THE EUCATION 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 and Society in Greater China
Course Code	: GCS3010
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

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 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 Greater China, bringing together issues of education policy and reform, social inequality, diverse populations, higher education, globalization, social innovation, and economic, political, and social development. The course takes an explicitly comparative approach with each of the issues examined through case studies of different societies within Greater 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. They will also explore the role that social innovation may play in addressing social issues related to education and society in Greater China.

2. Course Intended Learning Outcomes (CILOs)

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

CILO$_1$ demonstrate knowledge and understanding of the mutual interactions among various aspects of education, economic and political development, globalization, culture, and diverse populations in Greater China.

CILO$_2$ understand the major comparative approaches in studying important educational issues within Greater China.

CILO$_3$ summarize assigned readings and guide small-group discussions to elicit multiple perspectives on topics related to education and society in Greater China.

CILO$_4$ develop analytical tools for analyzing the interrelationships of educational and social issues in Greater China.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Education Reform b. Education and Social Inequality c. Political Development, Citizenship, Education d. Education for Diverse Populations e. Globalization and Higher Education f. Social Innovation in Education and Society (Theories and practices of social innovation, with empirical examples of social innovation in Greater China)	*CILO1,2,3,4*	• Lectures: Review major concepts and theories that examine the relationship between education and society in its various dimensions • Seminars: Students present the chosen topics and lead discussion on the topics in small groups • Engage in case studies on contemporary issues, including research reports, documentaries, and news coverage etc. • Attend invited guest lectures on contemporary developments

		Engage in in-class activities, including discussion, role-play, quiz, debate, and simulation

4. Assessment

	Assessment Tasks	Weighting (%)	CILOs
(a)	Literature Review Group Presentation: Review relevant and contemporary literature on a course related research question following academic conventions.	25%	*CILO1,2,3,4*
(b)	Data Analysis Group Presentation: Search for and analyse data using desktop research on a course related research question following academic conventions.	25%	*CILO1,2,3,4*
(c)	Individual Take-home Essay (2,500words): A reduced length research report on a course related research question with all the commonly required components (literature, analysis, discussion…)	50%	*CILO1,2,3,4*

5. Required Text(s)
Nil

6. Recommended Readings
General Reference

Ballantine, J. H. & Joan Z. S. (2015). *Schools and Society: A Sociological Approach to Education*. 5th ed. Thousand Oaks, California: SAGE.

Brint, S. G. (2006). *Schools and Societies*. 2nd ed. Stanford, Calif.: Stanford University Press.

Davies, S. & Neil G.. (2010). *The Schooled Society: An Introduction to the Sociology of Education.* 2nd ed. Don Mills, Ont.: Oxford University Press.

Sadovnik, A.R. (2011). *Sociology of Education: A Critical Reader*. 2nd ed. New York: Routledge.

Education Reform

Ng, S. W. (2009). Why did principals and teachers respond differently to curriculum reform? *Teacher Development, 13*(3), 187-203.

Sargent, T. C. (2009). Revolutionizing ritual interaction in the classroom: Constructing the Chinese renaissance of the twenty-first century. *Modern China, 35*(6), 632-661.

Education and Social Inequality

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.

Post, D. (2004). Family resources, gender, and immigration: Changing sources of Hong Kong educational inequality, 1971-2001. *Social Science Quarterly, 85*(5), 1238-1258.

Political Development, Citizenship, and Education

Fairbrother, G. P. (2008). Rethinking hegemony and resistance to political education in mainland China and Hong Kong. *Comparative Education Review, 52*(3), 381-412.

Law, W. W. (2004). Globalization and citizenship education in Hong Kong and Taiwan. *Comparative Education Review, 48*(3), 253-273.

Education for Diverse Populations

Chong, S. (2005). The logic of Hong Kong teachers: An exploratory study of their teaching culturally diverse students. *Teaching Education, 16*(2), 117-129.

Postiglione, G. A. (2009). Dislocated education: The case of Tibet. *Comparative Education Review, 53*(4), 483-512.

Globalization and Higher Education

Mok, K. H. (2005). The quest for world class university: Quality assurance and international benchmarking in Hong Kong. *Quality Assurance in Education, 13*(4), 277-304.

Pan, S. Y. (2006). Economic globalisation, politico-cultural identity, and university autonomy: The struggle of Tsinghua University in China. *Journal of Education Policy, 21*(3), 245266.

Social Innovation

Moulaert, F. (Ed.). (2013). *The international handbook on social innovation: collective action, social learning and transdisciplinary research*. United Kingdom: Edward Elgar Publishing.

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.

7. Related Web Resources

Organization for Economic Co-operation and Development. 2016. Programme for international student assessment (PISA). Retrieved from http://www.oecd.org/edu/school/programmeforinternationalstudentassessmentpisa/

United Nations Educational, Scientific, and Cultural Organization. 2016. Education for the 21st century. Retrieved from http://en.unesco.org/themes/education-21st-century

Education Bureau of the Government of the Hong Kong Special Administrative Region. 2016. Latest news. Retrieved from http://www.edb.gov.hk/en/news/all.html

Ministry of Education of the People's Republic of China. 2016. Top news and events. Retrieved from http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_2861/list.html

8. Related Journals

Comparative Education Review
Educational Researcher
Sociology of Education
Chinese Education and Society

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