

REGULATIONS FOR THE DEGREE OF MASTER OF EDUCATION (MEd)

(See also General Regulations)

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

Ed21 Admission requirements

To be eligible for admission to the courses leading to the degree of Master of Education, candidates shall

- (a) comply with the General Regulations;
 - (b) hold **either** a Bachelor's degree of this University or of another University or comparable institution accepted for this purpose; **or** the Advanced Diploma in Education of this University or another qualification of equivalent standard accepted for this purpose;
 - (c) normally hold the Postgraduate Certificate in Education of this University or other professional qualification accepted for this purpose;
 - (d) produce evidence of having undertaken the practice of education for at least two years; and
 - (e) satisfy the examiners in a qualifying examination, if required.
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Ed22 Qualifying examination

- (a) A qualifying examination may be set to test candidates' formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project report.
 - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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Ed23 Award of degree

To be eligible for the award of the degree of Master of Education, candidates shall

- (a) comply with the General Regulations; and
 - (b) complete the curriculum and satisfy the examiners in accordance with the regulations set out below.
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Ed24 Length of curriculum

The curriculum shall extend over one academic year of full-time study (16-month for **Educational psychology**) or two academic years of part-time study, with a minimum of 300 hours of prescribed work.

Ed25 Completion of curriculum

To complete the curriculum, candidates shall

- (a) follow instruction on the syllabuses prescribed and complete all specified work as required;
- (b) satisfy the examiners in all forms of assessment as may be required;

- (c) complete and present a satisfactory dissertation on a subject; and
 - (d) satisfy the examiners in an oral examination if required.
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Ed26 Dissertation

- (a) Full-time candidates shall each submit a title by not later than March 1 and shall present a dissertation by not later than September 1.
 - (b) Full-time candidates on the **Educational psychology** course shall each submit a title by not later than July 1 of the first year of study and shall present a dissertation by not later than January 1 of the second year of study.
 - (c) Part-time candidates shall each submit a title on a date in March to be specified of the second year of study and shall present a dissertation on a date in August to be specified of the same year.
 - (d) Candidates shall each submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree.
 - (e) The examiners may also prescribe an oral examination on the subject of the dissertation.
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Ed27 Examinations

Full-time candidates who have

- (a) failed to satisfy the examiners in not more than two modules, but have satisfied the examiners at the first attempt in all other modules and the dissertation, may be permitted to present themselves for re-examination in the module(s) within a period of not more than 12 months after it is deemed unsatisfactory;
- (b) failed to present a satisfactory dissertation but have satisfied the examiners at the first attempt in all the remaining modules, may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory;

Full-time candidates on the **Educational psychology** course who have

- (c) failed to satisfy the examiners at the first attempt in not more than two modules by June 30 of the first year of study may be permitted to present themselves for re-examination in the module(s) by not later than September 1 of the same year;
- (d) failed to satisfy the examiners in not more than one module at the end of the second year of study, but have satisfied the examiners at the first attempt in the remaining modules and the dissertation may be permitted to present themselves for re-examination in that module within a period of not more than 12 months after it is deemed unsatisfactory;
- (e) failed to present a satisfactory dissertation but have satisfied the examiners at the first attempt in all the remaining modules in the second year of study may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory;

Part-time candidates who have

- (f) failed to satisfy the examiners in not more than one module at the first attempt by June 30 of the first year of study may be permitted to present themselves for re-examination in the module by not later than September 1 of the same year;
- (g) failed to satisfy the examiners in not more than one module at the first attempt at the end of the second year of study, but have satisfied the examiners in the remaining modules and the dissertation may be permitted to present themselves for re-examination in that module within a period of not more than 12 months after it is deemed unsatisfactory;
- (h) failed to present a satisfactory dissertation but have satisfied the examiners at the first attempt in all the remaining modules in the second year of study may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory.

- Ed28** Candidates who have
- (a) failed to satisfy the examiners in more than the number of modules permitted for re-examination at the first attempt in any one year of study as specified in Ed27; or
 - (b) failed to satisfy the examiners in both the dissertation and in one or more modules at the first attempt in any one year of study; or
 - (c) failed to satisfy the examiners upon the re-examination of a module or re-presentation of their dissertation
- may be recommended for discontinuation of studies under the provisions of General Regulation G12.
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Ed29 Examination results

At the conclusion of the examinations, and after presentation of the dissertations, a list of successful candidates shall be published. Candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree diploma.

Ed30 Advanced standing

- (a) Advanced Standing shall normally be granted to candidates who have successfully completed one or more modules in the Postgraduate Certificate in Advanced Educational Studies (PCAdvEdStud) programme of this University.
 - (b) Credit of up to the equivalent of six modules may be granted by the Board of the Faculty of Education subject to the following conditions:
 - (i) the modules are appropriate for the specialization applied for; and
 - (ii) the application for credit is received within five years of successful completion of the relevant modules or graduation from the Postgraduate Certificate in Advanced Educational Studies whichever is later.
 - (c) Application for advanced standing shall be made at the same time of application for admissions to the MEd programme, and should be accompanied by copies of academic transcripts to support the application.
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SYLLABUSES FOR THE DEGREE OF MASTER OF EDUCATION

The programme will take the form of modules. Candidates, except those choosing Educational Psychology, are required to complete a total of 16 modules. Candidates choosing **Educational psychology** shall be required to complete additional selected modules in educational psychology and 180 days of supervised fieldwork. The 16 modules consist of 2 research methods modules, 5 specialist modules, 4 elective modules and 5 modules for dissertation.

RESEARCH METHODS MODULES

Candidates are required to complete 2 research methods modules:

MEDU6001/MEBE6001. Methods of educational enquiry (1 module)

This module introduces educational research methods with particular emphasis on threats to validity in small scale research design.

MEDU6010-MEDU6012/MEBE6010-MEBE6012. Data collection and analysis (1 module)

This module introduces quantitative and qualitative approaches which are typical of educational research. The emphasis depends on the requirements of the current group.

SPECIALIST MODULES

Candidates are required to complete 5 modules drawn from one of the following specialisms:

MEBE6100. Business education

This specialism is designed for teachers and other educators directly involved with business education. It covers: today's business environment; teaching and learning in business education; the business education curriculum; IT in business classroom; today's business tools; assessment of student learning; e-commerce, ethical decision making.

MEDU6060. Chinese language education

This specialism provides teachers, language educators and teacher educators with theoretical knowledge and the latest research developments in Chinese linguistics and language education and enhances their pedagogical skills. This specialism also aims to promote research relevant to language in education in Hong Kong.

MEDU6080. Comparative education

This specialism addresses the methodology, purposes and outcomes of comparative education as a field of study. The specialism is mainly international in focus, but also includes intranational studies. Specific modules focus on political, economic, social and cultural issues, taken from various parts of the world.

MEDU6120. Curriculum studies

The purpose of this specialism is to provide teachers and educators with the skills and knowledge needed to contribute to curriculum development in Hong Kong. It covers: analysis of curriculum development processes in Hong Kong and in other countries; management of innovation; school based curriculum development; curriculum evaluation; models of teaching and learning; resources for teaching and learning; assessment and examinations.

MEDU6140. Early childhood education

This specialism aims to help participants acquire scientifically-based knowledge about early childhood development and education, develop a deeper understanding of contextual influences on children's development and learning, and further develop their professional competence in planning, implementing and evaluating programmes of early childhood education and care. It covers: social, cognitive and language development during early childhood; curriculum models in early childhood education; child assessment; evaluation of early childhood programmes; and administration and management of early childhood programmes.

MEDU6160. Education and national development in China

The purpose of this specialism is to bring concepts and theories from the field of development studies to bear on the analysis of education in Hong Kong and its relationship to the rest of China. It includes: education and the international context of development; education and economic development; education and political change; education and sociocultural change; educational thought and development in the third world; research methods in education and national development.

MEDU6180. Educational administration and management

This specialism provides educators with the theoretical background and research capacity to understand and analyse the practice of administration and management in education. It covers: organization theories; management theories; theories and methods of decisions; sociological perspectives of educational institutions; educational policy-making and planning; organizational psychology; accountability and law in education; and research methodology in educational administration.

MEDU6200. Educational evaluation

The objective of this specialism is to enable students to understand the theories and practices of educational evaluation ranging from the micro-level of student evaluation to the macro-level of systems and policies evaluation. It covers: issues in educational evaluation; the politics of educational evaluation; qualitative and quantitative data analysis; evaluation models; programme and curriculum evaluation; the evaluation of systems and policies.

MEDU6220. Educational foundations

The purpose of this specialism is to provide an introduction to the fields that comprise the foundations, such as sociology of education, psychology of education, and philosophy of education, plus other areas such as policy studies, law and economics that form the context of schooling. This specialism will also provide instruction in curriculum studies, and permit specialisation in a particular foundations area at the dissertation level.

MEDU6240. Educational guidance

The purpose of this specialism is to provide adequate foundations of attitude, knowledge and skills to enable course participants to adopt and carry out guidance responsibilities in educational settings. The specialism will include approaches derived from counselling and guidance psychology, approaches to service delivery and the broader aspects of the work of teachers working in guidance.

MEDU6260. Educational planning & policy analysis

Although this specialism focuses primarily on Hong Kong, it does so from an international perspective. The economic, social and educational implications of educational policies are analysed at all levels of the system, and compared with policies in other countries. The processes of policy formation and implementation are examined. Although the principal emphasis is on the macro-level, the course includes discussion of institutional policy-making and planning.

MEDU6280. Educational psychology

This specialism is designed to provide training for persons intending to enter the profession of educational psychology. The specialism will emphasize services involving consultative support to teachers at the classroom and school levels. The specialism includes:

- (a) educational psychology as a profession: history; relationships with other professions; interactive and management skills; social, legal and ethical issues; communication and confidentiality; dissemination of expertise; professional development; research issues,
 - (b) learning, difficulties in learning and related provision: developmental psychology; classroom learning; provision for learning and behaviour difficulties; curriculum innovation; systems effects in education,
 - (c) helping pupils with learning and behaviour difficulties: assessing educational needs; intervention at school,
 - (d) selected topics in educational psychology: intelligence, personality, motivation, and approaches to learning; handicaps; giftedness, specific learning difficulties; literacy, numeracy, emotional, behavioural, speech, language and psychiatric problems, test construction, adaptation and usage.
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MEDU6300. English language education

This specialism aims to provide experienced teachers and language specialists with an appropriate theory-based framework within which to understand and investigate issues involved in English language education. The specialism focuses, in particular, on the development of participants' language awareness, with a view to equipping them with the expertise necessary for a critical understanding of approaches to research and development in English language teaching and learning. The specialism also develops the practical skills needed for school-based classroom research and curriculum development.

MEDU6320. Environmental education

This specialism is intended for teachers and educators involved in environmental education across the school curriculum, whether within single subjects such as Geography, Biology or Social Studies or in mixed subject groups. It has particular relevance to those developing syllabuses and materials for new courses at senior secondary level. Topics covered include: the role of environmental education in Hong Kong and elsewhere; development and organization in schools; key concepts and issues; management of curriculum innovation; curriculum evaluation; values education in an environmental context; subject oriented studies.

MEDU6340. Higher education

This specialism is designed primarily for lecturers, administrators, and staff developers involved in post-secondary education. There will be three main areas of focus: teaching and learning in higher education; the financing and management of higher education; and sociological and comparative perspectives on higher education.

MEDU6600. Information and communications technology in education

This specialism is designed for educators in the field of computer education and for those involved in the use of computers for instruction. It includes the impact of information technology on education; curriculum studies in computer and informatics education; computers and cognition; computers in the curriculum including the use of models, simulations, programming environments, databases, telecommunications and interactive multi-media instructional systems; computers for special education; artificial intelligence and education.

MEDU6360. Language in education

This specialism offers academic and professional development to educators specialising in the teaching of English and Chinese/Cantonese and to those working in areas related to language disorders. It covers: linguistics including psycholinguistics and sociolinguistics; language curriculum planning, implementation, and evaluation. Teaching is organised across as well as within areas of specialisation.

MEDU6380. Mathematics education

This specialism is designed for teachers and other educators directly involved with mathematics education. It aims to provide a comprehensive overview that will cover relevant research and contributions to the discipline from a variety of perspectives, namely the social and cultural context, psychological theories of learning and teaching, the curriculum, philosophy, and the impact of technology on mathematics education.

MEDU6400. Physical education and sports science

The specialism is designed for educators and policy makers in the field of physical and sport education. Topics may include: exercise physiology; psychological aspects of physical education and sport; social aspects of physical education and sport; curriculum studies in physical and sport education; historical and comparative aspects of physical education and sport; and management in physical education and sport.

MEDU6620. Primary education

The specialism is intended for practitioners and researchers of primary education. After the specialism, participants will (1) be aware of and appreciate how some major disciplines (psychology, sociology, comparative education, educational administration, curriculum) may inform practices in primary education; (2) be able to carry out research studies in the context of primary education; (3) and be able to reflect critically on the current educational policy and practices in primary education. The specialism adopts a multi-disciplinary approach. Specialist modules include: The Social World of Primary Education; Recent Curriculum Innovations in Primary Education; Contemporary Issues in Primary Education: A Comparative Perspective; Managing Change in Primary Schools; Teaching, Learning and Assessment in Primary Schools.

MEDU6420. Psychology of classroom learning

This specialism will provide educators with an understanding of learning (and, by extension, teaching) from a psychological perspective and will provide an overview of theory and research in learning as well as an introduction to specific approaches to the enhancement of achievement, and will consider the application of psychological theories and research to facilitate classroom learning in the Hong Kong context. Major topics covered include: teacher characteristics, classroom instructional approaches, learner characteristics (cognitive development, student development, the Chinese learner), process of learning, educational achievement and motivation, and the context of classroom learning.

MEDU6440. Psychological studies in education

This specialism is designed to acquaint teachers and educators generally with the basic concepts and principles of educational psychology, and their application in educational contexts; with particular reference to the Hong Kong secondary and tertiary sectors. Topics covered include: learning and motivation; meta-cognitive processes and institutional learning; individual differences; cross-cultural aspects of learning; cognitive development; language development; psychological aspects of testing and evaluation; social psychology in educational settings.

MEDU6460. Science education

This specialism may admit groups of teachers from single science subjects or in mixed subject groups. It includes: science, technology and social relevance; science for all; teaching about the nature and history of science; common misconceptions held by students, their origins and ways to eliminate them; research evidence on the learning of science; subject-oriented study; resources for teaching and learning science; assessment and examinations.

MEDU6480. Social science education

This specialism aims at helping educators, who have a concern for, and interest in, the teaching of social science subjects (history, geography, economics, business studies, liberal studies), gain an understanding of the issues and debates facing the social science curriculum in the context of the 21st century. It provides participants, who may be involved in curriculum renewal in schools or intending to pursue further research in this area, with a critical awareness of key ideas and concepts.

MEDU6500. Sociological studies in education

This specialism aims to introduce students to the basic concepts and theories in sociology, and to apply these concepts and theories to the analysis of educational issues in Hong Kong. Major topics include: sociological theory, social stratification, and the sociology of the classroom. The course will also give students opportunities to develop a sociological understanding of problems in a comparative perspective. The research component of the specialism will provide students with experience in conducting sociological research related to education.

MEDU6640. Special education

This specialism is to provide teachers, principals and education officials with knowledge to facilitate their leadership in the field and to develop vision to guide the field to sensible policies, sufficient provision of special education services, and quality education for children with special needs who are found in both regular and special schools.

MEDU6520. Special educational needs

This specialism is intended for teachers, advisers and teacher educators working in the field of special education in special schools, special classes or in mainstream schools and classes. The specialism includes: identification; assessment; approaches to teaching; psychology of learning; organization of provision; research and development; management and curriculum issues.

MEDU6540. Teacher education and professional development

This specialism is designed for teachers, lecturers and inspectors who are involved in teacher education and staff development whether at the initial, induction or at any in-service stage. It includes: conceptualizing teacher education and development; curriculum and pedagogy in teacher education; relationship of theory and practice; philosophies, approaches, and models of teacher development such as competency, performance and skills-based training; organisation of teacher education and continuing professional development; collaboration between schools and teacher education institutions; school-based teacher training and staff development; mentoring; teacher accountability and appraisal in the context of professional development. These are examined through both local and overseas case studies.

MEDU6560. Teaching English as a foreign language

This specialism is designed for teachers of English in secondary schools. It includes: linguistics; pedagogic grammar; language, society and schools; the psychology of language learning; spoken and written discourse and pragmatics; description of English; language curriculum development, course design and materials production; classroom interaction; the management of an English panel.

MEDU6660. Values and civic education

The specialism Values and Civic Education aims to inform the teaching of Civic Education and, more broadly, the development of values and ethics in education, by introducing students to issues and debates in the domains of ethics, values, and citizenship education. As such it is informed by the perspectives of social and political philosophy, ethics, social theory, and other related disciplines.

MEDU6580. Values education

This specialism is intended for teachers and educators involved in moral education, school discipline, student guidance, and/or religious education. It includes ethics, civics, moral development, religious studies, sociological studies, and cultural studies that are related to the study of values. In addition to theoretical studies, there will also be a focus on approaches to teaching values.

MEDU6760-MEDU6999/MEBE6760-MEBE6999. ELECTIVE MODULES (4 modules)

Candidates are required to complete 4 elective modules from a list to be determined yearly.

MEDU8999/MEBE8999. DISSERTATION (5 modules)

Candidates are required to complete a dissertation on an approved topic arising from the field of study.

Candidates are also required to present a dissertation seminar.