REGULATIONS FOR THE DOUBLE DEGREE OF
BACHELOR OF ARTS (BA) AND
BACHELOR OF EDUCATION IN LANGUAGE EDUCATION [BEd(LangEd)]

These regulations apply to students admitted to the 5-year Bachelor of Arts and Bachelor of Education in Language Education [BA&BEd(LangEd)] double degree curriculum in the academic year 2025-26 and thereafter.

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

The degrees of Bachelor of Arts and Bachelor of Education in Language Education [BA&BEd(LangEd)] are awarded for the satisfactory completion, on a full-time basis, in one of the following prescribed programmes:

1. Major in Chinese Language, Literature and Culture and Professional Core (Chinese Language Education);
2. Major in English Language and Linguistics and Professional Core (English Language Education).

AED1 Admission to the degrees

To be eligible for admission to the degrees of Bachelor of Arts and Bachelor of Education in Language 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.

AED2 Period of study

The curriculum for the degrees of Bachelor of Arts and Bachelor of Education in Language Education 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 Arts and Bachelor of Education in Language Education.

AED3 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.

AED4 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 in one of the following prescribed programmes:

Major in Chinese Language, Literature and Culture and Professional Core (Chinese Language Education)

- 90 credits in Major in Chinese Language, Literature and Culture,
- 120 credits in Professional Core (Chinese Language Education), including 24 credits in capstone experience[1],
- 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course[2], 6 credits in English in the Discipline and 6 credits in Chinese language enhancement[3],
- 24 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry,
- 6 credits in artificial intelligence literacy,
- 48 credits in electives, and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

Major in English Language and Linguistics and Professional Core (English Language Education)

- 78 credits in Major in English Language and Linguistics,
- 120 credits in Professional Core (English Language Education), including 24 credits in capstone experience[1],
- 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course[2], 6 credits in English in the Discipline and 6 credits in Chinese language enhancement[3],
- 24 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry,
- 6 credits in artificial intelligence literacy,
- 60 credits in electives, and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

(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 AED4(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

[1] This integrated capstone experience fulfills the requirements for both BA and BEd(LangEd) degree curricula.
[2] Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.
[3] Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

the maximum period of registration specified in these regulations.

AED5 Advanced standing and credit transfer

(a) Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the University 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.

AED6 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 BA and BEd(LangEd) degrees, honours classification and whether a candidate shall be recommended for discontinuation of studies.

(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.

AED7 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 seven calendar days 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.

AED8 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 BA and BEd(LangEd) degrees.

AED9 Failure in re-examination

(a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation AED8, of Professional Core (Chinese Language Education) or Professional Core (English Language 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 AED10(d).

(b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation AED7, shall be permitted to present themselves for re-assessment, in accordance with Regulation AED8, as directed by the Boards of Examiners.

AED10 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 (Chinese Language Education) or Professional Core (English Language Education) course(s) offered by the Faculty of Education, granted under Regulation AED8, of more than 12 credits; or
(e) exceeded the maximum period of registration specified in Regulation AED2.

AED11 Award of degrees and honours classifications

(a) To be eligible for the award of the degrees of Bachelor of Arts and Bachelor of Education in Language Education, candidates shall have successfully completed the curriculum as stipulated under Regulation AED4.

(b) Honours classifications for the degrees of Bachelor of Arts and Bachelor of Education in Language 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 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 values:

Class of honours	*GGPA range*
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.

SYLLABUSES FOR THE DOUBLE DEGREE OF
BACHELOR OF ARTS (BA) AND
BACHELOR OF EDUCATION IN LANGUAGE EDUCATION [BEd(LangEd)]

These syllabuses apply to students admitted to the 5-year Bachelor of Arts and Bachelor of Education in Language Education [BA&BEd(LangEd)] double degree curriculum in the academic year 2025-26 and thereafter.

Candidates are required to complete courses totaling not fewer than 300 credits in one of the following prescribed programmes:

Major in Chinese Language, Literature and Culture and Professional Core (Chinese Language Education)

- 90 credits in Major in Chinese Language, Literature and Culture,
- 120 credits in Professional Core (Chinese Language Education), including 24 credits in capstone experience,
- 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course[1], 6 credits in English in the Discipline and 6 credits in Chinese language enhancement[2],
- 24 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry,
- 6 credits in artificial intelligence literacy,
- 48 credits in electives, and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

Major in English Language and Linguistics and Professional Core (English Language Education)

- 78 credits in English Language and Linguistics (24 credits in introductory courses and 54 credits in advanced courses),
- 120 credits in Professional Core (English Language Education), including 24 credits in capstone experience,
- 12 credits in language enhancement courses, including a non-credit bearing Academic Communication in English course[1], 6 credits in English in the Discipline and 6 credits in Chinese language enhancement[2],
- 24 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry,
- 6 credits in artificial intelligence literacy,
- 60 credits in electives, and
- a non-credit bearing course in national education and national security education, and any other non-credit bearing courses as may be required from time to time.

FIRST YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take the following courses:

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[1] Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.

[2] Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

- 18 credits in the Major in Chinese Language, Literature and Culture
- 12 credits in the Professional Core (Chinese Language Education)
- a non-credit bearing Academic Communication in English course[1]
- 18 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry
- a 3-credit artificial intelligence literacy course
- a 6-credit elective

Candidates, who take Major in English Language and Linguistics, shall normally take the following courses:

- 12 credits in the Major in English Language and Linguistics
- 12 credits in the Professional Core (English Language Education)
- a non-credit bearing Academic Communication in English course[1]
- 18 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry
- a 3-credit artificial intelligence literacy course
- 12 credits in electives

SECOND YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take the following courses:

- 18 credits in the Major in Chinese Language, Literature and Culture
- 18 credits in Professional Core (Chinese Language Education), including 6 credits in External experience in summer
- a 6-credit course in the Common Core Curriculum
- a 6-credit Chinese language enhancement course[2]
- a 6-credit English in the Discipline course
- a 3-credit artificial intelligence literacy course
- a 6-credit elective

Candidates, who take Major in English Language and Linguistics, shall normally take the following courses:

- 12 credits in the Major in English Language and Linguistics
- 18 credits in Professional Core (English Language Education), including 6 credits in External experience in summer
- a 6-credit course in the Common Core Curriculum
- a 6-credit English in the Discipline course
- a 3-credit artificial intelligence literacy course
- 18 credits in electives

THIRD YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take the following courses:

- 24 credits in the Major in Chinese Language, Literature and Culture
- 18 credits in Professional Core (Chinese Language Education), including 6 credits in Community-based Professional Practicum

- 18 credits in electives

Candidates, who take Major in English Language and Linguistics, shall normally take the following courses:

- 18 credits in the Major in English Language and Linguistics
- 18 credits in Professional Core (English Language Education), including 6 credits in Community-based Professional Practicum
- 24 credits in electives

FOURTH YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take the following courses:

- 12 credits in the Major in Chinese Language, Literature and Culture
- 42 credits in Professional Core (Chinese Language Education), including 12 credits in Professional Practicum to be taken in the first semester[3]
- a 6-credit elective

Candidates, who take Major in English Language and Linguistics, shall normally take the following courses:

- 18 credits in the Major in English Language and Linguistics
- 42 credits in Professional Core (English Language Education), including 12 credits in Professional Practicum to be taken in the first semester[3]

FIFTH YEAR

Candidates, who take Major in Chinese Language, Literature and Culture, shall normally take the following courses:

- 18 credits in the Major in Chinese Language, Literature and Culture
- 30 credits in Professional Core (Chinese Language Education), including 12 credits in Professional Practicum to be taken in the second semester[3]
- 12 credits in electives

Candidates, who take Major in English Language and Linguistics, shall normally take the following courses:

- 18 credits in the Major in English Language and Linguistics
- 30 credits in Professional Core (English Language Education), including 12 credits in Professional Practicum to be taken in the second semester[3]
- a 6-credit Chinese language enhancement course[2]
- a 6-credit elective

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[3] Candidates are required to undertake professional practicum 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.

MAJOR IN CHINESE LANGUAGE, LITERATURE AND CULTURE

Candidates majoring in Chinese Language, Literature and Culture are required to complete at least 90 credits from the courses below which should include:

1. core courses (30 credits) to be completed by the end of the second year of study;
2. elective courses (60 credits) with:
   (a) at least 54 credits of advanced courses;
   (b) no more than 6 credits of introductory courses; and
   (c) at least 36 credits from the course list of Chinese Language and Literature.

CORE COURSES (30 credits)

Students must attain a Level 5 or above either in Chinese Language or Chinese Literature in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, or an equivalent standard in another public examination, for admission to CHIN1103, CHIN1116, CHIN1117, CHIN1118, CHIN1119, CHIN1121, CHIN1123, CHIN1126, and CHIN1127. Candidates are required to complete 30 credits from any of the core courses below by the end of the second year of study:

CHIN1103	Introduction to standard works in modern Chinese literature (6 credits)
CHIN1116	General introduction to modern Chinese language (6 credits)
CHIN1117	General introduction to classical Chinese language (6 credits)
CHIN1118	Introduction to classical Chinese literature (6 credits)
CHIN1119	Introduction to literary studies (6 credits)
CHIN1121	Introduction to contemporary Chinese literature (6 credits)
CHIN1123	The story of Mandarin (6 credits)
CHIN1126	Introduction to classical Chinese popular literature (6 credits)
CHIN1127	Introduction to Chinese linguistics (6 credits)
CHIN1206	Introduction to Chinese thought (6 credits)
CHIN1207	Traditional Chinese culture (6 credits)

ELECTIVE COURSES (60 credits)

Candidates are required to complete at least 60 credits of elective courses from the following two course lists, with at least 54 credits of advanced courses and no more than 6 credits of introductory courses, including at least 36 credits from Chinese Language and Literature courses.

A. CHINESE LANGUAGE AND LITERATURE

Introductory Courses

CHIN1103	Introduction to standard works in modern Chinese literature (6 credits)
CHIN1107	Creative writing (6 credits)
CHIN1109	Introduction to Chinese women's literature (6 credits)
CHIN1115	Study of the Confucian canons and modern society (6 credits)
CHIN1116	General introduction to modern Chinese language (6 credits)
CHIN1117	General introduction to classical Chinese language (6 credits)
CHIN1118	Introduction to classical Chinese literature (6 credits)
CHIN1119	Introduction to literary studies (6 credits)
CHIN1120	Global approaches to Chinese literature (6 credits)
CHIN1121	Introduction to contemporary Chinese literature (6 credits)
CHIN1122	Chinese literature in the twentieth century (6 credits)

CHIN1123 The story of Mandarin (6 credits)
CHIN1124 Chinese dialects and sociolinguistics (6 credits)
CHIN1125 Trends of modern Chinese literary thoughts (6 credits)
CHIN1126 Introduction to classical Chinese popular literature (6 credits)
CHIN1127 Introduction to Chinese linguistics (6 credits)
CHIN2121 Prose up to the nineteenth century (6 credits)
CHIN2123 *Shi* poetry up to the nineteenth century (6 credits)
CHIN2125 *Ci* poetry up to the nineteenth century (6 credits)
CHIN2127 Classical Chinese fiction (6 credits)

Advanced Courses

CHIN2122 Prose: selected writers (6 credits)
CHIN2124 *Shi* poetry: selected writers (6 credits)
CHIN2126 *Ci* poetry: selected writers (6 credits)
CHIN2130 Modern Chinese literature (1917-1949): fiction (6 credits)
CHIN2132 Contemporary Chinese literature (since 1949): fiction (6 credits)
CHIN2136 Classical Chinese literary criticism (6 credits)
CHIN2138 Chinese etymology (6 credits)
CHIN2139 Chinese phonology (6 credits)
CHIN2145 Chinese theatre during the Yuan, Ming, and Qing periods (6 credits)
CHIN2146 The "sickly beauties": gender and illness in late imperial China (6 credits)
CHIN2147 Reading of classical Chinese texts (6 credits)
CHIN2149 Chinese language from social perspectives (6 credits)
CHIN2151 Gender and sexuality in Ming and Qing fiction (6 credits)
CHIN2152 Literature, modernity and nation in twentieth-century China (6 credits)
CHIN2153 Sinophone literature and film (6 credits)
CHIN2154 Taiwan literature from the Japanese colonial period to the 1990s (6 credits)
CHIN2159 Chinese documentation (6 credits)
CHIN2162 Cantonese linguistics (6 credits)
CHIN2164 The *Analects* and Chinese culture (6 credits)
CHIN2168 Modern Chinese grammar (6 credits)
CHIN2169 Modern Chinese rhetoric (6 credits)
CHIN2170 Study of *Zuo Zhuan* (6 credits)
CHIN2172 Hong Kong literature (6 credits)
CHIN2173 Topical studies of classical Chinese fiction (6 credits)
CHIN2174 Literature in late Qing and early Republican China (6 credits)
CHIN2175 Historical-comparative linguistics and Chinese dialectology (6 credits)
CHIN2176 Chinese children's literature (6 credits)
CHIN2177 Chinese lexicology (6 credits)
CHIN2178 Topical studies of modern Chinese literature (6 credits)
CHIN2179 Topical studies of classical Chinese popular literature (6 credits)
CHIN2180 Topical studies of classical Chinese literature (6 credits)
CHIN2181 Selected topics in *shi* poetry (6 credits)
CHIN2182 Selected topics in *ci* and *qu* poetry (6 credits)
CHIN2183 Introduction to Hong Kong Cantopop lyrics (6 credits)
CHIN2184 Understanding Hong Kong through mass media (6 credits)
CHIN2185 Ghostly Hong Kong: Otherworldly configurations (6 credits)
CHIN2186 Forged texts in traditional China (6 credits)
CHIN2187 The language of power: Representations of elites in ancient Chinese literature (6 credits)
CHIN2188 Chinese lexicon and grammar from late Tang to early Qing (6 credits)
CHIN2190 Field trip on Chinese language, literature, and culture (6 credits)
CHIN2376 *Romance of the Three Kingdoms* and its global impact (6 credits)
CHIN2377 Journey to the West: Translation, transcreation, and transmedia storytelling (6 credits)

B. CHINESE CULTURE

Introductory Courses

CHIN1206 Introduction to Chinese thought (6 credits)
CHIN1207 Traditional Chinese culture (6 credits)
CHIN1214 Chinese and western cultures: a comparative study (6 credits)
CHIN2231 Religious Daoism and popular religions in China (6 credits)
CHIN2241 History of Chinese civilization (6 credits)

Advanced Courses

CHIN2251 Chinese philosophy I: Confucianism (6 credits)
CHIN2252 Chinese philosophy II: Daoism (6 credits)
CHIN2253 Chinese philosophy III: Buddhism (6 credits)
CHIN2254 Christianity and Chinese culture (6 credits)
CHIN2264 Chinese eroticism (6 credits)
CHIN2266 History education and Chinese culture (6 credits)
CHIN2268 History of China-West cultural exchanges (6 credits)
CHIN2272 School education in Chinese history (6 credits)
CHIN2274 History of material culture (6 credits)
CHIN2275 The culture of flower in China (6 credits)
CHIN2277 Islam and Chinese culture (6 credits)
CHIN2278 Travel and economic development in Chinese history (6 credits)
CHIN2279 Neo-Confucianism in Song-Ming periods and contemporary religions and ethics (6 credits)
CHIN2280 Publishing and culture in Chinese history (6 credits)
CHIN2286 Special topics in the society and culture of traditional China (6 credits)

PROFESSIONAL CORE (CHINESE LANGUAGE EDUCATION) (120 credits)

(for candidates majoring in Chinese Language, Literature and Culture)

The Professional Core (Chinese Language) 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 Chinese language 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.

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.

Assessment: 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.

Assessment: 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)

Candidates are required to complete 24 credits of Pedagogy courses specified below.

Year 3

BBED3201 Pedagogy I: Becoming a Competent and Reflective Teacher (6 credits)

This course focuses on the teaching of Chinese Language at the Primary and Junior Secondary stages of schoolings in Hong Kong. This course gives students advanced training in lesson planning. It allows students to develop teaching and classroom management strategies, and to practice some basic approaches to the teaching of the different language skills – listening, speaking, reading writing and thinking. It also explores effective ways to conduct small class teaching. Using Information Technology to engage learning community building, sharing and collaborative reflection will be introduced. Students will also be guided and encouraged to develop their own professional identities through reflective thinking in their learning and teaching.

Assessment: 100% continuous assessment by coursework.

Year 4

BBED4202 Pedagogy II: Teaching Chinese in Putonghua and Teaching Putonghua as a Subject (6 credits)

The course will aim at giving students training in using Putonghua as a medium of instruction and also training students in the teaching of Putonghua as a subject in the primary stages of schoolings in Hong Kong. It includes a number of key language classroom skills, such as explanation, questioning, giving instructions, providing corrective feedback and closing remarks in Putonghua. It also equips students with the competency to use Putonghua to teach Chinese by introducing key concepts and practicing a wide range of instructional approaches in teaching Putonghua.

Assessment: 100% continuous assessment by coursework.

BBED4203 Pedagogy III: Becoming a Curriculum Leader (6 credits)

This course focuses on the teaching Chinese at the Senior Secondary stage of schooling in Hong Kong. Students are encouraged to consolidate their awareness of fundamental teaching skills through close examination of the process and strategies involved in language learning, and of the various approaches used in the teaching of Chinese, particularly in relation to the learning of reading strategies, integrated language skills, and literature appreciation. Meanwhile, the course widens students' vision of the curriculum, in such areas as school-based curriculum development, and curriculum adaptation. Instruction and guidance are also given in the practice of curriculum design and language assessment. Integrating Information Technology components into school-based curriculum, as well as in Chinese Language curriculum will be introduced. Students are guided and encouraged to develop their own professional identities through innovation in their learning and teaching. The course will also equip students with the ability to conduct research in an area of Chinese language education so as to prepare them to be curriculum leaders.

Assessment: 100% continuous assessment by coursework.

Year 5

BBED5204 Pedagogy IV: Becoming a Teacher with Global Vision (6 credits)

This advanced course moves from the immediate concerns of classroom practice to broader issues of global education needs. Through learning to teach Chinese Elective Modules of Senior secondary

learning stage, students will be guided to concern how to engage with the participatory pedagogy of global education, and how global education can work within language learning and across mainstream curricula. ICT application in promoting cross-cultural collaboration will be introduced. This course enables the students to develop the global dimension in the curriculum, and to build up a global concerns classroom through Chinese language and literature teaching.

Assessment: 100% continuous assessment by coursework.

Pedagogical Content Knowledge Courses (12 credits)

The Pedagogical Content Knowledge (PCK) courses, underpinned by sociocultural theories of language and learning, aim at enabling students to bridge their learning in the Chinese Language, Linguistics and Literature major with their learning the Professional Core (Chinese Language Education). The courses are aligned with the content of the Pedagogy courses in the same year and will prepare students for teaching during the Professional Practicum.

Year 4

BBED4301 PCK I: Learning and Teaching Spoken and Written Discourse (6 credits)

This course focuses on pedagogical decision-making as it relates to the content of learning. It relates the subject-matter knowledge gained in the Chinese Language, Linguistics and Literature Major to the needs of school students learning Chinese. It introduces students to the importance of being a 'language-aware' teacher, and examines the impact of subject-matter knowledge on pedagogical decisions about the handling of language content. Discourse analysis approaches to language teaching will be introduced.

Assessment: 100% continuous assessment by coursework.

Year 5

BBED5302 PCK II: Language Learning and Teaching from Psycholinguistic and Sociolinguistic Perspectives (6 credits)

This course builds on the Year 4 Pedagogical Content Knowledge course, by consolidating students' understanding of the importance of being a 'language-aware' teacher, and extending their language awareness. In this course students will engage with psycholinguistic and sociolinguistic perspectives to understand language development in young learners. Students will also examine research in the field, and its implications for language teaching in Chinese education. The course will equip students to make decisions in relation to their handling of language content, based on a sound knowledge of the language area, understanding of the language processing, the language use, and familiarity with different pedagogical approaches.

Assessment: 100% continuous assessment by coursework.

Educational Studies Core Courses (18 credits)

The two courses, BBED3002 and BBED4003, aim to enable students to understand and support students at individual level in primary and secondary school contexts. The course content covers topics mainly related to students with diverse learning needs (1), and guidance and counselling (2).

Year 3

BBED3002 Learning Support 1 - 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 supporting students with 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 and classroom management skills in response to students' diverse learning needs in the classroom. Collaborative teamwork with other professionals and family 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.

Assessment: 100% continuous assessment by coursework: assessment tasks will include issue-based problem-solving exercises and an issue paper 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.

Assessment: 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.

BBED4003 Learning Support 2 - 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 them in their whole-person development in school settings. The course will explore: (i) major theories of child and adolescent development; (ii) the interdependency of different aspects of development, i.e., physical, cognitive, social-emotional, and peer relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in guidance and counselling; (v) knowledge and strategies in supporting students with mental health issues; and (vi) guiding students on career and life planning.

Assessment: 100% continuous assessment by coursework. The assessment tasks will include issue-based problem-solving exercises and a reflective essay on a self-selected topic which is relevant to the course.

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.

Assessment: 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.

BBED5025 Policy, Improvement, and Leadership in Schools (6 credits)

This course will investigate the themes of policy, improvement, and leadership in schools (PILS). Students will examine the roles of teachers and administrators in leadership and in the interpretation and enactment of school reform and school improvement policies. Students will also examine the school- and system-level factors necessary for improvement to take place. The course will utilize cases, theory, and empirical research that take on these themes, within and beyond in Hong Kong. With a focus on underserved student populations, PILS equips teachers with a deep understanding of how teachers and teaching are situated in broader aims of improving educational opportunity.

Assessment: 100% continuous assessment by coursework.

BBED5026 Diversity, Culture, and Justice in Education (6 credits)

This course introduces students to asset and equity based frameworks for teaching with social justice as an aim. Students will reflect on their beliefs regarding diversity and culture, and explore their identifications and experiences in relation to categories including gender, socio-economic status, ethnicity, ability/disability, and LGBTI status. Theoretical frameworks that challenge deficit views of minoritized and marginalized communities will be explored, so that students can instead see diversity and culture as resources for reshaping the following: curriculum and pedagogy, interactions with students and families, and teachers' identities. Possible challenges and dilemmas in adopting such frameworks will be discussed.

Assessment: 100% continuous assessment by coursework.

BBED5027 Education for Sustainable Development: Schools as Community Centres (6 credits)

Drawing inspiration from UN Sustainable Development Goals, this course will examine the role of schools to achieve sustainability in local contexts: Education for Sustainable Development (ESD). Students will re-evaluate the current model of development, while envisioning new models of development that sustain not only economy but also cultural diversity, social equality, and natural environment. Students will be invited to examine the relationship between schools and communities.

Attention will then be paid on how schools could introduce and implement programmes and projects that cultivate the knowledge, skills, and values essential for realizing the goal of sustainable community development. Students will also deliberate on how the vision of ESD could be integrated into their professional identity.

Assessment: 100% continuous assessment by coursework.

External Experience (6 credits)

Year 2

BBED2501 External Experience – Chinese (6 credits)

Students travel outside Hong Kong to a place where Putonghua is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience during the summer semester in Year 2; or the equivalent.

Assessment: 100% continuous assessment by coursework: students will be assessed through a variety of tasks set by the host institutions including texts or analyzes, essays, projects and presentations.

Community-based Professional Practicum (6 credits)

Recognizing that learning and experience are inextricably connected, all incoming double degree UG students from 2019-20 are required to successfully fulfill the requirements of at least one Experiential Learning activity through a Community-based Professional Practicum (CPP) project before the start of their fourth year. CPP is based on the premise that teaching and learning cannot only be restricted to classroom settings and teachers-to-be need to critically engage with social and global issues that impact on education including inequality, culture, history, and civic mindedness. All the CPP projects offered each year are aimed at enhancing student teachers' understanding of real-world environments, expanding their capacity to integrate theory and practice, and broadening their local and global outlook.

The settings for our CPP projects may be local (Hong Kong), overseas, and on the Mainland. All are aimed at pushing our students out of their comfort zones and enabling them to foster skills and values that are relevant to a career in education. These include transferrable skills like creativity, innovation, time management, communication and collaboration, problem solving, critical thinking, and leadership. Nearly all our CPP projects include carefully organized input sessions and are taught by colleagues from across the Faculty. Each contains an important reflective component as reflective practice is at the heart of good teaching and learning. Most CPP projects are open to students from different disciplines to foster cross-disciplinary collaboration.

Students are required to undertake 6 credits from a list of education related experiential learning courses (or CPP projects) offered by the Faculty of Education before the start of Year 4. The courses listed below may not necessarily be offered every year, and the number and nature of courses in this pool may change. Other community-based learning opportunities may be disseminated throughout the year by the Faculty Experiential Learning team.

At The University of Hong Kong, we are committed to recognizing and developing a number of Communication-intensive (CI) courses (https://cics.hku.hk/) that explicitly develop students' communication-related knowledge (understanding of communication as it relates to human interaction), skills (skills in communicating effectively with others, using language and/or other means), and

attributes (the attributes of effective communicators). A number of course leaders have already started the journey towards attaining the CI certification.

BBED6787	Ocean Park Experiential Learning Project (6 credits)
BBED6792	Sustainable Development in Tibet (6 credits)
BBED6794	Fostering 4Cs (Critical Thinking, Creativity, Communication and Collaboration skills) through Engaging STEM/STEAM-related EL Activities (6 credits)
BBED6798	Design Thinking in Action (6 credits)
BBED6799	Understanding our Communities: Experiential Learning of Place (6 credits)
BBED6802	Outdoor Environmental Education Experiential Learning Project (6 credits)
BBED6803	Serving to Learn: Co-constructing the Community through Student Leadership (6 credits)
BBED6804	Greater Bay Area Hong Kong School Experiential Learning – STEAM Projects (6 credits)
BBED6805	'Ps' of Mind in Education – A Mindfulness-based Experiential Learning Project (6 credits)
BBED6806	Opening Doors to Education for Sustainable Development (ESD) – An Experiential Learning Project in Sri Lanka (6 credits)
BBED6807	Slasher Experiential Learning – An Alternative Way to Life Planning Education (6 credits)
BBED6808	Museums as Classrooms – Experiential Learning at Hong Kong, Greater Bay Area and Singapore Museums (6 credits)
BBED6809	Happiness x 4Rs Mental Health School Project – Art-based Experiential Learning (6 credits)
BBED6811	Unity in Diversity: Exploring Intercultural Education in Vietnam (6 credits)
ARTH2110	Archaeology and Digital Humanities in the Field (6 credits)

BBED6787 Ocean Park Experiential Learning Project (6 credits)

The course will offer students the chance to undertake experiential learning through extended collaboration with Ocean Park's Discovery and Education Department. 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 analyze real-life educational needs of Ocean Park; (b) carry out an observation of guests' interests through needs analysis; and (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 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 Discovery and Education Department 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.

Assessment: 100% continuous assessment by coursework. Students from all disciplines and programmes may apply but must be able to commit all meetings and classes.

BBED6792 Sustainable Development in Tibet (6 credits)

Tibet has developed rocketing economic growth in the past two decades at the expenses of the ecosystem and environment. Set against this backdrop, this programme aims to bridge this gap by creating the platform for our student educators to learn about the socio-economic landscapes of Tibet and to analyze some of the challenges involved in turning around and sustaining its development. Our student educators will first learn about the theoretical understanding of sustainable development and its relationship to the socio-economic landscapes of Tibet. Then they will work in cross-disciplinary teams to conduct research and put their knowledge into practice – putting forward their ideas of raising social awareness on specific topics (e.g. sustainable tourism, environmental education, health and hygiene) and calling for behavioral changes with the consideration of local culture and limitations in the format of 'TED talk' videos and workshops to school. Through the learning process of knowing about the culture, self, and others, students will develop an increased intercultural sensitivity as local and global citizens.

The course together with all input sessions will be organized between June to July and students are required to have full attendance throughout the course.

Assessment: 100% continuous assessment by coursework.

BBED6794 Fostering 4Cs (Critical Thinking, Creativity, Communication and Collaboration skills) through Engaging STEM/STEAM-related EL Activities (6 credits)

This course will develop not only the participants' knowledge, skills and beliefs of learning and teaching of STEM/STEAM-related context (both in Hong Kong and USA), but also enhance their understanding and mastery of the 21st century (4C) skills, i.e. Critical Thinking, Creativity, Communication, and Collaboration skills, in order to succeed in the information age.

Besides attending HKU lectures, students will be guided to work in pairs or in small groups to: (a) analyze the STEM/STEAM-related curriculum in the contexts of Hong Kong and USA; (b) participate in the Odyssey of the Mind Hong Kong regional tournament in March; (c) collaborate on the development of the 4Cs curriculum materials for teaching to Hong Kong winning school teams who will participate in the Odyssey of the Mind World Finals competition in USA in April; and (d) participate in the Odyssey of the Mind World Finals in USA in May. All participants will be supported by the course tutors, their peers, and both regional and international collaborators in the Odyssey of the Mind program.

Assessment: 100% continuous assessment by coursework.

BBED6798 Design Thinking in Action (6 credits)

65% of children studying in primary schools today will ultimately work in jobs that currently have not yet existed (WEF report 2016). The complex and unpredictable future has created challenges for nurturing student educators for the 21st century. Collaborate with the PolyU Jockey Club 'Operation SoInno', this course aims to nurture social innovative and reflective student educators who can find solutions to real-world problems and generate innovative ideas to create a better future. Our student educators will first learn about the theoretical underpinnings of design thinking and the reflective learning cycles in experiential education. Then they will work in cross-disciplinary teams to put their knowledge into practice – facilitating secondary school students' learning process in subject-based design thinking and helping them to reflect upon themselves as active learners. Student educators will integrate social innovation and humanity through the lens of design thinking and develop important 21st century skills.

Assessment: 100% continuous assessment by coursework.

BBED6799 Understanding our Communities: Experiential Learning of Place (6 credits)

The possibilities of education should not be confined by classroom walls in the schools. It can take any format of knowledge exchange, at anywhere in society. At the same time, there are much knowledge and experience hidden in the communities. People from various backgrounds can benefit from these kinds of knowledge, when it is recorded and disseminated in well-designed narration and learning activities, catering to the needs of the beneficiaries. A more effective way to share knowledge would be to capitalize on the community. This course aims to explore different possibilities of "learning" and "teaching" from the community. Students in small groups will survey in a local neighbourhood, communicate with a local organization or a target group of their own choice, to understand and record the insider's knowledge. They will further analyze the knowledge need. Based on the analysis, the students will design an appropriate plan of knowledge sharing and put it into action that will potentially leave a sustainable influence in the community. For example, students can design learning kits targeted at different age groups for museums and heritage sites; transform shared memory and experience of a community into learning materials; design information kits for underprivileged groups according to their knowledge needs in daily social life. Students may design their projects independently as well. Students will then deliver their service in the community, for example, to organize a guided tour or to present their findings to community members. During the process, students are required to reflect consistently on four aspects, namely, interpersonal communication, community engagement and observation, project design, organization and implementation. The goal of the whole learning process is to transform into the capital for the students themselves.

Assessment: 100% continuous assessment by coursework.

BBED6802 Outdoor Environmental Education Experiential Learning Project (6 credits)

According to the fifth report of the United Nations Intergovernmental Panel on Climate Change, if people are to prevent climate change from causing global climate disasters, rapid, far-reaching actions that would effect unprecedented changes at all levels of the society are essential. Among these levels, education is one of the most important channels to make sustainable changes. Thus, a proper understanding of nature and the environment is an important foundation for establishing appropriate environmental behaviour, hence effecting changes. In order to cultivate this behaviour among the future generations, it is essential for teachers to not just understand the importance of environmental education, but also to learn about its myriad methods of application to enhance teaching effectiveness.

Collaborating with Outdoor Wildlife Learning Hong Kong (OWLHK), this course aims to nurture ecologically knowledgeable and reflective student educators who can unravel the beauty of nature and make an educational impact to the future generations. Our student educators will first learn about the theoretical knowledge of Environmental Education and the reflective learning cycles in experiential education in both the nature and classrooms. Then they will work in cross-disciplinary teams to put their knowledge into practice – designing and facilitating secondary school students' learning process in an outdoor environmental education learning programme.

Students will be assigned to work in groups to (a) experience outdoor environmental educational programme themselves, (b) design and conduct an outdoor environmental educational programme, including pre-departure training, during-outing activities, and de-briefing sessions for a group of local Secondary 3 students. The final programme materials may be used by the OWLHK staff for future educational programmes for other schools.

Assessment: 100% continuous assessment by coursework.

BBED6803 Serving to Learn: Co-constructing the Community through Student Leadership (6 credits)

This course focuses on developing student agency and leadership skills, which is essential for well-being and the development of competencies to positively influence the future. Students will have the opportunity to select a community service learning project from a pre-approved list or launch their own initiatives. They will work with non-governmental organizations (NGOs) in teams or individually to serve communities locally, regionally, or overseas. Throughout the service learning projects, collaboration and co-construction with students, teachers, and communities will be emphasized.

Assessment: 100% continuous assessment by coursework.

BBED6804 Greater Bay Area Hong Kong School Experiential Learning – STEAM Projects (6 credits)

This course enables students to gain first-hand experience in a GBA Hong Kong school. It includes lesson observation, teaching practice and STEAM project implementation, cultural adaptation and exchange, reflection on professional growth, and cultivation of positive values in the teaching profession. Students will receive pre-departure training, design and trial run their STEAM projects before the trip, and they will be closely supervised by faculty members during the trip. Evaluation will be conducted through reports from the host school, regular online reflections, and a multimedia presentation.

Assessment: 100% continuous assessment by coursework.

BBED6805 'Ps' of Mind in Education – A Mindfulness-based Experiential Learning Project (6 credits)

To understand the exponential growth of mindfulness practices in specially the educational context, this course aims to offer an opportunity for students to understand mindfulness through their own practice. Using their insight gained from their own experience, students will have the opportunity to learn and experiment on how the 'Ps' of mind – presence, patience, practice, and many more elements of mindfulness, can be incorporated into the curriculum in a classroom context.

Students will engage in a series of interactive, practical and skills-based workshops on mindfulness, aiming to cultivate the 'Ps' of mind, and will work in groups to design, implement, and evaluate a series of mindfulness workshops to be implemented at schools in specific settings.

Assessment: 100% continuous assessment by coursework.

BBED6806 Opening Doors to Education for Sustainable Development (ESD) – An Experiential Learning Project in Sri Lanka (6 credits)

In response to the urgent needs to improve sustainability literacy among students from different cultures, this course aims to first explore sustainable development through a global lens as well as more specific contexts of Hong Kong and Sri Lanka. Under the guidance and supervision of staff in Sri Lanka, students will use their knowledge of sustainability and the local community to devise and execute a series of co-curricular activities for young learners in Sri Lanka in the farm. By the end of the course, alongside the course deliverables, students will have gained a practical understanding of sustainability, lesson design, and reflective learning.

Assessment: 100% continuous assessment by coursework.

BBED6807 Slasher Experiential Learning – An Alternative Way to Life Planning Education (6 credits)

This course takes a unique and innovative approach to career and life planning education, as well as students' personal growth. It encourages prospective career masters to explore multiple careers, recognize the abundance of opportunities and multiple intelligences of their future students. The course is divided into two parts - first, students trial their 'slash-dream-jobs' in authentic career settings; and second, they showcase their professional growth and run alternative Life Planning Education programmes for students in a school. Evaluation is based on reports from mentors, regular online reflections, and a multimedia presentation.

Assessment: 100% continuous assessment by coursework.

BBED6808 Museums as Classrooms – Experiential Learning at Hong Kong, Greater Bay Area and Singapore Museums (6 credits)

This course offers experiential learning activities at museums in Hong Kong (HK), the Greater Bay Area (GBA), and Singapore. HK schools have increasingly recognized the significance of museums as essential community resources for fostering students' life-long learning. HK museums are rich community resources for edutainment. They play a crucial role in acquiring, conserving, researching and exhibiting precious collections related to our cultural, historical and scientific advancements, and natural heritage. Similarly, museums in the GBA and Singapore offer unique opportunities for students to delve into all these aspects. By engaging in museum activities, students would gain a deeper understanding of the diverse and interconnected nature of our global society.

A wide range of museum learning activities including guided tours, hands-on workshops, interactive exhibits, reflection practices, and self-directed museum learning opportunities would be provided. Students are required to create a museum learning package and multimedia presentations, and compile reflective journals as well as ePortfolio to showcase their learning experiences.

Assessment: 100% continuous assessment by coursework.

BBED6809 Happiness x 4Rs Mental Health School Project – Art-based Experiential Learning (6 credits)

This course aims to equip student teachers with practical skills and strategies to promote happiness and well-being in schools. In response to the growing concerns about students' happiness, mental health and well-being, especially in the post-Covid era, schools are prioritizing mental health as a primary concern. Through EDB-funded well-being campaigns, schools are collaborating with various stakeholders to enhance happiness of students, teachers, and parents. The 4Rs framework - Rest, Relationship, Relaxation, and Resilience - has been implemented in schools, highlighting the importance of promoting happiness among students.

Partnering with an experienced NGO specializing in art therapy, student teachers will assist the facilitator(s) in conducting activities using various art forms such as photography (for self-image and relationship building), and art and craft making (for mindfulness, reconciliation, counseling, etc.) They will also design and lead their own sessions. Participants are required to actively participate in the after-

school Other Learning Experience sessions, deliver multimedia presentations, and compile reflective journals and ePortfolios to showcase their learning experiences.

Assessment: 100% continuous assessment by coursework.

BBED6811 Unity in Diversity: Exploring Intercultural Education in Vietnam (6 credits)

This course investigates the multifaceted aspects and ethical issues around intercultural education within service trips. Participants will volunteer at Maison Chance, a non-profit organization in Vietnam, where they will engage directly with the student beneficiaries, making a tangible impact on underprivileged communities. The curriculum includes sessions on intercultural education, service learning, cultural sensitivity, and ethical considerations. Participants will conduct an initial needs analysis to guide the design of workshops that promote intercultural understanding. In practical service at Maison Chance, participants will gain hands-on experience by organizing interactive workshops for local students, thereby addressing socio-economic challenges and physical disabilities. The workshops will be facilitated for students from various ethnic minorities, applying practical intercultural education strategies. By the end of the course, participants will acquire the knowledge and skills to contribute to intercultural education initiatives, understanding the importance of education, health, and equality in fostering inclusive communities.

Assessment: 100% continuous assessment by coursework.

ARTH2110 Archaeology and Digital Humanities in the Field (6 credits)

This course is an archaeological fieldschool that will travel to Armenia in the South Caucasus to participate in an actual archaeological field research project. Archaeology studies the human past by documenting and researching the material remains left behind by past societies – including landscapes, sites, architecture, and objects. In this course, students will learn all aspects of conducting archaeological fieldwork, starting with surface survey where the team hikes through the landscape to find new sites. Students will then help to excavate important archaeological sites that date back thousands of years. This course teaches how to record important data while digging using the latest digital humanities technologies such as drones, global navigation satellite systems (GNSS), 3D modeling, and cloud databases. Students will also learn how to record and study ancient artifacts like pottery, bones, and stone tools. We will discuss issues in cultural heritage such as public outreach and the conservation of sites and objects.

Assessment: 100% continuous assessment by coursework.

Professional Practicum (24 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, and Professional Community. Through two 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, and 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

Year 4

BBED4402 Professional Practicum I – Chinese (12 credits) (Capstone Experience)

Students spend ten weeks in a primary school carrying out supervised teaching duties in Year 4.

Assessment: 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

BBED5402 Professional Practicum II – Chinese (12 credits) (Capstone Experience)

Students spend ten weeks in a secondary school carrying out supervised teaching duties in Year 5.

Assessment: 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.

MAJOR IN ENGLISH LANGUAGE AND LINGUISTICS

Candidates, who are admitted to this Major programme, are required to complete not fewer than 78 credits in the manner specified below. Please refer to the BA syllabuses for the details of the courses.

Introductory Courses (24 credits)

Candidates are required to complete 24 credits in introductory courses by the end of second year:

LING1000 Introduction to language (6 credits) (to be taken in Year 1)

ONE introductory LING course from the following list (6 credits):

LING1004 Language structure for language learning (6 credits)

LING2004 Phonetics: Describing sounds (6 credits)
LING2009 Languages of the world (6 credits)
LING2034 Psycholinguistics (6 credits)
LING2050 Grammatical description (6 credits)
LING2056 Sociolinguistics (6 credits)

ONE introductory ENGL course from the following list (6 credits):

ENGL1011 Introduction to the study of meaning (6 credits)
ENGL1015 Introduction to English linguistics (6 credits)
ENGL1017 Introduction to sociolinguistics (6 credits)
ENGL1022 Introduction to poetry (6 credits)
ENGL1025 Introduction to narratives (6 credits)
ENGL1031 English grammar(s) (6 credits)
ENGL1042 World Englishes (6 credits)
ENGL1047 The English lexicon (6 credits)
ENGL1051 English sounds (6 credits)
ENGL1056 Introduction to language and communication (6 credits)
ENGL1058 Theorizing communication (6 credits)
ENGL1059 Introduction to pragmatics (6 credits)
ENGL1062 Reading and writing about literature (6 credits)
ENGL1063 Introduction to literary history (6 credits)

ONE introductory ENGL course from the following list (6 credits):

ENGL1013 Introduction to 20th-century literature (6 credits)
ENGL1014 Space and place in literature (6 credits)
ENGL1018 Language and gender (6 credits)
ENGL1020 Introduction to 19th-century literature (6 credits)
ENGL1024 Introduction to world literature (6 credits)
ENGL1026 Film adaptation (6 credits)
ENGL1027 Analyzing discourse (6 credits)
ENGL1028 Women's writing (6 credits)
ENGL1030 Renaissance literature (6 credits)
ENGL1033 Intercultural communication (6 credits)
ENGL1034 Language and prejudice (6 credits)
ENGL1035 Language crimes (6 credits)
ENGL1036 Meaning and metaphor (6 credits)
ENGL1040 Literary rewriting (6 credits)
ENGL1041 Introduction to literary modernism (6 credits)
ENGL1043 Introduction to 20th-century poetry (6 credits)
ENGL1044 Introduction to literary theory (6 credits)
ENGL1045 "Community" in sociolinguistics (6 credits)
ENGL1048 Crime stories (6 credits)
ENGL1049 Early modern sonnets (6 credits)
ENGL1050 Research methods in sociolinguistics (6 credits)
ENGL1055 Language myths and realities (6 credits)
ENGL1060 Introduction to performance and theatre studies (6 credits)
ENGL1061 Psycholinguistics and language acquisition (6 credits)
ENGL1064 Language, communication and media (6 credits)
ENGL1065 Introduction to postcolonialism (6 credits)
ENGL1066 Introduction to modern drama (6 credits)

Advanced Courses (54 credits)

Candidates are required to complete 24 credits of core courses and 30 credits of electives in advanced courses in Years 3, 4 and 5 covering the subject knowledge recommended by the Standing Committee on Language Education and Research (SCOLAR). Unless otherwise approved, 18 credits have to be taken in Year 3, the second semester of Year 4 and the first semester of Year 5.

Core Courses (24 credits)

ENGL2002	Language in society (6 credits)
ENGL2004	English syntax (6 credits)
ENGL2007	Literary linguistics (6 credits)
ENGL2030	New Englishes (6 credits)
ENGL2039	Gender, sexuality and discourse (6 credits)
ENGL2048	Language and jargon (6 credits)
ENGL2050	English corpus linguistics (6 credits)
ENGL2103	Language and social media (6 credits)
ENGL2112	History of English (6 credits)
ENGL2115	Theories of language acquisition (6 credits)
ENGL2117	English phonology and morphology (6 credits)
ENGL2119	English in Hong Kong (6 credits)
ENGL2129	English as a language of science (6 credits)
ENGL2130	Signs, language and meaning (6 credits)
ENGL2138	Language and globalization (6 credits)
ENGL2141	Doing discourse analysis (6 credits)
ENGL2146	Cognitive semantics (6 credits)
ENGL2158	Language processing and learning (6 credits)
ENGL2166	English phonetics (6 credits)
ENGL2178	Language and art (6 credits)
ENGL2179	Theories of language and communication (6 credits)
ENGL2180	Language in the workplace (6 credits)
ENGL2181	Language and politeness (6 credits)
ENGL2184	Visual communication (6 credits)
ENGL2185	Health communication, ‘healthy’ communication (6 credits)
ENGL2187	Language and news media (6 credits)
ENGL2194	Language and advertising (6 credits)
LING2003	Semantics: Meaning and grammar (6 credits)
LING2022	Pragmatics (6 credits)
LING2027	Phonology: An introduction to the study of sound systems (6 credits)

Electives (30 credits)

ENGL2012	Advanced literary theory (6 credits)
ENGL2035	Reading poetry and poetics (6 credits)
ENGL2045	Travel writing (6 credits)
ENGL2055	The Gothic (6 credits)
ENGL2074	Postcolonial literature and theory (6 credits)
ENGL2075	The idea of China in literature (6 credits)
ENGL2076	Romanticism (6 credits)
ENGL2079	Shakespeare (6 credits)
ENGL2080	Women’s writing and feminist theory (6 credits)
ENGL2085	Creative writing (6 credits)
ENGL2097	Writing Hong Kong (6 credits)
ENGL2104	Language in the USA (6 credits)
ENGL2118	Law and literature (6 credits)

ENGL2120 Science fiction (6 credits)
ENGL2122 Global Victorians (6 credits)
ENGL2126 Law, meaning, and interpretation (6 credits)
ENGL2127 Language and the law (6 credits)
ENGL2128 Special topics in modernism (6 credits)
ENGL2134 World literature and theory (6 credits)
ENGL2136 Cross-cultural discourses (6 credits)
ENGL2137 Early modern drama (6 credits)
ENGL2139 American literature (6 credits)
ENGL2142 Milton (6 credits)
ENGL2144 Forms of contemporary literature (6 credits)
ENGL2145 Contemporary drama (6 credits)
ENGL2147 Joyce's voices (6 credits)
ENGL2149 The American dream in literature (6 credits)
ENGL2150 The city and literature (6 credits)
ENGL2152 History of the novel (6 credits)
ENGL2156 18th-century literature (6 credits)
ENGL2159 21st-century poetry (6 credits)
ENGL2160 Sovereignty in law, theory and culture (6 credits)
ENGL2161 Language rights and linguistic justice (6 credits)
ENGL2162 Children's and young adult literature (6 credits)
ENGL2163 Comics, graphic novel and theory (6 credits)
ENGL2164 The beginnings of English law and literature (6 credits)
ENGL2165 Legal fictions: United States citizenship and the right to write in America (6 credits)
ENGL2167 World drama (6 credits)
ENGL2168 The law of signs: Interpretative controversies in legal semiotics (6 credits)
ENGL2169 Writing and violence (6 credits)
ENGL2173 Medieval English literature (6 credits)
ENGL2174 Shakespeare and the law (6 credits)
ENGL2175 Bad identities (6 credits)
ENGL2176 Writing Asian diasporas (6 credits)
ENGL2177 Reading and rereading Jane Austen (6 credits)
ENGL2186 Language and religion (6 credits)
ENGL2188 Language and food (6 credits)
ENGL2189 18th-century drama (6 credits)
ENGL2190 Special topics in 19th-century literature (6 credits)
ENGL2191 Special topics in contemporary literature (6 credits)
ENGL2192 Postmodern literature (6 credits)
ENGL2193 Special topics in aesthetics and literature (6 credits)
ENGL2195 Staging Asia (6 credits)
ENGL2196 Literature and the mind (6 credits)
LING2012 Experimental phonetics and phonology (6 credits)
LING2013 Language typology: The study of linguistic diversity (6 credits)
LING2018 Lexical-functional grammar (6 credits)
LING2023 Discourse analysis (6 credits)
LING2030 Morphology (6 credits)
LING2032 Syntactic theory (6 credits)
LING2036 Child language (6 credits)
LING2037 Bilingualism (6 credits)
LING2040 Languages in contact (6 credits)
LING2047 Optimality theory (6 credits)
LING2048 Language and cognition (6 credits)
LING2053 Language and the brain (6 credits)
LING2055 Reading development and reading disorders (6 credits)
LING2058 Topics in Cantonese linguistics (6 credits)

LING2059 Writing systems (6 credits)
LING2060 Languages of China (6 credits)
LING2061 Linguistic fieldwork (6 credits)
LING2062 Experimental syntax (6 credits)
LING2064 Language in Africa (6 credits)
LING2065 Endangered languages: Issues and methods (6 credits)
LING2066 Variation analysis (6 credits)
LING2067 Natural language processing (6 credits)
LING2068 Computational approaches to language (6 credits)
LING2069 Origins of language (6 credits)
LING2070 Historical linguistics: Languages, genes and human migrations (6 credits)
LING2071 Introductory statistics for the humanities (6 credits)
LING2072 Advanced statistics for the humanities (6 credits)
LING2073 Advanced topics in syntax (6 credits)
LING2074 Introduction to second language research (6 credits)
LING2075 Issues in language documentation (6 credits)
LING2076 Mind and body: A holistic approach to the sounds of language (6 credits)

PROFESSIONAL CORE (ENGLISH LANGUAGE EDUCATION) (120 credits)
(for candidates majoring in English Language and Linguistics)

The Professional Core (English Language) 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 English language 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. In addition, interconnections amongst the professional core and the English Language and Linguistics Major are emphasized.

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

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.

Assessment: 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.

Assessment: 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)

The Pedagogy courses provide students with knowledge of the interrelations between teaching, learning and assessment in the English language curriculum in Hong Kong primary and secondary schools. Students will explore the types of teacher knowledge and teaching strategies required for effective planning and management of language learning, and effective provision of support to learners in the English language classroom. The courses build upon the Years 1 and 2 pedagogy, sociology and psychology integrated courses, and connect with students' learning in the English Language and Linguistics Major. The pedagogy courses specifically prepare students for practical teaching during the Professional Practicum.

Candidates are required to complete 24 credits of Pedagogy courses specified below:

Year 3

BBED3221 Pedagogy I: Learning and Teaching English in Primary School (Oracy) (6 credits)

This course focuses on the learning, teaching and assessment of oracy in the English language curriculum in Hong Kong primary schools. The course explores the importance of speaking and listening in early years of learning English as a second language, and the processes involved communicative second language listening and speaking, including the development of phonological awareness, vocabulary and grammar. The needs of young learners in primary classrooms in learning to speak and listen in a second language are examined in relation to key concepts in the teaching of speaking and listening to young learners, such as scaffolding, a language rich environment, and the primacy of meaning and interaction. Within a task-based, integrated skills approach, the pedagogy of selecting, creating and using child-appropriate listening and speaking texts and tasks in the classroom is examined, and formative and summative approaches to the assessment of speaking and listening are considered.

Assessment: 100% continuous assessment by coursework: range of assessment tasks will be used such as text analysis, materials evaluation and classroom task design.

Year 4

BBED4222 Pedagogy II: Learning and Teaching English in Primary School (Literacy) (6 credits)

This course focuses on the learning, teaching and assessment of literacy in English in Hong Kong primary schools. The concept of literacy will encompass both traditional school based literacies and 'new literacies' which address emerging literacy practices involving digital media and popular culture. Students will examine the social and cognitive factors that impact on learners' second language (L2) literacy development, in the early primary years and in the upper primary years. The course explores teaching approaches to early literacy including phonics, spelling, reading strategies, and guided writing. Teaching strategies and approaches for guided and independent reading, process and genre-based writing pedagogies, and task-based reading and writing are also developed. The course examines the components of a balanced literacy approach, the development of whole-school print-rich literacy environments, and awareness of literacy across the curriculum. Formative and summative approaches to the assessment of reading and writing are considered.

Assessment: 100% continuous assessment by coursework: range of assessment tasks will be used such as online discussion forums, materials evaluation and lesson study.

BBED4223 Pedagogy III: Learning and Teaching English in Secondary School (Oracy) (6 credits)

This course focuses on the learning, teaching and assessment of oracy in the English language curriculum in Hong Kong secondary schools. The course explores development of speaking and listening skills in learning English as a second language, and the processes involved in communicative second language listening and speaking, including the development of vocabulary, grammar and discourse competence. The needs of adolescent learners in secondary schools classrooms in learning to speak and listen in a second language are examined in relation to key concepts in the teaching of speaking and listening, encompassing top-down and bottom-up processing, intensive and extensive approaches, accuracy and fluency, interaction, and input-output theories. Within a task-based, integrated skills approach, the pedagogy of selecting, creating and using appropriate listening and speaking texts and tasks in the secondary English classroom is examined, and formative and summative approaches to the assessment of speaking and listening are considered.

Assessment: 100% continuous assessment by coursework: range of assessment tasks will be used such as online discussion forums, materials evaluation and lesson study.

Year 5

BBED5224 Pedagogy IV: Learning and Teaching English in Secondary School (Literacy) (6 credits)

This course focuses on the learning, teaching and assessment of literacy in English in Hong Kong secondary schools. The concept of literacy will encompass traditional reading and writing skills, as well as language arts, popular culture literacies, and academic literacy. Students will examine the social and cognitive factors that impact on learners' second language (L2) literacy development in the lower and senior secondary stages of schooling. The course explores the teaching of reading and writing in a second language, encompassing top-down-bottom-up processing, intensive and extensive approaches, critical reading, process and genre-based writing pedagogies, and text-based and task-based approaches. The course will also focus on materials design and unit development, building students' awareness of recent curriculum changes in the teaching of English (the New Senior Secondary, NSS), and in assessment. Formative and summative approaches to the assessment of reading and writing are considered.

Assessment: 100% continuous assessment by coursework: range of teaching and learning activities and assessment tasks will be used. These may include in-class group presentations, peer appraisal of group microteaching sessions, teaching portfolios and reflective lesson study assignments.

Pedagogical Content Knowledge Courses (12 credits)

The Pedagogical Content Knowledge (PCK) courses, underpinned by sociocultural, psycho-cognitive and critical theories of language and learning, aim to enable students to bridge their learning in the English Language and Linguistics Major with their learning in the Educational Professional Core. PCK courses emphasize the importance of being a 'language-aware' teacher, and examine the impact of subject-matter knowledge on pedagogical decisions about the handling of language content. Students draw on and develop their knowledge of the systems of the English language in order to teach the language system of English effectively to learners at different stages of development and in different contexts of learning. The courses are aligned with the content of the Pedagogy courses, and prepare students for teaching during the Professional Practicum.

Year 4

BBED4321 Pedagogical Content Knowledge for Teaching English in Primary School (6 credits)

This course enables students to draw upon the subject-matter knowledge gained in the English Language and Linguistics Major to address needs of children learning English as a second language in Hong Kong primary schools. Through an exploration of structural, lexical, and functional approaches to language, students will develop skills in identifying the pronunciation, vocabulary, grammar and discourse demands of spoken and written texts and tasks in the primary English curriculum. Students will examine child-centred pedagogies for developing young children's phonemic awareness and phonics knowledge, and for enabling the processes of noticing, hypothesizing and restructuring of pronunciation, vocabulary, grammar. The course also focuses on the teaching and learning of written and spoken discourse and texts, relevant to young learners and the primary English language curriculum, and the evaluation and response to children's speaking and writing.

Assessment: 100% continuous assessment by coursework: range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks and a reflective assignment which requires students to examine their own pedagogic content knowledge and its impact on their teaching practice.

Year 5

BBED5322 Pedagogical Content Knowledge for Teaching English in Secondary School (6 credits)

This course enables students to draw upon the subject-matter knowledge gained in the English Language and Linguistics Major to address the needs of students learning English as a second language in Hong Kong secondary schools. Through an exploration of structural, lexical, and functional approaches to language, students will develop skills in identifying the pronunciation, vocabulary, grammar and discourse demands of spoken and written texts and tasks in the lower and senior secondary English language curriculum. Students will examine effective pedagogies for enabling the processes of noticing, hypothesizing and restructuring of pronunciation, vocabulary, grammar, and for developing learners' abilities to critically analyze language in use and explore language independently. The course also focuses on the teaching and learning of written and spoken discourse and texts, relevant to adolescent learners and the secondary English language curriculum, and the evaluation and response to students' speaking and writing.

Assessment: 100% continuous assessment by coursework: range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks and a reflective assignment which requires students to examine their own pedagogic content knowledge and its impact on their teaching practice.

Educational Studies Core Courses (18 credits)

The two courses, BBED3002 and BBED4003, aim to enable students to understand and support students at individual level in primary and secondary school contexts. The course content covers topics mainly related to students with diverse learning needs (1), and guidance and counselling (2).

Year 3

BBED3002 Learning Support 1 - 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 supporting students with 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 and classroom management skills in response to students' diverse learning needs in the classroom. Collaborative teamwork with other professionals and family 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.

Assessment: 100% continuous assessment by coursework: assessment tasks will include issue-based problem-solving exercises and an issue paper 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.

Assessment: 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.

BBED4003 Learning Support 2 - 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 them in their whole-person development in school settings. The course will explore: (i) major theories of child and adolescent development; (ii) the interdependency of different aspects of development, i.e., physical, cognitive, social-emotional, and peer relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in guidance and counselling; (v) knowledge and strategies in supporting students with mental health issues; and (vi) guiding students on career and life planning.

Assessment: 100% continuous assessment by coursework. The assessment tasks will include issue-based problem-solving exercises and a reflective essay on a self-selected topic which is relevant to the course.

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.

Assessment: 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.

BBED5025 Policy, Improvement, and Leadership in Schools (6 credits)

This course will investigate the themes of policy, improvement, and leadership in schools (PILS). Students will examine the roles of teachers and administrators in leadership and in the interpretation and enactment of school reform and school improvement policies. Students will also examine the school- and system-level factors necessary for improvement to take place. The course will utilize cases, theory, and empirical research that take on these themes, within and beyond in Hong Kong. With a focus on underserved student populations, PILS equips teachers with a deep understanding of how teachers and teaching are situated in broader aims of improving educational opportunity.

Assessment: 100% continuous assessment by coursework.

BBED5026 Diversity, Culture, and Justice in Education (6 credits)

This course introduces students to asset and equity-based frameworks for teaching with social justice as an aim. Students will reflect on their beliefs regarding diversity and culture, and explore their identifications and experiences in relation to categories including gender, socio-economic status, ethnicity, ability/disability, and LGBTI status. Theoretical frameworks that challenge deficit views of minoritized and marginalized communities will be explored, so that students can instead see diversity and culture as resources for reshaping the following: curriculum and pedagogy, interactions with students and families, and teachers' identities. Possible challenges and dilemmas in adopting such frameworks will be discussed.

Assessment: 100% continuous assessment by coursework.

BBED5027 Education for Sustainable Development: Schools as Community Centres (6 credits)

Drawing inspiration from UN Sustainable Development Goals, this course will examine the role of schools to achieve sustainability in local contexts: Education for Sustainable Development (ESD). Students will re-evaluate the current model of development, while envisioning new models of development that sustain not only economy but also cultural diversity, social equality, and natural environment. Students will be invited to examine the relationship between schools and communities. Attention will then be paid on how schools could introduce and implement programmes and projects that cultivate the knowledge, skills, and values essential for realizing the goal of sustainable community development. Students will also deliberate on how the vision of ESD could be integrated into their professional identity.

Assessment: 100% continuous assessment by coursework.

External Experience (6 credits)

BBED2521 External Experience – English (6 credits)

Students travel outside Hong Kong to a place where English is the mother tongue, for a mixture of courses, language immersion, cultural orientation and experience; or the equivalent.

Assessment: 100% continuous assessment by coursework: students will be assessed through a variety of tasks set by the host institutions including texts or analyzes, essays, projects and presentations.

Community-based Professional Practicum (6 credits)

Recognizing that learning and experience are inextricably connected, all incoming double degree UG students from 2019-20 are required to successfully fulfill the requirements of at least one Experiential Learning activity through a Community-based Professional Practicum (CPP) project before the start of their fourth year. CPP is based on the premise that teaching and learning cannot only be restricted to classroom settings and teachers-to-be need to critically engage with social and global issues that impact on education including inequality, culture, history, and civic mindedness. All the CPP projects offered each year are aimed at enhancing student teachers' understanding of real-world environments, expanding their capacity to integrate theory and practice, and broadening their local and global outlook.

The settings for our CPP projects may be local (Hong Kong), overseas, and on the Mainland. All are aimed at pushing our students out of their comfort zones and enabling them to foster skills and values that are relevant to a career in education. These include transferrable skills like creativity, innovation, time management, communication and collaboration, problem solving, critical thinking, and leadership. Nearly all our CPP projects include carefully organized input sessions and are taught by colleagues from across the Faculty. Each contains an important reflective component as reflective practice is at the heart of good teaching and learning. Most CPP projects are open to students from different disciplines to foster cross-disciplinary collaboration.

Students are required to undertake 6 credits from a list of education related experiential learning courses (or CPP projects) offered by the Faculty of Education before the start of Year 4. The courses listed below may not necessarily be offered every year, and the number and nature of courses in this pool may change. Other community-based learning opportunities may be disseminated throughout the year by the Faculty Experiential Learning team.

At The University of Hong Kong, we are committed to recognizing and developing a number of Communication-intensive (CI) courses (https://cics.hku.hk/) that explicitly develop students' communication-related knowledge (understanding of communication as it relates to human interaction), skills (skills in communicating effectively with others, using language and/or other means), and attributes (the attributes of effective communicators). A number of course leaders have already started the journey towards attaining the CI certification.

BBED6786	Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo (6 credits)
BBED6787	Ocean Park Experiential Learning Project (6 credits)
BBED6792	Sustainable Development in Tibet (6 credits)
BBED6794	Fostering 4Cs (Critical Thinking, Creativity, Communication and Collaboration skills) through Engaging STEM/STEAM-related EL Activities (6 credits)
BBED6798	Design Thinking in Action (6 credits)
BBED6799	Understanding our Communities: Experiential Learning of Place (6 credits)
BBED6802	Outdoor Environmental Education Experiential Learning Project (6 credits)
BBED6803	Serving to Learn: Co-constructing the Community through Student Leadership (6 credits)
BBED6804	Greater Bay Area Hong Kong School Experiential Learning – STEAM Projects (6 credits)
BBED6805	'Ps' of Mind in Education – A Mindfulness-based Experiential Learning Project (6 credits)
BBED6806	Opening Doors to Education for Sustainable Development (ESD) – An Experiential Learning Project in Sri Lanka (6 credits)
BBED6807	Slasher Experiential Learning – An Alternative Way to Life Planning Education

(6 credits)

BBED6808	Museums as Classrooms – Experiential Learning at Hong Kong, Greater Bay Area and Singapore Museums (6 credits)
BBED6809	Happiness x 4Rs Mental Health School Project – Art-based Experiential Learning (6 credits)
BBED6811	Unity in Diversity: Exploring Intercultural Education in Vietnam (6 credits)
ARTH2110	Archaeology and Digital Humanities in the Field (6 credits)

BBED6786 Enhancing English Language Learning in China: Collaboration with Teachers in Ningbo (6 credits)

This course will offer the chance for students to undertake an experiential learning project in Ningbo, China. By participating in this project, students will develop skills and knowledge in curriculum and professional development, while gaining a greater understanding of their roles as education professionals and the need as professionals to share their knowledge and skills in the wider educational community. They will also gain a deeper understanding of English teaching in China and the needs of the students there. Participants will have the chance to work alongside Mainland Chinese teachers in a primary school setting and apply the knowledge and skills that they have learned from education courses at HKU. The project is supported by The Fan Family Charitable Trust, which covers flights and accommodation for students, and is closely supervised under the guidance of Faculty members. Students' performance in the course will be evaluated through a variety of means, including continuous assessment, online reflections, an end-of-course presentation and project sharing.

Assessment: 100% continuous assessment by coursework.

BBED6787 Ocean Park Experiential Learning Project (6 credits)

The course will offer students the chance to undertake experiential learning through extended collaboration with Ocean Park's Discovery and Education Department. 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 analyze real-life educational needs of Ocean Park; (b) carry out an observation of guests' interests through needs analysis; and (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 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 Discovery and Education Department 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.

Assessment: 100% continuous assessment by coursework. Students from all disciplines and programmes may apply but must be able to commit to all meetings and classes.

BBED6792 Sustainable Development in Tibet (6 credits)

Tibet has developed rocketing economic growth in the past two decades at the expenses of the ecosystem and environment. Set against this backdrop, this programme aims to bridge this gap by

creating the platform for our student educators to learn about the socio-economic landscapes of Tibet and to analyze some of the challenges involved in turning around and sustaining its development. Our student educators will first learn about the theoretical understanding of sustainable development and its relationship to the socio-economic landscapes of Tibet. Then they will work in cross-disciplinary teams to conduct research and put their knowledge into practice – putting forward their ideas of raising social awareness on specific topics (e.g. sustainable tourism, environmental education, health and hygiene) and calling for behavioral changes with the consideration of local culture and limitations in the format of 'TED talk' videos and workshops to school. Through the learning process of knowing about the culture, self, and others, students will develop an increased intercultural sensitivity as local and global citizens.

The course together with all input sessions will be organized between June to July and students are required to have full attendance throughout the course.

Assessment: 100% continuous assessment by coursework.

BBED6794 Fostering 4Cs (Critical Thinking, Creativity, Communication and Collaboration skills) through Engaging STEM/STEAM-related EL Activities (6 credits)

This course will develop not only the participants' knowledge, skills and beliefs of learning and teaching of STEM/STEAM-related context (both in Hong Kong and USA), but also enhance their understanding and mastery of the 21st century (4C) skills, i.e. Critical Thinking, Creativity, Communication, and Collaboration skills, in order to succeed in the information age.

Besides attending HKU lectures, students will be guided to work in pairs or in small groups to: (a) analyze the STEM/STEAM-related curriculum in the contexts of Hong Kong and USA; (b) participate in the Odyssey of the Mind Hong Kong regional tournament in March; (c) collaborate on the development of the 4Cs curriculum materials for teaching to Hong Kong winning school teams who will participate in the Odyssey of the Mind World Finals competition in USA in April; (d) participate in the Odyssey of the Mind World Finals in USA in May. All participants will be supported by the course tutors, their peers, and both regional and international collaborators in the Odyssey of the Mind program.

Assessment: 100% continuous assessment by coursework.

BBED6798 Design Thinking in Action (6 credits)

65% of children studying in primary schools today will ultimately work in jobs that currently have not yet existed (WEF report 2016). The complex and unpredictable future has created challenges for nurturing student educators for the 21st century. Collaborate with the PolyU Jockey Club 'Operation SoInno', this course aims to nurture social innovative and reflective student educators who can find solutions to real-world problems and generate innovative ideas to create a better future. Our student educators will first learn about the theoretical underpinnings of design thinking and the reflective learning cycles in experiential education. Then they will work in cross-disciplinary teams to put their knowledge into practice – facilitating secondary school students' learning process in subject-based design thinking and helping them to reflect upon themselves as active learners. Student educators will integrate social innovation and humanity through the lens of design thinking and develop important 21st century skills.

Assessment: 100% continuous assessment by coursework.

BBED6799 Understanding our Communities: Experiential Learning of Place (6 credits)

The possibilities of education should not be confined by classroom walls in the schools. It can take any format of knowledge exchange, at anywhere in society. At the same time, there are much knowledge and experience hidden in the communities. People from various backgrounds can benefit from these kinds of knowledge, when it is recorded and disseminated in well-designed narration and learning activities, catering to the needs of the beneficiaries. A more effective way to share knowledge would be to capitalize on the community. This course aims to explore different possibilities of "learning" and "teaching" from the community. Students in small groups will survey in a local neighbourhood, communicate with a local organization or a target group of their own choice, to understand and record the insider's knowledge. They will further analyze the knowledge need. Based on the analysis, the students will design an appropriate plan of knowledge sharing and put it into action that will potentially leave a sustainable influence in the community. For example, students can design learning kits targeted at different age groups for museums and heritage sites; transform shared memory and experience of a community into learning materials; design information kits for underprivileged groups according to their knowledge needs in daily social life. Students may design their projects independently as well. Students will then deliver their service in the community, for example, to organize a guided tour or to present their findings to community members. During the process, students are required to reflect consistently on four aspects, namely, interpersonal communication, community engagement and observation, project design, organization and implementation. The goal of the whole learning process is to transform into the capital for the students themselves.

Assessment: 100% continuous assessment by coursework.

BBED6802 Outdoor Environmental Education Experiential Learning Project (6 credits)

According to the fifth report of the United Nations Intergovernmental Panel on Climate Change, if people are to prevent climate change from causing global climate disasters, rapid, far-reaching actions that would effect unprecedented changes at all levels of the society are essential. Among these levels, education is one of the most important channels to make sustainable changes. Thus, a proper understanding of nature and the environment is an important foundation for establishing appropriate environmental behaviour, hence effecting changes. In order to cultivate this behaviour among the future generations, it is essential for teachers to not just understand the importance of environmental education, but also to learn about its myriad methods of application to enhance teaching effectiveness.

Collaborating with Outdoor Wildlife Learning Hong Kong (OWLHK), this course aims to nurture ecologically knowledgeable and reflective student educators who can unravel the beauty of nature and make an educational impact to the future generations. Our student educators will first learn about the theoretical knowledge of Environmental Education and the reflective learning cycles in experiential education in both the nature and classrooms. Then they will work in cross-disciplinary teams to put their knowledge into practice – designing and facilitating secondary school students' learning process in an outdoor environmental education learning programme.

Students will be assigned to work in groups to (a) experience outdoor environmental educational programme themselves, (b) design and conduct an outdoor environmental educational programme, including pre-departure training, during-outing activities, and de-briefing sessions for a group of local Secondary 3 students. The final programme materials may be used by the OWLHK staff for future educational programmes for other schools.

Assessment: 100% continuous assessment by coursework.

BBED6803 Serving to Learn: Co-constructing the Community through Student Leadership (6 credits)

This course focuses on developing student agency and leadership skills, which is essential for well-being and the development of competencies to positively influence the future. Students will have the opportunity to select a community service learning project from a pre-approved list or launch their own initiatives. They will work with non-governmental organizations (NGOs) in teams or individually to serve communities locally, regionally, or overseas. Throughout the service learning projects, collaboration and co-construction with students, teachers, and communities will be emphasized.

Assessment: 100% continuous assessment by coursework.

BBED6804 Greater Bay Area Hong Kong School Experiential Learning – STEAM Projects (6 credits)

This course enables students to gain first-hand experience in a GBA Hong Kong school. It includes lesson observation, teaching practice and STEAM project implementation, cultural adaptation and exchange, reflection on professional growth, and cultivation of positive values in the teaching profession. Students will receive pre-departure training, design and trial run their STEAM projects before the trip, and they will be closely supervised by faculty members during the trip. Evaluation will be conducted through reports from the host school, regular online reflections, and a multimedia presentation.

Assessment: 100% continuous assessment by coursework.

BBED6805 'Ps' of Mind in Education – A Mindfulness-based Experiential Learning Project (6 credits)

To understand the exponential growth of mindfulness practices in specially the educational context, this course aims to offer an opportunity for students to understand mindfulness through their own practice. Using their insight gained from their own experience, students will have the opportunity to learn and experiment on how the 'Ps' of mind – presence, patience, practice, and many more elements of mindfulness, can be incorporated into the curriculum in a classroom context.

Students will engage in a series of interactive, practical and skills-based workshops on mindfulness, aiming to cultivate the 'Ps' of mind, and will work in groups to design, implement, and evaluate a series of mindfulness workshops to be implemented at schools in specific settings.

Assessment: 100% continuous assessment by coursework.

BBED6806 Opening Doors to Education for Sustainable Development (ESD) – An Experiential Learning Project in Sri Lanka (6 credits)

In response to the urgent needs to improve sustainability literacy among students from different cultures, this course aims to first explore sustainable development through a global lens as well as more specific contexts of Hong Kong and Sri Lanka. Under the guidance and supervision of staff in Sri Lanka, students will use their knowledge of sustainability and the local community to devise and execute a series of co-curricular activities for young learners in Sri Lanka in the farm. By the end of the course, alongside the course deliverables, students will have gained a practical understanding of sustainability, lesson design, and reflective learning.

Assessment: 100% continuous assessment by coursework.

BBED6807 Slasher Experiential Learning – An Alternative Way to Life Planning Education (6 credits)

This course takes a unique and innovative approach to career and life planning education, as well as students' personal growth. It encourages prospective career masters to explore multiple careers, recognize the abundance of opportunities and multiple intelligences of their future students. The course is divided into two parts - first, students trial their 'slash-dream-jobs' in authentic career settings; and second, they showcase their professional growth and run alternative Life Planning Education programmes for students in a school. Evaluation is based on reports from mentors, regular online reflections, and a multimedia presentation.

Assessment: 100% continuous assessment by coursework.

BBED6808 Museums as Classrooms – Experiential Learning at Hong Kong, Greater Bay Area and Singapore Museums (6 credits)

This course offers experiential learning activities at museums in Hong Kong (HK), the Greater Bay Area (GBA), and Singapore. HK schools have increasingly recognized the significance of museums as essential community resources for fostering students' life-long learning. HK museums are rich community resources for edutainment. They play a crucial role in acquiring, conserving, researching and exhibiting precious collections related to our cultural, historical and scientific advancements, and natural heritage. Similarly, museums in the GBA and Singapore offer unique opportunities for students to delve into all these aspects. By engaging in museum activities, students would gain a deeper understanding of the diverse and interconnected nature of our global society.

A wide range of museum learning activities including guided tours, hands-on workshops, interactive exhibits, reflection practices, and self-directed museum learning opportunities would be provided. Students are required to create a museum learning package and multimedia presentations, and compile reflective journals as well as ePortfolio to showcase their learning experiences.

Assessment: 100% continuous assessment by coursework.

BBED6809 Happiness x 4Rs Mental Health School Project – Art-based Experiential Learning (6 credits)

This course aims to equip student teachers with practical skills and strategies to promote happiness and well-being in schools. In response to the growing concerns about students' happiness, mental health and well-being, especially in the post-Covid era, schools are prioritizing mental health as a primary concern. Through EDB-funded well-being campaigns, schools are collaborating with various stakeholders to enhance happiness of students, teachers, and parents. The 4Rs framework - Rest, Relationship, Relaxation, and Resilience - has been implemented in schools, highlighting the importance of promoting happiness among students.

Partnering with an experienced NGO specializing in art therapy, student teachers will assist the facilitator(s) in conducting activities using various art forms such as photography (for self-image and relationship building), and art and craft making (for mindfulness, reconciliation, counseling, etc.) They will also design and lead their own sessions. Participants are required to actively participate in the after-school Other Learning Experience sessions, deliver multimedia presentations, and compile reflective journals and ePortfolios to showcase their learning experiences.

Assessment: 100% continuous assessment by coursework.

BBED6811 Unity in Diversity: Exploring Intercultural Education in Vietnam (6 credits)

This course investigates the multifaceted aspects and ethical issues around intercultural education within service trips. Participants will volunteer at Maison Chance, a non-profit organization in Vietnam, where they will engage directly with the student beneficiaries, making a tangible impact on underprivileged communities. The curriculum includes sessions on intercultural education, service learning, cultural sensitivity, and ethical considerations. Participants will conduct an initial needs analysis to guide the design of workshops that promote intercultural understanding. In practical service at Maison Chance, participants will gain hands-on experience by organizing interactive workshops for local students, thereby addressing socio-economic challenges and physical disabilities. The workshops will be facilitated for students from various ethnic minorities, applying practical intercultural education strategies. By the end of the course, participants will acquire the knowledge and skills to contribute to intercultural education initiatives, understanding the importance of education, health, and equality in fostering inclusive communities.

Assessment: 100% continuous assessment by coursework.

ARTH2110 Archaeology and Digital Humanities in the Field (6 credits)

This course is an archaeological fieldschool that will travel to Armenia in the South Caucasus to participate in an actual archaeological field research project. Archaeology studies the human past by documenting and researching the material remains left behind by past societies – including landscapes, sites, architecture, and objects. In this course, students will learn all aspects of conducting archaeological fieldwork, starting with surface survey where the team hikes through the landscape to find new sites. Students will then help to excavate important archaeological sites that date back thousands of years. This course teaches how to record important data while digging using the latest digital humanities technologies such as drones, global navigation satellite systems (GNSS), 3D modeling, and cloud databases. Students will also learn how to record and study ancient artifacts like pottery, bones, and stone tools. We will discuss issues in cultural heritage such as public outreach and the conservation of sites and objects.

Assessment: 100% continuous assessment by coursework.

Professional Practicum (24 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 and Professional Community. Through two 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

BBED4422 Professional Practicum I – English (12 credits) (Capstone Experience)

Students spend ten weeks in a primary school carrying out supervised teaching duties in Year 4.

Assessment: 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.

BBED5422 Professional Practicum II – English (12 credits) (Capstone Experience)

Students spend ten weeks in a secondary school carrying out supervised teaching duties in Year 5.

Assessment: 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 (6 credits)

CAES1001 Academic Communication in English (non-credit bearing)

(Candidates who have achieved Level 5 or above in English Language in the Hong Kong Diploma of Secondary Education Examination, or equivalent, are exempted from this requirement.)

The course is designed to equip first-year undergraduate students with a solid foundation in academic English literacy to succeed in their university studies. The course is dedicated to nurturing students' competencies in an English-medium university environment and fostering their confidence in effective oral, written, and visual communication. This is achieved by cultivating students' critical reading skills, information literacy skills, and digital literacy skills for academic English learning. The course also provides students with a comprehensive understanding of academic rhetoric across different mediums, including written, spoken, and visual tasks. By familiarizing students with the key genres and communication conventions in university education, the course empowers students to apply the acquired knowledge and skills to Common Core Courses.

Assessment: 100% coursework.

English in the Discipline Course (6 credits)

CAES9423 Academic English for Education Students (6 credits)

This course will help students develop their research report writing skills and oral presentation skills for disciplinary studies and academic purposes. Students will identify a topic in the discipline of Education and conduct a small-scale research project to explore the issue. During the process, they will collect data by interviewing professionals in their field, analyze the information they obtain, and present their findings orally and in formal report writing.

Assessment: 100% continuous assessment by coursework.

CHINESE LANGUAGE ENHANCEMENT COURSE (6 credits)

Candidates are required to successfully complete the 6-credit Faculty-specific Chinese language enhancement course, except for:

(a) Putonghua-speaking candidates who should take CUND9001 Basic Spoken and Written Cantonese for Mandarin Speakers, CUND9002 Practical Chinese and Hong Kong Society, CUND9003 Cantonese for Non-Cantonese Speaking Students or CUND9004 Practical Applied Chinese Writing and Effective Presentation Skills for Non-local Mandarin Speaking Students; and

(b) Candidates who did not study Chinese language during their secondary education and have not reached the required proficiency level for the Chinese language enhancement course specified for the degree curriculum may take a course in either Chinese language or Chinese culture in lieu.

CEDU9002 Practical Chinese for BA&BEd(LangEd) Students (6 credits)

(for candidates majoring in English language and linguistics)

The course is specifically designed to enhance students' Chinese proficiency for the language teaching profession. For written Chinese, students are introduced the etymological viewpoint in the study of Chinese characters, including traditional Chinese characters and simplified Chinese characters. For practical usage, a grammatical approach is adopted to enhance students' sensitivity to the distinctive characteristics of the Chinese language. Another key objective of the course is to sharpen students' skills in writing formal official letters, notices and announcements, proposals and reports for the education sector. For spoken Chinese, presentation skills in Cantonese are emphasized.

Assessment: 50% coursework and 50% examination.

CEDU9004 Putonghua for BA&BEd(LangEd) Students (6 credits)

(for candidates majoring in Chinese language, literature and culture)

This course is designed to prepare students to teach *Putonghua* or to use *Putonghua* as a medium of instruction in their future careers as school teachers. With a strong emphasis on the accuracy of pronunciation and the ability to describe and analyze the speech sound of *Putonghua*, this course features a thorough analysis of the phonetic system of *Putonghua* and a needs-based approach in instruction. Drilling practices are put in place to enhance students' capacity to produce the correct sounds and to identify and analyze the problematic and erroneous ones. In order to motivate the students

to learn, words, phrases and sentences frequently used in the language teaching workplace are used as instructional materials.

Assessment: 60% coursework, 40% examination.

CHIN9501 Chinese as a Foreign Language I (6 credits)

This intensive course is intended for foreign learners who have no prior knowledge of the Chinese language. It aims to build a solid foundation for students wishing to go on to more advanced levels of language study and in-depth study of Chinese culture and society. It familiarizes students with the phonetic structures of Putonghua, the Hanyu Pinyin system, pronunciation, tones, intonation, sentence patterns and the characteristics of situational conversations. 400 most frequently used Chinese characters will be introduced and students will be taught how to make use of Chinese dictionaries.

Assessment: 100% coursework.

CHIN9511 Cantonese as a Foreign Language I (6 credits)

This course is intended for foreign learners who have no prior knowledge of Cantonese (Mandarin speakers may apply). The course introduces the fundamental structure of the language that can immediately be put to use in daily life. It aims to develop oral communication skills through a variety of situational conversations to make life in Hong Kong easier and more enjoyable.

Assessment: 100% coursework.

CHIN9521 The Fundamentals of Chinese Characters (6 credits)

This intensive course is intended for international students, exchange and visiting students whose mother tongue is not Chinese. It is designed to introduce the origins and evolution of Chinese characters. The formation and the structure of Chinese characters will be emphasized to help students to break the puzzles of Chinese written form. This course also familiarizes students with the distinctive features of the Chinese characters as a means to introduce them to the unique characteristics of the Chinese language and culture. Students will be equipped with the writing skills to copy any Chinese characters in correct stroke-order and will be familiar with the commonly used components of combined characters after this course. The course will teach up to 220 Chinese characters and about 350 compound words. Students are taught how to use Chinese dictionaries in order to continue learning Chinese characters by themselves.

Assessment: 100% coursework.

CHIN9522 Exploration of Major Cultural Themes across Chinese History (6 credits)

This history and culture course familiarizes exchange/visiting/Non-JUPAS students with China and its past, approached from non-traditional perspectives. Instead of traditional emphasis on remembering who is who and remembering definitions passed down from centuries ago, students are encouraged to produce critique of established thoughts/definition of historic figures, theories, social events and to demonstrate critical thinking and ability to analyze events, people and cultural themes. They are encouraged to participate in group discussions and to use cross reference of other parts of the world and learn lessons from history.

The course covers Chinese history, schools of thoughts, cultural themes and achievements in Chinese civilization; highlights cultural differences and similarities between Chinese and other cultures; stimulates students' interest in deeper understanding of China, its people, its history and its culture in the global context.

Assessment: 100% coursework

CUND9001 Basic Spoken and Written Cantonese for Mandarin Speakers (6 credits)

This intensive Cantonese language course is designed for Mandarin (Putonghua) speakers who have no prior knowledge of Cantonese. The course aims to assist students in mastering Jyutping, the Cantonese romanization system, while simultaneously cultivating students' ability to communicate effectively in Cantonese, both orally and in written form, across a variety of situational conversations. Throughout the course, students will be exposed to practical sentence structures and a wide range of useful vocabulary related to various aspects of daily life. Furthermore, the curriculum allows students to gain insight into Hong Kong culture.

Assessment: 70% coursework, 30% examination.

CUND9002 Practical Chinese and Hong Kong Society (6 credits)

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, 50% examination.

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

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, 40% examination.

CUND9004 Practical Applied Chinese Writing and Effective Presentation Skills for Non-local Mandarin Speaking Students (6 credits)

CUND9004 aims to cultivate non-local Mandarin-speaking students' logical thinking and critical thinking skills. Through the exploration of various interdisciplinary knowledge topics, students are encouraged to analyze and evaluate information, such as a variety of essays mainly focusing on important social and economic issues, as well as movies, pop songs and books released between 1995 and the present. The students will be provided with opportunities to engage in realtime class polling,

writing, group discussions, presentation, peer reviews, and will receive teacher and other students' feedback on assignments, allowing them to practice their critical thinking skills and develop their ability to express their thoughts effectively using Mandarin. CUND9004 will construct coherent, sustainable, and in-depth content to help students build strong arguments, enhance their lexical and syntactic knowledge, as well as enhance their ability to analyze information, construct well-reasoned arguments, and make informed decisions.

Assessment: 70% coursework, 30% examination.

COMMON CORE CURRICULUM (24 credits)

Candidates are required to complete 24 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry.

ARTIFICIAL INTELLIGENCE LITERACY (6 credits)

Candidates are required to complete 6 credits in artificial intelligence literacy.

ELECTIVES (48-60 credits)

Candidates who take the Major in Chinese Language, Literature and Culture are required to complete 48 credits in electives whereas candidates who take the Major in English Language and Linguistics are required to complete 60 credits in electives.

Advanced Pedagogy Elective Courses for Candidates Majoring in Chinese Language, Literature and Culture

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Candidate may take advanced pedagogy courses as free electives which focus on contextual knowledge in teaching Chinese Language. Not all of the courses listed below will be offered every year.

BBED6701 Strengthening the Literature Elements in Language Learning in Primary School (6 credits)

It is advocated to enrich the learning and teaching of Chinese Literature in the primary schools in the Chinese Language Curriculum Guide. This course aims at introducing students the strategies for literature teaching in the primary school. Language Arts approach will be introduced to encourage the students to create a language-rich environment for developing primary students' language proficiency and enhancing their knowledge of the Chinese literature and culture. Moreover, the use of children literature for language teaching will nurture the ability of appreciation the Chinese literature and culture so as to develop a rounded and meaningful life for primary school pupils.

Assessment: 100% continuous assessment by coursework.

BBED6702 Teaching Chinese as a Second Language (6 credits)

This course is designed for students who are interested in teaching Chinese as a second language (CSL) in international schools. The course focuses on the theory and pedagogy of teaching Chinese in

international contexts. It provides an overview of various levels of International Baccalaureate (IB) and IGCSE courses and an analysis of the curriculum design, teaching methodologies, learning resources, and course assessment guidelines required for those courses.

Assessment: 100% continuous assessment by coursework.

BBED6703 Integrating the Arts into the Teaching of Modern Chinese Literature (6 credits)

This course aims to inspire the teaching of modern Chinese literature through the integration of literature and the arts. These components are unique means of human communication that are driven by cognition, passion, and imagination. Students will be equipped with specific pedagogy for specific literary topics, genres, and writers. Based upon the reader-response theory of literature education, this course emphasizes students' active participation of interpreting literary works and the meaningful use of the arts such as drama, movie, music, and painting, the media that can deeply affect students intellectually and emotionally. The approaches of creative writing and comparative reading of Chinese and Western works are also adopted. Accordingly, students will learn not only a variety of teaching and assessment methods of the subject, but also understand the humanity, aesthetics, and cultural context of Chinese literature over the past hundred years.

Assessment: 100% continuous assessment by coursework.

BBED6704 Adolescent Literature in Translation and Citizenship Education (6 credits)

This course aims to equip students with the knowledge and skills of guiding adolescents to explore literature in translation and global citizenship. The learning materials are high quality multicultural literary works, particularly fiction about the growth and life of youths, which have been translated into Chinese. Through the reading of these works, educators will (1) help adolescents understand the experiences and viewpoints of their counterparts from different cultures; (2) nurture their empathy and promote critical thinking; and (3) address global issues such as poverty, disease, war, child labour, discrimination against women, and environment disasters. The teaching mode of this interdisciplinary course is diverse. It includes interactive learning, drama workshops, dialogues with guests from non-government organizations, writing literary and service journals, and participating forums. After taking this course, students can apply what they have learned to the curricula of a variety of subjects such as Chinese, English, General Studies, Liberal Studies, and Integrated Humanities, as well as the extracurricular activities of schools.

Assessment: 100% continuous assessment by coursework.

BBED6705 Children's Literature and Creative Writing for Children (6 credits)

This course focuses on literature which appeals to the interests, needs, and reading preferences of children. Theories and the art of children's literature will be discussed. Students will read different genres of children's literature such as nursery rhymes, folklores, biographies, historical fiction, fantastic stories, fables, and realistic fiction. They will also develop their creativity and extend their children's literature experiences through writing as a mode of response.

Assessment: 100% continuous assessment by coursework.

BBED6706 Teaching South Asian Ethnic Minority Students Chinese Language in Hong Kong (6 credits)

This course is designed to equip teachers to teach South Asian ethnic minority students the Chinese Language subject under "Chinese Language Education Curriculum Framework" in Hong Kong. The content of the course includes learning sequencing of Chinese from character recognition, listening and speaking to reading, writing and experiential learning, differentiated materials, curriculum and assessment, school-based Chinese curriculum development and assessment design for South Asian ethnic minority students in Hong Kong.

Assessment: 100% continuous assessment by coursework.

BBED6707 The Theory of Change (Yi), Chinese Culture and Education (6 credits)

Chinese know the world by studying the Yì (易, hereafter "Theory of Change"), and even elevated to the realm of Tao (道). The "Theory of Change" is a very important classical book which helps the Chinese to develop the philosophy of education, to understand the universe, for critical and logical thinking, and science. The course focuses on the "Theory of Change". It guides students to analyze and compares the traditional education of Chinese and the western educational theories by applying the "Theory of Change". By using life examples, students will be guided to find out the commonalities and differences, strengths and weaknesses between the theories of learning in the east and the west. It is expected that the students will have a better understanding on the value of the "Theory of Change", and to correct their myth that the "Theory of Change" is only attached to "Chinese medicine and fortune-telling" (醫卜星相).

Assessment: 100% continuous assessment by coursework.

BBED6708 Cantonese Opera, Chinese Culture and Education (6 credits)

Ever since Cantonese Opera was inscribed onto UNESCO's Representative List of the Intangible Cultural Heritage of Humanity in 2009. Cantonese opera is a Chinese cultural treasure and thus integrating Cantonese opera into the secondary school curriculum is a significant educational development in Hong Kong. This elective course aims to enhance students' articulation and aesthetic capacity. It will also help to enrich their learning experience of culture, art performance, literature, music and arts, and so cultivate their pride in Chinese culture.
The course content includes how to integrate Cantonese opera into Chinese literature curriculum in the senior form and also in liberal studies. It will provide examples on the professional training of teachers and the development of the curriculum as well as the assessment mechanisms of Cantonese Opera in Education.

Assessment: 100% continuous assessment by coursework.

BBED6709 Teaching of Classical Chinese Literature (6 credits)

Classical Chinese literature has always been an essential part of the Chinese Language Education. This course is designed to help student to develop an enhanced level of pedagogical content knowledge of Chinese Literature from the pre-Qin to the Qing periods. Topics cover curriculum rationale, effective techniques for teaching classical masterpiece and assessment design.

Assessment: 100% continuous assessment by coursework.

BBED6710 Teaching of Classical Chinese Fiction (6 credits)

Classical fiction offers a useful medium through which classical Chinese language can be learned. The stories are interesting and understandable for junior secondary students. This course is designed to help student to develop an enhanced level of pedagogical content knowledge of Classical fiction from the pre-Qin to the Qing periods . Readings will include representative works such as Romance of the Three Kingdoms (三國演義), The Water Margin (水滸傳), Journey to the West (西遊記), Dream of the Red Chamber (紅樓夢), The Scholars (儒林外史), Three Words and Two Amazing Tales (三言二拍), Strange Stories from a Chinese Studio (聊齋誌異). Topics cover curriculum rationale, effective techniques for teaching classical fiction and assessment design.

Assessment: 100% continuous assessment by coursework.

BBED6711 Intangible Cultural Heritage (ICH) in China and Chinese Language Education (6 credits)

Using the intangible cultural heritage (ICH) of China, specifically in the Hong Kong context, this course engages students in a critical inquiry in understanding Chinese culture, searching and constructing how the Chinese have lived their ways of life and survived changes over the centuries. By applying the ICH theories, students will discuss, critical reflect and inquiry on the role, value, sustainability of the following ICH in modern society: Confucianism, Kunqu, Beijing Opera, Cantonese opera, cultural festivals (e.g. "Tin Hau" festival (天后誕), "Jiao" festival of Cheung Chau (長洲太平清醮)). Students will examine the unique heritage of China, its social impact of other culture festival events on the host communities and explore how the thoughts, values and ways of life have shaped their local culture, kinship and identity, and the relationship with Chinese language education. This module will use the experiential learning mode in some topics.

Assessment: 100% continuous assessment by coursework.

BBED6712 Chinese Curriculum and Teaching Strategies: Comparative Perspectives (6 credits)

This course aims to improve Chinese curriculum design and classroom teaching by comparing the Chinese curriculum and instruction with those of mainland China, Singapore, Taiwan, and Hong Kong. Students will first learn the theoretical framework to critically analyze and compare the features of the various curricula. The comparison will equip prospective teachers with solid knowledge base to interpret and revise local curricula and to improve the daily curriculum design. In addition, different teaching strategies of various countries and regions will also be introduced to significantly develop the teaching skills of the students. Authentic cases will be used to illustrate abstract concepts and demonstrate teaching skills. Some issues and concerns with the Chinese curriculum and instruction will also be addressed in this course.

Assessment: 100% continuous assessment by coursework.

BBED6713 School-based Chinese Language Curriculum, Teaching Materials and Pedagogies for Students with Special Education Needs (6 credits)

This course will introduce the characteristics of students with special educational needs (SEN). Students will learn how to design school-based curriculum to fulfill SEN students' learning needs and interests, as well as the primary and secondary curriculum for special schools. Educational theories and pedagogies will be introduced. It is expected that students will have better understanding of special education, Chinese language curriculum, pedagogies and curriculum development. This course focuses

on the integrated education in local main stream schools, and the Chinese language curriculum in special schools.

Assessment: 100% continuous assessment by coursework.

BBED6714 Teaching Chinese as a First Language in Global Contexts (6 credits)

This course aims at exploring how Chinese language is taught as a first language in global contexts. Chinese language is not only taught in countries and regions with a high proportion of ethnic Chinese population, such as mainland China, Taiwan, Hong Kong, Macao, Singapore and Malaysia, but also taught as a first language in other international curricula. This course will compare and contrast the design of Chinese language teaching in various first language curricula with a focus on the following topics: curriculum aims, teaching of literature, teaching of modern and classical Chinese, teaching of language skills, choice of Putonghua or other dialects, cultural inheritance, and practical training in Chinese language. Students will be guided to explore new possibilities in Chinese language education outside of the local Hong Kong curriculum.

Assessment: 100% continuous assessment by coursework.

BBED6715 Teaching Chinese Grammar (6 credits)

Pedagogical grammar is different from theoretical grammar. Theoretical grammar is descriptive and focuses on constructing and understanding the underlying grammatical system of a native speaker. Pedagogical grammar is prescriptive, applied grammar and focuses on solving the problem of grammatical usage for the purposes of second language teaching and acquisition. The rules of pedagogical grammar cannot be directly derived from theoretical grammar but must be obtained through analysis of a large number of acquired cases in learners of Chinese.

This course will discuss how second language learners acquire Chinese grammar and will train students in the basic methods of analysis of Chinese pedagogical grammar, including analytical procedures and operations. Through the analysis of a large number of learners' grammatical errors, this course uncovers the order in which second language learners acquire Chinese grammar. From the perspective of second language pedagogy, this course will show the optimal teaching methods for difficult areas of Chinese grammar, such as the perfective marker *le* (了), the *bǎ* (disposal) construction (把字句), the prepositions *xiàng* (向), *cháo* (朝) and *wǎng* (往), the adverbs *dōu* (都) and *quán* (全), *gāngcái* (剛才), *gang* (剛) and *gānggāng* (剛剛), the structure that represents emphasis *lián* (連)……*yě* (也)/*dōu* (都), and compound directional complements (複合趨向補語), etc. This course is not a grammar theory course, but a course focusing on training in the analysis of applied pedagogical grammar to benefit the students' future professional career (such as the language acquisition course in the IB Chinese teaching as a second language).

Assessment: 100% continuous assessment by coursework.

Pedagogy Elective Courses for Candidates Majoring in English Language and Linguistics

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Pedagogy elective courses offer a range of special topics relevant to primary English and/or secondary English language teaching, and teaching and learning in primary and/or secondary school. The courses are designed to enhance and extend students' learning in the Pedagogy and Pedagogical Content Knowledge courses. Students are encouraged to undertake a range of Pedagogy Electives as free electives to meet their interests and teaching career aspirations.

Some of the following pedagogy electives will be offered in the relevant years and semesters.

BBED6721 Using Your Voice and Body Effectively in the Classroom (6 credits)

The voice and body are both instruments and 'tools of the trade' which the teacher must use every day. In order to help students understand, engage with and enjoy language of all types, the teacher must be able to use his/her voice and body effectively. This elective is designed for prospective language teachers who would like to develop understandings and practical skills in the use of their voice and body in communicating meaningfully with young people in a school setting. Students will explore voice modulation and projection for various stages of a lesson, and for various teaching tasks and strategies. In addition, use of eye contact, facial expressions, gesture and physical proximity and movement to communicate with both young and adolescent learners will be examined. Students will discuss the importance of the voice and body in learning in relation to theoretical perspectives such as those put forward by Gardner (1999). Ways of addressing the physical demands of full time classroom teaching, such as voice care, will also be addressed.

Assessment: 100% continuous assessment by coursework: a range of assessment tasks will be used including session-based reading aloud presentations, a reflection on the preparation and reading aloud process and critical analyzes of challenging classroom scenarios.

BBED6722 Using Drama in Language Learning (6 credits)

Students will critically engage with and develop an awareness of contemporary theoretical perspectives on and practice in drama in language learning. Course sessions will integrate theory with practice and students will be led through drama sequences by the tutor and then invited to consider and discuss how such techniques can be applied to support and enhance language learning in the school context. Students will also be expected to apply their understanding of the course readings in these sequences and discussions. The module also addresses the role of drama in the development of the generic skills outlined in the Hong Kong Education Bureau's *English Curriculum and Assessment Guide* (2007) particularly collaboration, communication, creativity, critical thinking and problem-solving skills. How drama can be implemented in primary and secondary school settings to enhance and extend students' literacy skills will be explored. This module is suitable for prospective teachers who will work in both primary and secondary school settings.

Assessment: 100% continuous assessment by coursework: a range of assessment tasks will be used including a reflective journal in which students critically reflect on the pedagogical impact of drama techniques in language teaching and learning and an essay.

BBED6723 Mistake Management: Handling Error Correction and Giving Quality Feedback (6 credits)

This module aims at heightening participants' awareness and deepening their understanding of the impact and role of error-correction and feedback in managing learners' language problems in both speaking and writing tasks in English lessons and in classes conducted in an English-medium setting. Through critically evaluating different approaches to and strategy use in the treatment of written and spoken mistakes/errors, participants are expected to widen their repertoire of strategies and techniques in dealing with language problems, enhance their mistake-management skills, and learn how good mistake-management – the effective use of marking strategies, error-correction techniques, feedback and task-design – maximizes learner autonomy and trains learners to be better 'managers' of their own language production. Upon completion of the course, participants should have strengthened their

confidence in managing learners' mistakes/errors and established a set of guiding principles to help them make informed decisions when correcting these mistakes/errors in different teaching/learning contexts in a tactful and appropriate, non-judgmental and sensitive, positive and constructive manner.

Assessment: 100% continuous assessment by coursework: a range of assessment tasks will be used such as in-class presentations, evaluation of classroom error-correction tasks, and a reflective assignment on one's feedback-giving strategies.

BBED6724 Language Learning and Interaction (6 credits)

In this course students will explore the social nature of language learning by focusing on the central role of teacher language and classroom interaction in managing and supporting language learning. Students will learn about the various functions of teacher talk and the role of teacher language not only in managing students' learning but also as the main source of language input in the primary and secondary English language classrooms. They will learn about the need for teachers to monitor, modify and support their language to meet the needs of their learners and to create space for learning through interaction. Students will be involved in analyzing samples of classroom discourse, focusing on teacher and student language and interactions and their impact on student learning.

Assessment: 100% continuous assessment by coursework: a range of assessment tasks will be included such as teaching demonstrations, online discussion forums and a critical analysis of classroom interaction.

BBED6725 Doing Digital Literacies with Generative Artificial Intelligence (6 credits)

Digital literacies, defined in general as digital ways of being, valuing, believing, relating, and communicating associated with technologies and social media, is a key competence in contemporary society. Generative artificial intelligence (GenAI) is pivotal to empower the development of digital literacies. This course aims to develop students' digital literacies by creating opportunities for students to do digital literacies with emerging GenAI technologies. Students will explore basic concepts and practices in relation to GenAI and digital literacies, and develop both functional skills of using various GenAI tools and, more importantly, critical literacies to use GenAI as responsible, ethical, and critical citizens. Students will also be guided to use GenAI for a range of literacy purposes across contexts, including imaginary, authentic, and disciplinary learning contexts. The course will also examine core principles and theories of digital and GenAI literacies, multimodal text creation and critical social analyzes of GenAI platforms and digital practices. Participants will also examine, critique, and adapt GenAI tools as learning resources for individual and collective digital literacies development.

Assessment: 100% continuous assessment by coursework.

BBED6726 Teaching Literature and Language Arts in English (6 credits)

This course aims to develop an awareness of the role of literature and language arts in the English Language curriculum and the issues related to using literary texts and other creative texts in the language classroom at both primary and secondary level. It aims to provide participants with knowledge of different literary genres and literary techniques and basic methodological strategies for teaching language through literature. It also sets out to show how literature and language arts are a fundamental part of our daily lives.

Assessment: 100% continuous assessment by coursework: a range of teaching and learning activities and assessment tasks will be used. These may include in-class group presentations of teaching resources, formative literary portfolios, and a lesson planning assignment.

BBED6727 Teaching and Learning in Small Classes (6 credits)

It has been argued that the principles of effective teaching are the same in all classes, regardless of size or subject (Galton and Pell, 2010). This course will examine the issue of whether small classes can, and do, make a difference to the teaching and learning processes in those classes. Drawing on local and international studies, this course will raise students' awareness of how and why small class size can provide teachers with the opportunities to maximize learning opportunities for their students. This course also sets out to introduce and highlight the various components of classroom language that can lead to a wider range of opportunities for learning in small classes. These components include effective teacher-talk, eliciting, giving feedback, presenting, giving instructions, explanations etc. The course will mainly include analysis of classroom discourse and episodes in ELT lessons but will also focus on the presentation of subject content in non-English language lessons. Demonstrations and microteaching will be employed for students to understand and develop the effective use of interaction in the classroom.

Assessment: 100% continuous assessment by coursework: a range of teaching and learning activities and assessment tasks will be used. These may include peer appraisal of microteaching presentations, a reflective journal kept during teaching practicum and a reflective assignment where students critique their own classroom language and pedagogy in lessons during teaching practicum.

BBED6728 Children's Literature and Literacies (6 credits)

Whether in the context of first or second language learning, Children's Literature is an integral element of literacy education for young learners. This elective will introduce students to the corpus of children's literature and enable students to consider how such texts contribute to literacy and language learning. This corpus includes a variety of literary genres including rhymes, poetry, picture books, post-modern picture books, traditional tales and contemporary melded tales, screen-based literature and e-books. These will be considered from historical, socio-cultural and post-structural perspectives. Multicultural literature, including Hong Kong and Chinese texts (in English) for children will also be examined. The approaches to learning in this Elective will include consideration of the sort of literacies which are necessary for 21st century life as well as discussion of children's differences, interests and skills, and the significance this has for their learning. How teachers may move from using skill-oriented texts to authentic literature and literature-based whole language approaches in their own professional contexts will also be considered.

Assessment: 100% continuous assessment by coursework: a range of assessment tasks will be used including a reading journal, a lesson planning assignment based on a literary text for children and a rationale discussing the lesson plan.

BBED6729 Language Across the Curriculum (6 credits)

This course introduces the principles and practice of Language Across the Curriculum (LAC) with school-based examples under the fine-tuned medium of instruction policy in Hong Kong. Specifically it aims to illustrate how the English teacher can collaborate with content subject teachers to support content teaching in English in a school. The intended learning outcomes of the course include:

1. describe the principles and practice of LAC in a school-based context,
2. identify and describe the different kinds of academic genres specific to different school disciplines and the linguistic knowledge and skills (e.g. academic functions and forms) required of students

to perform the learning tasks in these disciplines,
3. apply the above knowledge to design and develop language support materials to assist teachers and students to teach and learn content subjects in English,
4. describe and apply different pedagogical scaffolding approaches in different contexts for achieving LAC, and
5. design school-based initiatives for implementing and evaluating LAC.

Assessment: 100% continuous assessment by coursework: to achieve the above learning outcomes, a range of teaching and learning activities and assessment tasks will be used. These include academic text analysis, lesson task design, lesson video analysis and LAC implementation design.

BBED6730 Becoming a Critically Reflective Practitioner (6 credits)

In this course, students will examine notions of critical reflection and the critically reflective practitioner. This will involve seeing individual lessons, curriculum units, and ongoing professional development, in terms of iterative cycles of planning, acting, and reflecting. Within this context, students will recognize and reflect on issues of power and position entailed by the institutional and political situation of education as a social practice and consider the ways that societal issues and changes impact on education. Students will examine the nature and scope of action research as an appropriate and invaluable tool for the critically reflective practitioner. Students will also examine the ways in which their work as teachers intersects with that of other education professionals and consider strategies to establish and maintain positive and productive working relationships with parents and families.

Assessment: 100% continuous assessment by coursework: a range of teaching and learning activities and assessment tasks will be used. These include critical analysis of teaching materials, an action research proposal presentation and a critically reflective essay.

BBED6732 Experiential Learning in English Language Education (6 credits)

This elective course is designed to provide pre-service teachers with the knowledge and practical understanding necessary to effectively incorporate Experiential Learning (EL) into their teaching practice of English Language Education (ELE). Using an experiential approach, students will explore a wide range of applications of experiential learning, including drama and storytelling in ELE, intercultural education, service learning, environmental education and more.

Throughout the course, students will engage in hands-on activities, discussions and reflections to develop a deep understanding of the principles and strategies of experiential learning in ELE. Guest lecturers will be invited to guide students' discussions on possible elements to create meaningful and engaging learning experiences that promote active participation and authentic use of the English language in various contexts. Using Design Thinking skills, students will also form groups to devise their own EL project based on the learners' needs.

The course also emphasises the importance of reflective learning as a tool for self-assessment and professional growth and the development of facilitation skills for creating supportive and inclusive learning environments.

Assessment: 100% continuous assessment by coursework.

Elective Course for Candidates Majoring in Chinese Language, Literature and Culture or Majoring in English Language and Linguistics

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.

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