THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Postgraduate Diploma in Education (Professional and Vocational Education)
Programme QF Level : 6
Course Title : Leadership in Learning Organisations
Course Code : IBS5144
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction: CMI
Course Level : 5

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 provide participants with the opportunity to examine the critical roles of leaders in the development of learning organisations with special reference to the context of professional and vocational education.

2. **Course Intended Learning Outcomes (CILOs)**
   *Upon completion of this course, students will be able to:*
   - CILO₁ understand and appreciate the roles of leaders and leadership within organisations;
   - CILO₂ examine critically the relationship between learning and organisational development;
   - CILO₃ evaluate the significance of leadership in learning organisations; and
   - CILO₄ reflect upon the practices and design appropriate approaches for nurturing learning in their own PVE organisations.

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

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Roles of leaders and leadership theories: management vs. leadership; leadership style, transformational, facilitative and educative leadership;</td>
<td>CILO₁,₃</td>
<td>Lecture, Illustration with local and international case studies, Group discussion</td>
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<td>Theories of motivation, behavior reinforcement, trust, communication, group and team;</td>
<td>CILO₁,₃</td>
<td>Textual inquiry, Group discussion and debate</td>
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<tr>
<td>Concepts of organisational learning and learning organisation: single-loop, double-loop and generative learning within organisation; traditional organisation vs. learning organisation; types of learning organisation; team learning; systems thinking;</td>
<td>CILO₂</td>
<td>Lecture, Illustration with local and international case studies, Group discussion</td>
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<td>Developing learning organisations, including the influences of environmental, organisational, cultural, and individual factors;</td>
<td>CILO₂,₄</td>
<td>Brainstorming exercises, discussion, lecture, case study</td>
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<td>Managing change, innovation,</td>
<td>CILO₁,₂</td>
<td>Brainstorming exercises,</td>
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accountability and organisational development; leadership in learning organisations  

PVE institutions as learning organisations.

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tr>
<td>(a) An individually written essay to analyse current leadership practices of</td>
<td>50%</td>
<td>CILO&lt;sub&gt;1,2,3,4&lt;/sub&gt;</td>
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<td>either the participant’s own teaching organisation or an authentic organisational case, with a discussion and reflection of the feasible approaches to developing it into a learning organization, and the possible solutions for anticipated challenges.</td>
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<td>(b) A group project to evaluate the trends and issues of leadership in the</td>
<td>50%</td>
<td>CILO&lt;sub&gt;1,2,3&lt;/sub&gt;</td>
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<td>participant’s own teaching organization or the teaching organization that the</td>
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<td>participants familiar with, with reference to actual/critical incidents, and</td>
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<td>critically reflect on their implications on organisational learning.</td>
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5. Required Text(s)


6. Recommended Readings


羅厚輝、林碧霞主編 (2004)。《學校課程領導的發展》。香港：香港優質教育基金。

彼得聖吉 (Peter Senge) 著：楊振富譯 (2002)。《學習型學校》。台北：天下遠見出版股份有限公司。

7. Related Web Resources

Nil
8. Related Journals
   - International Journal of Leadership in Education
   - Journal of Leadership & Organizational Studies
   - Journal of Workplace Learning
   - Leadership & Organization Development Journal
   - Management Learning
   - Organisational Dynamics
   - The Learning Organization: An International Journal

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. Other
    Nil

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