FACULTY OF EDUCATION

BSIM0001   Information management foundations (6 credits)

This course introduces the literature of librarianship and information management and provides an overview of the historical, current, and potential roles of libraries and information agencies. Approaches to needs analysis will be explored.

BSIM0007   Metadata (6 credits)

This course will examine metadata schemas and standards in the digital environment with emphasis on the development and implementation of metadata and its technological applications used in libraries and information centers to create machine understandable metadata. XML, with its ability to define formal structure and semantic definitions for metadata and models, will be introduced.

BSIM0010   Digital libraries: principles and applications (6 credits)

This course focuses on research and development issues in digital libraries; access strategies and interfaces; metadata and interoperability; economic and social policies and management and evaluation.

BSIM0012   Records management (6 credits)

This course explores the philosophy of records management and presents the basic techniques and standards for managing records. It describes the application of these techniques both to existing situations and to the creation of new records management programs. The course investigates methods for improving active, inactive and permanent records management, and the retention and disposal of records.

BSIM0013   Web services & digital publishing (6 credits)

This course focuses on the theories and techniques in using the Internet as a medium for information, research, education, communication, and multimedia resources. This course also introduces the basic standards and design that enable web services and digital publishing.

BSIM0017   Database systems (6 credits)

This course aims to introduce fundamental concepts of database management systems, with an emphasis on the relational database model and applications in information agencies. Topics include the motivation for database systems, conceptual and implementation data models, data modeling, principles of database design, data definition and manipulation languages. Support for procedural database objects and object relational concepts in SQL is also introduced.

BSIM0018   Data warehousing and data mining (6 credits)

This course aims to introduce the challenges and solutions of discovering and extracting organizational information from heterogeneous sources through the use of data warehousing and data mining techniques. Topics include the motivation for and the processes of data warehousing, data warehouse architecture and design, online analytical processing, as well as concepts and techniques of data mining. Ethics and personal privacy issues in data mining are also addressed.

BSIM0019   Electronic commerce (6 credits)

This course emphasizes organizational and technological issues related to electronic commerce, such as business models for B2B or B2C e-commerce, technology infrastructure for electronic payment mechanisms,

information privacy, and competitive advantage. It investigates the business concepts, skills and tools that surround the emergence of electronic commerce and the consequences of applying information technologies to different commercial processes from both operational and strategic perspectives.

BSIM0020   Information society issues and policy (6 credits)

The course examines the link between information society issues and the need for information policies that address these issues. Issues including intellectual property rights and copyright, privacy and freedom of access to information**,** information and culture, technology and culture, and societal needs and demands for information are explored. Information policies and the policy development process are addressed at macro and micro levels. At the completion of this course, participants will be able to identify the need for information policies, critique existing information policies, and develop information policies at the organizational level.

EDUC1001   Language and learning (6 credits)
(Not to be taken with EDUC1003)

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.

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

After studying the course, students will be able to identify, understand and analyze major features underlying the Hong Kong educational system, their development trends and the social factors contributing to the formation of these systemic features. In particular, they are expected to be able to: master basic facts and structural features of the Hong Kong education system such as modes of educational financing; grasp the general picture of recent education and curriculum reforms in response to social change including globalization; and employ sociological perspectives to analyze and explain the complexity of selected educational issues that confront both teachers and students in their historical, cultural and contemporary contexts, such as education and socialization, equal educational opportunity and social stratification, school as social organization, school-based management, and teacher professionalism and professionalization.

EDUC1003   Language and learning: From birth to adolescence (6 credits)
(Not to be taken with EDUC1001)

This course explores the nature, organization and functioning of language itself, as our primary meaning-making resource. From the stages of birth to adolescence, 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 in basic education.

EDUC2001   Psychology of teaching and learning (6 credits)

This course examines a broad range of issues involved in the process of teaching and learning. It is designed to develop students' understanding about the impact of different aspects (e.g., social, cognitive, and affective) of the learning environment upon the effectiveness of classroom teaching and learning. A primary goal of this course is to equip pre-service teachers with knowledge regarding how to create a better learning environment for their own future students, both inside and outside the classroom. This course also aims to acquaint students with the most recent developments in the research area of teaching and learning. Emphasis will be given to the application of this knowledge to pre-service teachers' professional work in the Hong Kong school context. Moreover, this course helps students to develop

within themselves as well as among their future students, a variety of abilities, including, but not limited to, analytical, creative, and practical ones.

EDUC2002   Understanding and guiding whole-person development (6 credits)
(Not to be taken with EDUC3002)

This course reviews major theories, concepts and research on child and adolescent development and behaviour, and examines ways of guiding, counselling and supporting children and adolescents in their whole-person development in school settings. The course will address: (i) major theories of child and adolescent development; (ii) the interdependency of all aspects of development, i.e. physical, cognitive, academic, career and personal-social, and social relationships; (iii) basic concepts and strategies in developmental, preventive and remedial guidance; (iv) the roles of teachers in student guidance and counselling; and (v) the application of counselling skills with students.

EDUC2003   Catering for diverse learning needs (6 credits)

This course focuses on the foundations of special education. The historical background in Hong Kong as well as legislation and litigation related to special education in other countries are examined. Issues of definition and identification procedures for individuals with exceptional learning needs, and best practices in special education related to the nature, characteristics and needs of various exceptionalities are reviewed and discussed. This course also examines various service delivery options for students with exceptional learning needs and families. The quality of programmes that helps meet the educational, social, and/or personal goals for pupils with exceptionalities is evaluated.

EDUC3002   Understanding and guiding adolescent development (6 credits)
(Not to be taken with EDUC2002)

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 include 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.

EDUC4001   Education and curriculum: values, concept 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.

EDUC8001   Understanding and guiding the development of young children (6 credits)

This course will consider theoretical approaches to understanding young children and will provide an overview of physical, cognitive and social/emotional development at the infant, toddler, preschool and early primary levels. It will critically evaluate the different models of teaching, consider various methods of guiding young children's behaviour, and focus on how to create and maintain a positive learning environment. The significance and effects of play in the early childhood curriculum and ways of facilitating play will be emphasized. Methods of fostering social competence, self-esteem and self-control in the preschool environment will also be addressed.

EDUC8002   Planning, managing and assessing services for young children (6 credits)

This course will first consider how theoretical approaches have shaped early childhood education and contemporary curriculum models. It will then address planning and implementing the curriculum/programme. Finally, it will consider assessment and evaluation in early childhood programmes. This part will address ways of assessing, recording and reporting children's progress, and ways of evaluating the different components of early childhood programmes such as the theoretical foundations, goals, physical environment, curriculum, teaching practices, social interaction and parental involvement.

EDUC8301   Teaching science in schools (6 credits)
(pre-requisite: EDUC1002 and EDUC2001)

This course provides students with a general understanding of the requirements of the Junior Secondary Science Curriculum including its aims and the syllabus content, understand about the nature of science and its teaching in schools. The course guides students to conduct experiments and acquire knowledge using an investigative approach, plan and carry out laboratory practical work and demonstrations to facilitate learning and understanding, and be aware of laboratory safety, Students should also be able to identify common misconceptions and help learners to resolve their misconceptions, be aware of advantages and limitations of using models and analogies in explaining abstract ideas, be aware of contemporary science-related technological and social issues in order to promote learners' awareness on these areas, and use alternative assessment methods to better identify and develop learners' potential.

EDUC8303   Teaching mathematics in schools (6 credits)
(pre-requisite: EDUC1002 and EDUC2001)

The course aims to help students to reflect upon the aims and objectives of mathematics teaching, familiarize themselves with the local mathematics curriculum (Key Stage 2-3), gain an understanding of how students learn mathematics in classroom, progressing from their common sense and intuition to a more structured and systematic understanding.

PSYC0009   Life-span developmental psychology (6 credits)

This course provides an introduction to developmental psychology from a life-span perspective. The topics include: basic concepts and theories of human development; research methodology and issues in the study of developmental change; biological, environmental and social influences on development; processes of physical development over the life-span; attachment and emotional development; development of perception, language, cognition and morality; development of personality and social relationships.

PSYC0035   Introduction to educational psychology (6 credits)

This course focuses on how psychological theories are applied to learning, teaching, and facilitation of human growth. The topics include major developmental theories and their application to learning and instruction, learning theories from both behavioral and cognitive traditions, effective teaching methods and practices, learners' individual and group differences, achievement motivation, and assessment. Students will be involved in learning activities that require self-reflection and integration of daily life experience.

PSYC0057   Internship in applied child development (6 credits)

The internship will provide first-hand experience working with young children as teachers' aides and opportunities for observing children. In addition, you are to enrol concurrently in a seminar programme focusing on your ongoing field experiences, Educational/Social/Legal Policy, and Advocacy

PSYC1001   Introduction to psychology (6 credits)

Discussion of basic concepts in psychology and a preliminary survey of representative work carried out in various areas of psychological investigation, together with an investigation at some length of one such area.