

Course Title	:	Policy Dissemination and Strategic Communication
Course Code	:	DPS705
Recommended Study Year	:	Doctor of Policy Studies Year 2
No. of Credits/Term	:	6 Credits (3 credits x 2 terms)/Terms 1 and 2
Mode of Tuition	:	Lecture, Seminar, and Tutorial
Class Contact Hours	:	3 hours per week or Teaching Block throughout a seminar
Category	:	Required
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course enables students to present their policy analysis and research findings generated from their policy related research through participating in workshops organised in the form of Public Policy Forum. Engaging students in role playing of different stakeholders (including government officials, politicians, interest groups and media), students would experience the pressure and learn how to present their policy proposal / policy evaluation in public forum. Where practicable, students would be asked to conduct a brief field study (in groups) of one policy institution with interest in specific policy issue and present their findings in a non-technical way.

Professional commentators from the media, academics, politicians and practitioners from the policy studies field will be invited to interact with students and share their experiences in managing policy dissemination process in the highly politicized environment. Through this experiential learning, students would be required to make careful and innovative preparations for articulation of policy agendas, policy proposals and policy evaluation.

Aims

This course aims to

1. Deepen students' understanding of major issues, challenges and practical aspects for policy dissemination, especially in the form of public forum;
2. Enable students to engage in dialogues with a range of practitioners and experts from the wider policy community about how to present policy proposals or evaluation of public /

social policies in front of the media and the public;

3. Equip students with knowledge of interpretation of statistical data for better policy agenda setting and articulation;
4. Engage students to work collaboratively in preparing for policy dissemination;
5. Facilitate students to appreciate the diversity of views from a wide range of stakeholders in the wider policy community; and
6. Develop students' ability to prepare politically sensitive and socially approaches when reporting policy analysis / policy advocacy.

Learning Outcomes (LOs)

Upon successful completion of the course, students will be able to:

1. Understand the strategies and practical aspects of preparing policy dissemination in public forum;
2. Develop learning community through engaging students in collaborative learning throughout the workshops to address issues related to politics of policy dissemination;
3. Demonstrate the mastery of basic knowledge of basic statistical concepts, interpretation and presentation of statistics and policy findings;
4. Acquire practical experience through interacting with experts and practitioners from the wider policy community when presenting policy findings and policy advocacy.

Indicative Contents

1. Major issues and challenges for policy dissemination
2. Politics of innovative policy making and policy advocacy
3. Engaging in strategic communication with the media and the public
4. Preparing press conference / public forum: Major issues and strategies
5. Ethical issues when managing policy dissemination
6. Publication of policy reviews / reports: Some practical aspects
7. Students presentations and discussions of their policy studies projects

Teaching Method

Workshops are combined with lectures, seminars and interactive role plays. Students will deliver presentations on their policy research, and engage in discussion and in-class tasks. They

will also have hand-on exercises performing different roles when engaging in policy dissemination in public forum.

Measurement of Learning Outcomes

Learning Outcome	Reflective Journal	Presentation of Policy Analysis	Policy Brief
1. Understand the strategies and practical aspects of preparing policy dissemination in public forum.	✓		✓
2. Develop learning community through engaging students in collaborative learning throughout the workshops to address issues related to politics of policy dissemination.	✓	✓	
3. Demonstrate the mastery of basic knowledge of basic statistical concepts, interpretation and presentation of statistics and policy findings.	✓	✓	✓
4. Acquire practical experience through interacting with experts and practitioners from the wider policy community when presenting policy findings and policy advocacy.	✓	✓	

Assessment

Assessment weightings:

- Reflective Journal 20%
- Presentation of Policy Analysis 40%
- Policy Brief 40%

Assessment Rubrics

Reflective Journal 20%

Criteria	Excellent	Good	Pass	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Understanding of topic	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument
Critical analysis	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of argument	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument. No clear linkage from point to point.

Writing and referencing	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.
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Presentation of Policy Analysis (40%)

Criteria	Excellent	Good	Pass	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Content	Comprehensive understanding and coverage of issues. Wide range of evidence used to support arguments and demonstrate critical thinking.	Clear discussion of relevant issues. Good use of evidence support arguments. Go beyond description.	Show some coverage and understanding of main issues. Adequate range of evidence used. More description than analysis in content.	Very little or no understanding of the issues. Inadequate use of evidence to support argument. Describe the issues but show significant misunderstanding of basic issues.
Organisation	Clear structure. Present a convincing and well-developed argument.	Clear structure. Present a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure and no clear argument.
Style of presentation and effectiveness in leading the discussion	Demonstrate excellent presentation skills and communication with audience.	Demonstrate competent presentation skills and communication with audience.	Demonstrate good presentation skills and communication with audience.	Demonstrate poor presentation skills and communication with audience.

Policy brief (40%)

Criteria	Excellent	Good	Pass	Failure
	A (85-100) A- (80-84)	B+ (75-79) B (70-74) B- (65-69)	C+ (60-64) C (55-59) C- (50-54)	F (0-49)
Understanding of topic	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument
Critical analysis	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of argument	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument No clear linkage from point to point.

Writing and referencing	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.
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Required/Essential Readings

Kantola, A. and Hannele, S. (2011) “Dissemination of Management into Politics: Michael Porter and the Political Uses of Management Consulting”, *Management Learning*, 42 (1), pp. 25-47.

Lejano, R.P. (2006). *Frameworks for Policy Analysis: Merging Text and Context*, London: Routledge.

[Sabatier](#), P.A (2005), *Policy Change and Learning: An Advocacy Coalition Approach*, Boulder, CO: Westview Press.

[Sabatier](#), P.A. and [Weible](#), C.M. (eds.) (2014) *Theories of the Policy Process*, Boulder, CO: Westview.

Ulin, P.R., Robinson, E.T. and Tolley, E.E. (2005), *Qualitative Methods in Public Health: A Field Guide for Applied Research*, CA: Jossey-Bass.

Recommended/Supplementary Reading (on reserve at the Library)

Lewis-Beck, M. S. (1995) *Data Analysis: An Introduction*, Sage.

Additional readings will also be given weekly on a topic by topic basis.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of

dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

* Numbers of hours are subject to adjustment for individual courses.

(20 July 2018)