THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Doctor of Education
Programme QF Level : 7
Course Title : Sociology of Education
Course Code : SSC7247
Department : Department of Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : NIL
Medium of Instruction : English
Course Level : 7

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**
Drawing from recent research, this course aims to explore and address several key issues within the discipline of sociology of education. We focus primarily on sociological analysis of educational processes and outcomes in local and global contexts and think critically about the relationship between education and society. Specific topics covered in this course include sociological interpretations of education, family, parenting and educational inequalities, higher education participation and attainment, inequalities in educational opportunity in terms of race and ethnicity, and multicultural issues in curricula. The course will integrate key debates, theoretical perspectives, empirical evidence and policy discussions, and provide opportunities for students to develop expertise in the field of sociology of education.

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

- **CILO1** Understand the key debates within the sociology of education and gain in-depth knowledge and theories of sociological approach to study of education
- **CILO2** Develop a critical understanding of the issues of equality, diversity and identity in education
- **CILO3** Demonstrate an ability to critically assess theoretical explanations for educational issues from a local and global context
- **CILO4** Evaluate sociological research methods and strategies in a sociological inquiry into educational processes and outcomes.

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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<tbody>
<tr>
<td>Sociological Interpretations of Education</td>
<td>CILO1</td>
<td>Lecture, guided research activities, and presentation</td>
</tr>
<tr>
<td>Family, parenting and educational inequalities</td>
<td>CILO2,3,4</td>
<td>Lecture, guided reading, seminar presentation, class discussions, group discussion</td>
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<tr>
<td>Higher education participation and attainment</td>
<td>CILO&lt;sub&gt;2,3,4&lt;/sub&gt;</td>
<td>Guided reading, debate, seminar presentation, class discussions, group discussion and presentation, case studies</td>
</tr>
<tr>
<td>Impacts of race and ethnicity on educational opportunities</td>
<td>CILO&lt;sub&gt;2,3,4&lt;/sub&gt;</td>
<td>Guided reading, brainstorming, seminar presentation, group discussion and presentation, case studies</td>
</tr>
<tr>
<td>Multicultural issues in curricula</td>
<td>CILO&lt;sub&gt;2,3,4&lt;/sub&gt;</td>
<td>Lecture, seminar presentation, guided research activities, concept mapping.</td>
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### 4. Assessment

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tbody>
<tr>
<td>(a) An oral presentation on a selection of the readings</td>
<td>30%</td>
<td>CILO&lt;sub&gt;1,2,3,4&lt;/sub&gt;</td>
</tr>
<tr>
<td>(b) A synthesis essay of previous research and argumentation in a specific research topic</td>
<td>70%</td>
<td>CILO&lt;sub&gt;1,2,3,4&lt;/sub&gt;</td>
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### 5. Required Text(s)

N/A

### 6. Recommended Readings

Sociological interpretations of education


**Family, parenting and educational inequalities**


**Higher education participation and attainment**


**Inequalities in educational opportunity in terms of race and ethnicity**


**Multicultural issues in curricula**


7. **Related Web Resources**
   Sociology of Education Association ([https://seassoc.wordpress.com/](https://seassoc.wordpress.com/))

8. **Related Journals**
   *British Journal of Sociology of Education*
   *Sociology of Education*
   *International Studies in Sociology of Education*

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. **Others**
    NIL

*Revised: June 2019*