科目總表

Course List

編號 Code	科目名稱 Course Title	學分 Unit
教育研究法及其他科目 Courses on Methods of Educational Research and Others		
PEDU 6003	教育研究中的比較與歷史方法 Comparative-Historical Method in Educational Research	1.5
PEDU 6004	教育研究中的族誌學研究 Ethnographic Study in Educational Research	1.5
PEDU 6400	獨立研讀 Independent Study	3
PEDU 6401	教育研究中的量化方法 Quantitative Methods in Educational Research	1.5
PEDU 6402	教育研究中的質化方法 Qualitative Methods in Educational Research	1.5
PEDU 6403	教育研究中的量化數據管理分析 Quantitative Data Management and Analysis in Educational Research	1.5
PEDU 6404	課室與學校情景中的量化分析 Quantitative Analysis in Classroom and School Settings	1.5
PEDU 6405	教育研究中的多元度向與多元歸因分析 Multi-Dimensional and Multi-Causal Analysis in Educational Research	1.5
PEDU 6406	教育中的行動研究 Action Research in Education	1.5
PEDU 7301	量化研究方法進階研討班 Advanced Seminar in Quantitative Research Methodology	1.5
PEDU 7302	質性研究方法進階研討班 Advanced Seminar in Qualitative Research Methodology	1.5
PEDU 7401	博士學位獨立研習 / 獨立研習 Doctoral Independent Study / Independent Study	3
PEDU 7402	博士學位研討及研習 Doctoral Seminar and Project	6
PEDU 8000	博士學位專題研究 Doctoral Guided Research	3
PEDU 8010	論文研究 Thesis Research	9
PEDU 8090	哲學碩士學位專題研究 MPhil Guided Research	3
PEDU 8097	哲學碩士教育研討班（一） MPhil Seminar in Educational Studies I	3

PEDU 8098	哲學碩士教育研討班（二） MPhil Seminar in Educational Studies II	3
體育運動科學學系開設之科目 Courses offered by the Department of Sports Science and Physical Education		
PEDU 7016	運動科學與體育專題（一） Selected Topics: Sports Science and Physical Education I	1.5
PEDU 7017	運動科學與體育專題（二） Selected Topics: Sports Science and Physical Education II	1.5
PEDU 7018	運動科學與體育專題（三） Selected Topics: Sports Science and Physical Education III	1.5
PEDU 7019	運動科學與體育專題（四） Selected Topics: Sports Science and Physical Education IV	1.5
教育博士課程開設之科目 Courses offered by the Doctor of Education Programme		
課程與教學專修範圍開設之科目 Courses offered by the Specialization in Curriculum and Instruction		
PEDU 7001	課程與教學高級研討班（一） Advanced Seminar in Curriculum and Instruction: Selected Topic I	1.5
PEDU 7002	課程與教學高級研討班（二） Advanced Seminar in Curriculum and Instruction: Selected Topic II	1.5
PEDU 7003	課程與教學高級研討班（三） Advanced Seminar in Curriculum and Instruction: Selected Topic III	1.5
PEDU 7004	課程與教學高級研討班（四） Advanced Seminar in Curriculum and Instruction: Selected Topic IV	1.5
PEDU 7101	教學：理論、設計、研究和應用 Teaching: Theory, Design, Research and Application	3
PEDU 7102	課程組織 Curriculum Organization	3
PEDU 7103	課程探究：範式 Curriculum Inquiry: Paradigms	3
教育領導與政策研究專修範圍開設之科目 Courses offered by Specialization in Educational Leadership and Policy Studies		
PEDU 7006	教育行政與政策專題研習（一） Advanced Seminar in Educational Administration and Policy I	1.5
PEDU 7007	教育行政與政策專題研習（二） Advanced Seminar in Educational Administration and Policy II	1.5
PEDU 7008	教育行政與政策專題研習（三） Advanced Seminar in Educational Administration and Policy III	1.5
PEDU 7009	教育行政與政策專題研習（四） Advanced Seminar in Educational Administration and Policy IV	1.5
PEDU 7206	教育行政與政策的基礎 Foundations of Educational Administration and Policy	3

PEDU 7207	全球性脈絡下的學校改革 School Reform in a Global Context	3
PEDU 7208	教育組織與領導 Educational Organization and Leadership	3
教育心理專修範圍開設之科目		
Courses offered by Specialization in Educational Psychology		
PEDU 7011	教育心理學高級專題研討（一） Advanced Seminar in Educational Psychology: Selected Topics I	1.5
PEDU 7012	教育心理學高級專題研討（二） Advanced Seminar in Educational Psychology: Selected Topics II	1.5
PEDU 7013	教育心理學高級專題研討（三） Advanced Seminar in Educational Psychology: Selected Topics III	1.5
PEDU 7014	教育心理學高級專題研討（四） Advanced Seminar in Educational Psychology: Selected Topics IV	1.5
PEDU 7307	「學習的科學」專題研討 Selected Topics in the Science of Learning	3
PEDU 7308	學校輔導與咨商的組織和實踐 Organization and Implementation of School Guidance and Counselling	3
PEDU 7309	動機的發展歷程及其在人類發展中的角色 The Developmental Process of Motivation and Its Role in Human Development	3
教育碩士課程開設之科目		
Courses offered by the Master of Education Programme		
課程與教學專修範圍開設之科目		
Courses offered by the Specialization in Curriculum and Instruction		
PEDU 6051	課程：觀點與設計 Curriculum: Perspectives and Design	3
PEDU 6052	課程評鑑：理論與實踐 Curriculum Evaluation: Theory and Practice	3
PEDU 6053	教學：取向、策略與應用 Teaching: Orientation, Strategy and Application	3
PEDU 6054	課程改革與實施 Curriculum Change and Implementation	3
PEDU 6072	多媒體在教育上的應用 Application of Multimedia in Education	3
PEDU 6105	數學學習理論 Theories of Mathematics Learning	3
PEDU 6106	數學課程探究 Studies in Mathematics Curriculum	3
PEDU 6112	語言觸覺與英語教學 Language Awareness for English Language Education	3
PEDU 6116	科學課程的研習 Studies in Science Curriculum	3

PEDU 6117	科學教育的教學與評審 Instruction and Assessment in Science Education	3
PEDU 6121	課程決策 Curriculum Decision-making	3
PEDU 6122	人文課程的研習 Studies in Humanities Curriculum	3
PEDU 6123	從跨國視域探究課程學當前的議題 Current Issues in Curriculum Studies from Cross National Perspectives	3
PEDU 6124	科技增進的學習環境設計 Design of Technology-Enhanced Learning Environments	3
PEDU 6125	數碼科技在學與教上的應用 Leveraging Digital Technologies in Learning and Teaching	3
PEDU 6126	STEAM 教育與研究專題 Selected Topics in STEAM Education and Research	3
PEDU 6459	專題研習或研究報告：課程研究 Project or Research Report: Curriculum Studies	9
學習科學與科技專修範圍開設之科目		
Courses offered by Specialization in Learning Sciences and Technologies		
PEDU 6124	科技增進的學習環境設計 Design of Technology-Enhanced Learning Environments	3
PEDU 6125	數碼科技在學與教上的應用 Leveraging Digital Technologies in Learning and Teaching	3
PEDU 6513	學習科學及其在教學上的啟示 Learning Sciences and Instructional Implications	3
PEDU 6514	發展高階思維 Developing Higher Order Thinking	3
PEDU 6460	學習科學與技術專題研習 Project in Learning Sciences and Technologies	6
i) 教育領導與行政及 ii) 教育政策研究專修範圍開設之科目		
Courses offered by Specializations in i) Educational Leadership and Administration and ii) Policy Studies in Education		
PEDU 6011	行政與組織理論 Administrative and Organizational Theory	3
PEDU 6205	高效能的學校領導 Effective School Leadership	3
PEDU 6206	學校變革的管理 Managing Change in Schools	3
PEDU 6207	建立學習型的專業社群 Building Learning Communities	3
PEDU 6208	教育行政與政策的新議題 Current Issues in Educational Administration and Policy	3
PEDU 6209	教育政策研究 Policy Studies in Education	3

PEDU 6210	教育政策與社會 Educational Policy and Society	3
PEDU 6211	教育與發展 - 國際視域 Education and Development in International Perspectives	3
PEDU 6212	教育規劃與財政 Planning and Finance in Education	3
PEDU 6213	華人社會的教育變遷 Educational Change in Chinese Societies	3
PEDU 6418	研究作業與報告：教育行政與政策 Project and Research Report: Educational Administration and Policy	9
教育心理專修範圍開設之科目 ***Courses offered by Specialization in Educational Psychology***		
PEDU 6048	教師的心理發展 Psychological Development of Teachers	3
PEDU 6449	研習與研究報告：教育心理學 Project and Research Report: Educational Psychology	9
PEDU 6502	個人及群性發展的新近議題 Contemporary Issues in Students' Personal and Social Development	3
PEDU 6504	資優教育與才能發展：理念與方向 Gifted Education and Talent Development: Concepts and Approaches	3
PEDU 6505	人類能力面面觀 Human Abilities in Perspective	3
PEDU 6506	如何提高學習興趣及動機 Motivating the Academically Unmotivated	3
PEDU 6507	心理教育測驗的理論和實踐 Practical Issues in Psycho-educational Testing and Assessment	3
PEDU 6508	閱讀心理學 Psychology of Reading	3
PEDU 6509	教育心理學的新近發展 Advances in Educational Psychology	3
PEDU 6510	人類發展研究的新視角 New Perspectives in Human Development	3
PEDU 6511	創意心理學與教 The Psychology of Creativity and Its Pedagogy	3
PEDU 6512	心理輔導理論初探 Introduction to Counselling Theory	3
PEDU 6513	學習科學及其在教學上的啟示 Learning Sciences and Instructional Implications	3
PEDU 6514	發展高階思維 Developing Higher Order Thinking	3
PEDU 6515	學習與大腦 Learning and the Brain	3

PEDU 6516	教育有特殊需要的學生 Educating Students with Special Needs	3
家長教育專修範圍開設之科目 ***Courses offered by Specialization in Parent Education***		
PEDU 6461	家長教育的專題研習 Projects in Parent Education	9
PEDU 6701	生命中為人父母的歷程 Parenthood in Life	3
PEDU 6702~	組織家庭和增進關係 Family Formation and Relationship Enhancement	3
PEDU 6703~	從敍事角度看家長教育 Narrative Approach to Parent Education	3
PEDU 6704	家庭、學校與社區協作：從理論及研究到實踐 Family-School-Community Collaboration: From Theory and Research to Practice	3
PEDU 6705	育兒心理學 The Psychology of Parenting	3
PEDU 6706	親子社會學 Sociologies of Parenting	3
PEDU 6707	家長教育輔導 Counselling for Professionals in Parent Education	3
PEDU 6711~	中國人社會中的家庭轉變和關係移植 Family Transformation and Relationship Transplantation in Chinese Societies	3
PEDU 6712~	教育兒童涉及的法律和有爭議的課題 Legal and Contentious Issues in Child Rearing	3
~只適用於2017-18年度及以前入學學生 *~Applicable only to students admitted in 2017-18 and before*		
體育運動科學專修範圍開設之科目 ***Courses offered by Specialization in Sports Science and Physical Education***		
EXSC 6101	運動科學及體育學研究法 Research Methods in Exercise Science and Sports Studies	3
EXSC 6102	運動科學與體育研究統計 Statistics in Exercise Science and Sports Studies	3
EXSC 6201	運動之生理應激及效益 Exercise: Physiological Benefits, Limits and Adaptation	3
EXSC 6202	運動營養：健康與運動表現 Sport Nutrition for Health and Performance	3
EXSC 6203	人體結構生物力學 Structural Biomechanics of the Human Body	3
EXSC 6204	運動損傷的生物力學原理 Biomechanics of Sports Injury	3
EXSC 6205	運動心理學之當前議題 Current Issues in Sport and Exercise Psychology	3

EXSC 6207	大眾及特殊人群運動處方 Exercise Prescription for General and Special Populations	3
EXSC 6208	社會文化對體力活動的影響 Social and Cultural Influence on Physical Activity	3
EXSC 6209	運動與健康推廣 Exercise and Health Promotion	3
EXSC 6210	健康與體力活動 Health Related Physical Activity	3
EXSC 6211	運動創傷與康復 (供非臨床學生修讀) Sports Injury & Rehabilitation	3
EXSC 6212	專題導讀:運動科學 Guided Studies : Exercise Science	3
EXSC 6300	專題研究:運動科學 Research Project : Exercise Science	9
SSPE 6000	體育研究法 Research Methods in Physical Education	3
SSPE 6001	運動學習：理論與應用 Theories and Applications of Motor Learning	3
SSPE 6002	體育教育學及適應體育活動 Pedagogy of Sports and Adapted Physical Activities	3
SSPE 6100	體育社會學專題研究 Sociological Issues in Physical Education	3
SSPE 6200	高級體適能評價:理論與實踐 Advances in Physical Fitness Assessment: Theory and Practice	3
SSPE 6400	體育運動行政與政策 Administration and Policy in Physical Education and Sports	3
SSPE 6500	高級運動生理學 Advanced Exercise Physiology	3
SSPE 6600	應用生物力學 Applied Biomechanics	3
SSPE 6701	專修導讀 (一) Guided Studies I	3
SSPE 6800	高級運動心理學 Advanced Sports Psychology	3
SSPE 6901	研習與報告：體育運動科學 Project and Research Report: Sports Science and Physical Education	9
SPSY 6103	體育運動之發展與推廣 Sport Development and Delivery	3
SPSY 6201	奧林匹克與精英運動 Olympic and Elite Sport	3
SPSY 6202	運動贊助與市場推廣 Sponsorship and Marketing of Sport Events and Performance	3

SPSY 6203	體育運動管理之策略與運作 Strategic and Operational Management of Sport	3
SPSY 6204	運動教練法：理論與應用 Sport Coaching: Theory and Application	3
SPSY 6205	體育運動之當前議題 Current Issues in Sport Studies	3
SPSY 6701	專修導讀：體育學 Guided Studies: Sports Studies	3
SPSY 6900	獨立研究課題 Independent Study Project	6
SPSY 6901	專題研究：體育學 Research Project : Sport Studies	9
中國語文教育文學碩士課程專修科目 Specialized Courses offered by the M.A. Programme in Chinese Language Education		
MCLE 6062	語言學在中文教學上之應用 Application of Linguistics in the Teaching of Chinese	3
MCLE 6063	文學理論與中文教學 Theories of Chinese Literature in the Teaching of Chinese	3
MCLE 6101	中國文化與中文教學 Chinese Culture and the Teaching of Chinese	3
MCLE 6102	中國語文課程與評估 Chinese Language Curriculum and Assessment	3
MCLE 6103	聆聽和閱讀教學理論與中文教學 Theories of Listening and Reading in Chinese Language Teaching	3
MCLE 6104	說話和寫作教學理論與中文教學 Theories of Elocution and Writing in Chinese Language Teaching	3
MCLE 6105	教材設計與中文教學 Design of Instructional Materials in the Teaching of Chinese	3
MCLE 6171	普通話與中文教學 Putonghua and Chinese Teaching	3
MCLE 6172	中國語文教學專題研習 Seminar in Chinese Language Teaching: Special Topics	3
MCLE 6173	專題研習或研究報告：中國語文教學 Project and Research Report: Chinese Language Education	6
MCLE 6174	中國語文教育的新議題 Current Issues of Chinese Language Education	3
MCLE 6175	語文教學中的思維教學 Teaching Thinking in Chinese Language Education	3
幼兒教育文學碩士課程專修科目 Specialized Courses offered by the M.A. Programme in Early Childhood Education		
MECM 6101	幼兒教育課程發展及評估 Curriculum Development and Assessment in Early Childhood Education	3

MECM 6201	幼兒教育中的教育領導及管理 Educational Leadership and Management in Early Childhood Education	3
MECM 6202	比較幼兒教育及當前議題 Comparative Education and Current Issues in Early Childhood Education	3
MECM 6301	零至八歲幼兒的發展 Early Childhood Development from Birth to Eight Years of Age	3
MECM 6302	符號、活動與童年初期的思維發展 Signs, Activities and the Development of Mind in Early Childhood	3
MECM 6401	專題研究 Guided Project	6
MECM 6901	專業考察交流及報告 Study Tour and Report	3
英語教學文學碩士課程專修科目 Specialized Courses offered by the M.A. Programme in English Language Teaching		
ENLT 6701	英語教學中的語音學及音系學 Phonetics and Phonology for English Language Teaching	3
ENLT 6702	英語教學中的構詞學及句法學 Morphology and Syntax for English Language Teaching	3
ENLT 6703	英語教學中的口頭及書面話語 Spoken and Written Discourse for English Language Teaching	3
ENLT 6704	語言的心理及社會層面 Psychological and Social Perspectives on Language	3
ENLT 6705	英語文學 Literature in English	3
ENLT 6706	英語專題研究 Special Topics in English Language	3
ENLT 6801	語文測試及評核 Language Testing and Assessment	3
ENLT 6802	當代英語教學專題 Contemporary English Language Teaching Issues	3
ENLT 6803	讀與寫的教授和學習 Reading and Writing – Teaching and Learning	3
ENLT 6804	聆聽與說話能力的教與學 Listening and Speaking – Teaching and Learning	3
ENLT 6805	資訊及通訊科技與英語教學 Information and Communication Technology in English Language Teaching	3
ENLT 6806	專業發展與英語教學 Professional Development in English Language Teaching	3
ENLT 6900	英語及英語教學研究計劃 Project in English Language and Teaching	6
PEDU 6111	英語課程研究 The English Language Curriculum	3

專業教育心理學文學碩士學位課程專修科目 **Specialized Courses offered by the M.A. Programme in Professional Educational Psychology**		
EPSY 6101	教育心理學的歷史、專業議題及道德實踐 History, Professional Issues and Ethical Practice in Educational Psychology	3
EPSY 6102	有特殊需要的兒童和青少年 (一) Children and Adolescents with Special Needs (I)	3
EPSY 6103	有特殊需要的兒童和青少年 (二) Children and Adolescents with Special Needs (II)	3
EPSY 6201	教育心理評估 (一) Psychoeducational Assessment (I)	3
EPSY 6202	教育心理評估 (二) Psychoeducational Assessment (II)	3
EPSY 6203	技巧訓練研討課 (一) Skills Training Seminar (I)	3
EPSY 6301	對兒童和青少年的教育心理介入 (一) Psychoeducational Intervention with Children and Adolescents (I)	3
EPSY 6302	對兒童和青少年的教育心理介入 (二) Psychoeducational Intervention with Children and Adolescents (II)	3
EPSY 6303	技巧訓練研討課 (二) Skills Training Seminar (II)	3
EPSY 6304	學校和社區諮詢：理論與實踐 Consultation in Schools and Community: Theory and Practice	3
EPSY 6401	教育心理學研究研習課 Research seminar in Professional Educational Psychology	3
EPSY 6402	研究論文 (一) Dissertation Research (I)	3
EPSY 6403	研究論文 (二) Dissertation Research (II)	3
EPSY 6501	實習 (一) Practicum (I)	3
EPSY 6502	實習 (二) Practicum (II)	3
EPSY 6503	實習 (三) Practicum (III)	3
學校諮商與輔導文學碩士課程專修科目 Specialized Courses offered by the M.A. Programme in School Guidance and Counselling		
SGCL 6101	輔導理論 Theories of Counselling	3
SGCL 6102	小組輔導：理論與實踐 Group Counselling: Theory and Practice	3

SGCL 6103	輔導過程、技巧與專業道德 Counselling Process, Techniques and Ethics	3
SGCL 6104	個人成長 Personal Growth	1.5
SGCL 6105	事業發展與干預 Career Development and Intervention	1.5
SGCL 6201	輔導策略 Counselling Strategies	1.5
SGCL 6202	輔導實習 Practicum	3
SGCL 6203	心理輔導專題研習 Project in Counselling	1.5
SGCL 6301	全方位學校輔導體系概論 Principles of Comprehensive Guidance System	1.5
SGCL 6302	學校輔導專題研習 Project in School Guidance	1.5
SGCL 6401	教師專業與個人發展 Professional and Personal Development of Teachers	1.5
SGCL 6402	學校訓育工作概論 Principles of School Discipline	1.5
SGCL 6403	防止自殺與危機處理 Suicide Prevention and Crisis Intervention	1.5
SGCL 6404	教師輔導技巧 Counselling Skills for Teachers	1.5
SGCL 6405	家庭輔導 Counselling with Families	1.5
SGCL 6406	職業探索及測試工具 Career Exploration and Assessment Tools	1.5
SGCL 6407	跨文化輔導 Cross-cultural Counselling	1.5
SGCL 6408	特殊需要教育專題討論 Selected Topics in Special Needs Education	1.5
SGCL 6409	輔導與諮商專題討論 Selected Topics in Guidance and Counselling	1.5
SGCL 6410	在輔導和臨床服務常見的心理疾患 Common Psychological Disorders in Counselling and Clinical Settings	1.5
SGCL 6501	輔導有發展及身體障礙的學生 Counselling Students with Developmental and Physical Challenges	1.5
SGCL 6502	輔導有特殊需要學生的專題研習 Project in Helping Students with Special Needs	1.5
SGCL 6504	輔導有專注力不足過動症和相關行為問題的學童 Interventions for Children with ADHD and Other Behavior Problems	1.5

SGCL 6505	認識特殊學習障礙 Understanding Specific Learning Difficulties	1.5
SGCL 6506	特殊需要教育：全校參與模式 Special-needs Education: The Whole-school Approach	1.5
SGCL 6508	學童情緒及社交問題的介入策略 Interventions for Children with Emotional and Social Problems	1.5
SGCL 6601	特殊學習障礙專題研習 Project in Specific Learning Difficulties	1.5
SGCL 6602	學會閱讀與閱讀教學的基礎 Foundations of Reading Acquisition and Reading Instruction	3
SGCL 6603	為特殊學習障礙學生訂立教育計劃 Developing Educational Plans for Students with Specific Learning Difficulties	1.5
學校改善及領導文學碩士課程專修科目 Specialized Courses offered by the M.A. Programme in School Improvement and Leadership		
SILP 6001	學校改善的議題及新發展 Issues and Advances in School Improvement	3
SILP 6002	學生學習的領導 Leadership for Student Learning	3
SILP 6003	學校改善的評鑑 Evaluation for School Improvement	1.5
SILP 6004	實地考察 Field Experience	1.5
SILP 6005	學校改善專題研究 Guided Improvement Project	6
數學教育理學碩士課程專修科目 Specialized Courses offered by the M.Sc. Programme in Mathematics Education		
MAED 6161	課程變革中之數學教學 Teaching and Learning Mathematics in the Changing Curriculum	3
MAED 6162	教育改革中之數學課程與評核 Mathematics Curriculum and Assessment Under Educational Reform	3
MAED 6163	數學教學的實踐研究 Researching Action in Mathematics Teaching	3
MAED 6164	研習與研究報告：數學教育 Project and Research Report: Mathematics Education	6
MAED 6165	數學教育獨立研讀 Independent Study in Mathematic Education	3
MATH 5011	實分析（一） Real Analysis I	3
MATH 5012	實分析（二） Real Analysis II	3
MATH 5031	複分析（一） Complex Analysis I	3

MATH 5032	複分析（二） Complex Analysis II	3
MATH 5051	抽象代數（一） Abstract Algebra I	3
MATH 5052	抽象代數（二） Abstract Algebra II	3
MATH 5070	流形之拓樸 Topology of Manifolds	3
MATH 6011	數學專題（一） Topics in Mathematics I	3
MATH 6012	數學專題（二） Topics in Mathematics II	3
MATH 6021	幾何專題（一） Topics in Geometry I	3
MATH 6022	幾何專題（二） Topics in Geometry II	3
MATH 6031	代數專題（一） Topics in Algebra I	3
MATH 6032	代數專題（二） Topics in Algebra II	3
MATH 6041	微分方程專題（一） Topics in Differential Equations I	3
MATH 6042	微分方程專題（二） Topics in Differential Equations II	3
MATH 6051	複分析專題（一） Topics in Complex Analysis I	3
MATH 6052	複分析專題（二） Topics in Complex Analysis II	3
MATH 6061	數論專題（一） Topics in Number Theory I	3
MATH 6062	數論專題（二） Topics in Number Theory II	3
MATH 6071	拓樸專題（一） Topics in Topology I	3
MATH 6072	拓樸專題（二） Topics in Topology II	3
MATH 6081	分析專題（一） Topics in Analysis I	3
MATH 6082	分析專題（二） Topics in Analysis II	3
MATH 6211	應用數學專題（一） Topics in Applied Mathematics I	3

MATH 6212	應用數學專題（二） Topics in Applied Mathematics II	3
MATH 6221	數值分析專題（一） Topics in Numerical Analysis I	3
MATH 6222	數值分析專題（二） Topics in Numerical Analysis II	3
MATH 6231	優選理論專題（一） Topics in Optimization Theory I	3
MATH 6232	優選理論專題（二） Topics in Optimization Theory II	3
MATH 6241	應用微分方程專題（一） Topics in Applied Differential Equations I	3
MATH 6242	應用微分方程專題（二） Topics in Applied Differential Equations II	3
MMAT 5010	線性分析 Linear Analysis	3
MMAT 5020	代數與幾何 Algebra and Geometry	3
MMAT 5210	離散數學 Discrete Mathematics	3
MMAT 5220	複分析及應用 Complex Variables and its Applications	3
MMAT 5230	物流管理數學 Mathematics for Logistics	3
MMAT 5240	供應鏈模型及其優化 Optimization and Modelling	3
MMAT 5250	財經數學 Financial Mathematics	3
MMAT 5510	高等數學基礎 Foundation of Advanced Mathematics	3
MMAT 5520	微分方程與線性代數 Differential Equation and Linear Algebra	3
MMAT 5530	有限數學與數學規劃 Finite Mathematics and Mathematical Programming	3
MMAT 5540	高等幾何 Advanced Geometry	3

學科概要

Course Description

按科目編號排序 In course code sequence

ENLT 6701 英語教學中的語音學及音系學

本科涵蓋語音學及音系學的基本概念，尤其參照英語的語音系統及音系特色。科目內容包括：(一) 英語發音系統的發聲及聽覺層面，包括切分音素及超切分音素；(二) 音系法則、音位符號及標音系統；(三) 言語習得和生產背後所牽涉到的音系過程；(四) 英語與廣州語之間在音系學上的主要分別。在課程之中，導師會引導學員思考這些概念對教學法所帶來的影響。

ENLT 6701 Phonetics and Phonology for English Language Teaching

This course covers the basic concepts of phonetics and phonology, with special reference to the sound system and phonological features of the English language. Course content includes: (1) the articulatory and auditory aspects of the English sound system covering both segmental and suprasegmental features; (2) phonological rules (3) phonemic representations and transcription systems; (3) phonological processes underlying speech acquisition and production, and (4) key differences between English and Cantonese phonology. Throughout the course, participants will be guided to consider the pedagogical implications of the concepts covered.

ENLT 6702 英語教學中的構詞學及句法學

本科論及語言學中英語構詞及句法系統的主要概念。學員會在句子及話語的層面上，透過英文口語及書面語的語料庫，理解及思考字詞的意義和形式。科目內容包括：(一) 認識在語言學上英語構詞及句法的基本概念；(二) 文法/句法與詞匯結構的形式和意義，以及它們與語句運用脈絡的關係；(三) 與字詞相關的句法形態，包括時式、時相、語氣、及物性、語態以至性別、數量、人稱和語格；(四) 字詞的知識，例如本意、含意、搭配、詞匯組群與語義範圍、同義詞、反義詞、下義關係詞及部件結構詞；(五) 對教學和學習的影響。

ENLT 6702 Morphology and Syntax for English Language Teaching

This course covers major linguistic concepts of the English morphological and syntactic systems. Participants will be introduced to corpora of spoken and written English for the understanding and conceptualizing of the meaning and forms of words at sentence and discourse levels. Course content includes (1) basic concepts of linguistic treatment of the morpho-syntax of the English language; (2) form and meanings of grammatical/syntactic and lexical constructions and their relationships with the context of use; (3) syntactic behaviour associated with the word such as tense, aspect, mood, transitivity and voice as well as gender, number, person and case; (4) word knowledge such as denotation, connotation, collocation, lexical sets and semantic fields, sense relations, synonymy, antonymy, hyponymy and meronymy; and (5) implications for teaching and learning.

ENLT 6703 英語教學中的口頭及書面話語

透過學習書面語及口語的話語慣例，學員會認識到一些解構連貫在一起的口語及書面語的技巧。在分析話語的結構、其音系及拼字法則、修辭結構和用語慣例的過程中，學員會留意到口語及書面語之間性質上及風格上的差別，了解到口語和書面語是怎樣連貫及凝聚起來，並認識到講者和作者向授眾傳達訊息的方法。

ENLT 6703 Spoken and Written Discourse for English Language Teaching

Through a study of discourse conventions of written and spoken language, participants will be introduced to some of the techniques for deconstructing connected speech and writing. Analysis of the structure of discourse, its phonological and orthographic rules, rhetorical structures and pragmatic conventions, will build awareness of how spoken and written language differ in substance and in style, how coherence and cohesion is achieved in speech and in writing, and how speakers and writers address themselves to an audience.

ENLT 6704 語言的心理及社會層面

本科目會探究語言的心理及社會面向。在心理語言學方面，本科論及認知、認知發展及語言的相互關係，當中包括影響着第一及第二語言習得的各個階段、過程及角式。本科亦會讓學員認識社會語言學，探討不同的社群怎樣去運用語言，審視每種語言與其社會背景之間的緊密連繫。課程中亦會就雙語理論及雙語教育進行討論，並特別參照香港的例子，考察當中所涉及的語言變異和方言、社會的雙語及多元語言環境、語言與權力、語言政策、語言計劃個案，以至第二語言的作用及以英語作為授課語言的原理等。

ENLT 6704 Psychological and Social Perspectives on Language

This course will examine the psycholinguistic and sociolinguistic aspects of language. In terms of psycholinguistics, course content will examine the relationship between cognition, cognitive development and language; the stages, processes, and roles that affective factors play in first- and second-language acquisition. This course will also introduce sociolinguistics and study the ways in which groups of people use language, examining the close intertwining between a language and the social context in which it is used. Bilingualism and bilingual education in different contexts will be examined, with particular reference to Hong Kong. Aspects of language variation and dialects, societal bilingualism and multilingualism, language and power, and language policy and planning issues, together with the function of the second language and principles underlying the use of English as a medium of instruction in Hong Kong will also be covered.

ENLT 6705 英語文學

文學與非實用性文本，文字既生動，且能拉近溝通語言教學和文化之間的距離。與文本的互動關係，為我們帶來多元的意義詮譯和情感回應，並引領我們探索文化及美學的價值。在散文、詩歌及至在公開演講、廣告及新聞報導中，語言的有技巧運用，可

達至不同的效果。本科旨在加強學員對此類語言運用的理解，使語文教師們能開發不同類型的語文資源，豐富課程的內涵。

ENLT 6705 Literature in English

Literature and non-utilitarian texts can introduce living language and bridge the gap between communicative language teaching and culture. Interaction with texts leads to multi-level interpretations of meaning, affective responses, and exploration of cultural and aesthetic values. This course aims to build understanding of the skillful uses and manipulation of language to achieve a variety of effects in prose and poetry as well as in public speeches, advertising and journalism: it aims to open up for the language teacher a diversity of linguistic resources to enrich the curriculum.

ENLT 6706 英語專題研究

本科會因應不同的環境，探討各類未在常規課程中涵蓋的英語或英語教學範疇。研討題目的選定，會考慮教師的專業需要或興趣，並設合教師的專業知識。

ENLT 6706 Special Topics in English Language

From time to time, courses focusing on area of English language or English language teaching not already covered in the regular programme of studies will be offered. These topics will reflect professional needs or interests and staff expertise.

ENLT 6801 語文測試及評核

本科涵蓋與香港語文評核有關的基本原則，以及於香港所實施的評核測試和形式。科目內容包括：(一) 可靠性、有效性、實用性及倒流效應等重要概念；(二) 不同的測試類型；(三) 過往及現今評核方式中的測試類型，當中包括心理測量為本的測試方式和較著重溝通的測試方法之爭，以及現時所流行的另類評核模式，如習作評核和校內表現評核等；(四) 測試的設計與批改及其他評核模式。導師會鼓勵學員從本身的教學經驗和香港不斷改變的評核標準出發，思考不同類型的評核模式。

ENLT 6801 Language Testing and Assessment

This course covers basic principles associated with English language assessment in Hong Kong as well as the implementation and delivery of tests and modes of assessment in Hong Kong. Course covers (1) important concepts such as reliability, validity, practicality and washback; (2) different test types; (3) test types used in present and past assessment practice – investigating issues such as psychometrically-oriented testing versus a more communicative approach as well as current alternative modes to assessment such as portfolios and school-based assessment; (4) the setting and marking of tests and other modes of assessment. Participants will be encouraged to consider the different modes of assessment in the light of their own students and developments in the changing assessment scene in Hong Kong.

ENLT 6802 當代英語教學專題

本科會討探香港或海外最新英語及/或英語教學的政策、研究或計劃的背景和含意。本科旨在令學員反思語言政策的最新發展對整體英語教學及個別教學環境的影響。本科

會由在不同英語教學範疇中的專業人士講授。

ENLT 6802 Contemporary English Language Teaching Issues

This course will examine the background and implications of recent policy initiatives, research or key projects in English and / or English language teaching in Hong Kong or overseas. The purpose of the course is to enable participants to reflect upon recent developments as these may affect or impact upon the English language teaching profession in general and their own teaching situation in particular. Typically the course would be delivered by speakers who are at the forefront of their area.

ENLT 6803 讀與寫的教授和學習

本科會從當今流行的讀與寫方法和策略出發，考察兩者的理論基礎，探索有關第二語言讀與寫的最新發展和模式，以及這些最新發展對教學法所帶來的衝擊。課程中，導師會鼓勵學員反思在課堂上的授課表現，以求更有效地協助第二語言的學習者發展其溝通能力，令他們書寫英文時能得心應手。本科亦會重點討論讀與寫的內涵和教學方法。

ENLT 6803 Reading and Writing – Teaching and Learning

This course will examine the theoretical bases for reading and writing in the light of current perceptions of the processes and strategies involved in the two areas, exploring recent developments and models of second language reading and writing, and the pedagogical impact of these developments. Course participants will be encouraged to reflect on their classroom practice in helping second language learners develop the communicative competence necessary for appropriate and successful written English. The course will also focus on the what and the how of teaching reading and writing.

ENLT 6804 聆聽與說話能力的教與學

本科會審視有關聆聽與說話能力的各種理論和方法。本科會從與聆聽及說話技巧相關的對話參予者、話語脈絡及理解特徵入手，方析不同聆聽者和說話者在聆聽及說話時所採取的方法和策略。本科亦會參考現時有關第二語言習得的理論，探討提升本地學生聆聽及說話能力的方法。

ENLT 6804 Listening and Speaking – Teaching and Learning

This course will review the theories and approaches related to listening and speaking. Course content will cover an analysis of the different processes and strategies that speakers and hearers employ as they listen or speak with reference to their interlocutors, the discourse context and process features associated with the particular skill. The course will also examine ways of helping local students to become more proficient in listening and speaking with reference to current second language acquisition theories.

ENLT 6805 資訊及通訊科技與英語教學

本科旨在沿資訊及通訊科技發展和歷史背景，特別從電腦輔助語言學習角度，探討如何在英語教學中應用電腦及相關科技。本科通過檢察一般乃至專門配合電腦輔助語言學習之硬件與軟件，了解通訊及資訊科技發展；審視國際網路通訊技術如電子

郵件、談話室及電子報告板等之應用。本科更會探討電腦輔助語言學習如何整合於英語以外之其他語言課程中。其他擬探討的課題包括如何運用資訊及通訊科技提昇教師語文能力、輔助語言研究及以之進行評估。

ENLT 6805 Information and Communication Technology in English Language Teaching

This course covers the application of information and communication technology (ICT) for English language teaching in the light of the history and development of IT generally, and for computer-assisted language learning (CALL) specifically, over the past few decades. The course will look at the development of ICT in terms of the hardware of software available generally (as general-purpose software) or specifically for CALL. The course will examine the use of The Internet for computer-mediated communication such as email, chat programs and bulletin boards. Apart from standalone uses, the course will examine how ICT may be integrated into the broader language curriculum. Other issues covered will be ICT for teachers' language development, for language research and the use of ICT in assessment.

ENLT 6806 專業發展與英語教學

本科旨在發展學員對第二語言教學之認知及與專業發展相關之經驗。學員將探討如何在個人持續專業發展進程中運用相關知識及洞見，為個人專業發展擔承更大責任，進而成為效能更高之語言教師。本科課程主題包括：專業發展之定義及概念；專業發展之類別；個別差異問題及此等問題對專業發展之影響；專業發展之理論及實踐方法；提升及支援專業發展之策略。本科參考晚近之專業發展理論，協助本地教師參與專業發展。修讀本科之學員須參與一系列專業發展活動，為已建立之持續專業發展模式作出貢獻。

ENLT 6806 Professional Development in English Language Teaching

The course aims to develop participants' understanding of and experience associated with professional development in teaching English as a second language teaching (ESL). Participants will explore how to apply this knowledge and insight in sustaining their own professional development and to enable them to become more effective language teachers by taking increased responsibility for their own professional development. Topics covered will include: definitions and concepts of professional development; types of professional development, individual differences and their influence on professional development; the theory and practice of professional development; strategies to enhance and support professional development. The course will also examine ways of helping local ESL teachers to engage in professional development with reference to current professional development theories. Course participants are required to engage in a series of professional development activities, with a major focus on improving the teaching and learning of ESL writing, thus enabling them to contribute to an established sustainable professional development model.

ENLT 6900 英語及英語教學研究計劃

學員在第二修業年中，由導師的指導下，會進行一個小型的研究計劃，探討與英語或英語教學相關的重要項目。研究計劃原則上會以調查、實驗或個案分析為重心。學生

須以標準格式，完成一篇研究報告。一般來說，學員需個別進行研究計劃；若經導師批准，學員亦可以小組形式（最多以三人為限），進行一項規模較大的研究計劃。

ENLT 6900 Project in English Language and Teaching

In their second year, with the guidance of a supervisor, students may conduct a small-scale project investigating one significant issue related to English language or to English language teaching. In principle, this project may have the focus of a survey, an experimental study or a case study. Students will have to complete a report of their piece of research according to a standard format. Projects will generally be done on an individual basis, but with the permission of the supervisor it may be possible for up to three students, as a group, to conduct one substantial project.

EPSY 6101 教育心理學的歷史、專業議題及道德實踐

本課程探討心理學的歷史，並把重點放在教育心理學背後的科學理論和實踐，從而讓實習教育心理學家了解對這個專業的過去、現在和將來的重要觀點。此外，本課程亦會回顧和討論心理學家的道德原則和行為準則，包括作為教育心理學專業的實踐標準以及相關的法律問題。本課程還會探討香港以至全球教育心理學專業的趨勢和議題，例如專業教育心理學家在回應社會和個人需要方面的變遷而演變的角色。

EPSY 6101 History, Professional Issues and Ethical Practice in Educational Psychology

This course explores the history of psychology, with an emphasis on the history of the science and practice of educational psychology, so as to offer EP Trainees important perspectives about the past, present, and future of the field. In addition, ethical principles of psychologists and codes of conduct, including standards of practice that are core to professional educational psychology, as well as relevant legal issues are reviewed and discussed. This course also examines current trends and issues salient to professional educational psychology in Hong Kong and worldwide, such as the evolving roles of professional educational psychologists in response to changing societal and individual needs.

EPSY 6102 有特殊需要的兒童和青少年 (一)

專業教育心理學家在支援主流和特殊學校的特殊需要兒童上發揮著重要作用。EPSY6102 及 EPSY6103 課程系列旨在提高實習教育心理學家與教師和家長合作的專業能力，以促進有不同需要的學生的個人，社會和教育發展。借鑒最新的研究發展，這系列的課程嘗試從這些研究結果去釐消與特殊需要相關的誤解。課程會展示最新的研究如何提升對不同類型特殊需要的機制的理解，並討論這些實證研究對於制定有效干預措施的意義。本課程會介紹右如何透過了解有特殊需要學生的家庭和學校以理解其背景。本課程亦關注具有不同智力和學習障礙兒童和青少年的需要和特徵、認知障礙、發展遲緩、特殊學習困難及資優等課題亦會探討。

EPSY 6102 Children and Adolescents with Special Needs (I)

Professional educational psychologists play an important role in supporting children with special needs in both regular and special school settings. This two-course series on special

needs is designed to enhance the professional capacity of EP Trainees in collaborating with teachers and parents to facilitate the personal, social and educational development of students with diverse needs. Drawing on recent research developments, these courses attempt to demystify misconceptions in findings related to special needs. They show how the latest research improves our understanding of the mechanisms underlying different kinds of special needs and discuss the implications of these empirical studies for developing effective interventions. In this course, we introduce the contextual foundation for understanding students with diverse needs by looking at their families and schools. We then focus on the needs and characteristics of children and adolescents with different intellectual and learning abilities or disabilities. In particular, we examine topics related to global cognitive impairment, developmental delay, specific learning difficulties, and individuals who are gifted and talented.

EPSY 6103 有特殊需要的兒童和青少年 (二)

本課程以 EPSY 6102 分析框架為基礎並側重於兩個特殊需要的範圍：情緒和行為困難及身體和感官殘疾。情緒和行為困難不限於過渡活躍及或專注力失調，行為問題，情感障礙和自閉症。本課程亦涉及探討聽力和 / 或視力障礙的特殊需要，身體殘疾的複雜性及其對學生發展的影響。課程將向實習心理學家介紹最新研究如何提升對不同類型特殊需要的機制的理解，並討論這些實證研究對於制定有效干預措施的意義。

先修科目：EPSY 6102

EPSY 6103 Children and Adolescents with Special Needs (II)

Building upon the analytic framework developed in EPSY 6102, the course focuses on two broad areas of special needs: emotional and behavioral challenges, and physical and sensory disabilities. Emotional and behavioral challenges addressed include but are not limited to attention deficit/ hyperactivity disorder, conduct problems, affective disorders, and autism spectrum disorders. We also look into the special needs arising from hearing and/ or visual impairments and examine the complex nature of physical disabilities and their subsequent impact on student development. EP trainees will be introduced to how the latest research improves our understanding of the mechanisms underlying different kinds of special needs and discuss the implications of these empirical studies for developing effective interventions in working with school children.

Pre-requisites: EPSY 6102

EPSY 6201 教育心理評估 (一)

這是「心理評估」的兩個課程的第一部分，旨在讓學員認識如何提供標準化評估工具進行測試和分析結果，以及使用綜合評估數據幫助決定個別有特殊需要學生的跟進服務。本課程涵蓋智力和智力評估的基本概念，亦會介紹一些在香港廣泛使用的評估測試工具的操作、評分、結果詮釋和報告撰寫。本課程還會讓學員發展知識和技能，足以在學校環境中為具有特定學習困難或特殊能力的學生進行以學術為基礎的學能評量，並就評估方式的選擇和對測試結果的理解跟學科課程相關事項進行討論。總體而言，本課程強調收集和使用個人認知功能綜合數據的重要性，以便做出以實証為基礎

的決策，從而進行有效的介入。

EPSY 6201 Psychoeducational Assessment (I)

This is part one of the two courses in psycho-educational assessment aiming at equipping students with the necessary knowledge and skills in the administration and interpretation of standardized assessment instruments, and the use of comprehensive assessment data to assist in making decisions on the delivery services to individuals with special needs. This course covers the basic concepts of intelligence and intellectual assessment. There will be administration, scoring, interpretation and report writing on some of the widely used instruments in Hong Kong. This course will also enable students to develop knowledge and skills to use academic-based achievement measures in school settings for students with specific learning difficulties or exceptional abilities, and discusses curriculum issues that are closely linked to the choice of measures and understanding of test scores. Overall, this course emphasizes the importance of collecting and using comprehensive data on individual's cognitive functioning to make evidence-based decisions for effective intervention.

EPSY 6202 教育心理評估 (二)

本課程的焦點放在行為、社交和情緒評估。實習教育心理將學習操作各種對行為和性格進行評估的工具，包括客觀評估工具和投射測試，並作出評分和詮釋結果。課程會詳細討論不同評估工具的目的和合適的應用範疇，並檢視為它們對文化、語言和社會經濟因素的影響。本課程以心理教育評估（一）所學習的內容為基礎，討論如何整合來自認知能力、學業成績以及社交和行為方面的數據作全面了解學生的心理功能。

先修科目：EPSY 6201

EPSY 6202 Psychoeducational Assessment (II)

This course focuses on behavioral, social and emotional assessment. EP trainees will learn to administer, score and interpret behavioral and personality measures including objective assessment tools and projective measures. Different measures with respect to their purposes and appropriate use will be discussed, and their impact of cultural, language and socioeconomic factors will be examined. Building upon the foundations acquired from Psychoeducational Assessment (I), this course discusses ways to integrate data from measures of cognitive abilities, academic performance as well as those from social and behavioral ones to obtain an overall understanding of students' psychological functioning.

Pre-requisites: EPSY 6201

EPSY 6203 技巧訓練研討課 (一)

本課程為學員提供在不同教育和社會服務機構中擔任教育心理學家時進行評估和介入的實用知識和技能。課程會涵蓋進行訪談、觀察行為、操作各種類型的評估工具、撰寫報告以及為個案提出建議的技巧和策略，亦會安排實地考察和客席講座，促使實習教育心理學家對於教育心理學家在學校相關環境中所擔當的角色有更廣闊的視野。

EPSY 6203 Skills Training Seminar (I)

This course equips students with practical knowledge and skills in assessment and intervention when working as an educational psychologist in a variety of education and

social service settings. It also covers skills and strategies in conducting interviews, observing behaviors, administrating tests of various types, writing reports, and making recommendations to individual cases. Site visits and guest lectures will be arranged to widen EP Trainees' perspective in their roles as an educational psychologist in school-related settings.

EPSY 6301 對兒童和青少年的教育心理介入 (一)

本課程探討介入策略和計劃，以滿足學生在教育，情緒，行為和社交適應困難的需要。實習教育心理學家將學習如何使用教學，行為和跨專業的理論和方法去設計，提供和評估在學校和社區的心理教育課程。本課程亦會討論與課程評估和課程設計有關的問題。

EPSY 6301 Psychoeducational Intervention with Children and Adolescents (I)

This course examines intervention strategies and programs for meeting the needs of students with educational, emotional, behavioral and social adjustment difficulties. Students learn how to use instructional, behavioral and inter-disciplinary approaches as theoretical backdrops to design, deliver, and evaluate psychoeducational programs in school and community settings. Issues related to curriculum-based evaluation and curriculum designs are also discussed.

EPSY 6302 對兒童和青少年的教育心理介入 (二)

本課程旨在向實習教育心理學家介紹為兒童和青少年心理介入的理論和觀點的基礎。我們將探討支援學生及其家庭的主要理論，包括認知行為理論，以解決方案為中心的輔導理論，系統和生態理論，家庭諮詢及輔導，藝術治療理論，正念及職業諮詢及輔導等。課程亦會討論如何處理一些與兒童和青少年相關的特殊課題（例如抑鬱和自殺）。此課程鼓勵實習教育心理學家（1）實踐基於理論的原則（2）探究相關文獻並使用科學家-實踐者角度來評估不同方法與不同背景的學生在支援上的效能。

先修科目：EPSY 6301

EPSY 6302 Psychoeducational Intervention with Children and Adolescents (II)

This course aims to introduce to students a broad array of theories and perspectives that are foundational to psychological interventions for children and adolescents. We will evaluate major theories in working with school-age youngsters and their families, including cognitive-behavioral approaches, solution-focused brief counseling, systems and ecological approaches, family counseling, creative arts therapies, mindfulness, and career and vocational counseling. Strategies in working with children and adolescents with special issues (e.g., depression and suicidality) are also addressed. Throughout the course, students are encouraged to (1) adopt theory-based practice, and (2) examine relevant literature and use a scientist-practitioner model to evaluate the effectiveness of different approaches in working with clients from a wide range of backgrounds.

Pre-requisites: EPSY 6301

EPSY 6303 技巧訓練研討課 (二)

本課程是技巧訓練研討課的第二部分。它為實習教育心理學家提供了一個學習平台，可以進一步提高他們實習所需的技巧。除基本評估技巧外，還需要涵蓋的其他技巧包括危機處理，跨界別合作，在學校開展三層支援架構，諮詢和系統干預。技巧訓練研討課將安排客座講師和工作坊，以進一步培養實習教育心理學家在個人和小組環境中進行干預的實用技巧。實習教育心理學家應在整個課程中積極參與小組練習和角色扮演練習。

先修科目：EPSY 6201, EPSY 6202 & EPSY 6203

EPSY 6303 Skills Training Seminar (II)

This course is the second part for skills training. It provides a platform for students to further polish their micro-skills that are required in their practicum. In addition to basic assessment skills, other skills to be covered include crisis management, inter-disciplinary collaboration, working with the 3-tier support at school, counseling, and systems-intervention. Guest lectures and mini-workshops will be arranged to further equip students with practical skills in conducting interventions with individuals and in group settings. EP Trainees are expected to be actively engaged in small group practice and role play exercises throughout the course.

Pre-requisites: EPSY 6201, EPSY 6202 & EPSY 6203

EPSY 6304 學校和社區諮詢：理論與實踐

本課程探討教育心理學家作為顧問和推動系統改變者的作用，提高透過加強各系統（如學校和家庭）的聯繫為學生福祉和成長發展所產生的影響的能力。本課程亦探討諮詢理論，問題解決模式以及促進系統改變的各種策略，包括基於數據的決策和確立目標，解決方案的建立和實施。本課程還討論教育心理學家作為學校顧問的作用，以促進危機處理和預防的角色。

EPSY 6304 Consultation in Schools and Community: Theory and Practice

This course examines the role of educational psychologists as consultants and systems-change agents, whose charge is to strengthen the capacity of various interlocking systems (e.g., school and family) that have an impact on students' well-being and development. Consultation theory, problem-solving models, and a variety of sequential consultation strategies to facilitate systems-change are explored, including data-based decision-making and target identification, solution generation, and solution implementation. The role of educational psychologists as external consultants in schools to facilitate crisis management and prevention is discussed.

EPSY 6401 教育心理學研究研習課

本課程介紹一些教育心理學研究常用的方法，強調科學家與實踐者並重。重點是檢視一系列統計軟件（如 SPSS，MPlus，AMOS）和教育心理學研究人員用於為協助多層系統內作決策的研究方法，當中包括量性及質性的研究方法，亦會強調如何將研究成果轉化為教育心理學的專業實踐。

EPSY 6401 Research seminar in Professional Educational Psychology

This course introduces a number of ways in which research in educational psychology are commonly conducted, with special attention being paid to the role of the scientist-practitioner. The focus will be on evaluating a range of statistical softwares (such as SPSS, MPlus, AMOS) and research methods used by educational psychology researchers to inform decision making within a multi-tier system. Both quantitative and qualitative methods will be discussed. The translation of research findings into the professional practice of educational psychology is emphasized.

EPSY 6402 研究論文 (一)

本科是研究論文系列的第一部分。實習教育心理學家透過個人或小組的指導引導他們使用研究方法和統計學的知識和技能進行論文研究。本科強調幫助實習教育心理學家理解以實証為本的實踐的重要性，並透過與相關的評估研究檢視各介入方法的效能和效果。本課程將指導實習心理學家完成論文建議書。

EPSY 6402 Dissertation Research (I)

This seminar is the first course in a two-course dissertation sequence. EP trainees participate in individual or small group tutorials that guide them in utilizing knowledge and skills in research methods and statistics to conduct a dissertation research project. Emphasis will also be on helping students appreciate the need for evidence-based practice, supported by program evaluation of efficacy and effectiveness as indicated by intervention research relevant to professional practice in educational psychology. This course will guide EP Trainees toward completion of a dissertation proposal.

EPSY 6403 研究論文 (二)

本科是研究論文系列的第二部分。實習教育心理學家透過個人或小組的指導完成研究論文。

EPSY 6403 Dissertation Research (II)

This seminar is the second course in a two-course dissertation sequence. Tutorial is conducted on an individual or small group basis to guide EP Trainees toward the completion of their dissertations.

EPSY 6501 實習 (一)

EPSY 6502 實習 (二)

EPSY 6503 實習 (三)

實習是提供機會讓實習教育心理學家在專業督導下發展理論與實踐相結合的能力。每名學員都需要進行至少 1200 小時的實習，當中至少有 600 小時是處於教育的環境。第一個實習課程提供跟個人和小組工作相關的實踐經驗，當中應包括與學生、家庭和 / 或教師們協作的經驗，實習地點 / 合作伙伴可以包括但不局限於學院的教育心理服務單位，以及 MA（EP）課程轄下的指導計劃；在第二個和第三個實習中，實習教育心理學家由業內合資格的教育 / 臨床心理學家提供密切及定期的督導，這些實習提供了個人、小組和系統工作相關的實踐經驗，涵蓋了廣泛的學生 / 學校需求，並且應包

括與學生、家庭、教師們合作以及改善學校系統的經驗，實習場地會包括但不局限於幼稚園、小學、中學、大專院校和政府部門。

EPSY 6501 Practicum (I)
EPSY 6502 Practicum (II)
EPSY 6503 Practicum (III)

Practicum provides opportunities for students to develop their abilities and competence in integrating theory and practice under professional supervision. Each EP Trainee is expected to have fieldwork training of a minimum of 1200 hours, with at least 600 hours in educational settings, for the whole practicum. The first practicum provides hands-on experience in relation to individual work and group work. It should include experiences in working with students, families and/ or teachers. The placement sites/ collaborating parties can include, but not limited to, the educational psychology service unit of the Faculty, and mentorship scheme under the MA(EP) program. In the second and third practicum, EP Trainees are supervised closely and regularly by qualified educational/ clinical psychologists in the field. The placements provide hands-on experience in relation to individual work, group work, and systems work, encompassing a wide range of student/ school needs, and they should include experiences in working with students, families, teachers, and improving the school system. The practicum settings include, but not limited to, preschools, primary schools, secondary schools, tertiary institutions and government departments.

EXSC6101 運動科學及體育學研究法

本課程旨在幫助學生掌握研究院程度的運動科學研究法。目的為：一）了解不同研究方法的性質及過程，二）培養足夠的技能以從事運動科學的研究課題，三）能閱讀詮釋及論証運動科學的相關文獻。透過此課程，學生能掌握足夠的技能以完成本學位課程的專題研究報告。

EXSC6101 Research Methods in Exercise Science and Sports Studies

This course is designed to familiar students with major research methods of postgraduate level that are applicable to Exercise Science. Knowledge acquired in this course will assist students in (1) understanding the nature of the research process and the various types of research methods; (2) developing the skills necessary for conducting an research project in Exercise Science; (3) reading, interpreting, analyzing and examining research findings from journal articles in the areas of Exercise and Sports science. At the end of the course, students should be able to demonstrate the knowledge and understand the principles and practices of acquiring knowledge and solving problems through research. They are also expected to be able to use various research methods in examining a topic in Exercise and Sports Science that will lead to the successful completion of the Research Project.

EXSC6102 運動科學與體育研究統計

統計是進行科研的主要工具， 因此大部份的研究課程均提供與其學科相關的統計能力的培訓。於運動科學測量與統計的領域來說，較為著重探討研究的信度和效度，和統計法的多元回歸模型和多變數分析等概念與應用。運動科學與體育研究統計課程旨

在為體育運動相關研究提供統計的基本方法與理論，為學員獨立進行研究工作提供必要的測量與統計訓練。常見研究範疇涵蓋運動能力、體適能與體能活動、運動心理及社會因素、及健康等等。此課程能幫助學員認知和理解運動科學統計的基本理論與應用，以及將這些專業理論、知識、技能，應用於運動科學與體育研究領域上，對體育運動專業人員甚有幫助。修習此課程將幫助有志於在運動科學與體育領域做研究工作的學員理解並掌握科研文獻與其涵蓋內容。

EXSC6102 Statistics in Exercise Science and Sports Studies

Statistics are major research tools. In order to better equip students with the tools necessary for independent research, many disciplines include statistical training during postgraduate studies. Some specific statistical concepts that are particularly emphasized in the field of exercise science, such as issues of validity and reliability, multiple regression models, and multivariate analysis. Common research topics in exercise science and sports studies include physical abilities, fitness and activity, psychosocial aspects in sports, and health. This course is designed to enhance students' understanding of common statistical concepts and techniques used in the field of exercise science and sports studies. This course is particularly useful for exercise and sports professionals, as it will provide the knowledge necessary to comprehend research articles and concepts in exercise science and sports studies. Students are expected to possess basic knowledge in exercise science and sports studies, and proficiency of college level mathematics and statistics, prior to taking this course.

EXSC6201 運動之生理應激及效益

本課程的目的旨在幫助學生了解最新及以研究為本的運動生理學知識。課程內容包括能量代謝的概念及各運動訓練的生理應激。學生亦會獲得在實驗室進行各項測試的學習經驗。完成課程後，學生將會：一）了解能量代謝的過程，二）運動強度、時間與生理應激的關係，三）了解運動訓練與運動表現的關係，四）掌握運動生理的實驗技能。

EXSC6201 Exercise: Physiological Benefits, Limits and Adaptation

The general aim of this course is to provide the students with up-to-date and research-based information for understanding the physiological aspects of exercise. This course will examine the current concepts of energy metabolism and other physiological responses to exercise and training. Emphasis will be placed on the application of such knowledge upon the improvement of exercise performance and upon the promotion of exercise. The students will be provided with hands-on experience of conducting laboratory work which examines the metabolic responses to exercise. At the end of the course, students should be able to: 1) explain the metabolic responses involved in bioenergetics; 2) discuss the relationship between exercise intensity/duration and the physiological responses; 3) explain the influence of physical training on human performance; and 4) demonstrate the basic skills on laboratory-based practical work.

EXSC6202 運動營養：健康與運動表現

本課程旨在幫助學生掌握營養學的基本原理，並將之應用在提升運動能力的層面。課

題會包括健康生活習慣的營養知識與及運動競技的營養專題。內容有各項影響運動表現的營養因素，能量攝取與平衡，運動前、中、後的營養措施，水份平衡與運動的表現，營養補充劑與運動能力。

EXSC6202 Sport Nutrition for Health and Performance

The aim of this course is to provide students with a sound understanding of the basic principles of human nutrition, and to build on this to cover in greater depth issues relating to the interactions between nutrition and exercise. The course will cover both the role of nutrition and exercise in a healthy lifestyle and nutrition for sports performance. Contents will include factors influencing sports performance, food intake and energy balance during rest, exercise and recovery; influence of nutrients on exercise performance; fluid balance and performance; protein nutrition and strength; vitamins, minerals and nutritional supplements. Practical work will be used to illustrate the topics covered in lectures, and written practical reports will be required.

EXSC6203 人體結構生物力學

本課程探究人體的結構和功能，重點在於介紹急性運動損傷的病理。本課程將回顧結締組織的特性，並著重介紹兩方面內容：首先，機體組織對體力活動和運動的適應性變化；其次，急性、高機械負荷對機體組織的損害。本課程還將討論急性運動損傷機制的檢查方法，包括運用生物力學原理的定性分析，無創分析，事故重建及建模。

EXSC6203 Structural Biomechanics of the Human Body

This course examines the structure and function of the human body with a particular emphasis being provided on acute sporting injury. Mechanical properties of connective tissue will be reviewed with a focus on firstly, tissue adaptation with physical activity and exercise and secondly, tissue failure under high acute loads. Approaches that are used to examine the mechanisms of acute sporting injury will be discussed and these will include, qualitative analysis using biomechanical principles, analysis of non-injury situations, accident reconstructions and modelling.

EXSC6204 運動損傷的生物力學原理

本課程探究運動損傷的生物力學基礎，及過勞性運動損傷的病理學機制。本課程提供生物力學測量技術（動作分析、肌電圖、測力台及其他測量儀器）的相關知識，從而使學生能夠理解運動生物力學的基本概念並能熟練閱讀相關文獻。

EXSC6204 Biomechanics of Sports Injury

This course examines the biomechanical bases for sporting injuries with the aetiology of overuse sporting injuries being examined. A background in biomechanical measurement techniques (motion analysis, electromyography, force plates and other measurement devices) is provided so that students can understand background concepts and also read the related literature with confidence.

EXSC6205 運動心理學之當前議題

本課程之目的旨在讓學生掌握一些如動機、參與和運動心理保健方面的理論知識。雖

然體力活動已成為提高健康水平的關鍵一環，但能夠說服人們多進行體力活動仍是目前一項重大挑戰。本課程主要探討在運動動機和參與方面之研究論點和學說，使學生能瞭解為什麼有些人能持之以恒參與運動，而另一些人則半途而廢。本課程亦介紹與運動和心理健康有關的概念，特別是運動心理保健作用，並以相關課題作專題討論，包括壓力、沮喪、焦慮、自我形象和其他一些心理障礙等現象。

EXSC6205 Current Issues in Sport & Exercise Psychology

Physical activity has become a key feature of health promotion and yet, even in today's society, encouraging physical activity remains a significant challenge. Based on key issues, theories and research in sport motivation and participation, students will explore why some participants continue to exercise and why others choose not to. Students will also be introduced to concepts associated with physical activity and psychological well-being. In particular, the mental benefits of physical activity will be explored and topics such as stress, depression, anxiety, self-esteem and mental illness will be discussed. This course aims to provide students with a wider theoretical understanding of motivation, participation and the psychological benefits of exercise.

EXSC6207 大眾及特殊人群運動處方

有效的運動處方對改善健康及體適能是非常重要的，然而運動處方必須要因應個人的健康狀況和體能程度而加以獨特的設計。眾所周知，冠心病、糖尿病、高血壓、肥胖症、腰背痛等慢性疾病在生活節奏快的現代都市非常普遍並日益增長，適合一般人的運動方案已不能適合這些特殊族群的獨特需要。本課程旨在介紹不同的運動處方指引，以配合不同健康狀況人群的需求。修習此課程後，學員將會建立健康評估的執行能力而規劃運動處方，提升學員執行運動計畫的效率及檢測的能力，並為一般人士及有特殊需要人群量身訂做個人運動處方。

EXSC6207 Exercise Prescription for General and Special Populations

Effective exercise prescriptions are an essential part of improving one's physical fitness and overall health. However, in order to provide an effective exercise program, exercise prescriptions must be individualized and specific to the participant's unique health conditions. As chronic illnesses, such as coronary heart disease, diabetes, hypertension, obesity, and lower-back disorder, become increasingly prevalent in modern urban settings, exercise prescriptions for the general population should be modified in order to cater to the specific medical indications of specific populations. Given that a regular exercise training program is recognized as good preventative medicine for chronic diseases, this course is designed to introduce information about specialized exercise prescription to meet the needs of general citizens and people with particular medical conditions. Students will be expected to become familiar with exercise prescriptions for general healthy populations and to use this knowledge to design exercise programs for targeted populations with specific chronic diseases.

EXSC6208 社會文化對體力活動的影響

從個人在日常生活中對體力活動的重視程度，反映出多種對運動不同的信念。不同的

社會會對競技運動及全民運動有不同的重視程度。本課程旨在探討在香港特殊的文化及社會條件下，一般人士對體力活動的認識及行為習慣，而這些個人的因素又會直接影響個人健康行為習慣的養成。

EXSC6208 Social & Cultural Influence on Physical Activity

The role, meaning and importance of physical activity in the lives of individuals reflects the values and beliefs that individuals hold towards exercise. In some societies, physical activity in the form of organised sport plays an influential role in the lives of their members. In other societies, formal physical activity is less important than informal forms of activity such as personal exercise and play. The necessity of studying the reasons for the irregular occurrence of formal or informal activity has become significant in the light of the recognition of the relationship between physical activity and health. Many scientific, medical and public health organisations have issued statements regarding the benefits and importance of regular physical activity. In addition, efforts are now being made to promote active lifestyles as a way of combating the inevitable rise of disease later in life. In order to understand the values and beliefs related to physical activity, it is necessary to examine the social and cultural factors that may influence the involvement of individuals in health-related physical activity. This course will develop an understanding of the complex social and cultural arrangements by focusing on the Hong Kong culture and society. Many of the aspects of Hong Kong life are similar to that found in other developed nations. Nevertheless, there are unique aspects of cultural life that require a deeper understanding because the values, beliefs and customs found in that uniqueness are inextricably linked to how individuals value exercise as a health related behaviour.

EXSC6209 運動與健康推廣

本課程旨在探討在學校和社區環境中有關於運動與健康行爲改變和健康推廣的理論與實踐。體能活動與不同人群（例如：健康成人，學童，老人和其他弱勢社群）的身體健康有著重要的關係。本課程著重討論上述人群有關體能活動和運動推廣的概念模型與實證研究，及改善健康有關的體能活動和運動行爲的評估與促進策略。

EXSC6209 Exercise and Health Promotion

This course examines theories and practices behind health behavioural changes and health promotion, with regards to exercise and health advancement in schools and community settings. This course wll also examine the importance of physical activity in relation to health and wellness for different populations, such as healthy adults, school children, the elderly and disabled persons. Students will be introduced to both conceptual models and empirical research, relating to physical activity and exercise promotion of the aforementioned populations. Strategies to assess and improve physical activity and exercise behaviours that enhance health and wellness will also be included in this course.

EXSC6210 健康與體力活動

在現代工業社會，體力活動已經被視為維持健康的一個重要課題。不同的科學及醫學組織，對體力活動都發出了相關的指引，主要是由於很多慢性疾病都與欠缺足夠的體力活動有關。在眾多的促進健康手段中，改善生活習慣是其中一個重要的考慮。本課

程旨在從行為及流行病學的角度，探討體力活動對健康的益處。透過不同的課題及了解各類型的健康促進策略，學生會明白足夠的體力活動是維持健康生活的重要手段。

EXSC6210 Health Related Physical Activity

Physical activity is now recognised as a major health issue in modern industrialised countries throughout the world. Public health problems have been linked to physical activity and many scientific, medical and public health organisations have now issued statements regarding the benefits and importance of regular physical activity. Inactivity has now been linked to chronic diseases and other health problems. While efforts are now being made to promote active lifestyles as a way of combating the inevitable rise of disease later in life, increasing numbers of people continue to do no regular exercise. This course will address the health benefits of physical activity from a behavioural epidemiological perspective. By looking at the factors that influence physical activity and applying that knowledge to develop interventions and measure their effects, students in this course will develop a deeper understanding of the significance and difficulties of increasing physical activity in our daily lives.

EXSC6211 運動創傷與康復

本課程主要目的是幫助學生理解由各種體力活動所引起的人體不同的病理生理反應，以及防止由此導致的身體機能異常和運動創傷。本課程將通過文獻導讀，課堂討論，報告及撰寫論文等研習形式，來幫助學生掌握下列相關知識：(一) 理解伴隨運動創傷而出現的身體組織的不同病理生理反應；(二) 強化體育運動在健康促進方面的應用；(三) 了解體育運動帶來的身體機能異常、疾病及創傷的可能性；(四) 學習並應用正確監控體育運動過程中各種病理生理反應的方法。

EXSC6211 Sports Injury & Rehabilitation

The aim of this course is to assist students in understanding human pathophysiological responses, as well as the prevention of exercise/sports related functional disorders and injuries. This course will provide an in-depth study of the field through literature reading, discussion, presentation and paper writing. EXS6211 will enable students to: 1) understand the pathophysiological process and its differing results in tissues and bodily systems accompanied by exercise/sports injuries; 2) optimize their use of exercise and sport in regard to health promotion; 3) comprehend the importance of preventing exercise/sports related functional disorders, diseases and injuries; and 4) apply methods learned in monitoring pathophysiological responses of the body during exercise and sports.

EXSC6212 專題導讀:運動科學

本課題旨在提供機會予學生在特定的專題內作深入的研習。過程中，學生需要為其研究題案作出深入的文獻導讀。內容可以從各科目中選擇，學生要根據導師的指引，詳閱有關的學術刊物。

EXSC6212 Guided Studies: Exercise Science

The purpose of this course is to allow the students to pursue advanced guided individual study in selected areas of Exercise Science. It will provide the opportunity for students to review the literature of their fields of interest and to prepare for the writing of their Project

proposals. Examples are topics within the areas of biomechanics, exercise physiology, sports psychology, etc. A student is expected to read according to a reading list prescribed or approved by the supervisors and to confer regularly with the supervisor. Assessment is based on the completion of reading and course requirements.

EXSC6300 專題研究:運動科學

專題研究的目的旨在發展學生從事運動科學的獨立研究能力，是延續研究研習的學術訓練。學生從有興趣的學習範圍中，完成一個有原創性的專題研究，當完成此課程時，學生應能：一) 俱備設計專題研究的能力，二) 在合乎專業及道德的標準下進行研究，三) 有效地以書面發表研究報告，四) 對特定課題有深入認識。(學生須要在首年取得 GPA 3.0 或 以上)

EXSC6300 Research Project: Exercise Science

The Research Project aims to develop the student's ability to conduct independent research in the area of Exercise Science. It represents a step beyond the tutor directed Research Seminar and Guided Study conducted in previous course. The Project will be expected to be an original research within the student's area of interest. Any relevant topic may be the subject of research, subject only to the agreement of the course committee, the availability of the necessary facilities, and the identification of a suitable supervisor. The Project must address a clearly identified problem and show evidence of familiarity with relevant literature, an appropriate experimental design and methodology, and a satisfactory interpretation of the results. At the conclusion of this course, students should be able to: 1) plan a research project; 2) conduct research in a professional and ethical manner; 3) present research effectively in written form; and 4) demonstrate in-depth knowledge of a relevant area. (Students who have obtained in their first year of attendance an overall GPA of 3.0 or above are eligible to take the course.)

MAED 6161 課程變革中之數學教學

本科旨在探討課程變革中之數學教與學的一些理論問題，就認知心理學與及社會心理學兩方面作概覽式之介紹。討論課題包括數學教與學的心理學模型及理論、數學課堂的教學技巧、數學解難心理學、數學理解之本質、關乎數學學習之態度與信念、自我形象與數學學習之焦慮感、數學教育中之社會及文化因素、學習習慣、學生對數學理解之觀感等。

MAED 6161 Teaching and Learning Mathematics in the Changing Curriculum

This course offers an introduction to the theoretical aspects of mathematics teaching and learning in face of the challenge from the ever-changing mathematics curriculum. It will provide an overview of both cognitive and socio-psychological issues involved in both the teaching and the learning of mathematics. Topics include the psychological models or theories in the teaching and learning of mathematics, classroom techniques in mathematics lessons, the psychology of mathematical problem-solving, the nature of understanding mathematics, attitude and belief in mathematics learning, self-concept and mathematics anxiety, social and cultural factors in mathematics education, learning habits, and students'

perception of mathematics understanding.

MAED 6162 教育改革中之數學課程與評核

本科旨在協助學員掌握當前教育改革下之數學教育，深入剖析關乎數學課程與評核之一些重要課題。從課程設計角度，分析本地中小學數學課程。透過參考歷史發展，討論數學教育目標之轉變，並回顧世界性之數學課程方向。另外亦探討有關數學成就及評鑑數學學習之新近發展，與及其他涉及課程發展、教師專業化方面之當前問題。

MAED 6162 Mathematics Curriculum and Assessment Under Educational Reform

This course aims at helping students develop an understanding of the impact of educational reform on mathematics education by an in-depth analysis of current issues pertaining to the mathematics curriculum and assessment. From the perspective of curriculum design, the local curricula in both primary and secondary schools are delineated. The changing goals of mathematics education are addressed with reference to the historical development. Worldwide trends in mathematics curriculum development are also reviewed. Mathematics achievement and the ever-changing development in the assessment of mathematics learning are discussed. Other relevant current issues in curriculum development and teacher professionalism may also be explored.

MAED 6163 數學教學的實踐研究

本科乃針對有意改善其數學教學的學員，通過反復對研究過程的詮釋循環，提高其探究意識。以教師作為研究者運動所引發的討論為焦點，展開數學教育研究的探討。通過批判反思、對數學教學的實踐研究，學員將會探討數學學習中的意義賦與過程。

MAED 6163 Researching Action in Mathematics Teaching

This course is designed to raise the awareness of participants who wish to improve their teaching in mathematics lessons through recurrent hermeneutic cycles of researching process. Mathematics education research is to be explored with the focus being drawn on the discussion of teacher-as-researcher movement. Through critical reflection, the participants are to explore the sense-making process of mathematics learning via researching action in mathematics lessons.

MAED 6164 研習與研究報告：數學教育

學員須在導師指導下於數學教育範疇內進行獨立研習，完成後提交研究報告。研究課題及研習進度由導師與學員商訂。

先修科目：MAED 6161 或 MAED 6162

MAED 6164 Project and Research Report: Mathematics Education

The participants are expected to conduct guided independent studies, and on completion, to submit a research report within the area of mathematics education. The exact titles of the projects of investigation and the supervision schedules are to be negotiated between supervisors and participants.

Pre-requisite: MAED 6161 or MAED 6162

MAED 6165 數學教育獨立研讀

學員須在教育學部委派之導師指導下，於數學教育特定的專題及範圍內進行獨立研讀。本科只供學員因本學部在其常規修業期限內未能開設有關之必修學科，而又沒有其他合適科目以作代替時，方可選讀。

MAED 6165 Independent Study in Mathematics Education

Students will pursue independent study in selected topics and areas of mathematics education under the supervision of teachers as appointed by the board of the Faculty of Education. A student should only elect this course to fulfill the programme requirements if a required course is not offered within the normative study period of the student, and no other substitute can be found.

MATH 5011 實分析（一）

本科旨在提供 Lebesgue 積分理論結實基礎及分析之基本技巧。講題包括：集之 sigma 代數、測度論、Lebesgue 積分理論、收斂定理、Lp-空間及微分。學員選修本科須具備高等微積分及初等分析之知識。

MATH 5011 Real Analysis I

This course provides a solid foundation in the Lebesgue integration theory and basic techniques in analysis. Topics included σ-algebra of sets, measure theory, Lebesgue integration theory, convergence theorems, Lp-spaces and differentiation. Students taking this course are expected to have knowledge in advanced calculus and elementary analysis.

MATH 5012 實分析（二）

本科講授較深奧之實分析課題。講題包括：廣義測度、Hahn 分解定理、Lebesgue 分解定理、乘積測度、Fubini 定理、測度及拓撲及 Riesz 表示定理。學員選修本科須具備 MATH 5011 或同等科目之知識。

MATH 5012 Real Analysis II

This course provides more advanced topics in real analysis. Topics include signed measures, Hahn decomposition theorem, Lebesgue decomposition theorem, product measures, Fubini theorem, measure and topology, Riesz representation theorem. Students taking this course are expected to have knowledge in MATH 5011 or equivalent.

MATH 5031 複分析（一）

本科旨在提供複分析之基本技巧及定理的一個結實訓練。講題包括：解析函數之性質、複積分、保角映射、奇點及殘數。學員選修本科須具備高等微積分及初等分析之知識。

MATH 5031 Complex Analysis I

This course is intended to provide a solid and advanced training in the basic techniques and theorem of complex analysis. Topics include: properties of holomorphic functions, complex integration, conformal mappings, singularities and residues. Students taking this course are expected to have knowledge in advanced calculus and elementary analysis.

MATH 5032 複分析（二）

本科為 MATH 5031 之延續，講題選自：Schwarz 引理、黎曼映射定理、Picard 定理、Weierstrass 定理、Mittag-Leffler 定理、解析開拓及黎曼面導引。學員選修本科須具備高等微積分及初等分析之知識。

MATH 5032 Complex Analysis II

This is a continuation of MATH 5031; advanced topics in complex analysis will be selected from: Schwarz lemma, Riemann mapping theorem, Picard theorem, Weierstrass theorem and Mittag Leffler theorem, analytic continuation and introduction to Riemann surfaces. Students taking this course are expected to have knowledge in advanced calculus and elementary analysis.

MATH 5051 抽象代數（一）

本科旨在提供抽象代數結實基礎知識。講題包括：群論、Sylow 定理、由有限元生成交換群之結構定理、環及理想、多項式環、主理想整域、模、體及 Galois 理論。學員選修本科須具備代數初階之知識。

MATH 5051 Abstract Algebra I

This course is intended to provide a solid background knowledge in abstract algebra. Topics include group theory, Sylow's theorems, structure of finitely generated abelian groups, rings and ideals, polynomial rings, principal ideal domain (PID), modules, fields, Galois theory. Students taking this course are expected to have knowledge in a first course in algebra.

MATH 5052 抽象代數（二）

本科為 MATH 5051 之延續。講題包括：體、循環擴張、可離擴張、整環擴張、整 Galois 擴張、Noether 環及 Noether 模、局部化、Hilbert 基底定理及素分解。學員選修本科須具備 MATH 5051 或同等科目之知識。

MATH 5052 Abstract Algebra II

This is a continuation of MATH5051. Topics include fields, cyclic extensions, separable extensions, integral ring extensions, integral Galois extensions, Noetherian rings and modules, localization, Hilbert basis theorem, primary decomposition. Students taking this course are expected to have knowledge in MATH 5051 or equivalent.

MATH 5070 流形之拓撲

本科旨在介紹微分流形之拓撲不變量。講題選自：微分流形、可微映射、Sard 定理、映射度、基本群、覆蓋空間及同調論。學員選修本科須具備初等分析之知識。

MATH 5070 Topology of Manifolds

This course is an introduction to several basic topological invariants for manifolds. Major topics are: differentiable manifolds and maps, Sard's Theorem, degree of maps, fundamental group, covering space, homology group. Students taking this course are expected to have knowledge in elementary analysis.

MATH 6011, 6012 Topics in Mathematics I, II

Usually, more than one section with various topics selected from advanced pure mathematics will be offered. The selection of the topics depends on the field of interest of the instructor.

MATH 6021, 6022 Topics in Geometry I, II

Various topics selected from differential geometry and algebraic geometry. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6031, 6032 Topics in Algebra I, II

Various topics selected from algebra. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6041, 6042 Topics in Differential Equations I, II

Various topics selected from partial differential equations and ordinary differential equations. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6051, 6052 Topics in Complex Analysis I, II

Various topics selected from complex analysis (one or several variables). The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6061, 6062 Topics in Number Theory I, II

Various topics selected from number theory. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6071, 6072 Topics in Topology I, II

Various topics selected from topology. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6081, 6082 Topics in Analysis I, II

Various topics selected from real analysis, harmonic analysis and functional analysis. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6211, 6212 Topics in Applied Mathematics I, II

Usually, more than one sections with various topics selected from advanced applied mathematics will be offered. Prerequisites: permission of the instructor.

MATH 6221, 6222 Topics in Numerical Analysis I, II

Various topics selected from numerical analysis. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6231, 6232 Topics in Optimization Theory I, II

Various topics selected from optimization theory. The selection of the topics depends on the field of interest of the instructor. Prerequisites: permission of the instructor.

MATH 6241, 6242 Topics in Applied Differential Equations I, II

Various topics selected from applied partial differential equations and applied ordinary differential equations. The selection of the topics depends on the field of interest of the

instructor. Prerequisites:
permission of the instructor.

MCLE 6062 語言學在中文教學上之應用

本科教學立足於傳統中國語言學，旁及晚近之語言學發展，旨在溝通中國語文本科知識與教學實踐，探索教學內容知識在教學上之運用方法。擬探究之課題包括：(1) 漢字構形學與語文教學；(2) 語音學與語文教學；(3) 詞匯學、注釋學與語文教學；(4) 語法學與語文教學；(5) 修辭學、語用學與語文教學。

MCLE 6062 Application of Linguistics in the Teaching of Chinese

This course is founded on traditional Chinese linguistics while also covering recent advances in the field. Aiming to link subject knowledge and language teaching pedagogy, the course explores application of pedagogical content knowledge in the classroom. Topics covered include (1) etymology and language teaching; (2) phonology and language learning; (3) lexicology, annotation study and language learning; (4) grammar and language learning; (5) rhetoric, pragmatics and language learning.

MCLE 6063 文學理論與中文教學

中國語文教育學習領域課程，強調「文學學習是語文學習的重要組成部分」，並以「加強文學的學習元素」為課程發展的重要方向之一。本科旨在配合上述的課程發展，引導學員透過研習文學理論、文學創作理論、文學欣賞及批評理論等方面問題，以及結合中文教學應用，從而增加教學效果，以提高中文教學水平。因應課程改革的教學需要，本科特設本土文學及兒童文學的教學專題，讓學員對兩者的教材、教法，具備認識及運用的能力。

MCLE 6063 Theories of Chinese Literature in the Teaching of Chinese

Literature learning is an integral part of Chinese language education, and strengthening literature studies is a key task in the development of the Chinese language curriculum. This course will explore in detail theories of literature, literary writing, and literary appreciation and criticism; and how such theories can be applied in Chinese teaching to enhance its quality. To cater for the corresponding developments in the curriculum, this course will also cover topics on local and children's literature. This enables participants to have a good understanding of the relevant teaching materials and teaching methods and to apply this knowledge for effective teaching.

MCLE 6101 中國文化與中文教學

本科旨在探討中文教學與中國文化的密切關係，並通過這種密切關係的了解，進而加強學員在中文教學的深度與效能。本科將先探討文化與教育及教學的一般關係，然後從中國文化的主要載體語言文字，文化的各個領域包括倫理道德、哲學、教育、文學、傳統政治等，論析中文教學的目標及內容，並配合傳統及近代文學理論，以探究中文教材的編選與教學模式。

MCLE 6101 Chinese Culture and the Teaching of Chinese

The aim of this course is to strengthen participants' knowledge and effectiveness of Chinese Language teaching through a close examination of the relationship between Chinese Language teaching and Chinese culture. The course starts with an investigation of the general relationship between culture, education, and pedagogy. It will then look into the objectives and contents of the teaching of Chinese through its language system and various cultural domains, such as ethics, moral studies, philosophy, education, literature, traditional politics, etc. Based on the traditional and contemporary theories of literature, appropriate teaching materials and teaching methods will be explored.

MCLE 6102 中國語文課程與評估

本科旨在從課程和評鑑理論的角度指導學員了解香港中國語文科課程和語文評核模式的發展。本科討論的課題包括：(1) 香港中國語文科課程的演變；(2) 比較不同華人社會的中文科課程；(3) 檢討現時香港中國語文科課程的優點和問題；(4) 校本課程的發展；(5) 課程實施與教師專業發展；(6) 語文評估的概念、原則和方式；(7) 在教育改革下與語文評估有關的課題，例如基本能力評估、學習成果架構、校本評估和新高中中國語文科的評估模式等。

MCLE 6102 Chinese Language Curriculum and Assessment

This course provides participants' with an overview of the development of Chinese language curriculum and language assessment in Hong Kong from the perspective of curriculum and assessment theories. Topics covered include: (1) the evolution of the Hong Kong Chinese language curriculum; (2) a comparison of the Chinese language curriculum among different Chinese societies; (3) an evaluation of the current Hong Kong Chinese language curriculum; (4) development of school-based curriculum; (5) curriculum implementation and teacher professional development; (6) concepts, principles, and methods of language assessment; (7) specific topics related to Chinese language assessment in educational reform, such as Basic Competency Assessment, Learning Outcome Framework, school-based assessment, and assessment in the new senior secondary education.

MCLE 6103 聆聽和閱讀教學理論與中文教學

本科旨在介紹有關聆聽與閱讀教學的理論，並探討這些理論及相關研究與中文教學的關係。課程重點包括：(1)聆聽能力和閱讀能力的發展；(2) 聆聽和閱讀的認知過程；(3) 影響聆聽能力和閱讀能力水平的因素；(4) 聆聽理解策略和閱讀理解策略；(5) 聆聽能力與閱讀能力的評估；(6) 在聆聽和閱讀教學中，照顧學生的學習差異；(7) 在聆聽和閱讀教學中，培養學生的自學能力；(8) 聆聽習慣及閱讀習慣的培養。

MCLE 6103 Theories of Listening and Reading in Chinese Language Teaching

This course aims to introduce theories of, and research on, listening and reading in relation to Chinese language teaching. Topics for presentation and discussion include: (1) development of ability in listening and reading; (2) the cognitive processes of listening and reading; (3) factors affecting the ability in listening and reading; (4) strategies for listening and reading comprehension; (5) assessment of students' ability in listening and reading; (6)

catering for individual differences in listening and reading instruction; (7) cultivating students' self-learning ability in listening and reading; (8) developing students' listening and reading habits.

MCLE 6104 說話和寫作教學理論與中文教學

本科旨在介紹有關說話與寫作教學的理論，並探討這些理論及相關研究與中文教學的關係。課程重點包括：(1) 說話能力、寫作能力的發展；（2）說話和寫作的認知過程；（3）影響說話能力和寫作能力水平的因素；（4）說話策略和寫作策略；（5）說話能力和寫作能力的評估；（6）在說話和寫作教學中，照顧學生的學習差異；（7）在說話和寫作教學中，培養學生的自學能力。

MCLE 6104 Theories of Elocution and Writing in Chinese Language Teaching

This course aims to introduce theories of, and research on, elocution & writing with reference to Chinese language teaching. Topics for presentation and discussion include: (1) development of the ability of elocution & writing; (2) cognitive processes of elocution and writing; (3) factors affecting performance in elocution and writing; (4) strategies for elocution and writing; (5) assessment of elocution and writing ability; (6) catering for individual differences in the teaching of elocution and writing; (7) fostering students' self-learning ability in elocution and writing.

MCLE 6105 教材設計與中文教學

本科旨在配合中國語文新課程的實施，引導學員通過對語文教材演變的瞭解，深入地掌握教材在教學上的地位及作用。透過有關理論的研習，一方面加強學員分析及評價語文教材的能力，另一方面提高學員編選與設計適切語文教材的能力。

MCLE 6105 Design of Instructional Materials in the Teaching of Chinese

This course is aimed to match up with the implementation of the new Chinese language curriculum. Guiding students to understand the evolution of instructional materials in teaching Chinese, students could develop in-depth knowledge about the importance and function of instructional materials in language teaching. Through teaching of related theories, the course enhances students' ability on analyzing and assessing as well as choosing and designing instructional materials in teaching Chinese.

MCLE 6171 普通話與中文教學

在香港，中文科一般以粵語（方言）作為授課語言。以粵方言教授普通話（標準語）的書面語，或有認為言文脫節，妨礙語文學習。"用普通話教中文"將是香港語文教學改革的一個新趨勢，本單元旨在探討普通話與中文科整合的利弊，學校在課程設置、學習目標與內容、教材編寫與發展，以及教學策略上所應作的調整。

MCLE 6171 Putonghua and Chinese Teaching

In Hong Kong, the Chinese subject is normally delivered through the Cantonese dialect as the medium of instruction. Some people consider using Cantonese to teach standard written Chinese a hindrance to language learning. Since teaching Chinese through Putonghua will be

a major development in Chinese curriculum reform in Hong Kong, this course explores both the advantages and disadvantages of teaching Chinese in Putonghua. Furthermore, the course also examines adjustments in course design, objectives, content, materials design and development as well as teaching approaches that need to be made in support of the development.

MCLE 6172 中國語文教學專題研習

本科為有意深入探討中國語文教學有關課題之學員而設，研討課題會特別針對各類未在常規課程中涵蓋的中國語文教學項目，例如：文學創作教學、戲劇融入中文教學、綜合語文能力的教學、照顧個別差異、多媒體電腦輔助語文教學、品德情意教學等。本科的設置可以使本課程更具靈活性，以便發揮不同老師的專長及擴闊學員在中國語文教學不同領域的探索。

MCLE 6172 Seminar in Chinese Language Teaching: Special Topics

This course is designed for students who wish to have in-depth explorations of special topics in Chinese language teaching. Different topics focus on those areas not yet covered in the regular programme of studies, such as teaching of literature writing, integrating drama in Chinese language teaching, teaching of integrated language skills, catering individual differences, multi-media support for language teaching and teaching of moral and civic values, will be offered in different cohorts. The design of this course provides flexibility to utilize the expertise of different teaching staffs and to broaden students' exploration in different areas of Chinese language teaching.

MCLE 6173 專題研習或研究報告：中國語文教學

學員須於修讀課程的第二年由導師指導，在中國語文教學範疇內選擇一個的題目，開展一個小型的專題研習或研究。進行專題研習或研究時，學員可採取質化或量化的研究方法，例如調查、實驗、行動研究或個案研究等，學員亦須根據學院所訂的標準格式完成有關研究的報告。專題研習或研究的具體題目和研習進程可由學員與導師磋商。

MCLE 6173 Project and Research Report: Chinese Language Education

In their second year of study, participants are expected to conduct a small project or research study within the area of Chinese language education under the guidance of their supervisors. In general, this project or research may employ either quantitative or qualitative methods, such as surveys, experimental studies, action research, or case studies. Students are required to complete a report which conforms to the format and requirements stipulated by the Faculty. The exact topics of the project or study and the supervision schedules are to be discussed between supervisors and participants.

MCLE 6174 中國語文教育的新議題

本科的設計是為了豐富學生對中國語文教育最新發展的認識，研習的課題包括在課程改革中各項新的議題，例如專題研習、全方位的語文學習、校本評核、校本課程發展及新高中選修單元等。期望可通過本科的學習幫助學員提升專業能力，在課程不斷轉

變的環境下，能夠將各種新的教學理論和概念應用在日常的語文教學上。

MCLE 6174 Current Issues of Chinese Language Education

This course is designed to enrich students' understanding of current trends in Chinese language education. Different new issues arise from the curriculum reform, such as project-based learning, life-wide learning in Chinese language education, school-based assessment, school-based curriculum development and elective modules of new senior secondary Chinese language curriculum, will be chosen as major topics in this course. It aims to develop students' professional ability to apply the new educational theories and concepts in their daily Chinese language teaching under the continuous changing curriculum.

MCLE 6175 語文教學中的思維教學

「思維」是香港中國語文科課程內九個學習範疇之一，本科主要是為了提高中文科教師在思維教學的能力而設計的，目的是幫助教師在中文科的教學中設計和施行有效的思維教學，從而促進學生對讀寫聽說高階思維方法的掌握及具備獨立思考的能力。課程內容包括：(1) 批判性思維教學；(2) 創造性思維教學；(3) 解難能思維教學；(4) 認知策略教學；(5) 自主學習；(6) 常用的思維教學策略；(7) 思維能力的評估。 本科會就以上各項思維教學的課題，向學員介紹相關的概念和理論，並討論如何將有關的理論應用在中文科的常規教學之中，以促進學生在不同範疇的思維能力。

MCLE 6175 Teaching Thinking in Chinese Language Education

"Thinking" is one of the nine learning areas of the Chinese language curriculum in Hong Kong. This course is mainly designed to enhance Chinese language teachers' professional ability in thinking teaching. It aims to help teachers to design and implement thinking teaching effectively in Chinese language teaching to develop students' higher-order language skills and indepenent thinking ability. Topics covered include: (1) teaching critical thinking skills; (2) teaching creative thinking skills; (3) teaching problem solving skills; (4) cognitive strategy instruction; (5) self-regulaged learning; (6) instructional strategies for enhancing students' thinking skills; (7) assessing thinking ability. The basic concepts, theories, and classroom applications of all these topics will be introduced and discussed in the course to help teachers to integrate thinking teaching in their daily teaching to develop students' thinking skills in different areas.

MECM 6101 幼兒教育課程發展及評估

本科集中討論幼兒教育課程發展與評估的最新議題。內容探討幼兒教育中技術、慎思/實用和批判的課程發展取向，鼓勵學員對自己的實踐進行反思，並對下列議題作檢視：幼兒園與小學的課程銜接；幼兒教育課程的價值教育；多元智能及其應用在課程的發展與評估；全語文取向；資訊科技教育；檔案式評估；幼兒教育課程中蘊含的社會文化理論。

MECM 6101 Curriculum Development and Assessment in Early Childhood Education

This course focuses on current issues in curriculum development and assessment in early childhood education. Technical, deliberative/practical and critical approaches to curriculum

development in early childhood education will be explored. Participants will be encouraged to reflect on their own practices and examine issues which are likely to be covered: curriculum continuity between pre-school and primary school; values education in the early childhood curriculum; multiple intelligences and their application in curriculum development and assessment; whole language approach; information technology in education; portfolio assessment; and sociocultural theories for early childhood curriculum.

MECM 6201 幼兒教育中的教育領導及管理

本科旨在探討幼兒教育上兩個重要的範圍：教育領導及管理。教育領導及管理的作用對組織的效能有決定性的影響。這課程會介紹學員認識有關教育領導和管理的理論和種類。通過課堂上的認知、探討和反思活動，學員會認識各種領導和管理理論的效用，從而掌握改善領導風格和組織管理的技巧。完成本科後，學員可將教育領導和管理的理論結合運用，掌握如何在幼兒教育組織內運用適當的善領導風格和管理知識，從而提升幼兒教育機構的效能。學員亦可以從教育領導和管理理論的視角探討教育問題及評析教育改革的成效。

MECM 6201 Educational Leadership and Management in Early Childhood Education

This course focuses on two important aspects in early childhood education: educational leadership and management. It is to emphasize that leadership and management are of paramount importance to the success of any organization, including ECE institutions. It is leadership and management that make organizations efficient and effective. This course blends the theoretical concepts of leadership and management with practice, enabling the participants to refine and improve their practice. By the end of the course, students will be familiar with a number of theories and perspectives of leadership and management; be able to critically analyze different perspectives and theories; have developed a position on what they believe 'good' leadership and management entailed in Hong Kong schools in general, and more specifically within their workplace context; and be able to discuss the various educational leadership and management issues in Hong Kong schools and their relationship with educational reform.

MECM 6202 比較幼兒教育及當前議題

本科從比較角度集中討論當前幼兒教育的議題，期望闡述幼兒教育有關的教育政策、教育實踐及議題中相同及分殊的趨勢。內容將檢視下列議題：教育管治及財政；家校合作；幼兒教育護理政策；幼兒校本課程改革；幼兒特殊教育、幼稚園學校改善及幼兒教育研究的當前趨勢。通過比較不同社會幼兒教育的理念和倡議，學員能從較寬濶的脈絡檢視本地幼兒教育的發展。

MECM 6202 Comparative Education and Current Issues in Early Childhood Education

This course focuses on the current issues from a comparative perspective. It aims to expound the divergent and convergent trends among educational policies, educational practices and issues related to early childhood education. The following issues are likely to be examined: educational governance and finance; home-preschool collaboration; early childhood

education and care policy; early childhood school-based curriculum reform; preschool special education, preschool improvement and new trends in early childhood educational research. Through a comparison of the rationales, initiatives in early childhood education in different societies, participants will be able to examine the local development of early childhood reform in a wider context.

MECM 6301 零至八歲幼兒的發展

本科向學員介紹有關零至八歲幼兒發展的研究，這一年齡段包括嬰兒期、學步期、學前及幼稚園期和小學初期。課程旨在提升學員對幼兒在生理、動作、情緒、社會、美感和智性諸方面發展的認識和見解。課程亦將討論、分析及比較不同的發展理論及觀點，著重探討有關兒童發展的重要議題，這些議題包括發展和學習的機制、心智發展機制的通用性和範疇特殊性、天性和環境的關係。並且，籍著考察相關的社會政策和教育措施，課程將分析把對兒童發展的認識和理論應用於兒童保育實踐的挑戰。

MECM 6301 Early Childhood Development from Birth to Eight Years of Age

Studies of the early childhood from birth to eighth year of age will be introduced in this course which includes the characteristic periods of infants, toddlers, preschool and kindergarten kids, and children of early primary grades. The course is to develop students' insights into early childhood's physical, motor, emotional, social, aesthetic, and intellectual growth. Major developmental theories/ perspectives will be discussed, analyzed, and compared. The key issues that will be highlighted are concerned with developmental and learning mechanisms, domain-general and domain-specific development, and nature-nurture relationship. Reflecting upon relevant social policy and educational initiatives, the challenges will be analyzed of translating observations and theories of child development into child care and education practices at home and at school.

MECM 6302 符號、活動與童年初期的思維發展

在高層次的心理活動中，符號作為仲介過程的角色是相當重要的。本課程旨在探索符號的豐富種類及其在童年初期思維發展的作用。本課程有兩個主要關注點：(一) 在幼兒的符號經驗 (例如，語言、數學、視覺藝術) 中，意義締造與思維發展有何關係？(二) 如何設計學習活動，以促進幼兒對於符號的理解、運用和創造？對符號學及 '歷史文化活動理論' 的理解將有助於學員掌握問題的複雜性。有關符號與思維關係的研究，以及符號作為仲介與人作為仲介的活動關係，在兒童活動中融入符號等，亦將對我們的教育實踐和學習活動的具體設計具啟發作用。汲取不同資源，我們期待著設計富意義的活動，以圖促進人類思維的早期發展。

MECM 6302 Signs, Activities and the Development of Mind in Early Childhood

The role of sign mediation is regarded as essential in the development of higher psychological processes. In this course, you are invited to explore the rich varieties of signs and their role in the development of mind in early childhood. There are two key concerns in the course: (1) In what ways are meaning making and the development of mind related to children's experience with signs such as languages, mathematics, and visual and expressive

arts? (2) How could learning activities to be designed to facilitate the understanding, appropriation, and creation of signs? To deepen our understanding of the complexity involved, perspectives from semiotics and the cultural-historical activity theory would be introduced. Insights from research works on the relation between signs and thought, as well as the interaction between sign mediation and human mediation, the creation of the zone of proximal development, and the integration of signs in children's activities, would be drawn to inform the educational practice and the actual design of learning activities. Drawing from different sources of stimulations, we aim to arrive at rich possibilities of designing meaningful activities for facilitating the early development of human mind.

MECM 6401 專題研究

學員將在實習導師的指導和支持下參與小型專題研究，根據研究題目和學校脈絡，學員可個人或兩人一組進行研究。研究焦點可與幼稚園或其他幼兒教育機構的組織、課程、教與學有關，或其他獲得導師同意的主題。學員將組成支授小組，分享並交流從專題研究得到的經驗和意念。

MECM 6401 Guided Project

Participants will participate in a small project under the guidance and support of practicum supervisors. They may either undertake the project individually or in pairs if the topic and context allows. The focus of study may be related to organizational, curriculum, teaching and learning aspects in pre-schools or other early childhood educational organizations or other themes with permission of supervisor. Participants will be placed in small support groups who are expected to share experiences and exchange ideas gained from the project.

MECM 6901 專業考察交流及報告

本科讓學員有機會到香港本地或鄰近地區的幼兒教育機構參觀和研習，從中汲取學前教育的實際經驗。在考察和交流期間，學生會參觀幼兒教育機構、幼兒園、幼稚園，學習和討論兒童發展及教育行政等相關知識，並收集有關幼兒教育的資料。本科要求學生運用相關理論分析和反思幼兒機構現行做法，從而增進學生理論聯繫實際的綜合分析思考能力。學生需要在交流活動後呈交一份以幼兒教育為主題的研習報告。

MECM 6901 Study Tour and Report

The course aims to provide opportunity for participants to gain actual experience of early childhood education in or outside Hong Kong, leading to a reflection on the existing practice in early childhood settings by making connections between research and practice. During the tour, participants will visit local or overseas institutions specializing in early childhood education, nurseries, kindergartens, and exchange on children development and curriculum implementation, as well as collect relevant data on early childhood education setting. Students are requested to submit a study report after the visits.

MMAT 5510 高等數學基礎

本科旨在幫助學生在數學重要課題上，建立嚴謹思考的基礎。主要課題包括邏輯、集合與函數、基數與可數、基本數論、實數與極限。(所有本科生，數學理學碩士課程

的學生及曾修讀 MATH5011, 5012, 5031, 5032, 5051, 570S 和編號 MATH6000 及 7000 系列科目的學生不得修讀本科。)

MMAT 5510 Foundation of Advanced Mathematics

The course is intended to build a solid foundation for the students on the essential topics and the rigorous reasoning of mathematics. It includes the discussion of logic, sets and functions, cardinality and countability, basic number theory, real number and limits. (Not for undergraduate students, students in the MSc. Programme in Mathematics, and students who have taken MATH5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT 5520 微分方程與線性代數

本科旨在提供一個整合的微分方程與線性代數的學問。重點在於代數直觀、幾何觀點和各種應用的示範。(所有本科生、數學理學碩士課程的學生及曾修讀 MATH 5011, 5012, 5031, 5032, 5051, 570S 和編號 MATH 6000 及 7000 系列科目的學生不得修讀本科。)

MMAT 5520 Differential Equation and Linear Algebra

The course is intended to provide an amalgamated treatment of Differential Equations and Linear Algebra. Emphasis will be placed on algebraic intuition and geometric visualization, together with illustrations of applications. (Not for undergraduate students, students in the MSc. Programme in Mathematics, and students who have taken MATH 5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT 5530 有限數學與數學規劃

本科旨在討論管理學、商業與社會學裏常用的數學方法。課程先重溫線性方程，然後的主要課題包括線性規劃與單純形法、概率、搏奕論、基本財經數學、數學模型等。(所有本科生、數學理學碩士課程的學生及曾修讀 MATH 5011, 5012, 5031, 5032, 5051, 570S 和編號 MATH 6000 及 7000 系列科目的學生不得修讀本科。)

MMAT 5530 Finite Mathematics and Mathematical Programming

The course is intended to discuss mathematical methods frequently applied in managerial, business and social studies. It starts with a review of Linear Equations, then the main topics are selected from Linear Programming and Simplex Method, Counting and Probability, Game Theory, Basic Finance Mathematics, Mathematical Modelling. (Not for undergraduate students, students in the MSc. Programme in Mathematics, and students who have taken MATH 5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT 5540 高等幾何

本科旨在討論幾個重要的幾何結構，包括歐基里德幾何、解析幾何、非歐幾何。其他課題則選自變換幾何、射影幾何、幾何對稱或有限幾何。(所有本科生、數學理學碩士課程的學生及曾修讀 MATH 5011, 5012, 5031, 5032, 5051, 570S 和編號 MATH 6000 及 7000 系列科目的學生不得修讀本科。)

MMAT 5540 Advanced Geometry

The course is intended to discuss important geometric structures, including Euclidean Geometry, Analytical Geometry, Non-Euclidean Geometry. Further topics may be selected from Transformational Geometry, Projective Geometry, Geometric Symmetries, or Finite Geometry. (Not for undergraduate students, students in the MSc. Programme in Mathematics, and students who have taken MATH 5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT 5010 Linear Analysis

This course is designed for the M.Sc. Programme in Mathematics. The course is intended to provide an introduction to linear structures and various concepts of limits/convergence in analysis especially in the context of Euclidean/Hilbert/Banach spaces as well as the Lebesgue integration spaces.

MMAT 5020 Algebra and Geometry

This course is designed for the M.Sc. Programme in Mathematics. The course is an introduction to commutative algebra, in particular polynomial rings of one and several variables, their ideals and the associated varieties. The Hilbert basis theorem and Groebner bases algorithms are included.

MMAT 5210 Discrete Mathematics

This course is designed for the M.Sc. Programme in Mathematics. The course is an introduction to discrete mathematics; topics will be chosen from: set theory, number theory, algebraic structures, graph theory and combinatorics.

MMAT 5220 Complex Analysis and Its Applications

This course is designed for the M.Sc. Programme in Mathematics. The course is intended to provide an introduction to the analysis and applications of analytic functions on the complex plane. Emphasis will be placed on the understanding and appreciation of the theory as well as its wide range of usage. It includes the study of integrals, residues, series expansion, and conformality of analytic functions; transforms and their use in differential equations.

MMAT 5230 Mathematics for Logistics

This course is designed for the M.Sc. Programme in Mathematics. The course provides the basic mathematical tools for logistics. Topics include: linear and nonlinear programming, resource allocation problem, shortest route problem, inventory and production problem, cargo loading problem, equipment replacement problem, reliability problem, max flow problem, decision tree analysis, production theory, maintenance and reliability theory.

MMAT 5240 Optimization and Modeling

This course is designed for the M.Sc. Degree Programme in Mathematics. The course provides an introduction to optimization methods, optimization theory and modeling. Topics will be selected from constrained and unconstrained optimization, decent methods, Newtontype methods, calculus of variations, linear and non-linear programming, applications to “real life” problems and modeling.

MMAT 5250 Financial Mathematics

This course is designed for the M.Sc. Programme in Mathematics. The course is an introductory course on Financial Mathematics. Topics include probability, hedging, arbitrage, vanilla options, binomial models, the Black-Scholes formula, exotic options, Monte Carlo

methods and binomial methods.

PEDU 6003 教育研究中的比較與歷史方法

本科旨在系統地說明教育及社會科學中比較與歷史研究的理論觀點及研究方法，以期使學生能掌握在社會及制度層面所進行的比較與歷史研究的方法學。本科討論的課題包括：「投入理解」概念及闡釋研究的理論基礎，比較與歷史研究的邏輯與假設，比較及歷史研究的方法與步驟，評論本港及外國有關教育及社會科學中的比較與歷史研究的案例。

PEDU 6003 Comparative-historical Method in Educational Research

This module is designed to provide a systematic explication to the theoretical perspectives and research methods of comparative and historical study in the social sciences and education. It aims to familiarize students with the methodology of comparative and historical studies on societal and/or institutional level. The modules will cover topics such as: conception of Verstehen and the theoretical foundation of interpretative research, the logic and assumptions of comparative and historical research, methods and procedures in comparative and historical research, and review of local and foreign examples of comparative and historical studies in education and the social sciences.

PEDU 6004 教育研究中的族誌學研究

本科專為進行獨立研究之學生而設，旨在系統地說明教育及社會科學中族誌研究的理論背景與研究手法。以期使學生能熟習在小組、群體及個人層面所進行的族誌研究所涉及的概念工具、研究步驟及方法。討論的課題包括：「投入理解」概念，與闡釋研究的理論基礎、現象學者及交往論者對族誌研究的貢獻，族誌研究的方法及步驟，評論本港及外國有關教育及社會科學中的族誌研究案例。

PEDU 6004 Ethnographic Study in Educational Research

This course is designed for students engaged in independent research. It provides students with a systematic explication of the theoretical backgrounds and research methods of ethnographic study in education and social sciences. It aims to familiarize students with the conceptual tools, research procedures and methods of ethnographic studies on organization, group or individual level. The topics to be covered in the module are: conception of Verstehen and the theoretical foundation of interpretative research, phenomenologists and interactionists contributions to ethnography study, methods and procedures of ethnographic study, review of local and foreign examples of ethnographic studies in education and social sciences.

PEDU 6011 行政與組織理論

擁有行政理論和能將管理工作概念化是成功領袖的特徵。這課程的主要目標是豐富學員在行政理論方面的知識和提升學員在管理工作方面概念化的能力。這課程介紹給學員一些重要的行政理論和組織理論，希望提升他們的行政技巧和管理能力。概括來說，這些理論包括：結構觀點、人力資源觀點、政治觀點和文化觀點等。在課程當

中，學員亦有機會將所學的知識和技巧應用在教育體系內和學校的行政管理工作當中。

PEDU 6011 Administrative and Organizational Theory

Successful leaders, managers, and administrators underpin their behaviours and practices with a strong foundation of theoretical knowledge and conceptual ability. Accordingly, this course aims at developing students' theoretical and conceptual abilities. It introduces students to a range of important administrative and organizational theories and perspectives which have influenced management practice at all levels, from system to school, over the past century. These theories and perspectives adopt a wide purview, including structural, human resource, political, symbolic and cultural dimensions. Opportunities will be provided for students to apply the theories and perspectives to current education policy and school management issues in Hong Kong.

PEDU 6048 教師的心理發展

本科旨在透過發展心理學的角度，讓教師了解「認識自我」、「發展自我」與「助長學生發展」這三個歷程的特徵及其相關性。課程以當代成人發展的理論及研究為核心，重點在探討教師作為一個成年人在不同範疇的發展可能性和動力所在 --- 包括認知及智能、德性及美感，群性及情意，與及自我和靈性方面。關於對「教師發展作為學生發展的重要資源」這個觀念的闡釋，將貫穿於整個討論中。至於在教師工作環境中出現的問題，我們也將以專題形式加以探討；這些專題包括教學和學習風格的發展、衝突解決、壓力和耗盡的處理、專長發展、反思實踐，以及健康更新。

PEDU 6048 Psychological Development of Teachers

Taking the perspective of developmental psychology, this course aims at illuminating teachers on the features and relatedness of the following three processes: "know yourself", "develop yourself" and "develop your student". The curriculum draws substantially on the contemporary theories and research of adult development. Its focus lies in discussing the possibilities and dynamics of teacher development in different realms including cognitive and intellectual, moral and aesthetic, social and affective, as well as self and spiritual. The idea of teacher development as an essential resource for student development serves as a main thread throughout the discussion. Special attention will be given to problems and issues that arise in teachers' work environment including the development of teaching and learning styles, conflict resolution, coping with stress and burnout, expertise development, reflective practice, and health restoration.

PEDU 6051 課程：觀點與設計

本科旨在協助學員：(一) 探究課程設計的各種基本觀點，例如傳遞 / 交互立場，目標 / 過程模式；(二) 應用上述觀點於探究各種課程共同因素的性質和關係的取捨，如宗旨、目的和目標的選擇，學習機會的選取和組織，學生的評估等；(三) 探究普及強迫教育的實施和常新教育的條件出現後，各種課程共同因素性質應有的改變。

PEDU 6051 Curriculum: Perspectives and Design

This course focuses on the inquiry of: 1) different perspectives on curriculum, such as:

Transmission / Transaction position, and Objective / Process model; 2) the application of the above perspectives on the decisions of the nature and relationship of curriculum commonplaces, such as: the selection of aims, goals and objectives, the selection of learning opportunities, the organization of learning opportunities, student evaluation; 3) decisions on the change of the nature of curriculum commonplaces after the introduction of compulsory schooling and recurrent education.

PEDU 6052 課程評鑑：理論與實踐

課程評鑑是課程發展過程中的重要環節。本科旨在加深和擴闊學員對課程評鑑理論、政治和道德問題的了解；並協助學員掌握設計和施行評鑑計劃的原則和技巧。本課程將因應學員的背景選取合適的個案進行研習。

PEDU 6052 Curriculum Evaluation: Theory and Practice

Curriculum evaluation has an important role in the curriculum development process. This course aims at helping the participants to broaden and deepen their understanding of the major theoretical, political and ethical issues in curriculum evaluation. It also focuses on the principles and skills of planning, designing and managing curriculum evaluation studies. Examples and case studies will be chosen in accordance with the background of the participants.

PEDU 6053 教學：取向、策略與應用

本課程旨在拓闊、加深參與者對教學、學習和知識的理解。課程會探討不同教學取向、各種學習概念、知識尋索的理論、差異理論等特色。而且，課程也會討論教師知識基礎、教師知識的概念化、教學策略和建構教學。參與者也會反思其教學實踐，檢視如何探討教師的知識，思考如何評鑑教學，以及掌握如何評估課堂學習。

PEDU 6053 Teaching: Orientation, Strategy and Application

This course is designed to deepen and broaden participants' understanding of teaching, learning and knowledge. Characteristics that distinguish teaching approaches, divergent perceptions of learning, theories of knowledge acquisition, and theory of variation will be explored. Knowledge base of teachers, conceptualization of teachers' knowledge, teaching strategies, and constructive pedagogy will be discussed. Participants will be guided to reflect on their teaching practice and examine how teachers' knowledge can be studied, how teaching can be evaluated, and how class learning can be assessed.

PEDU 6054 課程改革與實施

本科旨在協助課程發展者和在校內負責課程工作的資深教師掌握處理課程改革的理論和技巧。鑑於未能成功實施一個新設計的課程在時間和資源上實在是一大浪費，因此本課程將會深入分析香港目前課程發展和實施的過程，並借鑑外地的課程實施理論和經驗，以便更有效地促進香港整體或個別學校的課程改革工作。

PEDU 6054 Curriculum Change and Implementation

This course focuses on equipping curriculum developers and senior teachers responsible for curriculum matters in schools with the theories and practical skills of managing curriculum change. Since designing a curriculum without successful implementation is a waste of time

and resources, the present curriculum development and implementation process in Hong Kong will be critically analyzed. Curriculum implement theories and experiences form other countries will be introduced to shed light on possible adaptation for handling curriculum change more effectively both at the territory-wide and school level.

PEDU 6072 多媒體在教育上的應用

本科透過建立一個在學校環境中使用的多媒體教學系統，學員將會學習多媒體在教育應用的原則及技巧。學員必須具備中等程度的電腦知識。本科完成後，希望學員能夠：(1)對多媒體在教育上的影響及應用範疇有較為透徹的認識；(2)對教育上使用多媒體能有深入及批判性的思考；(3)認識及有效運用多媒體技術。

PEDU 6072 Application of Multimedia in Education

In this course, students will learn the principles of using multimedia in education and acquire practical skills through hands-on experience in developing multimedia instructional systems for school environments. Students are required to possess intermediate-level computer competencies. After the course, students are expected to: (1) be knowledgeable about the impact and potential for multimedia in education; (2) be reflective and have a critical understanding of using multimedia in education; (3) be aware of the effective use of multimedia techniques.

PEDU 6105 數學學習理論

本科旨在探討數學學習方面一些理論問題，就認知心理與及社會心理學兩方面作概覽式之介紹。討論課題包括基本之學習理論、數學之概念學習、陳述式與程序式知識、數學之直覺認識、解難心理學、瞭解之本質、數學學習之理論模型、關乎數學學習之態度與信念、自我形象與數學學習之焦慮感、數學教育中之社會因素、學習習慣、學生對數學學習之觀感等。

PEDU 6105 Theories of Mathematics Learning

This course offers an introduction to the theoretical aspects of mathematics learning. It will provide an overview of both cognitive and sociopsychological issues involved in learning mathematics. Topics include basics of learning theories, concept learning in mathematics, declarative and procedural knowledge, mathematical intuition, the psychology of problem-solving, the nature of understanding, models of mathematics learning, attitude and belief in mathematics learning, self-concept and mathematics anxiety, social factors in mathematics education, learning habits, and students' perception of mathematics understanding.

PEDU 6106 數學課程探究

本科旨在協助學員掌握有關數學課程發展之一些重要當代課題。從課程設計角度，透過參考歷史發展及普及教育期中教育目標之轉變，分析本地現存在之中小學數學課程，並回顧世界性之數學課程發展方向。另外亦會探討適合不同組別學生之數學課程

設計、有關數學成就及評鑑學習成果之最新發展、與及其他涉及課程發展方面之當前問題。

PEDU 6106 Studies in Mathematics Curriculum

This course aims at helping students develop an understanding of important, current issues pertaining to the mathematics curriculum. From the perspective of curriculum design, the existing local mathematics curricula in both primary and secondary schools are analyzed with reference to the historical development as well as the changing goal of mathematics education in the era of general education. Worldwide trends in mathematics curriculum development are also reviewed. Mathematics curricula for specific target groups will be explored. Mathematics achievement and new developments in the assessment of learning outcomes are to be introduced. Other relevant current issues in curriculum development may also be discussed.

PEDU 6111 英語課程研究

本科旨在提高學員認識英語作為一門外語課程的理論，加強其對課程發展及其趨勢之評析能力，使能有效地進行研究，改進教學及擔當領導角色。通過研究的知識及語言的性質、教育目的、社會及經濟的需要、語文評鑑，以及課程創新等課題，使學員加深對本港及外地語文課程發展因素之認識，善用有關英語課程的研究成果。

PEDU 6111 The English Language Curriculum

This course is designed to raise students' awareness of theories and issues relating to the English Language Curriculum and to help them develop informed and critical approaches to recent and current developments in this area so that they can conduct research, plan and implement effective improvements in their teaching and offer informed leadership in the school. The course offers a critical review of current and recent developments in EFL Curricula world-wide and in Hong Kong with reference to changing perceptions of the nature of knowledge and the nature of language. The stated aims of education, societal and economic needs, language assessment issues and the design and implementation of language curriculum innovations. The course provides the foundation in the theories and research related to modern EFL Curricula necessary for informed, critical and pro-active consumers of research in this rapidly-changing field.

PEDU 6112 語言觸覺與英語教學

本科旨在加強學員對語言的認識，提高其教學及研究的水平。學習重點為英語教學本身兩個密不可分的部份：學科知識與教學知識。學科知識是指教師對語言及傳意的了解；教學知識則涉及如何選取教學內容，以幫助學生學會運用語言。本科學習範圍包括語言和傳意的性質、語言的組成系統及英語教學研究。通過本科的學習，學員將可提高其對教學內容的專業判斷能力，並有效地運用英語教學的研究成果。

PEDU 6112 Language Awareness for English Language Education

This course is designed to raise the language awareness of participants who wish to improve the quality of their teaching and/or conduct research in this area. The course focuses on the interrelationships between two aspects of English Language Education: subject content knowledge, i.e. what language teachers themselves need to know about language and

communication, and pedagogic content knowledge, i.e. what to teach in order to enable language learners to become language users. The course provides participants with an introduction to: the nature of language and communication; the systems that govern languages use; and the aspects of current language research which are relevant to English Language Education and will enable participants to make informed judgments when identifying pedagogic content knowledge. The course seeks to enable participants to: (1) continue their own professional self-development as teachers and/or researchers; and (2) become informed, critical consumers of research into English Language Education.

PEDU 6116 科學課程的研習

本課程首先回顧科學教育的歷史及哲學，以剖析影響科學課程發展及推行的因素，並探討課程評估的各種不同方法。然後分析當今學校科學教育的理論基礎和目標。本課程亦會檢視和比較本地及海外的科學課程，尤其關注各不同設計在哲學上和教學上的屬性，藉此探討與科學課程有關的一些當前問題及研究，其中包括科目統整、「科學、技術與社會」的教學趨勢、及核心課程的概念。

PEDU 6116 Studies in Science Curriculum

This course begins with a review of the history and philosophy of science, which leads to an examination of the factors influencing the development and implementation of the science curriculum and an exploration of the various ways of curriculum evaluation. It then analyses the contemporary rationale and goals of school science education. Local and overseas science programmes are examined and compared with special emphasis on the philosophical, pedagogical attributes of their design. It also addresses current issues and research on the science curriculum, including subject integration, the science-technology -society movement and the idea of core curriculum.

PEDU 6117 科學教育的教學與評審

本課程檢視有效教學與學習之關係的研究及發現，藉此理解不同科學課程中教學策略的發展，然後研究兒童錯誤觀念的性質和對學習的影響，及其對改善教學方法的含義。本課程亦會分析實驗課在學校科學科的地位，及教授實驗課的當今趨勢。最後是探討多種有關科學科學習成果（包括實驗工作）的評審方法，分析當中的理念、關鍵和未來的發展路向，及教師評審制度的影響。

PEDU 6117 Instruction and Assessment in Science Education

This course reviews the research and findings on the relationship between effective teaching and student learning, leading to an understanding of the development of instructional strategies in different science programmes. This is followed by a consideration of the nature and impact of children's misconceptions and pedagogical implications. The course also analyses the roles of practical work in school science and the current trends of teaching practical work. Different approaches of assessing achievement in science learning are considered, including that of practical work. It also explores the rationale, problems and future of assessment in science education, including the impact of the teacher assessment scheme.

PEDU 6121 課程決策

本科旨在探究課程發展過程中，為何只選取某些教育目的或教學內容。上述現象反映出某些利益與興趣受到重視而其它的則否。多種不同層面的課程決定，包括個人、課室、學校、地區以至國家，成為課程探究的一個具豐盛發展的範疇。這種探究為課程政策制訂和校本課程決定，提供一個有用的知識庫，使我們知道誰應該和有能力作出哪些決定，以配合教育和學校的目標和方法。

PEDU 6121 Curriculum Decision-making

This course focuses on the curriculum inquiry into why certain education goals and content are selected. This phenomenon reflects that some interests prevail over others. The kinds of curriculum decisions made by various levels ranged from individuals, classrooms, schools, districts and nations constitute a productive realm for curriculum inquiry. Such inquiry could provide a useful knowledge base for policy as well as school-based curriculum decisions about who should and could make what kinds of decisions pertaining to the ends and means of education and schooling.

PEDU 6122 人文課程的研習

本科以課程設計原理為切入點，探討：(一)在釐定人文課程宗旨時觸及的深層社會文化爭議、(二)在選擇內容時衡量的因素、(三)教師在實施課程時面對的挑戰及(四)採用不同評鑑方法的利弊。本科由香港課程發展的現況出發，檢視人文課程的演變及其在近年課程改革中的位置，帶出它與課程理論之間的關係；接著回顧近年的課程研究及問題，包括分科課程及綜合課程的成效、議題探究教學方法的起源及意義；繼而進行個案分析的研習，汲取各地發展人文課程的經驗；並透過一個中外比較的角度，深入思考香港幾個主要人文學科的特色。

PEDU 6122 Studies in Humanities Curriculum

Built on the principles of curriculum design, this course examines (1) the deep-rooted cultural and social controversies that shape the aims of humanities curriculum, (2) the factors that influence content selection, (3) the challenges faced by schoolteachers in the course of implementation, and (4) the effects of different methods of evaluation. Beginning with the current situation of local curriculum development in Hong Kong, the course examines the place of humanities curriculum in recent curriculum reform through a historical as well as a theoretical perspective. Recent curriculum studies are reviewed to explore issues such as the effectiveness of subject teaching and integrated curriculum, the origin and significance of issue-enquiry approach. Analysis of case studies is adopted to tap from the experiences of different regions in the making of humanities curriculum, leading to a comparative study of the features of some major local humanities curricula.

PEDU 6123 從跨國視域探究課程學當前的議題

本課程從跨國視域了解課程學當前的發展，首先闡明在不同政治和歷史下，個別社會如何制定課程政策（包括課程設計、實施和評鑑）。在執行上述政策的過程中如何回應社會發展中有關社會、經濟政治及文化問題；並從比較角度分析課程政策制定及執

行上的共同議題。本課程旨在闡釋不同課程政策之間的分歧與共通之處。從比較其他地區課程改革的構想和實施情況，學員可在一個宏觀的脈絡中審視課程發展中的本土改革。

PEDU 6123 Current Issues in Curriculum Studies from Cross National Perspectives

The course focuses on the learning of curriculum studies from a cross national perspective. It will explicate how individual societies formulate their curriculum policies (including curriculum design, implementation and evaluation) within their particular political and historical contexts and how these policies are implemented in order to address social, economic, cultural and political issues in societal development. Participants will explore the common agendas governing the formulation and implementation of curriculum policies from a comparative perspective. The course aims to expound the divergent and convergent trends among societal curriculum policies. Through a comparison of the rationales, initiatives and implementation of curriculum reforms in different societies, participants will be able to examine the local development of curriculum reform in a wider context.

PEDU 6124 科技增進的學習環境設計

本課程討論在學校和其他環境中如何設計科技增進的學習環境。課程將集中探討教育科技在學科/專業範疇上的使用，藉以提升學習，教學和表現。課程吸取了學習科學的主要原則和方法，從跨學科的角度來理解和解決學習上的問題。課程將分析選定的案例，以說明使科技增進的學習環境有效的關鍵維度。學生將有機會創作學習環境，使他們能夠參與及體驗整個設計過程。

PEDU 6124 Design of Technology-enhanced Learning Environments

This course discusses the design of technology-enhanced learning environments (TELE) in school and other settings. It focuses on educational technology that involves the disciplined application of knowledge for improving learning, instruction, and performance. It draws upon the major principles and approaches of learning sciences to understand and solve problems and issues in learning from an interdisciplinary perspective. Selected cases will be analyzed to illustrate the key dimensions that make TELE effective. Students will have the opportunity to create learning environments that enable them to engage with and experience the design process.

PEDU 6125 數碼科技在學與教上的應用

本課程旨在探討在教與學過程中應用現代數碼科技的意義，與其在不同教育環境下有效實施的方式。課程重點在於通過不同的學習理論以及 21 世紀的教育理念，檢視整合數碼科技及學生為中心的教學模式之成效。

PEDU 6125 Leveraging Digital Technologies in Learning and Teaching

This course explores what, why and how contemporary digital technologies can/ should be implemented to leverage effective teaching and learning in different educational contexts. Particularly, the focus of the course will be on examining the pedagogical integration of student-centric approaches and digital technologies in accordance with various learning theories as well as the educational goals of the twenty-first century.

PEDU 6126 STEAM 教育與研究專題

本課程旨在通過 STEAM 教育方面的理論及研究結果加深學員對 STEAM（科學、科技，工程，藝術及數學）教育的認識。課程將從學習過程，學科論述，教學及教師發展等不同範疇檢視 STEAM 教育當前的狀況、願景及研究發展方向。課程中，學員將能夠以批判性的角度審視 STEAM 範疇中的研究，並探究與之相關的實踐應用，當中涉及 STEAM 教育的政策和實務、教師培訓及專業發展等各方面。

PEDU 6126 Selected Topics in STEAM Education and Research

This course is designed to extend participants' understanding about STEAM (Science, Technology, Engineering, the Arts, and Mathematics) education by drawing substantially on the theories and research findings in STEAM education. It examines the current status, prospects and research developments of STEAM education with regard to students' learning process, discipline discourse, teaching and teacher development. The course is intended to help students develop critical perspectives on STEAM research and explore its implications for STEAM education, policy and practice, and teacher education/professional development.

PEDU 6205 高效能的學校領導

若學校要發展成功，校長及教師都擔當重要的角色。為要有效面對挑戰及達致學校的目標，校長和教師怎樣在各自的領域內發揮高效能的領導，已變成了一項重要的研究課題。本課程旨在讓學員在現今多變的教育環境裏，反思及探索甚麼是高效能的學校領導模式。學員會認識一些基本的學校領導概念，亦會涉獵一些較新的理論和發展。主要內容有：策略性發展領導、道德模範領導、課程領導和教學領導等。本課程強調從跨文化、國際化和比較的角度分析議題。導師會透過不同的教學活動，如個案研究、問題分析、經驗分享和文獻研讀等，促使學員能將所學的知識應用在工作崗位上。

PEDU 6205 Effective School Leadership

This course aims to encourage students to reflect upon what constitutes effective leadership in schools, especially within a constantly shifting reform environment, and to construct their own ‘theories’ of effective leadership. A range of established and emerging approaches and understandings of leadership are explored and analyzed in relation to the assorted contexts within which leaders lead. While recognizing the importance of the principalship the course assumes that leadership resides and operates across various levels within and outside traditional school boundaries and that teacher leadership is an important area of study. Areas covered include strategic and ethical leadership, panel leadership, leadership for learning and comparative, cross-cultural understandings of leadership. The course attempts to locate school leadership at the local level within a broader national, regional and international perspective. Through a combination of case studies, journal writing, problem-based cases, experiential activities and self-guided learning students apply leadership knowledge to their own personal and school contexts.

PEDU 6206 學校變革的管理

這課程旨在介紹學員一些在學校組織變革、規劃方面的知識和實踐方法。首先使學員認識組織變革及介紹一些在這範疇的各種理論和觀點，亦會涉獵一些校本規劃的理論和取向。主要範圍有：(1)變革理論的新發展；(2)學校發展規劃的實踐；和(3)對變革和規劃理論的評價等。教學方式會採取個案研習、問題研究、情境經歷和計劃實踐等的形式進行，從而促進學員認識教育變革和改進其管理的技巧。

PEDU 6206 Managing Change in Schools

This course is designed to familiarize students with theoretical and practical aspects of organizational change and educational planning. The course explores the current context of organizational change and introduces a number of theories and perspectives on change relevant to educational leaders in Hong Kong. Various approaches to educational planning for change are presented and applied. Particular attention is paid to school development planning for self-managing schools and the development of staff in these organizations. The course will include: (1) current theories and perspectives on organizational change; (2) current approaches to and techniques for implementing school development planning; (3) critique and application of change and planning models to relevant situations. Learning activities employed include case studies, solving problems, scenario writing and experience sharing. Through these activities students will develop conceptual and practical skills for the effective management of change in schools and other educational institutions.

PEDU 6207 建立學習型的專業社群

本科旨在介紹有關教師發展和學校發展，讓學校成為學習型組織和學習型專業社群的主要概念和議題。課程鼓勵學員批判地思考現時學校體制內給予員工的支持、鼓勵和發展，並反思他們對於在學校情境領導他人和與同儕合作的信念和經驗。課程同時亦假設領導是滲透在學校不同層面的現象。本科透過講授、小組協作、網上資源、個人閱讀和學習日誌等方式將理論知識融入含批判的實踐之中。課程的主要內容包括：自我管理和學習者個體、領導的持續性和獎勵、提升專業及組織能力、針對學生需要的個人和專業發展、溝通與回饋、知識管理、績效管理與團隊成長、發展與學習等。

PEDU 6207 Building Learning Communities

This course introduces key concepts and issues in teacher and school development and the construction of professional learning communities and schools as learning organizations. Students are encouraged to think critically about the ways in which people are supported, rewarded and developed in schools and to reflect upon their own beliefs and experiences about leading people and working with others in different organizational contexts. The course assumes that leadership operates at multiple levels throughout the school. The course aims to bring together theoretical knowledge and critical application through utilizing group work, traditional lectures, web-based resources, self-guided learning and journal writing. General topic areas, depending on contextual demands, will include understandings of self-management and self as a learner, leading retention and rewards, optimizing professional and organizational capacity, focusing personal and professional development on student needs, communication and feedback, knowledge management, performance management and team growth, development and learning.

PEDU 6208 教育行政與政策的新議題

本科旨在加深學員對香港的教育行政與政策新趨勢的理解和讓他們對有關複雜問題的背景和動態有更清晰的觀點。本科將從社會、經濟和制度層面檢視教育政策的制訂、教育政策的執行和學校教育的管理，並藉考察其他地區的相關經驗和研究結果，分析行政及政策新措施對本地教育發展的影響。本科討論的要點包括：教育結構、學校教育的多元模式、學校組織的變化、家長選擇、課程變革、考試與評估、教師發展等。

PEDU 6208 Current Issues in Educational Administration and Policy

This course is designed to enrich students' understanding of current trends in educational administration and policy in Hong Kong. It aims to sharpen students' focus on the conceptual and methodological backgrounds of complex issues in a contested field where crucial educational matters are decided and put into action. A general treatment of the social, economic, and institutional perspectives will lay the foundation of inquiry into the approaches to policy formulation, policy implementation, and administrative conduct. A conscious effort to relate major policy and administration issues to relevant developmental experiences and research findings will facilitate political, social, and economic interpretations of policy and administrative measures that have far-reaching influence on the educational development of Hong Kong. Issues in educational structure, alternative models of schooling, organizational change in schools, parental voice and choice, curricular change, examination and assessment, and teacher development will constitute the major concerns of this course.

PEDU 6209 教育政策研究

本科旨在協助學生建立其教育政策研究的基本學術基礎。它將向學生介紹教育政策研究的基本概念、理論視域與取向。首先將講解教育政策概念的不同理解，及政策內容、過程與果效。其次亦會介紹教育政策研究中的不同理論視域，藉此探究教育過程中不同度向的本質，有關視域會包括人本主義、自由主義及社群主義。學生亦會得悉政策研究的不同取向，藉此可以理解不同政策設計背後的研究取態，有關取向會包括為學科及價值取向。有關教育政策理念、視域及取向的講解將會輔以本土及國際教育政策與實踐的案例。

PEDU 6209 Policy Studies in Education

The course aims to help students to develop a basic scholarly foundation for policy studies in education. It is designed to introduce students to basic concepts, perspectives and approaches in educational policy studies. The course will explicate the different conceptions of educational policy as well as its content, process and effects. It will also introduce students to various theoretical perspectives that explore the nature of various dimensions of educational policy. There may include humanist, liberal and communitarian perspectives. Students will be exposed to different policy approaches, which define the orientations of inquiry underlying various policy designs. These approaches will include various normative and disciplinary approaches to policy studies. Different policy conceptions, perspectives and approaches will be illustrated with examples of research and practice in both local and international contexts.

PEDU 6210 教育政策與社會

本科旨在向學生介說教育政策與社會脈絡之間的關係及相關的概念、理論與研究。首先會講解現代學校教育及其相關政策發展的歷史及社會背景。其次，會分析教育政策如何影響現代社會的結構與過程。同時亦討論教育政策如何回應現代社會中的各種社會問題。討論的課題將包括：社會不同範疇中身份認同的形成、社會選拔、教育及社會不均等、教育知識的選擇與分配、及在教育過程中的自由與選擇等問題。

PEDU 6210 Educational Policy and Society

The course is designed to introduce students to concepts, theories and research relevant to the relationship between education policy and its societal context. It will explicate the historical and societal contexts from which modern schooling system and its policies are generated. The course will analyze how education policies affect the structure and process of modern societies. It will also discuss the functions and effects of education policies in addressing social issues in modern society. These may include issues on identity formation in various domains of society, social selection, educational and social inequality, selection and distribution of educational knowledge, and freedom and choice in the educational process.

PEDU 6211 教育與發展 — 國際視域

本課程從國際視域了解教育與發展，首先闡明在不同政治和歷史下，個別國家如何制定教育政策，在執行教育政策的過程中如何回應國家發展中有關社會、經濟政治及文化問題；並從比較角度分析國家教育政策制定及執行上的共同議題。本課程旨在展釋不同國家教育政策之間的分歧與共通之處。本課程討論的課題將包括：教育的質素與均等，權力下放與轉移；家庭、學校與社區的關係；全球化與教育改革等。

PEDU 6211 Education and Development in International Perspectives

The course is designed to help students to study education and development from an international perspective. It will explicate how individual nation-states formulate their education policies within their particular political and historical context and how these policies are implemented in order to address social, economic, cultural and political issues in national development. Students will explore the common agendas governing the formulation and implementation of education policies from a comparative perspective. The course aims to expound the divergent and convergent trends among national education policies. The following issues will be examined: quality and equality of educational system, decentralization and devolution, relationship among home, school and community, globalization and education reform.

PEDU 6212 教育規劃與財政

本科旨在向學生介紹有關分析教育結果與資源的基本經濟概念、原理和理論。本科希望能展示教育對個人及社會所作出長遠之影響及資源考慮。本科重點為： (1) 理論基礎如人力資本理論及其他不同觀點和理論、教育與經濟成長、教育與勞工市場、教育與經濟融合， (2) 政策關聯如教育籌資、成本分析、教育增值之概念和量度、誘因政

策與教育生產力，和 (3) 在國家、地區及學校層面的教育資源運用，包括教育資助的準則和模式、面對變遷的預算及財務計劃、及優質學校教育的教學資源(重新)調配和運用。本科討論將以結合政策議題和有關理論、研究結果為焦點，並輔以有關原理和經驗的說明以供學校考慮及實踐。

PEDU 6212 Planning and Finance in Education

This course aims to introduce students to basic economic concepts, principles and theories to be used for analysis of outcomes and resources in education. It attempts to uncover the effects and resource considerations of education on the individual as well as the society as a whole in the long run. At the core of the course are: (1) theoretical foundations with particular reference to human capital theory and its alternative views and theories, education and economic growth, education and labor market, education and economic convergence, (2) the policy relevancy with particular reference to issues such as financing of education, cost analysis, concept and measurement of value-added in education, incentives policy and educational productivity, and (3) the use of resources at national, district and school levels with particular reference to the criteria and models of educational grants, budgeting and financial planning for change, and (re)allocation and utilization of teaching resources for quality school education. The focus of discussion will mainly be on the relating of relevant theories and research findings to policy issues, while relevant principles and experience will be illustrated for school consideration and implementation.

PEDU 6213 華人社會的教育變遷

本科旨在闡釋華人社會的教育變遷的主要問題。在本科的討論中，「華人社會」主要指中國大陸，但亦會包括香港、澳門及臺灣。本科將討論影響華人社會教育變遷的歷史、政治、社會和文化因素，及分析民族主義、殖民管治和全球化對教育目的的影響。本科的討論範圍將建基於各華人社會教育的共通課題，要點包括：教育目標、教育結構與過程、規劃與財政、教育質素與平等、課程改革、教師發展與教師教育、成人教育與非正規教育等。本科將以中國大陸的教育變遷為討論的焦點，並附以其他華人社會的相關經驗，俾能收借鑑及反思之效。

PEDU 6213 Educational Change in Chinese Societies

The aim of this course is to illuminate major issues of educational change in Chinese societies. For the purpose of this course, “Chinese societies” will mainly refer to the Chinese Mainland, but will also touch upon Hong Kong, Macau, and Taiwan. It attempts to unravel the web of historic, political, social, and cultural forces that have shaped educational change in these societies. At the core of examination is an analysis of nationhood, colonial rule, globalization and their impact on educational purposes. The scope of discussion will embody topics of interests that are commonly found in Chinese societies. Major concerns of this course include aims of education, structure and process of schooling, educational planning and finance, quality and equality of education, curriculum reform, teacher development and teacher education, and adult and nonformal education. The focus of discussion will mainly be on educational change in the Chinese Mainland, while relevant experiences in other Chinese societies will provide supplementary insights for reflection.

PEDU 6400 獨立研讀

學員須在教育學部委派之導師指導下，於特定的專題及範圍內進行研讀。

（本科只供學員因本學部在其常規修業期限內未能開設有關之核心學科，而又沒有其他合適科目以作代替時，方可選讀。）

PEDU 6400 Independent Study

Students will pursue independent study in selected topics and areas under the supervision of teachers appointed by the Graduate Division of Education.

(A student should only elect this course to fulfill the programme requirements if a core course is not offered within the normative study period of the student, and no other substitute can be found.)

PEDU 6401 教育研究中的量化方法

本科旨在介紹從實徵與實證角度研究教育現象的方法。本科首先講授概念化、操作化和教育現象的測量之基本邏輯，繼以說明量化方法中研究設計的基本原理。有關研究設計可包括實驗設計、擬似實驗設計與調查方法中的取樣設計。本科亦介紹教育研究中描述統計與推斷統計分析的基本操作方法，並輔以香港教育情景中的量化研究案例予以說明。

PEDU 6401 Quantitative Methods in Educational Research

This course is designed to introduce students to research methods, which approach educational phenomena from empirical and positivistic perspectives. The course will begin with the basic logic of conceptualization, operationalization and measurement in quantifying educational phenomena. It will explicate basic principles of research designs in quantitative methods. These may include experimental and quasi-experimental designs and sampling designs in survey methods. It will also familiarize students with basic operations of descriptive and inferential statistical analyses in educational research. The course content will be illustrated with cases of quantitative research in Hong Kong educational settings.

PEDU 6402 教育研究中的質化方法

教育是有關理解與解放的人類活動。教育始於教師、學生與知識三者之間的互相理解，而其首要目標則在於解放學習者之潛能。因而瞭解這一理解與解放過程的本質與特性對教育以及教育研究至為關鍵。本科旨在介紹教育研究方法中理解與解放特性的理論與實踐基礎。講題可包括：(1) 教育中質化研究的本質；(2) 教育中質化研究之理論基礎：詮釋學、現象學與批判理論；(3) 主要質化研究流派的方法學特徵：族誌學、歷史 – 比較研究與反省批判性的行動研究；(4) 香港教育情景中主要質化研究的案例。

PEDU 6402 Qualitative Methods in Educational Research

Education is a human activity of understanding and emancipation. Education begins with mutual understanding among teachers, students and knowledge. Its primary aim is to emancipate learners’ potentials. Understand the natures and features of processes of understanding and emancipation is, therefore, vital to education in general and educational

research in particular. This course is design to familiarize students with the theoretical and practical aspects of research methods, which are design to reveal the understanding and emancipatory features of education. Topics to be covered may include: (1) the nature of qualitative research in education; (2) the theoretical foundation of qualitative research in education: hermeneutics, phenomenology and critical theory; (3) methodological features of major branches of qualitative research: ethnography, historical-comparative study, and reflective and critical action research; and (4) case studies of major branches of qualitative research in Hong Kong educational settings.

PEDU 6403 教育研究中的量化數據管理分析

本科旨在介紹教育研究中常用量化方法的基本分析技巧。本科將先說明量化分析中不同類型數據之特徵與特性，這包括二分、類分、定序、等比和連續性的數據。本科亦會討論單變項與雙變項的分析方法和多種推斷統計方法。本科也將介紹常用的教育與社會量化研究之資料分析計算機軟件，如SPSS。

PEDU 6403 Quantitative Data Management and Analysis in Educational Research

This course is designed to introduce students to basic analytical skills commonly used in quantitative methods in educational research. It will begin by explicating the nature and features of different types of data in quantitative analysis. They include binary, nominal, ordinal and continuous data. The course will then discuss different methods of univariate and bivariate analyses. Various methods in inferential statistics will also be expounded. In the course, computer programs commonly used in quantitative analyses of educational and social data, such as SPSS, will be introduced.

PEDU 6404 課室與學校情景中的量化分析

本科旨在介紹約化與理解套納在課室與學校等教育環境中的層級數據的研究設計與分析技巧。例如，學生的成績套納在班級情況中，又進一步套納在學校或鄰近社區。本科也將介紹非實驗設計與相關分析方法，如多元迴歸、多層迴歸分析、以及增值估量等分析方法，藉以提供學員分析教育現象與教育組織課題的有效方法。

先修科目：PEDU 6403

PEDU 6404 Quantitative Analysis in Classroom and School Settings

This course introduces design and analytical techniques to simplify and make sense of quantitative data nested within educational settings, such as classroom and schools. For example, students' achievement scores are nested in classes, which are in turn nested in schools and/or neighborhoods. Non-experimental designs and the related analytical methods, such as multiple regression, multi-level regression, and value-added estimate, will be expounded to provide effective ways for students to analyze educational phenomena and organizational issues.

Pre-requisite: PEDU 6403

PEDU 6405 教育研究中的多元度向與多元歸因分析

本科旨在介紹多元變項技巧與調查方法，以研究教育現象中錯綜複雜的關係。本科將

介紹結構方程、因素分析以及大規模的測量與調查技術，用以分析教育現象中的多元度向與多元歸因。

先修科目：PEDU 6403

PEDU 6405 Multi-dimensional and Multi-causal Analysis in Educational Research

This course introduces students to multivariate techniques and survey methods to examine complex relations and associations that often interact with or overlap one another in education. Structural equation modeling, factor analysis, and large-scale assessment and survey techniques will be introduced to analyze multi-dimensionality and multi-causality of educational phenomena.

Pre-requisite: PEDU 6403

PEDU 6406 教育中的行動研究

教師作為反省實踐者和變革型知識分子，這一觀點已在教育領域獲得廣泛認可。行動研究也被認定為幫助教育工作者反省其專業實踐以及批判地評估其實踐的根基與後果的一個重要方式。本科旨在介紹行動研究的反省批判及視域，引導學員發展對日常教育情境中的專業實踐進行反省及批判地評估的行動研究計劃。講題可包括：(1) 教育中的行動研究之背景：教師作為研究者的運動；(2) 行動研究之理論基礎：詮釋學、反省實踐者之定義、批判理論、和實踐學；(3) 研究過程與行動規劃中的循環本質；(4) 搜集證據的方法、三角互證與信度估量；(5) 對證據與行動之分析與評估的方法；(6) 本土教育情境中的行動研究案例；以及 (7) 教育中行動研究之倫理問題。

PEDU 6406 Action Research in Education

The conception of teachers as reflective practitioners and as transformative intellectuals has gained wide recognition in the field of education. Action research has been identified as one of the major means to help teachers to reflect on their professional practices and to critically assess the sources and consequences of their practices. This course is designed to familiarize students with the nature of action research in reflective and critical perspectives. It also aims to provide students with guidelines in developing their own action research plans in reflecting and critically assessing their professional practices in daily educational situations. Topics to be covered may include: (1) the background of action research in education: the movement of teachers as researchers; (2) the theoretical foundations of action research: hermeneutics, conception of reflective practitioner, critical theory, and the Praxiology; (3) the cyclic nature of research process and action planning; (4) methods of evidence gathering, triangulation and validation; (5) analysis and evaluation of evidences and actions; (6) examples of action research in local educational settings; and (7) ethical issues of action research in education.

PEDU 6418 研究作業與報告：教育行政與政策

第二年的學員在導師的指引下，須作一小型研究作業，探討與以下任何一範疇有關的重要課題：1)校本管理；2)教育政策與政策分析；3)領導與組織文化；4)教育行政人員的角色與職責；5)學校效能與學校改進；6)教育行政所受之環境限制與影響；7)教

育行政的問責與道德操守；8)人事管理；9)教育策劃與學校財政；10)教育決策；11)其他（導師認許之課題）。一般來說，這研究作業可以是一項調查研究、實驗研究、或個案研究。學員須依學院所訂的標準格式完成研究作業報告。在導師准許下，可以由不多於三人的小組進行一項較有份量的研究作業。

PEDU 6418 Project and Research Report: Educational Administration and Policy

Students in their second year, with the guidance of their supervisor, have to conduct a small project investigating one significant issue of question related to one of the following areas: 1) School-based management; 2) Education policy and decision analysis; 3) Leadership and organizational culture; 4) Roles and task of educational administrator; 5) School effectiveness and school improvement; 6) Environmental constraints and impacts on educational administration; 7) Accountability and ethical aspects of educational administration; 8) Personnel management; 9) Educational planning and school finance; 10) Decision making in education; 11) Others (with permission of supervisor). In general, this project may be a survey, and experimental study, or a case study. Students have to complete a research report of the project according to a standard format given by the Faculty of Education. With the permission of their supervisor, it is possible for a group of not more than three students to conduct one substantial project.

PEDU 6449 研習與研究報告：教育心理學

學生需在導師指導下完成一個小型專題研究，該研究可在下列學術範疇內選取一個有價值的課題加以探究：智性及智力發展，輔導，心理群性及性格發展，動機，測量、評鑑及科技，學習障礙之學生教導。一般來說，學員可採取量化或質性研究方法，例如調查、實驗或個案研究。學員應根據學院所定標準格式完成報告。在導師同意下，學員亦可以三人或以下的合作方式完成上述報告。通常來說研究是在第二年底前完成。

PEDU 6449 Project and Research Report: Educational Psychology

Students have to conduct a small project under the guidance of their supervisors. The project should investigate a significant issue or question related to one of the following areas: cognitive and intellectual development; counselling and guidance; psychosocial and personality development; motivation; measurement, evaluation and technology; and exceptional children education. In general, this project may adopt either a quantitative or qualitative approach, such as a survey, an experimental study, or a case study. Students have to complete a research report of the project according to a standard format given by the faculty. With the permission of supervisor, it is possible for a group of not more than three students to conduct one substantial project. This project is usually completed by the end of the second year.

PEDU 6459 專題研習或研究報告：課程研究

在入學的第一年底，在導師的指導之下，學生開始計劃一個小型專題研習或研究。這個在第二年進行的專題研業或研究，應在下列一個或多個學術範疇內選取一個有價值的課題加以探究：1)課程設計；2)課程發展；3)課程評估；4)課程改革；5)課程實施；

6)課程決策：以學校為本位；7)教科書分析：教學角度的考慮；8)教學設計；9)課外活動；10)教育界領袖和行政人員在上述課程教學範疇內所擔當的角色和任務；11)其他（須獲得導師的同意）。進行上述專題研習或研究時，學員可採取質化或量化研究方法，例如調查、實驗、實踐研究或個案研究。學員亦應根據學院所定的一套標準格式完成報告。在導師的同意下，學員可以二人合作的方式完成上述報告。

PEDU 6459 Project or Research Report: Curriculum Studies

Towards the end of the first year of their study, students start to plan a small project or research under the guidance of their supervisors. The project of research, to be conducted during the second year, should investigate a significant issue or question related to one or more of the following areas: 1) curriculum design; 2) curriculum development; 3) curriculum evaluation; 4) curriculum change; 5) curriculum implementation; 6) curriculum decision making: school-based; 7) textbook analysis: pedagogical considerations; 8) instructional design; 9) extra-curricular development, implementation and evaluation; 10) roles and tasks of educational leaders and administrators on the above curricular and instructional issues; 11) others (with permission of supervisor). In general, this project or research may employ either quantitative or qualitative methods, such as survey, experimental study, action research, or case study. Students are required to complete a report according to a standard format given by the Faculty. It is possible for a group of not more than two students to conduct one substantial project or research, subject to the approval of their supervisor(s).

PEDU6460 學習科學與技術專題研習

本課程為期兩個學期，學員將以小組方式進行一項關於學習設計的研究計劃，以進一步延伸和應用在學習科學和科技方面的知識和技能。在導師的指導下，每組學員將按具體的學習問題或議題，應用適當的學習理論設計以科技促進學習的環境（或其他「成品」例如結合科技應用的課程或教學法）從而解決特定處境如教育或工商企業中的相關問題或議題。在兩個學期結束前，各小組需分別提交研究計劃的中期及總結報告。除了自行與導師安排見面討論計劃外，所有小組必須參與以下四次課堂：

1. 學習設計項目簡介（第一個學期初）
2. 項目建議書匯報（第一個學期次月初）
3. 中期報告匯報（第二個學期初）
4. 總結報告匯報（第二個學期末）

PEDU6460 Project in Learning Sciences and Technologies

This is a two-semester course in which students will work in groups to pursue a learning design project for further developing and applying their knowledge and skills in learning sciences and technologies. With the guidance of a project supervisor, each group will identify a specific learning problem/issue and apply appropriate learning theories to create a technology-enhanced learning environment (or other "products" such as a technology-enhanced curriculum or pedagogy) for addressing the problem/issue identified in specific educational, technological or commercial contexts. At the end of the first and second semesters respectively, every group should submit an interim report and a final report of the design project. In addition to the self-arranged meetings with their supervisors, all groups are required to attend four compulsory seminar-based lectures for the following purposes:

1. Introducing the learning design projects (at the beginning of the 1st semester)
2. Presenting the project proposals (at the beginning of the 2nd month of the 1st semester)
3. Presenting the interim project reports (at the beginning of the 2nd semester)
4. Presenting the final project reports (at the end of the 2nd semester)

PEDU6461 家長教育的專題研習

在導師悉心指導下，學員以個人形式進行有關家長教育的專題研習。研習題目和研習進度的具體安排，將由導師與學員一起商議。

PEDU6461 Projects in Parent Education

Under close supervision, the participants are expected to conduct an independent study related to parent education. The exact titles of the projects and the supervision schedules are to be negotiated between the supervisors and the participants.

PEDU 6502 個人及群性發展的新近議題

本科探討近期心理學對學生個人及群性發展的研究議題。課題包括：犯罪、吸毒及其他危險行為；群性、情緒及多元智能；批判性思考、創造力、及其他共通能力的培養；創造多元化的課堂。課程著重對這些議題作出批判性的評價，及如何在課堂進行有效的實踐。並令教師有足夠的知識基礎，去應付社會變遷及教育改革對學生在學習和群性發展的影響。

PEDU 6502 Contemporary Issues in Students' Personal and Social Development

Students face different challenges in their personal and social development. These include delinquency, drug addiction and other at-risk behaviours; development of social, emotional and multiple intelligences; cultivation of critical thinking, creativity and generic skills; participation in culturally responsive classrooms. We critically evaluate these issues and implementations of effective good practices in school settings. By understanding how Hong Kong's changing society and educational reforms affect their students, teachers can better facilitate students' learning, and personal and social development.

PEDU 6504 資優教育與才能發展：理念與方向

本科旨在讓學生認識現今資優教育與才能發展的理念與方向。學生將會從家長培育孩子方法、學校教學法、課程設計和輔導資優兒童和少年等各方面，認識資優教育與才能發展、創造力和卓越成就，本科將會特別探討資優教育與才能發展在香港和中國人社會裏的發展。

PEDU 6504 Gifted Education and Talent Development: Concepts and Approaches

This course introduces students to current concepts and approaches in the field of gifted education and talent development. Issues in the evolution of the conceptions of giftedness and talents, creativity, and eminence will be discussed with reference to parenting, teaching, programming, and counseling gifted and talented children and youth. Special considerations

will be given to the development of gifted education and talent development in Hong Kong and Chinese societies.

PEDU 6505 人類能力面面觀

人們對人類能力的理解隨著認知心理學、心理測量學、和神經科學的發展而不斷得到深化。本科將沿著這三條研究路徑，對有關人類能力的重要議題進行探討。這些議題包括：人類心智的原子觀相對於相依相存觀、人類認知的算法特質相對於情景性特質、人類心智習得機制的通用性相對於習得機制的範疇特殊性。這些議題決定著心理學發展的方向，影響著各種教育新嘗試。但是從人類能力的理論到教育實踐的轉化並不是直接的，這種轉化具挑戰性，本科對此亦會涉及。此外，本科也對本地使用的智力和能力評估測驗工具進行考察和評價。

PEDU 6505 Human Abilities in Perspective

We examine the evolving meanings of human abilities from cognitive psychology, psychometrics, and neurology perspectives. Using these perspectives, we consider critical issues that are shaping theory developments in psychology and influencing educational initiatives. These issues include atomic vs. interdependent views of intelligence, computational vs. situated cognition, and domain-general vs. domain-specific structures of mind. Using educational initiatives, we analyze the challenges of translating theories of human abilities into classroom teaching. Furthermore, we examine and evaluate several tests used in Hong Kong schools to assess human intelligences and abilities.

PEDU 6506 如何提高學習興趣及動機

本科回顧學習動機理論的最新發展，特別重視研究成果及課堂的應用。課程內容包括：智性成就動機理論、歸因過程、學習目標、自我概念、內外源動機、自我調控學習及跨文化動機研究等。

PEDU 6506 Motivating the Academically Unmotivated

In this course, we examine current theories of students' motivational behaviour in the classroom. We particularly focus on cognitive theories of achievement motivation, attributional processes, goal orientations, self-concept, intrinsic/extrinsic motivation, self-regulated learning, and cross-cultural studies on students' motivational behaviour. After critically considering the research evidence for these theories, we discuss how to apply them to classroom teaching.

PEDU 6507 心理教育測驗的理論和實踐

本課講授內容涵蓋兩個部分：理論部分介紹經典測驗的理論知識及有關問題，主要講授信度、效度和條目分析等知識，並且通過實際應用演示“概化理論”和“項目反應理論”。第二部分為實踐部分，主要涉及到不同心理、教育測驗的使用和結果解釋，同時涉及到的問題還包括社會調查、智力測驗、課堂評估、表現性評估和標準設定等。

PEDU 6507 Practical Issues in Psycho-educational Testing and Assessment

We examine both theories and applications of measurement and testing. Beginning with theories of measurement and classical tests, we consider critical issues such as reliability, validity, and item and test analysis. We also survey generalizability theory and item response theory, focusing on their practical applications. Furthermore, we examine how to use and interpret many educational and psychological tests. Using these theories, we discuss practical issues such as opinion polls and surveys, classroom and performance assessment, and setting of standards.

PEDU 6508 閱讀心理學

本科介紹有關閱讀、閱讀的發展、和閱讀困難的心理學理論和研究。課題包括語言能力的發展、學習閱讀的理論、有閱讀困難的兒童的特徵、流暢閱讀的認知心理學和認知神經科學，亦會討論學術研究對中英文閱讀教學和防止閱讀困難的啟示。

PEDU 6508 Psychology of Reading

In this course, we examine the psychology of reading, reading development and reading difficulties. We especially focus on development of language competency, theories of learning to read, characteristics of children with reading difficulties, and the cognitive psychology and cognitive neuroscience of skilled reading. Based on these research findings, we discuss recommendations for teaching reading and preventing reading difficulties, for both Chinese and English.

PEDU 6509 教育心理學的新近發展

本科將由教育心理學的專家學者介紹這領域的一些新近發展。研習的課題包括課堂教學的認知過程、動機、自我調節的學習、信息技術於教學中的運用、學生評估、教師評估、教師的多重角色、學校家長及同伴對學生的認知、社會及情緒發展的影響等。課程亦會探討教育心理學可能面對的新的課題。本科的研習將會為學員提供相關領域的前沿知識和理論框架，引導他們的教育教學工作，以提升香港學校教育的質量。

PEDU 6509 Advances in Educational Psychology

We invite you to join leading experts to experience the state of the art in a specific field of educational psychology. Topic areas may include cognitive processes in classroom teaching, motivation and self-regulated learning, IT applications in instruction, student assessment, teacher assessment, the roles of teachers, schools, parents, and peers in students' cognitive, social and emotional development, etc. In addition to covering recent advances, we peek into the future to consider exciting questions addressed by current scholars. These advanced topics will provide cutting-edge knowledge and frameworks to guide educators as they improve the quality of schooling for Hong Kong children.

PEDU 6510 人類發展研究的新視角

在過去數十年，出現了一些探究人類發展複雜性的新視角。這包括進化角度、(生物)生態學角度、天性論的多種觀點、(發展性認知)神經科學、動力系統取向、(歷史)文化角度、活動理論取向，與及"心理認知作為一個理論"的範式。我們將透過一些重要的主題(例：語言發展、概念轉變等)來討論不同發展範疇(例：認知、情

感、道德等)的新視角。在本科中，我們將一同探討有關人類發展的前沿知識；這些知識將有助改善教育實踐。

PEDU 6510 New Perspectives in Human Development

In studying the complexities of human development, new perspectives have been emerging in recent decades. These include evolutionary perspectives, (bio-)ecological perspectives, different variants of nativism, (developmental cognitive) neuroscience, dynamic systems approaches, cultural(-historical) perspectives, activity theory approaches, and the theory-of-mind paradigm. New perspectives in various realms of development (e.g., cognitive, emotional, and moral) will be discussed through important topics (e.g., language development, conceptual change). In joining this course, you are invited to explore new frontiers of knowledge in human development which will be highly relevant to the betterment of our educational practice.

PEDU 6511 創意心理學與教

現代經濟以及社會發展皆越來越強調創意。因此，創意是二十一世紀中一項極重要 – 甚至可說是必須 – 的教育目標。要設計能夠激發學生創意的話，教育家一定要對創意有相當了解。此課程包括兩部分：首部分會從不同的角度去探討創意以及其背後的心理過程，包括歷史、發展、認知、與計算等角度。次部分則會討論首部分所覆蓋的心理學發現以及理論的教學應用。

PEDU 6511 The Psychology of Creativity and Its Pedagogy

Contemporary economic development and social changes alike place an increasingly strong emphasis on creativity; hence, it is an important if not necessary educational goal in the 21st century. An understanding of creativity is crucial for educators who want to design pedagogies aiming to foster creativity among students. This two part course first introduces participants to the topic of creativity from a wide range of perspectives including historical, developmental, cognitive, and computational, and then elaborates upon the pedagogical implications of the psychological findings and theories covered in the first part.

PEDU 6512 心理輔導理論初探

本課程旨在介紹基本心理諮詢理論並包含體驗式活動。課程會講授包括心理分析學派,亞德肋學派,認知行為學派,人本學派/存在主義學派的相關理論。這些理論是最常應用於心理干預的基石，課程中會簡單介紹和討論常用的基本理論和干預方式。

PEDU 6512 Introduction to Counselling Theory

This course aims to expose students to basic counselling theories accompanied by experiential activities. The theories are of a psychoanalytic, Jungian, Adlerian, cognitive behavioural and humanistic/existential nature. They set the basis for some of the most commonly used psychological interventions which will be outlined briefly in the course.

PEDU 6513 學習科學及其在教學上的啟示

本課程的範圍涵概學習科學的理論及其在教育實踐上的應用。第一、課程將介紹人類認知的基本知識，包括專注力，短期/工作/長期記憶和記憶編碼，知識表徵，有意義

的學習，以及提取和遺忘的認知過程。第二、課程會討論基於學習科學的研究和以實證為基礎的教學策略，如心理圖像，注意力/記憶訓練，反饋，工作實例，間隔效應，交替學習，情緒和焦慮的影響，元認知/自我調節，以及習題測試。第三、課程闡述心理學理論對技術增強學習環境設計與評估的啟示。

PEDU 6513 Learning Sciences and Instructional Implications

This course provides a general overview on theories of learning sciences and their applications in education. First, the basics of human cognition are introduced, including but not limited to attention, short/working/long-term memory, knowledge representation, meaningful learning, cognitive processes of encoding, retrieval, and forgetting. Second, evidence-based instructional strategies/principles based on research in learning sciences are discussed, such as mental imagery, attention/memory training, feedback, worked examples, spacing, interleaving, influence of mood and anxiety, metacognition/self-regulation, and practice testing. Third, the implications of the psychological theories on the design and evaluation of technology-enhanced learning environments are elaborated.

PEDU 6514 發展高階思維

廿一世紀的學生要有創新和探索的思維，要能夠批判地思考、並可以獨力地或與人合作解決難題。在現今的數碼時代，這些高階思維能幫助學生從繁多的資訊中建構知識並協助他們作出關鍵決策。本課程旨在讓學員從多種理論角度(如知識論、認知心理學、社會心理學、歷史文化論和神經科學)透徹認識高階思維 (如批判/明辨性思考、解難和創造力)，並深入探討如何在學校和其他學習環境中促進學生發展高階思維。

PEDU 6514 Developing Higher Order Thinking

Students of the 21st century are expected to be creative and have an inquiring mind; and be able to think critically and solve problems both independently and collaboratively. These high order thinking skills enable students to construct new knowledge from the overabundant information and to make critical decisions in the digital era. This course aims to provide participants with a fundamental understanding of higher order thinking (such as critical thinking, problem-solving, and creativity) from multiple theoretical perspectives (e.g., epistemological, cognitive, social-psychological, cultural-historical, and neuroscience) and an in-depth exploration of how to foster the development of higher order thinking in schools and other educational settings.

PEDU 6515 學習與大腦

為了在這不斷改變的世界中學習，大腦每天都在改變。可是，學習是複雜的：有時我們很努力，但學習並不順暢，但有時學習會在我們在無意識的情況下發生。在這課程，我們會有系統地檢視我們如何學習，關於大腦組織及功能的基本知識，及大腦如何根本地被經驗改變。此課程會幫助學生訂立更佳的學習策略，評估有關學習與大腦的說法之科學根據，及明白瞭解大腦如何有助理解教育。

PEDU 6515 Learning and the Brain

Everyday, the brain is constantly shaped and tuned to support learning in this ever-changing world. However, learning can be tricky, as it may not always happen smoothly even when

we try hard, but it can also happen without us being aware of the information. In this course, we will systematically examine how we learn, the basics about organization and functions of the brain, and how the brain is fundamentally changed by our experience. This course will help students to formulate better learning strategies, assess the scientific merits of claims relevant to learning and the brain, and appreciate how understanding the brain can inform education.

PEDU 6516 教育有特殊需要的學生

本課程旨在為學生提供特定範疇的特殊教育理論基礎，並提出有效的干預策略以支援有特殊需要的兒童和青少年。這些特殊需要範疇包括：1）學習障礙; 2）自閉症譜系障礙; 3）注意缺陷多動障礙; 和 4）情緒和行為障礙。學生將學習到每種特殊需要的特徵、成因和本地的支援。此外，本課程會預備學生為有特殊需要的兒童和青少年在課堂中提供有效的干預策略和技巧。學生還將在導師的指導下以小組形式開展個案研究，加深他們對特殊需要的兒童和青少年的學習困難的了解。

PEDU 6516 Educating Students with Special Needs

This course aims to provide students with theoretical foundations of selected areas of special needs and suggest effective intervention strategies to cater for children and adolescents with special needs. These areas of special needs include: 1) learning disabilities; 2) autism spectrum disorder; 3) attention deficit hyperactivity disorder; and 4) emotional and behavioral disorders. For each kind of special need, students will learn its characteristics, causes, and provision of special education in the local context. Besides, this course will also prepare students for teaching children and adolescents with special needs in the classroom settings and designing essential intervention strategies and techniques to overcome learning difficulties. Students will also work in small groups, under the supervision of the instructor, to conduct case studies to strengthen their knowledge of the learning difficulties of selected groups of children and adolescents.

PEDU6701 生命中為人父母的歷程

正如存在主義所提出，人對自己為何當父母的理解深遠地影響着他們如何教養子女。事實上，大部分父母所需要的並非只是教養的技巧和方法，而是對為人父母這身分的嚮往、投入和承擔。本單元將探索為人父母的意義及潛藏於這人生階段中的成長空間，仔細剖析在培育子女這職分背後的危機和生命動力；亦會探討由初為人父母到為人祖父母的歷程中，親職對個人的意義和引發的關注、需要和機遇、挑戰和阻礙，以及對父母本身產生的成長作用。此外，本單元將從人本心理學的角度，深入研究子嗣及後代對個人自我實現和培養創建能力的重要性。

PEDU6701 Parenthood in Life

As suggested by the Existentialist school of thought, the "know-why" of parenthood will affect the "know-how" of parenting. What most parents really need is not simply the skills of parenting, but a commitment to parenthood. This course will cover the existential and developmental dimensions of parenthood, scrupulously interpreting the latent crisis and life momentum behind daily parenting practices. Equal attention will be given to the meanings

and concerns, needs and opportunities, challenges and obstacles, and developmental effects of parenthood on the parents themselves from early parenthood to grandparenthood. The significance of offspring and future generation for the healthy development of a person as a self-actualizing and generative individual, as emphasized in humanistic psychology will be thoroughly discussed and analyzed.

PEDU6702 組織家庭和增進關係

本單元將從社會學角度深入分析家庭這個觀念及其功能的轉變和現今社會對親密關係的理解，剖析這些觀念如何在日常生活中影響個人對戀愛、婚姻及生兒育女的期望和承擔。同時，本單元亦探討在家庭週期的不同階段，能令家庭中親密關係得以健康和持續發展的有效方法，並以家庭作為一個系統，研究基本家庭關係（尤其是配偶關係、親子 關係和手足關係）中成員間之互動及其對家庭整體發展能產生的正面作用。本單元亦會重新探討逆境的意義，並發掘能把個別家庭成員的逆境轉化為整個家庭的抗逆能量的空間和機會。

PEDU6702 Family Formation and Relationship Enhancement

This course will investigate, from a sociological perspective, the changing concepts and functions of family in local society. It will examine the emerging perception of intimacy and attachment in family relationships and how they affect the expectation and motivation of people's approach to dating, marriage and parenthood. It will also explore effective approaches by which health and well- being in the context of intimate relationships inside the family can be continuously enhanced at different stages of the family life-cycle. From a family systems perspective, participants will study the dynamics in the interactions within and between basic family relationships, especially those between spouses, parents and children, and siblings, and develop interventions that reside in the family system as a whole. The course will reassess the meaning of various kinds of adversity and the potential for transforming difficult times for individual family members to opportunities for uncovering and fostering the strength and resilience of the family.

PEDU6703 從敍事角度看家長教育

人未必有一套有系統的育兒知識，但一旦為人父母，卻擁有很多故事述說個人在這方面的經驗。這些故事顯示出他的親職歷程，他作為父母活得精彩與否，以及他有甚麼得與失；這些故事代表着他對為人父母的深切體會，亦是他今時今日為人父母的參照。從講述這些屬於自己生命之故事的過程中，他將重新整理自己的人生經驗以達至和諧一致，並重新調校餘下人生的方向。本單元幫助學員掌握如何運用家長的口述故事以利家長教育的實踐和研究，並會審視敍事心理學的後現代觀點；學員將學會敍事心理學在家庭研究和家長教育上的應用和啟示。

先修科目：PEDU 6701

PEDU6703 Narrative Approach to Parent Education

Parents have a stock of stories depicting their experience as parents. The stories reveal to them what their parenthood is, how well or poorly they live as a parent, and what they gain

and lose in being a parent. The stories represent, in essence, their in-depth understanding and immediate reference in parenthood. Telling the stories, they will both reorganize the lived experience for the creation of coherence in life and re-fix the direction for the rest of their life. This course will facilitate participants in the use of parents' narratives in both practice and research. The postmodern perspective of narrative psychology will be critically examined and participants will learn its implication and application in the study of family and in the provision of efficacious education to parents.

Pre-requisite: PEDU 6701

PEDU6704 家庭、學校與社區協作：從理論及研究到實踐

本課程的目的是從理論、研究及實踐的角度瞭解家庭、學校與社區協作在教育上的本質及影響。本課程將探討如何通過家校社區協作以促進學生學習、家長參與及學校改進。過去二十年不少研究證據顯示：家長是學校教育的可貴資源，惟一直未被加以善用。家校社區協作對政策制訂者和教師尤為重要，因為它有助處理學校教育的三個重大問題：資源缺乏、官僚僵化及教育的不足和不均。本課程將有助學員了解如何獲得適切的家長參與;又怎樣融合不同背景的家長來作出更積極及優質的參與;及怎樣促進教育工作者 (包括老師及社工等)以包容的態度處理所有家長及學習者的特別需要。

PEDU6704 Family-School-Community Collaboration: From Theory and Research to Practice

The purpose of the course is to provide a comprehensive account of the nature and impact of family-school-community (FSC) collaboration in education. The course will examine the relationship between family, school, and community for children's education, parents empowerment and school improvement. For the past two decades, growing evidence shows that parents are valuable but largely untapped resources for the field of education. In Hong Kong, FSC collaboration is of particular interest to policy makers and educators because it may have considerable potential to address three major problems in public education: scarcity of resources; rigidity of bureaucracy; and quality and inequality of educational outcomes. The course will help participants understand how to obtain higher and better participation from all families regardless of their background and how to enhance the inclusive attitude of educators (including teachers, social workers, etc.) in order to address the diverse needs of parents and their children.

PEDU6705 育兒心理學

育兒之道眾說紛紜，而坊間的意見往往欠缺科學論證。本課程會從心理學角度有系統地探討有關育兒方面的認知與做法的相關理論與研究。我們會嘗試剖析家長自身的因素、孩子自身的因素，以及他們所身處的家庭、社會和文化背景，對家長育兒取向的影響。我們也會探討家長的育兒法如何影響孩子的成長。

PEDU6705 The Psychology of Parenting

Although there is a myriad of opinions on how parents are supposed to raise their children, they are often not based on scientific investigations of parenting. This course will systematically examine the theories and research on parenting cognitions and practices from a psychological perspective. We will examine different determinants of parenting, including

parents' characteristics, children's characteristics, as well as the family and sociocultural contexts in which both parents and children are embedded. The effects of parenting on children will also be examined, with attention to the processes through which these effects occur.

PEDU6706 親子社會學

工業化和現代化對家庭結構 / 模式及功能所帶來的改變，以及「童年」和「母性」概念的出現對理想的親子關係和教養方法具極大影響。這些理想與教養方法於後工業 / 後現代的時代繼而受到挑戰。本課程旨在從社會學角度有系統地探討有關不同的社會、文化、歷史背景下父母如何教養子女以及與子女的關係；這探索將有助學員了解當下香港家長對子女的教養方法。我們也會探討家長的教養方法對社會不平等和社會發展的啟示。

PEDU6706 Sociologies of Parenting

Against the context of industrialization and modernization, there are changes in family structure/form and functioning. These changes, together with the emergence of the concepts of 'childhood' and 'motherhood,' have tremendous impacts on the ideal of parenthood and parenting practices. Such ideal and practices are subsequently challenged in a post-industrial/post-modern era. This course seeks to provide sociological perspectives to understanding parenting in a variety of social, cultural, and historical contexts, which will enable students to make sense of parenting practices in Hong Kong. The implications of such parenting practices for social inequality and social development will also be discussed.

PEDU6707 家長教育輔導

本課程旨在為教師，學校社工，及家長教育界的專業人士，介紹輔導專業的一些基本原則及目標。課程會以一些輔導理論為主要的架構，探討自我概念、價值觀及溝通模式等如何從家庭，尤家庭成員的互動所形成。課程亦包括學習及應用與家長教育相關的輔導技巧，探討輔導專業的重要守則，及探討一些與輔導及家長教育有關的新近議題或趨勢。

PEDU6707 Counselling for Professionals in Parent Education

This course aims to introduce to teachers, school social workers and other professionals involved in parent education the basic principles and objectives of counselling as a helping profession. Within the framework of selected theoretical perspectives, students will gain insights into how family and its dynamics influence the development of self, values, communication patterns and so on. Counselling skills relevant to working with parents will be introduced and practiced. Professional and ethical codes, specifically those related to working with parents will be addressed. Contemporary issues / trends related to the fields of counselling and parent education will also be discussed.

PEDU6711 中國人社會中的家庭轉變和關係移植

移民、離婚和再婚引發家庭經歷不同層面的轉變。對親歷其中的人，這不但是家庭結構的改變或對新生活的適應，更深層的是因基本親密關係的切割和重繫所引發的內心

矛盾和衝突。本單元將細察這種涉及關係移植的心理現象，特別是對兒童和青少年所造成的深遠影響。學員將深入研習當事人因經歷了與家庭根源的割裂，以及隨着關係移植所帶來的身分矛盾而引發的情緒糾纏及心理衝突，並探討對相關之父母及子女的有效支援方法。

PEDU6711 Family Transformation and Relationship Transplantation in Chinese Societies

Family transformation may be caused by migration, divorce, or remarriage. To those involved, such events are not merely a change in family structure or an adaptation to a different living arrangement, but frequently a psychological operation involving disconnection and reconnection of close and primary relationships. This course will scrutinize the far-reaching impact of family transformations on children and adolescents. Participants will learn about the emotional entanglement that stems from such splits in family origin and the consequential divided loyalty in the relationship transplantation, especially in the context of Chinese society's strong emphasis on family relationships. It will also explore effective approaches to helping the parents and children involved.

PEDU6712 教育兒童涉及的法律和有爭議的課題

本單元將介紹在教養子女的過程中父母可能會遇上的一些具爭議的法律課題，包括兒童與家庭暴力、性教育、青少年與濫用藥物、兒童保護和監管，以及父母可怎樣面對及協助獲釋後的犯案子女。學員不單認識相關的社會資源和法律程序，更能了解這些家庭面對的壓力和緊張關係，並探索幫助這些家庭在困難時刻提升效能的方法。

PEDU6712 Legal and Contentious Issues in Child Rearing

This course will tackle some contentious legal issues that parents may encounter in their child-rearing practice. Topics include children and domestic violence, sex education, youth and substance abuse, child protection and custody, and parents' role in the rehabilitation of delinquent children. Participants will learn about not only the related community resources and the corresponding legal procedures, but also the stress and strain on the family involved and methods to enhance the family functioning in such difficult periods.

PEDU 7001 課程與教學高級研討班（一）

PEDU 7002 課程與教學高級研討班（二）

PEDU 7003 課程與教學高級研討班（三）

PEDU 7004 課程與教學高級研討班（四）

研討班乃為有意深入探討課程與教學有關課題之學員而設。研討課題包括課程設計之理論與實踐、課程策劃、課程實施、課程評鑑、教學設計、大學、中學及小學之科目教學、課外活動、教育科技、及電腦教育。每班人數設有上限，擬參加之學員須徵得授課教師核准。

PEDU 7001 Advanced Seminar in Curriculum and Instruction: Selected Topic I

PEDU 7002 Advanced Seminar in Curriculum and Instruction: Selected

Topic II

PEDU 7003 Advanced Seminar in Curriculum and Instruction: Selected Topic III

PEDU 7004 Advanced Seminar in Curriculum and Instruction: Selected Topic IV

This course is designed for those students who wish to have in-depth explorations of topics in curriculum and instruction. The topics include theory and practice in curriculum design, curriculum planning, curriculum implementation, curriculum evaluation, instructional design, teaching in various tertiary / secondary / primary school subjects, extra-curricular activities, educational technology, and computer education. Enrolment will be limited and students have to get prior consent from the course instructor.

PEDU 7006 教育行政與政策專題研習（一）

PEDU 7007 教育行政與政策專題研習（二）

PEDU 7008 教育行政與政策專題研習（三）

PEDU 7009 教育行政與政策專題研習（四）

本科旨在對教育行政與政策範疇內的選定課題，作深入的探索與討論。探討的課題包括：學校領導，整體教育或學校層面的變革、策劃與發展，組織理論，教育改革，教育政策，教育經濟學，比較教育，教育與社會化，教育與社會分層及中西教育哲學。學員選修本科前必須徵得負責導師的同意。

PEDU 7006 Advanced Seminar in Educational Administration and Policy I

PEDU 7007 Advanced Seminar in Educational Administration and Policy II

PEDU 7008 Advanced Seminar in Educational Administration and Policy III

PEDU 7009 Advanced Seminar in Educational Administration and Policy IV

This course will provide in-depth exploration and discussion of selected topics in the area of educational administration and policy. Topics may include either separately or in combination theories and approaches to researching school leadership, education change, planning and development in both schools and larger systems, organizational theory, education reform, education policy, the economics of education, comparative education, education and socialization, education and social stratification, Chinese and Western philosophies of education. Enrolment will be restricted and students wishing to take the course are required to gain approval from the course instructor.

PEDU 7011 教育心理學高級專題研討（一）

PEDU 7012 教育心理學高級專題研討（二）

PEDU 7013 教育心理學高級專題研討（三）

PEDU 7014 教育心理學高級專題研討（四）

本科對一些教育心理學專題作深入探索及研討。課題涵括各種教育心理學理論之現存爭論及新近發展，諸如：智性及群性發展，認知過程，解難，語言心理發展，父母管教模式及家庭影響，性格及個別差異，性角色自認發展及性教育，壓力及其處理，輔導，學校訓導，課室管理，動機，道德發展，心理及教育測量，創造力。學員人數有

限，選修者應先得課程導師同意。

PEDU 7011 Advanced Seminar in Educational Psychology: Selected Topics I

PEDU 7012 Advanced Seminar in Educational Psychology: Selected Topics II

PEDU 7013 Advanced Seminar in Educational Psychology: Selected Topics III

PEDU 7014 Advanced Seminar in Educational Psychology: Selected Topics IV

The seminar will provide in-depth explorations and discussion on selected topics in educational psychology. The topics include advances and current issues in various educational psychology theories, such as: cognitive and social development, cognitive processes, problem solving, psycholinguistic development, parental styles and family influences, personality and individual differences, sex identity development and sex education, stress and coping, counselling and guidance, school discipline, classroom management, motivation, moral development, psychological and educational assessment, creativity, teaching of learning disabled students, education for exceptional children, and psychological adjustment problems of new migrants. Enrolment will be limited and students have to get prior consent from the course instructor.

PEDU 7016 運動科學與體育專題（一）

PEDU 7017 運動科學與體育專題（二）

PEDU 7018 運動科學與體育專題（三）

PEDU 7019 運動科學與體育專題（四）

本科旨在對運動科學、體育、以及運動研究有關課題作深入探討。專題內容包括生物力學、生理學、生物化學、運動學習、心理學、哲學、歷史、課程、教學、社會學、管理學、或康樂等範疇。

PEDU 7016 Selected Topics: Sports Science and Physical Education I

PEDU 7017 Selected Topics: Sports Science and Physical Education II

PEDU 7018 Selected Topics: Sports Science and Physical Education III

PEDU 7019 Selected Topics: Sports Science and Physical Education IV

This course provides in-depth study of special topics in areas of Sports Science, Physical Education, and Sport Studies. The areas may include biomechanics, physiology, biochemistry, motor learning, psychology, philosophy, history, curriculum, pedagogy, sociology, management, or recreation.

PEDU 7101 教學：理論、設計、研究和應用

本科目的在探究：(1)教學的定義；(2)學習理論與教學應用；(3)學習模式與教學效能；(4)教學的理論與設計；(5)教學模式；(6)個別差異與教學適應；(7)教學研究的變項、方法、範式與應用。本科將因應學員的專業背景選擇合適個案進行研習。

PEDU 7101 Teaching: Theory, Design, Research and Application

This course focuses on the inquiry about: (1) the definition of teaching; (2) learning theories and their application to teaching; (3) models of learning and their teaching effectiveness; (4) theories and designs of teaching; (5) models of teaching; (6) individual differences and adaptive teaching; (7) variables, methods, paradigms and applications of research on teaching. Examples and case-studies will be chosen in accordance with the professional background of the participants.

PEDU 7102　　課程組織

學校課程的各種組構方式是根據不同的理據及課程概念而成的。對知識的看法是其中主要的決定因素，其他因素還包括學校結構及文化，教師的學科身份和學科地位等。本課程旨在從知識論的角度分析和探討課程的結構，從而由較高的層次去探視如何重組課程的結構。同時，亦探視各種課程組織方式，如學科為本、統整課程、單元課程等在各個教育階段中設計、以及實際推行時的困難。這反思過程可協助培養學員掌握課程設計的實際技能。

PEDU 7102　　Curriculum Organization

Different approaches in organizing school curricula are based on different rationales and conceptualization concerning curriculum activities in schools. The nature and forms of knowledge constitute an important component in understanding and designing school curricula. Other relevant factors include school structure and culture, teachers' subject identity and status of subject, etc. In this course, the different ways of curriculum organization are delineated and evaluated in the light of epistemological considerations. Analyzing the different areas of human experience and knowledge should lead to a reconceptualization of the task of organizing curriculum from a higher standpoint. In this course, the design and implementation problems of different ways of curriculum organization, such as discipline-based curriculum, integrated curriculum and modular curriculum in different stages of education will be studied. This exercise of reflection should better prepare course participants for the practical task of curriculum design.

PEDU 7103　　課程探究：範式

本科是協助學員從不同範式對課程問題作深入探討，這些範式包括傳統主義 / 概念與實證主義 / 再概念主義，永恒分析 / 實用探究 / 批判實踐等。本科旨在協助學員：(1) 應用上述觀點於探究各種課程共同因素的性質和關係的取捨，如宗旨和目標的選擇，學習機會，教師、學習者與教學環境，社會環境 / 脈絡等；(2)應用上述範式於理解課程發展、實施和評估的過程，以及設計課程探究的方式。

PEDU 7103　　Curriculum Inquiry: Paradigms

This course is designed for those students who wish to have in-depth explorations of curriculum issues from different paradigms, namely Traditionalism/Conceptual-empiricism/ Reconceptualism, and Perennial Analytic / Practical Inquiry / Critical Praxis paradigm. The course focuses on: (1) the application of above paradigms on the decisions of the nature and relationship of curriculum commonplaces, such as the selection of aims and objectives, learning opportunities, teachers, learners and teaching/learning environment, and social milieu/context; (2) the application of above paradigms in understanding the processes of curriculum development, implementation and evaluation as well as in designing modes of curriculum inquiry.

PEDU 7206　　教育行政與政策的基礎

本科旨在讓學員認識教育行政與政策這個研究領域的理論與社會基礎。首先將探討本研究領域中，理論與研究所依據的知識論、存在論及道德基礎。其次亦會闡釋本研究領域內，研究與實踐所建基的社會及實徵基礎；有關的社會基礎包括：國家、公民社會、公共領域、理性、權力等理念。本科目的是協助博士生奠定理論與實徵基礎，以作為未來在教育行政與政策領域內從事研究與實踐的依據。

PEDU 7206　　Foundations of Educational Administration and Policy

This course is designed to familiarize students with the theoretical and empirical foundations of the field of educational administration and policy. It will explicate the epistemological, ontological and ethical bases which have driven theory development and research in the field. It seeks to illuminate the social and empirical foundations, upon which research and practice of the field traditionally drawn. These social foundations will include, for examples, conceptions of the state, civil society, public sphere, rationality, and power. The course aims to help doctoral students to build solid theoretical and empirical foundations for their future inquiry into the field of educational administration and policy.

PEDU 7207　　全球性脈絡下的學校改革

本科旨在讓學員理解學校改革的要旨和影響其形成及運作的各種力量。 本科將探討這個全球性現象的形成和變遷，及分析它對教育行政與政策在國際、社會和制度層面上的影響。學校改革政策乃為提高本國在世界活動範疇中所能發揮的競爭力。有關行政的新措施是為達至效率和效能而實施的。本科參考較具影響力的發展經驗和相關的研究結果，從而探討本地學校改革，要點包括：校本管理、質素保證、家校合作、課程改革、教學語言和資訊科技教育等。

PEDU 7207　　School Reform in a Global Context

This course aims to provide an understanding of the major contextual forces that have shaped school reform. It seeks to investigate the dynamics of school reform as a global phenomenon and to analyze its impact on the international, societal, and institutional levels of educational policy and administration. School reform policies are viewed as endeavors to enhance national competitiveness in the world arena. New administrative measures are perceived as means to attain efficiency and effectiveness. By referring to the developmental experiences of societies that have influenced the direction of local school reform, and drawing insights from relevant research findings, this course will address critical issues in key areas of school reform. These courses will include school-based management, quality assurance, home-school cooperation, curriculum reform, medium of instruction, and information technology in education.

PEDU 7208　　教育組織與領導

本科旨在深入探討教育組織及學校領導概念的複雜性。學員可從相關的理論、研究及實踐經驗中學習，探究行政過程及教育領導如何影響組織的變革和發展。本科亦注重學員將所學的知識實踐，解決實制問題。透過個案研習，文獻評論和分析研究等的活動，學員可從中掌握學校組織理論和教育領導概念的最新發展，從而建立研究教育行

政的議題。

PEDU 7208 Educational Organization and Leadership

This course aims to provide an in-depth understanding of the complexities of school leadership and of how educational organizations 'work'. It seeks to locate these understandings within relevant theoretical, empirical and practical contexts. Processes central to effective administration are analyzed in relation to their influence on educational organizations and the ways leaders drive organizational change and development. Acquired knowledge and insights about educational organizations and leadership will be applied to relevant, practically-based problems through the use of case materials, critiques and other analytic tools. Through reviewing and applying a broad range of literature the course aims to encourage students to develop their own conceptualization of educational organizations and leadership approaches as a means to guide their future inquiry in the field.

PEDU 7307 《學習的科學》專題研討

本科檢視《學習的科學》近期的發展和趨勢。課題包括：維根斯基的學習和發展理論、思考與學習的認知神經科學、文化對學習行為和學習風格的影響、課堂上的對話與高層次思維的發展、專長的學習和遷移、後設認知和自我調控學習等。

PEDU 7307 Selected Topics in the Science of Learning

This course will survey current trends and developments in the science of learning. Topics include: Vygotskian theories of learning and development, the cognitive neuroscience of thinking and learning, cultural influences on learning behavior and learning styles, classroom conversation and development of high level cognition, acquisition of expertise and transfer of learning, metacognition and self-regulated learning.

PEDU 7301 量化研究方法進階研討班

本課程為博士課程學生所設，將圍繞量化研究方法的一系列內容及議題對博士研究生進行更高程度的訓練。課程將要求學生討論和學習選用的教育研究實例，這些研究實例會展示一些在教育領域中廣泛使用的研究方法， 例如，多層線性模型（hierarchical linear modeling），結構方程（structural equation），多元變量分析 (multivariate analysis) 以及元分析（meta analysis）。通過本課程的學習，學生能更好地掌握各種高級量化研究方法，以更好地理解，設計，實施以及評價定量性質的教育研究。

具體的課程專題每年都會有所變化，輪流呈現。每一年，所委任的課程教師都具有一定的相關專業知識和研究經驗。這樣的安排旨在幫助學生更好地完成畢業論文。

先修科目：PEDU6403 及 PEDU6404, PEDU6405, EXSC6101, SSPE6000 之中任何一科

PEDU 7301 Advanced Seminar in Quantitative Research Methodology

This course is designed to provide doctoral students with the opportunity for an advanced training in a range of topics and current issues in quantitative research methodology. The main objective is to equip the students with advanced quantitative research methodology to understand, design, conduct and critically appraise quantitative education research through

discussion on real empirical studies that apply widely used methods, such as hierarchical linear modeling, structural equation modeling, multivariate analysis and meta analysis.

Topics offered will vary from year to year and rotate on a regular basis. Each year the course will be developed and taught by teaching staff with relevant expertise and experience for the purpose to advance the students' thesis studies.

Pre-requisites: PEDU6403 and Any one course from PEDU6404, PEDU6405, EXSC6101, SSPE6000

PEDU 7302 質性研究方法進階研討班

這課程旨在培養博士生進行質性研究的能力。為此，我們將選取多種類型的經典質性研究，要求同學們仔細閱讀並作重點討論。為了讓博士生能充分研討經典著作，研討班將每兩星期舉行一次。課堂討論或會適時輔以嘉賓講者分享看法和經驗或具體研究訓練。我們將結合課堂內討論和課堂外活動，以祈帶出進行質性研究時所遇到有關理論上、操作上、及倫理上的種種爭議: 如何設計質性研究以針對研究問題？哪些才是能夠回答研究問題的相關資料？如何選擇適合的研究方法去蒐集那些相關資料？如何分析、詮釋和表述不同質性的資料？討論過程中，我們亦將思考質性研究的根本問題，包括理論或概念框架的角色，主觀、客觀和主體間知識的獲取，以及研究信度與效度的建立等。

先修科目：PEDU6402 及 PEDU6003, PEDU6004, PEDU6401, PEDU6403, PEDU6404, PEDU 6405, PEDU6406, EXSC6101, SSPE 6000 之中任何一科

PEDU 7302 Advanced Seminar in Qualitative Research Methodology

This course is designed to cultivate the research ability of doctoral students in adopting the qualitative research approach. To achieve this aim, we place emphasis on the discussion of highly selected exemplary qualitative studies that cover diversified types. To create the condition for thorough deliberation of the reading materials, which constitutes a prerequisite for fruitful discussions, the class meetings are held every two weeks. Where appropriate, the class discussion would be supplemented by the contribution of guest speakers and hands-on research training. By way of class discussion and out-of-class activities, we shall bring out for debates major theoretical, practical, and ethical issues involved in the following decisions throughout the research process: how to design a qualitative study so as to address research questions raised at the outset, what are relevant data that could answer the research questions, how to choose appropriate research methods to collect such relevant data, how to analyse and interpret qualitative data (of various types), and how to present the collected data. Fundamental issues in conducting a qualitative study, ranging from the role of a theoretical or conceptual framework, through the access to subjective, intersubjective, and objective knowledge, to the establishment of its validity and reliability, will also be deliberated.

Pre-requisites: PEDU6402 and Any one course from PEDU6003, PEDU6004, PEDU6401, PEDU6403, PEDU6404, PEDU 6405, PEDU6406, EXSC6101, SSPE 6000

PEDU 7308 學校輔導與諮商的組織和實踐

這科主要探討在中學和小學推行輔導和諮商的有關文獻。課程內容包括：全方位輔導系統，全校參與的輔導服務，學校輔導和諮商模式，輔導活動與學生成長，輔導工作

的組織和程序，預防性輔導，補救性和發展性輔導，輔導課程，輔導工作者的培訓和發展，和評估方式。

PEDU 7308 Organization and Implementation of School Guidance and Counselling

This course is designed to critically examine the literature on guidance and counselling in primary and secondary schools. The following issues are covered: comprehensive guidance system, whole-school approach to guidance service, models of school counselling and guidance, guidance activities and student development, organization and procedures of school guidance, preventive strategies, remedial and developmental strategies, guidance curriculum, counselling staff training and development, and approaches to evaluation.

PEDU 7309 動機的發展歷程及其在人類發展中的角色

人類的願望與行動決定如何發展成為最終的行動？在這漫長的軌道中，為何會出現"死巷"和"捷徑"？可欲的動機模式，是怎樣發展而成的？我們將在研習當代的動機階段模型與及古典的場域理論中思考上述問題。在這兩個架構的基礎上，我們可以進行關於學生及老師在動機發展歷程方面的個案分析。研討班的第二部份將進一步探討動機在生命全程發展中的角色。討論的主題包括好奇、興趣、探索行為、延遲滿足，以及發展的調控等。我們鼓勵研討班學員從事有關上述主題的小型研究。

PEDU 7309 The Developmental Process of Motivation and Its Role in Human Development

How does human action develop from wishes and intentions? Why are there "dead ends" and "short cuts" on the long path to action? In what ways can desirable motivational patterns be developed? These questions will be deliberated in the light of two theoretical frameworks, namely the contemporary phase model or Rubicon model of motivation, and the classical Lewinian field theory. Case analyses of students and teachers in regard to their development of motivation can be pursued on the basis of the above mentioned frameworks. In the second part of the seminar, we shall proceed to examine the role of motivation in life-span development. Topics including curiosity, interest, exploratory behavior, delay of gratification, and developmental regulation will be discussed. Participants of the seminar will be encouraged to implement mini-research on the aforementioned topics.

PEDU 7401 博士學位獨立研習 / 獨立研習

本科旨在提供機會，讓修讀教育博士課程的學員在導師的指導下，對專研範疇或其它專業範疇進行獨立研習。學員如估計在修業期限內未能修讀適當科目時可修讀此科。導師和學員商議後，列出指定閱讀文獻。完成本科課程後，學員能對有關專修範疇的知識有所增長。

PEDU 7401 Doctoral Independent Study / Independent Study

The purpose of this course is to provide an opportunity for Ed.D students, under the guidance of their supervisors, to conduct independent study within their specializations and/or other specializations according to their research interests. The course enables the students to pursue needed study in a field in which appropriate courses are not being offered within the normative period of study. At the completion of the course, students are expected

to have enriched their knowledge in their specializations.

PEDU 7402 博士學位研討及研習

本科旨在提供機會，讓修讀教育博士課程的學員在導師的指導下，在其專研範疇或其研究興趣範圍內，探討有關文獻及 / 或進行初期研究。學員需處理的問題可包括研究架構、重要概念的定義、研究意義、各種研究方式和適當的研究方法。

PEDU 7402 Doctoral Seminar and Project

The purpose of the course is to provide an opportunity for EdD students, under the guidance of their supervisors, to explore literature and/or conduct initial research relevant to their specializations and research interests. Students are expected to address areas including research frameworks, definitions of major concepts, and the possible significance of different forms of research and appropriate research methodology.

PEDU 8000 博士學位專題研究

博士學員自入學開始至完成論文期間，每個學期均須註冊本科。導師會定期約晤學員及指導學員進行有關論文之研究。

PEDU 8000 Doctoral Guided Research

A doctoral student will be required to register for this course every term from the time of admission throughout her/his thesis preparation. The advisor/supervisor will meet the student on a regular basis and advise the student on all matters related to thesis research.

PEDU 8010 論文研究

學員須在導師及論委員會成員指導下將其研究概念化、評析相關文獻及在有需要時進行初步研究。學員通常須在取得博士候選人資格後一年內呈交及發表其論文計劃書。

PEDU 8010 Thesis Research

Under the supervision of the supervisor and thesis committee members, student is required to conceptualize the research idea, review appropriate literature and carry out preliminary research if necessary. Student has to submit and present the thesis proposal in an open presentation, normally within a year after the advancement to doctoral candidature.

PEDU 8090 哲學碩士學位專題研究

哲學碩士學員自入學開始至完成論文期間，每個學期均須註冊本科。導師會定期約晤學員及指導學員進行有關論文之研究。

PEDU 8090 M.Phil Guided Research

A M.Phil student will be required to register for this course every term from the time of admission throughout her/his thesis preparation. The advisor/supervisor will meet the student on a regular basis and advise the student on all matters related to thesis research.

PEDU 8097 –8098 哲學碩士教育研討班

哲學碩士教育研討班乃教育學部哲學碩士生之必修科。學生在學第一年必須選修 PEDU 8097，並須達至教育學部之課業要求和出席率，方可取得合共三學分。在預算

畢業該年之上學期或以前，學生須選修 PEDU 8098，於研討班中發表其論文計劃，且須達到論文委員會之要求，方可取得另外三個學分。此等科目之成績只分為「及格」及「不及格」兩個等級。

PEDU 8097 –8098 M.Phil Seminars in Educational Studies

These seminar courses are required courses for all M.Phil students enrolled in the Graduate Division of Education. Students are required to register in PEDU 8097 during their first year of study in the Division. Students registered in this course are required to fulfill Division's requirement on coursework and attendance in their first year of study in order to gain the three academic units required for graduation. In at least one semester before graduation, students are required to register in PEDU 8098. Students registered in this course have to satisfy members of their thesis committees present at the seminars that their proposals are up to satisfactory standard in order to gain the three academic units required for graduation. These courses are Pass/Failure courses.

PEDU 8097 哲學碩士教育研討班（一）

學員必須完成本科之課業要求及達致至所需之出席率。本科旨在使學生熟習教育研究的原則、結構與過程。內容將組織成兩部份。第一部份是講課形式，並在首七節中進行，其旨在為學生提供教育研究的本質與內容的一個概括認識，因此講課內容將包括：教育研究中的主要典範、教育研究所涉及的哲學及道德問題、教育研究的基本原則與步驟。第二部份將會在上、下學期以研討班方式進行，由教育學部研究生主講，並最少有兩名教育學院講師在場指導。研討題目視乎主講者的興趣和專研範圍而定。

PEDU 8097 M.Phil Seminar in Educational Studies I

Only M.Phil students can register for this course. Students have to fulfill all the course requirements and satisfy the required attendance. This course is designed to familiarize students with the principles, structure and process of education research, and it is organized into two parts. The first part is in the form of lecture which takes up the first seven sessions of the courses. It aims to provide students with a general understanding of the nature and substance of education research. Thus, topics to be covered in these lectures are major paradigms in education inquiry, the philosophical and ethical issues relating to education research, and the basic principles and procedures in education research. The second part of the course is organized in the form of seminar during the two semesters. Each seminar is conducted by a research student in the Graduate Division of Education and is supervised by no less than two members of the teaching staff of the Faculty of Education. Depending on the research interests of the research students conducting the seminars, research ideas and plans in educational studies will be critically reviewed and discussed.

PEDU 8098 哲學碩士教育研討班（二）

本科旨在使研究生在論文導師的指導下去構思、整理、以至發表其研究意念與計劃。研究生須於預算畢業該年之上學期以前選修此科，並於該學期內獨力主持研討班一次，發表其論文計劃。所有研討班均最少有兩名本院講師在場指導。

PEDU 8098 M.Phil Seminar in Educational Studies II

This purpose of this course is to enable research students to form, refine, and present research ideas and plans under the supervision of their thesis advisors. Research students

should register for this course in at least one semester before their graduation, and are required to independently conduct a seminar on their thesis proposals during that semester. All seminars are supervised by no less than two members of the teaching staff of the Faculty of Education.

SGCL 6101 輔導理論

本科旨在介紹近代心理治療及輔導實踐之重要概念、課題及理論。除心理動力、認知行為、人文存在主義等傳統治療法外，本科亦會探討多元文化及後現代主義之治療法，如精要治療及敘事治療等。本科重點在於協助學員建立一套個人的輔導理論，俾進行學生輔導工作時有所依歸。

SGCL 6101 Theories of Counselling

This course focuses on introducing students to important concepts, issues, and theories that inform current mainstream psychotherapy and counseling practice. Apart from considering traditional approaches such as psychodynamic, cognitive-behavioral, and humanistic-existential approaches, multicultural approaches and more recent postmodern approaches such as solution-focused and narrative approaches will be discussed. The emphasis will be on helping students develop a counseling perspective in helping clients in educational settings.

SGCL 6102 小組輔導：理論與實踐

本科旨在增強學員認識小組組長的籌劃工作，及其於小組輔導中的領導角色，掌握不同的小組輔導的理論和方法，理解小組輔導的過程及動力。並協助學員掌握小組輔導活動所需技巧，以及在香港推行的可行性。

SGCL 6102 Group Counselling: Theory and Practice

This course is designed to help students acquire knowledge about the professional preparation and the leadership of a group leader in therapeutic settings, increase appreciation of different theories and methods of group work, gain an understanding of the process and dynamics of a group, and master necessary skills in activities of group guidance and counselling. Students are encouraged to gauge the suitability of applying different approaches to group counselling in the context of Hong Kong.

SGCL 6103 輔導過程、技巧與專業道德

本科旨在透過實驗室訓練，協助學員了解、經歷、實踐及掌握輔導技巧，並應用於不同的輔導階段中。本科同時亦會探討輔導及有關助人專業的道德守則。

SGCL 6103 Counselling Process, Techniques and Ethics

An in-depth laboratory experience designed to help students understand, experience, practice, and master essential counseling skills, as well as to use these skills with an awareness of the on-going counselling process. Ethical guidelines in counseling and related helping professions are also examined in this course.

SGCL 6104 個人成長

本科目的在透過結合心理學理論及自我探索活動，促進學員的個人及專業成長。通過

課堂討論及活動，讓學員提升自我意識，並明白自己的心理狀態及行為如何在治療過程影響受助者。本科亦會引導學員探索個人問題及經歷，旨在改善輔導技巧。學員將能在個人及專業層面上，建立正面的自我形象，並把個人價值觀、目標及生活方式與其專業工作整合。

SGCL 6104 Personal Growth

This course is designed to stimulate personal and professional growth by integrating psychological theories and self-exploration. Through class discussions and exercises aimed at promoting self-awareness, students will learn how their own psychological functioning and behaviors impact clients via the therapeutic process. Students will be guided to explore personal issues and experiences which could add to or detract from their effective practice of counselling and therapy. They will be assisted in developing a positive self-image, both at a personal and professional level, as well as integrating their professional practice with personal values, goals and life style.

SGCL 6105 事業發展與干預

本科旨在讓學員綜覽事業發展的主要理論、事業輔導和諮詢技巧，及不同的探索和評估工具。本科同時也會討論有關中小學及其他教育或社會服務機構的事業輔導課題。

SGCL 6105 Career Development and Intervention

This course provides students with an overview of major career development theories, skills and techniques of career counselling and guidance, and exploration and assessment tools that could be used in career interventions. Issues related to career intervention in primary and secondary schools, as well as other educational and social service settings are examined in this course.

SGCL 6201 輔導策略

本高級課程旨在探索主流心理治療模式，比較不同流派如何分析及處理個案。本科亦會從認知、情感、生理及行為的層面，有系統地分析不同的心理問題，並讓學員學會如何配合最有效的輔導技巧去處理不同的問題。本科的目的是讓學員認識多種理論、技巧與治療情境，並教導學員如何整合其專業知識，有效地應用於輔導之上。

SGCL 6201 Counselling Strategies

This is an advanced level course that explores several major psychotherapies, comparing and contrasting diverse approaches to case formulation and intervention. Specific psychological problems will be systematically examined, with a focus on their cognitive, emotional, physiological and behavioral components. Students will learn to identify the types of interventions that are most likely to be effective with specific types of problems. The goal of the course is to expose students to a wide range of theories, skills, and therapeutic situations, and to teach them how to apply and integrate this knowledge toward becoming more effective counselors.

SGCL 6202 輔導實習

本科旨在提供學員個別或小組輔導工作實習經驗，學員可進行個別輔導干預及其他預

防性或發展性輔導工作。透過實習，本課程要求學員掌握以下能力：建立輔導關係，輔導理論與實踐的整合，輔導干預和果效評鑑。此外，課程亦要求學員建立協助不同受助者和處理不同個案類別的能力，並建立一套有理論基礎的個人輔導及成長架構。

SGCL 6202 Practicum

This course provides students with supervised field experience in counselling and guidance. The mode of intervention could be individual or group. Students could engage in one-to-one counseling practice, as well as other preventive and developmental interventions. Students are expected to develop competence in establishing a counselling relationship, theory-practice integration, delivery of counseling intervention, and outcome evaluation. In addition, students are expected to develop an ability to work with diverse clients and problem issues through a variety of counselling and guidance interventions, as well as to adopt a personal counselling and human growth framework that is theoretically based.

SGCL 6203 心理輔導專題研習

學員於導師指導下，就輔導範疇內的主要課題，進行個人或小組研習。課題包括不同的輔導方法及效能，其轉變過程、策略及果效；輔導員、受助者及環境因素；和對不同群體的輔導方法。學員可採用適當的量性或質性方法，並於最後根據認可的出版規格向導師呈交報告一份。

SGCL 6203 Project in Counselling

Each student or students in a small group will, under the supervision of a supervisor, conduct a research project investigating one or more significant issues in counseling. The emphasis will be on topics that include investigating the efficacy and effectiveness of approaches, their change processes, strategies, and outcomes; counselor, client and contextual variables; and counseling special populations or clients with multicultural and other special concerns. The student may employ appropriate quantitative or qualitative methods as indicated by the project. A final research report written in acceptable publication format should be submitted to the supervisor on the completion of the project.

SGCL 6301 全方位學校輔導體系概論

本科旨在深入研究全方位學校輔導體系，涵蓋的課題包括：學校輔導服務的先決條件，全方位學校輔導計劃的內容、組織架構和資源以及其推行與果效評鑑。本科亦會討論此系統於香港應用的可行性及所需作之修改。

SGCL 6301 Principles of Comprehensive Guidance System

This course aims at providing students with an in-depth study of the Comprehensive Guidance System. Topics for presentation and discussion include: 1) assumptions related to the scope and focus of counselling and guidance services in schools, 2) content, organizational framework and resources of the guidance programme, and 3) implementation and evaluation of a comprehensive guidance system. Necessary modifications and the viability of adopting the Comprehensive Guidance System in the Hong Kong context will also be addressed.

SGCL 6302 學校輔導專題研習

本科供修讀全方位學生輔導服務的學員而設。學員須對學校輔導工作及有關範疇作重點研習。研習可於導師指導下，以小組形式進行。研習形式包括詳細文獻評述、學校輔導計劃之設計與推行、預防性及發展性工作計劃之設計與推行、行動研究、或小型質性 / 量性研究。於學期結束時，學員須根據教育學院之標準規格呈交報告一份。

SGCL 6302 Project in School Guidance

This course is designed for students in the comprehensive guidance stream of the counselling programme. Students are required to conduct a focused inquiry into the literature in school guidance and related fields. Students could work in small groups to complete the project, under the direction of a supervisor. The project could be in the form of a detailed literature review, school guidance programme design and implementation, preventive and developmental programme design and implementation, action research, or small scale qualitative/empirical research study. Students are expected to complete a report according to the standard format provided by the Faculty of Education at the end of the term.

SGCL 6401 教師專業與個人發展

本科主旨是要幫助教師促進自己的專業及個人發展。課程重點在於發掘教師專業生涯中重要的轉捩點，及其對個人和自我身份的影響，同時，課程亦會探討一些影響教師發展的環境因素。

SGCL 6401 Professional and Personal Development of Teachers

This course aims at helping students develop a concern and eagerness of promoting their professional and personal development as teachers. Special attention is given to the exploration of some of the major transition points along the professional journey of a teacher and how issues of self and identity bear on these different points. Contextual as well as systemic issues related to the experience of teachers will be examined.

SGCL 6402 學校訓育工作概論

本科旨在增進學員對重要學校訓育理論的認識，處理訓導問題的干預策略以及營造有利學習環境的技巧。課程著重建立學校及課室良好紀律的預防及補救方法，同時亦鼓勵學員提出曾處理的訓導個案，以作課堂討論及學習之用。

SGCL 6402 Principles of School Discipline

This course aims at enhancing students' understanding of the major theoretical approaches to school discipline, intervention strategies for handling discipline problems and techniques for creating a conducive learning environment. Emphasis will be placed on both remedial and preventive methods for developing positive discipline in the classroom and in the school as well. Students are encouraged to raise their own cases of managing discipline issues for class discussion and learning purposes.

SGCL 6403 防止自殺與處理危機

本科旨在從兩個層面探討自殺：1) 從學校危機層面；2) 從廣義危機處理及應用層面。本科同時亦會剖析一般人對自殺的誤解，幫助學員作危機評估及危機事件跟進處理，並介紹基本干預技巧，事前預防、危機處理及事後預防的策略。

SGCL 6403 Suicide Prevention and Crisis Intervention

This course examines suicide as a school crisis in particular and as a specific crisis in the wider perspective of crisis intervention theory and applications. Students will be introduced to misconceptions of suicide, assessment of risk, critical incident stress debriefing, basic intervention skills, prevention, intervention, and postvention strategies.

SGCL 6404 教師輔導技巧

本科旨在協助教師在學校有效地發揮輔導員功能，並使學員分辨和協調教師與輔導員的角色。本科會介紹適用於兒童及青少年的輔導技巧，同時透過練習協助學員將其應用於不同的個案之中，亦會讓探討學生在每個發展階段所呈現的社交、心理及行為問題。本科強調從不同層面處理個案及如何在校內與不同部門和專業人仕協作。

SGCL 6404 Counselling Skills for Teachers

This course aims at helping teachers to function effectively as counselors in school settings. Students will learn to differentiate between their role as teacher and counselor. Specific counselling skills used with youngsters will be presented and exercises will be conducted to help students acquire and competently apply these skills in helping youngsters with a variety of problems. Developmental issues will be explored in their relation to typical social, psychological and behavioral difficulties. The principle of intervening at multiple levels will be emphasized, as well as how to work within the context of a multi-disciplinary team.

SGCL 6405 家庭輔導

本科將探討有關婚姻輔導及家庭輔導的課題。首先會介紹家庭輔導的歷史與及一些核心概念如家庭結構、家庭發展階段與轉變及家庭作為社會系統。其次將介紹最廣為採用的婚姻輔導與家庭輔導模式，如策略式、結構式、體驗式、跨代式及認知行為式等。此外，本科亦會介紹在輔導中常見的婚姻及家庭問題，並對西方理論及治療方式於中國社會的應用加以探討。

SGCL 6405 Counselling with Families

This course examines counselling issues that relate to working with couples and families. First, it examines the history of family therapy and introduces central concepts such as family structure, family developmental stages and changes, and the family as a social system. Second, it focuses on the most commonly practiced models of couple and family counselling and therapy. Strategic, structural, experiential, transgenerational, and cognitive-behavioural models will be explored. Third, it addresses the types of problems that are typically presented in a counselling setting involving couples and families. Special attention will be given to the applicability of Western theories and therapeutic modalities to Chinese society.

SGCL 6406 職業探索及測試工具

本課程旨在讓學員認識不同種類的事業探索及測試工具，包括評估事業興趣、價值觀、能力和事業決策的工具；也會探討在事業輔導的範疇內使用這些事業探索及測試工具的策略及技巧，以促進受助者自我認識和發展。本課程亦會介紹和討論與事業測試有關的評量原則和專業守則。

SGCL 6406 Career Exploration and Assessment Tools

This course is designed to familiarize students with a variety of career exploration and assessment tools, including tools related to career interest, values, skills, and career decision-making. Strategies and techniques in using career exploration and assessment tools to facilitate self-understanding and development in the context of career counseling and guidance are examined. Measurement principles and ethical guidelines relevant to career assessment are also introduced and discussed.

SGCL 6407 跨文化輔導

本課程建基於一套著重內省、知識和技巧的跨文化輔導培訓模式，旨在提升輔導員輔導不同文化背景人士的能力。課程邀請學員檢視自己對不同文化背景人士的態度和信念，並了解一些可能會妨礙跨文化溝通的個人偏見。本課程將介紹一些跨文化和多元文化輔導學的理論及研究，特別是關於中、港、台三地文化的差異。學員亦有機會學習及實踐跨文化輔導技巧和策略。

SGCL 6407 Cross-cultural Counselling

This course is designed to enhance the ability of counsellors to work with individuals from diverse cultural backgrounds based on a model of cross-cultural competence emphasizing awareness, knowledge and skills. Students are invited to examine their attitudes and beliefs toward different cultural groups, and to become aware of biases that might inhibit cross-cultural interactions. Selected theories and research on cross-cultural and multicultural counselling are introduced, with special attention paid to sub-cultures among the three Chinese societies. Students are also given the opportunity to learn and practice cross-cultural counselling skills and intervention strategies.

SGCL 6408 特殊需要教育專題討論

本科旨在對特殊需要教育範疇內的選定課題作深入探討。專題包括感官障礙、智障、肢障、自閉症、資優、家庭關係、與及融合教育的新近議題等。簡言之，本科目的是促使學員對選定課題在學理及實踐兩方面均有更深入的認識。

SGCL 6408 Selected Topics in Special Needs Education

This course features an in-depth study of one or several particular areas of special needs education. The areas may include sensory impairments, intellectual disabilities, physical disabilities, autistic spectrum disorders, giftedness and talents, family relationships, and current issues in inclusive education. In essence, this course offers participants an opportunity to acquire more advanced theoretical knowledge and better informed practice in a selected area of special needs education.

SGCL 6409 輔導與諮商專題討論

本科對輔導與諮商有關的選定課題，作深入的探索和討論。討論的課題包括：輔導理論與策略的新近發展，輔導不同需要人士，在輔導中運用評估，學校輔導與諮商的新近發展，和輔導專業與道德守則的新近發展事項。

SGCL 6409 Selected Topics in Guidance and Counselling

This course is designed to provide in-depth exploration and discussion on selected current

topics in school guidance and counselling. Examples of topic include advances in counselling theories and strategies, counselling individuals with diverse needs, assessment in counselling, advances in school guidance and guidance, and current professional and ethical issues in counselling.

SGCL 6410 在輔導和臨床服務常見的心理疾患

本科向學員介紹一系列在成年人和青少年常見的心理疾患，並探討診斷標準，診斷系統和對治療方法的各種考慮。本科旨在協助輔導和教育專業人士認識常見心理疾患的性質和特點，使他們可以對患者提供適切的輔導服務，或作出合適的轉介，使患者能接受精神健康專業的評估和治療。

SGCL 6410 Common Psychological Disorders in Counselling and Clinical Settings

This course introduces to participants an array of common psychological disorders among adults and adolescents. Diagnostic criteria, systems of diagnosis, and treatment considerations will be examined and discussed. The main goal of this course is to familiarize counselling and educational professionals with the nature and characteristics of common psychological disorders so that they can provide on-target counselling services to individuals suffering from these disorders, or make appropriate referrals for further assessment and treatment by mental-health professionals.

SGCL 6501 輔導有發展及身體障礙的學生

本科旨在增進學員對特殊需要學生的認識與輔導技巧。課程首先會探索不同特殊需要對學生所衍生的心理與社群發展的影響，進而討論因應學生特質與需要而要提供的特別輔導、教學策略與評估調適。此外，如何協助與特殊需要學生有關的重要人物(例如家長及教師)亦會在討論之列。本科重點在於促使學員能夠在特殊需要學生的個人、社群與學習發展過程中擔當積極的角色。

SGCL 6501 Counselling Students with Developmental and Physical Challenges

This course attempts to increase participants' understanding and skills in working with students with special needs. The psychological and social ramifications of different types of special needs will first be reviewed. The needs and characteristics of students that require special counselling, instructional approaches, and assessment modifications will then be delineated. Concerns related to guidance functions directed toward significant adults (e.g., parents and teachers) in the lives of students with special needs will also be addressed. The central theme of this course is to enable participants to facilitate the personal, social and educational development of students with special needs.

SGCL 6502 輔導有特殊需要學生的專題研習

本科供修讀輔導有特殊需要學生的學員而設。學員須對特殊需要及有關範疇作重點研習。研習可於導師指導下，以小組形式進行。研習形式包括詳細文獻評述、學校學習支援計劃的設計與推行、介入計劃的設計與推行、行動研究、或小型質性/量性研究。

於學期結束時，學員須根據教育學院之標準規格呈交報告一份。

SGCL 6502 Project in Helping Students with Special Needs

This course is designed for participants in the counselling programme with a specialization in helping students with special needs. Course participants are required to conduct a focused inquiry into the literature of special needs and related fields. They may work in small groups, under the direction of a supervisor, to complete the project. The project can be in the form of a detailed literature review, school learning support programme design and implementation, intervention programme design and implementation, action research, or small scale qualitative/empirical research study. Course participants are expected to complete a report according to the standard format provided by the Faculty of Education at the end of the term.

SGCL 6504 輔導有專注力不足過動症和相關行為問題的學童

本科旨在協助學員了解在學校環境出現的兒童行為問題，包括專注力不足過動症和其他外顯行為問題，例如衝動的、侵略的、和違規的行為。內容會探討兒童行為問題的介入策略，包括行為修改法，並鼓勵學員將相關的基礎知識轉化為適切的輔導和支援策略從而幫助有行為問題的學童。

SGCL 6504 Interventions for Children with ADHD and Other Behavior Problems

This course aims to help participants develop a comprehensive understanding of behavior problems among children in school settings, including attention deficit-hyperactivity disorder (ADHD) and other externalizing behaviors such as impulsive, aggressive, and delinquent acts. The literature on managing children's behavior problems, including behavior modification programs, will be examined. School practitioners are encouraged to translate the basic knowledge they acquired through this course into relevant counselling and supporting strategies for working with children's behavior problems.

SGCL 6505 認識特殊學習障礙

本科為建立學員對特殊學習困難 / 障礙的基本了解。課程首先會根據特殊學習障礙研究的新近發展，釐清一般人對特殊學習障礙的誤解，進而介紹研究在探索導致特殊學習障礙的機制與歷程方面的新發現。有關討論的重點在於認識與分辨不同學習障礙（例如讀寫障礙、特殊語言障礙、發展性協調障礙）的異同。課程主要促使學員以合用和正確的知識為基礎，建立適切的輔助取向，支援有特殊學習障礙的學生。

SGCL 6505 Understanding Specific Learning Difficulties

This course aims to provide participants with a sound understanding of the core issues of specific learning difficulties/disabilities (SLD). Drawing on recent research developments in the field of SLD, attempts will be made to demystify this subject, as well as to examine the latest research findings on the mechanisms underlying various types of SLD. Characteristics of and differentiations among different types of SLD (e.g., dyslexia, specific language impairment, developmental coordination disorder) will be reviewed and discussed. The central premise of this course is that teachers and helping professionals, equipped with sound knowledge, will be able to establish their own working principles in helping students with SLD.

SGCL 6506 特殊需要教育：全校參與模式

本科旨在加強學員教育有特殊需要學生的能力與承擔，並成為在主流學校為有特殊需要學生提供支援的領導人物。課程首先會展示如何能夠在普通學校中實踐全校參與模式，進而討論發展校本政策、加強校內成員對特殊需要的了解、成立支援小組及朋輩輔導等所應注意的原則與步驟。此外，課程會引用一些成功學校個案，用來說明如何運用以上提及的原則與步驟。

SGCL 6506 Special-needs Education: The Whole-school Approach

This course aims to strengthen participants' competence in and commitment to working as leading members of the teaching profession responsible for the education of pupils with special needs in regular schools. It will demonstrate how a whole-school approach can be implemented in regular school settings. It will also delineate the essential principles and procedures in developing a school-based policy, strengthening teachers' understanding, forming a learning support team, and supporting students through peer mentoring. In addition, the whole-school approach will be discussed with exemplars illustrated by local school practitioners.

SGCL 6508 學童情緒及社交問題的介入策略

本科集中講解有關兒童及青少年情緒問題(例如:焦慮、情緒低落、抑鬱、退縮)的議題、理論、研究和介入方法。探討內容包括介紹情緒及行為問題的概念研究、分類和識別方法，並協助學員對孩童出現的各種情緒及行為問題建立一個較完整的理解。本科會介紹用以處理兒童負面情緒的治療模式和技巧，包括認知行為治療法和社交技巧訓練，並強調輔導介入方法必須以理論和實証為基礎。

SGCL 6508 Interventions for Children with Emotional and Social Problems

This course focuses on issues, theories, research, and interventions related to internalizing behavior problems exhibited by children and adolescents, such as anxiety, depression, and withdrawal. Studies on conceptualization, categorization and identification of childhood difficulties are presented to facilitate a more comprehensive understanding of childhood psychopathologies. The course introduces various therapeutic approaches and techniques of helping youngsters whose negative emotions are the focus of intervention, including cognitive-behavioral therapies and social skills training. The importance of theory-based practice and evidence-based intervention is emphasized throughout the course.

SGCL 6601 特殊學習障礙專題研習

本科供修讀『學校諮商與輔導』課程內選讀『特殊學習障礙』專修範疇學員而設。學員須對特殊學習障礙及有關範疇的文獻作重點研習。研習可於導師指導下，以小組形式進行。研習形式包括詳細文獻評述、學校學習支援計劃的設計與推行、介入計劃的設計與推行、行動研究、或小型質性 / 量性研究。於學期結束時，學員須根據教育學院之標準規格呈交報告一份。

SGCL 6601 Project in Specific Learning Difficulties

This course is designed for participants in the School Guidance and Counselling programme

with a specialization in Specific Learning Difficulties. Course participants are required to conduct a focused inquiry into the literature on specific learning difficulties and/or other related fields. They may work in small groups to complete the project, under the direction of a supervisor. The project can be in the form of a detailed literature review, school learning support programme design and implementation, intervention programme design and implementation, action research, or small scale qualitative/empirical research study. Course participants are expected to complete a report according to the standard format provided by the Faculty of Education at the end of the term.

SGCL 6602 學會閱讀與閱讀教學的基礎

本科會審視有關閱讀習得和閱讀教學的心理基礎和新近研究，課題包括語音意識、語言和閱讀發展的腦神經基礎、讀寫萌發、與及閱讀習得和熟練閱讀的心理模型等。語言能力方面的個別差異和閱讀習得之間的關係亦會是本科討論的課題。本課程會運用以上知識，找出構成有效閱讀教學計劃的重要元素，從而幫助有讀寫障礙的學生。

SGCL 6602 Foundations of Reading Acquisition and Reading Instruction

This course will highlight current research on the psychological foundations of reading acquisition and reading instruction. Topics to be covered include phonological awareness, the neural basis of language and reading development, emergent literacy, and models of reading acquisition and skilled reading. The relationship between individual differences in language abilities and reading acquisition will also be discussed. This knowledge will be used to identify key components of effective reading instruction programs targeting students with specific learning difficulties.

SGCL 6603 為特殊學習障礙學生訂立教育計劃

本科會以 SGCL 6505 及 SGCL 6602 的知識為基礎，引導學員如何應用所學為特殊學習障礙學生訂立合符實況的教育計劃。在訂立計劃的過程中，學員應考慮特殊學習障礙學生的強弱項、學習的發展過程、學校環境因素、與及能夠運用的人力資源等等。計劃的設計上，會同時兼顧在普通課室中的調適與特別的教育安排。

SGCL 6603 Developing Educational Plans for Students with Specific Learning Difficulties

Linking the knowledge acquired in SGCL 6505 and SGCL 6602, this course attempts to demonstrate how participants can integrate what they have learned to develop reasonable and practical educational plans for students with SLD. The individual student's weaknesses and strengths, the developmental nature of the learning process, the school context, and the available resources in terms of manpower and expertise will all be taken into account in developing unique educational plans. Both accommodations in regular class settings and special educational arrangements will be considered in formulating these plans.

SILP 6001 學校改善的議題及新發展

本科將檢視與學校改善有關的關鍵議題，包括領導、管理與學校變革的後現代觀點；創建學校成為學習型組織、知識創造組織以及知識管理組織；學校改善計劃；全校課程規劃；全納學校；學生與家長參與學校改善以及夥伴協作發展。本科還涉及那些根

據國際比較視野中的學校改善經驗所形成的最新理論與實踐，以及對學校自我管理、學校效能與改善研究的批判性分析。諸如教師、校長、政策製定者、學生和家長等持分者對學校改善的觀點也會在本科中討論。

SILP 6001 Issues and Advances in School Improvement

This module will critically examine key current issues related to school improvement. These issues include postmodern views on leadership, management and school change, creating schools as learning as well as knowledge creation and management organizations, improvement plans, whole-school curriculum planning, inclusiveness, student and parental involvement in improvement and partnership development. Up-to-date theories and practice drawing on school improvement experience from international and comparative perspectives will also be covered, as well as critical analysis of self-managing schools and school effectiveness and improvement research. The perspectives of stakeholders such as teachers, principals, policy-makers, students and parents on school improvement will also be discussed.

SILP 6002 學生學習的領導

學校領導及專業發展的核心是學生生活與學習的改善。本科將批判地探討在學校脈絡中的學習、教學和課程有關的關鍵領導及專業發展議題。通過參考不同層面的學校領導，本科旨在促使學員能夠批判地評價高效能學習與教學理論及其在課室與學校中的應用。課程內容包括當前在學校重建、教學與課程領導、教師專業發展、行動研究與反思性實踐、教師動機、團隊建立、同儕觀課和發展性督導等方面的本地和國際思考。本科鼓勵學員運用相關理論和經驗在其所屬學校發展出領導與管理高效能學習的取向和策略。

SILP 6002 Leadership for Student Learning

The heart of school leadership and professional development is the improvement of student life and learning. This module will critically examine key leadership and professional development issues specifically as they relate to learning, teaching and curriculum in the school context. With reference to different levels of school leadership, the module is designed to promote the critical evaluation of theories related to effective learning and teaching and their application to local classrooms and schools. Module content includes current local and international thinking in areas such as school restructuring, instructional and curriculum leadership, teacher professional development, action research and reflective practice, teacher motivation, team building, peer observation and developmental supervision. Students are encouraged to pool theoretical and craft knowledge to develop approaches and strategies to lead and manage effective learning in their own schools.

SILP 6003 學校改善的評鑑

本科集中探討評鑑學校改善的不同觀點、模式和方法論。首先，本科將檢視不同的評鑑背後的意識形態及取向。其次，本科會探討形成性與總結性評鑑方法的各種模式、校本評鑑中持分者的角色及其與學校改善的關係。最後，校本評鑑、校外評估和教師評鑑等議題亦將會在本科中討論。

SILP 6003 Evaluation for School Improvement

This module focuses on different perspectives, models and methodologies for evaluating school improvement. Firstly, various evaluation ideologies and perspectives will be examined. Secondly, different models of formative and summative methods of evaluation, role of stakeholders in school-based evaluation and their relationships with school improvement would be explored. Finally, issues on school based evaluation, external review and teacher evaluation would be discussed.

SILP 6004 實地考察

在本科學習中，學員將參與 / 參觀在教育改善計劃、課程發展與專業發展活動中取得成就的模範學校和其他教育場所，同時將參與研討會和工作坊以學習學校改善的策略。通過實地考察和不同的學習模式，學員將能夠根據自己的需要把學校改善的理論與實踐結合起來。

SILP 6004 Field Experience

In this module, students will participate in / visit schools and other educational settings that are involved in exemplary schools, successful educational improvement projects, curriculum development efforts, and professional development activities. They will participate in seminars and workshops to learn strategies of school improvement. Through field study and various modes of learning, students will to be able to bridge theory and practice in school improvement for their own needs.

SILP 6005 學校改善專題研究

學員將在實習導師的指導和支持下參與學校改善專題研究。根據研究題目和學校脈絡，學員可個人或兩人一組進行研究。改善的焦點可與學校或其他教育機構的組織、課程、教學和學習有關。該專題研究應包括問題確定、基於理論和/或其他教育實踐的變革規劃、實施規劃和變革成果評鑑。學員將組成支援小組，分享並交流從學校改善專題研究中得到的經驗和意念。

SILP 6005 Guided Improvement Project

Participants will participate in an improvement project under the guidance and support of practicum supervisors. They may either undertake the project individually or in pairs if the topic and context allows. The focus of improvement may be related to organizational, curriculum, teaching and learning aspects in a school or other educational organizations. The project should include an identification of a problem, a plan for initiating change based on theory and/or other school practices, implementation of the plan and evaluation of the change outcomes. Participants will be placed in small support groups who are expected to share experiences and exchange ideas gained from the project.

SPSY 6103 體育運動之發展與推廣

現代的體育文化主要從休閒、業餘與及精英運動中產生。有商業贊助的運動項目具備較佳的條件發展成職業運動，而業餘及精英運動往往同樣需要較多的政府資助。當市民大眾受惠於政府的體育政策時，體育活動亦會替社會帶來經濟、政治和商業上各種

機遇。本課程旨在探討各項與市民大眾或精英運動相關之體育政策發展及其實施之具體情況。

SPSY 6103 Sport Development and Delivery

The expansion of sport as a modern cultural form has been facilitated through recreational, elite and commercial sport development. While commercial sport is more frequently organized to accommodate professional sport, recreational and elite sport are usually developed and organized by sport organizations that are attached in some way to governments. Regardless these sport forms are responses to the economic, political, social and commercial opportunities that are now evident when societies commit to the provision of sport for its citizens. This course is devoted to the study of sport development and how policies are transformed into a delivery system that meets both the needs of the general population and those of elite sport.

SPSY 6201 奧林匹克與精英運動

現代的奧林匹克運動會於 1896 年重新舉辦，目的是給全球的青年人一個和平競技的機會。除了這四年一度的賽事，不同的國際體育組織亦會舉辦各類型世界級競技活動，如足球、欖球、板球及網球等。本課程旨在探討現代奧林匹克運動會和各項高水平運動競技之歷史沿革，並分析這類運動如何在政治、經濟、文化及社會的層面影響著當代的先進國家。

SPSY 6201 Olympic and Elite Sport

The Modern Olympic games were reborn in 1896 to celebrate the peaceful gathering of the youth of the world. In addition to this event that is organized every four years, other sporting organizations now stage World Championships in various sports such as soccer, rugby, cricket and tennis. This course will track the history of the modern Olympic games and high performance sport to explore the political, economic, cultural and social impact on modern developed nations.

SPSY 6202 運動贊助與市場推廣

當前亞洲地區的體育發展跟很多地方過去的情況極為相似。2008 年在北京舉行的奧運會，為同區締造了無限商機。商業贊助與市場推廣成為各體育組織發展中重要的組成部份。本課程將系統地分析商業贊助與市場推廣的基本原理，除探討香港及亞太區的職業和精英體育發展外，亦會檢視學界、社區和體育總會的現況，以了解商業贊助與市場推廣對體育發展的重要。

SPSY 6202 Sponsorship and Marketing of Sport Events and Performances

The growth of sport around the Asian region reflects what has already happened on other continents. This interest combined with the awarding of the 2008 Olympics promises to create significant opportunities for the business sector around the region. Marketing and Sponsorship are expected to be integral parts of the development and organization at every level of sport. This course will systemically analyze the basic principles involved in sport marketing and sponsorship with particular reference professional and high performance sport in addition to school programmes, community settings and national sports associations in Hong Kong and Asia Pacific region.

SPSY 6203 體育運動管理之策略與運作

體育運動對現代經濟、政治和社會的影響越來越大。體育活動在社會上以不同形式出現，反映了社會的多元化發展，更顯示了消費者的需求。為了滿足市民大眾對健康和活躍的生活模式之要求，一個高效的體育機制是有必要存在的。透過運動管理理論，本課程將幫助學員了解如何成為一個高效能的領袖及管理者，俾能設計及執行相關的計劃，最終達致行政工作上的成功。

SPSY 6203 Strategic and Operational Management of Sport

Modern Sport in developed societies has increased in popularity and interest due to the economic, political and social significance that sport occupies in these societies. Its various forms reflect not only the development of a society but also its consumer demands. In order to serve the public need for healthy, active lifestyles, a systematic and rational basis upon which sport and exercise can be organized to effectively serve those needs is required. Sport management is such an area of professional training. This course is designed to systematically prepare the individual, by applying management principles, to be an effective leader and manager who is capable of designing, assembling and executing an effective plan that will ensure administrative success.

SPSY 6204 運動教練法：理論與應用

體育運動日益普及，市民大眾對運動的興趣不斷提高，加上舉辦大型的運動會能為主辦國帶來在政治、經濟和社會上正面的影響，體育運動愈益為發達國家所重視。各國政府為確保自己在體壇的領先地位，紛紛投入大量的資源來加強高水平教練的培訓。本課程旨在提供專業訓練，使學員能透過理論與實踐，為運動員設計合適的終年運動訓練計劃。

SPSY 6204 Sport Coaching: Theory and Application

The rise of sport as a modern cultural form in most developed nations is due to its popularity and interest and to increased economic, political and social significance that sport holds for these nations. In order to achieve prominence, many national governments have supported the development of sport by educating and training coaches in order to provide systematic and strong leadership in sport. This course will systematically prepare the individual to be an effective leader and coach in his or her sport by employing a humanistic approach to the application of scientifically informed principles that will enable the coach to design and execute a yearly plan for the athletes involved in the sport of which they have the coaching responsibility.

SPSY 6205 體育運動之當前議題

本課程旨在探討體育運動之各項重要議題，特別是分析體育作為社會其中一項重要文化元素，如何影響著人類社會發展。討論之課題將包括未來的體育前景，種族與性別的社會問題、職業道德、藥物的濫用、體育的歷史發展、運動職業化以及其他相關的專題，當中包括兒童與運動的關係、運動與媒體等。

SPSY 6205 Current Issues in Sport Studies

This course is designed to provide students an opportunity for advanced analysis of key issues in sport. The course attempts to help students see common perceptions and theories associated with sport as being essentially contestable. It will address issues such as the current state and future visions for sport, that will include gender race, morality, drug use, historical development of sport, professional issues related to the profession of sport and science, and other selected applied sport topics such as children and sport, sport and economics, and sport and the media.

SPSY 6701 專修導讀：體育學

本科旨在提供機會予碩士課程學生進修體育運動科學中的其中一項專修範圍。學生須依據導師指導，計畫研究報告大綱，翻查有關文獻及典籍，定期向導師彙報及研討。該課程既可加強學生專科知識，亦可為學生籌畫研究報告計畫書作好準備。學生一經選定研讀範圍，例如選讀生物力學、運動生理學、運動管理學及運動心理學等，即需對該學科的評閱文獻結果及心得，寫成報告，呈交導師評定成績。

SPSY 6701 Guided Studies: Sports Studies

The purpose of these courses is to allow graduate students in the Masters degree programme to pursue advanced guided individual study in selected areas of Sports Science and Physical Education. It provides an opportunity for students to review the literature of their fields of specialization and to prepare for the writing of their project proposals.Examples are topics within the areas of biomechanics, exercise physiology,sports management, sports psychology, etc. A student is expected to read according to a reading list prescribed or approved by the supervisors and to confer regularly and frequently with the supervisor. Assessment is based on the completion of reading and course requirements.

SPSY 6900 獨立研究課題

本課程要求學生獨立完成一個研究課題，長期的目標是訓練學生能把相關的知識應用於日後的工作上。學生可以透過不同方法來闡述對所選課題的理解和認識，其中包括各項有助體育運動能力提升的發明、設計和應用等內容，研究成果需達到本課程的特定要求。所選之課題可包括運動員之全年訓練計劃，體育管理部門為提升個人健康所設計之方案和提高運動市場的商業計劃等。學生將在教師的指導下獨立完成論文報告。

SPSY 6900 Independent Study Project

Students registered in the MA in Sport Studies who wish to apply their knowledge to a project that would be useful in their career choice will be encouraged to carry out an independent project in which no new data will be collected. Instead, students will be expected to present for assessment a document that represents a substantial effort in the creation, design, application and presentation that will represent post-graduate level of understanding with regard to sport science and its direct application to the provision or performance of sport. It is anticipated that the document that is presented for assessment could be similar in nature to a yearly plan for an elite athlete or team, a human resource plan

for the enhancement of personnel within a sport organization or a marketing guide to promote a specific sport. The student will be guided by a supervisor who will work closely with the student to ensure that the standards for post-graduate work are upheld.

SPSY 6901 專題研究: 體育學

專題研究的目的旨在發展學生之研究能力。學生在指導老師的督導下選擇一個有關體育運動的專門課題進行深入研究，透過參閱文獻，以相關的理論模式和研究方法系統地收集數據進行分析並寫成研究報告。

SPSY 6901 Research Project and Sport Studies

The research project requires final year students to complete an independent research project that focuses on a specific aspect of sport that is of interest to the student. The student will be guided by a supervisor who will work closely with the student to develop a research question by reviewing the literature, plan the approach with an appropriate theoretical framework, select an appropriate methodology, collect data in a professional and ethical manner, analyze the data and present the analysis in a conventional research format.

SSPE 6000 體育研究法

本課程旨在幫助學生掌握研究院程度的體育研究法。目的為：一）了解不同研究方法的性質及過程，二）培養足夠的技能以從事體育的研究課程，三）能閱讀詮釋及論証體育研究的相關文獻。透過此課程，學生能掌握足夠的技能以完成本學位課程的專題研究報告。

SSPE 6000 Research Methods in P.E.

This course is designed to familiarise students with major research methods of postgraduate level that are applicable to Physical Education. Knowledge acquired in this course will assist students in (1) understanding the nature of the research process and the various types of research methods; (2) developing the skills necessary for conducting an research project in Physical Education; (3) reading, interpreting, analysing and examining research findings from journal articles in the areas of Physical Education. At the end of the course, students should be able to demonstrate the knowledge and understand the principles and practices of acquiring knowledge and solving problems through research. They are also expected to be able to use various research methods in examining a topic in Physical Education that will lead to the successful completion of the Research Project.

SSPE 6001 運動學習：理論與應用

本課程旨在教授人體技術表現及技術學習的原理，以便應用於體育教學和運動上。課程內容主要關於運動行為之學習，及體育運動技術的重要概念。本課程並探討不同運動範疇的相關問題。

SSPE 6001 Theories and Applications of Motor Learning

The aim of the course is to introduce the principles of human skill performance, principles of skill learning and how the principles apply in the areas of physical education and sports. Course content will focus on the acquisition of motor skill behavior. Emphasis will be placed on the essential concepts in the acquisition of motor skills. The course will address

the overall questions of how people learn motor skills.

SSPE 6002 體育教育學及適應體育活動

本課程旨在讓學生明白如何按照學員不同的需要，設計合適的體育課程及各項適應體育活動。本科尤著重討論協助學生如何採用不同的教學理論及方法，藉以協助不同年齡的青少年更有效地參與體育運動。

SSPE 6002 Pedagogy of Sports and Adapted Physical Activities

The purpose of this course is to enable students to understand how physical education and adapted physical education can be individualized to meet special and unique needs of learners. Emphasis will be placed on an understanding of learning difficulties and teaching constraints together with how to apply various teaching approaches and models to better fit the local context.

SSPE 6100 體育社會學專題研究

本專題研究採用社會學理論，深究學校體育科所面對的問題，目的令學生在研讀本科後熟習體育社會學的理論文獻，及增加其對學校體育的批判分析能力，最後，能運用這些理論去思考香港體育發展的實際問題。

SSPE 6100 Sociological Issues in Physical Education

The aim of this advanced course is to examine the theoretical and practical issues surrounding school physical education from a sociological perspective. The objectives are to increase the depth of understanding of what is meant by a critical sociology of physical education and to familiarize the student with the sociology of physical education literature. In addition, the course will critically examine physical education practices in Hong Kong.

SSPE 6200 高級體適能評價:理論與實踐

科研証實；維持恆常活躍的體能活動及提升體質是有效提升整體生活質素和阻止慢性疾病發生的有效策略。體適能評價是運動員訓練進度及有效性的重要評估指標之一。因此定期進行體適能評價為保持身體健康和改善方向提供重要科學依據。相關於此主題的有關理論知識、評價方法同技巧也成為運動科學領域研究的熱點問題之一。此課程旨在透過授課、小組討論，實驗研究等研習形式幫助學員理解最新的體適能評價理論和理念，及掌握實驗和測量內容與技巧。此課程更加有益於在運動與健康課程方向研習的研究生的研究工作，將為其基本理論知識和技能，幫助其探尋未來研究之方向。

SSPE 6200 Advances in Physical Fitness Assessment: Theory and Practice

Keeping physically active and fit has been proven an effective strategy for improving one's quality of life, as well as preventing and treating chronic diseases. Physical fitness assessment is an indispensable part of an athletes training regimen. Hence, periodical assessment and evaluation of one's physical fitness level, becomes a fundamental part in maintaining and evaluating one's health. Knowledge, skill and the ability to conduct

advanced fitness testing are essential requirements for most sports science research. This course is designed to enhance students' understanding of current trends in physical fitness evaluation, as well as to ascertain the skills and abilities needed to conduct advanced fitness testing. Subject matter related to theories, rationales, laboratory skills, and measurement techniques in current health and fitness evaluation will be discussed. This course is particularly useful for postgraduate students, as it will provide the fundamental knowledge and competency needed for their future health-related research projects. Lectures, group discussion, and laboratory experience are all expected.

SSPE 6400 體育運動行政與政策

本科旨在分析及評估香港特區政府對體育運動的政策。課程著重(1)探討決策過程中所引起的各種轉變；及(2)分析本地學校與文體活動環境的措施。透過分析各項政府政策，學員能在體育教育工作中，增加他們對學校及文體活動環境的了解。

SSPE 6400 Administration and Policy in Physical Education and Sports

The course offers the post-graduate student an opportunity to examine and evaluate Hong Kong government policy as it relates to physical education and sports. Specifically, this course will examine (1) the processes that are intended to bring about changes; and (2) the implemented practices found in local school and sports settings. By examining the administration and interpretation of government policies, post-graduate students, who are primarily in-service teachers, will improve their understanding of school and sports organization.

SSPE 6500 高級運動生理學

本課程採用文獻探討、實驗及課堂討論方式，深入研究特選之運動生理學課題，著重應用知識以提高運動成績與增進體育教學效果。選題包括肌肉生理、身體組織分析、呼吸生理與運動、環境溫度適應、能量平衡及工作生理學等。

SSPE 6500 Advanced Exercise Physiology

This course will provide in-depth study in specific areas of physiology of exercise through literature review, experimental study and class discussion. Attention will be given to the application of knowledge to enhance performance and improve physical education teaching. Selected topics may include muscle physiology, body composition analysis, respiratory physiology and exercise, thermal stress, energy balance, and work physiology.

SSPE 6600 應用生物力學

本科旨在探究人體運動學的理論與實踐，研究的主題有下列三個重點：(一)人體運動學的基礎，包括運動學的原理、人體運動的特徵，及慣性特質對運動的影響；(二)人體運動學研究的方法和儀器，及有關的電腦化測量系統的設計與應用；(三)人體運動學研究在體育、康復、步態、小兒科、人類工程學等不同領域中的應用。

SSPE 6600 Applied Biomechanics

This course examines the theories and practices of human motion kinematics. Three major themes are focused. The first theme covers the basis of human motion kinematics including principles of kinematics, human locomotion characteristics and the influence of

inertial properties on the locomotion. The second theme is concerned with the methods and instrumentation used in human motion studies and the design and utilization of some computerized measurement systems. The third theme deals with the application of human motion study in different areas such as sports, rehabilitation, gaits, pediatrics and ergonomics.

SSPE 6701 專修導讀(一)

本科旨在提供機會予碩士課程學生進修體育運動科學中的其中一項專修範圍。學生須依據導師指導，計劃研究報告大綱，翻查有關文獻及典籍，定期向導師彙報及研討。該課程既可加強學生專科知識，亦可為學生籌劃研究報告計劃書作好準備。學生一經選定研讀範圍，例如選讀生物力學、運動生理學、運動管理學及運動心理學等，即需對該學科的評閱文獻結果及心得，寫成報告，呈交導師評定成績。

SSPE 6701 Guided Studies I

The purpose of these courses is to allow graduate students in the Masters degree programme to pursue advanced guided individual study in selected areas of Sports Science and Physical Education. It provides an opportunity for students to review the literature of their fields of specialization and to prepare for the writing of their project proposals. Examples are topics within the areas of biomechanics, exercise physiology, sports management, sports psychology, etc. A student is expected to read according to a reading list prescribed or approved by the supervisors and to confer regularly and frequently with the supervisor. Assessment is based on the completion of reading and course requirements.

SSPE 6800 高級運動心理學

本課程設立的目的是以近代運動心理學的理論為本，其他心理學科如教育心理學、心理輔導學、催眠治療以及生活技巧等作比較探討。本科著重擴充發展運動心理學所需要資源知識，尤其注重學生參考其他心理學科的知識與能力，應用於運動心理學上的理論與實踐的統合作用。

SSPE 6800 Advanced Sports Psychology

This course aims to review the current theories of sports psychology and then make comparative studies with the ideas and directions that other psychological branches, such as educational psychology, psychological counselling, hypnotic therapy, and life-skills, provide. These studies will enable students to broaden their knowledge of resources that are necessary to further their development in sports psychology. The student's ability in the integration of knowledge and practices from different psychological branches will be emphasized.

SSPE 6901 研習與報告：體育運動科學

於第二學年，學員在導師的同意及輔助下，可在下列一個範疇中選取一個有價值的專題進行一個小型研究：1)體育、運動與康樂管理；2)運動生理學；3)應用生物力學；4)運動心理學；5)運動社會學；6)其他(需先獲得導師同意)。進行上述專題研究時，學員可採取量化或質化研究方法，例如實驗調查、實踐研究或個案研究。(學生須要在首年取得 GPA 3.0 或 以上)

SSPE 6901 Project and Research Report: Sports Science and Physical Education

Students in their second year of attendance may, with the agreement and guidance of their supervisors, elect to conduct a small research project on a significant problem in one of the following areas: 1) management of Physical Education, Sport and Recreation; 2) exercise Physiology; 3) biomechanics; 4) sports Psychology; 5) sport Sociology; 6) Ohers (with the permission of the supervisor). In general the project may employ either quantitative or qualitative methods, such as experimental study, survey, action research or case study. (Students who have obtained an overall GPA of 3.0 or above are eligible to take the course.)