

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Doctor of Education (EdD)

Course Title : Directed Study 4 – MUA 4: *Entrepreneurship and Leadership in Creative Arts*

Course Code : CAE8004

Department : Cultural and Creative Arts (CCA)

Credit Points : 3 cps

Contact Hours : 18 (lectures) and 21 (directed learning)

Pre-requisite(s) : None

Medium of Instruction: English

Level : 8

Part II

1. Synopsis

Building on a broad understanding of creative arts and arts education from an interdisciplinary perspective, this course focuses on the technological, financial and cross-cultural challenges faced by educational entrepreneurs and leaders in a diverse and rapidly changing world. Candidates will address issues related to change management in creative arts and arts education and consider the impact of globalisation, internationalisation, glocalisation and localization. They will examine and discuss the concepts and dynamics of entrepreneurial thinking and leadership in creative arts and arts education, including why and how people plan, organise and operationalise an entrepreneurial act, and evaluate the outcomes of education reform.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Articulate critically the key concepts and applications of entrepreneurial thinking and change leadership in the creative arts and arts education.
- CILO₂ Critically analyse the effectiveness of implementing arts education reform policies in at least one international jurisdiction.
- CILO₃ Identify, prioritise and assess a major hurdle to policy implementation in the creative arts and arts education.
- CILO₄ Evaluate and recommend strategies and solutions to resolve at least one major implementation issue in arts education reform.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Arts curriculum policy and practices in Hong Kong and one other international jurisdiction	CILO1, 2, 3, 4	Group discussion, assignments and readings
Concepts and dynamics of entrepreneurial thinking and leadership in creative arts and arts education	CILO1, 2, 3, 4	Group discussion, assignments and readings
Technological, financial and cross-cultural challenges faced by creative arts and arts education leaders	CILO1, 2, 3, 4	Group discussion, assignments and readings
Case studies of change leadership and management in creative arts and arts education reform.	CILO1, 2, 3, 4	Group discussion, assignments and readings

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Four assignments related to the course outcomes and content (each 20%).	40%	CILO1, 2, 3, 4
(b) Submit a paper of between 3500 to 5000 words suitable for publication in a journal. It should identify and critically appraise an area of concern in creative arts and arts education reform, and discuss how entrepreneurial thinking and change leadership can contribute to making a difference for arts education in Hong Kong or an international jurisdiction.	60%	

5. Required Text(s)

None

6. Recommended Readings

- Antonakis, J., Cianciolo, A. T., & Sternberg, R. J. (Eds.). (2004). *The nature of leadership*. Thousand Oaks: Sage Publications.
- Billett, S., Harties, C., & Etelpeyto, A. (Eds). (2008). *Emerging perspectives of learning through work*. Rotterdam, The Netherlands: Sense Publishing.
- Byrnes, W. (2008). *Management and the arts* (4th ed.). St. Louis, MO: Focal Press.
- Chong, D. (2002). *Arts management*. London: Routledge
- Council of Chief State School Officers (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Author.
- Crawford, M. & Rossiter, G. (2006). *Reasons for living: Education and young people's search for meaning, identity and spirituality*. Camberwell, VIC: Australian Council for Educational Research.

- Crow, B. (2006). Musical creativity and the new technology. *Music Education Research*, 8(1), 121-130.
- Hebert, E. A. (2006). *“The boss of the whole school”: Effective leadership in action*. Teachers College Press.
- Kimbell, M., Hadden, R., & Catlette, B. (2010). *Rebooting leadership: Practical lessons for frontline leaders*. Dallas, Texas: CornerStone Leadership Institute.
- Leong, S. (2007). Strategies for enabling curriculum reform: Lessons from Australia, Singapore and Hong Kong. In J. Finney & P. Burnard (Eds.), *Music education with digital technology*. London: Continuum.
- Leong, S. (2011). Navigating the emerging futures in music education. *Journal of Music, Technology and Education*, 4(2-3), 233-244.
- Leong, S. (2013). Education policy reform: Cultures, creativities and conditions in Hong Kong post 1997. In P. Burnard (Ed.), *Developing Creativities in Higher Music Education: International perspectives and practices*. Abingdon, UK: Routledge.
- Leong, S. (2014). Civic engagement and cultural policymaking in Hong Kong: The case of the West Kowloon Cultural Development District. In B. So & Y. K. Kao (Eds.), *The Changing Policy-making Process in Greater China*. Oxford, UK: Routledge.
- MacBeath, J., & Dempster, N. (Eds.). (2008). *Connecting leadership and learning: Principles for practice*. London: Routledge.
- Miller, J. P. (2007). *The holistic curriculum*. Toronto: University of Toronto Press.
- Millman, C., Matlay, H., & Liu, F. (2008). Entrepreneurship education in China: A case study approach. *Journal of Small Business and Enterprise Development*, 15(4), 802-815.
- Ng, C. H. & Renshaw, P. D. (Eds.). (2009). *Reforming learning: Issues, concepts and practices in the Asia-Pacific region*. Dordrecht, The Netherlands: Springer.
- Palmer, P. J. (2007). *The courage to teach*. San Francisco, CA: John Wiley & Sons.
- Phillipson, S. N. (Ed.). (2007). *Learning diversity in the Chinese classroom: Contexts and practice for students with special needs*. Hong Kong: Hong Kong University Press.
- Riggs, E. G., & Gholar, C. R. (2009). *Strategies that promote student engagement: Unleashing the desire to learn* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Rosenberg, M. J. (2006). *Beyond e-learning: approaches and technologies to enhance organizational knowledge, learning, and performance*. San Francisco, CA: John Wiley & Sons, Inc.
- Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press.
- Rudolph, T., Richmond, F., Mash, D., Webster, P., Bauer, W., Walls, K. (2005). *Technology strategies for music education* (2nd ed.). Wyncote, PA: Technology Institute for Music Educators.
- Savage, J. (2007). Reconstructing music education through ICT. *Research in Education*, 78, 65-77.
- Schramm, C. (2006). *The entrepreneurial imperative*. New York: HarperCollins Publishers.
- Stein, T. S., & Bathurst, J. (2008). *Performing arts management: a handbook of professional practices*. New York: Allworth Press.
- Tomei, L. A. (Ed.). (2008). *Adapting information and communication technologies for effective education*. Hershey, PA: Information Science Reference.
- The Wallace Foundation. (2009). *Assessing the effectiveness of school leaders: New directions and new processes*. New York: Author.

Wagner, T., Kegan, R., Laskow, L. L., Lemons, R. W., Garnier, J., Helsing, D., Howell, A., & Rasmussen, H. T. (2006). *Change leadership: A practical guide to transforming our schools*. San Francisco, CA: Jossey-Bass.

7. Related Web Resources

Gale Reference Team (2011). *Outlook 2010: Recent forecasts from World Future Society for 2010 and beyond*. Bethesda, MD: World Future Society. Available from <http://www.wfs.org/specialreports.htm>.
<http://horizonwatching.typepad.com/horizonwatching/2011/04/world-future-society-2011-top-10-forecasts.html> <http://rossdawsonblog.com/weblog/archives/2011/07/futurist-conversation-gerd-leonhard-and-ross-dawson-on-the-future-of-music.html>
<http://mashable.com/2010/12/22/predictions-music-industry/>
<http://blog.research2zero.com/2011/03/steady-beats-from-dmfe/>
<http://www.awesomefaces.net/entertainment/what-do-you-think-of-the-future-of-music/>
<http://tronnic.com/?p=1712>
<http://www.classicalguitar.org/2011/04/video-lessons-the-future-of-music-instruction/>
<http://www.guardian.co.uk/music/tomserviceblog/2011/feb/07/henley-report-music-education?INTCMP=ILCNETTXT3487>
<http://www.guardian.co.uk/music/tomserviceblog/2011/jan/14/music-education-henley-review>
<http://www.growthink.com/businessplan/help-center/entrepreneurial-leadership>
<http://www.mindarrays.com/2011/05/leadership-and-new-breed-of-entrepreneurs-15-guiding-principles/>
<http://blog.entrepreneurhearts.com/>
<http://blog.bobbyrettew.com/2011/03/04/leadership-is-entrepreneurship-a-learned-skill/>
<http://venturebeat.com/2011/07/27/entrepreneurship-is-an-art-not-a-job/> <http://aks-blog.com/2011/05/16/how-education-is-discouraging-entrepreneurship/>
<http://jasonevanish.com/2011/06/07/leadership-lessons-first-time-entrepreneurs-forget/>
<http://www.emergence.cc/2011/02/the-future-of-art/>
<http://aamhouston.wordpress.com/2011/05/24/the-future-of-arts-media/>
http://futureofthecity.uchicago.edu/arts/session_videos.shtml

8. Related Journals

Selected papers from international refereed journals will be recommended during the course.

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