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

*(See also General Regulations)*

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

## Ed276 Admission requirements

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

## Ed277 Qualifying examination

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

## Ed278 Length of curriculum

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

## Ed279 Curriculum requirements

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

## Ed280 Assessment and grades

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

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

## Ed281    Re-assessment

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

## Ed282    Discontinuation

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

## Ed283    Award of certificate

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

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

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

1.  Higher education
2.  Language across the curriculum
3.  Teaching of mathematics in an international context
4.  Youth studies

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

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

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## SPECIALIST MODULES

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## 1.  HIGHER EDUCATION

This specialism will aim at developing theoretical and practical competences in the following four areas: (1) Globalization and higher education; (2) Policy analysis; (3) Organizational change; and (4) Academic roles and responsibilities. The conceptual framework in this module is built on theories and practices developed by the international inquiries in the field of higher education over the last decades and focuses on the freshest most current ideas spearheaded by the processes of globalization, internationalization, cross-cultural interactivity, problem-based learning, competitive and collaborative benchmarking 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 and standards benchmarkedplayed by world world-class universities in stimulating reforms of post-secondary education. Globalization, multiculturalism, internationalization and comparative research are cross-cutting topics in this specialismin higher education systems across various jurisdictions.

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

### MEDD6341    Globalization and higher education

The concept of globalization has been taken as a salient feature of our times. Within a context of intensified globalization, universities worldwide now encounter far greater challenges, and are subjected to an unprecedented level of external scrutiny. The change in governance ideology in the higher education sector has altered the way in which universities are managed. Higher education institutions everywhere are subject to global trends that link higher education systems globally, with

the potential for creating severe problems for higher education in smaller or poorer nations in a world divided into centers and peripheries, and leading to exacerbated dramatic inequalities among the world's universities. This module will provide critical analysis of major policy issues including the growing commercialization of higher education and the values of the marketplace, the increasingly freely traded 'knowledge products' in the international marketplace, and the erosion of the university as an intellectual institution.
Assessment: 100% coursework.

## 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.

## 2.   LANGUAGE ACROSS THE CURRICULUM

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

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

### MEDD6316   Academic literacy in science and mathematics

This module focuses on raising both content teachers and English teachers' academic language awareness. Specifically it aims to introduce 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 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 of 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. The module also aims at providing a small amount of classroom observation and LAC lesson co-teaching experience to participants who have not had any classroom experience in Hong Kong.
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.

## 3. 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.

### *Specialism Module*

### 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.

### *Specialism Elective Modules*

Candidates are required to complete two of the following modules.

### 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.

### 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.
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.

## 4.   YOUTH STUDIES

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

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

**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 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.

## GENERAL ELECTIVE MODULES

Candidates, who are required to take general elective modules, can choose from a list of general elective modules, which may not necessarily be offered every year.

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### 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.

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### 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.

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### 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.

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### MEDD6316   Academic literacy in science and mathematics

This module focuses on raising both content teachers and English teachers' academic language awareness. Specifically it aims to introduce teachers to the different kinds of academic text types specific to the disciplines of science and mathematics. The grammatical and lexical features specific tothese 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.

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**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.

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**MEDD7007    School-based teacher development in Hong Kong and China**

Teacher development has become a hot issue in schools around the world. In Hong Kong and Mainland China, teachers are required to take around 50 hours of professional development per year. Despite the similarity in such a requirement, the practices of teacher development in the two systems are very different. School-based teacher development in Hong Kong is still in its infant stage whereas schools in Mainland China have already developed an advanced system consisting of a great variety of activities including teaching research, collective preparation of lessons, mentorship, peer observation, etc..  This module compares the practices of school-based teacher development in the two systems. Their strengths and the weaknesses are to be examined and effectiveness be closely scrutinized. Special attention will be given to the implications of the practices in Mainland China for the improvement of our practices in Hong Kong. An OPTIONAL study trip to schools in either Shanghai or Guangzhou will be organized for participants to study the Mainland Chinese practices in action.
Assessment: 100% coursework.

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**MEDD7018    Improving student learning through variation**

One of the most important goals of education is to change the way of seeing of the learner, and phenomenographic studies indicate that the qualitative differences in the ways of seeing something very much arise from the ways how that something has been experienced, and especially in terms of what aspects of variation of the thing have been available in the experience. The module will explore the philosophical underpinnings of the variation theory of learning, and how variation can be used as a

conceptual tool in empirical studies that investigate the quality of instruction, space of learning enlivened in the classroom and the effects on the quality of learning and understanding. Reference will also be drawn to methods and findings in relevant learning studies carried out in the Faculty in different subject areas including science, mathematics, humanities and language. Besides lectures, there will be workshops for the analysis of variations in authentic lessons, as well as creating learning designs for the opening of the space of thinking and learning on specific curriculum topics. It is hoped that M.Ed. students who might wish to pursue their dissertation study in the area of teaching and learning can be exposed to the phenomenographic research approach introduced in this module, which may help them to frame their research study from a new perspective.
Assessment: 100% coursework.


## 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.

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## 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.

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## MEDD7098    School policy and curriculum for sex education

The module aims to help participants critically examine theories, models, practices, and issues of sex education policy and curriculum in Hong Kong and elsewhere.  It also aims to help participants develop greater ability to equip their students with knowledge, skills and attitudes in two major aspects: (a) developing positive sexual identity and attitudes toward sexuality and sex, engaging in healthy dating and relationship as well as handling breakup meaningfully, and understand the importance of abstinence and safe and responsible sex; and (b) protection from casual sex, sexually transmitted diseases, unwanted pregnancy, abortion, sexual harassment and abuse, and abnormal relationships.  The module also examines controversial issues such as pre-marital sex, cohabitation, homosexuality, psychology of taking nude photo/video, teacher-student love and professional integrity, and compensated dating and materialism.  Real school cases in Hong Kong would be discussed in class.  (Some cases may include languages and images that participants may feel uncomfortable or offended).
Pre-requisite: Students who register for this course must be of age 18 or over
Assessment: 100% coursework.

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## 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.

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**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.

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**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.

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## MEDD7124     Individual and home predictors of students' academic achievement

This module examines the research to-date on key student and home influences on academic achievement. The design of the module is premised on the 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.

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## MEDD7126     Cultural, ethical and legal awareness for teachers

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

The module will engage participants in reflecting on common beliefs and practices in educational workplace. 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.

**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.