

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Provision of Exemplary Early Childhood Education
Course Code	: ECE8146
Department	: Early Childhood Education
Credit Points	: 3
Contact Hours	: Directed Study
Pre-requisite(s)	: Nil
Medium of Instruction	: ECE7143; ECE7144; ECE8145; EdD7001, EdD7002; EdD7003 (if applicable)
Course Level	: 8

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 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 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.	<i>CILO_{1,2}</i>	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	<i>CILO_{1,2}</i>	Completing and submitting an ethics application; presentation at public seminar

involved in its implementation		
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) Essay	100%	<i>CILO_{1,2,3,4}</i>

5. Required Text(s)

Nil

6. Recommended Readings

Burch, P., & Heinrich, C. (2016). *Mixed methods for policy research and program evaluation*. Thousand Oaks, C.A.: SAGE Publications.

Castle, K. (2012). *Early childhood teacher research: From questions to results*. New York, N.Y.: Routledge.

Flewitt, R., & Ang, L. (2020). *Research methods for early childhood education*. England, U.K.: Bloomsbury Publishing.

MacNaughton, G., Rolfe, S. A. & Siraj-Blatchford, I. (2010). *Doing early childhood research: International perspectives on theory and practice*. (2nd ed.). Philadelphia, P.A.: Open University Press.

Melton, G., Ben-Aryeh, A., Cashmore, J., Goodman, G., & Worley, N. (Eds.). (2014). *The SAGE handbook of child research*. London, U.K.: SAGE Publications.

Nabors, L. (2013). *Research methods for children*. Hauppauge, N.Y.: Nova Publisher's.

Nutbrown, C. (2018). *Early childhood educational research : International perspectives*. London, U.K.: SAGE Publications.

Parnell, W., & Iorio, J. (2016). *Disrupting early childhood education research: Imagining new possibilities*. New York, N.Y.: Routledge.

Schulte, C. M. (2019). *Ethics and research with young children: New perspectives*. London, U.K.: Bloomsbury Academic.

Wiersma, W., & Jurs, S. G. (2009). *Research methods in education: An introduction* (9th ed.). Boston, Mass.: Pearson/Allyn & Bacon.

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 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