

Subject Description Form

Subject Code	APSS405																		
Subject Title	Educational Policy and Administration																		
Credit Value	3																		
Level	4																		
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS451 Social Policy																		
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 45%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">2.</td> <td>Seminar Presentation/ Participation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">3.</td> <td>Quiz/Short Essays</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>				100% Continuous Assessment	Individual Assessment	Group Assessment	1.	Term Paper	40%	--	2.	Seminar Presentation/ Participation	--	30%	3.	Quiz/Short Essays	30%	--
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Objectives	To enable students to: <ol style="list-style-type: none"> a. have a basic understanding on the conceptual issues and various theoretical approaches to policy and administration issues concerning education; b. know and to understand the historical development of educational policy and the institutional arrangement of education in Hong Kong; c. contrast the local situations with experiences from other social contexts from a comparative perspective; d. analyze various education policy and administration problems in Hong Kong, both in the private and public sector; e. understand and relate educational issues to other social goal and issues, such as human capital development; development, assessment and quality control of educational profession, and other management and administrative issues; f. identify factors and strings that are going to shape future development of education policy and institutional arrangement in Hong Kong and in general. 																		

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. develop a critical grasp of the ideological and theoretical underpinning of education policy and administration; b. appraise the historical evolution of education as a social institution; c. develop a critical understanding of the processes of education policy formulation and implementation; d. examine in-depth the salient aspects of education administration; e. discern and discuss the contemporary and critical issues and debates in education policy and administration.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Philosophy and objectives of education in the milieu of a capitalistic society in the 21st Century: the debate between Structural Functionalism, Interpretative Perspective, Critical Theory of Education and Post-modern and Post-structural Perspective on the philosophy and objectives of education. Fundamental issues to be examined include education as investment in human capital; education for skilled manpower for capitalistic economy; education for democracy, human liberation and equality; education as citizens' right or as welfare/social services; 2. The policy making structure and process in Hong Kong: Roles of the Education Committee, Board of Education, University Grants Committee, The Education and Manpower Bureau, Employees Re-training Board, other non-governmental organizations and statutory bodies in the education etc, in the policy making structure; 3. The implementation mechanisms and process: Roles of Universities, Education Department, Vocational Training Council, secondary and primary schools, and kindergartens/nurseries, etc. in the implementation of education policy; 4. Current issues and debates in the education and manpower policy and administration; education reform, interfacing in education, language proficiency, curriculum reform, assessment, school-based management, leadership in schools, teaching and learning, training of teachers etc.
<p>Teaching/Learning Methodology</p>	<p>Theoretical concepts and critical educational issues will be covered in lectures. Case analysis and discussion will help develop students' critical thinking and problem solving skills. The assessment will be based upon a variety of individual and group-based activities, which may include presentation and problem-based learning tasks/project.</p>

**Assessment Methods
in Alignment with
Intended Learning
Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Term Paper	40%	✓	✓	✓	✓	✓	
2. Seminar Presentation/ Participation	30%	✓	✓	✓	✓	✓	
3. Quiz / Short Essays	30%	✓	✓	✓			
Total	100%						

Term Paper (Individual)

Students are required to submit an individual term paper of 2,500 words on a specific concern related to education policy. Students have to conduct literature review and conceptual analysis on that topic. The paper has to be presented clearly in an academically relevant approach; factual evidence as well as analytical reasoning are both necessary. Vision for policy changes and proposals for policy reform may be necessary. It is also necessary for the students to present his/her evidence and arguments systematically in a well framed structure.

Seminar Presentation and Seminar

Students in small groups will prepare and conduct presentation on selected education policy and administrative issue. They will be expected to sort out information and data/evidence before they could organize these systematically and to make an effective presentation to the class. Students are also expected to motivate fellow students to take part in discussion and debate, they also have to respond to challenges and questions appropriately. The seminar sessions will provide a platform for participatory learning; to brush up students' analytical ability and to develop skills in effective communication in policy discussion.

Quiz/ Short Essays

One to two session(s) for quiz or short essays will be arranged so as to motivate ongoing reading and reviewing on subject/lecture topic related readings. Students are required to identify major concepts, ideas, facts and arguments relating to the development of education policy and administrative arrangements. Basic theoretical orientations and analysis on education policy have to be understood. Students are also expected to be able to apply these to concrete issues and incidence of education policy.

Student Study Effort Required	Class contact:	
	▪ Lectures	28 Hrs.
	▪ Seminars	14 Hrs.
	Other student study effort:	
	▪ Reading Subject Materials	60 Hrs.
	▪ Preparation for Seminar Presentation	15 Hrs.
	▪ Term Paper Writing	18 Hrs.
	Total student study effort	135 Hrs.
Medium of Instruction	English supplemented with Chinese	
Medium of Assessment	English	
Reading List and References	<p><u>Recommended Textbook</u></p> <p>Bell, L. & Stevenson, H. (2006), <u>Education Policy: Process, Themes and Impact</u>, New York: Routledge</p> <p>Benavot, A. & Braslavsky, C. (ed.)(2006), <u>School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education</u>, Hong Kong: Comparative Education Research Centre, The University of Hong Kong</p> <p>Demaine, J. (1999). <u>Education Policy and Contemporary Politics</u>. Macmillan Press.</p> <p>Evers, C. & Lakomski, G. (1996). <u>Exploring Educational Administration</u>. Pergamon.</p> <p>Ho, L. S.; Morris, P. & Yue, P. C. (ed.) (2005). <u>Education Reform and the Quest for Excellence: The Hong Kong Story</u>, Hong Kong: Hong Kong University Press.</p> <p>Mok, K. H. (ed.) (2006), <u>Education Reform and Education Policy in East Asia</u>, New York: Routledge.</p> <p>Morris, P. & Adamson, B. (2010), <u>Curriculum, Schooling and Society in Hong Kong</u>, Hong Kong: Hong Kong University Press.</p> <p>Sweeting, A. (2004) <u>Education in Hong Kong, 1941 to 2001 – Visions and Revisions</u>, Hong Kong: The Hong Kong University Press</p> <p>曾榮光 (2011)。香港特區教育政策分析。三聯書店 (香港) 有限公司</p>	

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	<p><u>Recommended Academic Journals</u></p> <p>Various reports published by Education Committee, Education Department, Education and Manpower Bureau, Vocational Training Council and other education professional and concern groups etc.</p> <p>Hong Kong Governors' and HKSAR Chief Executive's annual policy addresses.</p> <p>Hong Kong Report and the Other Hong Kong Reports of various years.</p>
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