

Course Outline

**Part I**

<b>Programme Title</b>	<b>: Doctor of Education</b>
<b>Programme QF Level</b>	<b>: 7</b>
<b>Course Title</b>	<b>: Education Policy Studies: Approaches, Analyses, and Self</b>
<b>Course Code</b>	<b>: EDA7116</b>
<b>Department</b>	<b>: Department of Education Policy and Leadership</b>
<b>Credit Points</b>	<b>: 3</b>
<b>Contact Hours</b>	<b>: 15 – 24 hours (Blended learning)</b>
<b>Pre-requisite(s)</b>	<b>: NIL</b>
<b>Medium of Instruction</b>	<b>: English</b>
<b>Course Level</b>	<b>: 7</b>

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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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

1. Professional Excellence;
2. Ethical Responsibility; &
3. 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

Education policy is pivotal to the realisation of desired ideals of a society and is a process of searching for the solutions to identified issues (e.g., in terms of social justice or quality of education, and of lived experiences of people of certain background such as class or ability), which are concurrently situated in local and global contexts. How policy is conceived, produced, implemented, and evaluated varies considerably, depending on the specific lens or perspective being adopted as the frame of reference for education. It often involves the complex interplay of politics.

This course is intended for those who need to deal with various policy initiatives day to day (e.g., teachers, panel heads), those who want to learn more about education policy process as they are new to the field, and/or those who want to develop professional/academic careers in relation to policies. It helps students understand the political nature of policy processes and the different approaches to policy study, as well as analyse the policy process throughout its 'cycle'. Finally, students will have the opportunity to rethink the role of education policy in a society. Thus, it will help participants respond to and appropriate policies in an informed way, in line with their own career goals and ethical stances. Students who choose policy studies as their research area may use this course to build the foundation for their doctoral project.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate sound understandings of the nature and process of education policy and relevant key concepts;
- CILO<sub>2</sub> Critically analyse education policies with reference to the different approaches to policy study and related conceptual perspectives with an aim to understand their impact and implications;
- CILO<sub>3</sub> Formulate a personal perspective on education policy processes and their relation to society and themselves; and
- CILO<sub>4</sub> Explain their understanding of a policy formed through a critical analysis, and give feedback on others' understanding and respond to the feedback, in a critical way.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Definition of policy and key concepts (e.g., stakeholders, impact). Meanings of equality, equity, justice, and quality in local and global contexts and for people of different background (e.g., with limited proficiency in the local language, etc.).	CILO <sub>1,4</sub>	Lecture, on- and off-line discussions, reading
'Phases' of policy, (e.g., design, implementation)	CILO <sub>1,2,3,4</sub>	Lecture, reading, case

Issues in each phase, including ideological orientations; competing demands and tensions; voice and participation; resistance; inclusion and exclusion; intended and unintended outcomes.		analysis, review of policy texts and materials, on- and off-line discussion
Different approaches to policy study (e.g., descriptive) and practices of policy analysis (e.g., thematic content analysis; discursive institutionalist analysis).	CILO <sub>2,3</sub>	Lecture, reading, workshop, practice analysis of a policy, presentation, on- and off-line discussion
Linking the policy with the self (e.g., reflecting on the implications of a policy on education, society and/or a particular group of students and deciding on one's own stance) and with others.	CILO <sub>3,4</sub>	Lecture, reading, on- and off-line discussion, personal reflection, a mini report

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<b>Presentation:</b> Present a plan for policy analysis. The presentation should introduce the focal policy, the context, chosen view of policy, approach(es) to be taken to analyse the policy. The floor feedback should also be critically responded to. (10-15 minute presentation + 5 min Q & A)	30	CILO <sub>1,2,3</sub>
<b>Online peer feedback</b> Provide peer feedback on the draft presentation online. Both the content and timeliness will be assessed.	10	CILO <sub>1,2,3</sub>
<b>Essay:</b> Critically analyse a selected policy, drawing on relevant conceptual perspectives and literature, feedback on your own presentation, as well as other class discussion. (approximately 3000 words)	60	CILO <sub>1,2,3</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Ainscow, M., Dyson, A., Goldrick, S., & West, M. (2012). *Developing equitable education systems* (1st ed.). Oxon; New York: Routledge.

Alexander, N. A., & Jang, S. T. (2018). Policy, poverty, and student achievement: An exploration of the impact of state policies. *Educational Policy*, 33, 1-31.

- Ball, S. J. (2016). *The privatization of education: A political economy of global education reform (international perspectives in educational reform)*. New York: Teachers College Press.
- Ball, S. J., Goodson, I., & Maguire, M. (2007). *Education, globalization, and new times*. London: Routledge.
- Bates, A., Choi, T.-H., & Kim, Y. (2019). Outsourcing education services in South Korea, England and Hong Kong: A discursive institutionalist analysis. *Compare - A Journal of Comparative Education*, X, XX-XX.
- Chan, J. K. S., & Fok, P. K. (2014). Curriculum reform implementation at the classroom level impacts and challenges. In C. Marsh & J. C. K. Lee (Eds.), *Asia's high performing education systems: The case of Hong Kong* (pp. 207-220). New York, NY: Routledge.
- Cheng, Y. C. (2005). *New paradigm for re-engineering education: Globalization, localization and individualization*. Dordrecht: Springer.
- Choi, T.-H. (2017). Hidden transcripts of teacher resistance: A case from South Korea. *Journal of Education Policy*, 32(4), 1–23.
- Choi, T.-H. (2018). Implementation and impact of language-in-education policies: Insights from South Korea and Hong Kong. In K. J. Kennedy & J. C. K. Lee (Eds.), *Routledge international handbook of schools and schooling in Asia* (pp. 518-524). London: Routledge.
- Choi, T.-H. (2019). Structure, agency, and the “Teaching English in English” policy: The case of South Korea. In G. P. Glasgow & J. Bouchard (Eds.), *Agency in language policy and planning: Critical inquiries* (pp. 214-236). Oxon: Routledge.
- Cole, M. (Ed.). (2012). *Education, equality and human rights: Issues of gender, ‘race’, sexuality, disability and social class* (3rd ed.). Oxon; New York: Routledge.
- Fielding, M., & Moss, P. (2011). *Radical education and the common school: A democratic alternative*. London; New York: Routledge.
- Hill, M. (2009). *The public policy process* (5th ed.). Harlow: Pearson Longman.
- Howlett, M., & Mukherjee, I. (2017). Policy formulation: Where knowledge meets power in the policy process. In M. Howlett & I. Mukherjee (Eds.), *Handbook of policy formulation* (pp. 3-22). Cheltenham: Edward Elgar Publishing.
- Jang, S. T. (2018). The implications of intersectionality on Southeast Asian female students' educational outcomes in the United States: A critical quantitative intersectionality analysis. *American Educational Research Journal*, 55(6), 1268-1306.
- Jann, W., & Wegrich, K. (2007). Theories of the policy cycle. In F. Fischer, G. J. Miller, & M. S. Sidney (Eds.), *Handbook of public policy analysis: Theory, politics, and methods* (pp. 43-

62). Hoboken, NJ: CRC Press.

Markauskaite, L., Freebody, P., & Irwin, J. (Eds.). (2011). *Methodological choice and design: Scholarship, policy and practice in social and educational research*. New York: Springer.

Moss, P. (Ed.). (2013). *Early childhood and compulsory education: Reconceptualizing the relationship*. London; New York: Routledge.

Patrinos, H. A., Barrera-Osorio, F., & Guáqueta, J. (2009). *The role and impact of public-private partnerships in education*. Washington, DC: The World Bank.

Rizvi, F., & Lingard, B. (2010). *Globalizing education policy*. London; New York: Routledge.

Robertson, S. L., & Dale, R. (2013). The social justice implications of privatization in education governance frameworks: A relational account. *Oxford Review of Education*, 39(4), 426-445.

Tse, T. K., & Lee, M. H. (Eds.). (2017). *Making sense of education in post-handover Hong Kong: Achievements and challenges*. London; New York: Routledge.

Woods, P. (2012). A summary of key lessons from the case studies. In C. Tribble (Ed.), *Managing change in English language teaching: Lessons from experience* (pp. 233-244). London: British Council.

Yuen, G., & Lam, M. S. (2017). Mothers' experiences of a voucher scheme within the context of Hong Kong's early education: Issues of affordability and justice. *Children and Youth Services Review*, 82, 185-194.

## 7. Related Web Resources

<https://www.edb.gov.hk/en/edu-system/list-page.html>

<https://www.oecd.org/>

<https://en.unesco.org/>

<https://www.edb.gov.hk/en/>

<https://english.moe.go.kr/main.do?s=english>

<https://epi.org.uk/>

<https://www.educationalpolicy.org/>

## 8. Related Journals

*Educational Evaluation and Policy Analysis*

*Educational Policy*

*Education Policy Analysis Archives*

*Journal of Education and Social Policy*

*Journal of Education Policy*

*International Journal of Child Care and Education Policy*

## **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 familiarise themselves with the Policy.

## **10. Others**

**Nil**