

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: International Perspectives on Citizenship Education
Course Code	: CIV7001
Department	: C&I, EPL, SSC, IELL
Credit Points	: 3
Contact Hours	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
Pre-requisite(s)	: N/A
Medium of Instruction	: EMI
Course Level	: 7

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 will prepare students to engage in a detailed investigation through study into civic and citizenship education in different national jurisdictions. It will enable students to critically reflect upon major issues relating to the international development of civic and citizenship education and localized practices in providing support. The focus will be to identify major perspectives on policies and practices within different jurisdictions and to evaluate the range of alternative models being employed to support the development of citizens' rights and responsibilities.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify socio-cultural and political issues impacting on civic and citizenship education.
- CILO₂ Articulate philosophies and key global principles for the development of civic and citizenship education across different national jurisdictions.
- CILO₃ Compare ideas, principles, priorities and policies from an international perspective.
- CILO₄ Demonstrate the ability to critically reflect upon major issues that define the field internationally.
- CILO₅ Broaden their understanding of the roles and responsibilities of different agents and agencies that promote civic and citizenship education
Nationally, regionally and internationally.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Identify literature, including book reviews, that can provide insight into international perspectives on civic and citizenship education.	CILO _{1,5}	Literature review
Explore contextual and cultural issues regarding civic and citizenship education in different national contexts.	CILO ₂	Group discussion
Analysis the justification for civic and citizenship education in national and local contexts.	CILO ₃	Essay

Identify international policies and practices for addressing issue key issues in civic and citizenship education in diverse socio-cultural and political systems.	<i>CILO</i> _{2,4}	Group Project
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
3,000 – 4,000 words (in English): Within at least two national contexts critically review systemic policies, support programs and practices for supporting the development of civic and citizenship education Prepare a comparative paper suitable for publication in a refereed journal.	100%	<i>CILO</i> _{1,5}

5. Required Text(s)

Nil

6. Recommended Readings

- Arendse, A. & Smith, J. (2018). Economic transformation and emancipation through active citizenship education. *BCES Conference Books, 16*, 45-51.
- Ahrari, S., Othman, J. B., Hassan, M. S., Samah, B. A. & Zaremohzzabieh, Z. (2017). Using network-based theory to develop a curriculum for citizenship education in higher institutions. *Social Indicators Research, 130*(3), 1207-1228.
- Cantón, A. & Garcia, B. (2018). Global citizenship education. *New Directions for Student Leadership, 2018*(160), 21-30.
- Cho, H. S. (2017). Issues and challenges of educators in implementing global citizenship education in South Korea. *KEDI Journal of Educational Policy, 14*(2), 22-39.
- Davies, I., Evans, M. & Reid, A. (2005). Globalising citizenship education? A critique of 'global education' and 'citizenship education'. *British Journal of Educational Studies, 53*(1), 66-89.
- Fairbrother, G. (2003). *Towards critical patriotism – Student resistance to political education in Hong Kong and China*. Hong Kong: Hong Kong University Press.
- Gardner-McTaggart, A. & Palmer, N. (2018). Global citizenship education, technology, and being. *Globalisation, Societies and Education, 16*(2), 268-281.
- Grossman, D., WO Lee, W.O. & Kennedy, K. (Eds.). (2008). *Citizenship curriculum in the Asia Pacific*. Hong Kong and Dordrecht: Centre for Comparative Education Research and Springer.
- Ikeno, N. (Ed.) (2011). *Citizenship education in Japan*. New York, US: Continuum Publishing.
- Kennedy, K. J. (2019). *Civic and citizenship education in volatile times: Preparing students for citizenship in the 21st century*. Singapore: Springer.
- Kennedy, K. J. (2017). Understanding post-soviet transitions as contexts for the

- development of active citizens. In *Young people and active citizenship in post-soviet times* (pp. 3-15). New York, US: Routledge.
- Kennedy, K. J., Krzywosz-Rynkiewicz, B. & Zalewska, A. (2017). Concluding comments: Can we produce resilient citizens for volatile times? Contexts, strategies and future research. In *Young people and active citizenship in post-soviet times* (pp. 253-262). New York, & London: Routledge.
- Kennedy, K. J. (2016). Civic education in Hong Kong. In Peterson, A. & Tudball, L. (Eds.), *Civics and citizenship education in Australia: Challenges, practices and international perspectives* (pp. 245-261). London, US: Bloomsbury Publishing.
- Kennedy, K. J. & Brunold, A. (Eds.). (2015). *Regional contexts and citizenship education in Asia and Europe*. New York, US: Routledge.
- Kennedy K. J., Fairbrother, G. & Zhao, Z.Z. (Eds.) (2014). *Citizenship education in China: Preparing citizens for the “Chinese” Century*. New York & London, US: Routledge.
- Kennedy, K. J., Lee, W. O. & Grossman, D. L. (Eds.). (2012). *Citizenship pedagogies in Asia and the Pacific* (Vol. 28). Germany: Springer Science & Business Media.
- Lee, W. O., Grossman, D., Kennedy. K. J. & Fairbrother, G. (Eds.). (2004). *Citizenship education in Asia and the pacific – concepts and issues*. Hong Kong: Centre for Comparative Education Research and Kluwer Academic Publishers.
- Sim, J. & Chow, L. (2019). Confucian thinking in Singapore's citizenship education. *Journal of Moral Education*, 48(4), 465-482.
- Ye, W. (2018). Socioeconomic status and out-of-school citizenship education in China's Shanghai. *Education and Urban Society*, 50(7), 641-669.

7. Related Web Resources

<http://www.cicea.eu/>
<http://www.oxfam.org.uk/education/gc/>

8. Related Journals

Citizenship Teaching and Learning
Citizenship Studies
Citizenship, Economics and Social Education: An International Journal
Education, Citizenship and Social Justice
Social Psychology of Education
Asian Education Development Studies
Asia Pacific Education Review
Asia Pacific Journal of Education

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