

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

*(See also General Regulations and Regulations for Taught Postgraduate Curricula)*

### **Ed201 Admission requirements**

To be eligible for admission to the Postgraduate Diploma in Education, a candidate

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
  - (b) shall hold a Bachelor's degree of this University or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;
  - (c) shall normally be expected to have completed a substantial portion of their undergraduate studies in the major subject for which they wish to apply;
  - (d) shall satisfy the examiners in a qualifying examination, if required; and
  - (e) for a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to higher degrees as prescribed under General Regulation G2(b).
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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 Period of study**

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 or 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;
  - (b) satisfy the examiners in all assessment tasks;
  - (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 of not more than 20% of the total credits normally required in accordance with the syllabuses 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 a mark of distinction.
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#### **Ed206 Assessment**

- (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 passing 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.
  - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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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 Professional Practicum, 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 Grading systems**

Individual courses shall be graded according to one of the following grading systems as determined by the Board of Examiners:

- (a) Letter grades, their standards and the grade points for assessment as follows:

| <i>Grade</i> |   | <i>Standard</i> | <i>Grade Point</i> |
|--------------|---|-----------------|--------------------|
| A+           | } | Excellent       | 4.3                |
| A            |   |                 | 4.0                |
| A-           |   |                 | 3.7                |
| B+           | } | Good            | 3.3                |
| B            |   |                 | 3.0                |
| B-           |   |                 | 2.7                |
| C+           | } | Satisfactory    | 2.3                |
| C            |   |                 | 2.0                |
| C-           |   |                 | 1.7                |
| D+           | } | Pass            | 1.3                |
| D            |   |                 | 1.0                |
| F            |   | Fail            | 0                  |

or

(b) 'Distinction', 'Pass' or 'Fail', or

(c) 'Pass' or 'Fail'.

Courses which are graded according to (b) and/or (c) above will not be included in the calculation of the GPA.

### **Ed210 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 the Regulations for Taught Postgraduate Curricula; and
  - (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
- (b) On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' diploma.

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

The Postgraduate Diploma in Education is awarded for the satisfactory completion of a prescribed curriculum for one of the following Majors<sup>1</sup> that candidates may be admitted to:

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

The above Majors may not necessarily be offered every year.

All candidates are required to complete the following components:

- I. Pedagogical Content Knowledge (18 credits)
  - (i) a Methods course corresponding to the candidate's Major (12 credits)
  - (ii) a Collaborative Lesson Inquiry module (6 credits)
- II. Integrated Inquiry (18 credits)
- III. Experiential Learning (18 credits)
  - (i) a module of Experiential Learning (6 credits)
  - (ii) a Professional Practicum linked to the candidate's Major (12 credits)
- IV. Elective(s) (6 credits)
- V. Programme Portfolio (non-credit-bearing)

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### **I. Pedagogical Content Knowledge (18 credits)**

#### **(i) Methods**

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 management 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 take the Methods course corresponding to their Major.

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#### **EDUC6701 Methods course: Biology (12 credits)**

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

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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

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 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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### **EDUC6702 Methods course: Chemistry (12 credits)**

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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### **EDUC6703 Methods course: Chinese (12 credits)**

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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### **EDUC6704 Methods course: Early childhood education (12 credits)**

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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**EDUC6705 Methods course: Economics (12 credits)**

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 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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**EDUC6706 Methods course: English (12 credits)**

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 course 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.

Assessment: 100% coursework

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**EDUC6707 Methods course: Geography (12 credits)**

This course aims to provide participants with 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 purposes 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 to minimise those 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 allowing development of well-structured lessons; (vi) an ability to use multiple 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 cultural shift in aligning learning, teaching and assessment.

Some 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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**EDUC6708 Methods course: Liberal studies (12 credits)**

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 to develop 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 curriculum based on an issue-enquiry and an 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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### **EDUC6709 Methods course: Mathematics (12 credits)**

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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### **EDUC6710 Methods course: Physics (12 credits)**

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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### **EDUC6711 Methods course: Special education (12 credits)**

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 4 modules which are taught across two academic years: Overview of Inclusive and Special Education, Adapting Curriculum and Instruction, Changing Student Behaviour and Support Systems for Staff and Students.

Assessment: 100% coursework.

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### **(ii) Collaborative Lesson Inquiry**

#### **EDUC6750 Collaborative lesson inquiry (6 credits)**

Sessions will be dedicated to practice-based learning related to lesson design, implementation and reflection. In order to support curriculum coherence, common themes linked to the inquiry foci and School Experience will be addressed across the Majors.

Assessment: 100% coursework.

## **II. Integrated Inquiry (18 credits)**

### **EDUC6760 Educational inquiry (18 credits)**

This course introduces major educational concepts and develops practice-based understanding in student learning, pedagogy, and schooling and society, drawing from cognate areas of teaching, curriculum, psychology, sociology, philosophy and policy studies. The course adopts an active, inquiry-based and integrated approach with students working on authentic cases, problems and issues situated in curriculum-related, classroom and school contexts. Rather than receiving lectures, students will integrate their understanding and engage in collaborative inquiry and group discussion solving problems and sharing ideas supported by technology. Educational Inquiry emphasizes theory-practice integration with students linking cases, problems, issues and concepts with their practical experience in school placement and reflecting on their learning experience. As a result of participating in this course, students will be able to (i) develop an understanding of how learners learn in relation to students' own cognate areas of teaching; (ii) acquire understanding and skills about learner development and catering for learner diversity and individual differences; (iii) understand and interpret important educational issues and processes in the context of local, national, and global social transformations; and (iv) analyze and reflect critically on their own beliefs and practices of teaching and learning for 21st century education.

Assessment: 100% coursework.

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## **III. Experiential Learning (18 credits)**

### **(i) Experiential learning**

#### **EDUC6787 Experiential learning (6 credits)**

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages. For full-time candidates, the experiential placement normally lasts for six weeks. Chinese and English Majors' experiential learning will take the form mandated by the HKSAR Government. Placements will be arranged with support from the Faculty of Education and in co-operation with the Gallant Ho Experiential Learning Centre. Academic advice on placements and final approval, for Majors other than Chinese and English, lies with the Methods supervisor. For part-time candidates, experiential learning may take the form of new professional learning experiences in or outside Hong Kong, as approved by the Methods supervisor.

Assessment: 100% coursework.

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### **(ii) Professional Practicum**

#### **EDUC6790 Professional practicum (12 credits)**

This is a professional requirement that enables candidates to develop professional teaching competencies within a school environment. Candidates are required to integrate theory and practice in four domains – Learning and Teaching, Student Development, School Development, and the 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 curriculum, 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 professional practicum 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, the professional practicum normally comprises not less than eight weeks of teaching practice under supervision. For part-time candidates, it normally extends over the period of the curriculum or for a shorter period as determined by the Board of Examiners.

Assessment: 100% continuous practiced-based assessment, e.g. post-supervision reflective reports, classroom teaching appraisals and lesson observation reports.

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#### **IV. Elective Courses (6 credits)**

Candidates are required to take one elective course and may take a maximum of one additional elective course 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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##### **EDUC7109 Using drama in language learning (6 credits)**

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) (6 credits)**

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 (6 credits)**

Since the beginning of the 21<sup>st</sup> Century, there has been a drastic change in modes of communication among mankind, multimodality (mixture of words, images and movies) is the new wave. In response to this reality, curricular reform of Chinese Language Education in Hong Kong introduced the importance of audio-visual literacy. In policy documents, students' critical interpretation of audio-visual information is specified as one of the language skills to be developed throughout primary and secondary school education. On the other hand, the Curriculum Development Council encourages the use of audio visual materials, like movies, as learning materials in various aspects of Chinese Language Education in schools.

The incorporation of movies into language learning and teaching has been widely studied and practiced in western countries. Useful knowledge has been built by researchers and practitioners. However, this area of knowledge and practice is still awaiting examination in the eastern counterpart. Chinese Language teachers should learn the knowledge of using movies in scaffolding language learning, and explore the possibilities of implementation in the Hong Kong context. By doing so, the 21<sup>st</sup> Century Chinese teachers can take the benefits from this teaching resource and face the challenge of the globally new literacy.

Assessment: 100% coursework.

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### **EDUC7130 Teaching of critical thinking in General Studies (6 credits)**

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 become reflective practitioners. 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. 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 young adolescents for their further studies.

Assessment: 100% coursework.

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### **EDUC7134 Teaching South Asian ethnic minority students Chinese language in Hong Kong (6 credits)**

According to the findings of the 2011 population by-census, 5.1% of the 7 million population 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 often face great challenges in studying Chinese due to the lack of support from their families, inadequate L & T resources and strategies in schools. Their difficulties in learning Chinese have become a hurdle to furthering their studies, careers, and their immersion into Hong Kong society. Furthermore, Chinese language teachers often lack professional training in developing the literacy skills of second language learners.

The course is designed to equip participants to teach South Asian ethnic minority students the Chinese Language subject with reference to the "Chinese Language Curriculum Second Language Adapted Learning 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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### **EDUC7139 Cultural, ethical and legal awareness for teachers (6 credits)**

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 consideration 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 platforms 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 (6 credits)**

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 mainstream inclusive pre-schools/early primary schools.

Assessment: 100% coursework.

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### **EDUC7145 Positive psychology and education (6 credits)**

Positive psychology is the scientific study of happiness. Psychology has traditionally focused on dysfunction —on people with mental illness or other psychological problems and how to treat them. Positive psychology, by contrast, is a relatively new field that examines how ordinary people can become happier and more fulfilled. Positive psychology can have a range of real-world applications like education, therapy, self-help, and workplace issues. Using strategies from positive psychology, teachers can motivate their students to nurture their natural strengths as well as develop character, social learning, emotional literacy and well-being skills. The contents of this course will be based on the theoretical framework proposed by Dr. Martin Seligman, who is considered the “father of Positive Psychology”. Topics will include: gratitude, forgiveness, optimism, resilience, mindfulness, spirituality, positive emotion, engagement, good relationships, meaning and purpose in life, and accomplishment. The course is relevant to all teachers who are interested in positive youth development. Participants are expected to engage actively in experiential learning and reflection exercises.

Assessment: 100% coursework.

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### **EDUC7150 Language across the curriculum (6 credits)**

This course introduces the principles and practice of Language Across the Curriculum (LAC) with school-based examples under the fine-tuned medium of instruction policy in Hong Kong. Specifically it aims to illustrate how the English teacher can collaborate with content subject teachers to support content teaching in English in a school.

Assessment: 100% coursework.

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### **EDUC7151 Assessment practices to enhance teaching/learning in the classroom (6 credits)**

The course aims to enable participants to understand the general principles of assessment, how assessment can be used to enhance teaching/learning and how to implement it in the classroom.

Exemplars and case studies will be taken from an English learning context but non-language majors teaching subjects using English as the medium of instruction will also find that the general principles of assessment can be applied to their own subjects. An interactive and reflective approach will be adopted; and participants are expected to take an active role in class activities, discussions and presentations. As the emphasis of the course will mainly be of a practical nature, participants will be expected to apply what they have learned in their own classrooms.  
Assessment: 100% coursework.

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### **EDUC7152 Teaching and learning of Biology (6 credits)**

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; and (v) 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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### **EDUC7153 Teaching and learning of Chemistry (6 credits)**

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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### **EDUC7154 Teaching and learning of Physics (6 credits)**

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; and (v) 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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### **EDUC7155 Learning design and technology for school educators (6 credits)**

An important competency of contemporary science and mathematics teachers is to be able to effectively integrate education technologies in learning activities. This course examines educational technologies and learning design models for science and mathematics classrooms. Students will

explore integration of education technologies in learning activities such as inquiries, experiments, problem solving, investigations and projects. Particular attention is given to education technologies and contemporary pedagogy that emphasizes learning-centered practices, concept learning and development of new literacies for 21<sup>st</sup> century. Four aspects of learning design and technologies for science and mathematics education are examined in depth, including resources, activities, support and evaluation of learning. Overall, the course will prepare science and mathematics educators to effectively apply education technology in their classroom practices in the most effective way for achievement of learning outcomes.

Assessment: 100% coursework.

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### **EDUC7156 Curriculum and learning design for technology and STEM education (6 credits)**

It is necessary to strengthen the ability of participants to integrate and apply their knowledge and skills across different subject disciplines through innovative designs computational skill, and solving daily life problems. Promoting STEM education will develop contemporary learner desired attributes of lifelong learning, effective problem solving and critical thinking. The elements of STEM education are embedded in individual KLAs of Science, Technology and Mathematics curriculum. The promotion of STEM education provides an opportunity for teachers of these KLAs to collaborate and further enhance the effectiveness of learning and teaching. This course aims to discuss how to plan, organize and evaluate STEM related learning activities to strengthen the coherence and collaboration among teachers of the three KLAs.

Assessment: 100% coursework.

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### **EDUC7157 Using self-regulated learning to improve students' Chinese proficiency (6 credits)**

Self-regulated learning (SLR) simply refers to a conscious cognitive process in which the learner plans, monitors, and evaluates his own learning, takes an initiative in identifying his learning needs, setting goals, finding and choosing resources and strategies, implementing learning strategies and examining their effectiveness, monitoring the learning process and finally evaluating learning outcomes. It is essential to students' academic motivation and achievement and leads to self-directed learning. The findings of Programme for International Students Assessment (PISA, 2002) suggest that most of the SRL constructs has positive relation with academic achievement but "Hong Kong students use SRL strategies far less frequently than do students in other countries" (Ho, 2004).

The course is designed to equip teachers to help students become self-regulated learner in the key learning area of Chinese Language Education. The contents of the course include: the definition, strategies, e-learning, catering for learner diversity, curriculum and assessment related to self-regulated learning.

Assessment: 100% coursework.

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## **V. Programme Portfolio (non-credit-bearing)**

### **EDUC6791 Programme portfolio (non-credit-bearing)**

Candidates are required to submit an integrated programme-level portfolio showing evidence of professional learning and their progress towards achieving the PGDE "Concept of a teacher". The portfolio is a capstone assessment synthesising learning experiences across the programme and a hurdle requirement for graduation. A Distinction in the portfolio is a requirement for an overall Distinction in the PGDE.

Assessment: 100% coursework.

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