

入學資格

申請人於認可大學之榮譽學位課程畢業，主修數學或相關學科（例如：物理學、工程學、經濟學），而其榮譽等級通常須為乙等或以上。

申請人需附上公開試和大學成績單副本，以顯示曾修讀的數學科或其他與數學相關的科目（例如：物理學、工程學、經濟學）作為參考，將有助申請的處理。

有關申請詳情及所需申請文件，請瀏覽課程網址：<https://www.fed.cuhk.edu.hk/higherdegree/mme/zh/application/>

ADMISSION REQUIREMENTS

Applicants should hold a Bachelor's degree in mathematics or a related area (e.g., physics, engineering, economics), preferably with second class honours level or above from a recognised university.

Applicants should submit copies of records of your mathematics courses or mathematics-related courses (e.g., physics, engineering, economics) in public examinations and during your undergraduate study for reference.

For application details and required supporting documents, please visit the programme's website: <https://www.fed.cuhk.edu.hk/higherdegree/mme/application/>

其他有用資料

修業年限：兼讀制：常規期限 2 年，最長期限 4 年

學費：港幣 151,200 元（分四期繳交）

* 由 2025-26 學年起，超過常規修業期限而須註冊成為延期學習的學生，須就每個延長修業學期按學分額外繳交現行學費，已繳費用概不退還。

開課日期：2026 年 9 月

上課時間：每學年分上、下學期。上學期由 9 月開始至 12 月；下學期由 1 月開始至 4 月。一般上課時間為週一至週五晚間及週六上午。

香港未來人才深造獎學金計劃：
<https://www.ugc.edu.hk/big5/ugc/activity/ftss.html>

OTHER USEFUL INFORMATION

Period of study：Part-time programme; 2 years (maximum 4 years)

Tuition fee：HK\$151,200 (by 4 installments)
* Prevailing tuition fee, based on course units registered in respective term(s), will be applicable to continuing students (students who need to extend study beyond normative study period) newly registered with effect from 2025-26. Any fee paid will not be refunded.

Commencement of classes: September 2026

Class schedule：There are two terms per academic year. Term 1 is from September to December, and Term 2 is from January to April. Classes are usually offered on weekday evenings and Saturday mornings.

Hong Kong Future Talents Scholarship Scheme for Advanced Studies:
<https://www.ugc.edu.hk/eng/ugc/activity/ftss.html>

申請及查詢

課程網頁：<https://www.fed.cuhk.edu.hk/higherdegree/mme/zh/>

網上申請：<https://www.gs.cuhk.edu.hk>

查詢電話：(852) 3943 6203

聯絡電郵：maed@cuhk.edu.hk

截止申請日期：2026 年 2 月 28 日

APPLICATION PROCEDURES AND ENQUIRIES

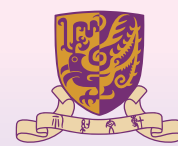
Programme website: <https://www.fed.cuhk.edu.hk/higherdegree/mme/>

Online application: <https://www.gs.cuhk.edu.hk>

Telephone: (852) 3943 6203

Email: maed@cuhk.edu.hk

Application deadline: 28 February 2026



Faculty of Education
CUHK 中大教育

數學教育 理學碩士學位課程

MASTER OF SCIENCE DEGREE PROGRAMME IN
MATHEMATICS EDUCATION

2026-27 年度入學申請
APPLICATION FOR 2026-27 ENTRY



課程目的及對象

本課程為中文大學教育學院與數學系合辦的兩年制兼讀課程，屬首個由此兩個教學單位共同籌辦的項目，是本課程獨有的特色。課程對象為現職或有志成為本港中、小學數學教師的人士，旨在提升學員的學科及教學知識之餘，亦能啟動學員在數學及教育專業的發展。

課程開設之科目例子

(a) 數學教育範疇

- 課程變革中之數學教學
- 教育改革中之數學課程與評核
- 數學教學的實踐研究
- 研習與研究報告：數學教育
- 數學教育獨立研讀

(b) 數學範疇

- 組合數學導引[#]
- 教師數學增益[#]
- 高等數學基礎
- 高等幾何
- 微分方程與線性代數[^]
- 有限數學與數學規劃[@]

備註：

[#] 推薦給沒有微積分知識背景的學生

[^] 適合具備單變量微積分和線性代數基礎知識的學生

[@] 適合具備線性代數基礎知識的學生

(c) 教育範疇

- 課程：觀點與設計
- 課程評鑑：理論與實踐
- 教學：取向、策略與應用
- 課程改革與實施
- 數碼科技在學與教上的應用
- STEAM 教育與研究專題
- 學習科學及其在教學上的啟示

(數學系尚會提供其他科目供數學根底較深的學員修讀。)

修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

- (a) 數學教育範疇 (9 學分)
- (b) 數學範疇 (9 學分)
- (c) 教育範疇 (6 學分)

備註：科目的授課語言主要為英語。授課語言將取決於師資安排。

PROGRAMME AIMS AND TARGETS

This programme is a joint venture pioneered by the Faculty of Education in association with the Department of Mathematics. The two-year part-time programme targets potential and practising mathematics teachers in local primary and secondary schools who would like to upgrade their subject and pedagogical knowledge through further studies. It is particularly designed to meet the needs of those with an interest to further develop in both the fields of mathematics and the teaching profession.

EXAMPLES OF COURSES

(a) Mathematics Education Component

- Teaching and Learning Mathematics in the Changing Curriculum
- Mathematics Curriculum and Assessment Under Educational Reform
- Researching Action in Mathematics Teaching
- Project and Research Report: Mathematics Education
- Independent Study in Mathematics Education

(b) Mathematics Component

- Introduction to Combinatorics[#]
- Mathematics Enhancement for Teachers[#]
- Foundation of Advanced Mathematics
- Advanced Geometry
- Differential Equation and Linear Algebra[^]
- Finite Mathematics and Mathematical Programming[@]

Remarks:

[#] Recommended for students without a calculus background

[^] Suitable for students with basic knowledge in one variable calculus and linear algebra

[@] Suitable for students with basic knowledge in linear algebra

(c) Education Component

- Curriculum: Perspectives and Design
- Curriculum Evaluation: Theory and Practice
- Teaching: Orientation, Strategy and Application
- Curriculum Change and Implementation
- Leveraging Digital Technologies in Learning and Teaching
- Selected Topics in STEAM Education and Research
- Learning Sciences and Instructional Implications

(Other courses of the Department of Mathematics are also available to students who have a strong background in Mathematics.)

STUDY SCHEME

Students are required to complete a total of 24 units for graduation:

- (a) Mathematics Education Component (9 units)
- (b) Mathematics Component (9 units)
- (c) Education Component (6 units)

Note: Courses will be mainly taught in English. The medium of instruction will be subject to the availability of teachers.

畢業生分享 GRADUATES' SHARING

Alvin CHAN

(2025 graduate, current Mathematics teacher at a secondary school)

Being a teacher means continuously learning, which inspired me to enroll in the MSc in Mathematics Education Programme. In the past two years, this exceptional programme provided me with abundant opportunities to deepen my understanding of mathematics learning and teaching, as well as to explore innovative teaching practices. Beyond the lectures, this programme also encouraged us to actively collaborate with our peers, fostering a vibrant professional network where we could exchange insights and best practices.

A distinctive feature of this programme was its unique three-component structure, which included mathematics, education, and mathematics education. This unique design of the curriculum not only deepened my pedagogical knowledge, but also allowed me to explore higher-level mathematics, as well as to gain a greater understanding of school administration and the science behind learning. Particularly, “MAED6164: Project and Research Report: Mathematics Education” empowered me to apply my learnings to real-world research and share my findings at an international conference. It was a truly transformative experience, allowing me to engage in cross-cultural exchanges with mathematics educators from around the world.

Overall, if you are a dedicated mathematics teacher seeking to elevate your practice by furthering your theoretical understanding, I wholeheartedly recommend this MSc Programme. The depth and breadth of knowledge it provided was truly unparalleled and I am grateful for being part of the community!

CHOI Shek Sing

(2025 graduate, current Mathematics teacher at a secondary school)

The two-year Master of Science in Mathematics Education Programme provided me with valuable insights into contemporary mathematics teaching and learning. Through a well-rounded curriculum that covered three main components, I refreshed and deepened my knowledge of Algebra and Calculus. Collaborative group activities with fellow mathematics teachers from local schools allowed us to share challenges and reflect on effective and meaningful teaching strategies. I also developed key skills in conducting and evaluating educational research using both quantitative and qualitative methods.

A particularly valuable course, which focused on learning sciences and instructional implications, enhanced my understanding of how students learn. This enlightened me on how to design and organize lessons, learning materials, and assessments to achieve more effective learning outcomes. I am grateful to have the professional and supportive instructors who facilitated our experience with well-structured teaching materials, thoughtfully designed classwork, and comprehensive reference materials available online. Diverse learning activities, such as creating graphical representations of mathematical concepts, enriched the programme.

Balancing part-time studies with demanding teaching responsibilities required strong time management, as I committed two nights weekly for coursework. Strategic use of extended holidays, such as Chinese New Year and Easter, allowed me to adequately prepare for group projects and individual term papers.

Overall, my learning journey in CUHK was highly rewarding, which allowed me to blend theories with practical applications in my daily teaching. The collaborative group projects fostered professional learning communities, enabling richer and more meaningful mathematics instruction. I wholeheartedly recommend this MSc Programme to mathematics educators seeking professional growth.

MAN Wing Tak

(2025 graduate, current Mathematics teacher at a secondary school)

As I stand on the threshold of graduation from the Master of Science in Mathematics Education Programme, I am filled with a deep sense of accomplishment and gratitude. This journey was transformative, equipping me with not only theoretical knowledge but, more importantly, the ability to translate those theories into effective classroom practice. Applying those theories, I designed engaging mathematical activities that fostered conceptual understanding and critical thinking among students. One example that stood out was the activity in which students had to make their own clinometers using simple stationery to estimate the height of our school's flagpole by applying theories of trigonometry they learnt. By developing hands-on projects and reflecting on students' responses, a dynamic process that bridged academic research and real-world teaching could be established. It also made mathematics and learning mathematics more meaningful.

Equally invaluable was the opportunity to connect with fellow educators who shared my passion for mathematics teaching. Within this vibrant learning community, I met kindred spirits – peers and mentors who inspired me with their dedication, creativity and commitment to educational excellence. Collaborating on projects and sharing classroom experiences broadened my perspective and reaffirmed the importance of ongoing professional dialogue. We supported each other through challenges and celebrated each other's growth, forming bonds that I knew would last beyond graduation.

As I look ahead, I am eager to continue this journey, and am confident in my ability to design impactful mathematics experiences and to sustain by the support of a community devoted to nurturing mathematical minds.

WONG Pui Yan

(2025 graduate, current Mathematics teacher at a secondary school)

The two-year Master of Science in Mathematics Education Programme at the Chinese University of Hong Kong provided a valuable opportunity for me to enhance my expertise in both mathematical content and pedagogy. This comprehensive Programme included courses across mathematics, mathematics education and education, allowing me the flexibility to select those that interested me most.

Through various assignments, a research project, and reflective practices, I developed a robust toolkit for designing effective and engaging mathematics lessons. These experiences also underscored the importance of aligning learning objectives with assessment methods and prompted me to continually refine my teaching strategies.

Collaboration was an important component of many courses in the Programme. Frequent classroom interactions with peers allowed us to discuss challenges, exchange innovative ideas, and co-create practical solutions. The supportive environment fostered by both instructors and classmates made balancing the demanding combination of full-time teaching and postgraduate study far more manageable.

Reflecting on this journey, I found that the Programme not only deepened my expertise in mathematics and pedagogy but also transformed my approach to mathematics education. I am now dedicated to making mathematics more engaging and meaningful, hoping that students will experience both achievement and enjoyment in their learning.