THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	International Perspectives in Early Childhood Education
Course Code	:	ECE8145
Department	:	Early Childhood Education
Credit Points	:	3
Contact Hours	:	Directed Study
Pre-requisite(s)	:	ECE7143
(If applicable)		
Medium of Instruction	:	English
Course Level	:	8

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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"):
- **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:**
   This course aims to enable the student to engage in a detailed investigation through study into early childhood educational contexts and provision in at least one international jurisdiction. It enables the candidate to critically reflect upon major issues relating to the international issues and provision in early childhood education and to relate this to localized practices. The focus will be to identify policies and practices within one region and evaluate the range of models being employed to examine the provision of early childhood education. It is envisaged that this course will include a field study to research a specific issue or practice in early childhood education.

2. **Course Intended Learning Outcomes** (CILO$_s$)
   Upon completion of this course, students will be able to:

   CILO1   Articulate critically emergent philosophies and key global principles for supporting learners in early childhood education in at least one international jurisdiction.

   CILO 2   Compare ideas via a critical analysis of international systems with localized practice regarding the effectiveness in promoting learning for young children in early childhood education to demonstrate the applied nature of their understandings

   CILO 3   Demonstrate the ability to critically reflect upon major issues that have impacted systemic change in early childhood education and describe possible solutions.

   CILO 4   Identify socio-cultural issues impacting on the provision of early childhood education and discuss how they impact on provision of services.

   CILO 5   Extend understandings about the roles and responsibilities of international provision for young children and how this is applied in early childhood systems.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
International perspectives on early childhood education	*1, 5*	Reading, group discussion
Contextual and cultural issues regarding early childhood educational provision and issues within at least one international context	*1, 4, 5*	Reading, Interview with international stakeholder/expert
Analysis and justification for early childhood education in context within the chosen	1, 2	Small pilot study, document analysis, group discussions,

country and its relation to early childhood education provision for young children		interview with international stakeholder/expert
Identification of international policies and practices for addressing issues in early childhood education across diverse socio-cultural systems	*1, 3, 4, 5*	Small pilot study, document analysis, small group discussions, presentation of findings

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
a. Essay Within at least one international context critically review systemic policies, provision and practices for young children in the early childhood years. Prepare a paper suitable for publication in a refereed journal.	100%	*CILO$_{1, 2,3,4}$*

5. **Required Text(s)**

NIL

6. **Recommended Readings**

Calder, P. (2015). Policies and discourses in early childhood education and care. *International Journal of Early Years Education*, *23*(3), 227–229. https://doi.org/10.1080/09669760.2015.1074561

Chan, C. K. K., & Rao, N. (2009). *Revisiting the Chinese learner: Changing contexts, changing education*. Springer.

Faas, S., Kasüschke, D., Nitecki, E., Urban, M., & Wasmuth, H. (Eds.). (2019). *Globalization, transformation, and cultures in early childhood education and care: Reconceptualization and comparison*. Springer International Publishing. https://doi.org/10.1007/978-3-030-27119-0

Fleer, M., & van Oers, B. (Eds.). (2018). *International handbook of early childhood education*. Springer Netherlands. https://doi.org/10.1007/978-94-024-0927-7

Haslip, M. J., & Gullo, D. F. (2018). The changing landscape of early childhood education: Implications for policy and practice. *Early Childhood Education Journal*, *46*(3), 249–264. https://doi.org/10.1007/s10643-017-0865-7

Lu, C., Cuartas, J., Fink, G., McCoy, D., Liu, K., Li, Z., Daelmans, B., & Richter, L. (2020). Inequalities in early childhood care and development in low/middle-income

countries: 2010–2018. *BMJ Global Health, 5*(2): e002314.
https://doi.org/10.1136/bmjgh-2020-002314

Miller, L., & Cameron, C. (Eds.). (2014). *International perspectives in the early years.*
SAGE.

OECD, O. (2015). *Starting strong IV: Monitoring quality in early childhood education and care.* OECD Publishing.   https://doi.org/10.1787/9789264233515-en

Omwami, E. M., Wright, J., & Swindell, A. (2020). Comparative perspectives on international early childhood education in the context of SDGs. *Annual Review of Comparative and International Education, 2019, 39*, 209–227.
https://doi.org/10.1108/S1479-367920200000039018

Pérez, M. S., Tesar, M., Fairchild, N., Peters, L., & Yelland, N. (Eds.). (2022). *The SAGE handbook of global childhoods* ([Enhanced Credo edition]). Sage.

Portnoi, L. M. (2016). *Policy borrowing and reform in education: Globalized processes and local contexts*. Palgrave Macmillan US.   https://doi.org/10.1057/978-1-137-53024-0

Rao, N. , Zhou, J. & Sun, J. (Eds.). (2018). *Early childhood education in Chinese societies*.
Springer.

Sumsion, J. (2019). International perspectives on early childhood care and education policy and practice. In C. P. Brown, M. B. McMullen, & N, File (Eds.), *The Wiley handbook of early childhood care and education* (pp. 641–660). John Wiley & Sons, Inc. https://doi.org/10.1002/9781119148104.ch28

Tobin, J. J., Hsueh, Y., & Karasawa, M. (2009). *Preschool in three cultures revisited China, Japan, and the United States*. The University of Chicago Press.

Vlasov, J., & Hujala, E. (2016). Cross-cultural interpretations of changes in early childhood education in the USA, Russia, and Finland. *International Journal of Early Years Education*, *24*(3), 309–324. https://doi.org/10.1080/09669760.2016.1189812

7. **Related Web Resources**
   OECD:
   http://www.oecd.org/education/preschoolandschool/earlychildhoodeducationandcare.htm
   UNICEF Office of Research: http://www.unicef-irc.org/publications/502

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/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Other**
    Nil

TPg Courses with other Study Modes

Programme Title	**:**	Doctor of Education
Course Title	**:**	International Perspectives in Early Childhood Education
Course Code	**:**	ECE8145
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