

**THE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION**

Postgraduate Diploma in Education

Credit Unit Statement

The revamped structure of the Postgraduate Diploma in Education (PGDE) implemented from the academic year 2016-17 focuses on addressing the need to strengthen the theory-practice integration of all credit-bearing components of the PGDE curriculum. The PGDE introduces an expanded suite of experiential learning opportunities for students which emphasize practical exposure to classrooms and engagement with common skills in hands-on teaching, whilst developing theory-based, critical understandings of the practice and profession in which they are engaged. Supporting this structure is a blended approach to technology-enhanced learning using enabling technologies not only to support face-to-face and self-directed student learning but also to model effective information and communications technology (ICT) classroom pedagogies.

A majority of the courses are 6-credit courses but there are a few 12-credit or 18-credit courses. Courses normally involve classroom contact hours, online interaction, reading, studying, practical work, site visits, researching and writing assignments and the contact hours are about 24 - 36 hours per 6 credits. The total learning hours for the PGDE are about 1,500 hours. Timetabled classroom contact hours and study load for various courses are as follows. All courses adopt 100% continuous assessment by diverse forms of coursework. Where assessment is done by written assignment, each course may have one to three assessment tasks. Assessment loads for various courses are also described. Students are required to participate in a non-credit-bearing capstone event, which is a hurdle requirement for graduation.

- A 6-credit course: 24 - 36 hours contact hours; 120 to 150 hours of study load; written output: 3,000 - 4,000 words, or equivalent for non-essay tasks
- A 12-credit course: 48 - 72 hours contact hours; 240 to 300 hours of study load; written output: 6,000 - 8,000 words, or equivalent for non-essay tasks
- A 18-credit course: Unless otherwise specified, 72 - 108 hours contact hours; 360 to 450 hours of study load; written output: 9,000 – 12,000 words, or equivalent for non-essay tasks.

Within the integrated structure, there are five key components of the PGDE curriculum, which are outlined below:

- I. Pedagogical Content Knowledge (18 credits)
 - (i) a Methods course corresponding to the candidate's Major (12 credits)
 - (ii) a Collaborative Lesson Inquiry module (6 credits)
- II. Integrated Inquiry (18 credits)
- III. Experiential Learning (12 or 18 credits)
 - (i) a module of Experiential Learning (6 credits)
 - *compulsory for full-time candidates and optional for part-time candidates to enroll as an elective*
 - (ii) a Professional Practicum linked to the candidate's Major (12 credits)
- IV. Elective(s) (6 or 12 credits)
 - *6 credits for full-time candidates and 12 credits for part-time candidates*
- V. Capstone (non-credit-bearing)

I. Pedagogical Content Knowledge (18 credits)

(i) Methods

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

All courses are 12-credit courses with 64 contact hours each. A range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks, reflective assignments, issues-based problem-solving, etc.

(ii) Collaborative Lesson Inquiry

EDUC6750 Collaborative lesson inquiry (6 credits)

Sessions will be dedicated to practice-based learning related to lesson design, implementation and reflection. In order to support curriculum coherence, common themes linked to the inquiry foci and School Experience will be addressed across the Majors. The contact hours are 28. A range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks, reflective assignments, issues-based problem-solving, etc.

Assessment: 100% coursework.

II. Integrated Inquiry (18 credits)

EDUC6760 Educational inquiry (18 credits)

This course introduces major educational concepts and develops practice-based understanding in student learning, pedagogy, and schooling and society, drawing from cognate areas of teaching, curriculum, psychology, sociology, philosophy and policy studies. The course adopts an active, inquiry-based and integrated approach with students working on authentic cases, problems and issues situated in curriculum-related, classroom and school contexts. Rather than receiving lectures, students will integrate their understanding and engage in collaborative inquiry and group discussion solving problems and sharing ideas supported by technology. Educational Inquiry emphasizes theory-practice integration with students linking cases, problems, issues and concepts with their practical experience in school placement and reflecting on their learning experience. As a result of participating in this course, students will be able to (i) develop an understanding of how learners learn in relation to students' own cognate areas of teaching; (ii) acquire understanding and skills about learner development and catering for learner diversity and individual differences; (iii) understand and interpret important educational issues and processes in the context of local, national, and global social transformations; and (iv) analyze and reflect critically on their own beliefs and practices of teaching and learning for 21st century education. The contact hours are 64. A range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks, reflective assignments, issues-based problem-solving, etc.

Assessment: 100% coursework.

III. Experiential Learning (12 or 18 credits)

(i) Experiential learning

EDUC6787 Experiential learning (6 credits)

(The course is compulsory for full-time candidates and optional for part-time candidates to enroll as an elective.)

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages.

Full-time

For full-time candidates, the experiential placement normally lasts for six weeks. Chinese and English Majors' experiential learning will take the form mandated by the HKSAR Government. Placements will be arranged with support from the Faculty of Education EL team. Assessment of EL includes written reflections, satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors) and participation in a final poster presentation integrated with the capstone requirement.

Part-time

For part-time candidates, experiential learning (EL) may take the form of new professional learning experiences in or outside Hong Kong. EL projects and opportunities will be provided by the Faculty EL team and advertised on the Faculty website. Assessment of EL includes written reflections and satisfactory completion of EL projects including feedback from project supervisors (both HKU supervisors and outside supervisors).

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

(ii) Professional Practicum

EDUC6790 Professional practicum (12 credits)

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

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

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

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

For full-time candidates, the professional practicum normally comprises not less than eight weeks of teaching practice under supervision. Learning activities may include observing and assisting the mentor, supervised teaching practice, lesson planning, self-study, critical self-reflections and conducting

education-related inquiry study. For part-time candidates, it normally extends over the period of the curriculum or for a shorter period as determined by the Board of Examiners.

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

IV. Elective Courses (6 or 12 credits)

Candidates are required to take one elective course (for full-time programme) and two elective courses (for part-time programme). These courses relate directly to major issues that currently confront schools in Hong Kong or to methods of teaching a second subject. These elective courses will not necessarily be offered every year.

All courses are 6-credit courses with 24 contact hours each. A range of assessment tasks will be used which may include the following: in-class presentations, participation in online discussion tasks, reflective assignments, issues-based problem-solving, etc.

V. Capstone (non-credit-bearing)

EDUC6792 Capstone (non-credit-bearing)

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

Assessment: 100% coursework.