

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 degree of Master of Education, candidates shall

- (a) comply with the General Regulations;
 - (b) hold
 - (i) a Bachelor's degree with honours of this University; or
 - (ii) another qualification of equivalent standard from this University or another university or comparable institution accepted for this purpose; and
 - (c) 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 curriculum prescribed.
 - (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 Length of curriculum

The curriculum shall extend over one academic year of full-time study or two consecutive academic years of part-time study with a total curriculum load of at least 300 hours. Candidates shall not be permitted to extend their studies beyond the maximum period of registration of two academic years of full-time study or four academic years of part-time study, unless otherwise permitted or required by the Board of the Faculty.

Ed24 Curriculum requirements

To complete the curriculum, candidates shall

- (a) follow instruction in the syllabuses prescribed and complete all specified work as required;
 - (b) satisfy the examiners in all assessment tasks as may be required;
 - (c) complete and present a satisfactory dissertation or project on an approved topic; and
 - (d) satisfy the examiners in an oral examination, if required.
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Ed25 Advanced standing

- (a) Advanced standing may be granted to candidates who have successfully completed one or more modules in the Postgraduate Certificate in Advanced Educational Studies curriculum of this University or another qualification of equivalent standard accepted for this purpose.

- (b) Candidates may be granted advanced standing up to a maximum of three modules subject to the following conditions:
 - (i) the module(s) is appropriate for the strand applied for; and
 - (ii) the application for advanced standing is received within five years of successful completion of the relevant modules or graduation from the Postgraduate Certificate in Advanced Educational Studies or another qualification of equivalent standard accepted for this purpose, whichever is later.
 - (c) Application for advanced standing shall be made prior to the commencement of the curriculum, and should be accompanied by copies of academic transcripts to support the application.
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Ed26 Dissertation

- (a) Candidates who select the dissertation option shall
 - (i) submit the title of their dissertation for approval not later than six months before the formal submission of the dissertation; and
 - (ii) submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree.
 - (b) The examiners may also prescribe an oral examination on the dissertation.
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Ed27 Assessment and grades

- (a) Candidates shall be assessed by diverse forms of assessment as prescribed by the examiners during the course of their studies.
 - (b) Candidates shall not be permitted to repeat a module for which they have received a D grade or above for the purpose of upgrading.
 - (c) Modules in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-assessed or repeats the failed module.
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Ed28 Re-assessment

- (a) Candidates who have failed to satisfy the examiners in any part of the assessment at the first attempt may be permitted to present themselves for re-assessment in the failed module(s) as determined by the Board of Examiners.
 - (b) Candidates who have presented a dissertation which has failed to satisfy the examiners at the first attempt may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory.
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Ed29 Discontinuation

Unless otherwise permitted by the Board of the Faculty, candidates shall be required to discontinue their studies, if they have:

- (a) failed to satisfy the examiners upon re-assessment of a module, a project or a dissertation; or
 - (b) exceeded the maximum period of registration specified in Regulation Ed23.
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Ed30 Award of degree

- (a) To be eligible for the award of the degree of Master of Education, candidates shall
 - (i) comply with the General Regulations; and

- (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
- (b) Candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded on the transcript of candidates. A list of candidates who have successfully completed all the degree requirements shall be posted on Faculty notice boards.

SYLLABUSES FOR THE DEGREE OF MASTER OF EDUCATION

The degree of Master of Education (MEd) is a postgraduate degree awarded for the satisfactory completion of a prescribed programme in one of the following strands:

Generalist Educational Studies Strand:
Educational Studies

Specialist Strand*:

1. Chinese Language and Literature
2. Chinese Language Education
3. Comparative and Global Studies in Education and Development
4. Early Childhood Education
5. Educational Administration and Management
6. Educational Guidance
7. English Language Education
8. English Language Studies
9. Higher Education
10. Inclusive and Special Education
11. Information and Communications Technology in Education
12. Liberal Studies
13. Mathematics Education
14. Psychological Studies in Education
15. Science Education
16. Teaching and Learning Chinese Language
17. Teaching Chinese as a Second Language

(* *Not all specialisms may necessarily be offered every year.*)

Candidates are required to complete a total of 8 modules. The total curriculum load will be at least 300 hours, including self-study, conducting library and field research where appropriate, online work such as forum discussion, e-portfolio production, etc.

GENERALIST EDUCATIONAL STUDIES STRAND

The **Generalist Educational Studies strand** consists of a research methods module, an educational studies module, and *either* 5 general elective modules plus a project (equivalent to 1 module), *or* 3 general elective modules plus a dissertation (equivalent to 3 modules).

MEDD6014. Methods of Research and Enquiry

All candidates are required to complete this core module in the first half of their studies. 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.

Assessment: 100% coursework.

MEDD6751. Educational Studies

All candidates enrolled in the Generalist Educational Studies Strand are required to complete this module at the beginning of their studies. 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.

Assessment: 100% coursework.

MEDD8998. Project

The project consists of independent study and a negotiated assignment, normally between 4,000 and 5,000 words in length, on an approved topic which builds on the candidate's prior studies in education.

Assessment: 100% coursework.

MEDD8999. Dissertation (equivalent to 3 modules)

The dissertation is 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. Candidates are required to participate in a series of dissertation seminars.

Assessment: 100% coursework.

SPECIALIST STRAND

Majority of the specialisms in the **Specialist Strand** consists of a research methods module, 3 specialist modules, and *either* 1 elective module plus the dissertation (equivalent to 3 modules), *or* 3 elective modules plus a project (equivalent to 1 module).

The exceptions are

1. the Chinese Language and Literature specialism which does not have dissertation and project options. Candidates are required to complete a research methods module, 3 specialist modules and 4 specialist elective modules;
2. the English Language Studies, and the Teaching and Learning Chinese Language specialisms which do not have the dissertation option. Candidates are required to complete a research methods module, 3 specialist modules, 3 specialist elective modules and a project.

In certain circumstances, subject to the approval by the Board of the Faculty, the project requirement may be replaced with an additional elective.

MEDD6014. Methods of Research and Enquiry

All candidates are required to complete this core module in the first half of their studies. 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.

Assessment: 100% coursework.

MEDD8998. Project

The project consists of independent study and a negotiated assignment, normally between 4,000 and 5,000 words in length, on an approved topic which builds on the candidate's prior studies in education.

Assessment: 100% coursework.

MEDD8999. Dissertation (equivalent to 3 modules)

The dissertation is 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. Candidates are required to participate in a series of dissertation seminars. The dissertation option is not available for the Chinese Language Literature, the English Language Studies and the Teaching and Learning Chinese Language specialisms.

Assessment: 100% coursework.

Chinese Language and Literature 中國語言及文學

This 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.

Candidates are required to complete all 3 specialist modules and 4 of the specialist elective modules. Those elective modules, however, may not necessarily be offered every year.

Specialist Modules**MEDD6682. Modern Chinese literature** [現代文學]

This module examines in depth high-quality modern Chinese poetry, prose, drama, and fiction of the twentieth century. It aims to explore the meaning of modernity of Chinese literature from literary, social, and political perspectives. It also addresses the development of different genres and literary schools. Participants will read representative works of modern Chinese writers from Mainland China, Taiwan, and Hong Kong. Selected topics related to styles and structures of texts, social and political circumstances, literary theories and thoughts will also be discussed.

Assessment: 100% coursework.

MEDD6686. Classical Chinese literature [古典文學]

This module provides an in-depth view of the essence of classical Chinese literature and focuses on major classical Chinese genres and their salient styles and schools, including poetry, prose, fiction, and drama.

Assessment: 100% coursework.

MEDD6689. Chinese fiction and creative writing [小說與創意寫作]

This module integrates the study of fiction with creative writing. Selected works of modern Chinese fiction will be analyzed in terms of narrative theories and techniques such as structure, character, voice, and point of view. More importantly, this module helps students develop their capacity to produce insightful interpretations of what they read. The learning is then reinforced by creative writing. Based on the selected works, students will write their own exercises in various genres to respond to their reading of fiction. Accordingly, students can have thorough understanding of the literary works and can apply this model to their teaching of Chinese.

Assessment: 100% coursework.

Specialist Elective modules

MEDD6683. Classical literary theory and criticism [古典文學理論批評]

This module includes two parts: firstly, the concepts and theories of Chinese literature which evolve from different schools of thoughts such as Confucianism, Taoism, and Buddhism; secondly, the impact of these concepts and theories to the development of Chinese masterpieces from the pre-Qin period to the Qing Dynasty. The module will trace the sources of major changes of concepts and theories throughout the time. Literary genres, which include poetry, prose, fiction, and drama of different periods, will also be discussed.

Assessment: 100% coursework.

MEDD6684. Chinese culture [中國文化]

This module provides an overview of the essence of Chinese culture and focuses on its value systems. Topics include the basic concepts in Chinese philosophy, ethics, religion, rituals, fine art, folk art, literature, science, technology, social structure, and so on. Based on the study of the above essential cultural knowledge, reflection on the value systems of Chinese culture will be explored. Traditional thinking and wisdom of the Chinese people will also be covered through in-depth reading and discussion of selected classical works, especially those revealing Confucianism and Taoism.

Assessment: 100% coursework.

MEDD6685. Classical Chinese language [古代漢語]

This module provides advanced knowledge of classical Chinese language, which includes etymology, lexis, phonology, and grammar. It is designed to enhance the students' ability to read classical Chinese and to analyze literary works. This module is designed for teachers who teach Chinese language or Chinese literature. It aims to equip students with knowledge of classical Chinese language and enhance students' ability to teach Chinese language and literature by addressing Chinese language issues from historical linguistic perspective.

Assessment: 100% coursework.

MEDD6688. Systemic functional linguistics and Chinese language education [系統功能語言學和中文教學]

This module provides an overview of systemic functional linguistics (SFL) which views language as a resource of making meaning. Since this functional model of language is concerned with systematically analyzing how language is used in actual social situations, it has proved extremely useful in education.

This module covers important discussions such as meanings and social functions of language, registers and genres, texts and contexts, coherence and cohesion. Emphasis will be placed on the application of this functional approach to Chinese language education.

Assessment: 100% coursework.

MEDD6690. Modern Chinese language [現代漢語]

This module explores current research in modern Chinese linguistics. Topics include Chinese characters, phonology, lexis, semantics, grammar, rhetoric, and modern genre of Standard Modern Chinese. It also provides an overview of the Chinese language as a social and cultural phenomenon that must be studied in relation to society. Students can apply their knowledge of modern Chinese language to the analysis of various types of texts.

Assessment: 100% coursework.

MEDD6691. Translation literature [翻譯文學]

This module aims at helping students to read systemically literary pieces, which were translated into Chinese. Those works include European, American, and Russian poetry, fiction, and drama. By reading classics of world literature, students are able to: (1) understand the deep meaning of literature, especially the exploration of human nature; (2) appreciate different literary styles, genres, and techniques; (3) learn cultures and values of different countries from various perspectives. The module will introduce the general development of Western literature and help students select appropriate translation versions. Students will discuss the themes, language, and cultural characteristics of the translations through reading aloud, creative drama, and literary journals. Similarities and differences between the translated literary texts and relevant Chinese literary works as well as adapted films will also be analyzed. Students will therefore better understand the nature of literature and develop their critical thinking through comparison.

Assessment: 100% coursework.

Chinese Language Education 中國語文教育

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.

MEDD6066. Chinese linguistics: General theories, sociolinguistics and implications for Chinese language education [漢語語言學: 一般原理, 社會語言學及其對中國語文教育的啓示]

This module first provides students with an overview of current research in Chinese linguistics that is relevant to Hong Kong and other Chinese communities. Topics include phonetics, phonology, syntax, semantics and pragmatics. It then provides an overview of the Chinese Language as a social and cultural phenomenon that must be studied in relation to society. Topics cover language change, ethnography of speaking, language and dialect, language contact, bilingualism and diglossia, code-switching, language attitudes and language planning. The contribution of such linguistic studies to the teaching and learning of Chinese language in Hong Kong will also be explored.

Assessment: 100% coursework.

MEDD6067. Chinese language curriculum and evaluation [中國語文科的課程及評估]

This is intended for those wishing to pursue a career in Chinese Language education. The aims are to

familiarize them with the knowledge about the development of mother-tongue language curriculum and the examination system, as well as the relationship between curriculum development, implementation and assessment to facilitate 'Assessment for Learning'.

Assessment: 100% coursework.

MEDD6068. Psycholinguistic aspect of learning and teaching of Chinese language

[中國語文教與學: 心理語言學觀點]

This module focuses on the psycholinguistic aspect of learning Chinese language. It examines the acquisition of phonology, vocabulary, and syntax, and also explores the processes of comprehension and reading, composing processes, language and thought. Recent development in Chinese psycholinguistic research related to learning and instruction is included.

Assessment: 100% coursework.

Comparative and Global Studies in Education and Development

Comparison is a fundamental tool for all forms of enquiry. When applied to education in an international setting, it assists in identification of factors which shape education systems, processes and outcomes, and instruments for improvement of those systems, processes and outcomes. The comparisons in this specialism will be framed by theories and understandings of the forces of globalisation. These forces bring benefits for many people, but can also have negative dimensions. This specialism will examine experiences through the lens of globalisation, identifying forces of continuity and change and the implications for educators. It will also focus on the nature of development in an international context and on the role of education in the processes of development. This will include analysis of all levels of formal education (early childhood to higher education), and various types of nonformal education. It will include particular reference to UNESCO's Education for All (EFA) objectives in the context of the Millennium Development Goals (MDGs).

MEDD6096. Education for sustainable development

This module will examine dimensions of education for sustainable development in Hong Kong, Mainland China, and the world. We are currently just over half way through the United Nations Decade of Education for Sustainable Development (2005-2014). The aim of the decade, according to UNESCO, is "to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century". This module will focus on issues of poverty, sustainability and development, enabling students to develop broader perspectives and understanding. The module will foster a consciousness of being part of a global society, and identify conceptual and practical implications.

Assessment: 100% coursework.

MEDD6097. Themes and approaches in the field of comparative education

This module will introduce students to the history and nature of comparative education as a field of enquiry. It will note the principal dimensions of the field as conventionally defined in the literature on the topic, and will consider some variations in emphasis in scholarly communities and other actors in different parts of the world. The module will also consider the nature and contents of some key vehicles for publishing comparative education research, including journals, books and reports by international agencies. The module will conclude with an overview of the nature and directions of the field.

Assessment: 100% coursework.

Students can choose either one of the following modules to be the 3rd specialist module.

MEDD6095. Addressing the global-local nexus in education

This module will develop students' understandings of both local and global education policies and practices. Adopting a 'glocalisation' perspective, it will stress a new localism that stands as an act of resistance against globalisation and rootlessness to reclaim the significance of the local in the global age. Drawing on local experiences and phenomena as a source of learning, this module will introduce students to an understanding of education that is conscious of local places to enable them to be inducted into the knowledge and patterns of behaviour associated with responsible community engagement.

Assessment: 100% coursework.

MEDD7111. Comparative higher education

This module focuses on higher education reforms and compares the development of higher education systems in North America, Central and East Asia, Western and Eastern Europe. The students will explore histories, policies, structures and cultures of the selected regions and countries by conducting a stakeholder analysis at the macro, meso and micro-level of the national systems of higher education. At the macro level, the students will investigate the responses of nation-states to globalization, and explore how policies and budgets affect the changes of higher education systems. At the meso level, the learners will do research of institutional contexts and explore reform strategies undertaken by various types of higher education institutions, e.g. community colleges, polytechnics, teaching universities, and research universities. The impacts will be studied within the frames of path dependence, resource dependence, principal-agent relations, "glonacal" agency heuristic, and others. The research will move then to the comparison of academic profession in different countries and the role of individual researchers in responding to the demands in the higher education transformations. The students will conduct analysis of their own stakes as a key agent in shaping the changes in higher education. By probing a method of collaborative comparative study, the students will delve into perspectives, potentials and problems of comparative higher education as well as in higher education reforms.

Assessment: 100% coursework.

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.

MEDD6141. Promoting child development in early childhood education programmes

This module will consider approaches to understanding and facilitating physical, cognitive and socio-emotional development in young children. It will consider influences on social development in early childhood and examine the applications of theories of cognitive and language development in early childhood education. The module will also focus on ways to promote (i) social competence, self-esteem and self-control in the preschool environment; (ii) cognitive development; (iii) the acquisition of pre-reading, writing and mathematical skills; and (iv) second language acquisition.

Assessment: 100% coursework.

MEDD6142. Learning and teaching in early childhood education

This module considers how theoretical approaches and sociocontextual factors have shaped approaches to early childhood education. Curriculum models adopted in early childhood programmes in different countries will be critically evaluated. The module will also consider (i) curriculum design, planning, implementation and evaluation; and (ii) the influence of recent research and the educational reforms on learning and teaching.

Assessment: 100% coursework.

MEDD6143. Planning, management, evaluation and leadership in early childhood education

This module provides an overview of how to plan, implement and evaluate early childhood programmes. Specific topics include: the development and review of programmes; financial management; staff development and appraisal; leadership, the development of effective communication strategies for working with other adults; and advocacy for children. Case studies based on the local context will be used throughout the module and the impact of the educational reform on the administration and management of early childhood programmes will also be considered.

Assessment: 100% coursework.

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.

MEDD6192. Educational leadership and school management

This module traces the recent development of leadership theory in general and education in particular. It will explore the latest theme on value and culture of leadership theories. It will use examples from both educational and non-educational settings to relate theories with practice. In particular, the module will focus on approaches to school leadership that promote student learning achievement. There will be opportunity for students to involve in group project and presentation.

Assessment: 100% coursework.

MEDD6193. Concepts and issues in school based management

This module provides a systematic study of the theory and practice of School-Based Management (SBM), its background and its major features. Within the SBM framework, topics to be covered will include organizational structures, proposed leadership models and leadership training, data on learning outcomes, preferred funding models, models of school planning, implementation and evaluation, and quality assurance. Particular emphases will be placed in the area of staff development and appraisal. Related theories, concepts, skills and strategies will be studied and the relationship between staff development and appraisal, with special reference to the implications for school effectiveness and educational change, will be closely examined.

Assessment: 100% coursework.

MEDD6195. Administrative and organizational theory for educational institutions

This module will trace the evolution of administrative and organizational theories, from classical to contemporary schools of thought, in the context of educational institutions. It will enable students to conceptualize and analyze organizational phenomena from various perspectives, including classical, human resource, systems, political, cultural, critical and postmodern schools of thought. Particular attention will be given to the application of these ideas to leadership and organizational learning, change and effectiveness.

Assessment: 100% coursework.

Educational Guidance

The purpose of this specialism is to provide adequate foundations of attitude, knowledge and skills to enable 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.

MEDD6247. Student guidance: A whole-school approach

The module examines the delivery of guidance from a systems perspective. Theories, research and application of guidance as a whole-school approach are introduced. Through this module, students will (1) acquire an understanding of the principles and approaches of school organization of guidance; (2) learn the strategies required in delivering guidance as a whole-school responsibility; (3) learn ways to collaborate with parents and supporting professionals in guidance; (4) appreciate the core issues of a whole school approach to guidance. The content includes: the principles, focus and approach of school guidance; systems theory and whole-school approach: theories and practice; Comprehensive guidance programme model and a whole-school approach; application of guidance from developmental, preventive and remedial perspectives; developmental guidance in the form of affective education; guidance and positive youth development; guidance and positive discipline; parental involvement in student guidance; involving peers as helpers in guidance; team work with professionals; guidance as a performance indicator in school improvement.

Assessment: 100% coursework.

MEDD6248. Theories and practices in counselling and group guidance

This module examines theories and practices in counseling and group guidance in schools. The content will include the following topics: counseling in a school setting; counseling as a helping process; theoretical approaches to counseling; beginning and developing a counseling relationship; career counseling; assessment in counseling; ethical issues in counseling; theories of group guidance and their implementation in schools; group leadership skills; peer counseling; life skills and leadership training; large-group guidance in the classroom and beyond. Selected case studies of counseling and group guidance in local schools will be examined. The module can be relevant to all teachers and guidance personnel who would like to apply counseling skills in their teaching and guidance activities.

Assessment: 100% coursework.

MEDD6249. Supporting students in distress

This module examines ways of identifying, guiding and helping students in distress. Theories, research and practices in this area will be introduced. Through this module, teachers will (a) acquire an understanding of adolescent stress, protective factors against stress, skills in guiding adolescents to manage stress; (b) acquire an understanding of self-mutilation in adolescents, learn the skills in identifying adolescents with depression and suicidal tendencies, learn the skills in suicide assessment and intervention, learn the ways to deal with the aftermath of suicide in school; (c) acquire an

understanding of the distress faced by bereaved students, acquire a knowledge of the grief and the loss of death, learn the skills in helping distressed students to cope with loss and bereavement, explore procedures and ways which school can adopt to help bereaved students; (d) acquire an understanding of child abuse, ways to support abused students, and roles of teachers and schools in handling child abuse cases; (e) acquire knowledge of the effects of divorce on students, the roles of teachers and schools in supporting students from divorced families.

Assessment: 100% coursework.

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.

MEDD6311. English language curriculum and assessment

This module is concerned with developments in the English Language curriculum, both in the Hong Kong context and also in relation to global trends. The module focuses on processes of curriculum renewal and the implementation of curriculum innovations, and examines assessment as an integral part of the curriculum, along with the syllabus and methodology. Topics covered include: trends in English Language syllabus design (structural, notional-functional, multi-dimensional, task-based); trends in ELT methodology (communicative language teaching, task-based language teaching); assessment and the curriculum (with specific attention to washback); assessment and task-based language teaching; curriculum evaluation; and curriculum innovation. All of these are considered in relation to the Hong Kong curriculum reforms, especially those concerning English Language.

Assessment: 100% coursework.

MEDD6702. Language awareness: Grammar and lexis

This module focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English grammar and lexis and their close interrelationship. The module aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching.

Assessment: 100% coursework.

MEDD6703. Second language acquisition

This module introduces students to the various issues in second language acquisition and engages them in understanding and reviewing these issues from a range of perspectives including the psycholinguistic, sociocultural and critical aspects. Both theoretical and pedagogical issues will be addressed through an analysis of authentic evidence of second language learning reported locally and internationally. Participants will also be introduced to current debates in the field, in particular the influence of first language and culture, the relationship between language and cognition, as well as the role of input, instruction, interaction, motivation and learning strategies in second and bilingual language development. The module will also address the broader socio-political context of second language learning and language policy development in Hong Kong and internationally, including such controversial questions as "native" speakerhood, use of the mother tongue in second language learning, and medium of instruction.

Assessment: 100% coursework.

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.

Candidates are required to complete all 3 specialist modules and 3 of the specialist elective modules. Those elective modules, however, may not necessarily be offered every year.

Specialist Modules

MEDD6701. Phonetics and phonology for English language teaching

This module introduces students to aspects of the English sound system most relevant to the teaching of English as a second language. It includes a systematic analysis of the features of the English phonetic, phonological and paralinguistic systems, and how they are acquired and used in bilingual and multilingual contexts. Topics include the articulatory and auditory aspects of the English speech sounds and sound system covering both segmental and supra-segmental features, phonological rules and phonemic representations, phonological processes underlying speech acquisition and production, key differences between English and Cantonese phonology, and the nature of English as an International Language. In addition, the role of phonology in interactional and strategic aspects of oral communication, and broader sociocultural issues concerning the pronunciation and accents of English language teachers will be examined. The pedagogical implications of different approaches to pronunciation development and the teaching of phonemic awareness and phonics will be addressed, with a particular focus on teaching pronunciation in Hong Kong English language classrooms. Assessment: 100% coursework.

MEDD6702. Language awareness: Grammar and lexis

This module focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English grammar and lexis and their close interrelationship. Rather than attempting an overview of English grammar and lexis, the module highlights certain key areas for in-depth exploration. The module aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis, since this is seen as essential to their work as English language educators. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching. Assessment: 100% coursework.

MEDD6703. Second language acquisition

This module introduces students to the various issues in second language acquisition and engages them in understanding and reviewing these issues from a range of perspectives including the psycholinguistic, sociocultural and critical aspects. Both theoretical and pedagogical issues will be addressed through an analysis of authentic evidence of second language learning reported locally and internationally. Participants will also be introduced to current debates in the field, in particular the influence of first language and culture, the relationship between language and cognition, as well as the role of input, instruction, interaction, motivation and learning strategies in second and bilingual language

development. The module will also address the broader socio-political context of second language learning and language policy development in Hong Kong and internationally, including such controversial questions as "native" speakerhood, use of the mother tongue in second language learning, and medium of instruction.

Assessment: 100% coursework.

Specialist Elective Modules

MEDD6704. Literature and language arts in English

This module aims to develop an awareness of the role of literature in the English Language/Language Arts curriculum and the issues related to using literature in the language classroom, including stories for children and adolescents. It also aims to develop an understanding of different literary genres (poetry, prose and drama) and the literary techniques associated with them. It also addresses the texts of mass media, film, hypertexts and hypermedia. It uses stylistic techniques to examine the way language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature.

Assessment: 100% coursework.

MEDD6705. Written discourse

This module follows a text-linguistic approach to written discourse. After an initial consideration of composition theory, it covers some of the major features of written text, and instruments that help linguists and teachers analyse writing and understand better how writing works. Participants will learn to apply these instruments to selected texts, particularly in the areas of coherence, cohesion, thematisation and genre, and to see how these aspects contribute to the "texture" and coherence of the text. Consideration will also be given to the insights this provides for improvements both in their own writing and in the writing of their students.

Assessment: 100% coursework.

MEDD6706. Spoken discourse analysis

This module introduces major approaches to the analysis of spoken discourse. They include the philosophical approach (speech act theory), the descriptive approaches (conversational analysis and linguistic discourse analysis), and the critical approach (critical discourse analysis). Basic concepts in pragmatics such as cooperation and implicature, presupposition, speech acts and events and politeness, as well as the differences between writing and speech will also be explored. Authentic discourse data, including classroom discourse, will be used for illustration and discussion throughout.

Assessment: 100% coursework.

MEDD6707. Reading in English as a second language

This module examines the knowledge and skills involved in reading in English as a second language, including the relationship between vocabulary development, reading and academic achievement. Specific topics include top-down versus bottom-up approaches to reading, the relationship between first and second language literacy skills, the development and use of the English lexical system and lexical relations such as denotation, connotation, collocation, lexical sets & semantic fields, sense relations, synonymy, antonymy, hyponymy and meronymy, as well as the nature of the bilingual mental lexicon. The module also incorporates visual literacy, the ability to 'read' images, and "alternative" literacies such as e-literacy and net-browsing.

Assessment: 100% coursework.

Higher Education

This specialism aims to provide analytical perspectives on national and local policies and institutional strategies in the dynamic higher education systems of Asia. Academic leaders and administrators, as well governmental and civic stakeholders will have an opportunity to acquire knowledge and skills that will support their roles and responsibilities in the field of higher learning.

MEDD6341. Globalization and higher education

This module will provide critical analysis of major policy issues including the growing commercialization of higher education and the values of the marketplace, the increasingly freely traded 'knowledge products' in the international marketplace, and the erosion of the university as an intellectual institution.

Assessment: 100% coursework.

MEDD6343. Managing organizational change in higher education

This module aims at fostering strategic thinking for organizational change, while providing critical analysis of management and planning approaches in public and private higher education institutions. This module explores methods and challenges related to facilitating transformative frameworks in post-secondary institutions. Tensions between centralized and decentralized approaches are examined. Clark's transformational model of the entrepreneurial university is used to examine the interdependencies among governance, finance, infrastructures, epistemic norms and organizational culture. This module delves into organizational change theories – including open and closed systems, structuralism, contingency, conflict, resistance, diffusion, connectivity and chaos – to find connections between concepts and practices of academic change.

Assessment: 100% coursework.

MEDD6344. Aims of higher education

This module draws on literature on the philosophy and aims of higher education from both epistemological and sociological perspectives. It will consider the development of different traditions of higher education, including liberal, civic and Humboldtian models, and key concepts such as academic freedom. The aims of higher education in the modern age will be considered in the context of the impact of massification of national systems, the changing nature of academic practice, and globalization. Students will be asked to reflect on the 'specialness' of higher education in the contemporary world where the divide between post-secondary sectors is being eroded and community colleges and universities are merging in some national contexts (e.g. Australia). The module will draw on the work of a number of key thinkers including Newman, Jaspers, Weber, Shils and Barnett. The main topics will include: the aims of higher education; medieval, Greek, liberal, civic and Humboldtian traditions; academic freedom and student academic freedom; the re-shaping of aims in higher education by reference to contemporary trends (e.g dual-sector universities); and understanding the aims of modern universities via an analysis of mission statements.

Assessment: 100% coursework.

Inclusive and Special Education

This specialism is intended to increase professional competence in inclusion and special education by providing knowledge and skills based on theory and research. It will critically examine and evaluate a wide range of theoretical orientations, definitions, legislations and models of provision in different contexts and regions, curriculum adaptations, identifications and assessment procedures as well as

teaching strategies. The link between theoretical frameworks and practical applications will be explored with a particular focus on the impact of current theories on change processes in special education and inclusion locally and internationally.

MEDD6651. Inclusive and special education: Theories and practice

This module examines contemporary trends and issues regarding program and service delivery models for educating and supporting students who have diverse abilities in the inclusive and special education environments, particularly in the Hong Kong context in terms of legal mandates and policies, whole school approaches and arrangements, community resources, staff development, indicators for evaluation, and related action research of both theoretical and practical nature. Emphasis will be given to comparative studies with data reflecting promising practices and accomplishments in the Asia-Pacific as well as other international regions.

Assessment: 100% coursework.

MEDD6653. Curriculum design and adaptations for learners with diverse needs

This module is designed to assist participants in curriculum design and development. Students will have the opportunity to select curriculum design paradigms from special and general education, to study the philosophies behind the paradigms and to evaluate their effectiveness in practice through reading evaluative research. Students will also learn the concepts and skills of curriculum development and apply them to actual curriculum or course planning. These concepts and skills of curriculum development include establishing the rationale for the curriculum, decisions about what learners will be expected to learn, attention to matters of organization and sequence, determination of instruction, and planning for evaluation. Participants will also have the opportunity to examine an existing curriculum/course in terms of meeting an intended purpose/focus, and subsequently plan and develop a new/revised curriculum/course that better meets the intended purpose/focus.

Assessment: 100% coursework.

MEDD6654. Meeting diverse needs of students: Role of schools

This module aims to cover the ways in which schools might respond to those students who are marginalized including those who experience difficulties in learning and those with special educational needs, exploring classroom, school and teacher related factors that promote inclusive education. The module will further explore a well established link between school improvement and inclusion as well as effective teaching strategies, role of support staff and multi-agency co-operation supporting inclusive education practices.

Assessment: 100% coursework.

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.

Candidates are required to complete one specialist module and two specialist elective modules specializing in the information technology in education from the following list.

Specialist Modules

MEDD6608. Teaching and learning with information technology (equivalent to module MITE6024)

This module provides a comprehensive introduction to the use of information technology for teaching and learning. Topics range from traditional applications e.g., computer-based tutorials to more contemporary applications such as the use of learning objects, cognitive tools and collaborative technologies. The module highlights theories of learning underpinning technology integration and the educational contexts within which these are intended to be used.

Assessment: 100% coursework.

Specialist Elective Modules

MEDD6612. Multimedia in education (equivalent to module MITE6329)

This module examines methods for sourcing, selecting, using, adapting and evaluating educational multimedia. The module also explores processes and tools for designing and developing educational multimedia products.

Assessment: 100% coursework.

MEDD7021. Innovative practices in education through information technology adoption (equivalent to module MITE6310)

This module explores innovative practices in education through the integration of information technology. The module investigates in detail case studies collected from around the world to examine concepts and models of what constitutes innovative practice in a variety of educational settings. The module examines the proposition that technology can act as a lever for innovation and change in education.

Assessment: 100% coursework.

MEDD7078. Digital culture and educational practice (equivalent to module MITE6305)

This module explores the impact of the digital technologies on society, the community and the individual. It examines ways in which information technology has affected global and local communities and cultures, home, leisure, work and educational practices as well as our understandings of ourselves. Issues related to the evolution and impact of cyber-communities on adolescents and traditional educational communities will also be examined.

Assessment: 100% coursework.

MEDD7095. Learning objects (equivalent to module MITE6332)

This module explores the design and development of learning objects (LO) to support teaching and learning. LOs are also examined as a strategy for effective management and delivery of institutional educational resources. The module explores different forms of LOs and examines processes of their design. Students will engage in practical activities, using software tools to develop LOs, and strategies for repurposing their use. The module addresses relevant theoretical issues including multimedia learning and cognitive processing of multimodal information.

Assessment: 100% coursework.

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.

MEDD6721. The liberal studies curriculum: Issues of curriculum philosophy and design

This module critically examines the conceptual basis of the new Liberal Studies proposal in the light of the literature on curriculum theories. It will consider the principles by which the curriculum can be designed and developed to fit the needs of different schools. As an innovative curriculum, implementation of the Liberal Studies curriculum will represent a challenge for schools. The module will discuss issues of implementation and teacher change as process begins to be more significant than content in learning.

Assessment: 100% coursework.

MEDD6722. The liberal studies curriculum: Learning and assessment

This module critically examines the learning and assessment issues inherent in Liberal Studies and considers solutions in the context of contemporary learning theories and current literature on assessment. The implications for pedagogy with distinctive demands on learning and inquiry in Liberal Studies will be discussed and alternative approaches evaluated. The module also scrutinizes different approaches to learning and assessment for Liberal Studies and considers the extent to which student assessment provides an effective means for improving learning and evaluating the curriculum.

Assessment: 100% coursework.

MEDD6723. The liberal studies curriculum: From principles to practice

This module critically examines the detail of proposed content of the Liberal Studies Curriculum and discusses ways that it can be translated into forms appropriate for the learners while maintaining the integrity of the curricular philosophy. Its focus is on practice and, building on the first two modules, it evaluates the specific content of the three Areas of Study in the light of the aims for Liberal Studies.

Assessment: 100% coursework.

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.

MEDD6387. Research on teaching and learning of mathematics

This module gives an overview of the main psychological theories of learning and their implications for mathematics learning. Recent research in the teaching and learning of different areas in mathematics such as numbers and operations, algebra, and geometry is reviewed, with emphasis upon misconceptions and their impact on teaching and learning; problem solving; investigations; and instructional practices. In addition, development in the investigation of mathematics teacher's

pedagogical content knowledge and findings in comparative studies on classroom teaching practice will be discussed.

Assessment: 100% coursework.

MEDD6388. Curriculum research and development in mathematics

This module discusses the need for curriculum development in mathematics; the history of the mathematics curriculum; current mathematics curriculum projects overseas; forces that shape the mathematics curriculum in Hong Kong; the relevance of school mathematics; mathematics across the curriculum; assessment in mathematics; and diversification and standardisation of the mathematics curriculum. There is an additional focus on how computer technology is transforming the teaching and learning of mathematics. It includes the history and the development of using computers in mathematics education; the roles of information technology in mathematics education; an investigation of learning theories in light of information technology implementation; a critical survey of computer tools and environments used in the teaching and learning of mathematics; and the social, cultural and philosophical impacts of information technology on the nature of mathematics and mathematics education.

Assessment: 100% coursework.

MEDD6389. The philosophical, social and cultural aspects of mathematics

This module focuses on the features that characterize mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers' and students' beliefs and attitudes, and on students' achievement will also be discussed. In addition, this module investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; the role of the history of mathematics in teaching mathematics; social inequalities including gender issues; and the relationship between language and mathematics.

Assessment: 100% coursework.

Psychological Studies in Education

This specialism is designed to acquaint teachers and educators with the basic concepts and principles of developmental and educational psychology and their application in educational contexts. An emphasis will be placed on topics and issues relevant to the Hong Kong school and tertiary sectors. Topics covered include (i) learner characteristics (cognitive development, language development, psychosocial development, other factors influencing student development); (ii) teacher characteristics (instructional approaches, new pedagogies); (iii) factors influencing the process of learning (individual differences in cognition, motivation and intellectual styles); and (iv) the context and culture of learning (educational reforms, the Chinese learner, new approaches to understanding cognition and instruction).

MEDD6441. Developmental psychology for educators

This module will familiarize educators with the major theories, concepts and research findings of developmental psychology as well as some of the skills and techniques of gathering information on children and adolescents. The application of developmental research to educational practice and policy will also be considered. By the end of this module, students should gain an understanding of (i) major developmental theories; (ii) the sequence of child and adolescent development and the processes that underlie them; (iii) the interdependence of all aspects of development, i.e., physical, cognitive, emotional and social; and (iv) the impact of context and culture on development.

Assessment: 100% coursework.

MEDD6442. Cognition, learning and instruction

This module will introduce class members to theories, principles and research in psychology of education that addresses the question of *How People Learn*. This module will be based on theories in Educational Psychology and Learning Sciences focusing on the interfaces of *cognition, design* and *context* to examine how students learn. The module will start with an overall framework introducing contemporary theories of learning and models of classroom instruction. The first component introduces research in student *cognition and learning* including conceptions and approaches to learning, epistemological beliefs, self-regulated learning and motivation. The second component addresses the question of *design* and examines how learning for 21st century education can be organized. Theories, principles and practice related to higher order thinking, assessment for learning, and technology-supported learning will be introduced. This module also examines the influences of psychological factors and *socio-cultural context* and research on the Chinese Learner will be discussed. Throughout the module, students will be provided with learning experiences that mirror the theories discussed in the module.

Assessment: 100% coursework.

MEDD6443. Student development: Theory, research, and practice

Student development concerns the holistic development of a student—his/her psychological development, physical development, career interest development, emotional development, identity development, moral development, social development, as well as intellectual development. This module examines student development from both theoretical and practical perspectives. It introduces the main theories of and research on student development. Emphasis is further placed on how these theories and research findings can be applied to schools and universities in Hong Kong and abroad. Potential learners (e.g., in-service and pre-service teachers, school counselors, and school senior managers) should be interested in this module because it will equip the learners with knowledge and skills needed not only for promoting the development of their students but also for achieving a deeper understanding of themselves.

Assessment: 100% coursework.

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.

MEDD6466. Science curriculum and assessment

This module will touch upon the history of the science curriculum, the long-running debate between science education as preparation for professional practice and science education for responsible citizenship, current science curriculum initiatives overseas and forces shaping the science curriculum in Hong Kong. Consideration relating to a smooth transition within science education through different learning stages and the move towards greater integration between various science disciplines will also be discussed. The module will also examine philosophies underpinning movements such as Science for All, the STSE movement, Scientific Literacy, and Science Education for Citizenship. Assessment in science education will also be examined in the contexts of assessing learning in the classroom and public examinations, as well as in the context of international comparative studies such as the TIMSS

and PISA. The module will conclude with an examination of the notion that curriculum decision making at the classroom level is being informed and guided by teacher knowledge; in particular, knowledge of science, learning pedagogy, students and what interests and motivates them, nature of science, pedagogical content knowledge, and the like.

Assessment: 100% coursework.

MEDD6467. Teaching and learning in science

This module will begin with reviewing studies of children's understanding of science over the school years and considers findings in the light of a range of learning theories. Issues relating to approaches to teaching science including the role of practical work, the role of history and philosophy of science, the views of the nature of science, and the impact of information communication technology will also be considered.

Assessment: 100% coursework.

MEDD6468. The social and cultural perspectives of science education

This is the third module for the science education specialism. In the first one, major issues and ideas related to science curriculum development and assessment were examined. The second module focused on students' learning processes and outcomes, and their implications on teaching practices. This third module examines issues pertaining to science education from the social and cultural perspectives. The major topics include: social constructivist view of learning and teaching, classroom discourse, argumentation, affective aspects of learning science, gender issues, science knowledge and other forms of knowledge, and the role of science teachers in constructing a conducive environment for science learning.

Assessment: 100% coursework.

Teaching and Learning Chinese Language 中國語文教與學 (offered in distance learning mode only)

The specialism is designed for in-service teachers, aspiring school middle-managers and curriculum coordinators, and related professionals with regards to Chinese Language Education. It aims to develop learners' leadership in curriculum planning and implementation in Chinese Language Education, to advance learners' professional knowledge in emerging pedagogies, to develop learners into reflective practitioners and effective facilitators of learning, and to lead change in curriculum design and pedagogical practice.

Candidates are required to complete all 3 specialist modules and 3 of the specialist elective modules. Those elective modules, however, may not necessarily be offered every year.

Specialist Modules

MEDD6073. Psycholinguistic aspects of learning Chinese language [華文學習: 心理語言學觀點]

This module focuses on the psycholinguistic aspect of learning Chinese language in Asian contexts. It examines the acquisition of phonology, vocabulary, syntax, and also explores reading processes, use of reading strategies, composing processes, language and thought. Recent development in Chinese psycholinguistic research related to learning and instruction is included. Upon the completion of this module, students should be able to understand the basic principles of psycholinguistics in Chinese and apply the principles of psycholinguistics to the instruction and research of learning Chinese.

Assessment: 100% coursework.

MEDD6074. Chinese linguistics and its application: General theories, sociolinguistics and functional linguistics [漢語語言學及教學應用]

This module aims at introducing current research in applying Chinese linguistics in learning Chinese in Asian contexts. Topics include phonetics and phonology, lexis, grammar, pragmatics, ethnography of speaking, language contact, language change, multi-lingualism and polyglossia, code-switching, language attitudes and language planning. Application of linguistic theories in teaching and learning Chinese Language as a social and cultural phenomenon will be explored. Emphasis will also be placed on systemic functional linguistics which views language as a resource of making meaning. This functional model of language is concerned with systematically analyzing how language is used in actual social situations. Application of meanings and social functions of language, registers and genres, texts and contexts, coherence and cohesion in Chinese language education will be studied.

Assessment: 100% coursework.

MEDD6075. Curriculum design and assessment [華文課程設計與評估]

This module explores the relationship between curriculum, instructional materials, pedagogy and assessment. The module aims at fostering understanding of different curriculum models and the relationship of curriculum to society and students' overall development and outcome. It incorporates notions of differentiated curriculum and assessment for Singapore Chinese education context. Topics cover general concepts and models of curriculum design, development of goals and objectives, educational strategies for different objectives and outcomes, needs and barriers to course implementation, general needs assessment, formative and summative assessment, evaluation and feedback, assessment of knowledge, skills, and attitudes. Emphasis will be placed on making cross-comparison of Chinese language syllabi from different territories, namely mainland China, Hong Kong, Taiwan and Singapore. Processes in developing an effective school-based curriculum in Singapore context will also be explored.

Assessment: 100% coursework.

Specialist Elective Modules

MEDD6076. Understanding learners and applying effective pedagogies

This module includes an introduction of issues that have greater bearing on Chinese education in Singapore, such as learners' attitude and aptitude, code-switching and English-speaking bilingualism etc. It introduces key diagnostic tools to understand students' needs in Chinese education, gives an overview of pedagogical approaches for first language learners, second language learners and foreign language learners, introduces and explains the linguistic background, adapts the characteristic features and the methods/strategies of suitable 2nd language teaching approaches. Furthermore, we will compare the difference in nature and in classroom strategies between teaching Chinese as a 1st language and as a 2nd language. We will brainstorm how we can adapt different 2nd language teaching approaches in different contexts to suit Singapore's unique social-linguistic environment.

Assessment: 100% coursework.

MEDD6077. Theories and implementation of drama pedagogy in Chinese language teaching

This module is designed to facilitate students to engage in the process of teaching/learning Chinese language through drama pedagogy. Drawing from the practical experience, it anticipates that the students can make sense of the educational concepts and practice of applying drama pedagogy through participation and interactive discussion. The objectives of this course are to increase students' interest of applying drama as pedagogy in teaching Chinese language; enhance students' understanding of the educational concepts when drama is used as pedagogy; equip students with the skills of using basic

drama techniques (conventions) in teaching Chinese language in Singapore; support students to plan drama-integrated Chinese language lessons based on their own classrooms.

Assessment: 100% coursework.

MEDD6078. Techniques and skills of applying information and communication technology in Chinese teaching

This module is designed for Chinese language teachers with some basic computer literacy and who are keen on finding out more about various popular Web 2.0 tools. The term “Web 2.0” refers to the second generation of the World Wide Web (WWW) technology and tools, which emphasizes personalization, interactions and collaborative content building. It therefore has been gradually adopted by educators as a significant platform to nurture Chinese language learners’ literacies and skills for the 21st century. In the module, students will develop hands-on experience in a range of Web 1.0 and Web 2.0 communication tools, including online forum, online chat, blog, podcast and Facebook, as well as exploring with the lecturers and peers on various possibilities of applying these tools in Chinese Language teaching and learning.

Assessment: 100% coursework.

MEDD6079. Learning theories: A Chinese language education perspective

This module provides an understanding of theories and research on learning and related processes, and demonstrates their applications in Chinese language educational contexts. Important topics include knowledge construction, problem-based learning, variation theory, process learning, motivation, self-regulation and instructional processes are discussed in detail. Relations between these topics are detailed too, such as how motivation can influence quantity and quality of learning, how instructional practices impact information processing, and how learning principles can be applied to develop self-regulated learners.

Assessment: 100% coursework.

Teaching Chinese as a Second Language 中文第二語言教學

This specialism is designed for primary or secondary Chinese language teachers, especially those from direct subsidy scheme schools and mainstream schools which receive students from ethnic minority communities and non-Chinese speaking students, and international schools, who want to excel themselves to teach Chinese in local context as well as various global contexts, including teaching Chinese as a second or foreign language, teaching Chinese to children with individual needs, e.g. ethnic minority children in Hong Kong. The programme caters for teachers in the teaching of Chinese as a second language curriculum in Hong Kong, making reference to the teaching of other curriculum, such as General Certificate of Secondary Education (GCSE), International Baccalaureate (IB), etc.

MEDD6051. Teaching Chinese language in international contexts [對外漢語教學]

This module focuses on the theory and pedagogy of teaching Chinese as a second/foreign language in Hong Kong and international contexts. It presents an overview of second language acquisition theories and second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the module provides an overview of various levels of local curriculum in Hong Kong and international standards such as American Council for the Teaching of Foreign Languages (ACTFL) standards and Common European Framework of Reference (CEFR) frameworks, making reference to the teaching of other curriculum, such as International Baccalaureate (IB), General Certificate of Secondary Education (GCSE) curriculum, including an analysis of the curriculum design, teaching methodologies, learners and

learning resources, course assessment guidelines required for those curricula.
Assessment: 100% coursework.

MEDD6052. Chinese (L2) assessment and reporting [中文第二語言教學評估與報告]

This module focuses on the integral role of assessment and reporting for L2 Chinese learning and teaching. The module will provide an overview of norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning. It will introduce a range of assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning for L2 Chinese. It will also look into the nature and characteristics of the L2 Chinese public examinations developed for different purposes.

Assessment: 100% coursework.

MEDD6053. Chinese (L2) school-based curriculum design and teacher professional practice [中文第二語言校本課程設計與教學實踐]

This module provides Chinese (L2) teachers with a systematic framework for developing professional practice and research in teaching Chinese as a second language through raising participants' awareness of strategies for self- and peer-observation and critical reflection. The module includes individual and collaborative lesson-planning, peer teaching and observation, and the development of lesson study skills. The module involves a minimum of 30 days of supervised teaching practice in schools. This includes pre- and post-lesson conferences with supervisors and peers, lesson observations and completion of post-lesson self-reflections. Participants are required to conduct a research project on teaching of Chinese as a second language. They are also required to keep a teaching portfolio documenting evidence of their teaching and learning. This portfolio contains a journal, lesson plans and teaching materials developed by participants during the practicum, self-reflections on lessons taught and feedback from observers. There will be a strong theoretical and practical emphasis on the development of Chinese L2 teachers that supports the L2 acquisition of essential Chinese language knowledge and skills.

Assessment: 100% coursework.

GENERAL ELECTIVE MODULES

Candidates, who are required to take general elective modules, can choose from a list of general elective modules which may not necessarily be offered every year:

MEDD7005. Systemic functional linguistics and Chinese language education

This module provides an overview of systemic functional linguistics (SFL) which views language as a resource of making meaning. Since this functional model of language is concerned with systematically analyzing how language is used in actual social situations, it has proved extremely useful in education. This module covers important discussions such as meanings and social functions of language, registers and genres, texts and contexts, coherence and cohesion. Emphasis will be placed on the application of this functional approach to Chinese language education.

Assessment: 100% coursework.

MEDD7007. School-based teacher development in Hong Kong and China

This module compares the practices of school-based teacher development in Hong Kong and Mainland China. The strengths and weaknesses of the two systems are to be examined and effectiveness be closely scrutinized. Special attention will be given to the implications of the practices in Mainland China for the improvement of our practices in Hong Kong.

Assessment: 100% coursework.

MEDD7008. Media education for the new Hong Kong curriculum

This module introduces students to the understanding of the development and implementation of media education in various countries in general, and Hong Kong in particular, with respect to curriculum, policy, literacy, and learning. The role of media education in moral and ethics education, civic education, as well as nurturing students' creativity and critical thinking skills will be studied in depth.

Assessment: 100% coursework.

MEDD7018. Improving student learning through variation

This module explores the philosophical underpinnings of the variation theory of learning, and how variation can be used as a conceptual tool in empirical studies that investigate the quality of instruction, space of learning enlivened in the classroom and the effects on the quality of learning and understanding. Reference will also be drawn to methods and findings in relevant learning studies carried out in the Faculty in different subject areas including science, mathematics, humanities and language.

Assessment: 100% coursework.

MEDD7029. Managing disruptive behavior in school

This module is a comprehensive guide to the management of discipline in schools. The goal of this program is to provide participants with knowledge and skills to become leaders of the field and to provide guidance to help participants develop their personal systems of behavior management. Different behavior management models will be described and assessed. Reflective case-based approach is used to analyze and evaluate the three Behavior Management Levels (i.e. individual, classroom and schoolwide).

Assessment: 100% coursework.

MEDD7036. Technology and teaching Chinese as a second language

This module provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. It helps students to understand how computer technology can be integrated into language learning and teaching, to become aware of the complex issues around the use of technology in language learning, to develop the ability to critically evaluate language learning technological applications and websites, and to develop the capacity to design and produce computer assisted language learning applications.

Assessment: 100% coursework.

MEDD7042. Reading theory and its application to Chinese language education

This module introduces major reading theories, concepts, and research findings of Chinese reading as well as techniques for examining, promoting and teaching reading in the Hong Kong Chinese curriculum, which includes Chinese language and literature. In this module, students will be given the

opportunity to apply reading theories to classroom context and learn how to motivate students to read and how to enhance students' higher order reading ability.

Assessment: 100% coursework.

MEDD7082. Trends and developments in the humanities and social science curriculum

This module introduces students to contemporary trends and issues in humanities and social science education in the local and international context. Key areas of inquiry include: the rationale behind Personal, Social and Humanities Education (PSHE) as a Key Learning Area (KLA), and the individual disciplines (History/Chinese history, Geography, Economics and Personal-Social Education) which make up PSHE; the organisational structures involved; and evaluation of PSHE. Issues such as cross-curricularity, values education, political education, and civic education, etc., will be critically examined with reference to conceptions of curriculum, from which theoretical frameworks will be drawn for understanding change and development in the humanities and social science curriculum.

Assessment: 100% coursework.

MEDD7086. Chinese language teaching and learning in school-based contexts

This module examines and reflects on recent Chinese language teaching and learning improvement projects in the Hong Kong context. In particular, it focuses on school-based curriculum development in Chinese language as a powerful framework for the enhancement and organization of the varied and numerous experiences and learning needs of students, and for encouraging teachers to work collaboratively to solve problems in teaching and learning. This module will provide case studies of a number of improvement projects, examining the rationale for the innovation, the mechanism and the specific changes made, the planning and implementation, and the evaluation of the project. Topics covered will include the enhancement of creativity in Chinese writing, elective modules of the New Senior Secondary curriculum, independent learning and students with special learning needs. Students will re-examine the theoretical basis of school-based curriculum development in light of the case studies and discuss current and future issues in Chinese language teaching and learning.

Assessment: 100% coursework.

MEDD7090. Application of quantitative data in educational research

This module is designed to provide educational researchers an understanding of measurement in education and the tools to answer educational research questions by the use of analysis of quantitative data.

Assessment: 100% coursework.

MEDD7092. Empowerment and leadership for educational reform

This module recognises teacher empowerment as a primary driving force for the intended outcomes of educational reform, with two levels of concerns. At the micro level, the module will focus on learning and teaching, considering the advent of technological communications. As learning is no longer confined within classrooms, it is critical to consider how classroom learning can motivate students for effective autonomous learning beyond classrooms. In particular, paradigms of transmission and interpretation will be reviewed with analysis of video clips. Advocating life-wide and life-long learning to be grounded in schools as learning environments, the module invites case studies to identify the nature of teacher learning and implications for leadership. At the macro level, the multiple educational reform agendas and accountability measures (e.g. external school reviews) will be considered. The module will acquaint participants with the changing landscape of our educational scenario from a critical review of official

documents, leading to an identification of professional strategies for teacher leadership. By facilitating renewal of self-understanding, the module will engage participants in creating space for new practices that transcend traditional barriers. The module will take various stances of educators' professional practice in inquiry, research and leadership as a process of empowerment. It will serve teachers and principals who aspire to see leadership roles in everyday practice, whether or not they are formally responsible for staff development. Participants will collectively reflect on critical experiences to identify synergy for desirable changes.

Assessment: 100% coursework.

MEDD7098. Sex education in changing society: Theories, research and challenges

This module examines theories, practices and issues of sex education in changing society and youth cultures. In particular, the module expects to help participants examine different sex education models and review sex education policy and curriculum of Hong Kong and their own schools. It also aims to help participants equip their students with knowledge, skills and attitudes in two major aspects: (a) developing positive sexual identity and attitudes toward sexuality and sex, engaging in healthy dating and relationship as well as handling breakup meaningfully, and understand the importance of abstinence and safe and responsible sex; and (b) protection from casual sex, sexually transmitted diseases, unwanted pregnancy, abortion, sexual harassment and abuse, and abnormal relationships. The module also examines controversial issues such as pre-marital sex, cohabitation, homosexuality, psychology of taking nude photo/video, teacher-student love and professional integrity, and compensated dating and materialism. Real school cases in Hong Kong would be discussed in class.

Assessment: 100% coursework.

MEDD7099. Life education policy and curriculum

This module examines theories, approaches and issues of life education for adolescents. With particular reference to Hong Kong, it aims to help participants (a) review life education policy and curriculum; (b) examine phenomena and theories of physical and cyber bullying, self-harm, drug abuse, and teen suicide; (c) equip their students with knowledge, skills and attitudes to confront these four problems; (d) develop measures to create a safe and caring learning place for adolescents; and (e) promote life education programs to help adolescents foster positive and healthy perspectives and good habits to cope with life. Real school cases in Hong Kong would be discussed in class.

Assessment: 100% coursework.

MEDD7101. Achieving professional development to becoming a 21st century teacher

This module addresses how Hong Kong teachers 'think' about their professional roles and identifies their conceptions of teaching and learning in their subject and school context. This module also guides teachers through a range of processes, using a number of models of reflection, will help them become critically reflective about their own teaching and their students' learning. This module will examine issues such as mentoring novice teachers through identifying critical incidence, reflecting with a critical friend, group collaboration to achieve teacher autonomy. An important feature of this module is that the participants will draw upon and share their own classroom and professional experiences.

Assessment: 100% coursework.

MEDD7103. Social psychology of classrooms: Relationships between classroom social context and learning

This module that provides an introduction to, and consideration of, principles and applications of Social

Psychology with regard to formal and informal learning contexts that characterize classrooms. Over the last three decades, psychological theories and explanations of learning have developed far beyond simple, mechanistic models (such as reinforcement) that are applied in formal settings (especially schools). Within this module, participants will have the opportunity to explore: individual and social circumstances that may promote or hinder learning; characteristics of learning in formal and informal contexts; and individual and social theories of learning. We will also try to use the module to explore how theories of learning have been adapted and ignored in education policies: at pre-school, primary and secondary school levels; with regard to curriculum; assessment; and social (pedagogic) context. In considering explanations of learning, the module will consider issues of development, interpersonal support that underlies learning and the effect of cultural/activity on learning experience. It will be expected that participants undertake active participation throughout the module, via active reading from the course list (for every week) and individual/joint presentation of weekly topics.
Assessment: 100% coursework.

MEDD7104. Integrating IB philosophy in Chinese language teaching

This module includes an in-depth exploration into how to integrate International Baccalaureate Diploma Program (IB DP) philosophy in curriculum design, teaching and learning, assessment and research. Students will be guided on designing and refining Chinese language curriculum that reflects the overall IB DP philosophy and learner profile and at the same time aligns with the Chinese language curriculum guides. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore Theory of Knowledge (TOK), Creativity, Action and Service (CAS), and Extended Essay and Chinese language education. Furthermore, the module will also enhance students' understanding on how to reflect IB philosophy and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this module, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction. This module will be delivered mainly in Mandarin.
Assessment: 100% coursework.

MEDD7105. Assessment for learning: Making it work in Hong Kong classrooms

This module focuses on how assessment can be reconfigured to make it a powerful learning tool for students. Its starting-point is the acclaimed literature review, Black and Wiliam (1998) which demonstrates the potential of Assessment for Learning to facilitate significant gains in student achievement. The Hong Kong setting is however, dominated by examination-oriented education. Following from this, a major focus of the module is on how to build productive synergies between tests and selected aspects of Assessment for Learning (Carless, 2011). Included in the discussion is analysis of school-based assessment, for example, the teacher role as assessor and in relation to interactive assessment (Hamp-Lyons & Tavares, 2011). Challenges and opportunities for the implementation of Assessment for Learning in Hong Kong school classrooms are also critically explored.
Assessment: 100% coursework.

MEDD7106. Multiliteracies in education

This module introduces students to the theory and practice of multiliteracies, that is, the ways in which communication and literacy are rapidly changing as a result of globalization and digital technologies, and the importance of multiliteracies for literacy teaching and learning in the school curriculum. This module examines literacy as embedded in social, cultural, and historical practices, and uses multimodal, social semiotic theoretical perspectives to explore the nature of contemporary texts and literacy

practices, including popular cultural and mass media texts, social media and other literacies relevant to children and adolescents. This module explores the teaching and learning of multiliteracies across the school curriculum and introduces students to recent multiliteracies pedagogies, including critical literacy and new media studies. These pedagogies are exemplified through multiliteracies curriculum resources for different school subjects. This module adopts a participatory approach, engaging students through group and whole-class discussion, hands-on workshops and interactive lectures.

Assessment: 100% coursework.

MEDD7107. Youth sexuality, society and the school

Our young people are growing up in an increasingly sexualised society in which values and attitudes have become more liberal. They are developing physically at ever younger ages, exploring their sexuality in greater numbers. Sex education in Hong Kong has arguably failed to keep pace with these changes, and is failing to prepare our young for sexual well-being (physical, mental and social), positive and respectful approaches to sexuality and sexual relationships, and enjoyment of safe and consensual sexual experiences. Through a range of activities (including lectures, videos, guest speakers, questions and answers, individual tasks and groupwork) this exciting module looks at youth sexuality, sexualizing forces in society, and the role that schools (and teachers) can play in supporting young people as they develop sexually. We look at what is known (and what we think we know) about how young people's sexuality develops and how they experience their sexuality, both in Hong Kong and elsewhere. We look at young people's sexual knowledge, values, attitudes, behavior and identities, as well as rights, diversity and health (and ill-health). We look at what teachers, schools, and the broader education system can do to promote healthy youth sexual development, and at broader social influences upon sexuality. Specific topics may include: Hong Kong's youth sexual revolution; sexually transmitted infections; unwanted pregnancies; sexual expectations and double-standards; issues of body-image and self-esteem; the internet and pornography; compensated dating and sex work; sexual and gender diversity; and approaches to sex education.

Assessment: 100% coursework.

MEDD7108. Fostering 21st century skills with knowledge building

This module provides a thorough introduction to an educational approach that can be used to address many current requirements of the Hong Kong school curriculum, including learning to learn, inquiry-based learning, reading to learn, assessment for learning, and the use of information and communication technology (ICT). We examine the theory as well as current classroom practice, drawing from local and international examples. The module will allow students to explore how to use ICT to support learning and to empower their own students to have more control over the learning process. Session topics include: how experts learn, collaborative learning, learning communities, knowledge building, pedagogical designs for knowledge building, and assessment.

Assessment: 100% coursework.

MEDD7110. Citizenship and national education in rising China

This module examines China's citizenship and national education (CNE) for reviving the Chinese nation and making a modern Chinese citizenry in a global age. In particular, the module firstly examines the usefulness of current theories of globalization, citizenship and citizenship education in explaining contemporary China's CNE. Secondly, the module examines how changing international contexts and domestic economic and sociopolitical systems and cultures have shaped Chinese citizenship and citizenship education over times. Thirdly, the module examines the socio- and ideo-political rationales, approaches, and flexibility for change of CNE. Fourthly, the module discusses such hot CNE-related issues as China's threat and peaceful uprising, ethnic diversity and unity, central

control versus local autonomy, civil society and new mass media, struggles between maintaining social stability and respecting human rights, the rule of law and the rule of ruling party, and how sustainable socialist democracy with Chinese characteristics could be in a globalized world.

Assessment: 100% coursework.

MEDD7111. Comparative higher education

This module focuses on higher education reforms and compares the development of higher education systems in North America, Central and East Asia, Western and Eastern Europe. The students will explore histories, policies, structures and cultures of the selected regions and countries by conducting a stakeholder analysis at the macro, meso and micro-level of the national systems of higher education. At the macro level, the students will investigate the responses of nation-states to globalization, and explore how policies and budgets affect the changes of higher education systems. At the meso level, the learners will do research of institutional contexts and explore reform strategies undertaken by various types of higher education institutions, e.g. community colleges, polytechnics, teaching universities, and research universities. The impacts will be studied within the frames of path dependence, resource dependence, principal-agent relations, “glonacal” agency heuristic, and others. The research will move then to the comparison of academic profession in different countries and the role of individual researchers in responding to the demands in the higher education transformations. The students will conduct analysis of their own stakes as a key agent in shaping the changes in higher education. By probing a method of collaborative comparative study, the students will delve into perspectives, potentials and problems of comparative higher education as well as in higher education reforms.

Assessment: 100% coursework.

MEDD7112. Sociology of education: East and west

This module compares key theories, concepts and methods in the sociology of education in East Asia’s Confucian heritage societies and West (USA and Western Europe) for doing advanced level education policy research.

Assessment: 100% coursework.

MEDD7113. Learning to notice: Towards effective teaching and quality classroom research

This module introduces the concepts and theories underlying the various practices that have been found to be effective on improving teachers’ abilities to notice and interpret important events that are happening in their classrooms through watching and analyzing authentic classroom videos. Theories and concepts will be illustrated through real examples of classroom videos. Teachers who want to improve their own teaching and research students who need to carry out classroom observations for their study will find this module useful in sharpening their abilities to notice subtle but yet important features of classroom events. The concepts, theories and skills learned from this module are applicable to all subject disciplines.

Assessment: 100% coursework.

MEDD7114. Research on teaching and learning in classrooms: International perspectives

This module aims at enhancing participants possibilities to approach classrooms of different countries analytically. Research on contemporary topics such as different kinds of literacies, the development of competent citizens and socio-scientific issues, presented and discussed are mainly from Mathematics and Science Education. Emphasis is put on analyses of learning and teaching in classrooms. This module contains a mixture between self studies, lectures and exercises all aiming at developing

participants' competence in understanding learning and teaching processes as they evolve in classrooms.

Assessment: 100% coursework.

MEDD7021. Innovative practices in education through information technology adoption (equivalent to module MITE6310)

This module explores innovative practices in education through the integration of information technology. The module investigates in detail case studies collected from around the world to examine concepts and models of what constitutes innovative practice in a variety of educational settings. The module examines the proposition that technology can act as a lever for innovation and change in education.

Assessment: 100% coursework.

MEDD7031. Literature for young people in a digital age (equivalent to module MLIM6202)

This module provides an overview of the history of children's literature with a discussion of major authors and contributors and an emphasis on contemporary literature for children and young adults. The impact of new technologies on the publication and use of children's fiction and non-fiction is discussed. Interactive multimedia, online reading and digital libraries for children are evaluated.

Assessment: 100% coursework.

MEDD7033. e-Learning strategies and management (equivalent to module MITE6311)

This module explores issues relevant to the design and delivery of e-learning in educational or corporate contexts. The module explores learning management systems and other virtual environments to support teaching and learning. The module also examines issues concerning e-learning infrastructure, delivery systems, content management, standards, proprietary versus open-source software, virtual worlds, and challenges to successful e-learning implementation.

Assessment: 100% coursework.

MEDD7078. Digital culture and educational practice (equivalent to module MITE6305)

This module explores the impact of the digital technologies on society, the community and the individual. It examines ways in which information technology has affected global and local communities and cultures, home, leisure, work and information and educational practices as well as our understandings of ourselves. Issues related to the evolution and impact of cyber-communities on adolescents and traditional educational communities will also be examined.

Assessment: 100% coursework.

MEDD7087. Organisational learning (equivalent to module MITE6328)

This module explores the concept and processes of organisational learning. It examines the strategies and tools employed in creating and managing a learning organisation. Topics include managing chaos and complexity, organisational culture and change management, scenario planning, training and learning (especially e-learning), unlearning, organisational memory, performance and evaluation of learning.

Assessment: 100% coursework.

MEDD7095. Learning objects (equivalent to module MITE6332)

This module explores the design and development of learning objects (LO) to support teaching and learning. LOs are also examined as a strategy for effective management and delivery of institutional educational resources. The module explores different forms of LOs and examines processes of their design. Students will engage in practical activities, using software tools to develop LOs, and strategies for repurposing their use. The module addresses relevant theoretical issues including multimedia learning and cognitive processing of multimodal information.

Assessment: 100% coursework.
