

Both theoretical and empirical aspects are the focus of the course. While the theoretical models offer qualitative insights into the working of the economy, the emphasis of the empirical techniques allow students to estimate the economic models and enable them to make use insights for the most current economic studies into the effect of government policy on the economy. With the building of knowledge on both qualitative and quantitative macroeconomics, students are equipped with tools needed for understanding and conducting macroeconomic policy analysis.

ECON 7740 Required Readings in Economics (3,3,0)

This course aims to (1) provide a tailor-made and guided reading program for research postgraduate students in specific area(s) of concentration, and (2) induce students to acquire in-depth understanding of their specific research field in the discipline of economics. The supervisor and the student are required to work out a reading list to cover literature supplementary to the student's research area. The approved list will be submitted to the Department for record.

EDUC 1030 Introduction to English Language Teaching (2,2,0)

The course aims to provide students with basic concepts and theories of English language teaching (ELT), based on which students will be able to make informed choices about the design of ELT curriculum and syllabus, the teaching of various skills and application of strategies at different stages of the curriculum, including planning, preparation, implementation and evaluation.

EDUC 1050 Introduction to Educational Psychology (2,2,0)

This course aims to develop students' understanding of major cognitive and behavioural explanations of changes in the human lifespan as well as critical issues in the educational context.

EDUC 1060 Introduction to Sociology of Education (2,2,0)

The course aims at providing a sociological framework for understanding the relationship between education and society. It examines social, cultural, and political influences on education.

EDUC 1070 School Experience (2,0,0)

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 three weeks' experience, reflections, and one supervision result.

EDUC 1080 Introduction to Philosophy of Education (2,2,0)

This course is an introduction to selected philosophical issues confronting education practitioners in their daily work. It aims to develop students' ability to reflect philosophically on teaching and learning, to think critically about various schools of educational thoughts, and to relate curricula and methods of instruction to their philosophical underpinnings.

EDUC 1090 Teaching and Learning with Information and Communication Technology (ICT) (2,2,0)

This course equips students with relevant skills in integrating information and communication technologies into teaching and learning. It provides students with a comprehensive understanding of the pedagogical, technological and administrative implications of new technologies for subject teaching, and prepares them to design, develop, implement, evaluate and manage the use of ICT in various educational settings.

EDUC 1100 Teaching of Grammar and Vocabulary (2,2,0)

This course gives students an overview of grammar and vocabulary in language teaching and examines grammar and vocabulary instruction from both the learning and teaching perspectives. It provides students with knowledge necessary for making informed choices about the teaching and testing of grammar and vocabulary in the English classroom.

EDUC 1120 Introduction to Liberal Studies in Schools (2,2,0)

This course gives students an overview of Liberal Studies (LS) as a subject in secondary schools in Hong Kong. Major foci of this course include the origin of liberal education, its application in tertiary education, and its connection to LS in the secondary education sector. This course will also explore the nature of LS as a school subject and its linkage with other subjects under the context of curriculum reform in Hong Kong. Lastly, a comparative review of LS in Hong Kong and other countries will be offered.

EDUC 1130 Instructional and Assessment Strategies for Liberal Studies (2,2,0)

This course examines current theories and approaches of instruction in liberal studies and aims at preparing students to be effective liberal studies teachers for Hong Kong schools.

EDUC 1200 Introduction to Teaching and Learning of Mathematics (2,2,0)

This course gives students an overview of the Hong Kong mathematics curriculum. It examines the general principles of curriculum design of the official documents. It also studies briefly various stands from both the learning and teaching perspectives. It aims at developing students' basic ideas about the overall principles, pedagogical knowledge and generic skills for the teaching and learning of mathematics for Key Stage 3 and 4 students in Hong Kong.

EDUC 1210 Teaching and Learning of Number and Algebra (2,2,0)

This course gives students an overview of "Number and Algebra" as a learning strand in Hong Kong Mathematics Curriculum. It examines this strand from both the learning and teaching perspectives. It also aims at developing students' pedagogical knowledge and skills to make informed choices and actions about the teaching and assessment of this strand.

EDUC 1610 Education and Society (3,2,1)

This course examines the relationship between education and society from a sociological perspective. It aims at providing students with the basic conceptual tools for understanding the many issues embedded in this relationship. Current issues related to education and schools are discussed with reference to the context of Hong Kong.

EDUC 1620 Languages in Contact in Hong Kong (3,2,1)

This course aims to enhance the awareness of students on the contact-induced language innovations found in local Cantonese. The subtle changes in Hong Kong Cantonese (e.g. new words, expressions and sentence structure) will be addressed. The issue of language innovation and variations will be discussed within the framework of languages-in-contact, underpinned by sociolinguistic theory by describing language use as a social phenomenon. Students are required to conduct project study to demonstrate signs of innovations in Hong Kong Cantonese as a result of language contact in such a lively society. The course will be conducted in Cantonese, Putonghua and English.

EDUC 1630 Education, Schooling and Society (3,2,1)

The course aims at enhancing students' knowledge and understanding of the relationship between school and society and the sociological concepts pertaining to education. It provides students with the conceptual tools to analyse educational issues and school practices from different sociological perspectives. The