

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Undergraduate Programmes

Programme QF Level : 5

Course Title : Local and National Issues in Education

Course Code : SSC4241

Department : Social Sciences

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction: English

Course Level : 4

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Education and Society: Theoretical Perspectives	CILO ₁₋₅	*

Course Content	CILOs	Suggested Teaching & Learning Activities
Social Changes and Education Reform	<i>CILO₁₋₅</i>	*
Citizenship Education and Political Socialization	<i>CILO₁₋₅</i>	*
Education Opportunity and Social Equality	<i>CILO₁₋₅</i>	*
Education for Diverse Populations and Inclusive Society	<i>CILO₁₋₅</i>	*
Globalization and Higher Education	<i>CILO₁₋₅</i>	*

*** 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.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) In-class Participation a) Participation in in-class discussion (5%) b) Completion of two online tasks (10%)	15%	<i>CILO₁₋₅</i>
b) Individual reflective Journal a) All students will form a group to present a	30%	<i>CILO_{1, 2, 4, 5}</i>

Assessment Tasks	Weighting (%)	CILO
paper in the course outline. (5%) b) All students then individually write a piece of 900-1,000-word reflective journal based on the assigned readings in class. (25%)		
a) Individual research paper: a) Write an individual research paper to demonstrate understanding of an educational issue in the comparative context of Hong Kong and/or Mainland China (2,000 words) (40%) b) Each student will make a presentation on the individual research paper (15%)	55%	CILO _{1, 2, 4, 5}

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

Pan, S.-Y., & Lo, T.-Y. J. (2017). Re-conceptualizing China's Rise as a Global Power: A Neo-tributary Perspective. *The Pacific Review*, 30(1), 1-25.

Ko, J, Cheng, Y. C & Lee, T. T. H. (2016). The development of school autonomy and accountability in Hong Kong: Multiple changes in governance, work, curriculum, and learning. *International Journal of Educational Management*, 30(7), 1207-1230.

Social Changes and Education Reform

Lü, X. (2014). Social policy and regime legitimacy: The effects of education reform in China. *American Political Science Review*, 108(2), 423-437.

Ng, S. W. (2009). Why did principals and teachers respond differently to curriculum

reform? *Teacher Development*, 13(3), 187-203.

Education Opportunity and Social Inequality

Kwan, P. & Wong, Y. L. (2016). Parental involvement in schools and class inequality in education: some recent findings from Hong Kong. *International Journal of Pedagogies and Learning*, 11(2), 91-102.

Hannum, E., Kong, P., & Zhang, Y. (2009). Family sources of educational gender inequality in rural China: A critical assessment. *International Journal of Educational Development*, 29(5), 474-486.

Citizenship Education and Political Socialization

Pan, S.-Y. (2011) 'Multileveled Citizenship and Citizenship Education: Experiences of Students in China's Beijing', *Citizenship Studies* 15(2): 283–306.

Chong, E. K. M., Yuen, T. W. & Leung, Y. W. (2015). Reconstructing Hong Kong's civic education in the postnational education era: Rethinking about conceptual, curricular and pedagogical matters. *Citizenship Teaching & Learning*, 10(3), 251-269.

Education for Diverse Populations

Tsung, L., & Gao, F. (2012). What accounts for the underachievement of South Asians in Hong Kong? The voices of Pakistani and Nepalese parents. *Educational Research*, 54(1), 51-63.

Zhang, D., & Chen, L. (2014). Creating a multicultural curriculum in Han-dominant schools: The policy and practice of ethnic solidarity education in China. *Comparative Education*, 50(4), 400-416.

Globalization and Higher Education

Pan, S.-Y. (2013). China's approach to the international market for higher education students: strategies and implications. *Journal of Higher Education Policy and Management*, 35(3), 249-263.

Mok, K. H., & Cheung, A. B. (2011). Global aspirations and strategising for world-class status: New form of politics in higher education governance in Hong Kong. *Journal of*

7. Related Web Resources

N/A

8. Related Journals

Those journals listed above from which the recommended readings come.

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

Bray, Mark and Ramsey Koo, (eds.) (2004). *Education and Society in Hong Kong and Macao: comparative perspectives on continuity and change* (2nd ed). Hong Kong: Comparative Education Research Centre, The University of Hong Kong; Kluwer Academic Pub.

Bray, Mark, Ding Xiaohao, and Huang Ping. (2004). *Reducing the burden on the poor: household costs of basic education in Gansu, China*. Hong Kong: Comparative Education Research Centre, the University of Hong Kong.

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

Grossman, David L., Wing On Lee, Kerry J. Kennedy, (eds.) (2008). *Citizenship curriculum in Asia and the Pacific*. Hong Kong: Comparative Education Research Centre, The Hong Kong University.

Gu, Mingyuan. (2001). *Education in China and abroad: perspectives from a lifetime in comparative education*. Hong Kong: University of Hong Kong, Comparative Education Research Centre.

Hayhoe, Ruth. (1999). *China's universities, 1895-1995: a century of cultural conflict*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.

- Kennedy, Kerry J. (2005). *Changing schools for changing times: new directions for the school curriculum in Hong Kong*. Hong Kong: Chinese University Press, c2005.
- Kennedy, Kerry J. and John Chi-kin Lee. (2008). *The changing role of schools in Asian societies: schools for the knowledge society*. London: Routledge.
- Lee, W.O., et al., (eds.) (2004). *Citizenship education in Asia and the Pacific: concepts and issues*. Comparative Education Research Centre, University of Hong Kong; [London]: Kluwer Academic Publishers.
- Lin, Jing. (1999). *Social transformation and private education in China*. Westport, Conn.: Praeger.
- Liu, Judith, Heidi A. Ross, and Donald P. Kelly, (eds). (2000). *The ethnographic eye: interpretive studies of education in China*. New York: Falmer Press.
- Mok Ka-Ho, (ed). (2003). *Centralization and decentralization: educational reforms and changing governance in Chinese societies*. Hong Kong: Comparative Education Research Centre, University of Hong Kong ; Kluwer Academic Publishers.
- Mok, Ka-Ho and Jason Tan. (2004). *Globalization and marketization in education: a comparative analysis of Hong Kong and Singapore*. Cheltenham [England]: Edward Elgar.
- Mok, Ka-Ho. (2000). *Social and political development in post-reform China*. Basingstoke [England]: Macmillan Press.
- Mok, Ka-Ho. (2006). *Education reform and education policy in East Asia*. London: Routledge.
- Postiglione, Gerard A., (ed). (1999). *China's national minority education: culture, schooling, and development*. New York: Falmer Press.
- Postiglione, Gerard A., (ed). (2006). *Education and social change in China: inequality in a market economy*. Armonk, N.Y.: M.E. Sharpe.

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