

Course Description

MEDD6131 Comparative Perspectives on Curriculum

Course description and objectives	
<p>This course offers a comparative study of different approaches to curriculum around the world. It examines the question of how globalisation is impacting curriculum worldwide via curriculum reforms and assessment regimes versus localisation in different regional/country/system contexts. Critical historical and comparative perspectives on curriculum are developed through understanding the interdisciplinary perspectives shaping curriculum policy decisions in different systems. The question of globalisation will also be considered with reference to the students' experiences and background including Hong Kong.</p>	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Understand the perspectives shaping curriculum (including assessment) policy and reform processes in macro, meso and micro-contexts, the complexity of decision-making and processes, the opportunities and challenges, the actors and stakeholders involved.	PLOs 1, 2, 4
2. Compare and analyse the similarities and differences of the purpose, approaches, strategies and impact of curricula and curriculum changes in different systems/regions in historical and comparative perspectives.	PLOs 1, 2, 3
3. Identify and understand the role of globalization, and the role of international agencies in influencing curriculum reforms and development in different system/regions, or places.	PLOs 1, 2
4. Conduct review of curriculum initiatives with reference to country/system examples, based on multiple perspectives and data at hand, with a view to improving it and/or meeting new needs.	PLOs 1-4
Course assessment methods	
<ul style="list-style-type: none"> • Discussion questions • Presentation of Outline of the written assignment • Written assignment 	
Course content and topics	
<ul style="list-style-type: none"> • Globalisation of education and curriculum; globalization • Policy-borrowing, contextualization, decolonisation • Language education policies, curricula • Western/Eastern thinking styles, Mathematics – learning from the East or from the West; localization/indigenization movement • Influences of international organisations and assessment regimes, e.g. OECD, UNESCO, World Bank • Humanities education, arts education, values education • Comparative curricula 	
Required / recommended readings and online materials	
<p>General References (* Basic; # Tool books)</p> <ol style="list-style-type: none"> 1. *Bray, M., Adamson, B., Mason, M, Ed. (2007) Comparative Education Research: Approaches and Method. Hong Kong: Springer. (Special reference to Chapters *1 to 3, 9, 10, *11, 12 to 15). 2. *Spring, J. (2015) Globalization of Education: An Introduction. Routledge. 3. #Zajda, Joseph et al (Ed.) (2015) Second International Handbook of Globalisation, Education and Policy Research. Dordrecht: Springer. (Chapters related to your focus/specialism.) 4. #Connelly, F. M., He, M.F. et al (Ed.) (2008) The SAGE Handbook of Curriculum and Instruction. 5. #Kridel, Craig (2010) Encyclopedia of Curriculum Studies. 	

6. #Pinar, William F. International Handbook of Curriculum Research. Second edition. New York: Routledge, 2014. Print.
7. #Sweeting, A.E. (1990) Education in Hong Kong, Pre-1841 to 1941: Fact and Opinion. Hong Kong: HKU P Press
8. # Sweeting, A.E. (2004) Education in Hong Kong, 1941 to 2001: Visions and Revisions. Hong Kong: HKU P Press
9. Goodson, Ivor (1998) Subject knowledge: readings for the study of school subjects. Washington D. C: Falmer Press.

Readings (* Basic)

1. *Anderson-Levitt, Kathryn M. M., Lynne Paine, and Fazel Rizvi. "Globalization and Curriculum." The SAGE Handbook of Curriculum and Instruction. SAGE Publications, 2008. 349-68. Web.
2. *Bray, M., Adamson, B., Mason, M, Ed. (2007) Comparative Education Research: Approaches and Method. Hong Kong: Springer (Chapters 1, 2, 11, 15).
3. *Spring, J. (2015) Globalization of Education: An Introduction. Routledge. (Chapter 1.)
4. Keeves J.P., Darmawan I.G.N. (2015) Philosophical and Pedagogical Underpinnings of Globalisation and Education. In: Zajda J. (eds) Second International Handbook on Globalisation, Education and Policy Research. Springer, Dordrecht
5. Benavot, A., Yk CHA, D. Kamens, JW Meyer, and Sy Wong. "KNOWLEDGE FOR THE MASSES - WORLD MODELS AND NATIONAL CURRICULA, 1920-1986." American Sociological Review 56.1 (1991): 85-100. Web.\

Other additional course information

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