

## Course Description

### **MEDD6097 Themes and Approaches in the Field of Comparative Education**

<b>Course description</b>		
<p>This module will introduce students to the history and nature of comparative education as a field of enquiry. It will note the principal dimensions of the field as conventionally defined in the literature on the topic, and will consider some variations in emphasis in scholarly communities and other actors in different parts of the world. The module will also consider the nature and contents of some key vehicles for publishing comparative education research, including journals, books and reports by international agencies. The course will focus on selected issues and themes in comparative education and discuss them across different contexts and as viewed by different stakeholders. Similarities and differences between education systems in Hong Kong and in other parts of the world are assessed and discussed. Some of these locations are geographically close to us (e.g. mainland China), while others are more distant. Study through a comparative lens helps in understanding of the forces which shape education systems and processes. The module will conclude with an overview of the nature and directions of the field.</p>		
<b>Coursework / Examination ratio: <u>100</u> % Coursework, <u>0</u> % Examination</b>		
<b>Course objectives</b>		
<p>By the end of the module, students will have a stronger understanding of the range of approaches to the field of comparative education, and of dominant paradigms and units for comparison by scholarly communities and agencies in different parts of the world. This will include:</p> <ul style="list-style-type: none"><li>- the orientations and biases of scholars in different language groups; and</li><li>- the emphases of a number of international agencies.</li></ul>		
<b>Course learning outcomes (CLOs)</b>		<b>Aligned programme learning outcomes (PLOs)</b>
1. Review the forces that shape the field of comparative education, noting variations in different parts of the world		PLO 1
2. Identify, analyse and conceptualise the perspectives and approaches of different actors and organizations in the field of comparative education		PLO 2
3. Demonstrate ability to use perspectives and tools to analyse themes and approaches in the field of comparative education		PLO 3
<b>Course assessment methods</b>		
<b>Assessment method</b>	<b>Weighting (%)</b>	<b>Aligned course learning outcomes</b>
Presentation	30	CLOs 1, 2
Essay	50	CLOs 1-3
Class attendance and participation	20	
<b>Course content and topics</b>		
<ol style="list-style-type: none"><li>1. Introduction: Resources, Goals and Approaches in Comparative Education</li><li>2. The Field and its Characteristics</li><li>3. A Reflexive Example of Qualitative Comparative Research Across Cultures: Pre-schools in Japan, China and the USA</li><li>4. Large-scale Quantitative Comparisons: Lessons from PISA</li><li>5. The Shadow Education System: Private Supplementary Tutoring</li><li>6. International Agencies and Comparative Education: UNESCO</li><li>7. International Agencies and Comparative Education: The World Bank</li><li>8. Conclusion: The Nature and Directions of the Field</li></ol>		
<b>Required / recommended readings and online materials</b>		

*Core items*

- Bray, Mark; Adamson, Bob & Mason, Mark (eds.) (2014): *Comparative Education Research: Approaches and Methods*. 2<sup>nd</sup> edition; Hong Kong: Comparative Education Research Centre, The University of Hong Kong, and Dordrecht: Springer.  
<http://cerc.edu.hku.hk/product/comparative-education-research-approaches-and-methods>.
- Manzon, Maria (2011): *Comparative Education: The Construction of a Field*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong, and Dordrecht: Springer.  
<http://www.fe.hku.hk/cerc/Publications/CERC-29.htm>.

*Supplementary items*

Additional references will be provided for specific topics. Meanwhile, two particular books are noted:

- Bray, Mark & Koo, Ramsey (eds.) (2004): *Education and Society in Hong Kong and Macao: Comparative Perspectives on Continuity and Change*. 2<sup>nd</sup> edition, Hong Kong: Comparative Education Research Centre, The University of Hong Kong. <http://www.fe.hku.hk/cerc/Publications/CERC-7.htm> Special offer for CGSED students
- Bray, Mark & Lykins, Chad (2012): *Shadow Education: Private Supplementary Tutoring and its Implications for Policy Makers in Asia*. Hong Kong: Comparative Education Research Centre, The University of Hong Kong, and Mandaluyong City: Asian Development Bank  
<http://cerc.edu.hku.hk/product/shadow-education-private-supplementary-tutoring-and-its-implications-for-policy-makers-in-asia>

Other resources will be made available from the Comparative Education Research Centre (CERC) of the University of Hong Kong. The CERC office is in 401D of the Runme Shaw Building. Contact person: LUI Jie (Jade)  
jliu66@connect.hku.hk

**Other additional course information**

Nil