

COURSE DESCRIPTIONS 科目簡介

COURSES FOR TAUGHT POSTGRADUATE PROGRAMMES

MIH501 Globalisation, Policy and Society (from 2018-19)/ Globalisation, Higher Education and Society (in 2017-18) (3 credits)

This course focuses on several key topics in education and society in East Asia and the rest of the world, with particular reference to analyse how education and society 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 development and social change.

MIH502 Comparative Social Policy Research Methods (3 credits)

This course begins with a broad overview of the reasons why we might want to compare welfare states, how we might compare its key pillars such as education, employment, social security, housing and health care and the problems that can occur when we do. The remaining sessions are then based around a consideration of comparative data provided by international organisations, including OECD, World Bank, UNESCO, offering students the opportunity to explore the mixed economies of welfare and the key structural changes occurring in the context of increasing internationalisation.

MIH503 Asia Pacific Higher Education Policy and Management Symposium (1.5 credits for 2021 – 22 or before; 3 credits from 2022-23)

In collaboration with the international partners, including but not limited to Asia Pacific Higher Education Research Partnership (APHERP), Centre for Global Higher Education of the University of Oxford, College of Education of National Chengchi University, Graduate School of Education of Peking University, the University of Manchester, and the University of Stavanger, international conferences and symposiums will be organised at Lingnan University or online platforms to engage students to participate in international research event to enhance their learning and research experiences.

Through participating in the assigned international conferences and symposiums in this course, students would have the opportunity to learn from leading researchers in relevant research areas. Research and policy dialogues among scholars and practitioners coming from the Asia Pacific region will focus on the main themes of higher education research and social policy. Student will be organised into different groups during the international events to respond to the presentations made by the invited speakers, and special seminars will be organised after the international events to allow students to organise and reflect their learning after participation, with particular reference to build the links between what they are researching and the discussions highlighted in the international events.

MIH504 Internationalisation and Quality Management in Higher Education (3 credits)

In the 21st century, internationalisation and quality assurance are hot topics in the field of higher education. Driven by different forces, higher education institutions across the world are internationalising their campuses and building a targeted quality assurance system. There has also been a growing literature investigating the policies and practices related to internationalisation and quality assurance in higher education. This course will focus on the themes of internationalisation and quality assurance, from both theoretical and practical dimensions to examine and analyse the organisational behaviour of higher

education institutions.

MIH505 Educational Psychology: Teaching and Learning Strategies (from 2022-23) / **Teaching and Learning Strategies** (from 2020-21 to 2021-22) / **Creating an Effective Student Learning Environment** (in 2019-20 or before) **(3 credits)**

This course introduces students to the study of human learning as it applies to instruction, with particular reference to contextualise the proposed course against the wider policy background of creating a more conducive and inclusive learning environment to address the integration matters arising from the growing diversity of student populations, especially managing the growing complexity of international students admitted to contemporary universities. The course addresses ten aspects of learning i.e. learning and behaviour, learning and cognition, learning and development, learning and biology, learning and motivation and learning and instruction.

MIH506 Branding and Marketing of Education (from 2018-19) / **Branding and Marketing of Higher Education** (in 2017-18) **(3 credits)**

Higher education institutions today are facing many challenges including funding pressures, diversity of student needs, stringent demand from multiple stakeholders (e.g. students, parents, donors, government, employers etc.), keen competition from other institutions and the quest for internationalisation.

Many institutions have started to adopt a marketing approach in order to deliver values to meet the demands of various stakeholders, to build long-term relationships and to differentiate from competitors. As brand identity is one of the major evaluative criteria to differentiate a higher education institution from others, universities are thus eager to market themselves and build a strong brand for success. In fact, university branding is much more than logos and mottos.

MIH509 Regional Study on Education Management in Greater China and East Asia (from 2018-19) / **International/ Regional Higher Education Policy and Management Institute** (in 2017-18) **(3 credits)**

In collaboration with major universities in Taiwan, Mainland China, Macau and East Asia, special lectures and class discussions, professional visits and cultural tours will be organised for students. In selected Asian societies, students will be engaged in field observations and field visits to develop a more critical understanding of education management and governance through their active participation in and personal experience and critical reflection. More specifically, this course is an intensive and experiential unit, which provides a platform for students to study beyond classroom. Through observing different higher education institutions, student learning experience will be enhanced through theory-field experience integration and reflection.

MIH510 Understanding and Managing Well-being in Education Settings: Theory and Practice **(3 credits)**

Experiences from the COVID-19 pandemic, the rapid technological advancement and unstable economic conditions across the world have had enormous impact on educational institutions and students. In particular, these experiences and conditions and the precarities they bring are a call for current and future educational leaders to awaken to the consequences of the changing socio-technological and health conditions on the well-being of students. Therefore, this course will explore contemporary theories and practices of promoting and protecting the well-being of students in the rapid changing world and knowledge and skills requirements. Parts of the course will also be dedicated to the well-

being issues of workers in educational institutions. The course will comprise two parts: theoretical aspects of health-related well-being and practice-oriented workshops and seminars to enhance the skills to identify and manage challenges to well-being in educational settings.

MIH601 Internationalising Education: Institutional Strategy and Development (from 2018-19) / Internationalising Higher Education: Institutional Strategy and Development (in 2017-18) (3 credits)

In this module you will explore the origins and development of international higher education with particular focus on current drivers and practices. Drivers include economic, political, cultural and academic pressures, while the practices covered will include transnational campuses, international collaborations in teaching and research, the recruitment of overseas students and staff, and the use of new distance learning technologies. These will be illustrated through specific examples in different contexts, making use of both the literature and invited speakers.

MIH602 Postgraduate Studies Seminar Series (1.5 credits for 2021-22 or before; 3 credits from 2022-23)

(Prerequisite(s): MIH502 Comparative Social Policy Research Methods)

This course provides students with the opportunities to learn from leading scholars and prominent leaders in international higher education and management. Students will be required to attend relevant seminars and to respond to the presentations delivered by the invited speakers. They will also lead and present in peer de-briefing seminars after the guest seminars.

MIH603 Cases and Workshop for Management Issues in Education (3 credits)

This course provides a platform for students to critically reflect upon issues and practices in school/ university management. Students will be engaged with school principals and university administrators who are experienced in school and higher education administration / management for critical analysis of major management issues and relevant cases in education. Through dialogues and action learning, students will be able to analyse how major management ideas and practices which are popular in the Western societies have influenced school management and university governance in Asia.

MIH605 Managing Talents and Finance in Education Institutions (from 2018-19) / Managing Talents and Finance in Higher Education Institutions (in 2017-18 or before) (3 credits)

This course covers the management of two of the most important resources of an institution, namely human resource and financial resource. Students will learn the essential knowledge in human resource management and financial management and be required to apply it in role plays, cases, and project.

MIH606 Managing Entrepreneurial Education Project (from 2018-19) / Managing Entrepreneurial University Project (in 2017-18) (6 credits)

This is an individually supervised and executed capstone project where students will apply what they have learned to a real-world setting. They will demonstrate their knowledge, skills and analytical abilities in the area of international higher education management through the execution of a project on a topic of their choice. Based on the research strength and expertise of the staff at Lingnan University and our strong regional and overseas research networks, students could develop their capstone project on one of the themes related to what they have learned in their courses: (1) Globalisation, Higher Education and Society, (2) Creating an Effective Student Learning Environment, (3)

Internationalising Higher Education, (4) Branding and Marketing of Higher Education, (5) Internationalisation and Quality Management in Higher Education, and (6) Effective Management of Resource.

MIH607 Guided Study in Education Management (3 credits)

This course provides an opportunity for students to engage in an independent study on a topic of their own choice relating to education management. With academic guidance of the academic advisor, students may identify an area of professional/academic interest for taking the guided study. The matching between the student and the academic advisor will be based on individual student's learning needs and expertise of the faculty member. Through one-to-one personal tutorials and guidance, students will be expected to orally present the proposal on a chosen topic relating to education and management and complete the research report.

MIH608 Global Higher Education: Issues and Challenges (3 credits)

Higher education is facing an uncertain future due to the interactions of various elements, including the rising trend of anti-globalisation and nationalism, the rapid development of exponential technologies (like the artificial intelligence, biotech, robotics, etc.), and global health crisis (like the COVID-19 pandemic). This course provides opportunities for students to learn and explore how higher education sectors and individual university and college in various countries respond to the issues and challenges in the contemporary world.

Scholars and practitioners in the field of higher education from partner institutions of Lingnan University are invited to share the research and practices of their higher education sectors and institutions in responding to the current issues and challenges. From both theoretical and practical perspectives, the series of seminars and lectures in this course will cover different topics related to the issues and challenges faced by higher education in different contexts of various countries and regions. Students will respond to speakers' presentations and actively engage in discussing the findings with speakers and other participants. Students will be expected to draw connections between the presentations and their current or future research.

MIH609 Leading Change in Education Organisations (3 credits)

The course aims to equip educational leaders with the necessary skills to effectively guide and facilitate change efforts in their organisations. Students will be guided to critically reflect upon educational changes against the broader political-economy context. With the changing educational needs facing communities today and, in the future, educational leaders must exercise strategic leadership to respond appropriately. The course will enable educational leaders to assess the impact of change on their vision and respond promptly. It is a post-graduate programme, and the course leads students to analyse educational changes from micro and macro perspectives. Therefore, learners are encouraged to engage in extensive reading beyond the course material. The examples used in the course are limited, and students are encouraged to read the suggested books to broaden their knowledge.

MIH610 Education for Sustainability: Policy and Practice (3 credits)

This course explores the intersection between education and sustainability, with an emphasis on policy and practice. Students will examine the role of education in promoting sustainable development, and the policies and practices that support this goal. The course will cover topics such as environmental education, sustainable development, climate change, and social justice. This course will enable students to develop the knowledge and skills they need to make informed decisions that promote sustainability in education. They will also gain an understanding of the roles played by various stakeholders, including governments, educational institutions, and civil society organisations, in shaping education policy and practice. Local and overseas speakers are invited to share their related researches with the students to explore the role of higher education institutions in promoting sustainability, as well as the challenges and opportunities associated with sustainability in higher education. Students will also have the opportunity to learn about best practices and case studies from various universities and colleges around the world.

MIH611 Generative AI in Education: Applications and Challenges (3 credits)

This course explores the application, integration, and challenges of Generative AI (GAI) in both school education and higher education. It aims to equip students with the knowledge and skills to effectively integrate GAI into teaching, learning, and assessment processes. The course covers contemporary strategies, techniques, ethical considerations, and practical challenges associated with GAI in education.

Last updated: 29 April 2025