

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

<b>Programme Title</b>	: Master of Arts in Child and Family Education One-Year Full Time/Two-Year Part Time Master of Education Programme One-Year Full Time/Two-Year Part Time
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: Early Child Development and Education across Cultures
<b>Course Code</b>	: ECE6176
<b>Department</b>	: Early Childhood Education
<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>	: 6

**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 highlights the dynamic nature of culture in shaping child development and early childhood education. This course explores recent child development research that has been conducted across cultures focusing on comparing work done in the Confucian Heritage and other cultures. The first part of this course includes children's cognitive, social, emotional, and physical development in families, schools and society across cultures. The second part elaborates and discusses impacts of globalization and cultural values on early childhood education in families and schools.

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

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

- CILO<sub>1</sub> Compare the developmental processes and influences from conception through early childhood period in Confucian and other cultures.
- CILO<sub>2</sub> Apply cross culture child development theory to analyze the impact of culture in shaping child development and early childhood education
- CILO<sub>3</sub> Evaluate the impact of globalization and cultural values on early childhood education in families and schools.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
The developmental processes and influences of child development from conception through early childhood period in Confucian and other cultures.	<i>CILO<sub>1</sub></i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Guided research activities</li> <li>• In-class child observations and discussion</li> <li>• Case studies</li> </ul>
The impact of culture in shaping child development across cultures	<i>CILO<sub>2</sub></i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Lecturer-led debate</li> <li>• Problem-based learning activities</li> <li>• Cast studies</li> <li>• Analyze child observation data and evaluate the characteristics of child development</li> </ul>

The impact of globalization and cultural values on early childhood education in families and schools.	<i>CILO<sub>3</sub></i>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Guided literature review and collaborative group work</li> </ul>
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#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>1) Individual report (topics chosen by student) (3,000 words)</b> Write an essay discussing influences of culture in shaping one area of child development (e.g. early literacy development, social and emotional development, understanding of gender roles).	60%	<i>CILO<sub>1, 2</sub></i>
<b>2) Group presentation (cultural impact on Early Childhood Education)</b>	30%	<i>CILO<sub>2, 3</sub></i>
<b>3) Short Quiz</b>	10%	<i>CILO<sub>1, 2, 3</sub></i>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Callaghan, T. C., Rochat, P., & Corbit, J. (2012). Young children's knowledge of the representational function of pictorial symbols: Development across the preschool years in three cultures. *Journal of Cognition and Development, 13*(3), 320-353.

Cameron C. A., Laua, C., Fub, G., & Lee, K. (2012). Development of children's moral evaluations of modesty and self-promotion in diverse cultural settings. *Journal of Moral Education, 41*(1), 61-78.

Callanan, M. A. (2014). Diversity in children's understanding of death. *Monographs of the Society for Research in Child Development, 79*(1), 142-150. doi:10.1111/mono.12087.

Eckhardt, A. G., & Egert, F. (2017). Differences in childcare quality- a matter of personality traits, socialization goals and pre-service curriculum? *Early Child Development and Care, 188*(12), 1726-1737. doi: 10.1080/03004430.2016.1278372.

Hashimoto, Y., & Toda, Y. (2017). Young children's fairness judgements on the distribution of rewards and responsibilities: Allocation patterns and consistencies across two kinds of distribution. *Early Child Development and Care, 189*(7), 1051-1062. doi:10.1080/03004430.2017.1362402.

- Lee, I. F., & Yelland, N. J. (2017). Crafting miniature students in the early years: Schooling for desirable childhoods in east Asia. *International Journal of Early Childhood*, 49(1), 39-56. doi: 10.1007/s13158-017-0183-7.
- Scherr, S., Mares, M-L, Bartsch, A., & Goetz, M. (2019). Parents, television, children's emotional expressions: A cross-cultural multilevel model. *Journal of Cross-Cultural Psychology*, 50(1), 22-46.
- Smetana, J. G., Ball, C., Yau, J., & Wong, M. (2017). Effect of type of maternal control on American and Chinese children's evaluations of personal domain events. *Social Development*, 26(1), 146-164. doi:10.1111/sode.12178.
- Smetana, J. G., Wong, M., Ball, C., & Yau, J. (2014). American and Chinese children's evaluations of personal domain events and resistance to parental authority. *Child Development*, 85(2), 626-642.
- Wang, Q. (2013). Chinese socialization and emotion talk between mothers and Children in native and immigrant Chinese families. *Asian American Journal of Psychology*, 4(3), 185-192.
- Wang, Z., Devine, R. T., Wong, K. K., & Hughes, C. (2016) Theory of mind and executive function during middle childhood across cultures. *Journal of Experimental Child Psychology*, 149, 6-22.
- Waters, T. E. A., & Camia, C., Facompre, C., & Fivush, R. (2019). A meta-analytic examination of maternal reminiscing style: Elaboration, gender, and children's cognitive development. *Psychological Bulletin*, 145(11), 1082-1102.
- Wong, M. (2018). Perceptions of school life among a sample of Chinese children in Hong Kong, *Early Child Development and Care*, 188(6), 800-818. doi:10.1080/03004430.2016.1238361
- Wong, M. (2017). Chinese children's perceptions of aggression among peers at school. *Early Years*, 37(2), 143-157. doi: 10.1080/09575146.2016.1178711.
- Wong, M. (2016). A longitudinal study of children's voices in regard to stress and coping during the transition to school. *Early Child Development and Care*, 186(6), 927-946. doi: 10.1080/03004430.2015.1068769
- Wong, M. & Nunes, T. (2014). Preschoolers consider the recipient's merit and the role of allocator when distributing resources. *Australasian Journal of Early Childhood*, 39(2), 109-117.  
<https://web.p.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=23ae2626-61eb-4e18-98dc-6f5a47897b64%40redis>

## 7. Related Web Resources

Nil

## 8. Related Journals

Asian American Journal of Psychology. <https://www.apa.org/pubs/journals/aap/>  
Journal of Cross-Cultural Psychology. <https://journals.sagepub.com/loi/jcc>

Journal of Child & Family Studies. <https://www.springer.com/journal/10826>  
Early Child Development and Care. <https://www.tandfonline.com/journals/gecd20>  
The International Journal of Learning: Annual Review.  
<https://thelearner.com/journals/discontinued>

## **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