

## 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>	: International Perspectives in Early Childhood Education
<b>Course Code</b>	: ECE8145
<b>Department</b>	: Early Childhood Education
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: Directed Study
<b>Pre-requisite(s)</b>	: ECE7143 (if applicable)
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 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"):

- 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 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 will involve a study tour to visit the specified country(ies) where practical.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>      Articulate critically emergent philosophies and key global principles for supporting learners in early childhood education in at least one international jurisdiction.
- CILO<sub>2</sub>      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<sub>3</sub>      Demonstrate the ability to critically reflect upon major issues that have impacted systemic change in early childhood education and describe possible solutions.
- CILO<sub>4</sub>      Critically analyze socio-cultural issues impacting on the provision of early childhood education and discuss how they impact on provision of services.
- CILO<sub>5</sub>      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 Contextual and cultural issues regarding early childhood educational provision and issues within at least one international context	CILO <sub>1,5</sub>	Reading, group discussion

Analysis and justification for early childhood education in context within the chosen country and its relation to early childhood education provision for young children	<i>CILO</i> <sub>1,4,5</sub>	Reading, Interview with international stakeholder/expert
Analysis and justification for early childhood education in context within the chosen country and its relation to early childhood education provision for young children	<i>CILO</i> <sub>1,2</sub>	Small pilot study, document analysis, group discussions, interview with international stakeholder/expert
Identification of international policies and practices for addressing issues in early childhood education across diverse socio-cultural systems	<i>CILO</i> <sub>1,3,4,5</sub>	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 comparative paper suitable for publication in a refereed journal	100%	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

OECD Report, (publication 11/9/06) *Starting Strong II Early Childhood Education and Care*. Available at:

<http://www.oecd.org/education/preschoolandschool/startingstrongiiearlychildhoodeducationandcare.htm>

OECD Report, *Starting Strong III: A Quality Toolbox for ECEC*. Online version available

<http://www.oecd.org/education/preschoolandschool/startingstrongiiiqualitytool>

## 6. Recommended Readings

- Baldock, P. Fitzgeralds, D. & Kay, J. (ed) (2009). *Understanding early years policy*. London: Sage.
- Berthelson, J.B. & Johansson, E. (Eds.) (2009). *Participatory learning in the early years: Research and pedagogy*. NY: Routledge.
- Blossing, U., Imsen, G., Moos, L., & SpringerLink. (2014). *The Nordic Education Model : 'A School for All' Encounters Neo-Liberal Policy* . Dordrecht : Springer Netherlands
- Bull, R., & Bautista, A. (2018). A careful balancing act: Evolving and harmonizing a hybrid system of ECEC in Singapore. In S. L. Kagan (Ed.), *Early childhood systems that lead by example: A comparative focus on international early childhood education* (pp. 155 – 181). New York, N.Y.: Teachers College Press.
- Cannella, G. S. & Diaz Soto, L. (Eds.). (2010). *Childhoods: A handbook*. New York, N.Y.: Peter Lang.
- Duncan, J. & Te One, S. (Eds.). (2012). *Comparative early childhood education services: International perspectives*. New York, N.Y.: Palgrave Macmillan.
- Gillen, J., & Cameron, C. (2010). *International perspectives on early childhood research: A day in the life*. New York, N.Y.: Palgrave Macmillan.
- Li, H., Park, E., & Chen, J. (2017). *Early childhood education policies in Asia Pacific: Advances in theory and practice*. Singapore: Springer Singapore.
- Li, M, Fox, J., & Grieshaber, S. (Eds.) (2017). *Contemporary issues and challenge in early childhood education in the Asia-Pacific region*. Singapore: Springer Singapore.
- Nutbrown, C. (2018). *Early childhood educational research: International perspectives*. London, U.K.: SAGE Publications.
- Pramling, N., & Pramling Samuelsson, I. (Eds.). (2011). *Educational encounters: Nordic studies in early childhood didactics*. New York, N.Y.: Springer.
- Rao, N., Richards, B., Sun, J., Weber, A., & Sincovich, A. (2019). Early childhood education and child development in four countries in east Asia and the Pacific. *Early Childhood Research Quarterly*, 47, 169-181.
- Rao, N., Zhou, J., & Sun, J. (Eds.). (2017). *Early Childhood Education in Chinese Societies*. New York, N.Y.: Springer.
- Roopnarine, J. L., Johnson, J.E., Quinn, S. F., & Patte, M. M. (2018). *Handbook of international perspectives on early childhood education*. New York, N.Y.: Routledge.

Samuelsson, I.P., Fler, M. (Eds). (2009). *Play and learning in early childhood settings: International perspectives*. New York, NY: Springer.

## **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 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