Bachelor of Arts and Bachelor of Education in Language Education (DSE)

Student Handbook
2015-2016

Faculty of Education
The University of Hong Kong
Welcome to the University of Hong Kong and to the BA&BEd(LangEd) programme.

This programme was created in response to the government’s support for double degrees, particularly for the training of Chinese and English teachers for Hong Kong’s schools. The syllabus allows you to complete two degrees in two faculties over five years and is designed to meet all the SCOLAR subject knowledge requirements for Chinese language teachers and English language teachers and the professional requirements for qualified teacher status. Teaching is a challenging but rewarding career, and Hong Kong has a great need for talented, committed and fully qualified language teachers. Our programme is designed to help you to develop the knowledge, skills and confidence that can help you to meet the challenges and enjoy the rewards.

The programme offers a progressive integration of the professional with the academic over the five years. In Year 1 and 2 you will be taking the introductory and core courses for your major offered by the Arts Faculty, plus language enhancement, Common Core and elective courses. You will also begin your Professional Core courses and make a few school visits. Over Years 3-5 the focus on the methods and practice of teaching will increase whilst you are also deepening your subject knowledge with the major in Chinese Language, Literature and Culture and Professional Core (thereafter “Chinese Language Education”) or English Language and Linguistics and Professional Core (thereafter “English Language Education”).

Of course, university life offers much more than academic and professional development. Make the most of the opportunities -- social, sporting, musical and so on -- that are available at The University of Hong Kong, but not at the expense of your studies! Seek a sensible balance.

If you have any questions, problems or matters to discuss, please feel free to contact me or any other member of staff.

Andy Gao
Founded in 1911, The University of Hong Kong is the oldest tertiary institution in Hong Kong, incorporating at that time The Hong Kong College of Medicine, founded in 1887. One of its early graduates was Dr Sun Yat Sen. The University now has ten faculties: Architecture, Arts, Business and Economics, Dentistry, Education, Engineering, Law, Medicine, Science, and Social Sciences. The University of Hong Kong is a member of the Universitas 21 group of international universities. Full details of the academic work of the University can be found in the University's Calendar.

THE FACULTY OF ARTS

The Faculty of Arts was founded in 1912 and is one of the oldest and largest in the university. A number of departments now located in the Faculties of Science, Education and Social Sciences began life in the Faculty of Arts. For a long time, Arts has been the focal place of academic life in the University, and it has continued to build on its traditions while taking up new educational and intellectual challenges.

The mission of the Arts Faculty is to fulfil its vision in six ways:

- Building upon its traditional strengths while pushing the boundaries of liberal arts scholarship.
- Engaging in innovative, high-impact, and leading-edge research within and across the humanities and other disciplines.
- Developing a collegial, flexible, and pluralistic intellectual environment for its staff and students that fosters creativity and enables freedom of thought and expression.
- Producing graduates with highly developed analytical, linguistic, critical and creative skills, for leadership and success in their professional and life endeavours.
- Providing a comprehensive humanistic and liberal research environment for its staff and students and lifelong learning opportunities for the Hong Kong community.
- Serving as an international gateway and forum for humanistic scholarship between China and the rest of the world.

In recent years, Arts has developed a flexible curriculum structure which enables students to specialise in certain subject areas and to explore a wide range of interests. This will prepare students for a variety of career choices. Graduates of the faculty have established successful careers in both the public and private sectors: in government, administration, arts and culture, education, law, management, finance, commerce, media and journalism.

THE FACULTY OF EDUCATION

The Faculty of Education was formed in 1984, replacing the School of Education, but its origins date back to 1917 when the Department for the Training of Teachers was created in the Faculty of Arts. In 2002 the Faculty became a unitary Faculty, i.e. one without departments.
The Faculty of Education’s teaching and learning programmes, research and service to local and global communities will be characterized by their interconnectedness, and underpinned by the following core commitments:

- Excellence
- Sustainability
- Collegiality
- Fairness
- Equity
- Academic freedom

The Faculty’s mission is:

- To advance scholarship and engage in research with high impact internationally, nationally and locally;
- To break new ground in curriculum and pedagogy, and to be a role model for good educational practice;
- To nurture graduates of distinction with a global outlook, who are committed to lifelong learning, ethical practice and professionalism, and capable of becoming leaders in their fields;
- To engage in productive partnerships with academic and professional communities in order to generate, integrate, exchange and apply knowledge, build capacity, and enhance educational opportunities for all;
- To serve as a focal point of intellectual and academic excellence in our fields of expertise in Hong Kong, China and Asia, and act as a gateway and forum for scholarship with the rest of the world;
- To develop and sustain a collegial, inclusive, supportive, flexible and multicultural environment that will attract and nurture students and staff of the highest calibre in a culture that inspires creativity, learning and freedom of thought, inquiry and expression.

**COMMUNICATION**

Notices from the Faculty of Arts are usually found on the Faculty website: [http://arts.hku.hk/](http://arts.hku.hk/), while notices from Schools or Departments in the Faculty of Arts (e.g., about specific courses) are placed on School or Department notice boards. In the Faculty of Education, the main means of making important announcements is the Learning Management System (LMS, i.e. Moodle under “My eLearning”) at HKU Portal plus the notice boards on the 2nd Floor of Runme Shaw Building. Please check these places regularly for announcements.

Important announcements, notices and student invoices from the Faculty and the University will be emailed to your email address provided by HKU. You should therefore check your emails regularly to ensure that you are kept informed of the notices. If you are using a personal email account, you are strongly advised to activate the “Email forwarding” function to forward all emails sent to your HKU email account to your personal email account for effective communication.
Students are required to attend all classes which may or may not be conducted face-to-face.

Students will be assessed by diverse forms of assessment, including class activities, throughout their studies. Therefore, students are required to attend all classes for continuous assessment as may be held from time to time. Students who fail to participate in any in-class assessment will fail that particular assessment and fail that particular course where the assessment contributes to a high percentage of the overall result of the course.

Students shall observe the Regulation G8 ‘Attendance and absence’ governing the application for leave of absence in the General Regulations available in the University’s website: http://www.asa.hku.hk/handbook/ug/full-time-2015-16/appendices/a-general-regulations.

Application for leave of absence should be sent to the Course Teacher and the Programme Director in writing, together with any supporting document, at the earliest opportunity. The application form can be downloaded from the LMS.

Under certain circumstances, students will be regarded as having withdrawn from their studies in accordance with the Regulation G8(c)(i) and (iii) which stipulate respectively:

G8(c)(i): ... A student registered in a Faculty who has been absent, whether leave has been granted under this regulation or not, for a period of such length as to make it impossible, in the opinion of the Dean of the Faculty concerned, for him to complete his year’s work, shall not resume attendance in the same academic year, except with the permission of the Board of his Faculty.

G8(c)(iii): ... A student who is not permitted to resume attendance in the same academic year under the provisions of clause (c)(i) of this regulation shall be regarded as having withdrawn from his studies with effect from the first day of his absence but shall be re-admitted at the commencement of the next academic year to the same curriculum and year of his previous registration. He may be required, before being re-admitted, to submit a certificate signed by a registered practitioner to the effect that his state of health will permit him to resume and to complete his studies.

Where students’ performance in continuous assessment is unsatisfactory, they may be required to discontinue their studies, repeat any part of a course or represent themselves for re-assessment in accordance with the Regulation G11 ‘Unsatisfactory performance or progress’ which stipulates:

A student whose performance at examinations or in continuous assessment as may be held from time to time is unsatisfactory, or in the case of a higher degree student whose progress is unsatisfactory, may be required by the Senate (a) to discontinue his studies, or (b) to repeat any part of his course before being admitted to further assessments or before being allowed to present his thesis or dissertation, or (c) to represent himself for assessment without repeating any part of his course.
The Bachelor of Arts and Bachelor of Education in Language Education (BA&BEd[LangEd]) programme comprises two degrees. The BA prepares students for a variety of career choices (see page 3).

The BEd in Language Education is a professional qualification equivalent to a Bachelors degree with Honours and a Postgraduate Diploma in Education. Both the Chinese Language Education and the English Language Education are recognised by the Standing Committee on Language Education and Research (SCOLAR) as a language major degree programme. The English Language Education also meets the government’s English Language Proficiency Requirement. It is a five-year programme that prepares you not only to be a language teacher but also a major asset to schools in this climate of educational reform.

PROGRAMME LEARNING OUTCOMES

The BEd(LangEd) seeks to nurture students to become critically-minded, reflective professionals capable of teaching language in local, regional and international educational contexts. A flexible programme structure allows students to choose from a wide range of courses and integrates both academic and professional studies in language education, aiming at graduating committed and caring leaders who contribute fully to the enhancement of teaching and learning. The aims of the programme are to enable students to develop capabilities in:

- critical intellectual inquiry, professional excellence and life-long learning
- tackling novel situations and ill-defined problems
- critical self-reflection and greater understanding of others
- intercultural communication, multicultural understanding and global citizenship
- collaboration and communication
- leadership and advocacy for improvement of the human condition

BEd(LangEd) Programme Learning Outcomes

Students completing the programme should be able to:

1. Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum.

   (i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.

   (ii) Apply a firm pedagogical content knowledge (PCK) base for the relevant subject area in curriculum design, implementation and evaluation for improvement in teaching and learning.

2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences.
(i) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students’ performance to enhance teaching and learning.
(ii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.

3. Critically evaluate underlying theories and concepts of learning and whole-person development.
   (i) Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.
   (ii) Draw on human, curriculum and technological resources to promote cross-curricular learning and multiliteracies.

4. Construct an environment conducive to effective learning.
   (i) Identify learners’ individual differences and implement strategies to provide support for their diverse learning needs.

5. Communicate effectively with stakeholders to promote the enhancement of teaching and learning and respond to changes in education.
   (i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues
   (ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills
   (iii) Act as a local and global citizen through integrating into one’s professional life a critical awareness of social, economic, cultural, technological and environmental issues, and participate actively in promoting the well-being of humankind

6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement.
   (i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers
   (ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community

BA&BEd(LangEd)-Chinese Integrated Programme Learning Outcomes

Students completing the programme should be able to:

1. Demonstrate an enhancement of language proficiency and literary sensitivity, and develop a life-long appreciation and critical evaluation of language usage and literary creation;

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2. Critically examine issues in language and pedagogy from a range of different theoretical perspectives, and investigate how these issues impinge on linguistic and pedagogic practice;

3. Demonstrate an awareness that linguistic and pedagogical content knowledge require commitment to a process of whole-person development and life-long acquisition;

4. Utilise knowledge from applied and theoretical research to address controversial or questionable issues in Chinese language, literature and culture and solve educational issues;

5. Demonstrate an ability to plan and implement contextually responsive innovative teaching to deal with unfamiliar instantiations of language, and novel and unforeseen events in the classroom;

6. Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement;

7. Critically analyse and evaluate the different needs, interests and perspectives of stakeholders in education to achieve a better understanding of their roles in language teaching and learning;

8. Demonstrate appreciation of the variation in values from different socio-cultural communities, and how these influence language use, the teaching and learning of languages;

9. Demonstrate an informed and open-minded approach to different ethnic groups in Hong Kong, China and the world, question the assumptions underlying the orthodox views and go beyond parochial nationalism;

10. Carry out multicultural and cross-disciplinary investigations into linguistic, philological and cultural issues in education, and apply knowledge to construct an environment conducive to effective learning;

11. Enhance communication skills to forge strong bonds with people through developing positive values and attitudes, and embracing different opinions, thoughts and beliefs;

12. Collaborate effectively with stakeholders to construct an environment conducive to effective learning and teaching, and respond to changes in education;

13. Play leading roles in raising critical awareness of the teaching and learning of language and literature to promote the cultural wellbeing of society;

14. Demonstrate responsiveness to changes in education and commitment to the provision of quality, inclusive education for all.

**BA&BEd(LangEd)-English Integrated Programme Learning Outcomes**

Students completing the programme should be able to:
PLO1: Identify, appraise and critically evaluate the aims, framework and content of the relevant subject curriculum and their alignment with sociological, philosophical, psychological and pedagogical theories of education and whole-person learning.

i) Identify, explain and apply theoretical concepts and frameworks to the study of English language and linguistics

ii) Apply a firm pedagogical content knowledge (PCK) base for the subject of English Language in curriculum design, classroom practice and evaluation for effective teaching and learning.

PLO2: Plan and implement subject-rigorous, contextually responsive and innovative teaching to construct effective learning experiences and promote multiliteracies

i) Apply effective strategies and skills to construct an environment conducive to effective learning of English, which respond to diverse learning needs and specific and changing learning contexts.

ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students’ performance to enhance teaching and learning of English.

PLO3: Critically reflect upon the different needs, interests, values and perspectives of oneself and other stakeholders to understand and enhance teaching and learning

i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers 2

ii) Reflect critically on personal strengths and weaknesses to develop knowledge, skills and strategies for continuing professional improvement in English language teaching.

PLO4: Integrate a critical awareness of social, economic, cultural, technological and environmental issues into one’s life as an education professional

i) Demonstrate an appreciation of the diversity of education stakeholders and learning contexts in Hong Kong and globally

ii) Respond educationally to local and global diversity with the aim of understanding and enhancing teaching and learning of English.

PLO5: Communicate and collaborate effectively with all educational stakeholders to promote the enhancement of teaching and learning and respond to changes in education

i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues

ii) Engage with people of diverse cultures and identities with inter-cultural sensitivity and interpersonal skills

PLO6: Provide informed leadership and direction for addressing educational problems and issues in society

i) Actively engage in educational activities which promote the well being of children and adolescents, the critical awareness of the teaching and learning of English; and quality education for all.

ii) Advocate for educationally and linguistically marginalised groups and/or individuals

**COURSEWORK AND ASSESSMENT**

You are required to complete courses totalling not fewer than 300 credits. As a general guideline, a **6-credit course** involves students in about **150 hours** of timetabled classes, online interaction, reading, studying, practical work and researching & writing assignments. Please refer to the BA&BEd(LangEd) Syllabuses for details.

Assessment will take the form of written papers, practical presentations, coursework assignments, progress tests, materials preparation, projects, or a combination of these methods. All assignments submitted for assessment at the University of Hong Kong must be written in English, unless otherwise approved by the Senate. Approval has been given for Chinese subjects to be assessed in Chinese but not Educational Studies courses.

In each semester, you will be given details of the assessment for that semester’s courses by the lecturers concerned. You will be informed of arrangements for examinations, if any, by email notices with details of the date, location and time.

**For courses in the Faculty of Arts, deadlines for submission of assignments are set by individual lecturers. For courses in the Faculty of Education, deadlines for the submission of final assignments are printed in the timetables. Be sure you know when your assignments are due. See pages 12-13 for details on where to submit assignments and penalties for late submission.**

Any work submitted for assessment must be the work of the student who submits it, prepared specifically for the purpose. In the Faculty of Education you will have to sign a declaration on the assignment cover sheet to this effect.

**Submission of the Same Work More Than Once**

Submitting an exact copy or significant portions of another assignment you have done for a different course without stating clearly that some of it has formed part of another assignment is not acceptable and may result in a Fail grade. However, quoting from your previous or current work is acceptable provided that this is explicitly acknowledged in the new assignment.

**Plagiarism**

Plagiarism is defined as “the unacknowledged use, as one’s own, of work of another person, whether or not such work has been published.” This includes published books and journal articles, materials on websites, unpublished lecture notes, text books, teaching materials of other teachers and any work of other students. You are expected to read books, journal articles and websites on relevant topics, and to view other audio-visual materials but if you
wish to mention any ideas that you find in a book/journal/website, you must provide references. References give the surname of the author and the year of publication in the main body of your text, and full details of the published article at the end of the essay. If you are using the exact words from another source, you must put them within quotation marks. Please ask your lecturers for more details on referencing but some examples are given below under “References”.

**Plagiarism is a serious matter.** Assignments judged to be the product of plagiarism will receive a Fail grade, and the students concerned may, as determined by the Board of Examiners, be reported to the University’s Disciplinary Committee who may impose further penalties. If you are unsure of any aspects of the preparation and presentation of assignments, ask your course lecturers for guidance as early as possible.

Any work submitted for assessment must be the work of the student who submits it, prepared specifically for the purpose. In the Faculty of Education, you will have to sign a declaration on the assignment cover sheet to this effect. We reserve the right to orally examine any student on a submitted written assignment if we suspect there may have been plagiarism. See also the HKU Booklet *What is Plagiarism?* and the website http://www.hku.hk/plagiarism.

**Citing References**

The APA style of referencing should be used for all assignments unless your lecturer specifies another style.

This is how you should refer to ideas or words from other sources in the text of your assignment. Note the use of quotation marks when exact phrases or sentences are cited:

<table>
<thead>
<tr>
<th>According to Pinker (1994), six-year-old children have a vocabulary of approximately 13,000 words.</th>
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<tr>
<td>With regard to the language benchmark issue, Coniam and Falvey (1999, p. 21) claim that “the decision by the Education Commission (through ECR6) and ACTEQ to set minimum standards for teachers is timely, and matches similar initiatives which are being undertaken in other parts of the world, using similar approaches to assessment”.</td>
</tr>
<tr>
<td>Conjunctions can be described as &quot;words that are mainly used to connect one clause to another&quot; (TELEC, 2003).</td>
</tr>
</tbody>
</table>

Then for each of the references in the text, you should give the source in your References section. Note that the book or journal name is italicised:

|---|
These are only three examples for a book, a journal and a website. Check one of the many guides on the internet to see the APA referencing style for others such as book chapters, edited books, multiple authors, etc.

**Guidelines on Student Use of Personal and Institution-related Data**

Students are subject to general obligations of confidentiality in regard to the personal and institution-related data, information and materials which they have accessed or obtained during their studies, practicum, research and other activities in respect of or in connection with the curricula offered by the Faculty of Education, The University of Hong Kong.

In dealing with personal data, students are also required to comply with the requirements of the Personal Data (Privacy) Ordinance (Ordinance) (including the data protection principles) which cover, among others, the collection, retention, use, handling, disclosure, storage, security and access in respect of personal data. Details of the Ordinance can be found at: https://www.pcpd.org.hk/english/data_privacy_law/ordinance_at_a_Glance/ordinance.html. The Privacy Policy Statement of the University can also be accessed at: http://www.hku.hk/privacy_policy/.

Without prejudice to the general obligations, a student must seek prior written approval from the relevant Course Coordinators and/or Programme Directors if s/he intends to disclose any personal and institution-related information, data or materials to the public or in any context that is not related to the curriculum to which s/he has been admitted.

Should any student be found not observing the above guidelines, s/he may be considered to be infringing the obligatory conduct by inappropriate disclosure of such information, data or materials. Such an infringement will be subject to disciplinary actions.

**Submission of Assignments**

For courses in the Faculty of Arts, assignments have to be submitted to the relevant Department Office by the specified deadline.

For courses in the Faculty of Education, students should follow their lecturer’s instructions for submission of assignments, either by dropping their assignments into the appropriate assignment collection box outside the Programme Office (2nd Floor of the Runme Shaw Building) or by uploading their assignments to the appropriate course room created in the LMS by the specified assignment deadline. The assignments submitted to the assignment collection box will be considered on time if they are in the box before it is emptied at 9.00am in the morning after the due date.

Do not give the assignment directly to the Programme Office staff. *If you unexpectedly fail to meet a deadline, notify both the lecturer and the Programme Office immediately about the delay and the reasons. Note, however, that a deferment of deadline should normally be applied for in advance (see below).*

Make a back-up copy of each assignment.

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3 Institution refers to the Faculty, the University and any other units or organisations (both internal and external).
The only exceptions to these regulations are:

a) very bulky assignments that do not fit into the box; for these assignments, follow the instructions given by the lecturer.
b) exams/tests conducted in a lecture room: these will be collected by the lecturer.

**Penalties for Late Submission of Assignments**

For courses in the Faculty of Arts, penalties are decided by the individual lecturer.

For courses in the Faculty of Education, in order to be fair to students who have submitted their assignments on time and to encourage effective time-management skills, late submission of assignment/dissertation without prior approval will receive the following penalties:

- Up to 3 days late: A full grade will be deducted from the grade the assignment would otherwise have received;
- More than 3 days late: The assignment will normally fail.

**Deferral of Assignment Submission**

If you are experiencing problems in completing an assignment, please contact your lecturer.

If, for some very serious reason, you believe you will not be able to submit an assignment on time, you must apply for a deferment.

For courses in the Faculty of Arts, make your request to your lecturer.

For courses in the Faculty of Education, you must apply for a deferment to your lecturer and copy your application to the Programme Office for information.

*This request should be made before the assignment deadline.* Deferment for medical reasons should be supported by a doctor’s certificate.
**Application to defer assignment deadline**

Students are required to (i) make application on the appropriate form prior to deadline, (ii) attach medical certificate or other supporting documents; and (iii) submit application to the Lecturer and copy to the Programme Office for information.

Lecturer considers whether the reasons given fall within one of the following circumstances:

1) medical reasons  
2) childbirth  
3) marriage  
4) death in family  
5) unexpected personal crisis  
6) similarly serious reasons considered acceptable by the lecturer

**YES**

1) Lecturer approves application  
2) Informs the Programme Office, and Programme Office will inform the student and all parties concerned.  
3) All parties should keep signed hard copies of applications for deferment and the approval /non-approval.

**NO**

1) Lecturer does not approve application  
2) Informs the Programme Office, and Programme Office will inform the student and all parties concerned.  
3) All parties should keep signed hard copies of applications for deferment and the approval /non-approval.
Feedback on Assignments and Examinations

For courses in the Faculty of Arts, feedback is provided by individual teachers.

For courses in the Faculty of Education, feedback sessions are held after courses have been completed and assessments have been marked. The details of these sessions will be sent to you by e-mail and/or posted on LMS. You may need to return your assignment later if it needs to be sent to the External Examiner. (It is advisable to keep a copy of all your assignments for your own reference and to back up on recordable drives in case a computer hard-disc failure occurs.)

Failure in a Course

Please refer to the BA&BEd(LangEd) Regulation AED8 which can be downloaded from the University website <http://www4.hku.hk/pubunit/drcd/> for details.

Discontinuation of studies

Please refer to the BA&BEd(LangEd) Regulations AED10 which can be downloaded from the University website <http://www4.hku.hk/pubunit/drcd/> for details.

GENERIC GRADING DESCRIPTORS

Assessment grades are on a scale of A to F. Within each grade A to C you may be awarded + or –; there is a D+ grade but no D- grade.

For courses in the Faculty of Arts, the general expectation of student performance at the various grades can be found from the Faculty of Arts’ website at: http://arts.hku.hk/BAprogramme/2010/assessment/A92_311_amended_2014.pdf.

For courses in the Faculty of Education, a set of generic grading criteria and grade descriptors is used (see next page). The grade reflects a holistic view of performance. Assignments will be varied, and the criteria are not necessarily generalisable. Not all points will be relevant to all assignment topics and types. Within any Grade, an assignment may satisfy the appropriate criteria with varying levels of quality and depth. This will be reflected by the use of Plus or Minus grades. Specific assignments may have topic-specific criteria.

You will be notified by email when the final results are released through the Student Information System (SIS), under the HKU Portal at https://hkuportal.hku.hk after the results are confirmed by the Board of Examiners.
# BEd(LangEd) Generic Grading Criteria Descriptors

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<th>Grade</th>
<th>Standard</th>
<th>Grade Point</th>
<th>General Expectations of Student Performance</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.3</td>
<td>An excellent result. A performance that demonstrates full coverage of the topic, and which meets all basic and higher order goals. There is ample evidence of familiarity with relevant reading and research, and concepts are clearly understood. Arguments presented are always logical, and the assignment demonstrates exceptionally astute analysis, application, evaluation and critical interpretation of texts/issues/course content. Use of language (spoken/written) is consistently accurate, highly appropriate in style, syntax and lexical expressions. Communication of ideas is highly effective. Referencing and presentational requirements are fully met.</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
<td>Good to very good result. A performance that demonstrates a good coverage of the topic, and which meets all basic as well as some higher order goals. There is evidence that the student is well aware of relevant reading and research, and concepts are clearly understood. Arguments presented are generally logical, and the assignment demonstrates a logical structure and development including effective organizational skills. Use of language (spoken/written) is mostly accurate and appropriate in style, syntax and lexical expressions. Communication of ideas is mostly effective. Referencing and presentational requirements are nearly always met.</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.3</td>
<td>Good to very good result. A performance that demonstrates a good coverage of the topic, and which meets all basic as well as some higher order goals. There is evidence that the student is well aware of relevant reading and research, and concepts are clearly understood. Arguments presented are generally logical, and the assignment demonstrates a logical structure and development including effective organizational skills. Use of language (spoken/written) is mostly accurate and appropriate in style, syntax and lexical expressions. Communication of ideas is mostly effective. Referencing and presentational requirements are nearly always met.</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
<td>Satisfactory. A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met.</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
<td>Satisfactory. A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>Satisfactory. A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met.</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
<td>Satisfactory. A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met.</td>
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</table>
**D+**  
1.3 **Borderline pass.** A pass that that demonstrates only a limited coverage of the topic, and which meets only some basic goals. There is evidence that the student has some awareness of relevant reading and research, and a basic understanding of concepts but reflection is limited. There is a basic level of skills shown, including interpretation, application, analysis and evaluation. Logic of argument may be weak but can be followed, and there may be some problems with structure or development of the assignment. Communication of ideas is sometimes impeded due to inaccurate use of language (spoken/written), and inappropriate style, grammar and lexical expressions. Referencing and presentational requirements are partially met.

**D**  
1.0

**Pass**

**Fail**  
Fail. An unsatisfactory performance that demonstrates possible misunderstanding of the task. Key aspects of the task may be neglected with basic goals not met. There is little or no evidence of relevant reading and research, and many concepts are not understood. Basic skills are not demonstrated and the assignment may ramble and lack structure. There is illogical argument and uncritical acceptance of others’ views. The language (spoken/written) is frequently inaccurate, and inappropriate in style, grammar and lexical expressions, resulting in largely incomprehensible performance. Referencing and presentational requirements are mostly not met.
Professional Practicum: Grade Descriptors

Students' performance in Professional Practicum will be assessed on two key parameters: (1) Classroom Teaching; and (2) Professional Conduct and Reflection.

Levels of Performance and Descriptors

<table>
<thead>
<tr>
<th>A. Classroom Teaching</th>
<th>Distinction</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Classroom Teaching</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. Professional Conduct &amp; Reflection</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students-teacher receiving a distinction grade consistently show the ability to engage learners in learning in almost all parts of their lesson(s) by fulfilling the Professional Practicum Learning Outcomes. There is very strong evidence of
- effective planning and pedagogy;
- relevant and appropriate knowledge of the subject;
- appropriate in-class interactions and responsiveness; and
- the construction of an environment that is supportive to learning and learners. Additionally, they demonstrate very strong evidence of critical self-reflections on lesson performance, and the ability to propose appropriate strategies for improvements.

Student-teachers receiving a pass grade are able to engage learners in learning by fulfilling the Professional Practicum Learning Outcomes in some parts of their lesson(s). There is evidence of
- effective planning and pedagogy;
- relevant and appropriate knowledge of the subject;
- appropriate in-class interactions and responsiveness; and
- the construction of an environment that is supportive to learning and learners. Additionally, they demonstrate some evidence of critical self-reflections on lesson performance, and the ability to propose appropriate strategies for improvements.

Student-teachers receiving a fail grade show little or no ability to engage learners in learning in their lesson(s) that fulfils the Professional Practicum Learning Outcomes. There is little or no evidence of
- effective planning and pedagogy;
- relevant and appropriate knowledge of the subject;
- appropriate in-class interactions and responsiveness; and
- the construction of an environment that is supportive to learning and learners. Additionally, they demonstrate little or no evidence of critical self-reflections on lesson performance, and the ability to propose appropriate strategies for improvements.

B. Professional Conduct & Reflection

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have consistently conducted themselves professionally during the assessment period. There is strong evidence that they are able to reflect on their professional development as a reflective practitioner.</td>
<td>They have been unable to consistently conduct themselves professionally during the assessment period, despite repeated reminders. There is little or no evidence that they are able to reflect on their professional development as a reflective practitioner.</td>
</tr>
</tbody>
</table>
Important Notes:

1. The descriptors of the different levels of performance should be applied and interpreted in light of the current set of Professional Practicum Learning Outcomes. In cases where one student-teacher is supervised by more than one supervisor, the supervisors concerned should discuss their observations and come up with one practicum grade that most truly reflects the student-teacher’s overall performance.

2. Evidence of Classroom Teaching assessment should be based on the student-teacher's performance in the lesson(s) officially supervised by part-time or full-time supervisors from the University and all the related documents, including lesson and unit plans, teaching materials and resources. Submission of post-supervision written reflections is a hurdle requirement for attaining a Pass grade or above in any Classroom Teaching assessments.

3. For ALL undergraduate programmes, classroom teaching in Professional Practicum I & II will be assessed on a pass-fail basis. A Distinction grade will only be awarded to final year student-teachers.

4. In principle, a student-teacher should obtain at least a Pass in ALL assessed Classroom Teaching supervision visits.

5. Evidence of Professional Conduct assessment should be based on official feedback collected from the Practicum School principal, Professional Practicum coordinator(s), mentors, and the University supervisor(s).

6. An overall ‘Satisfactory’ evaluation of the student-teachers’ professional conduct and reflective ability is a requisite for the student-teachers to attain an overall Pass or above for Professional Practicum.

7. In any case of Unsatisfactory report/feedback/evidence on the Professional Conduct of a particular student-teacher, a Case Conference will be conducted with the presence of the student-teacher concerned, the respective University supervisor(s), the relevant Programme Director and/or Deputy Programme Director, the Partnership Office Director, and the Associate and/or Assistant Dean(s) (Teaching and Learning).

Remarks: For Professional Practicum I and Professional Practicum II: Students will be graded Pass/Fail.

For Professional Practicum III: Students will be graded Distinction/Pass/Fail.
Examination results are determined by the Board of Examiners. While there shall be no appeal against the results of examinations and all other forms of assessment, students may request checking of assessment results on grounds of procedural irregularities. Students may apply for checking the final course grade or the results of the assessment component of any course to the Faculty no later than two weeks after the release of the assessment results.

Please note that an application fee of $200 shall apply for each assessment result to be checked; should any procedural/technical error in the determination of the assessment result be found, the application fee for checking that particular result will be refunded. Students concerned will be informed of the outcome of the checking normally within three weeks after receipt of the application.

Please refer to “Procedures for Checking of Assessment Results of Taught Courses” at http://www.exam.hku.hk/pdf/111_511amend.pdf for details about the application procedure and other information.
Honours classifications shall be determined by the Board of Examiners in accordance with the following Cumulative Grade Point Average (CGPA) scores, with all courses taken (including failed courses, but not including courses approved by the Senate graded as ‘Pass’, ‘Fail’ or ‘Distinction’) carrying equal weighting:

<table>
<thead>
<tr>
<th>Class of honours</th>
<th>CGPA range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Class Honours</strong></td>
<td>3.60 – 4.30</td>
</tr>
<tr>
<td><strong>Second Class Honours</strong></td>
<td>(2.40 – 3.59)</td>
</tr>
<tr>
<td><strong>Division One</strong></td>
<td>3.00 – 3.59</td>
</tr>
<tr>
<td><strong>Division Two</strong></td>
<td>2.40 – 2.99</td>
</tr>
<tr>
<td><strong>Third Class Honours</strong></td>
<td>1.70 – 2.39</td>
</tr>
<tr>
<td><strong>Pass</strong></td>
<td>1.00 – 1.69</td>
</tr>
</tbody>
</table>

Honours classification may not be determined solely on the basis of a candidate’s Cumulative GPA and the Board of Examiners for the degree may, at its absolute discretion and with justification, award a higher class of honours to a candidate deemed to have demonstrated meritorious academic achievement but whose Cumulative GPA falls below the range stipulated above of the higher classification by not more than 0.1 Grade Point.
The Faculty of Education has introduced the Dean’s Honours List to recognize students’ outstanding academic achievement. It will be awarded annually to BA&BEd(LangEd) students from each cohort who have met the following selection criteria (subject to review):

- top 10% students of the cohort;
- YGPA $\geq 3.30$;
- pass the minimum number of credits required in that year of study; and

The Dean’s Honours List will be recommended by the Board of Examiners and approved by the Dean.

Years 1 – 4 BA&BEd(LangEd) students whose YGPAs are in the top 10% of Arts students (which includes BA&BEd(LangEd) students) will also be included on the Faculty of Arts Dean’s Honours List.
Professional Practicum covers “Professional Practicum I”, Professional Practicum II” and “Professional Practicum III”. Students’ performance in these courses will be assessed based on the following:

(1) Classroom teaching supervisions (*please refer to pages 18-19 on the grade descriptors for teaching practice*) AND the submission of post-supervision written reflections (*you may refer to an example of a template for post-supervision in the Programme Moodle, or follow the instructions of the respective TP course coordinator of your year group*);

(2) Feedback on your professional performance by the Principal or the Practicum Co-ordinator of the Teaching Practice schools (*please refer to the section on ‘Professional Requirement’ in this document*).

**Learning Outcomes**

1. **Planning & Pedagogy**
   - plan and implement lessons and units of learning which take into account the relevant curriculum aims, learning theories, teaching methodologies, and the needs and interests of learners;
   - plan and implement lessons and units of learning which enable learners’ capacities in collaborative and autonomous learning;
   - develop learners’ abilities in critical thinking, collaboration, creativity and other ‘learning to learn’ skills;
   - support learner diversity appropriately and effectively.

2. **Teacher’s Knowledge of the Subject**
   - display relevant and appropriate subject knowledge, and be able to select, adapt, and present such knowledge to learners.

3. **In-class Interactions and Responsiveness**
   - make explicit the learning goals to learners;
   - use appropriate language and patterns of interaction to enable learning through effective instructions, explanations, questioning and feedback, taking into consideration diverse linguistic and cultural backgrounds of the learners.

4. **Supporting Learning and Learners**
   - create a safe, affective learning environment to maximize learners’ potential for learning;
   - use learning resources and teaching aids effectively, catering for diverse learning needs;
   - assess and facilitate learning, responding appropriately to diverse learning needs.

5. **Professional Conduct and Reflections**
• show critical reflections on the strengths and weaknesses of own practices;
• propose and implement changes as a result of reflection to ensure ongoing autonomous professional development;
• conduct yourselves professionally in the Teaching Practice schools. (see “Professional Requirements” below for details).

Professional Requirements

You should conduct yourselves professionally during your studies and towards staff and students in Teaching Practice schools. You are required to read, reflect on and follow the two important documents before attending the compulsory Professional Practicum Orientation:


Teaching Practice schools will be asked to assess your professional conduct during professional practicum. Please refer to the “Feedback on the Professional Performance of Student-Teacher” form in the Teaching Practice Handbook. Feedback from the Teaching Practice schools will be taken into account in determining the result for your performance in Teaching Practice/Professional Practicum I, II or III under Professional Practicum.

You may be suspended from and/or fail Teaching Practice for:

• behaviour considered by the Faculty or the Teaching Practice school, after due investigation, to be threatening or harmful to school students, teachers, fellow student-teachers or the school; or
• conduct considered by the Faculty, after due investigation, to be unprofessional ¹, particularly when it is the subject of a serious, substantiated complaint from the Teaching Practice school.

¹ Professional conduct includes such aspects as:

• Punctuality and attendance;
• Notifying the school immediately if sick or otherwise unable to attend school / classes;
• Appropriate dress and appearance;
• Following school regulations;
• Respecting school property;
• Respecting copyright on print materials or software;
• Carrying out all duties assigned by the school by the deadlines given;
• Fair and careful setting and marking of tests and assignments;
• Maintaining a safe environment for students in class;
• Dealing with students in a non-discriminatory and respectful way, and avoiding favouritism;
• Maintaining only professional contact with students;
• Being polite and respectful towards school staff.

Such a decision would not be taken by one university tutor alone, but would be made in consultation with the Division Head, the Programme Director and the School-University Partnerships Director.

Please refer to the Teaching Practice Handbook prepared by the School-University Partnerships Office of the Faculty for details.

**EXTERNAL EXPERIENCE**

An exciting feature of the BA&BEd(LangEd) is External Experience, a language immersion programme, which usually takes place towards the end of the second year. External Experience gives you an opportunity to improve your language proficiency and to sample another culture. So far, BA&BEd(LangEd) students in English Language Education have done their External Experience in the eastern states of Australia. Students in Chinese Language Education will have External Examiner at Beijing Normal University (北京师范大学).

In Australia, students stay with a family. In Beijing, students live on the campus and have opportunities to meet other students. There are classes covering a range of topics; visits to schools and places of educational interest; and cultural excursions. It is not a holiday, but it can be a highly motivating and challenging experience.

It is important to approach External Experience with the right attitude. People in Beijing and Australia have a reputation for being friendly, but very often it is up to you to make the first move. Create opportunities to use Putonghua or English. Try to avoid staying together with classmates in a large group, as that limits the possibilities for interaction with local people.

Please note that you are responsible for meeting some of the costs of External Experience. Most of the costs are covered by the Government, but you will need to spend several thousand dollars (not including pocket money). So it is advisable to start saving for these trips as soon as possible, preferably in Year 1.

Students who have applied for the Tertiary Student Finance Scheme (TSFS) may get an additional grant for their additional expenses incurred in External Experience, subject to the re-assessment result of their financial entitlement. Eligible students may apply for the First-in-the-Family Education (FIFE) Fund administered by the Centre of Development and Resources for Students (CEDARS) for financial assistance. Please visit the FIFE Fund’s website at [http://www.fife.hku.hk](http://www.fife.hku.hk) for details.
Any student who is exempted from the External Experience will be required to undertake an equivalent amount of local education experience.

**LANGUAGE PROFICIENCY**

The government has introduced Language Proficiency Assessment for language teachers from 2000-2001 onwards. The aim is to ensure that all teachers of English Language, Chinese Language and Putonghua have the appropriate language skills to carry out their professional work effectively.

As a graduate of the BA&BEd(LangEd) programme, you will be officially exempted from the government tests, but we need to make sure that your language proficiency is at an appropriately high standard to warrant that exemption by passing the Faculty English Language Proficiency Tests (FELPT), administered by the Faculty of Education, or their equivalent.

For students in English Language Education, there are speaking and writing tests at the end of Year 1 and an error correction and explanation test from Year 2, or Year 3, similar to the government tests. It is part of the regulations that to graduate with the BEd(LangEd) you must pass these tests with at least Level 3, the benchmark level. Those of you who have reached Level 3 are strongly encouraged to attain Level 4 for better career prospects. You can apply to the Faculty if you wish to take the test(s) again.

*A FELPT workshop will be organized to give you advice on how to obtain satisfactory results in the test. You are strongly recommended to attend the workshop in order to well prepare yourself for the test.*

Language skills are important in your studies and for a teaching career. Please work hard on your grammar, writing skills, oral fluency and pronunciation. When you are writing an assignment for assessment, proofread it carefully before submission. Practise as much as possible. Make the most of the opportunities on External Experience to improve your language skills.

**Language support**

You should also make use of the Language Resource Centre, Rooms 613-618 & 633, 6th Floor, Run Run Shaw Tower, Centennial Campus, which is provided by the Centre for Applied English Studies (CAES), free of charge to all students for the improvement of your English proficiency. Consultations and discussion groups are available to help you with your English Studies. There are lots of self-study supports from CAES as well. Please visit the following website for further details: <http://caes.hku.hk/ve/>.

If you are still having problems with your language proficiency, especially any speech problems, please let your lecturers know early in the course. They can provide guidance and recommend suitable courses that you could take.

**Intercultural Exchange**
Another way to improve your language skills is to spend a semester or a year overseas (for English) or in China (for Putonghua). There are various opportunities available through the university's international exchange programmes and other organizations. Another form of immersion is participation in intercultural summer camps in Hong Kong. In recent years, students on the programme have benefited from the following:

* **HKU Worldwide Undergraduate Student Exchange**
  http://www.als.hku.hk/admission/exchange/

* **AFS Intercultural Exchanges**
  http://www.afs.hk/home/

* **AISEC**
  http://www.aiesec.hk/

* **Summerbridge**
  http://www.summerbridge.org.hk
Academic advising is a developmental process in which students are provided with support in clarifying their academic, career and life goals, developing plans to achieve these goals, and evaluating their own progress. During the process, students are empowered to think critically, explore available options and take personal responsibility for decision-making with the guidance of academic advisers.

Members of the academic advising team at the Faculty and the BA&BEd(LangEd) curriculum levels are as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising Coordinator</td>
<td>Dr Anita Wong</td>
</tr>
<tr>
<td>Curriculum Adviser</td>
<td>Dr Andy Gao</td>
</tr>
<tr>
<td>Academic Advisers</td>
<td>The names of Academic Advisers are available on SIS.</td>
</tr>
<tr>
<td>Student Advisers (For Year 1 students)</td>
<td>The list of Student Advisers is sent to you by email.</td>
</tr>
<tr>
<td>Faculty Administrator</td>
<td>Miss Ryan Chan</td>
</tr>
<tr>
<td>Programme Secretary</td>
<td>Miss Miranda Cheung</td>
</tr>
</tbody>
</table>

Students are able to see their advisers in the ‘Student Centre’ in the SIS. Year 1 students are expected to initiate meetings with his/her Academic Adviser and meet his/her Academic Adviser once every semester in their 1st year of study.

Current students may approach their Academic Adviser if they need advice on specific academic issues.

Useful resources can be found from the University's academic advising website: http://aao.hku.hk/.
EVALUATING THE PROGRAMME

We value your ideas on the programme. There are some official channels, described below, but you are always welcome to contact the Programme Director directly. Feedback from students in the past has led to some significant improvements to the BA&BEd(LangEd) programme, such as more appropriate timetabling, the option to do Arts minors or a second major, and the creation of a new minor in English Literature.

Student Evaluation of Teaching and Learning

For every course, you will be asked to provide feedback about the content, the pedagogy, the resources available and the assignment.

Please take your time when evaluating a course. It is a good idea to make notes about the course as it progresses. Try to be constructive in your feedback. If you feel that any part of the course has particular weaknesses, suggest ways in which they can be remedied.

IMPORTANT: If a major problem arises in a course, mention it to the lecturer or Programme Director immediately. Don’t wait until the evaluation is carried out.

Staff-Student Consultative Committee

Student representatives for each year group will be invited to attend the BA&BEd(LangEd) Staff-Student Consultative Committee, along with the Programme Director and other staff members. This will be a forum for discussion of problems, successes and future plans concerning the programme.

HKU Student Learning Experience Questionnaire (SLEQ) First, Second and Final Year Surveys

This institutional level survey aims to collect data about the learning experiences of the first, second and final year students in the university in terms of your perceptions towards the academic activities of the BA&BEd(LangEd) degree curriculum, your usual ways of studying, your language learning experience, and your overall university experience at HKU. Your feedback will help us to provide a better learning environment for all students and shape the future curriculum. It will normally be conducted during March – June every year.

STUDY HINTS

Being a university student requires you to play an active role in your own learning. It is an excellent chance for you to develop the skills of problem-solving, reasoning and inquiry which your students will also need to develop when they learn in school, but which was often neglected in former school programmes. Here are some suggestions.

Getting Organised

Buy appropriate stationery and have a reliable filing system for your notes. Bring all the materials you need to class. Take notes and revise them from time to time.
Make a timetable that balances classes, study, leisure and extra-curricular interests, so you can get the most from university life. Space out work on your assignments by doing background reading, and drafting your essays etc., well before the submission date. Don’t allow work to pile up, as this can be very stressful.

**Independent Learning**

Use the library, the Internet and other resources. Find things out for yourself.

Don’t rely too much on your lecturer for handouts. Do the recommended background reading and make your own notes.

If you are not clear about something, ask! If you think something is wrong or the lecturer’s opinion is mistaken, say so!

If you are having problems with an assignment, discuss them with the lecturer. It is best if you note down your ideas first. Don’t say, “I don’t know what to do”. Say, “These are my ideas so far. Can you give me any advice?”

**LIBRARIES**

The University of Hong Kong has several state-of-the-art libraries to support your studies. At the beginning of the first year you will be given a general library orientation and shown how to apply for a library card.

The University Libraries are now fully automated and utilise some of the latest applications in information technology, such as CD-ROMs and e-journals. Library catalogues may be searched via the Internet and various on-line services are available, such as renewal of borrowed items. The ability to search effectively and efficiently for relevant materials is an essential skill. If you ever have any difficulty in using the libraries, please ask the staff for help.

Library resources for your course will be found in various locations on our multi-site campus. Most materials relating to education, linguistics, applied linguistics, educational principles, theory, sociology and psychology, special educational needs, pre-school, higher and adult education are in the **Main Library**. A reference collection of materials relating to local education is in the **Hong Kong Collection** in the Main Library. Journals in your field are generally located in the Main Library. Ph.D and M.Phil theses are kept in **Special Collections** (Main Library) while M.Ed theses are housed in the **Education Library**.

The **Education Library** on the 8th Floor of Meng Wah Complex is primarily a resources centre and curriculum library which includes textbooks, teaching methodology materials, audio-visual resources, secondary school examination papers and newspaper clippings. References in this library are prefixed with the letter E.

Further details about library services can be found in Library Handbooks and at the library website -- [http://library.hku.hk](http://library.hku.hk).
The BA&BEd(LangEd) programme attaches considerable importance to the development of Information Technology (IT) knowledge and skills. The University Information Technology Services (ITS) offers comprehensive information technology services to students, which are described in detail in its website <http://www.its.hku.hk/>. Enquiries should be addressed to the ITS General Enquiry Counter, 1/F, Library Building (Old Wing). The opening hours of the ITS offices and Learning Commons can be found in its website at <http://www.its.hku.hk/about/service-hours/opening-hour>. If you have any problems with ITS facilities, contact the operations staff at any time on 2859 2496 for technical problems, or in office hours on 2859 2491 for general enquiries.

The HKU Campus Network is covered by a high-speed and sophisticated campus network based on 10-Gigabit Ethernet and Fast Ethernet technologies with over 49,500 network access points installed which links together all the computer servers, workstations and PCs in the main and remote campuses.

Wireless access to the campus network and Internet is provided by over 4,400 WiFi access points and is available in all centrally-administered classrooms, public areas in the main campus, department offices and halls of student residence. Additionally, staff and students can also enjoy WiFi access off-campus at CSL and Y5Zone WiFi hotspots in town, and at other local and overseas universities using “Universities WiFi” and international “eduroam” capability respectively. If you wish to access the Campus Network from outside the campus, please follow the configuration procedures at http://www.its.hku.hk/home/networks/hkunet.htm#offcampus.
Programme Information

If you need further information about any aspect of the programme, please contact the relevant coordinator or administrative staff for your programme. Names and contact details are listed on pages 37-38. You may also contact your Academic Advisor or Student Advisor.

LMS and Notice Board

Announcements concerning the programme as a whole and particularly the BEd(LangEd) aspects of it are posted on LMS and/or on the notice board on 2/F Runme Shaw Building. Notices concerning Arts Faculty courses are posted on School or Department notice boards and the Arts Faculty website may also have notices concerning the BA. Please look in these places regularly, as there may be urgent information such as room arrangements, time changes, information on feedback, etc.

Timetable and Room Arrangements

The main timetable for compulsory courses and their room arrangements is posted on LMS. Please check for changes. Classes are scheduled from Monday to Friday, although there are times when you have no classes so you can carry out self-study or take part in other aspects of university life. For courses where you have selection choices, e.g. Common Core courses and the major, you will need to check timetables and rooms with the respective Departments /Schools.

Welfare

The Student Development and Counselling and Person Enrichment Sections of the Centre of Development and Resources for Students (CEDARS) is on the 4th Floor, Meng Wah Complex. Tel: 2857 8387 or 2857 8388. The handbook for new undergraduate students has information on health services, accommodation, physical education and sport, insurance, language courses and general regulations. Please also refer to the Student Affairs Handbook.

Classroom Etiquette

Please be on time for your formal teaching sessions. Group work will often be used and students arriving late cause difficulties both for fellow students and staff. All mobile telephones and similar appliances must be turned off. Handheld devices should only be used in connection with course matters, students found surfing irrelevantly must expect to be reprimanded! Please observe regulations concerning food and drink. Smoking is prohibited on the HKU campus.

E-mail

Your personal University email address has been distributed to you when you registered. This is the address the two Faculties will use to contact you. It is your responsibility to keep active connection with the Faculty through this email.
Websites

The University maintains a website at http://www.hku.hk with several pages devoted to the Faculty of Arts and the Faculty of Education.

Student Societies

The Faculty of Education has a very active Education Society, run by students, and there are a number of student societies in the Faculty of Arts. These societies offer a wide range of activities and all students are encouraged to join and contribute to the work of the societies.

University Bookstore

Textbooks and books for general reading are available from the University Bookstore, on the ground floor of the Run Run Shaw Building. As a student, you are entitled to a discount on books purchased at the bookstore.

Copyright Infringement

Students are reminded that using copyright materials belonging to others is an infringing act. However, the Copyright Ordinance exempts certain acts of “fair dealing from copyright infringement. “Fair dealing” in Hong Kong includes five prescribed purposes:

research, private study, criticism, review or news reporting

For research or private study, only a single copy of the copyright work can be made. Fair dealing does not allow teachers to make multiple copies of the copyright works as course materials for their students. It is strictly against the law to copy a whole book or journal, or extensive portions without the written consent of the publisher, as fair dealing is not to be used to avoid buying the legitimate copies of works for the purpose of saving money.

Copying of copyright materials belonging to others outside the above-mentioned purposes or to an extent exceeding that which is reasonable and commensurate with the legitimate purpose for which the copies are made is liable to infringe copyright.

Technical and Computer Services

Technical equipment for teaching may be borrowed from Room 306 of Runme Shaw Building. To borrow certain items, you will be asked to obtain a lecturer’s signature in addition to your own.

The Faculty of Education computer rooms for student use are in Room 324 of Runme Shaw Building and Room 549 of Meng Wah Complex (when classes are not in progress).

Careers Guidance

The Career and Placement Section of the Centre of Development and Resources for Students (CEDARS) on the 3rd Floor of the Meng Wah Complex runs courses on interview techniques, CV writing and other aspects of job applications. Please call 2859 2314 or e-mail
Job openings are posted on the programme notice board from time to time. Please contact your lecturers for advice on applying for jobs.

Admission of Students with a Disability

The University adopts a policy under which a student applicant with a disability who meets the minimum entrance requirements for that course as stipulated by the University will be given sympathetic consideration for admission. Candidates to be considered under this policy will be those who have had, prior to their application, a disability which has either significantly inhibited their daily living activities, or limited their mobility (creating difficulties in regard to travel or access to teaching and learning facilities), or put them at a significant disadvantage in regard to participation in activities relevant to study and learning and whose disability is expected to persist for at least the length of the students’ period of study.

While the details of admission for all students remain the prerogative of each Faculty Admissions Committee, the University as a whole is committed to not penalising any applicant for any disability. On the contrary, it seeks to enhance the provision of facilities with both the physical and academic environment, to help such students with their studies.

Typhoons and Rainstorms

When the red rainstorm warning or typhoon signal number 3 is in force, all classes and examinations will be held as scheduled (unless the University makes an announcement to the contrary).

When the black rainstorm warning or typhoon signal number 8 (or a higher number) is in force, the following arrangements will apply:

(A) For classes and examinations not yet started

<table>
<thead>
<tr>
<th>If either of the warnings is hoisted or in force at or after 6:00 am</th>
<th>All morning classes and examinations commencing before 2:00 pm will be cancelled automatically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If either of the warnings is hoisted or in force at or after 11:00 am</td>
<td>All afternoon classes and examinations commencing at any time from 2:00 pm and before 6:00 pm will be cancelled automatically.</td>
</tr>
<tr>
<td>If either of the warnings is hoisted or in force at or after 3:00 pm</td>
<td>All evening classes and examinations commencing from 6:00 pm onward will be cancelled automatically.</td>
</tr>
</tbody>
</table>

(B) For classes and examinations already started

| When typhoon signal number 8 or above is hoisted | All classes will be suspended immediately. All examinations to continue until the end of that examination session. |
| When the black rainstorm warning is hoisted | All classes and examinations, except those held outdoors, will continue. For outdoor classes and examinations, the responsible staff members on the spot should suspend the activities immediately, ensure that all students are taken to a safe place, and remain there until it is safe for them to return home. |
IMPORTANT DATES 2015-2016

Semester 1

26 August 2015          Faculty orientation
27 August 2015          Programme orientation
31 August 2015          Faculty English Language Proficiency Tests – Orientation Workshop
1 September 2015        First Day of Teaching
12 - 17 October 2015    Reading Week (Year 1 & Year 2)
                        Professional Practicum (Year 3)
12 October – 4 December 2015  Professional Practicum (Year 4)
30 November 2015        Last Day of Teaching
1-7 December 2015       Revision Period
8-23 December 2015      Assessment Period

Semester 2

14 January 2016         Feedback Sessions for Semester 1 Courses
18 January 2016          First Day of Teaching
7-11 March 2016          Reading Week (Year 1 & Year 2)
                        Professional Practicum (Year 3)
23 April 2016            Faculty English Language Proficiency Tests – Refreshers’ workshop
30 April 2016            Faculty English Language Proficiency Tests
30 April 2016            Last Day of Teaching
2-7 May 2016             Revision Period
9-28 May 2016            Assessment Period
27 May 2016              Feedback Session for Faculty English Language Proficiency Tests
June 2016 (To be confirmed) Feedback Sessions for Semester 2 Courses

May – July 2016 (To be confirmed) External Experience in Australia (Year 2)
May – July 2016 (To be confirmed) External Experience in Beijing (Year 2)
<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td><strong>Programme Director</strong></td>
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<td>Miss Miranda Cheung</td>
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<tr>
<td>Mr Roger Chan</td>
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<td><strong>Faculty of Arts Office</strong></td>
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<td>arts @hku.hk</td>
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<tr>
<td><strong>School of English Office</strong></td>
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<tr>
<td><strong>Faculty of Education Office</strong></td>
<td>Room G03, Hui Oi Chow</td>
<td>Monday – Friday:</td>
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<td>9:00am – 1:00pm &amp; 2:00pm – 6:00pm</td>
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<tr>
<td><strong>Faculty of Education Programme Office</strong></td>
<td>Room 219, Runme Shaw</td>
<td>Saturday:</td>
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<td>9:00am – 1:00pm</td>
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<td><em>(Only minimal counter service will be available at the Programme Office)</em></td>
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</table>