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:

   CILO_1 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.

   CILO_2 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.

   CILO_3 Critically reflect upon their learning experiences through participating in the collaborative learning projects during the course.

   CILO_4 Make use of inquiry approaches to examine the interrelationships of educational and social issues in Hong Kong and the rest of China.

   CILO_5 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>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Society: Theoretical Perspectives</td>
<td>CILO_1,5</td>
<td>*</td>
</tr>
</tbody>
</table>
**Course Content**  
**CILOs**  
**Suggested Teaching & Learning Activities**

| Social Changes and Education Reform | CILO\textsubscript{1-5} | * |
| Citizenship Education and Political Socialization | CILO\textsubscript{1-5} | * |
| Education Opportunity and Social Equality | CILO\textsubscript{1-5} | * |
| Education for Diverse Populations and Inclusive Society | CILO\textsubscript{1-5} | * |
| Globalization and Higher Education | CILO\textsubscript{1-5} | * |

* **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

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. In-class Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Participation in in-class discussion (5%)</td>
<td>15%</td>
<td>CILO\textsubscript{1-5}</td>
</tr>
<tr>
<td>b) Completion of two online tasks (10%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Individual presentation and reflective Journal</strong></td>
<td>45%</td>
<td>CILO\textsubscript{1, 2, 4, 5}</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Weighting (%)</td>
<td>CILO</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>a) Individual presentation of assigned reading or news article (15%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Write a piece of 900-1,000-word reflective journal based on the reading or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>news article presented in class. (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Group research report:</td>
<td>40%</td>
<td>CILO1, 2, 4, 5</td>
</tr>
<tr>
<td>a) Write a group research report to demonstrate understanding of an educational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>issue in the comparative context of Hong Kong and/or Mainland China (3,000-3,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>words) (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Each group will make an online video presentation on the group research project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(10%)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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](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, 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.


*Dec 2019*