

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

*These regulations apply to students admitted to the Postgraduate Diploma in Education (PGDE) curriculum in the academic year 2017-18 and thereafter.*

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

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**Ed201 Admission requirements**

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

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
  - (b) shall hold a Bachelor's degree of this University or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;
  - (c) shall normally be expected to have completed a substantial portion of their undergraduate studies in the major subject for which they wish to apply;
  - (d) shall satisfy the examiners in a qualifying examination, if required; and
  - (e) for a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to higher degrees as prescribed under General Regulation G2(b).
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**Ed202 Qualifying examination**

- (a) A qualifying examination may be set to test the candidates' formal academic ability or their ability to follow the curriculum prescribed.
  - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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**Ed203 Period of study**

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

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**Ed204 Curriculum requirements**

To complete the curriculum, candidates shall

- (a) follow instruction in the syllabuses prescribed and complete all specified work;
  - (b) satisfy the examiners in all assessment tasks;
  - (c) participate in such seminars, tutorials, field, laboratory or practical work, etc as may be organized as part of the curriculum; and
  - (d) satisfy the examiners in any oral examination which the examiners may prescribe.
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**Ed205 Advanced standing**

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. 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 advanced standing of not more than 20% of the total credits normally required in accordance with the syllabuses unless otherwise approved by the Senate, subject to the condition that the application for advanced standing is received within five years of successful completion of the relevant courses or graduation from the qualification accepted for this purpose, whichever is later; 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.
  - (b) 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.
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#### **Ed206 Assessment**

- (a) Candidates shall be assessed by diverse forms of assessment as prescribed by the examiners during the course of their studies.
  - (b) Candidates shall not be permitted to repeat a course for which they have received a passing grade or above for the purpose of upgrading.
  - (c) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-assessed.
  - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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#### **Ed207 Re-assessment**

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

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

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

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

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

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

or

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

(c) 'Pass' or 'Fail'.

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

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### **Ed210 Award of diploma**

- (a) To be eligible for the award of the Postgraduate Diploma in Education, candidates shall
- (i) comply with the General Regulations and the Regulations for Taught Postgraduate Curricula; and
  - (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
- (b) On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' diploma.
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**SYLLABUSES FOR THE  
POSTGRADUATE DIPLOMA IN EDUCATION  
(PGDE)**

*These syllabuses apply to students admitted to the Postgraduate Diploma in Education (PGDE) curriculum in the academic year 2023-24 and thereafter.*

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

1. Biology
2. Chemistry
3. Chinese
4. Early Childhood Education
5. Economics
6. English<sup>2</sup>
7. Mathematics
8. Physics
9. Special Education
10. Teaching Chinese as a Second Language

The above Majors may not be offered every year.

All full-time candidates are required to complete the following components:

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

All part-time candidates are required to complete the following components:

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

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***For candidates majoring in (1) to (9)***

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

**(i) Methods**

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

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

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

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**EDUC6714     Methods course: Chinese (Primary) (12 credits)**

**EDUC6715     Methods course: Chinese (Secondary) (12 credits)**

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

Assessment: 100% coursework.

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

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

Assessment: 100% coursework.

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

This course aims to help participants develop awareness and appropriate teaching skill which will enable them to acquire a level of competence necessary for teaching of economics and other related subjects in school. The course comprises a series of lectures, students' presentation sessions and workshops throughout the year of study. Occasionally, guest-speakers will give talks on topics related to specific areas of Economics teaching.

Assessment: 100% coursework.

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**EDUC6716     Methods course: English (Primary) (12 credits)**

**EDUC6717     Methods course: English (Secondary) (12 credits)**

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

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

Assessment: 100% coursework.

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### **EDUC6718    Methods course: Mathematics (Secondary) (12 credits)**

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

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

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

Assessment: 100% coursework.

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

Educating children with special needs who may not benefit from regular education requires changes in curricula, classroom arrangements, provisions of aids and appliances, and differentiated teaching. This course aims to prepare in-service teachers or related professionals with an understanding of the individual development of children and adolescents, identification of exceptional needs, as well as different knowledge and skills to meet the diverse needs of the exceptional children in special or inclusive primary and secondary school settings.

The course covers 5 major areas across two academic years: Overview of Inclusive and Special Education, Individual Development and Learning, Adapting Curriculum and Instruction, Changing Student Behaviour and Support Systems for Staff and Students.

Assessment: 100% coursework.

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### **EDUC6713    Methods course: Science (12 credits)**

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in science education and within education in general; (ii) a knowledge and an understanding of the educational purpose within

the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning science and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a science course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of science in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

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

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

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

Assessment: 100% coursework.

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

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

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

Assessment: 100% coursework.

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

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

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

*(The course is compulsory for full-time candidates and optional for part-time candidates to enroll as an elective.)*

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages.

#### Full-time

For full-time candidates, the experiential placement normally lasts for six weeks. Chinese and English Majors' experiential learning (EL) will take the form mandated by the HKSAR Government. Placements will be arranged with support from the Faculty of Education EL team. Assessment of EL includes written reflections, satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors) and participation in a final poster presentation integrated with the capstone requirement.

#### Part-time

For part-time candidates, experiential learning (EL) may take the form of new professional learning experiences in or outside Hong Kong. EL projects and opportunities will be provided by the Faculty EL team and advertised on the Faculty website. Assessment of EL includes written reflections and satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors).

Assessment: 100% coursework and satisfactory completion of the respective EL project.

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

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

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

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

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

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

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

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

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

Candidates are required to take one elective course (for full-time programme) and two elective courses (for part-time programme). These courses relate directly to major issues that currently confront schools in Hong Kong or to methods of teaching a second subject. Not all elective courses will be offered every year.

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

*(The course is compulsory for full-time candidates and optional for part-time candidates to enroll as an elective. Please refer to the course description under Section III Experiential Learning.)*

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##### **EDUC7066    Teaching literature and language arts in English (6 credits)**

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

Assessment: 100% coursework.

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##### **EDUC7109    Using drama in language learning (6 credits)**

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

How drama can be implemented in primary and secondary school settings to enhance and extend students' literacy skills will be explored. The course also addresses the role of drama in the development of the generic skills outlined in the Hong Kong Education Bureau's revised English Language Education Key Learning Area Curriculum and Assessment Guide (2017) particularly collaboration, communication, creativity, critical thinking and problem-solving skills.

Assessment: 100% coursework.

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

This course aims at helping teachers to develop skills in teaching critical thinking through the broad-based subject, General Studies, in an integrated and conceptual manner. By introducing the use of different teaching aids, such as graphic organizers and on-line formative assessment tools, this course also encourages teachers to become reflective practitioners. In the first part of this course, we will explore some basic skills in classroom practice of teaching and learning in General Studies and its curriculum. In the second part, the course will examine more closely the General Studies curriculum in relation to critical thinking through hands-on and minds-on activities, and the role of General Studies in preparing young adolescents for their further studies.

Assessment: 100% coursework.

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**EDUC7134 Teaching south asian ethnic minority students Chinese language in Hong Kong (6 credits)**

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

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

Assessment: 100% coursework.

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**EDUC7142 Characteristics and methods of instruction for young diverse learners (6 credits)**

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

Assessment: 100% coursework.

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

Positive psychology is the scientific study of well-being. Psychology has traditionally focused on dysfunction — on people with mental illness or other psychological problems and how to treat them. Positive psychology, by contrast, is a relatively new field that examines how ordinary people can become happier and more fulfilled.

Positive psychology can have a range of real-world applications like education, therapy, self-help, and workplace issues. Using strategies from positive psychology, teachers can motivate their students from all ages to nurture their natural strengths as well as develop character, social learning, emotional literacy and well-being skills.

The contents of this course will be based on the theoretical framework proposed by Dr. Martin Seligman, who is considered the “father of Positive Psychology”. Topics will include: gratitude, forgiveness, optimism, resilience, mindfulness, spirituality, positive emotion, engagement, good relationships, meaning and purpose in life, and accomplishment. The course is relevant to all teachers who are interested in promoting positive development from early childhood to adulthood. Participants are expected to engage actively in experiential learning and reflection exercises.

Assessment: 100% coursework.

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

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

Assessment: 100% coursework.

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

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

Assessment: 100% coursework.

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

This course aims to provide participants with the skills and awareness which will enable them to develop professional standing through (i) a knowledge of the changes taking place in Chemistry education and within education in general; (ii) a knowledge and an understanding of the educational purpose of

Chemistry within the Key Learning Area of Science which forms part of the framework of the school curriculum in Hong Kong; (iii) an understanding of the problems which pupils face in learning Chemistry and seeing ways to minimize difficulties; (iv) an understanding of the principles and techniques of planning a Chemistry course appropriate to both classroom and laboratory work; (v) an understanding of the approaches through which lessons should be structured; (vi) an ability to use these approaches for promoting and assessing learning; and (vii) a knowledge of the principles and structures of the existing syllabi of Chemistry in Hong Kong schools and their relationships to the wider curriculum.

Assessment: 100% coursework.

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

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

Assessment: 100% coursework.

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

An important competency of contemporary school teachers is to be able to effectively integrate education technologies in their practice. This course examines educational technologies and learning design approaches participants might find useful in their own teaching practice. Participants will explore integration of technologies in learning activities such as inquiries, experiments, problem solving, investigations and projects. Particular attention is given to education technologies and contemporary pedagogy that emphasizes learning-centered practices, concept learning and development of new literacies for 21<sup>st</sup> century. Four aspects of learning design and technologies for school teaching are examined in depth, including resources, activities, support and evaluation of learning. Overall, the course will prepare teachers to effectively apply education technologies in their classroom practices in the most effective way for achievement of learning outcomes.

Assessment: 100% coursework.

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### **EDUC7158 Materials development in English language education (6 credits)**

Language-learning materials, in particular coursebooks, play a central role in English language learning, teaching and assessment in Hong Kong (Chien & Young, 2007). Teachers need tools to effectively evaluate coursebooks, source and evaluate other materials, adapt materials and develop their own materials to meet learners' needs and teaching goals (McGrath, 2016).

This course aims to provide pre-service and in-service English language teachers with the tools necessary to evaluate, source, adapt and develop language-learning materials effectively based on communicative language teaching principles, task-based learning approaches and the English language curriculum in Hong Kong. Students will explore materials development in terms of learners' needs and

interests, language development, authenticity and in and out of the classroom learning. Materials for developing the four skills as well as vocabulary, grammar and text types will be addressed. Students will consider language-learning materials in the wider context of the curriculum, society and culture. New advances in technology and the added benefits and challenges of digital multimodal materials will also be explored. The course will focus specifically on language-learning materials for use with primary and junior secondary learners.

Assessment: 100% coursework.

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### **EDUC7159 Understanding and developing inclusive practices in schools (6 credits)**

This course investigates how inclusion can be achieved through differentiating the curriculum, learning materials, instruction and assessment for diverse learners through a whole-school approach which emphasizes the presence, participation and achievement of every student. Through case studies, skills practices, and practical experience sharing, students will learn the most common approaches viable in a mainstream inclusive secondary school setting.

Assessment: 100% coursework.

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### **EDUC7161 Teaching primary Mathematics (6 credits)**

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

Assessment: 100% coursework.

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### **EDUC7165 Teaching south asian ethnic minority students Chinese language: a culturally responsive perspective (6 credits)**

Over recent years, the number of ethnic minorities has been growing dramatically from 343,950 in 2001 to 584,383 in 2016. One of the major concerns related to ethnic minorities' integration in the community is the effectiveness of Chinese language learning. In the meantime, Chinese language teachers have been encountering different challenges in teaching culturally and linguistically diverse (CLD) learners together with native Chinese speakers in classrooms. Approaches to teaching native speakers of Chinese were not always effective in addressing the learning needs of CLD learners. Literature suggested that teaching should be designed based on students' prior experience as well as their learning styles for it to be effective. A solid understanding of what students think and how students' views are shaped could make learning more meaningful. In this regard, Chinese language teachers are in need of cultural awareness in teaching so as to support students with different learning styles and cultural backgrounds. The course is designed to equip the participants with the notion of culturally responsive teaching (CRT) in teaching Chinese language to ethnic minority students. The course will help Chinese language teachers to connect the curriculum, instructions, learning materials and assessment with students' backgrounds by making use of CRT and will facilitate them in interpreting students' performance from a culturally responsive perspective. They will learn how to understand the multicultural contexts in their classrooms, and reflect upon the instructional implications brought about by CRT. In addition, they will learn how to develop learning tasks that are meaningful to the students.

Assessment: 100% coursework.

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### **EDUC7166 Supporting gifted and talented learners in schools (6 credits)**

The topics covered in this course will enhance participants' understanding of the need to provide the most effective learning activities for gifted and talented learners. A focus will be on how best to support these learners in school. Content of the course will include: conceptions of giftedness; trends in talent development; cognitive, social and affective needs of gifted and talented learners; differentiation in teaching, curriculum design and evaluation; school guidance and counselling for gifted learners; the special educational needs of twice-exceptional students; gifted underachievement, mental health, bullying and gender issues; parenting gifted and talented children; gifted education policy and application in Hong Kong. Selected case studies will be examined and critical issues will be debated in implementing gifted programmes.

Assessment: 100% coursework.

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### **EDUC7167 Supporting students' career planning and life skills development (6 credits)**

This course is relevant to school teachers, guidance personnel and student-teachers who wish to have a role to play in facilitating students' career planning and life skills development through the medium of subject teaching and co-curricular activities. Topics covered in the course will enhance participants' understanding of the need to provide effective learning activities that support students' career planning and life skills development. Content of the course will include: theories of career development; career assessment and self-understanding; career exploration and individual student planning; career decision making; designing, implementing and evaluating career planning programmes; ethics, roles and process skills; helping relationships; training and leading groups; information management, job seeking and employability; career interventions for students with special needs or from diverse cultural backgrounds; career planning for exceptionally gifted individuals, career and life planning education policy and application in Hong Kong. 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.

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### **EDUC7171 Spiritual education and well-being (6 credits)**

Hong Kong students' mental health is becoming an increasingly serious issue, with academic performance, career prospects, and influence from peers and parents constituting the main sources of stress. A growing number of Hong Kong children and adolescents have been diagnosed with mental problems.

Spirituality is foundational to mental health and wellness, particularly as it develops in the first two decades of our lives. Research shows that children who have a positive and active relationship to spirituality are:

- 40 percent less likely to use and abuse substances;
- 60 percent less likely to be depressed as teenagers;
- 80 percent less likely to have high-risk behaviors; and more likely to have positive markers for thriving and high levels of academic success.

Spiritual education supports our students for the important inner work required for identity development, emotional resilience, character, sense of purpose, and healthy relationships. It helps prepare our students to enter into an adulthood of meaning and purpose, thriving, and awareness.

In this course, participants will gain knowledge about the relation between spiritual education and well-being. Through skills practices and experiential learning, participants will develop the skills to promote spiritual development in their students and themselves.

Assessment: 100% coursework.

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**EDUC7173 Teaching and learning of computational thinking for STEM education in schools (6 credits)**

This course focuses on computational thinking as a new literacy skill for problem-solving. The course is designed to develop students' basic understanding of computational thinking, its impact on future digital technologies, and its cultivation as a new literacy skill for STEM education. The course covers a broad range of educational issues related to computational thinking and STEM education, including but not limited to policy change, curriculum development, learning theories, teacher education, social justice, learning technologies, and interdisciplinary STEM teaching and learning in schools. The primary goals of the course are (i) to prepare pre-service teachers at all levels, including kindergarten, primary, and secondary, and (ii) to increase their knowledge regarding how computational thinking could be integrated within school-based curricula for STEM education. Students will receive first-hand opportunities to explore different school cases of implementing computational thinking for STEM education through school visits, classroom observations, and conversations with veteran in-service teachers.

Assessment: 100% coursework.

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**EDUC7175 Teaching for creativity in the classroom (6 credits)**

This course will focus on teaching for creativity in classrooms with diverse learners. Participants will learn about key concepts and frameworks of creativity, and how creativity can be integrated in classroom teaching and assessments. Participants will be equipped with creativity-fostering techniques and strategies which can be applied to learners with diverse needs in various educational settings. This course is relevant to pre-service and in-service teachers who wish to know more about teaching for creativity, creative teaching, and creative learning. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

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**EDUC7176 Engaging diverse learners through multimodal approaches in Chinese language education (6 credits)**

The course provides students with multimodal approaches of teaching Chinese language and literature for engaging learners with diverse learning needs and styles. Students will experience learning in a variety of ways, enhance their teaching skills and reflect on the learning outcomes of teaching Chinese with multimodal approaches. Students will be guided through collaborative group projects where they will learn several multimodal approaches in teaching Chinese language and literature, such as using drama conventions, literature circle, visible thinking, multimedia, and social media. Students may also transfer the multimodal approaches into their teaching of other subject areas, such as Chinese history and Putonghua, for greater learning motivation and engagement of diverse learners.

Assessment: 100% coursework.

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## **V. Capstone (non-credit-bearing)**

### **EDUC6792 Capstone (non-credit-bearing)**

Candidates are required to present a synthesis of their professional learning and progress towards achieving the PGDE “Concept of a teacher” in a capstone event. The capstone is a hurdle requirement for graduation.

Assessment: 100% coursework.

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### **For candidates majoring in (10) Teaching Chinese as a Second Language**

For candidates enrolled in Postgraduate Diploma in Education majoring in Teaching Chinese as a Second Language (full-time), Postgraduate Diploma in Education is awarded for the satisfactory completion of Major in Teaching Chinese as a Second Language.

All candidates are required to complete the following components:

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

### **(i) Methods**

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

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### **EDUC6712 Methods course: Teaching Chinese as a Second Language (12 credits)**

This course is designed to prepare university graduates to teach Chinese Language as a second language in international schools within Hong Kong. The course aims at enhancing students’ knowledge and skills in Chinese as a Second Language curriculum design, pedagogy and assessment practices, familiarizing them with international school cultures and curriculum frameworks and the implications thereof on pedagogical and interpersonal teacher-student relationships, and providing professional training to participants for their development into leading education practitioners in international school

contexts. The content of the course includes theories of second language education and child development, pedagogies and teaching practice, curriculum and assessment design, cross-cultural teaching and international Chinese curricula.

Assessment: 100% coursework.

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

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

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

Assessment: 100% coursework.

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

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

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

Assessment: 100% coursework.

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

All the candidates will undertake broadening experiential learning in Semester 1 and professional practicum in Semester 2 of the curriculum.

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

All the candidates will undertake an experiential placement within the context of teaching Chinese as a second language.

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

*(The course is cross-listed with other majors in the curriculum and that only the information to full-time candidates is relevant to Major in Teaching Chinese as a Second Language.)*

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages.

#### Full-time

For full-time candidates, the experiential placement normally lasts for six weeks. Chinese and English Majors' experiential learning (EL) will take the form mandated by the HKSAR Government. Placements will be arranged with support from the Faculty of Education EL team. Assessment of EL includes written reflections, satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors) and participation in a final poster presentation integrated with the capstone requirement.

#### Part-time

For part-time candidates, experiential learning (EL) may take the form of new professional learning experiences in or outside Hong Kong. EL projects and opportunities will be provided by the Faculty EL team and advertised on the Faculty website. Assessment of EL includes written reflections and satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors).

Assessment: 100% coursework and satisfactory completion of the respective EL project.

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

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

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

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

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

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

The professional practicum normally comprises not less than eight weeks of teaching practice under supervision.

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

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

##### **EDUC7162 Inquiry in Primary Years Programme Chinese language teaching (6 credits)**

This course focuses on implementing inquiry-based teaching in Chinese language and literacy teaching in the international school context in Hong Kong. It discusses curriculum and pedagogical issues related to the inquiry through teaching Chinese in the IB primary years interdisciplinary programme. The course aims at providing participants with an understanding of the principles and frameworks of inquiry-based teaching and equipping them with the skills for designing inquiry curriculum and implementing inquiry-based teaching in Chinese language classes.

Assessment: 100% coursework.

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#### **V. Capstone (non-credit-bearing)**

##### **EDUC6792 Capstone (non-credit-bearing)**

Candidates are required to present a synthesis of their professional learning and progress towards achieving the PGDE “Concept of a teacher” in a capstone event. The capstone is a hurdle requirement for graduation.

Assessment: 100% coursework.

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