

## **REGULATIONS FOR THE DEGREE OF MASTER OF EDUCATION (MEd)**

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

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

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### **Ed21 Admission requirements**

To be eligible for admission to the degree of Master of 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 satisfy the examiners in a qualifying examination, if required; and
  - (d) 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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### **Ed22 Qualifying examination**

- (a) A qualifying examination may be set to test candidates' formal academic ability or their ability to follow the curriculum prescribed.
  - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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### **Ed23 Period of study**

The curriculum shall normally extend over one academic year of full-time study, two consecutive academic years of part-time study, or fourteen consecutive months of blended learning mode of study for the specialism of Content and Language Integrated Learning (blended learning mode). Candidates shall not be permitted to extend their studies beyond the maximum period of registration of two consecutive academic years of full-time study, four consecutive academic years of part-time study, or twenty-six consecutive months of blended learning mode of study for the specialism of Content and Language Integrated Learning (blended learning mode), unless otherwise permitted or required by the Board of the Faculty. Candidates who have been granted leave of absence are also required to complete their study within the specified maximum period.

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### **Ed24 Curriculum requirements**

To complete the curriculum, candidates shall

- (a) satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
  - (b) follow instruction in the syllabuses prescribed and complete all specified work as required;
  - (c) satisfy the examiners in all assessment tasks as may be required;
  - (d) complete and present a satisfactory dissertation or project on an approved topic; and
  - (e) satisfy the examiners in an oral examination, if required.
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## **Ed25      Advanced standing and credit transfer**

- (a) Advanced standing may be granted to candidates who have successfully completed one or more courses in the Postgraduate Certificate in Advanced Educational Studies curriculum of this University or another qualification of equivalent standard accepted for this purpose.
  - (b) Candidates may be granted advanced standing subject to the following conditions:
    - (i) the course(s) is appropriate for the strand applied for; and
    - (ii) the application for advanced standing is received within five years of successful completion of the relevant courses or graduation from the Postgraduate Certificate in Advanced Educational Studies or another qualification of equivalent standard accepted for this purpose, whichever is later.
  - (c) The amount of credits to be granted for Advanced Standing shall be determined by the Board of the Faculty, in accordance with the following principles:
    - (i) a candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate; and
    - (ii) credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of the Faculty but will be recorded on the transcript of the candidate.
  - (d) Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions during their candidature. The number of transferred credits may be recorded in the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA.
  - (e) Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted.
  - (f) 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.
  - (g) The combined total number of credits to be granted for Advanced Standing and credit transfer shall not exceed half of the total credits normally required in accordance with this regulations and syllabuses.
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## **Ed26      Exemption**

Candidates may be exempted, with or without special conditions attached, from the requirement prescribed in the regulations and syllabuses governing the curriculum with the approval of the Board of the Faculty, except in the case of a capstone experience. Approval for exemption of a capstone experience may be granted only by the Senate with good reasons. Candidates who are so exempted must replace the number of exempted credits with courses of the same credit value.

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## **Ed27      Dissertation**

- (a) Candidates who select the dissertation option shall
    - (i) submit the title of their dissertation for approval not later than six months before the formal submission of the dissertation; and
    - (ii) submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree.
  - (b) The examiners may also prescribe an oral examination on the dissertation.
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## **Ed28      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 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) There shall be no appeal against the results of examinations and all other forms of assessment.
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**Ed29 Re-assessment**

- (a) Candidates who have failed to satisfy the examiners in any part of the assessment at the first attempt may be permitted to present themselves for re-assessment in the failed course(s) as determined by the Board of Examiners.
    - (i) undergoing re-assessment/re-examination in the failed course to be held no later than the end of the following semester (not including the summer semester); or
    - (ii) re-submitting failed coursework, without having to repeat the same course of instruction; or
    - (iii) repeating the failed course by undergoing instruction and satisfying the assessments; or
    - (iv) for elective courses, taking another course in lieu and satisfying the assessment requirements.
  - (b) Candidates who have presented a dissertation which has failed to satisfy the examiners at the first attempt may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory.
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**Ed30 Discontinuation**

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

- (a) failed to satisfy the examiners upon re-assessment of a course, a project or a dissertation; or
  - (b) exceeded the maximum period of registration specified in Regulation Ed23.
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**Ed31 Grading system**

Individual courses shall be graded according to the following grading system:

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

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**Ed32 Award of degree**

- (a) To be eligible for the award of the degree of Master of Education, candidates shall
  - (i) comply with the General Regulations and 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' degree diploma.

## **SYLLABUSES FOR THE DEGREE OF MASTER OF EDUCATION (MEd)**

The degree of Master of Education (MEd) is a postgraduate degree awarded for the satisfactory completion of a prescribed programme in one of the following strands:

### **I. GENERALIST STRAND:**

Educational Studies

### **II. SPECIALIST STRAND\* (subject to change):**

1. Chinese Language and Literature
2. Chinese Language Education
3. Comparative and Global Studies in Education and Development
4. Content and Language Integrated Learning
5. Early Childhood Education
6. Education and Society in China
7. Educational Administration and Management
8. English Language Education
9. Guidance and Counselling
10. Health Professions Education
11. Higher Education
12. Mathematics Education
13. Psychological Studies in Education
14. STEM Education
15. Teaching and Learning Chinese Language
16. Teaching Chinese as a Second Language
17. Teaching Chinese Language and Literature in International Education
18. Teaching of Mathematics in an International Context
19. Youth Studies

(\* Not all specialisms may necessarily be offered every year.)

Candidates are required to complete a total of 60 credits. The total prescribed work includes self-study, library and field research where appropriate, online work such as forum discussion, e-portfolio production, etc.

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### **I. GENERALIST STRAND**

The **Generalist Strand** consists of a core course in educational studies, a research methods course (12 credits), and *either* 6 general elective course plus a project (6 credits each), *or* 4 general elective courses (6 credits each) plus a dissertation (18 credits).

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#### **MEDD6014 Methods of research and enquiry (12 credits)**

Candidates are provided with a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis. It is a combination of lectures, workshops and seminars in the aspects of research skills training.

Assessment: 100% coursework.

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#### **MEDD6751 Educational studies (6 credits)**

This Educational Studies specialism combines a core course in the foundations of education with a

flexible course structure. The core course introduces participants to three overlapping domains of inquiry. The first examines the ways in which education reinforces, reproduces, or challenges educational inequality by exploring a number of key themes: type and organisation of schooling, medium of instruction, private education, special educational needs and inclusive education, language, and student background (by gender, social and economic status and ethnicity). The second investigates, from a comparative perspective, the major features and current issues in educational systems worldwide, including Hong Kong. The third domain consists of the analysis, clarification, and re-imagining of the central concepts and assumptions upon which our understanding of education is based, drawing on the sociology of education. In this course we draw on a broad range of research and practice to examine the roles of governmental policies supra-national institutions, interested stakeholders (e.g. families), and public and private educational institutions in shaping and/or reproducing patterns of social and economic inequality. The overall objective of the course is to prepare participants for careers as educational entrepreneurs, innovators, and policy reformers and enlighten them about the relevance and understanding of patterns of reproduction of inequalities in education and to search for opportunities to disrupt these patterns. Several cases will be analysed from abroad and in Hong Kong. This course will help those who work within schools and other educational organisations to introduce and sustain positive change.

Assessment: 100% coursework.

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### **MEDD8998 Project (6 credits) (Capstone Experience)**

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

Assessment: 100% coursework.

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### **MEDD8999 Dissertation (18 credits) (Capstone Experience)**

The dissertation is normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area. Candidates are required to participate in a series of dissertation seminars.

Assessment: 100% coursework.

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## **II. SPECIALIST STRAND**

Majority of the specialisms in the **Specialist Strand** consists of a research methods course (12 credits), 4 specialist courses (6 credits each), and *either* 1 elective course (6 credits) plus the dissertation (18 credits), *or* 3 elective courses plus a project (6 credits each).

The exceptions are the specialisms of Chinese Language and Literature and Teaching and Learning Chinese Language, which do not have the dissertation option. Candidates are required to complete a research methods course (12 credits), 4 specialist courses, 3 specialist elective courses and a project (6 credits each). Candidates are required to complete a research methods course (12 credits), 4 specialist courses (6 credits each), 1 specialist elective course (6 credits) and a dissertation (18 credits).

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### **MEDD6014 Methods of research and enquiry (12 credits)**

Candidates are provided with a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis. It is a combination of lectures, workshops and seminars in the aspects of research skills training.

Assessment: 100% coursework.

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**MEDD8998 Project (6 credits) (Capstone Experience)**

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

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**MEDD8999 Dissertation (18 credits) (Capstone Experience)**

The dissertation is normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area. Candidates are required to participate in a series of dissertation seminars. The dissertation option is not available for the Chinese Language Literature, the English Language Studies and the Teaching and Learning Chinese Language specialisms.

Assessment: 100% coursework.

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**1. CHINESE LANGUAGE AND LITERATURE 中國語言及文學**

The specialism aims to provide teachers of Chinese language and literature with approved subject knowledge training appropriate to the postgraduate level, including studies in Chinese language, literature and culture. The specialism focuses in particular on the development of participants' knowledge about various aspects of both modern and classical Chinese language, including phonology, grammar, lexis and discourse, as well as modern and classical Chinese literature, and Chinese culture, aiming to equip them with the knowledge and expertise necessary for higher-level teaching in the field of Chinese language and literature. Participants registered for this specialism are required to take the following 4 specialist courses and 3 electives from the list of specialist elective courses for this specialism, or other general electives as approved by the Specialism Coordinator. Those elective courses, however, may not necessarily be offered every year.

**Specialist Courses****MEDD6682 Modern Chinese literature [現代文學](6 credits)**

This course examines in depth high-quality modern Chinese poetry, prose, drama, and fiction of the twentieth century. It aims to explore the meaning of modernity of Chinese literature from literary, social, and political perspectives. It also addresses the development of different genres and literary schools. Participants will read representative works of modern Chinese writers from Mainland China, Taiwan, and Hong Kong. Selected topics related to styles and structures of texts, social and political circumstances, literary theories and thoughts will also be discussed.

Assessment: 100% coursework.

**MEDD6684 Chinese culture [中國文化](6 credits)**

This course provides an in-depth view of the essence of Chinese culture and focuses on its value systems. Topics include the core concepts in Chinese philosophy, ethics, religion, rituals, fine art, folk art, literature, science, technology, and social structure. Objectives of this course are: (1) Helping students acquire essential cultural knowledge; (2) Acquainting students with the traditional thinking and wisdom of the Chinese people, especially those revealing Confucianism and Taoism; and (3) Facilitating students to reflect on the value systems of Chinese culture.

Assessment: 100% coursework.

**MEDD6686 Classical Chinese literature [古典文學] (6 credits)**

This course provides an in-depth view of the essence of classical Chinese literature. Special emphasis

is placed on major classical Chinese genres and their salient styles and schools, including poetry, prose, fiction, and drama. Students will participate in learning through interactive discussions. Objectives of this course are: (1) Helping students achieve a deep understanding of various classical Chinese genres; (2) acquainting students with the latest trend of study in classical Chinese literature; and (3) developing students' capability of analyzing classical Chinese literature.

Assessment: 100% coursework.

#### **MEDD6689 Chinese fiction and creative writing [小說與創意寫作] (6 credits)**

This course integrates the study of fiction with creative writing. Selected works of modern Chinese fiction will be analyzed in terms of narrative theories and techniques such as structure, character, voice, and point of view. More importantly, this course helps students develop their capacity to produce insightful interpretations of what they read. The learning is then reinforced by creative writing. Based on the selected works, students will write their own exercises in various genres to respond to their reading of fiction. Accordingly, students can have thorough understanding of the literary works and can apply this model to their teaching of Chinese.

Assessment: 100% coursework.

#### **Specialist Elective Courses**

#### **MEDD6691 Translation literature [翻譯文學](6 credits)**

This course aims at helping students to read systemically literary pieces, which were translated into Chinese. Those works include European, American, and Russian poetry, fiction, and drama. By reading classics of world literature, students are able to: (1) understand the deep meaning of literature, especially the exploration of human nature; (2) appreciate different literary styles, genres, and techniques; (3) learn cultures and values of different countries from various perspectives. The course will introduce the general development of Western literature and help students select appropriate translation versions. Students will discuss the themes, language, and cultural characteristics of the translations through reading aloud, creative drama, and literary journals. Similarities and differences between the translated literary texts and relevant Chinese literary works as well as adapted films will also be analyzed. Students will therefore better understand the nature of literature and develop their critical thinking through comparison.

Assessment: 100% coursework.

#### **MEDD8101 Modern Chinese language and text appreciation [現代漢語與文本賞析] (6 credits)**

This course provides an innovative approach to studying language arts and appreciating texts. Topics include Chinese phonology, lexis, semantics, grammar, rhetoric, modern genre of Standard Modern Chinese (SMC), and practical applications of linguistics. Students can employ their knowledge of modern Chinese language in literature, e.g. linguistic stylistics, music in meter of poetry, speech act theory, and lexical cohesion in modern literary texts. This approach of discourse analysis will also be applied to the reading of non-literary texts such as newspaper articles, advertisements, and all kinds of discursive prose.

Assessment: 100% coursework.

#### **MEDD8801 Classical Chinese language and the reading of classical texts [古代漢語與文言作品閱讀] (6 credits)**

This course is designed for teachers who teach Chinese language or Chinese literature. It aims to equip students with advanced knowledge of classical Chinese language, which includes etymology, lexis, phonology, and grammar. It enhances students' ability to read classical Chinese, analyze literary texts, and teach Chinese language and literature by addressing Chinese language issues from historical linguistic perspective. The course covers the following topics: (1) Chinese Paleography (文字學), with emphasis on nature, structure and classification of Chinese character, latest development of the studies of the "Six Classifications" (六書); (2) Classical Chinese phonology (音韻學), with emphasis on

changing and evolution of phonetic system from the ancient (Han and pre-Han), medieval (post-Han to Song) to modern (particularly, Putonghua and Cantonese) times; (3) Chinese Etymology (詞源學), with emphasis on semantic change and semantic system of Chinese lexis by etymological studies of lexis; (4) Classical Chinese written grammar (文言語法), with emphasis on typological features of constructions of classical Chinese written grammar; (5) Application of classical Chinese language to the reading of classical texts.

Assessment: 100% coursework.

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## **2. CHINESE LANGUAGE EDUCATION 中國語文教育**

This specialism provides teachers, language educators and teacher educators with theoretical knowledge and the latest research developments in Chinese linguistics and language education and enhances their pedagogical skills. This specialism also aims to promote research relevant to language in education in Hong Kong.

### **MEDD8853 The Chinese language curriculum and its School-based application [中國語文課程與校本課程的應用] (6 credits)**

This course introduces the development, implementation, dissemination and evaluation of the Chinese Language curriculum with reference to classical and new curriculum models. This course will provide case studies of school-based Chinese Language curriculum in Hong Kong primary and secondary schools to navigate the new curriculum landscape. The students will learn what it really takes to structure, align, integrate, and evaluate quality Chinese language curriculum for savvy curriculum leadership in the 21st century.

Assessment: 100% coursework.

### **MEDD8854 Assessment in Chinese language education [中國語文教育 : 評估] (6 credits)**

This course introduces important concepts of assessments including norm-referenced and criterion-referenced tests, formative assessment, and summative assessment, adaptive assessment, assessment of learning, assessment for learning, and assessment as learning. Students are encouraged to adopt inquiry modes to investigate the relationship between these concepts in the field of Chinese language education. The course also provides practical modes and strategies, including constructing and evaluating Chinese language tests, interpretation and applications of test scores, peer and self-assessment, portfolio building, rubrics design, etc. This course gives practices school-based assessment and qualitative feedback system to focus more on individual students' development progress in learning Chinese language.

Assessment: 100% coursework.

### **MEDD8855 Psycholinguistic and the Chinese language learning process [心理語言學及中國語文學習過程] (6 credits)**

This course aims at preparing students and professionals with the conceptual ground of psycholinguistics in understanding the acquisition, comprehension and production of Chinese language. It examines children's ability to learn language, Chinese character recognition, the processes of reading, composing processes, creativity and second language acquisition. This course combines empirical data and a synthesis of recent research in Chinese psycholinguistics to deliver cutting-edge instructions to students. Students are encouraged to critically analyze research and theory from a psycholinguistics perspective.

Assessment: 100% coursework.

### **MEDD8856 Chinese Reading Comprehension Instruction: Theories and Practices [中文閱讀理解教學理論與實踐] (6 credits)**

Reading comprehension is a crucial part of Chinese language and literature instruction. This course

provides students' pedagogical context knowledge for enhancing Chinese students' reading comprehension ability in their classrooms. The course introduces various theories and practices on reading processes, reading motivation and reading strategies. Students also learn techniques for examining, promoting and teaching Chinese reading comprehension. In this course, students will be given the opportunity to apply reading theories to classroom context and learn how to motivate students to read and how to enhance students' higher order reading ability.

Assessment: 100% coursework.

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### **3. COMPARATIVE AND GLOBAL STUDIES IN EDUCATION AND DEVELOPMENT**

Comparison is a fundamental tool for all forms of enquiry. When applied to education in an international setting, it assists in identification of factors which shape education systems, processes and outcomes, and instruments for improvement. The comparisons in this specialism will be framed by theories and understandings of the forces of globalisation. These forces bring benefits for many people, but can also have negative dimensions. The specialism will examine forces of continuity and change and the implications for educators. It will also focus on the nature of development in an international context and on the role of education in the processes of development. This will include analysis of all levels of formal education (early childhood to higher education), and various types of non-formal education. It will include particular reference to UNESCO's work in the context of the United Nations' Sustainable Development Goals (SDGs).

#### **MEDD6095 Addressing the global-local nexus in education (6 credits)**

This course will develop students' understandings of both local and global education policies and practices. Adopting a 'glocalisation' perspective, it will stress a new localism that stands as an act of resistance against globalisation and rootlessness to reclaim the significance of the local in the global age. Drawing on local experiences and phenomena as a source of learning, this course will introduce students to an understanding of education that is conscious of local places to enable them to be inducted into the knowledge and patterns of behaviour associated with responsible community engagement.

Assessment: 100% coursework.

#### **MEDD6097 Themes and approaches in the field of comparative education (6 credits)**

This course will introduce students to the history and nature of comparative education as a field of enquiry. It will note the principal dimensions of the field as conventionally defined in the literature on the topic, and will consider some variations in emphasis in scholarly communities and other actors in different parts of the world. The course will also consider the nature and contents of some key vehicles for publishing comparative education research, including journals, books and reports by international agencies. The course will conclude with an overview of the nature and directions of the field.

Assessment: 100% coursework.

#### **MEDD6098 Critical issues in educational reform (6 credits)**

This course examines different themes, contexts, and theories regarding educational reform from an international comparative and historical perspective. The course begins with an exploration of the concepts of policy and reform, aligned with their emergence vis à vis the development of schooling and education. This will be associated to what knowledge is, what knowledge is taught, and where and how it is taught. The main idea underlines that knowledge is not a taken-for-granted matter, but rather an interpreted and constructed phenomenon. A discussion on knowledge as a public and private good emerges to better articulate the discussion on globalization, privatization and choice, which have been at the forefront of educational policy and reform in the past two decades. This sets the foundations to discuss policy design and implementation, and the role of agents in both processes. Issues of educational quality, equity, efficiency, accountability, and planning will be discussed, focusing on many realities across the world.

Assessment: 100% coursework.

#### **MEDD6099 Education for sustainable development (6 credits)**

This course examines education and sustainable development (ESD) from a comparative perspective. The course raises the question what sustainable development means in practice within economic, environmental, political and cultural domains, and traces the history of the concept. Additionally, the course considers education in relation to sustainable development in a variety of geographical contexts. In Hong Kong and many other high-income societies, education for sustainable development is often related to environmental education. However, in low-income contexts (especially in Africa and Asia) it commonly refers to education that helps to meet local social, political, and economic needs and empowers local people and communities. A gap can be identified in these latter contexts, between “education for sustainable development” as a global concept, versus “sustainable educational development” from a local perspective. Students will analyse a variety of approaches to education for sustainable development, to understand the ways in which concepts can be developed and applied in practice in a range of contexts.

Assessment: 100% coursework.

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#### **4. CONTENT AND LANGUAGE INTEGRATED LEARNING**

The CLIL specialism aims to cater for more content and language in-service and pre-service teachers in Hong Kong, Mainland China as well as overseas. It is designed for subject teachers who are directly involved in English medium instruction (EMI) and English language teachers who have a role to play in supporting EMI content teaching. It equips participants with the linguistic principles and knowledge of practice to develop and implement language-across-the-curriculum initiatives in schools to improve both English academic literacy and EMI content instruction.

#### **MEDD8843 Textual analysis I: Academic literacies in science and mathematics (6 credits)**

This course focuses on raising both content teachers’ and English teachers’ academic language awareness. Specifically it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of science and mathematics. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in science and mathematics are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of sciences and mathematics and to develop and enhance language support to better scaffold learners’ understanding of academic content in English.

Assessment: 100% coursework.

#### **MEDD8844 Textual analysis II: Academic literacies in the social sciences and humanities (6 credits)**

This course focuses on raising both content teachers’ and English teachers’ academic language awareness. Specifically it aims to introduce course participants to different kinds of academic genres characteristic of the disciplines of the social sciences and humanities. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in the social sciences and humanities are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of the social sciences and humanities, and to develop and strengthen language support to better scaffold learners’ understanding of academic content in English.

Assessment: 100% coursework.

#### **MEDD8845 Principles and practice: Bridging pedagogy in content and language integrated learning (6 credits)**

This course focuses on introducing the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners to develop the kind of academic literacies required in different subject disciplines. Specifically, it aims to introduce to both content and language teachers the

principles and practice of socio-cultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies.

Assessment: 100% coursework.

**MEDD8846 Principles and practice: Course design in content and language integrated learning (6 credits)**

This course focuses on introducing the principles and practice of CLIL. It covers the historical development of the field by discussing the theories and practice of different related approaches including: content-based instruction (CBI), and content and language integrated learning (CLIL). Established research traditions of genre theories (e.g., the 'Genre Egg') and pedagogical theories (e.g., the 'Teaching and Learning Cycles', the 'Detailed Reading' approach) informing the work of CLIL are given emphasis. The different contexts in which these approaches have developed are also examined with a view to adapting/re-designing them to suit the local or new pedagogical contexts. Course participants are guided in expanding their capacity to adapt and design CLIL/LAC materials.

Assessment: 100% coursework.

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## **5. EARLY CHILDHOOD EDUCATION**

The specialism aims to provide participants with the knowledge, skills, and attitudes to implement high quality and contextually appropriate early childhood education. Specifically, the specialism will help participants acquire scientifically-based knowledge about early childhood development and education, develop a deeper understanding of contextual influences on children's development and learning, and further develop their professional competence in planning, implementing and evaluating programmes of early childhood education and care. Participants will also be encouraged to access to the most recent international knowledge in the field.

**MEDD6141 Promoting child development in early childhood education (6 credits)**

This course will consider approaches to understanding and facilitating various aspects of development, which include physical, cognitive, language and social and emotional development of young children. It will consider influences on early childhood development and examine the applications of child and human development theories in early childhood education programmes. This module will also cover various topics in early childhood development and education: (1) observation and assessment in the early years; (2) school readiness; (3) optimal child development; and (4) home-school cooperation.

Assessment: 100% coursework.

**MEDD6142 Learning and teaching in early childhood education (6 credits)**

This course considers how theoretical approaches and sociocontextual factors have shaped approaches to early childhood education. Curriculum models adopted in early childhood programmes in different countries will be critically evaluated. The course will also consider (1) curriculum design, planning, implementation and evaluation; and (2) the influence of recent research and the educational reforms on learning and teaching.

Assessment: 100% coursework.

**MEDD6143 Planning, management, evaluation and leadership in early childhood education (6 credits)**

This course provides an overview of how to plan, implement and evaluate early childhood programmes. Specific topics include: the development and review of programmes; financial management; staff development and appraisal; leadership, the development of effective communication strategies for working with other adults; and advocacy for children. Case studies based on the local context will be used throughout the course and the impact of the educational reform on the administration and management of early childhood programmes will also be considered.

Assessment: 100% coursework.

### **MEDD6144 Contemporary issues in early childhood education (6 credits)**

This course considers the critical issues in early childhood education across a broad range of contexts, using multiple methodologies and perspectives including postmodernism and ecological system theories. Most of the contemporary issues in the field, locally, nationally, regionally, and internationally, will be critically evaluated. The course will cover (1) developing, implementing and assessing the early childhood education policies; (2) reconceptualisation of early childhood development and education; and (3) innovations and developmental trends in early childhood education.

Assessment: 100% coursework.

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## **6. EDUCATION AND SOCIETY IN CHINA**

This specialism aims to provide participants with sociological theories, contextual knowledge, and analytical skills to understand and analyse educational issues in China. The goal of the specialism is to cultivate in the participants the ability to critically analyse the influence of social, cultural, political, and economic forces on education in China. Specifically, participants will learn classical and contemporary sociological traditions, acquire a comprehensive knowledge about education in China, and engage in in-depth analysis of one or more focus issues. The specialism will help students to understand China in the global context and to distinguish the unique Chinese character of its educational development.

### **MEDD8802 Sociology of education: Classic and contemporary theories (6 credits)**

This course examines sociological theories, both classic and contemporary, in Western and Chinese contexts for the study of educational institutions and systems. The main objective of this course is to provide a disciplinary grounding to students in the sociology of education. The course includes an examination and application of the main sociological concepts in various cultural and social contexts. The ultimate aim is to employ the sociology of education to strengthen conceptual skills for research development of students. Case studies from Hong Kong, Mainland China, and other countries in Asia will be used to discuss how to adapt both concepts and methods to sociological research in education. In sum, this course offers an overview of the fundamental sociological concepts that can guide the analysis of specific educational issues in China.

Assessment: 100% coursework.

### **MEDD8803 Contemporary issues in education in China (6 credits)**

The course seeks to critically examine contemporary, critical issues in education in China by using theories of sociology and development situating the analysis in both Chinese and international contexts. Topics can include: educational access and equity; quality of education and curriculum reform in a global age; economy, migration and education; citizenship education for creating obedient citizens or free and autonomous persons; multiculturalism, ethnic diversity and national solidarity; and the pursuit of world class universities, institutional autonomy, and academic freedom.

Assessment: 100% coursework.

### **MEDD8821 China's universities: Balancing domestic demands and global aspirations (6 credits)**

The course examines how higher education is shaped by a shifting market of demands from three sectors of the population. First, there is the demand for knowledge and skills for jobs, not only by Chinese households, but also by employers who demand talented hires to drive innovation for competition in goods and services. Second, there is the demand for status culture by an expanding urban middle class that uses higher education to transmit their social position to their children. Third, there is the demand by the state for political stability. The course examines how each of these three demands

takes precedence in different circumstances and at different times in the evolution of higher education in China. This market of demands approach is used to better explain the unintended consequences -- a growing dissatisfaction with widening inequalities and a serious concern about the quality of university teaching and research for upgrading the economy and stabilizing society, during the transition from elite to mass higher education.

Assessment: 100% coursework.

### **MEDD8822 Chinese educational traditions and their modern transformation (6 credits)**

China's educational heritage is rich. Yet, few people from Chinese societies can articulate the relevance of Chinese classical educational values. Since the West came to China with immense prestige during the late Qing dynasty, China's educational traditions have been packaged poorly in light of Westernization. This becomes increasingly inappropriate against a backdrop of a rising China. Integrating Chinese and Western ideas is urgently needed. Based on the vast range of literature in classical and contemporary Chinese and English across historical periods, this course explores how China's rich educational heritage has been interpreted differently in the Western and Chinese literature. It attempts to sort out what are the fundamental features of Chinese traditional education, and investigates whether or not and how such traditions inform China's contemporary educational policy and practice. It aims to equip students to position themselves at the interface of Chinese and Western traditions in education.

Assessment: 100% coursework.

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## **7. EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

This specialism provides educators with related theoretical background, cultivates their research interests and abilities to understand and analyse the effective practice of administration and management in education, as well as in other relevant contexts as appropriate. Topics including organisation theories; management theories; theories and strategies for decision-making; sociological perspectives of educational institutions; educational policy-making and planning; organisational performance; accountability and law in education, and research methodology in educational administration, will be discussed.

### **MEDD6192 Educational leadership and school management (6 credits)**

This course traces the recent development of leadership theory in education in order to explore what it really means to build an effective school of tomorrow, and what types of leadership would be most adequate for this enormous task. The course has integrated a comparative perspective, and looks into case-studies and findings from Asia Pacific, Australia, Europe and North America. The participants will explore the latest themes in leadership theories and will examine differentials in cultures, values, intelligences, and styles. The course will focus on approaches to school leadership that promote high quality learning environment and student learning achievement. However, the course will draw on examples from both educational and non-educational settings to relate theories to practice. There will be an opportunity for students to share their own experiences by contributing to group discussions and presentations.

Assessment: 100% coursework.

### **MEDD6193 Concepts and issues in school based management (6 credits)**

This course provides a systematic study of the theory and practice of School-Based Management (SBM), its background and its major features. Within the SBM framework, topics to be covered will include organizational structures, proposed leadership models and leadership training, data on learning outcomes, preferred funding models, models of school planning, implementation and evaluation, and quality assurance. Particular emphases will be placed in the area of staff development and appraisal. Related theories, concepts, skills and strategies will be studied and the relationship between staff

development and appraisal, with special reference to the implications for school effectiveness and educational change, will be closely examined.

Assessment: 100% coursework.

#### **MEDD6195 Administrative and organizational theory for educational institutions (6 credits)**

This course will trace the evolution of administrative and organizational theories, from classical to contemporary schools of thought, in the context of educational institutions. It will enable students to conceptualize and analyze organizational phenomena from various perspectives, including classical, human resource, systems, political, cultural, critical and postmodern schools of thought. Particular attention will be given to the application of these ideas to leadership and organizational learning, change and effectiveness.

Assessment: 100% coursework.

#### **MEDD7100 Legal aspects of educational administration (6 credits)**

The course aims to better equip students with legal literacy, concepts and reasoning so that they would be able to understand legal aspects of educational administration, examine the implications for effective operation of the school, make sensible administrative decisions effectively and legally. The content covers basic legal concepts and system of laws. Issues such as employment, student rights and discipline, school liabilities, insurance matters, copyright and intellectual properties, collaboration with law enforcement bodies will be explored, etc.

Assessment: 100% coursework.

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## **8. ENGLISH LANGUAGE EDUCATION**

The specialism aims to provide experienced teachers and language specialists with an appropriate theory-based framework within which to understand and investigate issues involved in English language education, in order that they can develop leadership roles in the profession. The specialism focuses on the development of participants' language awareness, with a view to equipping them with the expertise necessary for a critical understanding of approaches to research and development in English language teaching and learning. The specialism also develops the practical skills needed for school-based classroom research, curriculum development, and the implementation of innovations.

#### **MEDD6311 English language curriculum and assessment (6 credits)**

This course is concerned with developments in the English Language curriculum, both in the Hong Kong context and also in relation to regional and global trends. The course focuses on processes of curriculum renewal and the implementation of curriculum innovations, and examines assessment as an integral part of the curriculum, along with syllabus and methodology. The main topics covered include: trends in ELT methodology (communicative language teaching, task-based language teaching, the incorporation of language arts, IT in language learning); relations between assessment and curriculum, (feedback, washback, formative assessment and school-based assessment). These developments are analysed within a framework of curriculum innovation and educational change. All of these are considered in relation to Hong Kong curriculum reforms, such as the New Senior Secondary English curriculum. The course aims to develop participants' understanding of the key developments and innovations in the English Language curriculum, and their criticality in evaluating the implementation of ELT innovations in their own context.

Assessment: 100% coursework.

#### **MEDD6702 Language awareness: Grammar and lexis (6 credits)**

This course focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English

grammar and lexis and their close interrelationship. Rather than attempting an overview of English grammar and lexis, the course highlights certain key areas for in-depth exploration. The course aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis, since this is seen as essential to their work as English language educators. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching.

Assessment: 100% coursework.

### **MEDD6703 Second language acquisition (6 credits)**

This course aims to develop participants' critical understanding of the key issues in second language acquisition. It seeks to engage them in understanding and reviewing these issues from the cognitive and sociocultural perspectives. Participants are also required to apply these theoretical perspectives to their own experiences as second language learners and teachers. Both theoretical and pedagogical issues will be addressed through an analysis of authentic evidence of second language learning reported locally and internationally. Participants will also be introduced to current debates in the field, in particular the relationship between language and cognition, as well as the roles of input, interaction, output, form-focused instruction, motivation and learner strategies in second and bilingual language development. The course will also address the broader socio-political context of second language learning and language policy development.

Assessment: 100% coursework.

### **MEDD6709 An introduction to sociolinguistics (6 credits)**

This course provides opportunities for candidates to explore the relationships between language, education and society. It addresses a variety of topics including social and regional diversity within a language, multilingualism, language shift and maintenance, the rise of English as a global lingua franca, language planning, choice of a language as medium of instruction, as well as language and identity. The course aims to help candidates to develop an understanding of basic concepts in sociolinguistics; a critical understanding of the roles of language in society and education; a critical awareness of professional challenges resulting from shifting sociolinguistic conditions.

Assessment: 100% coursework.

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## **9. GUIDANCE AND COUNSELLING**

The MED (Guidance and Counselling) is a graduate professional specialism designed for administrators, teachers, student affairs professionals, and guidance personnel concerned with various aspects of educational guidance, career education and counselling in schools and similar settings. The specialism is based upon the belief that personal-social, academic and career development is essential for all school students. This specialism is based on the 'systems approach' as a conceptual framework, and addresses approaches that schools may employ in strengthening Domain Three—Student Support and School Ethos. Awareness of the overall framework will assist in school self-evaluation and external school review. The specialism provides not only the theoretical framework but also practical strategies for organizing and implementing guidance activities that foster students' whole-person development. This specialism addresses the competencies teachers are required to display in the Dimension "Pastoral Care for Students" as an important aspect of their continuing professional development (ACTEQ, 2003).

This specialism addresses participants' development of key competencies necessary for implementing comprehensive guidance and career education programmes in educational settings. The participants in this specialism will be encouraged to reflect on their own practices and strategies in guidance and counselling, which in turn can contribute to the building of a comprehensive guidance system. The aim is to develop their ability to find creative solutions to various critical issues in student development in Asian cultural contexts. Attention will be given to designing and implementing a guidance curriculum, the provision of career-related activities, and the development of policy and support related to student guidance, student affairs, career education and counselling. The specialism places emphasis on the

delivery of student guidance as a whole-school approach, with strategies and skills pertinent to guidance, counselling, and discipline. It covers: mastery of individual and group counselling skills to support students, parents and teachers; guidance strategies for fostering students' personal, social, career and talent development; supporting students in distress; and crisis intervention

Candidates are required to complete all 4 specialist courses and a compulsory elective course MEDD8678 "Counselling process, ethics and skills" plus a dissertation (18 credits), or an option of two additional elective courses and a project (6 credits each)

#### **MEDD6248 Theories and practices in counselling and group guidance (6 credits)**

This course will examine theories and practices in counselling and group guidance in schools. The content will include the following topics: counselling in a school setting; helping process and skills; theoretical approaches to counselling; beginning and developing a counselling relationship; career counselling; assessment, measurement and appraisal in counselling; ethical issues in counselling; theories of group guidance and their implementation in schools; group leadership skills; peer counselling; life skills and leadership training; skills in large-group guidance in the classroom and beyond. Selected case studies of counselling and group guidance in local educational settings will be examined. The course can be relevant to all administrators, teachers and guidance personnel who would like to apply counselling skills in their coaching, teaching and guidance activities.

Assessment: 100% coursework.

#### **MEDD7038 Counselling, career education and talent development in schools (6 credits)**

This course will compare theories and practices of counselling, career education and talent development programmes in schools in Hong Kong and other parts of the world. Topics will include: life career perspective; comprehensive school guidance and counselling program; identification of students for talent development programmes; assessment of life career and talent development; individual development planning; student advisory and mentorship schemes; theories of career development; career awareness among children; career exploration among adolescents; career decision making among senior secondary school students and college students; career development of talented students and students with special needs; talent development in schools; theories of talent development; career counselling of the exceptionally gifted; family influences; multicultural perspective; gender issues; life-wide learning; career-related experiences; services learning; programme evaluation and enhancement. The course is relevant to all teachers and guidance personnel who wish to enhance students' career and talent development through subject teaching and co-curricular activities. Case studies of good practice in Hong Kong and elsewhere will be introduced. Course participants are expected to work in collaborative learning groups to integrate practices and theories.

Assessment: 100% coursework.

#### **MEDD8601 Comprehensive guidance and positive youth development: A whole-school approach (6 credits)**

This course will provide an introduction to the theoretical framework of guidance as a whole-school approach, comprehensive guidance, and positive youth development. The whole-school approach will be discussed in the context of school policy formulation, system development, and support measures for preventive, developmental, and responsive services for students. The course will consider theoretical and practical bases for designing and implementing comprehensive guidance and counselling programmes to be used in individual, group, and systemic contexts. Practices and research in using positive youth development approach to guidance will be introduced. Relevant good practice in Hong Kong school settings will be shared. The course can be relevant to all administrators, teachers and guidance personnel. Course participants are expected to work individually and in collaborative learning groups to integrate practices and theories.

Assessment: 100% coursework.

#### **MEDD8602 Practicum in counselling and group guidance (6 credits)**

The supervised practicum provides students with the opportunity to practise and receive regular supervision, as well as developing professional competencies in specific contexts. All students are required to complete an individualized practicum in counselling and group guidance in a school, or at an approved agency/organization. Students will receive group and individual supervisions. To pass this course, students must demonstrate competency in counselling within a range of presenting issues, and demonstrate critical reflection on knowledge of theory and issues related to counselling practice and supervision.

Assessment: 100% coursework.

### **Specialist Elective Course**

#### **MEDD8678 Counselling process, ethics and skills (6 credits)**

This course will introduce students to the basic processes, ethics and skills of counselling applicable in schools or other educational settings. Knowledge and understanding of how a counselling relationship develops over time (process) will be focused on and facilitated within a workshop style delivery. Personal development of the course participants will be encouraged through many opportunities to observe, practice skills and reflect on personal interaction and process. Topics will include skills for engaging student, assessment, goal setting and action planning, ethics in counselling, skills for developing helping relationship, skills in managing crisis, and skills for ending the counselling relationship. The course is relevant to all teachers and guidance personnel who wish to enhance their counselling competencies. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

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## **10. HEALTH PROFESSIONS EDUCATION**

This specialism is for educators in the health sciences disciplines who are looking to enhance clinical supervision, lead educational change and transform students' lives. It will support innovation in educational design and delivery in light of the latest research on learning and teaching. Graduates will also have the capacity to develop and evaluate educational quality in healthcare organisations. The MED (HPE) will also provide a recognised platform from which graduates could pursue research at doctoral levels (EdD or PhD).

#### **MEDD8870 Foundations of health professions education (6 credits)**

This course is foundational to the specialism and will be informed by research from the field of the learning sciences with a central focus on learning in health professions education. We will discuss a variety of approaches to curriculum (e.g. outcomes and competency-based education) and the design of courses and learning activities (from large class to small group pedagogies).

Assessment: 100% coursework.

#### **MEDD8871 Assessment and evaluation in health professions education (6 credits)**

In this course participants will be introduced to key concepts in assessment as they apply to health professions education including continuous assessment, formative and summative assessments, validity and reliability, and calibration and moderation. Participants will critique the relative strengths and weaknesses of a wide range of common written and practical assessment methods used in health professions education and appraise how quality assurance and quality enhancement are considered in curriculum design.

Assessment: 100% coursework.

#### **MEDD8872 Clinical teaching and supervision (6 credits)**

This course is aimed at developing healthcare professionals' knowledge of clinical supervision models and practice and the key role supervision plays in training healthcare professionals. The course will

survey historical and contemporary approaches to clinical supervision, including the increasingly important role of simulation in clinical training. The course is also aimed at helping clinical educators to facilitate students' use of evidence-based practice and development of reflective practice skills. Assessment: 100% coursework.

### **MEDD8873 Effective student-supervisor relationships in health professions education (6 credits)**

Whether teaching in a large lecture theatre, a small tutorial group or one-on-one in a clinical setting, there is potential for the supervisor-student relationship to transcend beyond the acquisition of clinical skills and knowledge. This course will conduct a holistic exploration of the roles of the teacher as a supervisor, mentor and role model. Topics addressed include facilitating better inter-professional and inter-personal communication, giving and receiving feedback, and examining effective strategies to help support learner wellbeing. Assessment: 100% coursework.

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## **11. HIGHER EDUCATION**

This specialism helps university and college managers navigate the cutting-edge ideas and the best practices of integrating strategies of internationalization, academic freedom, institutional autonomy, problem-based learning, and quality assurance. The courses draw on interdisciplinary perspectives contributed by sociology, economics, political science, administrative studies, and comparative education. The learning process is driven by practical insights from experienced professionals of international agencies, national governments, funding bodies, academic associations, universities, polytechnics, community colleges, liberal arts colleges, research centers, academic health science centers, branch campuses, and joint educational ventures.

### **MEDD6341 Globalization and higher education (6 credits)**

The concept of globalization has been taken as a salient feature of our times. Within a context of intensified globalization, universities worldwide now encounter far greater challenges, and are subjected to an unprecedented level of external scrutiny. The change in governance ideology in the higher education sector has altered the way in which universities are managed. Higher education institutions everywhere are subject to global trends that link higher education systems globally, with the potential for creating severe problems for higher education in smaller or poorer nations in a world divided into centers and peripheries, and leading to exacerbated dramatic inequalities among the world's universities. This course will provide critical analysis of major policy issues including the growing commercialization of higher education and the values of the marketplace, the increasingly freely traded 'knowledge products' in the international marketplace, and the erosion of the university as an intellectual institution. This course aims to assist students to discuss these issues in an international and historical context, with particular foci on policy, governance and management in China and Asia. It examines how universities are responding to globalization in their cultural complexity and social contexts, using examples from a variety of social, cultural, economic and political backgrounds. Assessment: 100% coursework.

### **MEDD6346 Organizational theories and strategies in higher education (6 credits)**

Organizational frameworks in higher education are different from those in businesses, governmental institutions or civic organizations. Strategic planning, key performance indicators and funding schemes differ across academic divisions. University governance is driven by multi-layered coordination of executive, legislative, consultative and evaluative structures and mechanisms that are increasingly challenged by competition for resources and scientific impact. This course examines how the organizational structures emerge and transform in the process of moving from elite to mass higher education. Students will learn to discern the organizational theories that explain the growing interdependencies among governance, finance, infrastructures, epistemic norms and organizational culture in universities and colleges. The course aims at: (1) fostering strategic thinking for organizational development; (2) conducting critical analysis of management and planning approaches in public and private higher education institutions; (3) shaping skills in facilitative and integrative

transformative frameworks. By drawing on institutional case studies, students will examine key tensions between centralized and decentralized approaches, open and closed systems, structuralism and creativity, contingency and sustainability, diffusion and connectivity.

Assessment: 100% coursework.

### **MEDD6347 Comparative higher education policy studies (6 credits)**

This course focuses on eight policy themes: (1) system design; (2) access and equity, (3) quality assurance and accountability, (4) privatization and financing, (5) student experience and employability; (6) critical inquiry and innovation; (7) ITC and distance learning; (8) autonomy, governance and management. Students develop policy analysis skills by examining trends and problems in higher education systems of Canada, China, Hong Kong, Singapore, Japan, the EU, UK, USA, and other jurisdictions. With the help of comparative research, students acquire a multi-stakeholder worldview about similarities and differences in the policy contexts of global higher education.

Assessment: 100% coursework.

### **MEDD6348 Higher education leadership (6 credits)**

This course traces the recent development of leadership theories and practices in universities and colleges. The course examines differences in leadership styles, and compares roles of intellectual leadership, administrative leadership, and strategic leadership among others. The participants will explore differentials in cultures, values, intelligences, and styles of leadership across the field of international higher education. The course will help emerging leaders understand how a knowledge-driven institution interprets and engages the concepts of public good, social responsibility, cross-cultural respect and tolerance, gender equity, and learner empowerment. This course draws on local and international case-studies. Students will have a chance to develop their own leadership profile and map their future career trajectories in the field of higher education.

Assessment: 100% coursework.

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## **12. MATHEMATICS EDUCATION**

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

### **MEDD6387 Research into the teaching and learning of mathematics (6 credits)**

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

Assessment: 100% coursework.

### **MEDD6388 Curriculum research and development in mathematics (6 credits)**

This course discusses issues that revolve around the mathematics curriculum and its development in schools. Without limiting the discussion to Hong Kong, a deeper understanding of the issues and

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

Assessment: 100% coursework.

### **MEDD6389 The philosophical, social and cultural aspects of mathematics education (6 credits)**

This course focuses on the features that characterize mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers' and students' beliefs and attitudes, and on students' achievement will also be discussed. In addition, this course investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; social inequalities including gender issues; and the relationship between language and mathematics. The objectives of the course are to enable students to (1) reflect critically on the features that characterize mathematics as a distinctive discipline, and be aware of the conflicting views on the nature of mathematical knowledge, (2) explore the relationship between the nature of mathematics and the nature of mathematics teaching and learning, (3) explore the social and cultural factors that affect the teaching and learning of mathematics, (4) reflect upon the aims of mathematics education and how mathematics instruction should be conducted, and (5) reflect critically on how teachers' views of mathematics and mathematics education affect their own practice.

Assessment: 100% coursework.

### **MEDD6390 Innovation and development of instructional design in mathematics (6 credits)**

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

Assessment: 100% coursework.

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## **13. PSYCHOLOGICAL STUDIES IN EDUCATION**

This specialism is designed to familiarize teachers/educators/individuals interested in psychological studies in education with the basic concepts and principles of developmental, educational, and social psychology and their application in educational contexts. Strong emphasis will be placed on topics and issues in contemporary research and on relevance to schools and higher educational institutions in Hong Kong, mainland China, and the rest of the world. Sample topics covered are (i) learner characteristics (e.g., cognitive development, language development, moral development, psychosocial development, interpersonal development, and factors influencing student development such as individual differences in learning approaches, motivation, and learning styles); (ii) teacher characteristics (e.g., conceptions of teaching and learning, emotions in teaching, teacher self-efficacy, teaching styles, and teaching approaches); and (iii) the process, context, and culture of learning (e.g., theories of learning and teaching, curriculum, pedagogy, learning how to learn, designing effective learning, classroom talk, assessment, computer-supported collaborative learning, and the Chinese Learner).

### **MEDD6441 Developmental psychology for educators (6 credits)**

This course will familiarize educators with the major theories, concepts and research findings of developmental psychology as well as some of the skills and techniques of gathering information on

children and adolescents. The application of developmental research to educational practice and policy will also be considered. By the end of this course, students should gain an understanding of (i) major developmental theories; (ii) the sequence of child and adolescent development and the processes that underlie them; (iii) the interdependence of all aspects of development, i.e., physical, cognitive, emotional and social; and (iv) the impact of context and culture on development.

Assessment: 100% coursework.

#### **MEDD6442 Cognition, learning and instruction (6 credits)**

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

Assessment: 100% coursework.

#### **MEDD6443 Student development: Theory, research and practice (6 credits)**

Student development concerns the holistic development of a student — his/her development of psychological characteristics, physical development, career interest development, emotional development, identity development, moral development, social development, as well as intellectual development. This course examines student development not only from a theoretical perspective but also from a practical perspective. It studies the main theories of and research on student development. Emphasis is further placed on how these theories and research findings can be applied to schools and universities in Hong Kong, mainland China, and elsewhere in the world. Potential learners (e.g., in-service and pre-service teachers, counselors, school senior managers, government officials in education sector, and individuals who wish to understand themselves better) should be interested in this course because it will equip the learners with knowledge and skills needed not only for promoting the development of their students but also for achieving a deeper understanding of themselves.

Assessment: 100% coursework.

#### **MEDD6444 Effective talk in the classroom (6 credits)**

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

Assessment: 100% coursework.

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## **14. STEM EDUCATION**

This specialism aims to equip education students with an in-depth understanding of theoretical and practical issues surrounding STEM education. The specialism will explore philosophy, theories,

learning design, technologies and policy at local and international level in respect to STEM. Specific theoretical constructs will be examined in the specialism with focus on developing further research agenda at graduate level, e.g., STEM literacies, learning design, levels of integration, computational thinking, and design thinking.

Candidates are required to complete all 4 specialist courses and a compulsory elective course MEDD8861 “Computational and Design Thinking for STEM Literacy in 21<sup>st</sup> Century” plus a dissertation (18 credits), or an option of two additional elective courses and a project (6 credits each).

### **Specialist Courses**

#### **MEDD8857 STEM education in an evolving social context (6 credits)**

This course examines the nature of STEM as a curriculum and pedagogical innovation from a socio-historical perspective. Topics addressed include: the historical development of cross-disciplinary integration in STEM education; the role of STEM in modern society; central ideas cutting across the disciplines of science, technology, engineering and mathematics; the relationship between STEM education and science literacy, technology literacy and mathematics literacy, social responsibility and moral reasoning, as well as 21<sup>st</sup> Century skills; STEM as a curriculum and pedagogical approach to foster inquiry and problem solving of authentic problems through the application of conceptual knowledge and skills from diverse disciplines.

Assessment: 100% coursework.

#### **MEDD8858 STEM education theory, practice and application (6 credits)**

This course discusses different theories, models and trends in STEM education underpinning international and local STEM policies and initiatives. Particular focus will be given to different models of STEM integration (e.g., discipline-focused, theme-based, interdisciplinary, etc.) This course will also examine policies and strategies at system, network and school levels employed in the implementation of STEM, and the challenges encountered. Students will be able to adopt appropriate theories, models and approaches for planning, organizing and evaluating STEM education related practices to strengthen the coherence and collaboration among teachers of different KLAS. The students will also appreciate the other developments and enhancements of STEM education, such as STEAM and STREAM with the incorporation of Arts elements too.

Assessment: 100% coursework.

#### **MEDD8859 Learning, teaching and assessment in STEM education (6 credits)**

This course focuses on STEM implementation at the classroom level. It takes as its starting point a focus on developing students’ self-directed learning and collaborative problem-solving capacity as a central goal for STEM education. It examines the curriculum and assessment designs and the role of teachers and learners in different models of classroom implementation. This course will also examine different models of teacher learning and leadership support for STEM implementation at the classroom and school levels.

Assessment: 100% coursework.

#### **MEDD8860 Emerging technologies in STEM education (6 credits)**

This course explores a broad range of current and emerging tools, practices and themes in STEM education. Also, the course will review current and future research trends in emerging tools, practices and themes in STEM Education. The course begins by exploring the historical development of cross-disciplinary integration in STEM education, in order to equip students with an overall picture on the types and trends of digital technology used for delivering STEM education in the past, present and future classrooms. Furthermore, the course explores uses of robotics as a mean of integration (e.g., Micro:bit, MakeBlock, Arduino, Lego Mindstorms). Also, attention will be given to product design and 3D printing as a special form of engineering design in integrated STEM. Finally, emerging tools such as mobile, wearable, VR, Augmented VR technology, etc., will be explored in context of STEM

integration.

Assessment: 100% coursework.

### **Specialist Elective Course**

#### **MEDD8861 Computational and Design Thinking for STEM Literacy in 21<sup>st</sup> Century (6 credits)**

This course explores the computational thinking, design thinking, and 21<sup>st</sup> century literacies developed in the context of STEM education. Computational and design thinking, which originated and populated in MIT (Grimson, 2017) and Stanford University (Plattner, 2010), represents a new and emerging digital literacy, and becomes a core literacy in solving computational and engineering design problems in real-world contexts. In this course, the role of “E” (Engineering) in STEM education integrated with computational and design thinking will be discussed, and how to link these to other disciplines within STEM will be investigated. The course helps novice educational researchers and practitioner with background in science and mathematics to develop a comprehensive understanding of where the origin, motives for cognitive development and educational impacts are in the theory and application of STEM learning. Through collaborative learning environment and interactive seminars, students will identify instructional and pedagogical approaches to implement the thinking methods in school-based STEM curriculum. Research agenda and educational policy of this emerging field of transdisciplinary education can be developed with computational thinking and design thinking in this course.

Assessment: 100% coursework.

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## **15. TEACHING AND LEARNING CHINESE LANGUAGE**

The specialism is designed for in-service teachers, aspiring school middle-managers, curriculum coordinators and related professionals with regards to Chinese language education in Singapore. It aims to enhance learners’ leadership in curriculum planning and implementation, to advance learners’ professional knowledge in emerging pedagogies, to develop learners into reflective practitioners and effective facilitators of learning, and to lead change in curriculum design and pedagogical practice. This specialism also aims to promote research relevant to Chinese language education in Singapore.

#### **MEDD6080 Chinese language assessment: From principles to practices [華文課程評估] (6 credits)**

This course introduces important concepts of formative and summative assessment, assessment of learning, assessment for learning, assessment as learning, and the relationship among these concepts. The course aims to foster understanding of principles of assessment and provide opportunity to explore practices on school-based assessment. Topics cover general needs assessment, formative and summative assessment, evaluation and feedback, assessment of knowledge, skills and attitudes, strategies of assessing different Chinese language abilities, Chinese language learning outcomes, software for assessment and evaluation, and latest Chinese language assessment development. Important assessment reform such as Hong Kong school-based assessment will also be discussed. Emphasis will also be placed on review and development of an effective assessment construct in Singapore context, including the recent assessment reform of assessing and evaluating viewing skills.

Assessment: 100% coursework.

#### **MEDD8222 Chinese curriculum design [華文課程設計] (6 credits)**

This course explores the relationship between curriculum, instructional materials, pedagogy and assessment. The course aims at fostering understanding of different curriculum models and the relationship of curriculum to society and students’ overall development and outcome. It incorporates notions of differentiated curriculum and assessment for Singapore Chinese education context. Topics cover general concepts and models of curriculum design, development of goals and objectives, educational strategies for different objectives and outcomes, needs and barriers to course implementation, general needs assessment, formative and summative assessment, evaluation and

feedback, assessment of knowledge, skills, and attitudes. Emphasis will be placed on making cross-comparison of Chinese language syllabi from different territories, namely mainland China, Hong Kong, Taiwan and Singapore. Processes in developing an effective school-based curriculum in Singapore context will also be explored.

Assessment: 100% coursework.

**MEDD8823 Psycholinguistics and its application to Chinese language learning 心理語言學與華文學習] (6 credits)**

This course focuses on the psycholinguistic aspects of learning Chinese language in Asian contexts. It examines the acquisition of phonology, character recognition, lexis and syntax by exploring the psychological processes and strategies involved in Chinese language learning. Recent development in Chinese psycholinguistic research related to learning and instruction is included. Upon the completion of this course, students will understand the basic principles of psycholinguistics and apply the principles of psycholinguistics to the instruction and research of Chinese language learning.

Assessment: 100% coursework.

**MEDD8824 Chinese linguistics and its application to Chinese language learning [漢語語言學與華文學習] (6 credits)**

Through synergizing theories of language structure and language pedagogy in Asian contexts, this course aims to achieve a theory-based approach to understanding the learners' language and its implication on language learning. Discourse linguistic theories of Chinese language will be discussed to analyse social and cultural phenomenon, accounts of these phenomena are studied comparatively with other languages. Upon completion of this course, students will acquire a rich understanding of the structures of Chinese language as well as gain practical experience in empirical study of the learners' language.

Assessment: 100% coursework.

**Specialist Elective Courses**

**MEDD6076 Understanding learners and applying effective pedagogies [因材施教之教學策略] (6 credits)**

Having the learners in mind, this course aims to provide a wide range of approaches catering to the different learning needs as well as focus on effective teaching strategies for Singaporean students in learning Chinese. Second language acquisition theories, communicative approach, task-based approach and other important theories will be discussed in depth while specific teaching techniques pertaining to the various language modalities will be demonstrated and practiced in class. After attending the courses, students should build an awareness of the different learning needs of their learners, be equipped with the skills to diagnose and design effective lessons.

Assessment: 100% coursework

**MEDD6078 Techniques and skills of applying information and communication technology in Chinese teaching [資訊科技在華文教學中的應用] (6 credits)**

Online learning opens up a promising yet challenging opportunity for education, and media literacy becomes an important aspect of teacher development. This course is for students to broaden their understanding of the advances in educational technology and to integrate emerging technologies into primary and secondary classrooms. Students will reflect on the role various forms of electronic and digital technology can play in the teaching and learning of Chinese in Singapore context and evaluate on the effectiveness of some of the many digital tools used in today's schools. For practicality purpose, the course will also illustrate the integration of educational technology with the Chinese curriculum and assessment in Singapore schools.

Assessment: 100% coursework

**MEDD8825 Current issues in learning Chinese in Singapore context: Research findings and their application [當前新加坡華文教學研究之發現及其應用] (6 credits)**

The goals of this course are to help students develop a better understanding of the current issues faced in learning Chinese in the multi-lingual and multi-cultural Singapore context, as well as be exposed to the educational research outcomes in the recent years and engaged in in-depth discussion on their application. Topics to be addressed include investigation on sociolinguistics and psycholinguistics, evaluative studies on educational reforms and educational technologies in learning and teaching of Chinese language education in Singapore, classroom intervention studies ranging across various language modalities and developmental stages. With a focus on evidence-based findings, students will evaluate and take this further to answer the essential questions of ‘how does this inform learning and teaching’ and ‘what are the implications to the classrooms in practice’.

Assessment: 100% coursework

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## **16. TEACHING CHINESE AS A SECOND LANGUAGE 中文第二語言教學**

This specialism is designed for pre-service or in-service Chinese language teachers in primary or secondary schools, who want to excel themselves to research and teach Chinese in various global contexts, including teaching Chinese as a second or foreign language. The programme connects theory and practice, and focuses on the issues related to Chinese as a second language pedagogy, curriculum design, assessment and classroom research. The programme aims at developing qualified TCSL teachers who are versed in various international curricular, with a particular focus on the IB curriculum.

Candidates are required to complete all 4 specialist courses and a compulsory elective course MEDD7104 “Integrating the IB philosophy into Chinese language teaching” plus a dissertation (18 credits), or an option of two additional elective courses and a project (6 credits each).

### **Specialist Courses**

#### **MEDD6051 Teaching Chinese language in international contexts [對外漢語教學] (6 credits)**

The course provides a general overview of the major topics relating to second/foreign language education, focusing on the theory and pedagogy of teaching Chinese as a second/foreign language in the international contexts. It presents an overview of second language acquisition theories and second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the course provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curriculum, such as IB, AP, GCSE curriculum, including an analysis of the curriculum design, teaching methodologies, learners and learning resources, course assessment guidelines required for those curricula. It aims to help teachers make Chinese language teaching and learning maximally effective in Hong Kong and international contexts through an understanding of sound principles of language teaching and learning. In this course, we will begin with a brief overview of how people learn and how people learn a language grounded in cognitive and sociocultural approaches. Language teaching methods will be followed by focusing on specific skills such as oral and written communication modalities, as well as how to create learner-centered environments to foster independent and collaborative learning. We will then look at language teaching specifically from aspects of learning environment design, instruction, assessment and classroom management. The course aims to provide students with an understanding of issues related to teaching Chinese in the international context through: (1) Exploring second language acquisition theories and pedagogies; (2) Examining international curriculums such as IB, GCSE, AP; and (3) Discussing issues related to designing and managing Chinese language learning and teaching experience.

Assessment: 100% coursework.

#### **MEDD6052 Chinese (L2) assessment and reporting [中文第二語言教學評估與報告] (6 credits)**

This course focuses on the integral role of assessment and reporting for L2 Chinese learning and teaching in the international/IB school context. It will provide an overview of norm and criterion-based assessment and referencing, formative and summative assessment and the relationship

between reporting, feedback and improved student learning. It will also introduce a range of assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning. The course aims to develop participants' theoretical and practical understanding of the principles of assessment of L2 Chinese learning, with an emphasis on assessment as a tool to promote student learning and support diverse learning needs. The course is expected to achieve the following objectives: (1) To enhance students' understanding of the integral role of assessment and reporting for L2 Chinese learning and teaching; (2) To understand the key assessment and reporting requirements of the IB Programme; (3) To keep students up to date with the latest development of assessment and reporting in the field of teaching Chinese as a second language; (4) To enable students to develop effective assessment strategies and reporting mechanisms for learners of different age groups and learning objectives.

Assessment: 100% coursework.

**MEDD6054 Chinese (L2) school-based curriculum design [中文第二語言校本課程設計] (6 credits)**

This course will provide you with a systematic understanding of school curriculum design and lesson planning. In this course, we will explore IB curriculum at different programmes, and discuss the core of IB curriculum design -- concept-based curriculum. We will also discuss the various issues related to lesson planning. The course is very hands-on, where you will work in groups with your classmates to design curriculum together and critique each other's unit and lesson design. Students are expected to (1) understand concept-based curriculum design and be able to apply the understanding to design school-based curriculum; (2) work in groups to design and critique unit and lesson design. It is expected that students will engage in collaborative learning experience through actively contributing their opinions and helping each other along the learning process. The course has the following objectives in mind: (1) To equip students with the theoretical background about curriculum design and implementation; (2) To familiarize students with current foreign language curriculum design frameworks and models; (3) To familiarize students with IB curriculums and concept-based curriculum design; (4) To engage students in discussions about issues related to curriculum design and implementation.

Assessment: 100% coursework.

**MEDD6055 Research and teaching practice in second language classrooms [中文第二語言教學研究與實踐] (6 credits)**

In order to integrate knowledge with real school experience, this course provides opportunity for students with experience in the real second language classroom aside from getting to understand the theories on second language teaching and learning. The aim is to familiarize students with day-to-day teaching practice at international schools in Hong Kong, by engaging students in actual teaching at international schools in Hong Kong, to identify and tackle students' learning difficulties. This course will be a strong theoretical and practical emphasis on the development of students' research and teaching ability on Chinese L2 teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students' learning difficulty; using appropriate theories to analyze it; design and conduct a small-scale action research with the application of suitable teaching strategies to deal with the identified learning difficulties. The student-teachers will conduct classroom observation, and compile a self-directed portfolio based on data collected and experience encountered in their action research. This portfolio contains a journal, lesson plans and teaching materials developed by the student-teachers during the practicum, self-reflections on lessons taught and feedback from the students. The module aims to provide students with an understanding of research methodology, and how to use educational research to support day-to-day teaching practice of Chinese as a second language: (1) Identify major issues and problems in day-to-day teaching practice of Chinese as a second language classrooms; (2) Demonstrate the ability to write a small-scale action research proposal with theoretical basis and application of pedagogies, to resolve identified major issues and problems in teaching of Chinese as a second language classrooms; (3) Demonstrate the ability to conduct research project, self-reflective practice and to report the research findings.

Assessment: 100% coursework.

### Specialist Elective Courses

#### **MEDD7104 Integrating the IB philosophy into Chinese language teaching [融合國際文憑課程理念的中文教學] (6 credits)**

This elective includes an in-depth exploration into how to integrate IB Diploma Programme philosophy in curriculum design, teaching and learning, assessment and research. This course provides an overview of the principles underpinning the IB's four programmes, such as inquiry-based learning, concept-driven curriculum, disciplinary, interdisciplinary and transdisciplinary approaches to teaching and learning. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore Theory of Knowledge, Creativity, Activity and Service, Extended Essay and Chinese language education. Furthermore, the module will also enhance students' understanding on how to reflect IB philosophy and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this module, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction.

Assessment: 100% coursework.

#### **MEDD8833 Teaching Chinese language and literature in IB Language A curriculum [國際文憑課程 (語言 A): 中國語言和文學教學] (6 credits)**

The course reads texts in the International Baccalaureate language A curriculum. It explores the theories and pedagogies of teaching Chinese language and literature to school learners who are native Chinese speakers. The course encourages students to analyze and appreciate literary works from multiple perspectives such as language-based approach, comparative reading of texts, and stylistics. The topics include (a) Introduction of the IB language A curriculum; (b) Pedagogic issues on Chinese language and literature teaching; (c) Theories of assessing students' learning of literature. Students will be able to acquire the skills of designing school-based curriculum, which demonstrates the philosophy of IB Chinese language and literature. They are also expected to have a deep understanding of the criteria in IB assessments.

Assessment: 100% coursework.

#### **MEDD8834 World literature and new textualities in the IB Chinese A curriculum [國際文憑中文課程的世界文學與新興文本] (6 credits)**

In a new era that the world is interconnected both by globalization and technology, the International Baccalaureate programmes are committed to foster intercultural understanding and new literacies. The IB Chinese A course introduces students a range of texts in order to develop their social, aesthetic, and cultural literacy, as well as communication skills. This course aims to study the theories and practice of teaching translated literary works, literary genres, and new textualities to school learners who are native Chinese speakers. The course prepares students to make independent literary judgements, appreciate literary works from different cultural perspectives, and consider the role that culture plays in making sense of the literary works. With the rapidly evolving text forms, students will also be exploring the learning and teaching of graphic writing or film and literature, to create better understanding and deeper appreciation in their learners.

Assessment: 100% coursework.

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## **17. TEACHING CHINESE LANGUAGE AND LITERATURE IN INTERNATIONAL EDUCATION 國際教育中國語言及文學教學**

The specialism equips the participants with knowledge and pedagogical skills in teaching Chinese language and literature. It focuses on the International Baccalaureate (IB) Diploma Programme (DP) and other international curricula. It aims to enable participants to become effective teachers in international education, thus building their capacity to develop inquiring, knowledgeable and globally

mindful young people. It is a specialism requiring both coursework and a project. The course arranges teaching practicum experience in IB schools for pre-service teachers. The participants will explore theories and practices of teaching Chinese language and Chinese literature requiring critical thinking about teaching and learning. This specialism is a course provider of the IB Certificate in Teaching and Learning (DP: Studies in Chinese Language and Literature) and IB Certificate in Teaching and Learning (DP: Chinese Language Acquisition).

Candidates are required to complete all 4 specialist courses and a compulsory elective course MEDD8841 “Integrating the IB philosophy into Chinese language and literature teaching” plus a dissertation (18 credits), or an option of two additional elective courses and a project (6 credits each).

### **Specialist Courses**

#### **MEDD8837 World literature and new textualities in international Chinese education [國際中文教育中的世界文學與新興文本] (6 credits)**

In a new era where the world is interconnected both by globalization and technology, international education programmes are committed to fostering intercultural understanding and new literacies. For instance, the IB Chinese A course introduces students a range of texts in order to develop their social, aesthetic, and cultural literacy, as well as communication skills. This course aims to study the theories and practice of teaching translated literary works, literary genres, and new textualities to school learners who are native Chinese speakers. The course prepares students to make independent literary judgements, appreciate literary works from different cultural perspectives, and consider the role that culture plays in making sense of the literary works. With the rapidly evolving text forms, students will also be exploring the learning and teaching of graphic writing or film and literature, to create better understanding and deeper appreciation in their learners. Students will also learn how to assess readers’ deep understanding and appreciation of world literature and new textualities in the IB Chinese A and other international Chinese curricula.

Assessment: 100% coursework.

#### **MEDD8838 Teaching language and literature in international Chinese education [國際中文教育: 語言和文學教學] (6 credits)**

The course reads classical and typical Chinese texts used in the international curricula such as the International Baccalaureate Language A curriculum. It explores the theories and pedagogies of teaching Chinese language and literature to school learners who are native Chinese speakers. The course encourages students to analyze and appreciate literary works from multiple perspectives such as language-based approach, comparative reading of texts, and stylistics. The topics include (a) Introduction of the IB language A curriculum; (b) Pedagogic issues on Chinese language and literature teaching; and (c) Theories of assessing students’ learning of literature. Students will be able to acquire the skills of designing school-based curriculum which demonstrates the philosophy of IB Chinese language and literature. They are also expected to have a deep understanding of the criteria in IB assessments.

Assessment: 100% coursework.

#### **MEDD8839 Literature and the art of performance [文學與表演藝術] (6 credits)**

This course aims to explore the dynamic relationship between literature and performance. The course covers the interaction between a conventional literary emphasis on close reading, critical discussion and writing and the practical, aesthetic and symbolic elements of performance. Students are expected to apply the knowledge they learned about Drama-in-Education (DiE) to transform literature work to performance. This course equips students with the skills to explore critically and imaginatively a range of literary texts and performance possibilities. Students will also learn how to assess readers’ deep understanding through performance.

Assessment: 100% coursework.

**MEDD8840 Theories of pedagogy and teaching practice [教學法與教學實踐] (6 credits)**

This course aims to enhance students' understanding of various theories of innovative pedagogies and strategies associated with teaching Chinese language and literature in various learning contexts, with a particular focus on IB Diploma Programme (DP) and Middle Years Programme (MYP) curriculum. Students will also discuss and practice a wide variety of strategies and techniques for teaching language and literature. It helps students to learn how to create an effective and interactive language classroom. The students are expected to develop and practice language teaching and classroom management techniques in international schools.

**Specialist Elective Courses**

**MEDD8841 Integrating the IB philosophy into Chinese language and literature teaching [融合國際文憑課程理念的中國語言及文學教學] (6 credits)**

This elective includes an in-depth exploration into how to integrate IB Diploma Programme philosophy in curriculum design, teaching and learning, assessment and research. This course provides an overview of the principles underpinning the IB's four programmes, such as inquiry-based learning, concept-driven curriculum, disciplinary, interdisciplinary and transdisciplinary approaches to teaching and learning. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore Theory of Knowledge, Creativity, Activity and Service, Extended Essay and Chinese language and literature education. Furthermore, the course will also enhance students' understanding on how to reflect IB philosophy and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction.

Assessment: 100% coursework.

**MEDD8851 Chinese L2 pedagogy [中文(二語)教學法] (6 credits)**

The module provides a general overview of the major topics relating to second/foreign language education, focusing on the theory and pedagogy of teaching Chinese as a second/foreign language in the international contexts. It presents an overview of second language acquisition theories and second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the course provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curriculum, such as IB, AP, GCSE curriculum, including an analysis of the curriculum design, teaching methodologies, learners and learning resources, course assessment guidelines required for those curricula. It aims to help teachers make Chinese language teaching and learning maximally effective in Hong Kong and international contexts through an understanding of sound principles of language teaching and learning.

Assessment: 100% coursework.

**MEDD8852 Chinese L2 curriculum design and assessment [中文(二語)課程設計與評估] (6 credits)**

This course focuses on systematic understanding of school curriculum design and the integral role of assessment and reporting for L2 Chinese learning and teaching in the international school context. For curriculum design, an overview of the essential knowledge like concept-driven curriculum, the integration of curriculum (disciplinary, interdisciplinary and transdisciplinary) are introduced. For assessment, topics on norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning will be discussed. A range of curriculum and assessment design strategies like backward design, scaffolding, differentiated instruction, assessment mechanisms, tools, reporting strategies and analyze their role in promoting assessment for learning.

Assessment: 100% coursework.

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## **18. TEACHING OF MATHEMATICS IN AN INTERNATIONAL CONTEXT**

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

### **MEDD6381 Integrating IB philosophy into the teaching of Chinese language, mathematics and science (6 credits)**

This elective course includes an in-depth exploration into how to integrate IB DP philosophy in curriculum design, teaching and learning, assessment and research. Students will be guided on designing and refining Chinese language/ Mathematics/Science curriculum that reflects the overall IB DP philosophy and learner profile and at the same time aligns with the Chinese language / Mathematics / Science curriculum guides. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore TOK, CAS and Extended Essay and Chinese language/ Mathematics / Science education. Furthermore, the course will also enhance students' understanding on how to reflect IB philosophy, cross-disciplinary application and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction.

Assessment: 100% coursework.

### **MEDD6382 Research and/or mathematics teaching practice in classrooms (6 credits)**

In order to integrate knowledge with real school experience, this course provides opportunity for students with experience in application of IB Philosophy and mathematics teaching in classrooms aside from getting to understand the theories on mathematics teaching and learning. The aim is to familiarize students with day-to-day teaching practice at international minded schools in Hong Kong, by engaging students in actual teaching at international schools in Hong Kong, to identify and tackle students' learning difficulties. This course will be a strong theoretical and practical emphasis on the development of students' research and teaching ability on mathematics teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students' learning difficulty; using appropriate theories to analyze it; design and conduct a small-scale action research with the application of suitable teaching strategies to deal with the identified learning difficulties. The student-teachers will conduct classroom observation, and compile a self-directed portfolio based on data collected and experience encountered in their action research. This portfolio contains a journal, lesson plans and teaching materials developed by the student-teachers during the practicum, self-reflections on lessons taught and feedback from the students. The course aims to provide students with an understanding of research methodology, and how to use educational research to support day-to-day teaching practice of Mathematics: (1) Identify major issues and problems in day-to-day teaching practice of mathematics classrooms; (2) Demonstrate the ability to write a small-scale action research proposal with theoretical basis and application of pedagogies, to resolve identified major issues and problems in Mathematics classrooms; (3) Demonstrate the ability to conduct research project, self-reflective practice and to report the research findings.

Assessment: 100% coursework.

### **MEDD6387 Research into the teaching and learning of mathematics (6 credits)**

This course gives an overview of theories and research on the teaching and learning of mathematics. Research in the teaching and learning of some major areas in mathematics such as algebra is reviewed.

In addition, examples of investigation of mathematics teacher's pedagogical content knowledge, teacher conception, assessment related to the teaching and learning of mathematics, classroom research, small-scale and large-scale studies will be discussed. The course and assessment are designed in such a way for an introduction to a virtual experience of research culture for mathematics teachers and professionals. It is hoped that in the course the students will read, talk about, reflect upon how research may have an implication in their profession. They are expected to make presentations, plan their own research, and develop an awareness of how a research culture can be an enhancement of their life-long professional development. At the end of the course, students should be able to (1) be aware of the issues and topics related to research in the teaching and learning of mathematics; (2) carry out literature review for specific issues of interest, reflect and discuss in relation to the local context and their workplace; (3) write a research proposal for school-based development for the mathematics teaching and learning. Assessment: 100% coursework.

### **MEDD6389 The philosophical, social and cultural aspects of mathematics education (6 credits)**

This course focuses on the features that characterize mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers' and students' beliefs and attitudes, and on students' achievement will also be discussed. In addition, this course investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; social inequalities including gender issues; and the relationship between language and mathematics. The objectives of the course are to enable students to (1) reflect critically on the features that characterize mathematics as a distinctive discipline, and be aware of the conflicting views on the nature of mathematical knowledge; (2) explore the relationship between the nature of mathematics and the nature of mathematics teaching and learning; (3) explore the social and cultural factors that affect the teaching and learning of mathematics; (4) reflect upon the aims of mathematics education and how mathematics instruction should be conducted, and (5) reflect critically on how teachers' views of mathematics and mathematics education affect their own practice.

Assessment: 100% coursework.

### **Specialist Elective Courses**

Candidates are required to complete at least one of the following specialist elective courses:

### **MEDD6388 Curriculum research and development in mathematics (6 credits)**

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

Assessment: 100% coursework.

### **MEDD6390 Innovation and development of instructional design in mathematics (6 credits)**

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

Assessment: 100% coursework.

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## **19. YOUTH STUDIES**

Young people today are facing many challenges. They go through the turbulent years of adolescence and emerge into adulthood under much pressure. Many feel stranded, confused and alienated and do not feel they have the resources to progress resulting in frustration and failure. This specialism examines important issues, namely the power of media in their lives, the society and culture influencing their development, life education policy and curriculum, and issues of education from an interdisciplinary and global perspective in theory and in application. The first course looks at how the implementation of media literacy education can help students adapt to this developing digital world global village. The second examines different theories, approaches and issues concerning life education for adolescents and youths. The third looks at other factors in society, culture, and youth development which can develop students' talents, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society. The final specialist course examines theories, models, practices, and issues of sex education policy and curriculum in Hong Kong and elsewhere. The four courses do not merely discuss issues affecting youths; more importantly, this specialism examines what could be done to empower them to live life in an age of turbulence.

### **MEDD7098 School policy and curriculum for sex education (6 credits)**

The course aims to help participants critically examine theories, models, practices, and issues of sex education policy and curriculum in Hong Kong and elsewhere. It also discusses important issues confronting teens and young people, including sexual identity and attitudes toward sexuality and sex, dating and breakup, concerns about sexual behaviors, and sexual harassment and abuse. The course finally examines controversial issues such as pre-marital sex, homosexuality, the psychology of displaying naked images, teacher-student attraction and professional integrity, and compensated dating and materialism. Real school cases from Hong Kong would be discussed in class.

Requirement:

Students who register for this course must be of age 18 or over and have completed MEDD8808 "Life Education for Adolescents and Young People"

Assessment: 100% coursework.

### **MEDD8661 Youth and media literacy (6 credits)**

Media is significant in the context of globalization and education reform where the emphasis is on adapting students to the developing digital world global village and enhancing students creativity in a knowledge-based society. Research shows that young people under the age of 25 are the most active group in media usage. To empower youth with the understanding of media and its influences, the promotion of media literacy education in schools has become a worldwide movement in the past few decades. This course introduces students to the understanding of the development and implementation of media literacy education in various countries in general, and Hong Kong in particular, with respect to curriculum, policy, literacy, and learning. The role of media literacy education will be studied in depth, in relation to moral and ethics education, civic education, and in nurturing students' creativity and critical thinking skills.

Assessment: 100% coursework.

### **MEDD8665 Society, culture and youth development (6 credits)**

The focus of this course is the interaction between people, societies, cultures and environments over time. This course prepares students to develop an understanding of the important factors influencing adolescents' development and their perceptions of the world. We shall draw on cross-disciplinary concepts from areas such as anthropology, cultural studies, psychology, history, and sociology. The course provides the knowledge related to the study of culture and society and youth development so that students may develop their talents, expertise, values and leadership skills to more effectively

promote and sustain a democratic, equitable, and innovative society.  
Assessment: 100% coursework.

### **MEDD8808 Life education for adolescents and young people (6 credits)**

In a changing society, adolescents and young people are increasingly puzzled by the meaning of life. The early 21st century has witnessed four major rising trends among adolescents and young people: bullying and violence, substance misuse, self-harm, and suicide. Society and schools are urged to help adolescents and young people to cope with these life problems. The course examines different theories, approaches and issues of life education for them. With particular reference to Hong Kong, it aims to help participants (1) review life education policy and curriculum; (2) examine phenomena and theories of physical and cyber bullying, self-harm, substance use, and teen and youth suicide; (3) equip their students with knowledge, skills and attitudes to confront these four problems; (4) develop measures to create a safe and caring learning place for adolescents and young people; and (5) promote life education programs to help them foster positive and healthy perspectives and good habits to cope with life. Real school cases in Hong Kong will be discussed in class.

Assessment: 100% coursework.

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## **GENERAL ELECTIVE COURSES**

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

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### **MEDD6704 Literature and language arts in English (6 credits)**

This course focuses on the role of literature in the English Language/Language Arts curriculum and the issues related to using literature in the language classroom, including stories for children and adolescents. It also examines different literary genres (poetry, prose and drama) and the literary techniques associated with them and address the texts of mass media, film, hypertexts and hypermedia. It uses stylistic techniques to examine the way language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature. The course aims to help students to develop an awareness of importance of creativity in English language learning and teaching and an understanding of the role of literature and the language arts in the language curriculum in different learning contexts. It also seeks to develop students' understanding and appreciation of different literary genres (poetry, prose and drama) and the literary techniques associated with these as well as developing their understanding of issues relating to teaching language through literature including the design and evaluation of teaching materials, and cross cultural issues.

Assessment: 100% coursework.

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### **MEDD6705 Written discourse (6 credits)**

This course draws upon text-linguistic and genre-based approaches to inform the analysis, teaching and learning of written discourse in English language education. A range of topics will be covered, including: grammatical and lexical cohesion, coherence, text structure awareness, the analysis and teaching of various genres (narrative, informational, and promotional), genre-based pedagogy, and critical reading of written texts. Through discussion of assigned readings, hands-on analysis of written texts, and other learning activities, students are expected to develop analytical and practical skills which will inform their teaching of English reading and writing in schools.

Assessment: 100% coursework.

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### **MEDD6706 Spoken discourse analysis (6 credits)**

This course aims at increasing students' understanding of how spoken language is used to communicate meaning in different contexts. It introduces students to some of the main approaches to the description and analysis of spoken discourse; it provides opportunities for participants to analyse naturally occurring data using the analytical methods introduced.. The course also seeks to relate theory with practice in the classroom, although it is not a course in language teaching methodology. Participants will explore how insights developed from the analysis of spoken discourse data can inform English language teaching. After completing the course, students should be able to: (1) understand how people make meaning and get things done through language in context; (2) use a variety of approaches to describe and analyse spoken discourse with reference to meaning and use; and (3) assess and appreciate the relevance of the study of spoken discourse for English language teaching.

Assessment: 100% coursework.

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### **MEDD6707 Reading in English as a second language (6 credits)**

This course focuses on the knowledge and skills involved in the teaching and learning of ESL reading. Topics include reading as skills and strategies, top-down versus bottom-up processing, links between first and second language literacy skills; issues in vocabulary learning, and innovative teaching practices (e.g., strategy-oriented mini-lessons, and using inactive read-alouds). In the context of learning English as a second or foreign language, this course aims to develop in the course participants: (1) An understanding of the related theory and principles in ESL reading; (2) A critical understanding of existing practices in teaching ESL reading and knowledge of innovative practices; and (3) An interest in developing a possible topic for further investigation.

Assessment: 100% coursework.

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### **MEDD7001 Psychology and education of the gifted and talented (6 credits)**

The course examines gifted education and the psychology of gifted and talented individuals. Topics will include: understanding gifted and talented individuals, gifted education in Hong Kong and other parts of the world, gifted education and education reform, identification of gifted and talented students, multiple intelligences, psychological adjustment, guidance and counselling for gifted students, school-wide enrichment and provisions for talent development, curriculum models and instructional strategies for gifted learners, parenting gifted and talented children, teaching for creativity, programme development and evaluation, gifted underachievers, social development and moral leadership. Selected case studies and critical issues in implementing gifted programmes will be examined.

Assessment: 100% coursework.

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### **MEDD7029 Managing disruptive behavior in school (6 credits)**

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

Requirement: Teachers who have been involving in managing high school discipline or student guidance preferred.

Assessment: 100% coursework.

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### **MEDD7108 Fostering 21st century skills with knowledge building (6 credits)**

This course provides a thorough introduction to an educational approach that can be used to address many current requirements of the Hong Kong school curriculum, including learning to learn, inquiry-

based learning, reading to learn, assessment for learning, and the use of ICT. We examine the theory as well as current classroom practice, drawing from local and international examples. The course will allow students to explore how to use ICT to support learning and to empower their own students to have more control over the learning process.

Assessment: 100% coursework.

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### **MEDD7117 Drama appreciation and teaching (6 credits)**

The course provides students with the opportunity to appreciate classic Western drama and modern Chinese plays. It aims to familiarize students with the key concepts of drama such as themes, characters, actions, the art of language, and the underlying cultural meaning. Students will compare related works and seek to understand the main schools in dramatic history. The course also explores theories of drama developed from the West, for example imitation, the concept behind tragedy and comedy, dramatic structure, and the art of the theatre as an aesthetic experience. Another crucial element of this course is the teaching of drama. This course encourages critical engagement and creation in drama learning. Students will enhance their learning and pedagogy by practicing useful skills such as table-read, stage performance, dramatic strategies, monologue, comparative reading, playwriting, and adaptation. By taking this course, learners will be equipped with the knowledge to teach electives “Appreciation of Drama Literature” and “Drama Workshop” in the NSS Chinese curriculum, as well as language and literature classes in primary schools. Teachers can also transfer the approaches to educational drama into their teaching and learning of other subject areas, such as History, Liberal Studies, and Civic Education, for greater learning motivation and more in-depth understanding of the topics.

Assessment: 100% coursework.

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### **MEDD8666 Abnormal psychology and positive psychology (6 credits)**

The course will focus on the theory and research about abnormal psychology and positive psychology. Participants will learn about some common mental disorders in the student populations and how positive psychology can help individuals improve their mental well-being. Participants will be encouraged to explore how the current research may be applicable to their own lives and support the positive development of students. Topics will include “anxiety disorder”, “depression”, “attention deficit/hyperactivity disorder”, “optimism”, “gratitude”, “forgiveness”, etc. Positive interventions to improve well-being will be examined.

Assessment: 100% coursework.

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### **MEDD8669 Teacher and classroom predictors of students’ academic achievement (6 credits)**

This course examines the research to-date on key teacher and classroom predictors of students’ academic achievement. The design of the course is premised on the philosophy that first, educators should be aware of the importance of classroom compositional and within-class socio-emotional factors that may appear to be distally related to, but have been found to have a substantive impact on student achievement. The course is also designed with the belief that empowered educators should be conversant with the state-of-the-art scientific knowledge on what really matters in affecting student learning and achievement, and be able to critically evaluate and leverage on the different sources of influences (academic and non-academic) to complement their teaching in the school. The predictors that will be discussed in the course include teachers’ expectations and relationships with students; student peer influences and school socioeconomic status; ability grouping and class size; and computer-enabled teaching-learning in schools. Throughout the course, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement.

Assessment: 100% coursework.

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**MEDD8671 Learning and teaching English as a second language for young learners (6 credits)**

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

Assessment: 100% coursework.

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**MEDD8672 Investigating individual and group differences in language learning (6 credits)**

This course is appropriate for practising teachers and new teachers who are interested in language learning and teaching issues. The course examines a range of psycholinguistic and sociolinguistic differences found among learners considering them in the context of the second language classroom and the implication of these differences implications for language teaching pedagogy. In particular the course enables students to explore what theory and research tell us about the relationship between language learning and language aptitude, language attitudes and motivation, age, gender, anxiety, and language learning strategies, and considers how these individual variables interact with the language learning process. The course offers the opportunity to consider learners as individuals and to discuss and develop pedagogical approaches that take into account learner commonalities and differences, and to situate the individual differences in the wider context of general language teaching and learning theories. After an overview of the field, each session considers a different aspect of individual learner differences examining the theory and research and drawing out the practical implications for teaching practice.

Assessment: 100% coursework.

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**MEDD8678 Counselling process, ethics and skills (6 credits)**

This course will introduce students to the basic processes, ethics and skills of counselling applicable in schools or other educational settings. Knowledge and understanding of how a counselling relationship develops over time (process) will be focused on and facilitated within a workshop style delivery. Personal development of the course participants will be encouraged through many opportunities to observe, practice skills and reflect on personal interaction and process. Topics will include skills for engaging student, assessment, goal setting and action planning, ethics in counselling, skills for developing helping relationship, skills in managing crisis, and skills for ending the counselling relationship. The course is relevant to all teachers and guidance personnel who wish to enhance their counselling competencies. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

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**MEDD8679 Counselling assessment and interventions (6 credits)**

This course will introduce students to the basic principles and goals of psychological, educational and career and life planning assessment, as well as evidence-based interventions applicable in schools or other educational settings. Topics will include: assessment settings, methods, interpretation and use of the assessment results, assessment in programme evaluation, and evidence-based interventions for students at risks (including those with behavioral, social, motivational and career issues). The course is relevant to all teachers and guidance personnel who wish to enhance their counselling competencies. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

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**MEDD8811 Classroom research in general studies and liberal studies (6 credits)**

This course provides a step-by-step approach on how to conduct empirical research in General Studies and Liberal Studies. Students will learn from different academic publications (e.g. journal articles) on how to use qualitative, quantitative and mixed methods to do classroom research related to these two subjects. The methods taught in the course include case studies, questionnaire-based surveys, interviews and action research, which are useful in evaluating the effectiveness of Liberal Studies and General Studies in Hong Kong primary and secondary schools. By the end of the course, it is expected that students will understand how to design and conduct a small-scale research project to better understand the nature and/or evaluate their own teaching performance in the subjects.

Assessment: 100% coursework.

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**MEDD8813 Teaching oral communication in Chinese language: A critical discussion perspective (6 credits)**

The course aims at equipping Chinese language teachers with the knowledge and ability to conduct, design and evaluate student-led critical discussion activity to enhance students' academic Chinese speaking and listening skills and competence. The course is designed to explore the relationship between critical thinking and language learning strategies within Chinese key language area. Topics include framework of speaking and listening processes, construct of speaking and listening competence, Sweetser's model of content, epistemic, speech-act domains, typology of discussion, three approaches of reasoning (deductive, inductive, and abductive), Toulmin model of argument components and its latest development, core basic argument schemes (example, cause and effect, analogy, and information source) and their derivations, pragmatic view of fallacies, and interaction strategies in discussion. The course focuses on applying these topics and concepts to develop interesting critical discussion activities which promote oral skills development and assess effectiveness of discussion for students' further learning. Special attention is given to using of argument visualization software to make thinking visible during discussion for fostering students' analytic skill on argument structure. Integration of oral communication and literacy will also be covered to link oral communication with Chinese language curriculum.

Requirement: Students are required to have specialized teacher qualification training on Chinese language such as PGDE Chinese.

Assessment: 100% coursework.

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**MEDD8815 Introduction to statistical methods (6 credits)**

This course is designed to introduce students to the most commonly used statistical methods in educational and social science research. No prior knowledge of statistics is required, but essentials of arithmetic and basic algebra will be used throughout the course. Topics covered in this course include descriptive statistics, graphical representations, correlation, regression, basic probability, sampling distributions, confidence intervals, one- and two-sample t-tests, chi-square test, and one-way analysis of variance.

Assessment: 100% coursework.

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**MEDD8826 Technology and second language teaching and learning (6 credits)**

This elective provides students with a fundamental understanding of the principles underlying the use of computer technology in second language learning and teaching as well as hands-on activities of designing technology-enhanced second language teaching and learning experience. It helps students to understand how computer technology can be integrated into language learning and teaching, to become aware of the complex issues around the use of technology in supporting language learning, to develop the ability to critically evaluate language learning technological applications and websites, and to

develop the capacity to design and produce computer assisted language learning activities. Students are expected to (1) get familiar with the theoretical background and pedagogical application of different technological platforms and tools for second language learning; (2) be able to evaluate the pedagogical affordances and constraints of different technological applications and platforms; (3) understand what technological application to use for what pedagogical purposes; and (4) design and implement technology-enhanced language learning activities, and understand the key issues that need to be paid attention to ensure the effective implementation of technology-enhanced learning activities. It is expected that throughout this module students will engage in a collaborative learning experience, actively contributing their opinions and helping each other along the learning process.

Assessment: 100% coursework.

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### **MEDD8829 Effective strategies for learning and teaching in small class environment for primary education (6 credits)**

Effective strategies to enhance learning and teaching in a small class environment for teachers in primary schools have been well discussed. In alignment with recent curriculum development and promotion of various strategies, such as, e-learning, catering for diversity, group work, STEM, and self-directed learning; there are a lot of development in effective teaching and learning strategies in primary schools. The course aims to develop an understanding in the issues arise in small class teaching environment and strategies for enhancing student learning. Examples of the teaching of different subjects such as mathematics and general studies will be used to illustrate the implementation of various strategies. The content will cover: (1) Principles and strategies for creating a small class environment: The Six Principles of Small Class Teaching and pedagogical strategies such as concept building, lesson planning, questioning and feedback, group work skills and assessment; (2) The learning theories and exemplary practices of teaching strategies with specific theme(s) framed around the six broad principles in enhancing learning and teaching in a small class setting; (3) Opportunities to practise and extend their knowledge and teaching skills (e.g. to plan and reflect on a lesson using the strategies learnt, curriculum planning and development, e-learning, catering for diversity, group work, and self-directed learning.).

Assessment: 100% coursework.

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### **MEDD8831 Nurturing creativity: Theories and practices (6 credits)**

This course will introduce participants to creativity from both theoretical and practical perspectives. There will be an overview of the key concepts and theories of creativity, as well as discussions on topics such as creativity research, creativity assessment, and the relationship between creativity and other psychological constructs. In addition, participants will explore how creativity can be nurtured in young children and primary and secondary school students. Participants will be equipped with creativity-fostering strategies and techniques to be applied to individuals as well as educational settings. The course is relevant to all teachers and educators who wish to know more about creativity and how it can be nurtured among others. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

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### **MEDD8835 Writing for academic success (6 credits)**

It is designed to address the perceived difficulties among some MEd students (in particular full-time students from mainland China) in meeting the Master's-level academic writing requirements at an English-dominant university. It is meant to be an extension of the existing Writing Workshops provided by the university's CAES to MEd students. The course subsumes four main topics: (1) learning to read journal articles; (2) tackling strategically important written genres in an MEd programme; (3) writing from sources and citation practices; and (4) publishing from MEd projects/dissertations. The course has a number of features: (i) it adopts an integrated approach by providing guidance on both the reading and the writing of academic texts; (ii) it is evidence-based by drawing upon current research on

academic discourse, writing practices, and writing instruction; (iii) it addresses both broader issues (structural and lexico-grammatical dimensions of written genres) and sentence-level issues (e.g., grammar and idiomaticity); and (iv) it aims to foster learning autonomy among MEd students, in particular through the introduction of the use of corpus methods.

Assessment: 100% coursework.

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### **MEDD8849 Psychometric theory (6 credits)**

This course is designed to provide an overview of the fundamental topics and issues in educational and psychological testing and measurement. The goal of the course is to offer basic knowledge and techniques required to analyse educational and psychological tests from a psychometric perspective. A course in introductory statistics is required for this course. The topics include principles of educational and psychological measurement, such as scaling, reliability and validity analyses, and item analysis, introduction to classical test theory (CTT), overview of applications of factor analysis, introduction to item response theory (IRT), and test development.

Assessment: 100% coursework.

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### **MEDD8864 Current issues in neuroscience for education (6 credits)**

Education is about shaping the mind and shaping the mind must change the brain. Parents, teachers, students as well as educational researchers and policy makers are increasingly becoming consumers of neuroscience knowledge. The final outcome of this public consumption is some form of translation of such neuroscience findings into their daily practice, rightly or wrongly. Through analysis and evaluation of selected current literature on neuroscience findings, the students will take part in a guided, structured, and critical discussion of their implication and impact on education. This journal club styled seminar will offer consumers of neuroscience findings the latest advancement in brain sciences along with a few simple and easily mastered conceptual tools for understanding the meaning of such findings. Students will be brought to the forefront of neuroscience that is relevant to education. Students will be able to suggest articles to reflect the interest of the class.

Assessment: 100% coursework.

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### **MEDD8869 Gender and education: International and comparative perspectives (6 credits)**

This course is oriented to undergraduate and graduate students from diverse disciplines and backgrounds. It focuses on the intersection of education and gender, drawing on interdisciplinary research in gender, international development and educational studies. It examines theory, policies and practices to promote educational equity in developing and developed nations. The course aims to (1) introduce students to theories and perspectives from the social sciences relevant to an understanding of the role of education in relation to structures of gender differentiation and hierarchy; (2) familiarize students with and enable them to critically evaluate cross-national research on the status of girls and women and their participation patterns in education, more broadly, and specific educational sectors; (3) engage and reflect on gender inequality and difference in their own lived experience, both as students and citizens of their respective countries and the world.

Assessment: 100% coursework.

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### **MEDD8874 Issues in Contemporary Curriculum Development (6 credits)**

This course would introduce students to issues in contemporary curriculum development impacting on student learning at international, national/systemic and school levels. These cover debates such as the different conceptions of curriculum, curriculum design, multi-perspectives on curriculum decision-making and processes, globalization versus contextualization, the advancement of technology and learning sciences. This course is intended for students from diverse specialisms so that they would have

the opportunity of appreciating inter-disciplinary, inter-sector, inter-organisational or international tension/collaboration, and contribute their expertise to curriculum development through examining the issues and interacting with each other. The assignment would involve combining the application of theory and practice in an attempt to develop a proposal or an innovation relevant to the experiences and/or interest of the student.

Impermissible courses: MEDD6128, MEDD6131, MEDD8819, and MEDD8820

Assessment: 100% coursework.

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### **MEDD8875 Early Childhood Public Policy (6 credits)**

This course examines public policies in early childhood in the local and global context. Focusing on government policies aimed at children aged between birth and the age of primary education, it uses a comparative perspective by examining and critically evaluating early childhood policy in several different high-income countries or jurisdictions, including Hong Kong, and also considers the differing context and recent policy developments in low- and middle- income countries. The course discusses different models of early childhood service provision, trends and patterns in differences in rates of service participation and enrolment globally, policies designed to ensure a high quality of service provision, and similarities and differences in child outcomes across the countries studied.

Assessment: 100% coursework.

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