

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 (B.Ed.) is awarded for the satisfactory completion, on a part-time basis, of a prescribed programme of study in one of the following fields: Primary/Secondary Education – Chinese, Primary/Secondary Education – English, and Primary/Secondary Education – Mathematics; Library and Information Science; Information Technology in Education; and Children with Learning Difficulties.

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 UG3; 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 UG2 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-holders 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 Primary/Secondary Education (Chinese, English and Mathematics), and Children with Learning Difficulties, 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.

Ed105 Assessment and grades

- (a) Grades shall be awarded in accordance with UG5 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.

Ed107 Discontinuation

Candidates

- (a) in the fields of Primary/Secondary Education (Chinese, English and Mathematics), and Children with Learning Difficulties 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.

Ed108 Re-examination

Candidates

- (a) in the fields of Primary/Secondary Education (Chinese, English and Mathematics), and Children with Learning Difficulties 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 and prior to the beginning of the following academic year. 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 Re-examination grades

- (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 an 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:

- Primary/Secondary Education - Chinese *
- Primary/Secondary Education – English *
- Primary/Secondary Education - Mathematics
- Library and Information Science (LIS)
- Information Technology in Education (ITE) *
- Children with Learning Difficulties *

Candidates are required to complete courses totalling not less than 120 credits, comprising 30 credits in Educational Studies courses, 72 credits in their Specialist Subject courses, 9 credits in Electives and a Dissertation worth 9 credits.

* Not offered in 2004-2005.

EDUCATIONAL STUDIES COURSES (30 credits)

EDUC3001. 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.

EDUC3003. Designing small scale educational research (3 credits)

The course is designed to help students who wish to design and conduct small scale systematic studies in their schools. Through a series of in-class activities, students will learn the qualitative and the quantitative approach to empirical investigation, the design of a questionnaire survey, the steps in conducting a literature review, the criteria of evaluating a piece of research and the methods of conducting simple data analysis using SPSS.

EDUC4001. Education and curriculum: values, concepts and issues (6 credits)

This course introduces students to some of the issues and debates in education and, more specifically, curriculum, that are grounded in deeper philosophical questions and influenced by economic, political, social and cultural factors. Topics for discussion are considered in relation to their curricular implications, and are drawn from: the nature, aims and purposes of education; values and ethics in education in contemporary society; knowledge, teaching and learning; language, reasoning, rationality and critical thinking in education; and other educationally relevant concepts such as democracy, justice, equality, freedom, autonomy and community. The principal objective of the course is that students should develop a theoretical point of view informing their practice that is integrated, consistent, and morally and practically defensible.

EDUC1002. Hong Kong education: systemic features and social approaches (6 credits)

After studying the course, students will be able to identify, understand and analyse the major features underlying the Hong Kong educational system, their trends of development and the social factors contributing to the formation of these systemic features.

EDUC2001. Psychology of teaching and learning (6 credits)

This course explores a broad range of issues that affect teaching and learning. It is designed to provide in-service teachers with opportunities for reflecting on and understanding their own educational practice. Emphasis will be given to the impact of the interplay between personological characteristics and learning environments upon both teaching effectiveness and learning outcome. Upon completing this course, learners will achieve an enhanced ability to create learning environments that are more conducive to student learning and development.

EDUC3002. Understanding and guiding adolescent development (6 credits)

This course reviews major theories, concepts and research on adolescent development and behaviour, and examines ways of guiding, counselling and supporting adolescents in their whole person development in school settings. Its topics includes physical, cognitive and social development; social relationships; basic concepts and strategies in developmental, preventive and remedial guidance; the roles of teachers in student guidance and counselling; and the application of counselling skills with adolescent students.

SPECIALIST SUBJECT COURSES: CHINESE (72 credits)

EDUC1101. Chinese for academic purposes 大學語文 (6 credits)

This course provides students with the opportunity to develop Chinese reading and writing skills required for academic purposes. Emphasis will be placed on communicative and collaborative learning of various reading and writing strategies.

EDUC2101. Classical Chinese language 古代漢語 (6 credits)

This course provides students with basic knowledge of five aspects of classical Chinese language: etymology, grammar of classical Chinese (*wenyan*), Chinese phonology, semantics and discursive features of Classical Chinese texts. The course explores principles of exegesis and translation of classical Chinese texts. It also equips students with the knowledge and skills to read classical Chinese texts.

EDUC0129. Classical Chinese prose 古典散文 (3 credits)

This course aims at promoting students' proficiency in reading classical Chinese prose works. Themes, structures, and artistic techniques of selected pieces will be discussed.

EDUC1106. Introduction to Chinese culture 中國文化概論 (3 credits)

This course introduces the essence of Chinese culture and focuses on its value system. Topics include the basic concepts in Chinese philosophy, art and social structure.

EDUC1001. Language and learning (6 credits)

This course considers the nature, organization and functioning of language itself, as our primary meaning-making resource. It covers language development in children, the role of language in learning, at home and in school, the challenges of mastering literacy, the linguistic component in educational knowledge, language across the curriculum, the language and genres of specific school subjects, and academic genres at tertiary level and beyond.

EDUC3101. Language assessment 語文評核 (3 credits)

This course covers general principles of assessment and the specific aims and objectives of assessing learning outcomes of students in Chinese Language. It addresses such issues as assessment for learning versus assessment of learning, assessment and the revised Chinese Language curriculum, different types of assessment mechanisms and their applications, the design and development of language assessment tools, assessment portfolios, and the interpretation of assessment outcomes.

EDUC0134. Language learning and instruction: theory and practice 中國語文教學:理論與實踐 (6 credits)

This course provides students with state-of-the-art theories in Chinese language learning and instruction. The course emphasises classroom practice for efficient and effective language learning. Topics include language learning strategy instruction, collaborative learning, project learning and learning in computer environments.

EDUC4104. Modern Chinese fiction and drama 現代小說與戲劇 (6 credits)

This course examines modern Chinese fiction and drama from 1917 to the present day. It also provides an analysis of selected short stories, novels, and plays in their theoretical, social, and political contexts.

EDUC0124. Modern Chinese grammar 現代漢語語法 (3 credits)

This course provides an introduction to the basic concepts of modern Chinese grammar and presents a pedagogical grammar framework for modern Chinese. Students gain knowledge of grammatical structures and receive training in the identification and correction of language errors.

EDUC3103. Modern Chinese poetry and prose 現代詩歌與散文 (6 credits)

This course examines modern Chinese poetry and prose from 1917 to the present day. It also provides an analysis of selected poems and essays in their social, political, and theoretical contexts.

EDUC2102. Phonetics and phonology 語音與音系學 (3 credits)

This course provides an introduction to the articulatory and auditory aspects of human sounds, the phonology of Cantonese and the implication of the study of phonetics and phonology for teaching pronunciation of Cantonese as mother tongue.

EDUC4102. Psycholinguistics in Chinese studies 漢語心理語言學 (3 credits)

This course provides an introduction to fundamental issues in Chinese psycholinguistics. Topics include language acquisition, language production, language comprehension, and recent developments in Chinese psycholinguistic research, related to learning and instruction.

EDUC4101. Sociolinguistics in Chinese studies 漢語社會語言學 (3 credits)

This course provides an introduction to the basic concepts and issues in Chinese sociolinguistics. Topics include varieties of language, standard languages, language change, ethnography of speaking, languages in contact, code mixing, and language attitudes. The application of sociolinguistic concepts to Chinese Language education is also covered.

EDUC0127. Spoken discourse and the teaching of listening and speaking 話語與說聽教學 (3 credits)

This is an introduction to the construction and organization of spoken discourse. The course deals with the theories, structures and organization of different types of spoken discourse. It also deals with the application of the theories to the teaching of listening and speaking.

EDUC0126. The appreciation, writing, and criticism of rhymed classical Chinese literature 韻文欣賞、創作與評論 (6 credits)

This course is designed to enhance students' ability to appreciate and critically analyse rhymed classical Chinese literature. Students learn by studying selected works and by experiencing actual writing.

EDUC0125. Written discourse and the teaching of reading and writing 語篇與讀寫教學 (6 credits)

This course deals with the study of written discourse and its implications for the teaching of reading and writing. Topics include analysis of relationship between purposes and functions, text organization, schematic structures, and contextual and linguistic features of various genres such as exposition, narration, description and argumentation.

SPECIALIST SUBJECT COURSES: ENGLISH (72 credits)**EDUC0164. Design and use of resources for teaching** (3 credits)

This course covers the principles of designing materials for English language teaching. It explores a wide range of techniques for their effective use and also makes reference to the role of information and communication technologies.

EDUC2203. First and second language acquisition (6 credits)

This course introduces students to the theories of first and second language acquisition. It considers the stages and processes of both first and second language acquisition and looks closely at the individual, situational and socio-cultural factors which affect second language acquisition. Pedagogical implications for the second language classroom are also addressed.

EDUC1001. Language and learning (6 credits)

This course considers the nature, organization and functioning of language itself, as our primary meaning-making resource. It covers language development in children, the role of language in learning, at home and in school, the challenges of mastering literacy, the linguistic component in educational knowledge, language across the curriculum, the language and genres of specific school subjects, and academic genres at tertiary level and beyond.

EDUC3201. Language assessment (3 credits)

This course examines general principles and methods of assessment and relates these to the specific case of students of English as a foreign language in Hong Kong. It addresses such issues as assessment for learning versus assessment of learning, and assessment and the revised English Language curriculum. It also considers the design and application of various tools for educational assessment.

EDUC0170. Language proficiency for professional purposes (6 credits)

This course focuses on the development of the students' communicative competence, to help them improve their benchmark level in the use of English in the classroom. It also aims to sensitize them to the role and impact their spoken and written English has on student learning.

EDUC1203. Lexis, semantics and vocabulary teaching (6 credits)

This course provides an introduction to the study of lexis and semantics and deals with its implications for the teaching and learning of vocabulary.

EDUC3204. Pedagogic grammar (6 credits)

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

EDUC1204. 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 English pronunciation to Cantonese speakers is considered.

EDUC2202. Sociolinguistics (3 credits)

This course covers such concepts as speech community, bilingualism, diglossia, accent, dialect, language variety, languages in contact, code mixing and standard languages. Their relevance to language policy in Hong Kong is considered, with additional reference to language planning in other regions of the world..

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

This course examines different linguistic approaches to the analysis of spoken discourse, exploring a variety of genres. It considers how an understanding of these approaches can help in the teaching of listening and speaking.

EDUC2201. The grammar of spoken and written English (6 credits)

This course profiles the key grammatical features of spoken and written English. It explores the forms and meanings of grammatical constructions in their contexts of use and how they are used in spoken and written discourse.

EDUC4201. Using literary and imaginative texts in the English language classroom (6 credits)

This course aims to develop an awareness of importance of creativity in English language learning and teaching. It examines the role of a wide range of literary and imaginative texts in the English language curriculum and the issues related to both using such texts in the second language classroom and encouraging students to create their own texts.

EDUC4204. World Englishes (3 credits)

This course surveys the rapid and extensive spread of English in the world and its current position as world lingua franca. The course further examines the use of international varieties of English, with a particular focus on the development of new Englishes in Asia and Hong Kong.

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

This course aims to give an understanding of some of the qualities that give written discourse its structure and coherence. It introduces different approaches to the analysis of written discourse and provides opportunities to apply them to naturally occurring texts. It considers how such an understanding of written text can help in the teaching of reading and writing.

SPECIALIST SUBJECT COURSES: MATHEMATICS (72 credits)**EDUC2301. Algebra** (9 credits)

This course focuses on two major aspects: linear systems and algebraic structure. The first part of the course covers vector spaces, matrices, linear transformations, and systems of linear equations. Algebraic structures such as groups, rings and fields will be studied via illustrative examples in the second part.

EDUC3302. Calculus (9 credits)

This course introduces students to differential and integral calculus in one variable. Both techniques and fundamental concepts will be emphasised throughout the study. This will include treatment of the concepts of function, limit, continuity, differentiation and integration

EDUC2302. Geometry (9 credits)

This course offers the opportunity for students to study plan geometry from multiple perspectives. Examples will be drawn from Euclidean geometry, transformations and symmetry, vectors and complex numbers. When time permits, aspects of non-Euclidean geometry will also be explored.

EDUC4301. Historical development of mathematical ideas (9 credits)

This course investigates the historical development of a few selected mathematical concepts covered in the school curriculum. This is not meant to be a study of chronological facts but an appreciation of mathematical thinking in various cultures and thus a broadening of perspectives on the nature of mathematics.

EDUC3301. Statistics (9 credits)

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

EDUC1301. The learning of concepts in school mathematics (9 credits)

This course aims to help students think more deeply about elementary, but fundamental, concepts in the school curriculum and to appreciate their inter-relationships. The concepts selected range from basic arithmetical procedures, through geometrical reasoning to various mathematical processes central to the learning of school mathematics.

EDUC4302. Topics in mathematics and mathematics education (9 credits)

This course covers selected topics in mathematics and mathematics education: problem solving and investigation based on the concepts and techniques established in the previous courses, the idea and practice of mathematical modelling, mathematical proofs, advanced concepts in mathematics, assessment, teaching strategies, and contemporary issues in mathematics education.

EDUC1302. Use of technology in mathematics (9 credits)

Teaching strategies and techniques of using ICT tools such as graphing, dynamic geometry and other subject-specific software, spreadsheet and Internet will be considered in this course with an emphasis on developing critical views on the impact of ICT on teaching and learning mathematics.

For each year, two courses will be offered from the list of six courses below. Each course will be offered only once.

SPECIALIST SUBJECT COURSES: LIBRARY AND INFORMATION SCIENCE (72 credits)**EDUC2504. 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.

EDUC0601. 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.

EDUC0604. Information services (6 credits)

This course introduces students to the global information environment and provides a framework for an examination of information literacy issues. Central concerns include: the nature of information, information processing models, enquiry to facilitate autonomous learning, needs analysis and information literacy. Issues to be explored include an examination of information sources and services -- traditional and digital -- and the role of reference work.

EDUC0603. 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.

EDUC1503. 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.

EDUC2502. 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.

EDUC1501. 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.

EDUC2503. 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.

EDUC1502. 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.

EDUC0605. Research and development in information and technology studies (6 credits)

The purpose of this course is to introduce and discuss recent research and development in information and technology studies. Areas of focus may include such as e-leadership and educational change, online learning and teaching, learning technology and design, and library and information studies.

EDUC2501. 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.

EDUC0602. 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.

SPECIALIST SUBJECT COURSES: INFORMATION TECHNOLOGY IN EDUCATION
(72 credits)**EDUC0601. 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.

EDUC1402. Database systems (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.

EDUC3401. 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.

EDUC1401. 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.

EDUC2401. 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.

EDUC0604. Information services (6 credits)

This course introduces students to the global information environment and provides a framework for an examination of information literacy issues. Central concerns include: the nature of information, information processing models, enquiry to facilitate autonomous learning, needs analysis and information literacy. Issues to be explored include an examination of information sources and services -- traditional and digital -- and the role of reference work.

EDUC0603. 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 complexBITEs of electronic publishing which confront teachers and students in using Web publications for teaching and learning.

EDUC3403. Introduction to computer networks (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.

EDUC2402. 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 form the plan and the evaluation of IT use in school and in different subject areas.

EDUC0605. Research and development in information and technology studies (6 credits)

The purpose of this course is to introduce and discuss recent research and development in information and technology studies. Areas of focus may include such as e-leadership and educational change, online learning and teaching, learning technology and design, and library and information studies.

EDUC3402. 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.

EDUC0602. 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.

SPECIALIST SUBJECT COURSES: CHILDREN WITH LEARNING DIFFICULTIES
(72 credits)

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

EDUC0500. Elective CWLD Courses (15 credits)

The list of courses will be determined yearly.

EDUC7001-EDUC7199. ELECTIVE COURSES (9 credits)

The list of courses will be determined yearly.

EDUC4604. Dissertation (9 credits)

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