

**ECON 7750 Advanced Microeconomics (4,4,0) (E)**

This course educates students advanced treatments of microeconomics by emphasizing more rigorous proofs. Students will investigate the optimization behaviour of individual agents as well as resource allocation in a decentralized economy. Uncertainty and strategic behaviours will be introduced in this course, too.

**ECON 7760 Advanced Macroeconomics (4,4,0) (E)**

The course introduces students to important topics in macroeconomics, including growth theory, business cycles, New Keynesian theories, and recent development in macroeconomics. Both theoretical and empirical aspects are the focus of the course. While the theoretical models offer qualitative insights into the working of the economy, the emphasis of the empirical techniques allow students to estimate the economic models and enable them to make use insights for the most current economic studies into the effect of government policy on the economy. With the building of knowledge on both qualitative and quantitative macroeconomics, students are equipped with tools needed for understanding and conducting macroeconomic policy analysis.

**EDUC 1005/ Introduction to Educational (2,2,0) (E)  
1050 Psychology**

This course introduces cognitive and psychosocial development across stages of childhood and adolescent; behavioural, social-cognitive and individual factors underlying the processes of human learning; as well as related applications in classroom teaching and learning.

**EDUC 1006/ Introduction to Liberal Studies in (2,2,0) (C)  
1120 Schools**

This course provides an overview of Liberal Studies (LS) as a subject in Hong Kong secondary schools. The course will connect LS with Liberal Education and its application in tertiary and secondary education. Issues related with LS curriculum and pedagogy will also be introduced.

**EDUC 1007/ Instructional and Assessment (2,2,0)  
1130 Strategies for Liberal Studies**

This course examines current theories and approaches of instruction and assessment in liberal studies (LS) and aims at preparing students to be effective LS teachers for Hong Kong schools.

**EDUC 1015/ Teaching and Learning with (2,2,0) (E)  
1090 Information and Communication  
Technology**

This course equips students with relevant skills in integrating information and communication technologies into teaching and learning. It provides students with a comprehensive understanding of the pedagogical, technological and administrative implications of new technologies for subject teaching, and prepares them to design, develop, implement, evaluate and manage the use of ICT in various educational settings.

**EDUC 1016/ Introduction to Sociology of (2,2,0) (E)  
1060 Education**

The course aims at providing a sociological framework for understanding the relationship between education and society. It examines social, cultural, and political influences on education.

**EDUC 1017/ Introduction to Philosophy of (2,2,0) (E)  
1080 Education**

This course is an introduction to selected philosophical issues confronting education practitioners in their daily work. It aims to develop students' ability to reflect philosophically on teaching and learning, to think critically about various schools of educational thoughts, and to relate curricula and methods of instruction to their philosophical underpinnings.

**EDUC 1025/ School Experience (2,0,0)  
1070**

This course is one of the four components of the Integrated Practicum for giving student-teachers an early and rich induction into the school system before their formal teaching practice. Student-teachers will spend four weeks in schools tasting the teachers' life. They will work as an assistant to take care of the extra-curricular activities, meetings, projects as well as classroom teaching. Student-teachers are required to submit a portfolio which recorded down these three weeks' experience, reflections, and one supervision result.

**EDUC 1026/ Introduction to English Language (2,2,0) (E)  
1030 Teaching (ELT)**

The course provides students with basic concepts and theories of English language teaching (ELT), based on which students will be able to make informed choices about the design of ELT curriculum and syllabus, the teaching of various skills and application of strategies at different stages of the curriculum, including planning, preparation, implementation and evaluation.

**EDUC 1027/ Teaching of Grammar and (2,2,0) (E)  
1100 Vocabulary**

This course gives students an overview of grammar and vocabulary in language teaching and examines grammar and vocabulary instruction from both the learning and teaching perspectives. It provides students with knowledge necessary for making informed choices about the teaching and testing of grammar and vocabulary in the English classroom.

**EDUC 2005/ Classroom Communication and (3,3,0) (E)  
2040 Management**

This course focuses on managing the classroom environment for positive teaching and learning by providing an infrastructure of order and meaning. It also deals with the theoretical basis and the implementation of a range of approaches to classroom management and communication. Emphasis will be put on knowledge and skills for creating a learning environment that encourages positive social interaction and communication.

**EDUC 2006/ Curriculum, Assessment and (3,3,0) (E)  
2020 Learning**

Prerequisite: EDUC 1050/1005 Introduction to Educational Psychology

This course provides students with an overview of the school curriculum. It introduces students to the principles and instruments of assessment commonly used for different key stages. Emphasis is put on examples drawn from the Hong Kong context.

**EDUC 2007/ Educational Research (3,3,0) (E)  
2080**

This course aims at providing students with the basic information for developing students' understanding of the process in educational research from idea formulation through data analysis and interpretation. It introduces the basic concepts and procedures that are essential for engaging in and critiquing educational research intelligently and meaningfully. It also discusses the methodologies most commonly used in both quantitative and qualitative educational research.

**EDUC 2015 Teaching and Learning of Self (2,2,0) (C)  
and Personal Development**

This course gives students an overview of "Self and Personal Development" as an area of study in the Hong Kong Liberal Studies Curriculum. It engages students in exploration of key issues and themes in understanding oneself and handling interpersonal relationships. It also aims at developing students' pedagogical knowledge and skills in the teaching and assessment of this study area.

**EDUC 2016 Teaching and Learning of Society (2,2,0) (C)  
and Culture**

This course addresses issues in social and cultural life in Hong Kong and China with specific emphasis on their dynamic changes

and current development. The course enables students to develop an ability to critically analyse some major social issues, such as social systems, citizenship and the construction of their identities in local, national and global levels. Besides, it will also discuss the controversial concept of globalization and its impact and diverse reactions of various people and groups.

**EDUC 2017/ Teaching of Reading and Writing (2,2,0) (E) 2030**

This course introduces students to the theory and practice of reading and writing by examining the key issues in second-language reading and writing instruction. It offers students the opportunity to experience a range of approaches in the teaching of reading and writing, as well as techniques for planning, teaching and assessing reading and writing.

**EDUC 2025/ Teaching of Listening and Speaking (2,2,0) (E) 2050**

This course introduces students to the theory and practice of listening and speaking by examining the key issues in second-language listening and speaking instruction. It offers students the opportunity to experience a range of approaches in the teaching of listening and speaking, as well as techniques for planning, teaching and assessing listening and speaking.

**EDUC 2026 Overseas Immersion Programme (3,0,3) (E)**

This course provides students with immersion in an English-speaking country through participation in a variety of activities.

**EDUC 2060 Teaching and Learning of Self and Personal Development (2,2,0)**

This course gives students an overview of “Self and Personal Development” as an area of study in the Hong Kong Liberal Studies Curriculum. It engages students in exploration of key issues and themes in understanding oneself and handling interpersonal relationships. It also aims at developing students’ pedagogical knowledge and skills in the teaching and assessment of this study area.

**EDUC 2070 Teaching and Learning of Society and Culture (2,2,0)**

This course addresses issues in social and cultural life in Hong Kong and China with specific emphasis on their dynamic changes and current development. The course enables students to develop an ability to critically analyse some major social issues, such as social systems, citizenship and the construction of their identities in local, national and global levels. Besides, it will also discuss the controversial concept of globalization and its impact and diverse reactions of various people and groups.

**EDUC 3005 Teaching and Learning of Science, Technology and Environment (2,2,0) (C)**

This course gives students an overview of “Science, Technology and Environment” (STE) as an area of study in the Hong Kong Liberal Studies (LS) Curriculum. The connection between STE and the curriculum area of “Science, Technology and Society” (STS) are examined at both the junior and senior secondary levels. This course will also provide students with basic information on various STS issues in the contemporary world so as to develop their pedagogical knowledge and skills, thus enabling them to make informed choices and actions about instruction and assessment for this area of study.

**EDUC 3006/ Supervised Teaching Practice I (4,0,0) 3050**

Prerequisite: EDUC 1025/1070 School Experience  
This course is one of the four components of the Integrated Practicum for giving students-teachers an opportunity to put theory into practice. Student-teachers will spend five weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit teaching plans as well as the two assessment results after the period of their teaching practice.

**EDUC 3007/ Inclusive Education and Special Educational Needs (2,2,0) 3690**

Prerequisite: EDUC 1005/1050 Introduction to Educational Psychology

This course introduces students to the study of integration and inclusion of students with special needs in the regular classroom. It is designed to provide an understanding of the reasons for inclusion of students with disabilities in regular schools, and the strategies that can be used to optimize their educational experiences. It also aims to enhance student-teachers’ understanding of the individual requirements of students with diverse needs. Emphasis is placed on effective research based classroom strategies that have been used by teachers, schools, and communities that have been most effective in the implementation of their inclusion policies.

**EDUC 3015 Teacher’s Personal and Professional Development (2,2,0)**

This course aims to promote students’ interest in, and readiness for, taking charge of their personal and professional development as a teacher. It also draws attention to the significance of mental and physical health to teaching life and highlights a number of issues for the induction of beginning teachers.

**EDUC 3016/ Supervised Teaching Practice II (4,0,0) 3060**

Prerequisite: EDUC 3006/3050 Supervised Teaching Practice I  
This course is one of the four components of the Integrated Practicum for giving students-teachers an opportunity to put theory into practice. Student-teachers will spend five to six weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit teaching plans as well as the two assessment results after the period of their teaching practice.

**EDUC 3035/ Development of Children and Adolescents (2,2,0) 3630**

The course provides an introduction to different aspects of child and adolescent development. It includes topics on cognitive, personal, social, physical, sexual, moral, and career development. Reference is made to whole-person education in the local school context.

**EDUC 4005/ Creative and Critical Thinking (2,2,0) 4150**

This course aims to enhance the thinking skills and inclinations of students by familiarizing them with the nature of thinking, processes of thinking and the methods used for developing thinking capacities. It provides them with opportunities for reflecting on their own thinking as well as exploring different approaches to the teaching of thinking skills. A specific focus on skills in verbal reasoning and argumentation will be emphasized in this course.

**EDUC 4006/ Teaching English to Adults (2,2,0) 4060**

This elective extends students’ knowledge of language learning and teaching to focus on teaching English to adult learners who require either general English or the English language for specific purposes, such as academic study and discipline-specific needs.

**EDUC 4007/ Teaching English to Young Learners (2,2,0) 4080**

Prerequisite: Enrolment for this elective is subject to approval by the Department

This elective course extends student-teachers’ knowledge of language learning and teaching to focus on the specific characteristics of young language learners and the implications for the teaching of English as a second language in the primary sector. The course also builds on student-teachers’ knowledge of language teaching methodology.