<table>
<thead>
<tr>
<th>No.</th>
<th>Division</th>
<th>Course code &amp; title</th>
<th>Teacher(s)</th>
<th>Minimum requirement for attendance</th>
<th>Eligibility (for enrolment in Primary Discipline Courses by students in other Divisions)</th>
<th>Course</th>
<th>Tentative schedule</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Primary Discipline Courses:</strong></td>
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<tr>
<td>1</td>
<td>ELE</td>
<td>EDUR8022 Research on Using English as a Medium of Instruction in Content Areas <em>(New offering)</em></td>
<td>A M Y Lin, A X S Gao, M L Hennebry, Y Y Lo</td>
<td>80%</td>
<td>3 hrs X 8 sessions</td>
<td>Date: Sep 14, 21, 28; Oct 5; Nov 2, 9, 16, and 23, 2016 (Wed)</td>
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<td>Time: 6:30-9:30p.m.</td>
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<td>Venue: Room 322, Meng Wah Complex (MW322)</td>
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<tr>
<td>2</td>
<td>ITS</td>
<td>EDUR8030 Technology-enhanced Learning from Learning Design and Organizational Change Perspectives <em>(Re-offering without modifications)</em></td>
<td>N W Y Law, M Wang, A H K Yuen</td>
<td>100%</td>
<td>3 hrs X 8 sessions</td>
<td>Date: Sep 13, 20, 27; Oct 4, 11; Nov 1, 8 and 15, 2016 (Tue)</td>
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<td>Venue: Room 103, Meng Wah Complex (MW103)</td>
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<td><strong>Research Methods Course:</strong></td>
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<td>3</td>
<td>NA</td>
<td>EDUR7069 Interactional Ethnography Formerly named as “EDUR7069 Classroom Video Data Analysis Using Interactional Ethnography” <em>(Re-offering with modifications)</em></td>
<td>S Bridges</td>
<td>NA</td>
<td>3 hrs X 4 sessions</td>
<td>Date: Sep 2, 9, 30; and Oct 7, 2016 (Fri)</td>
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<td>Venue: Room 206, Runme Shaw Building (RM206) or Room 110, Knowles Building (KB110)</td>
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<td>Note: RM206 for the first session on Sep 2 while KB110 for the remaining sessions</td>
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THE UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION

EDUR8022 Research on Using English as a Medium of Instruction in Content Areas
(Semester 1, 2016-17)

Teacher(s):
A M Y Lin, A X S Gao, M L Hennebry, Y Y Lo

Objectives:
This course aims to introduce participants to current topics in theory and research on language-in-education policy and practice. In particular, the growing trends of policy contexts worldwide in using students’ second, foreign, or additional language (L2) as a medium of instruction for content areas and the associated research problematics will be introduced. Cutting-edge research topics, and the latest theoretical issues and methodological designs are introduced through interactive seminars, in which participants read, discuss and analyse research issues and data in current research studies in this area. They will then design their own research study and situate their study in the field with reference to these latest developments.

Minimum requirement for attendance:
80% (Students who fail to fulfil the minimum attendance requirement will fail the course regardless of their performance in the assessment.)

Pre-requisite:
Nil

Course structure:
The theme of this course is current research in policy contexts where an L2 is used as a medium of instruction in content areas. The course consists of four sections:

Section 1 (2 sessions): Transition from L1 to L2 as the Medium of Instruction: Students’ Coping and Learning Strategies
Section 2 (2 sessions): Using L2 as the Medium of Instruction: Impact on Student Motivation and Teacher Practices
Section 3 (2 sessions): Content and Language Integrated Learning (CLIL) Research: Focus on How to Integrate Content Teaching with Language Teaching
Section 4 (2 sessions): Content and Language Integrated Learning (CLIL) Research: Meta-analysis and Assessment

In Section 1, course participants will be introduced to recent trends of L2 medium of instruction (MOI) policies worldwide and their impact on students’ coping and learning strategies. Due to the rising trend of state policies in promoting L2 learning through content-based instruction (CBI), different forms of content and language integrated learning (CLIL) programme models have developed in different parts of the world. Under such worldwide policy developments, autonomous or self-directed learning strategies as an important research area will be introduced through focusing attention on an on-going research study on how Hong Kong students develop their learning strategies to cope with the change of MOI from primary to secondary school. Issues in the research methodological design will be analysed with respect to how the research methods have been selected and tailored to address research questions on learner strategies development under this kind of language-in-education policy contexts.

In Section 2, course participants will be introduced to cutting-edge research topics in learner motivation landscape in language-in-education policy contexts where English as an additional language (EAL) is used as a medium of instruction for content areas. Participants will analyse current research issues in this area of research through focusing attention on an ongoing research study in Hong Kong that seeks to inform teaching practice and English language education policy by developing a comprehensive picture of the English language learning motivation landscape in Hong Kong secondary schools, examining motivations of students for learning English and the practices of teachers for motivating their students. The methodological design will be analysed with respect to
acquainting course participants with the kind of research methods pertinent in language motivation research under such policy contexts.

In Section 3, course participants will focus on cutting-edge research topics in CLIL theory and research, in particular the issue of how to integrate content teaching with language teaching in policy contexts where an L2 is used as an MOI. Course participants will approach this current research issue through analysing the theoretical framework and methodological design of an on-going research study contextualised in Hong Kong. Participants will be introduced to the social semiotic theoretical framework of “thematic patterns” as a means to integrate content and language teaching in CLIL lessons. The methodological design will be analyzed with the aim to equip course participants with both the theoretical and methodological resources to design their own study in current research in CLIL policy contexts.

In the first part of Section 4, course participants will be introduced to the research method of “meta-analysis”, which is used to synthesise empirical research studies to address important research questions. A meta-analysis of EMI/CLIL research in Hong Kong will be used as an example to illustrate this research approach. In the second part of Section 4, course participants will focus on current research topics in CLIL assessment through analysing the research questions and methodological design of an on-going research contextualised in Hong Kong. In particular, course participants will become familiar with special issues in CLIL assessment and the theoretical research gaps in the literature and how research studies can be designed to address such research gaps.

Key readings:


**Outcomes:**

1. identify current important issues in theory and research in language-in-education policy and practice, in particular, in the area of using an additional language (L2) as the medium of instruction in content areas
2. compare and contrast different theoretical frameworks and methodological designs underlying different current approaches to research in this area of studies
3. critically analyse current research practice
4. select and apply appropriate theoretical frameworks and methodological designs to develop one’s own research to address research gaps in the field

**Assessment:**

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<tr>
<th>Assessment</th>
<th>Outcome(s) to be assessed</th>
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<tbody>
<tr>
<td>The summative assessment will consist of a final research paper in which participants undertake a detailed critical analysis of a delimited and well-defined body of research and propose their own research study within one of the four sections of the course. (Word limit: 2,500 – 3,000 words)</td>
<td>O1, O2, O3, O4</td>
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</tbody>
</table>

*(Version as at July 18, 2016)*
Teacher(s):
N W Y Law, M Wang, A H K Yuen

Objectives:
This module provides an introduction to the key areas of literature that contribute to the interdisciplinary field of Technology-Enhanced Learning (TEL), and to help novice researchers in this field to develop a comprehensive understanding of where their research area, conceptual and applied, is situated in the literature. The main themes to be addressed in this module and schedule are:

- Historical developments in TEL and the learning theories that underpin them
- Pedagogy and assessment for learning in the 21st century, including information and media literacies
- Professional development and change for technology integration in teaching and learning
- Technology design and development, and their impact on TEL
- Knowledge management and e-learning in the workplace
- Leadership for technology-supported education innovation and organizational learning
- Reviewing the literature in TEL and identifying questions based on the literature that impacts/informs individual student work/theoretical framework.

Minimum requirement for attendance:
Students should attend all the sessions unless there are exceptional circumstances or if prior approval is received from the respective teacher. The participation requirement includes the completion of the e-portfolio tasks and online discussions.

Pre-requisite:
Nil

Course structure:
Students will be introduced to the key literature related to each of the topic areas. Students will undertake a critique of research in their area of TEL interest and conduct discussions on these through class and online interactions, complete a literature review on a topic relevant to their own research agenda, and to demonstrate their understanding of information and media literacies through the development of an e-portfolio. Students would then be assigned as reviewers to undertake review of their peers’ work according to set review criteria. There are 8 face-to-face scheduled sessions. It is expected that there will be a lot of online interactions, during and in-between the scheduled class sessions, and that students will need to spend at least one hour online each week out-of-class working on module activities, particularly on their e-portfolios. Each scheduled class session is three hours in duration.

Key readings:


Outcome:
1. Identify key areas of the literature in TEL and demonstrate understanding of how these relate to an identified area of research interest.
2. Demonstrate understanding of TEL as underpinned by learning theories and pedagogical principles in its design and use, as well as the need for appropriate teacher learning and leadership support for its implementation through the e-portfolio and the literature review (as appropriate to the focus of the review).
3. Demonstrate understanding of multiple literacies through the development of an effective e-portfolio
4. Evidence evaluation skills through critiquing peer e-portfolios
5. Evidence ability to revise writing, taking into account peer critical reviews given to the e-portfolio

Assessment:

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<th>Assessment</th>
<th>Outcome(s) to be assessed</th>
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| Digital Portfolio (40%):          | 1. Identify key areas of the literature in TEL and demonstrate understanding of how these relate to an identified area of research interest.  
2. Demonstrate understanding of TEL as underpinned by learning theories and pedagogical principles in its design and use, as well as the need for appropriate teacher learning and leadership support for its implementation through the e-portfolio and the literature review (as appropriate to the focus of the review).  
3. Demonstrate understanding of multiple literacies through the development of an effective e-portfolio  
4. Evidence evaluation skills through critiquing peer e-portfolios |
| Literature review (60%): A paper of not more than 4,000 words. This is the revised version of the draft submitted to the online conference system. | 1. Identify key areas of the literature in TEL and demonstrate understanding of how these relate to an identified area of research interest.  
2. Evidence of the ability to take account of peer critical reviews of student e-portfolios and revise writing to improve clarity, coherence and the formulation of a theoretical framework. |

Note: Students need to pass both assessments in order to pass the course.

In general, the quality criteria for academic writing are:
- Formulation and originality
- Relevance and depth of understanding of literature
- Demonstration of the ability to apply, analyze, argue and critique
- Structure, presentation, language use and referencing

(Version as at July 18, 2016)
Teacher(s):
S Bridges

Objectives:
By the end of this course researchers will be able to:
- Examine the theoretical underpinnings of interactional ethnography;
- Apply the principles of video recording in undertaking ethnographic research;
- Manage videos transcription software;
- Analyse classroom video data;
- Construct and analyse a data map to account for classroom practices.

Minimum requirement for attendance:
Nil

Pre-requisite:
Nil

Course structure:
Workshop 1:
- Do you see what I see? Through the eyes of the classroom ethnographer.
- Introduction to Interactional Ethnography (IE) - the IE framework; orienting theories
Workshop 2:
- Basics of classroom video recording
- Introduction to use of transana software
Workshop 3:
- Data analysis using Interactional Ethnography
- Designing an event map
Workshop 4:
- Designing accounts – the role of explanatory theories
- Peer review of event maps

Key readings:


Outcome:
By the end of this course, researchers will be able to:
1. Examine the theoretical underpinnings of interactional ethnography;
2. Apply the principles of video recording and transcription in ethnographic research;
3. Analyse classroom artefacts (documents, observations, recordings);
4. Construct and analyse a data map to account for learning in situ.

Assessment:

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<tr>
<th>Assessment</th>
<th>Outcome(s) to be assessed</th>
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<tr>
<td>Sample of a transcribed segment of a video recording (formative)</td>
<td>O2</td>
</tr>
<tr>
<td>Assignment: Construct an event map and analyse using one explanatory theory (3,000 words) (Summative – 100%)</td>
<td>O1, O3, O4</td>
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</tbody>
</table>

(Version as at July 18, 2016)