

International Social Policy Symposium

Course Title	:	International Social Policy Symposium
Course Code	:	SOC 604
Recommended Study Year	:	Taught Master Year 1
No. of Credits/Term	:	3
Mode of Tuition	:	Seminar
Class Contact Hours	:	Intensive Teaching Block
Category in Major Prog.	:	Required
Discipline	:	Social Science
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

Each academic year, the IMCSP programme offers its students an opportunity to join an international academic social policy symposium focusing on Hong Kong and other societies. Although the specific theme of the symposium may vary each year, this course will engage students in the critical examination of social and public policy, as well as public management and governance challenges, thereby enabling them to significantly enhance their academic and research endeavors. Throughout the symposium, students will be afforded the opportunity to interact with pivotal methodological, theoretical, conceptual and practical insights from eminent scholars in the fields of comparative social policy, international development, and governance. In addition to participating in the symposium, student learning will be further advanced through several supplementary specialized seminars, which will prompt students to distill the principal insights learned from the symposium, refine their academic writing and literature review competencies, and critically examine how their individual research interests and projects align or connect with the themes discussed in the symposium.

Aims

SOC604 aims to enhance the international educational experience of students by facilitating their active involvement in an academic conference environment. Students will have the opportunity to participate in policy and research dialogues with prominent local and international scholars and practitioners within the interdisciplinary field of comparative social policy studies.

Learning Outcomes (LOs)

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

1. Appreciate international conference experience through active participation in an international symposium setting;
2. Understand the most recent development and policy issues confronting Hong Kong and other societies through listening to presentations from invited speakers;
3. Analyze major social policy responses in managing rapid social, economic, demographic and political changes in Hong Kong and other societies by acting as discussants in the symposium;
4. Summarize and reflect their learning experience after the international event in the de-briefing seminars;
5. Build the links between what they propose to research, and the discussions highlighted in the international symposium;
6. Establish a network of learning community in Hong Kong and beyond for further research in comparative social policy studies;
7. Establish relationship between presentations and existing literature;

8. Be equipped with academic integrity skills and understand ethical values in all activities related to learning, teaching, and research.

Teaching Methods

1. Students will actively participate in presentations by the scholars and practitioners during the symposium, followed by discussions.
2. Reflections on learning experiences through de-briefing seminars.
3. Building links between their research topics and discussions highlighted in the symposium.
4. Making connections between the presentations in the symposium and existing literature.

Measurement of Learning Outcomes

Learning Outcomes	Symposium Participation	Symposium Report	Written Assessment for Seminars	Reflective Journal/Essay
1. Appreciate international conference experience through active participation in an international symposium setting	✓	✓		✓
2. Understand the most recent development and policy issues confronting Hong Kong and other societies through listening to presentations from invited speakers in the international symposium	✓	✓		✓
3. Analyze major social policy responses in managing rapid social, economic, demographic and political changes in Hong Kong and other societies by acting as discussants in the symposium	✓	✓		✓
4. Summarize and reflect on their learning experience after the international symposium in the de-briefing seminars				✓
5. Build the links between what they propose to research, and the discussions highlighted in the international symposium				✓
6. Establish a network of learning community in Hong Kong and beyond for further research in comparative social policy studies				✓

7. Establish relationship between presentations, class seminars, and existing literature	✓		✓	✓
8. Be equipped with academic integrity and analytical skills and understand ethical values in all activities related to learning, teaching, and research.	✓		✓	✓

Assessment Criteria

Symposium Participation (20%)	• Every student must participate in the international symposium actively by attending all sessions. This will account for 20% of their participation. • Students are encouraged to act as discussants by commenting and responding to presentations of speakers
Symposium Report (20%)	• Every group must write a summary (about 2000 words) of the major points that they have learned during the event. This will account for 20% of their participation. • Grading will be based on the assessment rubrics provided in the last section of this course outline.
Written Assessment for Seminars (15%)	• Students will undertake a written assessment regarding the class lectures discussed by the course instructor(s) before the conduct of the international symposium. • Grading will be based on the assessment rubrics provided in the last section of this course outline.
Reflective Journal/Essay (45%)	• Every student will write a reflective journal/essay (about 3,000-4,000 words, references excluded) based on their learning experience and demonstrate how the lessons learned from the international symposium are connected to their individual research projects/interests. • Each student must support their discussion with at least <u>two relevant research articles</u>. The two articles must use different research methods. • Grading will be based on the assessment rubrics provided in the last section of this course outline.

Written Essay submission guidelines

- For all written essays (including group summary and reflective journal), you have to submit your essay (**Font: Times New Roman, font size: 12, 1.15 spacing, moderate margins**) via **Turnitin on Moodle**.
- Please state clearly the following on the first page of the group summary: **name and student ID of all group members; course code & course name; topic/title; date of submission; and word count**.
- Late submission will receive a 10% reduction in marks (cumulative) for each day past the deadline. Papers received more than 5 days after the deadline will not be marked. All citations and references should be given in the proper citation and reference format. The recommended citation style for this course is the American Psychological Association (APA) 7th Edition style.
- Number all the pages and check for grammar, spelling errors, and Turnitin similarity index before submitting the paper.

Important Notes

- 1) Emails with course information/updates will be sent as needed. This will be posted on Moodle and you are required to read and take the necessary actions.
- 2) If you are struggling to meet the project deadline due to an emergency or mitigating personal circumstances, you have to report in writing, along with supporting evidence, to the course instructor and the Programme Office as soon as possible.
- 3) 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.
- 4) 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.
- 5) Students are required to submit writing assignment(s) using **Turnitin** which will be made available by the course instructors in Moodle. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
- 6) Students are **encouraged** to utilize AI tools introduced in the course in a responsible and ethical manner, fully recognizing both their potential and limitations. Students can also integrate generative AI tools in their assignments strictly for brainstorming/ideation, grammar checks and enhancements but not on writing your assignments and other course deliverables. The instructor will be responsible for informing students about the university’s policy on academic integrity as well as course assessment requirements at the beginning of the course, including which assignment can and cannot make use of Generative AI tools.
- 7) Students are **allowed to employ AI-enabled tools in their assignments if they declare such use**. The university expects students to uphold academic integrity at all times. For more details, students should consult the “Guidelines for Using Generative Artificial Intelligence (GAI) Tools” at Lingnan University”.

Recommended Readings

In line with the annual change on the research themes and topics that will be discussed or focused on in this international symposium, reading materials will be provided by the course instructor(s) at least three weeks before the symposium.

Supplementary Readings for Developing Research Skills

- Bryman, A. (2016). *Social research methods* (Fifth Edition). Oxford University Press.
- Corbin, J. M., & Strauss, A. L. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (Fourth edition). SAGE.
- Creswell, J. W. (2015). *A concise introduction to mixed methods research*. SAGE.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (Fifth edition). SAGE.
- O’Sullivan, T., & Khan, Y. (2021). Addressing complexity through mixed methods. In R. Kayano, V. Murray, M. Clarke, & E. Y. Chan (Eds.), *WHO Guidance on Research Methods for Health Emergency and Disaster Risk Management* (pp. 402–414). World Health Organization.

ASSESSMENT RUBRICS

Symposium Participation (20%)

Criteria	Excellent	Good	Fair	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)
Attending the entire symposium and acting as discussants in making responses and comments	- Attended both the morning and afternoon panel presentations in the symposium. - Expression of ideas was consistently accurate, logical and clear.	- Attended both the morning and afternoon panel presentations in the symposium. - Expression of ideas was generally accurate, logical and clear. - Lapses were rare and minor in nature.	- Attended both the morning and afternoon panel presentations in the symposium. - Expression of ideas was generally accurate, logical and clear, but with a number of minor lapses.	- Attended both the morning and afternoon panel presentations in the symposium. - Ideas were not expressed logically and were characterized by significant inaccuracies and lack of clarity.

Symposium Report (20%)

Criteria	Excellent	Good	Fair	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 supports 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 arguments. - Describe the issues but show significant misunderstanding of basic issues.
Organization (5%)	- Clear structure. - Present a convincing and well-developed argument.	- Clear structure - Present a sound argument.	- Arguments need further development. - Structure needs more clarity.	- Poor structure - No clear argument.
Formatting, writing, and referencing	- Formatted the paper according to guidelines. - Demonstrates excellent writing skills.	- Generally, formatted the paper according to guideline. - Competent writing skills.	- There are some flaws in formatting. - Writing skills could be improved. - Some parts	- Poor formatting. - Poor writing skills. - Needs proofreading. - Not referenced correctly.

(5%)	• Uses references correctly.	• Generally, used references correctly but some parts less well referenced.	were not referenced correctly.	
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Written Assessment for Seminars (15%)

A A- 100-80	Student is able to interpret and identify the underlying logic of the questions, solve the various elements of the stated problems, and bring the various elements together to form coherent answers. Demonstrates an excellent understanding of the lecture content.
B+ B B- 79-65	Student is able to identify all appropriate expressions for the solution of the questions and is able to apply their understanding of lecture content to most questions. Overall understanding of the lecture content is good.
C+ C C- 64-50	Student is able to identify all or most appropriate expressions for the solution of the questions, but is unable to apply all to correctly answer each element. Overall understanding of lecture content is satisfactory.
F 49-0	Unable to answer simple questions correctly.

Reflective Journal/Essay 45%

Criteria	Excellent	Good	Fair	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 the key issues presented by speakers in the Symposium (11%)	- Comprehensive understanding and coverage of issues discussed in the Symposium. - Insightful and well-informed discussions of lessons/experiences.	- Clear discussion of relevant issues raised in the Symposium. - Shows good insight into the topics raised.	Shows some coverage and understanding of main issues raised in the event.	Very little or no understanding of the issues discussed in the event.
Use of evidence (11%)	- Wide range of evidence. - 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. - No use of evidence to support argument.
Critical analysis (11%)	- Build excellent links between their research topics and discussions highlighted in the Symposium. - Shows original thinking and analysis.	- Build good links between their research topics and discussions highlighted in the Symposium. - Analyses material to develop argument.	- Build weak links between their research topics and discussions highlighted in the Symposium. - More description than analysis in content. - Needs to draw material together to develop argument.	- No links between their research topics and discussions highlighted in the Symposium. - Describes the issues but shows significant misunderstandings.
Structure (7%)	Excellent structure of arguments.	Structure is good.	Structure needs more clarity.	- Poor structure. - 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 were not referenced correctly. - Writing skills could be improved.	- Not referenced correctly. - Poor writing skills - Needs proofreading