

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Critical Literature Review on Citizenship Education
<b>Course Code</b>	: CIV7002
<b>Department</b>	: C&I, SSC, EPL, IELL
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
<b>Pre-requisite(s)</b>	: N/A
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 7

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**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

The course will strengthen the analytical skills of students and develop their background knowledge in civic and citizenship education. They will identify a range of literature in the area and undertake a critical examination of it. Students will develop competence in literature review techniques and in preparing writing suitable for publication. An examination of the theoretical (philosophical/sociological/cultural etc) frameworks underpinning research in one selected area of civic and citizenship education will be undertaken in order to identify methodologies, pedagogy and ethical issues related to the topic.

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

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

- CILO<sub>1</sub> Identify the main components of a literature review and the role they play in developing a critical approach to the literature of a topic.
- CILO<sub>2</sub> Identify the resources that are available for carrying out literature reviews.
- CILO<sub>3</sub> Analyze available literature to identify themes, trends and directions that can provide an underpinning for future research efforts
- CILO<sub>4</sub> Develop a literature review in one area of civic and citizenship education so as to highlight the needs for future research and the identification of a potential research topic.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Problem identification and prioritizing of literature. Literature analysis and justification.	CILO <sub>1</sub>	Accessing electronic databases and sharing the results.
Providing a cohesive and concise summary of relevant literature and establishing the context of the topic or problem	CILO <sub>2,3</sub>	Using an electronic note maker to compile summaries

Identifying and comparing methodologies and/or research methods	<i>CILO</i> <sub>2,4</sub>	Group discussion of research methodologies
Analysing previous findings and placing the research in a historical context to show familiarity with state-of-the-art developments.	<i>CILO</i> <sub>4</sub>	Preparation of drafts for discussion
Writing a rationale and relevance for the study - distinguishing what has been done from what needs to be done;	<i>CILO</i> <sub>4</sub>	Note making and comparing
Establishing the context of the topic or problem and rationalising its significance;	<i>CILO</i> <sub>3,4</sub>	Note making and comparing
Producing a relevant and justified conclusion	<i>CILO</i> <sub>4</sub>	Note making and comparing

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>3,000 - 4,000 English words:</b> Critically review all pertinent literature in one area of civic and citizenship education: Identify sub-themes and key issues related to the topic. Prepare a paper suitable for publication in a refereed journal.	100%	<i>CILO</i> <sub>1-4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Arthur, J & Cremin, H. (2011). *Debates in citizenship education*. London, US: Routledge.

Banks, J. (2017). Failed citizenship and transformative civic education. *Educational Researcher*, 46 (7), 366-377.

Boland, A., Cherry, C. & Dickson, R. (2017). *Doing a systematic review: A student's guide*. Los Angeles, US: SAGE.

Booth, A. Sutton. A. & Papaioannou. (2016.), *Systematic approaches to a successful literature review*. Los Angeles: SAGE.

Burgers, C., Brugman, B & Boeynaems, A. (2019). Systematic literature reviews: Four applications for interdisciplinary research. *Journal of Pragmatics*, 145, 102-109.

Côté, I., Sundström, M. & Sannerstedt, A. (2013). The 'state of the debate': A media analysis of the debates on liberalization and citizenship education in France, Sweden, and England, 2001–2010. *Education, Citizenship and Social Justice*, 8(2) 215-228.

Geboers, E., Geijsel, F., Admiraal, W. & Geert ten Dam, G. (2013). Review of the effects of citizenship education. *Educational Research Review*, 9, 158-173.

Gough, D., Oliver, S. & Thomas, J. (2017). *An introduction to systematic reviews*. Los Angeles, US: SAGE.

Hahn, C. (2010). Comparative civic education research: What we know and what we need to know. *Citizenship Teaching and Learning*, 6(1), 5–23.

Jahan, N., Naveed, S., Zeshan, M. & Tahir M. (2016). How to conduct a systematic review: A narrative literature review. *Cureus*, 8(11), doi:10.7759/cureus.864.

Quaynor, L. (2012). Citizenship education in post-conflict contexts: A review of the literature. *Education, Citizenship and Social Justice*, 7(1), 33-57.

Tight M (2019) *Documentary research in the social sciences*. Los Angeles, US: SAGE

## 7. Related Web Resources

Literature Review in Education & Behavioral

Sciences <http://libraries.adelphi.edu/research/tutorials/EdLitReview/>

Literature Review

<http://irs.ed.uiuc.edu/tse-portal/literaturereview/junghyun-an-literature-review/literature-review.html>

## 8. Related Journals

*American Educational Research Journal*

*British Journal of Educational Studies*

*Australian Educational Researcher*

*Harvard Educational Review*

*Comparative Education Review*

*Compare*

*Cambridge Journal of Education*

*Citizenship Teaching and Learning*

*Citizenship Studies*

*Citizenship, Economics and Social Education: An International Journal 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

**TPg Courses with other Study Modes**

**Programme Title** : Civic and Citizenship Education  
**Course Title** : Critical Literature Review on Citizenship Education  
**Course Code** : CIV7002  
**Offering Unit** : C&I  
**Credit Points** : 3

Delivery mode: **Directed study mode**

Online learning as the primary delivery mode

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
10	29	39