

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Programme QF Level</b>	: 7
<b>Course Title</b>	: Sociology of Education
<b>Course Code</b>	: SSC7247
<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>	: 7

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### 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

Drawing from recent research, this course aims to explore and address several key issues within the discipline of sociology of education. We focus primarily on sociological analysis of educational processes and outcomes in local and global contexts and think critically about the relationship between education and society. Specific topics covered in this course include sociological interpretations of education, family, parenting and educational inequalities, higher education participation and attainment, inequalities in educational opportunity in terms of race and ethnicity, and multicultural issues in curricula. The course will integrate key debates, theoretical perspectives, empirical evidence and policy discussions, and provide opportunities for students to develop expertise in the field of sociology of education.

### 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> Understand the key debates within the sociology of education and gain in-depth knowledge and theories of sociological approach to study of education

CILO<sub>2</sub> Develop a critical understanding of the issues of equality, diversity and identity in education

CILO<sub>3</sub> Demonstrate an ability to critically assess theoretical explanations for educational issues from a local and global context

CILO<sub>4</sub> Evaluate sociological research methods and strategies in a sociological inquiry into educational processes and outcomes.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Sociological Interpretations of Education	CILO <sub>1</sub>	Lecture, guided research activities, and presentation
Family, parenting and educational inequalities	CILO <sub>2,3,4</sub>	Lecture, guided reading, seminar presentation, class discussions, group discussion

		and presentation, case studies
Higher education participation and attainment	<i>CILO</i> <sub>2,3,4</sub>	Guided reading, debate, seminar presentation, class discussions, group discussion and presentation, case studies
Impacts of race and ethnicity on educational opportunities	<i>CILO</i> <sub>2,3,4</sub>	Guided reading, brainstorming, seminar presentation, group discussion and presentation, case studies
Multicultural issues in curricula	<i>CILO</i> <sub>2,3,4</sub>	Lecture, seminar presentation, guided research activities, concept mapping.

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) An oral presentation on a selection of the readings	30%	<i>CILO</i> <sub>1,2,3,4</sub>
(b) A synthesis essay of previous research and argumentation in a specific research topic	70%	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

N/A

#### 6. Recommended Readings

**Sociological interpretations of education**

Lauder, H., Brown, P. and Halsey, A.H. (2009) Sociology of education: a critical history and prospects for the future. *Oxford Review of Education*, 35(5), 569-585.

Robertson, S. L. (2010). 'Spatializing' the Sociology of Education. In W. Apple, Stephen J. Balland Luis Armando Gandin (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge.

### **Family, parenting and educational inequalities**

W. Apple, Stephen J. Balland Luis Armando Gandin (Eds.) (2010). *The Routledge International Handbook of the Sociology of Education*. Routledge. (Chapter 16 Families, Values, and Class Relations).

Ho, Esther Sui-chu (2010). Family influences on science learning among Hong Kong adolescents: what we learned from PISA. *International Journal of Science and Mathematics Education*, 8 (3), 409–428.

Xie, A. & Postiglione, G. A. (2015). *Guanxi* and school success: An ethnographic inquiry of parental involvement in rural China. *British Journal of Sociology of Education*, 37(7), 1014-1033.

Weininger, E., Lareau, A., & Conley, D. (2015). What Money Doesn't Buy: Class Resources and Children's Participation in Organized Extracurricular Activities. *Social Forces*, 94(2), 479-503.

Lareau, A. (2015). Cultural Knowledge and Social Inequality. *American Sociological Review*, 80(1), 1-27.

Post, D. (2003). Post-Secondary Education in Hong Kong: Repercussions for Inequality and Civil Society. *Asian Survey*, 43 (6), 989-1011.

### **Higher education participation and attainment**

Lynch, K., Crean, M., and Moran, M. (2010). Equality and social justice: the university as a site of struggle. In Michael W. Apple, Stephen J. Balland Luis Armando Gandin (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge.

Lynch, K., & O'Riordan, C. (1998). Inequality in Higher Education: A study of class barriers. *British Journal of Sociology of Education*, 19(4), 445-478.

Sheng, X. (2017). Cultural capital, family background and education: Choosing university subjects in China. *British Journal of Sociology of Education*, 38(5), 721-737.

Shin, J. C., Postiglione, G. A., & Huang F. T. (Ed.) (2015). *Mass higher education development in East Asia: Strategy, quality, and challenges*. Dordrecht: Springer.

### **Inequalities in educational opportunity in terms of race and ethnicity**

Hallinan, M. T. (2010). On the linkages between sociology of race and ethnicity and sociology of education. In Maureen T. Hallinan (Ed.), *Handbook of the Sociology of Education* (pp. 65-84). Springer.

Postiglione, G. A. (Ed.) (1999). *China's national minority education: Culture, schooling and development*. New York: Routledge Press.

Gao, F. (2016). Capital multiplicity and convertibility: Language minorities' multidimensional challenges to accessing postsecondary education in Hong Kong. *British Journal of Sociology of Education*, online first, 1-12.

### **Multicultural issues in curricula**

Jackson, Liz (2014). Under Construction: The Development of Multicultural Curriculum in Hong Kong and Taiwan. *The Asia-Pacific Education Researcher*, 23(4): 885–893.

Jackson, Liz (2015). Religion in Hong Kong Education: Representation in Liberal Studies Textbooks. *Asian Anthropology*, 14 (1), 43-56.

Alyssa H. (Hadley) Dunn (2013). Multiculturalism/Multicultural Education. In James Ainsworth (eds.), *Sociology of Education: An A-to-Z Guide*. SAGE Publications, Inc.

Voyer, A. (2016). "Multiculturalism." in Oxford Bibliographies in Sociology. Ed. Janeen Baxter. New York: Oxford University Press. h

Leibold, James and Chen, Yangbin (Eds.) (2013) *Minority education in China: Balancing unity and diversity in an era of critical pluralism*. Hong Kong: Hong Kong University Press.

**7. Related Web Resources**

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

**8. Related Journals**

*British Journal of Sociology of Education*

*Sociology of Education*

*International Studies in Sociology of Education*

**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**

NIL

**Appendix**

**Programme Title** : Doctor of Education  
**Course Title** : Sociology of Education  
**Course Code** : SSC7247  
**Offering Unit** : Department of Social Sciences & Policy Studies  
**Credit Points** : 3

Delivery mode:

**Online learning as the primary delivery mode**

<b>Range of classroom-based contact hours (0-15)</b>	<b>Range of hours for online learning (24-39)</b>	<b>Total No. of Contact Hours</b>

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. of Contact Hours</b>
5	34	39

*Updated December 2023*