

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : All Full-time Undergraduate programmes

Programme QF Level : 5

Course Title : Philosophical and Socio-cultural Issues in Education

Course Code : PFS2013

Department : International Education

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction: English / Chinese

Course Level : 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

This course has two connected aims: (1) to develop students’ understanding of education from different philosophical and socio-cultural perspectives; and (2) to engage students in a critical examination of a number of contemporary and longstanding issues in education in both local and global contexts. In considering philosophical perspectives, the course will focus on questions related to the nature and aims of education, and on what it means to be an educated person in the world. In regard to socio-cultural perspectives, the focus will be on understanding how specific features of the educational system, and its policies and practices are related to various social forces and group interests. Students will be encouraged to develop a personal philosophy of education and lifelong learning, and to use relevant theoretical knowledge as a tool for reflection on practice, especially in field experience.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ identify what constitutes an issue in education in relation to the stakeholders’ differences in perceiving key controversial questions;
- CILO₂ critically evaluate educational issues in relation to the ideas of justice, fairness, and equity, and philosophically deliberate on the question of what an ‘educated person’ and a ‘citizen’ should be like in relation to the society and cultural tradition to which one belongs;
- CILO₃ understand and analyze the formation of relevant policies and the factors contributing to the emergence of educational issues;
- CILO₄ develop a personal philosophy of education and lifelong learning from the perspective of a future teacher.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Issues in education related to the three major questions (viz. whose interest schools should serve, what schools should teach, and how we should organize and operate schools), and factors (including political, economic, and socio-cultural) contributing to their formation will be examined. Important concepts like justice, fairness, and equity etc., which are involved in such issues will be critically studied in the light of major philosophical and	CILO ₁	Lectures and discussion; case studies; analyzing recommended texts; small group discussions in class or online.

socio-cultural concepts/perspectives. In reflecting on issues from socio-cultural perspectives, conflict theories, functionalism, etc. can be introduced.		
Different philosophical perspectives or traditions, comprising Confucianism, Essentialism, Progressivism, Existentialism, etc., will be discussed. Students are encouraged to reflect and arrive at a personal philosophy of education. The ideas of an ‘educated person’ and a ‘citizen’ will also be philosophically deliberated and the related educational issues will be examined to identify alternative views.	<i>CILO₂</i>	Lectures accompanied by movies and documentary films; small group discussions with students’ reflection and reading.
Major local and global educational policies will be selected for study, such as policies on medium of instruction, school-based management, voucher scheme, citizenship education, STEM education, integrated education, education for ethnic minorities, etc.	<i>CILO₃</i>	Lectures accompanied by movies and documentary films; small group tutorials followed by students’ presentations with the help of suggested readings; seminars conducted by guest speakers.
The notion of ‘education / teacher’ will be studied and the potential issues will be identified for careful examination. Positive personality and work attitude will be encouraged in order to prepare students for a professional career in education / teaching.	<i>CILO₄</i>	Students’ reflection and sharing; dialogue in class or online.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Final essay – Students are required to write an essay addressing an educational issue or a longstanding educational topic in the Hong Kong context. Students should be alert to the reasons, values, and beliefs held by the stakeholders, as well as the possible concern of justice, fairness, equity, etc.	70%	<i>CILO_{1, 2, 3}</i>
b. Participation in reflective activities – Students are required to engage in such reflective activities as writing a reflective journal / personal statement on teaching and presenting a seminar after reflecting on an educational issue. Students are encouraged to do so through active participation in dialogue with their classmates and lecturer.	30%	<i>CILO₄</i>

5. Required Text(s)

Nil

6. Recommended Readings

- Apple, M., Ball, S., & Gandin, L. (Eds.). (2010). *The Routledge international handbook of the sociology of education*. New York: Routledge.
- Arum, R., Beattie, I., & Ford, K. (Eds.). (2010). *The structure of schooling: Reading in the sociology of education* (2nd ed.). California: Pine Forge Press.
- Ballantine, J. H., & Spade, J. Z. (Eds.). (2012). *Schools and society: A sociological approach to education*. Calif.: Pine Forge Press.
- Ballantine, J. H., & Hammack, F. M. (2012). *The sociology of education: A systematic analysis* (7th ed.). USA: Pearson.
- Bailey, R. (Ed.). (2010). *The philosophy of education: An introduction*. London: Continuum.
- Bailey, R., et al. (2010). *The SAGE handbook of philosophy of education*. London: Sage.
- Boronski, T., & Hassan, N. (2015). *Sociology of education*. London: Sage.
- Carr, D. (2003). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. London: RoutledgeFalmer.
- Dufresne, M. (2017). The illusion of teaching and learning: Zhuangzi, Wittgenstein, and the groundlessness of language. *Educational Philosophy and Theory*, 49 (12), 1207-1215.
- Goodson, I. (2003). *Professional knowledge, professional lives: Studies in education and change*. Maidenhead & Philadelphia: Open University Press.
- HKPISA Centre. (2018). *The sixth HKPISA report, PISA 2015*. Hong Kong: HKPISA Centre, HKIER, CUHK.
- Jarvis, P. (2007). *Globalisation, lifelong learning and the learning society: Sociological perspectives*. Abingdon, England: Routledge.
- Knight, G. (2008). *Issues and alternatives in educational philosophy* (4th ed.). Michigan: Andrews University Press.
- Lam, C. M. (2017). Confucianism and critical rationalism: Friends or foes?. *Educational Philosophy and Theory*, 49 (12), 1136-1145.
- Lam, C. M., & Park, J. (Eds.). (2016). *Sociological and philosophical perspectives on education in the Asia-Pacific region*. Singapore: Springer.
- Lauder, H., et al. (2006). *Education, globalization, and social change*. Oxford: Oxford University Press.
- Noddings, N. (2015). *Philosophy of education* (4th ed.). USA: Westview Press.
- Oranstein, A.C., et al. (2014). *Foundations of education* (12th ed.). Belmont: Wadsworth.
- Peters, M. (Ed.). (2017). *Encyclopedia of educational philosophy and theory*. Singapore: Springer.
- Sadovnik, A. R., et al. (2017). *Exploring education: An introduction to the foundations of education* (5th ed.). New York: Routledge.
- Sandlin, J., Schultz, B., & Burdick, J. (Eds.) (2010). *Handbook of public pedagogy: Education and learning beyond schooling*. New York: Routledge.
- Shapiro, H. S. (Ed.). (2009). *Education and hope in troubled times: Visions of change for our children's world*. New York: Routledge.
- Tan, C. (Ed.). (2008). *Philosophical reflections for educators*. Singapore: Cengage Learning Asia Pte Ltd.
- Waks, L. J. (Ed.). (2014). *Leaders in philosophy of education: Intellectual self-portraits*. Rotterdam: Sense Publishers.
- Woods, P. A., & Woods, G. J. (Eds.) (2009). *Alternative education for the 21st century: Philosophies, approaches, visions*. New York: Palgrave Macmillan.

- 丁薇譯, Paul, R. W., Elder, L.著(2010): 《思考的力量》, 上海: 上海人民出版社。
- 王松濤(2010): 《對話教育之道: 做自覺對話的教育者》, 北京: 教育科學出版社。
- 王麗雲、譚光鼎主編(2006): 《教育社會學: 人物與思想》, 台北: 高等教育。
- 石中英(2007): 《教育哲學》, 北京: 北京師範大學出版社。
- 胡少偉 (2017): 香港高等教育的發展及國際化現況, 《香港教師中心學報》, 14, 107-118。
- 胡少偉 (2015): 香港非華語學童教育政策的轉變, 《青年研究學報》, 18 (1), 119-128。
- 胡少偉(2013): 香港教育公平的實踐與挑戰, 輯錄自《教育公平與優質教育研究》, 杭州: 杭州出版社, 頁 91-106。
- 何玉芬 (2006): 《流沙上的朝聖足跡: 從教師口述個案看教育承傳與教改》, 香港: 進一步
- 徐瑞、劉慧珍(2013): 《教育社會學》(第三版), 北京: 北京師範大學出版社。
- 馬和民主編(2009): 《新編教育社會學》(第二版), 上海: 華東師範大學出版社。
- 張光甫(2003): 《教育哲學: 中西哲學的觀點》, 台灣, 雙葉書廊有限公司。
- 曾榮光(2011): 《香港特區教育政策分析》, 香港: 三聯書店(香港)有限公司。
- 經濟合作與發展組織編(2013): 香港的教育體系: 一國兩制, 輯錄自《教育體系中的成功者與變革者, 美國從國際學生評估項目中學什麼? 》, 北京: 北京大學出版社, 頁 107-125。
- 樂為良譯, Sandel, M.J.著(2011): 《正義: 一場思辨之旅》, 台北: 雅言文化。
- 蔡中宏(2013): 《教育與社會發展研究: 基於文化和人的視角》, 北京: 中國社會科學出版社。
- 謝雲(2012): 《幸福教師五項修煉: 禪裡的教育》, 上海: 華東師範大學出版社。
- 簡成熙 (2004): 《教育哲學: 理念、專題與實務》, 台北: 高等教育出版。
- 魏忠(2014): 《教育正悄悄發生一場革命》, 上海: 華東師範大學。
- 鄭燕祥 (2017): 《香港教改三部變奏》, 香港: 中華書局。
- 趙永佳、葉仲茵、李鏗 (2016): 《躁動青春: 香港新世代處境觀察》, 香港: 中華書局。

7. Related Web Resources

Nil

8. Related Journals

Nil

9. 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.

10. Others

As of 30 October 2018

This course is applicable to the early childhood, primary, and secondary sectors in the sense that the relevant philosophical and socio-cultural issues, discussions, and resources will be specifically adapted to meet the needs of these sectors.