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**		
PEDU6003	教育研究中的比較與歷史方法 Comparative-Historical Method in Educational Research	1.5
PEDU6004	教育研究中的族誌學研究 Ethnographic Study in Educational Research	1.5
PEDU6400	獨立研讀 Independent Study	3
PEDU6401	教育研究中的量化方法 Quantitative Methods in Educational Research	1.5
PEDU6402	教育研究中的質化方法 Qualitative Methods in Educational Research	1.5
PEDU6403	教育研究中的量化數據管理分析 Quantitative Data Management and Analysis in Educational Research	1.5
PEDU6404	課室與學校情景中的量化分析 Quantitative Analysis in Classroom and School Settings	1.5
PEDU6405	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
PEDU6406	教育中的行動研究 Action Research in Education	1.5
PEDU7301	量化研究方法進階研討班 Advanced Seminar in Quantitative Research Methodology	1.5
PEDU7302	質性研究方法進階研討班 Advanced Seminar in Qualitative Research Methodology	1.5
PEDU7303	大型教育調查處理與撰寫研究報告進階研討班 Advanced Seminar in Working and Report Writing with Large-Scale Educational Surveys	3
PEDU7304	學習質性探究：質性研究的資料分析和寫作進階研討班 Advanced Seminar in Data Analysis and Writing for Qualitative Research	3
PEDU7401	博士學位獨立研習／獨立研習 Doctoral Independent Study / Independent Study	3
PEDU7402	博士學位研討及研習 Doctoral Seminar and Project	6
PEDU8000	博士學位專題研究 Doctoral Guided Research	3
PEDU8010	論文研究	9

	Thesis Research	
PEDU8090	哲學碩士學位專題研究 MPhil Guided Research	3
PEDU8097	哲學碩士教育研討班（一） MPhil Seminar in Educational Studies I	3
PEDU8098	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**		
PEDU7016	運動科學與體育專題（一） Selected Topics: Sports Science and Physical Education I	1.5
PEDU7017	運動科學與體育專題（二） Selected Topics: Sports Science and Physical Education II	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*		
PEDU7001	課程與教學高級研討班（一） Advanced Seminar in Curriculum and Instruction: Selected Topic I	1.5
PEDU7002	課程與教學高級研討班（二） Advanced Seminar in Curriculum and Instruction: Selected Topic II	1.5
PEDU7101	教學：理論、設計、研究和應用 Teaching: Theory, Design, Research and Application	3
PEDU7102	課程組織 Curriculum Organization	3
PEDU7103	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*		
PEDU7006	教育行政與政策專題研習（一） Advanced Seminar in Educational Administration and Policy I	1.5
PEDU7007	教育行政與政策專題研習（二） Advanced Seminar in Educational Administration and Policy II	1.5
PEDU7206	教育行政與政策的基礎 Foundations of Educational Administration and Policy	3
PEDU7207	全球性脈絡下的學校改革 School Reform in a Global Context	3
PEDU7208	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*		
PEDU7011	教育心理學高級專題研討（一） Advanced Seminar in Educational Psychology: Selected Topics I	1.5

PEDU7012	教育心理學高級專題研討（二） Advanced Seminar in Educational Psychology: Selected Topics II	1.5
PEDU7307	「學習的科學」專題研討 Selected Topics in the Science of Learning	3
PEDU7308	學校輔導與咨商的組織和實踐 Organization and Implementation of School Guidance and Counselling	3
PEDU7309	「心理社會發展」專題研討 Selected Topics in Psychosocial 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***		
PEDU6051	課程：觀點與設計 Curriculum: Perspectives and Design	3
PEDU6052	課程評鑑：理論與實踐 Curriculum Evaluation: Theory and Practice	3
PEDU6053	教學：取向、策略與應用 Teaching: Orientation, Strategy and Application	3
PEDU6054	課程改革與實施 Curriculum Change and Implementation	3
PEDU6112	語言觸覺與英語教學 Language Awareness for English Language Education	3
PEDU6116	科學課程的研習 Studies in Science Curriculum	3
PEDU6117	科學教育的教學與評審 Instruction and Assessment in Science Education	3
PEDU6121	課程決策 Curriculum Decision-making	3
PEDU6122	人文課程的研習 Studies in Humanities Curriculum	3
PEDU6124	科技增進的學習環境設計 Design of Technology-enhanced Learning Environments	3
PEDU6125	數碼科技在學與教上的應用 Leveraging Digital Technologies in Learning and Teaching	3
PEDU6126	STEAM 教育與研究專題 Selected Topics in STEAM Education and Research	3
PEDU6459	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***		
PEDU6124	科技增進的學習環境設計 Design of Technology-enhanced Learning Environments	3

PEDU6125	數碼科技在學與教上的應用 Leveraging Digital Technologies in Learning and Teaching	3
PEDU6513	學習科學及其在教學上的啟示 Learning Sciences and Instructional Implications	3
PEDU6514	教育中的高階思維 Higher Order Thinking in Education	3
PEDU6460	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

PEDU6011	行政與組織理論 Administrative and Organizational Theory	3
PEDU6205	高效能的學校領導 Effective School Leadership	3
PEDU6206	學校變革的管理 Managing Change in Schools	3
PEDU6207	建立學習型的專業社群 Building Learning Communities	3
PEDU6208	教育行政與政策的新議題 Current Issues in Educational Administration and Policy	3
PEDU6209	教育政策研究 Policy Studies in Education	3
PEDU6210	教育政策與社會 Educational Policy and Society	3
PEDU6211	教育與發展－國際視域 Education and Development in International Perspectives	3
PEDU6212	教育規劃與財政 Planning and Finance in Education	3
PEDU6213	華人社會的教育變遷 Educational Change in Chinese Societies	3
PEDU6214	教育行政與政策專題 Special Topics in Educational Administration and Policy	3
PEDU6418	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

PEDU6048	教師的心理發展 Psychological Development of Teachers	3
PEDU6449	研習與研究報告：教育心理學 Project and Research Report: Educational Psychology	9
PEDU6502	個人及群性發展的新近議題 Contemporary Issues in Students' Personal and Social Development	3

PEDU6504	資優教育與才能發展：理念與方向 Gifted Education and Talent Development: Concepts and Approaches	3
PEDU6505*	人類能力面面觀 Human Abilities in Perspective	3
PEDU6506	如何提高學習興趣及動機 Motivating the Academically Unmotivated	3
PEDU6507*	心理教育測驗的理論和實踐 Practical Issues in Psycho-educational Testing and Assessment	3
PEDU6508	閱讀心理學 Psychology of Reading	3
PEDU6509	教育心理學專題 Special Topics in Educational Psychology	3
PEDU6510*	人類發展研究的新視角 New Perspectives in Human Development	3
PEDU6511*	創意心理學與教 The Psychology of Creativity and Its Pedagogy	3
PEDU6512	心理輔導理論初探 Introduction to Counselling Theory	3
PEDU6513	學習科學及其在教學上的啟示 Learning Sciences and Instructional Implications	3
PEDU6514	教育中的高階思維 Higher Order Thinking in Education	3
PEDU6515	學習與大腦 Learning and the Brain	3
PEDU6516	教育有特殊需要的學生 Educating Students with Special Needs	3
*Course is phased out and will not be offered starting from 2021-22.		
家長教育專修範圍開設之科目 ***Courses offered by Specialization in Parent Education***		
PEDU6461	家長教育的專題研習 Projects in Parent Education	9
PEDU6701	生命中為人父母的歷程 Parenthood in Life	3
PEDU6704	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
PEDU6705	育兒心理學 The Psychology of Parenting	3
PEDU6706	親子社會學 Sociologies of Parenting	3
PEDU6707	家長教育輔導 Counselling for Professionals in Parent Education	3

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***		
SSPA6101	運動科學與體力活動研究法 Research Method in Sports Science and Physical Activity	3
SSPA6102	研究討論會 Research Colloquia	3
SSPA6103	運動科學之量化及質化數據管理與分析 Quantitative and Qualitative Data Management & Analysis in Sports Science and Physical Activity	3
SSPA6201	運動之生理應激反應及效益 Exercise: Physiology Benefits, Limit and Adaptation	3
SSPA6202	運動營養：健康與運動表現 Sports Nutrition for Health and Performance	3
SSPA6203	健康與體力活動 Health Related Physical Activity	3
SSPA6204	體適能評估進階:理論與實踐 Advances in Physical Fitness Assessment: Theory and Practice	3
SSPA6205	結構生物力學與運動損傷 Structural Biomechanics and Sports Injury	3
SSPA6206	體力活動與運動生物力學 Biomechanics of Sports and Physical Activity	3
SSPA6207	運動創傷與康復 Sports Injury and Rehabilitation	3
SSPA6208	大眾及特殊社群運動處方 Exercise Prescription for General and Special Populations	3
SSPA6301	運動教育與科技 Sports, Pedagogy, and Technology	3
SSPA6302	運動技能學習:理論與應用 Theories and Applications of Motor Learning	3
SSPA6303	運動心理學與體力活動之當前議題 Contemporary Issues in Psychology of Sports and Physical Activity	3
SSPA6304	社會文化對體力活動之影響 Socio-Cultural Issues in Physical Activity	3
SSPA6305	體育社會學議題 Sociological Issues in PE	3
SSPA6306	運動發展與推廣 Sport Development and Delivery	3
SSPA6307	運動贊助與市場推廣 Sponsorship and Marketing of Sport Events and Performance	3
SSPE6701	專修導讀（一） Guided Studies I	3
SSPE6901	研習與報告：體育運動科學 Project and Research Report: Sports Science and Physical Education	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		
MCLE6062	語言學在中文教學上之應用 Application of Linguistics in the Teaching of Chinese	3
MCLE6063	文學理論與中文教學 Theories of Chinese Literature in the Teaching of Chinese	3
MCLE6101	中國文化與中文教學 Chinese Culture and the Teaching of Chinese	3
MCLE6102	中國語文課程：理論與實務 Chinese Language Curriculum: Theories and Practices	3
MCLE6103	聆聽和閱讀教學理論與中文教學 Theories of Listening and Reading in Chinese Language Teaching	3
MCLE6104	說話和寫作教學理論與中文教學 Theories of Elocution and Writing in Chinese Language Teaching	3
MCLE6105#	教材設計與中文教學 Design of Instructional Materials in the Teaching of Chinese	3
MCLE6171	普通話與中文教學 Putonghua and Chinese Teaching	3
MCLE6172	中國語文教學專題研習 Seminar in Chinese Language Teaching: Special Topics	3
MCLE6173	專題研習或研究報告：中國語文教學 Project and Research Report: Chinese Language Education	6
MCLE6174	中國語文教育的新議題 Current Issues of Chinese Language Education	3
MCLE6175	語文教學中的思維教學 Teaching Thinking in Chinese Language Education	3
MCLE6176	中國語文評估 Chinese Language Assessment	3
#Course is phased out and will not be offered starting from 2022-23.		
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		
MECM6101	幼兒教育課程發展及評估 Curriculum Development and Assessment in Early Childhood Education	3
MECM6201	幼兒教育中的教育領導及管理 Educational Leadership and Management in Early Childhood Education	3
MECM6202	比較幼兒教育及當前議題 Comparative Education and Current Issues in Early Childhood Education	3
MECM6301	零至八歲幼兒的發展 Early Childhood Development from Birth to Eight Years of Age	3
MECM6302	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
MECM6401	專題研究 Guided Project	6

| MECM6901 | 專業考察交流及報告 | 3 |
| | Study Tour and Report | |

ENLT6701	英語教學中的語音學及音系學	3
	Phonetics and Phonology for English Language Teaching	
ENLT6702	英語教學中的構詞學及句法學	3
	Morphology and Syntax for English Language Teaching	
ENLT6703	英語教學中的口頭及書面話語	3
	Spoken and Written Discourse for English Language Teaching	
ENLT6704	語言的心理及社會層面	3
	Psychological and Social Perspectives on Language	
ENLT6705	英語文學	3
	Literature in English	
ENLT6706	英語專題研究	3
	Special Topics in English Language	
ENLT6801	語文測試及評核	3
	Language Testing and Assessment	
ENLT6802	當代英語教學專題	3
	Contemporary English Language Teaching Issues	
ENLT6803	讀與寫的教授和學習	3
	Reading and Writing – Teaching and Learning	
ENLT6804	聆聽與說話能力的教與學	3
	Listening and Speaking – Teaching and Learning	
ENLT6805	資訊及通訊科技與英語教學	3
	Information and Communication Technology in English Language Teaching	
ENLT6806	專業發展與英語教學	3
	Professional Development in English Language Teaching	
ENLT6900	英語及英語教學研究計劃	6
	Project in English Language and Teaching	
PEDU6111	英語課程研究	3
	The English Language Curriculum	

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

EPSY6101	教育心理學的歷史、專業議題及道德實踐	3
	History, Professional Issues and Ethical Practice in Educational Psychology	
EPSY6102	有特殊需要的兒童和青少年 (一)	3
	Children and Adolescents with Special Needs (I)	
EPSY6103	有特殊需要的兒童和青少年 (二)	3
	Children and Adolescents with Special Needs (II)	
EPSY6104	應用發展心理學	1.5
	Applied Developmental Psychology	

EPSY6105	多元文化與個體差異：對教學和專業實踐的啟示 Cultural Diversity and Individual Differences: Implications for Learning and Practice	1.5
EPSY6201	教育心理評估 (一) Psychoeducational Assessment (I)	3
EPSY6202	教育心理評估 (二) Psychoeducational Assessment (II)	3
EPSY6203	技巧訓練研討課 (一) Skills Training Seminar (I)	3
EPSY6301	對兒童和青少年的教育心理介入 (一) Psychoeducational Intervention with Children and Adolescents (I)	3
EPSY6302	對兒童和青少年的教育心理介入 (二) Psychoeducational Intervention with Children and Adolescents (II)	3
EPSY6303	技巧訓練研討課 (二) Skills Training Seminar (II)	3
EPSY6304	學校和社區諮詢：理論與實踐 Consultation in Schools and Community: Theory and Practice	3
EPSY6305	技巧訓練研討課 (三) Skills Training Seminar (III)	1.5
EPSY6306	技巧訓練研討課 (四) Skills Training Seminar (IV)	1.5
EPSY6401	教育心理學研究研習課 Research seminar in Professional Educational Psychology	3
EPSY6402	研究論文 (一) Dissertation Research (I)	3
EPSY6403	研究論文 (二) Dissertation Research (II)	3
EPSY6501	實習 (一) Practicum (I)	3
EPSY6502	實習 (二) Practicum (II)	3
EPSY6503	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		
SGCL6101	輔導理論 Theories of Counselling	3
SGCL6102	小組輔導：理論與實踐 Group Counselling: Theory and Practice	3
SGCL6103	輔導過程、技巧與專業道德 Counselling Process, Techniques and Ethics	3
SGCL6104	個人成長 Personal Growth	1.5

SGCL6105	事業發展與干預 Career Development and Intervention	1.5
SGCL6201	輔導策略 Counselling Strategies	1.5
SGCL6202	輔導實習 Practicum	3
SGCL6203	心理輔導專題研習 Project in Counselling	1.5
SGCL6301	全方位學校輔導體系概論 Principles of Comprehensive Guidance System	1.5
SGCL6302	學校輔導專題研習 Project in School Guidance	1.5
SGCL6403	防止自殺與處理危機 Suicide Prevention and Crisis Intervention	1.5
SGCL6405	家庭輔導 Counselling with Families	1.5
SGCL6406	職業探索及測試工具 Career Exploration and Assessment Tools	1.5
SGCL6407	跨文化輔導 Cross-Cultural Counselling	1.5
SGCL6408	特殊需要教育專題討論 Selected Topics in Special Needs Education	1.5
SGCL6409	輔導與諮商專題討論 Selected Topics in Guidance and Counselling	1.5
SGCL6410	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
SGCL6501	輔導有發展及身體障礙的學生 Counselling Students with Developmental and Physical Challenges	1.5
SGCL6502	輔導有特殊需要學生的專題研習 Project in Helping Students with Special Needs	1.5
SGCL6504	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
SGCL6505	認識特殊學習障礙 Understanding Specific Learning Difficulties	1.5
SGCL6506	特殊需要教育：全校參與模式 Special-Needs Education: The Whole-School Approach	1.5
SGCL6508	學童情緒及社交問題的介入策略 Interventions for Children with Emotional and Social Problems	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**		
SILP6001	學校改善的議題及新發展 Issues and Advances in School Improvement	3

SILP6002	學生學習的領導	3
	Leadership for Student Learning	
SILP6003	學校改善的評鑑	1.5
	Evaluation for School Improvement	
SILP6004	實地考察	1.5
	Field Experience	
SILP6005	學校改善專題研究	6
	Guided Improvement Project	

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

MAED6161	課程變革中之數學教學	3
	Teaching and Learning Mathematics in the Changing Curriculum	
MAED6162	教育改革中之數學課程與評核	3
	Mathematics Curriculum and Assessment Under Educational Reform	
MAED6163	數學教學的實踐研究	3
	Researching Action in Mathematics Teaching	
MAED6164	研習與研究報告：數學教育	6
	Project and Research Report: Mathematics Education	
MAED6165	數學教育獨立研讀	3
	Independent Study in Mathematics Education	
MATH5011	實分析（一）	3
	Real Analysis I	
MATH5012	實分析（二）	3
	Real Analysis II	
MATH5031	複分析（一）	3
	Complex Analysis I	
MATH5032	複分析（二）	3
	Complex Analysis II	
MATH5051	抽象代數（一）	3
	Abstract Algebra I	
MATH5052	抽象代數（二）	3
	Abstract Algebra II	
MATH5070	流形之拓樸	3
	Topology of Manifolds	
MATH6011	數學專題（一）	3
	Topics in Mathematics I	
MATH6012	數學專題（二）	3
	Topics in Mathematics II	
MATH6021	幾何專題（一）	3
	Topics in Geometry I	
MATH6022	幾何專題（二）	3
	Topics in Geometry II	

MATH6031	代數專題（一） Topics in Algebra I	3
MATH6032	代數專題（二） Topics in Algebra II	3
MATH6041	微分方程專題（一） Topics in Differential Equations I	3
MATH6042	微分方程專題（二） Topics in Differential Equations II	3
MATH6051	複分析專題（一） Topics in Complex Analysis I	3
MATH6052	複分析專題（二） Topics in Complex Analysis II	3
MATH6061	數論專題（一） Topics in Number Theory I	3
MATH6062	數論專題（二） Topics in Number Theory II	3
MATH6071	拓撲專題（一） Topics in Topology I	3
MATH6072	拓撲專題（二） Topics in Topology II	3
MATH6081	分析專題（一） Topics in Analysis I	3
MATH6082	分析專題（二） Topics in Analysis II	3
MATH6211	應用數學專題（一） Topics in Applied Mathematics I	3
MATH6212	應用數學專題（二） Topics in Applied Mathematics II	3
MATH6221	數值分析專題（一） Topics in Numerical Analysis I	3
MATH6222	數值分析專題（二） Topics in Numerical Analysis II	3
MATH6231	極優化理論專題（一） Topics in Optimization Theory I	3
MATH6232	極優化理論專題（二） Topics in Optimization Theory II	3
MATH6241	應用微分方程專題（一） Topics in Applied Differential Equations I	3
MATH6242	應用微分方程專題（二） Topics in Applied Differential Equations II	3
MMAT5010	線性分析 Linear Analysis	3

MMAT5020	代數與幾何 Algebra and Geometry	3
MMAT5210	離散數學 Discrete Mathematics	3
MMAT5220	複分析及應用 Complex Analysis and Its Applications	3
MMAT5230	物流管理數學 Mathematics for Logistics	3
MMAT5240	最優化及建模 Optimization and Modeling	3
MMAT5250	財經數學 Financial Mathematics	3
MMAT5510	高等數學基礎 Foundation of Advanced Mathematics	3
MMAT5520	微分方程與線性代數 Differential Equation and Linear Algebra	3
MMAT5530	有限數學與數學規劃 Finite Mathematics and Mathematical Programming	3
MMAT5540	高等幾何 Advanced Geometry	3
MMAT5610	組合數學導引 Introduction to Combinatorics	3
MMAT5620	教師數學增益 Mathematics Enhancement for Teachers	3
運動科學與體力活動理學碩士課程專修科目 **Specialized Courses offered by the M.Sc. Programme in Sports Science and Physical Activity**		
SSPA6101	運動科學與體力活動研究法 Research Method in Sports Science and Physical Activity	3
SSPA6102	研究討論會 Research Colloquia	3
SSPA6103	運動科學之量化及質化數據管理與分析 Quantitative and Qualitative Data Management & Analysis in Sports Science and Physical Activity	3
SSPA6201	運動之生理應激反應及效益 Exercise: Physiology Benefits, Limit and Adaptation	3
SSPA6202	運動營養：健康與運動表現 Sports Nutrition for Health and Performance	3
SSPA6203	健康與體力活動 Health Related Physical Activity	3
SSPA6204	體適能評估進階:理論與實踐 Advances in Physical Fitness Assessment: Theory and Practice	3
SSPA6205	結構生物力學與運動損傷 Structural Biomechanics and Sports Injury	3

SSPA6206	體力活動與運動生物力學 Biomechanics of Sports and Physical Activity	3
SSPA6207	運動創傷與康復 Sports Injury and Rehabilitation	3
SSPA6208	大眾及特殊社群運動處方 Exercise Prescription for General and Special Populations	3
SSPA6209	訓練學 Coaching Science	3
SSPA6301	運動教育與科技 Sports, Pedagogy, and Technology	3
SSPA6302	運動技能學習:理論與應用 Theories and Applications of Motor Learning	3
SSPA6303	運動心理學與體力活動之當前議題 Contemporary Issues in Psychology of Sports and Physical Activity	3
SSPA6304	社會文化對體力活動之影響 Socio-Cultural Issues in Physical Activity	3
SSPA6305	體育社會學議題 Sociological Issues in PE	3
SSPA6306	運動發展與推廣 Sport Development and Delivery	3
SSPA6307	運動贊助與市場推廣 Sponsorship and Marketing of Sport Events and Performance	3
SSPA6308	運動科學與體力活動之資訊科技 Information Technology in Sports Science and Physical Activity	3
SSPA6309	專業實踐 Professional Attachment	3
SSPA6701	專題研習 Guided Studies	3
SSPA6900	專題研究 Research Project	6
對母語為非英語人士的英語教學文學碩士 **Courses offered by the MA in Teaching English to Speakers of Other Languages**		
TESL6501	英語教學：課程及教學法 TESOL Curriculum & Methodology	3
TESL6502	第二語言習得 Second Language Acquisition	3
TESL6503	第二語言評估 Second Language Assessment	3
TESL6504	TESOL的研究方法 Research Methods in TESOL	3
TESL6600	獨立研究計劃 Independent Research Project	6

學科概要
Course Description

按科目編號排序 In course code sequence

ENLT6701 　　　　　　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。

ENLT6701 　　　　　　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.

ENLT6702 　　　　　　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。

ENLT6702 　　　　　　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.

ENLT6703　　　　　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。

ENLT6703　　　　　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.

ENLT6704　　　　　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。

ENLT6704　　　　　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.

ENLT6705　　　　　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。

ENLT6705   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.

ENLT6706   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。

ENLT6706   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.

ENLT6801   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。

ENLT6801   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.

ENLT6802   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。

ENLT6802　　　　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.

ENLT6803　　　　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。

ENLT6803　　　　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.

ENLT6804　　　　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，分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。

ENLT6804　　　　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.

ENLT6805　　　　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。

ENLT6805   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.

ENLT6806   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。

ENLT6806   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.

ENLT6900   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。

ENLT6900   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.

EPSY6101   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。

EPSY6101   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.

EPSY6102   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清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。

EPSY6102   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.

EPSY6103   有特殊需要的兒童和青少年 (二)

本課程以 EPSY6102 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：EPSY6102

EPSY6103   Children and Adolescents with Special Needs (II)
Building upon the analytic framework developed in EPSY6102, 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: EPSY6102

EPSY6104   應用發展心理學

本課程協助實習心理學家識別從童年到青春期的生命發展過程中特別發生的學習及臨床相關議題。實習心理學家將會在課程中領導和參與與發展心理學和香港背景相關的教育和臨床議題的討論。

EPSY6104   Applied Developmental Psychology
This course provides a framework for identifying learning and clinical issues which specifically occur during lifespan development from childhood through adolescence and young adulthood. It also allows EP trainees an opportunity to lead and participate in scholarly and didactic discussions of educational and clinical issues relevant to developmental psychology, and to the Hong Kong context.

EPSY6105　　　　　　多元文化與個體差異：對教學和專業實踐的啟示

本課程旨在促進實習心理學家對教育環境中文化多樣性議題的自我意識。在課程期間，實習心理學家會參與學員主導的討論和體驗活動，以增加他們在教育心理學實踐中應對多元文化與個體差異的知識、敏感度、批判性思維和技能。

EPSY6105　　　　　　Cultural Diversity and Individual Differences: Implications for Learning and Practice

This course is designed to facilitate EP Trainees' self-awareness of diversity issues in educational settings, which is of importance to the professional competency of educational psychologists. During the course, EP trainees are expected to actively engage in trainee-led discussion and experiential activities that increase their knowledge, sensitivity, critical thinking, and skills repertoire in handling diversity issues in their educational psychology practices.

EPSY6201　　　　　　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。

EPSY6201　　　　　　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.

EPSY6202　　　　　　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：EPSY6201

EPSY6202　　　　　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: EPSY6201

EPSY6203　　　　　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。

EPSY6203　　　　　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.

EPSY6301　　　　　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。

EPSY6301　　　　　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.

EPSY6302　　　　　　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：EPSY6301

EPSY6302　　　　　　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: EPSY6301

EPSY6303　　　　　　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：EPSY6201 & EPSY6203

EPSY6303　　　　　　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: EPSY6201 & EPSY6203

EPSY6304   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。

EPSY6304   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.

EPSY6305   技巧訓練研討課 (三)

本課程是技巧訓練研討課的第三部分。它為實習教育心理學家提供了一個學習平台，以精進他們於並行的實習中所需的工作技巧。研討課特別集中於裝備實習教育心理學家的個案分析、小組引導、跨專業合作、諮詢和系統干預等範疇的能力。本課程還提供了一個平台予經驗豐富的教育心理學家和相關專業人士可以在其中與實習教育心理學家分享他們的專長和專業知識。

EPSY6305   Skills Training Seminar (III)
This course is the third part for skills training. It serves as a platform for EP trainees to polish micro-skills that are required in their concurrent practicum. Specific focuses include case formulation, group facilitations, inter-disciplinary collaborations, consultations, and systems-intervention. This course also provides a forum in which experienced educational psychologists and allied professionals can share their specialities and expertise with EP trainees.

EPSY6306   技巧訓練研討課 (四)

本課程是技巧訓練研討課的最後部分。它為實習教育心理學家提供了一個學習平台，以進一步精進他們於並行的實習中所需的工作技巧。研討課同時為他們提供有關如何面對實習中所遇到的挑戰的支持和指導。本課程還提供了一個平台予經驗豐富的教育心理學家和相關專業人士可以在其中與實習教育心理學家分享他們在處理困難個案中的經驗以及介入手法的最新發展。本課程也會引導他們制定自己的職業發展計劃，以促進他們的職業和個人發展。

EPSY6306   Skills Training Seminar (IV)
This course is the last series of skills training. It serves as a platform for EP trainees to

further polish micro-skills that are required in their concurrent practicum. It also provides them with opportunities to seek support and guidance for the challenges they come across in practicum. In addition, it is a forum in which educational psychologists and allied professionals from the field can share with the students their experience in difficult cases and latest development in intervention. EP trainees will also be guided to develop a personal career development plan for their long-term professional and personal growth.

EPSY6401   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。

EPSY6401   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.

EPSY6402   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。

EPSY6402   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.

EPSY6403   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。

EPSY6403   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.

EPSY6501　　　　　實習（一）

EPSY6502　　　　　實習（二）

EPSY6503　　　　　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。

EPSY6501　　　　　Practicum (I)
EPSY6502　　　　　Practicum (II)
EPSY6503　　　　　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.

MAED6161　　　　　課程變革中之數學教學

本科介紹數學在教與學方面的理論，以應對不斷變化的數學課程。課堂將會概述數學在教與學方面的認知和社會心理議題，內容包括（一）教與學的心理模型和理論；（二）數字，代數，幾何和微積分的教與學研究；（三）概念認知的發展，社會文化，符號學方面的研究；（四）教與學的數碼科技；（五）對話和情景認知；（六）數學的解難和提問；（七）學習數學相關的情感和動機等研究。

MAED6161　　　　　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, research on the teaching and learning of number, algebra, geometry, and calculus; developmental, sociocultural, semiotic, and approaches to the study of concepts and conceptual development; digital technology in mathematics teaching and learning; discourse and the situated nature of cognition; mathematical problem solving and problem posing; research on mathematics-related affect.

MAED6162　　　　　教育改革中之數學課程與評核

本課程旨在透過深入分析數學課程與評核相關的當前問題，以幫助學生了解教育改革對數學教育的影響。課程會從設計的角度來分析本地中小學數學課程。透過參考歷史的發展，課程會討論數學教育目標之轉變，並回顧世界性之數學課程發展方向。另外，課程亦會探討有關數學成就及數學學習評估之新近發展，以及其他涉及課程發展、教師專業化方面之當前問題。

MAED6162　　　　　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.

MAED6163　　　　　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。

MAED6163　　　　　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.

MAED6164　　　　　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。

MAED6164　　　　　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.

MAED6165　　　　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。

MAED6165　　　　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.

MATH5011　　　　實分析（一）

此課程為抽象空間上實分析之導引。內容包括：測度空間上之積分，從外測度建構測度，聯繫正泛函和測度之 Riesz 表示定理，Lebesgue 和 Hausdorff 測度，Lebesgue 空間及其對偶，函數之弱收斂，變號測度和 Radon-Nikodym 定理。

MATH5011　　　　Real Analysis I
This course is an introduction to real analysis on abstract spaces.　The following contents are covered:　Integration on a measure space, the construction of measures from outer measures, Riesz representation theorem relating positive functionals to measures, Lebesque and Hausdorff measures, Lebesgue spaces and their duality, weak convergence of functions, signed measures and Radon-Nikodym theorem. Students taking this course are expected to have knowledge in Lebesgue integration on the real line and elements of functional analysis.

MATH5012　　　　實分析（二）

此課程為MATH5011之延續。內容可分為二部分。第一部分包括各種覆蓋引理及其於微分理論之應用，極大算子，乘積測度，Fubini 定理及應用，Fourier 變換及逆變換定理。第二部分為Sobolev 空間引論，包括有關此空間之基本性質。

MATH5012　　　　Real Analysis II
This course is a sequel to MATH5011 Real Anlaysis I. It consists of two parts. In the first part we discuss various covering lemmas and their applications to differentiation theory, maximal operators, product measures, Fubini's theorem and applications, Fourier transform and the inversion theorem. The second part is an introduction to Sobolev spaces. Basic knowledge of these spaces is covered.

MATH5031　　　　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。

MATH5031　　　　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.

MATH5032　　　　複分析（二）
本科為 MAT5031 / MATH5031 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。

MATH5032　　　　Complex Analysis II
This is a continuation of MAT5031/MATH5031; 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.

MATH5051　　　　抽象代數（一）
本課程旨在提供抽象代數學的一個全面而且紮實的基礎。本課程的學生應具備一個初階代數學課程的知識。

MATH5051　　　　Abstract Algebra I
This course is intended to provide a comprehensive and solid foundation in abstract algebra. Students taking this course are expected to have knowledge in a first course in algebra.

MATH5052　　　　抽象代數（二）
本課程旨在提供抽象代數學的一個全面而且紮實的基礎。本課程的學生應具備一個初階代數學課程的知識。

MATH5052　　　　Abstract Algebra II
This is a continuation of MATH5051. Students taking this course are expected to have knowledge in MATH5051 or equivalent.

MATH5070　　　　流形之拓樸
本科旨在介紹流形上的幾個基本拓樸不變量。主要課題選自：拓撲及光滑流形、流形間的映射、Sard 定理、映射度和向量場指數、基本群、覆蓋空間、單形與同調群、微分式與上同調群。本科需要初等數學分析、基本拓樸和代數的準備知識。

MATH5070　　　　Topology of Manifolds
This course is an introduction to several basic topological invariants for manifolds. Major topics are: topological and differentiable manifolds, maps between manifolds, Sard's Theorem, degree of maps and vector fields, fundamental group, covering space, simplices and homology group, differential forms and cohomology group.　Students taking this

course are expected to have knowledge in elementary analysis and basic topology and algebra.

MATH6011, 6012　　數學專題（一）,（二）

內容通常取自高等純數學中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6011, 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.

MATH6021, 6022　　幾何專題（一）,（二）

內容通常取自微分幾何及代數幾何中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6021, 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.

MATH6031, 6032　　代數專題（一）,（二）

內容通常取自代數中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6031, 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.

MATH6041, 6042　　微分方程專題（一）,（二）

內容通常取自常微分方程及偏微分方程中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6041, 6042　　Topics in Differential Equations I, II
Various topics selected from ordinary differential equations and partial differential equations. The selection of the topics depends on the field of interest of the instructor.

MATH6051, 6052　　複分析專題（一）,（二）

內容通常取自複分析（單或多變數）中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6051, 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.

MATH6061, 6062　　數論專題（一）,（二）

內容通常取自數論中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6061, 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.

MATH6071, 6072　　拓撲專題（一）,（二）

內容通常取自拓撲學中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6071, 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.

MATH6081, 6082　　分析專題（一）,（二）

內容通常取自實分析，調和分析及泛函分析中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6081, 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.

MATH6211, 6212　　應用數學專題（一）,（二）

內容通常取自高等應用數學中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6211, 6212　　Topics in Applied Mathematics I, II
Usually, more than one sections with various topics selected from advanced applied mathematics will be offered. The selection of the topics depends on the field of interest of the instructor.

MATH6221, 6222　　數值分析專題（一）,（二）

內容通常取自數值分析中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6221, 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.

MATH6231, 6232　　極優化理論專題（一）,（二）

內容通常取自極優化理論中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6231, 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.

MATH6241, 6242　　應用微分方程專題（一）,（二）

內容通常取自應用常微分方程及應用偏微分方程中的幾個專題。而專題的選取與授課老師的研究興趣相關。

MATH6241, 6242　　Topics in Applied Differential Equations I, II
Various topics selected from applied ordinary differential equations and applied partial differential equations. The selection of the topics depends on the field of interest of the instructor.

MCLE6062 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。

MCLE6062 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.

MCLE6063 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。

MCLE6063 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.

MCLE6101 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。

MCLE6101 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.

MCLE6102　　　　中國語文課程：理論與實務

本科旨在介紹中國語文課程設計及實施的相關理論和實踐，期望學員透過有關理論和實踐的學習，提升發展和改善學校中國語文科課程的能力。探討課題包括：香港中文科課程的演變；香港現行中、小學中文科課程的理念、內涵和特點；校本課程發展的歷史背景、理念和模式；單元設計和課程組織的理論與實踐；以及校本課程實施與評鑑設計等。

MCLE6102　　　　Chinese Language Curriculum: Theories and Practices
This course aims to enhance students' ability in developing and improving the Chinese language curriculum in their schools through introducing the theories and practices of Chinese language curriculum design and implementation. Topics covered include: the evolution of the Hong Kong Chinese language curriculum; basic concepts, content, and characteristics of the current Hong Kong Chinese language curriculum; historical background, concepts and models of school-based curriculum development; theories and practices of module design and curriculum organization; and implementation and evaluation of school-based curriculum.

MCLE6103　　　　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。

MCLE6103　　　　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.

MCLE6104　　　　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。

MCLE6104　　　　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.

MCLE6105#　　　　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。

MCLE6105#　　　　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.

MCLE6171　　　　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、教材編寫及發展，以及教學策略上所應作的調整。

MCLE6171　　　　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.

MCLE6172　　　　　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。

MCLE6172　　　　　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.

MCLE6173　　　　　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。

MCLE6173　　　　　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.

MCLE6174　　　　　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。

MCLE6174　　　　　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.

MCLE6175 　　　　　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，目的是幫助教師將思維教學的元素融入中文科的教學中，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：促進思維發展的教學策略；後設認知能力的培養；批判性思維、創意思維和解難思維的教學；思維能力的評估等。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。

MCLE6175 　　　　　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 included instructional strategies for enhancing students' thinking skills; fostering metacognition; teaching critical thinking, creative thinking and problem solving skills; 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.

MCLE6176 　　　　　中國語文評估

本科旨在指導學員了解中國語文評估的原理、概念、方法、實踐示例，及其在香港的發展概況。本科討論的課題包括：（1）教育測量及評估的基本概念和原則；（2）語文評估的概念、原則和方法；（3）建構和評鑑語文測驗試題的程序；（4）詮釋及運用測驗結果的相關議題；及（5）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。

MCLE6176 　　　　　Chinese Language Assessment

This course provides participants' with theories, concepts, techniques, practices of Chinese language assessment, and an overview of its development in Hong Kong. Topics include: (1) basic concepts and principles of educational measurement and assessment; (2) concepts, principles, and methods of language assessment; (3) procedures for construction and appraisal of test items of language assessment; (4) issues in interpretation and uses of test results, and (5) 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.

MECM6101 幼兒教育課程發展及評估

本科著重幼兒教育課程發展及評估的最新趨勢，探討幼兒教育課程發展的技巧、反思、實踐、批判等不同方法，又會鼓勵參與者反思自身的教學，以及探討下列議題：幼小課程銜接；幼教課程中的價值教育；多元智能及其課程發展及評估之應用；全語文教學法；資訊科技教育；個人學習檔案評估；以及幼兒教育課程的社會文化理論。

MECM6101 Curriculum Development and Assessment in Early Childhood Education

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

MECM6201 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。

MECM6201 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.

MECM6202 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。

MECM6202 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.

MECM6301 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。

MECM6301 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.

MECM6302 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。

MECM6302   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.

MECM6401   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。學員將組成支援小組，分享並交流從專題研究得到的經驗和意念。

MECM6401   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.

MECM6901   專業考察交流及報告
本科讓學員有機會到香港本地/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。

MECM6901   Study Tour and Report
This course aims to provide opportunity for participants to gain actual experience of early

childhood education in or outside of 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.

MMAT5010   線性分析

本科乃為數學理學碩士課程而設。此科旨在介紹分析學中有關歐氏空間，Hilbert空

間，Banach空間和Lebesgue積分空間的線性結構和各種類型的極限或收斂的概念。

MMAT5010   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.

MMAT5020   代數與幾何

本科乃為數學理學碩士課程而設。本課程介紹交換代數的基礎知識，討論有關一元及

多元多項式環的性質，理想及附隨的代數簇，課題亦包括Hilbert基定理及Groebner基

演算。

MMAT5020   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.

MMAT5210   離散數學

本科乃為數學理學碩士課程而設。本課程旨在介紹離散數學。題材選自：集合論，數

論，代數結構，遞迴關係和生成函數，算法分析入門，有限幾何，(組合)設計理論，

編碼理論，圖論，以及組合數學之各種方法。

MMAT5210   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, recurrence relations and generating functions, rudiments of analysis of algorithms, finite geometries, (combinatorial) design theory, coding theory, graph theory, and various methods in combinatorics.

MMAT5220   複分析及應用

本科乃為數學理學碩士課程而設。此科旨在介紹複平面上解析函數的分析及應用，著

重於理論與應用的理解和賞析。內容包括：積分，留數，級數展開，解析函數的保形

性；變換及它們在微分方程的應用。

MMAT5220　　　　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.

MMAT5230　　　　物流管理數學

本科乃為數學理學碩士課程而設。本科提供物流管理所需要的基本數學工具。內容包括：線性及非線性規劃，資源配置問題，最短路徑問題，庫存和生產問題，運輸問題，設備更新問題，可靠性問題，最大流量問題，決策樹分析，生產理論，維修和可靠性理論。

MMAT5230　　　　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.

MMAT5240　　　　最優化及建模

本科乃為數學理學碩士課程而設。本科旨在介紹最優化及建模的理論及數值解法。

MMAT5240　　　　Optimization and Modeling

This course is designed for the M.Sc. Degree Programme in Mathematics. The course provides an introduction to theory and numerical methods for optimization and modeling.

MMAT5250　　　　財經數學

本科乃為數學理學碩士課程而設。此科是財經數學的入門課。內容選自：概率，對沖，套戥，簡單期權，二叉樹模型，Black-Scholes公式，其他類形之期權，蒙特卡羅方法和二叉樹方法。

MMAT5250　　　　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.

MMAT5510　　　　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 MAT／MATH5011, 5012, 5031, 5032, 5051, 570S 和編號 MAT／MATH6000 及 7000 系列科目的學生不得修讀本科。）

MMAT5510　　　　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 MAT/MATH5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT5520　　　　微分方程與線性代數

本課程結合微分方程與綫性代數課題，強調代數直觀與幾何圖像，亦會提供例子及應用。(所有本科生，數學理學碩士課程的學生及曾修讀 MAT／MATH5011, 5012, 5031, 5032, 5051, 570S 和編號 MAT／MATH6000 及 7000 系列科目的學生不得修讀本科。)

MMAT5520　　　　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 MAT/MATH5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT5530　　　　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 MAT／MATH5011, 5012, 5031, 5032, 5051, 570S 和編號 MAT／MATH6000 及 7000 系列科目的學生不得修讀本科。)

MMAT5530　　　　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 MAT/MATH5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT5540　　　　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 MAT／MATH5011, 5012, 5031, 5032, 5051, 570S 和編號 MAT／MATH6000 及 7000 系列科目的學生不得修讀本科。)

MMAT5540　　　　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 MAT/MATH5011, 5012, 5031, 5032, 5051, 570S, 6xxx and 7xxx.)

MMAT5610　　　　　組合數學導引

本科是為數學教育理學碩士課程而設計，本科旨在培養組合數學的基礎知識及技巧。

MMAT5610　　　　　Introduction to Combinatorics
This course is designed for the M.Sc. Programme in Mathematics Education. This course aims to introduce the principles and techniques of combinatorics.

MMAT5620　　　　　教師數學增益

本科是為數學教育理學碩士課程而設計，本科旨在為教育專業提供穩固數學基礎。

MMAT5620　　　　　Mathematics Enhancement for Teachers
This course is designed for the M.Sc. Programme in Mathematics Education. This course aims to provide a solid mathematical background for teaching professionals.

PEDU6003　　　　　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。

PEDU6003　　　　　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.

PEDU6004　　　　　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。

PEDU6004　　　　　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.

PEDU6011　　　　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。

PEDU6011　　　　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.

PEDU6048　　　　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。

PEDU6048　　　　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.

PEDU6051　　　　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。

PEDU6051　　　　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.

PEDU6052　　　　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。

PEDU6052　　　　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.

PEDU6053　　　　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。

PEDU6053　　　　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.

PEDU6054   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。

PEDU6054   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.

PEDU6111   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。

PEDU6111   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.

PEDU6112   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。

PEDU6112   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.

PEDU6116　　　　　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。

PEDU6116　　　　　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.

PEDU6117　　　　　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。

PEDU6117　　　　　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.

PEDU6121 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。

PEDU6121 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.

PEDU6122 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。

PEDU6122 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.

PEDU6124 科技增進的學習環境設計

資訊及通訊科技為教學提供許多讓學生建構知識的潛在功能。此課程旨在充實學員的

學科教學技術能力，以設計各樣的技術增強學習環境。

PEDU6124　　　　Design of Technology-enhanced Learning Environments
Information and communication technology (ICT) provides a range of pedagogical affordances content knowledge construction. This course aims to equip participants with technological pedagogical content knowledge (TPACK) for the design of technology-enhanced learning environments.

PEDU6125　　　　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。

PEDU6125　　　　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.

PEDU6126　　　　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。

PEDU6126　　　　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.

PEDU6205　　　　高效能的學校領導
本課程旨在鼓勵學員在現今多變的教育環境中，反思及探索甚麼是高效能的學校領導模式，並建立自己的有效領導"理論"。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。雖然認識到校長領導的重要性，但同時亦肯定教師領導是一個重要的學習領域。涵蓋的領域包括教育改革和領導，分佈式/共享領導，交易型和變革型領導，策略和道德領導，領導力的跨文化理解。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、體驗

活動、經驗分享和文獻研讀等，促使學員能將所學的知識應用在個人和學校工作崗位上，並進行反思。

PEDU6205　　　　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.

PEDU6206　　　　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。

PEDU6206　　　　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.

PEDU6207　　　　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。

PEDU6207 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.

PEDU6208 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。

PEDU6208 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.

PEDU6209 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。

PEDU6209　　　　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.

PEDU6210　　　　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。

PEDU6210　　　　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.

PEDU6211　　　　教育與發展 ― 國際視域

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、文化及政治問題；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。本課程旨在闡釋不同國家教育政策之間的分歧與共通之處。本課程討論的課題可包括：教育的質素與

均等；教育體制權力下放；家庭、學校與社區的關係；全球化與教育改革等。

PEDU6211   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, educational decentralization, relationship among home, school and community, globalization and education reform.

PEDU6212   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。學生有機會在教育規劃和財務方面應用與基礎理論相關的經驗數據分析，旨在使他們掌握基於數據的決策技能。

PEDU6212   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. Students are afforded an opportunity to apply empirical data analysis related to basic theories in planning and finance of education, which aims to equip them with data-based decision-making skills.

PEDU6213   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。

PEDU6213　　　　　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.

PEDU6214　　　　　教育行政與政策專題
這專門課程為針對教育行政和政策領域的流行或特定課題而設。課程涵蓋特定主題的重要理論文獻，以及當前辯論和議題。來自全球，區域和本地背景的實證研究例子會用於審視對政策，學校教育和實踐的影響。

視課程題材而定，它可能採用多種學習形式：講課、講習班、實務坊、案例研究或實地考察。課程涵蓋範圍會因年份而異，學生應向本系查詢有關詳情。學分不可重複。

PEDU6214　　　　　Special Topics in Educational Administration and Policy
The specific course features a current and topical field of research in Educational Administration and Policy. Broadly, the course covers seminal theoretical texts related to the topic, and the current debates and issues. Empirical studies taken from global, regional and local contexts are used to examine implications on policy, schooling and practice.
Depending on the course topic, the format of teaching and learning may comprise lectures, workshops, practicum, case study, field visit or a combination of these. The course may vary from year to year and so is the content. Students should consult the Department for the course details.

PEDU6400　　　　　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。）

PEDU6400　　　　　　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.)

PEDU6401　　　　　　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。

PEDU6401　　　　　　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.

PEDU6402　　　　　　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。

PEDU6402　　　　　　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.

PEDU6403　　　　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。

PEDU6403　　　　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.

PEDU6404　　　　課室與學校情景中的量化分析

本科旨在介紹量化的研究設計與分析技巧以處理具層次結構的教育數據，通常是學生置身於教室，教室置身於學校。本科也將介紹相關的分析方法，如共變數分析、簡單及多元迴歸、多層迴歸分析、以及其他高級分析方法，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：PEDU6403

PEDU6404　　　　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. Related analytical methods, such as ANCOVA, simple and multiple regression, multi-level regression, and other advanced analytical techniques,, will be expounded to provide effective ways for students to analyze educational phenomena and organizational issues.
Pre-requisite: PEDU6403

PEDU6405　　　　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：PEDU6403

PEDU6405　　　　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: PEDU6403

PEDU6406   教育中的行動研究

教育行動研究乃幫助教師提升專業實踐的主要方法之一，教師借此反思自身實踐的依據與表現。本課程旨在為學員提供行動研究的相關的知識和技能，以致學員們能進行嚴謹的行動研究，最終提升本身的專業能力。

PEDU6406   Action Research in 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 aims to provide participants with the knowledge and skills to conduct rigorous action research to improve their own teaching practices.

PEDU6418   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。

PEDU6418   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.

PEDU6449   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。

PEDU6449　　　　　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.

PEDU6459　　　　　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。

PEDU6459　　　　　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，每兩至三位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）從而解決相關問題或議題。分別在兩個學期結束前，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 (2 to 3 students per group) 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. 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.

PEDU6502   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。

PEDU6502　　　　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.

PEDU6504　　　　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。

PEDU6504　　　　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.

PEDU6505*　　　　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。

PEDU6505*　　　　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.

PEDU6506　　　　　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。

PEDU6506　　　　　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.

PEDU6507*　　　　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。

PEDU6507*　　　　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.

PEDU6508　　　　　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。

PEDU6508　　　　　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.

PEDU6509　　　　　教育心理學專題

本課程將由教育心理學的學者介紹特定研究領域的理論基礎和一些新近發展。研究領

域可能包括認知及學習過程，學習動機，智性、群性及自我發展，輔導與支援有特殊需要的學生，和測量及研究法。本科的課題將為學員提供特定研究領域的前沿知識和理論框架，以指導他們提高香港學校的教育質量。

PEDU6509   Special Topics in Educational Psychology
In this course, theoretical bases and recent developments in specific research areas will be introduced by scholars of educational psychology. Research areas may include cognitive and learning processes, motivation in learning, intellectual, social, and self development, counselling and supporting students with special needs, and measurement and methodology. The topics of this course will provide students cutting-edge knowledge and theoretical frameworks in specific research areas to guide them to improve the quality of education in Hong Kong schools.

PEDU6510*   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。

PEDU6510*   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.

PEDU6511*   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。

PEDU6511*   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.

PEDU6512   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。

PEDU6512   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.

PEDU6513   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。

PEDU6513   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.

PEDU6514   教育中的高階思維

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，這些高階思維能力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(如哲學、認知心理學、社會心理學、神經科學和教學法)透徹認識高階思維能力(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高階思維能力的運用。

PEDU6514   Higher Order Thinking in Education

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 skills (such as critical thinking, problem-solving, and creativity) from multiple theoretical perspectives (e.g., philosophical, cognitive, social-psychological, neuroscience and pedagogical) and an in-depth exploration of how to foster the use of higher order thinking skills in schools and other educational settings.

PEDU6515   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。

PEDU6515   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.

PEDU6516   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。

PEDU6516   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.

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.

PEDU7001　　　　課程與教學高級研討班（一）

PEDU7002　　　　課程與教學高級研討班（二）

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。

PEDU7001　　　　Advanced Seminar in Curriculum and Instruction: Selected Topic I
PEDU7002　　　　Advanced Seminar in Curriculum and Instruction: Selected Topic II
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.

PEDU7006　　　　教育行政與政策專題研習（一）

PEDU7007　　　　教育行政與政策專題研習（二）

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。

PEDU7006　　　　Advanced Seminar in Educational Administration and Policy I
PEDU7007　　　　Advanced Seminar in Educational Administration and Policy II
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.

PEDU7011　　　　教育心理學高級專題研討（一）

PEDU7012　　　　教育心理學高級專題研討（二）

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。

PEDU7011　　　　Advanced Seminar in Educational Psychology: Selected Topics I
PEDU7012　　　　Advanced Seminar in Educational Psychology: Selected Topics II
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.

PEDU7016　　　　運動科學與體育專題（一）

PEDU7017　　　　運動科學與體育專題（二）

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。

PEDU7016　　　　Selected Topics: Sports Science and Physical Education I
PEDU7017　　　　Selected Topics: Sports Science and Physical Education II
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.

PEDU7101　　　　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。

PEDU7101　　　　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.

PEDU7102　　　　　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。

PEDU7102　　　　　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.

PEDU7103　　　　　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。

PEDU7103　　　　　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.

PEDU7206   教育行政與政策的基礎

本科是一門有關當代教育理論的基礎性課程，旨在幫助博士階段的學生理解與運用教育研究中的理論。本科進一步擴展了"教育行政與政策"的學科邊界，基於認識論的、理論的、方法論的考量，去全面地審視教育研究中的理論應用。本科由四個主題構成，每個主題聚焦幾個重要的理論家及其理論思想。本科旨在讓博士學生學會理論地、反思性地思考理論以服務其博士論文及未來的教育研究。

PEDU7206   Foundations of Educational Administration and Policy
This is a foundational course on contemporary education theories that prepares doctoral students to engage with theories in educational research. The course extends beyond the scope of "educational administration and policy" but considers, broadly, the epistemological, theoretical and methodological considerations of applying theory in educational research. The course is structured around four themes with each block focusing on a few key theorists and their theoretical ideas. The overall aim of the course is to induct and provoke doctoral students to think theoretically and reflexively with theory for their doctoral dissertation and future educational research.

PEDU7207   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。本科參考發達地區較具影響力並影響本土教育改革的經驗及相關研究結果，討論學校改革的一些重要議題，包括：基於人力資本構想的教育行政變革、學校治理、教育資源分配、課程與教學、質量保障、教師與校長教育、領導力實踐等。

PEDU7207   School Reform in a Global Context
This course aims to provide an understanding of the major contextual forces that have shaped local school reform. It seeks to investigate the dynamics of school reform as a global phenomenon and analyze its impact on educational policy and administration at the international, societal, and institutional levels. School reform policies are often viewed as endeavors to enhance national competitiveness in the world arena. New administrative measures can also be perceived as means to attain efficiency and effectiveness. These will be examined. By referring to the experiences of countries, mostly developed ones, which 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 in this part of the world. Topics to be discussed in this course will include: change in conception of human capital and reform in educational administration, school governance, resource allocation, curricula and teaching, quality assurance, teacher and principal preparations, leadership practices and so on.

PEDU7208   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。

PEDU7208   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.

PEDU7301   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, SSPA6101, SSPE6000 之中任何一科

PEDU7301   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, SSPA6101, SSPE6000

PEDU7302   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, PEDU6405, PEDU6406, SSPA6101, SSPE6000 之中任何一科

PEDU7302   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, PEDU6405, PEDU6406, SSPA6101, SSPE6000

PEDU7303   大型教育調查處理與撰寫研究報告進階研討班

在本課程中，我們將 (1) 介紹進階方法分析量化數據，包括大型教育調查研究數據運用，(2) 討論如何從數據中找到重要和有趣的故事，以及 (3) 學習撰寫有機會在學術期刊發表的研究報告。

先修科目：PEDU6401 (教育博士學員)

PEDU 7303   Advanced Seminar in Working and Report Writing with Large-Scale
                Educational Surveys
In this course, we will (1) introduce advanced methods to analyze quantitative data, including the use of data from large-scale educational surveys, (2) discuss how to find

important and interesting stories from the data, and (3) learn to write research reports that are publishable in academic journals.
Pre-requisite: PEDU6401 (For students in Doctor of Education)

PEDU 7304　　　　　學習質性探究：質性研究的資料分析和寫作進階研討班

本課程旨在為想作質性研究的博士生而設，它將提供質性研究當中多層面及高階的知識，以及質性研究範式中常用的核心技巧。本課程亦為學生介紹不同質性研究法背後全面及細緻的哲學立場，以助他們能合適地釐定他們的研究方向，以及計劃他們的質性研究。

本課程將集中培養學生作質性研究的下列知識和實踐技能：(1) 不同的質性研究中所應用的相關解釋性和探索性研究問題； (2) 撰寫批判性文獻綜述和理論敏感性； (3) 制定研究方案和實踐多方核定； (4) 收集質性資料的手作經驗，以選取合適技術來收集資料； (5) 通過內容分析的編碼方法來作資料解釋和分析； (6) 應用紮根理論建構理論； (7) 發展寫研究結論和撰寫報告的能力，為擬定博士研究計劃書和/或論文的基礎作準備； (8) 特別關注"研究者身為研究工具" 的議題和相關倫理問題。

學生要單獨做一個有嚴謹設計的小型質性研究，從而將所獲得的知識付諸實踐。本課程亦預期學生能具備以學術的方式來解釋和報告其研究成果的能力。

先修科目：PEDU6402

PEDU 7304　　　　　Advanced Seminar in Data Analysis and Writing for Qualitative Research

This course is designed for doctoral students who want to conduct a qualitative research project. The course will offer the multifaceted and advanced knowledge needed for such work, plus core techniques commonly used in the qualitative research paradigm. Providing students with a comprehensive and sophisticated understanding of philosophical stances underpinning different qualitative methodologies will help them situate their research and shape the deployment of their qualitative inquiry in an informed manner.

The course will concentrate on developing students' knowledge and practical skills for conducting qualitative research in the following areas: (1) the use of relevant explanatory and exploratory research questions in different qualitative studies; (2) writing a critical literature review and theoretical sensitivity; (3) formulating a research protocol and the practice of triangulation; (4) hands-on experiences of collecting qualitative data with relevant data collection techniques; (5) data interpretation and analysis through coding practices based on the content analysis approach; (6) having theory building with the application of grounded theory; (7) developing skills to draw conclusions and write reports, both of which serve as the basis for preparing a doctoral research proposal and/or thesis; (8) special attention will be given to the issue of 'researcher as instrument' and related ethical issues. To put the knowledge acquired into practice, students will be required to undertake a mini qualitative project individually with rigorous research design. It is anticipated that students will gain the competency to interpret and report their research findings in an academic manner.
Pre-requisite: PEDU6402

PEDU7307　　　　　　　《學習的科學》專題研討

可否透過科學方法進行教育研究？怎樣才能構成教育研究的科學證據？ 近年來，雖然對基於證據的教育實踐的要求越來越普遍，但是很多新實施的教學創新和實踐沒有大量的研究證據支持。在本課程中，我們將首先討論教育研究中科學方法的含義；這些方法塑造了教育研究的當前景觀。 然後，我們將討論這種方法如何增強對最近教學創新和實踐的理解，繼而改善學生的學習。 我們期望這門課的學生能夠通過對文獻的批判分析來了解教育研究的"形式"（即方法）和"實質"（即內容），以便為教學創新和實踐作主導做好準備。

PEDU7307　　　　　　Selected Topics in the Science of Learning

Is scientific approach in educational research possible? What constitute scientific evidence in educational research? In recent years, even though the call for more evidence-based educational practices has become ubiquitous, new instructional innovations and practices have been implemented faster than the accumulation of research evidence. In this course, we will first discuss the meaning of scientific approach in educational research that have shaped the current landscape of the field. Then, we will discuss how this approach enhances the understanding of recent instructional innovations and practices for the improvement of students' learning. Students of this course are expected to learn about both "form" (i.e., methodology) and "substance" (i.e., content) of educational research by critical analysis of the literature in order to become prepared for leading roles in instructional innovations and practices.

PEDU7308　　　　　　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。

PEDU7308　　　　　　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.

PEDU7309　　　　　　「心理社會發展」專題研討

每個人的成長和發展無可避免會受其身處的環境所影響。自我們出生以來，基因與環境一直共同塑造著我們的思想、感受及行為。成長中的兒童不斷嘗試理解他們週遭的社會環境，他們的社會認知繼而引導他們如何與別人相處。事實上，社會化的主要目

的之一就是要令兒童發展出明白身處的社會環境以及在其中有效地行動的能力，好讓他們成為社會中被接納和有能力的一員。本課程會探討兒童的心理社會發展。可能探討的課題包括人類發展的性質、學習動機、家庭因素及育兒、青少年情緒機能以及人際關係等。

PEDU7309   Selected Topics in Psychosocial Development

Humans do not grow and develop in a vacuum. From birth, our thoughts, feelings, and behaviors are shaped by the dynamic interplay of our genetic makeup and the environment. As children develop, they constantly make sense of the social world around them. Their social cognition, in turn, guides their interactions with others. Indeed, a major goal of socialization is for children to develop the ability to understand and act effectively on the social environment, so that they can function as accepted and competent members of their societies. In this course, we will examine children's psychosocial development. Potential topics include the nature of human development, achievement motivation, family process and parenting, and changes in youth emotional functioning and interpersonal relationships.

PEDU7401   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。

PEDU7401   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.

PEDU7402   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。

PEDU7402   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.

PEDU8000   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。

PEDU8000   Doctoral Guided Research
Doctoral students will be required to take this course every term from the time of admission, throughout their thesis preparation. The advisor/ supervisor will meet the student on a regular basis and advise the student on all matters related to thesis research.

PEDU8010   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。

PEDU8010   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.

PEDU8090   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。

PEDU8090   M.Phil Guided Research
M.Phil. students will be required to take this course every term from the time of admission, throughout their thesis preparation. The advisor/ supervisor will meet the student on a regular basis and advise the student on all matters related to thesis research.

PEDU8097–8098   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 PEDU8097，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 PEDU8098，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。

PEDU8097–8098   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 PEDU8097 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 PEDU8098. 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.

PEDU8097   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。

PEDU8097   M.Phil Seminar in Educational Studies I

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 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. (For M.Phil. students only.)

PEDU8098   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。

PEDU8098   M.Phil Seminar in Educational Studies II

The 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.

SGCL6101   輔導理論

本課程會就當今的主流心理治療法及輔導工作實務，向學生介紹其背後的主要理論、概念和議題。除了探究心理動力、認知行為、人文主義－存在主義之類的傳統取向之外，亦會討論包括尋解導向治療和敘事治療等較為新穎的輔導取向。課程重點是要協助學生建立一套專為幫助教育環境下受助者的輔導觀念。

SGCL6101   Theories of Counselling

This course introduces 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, more recent approaches including solution-focused therapy and narrative therapy will be discussed. Emphasis will be on helping students develop a counseling perspective in helping clients in educational settings.

SGCL6102   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。

SGCL6102   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.

SGCL6103   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。

SGCL6103   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.

SGCL6104   個人成長

本課程旨在透過心理學理論和自我探索來促進個人和專業成長。 通過提高自我意識的課堂討論和練習(包括探索個人問題，經歷和價值觀)，學生將更了解他們自己的心理因素和行為如何影響治療過程，成效和受助人。

SGCL6104   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.

SGCL6105   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，及不同的評估工具。本科同時也會討論有關教育或其他機構的事業輔導課題。

SGCL6105   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 assessment tools that could be used to facilitate career interventions. Issues related to career interventions in the educational and setting are to be examined in the Course.

SGCL6201　　　　　輔導策略

此進深課程探討幾種主要的心理治療方法，比較和對比不同的案例制定和干預方法。有系統地探討特定的心理問題，重點關注他們的認知，情感，行為，發展和關係層面。 學生將學習如何識別最有可能對特定類型的問題有效的干預措施。 本課程的目標是讓學生了解廣泛的理論，技巧和治療過程，並如何應用和整合知識，使其成為更有效的輔導員。

SGCL6201　　　　　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.

SGCL6202　　　　　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。

SGCL6202　　　　　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.

SGCL6203　　　　　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。

SGCL6203　　　　　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.

SGCL6301　　　　　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。

SGCL6301　　　　　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.

SGCL6302　　　　　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。

SGCL6302　　　　　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.

SGCL6403　　　　　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。

SGCL6403　　　　　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.

SGCL6405　　　　家庭輔導

本科集中講解常見的家庭輔導課題，並介紹其歷史發展及重要的家庭輔導學說。本科結合家庭輔導基本概念及技巧的傳授及體驗，亦會探討跨代家庭這特別課題。

SGCL6405　　　　Counselling with Families

This course focuses on the major counseling issues relate with families. The historical development as well as the major schools of family therapy will be introduced. The basic concepts and techniques of family therapy will be taught and practiced. Special family problems like trans-generational issues will also be discussed.

SGCL6406　　　　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。

SGCL6406　　　　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.

SGCL6407　　　　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。

SGCL6407　　　　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.

SGCL6408   特殊需要教育專題討論

本課程旨在深入研究自閉症譜系障礙（ASD）兒童和青少年的特殊需求教育。 本課程將使用課程文本，案例研究和多媒體材料，闡述自閉症的症狀，不同類型的 ASD，以及對 ASD 兒童的溝通，行為支持，社交情感學習，學習能力和感知技能的影響。它還將側重於確定改善兒童和青少年自閉症患者生活和學習環境的戰略。 在本課程中，學生還學習如何為患有 ASD 的兒童和青少年設計干預措施。

SGCL6408   Selected Topics in Special Needs Education
This course features an in-depth study of special needs education for children and adolescents with Autism Spectrum Disorder (ASD). Using the course text, case studies and multimedia materials, this course will illustrate the symptoms of autism, different categories of ASD, and the effects on communication, behavioral support, social-emotional learning, learning abilities, and sensory skills in children with ASD. It will also focus on identifying strategies to improve the living and learning environment of the children and adolescents with ASD. In this course, students also learn to design interventions for children and adolescents with ASD.

SGCL6409   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。

SGCL6409   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.

SGCL6410   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。

SGCL6410   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.

SGCL6501　　　　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。

SGCL6501　　　　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.

SGCL6502　　　　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。

SGCL6502　　　　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.

SGCL6504　　　　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。

SGCL6504　　　　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.

SGCL6505　　　　　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。

SGCL6505　　　　　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.

SGCL6506　　　　　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。

SGCL6506　　　　　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.

SGCL6508　　　　　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。

SGCL6508   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.

SILP6001   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。

SILP6001   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.

SILP6002   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。

SILP6002　　　　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 course is designed to promote the critical evaluation of theories related to effective learning and teaching and their application to local classrooms and schools. Course 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.

SILP6003　　　　學校改善的評鑑
本科主要以不同觀點、模式和方法論，探討學校改善的評鑑。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。學生將透過工作坊學習基本的統計技術及透過導修了解資料輸入及分析方法。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。

SILP6003　　　　Evaluation for School Improvement
This module focuses on different perspectives, models and methodologies for evaluating school improvement. First, 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. A workshop on the use of SPSS for basic statistical skills and a follow-up tutorial on data entry and analyses will be given to each student. Finally, issues on school based evaluation, external review and teacher evaluation would be discussed.

SILP6004　　　　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。

SILP6004　　　　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.

SILP6005　　　　　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。根據研究題目和工作場景進行研究。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。

SILP6005　　　　　Guided Improvement Project

Participants will participate in an improvement project under the guidance and support of practicum supervisors. They may conduct the research in their workplace, if appropriate. 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.

SSPA6101　　　　　運動科學與體力活動研究法

本科目旨在介紹適用於運動科學與體力活動的基本研究方法，讓學生將所學的知識和技能運用到運動科學與體力活動的課題研究，亦能應用於本課程其他理論科目上。此外，學生將有能力完成專題研究，成果可發表於學術期刊中。課程中須要運用線上學習系統，包括翻轉課堂(Flipped Classroom)和黑板系統(Blackboard)。

SSPA6101　　　　　Research Method in Sports Science and Physical Activity

This course is designed as an introduction to basic research methods that are applicable to Sports Science and Physical Activity. It will enable students to acquire the necessary knowledge and skills to familiarize themselves with the topic and to conduct a research project in the discipline of Sports Science and Physical Activity. It is complementary to all advanced theoretical courses of the programme. Students will gain the competency to conduct a research project which may be submitted for publication in academic journals. E-learning platforms using the flipped classroom approach and blackboard are mandatory.

SSPA6102　　　　　研究討論會

本科目旨在啟發研究生對研究的興趣和思考，並讓學生共同協作建立專題研究。本科為教師和研究生提供一個平台，就著有關運動科學和體力活動的不同研究主題進行討論並提出構思。學生將可自行選擇專題研究的題目並作深入研究，及後須作匯報並與老師、同學及相關研究領域的專家一同討論。課堂形式包括專題匯報、討論、辯論和解決與專題相關的問題。在研究討論會中，學生將有機會把課程中所學融會貫通。

SSPA6102　　　　　Research Colloquia

This course is designed to facilitate the development of postgraduate students' research interests and ideas, and to build a community of collaborative research projects. The course provides a platform for teachers and graduate students to discuss and generate ideas

on issues related to a variety of sports science and physical activity research topics. Students will present an in-depth study of a research topic of their choice, discuss issues among postgraduate students, teachers, and with invited experts in the field of research. Class formats include research presentation, discussion, debate and problem solving on selected issues. In the Research Colloquia, students are given an opportunity to integrate their knowledge, skills and practical experience gained in the program.

SSPA6103　　　　運動科學之量化及質化數據管理與分析

本科目旨在讓學生學習搜集、輸入、管理和分析研究數據，並以量化和質化的方式展示數據。透過學習一系列研究設計及數據分析的主要概念及方法，學生能掌握如何理解學術刊物中的技術細節。本科將介紹常用的量化方法（如方差分析、多元回歸方法）和質化方法（如歸納法和演繹法），及更進階的方法（如系統審查和元分析）。完成課程後，學生將能夠完成數據輸入、清理/編碼、選擇適當的分析方法並獨立進行分析。學生還能掌握以不同方式（如科學論文、海報論文和口頭匯報）展示分析數據的基本技能。修讀本課程前，學生應具備與運動科學和體力活動相關的基本研究技能及電腦知識。

SSPA6103　　　　Quantitative and Qualitative Data Management & Analysis in Sports Science and Physical Activity

The aim of this course is to equip students with the knowledge and skills to collect, input, manage, analyze, and present research data using quantitative and qualitative approaches. By providing students with key concepts and methods of a range of study designs and data analysis approaches, another important objective is to help students understand the methodological details provided in scientific publications. Common quantitative (e.g., analysis of variance, multiple regression approaches) and qualitative methods (e.g., inductive and deductive approaches) will be covered in this course. More advanced methods, such as systematic reviews and meta-analysis, will also be introduced. After completing the course, students will be able to complete data entry, cleaning/coding, select the appropriate analytical methods and conduct analyses independently. Students will also be equipped with the basic skills to present the analyzed data in different modes (e.g., scientific writing, poster presentation, and verbal presentations). Students are expected to possess basic knowledge in research methods within the field of sports science and physical activity, and basic computer skills, prior to taking this course.

SSPA6201　　　　運動之生理應激反應及效益

本科目旨在為學生提供前沿的研究結果，藉此了解運動相關的生理課題。本科將探討嶄新的能量代謝和與運動訓練相關的生理應激反應的概念，課程重點是讓學生集中如何將知識應用於提昇運動表現和促進體力活動。學生會透過實驗測試人體對運動的新陳代謝反應。

SSPA6201　　　　Exercise: Physiology Benefits, Limit and Adaptation

The 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.

SSPA6202　　　　　運動營養：健康與運動表現

本科目旨在讓學生正確理解人類營養的基本原則，並以此為基礎深入探討營養與運動的關係。本科內容涵蓋健康生活方式中營養和運動的作用，及營養對運動表現的影響，如影響運動表現的因素、飲食和運動恢復的關係、體液平衡與運動表現、蛋白質營養與力量，及營養補充。堂上將會有與課堂範圍相關的實驗活動，學生亦須呈交書面實習報告。

SSPA6202　　　　　Sports 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; and nutritional supplements. Practical work will be used to illustrate the topics covered in lectures, and written practical reports will be required.

SSPA6203　　　　　健康與體力活動

本科目旨在讓學生從行為流行病學的角度理解身體活躍/不活躍對健康的影響。學生將會從原創性研究及重要報告中獲得新知識。此外，學生將了解如何評估日常體力活動，及影響體力活動的全球及本地因素。本科實習部分能讓學生熟悉業界廣泛使用的體力活動測量方法。透過理論學習，學生將能更了解在日常生活中推廣體力活動的重要性和挑戰。

SSPA6203　　　　　Health Related Physical Activity

This course is intended to provide students with knowledge on health benefits of physical activity/inactivity from a behavioral epidemiological perspective. Students' learning experience will be oriented on original research and significant authority reports. In addition, students will be enlightened in relation to assessment of lifestyle physical activity as well as the multilevel influencing factors of physical activity behaviors from both a global and local perspective. The practical part of this course enables students to get acquainted with the widely applied objective physical activity measurement monitors in the field. By applying the knowledge, students will be able to understand the significance and difficulties of promoting physical activity in our daily lives.

SSPA6204　　　　　體適能評估進階:理論與實踐

事實證明，保持身體活躍和良好體能是提高生活品質、預防和治療慢性病的有效方

法。體適能評估是運動訓練過程中不可或缺的一部分。因此，定期測試及評估個人體適能水平對保持及評估個人健康程度是十分重要。於大部分的運動科學研究中，學生基本須要有對進階體適能評估的知識、技能及實踐能力。本科旨在讓學生更了解現今體適能評估的趨勢，及加強對進階體適能評估的知識與技能。堂上將討論與現今進階體適能評估相關的理論、基本原理、實驗室技巧及測量技術。這科對研究生尤有幫助，因學生能掌握一些重要及進階的知識及能力，幫助他們及後進行專題研究。這科的學習形式包括課堂授課、小組討論及進行實驗室測試實踐。

SSPA6204   Advances in Physical Fitness Assessment: Theory and Practice
Keeping physically active and fit has been proven to be 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 and advanced knowledge and competency needed for their future health-related research projects. Lectures, group discussion, and laboratory experience are all expected.

SSPA6205   結構生物力學與運動損傷
本科目旨在讓學生了解人體的結構和功能，亦會重點提及運動損傷的常見原因。此外，本科會介紹結締組織和肌肉的力學特性，重點包括：（1）體力活動和運動的組織適應；（2）在體育活動中，由於不當的急性或慢性承重負荷而造成的組織失效。本科亦探討各種運動損傷機制的原理。

SSPA6205   Structural Biomechanics and Sports Injury
This course examines the structure and function of the human body, with a particular emphasis being provided on the etiology of various common sporting injuries.   Mechanical properties of connective tissue and muscle will be reviewed with a focus on: (1) tissue adaptation with physical activity and exercise, and (2) tissue failure in response to improper acute or chronic mechanical loading during sporting endeavors.   Approaches that are used to examine the mechanisms of various sporting injuries will be discussed.

SSPA6206   體力活動與運動生物力學
本科目旨在讓學生全面地了解一些對改善身體機能和運動表現的重要生物力學概念。為了讓學生能更清楚理解背景概念及掌握閱讀相關文獻的能力，本科內容亦會涵蓋關於常用定量生物力學的測量技術（運動分析、肌電圖、力板和其他測量裝置）。

SSPA6206   Biomechanics of Sports and Physical Activity
This course provides an overview of the key biomechanical concepts that are important for

improving physical functioning and sports performance. A background of common quantitative 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.

SSPA6207   運動創傷與康復

這科目旨在讓學生認識有關運動損傷與康復的知識，及有關評估、管理與預防常見因參與運動而起的肌肉骨骼損傷之基本應用技能。

SSPA6207   Sports Injury and Rehabilitation

This course aims to help students acquire knowledge of sports injury and rehabilitation; as well as basic practical skills in assessing, managing and preventing common musculoskeletal injuries associated with sports and exercise participation.

SSPA6208   大眾及特殊社群運動處方

有效的運動處方能改善個人體適能及整體身體健康。然而，運動處方必須是針對參與者獨特的健康狀況才能達到效果。由於冠心病、糖尿病、高血壓、肥胖症和腰背疾病等慢性病在現今社會越來越普遍，大眾運動處方應進行調整，以達到對特定人群的醫療功效。定期的運動訓練計劃是預防慢性疾病的良藥，這科旨在讓學生了解不同社群運動處方的資訊，用以應付普羅大眾和有特殊身體狀況人士的需要。完成課程後，預期學生會了解大眾人群的運動處方，並運用所學為患有特定慢性疾病的特殊人群設計運動計劃。

SSPA6208   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 programme, 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 programme 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.

SSPA6209   訓練學

這科目會以綜合的方式去教授有關體能訓練的原則和理論，訓練是為健康及運動表現而設的。課程的重點是讓學生理解體能元素，並使用最新的科技協助訓練和教學。此外，學生將會學習設計和執行合適的體能訓練計劃。

SSPA6209   Coaching Science

This course includes the principles and theories on fitness training for health and sports performance and the teaching will use an integrated approach. Emphasis will be placed on the understanding of the fitness components, training and its teaching with the up-to-date science and technologies. In addition, the learning regimes will be applied together with the planning and implementation of the appropriate fitness programmes.

SSPA6301   運動教育與科技

在現代的教育改革中，將科技應用於體育上變得相當普遍。科技的運用改變了學習的過程，促進學生自主參與學習。穿戴式科技的發展如運動手環，為學生提供了體力活動程度等數據，使運動狀況頓時一目了然。此外，體育教育工作者亦可從網上獲得體育資訊，從而加強體育教育的內容。網上有豐富的教學資源，適用於不同類型的運動及體力活動的課堂教學，為學生帶來截然不同的學習體驗。事實上，科技應用不單提高學生的參與和有助課程調整，更將教育工作者的影響力進一步由體育館擴展至課堂上。本科目旨在以實驗形式探討現今社會在體育課及體力活動訓練中，利用科技作為教學工具的利與弊。

SSPA6301   Sports, Pedagogy and Technology

The implementation of digital solutions in physical education embraces the basic fundamentals present in various aspects of modern education reform. This undertaking involves using technology to empower students and restructuring the learning process to enhance student engagement. Wearable technology, such as bracelets, adds a visual element to physical activities, thereby providing students with a digital representation of their activity levels. Furthermore, access to online resources enables physical educators to substantially expand what constitutes physical education. Numerous online instructional materials are available for different types of sports and physical activities that can be implemented in class, thereby providing students with a break from the norm. However, digital solutions go beyond merely enhancing the levels of student engagement and altering the curriculum by facilitating the extension of the educators' influence outside the gymnasium and into the classroom. This course aims to explore and conduct experiments on the benefits and limitations of using technology as a pedagogical tool to conduct sports classes and physical activity sessions in contemporary society.

SSPA6302   運動技能學習:理論與應用

本科目旨在介紹運動技能學習的原理及如何應用這些原理於運動科學與體力活動的領域。課程將重點講解獲得運動技能在發展取向中的重要概念。課程亦會探討人們學習運動技能中所遇到的各種問題。

SSPA6302   Theories and Applications of Motor Learning

This course aims to introduce the principles of motor skill learning and how these principles apply in the areas of sports science and physical activity. Emphasis will be placed on the essential concepts in the acquisition of motor skills using a developmental approach. The course will address the overall questions of how people learn motor skills.

SSPA6303   運動心理學與體力活動之當前議題

本科目旨在探討運動心理學與體力活動之當前議題。課程內容包括個性、動機、壓力與焦慮、飲食失調、過度訓練、粗野行為及心理質素訓練。透過了解關鍵議題，學生將學到如何在運動與體力活動的環境中應用所學的理論及研究成果。

SSPA6303   Contemporary Issues in Psychology of Sports and Physical Activity
This course is designed to cover current topics and issues relevant to psychology of sports and physical activity. Topics include personality, motivation, stress and anxiety, eating disorders, overtraining, aggression, and psychological skills training. Based on key issues, students will learn how to apply theoretical principles and research findings in the sports and physical activity contexts.

SSPA6304   社會文化對體力活動之影響

本科目旨在探討社會文化對體力活動的影響及相關議題。學生能透過各種社會學的觀點，批判性地審視當代體力活動、體育素養、運動、體育教學等概念。這些範疇突顯了體力活動在社會中的角色及其所發揮的作用及意義。

SSPA6304   Socio-Cultural Issues in Physical Activity
This course is designed to examine a number of key areas on how social and cultural influence on physical activity and its related issues. A range of sociological perspectives is utilized in which students can critically examine contemporary concepts of physical activity, physical literacy, sport, exercise and physical education. These areas are chosen to highlight the role, function and meaning which physical activity play in society.

SSPA6305   體育社會學議題

本進階科目旨在從社會學的角度探討學校體育課程的相關議題。本科目讓學生更了解何為批判性的體育社會學，並讓學生接觸體育社會學的文獻。此外，本科目亦會以批判性的角度研究香港的體育教育政策。

SSPA6305   Sociological Issues in PE
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.

SSPA6306   運動發展與推廣

本科目透過界定體育和其他體力活動的定義，討論過去和現在運動與社會間的關係。同時亦會探討運動管理與運動發展的分別，與及運動發展的範圍、目的、原則和框架。本科目亦涵蓋各種體育推廣系統，並配以模型理論詳細研究體育發展策略的規劃過程，亦會利用一些公共和私營機構的策略及發展計劃為實例作出討論。

SSPA6306   Sport Development and Delivery
The course begins by defining sports and other forms of physical activity and discussing the relationship between sports and society, both past and present. The course then examines the difference between sports management and sports development and, in more detail, the

scope, purpose, principles and framework of sports development. The course then looks at various sports delivery systems and, in detail, the process of strategic planning for sports development. Strategic planning and sports development models are evaluated during the course. The strategic and developmental plans of selected organizations in the public and private sectors will also be discussed.

SSPA6307　　　　　運動贊助與市場推廣

本科目旨在幫助學生掌握運動贊助與市場推廣的基本概念，及在組織運動賽事和處理贊助合作時，策劃市場推廣策略中所需的技能。課題包括運動市場推廣的特質、運動市場推廣管理、客戶關係管理、運動定價策略、將運動賽事推廣為產品、顧客及運動機構的購買行為、運動市場研究及行銷資訊系統、運動贊助配套、公關及促銷、插花行銷和運動贊助的法律議題。除了課堂授課，學生還須進行運動市場推廣的案例研究，並計劃運動賽事的推廣策略，以獲得實踐經驗。

SSPA6307　　　　　Sponsorship and Marketing of Sports Events and Performance

This course aims to help students to acquire knowledge of the basic concepts in sports marketing and sponsorship and the skills required in drawing up marketing plans and strategies in organizing sports events and sponsorship deals. Topics including the special nature of sports marketing, marketing management in sports, customer relationship management, sports pricing strategies, sports event as products, customer's and sports organization's buying behaviour, sports market research and marketing information systems, sports sponsorship packages, public relations and promotion, ambush marketing and legal aspects in sport sponsorships will be covered. Other than lectures, students are requested to conduct case studies in sports marketing and to draw up a sports event marketing plan to earn hands-on experience.

SSPA6308　　　　　運動科學與體力活動之資訊科技

隨著全球經濟及科技的迅速發展，資訊科技已廣泛應用在運動及體力活動相關行業和各項體育活動中。目前在國際及內地的運動機構和管理架構中，運動員經常會利用特殊的運動專用裝備、研發器材、運動資訊網絡和多用型的運動軟件在訓練中。

本科目將會探討運動、體能訓練和健康相關行業對資訊科技的專業需求及應用，重點是幫助學生更深入了解近年可改善健康的新興科技，例如輔助臨床醫療設備的科技是如何讓人們保持活躍的生活方式。同時亦會探討不同類型科技的開發、應用、及如何利用在研究及實際環境中。

本科目也會探討如何利用資訊科技促進運動科學領域的發展，議題包括人體運動分析、運動生物力學、及在比賽和訓練中，如何使用大數據來評估表現。學生會利用生物醫學軟件去監測運動員或普通人在每一步移動中的動力鏈，包括他們的肌肉和關節，以了解對提升運動表現/健康/安全的技術如何進行微調。

SSPA6308　　　　　Information Technology in Sports Science and Physical Activity

With the rapid development of global economies and technology, modern information

technology has been entering the field of sports and physical activity. At present, within international and domestic sports organizations and management structures, supporting athletes training through the use of sports specific equipment, research and development facilities, sports information networks and sports utility software applications have become commonplace and indispensable.

This course will examine the professional needs of practitioners involved in using digital technologies and their applications within the sport, exercise and health contexts. A key element of this course will be to develop a deeper understanding of recent emerging technologies that can aid with improving health from clinical devices to active lifestyle aids, how they are developed, how they can be used and how to utilize them in research and practice.

Maximising the usage of IT for the advancements of various disciplines within the Sports Science sector will be involved in this course, investigating issues such as Motion Analysis of Human Movement, Sports Biomechanics and the use of Big Data metrics in assessing performance, both during competition and in training. The use of biomedical software in monitoring every movement in an athlete's or individual's kinetic chain - their muscles and joints, so as to fine-tune technique for performance/health/safety enhancement will also be examined.

SSPA6309   專業實踐

專業實踐是希望學生能夠投身到運動科學和體育活動的專業當中作實踐並完成專題報告。這實踐經歷是可以幫助學生認清和拓寬自己的職業目標。通過專業實踐，學生將會有機會把專業所學到的知識應用到真實的領域裏；將會擴展和加深對專業所學知識的理解；將會對所學到的知識有一個批判性和全面綜合的分析和評估；將會提升他們在課堂上和實踐中學習到的技能和理念。這課程的核心是將理論付諸於實踐。學生需要至少完成 12 個學分才可報讀本科。修讀本科學生將繼續在常規學期內完成其他科目，並可以在理學碩士的修讀學年期間，在課程導師和實踐指導老師的同意後，同時進行專業實踐。學生可自行選擇或由導師推薦實踐的產業。學生必須在導師和實踐指導老師的督導下，至少完成 100 個小時的實踐。在實踐期間，學生需要完成一個專題報告，並在實習完結後提交一份書面報告，以供評分之用。實踐指導老師的評估表也會是最終考核成績重要的一部分。學生在修讀此科目前，必須至少提前一個學期向課程主任申請並獲得書面同意。

SSPA6309   Professional Attachment

The course of Professional Attachment is designed to expose students to their professional role by completing hours of field experience and a specialized project in the actual setting of the sports science industry. Such experience is important for clarifying and broadening career goals. Through practical attachment, students would be provided opportunity to apply what has been learned from the programme into a real industry setting; to extend and deepen the knowledge gained from the programme; to conduct critical analysis, synthesis, and evaluation of knowledge; and to develop skills and values that were acquired both in the classroom and the practicum. The essence of the course is to put theory into practice. Due to the nature of the application, students are required to complete at least 12 credits of course

work. Students enrolled in the attachment will continue their other course work during the regular terms, and could simultaneously engage in practical attachment at any time during the course of the MSc study, with mutual agreement between the course supervisor and the field tutor. Opportunity and selection of the interested industry can be initiated by the students and/or recommended by the course supervisor. Students should engage in not less than 100 hours of field placement to be agreed upon by your supervisor and field tutor. During the attachment period students are required to conduct a specialized project and submit a project report at the end for grading purpose. Performance observation report from the field tutor is also an integral part of the course assessment. Students must have obtained written approval from the Programme Director at least one term in advance before being accepted to the course.

SSPA6701 專題研習

本科目的目的是讓學生在運動科學和體力活動的選定領域中，進行進階的個人專題研習。學生將可跟據自己感興趣的領域回顧文獻，並為編寫專題論文作準備。專題例子包括：運動推廣、體適能、將運動和體力活動應用至社會心理學層面、身體活動的測量和評估、監測、運動訓練學、行政管理、體育以及健康教育等。學生應按導師規定或批准的書目閱讀，並定期與導師溝通。本科以學生閱讀進度及完成課程要求的程度作評估。

SSPA6701 Guided Studies

The purpose of this course is to allow the students to pursue advanced guided individual study in selected areas of Sports Science and Physical Activity. 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 exercise promotion, health related fitness, psycho-social application in sports and physical activity, physical activity measurement and evaluation, surveillance, sports training and coaching, administration, physical education as well as health and wellness education, 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.

SSPA6900 專題研究

專題研究旨在培養學生在運動科學及體力活動領域中進行獨立研究的能力。學生可繼導師指導下的研究討論會及專題研習這些科目後更跨進一步。我們期望學生的研究領域是他們自己感興趣並且原創的，任何與課程相關的題目都可以是研究的主題。研究開展前，學生須得到課程委員會的同意，並須確保具備必要設施進行研究，亦要確認合適的導師。專題研究必須解決一個明確的問題，並須引用相關文獻、設計合適的實驗和解決方法、並對研究結果作出合理的解釋。完成專題研究後，學生應能：1）計劃一個專題研究；2）帶著專業和道德的操守進行研究；3）以書面形式有效地展示研究；4）展示對相關領域的深入瞭解。（兼讀制學生須在第一學年取得累積 GPA3.0 或

以上才符合資格選修專題研究）。

SSPA6900　　　　Research Project

The Research Project aims to develop the student's ability to conduct independent research in the area of Sports Science and Physical Activity. It represents a step beyond the tutor directed Research Colloquia 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. (Part-time students who obtain accumulative GPA of 3.0 or above in their first year of attendance are eligible to take the course).

SSPE6701　　　　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。

SSPE6701　　　　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.

SSPE6901　　　　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)

SSPE6901　　　　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.)

TESL6501　　　　　英語教學：課程及教學法

本科涵蓋與 TESOL (對母語為非英語人士的英語教學) (一)課程和(二)教學法相關的基本概念。第一部分旨在提供與英語教學課程重要理論和議題有關的概論，重點介紹課程設計、實施和評估方面的內容。第二部分涵蓋語言教學法的概述，以及針對聽、說、讀和寫的教學法。本科學生應積極參與教學示範，以便更好地領悟及反思所介紹的不同教學法。

TESL6501　　　　　TESOL Curriculum & Methodology

This course covers the fundamental concepts related to (I) the TESOL curriculum and (II) English language teaching methodology. Part I aims to provide general coverage of important theories and issues concerning the curriculum with an emphasis on curricular design, implementation, and evaluation. Part II comprises an overview of various major language teaching methods as well as those specific to listening, reading, speaking, and writing. Students are expected to participate actively in teaching demonstrations in order to better grasp and reflect on the different approaches introduced.

TESL6502　　　　　第二語言習得

本科目側重於有關二語習得的一些當代理論和問題，旨在為學生在研究和教學中的應用做好準備。主題將包括但不限於與二語習得相關的內部因素、外部因素、社會文化因素、認知、元認知和學習策略等，並介紹二語習得領域的最新研究進展，幫學生更好地了解二語習得理論及實際應用。學生將需要閱讀研究文章，以便為二語習得理論及其應用打下堅實的基礎。

TESL6502　　　　　Second Language Acquisition

This course focuses on a number of contemporary theories and issues in second language acquisition (SLA) with the aim of preparing students for applications both in research and teaching. Topics will include, but are not limited to, internal factors, external factors, sociocultural aspects, cognition, metacognition, and learning strategies related to SLA. Recent research developments in the field in SLA will also be introduced for students to better understand practical applications of SLA theories. Students will be expected to read research articles in order to develop a solid foundation in SLA theories and their applications.

TESL6503　　　　　第二語言評估

本科目向學生介紹第二語言評估的理論基礎和關鍵概念，例如信度、效度、真實性和反撥。它檢查測試設計和評估的基本原則，使學生具備構建、評論、調整和評分語言測試、進行測試項目分析以及報告和解釋測試結果的技能。本科目將討論與總結性和形成性評估、學習評估、和替代性評估相關的語言評估，並特別提到如何使用評估來

支持課堂教學。學生將獲得動手實踐的機會，並根據語言評估的最佳實踐批判性地反思傳統的評估方法。

TESL6503　　　　Second Language Assessment

This course introduces students to theoretical foundations and key concepts of second language assessment, such as reliability, validity, authenticity and washback. It examines basic principles of test design and evaluation and equips students with skills to construct, critique, adapt and score language tests, to conduct test item analysis, and to report and interpret test results. The course also discusses language assessment in relation to summative and formative assessment, assessment of, for and as learning, and alternative assessment, with specific reference to how assessment can be used to support classroom instruction. Students will be provided with opportunities for hands-on practice and to reflect critically on conventional assessment approaches in the light of best practices in language assessment.

TESL6504　　　　TESOL 的研究方法

本科目將會介紹 TESOL 中的研究方法，目的是讓學生能夠在實驗設計，數據收集方法以及分析流程等不同方面對實驗研究進行評估。首先，此科目將會闡述 TESOL 領域中主要的研究傳統，尤其是基於課堂的實踐研究。除此之外，本科目還將討論一系列數據收集方法以及他們內部，外部的效度和信度。本科的學生們將會研究真實的數據以獲得在定性和定量分析方面的實用技能。完成本科目需要學生們定期閱讀學術期刊中的文章，以建立起他們對當前研究問題的認識並逐漸發展自己的研究興趣。

TESL6504　　　　Research Methods in TESOL

This course introduces research methods in TESOL with the goal of equipping students with the knowledge and skills to evaluate research in terms of appropriate research design, data collection instruments, and analytical procedures. The first part of the course discusses the major research traditions in TESOL, with a particular focus on classroom-based, practitioner research. The second part of the course examines a range of data collection techniques in relation to concepts such as internal/external reliability and validity. Authentic data will also be provided to students so that they can gain practical skills in qualitative and quantitative data analysis. Throughout the course, students will be expected to regularly read articles in academic journals with the aim of building an awareness of current research issues and developing their own research interests.

TESL6600　　　　獨立研究計劃

通過承擔一個獨立的研究計劃，本科目為學生提供了探索一個 TESOL 重要問題的機會。在導師的指導下，學生將根據個人情況構思、設計並完成研究性學習。他們將調查相關文獻，制定研究問題，制定適當的方法設計，收集數據，進行關鍵數據分析，並在 8,000 到 10,000 字的論文中報告研究。在開始研究之前，學生將提交一份研究提案，其中包括文獻綜述、研究問題、方法和實施計劃。

TESL6600　　　　Independent Research Project

This course provides an opportunity for students to explore a significant issue in TESOL (Teaching English to Speakers of Other Languages) through undertaking an independent

research project. Under the guidance of a supervisor, students will conceive, design and carry to completion the research study on an individual basis. They will survey relevant literature, formulate research questions, work out an appropriate methodological design, gather data, engage in critical data analysis, and report on the study in a dissertation of 8,000 to 10,000 words. Before embarking on the study, students will submit a research proposal that includes a literature review, research questions, methodology, and an implementation plan.

Remarks
Course is phased out and will not be offered starting from 2021-22.
#Course is phased out and will not be offered starting from 2022-23.*