

EDUC 2025 Teaching of Listening and Speaking (2,2,0)

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)

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 (2,2,0)

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 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)

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 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 during the period of their teaching practice.

EDUC 3007 Inclusive Education and Special Educational Needs (2,2,0)

Prerequisite: EDUC 1005 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)

Prerequisite: EDUC 3006 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 during the period of their teaching practice.

EDUC 3035 Development of Children and Adolescents (2,2,0)

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)

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)

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)

Prerequisite: Enrolment for this elective is subject to approval by the Department

This elective course extends students’ 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) (C)

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)

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)

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)

Prerequisite: EDUC 1026 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)

Prerequisite: EDUC 1026 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)

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)

This year-long independent research project is the culmination of students' study in the field of education. It provides students with an opportunity to synthesize and evaluate their learning by demonstrating their knowledge of the education field, their research skills, as well as their ability to reflect on practices in education or teaching through research. By the end of the final academic year, the student is required to write up a project report of about 7,000 to 10,000 words in English.

EDUC 7020 Psychological Foundations of Teaching and Learning (2,2,0)

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)

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) (C)

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) (C)

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) (C)

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