Postgraduate Certificate in Advanced Educational Studies (PCAES)

IB in Chinese Language Teaching

Dr C LAI
Course Coordinator
Telephone: 3917-7087
Email: laichun@hku.hk

This specialism aims at providing IB-focused training on curriculum, pedagogical and assessment issues related to teaching Chinese as a second language in schools offering an IB curriculum, developing participants’ ability to integrate the IB philosophy in Chinese language teaching and enhancing their understanding of the IB philosophy in action through conducting research projects.

Who would benefit from this specialism?

If want to obtain IB Certificate in Teaching: The two cohorts of MEd TCSL graduates in the academic years of 2009-2010 and 2010-2011 ONLY. The applicants should either “have a national teaching qualification/license or have a minimum of three years full-time professional teaching experience in a government-approved/registered school in (Chinese) or at (secondary school)”

“If just want to gain general understanding of IB in Chinese language teaching: Any in-service teachers who are currently teaching Chinese as a Second Language

Tuition:
HK$43,500

Mode of study:
To be available on part-time mode.

Participants may complete the programme normally within one to two academic years or not more than 4 years, by taking one to two modules per semester. For further information,
Outline of the Core Modules

PCAES participants are required to take the following 3 specialist modules:

**Module 1: Integrating IB philosophy into Chinese Language Teaching**
This module includes an in-depth exploration of how the IB DP philosophy is to be applied to curriculum design, teaching and learning, assessment and research. Participants will be guided in designing and refining a Chinese language curriculum that reflects the overall IB DP philosophy and learner profile and that aligns with the Chinese language curriculum guides. Participant will explore the relationship between TOK, CAS and Extended Essay and Chinese language education. The module will also enhance participants' understanding on how the IB philosophy and learner profile in assessment design are reflected and how assessments that reflect the IB subject matter specific to the assessment criteria are designed. In this module, participants will not only understand the integration of the IB philosophy into various aspects of instruction but also generate a series of research questions around integration of the IB philosophy in instruction.

**Module 2: IB Chinese language teaching, curriculum design and assessment**
This module explores the core curriculum, pedagogical and assessment issues related to teaching Chinese in IB programmes. It introduces concept-based curriculum and engages participants in designing the IB Language A and Language B school-based curriculum. It guides participants in discussing constructivism-oriented pedagogical approaches that are compatible with IB philosophical underpinnings such as inquiry-based learning and project-based learning, and familiarizes participants with IB suggested teaching approaches. It also helps participants understand key IB assessment concepts such as criterion-referenced assessment and assessment for learning, and familiarises them with assessment practices in IB Language groups.

**Module 3: Project: Research in IB-related issues**
This module is a research-oriented module where participants will conduct a research project focusing on IB-related issues. They will design a rigorous research study and collect data to address IB-related research questions.