

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Intercultural Policy and Practice in a Diverse, Global World
Course Code	: EDA7089
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

Research shows that positive intercultural relations have clear benefits for: student achievement, school completion and progression to tertiary education; social and mental health; teachers' well-being; and community cohesion. This course will provide an indepth knowledge of the theories and issues related to interculturality and intercultural education. It will examine the latest global, regional and local policies and support measures to build positive intercultural relations in schools and communities. Case studies from international contexts will be used to illustrate intercultural education in practice, and their relevance to the local conditions will be evaluated.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of the theories, policies and practices of interculturality and intercultural education.
- CILO₂ Analyse specific cases to identify the intercultural issues involved.
- CILO₃ Draw on the literature to propose strategies and solutions to address intercultural issues in local contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Knowledge of key theories and concepts of interculturality and intercultural education	CILO ₁	Lecture, reading, discussion; directed studies for individual and groups
Benefits and challenges of intercultural relations	CILO _{1,2,3}	Reading and discussion
Global, regional and local policies for intercultural education	CILO _{1,2,3}	Lecture, reading, workshop, policy analysis, presentation and discussion
International and regional case studies of intercultural practices	CILO _{1,2,3}	Directed studies for individual or groups
Evaluation of intercultural issues in local contexts	CILO _{1,2,3}	Lecture, reading, workshop, presentation, discussion and a personal response

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
Policy Analysis Drawing on the knowledge, theories and learning from the course, compare and contrast two policies addressing intercultural issues in two different contexts highlighting their strengths and limitations.(approximately 2000 words)	40	CILO _{1,2,3}
Evaluation of Practice Drawing on the knowledge, theories and learning from the course, prepare a case study that evaluates the intercultural issues in a specific local context or site. (approximately 3500 words)	60	CILO _{1,2,3}

5. Required Text(s)

Nil

6. Recommended Readings

Bash, L. (2012). Intercultural education and the global-local context: Critiquing the culturalist narrative. *Issues in Educational Research*, 22(1), 18-28.

Bhowmik, M. K., Kennedy, K. J., & Hue, M. T. (2017). Education for all – but not Hong Kong’s ethnic minority students. *Race Ethnicity and Education*, 21(5), 1-19. doi:10.1080/13613324.2017.1294573.

Bonilla-Silva, E. (2010). *Racism without racists : color-blind racism and the persistence of racial inequality in the United States* (3rd ed.). Lanham: Rowman & Littlefield Publishers.

Deardorff, D. K. (Ed.) (2009). *The SAGE Handbook of Intercultural Competence*. London: SAGE.

Dervin, F. (2016). *Interculturality in education: A theoretical and methodological toolbox*. London: Palgrave Macmillan.

Hajisoteriou, C., & Angelides, P. (2016). *The globalisation of intercultural education: The politics of macro-micro integration*. London: Palgrave Macmillan.

Holm, G., & Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference. In M.-T. Talib, J. Loima, H. Paavola, & S. Patrikainen (Eds.), *Dialogs on Diversity and Global Education*. Frankfurt am Main, Berlin, Bern, Bruxelles, New York, Oxford, Wien: Peter Lang.

Keddie, A. (2014). Identity politics, justice and the schooling of Muslim girls: navigating the tensions between multiculturalism, group rights and feminism. *British Journal of Sociology of Education*, 35(3), 353-370. doi:10.1080/01425692.2013.776930

Landis, D., Bennett, J., & Bennett, M. (2004). *Handbook of Intercultural Training*. London: Sage.

Poulter, S., Riitaaja, A.-L., & Kuusisto, A. (2016). Thinking multicultural education 'otherwise' – from a secularist construction towards a plurality of epistemologies and worldviews. *Globalisation, Societies and Education*, 14(1), 68-86. doi:10.1080/14767724.2014.989964

Sarmiento, C. (2014). Interculturalism, multiculturalism, and intercultural studies: Questioning definitions and repositioning strategies. *Intercultural Pragmatics*, 11(4), 603-618.

Tse, T. K., & Lee, M. H. (Eds.). (2017). *Making sense of education in post-handover Hong Kong: Achievements and challenges*. London; New York: Routledge.

Yuen, Y. M. C. (2016). Changing student diversity, changing cultures and changing education policies. In S. Gopinathan, & W. O. Lee., (Eds.), *Making sense of education in Hong Kong since 1997: Achievements and challenges: Critical studies of Asian education* (pp. 200 – 214). New York: Routledge.

Yuen, Y. M. C. (2016). Linking life satisfaction with school engagement of secondary students from diverse cultural backgrounds in Hong Kong. *International Journal of Educational Research*, 77, 74-82. doi: 10.1016/j.ijer.2016.03.003

7. Related Web Resources

<http://www.oecd.org/>

<http://en.unesco.org/>

<http://www.edb.gov.hk/en/>

<http://english.moe.go.kr/main.do?s=english>

<https://epi.org.uk/>

<http://www.educationalpolicy.org/>

8. Related Journals

Educational Evaluation and Policy Analysis

Educational Policy

Education Policy Analysis Archives

Intercultural Education

International Journal of Child Care and Education Policy

Journal of Education Policy

Journal of Education and Social Policy
Multicultural Education Review
Race Ethnicity and Education

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