

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Early Childhood Education) in Leadership and Special Needs (Four-year Part-time)
Programme QF Level	: 5
Course Title	: Inclusive Education: Comparison of Policies and Practices at Global and Local Levels
Course Code	: ECE4206
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI/EMI
Course Level	: 4

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 is designed to explore the different inclusive policies and practices at global and local levels for young children with special educational needs. A comparison is conducted on the support structures for inclusive education in early childhood settings across Hong Kong, China and selected countries. Assessment and accommodations options are reviewed. In addition, international and local studies on inclusive education for young children with special educational needs in early childhood settings are examined.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Review the development of inclusive education for young children with special educational needs in global and local societies;
- CILO₂ Examine the inclusive practices for young children with special educational needs in Hong Kong, China and other countries;
- CILO₃ Compare the inclusive policy and legislation for young children with special educational needs at global and local levels;
- CILO₄ Develop global awareness for inclusive education to facilitate local change.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview of the development of inclusive education in global and local societies: Policy, legislation, provision and practices	CILO ₁	Lectures Review of literature Small group discussion
International issues in inclusive education: The vision of inclusive culture as well as the concepts of special educational needs,	CILO _{2,3}	Lectures Review of literature Observation

labeling, individual differences, equity and equal opportunities		Video
Supportive inclusive education from global and local perspectives: Instructional and assessment practices, as well as collaborations with parents, professionals and communities for young children with special educational needs	<i>CILO</i> _{2,3}	Lectures Observation Video Small group discussion
International and local trends of inclusive education: Comparative studies	<i>CILO</i> _{2,3,4}	Lectures Review of literature Small group discussion
School-based professional development programmes on inclusive education: From global and local perspectives	<i>CILO</i> _{2,3,4}	Lectures Observation Review of literature Small group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Presentation (Group size: X students in a group) To analyze inclusive strategies for children with special educational needs in early childhood classrooms: A comparative study.	40%	<i>CILO</i> _{1,2,3,4}
(b) Individual Assignment (2,800 Chinese words for CMI/1,800 English words for EMI) To develop a school-based enhancement programme on inclusive education for young children with special educational needs.	60%	<i>CILO</i> _{1,2,3,4}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

- Banks, J. A., & Banks, C. A. M. (Eds.). (2020). *Multicultural education : Issues and perspectives* (Tenth edition.). Wiley & Sons.
- Boyle, C., Anderson, J., Page, A., & Mavropoulou, S. (Eds.). (2020). *Inclusive education : Global issues and controversies*. Brill.
- Beamish, W., & Yuen, M. (2022). *The inclusion for students with special educational needs across the Asia Pacific: The changing landscape* (First edition.). Springer.
- Gargiulo, R. M., & Kilgo, J. L. (2025). *An introduction to young children with delays and disabilities: Birth through age eight* (Sixth edition). Sage.
- Lai, Y. C., & Gill, J. (2019). The benefits and challenges of the integrated programme for children with disabilities in mainstream kindergarten-cum-child care centres in the Hong Kong Special Administrative Region: implications for social change. *Early Years: An International Research Journal*, 39(2), 132-147.
- Lai, Y. C. (2018). Invisible fathers' voices about the integrated programme implemented in mainstream child care centers in Hong Kong: Implications for educational change. *Educational Review*, 72(1), 23–40.
<https://doi.org/10.1080/00131911.2018.1481017>
- Sepadi, M. D., & Makweya, P. P. (2024). *Global practices in inclusive education curriculum and policy* (1st ed.). IGI Global.
<https://doi.org/10.4018/979-8-3693-4058-5>
- Schuelka, M. J., & Lapham, K. (2019). Comparative and International Inclusive Education: Trends, Dilemmas, and Future Directions. In A. W. Wiseman (Ed.), *Annual Review of Comparative and International Education 2018* (Vol. 37, pp. 35–42). Emerald Publishing Limited.

8. Related Web Resources

- <http://www.eenet.org.uk/> (the Enabling Education Network)
- <http://www.edb.gov.hk/en/edu-system/special/resources/serc/index.html>
(Special Education Resource Centre, Hong Kong Education Bureau)
- <https://en.unesco.org/> (United Nations Educational, Scientific and Cultural Organization / UNESCO)

9. Related Journals

International Journal of Bias, Identity and Diversities in Education (IJBIDE)

International Journal of Inclusive Education

10. 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.

11. Others

Nil