<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>Duration</th>
<th>Tentative schedule</th>
</tr>
</thead>
</table>
| 1   | CLL      | EDUR8011 Teacher and Instructional Change in Chinese Language Education (*New offering*) | S K Tse | Proficiency in Chinese (Putonghua) | Offered to students from the Division of CLL only | 3 hrs X 8 sessions | Date: May 31; Jun 1-2; and Jun 5-9, 2017  
Time: 9:30a.m.-12:30p.m.  
Venue: Room 665, Meng Wah Complex (MW665) |
| 2   | CLL      | EDUR8012 Psycholinguistic Aspects of Learning and Teaching of Chinese Language (*New offering*) | S K Tse | 100% (Students have to provide “medical certificate” if they are absent from the class. Marks may be deducted if they cannot provide a good reason for their absence.) | Offered to students from the Division of CLL only | 3 hrs X 8 sessions | Date: May 31; Jun 1-3; Jun 5-7; and Jun 12  
Time: 9:30a.m.-12:30p.m. (*Jun 3 and 12*) 1:30-4:30p.m. (*remaining sessions*)  
Venue: Room 665, Meng Wah Complex (MW665) |
EDUR8011 Teacher and Instructional Change in Chinese Language Education
2016-17

Teacher(s):
S K Tse

Guest Speaker(s):
S Y Hui, C M Cheong

Objectives:
The course will examine how schools in Hong Kong have responded to major changes in the official Chinese curriculum during the period of education reforms from 2000, including the highly structured, whole-class and teacher-centered approach which involves all students in the class painstakingly learning Chinese script and modeling their own Chinese Language on carefully chosen examples of classical articles, to a divergent approach which sees students regarding their Chinese Language as a vehicle for learning and a means of describing and relating personal ideas, impressions and phenomena pertinent to their own learning, capability and intentions.

The course will focus on up-to-the-minute initiatives, interventions, experiments and research in experimental schools affiliated with the School of Education initiatives, and will critically examine how teachers and schools have reacted and responded to new approaches and procedures introduced as part of or affiliated with educational reforms in Hong Kong. Various sources of objective evidence will be used during the course to present a coherent account of the various transitions and problems teachers and schools have faced in adapting to the new curriculum. The course will highlight progress and problems in the introduction of a curriculum spanning kindergarten to examination classes in the secondary school. The course will also report how instructional procedures and teacher perceptions have been changed by the new knowledge and experiences; by the school-based training; and by witnessing at first hand good practices and the successful impact of new experiences and methods on schools, teachers and students. Recent years have seen a paradigm shift in Chinese Language education in very many schools across the Hong Kong SAR.

Eligibility:
Proficiency in Chinese (Putonghua)

Minimum requirement for attendance:
Nil

Pre-requisite:
Nil

Course structure and topics analysed:
- Background of Chinese Language Curriculum reforms in Hong Kong, and conditions and processes underpinning educational innovations and change
- Knowledge formulation and construction
- Teachers’ awareness of important changes and diversity in educational practice: teaching strategies, curriculum and assessment
- Feelings of challenge and shock, as well as reflections on personal experience and opinions
- Perceiving needs for change in teaching, learning and the Chinese Language curriculum
- The importance of a favourable learning community and support for curriculum reform and teacher change
- Changes in teaching practices before and after the curriculum reforms
- Sustainability and value of teacher change, instructional change and students’ learning

Key readings:
Outcomes:
1. The student teachers will be able to identify and reflect upon their own teaching strategies and perceptions of effective teaching in Chinese Language lessons
2. The student teachers will acquire critical awareness alongside sharply focused reflection strategies
3. The student teachers will demonstrate a critical understanding of students’ needs
4. The student teachers will display a critical grasp of the diversity of effective teaching and learning strategies.
5. The student teachers will be familiar with and understand the process of teacher change.

Assessment:

<table>
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<tr>
<th>Assessment</th>
<th>Outcome(s) to be assessed</th>
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<tbody>
<tr>
<td>Presentation (30%)</td>
<td>O1 to O5</td>
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</table>

A report (70%) on 2 questions:
1. For some policies, the Government wants to change the paradigm of teachers but they have not been successful in this regard. Please provide a case to explain why teachers have not changed;
2. Students’ own experience in a successful change in teaching: report processes of change and reasons for change
About 3000-4000 words

Note:
1. Students have to pass both assessments in order to pass the course.
2. Both assessments will be assessed on a pass/fail basis.

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

Objectives:
This module focuses on the psycholinguistic aspect of learning Chinese language in Asian contexts. It examines the acquisition of phonology, vocabulary, syntax, and also explores reading processes, use of reading strategies, composing processes, language and thought. Recent development in Chinese psycholinguistic research related to learning and instruction is included.

Upon the completion of this course, students should be able to understand the basic principles of psycholinguistics in Chinese and apply the principles of psycholinguistics to the instruction and research of learning Chinese.

Eligibility:
Offered to students from the Division of CLL only

Minimum requirement for attendance:
100% (Students have to provide 'medical certificate' if they are absent from the class. Marks may be deducted if they cannot provide a good reason for their absence.)

Pre-requisite:
Nil

Course structure:
Lectures, Discussion in Moodle

Key readings:


Outcome:
1. Identify students’ problem of learning Chinese language effectively from various psycholinguistics aspects
2. Synthesize current learning sciences for Chinese language with reference to the educational issues
3. Demonstrate a critical understanding of the diversity of learners and the complexities of the educational process in learning Chinese language
4. Collect and conduct in-depth analysis from multiple sources so as to keep abreast of local and international development of psycholinguistics in the field of Chinese language learning
5. Reflect on potential connections and discontinuities between each stages and processes of learning Chinese and their application in language policies and multi-cultural contexts
**Assessment:**

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<tr>
<td>1. Participation in moodle and classroom activities, which include oral presentations, group discussion, and web-based learning: Students have to participate in a discussion on Moodle or via email. They have to manage the topic and content of the discussion, also to describe and share their related teaching experience. After the discussion, a report should be handed in with no less than 1,500 words. (20%)</td>
<td>O1, O2, O3, O5</td>
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<tr>
<td>2. An assignment of 3,000 words in Chinese: Students have to apply the concepts and theories on psycholinguistics that have been learned in this course into daily classroom teaching. A written report on their good practices should be handed in with no less than 3,000 words. (80%)</td>
<td>O2, O3, O4, O5</td>
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*Note: Students must pass both assessments, in order to pass the course.*

*(Version as at February 10, 2017)*