

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