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

II. SPECIALIST STRAND* (subject to change):
   1. Chinese Language Education
   2. Comparative and Global Studies in Education and Development
   3. Content and Language Integrated Learning
   4. Early Childhood Education
   5. Educational Administration and Management
   6. English Language Education
   7. Guidance and Counselling
   8. Health Professions Education
   9. Higher Education
   10. Mathematics Education
   11. Psychological Studies in Education
   12. STEM Education
   13. Teaching Chinese as a Second Language
   14. Teaching Chinese Language and Literature in International Education
   15. Teaching of Mathematics in an International Context

(* 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 compulsory core course (6 credits), 7 general elective courses (6 credits each) plus a research project or a professional portfolio (12 credits).

MEDD8001   Educational issues and research (6 credits)

This compulsory core course aims to equip students with an overview of education as a field of study and basic understanding of educational research. It introduces key educational concepts and issues and prompts students to critically examine these issues from different philosophical, sociological, psychological, and cultural perspectives in their own professional and/or educational contexts. Another theme of the core course is introduction to educational research, so that students will be equipped with basic knowledge of research to understand and critically examine research evidence and engage in research or evidence-informed practice. This course is a combination of mass lectures and tutorials, and the total word length of written output for various assessment tasks is between 3,000-4,000 words or equivalent.

Assessment: 100% coursework.

MEDD8008   Research project (12 credits) (Capstone Experience)

The research project is normally between 10,000 and 12,000 words in length on an approved topic in the specialist area. Students doing a research project are required to choose one of the electives related
to “Advanced Research Methods”. Students will participate in a series of seminars and the capstone presentation day.
Assessment: 100% coursework.

MEDD8009  Professional portfolio (12 credits) (Capstone Experience)

The professional portfolio is normally between 10,000 and 12,000 words in length. It provides students with an opportunity to apply what they have learned on the programme to practices, and then evaluate and reflect on such practices. Students are required to participate in a series of seminars and the capstone presentation day.
Assessment: 100% coursework.

II.  SPECIALIST STRAND

The Specialist Strand consists of a compulsory core course (6 credits), 4 specialist courses (6 credits each), 3 elective courses (6 credits each) plus a research project or a professional portfolio (12 credits).

The exception is the specialism of Teaching Chinese Language and Literature in International Education, which does not have the research project option. Candidates are required to complete a compulsory core course (6 credits), 4 specialist courses (6 credits each), 3 specialist electives (6 credits each) and a professional portfolio (12 credits).

MEDD8001  Educational issues and research (6 credits)

This compulsory core course aims to equip students with an overview of education as a field of study and basic understanding of educational research. It introduces key educational concepts and issues and prompts students to critically examine these issues from different philosophical, sociological, psychological, and cultural perspectives in their own professional and/or educational contexts. Another theme of the core course is introduction to educational research, so that students will be equipped with basic knowledge of research to understand and critically examine research evidence and engage in research or evidence-informed practice. This course is a combination of mass lectures and tutorials, and the total word length of written output for various assessment tasks is between 3,000-4,000 words or equivalent.
Assessment: 100% coursework.

MEDD8008  Research project (12 credits) (Capstone Experience)

The research project is normally between 10,000 and 12,000 words in length on an approved topic in the specialist area. Students doing a research project are required to choose one of the electives related to “Advanced Research Methods”. Students will participate in a series of seminars and the capstone presentation day.
Assessment: 100% coursework.

MEDD8009  Professional portfolio (12 credits) (Capstone Experience)

The professional portfolio is normally between 10,000 and 12,000 words in length. It provides students with an opportunity to apply what they have learned on the programme to practices, and then evaluate and reflect on such practices. Students are required to participate in a series of seminars and the capstone presentation day.
1. CHINESE LANGUAGE EDUCATION 中国语文教育

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.

MEDD8853 The Chinese language curriculum and its School-based application [中国语文课程与校本课程的应用] (6 credits)

This course introduces the development, implementation, dissemination and evaluation of the Chinese Language curriculum with reference to classical and new curriculum models. This course will provide case studies of school-based Chinese Language curriculum in Hong Kong primary and secondary schools to navigate the new curriculum landscape. The students will learn what it really takes to structure, align, integrate, and evaluate quality Chinese language curriculum for savvy curriculum leadership in the 21st century.
Assessment: 100% coursework.

MEDD8854 Assessment in Chinese language education [中国语文教育：评估] (6 credits)

This course introduces important concepts of assessments including norm-referenced and criterion-referenced tests, formative assessment, and summative assessment, adaptive assessment, assessment of learning, assessment for learning, and assessment as learning. Students are encouraged to adopt inquiry modes to investigate the relationship between these concepts in the field of Chinese language education. The course also provides practical modes and strategies, including constructing and evaluating Chinese language tests, interpretation and applications of test scores, 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.

MEDD8855 Psycholinguistic and the Chinese language learning process [心理语言学及中国语文学习过程] (6 credits)

This course aims at preparing students and professionals with the conceptual ground of psycholinguistics in understanding the acquisition, comprehension and production of Chinese language. It examines children’s ability to learn language, Chinese character recognition, the processes of reading, composing processes, creativity and second language acquisition. This course combines empirical data and a synthesis of recent research in Chinese psycholinguistics to deliver cutting-edge instructions to students. Students are encouraged to critically analyse research and theory from a psycholinguistics perspective.
Assessment: 100% coursework.

MEDD8856 Chinese Reading Comprehension Instruction: Theories and Practices [中文阅读理解教学理论与实践] (6 credits)

Reading comprehension is a crucial part of Chinese language and literature instruction. This course provides students’ pedagogical context knowledge for enhancing Chinese students’ reading comprehension ability in their classrooms. The course introduces various theories and practices on reading processes, reading motivation and reading strategies. Students also learn techniques for examining, promoting and teaching Chinese reading comprehension. 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.
Assessment: 100% coursework.

2. 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. 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. The specialism will examine 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 non-formal education. It will include particular reference to UNESCO’s work in the context of the United Nations’ Sustainable Development Goals (SDGs).

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 globalisation, privatisation 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 and sustainable development (ESD) from a comparative perspective. 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. Additionally, the course considers education in relation to sustainable development in a variety of geographical contexts. In Hong Kong and many other high-income societies, education for sustainable development is often related to environmental education. However, in low-income contexts (especially in Africa and Asia) it commonly refers to education that helps to meet local social, political, and economic needs and empowers local people and communities. A gap can be identified in these latter contexts, between “education for sustainable development” as a global concept, versus “sustainable educational
development” from a local perspective. Students will analyse a variety of approaches to education for sustainable development, to understand the ways in which concepts can be developed and applied in practice in a range of contexts.

Assessment: 100% coursework.

3. CONTENT AND LANGUAGE INTEGRATED LEARNING

This specialism aims to cater for more content and language in-service and pre-service teachers in Hong Kong, Mainland China as well as overseas. It is designed for subject teachers who are directly involved in English medium instruction (EMI) and English language teachers who have a role to play in supporting EMI content teaching. It equips participants with the linguistic principles and knowledge of practice to develop and implement language-across-the-curriculum initiatives in schools to improve both English academic literacy and EMI content instruction.

**MEDD8843 Textual analysis I: Academic literacies 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 course participants to different kinds of academic genres characteristic of the disciplines of science and mathematics. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in science and mathematics are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of sciences and mathematics and to develop and enhance language support to better scaffold learners’ understanding of academic content in English.

Assessment: 100% coursework.

**MEDD8844 Textual analysis II: Academic literacies 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 course participants to different kinds of academic genres characteristic of the disciplines of the social sciences and humanities. The genre patterns as well as grammatical and lexical features specific to different kinds of academic genres in the social sciences and humanities are systematically analysed. The ultimate aim is to equip course participants with the knowledge and skills needed to identify and describe the various language demands of academic texts and tasks in the disciplines of the social sciences and humanities, and to develop and strengthen language support to better scaffold learners’ understanding of academic content in English.

Assessment: 100% coursework.

**MEDD8845 Principles and practice: Bridging pedagogy in content and language integrated learning** (6 credits)

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

Assessment: 100% coursework.

**MEDD8846 Principles and practice: Course design in content and language integrated learning** (6 credits)

This course focuses on introducing the principles and practice of CLIL. It covers the historical development of the field by discussing the theories and practice of different related approaches including: content-based instruction (CBI), and content and language integrated learning (CLIL). Established research traditions of genre theories (e.g., the ‘Genre Egg’) and pedagogical theories (e.g.,
the ‘Teaching and Learning Cycles’, the ‘Detailed Reading’ approach) informing the work of CLIL are given emphasis. The different contexts in which these approaches have developed are also examined with a view to adapting/re-designing them to suit the local or new pedagogical contexts. Course participants are guided in expanding their capacity to adapt and design CLIL/LAC materials. Assessment: 100% coursework.

4. 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 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 various aspects of development, which include physical, cognitive, language and social and emotional development of young children. It will consider influences on early childhood development and examine the applications of child and human development theories in early childhood education programmes. This course will also cover various topics in early childhood development and education: (a) observation and assessment in the early years; (b) school readiness; (c) optimal child development; and (d) home-school cooperation. Assessment: 100% coursework.

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

This course considers how theoretical approaches and socio-contextual 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 (1) evidence-based practice in curriculum, planning, implementation and evaluation; and (2) 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 will consider global, contemporary and controversial issues in early childhood education (ECE). It will consider (i) international trends in ECE policy and provision including concerns with equitable access to quality services; (ii) trends and issues in ECE curriculum; (iii) issues related to the professional development of teachers; (iv) issues related to parental choice of ECE programs; and (v) selected controversial issues in ECE. The course will analyse trends and issues from multiple perspectives. Assessment: 100% coursework.
5. EDUCATIONAL ADMINISTRATION AND MANAGEMENT

This specialism provides educators with related theoretical background, cultivates their research interests and abilities to understand and analyse the effective practice of administration and management in education, as well as in other relevant contexts as appropriate. Topics discussed will include organisation theories; management theories; theories and strategies for decision-making; sociological perspectives of educational institutions; educational policy-making and planning; organisational performance; accountability and law in education; and research methodology in educational administration.

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 organisational 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 organisational theory for educational institutions (6 credits)

This course will trace the evolution of administrative and organisational theories, from classical to contemporary schools of thought, in the context of educational institutions. It will enable students to conceptualise and analyse organisational 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 organisational learning, change and effectiveness.
Assessment: 100% coursework.

MEDD7100 Legal aspects of educational administration (6 credits)

The course aims to better equip students with legal literacy, concepts and reasoning so that they would be able to understand legal aspects of educational administration, examine the implications for effective operation of the school, make sensible administrative decisions effectively and legally. The content covers basic legal concepts and legal jurisdiction. Issues such as employment, student rights, school liabilities, staff relation, equal opportunities, personal data, collaboration with law enforcement bodies will be explored.
Assessment: 100% coursework.
6. **ENGLISH LANGUAGE EDUCATION**

The 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 language arts, IT in language learning); relations between assessment and curriculum, (feedback, 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 English curriculum. The course aims to develop participants’ understanding of the key developments and innovations in the English Language curriculum, and their criticality in evaluating the implementation of ELT innovations in their own context.

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 the cognitive and sociocultural perspectives. 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 relationship between language and cognition, as well as the roles of input, interaction, output, form-focused instruction, motivation and learner 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.

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.

7. GUIDANCE AND COUNSELLING

This specialism 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 organising 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.

The 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 to foster students’ personal, social, career and talent development; supporting students in distress; and crisis intervention.

Candidates are required to complete the 4 specialist courses and a specialist elective course MEDD8678 “Counselling process, ethics and skills”, two elective courses (6 credits each), and an option of a research project (12 credits) or a professional portfolio (12 credits).

MEDD8248 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; the helping process and relevant 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.

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 individualised practicum in counselling and group guidance in a school or at an approved agency/organisation. 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.

**MEDD8884 Career counselling and talent development in schools (6 credits)**

This course will compare theories and practices of career counselling and talent development programmes in schools in Hong Kong and other parts of the world. Topics will include: 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; identification of students for talent development programmes; assessment of life career and talent development; career counselling of the exceptionally gifted; family influences; multicultural perspectives; gender issues; life-wide learning; career-related experiences; service 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.

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.

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**8. HEALTH PROFESSIONS EDUCATION**

This specialism is for educators in the health sciences disciplines who are looking to enhance clinical
supervision, lead educational change and transform students’ lives. It will support innovation in educational design and delivery in light of the latest research on learning and teaching. Graduates will also have the capacity to develop and evaluate educational quality in healthcare organisations. The MEd (HPE) will also provide a recognised platform from which graduates could pursue research at doctoral levels (EdD or PhD).

**MEDD8870 Foundations of health professions education (6 credits)**

This course is foundational to the specialism and will be informed by research from the field of the learning sciences with a central focus on learning in health professions education. We will discuss a variety of approaches to curriculum (e.g. outcomes and competency-based education) and the design of courses and learning activities (from large class to small group pedagogies).

Assessment: 100% coursework.

**MEDD8871 Assessment and evaluation in health professions education (6 credits)**

In this course participants will be introduced to key concepts in assessment as they apply to health professions education including continuous assessment, formative and summative assessments, validity and reliability, and calibration and moderation. Participants will critique the relative strengths and weaknesses of a wide range of common written and practical assessment methods used in health professions education and appraise how quality assurance and quality enhancement are considered in curriculum design.

Assessment: 100% coursework.

**MEDD8872 Clinical teaching and supervision (6 credits)**

This course is aimed at developing healthcare professionals’ knowledge of clinical supervision models and practice and the key role supervision plays in training healthcare professionals and continued professional development. The course will survey historic and contemporary approaches to clinical education and supervision, including the increasingly important role of simulation in clinical training. The course is also aimed at helping clinical educators to facilitate students’ clinical learning, use of evidence-based practice and development of reflective practice skills.

Assessment: 100% coursework.

**MEDD8873 Effective student-supervisor relationships in health professions education (6 credits)**

Whether teaching in a large lecture theatre, a small tutorial group or one-on-one in a clinical setting, there is potential for the supervisor-student relationship to transcend beyond the acquisition of clinical skills and knowledge. This course will take a case-based approach to explore the modern roles of the teacher as a supervisor, mentor and role model. It will also introduce useful skills to enable participants to facilitate better inter-professional and inter-personal communication, give and receive feedback, and implement effective strategies to help support learner wellbeing.

Assessment: 100% coursework.

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**9. HIGHER EDUCATION**

This specialism helps university and college managers navigate the cutting-edge ideas and the best practices of integrating strategies of internationalisation, academic freedom, institutional autonomy, problem-based learning, and quality assurance. The courses draw on interdisciplinary perspectives contributed by sociology, economics, political science, administrative studies, and comparative education. The learning process is driven by practical insights from experienced professionals of international agencies, national governments, funding bodies, academic associations, universities, polytechnics, community colleges, liberal arts colleges, research centers, academic health science centers, branch campuses, and joint educational ventures.
MEDD6341   **Globalisation and higher education** (6 credits)

The concept of globalisation has been taken as a salient feature of our times. Within a context of intensified globalisation, 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 commercialisation 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. This course aims to assist students to discuss these issues in an international and historical context, with particular foci on policy, governance and management in China and Asia. It examines how universities are responding to globalisation in their cultural complexity and social contexts, using examples from a variety of social, cultural, economic and political backgrounds.

Assessment: 100% coursework.

MEDD6346   **Organisational theories and strategies in higher education** (6 credits)

Organisational frameworks in higher education are different from those in businesses, governmental institutions or civic organisations. Strategic planning, key performance indicators and funding schemes differ across academic divisions. 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 organisational structures emerge and transform in the process of moving from elite to mass higher education. Students will learn to discern the organisational theories that explain the growing interdependencies among governance, finance, infrastructures, epistemic norms and organisational culture in universities and colleges. The course aims at: (1) fostering strategic thinking for organisational development; (2) conducting critical analysis of management and planning approaches in public and private higher education institutions; (3) shaping skills in facilitative and integrative transformative frameworks. By drawing on institutional case studies, students will examine key tensions between centralised and decentralised approaches, open and closed systems, structuralism and creativity, contingency and sustainability, diffusion and connectivity.

Assessment: 100% coursework.

MEDD6347   **Comparative higher education policy studies** (6 credits)

This course focuses on eight policy themes: (1) system design; (2) access and equity, (3) quality assurance and accountability, (4) privatisation and financing, (5) student experience and employability; (6) critical inquiry and innovation; (7) ITC and distance learning; (8) autonomy, governance and management. Students develop policy analysis skills by examining trends and problems in higher education systems of Canada, China, Hong Kong, Singapore, Japan, the EU, UK, USA, and other jurisdictions. With the help of comparative research, students acquire a multi-stakeholder worldview about similarities and differences in the policy contexts of global higher education.

Assessment: 100% coursework.

MEDD6348   **Higher education leadership** (6 credits)

This course traces the recent development of leadership theories and practices in universities and colleges. The course examines differences in leadership styles, and compares roles of intellectual leadership, administrative leadership, and strategic leadership among others. The participants will explore differentials in cultures, values, intelligences, and styles of leadership across the field of international higher education. The course will help emerging leaders understand how a knowledge-driven institution interprets and engages the concepts of public good, social responsibility, cross-cultural respect and tolerance, gender equity, and learner empowerment. This course draws on local and
international case-studies. Students will have a chance to develop their own leadership profile and map their future career trajectories in the field of higher education. Assessment: 100% coursework.

10. MATHEMATICS EDUCATION

This specialism is designed for teachers and other educators directly involved with mathematics education. It aims to provide a comprehensive overview that will cover relevant research and contributions to the discipline from a variety of perspectives, namely the social and cultural context, teaching and learning, the curriculum, philosophy, and the impact of technology.

MEDD6387 Research into the teaching and learning of mathematics (6 credits)

This course gives an overview of theories and research on the teaching and learning of mathematics. Research in the teaching and learning of some major areas in mathematics such as algebra is reviewed. In addition, examples of investigation of mathematics teacher’s pedagogical content knowledge, teacher conception, and assessment related to the teaching and learning of mathematics, classroom research, small-scale and large-scale studies will be discussed. The course and assessment are designed in such a way for an introduction to a virtual experience of research culture for mathematics teachers and professionals. It is hoped that in the course the students will read, talk about, reflect upon how research may have an implication in their profession. They are expected to make presentations, plan their own research, and develop an awareness of how a research culture can be an enhancement of their life-long professional development. At the end of the course, students should be able to: (1) be aware of the issues and topics related to research in the teaching and learning of mathematics; (2) carry out literature review for specific issues of interest, reflect and discuss in relation to the local context and their workplace; (3) write a research proposal for school-based development for the mathematics teaching and learning. Assessment: 100% coursework.

MEDD6388 Curriculum research and development in mathematics (6 credits)

This course discusses issues that revolve around the mathematics curriculum and its development in schools. Without limiting the discussion to Hong Kong, a deeper understanding of the issues and concepts concerned with curriculum research and development is expected to be emerging from a better knowledge about the mathematics curricula in various other countries. Important issues to be discussed include: the ongoing development of curriculum in mathematics; current mathematics curriculum projects overseas; the history of the mathematics curriculum; forces that shape the mathematics curriculum in Hong Kong; the relevance of school mathematics; mathematics across the curriculum; assessment in mathematics; school mathematics that caters for individual differences; and diversification and standardisation of the mathematics curriculum. Assessment: 100% coursework.

MEDD6389 The philosophical, social and cultural aspects of mathematics education (6 credits)

This course focuses on the features that characterise mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers’ and students’ beliefs and attitudes, and on students’ achievement will also be discussed. In addition, this course investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; social inequalities including gender issues; and the relationship between language and mathematics. The objectives of the course are to enable students to (1) reflect critically on the features that characterise mathematics as a distinctive discipline, and be aware of the conflicting views on the nature of mathematical knowledge; (2) explore the relationship between the nature of mathematics and the nature of mathematics teaching and learning; (3) explore the social and cultural factors that affect the teaching and learning of mathematics; (4) reflect upon the aims of mathematics education and how
mathematics instruction should be conducted, and (5) reflect critically on how teachers’ views of mathematics and mathematics education affect their own practice.
Assessment: 100% coursework.

**MEDD6390  Innovation and development of instructional design in mathematics** (6 credits)

This course focuses on research and development of educational design in mathematics. By analysing cases of pedagogical practice and innovation, students will understand and reflect on principles and theoretical frameworks guiding the process of developing mathematics pedagogy. There will be study of task design, involving different tools and representations, situated in various contexts of mathematics learning, from the perspectives of teachers, designers and researchers. Special attention will be given to the role of digital technology in shaping the goals and means of developing mathematics instructions and building learning environments.
Assessment: 100% coursework.

11. PSYCHOLOGICAL STUDIES IN EDUCATION

This specialism is designed to familiarise teachers/educators/individuals interested in psychological studies in education with the basic concepts and principles of developmental, educational, and social psychology and their application in educational contexts. Strong emphasis will be placed on topics and issues in contemporary research that are relevant to schools and higher educational institutions in Hong Kong, Mainland China, and the rest of the world. Sample topics covered are (i) learner characteristics (e.g., cognitive development, language development, moral development, psychosocial development, interpersonal development, and factors influencing student development such as individual differences in learning approaches, motivation, and learning styles); (ii) teacher characteristics (e.g., conceptions of teaching and learning, emotions in teaching, teacher self-efficacy, teaching styles, and teaching approaches); and (iii) the process, context, and culture of learning (e.g., theories of learning and teaching, curriculum, pedagogy, learning how to learn, designing effective learning, classroom talk, assessment, computer-supported collaborative learning, and the Chinese Learner).

**MEDD6441  Developmental psychology for educators** (6 credits)

This course will familiarise educators with the major theories, concepts and research findings of developmental psychology as well as some of the skills and techniques of gathering information on children and adolescents. The application of developmental research to educational practice and policy will also be considered. By the end of this course, students should gain an understanding of (i) major developmental theories; (ii) the sequence of child and adolescent development and the processes that underlie them; (iii) the interdependence of all aspects of development, i.e., physical, cognitive, emotional and social; and (iv) the impact of context and culture on development.
Assessment: 100% coursework.

**MEDD6442  Cognition, learning and instruction** (6 credits)

This course will be based on theories in Educational Psychology and Learning Sciences focusing on the interfaces of cognition, design and context to examine how students learn. The course will start with an overall framework introducing contemporary theories of learning and models of classroom instruction. The first component introduces research in student cognition and learning including conceptions and approaches to learning, epistemological beliefs, self-regulated learning and motivation. The second component addresses the question of design and examines how learning for 21st century education can be promoted. Theories, principles and practice related to higher order thinking, assessment for learning, and technology-supported learning will be introduced. This course also examines the influences of psychological factors and socio-cultural context and research on the Chinese Learner will be discussed. Throughout the course, students will be provided with learning experience that mirrors the theories discussed in the course.
Assessment: 100% coursework.
MEDD6443  **Student development: Theory, research and practice** (6 credits)

Student development concerns the holistic development of a student - his/her development of psychological characteristics, physical development, career interest development, emotional development, identity development, moral development, social development, as well as intellectual 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 both classic and contemporary ones. Emphasis is further placed on how these theories and research findings based on these theories can be applied to schools and universities in Hong Kong abroad. Potential learners (e.g., in-service and pre-service teachers, counselors, senior school managers, education policy makers; 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 and other clientele with whom they work but also for achieving a better understanding of themselves.

Assessment: 100% coursework.

MEDD6444  **Effective talk in the classroom** (6 credits)

Effective talk in the classroom is fundamental to student learning. In this course, students will learn: (1) The state-of-the-art theories of effective talk. Students will learn from a growing body of research how effective classroom talk, particularly discussion participants’ elaboration of their own ideas and thinking with each other, is related to their engagement and achievement. (2) The application of effective talk. Students will learn how to construct talk situations that promote learning and how to use a list of proven effective talk moves to position the participants as active learners. (3) Analysis and reflection of classroom talk. Students will learn how to analyse and reflect on classroom conversations in a rigorous way. Samples of classroom conversation transcripts and video/audio clips will be annotated using well-selected tools. Upon completion of this course, students are expected to develop knowledge and skills in facilitating effective talk in the classroom and to increase the awareness of continuing professional development in discussion-based teaching.

Assessment: 100% coursework.

12. **STEM EDUCATION**

This specialism aims to equip education students with an in-depth understanding of theoretical and practical issues surrounding STEM education. The specialism will explore philosophy, theories, learning design, technologies and policy at local and international level with respect to STEM. Specific theoretical constructs will be examined in the specialism with a focus on developing further research agenda at graduate level, e.g., STEM literacies, learning design, levels of integration, computational thinking, and design thinking.

Candidates are required to complete the 4 specialist courses and a specialist elective course MEDD8861 “Computational and design thinking for STEM literacy in the 21st century”, two elective courses (6 credits each), and an option of a research project (12 credits) or a professional portfolio (12 credits).

MEDD8857  **STEM education in an evolving social context** (6 credits)

This course examines the nature of STEM as a curriculum and pedagogical innovation from a socio-historical perspective. Topics addressed include: the historical development of cross-disciplinary integration in STEM education; the role of STEM in modern society; central ideas cutting across the disciplines of science, technology, engineering and mathematics; the relationship between STEM education and science literacy, technology literacy and mathematics literacy, social responsibility and moral reasoning, as well as 21st Century skills; STEM as a curriculum and pedagogical approach to foster inquiry and problem solving of authentic problems through the application of conceptual knowledge and skills from diverse disciplines.

Assessment: 100% coursework.
MEDD8858  **STEM education theory, practice and application** (6 credits)

This course discusses different theories, models and trends in STEM education underpinning international and local STEM policies and initiatives. Particular focus will be given to different models of STEM integration (e.g., discipline-focused, theme-based, interdisciplinary, etc.) This course will also examine policies and strategies at system, network and school levels employed in the implementation of STEM, and the challenges encountered. Students will be able to adopt appropriate theories, models and approaches for planning, organizing and evaluating STEM education related practices to strengthen the coherence and collaboration among teachers of different KLAS. The students will also appreciate the other developments and enhancements of STEM education, such as STEAM and STREAM with the incorporation of Arts elements too.
Assessment: 100% coursework.

MEDD8859  **Learning, teaching and assessment in STEM education** (6 credits)

This course focuses on STEM implementation at the classroom level. It takes as its starting point a focus on developing students’ self-directed learning and collaborative problem-solving capacity as a central goal for STEM education. It examines the curriculum and assessment designs and the role of teachers and learners in different models of classroom implementation. This course will also examine different models of teacher learning and leadership support for STEM implementation at the classroom and school levels.
Assessment: 100% coursework.

MEDD8860  **Emerging technologies in STEM education** (6 credits)

This course explores a broad range of current and emerging tools, practices and themes in STEM education. Also, the course will review current and future research trends in emerging tools, practices and themes in STEM Education. The course begins by exploring the historical development of cross-disciplinary integration in STEM education, in order to equip students with an overall picture on the types and trends of digital technology used for delivering STEM education in the past, present and future classrooms. Furthermore, the course explores uses of robotics as a mean of integration (e.g., Micro:bit, MakeBlock, Arduino, Lego Mindstorms). Also, attention will be given to product design and 3D printing as a special form of engineering design in integrated STEM. Finally, emerging tools such as mobile, wearable, VR, Augmented VR technology, etc., will be explored in context of STEM integration.
Assessment: 100% coursework.

**Specialist Elective Course**

MEDD8861  **Computational and design thinking for STEM literacy in the 21st century** (6 credits)

This course explores the computational thinking, design thinking, and 21st century literacies developed in the context of STEM education. Computational and design thinking, which originated and populated in MIT (Grimson, 2017) and Stanford University (Plattner, 2010), represents a new and emerging digital literacy, and becomes a core literacy in solving computational and engineering design problems in real-world contexts. In this course, the role of “E” (Engineering) in STEM education integrated with computational and design thinking will be discussed, and how to link these to other disciplines within STEM will be investigated. The course helps novice educational researchers and practitioner with background in science and mathematics to develop a comprehensive understanding of where the origin, motives for cognitive development and educational impacts are in the theory and application of STEM learning. Through collaborative learning environment and interactive seminars, students will identify instructional and pedagogical approaches to implement the thinking methods in school-based STEM curriculum. Research agenda and educational policy of this emerging field of transdisciplinary education can be developed with computational thinking and design thinking in this course.
Assessment: 100% coursework.
This specialism is designed for pre-service or in-service Chinese language teachers in primary or secondary schools, who want to equip themselves with research and teach Chinese in various global contexts, including teaching Chinese as a second or foreign language. The programme connects theory and practice, and focuses on the issues related to Chinese as a second language pedagogy, curriculum design, assessment and classroom research. The programme aims at developing qualified TCSL teachers who are versed in various international curricular, with a particular focus on the IB curriculum.

Candidates are required to complete the 4 specialist courses and a specialist elective course MEDD7104 “Integrating the IB philosophy into Chinese language teaching”, two elective courses (6 credits each), and an option of a research project (12 credits) or a professional portfolio (12 credits).

**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 will provide you with a systematic understanding of school curriculum design and lesson planning. In this course, we will explore IB curriculum at different programmes, and discuss the core of IB curriculum design – concept-based curriculum. We will also discuss the various issues related to lesson planning. The course is very hands-on, where you will work in groups with your classmates to design curriculum together and critique each other’s unit and lesson design. Students are expected to (1) understand concept-based curriculum design and be able to apply the understanding to design school-based curriculum; (2) work in groups to design and critique unit and lesson design. It is expected that students will engage in collaborative learning experience through actively contributing their opinions and helping each other along the learning process. The course has the following objectives in mind: (1) To equip students with the theoretical background about curriculum design and implementation; (2) To familiarise students with current foreign language curriculum design frameworks and models; (3) To familiarise students with IB curriculums and concept-based curriculum design; (4) To engage students in discussions about issues related to curriculum design and implementation.

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 familiarise 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 analyse 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 course 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 the IB philosophy into Chinese language teaching [融合國際文憑課程理念的中文教學] (6 credits)

This elective includes an in-depth exploration into how to integrate IB Diploma Programme philosophy in curriculum design, teaching and learning, assessment and research. This course provides an overview of the principles underpinning the IB’s four programmes, such as inquiry-based learning, concept-driven curriculum, disciplinary, interdisciplinary and transdisciplinary approaches to teaching and learning. 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 Theory of Knowledge, Creativity, Activity and Service, Extended Essay and Chinese language education. Furthermore, the course 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 course, 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.

14. TEACHING CHINESE LANGUAGE AND LITERATURE IN INTERNATIONAL EDUCATION 國際教育中國語言及文學教學

The specialism equips the participants with knowledge and pedagogical skills in teaching Chinese language and literature. It focuses on the International Baccalaureate (IB) Diploma Programme (DP) and other international curricula. It aims to enable participants to become effective teachers in international education, thus building their capacity to develop inquiring, knowledgeable and globally minded young people. It is a specialism requiring both coursework and a professional portfolio. The course arranges teaching practicum experience in IB schools for pre-service teachers. The participants will explore theories and practices of teaching Chinese language and Chinese literature requiring critical thinking about teaching and learning. This specialism is a course provider of the IB Certificate in Teaching and Learning.

Candidates are required to complete the 4 specialist courses, 3 specialist elective courses, and a professional portfolio (12 credits).

MEDD8837  World literature and new textualities in international Chinese education [國際中文教育中的世界文學與新興文本] (6 credits)

In a new era where the world is interconnected both by globalisation and technology, international education programmes are committed to fostering intercultural understanding and new literacies. The IBDP Chinese A course introduces students to a range of texts in order to develop their social, aesthetic, and cultural literacy, as well as communication skills. This course aims to study the theories and practices of teaching translated literary works, literary genres, and new textualities to school learners who are native Chinese speakers. The course prepares students to make independent literary judgements, appreciate literary works from different cultural perspectives, and consider the role that culture plays in making sense of the literary works. With the rapidly evolving text forms, students will also be exploring the learning and teaching of graphic writing, film, network texts and literature, to build a better understanding and deeper appreciation for their learners. Students will also learn how to assess readers’ perspectives of world literature and new textualities in the IBDP Chinese A and other international Chinese curricula.
Assessment: 100% coursework.

MEDD8838  Teaching language and literature in international Chinese education [國際中文教育：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 native Chinese speakers. The course encourages students to analyse and appreciate both literary and non-literate works from multiple perspectives such as language-based approach, comparative reading of texts and stylistics. The topics include (a) Introduction of the IB language A curriculum; (b) Pedagogic issues on Chinese language and literature teaching; and (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 good understanding of the criteria in IB assessments.
Assessment: 100% coursework.

MEDD8839  Literature and the art of performance [文學與表演藝術] (6 credits)

This course aims to explore the dynamic relationship between literature and performance. The course covers the interaction between a conventional literary emphasis on close reading, critical discussion
and writing and the practical, aesthetic and symbolic elements of performance. Students are expected to apply the knowledge they learned about Drama-in-Education (DiE) to transform literature work to performance. This course equips students with the skills to explore critically and imaginatively a range of literary texts and performance possibilities. Students will also learn how to assess readers’ deep understanding through performance.

Assessment: 100% coursework.

**MEDD8840 Theories of pedagogy and teaching practice** [教學法與教學實踐] (6 credits)

This course aims to enhance students’ understanding of various theories of innovative pedagogies and strategies associated with teaching Chinese language and literature in various learning contexts, with a particular focus on international schools in Hong Kong. Students will also discuss and practise a wide variety of strategies and techniques for teaching language and literature. It helps students to learn how to create an effective and interactive language classroom. The students are expected to develop and practise language teaching skills and classroom management techniques which they can apply in their teaching practicum in the international school context.

**Specialist Elective Courses**

**MEDD8841 Integrating the IB philosophy into Chinese language and literature teaching** [融合國際文憑課程理念的中國語言及文學教學] (6 credits)

This course introduces the key elements of IB philosophy and guides students to integrate IB philosophy into curriculum design and instruction of teaching Chinese language and literature. This course provides an overview of the principles underpinning the IB programmes, such as learner profile, inquiry-based learning, concept-driven curriculum, interdisciplinary and transdisciplinary, approaches to teaching and learning. Moreover, students will further explore how Chinese Language and Literature can be integrated into IB Community Projects, Theory of Knowledge and Extended Essay. Students will also be engaged in exploring various pedagogies to integrate IB philosophy and learner profiles in language classrooms. They will be guided on designing and refining Chinese language and literature teaching and learning that reflects the overall IB philosophy. In this course, students will not only understand the integration of IB philosophy in various aspects of instruction, but also have a deep reflection and review on education values and beliefs.

Assessment: 100% coursework.

**MEDD8851 Chinese L2 pedagogy** [中文(二語)教學法] (6 credits)

The course provides an overview of the pedagogy of teaching Chinese as a second/foreign language, with a particular focus on the fundamentals of major pedagogical approaches (e.g., task-based language teaching, project-based language teaching, etc.) and the teaching activity designs for different language skill development (e.g., reading instruction, writing instruction, Chinese character instruction, etc.). It discusses the theoretical foundations of the teaching pedagogies and the complexities of pedagogy implementation in the IB curriculum and teaching contexts. 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 major second language acquisition theories and its implication for L2 pedagogy, followed by major L2 pedagogical approaches and the pedagogical design and issues around the development of specific skills in the Chinese L2 context. We will also explore how Chinese L2 teaching could be differentiated to meet diverse learning needs.

Assessment: 100% coursework.

**MEDD8852 Chinese L2 curriculum design and assessment** [中文(二語)課程設計與評估] (6 credits)

This course focuses on systematic understanding of school curriculum design and the integral role of assessment and reporting for L2 Chinese learning and teaching in the international school context. For
curriculum design, an overview of the essential knowledge like concept-driven curriculum, the integration of curriculum (disciplinary, interdisciplinary and transdisciplinary) are introduced. For assessment, topics on norm and criterion-based assessment and referencing, formative and summative assessment and the relationship between reporting, feedback and improved student learning will be discussed. A range of curriculum and assessment design strategies like backward design, scaffolding, differentiated instruction, assessment mechanisms, tools, reporting strategies and analyse their role in promoting assessment for learning.

Assessment: 100% coursework.

15. TEACHING OF MATHEMATICS IN AN INTERNATIONAL CONTEXT

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

Candidates are required to complete the 4 specialist courses, 3 elective courses including at least one of the specialist electives (6 credits each), and an option of a research project (12 credits) or a professional portfolio (12 credits).

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

This course 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 course 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 course, 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.

MEDD6382 Research and/or mathematics 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 mathematics teaching in classrooms aside from getting to understand the theories on mathematics teaching and learning. The aim is to familiarise 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 mathematics teaching and learning in classrooms. During their school experience, student-teachers are required to identify their students’ learning difficulty; using appropriate theories to analyse 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.

**MEDD6387  Research into the teaching and learning of mathematics** (6 credits)

This course gives an overview of theories and research on the teaching and learning of mathematics. Research in the teaching and learning of some major areas in mathematics such as algebra is reviewed. In addition, examples of investigation of mathematics teacher’s pedagogical content knowledge, teacher conception, assessment related to the teaching and learning of mathematics, classroom research, small-scale and large-scale studies will be discussed. The course and assessment are designed in such a way for an introduction to a virtual experience of research culture for mathematics teachers and professionals. It is hoped that in the course the students will read, talk about, reflect upon how research may have an implication in their profession. They are expected to make presentations, plan their own research, and develop an awareness of how a research culture can be an enhancement of their life-long professional development.

Assessment: 100% coursework.

**MEDD6389  The philosophical, social and cultural aspects of mathematics education** (6 credits)

This course focuses on the features that characterise mathematics as a distinctive discipline. It explores the relationship between the nature of the discipline, the aims of mathematics education, and the nature of mathematics teaching and learning. The effect on teachers’ and students’ beliefs and attitudes, and on students’ achievement will also be discussed. In addition, this course investigates the social and cultural factors that affect the teaching and learning of mathematics. This includes international comparisons of socio-cultural differences; ethnomathematics from anthropological and utilitarian perspectives; social inequalities including gender issues; and the relationship between language and mathematics.

Assessment: 100% coursework.

**Specialist Elective Courses**

**MEDD6388  Curriculum research and development in mathematics** (6 credits)

This course discusses issues that revolve around the mathematics curriculum and its development in schools. Without limiting the discussion to Hong Kong, a deeper understanding of the issues and concepts concerned with curriculum research and development is expected to be emerging from a better knowledge about the mathematics curricula in various other countries. Important issues to be discussed include: the ongoing development of curriculum in mathematics; current mathematics curriculum projects overseas; the history of the mathematics curriculum; forces that shape the mathematics curriculum in Hong Kong; the relevance of school mathematics; mathematics across the curriculum; assessment in mathematics; school mathematics that caters for individual differences; and diversification and standardisation of the mathematics curriculum.

Assessment: 100% coursework.

**MEDD6390  Innovation and development of instructional design in mathematics** (6 credits)

This course focuses on research and development of educational design in mathematics. By analysing cases of pedagogical practice and innovation, students will understand and reflect on principles and theoretical frameworks guiding the process of developing mathematics pedagogy. There will be study of task design, involving different tools and representations, situated in various contexts of mathematics learning, from the perspectives of teachers, designers and researchers. Special attention will be given to the role of digital technology in shaping the goals and means of developing mathematics instructions and building learning environments.

Assessment: 100% coursework.
GENERAL ELECTIVE COURSES

Candidates, who are required to take general elective courses, can choose from a list of general elective courses. Candidates who choose to do a research project for their capstone are required to choose at least one of the electives related to Advanced Research Methods. Not all of the courses listed below will be offered every year.

Advanced Research Methods

**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.

Advanced Research Methods

**MEDD8886**  Qualitative methods: Research design, data collection and analysis (6 credits)

The purpose of this course is to equip students with the skills, techniques and knowledge necessary to undertake independent research using qualitative research approaches. The course will explore in greater depth the issues related to subjectivity, trustworthiness, validity, positionality, access, role and ethics in qualitative research. The class will combine lectures, group discussions, individual and group hands-on activities. As a part of this course students will undertake a pilot study to gain practical training in qualitative research methods. More specifically, this course will introduce students to qualitative research approaches in educational research by focusing on key aspects, such as conceptualisation, research design, data collection, analysis and reporting. Throughout the course students will be able to learn about the different qualitative designs and data collection strategies, to examine the ways how to organise and represent qualitative data, to apply the skills acquired in this course to critically analyse qualitative research studies.

Assessment: 100% coursework.

Advanced Research Methods

**MEDD8887**  Narrative analysis in education (6 credits)

This course will teach students to analyse how people use stories to make sense of their identities (by themselves and with others) and to accomplish social and institutional goals within the context of education. Since stories can be used to examine just about any topic, we will study “big stories” (how interviewees talk about their life histories of schooling), “small stories” (how the stories told in everyday interactions in classrooms, school hallways, and teachers’ staff rooms accomplish social action), and narrative content online (e.g. blogs, discussions on social media, etc. in which people narrate educational experiences which are responded to by global audiences). Course activities will lay the foundation for a final paper applying narrative analysis to interview, ethnographic, and/or social media data. Small assignments throughout the semester will prepare students to collect and analyse their data, and students will also participate in workshops and presentations to help each other make sense of their findings.

Assessment: 100% coursework.
Advanced Research Methods

MEDD8888  Methods for evaluation research in education (6 credits)

This course includes a combination of theory and practice in methods of research for evaluation of teaching, program or intervention in educational contexts. It introduces students to quantitative, qualitative, and mixed-methods that can be integrated into their own research studies. It also prepares students to develop their capability in designing an evaluation research and choose the most appropriate analytical techniques for the purposes of their studies. A thorough understanding of research skills will prepare students to become a competent researcher in education.

Assessment: 100% coursework.

Advanced Research Methods

MEDD8892  Introduction to psychometric principles and methods (6 credits)

This course is designed to provide an overview of the fundamental topics and issues in educational and psychological testing and measurement. It aims to offer basic knowledge and techniques required to analyse educational and psychological tests from a psychometric perspective. A course in introductory statistics is required for this course. The topics include principles of educational and psychological measurement, such as scaling, reliability and validity, item analysis, classical test theory (CTT), item response theory (IRT), and principles of test construction.

Assessment: 100% coursework.
Prerequisite: MEDD8815

MEDD6131  Comparative perspectives on curriculum (6 credits)

This course offers a comparative study of different approaches to curriculum around the world. It examines the question of how globalisation is impacting curriculum worldwide via curriculum reforms and assessment regimes versus localisation in different regional/country/system contexts. Critical historical and comparative perspectives on curriculum are developed through understanding the interdisciplinary perspectives shaping curriculum policy decisions in different systems. The question of globalisation will also be considered with reference to the students’ experiences and background including Hong Kong.

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.
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.

MEDD7029  Managing disruptive behavior in school (6 credits)

This course is a comprehensive guide to the management of discipline in secondary schools. It aims 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 discussed and assessed. Reflective case-based approach is used to analyse and evaluate the three Behavior Management Levels (i.e. individual, classroom and schoolwide).

Assessment: 100% coursework.

MEDD7102  Pedagogical frameworks for mathematics, science and related subjects (6 credits)

There are a variety of pedagogy and theories employed in studies for teaching and learning. This course aims to introduce frameworks, namely visualisation, multiple representations and SOLO taxonomy to teachers so that they can appreciate pedagogical frameworks, apply them to their practice and enhance their critical evaluation of classroom teaching. During the course, examples from mathematics and science subjects will be used for illustration. It will cover: (1) Visualisation in science and mathematics; (2) Understanding via the framework of dynamic multiple representations; (3) Structure of Observed Learning Outcomes (SOLO) taxonomy for assessment, design of tasks and analysis of outcomes; and (4) Analysis of lessons from a researcher’s perspective.

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 philosophy that 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. Throughout the course, course participants will be acquainted with results of published meta-analyses interrogating how these variables predicted student achievement.

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”, “depression”, “attention deficit/hyperactivity disorder”, “optimism”, “gratitude”, “forgiveness”, etc. Positive interventions to improve well-being will be examined.

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 (ESL), 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 ESL 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 the local and international context.

Assessment: 100% coursework.

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.

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.

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

This course examines sociological theories, both classic and contemporary, in Western and the Chinese contexts 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 Hong Kong, Mainland China, and other countries in Asia will be used to discuss how to adapt both concepts and methods to sociological 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.

MEDD8817 The Learning brain (6 credits)

This course is designed as a gentle introduction for educators and educational policy makers who wish to become informed by neuroscience findings and to use neuroscience knowledge and skills for solving real world educational problems. Project-based learning is made a key part of this course to enable students to gain a first-hand feel for the nature and limitation of neuroscience. This course will cover four major content areas: (1) the discipline of cognitive neuroscience, which deals with neural mechanisms underlying the functions of perception, action, emotion, memory, language, social engagement, decision-making, etc; (2) fundamentals of learning, which covers basic forms of learning and analysis of neural mechanisms underlying learning at multiple levels; (3) methods of neuroimaging, which covers an overview of a variety of imaging techniques and a more in-depth and hands-on introduction to state of art EEG-based source imaging; and (4) neuroscience research for solving real world educational problems. Assessment: 100% coursework.

MEDD8822 Chinese educational traditions and their modern transformation (6 credits)

China’s educational heritage is rich. Yet, few people from Chinese societies can articulate the relevance of Chinese classical educational values. Since the West came to China with immense prestige during the late Qing dynasty, China’s educational traditions have been packaged poorly in light of Westernization. This becomes increasingly inappropriate against a backdrop of a rising China. Integrating Chinese and Western ideas is urgently needed. Based on the vast range of literature in classical and contemporary Chinese and English across historical periods, this course explores how China’s rich educational heritage has been interpreted differently in the Western and Chinese literature. It attempts to sort out what are the fundamental features of Chinese traditional education, and investigates whether or not and how such traditions inform China’s contemporary educational policy and practice. It aims to equip students to position themselves at the interface of Chinese and Western traditions in education. Assessment: 100% coursework.

MEDD8826 Technology and second language teaching and learning (6 credits)

This elective provides students with a fundamental understanding of the principles underlying the use of computer technology in second language learning and teaching as well as hands-on activities of
designing technology-enhanced second language teaching and learning experience. 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 supporting 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 activities. 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 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.

MEDD8829 Effective strategies for learning and teaching in small class environment for primary education (6 credits)

Effective strategies to enhance learning and teaching in a small class environment for teachers in primary schools have been well discussed. In alignment with recent curriculum development and promotion of various strategies, such as, e-learning, catering for diversity, group work, STEM, and self-directed learning; there are a lot of development in effective teaching and learning strategies in primary schools. The course aims to develop an understanding in the issues arise in small class teaching environment and strategies for enhancing student learning. Examples of the teaching of different subjects such as mathematics and general studies will be used to illustrate the implementation of various strategies. The content will cover: (1) Principles and strategies for creating a small class environment: The Six Principles of Small Class Teaching and pedagogical strategies such as concept building, lesson planning, questioning and feedback, group work skills and assessment; (2) The learning theories and exemplary practices of teaching strategies with specific theme(s) framed around the six broad principles in enhancing learning and teaching in a small class setting; (3) Opportunities to practise and extend their knowledge and teaching skills (e.g. to plan and reflect on a lesson using the strategies learnt, curriculum planning and development, e-learning, catering for diversity, group work, and self-directed learning.). Assessment: 100% coursework.

MEDD8830 Innovation in higher education (6 credits)

This course aims at introducing key concepts and best practices of innovation in advanced higher education systems (e.g., China, Hong Kong, Singapore, Canada, the UK, and the US). The course participants will examine cases of innovation in research, teaching and learning, and service delivery. The challenges will be analysed by engaging Burton Clark’s multipronged framework of entrepreneurship, Everett Roger’s perspectives on innovation diffusion, Clay Christensen’s heuristic on disruptive innovation, and Chan Kim’s view on value creation. While exploring frameworks of innovation, the students will work individually and collectively to propose a plan for innovation in Hong Kong’s universities and/or their departments of their choice. Assessment: 100% coursework.

MEDD8831 Nurturing creativity: Theories and practices (6 credits)

This course will introduce participants to creativity from both theoretical and practical perspectives. There will be an overview of the key concepts and theories of creativity, as well as discussions on topics such as creativity research, creativity assessment, and the relationship between creativity and other psychological constructs. In addition, participants will explore how creativity can be nurtured in young children and primary and secondary school students. Participants will be equipped with creativity-fostering strategies and techniques to be applied to individuals as well as educational settings. The
course is relevant to all teachers and educators who wish to know more about creativity and how it can be nurtured among others. Participants are expected to engage actively in experiential learning activities and reflection. Assessment: 100% coursework.

MEDD8836  Personal growth of teachers and guidance personnel (6 credits)
This course will provide an overview of major theories, concepts and principles in education and psychology that can be applied to the personal growth and development of teachers and guidance personnel. Different issues related to positive self and identity development, childhood and family relationships, emotional competence, body and wellness as well as the meaning in life will be examined. The course will provide opportunities for students to develop a deeper understanding of their lives and goals, particularly in the context of becoming effective teachers and guidance professionals. 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 personal reflections. Assessment: 100% coursework.

MEDD8875  Early Childhood Public Policy (6 credits)
This course examines public policies in early childhood in the local and global context. Focusing on government policies aimed at children aged between birth and the age of primary education, it uses a comparative perspective by examining and critically evaluating early childhood policy in several different high-income countries or jurisdictions, including Hong Kong, and also considers the differing context and recent policy developments in low- and middle- income countries. The course discusses different models of early childhood service provision, trends and patterns in differences in rates of service participation and enrolment globally, policies designed to ensure a high quality of service provision, and similarities and differences in child outcomes across the countries studied. Assessment: 100% coursework.

MEDD8876  Psychology and education of gifted and talented individuals (6 credits)
The course examines gifted education and the psychology of gifted and talented individuals. Content will include the following topics: understanding gifted and talented individuals, gifted education in Hong Kong and other parts of the world, gifted education and education reform, identification of gifted and talented students, multiple intelligences, psychological adjustment, guidance and counselling for the gifted, school-wide enrichment and provisions for talent development, curriculum models and instruction strategies for gifted learners, parenting gifted and talented children, teaching for creativity, programme development and evaluation, gifted underachievers, gifted girls, social development and moral leadership. Selected case studies and critical issues in implementing gifted programmes will be examined. Assessment: 100% coursework.

MEDD8881  Learning design and technology (6 credits)
This course examines instructional design models and systematic approaches to the design of learning environments and resources. This course introduces instructional design from a theoretical perspective as well as provides students with an opportunity to learn through engaging in the stages of design and development of different learning products. The course aims to create a bridge between traditional approaches to instructional design and more contemporary approaches that involve the use of interactive and collaborative learning environments and tools. Assessment: 100% coursework.
MEDD8889  **Strategic leadership in school administration and management for career advancement** (6 credits)

*(This course is not for students specialising in Educational Administration and Management.)*

This course is designed to cater for the needs of non-Educational Administration and Management (EAM) specialism teachers who have strong aspiration to be promoted to middle managers or senior leadership such as panel heads or vice principals in the long-run with a proactive and self-driven approach. More specifically, this course is developed to include the possible foundational school administration and management topics, which might be covered in the curriculum framework of School Administration and Management training stated on p.26 of the Education Bureau Circular No. 6/2020 “Implementation of the Recommendation of the Task Force on Professional Development of Teachers”.

Key topics or concepts such as Strengths, Weaknesses, Opportunities and Threats (SWOT) for administrative analysis, strategic management in Human Resources Management (HRM), educational leadership for sustainable change management, motivational and power strategies for educational leaders, school-based Planning-Implementation-Evaluation (PIE) for educational excellence, and handling legal issues and assessing crisis in school management would be discussed. Relevant theories, practices and case studies from Asia Pacific, Australia, Europe and North America would be incorporated.

Participants should have strong aspiration to have career advancement at school settings. They would be expected to demonstrate in-depth reflection, versatile integration of theories and practice and stipulate tailor-made action plans for their own intra-school or inter-school promotion.

Assessment: 100% coursework.

MEDD8890  **Edu-preneurial leadership in continuing professional development for career advancement** (6 credits)

This course is designed to cater for the needs of both Educational Administration and Management (EAM) specialism and non-EAM-specialism teachers who have strong aspiration to be promoted to middle managers or senior leadership such as panel heads or vice principals in the long-run with a proactive and self-driven approach. More specifically, this course is developed to include the possible Teachers’ Continuing Professional Development (CPD) topics which might be covered in the curriculum framework of School Administration and Management training stated on p.26 of the Education Bureau Circular No. 6/2020 “Implementation of the Recommendation of the Task Force on Professional Development of Teachers”.

Key topics or concepts such as identifying professional development needs of teachers, modes of professional development, fostering schools as vibrant learning organizations, edu-preneurial mentality and strategies of teachers & principals, creating happiness, time and space for CPD, and design-thinking-oriented approaches to the United Nations Sustainable Development Goals (UNSDGs) would be discussed. Relevant theories, practices and case studies from Asia Pacific, Australia, Europe and North America would be incorporated.

Participants should have strong aspiration to have career advancement at school settings. They would be expected to demonstrate in-depth reflection, versatile integration of theories and practice and stipulate tailor-made action plans for their own intra-school or inter-school promotion.

Assessment: 100% coursework.

Prerequisite: MEDD8889 (except for students specialising in Educational Administration and Management)

MEDD8891  **Use of formative assessment to develop critical thinking of secondary students** (6 credits)
Though critical thinking is an important objective in education worldwide and a wide variety of learning and teaching approaches of developing critical thinking have been suggested in rich academic publications, learning designs and assessment tasks which effectively and systematically develop critical thinking are generally limited in secondary schools. By discussing various strategies of formative assessment as well as reviewing the strengths and weaknesses of current research issues in the field of critical thinking, the course aims to develop an understanding in the principles and strategies to create learning design and assessment task for developing and assessing critical thinking of secondary students more effectively and systematically. The course will be suitable for secondary school teachers or educators who have an interest to develop an understanding of creating, implementing and evaluating learning design for developing critical thinking for Grade 7-12 students. The related assessment literacy and practices are discussed in the course, especially those of formative assessment.

Assessment: 100% coursework.

MEDD8893  Teaching argumentative discourse in Chinese language: A critical discussion perspective (6 credits)

The course aims at equipping Chinese language teachers with knowledge of critical discussion and ability to design, conduct and evaluate learning and teaching of exploratory talk and argumentative discourse to enhance students’ Chinese language competence in both oral and written form. The course is designed to explore the relationship between critical thinking and language learning within Chinese key language area. Exploratory talk, critical reading and argumentative writing will be covered to examine role of critical discussion in Chinese language curriculum. The course covers topics include framework of critical discussion, three approaches to reasoning (deductive, inductive, and abductive), Toulmin model of argument components, latest development of argumentation theory with focus on core argumentation schemes (argument from example, cause and effect, analogy, and information source), and pragmatic view of fallacies. The course focuses on applying these topics and concepts to develop activities on exploratory talk and argumentative discourse for promoting students’ oral and written language competence. Special attention is given to argument visualization to make critical thinking visible for fostering students’ analytic skill on argument structure of oral and written discourse.

Assessment: 100% coursework.