

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### **Part I**

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: The Politics of Education
<b>Course Code</b>	: SSC7249
<b>Department</b>	: Social Sciences
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: NIL
<b>Medium of Instruction</b>	: English
<b>Course 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 framed within the perspective that the distribution and exercise of power in society and in social institutions has fundamental implications for the organization and practice of education, and that education policymakers, educators, and students are political actors. It is designed to engage students in an examination of the political essence of education, schools, teachers, policymakers, and educational agencies from the micro-level of the classroom and the school to the broader arenas of the local, national, and global communities. The course will involve students in readings and discussions comparing theoretical and empirical work on the topics of the politics of pedagogy, the classroom, and the school; schools as agents of political socialization; the politics of the educational policy process; student activism; and the politics of global educational development. The course will conclude with an opportunity for students to critically explore in depth the literature on a related topic of their choice and pose a question for possible further exploration through empirical research.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Discuss the political nature and implications of educational organization and practice from the level of the classroom to that of global society based on theoretical and empirical studies at the international and local levels
- CILO<sub>2</sub> Discuss the perspective of students, teachers, policymakers, and other educationists as political actors based on theoretical and empirical studies at the international and local levels
- CILO<sub>3</sub> Critically review in depth the scholarly literature on a topic of their choice relevant to the topics covered in the course
- CILO<sub>4</sub> Pose a research question building on the scholarly literature appropriate for an empirical study at the doctoral level

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

Course Content	CILOs	Suggested Teaching & Learning Activities
The politics of the school and classroom: power-relations between teachers and students, critical pedagogy, the micro-politics of schools	1, 2 (3, 4 depending on student choice)	Small-group discussion among teacher and students on assigned readings, encouraging the generation of questions for
Schools as agents of political socialization: political learning in mass education, schools among other agents of political socialization, the politics of citizenship education policy and	1, 2 (3, 4 depending on student choice)	

practice		further in-depth analysis
Politics in the educational policy process: education policymaking and implementation as a political process	1, 2 (3, 4 depending on student choice)	
Student activism: students as political actors outside the school, student movements, the relationship between political learning and student political activism	1, 2 (3, 4 depending on student choice)	
The politics of global educational development: global education governance, global education development policy, the nexus of global and national education initiatives	1, 2 (3, 4 depending on student choice)	

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Short written critical reflections on four out of five of the main course topics (~500 words each = ~2,000 words)	40%	1, 2
(b) In-depth critical review of the literature on a focused topic of student's choice relevant to the course topics concluding with a question for possible further exploration through empirical research (~3,000 words)	60%	3, 4

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

The Politics of the School and Classroom

Kincheloe, J. L. (2008). *Critical Pedagogy Primer* (2<sup>nd</sup> edition). New York: Peter Lang.

Burbules, N. C., & Berk, R. (1999). Critical thinking and critical pedagogy: Relations, differences, and limits. In T.S. Popkewitz & L. Fendler (Eds.) *Critical theories in education: Changing terrains of knowledge and politics* (pp.

45-65). New York: Routledge.

Wong, M. Y. (2016). Teacher–student power relations as a reflection of multileveled intertwined interactions. *British Journal of Sociology of Education*, 37(2), 248-267.

Ng, S. W., & Yuen, W. K. G. (2015). The micro-politics of parental involvement in school education in Hong Kong: ethnocentrism, utilitarianism or policy rhetoric!. *Educational Review*, 67(2), 253-271.

### Schools as Agents of Political Socialization

Wiseman, A. W., Astiz, M. F., Fabrega, R., & Baker, D. P. (2011). Making citizens of the world: The political socialization of youth in formal mass education systems. *Compare: A Journal of Comparative and International Education*, 41(5), 561-577.

Sapiro, V. (2004). Not Your Parents' Political Socialization: Introduction for a New Generation. *Annual Review of Political Science*, 7, 1-23.

Fairbrother, G. P., & Kennedy, K. J. (2011). Civic education curriculum reform in Hong Kong: What should be the direction under Chinese sovereignty?. *Cambridge Journal of Education*, 41(4), 425-443.

### Politics in the Education Policy Process

Diem, S., Young, M. D., Welton, A. D., Mansfield, K. C., & Lee, P. L. (2014). The intellectual landscape of critical policy analysis. *International Journal of Qualitative Studies in Education*, 27(9), 1068-1090.

Morris, P., & Scott, I. (2003). Educational reform and policy implementation in Hong Kong. *Journal of Education Policy*, 18(1), 71-84.

Fairbrother, G. P. (2006). Protection by, or from, the government: Debating citizenship education policy in Hong Kong's Legislative Council. *Discourse: studies in the cultural politics of education*, 27(2), 175-188.

### Student Activism

Luescher-Mamashela, T.M. (2015). Theorising student activism in and beyond the 20<sup>th</sup> century: the contribution of Philip G. Altbach. In M. Klemenčič, S. Bergan & Rok Primožič (Eds.) *Student engagement in Europe: Society, higher education and student governance* (pp. 33-49). Paris: Council of Europe Publishing.

Gill, J., & DeFronzo, J. (2009). A comparative framework for the analysis of international student movements. *Social Movement Studies*, 8(3), 203-224.

Lee, T. T. L., & Chiu, S. W. K. (2017). Conduit for Engagement? School Curriculum

and Youth Political Participation in Hong Kong. *Young*, 26(2), 1-18.

### The Politics of Global Educational Development

Bermingham, D. (2011). The politics of global education policy: the formation of the Education for All–Fast Track Initiative (FTI). *Journal of Education Policy*, 26(4), 557-569.

Robertson, S. L. (2012). Placing teachers in global governance agendas. *Comparative Education Review*, 56(4), 584-607.

King, K. (2014). China's engagement with the post-2015 development agenda: The case of education and training. *International Journal of Educational Development*, 39, 70-77.

### **7. Related Web Resources**

Nil

### **8. Related Journals**

*Discourse: Studies in the Cultural Politics of Education*  
*Journal of Education Policy*

### **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

*Revised : June 2019*