THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Doctor of Education
Programme QF Level	7
Course Title	**:** Researching Citizenship Education: Issues and Directions
Course Code	**:** CIV8003
Department	**:** C&I, EPL, SS, IELL
Credit Points	3
Contact Hours	**:** 18 hrs (contact hours & consultations)
	21 hrs (directed learning)
Pre-requisite(s)	**:** N/A
Medium of Instruction	**:** EMI
Level	8

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"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

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

Civic and citizenship education is multidimensional. It can be the subject of government policy, academic theorizing and scholarship, organizational level decision making, classroom practice as well as the actions of individuals in the community. Policy is a key tool for governments seeking to bring about wide- ranging changes in every area of public policy making. Organizations such as schools and businesses identify the value of 'good citizens' both to their daily operations and to society as a whole. Classrooms are the incubators for learning about civic understandings, values and actions. Communities are the sites of civic action and play a vital role in relation to both governments and contexts in which they
operate. Researchers see these multiple areas as important domains for systematic inquiry in order to develop new knowledge, exert an influence on policy and practice and expand the horizons of the field.

This course will provide opportunities for analyzing different modes of research in civic and citizenship education, their application to specific researchable questions, and the identification of new research questions relevant to the field and to participants. It will involve a consideration of the relationship between theory and research and the ways in which each can enhance the other.

2. Course Intended Learning Outcomes (CILO$_s$)

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

CILO$_{1:}$ Identify a full range of civic and citizenship research that demonstrates the key concerns of the field;

CILO$_{2:}$ Analyze the different modes of research in the field and the questions they seek to address;

CILO$_{3:}$ Evaluate the effectiveness of current research approaches and outcomes;

CILO$_{4:}$ Critique specific examples of research on the field and suggest alternative approaches that could be more effective;

CILO$_{5:}$ Appreciate the extent to which research in the field is often influenced by social and political issues

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Develop an annotated bibliography of key civic and citizenship education research related to a specific area of interest such as political socialization, organizational citizenship, the development of political trust, active citizenship, the role of civil society, policy research, etc.	$CILO_{1,5}$	Group work that enables students to focus on specific areas then combine them in the bibliography
Compare and contrast the modes of research identified in the annotated bibliography and make an assessment of the effectiveness of the modes that have been used, especially in relation to the research questions asked and the potential impact of the outcomes.	$CILO_{2,5}$	Brainstorming in groups using different sets of articles in each group then reporting back to the whole group.
Redesign one of the studies referred to above so as to ensure more effective outcomes and impact. In this process, show how the design of a research study provides the framework for addressing significant questions that can be linked to outcomes that can impact on policy or practice.	$CILO_{3,5}$	Individual write up of the redesigned study for sharing with all class members.
Evaluate the key research concerns of the field in terms of broader theoretical issues dealt with by the writers identified in the annotated bibliography. Show, where possible, the links between theory, policy and practice in the selected studies. In addition, identify research where these links are not made.	$CILO_{4,5}$	Individual group presentations
Critique key issues relating to research in the field and show how problems can be addressed in future research efforts related to your chosen area of study.	$CILO_{4,5}$	Individual research paper

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Essay: 3,000 – 4,000 English words Select a major area that fits within the field of civic and citizenship education, outline the ways in which research has been undertaken to date to address major issues in that area, identify gaps in the current research, including issues of both content that has not been researched and methodology that could be enhanced, provide directions for future research and indicate how these directions will enhance the impact of new research in the area.	100%	$CILO_{1-5}$

5. Required Text(s)

Nil

6. Recommended Readings

Books

Algarra, E., & López , J. (Eds.) (2020). *Handbook of research on citizenship and heritage education*. Hershey, PA: IGI Global.

Banks, J. A. (2017). *Citizenship education and global migration: Implications for theory, research, and teaching*. Washington, DC: American Educational Research Assocuation.

Harshman, J., Augustine, T. & Merryfield, M. M. (Eds.). (2015). *Research in global citizenship education*. Charlotte, NC : Information Age Publishing.

Pineda-Alfonso, J. A., Alba-Fernández, D. & Navarro-Medina, E. (Eds.). (2018). *Handbook of research on education for participative citizenship and global prosperity*. Hershey, PA: IGI Global.

Smith, K. (2016). *Curriculum, culture and citizenship education in Wales: Investigations into the curriculum cymreig*. London, US: Palgrave.

Veugelers, W. & de Groot, I. (2019). Theory and practice of citizenship education. In *Education for democratic intercultural citizenship* (pp. 14-41). Leiden & Boston: Brill Sense.

Waghid, Y. & Davids, N. (Eds.). (2017). *African democratic citizenship education revisited*. London: Palgrave.

Articles

Buchanan, J., Burridge, N. & Chodkiewicz, A. (2018). Maintaining global citizenship education in schools: A challenge for Australian educators and schools. *Australian Journal of Teacher Education. 43*(4), 51-67.

Bozymbekova, K. & Lee, J. C. K. (2018). Change and continuity in nation-building and citizenship education in Kazakhstan. *Educational Practice and Theory, 40*(2), 29-54.

Banks, J. A. (2014). Diversity, group identity, and citizenship education in a global age. *Journal of Education, 194*(3), 1-12.

Chong, E. K. (2015). Global citizenship education and Hong Kong's secondary school curriculum guidelines: From learning about rights and understanding responsibility to challenging inequality. *Asian Education and Development Studies, 4*(2), 221-247.

Davies, I. & Chong, E. (2016). Current challenges for citizenship education in England. *Asian Education and Development Studies, 5*(1), 20-36.

Goren, H. & Yemini, M. (2017). Global citizenship education redefined – A systematic review of empirical studies on global citizenship education. *International Journal of Educational Research, 82*, 170-183.

Goren, H. & Yemini, M. (2017). The global citizenship education gap: Teacher perceptions of the relationship between global citizenship education and students' socio-economic status. *Teaching and Teacher Education, 67*, 9-22.

Gardner-Mctaggart, A. & Palmer, N. (2018). Global citizenship education, technology, and being. *Globalisation, Societies and Education, 16*(2), 268-281.

Kennedy, K. J. (2010). Young citizens in Hong Kong: Obedient, active and patriotic? *Social Psychology of Education*, *13*(1), 111-127.

Kennedy, K. J. (2012). Global trends in civic and citizenship education: What are the lessons for nation states? *Education Sciences, 2*(3), 121-135.

Pashby, K. (2015). Conflations, possibilities, and foreclosures: Global citizenship education in a multicultural context. *Curriculum Inquiry, 45*(4), 345-366.

Pan, S. Y. (2017). Reframing citizenship education in Beijing: competing views and strategies. *Oxford Review of Education, 43*(6), 643-658.

Ribeiro, A., Caetano, A. & Menezes, I. (2016). Citizenship education, educational policies and NGOs. *British Educational Research Journal, 42*(4), 646-664.

Sklad, M., Friedman, J., Park, E. & Oomen, B. (2016). 'Going glocal': A qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college. *Higher Education, 72*(3), 323-340.

Ye, W. (2016). Internal migration and citizenship education in China's Shenzhen city. *Education and Urban Society, 48*(1), 77-97.

7. Related Web Resources

IEA Civic Education Study Secondary Analysis : http://terpconnect.umd.edu/~jtpurta/
ICCS 2009 – Papers: http://iccs.acer.edu.au/index.php?page=publications-and-papers

8. Related Journals

American Educational Research Journal
British 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
Citizenship and Social Justice
Journal of Social Science Education
Journal of Social Studies Research
Social Psychology of Education
Theory and Research in Social 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 andIntegrity 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	**: Researching Citizenship Education: Issues and Directions**
Course Code	**: CIV8003**
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