THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

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) *(If applicable)*	:	NIL
Medium of Instruction	:	English
Course Level	:	7

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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. 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:

CILO$_1$ Identify and determine the quality of the sources that are available for carrying out literature reviews.

CILO$_2$ Show evidence of wide, relevant, and critical reading and understanding of research trends in one area of early childhood education.

CILO$_3$ Prepare a synthesis that reflects a critical analysis of the important information obtained from the literature.

CILO$_4$ 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 literature	1	Library and internet searches; workshops provided by the library
Determining the major issues of one area of interest within early childhood education.	3	Independent and on-going reading;
Determining and developing critical analytical skills in order to examine early childhood research.	1,3	On-going written 'critical reading' responses; small group discussions and presentations of emerging understandings
Developing skills in problem identification , prioritising of literature, generation of theoretical framework,and critical literature analysis and justification.	2,4	Developing a storyboard or matrix to identity ideas, themes, issues; small group discussions and presentations
Providing a cohesive and concise	4	Weekly structured writing tasks;

summary of relevant literature and establishing the context of the problem or topic.		small group discussions and presentations
Identifying and comparing methodologies and/or research methods	3	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.	4	Ongoing writing tasks; small group discussions and presentations
Describing the rationale and relevance for the study - distinguishing what has been done from what needs to be done;	4	Developing a storyboard or matrix, small group discussions and presentations
Establishing the context of the topic or problem and its significance.	4	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.	4	Small group discussions and presentations

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
a. Participation in structured reading and writing responses	0%	$CILO_{1, 2, 3}$
b. Final essay Students are required to write a critical literature review that would be suitable for publication.	100%	$CILO_{1, 2, 3, 4}$

5. **Required Text(s)**

   Ridley, D. (2012) *The literature review: A step by step guide for stude*nts. Sage.

6. **Recommended Readings**

   Bolshaw, P. & Josephidou, J. (2018). *Introducing research in early childhood*. SAGE Publications. https://doi.org/10.4135/9781526451774

   Farrell, A., Kagan, S. L., & Tisdall, E. K. M. (Eds.). (2016). *The SAGE handbook of early childhood research.* SAGE.

   File, N. (2016). *Understanding research in early childhood education: Quantitative and qualitative methods.* Routledge. https://doi.org/10.4324/9781315882734

Fink, A. (2020). *Conducting research literature reviews: From the internet to paper. (5th ed.)*. SAGE Publications.

Flewitt, R., & Ang, L. (2020). *Research methods for early childhood education*. Bloomsbury Academic.

Hempel, S. (2020). *Conducting your literature review*. American Psychological Association.

Machi, L. A., & McEvoy, B. T. (2022). *The literature review: Six steps to success* (4th ed.). Corwin.

Parker-Rees, R., & Leeson, C. (Eds.). (2015). *Early childhood studies: An introduction to the study of children's lives and children's worlds*. (4th ed.). SAGE.

Ryan, S., Graue, M. E., Gadsden, V. L., & Levine, F. J. (Eds.). (2020). *Advancing knowledge and building capacity for early childhood research*. American Educational Research Association.

Saracho, O. N. (Ed.). (2015). *Handbook of research methods in early childhood education. Review of research methodologies.* (Vol. 1.). Information Age Publishing Inc.

Saracho, O. N. (Ed.). (2015). *Handbook of research methods in early childhood education: Review of research methodologies* (Vol 2). Information Age Publishing Inc.

Saracho, O. N. (2019). *Handbook of research on the education of young children*. Taylor and Francis. https://doi.org/10.4324/9780429442827

Van Oers, B. & Fleer, M. (2018). *International handbook of early childhood education.* Springer Netherlands.

Wallerstedt, C., Brooks, E., Ødegaard, E. E., & Pramling, N. (Eds.). (2023). *Methodology for research with early childhood education and care professionals: Example studies and theoretical eaboration* (1st ed.). Springer Nature. https://doi.org/10.1007/978-3-031-14583-4

White, E. J. (Ed.). (2020). *Seeing the world through children's eyes: Visual methodologies and approaches to research in the early years*. Brill.

Xiao, Y., & Watson, M. (2019). Guidance on conducting a systematic literature review. *Journal of Planning Education and Research, 39*(1), 93–112. https://doi.org/10.1177/0739456X17723971

Published Literature Reviews Related to Early Childhood Education

Cadima, J., Gil, N., Barros, S., Coelho, V., & Barata, C. (2020). Literature review on early childhood education and care for children under the age of 3. *IDEAS Working Paper Series from RePEc*. https://doi.org/10.1787/a9cef727-en

Eliasson, S., Peterson, L., & Lantz-Andersson, A. (2023). A systematic literature review of empirical research on technology education in early childhood education. *International Journal of Technology and Design Education, 33*(3), 793–818. https://doi.org/10.1007/s10798-022-09764-z

Hedefalk, M., Almqvist, J., & Östman, L. (2015). Education for sustainable development in early childhood education: A review of the research literature. *Environmental Education Research, 21*(7), 975–990. https://doi.org/10.1080/13504622.2014.971716

Krone, M. W., & Yu, S. (2019). Promoting friendship development in inclusive early childhood classrooms: A literature review. *International Journal of Early Childhood Special Education, 11*(2), 183–193. https://doi.org/10.20489/intjecse.670477

Lai, N. K., Ang, T. F., Por, L. Y., & Liew, C. S. (2018). The impact of play on child development - A literature review. *European Early Childhood Education Research Journal, 26*(5), 625–643. https://doi.org/10.1080/1350293X.2018.1522479

Liang, X. M., & Cohrssen, C. (2020). Towards creating inclusive environments for LGBTIQ-parented families in early childhood education and care settings : A review of the literature. *Australasian Journal of Early Childhood, 45*(1), 43–55. https://doi.org/10.1177/1836939119885304

Mangwaya, E. (2016). Music, learning and early childhood education: A review of literature. *Journal of Studies in Social Sciences, 14*(1), 69-74.

Undheim, M. (2022). Children and teachers engaging together with digital technology in early childhood education and care institutions: A literature review. *European Early Childhood Education Research Journal, 30*(3), 472–489. https://doi.org/10.1080/1350293X.2021.1971730

Urbina-Garcia, A., Jindal-Snape, D., Lindsay, A., Boath, L., Hannah, E. F. S., Barrable, A., & Touloumakos, A. K. (2022). Voices of young children aged 3-7 years in educational research: an international systematic literature review. *European Early Childhood Education Research Journal, 30*(1), 8–31. https://doi.org/10.1080/1350293X.2021.1992466

Wyeth, P., Kervin, L., Danby, S., Day, N., & Darmansjah, A. (2023). Digital technologies to support young children with special needs in early childhood education and care: A literature review. *OECD Education Working Papers,* (294), 0_1–39. https://doi.org/10.1787/34f9d9e8-en

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 upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Other**

   Nil

TPg Courses with other Study Modes

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Course Code	**:**	ECE7143
Offering Unit	**:**	Department of Early Childhood Education
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
15	24	39