THE EDUCATION UNIVERSITY OF HONG KONG

> **Contemporary Issues in Curriculum Theory and Practice**

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Contemporary Issues in Curriculum Theory and Practice
Course Code	: TLS8024
Department	: C&I
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	: 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**

   This course will prepare students to engage in a detailed investigation of contemporary issues and debates in curriculum theory and practice in different national jurisdictions. It will enable students to critically analyse and reflect upon major concerns relating to local and international developments in curriculum and how these affect localized practices in education today and in the future. The focus will be on identifying the key curriculum concerns of policy makers and practitioners locally and internationally and evaluating the approaches being employed to address these concerns.

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

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

   CILO$_1$: Identify socio-cultural and political issues impacting on curriculum

   CILO$_2$: Articulate contemporary issues, concerns and debates in curriculum locally and across different national jurisdictions

   CILO$_3$: Compare and account for similarities and differences in ideas, principles, priorities and policies across different national jurisdictions

   CILO$_4$: Demonstrate the ability to analyse, evaluate and critically reflect upon major issues that define contemporary curriculum policy and practice, and implications for education today and in the future

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Literature that can provide insights into contemporary curriculum issues e.g. assessment, the sociology of knowledge, pedagogical approaches etc.	CILO$_{1-4}$	• Access and search electronic databases and identify key literature on each issue; • Discussing and sharing with participants
Contextual and cultural issues that shape these issues in different contexts, e.g. the social, political and economic contexts with their embedded cultural values.	CILO$_2$	• Group discussions and evaluation
Nature and reasons for the approaches to different curriculum issues in different contexts	CILO$_3$	• Discussing and reporting literature reviews

Rationales for local and international policies and related practices relevant to key issues in curriculum	CILO$_{2-4}$	• Presentations to group for discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
3,000 – 4,000 English words: Within at least two national / regional contexts, critically review the systemic policies on an issue of theoretical and/or practical concern in curriculum; account for similarities and differences across contexts and discuss the implications for education today and in the future. Prepare a comparative paper suitable for publication in a high quality journal.	100%	CILO$_{1-4}$

5. Required Text(s)
Nil

6. Recommended Readings

Connelly, F.M. & He, M.F. & Phillion, J.(Eds.) (2008). *The SAGE handbook of curriculum and instruction*. Los Angeles, CA: SAGE.

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analysis relating to achievement*. New York: Routledge.

He, M. F. & Schubert, W. (Eds.) (Forthcoming). The Oxford encyclopedia of curriculum studies. Oxford: Oxford University Press.

Jackson, P. W. (Ed.) (1992). *Handbook of research on curriculum: a project of the American Educational Research Association*. New York: Macmillan.

Kelly, A. V. (2009). *The curriculum: Theory and practice*. Thousand Oaks, CA: Sage.

Kridel, C.A. (Ed.) (2010). *Encyclopedia of curriculum studies*. Thousand Oaks, CA: SAGE.

Marsh, C. & Lee, J. C. K. (Eds.) (2014). *Asia's high performing education systems: The case of Hong Kong*. London & New York: Routledge.

Marshall, J. D., Sears, J. T. & Schubert,W. H. (2000). *Turning points in curriculum: A contemporary American memoir*. Upper Saddle River, NJ: Merrill.

Nelson, J., Palonsky, S. & McCarthy, M. (2013). *Critical issues in education : Dialogues and dialectics (8th ed.)*. Boston, Mass: McGraw Hill Higher Education.

Noll, J. (2012). *Taking sides. Clashing views on educational issues (17th ed., expanded ed.)*. Boston, Mass: McGraw-Hill Higher Education.

Pinar, W. F. (Ed.) (2013). *International handbook of curriculum research*. Mahwah, NJ: Lawrence Erlbaum Publishers.

Pinar, W., Reynolds, W., Slattery, P. & Taubman, P. (1995). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses.* New York: Peter Lang.

Posner, G. (2004). *Analyzing the curriculum (3rd ed.).* Boston [Mass.]: McGraw-Hill.

Reid, W., & Null, J. (2006). *The pursuit of curriculum: Schooling and the public interest.* Greenwich, US: IAP.

Schiro, M. (2013). *Curriculum theory : Conflicting visions and enduring concerns (2nd ed.).* Thousand Oaks, CA: SAGE.

White, J. (2006). *The aims of school education.* London: Institute for Public Policy Research.

Wyse, D., Hayward, L. & Pandya, J. (2016). *The SAGE handbook of curriculum, pedagogy and assessment.* London : SAGE.

Yates, L. and M. Grumet (Eds.)(2011). *World yearbook of education 2011: Curriculum in today's world: Configuring knowledge, identities, work and politics.* London: Routledge.

Young, M. (2008). *Bringing knowledge back in : From social constructivism to social realism in the sociology of education.* London: Routledge.

7. Relevant Websites

Hong Kong, Curriculum Development Council
https://cd1.edb.hkedcity.net/cd/cdc/en/

Hong Kong, Education Commission
https://www.e-c.edu.hk/en/home/index.html

Hong Kong, Hong Kong Examinations and Assessment Authority
http://www.hkeaa.edu.hk/en/hkdse/

中國人民共和國教育部
http://www.moe.edu.cn/

台灣教育部
https://www.edu.tw/

OECD, Directorate of Education
http://www.oecd.org/education/a-zindexofdirectorateforeducationwork.htm

UNESCO, Education
http://www.unesco.org/new/en/education/

U.S.A., Department of Education
https://www.ed.gov/

United Kingdom, Department for Education
https://www.gov.uk/government/organisations/department-for-education

Canada (Ontario), Ministry of Education
https://www.ontario.ca/page/ministry-education

Singapore, Ministry of Education
https://www.moe.gov.sg/education

Finland, Ministry of Education and Culture
https://minedu.fi/en/frontpage

8. **Relevant Journals**
   Curriculum Inquiry
   Curriculum Perspectives
   Journal of Curriculum and Instruction
   Journal of Curriculum Studies
   Journal of Curriculum Theorizing
   Journal of Education Policy
   Journal of Educational Change
   Journal of the Canadian Association for Curriculum Studies
   Review of Educational Research
   Teaching and Teacher Education
   The Curriculum Journal

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

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Course Code   **: TLS 8024 (EMI)**
Offering Unit   **: C&I**
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