

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Early Childhood Education) Programme (Five-year Full-time) A5B061 4-year/5-year Full-time undergraduate programmes
Programme QF Level	: 5
Course Title	: Development of Early Childhood Education
Course Code	: ECE2245
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

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 provides an introduction to the field of early childhood education. It highlights the various socio-cultural, historical forces and philosophical perspectives influencing the development of the field in Western and Chinese societies, with specific reference to Hong Kong. Students have the opportunity to examine the local provision and issues in depth, while becoming aware of the international developments and current trends.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Analyze the socio-cultural, historical forces that affect the development of early childhood education in Hong Kong;
- CILO₂ Evaluate the value of early childhood education;
- CILO₃ Evaluate the implications of the educational philosophy on Hong Kong and international early childhood education development;
- CILO₄ Review and compare the educational philosophy of five major figures in early childhood education;
- CILO₅ Explain the current international ECE developments and trends.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The meaning of “educare” and the value of early childhood education	<i>CILO_{1,2}</i>	Mass lecture Tutorials Sharing/ discussion On-line learning
The influence of socio-cultural, historical contexts on the development of early childhood education in Hong Kong and other societies	<i>CILO₁</i>	Mass lecture Tutorials Group discussion Library search On-line tasks Video-clippings
An overview of the major figures (e.g., Froebel, Piaget, Vygotsky, Montessori, Dewey, Chen Xie-qian) contributing to the philosophical and pedagogical orientations underpinning professional practice and roles	<i>CILO_{3,4}</i>	Mass lecture Tutorials Group discussion / Presentation Games / hands-on exploration Quiz On-line tasks Library search
Implications of the educational philosophy on the early childhood development in Hong Kong	<i>CILO_{3,4}</i>	Mass lecture Tutorials Sharing/discussion On-line learning
The provision, policies and issues of early childhood education in Hong Kong, including the kindergarten and child	<i>CILO_{1, 2, 5}</i>	Tutorial Group discussion/ Presentation Video-clippings

care/nursery settings.		On-line tasks Library search Self-directed studies: assignment preparation Consultation
Current international ECE development and trends.	<i>CILO</i> ₅	Mass lecture Group discussion Video-clippings Library search Consultation
Greater Bay Area kindergarten visits	<i>CILO</i> _{2, 3, 5}	On-site visits Interviews with kindergarten principals and teachers Panel discussions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Group Presentation and Peer Evaluation Students are required to form small groups and give systematic introduction of the major figures in early childhood education covered in this course. Students are also required to critique and provide feedback to other groups' work.</p>	20%	<i>CILO</i> _{1, 2, 3, 4, 5}
<p>(b) In-class Moodle Reflective Journal Writing (900 words) Students will write short reflective journals in Moodle analysing their thoughts and feelings on different discussion topics related to GBA visit and CAP/DAP curriculums.</p>	30%	<i>CILO</i> _{3,4}
<p>(c) Individual Assignment (1500 words) Each student will write a report to identify and analyze a current ECE issue in Hong Kong demonstrating an effective application and critical review of the course materials.</p>	50%	<i>CILO</i> _{1, 2, 3, 4, 5}

5. Required Text(s)

Nil

6. Recommended Readings

Britto, P., Yoshikawa, H., & Boller, K. (2011). Quality of early childhood development programs in global contexts: Rationale for investment, conceptual framework and implications for equity. *Social Policy Report*, 25(2), 1-31.

- Bautista, A., Bull, R., Ng, E. L., & Lee, K. (2021). "That's just impossible in my kindergarten." Advocating for 'glocal' early childhood curriculum frameworks. *Policy Futures in Education*, 19(2), 155-174.
- Bruce, T (Eds.). (2012). *Early childhood practice: Froebel today*. Sage Publications.
- Dodd-Nufrio, A. (2011). Reggio Emilia, Maria Montessori, and John Dewey: Dispelling teachers' misconceptions and understanding theoretical foundations. *Early Childhood Education Journal*, 39(4), 235-237.
- Elkind, D. (2012) The many modes of experience and learning: The grandmasters of ECE. *Exchange*, 203, 8-10.
- Isaacs, B. (2012). *Understanding the Montessori approach: Early years education in practice*. Routledge, Taylor & Francis Group.
- Lillard, A. S. (2012). Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. *Journal of School Psychology*, 50(3), 379-401.
- McEwan, H. (2011). A portrait of the teacher as friend and artist: The example of Jean-Jacques Rousseau. *Educational Philosophy & Theory*, 43(5), 508-520.
- Miller, D. F. (2011). Montessori infant and toddler programmes: How is approach meshes with other models. *Montessori Life: A Publication of the American Montessori Society*, 23(3), 34-39.
- Morgan, H. (2011). *Early childhood education: History, theory and practice*. Rowman & Littlefield.
- Morrison, G. S. (2013). *Fundamentals of early childhood education*. Pearson.
- Seaman, J., & Nelsen, P. J. (2011). An overburdened term: Dewey's concept of "Experience" as curriculum theory. *Education & Culture*, 27(1), 5-25.
- Wong, J. M., & Rao, N. (2015). The evolution of early childhood education policy in Hong Kong. *International Journal of Child Care and Education Policy*, 9(1), 3.
- Wong, J. M. S., & Rao, N. (2020). Pursuing quality in early childhood education with a government-regulated voucher: Views of parents and service providers in Hong Kong. *Journal of Education Policy*, 37(1), 39-68.

7. Related Web Resources

教育局

<http://www.edb.gov.hk>

香港社會福利署家庭及兒童福利服務

http://www.swd.gov.hk/tc/index/site_pubsvc/page_family/

香港教育人員專業協會

<http://www.hkptu.org>

香港教育城

<http://www.hkedcity.net>

家庭學校合作事宜委員會

<http://chsc.edb.hkedcity.net/chi/index.php>

教育人員專操守議會

<http://cpc.edb.org.hk>

中華民國蒙特梭利教師協會

<http://www.montessori-teacher.com.tw>

Association for Childhood Education International

<http://www.acei.org/>

Early Childhood Australia

<http://www.earlychildhoodaustralia.org.au/>

Froebel Educational Institute

<http://www.froebeltrust.org.uk/>

National Association for the Education of Young Children

<http://www.naeyc.org/>

The British Association for Early Childhood Education

<http://www.early-education.org.uk/>

World Organization for Early Childhood Education

<http://www.crin.org/organisations/viewOrg.asp?ID=1055>

Organization for Economic Co-operation and Development (OECD) – Early Childhood Education and Care

http://www.oecd.org/document/3/0,3343,en_2649_39263231_27000067_1_1_1_1_00.html

Children's right 《兒童權利公約》條文及香港實施公約的適用範圍

https://soco.org.hk/soco_past/children/q2_content_3.htm

8. Related Journals

Child Development

<https://onlinelibrary.wiley.com/toc/14678624/81/4>

Developmental Psychology

<https://www.apa.org/pubs/journals/dev/index>

Early Education and Development

https://www.researchgate.net/journal/1040-9289_Early_Education_and_Development

Early Child Development and Care

<https://www.tandfonline.com/toc/gecd20/current>

Early Childhood Education Journal

<https://link.springer.com/journal/10643>

Early Childhood Research Quarterly

https://www.researchgate.net/journal/0885-2006_Early_Childhood_Research_Quarterly

European Early Childhood Education Research Journal

<https://www.tandfonline.com/loi/recr20>

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

10. Others

Nil