

**EDUD 7120 Communication and Marketing in Education (3,3,0)**

This course enables students to look into communication and marketing strategies that lead to desired results and positive relationship with working partners in the field of education. Emphasis will be on both personal and corporate communication and marketing strategies, and on what education can learn from the business world.

**EDUD 7130 Issues in Child and Adolescent Development Research (3,3,0)**

This course aims at examining themes and topics drawn from current child and adolescent development research. It discusses research-related issues that pertain to educational practices in the sociocultural contexts of Hong Kong and/or China. It allows students the opportunity to develop research topics and ideas in related areas of interest.

**EDUD 7140 Promoting Child and Adolescent Development in School Settings (3,3,0)**

This course prepares students to develop programmes and approaches in promoting child and adolescent development in school settings. It helps students develop skills and competence in programme design and evaluation, as well as critical understanding of key issues related to school programmes on child and adolescent development in Hong Kong and/or China.

**EDUD 7150 Advanced Study of the Moral Development of Children (3,3,0)**

This course studies the nature and current theories of moral development of the child. Special reference will be made to research on the moral development of Chinese children. It is an advanced study in the field of moral psychology.

**EDUD 7160 Psychology of Human Relationships: Theory, Research, and Issues (3,3,0)**

This course studies the nature and current theories of human relationships. Special reference will be made to research on the altruism and human relationships.

**EDUD 7170 Leisure Education and Youth Development (3,3,0)**

The course aims at enhancing students' knowledge and understanding of youth development with specific focus on the context of leisure. It provides a theoretical and practical framework for examining leisure from a developmental perspective and its implications for youth. Major emphasis is put on the concepts and practices of leisure education from a multidisciplinary perspective with specific reference to educational settings.

**EDUD 7181-2 Doctor of Education Thesis I & II (42,0,0)**

**Prerequisite:** Students are expected to complete all taught courses and successfully defend a Research Prospectus.

As a core part of the EdD programme, the thesis offers an opportunity for students to explore in depth an educational topic or issue pertinent to their interest and/or their professional practice. Emphasis is placed on the originality and quality of the research, as well as its theoretical and practical contribution to the educational field.

Each student will have a Principal Supervisor and a Co-supervisor who will guide him/her through the thesis journey. Through a series of consultation meetings with supervisors, students will seek advices, discuss research topics and methodologies, report progress, review work completed, and finalise their work.

Students are expected to demonstrate in the thesis their abilities to design and undertake research in rigorous and ethical ways, and report the research in a recognized academic form. The anticipated length of the thesis is about 40,000 – 60,000 words in English. Students can seek approval from the Programme Management Committee if they need to write their dissertation in Chinese or go beyond the word limit.

**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) (C)**

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) (C)**

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) (C)**

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 Development and Pedagogical Design (3,3,0)**

**Prerequisite:** EDUM 7310 Introduction to Theories of Curriculum and Assessment

This course aims to advance 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 to advance 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)**

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) (C)**

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 of reforming the whole curriculum. The philosophy and spirit of the Chinese curriculum is studied to understand how language education is integrated with Chinese cultural studies and literature appreciation. The concept of learner centredness is introduced to learners to enhance their awareness on how to develop students' ability in learning independently. School-based assessment is addressed, in which formative assessment of language use is highlighted. The introduction of a multi-level school-based assessment will be unfolded to learners during the course of study.

**EDUM 7370 Creative Chinese Language Teaching (3,3,0) (C)**

This course introduces learners the different theories of creativity and how these can be implemented in the teaching of Chinese language. Learners will have hands-on experience in the development of teaching activities and materials according to different theories of creativities. Collaborative lesson planning and class demonstration will be held during the course of study.

**EDUM 7380 Teaching Liberal Studies—Integrating Issues in Instruction (3,3,0) (C)**

This course aims to enrich learners' pedagogic repertoires and advance their teaching skills with special emphasis on the Senior Secondary LS curriculum. Learners are exposed to contemporary issues as well as practical teaching strategies that could be employed in classroom teaching. Necessary subject knowledge is also provided to enhance the learners' teaching competency and proficiency.

**EDUM 7390 Facilitating Liberal Studies Learning (3,3,0) (C)**

This course focuses on developing learners' professional skills in: (1) supervising student's independent enquiry studies (IES); (2) supporting students' enquiry with the use of Information and Communication Technology (ICT); and (3) facilitating learning outside the classroom. Learners will have ample opportunities to practise their skills in these three areas in a supportive and collaborative environment. The enhancement of these skills will develop learners' confidence in adopting different strategies in the teaching of Liberal Studies.

**EDUM 7400 Managing Learning Diversity in Inclusive Education Settings (3,3,0)**

The aim of this course is introduce students to the study of inclusion of children with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. It is designed to provide an

understanding of the social justice issues surrounding the inclusion of students with challenging and developmental disabilities and to introduce alternative assessment strategies that can be used to optimize their educational experiences. The age range covered in this course is from early childhood through to secondary school aged children. Issues related to the development and validation of indirect and direct assessment procedures will be covered as well as the use of functional analysis to inform educational and behavioural interventions.

**EDUM 7410 Teaching Individuals with Developmental Disabilities (3,3,0) (C)**

This course begins with a review of the learning and behavioural characteristics of students with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. The educational implications of these learning and behavioural characteristics will be highlighted, including implications for the selection of appropriate functional intervention goals and objectives. Emphasis will then be given on developing and implementing individual educational programmes based on functional assessment methods and how to structure the environment to promote learning. The age range covered in this course is from early childhood through to secondary school aged children.

**EDUM 7420 Supervision and Mentoring in School (3,3,0) (C)**

This course aims to address the key concern of the current school reform on the cultivation of a collaborative culture in school through empowering teachers to take leadership in mentoring and coaching of their peers, including beginning teachers and student teachers. Teachers of this course are equipped with the necessary skills, knowledge, and attitudes in supervising and mentoring others to improve learning and teaching. Various models of supervision and mentoring, such as clinical supervision, peer coaching and reflective practice, are delineated to provide a basis for learners to practise supervising and mentoring in their own school-settings.

**EDUM 7430 Knowledge Building with Ubiquitous Technologies (3,2,1)**

This course aims to advance learners' understanding of the pedagogical models and principles of knowledge building that underpin the design of effective learning environment supported by ubiquitous technology. Learners will be able to apply different models to evaluate the implementation of emerging learning technology in school curriculum. Issues related to technology supported inquiry learning will be addressed.

**EDUM 7440 Teaching Chinese in Dialect Speaking Area (3,3,0) (C)**

This course introduces learners the concept of Modern Standard Chinese (MSC) and dialects, with particular focus on Cantonese. The formation of dialects is addressed. The course also focuses on a comparative study of the phonological system, syntactic structure and lexical items between MSC and Cantonese. Language differences between MSC and Cantonese are highlighted. Issues of teaching Chinese language in Hong Kong with the interference of Cantonese dialect and English language are discussed with a view of enhancing learners' awareness in language variations and errors in language education.

**EDUM 7451-2 Reflective Practice and Independent Action Learning Project (3,0,0)**

Prerequisite: EDUM 7320 Leadership in Curriculum Development and Pedagogical Design

This course aims to introduce the concept of reflective practice to serving teachers and equip them with necessary knowledge and skills to engage themselves in action research on their pedagogical practices. This is a year-long course which comprises three components: concept elicitation, seminars and independent action learning. Through concept elicitation, teachers are to be provided with the theoretical underpinnings of and essential skills in