Part I

Programme Title : Doctor of Education
Programme QF Level : 7
Course Title : The Politics of Education
Course Code : SSC7249
Department : 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**

This course is framed within the perspective that the distribution and exercise of power in society and in social institutions has fundamental implications for the organization and practice of education, and that education policymakers, educators, and students are political actors. It is designed to engage students in an examination of the political essence of education, schools, teachers, policymakers, and educational agencies from the micro-level of the classroom and the school to the broader arenas of the local, national, and global communities. The course will involve students in readings and discussions comparing theoretical and empirical work on the topics of the politics of pedagogy, the classroom, and the school; schools as agents of political socialization; the politics of the educational policy process; student activism; and the politics of global educational development. The course will conclude with an opportunity for students to critically explore in depth the literature on a related topic of their choice and pose a question for possible further exploration through empirical research.

2. **Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

- **CILO1** Discuss the political nature and implications of educational organization and practice from the level of the classroom to that of global society based on theoretical and empirical studies at the international and local levels
- **CILO2** Discuss the perspective of students, teachers, policymakers, and other educationists as political actors based on theoretical and empirical studies at the international and local levels
- **CILO3** Critically review in depth the scholarly literature on a topic of their choice relevant to the topics covered in the course
- **CILO4** Pose a research question building on the scholarly literature appropriate for an empirical study at the doctoral level

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>The politics of the school and classroom: power-relations between teachers and</td>
<td>1, 2 (3, 4 depending on student choice)</td>
<td>Small-group discussion among teacher and students on assigned readings, encouraging the generation of</td>
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<tr>
<td>students, critical pedagogy, the micro-politics of schools</td>
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<td>questions for</td>
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<tr>
<td>Schools as agents of political socialization: political learning in mass</td>
<td>1, 2 (3, 4 depending on student choice)</td>
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<tr>
<td>education, schools among other agents of political socialization, the politics</td>
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<td>of citizenship education policy and</td>
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Politics in the educational policy process: education policymaking and implementation as a political process

Student activism: students as political actors outside the school, student movements, the relationship between political learning and student political activism

The politics of global educational development: global education governance, global education development policy, the nexus of global and national education initiatives

4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tr>
<td>(a) Short written critical reflections on four out of five of the main course topics (~500 words each = ~2,000 words)</td>
<td>40%</td>
<td>1, 2</td>
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<tr>
<td>(b) In-depth critical review of the literature on a focused topic of student’s choice relevant to the course topics concluding with a question for possible further exploration through empirical research (~3,000 words)</td>
<td>60%</td>
<td>3, 4</td>
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5. Required Text(s)

Nil

6. Recommended Readings

The Politics of the School and Classroom


**Schools as Agents of Political Socialization**


**Politics in the Education Policy Process**


**Student Activism**


and Youth Political Participation in Hong Kong. Young, 26(2), 1-18.

The Politics of Global Educational Development


7. Related Web Resources
Nil

8. Related Journals
Discourse: Studies in the Cultural Politics of Education
Journal of Education Policy

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.edu.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. Others
NIL

Revised: June 2019