

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) normally produce evidence of having undertaken the practice of education for at least one year; 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 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 or project by independent study on an approved topic in education; and
 - (d) satisfy the examiners in an oral examination if required.
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Ed26 **Dissertation**

- (a) Full-time candidates enrolled for the dissertation shall each submit a title on a date to be specified in March and shall present a dissertation on a date to be specified in August of the same year.
 - (b) Part-time candidates enrolled for the dissertation shall each submit a title on a date to be specified in March of the second year of study and shall present a dissertation on a date to be specified in August of the same year.
 - (c) Candidates shall each submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree.
 - (d) The examiners may also prescribe an oral examination on the topic of the dissertation.
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Ed27 **Examinations**

Full-time candidates in the **dissertation study mode**, who have

- (a) failed to satisfy the examiners in not more than three 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 in the **coursework/project study mode**, who have

- (c) failed to satisfy the examiners in not more than three modules at the first attempt, 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;

Part-time candidates in the **dissertation study mode**, who have

- (d) failed to satisfy the examiners in not more than two modules at the first attempt at the end 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;
- (e) failed to satisfy the examiners in not more than two modules 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;
- (f) 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 in the **coursework/project study mode**, who have

- (g) failed to satisfy the examiners in not more than two modules at the first attempt at the end of first or second 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.
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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.

Ed29 Examination results

At the conclusion of the examinations, and after presentation of the dissertations/projects, 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 three 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 takes the form of modules. Candidates are required to complete a total of 8 modules. Candidates may choose a specialist strand or a generalist strand, that is, the MEd (Educational Studies).

The **specialist strand** consists of 1 research methods module, 3 specialist modules, and *either* 1 elective module plus the dissertation worth 3 modules, *or* 3 elective modules plus a project by independent study worth 1 module. The exceptions are the MEd (English Language Studies) and the MEd (Chinese Language and Literature), which are coursework only specialisms, hence have no dissertation option. The choice of dissertation or project will be decided by the end of the first half of the programme. In certain circumstances, subject to the approval from the Faculty Board, the project requirement could be replaced with an additional elective.

The **MEd (Educational Studies)** consists of 1 research methods module, 1 educational studies module, and either 5 elective modules, and a project by independent study worth 1 module, or 3 elective modules plus a dissertation worth 3 modules.

MEDU6001/MEBE6001. Methods of research and enquiry (1 module)

All candidates enrolled in the Master of Education are required to complete this module in the first half of their course. It provides a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis.

MEDU6750. Educational studies (1 module)

All candidates enrolled in the MEd (Educational Studies) are required to complete this module at the beginning of their course. It consists of advanced study of the research findings and of the theoretical perspectives that underlie questions and issues that typically confront educators in their practice. This module aims to enable students to understand better some of the complexities in the different domains of education, and thence to be able to make more thoughtful, responsible and better informed decisions in their educational practice. The module draws on philosophical, sociological, historical and psychological perspectives in considering questions in education that include the domains of learning, teaching, knowledge, curriculum, culture and society.

MEDU6760-MEDU6999/MEBE6760-MEBE6999. Elective modules

Candidates enrolled in the **MEd specialist strand**, who choose to complete a dissertation, are required to complete 1 elective module, and those who choose to complete a project are required to complete 3 elective modules from a list to be determined yearly.

Candidates enrolled in the **MEd (Educational Studies) strand** who choose to complete a project are required to complete 5 elective modules, and those who choose to complete a dissertation are required to complete 3 electives from a list to be determined yearly.

MEDU8998. Project (1 module)

The project consists of independent study and a negotiated assignment, normally between 3,000 and 4,000 words in length, on an approved topic which builds on the candidate's prior studies in education.

MEDU8999/MEBE8999. Dissertation (3 modules)

The dissertation modules consist of a dissertation, normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area; and participation in a series of dissertation seminars.

SPECIALIST MODULES

The specialist modules consist of 3 modules drawn from one of the following areas:

MEDU6230. Assessments in an era of educational reform

The current educational reforms in Hong Kong place much more emphasis on teachers becoming facilitators of learning rather than just transmitters of knowledge as in the past. They need to be able to assess the learning outcomes of their students in more constructivist ways and to build up their expertise in teaching through reflective practice. This specialism is designed to achieve such aims.

MEBE6100. Business education

This specialism is designed for teachers and other educators directly involved with business education. Topics include the contemporary business environment; teaching and learning in business education; the business education curriculum; IT in business classroom; contemporary business tools; assessment of student learning; e-commerce, ethical decision making.

MEDU6060. Chinese language education

This specialism provides experienced qualified 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.

MEDU6680. Chinese language and literature

The specialism aims to provide teachers of Chinese language and literature with approved subject knowledge training appropriate to the postgraduate level, including studies in Chinese language, literature and culture. The specialism focuses in particular on the development of participants' knowledge about various aspects of both modern and classical Chinese language, including phonology, grammar, lexis and discourse, as well as modern and classical Chinese literature, and Chinese culture, with a view to equipping participants with the knowledge and expertise necessary for high-level teaching in the Chinese language and literature field.

MEDU6090. Comparative and international education and development

This specialism in international educational development focuses primarily on responding to the educational needs of the poor in marginalized communities in developing countries around the world. Contemporary international educational development takes place in the context of an increasingly globalized world: thus the causes, processes and consequences of globalization constitute a substantial focus of the specialism. Comparative education has made possibly its most worthwhile contribution in the domain of international educational development: the approaches and methods of comparative education accordingly constitute a substantial research focus of the specialism. The specialism is therefore designed around three core modules that consider current issues in international educational development, education and development in the context of globalization, and comparative education research methodology.

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. Topics include the 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. Topics include 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. Topics include 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. Topics include 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. Topics include 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.

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 and 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.

MEDU6300. English language education

This specialism aims to provide experienced qualified English teachers and language specialists with an appropriate theory-based framework within which to understand and investigate issues involved in English language education. The specialism also develops the practical skills needed for school-based classroom research and curriculum development.

MEDU6700. English language studies

The specialism aims to provide English language teachers with approved English subject knowledge training appropriate to the postgraduate level. The specialism focuses in particular on the development of participants' knowledge about various aspects of the English language system, including phonology, grammar, lexis and discourse, as well as English literature, with a view to equipping participants with the knowledge and expertise necessary for high-level teaching in the English language field.

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 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.

MEDU6490. Humanities and social science education

The specialism aims at helping educators, who have a concern for, and interest in, the teaching of humanities and social science subjects (e.g. integrated humanities, history/Chinese history, geography, economics, business studies, liberal studies, environmental education) gain an understanding of the issues and debates facing the humanities and 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.

MEDU6600. Information and communications technology in education

This specialism is designed for educators interested in integrating information and communication technology (ICT) into educational settings. The specialism provides a comprehensive introduction to the cultural, administrative, theoretical and practical implications of ICT in education; examines ICT policies, strategies and methods for implementing and managing ICT in institutions; and investigates e-learning applications through computer mediated communications.

MEDU6720. Liberal studies

The purpose of this specialism is to help participants critically examine the curriculum and design effective learning for the newly proposed area of Liberal Studies which will be a core subject in the new senior secondary curriculum. The specialism focuses in particular on the development of the participants' conceptualization and understanding of the design and implementation of the curriculum and the implications for learning and assessment, as well as on developing and designing learning experiences and evaluating learning and the curriculum.

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.

MEDU6620. Primary education

The specialism is intended for practitioners and researchers of primary education. It aims to develop an awareness and appreciation of how some major disciplines (psychology, sociology, comparative education, educational administration, curriculum) may inform practices in primary education as well as the capacity carry out research studies in the context of primary education; and the ability to reflect critically on current educational policy and practices in primary education. The specialism adopts a multi-disciplinary approach. Topics include the social world of primary education; recent curriculum innovations in primary education; contemporary issues in primary education: managing change in primary schools; and teaching, learning and assessment in primary schools.

MEDU6420. Psychology of classroom learning

This specialism will provide educators who wish to extend their understanding of learning (and, by extension, teaching) from a psychological perspective. It provides an overview of theory and research in learning as well as an introduction to specific approaches to the enhancement of achievement, in particular the application of psychological theories and research to facilitate classroom learning in the Hong Kong context. Topics include teacher characteristics; classroom instructional approaches; learner characteristics (cognitive development, student development, the Chinese learner); the process of learning; educational achievement and motivation; and the context of classroom learning.

MEDU6460. Science education

This specialism is aimed at teachers from single science subjects and mixed subject groups. Topics include 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.

MEDU6640. Special education

This specialism aims 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.

MEDU6550. Teacher professional development

The aim of the specialism is to support educators involved in planning and delivering teacher development programmes to meet the increasing demand for school and institution based inservice professional development, and to provide participants with an understanding of the reforms that are

taking place in the education of teachers. The central notion that is examined is that of the teacher as a professional learner in varying contexts and frameworks. Topics include issues of partnership between schools and universities, the development of CPD initiatives in Hong Kong schools, the establishment of professional development frameworks in institutions, the ways that professional development can be organised and the school as a site of professional learning.

MEDU6660. Values and civic education

The specialism 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.