

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Policies and Practices in Early Childhood Education
<b>Course Code</b>	: ECE7144
<b>Department</b>	: Department of Early Childhood Education
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: Directed Study
<b>Pre-requisite(s)</b>	: ECE7143, EdD7002; EdD7003 (if applicable)
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 7

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#### 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

This module aims to enable the learner to engage in a small-scale investigative research project through advanced study into one aspect of early childhood educational needs in the Asia-Pacific region. It provides an opportunity to critically reflect upon major issues relating to the development of a coherent and flexible understanding of early childhood education and the curriculum and pedagogies that are used to support young children's learning. The focus is on exploring existing policies and practices within the region and on the identification of existing models being employed in the field.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Critically analyze and compare emergent philosophies and key policies for children with an early childhood education focus in the Asia-Pacific region.
- CILO<sub>2</sub> Synthesize ideas from a critical analysis of specific systems for the effectiveness in promoting learning for young children in the early years.
- CILO<sub>3</sub> Conclude the ways in which young children learn and what are exemplary contexts for learning.
- CILO<sub>4</sub> Critically analyze the roles and responsibilities of education systems and early childhood education in particular, by examining elements of practical experience and by observation, with reference to literature.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Become familiar with a current EC policy initiative or stated official practice in HK or the Asia-Pacific region.	<i>CILO<sub>1</sub></i>	Library and internet searches, independent and on-going reading. Locating EC government and/or educational policies/initiatives.
Identify systems for effectively promoting learning in early childhood education	<i>CILO<sub>2</sub></i>	Library and internet searches, independent and on-going reading.

		Conduct a critical literature review. Development of research questions.
Developing critical analytic skills to assess and analyse EC policies and practices	<i>CILO</i> <sub>3,4</sub>	Development of small-scale study related to research interest and EC policies & practices, completion of ethics application, on-going written and verbal feedback.

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Final essay (3,000-4,000 words) Students are required to write a critical essay based on the literature review and pilot study they conducted. This should be suitable for publication	100%	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Miller, L. & Hevey, D. (2012). *Policy issues in the early years*. London : SAGE.

#### 6. Recommended Readings

Bertram, T., & Pascal, C. (2016). *Early childhood policies and systems in eight countries: Findings from IEA's early childhood education study*. Cham: Springer Open.

Brooker, L., Blaise, M., & Edwards, S. (2014). *The SAGE handbook of play and learning in early childhood*. London, U.K.: SAGE Reference.

Brown, N. (2019). *Internationalizing early childhood curriculum: Foundations of global competence*. New York, N.Y.: Routledge.

Curriculum Development Council (2017). *Kindergarten education curriculum guide*. Curriculum Development Council. Retrieved from: [https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/ENG\\_KGECG\\_2017.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/preprimary/ENG_KGECG_2017.pdf)

- Dockett, S., Griebel, W., & Perry, R. (Eds.). (2017). *Families and transition to school*. New York, N.Y.: Springer
- Ebbeck, M., & Waniganayake, M. (2016). *Play in early childhood education: Learning in diverse contexts* (2nd ed.). South Melbourne, Vic.: Oxford University Press.
- Hunkin, E. (2019). *The quality agenda in early childhood education: Questioning local and global policy perspectives* (ed.). London, U.K.: Palgrave Pivot.
- Li, H., Park, E., & Chen, J. (2017). *Early childhood education policies in Asia Pacific: Advances in theory and practice*. Singapore: Springer Singapore.
- Li, L., & Zheng, J. (Eds.). (2017). *Chinese elementary education system reform in rural, pastoral, ethnic, and private schools: Six case studies*. Singapore: Springer Singapore.
- Nuttall, J., Kostogriz, A., Jones, M., & Martin, J. (Eds.). (2017). *Teacher education policy and practice: Evidence of impact, impact of evidence*. Singapore: Springer Singapore.
- Pramling, N., Wallerstedt, C., Lagerlöf, P., Björklund, C., Kultti, A., Palmér, H., Magnusson, M., Thulin, S., Jonsson, A., & Pramling Samuelsson, I. (2019). *Play-responsive teaching in early childhood education* (ed.). New York, N.Y.: Springer International Publishing.
- Pendergast, D., & Garvis, S. (2014). *Teaching early years : Curriculum, pedagogy and assessment*. Crows Nest, N.S.W.: Allen & Unwin.
- Rogers, S. (2011). *Rethinking play and pedagogy in early childhood education : Concepts, contexts and cultures*. New York, N.Y.: Routledge.
- White, J., & Dalli, C. (Eds.). (2017). *Under-three year olds in policy and practice*. Singapore: Springer Singapore.
- Yelland, N. (2010). *Critical issues in early childhood education*. England, U.K.: Open University Press.
- Yang, W., & Li, H. (2019). *Early childhood curriculum in Chinese societies: Policies, practices and prospects*. England, U.K.: Open University Press.

## 7. Related Web Resources

Nil

## 8. Related Journals

Asia Pacific Journal of Early Childhood Research  
 Contemporary Issues in Early Childhood  
 Global Studies of Childhood  
 Early Childhood Research and Practice

Early Years: An International Journal of Research and Development  
International Journal of Early Childhood  
International Journal of Early Years

**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