

**The University of Hong Kong  
Faculty of Education**

**Postgraduate Diploma in Education (PGDE)**

**Programme learning outcomes**

**1. Critically evaluate underlying theories and concepts of learning and whole-person development** *(align with HKU TPg Educational Aim 1 & 3).*

- (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** *(align with HKU TPg Educational Aims 1, 2 & 3).*

- (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** *(align with HKU TPg Educational Aims 1, 2, 3, 4 & 5).*

- (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** *(align with HKU TPg Educational Aims 1, 2 & 4).*

- (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 (align with HKU TPg Educational Aims 1, 3, 4, 5 & 6).**

- (i) *Conduct oneself ethically and professionally, and uphold the code of conduct for teachers<sup>1</sup>.*
- (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 (align with HKU TPg Educational Aims 2, 3, 4, 5 & 6).**

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

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<sup>1</sup> For the current context, refer to the Council on Professional Conduct in Education's document titled 'Code for the Education Profession in Hong Kong' in [http://cpc.edb.org.hk/en/code\\_02.htm](http://cpc.edb.org.hk/en/code_02.htm)

# THE UNIVERSITY OF HONG KONG

## Faculty of Education

### Mapping of the Programme Learning Outcomes of the PGDE curriculum with the Institutional TPg Educational Aims

<i>Institutional TPg Educational Aims</i>	<i>Programme Learning Outcomes</i>
<i>To enable our students to develop their capabilities in:</i>	<i>Students completing the PGDE curriculum should be able to:</i>
(i) Critical intellectual enquiry and acquiring up-to-date knowledge and research skills in a discipline / profession	<p>1(i) Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.</p> <p>1(ii) Draw on human, curriculum and technological resources to promote cross-curricular learning and multiliteracies.</p> <p>2(i) Analyse learning needs and design, plan, and implement appropriate learning experiences.</p> <p>2(ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning.</p> <p>2(iii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.</p> <p>3(i) Develop an understanding of student development and individual differences and implement strategies to provide support for the diverse learning needs of ALL learners.</p> <p>3(ii) Design adaptive learning experiences to maximize students' potential for knowledge construction in an information-rich world.</p> <p>3(iii) Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.</p> <p>4(i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.</p> <p>4(ii) Apply a firm pedagogical content knowledge (PCK) base for the relevant subject area in curriculum design, implementation and</p>

	<p>evaluation for improvement in teaching and learning.</p> <p>5(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers.</p> <p>5(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.</p> <p>5(iii) Advocate and strive for equity and social justice for ALL learners.</p>
(ii) Application of knowledge and research skills to practice or theoretical exploration, demonstrating originality and creativity	<p>2(i) Analyse learning needs and design, plan, and implement appropriate learning experiences.</p> <p>2(ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning.</p> <p>2(iii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.</p> <p>3(i) Develop an understanding of student development and individual differences and implement strategies to provide support for the diverse learning needs of ALL learners.</p> <p>3(ii) Design adaptive learning experiences to maximize students' potential for knowledge construction in an information-rich world.</p> <p>3(iii) Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.</p> <p>4(i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.</p> <p>4(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.</p> <p>6(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.</p> <p>6(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.</p> <p>6(iii) Act as a local and global citizen through</p>

	<p>integrating into one's professional life a critical awareness of social, economic, cultural, technological and environmental issues, and participate actively and take up leadership roles in promoting the well-being of humankind.</p>
(iii) Tackling novel situations and ill-defined problems	<p>1(i) Identify appropriate learning outcomes, evaluate the achievement of those outcomes and communicate suitable feedback to the learners.</p> <p>1(ii) Draw on human, curriculum and technological resources to promote cross-curricular learning and multiliteracies.</p> <p>2(i) Analyse learning needs and design, plan, and implement appropriate learning experiences.</p> <p>2(ii) Explore and apply appropriate assessment and evaluation strategies that are evidence-based, and reflect on students' performance to enhance teaching and learning.</p> <p>2(iii) Apply effective strategies and skills to deal with unanticipated situations arising in professional practice.</p> <p>3(i) Develop an understanding of student development and individual differences and implement strategies to provide support for the diverse learning needs of ALL learners.</p> <p>3(ii) Design adaptive learning experiences to maximize students' potential for knowledge construction in an information-rich world.</p> <p>3(iii) Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.</p> <p>5(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers.</p> <p>5(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.</p> <p>5(iii) Advocate and strive for equity and social justice for ALL learners.</p> <p>6(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.</p> <p>6(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.</p>

	6(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 take up leadership roles in promoting the well-being of humankind.
(iv) Collaboration and communication of disciplinary knowledge to specialists and the general public	<p>3(i) Develop an understanding of student development and individual differences and implement strategies to provide support for the diverse learning needs of ALL learners.</p> <p>3(ii) Design adaptive learning experiences to maximize students' potential for knowledge construction in an information-rich world.</p> <p>3(iii) Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.</p> <p>4(i) Critically evaluate alignment of the relevant subject curriculum with broader educational aims.</p> <p>4(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.</p> <p>5(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers.</p> <p>5(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.</p> <p>5(iii) Advocate and strive for equity and social justice for ALL learners.</p> <p>6(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.</p> <p>6(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.</p> <p>6(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 take up leadership roles in promoting the well-being of humankind.</p>
(v) Awareness of and adherence to personal	3(i) Develop an understanding of student development and individual differences and

<p>and professional ethics</p>	<p>implement strategies to provide support for the diverse learning needs of ALL learners.</p> <p>3(ii) Design adaptive learning experiences to maximize students' potential for knowledge construction in an information-rich world.</p> <p>3(iii) Develop a repertoire of strategies integrating technology and pedagogy to scaffold student learning and inquiry.</p> <p>5(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers.</p> <p>5(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.</p> <p>5(iii) Advocate and strive for equity and social justice for ALL learners.</p> <p>6(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.</p> <p>6(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.</p> <p>6(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 take up leadership roles in promoting the well-being of humankind.</p>
<p>(vi) Enhancement of leadership and advocacy skills in a profession <sup>Note</sup></p> <p>(<sup>Note</sup> This educational aim will apply only to professional curricula. Whether a similar aim might be articulated for non-professional curricula is still being considered.)</p>	<p>5(i) Conduct oneself ethically and professionally, and uphold the code of conduct for teachers.</p> <p>5(ii) Show sensitivity to and respect for the diverse interests and backgrounds of other stakeholders in the education community.</p> <p>5(iii) Advocate and strive for equity and social justice for ALL learners.</p> <p>6(i) Communicate ideas, concepts and issues effectively to stakeholders in education, including students, parents and colleagues.</p> <p>6(ii) Engage with people of diverse cultures with inter-cultural sensitivity and interpersonal skills.</p> <p>6(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</p>

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