Enquiries
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Email: medu@hku.hk
http://web.edu.hku.hk/programme/med

The information in this brochure is accurate at the time of printing but may be subject to change at any time. The Faculty reserves the right at all times to withdraw or change the courses as listed in this brochure.
Since its foundation in 1911, The University of Hong Kong has prepared professional educators for Hong Kong, the region and beyond. The Master of Education (MEd) programme, offered since 1978, has significantly contributed to that goal. Our MEd graduates are actively involved in schools, colleges and universities, in administration, policy development, adult and vocational training, teacher education, curriculum development, classroom teaching, educational assessment and evaluation, and educational research, locally and globally.

Why MEd?

Programme Structure

The MEd programme can be completed over one academic year of full-time study, or between two and four consecutive years of part-time study. Classes in full-time and part-time mode are generally held on weekday evenings, and occasionally on Saturdays. There are two parallel strands within the MEd programme:

- A Specialist Strand provides advanced specialist input for teachers and educational professionals in priority areas of education in Hong Kong and the region.
- A Generalist, Educational Studies Strand provides a broad range of educational studies for teachers and educational professionals seeking to update and extend their general educational knowledge and skills or put together a particular programme that meets their individual needs.

Both strands consist of TEN courses (60 credits in total). A course (other than the dissertation and project by independent study) involves 24 hours of class contact, plus self-directed study, active involvement in e-forums and other interactive networks or study groups, intensive reading, together with assignments and out-of-class exercises.

A specialist MEd comprises a set of FOUR core courses in one of the areas listed under Fields of Study, a research methods course, and the option of either one elective course and a dissertation, or three elective courses and a project by independent study.

The generalist MEd consists of a core course in Educational Studies, a research methods course and the option of either four elective courses and a dissertation, or six elective courses and a project by independent study.
Fields of Study
The following fields of study are offered for admission in September 2019. Please note that most of them are available for both one-year full-time and two-year part-time modes however some of them are available for only one mode of study:

I. Specialist Strands
- Chinese Language and Literature
- Chinese Language Education
- Comparative and Global Studies in Education and Development
- Content and Language Integrated Learning
- Early Childhood Education
- Education and Society in China
- Educational Administration and Management
- English Language Education
- Guidance and Counselling
- Health Professions Education [NEW]
- Higher Education
- Mathematics Education
- Psychological Studies in Education
- STEM Education
- Teaching and Learning Chinese Language (Conducted in Singapore)
- Teaching Chinese as a Second Language
- Teaching Chinese Language and Literature in International Education
- Teaching of Mathematics in an International Context
- Youth Studies

II. Generalist Strand
- Educational Studies

Admissions Requirements
To be eligible for admission to the programmes, a candidate shall satisfy both the University Admissions Requirements and the Programme Specific Requirements as listed below:

1. comply with the General Regulations (http://www.handbook.hku.hk/tpg/2018/appendices/Appendix_A.html) and the Regulations for Taught Postgraduate Curricula (http://www.handbook.hku.hk/tpg/2018/appendices/Appendix_B.html);

2. hold a Bachelor’s degree of this University or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;

3. a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong where the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to higher degrees as prescribed under General Regulation G2(b) having:
   a) a score of 550 or above (paper-based test) or 80 or above (internet-based test) in the Test of English as a Foreign Language (TOEFL)\(^2\); or
   b) a minimum overall band of 6 with no sub-test lower than 5.5 in the International English Language Testing System (IELTS); or
   c) grade C or above in either the Overseas General Certificate of Education, the International General Certificate of Secondary Education, or the Cambridge Test of Proficiency in English Language;

4. satisfy the examiners in a qualifying examination, if required.

*For admission, only TOEFL or IELTS score recorded in the two years before the date of application are considered.*

Admissions Schedule

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Interview

Applicants who are short-listed may be invited to attend a test and/or interview, starting from February to April 2019.

Announcement of Offers

Successful applicants will be informed of their admissions results by email, and will receive an official Offer of Admission enclosing a Notice of Admission statement after verification of academic qualifications.

Application Deadline

12:00 noon, January 31, 2019 (Thursday)
How to Apply?

Online application at: http://www.aal.hku.hk/tpg.

When you apply for admission to the MEd programme, please ensure that you have chosen the specialism or field of study correctly as there are many fields and most of them are available in both full and part-time modes on the online application system. However, if you wish to apply for admission to more than one specialism or study mode, you will have to complete and submit more than one online application as one application must be submitted for each specialism and study mode. Please also note that a separate application fee is needed for each application submitted. The application and the application fee are non-refundable and non-transferable.

After submission of an online application, you are required to upload supporting documents to the system by logging in http://www.aal.hku.hk/tpg/login.html by the application deadline or within four weeks from the date of creation of your account, whichever is earlier. Should an applicant be shortlisted, he/she will receive an email notification from the MEd Programme Office for the need to submit the original/certified true copy of documents.

Please refer to the following programme website for course structure and course details for the MEd programme: http://web.edu.hku.hk/programme/med.

The University reserves the right to suspend the offering of any specialism if the number of applications is insufficient to form a class. If a specialism is suspended, deposits for that specialism will be refunded.
The specialism aims to provide teachers of Chinese language and literature with approved subject knowledge training appropriate to the postgraduate level, including studies in Chinese language, literature and culture. The specialism focuses in particular on the development of participants’ knowledge about various aspects of both modern and classical Chinese language, including phonology, grammar, lexis and discourse, as well as modern and classical Chinese literature and Chinese culture, aiming to equip them with the knowledge and expertise necessary for higher-level teaching in the field of Chinese language and literature. Participants registered for the Chinese Language and Literature (CLL) specialism are required to take the following four specialist courses and to choose three electives from the list of specialist elective courses for the CLL specialism.

The specialist courses are:
- Classical Chinese literature
- Chinese culture
- Chinese fiction and creative writing
- Modern Chinese literature

Specialist electives for the CLL specialism:
- Classical Chinese language and the reading of classical texts
- Modern Chinese language and text appreciation
- Translation literature

In addition to the specialist courses and specialist electives, participants will take a research methods course (12 credits), and a project by independent study (6 credits). There is no dissertation option for this specialism.

# Serving language teachers may apply for grants under the “Professional Development Incentive Grant Scheme for Language Teachers” at http://www.language-education.com.
This specialism provides qualified 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. The specialism also aims to promote research relevant to language in education in Hong Kong.

The specialist courses are:

• Assessment in Chinese language education
• Chinese reading comprehension instruction: Theories and practices
• Psycholinguistic and the Chinese language learning process
• The Chinese language curriculum and its school-based application

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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How to Apply?
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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).

The specialist courses are:
- Addressing the global-local nexus in education
- Critical issues in educational reform
- Education for sustainable development
- Themes and approaches in the field of comparative education

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.
This is an extension of Asia’s first-of-its-kind MEd (Language Across the Curriculum) programme founded in HKU in 2012. With an increased popularity over the years, it has been attracting local and international participants from mainland China, Thailand, Korea and Canada in its recent cohorts. The new MEd (Content and Language Integrated Learning) programme (classroom-based mode) aims to cater for in-service and pre-service subject-based teachers and English language teachers in Hong Kong, mainland China and overseas. It is designed for subject teachers who teach through English as the medium of 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.

The specialist courses include:

- Principles and practice: Bridging pedagogy in content and language integrated learning
- Principles and practice: Course design in content and language integrated learning
- Textual analysis I: Academic literacies in science and mathematics
- Textual analysis II: Academic literacies in the social sciences and humanities

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of doing either one elective course and a dissertation (18 credits) or three elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 electives available in each academic year.

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How to Apply?

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This 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 be encouraged to access the most recent international knowledge in the field.

The MEd (Early Childhood Education) comprises a set of four specialist courses, a research methods course, elective courses and a project or dissertation. The specialist courses are:

- Promoting child development in early childhood education programmes
- Learning and teaching in early childhood education
- Planning, management, evaluation and leadership in early childhood education
- Contemporary issues in early childhood education

Students have the option of taking either one elective course and a dissertation or three elective courses and a project. About 20 elective courses are offered every academic year.

Applicants must have a first degree in a relevant discipline and working experience relevant to early childhood education. Strong preference will be given to applicants who have a professional qualification for working with young children.

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**How to Apply?**

Online application at: [http://www.aal.hku.hk/tpg](http://www.aal.hku.hk/tpg)

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**General Enquiries**

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

The specialist courses include:
- China’s universities: Balancing domestic demands and global aspirations
- Chinese educational traditions and their modern transformation
- Contemporary issues in education in China
- Sociology of education: Classic and contemporary theories

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.
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 including 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, will be discussed.

The specialist courses are:
• Educational leadership and school management
• Administrative and organisational theory for educational institutions
• Legal aspects of educational administration
• Concepts and issues in school-based management

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.
This specialism aims to provide experienced qualified English teachers and language specialists with an appropriate theory-based framework within which to understand and investigate issues involved in English language education. The specialism also develops the practical skills needed for school-based classroom research and curriculum development.

Applicants should possess a first degree in a related area, a teaching qualification and a minimum of one year of teaching experience.

The specialist courses for this strand are:
- An introduction to sociolinguistics
- English language curriculum and assessment
- Language awareness: Grammar and lexis
- Second language acquisition

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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Enquiries
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The specialism is based on the belief that support and guidance for personal-social, academic and career development is essential for all school students. This course provides not only the theoretical framework necessary for understanding whole-person development, but also presents practical strategies for organising and implementing guidance activities that foster students’ positive development. The course is designed to help participants develop key competencies required for implementing comprehensive guidance and career education programmes in educational settings. Emphasis is placed on the delivery of student guidance as a whole school approach, with strategies and skills pertinent to guidance, counselling, and behaviour management. The MEd (Guidance and Counselling) is a graduate professional course 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 specialist courses are:
- Comprehensive guidance and positive youth development: A whole-school approach
- Counselling, career education and talent development in schools
- Practicum in counselling and group guidance
- Theories and practices in counselling and group guidance

In addition to the specialist courses, participants will complete a specialist elective course, counselling process, ethics and skills (6 credits), a research methods course (12 credits), and have the option of either a dissertation (18 credits) or two more elective courses and a project (6 credits each), of which the elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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**How to Apply?**
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Health Professions Education

Full-time and Part-time (60 credits)

This joint specialism delivered by the Faculty of Education and the Bau Institute of Medical & Health Sciences Education (BIMHSE) of the Li Ka Shing (LKS) Faculty of Medicine aims to advance the field of Health Professions Education (HPE) in Hong Kong and internationally. 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 (Doctor of Education or Doctor of Philosophy).

Who would benefit from this specialism?
- Clinical supervisors for undergraduate and postgraduate students on field/practice-based placements
- Medical, nursing and allied health professionals in hospitals, clinics and educational settings
- Early career academics teaching in health professions programmes
- Health care providers in the Greater Bay Area (Hong Kong, Shenzhen, Macau etc.) and internationally

The specialist courses are:
- Foundations of Health Professions Education
- Assessment and Evaluation in Health Professions Education
- Clinical Teaching and Supervision
- Effective Student-Supervisor Relationships in Health Professions Education

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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How to Apply?
Online application at: http://www.aal.hku.hk/tpg

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LKS Faculty of Medicine
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General Enquiries
Tel: (852) 3917 1951 | (852) 3917 2533 | (852) 3917 5712
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Website: http://web.edu.hku.hk/programme/med
This specialism offers a unique opportunity for university administrators, college lecturers, and policy analysts to strengthen their competencies in world-class design and management of research and teaching frameworks in global higher education. Campus professionals gain exclusive insights into the intricacies of higher education innovations with the help of the following four specialist courses:

- Globalisation and higher education
- Comparative higher education policy studies
- Higher education leadership
- Organisational theories and strategies in higher education

In addition, our students also develop special analytical skills through a research methods course, and a choice of either one elective course and a dissertation or three additional elective courses and a project.

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How to Apply?
Online application at: http://www.aal.hku.hk/tpg
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.

**The specialist courses are:**
- Curriculum research and development in mathematics
- Innovation and development of instructional design in mathematics
- Research into the teaching and learning of mathematics
- The philosophical, social and cultural aspects of mathematics education

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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Website: [http://web.edu.hku.hk/programme/med](http://web.edu.hku.hk/programme/med)
This specialism is designed to familiarise teachers/educators/researchers/individuals interested in psychological studies in education with 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 and on relevance 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, psycho-social 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 identity, 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 environment, classroom talk, assessment, computer-supported collaborative learning, and the Chinese Learner).

Who would benefit from this specialism?
This specialism should be of interest to teachers, school/university personnel, educational administrators in both schools and higher educational institutions, as well as to individuals who work in other education-related settings (e.g. Education Bureau, Ministry of Education, etc.). The specialism should also be beneficial to learners who are interested in pursuing a doctoral degree in such academic disciplines as educational psychology, developmental psychology, and sciences of learning upon graduation from this specialism. Indeed, the specialism would benefit anyone who wishes to learn how to create congenial teaching and learning environment and to better understand themselves as well as their students/clients.

The specialist courses are:
• Cognition, learning, and instruction
• Developmental psychology for educators
• Effective talk in the classroom
• Student development: Theory, research, and practice

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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This specialism aims to equip education students with 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 in respect to STEM. A specific theoretical construct will be examined in the specialism with focus on developing further research agenda at graduate level: technology and transdisciplinary studies (e.g. STEM, STEAM, and STREAM, standing for Science, Technology, Reading, Engineering, Arts and Mathematics).

The specialist courses are:
- STEM education in an evolving social context
- STEM education theory, practice and application
- Learning, teaching and assessment in STEM education
- Emerging technologies in STEM education
- Computational and design thinking for STEM literacy in 21st century

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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How to Apply?
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This course is designed for pre-service or in-service Chinese language teachers in primary or secondary schools, who wish to excel in teaching Chinese as a second language in global contexts. The programme connects theory and practice, and focuses on pedagogy related to teaching Chinese as a second language, curriculum design, assessment and classroom research. The programme aims to develop qualified teachers in teaching Chinese as a second language who are versed in various international curricula, with a particular focus on the International Baccalaureate (IB) curriculum. This programme is the course provider for the IB Certificate in Teaching and Learning and the IB Advanced Certificate in Teaching and Learning Research (Diploma Programme) in Teaching Chinese as a Second Language (and Teaching Chinese Language and Literature when conditions are met). It is recognised by the International Baccalaureate Organisation.

The specialist courses are:
- Teaching Chinese language in international contexts
- Chinese (L2) assessment and reporting
- Chinese (L2) school-based curriculum design
- Research and teaching practice in the second language classroom

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

The elective IB course below is compulsory for those who intend to apply for the IB Teaching and Learning Certificate:
- Integrating IB philosophy in Chinese language teaching

The elective courses related to IB Chinese language and literature teaching are compulsory in partial fulfilment of the requirements to apply for the IB Teaching and Learning Certificate related to Teaching Chinese Language and Literature:
- Teaching Chinese language and literature in IB Language A Curriculum
- World literature and new textualities in the IB Chinese A Curriculum

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Applicants are strongly recommended to submit their applications before the end of December 2018. The first batch of interview will start in early January 2019.

**How to Apply?**
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Teaching Chinese Language and Literature in International Education

Full-time only (60 credits)

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 project. 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 (DP: Studies in Chinese Language and Literature) and IB Certificate in Teaching and Learning (DP: Chinese Language Acquisition).

The specialist courses are:

- Literature and the art of performance
- Teaching language and literature in international Chinese education
- Theories of pedagogy and teaching practice
- World literature and new textualities in international Chinese education

In addition to the specialist courses, participants will take a research methods course (12 credits) and have the option of either one elective course and a dissertation (18 credits) or three elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

The elective IB course below is compulsory for those who intend to apply for the IB Teaching and Learning Certificate:

- Integrating the IB philosophy into Chinese language and literature teaching

The elective courses related to IB Chinese language and literature teaching are compulsory in partial fulfilment of the requirements to apply for the IB Teaching and Learning Certificate (DP: Chinese Language Acquisition):

- Chinese L2 pedagogy
- Chinese L2 curriculum design and assessment

Information Session

Date: November 28, 2018 (Wednesday)
Time: 7:00 pm – 8:30 pm
Venue: Rayson Huang Theatre, The University of Hong Kong
Registration: http://web.edu.hku.hk/infosessions

Application Deadline

12:00 noon, January 31, 2019 (Thursday)

How to Apply?

Online application at: http://www.aal.hku.hk/tpg

Enquiries

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General Enquiries

Tel: (+852) 3917 1951 | (+852) 3917 2533 | (+852) 3917 5712
Email: medu@hku.hk
Website: http://web.edu.hku.hk/programme/med
This course 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 excel in research about and the teaching of 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 the International Baccalaureate (IB), the General Certificate of Secondary Education (GCSE) in England and Wales, etc.

The specialist courses are:
• Integrating IB philosophy into the teaching of Chinese language, mathematics and science
• Research and/or mathematics teaching practice in classrooms
• Research into the teaching and learning of mathematics
• The philosophical, social and cultural aspects of mathematics education

In addition to the specialist courses, students will take a research methods course (12 credits), a dissertation (18 credits) and one Mathematics Education elective course from the following list:
• Curriculum research and development in mathematics
• Innovation and development of instructional design in mathematics

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Dr Ida Mok
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Email: medu@hku.hk
Website: [http://web.edu.hku.hk/programme/med](http://web.edu.hku.hk/programme/med)
Young people today are facing many challenges. They go through the turbulent years of adolescence and emerge into adulthood under much pressure. Many feel stranded, confused and alienated and do not feel they have the resources to make progress, resulting in frustration and failure. This specialism examines important issues, namely the power of media in their lives, the society and culture influencing their development, life education policy and curriculum, and issues of education from an interdisciplinary and global perspective in theory and in application. The first course looks at how the implementation of media literacy education can help students adapt to this new digital global village. The second course examines different theories, approaches and issues concerning life education for adolescents and youths. The third course looks at other factors in society, culture, and youth development which can develop students' talents, values and leadership skills to more effectively promote and sustain a democratic, equitable, and innovative society. The fourth course examines theories, models, practices, and issues of sex education policy and curriculum in Hong Kong and elsewhere. The four courses do not merely discuss issues affecting youth but more importantly, examine what might be done to empower them to live life in an age of turbulence.

The specialist courses are:
- Life education for adolescents and young people
- Society, culture and youth development
- School policy and curriculum for sex education
- Youth and media literacy

In addition to the specialist courses, participants will take a research methods course (12 credits), and have the option of either one elective course and a dissertation (18 credits) or three additional elective courses and a project (6 credits each). The elective courses will be chosen from a pool of more than 25 elective courses to be available in each academic year.

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This Educational Studies specialism combines a core course in the foundations of education with a flexible course structure. The core course introduces participants to three overlapping domains of inquiry. The first examines the ways in which education reinforces, reproduces, or challenges educational inequality by exploring a number of key themes: types and organisations of schooling, language and media of instruction, private education, special educational needs and inclusive education, a comparative perspective, the major features and current issues in educational systems worldwide, including Hong Kong. The third domain consists of the analysis, clarification, and re-imagining of the central concepts and assumptions upon which our understanding of education is based, drawing on the sociology of education.

Who Would Benefit from this Specialism?
This specialism is designed for teachers, administrators, policy-makers, social entrepreneurs and parents committed to the improvement of education. We seek participants from a wide variety of educational and/or professional backgrounds, not just in education, but also in fields such as finance, law, the natural and exact sciences, engineering, journalism, and the arts.

Core Course
MEDD6751: Educational Studies
In this course we draw on a broad range of research and practice to examine the roles of governmental policies supra-national institutions, interested stakeholders (e.g. families), and public and private educational institutions in shaping and/or reproducing patterns of social and economic inequality. The overall objective of the course is to prepare participants for careers as educational entrepreneurs, innovators, and policy reformers and enlighten them about the relevance and understanding of patterns of reproduction of inequalities in education and to search for opportunities to disrupt these patterns. Several cases will be analysed from abroad and in Hong Kong. This course will help those who work within schools and other educational organisations to introduce and sustain positive change. Assessment: 100% coursework.

Participants are required to complete:
- One specialist course (6 credits)
- One compulsory course in research methods (12 credits)
- The option of either six elective courses (6 credits each) and a Project by independent study (6 credits), or four elective courses and a Dissertation (18 credits)

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