

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education (EdD)
Programme QF Level	:	7
Course Title	:	Provision of Exemplary Early Childhood Education
Course Code	:	ECE8146
Department	:	Department of Early Childhood Education
Credit Points	:	3
Contact Hours	:	Directed Study
Pre-requisite(s)	:	ECE7143; ECE7144; ECE8145

(If applicable)

Medium of Instruction: English

Course Level : 8

Part II

Generic Intended Learning Outcomes (GILOs)

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

Course Intended Learning Outcomes (CILOs)

1. Synopsis:

This module will enable the learner to undertake an evaluative project based on the findings from an Asia-Pacific and/or international investigation. An area of study (e.g. curricula, pedagogies, practices) will be selected for a small-scale implementation in the Asia-Pacific context. Learners will be expected to critically reflect upon the application and undertake a detailed evaluation and analysis of its implication locally.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Develop a critical and thorough understanding regarding the application of a selected model for early childhood education and the related sociocultural and ethical issues of its implementation
- CILO₂ Synthesize ideas from a critical analysis of the international application and analyse the effectiveness of the approach in promoting learning for young children in the early years of education in the Asia-Pacific region.
- CILO₃ Demonstrate the ability to apply an international model to a local context.
- CILO₄ Critically analyze the outcome of the application of a model for the identified need in early childhood education; the impact of the education system and the role of teachers in the application; and associated practical, cultural and socio-political issues, with reference to literature.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Identifying an issue, selecting a model of support and adapting it for a local context.	CILO _{1,2}	Independent library and internet research

Writing a concise critical analysis of the research literature in the area of interest	<i>CILO₃</i>	Directed writing tasks; small group discussions
Design a small-scale study, with an appropriate research methodology to undertake an evaluation of the model of support related to the early childhood education context, and analysis the related sociocultural and ethical issues involved in its implementation	<i>CILO_{1,2}</i>	Completing and submitting an ethics application; presentation at public seminar
Reporting the research design and procedure, method and data analysis together with a discussion of the results and a rationalization for modifications to the model	<i>CILO₄</i>	One-on-one and small group supervision; completion of ongoing writing tasks; small group discussions

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Participation in ongoing supervision	0	<i>CILO_{1, 2, 3, 4}</i>
b. Oral presentation	0	<i>CILO₂</i>
c. Essay	100%	<i>CILO_{1, 2, 3, 4}</i>

5. Required Text(s)

NIL

6. Recommended Readings

Crosser, S. (2005). *What do we know about early childhood education?: research based practice*. Clifton Park, N.Y.: Thomson Delmar Learning

- Grotewell, P. G. & Burton, Y. R. (Eds.) (2008) *Early childhood education: issues and developments*. New York : Nova Science Publishers
- MacNaughton, G., Rolfe, S.A. & Siraj-Blatchford, I. (2010). *Doing early childhood research: International perspectives on theory and practice*. Crows Nest, NSW: Allen & Unwin.
- Roopnarine, J. L. & Johnson, J. E. (Eds.) (2009). *Approaches to early childhood education*. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education* (9th ed.). Boston, Mass.: Pearson/Allyn & Bacon.
- Waddell, A. T. & McBride, R. M. (Eds.) (2008). *New research on early childhood education*. New York: Nova Science Publishers.
- Yelland, N.J. (2010) *Contemporary issues in early childhood*. Maidenhead, UK: OUP

Selected papers from international refereed journals will be recommended during the course.

7. **Related Web Resources**

National Association for the Education of Young Children
Early Childhood Australia

8. **Related Journals**

Asia-pacific Journal of Teacher Education
Asia Pacific Journal of Early Childhood Education Research
Contemporary Issues in Early Childhood
Early Childhood Research and Practice
Early Years: An International Journal of Research and Development
Frontiers of Education in China
International Journal of Early Years
Journal of Research in Childhood Education
Theory into Practice
Young Children

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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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 <u>Contact Hours</u>
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of <u>Contact Hours</u>
15	24	39