

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 2005 Classroom Communication and Management

This course builds on the course EDUC 2005 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) (C)**

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 7270 Professional Teacher Development (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 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 four weeks' experience and reflections.

**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 nine to 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 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) (E)/(C)**

This course develops and enhances the effectiveness of students in teaching their specializing subjects in schools employing a cross-sectoral approach to address pedagogies in the primary and secondary sectors. 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.