THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Education /
                  Master of Social Sciences in Global Hong Kong Studies

Programme QF Level : 6
Course Title : Local and National Issues in Education
Course Code : EDS6002
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 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 focuses on several key topics in education and society in Hong Kong and the rest of China, bringing together issues of education policy and reform, social inequality, diverse populations, higher education, globalization, and economic, political, and social development. The course takes an explicitly comparative approach with each of the issues examined through case studies of Hong Kong and Mainland China. Largely student-centered, the course is structured around student-guided discussions of assigned readings, with the goal of encouraging the drawing of conclusions about important educational issues from the comparison of different cases. Through preparation for discussions and their final assignments, students will develop independent inquiry skills to explore the interrelationships between education and social phenomena.

2. Course Intended Learning Outcomes (CILOs)
Upon completion of this course, students will be able to:

CILO1 Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, globalization, culture, and diverse populations in Hong Kong and the rest of China.

CILO2 Compare and contrast educational and societal contexts within Hong Kong and the rest of China with a view toward drawing broader conclusions about important educational issues.

CILO3 Critically reflect upon their learning experiences through participating in the collaborative learning projects during the course.

CILO4 Make use of inquiry approaches to examine the interrelationships of educational and social issues in Hong Kong and the rest of China.

CILO5 Demonstrate the disposition to critically examine key issues from multiple geographical, social, and value perspectives.

3. Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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</thead>
<tbody>
<tr>
<td>Education Reform</td>
<td>CILO1,5</td>
<td>*</td>
</tr>
<tr>
<td>Education and Social Inequality</td>
<td>CILO1,5</td>
<td>*</td>
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<tr>
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<tr>
<td>Political Development, Citizenship, and Education</td>
<td>CILO$_{1,5}$</td>
<td>*</td>
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<tr>
<td>Education for Diverse Populations</td>
<td>CILO$_{1,5}$</td>
<td>*</td>
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<tr>
<td>Globalization and Higher Education</td>
<td>CILO$_{1,5}$</td>
<td>*</td>
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* **Teaching and Learning Activities**
  Each topic (2 class sessions) will be structured as follows:

1. Short lecture introducing the main issues
2. Small-group discussions (led by a different two students for each topic)
   a. Student 1 summarizes the first assigned article and poses a discussion question
   b. Student 2 summarizes the second assigned article and poses a discussion question
   c. Small-group discussion of the two questions with the goal of working towards the CILOs
3. Whole class discussion of the topic at hand
4. After class, students are expected to summarize the ideas raising from group discussions and incorporate the ideas into the writing of reflective journals.

To encourage the better use of e-learning resources, and for environmental-friendly arrangements, teaching and learning materials are provided and accessible in Moodle instead of distributing hardcopies.
4. **Assessment**

<table>
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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tbody>
<tr>
<td>(1) Reflective Reaching Journal</td>
<td>30%</td>
<td>CILO_{1,5}</td>
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<tr>
<td>Write one piece of reflective journals based upon the reading (1,000 words, excluding references).</td>
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<td>(2) Individual Research Essay</td>
<td>40%</td>
<td>CILO_{1, 2, 4, 5}</td>
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<td>Choose one of the Assignment Research Issues to write a research paper (2,000 words; excluding references).</td>
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<td>You are advised to focus on a specific Case Study that is of most interest to you.</td>
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<tr>
<td>Assignment issues and case studies (for example) are given in the Course Assessment and Assignment Guidelines</td>
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<td>(3) Individual Presentation</td>
<td>15%</td>
<td>CILO_{1, 2, 4, 5}</td>
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<tr>
<td>Based on the research paper, each student is required to do a PowerPoint Presentation on the relevant research findings and main argument (5 minutes; 5-10 PPT slides).</td>
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<td>(4) Class Participation</td>
<td>15%</td>
<td>CILO_{1, 2, 4, 5}</td>
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<td>Students are expected to actively engage in the learning activities, and contribute to discussions in class.</td>
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5. **Required Text(s)**

N/A

6. **Recommended Readings**

Recommended articles are assigned for each course topic, to form the basis for student-led small-group discussions
**Education and Society: Theoretical Perspectives**


**Social Changes and Education Reform**


**Education Opportunity and Social Inequality**


**Citizenship Education and Political Socialization**


**Education for Diverse Populations**


**Globalization and Higher Education**


7. **Related Web Resources**

   N/A

8. **Related Journals**

   Those journals listed above from which the recommended readings come.

**Additional Resources on Education in Hong Kong and the rest of China**


Chan, Anita Kit-wa and Wong Wai-ling, (eds.) (2004). *Gendering Hong Kong*. Hong
Kong: Oxford University Press.


Mok, K. H. (2005) 'The quest for world class university: Quality assurance and
international benchmarking in Hong Kong', *Quality Assurance in Education* 13(4): 277-304.


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

Updated 18 February 2020