

## **REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (BEd)**

*(See also General Regulations and Regulations for First Degree Curricula)*

The degree of Bachelor of Education (BEd) is awarded for the satisfactory completion, on a part-time basis, of a prescribed programme of study in one of the following fields: Children with Learning Difficulties; Primary/Secondary Education; Physical Education and Sports Science, Library and Information Science, and Information Technology in Education.

### **Ed101 Admission to the degree**

To be eligible for admission to the degree of Bachelor of Education, candidates shall

- (a) comply with the General Regulations;
- (b) hold
  - (i) a professional qualification for teaching awarded on the basis of full-time post-secondary study of not less than two years; or
  - (ii) other qualifications of equivalent standard accepted for this purpose;
- (c) have at least two years of full-time teaching experience;
- (d) comply with the Regulations for First Degree Curricula with the exception of UG 3; and
- (e) comply with the Regulations set out below and attain not less than 240 credits.

In recognition of their attainment of requirements (b) and (c), candidates will be granted advanced standing of 120 credits in accordance with Regulation UG 2 for First Degree Curricula.

For holders of the SPACE Diploma in Teacher Librarianship, to be eligible for admission to the degree of Bachelor of Education in the field of Library and Information Science, candidates shall comply with (a) to (e) above, and in addition to the 120 credits of advanced standing for their attainment in (b) and (c), candidates will be granted further advanced standing of up to 33 credits in recognition of their Diploma in Teacher Librarianship, as determined by the Faculty, in accordance with Regulation UG2 for First Degree Curricula.

### **Ed102 Completion of curriculum**

To complete the curriculum,

- (a) candidates who are non-holder of SPACE Diploma in Teacher Librarianship shall
  - (i) complete courses worth not less than 120 credits in the manner specified in the syllabuses; and
  - (ii) attain 120 credits in advanced standing;
- (b) candidates in the field of Library and Information Science who are holders of SPACE Diploma in Teacher Librarianship, shall attain a total of 240 credits by
  - (i) completing courses worth not less than 87 credits in the syllabuses as specified by the Course Director of BEd Library and Information Science; and
  - (ii) attaining up to 153 credits in advanced standing.

### **Ed103 Length of study**

The curriculum for the degree of Bachelor of Education shall normally require:

- (a) in the fields of Children with Learning Difficulties, Primary/Secondary Education, and Physical Education and Sports Science, eight semesters of part-time study spread over four academic years; or

- (b) in the fields of Library and Information Science, and Information Technology in Education, eight semesters of part-time study spread over three academic years with two semesters for each academic year plus a summer semester in the first and second academic years respectively; or
  - (c) for candidates in the field of Library and Information Science who are holders of the SPACE Diploma in Teacher Librarianship, six semesters of part-time study spread over two academic years including two summer semesters in each of the academic year.
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#### **Ed104 Progression**

Candidates shall follow instruction in the syllabuses prescribed and shall normally be required to complete all the requirements in each year before progressing to the next year of study. For the purpose of this regulation, the results of courses followed in each Summer Semester will be considered at the following September Examination Board.

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#### **Ed105 Assessment and grades**

- (a) Grades shall be awarded in accordance with UG 5 of the Regulations for First Degree Curricula;
  - (b) Candidates shall not be permitted to repeat for upgrading purposes a course for which they have received a pass grade.
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#### **Ed106 Examinations**

Candidates who are unable because of illness to be present for any written examinations, may be permitted to present themselves for re-examination, prior to the beginning of the following academic year. Any application for such permission shall be made within two weeks of the first day of absence from any written examination.

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#### **Ed107 Discontinuation**

Candidates

- (a) in the fields of Children with Learning Difficulties, Primary/Secondary Education, and Physical Education and Sports Science who have failed at the first attempt in courses worth more than 9 credits in total in any one year of study; or
- (b) in the fields of Library and Information Science, and Information Technology in Education who have failed at the first attempt in courses worth more than 12 credits in each of the two 12-month period, each comprising 3 semesters of study, or in courses worth more than 9 credits in the final two semesters of study, if applicable;

shall not be permitted to present themselves for re-examination, and shall be recommended for discontinuation of studies under the provisions of General Regulation G12.

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#### **Ed108 Candidates**

- (a) in the fields of Children with Learning Difficulties, Primary/Secondary Education, and Physical Education and Sports Science who have failed at the first attempt in courses worth not more than 9 credits in total in any one year of study; or
- (b) in the fields of Library and Information Science, and Information Technology in Education who have failed at the first attempt in courses worth not more than 12 credits in total in each of the two 12-month period, each comprising 3 semesters of study, or in courses worth not more than 9 credits in the final two semesters of study, if applicable;

shall be permitted to present themselves for re-examination after the confirmation of the fail grade at a time specified by the Board. Candidates who fail to satisfy the examiners at a re-examination shall normally be:

- (i) required to repeat the whole or part of the year of the programme; or
- (ii) permitted to progress to the following year of study and present themselves for re-examination in the failed courses if they are of not more than 6 credits in total, in any prescribed form of examination; or
- (iii) required to discontinue their studies.

### **Ed109**

- (a) Candidates who are required to present themselves again for examination in any written and/or practical assignments, or any other prescribed examinations in the Second, Third or Fourth year of the curriculum or in the dissertation shall not be eligible for an award higher than grade D in the re-examined paper(s);
- (b) Courses in which candidates are given a F grade will not be counted towards the degree or the calculation of cumulative Grade Point Average, but shall be recorded on the transcript of the candidate.

### **Ed110 Degree classification**

The degree shall be classified in five divisions: First Class Honours; Second Class Honours Division One; Second Class Honours Division Two; Third Class Honours; Pass.

## **SYLLABUSES FOR THE DEGREE OF BACHELOR OF EDUCATION**

The following fields of study will be offered:

- Children with Learning Difficulties (CWLD)\*
- Primary/Secondary Education (PSE)
- Physical Education and Sports Science (PESS)\*
- Library and Information Science (LIS)
- Information Technology in Education (ITE)

The Primary/Secondary Education field of study offers three different curricula, in Chinese, Mathematics and English.

Candidates who are non-holders of the SPACE Diploma in Teacher Librarianship are required to complete courses totalling not less than 120 credits, comprising 30 credits in Core Educational Studies courses, 69 credits in their Specialist field of studies, 12 credits in Elective courses, and a Dissertation worth 9 credits.

Candidates in the field of Library and Information Science who are holders of the SPACE Diploma in Teacher Librarianship are required to complete courses totaling not less than 87 credits in the syllabuses as specified by the Course Director of BEd Library and Information Science.

\* Not offered in 2002-2003

**For Fields of CWLD, PSE and PESS**

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**FIRST YEAR**

Candidates shall normally take 30 credits, comprising

- 12 credits in Core Educational Studies courses
  - 15 credits in Specialist courses
  - 3 credits in Elective courses
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**SECOND YEAR**

Candidates shall normally take 30 credits, comprising

- 9 credits in Core Educational Studies courses
  - 18 credits in Specialist courses
  - 3 credits in Elective courses
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**THIRD YEAR**

Candidates shall normally take 30 credits, comprising

- 9 credits in Core Educational Studies courses
  - 18 credits in Specialist courses
  - 3 credits in Elective courses
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**FOURTH YEAR**

Candidates shall normally take 30 credits, comprising

- 18 credits in Specialist courses
  - 9 credits in a Dissertation on an approved topic
  - 3 credits in Elective courses
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**For Fields of ITE and LIS**

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**FIRST YEAR (3 SEMESTERS)**

Candidates shall normally take 45 credits, comprising

- 12 credits in Core Educational Studies courses
  - 27 credits in Specialist courses
  - 6 credits in Elective courses
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**SECOND YEAR (3 SEMESTERS)**

Candidates shall normally take 45 credits, comprising

- 12 credits in Core Educational Studies courses
- 27 credits in Specialist courses
- 6 credits in Elective courses

### **THIRD YEAR (2 SEMESTERS)**

Candidates shall normally take 30 credits, comprising

- 15 credits in Specialist courses
- 9 credits in a Dissertation on an approved topic
- 6 credits in Core Educational Studies courses

### **CORE EDUCATIONAL STUDIES COURSES**

#### **EDUC0001/BITE0001/BLIS0001. Children with learning difficulties (3 credits)**

This course considers the definition, the characteristics and the different strategies of helping children with learning difficulties. It addresses the origins of learning difficulties in children, in schools and in systems; referral procedures and means of identifying children with special needs; and the provision of services for these children.

#### **EDUC0002/BITE0002/BLIS0002. The Hong Kong education system (3 credits)**

This course describes the structure and operation of the system at all levels. It explains the processes of policy-making and resource allocation, and analyses the achievements and shortcomings of the last few decades. It includes reviews of the work of such bodies as the Education Commission, the Board of Education, and the UGC. To highlight certain features, the Hong Kong system is compared and contrasted with systems elsewhere.

#### **EDUC0003/BITE0003/BLIS0003. Childhood and adolescence (3 credits)**

This course reviews major theories, concepts and research on the development and behaviour of children and adolescents. Its topics include physical, cognitive, personality, and language development as well as social relationships.

#### **EDUC0004/BITE0004/BLIS0004. Social perspectives in education (3 credits)**

The purpose of this course is to enable students to understand better the demands placed upon teachers in a changing society. The roles of the teacher in the classroom, in the school and in society are examined. The course explores how social factors enter into the process of schooling in Hong Kong. The following issues are covered:

- the classroom as a social system
- the organization and environment of schooling
- schools within a changing society

#### **EDUC0005/BITE0005/BLIS0005. Psychology of teaching and learning (6 credits)**

An introduction to theory, concepts, and research in the field of institutional learning is provided in this course which examines the impact of learner characteristics (social, cognitive and affective), teacher characteristics and the interaction between the two on the effectiveness of classroom learning. Emphasis will be placed on the application of this knowledge to students' future work in the Hong Kong context.

**EDUC0006/BITE0006/BLIS0006. Curriculum concepts and issues** (3 credits)

This course examines the key elements or components of school curricula and the critical questions which need to be asked about those components. The influence of social, political and economic factors on the design and implementation of the curriculum are also analysed.

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**EDUC0007/BITE0007/BLIS0007. Guidance and counselling** (3 credits)

This course provides an introduction to guidance and counselling. It examines the rationale underlying the provision of guidance and counselling services in schools. It is also offered as an introduction to the knowledge and skills that are basic to counselling and guidance.

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**EDUC0008/BITE0008/BLIS0008. Educational enquiry and assessment** (3 credits)

The course helps teachers to design and conduct systematic studies and analyses of their effects on students. At the same time, the course will also discuss methods of assessing the abilities and the achievements of students. At the end of the course, students are expected to be able to, at least, understand educational research reports and to design educational assessment instruments.

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**EDUC0009/BITE0009/BLIS0009. Concepts and values in education** (3 credits)

The purpose of this course is to introduce students to conceptual understanding of the nature and process of education as well as its values in society. Topics concerning the nature of education include definitions of education, and aims of education. Topics concerning the values of education in society include the justification of education, educational values, and human nature and potential. Topics concerning the process of education include education and personal relationships, teaching and learning, freedom and authority, and punishment and discipline. Students are asked to discuss these issues in the context of Hong Kong education.

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**SPECIALIST COURSES**

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**Children with Learning Difficulties (CWLD)**

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**(a) Core CWLD Courses****EDUC0051. Developmental delay and disorder** (6 credits)

This course provides students with an introduction to typical and atypical child development, and gives an overview of the impact of various developmental disabilities on children's learning and adjustment. The main focus of the course will be practical issues related to the education and management of students with developmental disabilities.

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**EDUC0053. Support systems** (3 credits)

This course examines ways in which all schools can create internal systems to support students with special educational needs. Different models and modes of educational support are evaluated. Particular attention is given to teacher-support networks, co-teaching, in-service training issues, the collaborative consultation model, links with outside agencies and services, the role of the support teacher, parent-school partnerships, setting school-development goals, and managing change.

**EDUC0054. Assessment and intervention methods and techniques** (6 credits)

This course considers a range of approaches and methods of identifying and teaching children with learning difficulties; observation and diagnostic teaching; assessment approaches; the development of materials; modification of teaching strategies; adapting and using resources; evaluating outcomes.

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**EDUC0055. New technologies in special needs education** (6 credits)

This course deals with microcomputers and information technology in the field of special needs education: computer assisted learning; use of micros. in evaluation and corrective feedback, developing programmes, keyboard modifications, technology and environmental control, and the use of IT to promote curriculum access.

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**EDUC0056. Research in special needs education** (6 credits)

This course consists of seminars and workshops which provide a critical review of research on children with learning difficulties with a particular focus on intervention; relationship between research, development and practice; the role of teacher as researcher; reading and interpreting research in special needs education.

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**EDUC0059. Curriculum policy and evaluation** (6 credits)

This course examines the major policies in Hong Kong designed to define the nature of the curriculum for children with learning difficulties. Methods of curriculum policy evaluation are introduced. An in depth critical evaluation of one of these policies is required.

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**EDUC0060. Curriculum adaptation and tailoring** (6 credits)

This course examines the key theories, concepts, methods and issues in curriculum adaptation and tailoring. A project on how teachers tailor the school curriculum to meet the special needs of children is required.

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**EDUC0061. Working with parents** (6 credits)

This course examines a variety of approaches to home-school collaboration. Possible obstacles and how they may be overcome are considered. A study of a family, preferably in relation to school, is required.

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**EDUC0062. Whole school issues in special education** (6 credits)

This course explores, from a whole school perspective, some important issues related to students' learning and adjustment. Attention is given to teaching and management strategies designed to reduce educational failure in schools and to enhance learning for all students. Particular attention is given to issues of effective teaching of literacy and numeracy skills, and also to ways of teaching to a wide ability range.

**EDUC0063. Transdisciplinary teamwork (6 credits)**

This course explores the need for a teamwork approach in the field of special education. Attention will be given to the nature and meaning of transdisciplinary teamwork, the effective approaches for successful and productive transdisciplinary teamwork. Students will be able to identify possible problems and obstacles in the implementation of a team approach, and will design and plan for appropriate transdisciplinary teamwork in the context of local schools.

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**(b) Elective CWLD Courses**

The following are samples of Elective CWLD courses that may be offered. A list will be determined yearly.

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**EDUC0501/EDUC0502. Moderate/severe mental handicap I and II (3 + 3 credits)****EDUC0503. Management issues in special schools (3 credits)****EDUC0504. Children with visual impairment (3 credits)****EDUC0505. Teaching children with impaired hearing (3 credits)****EDUC0506. Intervention methods for literacy and numeracy (3 credits)****EDUC0507. Independent study (3 credits)****EDUC0508. Adolescent psychology (3 credits)****EDUC0509. Alternative and augmentative communication (3 credits)****EDUC0510. Basic counselling skills for teachers (3 credits)****EDUC0511. Current issues in special education (3 credits)****EDUC0512. Language difficulties and disorders (3 credits)****EDUC0513. Children with autism: issues in teaching and management (3 credits)****EDUC0514. The management and teaching of students with physical disabilities (3 credits)**



**EDUC0515. Music therapy and students with special needs** (3 credits)

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**EDUC0516. Academically low-achieving children in ordinary schools** (6 credits)

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**EDUC0517. Giftedness** (6 credits)

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**EDUC0518. Emotional, personality & behaviour difficulties** (6 credits)

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**EDUC0519. Hearing impairment** (6 credits)

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**EDUC0520. Visual impairment** (6 credits)

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**EDUC0521. Physical and neurological impairment** (6 credits)

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**EDUC0522. Early childhood special needs education** (6 credits)

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**EDUC0523. Comparative approaches to special needs education** (3 credits)

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**EDUC0524. Curriculum areas** (3 or 6 credits)

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**EDUC0525. Discipline for general classrooms** (3 credits)

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**EDUC0526. Teaching students with moderate to severe mental and multiple disabilities** (3 credits)

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**EDUC0527. Helping students with emotional and behavioural difficulties** (3 credits)

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### **Primary/Secondary Education**

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#### **(a) Core Mathematics Courses**

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**EDUC0201. Algebra** (6 credits)

This course focuses on two major aspects: algebraic structure and linear systems. Illustrative examples will be studied such as groups, rings, fields, vector spaces, matrices and linear transformations, and systems of linear equations.

**EDUC0202. The learning of concepts in school mathematics** (9 credits)

The nature and inter-relationships of mathematical concepts will be considered in this course within the framework of contemporary learning theories.

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**EDUC0203. Geometry** (9 credits)

This course offers the opportunity for students to study elementary geometry from multiple perspectives. These will include Euclidean geometry, coordinate geometry, transformations, vectors and complex numbers.

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**EDUC0204. The teaching of mathematics in the technological age** (9 credits)

A range of teaching strategies will be considered in this course with a particular emphasis on the impact of recent technologies including graphic calculators, specific mathematical computer software, and general computing capabilities.

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**EDUC0205. Analysis** (9 credits)

This course provides students with an understanding of the need for rigour in mathematics through the study of calculus of one variable. This will include treatment of the concepts of limit, continuity, differentiability, and infinite sequences and series.

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**EDUC0206. Using and applying mathematics** (9 credits)

This course will have a problem-solving and investigative focus and will draw on the concepts and techniques established in the previous courses. The nature of mathematical modelling in relation to real-life situations will be an important element.

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**EDUC0207. Statistics** (9 credits)

This course offers students an introduction to probability theory and the following topics in statistics: random variables, distributions, sampling, estimation, hypothesis testing, regression and correlation.

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**EDUC0208. History of mathematics** (9 credits)

This course investigates the historical development of a range of school mathematical concepts in various cultures.

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**(b) Core Chinese Courses****EDUC0101/EDUC0102. Modern Chinese language I and II** (3 + 3 credits)

These courses are designed to enhance the ability to read modern Chinese texts through a study of the general characteristics and the development of modern Chinese (after the May Fourth Literary Movement) in both its spoken and written form.

**EDUC0103. Classical Chinese language** (6 credits)

This course is designed to enhance the students' ability to read classical Chinese texts, and to investigate the relationship between modern Chinese and classical Chinese through an analysis of the general characteristics and the development of classical Chinese (before the May Fourth Literary Movement).

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**EDUC0104. Language for classroom and professional purposes (Chinese reading and writing)** (6 credits)

This course will provide Chinese majors with the opportunity to develop professional reading and writing abilities to the benchmark standard for Chinese language teachers.

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**EDUC0105/EDUC0106. The teaching of reading I and II** (3 + 3 credits)

These courses focus on introducing the basic skills and reading strategies for developing reading skills in secondary schools.

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**EDUC0107/EDUC0108. The teaching of writing I and II** (3 + 3 credits)

These courses are a continuation of *The teaching of writing I*. They cover theories of teaching writing, the psychology of writing and diagnosing writing problems. Students learn to master basic approaches in teaching writing.

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**EDUC0109/EDUC0110/EDUC0111. Classical Chinese literature I, II and III** (3 + 3 + 3 credits)

This is an introduction to the Chinese classics written by famous scholars in ancient China. A critical study of the thoughts and styles of the respective writers and their influences is included.

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**EDUC0112. Educational technology practical** (3 credits)

This subject focuses on developing students' skills in the preparation of teaching resources in both conventional as well as digital media and making use of them effectively in the classroom.

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**EDUC0113/EDUC0114. Modern Chinese literature I and II** (3 + 3 credits)

This is an in-depth study of some of the following genres in modern Chinese literature (1917-1949): poetry, drama, essay, novel and short story.

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**EDUC0115/EDUC0116. The teaching of oral and listening skills I and II** (3 + 3 credits)

This is an in-depth study of the theories and methods of teaching oral and listening skills in the secondary school classroom.

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**EDUC0117. Issues in Chinese language teaching** (3 credits)

This course analyses the basic and new concepts and issues of Chinese language teaching.

**EDUC0118. Psycholinguistics** (3 credits)

This subject includes topics such as: an introduction to psycholinguistic studies related to the Chinese language, recognizing Chinese characters and words, sentence comprehension in Chinese, understanding text in Chinese and language production.

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**EDUC0119. Sociolinguistics** (3 credits)

This subject reviews and extends students' understanding of varieties of language; accent and dialect, domains of use and register; language shift and language change, bilingualism and diglossia; code mixing and code switching; language and education.

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**EDUC0120. Contemporary Chinese literature** (6 credits)

This is a detailed study of some of the following genres in contemporary Chinese literature since 1949: poetry, drama, essay, novel and short story.

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**(c) Core English Courses****EDUC0151. English foundation** (3 credits)

This course provides an introduction to the nature of language, the structure of language and the use of language.

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**EDUC0152. First and second language learning** (3 credits)

This course focuses on the processes and stages of L1 acquisition, major issues and theories in L2 acquisition and the cognitive processing of language.

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**EDUC0153. Phonetics, phonology and the teaching of pronunciation** (6 credits)

This course focuses on the analysis and description of the articulatory and auditory aspects of the English speech sounds and sound system. It deals with both segmental and suprasegmental features. The relevance of these analyses and descriptions to the teaching of pronunciation is examined.

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**EDUC0154. Information technology for language education** (3 credits)

This course aims at developing basic competencies in information technology and familiarizing students with the various uses of information technology in education and computer-mediated communications.

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**EDUC0155. Lexis, semantics, and the teaching of vocabulary** (6 credits)

This course deals with the meaning of words and the semantic relations between words: denotation; connotation; collocation; sense relations. The implications of these for the teaching of vocabulary is also considered.

**EDUC0156. Syntax and morphology I** (6 credits)

This course provides an introduction to the morphology and syntax of English.

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**EDUC0157. Language for classroom and professional purposes (English)** (6 credits)

This course will provide English majors with the opportunity to engage in discussion of English Language benchmarking issues and consider the topics of classroom language, and professional oral, listening, reading and writing abilities within the context of guided self-improvement.

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**EDUC0158. Syntax & morphology II** (6 credits)

This course further develops an understanding of the morphology and syntax of English.

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**EDUC0159. Spoken discourse and the teaching of listening and speaking** (6 credits)

This course deals with the study of spoken discourse and its implications for the teaching of listening and speaking.

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**EDUC0160. Written discourse and the teaching of reading and writing** (6 credits)

This course deals with the study of written discourse and its implications for the teaching of reading and writing.

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**EDUC0161. Pedagogic grammar** (6 credits)

This course focuses upon the relationship between descriptions of English grammar and the teaching of English grammar.

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**EDUC0162. Sociolinguistics** (3 credits)

This course provides an introduction to the social dimensions of language at the macro as well as the micro-level. Topics covered include language variation, code-mixing and code-switching, language and gender as well as language and inequality.

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**EDUC0163. Language curriculum and assessment** (6 credits)

This course covers the principles and practice of planning a language curriculum and of assessing student language learning, with particular relation to target oriented curricula.

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**EDUC0164. Design and use of resources for teaching** (3 credits)

This course covers principles of designing materials for English language teaching and explores a range of techniques for using materials effectively.

## Physical Education and Sports Science

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### Core Courses

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#### **EDUC0251. Anatomy and physiology** (9 credits)

Description and analysis of gross anatomy and physiology of the human body with an emphasis on the skeletal, muscular and circulatory systems.

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#### **EDUC0252. Motor learning and performance** (6 credits)

Control and acquisition of skilled motor behaviour. Topics include information processing, motor memory, control theory, learning, transfer, feedback, practice effects and a number of psycho-social factors affecting skill acquisition and performance.

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#### **EDUC0253. Physiology of exercise I** (6 credits)

Acute and chronic effects of exercise on the physiological functions of the human body. Topics covered include energy sources, transfer and expenditure; the cardiorespiratory system and exercise; skeletal muscle and exercise; evaluation of human performance; principles and methods of training; and physical fitness and body composition.

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#### **EDUC0254. Prevention & care of injuries** (6 credits)

Injury epidemiology and theory and practice of injury prevention, first aid techniques and cardio-pulmonary resuscitation as related to sport and exercise.

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#### **EDUC0255. Health, fitness & lifestyle** (3 credits)

The concepts of health and fitness are examined from theoretical and practical perspectives. The focus is role of physical activity in health promotion including the promotion of health-related exercise in different settings and strategies for developing health-related exercise initiatives and the adoption of a healthy and active lifestyle.

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#### **EDUC0256. Current issues in physical education and sport** (3 credits)

Discussion and analysis of contemporary issues - ethical, social, logistical and curricular - in PE and sport with an emphasis on the local and South-East Asian scene.

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#### **EDUC0257. Sport psychology** (6 credits)

The study of psychological phenomena in sport and exercise behaviour. Topics include arousal and activation, theories of motivation, attribution theory, audience effects, stress and anxiety, burnout/dropout, sport participation issues, attention, goal setting, mental strategies, and team dynamics.

**EDUC0258. Social perspectives of physical activity** (6 credits)

Definitions of and relationships between physical education, play, recreation, sport and culture, and the socio-historical emergence of recreation and sport. Topics include sociography of sport; gender, ethnicity and ideological issues; socio-economic aspects; sport and education; and contemporary issues.

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**EDUC0259. Research and computers in physical education and sport** (6 credits)

Nature and types of research in physical education and sport, sampling and data collection techniques; scientific writing and literature review in the PES area; data processing, analysis and reporting; computers and searches, word processing, statistical analysis, and graphics.

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**EDUC0260. Physiology of exercise II** (6 credits)

Continuation of the study of acute and chronic effects of exercise on the physiological functions of the human body. Topics covered include more advanced techniques of evaluating human performance, principles and methods of training, health and physical fitness.

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**EDUC0261. Administration of physical education and sport** (3 credits)

Concepts and practices of recreation and sports management and administration. Special topics include facilities and events management, marketing; sponsorship; financial management; personnel and support services. Examples are also drawn from agencies concerned with sports administration.

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**EDUC0262. Physical education curriculum issues** (3 credits)

Concepts, practices and issues in PE curriculum design and evaluation. Current international views on curriculum issues in PE are examined as well as issues related to the curriculum in Hong Kong.

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**EDUC0263. Sport theory and practice** (6 credits)

The study of theoretical and practical elements of selected sports. Emphasis will be on the application of theoretical knowledge acquired in the course to the understanding, teaching and performing of sport skills.

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**Library and Information Science**

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**Core Courses**

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**BLIS1000. Library and information science foundation** (6 credits)

The purpose of this course is to introduce the literature of librarianship and to provide an introduction to the historical, current, and potential roles of libraries and of library and information professionals. The relationship of school libraries to the wider information network and the hybrid role of the teacher librarian will be discussed. Approaches to needs analysis will be explored.

**BLIS1001. Computer applications in education** (6 credits)

The purpose of this course is to provide an introduction of theory and practice of computer applications in education. It also involves hands-on experience learning a variety of general computer applications focusing on word processors, spreadsheet, database, multimedia, and telecommunication. Students are provided opportunities to create their own educational applications.

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**BLIS1002. Teaching and learning with information technology** (6 credits)

This course aims to provide a comprehensive introduction to the various uses of Computer Supported Environments (CSE) for teaching and learning, including Computer Assisted Learning (CAL) applications, cognitive tools as well as collaborative tools involving the use of various modes of computer mediated communications. This course highlights the theories of learning that underpins the design of different CSE and the social and educational contexts within which these are intended to be used. Issues related to implementation and evaluation of CSE will also be examined.

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**BLIS1004. Internet and educational web publishing** (6 credits)

This course explores the various functions of the Internet and its applications to classroom teaching and learning. Topics covered include: functions of the Internet, communicating and exploring for information on the Internet, evaluating Internet resources, models of integration, activity structures for Internet projects and creating information on the Internet. This course also aims to broaden participants' understanding of the current state of electronic publishing development, and the complexities of electronic publishing which confront teachers and students in using Web publications for teaching and learning.

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**BLIS1005. Information literacy** (3 credits)

This course provides a framework for an examination of information literacy issues. The central concerns are the nature of information, the nature of the autonomous learner, resource based learning, and the acquisition of such literacy through library and information skills. What approaches have been used to facilitate their attainment. The learner will be given the opportunity to apply the foregoing to a particular field of study.

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**BLIS1006. Social and ethical impact of information technology in education** (3 credits)

This course focuses on issues that involve IT impact on society and related concerns. Issues to covered: transitional data flow, copyright protection, information as a source of economic power, rights to access computer systems, computer crime, data privacy, social aspects of computing, and related ethical concerns.

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**BLIS1012. Teacher librarianship** (6 credits)

This course examines the nature of the school and the role of teacher librarian in the school. It aims to introduce the management process of school library including communication and interpersonal relations, leadership, planning, organizing and financial management. The focus is on the collaborative school management model. The course also addresses the issues of teacher librarian power and the influence of the teacher librarian.



**BLIS1013. Issues of information policy and information society** (3 credits)

The course examines the technological, political and ethical issues about the information policy in the school, library and information science contexts. Coverage of intellectual property rights and copyright, freedom of and access to information and education policies and services available to meet the information needs of teacher librarians at local, national and international levels.

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**BLIS1014. Organising information** (9 credits)

The principles of cataloguing, classification and subject indexing are introduced and applied to a wide range of information resources found in (or used by) schools, including electronic and online resources. Cataloguing describes an item; classification and indexing provide subject access to information resources. The importance of providing and enhancing access in supporting and encouraging effective use of information, the impact of information technology and the role of commercial cataloguing services are emphasised. The value of union catalogs and the MARC format will be discussed. General Technical Services issues including library automation and circulation will be discussed.

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**BLIS1015. Introduction to teacher librarianship** (6 credits)

The course provides a detailed examination of the role of the teacher librarian. Special attention will be given to the curriculum role and the development of collegial models and the issues that need to be considered for effective deployment of the teacher librarian.

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**BLIS1016. Literature for children and young adults** (6 credits)

This course provides an introduction to children's literature, including western and oriental children's literature. The roles of the teacher librarian and the children's services librarian are explored in terms of providing opportunities for children to connect with fiction, within the context of literary learning which includes curriculum and recreation. Attention will be paid to all formats of children's literature and to the role of the teacher librarian in the schools Reading program.

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**BLIS1017. Information services** (3 credits)

This course introduces students to the global information environment and focuses on how the teacher librarian facilitates access to a range of information sources and services for school library users. Identifying and meeting the information needs of members of the school community is emphasized. The nature of reference work is explored. The potential of existing information networks and the creation of new networks within the global information environment is considered.

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**BLIS1018. Collection management** (6 credits)

This subject provides an introduction to the principles and practices associated with collection management in school libraries. It focuses on the processes of selection, acquisition, maintenance and collection evaluation and the development of policies and procedures. Issues that impinge on collection management are addressed including the impact of electronic resources and censorship.

## Information Technology in Education

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### Core Courses

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#### **BITE1100. Computer applications in education** (6 credits)

The purpose of this course is to provide an introduction of theory and practice of computer applications in education. It also involves hands-on experience learning a variety of general computer applications focusing on word processors, spreadsheet, database, multimedia, and telecommunication. Students are provided opportunitBITEs to create their own educational applications.

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#### **BITE1101. Information literacy** (3 credits)

This course provides a framework for an examination of information literacy issues. The central concerns are the nature of information, the nature of autonomous learner, resource based learning, and the idea of information literacy. Why have these ideas become important and what approaches have been used to facilitate their attainment. The learner will be given the opportunity to apply the foregoing to a particular field of study.

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#### **BITE1102. Foundation of computing** (6 credits)

The purpose of this course is to introduce the fundamental concepts of computing. Topics include data representation in computers, computer machine architecture; concepts of operating systems and programming languages; data structures and algorithms.

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#### **BITE1104. Educational programming and multimedia development** (9 credits)

This course focuses on communicating with computers and humans through programs, using software tools or languages to formalize the concepts behind software structure. This course also provides students with the necessary knowledge and working methods to be able to source, select, use, adapt and evaluate the use of selected hypermedia and multimedia in education. The issues in the development of educational multimedia will be discussed, topics include: software engineering principles, system life cycle models, requirements definition and analysis, behavioral specification, software design, software implementation and testing, verification and validation, software quality factors, and educational software evaluation.

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#### **BITE1106. Teaching and learning with information technology** (6 credits)

This course aims to provide a comprehensive introduction to the various uses of Computer Supported Environments (CSE) for teaching and learning, including Computer Assisted Learning (CAL) applications, cognitive tools as well as collaborative tools involving the use of various modes of computer mediated communications. This course highlights the theories of learning that underpins the design of different CSE and the social and educational contexts within which these are intended to be used. Issues related to implementation and evaluation of CSE will also be examined.

**BITE1107. Internet and educational web publishing** (6 credits)

This course explores the various functions of the Internet and its applications to classroom teaching and learning. Topics covered include: functions of the Internet, communicating and exploring for information on the Internet, evaluating Internet resources, models of integration, activity structures for Internet projects and creating information on the Internet. This course also aims to broaden participants' understanding of the current state of electronic publishing development, and the complex BITEs of electronic publishing which confront teachers and students in using Web publications for teaching and learning.

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**BITE1108. Distributed collaborative learning system** (6 credits)

This course investigates the expansion and applications of electronic learning systems such as electronic delivery via telecommunications, electronic classrooms, electronic whiteboards, audio/video conferencing, World Wide Web, group support systems, and multimedia of instructional delivery systems. This course also introduces the Computer Supported Cooperative Work (CSCW) discipline with an emphasis on Computer Mediated Communications (CMC), Groupware products and Distributed Collaborative Environments (DCE). A cognitive framework is developed for workgroup information processing. How this framework affects human interaction and workflow with computer systems in education will be explored.

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**BITE1109. Research and development in information technology in education** (3 credits)

The purpose of this course is to introduce and discuss recent research and development in IT in education. Areas include new technologies in education, integration models and learning theories, and management and organizational aspects.

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**BITE1110. Social and ethical impact of information technology in education** (3 credits)

This course focuses on issues that involve IT impact on society and related concerns. Issues to covered: transitional data flow, copyright protection, information as a source of economic power, rights to access computer systems, computer crime, data privacy, social aspects of computing, and related ethical concerns.

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**BITE1111. Staff development and school change** (6 credits)

The course discusses theoretical and practical issues in teacher professional development and school development for technology integration. Topics include the concept of staff development, models of teacher professional development in information technology, teacher evaluation and instructional improvement, change of staff culture, and integration of educational practice and school development plan. This courses also aims to introduce the skills and strategies in promoting an IT culture at school, the implementation of staff development plan and the provision of internal and external IT support in the school context.

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**BITE1112. Planning and managing information technology in schools** (6 credits)

This course is to prepare teachers to take part in coordinating the development of information technology applications in schools. It will help to enhance their awareness about the trends in information technology applications in education and their impact on schools. The course will discuss

technical as well as organizational issues associated with the change and how schools can manage their information technology resources, including hardware, software and human resources to facilitate and benefit from the change. This course also covers the strategies in formulation school-based IT plans, the issues arise from the plan and the evaluation of IT use in school and in different subject areas.

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**BITE1113. Database system** (6 credits)

This course aims to introduce fundamental concepts of database management systems, with an emphasis on relational database model. Topics include the motivation of database systems, conceptual and implementation data models, data modeling, principles of database design, data definition and manipulation languages, education applications of database systems.

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**BITE1114. Introduction to computer network** (3 credits)

This course aims to provide an introduction of computer network functionality and characteristics, with a focus on LAN (local area network). Topics include network media and facilities, the OSI model, network topologies, protocols and architectures, and simple network operations in the school environment.

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**ELECTIVE COURSES – for fields of CWLD, PSE and PESS**

The following are samples of electives that may be offered. A list will be determined yearly.

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**EDUC0351. Language and learning** (3 credits)

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**EDUC0352. Home, school and community** (3 credits)

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**EDUC0353. Contemporary debates in Hong Kong educational policy** (3 credits)

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**EDUC0354. Education in contemporary China** (3 credits)

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**EDUC0355. Schools and the family** (3 credits)

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**EDUC0356. Life skills** (3 credits)

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**EDUC0357. Personal and social education** (3 credits)

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**EDUC0358. The teacher as manager** (3 credits)

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**EDUC0359. Extra-curricular activities** (3 credits)

**EDUC0360. Advanced information technology for language education** (3 credits)  
(Available in Years 2, 3 and 4)

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**EDUC0361/EDUC0362. English as a medium of instruction I and II** (3 + 3 credits)

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**EDUC0363. Chinese as a medium of instruction (writing)** (3 credits)

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**EDUC0364. Chinese as a medium of instruction (reading)** (3 credits)

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**EDUC0365/EDUC0366. Chinese as a medium of instruction (classroom communication) I and II**  
(3 + 3 credits)

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**EDUC0367/EDUC0368. Language for classroom and professional purposes (Chinese - classroom communication) I and II** (3 + 3 credits)

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**EDUC0369. Literature and creative writing (English)** (3 credits)

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**EDUC0370. Drama (English)** (3 credits)

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**EDUC0371. Chinese culture and language** (3 credits)

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**EDUC0372. Selected reading of Chinese novels** (3 credits)

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**EDUC0373. Chinese drama** (3 credits)

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**EDUC0374. Chinese language assessment and evaluation** (3 credits)

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**EDUC0375. English language benchmarks** (3 credits)

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**EDUC0376. Chinese language benchmarks** (3 credits)

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**EDUC0377. Educational evaluation** (3 credits)

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**EDUC0378. The teaching of mathematics in the technological age** (3 credits)

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**EDUC0379. Use of computers in education** (3 credits)

**EDUC0380. Educational reforms in the People's Republic of China since the 1980s** (3 credits)

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**EDUC0381. Internet for teaching and learning** (3 credits)

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**EDUC0382. Dealing with cross curricular issues across the school curriculum** (3 credits)

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**EDUC0383. Meeting the needs of new immigrant students with learning difficulties** (3 credits)

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**EDUC0384. Guiding the gifted student** (3 credits)

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**EDUC0390. Career guidance and counselling** (3 credits)

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**EDUC0391. The personal development of teachers** (3 credits)

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#### **ELECTIVE COURSES – for fields of LIS and ITE**

The following are samples of electives that may be offered. A list will be determined yearly.

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**BITE1400/BLIS1400. Introduction to Java programming** (3 credits)

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**BITE1401/BLIS1401. Human-computer interface** (3 credits)

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**BITE1402/BLIS1402. Information technology and Chinese language teaching** (3 credits)

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**BITE1403/BLIS1403. Information technology and English language teaching** (3 credits)

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**BITE1404/BLIS1404. Information technology for science education** (3 credits)

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**BITE1405/BLIS1405. Information technology and humanities teaching** (3 credits)

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**BITE1406/BLIS1406. New technologies in mathematics education** (3 credits)

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**BITE1407/BLIS1407. New technologies in special needs education** (3 credits)

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**BITE1408/BLIS1408. Computer, problem solving and cooperative learning** (3 credits)

**BITE1409/BLIS1409. Cognition and computer** (3 credits)

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**BITE1410/BLIS1410. Information technology in educational management** (3 credits)

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**BITE1411/BLIS1411. Advanced database systems** (3 credits)

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**BITE1412/BLIS1412. Computer networks** (3 credits)

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**BITE1413/BLIS1413. Advanced Java programming** (3 credits)

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**BITE1414/BLIS1414. Case studies in information studies** (3 credits)

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**BITE1415/BLIS1415. Introduction to knowledge management** (3 credits)

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**BITE1416/BLIS1416. Information and power relationships in schools** (3 credits)

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**BITE1417/BLIS1417. Evaluating information services** (3 credits)

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**BITE1418/BLIS1418. Library automation and library home pages** (3 credits)

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**DISSERTATION**

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**EDUC4999/BITE4999/BLIS4999. Dissertation** (9 credits)

Candidates are required to complete a dissertation on an approved topic in their final year of study.