



UNIVERSITY OF SAINT JOSEPH
聖若瑟大學

POST GRADUATE CERTIFICATE IN EDUCATION (PGCE)

Module Descriptions

The art of curriculum development (3credits)

This module enables students to: plan, develop and evaluate curricula and assessment policies and practices in their own institutions. It introduces key issues in, and models of, curriculum planning and development. The module considers: approaches to planning curricula; building blocks of the curriculum; aims and objectives of curricula; selection of curriculum content; addressing key characteristics of curricula, including; breadth, balance, coherence, continuity, differentiation, progression; curriculum change and development; planning at several levels of the institution. The module examines long term semester based, weekly, daily and specific lesson planning, and evaluation and record keeping.

Assessment and evaluation (3 credits)

This module considers the purposes, nature and types of assessment, including: formative, summative, diagnostic, authentic, ipsative assessment; assessment for motivation, selection, certification, the improvement of teaching and learning; evidence of achievement; norm-referencing and criterion-referencing; target setting and action planning; reliability and validity in assessment; testing and acting educatively on the results of testing; teacher self-evaluation; evaluation of teaching and learning; program evaluation; sources of assessment and evaluation data; recording achievement; examinations. It enables students to plan for assessment, and to consider the role of assessment in diagnostic teaching.

How to teach your major (3 credits)

The module examines the range of strategies and approaches to teaching and learning in the *major* academic subject that students have studied. It addresses key aspects of pedagogy, including teacher and learner factors, motivation and differentiation. It examines teaching and learning strategies and styles; teacher behavior and the management of learning; whole class, group and individual learning organizations; whole class interactive teaching; handling large classes; higher order cognitive development; collaborative and autonomous learning;

experiential methods; project-based, topic-based and problem-based learning; the impact of information technology on teaching and learning; student-centered learning; monitoring, record keeping and portfolio compilation. The module considers aims and objectives in teaching and learning the academic subject in question, curriculum design and planning, implementation, effective pedagogy and assessment in the subject area, together with resources and their uses in teaching and learning the subject studies.

Social learning environments and classroom life (2 credits)

This module introduces a range of factors that make for effective classroom management. It examines: the promotion of positive behavior and preventative strategies; rules and routines; the need for consistency and transparency; promoting effective student-teacher relationships; person-centered teaching; handling disruptive behavior; motivation and learning; negotiation and communication; rewards and punishments; instructions and directions; theories and practices of behavior management; building motivation and self-esteem for effective learning; curriculum content and teaching styles; parents and education.

Family, community and schools (1.5 credits)

This module examines different models of parental and community involvement in education and the principles on which they are based. The module takes as its starting point the view that parents and the community should be fully involved in education and *vice versa*, and that all parties may need support for this. The nature of home-school and community liaison, communication and development is addressed, as is classroom practice and feedback. Parents' rights and obligations are addressed, as are teachers' obligations and responsibilities to parents, within a legal and broader moral context. Difficulties in parental and community involvement are addressed, and development practices are introduced, which render the boundaries between schools, community and home permeable. Notions of partnership are addressed.

Leadership and governance (3 credits)

This module introduces key aspects and elements of, and issues in, school and curriculum management and leadership, including: the purposes and nature of management and leadership; management tasks, strategies and behavior; working with and supporting colleagues to improve education; policy formation and improving teaching and learning; managing resources; teamwork and participatory management; organizational culture and its development; open management and leadership systems. The module prepares students to take up leadership and management roles at different levels in a school.

Information and communications technology (2 credits)

This module defines IT by looking at different kinds of its usage in education, for example: word processing, spreadsheets, graphics and graphing, databases, sound packages, desktop publishing multimedia usage, internet/intranet and e-mail usage,

games and simulations. It examines the claimed benefits and limits of IT in education. The module indicates how IT can be used to promote new ways of teaching and learning, and it examines the principles of learning which underpin these, for example the move for instructivism to constructivism, the furtherance of higher order thinking, collaborative and cooperative learning, motivation and differentiation, assessment and evaluation. The module also addresses provision for special educational needs through IT.

Valuing education (3 credits)

Underpinning education and schooling are values and purposes. How these are derived, what they are, how they can be justified, and how they can be promoted in practice are addressed in this module. The module considers how best to develop all round education of students, emphasizing humanistic principles. The nature of democratic society is considered, as are versions of liberalism and socialism. The content of education is also discussed, for example: what should students study, how should it be organized, who should learn what, and how can this be justified? In this module students are provided with the tools of constructive logical and critical analysis and asked to bring those to bear on how best to understand and analyze educational decisions, purposes and values.

Special education needs (1.5 credits)

This module considers the definitions, identification and diagnosis of, and provision for, students with special educational needs. It addresses the 'mainstreaming versus separation' debate and examines the social constructions of special educational needs. Different kinds of special needs are identified, including: gross and fine physical impairment and motor disorder, visual, auditory and sensory impairment, brain damage, speech and language disorders, emotional and behavioral disorders. The module also addresses issues of inclusion, stigmatization and how to handle these. The module also addresses special educational needs such as: gifted and talented learners, accelerating learning; learning disorders; attention deficit; Down's syndrome; and autism. The module includes legal requirements, monitoring and assessment, and the role of support services and individual education plans. This addresses the issue of mild, moderate and severe learning difficulties, and differential provision for these.

Culture and equality in education (2 credits)

This module examines the framework of schooling in Macau, including: the diverse provision of education in Macau and the historical antecedents of this (e.g. the public and private schools, the religious and non-religious providers of schools); the nature of school curricula in Macau (e.g. the influence of curricula from China, Hong Kong, Taiwan, Portugal): the multicultural nature of, and communities in, Macau and education for multiculturalism and equal opportunities by race, sex, ethnicity and ability. The module examines the status of Macau as SAR of China and education for democratic citizenship in Macau. It addresses different views of the Chinese learner, and their implications for effective teaching and learning; personal and social education. The management and leadership of multicultural and

multilingual schools in Macau are considered. The module considers further equality of opportunity, uptake and outcome, and social justice in Macau, which embraces also the issue of social inclusion.

Teaching practice one – PGCE (3 credits)*

This is a placement in which students take over the range of functions of the regular class teacher, being involved in the whole life of the school. Though students will be expected to teach around 75% of a regular teacher's timetable, nevertheless they are expected to take very considerable responsibility for teaching. Students will be appointed to a school mentor, and the mentor works in conjunction with the university in developing, supporting and assessing students' performance.

Teaching practice two - PGCE (9 credits)*

This is a long-block placement, in which students take over the range of functions of the regular class teacher, being involved in the whole life of the school. Though students will be expected to teach around 75% of a regular teacher's timetable, nevertheless they are expected to take very considerable responsibility for teaching. Students will be appointed to a school mentor, and the mentor works in conjunction with the University in developing, supporting and assessing students' performance.