

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### **Part I**

<b>Programme Title</b>	<b>: EdD</b>
<b>Programme QF Level</b>	<b>: 7</b>
<b>Course Title</b>	<b>: Theories and Methods in Comparative Education Research</b>
<b>Course Code</b>	<b>: PFS7037</b>
<b>Department</b>	<b>: IE</b>
<b>Credit Points</b>	<b>: 3</b>
<b>Contact Hours</b>	<b>: 39</b>
<b>Pre-requisite(s)</b>	<b>: Nil</b>
<b>Medium of Instruction</b>	<b>: English</b>
<b>Course Level</b>	<b>: 7</b>

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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 studies comparative approaches to educational research.

Students will review the history of the field, identify major debates, explore key concepts and frameworks, and consider who compares what in education and why. They will critically review and analyse some of the widely used approaches to research in comparative education.

Historically, comparative education research has focused mainly on cross-national comparisons. This course explores several other domains and levels of comparative education research known as ‘units of analysis’, such as systems, places, policies, cultures, values, curricula, educational achievements, organizations and pedagogy. For each unit of analysis, related issues are addressed with examples drawn from the existing research and literature.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate a critical understanding of different phases in the history of comparative education
- CILO<sub>2</sub> analyse comparative education research in terms of the underpinning theoretical concepts and frameworks
- CILO<sub>3</sub> differentiate critically major research approaches to comparative education

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Different phases in the history of comparative education	CILO <sub>1, 2</sub>	Blended learning mode: directed reading and presentations of e-package (see Assignment 1)
Analysis of comparative education research in terms of the underpinning theories and approaches	CILO <sub>2, 3</sub>	Analysis of the comparative aspects of research outputs selected by the lecturer and students

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Produce and present an e-package that presents a critical overview of the different phases in the history of comparative education and the major theories and research approaches associated with each phase.	40	CILO 1, 2, 3
(b) Select a total of three journal articles and/or book chapters that embody comparative education theories and methods. Identify and review the use of comparison in terms of its suitability/ added value in the selection of the theme, methods, analysis and conclusions.	60	CILO 2, 3

#### 5. Required Text(s)

Bray, M., Adamson, B. & Mason, M. (2014). *Comparative education research: approaches and methods*. Second edition. Hong Kong and Dordrecht: Comparative Education Research Centre & Springer.

Manzon, M. (2011). *Comparative education: the construction of a field*. Hong Kong and Dordrecht: Comparative Education Research Centre & Springer.

#### 6. Recommended Readings

Alexander, R., Broadfoot, P. & Phillips, D. (Eds.) (1999). *Learning from comparing: new directions in comparative educational research*. Oxford, UK: Symposium Books.

Altbach, P. G. & Kelly, G. P. (eds.) (1986). *New approaches to comparative education*. Chicago: The University of Chicago Press.

Bignold, W. & Gayton, E. (Eds.) (2009). *Global issues and comparative education*. Exeter, UK: Learning Matters.

Bray, M. & Gui, Q. (2007). Comparative education in Greater China: contexts, characteristics, contrasts, and contributions. In Crossley, M., Broadfoot, P., & Schweisfurth, M., (eds.), *Changing educational contexts, issues and identities: 40 years of comparative education*. London: Routledge, pp.319-349.

Cowen, R. & Kazamias, A. (eds.) (2009). *International handbook of comparative education*. 2 volumes. Dordrecht: Springer.

Kubow, P.L. & Fossum, P.R. (2002). *Comparative education: exploring issues in international context*. Upper Saddle River, N.J.: Merrill/Prentice Hall.

Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.) (2008). *Comparative and international education: issues for teachers*. Toronto, Ont.: Canadian Scholars' Press.

Phillips, D. & Schweisfurth, M. (2014). *Comparative and international education: an introduction to theory, method and practice*. London: Continuum.

## **7. Related Web Resources**

<http://cerc.comparativist.org/>

<http://www.cies.us/>

## **8. Related Journals**

*Comparative Education Review (USA)*

*Comparative Education Review (China)*

*Comparative Education*

*Compare*

*International Journal of Comparative Education and Development*

*Journal of International and Comparative 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

**TPg Courses with other Study Modes**

**Programme Title** : Doctor of Education  
**Course Title** : Theories and Methods in Comparative Education  
**Course Code** : PFS7037  
**Offering Unit** : IE  
**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-Contact Hours
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
12	27	39