

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Problem-based Approaches to School Improvement
Course Code	: EDA7087
Department	: Department of Education Policy and Leadership
Credit Points	: 3
Contact Hours	: 15 – 24 hours (Blended learning)
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 7

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"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. 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

Teacher education is the starting point for quality education. Quality teachers are essential to enable children, our future social vanguards, to embrace the challenges of tomorrow. Global determinants of “quality education” are changing rapidly. Shifting notions of teacher professionalism puts priority on critical thinking and problem solving skills. Teachers are expected to adopt a problem-based approach to their own teaching practice, set goals for their own learning, and initiate school improvement. This course supports course participants with the skills to adapt research trends in teacher and school development from global to local contexts. Course participants are expected to be proactive in engaging problem-based research, which supports inquiry-based practices in (1) professional-based problem finding and problem solving; (2) making multiple-frameworks relevant to practice; (3) reflective evaluation of proposed change. Course participants will find this course useful in developing the skills to improve teaching and learning through problem-solving and critical thinking. Course participants are encouraged to approach this course with ideas about how practice can be improved rigorously, ethically, and from a global perspective.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Acquire a problem-based approach to identify, inquire, develop, and review strategies for school improvement.
- CILO₂ Critically assess, synergize and apply frameworks relevant for supporting inquiry efforts.
- CILO₃ Develop reflective practice for collaborations in school improvement.
- CILO₄ Situate school improvement within the broad social context.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understanding Problem-Based Research <ul style="list-style-type: none"> • Joint-reflection in professional-based problem finding and problem solving • Situating the problem in the global educational landscape • Theoretical considerations in problem-based research • Methodological considerations in problem-based research • Ethical considerations in problem-based research • Pragmatic constraints in problem-based research 	CILO ₁₋₄	Lecturer-led, followed by student-led seminars. Online discussion.
Making Multiple-Frameworks Relevant to Practice <ul style="list-style-type: none"> • Improving teacher effectiveness through classroom observations 	CILO _{2,3}	Lecturer-led, followed by student-led seminars. Online tasks.

<ul style="list-style-type: none"> • Improving teacher collaboration through professional learning communities • Improving student achievement through data management (e.g., performance indicators, TSA data) • Improving teacher understanding of the legalities of students' rights 		
Reflective Evaluation of Proposed Change <ul style="list-style-type: none"> • Relevance of change to professional practice • Relevance of change to collaborative cultures • Relevance of change to organization performance • Relevance of change to advancement of human rights • Relevance of change to global education reform 	CILO ₁₋₄	Student-led seminars. Online discussion.

4. Assessment

Three assessments are designed in sequence, so that students are prepared for the next assessment.

Assessment Tasks	Weighting (%)	CILOs
Online Discussions Students participate in 4 sessions of online discussions in Moodle on assigned professional-based problems, applying selectively the frameworks taught in this course. The assessment aims to encourage critical thinking and problem-solving cultures. Students have to cite references in their discussions to support their arguments.	20	CILOs ₁₋₄
Student-Led Presentation Each student selects a professional-based problem, and facilitates critical discussions of the problem with selected framework(s) to make a case for her/his proposed change.	20	CILOs ₁₋₄
Written Proposal for Change Each student creates own research problem to write a proposal for change, situated in their own professional setting. The proposal has to: (1) integrate and address feedback from presentation and online discussions, (2) use relevant frameworks taught in this course, (3) discuss how successful outcomes will be determined, and how evidence will be collected to determine outcomes, and (4) strategies to develop reflective practice, and how reflection will benefit future work for related change proposals.	60	CILOs ₁₋₄

5. Required Text(s)

Candidates are to choose one required text out of the list of recommended texts here:

Clarke, A., & Erickson, G. L. (Eds.). (2003). *Teacher inquiry: Living the research in everyday practice*. Psychology Press.

Hallinger, P., & Bridges, E. M. (2007). *A problem-based approach for management education: Preparing managers for action*. Springer Science & Business Media.

Levin, B. B. (Ed.). (2001). *Energizing teacher education and professional development with problem-based learning*. ASCD.

6. Recommended Readings

Understanding problem-based research

Anderson, G. L., & Herr, K. (1999). The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities?. *Educational researcher*, 28(5), 12-40.

Cordingley, P. (2009, April). Using research and evidence as a lever for change at classroom level. In *annual conference of the American Education Research Association, San Diego, CA*.

Clausen, K. W., Aquino, A. M., & Wideman, R. (2009). Bridging the real and ideal: A comparison between learning community characteristics and a school-based case study. *Teaching and Teacher Education*, 25(3), 444-452.

Dana, N. F., & Yendol-Hoppey, D. (2008). *The reflective educator's guide to professional development: Coaching inquiry-oriented learning communities*. Corwin Press. (Chapters TBC)

Ellis, T. J., & Levy, Y. (2008). Framework of problem-based research: A guide for novice researchers on the development of a research-worthy problem. *Informing Science*, 11.

Lange, T., & Meaney, T. (2013). Professional development facilitators: Reflecting on our practice. *Professional development in education*, 39(4), 531-549.

Lee, D. (2017). *Managing Chineseness: Identity and ethnic management in Singapore*. Palgrave Macmillan UK. (Chapter 1)

Poekert, P. (2011). The pedagogy of facilitation: Teacher inquiry as professional development in a Florida elementary school. *Professional development in education*, 37(1), 19-38.

Savin-Baden, M., & Major, C. H. (2004). *Foundations of problem-based learning*. McGraw-Hill Education (UK). (Chapters TBC)

Making multiple-frameworks relevant to practice

Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the classroom assessment scoring system-secondary. *School Psychology Review*, 42(1), 76-98.

Cochran-Smith, M., Gleeson, A. M., & Mitchell, K. (2010). Teacher education for social justice: What's pupil learning got to do with it? *Berkeley Review of Education*, 1(1), 35-61.

Hamilton, L., Halverson, R., Jackson, S. S., Mandinach, E., Supovitz, J. A., Wayman, J. C., Pickens, C., Martin, E., & Steele, J. L. (2009). *Using student achievement data to support instructional decision making*. Scholarly Commons. University of Pennsylvania.

Ko, J., Sammons, P., & Bakkum, L. (2014). *Effective teaching*. London: Education Development Trust.

Kaur, B. (2012). Equity and social justice in teaching and teacher education. *Teaching and Teacher Education*, 28(4), 485-492.

Lee, D., & Lee, W. O. (2013). A professional learning community for the new teacher professionalism: The case of a state-led initiative in Singapore schools. *British Journal of Educational Studies*, 61(4), 435-451.

Louis, K.S., & Lee, M. (2016). Teachers' capacity for organizational learning: the effects of school culture and context. *School Effectiveness and School Improvement*, 1-23.

Marsh, J. A., Pane, J. F., & Hamilton, L. S. (2006). *Making sense of data-driven decision making in education*. Occasional Papers. RAND.

Slegers, P., EJ Thoonen, E., J. Oort, F., & TD Peetsma, T. (2014). Changing classroom practices: the role of school-wide capacity for sustainable improvement. *Journal of educational administration*, 52(5), 617-652.

Tan, Y. S. M., & Caleon, I. S. (2016). Problem finding in Professional Learning Communities: A learning study approach. *Scandinavian Journal of Educational Research*, 60(2), 127-146.

Reflective evaluation of proposed change

Cheng, Y. C., Ko, J., & Lee, T. T. H. (2016). School autonomy, leadership and learning: a reconceptualisation. *International Journal of Educational Management*, 30(2), 177-196.

Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter: Connecting lives, work and effectiveness*. Maidenhead: Open University. Chap 7; Chap 11
Filipenko, M., & Naslund, J. A. (Eds.). (2015). *Problem-based learning in teacher education*. Springer. (Chapter 3)

Goddard, Y. L., Goddard, R. D., & Tschannen-Moran, M. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*, 109(4), 877-896.

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: Theory and Practice*, 6(2), 151-182.

Lee, D. (2017). *Managing Chineseness: Identity and ethnic management in Singapore*. Palgrave Macmillan UK. (Chapter 7)

Malthouse, R., Roffey-Barentsen, J., & Watts, M. (2014). Reflectivity, reflexivity and situated reflective practice. *Professional Development in Education*, 40(4), 597-609.

Ning, H. K., Lee, D. H. L., & Lee, W. O. (2016). The relationship between teacher value orientations and engagement in professional learning communities. *Teachers and Teaching: Theory and Practice*, 22(2), 235-254.

7. Related Web Resources

Nil

8. Related Journals

Nil

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