EDUC 4898-9 Honours Project (3,0,3) (E/P/C)
Prerequisite: EDUC 2007/2080 Educational Research
This course provides an opportunity for students to integrate and synthesize their learning by conducting an individual independent project on a significant issue related to education. The project can be an empirical study, a literature review and discussion on specific concepts or theories, a classroom-based investigation, an action research project, or other relevant areas proposed by students, subject to approval by project supervisors.
By the end of the final academic year, students are required to submit a final written report of about 7,000 to 10,000 words in English.

EDUC 7020 Psychological Foundations of (2,2,0) Teaching and Learning
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)
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 (2,2,0) Education
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)
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 (2,2,0) Hong Kong
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)
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- (2,2,0) Making
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)
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)
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)
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 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 (2,2,0) Technology in Education
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)
Prerequisite: EDUC 2040 Classroom Communication and Management
This course builds on the course EDUC 2040 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)
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 7260   Professional Teacher Development I   (3,3,0)
This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

EDUC 7270   Professional Teacher Development II   (4,4,0)
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)
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)
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 three 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, reflections and one supervision result.

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   (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 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 7360   Curriculum and Assessment   (3,3,0)
This course provides students with knowledge about 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.

EDUC 7370   Classroom Management and   (3,3,0)
Communication
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)
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)
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 7410   Supervised Teaching Practice   (4,0,0)
Assessment
This course aims to offer opportunities for students who are in-service teachers to integrate education theories into practice and to enhance their concepts and skills in subject teaching through lesson preparation and implementation.

EDUC 7420   Foundational Mathematics   (3,3,0)
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   (3,3,0)
Thinking
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.

EDUC 7440   Understanding Number Theory   (3,3,0)
This course aims at developing students' understanding and appreciation of the theory of numbers. Basic concepts such as divisibility, congruence, linear equations, as well as advanced topics in continued fraction, magic squares and Latin squares, will be covered. Theories and concepts behind games and project ideas for classroom teaching will also be explored and examined.

EDUC 7460   Geometries in Perspective   (3,3,0)
The study of geometry has come a long way since the brilliant work in Euclid's Elements. This course aims at enhancing students' understanding and appreciation of the salient branches of geometry, including the development of Euclidean and non-Euclidean geometries, and dynamic geometry.

EDUC 7470   Statistics and Society   (3,3,0)
This course introduces elementary probability, elementary statistics and how statistical thinking impacts people's everyday life. Theories and concepts behind games and project ideas for classroom teaching will also be explored and examined.

EDUC 7510   Child and Adolescent Development   (3,3,0)
Prerequisite: Introductory psychology or equivalent
This course aims at increasing students' understanding of the psychological theories and research of child and adolescent development. Current issues and themes related to the