

**REGULATIONS FOR THE  
POSTGRADUATE CERTIFICATE IN  
ADVANCED EDUCATIONAL STUDIES  
(PCAdvEdStud)**

*(See also General Regulations)*

The Postgraduate Certificate in Advanced Educational Studies will serve candidates who are interested in undertaking a more flexible individualised pathway into the master degree curricula offered by the Faculty of Education, and/or wish to upgrade and extend their educational knowledge and skills.

---

**Ed276 Admission requirements**

To be eligible for admission to the Postgraduate Certificate in Advanced Educational Studies, 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.
- 

**Ed277 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.
- 

**Ed278 Length of curriculum**

The curriculum shall normally extend over one to two academic years of part-time study. Candidates shall not be permitted to extend their studies beyond the maximum period of registration of four academic years of part-time study, unless otherwise permitted or required by the Board of the Faculty.

---

**Ed279 Curriculum requirements**

To complete the curriculum, candidates shall

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

**Ed280 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.
- 

### **Ed281 Re-assessment**

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 of the failed module(s) as determined by the Board of Examiners.

---

### **Ed282 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 the re-assessment of a module; or
  - (b) exceeded the maximum period of registration specified in Regulation Ed278.
- 

### **Ed283 Award of certificate**

- (a) To be eligible for the award of the Postgraduate Certificate in Advanced Educational Studies, 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 curriculum requirements shall be posted on Faculty notice boards.
- 

## **SYLLABUSES FOR THE POSTGRADUATE CERTIFICATE IN ADVANCED EDUCATIONAL STUDIES (PCAdvEdStud)**

The Postgraduate Certificate in Advanced Educational Studies is a postgraduate certificate awarded for the satisfactory completion of a prescribed programme in one of the following field of study/specialisms, which may not necessarily be offered every year:

1. Career education and counselling
2. Educational Studies
3. Gifted education and talent development
4. Information technology in education
5. Library and information studies
6. Liberal studies
7. Science education
8. Teaching Chinese as a second language

Candidates are required to complete three modules from the list of specialist, and elective modules which may not necessarily be offered every year.

Candidates who have successfully completed the Postgraduate Certificate in Advanced Educational Studies may apply for admission to the master degree curricula offered by the Faculty of Education. Candidates may apply and be granted advanced standing in accordance with the regulations of the degree applied for.

## **SPECIALIST MODULES**

### **Career education and counselling**

This specialism is designed for teachers and guidance personnel concerned with various aspects of career education and counselling. The course is based upon the belief that career development is essential for *all* students. The course specifically addresses teachers' competencies necessary to implement career education programmes in school settings. The course participants in this specialism will be encouraged to reflect on their own career guidance practices and develop creative solutions to various critical issues in individual student planning. Attention will be given to designing and implementing a career education curriculum, the provision of career related experience activities, and the development of school policy related to career education and counselling.

Candidates are required to complete the following two core modules and one general elective module.

#### **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.

#### **MEDD7038. Counselling, career education and talent development in schools**

This module compares the theories and practices of counselling, career education and talent development programs in schools in Hong Kong and other parts of the world. Topics will include life career perspective, comprehensive school guidance and the counseling program, individual development planning, identification of students for talent development program, assessment of life career and talent development, student advisory and mentorship scheme, theories of career development, career awareness among children, career exploration among adolescents, career decision making among senior secondary school students, career development of students with special needs, talent development in schools, theories of talent development, career counseling of the exceptionally gifted, family influence, multicultural perspective, gender issues, life-wide learning, career-related experiences, services learning, program evaluation and enhancement. The module is relevant to all teachers and guidance personnel who wish to enhance students' career and talent development through subject teaching and co-curricular activities. Case studies of good practices in Hong Kong and elsewhere will be introduced. Course participants are expected to work in collaborative learning groups integrating practices and theories.

Assessment: 100% coursework.

---

### **Educational Studies**

Candidates are required to complete the following core module and two general elective modules.

#### **MEDD6751. Educational Studies**

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

Assessment: 100% coursework.

---

### **Gifted education and talent development**

This specialism is designed for teachers and guidance personnel in various aspects of gifted education and talent development. The course is based upon the belief that talent development in a person's moral, cognitive, physical, social, emotional, and spiritual aspects is essential in *all* students, including high-ability ones. The course specifically addresses teachers' competencies to implement the three key elements of gifted education programmes, namely, higher order thinking, creativity, and personal-social competencies. Participants will be encouraged to be autonomous learners developing creative solutions to various critical issues in individual guidance, classroom instruction, and school policy related to the education of the gifted and talented in Hong Kong and other parts of the world.

Candidates are required to complete the following two modules and one general elective module.

#### **MEDD7001. Psychology and education of the gifted and talented**

This module aims to develop students' capacity to apply some of the basic concepts and principles of gifted education in their daily work, to appreciate and develop the appropriate attitudes and skills in identifying the gifted and talented, and to plan, implement and evaluate educational programmes for the gifted and talented. This module will explore the following topics: understanding the gifted and talented, gifted education in Hong Kong and other parts of the world, gifted education and education reform, identification of the gifted and talented, multiple intelligences, psychological adjustment, guidance and counselling for the gifted, school-wide enrichment and provisions for talent development, curriculum models, parenting the gifted and talented, teaching for creativity, programme development and evaluation, gifted underachievers, gifted girls, and social development and moral leadership. Selected case studies and critical issues in implementing gifted programmes will be examined.

Assessment: 100% coursework.

#### **MEDD7038. Counselling, career education and talent development in schools**

This module compares the theories and practices of counselling, career education and talent development programs in schools in Hong Kong and other parts of the world. Topics will include

life career perspective, comprehensive school guidance and the counseling program, individual development planning, identification of students for talent development program, assessment of life career and talent development, student advisory and mentorship scheme, theories of career development, career awareness among children, career exploration among adolescents, career decision making among senior secondary school students, career development of students with special needs, talent development in schools, theories of talent development, career counseling of the exceptionally gifted, family influence, multicultural perspective, gender issues, life-wide learning, career-related experiences, services learning, program evaluation and enhancement. The module is relevant to all teachers and guidance personnel who wish to enhance students' career and talent development through subject teaching and co-curricular activities. Case studies of good practices in Hong Kong and elsewhere will be introduced. Participants are expected to work in collaborative learning groups integrating practices and theories.

Assessment: 100% coursework.

### **Information technology in education**

This specialism aims to introduce teachers, principals and related education professionals to design, develop, implement, evaluate, and undertake management of information and communication technology (ICT) use in education; become 'informed, reflective practitioners' in the information age; develop leadership capacities in the uses of ICT in education.

Candidates are required to complete one specialist module and two specialist elective modules specializing in the information technology in education from the following list. Those specialist elective modules may not necessarily be offered every year.

#### **Specialist Module**

#### **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.

**Library and information studies**

This specialism aims to prepare candidates for work in information services in education and libraries and agencies of all types; prepare professionals in the management of information for reflective practice and to provide the basis for further professional career development; and provide an opportunity for those employed in an information profession, teachers or anyone interested in the management of information to pursue advanced study.

Candidates are required to complete one specialist module and two specialist elective modules specializing in library and information studies from the following list. Those specialist elective modules may not necessarily be offered every year.

**Specialist Module**

**MEDD6601. Library and information science foundation** (equivalent to MLIM6314)

This module introduces the history, development and potential of information professionals in libraries and other workplaces. The nature of information and the roles of library and information professionals are examined through the analysis of a range of information process and related models. Critical contemporary social, legal and ethical issues in the evolving information society are also explored.

Assessment: 100% coursework.

**Specialist Elective Modules**

**MEDD6002. Collection management** (equivalent to module MLIM6315)

This module examines the methods used to build and evaluate library collections in a variety of media in all types of libraries with an emphasis on the selection process and the relationship to stakeholders' information needs. Relationships between libraries and the publishing industry are discussed.

Collection policy development is explored, linking collection policies to broader information policy issues such as designing digital and virtual libraries, building collaborative teaching resource databases of learning objects, and records management in electronic information environments.

Assessment: 100% coursework.

**MEDD6603. Organising information** (equivalent to module MLIM6316)

This module introduces the theory and applications of information organization. Approaches to describing and representing information in a variety of formats are covered as well as the evolution of standards to include electronic formats and Internet resources. The focus is placed on how to represent and organize information using appropriate standards and techniques for effective information retrieval and content management.

Assessment: 100% coursework.

**MEDD6604. Knowledge management** (equivalent to module MLIM6212)

This module provides an overview of the concepts, theories, and practices of knowledge management (KM) in organizations and communities. Basic issues and approaches about knowledge creation, storage, sharing and application are examined. Techniques and tools for building a knowledge sharing culture and system are introduced. A special focus will be placed on KM programs development in practical situations.

Assessment: 100% coursework.

**MEDD6606. Digital Libraries: Principles and applications** (equivalent to module MLIM6203)

This module introduces the motivation for digital library development and evolution of digital library collections and services. Various issues of digital library development like document types and formats, access strategies and interfaces, metadata and interoperability, economic and social policies, and collection management and system evaluation are examined.

Assessment: 100% coursework.

**Liberal studies**

This specialism critically evaluates, in the light of the literature on curriculum theory, the conceptual basis of Liberal Studies. It considers the principles by which the curriculum may be designed and examines issues of implementing this innovative curriculum which presents challenges for schools in terms of learning, teaching and assessment.

Candidates are required to complete the following three specialist modules.

**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.

## **Science education**

This specialism is designed for science teachers and other educators directly involved with science education. Its objective is to develop teachers' understanding of various issues and worldwide trends in science education to enable them to contribute more effectively towards initiating, designing, implementing and innovating through science education in Hong Kong.

Candidates are required to complete the following three specialist modules.

### **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 Science, technology, society and environment (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 Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (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 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 non-Chinese speaking background, including those from ethnic minority communities and international schools, who want to develop their capacity to teach Chinese in the 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.

Candidates are required to complete the following three specialist modules.

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

The 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 course 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 will explore 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**

In changing society, adolescents are increasingly puzzled by the meaning of life. The early 21st century witnesses four major rising trends among adolescents: bullying and violence, drug abuse, self-harm, and suicide. 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 21<sup>st</sup> 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. It 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 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, Q and A, 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 21<sup>st</sup> 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**

Drawing on experiences from a research programme of more than a decade, 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 within the course 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.

---