

## **REGULATIONS FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)**

*(See also General Regulations)*

### **Ed201 Admission requirements**

To be eligible for admission to the Postgraduate Diploma in 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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### **Ed202 Qualifying examination**

- (a) A qualifying examination may be set to test the 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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### **Ed203 Length of curriculum**

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

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### **Ed204 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) participate in such seminars, tutorials, field, laboratory or practical work, etc as may be organized as part of the curriculum; and
  - (d) satisfy the examiners in any oral examination which the examiners may prescribe.
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### **Ed205 Advanced standing**

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully in this University or another university or comparable institution acceptable for this purpose.
- (b) Candidates may be granted advanced standing for the Educational Studies course(s) subject to the condition that the application for advanced standing is received within five years of successful completion of the relevant courses or graduation from the qualification 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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**Ed206      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 course for which they have received a D grade or above for the purpose of upgrading.
  - (c) Courses 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 course.
  - (d) Candidates shall not be permitted to retake a failed course or present themselves for re-assessment as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the PGDE.
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**Ed207      Re-assessment**

- (a) Candidates who have failed to satisfy the examiners in not more than three courses at the first attempt may be permitted to present themselves for re-assessment of the failed course(s) as determined by the Board of Examiners.
  - (b) Candidates who have failed to participate in curricular activities as prescribed in Ed204 (c) may be permitted to complete re-assessment tasks as determined by the Board of Examiners.
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**Ed208      Discontinuation**

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

- (a) have failed to satisfy the examiners in any of the following:
    - (i) more than three courses at the first attempt;
    - (ii) any course on re-assessment;
    - (iii) all re-assessment tasks required under Ed207(b);
  - (b) are not allowed to take or have been withdrawn from Practical Teaching course, and hence will not be able to satisfy the professional requirements of the curriculum; or
  - (c) have exceeded the maximum period of registration specified in Regulation Ed203.
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**Ed209      Award of diploma**

- (a) To be eligible for the award of the Postgraduate Diploma in 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 which shall be recorded on the transcript of candidates. A list of candidates who have successfully completed all the curriculum requirements shall be posted on Faculty notice boards.
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## **SYLLABUSES FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)**

The Postgraduate Diploma in Education is awarded for the satisfactory completion of a prescribed programme for one of the following major method subjects<sup>1</sup> that candidates admitted to:

1. Biology
2. Chemistry
3. Chinese
4. Early Childhood Education (for part-time study only)
5. Economics
6. English<sup>2</sup>
7. Geography
8. History (including Chinese History)
9. Liberal Studies
10. Mathematics
11. Physics
12. Special Education (for part-time study only)

The above major method subjects may not necessarily be offered every year.

All candidates are required to complete the following courses:

- (i) a Major Methods course corresponded to each candidate's major
- (ii) two Educational Studies courses
- (iii) a Practical Teaching course
- (iv) at least one and up to two Elective course(s)
- (v) a course on External Experience for full-time candidates majoring in Chinese or English only

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### **Major Methods course**

This course examines methods of teaching of subjects of a cognate area within the school curriculum. It focuses on work in Hong Kong schools, and concerns issues such as the place, value and problems of the area within the curriculum; the planning, design and evaluation of lessons, programmes and syllabuses to achieve interest and learning; organization and control in classrooms, laboratories and other teaching settings; new developments in teaching in Hong Kong and overseas; the use of information and communications technology in teaching and learning; methods of assessment; production of resources and evaluation of textbooks and other materials. Candidates are required to take a major methods course of their major method subject.

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### **EDUC6602 Major methods course: Biology**

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Biology education and within education in general; (ii) a knowledge and an understanding of the educational purpose of Biology within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Biology and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a Biology course appropriate to both classroom and laboratory work; (v) an

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<sup>1</sup> This list of names denote areas of study, not exact course titles

<sup>2</sup> English as a Second Language

understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Biology in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

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### **EDUC6606 Major methods course: Chemistry**

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Chemistry education and within education in general; (ii) a knowledge and an understanding of the educational purpose of Chemistry within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Chemistry and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a Chemistry course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Chemistry in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

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### **EDUC6608 Major methods course: Chinese**

This course is designed to prepare university graduates to teach Chinese Language mainly in schools within Hong Kong. The course aims at enhancing participants' knowledge of the Chinese Language curriculum, pedagogies and their innovation, as well as providing professional training to participants for their development into leading education practitioners. The content of the course includes theories of education, pedagogies and teaching practice. The course focuses on the mainstream Chinese Language curriculum, but also provides opportunity for exploring other Chinese Language curricula, such as the Chinese Language curriculum in international schools.

Assessment: 100% coursework.

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### **EDUC6632 Major methods course: Early childhood education**

This course enables participants to use evidence-based practice in early childhood settings to make a positive difference in young children's lives. By the end of the course, participants will be better able to (i) understand and promote early child development and learning; (ii) observe, document and assess young children's learning; (iii) understand and implement a wide spectrum of effective approaches to facilitate young children's development and learning; (iv) build family-community relationships; (v) deal with the needs of diverse learners; and (vi) identify themselves as early childhood professionals with specialized training. Participants will also develop the knowledge and skills to effectively facilitate children's learning in early childhood settings. In all modules, participants will be encouraged to engage in independent and collaborative learning and access knowledge in the field through the use of information technology.

Assessment: 100% coursework.

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### **EDUC6612 Major methods course: Economics**

This course aims to help participants develop awareness and appropriate teaching skill which will enable them to acquire a level of competence necessary for teaching of economics and other related subjects in school. The course will also strive to help the participants reflect on practices so that they

can turn to their own experiences as well as others' for personal learning and growth. The course comprises a series of lectures, students' presentation sessions and workshops throughout the year of study. Occasionally, guest-speakers will give talks on topics related to specific areas of Economics teaching.

Assessment: 100% coursework.

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### **EDUC6614 Major methods course: English**

This course aims at preparing participants to teach in local Hong Kong primary and secondary schools. The focus of this course is the teaching and learning of English as a Second or Foreign Language. The course is also suitable for teachers of English as a Second/Foreign Language in international schools.

The full-time programme introduces participants to the various skills and processes involved in learning and using English as a second or foreign language and to a variety of approaches to teaching and assessing these skills, with particular emphasis on the demands of teaching English as a Second/Foreign Language in Hong Kong primary and secondary schools.

The part-time programme draws on participants' existing English as a Second Language teaching experience to develop and extend their knowledge and understanding of the skills and processes involved in learning and using English as a second or foreign language. The course will introduce participants to a range of approaches to teaching and assessing English as a Second Language in Hong Kong primary and secondary schools.

Assessment: 100% coursework

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### **EDUC6616 Major methods course: Geography**

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in geographical education and within education in general; (ii) a knowledge and an understanding of the educational purpose of geography within the Key Learning Area of Personal, Social and Humanities Education (PSHE) which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning geography and seeing ways of minimizing difficulties; (iv) an understanding of the principles and techniques of planning a geography course appropriate to the classroom situation; (v) an understanding of the approaches in which lessons should be structured; (vi) an ability to use the techniques for enhancing and assessing learning; (vii) a knowledge of the principles and structures of the existing syllabi of geography in Hong Kong schools; and (viii) an understanding of the new culture shift in aligning learning, teaching and assessment.

The common method components/topics may be taught together with other humanities subjects within the Personal, Social and Humanities Education (PSHE) Key Learning Area.

Assessment: 100% coursework.

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### **EDUC6618 Major methods course: History**

This course aims to provide participants with the awareness and essential skills which will enable them to develop the basis for an appropriate professional standing. The general aims for the course are (i) to stimulate and/or reinforce an interest in the problems and rewards of teaching History/Chinese History; (ii) to identify and practise approaches and skills which will contribute towards the solution of problems and the maximization of rewards; (iii) to affect teaching behaviour so as to facilitate pupils' learning and enjoyment of History/Chinese History; and (iv) to affect attitude and values

concerning History/Chinese History teaching (especially in Hong Kong) in ways which will promote enthusiasm and initiative.

The common method components/topics may be taught together with other humanities subjects within the Personal, Social and Humanities Education (PSHE) Key Learning Area.

Assessment: 100% coursework.

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### **EDUC6630 Major methods course: Liberal studies**

This course is designed primarily to prepare current and prospective Liberal Studies teachers with the professional knowledge, skills and attitudes to teach the New Senior Secondary (NSS) Liberal Studies Curriculum. The course aims at developing participants' competence in (i) explaining the rationale, aims and intended learning outcomes of the curriculum; (ii) interpreting the curriculum, including the structure, issues and concepts stipulated in the official document; (iii) designing the curriculum based on an issue-enquiry and inter-disciplinary approach to student learning; (iv) collaborating with peers and teachers of other subjects to ensure the integrative nature of Liberal Studies implied in the curriculum aims and goals; (v) managing a wide range of learning resources and materials; (vi) organizing and managing learning activities that capitalize on the diverse abilities, experience and interests of students; (vii) designing assessment which aligns with the curriculum and instruction to achieve both assessment of learning and assessment for learning; (viii) demonstrating the abilities of critical inquiry, problem solving and independent learning; and (ix) exhibiting the qualities of reflective practitioners for continuous professional growth.

Assessment: 100% coursework.

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### **EDUC6624 Major methods course: Mathematics**

This course aims to provide professional preparation for participants to become informed, competent and reflective practitioners. The general objectives are to help participants (i) reflect on the aims and objectives of mathematics education; (ii) broaden their awareness of mathematics as a school subject; (iii) gain an understanding of the mathematics curriculum in Hong Kong; (iv) become competent in the basic skills of teaching mathematics and assessing student performance; (v) gain an understanding of how school students learn mathematics; (vi) gain an understanding of appropriate use of technology in teaching mathematics; and (vii) consider various current issues pertaining to mathematics education.

The course consists of two main strands: (i) generic concepts and skills related to the teaching and learning of mathematics; and (ii) application of skills and concepts to the teaching and learning of specific mathematical content.

Broadly speaking, the above two strands may be seen as covering the theoretical and practical aspects of learning to become a mathematics teacher. However, the two are inter-related throughout the course so that they continually reinforce and complement one another.

Assessment: 100% coursework.

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### **EDUC6626 Major methods course: Physics**

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Physics education and within education in general; (ii) a knowledge and an understanding of the educational purpose of Physics within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Physics and seeing ways to minimize difficulties; (iv) an understanding of the principles and

techniques of planning a Physics course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Physics in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

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### **EDUC6628 Major methods course: Special education**

Educating children with special needs who may not benefit from regular education requires changes in curricula, classroom arrangements, provisions of aids and appliances, and differentiated teaching. This course aims to prepare in-service teachers or related professionals with different skills and knowledge (non-categorical) to meet the diverse needs of the exceptional children in special or inclusive school settings. Identification of exceptional needs is also explored.

The course comprises 6 modules which are taught across two academic years: Learning and Learning Difficulties, Disability and its Impact, Adapting Curriculum and Instruction, Changing Student Behaviour and Support Systems for Staff and Students.

Assessment: 100% coursework.

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### **Educational Studies courses**

All candidates are required to take two educational studies courses.

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### **EDUC6651 Classroom learning and student development**

This course adopts an inquiry-based approach to help pre-service and in-service teachers reflect on their understanding of student learning and development using principles and concepts from psychology of education. Issues addressed include constructivism, conceptions of and approaches to learning, motivation, classroom management, self-esteem, assessment and learning, student diversity and special educational needs, guidance and counselling, teacher-student relationship and stress management. The mode of delivery is to mirror the theories presented in the course. To learn how to teach, it is essential to understand how students learn. One way to do that is for course participants to understand more about how they themselves learn. Instead of receiving information in lectures, course participants will be involved in asking questions, solving problems, sharing ideas, making inquiry, and reflecting on their experiences. We will work together collaboratively as a community of learners as we learn to create a better learning environment for our students.

After attending the course, participants will be able to (i) develop an understanding of how students learn and develop; (ii) familiarize themselves with the roles of teachers in facilitating student learning and guiding student development; (iii) acquire understanding and skills with catering for student diversity and individual differences; (iv) reflect on their own beliefs and practices of teaching and learning, guidance and special needs; and (v) develop a positive attitude towards teaching and learning in participating as a community of learners.

Assessment: 100% coursework.

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### **EDUC6652 School and society: Understanding the processes and contexts of education**

This course will examine critically the intertwining relationships between schooling and society, i.e. how education and social changes mutually influence each other. A wide range of educational issues will be introduced in this course, including the aims of education, curriculum and assessment reform,

values and ethics in education, educational stratification, the medium of instruction, and so forth. Participants will be expected to understand and interpret these educational issues and processes in the context of local, national, and global social transformations. This course will offer theoretical and critical lenses for practitioners to observe, analyze, and reflect on their daily practices and encounters in school.

Assessment: 100% coursework.

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### **Practical Teaching course**

All candidates are required to take a practical teaching course.

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### **EDUC6690 Practical teaching course**

This course is a professional requirement that enables candidates to develop professional teaching competencies within the school environment. Candidates are required to integrate theory and practice in four domains – Learning and Teaching, Student Development, School Development, Professional Community. Through practical teaching, students commit themselves to six core professional values: belief that all students can learn, care for students, respect for diversity, commitment and dedication to the profession, collaboration, sharing and team spirit, passion for continuous learning and excellence.

Because this component is conducted in schools and involves direct learning relationships with school students, candidates must comply with the following professional requirements: Candidates shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Candidates who exhibit behaviour deemed by the Faculty to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the programme, may not be permitted to take, or may be withdrawn from the course, and hence will not be able to satisfy the professional requirements of the curriculum.

The core aspects of candidates' performance in the practical teaching that will be assessed include but are not limited to the following:

- planning for effective teaching and learning
- knowledge of the field of study and its acquisition
- teaching strategies which motivate student learning and meet diverse student needs
- managing learning and interaction in the classroom
- professional orientation

For full-time candidates, this course normally comprises not less than eight weeks of teaching practice under supervision. For part-time candidates, this course normally extends over the period of the curriculum or for a shorter period as determined by the Board of Examiners.

Assessment: 100% practical teaching.

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### **External Experience**

Full-time candidates majoring in Chinese or English language are required to take part in external experience.

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### **EDUC6687 External experience (Chinese)**

Students travel outside Hong Kong to a place where Putonghua is the mother tongue, for a mixture of



courses, language immersion, cultural orientation and experience during an immersion programme.  
Assessment: 100% coursework.

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### **EDUC6688 External experience (English)**

Students travel outside Hong Kong to a place where English is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience during an immersion programme.  
Assessment: 100% coursework.

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### **Elective Courses**

Candidates are required to take one elective course and may take up to two elective courses of their own volition. These courses relate directly to major issues that currently confront schools in Hong Kong or to methods of teaching a second subject. These elective courses will not necessarily be offered every year.

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### **EDUC7033 Ways to enhance students' self-esteem**

The course examines the nature of self-esteem and its relationship to students' achievements, the importance of the teacher's self-esteem, the roles of self-esteem in the quality of teacher-student relationship and in the management of behavioural difficulties in the classroom, activities and strategies in enhancing students' self-esteem.  
Assessment: 100% coursework.

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### **EDUC7066 Teaching literature and language arts in English**

This course aims to develop an awareness and appreciation of the role of literature in the English Language/Language Arts curriculum and the issues related to using literary texts and other creative texts in the language classroom. It aims to provide participants with knowledge of different literary genres and literary techniques and basic methodological strategies for teaching both literature and language through literature. Topics covered include the following: Why teach literature? Why use literary texts? Literature for study versus literature as a resource; Literature and the curriculum; Literature and experience; Teaching poetry and using poetry with language learners; Teaching and using prose texts; Teaching drama and using drama techniques in the language classroom; Teaching film and how to use film in the classroom; Creativity in the language classroom including using comics and fairy stories, and the use of popular culture in the language classroom. The course aims at highlighting the relevance of literature and language arts in everyday life and to promote interest in the different aspects covered on the course.  
Assessment: 100% coursework.

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### **EDUC7077 Teaching Chinese as a second language**

This course is open to participants who wish to teach Chinese as a second language (CSL) in international schools or schools with enrolments of non-Chinese speaking (NCS) students in Hong Kong. The course focuses on the theory and pedagogy of teaching Chinese in international contexts. It introduces a variety of approaches and methodologies in the teaching of Chinese as a second and foreign language – both in practical application and underlying theory. It addresses an up-to-date account of the main concerns, problems and theoretical and practical issues raised by first and second language acquisition theory, especially teaching and learning Chinese as a second language and foreign language in a global context. The course also provides an overview of various levels of

International Baccalaureate (IB) and General Certificate of Secondary Education (GCSE) courses and an analysis of the curriculum design, teaching methodologies, learning resources, and course assessment guidelines required for those courses. It aims to help participants make Chinese language teaching and learning maximally effective in international contexts through an understanding of sound principles of language teaching and learning.

Assessment: 100% coursework.

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### **EDUC7109 Using drama in language learning**

The course is suitable for pre-service and in-service teachers who will work in both primary and secondary school settings. Participants will critically engage with and develop an awareness of contemporary theoretical perspectives on and practice in drama in language learning. Course sessions will integrate theory with practice and participants will be led through drama sequences by the tutor and then invited to consider and discuss how such techniques can be applied to support and enhance language learning in the school context. Participants will also be expected to apply their understanding of the course readings in these sequences and discussions.

How drama can be implemented in primary and secondary school settings to enhance and extend students' literacy skills will be explored. The course also addresses the role of drama in the development of the generic skills outlined in the Hong Kong Education Bureau's Curriculum and Assessment Guide (2007) particularly collaboration, communication, creativity, critical thinking and problem-solving skills.

Assessment: 100% coursework.

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### **EDUC7116 Mathematics learning with physical and virtual resources (key stage 1-2)**

This course will introduce basic theories in children's mathematical learning in the primary years with emphasis on the use of educational resources including traditional physical teaching and learning aids as well as the latest technological tools. Through examination of these resources, the course will explore several central themes in mathematical thinking such as problem solving, reasoning, communication and developing mental imageries from multiple representations. There will be hands-on workshops for participants to explore and develop use of selected resources. The course will be suitable for anyone interested in teaching mathematics or understanding children's mathematical learning in the primary and early years.

Assessment: 100% coursework.

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### **EDUC7118 Learning and teaching Chinese with movies**

The course aims to help participants to (i) demonstrate a an understanding of how to use movies to scaffold Chinese Language Learning; (ii) apply the above knowledge in curriculum design, implementation and evaluation for improvement in Chinese Language teaching and learning; (iii) demonstrate a critical understanding of theories as well as educational policies of learning Chinese Language in a multimodal approach; and (iv) draw on human and technological resources to promote multiliteracies in Chinese Language learning.

Assessment: 100% coursework.

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### **EDUC7119 Mistake management: Handling error-correction and giving quality feedback**

This course aims at heightening participants' awareness and deepening their understanding of the impact and role of error-correction and feedback in managing learners' language problems in both speaking and writing tasks in English lessons and in classes conducted in an English-medium setting.

Through critically evaluating different approaches to and strategy use in the treatment of written and spoken mistakes/errors, participants are expected to (i) enhance their repertoire of strategies and techniques in dealing with students' language problems; (ii) learn how good mistake-management – the effective use of marking strategies, error-correction techniques, feedback and task-design – maximises learner autonomy and trains learners of different abilities to be better 'managers' of their own language production; (iii) strengthen their confidence in managing learners' mistakes/errors and establish a set of guiding principles to help them make informed decisions when correcting these mistakes/errors in different teaching/learning contexts in a tactful and appropriate, non-judgmental and sensitive, positive and constructive manner; and (iv) play a role in refining the error-correction and feedback-giving policies within the relevant subject panel(s) at their own school for the overall enhancement of teaching and learning.

Assessment: 100% coursework.

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### **EDUC7129 Teaching of junior secondary science**

The course aims to help participants to acquire and develop expertise as junior secondary school science teachers. It focuses on how best to promote and organize learning in science lessons. The mode of delivery and class activities include lecturing, group discussion, individual work on projects, practicals and investigations.

Assessment: 100% coursework.

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### **EDUC7130 Teaching of critical thinking in general studies**

This course aims at helping teachers to develop skills in teaching critical thinking through the broad based subject, General Studies, in an integrated and conceptual manner. By introducing the use of different teaching aids, such as graphic organizers, this course also encourages teachers to apply various teaching strategies and reflect on how to tailor their pedagogical approaches based on distinctive learning needs. In the first part of this course, we will explore some basic skills in classroom practice of teaching and learning in General Studies and its curriculum. Special attention will be paid to enhancing student-teachers' competence in formulating and implementing effective learning activities and assessment tasks which arouse students' learning motivation as well as address their learning difficulties in working on certain topics in General Studies lessons. In the second part, the course will examine more closely the General Studies curriculum in relation to critical thinking, and the role of General Studies in preparing and developing students' critical thinking skills for future studies. Informed education theories interwoven with hands-on teaching experiences will be demonstrated and elaborated in order to provide student-teachers with a deeper understanding of the nexus between General Studies curriculum and critical thinking, which will in turn enhance their awareness in orienting their classroom activities towards the goal of nurturing students' critical thinking skills. Throughout the course, student-teachers will be constantly encouraged to evaluate critically their teaching experiences and share with fellow teachers their conceptual understandings of the curriculum so that they can hone their teaching skills and consolidate their professional judgment in terms of General Studies curriculum.

Assessment: 100% coursework.

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### **EDUC7131 Effective teaching of science in the English medium**

This course aims to develop course participants' understanding of scientific academic language, pedagogies to reinforce speaking, listening, reading and writing in science, assessment of/for learning scientific language, as well as strategies to plan curricula for students with different English language proficiencies and to facilitate their learning of science through English. This course is for those who wish to improve their understanding about teaching science to English Language Learners (ELLs), i.e. non-native English speakers. The mode of delivery and class activities include lecturing, group

discussion and review of lesson video and school-focused tasks.  
Assessment: 100% coursework.

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### **EDUC7132 Developmental psychology for teachers**

This course will introduce approaches to understanding child development and familiarise participants with major developmental theories, concepts and research findings from developmental psychology. They will gain an understanding of the sequence of child and adolescent development and the processes that underlie them. They will recognise the interdependence of all aspects of development, i.e., physical, cognitive, socio-emotional. Through understanding the impact of context and culture on development, they may develop sensitivity and respect for individual differences of learners. They will also be encouraged to be aware of controversial issues in education and evaluate diverse views critically.

Assessment: 100% coursework.

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### **EDUC7134 Teaching South Asian ethnic minority students Chinese language in Hong Kong**

According to the findings of the 2011 population by-census, 5.1% of the 7 million populations of Hong Kong are South Asian minorities. Around 12,000 students are immigrants or second generation immigrants mainly from Pakistan, Nepal, India, the Philippines, Thailand and Indonesia. South Asian ethnic minority students are placed in schools to learn Chinese language under the “Chinese Language Education Curriculum Framework” which was originally envisaged for local Chinese-speaking students. South Asian ethnic minority students face great challenges in studying Chinese Language as a subject due to lack of support from their families, inadequate curriculum and resources from schools, lack of teachers who have expertise in teaching Chinese to South Asian ethnic minority students in multi-lingual and multicultural contexts, and a lack of a multi-exit examination policy in Hong Kong. Their difficulties in learning Chinese have become a serious obstacle to furthering their studies, careers, and their immersion into Hong Kong society.

The course is designed to equip participants to teach South Asian ethnic minority students the Chinese Language subject under the “Chinese Language Education Curriculum Framework” in Hong Kong. The content of the course includes learning sequencing of Chinese from character recognition, listening and speaking to reading, writing and experiential learning for South Asian ethnic minority students, differentiated materials, curriculum and assessment, school-based Chinese curriculum development and assessment design for South Asian ethnic minority students in Hong Kong.

Assessment: 100% coursework.

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### **EDUC7135 The theory of change (Yi), Chinese culture and education**

Chinese know the world by studying the Yi (易, hereafter “Theory of Change”), even elevated to the realm of Tao (道). The “Theory of Change” is a very important classical book which helped the Chinese to develop the philosophy of education, to understand the universe, for critical and logical thinking, and science. This course will teach participants the “Theory of Change”, guide them to analyze and compare the traditional education of the Chinese and the western educational theories by applying the “Theory of Change”. By using life examples, participants will be guided to find out the commonalities and differences, strengths and weaknesses between the theories of learning in the east and the west. This course aims to teach participants the “Theory of Change” and seeks to correct the myth that the “Theory of Change” is only attached to “Chinese medicine and fortune-telling” (醫卜星相). It is expected that participants will have a better understanding of the value of the “Theory of Change”, and of the influence of this ancient classical book on Chinese culture and Chinese language education. The teaching content aligns with the learning objectives of the new Hong Kong Diploma of Secondary Education (HKDSE) Chinese language curriculum.

Assessment: 100% coursework.

### **EDUC7139 Cultural, ethical and legal awareness for teachers**

Have you come across students of different minorities (due to socio- economic status, ethnic origins, religions, etc) who have different cultural practices calling for special considerations in the classroom? What can you do when you discover a student involved in an intimate relationship which may not be acceptable to many others? What should be considered when a parent is filing a complaint against your teaching? ... Such situations are not uncommon. Cultural, ethical and legal awareness are becoming essential for teachers nowadays when society is increasingly pluralistic and prone to conflicts. The course will help participants reflect on related educational situations and consider their cultural, ethical and legal elements, and the platform and processes in identifying and handling such situations. The course will focus on differentiating these three perspectives and introduce some commonsense yet fundamentally important ideas in handling such situations.

Assessment: 100% coursework.

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### **EDUC7142 Characteristics and methods of instruction for young diverse learners**

This course investigates the learning characteristics of the highest prevalence groups of students with special educational needs in Hong Kong including students with intellectual disabilities, autistic spectrum disorders, Attention Deficit Hyperactivity Disorder (ADHD), behavioural problems, specific learning difficulties, and communication disorders. Through case study and practical experiences, participants will learn the most common approaches adopted in a mainstream inclusive pre-schools/early primary schools.

Assessment: 100% coursework.

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### **EDUC7146 Chinese curriculum and teaching strategies: Comparative perspectives**

This course aims to improve Chinese curriculum design and classroom teaching by comparing the Chinese curriculum and instruction with those of mainland China, Singapore, Taiwan, and Hong Kong. Participants will first learn the theoretical framework to critically analyze and compare the features of the various curricula. The comparison will equip prospective teachers with solid knowledge base to interpret and revise local curricula and to improve the daily curriculum design. In addition, different teaching strategies of various countries and regions will also be introduced to significantly develop the teaching skills of the participants. Authentic cases will be used to illustrate abstract concepts and demonstrate teaching skills. Some issues and concerns with the Chinese curriculum and instruction will also be addressed in this course.

Assessment: 100% coursework.

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### **EDUC7147 Teaching science, technology, society and environment content in non-science subjects**

This course covers several aspects of the subject matter knowledge (SMK) and pedagogical content knowledge (PCK) required for the successful teaching of the Science, Technology, Society and Environment (STSE) content in non-science subjects. With no requirements on students' prior learning experience, the course will start with an exploration of the meaning and significance of STSE education and the nature of socio-scientific issues (SSI), together with a survey of the STSE content in the school curriculums. PCK associated with the enquiry of SSI including those that are necessary for developing students' argumentation, decision-making, and moral reasoning will then be introduced. The SMK and PCK associated with the teaching of STSE content would then be considered in a greater depth through a survey of the SSI on health and diseases, energy technology and sustainable development.

It is expected that students from Liberal Studies and Personal, Social and Humanities Education-related majors would be much benefited from this elective subject. In addition, students coming from

language majors could also be equipped with the necessary knowledge and skills to work with the STSE content in their respective subjects.

Assessment: 100% coursework.

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### **EDUC7148 Teaching for higher-order thinking to meet curriculum reform expectation**

Higher-order thinking (HOT) is promoted as one of the key generic skills in the Curriculum Reform. The purpose is to promote active, meaningful and authentic learning among students to meet some of the new aim of education which has shifted from subject-centred (academic content knowledge) to learner-centred (empowerment of students). The expected outcome is to prepare students for lifelong learning, that is how to learn at a higher and deeper level of thinking.

Students have to understand and differentiate different types of thinking that embrace higher order thinking. Students are also given the opportunity to work in groups to brainstorm ideas to practise and to master different ways of thinking with the intention to meet the expectation of the curriculum reform. This course aims to prepare novice teachers to have a clear conceptual understanding of the different types of thinking so that they know how to plan, design and implement relevant teaching and learning activities for students to show they are active learners who can use HOT to learn and apply different approaches to authentic situations in order to do problem solving.

The HOT that will be addressed in the course includes: different levels of asking questions based on Bloom's Taxonomy and de Bono's six thinking hats, inductive vs deductive reasoning, critical thinking, creative and imaginary thinking, and problem solving; using SOLO Taxonomy to assess students' level of thinking. Both linear and holistic sequence of dealing with the different types of thinking will be used to facilitate teaching and learning of situations. The course will involve hands-on HOT practical work related to the participant's teaching situation.

Assessment: 100% coursework.

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### **EDUC7149 Promoting critical thinking in the area of science, technology and the environment**

The main part of the course will examine collaborative cross-disciplinary inquiries on issues or cases related to science and technology and their impacts on our lives and the environment. The course will provide conceptual frameworks or core ideas useful to understanding the nature of science and technology, and their interaction with various aspects of humans, societies and their living environment. The course will also include the sharing of inquiry experiences and findings among course participants, and help them reflect on the implications of such experiences relating to the development of valuable knowledge, skills and attitudes in the area of science, technology and the environment.

Assessment: 100% coursework.

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