basis for student-led small-group discussions.

**Education Reform**

**Education and Social Inequality**


7. **Related Web Resources**
   Nil

8. **Related Journals**
   Those journals listed above from which the recommended readings come.
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