

REGULATIONS FOR THE DOUBLE DEGREE OF BACHELOR OF EDUCATION (BEd) AND BACHELOR OF SOCIAL SCIENCES (BSocSc)

These regulations apply to students admitted to the Bachelor of Education and Bachelor of Social Sciences (BEd&BSocSc) double degree curriculum in the academic year 2017-18.

See also General Regulations and Regulations for First Degree Curricula.

The degrees of Bachelor of Education and Bachelor of Social Sciences (BEd&BSocSc) are awarded for the satisfactory completion, on a full-time basis, of prescribed programmes.

ESS1 Admission to the degrees

To be eligible for admission to the degrees of Bachelor of Education and Bachelor of Social Sciences, 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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ESS2 Period of Study

The curriculum for the degrees of Bachelor of Education and Bachelor of Social Sciences shall normally require ten semesters of full-time study and a summer semester, extending over not fewer than five 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 eight academic years, unless otherwise permitted or required by the Board of Studies in Bachelor of Education and Bachelor of Social Sciences.

ESS3 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 recorded on 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 Studies.
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ESS4 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;
 - (ii) complete successfully not fewer than 300 credits in the manner specified in these regulations and the syllabuses, comprising:
 - 96 credits in one of the Majors offered by the Faculty of Social Sciences, including 6 credits in capstone experience,
 - 120 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education), including 24 credits in capstone experience,
 - 18 credits in language enhancement courses, including 6 credits in Core University

- English¹, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement²,
- 24 credits of courses in the Common Core Curriculum, including one course from each Area of Inquiry, and
 - 42 credits in electives.
- (b) Candidates shall normally be required to take not fewer than 24 credits nor more than 30 credits in any one semester (except the summer semester) unless otherwise permitted or required by the Board of Studies, or except in the last semester of study when the number of outstanding credits required to complete the curriculum requirements may be fewer than 24 credits.
- (c) Candidates may, of their own volition, take additional credits not exceeding 6 credits in each semester, and/or further credits during the summer semester, accumulating up to a maximum of 72 credits in one academic year. With the special permission of the Board of Studies, candidates may exceed the annual study load of 72 credits in a given academic year provided that the total number of credits taken does not exceed the maximum curriculum study load of 360 credits for the normative period of study specified in the curriculum regulations, save as provided for under ESS4(d).
- (d) Where candidates are required to make up for failed credits, the Board of Studies may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 576 credits for the maximum period of registration specified in these regulations.
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ESS5 Advanced standing and credit transfer

- (a) 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.
- (b) Candidates may, with the approval of the Board of Studies, transfer credits for courses completed at other institutions at any time during their candidature. The number of transferred credits will be recorded on the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The number of credits to be transferred shall not exceed half of the total credits normally required under the degree curricula of the candidates during their candidature at the University.
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ESS6 Assessment and grades

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of coursework, written examinations and/or other assessable activities. Only passed courses will earn credits. Grades shall be awarded in accordance with UG8 of the Regulations for First Degree Curricula.
- (b) 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 as a second attempt or retakes 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 and BSocSc degrees, honours classification and whether a candidate is discontinued from studies.
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¹ Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.

² Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEDU9008 may apply for exemption and take a credit-bearing Cantonese or Putonghua language course offered by the School of Chinese (especially for international and exchange students) or take an elective in lieu. Candidates from the Mainland shall take CUND9002 Practical Chinese and Hong Kong Society or CUND9003 Cantonese for Non-Cantonese Speaking Students.

- (c) Candidates shall not be permitted to repeat a course for which they have received a D grade or above for the purpose of upgrading.
 - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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ESS7 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 such 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.

ESS8 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 (not including the summer semester),shall be required, as specified by the relevant Boards 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 and BSocSc degrees.
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ESS9 Failure in re-examination

- (a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation ESS8, of Professional Core (Liberal Studies/Citizenship and Social Development Education) course(s) offered by the Faculty of Education shall:
 - (i) if these courses total *not more* than 12 credits, normally 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 courses total *more* than 12 credits, be recommended for discontinuation of their studies as stipulated under Regulation ESS10(d).
 - (b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation ESS7, shall be permitted to present themselves for re-assessment, in accordance with Regulation ESS8, as directed by the Board of Examiners.
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ESS10 Discontinuation

Unless otherwise permitted by the Board of Studies, candidates shall be recommended for discontinuation of 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 an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester); or
 - (c) failed in Professional Practicum in any year; or
 - (d) failed to satisfy the examiners at re-assessment(s)/re-examination(s) of Professional Core (Liberal Studies/Citizenship and Social Development Education) course(s) offered by the Faculty of Education, granted under Regulation ESS8, of more than 12 credits; or
 - (e) exceeded the maximum period of registration specified in Regulation ESS2.
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ESS11 Award of degrees and honours classifications

- (a) To be eligible for the award of the degrees of Bachelor of Education and Bachelor of Social Sciences, candidates shall have successfully completed the curriculum as stipulated under Regulation ESS4.
- (b) Honours classifications for the degrees of Bachelor of Education and Bachelor of Social Sciences 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 Boards of Examiners for the degrees in accordance with the following Graduation GPA scores (GGPA) stipulated in UG9(a) of Regulations for First Degree Curricula, with all courses taken (including failed courses, but not including courses approved by the Senate graded as 'Pass', 'Fail' or 'Distinction') carrying weightings which are proportionate to their credit value:

<u>Class of honours</u>	<u>GGPA range</u>
First Class Honours	3.60 – 4.30
Second Class Honours	(2.40 – 3.59)
Division One	3.00 – 3.59
Division Two	2.40 – 2.99
Third Class Honours	1.70 – 2.39
Pass	1.00 – 1.69

- (c) Honours classification may not be determined solely on the basis of a candidate's Graduation GPA and the Boards of Examiners for the degrees may, at their absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Graduation GPA falls below the range stipulated above of the higher classification by not more than 0.1 Grade Point.
 - (d) A list of candidates who have successfully completed all degree requirements shall be posted on Faculty notice boards.
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SYLLABUSES FOR THE DOUBLE DEGREE OF BACHELOR OF EDUCATION (Bed) AND BACHELOR OF SOCIAL SCIENCES (BSocSc)

Candidates are required to complete courses totaling not fewer than 300 credits comprising:

- 96 credits in one of the Majors offered by the Faculty of Social Sciences, including 6 credits in capstone experience,
 - 120 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education), including 24 credits in capstone experience,
 - 18 credits in language enhancement courses, including 6 credits in Core University English¹, 6 credits in English in the Discipline and 6 credits in Chinese language enhancement²,
 - 24 credits of courses in the Common Core Curriculum, including one course from each Areas of Inquiry and
 - 42 credits in electives.
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FIRST YEAR

Candidates shall normally take 60 credits, comprising:

- 18 credits in Social Sciences courses
 - 12 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education)
 - A 6-credit Core University English course¹
 - 12 credits of courses in the Common Core Curriculum, including not more than one course from the same Area of Inquiry
 - 12 credits in electives
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SECOND YEAR

Candidates shall normally take 60 credits, comprising:

- 24 credits in Social Sciences courses, including 12 credits in summer
 - 12 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education)
 - A 6-credit English in the Discipline course
 - 12 credits of courses in the Common Core Curriculum, including not more than one course from the same Area of Inquiry
 - A 6-credit elective
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THIRD YEAR

Candidates shall normally take 60 credits, comprising:

- 30 credits in Social Sciences courses
 - 18 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education), including 6 credits in Professional Practicum
 - 12 credits in electives
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¹ Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.

² Candidates who have not studied the Chinese language during their secondary education or who have not attained the requisite level of competence in the Chinese language to take CEDU9008 may apply for exemption and take a credit-bearing Cantonese or Putonghua language course offered by the School of Chinese (especially for international and exchange students) or take an elective in lieu. Candidates from the Mainland shall take CUND9002 Practical Chinese and Hong Kong Society or CUND9003 Cantonese for Non-Cantonese Speaking Students.

FOURTH YEAR

Candidates shall normally take 60 credits, comprising:

- A 6-credit Social Sciences course
 - A 6-credit Chinese language course²
 - 48 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education), including 12 credits in Professional Practicum³
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FIFTH YEAR

Candidates shall normally take 60 credits, comprising:

- 18 credits in Social Sciences courses, including 6 credits in capstone requirement,
 - 30 credits in Professional Core (Liberal Studies/Citizenship and Social Development Education) courses, including 12 credits in Professional Practicum³
 - 12 credits in electives
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MAJORS OFFERED BY THE FACULTY OF SOCIAL SCIENCES (96 credits)

Candidates are required to complete not fewer than 96 credits of courses, including a 6-credit capstone, in any one of the major programmes offered by the Faculty of Social Sciences. The major programmes available for candidates admitted to this curriculum include the following:

1. China Studies (Social Sciences stream)
2. Geography
3. Politics and Public Administration
4. Psychology
5. Social Work and Social Administration
6. Sociology

Candidates shall follow the syllabuses of the Bachelor of Social Sciences and the Major programmes that they have selected.

PROFESSIONAL CORE (LIBERAL STUDIES/CITIZENSHIP AND SOCIAL DEVELOPMENT EDUCATION) (120 credits)

The Professional Core (Liberal Studies/Citizenship and Social Development Education) aims at providing the double degree students with a solid professional training to prepare them as critically aware, responsive and responsible teachers who are both grounded in the theoretical foundations of education and curriculum and well-versed in the practical skills and strategies of teaching professionals in the Liberal Studies/Citizenship and Social Development subject. All through the curriculum, a strong emphasis is placed on enabling students to make connections between theory and practice, and between classroom issues and the larger social, cultural, economic and political contexts in which classroom practice is situated.

Candidates are required to complete a total of 120 credits in the manner specified below.

³ Candidates are required to undertake teaching practice that spans over the first semester in fourth year and the second semester in fifth year, and hence, will not normally be allowed to enroll on non-Education campus-based courses during that period.

Integrated Courses (24 credits)

Becoming a Teaching Professional

Becoming a Teaching Professional is a two-year, broad-based, foundational component aims at developing and building students' identities and capacities as teaching professionals. There are two parts in the component entitled, *Education in a Globalised Society*, and *Understanding Teaching and Learning*. These courses integrate sociological, psychological and pedagogical perspectives on education to explore a range of educational issues and concepts and core pedagogical theories and practices in their major subject area. During the two-year course, students will critically explore these educational issues, concepts and practices through their own experiences and contextualized scenarios, which have been designed to foster reflection, discussion and collaborative problem solving. To engage students in a wider educational community of practice, students will learn both with peers from their major and with students from other subject majors. These courses provide the groundwork for the Years 3 – 5 pedagogy and educational studies courses.

Year 1

BBED1101 Becoming a Teaching Professional: Education in a Globalized Society 1 (6 credits)

BBED1102 Becoming a Teaching Professional: Education in a Globalized Society 2 (6 credits)

These courses aim to enable students to reflect on their personal motivation to become a teacher and examine their understandings and beliefs about teaching and learning as well as teachers and learners in ever-changing multileveled contexts that range from the classroom to the global level. These courses also seek to develop students' ability to engage in critical discussion of issues and concerns arising from teaching and learning in such multileveled contexts. These issues and concerns include common ones that confront all teachers across the school curriculum as well as specific ones that challenge teachers of a particular disciplinary major. Students will be introduced to and engage with philosophical, historical and sociological theories and perspectives on schooling and society, and pedagogical theories and approaches in students' disciplinary major. These courses include experiential and contextualized learning opportunities for students through observational visits to schools and classrooms.

100% continuous assessment by coursework: there will be a variety of assessment tasks, including presentations, online critiques, response papers, group project reports.

Year 2

BBED2101 Becoming a Teaching Professional: Understanding Learning and Teaching 1
(6 credits)

BBED2102 Becoming a Teaching Professional: Understanding Learning and Teaching 2
(6 credits)

These courses build on the understandings and awareness of educational and pedagogical issues and concerns gained in the Year 1 integrated courses and extend and links these to psychological theories and practices of learning, teaching, and child development. These theories are then further linked to the pedagogical realms of teaching and learning, with particular reference to students' disciplinary major and classroom pedagogy. The interconnections amongst the philosophical, sociological, psychological and pedagogical realms are brought to light and critically explored through problem-solving tasks, field experiences, and critical case studies. The course aims to nurture the development of critically-aware, responsive and responsible educators for Hong Kong schools.

100% continuous assessment by coursework: there will be a variety of assessment tasks, including presentations, online critiques, response papers, group project reports.

Pedagogy Courses (24 credits)

Year 3

BBED3241 Pedagogy I: Becoming a Curriculum Leader (6 credits)

This course aims at developing students who are capable to take an active and leading role in organizing their own teaching and curricula materials. To this end, the course will focus on certain basic principles of curriculum design, implementation and assessment, addressing the general concern with student diversity. To work in line with the issue-enquiry and interdisciplinary nature of Liberal Studies, the course will build up the students' capacity to assess, evaluate, synthesize and apply a wide range of information, including qualitative, quantitative and statistical evidence, in the context of examining contemporary issues. The students will be provided with the opportunities to practise school-based curriculum design.

100% continuous assessment by coursework.

Year 4

BBED4242 Pedagogy II: Becoming a Professional Independent Enquiry Study (IES) Supervisor (6 credits)

This course develops students' professional knowledge, skills and attitudes in supervising Liberal Studies IES. The course will adopt a Problem-based Learning (PBL) approach to develop students' understanding of the rationale and interdisciplinary nature of IES in Liberal Studies, also to enhance students' competence in carrying out IES through authentic field learning experience. Different research methods and facilitating skills will be covered to develop students' competence in supervising IES. The students will be provided with the opportunity to design the school-based assessment for the three stages of IES required by the Liberal Studies curriculum.

100% continuous assessment by coursework.

BBED4243 Pedagogy III: Becoming a Reflective Practitioner (6 credits)

Students will seek understanding of what constitutes the meaning of effective learning and teaching for Liberal Studies through critical analysis of actual cases within and beyond classroom activities. By considering the coherence between choice of materials and teaching designs, and matching them with learning performances, students will pursue a process of conceptualizing practices beyond the traditional notion of theory-into-practice application. The course will engage students in multiple levels of reflection for efficacy in innovation and sustainable professional development.

100% continuous assessment by coursework.

Year 5

BBED5244 Pedagogy IV: Becoming a Scholarly Teacher (6 credits)

This course develops students' essential knowledge and skills to conduct research in classroom for improving learning and teaching. With the use of relevant literature and examples, the course will address the relationship between educational research and teacher professional development. The educational research paradigms, fundamental research methodologies, in particular action research, as

well as the research ethical issues will be examined. Emphasis will also be put on the application of what have covered in this course to design and conduct a small-scale research project in a classroom setting to foster better professional learning.
100% continuous assessment by coursework.

Pedagogical Content Knowledge Courses (18 credits)

The Pedagogical Content Knowledge (PCK) courses, underpinned by sociocultural theories of language, thinking and learning, aim at enabling students to bridge their learning in Social Sciences major with their learning in the Professional Core (Liberal Studies/Citizenship and Social Development). The courses are aligned with the principles and approaches introduced in the Pedagogy courses. The courses as a whole will prepare students for competent and reflective teaching during their Professional Practicum.

Year 4

BBED4341 PCK I: Language and Learning in Liberal Studies (6 credits)

This course examines the basic nature and functions of language as a primary meaning-making device for students to study independently and engage in interactions with others to learn about educational genres in Liberal Studies. It further facilitates critical analysis of language for construction of relationship between knowledge, discourse and power with a focus on how language construes realities and identities in oral and written text. With sensitivity to language and learning, students are prepared to explore alternatives for language use in teaching.
100% continuous assessment by coursework.

BBED4342 PCK II: Cognition and Metacognition for the Liberal Studies Perspective (6 credits)

This course focuses on enhancing student's inquiry skill, critical thinking, higher-order thinking and multiple perspectives which are relevant to the teaching and learning of Liberal Studies. Such skills will be developed in the context of socio-scientific issues that shape the development of science, technology and the society. The roles of mass media in the making and representing of those issues will be examined. At the end of the course, students are expected to make a better use of media materials in their planning and teaching of lessons that address socio-scientific issues.
100% continuous assessment by coursework.

Year 5

BBED5249 Pedagogy V: Designing Curricula for an Emergent Future (6 credits)

This course examines curriculum-related issues vital for preparing students to cope with the complex and emergent future. The use of e-learning strategies for empowering students to excel in the era of ubiquitous technology would be considered, together with how curricula could be evolved to permit students' competent interdisciplinary cognitive engagement with ill-defined yet significant issues. Attention will then be paid to the role of curriculum in developing values that permit students' navigation in the accompanying moral and ethical complexities. The course concludes by considering school-level curriculum development issues like the evaluation of school-based curricula, the roles of subject leaders in these curricular matters, and how the strive of theory-practice integration serves as the driving force of continual curriculum renewals.
100% continuous assessment by coursework.

Educational Studies Core Courses (18 credits)

Year 3

BBED3001 Catering for Diverse Learning Needs (6 credits)

While there are numerous benefits, inclusive schools face many challenges in educating students with diverse learning needs. This focus on inclusive education is an international concern and one that the Hong Kong government has embraced since 1997. Particular emphasis is given to different types of disabilities, such as specific learning difficulties, intellectual disabilities, autism spectrum disorder, and ADHD in the context of inclusive schools. The impact of disability on learning will also be examined, and attention will be given to teachers' pedagogical knowledge in response to students' diverse learning needs in the classroom. Family empowerment and collaborative teamwork will be emphasized as these contribute to successful student outcomes. Current issues and trends in special education within both international and Hong Kong contexts will be explored.

100% continuous assessment by coursework: assessment tasks will include issue-based problem-solving exercises and a reflective essay on each student's topic of interest.

Year 4

BBED4001 Social and Philosophical Foundations of Education (6 credits)

This course examines educational problems from the perspectives of classic and contemporary figures in sociology and philosophy. These two disciplines play complementary roles in clarifying both the conceptual foundations and the empirical assumptions that serve as the foundation of much debate over the means and ends of education. Students will engage deeply with major texts in these two fields and apply them to problems currently facing educators in Hong Kong and the rest of the world.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED4002 Understanding and Guiding Whole-Person Development (6 credits)

This course reviews major theories, concepts and research on child development and behaviour, and examines ways of guiding, counselling and supporting children in their whole-person development in school settings. The course will address: (i) major theories of child 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; and (v) the application of counselling skills with Hong Kong students.

100% continuous assessment by coursework.

Educational Studies Elective Courses (6 credits)

Year 5

Candidates are required to complete not fewer than 6 credits from the courses listed below in Year five. Some of the courses listed below may not be offered every year.

BBED5021 Professional Ethics in Teaching (6 credits)

This elective will enable participants to explore a range of ethical issues which confront them as teachers in teaching, assessment, and evaluation practice. It will draw on ethical theories and professional codes of conduct to enable them to develop an understanding of their professional responsibilities as teachers and identify effective strategies for dealing appropriately with commonly occurring ethical dilemmas.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5022 Globalization and Education (6 credits)

This course is designed to introduce students to the origins and development of globalization and education. Central to the course will be the question of what do ‘globalization’ and ‘education’ mean and how this construct has changed the purpose of education for individuals, students, teachers, communities, non-governmental organizations, media, governments, and international organizations around the world. Within this context, we will focus on the lives of children and youth as they negotiate life in an increasingly globalized world.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5023 Education Policy Analysis: International Perspectives (6 credits)

This course uses education policy analysis to explore access to learning in schools across different country contexts. The class will begin with an introduction of the factors related to educational opportunity. Then, the class will examine the process of educational policy analysis. How is education policy formed? Who formulates policy? Who and how is policy implemented? The last part of the class will bring together educational policy analysis and current issues in education. Policy efforts to address equity, quality, and efficiency in education will be examined.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

BBED5024 Multiculturalism and Hong Kong Education (6 credits)

This course looks at Hong Kong education from a global perspective by examining the concept of multiculturalism. Students are encouraged to examine their own specialization from a multicultural and global angle. The orientation of the course is multi-disciplinary and focuses on the education system’s changing relationship with the local, regional, and national environment, especially as it focuses on a new cultural integration of Hong Kong society in a globalizing world. The themes of the course are: (1) Multiculturalism – education for Hong Kong’s growing cultural diversity in a new global system, (2) Ethnic Identity – education for the construction of Hong Kong cultural identity, and

(3) Society – education for integrating Hong Kong diverse ethnic groups, majority and minority, for global citizenship. The course uses a problem-based approach.

100% continuous assessment by coursework: the course would employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

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 2, Emerging in Year 3, Threshold in Year 4, and Qualified in Year 5. Through three 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 of Education to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the 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 target language and its acquisition
 - teaching strategies which foster and motivate student learning and meet diverse student needs
 - managing learning and interaction in the classroom
 - professional orientation
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Year 3

BBED3442 Professional Practicum I – Liberal Studies (6 credits)

Students spend three separated weeks of shadowing and practical teaching in a secondary school in Year 3.

100% continuous assessment by coursework: students will be assessed through a range of tasks including lesson plans, classroom observation tasks, and self reflections.

Year 4

BBED4443 Professional Practicum II – Liberal Studies (12 credits) (Capstone Experience)

Students spend eight weeks in a secondary school carrying out supervised teaching duties in Year 4.

100% continuous assessment by coursework: students will be assessed on the planning and implementation of observed lessons together with their verbal and written reflections on the observed lessons. The development of a teaching and learning portfolio is also a hurdle requirement.

Year 5

BBED5444 Professional Practicum III – Liberal Studies/Citizenship and Social Development (12 credits) (Capstone Experience)

Students spend eight weeks in a secondary school carrying out supervised teaching duties in Year 5. 100% continuous assessment by coursework: students will be assessed on the planning and implementation of observed lessons together with their verbal and written reflections on the observed lessons. The development of a teaching and learning portfolio is also a hurdle requirement.

ENGLISH LANGUAGE ENHANCEMENT COURSES (12 credits)

CAES1000 Core University English (6 credits)

(Candidates who have achieved Level 5** in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement and should take a 6-credit elective course in lieu.)

The Core University English (CUE) course aims to enhance first-year students' academic English language proficiency in the university context. CUE focuses on developing students' academic English language skills for the Common Core Curriculum. These include the language skills needed to understand and produce spoken and written academic texts, express academic ideas and concepts clearly and in a well-structured manner and search for and use academic sources of information in their writing and speaking. Four online-learning modules through the Moodle platform on academic speaking, academic grammar, academic vocabulary, citation and referencing skills and avoiding plagiarism will be offered to students to support their English learning. This course will help students to participate more effectively in their first-year university studies in English, thereby enriching their first-year experience.

Assessment: 65% coursework and 35% examination.

English in the Discipline Course (6 credits)

CAES9423 Academic English for Education Students (6 credits)

This one-semester, 6-credit course will provide the opportunity for Education students to develop their critical reading skills, report writing skills and oral presentation skills for disciplinary studies and academic purposes. Students are required to identify an issue relevant to the discipline of Education and undertake a small scale research project to investigate the problem issue and communicate an argument to an academic audience in writing with appropriate organizational and rhetorical skills. During the process, students need to gather data by means of an interview, perform analysis on any information they obtain, and present their findings orally and in formal report writing. This course will also teach a portfolio of language functions and skills, progressing from descriptive explanatory language to more argumentative language strategies and functions. The course will allow students to practice and apply relevant English skills in the discipline of Education.

100% continuous assessment by coursework: written report, oral presentation and reflective writing.

CHINESE LANGUAGE ENHANCEMENT COURSE (6 credits)

CEDU9008 Practical Chinese for BEd&BSocSc Students (6 credits)

Featuring problem-based learning (PBL) and collaborative learning approaches, this course aims to help students, through seminars and cases-based workshops, develop the ability to use the Chinese language effectively in the workplace. A key focus is on how to systematically present arguments in classroom contexts. Essential techniques for producing office documents as well as reports will be discussed. Training in reading and writing the correct forms of traditional and simplified Chinese characters will also be provided.

Assessment: 70% coursework and 30% examination.

CUND9002 Practical Chinese and Hong Kong Society (6 credits)

(for students from the Mainland, and the medium of instruction is Putonghua)

This course is specifically designed for the students from the Mainland. With Putonghua as the medium of instruction, it aims to underscore the characteristic styles and formats of practical Chinese writings in the workplace context in Hong Kong. Topics addressing the rhetorical strategies for reader-oriented professional writings are included to strengthen the students' command of the language. In the "Chinese Characters" component, drilling practices provide ample opportunity for the students to learn to convert simplified characters into their traditional forms. The evolution of Cantonese and the lexical and phonetic systems of this dialect will be explored. The local history and culture of Hong Kong will also be considered. On-site visits are organized to deepen the students' understanding of local traditions and, more importantly, to enhance their ability to appreciate and accept cultural and regional differences.

Assessment: 50% coursework and 50% examination.

CUND9003 Cantonese for Non-Cantonese Speaking Students (6 credits)

(for students from the Mainland, and the medium of instruction is Putonghua)

Through a comparative analysis of Putonghua and Cantonese, this course enables students to learn the characteristics of Hong Kong Chinese, to discover the differences in vocabulary and expression between the Cantonese dialect and Mandarin, to strengthen their communication skills in everyday life, and to have a proper understanding of the culture, traditions and people in Hong Kong.

Assessment: 60% coursework and 40% examination.

COMMON CORE CURRICULUM (24 credits)

Candidates are required to complete 24 credits of courses in the Common Core Curriculum, including one course from each Areas of Inquiry.

ELECTIVES (42 credits)

Candidates are required to complete 42 credits in electives.

The following are some of the elective courses offered by the Faculty. Not all courses listed below will be offered every year.

BBED6741 Teaching of General Studies in Primary Schools (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 ICT and graphic organizer, 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 class will examine more closely the General Studies curriculum in relation to critical and creative thinking, and the role of General Studies in preparing young adolescents for their further studies.

100% continuous assessment by coursework.

BBED6783 Mentoring for Social Justice and Inclusion (6 credits)

This course is designed to develop the knowledge, skills, beliefs and awareness needed to be an effective mentor and advocate of disadvantaged youth, with the aim of addressing social and educational inequality. The course will enhance student-teachers' critical understandings of the social, economic, cultural and political forces influencing education, and will develop student-teachers' self-efficacy as agents of social change through an exploration of critically inclusive pedagogies. The course integrates regular university-based interactive seminars with an experiential learning component in which each participant mentors a secondary learner, supporting and advocating for the learner academically and socially on a regular basis across two semesters. The course readings will include literary, popular and academic texts across different media as the basis for student-teachers to reflect upon their mentoring relationships and processes, their own social and ideological positions, and their developing identities as education professionals. Participants will receive continuous support and guidance from course tutors and from peers. Resources will be provided for mentoring meetings and other excursions.

100% continuous assessment by coursework: a range of assessment tasks will be included such as autobiographic narratives, response papers, mentoring reports and critical reflections.

BBED6787 Ocean Park Experiential Learning Project (6 credits)

The course will offer students the chance to undertake experiential learning through extended participation with Ocean Park, Hong Kong. By engaging in this project, students will expand their understanding and practice as future education professionals beyond the formal classroom and school context. Students will be assigned to work in pairs/groups to a) identify and analyse real-life educational needs of Ocean Park, b) carry out an observation of guests' interests through needs analysis, c) design pop-up narration offerings for visitors to the Park with a goal of enhancing the in-park guests' experience. The final exhibits may be placed on display for visitors and may be used by Ocean Park staff after the course finishes. Students will have the chance to work closely with Ocean Park staff from their Education team and to contribute their knowledge to the Park's focus on promoting conservation and awareness about endangered species to local school children and visitors (from HK as well as overseas and China). All students who select this course will be mentored by the Ocean Park's Education team and closely supervised under the guidance of faculty members. Students' performance in the course will be evaluated through a variety of means including reports from Ocean Park staff, online reflections, and a multi-media presentation at the end of the project.

100% continuous assessment by coursework.

BBED6788 Collaboration in Designing T&L Materials: Experiential Learning Project in India (6 credits)

This course focuses on building teachers' resilience, cross programme/ discipline collaboration in designing curriculum and teaching and learning materials, sustainability and internationalization of experiential learning (EL) projects. The collaboration aims to provide valuable learning opportunities for student teachers to work across subject boundaries, to contribute to the development of work of our community partners (Happy Tree Social Services) and stimulate critical thinking and reflection on

educational issues through sharing perspectives and experiences in an international experiential learning trip to Delhi, India.

In this course, students will exchange teaching and learning ideas concerning lesson and curriculum design with the FT teachers of our partner school in India. In this process, students will expand their understanding and practice as future education professionals beyond the formal school classroom and classroom contexts experienced in HK, and allow students to cross different ethnic boundaries. Students in this course will be mentored by the course instructors, Happy Tree Social Services (our local NGO that we have partnered with) and the teachers on site in India. Participants in this course will all go on an experiential learning trip to India for two weeks.

100% continuous assessment by coursework.

BBED6789 Innovative Pedagogies (6 credits)

This course introduces innovative pedagogies to students, engages students in a critical examination of the current education system at primary and secondary level and offers experiences for our students to practice innovative pedagogies in real, situated contexts. This course places emphasis on practice of theories in real life situations and in a practical manner. Design of this course is highly interactive and participatory; students will be actively involved in the selection of topics for further inquiries based on individual interests. On top of the core content students will also undertake inquiries through experience of working with community partners that focus on innovative pedagogies. In this course, students will learn about, study in-depth and critically examine different innovative pedagogies in both international and local contexts. In the second semester, after students will have learnt about innovative pedagogies in theory, students will implement and experiment their knowledge and understanding through a 3-month placement with community partners who are dedicated to innovating and revitalising education. Students will work with a community partner of their own choice based on their own interests and queries. In the placement, students should observe, experience and reflect on implementations of innovative pedagogies on different levels in Hong Kong. After this course, students should be able to select and design innovative pedagogies both suitable and practical for specific contexts regardless of their teaching level or teaching environment. On-going support and facilitation will be provided by the course instructor throughout the course while mentoring and guidance will be provided by community partners during the placement. Students' performance in the course will be evaluated through a variety of means including in-class presentation, reflective writing, and invention and design of T&L materials. The course will also see guest speakers invited to classes.

100% continuous assessment by coursework.

BBED6790 Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups in Cambodia (6 credits)

The course sets out a sustainable relationship with a rural school in Cambodia which houses children impacted by trafficking and poverty. The focus will be on co-constructing a literacy curriculum for the children there with the teachers and volunteers of the school by adopting a 'train the trainers' model of development. It is found that teachers' resilience enhances their job satisfaction and teaching effectiveness, and at the same time, allows teachers to nurture resilience in their own students to cope with the challenges of the 21st century. The current program highlights one of the key approaches that contextualizes the knowledge of teachers' resilience in working with the vulnerable group and carefully incorporates Kolb's (2015) learning cycle into the program. Student teachers learn to integrate academic theories and actively experiment through continuous observation, trial-and-error and reflection.

100% continuous assessment by coursework.

Year 5

BBED6782 Dissertation (12 credits)

Research is central to developing knowledge and impacting upon practice in the field of education. This elective enables Education students to undertake prolonged engagement with an approved research topic in education under the supervision of a staff member from the Faculty of Education. The elective aims to develop a rich and interactive research community amongst Education majors and Faculty. The course explores the intersections between research, teaching and learning, and introduces students to research methods and strategies including identifying issues and puzzles in education, synthesising and critiquing literature, research design, data collection, data analysis, and research writing.

The elective is held across three semesters: Semester 2 of the fourth year of study (Year 4), and Semesters 1 and 2 of the fifth year of study (Year 5). In Semester 2 of Year 4, students will participate in a series of interactive workshops that engage students in a research topic of their own choosing and interest, and explores various research objectives, methods and strategies relevant to their topic. Students will receive hands on practice in collecting and analyzing data. At the end of the semester, students will develop and present their research proposal. In Year 5, students will work closely with their supervisor in refining their proposal, collecting and analyzing data, and writing the research report (dissertation). Students will receive additional ongoing support from course teachers. Students will present their project findings at an undergraduate research conference at the end of Semester Two.

100% continuous assessment by coursework: including research proposal, presentations, and final dissertation.
