

## **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.

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### **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.
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### **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.
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### **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.

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### **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.
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### **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.
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#### **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.

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#### **Ed282 Discontinuation**

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of 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.
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#### **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.
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## **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.

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### **SPECIALIST MODULES**

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#### **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.

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## **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.

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## **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.

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### **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.

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## **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.

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## **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.

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**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.

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## **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.

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**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.

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**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. The course will include 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.

#### **MEDD7004 Globalization, multiculturalism and education**

This module looks at contemporary education as a consequence of globalization and multiculturalism. The orientation of the course focuses on the education system's changing relationship with the local, regional, national and global environments, especially as it focuses on a new multicultural integration of the postmodern world. The aims of the course are to (1) Identify the consequences of globalization for education (2) Examine how education systems are handling the increase in cultural diversity (3) Assess the debate about the value and risks of multicultural education. The course uses a problem based approach. The course will be useful to those involved in the development of liberal studies. Assessment: 100% coursework.

#### **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**

Teacher development has become a hot issue in schools around the world. In Hong Kong and Mainland China, teachers are required to take around 50 hours of professional development per year. Despite the similarity in such a requirement, the practices of teacher development in the two systems are very different. School-based teacher development in Hong Kong is still in its infant stage whereas schools in Mainland China have already developed an advanced system consisting of a great variety of activities including teaching research, collective preparation of lessons, mentorship, peer observation, etc.. 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**

Media education is significant in the context of globalization and education reform where the emphasis is on adapting students in this new digital world of global village and enhancing students creativity in a the knowledge society. The promotion of media education in schools has become a worldwide movement in the past few decades. In Hong Kong, there are emerging demands for media education. It is significant in the new Liberal Studies curriculum, project-based learning, and curriculum integration. 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**

One of the most important goals of education is to change the way of seeing of the learner, and phenomenographic studies indicate that the qualitative differences in the ways of seeing something very much arise from the ways how that something has been experienced, and especially in terms of what aspects of variation of the thing have been available in the experience. The 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. Besides lectures, there will be workshops for the analysis of variations in authentic lessons, as well as creating learning designs for the opening of the space of thinking and learning on specific curriculum topics.

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.

### **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.

### **MEDD7039 Technology-supported and inquiry-based learning across the school curriculum**

Inquiry and project-based learning supported by technology are now major themes in learning research and curriculum reforms internationally and locally. The goal of this module is to familiarize teachers and educators with theories, concepts, and exemplary practice of inquiry-based learning, and to enable teachers to reflect on their practice and to design effective classrooms that promote student inquiry. Specifically, the module will include principles of how people learn; exemplary models of inquiry-based learning; computer-supported knowledge building research and practice in Hong Kong classrooms; issues of assessment, curriculum design and teacher development for inquiry-based learning will also be examined.

Assessment: 100% coursework.

### **MEDD7061 ‘Success for All’ through maximizing the power of peer learning**

Peer Learning has been widely accepted as an effective instructional approach supported by tremendous positive research outcomes. How can teachers practise it under the constraints of *large class size, diverse student abilities* and *tight school curriculum*? The major goal of this module is to help you understand the power of peer learning in promoting student learning and the conditions that determine successful peer learning. The whole module is designed to help you learn through experiencing different forms of peer learning. You will work collaboratively with your classmates in literature review, and to design, implement and evaluate some of the peer learning activities in your school. Such authentic learning experience will enable you to get a flavor of how ‘Success for All’ is possible under the current education reforms.

Assessment: 100% coursework.

### **MEDD7071 Educational decision-making – Theory and practice**

The objective of this module is to introduce key concepts and theories concerning decision-making and policy-making at individual, organizational and system levels, mainly in the context of education. The process of decision and policy making is closely examined through various perspectives including rational, organizational, political, ethical and cultural. Emphasis will also be placed on the application of the concepts and theories to important educational decisions and policies. In order to broaden the perspective of students, senior administrators and officials will be invited from education, business and public sectors to share their experiences on decision and policy making in the class.

Assessment: 100% coursework.

### **MEDD7082 Trends and developments in the humanities and social science curriculum**

This module introduces students to issues of design and development of the humanities and social science curriculum 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.

### **MEDD7097 Medium of instruction policies in Hong Kong and beyond**

In Hong Kong, as in many countries around the world, the choice of language(s) for the medium of instruction is one of the most important issues in education. In classrooms and on playgrounds, what combination of students' home language(s) and an additional language of schooling will best ensure that students learn subject-area content and second language skills for higher education and employment? This module examines medium of instruction issues in Hong Kong and elsewhere, focusing on the links between medium of instruction and other social, economic, and political issues, such as employment, political participation, and the distribution of economic resources and political power. The module examines medium of instruction from two perspectives: (1) official policies of education authorities, school administrators, and classroom teachers; and (2) the actual everyday language practices of students, their teachers, and other school participants. With practical implications for English teachers and those who teach other subjects through the medium of English, the module will adopt a participatory approach, with students involved in group projects, informed by carefully selected readings.

Assessment: 100% coursework.

### **MEDD7098 School policy and curriculum for sex education**

The module aims to help participants critically examine theories, models, practices, and issues of sex education policy and curriculum in Hong Kong and elsewhere. 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. Some cases may include languages and images that participants may feel uncomfortable or offended.

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.

### **MEDD7102 Pedagogical frameworks for mathematics, science and related subjects**

There are a variety of pedagogy and theories employed in studies for teaching and learning. This module aims to introduce selected frameworks, namely visualization, multiple representations and SOLO taxonomy to practicing teachers so that they can appreciate pedagogical frameworks, apply them to their practice and enhance their critical evaluation of classroom teaching. During the course, examples from mathematics, science and some other subjects will be used for illustration. It will cover (1) visualization in science and mathematics; (2) understanding via the framework of multiple representations; (3) structure of Observed Learning Outcomes (SOLO) taxonomy for assessment, design of tasks and analysis of outcomes; and (4) analysis of lessons from a researcher’s perspective. The module will be suitable for primary and secondary teachers of science, mathematics, liberal studies and general studies. In addition, the course will enhance the professional capacity in lesson reviews and appraisal for teachers at management level.

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.

### **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.

### **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 provides a comparative study framework for higher education reforms in North America, Central and East Asia, Western and Eastern Europe. Students will explore perspectives, potentials and problems of comparative higher education while conducting analyses of contextual and institutional changes in the selected regions and countries and comparing their findings with those of their peers. The students will engage a multi-stakeholder analysis approach by correlating transformations at the macro-, meso-, and micro-levels. 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 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 studies of academic profession and the role of individual researchers in responding to the demands in the higher education transformations. The participants will also explore the issues of student development, outcome-based learning and diversity challenges.

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, and yet important features of classroom events.

Assessment: 100% coursework.

### **MEDD7115 English for academic purposes in school contexts**

This module introduces to both English language teachers and content teachers the rapidly expanding field of English for Academic Purposes (EAP) and aims at enabling them to have a basic understanding of the issues and challenges of teaching English for academic purposes and designing EAP support materials to enhance students' content learning in the English medium in school contexts. It will offer teachers an overview of research and teaching techniques and a theoretical approach which will allow them to critically evaluate current school practices and EAP teaching materials and show them how these might be applied in specific school contexts.

Assessment: 100% coursework.

### **MEDD7116 Effective teaching of mathematics, science and liberal studies for English language teachers**

This module aims to promote understanding of the nature and forms of languages of Mathematics, Science and Liberal Studies, as well as the awareness of the issues pertaining to the role of academic languages in the three disciplines. This module will be useful for teaching students who use English as a second language, that is, the English Language Learners. It is designed for teachers teaching the three subjects and those who wish to enhance their understanding of language issues and policies. This module will begin with a highlight of the importance of languages in teaching and learning the three subjects. Issues such as the nature and forms of languages will be explored. The module will introduce some strategies that enhance students' reading, writing and verbal communication in teaching Mathematics, Science and Liberal Studies. Challenges of learning and teaching the three disciplines with a second language will be addressed. Examples will be drawn from the primary to secondary school levels. The local policy of Medium of Instruction will be scrutinized in the light of experiences from different parts of the world.

Assessment: 100% coursework.

### **MEDD7117 Drama appreciation and teaching**

The module provides students with the opportunity to appreciate Chinese and Western drama, in particular, significant modern plays. It aims to familiarize students with the key concepts of drama such as themes, characters, actions, the art of language, and the underlying cultural meaning. Students will compare related works and seek to understand the main schools in dramatic history. The module also explores theories of drama developed from the West, for example imitation, the concept behind

tragedy and comedy, dramatic structure, and the art of the theatre as an aesthetic experience. Another crucial element of this module is the teaching of drama. This module encourages critical engagement and creation in drama learning. Students will enhance their learning and pedagogy by practicing useful skills such as stage performance, dramatic conventions/strategies, monologue, comparative reading, playwriting, and adaptation. By taking this module, learners will be equipped with the knowledge to teach electives “Appreciation of Drama Literature” and “Drama Workshop” in the NSS Chinese curriculum. Teachers can also transfer the approaches to educational drama into their teaching and learning of other subject areas, such as History, Liberal Studies, and Civic Education, for greater learning motivation and more in-depth understanding of the topics. This module is conducted in Cantonese.

Assessment: 100% coursework.

### **MEDD7118 Moral, civic and national education: Local and global perspectives**

This module examines the history and current status of Moral and Civic/National Education in Hong Kong from an interdisciplinary and global-comparative perspective, focusing on questions such as: What is brainwashing, and is it an important concern? Why do different groups in Hong Kong want moral and national education? Who challenges moral and national education in Hong Kong and why? Is the value and processes of moral education things to be taken for granted? What can we learn from the examination of other societies to apply to the case of moral and civic education in Hong Kong? What do theories of moral and national education mean for educational practice in Hong Kong classrooms and schools? It aims to provide a broad range of voices from within and outside Hong Kong, and explores the various facets of the issue and trend from different perspectives. Philosophies will be connected to practice, as each session also will ask the question of what a viewpoint means or indicates for the actual teaching and learning process in the Hong Kong classroom.

Assessment: 100% coursework.

### **MEDD7119 Gender and higher education: A feminized future?**

Since the beginning of the 21<sup>st</sup> century fears have arisen that women are taking over the academy. Women’s access to higher education, particularly as students, has increased significantly in many parts of the world, however, to what extent is higher education a ‘feminized’ arena? This module will explore the feminization thesis, considering (1) the history of women’s higher education as an important context to understand the contemporary situation; (2) gender participation in higher education (in terms of students and academic staff); (3) the construction of identities: in terms of ‘the university’, ‘the student’, ‘the academic’; and (4) academic practices (such as curriculum, knowledge and skills).

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.

### **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.

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