

Course Title	:	Globalisation, Policy and Society
Course Code	:	MIH 501 / SOC 505
Recommended Study Year	:	Taught Master Year 1
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and Seminars / Tutorials
Class Contact Hours	:	Normally 30 hours for classes 9 hours for collaborative learning / presentation preparation
Category in Major Prog.	:	Required
Discipline	:	Social Sciences
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	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 analyse how education and social policy have been affected by the growing trends of globalisation. 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 globalising 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, organising 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 globalisation?
- 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 globalisation?
- 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 globalisation;
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, globalisation, 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

Topics

1. Globalisation, Development and Social Change: An Comparative Perspective
2. Major Education and Social Policy Reforms and Development Trends in East Asia
3. Massification and Privatisation 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. Analysing Youth Unemployment and Youth Activism
7. Managing Youth Transition
8. Internationalisation and Transnationalisation of Higher Education: Critical Issues
9. Managing the Ageing Society: Welfare Reforms in Greater China Region
10. The Age of STEM: Research, Development and Innovation in Education
11. Group Presentations

Teaching and Learning Methods

During weekly sessions students will be introduced to the concepts, perspectives and issues related to the impact of globalisation 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 and social policy.

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 organise 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 globalisation has affected educational development and social change.

Learning Outcome	Group Presentation	Reflective Journal	Group Report
1. Demonstrate understanding of the mutual interactions among various aspects of education, economic and political development, globalisation, 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 or social policy issue in your city or other parts of the globe; or (2) discuss the implications for educational or social policy development and policy formation in East Asia against the context of globalisation.	30

Reflective Journal (1000 words): Based upon the participation in the “Global Higher Education Webinar Series”, as part of the learning activities of the course, write up a short journal to reflect learning.	30
Group Report: Based upon the group presentation, each group has to prepare a written report of 5000 words to present the major findings and critical analysis of the group research.	40

Readings for Tutorial 1

Phillips, D.R. and Feng, Z.X. (2018) ‘Global Ageing’, in M.W. Skinner, G.J. Andrews, and M.P. Cutchin (eds). *Geographical Gerontology: Perspectives, Concepts and Approaches*, London: Routledge.

Phillips, D. and Feng, Z.X. (2018) ‘Demographics and Aging’, in W.P. Wu, and M. Frazier (eds). *The SAGE Handbook on Contemporary China*, New York: SAGE, pp. 1049- 1071.

Mok, K.H., Amoah, P., Wen, Z.Y. and Li, W.L. (2019) ‘Achieving the age-friendly city agenda: an interventional study in Hong Kong’s Islands District’, *Journal of Asian Public Policy* published 2019: 1-20.

Readings for Tutorial 2

Atherton, G. and John, P. (2020) “A Rejoinder to Michelle Donelan: True Social Mobility and Higher Education”, published by HEPI, UK. <https://www.hepi.ac.uk/2020/07/18/weekend-reading-a-rejoinder-to-michelle-donelan-true-social-mobility-and-higher-education/>

Pyoria, P., S. Ojala, T. Saari, K. M. Jarvinen. 2017. “The Millennial Generation: A New Breed of Labour?” SAGE Open, doi: <https://doi.org/10.1177/2158244017697158>.

Zhu, A. Y. F., and K. L. Chou. 2018. “Hong Kong’s Transition Toward a Knowledge Economy: Analyzing Effect of Overeducation on Wages Between 1991 and 2011.” *Journal of the Knowledge Economy*. doi: <https://doi.org/10.1007/s13132-018-0535-z>.

Mok, K.H. and Jiang, J. (2017) “Massification of Higher Education and Challenges for Graduate Employment and Social Mobility: East Asian Experiences and Sociological Reflections”, *International Journal of Educational Development*, published on-line on 27 May 2017.

Readings for Tutorial 3

Mok, K.H., Chan, C.K. and Wen, Z.Y. (2020) “Searching for New Welfare Governance in China: Contracting out Social Service and Impact on Government-NGOs Relationship”, *Journal of Asian Public Policy*, published on line on 18 June 2020, 10.1080/17516234.2020.1778245.

Mok, K.H., Kuhner, S., Huang, G.H. (2017) “The Productivist Construction of Selective Welfare Pragmatism in China”, *Social Policy & Administration*, Vol.51, No.6, November 2017, pp. 845-856.

Chan, C. K., Vickers, T. & Barnard, A. (2019) “Meaning through Caregiving: A Qualitative Study

of the Experiences of Informal Carers”, *British Journal of Social Work*.
<https://doi.org/10.1093/bjsw/bcz039>

Wen, Z. (2017). “Government Purchase-of-services in China: Similar Intentions, Different Policy Designs”, *Public Administration and Development*, 37(1): 65-78.

Readings for Tutorial 4

Mok, K.H., Han, X. Jiang, J. and Zhang, X.J. (2018) “International and Transnational Education for whose Interests? A Study on the Career Development of Chinese Students”, *Higher Education Quarterly*, 72, pp. 208-223.

Mok, K.H. (2020) “Will Chinese students want to study abroad post-COVID-19?”, *University World News*, 4 July 2020.

Amoah, P. and Mok, K.H. (2020) “The Covid-19 Pandemic and Internationalisation of Higher Education: International Students’ Knowledge, Experiences and Wellbeing”, Published by HEPI, UK, <https://www.hepi.ac.uk/2020/06/13/weekend-reading-the-covid-19-pandemic-and-internationalisation-of-higher-education-international-students-knowledge-experiences-and-wellbeing/>

Required/Essential Readings

Jarvis, D. and Mok, K.H. (eds.) *Transformations in Higher Education Governance in Asia: Policy, Politics and Progress*, Singapore: Springer, 2019.

Neubauer, D., Mok, K.H. and Jiang, J. (eds.) (2018) *The Sustainability of Higher Education Massification: Cases from Asia Pacific and the US*, London: Routledge.

Wu, A.M. and Hawkins, J. (eds.) (2018) *Massification of Higher Education in Asia: Consequences, Policy Responses and Changing Governance*, Singapore: Springer.

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

Mok, K.H. and Kuhner, S. (eds.) (2018) *Managing Welfare Expectations and Social Change*, London: Routledge.

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

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

Mok, K.H. and Lau, K.W. (eds.) (2014) *Managing Social Change and Social Policy in Greater China: Welfare Regimes in Transition*, London: Routledge.

Recommended/Supplementary Readings

Mok, K.H. (2018) “Does Internationalisation of Higher Education still Matter? Critical Reflections on Student Learning, Graduate Employment and Faculty Development in Asia”, *Higher Education Quarterly*, 72, pp. 183-193.

Mok, K.H., Han, X. Jiang, J. and Zhang, X.J. (2018) “International and Transnational Education for whose Interests? A Study on the Career Development of Chinese Students”, *Higher Education Quarterly*, 72, pp. 208-223.

Mok, K.H. and Qian, J.W. (2018) “Massification of Higher Education and Youth Transition: Skills Mismatch, Informal Sector Jobs and Implications for China”, *Journal of Education and Work*, published on-line on 10 June 2018.

Mok, K.H. and Jiang, J. (2017) “Massification of Higher Education and Challenges for Graduate Employment and Social Mobility: East Asian Experiences and Sociological Reflections”, *International Journal of Educational Development*, published on-line on 27 May 2017.

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

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

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

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

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

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

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

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

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

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

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 supervision.

Assessment Rubrics

Reflective Journal 30%

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 (5%)	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 (5%)	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 (10%)	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 (5%)	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 (5%)	Uses references correctly. Demonstrates	Generally uses references correctly but	Some parts not referenced correctly.	Not referenced correctly.

	excellent writing skills.	some parts less well referenced. Competent writing skills.	Writing skills could be improved.	Poor writing skills. Needed proof reading.
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Presentation of Group Project (30%)

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 (10%)	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 (10%)	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 (10%)	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.

Written Report (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 (5%)	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 (5%)	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 (15%)	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 (10%)	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 (5%)	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.