Postgraduate Diploma in Education
(PGDE)
Teaching Chinese as a Second Language
(TCSL)

Student Handbook

Full-time 2018-19
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Message from the Programme Director

I am pleased to welcome you to the Postgraduate Diploma in Education (PGDE) programme.

This programme will be a meaningful and important starting point of your teaching career. You are joining an exciting collective journey leading to professional competence.

The process will involve not only development of classroom teaching skills, but also awareness and insights in the complex and challenging theories and practice of education. This is also a process for you to identify your strengths, values and passions. This will be achieved through practice, discussion, sharing and reflection in a collaborative and interactive manner.

I believe that good teaching is an art and you will find your own way to be a good teacher while learning from others.

Dr Arthur Lee
PGDE Programme Director

Message from PGDE Deputy Programme Director

A sincere welcome to this year’s students to our third year of implementation of our brand new PGDE programme!

Our vision has been to design an innovative, world-class Initial Teacher Education (ITE) programme for Hong Kong. We hope to inspire you as you prepare for your new careers as classroom-ready practitioners and future educational leaders.

The new design, whilst founded on the Faculty’s longstanding successes, aims to address theory-practice integration which is a major challenge of modern ITE programmes. Our integrated, inquiry-based curriculum situates theoretical understandings in relation to learning, schools and educational systems. I welcome you to explore big issues whilst developing excellent pedagogic practices within your chosen disciplines. I also encourage you to stretch your horizons through the many experiential learning opportunities.

It is a great responsibility to step into and positively change the lives and futures of your students and their schools. We look forward to entrusting this responsibility to you on your successful graduation!

Dr Susan Bridges
PGDE Deputy Programme Director

Message from the Methods Coordinator, Teaching Chinese as a Second Language (TCSL)

I deeply appreciate your commitment to becoming a great teacher in the field of teaching Chinese as a second language. Please accept my warmest welcome to all of you!

In this programme, you will be comprehensively exposed to cutting-edge educational theories and effective instructional strategies in an authentic international education environment in Hong Kong. I am sure your study life will be fully occupied by the exciting, engaging, and diverse learning experience. With this well-designed
programme, we hope you will become not just a qualified Chinese teacher for international education, but also a prosperous leader in this field.

I believe a great teacher should be a great learner first. So welcome on board! Let’s embark on this fantastic learning journey together.

Dr Yvonne Huang
PGDE (TCSL) Methods Coordinator
INTRODUCTION TO THE FACULTY

The Faculty of Education was formed in 1984, replacing the School of Education, but its origins date back to the Department for the Training of Teachers, created in 1917 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

Electronic Communication

Most of the announcements, notices and programme-related matters from the Faculty and the University will be emailed to your HKU email account. You are strongly advised to use your HKU email account for effective communication. If you want to forward HKU emails to your personal email account, please follow the configuration procedures at http://www.its.hku.hk/faq/email/connect/email-forwarding, or email to ithelp@hku.hk for enquiries.

Moodle and Student Information System (SIS)

Moodle is used for online interactive teaching, learning, discussion and collaborative work as well as for reading important announcements from the Faculty online. PGDE Moodle courses are accessible via HKU Portal (https://hkuportal.hku.hk) > My eLearning. More details will be given to you at the beginning of the term.

You are therefore required to check your HKU email account and Moodle on a regular basis to ensure that you are kept informed of the latest notices.
Also, under HKU Portal > Student Information System (SIS) > Self Service, you can check your information on registration, personal particulars, course enrolment and examination results, and make changes to your personal information, such as address and telephone number. For details, please refer to the “Student’s Guide to the SIS” at http://www.fe.hku.hk/programme/pgde/2018/.

THE PGDE PROGRAMME

The PGDE programme is designed to prepare University graduates to teach mainly in schools within Hong Kong. The full-time programme extends over one academic year and provides initial professional teacher training for students without prior teaching experience. The goal of the PGDE is to develop and encourage Hong Kong’s next generations of teachers and to ensure they are properly prepared and capable of working well here in Hong Kong or anywhere in the world.

Concept of a Teacher

The Postgraduate Diploma in Education’s Concept of a Teacher encapsulates the qualities of a dynamic, 21st Century member of the teaching profession. The PGDE graduate, therefore, has a distinctive professional identity as articulated in our “Concept of a Teacher”.

A Passionate & Caring Facilitator
A passionate, caring facilitator of learning devoted to embracing diversity and bringing out the best in ALL students.

An Innovative Teacher
Confident in disciplinary and pedagogical knowledge and comfortable with flexible inter-disciplinary ‘knowledges’ in a technology-infused, information-rich world.

An Adaptive, Creative, Critical Thinker & Leader
An adaptive, creative and critical thinker and potential curriculum leader.

A Professional Teacher
A locally prepared (ready to serve the HKSAR) and internationally mobile (globally recognized/fit for practice) professional.

A Contextually-sensitive, Socially-engaged and Policy-aware Educator
A contextually-sensitive, socially-engaged and policy-aware educator striving for equity and social justice.

A Lifelong Learner
A lifelong learner with an inquiry-oriented vision of education.

A Forward Thinking, Ethical & Reflective Practitioner
A forward thinking, ethical and reflective practitioner who integrates theory with practice for student learning.

A Proactive & Engaged Collaborator
A proactive, engaged collaborator contributing towards productive change.
Programme Learning Outcomes (PLOs):

1. 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.

2. Plan and implement contextually responsive and innovative teaching to construct effective learning experiences

   (i) Analyse learning needs and design, plan, and implement appropriate learning experiences.
   (ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students’ performance to enhance teaching and learning.
   (iii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.

3. Construct an environment conducive to effective learning

   (i) Develop an understanding of student development and individual differences and implement strategies to provide support for the diverse learning needs of ALL learners.
   (ii) Design adaptive learning experiences to maximize students’ potential for knowledge construction in an information-rich world.
   (iii) Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.

4. 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.

5. 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.
   (iii) Advocate and strive for equity and social justice for ALL learners.

6. 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 and

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take up leadership roles in promoting the well-being of humankind.

**PROGRAMME STRUCTURE**

The PGDE is outcomes-based and inquiry-based, encouraging students to draw upon evidence and educational theory to reflect upon their own practice and make informed analyses of how educational theory is applied across a variety of educational contexts. The programme entails an integrated approach, which emphasizes theory-practice integration of all credit-bearing components. Supporting this structure will be a blended approach to technology-enhanced learning using enabling technologies not only to support face-to-face and self-directed student learning but also to model effective information and communications technology (ICT) classroom pedagogies.

The following are the major components of the programme:

I. Pedagogical Content Knowledge (18 credits)
   - Methods course: Teaching Chinese as a Second Language (12 credits)
   - Collaborative Lesson Inquiry (6 credits)

II. Integrated Inquiry (18 credits)
   - Educational Inquiry (18 credits)
   - School Experience

III. Experiential Learning (18 credits)
   - Experiential Learning (Placement) (6 credits)
   - Professional Practicum (12 credits)

IV. Elective (6 credits)

V. Capstone (non-credit bearing)

**Holistic Integration of Theory and Practice**

The PGDE programme emphasises integration across different courses and various experiential learning opportunities, including the professional practicum. These integrated components facilitate students’ deep understanding of learning and teaching, and help them establish a holistic view of education. The holistic integration of theory and practice are driven by an integrated curriculum with cycles of inquiry, as illustrated in the diagrams below.
Contact hours for each component are shown as below.

<table>
<thead>
<tr>
<th></th>
<th>Methods</th>
<th>Collaborative Lesson Inquiry</th>
<th>Educational Inquiry</th>
<th>School Experience</th>
<th>Experiential Learning</th>
<th>Elective*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>64 hours</td>
<td>28 hours</td>
<td>64 hours</td>
<td>18 days (excluding SE Orientation)</td>
<td>Experiential Learning: normally lasts for 6 weeks Professional Practicum: 8 weeks (with 3 supervisors’ visits)</td>
<td>24 hours</td>
</tr>
</tbody>
</table>

(A) Pedagogical Content Knowledge

Pedagogical Content Knowledge includes examining methods of teaching and collaborative lesson inquiry. Candidates will come into schools with set goals aimed at interweaving the theory they learn at HKU with the day-to-day practicum. Their practice-based learning will relate to lesson design, implementation and reflection. Tasks will be planned collaboratively, with groups of candidates trying out methodologies in the classroom.

(i) Methods course (12 credits)

The Methods course: Teaching Chinese as a Second Language is designed to prepare university graduates to teach Chinese Language as a second language in international schools within Hong Kong. The course aims at enhancing students’ knowledge and skills in Chinese as a Second Language curriculum design, pedagogy and
assessment practices, familiarizing them with international school cultures and curriculum frameworks and the implications thereof on pedagogical and interpersonal teacher-student relationships, and providing professional training to participants for their development into leading education practitioners in international school contexts. The content of the course includes theories of second language education and child development, pedagogies and teaching practice, curriculum and assessment design, cross-cultural teaching and international Chinese curricula.

(ii) Collaborative Lesson Inquiry (6 credits)

Sessions will be dedicated to practice-based learning related to lesson design, implementation and reflection. In order to support curriculum coherence, common themes linked to the inquiry foci and School Experience will be addressed across the Methods.

(B) Integrated Inquiry

Integrated Inquiry is one of the main characteristics of the inquiry-based programme that aims to closely integrate the theoretical and practical sides of teacher preparation from the start, thereby providing a more balanced approach. Students will begin “School Experience” from the start of their degree course, enabling students to learn about all aspects of school life, not only professional practicum.

(i) Educational Inquiry (18 credits)

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

(ii) School Experience (SE)

Early exposure to classroom environments provides not only the opportunity to motivate PGDE students but also supports critical links to educational theories in practice. The two-day placement each week at selected “School Experience” partner schools will provide students with practice-based understanding and hands-on experience with teaching and learning as well as develop holistic understanding of the relationships among pedagogy, learning, and social aspects of schooling linked to the inquiry components. Students will carry out inquiry tasks related to their own subject area and they will learn through observation, inquiry, and mini-teaching as well as supporting teachers in the school.
(C) Experiential Learning

(i) Experiential Learning (Placement) (6 credits)

The experiential placement will enable more holistic understandings of the relationships between the social and policy aspects of formal schooling and other educational contexts in or outside Hong Kong. It will also provide hands-on experience of learners at different developmental stages. The experiential placement normally lasts for six weeks. Placements will be arranged with support from the Faculty of Education EL team. The Faculty EL team along with the Methods supervisor will give academic advice on all placements. EL projects and opportunities will be provided by the Faculty and students will also be able to nominate their own EL projects. (See also Experiential Learning Handbook for TCSL students 2018-19)

(ii) Professional Practicum (12 credits)

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

Because this component is conducted in schools and involves direct learning relationships with school students, students must comply with the following professional requirements: Students shall conduct themselves professional practicum professionally during their studies and towards staff and students in schools or other institutions. Students who exhibit behaviour deemed by the Faculty to be threatening or harmful to school
children, teachers, fellow students, or to schools and other institutions participating in the curriculum, may not be permitted to take, or may be withdrawn from the course, and hence will not be able to satisfy the professional requirements of the curriculum. (See also School Experience and Professional Practicum Handbook for TCSL students 2018-19)

The core aspects of students’ performance in the professional practicum that will be assessed include but are not limited to the following:
- planning for effective teaching and learning;
- knowledge of the field of study and its acquisition;
- teaching strategies which motivate student learning and meet diverse student needs;
- managing learning and interaction in the classroom; and
- professional orientation.

The professional practicum normally comprises not less than eight weeks of professional practicum under supervision.

Students’ performance in the professional practicum will be assessed based on the following components:
- classroom teaching supervisions (please refer to the grade descriptors for professional practicum);
- submission of written reflections (please follow the instructions of your Methods Coordinator/Supervisor; and
- feedback on your professional performance by the Principal or the Practicum Co-ordinator of the practicum/serving schools (please refer to the section on “Professional Requirement”).

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


Practicum schools will be asked to assess your professional conduct. Their feedback will be taken into account in determining the result of your performance in professional practicum. Please refer to the “Feedback on the Professional Performance of Student-Teacher” form in the School Experience and Professional Practicum Handbook for TCSL students.

You may be suspended from and/or fail professional practicum for:
- behaviour considered by the Faculty or the 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, particularly when it is the subject of a serious, substantiated complaint from the school.

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.

If you are not able to comply with the professional requirement and your teaching practicum is terminated, you may fail the Professional Practicum component of the programme. If, however, you are allowed to continue, it is your responsibility to find a suitable teaching position to present yourself for Professional Practicum assessment. You will also be required to seek your Methods Supervisor/Coordinator’s endorsement before being permitted to present yourself for assessment.

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 Partnerships Director.

Please refer to the School Experience and Professional Practicum Handbook for TCSL students prepared by the School-University Partnerships Office of the Faculty for details.

Learning Outcomes for Professional Practicum:

The Faculty highly appreciates the commitment of its partners in offering learning opportunities and supervising our student teachers. Each partner is asked to undertake the following tasks:

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 practicum schools (see “Professional Requirements” in the Student Handbook).

(D) **Elective Courses (6 credits)**

Students are required to take one elective course “EDUC7162 Inquiry in Primary Years Programme Chinese language teaching” which focuses on implementing inquiry-based teaching in Chinese language and literacy teaching in Hong Kong international schools.

(E) **Capstone (non-credit bearing)**

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

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**SUPERVISED PROFESSIONAL PRACTICUM IN SCHOOLS**

**Purpose**

Supervised Professional Practicum in schools is a central feature of the PGDE programme. It offers opportunities for you to utilize and reflect on, in context, the skills and understandings you have developed, to benefit from contact with staff in schools and to receive guidance and assistance from these professionals in developing the skills and strategies of effective teaching. It also enables University supervisors to assess your practical competence.

**The Structure of the Practicum**

The overall practicum experience consists of:
- a) 18 days of School Experience (SE)
- b) 8 teaching weeks of Professional Practicum (PP)

**School Experience (SE)**

Early exposure to classroom environments provides not only the opportunity to motivate PGDE students but also supports critical links to educational theories in practice. The two-day placement each week at selected “School Experience” partner schools will provide students with practice-based understanding and hands-on experience with teaching and learning as well as develop holistic understanding of the relationships among pedagogy, learning, and social aspects of schooling linked to the inquiry components. Students will carry out inquiry tasks related to their own subject area and they will learn through observation, inquiry, and mini-teaching as well as supporting teachers in the school. (See also School Experience and Professional Practicum Handbook for TCSL students 2018-19)

**Professional Practicum (PP)**

Professional practicum will take place in the second semester for eight teaching weeks, commencing on February 18, 2019. During this time, you will spend the whole period in the school. You will be expected to
teach a **minimum of 8 lessons to a maximum of 12 lessons per a 5-day teaching week**. Normally, you will be visited three times by your University tutor(s). It is expected that at least one of these visits will involve a tripartite conference after the lesson (i.e. a discussion between the student teacher, the mentor and the university tutor). Details of the mentors’ role are provided in the School Experience and Professional Practicum Handbook for TCSL students.

**Integration of Theory and Practice via Professional Practicum**

To foster an active integration of theory and practice and enhance your understanding of the educational system and schooling in general, you should acquire a more in-depth understanding of how schools educate and organize as institutions by engaging yourself in the following non-teaching activities/learning experiences in your practicum school during SE/Professional Practicum:

(i) lesson observations beyond your Major subject;
(ii) talk to teachers-in-charge of various functional teams, e.g. disciplinary team, school prefect board, counselling and guidance team, careers team, student union, curriculum team, student affairs team, etc;
(iii) talk to teachers-in-charge of various extra-curricular activities (ECA), e.g. English/Chinese debating team, dance club, drama club, chess club, environmental group, astronomy club, various subject-related societies, various sports teams, etc;
(iv) whole school approach or practices of guidance and counseling;
(v) teacher professional development – not only about professional development days, but also mentoring of new staff etc;
(vi) supporting the learning of students with special educational needs (SEN);
(vii) other learning experience (OLE);
(viii) school-based management;
(ix) the social contexts through which the school was developed;
(x) hidden curriculum;
(xi) the school curriculum and the rationale behind the design, e.g. which subjects and combination of subjects are offered?
(xii) the manifestation of structural inequality and globalization in the schools.

The above activities will enrich your practicum/teaching experience by drawing on concepts introduced in Methods, Educational Inquiry and Elective courses, and more importantly promote your professional growth. Such records may serve as useful reference when you work on the assignments and when you demonstrate your professional qualities in job application. Please be reminded to discuss with your mentor before the suggested activities are arranged.

**SUPERVISORS’ VISITS**

The number of visits is determined by what is necessary for supervisors to assist and assess you satisfactorily. However, individual needs may result in variation. The normal number of visits you can expect is three, with the first visit being formative in nature while the second and third visits will be summative. A visit is the observation by a supervisor of at least one lesson but “double periods” may be observed as a whole. All visits will normally take place during Professional Practicum.

**Supervisors will establish with their groups particular requirements for lesson plans, programme of work and other arrangements. These may vary from subject to subject. However, you must provide for your supervisors a written plan for each lesson to be observed. The lesson plan should contain the following elements:**

(a) Learning objectives to be achieved by students in the lesson
Selection and sequence
Teaching and learning activities
Teaching resources
Evaluation – the means by which achievement of the lesson's objectives will be determined
Any homework for students related to the lesson

Supervisors will also discuss with their Methods groups guidance and assessment criteria for professional practicum. Whilst variations among subjects may occur, several major categories are common to all:

The planning of the lesson
Presentation and development of content and activities
Skills of interaction (e.g. explaining, questioning, responding, reinforcing)
Speech and language in both oral and written materials
Use of aids in teaching and learning
Classroom/laboratory management (e.g. organization of activities, student behaviour)
Teacher-student relationships
Quality of student learning
Teacher monitoring of student learning

Supervisors will provide you with comments on the observation of your teaching. Where possible, they will arrange the visit so that there is time for discussion immediately following the lesson. They will also provide written comments. In addition, supervisors may make arrangements for individual or group tutorials associated with professional practicum.

To ensure that arrangements for supervision are effective, you must complete the following tasks:

Submit copies of your teaching timetable and school calendar to your Methods supervisor(s) as soon as you have all the information available. Should you have difficulty in finalizing your teaching timetable, inform your Methods supervisor immediately. The information required must be full, accurate and clear (e.g. class, subject, lesson times);

Provide clear maps, means of travel and instructions to ensure that someone who is not familiar with your school can find it, use the correct entrance and know where to meet you. Information on car parking facilities, if any, should be included;

When you and your supervisor agree upon the date and time of a visit, please give this information to your mentor, your principal and the School Office;

Supply telephone and other contact methods, e.g. e-mail addresses.

The total learning hours for the PGDE are about 1,500 hours. Timetabled classroom contact hours and study load for various courses are as follows. All courses adopt 100% continuous assessment by diverse forms of coursework. Where assessment is done by written assignment, each course may have one to three assessment tasks. Assessment loads for various courses are also described. Students are required to participate in a non-credit bearing capstone event, which is a hurdle requirement for graduation.

- A 6-credit course: 24 - 36 hours contact hours; 120 to 150 hours of study load; written output: 3,000 - 4,000 words, or equivalent for non-essay tasks
- A 12-credit course: 48 - 72 hours contact hours; 240 to 300 hours of study load; written output: 6,000 -
8,000 words, or equivalent for non-essay tasks

- A 18-credit course: Unless otherwise specified, 72 - 108 hours contact hours; 360 to 450 hours of study load; written output: 9,000 – 12,000 words, or equivalent for non-essay tasks.

The length in terms of Chinese characters is about 50% more, and the portion that exceeds the upper limit of word length will **not** be assessed.
### Assessment Framework

<table>
<thead>
<tr>
<th>Pedagogical Content Knowledge (PCK) (18 credits)</th>
<th>Educational Inquiry (EI) (18 credits)</th>
<th>Experiential Learning (EL) (18 credits)</th>
<th>Elective(s) (6 credits)</th>
<th>Capstone® (Requirement)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Methods</strong> (12 credits)</td>
<td>Written output: 9,000 – 12,000 words, or equivalent for non-essay tasks</td>
<td><strong>EL (Placement Sem 1)</strong> (6 credits)</td>
<td>Written output: 3,000 - 4,000 words, or equivalent for non-essay tasks</td>
<td>Written output: 3,000 - 4,000 words, or equivalent for non-essay tasks (1-3 tasks)</td>
</tr>
<tr>
<td>Written output: 6,000 - 8,000 words, or equivalent for non-essay tasks (1-3 tasks)</td>
<td><strong>Professional Practicum</strong> (12 credits)</td>
<td></td>
<td></td>
<td>A capstone is required at the end of the programme. This may be presented as a portfolio and/or poster (in a capstone event). These tasks will indicate both collective and personal reflections on your progress towards a distinctive professional identity as articulated by the eight dimensions in the “Concept of a teacher”.</td>
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<tr>
<td><strong>CLI</strong> (6 credits)</td>
<td>Written output: 3,000 - 4,000 words, or equivalent for non-essay tasks</td>
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<td></td>
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<tr>
<td>Written output: 3,000 - 4,000 words, or equivalent for non-essay tasks</td>
<td><em>Pass/Fail</em></td>
<td></td>
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<tr>
<td><strong>Professionals Practicum</strong> (12 credits)</td>
<td>Written output 6,000 - 8,000 words, or equivalent for non-essay tasks</td>
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<tr>
<td>Students’ performance in Professional Practicum will be assessed on three key parameters: a) Classroom Teaching; b) Professional Conduct; c) Reflection.</td>
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<tr>
<td><em>Distinction/Pass/Fail</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details of assignments for particular courses will be provided by the teacher concerned.

**All assignments submitted for assessment at The University of Hong Kong must be written in English unless otherwise approved by the Senate (please refer to Language Policy below), and any work submitted for assessment must be the work of the student who submits it, and is prepared specifically for that purpose. You will have to sign a declaration on an Assignment Cover Sheet to this effect. The related documents can be downloaded from Moodle.**
Submiting an exact copy or significant portions of another assignment you have done for a different course without explicit acknowledgement is not acceptable and may result in a failing grade and disciplinary actions due to recycling/self-plagiarism. However, quoting from your previous or current work and including this in a new piece of work is acceptable provided that this is explicitly acknowledged in the new assignment.

**SUBMISSION OF ASSIGNMENTS**

All assignments must be put in the assignment box for “PGDE (Full-time)” outside the Programme Office (Room 420, Meng Wah Complex) or submitted electronically as specified by your teachers on or before the deadline.

The deadlines for submission of sub-assignments are set by individual teachers for particular courses and the deadlines for submission of final assignments are printed in the timetables. Be sure you know when your assignments are due. You may refer to the timetables in Appendices 2 and 3 for details of the final assignments deadlines.

If you unexpectedly fail to meet a deadline, notify the teacher concerned or the Programme Director immediately about the delay and the reasons. Please note, however, that a deferment of deadline should normally be applied for in advance.

You are advised to make a back-up copy of each assignment for your own reference.
DEFERMENT OF ASSIGNMENT SUBMISSION

You are required to submit your assignments on or before the deadline. In the event that you are unable to meet the deadline and wish to defer submission of your assignment, you must make an application prior to the deadline with your reasons and supporting documents to the teacher(s) concerned and/or the Programme Director for approval as below:

For formative assessment: Apply in writing to the teacher(s) concerned

For summative assessment:

(i) For a single assignment – Apply in writing to the teacher(s) concerned
(ii) For more than one assignment – Apply in writing to the Programme Director

Upon receiving your application, the teacher(s) concerned and the Programme Director (PD) will approve or disapprove your application after consideration.

Please refer to Table 1 for details.

Table 1 – Application to defer summative assignment deadline

<table>
<thead>
<tr>
<th>Application to defer summative assignment deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (for 1 assignment) or to the PD (for more than 1 assignment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One assignment only: Lecturer</th>
<th>More than 1 assignment: PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer/ PD considers whether the reasons given fall within one of the following circumstances:</td>
<td></td>
</tr>
<tr>
<td>1) medical reasons</td>
<td>5) unexpected personal crisis</td>
</tr>
<tr>
<td>2) childbirth</td>
<td>6) similarly serious reasons considered</td>
</tr>
<tr>
<td>3) marriage</td>
<td>acceptable by the lecturer/ Programme Director</td>
</tr>
<tr>
<td>4) death in family</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Lecturer (for 1 assignment)/ PD (for more than 1 assignment) approves application.</td>
<td>1) Lecturer (for 1 assignment)/ PD (for more than 1 assignment) do not approve application.</td>
</tr>
<tr>
<td>2) Informs the Faculty Office, and Faculty Office will inform the student and all parties concerned.</td>
<td>2) Informs the Faculty Office, and Faculty Office will inform the student and all parties concerned.</td>
</tr>
<tr>
<td>3) All parties should keep signed hard copies of applications for deferment and the approval /non-approval.</td>
<td>3) All parties should keep signed hard copies of applications for deferment and the approval /non-approval.</td>
</tr>
</tbody>
</table>
To be fair to students who have submitted their assignments, no matter they are formative or summative, on time and to encourage effective time-management, late submission of assignment without prior approval will receive the following penalties:

(i) Up to 3 days late – A full grade will be deducted  
(ii) More than 3 days late – A “fail” grade will be received

If you have legitimate reasons that have prevented you from submitting your assignment(s) on time and from applying in advance for deferment of assignment(s) submission, you may launch an appeal at least 10 days before the Board of Examiners (BoE) meeting, which is normally held in late June. You may check with the Programme Office for the specific date if you need to launch an appeal.

Please refer to Table 2 for details.

Table 2 – Late submission of assignment without prior approval

<table>
<thead>
<tr>
<th>Late submission of assignment without prior approval</th>
</tr>
</thead>
</table>
| 1 to 3 calendar days late*  
Student will be informed that a full grade is normally deducted and is advised to refer to the Handbook on penalties and appeal procedures. |
| More than 3 calendar days late*  
Faculty Office informs student the assignment is normally failed and advises students to refer to the Handbook on penalties and appeal procedures. |

Appeal

1) Student may submit a written appeal to the Programme Director (PD) not later than 10 calendar days before the Board of Examiners meeting (student may check with Faculty Office to find out the date of meetings).  
2) Programme Director will consider whether there are valid reasons for not submitting the assignment on time, and whether there are valid reasons for not making a prior application to defer the assignment deadline.

No Appeal

1) Penalty stands.  
2) PD recommends grade to Faculty Office for Board of Examiner’s approval and Faculty Office will inform all parties concerned.

* Late submission of assignment without prior approval:
1) Assignment deposited in the assignment box before emptying at 9:00 a.m. on the day following the deadline will be considered as submitted on time.  
2) For assignments submitted by post/electronically, the post-marked date or upload/email date will be considered as the date of submission.
Assessed work should normally be returned to students through the timetabled feedback sessions. A meeting for the BoE is normally held in late June of the year to consider and determine the grades. You are reminded to keep all your assignments (hard copy or digital) as you may need to return later if they need to be sent to the External Examiner and for double marking.

No provisional overall course grade will be disclosed to students before the approval by the Board of Examiners.

### GRADING MECHANISM

Students may be required to submit more than one component/assignment for a course and you may receive more than one “Provisional” grade for such course. The grades received for each of the assignments of a course may be combined by the teacher(s) concerned to achieve an “Overall” grade.

#### Grade Descriptors

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>A+</td>
<td>4.3</td>
<td>Overall, a very impressive and excellent piece of work, equivalent to a distinction. Includes a majority of the following features:</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>4.0</td>
<td>1. Demonstrates an understanding of the question/task which may be beyond what is expected, but which is always relevant.</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>2. Original perspective on the question/task. Perceptive and thorough critical analysis of the issues involved.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Use of wide range of relevant sources of literature and theories, well understood and critically evaluated.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Clear and relevant use of school-based evidence that demonstrates a high degree of critical reflection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Well structured and organized with a logical coherent line of reasoning. Well articulated style of writing, consistent academic referencing and citing, and of appropriate length.</td>
</tr>
<tr>
<td>Very Good</td>
<td>B+</td>
<td>3.3</td>
<td>Overall, a good and commendable piece of work. Includes a majority of the following features:</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>3.0</td>
<td>1. Demonstrates sound understanding of the question/task. Presentation of points and arguments generally relevant to the question/task.</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>2. Good commentary on evidence and materials used. Appropriate critical perspective demonstrated in answering the question/task.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Sound understanding of main sources of literature and theories, well summarized and used in a critical and relevant way.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Clear and relevant use of school-based evidence that demonstrates some meaningful reflection.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Clear structure and coherent line of reasoning. Generally accurate style of writing, consistent referencing and control of length.</td>
</tr>
<tr>
<td>Pass</td>
<td>C+</td>
<td>2.3</td>
<td>Overall, a satisfactory piece of work. Includes a majority of the following features:</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>2.0</td>
<td>1. Understands main point of the question/task. Most points and arguments presented are relevant to the question/task.</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Grade</td>
<td>Grade Point</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| Low Pass | D+D  | 1.3 1.0     | Overall, a low pass. Includes a majority of the following features:  
1. Understanding of basic concepts and effort made to relate them to the question.  
2. Argument consists mainly of descriptive points. More development and substantiation of ideas required. Identification of main issues, but little critical awareness.  
3. Some evidence of reading and understanding of the literature and theories, but range and/or relevance very limited.  
4. Some use of school-based evidence but not well-related to the question/task.  
5. Attempt made at coherent presentation, but ideas not well integrated. Comprehensible writing though inaccuracies sometimes impede meaning. Some attempt at making consistent referencing and some control of length. |
| Failure  | F     | 0           | Overall, a very poor piece of work. Includes a majority of the following features:  
1. Inadequate, or lack of, understanding of question/task. Purely descriptive account with little or no analysis.  
2. Irrelevant comments and/or personal assertions which are not supported by meaningful evidence. Lack of any critical framework.  
3. Few relevant sources used and/or little to no use of literature and reference to theories.  
4. Little to no use of school-based evidence to attempt the question/task.  
5. Unstructured writing and/or lack of coherence which impedes understanding. Major inaccuracies in writing. Little or no attempt at any consistent referencing and length is problematic. |

**Grading System**

<table>
<thead>
<tr>
<th>Course</th>
<th>Grading System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods Course</td>
<td>These courses are assessed by letter grades and included in the calculation of Cumulative Grade Point Average (CGPA).</td>
</tr>
<tr>
<td>Collaborative Lesson Inquiry</td>
<td>It is left to the discretion of the teacher(s) to decide whether students will be required to pass all assessment components and the way to obtain an “Overall” grade. You will be informed by the teacher(s) about the assessment arrangements. For subject-specific requirements, your Methods supervisors will communicate to you at the beginning of the course.</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Grading System</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Educational Inquiry</td>
<td>Educational Inquiry is assessed by letter grades and included in the calculation of CGPA. Students are required to pass all assessment components to obtain an overall “Pass” grade. In any case where a student fails to satisfy the examiner(s) or fails to submit any of an assessment component, the student will be counted as not completing the course and an overall “Fail” grade will be received.</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Experiential Learning is assessed on a “Pass” or “Fail” basis and excluded in the calculation of CGPA.</td>
</tr>
<tr>
<td>Capstone</td>
<td>Capstone is assessed on a “Pass” or “Fail” basis and excluded in the calculation of CGPA.</td>
</tr>
<tr>
<td>Professional Practicum</td>
<td>Professional Practicum is assessed on a “Distinction”, “Pass” or “Fail” basis and excluded in the calculation of CGPA. Students’ performance is assessed on three key parameters: (1) Classroom Teaching; (2) Professional Conduct; (3) Reflection.</td>
</tr>
</tbody>
</table>

Levels of Performance and Descriptors

A. Classroom Teaching

<table>
<thead>
<tr>
<th>Distinction</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-teachers receiving a distinction grade consistently show the ability to engage learners in almost all parts of their lesson(s) by fulfilling the Professional Practicum Learning Outcomes. There is very strong evidence of</td>
<td>Student-teachers receiving a pass grade are able to engage learners by fulfilling the Professional Practicum Learning Outcomes in some parts of their lesson(s). There is evidence of</td>
<td>Student-teachers receiving a fail grade show little or no ability to engage learners in their lesson(s) and so do not fulfill the Professional Practicum Learning Outcomes. There is little or no evidence of</td>
</tr>
<tr>
<td></td>
<td>• effective planning and pedagogy; • relevant and appropriate knowledge of the subject; • appropriate in-class interactions and responsiveness; • the construction of an environment that is supportive to learning and learners. Additionally, they demonstrate very strong evidence of critical self-reflections about lesson performance, and the ability to propose appropriate strategies for improvements, both orally and in writing.</td>
<td>effective planning and pedagogy; relevant and appropriate knowledge of the subject; appropriate in-class interactions and responsiveness; the construction of an environment that is supportive to learning and learners. Additionally, they demonstrate some evidence of critical self-reflections about lesson performance, and the ability to propose appropriate strategies for improvements, both orally and in writing.</td>
</tr>
</tbody>
</table>
B. Professional Conduct

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have conducted themselves professionally during the assessment period.</td>
<td>They have not conducted themselves professionally during the assessment period, despite repeated reminders.</td>
</tr>
</tbody>
</table>

C. Reflection about Professional Development

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
| Student teachers demonstrate the ability to reflect about their ongoing professional development across teaching practice in order to become a reflective practitioner. There is evidence of:  
- reflection about their developing teacher knowledge, skills, and roles within the school and wider community;  
- development of theories of teaching and learning generally and in their subject area;  
- identification of their needs for professional development, possible ways to meet such needs, and working towards their own improvement. | There is little or no evidence that they are able to reflect about their ongoing development as a reflective practitioner. |

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 a 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 documentation, including lesson and unit plans, teaching materials and resources, and written and oral reflections after the lessons.
3. For PGDE, classroom teaching in Professional Practicum is assessed on a distinction/pass/fail basis.
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 Reflection about Professional Development is a requisite for the student-teachers to attain an overall Pass or above for the Professional Practicum.
7. In any case of Unsatisfactory report/feedback/evidence on the Professional Conduct of a 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).
8. Evidence of Reflection about Professional Development should be based on various reflective tasks for example, a teaching practicum portfolio, an e-portfolio, and/or a final written reflection covering a students' wider learning during the practicum.

The Award – Distinction and Dean’s Honours List

Diplomas are awarded on the combined results of assessment of assignments, professional practicum and capstone. Only passes and distinctions will be published. Distinction and Dean’s Honours List will normally be awarded to candidates who have fulfilled the following criteria:

Distinction

(1) CGPA: 3.60 or above;
(2) Pass in Experiential Learning at the first attempt;
(3) Distinction in Professional Practicum at the first attempt; and
(4) Pass in Capstone at the first attempt.
Dean’s Honours List

(1) CGPA: 3.50 or above;
(2) Pass in Experiential Learning at the first attempt;
(3) Distinction in Professional Practicum at the first attempt; and
(4) Pass in Capstone at the first attempt.

Distinction and Dean’s Honours List may not be determined solely on the basis of a candidate’s CGPA and the Board of Examiners for the PGDE may, at its absolute discretion and with justification, award a Distinction and/or Dean’s Honours List to a candidate deemed to have demonstrated meritorious academic achievement but whose CGPA falls below the range stipulated above by not more than 0.1 Grade Point.

Checking of Assessment Results

According to the University’s General Regulation G9(g): “There shall be no appeal against the results of examinations and all other forms of assessment.” Students may however request checking of assessment results on grounds of procedural irregularities. Please refer to the Procedures for Checking of Assessment Results of Taught Courses (document 111/511 amended: http://www.exam.hku.hk/pdf/111_511amend.pdf).

The Programme Director will act as the Chief Examiner in regard to the examinations matters.

Results

You will be notified by email when the final results are released through SIS > Academic Records > View My Grades.

Failing in a Course(s)

Candidates may present themselves for re-assessment if they fail in not more than three courses at the first attempt.

Candidates are required to complete all the tasks again or to carry out such supplementary tasks if they fail at the first attempt in:

(i) following instruction in the syllabuses prescribed and completing all specified work as required;
(ii) participating in seminars, tutorials, field, laboratory or practical work, etc as may be organized as part of the curriculum.

Discontinuation of Studies

Candidates shall be recommended for discontinuation of studies if they

(a) have failed to satisfy the examiners in:
   (i) more than three courses at the first attempt;
   (ii) any course on re-assessment;
   (iii) all re-assessment tasks required.

(b) are not allowed to take or have been withdrawn from Professional Practicum course, and hence will not be able to satisfy the professional requirements of the curriculum; or
(c) have exceeded the maximum period of registration specified in Regulation Ed203 “Period of study”, which reads “The curriculum shall normally extend over one academic year of full-time study or two academic years of part-time study. Candidates shall not be permitted to extend their studies beyond the maximum period of registration of two academic years of full-time study and four academic years of part-time study, unless otherwise permitted or required by the Board of the Faculty.”

For details, you should refer to the “PGDE Regulations and Syllabuses 2018-19” available from Moodle.

**PUNCTUALITY AND ATTENDANCE**

You are required to **attend all classes** which may or may not be conducted face-to-face.

You will be assessed by diverse forms of assessment, including certain class activities, throughout your studies for continuous assessment. If you fail to participate in any in-class assessment, you will fail that particular course where the assessment contributes to a high percentage of the overall result of the course.

You should observe the Regulation G8 “Attendance and absence” governing the application for leave of absence in the General Regulations.

**Under certain circumstances, candidates 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 candidates’ 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 re-present himself for assessment without repeating any part of his course.

If you are absent without approval, you may be considered as not having completed the curriculum. The Board of Examiners may recommend the student to be awarded a “Fail” grade and that the student may be required to repeat the course.
As many sessions in the course are interactive, you must **attend all classes punctually**. If you are often late for classes, a warning letter may be issued. You may then be considered as not having completed the course and be required to repeat the course.

### LEAVE OF ABSENCE

You are expected to attend all classes. If for any reasons that you cannot attend a class, you need to **apply in advance** for leave of absence. The following are the kinds of arrangements that you need to make based on your circumstances:

(i) **Absence for up to 2 days** – Inform the teacher(s) by email.

(ii) **Absence for 3 days or more because of illness** – Apply in writing to the Programme Director and submit a medical certificate signed by a registered practitioner.

(iii) **Absence for 3 consecutive days or more for non-medical reasons** – Apply in writing to the Programme Director stating the reason(s).

(iv) The application form for leave of absence can be downloaded from Moodle.

The Programme Director, after discussing with the teacher(s) concerned, will approve or disapprove such leave of absence. Unexplained absences are referred for possible disciplinary action.

### COPYRIGHT INFRINGEMENT

**Lectures**

You are warned that notes taken in lectures and course materials supplied to you by the Faculty are to be used only for the purposes of research or private study. Failure to heed this warning may result in an infringement of the copyright laws.

**Photocopies**

Any copying of copyright materials by students must be kept within the scope of fair dealing for the purposes of research or private study under the copyright legislation currently in force in Hong Kong. However, the following principles should be observed:

(i) Copying must be made for the purposes of student's own research or private study;

(ii) The extent of copying must be kept to the minimum necessary for the above purposes; AND

(iii) Copying must result in no more than one copy of the same work.

As in the absence of any quantitative guideline, students are advised against doing, among other things, any of the following:

(i) Copying more than one article from a periodical or newspaper;

(ii) Copying more than one chapter from a book; OR

(iii) Multiple copying of any kind.

**Internet Materials**
Materials on the Internet are protected by copyright. Without the copyright holder’s license or permission, any copying of such material by a student (e.g. including the material in the student’s work or printing it out on paper) must not exceed the scope of fair dealing for the purposes of research or private study. Similarly, uploading of copyright material on to the Internet is an act of copyright infringement if it is done without the consent of the copyright holder.

Copyright Ordinance

The Government has issued a set of guidelines for photocopying of printed works by not-for-profit educational establishments with a view to clarifying the extent of permissible photocopying by teachers for classroom use. These guidelines can be viewed at [http://www.ipd.gov.hk/eng/intellectual_property/copyright/workshop/clarifying/Eng_guidelines_040604.pdf](http://www.ipd.gov.hk/eng/intellectual_property/copyright/workshop/clarifying/Eng_guidelines_040604.pdf). Students are advised to read the information provided from the copyright website at [http://lib.hku.hk/copyright/](http://lib.hku.hk/copyright/).

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](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/about/policies_reports/privacy_policy.html](http://www.hku.hk/about/policies_reports/privacy_policy.html).

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.

PLAGIARISM

According to the University’s Regulations, “A candidate shall not engage in plagiarism nor employ nor seek to employ any other unfair means at an examination or in any other form of work submitted for assessment as part of a University examination. 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, journals, articles, materials on websites, unpublished lecture notes, teaching materials of other teachers, and any work of other students.

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2 Institution refers to the Faculty, the University and any other units or organizations (both internal and external).
Academically, a fail grade may be given for the plagiarized work as determined based on its academic merit and the prescribed assessment criteria and the students concerned may, as determined by the Board of Examiners, be reported to the University Disciplinary Committee. The University does not allow plagiarism. Any act of plagiarism is a disciplinary matter that can result in serious consequences, including expulsion from the university (See Regulations Governing Conduct at Examinations in the University’s Calendar).

Hence, all sources and reference materials used for assignments, including main texts, appendices and diagrams, must be fully acknowledged in the assignments themselves. Extracts from published sources should be properly referenced and set in quotation marks if included in original writing. If they form part of the teaching materials submissions, their source must be clearly stated. It is not sufficient to include a list of all sources only at the end of a piece of work. (References give the surname of the author and the year of publication in the main body of your text, and full details of the book/journal article at the end of the essay.)

Students are advised to examine the Turnitin report of the assignment concerned and declare on their assignment cover sheet that they have already read the mentioned information, duly acknowledged other sources in their assignments, reviewed the Turnitin report and revised the assignment as necessary to ensure that it is free from plagiarism. If you are unsure of any aspects of the preparation, presentation or submission of assignments, you should consult your Methods supervisors, or the teachers concerned, for guidance as soon as possible.

You are also advised to visit this website for guidelines on avoiding plagiarism: https://lib.hku.hk/turnitin/about.html

The Faculty adopts zero tolerance to any forgery behaviours, recycling/self-plagiarism, collusion or any other forms of academic conducts.

**LANGUAGE POLICY**

Under the General Regulations of the University, examination scripts and theses and dissertations for higher degrees shall be written in English, unless the candidate is given permission by the Senate to use another language. Hence, all assignments submitted for assessment to the PGDE programme must be written in English.

The exceptions are for students taking Chinese Language and Chinese History subjects who may submit their Methods assignments in English or Chinese, and for all students where school students’ learning materials for Chinese as the Medium of Instruction (CMI) teaching are submitted. In this latter case, a short statement of content must also be given in English (e.g. headings and sub-headings, not a full translation) and attached to the assignment submitted.

**EVALUATING THE PROGRAMME**

**Course Evaluation and Enhancement**

We value your ideas about the programme. There are some official channels, described below, but you are always welcome to contact the Programme Director directly. Feedback from students can lead to significant improvements to the programme.

**Student Evaluation of Teaching and Learning (SETL)**
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.

**Student Learning Experience Questionnaire (SLEQ)**

This institutional level survey aims to collect data about the learning experiences of the final year taught postgraduate students in the university in terms of your perceptions of the curriculum and the learning outcomes resulting from the curriculum. 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 April – June every year.

**Staff-Student Consultative Committee (SSCC)**

Student representatives will be invited to attend a Staff-Student Consultative Committee meeting, normally held once every semester, to consider different aspects of the programme with the Programme Director and/or Deputy Programme Director as well as the Course Coordinators.

**GENERAL INFORMATION**

**Computer and Technical Facilities**

**Faculty**

Technical equipment for teaching may be borrowed from the Faculty Technology and Infrastructure Development Office or laboratories. You will be asked to obtain a teacher’s signature in addition to your own to borrow certain heavily used or valuable items.

**Information Technology Services (ITS)**

The University’s major PC laboratories are located on 1/F, Knowles Building (Main Campus) and Chi Wah Learning Commons (Centennial Campus). Details of the locations and opening hours can be found from the IT Services website at: [http://www.its.hku.hk/about/service-hours/opening-hour](http://www.its.hku.hk/about/service-hours/opening-hour).

**Libraries**

The University libraries provide access to a collection of materials in print and in electronic formats. They offer one-stop shop convenience for information search and knowledge production. With its state-of-the-art infrastructure, students can efficiently search the wealth of resources and prepare their reports and presentations.

**Main Library**

Most materials relating to education can be found in the Main Library. Detailed information and catalogue searching facilities are available at [http://lib.hku.hk/](http://lib.hku.hk/).

**Tin Ka Ping Education Library**

The specialist Tin Ka Ping Education Library located on 8/F of Meng Wah Complex provides a wide range of materials in support of teaching and learning including books, pre-school to secondary school textbooks,
Resources for Students and Career Guidance

The Centre of Development and Resources for Students (CEDARS) provides service on campus life, careers and placement, counselling and person enrichment, and student development. The “Careers and Placement” Section helps postgraduate students to prepare for a career and runs a series of workshops to help students to apply for jobs. Details of these workshops, as well as services and resources on “campus life”, “counselling and person enrichment” and “student development” are available at http://cedars.hku.hk/cedars.php.

Typhoon and Rainstorm

When the Red Rainstorm Warning Signal or Tropical Storm Warning Signal No.3 is in force, it should be assumed that all classes and examinations will be held as scheduled unless an announcement to the contrary has been made by the University.

Classes and examinations may be cancelled when the Black Rainstorm Warning Signal or Tropical Storm Warning Signal No.8 (or a higher number) is hoisted, the following arrangements will apply:

(A) For classes and examinations not yet started

<table>
<thead>
<tr>
<th>Time</th>
<th>Class and Examination Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>at or after 6:00 am</td>
<td>All morning classes and examinations commencing before 2:00 pm will be cancelled automatically.</td>
</tr>
<tr>
<td>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>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

<table>
<thead>
<tr>
<th>Time</th>
<th>Class and Examination Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>When typhoon signal number 8 or above is hoisted</td>
<td>All classes will be suspended immediately. All examinations to continue until the end of that examination session.</td>
</tr>
<tr>
<td>When black rainstorm warning is hoisted</td>
<td>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.</td>
</tr>
</tbody>
</table>

Car Parking


Mobile Phones

This is a nuisance to all in lectures, discussions and academic work in general. All mobile phones must be silenced during any timetabled session, or when in the libraries.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Arthur Lee</td>
<td>PGDE Programme Director</td>
<td>Room 317, Runme Shaw</td>
<td>2859 2717</td>
<td><a href="mailto:amslee@hku.hk">amslee@hku.hk</a></td>
</tr>
<tr>
<td>Dr Susan Bridges</td>
<td>PGDE Deputy Programme Director</td>
<td>Room 545, Meng Wah / CPD 1.79</td>
<td>3917 0359</td>
<td><a href="mailto:sbridges@hku.hk">sbridges@hku.hk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3917 4771</td>
<td></td>
</tr>
<tr>
<td>Dr Thomas Chiu</td>
<td>Partnerships Director</td>
<td>Room 210, Runme Shaw</td>
<td>2241 5455</td>
<td><a href="mailto:tchiu@hku.hk">tchiu@hku.hk</a></td>
</tr>
<tr>
<td>Dr Yvonne Huang</td>
<td>Methods Coordinator</td>
<td>Room 628, Meng Wah</td>
<td>3917 2448</td>
<td><a href="mailto:yxhhuang@hku.hk">yxhhuang@hku.hk</a></td>
</tr>
<tr>
<td>Ms Louisa Yen</td>
<td>Experiential Learning Coordinator (TCSL)</td>
<td>Room 603B, Meng Wah</td>
<td>3917 5430</td>
<td><a href="mailto:lyen@hku.hk">lyen@hku.hk</a></td>
</tr>
<tr>
<td>Dr Aaron Siu</td>
<td>Educational Inquiry Coordinator</td>
<td>Room 512, Meng Wah</td>
<td>3917 1905</td>
<td><a href="mailto:acksiu@hku.hk">acksiu@hku.hk</a></td>
</tr>
<tr>
<td>Dr Anthony Cheng</td>
<td>Deputy Educational Inquiry Coordinator</td>
<td>Room 106, Hui Oi Chow</td>
<td>2241 5797</td>
<td><a href="mailto:chengkla@hku.hk">chengkla@hku.hk</a></td>
</tr>
<tr>
<td>Miss Nicole Tavares</td>
<td>Elective Coordinator</td>
<td>Room 657, Meng Wah</td>
<td>3917 2175</td>
<td><a href="mailto:tavaresn@hku.hk">tavaresn@hku.hk</a></td>
</tr>
</tbody>
</table>

For queries on Methods, Collaborative Lesson Inquiry and School Experience/Professional Practicum arrangements, please contact Dr Yvonne Huang as listed above.

**Administrative Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Office</th>
<th>Telephone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Joyce Chui</td>
<td>Executive Officer</td>
<td>Room 420, Meng Wah</td>
<td>3917 2542</td>
<td><a href="mailto:ccjoyce@hku.hk">ccjoyce@hku.hk</a></td>
</tr>
<tr>
<td>Mr Thomas Cheung</td>
<td>Programme Clerk for self-funded FT PGDE (Teaching Chinese as a Second Language) programme</td>
<td>Room 420, Meng Wah</td>
<td>3917 2544</td>
<td><a href="mailto:tcwt@hku.hk">tcwt@hku.hk</a></td>
</tr>
</tbody>
</table>

**Office Hours**

Monday – Friday: 9:00 am – 1:00 pm & 2:00 pm – 6:00 pm  
Saturday: 9:00 am – 1:00 pm (only minimal counter service will be available)
### Appendix 1  PGDE (full-time) TCSL Timetable 2018-19

The University of Hong Kong, Faculty of Education
Postgraduate Diploma in Education - Teaching Chinese as a Second Language
PGDE TCESL - Full time
Timetable for 2018-19
(Student version: Aug 20, 2018 - tentative)

**Notes:**
1. This master timetable is for reference only. Lecturers will inform students the latest timetable arrangements.
2. Details of experiential learning blocks, practicum briefing and capstone presentations will be announced nearer the date.
3. Semester 1: September 3, 2018 – December 21, 2018

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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</thead>
<tbody>
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<td>9:30-10</td>
<td></td>
<td>M1: PGDE Orientation</td>
<td>M1: PGDE Orientation</td>
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**Key:**
- CL = Collaborative Learning
- T = TCSL
- PG = Practicum
- E = Experiential Learning
- D1 = Educational Inquiry Cycle 1
- D2 = Educational Inquiry Cycle 2
- D3 = Educational Inquiry Cycle 3
- D4 = Educational Inquiry Cycle 4
- D5 = Educational Inquiry Cycle 5

**Experiential Learning Blocks:**
- Out 1 - National Day
- Out 4 - Travel Week
- Out 5 - Campus Visit
- Out 6 - Working 1 (Chinese)
- Out 7 - Working 2 (Chinese)
- Out 8 - Working 3 (Chinese)
- Out 9 - Working 4 (Chinese)

**Notes:** Contacting with by Educational Inquiry Block 2018/19

---

### Methods CI (Teaching Staff)

- **Chinese:** Mrs CHEN, Edith PA
  - With Study Tour
  - Extra Study Tour

- **Chung:** Dr. Lam, Yuen-hong
  - Extra Study Tour

- **Year 1:** Mrs. Li, Nancy
  - Extra Study Tour

- **Year 2:** Mrs. Li, Nancy
  - Extra Study Tour

---

### Educational Inquiry (Teaching Staff)

- **Study:** Dr. HSD, Henry
  - Extra Study Tour

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### Educational Inquiry (Teaching Staff)

- **Study:** Dr. HSD, Henry
  - Extra Study Tour

---

### Educational Inquiry (Teaching Staff)

- **Study:** Dr. HSD, Henry
  - Extra Study Tour

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### Educational Inquiry (Teaching Staff)

- **Study:** Dr. HSD, Henry
  - Extra Study Tour
<table>
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<td>13:30</td>
<td>14:30</td>
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</table>

(Continue reading weekly schedule as per the document)