

THE UNIVERSITY OF HONG KONG

CREDIT UNIT STATEMENT

Bachelor of Education (BEd) and Bachelor of Science (BSc)

This professional double degree curriculum for initial teacher education in Science covers 5 years of full-time study. Students are required to complete 300 credits during the regular 10 semesters.

This degree curriculum consists of two major components, viz. a Science Major programme chosen by students and a Professional Core (Science Education) programme. The latter programme comprises Educational Studies and Pedagogy courses, and Professional Practicum that are integrated and together fulfill the Education Bureau's (EDB) requirements as a relevant teacher training for professional recognition of Science teachers.

A majority of the courses in the two programmes are 6-credit courses but there are a few 12-credit courses. Students are required to fulfill the capstone requirements, which are two blocks of professional practicum in years 4 and 5 (24 credits). These two blocks of professional practicum require the integration and application of knowledge from both the Science major and Professional Core programmes.

BSc Degree Curriculum

General guideline for contact hours requirement in the BSc Degree Curriculum

- (1) A 6-credit course has around 120-180 total study hours, including contact hours, study time, assignment and assessment.
- (2) About 30% of the total study hours are actual contact hours in the form of a class, e.g. lecture hours.
- (3) A 6-credit course has around 36 to 45 lecture hours.
- (4) For lecture-based courses, normally there will be tutorial/discussion sessions.
- (5) For courses employing a non-lecture or lab-based approach, e.g. field camp, IT-based or project-based courses, students are expected to devote about 120-180 hours for a 6-credit course and 240-360 hours for a 12-credit course.

Credit Unit Statement of the BSc Degree Curriculum

The BSc degree curriculum consists of six major types of courses based on the learning activities. The majority of courses in the programme are 6-credits. Examples of the contact hours requirements for the six categories of courses are described as follows.

1. Lecture-based courses (6 credits)

Contact hours for 6-credit course: 36 hours of lectures and 12 hours of tutorial/discussion

These courses are taught predominantly by lectures and tutorials. Assessment is by a combination of examination (0-80%) and continuous assessment (20-100%). Continuous assessment tasks include written assignments (totaling no more than 8,000 words) such as essays and project reports, and oral presentations. Details of the assessment tasks can be found in the description of individual courses.

2. *Lecture with laboratory component courses (6 credits)*

Contact hours for 6-credit course: 24 hours of lectures, 24 hours of laboratory and 6 hours of tutorial

These courses are taught by a combination of lectures and laboratory/practical sessions. Assessment is by a combination of examination (0-70%) and continuous assessment (30-100%). Continuous assessment tasks include written assignments (totaling no more than 8,000 words) such as essays, laboratory reports, project reports, and oral presentations. Details of the assessment tasks can be found in the description of individual courses.

3. *Laboratory and Workshop courses (6 credits)*

Contact hours: 48 hours of laboratory or workshop and 12 hours of tutorial

These courses aim at enriching the student's research skills and encourage group work through hands-on activities in which science research is introduced. Students are expected to spend an additional 100 hours on self-study, preparation work for the laboratory, and writing reports. Continuous assessment tasks (100%) include written assignments (totaling no more than 8,000 words) such as laboratory report for each experiment (normally no more than 10 experiments) and essays. Details of the assessment tasks can be found in the description of individual courses.

4. *Project-based courses (6 and 12 credits)*

These courses aim at providing students with an opportunity to pursue their own research interest under the supervision of a teacher. The teacher normally meets with the student weekly to discuss project progress. Assessment task is normally through research reports or a dissertation (totaling no more than 10,000 words for a 6-credit course and 20,000 words for a 12-credit course). Oral presentation will form part of the assessment. Details of the assessment tasks can be found in the description of individual courses.

5. *Field camps (6 credits)*

Contact hours: at least 72 hours in the field

These courses aim at giving practical experience in a variety of contexts. Fieldwork may be conducted locally or overseas during reading week or summer. Fieldwork courses have a small number of lecture hours but are predominately practical in nature. Assessment tasks (100%) normally include the following outputs (totaling no more than 8,000 words): field assignments and reports (normally no more than 10 field assignments). Details of the assessment tasks can be found in the description of individual courses.

6. *Internship (6 credits)*

Students have to undertake at least 160 hours of internship work

Internships aim to offer students the opportunity to gain work experience related to their major of study. The teacher meets with the student regularly to discuss work progress. Students have to undertake at least 160 hours of internship work arranged formally. Assessment tasks (100%) normally include the following outputs: a written report of no more than 2,000 words and feedback from the internship supervisor and an oral presentation on students' internship experience. Details of the assessment tasks can be found in the description of individual courses.

BEd Degree Curriculum

The BEd degree curriculum comprises a 120-credit Professional Core (Science Education) programme with integrated, pedagogy, pedagogical content knowledge and educational studies courses and professional practicum which are integrated and together fulfill the Education Bureau's (EDB) requirements as a relevant teacher training for professional recognition of Science teachers. This component will not be offered separately to students of other curricula. All courses are 6-credit courses whereas two blocks of the professional practicum in years 4 and 5 are 12 credits each.

Courses normally involve classroom contact hours, online interaction, reading, studying, researching & writing assignments or preparing for examinations / tests. Timetabled classroom contact time and study load for various campus-based courses are as follows:

- A 6-credit course: 24 contact hours, 120 to 150 hours of study load
- A 6-credit practicum course: 120 to 150 hours of study load
- A 12-credit practicum course: 240 to 300 hours of study load

Assessment

Where assessment is done by written assignment, a 6-credit course may have one to three assessment tasks, totaling 3,000-4,000 words, or equivalent for non-essay tasks. All courses adopt 100% continuous assessment by diverse forms of coursework.

1. Integrated courses (6 credits)

These courses focus on a set of concrete local educational, classroom and school issues/problems to contextualize the theoretical topics in the courses and to help students to make connection between theories and issues. Joint assignments require students to make connections between pedagogical, psychological and sociological theories and some of the concrete issues/problems both inside and outside the classroom. All courses are 6-credit courses with 24 contact hours. A range of assessment tasks will be used which include issue-based problem-solving work, Individual Education Plan (IEP), reflective essay paper, interactive workshop, field study, NGO/school visit, laboratory demonstration, online forum discussion, self-study, oral presentation and essay.

2. Educational studies courses (6 credits)

These courses focus on the philosophical, sociological and psychological foundations of education. All courses are 6-credit courses with 24 contact hours. These courses will employ a range of teaching and learning activities, and assessment tasks. They include analysis of selected issues, student presentation, and/or discussion in class and e-forum.

3. Pedagogy and Pedagogical Content Knowledge courses (6 credits)

These courses focus on the methods and practices of teaching, encouraging students to become critically reflective education professionals. Individual lecturers decide the mode of assessment which is often related to the school-based professional practicum. All courses are 6-credit courses with 24 contact hours. A range of assessment tasks will be used which may include the following: in-class presentations, participation in online

discussion tasks and a reflective assignment which requires students to examine their own pedagogic content knowledge and its impact on their teaching practice.

4. Professional Practicum courses (12 credits)

These are professional practicum blocks which enable students to develop professional teaching competencies within the school environment. The Years 4 to 5 courses are blocks of supervised teaching practice of 10 weeks each in Years 4 and 5 (240 – 300 hours of learning each) with proportional numbers of credits allocated. The Years 4 and 5 courses are capstone requirements. Learning activities may include observing and assisting the mentor, supervised teaching practice, lesson planning, self-study, critical self-reflections and conducting education-related inquiry study. The overall performance of students will be continuously assessed through various tasks such as post-supervision reflective reports, classroom teaching appraisals and lesson observation reports, with a total written output of 6,000 to 8,000 words.

5. Community-based Professional Practicum courses (6 credits)

Students from 2019-20 are required to successfully fulfill the requirements of at least one Experiential Learning activity through a Community-based Professional Practicum (CPP) project before the start of their fourth year. CPP is based on the premise that teaching and learning cannot only be restricted to classroom settings and teachers-to-be need to critically engage with social and global issues that impact on education including inequality, culture, history, and civic mindedness. The settings for our CPP projects may be local (Hong Kong), overseas and on the Mainland. Learning activities may include observing and assisting the community partner, designing and planning activities for the community partner, self-study, critical self-reflections and conducting education-related inquiry study. The overall performance of students will be continuously assessed through reflective tasks, group sharings/dissemination sessions as well as the making of videos to share with other students and community partners. The study load for this type of courses is between 120 to 150 hours.

August 2012

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re-amended March 2015

re-amended December 2019