THE EDUCATION UNIVERSITY OF HONG KONG

> ## Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Education and Society in Greater China and Asia
Course Code	: SSC6178
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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"):
● **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**

   This course focuses on several key topics in education and society in Greater China and Asia, bringing together issues of education policy and reform, social inequality, diverse populations, world knowledge system, cross-border higher education and academic mobility, globalization, 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.

2. **Course Intended Learning Outcomes** (CILO$_s$)

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

CILO$_1$	:	Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, world knowledge system, cross-border higher education and academic mobility, globalization, culture, and diverse populations in Greater China and Asia.
CILO$_2$	:	Compare and contrast educational and societal contexts within Greater China and Asia with a view toward drawing broader conclusions about important educational issues.
CILO$_3$	:	Summarize assigned readings and guide small-group discussions to elicit multiple perspectives on topics related to education and society in Greater China and Asia.
CILO$_4$	:	Make use of inquiry approaches to examine the interrelationships of educational and social issues in Greater China and Asia.
CILO$_5$	:	Demonstrate the disposition to critically examine key issues from multiple geographical, social, and value perspectives.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Education Reform.	*CILO$_{1-5}$*	Each topic (2 class sessions) will be structured as follows:
Education and Social Inequality.		1. Short lecture introducing the main issues.
Political Development, Citizenship and Education.		2. Small-group discussions (led by two students for each topic). (a) Student 1 summarizes the first assigned article and poses a discussion question.
Education for Diverse Populations.		(b) Student 2 summarizes the second assigned article and poses a discussion question.
Global		

Knowledge System and Cross-border Higher Education.		(c) Small-group discussion of the two questions with the goal of working towards the CILOs. 3. Whole class discussion of the topic at hand. 4. After class, each of the small-group leaders will submit a 1,000-word written summary of the assigned articles and small-group discussion.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Summary (1,000 words) Summary of assigned reading and corresponding small-group discussion. Students need to submit the summary only of the discussion which they individually led.	30%	$CILO_{1-5}$
(b) Final Essay (2,000 words) Either (1) compare the manifestation of one educational issue in two or more societies in Greater China; or (2) compare the manifestation and interrelationship of two educational issues in one society within Greater China.	70%	$CILO_{1,2,4,5}$

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)
Nil

7. Recommended Readings
Bray, M. and Koo, R. (2004). Education and society in Hong Kong and Macao: Comparative perspectives on continuity and change. The University of Hong Kong: Comparative Education Research Center.

Cheng, H., & DeLany, B. (2002). Quality Education and Social Stratification: The Paradox of Private Schooling in China. *Current Issues in Comparative*

Education, 1(2), 48-56.

Chou, C. and Ching, G. (2012). *Taiwan education at the crossroad: When globalization meets localization*. Palgrave Macmillan.

Collins, C.S., Lee, M.N., Hawkins, J.N. and Neubauer, D.E. (Eds.). (2016). *The Palgrave Handbook of Asia Pacific Higher Education*. New York: Palgrave Macmillan.

Grossman, D. L., & Lo, J. T.-Y. (2008). *Social education in Asia: critical issues and multiple perspectives*. Charlotte, N.C.: Information Age Pub.

Ho, L.S., Morris, P. and Chung, Y.P. (Eds.). (2005). *Education reform and the quest for excellence: the Hong Kong story*. Hong Kong: Hong Kong University Press.

Leibold, J., Chen, Y.B. and Banks, J.A. (Eds.). (2014). *Minority education in China: Balancing unity and diversity in an era of critical pluralism*. Hong Kong: Hong Kong University Press.
Liu, Y. (2016). *Higher education, meritocracy and inequality in China*. Singapore: springer.

Postiglione, G.A. (2017). *Education, ethnicity, society and global change in Asia: The selected works of Gerald A. Postiglione*. New York: Routledge.

Postiglione, G.A. (2015). *Education and social change in China: Inequality in a market economy*. Routledge.

Wu, A.M. and J.N. Hawkins. (Eds.). (2018). *Massification of higher education in Asia: Consequences, policy responses and changing governance*. Singapore: Springer.

Articles for discussion:
Two articles are assigned for each course topic, to form the basis for student-led small-group discussions.

Education Reform
Hannum, E. and Park, A. (Eds.). (2012). *Education and reform in China*. Routledge.

Education and Social Inequality
Hsieh, P.T. (Eds.). (2013). *Education in East Asia*. London: Bloomsbury Academic

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

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.

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.

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. (2010). Changes and Challenges in the Flow of International Human Capital: China's Experience. *Journal of Studies in International Education, 14*(3), 259-288.

8. **Related Web Resources**
   Nil

9. **Related Journals**
   Those journals listed above from which the recommended readings come.

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/0000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. **Others**
    Nil

Updated as of 16 July 2025