

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	All undergraduate programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Schools and Society: Sociological Perspectives and Reflections
<b>Course Code</b>	:	SSC2319
<b>Department</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	English
<b>Course Level</b>	:	2

#### 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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

Have you ever puzzled why your schools, classrooms and curriculum look like the way they are? While education is a universal experience for almost everyone in the modern world, it is also a complex social process influenced by, and itself shapes, the broader society. In this course we will examine the relationships among the primary actors within schools, namely students and their peers, teachers, parents, and administrators, as well as the impact of multiple stakeholders in the society and community. The sociological perspective offers a unique perspective in understanding how schools are being run, how and what students learn, why there are persistent differences in how well students do, and what purposes are being served by the schooling process at different times and places. We also pay particular attention to the diverse backgrounds and needs of individual students, their families, their schools and teachers, as well as the changes and challenges arising in the local, national and global contexts in which they found themselves in. Together we will reflect on how education makes all of us, and how we construct the education process collectively.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate knowledge of the key concepts, theories, and important topics in sociological analysis of education;
- CILO<sub>2</sub> Deepen the understanding of the impacts of social and community context and social structure upon the process of schooling and critically evaluate the transformative power of education in generating social changes;
- CILO<sub>3</sub> Reflect critically upon the educational experiences of students from a variety of socio-cultural backgrounds and the reform of schooling practices in promoting social justice in education; and
- CILO<sub>4</sub> Develop the ability to undertake independent research to analyze educational issues from a sociological perspective.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Sociological theory of education	CILO <sub>1,2,4</sub>	<ul style="list-style-type: none"><li>• Interactive lecture</li><li>• Guided research activities</li><li>• Whole class discussions</li><li>• Web and library search</li><li>• Small group discussions</li><li>• Peer review</li><li>• Presentation</li></ul>
The growth of modern schooling and structural transformation of schooling	CILO <sub>1,2,4</sub>	
Socialization: the influence of schools on students	CILO <sub>1,2,4</sub>	
Knowledge and the curriculum	CILO <sub>1,2,4</sub>	
Social inequality and education	CILO <sub>3,4</sub>	
Gender and education	CILO <sub>3,4</sub>	
Cultural diversity and education	CILO <sub>3,4</sub>	

## 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
(a) Class Participation Students are required to actively participate in the class exercises and discussions.	10%	CILO <sub>1, 2,3</sub>

Assessment Tasks	Weighting (%)	CILOs
(b) Essay Assignment Students are required to submit a 1500-word essay discussing the role of education in the development of societies.	50%	<i>CILO<sub>1, 2,3,4</sub></i>
(c) Group Project The class members will be divided into small groups to undertake an independent study project to analyze an educational issue from a sociological perspective.	40%	<i>CILO<sub>1, 2,3,4</sub></i>

## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Davies, S., & Guppy, N. (2018). *The schooled society: An introduction to the sociology of education* (4th ed.). Don Mills, Ontario, Canada: Oxford University Press.

## 7. Recommended Readings

- Apple, M. W. (2013). *Can education change society?* New York: Routledge.
- Ainsworth, J. (2013). *Sociology of education: An A-to-Z guide*. Thousand Oaks, Calif.: SAGE.
- Ballantine, J. H., Hammack, F. M., & Stuber, J. M. (2017). *The sociology of education: A systematic analysis* (8<sup>th</sup> ed.). New York, NY: Routledge
- Barton, L. (2007). *Education and society: 25 years of the British journal of sociology of education*. New York: Routledge.
- Boronski, T., & Hassan, N. (2020). *Sociology of education* (2<sup>nd</sup> ed.). Thousand Oaks: SAGE Publications.
- Bray, M., Koo, R., & SpringerLink. (2005). *Education and Society in Hong Kong and Macao Comparative Perspectives on Continuity and Change* (2<sup>nd</sup> ed.). Dordrecht: CERC and Comparative Education Research Centre, The University of Hong Kong.
- Domina, T., Gibbs, B. G., Nunn, L. M., & Penner, A. M. (2019). *Education and society: An introduction to key issues in the sociology of education*. Oakland, California: University of California Press.
- Levinson, D., Cookson, P. W., & Sadovnik, A. R. (2002). *Education and sociology: An encyclopedia*. New York: RoutledgeFalmer.
- Postiglione, G. A., & Leung, J. Y. M. (2018). *Education and society in Hong Kong: toward one country and two systems*. New York: Rutledge.
- Welch, A. R., Connell, R., & Mockler, N. (2018). *Education, change and society* (4<sup>th</sup> ed.). South

Melbourne, Victoria: Oxford University Press.

## **8. Related Web Resources**

Sociology of Education Association  
<https://seassoc.wordpress.com/>

## **9. Related Journals**

*British Journal of Sociology of Education*  
*Sociology of Education*  
*International Studies in Sociology of Education*

## **10. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Other**

Nil

*July 2025*