



UNIVERSITY OF SAINT JOSEPH

聖若瑟大學

FACULTY OF PSYCHOLOGY AND EDUCATION

Bachelor of Education

教育學學士學位課程

Introduction

The Bachelor of Education imparts conceptual, practical and professional knowledge in the essential fields of school curriculum, pedagogy and child development, as well as scientific knowledge in subject area content, preparing students to become highly qualified and skilled teachers. Developing professional integrity, an appreciation and respect of diversity and ethical attitudes are the core values of the programme.

Throughout their four years of full-time study, students are encouraged to understand the interdisciplinary nature of teaching and learning, and to recognize the value of professional development and innovation for their future career as teachers. The course promotes rich and meaningful learning experiences through the use of a variety of pedagogical approaches, including active learning strategies and numerous opportunities for collaboration and cooperation.

The introduction of interactive materials and blended learning have the potential to enhance the students' motivation and autonomy, providing them with the essential attitudes, skills and competencies to teach in the globalized world of the 21st century. Students are expected to master the development and use of electronic resources in teaching and to learn how to move away from conventional teaching to enhance the learning environment.

Teaching practicums are part of the course and students are required to undertake an active role in the schools where they are placed during their third and four years of study.

The five specializations offered are Kindergarten, Primary, Secondary English, Secondary Portuguese and Secondary Religious Education. The medium of instruction of the compulsory modules is English (with the exception of Putonghua and Portuguese language modules). However, the majority of the Kindergarten and the Primary specialization modules are taught in Cantonese. For these two specializations fluency in spoken and written Chinese is required. All modules in the specialization in Portuguese are taught in Portuguese and all modules in the specialization in English are taught in English. English or Portuguese



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proficiency of at least B1 level for the specializations in English and Portuguese respectively is required.

The USJ Bachelor of Education is a qualification recognized as a teacher training qualification by the Education Bureau of the Macau SAR.

Career

The Bachelor of Education was designed for those who are interested in becoming Kindergarten, Primary, Secondary English, Secondary Portuguese or Moral and Religious Education (Secondary level) teachers in schools.

If you completed Form 6 or equivalent, if you are a teacher who needs to upgrade your qualifications, or if you are planning a career change, and wish to contribute to the betterment of education in Macau by becoming yourself a trained, committed and effective teacher, you are a candidate to this programme.

Course structure

Table 1. For students choosing specialization for **Kindergarten Education, Primary Education, Christian Religious Education (Secondary) or English Language Education (Secondary)**

Module	Type	Credit
Year 1		
English I	Compulsory	3
English II	"	2
English III	"	3
English IV	"	2
Thinking and Reasoning	"	2
Introduction to Education	"	3
Theories and Perspectives of Learning	"	3
Teaching in a changing world	"	2
Child Psychology	"	3
Society and Education	"	3
Psychology of Learning	"	2
Teaching Methods and Strategies	"	3
Research Methods in Education	"	3



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Computer Applications	"	2
Year 2		
English V	"	3
English VI	"	2
English VII	"	3
English VIII	"	2
Life and Science	"	2
Classroom Organization and Management	"	2
School-Based Curriculum Design and Development	"	3
Assessment in Education	"	3
ICT in the Classroom	"	3
Introduction to Sociology	"	3
Creative Arts in Education	"	3
Methods and Skills in Counselling	"	3
Family and Childhood in Contemporary Cultures		2
Theatre and Dance	"	2
Year 3		
Putonghua I	"	3
Putonghua II	"	2
Putonghua III	"	3
Putonghua IV	"	2
Macau Studies	"	2
Diversity and Inclusivity	"	2
Psychology of Exceptional Children	"	2
Reading Acquisition and Disorders	"	3
Literature and Creative Writing	"	2
Year 4		
Portuguese I	"	3
Portuguese II	"	2
Portuguese III	"	3
Portuguese IV	"	2
Directed Reading	"	2
Professional Ethics and Development	"	2
Educational Psychology	"	3



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Psychology of Gender Roles	"	2
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Table 2. For students choosing specialization for **Kindergarten Education, Primary Education, Christian Religious Education (Secondary) or English Language Education (Secondary)**

Module	Type	Credit
<i>Specialization – Kindergarten Education</i>		
<i>Year 3</i>		
Kindergarten Chinese Language Education I	Optional	3
Kindergarten Mathematics Education	"	3
Kindergarten English Language Education	"	3
Early Childhood Education	"	3
Teaching Practice I (Kindergarten Education)	"	4
<i>Year 4</i>		
Kindergarten Chinese Language Education II	"	3
Kindergarten Visual Arts and Music Education	"	3
Kindergarten Literature and Drama Education	"	3
Kindergarten General Studies	"	3
Teaching Practice II (Kindergarten Education)	"	4
Teaching Practice III (Kindergarten Education)	"	4
<i>Specialization – Primary Education</i>		
<i>Year 3</i>		
Primary Chinese Language Education I	Optional	3
Primary English Language Education	"	3
Primary Mathematics Education I	"	3
General Studies for Primary Students	"	3
Teaching Practice I (Primary Education)	"	4
<i>Year 4</i>		
Primary Chinese Language Education II	"	3
Primary Mathematics Education II	"	3
Primary Science Education	"	3
Primary Religious and Moral Education	"	3



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Teaching Practice II (Primary Education)	"	4
Teaching Practice III (Primary Education)	"	4
Specialization – Christian Religious Education (Secondary)		
Year 3		
Sociology of Religion	Optional	3
Introduction to Biblical Studies	"	3
Introduction to Christianity	"	3
History of Christianity: Church in China	"	3
Teaching Practice I (Christian Religious Education (Secondary))	"	4
Year 4		
Catholicism and Interreligious Dialogue	Optional	3
Fundamental Theology: Revelation and Tradition	"	3
Christology	"	3
Moral Theology	"	3
Teaching Practice II (Christian Religious Education (Secondary))	"	4
Teaching Practice III (Christian Religious Education (Secondary))	"	4
Specialization – English Language Education (Secondary)		
Year 3		
Teaching and Assessing English	Optional	3
Language Acquisition and Learning	"	3
Curriculum for English Language Education	"	3
Advanced English Proficiency I	"	3
Teaching Practice I (English Language Education (Secondary))	"	4
Year 4		
Introduction to Linguistics	Optional	3
World Englishes: Historical Developments and Usage	"	3
Advanced English Proficiency II	"	3
English Literature	"	3
Teaching Practice II (English Language Education (Secondary))	"	4
Teaching Practice III (English Language Education (Secondary))	"	4

Table 3. For students choosing specialization for **Portuguese Language Education (Secondary)** (葡語語言教育 (中學))



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Module	Type	Credit
Year 1		
English I	Compulsory	3
English II	"	2
Portuguese V *	"	3
Portuguese VI *	"	2
Thinking and Reasoning	"	2
Introduction to Education	"	3
Theories and Perspectives of Learning	"	3
Teaching in a Changing World	"	2
Child Psychology	"	3
Society and Education	"	3
Psychology of Learning	"	2
Teaching Methods and Strategies	"	3
Research Methods in Education	"	3
Computer Applications	"	2
Year 2		
English III	"	3
English IV	"	2
Portuguese VII *	"	3
Portuguese VIII *	"	2
Life and Science	"	2
Classroom Organization and Management	"	2
School-Based Curriculum Design and Development	"	3
Assessment in Education	"	3
ICT in the Classroom	"	3
Introduction to Sociology	"	3
Creative Arts in Education	"	3
Methods and Skills in Counselling	"	3
Family and Childhood in Contemporary Cultures		2
Theatre and Dance	"	2
Year 3		
Portuguese IX *	"	3
Portuguese X *	"	2

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English V	"	3
English VI	"	2
Macau Studies	"	2
Diversity and Inclusivity	"	2
Psychology of Exceptional Children	"	2
Reading Acquisition and Disorders	"	3
Literature and Creative Writing	"	2
Language Acquisition and Learning *	"	3
Portuguese Speaking World: Historical *Developments and Usage	"	3
Teaching and Assessing Portuguese *	"	3
Introduction to Linguistics *	"	3
Teaching Practice I (Portuguese Language Education (Secondary))*	"	4
Year 4		
Portuguese Culture I *	"	3
Portuguese Culture II *	"	2
Portuguese Literature I *	"	3
Portuguese Children's Literature *	"	2
Directed Reading	"	2
Professional Ethics and Development	"	2
Educational Psychology	"	3
Psychology of Gender Roles	"	2
Curriculum for Portuguese Language Education *	"	3
Portuguese Literature II *	"	3
Literature and Culture from Portuguese Speaking World I *	"	3
Literature and Culture from Portuguese Speaking World II *	"	3
Teaching Practice II (Portuguese Language Education (Secondary)) *	"	4
Teaching Practice III (Portuguese Language Education (Secondary))*	"	4

Module taken only by students in the Portuguese specialization and using Portuguese as medium of instruction.



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Module Descriptions

Languages

ENGLISH I

Integrated learning activities involving all skill areas help students practice and apply the fundamentals of English in a more varied setting and develop more accuracy and control of their spoken and written English. Reading activities promote vocabulary expansion and model accurate structure. Students participate in discussion forums and are introduced to presentation skills for groups and individuals. Logical thinking in both oral and written formats is guided. As well, students are introduced to the five-paragraph essay format and practice writing summative, descriptive and comparative compositions.

ENGLISH II

Students will concentrate on gaining grammatical control of their communication (subject and verb agreement, modal auxiliaries, singular and plural nouns, pronouns, articles, sentence structure, statements, questions, simple and compound sentences, prepositions, gerunds and infinitives, adverbs and adjectives, punctuation, and some complex sentence patterns). At the end of the module, students should be able to write a paragraph without making major grammatical errors. Development of the five-paragraph essay format will continue and students will practice writing compositions that are opinion-based, persuasive and begin to compare literature from different sources. Development will continue in regard to presentation skills and discussion forums.

ENGLISH III

This course provides practice integrating those reading skills necessary for academic success at university. These skills include reading for detail, inferring vocabulary in context, finding main ideas, critical reading, understanding sequence, summarizing, recognizing organization, and outlining. In addition, it emphasizes academic vocabulary. Students are introduced to language skills for research and are expected to apply previously taught presentation skills to give more analytical presentations. In this course students are also introduced to basic components of the research paper: abstract, data analysis and interpretation.

ENGLISH IV

This course teaches advanced grammar necessary for academic writing. It includes a review of basic grammar and a detailed study of noun, adjective, and adverb clauses, as well as prepositional, participial, gerund, and infinitive phrases. It will also provide written composition practice. Students will be introduced to the argumentative essay structure including the refutation of counter arguments. Students will engage in more complex discussion forums, debates and participate in organizing public presentations.

ENGLISH V



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Students will learn and apply a variety of public presentation techniques useful for both individual presentations as well as participation in in-group discussions. An important aspect of the module is that it uses an active learning process whereby students learn a new skill and put it into practice. By the end of the module students are expected to possess a number of public speaking strategies that will help them to prepare any range of public presentations, including proposals.

ENGLISH VI

The primary aim of this module is to assist students in preparing themselves for the type of writing required for themes, essay examinations, term papers, and lengthy reports. The principles of rhetorical organization and development are thoroughly presented within the context of each student's language and cultural background. Students will engage in problem solving and idea development through the combination of independent investigation, and consultation with peers.

ENGLISH VII

Students will practice the process, purposes, and strategies of persuasive and explanatory writing. Students read and discuss works by both professional and student writers and explore techniques of argument and persuasion in writing a series of 5-6 essays. The module stresses revision, relies on frequent workshops of student writing, and aims finally to sharpen the students' ability to use evidence in a reasonable, convincing way.

ENGLISH VIII

This is an advanced interdisciplinary writing course module emphasizing critical reading and thinking, argumentative writing, library research, and documentation of sources in an academic setting. Throughout this course, students will significantly improve their academic writing; develop an understanding of how members of a particular discipline conceive of and engage in the rhetorical practices of that discipline; demonstrate understanding of the key conversations, the forms, and the conventions of writing in a particular discipline; gain experience in the construction of knowledge within a discipline and practice using its discourse; read critically and analyse rhetorically writings from a particular discipline and use those lenses to frame their own discourses; write in the different forms and styles of a particular discipline; and develop techniques for conducting research on the Internet and with other electronic databases.

PUTONGHUA I

This course is designed for students of Chinese heritage and advanced beginners with good speaking and listening skills. The focus is on reading, writing, and grammar, along with continuing improvement of oral communication skills. The purpose of instruction is to utilize previous language background to lay a solid foundation for further Chinese language study.

PUTONGHUA II

This course is intended for students who have completed Putonghua I. The focus is on reading, writing, and grammar, along with continuing improvement of oral communication



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skills. The purpose of instruction is to expand students' vocabulary, and to introduce them to more complex grammatical structures.

PUTONGHUA III

This course is intended for students who have completed Putonghua II. It aims to increase students' communicative competence in listening, speaking and reading materials from sources such as newspapers, journals, contemporary literature, media broadcasts and films. Students will complete assignments in areas that focus on a practical application of Mandarin including in business, trade, tourism, education or linguistics.

PUTONGHUA IV

This course is intended for students who have completed Putonghua III. It covers a variety of modern Chinese literary genres including essays, short stories, biographies, and criticisms. Emphasis will be on reading comprehension and expansion of vocabulary. Students will write summaries of their readings to enhance comprehension and strengthen writing skills. Class discussions of contemporary affairs related to the readings will be part of the course.

PORTUGUESE I

This is an introductory course designed for students who have had no prior exposure to Portuguese language. Students will acquire vocabulary and simple sentence structures for use in some basic daily-life conversation. The topics will revolve around the students' immediate world: introducing self, family and interests.

PORTUGUESE II

This course is intended for students who have completed Portuguese I. It aims to further develop students' listening, speaking, reading and writing skills through a variety of situational conversation in a supportively interactive classroom. Emphasis will be placed on everyday topics such as people and objects.

PORTUGUESE III

This course is intended for students who have completed Portuguese II. It aims to further develop students' listening, speaking, reading and writing skills through a variety of situational conversation in a supportively interactive classroom. Emphasis will be placed on public services and immediate needs, such as ordering food in a restaurant or complaining to the doctor.

PORTUGUESE IV

This course is intended for students who have completed Portuguese III. It aims to further develop students' listening, speaking, reading and writing skills through a variety of situational conversation in a supportively interactive classroom. Students will concentrate in gaining grammatical control of their communication through the use of past tenses.

PORTUGUESE V



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This course is intended for students who have completed Portuguese IV. It familiarizes students with the sentence structure and some complex sentence patterns, so that they can distinguish between factual and non-factual information. They will be exposed to a variety of selected authentic audio and reading materials (radio bulletins, TV programmes, short news, standard letters, interviews, information brochures, summaries, technical instructions, etc.) in speaking and writing from which they can retrieve relevant facts and information. At the end of the module, students should be able to write compositions without making major grammatical errors.

PORTUGUESE VI

This course is intended for students who have completed Portuguese V. It familiarizes students with complex sentence structure and sentence patterns, as to enable them to recognize and express themselves on non-factual and subjective information. Emphasis will also be placed on narrating events, paraphrasing short written passages, and repeating back part of what someone said. Students will be expected to communicate their personal views and opinions.

PORTUGUESE VII

This course is intended for students who have completed Portuguese VI. It aims at enhancing students' competence in fluently expressing ideas and accelerating reading speed. It will focus mainly on input from Portuguese social media broadcasted in the standard dialect, covering topics of general interest worldwide. This course will prepare students for radio and TV listening and newspaper reading. In addition students will be exposed to specific difficulties imposed by oral texts (interruptions, noises, colloquialisms, recognizing idiomatic expressions, etc.).

PORTUGUESE VIII

This course is intended for students who have completed Portuguese VII. It aims at enhancing students' competence in fluently expressing ideas and accelerating reading speed. It will focus mainly on the differences between oral and written language and practise the transfer of colloquialisms into appropriate written format, according to the audience and text type.

PORTUGUESE XIX

This course is intended for students who have completed Portuguese VIII. It familiarizes students with several kinds of opinion and argumentative readings, to enhance comprehension and strengthen speaking and writing ability. Students will be exposed to current controversial issues within the context of contemporary debate in Portuguese-speaking countries.

PORTUGUESE X

This course is intended for students who have completed Portuguese IX. It aims to build a solid foundation for students wishing to go on to more advanced levels of Portuguese language study and in-depth study of Portuguese culture. The students will analyse the

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speech, structure and *topoi* of contemporary short stories, novels and poetic speeches. The course will prepare students for writing essays, opinion articles, fiction or poems.

PORTUGUESE CULTURE I

This course shall examine the landmarks of Portuguese Culture located across Macau. The city's historical settlement inscribed on the World Heritage List, including architectural Lusophone legacies such as churches, monuments, piazzas and streetscapes will be analysed. The module also focuses on intangible cultural Macau legacies such as artefacts, *patois*, and literary inscriptions as they are connected to European Portuguese culture.

PORTUGUESE CULTURE II

This course is intended for students who have completed Portuguese Culture I. It aims to further develop students' overall understanding of Portuguese culture through the reading of newspaper and magazine articles, listening to popular music, and watching Portuguese speaking documentaries and films. Emphasis will also be placed on analysing the tangible and intangible cultural products resulting from the interactions between European and non-European Portuguese speaking countries' cultures.

PORTUGUESE LITERATURE I

This course familiarizes students with a number of Portuguese authors that have dealt with images of China mostly *via* Macau. The presence of images, concepts and tones resulting from the contact of Portuguese speaking authors with eastern literatures and cultures will be analysed, as well as the works of those who went to live in Macau and incorporated in their works the fascination for the culture they encountered. Students are expected to identify commonalities and differences in themes and style among Portuguese literature from different places.

PORTUGUESE LITERATURE II

This course is intended for students who have completed Portuguese Literature I. It will examine contemporary Portuguese fiction and poetry. Focusing on specific themes, students will deepen their knowledge of the Portuguese contemporary literary texts, through the study of novels, short stories and poems. Students are expected to identify commonalities and differences in themes and style among Portuguese literature from different places.

Core Modules

THINKING AND REASONING

Students will learn how to develop higher order thinking skills, especially through an appreciation of different philosophic and logic systems and an understanding of important research results from the analysis of human thought processes. In addition, students will learn to reason ethically and morally through readings, discussion of moral dilemmas, and other suitable exercises. They will exercise conceptual thinking and reasoning skills.

Topics will be discussed through case studies and students will learn important concepts of thinking through class and group discussion.



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LIFE AND SCIENCE

This module is designed to introduce students to the different fields of science and their social and ethical consequences. It is aimed at students who have no background in science or are non-majors in science. The goal is to give students an overview of what science is and how the different fields of science intersect with everyday life. The course will encourage discussions on current understandings and research trends in the field of science and how these affect our daily lives.

Recent developments in science relevant to concerns about the nature of life, health and related social issues will be addressed. Through lectures, discussions, debates, research projects, field trips, film-viewing, active-learning activities and workshops, the students will explore such issues as chemistry, stem cell research, pre-implantation genetic diagnosis, genetic engineering/GMOs, forensic DNA, space exploration and energy.

MACAU STUDIES

Students will study and explore the history, geography, culture, religion, architecture, urban development, economy, politics, arts, and everyday life of Macau, through lectures, readings, fieldwork and public communication sessions. Special emphasis will be placed on Macau's relations with surrounding regions.

The main aim of this module is to support students in examining, evaluating and developing their own knowledge about Macau through critical engagement with a wide range of information. The module will also represent an opportunity to further develop students' reasoning ability, creativity, communication skills (through a variety of media) and cooperative working capability.

DIRECTED READING

This subject aims to introduce different literary genres. Students are expected to be conversant with some of the most pertinent literature of and for our times. Even though we disavow the relative merits of fixed lists of works considered classics, we do affirm the intrinsic value of communal reading and theorizing. Reading lists will be defined and evolve through proposals from faculty and students.

Major Modules

INTRODUCTION TO EDUCATION

THIS MODULE IS DESIGNED TO PROVIDE AN INTRODUCTION TO TEACHING AS A PROFESSION. IT WILL ASSIST STUDENTS IN DEVELOPING AWARENESS ABOUT THE QUALITIES, ROLES, RESPONSIBILITIES AND CHALLENGES REQUIRED TO EFFECTIVE TEACHING AND EDUCATIONAL SERVICES. AS A FOUNDATIONAL



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COURSE, IT ALSO OFFERS A VARIETY OF PERSPECTIVES ON EDUCATION. STUDENTS WILL EXAMINE CURRENT AND HISTORICAL, PHILOSOPHICAL, SOCIAL AND ETHICAL ISSUES RELEVANT TO EDUCATION AND TEACHING. STUDENTS WILL START CREATING A PROFESSIONAL PORTFOLIO OVER THE MODULE.

THEORIES AND PERSPECTIVES OF LEARNING

This course addresses the learner and the learning process. In so doing it tackles the roles of teachers in linking the knowledge established in the subject matter and the students' minds and motivation. How does learning happen? How can teachers facilitate the learning process? How are this process influenced by student's language, culture, socioeconomic status, prior experience, parenting styles, family structure, gender and individual differences? The concept of learning is examined from a social as well as a psychological perspective. Contemporary learning theories and perspectives and their impact on education and instruction are covered.

TEACHING IN A CHANGING WORLD

This module is an introduction to educational foundations and an examination of challenges and realities of teaching in a changing world. Specifically, it will examine critically UNESCO's *World Education Report – Teachers and Teaching in A Changing World*. The goal is to develop critical reflection skills by examining the components of the varied proposals.

RESEARCH METHODS IN EDUCATION

This course is designed to familiarize the students with the language, the logic and the elements of research, in order to make them capable of conducting their own small-scale research projects at class and school level.

The emphasis is on methodologies and techniques that are relevant and commonly used within the field of education. Three small-scale research methodologies, namely case studies, action-research, and ethnography are explored. After becoming conversant with the language and the process of research, students are expected to learn by doing.

SOCIETY AND EDUCATION

This course attempts to cast light on the relationship between education and society by examining the links between schools and the larger society, including its structures, institutions and social practices. Students will develop an understanding of the role that education plays in promoting social mobility as well as social reproduction. The central topics to be covered are social class and social inequalities, race, ethnicity, gender, school opportunities and school choice. A variety



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of theoretical and empirical studies in the area of sociology of education will be analyzed.

TEACHING METHODS AND STRATEGIES

This module provides a conceptual framework for understanding key aspects of pedagogy. It will help students to distinguish between behaviorist and constructivist methods of teaching and learning, and to build their own understandings of how to incorporate effective learning and teaching strategies into their classroom practice. It addresses diverse teaching and learning strategies such as active learning, direct instruction, cooperative learning, independent learning, project-based learning, and arts-based learning. The module also explores various dimensions of the questioning process. *Teaching Methods and Strategies* is designed to provide students with an opportunity to study, reflect, question, and develop skills in various instructional approaches while applying and practicing these methods in a variety of classroom settings.

CLASSROOM ORGANIZATION AND MANAGEMENT

This course aims at enhancing students' skills in classroom management through readings, lectures, class discussions, and projects. It familiarizes students with the procedures required to enact safe, encouraging and productive learning environments. The emphasis will be placed on the development of the management skills needed to motivate the engagement of pupils in learning. Issues related to the establishment of effective rules and procedures, the organization of time, space and materials, as well as the management of students' disruptive behavior will be part of the course.

SCHOOL-BASED CURRICULUM DESIGN AND DEVELOPMENT

In this course students will develop awareness of the most salient models of curricular organization and respective practices concerning curriculum design, development and evaluation. The emphasis will be placed in the role played by schools and teachers in developing, implementing and evaluating the curriculum. The module aims at promoting student's acquisition of adequate knowledge in the field of Curriculum Theory as to provide them with the conceptual tools required both to design a curriculum at school level and to develop a reflective stance towards the curricular debate.

ASSESSMENT IN EDUCATION

This course provides an overview of the complexity of pupils' learning and requires the ability to design multiple methods of assessment. Students will be familiarized with the variety of technology-based and conventional methods and instruments that



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capture the dimensions of learning. It will prepare students for designing and implementing formative and summative, and direct and indirect methods of assessment. Students' will be encouraged to use a problem-based approach to assessing pupils' learning.

CREATIVE ARTS IN EDUCATION

This course familiarizes students with different art dimensions and forms. It intends to help students to create educational environments and experiences that promote and cultivate pupils' creativity through many aspects of classroom life. The course is also designed to deepen discussions leading to decisions about the best practices when integrating technology and arts in teaching.

ICT IN THE CLASSROOM

This module explores the implications for teaching and learning in using information and communication technologies (ICTs) in 21st century classrooms. Student will gain an understanding of learning models and the impact that ICTs can have towards enhancing and enriching the learning process. The primary focus will be the application of teaching and learning strategies that integrate technology as a vehicle in the differentiation of curriculum. Students will also explore a range of other issues, such as, basic technology operations and concepts, e-Learning technologies, mobile technologies and how to design lessons using educational technologies such as integrated software and desktop publishing.

INTRODUCTION TO SOCIOLOGY

This module aims to contribute to a better understanding of the interplay between individuals and the larger society in which they are immersed. In learning the interactions among social institutions, communities, groups and individuals, students will understand how people's life is both shaped by social forces and reshaped through individual agency. The module will draw on the work of major figures and ideas underlying the discipline of sociology.

DIVERSITY AND INCLUSIVITY IN EDUCATION

In this course students will develop an understanding and appreciation of the importance of engaging pupils in instruction through different learning modalities, by appealing to differing talents and interests and by using varied curricular strategies. The emphasis will be placed in the critical examination of specific curriculum designs, teaching strategies and assessment experiences.

PROFESSIONAL ETHICS AND DEVELOPMENT

This module will examine the importance of ethics in education with emphasis given to ethical issues with direct relevance to classroom teachers and teaching. This will include an examination of the different ethical codes that are applicable in different regions and counties



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and an evaluation of their applicability to teaching practice in Macau, both now and in the future. Students will also examine the need for professional development as a vital component of effective teaching, given the evolving challenges and demands in education.

Supporting Modules

CHILD PSYCHOLOGY

This course is devoted to understanding basic developmental processes and the biological and experiential factors that influence children's social, emotional, and cognitive development. Research in the area of child development broadly focuses on three types of questions. One set of questions pertains to identifying and explaining the normative changes that all children experience (e.g., the acquisition of language). A second set of questions pertains to identifying and explaining individual differences in children's development (e.g., why some children are more successful than others in their social relationships). The latter includes understanding why some children are at risk for developing psychopathology, as well as factors that affect obtaining treatment and outcomes of treatment. The third set of questions is aimed at understanding how cultural context influences developmental processes and child outcomes.

COMPUTER APPLICATIONS

This course is an introduction to computers and related technologies, including basic computer concepts/terminology and hands-on experience in the use of spreadsheets, programming language and database applications. The role of Information Systems in organizations is also discussed. In addition, an introduction to the use of data communications and other automation systems, including the study of local and wide area networks, voice and electronic mail, video conferencing, and other automation tools are examined.

PSYCHOLOGY OF LEARNING

The major theories of learning focused on are behavioral, (classical conditioning, operant conditioning and observational learning), cognitive and neurophysiological. In each of these areas, study progresses from basic research to applications. Historically influential theorists, such as Thorndike, Hull, and Skinner are discussed briefly, together with critiques of such approaches.

METHODS AND SKILLS IN COUNSELING

This course is an introduction to basic theoretical framework, assumptions and skills in the helping process. Approaches in the application of psychoanalytic, behavioral and humanistic theories will be examined. Emphasis will be on the training of micro-level helping skills.

THEATRE AND DANCE



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This module introduces students to theatre and dance as an Art form, and as part of the module students will participate in a theatrical production. As well as devising, rehearsing and presenting a group performance, students also gain awareness and confidence with their bodies. Different Eastern and Western theatrical and dance traditions are considered, and recorded performances are reviewed.

FAMILY AND CHILDHOOD IN CONTEMPORARY CULTURES

This course examines contemporary cultures of childhood and how they have been shaped by changes in family structure, material conditions and a range of environmental factors that have an impact on children's lives. Students will acquire an understanding of the relationship between parenting styles and the children's behaviour and attitudes towards learning and school. Family and environmental related factors influencing children's emotional and social development, such as sibling position, peer grouping, and others, are analysed.

PSYCHOLOGY OF EXCEPTIONAL CHILDREN

The psychological problems of children who have hearing, speech, mental and personality deficits and of children who are culturally disadvantaged are explored, as well as characteristics of children of superior abilities, gifts and talents. A major purpose is to gain a functional understanding of these problems and of the procedures for helping to cope with them. The students are given the opportunity to gain firsthand experience with exceptional children in an observation of a special class in schools.

READING ACQUISITION AND READING DISORDERS

Students will examine theories and research; aspects of literacy and stages of acquisition; cognitive pre-requisites for reading and writing; individual differences in learning and the problem of dyslexia. This course aims to provide a theoretical understanding of reading development and reading disorders in different writing systems, with a specific focus on alphabetic (English) and logographic (Chinese) writing systems. Through attending the course, students will be able to understand how different cognitive processes contribute to the development of skilled word reading and text comprehension and what problems children may encounter during the course of reading development. Effective treatment and instruction approaches will also be discussed.

LITERATURE AND CREATIVE WRITING

This course introduces students to various important literature and poetry with a special focus on works that relate to public commentary and reporting of world events. A broad range of writing styles and approaches are canvassed and forms, strategies and techniques for effective writing are explored. As part of the module students write several short creative essays on selected themes, and for these works the critical importance of clearly defining the purpose and audience for a work and



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the need for revision and rewriting is emphasized. The best student works are published in the university newsletter.

EDUCATIONAL PSYCHOLOGY

The main objective of this course is to give sufficient knowledge to perform effectively the duties of Psychological Counselor, both within and without the school context. Students will also learn about the diagnosing of intelligence and personality of students to determine the causes of academic underachievement and to decide on the appropriate psychoeducational treatment. Issues related to academic counseling and career guidance will also be emphasized.

PSYCHOLOGY OF GENDER ROLES

Students will be exposed to several theoretical approaches on gender differences and gender development, covering biological grounded views, social learning views and cognitive developmental views, among others. Consequences of gender bias and stereotyping in culture, work organizations and media will be discussed. The course intends to (1) contribute to a better understanding of socialization, cultures and policies from a gendered perspective and to (2) encourage students to think critically regarding widely accepted gender roles.

Specialization in Religious Education (Secondary)

SOCIOLOGY OF RELIGION

Religion is a complex phenomenon. It involves a meaning system. It is also a structural system. This course introduces the students to the study of religion; more specifically, to the study of religion from a sociological perspective.

The *first* part gives an overview of the basic theories sociologists use to understand the perspective from which sociologists view religion. The second part is a discussion of selected themes such as the following: (a) gender, feminism and religion; (b) religion and social change; (c) religious organizations; (d) the New Age; (e) secularization; and (f) religious pluralism. *Finally*, the course concludes with a discussion of televangelism, the marketing of religion in a globalized world.

INTRODUCTION TO BIBLICAL STUDIES

This module introduces the students to the theory and application of biblical interpretation, that is, the diachronic and synchronic methodologies in interpreting the Bible. With this methodological background, the student is given the opportunity to read and study the texts of the Bible and so gain a basic overview of their content, major themes and concerns.

INTRODUCTION TO CHRISTIANITY

Who are the Christians? What and how do they believe? What is theology? Those questions are the guidelines of this introduction to Christianity. The students must be able to identify the different Christian traditions and how they emerged through time and affirmed in different geographical spaces. In a second moment, they must realize



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how practices and doctrines influence each other as well as they shape identities. It is in the interweave of doctrines and practices that theology emerges.

HISTORY OF CHRISTIANITY: CHURCH IN CHINA

The history of the relationship between western and far east cultures can be seen through the way that Christianity had been received in China. This course establishes different periods in the reception and understanding of Christianity in China, from the first Nestorian communities till the complex identities of Christianity in contemporary China.

CATHOLICISM AND INTERRELIGIOUS DIALOGUE

The course introduces the students to interreligious or interfaith dialogue. It offers a theological reflection on the nature of religion and dialogue. The first part gives an overview of the context of interfaith dialogue – specifically Asia and the Pacific where the cosmic and metacosmic religions are very much part of the lives of the people. The second part is an introduction to selected religions, namely: Traditional Religion, Hinduism, Buddhism, Confucianism, Taoism, and Islam. Part three is a discussion of dialogue and the Church's teaching on interfaith dialogue. The course ends with a more focused discussion on the themes of dialogue especially in Hinduism, Buddhism, and Islam.

FUNDAMENTAL THEOLOGY: REVELATION AND TRADITION

A study of the concept of divine revelation and its transmission in Biblical and Christian traditions. Particular emphasis given to chaps. 1-2 of the II Vatican Council's document "Dei Verbum". Includes a brief introduction to revelation in other religious traditions, and to objections posed by some Western philosophers.

CHRISTOLOGY

An historical approach to Jesus of Nazareth, followed by a detailed analysis of the way in which early Christians expressed the power they felt emanating from his personality. The great debates about the ultimate nature of Jesus and the meaning of his death and resurrection are presented within their historical context.

MORAL THEOLOGY

Introduction of mayor ethical systems in philosophy and moral theology. Fundamental concepts of ethical reasoning and of morality are discussed and reflected on key challenges of life, for example, questions at the beginning and end of life, gender relations, sexual ethics, bioethics, and other selected issues of professional and applied ethics. The study of ethics and moral theology goes beyond considerations of right and wrong conduct, just and unjust behaviour and institutions, to encompass inquiry into happiness, the relevance of values and faith in moral decision making and in what constitutes "the good life" worth living in view of the ultimate meaning of life as expressed in the catholic faith tradition.



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TEACHING PRACTICE I (CHRISTIAN RELIGIOUS EDUCATION (SECONDARY))

In this first practical course students will commence their teaching practice. After a period of observing the lessons of experienced class teachers, students will then begin to work with small groups of pupils on classroom activities in collaboration with an experienced class teacher. The student will also assist an experienced class teacher in the basic administrative tasks required of a class teacher. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE II (CHRISTIAN RELIGIOUS EDUCATION (SECONDARY))

In this practical course students will continue their teaching practice. Students will further develop their skills and experience in developing lesson plans and learning activities. The student will work with the entire class and learn how to promote a safe and supportive learning environment for all pupils to facilitate their learning. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE III (CHRISTIAN RELIGIOUS EDUCATION (SECONDARY))

In this module, students will be expected to take the lead responsibility for teaching, whilst still under the supervision of an experienced class teacher and a University tutor. Students will utilise the skills and knowledge acquired in taught modules together with their previous teaching practice to independently plan teaching and learning for a whole class. This will include the selection of appropriate teaching methods and assessment strategies to enhance student learning as well as consolidating their skills in managing the learning dynamics and interactions in the classroom.

English Specialization (Secondary)

INTRODUCTION TO LINGUISTICS

This course will focus on lexical, grammatical, functional and phonological features of language in use (alveolar plosive, eclecticism, determiner, cognate, etc.), problems learners may have with specified lexical, grammatical, functional and phonological features of language and features of language systems appropriate to teaching purposes and lesson planning (e.g. meaning/use, form and pronunciation) and associated terminology.

CURRICULUM FOR ENGLISH LANGUAGE EDUCATION

This course focuses on curriculum planning issues for English Language education. Students will gain a deep understanding of how to implement an effective English Language curriculum in Macau. The module will examine the following pattern regarding curriculum development: the aims to be met and the objectives which, when in place will achieve them; the knowledge, skills and understanding to be gained, the content to be covered, the way in which the English Language should be taught; what the students expect to learn; how their progress and levels of attainment will be monitored and assessed; and how the effectiveness of the whole curriculum will be evaluated.



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ADVANCED ENGLISH PROFICIENCY I

This is a practical course with focus on features of spoken and written discourse (including genre), which contributes to successful communication (e.g. register, cohesion, organisation, range of grammar and lexis).

TEACHING AND ASSESSING ENGLISH

This course will focus on three main content areas and their integration in the lesson planning: 1) the typology of exercises used to test the four basic skills, error analysis and remediation work, according to the purposes for which tests are used (diagnostic, formative, summative, proficiency, etc.); 2) didactics of English (when should teachers teach what), including the analysis of course books; 3) language-related methodologies and approaches (e.g. grammar-translation, audio-lingual method, communicative and task-based learning approaches, Content and Language Integrated Learning, suggestopedia, delayed oral practice, Natural Approach, Total Physical Response, Cooperative Learning, Problem-based learning) and when to apply them.

WORLD ENGLISHES: HISTORICAL DEVELOPMENTS AND USAGE

This course focuses on the relationship between language and society throughout time taking into account the development of the English language, i.e. how language was and is used to form, maintain and transform identity and power relations (e.g. cultural, social, political or religious). At the end of this course, students will be familiar with the main features of some English varieties and their main types (e.g. a lingua franca, indigenized varieties, varieties used by specific speech communities) and principles informing which varieties to teach.

ADVANCED ENGLISH PROFICIENCY II

This is a practical course with focus on features of spoken and written discourse for specific purposes, especially academic and business English.

ENGLISH LITERATURE

This course focuses on literature that appeals to the interests, needs, and reading preferences of children. Theories and the art of children's literature will be discussed. Students will read different genres of children's literature such as nursery rhymes, folklores, biographies, historical fiction, fantastic stories, fables, and realistic fiction. They will also develop their creativity and extend their children's literature experiences through writing as a mode of response.

TEACHING PRACTICE I (ENGLISH LANGUAGE EDUCATION (SECONDARY))

In this first practical course students will commence their teaching practice. After a period of observing the lessons of experienced class teachers, students will then begin to work with small groups of pupils on classroom activities in collaboration with an experienced class teacher. The student will also assist an experience class teacher in the basic administrative



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tasks required of a class teacher. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a University tutor.

TEACHING PRACTICE II (ENGLISH LANGUAGE EDUCATION (SECONDARY))

In this practical course students will continue their teaching practice. Students will further develop their skills and experience in developing lesson plans and learning activities. The student will work with the entire class and learn how to promote a safe and supportive learning environment for all pupils to facilitate their learning. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a University tutor.

TEACHING PRACTICE III (ENGLISH LANGUAGE EDUCATION (SECONDARY))

In this module, students will be expected to take the lead responsibility for teaching, whilst still under the supervision of an experienced class teacher and a university tutor. Students will utilise the skills and knowledge acquired in taught modules together with their previous teaching practice to independently planning teaching and learning for a whole class. This will include the selection of appropriate teaching methods and assessment strategies to enhance student learning as well as consolidating their skills in managing the learning dynamics and interactions in the classroom.

Specialization in Early Childhood Education

EARLY CHILDHOOD EDUCATION

The scope of this course includes history, theory, and practice that have become recognized and accepted in early childhood education and development. It examines theories, current trends and issues in the field of early childhood education and basics of developmental domains and how teachers can engage in developmentally appropriate interactions with young children, create environments, and implement curricular practices that will help children learn and thrive. This module addresses many aspects of classroom life, the physical and social environments, teaching and learning within multiple areas, with emphasis on play, cross-cultural sensitivity, and how to encourage competence in young children. It provides a comprehensive, cohesive approach to curriculum development in early childhood education.

KINDERGARTEN CHINESE LANGUAGE EDUCATION I

This course intends to prepare students to master children's Chinese language development in areas such as theories of language development, stages of language development and activities of language development. The module will introduce contemporary approaches, methods and tools in Chinese language teaching and learning.

KINDERGARTEN MATHEMATICS EDUCATION

This course aims to develop the confidence, knowledge and skills needed to teach numeracy in kindergarten. Students will develop an understanding of children's learning and thinking in mathematics through play and enjoyment. They will be



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exposed to a range of approaches and activities appropriate to teach mathematical notions such as classifying, grouping, listing, finding patterns and sequences, among others, in interactive and supportive classroom environments.

KINDERGARTEN ENGLISH LANGUAGE EDUCATION

This course intends to prepare students to master children's English language learning in the early years. It examines theories, current trends and issues regarding the introduction of a foreign language in early childhood education. The module will introduce contemporary approaches, strategies, projects and play-games appropriate to English language teaching and learning.

KINDERGARTEN LITERATURE AND DRAMA EDUCATION

This course aims at developing a reflective and creative approach to teaching literature and drama that motivates children's enthusiasm for learning. It will focus on the role and value of using play and drama to foster children's development of verbal and non-verbal language, motor skills and social interactions. Designing educational activities using children's literature, such as nursery rhymes, fables, fantastic stories, and other genres as a basis to impart learning is the main purpose of this course.

KINDERGARTEN VISUAL ARTS AND MUSIC EDUCATION

This course aims at developing a reflective and creative approach to teaching music and visual arts that motivates children's enthusiasm for learning. Students will develop competence in designing educational activities and experiences that lead pupils to process and respond to sensory information through the unique language of music and visual arts. They will rely on a variety of media to foster children's creativity and enthusiasm for learning.

KINDERGARTEN GENERAL STUDIES

This course aims to equip students with the necessary skills to facilitate children's learning in areas such as self-knowledge, biology, environment, institutions, history, geography, geology, among others, in ways that are adequate to their age group. The module will introduce appropriate pedagogies to develop awareness of science and a scientific attitude in children, mainly through hands-on activities, exploration, observation and discovery.

KINDERGARTEN CHINESE LANGUAGE EDUCATION II

This course builds upon Kindergarten Chinese Language Studies I. It intends to consolidate the students' preparation to master children's language development in areas such as theories of language development, stages of language development and activities of language development. The module will introduce contemporary approaches, methods and tools in Chinese language teaching and learning.



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TEACHING PRACTICE I (KINDERGARTEN EDUCATION)

In this first practical course students will commence their teaching practice. After a period of observing the lessons of experienced class teachers, students will then begin to work with small groups of pupils on classroom activities in collaboration with an experienced class teacher. The student will also assist an experienced class teacher in the basic administrative tasks required of a class teacher. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE II (KINDERGARTEN EDUCATION)

In this practical course students will continue their teaching practice. Students will further develop their skills and experience in developing lesson plans and learning activities. The student will work with the entire class and learn how to promote a safe and supportive learning environment for all pupils to facilitate their learning. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE III (KINDERGARTEN EDUCATION)

In this module, students will be expected to take the lead responsibility for teaching, whilst still under the supervision of an experienced class teacher and a university tutor. Students will utilise the skills and knowledge acquired in taught modules together with their previous teaching practice to independently plan teaching and learning for a whole class. This will include the selection of appropriate teaching methods and assessment strategies to enhance student learning as well as consolidating their skills in managing the learning dynamics and interactions in the classroom.

Primary specialization

PRIMARY CHINESE LANGUAGE EDUCATION I

This course will focus on the early years of the Chinese language curriculum in Chinese-language primary schools in Macau. Students will become familiar with the structure and content of the Chinese curriculum covered in the first three years of primary. In addition, appropriate methods and techniques of specific instruction will be covered to facilitate the effective learning of the Chinese curriculum by pupils as well as an appreciation of the common issues and problems that young learners face when learning Chinese in the early primary years.

PRIMARY CHINESE LANGUAGE EDUCATION II

This course connects with and builds upon the module Primary Chinese Language Education I, however with the focus on the Chinese language curriculum in the later primary years in Chinese-language primary schools in Macau. Students will become familiar with the structure and content of the Chinese curriculum covered in the final three years of primary as



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well as complimentary methods and techniques of specific instruction to facilitate the effective learning of the Chinese curriculum by pupils as well as an appreciation of the common issues and problems that young learners face when learning Chinese in the later primary years. In addition, students will develop the skills needed to design lesson plans for primary Chinese classes that incorporate suitable teaching methodologies and assessment for a diversity of learners at primary level. Finally, students will gain an appreciation of a range of international perspectives on Chinese language education.

PRIMARY MATHEMATICS EDUCATION I

This course will focus on the early years of the mathematics curriculum in Macau primary schools. Students will become familiar with the structure and content of the mathematics curriculum covered in the first three years of primary. In addition, appropriate methods and techniques of specific instruction will be covered to facilitate the effective learning of the mathematics curriculum by pupils as well as an appreciation of the common issues and problems that young learners experience when learning mathematics in the early primary years.

PRIMARY MATHEMATICS EDUCATION II

This module connects with and builds upon the module Primary Mathematics Education I, however with the focus on the mathematics curriculum in the later primary years in Macau primary schools. Students will become familiar with the structure and content of the mathematics curriculum covered in the final three years of primary as well as complimentary methods and techniques of specific instruction to facilitate the effective learning of the mathematics curriculum by pupils as well as an appreciation of the common issues and problems that young learners face when learning mathematics in the later primary years. In addition, students will develop the skills needed to design lesson plans for primary mathematics classes that incorporate suitable teaching methodologies and assessment for a diversity of learners at primary level. Finally, students will gain an appreciation of a range of international perspectives on mathematics education.

GENERAL STUDIES FOR PRIMARY STUDENTS

This course will focus on the basic general and social studies curriculum covered in Chinese-language primary schools in Macau. Once students have become familiar with the content and structure of the social (general) studies curriculum in Macau as well as an appreciation of its general learning aims. Students will then learn suitable approaches to teaching and assessing the aims of the curriculum as well as fostering pupil's sense of civic responsibility as citizens of Macau. Finally, the curriculum in Macau will be evaluated contrastively with related curricular in other regions and countries.

PRIMARY ENGLISH LANGUAGE EDUCATION



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This course will cover the fundamentals of teaching, learning and assessing the English language in primary schools in Macau. Students will learn about the structure and content of the English language curriculum in Macau primary schools. Complimentary to this, students will learn about the range of subject specific teaching methodologies and assessment approaches suitable for primary English learners. In addition, students will become familiar with the different resources available to primary English teachers in Macau, in particular computer-based learning tools. Finally, the importance of building the confidence of young learners of a foreign language will be emphasised as well as strategies to assist with confidence building.

PRIMARY RELIGIOUS AND MORAL EDUCATION

Students will first appreciate the importance of Religious Education as a component of the school curriculum in many schools in Macau. After becoming familiar with the structure and aims of the primary religious education curriculum, students will learn the suitable specific teaching methodologies for religious and moral education of primary pupils in Macau. As well, students will gain an appreciation of the personal and social importance of moral development of primary school pupils as well as some of the issues that can arise in the context of religious and moral education.

PRIMARY SCIENCE EDUCATION

Students will first gain an appreciation of the importance of science in shaping modern society, and the importance of effective science education. Then the structure and organisation of the Macau science curriculum will be explored and appropriate subject-specific techniques for teaching, learning and assessment will be considered. Students will also learn about the resources and tools available to enhance primary science education and how best to develop a scientific ways of thinking in young learners.

TEACHING PRACTICE I (PRIMARY EDUCATION)

In this first practical course students will commence their teaching practice. After a period of observing the lessons of experienced class teachers, students will then begin to work with small groups of pupils on classroom activities in collaboration with an experienced class teacher. The student will also assist an experience class teacher in the basic administrative tasks required of a class teacher. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE II (PRIMARY EDUCATION)

In this practical course students will continue their teaching practice. Students will further develop their skills and experience in developing lesson plans and learning activities. The student will work with the entire class and learn how to promote a safe and supportive learning environment for all pupils to facilitate their learning. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE III (PRIMARY EDUCATION)



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In this module, students will be expected to take the lead responsibility for teaching, whilst still under the supervision of an experienced class teacher and a university tutor. Students will utilise the skills and knowledge acquired in taught modules together with their previous teaching practice to independently planning teaching and learning for a whole class. This will include the selection of appropriate teaching methods and assessment strategies to enhance student learning as well as consolidating their skills in managing the learning dynamics and interactions in the classroom.

Specialization Portuguese Language Education
(Secondary)

INTRODUCTION TO LINGUISTICS

This course will focus on lexical, grammatical, functional and phonological features of language in use (alveolar plosive, eclecticism, determiner, cognate, etc.), problems learners may have with specified lexical, grammatical, functional and phonological features of language and features of language systems appropriate to teaching purposes and lesson planning (e.g. meaning/use, form and pronunciation) and associated terminology.

LANGUAGE ACQUISITION AND LEARNING

This course will focus on theoretical perspectives on language acquisition and language teaching (critical period, order of acquisition and its effects on learning) and historical and current hypotheses of first and second language acquisition (e.g. imitation, innateness, cognitive-developmental, behaviourism), including a comparison of first and second language acquisition.

TEACHING AND ASSESSING PORTUGUESE

This course focus three main content areas and their integration in the lesson planning: 1) the typology of exercises used to test the four basic skills, error analysis and remediation work, according to the purposes for which tests are used (diagnostic, formative, summative, proficiency, etc.); 2) didactics of Portuguese, 3) language-related methodologies and approaches and when to apply them.

CURRICULUM FOR PORTUGUESE LANGUAGE EDUCATION

This course focuses the discussion and analysis of different national curricula with respect to the teaching of the Portuguese language. A particular emphasis of this module will be an evaluation of the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment), how to interpret and how to apply it in developing curricula for the Portuguese language.

PORTUGUESE SPEAKING WORLD: HISTORICAL DEVELOPMENTS AND USAGE

This course focuses on the relationship between language and society throughout time taking into account the development of the Portuguese language, i.e. how language was and is used to form, maintain and transform identity and power relations (e.g. cultural, social, political or religious). At the end of the course, students will be familiar with the main features



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of some Portuguese varieties and their main types (e.g. lingua franca, indigenized varieties, varieties used by specific speech communities) and principles informing which varieties to teach.

LITERATURE AND CULTURE FROM PORTUGUESE SPEAKING COUNTRIES I

This course exposes students to an overview of Angolan and Mozambican literature. It will be focused on the concept of “magical realism” and the creative properties of language in the novels of Pepetela, Mia Couto, and José Eduardo Agualusa.

LITERATURE AND CULTURE FROM PORTUGUESE SPEAKING COUNTRIES II

This course focuses the interwoven of aesthetics and ideology in the poetry of Brazil, East Timor, Cabo-Verde and S. Tomé e Príncipe. The students will comment a series of poems that shaped a geographical map, which has become the setting of a mythical political identity and lyrical *personae*. Authors such Carlos Drummond de Andrade, Jorge Barbosa, Francisco José Tenreiro, Fernando Sylvan, Xanana Gusmão, among others, will be studied.

PORTUGUESE CHILDREN'S LITERATURE

In this course students will be exposed to children's Portuguese literature from contemporary writers such as Alice Vieira, António Torrado and Sophia de Mello Breyner, among others. Students will be also familiarized with a variety of selected reading materials from famous writers from the Portuguese speaking countries, such as Ondjaki, Agualusa, Mia Couto and others. They will be encouraged to produce their own writings as part of the course.

TEACHING PRACTICE I (TEACHING PORTUGUESE LANGUAGE (SECONDARY))

In this first practical course students will commence their teaching practice. After a period of observing the lessons of experienced class teachers, students will then begin to work with small groups of pupils on classroom activities in collaboration with an experienced class teacher. The student will also assist an experience class teacher in the basic administrative tasks required of a class teacher. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a University tutor.

TEACHING PRACTICE II (TEACHING PORTUGUESE LANGUAGE (SECONDARY))

In this practical course students will continue their teaching practice. Students will further develop their skills and experience in developing lesson plans and learning activities. The student will work with the entire class and learn how to promote a safe and supportive learning environment for all pupils to facilitate their learning. Supervision of the student will be conducted collaboratively between the school, an experienced class teacher and a university tutor.

TEACHING PRACTICE III (TEACHING PORTUGUESE LANGUAGE (SECONDARY))

In this module, students will be expected to take the lead responsibility for teaching, whilst still under the supervision of an experienced class teacher and a university tutor. Students will utilise the skills and knowledge acquired in taught modules together with their previous



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teaching practice to independently planning teaching and learning for a whole class. This will include the selection of appropriate teaching methods and assessment strategies to enhance student learning as well as consolidating their skills in managing the learning dynamics and interactions in the classroom.