

of reforming the whole curriculum. The philosophy and spirit of the Chinese curriculum is studied to understand how language education is integrated with Chinese cultural studies and literature appreciation. The concept of learner centredness is introduced to learners to enhance their awareness on how to develop students' ability in learning independently. School-based assessment is addressed, in which formative assessment of language use is highlighted. The introduction of a multi-level school-based assessment will be unfolded to learners during the course of study.

EDUM 7370 Creative Chinese Language Teaching (3,3,0)

This course introduces learners the different theories of creativity and how these can be implemented in the teaching of Chinese language. Learners will have hands-on experience in the development of teaching activities and materials according to different theories of creativities. Collaborative lesson planning and class demonstration will be held during the course of study.

**EDUM 7380 Teaching Liberal Studies—
Integrating Issues in Instruction (3,3,0)**

This course aims to enrich learners' pedagogic repertoires and advance their teaching skills with special emphasis on the Senior Secondary LS curriculum. Learners are exposed to contemporary issues as well as practical teaching strategies that could be employed in classroom teaching. Necessary subject knowledge is also provided to enhance the learners' teaching competency and proficiency.

EDUM 7390 Facilitating Liberal Studies Learning (3,3,0)

This course focuses on developing learners' professional skills in: (1) supervising student's independent enquiry studies (IES); (2) supporting students' enquiry with the use of Information and Communication Technology (ICT); and (3) facilitating learning outside the classroom. Learners will have ample opportunities to practise their skills in these three areas in a supportive and collaborative environment. The enhancement of these skills will develop learners' confidence in adopting different strategies in the teaching of Liberal Studies.

**EDUM 7400 Managing Learning Diversity in
Inclusive Education Settings (3,3,0) (E)**

The aim of this course is introduce students to the study of inclusion of children with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. It is designed to provide an understanding of the social justice issues surrounding the inclusion of students with challenging and developmental disabilities and to introduce alternative assessment strategies that can be used to optimize their educational experiences. The age range covered in this course is from early childhood through to secondary school aged children. Issues related to the development and validation of indirect and direct assessment procedures will be covered as well as the use of functional analysis to inform educational and behavioural interventions.

**EDUM 7410 Teaching Individuals with
Developmental Disabilities (3,3,0)**

This course begins with a review of the learning and behavioural characteristics of students with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. The educational implications of these learning and behavioural characteristics will be highlighted, including implications for the selection of appropriate functional intervention goals and objectives. Emphasis will then be given on developing and implementing individual educational programmes based on functional assessment methods and how to structure the environment to promote learning. The age range covered in this course is from early childhood through to secondary school aged children.

EDUM 7420 Supervision and Mentoring in School (3,3,0)

This course aims to address the key concern of the current school reform on the cultivation of a collaborative culture in school

through empowering teachers to take leadership in mentoring and coaching of their peers, including beginning teachers and student teachers. Teachers of this course are equipped with the necessary skills, knowledge, and attitudes in supervising and mentoring others to improve learning and teaching. Various models of supervision and mentoring, such as clinical supervision, peer coaching and reflective practice, are delineated to provide a basis for learners to practise supervising and mentoring in their own school-settings.

**EDUM 7430 Knowledge Building with Ubiquitous
Technologies (3,2,1)**

This course aims to advance learners' understanding of the pedagogical models and principles of knowledge building that underpin the design of effective learning environment supported by ubiquitous technology. Learners will be able to apply different models to evaluate the implementation of emerging learning technology in school curriculum. Issues related to technology supported inquiry learning will be addressed.

**EDUM 7440 Teaching Chinese in Dialect Speaking
Area (3,3,0)**

This course introduces learners the concept of Modern Standard Chinese (MSC) and dialects, with particular focus on Cantonese. The formation of dialects is addressed. The course also focuses on a comparative study of the phonological system, syntactic structure and lexical items between MSC and Cantonese. Language differences between MSC and Cantonese are highlighted. Issues of teaching Chinese language in Hong Kong with the interference of Cantonese dialect and English language are discussed with a view of enhancing learners' awareness in language variations and errors in language education.

**EDUM 7451-2 Reflective Practice and Independent
Action Learning Project (3,0,0)**

Prerequisite: EDUM 7320 Leadership in Curriculum Development and Pedagogical Design

This course aims to introduce the concept of reflective practice to serving teachers and equip them with necessary knowledge and skills to engage themselves in action research on their pedagogical practices. This is a year-long course which comprises three components: concept elicitation, seminars and independent action learning. Through concept elicitation, teachers are to be provided with the theoretical underpinnings of and essential skills in conducting action research and engaging themselves in reflective practice. Following concept elicitation, a series of seminars are to be held at the appropriate junctures of the action learning process, aiming to provide teachers with appropriate coaching and to facilitate them to reflect on and share their practices among a community of practice. Appropriate technologies are to be employed to enhance professional sharing and reflection. Teachers are required to create their own action learning portfolios to facilitate reflective practice.

**EDUM 7460 Theory, Research and Pedagogical
Issues of Early Childhood Mathematics (3,3,0) (C)**

This course gives students an overview of the teaching and learning of Early Childhood Mathematics from both curriculum and pedagogical perspectives. It examines the issue in different directions: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and pedagogical knowledge, skills and practices.

**ENG 1110 Introduction to the Study of
Literature (3,3,0)**

An introduction to literary techniques and conventions through the study of short fiction, poetry, and drama. Students will also develop the skills of critical thinking and literary analysis through class discussions and the writing of critical essays.