

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.

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.

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. Designing Powerful Learning Environments
5. Early Childhood Education
6. Educational Administration and Management
7. English Language Education
8. English Language Studies
9. Higher Education
10. Inclusive and Special Education
11. Language Across the Curriculum
12. Mathematics Education
13. Psychological Studies in Education
14. Teaching and Learning Chinese Language
15. Teaching Chinese as a Second Language
16. Teaching Chinese to Non-Chinese Speaking Students
17. Teaching of Mathematics in an International Context
18. 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.

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).

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.

MEDD6751 Educational studies (1 module)

This module introduces students to three overlapping domains of inquiry. The first domain of inquiry investigates, from a comparative perspective, the major features and current issues in Hong Kong's educational system. The second domain of inquiry examines the ways in which education reinforces, reproduces, or challenges educational inequality by exploring a number of key themes; type and organization of schooling, medium of instruction, shadow education, special educational needs and inclusive education, student background (gender, social and economic status, ethnicity). The third domain consists of the analysis, clarification, and reimagining of the central concepts and assumptions upon which our understanding of education is based drawing on the sociology of education. This module aims to develop students' knowledge within each domain of inquiry, as well as their ability to use this knowledge as a tool for the analysis of significant educational problems in Hong Kong and the international community.

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.

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.

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.

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.

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.

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 provides advanced knowledge of classical Chinese language, which includes etymology, lexis, phonology, and grammar. It is designed to enhance the students' ability to read classical Chinese and to analyze literary works. 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.

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 aspects 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、實施與評鑑]

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.

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.

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.

MEDD6099 Education for sustainable development

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.

4. DESIGNING POWERFUL LEARNING ENVIRONMENTS

The goal of this specialism is intended to provide a strong foundation in the “Sciences of Learning” (SoL) for teachers and other educational professionals. 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, this is addressed by the fourth core module. The specialism will continue to be affiliated with the Network of Academic Programs in the Learning Sciences (NAPLES), which is convened by the International Society of the Learning Sciences (ISLS). It is one of very few programs in NAPLES that focuses on translating findings from the learning sciences into practice. The specialism will be in its third offering. The first cohort was very successful and the second started a few weeks ago with 11 local teachers and 11 international professionals from China, Singapore, Japan, and Taiwan.

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.

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 using a combination of lectures and student-run workshops. The module has 3 overarching aims: (1) Digging into research a sciences of learning focus in the student's own teaching subject; (2) Turning this research into practice; and (3) self-assessing and reflecting on learning relevant to one's own teaching.

Assessment: 100% coursework.

MEDD6203 Learning and teaching with technology

The module aims to provide students with foundation to their understanding of information technology in education through (1) Exploration of current and emerging technologies and their integration in teaching and learning: learning with and learning from technology, curricular, cross-curricular and extra-curricular integration of technology, teachers' uses of technology tools, students' uses of technology tools, learning management platforms, Web 2 and other emerging tools and paradigms, technology across an educational institution and evaluation of technology implementation; (2) Engagement in practical activities of using technology: engagement in on-line learning activities, presentation of ideas in variety of digital media formats, using modern technology tools and platforms to support teaching and learning, and development of an e-portfolio.

Assessment: 100% coursework.

MEDD7108 Fostering 21st 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.

5. 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

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 (1) social competence, self-esteem and self-control in the preschool environment; (2) cognitive development; (3) the acquisition of pre-reading, writing and mathematical skills; and (4) 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 (1) curriculum design, planning, implementation and evaluation; and (2) 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, manage and evaluate early childhood programmes. Specific topics include: the development and review of programmes; financial management; staff development and appraisal; the development of effective communication strategies for working with other adults; leadership and advocacy for children. Case studies based on Chinese contexts 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.

6. 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 education in order to explore what it really means to build an effective school of tomorrow, and what types of leadership would be most adequate for this enormous task. The module has integrated a comparative perspective, and looks into case-studies and findings from Asia Pacific, Australia, Europe and North America. The participants will explore the latest themes in leadership theories and will examine differentials in cultures, values,

intelligences, and styles. The module will focus on approaches to school leadership that promote high quality learning environment and student learning achievement. However, the module will draw on examples from both educational and non-educational settings to relate theories to practice. There will be an opportunity for students to share their own experiences by contributing to group discussions and presentations.

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.

7. 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, 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 regional and 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 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.

8. ENGLISH LANGUAGE STUDIES

The specialism aims to provide English language teachers with approved 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 system, 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 and written 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 focuses on drawing upon textlinguistic and genre-based approaches to look into the teaching and learning of written discourse in English language education. Topics to be covered include: cohesion, text structure awareness, analysis and teaching of various text types and critical reading of written texts. Through 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 English reading and writing in schools.

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

This module focuses on the knowledge and skills involved in the teaching and learning of ESL reading. Topics to be covered include reading as skills and strategies, top-down versus bottom-up processing, links between first and second language literacy skills, issues in vocabulary learning, and innovative teaching practices (e.g., strategy-oriented mini-lessons, and using interactive read-alouds). 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; (2) A critical understanding of existing practices teaching ESL reading and knowledge of innovative practices. An interest in developing a possible topic for further investigation.

Assessment: 100% coursework.

9. 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 most current ideas spearheaded by the processes of globalization, internationalization, cross-cultural interactivity, problem-based learning, quality assurance, access and equity, and others. 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 played by world-class universities in stimulating reforms in higher education systems across various jurisdictions.

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.

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.

MEDD6347 Comparative higher education policy studies

This module examines key themes and issues in comparative higher education policy studies including (1) system analysis; (2) access and equity, (3) quality assurance and accountability, (4) privatization and financing, (5) teaching, learning and student experience; (6) knowledge development, critical inquiry and innovation; (7) ITC and distance learning; (8) autonomy, governance and management. Students will have opportunity to develop policy analysis skills by examining trends and problems in these areas in various jurisdictions: e.g., Canada, China, EU, the former Soviet Union republics, UK and USA. MayThe students will be learning by doing comparative research that engages a multi-stakeholder analysis of at least two systems, two universities, and life-stories of academics and students from those jurisdictions and institutions.

Assessment: 100% coursework.

MEDD6348 Higher education leadership

This module traces the recent development of leadership theory in higher education in order to explore what it really means to create and lead an effective academic team, research center, academic department, college, or university. The module examines the types of leadership that have been practiced in various academic institutions. The module pays a particular attention to the role of leadership in changing academic profession. The module has integrated a comparative perspective, and looks into case-studies and findings from universities in China, Australia, Europe and North America. The participants will explore differentials in cultures, values, intelligences, and styles of leadership across those contexts. The module will help students with various leadership experiences understand how a knowledge-driven institution engages various levels of responsibility and creates opportunities for shared visions, missions, and outcomes. This module draws on examples from both educational and non-educational settings to relate theories to practice in higher education, and indicate how leadership in higher education differs from those at other levels of education (e.g., early childhood, primary or secondary). Students will develop their own leadership profiles and will have an opportunity to share their own experiences by contributing to group discussions and presentations.

Assessment: 100% coursework.

Assessment: 100% coursework.

10. INCLUSIVE AND SPECIAL EDUCATION

The MEd (Inclusive and Special Education) is a graduate professional course designed for administrators, teachers, and other education professionals who would like to expand their knowledge on theories and practices of inclusive and special education, and to contribute towards productive change in the field through collaborative efforts. The specialism aims to foster the development of a reflective practitioner and curriculum leader who integrates new insights in theory, practice and leadership in inclusive and special education for learners' whole person development; and to develop participants' ability to seek for creative solutions to various critical issues in inclusive and special education in Asian cultural contexts. This specialism is based on the 'systems approach' as a conceptual framework. Awareness of the overall framework and contextual factors affecting the education outcomes are emphasized. This course addresses participants' development of key competencies necessary for implementing education programmes in educational settings that comprehensively cater for learners with diverse needs. Attention will be given to current research and

evidence-based practice in all areas of inclusive and special education, designing and implementing a curriculum that cater for diverse learning needs, and the development of school policy and support related to catering for diverse learning needs in schools or similar settings. The participants in this specialism will be encouraged to reflect on their own and others' practices and strategies in inclusive and special education. The specialism places emphasis on the delivery of quality education for learners in inclusive and special education settings. It covers: national and international developments of inclusive and special education, approaches to curriculum development for learners with diverse needs, current research and evidence-based practice for learners with diverse needs, in particular, students with Specific Learning Difficulties, Autism Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, Emotional Behaviour Disorder, and supporting students through promoting collaborative efforts among various stakeholders in the education ecology.

MEDD6651 Inclusive and special education: Theories and practice

This module examines contemporary trends and issues regarding program and service delivery models for educating and supporting students who have diverse abilities in the inclusive and special education environments, particularly in the Hong Kong context in terms of legal mandates and policies, whole school approaches and arrangements, community resources, staff development, indicators for evaluation, and related action research of both theoretical and practical nature. Emphasis will be given to comparative studies with data reflecting promising practices and accomplishments in the Asia-Pacific as well as other international regions.
Assessment: 100% coursework.

MEDD6653 Curriculum design and adaptations for learners with diverse needs

This module is designed to assist participants in curriculum design and development. Participants will have the opportunity to select curriculum design paradigms from special and general education, to study the theoretical framework of the paradigms, and to evaluate their effectiveness in practice through reading evaluative research. Participants will also learn the theories and skills of curriculum development and apply them to actual curriculum or course planning. These concepts and skills of curriculum development include establishing the rationale for the curriculum, making decisions about learning goals, setting up the organization and sequence, determining the instruction, and planning for evaluation. Participants will also have the opportunity to examine an existing curriculum in terms of meeting an intended purpose/focus, and subsequently plan and develop a new/revised curriculum that better cater for diverse learning needs.
Assessment: 100% coursework.

MEDD6655 Supporting students with cognition and learning needs (special learning difficulties)

This module aims to help teachers/educators develop the critical awareness of the theoretical underpinning of research on specific learning difficulties, as well as the ability to explore and critically evaluate the current models of intervention. The module will also cover the ways in which teachers/educators can identify, understand and respond to the cognition and learning needs of those students, and examine the classroom, school and teacher related factors that promote the learning of students with specific learning difficulties.
Assessment: 100% coursework.

MEDD6656 Teaching students with behavioural, emotional and social development needs (ASD, ADHD, EBD)

This module explores and critically evaluates effective intervention practices with students with an Autism Spectrum Disorder (including Visual Strategies, ABA, TEACCH, PECS, Social Stories, ToM, Social Thinking, Ziggurat Model, Sensory Integration) in relation to the characteristics and learning needs of these unique individuals. The module also focuses on the strategies and curriculum

accommodation that support students with Attention Deficit/ Hyperactivity Disorders (AD/HD) and Emotional, Behavioral Disorders (EBD). Specific attention will be given to the theoretical underpinnings and scientific evidence in support of various intervention approaches that cover physical, cognitive, emotional and social aspects. This module will have heavy emphasis on applying knowledge to classroom practice to identify the best combination of approaches and build students' positive learning behaviour. Participants, upon completion of the module, will be expected to be able to lead colleagues in this area.

Assessment: 100% coursework.

11. 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 text types specific to the disciplines of science and mathematics. The grammatical and lexical features specific to these academic text types are systematically analysed. The ultimate aim is equip teachers and educators with the knowledge and skills to identify and describe different kinds of language demands of the academic texts and tasks in the disciplines of sciences and mathematics and to develop and design language support to assist their students to learn 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 teachers to the different kinds of academic text types specific to the social sciences and humanities. The grammatical and lexical features specific to these academic text types are systematically analysed. The ultimate aim is equip teachers and educators with the knowledge and skills to identify and describe different kinds of language demands of the academic tasks in social sciences and humanities, and to develop and design language support to assist their students to learn 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.

Pre-requisite: Completed MEDD6316 or MEDD6317

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 different contexts in which these different approaches have developed will also be discussed with a view to adapting them to different new pedagogical contexts.
Assessment: 100% coursework.

12. MATHEMATICS EDUCATION

This course is designed for teachers and other educators directly involved with mathematics education. It aims to provide a comprehensive overview that will cover relevant research and contributions to the discipline from a variety of perspectives, namely the social and cultural context, teaching and learning, the curriculum, philosophy, and the impact of technology.

MEDD6387 Research into teaching and learning of mathematics

This module gives an overview of theories and research on the teaching and learning of mathematics. Research in the teaching and learning of some major areas in mathematics such as algebra is reviewed. In addition, examples of investigation of mathematics teacher's pedagogical content knowledge, teacher conception, assessment related to the teaching and learning of mathematics, classroom research, small-scale and large-scale studies will be discussed. The course and assessment are designed in such a way for an introduction to a virtual experience of research culture for mathematics teachers and professionals. It is hoped that in the course the students will read, talk about, reflect upon how research may have an implication in their profession. They are expected to make presentations, plan their own research, and develop an awareness of how a research culture can be an enhancement of their life-long professional development. At the end of the course, students should be able to (1) Be aware of the issues and topics related to research in the teaching and learning of mathematics; (2) Carry out literature review for specific issues of interest, reflect and discuss in relation to the local context and their workplace; (3) Write a research proposal for school-based development for the mathematics teaching and learning.

Assessment: 100% coursework.

MEDD6388 Curriculum research and development in mathematics

This module discusses issues that revolve around the mathematics curriculum and its development in schools. Without limiting the discussion to Hong Kong, a deeper understanding of the issues and concepts concerned with curriculum research and development is expected to be emerging from a better knowledge about the mathematics curricula in various other countries. Important issues to be discussed include: the ongoing development of curriculum in mathematics; current mathematics curriculum projects overseas; the history of the mathematics curriculum; forces that shape the mathematics curriculum in Hong Kong; the relevance of school mathematics; mathematics across the curriculum; assessment in mathematics; school mathematics that caters for individual differences; and diversification and standardization of the mathematics curriculum.

Assessment: 100% coursework.

MEDD6389 The philosophical, social and cultural aspects of mathematics education

This module focuses on the features that characterize mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers' and students' beliefs and attitudes, and on students' achievement will also be discussed. In addition, this module investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; social inequalities including gender issues; and the relationship between language and mathematics. The objectives of the module are to enable students to (1) reflect critically

on the features that characterize mathematics as a distinctive discipline, and be aware of the conflicting views on the nature of mathematical knowledge; (2) explore the relationship between the nature of mathematics and the nature of mathematics teaching and learning; (3) explore the social and cultural factors that affect the teaching and learning of mathematics; (4) reflect upon the aims of mathematics education and how mathematics instruction should be conducted; and (5) reflect critically on how teachers' views of mathematics and mathematics education affect their own practice. Assessment: 100% coursework.

MEDD6390 Innovation and development of instructional design in mathematics

This module focuses on research and development of educational design in mathematics. By analysing cases of pedagogical practice and innovation, students will understand and reflect on principles and theoretical frameworks guiding the process of developing mathematics pedagogy. There will be study of task design, involving different tools and representations, situated in various contexts of mathematics learning, from the perspectives of teachers, designers and researchers. Special attention will be given to the role of digital technology in shaping the goals and means of developing mathematics instructions and building learning environments. Assessment: 100% coursework.

13. PSYCHOLOGICAL STUDIES IN EDUCATION

This specialism is designed to familiarize teachers/ educators with the basic concepts and principles of developmental, educational, and social psychology and their application in educational contexts. Strong emphasis will be placed on topics and issues in contemporary research and relevant to the Hong Kong school and tertiary sectors. Topics covered include (1) learner characteristics (cognitive development, language development, psychosocial development, interpersonal development, other factors influencing student development such as individual differences in learning approaches, motivation, learning styles); (2) teacher characteristics (conceptions of teaching and learning, teaching styles, teaching approaches); and (3) the process, context, and culture of learning (theories of learning, curriculum, pedagogy, learning how to learn, designing effective learning, classroom talk, assessment, computer-supported collaborative learning, the Chinese Learner).

MEDD6441 Developmental psychology for educators

This module will familiarize educators with the major theories, concepts and research findings of developmental psychology as well as some of the skills and techniques of gathering information on children and adolescents. The application of developmental research to educational practice and policy will also be considered. By the end of this course, students should gain an understanding of (i) major developmental theories; (ii) the sequence of child and adolescent development and the processes that underlie them; (iii) the interdependence of all aspects of development, i.e., physical, cognitive, emotional and social; and (iv) the impact of context and culture on development. Assessment: 100% coursework.

MEDD6442 Cognition, learning and instruction

This module will be based on theories in Educational Psychology and Learning Sciences focusing on the interfaces of cognition, design and context to examine how students learn. The module will start with an overall framework introducing contemporary theories of learning and models of classroom instruction. The first component introduces research in student cognition and learning including conceptions and approaches to learning, epistemological beliefs, self-regulated learning and motivation. The second component addresses the question of design and examines how learning for 21st century education can be organized. Theories, principles and practice related to higher order thinking, assessment for learning, and technology-supported learning will be introduced. This module

also examines the influences of psychological factors and socio-cultural context and research on the Chinese Learner will be discussed. Throughout the module, students will be provided with learning experiences that mirror the theories discussed in the module.

Assessment: 100% coursework.

MEDD6443 Student development: Theory, research and practice

Student development concerns the holistic development of a student—his/her development of psychological characteristics, physical development, career interest development, emotional development, identity development, moral development, social development, as well as intellectual development. This course 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 and abroad. Potential learners (e.g., in-service and pre-service teachers, counselors, and senior managers) should be interested in this course 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 deeper understanding of themselves.

Assessment: 100% coursework.

MEDD6444 Effective talk in the classroom

Effective talk in the classroom is fundamental to student learning. In this module, students will learn: (1) The state-of-the-art theories of effective talk. Students will learn from a growing body of research how effective classroom talk, particularly discussion participants' elaboration of their own ideas and thinking with each other, is related to their engagement and achievement. (2) The application of effective talk. Students will learn how to construct talk situations that promote learning and how to use a list of proven effective talk moves to position the participants as active learners. (3) Analysis and reflection of classroom talk. Students will learn how to analyze and reflect on classroom conversations in a rigorous way. Samples of classroom conversation transcripts and video/audio clips will be annotated using well-selected tools. Upon completion of this module, students are expected to develop knowledge and skills in facilitating effective talk in the classroom and to increase the awareness of continuing professional development in discussion-based teaching.

Assessment: 100% coursework.

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 discourse linguistics in learning

Chinese in Asian contexts. Topics include phonetics and phonology, lexis, and grammar, 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 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, cohesion and coherence 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 of 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 2nd language teaching approaches. Furthermore, we will compare the difference in nature and in classroom strategies between teaching Chinese as a 1st language and as a 2nd language. We will brainstorm how we can adapt different 2nd 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 21st 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.

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 classrooms [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.

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 language 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's 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 various theories and approaches, such as backward design, concept of differentiation, integrated curriculum.

Assessment: 100% coursework.

17. TEACHING OF MATHEMATICS IN AN INTERNATIONAL CONTEXT

This course is designed for researchers, educators and pre-service or in-service Mathematics teachers in primary or secondary schools, especially those from direct subsidy scheme schools, mainstream schools and international schools, who want to excel themselves to research and teach Mathematics in local as well as various global contexts. The programme caters for practitioners in the teaching of the mathematics curriculum in Hong Kong, making reference to the teaching of other curriculum, such as International Baccalaureate (IB), GCSE etc.

Specialist Modules

MEDD6381 Integrating IB philosophy into the teaching of Chinese language, mathematics and science

This module includes an in-depth exploration into how to integrate IB DP philosophy in curriculum design, teaching and learning, assessment and research. Students will be guided on designing and refining Chinese language/ Mathematics/Science curriculum that reflects the overall IB DP philosophy and learner profile and at the same time aligns with the Chinese language / Mathematics / Science 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 TOK, CAS and Extended Essay and Chinese language/ Mathematics / Science education. Furthermore, the module will also enhance students' understanding on how to reflect IB philosophy, cross-disciplinary application 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.

MEDD6382 Research and/or mathematics teaching practice in classrooms

In order to integrate knowledge with real school experience, this module provides opportunity for students with experience in application of IB Philosophy and mathematics teaching in classrooms aside from getting to understand the theories on mathematics teaching and learning. The aim is to familiarize students with day-to-day teaching practice at international minded 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 mathematics 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.

MEDD6387 Research into the teaching and learning of mathematics

This module gives an overview of theories and research on the teaching and learning of mathematics. Research in the teaching and learning of some major areas in mathematics such as algebra is reviewed. In addition, examples of investigation of mathematics teacher's pedagogical content knowledge, teacher conception, assessment related to the teaching and learning of mathematics, classroom research, small-scale and large-scale studies will be discussed. The course and assessment are designed in such a way for an introduction to a virtual experience of research culture for mathematics teachers and professionals. It is hoped that in the course the students will read, talk about, reflect upon how research may have an implication in their profession. They are expected to make presentations, plan their own research, and develop an awareness of how a research culture can be an enhancement of their life-long professional development.

Assessment: 100% coursework.

MEDD6389 The philosophical, social and cultural aspects of mathematics education

This module focuses on the features that characterize mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers' and students' beliefs and attitudes, and on students' achievement will also be discussed. In addition, this module investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; social inequalities including gender issues; and the relationship between language and mathematics.

Assessment: 100% coursework.

Specialist Elective Modules

MEDD6388 Curriculum research and development in mathematics

This module discusses issues that revolve around the mathematics curriculum and its development in schools. Without limiting the discussion to Hong Kong, a deeper understanding of the issues and concepts concerned with curriculum research and development is expected to be emerging from a

better knowledge about the mathematics curricula in various other countries. Important issues to be discussed include: the ongoing development of curriculum in mathematics; current mathematics curriculum projects overseas; the history of the mathematics curriculum; forces that shape the mathematics curriculum in Hong Kong; the relevance of school mathematics; mathematics across the curriculum; assessment in mathematics; school mathematics that caters for individual differences; and diversification and standardization of the mathematics curriculum.

Assessment: 100% coursework.

MEDD6390 Innovation and development of instructional design in mathematics

This module focuses on research and development of educational design in mathematics. By analysing cases of pedagogical practice and innovation, students will understand and reflect on principles and theoretical frameworks guiding the process of developing mathematics pedagogy. There will be study of task design, involving different tools and representations, situated in various contexts of mathematics learning, from the perspectives of teachers, designers and researchers. Special attention will be given to the role of digital technology in shaping the goals and means of developing mathematics instructions and building learning environments.

Assessment: 100% coursework.

18. 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, life education policy and curriculum, and the issue of education from an interdisciplinary and global perspective in theories and application. The first module looks at how the implementation of media literacy education can help students adapt to this new digital world of global village. The second module examines different theories, approaches and issues of life education for adolescents and youths. The third module looks at other factors in society, culture, and youth development to develop students' talents, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society. The fourth module explores the very important issue of youth and education. The study of the four modules do not just discuss issues affecting youths; more important, this specialism examines what could be done to empower them to go through life in the age of turbulence.

MEDD7099 Life education policy and curriculum

In changing society, adolescents and young people are increasingly puzzled by the meaning of life. The early 21st century witnesses four major rising trends among adolescents and young people: bullying and violence, drug abuse, self-harm, and suicide. Society and schools are urged to help adolescents and young people to cope with these life problems. The module examines different theories, approaches and issues of life education for adolescents and youths. With particular reference to Hong Kong, it aims to further 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 youths; and (e) promote life education programs to help them 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.

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. Research showed that young people under the age of 25 are the most active group for media usage. To empower youth with the understanding of media and its influences, the promotion of media literacy education in schools has become a worldwide movement in the past few decades. 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 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.

MEDD8664 Youth and education

Education has been identified as a significant factor to the development of the lives of young people. A good education system will lead to equitable economic growth and sustainable development. Globally, different countries have different education systems to develop their young people to enter into society as literates and skilled labour. This module will explore issues surrounding access and equity in education from a global perspective and the many factors domestic (political, economic, social, and cultural) and their impact on the youth experience of education. Furthermore, different issues related to moral and civic education, compulsory education, vocational education, and tertiary education will be studied in depth.

Assessment: 100% coursework.

MEDD8665 Society, culture and youth 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 the 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 youth 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.

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:

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.

MEDD6098 Critical issues in educational reform

This module will enable students to employ theoretical perspectives and empirical research findings to 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.

MEDD6099 Education for sustainable development

This module examines education for sustainable development (ESD) from a comparative perspective. First, the course 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 course 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.

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 text types specific to the disciplines of science and mathematics. The grammatical and lexical features specific to these academic text types are systematically analysed. The ultimate aim is to equip teachers and educators with the knowledge and skills to identify and describe the different kinds of language demands of the academic texts and tasks in the disciplines of sciences and mathematics and to develop and design language support to assist their students to learn 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 teachers to the different kinds of academic text types specific to the social sciences and humanities. The grammatical and lexical features specific to these academic text types are systematically analysed. The ultimate aim is equip teachers and educators with the knowledge and skills to identify and describe the different kinds of language demands of the academic tasks in the social sciences and humanities, and to develop and design language support to assist their students to learn 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.

Pre-requisite: Completed MEDD6316 or MEDD6317

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 different contexts in which these different approaches have developed will also be discussed with a view to adapting them to different new pedagogical contexts.

Assessment: 100% coursework.

MEDD6444 Effective talk in the classroom

Effective talk in the classroom is fundamental to student learning. In this module, students will learn: (1) The state-of-the-art theories of effective talk. Students will learn from a growing body of research how effective classroom talk, particularly discussion participants' elaboration of their own ideas and thinking with each other, is related to their engagement and achievement. (2) The application of effective talk. Students will learn how to construct talk situations that promote learning and how to use a list of proven effective talk moves to position the participants as active learners. (3) Analysis and reflection of classroom talk. Students will learn how to analyze and reflect on classroom conversations in a rigorous way. Samples of classroom conversation transcripts and video/audio clips will be annotated using well-selected tools. Upon completion of this module, students are expected to develop knowledge and skills in facilitating effective talk in the classroom and to increase the awareness of continuing professional development in discussion-based teaching.

Assessment: 100% coursework.

MEDD6651 Inclusive and special education: Theories and practice

This module examines contemporary trends and issues regarding program and service delivery models for educating and supporting students who have diverse abilities in the inclusive and special education environments, particularly in the Hong Kong context in terms of legal mandates and policies, whole school approaches and arrangements, community resources, staff development, indicators for evaluation, and related action research of both theoretical and practical nature. Emphasis will be given to comparative studies with data reflecting promising practices and accomplishments in the Asia-Pacific as well as other international regions.

Assessment: 100% coursework.

MEDD6653 Curriculum design and adaptations for learners with diverse needs

This module is designed to assist participants in curriculum design and development. Participants will have the opportunity to select curriculum design paradigms from special and general education, to study the theoretical framework of the paradigms, and to evaluate their effectiveness in practice

through reading evaluative research. Participants will also learn the theories and skills of curriculum development and apply them to actual curriculum or course planning. These concepts and skills of curriculum development include establishing the rationale for the curriculum, making decisions about learning goals, setting up the organization and sequence, determining the instruction, and planning for evaluation. Participants will also have the opportunity to examine an existing curriculum in terms of meeting an intended purpose/focus, and subsequently plan and develop a new/revised curriculum that better cater for diverse learning needs.

Assessment: 100% coursework.

MEDD6655 Supporting students with cognition and learning needs (specific learning difficulties)

This module aims to help teachers/educators develop the critical awareness of the theoretical underpinning of research on specific learning difficulties, as well as the ability to explore and critically evaluate the current models of intervention. The module will also cover the ways in which teachers/educators can identify, understand and respond to the cognition and learning needs of those students, and examine the classroom, school and teacher related factors that promote the learning of students with specific learning difficulties.

Assessment: 100% coursework.

MEDD6751 Educational studies

This module introduces students to three overlapping domains of inquiry. The first domain of inquiry investigates, from a comparative perspective, the major features and current issues in Hong Kong's educational system. The second domain of inquiry examines the ways in which education reinforces, reproduces, or challenges educational inequality by exploring a number of key themes; type and organization of schooling, medium of instruction, shadow education, special educational needs and inclusive education, student background (gender, social and economic status, ethnicity). The third domain consists of the analysis, clarification, and reimagining of the central concepts and assumptions upon which our understanding of education is based drawing on the sociology of education. This module aims to develop students' knowledge within each domain of inquiry, as well as their ability to use this knowledge as a tool for the analysis of significant educational problems in Hong Kong and the international community.

Assessment: 100% coursework.

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.

MEDD7005 Systemic functional linguistics and Chinese language education

This module provides a study of Systemic Functional Linguistics (SFL) developed by a world famous grammarian, Professor Michael Halliday, a student of Professor Wang Li (王力). Since this functional model of language which viewed 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 proved very useful in language education. This module aims to introduce the basic principles of Systemic Functional Linguistics and apply it into 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 teaching Chinese as a second language, Chinese across the curriculum, genre writing pedagogy, assessment of integrated language skills, and way to conduct text analysis 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.

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.

MEDD7029 Managing disruptive behavior in school

This module is a comprehensive guide to the management of discipline in secondary 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 school-wide).

Assessment: 100% coursework.

MEDD7031 Literature for young people in a digital age

This module provides an overview of the history of children's literature with a discussion of major authors and contributors and an emphasis on contemporary literature for children and young adults. The impact of new technologies on the publication and use of children's fiction and non-fiction are discussed. Interactive multimedia, online reading and digital libraries for children are evaluated.

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.

Pre-requisite: Students should know Cantonese and have experience in teaching Chinese Language in primary or secondary classrooms.

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.

MEDD7095 Learning objects

This module explores design and development of Digital Resources for Learning (learning objects). Learning objects are digital media designed for reuse in a variety of contexts (e.g., classroom teaching, online learning, independent study, mobile learning, and outdoor educational activities). They can be delivered with a variety of technologies (e.g., computers, electronic whiteboards, and mobile devices). Learning objects are also used as a strategy for effective management and delivery of institutional educational resources. Students in this module will explore different forms of learning

objects and examine processes of their design and use. The students will engage in practical activities of designing and trying out software tools to develop prototypes and strategies for reuse. The module addresses relevant theoretical issues including multimedia learning, learning with visual representations and cognitive processing of multimodal information.

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).

Pre-requisite: Students who register for this course must be of age 18 or over

Assessment: 100% coursework.

MEDD7099 Life education policy and curriculum

In changing society, adolescents and young people are increasingly puzzled by the meaning of life. The early 21st century witnesses four major rising trends among adolescents and young people: bullying and violence, drug abuse, self-harm, and suicide. Society and schools are urged to help adolescents and young people to cope with these life problems. The module examines different theories, approaches and issues of life education for adolescents and youths. With particular reference to Hong Kong, it aims to further help participants (1) review life education policy and curriculum; (2) examine phenomena and theories of physical and cyber bullying, self-harm, drug abuse, and teen suicide; (3) equip their students with knowledge, skills and attitudes to confront these four problems; (4) develop measures to create a safe and caring learning place for adolescents and youths; and (5) promote life education programs to help them 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 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 participating teachers will draw upon and share their own classroom and professional experiences via their own choice of critical incidents.

Pre-requisite: Participating teachers who possess mentoring experiences preferred.

Assessment: 100% coursework.

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

This module introduces the concepts and theories underlying the various practices that have been found to be effective on improving teachers' abilities to notice and interpret important events that are happening in their classrooms through watching and analyzing authentic classroom videos. Theories and concepts will be illustrated through real examples of classroom videos. Teachers who want to improve their own teaching and research students who need to carry out classroom observations for their study will find this course useful in sharpening their abilities to notice subtle, and yet important features of classroom events.

Assessment: 100% coursework.

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

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 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.

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.

Pre-requisite: 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 philosophy that 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. Throughout the course, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement.

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. The course takes an approach with which conflicts and dilemmas in the practical world are the starting point of collective inquiries. Through collection and analysis of cases of conflicts and dilemmas, key cultural, ethical and legal elements that reside in such situations can be identified, re-examined and researched. Teachers' diverse understanding and the reasons underlying such diversity will also be an important object of inquiry in the course. 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.

Through explorations dilemmas in handling such conflicts, course participants will have grasp of some fundamental ethical, legal and cultural theories and concepts as well as information bases, 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; legal 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.

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.

Pre-requisite: 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 construction of childhood, childhood across cultures, curriculum and pedagogy, parent-child relations and gender development through the lens of the media.

Assessment: 100% coursework.

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. Research showed that young people under the age of 25 are the most active group for media usage. To empower youth with the understanding of media and its influences, the The promotion of media literacy 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.

MEDD8664 Youth and education

Education has been identified as a significant factor to the development of the lives of young people. A good education system will lead to equitable economic growth and sustainable development. Globally, different countries have different education systems to develop their young people to enter into society as literates and skilled labour. This module will explore issues surrounding access and equity in education from a global perspective and the many factors domestic (political, economic, social, and cultural) and their impact on the youth experience of education. Furthermore, different issues related to moral and civic education, compulsory education, vocational education, and tertiary education will be studied in depth.

Assessment: 100% coursework.

MEDD8665 Society, culture and youth 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 the 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 youth 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.

MEDD8666 Abnormal psychology and positive psychology

The course will focus on the theory and research about abnormal psychology and positive psychology. Participants will learn about some common mental disorders in the student populations and how positive psychology can help individuals improve their mental well-being. Participants will be encouraged to explore how the current research may be applicable to their own lives and support the positive development of students. Topics will include “anxiety disorder”, “mood disorder”, “stress disorder”, “developmental disorder”, positive interventions, happiness-increasing exercises, and other efforts of self-improvement in both clinical and nondistressed populations. Other topics of relevance to the study of happiness and well-being will be examined (e.g., “optimism”, “gratitude”, “forgiveness”).

Assessment: 100% coursework.

MEDD8668 Literature in translation and drama-in-education

This module of literature education, which explores the subjects, styles, theories, and techniques of world masterpieces and children’s literature, provides a global perspective on literature. Students will therefore learn to understand and appreciate aesthetic ideas, human nature, the needs of children, and cultures of people from all over the world. Readings will include Shakespeare’s plays, classic fiction, twentieth-century short stories, children’s classic books, and contemporary adolescent novels translated into Chinese. Note that the selected adult works are on the prescribed literature in translation list of the IB curriculum. This module also utilizes the reader-response concept and fosters skills of teaching world literature by dramatic conventions and improvised theatre games, which involve students in discovering truths about life from discussing, creating, sharing, and performing literature. Students learn to practice teaching methodologies and to explore ways to heed and bring attention and sympathy to the plight and struggle of people in different cultures.

Assessment: 100% coursework.

MEDD8669 Teacher and classroom predictors of students’ academic achievement

This module examines the research to-date on key teacher and classroom predictors of students’ academic achievement. The design of the course is premised on the philosophy that first, educators should be aware of the importance of classroom compositional and within-class socio-emotional factors that may appear to be distally related to, but have been found to have a substantive impact on student achievement. The course is also designed with the belief that empowered 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 (academic and non-academic) to complement their teaching in the school. The predictors that will be discussed in the course include teachers’ expectations and relationships with students;

classroom management, behavioral problems, cohesion, and peer influences; ability grouping; and class size. Throughout the course, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement.
Assessment: 100% coursework.

MEDD8671 Learning and teaching English as a second language for young learners

This elective provides an opportunity for students to understand how young children learn English as a second language, as a communicative tool and a vehicle to learn. Students will be guided to consider cognitive approaches, sociocultural and sociolinguistic perspectives on second language learning, as well as their applications to the teaching of English as a second language in the early years. The psychology, pedagogy, policy and curriculum issues around learning and teaching ESL for young children will be discussed throughout the elective with reference to both local and international context.

Assessment: 100% coursework.

MEDD8672 Investigating individual and group differences in language learning

The module examines a range of psycholinguistic and sociolinguistic differences found among learners, considering them in the context of the second language classroom and the implication of these differences for language teaching pedagogy. In particular this course enables students to explore what theory and research tell us about the relationship between language learning and areas such as age, gender, anxiety, language aptitude, and to consider how these variables interact with the language learning process. In addition, the course provides opportunities for students to reflect on how these variables may interact with other individual differences such as language attitudes and motivation and language learning strategies. The course offers the opportunity for participants to reflect and consider learners as individuals and to discuss and develop pedagogical approaches that take into account learner commonalities and differences, situating these discussions and reflections in the wider context of general language teaching and learning theories. This is particularly significant in the context of large class sizes that perhaps push teachers towards viewing the group as a homogenous whole. The course hopes to refocus teachers on the individuals in their classes within the Hong Kong teaching context. After an overview of the field, each session considers a different aspect of individual learner differences, examining the theory and research and drawing out the practical implications for teaching practice.

Assessment: 100% coursework.

MEDD8676 Digital literacies

Digital Literacies comprise of information literacy, ICT literacy and media literacy. They are some of the core 21st century workplace skills. Students as well as knowledge workers need to equip with such skills so that they will be able to define and solve a problem or challenge at hand, and analyze suitable electronic and print information resources, manage resources efficiently and use the sources ethically. The course will also introduce the effective applications of social media for enhancing communication among different groups of an organization.

Assessment: 100% coursework.
