

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.

EDUC 7260 Professional Teacher Development I (3,3,0) (C)

This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

EDUC 7270 Professional Teacher Development II (4,4,0) (C)

The course focuses on meeting the learning and development needs of teachers and students. It aims to promote interest in and readiness for student teachers taking charge of their personal development. It explores the role of teaching as a regulated professional activity and expectations of teacher behaviour. It reviews the diversity of the teacher's role, giving student-teachers knowledge and skills and classroom strategies for creating a learning environment for students with diverse learning needs.

EDUC 7280 Education Foundations (4,4,0) (C)

The course sets out to introduce prospective educators to foundational cornerstones of educational thinking and enhance their ability to reflect, analyse and apply acquired knowledge related to the philosophical and ideological contributions to education, the societal impacts and their effects on the contexts of learning, and the psychological models that describe and explain human learning and instruction. The course comprises three components representing the philosophical, social and psychological foundations of education.

EDUC 7290 Moral and Civic Education (2,2,0) (C)

This course introduces major theoretical approaches and concepts integral to moral and civic education and examines critical issues in its design and implementation.

EDUC 7310 School Experience (0,0,0)

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 three 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 four weeks' experience, reflections and one supervision result.

EDUC 7320 Supervised Teaching Practice (4,0,0)

This course is one of the four components of the Integrated Practicum for giving student-teachers an opportunity to put theory into practice. Student-teachers will spend eight weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit a reflective teaching portfolio which included teaching plans as well as the two assessment results after their teaching practice period.

EDUC 7341-2 Supervised Teaching Practice I & II (2,0,0)

This course is one of the four components of the Integrated Practicum for giving student-teachers an opportunity to put theory into practice. Student-teachers will spend ten weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit a reflective teaching portfolio which included teaching plans as well as the two assessment results after their teaching practice period.

EDUC 7360 Curriculum and Assessment (3,3,0) (C)

This course provides students with knowledge about school curriculum in general. This course also introduces students to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

EDUC 7370 Classroom Management and Communication (3,3,0) (C)

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 7381-2 Subject Instruction I & II (4,4,0) (C)

This course develops and enhances the effectiveness of students in teaching their specializing subjects in schools. It also fosters critical thinking, creativity and self-reflection in curriculum design, implementation and evaluation.

EDUC 7391-2 Subject Teaching I & II (3,3,0) (C)/(E)

This course develops and enhances the effectiveness of students in teaching their specializing subjects in schools. It also fosters critical thinking, creativity and self-reflection in curriculum design, implementation and evaluation.

EDUC 7420 Foundational Mathematics (3,3,0) (C)

This course introduces basic ideas and techniques in foundational mathematics topics for junior level mathematics teachers. Special emphasis will be put on the fundamental theorems of various mathematics streams. It also aims at enhancing teachers' mathematical reasoning, communication and logical thinking skills.

EDUC 7430 Development in Mathematical Thinking (3,3,0) (C)

This course aims at enriching students' knowledge and perspectives of mathematical thinking and how it impacts the learning and teaching of mathematics. Both (1) the deductive reasoning approach steeped in algebraic manipulations, which is also the currently dominant approach to mathematics, and (2) the geometric approach, which appeals to our intuitive reasoning and facilitates understanding, will be studied and compared in this course.

EDUC 7440 Understanding Number Theory (3,3,0) (C)

This course aims at developing students' understanding and appreciation of the theory of numbers. Basic concepts such as divisibility, congruence, linear equations, as well as advanced topics in continued fraction, magic squares and Latin squares, will be covered. Theories and concepts behind games and project ideas for classroom teaching will also be explored and examined.

EDUC 7460 Geometries in Perspective (3,3,0) (C)

The study of geometry has come a long way since the brilliant work in Euclid's Elements. This course aims at enhancing students' understanding and appreciation of the salient branches of geometry, including the development of Euclidean and non-Euclidean geometries, and dynamic geometry.

EDUC 7470 Statistics and Society (3,3,0) (C)

This course introduces elementary probability, elementary statistics and how statistical thinking impacts people's everyday life. Theories and concepts behind games and project ideas for classroom teaching will also be explored and examined.

EDUC 7510 Child and Adolescent Development (3,3,0) (E)

Prerequisite: Introductory psychology or equivalent
This course aims at increasing students' understanding of the psychological theories and research of child and adolescent development. Current issues and themes related to the development of children and adolescents will also be discussed. In addition, studies of development of Chinese children and adolescents will be included.

EDUC 7520 Research Methods in Education (3,3,0) (E)

This course aims at developing in students a functional knowledge of the research process from idea formulation to data analysis