REGULATIONS FOR THE DOUBLE DEGREE OF
BACHELOR OF EDUCATION (BEd) AND BACHELOR OF SCIENCE (BSc)

These regulations apply to students admitted to the 5-year Bachelor of Education and Bachelor of Science (BEd&BSc) double degree curriculum in the academic year 2025-26 and thereafter.

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

ESC1 Admission to the degrees

To be eligible for admission to the degrees of Bachelor of Education and Bachelor of Science, 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.

ESC2 Period of study

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

ESC3 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.

ESC4 Curriculum requirements

(a) To complete the curriculum, candidates shall follow instruction in the syllabuses prescribed and
  (i) satisfy the requirements prescribed in UG5 of the Regulations for First Degree Curricula;
  (ii) complete successfully not fewer than 300 credits in the manner specified in these regulations and the syllabuses, comprising:
    - 96 credits in one of the approved Science Majors, including 6 or 12 credits in capstone experience as prescribed in the major programme of the BSc degree curriculum,
    - 120 credits in Professional Core (Science 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,
- 42 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 ESC4(d).

(d) Where candidates are required to make up for failed credits, the Board of Studies may give permission for candidates to exceed the annual study load of 72 credits provided that the total number of credits taken does not exceed the maximum curriculum study load of 576 credits for the maximum period of registration specified in these regulations.

ESC5 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.

ESC6 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

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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.

taken into account for the purposes of determining eligibility for award of the BEd and BSc degrees, honours classification and whether a candidate is discontinued from 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.

ESC7 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.

ESC8 Retaking/Re-examination of failed course(s)

(a) Candidates who have failed to satisfy the examiners in course(s), but have

- completed successfully 36 or more credits in two consecutive semesters (not including the summer semester), except where candidates are not required to take such a number of credits in the two given semesters; and
- achieved an average Semester GPA of 1.0 or higher for two consecutive semesters (not including the summer semester),

shall be required, as specified by the relevant Boards of Examiners:

(i) to undergo re-assessment(s)/re-examination(s) in the failed course(s) to be held no later than the end of the following semester (not including the summer semester); or

(ii) to re-submit failed coursework, without having to repeat the same course of instruction; or

(iii) to repeat the failed course(s) by undergoing instruction and satisfying the assessments; or

(iv) for elective course(s), to take another course in lieu and to satisfy the assessment requirements.

(b) Candidates shall not be permitted to retake a failed course or present themselves for re-examination as a second attempt if they have otherwise satisfied all the requirements stipulated in these regulations for the award of the BEd and BSc degrees.

ESC9 Failure in re-examination

(a) Candidates who have failed to satisfy the examiners at re-assessment(s)/re-examination(s), granted under Regulation ESC8, of Professional Core (Science 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 ESC10(d).

(b) Candidates who have failed to satisfy the examiners at a supplementary examination, granted under Regulation ESC7, shall be permitted to present themselves for re-assessment, in accordance with Regulation ESC8, as directed by the Boards of Examiners.

ESC10 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 (Science Education) course(s) offered by the Faculty of Education, granted under Regulation ESC8, of more than 12 credits; or
(e) exceeded the maximum period of registration specified in Regulation ESC2.

ESC11 Award of degrees and honours classifications

(a) To be eligible for the award of the degrees of Bachelor of Education and Bachelor of Science, candidates shall have successfully completed the curriculum as stipulated under Regulation ESC4.
(b) Honours classifications for the degrees of Bachelor of Education and Bachelor of Science 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 EDUCATION (BEd) AND BACHELOR OF SCIENCE (BSc)

These syllabuses apply to students admitted to the 5-year Bachelor of Education and Bachelor of Science (BEd&BSc) double degree curriculum in the academic year 2025-26 and thereafter.

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

- 96 credits in one of the approved Science Majors, including 6 or 12 credits in capstone experience as prescribed in the major programme of the BSc degree curriculum,
- 120 credits in Professional Core (Science 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,
- 42 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 shall normally take the following courses:

- 30 credits in one of the approved Science Majors
- 12 credits in Professional Core (Science Education)
- a non-credit bearing Academic Communication in English course[1]
- a 3-credit artificial intelligence literacy course
- 12 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry

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SECOND YEAR

Candidates shall normally take the following courses:

- 24 credits in one of the approved Science Majors
- 12 credits in Professional Core (Science Education)
- a 6-credit English in the Discipline course
- a 3-credit artificial intelligence literacy course
- 12 credits in the Common Core Curriculum, including not more than 6 credits from the same Area of Inquiry

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THIRD YEAR

[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.

Candidates shall normally take the following courses:

- 24 credits in Science Major courses
- 30 credits in Professional Core (Science Education)[3], including 6 credits in Community-based Professional Practicum

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FOURTH YEAR

Candidates shall normally take the following courses:

- 12 credits in Science Major courses
- 30 credits in Professional Core (Science Education) courses[3], including 12 credits in Professional Practicum[4]
- a 6-credit Chinese language enhancement course[2]

FIFTH YEAR

Candidates shall normally take the following courses:

- 6 credits in Science Major courses
- 36 credits in Professional Core (Science Education) courses[3], including 12 credits in Professional Practicum[4]

The 42 credits of electives can be taken in Years 2 to 5.

SCIENCE MAJOR (96 credits)

Candidates are required to complete not fewer than 96 credits of courses in any one of the Science Major programmes, including 12 credits in Faculty of Science foundation courses. The Science Major programmes available for candidates admitted to this curriculum include the following:

1. Biochemistry
2. Biological Sciences
3. Chemistry
4. Ecology & Biodiversity
5. Food & Nutritional Science
6. Molecular Biology & Biotechnology
7. Physics

Candidate shall follow the syllabuses of the Bachelor of Science and the Major programmes that they have selected.

PROFESSIONAL CORE (SCIENCE EDUCATION) (120 credits)

[3] At least 96 credits should be taken for Professional Core from Years 3 to 5, among which 6 credits must come from Pedagogy and Pedagogical Content Knowledge courses related to a major discipline (Biology/Chemistry/Physics).

[4] Candidates are required to undertake professional practicum that spans over the second semester in fourth and fifth years, and hence, will not normally be allowed to enroll on non-Education campus-based courses during that period.

The Professional Core (Science Education) aims at providing the double degree students with a solid professional training to prepare them as critically aware, responsive, and responsible teachers who are both grounded in the theoretical foundations of education and curriculum and well-versed in the practical skills and strategies of teaching professionals in the Science subjects. 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 Globalized 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 and Pedagogical Content Knowledge Courses (42 credits)

Year 3

BBED3261 Science, Technology, Engineering, Arts and Mathematics (STEAM) Education (6 credits)

This course recapitulates Education Professional Core courses through examining how those courses are relevant to the teaching and learning of STEAM. Various instructional strategies that promote active and meaningful learning of science-oriented STEAM among school students in Hong Kong context will be explored. While the course aims to develop students' capability in planning STEAM lessons or STEAM activities with the use of teachers' questioning, group work, problem-based learning, *etc.*, it will also highlight design engineering process and formative assessment. The course emphasizes the instructional approaches to facilitate interdisciplinary learning based on the existing knowledge and interests of school students.

Assessment: 100% continuous assessment by coursework.

BBED3281 Teaching and Learning Primary Science (6 credits)

This course focuses on the learning, teaching, assessment, and curriculum planning of science in Hong Kong primary schools. It explores teaching approaches of early primary and upper primary years. These primarily include making use of thinking tools and scientific models in learning and teaching, conducting scientific inquiry to construct scientific knowledge, and mastering design thinking to develop engineering practices. Oher approaches such as questioning, using technology and collaborative learning to build learning communities are introduced. Formative and summative strategies are considered. Students will also gain an understanding of curriculum planning in terms of the continuum of primary-secondary science curriculum.

Assessment: 100% continuous assessment by coursework.

Year 3/Year 4/Year 5

BBED3282 Teaching and Learning Junior Secondary Science (6 credits)

This course builds upon the issues discussed in the Educational Professional Core and Pedagogy courses, and moves from teaching primary school science to secondary science. It examines topics such as students' conceptual understanding of S1-S3 integrated science, practical work and STEAM activities commonly used, assessment and the development of school-based junior science curriculum. The nature of students, the primary - junior secondary - senior secondary school interfaces, and students' achievements in science will be examined.

Assessment: 100% continuous assessment by coursework.

Year 4/Year 5

Candidates are required to take 6 credits of the course of a major discipline (Biology/Chemistry/Physics) in year 4 or year 5 studies. Candidates may take courses of other major disciplines as electives in year 4 and year 5 studies.

Biology Discipline

BBED4281 Teaching and Learning Senior Secondary Science – Biology (6 credits)

This course builds upon "Teaching and Learning Junior Secondary Science" and extends the discussion to teaching and learning of Biology in senior form. It examines issues such as trends in biology curriculum and assessment, students' conceptual development, and those specific to teaching and learning of the subject such as the use of practical work.

Assessment: 100% continuous assessment by coursework.

Chemistry Discipline

BBED4282 Teaching and Learning Senior Secondary Science – Chemistry (6 credits)

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

Assessment: 100% continuous assessment by coursework.

Physics Discipline

BBED4283 Teaching and Learning Senior Secondary Science – Physics (6 credits)

This course builds upon the Science/STEAM-related pedagogical courses and extends the discussion to the teaching and learning of Physics. It examines issues such as pupils' conceptual development and those specific to teaching and learning the subject.

Assessment: 100% continuous assessment by coursework.

Year 5

BBED5263 Nature of Science and Socioscientific Issues (6 credits)

This course aims to promote student's understanding of the nature of science and technology. Traditional views of science will be compared with the ideas of Popper, Lakatos, and Kuhn. Historical and contemporary development of science will be used as cases through which such an understanding is developed. In relation to the recent development of science, the nature and controversies of socioscientific issues will be explored. At the end of this course, students are expected to be able to draw upon and integrate epistemological, historical, and socio-cultural aspects of science in the teaching of subject knowledge and the handling of controversial socioscientific issues in the classroom.

Assessment: 100% continuous assessment by coursework.

BBED5264 Language and Science Learning (6 credits)

This course will examine the role of language in authentic scientific practice and in the construction of science during classroom instruction. Scientific language as a genre and challenges school students face in learning science through language will be explored. A specific challenge Hong Kong students face is that they, as English Language Learners (ELL), may learn science in English. At the end of the course, students are expected to be able to devise some strategies in relation to reading, writing, and talking that facilitate school students' learning of science, learning about science, and doing science.

Assessment: 100% continuous assessment by coursework.

BBED5363 Becoming a Scholarly Teacher (6 credits)

This course develops students' knowledge and skills in conducting classroom research. It will address the relationship between educational research and teacher professional development. Paradigms of educational research, research methodologies, and research ethical issues will be examined. At the end of the course, students should be able to design and conduct a small-scale classroom research study that fosters their professional development.

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 attention deficit hyperactivity disorder (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 5. 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 Lesbian, Gay, Bisexual, Trans and Intersex (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 Centers (6 credits)

Drawing inspiration from the United Nations (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.

Community-based Professional Practicum (6 credits)

Recognizing that learning and experience are inextricably connected, all incoming double degree undergraduate 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 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.

BBED6742 An Experiential Approach to Learning and Teaching in a Regional Educational Institution (6 credits)
BBED6747 Developing the Competence in STEM Education (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)
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)

BBED6742 An Experiential Approach to Learning and Teaching in a Regional Educational Institute (6 credits)

This course will develop the participants' knowledge, skills, and beliefs of learning and teaching in an overseas context (Thailand). It will enhance students' understanding of the social, cultural, and political factors affecting education, and facilitate reflections on their skills and beliefs about teaching and learning in multileveled contexts that range from the classroom to the global level. Students will be encouraged to work in pairs or in small groups to: (a) analyze issues related to science education in the contexts of Hong Kong and Thailand, (b) collaborate on the development of curriculum materials for teaching and cultural exchanges in Thailand, (c) respond to challenges brought by the socio-cultural differences in the two contexts. All participants will be supported by the course tutors, their peers, and the collaborating institution in Thailand.

Assessment: 100% continuous assessment by coursework.

BBED6747 Developing the Competence in STEM Education (6 credits)

This course will provide students structured learning experience in becoming science, technology, engineering, and mathematics (STEM) educators. The *multiple-track approach will allow students to participate in activities they find a role to play in STEM education. Students will be able to: (a) select a track to work with specific community partner(s); (b) better understand the meanings of STEM and STEM education through interactive seminars/workshops/site visits; and (c) develop and try out the materials that would be useful for sustainable STEM education in local schools or in non-academic settings.

*The number of tracks on offer will depend on the number of enrolled students and the community partners.

Assessment: 100% continuous assessment by coursework and participation.

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)

The 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 The Hong Kong Polytechnic

University 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.

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 science, technology, engineering, the arts and mathematics (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

BBED4463 Professional Practicum I – Science (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

BBED5464 Professional Practicum II – Science (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 students 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.

CEDU9007 Practical Chinese for BEd&BSc Students (6 credits)

This course aims to hone the students' Chinese skills for effective professional communication. It introduces the students to techniques of writing different types of practical writings. In addition, topics addressing the style and techniques of reader-based writings and PowerPoint presentations are included to heighten the students' linguistic sensitivity. Drilling practices are also put in place to familiarize the students with the simplified Chinese characters frequently used in the workplace.

Assessment: 50% coursework, 50% 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 (42 credits)

Candidates are required to complete 42 credits in electives.

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

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.

BBED6741 Teaching of General Studies in Primary Schools (6 credits)

This course aims at helping teachers to develop skills in teaching critical thinking through the broad based subject, General Studies, in an integrated and conceptual manner. By introducing the use of different teaching aids, such as information and communications technology (ICT) and graphic organizer, this course also encourages teachers to become reflective practitioners. In the first part of this course, we will explore some basic skills in classroom practice of teaching and learning in General Studies and its curriculum. In the second part, the class will examine more closely the General Studies curriculum in relation to critical and creative thinking, and the role of General Studies in preparing young adolescents for their further studies.

Assessment: 100% continuous assessment by coursework.

BBED6743 Effective Mathematics Teaching (6 credits)

This course aims to introduce essential concepts and skills in mathematics pedagogy. Students will develop techniques in classroom teaching while making sense of theories and resources in various aspects of mathematics pedagogy, such as explanation and questioning, assessment for learning, dealing with misconceptions, and catering for learner diversity.

Assessment: 100% continuous assessment by coursework.

BBED6744 Mathematical Inquiry (6 credits)

In this course, mathematical inquiry will be introduced as a means of learning as well as teaching of mathematics. Students will experience inquiry in different areas of mathematics, within secondary level and beyond, through activities such as problem posing and solving, conjecturing and proving, tinkering with models and representations. While doing so, they will also learn about use of digital and physical tools or resources, and their potential in teaching and learning.

Assessment: 100% continuous assessment by coursework.

BBED6745 Teaching Mathematics across the Curriculum (6 credits)

In this course, students will explore possibilities of mathematics teaching and learning through its integration with experiences in other curricular areas. Emphasis is put on understanding mathematics in social and scientific contexts. Pedagogical understanding is developed through experiences in cross-curricular activities such as modelling, data-driven explorations, decision making, and communication

with quantitative information. While doing so, students will also critically evaluate current states and trends in mathematics curriculum development.

Assessment: 100% continuous assessment by coursework.

BBED6746 Developing Concepts and Thinking in Mathematics (6 credits)

This course aims to help students to explore the nature of mathematical concepts and thinking. Students will reflect on their experience as a learner in the process of sensing making, reasoning, and co-constructing knowledge in mathematics. By examining origins and development of mathematical ideas in historical-cultural context and individual minds, students will understand means and issues in supporting mathematics learning.

Assessment: 100% continuous assessment by coursework.

BBED6748 STEM Education – Implementing Maker Education at Schools (6 credits)

This course will develop students' knowledge of constructionism and *making* in local science, technology, engineering, and mathematics (STEM) education. It will enhance students' understanding of the theory and practice of constructionism and *making* in STEM education, and facilitate reflections on their knowledge and skills about teaching and learning in different school contexts. Students will be encouraged to work in small groups to: (a) analyze issues related to STEM education in local context and (b) collaborate on the implementation of STEM curriculum materials for teaching in local schools. Students' performance in the course will be evaluated through a variety of means including reports from schools, continuous assessment and online reflections, as well as an end-of-course multimedia presentation. The course will also invite guest speakers to classes to help students prepare for their projects.

Assessment: 100% continuous assessment by coursework and participation.

BBED6762 Success for All Through Maximizing the Power of Peer Learning (6 credits)

Peer learning has been accepted as an effective instructional approach, supported by tremendous positive research outcomes. How can teachers practise it constrained by large class sizes, diverse student abilities, and tight school curriculum? The goal of this course is to help student-teachers understand the power of peer learning in promoting pupils learning as well as the conditions that determine successful peer learning. This course is designed to help learn through experiencing different forms of peer learning. You will work collaboratively with classmates in literature review, and to design and evaluate some of the peer learning activities. Such authentic learning experiences will enable you to get a flavor of how 'Success for All' is possible under the current educational and curriculum reforms.

Assessment: 100% continuous assessment by coursework and participation.

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, synthesizing 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.