

## **REGULATIONS FOR THE DEGREE OF MASTER OF EDUCATION (MEd)**

*(See also General Regulations)*

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

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### **Ed21 Admission requirements**

To be eligible for admission to the degree of Master of Education, candidates shall

- (a) comply with the General Regulations;
  - (b) hold
    - (i) a Bachelor's degree with honours of this University; or
    - (ii) another qualification of equivalent standard from this University or another university or comparable institution accepted for this purpose; and
  - (c) satisfy the examiners in a qualifying examination, if required.
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### **Ed22 Qualifying examination**

- (a) A qualifying examination may be set to test candidates' formal academic ability or their ability to follow the curriculum prescribed.
  - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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### **Ed23 Length of curriculum**

The curriculum shall extend over one academic year of full-time study or two consecutive academic years of part-time study, with a minimum curriculum load of 360 hours. Candidates shall not be permitted to extend their studies beyond the maximum period of registration of two consecutive academic years of full-time study or four consecutive academic years of part-time study, unless otherwise permitted or required by the Board of the Faculty.

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### **Ed24 Curriculum requirements**

To complete the curriculum, candidates shall

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

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

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

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

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

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

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies, if they have:

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

- (a) To be eligible for the award of the degree of Master of Education, candidates shall
    - (i) comply with the General Regulations; and
    - (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
  - (b) Candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded on the transcript of candidates. A list of candidates who have successfully completed all the degree requirements shall be posted on Faculty notice boards.
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## SYLLABUSES FOR THE DEGREE OF MASTER OF EDUCATION (MEd)

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

### I. GENERALIST STRAND:

Educational Studies

### II. SPECIALIST STRAND\*:

1. Chinese Language and Literature
2. Chinese Language Education
3. Comparative and Global Studies in Education and Development
4. Curriculum Studies
5. Designing Powerful Learning Environments
6. Early Childhood Education
7. Educational Administration and Management
8. English Language Education
9. English Language Studies
10. Guidance and Counselling
11. Higher Education
12. Language Across the Curriculum
13. Science Education
14. Teaching and Learning Chinese Language
15. Teaching Chinese as a Second Language
16. Teaching Chinese to Non-Chinese Speaking Students
17. Youth Studies

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

Candidates are required to complete a total of 10 modules. The total prescribed work will be at least 360 hours plus self-study, library and field research where appropriate, online work such as forum discussion, e-portfolio production, etc.

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### I. GENERALIST STRAND

The **Generalist Strand** consists of a core module in educational studies, a research methods module (2 modules equivalent), and *either* 6 general elective modules plus a project (1 module equivalent), *or* 4 general elective modules plus a dissertation (3 modules equivalent).

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#### **MEDD6014    Methods of research and enquiry** (2 modules equivalent)

Candidates are provided with a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis. It is a combination of lectures, workshops and seminars in the aspects of research skills training.

Assessment: 100% coursework.

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#### **MEDD6751    Educational studies** (1 module)

Current models for financing, governing, and providing education, whether through public schools or through private markets, tend to reproduce patterns of poverty and inequality. Poorer children tend to



be exposed to poorer educational experiences. Wealthier children tend to be exposed to richer educational experiences. The central objective of this module is to generate models for education that disrupt these patterns. In this module, we have a diverse group of individuals who bring a wealth of talent and experience to the education sector. As a class, we will spend ten weeks on a search for opportunities to improve the educational opportunities available for all students, but especially students from poorer or otherwise disadvantaged backgrounds, so that they can lead more intelligent, creative, happy, healthy, generous, and sustainable lives. A great deal of entrepreneurship, innovation, and policy reform is ineffective, or worse, actually makes the world intellectually poorer or economically more unequal. In this module we draw on sociology, economics, business, and design to examine the role of public and private educational institutions in shaping patterns of poverty and inequality.

Assessment: 100% coursework.

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### **MEDD8998    Project (1 module)**

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

Assessment: 100% coursework.

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### **MEDD8999    Dissertation (3 modules equivalent)**

The dissertation is normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area. Candidates are required to participate in a series of dissertation seminars.

Assessment: 100% coursework.

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## **II.        SPECIALIST STRAND**

Majority of the specialisms in the **Specialist Strand** consists of a research methods module (2 modules equivalent), 4 specialist modules, and *either* 1 elective module plus the dissertation (3 modules equivalent), *or* 3 elective modules plus a project (1 module equivalent).

The exceptions are the specialisms of Chinese Language and Literature, English Language Studies, and Teaching and Learning Chinese Language which do not have the dissertation option. Candidates are required to complete a research methods module (2 modules equivalent), 4 specialist modules, 3 specialist elective modules and a project.

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

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### **MEDD6014    Methods of research and enquiry (2 modules equivalent)**

Candidates are provided with a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis. It is a combination of lectures, workshops and seminars in the aspects of research skills training.

Assessment: 100% coursework.

### **MEDD8998 Project (1 module)**

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

Assessment: 100% coursework.

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### **MEDD8999 Dissertation (3 modules equivalent)**

The dissertation is normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area. Candidates are required to participate in a series of dissertation seminars. The dissertation option is not available for the Chinese Language Literature, the English Language Studies and the Teaching and Learning Chinese Language specialisms.

Assessment: 100% coursework.

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## **1. CHINESE LANGUAGE AND LITERATURE 中國語言及文學**

It is a coursework and project specialism. It aims to provide teachers of Chinese language and literature with approved subject knowledge training appropriate to the postgraduate level. The specialism focuses in particular on the development of participants' knowledge and pedagogical skills about various aspects of Chinese literature, language, and culture, in particular with a view to equipping participants with the knowledge and expertise necessary for high-level teaching in the Chinese curriculum.

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

### **Specialist Modules**

#### **MEDD6682 Modern Chinese literature [現代文學]**

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

Assessment: 100% coursework.

#### **MEDD6684 Chinese culture [中國文化]**

This module provides an in-depth view of the essence of Chinese culture and focuses on its value systems. Topics include the core concepts in Chinese philosophy, ethics, religion, rituals, fine art, folk art, literature, science, technology, and social structure. Objectives of this module are: (1) Helping students acquire essential cultural knowledge; (2) Acquainting students with the traditional thinking and wisdom of the Chinese people, especially those revealing Confucianism and Taoism; and (3) Facilitating students to reflect on the value systems of Chinese culture.

Assessment: 100% coursework.

### **MEDD6686    Classical Chinese literature [古典文學]**

This module provides an in-depth view of the essence of classical Chinese literature and focuses on major classical Chinese genres and their salient styles and schools, including poetry, prose, fiction, and drama. Students will participate in learning through interactive discussions. Objectives of this module are: (1) Helping students achieve a deep understanding of various classical Chinese genres; (2) acquainting students with the latest trend of study in classical Chinese literature; and (3) developing students' capability of analyzing classical Chinese literature.

Assessment: 100% coursework.

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

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

Assessment: 100% coursework.

### **Specialist Elective Modules**

### **MEDD6685    Classical Chinese language [古代漢語]**

This module is designed for teachers who teach Chinese language or Chinese literature. It aims to equip students with knowledge of classical Chinese language and enhance students' ability to teach Chinese language and literature by addressing Chinese language issues from historical linguistic perspective. The module covers the following topics: (1) Chinese Paleography (文字學), with emphasis on nature, structure and classification of Chinese character, latest development of the studies of the "Six Classifications" (六書); (2) Classical Chinese phonology (音韻學), with emphasis on changing and evolution of phonetic system from the ancient (Han and pre-Han), medieval (post-Han to Song) to modern (particularly, Putonghua and Cantonese) Times; (3) Chinese Etymology (詞源學), with emphasis on semantic change and semantic system of Chinese lexis by etymological studies of lexis; and (4) Classical Chinese written grammar (文言語法), with emphasis on typological features of constructions of classical Chinese written grammar.

Assessment: 100% coursework.

### **MEDD6691    Translation literature [翻譯文學]**

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

Assessment: 100% coursework.

## **MEDD8101 Modern Chinese Language and Text Appreciation [現代漢語與文本賞析]**

This module provides an innovative approach to studying language arts and appreciating texts. Topics include Chinese phonology, lexis, semantics, grammar, rhetoric, modern genre of Standard Modern Chinese (SMC), and practical applications of linguistics. Students can employ their knowledge of modern Chinese language in literature, e.g. linguistic stylistics, music in meter of poetry, speech act theory, and lexical cohesion in modern literary texts. This approach of discourse analysis will also be applied to the reading of non-literary texts such as newspaper articles, advertisements, and all kinds of discursive prose.

Assessment: 100% coursework.

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## **2. CHINESE LANGUAGE EDUCATION 中國語文教育**

This specialism provides teachers, language educators and teacher educators with theoretical knowledge and the latest research developments in Chinese linguistics and language education and enhances their pedagogical skills. This specialism also aims to promote research relevant to language in education in Hong Kong.

### **MEDD6068 Psycholinguistic aspect of learning and teaching of Chinese language [中國語文教育: 心理語言學觀點]**

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

Assessment: 100% coursework.

### **MEDD6081 Chinese linguistics: Discourse analysis and Chinese language education [漢語語言學: 話語分析與中國語文教育]**

This module aims at introducing latest research development in applying Chinese discourse linguistics in learning and teaching Chinese in Hong Kong and other Chinese community contexts. Topics include phonetics and phonology, semantics and pragmatics, and discourse and genre analysis. Application of discourse linguistic theories in teaching and learning Chinese language as social and cultural phenomenon will be explored. Emphasis will be placed on the knowledge of spoken and written discourse analysis and its application in Chinese language classroom practice. An effective teaching strategy of Reading to Learn (R2L), generated from Systemic Functional Linguistics will be introduced to empower teachers to support all students in their classes to read and write at the levels they need to succeed.

Assessment: 100% coursework.

### **MEDD6082 The Chinese language curriculum – Development, implementation and evaluation [中國語文課程設置、實施與評鑒]**

This module introduces the nature and intention of the Chinese Language curriculum as a mother tongue language. Important concepts on the development, implementation and dissemination of the Chinese Language curriculum will be discussed. Analysis of the similarities and differences between the Chinese Language curriculum developed by different Chinese speaking regions will be conducted. Models of curriculum evaluation and their application and adaptation in evaluating the Chinese Language will be introduced and participant will be given.

Assessment: 100% coursework.

### **MEDD6083 Chinese language assessment [中國語文學習評估]**

This module introduces important concepts of formative assessment, summative assessment, assessment for learning, assessment of learning, assessment as learning and the relationship between these concepts in the field of Chinese language education. The module also provides practical modes and strategies, including constructing and evaluating language tests, interpretation and applications of test scores, classroom questioning techniques, feedback, peer and self assessment, portfolio building, rubrics design, etc. This module gives practices school-based assessment and qualitative feedback system to focus more on individual students' development progress in learning Chinese language. Assessment: 100% coursework.

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### **3. COMPARATIVE AND GLOBAL STUDIES IN EDUCATION AND DEVELOPMENT**

Comparison is a fundamental tool for all forms of enquiry. When applied to education in an international setting, it assists in identification of factors which shape education systems, processes and outcomes, and instruments for improvement of those systems, processes and outcomes. The comparisons in this specialism will be framed by theories and understandings of the forces of globalisation. These forces bring benefits for many people, but can also have negative dimensions. This specialism will examine experiences through the lens of globalisation, identifying forces of continuity and change and the implications for educators. It will also focus on the nature of development in an international context and on the role of education in the processes of development. This will include analysis of all levels of formal education (early childhood to higher education), and various types of nonformal education. It will include particular reference to UNESCO's Education for All (EFA) objectives in the context of the Millennium Development Goals (MDGs). The set of specialist modules will also include focus on reform (and non-reform), providing conceptual explanations for what works (and does not work) in different settings and at different periods in history. East Asia provides an instructive arena for such comparison, but the module will also analyse experiences and patterns in other parts of the world.

### **MEDD6095 Addressing the global-local nexus in education**

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

Assessment: 100% coursework.

### **MEDD6096 Education for sustainable development venture lab**

This module examines education for sustainable development (ESD) from a comparative perspective. First, the module raises the question what sustainable development means in practice within economic, environmental, and social and cultural domains, and traces the history of the concept. Next, the module considers education for sustainable development within developed and developing contexts. In Hong Kong and many other high-income societies, education for sustainable development is often related to environmental education, but in low-income contexts (especially in Africa and Asia) it also commonly refers to education that meets local social needs and is supported at the local level. A gap can sometimes be identified in these latter contexts, between "education for sustainable development" as a global reform concept, versus "sustainable educational development," from a local perspective. In this module, students will have the opportunity to analyse a variety of

case studies of education for sustainable development, and to understand the ways in which concepts may be developed and applied in a range of contexts.

Assessment: 100% coursework.

#### **MEDD6097 Themes and approaches in the field of comparative education**

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

Assessment: 100% coursework.

#### **MEDD6098 Critical issues in educational reform**

This module will enable students to employ theoretical perspectives and empirical research findings to better understand critical issues in contemporary educational reform in East Asia and elsewhere. The module will address the nature and evolution of globalization as a key context in which contemporary educational reform takes place. Identifying links between globalization and educational reform, the module will provide a set of cases for developing students' understanding and knowledge of educational reform from a comparative perspective.

Assessment: 100% coursework.

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### **4. CURRICULUM STUDIES**

This specialism aims to develop an advanced (appropriate to Masters level) understanding of the curriculum field with particular reference to the implications for current curriculum in Hong Kong. Specifically, students will follow core modules that explore concepts and theories in the areas of learning and assessment, curriculum conceptions and design, curriculum policy and practice, and curriculum change and evaluation.

#### **MEDD6128 Curriculum conceptions and design**

This module aims to familiarize students with the field of curriculum and to identify some of its main theoretical perspectives and enduring issues. It introduces students to the main conceptions of curriculum and to the various ways these conceptions are categorized. It examines critically the basic tenets of these conceptions and explores their implications for curriculum analysis and design.

Assessment: 100% coursework.

#### **MEDD6131 Comparative perspectives on curriculum**

This module offers a comparative survey of different approaches to curriculum around the world while asking the question of how globalization is impacting curriculum worldwide via reforms of curriculum and assessment in diverse world regions. Critical historical and comparative perspectives on curriculum are developed through analysis of curriculum content and curriculum reform processes in different countries and world regions. The question will also be considered of how globalization impacts Hong Kong curriculum.

Assessment: 100% coursework.

### **MEDD8521     Linking curriculum to learning and instruction**

This module shows how more powerful ideas, more educational practices and more powerful research methods can be developed by means of underlining the mutual dependence between learning and teaching, theory and practice, collective and individual, ideas and acts. It then critically reviews the role of learning and instruction and evaluates trends that are occurring in both areas globally and in Hong Kong.

Assessment: 100% coursework.

### **MEDD8522     Curriculum evaluation and assessment**

This module aims at developing the understanding of curriculum professionals in the area of curriculum evaluation and student assessment through a critical examination of international and local trends and rationales for curriculum evaluation and student learning assessment. It provides a critical analysis of the various types and methods of curriculum evaluation and student assessment. While drawing on appropriate examples across the world, particular attention is given in the module to past, current and proposed curriculum reforms in Hong Kong.

Assessment: 100% coursework.

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## **5.     DESIGNING POWERFUL LEARNING ENVIRONMENTS**

The goal of this specialism is intended to provide a strong foundation in the “Sciences of Learning” (SoL) for teachers. The SoL focus on the intersection of three aspects of education: (a) theories and evidence about how students learn; (b) educational contexts (e.g. classrooms, museums, tutoring centers); and (c) technologies (in a broad sense—computer-based technologies, but also curriculum materials, and simple materials). The “educational context” in Hong Kong always includes a teaching subject (e.g. Liberal Studies or Biology) and the various elements of 21st century learning promoted by recent curriculum reforms (e.g. learning how to learn, inquiry-based learning, project-based learning). Students will learn to think about learning in all three of these dimensions, and learn to design and evaluate learning environments. The specialism starts with a foundational module to introduce the SoL in the first semester, which is followed by a module on learning in the disciplines in Semester 2, which examines specific examples in different teaching subjects. The third module is on knowledge building, the most prominent work in the SoL at HKU. Finally, since no serious consideration of learning can be undertaken without becoming critically aware of the role of educational technology, MITE6024 is the fourth core module. This module is already offered regularly and is a core module for the MSc(ITE).

### **MEDD6201     The sciences of learning**

This module is foundational to the specialism. We will discuss the origins of the SoL, important research on learning (e.g. conceptual change, epistemic change, motivation), and major perspectives from the SoL, including problem-based learning, argumentation, project-based learning, collaborative learning, and knowledge building.

Assessment: 100% coursework.

### **MEDD6202     Learning in the disciplines**

This module examines learning in the disciplines (school subjects), especially Science, Mathematics, General Studies, and Liberal Studies. The module will be run as a seminar series, in which an expert from a discipline will help us to examine innovative learning environments or research in that discipline. Some experts will be local; others will offer “webinars”. The “teacher” will help to ensure

coherence between the subjects and liaise with guest lecturers. The selection of the topics will depend on the students enrolled in the specialism.

Assessment: 100% coursework.

### **MEDD6203 Learning and teaching with technology**

This module provides a comprehensive introduction to the use of IT 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 to be used.

Assessment: 100% coursework.

### **MEDD7108 Fostering 21<sup>st</sup> century skills with knowledge building**

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

Assessment: 100% coursework.

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## **6. EARLY CHILDHOOD EDUCATION**

The specialism aims to provide participants with the knowledge, skills, and attitudes to implement high quality and contextually appropriate early childhood education. Specifically, the specialism will help participants acquire scientifically-based knowledge about early childhood development and education, develop a deeper understanding of contextual influences on children's development and learning, and further develop their professional competence in planning, implementing and evaluating programmes of early childhood education and care. Participants will also be encouraged to access to the most recent international knowledge in the field.

### **MEDD6141 Promoting child development in early childhood education programmes**

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

Assessment: 100% coursework.

### **MEDD6142 Learning and teaching in early childhood education**

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

Assessment: 100% coursework.



### **MEDD6143    Planning, management, evaluation and leadership in early childhood education**

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

Assessment: 100% coursework.

### **MEDD6144    Contemporary issues in early childhood education**

This module considers the critical issues in early childhood education across a broad range of contexts, using multiple methodologies and perspectives including postmodernism and ecological system theories. Most of the contemporary issues in the field, locally, nationally, regionally, and internationally, will be critically evaluated. The module will cover (1) developing, implementing and assessing the early childhood education policies; (2) reconceptualisation of early childhood development and education; and (3) innovations and developmental trends in early childhood education.

Assessment: 100% coursework.

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## **7.    EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

This specialism provides educators with the theoretical background and research capacity to understand and analyse the practice of administration and management in education. It covers: organization and management theories; school-based management, value, culture and educational leadership, legal aspects of educational management, and research methodology in educational administration. Other related topics include policy-making and planning; educational decision-making; organizational psychology; and accountability in education.

### **MEDD6192    Educational leadership and school management**

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

Assessment: 100% coursework.

### **MEDD6193    Concepts and issues in school based management**

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

Assessment: 100% coursework.

### **MEDD6195    Administrative and organizational theory for educational institutions**

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

Assessment: 100% coursework.

### **MEDD7100    Legal aspects of educational administration**

The module aims to better equip students with the necessary legal literacy, concepts and reasoning so that they would be able to understand legal aspects of educational administration, to critically examine their relevance and implications for effective running of the school, and to make decisions and perform administrative duties effectively within the confines of the law. The content covers basic legal concepts and system of laws, employment related issues, student rights and discipline, school liabilities and insurance matters, copyright and intellectual properties, administrator's tort liability for negligence, dealing with law enforcing agents, etc.

Assessment: 100% coursework.

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## **8.    ENGLISH LANGUAGE EDUCATION**

This specialism aims to provide experienced teachers and language specialists with an appropriate theory-based framework within which to understand and investigate issues involved in English language education, in order that they can develop leadership roles in the profession. The specialism focuses on the development of participants' language awareness, with a view to equipping them with the expertise necessary for a critical understanding of approaches to research and development in English language teaching and learning. . The specialism also develops the practical skills needed for school-based classroom research and curriculum development and the implementation of innovations.

### **MEDD6311    English language curriculum and assessment**

This module is concerned with developments in the English Language curriculum, both in the Hong Kong context and also in relation to global trends. The module focuses on processes of curriculum renewal and the implementation of curriculum innovations, and examines assessment as an integral part of the curriculum, along with the syllabus and methodology. The main topics covered include: trends in ELT methodology (communicative language teaching, task-based language teaching, the incorporation of literature and language arts); assessment and the curriculum, including washback, formative assessment and school-based assessment. These developments are analysed within a framework of curriculum innovation and educational change. All of these are considered in relation to Hong Kong curriculum reforms, such as the New Senior Secondary curriculum. The module aims to develop participants' understanding of the key developments and innovations in the English Language curriculum, both in the Hong Kong context and also in relation to regional and global trends.

Assessment: 100% coursework.

### **MEDD6702    Language awareness: Grammar and lexis**

This module focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English

grammar and lexis and their close interrelationship. Rather than attempting an overview of English grammar and lexis, the module highlights certain key areas for in-depth exploration. The module aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis, since this is seen as essential to their work as English language educators. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching.

Assessment: 100% coursework.

### **MEDD6703    Second language acquisition**

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

Assessment: 100% coursework.

### **MEDD6709    An introduction to sociolinguistics**

This module provides opportunities for candidates to explore the relationships between language, education and society. It addresses a variety of topics including social and regional diversity within a language, multilingualism, language shift and maintenance, the rise of English as a global lingua franca, language planning, choice of a language as medium of instruction, as well as language and identity. The module aims to help candidates to develop an understanding of basic concepts in sociolinguistics; a critical understanding of the roles of language in society and education; a critical awareness of professional challenges resulting from shifting sociolinguistic conditions.

Assessment: 100% coursework.

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## **9. ENGLISH LANGUAGE STUDIES**

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

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

## **Specialist Modules**

### **MEDD6701      Phonetics and phonology for English language teaching**

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

Assessment: 100% coursework.

### **MEDD6702      Language awareness: Grammar and lexis**

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

Assessment: 100% coursework.

### **MEDD6703      Second language acquisition**

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

Assessment: 100% coursework.

### **MEDD6709      An introduction to sociolinguistics**

This module provides opportunities for candidates to explore the relationships between language, education and society. It addresses a variety of topics including social and regional diversity within a language, multilingualism, language shift and maintenance, the rise of English as a global lingua franca, language planning, choice of a language as medium of instruction, as well as language and identity. The module aims to help candidates to develop an understanding of basic concepts in sociolinguistics; a critical understanding of the roles of language in society and education; a critical

awareness of professional challenges resulting from shifting sociolinguistic conditions.  
Assessment: 100% coursework.

### **Specialist Elective Modules**

#### **MEDD6704 Literature and language arts in English**

This module focuses on the role of literature in the English Language/Language Arts curriculum and the issues related to using literature in the language classroom, including stories for children and adolescents. It also examines different literary genres (poetry, prose and drama) and the literary techniques associated with them and addresses the texts of mass media, film, hypertexts and hypermedia. It uses stylistic techniques to examine the way language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature. The module aims to help students to develop an awareness of importance of creativity in English language learning and teaching and an understanding of the role of literature and the language arts in the language curriculum in different learning contexts. It also seeks to develop students' understanding and appreciation of different literary genres (poetry, prose and drama) and the literary techniques associated with these as well as developing their understanding of issues relating to teaching language through literature including the design and evaluation of teaching materials, and cross cultural issues.

Assessment: 100% coursework.

#### **MEDD6705 Written discourse**

This module draws on a range of theoretical approaches to analysing written discourse to inform examination of issues and practices in English language education. These theoretical perspectives are provided by systemic functional linguistics, genre approaches, and literacy studies. From hands-on analysis of written texts, discussion of assigned readings and other learning activities, students are expected to develop analytical and practical skills particularly in relation to the teaching of writing in English class and the understanding of genre across curriculum. The module aims to develop in students an understanding of language and language use from a functional perspective, i.e. language is a system for making meaning and language study should be located within the social and cultural contexts of language use. The module also aims to sharpen students' awareness for some current educational issues and practices in local schools or elsewhere and enhance their ability to analyse them and propose possible improvements.

Assessment: 100% coursework.

#### **MEDD6706 Spoken discourse analysis**

This module aims at increasing students' understanding of how spoken language is used to communicate meaning in different contexts. It introduces students to some basic concepts and tools for describing and analyzing spoken discourse, using a variety of discourse types, including classroom discourse. The relevance of the study of spoken discourse for English language teaching will also be discussed.

Assessment: 100% coursework.

#### **MEDD6707 Reading in English as a second language**

While this module focuses on the knowledge and skills involved in the teaching and learning of ESL reading, quite a portion of the module time will also be devoted to some key issues in vocabulary learning. Topics in lexis include the development and use of the English lexical system; lexical relations such as denotation, connotation, collocation, sense relations, synonyms, antonyms, hyponymy; and the nature of the bilingual mental lexicon. Major topics in reading include reading as skills and strategies, top-down versus bottom-up processing, reading as literacy; the links between first and second language literacy skills; and critical reading. Pedagogical implications will be drawn

to shed light on the practice of teaching reading and vocabulary. In the context of learning English as a second or foreign language, this module aims to develop in the course participants: (1) An understanding of the related theory and principles in ESL reading and vocabulary; (2) A critical understanding of existing practices in these two areas; and (3) An interest in developing a possible topic for further investigation.

Assessment: 100% coursework.

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## **10. GUIDANCE AND COUNSELLING**

The MEd-Guidance and Counselling is a graduate professional specialism designed for administrators, teachers, student affairs professionals, and guidance personnel concerned with various aspects of educational guidance, career education and counselling in schools and similar settings. The specialism is based upon the belief that personal-social, academic and career development is essential for all school students. This specialism is based on the ‘systems approach’ as a conceptual framework, and addresses approaches that schools may employ in strengthening Domain Three—Student Support and School Ethos. Awareness of the overall framework will assist in school self-evaluation and external school review. The specialism provides not only the theoretical framework but also practical strategies for organizing and implementing guidance activities that foster students’ whole-person development. This specialism addresses the competencies teachers are required to display in the Dimension “Pastoral Care for Students” as an important aspect of their continuing professional development (ACTEQ, 2003).

This specialism addresses participants’ development of key competencies necessary for implementing comprehensive guidance and career education programmes in educational settings. The participants in this specialism will be encouraged to reflect on their own practices and strategies in guidance and counselling, which in turn can contribute to the building of a comprehensive guidance system. The aim is to develop their ability to find creative solutions to various critical issues in student development in Asian cultural contexts. Attention will be given to designing and implementing a guidance curriculum, the provision of career-related activities, and the development of policy and support related to student guidance, student affairs, career education and counselling. The specialism places emphasis on the delivery of student guidance as a whole-school approach, with strategies and skills pertinent to guidance, counselling, and discipline. It covers: mastery of individual and group counselling skills to support students, parents and teachers; guidance strategies for fostering students’ personal, social, career and talent development; supporting students in distress; and crisis intervention.

### **MEDD6248 Theories and practices in counselling and group guidance**

This module will examine theories and practices in counselling and group guidance in schools. The content will include the following topics: counselling in a school setting; helping process and skills; theoretical approaches to counselling; beginning and developing a counselling relationship; career counselling; assessment, measurement and appraisal in counselling; ethical issues in counselling; theories of group guidance and their implementation in schools; group leadership skills; peer counselling; life skills and leadership training; skills in large-group guidance in the classroom and beyond. Selected case studies of counselling and group guidance in local educational settings will be examined. The module can be relevant to all administrators, teachers and guidance personnel who would like to apply counselling skills in their coaching, teaching and guidance activities. Course participants are expected to work in collaborative learning groups to integrate practices and theories.

Assessment: 100% coursework.

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

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

life career perspective; comprehensive school guidance and counselling program; identification of students for talent development programmes; assessment of life career and talent development; individual development planning; student advisory and mentorship schemes; theories of career development; career awareness among children; career exploration among adolescents; career decision making among senior secondary school students and college students; career development of talented students and students with special needs; talent development in schools; theories of talent development; career counselling of the exceptionally gifted; family influences; multicultural perspective; gender issues; life-wide learning; career-related experiences; services learning; programme 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 practice in Hong Kong and elsewhere will be introduced. Course participants are expected to work in collaborative learning groups to integrate practices and theories.

Assessment: 100% coursework.

### **MEDD8601 Comprehensive guidance and positive youth development: a whole-school approach**

This module will give an introduction to the theoretical framework of guidance as a whole-school approach, comprehensive guidance, and positive youth development. The whole-school approach will be discussed in the context of school policy formulation, system development, and support measures for developmental, preventive and responsive services for students. The module will consider theoretical and practical bases for designing and implementing comprehensive guidance and counselling programs to be used in individual, group, and systemic contexts. Student developmental issues, for example, self-esteem, stress, depression, anxiety, suicidal ideation, self-harm behaviour, misbehaviour, and internet addiction will be discussed. Practices and research in using positive youth development approach to guidance will be introduced. Relevant good practice in Hong Kong school settings will be shared. The module can be relevant to all administrators, teachers and guidance personnel. Course participants are expected to work individually and in collaborative learning groups to integrate practices and theories. The primary objective of this module is to equip educators with knowledge regarding how to plan, implement and evaluate guidance and positive youth development programs in Hong Kong school context and beyond. Hence, this module aims at acquainting the participants with the basic concepts and principles of guidance and positive youth development, student developmental needs, and the recent development in research and practices.

Assessment: 100% coursework.

### **MEDD8602 Practicum in counselling and group guidance**

The supervised practicum provides students with the opportunity to practise and receive regular supervision, as well as developing professional competencies in specific contexts. All students are required to complete an individualized practicum in counselling and group guidance in a school, or at an approved agency/organization. Students will receive group and individual supervisions. To pass this module, students must demonstrate competency in counselling within a range of presenting issues, and demonstrate critical reflection on knowledge of theory and issues related to counselling practice and supervision.

Assessment: 100% coursework.

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## **11. HIGHER EDUCATION**

This specialism will aim at developing theoretical and practical competences in the following four areas: (1) Globalization and higher education; (2) Policy analysis; (3) Organizational change; and (4) Academic roles and responsibilities. The conceptual framework in this module is built on theories and practices developed by the international inquiries in the field of higher education over the last

decades and focuses on the freshest ideas spearheaded by the processes of globalization, internationalization, cross-cultural interactivity, problem-based learning, competitive and collaborative benchmarking. The field engages an interdisciplinary perspective with major contributions from sociology, economics, political science, administrative studies, and comparative education. The specialism explores policy, management, curriculum development, teaching and learning issues developed and mitigated by various stakeholders in higher education: i.e. national governments, funding agencies, academic associations, universities, polytechnics, community colleges, liberal arts colleges, research centers, academic health science centers, joint educational ventures operating worldwide. Special attention is given to the roles and standards benchmarked by world class universities in reforms of post-secondary education. Globalization, multiculturalism, internationalization and comparative research are cross-cutting topics in this specialism.

#### **MEDD6341    Globalization and higher education**

The concept of globalization has been taken as a salient feature of our times. Within a context of intensified globalization, universities worldwide now encounter far greater challenges, and are subjected to an unprecedented level of external scrutiny. The change in governance ideology in the higher education sector has altered the way in which universities are managed. Higher education institutions everywhere are subject to global trends that link higher education systems globally, with the potential for creating severe problems for higher education in smaller or poorer nations in a world divided into centers and peripheries, and leading to exacerbated dramatic inequalities among the world's universities. This module will provide critical analysis of major policy issues including the growing commercialization of higher education and the values of the marketplace, the increasingly freely traded "knowledge products" in the international marketplace, and the erosion of the university as an intellectual institution.

Assessment: 100% coursework.

#### **MEDD6344    Aims of higher education**

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

Assessment: 100% coursework.

#### **MEDD6345    The changing academic profession**

In this period of rapid change stimulated by globalization and national policies promoting the knowledge economy, it is essential to understand the orientations and actions of knowledge workers, and especially those of the academic profession who occupy such a central position in the knowledge production process. What are the academic profession's views towards the increasing relevant, internationalization, and managerial adaptations of their workplace, and how are these views changing? This module aims to answer that question and related questions: To what extent is the nature of academic work changing? What are the external and internal drivers of these changes? To what extent do changes differ between countries, disciplines, and types of higher education institutions? How do the academic professions respond to changes in their external and internal



environment? What are the consequences for the attractiveness of an academic career? What are the consequences for the capacity of academics to contribute to the further development of knowledge societies and the attainment of national goals? What is the position of women academics in the changing academic profession?

Assessment: 100% coursework.

### **MEDD6346 Organizational theories and strategies in higher education**

Organizational frameworks in higher education are different from those in businesses, governmental institutions or civic organizations. Strategic planning, key performance indicators and funding schemes differ across academic divisions. The university governance is driven by multi-layered coordination of executive, legislative, consultative and evaluative structures and mechanisms that are increasingly challenged by competition for resources and scientific impact. This module examines how the organizational structures emerged and transformed in the process of moving from elite to mass higher education contexts. The students will study organizational theories and strategies to understand the growing interdependencies among governance, finance, infrastructures, epistemic norms and organizational culture in universities and colleges.

Assessment: 100% coursework.

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## **12. LANGUAGE ACROSS THE CURRICULUM**

This specialism is designed for content teachers who are directly involved in English medium (EMI) teaching as well as English language teachers who are involved in supporting EMI content teaching in their schools. It aims to provide both content and language teachers with the linguistic principles and knowledge to develop and implement language across the curriculum (LAC) initiatives in their schools to improve both English academic literacy instruction and EMI content instruction.

### **MEDD6316 Academic literacy in science and mathematics**

This module focuses on raising both content teachers and English teachers' academic language awareness. Specifically it aims to introduce teachers to the different kinds of academic genres characteristic of the disciplines of science and mathematics. The genre patterns as well as the grammatical and lexical features specific to different kinds of academic genres in science and mathematics are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of sciences and mathematics and to develop and design language support to better scaffold learners' understanding of the academic content in English.

Assessment: 100% coursework.

### **MEDD6317 Academic literacy in the social sciences and humanities**

This module focuses on raising both content teachers' and English teachers' academic language awareness. Specifically it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of social sciences and humanities. The genre patterns as well as the grammatical and lexical features specific to different kinds of academic genres in social sciences and humanities are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills to identify and describe the various language demands of the academic texts and tasks in the disciplines of social sciences and humanities, and to develop and design language support to better scaffold learners' understanding of the academic content in English.

Assessment: 100% coursework.

### **MEDD6318 Bridging pedagogy in school-based language across the curriculum**

This module focuses on introducing the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners to acquire the kind of academic literacy required of

different academic disciplines. Specifically it aims to introduce to both content and language teachers the principles and practice of sociocultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies.

Assessment: 100% coursework.

### **MEDD6319 Principles and practice of language across the curriculum**

This module focuses on introducing the principles and practice of LAC. It covers the historical development of the field by discussing the principles and practice of different related approaches including: content-based instruction (CBI), and content and language integrated learning (CLIL). The most productive research traditions of genre theories (e.g., the 'Genre Egg') and pedagogical theories (e.g., the 'Teaching/Learning Cycles') informing the work of LAC will also be introduced. The different contexts in which these different approaches have developed will also be discussed with a view to adapting/re-designing them to suit the local or new pedagogical contexts.

Assessment: 100% coursework.

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## **13. SCIENCE EDUCATION**

This specialism is to develop teachers' understanding of various issues and worldwide trends in science education so as to enable them to contribute more effectively towards initiating, designing, implementing and innovating through science education in Hong Kong or worldwide.

### **MEDD6466 Science curriculum and assessment**

This module touches upon the history of the science curriculum and the long-running debate between science education as preparation for professional practice and science education for all. Current science curriculum initiatives overseas and forces shaping the science curriculum in Hong Kong will be examined. Consideration relating to a smooth transition within science education through different learning stages and the move towards greater integration between various science disciplines will be discussed. Philosophies underpinning movements such as NOS, STSE, and Scientific Literacy will be examined. Assessment in science education will also be examined in the contexts of assessing learning in public examinations and international comparative studies such as the TIMSS and PISA.

Assessment: 100% coursework.

### **MEDD6467 Teaching and learning in science**

This module begins with an overview of student common difficulties in learning science. Finding in children's understanding of science over the school years will be considered in light of a range of learning theories. Issues relating to approaches to teaching science including history and philosophy of science, views of the nature of science, use of analogies, diagrams, modelling and mental visualization will be discussed.

Assessment: 100% coursework.

### **MEDD6469 Issues and trends in science education**

This module examines major trends and issues in science education with particular reference to the notion of 'science for all'. Major issues to be considered include: gender issues, sociocultural perspective, language issues, nature of talk, learning progression, attitude towards science and school science, transition between primary and secondary school science.

Assessment: 100% coursework.

## **MEDD8644    Assessment in science education**

This module considers the importance of assessment for learning and quality assessment of learning in science. A wide range of strategies, such as questioning, practical work, scientific inquiry, for probing and building student conceptual understanding, skills and attitude in doing science, will be discussed. Assessment literacy related to setting of assessment items and assessment rubrics will be discussed.

Assessment: 100% coursework.

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## **14.    TEACHING AND LEARNING CHINESE LANGUAGE 中國語文教與學**

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

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

### **Specialist Modules**

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

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

Assessment: 100% coursework.

#### **MEDD6080    Chinese language assessment: From principles to practices [華文課程評估]**

This module introduces important concepts of formative and summative assessment, assessment of learning, for learning, as learning, and the relationship among these concepts. The module aims at fostering understanding of principles of assessment and providing opportunity to explore practices on school-based assessment. Topics cover general needs assessment, formative and summative assessment, evaluation and feedback, assessment of knowledge, skills, and attitudes, strategies of assessing different Chinese language abilities, Chinese language learning outcomes, software for assessment and evaluation, and latest Chinese language assessment development. Important assessment reform such as Hong Kong school-based assessment will also be discussed. Emphasis will also be given to processes in developing an effective assessment reform in Singapore context.

Assessment: 100% coursework.

**MEDD8221 Psycholinguistic aspects of learning and teaching Chinese language [華文學習：心理語言學觀點]**

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

Assessment: 100% coursework.

**MEDD8222 Chinese curriculum design [華文課程設計]**

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

Assessment: 100% coursework.

**Specialist Elective Modules**

**MEDD6076 Understanding learners and applying effective pedagogies [因材施教之教學策略]**

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

Assessment: 100% coursework.

**MEDD6077 Theories and implementation of drama pedagogy in Chinese language teaching [戲劇教學理論及其在華文教學中的應用]**

This module is designed to facilitate students to engage in the process of teaching/learning Chinese language through drama pedagogy. Drawing from the practical experience, it anticipates that the students can make sense of the educational concepts and practice of applying drama pedagogy through participation and interactive discussion. The objectives of this module are to increase students' interest of applying drama as pedagogy in teaching Chinese language; enhance students' understanding of the educational concepts when drama is used as pedagogy; equip students with the skills of using basic drama techniques (conventions) in teaching Chinese language in Singapore; support students to plan drama-integrated Chinese language lessons based on their own classrooms.

Assessment: 100% coursework.

## **MEDD6078 Techniques and skills of applying information and communication technology in Chinese teaching [資訊科技在華文教學中的應用]**

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

Assessment: 100% coursework.

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## **15. TEACHING CHINESE AS A SECOND LANGUAGE 中文第二語言教學**

This specialism is designed for researchers, educators and pre-service or in-service Chinese language teachers in primary or secondary schools, especially those from direct subsidy scheme schools, mainstream schools and international schools, which receive students from ethnic minority communities and non-Chinese speaking students, who want to excel themselves to research and teach Chinese in local 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 practitioners in the teaching of Chinese as a second language curriculum in Hong Kong, making reference to the teaching of other curriculum, such as IB, GCSE, AP etc.

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

The module provides a general overview of the major topics relating to second/foreign language education, focusing on the theory and pedagogy of teaching Chinese as a second/foreign language in the international contexts. It presents an overview of second language acquisition theories and second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the module provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curriculum, such as IB, AP, GCSE curriculum, including an analysis of the curriculum design, teaching methodologies, learners and learning resources, course assessment guidelines required for those curricula. It aims to help teachers make Chinese language teaching and learning maximally effective in Hong Kong and international contexts through an understanding of sound principles of language teaching and learning. In this module, we will begin with a brief overview of how people learn and how people learn a language grounded in cognitive and sociocultural approaches. Language teaching methods will be followed by focusing on specific skills such as oral and written communication modalities, as well as how to create learner-centered environments to foster independent and collaborative learning. We will then look at language teaching specifically from aspects of learning environment design, instruction, assessment and classroom management. The module aims to provide students with an understanding of issues related to teaching Chinese in the international context through: (1) Exploring second language acquisition theories and pedagogies; (2) Examining international curriculums such as IB, GCSE, AP; and (3) Discussing issues related to designing and managing Chinese language learning and teaching experience.

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 in the international/IB school context. It 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.

Assessment: 100% coursework.

### **MEDD6054 Chinese (L2) school-based curriculum design [中文第二語言校本課程設計]**

This module provides Chinese (L2) teachers with a systematic framework for Chinese school-based curriculum design. The module includes individual and collaborative lesson-planning, and the development of lesson study skills. Students will be introduced to curriculum ideology and curriculum design theories, and the philosophical underpinnings of IB curriculum and implications thereof on IB Chinese curriculum design. Students will be guided on designing Chinese school-based curriculum using backward design and concept-based curriculum and teaching principles.

Assessment: 100% coursework.

### **MEDD6055 Research and teaching practice in second language classroom [中文第二語言教學研究與實踐]**

In order to integrate knowledge with real school experience, this module provides opportunity for students with experience in the real second language classroom aside from getting to understand the theories on second language teaching and learning. The aim is to familiarize students with day-to-day teaching practice at international schools in Hong Kong, by engaging students in actual teaching at international schools in Hong Kong, to identify and tackle students' learning difficulties. This module will be a strong theoretical and practical emphasis on the development of students' research and teaching ability on Chinese L2 teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students' learning difficulty; using appropriate theories to analyze it; design and conduct a small-scale action research with the application of suitable teaching strategies to deal with the identified learning difficulties. The student-teachers will conduct classroom observation, and compile a self-directed portfolio based on data collected and experience encountered in their action research. This portfolio contains a journal, lesson plans and teaching materials developed by the student-teachers during the practicum, self-reflections on lessons taught and feedback from the students.

Assessment: 100% coursework.

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## **16. TEACHING CHINESE TO NON-CHINESE SPEAKING STUDENTS 非華語學生中文教學教學**

This specialism is designed for in-service Chinese language teachers who are teaching or will teach Chinese to Non-Chinese Speaking (NCS) students in local public schools, Direct Subsidy Scheme schools and private schools which are offering local curriculum and receiving students from ethnic minority communities, namely those who came from Pakistan, India, Nepal, the Philippines, etc. This specialism aims at equipping teachers with the necessary research and pedagogical theories of second language teaching and learning as well as enhancing teachers' inter-cultural understanding, focusing on helping teachers cope with the practical pedagogical challenges of teaching Non-Chinese Speaking students.

### **MEDD8191 Second language acquisition and second language learning [第二語言習得與第二語言學習]**

The module provides a general overview of theories of second language acquisition and second language learning, including Critical Period Hypothesis, Contrastive Analysis, Input Hypothesis, Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, Inter-Linguistics Transfer, Intra-Linguistics Transfer and Cultural Transfer, Interlanguage, etc. This module will begin with a brief overview of how people learn a second language grounded in cognitive and sociocultural approaches. It will also explore issues and problems related to second language acquisition and learning, as well as the relationship between theories and classroom practice.

Assessment: 100% coursework.

### **MEDD8192 Inter-cultural communication and learning [跨文化交流與語言學習]**

The module provides Chinese language teachers of local NCS students with theoretical and practical understanding of multiculturalism and inter-cultural communication in Chinese language teaching and learning. It will present an overview of underpinning theories of multicultural education and intercultural communication competence. The module will discuss the learning style of students from various cultural backgrounds, and how can the theories be applied in the local Hong Kong context to meet the learning needs in a multicultural classroom. Participants will be guided on designing and refining Chinese language curriculum, learning materials and teaching pedagogies that reflect the awareness of multiculturalism and at the same time aligns with the mainstream or GCSE/GCE Chinese language syllabi. Moreover the module will engage the participants to explore the history, language, culture and identity of major ethnic groups (both Chinese and non-Chinese) in Hong Kong, the impact of multiculturalism on Hong Kong society and the role of educators in the transformation towards a multicultural society.

Assessment: 100% coursework.

### **MEDD8193 Second language Chinese pedagogy in Hong Kong multi-cultural context [中文作為第二語言教學方法論]**

The module provides a general overview of the major topics relating to teaching Chinese to NCS students, focusing on the pedagogy of teaching Chinese as a second/foreign language in Hong Kong multicultural context. It presents an overview of second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the module provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curricula such as GCSE, GCE etc., including an analysis of the curriculum design, teaching methodologies, learners and learning resources required for those curricula. This module will also focus on the role of assessment for NCS students' Chinese learning and teaching in local school context, and how to make use of assessment to inform teaching.

Assessment: 100% coursework.

### **MEDD8194 School-based curriculum design for teaching Chinese to non-Chinese speaking students [中文作為第二語言校本課程設計]**

This module provides Chinese (L2) teachers with a systematic framework for school-based Chinese language curriculum design especially for NCS students. The module includes catering NCS students' learning diversity by setting differentiated teaching objectives; skills to develop, revise and differentiate school-based teaching materials; cultivating multicultural classroom atmosphere by organizing different learning activities; using various diagnostic tests to inform teaching, individual and collaborative lesson-planning. Students will be introduced to curriculum ideology and curriculum design theories, and the philosophical underpinnings of adapting local curriculum to meet the needs of

NCS students. School teachers will be guided on designing school-based Chinese language curriculum using backward design, concept-based curriculum, learning theories and concept of differentiation.

Assessment: 100% coursework.

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## **17. YOUTH STUDIES**

Young people today are facing many challenges. They go through the turbulent years of adolescence and emerge into adulthood under much pressure. Many feel stuck, confused and alienated and do not feel to have the resources to move on resulting in frustration and failure. This specialism examines important issues, namely the power of media in youth's lives, the society and culture influencing the development of youths, the development of moral and civic values in youths in a globalized perspective, and the pressure of education from an interdisciplinary and global perspective in theories and application. The first module looks at how the implementation of media education can help students adapt to this new digital world of global village. While the power of media is acknowledged, the second module looks at other factors in society, culture, and human development to develop students' talents, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society. The third module addresses some of the ideas studied in the first and second module in more depth, i.e. how youth develop moral and civic values in Hong Kong from an interdisciplinary and global perspective, to prepare young people to live in Hong Kong society, as well as in a world which is seen as fast-paced, turbulent, dynamic, and sometimes threatening. The fourth module explores the very important issue of the academic pressure youths experience. It is especially the case in Asian families where education becomes the number one priority. The study of the four modules do not just discuss issues affecting youths; more important, this specialism examines what could be done to empower youth to go through life in the age of turbulence.

### **MEDD8661 Youth and media literacy**

Media 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 literacy 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 literacy education in various countries in general, and Hong Kong in particular, with respect to curriculum, policy, literacy, and learning. The role of media and information literacy 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.

### **MEDD8662 Society, culture and human development**

The focus of this module is the interaction between people, societies, cultures, environments and time. This module prepares students to develop an understanding of three important factors influencing adolescents' development and their perceptions of the world, namely, their own society and culture, the societies and cultures of others, and human development. This module draws on cross-disciplinary concepts from areas such as anthropology, cultural studies, psychology, history, and sociology. This module provides the knowledge related to the study of culture and society and human development so that students may develop their talents, expertise, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society.

Assessment: 100% coursework.



### **MEDD8663    Moral and civic education in globalized world**

This module focuses on how youth develop moral and civic values in Hong Kong from an interdisciplinary and global perspective. It focuses on a broad conception of moral and civic education: an education that prepares young people to live in Hong Kong society, as well as in a world which is seen as fast-paced, turbulent, dynamic, and sometimes threatening. This module provides a broad range of voices within and outside Hong Kong, and from different perspectives. Multicultural education is also introduced as a related framework for understanding a society's constitution, culture, and values. Questions raised in the module include: What are the implications of economic, social, and cultural globalization for preparing young people to participate in Hong Kong society? How do young people develop civic and moral values today—from what sources—and is there any way to counter negative influences on student's development of civic and moral responsibility? What challenges does Hong Kong face related to moral and civic education today?

Assessment: 100% coursework.

### **MEDD8664    Youth and education**

Even at the beginning of the 21st century access to education is not guaranteed universally for all young people. Globally, universal primary education has not been achieved and rates of entry to secondary and higher education and the resultant experience of educational systems varies greatly. This module will explore issues surrounding access and equity in education from a global perspective, considering the extent to which socio-economic background, ethnicity and gender impact on the youth experience of education, particularly with respect to post-compulsory education.

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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### **MEDD6096    Education for sustainable development venture lab**

This module examines education for sustainable development (ESD) from a comparative perspective. First, the module raises the question what sustainable development means in practice within economic, environmental, and social and cultural domains, and traces the history of the concept. Next, the module considers education for sustainable development within developed and developing contexts. In Hong Kong and many other high-income societies, education for sustainable development is often related to environmental education, but in low-income contexts (especially in Africa and Asia) it also commonly refers to education that meets local social needs and is supported at the local level. A gap can sometimes be identified in these latter contexts, between “education for sustainable development” as a global reform concept, versus “sustainable educational development,” from a local perspective. In this module, students will have the opportunity to analyse a variety of case studies of education for sustainable development, and to understand the ways in which concepts may be developed and applied in a range of contexts.

Assessment: 100% coursework.

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### **MEDD6131    Comparative perspectives on curriculum**

This module offers a comparative survey of different approaches to curriculum around the world while asking the question of how globalization is impacting curriculum worldwide via reforms of curriculum and assessment in diverse world regions. Critical historical and comparative perspectives

on curriculum are developed through analysis of curriculum content and curriculum reform processes in different countries and world regions. The question will also be considered of how globalization impacts Hong Kong curriculum.  
Assessment: 100% coursework.

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### **MEDD6248 Theories and practices in counselling and group guidance**

This module will examine theories and practices in counselling and group guidance in schools. The content will include the following topics: counselling in a school setting; helping process and skills; theoretical approaches to counselling; beginning and developing a counselling relationship; career counselling; assessment, measurement and appraisal in counselling; ethical issues in counselling; theories of group guidance and their implementation in schools; group leadership skills; peer counselling; life skills and leadership training; skills in large-group guidance in the classroom and beyond. Selected case studies of counselling and group guidance in local educational settings will be examined. The module can be relevant to all administrators, teachers and guidance personnel who would like to apply counselling skills in their coaching, teaching and guidance activities. Course participants are expected to work in collaborative learning groups to integrate practices and theories.  
Assessment: 100% coursework.

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### **MEDD6316 Academic literacy in science and mathematics**

This module focuses on raising both content teachers' and English teachers' academic language awareness. Specifically it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of science and mathematics. The genre patterns as well as the grammatical and lexical features specific to different kinds of academic genres in science and mathematics are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of sciences and mathematics and to develop and design language support to better scaffold learners' understanding of the academic content in English.  
Assessment: 100% coursework.

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### **MEDD6317 Academic literacy in social sciences and humanities**

This module focuses on raising both content teachers' and English teachers' academic language awareness. Specifically it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of social sciences and humanities. The genre patterns as well as the grammatical and lexical features specific to different kinds of academic genres in social sciences and humanities are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of social sciences and humanities, and to develop and design language support to better scaffold learners' understanding of the academic content in English.  
Assessment: 100% coursework.

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### **MEDD6318 Bridging pedagogy in school-based language across the curriculum**

This module focuses on introducing the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners to acquire the kind of academic literacy required of different academic disciplines. Specifically it aims to introduce to both content and language teachers the principles and practice of sociocultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies.  
Assessment: 100% coursework.

### **MEDD6319 Principles and practice of language across the curriculum**

This module focuses on introducing the principles and practice of LAC. It covers the historical development of the field by discussing the theories and practice of different related approaches including: content-based instruction (CBI), and content and language integrated learning (CLIL). The most productive research traditions of genre theories (e.g., the ‘Genre Egg’) and pedagogical theories (e.g., the ‘Teaching/Learning Cycles’) informing the work of LAC will also be introduced. The different contexts in which these different approaches have developed will also be discussed with a view to adapting/re-designing them to suit the local or new pedagogical contexts.

Assessment: 100% coursework.

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### **MEDD6443 Student development: Theory, research and practice**

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

Assessment: 100% coursework.

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

The module examines gifted education and the psychology of gifted and talented individuals. Content 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 gifted and talented children, 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.

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### **MEDD7005 Systemic functional linguistics and Chinese language education**

This module provides an overview of systemic functional linguistics (SFL) developed by Professor Michael Halliday, a student of Professor Wang Li (王力). Since this functional model of language which views language as a resource of making meaning, is concerned with systematically analyzing how language is used in actual social contexts, this applicable educational linguistics has been proved very useful in language education. This module aims to apply Systemic Functional Linguistics to Chinese language teaching and research. It covers important issues highly relevant to the current curriculum reform in Chinese language teaching in Hong Kong, such as way to conduct text analysis, genre writing pedagogy, ‘reading to learn, learning to write’ pedagogy, teaching Chinese as a second language, assessment of integrated language skills etc. Emphasis will be placed on the application of this functional approach to the research on Chinese teaching and learning.

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 the two systems. Their strengths and the weaknesses 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. An OPTIONAL study trip to schools in either Shanghai or Guangzhou will be organized for participants to study the Mainland Chinese practices in action.

Assessment: 100% coursework.

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### **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. It is hoped that M.Ed. students who might wish to pursue their dissertation study in the area of teaching and learning can be exposed to the phenomenographic research approach introduced in this module, which may help them to frame their research study from a new perspective.

Assessment: 100% coursework.

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### **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.

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### **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. Students are expected to 1) get familiar with the theoretical background and pedagogical application of different technological platforms and tools for second language learning; 2) be able to evaluate the pedagogical affordances and constraints of different technological applications and platforms; 3) understand what technological application to use for what pedagogical purposes; and 4) design and implement technology-enhanced language learning activities, and understand the key issues that need to be paid attention to to ensure the effective implementation of technology-enhanced learning activities. It is expected that throughout this module students will engage in a collaborative learning experience, actively contributing their opinions and helping each other along the learning process. Assessment: 100% coursework.

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

This module compares the theories and practices of counselling, career education and talent development programmes in schools in Hong Kong and other parts of the world. Topics will include life career perspective; comprehensive school guidance and the counseling programme; identification of students for talent development programmes; assessment of life career and talent development; individual development training; 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 and college students; career development of talented students and 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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### **MEDD7042    Reading theory and its application to Chinese language education**

This module introduces major reading theories, concepts, and research findings of Chinese reading as well as techniques for examining, promoting and teaching reading in the Hong Kong Chinese curriculum, which includes Chinese language and literature. In this module, students will be given the opportunity to apply reading theories to classroom context and learn how to motivate students to read and how to enhance students' higher order reading ability.

Requirement: Students should know Cantonese and have experience in teaching Chinese Language in primary or secondary classrooms.  
Assessment: 100% coursework.

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### **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.

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### **MEDD7086 Chinese language teaching and learning in school-based contexts**

The module 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 to encourage teachers to solve curriculum problems. It includes the curriculum development and change, planning and implementation, innovation and evaluation. This module will provide case studies of school-based Chinese language curriculum in Hong Kong context like enhancing creativity in Chinese writing, elective modules of the New Senior Secondary curriculum, independent learning and students with special learning needs. Students will reexamine the theoretical basis in light of the case studies and discusses current and future issues in school-based curriculum development.

Assessment: 100% coursework.

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### **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 develop greater ability to 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.

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### **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. The 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.

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### **MEDD7101 Achieving professional development to becoming a 21<sup>st</sup> century teacher**

Since the announcement of the Education Reform process by the Education and Manpower Bureau (EMB) of Hong Kong in 2000 (was subsequently renamed Education Bureau [EDB] of Hong Kong

on 1 July 2007), education has taken centre stage when advocating conditions and resources for schools, teachers, parents and society to prepare for the next learning generation. Pupils are expected to develop critical minds and open attitudes to engage in lifelong meaningful learning to prepare them to cope with an expanding knowledge society. With this background in mind, the Education Reform advocates a fundamentally different philosophy of teaching and learning to meet this new challenge. This is particularly the case for the New Senior Secondary (NSS) Curriculum which was first consulted in October 2004 and was first implemented in September 2009. While pupils are expected to live up to the motto of 'learning to learn' (Curriculum Development Council, 2000), teachers are also charged with the very important responsibility to teach with innovative ideas, pedagogies and approaches to meet this 'new' educational philosophy. This involves and requires teachers committing themselves to continuous professional development as classroom action researchers (McKernan 1996) and reflective practitioners (Schön 1983). To perform these 'new' roles effectively, teachers are encouraged to engage in on-going critical reflective practice to clarify their conceptions towards teaching and how teaching should be done in the best possible way to benefit students' lifelong and meaningful learning. Since Donald Schön first introduced the concept of the reflective practitioner in 1983, his ideas have been taken up in a variety of professions, particularly the teaching profession. But how, in practice, does one become a truly critical reflective teacher in order that one's professional development will be effectively enhanced?

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 that will help them become critically reflective about their own teaching and their students' learning. It will examine issues such as mentoring novice teachers through journal writing, 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 via their own choice of critical incidents.

Requirement: Participating teachers who possess mentoring experiences before will be preferred.  
Assessment: 100% coursework.

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### **MEDD7107 Youth sexuality, society and the school**

This module addresses youth sexuality, social influences thereon, and the role of schools (and teachers) in the sexual development of our young people. Broad areas covered include: sexuality and sexual development (including puberty and its effects); sexual knowledge, values, attitudes, behaviour, identity, rights and health (and ill-health) as discrete aspects of sexuality; the research and theoretical backgrounds underlying the study of sexuality and sexual development in Hong Kong and elsewhere; the role of schools (and education more broadly) in promoting youth sexual development; and educational and social (including media and legal) issues impacting on youth sexual development (healthy and otherwise). Within these broad areas more specific topics include: modern urban sexualised culture (with particular reference to modern Hong Kong and China); expectations and double-standards for youth sexuality; sexuality, body-image and self-esteem; sources of sexuality-related information for youth; the impact of the internet, pornography, compensated dating, and sex work in the lives of young people etc; and a critical examination of different approaches to sex education.

Assessment: 100% coursework.

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

This module introduces the concepts and theories underlying video-mediated professional development activities that aim to improve teachers' abilities to notice and interpret pedagogically significant events happening inside their classrooms. Participants will be introduced a framework for

learning to notice pedagogically significant events and guided to analyze authentic classroom videos using the framework. The same videos will then be analyzed using a few other frameworks; followed by a discussion of their merits and demerits. Next, the abilities to notice between teachers and researchers will be explored. Implications on conducting classroom research will be discussed. Finally, a model towards effective use of video for teacher professional development will be used to wrap up the concepts and theories discussed in the module. Issues and challenges in using video for teacher professional development will be discussed. Teachers who want to improve their own teaching, personnel responsible for school-based staff development, and research students planning for carrying out classroom observations for their study will find this module useful. Though the videos used are predominately based on junior secondary science teaching in the local context, participants from non-science subject areas, be they local or from mainland China or overseas, have highly rated this module for generating insights that cut across subject disciplines.

Assessment: 100% coursework.

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### **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.

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

The module provides students with the opportunity to appreciate classic Western drama and modern Chinese 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 table-read, 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, as well as language and literature classes in primary schools. 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.

Assessment: 100% coursework.

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## **MEDD7120 Blended learning instructional strategies for teaching and learning**

The use of Information and Communication Technology (ICT) has become an increasingly important part of learning and teaching in Hong Kong. The Education Bureau of Hong Kong, for example, has earmarked funding for approximately 100 schools to upgrade their WiFi infrastructure and to purchase mobile computing devices for use in teaching and learning. Many of the ICT tools enable the integration of online and face-to-face learning environments, which is generally referred to as blended learning. Blended learning can provide the flexibility that students and instructors require because it allows some time for face-to-face student and instructor interaction, as well as online learning that allows students to work on the course activities at their own convenient time and pace.

A recent survey involving 113,035 students across more than 10 countries found that blended learning is the students' preferred learning environment. Further, a meta-analysis of 23 studies conducted by the U.S. Department of Education found that blended learning, on average, had stronger learning outcomes than did face-to-face instruction alone. Clearly, the use of blended learning can promote positive benefits to students in Hong Kong schools or organizations.

However, the success of blended learning does not happen automatically, just because an online component is added to a face-to-face environment. Ultimately, the success or failure of blended learning hinges on a thoughtful connection between the types of media and activities used to engage students in their learning. This therefore leads us to the important question: "How do we find the right 'blend' or 'mix' between online and offline (face-to-face) components? The purpose of this proposed elective is to address this very question.

This module will introduce participants to five specific types of learning: (a) factual knowledge, (b) conceptual knowledge, (c) critical thinking ability, (d) problem solving competency, and (e) attitude change. It will investigate the various blended learning strategies that can promote the mastery of each aforementioned five types of learning. This module is distinctive because participants will be exposed to actual practical evidence-based guidelines to help them apply blended learning instructional strategies in their own teaching and learning contexts.

Assessment: 100% coursework.

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## **MEDD7121 Analysis of quantitative research in education**

This module will enable students with no prior statistics background to become effective consumers of quantitative research reports. Students will receive training on how to read, analyze, and evaluate published quantitative research in education. Learning will take place through reading about statistics, critiquing research reports, and participating in class discussions and activities. The main topics of the module include common statistical terms, descriptive statistics, reliability and validity, hypothesis testing, T-tests, ANOVA (analysis of variance), correlation, regression, and presentation of statistical data. Students will examine these topics in the context of a variety of research studies to help develop the knowledge and skills needed to comprehend and critique quantitative research in education, especially in their own field of interest. This module focuses primarily on the conceptual aspects of quantitative approaches, not the procedural or mathematical aspects. Students from various educational backgrounds who wish to improve their comprehension and critical analysis of quantitative research are encouraged to take this module.

Assessment: 100% coursework.

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## **MEDD7122 Assessment of young exceptional children: Issues and trend**

Assessment is the cornerstone of instructional practices and curriculum development in early childhood special education. Education professionals working with infants, toddlers, and children

with diverse learning needs from different backgrounds (hereafter “young exceptional children”) must be prepared with the knowledge and skills to understand the issues and trend of assessing young children and their families, identify the adequacy of assessment instruments and procedures, and use the information for multiple purposes (e.g., developing instructional programs, monitoring progress). The purpose of this module is to provide an overview of recommended assessment practices in early childhood special education, with an emphasis in children aged from birth to eight and their families. Student will learn the issues and trend in assessing young exceptional children through class activities and current literature and research. Students will gain knowledge of a variety of approaches to assessment and master skills in administering assessment and interpreting information from testing and observation for the purpose of planning intervention. The limitations of selected assessment practices and issues of interpretation inherent to early childhood will be addressed. Attention will also be paid to the significant role of families in the assessment process.

Requirement: Students who take this module should have prior working experience with children from birth to 8 or have taken courses related to child development.

Assessment: 100% coursework.

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### **MEDD7123 Counselling process and skills for educators**

This module will introduce students to the basic process and skills of counselling applicable in schools or other educational settings. Knowledge and understanding of how a counselling relationship develops over time (process) will be focused on and facilitated within a workshop style delivery. Personal development of the course participants will be encouraged through many opportunities to observe, practice skills and reflect on personal interaction and process. Topics will include skills for engaging student, assessment, goal setting and action planning, skills for developing helping relationship, skills in managing crisis, and skills for ending the counselling relationship. The module is relevant to all teachers and guidance personnel who wish to enhance their counselling competencies. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

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### **MEDD7124 Individual and home predictors of students’ academic achievement**

This module examines the research to-date on key student and home influences on academic achievement. The design of the module is premised on the belief that 21st century educators should be conversant with the state-of-the-art scientific knowledge on what really matters in affecting student learning and achievement, and be able to critically evaluate and leverage on the different sources of influences to complement their teaching in the school. The student-level psychological predictors that will be discussed in the module include intelligence, prior achievement, attitudes and dispositions. The home-level predictors to be examined will include socioeconomic status, family structure, home environment, and parental involvement. The module comprises two components. First, throughout the module, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement. In the second component of the module, they will be given opportunities to identify specific student- and home-level variables of interest available in the Program for International Student Assessment (PISA) 2012 dataset, and empirically examine (during class lessons) with the module teacher the predictive influence of these selected variables on student achievement.

Assessment: 100% coursework.

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## **MEDD7125 Learning how to learn: Understanding and fostering student learning**

This module aims to familiarize class members with theories, research and practice in psychology of education that examines the problem of How Students Learn and How to Foster Learning and Thinking. The module is premised on the key idea that learners construct knowledge rather than receive information passively and effective teaching is to design learning environments that scaffold student inquiry and knowledge construction. Three major interrelated areas will be included: The first component focuses on learning theories and introduces contemporary theories of learning and cognition emphasizing constructivist and social-constructivist approaches to learning. The second examines learner characteristics and specifically what students think/believe and how they approach learning: Topics include student conceptions and approaches to learning, epistemological beliefs, self-regulated learning and motivation. The third focuses on learning design and examines how deep learning and learning for 21st century education can be developed among students. Principles, design and classroom practice related to higher-order thinking, assessment for learning, collaborative learning and technology-supported learning will be introduced. This module also examines the influences of socio-cultural context and research on the Chinese Learner will also be discussed. Throughout the module, students will be provided with learning experiences that mirror the theories discussed in the module.

Assessment: 100% coursework.

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## **MEDD7126 Cultural, ethical and legal awareness for teachers**

While the society, together with the school environment, is becoming more intricate and diversified, conflicts and dilemmas are commonplace at our workplaces. Cultural, ethical and legal awareness is thus essential in the work of teachers today. This module is an innovation to put together these three aspects. It is envisaged that, through handling authentic problems, the three perspectives will be better separated from each other and at the same time more meaningfully connected to one another.

The module will engage participants in reflecting on common beliefs and practices in educational workplace. Through handling situations of conflicts and dilemmas, key cultural, ethical and legal elements that reside in such situations can to be identified, re-examined and researched. The cases for analysis can be about conflicts between schools and teachers, teachers and students, students and students, schools and parents or communities, such as: (1) teacher contract and appraisal; cultural/religious beliefs and practices in school; controversies in school curriculum and teachers' freedom in teaching; (2) student admission and dismissal; student information; student surveillance, search discipline and punishment; student injuries, harassment, bullying; special needs students; family negligence and abuse; teacher-student relations; (3) students' right and freedom of expressions; relation with parents; relation with media and community groups.

Instead of a theoretical approach with assumptions about an ideal world, the module takes an approach with which conflicts and dilemmas in the practical world are the starting point of collective inquiries. Through explorations of such conflicts, and of the dilemmas in handling such conflicts, course participants will have their understanding of ethical, legal and cultural principles and practices re-examined and improved. Teachers' diverse understanding and the reasons underlying such diversity will also be an important object of inquiry in the module.

To develop participants' analytical understanding, they will be introduced to important theories, concepts and background information, which may include: (1) References to classical theories of consequential and deontological ethics and contemporary theories on ethics of care, social and procedural justice, discourse ethics and communicative action theory; and the general framework of professional ethics of human dignity (autonomy); non-maleficence; beneficence; fidelity; justice; (2) References to the legal system, concepts of contract, tort, rights, discrimination, maltreatment, due process; example cases with special reference to educational settings; and sources where the relevant case reports, ordinance and information assistance can be sought; (3) References to theories on

cultural diversity, different acculturation strategies, etic and emic distinctions, identity dynamics, purposes and emotional challenges of intercultural communication and integration, racial discrimination; and (4) References to studies that research or promote teachers' cultural, ethical and legal awareness.

Because of the multidisciplinary nature of the module, the teaching team includes tutors who are experienced in teaching on cultural diversity, ethics and law. Guest speakers will also be invited, including academics in our law faculty and barristers in legal practice to come to certain module sessions to share their expert views.

The module is designed for participants who have concerns about moral practices in schools and/or research in the area. Activities in the module will include case studies, lectures, group mini-research, presentations, simulation of deliberation and adversary processes, and other forms that deem appropriate.

Assessment: 100% coursework.

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### **MEDD7127    Structure of modern Chinese and teaching Chinese as a second language**

This module will study the structure of standard modern Chinese from a contrastive viewpoint, especially between Chinese and English, focusing on syntax and as well as phonology. Based on this, the module will go further to discuss some implication of contrastive research for teaching Chinese as a second language. This module will not investigate modern Chinese structure systematically, but, with the help of question or problem driven methods, students will be guided to pay more attention to the crossing linguistic influence in teaching Chinese as a second language. And, by this way, students' competency of teaching and research Chinese as a second language in multi-linguistic context will be enhanced.

Requirement: Participants should be major in Chinese language at their Bachelor degree study. Otherwise, acceptable relevant testimonies of their knowledge of modern Chinese language are required. No pre-examination.

Assessment: 100% coursework.

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### **MEDD7128    Young Children in the Media**

This module examines selected topics of child development through the media (e.g. film, documentaries, television and novels). Students will draw on multiple perspectives in understanding the history, theory and research of child development. The module will focus on the historical, social, cultural and developmental contexts of child development and will address such issues as the philosophy of childhood, childhood across cultures, curriculum and pedagogy, parent-child relations and developmental crises through the lens of the media.

Assessment: 100% coursework.

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### **MEDD7129    Chinese literature appreciation and teaching**

This module explores the theories and pedagogies of teaching Chinese literature to secondary school learners who are native or near native Chinese speakers, focusing on Chinese literature teaching in IBDP programme. At the same time, the module encourages students to analyze literature works in varied approaches on a number of levels. Topics include: (1) Introduction of international and local Chinese literature curriculums and teaching practice; (2) Pedagogic issues on Chinese literature teaching and learning on different literary genres; (3) Critical theories and appreciative approaches on literary works, etc. This module aims to provide students with an understanding of issues related to

teaching Chinese literature in international and local context through: (a) exploring theories of literature and criticism and appreciation; (b) discussing pedagogic issues on Chinese literature teaching and learning; (c) examining international and local curriculums on Chinese literature.

Requirement: This module opens to the Chinese specialisms students, and priority will be given to MEd TCSL students.

Assessment: 100% coursework.

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### **MEDD8601 Comprehensive guidance and positive youth development: A whole-school approach**

This module will give an introduction to the theoretical framework of guidance as a whole-school approach, comprehensive guidance, and positive youth development. The whole-school approach will be discussed in the context of school policy formulation, system development, and support measures for developmental, preventive and responsive services for students. The module will consider theoretical and practical bases for designing and implementing comprehensive guidance and counselling programs to be used in individual, group, and systemic contexts. Student developmental issues, for example, self-esteem, stress, depression, anxiety, suicidal ideation, self-harm behaviour, misbehaviour, and internet addiction will be discussed. Practices and research in using positive youth development approach to guidance will be introduced. Relevant good practice in Hong Kong school settings will be shared. The module can be relevant to all administrators, teachers and guidance personnel. Course participants are expected to work individually and in collaborative learning groups to integrate practices and theories. The primary objective of this module is to equip educators with knowledge regarding how to plan, implement and evaluate guidance and positive youth development programs in Hong Kong school context and beyond. Hence, this module aims at acquainting the participants with the basic concepts and principles of guidance and positive youth development, student developmental needs, and the recent development in research and practices.

Assessment: 100% coursework.

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### **MEDD8663 Moral and civic education in globalized world**

This module focuses on how youth develop moral and civic values in Hong Kong from an interdisciplinary and global perspective. It focuses on a broad conception of moral and civic education: an education that prepares young people to live in Hong Kong society, as well as in a world which is seen as fast-paced, turbulent, dynamic, and sometimes threatening. This module provides a broad range of voices within and outside Hong Kong, and from different perspectives. Multicultural education is also introduced as a related framework for understanding a society's constitution, culture, and values. Questions raised in the module include: What are the implications of economic, social, and cultural globalization for preparing young people to participate in Hong Kong society? How do young people develop civic and moral values today—from what sources—and is there any way to counter negative influences on student's development of civic and moral responsibility? What challenges does Hong Kong face related to moral and civic education today?

Assessment: 100% coursework.

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