

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	: English
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 organising 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 that contribute to the major trends of curriculum studies

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

CILO₄ Write up a critical literature review in a specific area of curriculum studies highlighting the research gaps and directions for future studies

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 study, e.g. different paradigms in curriculum and their inquiries	CILO ₁	<ul style="list-style-type: none">Accessing electronic databasesLiterature searchDiscussing and sharing of the processes and results of literature search
<ul style="list-style-type: none">Literature search and analysis of major theories and current trends in curriculum studiesSummarise and provide rationales for how major theories and findings have contributed significantly to the field	CILO ₂	<ul style="list-style-type: none">Categorising and analysing search results, and making notes for compiling the summary

<ul style="list-style-type: none"> Compare relevant literature and establish arguments based on research gaps in the existing literature 	CILO ₃	<ul style="list-style-type: none"> Preparing drafts for small group discussions
<ul style="list-style-type: none"> Produce a professional literature review with a relevant and justified conclusion 	CILO ₄	<ul style="list-style-type: none"> Presentations and discussions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Presentation and critical dialogue Present a critical review of the literature relevant to a chosen area of curriculum studies in a short video and engage in critical dialogue with peers online	30	CILO ₁₋₄
A critical review of literature Write a critical review of literature in 2,500-3,500 words in English relevant to a chosen area of curriculum studies with an identification of a gap to be filled and valid arguments.	70	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/download/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

TPg Courses with other Study Modes

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Credit Points : 3

Delivery 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
12	27	39