

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Doctor of Education (EdD)
<b>Course Title</b>	: Directed Study 1 – MUA 1: Literature Review in Arts Education
<b>Course Code</b>	: CAE7001
<b>Department</b>	: Cultural and Creative Arts (CCA)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 18 (Lectures) and 21 (Directed learning)
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Level</b>	: 7

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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 is designed to strengthen the analytical skills of candidates and develop their ability to undertake a critical review of current literature related to research in arts education. Candidates will examine issues of context, definitions, meaning, significance, pedagogy and ethics pertaining to creativity and innovations in arts education research. They will develop competence in analyzing the strengths and weaknesses of previous research as well as identify any omissions, gaps, controversies and biases in prior research in a selected area of arts education.

### 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> describe the purposes of conducting a literature review in arts education;

CILO<sub>2</sub> undertake a thorough review of literature in arts education utilizing the most up-to-date resources; and

CILO<sub>3</sub> write and present a critical review of literature in an approved area of arts education.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Critical and updated issues in arts education research	CILO <sub>1</sub>	Lecture, group discussion, assignments, readings
Evaluating the quality and relevance of resources in arts education	CILO <sub>1, 2</sub>	Group discussion, assignments, readings
Contextualizing and analyzing research problems in arts education	CILO <sub>2, 3</sub>	Group discussion, assignments, readings
Identifying omissions, gaps, controversies and biases in prior research in a selected area of arts education including psychology, sociology, and philosophy of arts education	CILO <sub>1</sub>	Group discussion, assignments, readings
Key design and methodological issues in arts education research	CILO <sub>2, 3</sub>	Group discussion, assignments, readings
Mapping ideas, arguments and perspectives in arts education	CILO <sub>2, 3</sub>	Group discussion, assignments, readings
Constructing a rationale and argument in arts education	CILO <sub>2, 3</sub>	Group discussion, assignments, readings
Writing a relevant and justified conclusion in arts education research	CILO <sub>2, 3</sub>	Group discussion, assignments, readings

### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Submission of a critical literature review of an approved topic (approximately 5000 words)	80%	CILO <sub>1, 2 &amp; 3</sub>
b. Seminar presentation of the critical literature review	20%	CILO <sub>2, 3</sub>

### 5. Required Text(s)

Nil

## 6. Recommended Readings

- Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.
- Bresler, L. (Ed.). (2007). *International handbook of research in arts education*. Dordrecht, The Netherlands: Springer.
- Childs, S., McLeod, J., & Hardiman, R. (2014). *Multiple methods for information science research: A systematic literature review, Delphi studies and digital dissemination strategy*. London: Sage.
- Cooper, H., Hedges, L. V., & Valentine, J. C. (Eds.). (2009). *The handbook of research synthesis and meta-analysis* (2nd ed.). New York: Russell Sage Foundation.
- Cooper, H. M. (2009). *Research synthesis and meta-analysis: A step-by-step approach* (4th ed.). Thousand Oaks, CA: Sage.
- Dochartaigh, N. O. (2012). *Internet research skills: How to do your literature search and find research information online* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Fink, A. (2013). *Conducting research literature reviews: from the Internet to paper* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Galvan, J. L. (2009). *Writing literature reviews*. Glendale, CA: Pryczak.
- Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. (Published in association with The Open University). Thousand Oaks, CA: Sage.
- Hetland, L. & Winner, E. (2004). Cognitive transfer from arts education to nonarts outcomes: Research evidence and policy implications. In Eisner, E. W. & Day, M. D. (Eds.), *Handbook of research and policy in art education*. Reston, VA: National Art Education Association.
- Locke, L. F., Silverman, S. J., Spirduso, W. W. (2010). *Reading and understanding research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.
- Machi, L. A., & McEvoy, B. T. (2008). *The literature review: Six steps to success*. Thousand Oaks, CA: Sage.
- McPherson, G. & Welch, G. (Eds.) (2012). *The Oxford handbook of music education* (2 volumes). Oxford, UK: Oxford University Press.
- Moule, P. & Hek, G. (2011). *Making sense of research* (4th ed.). London: Sage.
- O'Brien, A. M., & McGuckin, C. (2016). *The systematic literature review method: Trials and tribulations of electronic database searching at doctoral level*. London: Sage.
- Pan, M. L. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (3rd ed.). Glendale, CA: Pryczak Publishing.
- Schmidt, R. K., Smyth, M. M., & Kowalski, V. K. (2008). *Lessons for a scientific literature review: Guiding the inquiry*. Santa Barbara, CA: Libraries Unlimited.

## 7. Related Web Resources

- Bell, C., & Smith, T. (2008). *Critical evaluation of information sources*. University of Oregon. Available from <http://libweb.uoregon.edu/guides/findarticles/credibility.html>
- Dissertation Doctor. <http://www.dissertationdoctor.com/>
- Harvard Graduate School of Education. *Mapping out and writing a critical literature review*. Available from [http://www.gse.harvard.edu/library/services/research\\_instruction/litreviewguides530.html#sample](http://www.gse.harvard.edu/library/services/research_instruction/litreviewguides530.html#sample)
- Networked Digital Library of Theses and Dissertations. <http://www.ndltd.org/>

Problem Formation.

<http://www.socialresearchmethods.net/kb/probform.htm>

Ruiz, J. (2004). *A literature review of the evidence base for culture, the arts and sport policy*. Edinburgh, Scotland: Scottish Executive Education Department. Available from <http://www.scotland.gov.uk/Publications/2004/08/19784/41533>.

University of Toronto. *Literature review: A few tips on conducting it*. Available from <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

University of Washington, Bothell. *Critical literature review*. Available from <http://www.uwb.edu/med/medstudenthandbook/acadprogramrequirements/litreview>

## **8. Related Journals**

*Review of Educational Research*

*Review of Research in 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