

ECON 7720 Advanced Microeconomics (3,3,0)

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 7730 Advanced Macroeconomics (3,3,0)

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.

ECON 7740 Required Readings in Economics (3,3,0)

This course aims to (1) provide a tailor-made and guided reading program for research postgraduate students in specific area(s) of concentration, and (2) induce students to acquire in-depth understanding of their specific research field in the discipline of economics. The supervisor and the student are required to work out a reading list to cover literature supplementary to the student's research area. The approved list will be submitted to the Department for record.

**EDUC 1030/ Introduction to English Language (2,2,0) (E)
1026 Teaching (ELT)**

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 1050/ Introduction to Educational (3,3,0) (E)
1005 Psychology**

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 1060/ Introduction to Sociology of (2,2,0) (E)
1016 Education**

The course aims at providing a sociological framework for understanding the relationship between education and society. It examines social, cultural, and political influences on education.

**EDUC 1070/ School Experience (2,0,0) (C)
1025**

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 1080/ Introduction to Philosophy of (2,2,0) (E)
1017 Education**

This course is an introduction to selected philosophical issues confronting education practitioners in their daily work. It aims to develop students' ability to reflect philosophically on teaching and learning, to think critically about various schools of educational

thoughts, and to relate curricula and methods of instruction to their philosophical underpinnings.

**EDUC 1090/ Teaching and Learning with (2,2,0) (E)
1015 Information and Communication
Technology**

This course equips students with relevant skills in integrating information and communication technologies into teaching and learning. It provides students with a comprehensive understanding of the pedagogical, technological and administrative implications of new technologies for subject teaching, and prepares them to design, develop, implement, evaluate and manage the use of ICT in various educational settings.

**EDUC 1100/ Teaching of Grammar and (2,2,0) (E)
1027 Vocabulary**

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 1120/ Introduction to Liberal Studies in (2,2,0) (C)
1006 Schools**

This course gives students an overview of Liberal Studies (LS) as a subject in Hong Kong secondary schools. Major foci of this course include the origin of Liberal Education, its applications in tertiary education, and its connection to LS in the secondary education sector. This course will also explore the nature of LS as a school subject and its linkage with other subjects in Hong Kong school curriculum. Lastly, a comparative review of LS in Hong Kong and other countries will be offered.

**EDUC 1130/ Instructional and Assessment (2,2,0) (C)
1007 Strategies for Liberal Studies**

This course examines current theories and approaches of instruction in liberal studies (LS) and aims at preparing students to be effective LS teachers for Hong Kong schools.

EDUC 1610 Education and Society (3,2,1) (tbc)

This course examines the relationship between education and society from a sociological perspective. It aims at providing students with the basic conceptual tools for understanding the many issues embedded in this relationship. Current issues related to education and schools are discussed with reference to the context of Hong Kong.

**EDUC 2020/ Curriculum, Assessment and (3,3,0) (E)
2006 Learning**

Prerequisite: EDUC 1050/1005 Introduction to Educational Psychology

This course provides students with an overview of the school curriculum. It introduces students to the principles and instruments of assessment commonly used for different key stages. Emphasis is put on examples drawn from the Hong Kong context.

**EDUC 2030/ Teaching of Reading and Writing (2,2,0) (E)
2017**

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 2040/ Classroom Management and (3,3,0) (E)
2005 Communications**

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.