THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level	: 5
Course Title	: Education Development: Concepts, Issues and Perspectives
Course Code	: EDA2017
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 1

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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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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

In this course, students will study the concept of education development and its related issues from a multidisciplinary perspective. Various theories and perspectives of education development will be explored and supplemented to facilitate the understanding of the role of education in social, economic, cultural and political development.

Another important theme of this course is in reference to the complexity of education development issues that are tackled by the stakeholders in Greater China at national and local levels. Case studies specific to mainland China, Taiwan, Hong Kong and Macau will be provided in the course, and students are required to apply the research skills and/or use a social innovation perspective to solve the issues presented in the case studies.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ understand the conceptual definitions of education development.

CILO$_2$ examine the complex relationship between education and social, economic, cultural and political development.

CILO$_3$ explore how the states of Greater China at both the national and local levels deal with the challenges of education development.

CILO$_4$ critically discuss whether the states in Greater China respond to changing educational development needs successfully.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Theories and perspectives of education development will be examined	*CILO$_1$*	• Lectures and seminars that discuss various concepts of education development, with an emphasis on the similarities and differences in the conceptual delineations • Students are guided to use the websites of UNESCO, UNICEF, Asia Development Bank, ASEAN and OECD to examine various definitions of education development
Examination of complex relationship between education and social, economic, cultural and political development, various institutional and policy issues of education development such as the state, legitimacy, accountability, economic performance, social mobility and promoting of social	*CILO$_2$*	• Lectures, seminars and student presentations so as to familiarize students with all the essential topic pertinent to education development

equality will be discussed		
Explore how the states of Greater China at both the national and local levels deal with the challenges of education development	*CILO₃*	• Seminars, student presentations and case studies that examines the responses of Greater China to various education development issues and challenges. Web and library research with the guidance from the instructor.
Critically discuss whether the states in Greater China respond to changing education development issues and problems successfully	*CILO₄*	• Seminars, student presentations and case discussions. Web and library research conducted by students with the guidance from the instructor.

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Group presentations ▪ A Literature Review and a Data Analysis presentation based on a lecture topic. ▪ The presentation should reflect the work of a small scale research and be research-question focused.	50%	*CILO 1-4*
(b) Individual essay ▪ The analytical output of the work done for one of the Presentations. ▪ The essay should include the work done in areas of literature, methodology, data and results analysis, findings and discussion.	50%	*CILO 1-4*

5. Required Text(s)

Nil

6. Recommended Readings

Barnett, R. (2012). Learning for an unknown future. *Higher Education Research & Development*, *31*(1), 65-77.

Brown, G. T., Kennedy, K. J., Fok, P. K., Chan, J. K. S., & Yu, W. M. (2009). Assessment for student improvement: Understanding Hong Kong teachers' conceptions and practices of assessment. *Assessment in Education: Principles, Policy & Practice*, *16*(3), 347-363.

Chen, G., & Yang, J. (2010). Access to compulsory education by rural migrants' children in urban China: A case study from nine cities. *Journal of Education for International Development*, *4*(3).

Hu, G. (2009). The craze for English-medium education in China: Driving forces and looming consequences. *English Today*, *25*(4), 47.

Kamens, D. H., & McNeely, C. L. (2010). Globalization and the growth of international educational testing and national assessment. *Comparative Education Review*, *54*(1), 5-25.

Li, Y. A., Whalley, J., Zhang, S., & Zhao, X. (2011). The higher educational transformation of China and its global implications. *The World Economy*, *34*(4), 516-545.

Mok, K. H., Wong, Y. C., & Zhang, X. (2009). When marketisation and privatisation clash with socialist ideals: Educational inequality in Urban China. *International Journal of Educational Development*, *29*(5), 505-512.

Moore, D. S. (1997). New pedagogy and new content: The case of statistics. *International statistical review*, *65*(2), 123-137.

Müller-Christ, G., Sterling, S., van Dam-Mieras, R., Adomßent, M., Fischer, D., & Rieckmann, M. (2013). The Role of Campus, Curriculum, and Community in Higher Education for Sustainable Development–a Conference Report. *Journal of Cleaner Production*.

Nicholls, A., Simon, J., & Gabriel, M. (2015). Introduction: Dimensions of social innovation. In *New Frontiers in Social Innovation Research* (pp. 1-26). Palgrave Macmillan UK.

Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review*, *6*(4), 34-43.

Power, S., & Taylor, C. (2013). Social justice and education in the public and private spheres. *Oxford Review of Education*, (ahead-of-print), 1-16.

McGrath, S. (2010). Education and development: Thirty years of continuity and change. *International Journal of Educational Development*, *30*(6), 537-543.

Qian, H., & Walker, A. (2013). How principals promote and understand teacher development under curriculum reform in China. *Asia-Pacific Journal of Teacher Education*, *41*(3), 304-315.

Schuck, S., & Aubusson, P. (2013). Teacher education futures. *Teacher Development*, *17*(3), 305-306.

Tam, A. C. F. (2011). Does the switch of medium of instruction facilitate the language learning of students? A case study of Hong Kong from teachers' perspective. *Language and Education*, *25*(5), 399-417.

Tikly, L., & Barrett, A. M. (2011). Social justice, capabilities and the quality of education in low income countries. *International Journal of Educational Development*, *31*(1), 3-14.

Wiliam, D. (2011). What is assessment for learning?. *Studies in Educational Evaluation*, *37*(1), 3-14.

Zhao, G., & Jiang, Z. (2010). From e‑campus to e‑learning: An overview of ICT applications in Chinese higher education. *British Journal of Educational Technology*, *41*(4), 574-581.

7. Related Web Resources

Nil

8. Related Journals

International Journal of Educational Development.
International Review of Education.
International Journal of Educational Management.
Chinese Education and Society.
Asia Pacific Education Review.
Asia pacific Journal of Education.
Comparative Education Review.
Comparative Education.
Compare.
Globalization, Societies & Education.
Journal of Education Policy.
Higher Education.
Stanford Social Innovation Review
Journal of Social Entrepreneurship

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. Others
Nil

Last updated: 1 July 2023