THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Doctor of Education
Programme QF Level	:	7
Course Title	:	Higher Education in Asia: Policy Approaches and Management
Course Code	:	PPG8002
Department	:	Department of Asian and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	7

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 Undergraduate, Taught Postgraduate 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**

The course aims to provide concepts, insights and practical skills for leading and managing successfully in tertiary sector institutions. It offers expert perspectives on higher education, vocational education, training systems, policy settings, institutional strategies and tertiary sector work cultures in a national and international context. The course will focus on higher education topography in Asia. Drawing on case studies from higher education institutions from Asia, the course attempts to examine how higher education institutions meet with political, social and economic needs and how higher education institutions in Asia is connecting with the Global education topography.

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

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

CILO$_1$: Understand the core values of higher education and the higher education policy in Asia.

CILO$_2$: Compare and contrast different higher education topography across countries.

CILO$_3$: Share ideas and experiences on resolving difficulties in conducting research.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Course Introduction: introduction on higher education	CILO$_{1-3}$	• Lecture and in-class discussions.
Different types of higher education	CILO$_{1-3}$	• Lecture and in-class discussions, individual reflections; individual presentations
Higher education scenes in different countries in Asia	CILO$_{1-3}$	• Lecture and in-class discussions, individual reflections; individual presentations

4. **Assessment**

Assessment Tasks		Weighting (%)	CILOs
(a)	**Individual short written critical reflections** Two short written critical reflections of 1,500 words each on types of higher education and education scenes and trends in Asia	30%	CILO$_{1-3}$
(b)	**Individually conducted in-depth case studies** Students are required to conduct a 30-minute presentation on a case study on higher education in a country or higher education in trend in Asia or types of higher education in Asia or a specific country. S/he will then write up a report of 1,000 to 1,500 words	50%	CILO$_{1-3}$
(c)	**Class participation**	20%	CILO$_{1-3}$

(d)	Class participation is a critical way to train students' analytical and communication skills for research. Various ways of participation will be developed.		

5. **Required Text(s)**

   Nil

6. **Recommended Readings**

Altbach, P.G., Reisberg, L., de Wit, H. (eds.) (2017). Responding to Massification: Differentiation in Postsecondary Education Worldwide. Dordrecht: Springer.

Aoun, J.E. (2017). *Robot-proof: Higher education in the age of artificial intelligence*. Cambridge: The MIT Press.

Babbie, Earl. (2013). *The Practice of Social Research*, 13th Edition. Australia: Wadsworth Cangage Learning.

Gleason, N.W. (2018). *Higher education in the era of the fourth industrial revolution*. Singapore: Palgrave Macmillan.

Huisman, J., de Boer, H., Dill, D.D., Souto-Otero, M. (eds.) (2016). *The Palgrave International Handbook of Higher Education Policy and Governance*. New York: Palgrave Macmillan.

Jeroen, H. and Malcolm, T. (Eds.). (2015). *Theory and method in higher education research*. Bingley: Emerald.

Lucas, H.C. (2016). *Technology and the disruption of higher education*. Singapore: World Scientific.

Mok, K.H. and Neubauer, D. (2015). Higher education governance in crisis: A critical reflection on the massification of higher education, graduate employment and social mobility, *Journal of Education and Work*, 1-12.

Shin, J.C., Teixeira, P.N. (eds.) (2019) *Encyclopedia of International Higher Education Systems and Institutions*. Dordrecht: Springer.

Tight, T. Mok, K.H., Huisman, J. Morphew, C.C. (eds.) (2009) *The Routledge International Handbook of Higher Education*. New York: Routledge.

7. **Related Web Resources**

Name of the Web Page	Web Link
OECD Higher Education Programme	http://www.oecd.org/education/imhe/
Asia Pacific Higher Education Research Partnership	https://apherp.org/
Higher Education Policy Institute	https://www.hepi.ac.uk/

8. **Related Journals**

Higher Education Policy
Higher Education
Journal of Higher Education Policy and Management
Journal of Education and Work
Asian Pacific Education Review
European Journal of Education
Asia Pacific Journal of Education
Journal of Education Policy
Education Researcher
Journal of Comparative Education and Development

9. **Academic Honesty**
The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

10. **Others**
Nil

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