

**EDUC 7610 Data Analysis for Education (3,3,0) (E)**

Prerequisite: EDUC 7520 Research Methods in Education  
This course aims at optimizing students' use of research data by providing instruction in various quantitative and qualitative techniques commonly applied to research in education. It covers the principles, procedures and evaluation of these techniques. Use of computer software packages for data analysis is emphasized.

**EDUC 7621-2 Dissertation I & II (3,0,0)**

The dissertation aims to offer an opportunity to develop students' competence in exploring in depth an aspect of education. Emphasis is placed on the quality of the dissertation research, the originality of the research and its contribution to the field of study. Students are entitled to a number of consultation meetings with their dissertation supervisors to discuss the topic and research methodologies, as well as to report progress, review work completed, and finalize the written report.

Students are expected to demonstrate in the dissertation their abilities to undertake rigorous research and report the research in a recognized academic form. The anticipated length of the dissertation is about 15,000–20,000 words in English, or 20,000–25,000 characters in Chinese.

Details and requirements on the preparation of the dissertation are listed in a separate handbook distributed to students upon submission of dissertation outlines.

**EDUC 7630 Thinking and the School Curriculum (3,3,0)**

This course aims at providing an overview of the teaching and learning of thinking skills in education. It introduces a cognitive learning perspective, examines the approaches to the teaching of thinking, and discusses the models for teaching and learning of thinking. It also reviews the strategies for assessment of thinking and the current waves of research and development on thinking.

**EDUC 7640 School Guidance and Counselling (3,3,0) (E)**

This course introduces to students a general orientation to the work of guidance and counselling in school settings. Patterns of guidance and counselling organization, and theories and techniques of school guidance and counselling are examined. The emphasis is placed on implementation of school guidance and counselling programmes, which includes curriculum development, programme management, leadership and evaluation.

**EDUC 7650 Independent Project (3,0,0)**

This course provides opportunities for students to express their major concern in education, and to explore specific educational issues by means of self-regulated learning and transfer of knowledge. Upon submission of a project outline, each student is assigned to a Project Supervisor with whom he/she is entitled to three 30-minute consultation sessions. Through interactions with the Supervisor, the student attains basic guidance to conduct an independent project.

By the end of the semester, students are required to submit a final project report of about 8,000–10,000 words in English or 10,000–13,000 characters in Chinese. For facilitation, they are given a set of instruction guidelines on the preparation of the project report. The independent project should be well-planned, systematically conducted, and clearly reported to reflect the student's analytical, critical and creative thinking in the exploration of educational issues relevant to the theme of the MEd programme but currently not offered in the existing courses.

**EDUC 7660 Phonetics and Phonology (3,3,0) (E)**

This course aims to help students acquire concepts of phonetics and phonology of the English language relevant to English teachers in schools. It incorporates knowledge of the sound systems of English in speech perception, production and use. Application of such knowledge in English teaching will also be discussed.

**EDUC 7670 Lexis, Morphology and Semantics (3,3,0) (E)**

This course aims at developing students' metalinguistic knowledge of the lexical, morphological and semantic properties of English

words. It considers the formation and construction of English words, and examines the meaning systems at word, phrase, sentence and discourse levels. Applications of knowledge of words to students' own vocabulary use and English vocabulary teaching as well as assessment will also be discussed.

**EDUC 7680 Grammar for Teaching (3,3,0) (E)**

This course aims at enhancing students' knowledge of English grammar and enabling them to gain systematic insight into how grammar works in English language teaching. It examines the essential components of grammar both at the sentence and the discourse level.

**EDUC 7690 Written and Spoken Discourse (3,3,0) (E)**

This course aims at increasing students' understanding of how language, both written and spoken, is used to communicate meaning in different contexts. It introduces basic techniques for describing and analysing written and spoken discourse, using a variety of discourse types, including classroom discourse. The relevance of the study of discourse for English language teaching will also be discussed.

**EDUC 7700 Psycholinguistics and Sociolinguistics in English Language Teaching (3,3,0) (E)**

This course introduces students to the psycholinguistic and sociolinguistic theories that are relevant to English language teaching and learning. It examines language acquisition, language spread and politics surrounding salient issues of language and language teaching. Specific references will be made to the context of English language education in Hong Kong.

**EDUC 7710 Literature and Language Arts (3,3,0) (E)**

This course introduces students to the major genres of literature and language arts and develops their understanding and appreciation of literature through detailed analyses of selected literary pieces of different genres.

**EDUC 7720 Strategic Planning, Quality Assurance and Networking of Schools (3,3,0) (C)**

On the basis of an overview and analysis of educational policies and contexts, this course focuses on an integrated learning of strategic planning, networking, accountability and quality assurance in schools.

**EDUC 7730 Curriculum Development and Resource Management in Schools (3,3,0) (C)**

On the basis of an overview and analysis of curriculum and resource management, this course focuses on an integrated learning for curriculum development and management of resources, including finance and staff to sustain quality teaching and learning in schools.

**EDUC 7740 Managing Change in Schools (3,3,0)**

This course is designed to familiarize students with key principles, trends and approaches to managing change in school, with particular reference to the current educational context. To strengthen the practical aspects, techniques of implementing and communicating changes will also be introduced.

**EDUC 7750 Leadership and Team Building in Schools (3,3,0) (E)**

Exploring frameworks that inform educational leadership, this course focuses on supporting students to reflect upon, analyse and critique thinking on school leadership and management, with reference to their own school contexts. Effectiveness in leadership and management requires an appreciation of how productive and successful teams may take schools forward to growth and success.

**EDUC 7770 Scientific Foundations of Physical Education in Schools (3,3,0) (C)**

This course aims at developing students' knowledge of scientific foundations in PE. Emphasis will be on application of such knowledge in teaching, learning and assessment in PE in school.