

(For MEd 2016 intake)

REGULATIONS FOR THE DEGREE OF MASTER OF EDUCATION (MEd)

(See also General Regulations and Regulations for Taught Postgraduate Curricula)

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

Ed21 Admission requirements

To be eligible for admission to the degree of Master of Education, a candidate

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
 - (b) shall hold a Bachelor's degree of this University or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;
 - (c) shall satisfy the examiners in a qualifying examination, if required; and
 - (d) for a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to higher degrees as prescribed under General Regulation G2(b).
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Ed22 Qualifying examination

- (a) A qualifying examination may be set to test candidates' formal academic ability or their ability to follow the curriculum prescribed.
 - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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Ed23 Period of study

The curriculum shall normally extend over one academic year of full-time study or two consecutive academic years of part-time study. Candidates shall not be permitted to extend their studies beyond the maximum period of registration of two consecutive academic years of full-time study or four consecutive academic years of part-time study, unless otherwise permitted or required by the Board of the Faculty.

Ed24 Curriculum requirements

To complete the curriculum, candidates shall

- (a) satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
 - (b) follow instruction in the syllabuses prescribed and complete all specified work as required;
 - (c) satisfy the examiners in all assessment tasks as may be required;
 - (d) complete and present a satisfactory dissertation or project on an approved topic; and
 - (e) satisfy the examiners in an oral examination, if required.
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Ed25 Advanced standing and credit transfer

- (a) Advanced standing may be granted to candidates who have successfully completed one or more courses in the Postgraduate Certificate in Advanced Educational Studies curriculum of this University or another qualification of equivalent standard accepted for this purpose.
 - (b) Candidates may be granted advanced standing subject to the following conditions:
 - (i) the course(s) is appropriate for the strand applied for; and
 - (ii) the application for advanced standing is received within five years of successful completion of the relevant courses or graduation from the Postgraduate Certificate in Advanced Educational Studies or another qualification of equivalent standard accepted for this purpose, whichever is later.
 - (c) The amount of credits to be granted for Advanced Standing shall be determined by the Board of the Faculty, in accordance with the following principles:
 - (i) A candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate; and
 - (ii) Credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of the Faculty but will be recorded on the transcript of the candidate.
 - (d) Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions during their candidature. The number of transferred credits may be recorded in the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA.
 - (e) Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted.
 - (f) Application for advanced standing shall be made prior to the commencement of the curriculum, and should be accompanied by copies of academic transcripts to support the application.
 - (g) Courses from institutions, other than this University, granted advanced standing shall not normally be considered in determining the award of a mark of distinction but will be recorded on the transcript of the candidate.
 - (h) The combined total credits that may be granted for Advanced Standing and credit transfer should not exceed a maximum of 50% of the total credits normally required in the curriculum.
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Ed26 Exemption

Candidates may be exempted, with or without special conditions attached, from the requirement prescribed in the regulations and syllabuses governing the curriculum with the approval of the Board of the Faculty, except in the case of a capstone experience. Approval for exemption of a capstone experience may be granted only by the Senate with good reasons. Candidates who are so exempted must replace the number of exempted credits with courses of the same credit value.

Ed27 Dissertation

- (a) Candidates who select the dissertation option shall
 - (i) submit the title of their dissertation for approval not later than six months before the formal submission of the dissertation; and
 - (ii) submit a statement that the dissertation represents their own work undertaken after registration as a candidate for the degree.
 - (b) The examiners may also prescribe an oral examination on the dissertation.
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Ed28 Assessment

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of continuous assessment of coursework, written examinations and/or any other assessable activities. Only passed courses will earn credits.
 - (b) Candidates shall not be permitted to repeat a course for which they have received a passing grade for the purpose of upgrading.
 - (c) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-assessed or repeats the failed course.
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Ed29 Re-assessment

- (a) Candidates who have failed to satisfy the examiners in any part of the assessment at the first attempt may be permitted to present themselves for re-assessment in the failed course(s) as determined by the Board of Examiners.
 - (i) undergoing re-assessment/re-examination in the failed course to be held no later than the end of the following semester (not including the summer semester); or
 - (ii) re-submitting failed coursework, without having to repeat the same course of instruction; or
 - (iii) repeating the failed course by undergoing instruction and satisfying the assessments; or
 - (iv) for elective courses, taking another course in lieu and satisfying the assessment requirements.
 - (b) Candidates who have presented a dissertation which has failed to satisfy the examiners at the first attempt may be permitted to re-present the dissertation within a period of not more than 12 months after it is deemed unsatisfactory.
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Ed30 Discontinuation

Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies, if they have:

- (a) failed to satisfy the examiners upon re-assessment of a course, a project or a dissertation; or
 - (b) exceeded the maximum period of registration specified in Regulation Ed23.
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Ed31 Grading system

Individual courses shall be graded according to the following grading system:

<i>Grade</i>		<i>Standard</i>	<i>Grade Point</i>
A+	}	Excellent	4.3
A			4.0
A-			3.7
B+	}	Good	3.3
B			3.0
B-			2.7
C+	}	Satisfactory	2.3
C			2.0
C-			1.7
D+	}	Pass	1.3
D			1.0
F		Fail	0

Ed32 Award of degree

- (a) To be eligible for the award of the degree of Master of Education, candidates shall
 - (i) comply with the General Regulations and the Regulations for Taught Postgraduate Curricula; and
 - (ii) complete the curriculum and satisfy the examiners in accordance with these regulations and the syllabuses.
 - (b) On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree diploma.
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SYLLABUSES FOR THE DEGREE OF MASTER OF EDUCATION (MEd)

The degree of Master of Education (MEd) is a postgraduate degree awarded for the satisfactory completion of a prescribed programme in one of the following strands:

I. **GENERALIST STRAND:**
Educational Studies

- II. **SPECIALIST STRAND*** (subject to change):
1. Chinese Language and Literature
 2. Chinese Language Education
 3. Comparative and Global Studies in Education and Development
 4. Designing Powerful Learning Environments
 5. Early Childhood Education
 6. Education and Society in China
 7. Educational Administration and Management
 8. English Language Education
 9. English Language Studies
 10. Guidance and Counselling
 11. Higher Education
 12. Language Across the Curriculum
 13. Science Education
 14. Teaching Chinese as a Second Language
 15. Teaching Chinese to Non-Chinese Speaking Students
 16. Teaching of Science in an International Context
 17. Youth Studies

(* *Not all specialisms may necessarily be offered every year.*)

Candidates are required to complete a total of 60 credits. The total prescribed work includes self-study, library and field research where appropriate, online work such as forum discussion, e-portfolio production, etc.

I. GENERALIST STRAND

The **Generalist Strand** consists of a core course in educational studies, a research methods course (12 credits), and *either* 6 general elective course plus a project (6 credits each), *or* 4 general elective courses (6 credits each) plus a dissertation (18 credits).

MEDD6014 Methods of research and enquiry (12 credits)

Candidates are provided with a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis. It is a combination of lectures, workshops and seminars in the aspects of research skills training.

Assessment: 100% coursework.

MEDD6751 Educational studies (6 credits)

This module introduces students to four overlapping domains of inquiry. The first domain of inquiry investigates, from a comparative perspective, the major features and current issues in educational systems, focusing particularly in the Hong Kong educational system. The second domain of inquiry examines the ways in which education reinforces, reproduces, or challenges educational inequality by exploring a number of key themes; type and organization of schooling, medium of instruction, shadow education, special educational needs and inclusive education, student background (gender, social and economic status, ethnicity). The third domain consists of the analysis, clarification, and reimagining of the central concepts and assumptions upon which our understanding of education is based drawing on the sociology of education. The fourth domain relates to the impact that different levels of education have on the creation and sustainability of social and economic development, including quality of life and wellbeing.

Assessment: 100% coursework.

MEDD8998 Project (6 credits) (Capstone Experience)

The project consists of independent study and a negotiated assignment, normally between 4,000 and 5,000 words in length, on an approved topic which builds on the candidate's prior studies in education.

Assessment: 100% coursework.

MEDD8999 Dissertation (18 credits) (Capstone Experience)

The dissertation is normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area. Candidates are required to participate in a series of dissertation seminars.

Assessment: 100% coursework.

II. SPECIALIST STRAND

Majority of the specialisms in the **Specialist Strand** consists of a research methods course (12 credits), 4 specialist courses (6 credits each), and *either* 1 elective course (6 credits) plus the dissertation (18 credits), *or* 3 elective courses plus a project (6 credits each).

The exceptions are the specialisms of Chinese Language and Literature, English Language Studies, and Teaching and Learning Chinese Language which do not have the dissertation option. Candidates are required to complete a research methods course (12 credits), 4 specialist courses, 3 specialist elective courses and a project (6 credits each).

MEDD6014 Methods of research and enquiry (12 credits)

Candidates are provided with a systematic introduction to educational research methods, with a particular emphasis on critical reading and understanding of a variety of approaches to research in education, including methods of data collection and analysis. It is a combination of lectures, workshops and seminars in the aspects of research skills training.

Assessment: 100% coursework.

MEDD8998 Project (6 credits) (Capstone Experience)

The project consists of independent study and a negotiated assignment, normally between 4,000 and 5,000 words in length, on an approved topic which builds on the candidate's prior studies in education. Assessment: 100% coursework.

MEDD8999 Dissertation (18 credits) (Capstone Experience)

The dissertation is normally between 12,000 and 20,000 words in length depending on the nature of the study, on an approved topic in the specialist area. Candidates are required to participate in a series of dissertation seminars. The dissertation option is not available for the Chinese Language Literature, the English Language Studies and the Teaching and Learning Chinese Language specialisms. Assessment: 100% coursework.

1. CHINESE LANGUAGE AND LITERATURE 中國語言及文學

It is a coursework and project specialism. It aims to provide teachers of Chinese language and literature with approved subject knowledge training appropriate to the postgraduate level. The specialism focuses in particular on the development of participants' knowledge and pedagogical skills about various aspects of Chinese literature, language, and culture, in particular with a view to equipping participants with the knowledge and expertise necessary for high-level teaching in the Chinese curriculum.

Candidates are required to complete all 4 specialist courses and 3 of the specialist elective courses (6 credits each). Those elective courses, however, may not necessarily be offered every year.

Specialist Courses

MEDD6682 Modern Chinese literature [現代文學] (6 credits)

This course examines in depth high-quality modern Chinese poetry, prose, drama, and fiction of the twentieth century. It aims to explore the meaning of modernity of Chinese literature from literary, social, and political perspectives. It also addresses the development of different genres and literary schools. Participants will read representative works of modern Chinese writers from Mainland China, Taiwan, and Hong Kong. Selected topics related to styles and structures of texts, social and political circumstances, literary theories and thoughts will also be discussed. Assessment: 100% coursework.

MEDD6684 Chinese culture [中國文化] (6 credits)

This course provides an in-depth view of the essence of Chinese culture and focuses on its value systems. Topics include the core concepts in Chinese philosophy, ethics, religion, rituals, fine art, folk art, literature, science, technology, and social structure. Objectives of this course are: (1) Helping students acquire essential cultural knowledge; (2) Acquainting students with the traditional thinking and wisdom of the Chinese people, especially those revealing Confucianism and Taoism; and (3) Facilitating students to reflect on the value systems of Chinese culture. Assessment: 100% coursework.

MEDD6686 Classical Chinese literature [古典文學] (6 credits)

This course provides an in-depth view of the essence of classical Chinese literature. Special emphasis is placed on major classical Chinese genres and their salient styles and schools, including poetry, prose,

fiction, and drama. Students will participate in learning through interactive discussions. Objectives of this course are: (1) Helping students achieve a deep understanding of various classical Chinese genres; (2) acquainting students with the latest trend of study in classical Chinese literature; and (3) developing students' capability of analyzing classical Chinese literature.

Assessment: 100% coursework.

MEDD6689 Chinese fiction and creative writing [小說與創意寫作] (6 credits)

This course integrates the study of fiction with creative writing. Selected works of modern Chinese fiction will be analyzed in terms of narrative theories and techniques such as structure, character, voice, and point of view. More importantly, this course helps students develop their capacity to produce insightful interpretations of what they read. The learning is then reinforced by creative writing. Based on the selected works, students will write their own exercises in various genres to respond to their reading of fiction. Accordingly, students can have thorough understanding of the literary works and can apply this model to their teaching of Chinese.

Assessment: 100% coursework.

Specialist Elective Courses

MEDD6691 Translation literature [翻譯文學] (6 credits)

This course aims at helping students to read systemically literary pieces, which were translated into Chinese. Those works include European, American, and Russian poetry, fiction, and drama. By reading classics of world literature, students are able to: (1) understand the deep meaning of literature, especially the exploration of human nature; (2) appreciate different literary styles, genres, and techniques; (3) learn cultures and values of different countries from various perspectives. The course will introduce the general development of Western literature and help students select appropriate translation versions. Students will discuss the themes, language, and cultural characteristics of the translations through reading aloud, creative drama, and literary journals. Similarities and differences between the translated literary texts and relevant Chinese literary works as well as adapted films will also be analyzed. Students will therefore better understand the nature of literature and develop their critical thinking through comparison.

Assessment: 100% coursework.

MEDD8101 Modern Chinese language and text appreciation [現代漢語與文本賞析] (6 credits)

This course provides an innovative approach to studying language arts and appreciating texts. Topics include Chinese phonology, lexis, semantics, grammar, rhetoric, modern genre of Standard Modern Chinese (SMC), and practical applications of linguistics. Students can employ their knowledge of modern Chinese language in literature, e.g. linguistic stylistics, music in meter of poetry, speech act theory, and lexical cohesion in modern literary texts. This approach of discourse analysis will also be applied to the reading of non-literary texts such as newspaper articles, advertisements, and all kinds of discursive prose.

Assessment: 100% coursework.

MEDD8801 Classical Chinese language and the reading of classical texts [古代漢語與文言作品閱讀] (6 credits)

This course is designed for teachers who teach Chinese language or Chinese literature. It aims to equip students with advanced knowledge of classical Chinese language, which includes etymology, lexis, phonology, and grammar. It enhances students' ability to read classical Chinese, analyze literary texts, and teach Chinese language and literature by addressing Chinese language issues from historical linguistic perspective. The course covers the following topics: (1) Chinese Paleography (文字學), with emphasis on nature, structure and classification of Chinese character, latest development of the studies

of the “Six Classifications” (六書); (2) Classical Chinese phonology (音韻學), with emphasis on changing and evolution of phonetic system from the ancient (Han and pre-Han), medieval (post-Han to Song) to modern (particularly, Putonghua and Cantonese) times; (3) Chinese Etymology (詞源學), with emphasis on semantic change and semantic system of Chinese lexis by etymological studies of lexis; (4) Classical Chinese written grammar (文言語法), with emphasis on typological features of constructions of classical Chinese written grammar; (5) Application of classical Chinese language to the reading of classical texts.

Assessment: 100% coursework.

2. CHINESE LANGUAGE EDUCATION 中國語文教育

This specialism provides teachers, language educators and teacher educators with theoretical knowledge and the latest research developments in Chinese linguistics and language education and enhances their pedagogical skills. This specialism also aims to promote research relevant to language in education in Hong Kong.

MEDD6068 Psycholinguistic aspect of learning and teaching of Chinese language [中國語文教育: 心理語言學觀點] (6 credits)

This course focuses on the psycholinguistic aspect of learning Chinese language. It examines the acquisition of phonology, vocabulary, and syntax, and also explores the processes of comprehension and reading, composing processes, language and thought. Recent development in Chinese psycholinguistic research related to learning and instruction is included. Upon the completion of this course, students should be able to understand the basic principles of psycholinguistics in Chinese; and apply the principles of psycholinguistics to the teaching and research of Chinese.

Assessment: 100% coursework.

MEDD6081 Chinese linguistics: Discourse analysis and Chinese language education [漢語語言學: 話語分析與中國語文教育] (6 credits)

This course aims at introducing latest research development in applying Chinese discourse linguistics in learning and teaching Chinese in Hong Kong and other Chinese community contexts. Topics include phonetics and phonology, semantics and pragmatics, and discourse and genre analysis. Application of discourse linguistic theories in teaching and learning Chinese language as social and cultural phenomenon will be explored. Emphasis will be placed on the knowledge of spoken and written discourse analysis and its application in Chinese language classroom practice. An effective teaching strategy of Reading to Learn (R2L), generated from Systemic Functional Linguistics will be introduced to empower teachers to support all students in their classes to read and write at the levels they need to succeed.

Assessment: 100% coursework.

MEDD6082 The Chinese language curriculum – Development, implementation and evaluation [中國語文課程設置、實施與評鑒] (6 credits)

This course introduces the nature and intention of the Chinese Language curriculum as a mother tongue language. Important concepts on the development, implementation and dissemination of the Chinese Language curriculum will be discussed. Analysis of the similarities and differences between the Chinese Language curriculum developed by different Chinese speaking regions will be conducted. Models of curriculum evaluation and their application and adaptation in evaluating the Chinese Language will be introduced and participant will be given.

Assessment: 100% coursework.

MEDD6083 Chinese language assessment [中國語文評估] (6 credits)

This course introduces important concepts of formative assessment, summative assessment, assessment for learning, assessment of learning, assessment as learning and the relationship between these concepts in the field of Chinese language education. The course also provides practical modes and strategies, including constructing and evaluating language tests, interpretation and applications of test scores, classroom questioning techniques, feedback, peer and self assessment, portfolio building, rubrics design, etc. This course gives practices school-based assessment and qualitative feedback system to focus more on individual students' development progress in learning Chinese language.

Assessment: 100% coursework.

3. COMPARATIVE AND GLOBAL STUDIES IN EDUCATION AND DEVELOPMENT

Comparison is a fundamental tool for all forms of enquiry. When applied to education in an international setting, it assists in identification of factors which shape education systems, processes and outcomes, and instruments for improvement of those systems, processes and outcomes. The comparisons in this specialism will be framed by theories and understandings of the forces of globalisation. These forces bring benefits for many people, but can also have negative dimensions. This specialism will examine experiences through the lens of globalisation, identifying forces of continuity and change and the implications for educators. It will also focus on the nature of development in an international context and on the role of education in the processes of development. This will include analysis of all levels of formal education (early childhood to higher education), and various types of nonformal education. It will include particular reference to UNESCO's evolving Education for All (EFA) objectives in the context of debate about the Sustainable Development Goals (MDGs). The set of specialist courses will also include focus on reform (and non-reform), providing conceptual explanations for what works (and does not work) in different settings and at different periods in history. East Asia provides an instructive arena for such comparison, but the course will also analyse experiences and patterns in other parts of the world.

MEDD6095 Addressing the global-local nexus in education (6 credits)

This course will develop students' understandings of both local and global education policies and practices. Adopting a 'glocalisation' perspective, it will stress a new localism that stands as an act of resistance against globalisation and rootlessness to reclaim the significance of the local in the global age. Drawing on local experiences and phenomena as a source of learning, this course will introduce students to an understanding of education that is conscious of local places to enable them to be inducted into the knowledge and patterns of behaviour associated with responsible community engagement.

Assessment: 100% coursework.

MEDD6097 Themes and approaches in the field of comparative education (6 credits)

This course will introduce students to the history and nature of comparative education as a field of enquiry. It will note the principal dimensions of the field as conventionally defined in the literature on the topic, and will consider some variations in emphasis in scholarly communities and other actors in different parts of the world. The course will also consider the nature and contents of some key vehicles for publishing comparative education research, including journals, books and reports by international agencies. The course will conclude with an overview of the nature and directions of the field.

Assessment: 100% coursework.

MEDD6098 Critical issues in educational reform (6 credits)

This course examines different themes, contexts, and theories regarding educational reform from an international comparative and historical perspective. The course begins with an exploration of the

concepts of policy and reform, aligned with their emergence vis à vis the development of schooling and education. This will be associated to what knowledge is, what knowledge is taught, and where and how it is taught. The main idea underlines that knowledge is not a taken-for-granted matter, but rather an interpreted and constructed phenomenon. A discussion on knowledge as a public and private good emerges to better articulate the discussion on globalization, privatization and choice, which have been at the forefront of educational policy and reform in the past two decades. This sets the foundations to discuss policy design and implementation, and the role of agents in both processes. Issues of educational quality, equity, efficiency, accountability, and planning will be discussed, focusing on many realities across the world.

Assessment: 100% coursework.

MEDD6099 Education for sustainable development (6 credits)

This course examines education for sustainable development (ESD) from a comparative perspective. First, the course raises the question what sustainable development means in practice within economic, environmental, political and cultural domains, and traces the history of the concept. Next, the course considers education for sustainable development within developed and developing contexts. In Hong Kong and many other high-income societies, education for sustainable development is often related to environmental education, but in low-income contexts (especially in Africa and Asia) it commonly refers to education that meets local social needs and is supported at the local level. A gap can sometimes be identified in these latter contexts, between “education for sustainable development” as a global reform concept, versus “sustainable educational development,” from a local perspective. In this course, students will analyse a variety of case studies in education for sustainable development, to understand the ways in which concepts may be developed and applied in a range of contexts.

Assessment: 100% coursework.

4. DESIGNING POWERFUL LEARNING ENVIRONMENTS

The goal of this specialism is intended to provide a strong foundation in the learning sciences for teachers and other educational professionals. The learning sciences focus on the intersection of three aspects of education: (a) theories and evidence about how students learn; (b) educational contexts (e.g. classrooms, museums, tutoring centers); and (c) technologies (in a broad sense—computer-based technologies, but also curriculum materials, and simple materials). The “educational context” in Hong Kong always includes a teaching subject (e.g. Liberal Studies or Biology) and the various elements of 21st century learning promoted by recent curriculum reforms (e.g. learning how to learn, inquiry-based learning, project-based learning). Students will learn to think about learning in all three of these dimensions, and learn to design and evaluate learning environments. The specialism starts with a foundational course to introduce the learning sciences in the first semester, which is followed by a course on learning in the disciplines in Semester 2, which examines specific examples in different teaching subjects. The third course is on knowledge building, the most prominent work in the learning sciences at HKU. Finally, since no serious consideration of learning can be undertaken without becoming critically aware of the role of educational technology, this is addressed by the fourth core course.

MEDD6201 The sciences of learning (6 credits)

This course is foundational to the specialism. We will discuss the origins of the field of the learning sciences, important research on learning (e.g. conceptual change, epistemic change, motivation), and major perspectives, including problem-based learning, argumentation, project-based learning, and collaborative learning.

Assessment: 100% coursework.

MEDD6202 Learning in the disciplines (6 credits)

This course examines learning in the disciplines (school subjects), especially Science, Mathematics, General Studies, and Liberal Studies. The module will be run using a combination of lectures and student-run workshops. The module has 3 overarching aims: (1) Digging into research a sciences of learning focus in the student's own teaching subject; (2) Turning this research into practice; and (3) self-assessing and reflecting on learning relevant to one's own teaching.

Assessment: 100% coursework.

MEDD6203 Learning and teaching with technology (6 credits)

The module aims to provide students with foundation to their understanding of information technology in education through: (1) Exploration of current and emerging technologies and their integration in teaching and learning: learning with and learning from technology, curricular, cross-curricular and extra-curricular integration of technology, teachers' uses of technology tools, students' uses of technology tools, learning management platforms, Web 2 and other emerging tools and paradigms, technology across an educational institution and evaluation of technology implementation. (2) Engagement in practical activities of using technology: engagement in on-line learning activities, presentation of ideas in variety of digital media formats, using modern technology tools and platforms to support teaching and learning, and development of an e-portfolio.

Assessment: 100% coursework.

MEDD7108 Fostering 21st century skills with knowledge building (6 credits)

This course provides a thorough introduction to an educational approach that can be used to address many current requirements of the Hong Kong school curriculum, including learning to learn, inquiry-based learning, reading to learn, assessment for learning, and the use of ICT. We examine the theory as well as current classroom practice, drawing from local and international examples. The course will allow students to explore how to use ICT to support learning and to empower their own students to have more control over the learning process.

Assessment: 100% coursework.

5. EARLY CHILDHOOD EDUCATION

The specialism aims to provide participants with the knowledge, skills, and attitudes to implement high quality and contextually appropriate early childhood education. Specifically, the specialism will help participants acquire scientifically-based knowledge about early childhood development and education, develop a deeper understanding of contextual influences on children's development and learning, and further develop their professional competence in planning, implementing and evaluating programmes of early childhood education and care. Participants will also be encouraged to access to the most recent international knowledge in the field.

MEDD6141 Promoting child development in early childhood education (6 credits)

This course will consider approaches to understanding and facilitating physical, cognitive and socio-emotional development in young children. It will consider influences on social development in early childhood and examine the applications of theories of cognitive and language development in early childhood education. The course will also focus on ways to promote (i) social competence, self-esteem and self-control in the preschool environment; (ii) cognitive development; (iii) the acquisition of pre-reading, writing and mathematical skills; and (iv) second language acquisition.

Assessment: 100% coursework.

MEDD6142 Learning and teaching in early childhood education (6 credits)

This course considers how theoretical approaches and sociocontextual factors have shaped approaches

to early childhood education. Curriculum models adopted in early childhood programmes in different countries will be critically evaluated. The course will also consider (i) curriculum design, planning, implementation and evaluation; and (ii) the influence of recent research and the educational reforms on learning and teaching.

Assessment: 100% coursework.

MEDD6143 Planning, management, evaluation and leadership in early childhood education
(6 credits)

This course provides an overview of how to plan, implement and evaluate early childhood programmes. Specific topics include: the development and review of programmes; financial management; staff development and appraisal; leadership, the development of effective communication strategies for working with other adults; and advocacy for children. Case studies based on the local context will be used throughout the course and the impact of the educational reform on the administration and management of early childhood programmes will also be considered.

Assessment: 100% coursework.

MEDD6144 Contemporary issues in early childhood education (6 credits)

This course considers the critical issues in early childhood education across a broad range of contexts, using multiple methodologies and perspectives including postmodernism and ecological system theories. Most of the contemporary issues in the field, locally, nationally, regionally, and internationally, will be critically evaluated. The course will cover (1) developing, implementing and assessing the early childhood education policies; (2) reconceptualisation of early childhood development and education; and (3) innovations and developmental trends in early childhood education.

Assessment: 100% coursework.

6. EDUCATION AND SOCIETY IN CHINA

This specialism aims to provide participants with sociological theories, contextual knowledge, and analytical skills to understand and analyze educational issues in China. The goal of the specialism is to cultivate in the participants the ability to make critical analysis on the influence of social, cultural, political, and economic forces on education in China. Specifically, participants will learn the four fundamental sociological traditions, acquire a comprehensive knowledge about education in China, and engage in in-depth analysis on one or more focuses issues. The specialism will help students to understand China in the global context and to distinguish the unique Chinese characteristics in its educational development.

MEDD8802 Sociology of education: Classic and contemporary theories (6 credits)

This course examines sociological theories, both classic and contemporary, and places them in an East-West context for the study of educational institutions and systems. The main objective of this course is to provide a disciplinary grounding to students in the sociology of education. The course includes an examination and application of the main sociological concepts in various cultural and social contexts. The ultimate aim is to employ the sociology of education to strengthen conceptual skills for research development of students. Case studies from the lecturer's research in Hong Kong, Mainland China, and other countries in Asia will be used to discuss how to adapt both concepts and methods to policy research in education. In sum, this course offers an overview of the fundamental sociological concepts that can guide the analysis of specific educational issues in China.

Assessment: 100% coursework.

MEDD8803 Contemporary issues in education in China (6 credits)

This course considers the critical issues in education in the Chinese context across a broad range of settings, using multiple methodologies and perspectives including functional, conflict, utilitarian, and interactionist theories. Key contemporary educational issues in China will be critically evaluated in contrast and comparison with international cases. Topics will include but not limited to: educational access and equity, commodification of education, civic education, multiculturalism and globalization. Students will be exposed to a wide range of educational issues in China and pave their path for in-depth study on more focused topics in the second semester.

Assessment: 100% coursework.

MEDD8804 Critical pedagogy: Theories, practices, and challenges (6 credits)

This course is a philosophical and pedagogical exploration of the relationships among oppression, power, society, education, and change. It examines how history, power, economics, and discrimination shape societal perspectives and schooling practices, and considers ways to transform education. The course thus aims to introduce participants to an approach to teaching and learning that is far more than the transmission and mastery of content. The aim of this engaged teaching/learning is to promote the practice of freedom, liberation, justice and community. The course will operate as a learning community with all members embracing the role of teaching and learner and with everyone assuming responsibility for their own learning and the learning of the other members.

Assessment: 100% coursework.

MEDD8805 Multicultural education: China and the world (6 credits)

Multicultural education is not just about exploring various cultures in the classroom. It is also about addressing inequities, stereotypes, and the ways they filter down to our teaching practice.

This course will consider education as a cultural event that engages issues of identity, difference, and power. It will examine several different and sometimes contradictory theories on multicultural education, including social justice education, diversity education, and intercultural education. Policies, practices, and challenges in multicultural education in China will be compared and contrasted with those international experiences. Participants will reflect on and discuss the relationship of culture and identity to knowledge and power. The goal is to develop a vision to create more equitable system for all students.

Assessment: 100% coursework.

7. EDUCATIONAL ADMINISTRATION AND MANAGEMENT

This specialism provides educators with the theoretical background and research capacity to understand and analyse the practice of administration and management in education. It covers: organization and management theories; school-based management, and educational leadership, legal aspects of educational management, and research methodology in educational administration. Other related topics include educational decision and policy making; and quality assurance and accountability in education.

MEDD6192 Educational leadership and school management (6 credits)

This course traces the recent development of leadership theory in education in order to explore what it really means to build an effective school of tomorrow, and what types of leadership would be most adequate for this enormous task. The course has integrated a comparative perspective, and looks into case-studies and findings from Asia Pacific, Australia, Europe and North America. The participants will explore the latest themes in leadership theories and will examine differentials in cultures, values, intelligences, and styles. The course will focus on approaches to school leadership that promote high

quality learning environment and student learning achievement. However, the course will draw on examples from both educational and non-educational settings to relate theories to practice. There will be an opportunity for students to share their own experiences by contributing to group discussions and presentations.

Assessment: 100% coursework.

MEDD6193 Concepts and issues in school based management (6 credits)

This course provides a systematic study of the theory and practice of School-Based Management (SBM), its background and its major features. Within the SBM framework, topics to be covered will include organizational structures, proposed leadership models and leadership training, data on learning outcomes, preferred funding models, models of school planning, implementation and evaluation, and quality assurance. Particular emphases will be placed in the area of staff development and appraisal. Related theories, concepts, skills and strategies will be studied and the relationship between staff development and appraisal, with special reference to the implications for school effectiveness and educational change, will be closely examined.

Assessment: 100% coursework.

MEDD6195 Administrative and organizational theory for educational institutions (6 credits)

This course will trace the evolution of administrative and organizational theories, from classical to contemporary schools of thought, in the context of educational institutions. It will enable students to conceptualize and analyze organizational phenomena from various perspectives, including classical, human resource, systems, political, cultural, critical and postmodern schools of thought. Particular attention will be given to the application of these ideas to leadership and organizational learning, change and effectiveness.

Assessment: 100% coursework.

MEDD7100 Legal aspects of educational administration (6 credits)

The course aims to better equip students with the necessary legal literacy, concepts and reasoning so that they would be able to understand legal aspects of educational administration, to critically examine their relevance and implications for effective running of the school, and to make decisions and perform administrative duties effectively within the confines of the law. The content covers basic legal concepts and system of laws, employment related issues, student rights and discipline, school liabilities and insurance matters, copyright and intellectual properties, administrator's tort liability for negligence, dealing with law enforcing agents, etc.

Assessment: 100% coursework.

8. ENGLISH LANGUAGE EDUCATION

This specialism aims to provide experienced teachers and language specialists with an appropriate theory-based framework within which to understand and investigate issues involved in English language education, in order that they can develop leadership roles in the profession. The specialism focuses on the development of participants' language awareness, with a view to equipping them with the expertise necessary for a critical understanding of approaches to research and development in English language teaching and learning. . The specialism also develops the practical skills needed for school-based classroom research, curriculum development and the implementation of innovations.

MEDD6311 English language curriculum and assessment (6 credits)

This course is concerned with developments in the English Language curriculum, both in the Hong Kong context and also in relation to regional and global trends. The course focuses on processes of curriculum renewal and the implementation of curriculum innovations, and examines assessment as an integral part of the curriculum, along with syllabus and methodology. The main topics covered include: trends in ELT methodology (communicative language teaching, task-based language teaching, the incorporation of literature and language arts); assessment and the curriculum, including washback, formative assessment and school-based assessment. These developments are analysed within a framework of curriculum innovation and educational change. All of these are considered in relation to Hong Kong curriculum reforms, such as the New Senior Secondary curriculum. The course aims to develop participants' understanding of the key developments and innovations in the English Language curriculum, both in the Hong Kong context and also in relation to regional and global trends.

Assessment: 100% coursework.

MEDD6702 Language awareness: Grammar and lexis (6 credits)

This course focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English grammar and lexis and their close interrelationship. Rather than attempting an overview of English grammar and lexis, the course highlights certain key areas for in-depth exploration. The course aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis, since this is seen as essential to their work as English language educators. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching.

Assessment: 100% coursework.

MEDD6703 Second language acquisition (6 credits)

This course aims to develop participants' critical understanding of the key issues in second language acquisition. It seeks to engage them in understanding and reviewing these issues from a range of perspectives including the psycholinguistic, sociocultural and critical aspects. Participants are also required to apply these theoretical perspectives to their own experiences as second language learners and teachers. Both theoretical and pedagogical issues will be addressed through an analysis of authentic evidence of second language learning reported locally and internationally. Participants will also be introduced to current debates in the field, in particular the influence of first language and culture, the relationship between language and cognition, as well as the role of input, instruction, interaction, motivation and learning strategies in second and bilingual language development. The course will also address the broader socio-political context of second language learning and language policy development in Hong Kong and internationally, including such controversial questions as "native" speakerhood, use of the mother tongue in second language learning, and medium of instruction.

Assessment: 100% coursework.

MEDD6709 An introduction to sociolinguistics (6 credits)

This course provides opportunities for candidates to explore the relationships between language, education and society. It addresses a variety of topics including social and regional diversity within a language, multilingualism, language shift and maintenance, the rise of English as a global lingua franca, language planning, choice of a language as medium of instruction, as well as language and identity. The course aims to help candidates to develop an understanding of basic concepts in sociolinguistics; a critical understanding of the roles of language in society and education; a critical awareness of professional challenges resulting from shifting sociolinguistic conditions.

Assessment: 100% coursework.

9. ENGLISH LANGUAGE STUDIES

The specialism aims to provide English language teachers with approved subject knowledge training appropriate to the postgraduate level. The specialism focuses in particular on the development of participants' knowledge about various aspects of the English language system, including phonology, grammar, lexis and discourse, as well as second language acquisition and literature and language arts in English, with a view to equipping participants with the knowledge and expertise necessary for high-level teaching in the English language field.

Candidates are required to complete all 4 specialist courses and 3 of the specialist elective courses. Those elective courses, however, may not necessarily be offered every year.

Specialist Courses

MEDD6701 Phonetics and phonology for English language teaching (6 credits)

This course introduces students to aspects of the English sound system most relevant to the teaching of English as a second language. It includes a systematic analysis of the features of the English phonological system, and how they are acquired and used in bilingual and multilingual contexts. Topics include the articulatory and auditory aspects of the English speech sounds and sound system covering both segmental and supra-segmental features, phonological rules and phonemic representations, phonological processes underlying speech acquisition and production, key differences between English and Cantonese phonology, and the phonology of English as an International Language. In addition, the role of phonology in interactional and strategic aspects of oral and written communication, and broader sociocultural issues concerning the pronunciation and accents of English language teachers will be examined. Pronunciation pedagogy and theory is explored with a particular focus on teaching pronunciation and phonological awareness in Hong Kong English language classrooms. Assessment: 100% coursework.

MEDD6702 Language awareness: Grammar and lexis (6 credits)

This course focuses on the interface between teachers' knowledge about language (specifically grammar and lexis) and their pedagogical practice. It is concerned with descriptions of English grammar and lexis and their close interrelationship. Rather than attempting an overview of English grammar and lexis, the course highlights certain key areas for in-depth exploration. The course aims to act as a catalyst to promote improvement in participants' knowledge about grammar and lexis, since this is seen as essential to their work as English language educators. At the same time, it invites participants to consider the impact of their knowledge about grammar and lexis on the decisions they make and the strategies they employ in their teaching. Assessment: 100% coursework.

MEDD6703 Second language acquisition (6 credits)

This course aims to develop participants' critical understanding of the key issues in second language acquisition. It seeks to engage them in understanding and reviewing these issues from a range of perspectives including the psycholinguistic, sociocultural and critical aspects. Participants are also required to apply these theoretical perspectives to their own experiences as second language learners and teachers. Both theoretical and pedagogical issues will be addressed through an analysis of authentic evidence of second language learning reported locally and internationally. Participants will also be introduced to current debates in the field, in particular the influence of first language and culture, the relationship between language and cognition, as well as the role of input, instruction, interaction, motivation and learning strategies in second and bilingual language development. The course will also address the broader socio-political context of second language learning and language policy development in Hong Kong and internationally, including such controversial questions as "native"

speakerhood, use of the mother tongue in second language learning, and medium of instruction.
Assessment: 100% coursework.

MEDD6709 An introduction to sociolinguistics (6 credits)

This course provides opportunities for candidates to explore the relationships between language, education and society. It addresses a variety of topics including social and regional diversity within a language, multilingualism, language shift and maintenance, the rise of English as a global lingua franca, language planning, choice of a language as medium of instruction, as well as language and identity. The course aims to help candidates to develop an understanding of basic concepts in sociolinguistics; a critical understanding of the roles of language in society and education; a critical awareness of professional challenges resulting from shifting sociolinguistic conditions.
Assessment: 100% coursework.

Specialist Elective Courses

MEDD6704 Literature and language arts in English (6 credits)

This course focuses on the role of literature in the English Language/Language Arts curriculum and the issues related to using literature in the language classroom, including stories for children and adolescents. It also examines different literary genres (poetry, prose and drama) and the literary techniques associated with them and addresses the texts of mass media, film, hypertexts and hypermedia. It uses stylistic techniques to examine the way language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature. The course aims to help students to develop an awareness of importance of creativity in English language learning and teaching and an understanding of the role of literature and the language arts in the language curriculum in different learning contexts. It also seeks to develop students' understanding and appreciation of different literary genres (poetry, prose and drama) and the literary techniques associated with these as well as developing their understanding of issues relating to teaching language through literature including the design and evaluation of teaching materials, and cross cultural issues.
Assessment: 100% coursework.

MEDD6705 Written discourse (6 credits)

This course draws upon text-linguistic and genre-based approaches to inform the analysis, teaching and learning of written discourse in English language education. A range of topics will be covered, including: grammatical and lexical cohesion, coherence, text structure awareness, the analysis and teaching of various genres (narrative, informational, and promotional), genre-based pedagogy, and critical reading of written texts. Through discussion of assigned readings, hands-on analysis of written texts, and other learning activities, students are expected to develop analytical and practical skills which will inform their teaching of English reading and writing in schools.
Assessment: 100% coursework.

MEDD6706 Spoken discourse analysis (6 credits)

This course aims at increasing students' understanding of how spoken language is used to communicate meaning in different contexts. It introduces students to some of the main approaches to the description and analysis of spoken discourse; it provides opportunities for participants to analyze naturally occurring data using the analytical methods introduced. The course also seeks to relate theory with practice in the classroom, although it is not a course in language teaching methodology. Participants will explore how insights developed from the analysis of spoken discourse data can inform English language teaching. After completing the course, students should be able to: (1) understand how people make meaning and get things done through language in context; (2) use a variety of approaches to describe and analyze spoken discourse with reference to meaning and use; and (3) assess and appreciate the relevance of the study of spoken discourse for English language teaching.
Assessment: 100% coursework.

MEDD6707 Reading in English as a second language (6 credits)

This course focuses on the knowledge and skills involved in the teaching and learning of ESL reading. Topics include reading as skills and strategies, top-down versus bottom-up processing, links between first and second language literacy skills; issues in vocabulary learning, and innovative teaching practices (e.g., strategy-oriented mini-lessons, and using inactive read-alouds). In the context of learning English as a second or foreign language, this course aims to develop in the course participants: (1) An understanding of the related theory and principles in ESL reading; (2) A critical understanding of existing practices in teaching ESL reading and knowledge of innovative practices; and (3) An interest in developing a possible topic for further investigation.

Assessment: 100% coursework.

10. GUIDANCE AND COUNSELLING

The MEd (Guidance and Counselling) is a graduate professional specialism designed for administrators, teachers, student affairs professionals, and guidance personnel concerned with various aspects of educational guidance, career education and counselling in schools and similar settings. The specialism is based upon the belief that personal-social, academic and career development is essential for all school students. This specialism is based on the ‘systems approach’ as a conceptual framework, and addresses approaches that schools may employ in strengthening Domain Three—Student Support and School Ethos. Awareness of the overall framework will assist in school self-evaluation and external school review. The specialism provides not only the theoretical framework but also practical strategies for organizing and implementing guidance activities that foster students’ whole-person development. This specialism addresses the competencies teachers are required to display in the Dimension “Pastoral Care for Students” as an important aspect of their continuing professional development (ACTEQ, 2003).

This specialism addresses participants’ development of key competencies necessary for implementing comprehensive guidance and career education programmes in educational settings. The participants in this specialism will be encouraged to reflect on their own practices and strategies in guidance and counselling, which in turn can contribute to the building of a comprehensive guidance system. The aim is to develop their ability to find creative solutions to various critical issues in student development in Asian cultural contexts. Attention will be given to designing and implementing a guidance curriculum, the provision of career-related activities, and the development of policy and support related to student guidance, student affairs, career education and counselling. The specialism places emphasis on the delivery of student guidance as a whole-school approach, with strategies and skills pertinent to guidance, counselling, and discipline. It covers: mastery of individual and group counselling skills to support students, parents and teachers; guidance strategies for fostering students’ personal, social, career and talent development; supporting students in distress; and crisis intervention.

MEDD6248 Theories and practices in counselling and group guidance (6 credits)

This course will examine theories and practices in counselling and group guidance in schools. The content will include the following topics: counselling in a school setting; helping process and skills; theoretical approaches to counselling; beginning and developing a counselling relationship; career counselling; assessment, measurement and appraisal in counselling; ethical issues in counselling; theories of group guidance and their implementation in schools; group leadership skills; peer counselling; life skills and leadership training; skills in large-group guidance in the classroom and beyond. Selected case studies of counselling and group guidance in local educational settings will be examined. The course can be relevant to all administrators, teachers and guidance personnel who would like to apply counselling skills in their coaching, teaching and guidance activities.

Assessment: 100% coursework.

MEDD7038 Counselling, career education and talent development in schools (6 credits)

This course will compare theories and practices of counselling, career education and talent development programmes in schools in Hong Kong and other parts of the world. Topics will include: life career perspective; comprehensive school guidance and counselling program; identification of students for talent development programmes; assessment of life career and talent development; individual development planning; student advisory and mentorship schemes; theories of career development; career awareness among children; career exploration among adolescents; career decision making among senior secondary school students and college students; career development of talented students and students with special needs; talent development in schools; theories of talent development; career counselling of the exceptionally gifted; family influences; multicultural perspective; gender issues; life-wide learning; career-related experiences; services learning; programme evaluation and enhancement. The course is relevant to all teachers and guidance personnel who wish to enhance students' career and talent development through subject teaching and co-curricular activities. Case studies of good practice in Hong Kong and elsewhere will be introduced. Course participants are expected to work in collaborative learning groups to integrate practices and theories. Assessment: 100% coursework.

MEDD8601 Comprehensive guidance and positive youth development: A whole-school approach (6 credits)

This course will provide an introduction to the theoretical framework of guidance as a whole-school approach, comprehensive guidance, and positive youth development. The whole-school approach will be discussed in the context of school policy formulation, system development, and support measures for preventive, developmental, and responsive services for students. The course will consider theoretical and practical bases for designing and implementing comprehensive guidance and counselling programmes to be used in individual, group, and systemic contexts. Practices and research in using positive youth development approach to guidance will be introduced. Relevant good practice in Hong Kong school settings will be shared. The course can be relevant to all administrators, teachers and guidance personnel. Course participants are expected to work individually and in collaborative learning groups to integrate practices and theories. . Assessment: 100% coursework.

MEDD8602 Practicum in counselling and group guidance (6 credits)

The supervised practicum provides students with the opportunity to practise and receive regular supervision, as well as developing professional competencies in specific contexts. All students are required to complete an individualized practicum in counselling and group guidance in a school, or at an approved agency/organization. Students will receive group and individual supervisions. To pass this course, students must demonstrate competency in counselling within a range of presenting issues, and demonstrate critical reflection on knowledge of theory and issues related to counselling practice and supervision. Assessment: 100% coursework.

Specialist Elective Course

MEDD8678 Counselling process, ethics and skills (6 credits)

This course will introduce students to the basic processes, ethics and skills of counselling applicable in schools or other educational settings. Knowledge and understanding of how a counselling relationship develops over time (process) will be focused on and facilitated within a workshop style delivery. Personal development of the course participants will be encouraged through many opportunities to observe, practice skills and reflect on personal interaction and process. Topics will include skills for engaging student, assessment, goal setting and action planning, ethics in counselling, skills for developing helping relationship, skills in managing crisis, and skills for ending the counselling

relationship. The course is relevant to all teachers and guidance personnel who wish to enhance their counselling competencies. Participants are expected to engage actively in experiential learning activities and reflection.

Assessment: 100% coursework.

11. HIGHER EDUCATION

This specialism will aim at developing theoretical and practical competences in the following four areas: (1) Globalization and higher education; (2) Policy analysis; (3) Organizational change; and (4) Academic roles and responsibilities. The conceptual framework in this course is built on theories and practices developed by the international inquiries in the field of higher education over the last decades and focuses on the most current ideas spearheaded by the processes of globalization, internationalization, cross-cultural interactivity, academic freedom, institutional autonomy, problem-based learning, quality assurance, access and equity, and others. The field engages an interdisciplinary perspective with major contributions from sociology, economics, political science, administrative studies, and comparative education. The specialism explores policy, management, curriculum development, teaching and learning issues developed and mitigated by various stakeholders in higher education: i.e. international agencies, national governments, funding bodies, academic associations, universities, polytechnics, community colleges, liberal arts colleges, research centers, academic health science centers, branch campuses, joint educational ventures as well as individual households. Special attention is given to the roles played by flagship universities in stimulating excellence standards and urging reforms in higher education systems across various jurisdictions.

MEDD6341 Globalization and higher education (6 credits)

The concept of globalization has been taken as a salient feature of our times. Within a context of intensified globalization, universities worldwide now encounter far greater challenges, and are subjected to an unprecedented level of external scrutiny. The change in governance ideology in the higher education sector has altered the way in which universities are managed. Higher education institutions everywhere are subject to global trends that link higher education systems globally, with the potential for creating severe problems for higher education in smaller or poorer nations in a world divided into centers and peripheries, and leading to exacerbated dramatic inequalities among the world's universities. This course will provide critical analysis of major policy issues including the growing commercialization of higher education and the values of the marketplace, the increasingly freely traded 'knowledge products' in the international marketplace, and the erosion of the university as an intellectual institution.

Assessment: 100% coursework.

MEDD6346 Organizational theories and strategies in higher education (6 credits)

Organizational frameworks in higher education are different from those in businesses, governmental institutions or civic organizations. Strategic planning, key performance indicators and funding schemes differ across academic divisions. The university governance is driven by multi-layered coordination of executive, legislative, consultative and evaluative structures and mechanisms that are increasingly challenged by competition for resources and scientific impact. This course examines how the organizational structures emerged and transformed in the process of moving from elite to mass higher education contexts. The students will study organizational theories and strategies to understand the growing interdependencies among governance, finance, infrastructures, epistemic norms and organizational culture in universities and colleges. The proposed module aims at: (i) fostering strategic thinking for organizational development; (ii) conducting critical analysis of management and planning approaches in public and private higher education institutions; (iii) shaping skills in facilitative and integrative transformative frameworks. The students will examine key tensions between centralized and decentralized approaches, open and closed systems, structuralism and creativity, contingency and sustainability, diffusion and connectivity – while drawing on institutional strategic plans.

Assessment: 100% coursework.

MEDD6347 Comparative higher education policy studies (6 credits)

This course examines key themes and issues in comparative higher education policy studies including (a) system design; (b) access and equity, (c) quality assurance and accountability, (d) privatization and financing, (e) teaching, learning and student experience; (f) knowledge development, critical inquiry and innovation; (g) ITC and distance learning; (h) autonomy, governance and management. Students will have opportunity to develop policy analysis skills by examining trends and problems in these areas in various jurisdictions: e.g., Canada, China, EU, the former Soviet Union republics, UK and USA. The students will be learning by doing comparative research that engages a multi-stakeholder analysis of at least two systems, two universities, and life-stories of academics and students from those jurisdictions and institutions.

Assessment: 100% coursework.

MEDD6348 Higher education leadership (6 credits)

This course traces the recent development of leadership theory in higher education in order to explore what it really means to create and lead an effective academic team, research center, academic department, college, or university. The course examines the types of leadership that have been practiced in various academic institutions. The course pays a particular attention to the role of leadership in changing academic profession. The course has integrated a comparative perspective, and looks into case-studies and findings from universities in China, Australia, Europe and North America. The participants will explore differentials in cultures, values, intelligences, and styles of leadership across those contexts. The course will help students with various leadership experiences understand how a knowledge-driven institution engages various levels of responsibility and creates opportunities for shared visions, missions, and outcomes. This course draws on examples from both educational and non-educational settings to relate theories to practice in higher education, and indicate how leadership in higher education differs from those at other levels of education (e.g., early childhood, primary or secondary). Students will develop their own leadership profiles and will have an opportunity to share their own experiences by contributing to group discussions and presentations.

Assessment: 100% coursework.

12. LANGUAGE ACROSS THE CURRICULUM

This specialism is designed for content teachers who are directly involved in English medium (EMI) teaching as well as English language teachers who are involved in supporting EMI content teaching in their schools. It aims to provide both content and language teachers with the linguistic principles and knowledge to develop and implement language across the curriculum (LAC) initiatives in their schools to improve both English academic literacy instruction and EMI content instruction.

MEDD6316 Academic literacy in science and mathematics (6 credits)

This course focuses on raising both content teachers and English teachers' academic language awareness. Specifically it aims to introduce teachers to the different kinds of academic genres (text types) specific to the disciplines of science and mathematics. The grammatical and lexical features specific to these academic text types are systematically analysed. The ultimate aim is to equip teachers and educators with the knowledge and skills to identify and describe the different kinds of language demands and cognitive demands of the academic texts and tasks in the disciplines of sciences and mathematics and to develop and design language support to assist their students to learn academic content in English.

Assessment: 100% coursework.

MEDD6317 Academic literacy in the social sciences and humanities (6 credits)

This course focuses on raising both content teachers and English teachers' academic language awareness. Specifically it aims to introduce teachers to the different kinds of academic text types

specific to the social sciences and humanities. The grammatical and lexical features specific to these academic text types are systematically analysed. The ultimate aim is to equip teachers and educators with the knowledge and skills to identify and describe the different kinds of language demands of the academic tasks in the social sciences and humanities, and to develop and design language support to assist their students to learn academic content in English.

Assessment: 100% coursework.

MEDD6318 Bridging pedagogy in school-based language across the curriculum (6 credits)

This course focuses on introducing the principles and practice of bridging pedagogical approaches that are designed to assist ESL/EFL learners to acquire the kind of academic literacy required of different academic disciplines. Specifically it aims to introduce to both content and language teachers the principles and practice of sociocultural scaffolding by making use of multi-media and multimodal resources and a range of linguistic bridging strategies.

Assessment: 100% coursework.

MEDD6319 Principles and practice of language across the curriculum (6 credits)

This course focuses on introducing the principles and practice of LAC. It covers the historical development of the field by discussing the principles and practice of different related approaches including: content-based instruction (CBI), and content and language integrated learning (CLIL). The different contexts in which these different approaches have developed will also be discussed with a view to adapting them to different new pedagogical contexts.

Assessment: 100% coursework.

13. SCIENCE EDUCATION

This specialism is to develop teachers' understanding of various issues and worldwide trends in science education so as to enable them to contribute more effectively towards initiating, designing, implementing and innovating through science education in Hong Kong or worldwide.

MEDD6466 Science curriculum and assessment (6 credits)

This course discusses the history of the science curriculum and the long-running debate between science education as preparation for professional practice and science education for all. Current science curriculum initiatives overseas and forces shaping the science curriculum in Hong Kong will be examined. Consideration relating to a smooth transition within science education through different learning stages and the move towards greater integration between various science disciplines will be discussed. Philosophies underpinning movements such as STSE, and Scientific Literacy will be examined. Assessment in science education will also be examined in the contexts of assessing learning in public examinations and international comparative studies such as the TIMSS and PISA.

Assessment: 100% coursework.

MEDD6467 Teaching and learning in science (6 credits)

This course gives an overview of theories and research on the teaching and learning of science. It begins with an overview of student common difficulties in learning science. Finding in children's understanding of science over the school years will be considered in light of a range of learning theories. Issues relating to approaches to teaching science including use of analogies, diagrams, modelling and mental visualization will be discussed. In addition, examples of investigation of teachers' pedagogical content knowledge, beliefs, professional noticing, assessment related to the teaching and learning of science will be discussed.

Assessment: 100% coursework.

MEDD6469 Trends and issues of science education (6 credits)

This course examines major trends and issues in science education with particular reference to the following issues: gender, sociocultural perspective, language issues (teaching science to second language learners, language across the curriculum), nature of talk through different theoretical perspectives (between teacher and students, between students and students), learning progression of key scientific ideas at different levels of study, attitude towards science and school science, transition between primary and secondary school science (in terms of, e.g., language and conceptual demands). It also examines the role of mobile digital technology in shaping the goals and means of developing science instructions and building learning environments.

Assessment: 100% coursework.

MEDD8644 Assessment in science education (6 credits)

This course considers the importance of assessment for learning and quality assessment of learning in science. A wide range of strategies, such as questioning, practical work, scientific inquiry, for probing and building student conceptual understanding, skills and attitude in doing science, will be discussed. Assessment literacy related to setting of assessment items and assessment rubrics will be discussed.

Assessment: 100% coursework.

14. TEACHING CHINESE AS A SECOND LANGUAGE 中文第二語言教學

This specialism is designed for researchers, educators and pre-service or in-service Chinese language teachers in primary or secondary schools, especially those from direct subsidy scheme schools, mainstream schools and international schools, which receive students from ethnic minority communities and non-Chinese speaking students, who want to excel themselves to research and teach Chinese in local as well as various global contexts, including teaching Chinese as a second or foreign language, teaching Chinese to children with individual needs, e.g. ethnic minority children in Hong Kong. The programme caters for practitioners in the teaching of Chinese as a second language curriculum in Hong Kong, making reference to the teaching of other curriculum, such as IB, GCSE, AP etc.

MEDD6051 Teaching Chinese language in international contexts [對外漢語教學] (6 credits)

The course provides a general overview of the major topics relating to second/foreign language education, focusing on the theory and pedagogy of teaching Chinese as a second/foreign language in the international contexts. It presents an overview of second language acquisition theories and second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the course provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curriculum, such as IB, AP, GCSE curriculum, including an analysis of the curriculum design, teaching methodologies, learners and learning resources, course assessment guidelines required for those curricula. It aims to help teachers make Chinese language teaching and learning maximally effective in Hong Kong and international contexts through an understanding of sound principles of language teaching and learning. In this course, we will begin with a brief overview of how people learn and how people learn a language grounded in cognitive and sociocultural approaches. Language teaching methods will be followed by focusing on specific skills such as oral and written communication modalities, as well as how to create learner-centered environments to foster independent and collaborative learning. We will then look at language teaching specifically from aspects of learning environment design, instruction, assessment and classroom management. The course aims to provide students with an understanding of issues related to teaching Chinese in the international context through: (1) Exploring second language acquisition theories and pedagogies; (2) Examining international curriculums such as IB, GCSE, AP; and (3) Discussing issues related to designing and managing Chinese language learning and teaching

experience.

Assessment: 100% coursework.

MEDD6052 Chinese (L2) assessment and reporting [中文第二語言教學評估與報告] (6 credits)

This course focuses on the integral role of assessment and reporting for L2 Chinese learning and teaching in the international/IB school context. It will provide an overview of norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning. It will also introduce a range of assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning. The course aims to develop participants' theoretical and practical understanding of the principles of assessment of L2 Chinese learning, with an emphasis on assessment as a tool to promote student learning and support diverse learning needs. The course is expected to achieve the following objectives: (1) To enhance students' understanding of the integral role of assessment and reporting for L2 Chinese learning and teaching; (2) To understand the key assessment and reporting requirements of the IB Programme; (3) To keep students up to date with the latest development of assessment and reporting in the field of teaching Chinese as a second language; (4) To enable students to develop effective assessment strategies and reporting mechanisms for learners of different age groups and learning objectives.

Assessment: 100% coursework.

MEDD6054 Chinese (L2) school-based curriculum design [中文第二語言校本課程設計] (6 credits)

This course provides Chinese (L2) teachers with a systematic framework for Chinese school-based curriculum design. The course includes individual and collaborative lesson-planning, and the development of lesson study skills. Students will be introduced to curriculum ideology and curriculum design theories, and the philosophical underpinnings of IB curriculum and implications thereof on IB Chinese curriculum design. Students will be guided on designing Chinese school-based curriculum using backward design and concept-based curriculum and teaching principles. The module has the following objectives in mind: (1) To equip students with the theoretical background about curriculum design and implementation; (2) To familiarize students with current foreign language curriculum design frameworks and model; (3) To engage students in discussions about issues related to curriculum design and implementation; (4) To guide students through the process of designing, implementation and revising language curriculum; (5) To provide students with the opportunities to practice the curriculum design-implementation-revision cycle.

Assessment: 100% coursework.

MEDD6055 Research and teaching practice in second language classrooms [中文第二語言教學研究與實踐] (6 credits)

In order to integrate knowledge with real school experience, this course provides opportunity for students with experience in the real second language classroom aside from getting to understand the theories on second language teaching and learning. The aim is to familiarize students with day-to-day teaching practice at international schools in Hong Kong, by engaging students in actual teaching at international schools in Hong Kong, to identify and tackle students' learning difficulties. This course will be a strong theoretical and practical emphasis on the development of students' research and teaching ability on Chinese L2 teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students' learning difficulty; using appropriate theories to analyze it; design and conduct a small-scale action research with the application of suitable teaching strategies to deal with the identified learning difficulties. The student-teachers will conduct classroom observation, and compile a self-directed portfolio based on data collected and experience encountered in their action research. This portfolio contains a journal, lesson plans and teaching materials developed

by the student-teachers during the practicum, self-reflections on lessons taught and feedback from the students. The module aims to provide students with an understanding of research methodology, and how to use educational research to support day-to-day teaching practice of Chinese as a second language: (1) Identify major issues and problems in day-to-day teaching practice of Chinese as a second language classrooms; (2) Demonstrate the ability to write a small-scale action research proposal with theoretical basis and application of pedagogies, to resolve identified major issues and problems in teaching of Chinese as a second language classrooms; (3) Demonstrate the ability to conduct research project, self-reflective practice and to report the research findings.

Assessment: 100% coursework.

Specialist Elective Course

MEDD7104 Integrating IB philosophy into Chinese language teaching (6 credits)

This elective includes an in-depth exploration into how to integrate IB DP philosophy in curriculum design, teaching and learning, assessment and research. Students will be guided on designing and refining Chinese language curriculum that reflects the overall IB DP philosophy and learner profile and at the same time aligns with the Chinese language curriculum guides. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore TOK, CAS and Extended Essay and Chinese language education. Furthermore, the module will also enhance students' understanding on how to reflect IB philosophy and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this module, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction.

Assessment: 100% coursework.

15. TEACHING CHINESE TO NON-CHINESE SPEAKING STUDENTS 非華語學生中文教學

This specialism is designed for in-service Chinese language teachers who are teaching or will teach Chinese to Non-Chinese Speaking (NCS) students in local public schools, Direct Subsidy Scheme schools and private schools which are offering local curriculum and receiving students from ethnic minority communities, namely those who came from Pakistan, India, Nepal, the Philippines, etc. This specialism aims at equipping teachers with the necessary research and pedagogical theories of second language teaching and learning as well as enhancing teachers' inter-cultural understanding, focusing on helping teachers cope with the practical pedagogical challenges of teaching Non-Chinese speaking students.

MEDD8191 Second language acquisition and second language learning [第二語言習得與第二語言學習] (6 credits)

The course provides a general overview of theories of second language acquisition and second language learning, including Critical Period Hypothesis, Contrastive Analysis, Input Hypothesis, Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency, Inter-Linguistics Transfer, Intra-Linguistics Transfer and Cultural Transfer, Interlanguage, etc. This course will begin with a brief overview of how people learn a second language grounded in cognitive and sociocultural approaches. It will also explore issues and problems related to second language acquisition and learning, as well as the relationship between theories and classroom practice. It aims to help teachers make Chinese language teaching and learning maximally effective to NCS students in Hong Kong multi-cultural context through an understanding of sound principles of second language acquisition and learning. The module aims to provide school teachers with an understanding of issues related to teaching Chinese to NCS students in the multi-cultural context through: (1) Exploring second language

acquisition theories and learning; (2) Examining issues and problems of second language acquisition and learning in Hong Kong context; (3) Discussing issues related to designing and managing Chinese language learning and teaching experience.

Assessment: 100% coursework.

MEDD8192 Inter-cultural communication and learning [跨文化交流與語言學習] (6 credits)

The course provides Chinese language teachers of local NCS students with theoretical and practical understanding of multiculturalism and inter-cultural communication in Chinese language teaching and learning. It will present an overview of underpinning theories of multicultural education and intercultural communication competence. The course will discuss the learning style of students from various cultural backgrounds, and how can the theories be applied in the local Hong Kong context to meet the learning needs in a multicultural classroom. Participants will be guided on designing and refining Chinese language curriculum, learning materials and teaching pedagogies that reflect the awareness of multiculturalism and at the same time aligns with the mainstream or GCSE/GCE Chinese language syllabi. Moreover the course will engage the participants to explore the history, language, culture and identity of major ethnic groups (both Chinese and non-Chinese) in Hong Kong, the impact of multiculturalism on Hong Kong society and the role of educators in the transformation towards a multicultural society. The module aims to provide participants with insight of inter-cultural communication competence, and its implementation in teaching Chinese language to classes with NCS students. The module is expected to archive the following objectives: (1) To promote multicultural understanding and effective inter-cultural communication in Chinese language classes with NCS students; (2) To engage the participants in discussions about inter-cultural issues in the teaching of Chinese language to classes with NCS students; (3) To facilitate the participants with the ability to integrate multicultural elements in the planning of Chinese language curriculum and learning activities. Assessment: 100% coursework.

MEDD8193 Second language Chinese pedagogy in Hong Kong's multi-cultural context [中文作為第二語言教學方法論] (6 credits)

The course provides a general overview of the major topics relating to teaching Chinese to NCS students, focusing on the pedagogy of teaching Chinese as a second/foreign language in Hong Kong multicultural context. It presents an overview of second language pedagogy, and explores the issues around designing and supporting second language and culture learning experience in the classroom. Moreover, the course provides an overview of various levels of local curriculum in Hong Kong and international standards such as ACTFL standards and CEFR frameworks, making reference to the teaching of other curricula such as GCSE, GCE etc., including an analysis of the curriculum design, teaching methodologies, learners and learning resources required for those curricula. This course will also focus on the role of assessment for NCS students' Chinese learning and teaching in local school context, and how to make use of assessment to inform teaching. It aims to help teachers make Chinese language teaching and learning maximally effective to NCS students in the multi-cultural context of Hong Kong through an understanding of sound principles of language teaching and learning and intercultural understanding as pedagogy. The module aims to provide school teachers with an understanding of issues related to teaching Chinese to NCS students in the multi-cultural context through: (1) Examining issues and problems of teaching and learning of Chinese as a second language; (2) Discussing issues related to designing and managing Chinese language learning and teaching experience; (3) Applying appropriate pedagogy to address the issues and problems identified by the participants in their own teaching context.

Assessment: 100% coursework.

MEDD8194 School-based curriculum design for teaching Chinese to non-Chinese speaking students [中文作為第二語言校本課程設計] (6 credits)

This course provides Chinese (L2) teachers with a systematic framework for school-based Chinese language curriculum design especially for NCS students. The course includes catering NCS students' learning diversity by setting differentiated teaching objectives; skills to develop, revise and differentiate school-based teaching materials; cultivating multicultural classroom atmosphere by organizing different learning activities; using various diagnostic tests to inform teaching, individual and collaborative lesson-planning. Students will be introduced to curriculum ideology and curriculum design theories, and the philosophical underpinnings of adapting local curriculum to meet the needs of NCS students. School teachers will be guided on designing school-based Chinese language curriculum using various theories and approaches, such as backward design, concept of differentiation, integrated curriculum. The module aims to develop participants' understanding of the principles of curriculum development, its implementation in the teaching and learning of Chinese as a second language, with an emphasis on catering for NCS students' diverse learning needs. The module is expected to achieve the following objectives: (1) To equip participants with the theoretical background about curriculum design to adapt local curriculum to meet the diverse learning needs of NCS students; (2) To familiarize participants with current foreign language curriculum design frameworks and models; (3) To engage participants in discussions about issues and problems related to school-based Chinese as a second language curriculum design and implementation for NCS students; (4) To guide participants through the process of designing, implementation and revising a school-based Chinese language curriculum for NCS students; (5) To build up participants with the concept and ability to design differentiated teaching objectives, to develop, revise and differentiate school-based teaching materials so as to cater for NCS students' diverse learning needs; (6) To provide participants the opportunities to design various learning activities which help to cultivate multicultural classroom atmosphere; (7) To provide participants with the opportunities to practice the curriculum design-implementation-revision cycle.

Assessment: 100% coursework.

Specialist Elective Courses

MEDD8670 Technology and teaching Chinese as a second language for non-Chinese speaking students in Hong Kong (科技與香港非華語學生中文二語教學) (6 credits)

This elective aims at providing students with principles of using technology in Chinese language teaching and learning for Non-Chinese Speaking (NCS) students in Hong Kong local schools, as well as its application, with consideration of general socio-economic and linguistic factors of local NCS population. The elective will also explore how information technology can help Chinese language teachers to develop teaching strategy for NCS students. With reference to the Strategy Plans on Information Technology in Education and the Chinese Language Curriculum Second Language Learning Framework, both issued by the Education Bureau, it is also the aim of this elective to investigate different levels of using technology in learning Chinese language, from using technology as information container, to technology as innovative learning and thinking tool for enabling paradigm shift in teaching and learning.

Assessment: 100% coursework.

MEDD8677 Structure of modern Chinese for teaching non-Chinese speaking students in Hong Kong (面向香港非華語學生教學的現代漢語結構) (6 credits)

This course will study the structure of both standard modern written Chinese and spoken Cantonese for the teaching and learning of Chinese as a second language for non-Chinese speaking students in Hong Kong, from a contrastive viewpoint between written Chinese and spoken Cantonese, as well as between written Chinese and English. While the contrastive analysis will focus mainly on syntax, knowledge on morphology and phonology will also be mentioned. Based on this, the module will go further to discuss

some implication of contrastive research for teaching Chinese to non-Chinese speaking students in Hong Kong. This module will not investigate the structure of written Chinese and spoken Cantonese systematically, but, with the help of question or problem driven methods, students will be guided to pay more attention to the crossing linguistic influence in teaching written Chinese and spoken Cantonese as second languages. And, by this way, students' competency of teaching and research Chinese as a second language in multi-linguistic context will be enhanced.

Assessment: 100% coursework.

16. TEACHING OF SCIENCE IN AN INTERNATIONAL CONTEXT

This course is designed for researchers, educators and pre-service or in-service Science teachers in primary or secondary schools, especially those from direct subsidy scheme schools, mainstream schools and international schools, who want to excel in research and teaching of Science in local as well as various global contexts. The programme caters for practitioners in the teaching of the science curriculum in Hong Kong, making reference to the teaching of other curricula, such as the International Baccalaureate (IB), GCSE etc.

MEDD6381 Integrating IB philosophy into the teaching of Chinese language, mathematics and science (6 credits)

This module includes an in-depth exploration into how to integrate IB DP philosophy in curriculum design, teaching and learning, assessment and research. Students will be guided on designing and refining Chinese language/Mathematics/Science curriculum that reflects the overall IB DP philosophy and learner profile and at the same time aligns with the Chinese language/Mathematics/Science curriculum guides. Students will also be engaged in exploring various pedagogies and technological tools to integrate IB philosophy and learner profiles in language and culture instruction. Students will explore TOK, CAS and Extended Essay and Chinese language/Mathematics/Science education. Furthermore, the module will also enhance students' understanding on how to reflect IB philosophy, cross-disciplinary application and learner profile in assessment design and how to design assessments that reflect IB subject matter specific assessment criteria. In this module, students will not only understand the integration of IB philosophy in various aspects of instruction, but also generate a series of research questions around the integration of IB philosophy in instruction.

Assessment: 100% coursework.

MEDD6467 Teaching and learning in science (6 credits)

This course gives an overview of theories and research on the teaching and learning of science. It begins with an overview of student common difficulties in learning science. Finding in children's understanding of science over the school years will be considered in light of a range of learning theories. Issues relating to approaches to teaching science including use of analogies, diagrams, modelling and mental visualization will be discussed. In addition, examples of investigation of teachers' pedagogical content knowledge, beliefs, professional noticing, and assessment related to the teaching and learning of science will be discussed.

Assessment: 100% coursework.

MEDD8806 Research and science teaching practice in classrooms (6 credits)

In order to integrate knowledge with real school experience, this course provides opportunity for students with experience in application of IB Philosophy and science teaching in classrooms aside from getting to understand the theories on science teaching and learning. The aim is to familiarize students with day-to-day teaching practice at international minded schools in Hong Kong, by engaging students in actual teaching at international schools in Hong Kong, to identify and tackle students' learning difficulties. This course will be a strong theoretical and practical emphasis on the development of

students' research and teaching ability on science teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students' learning difficulty; using appropriate theories to analyze it; design and conduct a small-scale action research with the application of suitable teaching strategies to deal with the identified learning difficulties. The student-teachers will conduct classroom observation, and compile a self-directed portfolio based on data collected and experience encountered in their action research. This portfolio contains a journal, lesson plans and teaching materials developed by the student-teachers during the practicum, self-reflections on lessons taught and feedback from the students.

Assessment: 100% coursework.

MEDD8807 The philosophical, social and cultural aspects of science education (6 credits)

This course addresses various epistemological perspectives of science, the intricate relationships between science, technology and society, and the roles of representations in conceptual development. It explores the relationship between these features that characterize science as a distinctive discipline, the aims of science education, and the nature of science teaching and learning. This course also investigates students' learning of scientific contents in out-of-school settings, and their different approaches of dealing with socio-scientific issues.

Assessment: 100% coursework.

Specialist Elective Courses

MEDD6466 Science curriculum and assessment (6 credits)

This course discusses the history of the science curriculum and the long-running debate between science education as preparation for professional practice and science education for all. Current science curriculum initiatives overseas and forces shaping the science curriculum in Hong Kong will be examined. Consideration relating to a smooth transition within science education through different learning stages and the move towards greater integration between various science disciplines will be discussed. Philosophies underpinning movements such as STSE, and Scientific Literacy will be examined. Assessment in science education will also be examined in the contexts of assessing learning in public examinations and international comparative studies such as the TIMSS and PISA.

Assessment: 100% coursework.

MEDD6469 Trends and issues of science education (6 credits)

This course examines major trends and issues in science education with particular reference to the following issues: gender, sociocultural perspective, language issues (teaching science to second language learners, language across the curriculum), nature of talk through different theoretical perspectives (between teacher and students, between students and students), learning progression of key scientific ideas at different levels of study, attitude towards science and school science, transition between primary and secondary school science (in terms of, e.g., language and conceptual demands). It also examines the role of mobile digital technology in shaping the goals and means of developing science instructions and building learning environments.

Assessment: 100% coursework.

17. YOUTH STUDIES

Young people today are facing many challenges. They go through the turbulent years of adolescence and emerge into adulthood under much pressure. Many feel stuck, confused and alienated and do not feel to have the resources to move on resulting in frustration and failure. This specialism examines important issues, namely the power of media in youth's lives, the society and culture influencing the development of youths, the development of life education policy and curriculum, and the issue of education from an interdisciplinary and global perspective in theories and application. The first course

looks at how the implementation of media literacy education can help students adapt to this new digital world of global village. The second course examines different theories, approaches and issues of life education for adolescents and youths. The third module looks at other factors in society, culture, and youth development to develop students' talents, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society. The fourth course explores the very important issue of youth and education. The study of the four courses do not just discuss issues affecting youths; more important, this specialism examines what could be done to empower them to go through life in the age of turbulence.

MEDD8661 Youth and media literacy (6 credits)

Media is significant in the context of globalization and education reform where the emphasis is on adapting students in this new digital world of global village and enhancing students creativity in a the knowledge society. Research showed that young people under the age of 25 are the most active group for media usage. To empower youth with the understanding of media and its influences, the promotion of media literacy education in schools has become a worldwide movement in the past few decades. This module introduces students to the understanding of the development and implementation of media literacy education in various countries in general, and Hong Kong in particular, with respect to curriculum, policy, literacy, and learning. The role of media literacy education in moral and ethics education, civic education, as well as nurturing students' creativity and critical thinking skills will be studied in depth. This course will help students to: (i) develop a general understanding of media literacy in the context of globalization and education reform; (ii) show focused mastery of knowledge of the development and implementation of media literacy in various countries in general, and Hong Kong in particular, and; (iii) empower youth in moral and ethics education, civic education, as well as nurturing students' creativity and critical thinking skills through media literacy education.

Assessment: 100% coursework.

MEDD8664 Youth and education (6 credits)

Education has been identified as a significant factor to the development of the lives of young people. A good education system will lead to equitable economic growth and sustainable development. Globally, different countries have different education systems to develop their young people to enter into society as literates and skilled labour. This module will explore issues surrounding access and equity in education from a global perspective and the many factors domestic (political, economic, social, and cultural) and their impact on the youth experience of education. Furthermore, different issues related to moral and civic education, compulsory education, vocational education, and tertiary education will be studied in depth.

Assessment: 100% coursework.

MEDD8665 Society, culture, and youth development (6 credits)

The focus of this course is the interaction between people, societies, cultures, environments and time. This course prepares students to develop an understanding of the important factors influencing adolescents' development and their perceptions of the world. This course draws on cross-disciplinary concepts from areas such as anthropology, cultural studies, psychology, history, and sociology. This course provides the knowledge related to the study of culture and society and youth development so that students may develop their talents, expertise, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society.

Assessment: 100% coursework.

MEDD8808 Life education for adolescents and young people (6 credits)

In changing society, adolescents and young people are increasingly puzzled by the meaning of life. The early 21st century witnesses four major rising trends among adolescents and young people: bullying and violence, drug abuse, self-harm, and suicide. Society and schools are urged to help adolescents and

young people to cope with these life problems. The course examines different theories, approaches and issues of life education for them. With particular reference to Hong Kong, it aims to help participants (a) review life education policy and curriculum; (b) examine phenomena and theories of physical and cyber bullying, self-harm, drug abuse, and teen and youth suicide; (c) equip their students with knowledge, skills and attitudes to confront these four problems; (d) develop measures to create a safe and caring learning place for adolescents and young people; and (e) promote life education programs to help them foster positive and healthy perspectives and good habits to cope with life. Real school cases in Hong Kong would be discussed in class.

Assessment: 100% coursework.

GENERAL ELECTIVE COURSES

Candidates, who are required to take general elective courses, can choose from a list of general elective courses which may not necessarily be offered every year:

MEDD6443 Student development: Theory, research and practice (6 credits)

Student development concerns the holistic development of a student – his/her psychological development, physical development, career interest development, emotional development, identity development, moral development, social development, as well as cognitive development. This course examines student development not only from a theoretical perspective but also from a practical perspective. It studies the main theories of and research on student development. Emphasis is further placed on how these theories and research findings can be applied to schools and universities in Hong Kong, mainland China, and beyond. Potential learners (e.g., in-service and pre-service teachers, counselors, and senior school managers; indeed, anyone who is interested in understanding students' holistic development) should be interested in this course because it will equip the learners with knowledge and skills needed not only for promoting the development of their students but also for achieving a better understanding of themselves.

Assessment: 100% coursework.

MEDD6653 Curriculum design and adaptations for learners with diverse needs (6 credits)

This course is designed to assist participants in curriculum design and development. Participants will have the opportunity to select curriculum design paradigms from special and general education, to study the theoretical framework of the paradigms, and to evaluate their effectiveness in practice through reading evaluative research. Participants will also learn the theories and skills of curriculum development and apply them to actual curriculum or course planning. These concepts and skills of curriculum development include establishing the rationale for the curriculum, making decisions about learning goals, setting up the organization and sequence, determining the instruction, and planning for evaluation. Participants will also have the opportunity to examine an existing curriculum in terms of meeting an intended purpose/focus, and subsequently to plan and develop a new/revised curriculum that better caters for diverse learning needs.

Assessment: 100% coursework.

MEDD6704 Literature and language arts in English (6 credits)

This course focuses on the role of literature in the English Language/Language Arts curriculum and the issues related to using literature in the language classroom, including stories for children and adolescents. It also examines different literary genres (poetry, prose and drama) and the literary techniques associated with them and address the texts of mass media, film, hypertexts and hypermedia.

It uses stylistic techniques to examine the way language is used creatively in literary texts and considers appropriate methodologies and strategies for teaching language through literature. The course aims to help students to develop an awareness of importance of creativity in English language learning and teaching and an understanding of the role of literature and the language arts in the language curriculum in different learning contexts. It also seeks to develop students' understanding and appreciation of different literary genres (poetry, prose and drama) and the literary techniques associated with these as well as developing their understanding of issues relating to teaching language through literature including the design and evaluation of teaching materials, and cross cultural issues.

Assessment: 100% coursework.

MEDD7001 Psychology and education of the gifted and talented (6 credits)

The course examines gifted education and the psychology of gifted and talented individuals. Content will include the following topics: understanding the gifted and talented, gifted education in Hong Kong and other parts of the world, gifted education and education reform, identification of the gifted and talented, multiple intelligences, psychological adjustment, guidance and counselling for the gifted, school-wide enrichment and provisions for talent development, curriculum models, parenting gifted and talented children, teaching for creativity, programme development and evaluation, gifted underachievers, gifted girls, and social development and moral leadership. Selected case studies and critical issues in implementing gifted programmes will be examined.

Assessment: 100% coursework.

MEDD7007 School-based teacher development in Hong Kong and China (6 credits)

Teacher development has become a hot issue in schools around the world. In Hong Kong and Mainland China, teachers are required to take around 50 hours of professional development per year. Despite the similarity in such a requirement, the practices of teacher development in the two systems are very different. School-based teacher development in Hong Kong is still in its infant stage whereas schools in Mainland China have already developed an advanced system consisting of a great variety of activities including teaching research, collective preparation of lessons, mentorship, peer observation, etc.. This course compares the practices of school-based teacher development in the two systems. Their strengths and the weaknesses are to be examined and effectiveness be closely scrutinized. Special attention will be given to the implications of the practices in Mainland China for the improvement of our practices in Hong Kong. An OPTIONAL study trip to schools in either Shanghai or Guangzhou will be organized for participants to study the Mainland Chinese practices in action.

Assessment: 100% coursework.

MEDD7018 Improving student learning through variation (6 credits)

One of the most important goals of education is to change the way of seeing of the learner, and phenomenographic studies indicate that the qualitative differences in the ways of seeing something very much arise from the ways how that something has been experienced, and especially in terms of what aspects of variation of the thing have been available in the experience. The course will explore the philosophical underpinnings of the variation theory of learning, and how variation can be used as a conceptual tool in empirical studies that investigate the quality of instruction, space of learning enlivened in the classroom and the effects on the quality of learning and understanding. Reference will also be drawn to methods and findings in relevant learning studies carried out in the Faculty in different subject areas including science, mathematics, humanities and language. Besides lectures, there will be workshops for the analysis of variations in authentic lessons, as well as creating learning designs for the opening of the space of thinking and learning on specific curriculum topics. It is hoped that M.Ed. students who might wish to pursue their dissertation study in the area of teaching and learning can be

exposed to the phenomenographic research approach introduced in this course, which may help them to frame their research study from a new perspective.

Assessment: 100% coursework.

MEDD7029 Managing disruptive behavior in school (6 credits)

This course is a comprehensive guide to the management of discipline in schools. The goal of this program is to provide participants with knowledge and skills to become leaders of the field and to provide guidance to help participants develop their personal systems of behavior management. Different behavior management models will be described and assessed. Reflective case-based approach is used to analyze and evaluate the three Behavior Management Levels (i.e. individual, classroom and schoolwide).

Requirement: Teachers who have been involving in managing high school discipline or student guidance preferred.

Assessment: 100% coursework.

MEDD7036 Technology and teaching Chinese as a second language (6 credits)

This course provides students with a fundamental understanding of the principles underlying the use of computer technology in language learning and teaching as well as hands-on activities of designing and producing computer assisted language learning (CALL) programs and materials. It helps students to understand how computer technology can be integrated into language learning and teaching, to become aware of the complex issues around the use of technology in language learning, to develop the ability to critically evaluate language learning technological applications and websites, and to develop the capacity to design and produce computer assisted language learning applications. Students are expected to 1) get familiar with the theoretical background and pedagogical application of different technological platforms and tools for second language learning; 2) be able to evaluate the pedagogical affordances and constraints of different technological applications and platforms; 3) understand what technological application to use for what pedagogical purposes; and 4) design and implement technology-enhanced language learning activities, and understand the key issues that need to be paid attention to to ensure the effective implementation of technology-enhanced learning activities. It is expected that throughout this course students will engage in a collaborative learning experience, actively contributing their opinions and helping each other along the learning process.

Assessment: 100% coursework.

MEDD7042 Reading theory and its application to Chinese language education (6 credits)

This course introduces major reading theories, concepts, and research findings of Chinese reading as well as techniques for examining, promoting and teaching reading in the Hong Kong Chinese curriculum, which includes Chinese language and literature. In this course, students will be given the opportunity to apply reading theories to classroom context and learn how to motivate students to read and how to enhance students' higher order reading ability.

Requirement: Students should know Cantonese and have experience in teaching Chinese Language in primary or secondary classrooms.

Assessment: 100% coursework.

MEDD7086 Chinese language teaching and learning in school-based contexts (6 credits)

The course focuses on school-based curriculum development in Chinese language as a powerful framework for the enhancement and organization of the varied and numerous experiences and learning needs of students and to encourage teachers to solve curriculum problems. It includes the curriculum development and change, planning and implementation, innovation and evaluation. This course will provide case studies of school-based Chinese language curriculum in Hong Kong context like enhancing creativity in Chinese writing, elective courses of the New Senior Secondary curriculum, independent learning and students with special learning needs. Students will reexamine the theoretical basis in light of the case studies and discusses current and future issues in school-based curriculum development.

Assessment: 100% coursework.

MEDD7101 Achieving professional development to becoming a 21st century teacher (6 credits)

Since the announcement of the Education Reform process by the Education and Manpower Bureau (EMB) of Hong Kong in 2000 (was subsequently renamed Education Bureau [EDB] of Hong Kong on 1 July 2007), education has taken centre stage when advocating conditions and resources for schools, teachers, parents and society to prepare for the next learning generation. Pupils are expected to develop critical minds and open attitudes to engage in lifelong meaningful learning to prepare them to cope with an expanding knowledge society. With this background in mind, the Education Reform advocates a fundamentally different philosophy of teaching and learning to meet this new challenge. This is particularly the case for the New Senior Secondary (NSS) Curriculum which was first consulted in October 2004 and was first implemented in September 2009. While pupils are expected to live up to the motto of ‘learning to learn’ (Curriculum Development Council, 2000), teachers are also charged with the very important responsibility to teach with innovative ideas, pedagogies and approaches to meet this ‘new’ educational philosophy. This involves and requires teachers committing themselves to continuous professional development as classroom action researchers (McKernan 1996) and reflective practitioners (Schön 1983). To perform these ‘new’ roles effectively, teachers are encouraged to engage in on-going critical reflective practice to clarify their conceptions towards teaching and how teaching should be done in the best possible way to benefit students’ lifelong and meaningful learning. Since Donald Schön first introduced the concept of the reflective practitioner in 1983, his ideas have been taken up in a variety of professions, particularly the teaching profession. But how, in practice, does one become a truly critical reflective teacher in order that one’s professional development will be effectively enhanced?

This course addresses how Hong Kong teachers ‘think’ about their professional roles and identifies their conceptions of teaching and learning in their subject and school context. This course also guides teachers through a range of processes that will help them become critically reflective about their own teaching and their students’ learning. It will examine issues such as mentoring novice teachers through journal writing, reflecting with a critical friend, group collaboration to achieve teacher autonomy. An important feature of this course is that the participants will draw upon and share their own classroom and professional experiences via their own choice of critical incidents.

Requirement: Participating teachers who possess mentoring experiences before will be preferred.

Assessment: 100% coursework.

MEDD7113 Learning to notice: Towards effective teaching and quality classroom research (6 credits)

This course introduces the concepts and theories underlying the various practices that have been found to be effective on improving teachers’ abilities to notice and interpret important events that are happening in their classrooms through watching and analyzing authentic classroom videos. Theories

and concepts will be illustrated through real examples of classroom videos. Teachers who want to improve their own teaching and research students who need to carry out classroom observations for their study will find this course useful in sharpening their abilities to notice subtle, and yet important features of classroom events.

Assessment: 100% coursework.

MEDD7116 Effective teaching of mathematics, science and liberal studies for English language teachers (6 credits)

This course aims to promote understanding of the nature and forms of languages of Mathematics, Science and Liberal Studies, as well as the awareness of the issues pertaining to the role of academic languages in the three disciplines. This course will be useful for teaching students who use English as a second language, that is, the English Language Learners. It is designed for teachers teaching the three subjects and those who wish to enhance their understanding of language issues and policies. This course will begin with a highlight of the importance of languages in teaching and learning the three subjects. Issues such as the nature and forms of languages will be explored. The course will introduce some strategies that enhance students' reading, writing and verbal communication in teaching Mathematics, Science and Liberal Studies. Challenges of learning and teaching the three disciplines with a second language will be addressed. Examples will be drawn from the primary to secondary school levels. The local policy of Medium of Instruction will be scrutinized in the light of experiences from different parts of the world.

Assessment: 100% coursework.

MEDD7117 Drama appreciation and teaching (6 credits)

The course provides students with the opportunity to appreciate classic Western drama and modern Chinese plays. It aims to familiarize students with the key concepts of drama such as themes, characters, actions, the art of language, and the underlying cultural meaning. Students will compare related works and seek to understand the main schools in dramatic history. The course also explores theories of drama developed from the West, for example imitation, the concept behind tragedy and comedy, dramatic structure, and the art of the theatre as an aesthetic experience. Another crucial element of this course is the teaching of drama. This course encourages critical engagement and creation in drama learning. Students will enhance their learning and pedagogy by practicing useful skills such as table-read, stage performance, dramatic conventions/strategies, monologue, comparative reading, playwriting, and adaptation. By taking this course, learners will be equipped with the knowledge to teach electives "Appreciation of Drama Literature" and "Drama Workshop" in the NSS Chinese curriculum, as well as language and literature classes in primary schools. Teachers can also transfer the approaches to educational drama into their teaching and learning of other subject areas, such as History, Liberal Studies, and Civic Education, for greater learning motivation and more in-depth understanding of the topics.

Assessment: 100% coursework.

MEDD7124 Individual and home predictors of students' academic achievement (6 credits)

This course examines the research to-date on key student and home influences on academic achievement. The design of the course is premised on the belief that 21st century educators should be conversant with the state-of-the-art scientific knowledge on what really matters in affecting student learning and achievement, and be able to critically evaluate and leverage on the different sources of influences to complement their teaching in the school. The student-level psychological predictors that will be discussed in the course include intelligence, prior achievement, attitudes and dispositions. The home-level predictors to be examined will include socioeconomic status, family structure, home

environment, and parental involvement. The course comprises two components. First, throughout the course, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement. In the second component of the course, they will be given opportunities to identify specific student- and home-level variables of interest available in the Program for International Student Assessment (PISA) 2012 dataset, and empirically examine (during class lessons) with the course teacher the predictive influence of these selected variables on student achievement.

Assessment: 100% coursework.

MEDD7126 Cultural, ethical and legal awareness for teachers (6 credits)

While the society, together with the school environment, is becoming more intricate and diversified, conflicts and dilemmas are commonplace at our workplaces. Cultural, ethical and legal awareness is thus essential in the work of teachers today. This course is an innovation to put together these three aspects. It is envisaged that, through handling authentic problems, the three perspectives will be better separated from each other and at the same time more meaningfully connected to one another.

The course will engage participants in reflecting on common beliefs and practices in educational workplace. Through handling situations of conflicts and dilemmas, key cultural, ethical and legal elements that reside in such situations can be identified, re-examined and researched. The cases for analysis can be about conflicts between schools and teachers, teachers and students, students and students, schools and parents or communities, such as: (1) teacher contract and appraisal; cultural/religious beliefs and practices in school; controversies in school curriculum and teachers' freedom in teaching; (2) student admission and dismissal; student information; student surveillance, search discipline and punishment; student injuries, harassment, bullying; special needs students; family negligence and abuse; teacher-student relations; (3) students' right and freedom of expressions; relation with parents; relation with media and community groups.

Instead of a theoretical approach with assumptions about an ideal world, the course takes an approach with which conflicts and dilemmas in the practical world are the starting point of collective inquiries. Through explorations of such conflicts, and of the dilemmas in handling such conflicts, course participants will have their understanding of ethical, legal and cultural principles and practices re-examined and improved. Teachers' diverse understanding and the reasons underlying such diversity will also be an important object of inquiry in the course.

To develop participants' analytical understanding, they will be introduced to important theories, concepts and background information, which may include: (1) References to classical theories of consequential and deontological ethics and contemporary theories on ethics of care, social and procedural justice, discourse ethics and communicative action theory; and the general framework of professional ethics of human dignity (autonomy); non-maleficence; beneficence; fidelity; justice; (2) References to the legal system, concepts of contract, tort, rights, discrimination, maltreatment, due process; example cases with special reference to educational settings; and sources where the relevant case reports, ordinance and information assistance can be sought; (3) References to theories on cultural diversity, different acculturation strategies, etic and emic distinctions, identity dynamics, purposes and emotional challenges of intercultural communication and integration, racial discrimination; and (4) References to studies that research or promote teachers' cultural, ethical and legal awareness.

Because of the multidisciplinary nature of the course, the teaching team includes tutors who are experienced in teaching on cultural diversity, ethics and law. Guest speakers will also be invited, including academics in our law faculty and barristers in legal practice to come to certain course sessions to share their expert views.

The course is designed for participants who have concerns about moral practices in schools and/or research in the area. Activities in the course will include case studies, lectures, group mini-research,

presentations, simulation of deliberation and adversary processes, and other forms that deem appropriate.

Assessment: 100% coursework.

MEDD7127 Structure of modern Chinese and teaching Chinese as a second language (6 credits)

This course will study the structure of standard modern Chinese from a contrastive viewpoint, especially between Chinese and English, focusing on syntax and as well as phonology. Based on this, the course will go further to discuss some implication of contrastive research for teaching Chinese as a second language. This course will not investigate modern Chinese structure systematically, but, with the help of question or problem driven methods, students will be guided to pay more attention to the crossing linguistic influence in teaching Chinese as a second language. And, by this way, students' competency of teaching and research Chinese as a second language in multi-linguistic context will be enhanced.

Requirement: Participants should be major in Chinese language at their Bachelor degree study. Otherwise, acceptable relevant testimonies of their knowledge of modern Chinese language are required. No pre-examination.

Assessment: 100% coursework.

MEDD8666 Abnormal psychology and positive psychology (6 credits)

The course will focus on the theory and research about abnormal psychology and positive psychology. Participants will learn about some common mental disorders in the student populations and how positive psychology can help individuals improve their mental well-being. Participants will be encouraged to explore how the current research may be applicable to their own lives and support the positive development of students. Topics will include "anxiety disorder", "mood disorder", "stress disorder", "developmental disorder", positive interventions, happiness-increasing exercises, and other efforts of self-improvement in both clinical and nondistressed populations. Other topics of relevance to the study of happiness and well-being will be examined (e.g., "optimism", "gratitude", "forgiveness")

Assessment: 100% coursework.

MEDD8668 Literature in translation and drama-in-education (6 credits)

This course of literature education, which explores the subjects, styles, theories, and techniques of world masterpieces and children's literature, provides a global perspective on literature. Students will therefore learn to understand and appreciate aesthetic ideas, human nature, the needs of children, and cultures of people from all over the world. Readings will include Shakespeare's plays, classic fiction, twentieth-century short stories, children's classic books, and contemporary adolescent novels translated into Chinese. Note that the selected adult works are on the prescribed literature in translation list of the IB curriculum. This course also utilizes the reader-response concept and fosters skills of teaching world literature by dramatic conventions and improvised theatre games, which involve students in discovering truths about life from discussing, creating, sharing, and performing literature. Students learn to practice teaching methodologies and to explore ways to heed and bring attention and sympathy to the plight and struggle of people in different cultures.

Assessment: 100% coursework.

MEDD8669 Teacher and classroom predictors of students' academic achievement (6 credits)

This course examines the research to-date on key teacher and classroom predictors of students' academic achievement. The design of the course is premised on the philosophy that first, educators should be aware of the importance of classroom compositional and within-class socio-emotional factors that may appear to be distally related to, but have been found to have a substantive impact on student achievement. The course is also designed with the belief that empowered educators should be conversant with the state-of-the-art scientific knowledge on what really matters in affecting student learning and achievement, and be able to critically evaluate and leverage on the different sources of influences (academic and non-academic) to complement their teaching in the school. The predictors that will be discussed in the course include teachers' expectations and relationships with students; student peer influences and school socioeconomic status; ability grouping and class size; and computer-enabled teaching-learning in schools. Throughout the course, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement.

Assessment: 100% coursework.

MEDD8671 Learning and teaching English as a second language for young learners (6 credits)

This elective provides an opportunity for students to understand how young children learn English as a second language, as a communicative tool and a vehicle to learn. Students will be guided to consider cognitive approaches, sociocultural and sociolinguistic perspectives on second language learning, as well as their applications to the teaching of English as a second language in the early years. The psychology, pedagogy, policy and curriculum issues around learning and teaching ESL for young children will be discussed throughout the elective with reference to both local and international context.

Assessment: 100% coursework.

MEDD8672 Investigating individual and group differences in language learning (6 credits)

The course examines a range of psycholinguistic and sociolinguistic differences found among learners, considering them in the context of the second language classroom and the implication of these differences for language teaching pedagogy. In particular this course enables students to explore what theory and research tell us about the relationship between language learning and areas such as age, gender, anxiety, language aptitude, and to consider how these variables interact with the language learning process. In addition, the course provides opportunities for students to reflect on how these variables may interact with other individual differences such as language attitudes and motivation and language learning strategies. The course offers the opportunity for participants to reflect and consider learners as individuals and to discuss and develop pedagogical approaches that take into account learner commonalities and differences, situating these discussions and reflections in the wider context of general language teaching and learning theories. This is particularly significant in the context of large class sizes that perhaps push teachers towards viewing the group as a homogenous whole. The course hopes to refocus teachers on the individuals in their classes within the Hong Kong teaching context. After an overview of the field, each session considers a different aspect of individual learner differences, examining the theory and research and drawing out the practical implications for teaching practice.

Assessment: 100% coursework.

MEDD8679 Counselling assessment and interventions (6 credits)

This course will introduce students to the basic principles and goals of psychological, educational and career and life planning assessment, as well as evidence-based interventions applicable in schools or

other educational settings. Topics will include: assessment settings, methods, interpretation and use of the assessment results, assessment in programme evaluation, and evidence-based interventions for students at risks (including those with behavioral, social, motivational and career issues). The course is relevant to all teachers and guidance personnel who wish to enhance their counselling competencies. Participants are expected to engage actively in experiential learning activities and reflection. Assessment: 100% coursework.

MEDD8811 Classroom research in general studies and liberal studies (6 credits)

This course provides a step-by-step approach on how to conduct empirical research in General Studies and Liberal Studies. Students will learn from different academic publications (e.g. journal articles) on how to use qualitative, quantitative and mixed methods to do classroom research related to these two subjects. The methods taught in the course include case studies, questionnaire-based surveys, interviews and action research, which are useful in evaluating the effectiveness of Liberal Studies and General Studies in Hong Kong primary and secondary schools. By the end of the course, it is expected that students will understand how to design and conduct a small-scale research project to better understand the nature and/or evaluate their own teaching performance in the subjects.

Assessment: 100% coursework.

MEDD8812 Working in partnership with professionals for supporting special educational needs (6 credits)

This course aims to support teachers/educators/professionals with the responsibility for coordinating provisions, organizing intervention programs or collaborating with other professionals to support students with special educational needs (SEN) in mainstream or special schools in developing their professional knowledge, intervention skills, reflective practice and mechanisms to facilitate transdisciplinary collaboration. Through the exploration of how presumed conceptions are operating within existing school systems and operating teams, students can reflect upon current practices for creating inclusive school environments in enhancing the support services to students with SEN and/or disabilities. Such inclusive environment will increase awareness and participation from all related stakeholders to maintain quality service provisions to support students with diverse needs.

Requirement: Participants should be in a position to collaborate, work or in touch with the student support team of a school providing support services to students with special educational needs as a case study project.

Assessment: 100% coursework.

MEDD8813 Teaching oral communication in Chinese language: A critical discussion perspective (6 credits)

The courses aims at equipping Chinese language teachers with the knowledge and ability to conduct, design and evaluate student-led critical discussion activity to enhance students' academic Chinese speaking and listening skills and competence. The course is designed to explore the relationship between critical thinking and language learning strategies within Chinese key language area. Topics include framework of speaking and listening processes, construct of speaking and listening competence, Sweetser's model of content, epistemic, speech-act domains, typology of discussion, three approaches of reasoning (deductive, inductive, and abductive), Toulmin model of argument components and its latest development, core basic argument schemes (example, cause and effect, analogy, and information source) and their derivations, pragmatic view of fallacies, and interaction strategies in discussion. The course focuses on applying these topics and concepts to develop interesting critical discussion activities which promote oral skills development and assess effectiveness of

discussion for students' further learning. Special attention is given to using of argument visualization software to make thinking visible during discussion for fostering students' analytic skill on argument structure. Integration of oral communication and literacy will also be covered to link oral communication with Chinese language curriculum.

Requirement: Students are required to have specialized teacher qualification training on Chinese language such as PGDE Chinese.

Assessment: 100% coursework.

MEDD8814 Teaching Chinese language and literature in the IB curriculum [國際文憑課程的中國語言和文學教學] (6 credits)

The course explores the theories and pedagogies of teaching Chinese language and literature to school learners who are near native Chinese speakers. The course encourages students to analyze and appreciate literary works from multiple perspectives such as language-based approach, comparative reading of texts, and stylistics. The topics include (a) Introduction of the International Baccalaureate (IB) language A curriculum; (b) Pedagogic issues on Chinese language and literature teaching; (c) Theories of assessing students' learning of literature.

Students will be able to acquire the skills of designing school-based curriculum, which demonstrates the philosophy of IB Chinese language and literature. They are also expected to have a deep understanding of the criteria in IB assessments.

Assessment: 100% coursework.

MEDD8815 Introduction to Statistical Methods (6 credits)

This course is designed to introduce students to the most commonly used statistical methods in educational and social science research. No prior knowledge of statistics is required, but essentials of arithmetic and basic algebra will be used throughout the course. Topics covered in this course include descriptive statistics, graphical representations, correlation, regression, basic probability, sampling distributions, confidence intervals, one- and two-sample t-tests, chi-square test, and one-way analysis of variance.

Assessment: 100% coursework.
