

Course Description

MEDD8920 Classroom Research in General Studies and Liberal Education

Course description	
<p>This course provides a step-by-step approach on how to conduct empirical research in General Studies and Liberal Education. Students will learn from different academic publications (e.g. journal articles) on how to use qualitative, quantitative and mixed methods to do classroom research related to these two learning areas. The methods taught in the course include case studies, questionnaire-based surveys, interviews and action research, which are useful in evaluating the effectiveness of Liberal Education and General Studies in Hong Kong schools. By the end of the course, it is expected that students will understand how to design and conduct a small-scale research project to better understand the nature and/or evaluate their own teaching performance in the subjects.</p>	
Course objectives	
<p>By the end of this course, students should be able to:</p> <ul style="list-style-type: none"> • have a general understanding of the General Studies and Liberal Education Curriculum including their aims and syllabus content, • understand about the research in General Studies and Liberal Education in Hong Kong, • identify and understand the basic principles of classroom research, • guide students to develop a sense of classroom research through different methods, • plan a study to evaluate the effectiveness of the two subject areas. 	
Course learning outcomes	Aligned programme learning outcomes (PLOs)
1. Develop a critical perspective of the different approaches in examining an educational problem and to be able to develop an approach that is most suitable for the problem examined;	PLOs 2, 3 and 4
2. Develop an ability to <i>identify an ill-defined</i> educational problem, make precise the problem; and develop ways of studying it	PLOs 1, 5 and 6
3. Develop <i>understanding of one's own competencies</i> in studying a research problem and to design a method of research that exploits one's strength and minimizes one's weaknesses	PLOs 1, 2 and 3
4. Develop understanding of ways of <i>improving teaching</i> based on the research conducted (e.g., action research).	PLOs 3, 4 and 6
5. develop ability <i>to write</i> well a research proposal describing the methods used and the conclusion reached	PLOs 1-6
Course assessment methods	
<ul style="list-style-type: none"> • Essay of critique of literature • Research proposal • Moodle task and in-class and out-of-class participation 	
Course content and topics	
<ul style="list-style-type: none"> • The Nature and Curriculum of General Studies and Liberal Education in Hong Kong • What is Research? Exemplars of Research in Liberal Education • Proposing Research Topics and Questions • Basic Structure of Research in Education 	
Required / recommended readings and online materials	
<ol style="list-style-type: none"> 1. Cohen, L., Manion, L., & Morrison, K. (2002). <i>Research methods in education</i>. Routledge. 2. Creswell, J. W., & Clark, V. L. P. (2007). <i>Designing and conducting mixed methods research</i>; New York: Wiley. 	

3. Cohen, L. (1976). <i>Educational research in classrooms and schools: A manual of materials and methods</i> . London; New York: Harper & Row. 4. Fung, D.C.L., & Yip, V.W.Y. (2010) The Policies of Reintroducing Liberal Studies into Hong Kong Secondary Schools. <i>Educational Research for Policies and Practice</i> . 9:17-40. 5. Fung, D.C.L. (2015). Expectations versus reality: the case of Liberal Studies in Hong Kong's new senior secondary reforms. <i>Compare: A Journal of Comparative and International Education</i> , (ahead-of-print), 1-21
Other additional course information
Nil