

REGULATIONS FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)

(See also General Regulations)

Ed201 Admission requirements

To be eligible for admission to the Postgraduate Diploma in 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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Ed202 Qualifying examination

- (a) A qualifying examination may be set to test the 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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Ed203 Length of curriculum

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

Ed204 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) participate in such seminars, tutorials, field, laboratory or practical work, etc as may be organized as part of the curriculum; and
 - (d) satisfy the examiners in any oral examination which the examiners may prescribe.
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Ed205 Advanced standing

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully in this University or another university or comparable institution acceptable for this purpose.
- (b) Candidates may be granted advanced standing for the Educational Studies course(s) subject to the condition that the application for advanced standing is received within five years of successful completion of the relevant courses or graduation from the qualification 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.
- (d) Courses from institutions other than this University granted advanced standing shall not normally be considered in determining the award of mark of distinction but will be recorded on the

transcript of the candidate.

Ed206 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 course for which they have received a D grade or above for the purpose of upgrading.
 - (c) Courses 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 course.
 - (d) Candidates shall not be permitted to retake a failed course or present themselves for re-assessment as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the PGDE.
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Ed207 Re-assessment

- (a) Candidates who have failed to satisfy the examiners in not more than three courses at the first attempt may be permitted to present themselves for re-assessment of the failed course(s) as determined by the Board of Examiners.
 - (b) Candidates who have failed to participate in curricular activities as prescribed in Ed204 (c) may be permitted to complete re-assessment tasks as determined by the Board of Examiners.
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Ed208 Discontinuation

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

- (a) have failed to satisfy the examiners in any of the following:
 - (i) more than three courses at the first attempt;
 - (ii) any course on re-assessment;
 - (iii) all re-assessment tasks required under Ed207(b);
 - (b) are not allowed to take or have been withdrawn from Practical Teaching course, and hence will not be able to satisfy the professional requirements of the curriculum; or
 - (c) have exceeded the maximum period of registration specified in Regulation Ed203.
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Ed209 Award of diploma

- (a) To be eligible for the award of the Postgraduate Diploma in 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 which 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.
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SYLLABUSES FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)

The Postgraduate Diploma in Education is awarded for the satisfactory completion of a prescribed programme for one of the following major method subjects¹ that candidates admitted to:

1. Biology
2. Business, Accounting and Financial Studies
3. Chemistry
4. Chinese
5. Computer Studies
6. Early Childhood Education (for part-time study only)
7. Economics
8. English²
9. General Studies
10. Geography
11. History (including Chinese History)
12. Liberal Studies
13. Mathematics
14. Physics
15. Special Education (for part-time study only)

The above major method subjects may not necessarily be offered every year.

All candidates are required to complete the following courses:

- (i) a Major Methods course corresponded to each candidate's major
- (ii) two Educational Studies courses
- (iii) a Practical Teaching course
- (iv) at least one and up to two Elective course(s)
- (v) a course on External Experience for full-time candidates majoring in Chinese or English only

Major Methods course

This course examines methods of teaching of subjects of a cognate area within the school curriculum. It focuses on work in Hong Kong schools, and concerns issues such as the place, value and problems of the area within the curriculum; the planning, design and evaluation of lessons, programmes and syllabuses to achieve interest and learning; organization and control in classrooms, laboratories and other teaching settings; new developments in teaching in Hong Kong and overseas; the use of information and communications technology in teaching and learning; methods of assessment; production of resources and evaluation of textbooks and other materials. Candidates are required to take a major methods course of their major method subject.

EDUC6602 Major methods course: Biology

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Biology education and within education in general; (ii) a knowledge and an understanding of the educational purpose of

¹ This list of names denote areas of study, not exact course titles

² English as a Second Language

Biology within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Biology and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a Biology course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Biology in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

EDUC6636 Major methods course: Business, accounting and financial studies

This course aims to equip participants for the role as a professional business teacher in Hong Kong schools. On becoming a member of the teaching profession, participants will need to develop competencies in a number of areas and to understand the values and beliefs that underpin their teaching. This course focuses on building confidence and developing efficacy through various course activities which include exploring teaching theories, integrating theory with practice and reflecting on self performance. To further sophisticate teaching efficacy, participants will be encouraged to develop a repertoire of teaching methods, to acquire the skills to become an educational researcher, and to reflect critically on their performance and experience.

Assessment: 100% coursework.

EDUC6606 Major methods course: Chemistry

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Chemistry education and within education in general; (ii) a knowledge and an understanding of the educational purpose of Chemistry within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Chemistry and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a Chemistry course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Chemistry in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

EDUC6608 Major methods course: Chinese

This course is designed to prepare university graduates to teach Chinese Language mainly in schools within Hong Kong. The course aims at enhancing participants' knowledge of Chinese Language curriculum, pedagogies and their innovation, as well as providing professional training to participants for their development into leading education practitioners. The content of the course includes theories of education, pedagogies and teaching practice. The course focuses on the mainstream Chinese Language curriculum, but also provides opportunity for exploring other Chinese Language curricula, such as Chinese Language curriculum in international schools.

Assessment: 100% coursework.

EDUC6610 Major methods course: Computer studies

This course is designed to prepare participants in the areas of computer and information system studies and equivalent to understand the basic principles and methods in the design and teaching of computer

studies including various computer literacy, and information and communication technologies programmes in schools and training institutions. Emphasis is put on (i) the development of pedagogic content knowledge among the participants which links subject knowledge they already have to layman ways of understanding and learning; (ii) how teachers may handle the relation between bottom-up learning (that emphasizes the basics) and top-down learning (that emphasizes purposes and applications); (iii) the impact of information and communication technologies and education at a broader level; and (iv) the paradoxical effects of the advancement of technologies, and social and ethical consideration in educating our community for their better living now and in the future.

This course has the following components: (i) psychology and pedagogy of computing; (ii) introduction to computer education curricula development; (iii) methods and resources in teaching selected curriculum topics; (iv) assessment and learning studies in computing; (v) use of computers across the curriculum; (vi) nature of information technology, and social and ethical dimensions of computer education; and (vii) learning, experience sharing and discussion on topics initiated by participants also form an important part of the learning. The course emphasizes group work and collaborative learning. Assessment: 100% coursework.

EDUC6632 Major methods course: Early childhood education

This course enables participants to use evidence-based practice in early childhood settings to make a positive difference in young children's lives. By the end of the course, participants will be better able to (i) understand and promote early child development and learning; (ii) observe, document and assess young children's learning; (iii) understand and implement a wide spectrum of effective approaches to facilitate young children's development and learning; (iv) build family-community relationships; (v) deal with the needs of diverse learners; and (vi) identify themselves as early childhood professionals with specialized training. Participants will also develop the knowledge and skills to effectively facilitate children's learning in early childhood settings. In all modules, participants will be encouraged to engage in independent and collaborative learning and access knowledge in the field through the use of information technology.

Assessment: 100% coursework.

EDUC6612 Major methods course: Economics

This course aims to help participants develop awareness and appropriate teaching skill which will enable them to acquire a level of competence necessary for teaching of economics and other related subjects in school. The course will also strive to help the participants reflect on practices so that they can turn to their own experiences as well as others' for personal learning and growth. The course comprises a series of lectures, students' presentation sessions and workshops throughout the year of study. Occasionally, guest-speakers will give talks on topics related to specific areas of Economics teaching.

The common method components/topics may be taught together with other humanities subjects within the Personal, Social and Humanities Education (PSHE) Key Learning Area.

Assessment: 100% coursework.

EDUC6614 Major methods course: English

This course aims at preparing participants to teach in local Hong Kong primary and secondary schools. The focus of this course is the teaching and learning of English as a Second or Foreign Language. The course is also suitable for teachers of English as a Second/Foreign Language in international schools.

The full-time programme introduces participants to the various skills and processes involved in learning and using English as a second or foreign language and to a variety of approaches to teaching and

assessing these skills, with particular emphasis on the demands of teaching English as a Second/Foreign Language in Hong Kong primary and secondary schools.

The part-time programme draws on participants' existing English as a Second Language teaching experience to develop and extend their knowledge and understanding of the skills and processes involved in learning and using English as a second or foreign language. The course will introduce participants to a range of approaches to teaching and assessing English as a Second Language in Hong Kong primary and secondary schools.

Assessment: 100% coursework

EDUC6634 Major methods course: General studies

This course is catered to those who aspire to be professional General Studies teachers in the primary sector. It aims to develop participants' competence in (i) articulating their understanding about the General Studies curriculum rationale, aims, intended learning outcomes, structure and the principles for learning and teaching; (ii) designing quality school-based General Studies curriculum using inquiry-based and interdisciplinary approach, and relevant teacher-proof and/or self-designed materials to actualize the curriculum aims and expected learning outcomes; (iii) making professional judgment, based on their conceptual understanding about the General Studies curriculum, and to design and implement the learning activities and assessment tasks which cater for pupils' diverse learning needs and interests; (iv) reflecting and evaluating critically on their own General Studies teaching practices and seek proper strategies for continuous professional development to develop as a competent General Studies teacher; and (v) working collaboratively with each other and school teachers as co-inquirers to enhance effective pupils' learning.

Assessment: 100% coursework.

EDUC6616 Major methods course: Geography

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in geographical education and within education in general; (ii) a knowledge and an understanding of the educational purpose of geography within the Key Learning Area of Personal, Social and Humanities Education (PSHE) which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning geography and seeing ways of minimizing difficulties; (iv) an understanding of the principles and techniques of planning a geography course appropriate to the classroom situation; (v) an understanding of the approaches in which lessons should be structured; (vi) an ability to use the techniques for enhancing and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of geography in Hong Kong schools.

The common method components/topics may be taught together with other humanities subjects within the Personal, Social and Humanities Education (PSHE) Key Learning Area.

Assessment: 100% coursework.

EDUC6618 Major methods course: History

This course aims to provide participants with the awareness and essential skills which will enable them to develop the basis for an appropriate professional standing. The general aims for the course are (i) to stimulate and/or reinforce an interest in the problems and rewards of teaching History/Chinese History; (ii) to identify and practise approaches and skills which will contribute towards the solution of problems and the maximization of rewards; (iii) to affect teaching behaviour so as to facilitate pupils' learning and enjoyment of History/Chinese History; and (iv) to affect attitude and values concerning History/Chinese History teaching (especially in Hong Kong) in ways which will promote enthusiasm

and initiative.

The common method components/topics may be taught together with other humanities subjects within the Personal, Social and Humanities Education (PSHE) Key Learning Area.

Assessment: 100% coursework.

EDUC6630 Major methods course: Liberal studies

This course is designed primarily to prepare current and prospective Liberal Studies teachers with the professional knowledge, skills and attitudes to teach the New Senior Secondary (NSS) Liberal Studies Curriculum. The course aims at developing participants' competence in (i) explaining the rationale, aims and intended learning outcomes of the curriculum; (ii) interpreting the curriculum, including the structure, issues and concepts stipulated in the official document; (iii) designing the curriculum based on an issue-enquiry and inter-disciplinary approach to student learning; (iv) collaborating with peers and teachers of other subjects to ensure the integrative nature of Liberal Studies implied in the curriculum aims and goals; (v) managing a wide range of learning resources and materials; (vi) organizing and managing learning activities that capitalize on the diverse abilities, experience and interests of students; (vii) designing assessment which aligns with the curriculum and instruction to achieve both assessment of learning and assessment for learning; (viii) demonstrating the abilities of critical inquiry, problem solving and independent learning; and (ix) exhibiting the qualities of reflective practitioners for continuous professional growth.

Assessment: 100% coursework.

EDUC6624 Major methods course: Mathematics

This course aims to provide professional preparation for participants to become informed, competent and reflective practitioners. The general objectives are to help participants (i) reflect on the aims and objectives of mathematics education; (ii) broaden their awareness of mathematics as a school subject; (iii) gain an understanding of the mathematics curriculum in Hong Kong; (iv) become competent in the basic skills of teaching mathematics and assessing student performance; (v) gain an understanding of how school students learn mathematics; (vi) gain an understanding of appropriate use of technology in teaching mathematics; and (vii) consider various current issues pertaining to mathematics education.

The course consists of two main strands: (i) generic concepts and skills related to the teaching and learning of mathematics; and (ii) application of skills and concepts to the teaching and learning of specific mathematical content.

Broadly speaking, the above two strands may be seen as covering the theoretical and practical aspects of learning to become a mathematics teacher. However, the two are inter-related throughout the course so that they continually reinforce and complement one another.

Assessment: 100% coursework.

EDUC6626 Major methods course: Physics

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Physics education and within education in general; (ii) a knowledge and an understanding of the educational purpose of Physics within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Physics and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a Physics course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for

promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Physics in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

EDUC6628 Major methods course: Special education

Educating children with special needs who may not benefit from regular school education calls for changes in curricula, classroom arrangements, provisions of aids and appliances, additional finances and appropriate teacher preparation. This course aims to prepare in-service teachers or related professionals with different skills and knowledge (non-categorical) to meet the needs of the exceptional children in the special or integrated school settings. Identification of exceptional needs is also explored. The course comprises 6 modules which are taught across two academic years:

- Module 1 & 2 : Learning and Learning Difficulties
- Module 3 : Disability and its Impact
- Module 4 : Changing Student Behaviour
- Module 5 : Adapting Curriculum and Instruction
- Module 6 : Support Systems for Staff and Students

Assessment: 100% coursework.

Educational Studies courses

All candidates are required to take two educational studies courses.

EDUC6651 Classroom learning and student development

This course adopts an inquiry-based approach to help pre-service and in-service teachers reflect on their understanding of student learning and development using principles and concepts from psychology of education. Issues addressed include constructivism, conceptions of and approaches to learning, motivation, classroom management, self-esteem, assessment and learning, student diversity and special educational needs, guidance and counselling, teacher-student relationship and stress management. The mode of delivery is to mirror the theories presented in the course. To learn how to teach, it is essential to understand how students learn. One way to do that is for course participants to understand more about how they themselves learn. Instead of receiving information in lectures, course participants will be involved in asking questions, solving problems, sharing ideas, making inquiry, and reflecting on their experiences. We will work together collaboratively as a community of learners as we learn to create a better learning environment for our students.

After attending the course, participants will be able to (i) develop an understanding of how students learn and develop; (ii) familiarize themselves with the roles of teachers in facilitating student learning and guiding student development; (iii) acquire understanding and skills with catering for student diversity and individual differences; (iv) reflect on their own beliefs and practices of teaching and learning, guidance and special needs; and (v) develop a positive attitude towards teaching and learning in participating as a community of learners.

Assessment: 100% coursework.

EDUC6652 School and society: Understanding the processes and contexts of education

This course will examine critically the intertwining relationships between schooling and society, i.e. how education and social changes mutually influence each other. A wide range of educational issues

will be introduced in this course, including the aims of education, curriculum and assessment reform, values and ethics in education, educational stratification, the medium of instruction, and so forth. Participants will be expected to understand and interpret these educational issues and processes in the context of local, national, and global social transformations. This course will offer theoretical and critical lenses for practitioners to observe, analyze, and reflect on their daily practices and encounters in school.

Assessment: 100% coursework.

Practical Teaching course

All candidates are required to take a practical teaching course.

EDUC6690 Practical teaching course

This course is a professional requirement that enables candidates to develop professional teaching competencies within the school environment. Candidates are required to integrate theory and practice in four domains – Learning and Teaching, Student Development, School Development, Professional Community. Through practical teaching, students commit themselves to six core professional values: belief that all students can learn, care for students, respect for diversity, commitment and dedication to the profession, collaboration, sharing and team spirit, passion for continuous learning and excellence.

Because this component is conducted in schools and involves direct learning relationships with school students, candidates must comply with the following professional requirements: Candidates shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Candidates who exhibit behaviour deemed by the Faculty to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the programme, may not be permitted to take, or may be withdrawn from the course, and hence will not be able to satisfy the professional requirements of the curriculum.

The core aspects of candidates' performance in the practical teaching that will be assessed include but are not limited to the following:

- planning for effective teaching and learning
- knowledge of the field of study and its acquisition
- teaching strategies which motivate student learning and meet diverse student needs
- managing learning and interaction in the classroom
- professional orientation

For full-time candidates, this course normally comprises not less than eight weeks of teaching practice under supervision. For part-time candidates, this course normally extends over the period of the curriculum or for a shorter period as determined by the Board of Examiners.

Assessment: 100% practical teaching.

External Experience

Full-time candidates majoring in Chinese or English language are required to take part in external experience.

EDUC6687 External experience (Chinese)

Students travel outside Hong Kong to a place where Putonghua is the mother tongue, for a mixture of

courses, language immersion, cultural orientation and experience during an immersion programme; or the equivalent.

Assessment: 100% coursework.

EDUC6688 External experience (English)

Students travel outside Hong Kong to a place where English is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience during an immersion programme; or the equivalent.

Assessment: 100% coursework.

Elective Courses

Candidates are required to take one elective course and may take up to two elective courses of their own volition. These courses relate directly to major issues that currently confront schools in Hong Kong or to methods of teaching a second subject. These elective courses will not necessarily be offered every year.

EDUC7025 Methods and practices of teaching Putonghua

This course is intended for those who are or intend to become teachers of Putonghua. The topics include: the nature of Putonghua education in Hong Kong schools, the Putonghua curricula, teaching approaches, the assessment of Putonghua proficiency and remediation etc. Either a pass in the Putonghua proficiency test (advanced) administered by the Hong Kong Examinations and Assessment Authority (HKEAA) or a standard equivalent to Level Two Grade B of the National Putonghua Shuiping Ceshi (Putonghua proficiency test) is required for admission. Those who have not attempted either of the tests will have to attend a screening test.

Assessment: 100% coursework.

EDUC7033 Ways to enhance students' self-esteem

The course examines the nature of self-esteem and its relationship to students' achievements, the importance of the teacher's self-esteem, the roles of self-esteem in the quality of teacher-student relationship and in the management of behavioural difficulties in the classroom, activities and strategies in enhancing students' self-esteem.

Assessment: 100% coursework.

EDUC7040 Teaching of integrated science

The course aims to help participants acquire and develop expertise as junior secondary school science teachers. It focuses on how best to promote and organize learning in schools. The mode of delivery and class activities includes lecturing, group discussion, practical works/experiments, student-led presentations and drama.

Assessment: 100% coursework.

EDUC7058 Sex education: Concepts, issues and challenges

Adolescents are interested in sexuality and sex-related matters. However, in different capacities in school (such as class teacher; subject teachers of particularly religious study, moral education and life

education; guidance teachers; or counselor), teachers often do not feel comfortable with discussing these topics with students and do not know how to address their concerns and issues. One reason for discomfort is that teachers do not have professional knowledge and skills to handle these sensitive cases. In response to the urgent needs of school and society, this course helps participants master basic professional knowledge and skills in sex education in school. In particular, the course examines concepts and issues of sex education including sexuality and sex, sexual identity, dating and relationship, safe and responsible sex, and sexual harassment and abuse. It also examines moral and cultural challenges to sex education in modern society such as the pursuit of slimness, homosexuality and transgenderism, one-night stand, cohabitation and marriage, compensated dating, and cyber sex. Finally, it explores how social and cultural forces shape sex education and sex-related issues. (In some case studies, there are occasional obscene languages, pictures and video clips which participants may feel unpleasant or offended.)

Assessment: 100% coursework.

EDUC7066 Teaching literature and language arts in English

This course aims to develop an awareness and appreciation of the role of literature in the English Language/Language Arts curriculum and the issues related to using literary texts and other creative texts in the language classroom. It aims to provide participants with knowledge of different literary genres and literary techniques and basic methodological strategies for teaching both literature and language through literature. Topics covered include the following: Why teach literature? Why use literary texts? Literature for study versus literature as a resource; Literature and the curriculum; Literature and experience; Teaching poetry and using poetry with language learners; Teaching and using prose texts; Teaching drama and using drama techniques in the language classroom; Teaching film and how to use film in the classroom; Creativity in the language classroom including using comics and fairy stories. The course aims at highlighting the relevance of literature and language arts in everyday life and to promote interest in the different aspects covered on the course.

Assessment: 100% coursework.

EDUC7077 Teaching Chinese as a second language

This course is open to participants who wish to teach Chinese as a second language (CSL) in international schools or schools with enrolments of non-Chinese speaking (NCS) students in Hong Kong. The course focuses on the theory and pedagogy of teaching Chinese in international contexts. It introduces a variety of approaches and methodologies in Chinese as second and foreign language teaching – both in practical application and underlying theory. It addresses an up-to-date account of the main concerns, problems and theoretical and practical issues raised by first and second language acquisition theory, especially teaching and learning Chinese as a second language and foreign language in a global context. The course also provides an overview of various levels of International Baccalaureate (IB) and General Certificate of Secondary Education (GCSE) courses and an analysis of the curriculum design, teaching methodologies, learning resources, and course assessment guidelines required for those courses. It aims to help participants make Chinese language teaching and learning maximally effective in international contexts through an understanding of sound principles of language teaching and learning.

Assessment: 100% coursework.

EDUC7094 Understanding controversial issues in early childhood education

This course will consider differing views on the following controversial issues in Early Childhood Education: (i) brain science and educational practice; (ii) appropriate approaches for teaching reading; (iii) second language learning; (iv) direct instruction during the early years; (v) the role of technology in early learning; and (vi) appropriate class/group sizes. Participants will be familiarized with skills to

systematically observe early childhood classes and to interview key personnel. On the basis of observations and interviews of children and staff, they will be asked to illustrate the kindergarten's stand on three of the controversial issues discussed in class.

Assessment: 100% coursework.

EDUC7102 Making your teaching more effective through technology

Technology is all around us in today's society - at work, home, and play. Students come to school with extensive experience with computers, mobile devices etc., and use them for finding information (web searches), play (game communities), and social networking (MSN, Facebook, etc.). At the same time, many computer applications are available that support academic learning. Are you professionally ready for this situation? This elective will enable you to explore the technology-based resources available for learning, to learn how to design lessons that make educationally sound use of such resources, and learn how to design digital content. The elective will enable you to grow in knowledge about technology in education regardless your previous experience.

Assessment: 100% coursework.

EDUC7103 Promoting critical thinking in area of science, technology & environment in the NSS liberal studies curriculum

The main part of the course will be collaborative cross-disciplinary inquiries on issues or cases related to science and technology and their impacts on our lives and environment. The course will provide some conceptual frameworks or core ideas useful to understanding the nature of science and technology, and their interaction with various aspects of humans, societies and their living environment. The course will also include the sharing of inquiry-based experiences and findings with teachers and students and to reflect on the implications of such experiences on what and how valuable knowledge, skills and attitudes in this area of the curriculum should be enhanced.

Assessment: 100% coursework.

EDUC7107 Teaching of mathematics (Key stage 2-3)

The course is designed for non-mathematics major participants who may have potential to teach mathematics as a minor subject in their schools. Topics will cover the aims & objectives of the mathematics curriculum, psychology of learning mathematics, the application of technology in mathematics teaching and the teaching of some selected topics in the local curriculum.

Assessment: 100% coursework.

EDUC7109 Using drama in language learning

Participants will critically engage with and develop an awareness of contemporary theoretical perspectives on and practice in drama in language learning. Course sessions will integrate theory with practice and participants will be led through drama sequences by the tutor and then invited to consider and discuss how such techniques can be applied to support and enhance language learning in the school context. Participants will also be expected to apply their understanding of the course readings in these sequences and discussions.

The course also addresses the role of drama in the development of the generic skills outlined in the Hong Kong Education Bureau's Curriculum and Assessment Guide (2007) particularly collaboration, communication, creativity, critical thinking and problem-solving skills. How drama can be implemented in primary and secondary school settings to enhance and extend students' literacy skills will be explored.

The course is suitable for pre-service and in-service teachers who will work in both primary and secondary school settings. The drama strategies participants will learn about are well-documented in the literature as successfully having been used with children, teenagers and young adults.

Assessment: 100% coursework.

EDUC7114 Teachers as ethnographers: Using research to improve practice

This course will expose participants to critical ethnography and theory from the field of sociology as a means of examining Hong Kong society, the lives of students, classrooms, and one's own practice.

Assessment: 100% coursework.

EDUC7116 Mathematics learning with physical and virtual resources (key stage 1-2)

This course will introduce basic theories in children's mathematical learning in the primary years with emphasis on the use of educational resources including traditional physical teaching and learning aids as well as latest technological tools. Through examination of these resources, the course will explore several central themes in mathematical thinking such as problem solving, reasoning, communication and developing mental imageries from multiple representations. There will be hands-on workshops for participants to explore and develop use of selected resources. The course will be suitable for anyone interested in teaching mathematics or understanding children's mathematical learning in the primary and early years.

Assessment: 100% coursework.

EDUC7118 Learning and teaching Chinese with movies

The course aims to help participants to (i) demonstrate a technological pedagogical content knowledge (TPCK) of using movies in scaffolding Chinese Language Learning; (ii) apply the above knowledge in curriculum design, implementation and evaluation for improvement in Chinese Language teaching and learning; (iii) demonstrate a critical understanding of theories as well as educational policies of learning Chinese Language in a multimodal approach; and (iv) draw on human and technological resources to promote multiliteracies in Chinese Language learning.

Assessment: 100% coursework.

EDUC7119 Mistake management: Handling error-correction and giving quality feedback

This course aims at heightening participants' awareness and deepening their understanding of the impact and role of error-correction and feedback in managing learners' language problems in both speaking and writing tasks in English lessons and in classes conducted in an English-medium setting. Through critically evaluating different approaches to and strategy use in the treatment of written and spoken mistakes/errors, participants are expected to (i) enhance their repertoire of strategies and techniques in dealing with students' language problems; (ii) learn how good mistake-management – the effective use of marking strategies, error-correction techniques, feedback and task-design – maximises learner autonomy and trains learners of different abilities to be better 'managers' of their own language production; (iii) strengthen their confidence in managing learners' mistakes/errors and establish a set of guiding principles to help them make informed decisions when correcting these mistakes/errors in different teaching/learning contexts in a tactful and appropriate, non-judgmental and sensitive, positive and constructive manner; and (iv) play a role in refining the error-correction and feedback-giving policies within the relevant subject panel(s) at their own school for the overall enhancement of teaching and learning.

Assessment: 100% coursework.

EDUC7120 Children's literature and literacies

Whether in the context of first or second language learning, children's literature is an integral element of literacy education for young learners. This Elective, which is intended for early childhood and primary teachers in pre-service and in-service contexts, will introduce participants to the corpus of children's literature and enable participants to consider how such texts contribute to literacy and language learning.

This corpus includes a variety of literary genres including rhymes, poetry, picture books, post-modern picture books, traditional tales and contemporary melded tales, screen based literature and e-books. These will be considered from historical, socio-cultural and post-structural perspectives. Multicultural literature, including Hong Kong and Chinese texts (in English) for children will also be examined.

The approaches to learning in this Elective will include consideration of the sort of literacies which are necessary for 21st century life as well as discussion of children's differences, interests and skills, and the significance this has for their learning. How teachers may move from using skill-oriented texts to authentic literature and literature-based whole language approaches in their own professional contexts will also be considered.

Assessment: 100% coursework.

EDUC7121 Professional ethics for teachers

This elective will enable participants to explore a range of ethical issues which confront them as teachers in teaching, assessment, and evaluation practice. It will draw on ethical theory and professional codes of conduct to enable them to develop an understanding of their professional responsibilities as teachers and identify effective strategies for dealing appropriately with commonly occurring ethical dilemmas.

Assessment: 100% coursework.

EDUC7122 Guidance and counselling for class teachers: Skills and strategies

This course examines the role of class teachers in guidance and counseling, and skills and strategies in offering guidance from developmental, preventive and remedial perspectives. Skills in implementing developmental guidance programmes (such as affective education, forgiveness education, positive youth development programme), and skills in identifying and supporting students at risk of emotional problems (such as stress, depression, suicide, bereavement) will be introduced.

Assessment: 100% coursework.

EDUC7123 Sex education: A fresh look at timeless issues

Our students are developing physically at younger ages. They are growing up in an increasingly sexualised society in which sexual values and attitudes seem ever more liberal. They are exploring their sexuality in greater numbers and at younger ages. 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 experience.

This course incorporates a range of methods (including guest speakers, video, discussion, exercises etc), and aims to help participants towards: (i) understanding of the role of sex and sexuality in the lives of contemporary children and youth; (ii) awareness of the relevance of sex education in modern primary and secondary schools; (iii) familiarity with different approaches for sex education (including the role

that can be played by non-specialist teachers); (iv) ability to communicate with students (in ways that are informed, balanced and appropriate) about sexual and sexuality issues (including values, attitudes, behaviour, health and rights); and (v) readiness to communicate with colleagues and other stakeholders about sex and sexuality, and to further the development of sex education within participants' own schools and in our education system more generally.

Assessment: 100% coursework.

EDUC7124 Understanding and teaching children's rights: Global challenges, local actions

As signatory to the United Nations Convention on the Rights of the Child (UNCRC) in 1994, Hong Kong has the duty "to make the principles and provisions of the Convention widely known by appropriate and active means, to adults and children alike" (Article 42). The subsequent ratification of the Convention by the Hong Kong government should directly influence both education policy and educators' practice and training. The course will be a combination of lectures, debates, students-led presentations and teaching practice. A group of experts in the field of Human Rights (HR)/Children's Rights (CR) will be invited as guest speakers. This will consist mainly of non-governmental organizations (NGOs). This will give students the opportunity to learn from colleagues who are active in the field of HR/CR policy, advocacy and education training. The combination of theoretical knowledge and practical experience from experts will be particularly relevant for this course given the novelty of the topics discussed. One of the aims of this course is to introduce the UNCRC and to review its practice in both a global and local perspective. Another aim is to train teachers on how to teach Children's rights. Consequently, the course will be divided in three parts: (i) understand CR and its main challenges in the global and local context; (ii) learning and developing strategies on how to teach CR in schools; and (iii) experiential learning (planning, teaching and self-reflecting on practice).

Assessment: 100% coursework.

EDUC7125 Understanding Cantonese opera as Hong Kong's intangible cultural heritage for student-teachers

This course aims at introducing the artistic elements of Cantonese opera by encouraging participants with major in any Key Learning Area to conduct in-depth study of the operatic art's historical value. Participants will be arranged to watch live performances in traditional bamboo shed and/or modern theatre to experience this art form. Participants will also be required to integrate Cantonese opera into Hong Kong curriculum by integrating elements of Cantonese opera into their own practice of teaching.

Through lectures and experiential learning activities, participants will be expected to recognize Cantonese opera as a local culture and an intangible cultural heritage and be willing to take up proactive role to fulfill their social responsibilities to promote sustainability of Cantonese opera by practice in education.

Assessment: 100% coursework.

EDUC7126 Approaches to teaching and assessment of Chinese history

Many schools require teachers, particularly teachers of Chinese Language, Liberal Studies and Humanities, to teach Chinese history as a minor subject. In view of this, teachers need to be equipped with the knowledge and skills to teach Chinese history as a second subject. This course aims to help these teachers by exploring different approaches and strategies to enhance effective learning and assessment of the subject.

Assessment: 100% coursework.
