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

(See also General Regulations)

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

Ed276   Admission requirements

To be eligible for admission to the Postgraduate Certificate in Advanced Educational Studies, candidates shall
(a)   comply with the General Regulations;
(b)   hold
    (i)   a Bachelor's degree with honours of this University; or
    (ii)   another qualification of equivalent standard from this University or   another university or comparable institution accepted for this purpose; and
(c)   satisfy the examiners in a qualifying examination, if required.

Ed277   Qualifying examination

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

Ed278   Length of curriculum

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

Ed279   Curriculum requirements

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

Ed280   Assessment and grades

(a)   Candidates shall be assessed by diverse forms of assessment as prescribed by the examiners during the course of their studies.
(b)   Candidates shall not be permitted to repeat a module for which they have received a D grade or above for the purpose of upgrading.
(c)   Modules in which candidates are given an F grade shall be recorded on the transcript of the

candidate, together with the new grade if the candidate is re-assessed or repeats the failed module.

Ed281   Re-assessment

Candidates who have failed to satisfy the examiners in any part of the assessment at the first attempt may be permitted to present themselves for re-assessment of the failed module(s) as determined by the Board of Examiners.

Ed282   Discontinuation

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies, if they have:
(a)   failed to satisfy the examiners upon the re-assessment of a module; or
(b)   exceeded the maximum period of registration specified in Regulation Ed278.

Ed283   Award of certificate

(a)   To be eligible for the award of the Postgraduate Certificate in Advanced Educational Studies, candidates shall
   (i)   comply with the General Regulations; and
   (ii)   complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
(b)   Candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded on the transcript of candidates. A list of candidates who have successfully completed all the curriculum requirements shall be posted on Faculty notice boards.

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

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

1. Career education and counselling
2. Chinese language and literature
3. Civic education
4. Curriculum studies
5. Higher education
6. IB in Chinese language teaching
7. Language across the curriculum
8. Science education

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

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

SPECIALIST MODULES

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1. CAREER EDUCATION AND COUNSELLING

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

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

MEDD6248   Theories and practices in counselling and group guidance

This module 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 teachers and guidance personnel who would like to apply counselling skills in their coaching teaching and guidance activities.
Assessment: 100% coursework.

MEDD7038   Counselling, career education and talent development in schools

This module compares the theories and practices of counselling, career education and talent development programs in schools in Hong Kong and other parts of the world. Topics will include life career perspective; comprehensive school guidance and the counselling program; identification of students for talent development programmes; assessment of life career and talent development; individual development planning; 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 counselling 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.
Assessment: 100% coursework.

2.   CHINESE LANGUAGE AND LITERATURE

This specialism of Chinese language and literature aims to provide students with subject knowledge and to demonstrate the creative pedagogy of teaching reading and writing. The complex themes, style, and language art of literary works and non-literary texts are explored from wide perspectives and by innovative teaching methods. On this basis, students will obtain both content knowledge of literature and practical strategies for teaching reading and writing. Their understanding of literary works, their language proficiency, and their teaching capacity will therefore be enhanced. Reading selections include modern Chinese literary pieces and various kinds of non-literary texts.

Candidates are required to complete the following three specialist modules.

MEDD6689   Chinese Fiction and Creative Writing

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.

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.

MEDD8101   Modern Chinese language and text appreciation

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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3.   CIVIC EDUCATION

This specialism focuses on civic education development from many different perspectives—practical and theoretical. First, civic education in the traditional sense of curriculum will be investigated in Hong Kong and globally, in an exploration of school-based learning of moral, civic, and national and/or patriotic education in Hong Kong and other societies. The comparative framework enables students to critically investigate the aims and means of civic education in schools while understanding the impact of global reform on civic education initiatives. As such the topic will be of benefit to local professionals as well as international students. Additionally, the PCAES considers how social context makes a difference in developing of civic values and civic education, through an analysis of the experience of young people within cultures and particular societies. This exploration illustrates how what is meant by the phrase "being civil" depends on one's values and cultural context, and that a larger social context has important implications for civic education. Finally, civic education is explored in the PCAES through the lens of education for sustainable development (ESD), a framework for understanding education as a means of making the world a better place, as education must be integrated into a society and culture to have a positive impact. Through this PCAES students will be well versed on civic education, including the formal curriculum, its interaction with a society and culture more abstractly, and as a means to improve and transform society, through the framework of ESD. This PCAES can additionally serve as a path toward an MEd specialism in Youth Studies, Comparative and Global Studies in Education, or the Generalist Educational Strand, as students may also want to pursue additional, related courses specialism courses or elective courses in the areas of educational access, multicultural education, sociology of education, and more.

Candidates are required to complete the following three specialist modules.

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.

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.

4.   CURRICULUM STUDIES

This specialism aims to help professionals understand the curriculum field with particular reference to the implications for current curriculum in Hong Kong.   Specifically, students will explore concepts and theories in the areas of learning and assessment, curriculum conceptions and design, curriculum policy and practice, and curriculum change and evaluation.

Candidates are required to complete three of the following specialist modules.

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 rhrough 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.

5.   HIGHER EDUCATION

This 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 PCAES.

Candidates are required to complete three of the following specialist modules.

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 globalisation. Students will be asked to reflect on the 'specialness' of higher education in the contemporary world where the divide between post-secondary sectors in being eroded and community colleges and universities are merging in some national contexts (eg 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 (eg 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 relevance, 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.

6. IB IN CHINESE LANGUAGE TEACHING

This specialism is a bridging program for MEd TCSL graduates in the academic years of 2009-2010 and 2010-2011 prior to the recognition the program as course provider of IB Teaching Certificate in International Education. This bridging program is an add-on program to help the graduates get intensive IB training so as to be qualified for the IB Teaching Certificate. It aims at providing IB-focused training on curriculum, pedagogical and assessment issues related to teaching Chinese as a second language in IB schools, developing the candidates' abilities to integrate IB philosophy in Chinese language teaching and enhancing their understanding of IB philosophy in action through conducting research projects.

Candidates are required to complete the following three specialist modules.

MEDD7104   Integrating IB philosophy in Chinese language teaching

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

MEDD8161   IB Chinese language teaching, curriculum design and assessment

This module explores the core curriculum, pedagogical and assessment issues related to teaching Chinese in IB programs. It introduces concept-based curriculum and engages students in designing IB Language A and Language B school-based curriculum. It leads students to discuss the constructivism-oriented pedagogical approaches that are compatible with IB philosophical underpinnings such as inquiry-based learning and project-based learning, and familiarizes students with the IB suggested teaching approaches. It also helps students grasp key IB assessment concepts such as criterion-referenced assessment and assessment for learning, and familiarizes students with assessment practices in IB Language groups.
Assessment: 100% coursework.

MEDD8998   Project: Research in IB-related issue

This module is a research oriented module where the students will conduct a research project focusing on IB-related issues. Students will design a rigorous research study and collect data to answer IB-related research questions.
Assessment: 100% coursework.

7. 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.

Candidates are required to complete three of the following specialist modules.

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.

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.

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.

8.   SCIENCE EDUCATION

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

Candidates are required to complete three of the following specialist modules; or two of the specialist modules plus a Project.

MEDD6466   Science curriculum and assessment

This module touches upon the history of the science curriculum, 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 also 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 the classroom and public examinations, as well as in the context of international comparative studies such as the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA).
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   Trends and issues 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.

MEDD8998   Project

The project consists of independent study and a negotiated assignment, normally between 4,000 and 5,000 words in length, on an approved topic which builds on the candidate's prior studies in education.
Assessment: 100% coursework.

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.

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.

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.

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.

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.

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.

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.

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.

MEDD7001   Psychology and education of the gifted and talented

This 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, social development and moral leadership. Selected case studies and critical issues in implementing gifted programmes will be examined.
Assessment: 100% coursework.

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 situations, 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 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.

MEDD7018   Improving student learning through variation

One of the most important goals of education is to change the way of seeing of the learner, and phenomenographic studies indicate that the qualitative differences in the ways of seeing something very much arise from the ways how that something has been experienced, and especially in terms of what aspects of variation of the thing have been available in the experience. The module will explore the philosophical underpinnings of the variation theory of learning, and how variation can be used as a conceptual tool in empirical studies that investigate the quality of instruction, space of learning enlivened in the classroom and the effects on the quality of learning and understanding. Reference will also be drawn to methods and findings in relevant learning studies carried out in the Faculty in different subject areas including science, mathematics, humanities and language. Besides lectures, there will be workshops for the analysis of variations in authentic lessons, as well as creating learning designs for the opening of the space of thinking and learning on specific curriculum topics.
Assessment: 100% coursework.

MEDD7029   Managing disruptive behavior in school

This module is a comprehensive guide to the management of discipline in schools. The goal of this program is to provide participants with knowledge and skills to become leaders of the field and to provide guidance to help participants develop their personal systems of behavior management. Different behavior management models will be described and assessed. Reflective case-based approach is used to analyze and evaluate the three Behavior Management Levels (i.e. individual, classroom and schoolwide).
Assessment: 100% coursework.

MEDD7036   Technology and teaching Chinese as a second language

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

MEDD7038　　Counselling, career education and talent development in schools

This module compares the theories and practices of counselling, career education and talent development programs in schools in Hong Kong and other parts of the world.　Topics will include life career perspective; comprehensive school guidance and the counselling program; identification of students for talent development programmes;　assessment of life career and talent development; individual development planning;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　counselling 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.
Assessment: 100% coursework.

MEDD7042　　Reading theory and its application to Chinese language education

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

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

MEDD7071　　Educational decision-making – Theory and practice

The objective of this module is to introduce key concepts and theories concerning decision-making and policy-making at individual, organizational and system levels, mainly in the context of education. The process of decision and policy making is closely examined through various perspectives including rational, organizational, political, ethical and cultural. Emphasis will also be placed on the application of the concepts and theories to important educational decisions and policies. In order to broaden the perspective of students, senior administrators and officials will be invited from education, business and public sectors to share their experiences on decision and policy making in the class.
Assessment: 100% coursework.

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.

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.

MEDD7099   Life education policy and curriculum

In changing society, adolescents are increasingly puzzled by the meaning of life.   The early 21th century witnesses four major rising trends among adolescents: bullying and violence, drug abuse, self-harm, and suicide.   This module examines theories, approaches and issues of life education for adolescents.   With particular reference to Hong Kong, it aims to help participants (a) review life education policy and curriculum; (b) examine phenomena and theories of physical and cyber bullying, self-harm, drug abuse, and teen suicide; (c) equip their students with knowledge, skills and attitudes to confront these four problems; (d) develop measures to create a safe and caring learning place for adolescents; and (e) promote life education programs to help adolescents foster positive and healthy perspectives and good habits to cope with life.   Real school cases in Hong Kong would be discussed in class
Assessment: 100% coursework.

MEDD7101   Achieving professional development to becoming a 21st 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 Elective addresses how Hong Kong teachers 'think' about their professional roles and identifies their conceptions of teaching and learning in their subject and school context. The Elective 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 Elective is that the participating teachers 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.

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.

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.

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

This module aims to promote understanding of the nature and forms of languages of Mathematics, Science and Liberal Studies, as well as the awareness of the issues pertaining to the role of academic languages in the three disciplines. This module will be useful for teaching students who use English as a second language, that is, the English Language Learners. It is designed for teachers teaching the three subjects and those who wish to enhance their understanding of language issues and policies. This module will begin with a highlight of the importance of languages in teaching and learning the three subjects. Issues such as the nature and forms of languages will be explored. The module will introduce some strategies that enhance students' reading, writing and verbal communication in teaching Mathematics, Science and Liberal Studies. Challenges of learning and teaching the three disciplines with a second language will be addressed. Examples will be drawn from the primary to secondary school levels. The local policy of Medium of Instruction will be scrutinized in the light of experiences from different parts of the world.
Assessment: 100% coursework.

MEDD7117   Drama appreciation and teaching

The module provides students with the opportunity to appreciate 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.

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.

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.

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.

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.

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.

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.

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.

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.

Other 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.

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.

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 Chinese specialisms students only, and the priority will be given to MEd TCSL students. The medium of instruction of this module is Mandarin Chinese (Putonghua)
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.

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.