

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Doctor of Education
Programme QF Level	:	7
Course Title	:	Research Methods for Life & Values Education
Course Code	:	LVE7001
Department	:	IE
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
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"):

- 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 aims to help students develop a critical perspective on research and research issues in life and values education, from both local and international points of view.

Through analysis of the relevant literature, context, meaning and significance of research, students will become more perceptive interpreters of research in life and values education; appraise different approaches and methods in research in life and values education; and be able to locate research studies relevant to their own areas of interest.

By the conclusion of this course students should have developed their own research questions, reviewed the relevant literature and selected the research methods most appropriate for their proposed research topics they are going to pursue in life and values education.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO₁ develop an informed understanding of various types of research in life and values education and their respective aims and limitations;
- CILO₂ formulate research questions in life and values education that are answerable through appropriate and ethical research methodology;
- CILO₃ align research methodology with research questions;
- CILO₄ critique the research design and methods of local and international studies in life and values education.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
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Themes in Life and Values Education	<i>CILO₁</i>	Small-group discussion among teacher and students on assigned readings, encouraging the generation of questions for further in-depth analysis
Ethical and methodological issues in the study of human learning and human behaviour	<i>CILO_{3,4}</i>	
Religious and Cultural Issues in Life and Values Education	<i>CILO_{1,3}</i>	
Qualitative and Quantitative research methods in Life and Values Education	<i>CILO_{1,2,3,4}</i>	
Analysis of Case Studies and Current Research in Life and Values Education in Hong Kong, Taiwan, Mainland China, Europe and America	<i>CILO₄</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation in discussions	20	<i>CILO_{1,2,3,4}</i>
(b) Students are required to write a preliminary research proposal of about 5,000 words, which hopefully will form the basis of the student's actual thesis proposal at a later stage. The preliminary proposal should delineate the major components of a research design including problem statement, conceptual framework, literature review, research questions, research hypotheses, the process and phases of research, methods of data collection and analysis, limitations, possible outcomes and references. Students are expected to demonstrate a critical understanding of the relevant literature; competency in formulating significant and appropriate research questions; competency in selecting, with justification, an appropriate research design that aligns well with the research questions; a capacity to address ethical and methodological issues associated with the research; and ability to	80	<i>CILO_{1,2,3,4}</i>

communicate accurately and coherently and provide good quality documentation.		
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5. Required Text(s)

Nil

6. Recommended Readings

Atkinson, R. (1998). *The Life Story Interview*. Thousand Oaks, CA.: Sage Publications, Inc.

Bray, M., Adamson, B. and Mason, M. (2007). *Comparative Education Research: Approaches and Methods*. Hong Kong: Springer Press.

deMarrais, K. and Lapan, S. D. (eds.) (2004). *Foundations for Research: Methods of Inquiry in Education and the Social Sciences*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kathleen R. G. (ed.) (2001). *The Emotional Nature of Qualitative Research*, London: CRC Press.

Knowles, J. G. and Cole, A. L. (eds.) (2008). *Handbook of the Arts in Qualitative Research: Perspectives, Methodologies, Examples, and Issues*. Thousand Oaks, CA: Sage Publications.

Lo, L. N. K. & Man S.W. (eds.) (1996). *Research and Endeavours in Moral and Civic Education*. Hong Kong: Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

Lovat, T., Toomey, R. and Clement, N. (eds.) (2010). *International Research Handbook on Values Education and Student Wellbeing*. Dordrecht: Springer.

Miller, J. P., Nigh, K., Binder, M. J., Novak, B. and Crowell, S. (eds.) (2019). *International handbook of holistic education*. New York, NY: Routledge.

Smeyers, P., Bridges, D., Burbules, N. C. and Griffiths, M. (eds.) (2015). *International Handbook of Interpretation in Educational Research*. Dordrecht: Springer.

Taylor, M. J. (1994). *Values Education in the U.K.: A Directory of Research and Resources*. Slough: National Foundation for Educational Research for Gordon Cook Foundation.

Yin, R. K. (2018). *Case Study Research and Applications: Design and Methods*, 6th ed. Thousand Oaks, CA.: Sage Publications, Inc.

7. Related Web Resources

Nil

8. Related Journals

Nil

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

TPg Courses with other Study Modes

Programme Title : Doctor of Education
Course Title : Research Methods for Life & Values Education
Course Code : LVE7001
Offering Unit : IE
Credit Points : 3

Delivery mode:

Online learning as the primary delivery mode

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

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
4	35	39