

## **REGULATIONS FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)**

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

### **Ed201 Admission requirements**

To be eligible for admission to the Postgraduate Diploma in 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 normally be expected to have completed a substantial portion of their undergraduate studies in the major subject for which they wish to apply;
  - (d) shall satisfy the examiners in a qualifying examination, if required; and
  - (e) 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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### **Ed202 Qualifying examination**

- (a) A qualifying examination may be set to test the 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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### **Ed203 Period of study**

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

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### **Ed204 Curriculum requirements**

To complete the curriculum, candidates shall

- (a) follow instruction in the syllabuses prescribed and complete all specified work;
  - (b) satisfy the examiners in all assessment tasks;
  - (c) participate in such seminars, tutorials, field, laboratory or practical work, etc as may be organized as part of the curriculum; and
  - (d) satisfy the examiners in any oral examination which the examiners may prescribe.
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### **Ed205 Advanced standing**

- (a) Advanced standing may be granted to candidates in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. 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 advanced standing of not more than 20% of the total credits normally required in accordance with the syllabuses unless otherwise approved by the Senate, subject to the condition that the application for advanced standing is received within five years of successful completion of the relevant courses or graduation from the qualification accepted for this purpose, whichever is later; 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.
- (b) 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.

### **Ed206 Assessment**

- (a) Candidates shall be assessed by diverse forms of assessment as prescribed by the examiners during the course of their studies.
- (b) Candidates shall not be permitted to repeat a course for which they have received a passing grade or above for the purpose of upgrading.
- (c) Courses in which candidates are given an F grade shall be recorded on the transcript of the candidate, together with the new grade if the candidate is re-assessed.
- (d) There shall be no appeal against the results of examinations and all other forms of assessment.

### **Ed207 Re-assessment**

- (a) Candidates who have failed to satisfy the examiners in not more than three courses at the first attempt may be permitted to present themselves for re-assessment of the failed course(s) as determined by the Board of Examiners.
- (b) Candidates who have failed to participate in curricular activities as prescribed in Ed204 (c) may be permitted to complete re-assessment tasks as determined by the Board of Examiners.

### **Ed208 Discontinuation**

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

- (a) have failed to satisfy the examiners in any of the following:
  - (i) more than three courses at the first attempt;
  - (ii) any course on re-assessment;
  - (iii) all re-assessment tasks required under Ed207(b);
- (b) are not allowed to take or have been withdrawn from Professional Practicum, and hence will not be able to satisfy the professional requirements of the curriculum; or
- (c) have exceeded the maximum period of registration specified in Regulation Ed203.

### **Ed209 Grading systems**

Individual courses shall be graded according to one of the following grading systems as determined by the Board of Examiners:

- (a) Letter grades, their standards and the grade points for assessment as follows:

<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

or

- (b) 'Distinction', 'Pass' or 'Fail', or
- (c) 'Pass' or 'Fail'.

Courses which are graded according to (b) and/or (c) above will not be included in the calculation of the GPA.

#### **Ed210 Award of diploma**

- (a) To be eligible for the award of the Postgraduate Diploma in 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' diploma.

## **SYLLABUSES FOR THE POSTGRADUATE DIPLOMA IN EDUCATION (PGDE)**

The Postgraduate Diploma in Education is awarded for the satisfactory completion of a prescribed curriculum for one of the following Majors<sup>1</sup> that candidates may be admitted to:

1. Biology
2. Chemistry
3. Chinese
4. Early Childhood Education
5. Economics
6. English<sup>2</sup>
7. Liberal Studies
8. Mathematics
9. Physics
10. Special Education
11. Teaching Chinese as a Second Language

The above Majors may not necessarily be offered every year.

All candidates are required to complete the following components:

- I. Pedagogical Content Knowledge (18 credits)
  - (i) a Methods course corresponding to the candidate's Major (12 credits)
  - (ii) a Collaborative Lesson Inquiry module (6 credits)
- II. Integrated Inquiry (18 credits)
- III. Experiential Learning (18 credits)
  - (i) a module of Experiential Learning (6 credits)
  - (ii) a Professional Practicum linked to the candidate's Major (12 credits)
- IV. Elective(s) (6 credits)
- V. Capstone (non-credit-bearing)

### **For candidates majoring in (1) to (10)**

#### **I. Pedagogical Content Knowledge (18 credits)**

##### **(i) Methods**

This course examines methods of teaching of subjects of a cognate area within the school curriculum. It focuses on work in Hong Kong schools, and concerns issues such as the place, value and problems of the area within the curriculum; the planning, design and evaluation of lessons, programmes and syllabuses to achieve interest and learning; organization and management in classrooms, laboratories and other teaching settings; new developments in teaching in Hong Kong and overseas; the use of information and communications technology in teaching and learning; methods of assessment; production of resources and evaluation of textbooks and other materials. Candidates take the Methods course corresponding to their Major.

#### **EDUC6701 Methods course: Biology (12 credits)**

<sup>1</sup> This list of names denote areas of study, not exact course titles

<sup>2</sup> English as a Second Language

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

Assessment: 100% coursework.

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#### **EDUC6702 Methods course: Chemistry (12 credits)**

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

Assessment: 100% coursework.

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#### **EDUC6703 Methods course: Chinese (12 credits)**

This course is designed to prepare university graduates to teach Chinese Language mainly in schools within Hong Kong. The course aims at enhancing participants' knowledge of the Chinese Language curriculum, pedagogies and their innovation, as well as providing professional training to participants for their development into leading education practitioners. The content of the course includes theories of education, pedagogies and teaching practice. The course focuses on the mainstream Chinese Language curriculum, but also provides opportunity for exploring other Chinese Language curricula, such as the Chinese Language curriculum in international schools.

Assessment: 100% coursework.

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#### **EDUC6704 Methods course: Early childhood education (12 credits)**

This course enables participants to use evidence-based practice in early childhood settings to make a positive difference in young children's lives. By the end of the course, participants will be better able to (i) understand and promote early child development and learning; (ii) observe, document and assess young children's learning; (iii) understand and implement a wide spectrum of effective approaches to facilitate young children's development and learning; (iv) build family-community relationships; (v) deal with the needs of diverse learners; and (vi) identify themselves as early childhood professionals with specialized training. Participants will also develop the knowledge and skills to effectively facilitate children's learning in early childhood settings. In all modules, participants will be encouraged to engage in independent and collaborative learning and access knowledge in the field through the use of information technology.

Assessment: 100% coursework.

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**EDUC6705 Methods course: Economics** (12 credits)

This course aims to help participants develop awareness and appropriate teaching skill which will enable them to acquire a level of competence necessary for teaching of economics and other related subjects in school. The course comprises a series of lectures, students' presentation sessions and workshops throughout the year of study. Occasionally, guest-speakers will give talks on topics related to specific areas of Economics teaching.

Assessment: 100% coursework.

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**EDUC6706 Methods course: English** (12 credits)

This course aims at preparing participants to teach in local Hong Kong primary and secondary schools. The focus of this course is the teaching and learning of English as a Second or Foreign Language. The course is also suitable for teachers of English as a Second/Foreign Language in international schools. The course introduces participants to the various skills and processes involved in learning and using English as a second or foreign language and to a variety of approaches to teaching and assessing these skills, with particular emphasis on the demands of teaching English as a Second/Foreign Language in Hong Kong primary and secondary schools.

Assessment: 100% coursework

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**EDUC6708 Methods course: Liberal studies** (12 credits)

This course is designed primarily to prepare current and prospective Liberal Studies teachers with the professional knowledge, skills and attitudes to teach the New Senior Secondary (NSS) Liberal Studies Curriculum. The course aims to develop participants' competence in (i) explaining the rationale, aims and intended learning outcomes of the curriculum; (ii) interpreting the curriculum, including the structure, issues and concepts stipulated in the official document; (iii) designing curriculum based on an issue-enquiry and an inter-disciplinary approach to student learning; (iv) collaborating with peers and teachers of other subjects to ensure the integrative nature of Liberal Studies implied in the curriculum aims and goals; (v) managing a wide range of learning resources and materials; (vi) organizing and managing learning activities that capitalize on the diverse abilities, experience and interests of students; (vii) designing assessment which aligns with the curriculum and instruction to achieve both assessment of learning and assessment for learning; (viii) demonstrating the abilities of critical inquiry, problem solving and independent learning; and (ix) exhibiting the qualities of reflective practitioners for continuous professional growth.

Assessment: 100% coursework.

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**EDUC6709 Methods course: Mathematics** (12 credits)

This course aims to provide professional preparation for participants to become informed, competent and reflective practitioners. The general objectives are to help participants (i) reflect on the aims and objectives of mathematics education; (ii) broaden their awareness of mathematics as a school subject; (iii) gain an understanding of the mathematics curriculum in Hong Kong; (iv) become competent in the basic skills of teaching mathematics and assessing student performance; (v) gain an understanding of how school students learn mathematics; (vi) gain an understanding of appropriate use of technology in teaching mathematics; and (vii) consider various current issues pertaining to mathematics education. The course consists of two main strands: (i) generic concepts and skills related to the teaching and learning of mathematics; and (ii) application of skills and concepts to the teaching and learning of specific mathematical content.

Broadly speaking, the above two strands may be seen as covering the theoretical and practical aspects of learning to become a mathematics teacher. However, the two are inter-related throughout the course so that they continually reinforce and complement one another.

Assessment: 100% coursework.

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**EDUC6710 Methods course: Physics (12 credits)**

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

Assessment: 100% coursework.

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**EDUC6711 Methods course: Special education (12 credits)**

Educating children with special needs who may not benefit from regular education requires changes in curricula, classroom arrangements, provisions of aids and appliances, and differentiated teaching. This course aims to prepare in-service teachers or related professionals with different skills and knowledge (non-categorical) to meet the diverse needs of the exceptional children in special or inclusive school settings. Identification of exceptional needs is also explored.

The course comprises 4 modules which are taught across two academic years: Overview of Inclusive and Special Education, Adapting Curriculum and Instruction, Changing Student Behaviour and Support Systems for Staff and Students.

Assessment: 100% coursework.

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**(ii) Collaborative Lesson Inquiry****EDUC6750 Collaborative lesson inquiry (6 credits)**

Sessions will be dedicated to practice-based learning related to lesson design, implementation and reflection. In order to support curriculum coherence, common themes linked to the inquiry foci and School Experience will be addressed across the Majors.

Assessment: 100% coursework.

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**II. Integrated Inquiry (18 credits)****EDUC6760 Educational inquiry (18 credits)**

This course introduces major educational concepts and develops practice-based understanding in student learning, pedagogy, and schooling and society, drawing from cognate areas of teaching, curriculum, psychology, sociology, philosophy and policy studies. The course adopts an active, inquiry-based and integrated approach with students working on authentic cases, problems and issues situated in curriculum-related, classroom and school contexts. Rather than receiving lectures, students will integrate their understanding and engage in collaborative inquiry and group discussion solving problems and sharing ideas supported by technology. Educational Inquiry emphasizes theory-practice integration with students linking cases, problems, issues and concepts with their practical experience in school placement and reflecting on their learning experience. As a result of participating in this course, students will be able to (i) develop an understanding of how learners learn in relation to students' own cognate areas of teaching; (ii) acquire understanding and skills about learner development and catering for learner diversity and individual differences; (iii) understand and interpret important educational issues and processes in the context of local, national, and global social transformations; and (iv) analyze and reflect critically on their own beliefs and practices of teaching and learning for 21st century education.

Assessment: 100% coursework.

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### **III. Experiential Learning (18 credits)**

#### **(i) Experiential learning**

##### **EDUC6787 Experiential learning (6 credits)**

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages. For full-time candidates, the experiential placement normally lasts for six weeks. Chinese and English Majors' experiential learning (EL) will take the form mandated by the HKSAR Government. Placements will be arranged with support from the Faculty of Education EL team. The Faculty EL team along with the Methods supervisor will give academic advice on all placements. For part-time candidates, experiential learning (EL) may take the form of new professional learning experiences in or outside Hong Kong, as approved by the Faculty EL team and the Methods supervisor. EL projects and opportunities will be provided by the Faculty EL team and advertised on the Faculty website and students will also be able to nominate their own EL projects. Assessment of EL includes written reflections, satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors) and participation in a final poster presentation integrated with the capstone requirement.

Assessment: 100% coursework and satisfactory completion of the respective EL project.

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#### **(ii) Professional Practicum**

##### **EDUC6790 Professional practicum (12 credits)**

This is a professional requirement that enables candidates to develop professional teaching competencies within a school environment. Candidates are required to integrate theory and practice in four domains – Learning and Teaching, Student Development, School Development, and the Professional Community. Through practical teaching, students commit themselves to six core professional values: belief that all students can learn, care for students, respect for diversity, commitment and dedication to the profession, collaboration, sharing and team spirit, passion for continuous learning and excellence.

Because this component is conducted in schools and involves direct learning relationships with school students, candidates must comply with the following professional requirements: Candidates shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Candidates who exhibit behaviour deemed by the Faculty to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the curriculum, may not be permitted to take, or may be withdrawn from the course, and hence will not be able to satisfy the professional requirements of the curriculum.

The core aspects of candidates' performance in the professional practicum that will be assessed include but are not limited to the following:

- planning for effective teaching and learning
- knowledge of the field of study and its acquisition
- teaching strategies which motivate student learning and meet diverse student needs
- managing learning and interaction in the classroom
- professional orientation

For full-time candidates, the professional practicum normally comprises not less than eight weeks of teaching practice under supervision. For part-time candidates, it normally extends over the period of the curriculum or for a shorter period as determined by the Board of Examiners.

Assessment: 100% continuous practiced-based assessment, e.g. post-supervision reflective reports, classroom teaching appraisals and lesson observation reports.



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#### **IV. Elective Courses (6 credits)**

Candidates are required to take one elective course and may take a maximum of one additional elective course of their own volition. These courses relate directly to major issues that currently confront schools in Hong Kong or to methods of teaching a second subject. These elective courses will not necessarily be offered every year.

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##### **EDUC7109 Using drama in language learning (6 credits)**

The course is suitable for pre-service and in-service teachers who will work in both primary and secondary school settings. Participants will critically engage with and develop an awareness of contemporary theoretical perspectives on and practice in drama in language learning. Course sessions will integrate theory with practice and participants will be led through drama activities by the tutor and then invited to consider and discuss how such techniques can be applied to support and enhance language learning in the school context. Participants will also be expected to apply their understanding of the course readings in these sequences and discussions.

How drama can be implemented in primary and secondary school settings to enhance and extend students' literacy skills will be explored. The course also addresses the role of drama in the development of the generic skills outlined in the Hong Kong Education Bureau's Curriculum and Assessment Guide (2007) particularly collaboration, communication, creativity, critical thinking and problem-solving skills.

Assessment: 100% coursework.

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##### **EDUC7118 Learning and teaching Chinese with movies (6 credits)**

Since the beginning of the 21<sup>st</sup> Century, there has been a drastic change in modes of communication among mankind, multimodality (mixture of words, images and movies) is the new wave. In response to this reality, curricular reform of Chinese Language Education in Hong Kong introduced the importance of audio-visual literacy. In policy documents, students' critical interpretation of audio-visual information is specified as one of the language skills to be developed throughout primary and secondary school education. On the other hand, the Curriculum Development Council encourages the use of audio visual materials, like movies, as learning materials in various aspects of Chinese Language Education in schools.

The incorporation of movies into language learning and teaching has been widely studied and practiced in western countries. Useful knowledge has been built by researchers and practitioners. However, this area of knowledge and practice is still awaiting examination in the eastern counterpart.

Chinese Language teachers should learn the knowledge of using movies in scaffolding language learning, and explore the possibilities of implementation in the Hong Kong context. By doing so, the 21<sup>st</sup> Century Chinese teachers can take the benefits from this teaching resource and face the challenge of the globally new literacy.

Assessment: 100% coursework.

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##### **EDUC7130 Teaching of critical thinking in General Studies (6 credits)**

This course aims at helping teachers to develop skills in teaching critical thinking through the broad based subject, General Studies, in an integrated and conceptual manner. By introducing the use of different teaching aids, such as graphic organizers and online formative assessment tools, this course also encourages teachers to become reflective practitioners. In the first part of this course, we will explore some basic skills in classroom practice of teaching and learning in General Studies and its curriculum. In the second part, the course will examine more closely the General Studies curriculum in relation to critical thinking through hands-on and minds-on activities, and the role of General Studies in preparing young adolescents for their further studies.

Assessment: 100% coursework.

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**EDUC7134 Teaching South Asian ethnic minority students Chinese language in Hong Kong**  
(6 credits)

According to the findings of the 2011 population by-census, 5.1% of the 7 million population of Hong Kong are South Asian minorities. Around 12,000 students are immigrants or second generation immigrants mainly from Pakistan, Nepal, India, the Philippines, Thailand and Indonesia. South Asian ethnic minority students are placed in schools to learn Chinese language under the “Chinese Language Education Curriculum Framework” which was originally envisaged for local Chinese-speaking students. South Asian ethnic minority students often face great challenges in studying Chinese due to the lack of support from their families, inadequate curriculum and resources for schools to offer, lacking of teachers who are expertise in teaching Chinese to the South Asian ethnic minority students in multilingual and multicultural context, and lacking multi-exit examination policy in Hong Kong. Their difficulties in learning Chinese have become a serious obstacle to furthering their studies, careers, and their immersion into Hong Kong society.

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

Assessment: 100% coursework.

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**EDUC7139 Cultural, ethical and legal awareness for teachers** (6 credits)

Have you come across students of different minorities (due to socio- economic status, ethnic origins, religions, etc) who have different cultural practices calling for special consideration in the classroom? What can you do when you discover a student involved in an intimate relationship which may not be acceptable to many others? What should be considered when a parent is filing a complaint against your teaching? ... Such situations are not uncommon. Cultural, ethical and legal awareness are becoming essential for teachers nowadays when society is increasingly pluralistic and prone to conflicts. The course will help participants reflect on related educational situations and consider their cultural, ethical and legal elements, and the platforms and processes in identifying and handling such situations. With reference to basic legal knowledge, ethical principles and issues raised by multiculturalism, the course will focus on differentiating these three perspectives and introduce some commonsense yet fundamentally important ideas in handling such situations.

Assessment: 100% coursework.

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**EDUC7142 Characteristics and methods of instruction for young diverse learners** (6 credits)

This course investigates the learning characteristics of the highest prevalence groups of students with special educational needs in Hong Kong including students with intellectual disabilities, autistic spectrum disorders, Attention Deficit Hyperactivity Disorder (ADHD), behavioural problems, specific learning difficulties, communication disorders and sensory impairment. Through case study and practical experiences, participants will learn the most common approaches adopted in mainstream inclusive pre-schools/ early primary schools.

Assessment: 100% coursework.

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**EDUC7145 Positive psychology and education** (6 credits)

Positive psychology is the scientific study of happiness. Psychology has traditionally focused on dysfunction — on people with mental illness or other psychological problems and how to treat them.

Positive psychology, by contrast, is a relatively new field that examines how ordinary people can become happier and more fulfilled.

Positive psychology can have a range of real-world applications like education, therapy, self-help, and workplace issues. Using strategies from positive psychology, teachers can motivate their students to nurture their natural strengths as well as develop character, social learning, emotional literacy and well-being skills.

The contents of this course will be based on the theoretical framework proposed by Dr. Martin Seligman, who is considered the “father of Positive Psychology”. Topics will include: gratitude, forgiveness, optimism, resilience, mindfulness, spirituality, positive emotion, engagement, good relationships, meaning and purpose in life, and accomplishment. The course is relevant to all teachers who are interested in positive youth development. Participants are expected to engage actively in experiential learning and reflection exercises.

Assessment: 100% coursework.

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### **EDUC7152 Teaching and learning of Biology (6 credits)**

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

Assessment: 100% coursework.

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### **EDUC7153 Teaching and learning of Chemistry (6 credits)**

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

Assessment: 100% coursework.

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### **EDUC7154 Teaching and learning of Physics (6 credits)**

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

Assessment: 100% coursework.

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### **EDUC7155 Learning design and technology for school educators (6 credits)**

An important competency of contemporary science and mathematics teachers is to be able to effectively integrate education technologies in learning activities (we call this a learning design). This course examines educational technologies and learning design. A particular form of a learning design that will be explored in details in this course is called ActiveLesson. ActiveLesson is the strategy that incorporates MicroLesson strategy developed at the NIE in Singapore (see <http://eduweb.nie.edu.sg/microlessons/>) and WebQuest strategy from the San Diego State University (see <http://webquest.org/>). Students will explore integration of education technologies in learning activities such as inquiries, experiments, problem solving, investigations and projects, and packaging of these in ActiveLessons. Particular attention is given to education technologies and contemporary pedagogy that emphasizes learning-centered practices, concept learning and development of new literacies for 21<sup>st</sup> century. Four aspects of an ActiveLesson learning design and technologies for school teaching are examined in depth, including resources, activities, support and evaluation of learning. Overall, the course will prepare school educators to effectively design ActiveLessons and apply education technology in their classroom practices in the most effective way for achievement of learning outcomes. Assessment: 100% coursework.

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### **EDUC7158 Materials development in English language education (6 credits)**

Language-learning materials, in particular coursebooks, play a central role in English language learning, teaching and assessment in Hong Kong (Chien & Young, 2007). Teachers need tools to effectively evaluate coursebooks, source and evaluate other materials, adapt materials and develop their own materials to meet learners' needs and teaching goals (McGrath, 2016).

This course aims to provide pre-service and in-service English language teachers with the tools necessary to evaluate, source, adapt and develop language-learning materials effectively based on communicative language teaching principles, task-based learning approaches and the English language curriculum in Hong Kong. Participants will explore materials development in terms of learners' needs and interests, language development, authenticity and in and out of the classroom learning. Materials for developing the four skills as well as vocabulary, grammar and text types will be addressed. Participants will consider language-learning materials in the wider context of the curriculum, society and culture. New advances in technology and the added benefits and challenges of digital multimodal materials will also be explored. The course will focus specifically on language-learning materials for use with primary and junior secondary learners.

Assessment: 100% coursework.

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### **EDUC7159 Understanding and developing inclusive practices in schools (6 credits)**

This course investigates how inclusion can be achieved through differentiating the curriculum, learning materials, instruction and assessment for diverse learners through a whole-school approach which emphasizes the presence, participation and achievement of every student.

Through case studies, skills practices, and practical experience sharing, participants will learn the most common approaches viable in a mainstream inclusive secondary school setting.

Assessment: 100% coursework.

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### **EDUC7160 Sign language and its application in education (6 credits)**

The emergence of Sign Linguistics research has proven beyond doubt that sign language has a linguistic system independent of the surrounding spoken language, and, as a natural language, is acquirable by humans. Recent advancement in Sign Linguistics and Sign Language Acquisition research have enabled us to reconsider the role that sign language may play in bringing up deaf children. The proposal "Sign Bilingualism" builds upon the assumption that sign language can partner with spoken language in supporting the language, cognitive and social-psychological development, as well as education, of deaf children (Grosjean 2010), children with autism (Tincani 2004) and those who are intellectually challenged (Clibbens, 2001). Benefits in language and non-verbal cognition can also be found in

typically developing children who are consistently immersed in sign language learning programs (Daniels, 2001; Capirci, et al., 1998).

This course aims to provide pre-service and in-service teachers theoretical background on the nature of sign language and its practical applications in different educational settings. How sign language can be used in various pedagogical activities in class will be explored. The participants, as second language learners, will experience sign language learning in this course, not only to acquire sign language skills, but to learn vocabularies and expressions that are helpful in supporting classroom learning of students, no matter in special school or mainstream settings.

Assessment: 100% coursework.

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### **EDUC7161 Teaching primary Mathematics (6 credits)**

This course will introduce basic theories in children's mathematical learning in the primary years, particularly through examining use of educational resources including traditional physical teaching and learning aids as well as the latest technological tools. This will lead to understanding of certain central themes in mathematical thinking such as problem solving, reasoning, communication and developing mental imageries from multiple representations. There will be hands-on workshops for participants to explore and develop use of selected resources. The course will be suitable for anyone interested in teaching mathematics or understanding children's mathematical learning in the primary and early years.

Assessment: 100% coursework.

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### **EDUC7164 Integrating Content and Language Learning (6 credits)**

This course introduces principles, practice and bridging pedagogies of integrating content and language learning, with reference to school-based examples from various educational settings (such as secondary and primary school contexts) and content disciplines (such as Mathematics, Science, PSHE, LS and English language). Specifically, it aims to illustrate how content subject teachers and/or language teachers could support students learning content knowledge in a school. It also explores the nature and functioning of language as a primary meaning-making resource in relation to content and language integrated learning.

Assessment: 100% coursework.

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## **V. Capstone (non-credit-bearing)**

### **EDUC6792 Capstone (non-credit-bearing)**

Candidates are required to present a synthesis of their professional learning and progress towards achieving the PGDE "Concept of a teacher" in a capstone event. The capstone is a hurdle requirement for graduation.

Assessment: 100% coursework.

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### **For candidates majoring in (11) Teaching Chinese as a Second Language**

For candidates enrolled in Postgraduate Diploma in Education majoring in Teaching Chinese as a Second Language (full-time), Postgraduate Diploma in Education is awarded for the satisfactory completion of Major in Teaching Chinese as a Second Language.

All candidates are required to complete the following components:

- I. Pedagogical Content Knowledge (18 credits)
  - (i) a Methods course corresponding to the candidate's Major (12 credits)
  - (ii) a Collaborative Lesson Inquiry module (6 credits)
- II. Integrated Inquiry (18 credits)
- III. Experiential Learning (18 credits)
  - (i) a module of Experiential Learning (6 credits)
  - (ii) a Professional Practicum linked to the candidate's Major (12 credits)

- IV. Elective(s) (6 credits)  
 V. Capstone (non-credit-bearing)
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## **I. Pedagogical Content Knowledge (18 credits)**

### **(i) Methods**

This course examines methods of teaching of subjects of a cognate area within the school curriculum. It focuses on work in Hong Kong schools, and concerns issues such as the place, value and problems of the area within the curriculum; the planning, design and evaluation of lessons, programmes and syllabuses to achieve interest and learning; organization and management in classrooms, laboratories and other teaching settings; new developments in teaching in Hong Kong and overseas; the use of information and communications technology in teaching and learning; methods of assessment; production of resources and evaluation of textbooks and other materials.

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### **EDUC6712 Methods course: Teaching Chinese as a Second Language (12 credits)**

This course is designed to prepare university graduates to teach Chinese Language as a second language in international schools within Hong Kong. The course aims at enhancing students' knowledge and skills in Chinese as a Second Language curriculum design, pedagogy and assessment practices, familiarizing them with international school cultures and curriculum frameworks and the implications thereof on pedagogical and interpersonal teacher-student relationships, and providing professional training to participants for their development into leading education practitioners in international school contexts. The content of the course includes theories of second language education and child development, pedagogies and teaching practice, curriculum and assessment design, cross-cultural teaching and international Chinese curricula.

Assessment: 100% coursework.

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### **(ii) Collaborative Lesson Inquiry**

#### **EDUC6750 Collaborative lesson inquiry (6 credits)**

Sessions will be dedicated to practice-based learning related to lesson design, implementation and reflection. In order to support curriculum coherence, common themes linked to the inquiry foci and School Experience will be addressed across the Majors.

Assessment: 100% coursework.

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## **II. Integrated Inquiry (18 credits)**

### **EDUC6760 Educational inquiry (18 credits)**

This course introduces major educational concepts and develops practice-based understanding in student learning, pedagogy, and schooling and society, drawing from cognate areas of teaching, curriculum, psychology, sociology, philosophy and policy studies. The course adopts an active, inquiry-based and integrated approach with students working on authentic cases, problems and issues situated in curriculum-related, classroom and school contexts. Rather than receiving lectures, students will integrate their understanding and engage in collaborative inquiry and group discussion solving problems and sharing ideas supported by technology. Educational Inquiry emphasizes theory-practice integration with students linking cases, problems, issues and concepts with their practical experience in school placement and reflecting on their learning experience. As a result of participating in this course, students will be able to (i) develop an understanding of how learners learn in relation to students' own cognate areas of teaching; (ii) acquire understanding and skills about learner development and catering for

learner diversity and individual differences; (iii) understand and interpret important educational issues and processes in the context of local, national, and global social transformations; and (iv) analyze and reflect critically on their own beliefs and practices of teaching and learning for 21st century education. Assessment: 100% coursework.

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### **III. Experiential Learning (18 credits)**

All the candidates will undertake broadening experiential learning in Semester 1 and professional practicum in Semester 2 of the curriculum.

#### **(i) Experiential learning**

All the candidates will undertake an experiential placement within the context of teaching Chinese as a second language.

#### **EDUC6787 Experiential learning (6 credits)**

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages. For full-time candidates, the experiential placement normally lasts for six weeks. Chinese and English Majors' experiential learning (EL) will take the form mandated by the HKSAR Government. Placements will be arranged with support from the Faculty of Education EL team. The Faculty EL team along with the Methods supervisor will give academic advice on all placements. For part-time candidates, experiential learning (EL) may take the form of new professional learning experiences in or outside Hong Kong, as approved by the Faculty EL team and the Methods supervisor. EL projects and opportunities will be provided by the Faculty EL team and advertised on the Faculty website and students will also be able to nominate their own EL projects. Assessment of EL includes written reflections, satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors) and participation in a final poster presentation integrated with the capstone requirement.

Assessment: 100% coursework and satisfactory completion of the respective EL project.

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#### **(ii) Professional Practicum**

#### **EDUC6790 Professional practicum (12 credits)**

This is a professional requirement that enables candidates to develop professional teaching competencies within a school environment. Candidates are required to integrate theory and practice in four domains – Learning and Teaching, Student Development, School Development, and the Professional Community. Through practical teaching, students commit themselves to six core professional values: belief that all students can learn, care for students, respect for diversity, commitment and dedication to the profession, collaboration, sharing and team spirit, passion for continuous learning and excellence.

Because this component is conducted in schools and involves direct learning relationships with school students, candidates must comply with the following professional requirements: Candidates shall conduct themselves professionally during their studies and towards staff and students in schools or other institutions. Candidates who exhibit behaviour deemed by the Faculty to be threatening or harmful to school children, teachers, fellow students, or to schools and other institutions participating in the curriculum, may not be permitted to take, or may be withdrawn from the course, and hence will not be able to satisfy the professional requirements of the curriculum.

The core aspects of candidates' performance in the professional practicum that will be assessed include but are not limited to the following:

- planning for effective teaching and learning

- knowledge of the field of study and its acquisition
- teaching strategies which motivate student learning and meet diverse student needs
- managing learning and interaction in the classroom
- professional orientation

The professional practicum normally comprises not less than eight weeks of teaching practice under supervision.

Assessment: 100% continuous practiced-based assessment, e.g. post-supervision reflective reports, classroom teaching appraisals and lesson observation reports.

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#### **IV. Elective Course (6 credits)**

##### **EDUC7162 Inquiry in Primary Years Programme Chinese language teaching (6 credits)**

This course focuses on implementing inquiry-based teaching in Chinese language and literacy teaching in Hong Kong international schools. It focuses on discussing underpinning theory, curriculum design, pedagogical methods and assessment issues related to inquiry in and through Chinese.

Assessment: 100% coursework.

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#### **V. Capstone (non-credit-bearing)**

##### **EDUC6792 Capstone (non-credit-bearing)**

Candidates are required to present a synthesis of their professional learning and progress towards achieving the PGDE “Concept of a teacher” in a capstone event. The capstone is a hurdle requirement for graduation.

Assessment: 100% coursework.

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