

FACULTY OF EDUCATION

Faculty Requirements for 4-year Bachelor of Education Programmes

Course List

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EDU 3110	School-based Curriculum Development and Implementation	2
*EDU 3120	Educational Communications and Technology	2
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EDU 2210	Education and Society in Hong Kong	2
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* Courses offered in 2001-02 and before.

Course Description

(For the course descriptions of all Chinese Language and Literature (CHL) and English Language (ELT) courses, please refer to the Chinese Language and Literature Programme and English Language. Unless otherwise specified, all are 2-unit term courses of two hours of lecture per week.)

EDU 2110

Principles of Curriculum and Instructional Design

The course aims at introducing the theories and skills of curriculum and instructional design. The theories include: 1) models of curriculum and instructional design; 2) factors that should be considered in curriculum and instructional design; 3) establishing curriculum aims and instructional objectives; 4) selection of learning opportunities; 5) curriculum and instructional organization; 6) catering for individual differences; and 7) evaluation of student learning. It is hoped that learners will be able to apply the theories and skills in designing school curricula and classroom instruction.

EDU 2210

Education and Society in Hong Kong

This course is designed to help students reflect on the social and education system which they have lived with for about twenty years. By applying sociological and political concepts and theories, the course will analyse the development experience of postwar Hong Kong. The course will also introduce research findings on Hong Kong society and education which have been accumulated for the last four decades. It is intended to help students have a broader and more penetrating understanding of Hong Kong society and its educational system. (Not for students who have taken GEE 2895.)

EDU 2220

Educational Thought

This course aims to discuss the prominent thoughts directing educational practice and their philosophical origins of foundations. Educational thoughts concerning the topics such as the meaning and aims of education, content and practice of teaching and learning, will be introduced and examined in relation to various fields of philosophical investigation concerning knowledge and value, humanity and society, etc. Traditional and modern, Chinese and Western perspectives on education will be scrutinized. (Not for students who have taken GEE 268V.)

EDU 2230

Introduction to Structure and Process of Schooling

Schooling is a major institution in modern society. As active participants in schools, teachers need a thorough understanding of their roles within the schooling system. Accordingly, this course is designed to facilitate an understanding of the schooling system under the current restructuring school system and changing society. At the conclusion of the course, students will: 1) be able to view the schooling system through different perspectives; 2) be able to inquire changes of schooling system under current educational restructuring; 3) understand teachers' subculture and their professional development; and 4) understand pupils' subculture and the influence of family on schooling.

EDU 2310

Child and Adolescent Development

This course provides an introduction to major theoretical orientations in understanding human development. The interplay of family, school and community as contexts of child and adolescent development will be highlighted. The core of the course lies in different aspects of development (e.g., self, social, emotional, intellectual, moral, aesthetic) in childhood and adolescence, which will be examined from both theoretical and applied perspectives. Special issues of current concern (e.g., talent development and various kinds of psychological disturbances) will also be discussed.

EDU 3110

School-based Curriculum Development and Implementation

The course aims at helping learners investigate the various models of curriculum development (including the highly centralized as well as the school-based models) found in different socio-political environments and, based on this, study the history of the machinery for curriculum development and of curriculum design in Hong Kong. Learners also have the opportunities to examine the major issues of school-based curriculum development and implementation. This course also aims at helping learners master the basic skills of implementing curriculum change in schools.

EDU 3130

IT in Education: Foundations

This course provides the foundations for IT in education and enables learners to apply technologies aptly in the education process. For the practical side, emphasis will be put on multimedia courseware development and educational web pages design. Topics include: 1) background concepts and theories on IT in education; 2) learning with software: pedagogy and practice; 3) introduction to multimedia courseware development; 4) educational website development; and 5) educational use of common software. (Not for students who have taken EDU 3120.)

EDU 3240

Educational Policy and Practice in Hong Kong

This course aims to help prospective teachers to gain an understanding of the Hong Kong education system in relation to their occupational well-being and working environment. It is designed to provide prospective teachers with analytical tools to comprehend and review educational policies and their implementation. Educational issues and policies in Hong Kong will be analysed from an international-comparative perspective and a local concern for efficiency and equity. With a brief historical background, the empirical analysis of policies will begin with the 1982 Llewellyn Report and then extend to other educational policy papers and reports. Topics for analysis may include: 1) the school system and the curriculum; 2) allocation, selection and examination; 3) technical and vocational education; 4) quality in school; 5) gender and class differentials in education; and 6) teacher education and qualification.

EDU 3250

Teachers and School Administration

The purpose of this course is to enable teachers to understand their administrative roles and deal with organizational problems in schools. A major theme of the course is to enable teachers to understand how various organizational elements fit together to solve problems and support teaching and learning within the school. Issues being covered in the course include student discipline problems, learning difficulties, home-school relations, staff development, school improvement, micropolitics in schools, etc. Students will be brought into real life problem solving situations by using case studies approach and in-depth scrutiny of the management process of selected schools. (Not for students who have taken EDU 3230.)

EDU 3310

Psychology Applied to Learning and Teaching

This course examines how theories in psychology can be applied to enhance the cognitive and affective development of students and to promote teaching effectiveness. It also explores motivation theories and individual differences related to school learning and teaching. The emphasis is placed on modern cognitive and affective theories of motivation. Topics include: instruction taxonomy of cognitive activities; learning hierarchy analysis; computer assisted learning and mastery learning; discovery and inquiry teaching models; social learning approach; memory process; information processing approach; and academic achievement, causal

attribution, perceived ability, beliefs and implications of extrinsic and intrinsic motivation for classroom instruction. The significance of individual differences to learning and teaching is also investigated.

EDU 4010

Teaching Practice I

4 U; 4 Field

It is designed to capitalize on the theoretical work which is provided during the course of the first two years. Students will be assigned to schools to have four weeks of teaching practice during the third year. Completion of two weeks of "School Experience" in the second year, during which students observe classroom teaching and school life in general, is a prerequisite for this course.

EDU 4020

Teaching Practice II

4 U; 4 Field

It is designed to capitalize on the theoretical work which is provided during the course of the first three years. Students will be assigned to schools to have four weeks of teaching practice during the fourth year.

EDU 4110

Extracurricular Activities

This course aims to help students understand the educational functions and values of extracurricular activities and develop skills in helping school students to organize various activities. The course content includes: 1) nature and values of extracurricular activities; 2) extracurricular activities in schools; 3) the administration of extracurricular activities; 4) guidance work in extracurricular activities; 5) training of student leaders; 6) arrangement of tournaments and competitions; and 7) examples of organizing extracurricular activities.

EDU 4120

The Integration of IT in Education

This course aims to enable participants to become competent integrators of IT in teaching and learning. While the government's designated Upper Intermediate Level in IT Competency will be addressed, participants are also expected to become change agents in their schools regarding the integration of IT to enhance teaching and learning quality. Topics include: 1) concepts, technologies and scope of IT in education; 2) multimedia courseware development; 3) web-based teaching and learning; 4) related social and ethical issues; and 5) strategies and models of integrating IT in teaching and learning. Prerequisite: students should have successfully completed workshops/courses/tests/assessments on IT in Education as stipulated by the Faculty for such specific purpose.

EDU 4210

Teachers and the Teaching Profession

The course examines two significant themes in teaching - the nature of teaching as work and the actors involved in it. Topics include: the meaning of teacher work, the professionalization of teaching, the contribution of teacher professionalism to improving education, and the cultures of teachers as persons and as professionals.

EDU 4310

Assessment of Learning Process and Outcome

This course is designed to provide students with an introduction to the elements and principles of measurement and evaluation that are essential to good teaching. Students are expected to derive the following general learning outcomes from this course: 1) an appreciation of the

role of measurement and evaluation in the instructional process; 2) the ability to construct classroom tests that measure a variety of intended learning outcomes and process; 3) the ability to appraise, analyse, and revise the items of classroom test critically; 4) the ability to select the published tests that are appropriate for a particular situation; 5) the ability to interpret test scores and use test results properly; and 6) the ability to construct or select nontest evaluation instruments.

EDU 4320

Classroom Management and School Discipline

The course is designed to familiarize students with both the theoretical and the practical aspects of classroom management and school discipline. It also aims at assisting teachers to promote an optimum learning environment and to encourage the development of self-discipline among students. Topics include: organizational perspective of discipline, group dynamics, management skills in context, student-teacher relationship, school rules and organization policies, coordination between discipline and guidance, home-school partnership and whole school discipline.

EDU 4330

School Guidance and Counselling

The course aims to explore different kinds of guidance service in schools and their functions and to promote guidance activities in schools in Hong Kong. The course content includes: 1) history and aims of guidance; 2) what is guidance and counselling?; 3) major dimensions in school guidance; 4) the importance of teacher counsellor as a person; 5) basic counselling theories, attitudes and techniques; 6) individual and group counselling; 7) coordination of guidance and discipline; 8) whole school approach guidance; 9) home-school partnership; and 10) referral counselling and consultation services.

EDU 4340

Teaching Students with Special Needs

This course serves as an introduction to children with special needs, covering a range of special needs including learning difficulties, hyperactivity, autism, emotional maladjustment, mental handicap, physical handicap, sensory impairment and giftedness. Students will be exposed to a number of contemporary issues and controversies in special education and integrative education. Basic principles of identification and education of children with special needs in the regular classroom will be discussed, with focuses on teacher's roles in helping these children and adapting instruction to their needs.

Faculty Requirements for 4-year Bachelor of Education Programmes

I. Educational Core Component

(Not applicable to Physical Education and Sports Science Majors)

1.	Teaching Practice EDU 4010, 4020	8 units
2.	Educational Studies	18 units
	(i) Required Courses: EDU 2110, 2310, 3110, 3230*, 3240, 3250, 3310	12 units
	(ii) 3 Elective Courses from: EDU 2210, 2220, 2230, 3120*, 3130, 4110, 4120, 4210, 4310, 4320, 4330, 4340	6 units

* *Courses offered in 2001-02 and before.*

II. Faculty Language Requirement

English

Students who have obtained Grade “E” in “Use of English” of HKALE* (AS Level) are required to complete ELT 1107 in their first year of attendance.

Chinese

Students who have obtained Grade “E” in “Chinese Language and Culture” of HKALE* (AS Level) are required to complete CHI 1630 in their first year of attendance.

- * *Only applicable to students admitted on the strength of HKALE results. The HKALE results to be deemed necessary for the Faculty language requirement must be obtained in that particular sitting of HKALE which The University has used to assess the admission qualification of the student concerned.*