

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

conducting action research and engaging themselves in reflective practice. Following concept elicitation, a series of seminars are to be held at the appropriate junctures of the action learning process, aiming to provide teachers with appropriate coaching and to facilitate them to reflect on and share their practices among a community of practice. Appropriate technologies are to be employed to enhance professional sharing and reflection. Teachers are required to create their own action learning portfolios to facilitate reflective practice.

**EDUM 7460 Theory, Research and Pedagogical Issues of Early Childhood Mathematics (3,3,0) (C)**

This course gives students an overview of the teaching and learning of Early Childhood Mathematics from both curriculum and pedagogical perspectives. It examines the issue in different directions: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and pedagogical knowledge, skills and practices.

**EDUM 7470 Education and Social Development in a Globalized World (3,3,0)**

This course enables students to examine the complex relationship between education, globalization and social development. Emphasis will be on their interactions both within and between More Developed Countries and Less Developed Countries. The course will also encourage students to consider alternative to the status quo.

**EDUM 7480 Classroom Management and Communication (Primary School Focus) (3,3,0) (C)**

This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication focusing on the primary school classroom. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

**EDUM 7490 Curriculum and Assessment (Primary School Focus) (3,3,0) (C)**

This course provides students with knowledge about primary school curriculum in general. This course also introduces students to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

**EDUM 7500 Classroom Management and Communication (Secondary School Focus) (3,3,0) (C)**

This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication focusing on the secondary school classroom. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

**EDUM 7510 Curriculum and Assessment (Secondary School Focus) (3,3,0) (C)**

This course provides students with knowledge about secondary school curriculum in general. This course also introduces students to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

**ENG 7310 Literary Theory (3,3,0)**

This course explores several topics in the history of literary criticism and critical theory. These include, among others, interpretation; canon formation; ideology; class, race, gender, and sexuality; discourse; hegemony; signification; and performativity. We will read key texts from every period in the Western canon, concluding with New Historicism and trauma theory.

**ENG 7320 Global Modernisms (3,3,0)**

In acknowledgement of the broad plurality of modern experience, and of the literatures in English depicting it, the course will explore the broad canon of modern literature as constructed comparatively across diverse linguistic, cultural and national contexts. The course will search for a broader rendering of “Modernist” culture, embracing old and new and ranging across the arts and media.

**ENG 7330 Graduate Research Seminar (3,3,0)**

This course is designed to engage students in critical discussions about aspects of literature from a world perspective. Students will examine major issues and concepts pertaining to the study of world literature and/or comparative literature with reference to selected literary texts. The relationship between literature and culture will be emphasized and different perspectives will be adopted for reading and interpreting world literature. Specific topics may vary from year to year.

**ENG 7340 World Literatures in Modern Times (3,3,0)**

This course examines the conceptualization and historical moments of “literatures in the world”. It begins by discussing the problematics in the way academic disciplines historically and politically situate literature as institutionalized “study”—national, imperial and ideological. The course then looks at two examples of literary imagination travelling in the world, with a focus on the historical transformation of the idea of the Mongol Empire since the 18th century up to present times. The two examples comprise literary imaginations and constructions travelling around the world, as expressions of such industrial and global formations such as expansive colonialism, civilizational universalism, economic globalization, and global tourism. Together, these instances of travel demand that we rethink the linear structure of (comparative) literary history. Eventually, this course shows students of literature and culture in the 21st century how and why historical, comparative, critical and imaginative work sustains the Auerbachian humanist tradition.

This course will focus on the following topics: knowledge and institution; industrial capital and global capital; literary imagination, travel and influence; translation and trans-nation, intellectual globalization.

**ENG 7350 Comparative Literature and Arts (3,3,0)**

This course compares and analyses different national literatures and their non-literary counterparts. Emphasis will be placed on widening students’ literary horizon, examining the similarities and differences among cultures, analysing the aesthetic exchange between literature, media, and nonfiction in a global context, and helping students develop their moral and ethical positions in response to different cultural, political, religious traditions.

**ENG 7360 The Ecocritical Imagination (3,3,0)**

The course will examine the variety of texts and genres, literary and critical, that document the relationship between the living world and its physical environment—focussing on the urgent ecological relationship between sentient creatures and the non-sentient substrate. What are the global implications for the living world, and how has the awareness of potential and actual problems found reflection in the literatures of environmental consciousness?

**ENG 7370 World Drama (3,3,0)**

This course provides a platform for students to examine the history of world drama, and the influence of dramatic movements across cultural contexts. Topics of interest may include the study of genres, dramatic schools, theories, movements, and specific playwrights. Equal emphasis will be given to various theoretical pursuits, as we analyse plays in light of gender theories, ideology, historicism, and performance studies.

**ENG 7380 Twenty-first Century Literature (3,3,0)**

Twenty-first century fiction provides a forum from which to explore recent novels from around the world. Topics that may