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 Psychology (2,2,0) (E)
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 Schools (2,2,0) (C)
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 Strategies for Liberal Studies (2,2,0)
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 of Self and Personal Development (2,2,0) (E)
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 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 Teaching (ELT) (2,2,0) (E) 1030
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 Vocabulary (2,2,0) (E) 1100
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/ Curriculum, Assessment and Evaluation (3,3,0) (E) 2040
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 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 and Personal Development (2,2,0) (C)
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 and Culture (2,2,0) (C)
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
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
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 assessment results after the period of their teaching practice.

EDUC 3007/ Inclusive Education and Special Education 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.
EDUC 4015 Teaching General Studies to Young Learners  (2,2,0)
This course introduces students to the curriculum and content of General Studies (GS) in Hong Kong primary education. Students will also learn about instructional and assessment strategies, and develop teaching plans and learning materials for GS. The role of GS in the primary curriculum, and its connection with Liberal Studies (LS) at the secondary stage, will also be discussed.

EDUC 4016/ Teaching Mathematics to Young Learners  (2,2,0)  4120
This course provides an overview of the primary mathematics curriculum in Hong Kong. It examines the general principles of curriculum design and focuses on the pedagogical knowledge and generic skills required for the teaching and learning of mathematics at Key Stages 1 and 2.

EDUC 4017/ Coping with Changes in Primary Education  (2,2,0)
Prerequisite: Enrolment for this elective is subject to approval by the Department
This course develops students' knowledge of coping with contemporary changes in primary education, specifically issues related to individual learners and classroom and school practices that impact upon these learners. The course covers topics such as learner diversity and differences, learning difficulties and related problems, small class teaching and whole school approach.

EDUC 4025/ Developing Literacy Skills in Young ESL Learners  (2,2,0)  4660
Prerequisite: Enrolment for this elective is subject to approval by the Department
This course extends students' knowledge of language learning and teaching to focus on literacy acquisition and development and the implications for teaching literacy in English as a second language in the primary sector. The course also focuses on alphabetic knowledge, word recognition, phonemic and phonological awareness, print awareness, assessment of literacy and literacy difficulties.

EDUC 4026/ Integration, Reflection and Innovation in English Language Teaching (Primary)  (2,2,0)  3090
Prerequisite: EDUC 1026/1030 Introduction to English Language Teaching (ELT)
This course extends and consolidates students' knowledge of second language education through involving students in reviewing and evaluating current theories and practices in ELT. The course covers topics such as integration of theories and practices in ELT, reflective language teaching, language classroom enquiry, and recent developments and innovation in ELT.

EDUC 4027/ Integration, Reflection and Innovation in English Language Teaching (Secondary)  (2,2,0)  3100
Prerequisite: EDUC 1026/1030 Introduction to English Language Teaching (ELT)
This course extends and consolidates students' knowledge of second language education through involving students in reviewing and evaluating current theories and practices in ELT. The course covers topics such as integration of theories and practices in ELT, reflective language teaching, language classroom enquiry, and recent developments and innovation in ELT.

EDUC 4035/ Language Arts and Enrichment Activities (Primary)  (2,2,0)
This course aims at enabling students to understand the value and role of language arts and enrichment activities in ELT, as well as to develop a repertoire of effective practices, with an emphasis on the experiential dimension of language use, both inside and outside the primary classroom.

EDUC 4036/ Language Arts and Enrichment Activities (Secondary)  (2,2,0)  3130
This course aims at enabling students to understand the value and role of language arts and enrichment activities in ELT, as well as to develop a repertoire of effective practices, with an emphasis on the experiential dimension of language use, both inside and outside the secondary classroom.

EDUC 4898-9 Honours Project  (3,0,3) (E/P/C)
Prerequisite: EDUC 2007/2080 Educational Research
This course provides an opportunity for students to integrate and synthesize their learning by conducting an individual independent project on a significant issue related to education. The project can be an empirical study, a literature review and discussion on specific concepts or theories, a classroom-based investigation, an action research project, or other relevant areas proposed by students, subject to approval by project supervisors.
By the end of the final academic year, students are required to submit a final written report of about 7,000 to 10,000 words in English.

EDUC 7020 Psychological Foundations of Teaching and Learning  (2,2,0) (E)
This course provides an orientation to the current psychological models that describe and explain human learning and instruction. Students are expected to extrapolate relevant information generated in psychological and educational research on learning motivation and teaching practice, describe a developmentally eclectic framework in human learning, and identify strategies that offer possible solutions to selected classroom problems.

EDUC 7030 Teacher Self Development  (2,2,0) (C)
This course aims at promoting among students interest in and readiness for taking charge of their personal development. It draws attention to the significance of mental and physical health to teaching life and highlights a number of focuses for teachers' personal development.

EDUC 7040 Social Foundations of Education  (2,2,0) (E)
This course aims at providing a sociological framework for understanding the relationship between society and education. It examines social, cultural, political and economic influences on education.

EDUC 7050 Philosophical Foundations of Education  (2,2,0) (C)
This course is an introduction to both Chinese and Western philosophical issues related to education. It aims to enhance students' ability to reflect philosophically on teaching and learning, to think critically about various schools of educational thoughts, and to identify curricula and methods of instruction in relation to particular philosophical positions.

EDUC 7070 Student Self Development  (2,2,0)
This course studies the dynamics and processes of self development in adolescents. A major emphasis is on self evaluation and peer evaluation as effective means of achieving self-understanding.

EDUC 7100 Education System and Policy in Hong Kong  (2,2,0) (C)
This course covers the dominant features of the system and policy of education in Hong Kong in the postwar period. Major changes and development of the education system and policy would also be discussed.

EDUC 7110 Psychology of Adolescence  (2,2,0) (E)
This course aims at increasing students' understanding of the major psychological aspects of adolescent development. It focuses on physical, cognitive, personality and social development throughout adolescence.
EDUC 7130 School Management and Decision-Making (2,2,0)
This is a practical course that should focus on studying various management concepts, models and skills which could help teachers to manage the school matters properly and fulfill the needs of the school missions and visions. From general sense, this course is designed for experienced teachers whom may be the middle managers or would be promoted later on. On the other hand, the design of this course is also suitable for new teachers to study, because the course built-in various learning strategies to suit the different needs of our student-teachers.

EDUC 7140 Teaching as a Profession (2,2,0)
This course focuses on the role of teachers as professional educators and reviews the process of professionalization of teaching in Hong Kong against a background of the international professionalization of teachers. The course reviews sociological, psychological and political perspectives on professions and professionalism and evaluates arguments for and against accepting teachers as professionals.

EDUC 7150 Creative and Critical Thinking (2,2,0) (C)
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.

EDUC 7170 School Guidance (2,2,0) (C)
This course introduces to student-teachers an overview of guidance and counselling services in secondary schools. Focus is placed on underlying principles, goals, process, techniques, developmental programmes and ethical responsibility.

EDUC 7180 Action Learning in the Classroom (2,2,0)
This course aims at familiarizing students with the nature and methodology of action learning in the classroom. Action learning is a continuous process of learning and reflection which aims at improving educational practices to enhance student learning. The course further aims at fostering students’ critical reflection on classroom practices and at developing their abilities to improve those practices.

EDUC 7200 Information Technology in Education (2,2,0)
This course explores the potential of information and communication technology (ICT) in education, focusing on its application and impact on teaching and learning. The course aims at enhancing student-teachers' understanding of the prospects and problems of applying ICT in education, and developing skills and confidence in student-teachers to use the technology in the school setting. Emphasis will be placed on the use of ICT in teaching and learning to empower teachers as facilitators in the use of technology to enhance learning and teaching.

EDUC 7210 Foundations of Information Technology in Education (2,2,0) (C)
This course introduces learning theory and pedagogy relevant to the effective and appropriate use of information and communication technology in schools. It looks at related issues and obstacle of adopting technologies inside and outside classroom and the impact that may have on student learning. This course also provides practical knowledge and skills in the use of technology to support learning and teaching.

EDUC 7230 Advanced Communication Skills (2,2,0) (C)
Prerequisite: EDUC 2040 Classroom Communication and Management
This course builds on the course EDUC 2040 Classroom Communication and Management. It begins with an overview of the fundamentals of communication set in a wider context and moves on to practical applications.

EDUC 7250 Inclusive Education (2,2,0) (E)
This course introduces students to the study of the inclusion of students with special needs and explores the development and the role of inclusive education in the context of a whole school approach. It also aims to enhance student-teachers' understanding of the individual requirements of students with diverse needs. Emphasis is placed on effective classroom strategies that have been used by teachers, schools, and communities that have been most effective in the implementation of their inclusion policies. 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.

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 (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)
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)
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)
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)
This course provides an interdisciplinary 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 (3,3,0) (E)
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 providing 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 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 at helping 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.
EDUC 7780 Humanities and Social Sciences (3,0,0) (C)
Foundations of Physical Education in Schools
This is a cross-disciplines course that included various sport related knowledge such as the social, history, and philosophical aspects. The emphasis of this course will be focused on how they affect the development of PE subject in schools. Reflective approach will be adopted.

EDUC 7790 Independent Inquiry Study in Physical Education
This course provides students with opportunities to conduct an independent, inquiry study (IIS) on issues related to PE and Sport. Emphasis will be placed on equipping students with competence in facilitating PE or sport related “Independent Inquiry Study” (IES) as a compulsory element of the core subject Liberal Studies (LS) at senior secondary level.

EDUC 7800 Athletics and Swimming in Schools (3,0,3)
This course aims at developing students' competence in athletics and swimming required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7810 Dances and Gymnastics in Schools (3,0,3) (C)
This course aims at developing students' competence in dances and gymnastics required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7820 Ball Games in Schools (3,0,3) (C)
This course aims at developing students' competence in two ball games (two from Basketball, Handball, Volleyball or Football) required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7830 Racket Games in Schools (3,0,3)
This course aims at developing students' competence in two racket games (two from Badminton, Table-tennis, Squash and Tennis) required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7840 Outdoor Pursuit and Tai Chi in Schools (3,0,3)
This course aims at developing students' competence in Outdoor Pursuit and Tai Chi required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7850 Fundamental Movement and Fitness Training in Schools
This course aims at developing students' competence in Fundamental Movement (FM) and Fitness Training (FT) required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7860 Early Literacy Development (3,0,0)
This course introduces theories, principles and implications of research findings relating to early literacy development. The strategies and skills required for fostering competence in understanding and investigating areas involved in child literacy development will also be discussed.

EDUC 7870 Self and Personal Development (3,0,0) (C)
The course aims at providing students with a framework for understanding human self and personal development. It also draws attentions to key concepts of interpersonal relationships and communication skills in different contexts. Core issues significant to personal wellness, including leisure, art and sports in human life, are examined. It also aims at developing students' pedagogical knowledge and skills in the teaching and assessment of this study area.

EDUC 7880 Globalization Studies (3,0,0) (E)
This course introduces various concepts and issues in the area of globalization. It will discuss the dynamics involved in the process of globalization and assess its impact on different social groups. Besides, students will also be guided to critically reflect on the economic, political, social and cultural issues of globalization and develop personal views towards action programmes in rethinking globalization and development.

EDUC 7890 Policy Studies in Early Childhood Education and Care
This course aims at providing students with theoretical and conceptual frameworks for analysing policies in early childhood education. Different perspectives underlying educational policies and approaches to the policy making processes will be examined to enable students to reflect critically on the current trends and innovations in policy studies in early childhood education in both the local and global contexts.

EDUC 7901-9 Teaching of a Second Subject (2,2,0) (C)/(P)
Prerequisite: Enrolment for this elective is subject to approval by the Department
These courses provide basic knowledge about the teaching of a subject area in secondary schools for students who majored in another subject area. The course will focus on the curriculum and core teaching strategies used within the subject area concerned.

EDUC 7910 Curriculum Development and Implementation in Liberal Studies
This course enables students to critically understand the theoretical and research-based foundation of the development and implementation of Liberal Studies (LS) in Hong Kong schools. This course is intended for students who have not taken EDUC 7381-2 Subject Instruction I & II (Liberal Studies), or EDUC 7391-2 Subject Teaching I & II (Liberal Studies).

EDUC 7920 Issues in Hong Kong Society and Culture (3,0,0)
This course addresses issues in social and cultural life in Hong Kong in the contexts of contemporary regional, national and global developments. It examines the political-economic structuration of opportunities in Hong Kong and assesses its impact on different social groups. It reviews also perspectives on the maintenance or improvement of the quality of life in relation to different aspects of life in Hong Kong.

EDUC 7930 Supervised Teaching Practice Assessment (4,0,0)
This course aims to offer opportunities for students who are in-service teachers to integrate education theories into practice and to enhance their concepts and skills in subject teaching through lesson preparation and implementation.

EDUC 7940 China and Chinese Culture in Global Society (3,0,0)
The course is designed to introduce a sociological framework for understanding major social and cultural issues in China in the contexts of recent economic reforms and globalization. Special attention is given to the interplay among political, economic, and social structures, cultural practices, and individual lives.
EDUC 7950 Public Health (3,3,0) (E)
This course provides an overview of the field of public health. It introduces students to the background knowledge essential to the understanding of major public health issues and problems. Examples will be drawn from both Hong Kong and other places.

EDUC 7960 Developmental Diversity in Early Childhood (3,3,0) (E)
Developmental diversity represents one of the current approaches towards understanding children's learning needs. Based on an analysis of young children's genetic, cognitive and social development, this course adopts an integrated approach towards understanding the developmental diversity of young children and the implications of developmental diversity on learning and teaching.

EDUC 7970 Early Childhood Curriculum (3,3,0) (E)
This course aims at providing students with theoretical frameworks for analysing curriculum issues in early childhood education (ECE). Different approaches to the design of ECE curriculum will be examined to enable students to reflect critically upon curriculum changes in ECE. It also aims at empowering students with relevant professional knowledge and skills so that they can strive for improving ECE in the local context.

EDUC 7980 Energy Technology and the Environment (3,3,0) (E)
This course introduces major energy production technologies and consumption of various forms of energy, and their related environmental impacts. The concept of sustainable development and its connection to the issues over the use of energy and living styles of people would also be discussed.

EDUC 7990 Mathematics in Action—Applications of Contemporary Mathematics (3,3,0) (C)
This course aims at bringing out the prevalence, relevance, and practicality of contemporary mathematics in the modern society. Topics range from how to make the best use of limited resources, how to share and allocate resources fairly, how to understand competition in the context of mathematics, and how to manage money and finance.

EDUM 7270 Mathematics Curriculum Development at Junior Levels (3,3,0) (C)
This course gives students an enhanced understanding of various critical issues of Key Stages 1, 2 and 3 mathematics curriculum in Hong Kong. It also supports and encourages students to rethink and reflect on these curriculum issues.

EDUM 7280 Theory, Research and Pedagogical Issues of Number and Algebra (3,3,0)
This course gives students an overview of "Number and Algebra" as a learning strand in Hong Kong Mathematics Curriculum at Key Stage 1, 2 and 3. It examines this strand from various perspectives: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and assessment knowledge, skills and practices of this strand.

EDUM 7290 Theory, Research and Pedagogical Issues of Shape and Space (3,3,0)
This course gives students an overview of "Shape and Space" as a learning strand in Hong Kong Mathematics Curriculum at Key Stage 1, 2 and 3. It examines this strand from various perspectives: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and assessment knowledge, skills and practices of this strand.

EDUM 7300 Theory, Research and Pedagogical Issues of Data Handling (3,3,0) (E)
This course gives students an overview of "Data Handling" as a learning strand in Hong Kong Mathematics Curriculum at Key Stage 1, 2 and 3. It examines this strand from various perspectives: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and assessment knowledge, skills and practices of this strand.

EDUM 7310 Introduction to Theories of Curriculum and Assessment (3,3,0)
This course provides learners with knowledge about school curriculum in general. This course also introduces learners to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

EDUM 7320 Leadership in Curriculum (3,3,0)
Prerequisite: EDUM 7310 Introduction to Theories of Curriculum and Assessment
This course aims at advancing learners' knowledge of the emerging theories of curriculum and pedagogical design. The introduction of these theories provides learners with solid theoretical underpinnings to inform curriculum and pedagogical decisions. Topics include principles of and models for curriculum development, curriculum planning as a multilevel process, backward design, problem-based learning, project learning, inquiry learning, curriculum implementation and evaluation, and managing pedagogical innovations and curriculum change.

EDUM 7330 Testing, Measurement and Assessment in Education (3,3,0)
This course aims at advancing learners' knowledge about the emerging approaches to assessing student performance and to equip them with the essential skills in employing appropriate techniques in testing, measurement and assessment. The theoretical underpinnings, strengths and weaknesses associated with various strategies will be critically analysed.

EDUM 7340 Contemporary Issues in ELT: Policy, Practice and Pedagogy in English Language Education (3,3,0)
This course raises students' awareness of a number of contested issues in Hong Kong that have a bearing on the discipline of English Language Education (ELT). It offers students the opportunity to question; the power of policy as a change agent and its implications, the teaching profession's response strategies to the challenges of not only educational reform policies, but also rapid developments in technology and the global shift towards knowledge-based economies inside the field of English Language education. Finally it draws together these impacts and revisits the debates about cultural identity and the perceived resistance to a concerted effort to establish a tri-lingual/bi-literate community in Hong Kong.

EDUM 7350 Managing Change in ELT (3,3,0) (E)
This course aims to develop in students an overview of change in ELT in both Hong Kong and international contexts. The focus of the course is on examining curriculum development and change in order to develop the skills and knowledge practitioners require for the adoption or development of new syllabuses, courses and assessments, and ways of evaluating these in relation to the Hong Kong curriculum reforms.

EDUM 7360 Chinese Language Education in a Changing Context (3,3,0)
With the explosive growth of knowledge and the rapid change of technology, there is a demand of education reform. This course focuses on the changing needs of the 21st century in Chinese language teaching and learning. Chinese language, being the mother tongue of most Hong Kong students, faces the challenge...