

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Critical Literature Review in Special Education (Directed Study)
Course Code	: EPC7172
Department	: Special Education and Counselling
Credit Points	: 3
Contact Hours	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
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"):

- 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

The course is offered to strengthen multiple skills of candidates (such as analytical skills, problem solving skills and critical thinking skill) and develop their background knowledge in being able to undertake a critical examination of current literature in the area of special education. Candidates will develop competence in literature review techniques and skills and in preparing academic writing suitable for publication. An examination of the philosophical under-pinning of research in one selected area of special education will be undertaken in order to identify methodologies, pedagogy and ethical issues related to the topic. Global awareness will be emphasized in doing the literature review exercise.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Describe the reasons for reviewing available literature and other information during the preparation of a research protocol.
- CILO<sub>2</sub> Identify the resources, techniques and tools that are available for carrying out literature reviews.
- CILO<sub>3</sub> Prepare index cards, computer entries or notes that summarize important information obtained from literature.
- CILO<sub>4</sub> Prepare a review of literature in one area of special education and other information pertaining to the research topic that will adequately describe the context and outcomes of the research.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Problem identification and prioritizing of literature. Literature analysis and justification.	CILO <sub>1,2,3</sub>	Mini-lecture, discussion, presentation
Providing a cohesive and concise summary of relevant literature and establishing the context of the topic or problem.	CILO <sub>2,3,4</sub>	Mini-lecture, discussion, presentation
Identifying and comparing methodologies and/or research methods.	CILO <sub>3,4</sub>	Mini-lecture, discussion, presentation
Analysing previous findings and placing the research in a historical and global context to show familiarity with state-of-the-art developments.	CILO <sub>3,4</sub>	Mini-lecture, discussion, presentation
Writing a rationale and relevance for the study - distinguishing what has been done from what needs to be done.	CILO <sub>3,4</sub>	Mini-lecture, discussion, presentation
Establishing the context of the topic or problem and rationalising its significance.	CILO <sub>3,4</sub>	Mini-lecture, discussion, presentation
Producing a relevant and justified conclusion.	CILO <sub>3,4</sub>	Discussion, presentation

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Critically review all pertinent literature in one area of special education: identify sub themes and key issues related to the topic. Prepare a paper suitable for publication in a refereed journal. (summative 3000 words)	100%	CILO <sub>1,2,3,4</sub>

**5. Required Text(s)**

Nil

**6. Recommended Readings**

- Arlene, S. (2018). *Special Education: A reference book for policy & curriculum development* (3<sup>rd</sup> ed.) Grey House Publishing.
- Beattie, J., Jordan, L., Algozzine, B. (2006). *Making inclusion work: Effective practices for all teachers*. Thousand Oaks, Calif.: Corwin Press
- Florian, L. (Ed.). (2007). *The SAGE handbook of special education*. London: SAGE.
- Forlin, C., & Lian, M-G J. (Eds.) (2008). *Reform, Inclusion & Teacher Education: Towards a New Era of Special Education in the Asia-Pacific Region*. Abingdon: Routledge.
- Forlin, C. (2012). *Future directions for inclusive teacher education: An international perspective*. New York: Routledge.
- Hannell, G. (2008). *Success with inclusion: 1001 teaching strategies and activities that really work*. London: Routledge
- Jorgensen, C. M., Schuh, M. C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, Md.: Paul H. Brookes.
- McCartney, K., & Phillips, D. (Eds.). (2006). *The handbook of early childhood development*. Oxford, UK: Blackwell.
- Machi, Lawrence A. (2009) *Literature review: Six steps to success*. US: Corwin Sage
- Marshall, S., Carol, S., & Bruce, C. (2012). *Kids in the middle: The micro politics of special education*. Rowman & Littlefield Education.
- McGrath, C. (2007). *The inclusion-classroom problem solver: Structures and supports to serve all learners*. Portsmouth, N.H.: Heinemann.
- Plimley, L. & Bowen, M. (2007) *Autistic spectrum disorders in the early years*. London: Paul Chapman.
- Plimley, L. & Bowen, M. (2007) *Social skills and autistic spectrum disorder*. London: Paul Chapman.
- Ridley, Diana. (2008) *The literature review; a step by step guide for students*. London .Sage
- Rotatori, A., F., Obiakor, F., E., & Bakken, J. P. (2011). *History of special education*. Bingley, UK: Emerald.
- Schmidt, Randell. K, Smyth, Maureen.M. Kowalski, Virginia.K.(2008) *Lessons for a scientific literature review; guiding the inquiry*. US: Libraries Unlimited

**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

**Annex**

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Delivery mode:

**Online learning as the primary delivery mode**

<b>Range of classroom-based contact hours (0-15)</b>	<b>Range of hours for online learning (24-39)</b>	<b>Total No. of-Contact Hours</b>
		39

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. of-Contact Hours</b>
18	21	39