

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Critical Literature Review in Early Childhood Education
Course Code	: ECE7143
Department	: Department of Early Childhood Education
Credit Points	: 3
Contact Hours	: Directed Study
Pre-requisite(s)	: Nil
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 is offered to strengthen the analytical skills of students as they develop their background knowledge in an area of early childhood education. Students will develop competence in literature review techniques and in preparing writing suitable for publication. A critical analysis of one selected area of early childhood education will be undertaken in order to identify methodologies, pedagogies and ethical issues related to the selected topic. The focus will be to develop insights into research trends and generate appropriate theoretical frameworks to address the selected area and topic.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Evaluate and determine the quality of the resources that are available for carrying out literature reviews.
- CILO₂ Show evidence of wide, relevant, and critical reading and understanding of research trends in one area of early childhood education.
- CILO₃ Prepare a synthesis that reflects a critical analysis of the important information obtained from the literature.
- CILO₄ Prepare a critical review of literature and appropriate theoretical framework in one area of early childhood education and other information pertaining to the research topic that describes the context and outcomes of the research.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Determining what is quality research in early childhood education, and identifying its current research trends in the literatures	CILO ₁	Library and internet searches; workshops provided by the library
Determining the major issues of one area of interest within early childhood education.	CILO ₃	Independent and on-going reading;
Determining and developing critical analytical skills in order to examine early childhood research.	CILO _{1,3}	On-going written 'Radical reading' responses; small group discussions and

		presentation of emerging understandings
Problem identification and prioritizing of literature. Generation of theoretical framework. Critical literature analysis and justification.	<i>CILO_{2,4}</i>	Develop a storyboard or matrix to identify ideas, themes, issues; small group discussions and presentations
Providing a cohesive and concise summary of relevant literature and establishing the context of the problem or topic.	<i>CILO₄</i>	Weekly structured writing tasks; small group discussions and presentations
Identifying and comparing methodologies and/or research methods	<i>CILO₃</i>	Developing a storyboard or matrix for identification and comparisons; small group discussions and presentations
Analysing previous findings and placing the research in a critical historical context to show familiarity with state-of-the-art developments.	<i>CILO₄</i>	Ongoing writing tasks; small group discussions and presentations
Writing a rationale and relevance for the study - distinguishing what has been done from what needs to be done;	<i>CILO₄</i>	Developing a storyboard or matrix, small group discussions and presentations
Establishing the context of the topic or problem and rationalizing its significance;	<i>CILO₄</i>	Developing a storyboard or matrix, small group discussions and presentations
Producing a well balanced and justified conclusion, based on a critical interpretation of available sources.	<i>CILO₄</i>	Small group discussions and presentations

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(b) Final essay Students are required to write a critical literature review that would be suitable for publication.	100%	CILO _{1, 4}

5. Required Text(s)

Machi, Lawrence A. (2009) *Literature review: Six steps to success*. NY: Corwin Sage.

6. Recommended Readings

- Bloch, M., Swadener, B., & Cannella, G. (2018). *Reconceptualizing early childhood education and care - a reader: Critical questions, new imaginaries & social activism*. (2nd Ed.). New York, NY: Peter Lang.
- Couchenour, D., & Chrisman, J. K. (2016). *SAGE encyclopedia of contemporary early childhood education*. Los Angeles, CA: SAGE.
- File, N. (2016). *Understanding research in early childhood education: Quantitative and qualitative methods*. New York, N.Y.: Routledge.
- Fleer, M., & Van Oers, B. (2018). *International Handbook of Early Childhood Education*. New York, N.Y.: Springer.
- James, E., & Slater, T. (2014). *Writing your doctoral dissertation or thesis faster : A proven map to success*. Los Angeles : SAGE Publications, Inc.
- Luke, A. (2018). *Educational policy, narrative and discourse*. New York, N.Y.: Routledge.
- Morrison, G. (2017). *Fundamentals of early childhood education* (8th ed.). London, U.K.: Pearson.
- Mukherji, P. & Albon, D. (2010). *Research methods in early childhood: An introductory guide*. UK: Sage.
- Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language : A handbook for students and their supervisors* (2nd ed.). New York, NY : Routledge
- Papatheodorou, T. (2012). *Debates on early childhood policies and practices : Global snapshots of pedagogical thinking and encounters*. London ; New York, NY: Routledge.
- Qvortrup, J. Corsaro, W., & Honig, M.S. (Eds.). (2009). *The Palgrave handbook of childhood studies*. New York, N.Y.: Palgrave Macmillan.

- Rao, N., Zhou, J., & Sun, J. (2017). *Early childhood education in Chinese societies*. Berlin, Germany: Springer.
- Schulte, C. M. (2019). *Ethics and research with young children: New perspectives*. London, U.K.: Bloomsbury Academic.
- Waters, J., Payler, J., Jones, K. (2018). *The professional development of early years educators*. New York, N.Y.: Routledge.
- Yelland, N.J. (2010) *Contemporary perspectives on early childhood* Maidenhead, UK: OUP.
- Zigler, E. Gilliam, W.S., Barnett, W.S. (2011). *The pre-k debates: Current controversies and issues*. Washington, DC: NAEYC.

7. Related Web Resources

<http://www.lib.ied.edu.hk/research/services/index.html>

8. Related Journals

Asia-pacific Journal of Teacher Education
 Asia Pacific Journal of Early Childhood Education Research
 Australian Art Education
 Australasian Journal of Early Childhood
 Australian Research in Early Childhood
 British Educational Research Journal
 British Journal of Music Education
 Childhood: A Global Journal of Child Research
 Childhood Education: Infancy through Early Adolescence
 Children and Society
 Contemporary Issues in Early Childhood
 Early Childhood Research Quarterly
 Early Childhood Education Journal
 Early Childhood Research and Practice
 Early Education and Development
 Early Years: An International Journal of Research and Development
 Educational Action Researcher
 Educational Researcher
 European Early Childhood Education Research Journal
 Frontiers of Education in China
 Gender and Education
 Global Studies of Childhood
 Harvard Educational Review

International Journal of Early Childhood
International Journal of Early Years
International Journal of Qualitative Studies in Education
International Journal of Play
Journal of Early Childhood Literacy
Journal of Research in Childhood Education
Qualitative Inquiry
Teachers College Record
Theory into Practice
Topics in Early Childhood Special Education
Young Children
Zero to Three

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