

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	: Introduction to Family Studies
Course Code	: ECE2234
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 examines the unique role of family in early years development and education using a multidisciplinary approach, including sociological, psychological, and educational perspectives. Students explore how the family as part of the social systems interacts with complex factors to influence parents in caring and educating their young children. Different family backgrounds as well as risk factors, such as migrant families, divorced families, low income families, domestic violence, etc. are also discussed.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify the role of family as a child's primary social group from a multidisciplinary perspective;
- CILO₂ Use system theory to analyze how complex interactions in social systems affect children's physical, emotional, social and cognitive development;
- CILO₃ Examine how family factors (e.g. income level, cultural background, education background, family structure, etc) may affect parenting practices and parent-child relationship;
- CILO₄ Examine the influence of family risk factors (e.g. migration, unemployment and poverty, parental loss and divorce, reconstructed families, domestic violence, etc) on parenting and child development from local and global perspectives;
- CILO₅ Analyze the implications of the changes in family contexts for early childhood professionals.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Family as part of interacting social systems, based on Bronfenbrenner's theory of social ecology and other conceptualisations of the family system, family forms, functions and roles.	<i>CILO₁</i>	Lecture, Tutorial, Debates, E-learning tasks, Blackboard discussion
Parent-child relationship and how it affects children's physical, emotional, social and cognitive development.	<i>CILO₂</i>	Lecture, Tutorial, Role play, Video analysis, In-class group discussion and sharing
Diversified family backgrounds and their influences on parenting practices and parent-child relationship.	<i>CILO_{3,4}</i>	Lecture, Tutorial, Video analysis, In-class group discussion and sharing
Implications of changes in the family contexts for children, with specific reference to changes due to migration, unemployment, poverty, parental loss, divorce and domestic violence.	<i>CILO₄</i>	Lecture, Tutorial, Video analysis, In-class group discussion and sharing
Importance of home-school	<i>CILO₃</i>	Lecture, In-class group

collaboration in facilitating children's learning and knowledge acquisition.		discussion and sharing
Implications for early childhood professionals who work with children experiencing changes in their family context.	<i>CILO₄</i>	Lecture, Tutorial, Role Play, In-class group discussion and sharing

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Group collaboration: Families around the globe Students are required to form into groups and conduct online research on the characteristics of family structures and contexts in different countries and how they affect child development. (~900 words)</p>	30%	<i>CILO_{3,4,5}</i>
<p>(b) Individual case study of families in Hong Kong Students are required to conduct a case study on their own family and analyze how it affects their development, based on the theories learned in class. (~1,200 words)</p>	40%	<i>CILO_{1, 2, 3, 4}</i>
<p>(c) Timed Practice (individual work) Students' understanding of the role of family, including family structure and various risk factors in affecting child development and education is evaluated in a summative task.</p>	30%	<i>CILO_{1,2,3,4,5}</i>

5. Required Text(s)

Nil

6. Recommended Readings

Bigner, J. J., & Gerhardt, C. (2019). *Parent-child relations: An introduction to parenting* (10th Ed.). London: Pearson Education.

Brooks, J. B. (2013). *The process of parenting* (9th Ed.). Boston: McGraw-Hill Education.

Cherlin, A. J. (2016). *Public and private families: An introduction* (8th Ed.). New York: McGraw-Hill Education.

Ferguson, S. J. (2018). *Shifting the center: Understanding contemporary families* (5th Ed.). Los Angeles: SAGE.

Galvin, K. M., Braithwaite, D. O., Schrodt, P., & Bylund, C. L. (2018). *Family communication: Cohesion and change* (10th Ed.). Taylor and Francis

Holden, G. W. (2014). *Parenting: A dynamic perspective* (2nd Ed.). Los Angeles: SAGE.

- Howe, T. R. (2017). *Marriages and families in the 21st century: A bioecological approach (2nd Ed.)*. Los Angeles: SAGE.
- McCarthy, J. R., & Rosalind, E. (2015). *Key concepts in family studies*. Boston, Massachusetts: Credo Reference.
- Moore, T. J., & Asay, S. M. (2017). *Family Resource Management (3rd Ed.)*. Los Angeles: SAGE.
- Seccombe, K. T. (2012). *Families and their social worlds (2nd Ed.)*. Pearson Education.
- Seccombe, K. T. (2018). *Exploring marriage and families (3rd Ed)*. Pearson Rental.
- Skolnick, A. S., & Skolnick, J. H. (2014). *Family in transition (17th Ed.)*. Boston: Allyn and Bacon.
- Tudge, J. R. H., Payir, A., Mercon-Vargas, E., Cao, H., Liang, Y., Li, J., & O'Brien L. (2016). Still misused after all these years? A reevaluation of the uses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory and Review*, 8, 427-445.
- Walsh, F. (Ed.). (2015). *Normal family processes: Growing diversity and complexity. (4th Ed.)* New York: The Guildford Press.
- Weber, J. G. (2013). The ABCX Formula and the Double ABCX Model. In *Individual and Family Stress and Crises*, pp. 82-96. SAGE Publications, Inc., <https://www.doi.org/10.4135/9781452274720>
- White, J. M., Todd, M. F., & Adamsons, K. L. (2019). *Family theories: An introduction (5th Ed.)*. Los Angeles: SAGE.
- Zinn, M. B., Eitzen, D. S., & Wells, B. (2015). *Diversity in families (10th Ed)*. Pearson Education.

7. Related Web Resources

- Arizona State University - Early childhood brain development has lifelong impact:
<https://azpbs.org/2017/11/early-childhood-brain-development-lifelong-impact/>
- Census and Statistics Department, Hong Kong SAR Government:
<https://www.censtatd.gov.hk/home/index.jsp>
- The Hong Kong Council of Social Service:
<http://www.hkcss.org.hk/e>
- Social Welfare Department, Hong Kong SAR Government:
<https://www.swd.gov.hk/en/index/>

8. Related Journals

- Early Childhood Research Quarterly
<https://www.journals.elsevier.com/early-childhood-research-quarterly/>
- Family Process
<https://onlinelibrary.wiley.com/journal/15455300>
- Journal of Child and Family Studies
<https://link.springer.com/journal/10826>

Journal of Family Psychology

<http://www.apa.org/pubs/journals/fam/index.aspx>

Journal of Family Studies

<https://www.tandfonline.com/toc/rjfs20/current>

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