

Subject Description Form

Subject Code	APSS4520														
Subject Title	Educational Policy														
Credit Value	3														
Level	4														
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite :</u> APSS3230 Theories of Social Policy														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Quiz/ Class Exercises</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Project Presentation/ Participation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; and The completion and submission of all component assignments are required for passing the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Paper	40%	--	2. Quiz/ Class Exercises	30%	--	3. Group Project Presentation/ Participation	--	30%
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Objectives	<p>The subject aims to enable students to:</p> <ol style="list-style-type: none"> 1. have a basic understanding on the conceptual issues and various theoretical approaches to policy and administration issues concerning education; 2. know and to understand the historical development of educational policy and the institutional arrangement of education in Hong Kong; 3. be able to contrast the local situations with experiences from other social contexts from a comparative perspective; 4. analyze various education policy and administration problems in Hong Kong, both in the private and public sector; 5. 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 public administrative issues; 6. identify factors and strings that are going to shape future development of education policy and institutional arrangement in Hong Kong and in general. 														

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> develop a critical grasp of the ideological and theoretical underpinning of education policy and administration; appraise the historical evolution of education as a social institution; develop a critical understanding of the processes of education policy formulation and implementation; discern and discuss the contemporary and critical issues and debates in education policy. 																																														
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 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; 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; 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; 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. 																																														
Teaching/Learning Methodology	<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. Assessment will be based upon a variety of individual group-based activities, which may include presentation and problem-based learning tasks/project.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Group Project</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Quiz / Short Essays</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Term Paper	40 %	✓	✓	✓	✓			2. Group Project	30 %	✓	✓	✓	✓			3. Quiz / Short Essays	30 %	✓	✓	✓				Total	100 %						
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term Paper (Individual)</p> <p>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. Proposal for change and It is also necessary for the students to present his evidence and arguments systematically in a well framed structure.</p> <p>Group Project and Presentation</p> <p>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 area 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 effectively communication in policy discussion.</p> <p>Quiz/ Short Essays</p> <p>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.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lecture ▪ Group Project <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Reading, preparing for the Quizzes/ Class Exercises ▪ Preparation for Group Project Presentation ▪ Term Paper Writing <p>Total student study effort</p>	<p>27 Hrs.</p> <p>12 Hrs.</p> <p>50 Hrs.</p> <p>15 Hrs.</p> <p>20 Hrs.</p> <p>124 Hrs.</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Bell, L., & Stevenson, H. (2006). <i>Education policy: Process, themes and impact</i>. New York: Routledge</p> <p>Demaine, J. (1999). <i>Education Policy and Contemporary Politics</i>. Basingstoke: Macmillan.</p>	

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