

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

*These regulations apply to students admitted to the Bachelor of Education (BEd) curriculum in the academic year 2010-11 and thereafter.*

*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 Period of study**

The curriculum for the degree of Bachelor of Education shall normally require eight semesters of full-time study, extending over not fewer than four academic years, and shall include any assessment to be held during and/or at the end of each semester. Candidates shall not in any case be permitted to extend their studies beyond the maximum period of registration of six academic years, unless otherwise permitted or required by the Board of the Faculty.

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### **Ed103 Selection of courses**

- (a) Candidates shall select their courses in accordance with these regulations and the guidelines specified in the syllabuses before the beginning of each semester. Changes to the selection of courses may be made only during the add/drop period of the semester in which the course begins, and such changes shall not be reflected in the transcript of the candidate. Requests for changes after the designated add/drop period of the semester shall not normally be considered.
  - (b) Withdrawal from courses beyond the designated add/drop period will not be permitted, except for medical reasons approved by the Board of the Faculty.
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### **Ed104 Curriculum requirements**

- (a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  - (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula; and
  - (ii) complete successfully not fewer than 240 credits in the manner specified in the syllabuses, comprising:
    - a 72-credit Major in Liberal Studies,
    - 123 credits in Professional Core courses (including a 42-credit Capstone Requirement which comprises the Professional Practicum (30 credits) and the final

- year dissertation (12 credits)),
  - 6 credits in English language enhancement, 3 credits in Chinese language enhancement and 12 credits in Common Core courses, and
  - 24 credits in elective courses.
- (b) Candidates shall not normally take fewer than 60, nor more than 72 credits in each year of study, unless otherwise permitted or required by the Board of the Faculty.

### **Ed105 Advanced standing**

Advanced standing may be granted to candidates in recognition of studies completed successfully in an approved institution of higher education elsewhere in accordance with UG2 of the Regulations for First Degree Curricula. Credits granted for advanced standing shall not be included in the calculation of the GPA but will be recorded on the transcript of the candidate.

### **Ed106 Assessment and grades**

- (a) Grades shall be awarded in accordance with UG8(a) of the Regulations for First Degree Curricula.
- (b) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.
- (c) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-examined or repeats the failed course. All 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.

### **Ed107 Absence from examination**

Candidates who are unable, because of illness or other acceptable reason, to be present at the written examination of any course may apply for permission to present themselves at a supplementary 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 within two weeks of the first day of the candidate's absence from any examination. Any supplementary 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.

### **Ed108 Retaking / Re-examination of failed course(s)**

- (a) Candidates who have failed to satisfy the examiners in course(s), but have
- completed successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; and
  - achieved an average Semester GPA of 1.0 or higher for two consecutive semesters;
- shall be required, as specified by the relevant Board of Examiners:
- (i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or
  - (ii) to re-submit failed coursework, without having to repeat the same course of instruction; or
  - (iii) to repeat the failed course(s) by undergoing instruction and satisfying the assessments; or

- (iv) for elective course(s), to take another course in lieu and to satisfy the assessment requirements.
- (b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BEd degree.

#### **Ed109 Failure in re-examination**

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation Ed108, of Major and/or Professional Core course(s) shall normally:
  - (i) if these are 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 course(s) of more than 12 credits in total, be required to discontinue their studies in accordance with Regulation Ed110(d).
- (b) Candidates who have failed to satisfy the examiners at a supplementary examination granted under Regulation Ed107 shall be permitted to present themselves for re-assessment, in accordance with Regulation Ed108, as directed by the Board of Examiners.

#### **Ed110 Discontinuation**

Unless otherwise permitted by the Board of the Faculty, candidates shall be required to discontinue their studies, if they have

- (a) failed to complete successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; or
- (b) failed to achieve a GPA of 1.0 or higher for two consecutive semesters; or
- (c) failed in any component of the Capstone Requirement; or
- (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Major and/or Professional Core course(s), granted under Regulation Ed108, of more than 12 credits; or
- (e) exceeded the maximum period of registration specified in Regulation Ed102.

#### **Ed111 Award of degree**

- (a) To be eligible for the award of the degree of Bachelor of Education, candidates shall have successfully completed the curriculum as stipulated under Regulation Ed104.
- (b) The degree of Bachelor of Education shall be awarded in five divisions: First Class Honours, Second Class Honours Division One, Second Class Honours Division Two, Third Class Honours, and Pass. The classification of honours shall be determined by the Board of the Faculty and a list of candidates who have successfully completed all the degree requirements shall be posted on Faculty notice boards.

### **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 fewer than 240 credits, comprising:

- a 72-credit Major in Liberal Studies;
- a 123 credits in Professional core courses ( including a 42-credit Capstone Requirement);
- 6 credits in English language enhancement courses;
- 3 credits in a Chinese language enhancement course<sup>1</sup>;
- two 6-credit Common Core courses from two different Areas of Inquiry (AoI); and
- 24 credits in elective courses.

### 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.

### MAJOR IN LIBERAL STUDIES (72 credits)

Candidates are required to complete 72 credits in Liberal Studies courses as follows:

#### **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.

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 uses Globalization as a theme to deal with the recent discussion of issues with regard 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.

<sup>1</sup> Candidates who have not studied Chinese language during their secondary education may be exempted from this requirement and should take an elective course in lieu, see *UG6 of the Regulations for First Degree Curricula*.

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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, technology and mathematics. 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.

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**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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**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?"

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**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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**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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### **PROFESSIONAL CORE COURSES (123 credits)**

Candidates are required to complete 123 credits, comprising 93 credits in *Education and Pedagogy* courses and 30 credits in the *Professional Practicum*, as follows:

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### **EDUCATION AND PEDAGOGY COURSES (93 credits)**

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#### **Educational Studies (36 credits)**

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

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#### **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.

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**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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**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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**EDUC2621. Pedagogy (Liberal Studies) I (6 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.

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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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**EDUC4618. Pedagogy (Liberal Studies) III (12 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) (A Capstone Requirement)

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.

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**PROFESSIONAL PRACTICUM** (30 credits) (A Capstone Requirement)

*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 through the course 'Introduction to Liberal Studies and Pedagogy', 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) (A Capstone Requirement)

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

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

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

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

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

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**LANGUAGE ENHANCEMENT COURSES** (9 credits)*English Language Enhancement***CAES1401. 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 will be by 100% coursework.

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**CAES1402. 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 will be by 100% coursework.

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*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 from the Mainland shall take *CUND0002 Practical Chinese Language and Hong Kong Society* or *CUND0003 Cantonese for Non-Cantonese Speaking Students*. Students who do not meet the above pre-requisite requirement should apply for exemption and take an elective course in lieu.

**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

Assessment will be by 50% coursework and 50% examination.

### **COMMON CORE COURSES (12 credits)**

Candidates are required to take two 6-credit Common Core courses from two different Areas of Inquiry (AoI).

### **ELECTIVE COURSES (24 credits)**

Candidates are required to take 24 credits in elective courses outside this degree curriculum.