This Educational Studies specialism combines a core course in the foundations of education with a flexible course structure. The core course introduces participants to three overlapping domains of inquiry. The first examines the ways in which education reinforces, reproduces, or challenges educational inequality by exploring a number of key themes: type and organisation of schooling, medium of instruction, private education, special educational needs and inclusive education, language, and student background (by gender, social and economic status and ethnicity). The second investigates, from a comparative perspective, the major features and current issues in educational systems worldwide, including Hong Kong. The third domain consists of the analysis, clarification, and re-imagining of the central concepts and assumptions upon which our understanding of education is based, drawing on the sociology of education.

Who would benefit from this specialism?
This specialism is designed to meet the needs of experienced educators as well as professionals transitioning into the education sector. This includes teachers, administrators, policy-makers, and others committed to the improvement of education. We seek students from a wide variety of backgrounds, not just in education, but also in fields such as finance, law and the arts.

Mode of study in MEd:
The specialism is available in part-time and full-time modes (for 2-year (up to 4-year) part-time study or 1-year full-time study).

Outline of the Core Course:
MEDD6751: Educational Studies (6 credits)
Public education systems and private markets tend to function together to reproduce patterns of poverty and educational inequality that reflect the social and economic environment that defines our globalized knowledge economies. Poorer children tend to be exposed to poorer educational experiences, leading to lower occupational attainment and performance. Wealthier children tend to be exposed to richer educational experiences, both within mainstream schools and within the private market for educational goods and services. This impacts their social mobility, earnings and career expectations and paths, thus explaining cycles if inequity and inequality that are often reproduced in developed and developing countries. Education is a leverage for development, but one that is not without flaws.

In this course we draw on a broad range of research and practice to examine the roles of public policies economic agents, interested stakeholders (e.g., families), and public and private educational institutions in shaping and/or reproducing patterns of social and economic inequality. The overall objective of the course is to raise awareness of these issues and prepare participants for careers as educational entrepreneurs, innovators, and policy reformers and enlighten them about the relevance and understanding of patterns of
reproduction of inequalities in education and search for opportunities to disrupt these patterns. Several cases will be analyzed abroad (but heavily focused in Hong Kong). This course will help those who work (or consider working) within schools and other educational organizations to introduce and sustain positive change.

Students registered in MEd (Educational Studies) are required to complete:

- One core course: MEDD6751 Education Studies, and
- One core course in research methods: Methods of Research and Enquiry (12 credits), and
- an option of either six elective courses and a Project (6 credits each), or four elective courses and a Dissertation (18 credits).