

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Education / Master of Social Sciences in Global and Regional Studies
Programme QF Level	: 6
Course Title	: Local and National Issues in Education
Course Code	: EDS6002
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
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"):

- 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 focuses on several key topics in education and society in Hong Kong and the rest of China, bringing together issues of education policy and reform, social inequality, diverse populations, higher education, globalization, and economic, political, and social development. The course takes an explicitly comparative approach with each of the issues examined through case studies of Hong Kong and Mainland 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:

CILO₁ Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, globalization, culture, and diverse populations in Hong Kong and the rest of China.

CILO₂ Compare and contrast educational and societal contexts within Hong Kong and the rest of China with a view toward drawing broader conclusions about important educational issues.

CILO₃ Critically reflect upon their learning experiences through participating in the collaborative learning projects during the course.

CILO₄ Make use of inquiry approaches to examine the interrelationships of educational and social issues in Hong Kong and the rest of China.

CILO₅ 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	*
Education and Social Inequality	CILO ₁₋₅	*

Course Content	CILOs	Suggested Teaching & Learning Activities
Political Development, Citizenship, and Education	<i>CILO₁₋₅</i>	*
Education for Diverse Populations	<i>CILO₁₋₅</i>	*
Globalization and Higher Education	<i>CILO₁₋₅</i>	*

*** Teaching and Learning Activities**

Each topic (2 class sessions) will be structured as follows:

1. Short lecture introducing the main issues
2. Small-group discussions (led by a different two students for each topic)
 - a. Student 1 summarizes the first assigned article and poses a discussion question
 - b. Student 2 summarizes the second assigned article and poses a discussion question
 - 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, students are expected to summarize the ideas raising from group discussions and incorporate the ideas into the writing of reflective journals.

To encourage the better use of e-learning resources, and for environmental-friendly arrangements, teaching and learning materials are provided and accessible in Moodle instead of distributing hardcopies.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(1) Reflective Reading Journal</p> <ul style="list-style-type: none"> Write <u>one</u> piece of reflective journals based upon the reading (1,000 words, excluding references). 	30%	<i>CILO₁₋₅</i>
<p>(2) Individual Research Essay</p> <ul style="list-style-type: none"> Choose <u>one</u> of the Assignment Research Issues to write a research paper (2,000 words; excluding references). You are advised to focus on a specific Case Study that is of most interest to you. Assignment issues and case studies (for example) are given in the <i>Course Assessment and Assignment Guidelines</i> 	40%	<i>CILO_{1, 2, 4, 5}</i>
<p>(3) Individual Presentation</p> <ul style="list-style-type: none"> Based on the research paper, each student is required to do a PowerPoint Presentation on the relevant research findings and main argument (5 minutes; 5-10 PPT slides). 	15%	<i>CILO_{1, 2, 4, 5}</i>
<p>(4) Class Participation</p> <ul style="list-style-type: none"> Students are expected to actively engage in the learning activities, and contribute to discussions in class. 	15%	<i>CILO_{1, 2, 4, 5}</i>

5. Required Text(s)

N/A

6. Recommended Readings

Recommended articles are assigned for each course topic, to form the basis for student-led small-group discussions

Education and Society: Theoretical Perspectives

Pan, S.-Y., & Lo, T.-Y. J. (2017). Re-conceptualizing China's Rise as a Global Power: A Neo-tributary Perspective. *The Pacific Review*, 30(1), 1-25.

Ko, J, Cheng, Y. C & Lee, T. T. H. (2016). The development of school autonomy and accountability in Hong Kong: Multiple changes in governance, work, curriculum, and learning. *International Journal of Educational Management*, 30(7), 1207-1230.

Social Changes and Education Reform

Lü, X. (2014). Social policy and regime legitimacy: The effects of education reform in China. *American Political Science Review*, 108(2), 423-437.

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

Education Opportunity and Social Inequality

Kwan, P. & Wong, Y. L. (2016). Parental involvement in schools and class inequality in education: some recent findings from Hong Kong. *International Journal of Pedagogies and Learning*, 11(2), 91-102.

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.

Citizenship Education and Political Socialization

Pan, S.-Y. (2011) 'Multileveled Citizenship and Citizenship Education: Experiences of Students in China's Beijing', *Citizenship Studies* 15(2): 283–306.

Chong, E. K. M., Yuen, T. W. & Leung, Y. W. (2015). Reconstructing Hong Kong's civic education in the postnational education era: Rethinking about conceptual, curricular and pedagogical matters. *Citizenship Teaching & Learning*, 10(3), 251-269.

Education for Diverse Populations

Tsung, L., & Gao, F. (2012). What accounts for the underachievement of South Asians in Hong Kong? The voices of Pakistani and Nepalese parents. *Educational Research*, 54(1), 51-63.

Zhang, D., & Chen, L. (2014). Creating a multicultural curriculum in Han-dominant schools: The policy and practice of ethnic solidarity education in China. *Comparative Education*, 50(4), 400-416.

Globalization and Higher Education

Pan, S.-Y. (2013). China's approach to the international market for higher education students: strategies and implications. *Journal of Higher Education Policy and Management*, 35(3), 249-263.

Mok, K. H., & Cheung, A. B. (2011). Global aspirations and strategising for world-class status: New form of politics in higher education governance in Hong Kong. *Journal of Higher Education Policy and Management*, 33(3), 231-251.

7. Related Web Resources

N/A

8. Related Journals

Those journals listed above from which the recommended readings come.

Additional Resources on Education in Hong Kong and the rest of China

Bigalke, T. and Neubauer, D. (eds.) (2009). *Higher Education in Asia/Pacific: Quality and the Public Good*, New York: Palgrave Macmillan.

Bray, Mark and Ramsey Koo, (eds.) (2004). *Education and Society in Hong Kong and Macao: comparative perspectives on continuity and change* (2nd ed). Hong Kong: Comparative Education Research Centre, The University of Hong Kong; Kluwer Academic Pub.

Chan, Anita Kit-wa and Wong Wai-ling, (eds.) (2004). *Gendering Hong Kong*. Hong

Kong: Oxford University Press.

- Cheung, K. W. and Pan, S.-Y. (2006) 'Transition of Moral Education in China: Towards Regulated Individualism', *Citizenship Teaching and Learning* 2(2): 37-50.
- Choi, T. H. (2015). Narratives of educational transition and learner identity. *British Journal of Sociology of Education*, 1-20.
- Grossman, David L., Wing On Lee, Kerry J. Kennedy, (eds.) (2008). *Citizenship curriculum in Asia and the Pacific*. Hong Kong: Comparative Education Research Centre, The Hong Kong University.
- Hayhoe, Ruth. (1999). *China's universities, 1895-1995: a century of cultural conflict*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
- Kennedy, Kerry J. (2005). *Changing schools for changing times: new directions for the school curriculum in Hong Kong*. Hong Kong: Chinese University Press, c2005.
- Kennedy, Kerry J. and John Chi-kin Lee. (2008). *The changing role of schools in Asian societies: schools for the knowledge society*. London: Routledge.
- Lee, W.O., et al., (eds.) (2004). *Citizenship education in Asia and the Pacific: concepts and issues*. Comparative Education Research Centre, University of Hong Kong; [London]: Kluwer Academic Publishers.
- Lin, Jing. (1999). *Social transformation and private education in China*. Westport, Conn.: Praeger.
- Liu, Judith, Heidi A. Ross, and Donald P. Kelly, (eds). (2000). *The ethnographic eye: interpretive studies of education in China*. New York: Falmer Press.
- Martens, K. et al. (eds.) (2010). *Transformation of Education Policy*, New York: Palgrave Macmillan.
- Mok, K.H. (2011). Liberalization of the privateness in higher education: Funding strategies, changing governance and policy implications in Asia, in Teixeira, P. and Dill, D. (eds.) *Public Vices, Private Virtues? Assessing the Effects of Marketization in Higher Education*, Rotterdam: Sense Publishers, 2011.
- Mok, K. H. (2015). Enhancing Global Competitiveness and Human Capital Management: Does Education Help Reduce Inequality and Poverty in Hong Kong?. *China Review*, 15(2), 119-146.
- 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), 245-266.
- 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): 259-88.
- Portnoi, L.M., Rust, V.D. and Bagley, S.S. (2010). *Higher Education, Policy, and the Global Competition Phenomenon*, New York: Palgrave Macmillan.
- Post, D. (2004). Family resources, gender, and immigration: Changing sources of Hong Kong educational inequality, 1971-2001.
- Postiglione, Gerard A. (2009). Dislocated education: The case of Tibet. *Comparative Education Review*, 53(4), 483-512.
- Rizvi, F. and Lingard, B. (eds.) (2010). *Globalizing Education Policy*, London: Routledge.
- Sargent, T. C. (2015). Professional learning communities and the diffusion of pedagogical innovation in the Chinese education system. *Comparative Education Review*, 59(1), 102-132.
- 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.
- Yang, R. (2012). Academic entrepreneurialism in a context of altered governance: Some reflections of higher education in Hong Kong. *Globalisation, Societies and Education*, 10(3), 387-402.
- Yin, Hongbiao (2013). Implementing the national curriculum reform in China: A review of the decade. *Frontiers of Education in China*, 8(3), 331-359.

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/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

10. Others

Nil

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