

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education
Programme QF Level	:	7
Course Title	:	Contemporary Issues in Education from Inter-cultural Perspectives
Course Code	:	LVE8004
Department	:	IE
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
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 course will focus on inter-cultural discussion in education. It includes the critical analysis of social, political, pedagogical and organizational issues relevant to educational settings in Hong Kong, Taiwan and Mainland China.

As Hong Kong is a city comprising Eastern and Western cultures, resources will be drawn from both the Eastern and Western traditions.

Students are required to address educational issues and propose solutions from broader, culturally comparative perspectives, as well as demonstrate their knowledge, research capabilities, and professional skills in related areas.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ acquire an informed understanding of contemporary educational issues and debates arising from diversity and intercultural encounters;
- CILO₂ explicate the ethical dimension of educational issues pertaining to diversity and intercultural encounters;
- CILO₃ formulate and justify their positions on various educational issues associated with diversity and intercultural encounters;
- CILO₄ explore and analyse contemporary educational policy issues from an intercultural perspective.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The scope, range and dimensions of intercultural issues in contemporary education		Small-group discussion among teacher and students on assigned readings, encouraging the generation of questions for further

Nature of globalization and its intercultural ramifications for national and local educational systems		in-depth analysis
Emerging issues relating to race, identity, culture, language and class in contemporary education		
Theories of diversity and culture and their origins, assumptions and limitations		
Policy responses by government in related areas such as language policy, indigenous and minority education, disability and lifelong learning		

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation in discussions	20	<i>CILO</i> _{1,2,3,4}
(b) Students are required to select one major issue that is relevant to their own area of study and undertake an analysis of it in terms of the underlying theories that have driven it; the social, political and cultural contexts that have constructed it; and any other elements that are of particular relevance to the educational contexts in Hong Kong, Taiwan or Mainland China. Students should be able to demonstrate their ability to understand and critically analyze educational issues, drawing important implications and developing new insights from their independent study. Throughout the analysis the students should draw extensively on the relevant literature and demonstrate how the literature addresses to those educational issues under study. In terms of standards, the students should have in	80	<i>CILO</i> _{1,2,3,4}

mind an article of 5000-8000 words which could be submitted to an academic journal.		
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5. Required Text(s)

Nil

6. Recommended Readings

Ames, R. T. and Hershock, P. D. (eds.) (2008). *Educations and Their Purposes: A Conversation Among Cultures*. Honolulu, HI: University of Hawai'i Press. Burbules, N. (2000). *Globalization and Education: Critical Perspectives*. New York, NY: Routledge.

Chan, K.K.K. and Rao, N. (eds.) (2010). *Revisiting the Chinese Learner*. Dordrecht: Springer.

Cummings, W. K., Gopinathan, S. and Tomoda, Y. (eds.) (1988). *The Revival of Values Education in Asia and the West*. Oxford: Pergamon Press.

Engebretson, K., de Souza, M., Durka, G. and Gearon, L. (eds.) (2010). *International Handbook of Inter-religious Education*. Dordrecht: Springer.

Gonçalves, S. and Carpenter, M. A. (eds.) (2013). *Diversity, Intercultural Encounters, and Education*. New York, NY: Routledge.

Grant, C. A. and Portera, A. (2011). *Intercultural and Multicultural Education: Enhancing Global Interconnectedness*. New York, NY: Routledge.

Hajisoteriou, C. and Angelides, P. (2016). *The Globalisation of Intercultural Education: The Politics of Macro-Micro Integration*. London: Palgrave Macmillan.

Jackson, L. (2013). Multicultural or Intercultural Education in Hong Kong?. *The International Journal of Comparative Education and Development*, 15(2): 99-111.

Jackson, R. (2003). *International Perspectives on Citizenship, Education and Religious Diversity*. London: Falmer Press.

Jin, L. and Cortazzi (eds.) (2013). *Researching Intercultural Learning: Investigations in Language and Education*. New York, NY: Palgrave Macmillan.

Jin, T. and Dervin (eds.) (2017). *Interculturality in Chinese Language Education*. London: Palgrave Macmillan.

Kathleen R. G. (ed.) (2001). *The Emotional Nature of Qualitative Research*, London: CRC Press.

Kennedy, K. (2012). The 'No Loser' Principle in Hong Kong's Education Reform: Does It Apply to Ethnic Minority Students?. *Hong Kong Teachers' Centre Journal*, 11: 1-23.

- Knowles, J. G. and Cole, A. L. (eds.) (2008). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, CA: Sage Publications.
- Majhanovich, S., Fox, C., and Kreso, A. P. (eds.) (2009). *Living Together: Education and Intercultural Dialogue*. Dordrecht: Springer.
- Marginson, S. and Sawir, E. (2011). *Ideas for Intercultural Education*. New York, NY: Palgrave MacMillan.
- Mathews-Aydinli, J. (ed.) (2017). *International Education Exchanges and Intercultural Understanding: Promoting Peace and Global Relations*. London: Palgrave MacMillan.
- OECD (2010). *Educating Teachers for Diversity: Meeting the Challenge*. Paris: OECD Publishing.
- Smeyers, P., Bridges, D., Burbules, N. C. and Griffiths, M. (eds.) (2015). *International Handbook of Interpretation in Educational Research*. Dordrecht: Springer.
- Yuen, C. Y. (2011). Towards Inclusion of Cross-boundary Students from Mainland China in Educational Policies and Practices in Hong Kong. *Education, Citizenship and Social Justice*, 6: 251.

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

TPg Courses with other Study Modes

Programme Title : Doctor of Education
Course Title : Contemporary Issues in Education from Inter-cultural Perspectives
Course Code : LVE8004
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
4	35	39