

## **REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (BEd)**

*These regulations apply to students admitted to the BEd curriculum in the academic year 2009-2010.*

*(See also General Regulations and Regulations for First Degree Curricula)*

The degree of Bachelor of Education (BEd) is awarded for the satisfactory completion, on a full-time basis, of a prescribed programme of study in the following field: Liberal Studies.

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### **Ed101 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Education, candidates shall

- (a) comply with the General Regulations;
  - (b) comply with the Regulations for First Degree Curricula; and
  - (c) satisfy all the requirements of the curriculum in accordance with these regulations and the syllabuses.
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### **Ed102 Curriculum requirements**

To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and

- (a) complete courses worth not less than 240 credits in the manner specified in the syllabuses;
  - (b) satisfy the requirements prescribed in UG3 of the Regulations for First Degree Curricula.
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### **Ed103 Length of study**

The curriculum shall normally require eight semesters of full-time study spread over four academic years.

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### **Ed104 Assessment and grades**

- (a) Grades shall be awarded in accordance with UG5 of the Regulations for First Degree Curricula.
  - (b) Candidates shall not be permitted to repeat for upgrading purposes a course for which they have received a pass grade.
  - (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-examined or repeats the failed course. Any failed grades shall be included in calculating the GPA and shall be taken into account for the purposes of determining eligibility for award of the BEd degree, honours classification and whether a candidate is discontinued from studies.
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### **Ed105 Absence from examination**

Candidates who are unable, because of illness or any other reasons, to be present at the written examination of any course may apply for permission to present themselves at a re-examination of the

same course to be held before the beginning of the First Semester of the following academic year. Any such application shall be made on the form prescribed within two weeks of the first day of the candidate's absence from any examination. Any such re-examination shall be part of that academic year's examinations, and the provisions made in these regulations for failure at the first attempt shall apply accordingly.

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#### **Ed106 Retaking / Re-examination of failed course(s)**

Candidates who have failed to satisfy the examiners in course(s), but have passed at least 36 credits of prescribed courses and achieved a GPA of at least 1.00 at the end of the first year of study, or passed at least 45 credits of prescribed courses and achieved a GPA of at least 1.00 at the end of each of the second, third or fourth year of study shall be required:

- (a) in respect of failed course(s) not offered by the Faculty of Education, to present themselves for re-examination, to repeat the failed course(s), or to select new course(s) of equivalent credits which may be accepted in lieu of the failed course(s), in the subsequent semester(s) or academic year(s), to satisfy the specific curriculum requirements; or
  - (b) in respect of failed course(s) offered by the Faculty of Education, to present themselves for re-examination, at the second attempt, prior to the beginning of the following academic year.
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#### **Ed107 Failure in re-examination on second attempt**

- (a) Candidates who have failed to satisfy the examiners at a re-examination granted under Regulation Ed106(b) shall normally:
    - (i) if these are prescribed course(s) of not more than 12 credits in total, be permitted to progress to the following year of study and to present themselves for re-examination, in any prescribed form of examination; or
    - (ii) if these are prescribed course(s) of more than 12 credits in total, be required to discontinue their studies.
  - (b) Candidates who have failed to satisfy the examiners at a re-examination granted under Regulation Ed105 shall be permitted to present themselves for re-assessment, in accordance with Ed106(a) and/or (b), as directed by the Board of Examiners.
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#### **Ed108 Discontinuation**

Candidates shall be required to discontinue their studies, if they have

- (a) failed to pass at the first attempt at least 36 credits of prescribed courses in the first year of study or achieved a GPA of less than 1.00 at the end of the first year; or
  - (b) failed to pass at the first attempt at least 45 credits of prescribed courses in the second, third or fourth years of study, or achieved a GPA of less than 1.00 at the end of the second, third or fourth year; or
  - (c) achieved a GPA of less than 1.00 at the end of any subsequent year of study.
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#### **Ed109 Degree classification**

The degree shall be classified in five divisions: First Class Honours; Second Class Honours Division One; Second Class Honours Division Two; Third Class Honours; Pass.

## **SYLLABUSES FOR THE DEGREE OF BACHELOR OF EDUCATION IN THE FIELD OF LIBERAL STUDIES**

The following field of study will be offered: Liberal Studies. Candidates are required to complete courses totalling not less than 240 credits, comprising:

- a 90-credit Major in Liberal Studies;
- a 123-credit Major in Education (Liberal Studies);
- 6 credits in English Language Enhancement courses<sup>1</sup>;
- 3 credits in a Chinese Language Enhancement course<sup>1</sup>;
- 6 credits in Broadening Courses with at least one course in each of the areas of Science and Technology Studies, and Culture and Value Studies<sup>2</sup>; and
- 12 credits in any Elective Courses / Common Core Courses<sup>3</sup>.

To fulfill requirement prescribed in UG3(d) of Regulations for First Degree Curricula, candidates shall pass an information technology proficiency test.

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### **Assessment**

Assessment tasks for each course will relate to the specific learning outcomes for the courses:

1. Learning outcomes that relate to knowledge retention and recall will be assessed primarily through tests and quizzes.
2. Learning outcomes that relate to understanding, analysis, synthesis and / or critique will be assessed primarily through coursework assessment tasks such as essays, projects, presentations.
3. Learning outcomes that relate to professional practice and teaching competencies will be assessed primarily through observation and evaluation of professional practicum.

Assessment will be by 100% coursework. Please refer to course outlines for details of assessment task(s) for each course.

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### **MAJOR IN LIBERAL STUDIES (90 credits)**

Candidates are required to complete 90 credits in Liberal Studies courses as follows:

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#### **EDUC1701 and EDUC2701. Society and Culture (S&C) I (6 credits) and II (6 credits)**

These two courses promote students' awareness of the cultural continuities and changes within societies and cultures. The focus of Society and Culture is the interaction between people, societies, cultures, environments and time. Both courses prepare students to teach Liberal Studies by enabling them to develop an understanding of themselves, their own society and culture, and the societies and cultures of others. Both courses draw on cross-disciplinary concepts from areas such as anthropology, cultural studies, psychology, history, and sociology and are taught in relation to three main themes, namely, Hong Kong Today, Modern China, and Globalization.

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<sup>1</sup> 3-unit courses for English language enhancement and Chinese language enhancement are required by UG 3(a) of Regulations for First Degree Curricula. Candidates who have not studied Chinese Language during their secondary education may be exempted from the requirement, see Regulation UG4.

<sup>2</sup> Candidates who did not or failed to successfully complete Broadening Courses by 2009-2010 shall be required to satisfy the requirements by taking 6-credit courses in the Common Core Curriculum to be offered from 2010-2011 onwards.

<sup>3</sup> 6-credit Common Core Courses will be offered from 2010-2011 onwards.

The S&C I course examines the themes of Hong Kong Today and Modern China in depth to help students understand issues related to the quality of life in Hong Kong in the current socio-political environment and the rationale for and consequences of China's reforms and opening-up to the rest of the world; traditional and modern Chinese culture and issues related to the shaping of identity of Hong Kong residents.

The S&C II course uses Globalization as a theme to deal with the recent discussion of issues with regards to globalization, and the opportunities and challenges of globalization for Mainland and Hong Kong societies.

These two courses will equip students with the necessary concepts, competencies and knowledge to encourage independent critical thinking in order to take into account the different perspectives of people, societies, cultures and environments, and their interactions across time.

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### **EDUC1702 and EDUC2702. Science, Technology, Society and the Environment (STSE) I (6 credits) and II (6 credits)**

Selected as a separate area for study in New Senior Secondary Liberal Studies Curriculum and Assessment Guide, STSE is in fact integral to the other two areas, hence the two courses in this part of the course will focus on integrating science and technology with an individual's personal development in society and in the modern world. A non-anthropocentric stance emphasising sustainability will be favoured. Both courses will teach pedagogy relevant to understanding the practices of science and technology and of how scientific research and development may affect the World. Some laboratory work will be involved.

The relationships of the Independent Enquiry Study topics to STSE, and of assessment for learning approaches to pupil development will be also be addressed.

The STSE I course will explore science and technology as they have developed as human and social activities. It will relate closely with the courses on philosophy of humanistic and scientific thought, values and ethics. Students will be offered opportunities to explore and develop relevant knowledge schemas through issue-based investigations.

The STSE II course will focus more on contemporary issues relating to areas mentioned in the Curriculum and Assessment Guide so that students understand fully the ways in which their teaching will allow integrated understanding to evolve collaboratively among pupils in order to fulfil the learning outcomes specified for the subject.

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### **EDUC1703. Philosophies of Science and Technology (6 credits)**

This course discusses the fundamental nature of science and technology, with reference to major contemporary and postmodern thinkers on the philosophies of science and technology, such as Popper, Lakatos, Kuhn, Heidegger, Don Ihde, Borgmann, Winner. The course explores how understandings and mis-understandings about the nature of science and technology aggravate or alleviate the major problems facing the world today, and how students can apply this awareness of these perspectives in their inquiry into science and technology related topics in Liberal Studies.

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### **EDUC1704. Quantitative Literacy and Reasoning (6 credits)**

This course provides students with mathematical concepts and skills essential for their subsequent inquiry studies in a wide range of disciplinary areas involved in Liberal Studies. To further develop a higher level of quantitative and statistical literacy, the course focuses on ways of analyzing and interpreting numerical data, formulation of quantitative arguments, and critical awareness of their meaning and appropriateness in contexts of various practical problem situations usually found in Liberal Studies.

**EDUC1705. Information Literacy for Inquiry-based Learning (6 credits)**

On completion of the course the students will be able to demonstrate an understanding of information literacy and information literacy skills, including the appropriate use of suitable technology and media tools in the context of inquiry-based learning. The course covers information search issues, the evaluation of sources, proper referencing and conventions required to denote intellectual property, and information management. The students work in groups to conduct a collaborative inquiry for which the relevant skills and tools will be introduced on a need-to-know basis as the inquiry progresses.

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**EDUC2703 and EDUC2704. Personal Development and Interpersonal Relationships (PD&IR) I (6 credits) and II (6 credits)**

Personal Development and Interpersonal Relationships promotes students' awareness of the many issues related to their transition from adolescence to adulthood and the changing roles experienced during this transition. These two courses prepare students to teach Liberal Studies by enabling them to develop an understanding of themselves and others, and the many possibilities and limitations which are significant to their personal growth. Both courses provide students with an understanding of the issues related to personal development and interpersonal relationships such as the types of relationships experienced by adolescents; changes in adolescent relationships with family members, teachers and peers; reflection on interpersonal conflict; and developing relationships with others.

The PD&IR I course aims to help students understand themselves more deeply by exploring different issues and theories related to this theme and the many challenges and opportunities which are crucial to their transition into adulthood.

The PD&IR II course will focus more on the area of interpersonal relationships. Related issues will be explored to help students adapt to society better by understanding the different roles each will carry and how people could relate in different contexts in various types of interpersonal relationships.

These two courses draw on cross-disciplinary concepts from various areas such as cultural studies, psychology, media studies, communication, and sociology and equip students with the necessary concepts, skills, competencies and knowledge to encourage a process of independent thinking to critically analyse issues related to personal development and interpersonal relationships.

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**EDUC2705. Contemporary Social, Political and Economic Ideologies (6 credits)**

This course will engage students in a critical examination of major contemporary social, political and economic ideologies, and of the structures, processes and experiences they create. Topics and themes examined will include liberalism, capitalism, democracy, egalitarianism, communitarianism, globalization, social justice, and sustainability. An interdisciplinary, issue-based approach will be adopted which will enable the students to develop a deeper understanding of the complexity and interrelatedness of the world in which they live.

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**EDUC2706. Ethics and Social Responsibilities of States, Corporations, and Individuals (6 credits)**

This course enhances students' knowledge of contemporary and postmodern theories of ethics and their use in analysing the bases of moral decisions. It aims at raising students' ability to discern what ethical issues may be at stake in some common but important practices of states, corporations and individuals, and the social responsibilities that the different parties need to bear in order to achieve better social, economic and environmental sustainability for the world in which we live. The course also aims at reflective practice at a personal level in order to consider questions such as "how moral can one be (or become) in a non-ideal world?" and "what factors are likely to affect us in our moral decisions?"

**EDUC2707. Independent Enquiry Study (IES) (6 credits)**

This course aims to help students understand the nature and underlying rationale for IES as well as learning approaches to IES. The course adopts a Problem-based Learning (PBL) approach to develop students' understanding of the interdisciplinary nature of IES in Liberal Studies and their competence in carrying out IES through authentic field learning experience. Different research methods and assessments will be covered to develop students' basic knowledge and skills of enquiry, and to illustrate the use of school-based assessment in the three stages of IES in New Senior Secondary (NSS) Liberal Studies.

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**EDUC2708. Assessment Literacy for Liberal Studies (6 credits)**

This course introduces theories and practical strategies related to the understanding of assessment in the context of Liberal Studies. The course will address: (i) major theories and principles of assessment; (ii) the notion of "assessment for learning" and consider the role of assessment in promoting learning and monitoring students' progress; (iii) the development of teachers' professional judgment on students' work so as to inform future teaching and assessment practice; (iv) teachers' professional competence in designing learning and formative assessment tasks to foster students' learning. At the end of the course, students are expected to be able to align assessment with teaching and learning.

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**EDUC2709. Curriculum Development in Liberal Studies: An International Perspective (6 credits)**

This course looks at different issues related to the aims, rationales, and models of curriculum development of subjects in general, and Liberal Studies in particular. References will be made to curriculum development at an international level in order to identify similarities and differences in curriculum development across the globe. This will then form a basis for exploring the possibilities and limitations that lie ahead in the future development of Liberal Studies.

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**EDUC2710. Knowledge, Discourse and Criticality (6 credits)**

This course will examine notions of the relationship between knowledge and discourse, and explore the ways in which discourse simultaneously constitutes systems of thought, interpersonal power relations, and intrapersonal identities. The course will examine the contingency and constructedness of such discursively constituted knowledge and consider how this forms a basis for criticality, in terms of exploring the ever-present potential for thinking otherwise.

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**MAJOR IN EDUCATION (LIBERAL STUDIES) (123 credits)**

Candidates are required to complete 123 credits, comprising 36 credits in the *Educational Studies* strand, 39 credits in the *Professional Development and Pedagogy* strand, 18 credits in the *Teachers as Researchers* strand and 30 credits in the Professional Practicum, as follows:

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**Educational Studies (36 credits)**

Candidates are required to complete 36 credits in the *Educational Studies* strand as follows:

**EDUC1001. Language and Learning (6 credits)**

This course explores the nature, organization and functioning of language itself, as our primary meaning-making resource. It covers language development in children, the role of language in learning, at home and in school, the challenges of mastering literacy, the linguistic component in educational knowledge, language across the curriculum, the language and genres of specific school subjects, and academic genres at tertiary level and beyond.

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**EDUC1002. Hong Kong Education: Systemic Features and Social Approaches (6 credits)**

After studying the course, students will be able to identify, understand and analyze major features underlying the Hong Kong educational system, their development trends and the social factors contributing to the formation of these systemic features. In particular, they are expected to be able to: master basic facts and structural features of the Hong Kong education system such as modes of educational financing; grasp the general picture of recent education and curriculum reforms in response to social change including globalization; and employ sociological perspectives to analyze and explain the complexity of selected educational issues that confront both teachers and students in their historical, cultural and contemporary contexts, such as education and socialization, equal educational opportunity and social stratification, school as social organization, school-based management, and teacher professionalism and professionalization.

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**EDUC2001. Psychology of Teaching and Learning (6 credits)**

This course examines a broad range of issues involved in the process of teaching and learning. It is designed to develop students' understanding about the impact of different aspects (e.g., social, cognitive, and affective) of the learning environment upon the effectiveness of classroom teaching and learning. A primary goal of this course is to equip pre-service teachers with knowledge regarding how to create a better learning environment for their own future students, both inside and outside the classroom. This course also aims to acquaint students with the most recent developments in the research area of teaching and learning. Emphasis will be given to the application of this knowledge to pre-service teachers' professional work in the Hong Kong school context. Moreover, this course helps students to develop within themselves as well as among their future students, a variety of abilities, including, but not limited to, analytical, creative, and practical ones.

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**EDUC2002. Understanding and Guiding Whole-Person Development (6 credits)**

This course reviews major theories, concepts and research on child and adolescent development and behaviour, and examines ways of guiding, counselling and supporting children and adolescents in their whole-person development in school settings. The course will address: (i) major theories of child and adolescent development; (ii) the interdependency of all aspects of development, i.e. physical, cognitive, academic, career and personal-social, and social relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in student guidance and counselling; (v) and the application of counselling skills with students.

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**EDUC2003. Catering for Diverse Learning Needs (6 credits)**

This course focuses on the foundations of special education. The historical background in Hong Kong as well as legislation and litigation related to special education in other countries are examined. Issues of definition and identification procedures for individuals with exceptional learning needs, and best practices in special education related to the nature, characteristics and needs of various exceptionalities are reviewed and discussed. This course also examines various service delivery options for students with exceptional learning needs and their families. The quality of programmes that help meet the educational, social, and/or personal goals for pupils with exceptionalities is evaluated.

**EDUC2005. Education and Curriculum: Values, Concepts and Issues (6 credits)**

This course introduces students to some of the issues and debates in education and, more specifically, curriculum, that are grounded in deeper philosophical questions and influenced by economic, political, social and cultural factors. Topics for discussion are considered in relation to their curricular implications, and are drawn from: the nature, aims and purposes of education; values and ethics in education in contemporary society; knowledge, teaching and learning; language, reasoning, rationality and critical thinking in education; and other educationally relevant concepts such as democracy, justice, equality, freedom, autonomy and community. The principal objective of the course is that students should develop a theoretical point of view informing their practice that is integrated, consistent, and morally and practically defensible.

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**Professional Development and Pedagogy (39 credits)**

Pedagogy is the art of teaching. Effective teachers display a wide range of skills and abilities that lead to the creation of a learning environment in which all students feel comfortable and confident that they can succeed both academically and personally. This part of the curriculum examines different methods of teaching Liberal Studies within the school curriculum. It allows student-teachers to develop pedagogical understandings and teaching skills which will help them to understand the value of and deal with the complexities associated with the teaching of Liberal Studies within the curriculum; the planning, design and evaluation of lessons, programmes and syllabuses to promote motivation, interest and learning; communication, organization and control in classrooms and other teaching settings; the production and evaluation of learning resources etc. Emphasis will be put on the promotion of collaborative and inquiry learning approaches which reflect the educational purposes of Liberal Studies. Student-teachers will learn and reflect on a wide range of teaching strategies. The instruction in this part of the curriculum is intended to relate as closely as possible to the other courses concurrently provided for student-teachers.

Student-teachers are encouraged to use their understandings of the issues described above in order to develop their own pedagogic frameworks which incorporate an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, recognition of difference, and which can be implemented across all key learning and subject areas.

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**EDUC1608. Introduction to Liberal Studies and Pedagogy (6 credits)**

This introductory course provides students with an understanding of the background, rationale, curricular implications, aims and purposes of Liberal Studies. It also prepares students to develop skills in lesson planning, nurtures their basic classroom teaching strategies, and raises their awareness of basic approaches to the teaching and learning of Liberal Studies. This course consists of a series of visits made to schools throughout the year during which students will carry out a series of tasks involving observation and follow-up discussions with classroom teachers.

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**EDUC2614. Pedagogy (Liberal Studies) I (9 credits)**

This intermediate course develops students' skills in detailed lesson planning, especially with the needs of individual learners in mind, in the critical adaptation of textbook materials, and in the design of tasks and activities based on the use of authentic materials. Students will learn to use relevant models, such as issue-based enquiry, problem-based learning, case study, knowledge building, scientific inquiry, field study, jigsaw learning, reciprocal teaching, and role play to structure school students' learning, and teaching strategies to stimulate reflection, thought, opinion, discussion and learning. This course follows an integrated approach to the learning and teaching of Liberal Studies. Students are able to sharpen their classroom observation and reflective-thinking skills for professional learning.



**EDUC2616. Information Technology for Liberal Studies Education** (6 credits)

This course will enhance students' ability to develop the skills required to use information and communication technologies for the teaching of Liberal Studies. Students will be engaged in developing pedagogical and technical knowledge in order to assist them to become effective designers of information-rich, technology-supported blended learning environments. Students will gain hands-on experience in the use of a wide range of technologies and be provided with opportunities to reflect and articulate their understanding of how technology can support teaching and learning.

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**EDUC3612. Pedagogy (Liberal Studies) II** (9 credits)

This advanced course moves from the immediate concerns of classroom practice to broader issues of commitment to innovation and professional development across a range of learning contexts. Students will reflect on different models and share their growing understandings in the context of specific topics and issues in Liberal Studies.

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**EDUC4612. Pedagogy (Liberal Studies) III** (9 credits)

This course prepares students to join the teaching force as informed reflective practitioners. Students become actively and progressively engaged in discussion of the many issues related to the development of Liberal Studies curricula as well as theories and practical strategies related to the understanding of assessment in the context of Liberal Studies.

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**Teachers as Researchers** (18 credits)

This strand prepares students to conduct educational research in their teaching profession. Students are encouraged to develop good teaching based on their capacity to conduct practice-based research and to reflect critically on practice.

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**EDUC2004. Classroom Research: An Introduction** (6 credits)

This course provides a step-by-step approach on how to conduct research in the classroom in an ethical manner. Students will learn from examples in the literature how to use qualitative, quantitative and mixed methods when collecting data. Some of the methods taught in the course include case studies, questionnaire surveys, interviews, introspective methods, interaction analysis, verbal protocols, action research, and ethnography. By the end of the course, it is expected that students will be able to design and conduct a small-scale research project in a classroom setting

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**EDUC4614. Dissertation (Liberal Studies)** (12 credits)

In their final year, students will identify a topic of interest and design and conduct a small-scale research project. They will work with an academic supervisor and apply research methods appropriate for classroom-based or other educational research. Students will complete a dissertation to report the conduct and outcomes of their research.

**Professional Practicum (30 credits)**

*Professional Practicum* is a professional requirement that enables students to develop professional teaching competencies within the school environment. Students are required to integrate theory and practice in four domains- Learning and Teaching, Student Development, School Development, Professional Community- through four phases of experiential learning- Awareness in Year 1, Threshold in Year 2, Competence in Year 3, and Accomplished in Year 4. Through four years of *Professional Practicum*, 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, the student-teachers must comply with the following professional requirements: Student-teachers shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Student-teachers 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 BEd programme, may not be permitted to take, or may be withdrawn from the *Professional Practicum* courses, and hence will not be able to satisfy the programme's professional requirements.

The core aspects of student-teachers' performance in the 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

**EDUC2619. Teaching Practice (Liberal Studies) I (6 credits)**

Students spend three weeks of supervised practical teaching in a school.

**EDUC3613. Teaching Practice (Liberal Studies) II (12 credits)**

Students spend eight weeks in a school carrying out supervised teaching duties.

**EDUC4616. Teaching Practice (Liberal Studies) III (12 credits)**

Students spend eight weeks in a school carrying out supervised teaching duties.

**LANGUAGE ENHANCEMENT COURSES (9 credits)***English Language Enhancement***ECEN1401. Academic Writing for Education Students (3 credits)**

This course provides the opportunity for students to develop their English writing skills for academic purposes. The following academic essay writing skills are taught: applying grammar, reference skills, logical development and signposting.

Assessment is wholly by coursework.

**ECEN1402. General English for Education Students (3 credits)**

This course provides the opportunity for students to enhance their English proficiency skills for general purposes. The following skills are taught: pronunciation, vocabulary and PowerPoint presentation. Assessment is wholly by coursework.

*Chinese Language Enhancement***CEDU2001. Practical Chinese Language Course for BEd(LibSt) Students (3 credits)**

**Pre-requisite:** Students must have native speaker proficiency in Cantonese and must have used Chinese as the written medium of their secondary education (or have similar proficiency in written Chinese).

**Alternative courses:** Students who do not meet this pre-requisite requirement should take another Arts course of at least 3 credits, preferably a language course other than Chinese or English, or a University broadening course.

**Syllabus**

1. Practical Chinese writing skills 實用中文寫作技巧
  - (a) Classical and modern Chinese 文言與白話
  - (b) The Chinese language: characteristics and usage 漢語特性和語文運用
  - (c) Basic grammar of modern Chinese 現代漢語基礎語法
2. Chinese characters 漢字
  - (a) Traditional characters 傳統漢字
  - (b) Simplified characters 簡化字
  - (c) Variant forms 異體字
3. Letter-writing and office documents 書信及辦公室文書
  - (a) Personal, business and official letters 私人、事務及公務書信
  - (b) Minutes of meetings and announcements 會議文書及通告
4. Chinese for special purposes 專業中文
  - (a) Chinese culture and the education profession 中國文化與教育專業
  - (b) Biographies and Chinese intelligentsia 傳記寫作與中國知識份子
  - (c) Historical documents on Hong Kong 香港歷史文獻導讀
  - (d) Project proposals for Liberal Studies 通識教育專題研習計劃書寫作
5. Presentation and communication techniques 表達與溝通技巧
  - (a) Public speaking and speech writing 演講技巧及演講辭撰寫
  - (b) Discussion techniques and skills of persuasion 討論與說服技巧
6. Internet resources for the study of the Chinese language and culture 中國語文及文化研習網絡資源

**INFORMATION TECHNOLOGY PROFICIENCY TEST** (non-credit-bearing)

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**YITC1002. Information Technology Proficiency Test** (non-credit-bearing)

*(For details refer to the description of the test)*

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**BROADENING COURSES/ ELECTIVES/COMMON CORE COURSES<sup>4</sup>** (18 credits)

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Candidates are required to take 6 credits in broadening courses<sup>5</sup> and 12 credits in elective courses, including the following requirements:

- (a) Successful completion of a 3-credit course in Science and Technology Studies;
  - (b) Successful completion of a 3-credit course in Culture and Value Studies; and
  - (c) For the remaining credits successful completion of elective course(s) *or* Common Core Course(s) which are outside this degree curriculum.
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**FIELDWORK** (6 credits and optional)

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**EDUC2618. Fieldwork** (6 credits and optional)

Students will explore contemporary issues through authentic field experience, so they can bring these valuable experiences to their future teaching. This optional course gives them opportunities encompassing one or more of the following components through fieldwork:

- Community Service
- Internship with non-governmental organisations

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<sup>4</sup> 6-credit Common Core Courses will be offered from 2010-2011 onwards.

<sup>5</sup> Candidates who did not or failed to successfully complete Broadening Courses by 2009-2010 shall be required to satisfy the requirements by taking 6-credit courses in the Common Core Curriculum to be offered from 2010-2011 onwards.