

THE EDUCATION UNIVERSITY OF HONG KONG

A Critical Literature Review on Curriculum Studies

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: A Critical Literature Review on Curriculum Studies
Course Code	: TLS7068 (<i>Equivalent to TLS7025 Literature Review on Curriculum Studies</i>)
Department	: Curriculum and Instruction
Credit Points	: 3
Contact Hours	: 18 hours (contact hours & consultations) 21 hours (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

The course aims to develop the critical analytic skills of the students in the process of searching for and organizing ideas in curriculum studies. The students will develop data management skills and theoretical knowledge through searching, updating, noting, rethinking and evaluating literature when they start inquiring into the realm of curriculum studies. They will develop initial assumptions on identified areas of research and will develop competence in writing up literature reviews in curriculum studies.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ Identify the main features of a literature review in the field of curriculum studies

CILO₂ Search for major theories and findings contributing to the major trends of curriculum studies

CILO₃ Critically analyze and evaluate the literature found to develop initial assumptions with valid arguments

CILO₄ Write up a literature review in a specific area of curriculum studies highlighting the gaps needing to be filled and the new direction of study

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none">Major issues in current trends of curriculum studiesIdentification of a problem and the major inquiries emerging from the field of the problem, e.g. different paradigms in curriculum and their inquiries	CILO ₁	<ul style="list-style-type: none">Accessing electronic data basesLibrary searchesDiscussing and sharing on the process and results of library search
<ul style="list-style-type: none">Literature search and analysis of major theories and findings of the current trends curriculum studies, e.g. Tylerian traditionalists, Reconceptualists, Phenomenologists, etcSummarize and provide rationales for how major theories and findings have contributed significantly in the field	CILO ₂	<ul style="list-style-type: none">Categorising and analysing searches and making notes for compilation of the summary

<ul style="list-style-type: none"> Compare and contrast the relevant literature, establishing the arguments for gaps to be filled in given the current state of the literature 	CILO ₃	<ul style="list-style-type: none"> Prepare for drafts for small group discussions
<ul style="list-style-type: none"> Provide a professional literature with a relevant and justified conclusion 	CILO ₄	<ul style="list-style-type: none"> Presentations and discussions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>3,000 – 4,000 words in English A critical review of literature in <u>one</u> area of curriculum studies with an identification of a gap to be filled and with valid arguments. Prepare a paper for presentation in one's own field of study.</p>	100	CILO ₁₋₄

5. Required Text(s)

Nil

6. Recommended Readings

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15. doi:10.3102/0013189x034006003
- Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. W. (Eds.). (2014). *International handbook of educational change: Part two* (Vol. 5). London: Springer.
- Huff, A. S. (2009). *Designing research for publication*. Thousand Oaks, CA: SAGE.
- Jesson, J.; Matheson, L. and Lacey, F. M. (2011). *Doing your literature review: Traditional and systematic techniques*. London: Sage.
- Kennedy, K. J., & Lee, J. C. K. (Eds.). (2018). *Routledge international handbook of schools and schooling in Asia*. London: Routledge.
- Kucan, L. (2011). Approximating the practice of writing the dissertation literature review. *Literacy Research and Instruction*, 50(3), 229-240. doi:10.1080/19388071.2010.514037
- Kwan, B. S. C. (2008). The nexus of reading, writing and researching in the doctoral undertaking of humanities and social sciences: Implications for literature reviewing. *English for Specific Purposes*, 27(1), 42-56. doi:http://dx.doi.org/10.1016/j.esp.2007.05.002

- Lim, L., & Apple, M. W. (2016). *The strong state and curriculum reform: Assessing the politics and possibilities of educational change in Asia*. New York: Routledge.
- Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. (2012). Qualitative analysis techniques for the review of the literature. *Qualitative Report*, 17, 1-28.
- Pinar, W. F. (2013). *International handbook of curriculum research* (2nd ed.). New York: Taylor & Francis.
- Ridley, D. (2012). *The literature review: A step-by-step guide for students*. Thousand Oaks, CA: Sage.
- Schubert, W. H. (1986). *Curriculum: Perspective, paradigm and possibility*. New York: MacMillan.

7. Related Web Resources

Creating a Literature Review (Purdue University)

<http://guides.lib.purdue.edu/thesispreparation/litreview>

Demystifying the Literature Review (University of Illinois, Urbana-Champaign)

https://guides.library.illinois.edu/lit_review

8. Related Journals

Curriculum Inquiry

Curriculum Perspectives

Curriculum and Teaching

Educational Researcher

Harvard Educational Review

Journal of Curriculum Studies

Teachers College Record

Teachers and Teaching

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