

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

and interpretation. It introduces students to the basic concepts, principles and skills required for reading and conducting educational research. It also enables them to critically evaluate published research in education.

**EDUC 7530 Sociocultural Context of Human Development (3,3,0) (E)**

This course aims at providing a framework for understanding the influence of the sociocultural context on human development. Major socialization agents including the family and the school are examined from a multidisciplinary perspective focusing on the interactive influence between the individual and the society. Specific reference is made to cross-cultural studies.

**EDUC 7540 Psychology of Moral Development (3,3,0) (E)**

This course studies the nature and current theories of moral development. Special reference will be made to research on the moral development of Chinese people.

**EDUC 7550 Problem Behaviours in Children and Adolescents (3,3,0) (E)**

This course examines the nature, prevalence and consequences of the problem behaviours common among today's youngsters and also measures for their rectification. Specific reference will be made to current research in problem behaviours.

**EDUC 7560 Seminar in Education (3,3,0)**

This course provides a forum for the discussion of current and emerging issues in education, and gives students the opportunity to develop competence in making meaningful responses to education matters, especially those relevant to Hong Kong.

**EDUC 7570 Moral Education: Theory and Practice (3,3,0)(E)**

This course provides an inter-disciplinary framework for thinking about moral education for children and adolescents. It looks at various models of moral education and discusses their application in primary and secondary education.

**EDUC 7580 Civic Education (3,3,0)**

This course aims at developing critical understanding of the significance and development of civic education for primary and secondary schools. It introduces basic concepts in civic education, examines critical issues in the design and implementation of civic education, and discusses the role of civic education in the development of children and adolescents.

**EDUC 7590 Education for the Gifted and Talented (3,3,0) (E)**

This course provides an orientation to the study of gifted and talented children and adolescents. It examines programme models for developing the gifted and talented, focusing on the instruction and learning process. Current research in gifted education and creativity in Hong Kong will be examined.

**EDUC 7600 Career Competence Development and Education (3,3,0)**

Prerequisite: EDUC 7510 Child and Adolescent Development  
This course aims at providing a framework for understanding career awareness and concerns in adolescents. It focuses on the development of competence in career planning and the establishment of a vocational identity. Career development and guidance strategies will be discussed.

**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) (C)**

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.