

<b>Course Title</b>	:	<b>Globalisation, Policy and Society</b>
<b>Course Code</b>	:	SOC505, IHEM501
<b>Recommended Study Year</b>	:	Taught Master Year 1
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture and Group Seminar
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	Master of Social Sciences in Comparative Social Policy (International) Master in International Higher Education and Management
<b>Discipline</b>	:	Social Sciences
<b>Prerequisite(s)</b>	:	N/A
<b>Co-requisite(s)</b>	:	N/A
<b>Exclusion(s)</b>	:	N/A
<b>Exemption Requirement(s)</b>	:	N/A

### **Brief Course Description**

This course focuses on several key topics in social development in East Asia and the rest of the world, with particular reference to analyze how education and social policy have been affected by the growing trends of globalization. The course takes an explicitly comparative approach with each of the issues examined through case studies of societies located in East Asia like Hong Kong, Taiwan and mainland China, Japan, Korea and Singapore, critically examining how the globalizing economy and the growing tide of neo-liberalism have affected educational social policy change. Largely student-centered, the course is structured around student-guided discussions of assigned readings, with the goal of encouraging the drawing of conclusions about important social issues from the comparison of different cases, such as the massification of higher education, youth unemployment, youth transitions and social mobility. Through preparation for discussions, organizing group presentations and completing written assignments, students will develop independent inquiry skills to explore the interrelationships between education and social policy and social phenomena. More specifically, this course will critically examine the following issues:

- How educational and social policy development in East Asia has been affected by the growing trends of globalization?
- What major policies and strategies that the governments in East Asia have adopted in managing rapid social, economic, political and cultural changes in order to enhance quality of education and related social outcomes in their societies?
- What major policy implications that you can draw from comparative research related to educational and social policy changes in East Asia against the context of globalization?
- What new forms of educational and social policy governance are emerging as a consequence of this change process?
- What is the magnitude of this change and what are its implications for public sector capacity and governance?

In order to enhance students to have a better understanding of educational development and change in East Asia, this course will begin by discussing major contextual variables causing educational and social policy changes not only from global but also regional and local aspects. The core of the course will devote to identify major change patterns emerging from the societies based in East Asia, with particular reference to critical reflections on how governments in these societies have tried to manage educational changes in responses to global, regional and local forces.

## **Aims**

This course aims to:

1. deepen students' understanding of educational development and social change in East Asia against the context of growing influences of globalization;
2. equip students with knowledge in how policy analysis is 'done';
3. enhance students' awareness of transformation of higher education and social policy from international and comparative perspectives; and
4. sharpen their sensibility and awareness of issues involved in education and social policy formation, evaluation and impact.

## **Learning Outcomes:**

On completion of the course, students will be able to:

1. Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, globalization, culture, and diverse populations in East Asia and the rest of the world.
2. Compare and contrast educational and societal contexts within East Asia and the rest of globe with a view toward drawing broader conclusions about important policy issues.
3. Critically reflect upon their learning experiences through participating in the collaborative learning projects during the course.
4. Make use of inquiry approaches to examine the interrelationships of educational and social policy issues in East Asia and the rest of the globe.
5. Demonstrate the disposition to critically examine key issues from multiple geographical, social, and value perspectives.

## **Indicative Contents**

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1. Globalization, Development and Social Change: An Comparative Perspective
  2. Major Education and Social Policy Reforms and Development Trends in East Asia
  3. Massification and Privatization of Higher Education: A Global Perspective
  4. Expansion of Higher Education, Graduate Employment and Social Mobility: Implications for Educational Development
  5. Managing Employment and Social Mobility: East Asian Experiences
  6. Analyzing youth unemployment and youth activism
  7. Managing youth transition
  8. Internationalization and Transnationalization of Higher Education: Critical Issues
  9. The Quest for Entrepreneurial Universities in East Asia
  10. Preparing for the Ageing Society: East Asian Perspectives
  11. The Age of STEM: Research, Development and Innovation in Education
  12. Repurposing University for Uncertain Futures: The Role of Liberal Arts Education
  13. Group Presentations

## **Teaching Method**

During weekly sessions students will be introduced to the concepts, perspectives and issues related to the impact of globalization of educational development and social change in East Asia and the

rest of the world. Students will engage in discussions, presentations and in-class activities to deepen their understanding of the selected issues. Collaborative learning will be enhanced through taking part in group research projects in examining critical issues of managing rapid socio-economic changes and policy responses in education.

**Measurement of Learning Outcomes**

1. Students will reflect upon their learning experience after attending selected seminars / research events.
2. Students will engage in group research projects examining major issues related to managing rapid socio-economic changes and policy responses in education and organize presentations of their analysis.
3. Based upon their group research projects, students will write a term paper to demonstrate their understanding how the growing influence of globalization has affected educational development and social change.

Learning Outcome	Group Presentation	Reflective Journal	Individual Essay
1. Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, globalization, culture, and diverse populations in East Asia and the rest of the world.	✓		✓
2. Compare and contrast educational and societal contexts within East Asia and the rest of globe with a view toward drawing broader conclusions about important educational issues.	✓		✓
3. Critically reflect upon their learning experiences through participating in the collaborative learning projects during the course.		✓	
4. Make use of inquiry approaches to examine the interrelationships of educational and social issues in East Asia and the rest of the globe.	✓	✓	✓
5. Demonstrate the disposition to critically examine key issues from multiple geographical, social, and value perspectives.	✓		✓

**Assessment**

Assessment Method	Percentage of Final Grade
Group Presentation: Either (1) compare the manifestation of one educational issue in your city or other parts of the globe; or (2) discuss the implications for educational development and policy formation in East Asia against the context of globalization.	30
Reflective Journal (500 words) Based upon the participation of research events organized as part of the learning activities of the course, write up a short journal to reflect learning.	10
Individual Essay (3,000 words):	60

Based upon your research topic, together with your learning experiences and readings in Hong Kong and Shanghai, write up an essay to demonstrate your understanding of comparative educational development and policy analysis with focus on East Asian region.	
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### **Required/Essential Readings**

Mok, K.H. (ed.), *Promoting International Connectivity, Diversity of Learning and Changing Labour Market: East Asian Perspectives*, London: Springer, 2017.

Hawkins, J. and Mok, K.H. (eds.) *Research, Development, and Innovation in Asia Pacific Higher Education*, New York: Palgrave Macmillan, 2015.

Marginson, S., Kaur, S. & Sawir, E. (eds.), *Higher Education in the Asia-Pacific: Strategic Responses to Globalization*, Dordrecht: Springer, 2011.

### **Recommended/Supplementary Readings**

Freeman, B., Marginson, S. & Tytler, R. (eds.), *The Age of STEM: Educational Policy and Practice across the World in Science, Technology, Engineering and Mathematics*, London: Routledge, 2015.

Jung, I. Nishimura, M., Sasao, T. (eds.), *Liberal Arts Education and Colleges in East Asia*, Singapore: Springer, 2016.

Hawkins, J. and Mok, K.H. (eds.), *Research, Development and Innovation in Asia Pacific Higher Education*, New York: Palgrave Macmillan, 2015.

Mok, K.H. and Yu, K.M. (eds.), *Internationalization of Higher Education in East Asia: Trends of Student Mobility and Impact on Education Governance*, London: Routledge, 2014.

Mok, K.H., *The Quest for Entrepreneurial Universities in East Asia*, New York: Palgrave Macmillan, 2013.

Hawkins, J., Mok, K.H. and Neubauer, D. (eds.), *Higher Education Regionalization in Asia Pacific*, New York: Palgrave Macmillan, 2012.

Neubauer, D. (ed.), *The Emergent Knowledge Society and the Future of Higher Education: Asian Perspectives*, London: Routledge, 2012.

Adamson, B., Nixon, J. and Su, F. (eds.), *The Orientation of Higher Education: Challenging the East-West Dichotomy*, Dordrecht: Springer, 2012.

King, R., Marginson, S. & Naidoo, R. (eds.), *Handbook of Higher Education and Globalization*, Cheltenham: Edward Elgar, 2011.

Additional readings directly relevant to the topics selected for the seminar will be suggested by the instructors and speakers concerned.