

科目總表

Course List

以下科目總表僅供參考，各科目並非每年開設，請留意課程辦事處每學年之公佈。

The course list below is for reference only. The offering of courses varies from year to year. Please check with the Programme Office for details.

編號 Code	科目名稱 Course Title	學分 Unit
學位教師教育文憑課程		
Postgraduate Diploma in Education Programme		
PGDE 5001 & PGDE 5101	分科課程與教學法：中國語文科（主修） Subject Curriculum and Teaching (Major: Chinese Language)	3.5
PGDE 5002 & PGDE 5102	分科課程與教學法：英文科（主修） Subject Curriculum and Teaching (Major: English)	3.5
PGDE 5003 & PGDE 5103	分科課程與教學法：中史科（主修） Subject Curriculum and Teaching (Major: Chinese History)	3.5
PGDE 5004 & PGDE 5104	分科課程與教學法：世史科（主修） Subject Curriculum and Teaching (Major: History)	3.5
PGDE 5005 & PGDE 5105	分科課程與教學法：地理科（主修） Subject Curriculum and Teaching (Major: Geography)	3.5
PGDE 5006 & PGDE 5106	分科課程與教學法：經濟科（主修） Subject Curriculum and Teaching (Major: Economics)	3.5
PGDE 5008 & PGDE 5108	分科課程與教學法：數學科（主修） Subject Curriculum and Teaching (Major: Mathematics)	3.5
PGDE 5009 & PGDE 5109	分科課程與教學法：物理科（主修） Subject Curriculum and Teaching (Major: Physics)	3.5
PGDE 5010 & PGDE 5110	分科課程與教學法：化學科（主修） Subject Curriculum and Teaching (Major: Chemistry)	3.5
PGDE 5011 & PGDE 5111	分科課程與教學法：生物科（主修） Subject Curriculum and Teaching (Major: Biology)	3.5
PGDE 5014 & PGDE 5114	分科課程與教學法：音樂科（主修） Subject Curriculum and Teaching (Major: Music)	3.5
PGDE 5015 & PGDE 5115	分科課程與教學法：宗教科（主修） Subject Curriculum and Teaching (Major: Religious Studies)	3.5
PGDE 5018 & PGDE 5118	分科課程與教學法：體育科（主修） Subject Curriculum and Teaching (Major: Physical Education)	3.5
PGDE 5019 & PGDE 5119	分科課程與教學法：普通話科（主修） Subject Curriculum and Teaching (Major: Putonghua)	3.5
PGDE 5020 & PGDE 5120	分科課程與教學法（主修：公民與社會發展科） Subject Curriculum and Teaching (Major: Citizenship and Social Development)	3.5
PGDE 5021 & PGDE 5121	分科課程與教學法：視覺藝術科（主修） Subject Curriculum and Teaching (Major: Visual Arts)	3.5
PGDE 5022 & PGDE 5122	分科課程與教學法：資訊及通訊科技科（主修） Subject Curriculum and Teaching (Major: Information and Communication Technology)	3.5

PGDE 5023 & PGDE 5123	分科課程與教學法：企業、會計與財務概論科（主修） Subject Curriculum and Teaching (Major: Business, Accounting and Financial Studies)	3.5
PGDE 5031 & PGDE 5131	分科課程與教學法：視覺藝術科（副修） Subject Curriculum and Teaching (Minor: Visual Arts)	1.5
PGDE 5134	分科課程與教學法：（副修：公民與社會發展科） Subject Curriculum and Teaching (Minor: Citizenship and Social Development)	1.5
PGDE 5035 & PGDE 5135	分科課程與教學法：資訊及通訊科技科（副修） Subject Curriculum and Teaching (Minor: Information and Communication Technology)	1.5
PGDE 5036 & PGDE 5136	分科課程與教學法：企業、會計與財務概論科（副修） Subject Curriculum and Teaching (Minor: Business, Accounting and Financial Studies)	1.5
PGDE 5043 & PGDE 5143	分科課程與教學法：中史科（副修） Subject Curriculum and Teaching (Minor: Chinese History)	1.5
PGDE 5044 & PGDE 5144	分科課程與教學法：世史科（副修） Subject Curriculum and Teaching (Minor: History)	1.5
PGDE 5045 & PGDE 5145	分科課程與教學法：地理科（副修） Subject Curriculum and Teaching (Minor: Geography)	1.5
PGDE 5046 & PGDE 5146	分科課程與教學法：經濟科（副修） Subject Curriculum and Teaching (Minor: Economics)	1.5
PGDE 5048 & PGDE 5148	分科課程與教學法：數學科（副修） Subject Curriculum and Teaching (Minor: Mathematics)	1.5
PGDE 5049 & PGDE 5149	分科課程與教學法：物理科（副修） Subject Curriculum and Teaching (Minor: Physics)	1.5
PGDE 5050 & PGDE 5150	分科課程與教學法：化學科（副修） Subject Curriculum and Teaching (Minor: Chemistry)	1.5
PGDE 5051 & PGDE 5151	分科課程與教學法：生物科（副修） Subject Curriculum and Teaching (Minor: Biology)	1.5
PGDE 5054 & PGDE 5154	分科課程與教學法：音樂科（副修） Subject Curriculum and Teaching (Minor: Music)	1.5
PGDE 5055 & PGDE 5155	分科課程與教學法：宗教科（副修） Subject Curriculum and Teaching (Minor: Religious Studies)	1.5
PGDE 5157	分科課程與教學法：綜合科學科（副修） Subject Curriculum and Teaching (Minor: Integrated Science)	1.5
PGDE 5059 & PGDE 5159	分科課程與教學法：普通話科（副修） Subject Curriculum and Teaching (Minor: Putonghua)	1.5
PGDE 5162	學生活動設計與實施 Design and Implementation of Student Activities	1.5
PGDE 5164	課程設計原理 Principles of Curriculum Design	1.5
PGDE 5170	課程評鑑：從評估到自我評鑑 Curriculum Evaluation: From Assessment to Self-evaluation	1.5
PGDE 5171	教學模式導論 Introduction to Models of Teaching	1.5
PGDE 5172	資訊及通訊科技教學 Teaching and Learning with Information and Communication Technology	1.5
PGDE 5173	中學 STEM 課程設計與實踐 Design and Implementing STEM Education in Secondary Schools	1.5

PGDE 5191	專題研究：課程與教學 Individual Project: Curriculum & Teaching Method	1.5
PGDE 5206	環境教育 Environmental Education	1.5
PGDE 5211	學校教育的架構和過程 Structure and Process of Schooling	1.5
PGDE 5213	香港教育政策與實踐 Educational Policy & Practice in Hong Kong	1.5
PGDE 5221	華人社會的教育改革 Educational Reform in Chinese Societies	1.5
PGDE 5222	價值與道德教育 Values and Moral Education	1.5
PGDE 5224	公民教育 Citizenship Education	1.5
PGDE 5226	教師發展與領導 Teacher Development and Leadership	1.5
PGDE 5228	學校教育的法律議題 Legal Issues in School Education	1.5
PGDE 5230	媒體素養與傳媒教育 Media Literacy and Media Education	1.5
PGDE 5231	回首來時路：香港教育的歷史脈絡 From whence we came: The Historical Contexts of Hong Kong Education	1.5
PGDE 5232	家校社區協作處理學習差異 Home-school-community Collaboration for Managing Learning Diversity	1.5
PGDE 5233	教育與經濟發展導論 Education and Economic Development: An Introduction	1.5
PGDE 5234	教學專業的倫理及專業標準 Ethics and Professional Standards for the Teaching Profession	1.5
PGDE 5235	學校改進：理論與實踐 School Improvement: Theory and Practice	1.5
PGDE 5236	生命教育及意義追尋 Life Education and Pursuit of Meaning	1.5
PGDE 5291	專題研究：社會、制度與組織 Individual Project: Society, Institution and Organization	1.5
PGDE 5311	教學心理學 Psychology of Learning and Teaching	1.5
PGDE 5312	青少年發展 Adolescent Development	1.5
PGDE 5313	中學輔導 Guidance and Counselling in Secondary Schools	1.5
PGDE 5314	理解和編製學業成就測驗 Understanding and Developing Achievement Tests in Secondary Schools	1.5
PGDE 5315	中學課室管理及訓育工作 Classroom Management and Discipline in Secondary Schools	1.5
PGDE 5316	支援有特殊教育需要的中學生 Supporting Secondary School Students with Special Educational Needs	1.5
PGDE 5318	中學性教育 Sex Education in Secondary Schools	1.5
PGDE 5319	教師的個人成長 Personal Growth of Teachers	1.5

PGDE 5320*	支援有特殊教育需要的中學生 Supporting Secondary School Students with Special Educational Needs	2.5
PGDE 5321	教育中的正向心理學 Positive Psychology in Education	1.5
PGDE 5391	專題研究：教育心理與輔導 Individual Project: Psychology and Counselling	1.5
PGDE 5901	教學實習 Teaching Practicum	3
學位教師教育文憑（小學）課程 Postgraduate Diploma in Education (Primary) Programme		
PGDP 5001 & PGDP 5101	分科課程與教學法：中國語文科（主修） Subject Curriculum and Teaching (Major: Chinese Language)	3.5
PGDP 5002 & PGDP 5102	分科課程與教學法：英文科（主修） Subject Curriculum and Teaching (Major: English)	3.5
PGDP 5003 & PGDP 5103	分科課程與教學法：數學科（主修） Subject Curriculum and Teaching (Major: Mathematics)	3.5
PGDP 5004 & PGDP 5104	分科課程與教學法：常識科（主修） Subject Curriculum and Teaching (Major: General Studies)	3.5
PGDP 5006 & PGDP 5106	分科課程與教學法：音樂科（主修） Subject Curriculum and Teaching (Major: Music)	3.5
PGDP 5008 & PGDP 5108	分科課程與教學法：視覺藝術科（主修） Subject Curriculum and Teaching (Major: Visual Arts)	3.5
PGDP 5009 & PGDP 5109	分科課程與教學法：體育科（主修） Subject Curriculum and Teaching (Major: Physical Education)	3.5
PGDP 5113	分科課程與教學法：數學科（副修） Subject Curriculum and Teaching (Minor: Mathematics)	1.5
PGDP 5114	分科課程與教學法：常識科（副修） Subject Curriculum and Teaching (Minor: General Studies)	1.5
PGDP 5115	分科課程與教學法：普通話科（副修） Subject Curriculum and Teaching (Minor: Putonghua)	1.5
PGDP 5116	分科課程與教學法：音樂科（副修） Subject Curriculum and Teaching (Minor: Music)	1.5
PGDP 5118	分科課程與教學法：視覺藝術科（副修） Subject Curriculum and Teaching (Minor: Visual Arts)	1.5
PGDP 5201	課程設計與原理 Principles of Curriculum Design	1.5
PGDP 5203	學生活動設計與實施 Design and Implementation of Student Activities	1.5
PGDP 5206	教學模式導論 Introduction to Models of Teaching	1.5
PGDP 5207	資訊及通訊科技教學 Teaching and Learning with Information and Communication Technology	1.5
PGDP 5208	課程評鑑導論 Introduction to Curriculum Evaluation	1.5
PGDP 5209	兒童文學與讀寫能力發展 Children's Literature and Literacy Development	1.5
PGDP 5210	以遊戲作為兒童綜合學習的策略 Play as an Integrated Learning Strategy for Children	1.5
PGDP 5211	小學 STEM 課程設計與實踐 Design and Implementing STEM Education in Primary Schools	1.5

PGDP 5290	專題研究：課程與教學 Individual Project: Curriculum and Teaching Method	1.5
PGDP 5301	學校教育的架構和過程 Structure and Process of Schooling	1.5
PGDP 5306	香港教育政策與實踐 Educational Policy & Practice in Hong Kong	1.5
PGDP 5310	公民教育 Citizenship Education	1.5
PGDP 5311	華人社會的教育改革 Education Reform in Chinese Societies	1.5
PGDP 5312	價值與道德教育 Values and Moral Education	1.5
PGDP 5313	學校教育的法律議題 Legal Issues in School Education	1.5
PGDP 5314	教師發展與領導 Teacher Development and Leadership	1.5
PGDP 5316	傳媒教育概論 An Introduction to Media Education	1.5
PGDP 5317	回首來時路：香港教育的脈絡 From whence we came: The Historical Contexts of Hong Kong Education	1.5
PGDP 5318	教學專業的倫理及專業標準 Ethics and Professional Standards for the Teaching Profession	1.5
PGDP 5390	專題研究：社會、制度與組織 Individual Project: Society, Institution and Organization	1.5
PGDP 5401	教學心理學 Psychology of Learning and Teaching	1.5
PGDP 5402	兒童心理發展 Psychological Development of the Child	1.5
PGDP 5403	學生輔導 Guidance and Counseling in Schools	1.5
PGDP 5404	課室管理及學校訓育工作 Classroom Management and School Discipline	1.5
PGDP 5405	支援有特殊教育需要的小學生 Supporting Primary School Students with Special Educational Needs	1.5
PGDP 5406	學校性教育 Sex Education in Schools	1.5
PGDP 5407	理解和編製學校成就測驗 Understanding and Developing School Achievement Tests	1.5
PGDP 5408	兒童輔導 Counselling Children	1.5
PGDP 5409*	支援有特殊教育需要的小學生 Supporting Primary School Students with Special Educational Needs	2.5
PGDP 5490	專題研究：教育心理與輔導 Individual Project: Psychology and Counselling	1.5
PGDP 5901	教學實習 Teaching Practicum	3
學位教師教育文憑（幼兒教育）課程 Postgraduate Diploma in Education (Early Childhood Education) Programme		
PGDC 5001 & PGDC 5101	幼兒教育的課程與教學 Early Childhood Education: Curriculum and Teaching	3.5

PGDC 5201	幼兒教育的基礎 Foundations of Early Childhood Education	1.5
PGDC 5202	幼兒創意藝術 Creative Arts for Early Childhood	1.5
PGDC 5203	幼兒教育中的遊戲教學 Teaching and learning through play in Early Childhood Education	1.5
PGDC 5301	幼兒教育管理及其持續發展 Educational Management and Sustainable Development of Early Childhood Settings	1.5
PGDC 5302	家長參與幼童的教育 Parental Involvement in Young Children's Education	1.5
PGDC 5303	教學專業的倫理及專業標準 Ethics and Professional Standards for the Teaching Profession	1.5
PGDC 5401	兒童早期發展 Early Childhood Development	1.5
PGDC 5402	支援有不同學習需要的幼童 Supporting Young Children with Diverse Needs	1.5
PGDC 5501	幼兒基礎活動和節奏律動教學 Teaching Fundamental Movement Skills and Rhythmic Activity for Young Children	1.5
PGDC 5901	教學實習 Teaching Practicum	3

* 適用於 2024-25 年度及以後入學之學生 *Applicable to students admitted in 2024-25 and thereafter*

學科概要

Course Description

按科目編號排序 In course code sequence

微格習教 Micro-teaching

下列「分科課程與教學法（主修）」各科，授課內容均包含「微格習教」部份。微格習教乃有系統之小型教學練習，通常以小組形式進行。其特點為：第一、每次練習時間短（約五分鐘）；第二、學生人數少（約數名模擬「學生」）；第三、每次只練習一種教學技巧，如「引起動機」、「發問」、「總括」、「體態語」...等。練習時錄影，事後學生可在導師指導下自行反覆仔細觀察，及分析其練習時之表現，藉以改進其教學方法，同時協助掌握其對該項教學技巧。訓練方法乃根據各「分科課程」教師的教學原則。

Micro-teaching is a part of the SCT (major) courses. It is a systematic scale-down training method in teaching, and is usually conducted in groups. The characteristics are: (1) time is short (usually taking about 5 minutes in training one specific teaching skill); (2) number of students is small (about 3-5 students as "simulated pupils"); (3) teaching skills can be trained and practised individually, e.g. motivation, questioning, closure, body language... The training is recorded, then played back for analysis. The trainee-teacher reteaches the same skill until it is mastered. Method of training depends on the instructor's teaching principle.

PGDE 5001 & 5101 分科課程與教學法：中國語文科（主修）

促進中學中文教師對中國語文課程之認識及專業修養，並進一步提高其教學水準。講授及研討範圍則包括中國語文科之教學目標、教材選擇、教案編製、教具製作、教學方法、成績考查、課外活動等方面之理論與實踐。

PGDE 5001 & 5101 Subject Curriculum and Teaching (Major: Chinese Language)

This course is designed to equip the students with essential techniques and knowledge in the teaching of Chinese Language. It will focus on the following topics: (1) objectives of Chinese Language teaching; (2) preparation of teaching material; (3) lesson planning; (4) teaching tools; (5) teaching methods; (6) evaluation; and (7) extra-curricular activities.

PGDE 5002 & 5102 分科課程與教學法：英文科（主修）

本科旨在培養學員於面對語言及語言教學理論不斷更新的環境中，能發展自己的能力，並增進學員對課室實際教學、研究和自我評價，以及對語言課程的設計、實施和評鑑的認識。同時也探討以下各項課題：（一）文法、聽、說、讀、寫的教學；（二）為學生參加公開考試作準備；（三）學生的學習動機、合作性和他們在學習過程的口頭及書面交談中所擔當的角色；（四）語言學習過程的設計；及（五）學生能力的參差和補救的需要等。

PGDE 5002 & 5102 Subject Curriculum and Teaching (Major: English)

This course seeks to equip teachers of English Language with the skills necessary for future self-development in the face of changing theories of language and language teaching/learning by offering a foundation in both areas, together with practical experience of classroom teaching, action research, self evaluation and the design, implementation and

evaluation of the language curriculum. The following topics are also covered: (1) the teaching of grammar, listening, speaking, reading and writing; (2) preparing students for public examinations; (3) student motivation, cooperative learning and the roles of spoken and written discourse in the language learning process; (4) planning the language learning process and units within it; and (5) the needs of remedial and ‘mixed ability’ language learners.

PGDE 5003 & 5103 分科課程與教學法：中史科（主修）

PGDE 5004 & 5104 分科課程與教學法：世史科（主修）

從分析歷史研習的價值出發，進而討論中學歷史科教學的目的，課程的分析與設計、有效的教學方法、教具與教材的運用、課內與課外活動及評鑑測驗技巧等。本科以講演、討論、活動及授課練習等形式進行，著重協助學員尋求符合教育目標的實際可行教學途徑。

PGDE 5003 & 5103 Subject Curriculum and Teaching (Major: Chinese History)

PGDE 5004 & 5104 Subject Curriculum and Teaching (Major: History)

This course will first examine the value of learning history and then go on to discuss the objectives of teaching the subject in secondary schools. It will also explore areas including: (1) the suitability of the existing curriculum and curriculum design; (2) effective teaching methods; (3) the use of teaching aids; (4) the planning of backing activities; and (5) examination and evaluation methods. The course consists of lecture seminars, excursions and simulated teaching sessions. Emphasis will be put on assisting students in developing practical and feasible solutions to meet educational objectives.

PGDE 5005 & 5105 分科課程與教學法：地理科（主修）

使教師深入了解地理教育趨勢及各種地理課程設計，認識如何以學生為中心，運用適當方法教學。內容包括：地理學及地理教育的發展趨勢、香港初中及高中地理課程、課內及課外教學法、教具與教材的運用、學業評鑑的方法。

PGDE 5005 & 5105 Subject Curriculum and Teaching (Major: Geography)

This course aims at helping teachers to understand more deeply the trends of geographical education and different kinds of curriculum design in geography, to learn how to adopt a student-centred approach and to use appropriate teaching strategies. The course content includes: (1) trends in geography and geographical education; (2) the junior and senior secondary curricula in Hong Kong; (3) teaching strategies in- and out-of-the-classroom; (4) use of teaching aids and other teaching materials; and (5) methods of student evaluation.

PGDE 5006 & 5106 分科課程與教學法：經濟科（主修）

本科為香港中學經濟學教師而設，旨在協助教師認識有關經濟學之教學理論及經驗，以期使學員能更有意識地認定其教學目標、編排課程、選擇適當之教學方法及設計有效之回饋及評鑑工具，冀能提高學員之教學效率。內容包括：（一）教學的宗旨與目標；（二）課程分析與設計；（三）教學方法；（四）視聽教具及教材製作；及（五）評鑑與回饋。

PGDE 5006 & 5106 Subject Curriculum and Teaching (Major: Economics)

This course is designed for local secondary economics teachers. It aims at helping teachers to teach this subject effectively. Throughout the course particular attention is given to recent developments in the following areas: (1) the objectives of economics education; (2)

curriculum design & evaluation; (3) instructional methods; (4) the design and use of audio-visual materials; and (5) the assessment of economics understanding.

PGDE 5008 & 5108 分科課程與教學法：數學科 (主修)

本科為中學數學教師而設，其中內容包括 (1) 數學教育之回顧與現狀；(2) 數學教育之目的；(3) 數學課程的演變；(4) 教學法於數學教學之運用；(5) 數學學習的心理學基礎；(6) 數學教學模式：發現學習、探究法、個別化學習、問題解決及遊戲之運用；(7) 教學準備及透過微格教學培訓課堂技巧；(8) 於數學教學中運用資訊及傳意科技；(9) 學習診斷與教學評鑑；(10) 數學教師的專業發展。

PGDE 5008 & 5108 Subject Curriculum and Teaching (Major: Mathematics)

This course is designed for mathematics teachers in secondary schools. It covers the following areas: (1) mathematics education past and present; (2) aims of mathematics education; (3) evolution of the mathematics curricula; (4) instructional theories applied to mathematics teaching; (5) psychological basis of mathematics learning; (6) models of mathematics teaching: discovery learning, inquiry method, individualized learning, problem solving and the use of games; (7) preparation of mathematics lessons and classroom techniques through micro-teaching; (8) use of information and communication technology in mathematics teaching; (9) diagnosis of learning and evaluation of instruction; and (10) professional development of mathematics teachers.

PGDE 5009 & 5109 分科課程與教學法：物理科 (主修)

本科旨在裝備學員具合適的教學策略及技巧來促進物理科教與學的效能，在整個課程中，學員會對各有關物理教育的議題進行批判性的反思。

PGDE 5009 & 5109 Subject Curriculum and Teaching (Major: Physics)

This course aims to equip participants with the appropriate pedagogical strategies and skills for effective teaching and learning of physics in secondary schools. Throughout the whole course, the participants will critically reflect on various issues related to physics education.

PGDE 5010 & 5110 分科課程與教學法：化學科 (主修)

提供中學化學教學之知識與技巧。內容包括：(一) 目標；(二) 學生心理；(三) 課程編排；(四) 教學方法；(五) 教學設備之應用；(六) 教案；(七) 測驗；及(八) 實驗室與教室管理。

PGDE 5010 & 5110 Subject Curriculum and Teaching (Major: Chemistry)

This course provides basic skills and knowledge of teaching chemistry in secondary schools. The content includes: (1) aims and purposes; (2) psychology of student behaviour; (3) curriculum; (4) teaching methods; (5) use of teaching equipment; (6) lesson planning; (7) testing and evaluation; and (8) classroom and laboratory management.

PGDE 5011 & 5111 分科課程與教學法：生物科 (主修)

認識香港及海外中學生物課程之發展，從而釐訂該科教學目標，適當運用教學設計、課堂講解、實驗考察及課外研習方法，以期完成教學任務。內容包括：(一) 生物科在中學課程中之地位及目的，與自然科學之關係；(二) 海外中學生物課程之發展及香港中學生物課程之處理；(三) 一般性生物教學及特殊性生物課題之處理。

PGDE 5011 & 5111 Subject Curriculum and Teaching (Major: Biology)

To examine the development and implementation of biology curricula in Hong Kong as well

as in overseas countries (e.g. BSCS in the U.S. and the Nuffield Biology project in the U.K.); to formulate instructional goals and objectives for secondary school biology educational; and to devise instructional plans to achieve such goals. These plans include the use of classroom, lectures, laboratory experiments and outdoor field-trips. Contents include: (1) role of Biology in secondary education and its relationship with science education; (2) development and treatment of the biology curriculum; and (3) treatment of special topics in biology education.

PGDE 5014 & 5114 分科課程與教學法：音樂科 (主修)

本科內容包括：(一) 音樂學習理論；(二) 綜合音樂活動：聆聽、創作、演奏、演唱之教學法；(三) 香港及國際文憑音樂課程；(四) 教學設計及評估；(五) 音樂教學趨勢；(六) 營造正向課室學習環境；(七) 音樂科行政工作等。

PGDE 5014 & 5114 Subject Curriculum and Teaching (Major: Music)

This course focuses on the following topics: (1) Music learning theories; (2) Teaching integrative music activities: Creating, Performing and Listening; (3) Hong Kong and IB music curriculum; (4) Lesson planning and assessment; (5) Recent trend in music teaching; (6) Fostering a positive learning environment for students; (7) Music subject administrative work etc.

PGDE 5015 & 5115 分科課程與教學法：宗教科 (主修)

本科內容包括：(一) 當前本港學校施行宗教教育之情況；(二) 當前教會學校之問題；(三) 宗教教育作為一個學科之理由；(四) 如何進行教育性之宗教教育；(五) 課程原理；及(六) 教材分析。

PGDE 5015 & 5115 Subject Curriculum and Teaching (Major: Religious Studies)

This course includes the following topics: (1) the present situation of religious education in schools in Hong Kong; (2) issues facing church schools today; (3) justification of religious education as a school subject; (4) how can educational religious education be possible? (5) theory of curriculum development; and (6) critique on teaching materials.

PGDE 5018 & 5118 分科課程與教學法：體育科 (主修)

本科內容包括：(1) 討論體育運動教學中學習者的特性與學習過程；(2) 分析本地學生的特性及體育課程內容；(3) 探討最新的體育課程模式及設計；(4) 反思體育；(5) 體育教學及課程發展的未來動向。

PGDE 5018 & 5118 Subject Curriculum and Teaching (Major: Physical Education)

This course will focus on the following topics: (1) Analysis of learners and the learning-teaching process for teaching movement and sports skills. (2) Diagnose of local students' characteristics and content selection in physical education programme. (3) Analysis of current physical education curriculum models and designs. (4) Reflection of teaching in physical education. (5) Future development of physical education teaching and curriculum.

PGDE 5019 & 5119 分科課程與教學法：普通話科 (主修)

本科旨在指導學生學習中學普通話科的教學，內容包括：(一) 與普通話有關的語音知識；(二) 中學普通話科的教學法與教學設計；(三) 普通話的正音技巧。選修者必須能說普通話。

PGDE 5019 & 5119 Subject Curriculum and Teaching (Major: Putonghua)

This course aims at equipping students with basic skill and knowledge in teaching Putonghua. The following topics are included: (1) the phonetics of Putonghua; (2) teaching methods and lesson planning; and (3) correction of speech errors in Putonghua. Speaking Putonghua is a prerequisite.

PGDE 5020 & 5120 分科課程與教學法 (主修：公民與社會發展科)

本科將包括以下主要課程與教學內容幫助學員了解公民與社會發展科的課程設計、教學策略及課程實施情況。內容包括：(1) 課程理念；(2) 香港公民與社會發展科的背景及發展方向；(3) 議題為本及其他教與學模式；(4) 高階思維的培養；(5) 開發教材；(6) 課堂互動及學習評估；(7) 延伸學習；(8) 教學法（教學設計、微格教學及試教）。

PGDE 5020 & 5120 Subject Curriculum and Teaching (Major: Citizenship and Social Development)

This course consists of following Curriculum and Teaching components to facilitate participants with better understanding about the curriculum design, teaching strategies and curriculum implementation Citizenship and Social Development. It covers: (i) curriculum objectives; (ii) background and future development of Citizenship and Social Development curriculum in Hong Kong; (iii) issue-based and other teaching and learning strategies; (iv) cultivation of high-order thinking; (v) development of teaching materials; (vi) classroom interaction and learning evaluation; (vii) extended learning; (viii) pedagogical methodologies (teaching designs, microteaching and practical teaching).

PGDE 5021 & 5121 分科課程與教學法：視覺藝術科 (主修)

本課程目的在於裝備學生成為合資格的中學視覺藝術老師，培養他們所需知識和技能，甚而學習成為學科負責人。作為一個合資格的視覺藝術老師，必須熟悉現今課程，才能剪裁合適的校本課程提供與不同學習需要的學生。

PGDE 5021 & 5121 Subject Curriculum and Teaching (Major: Visual Arts)

This course aims at equipping students with the necessary knowledge and skills to be a qualified visual arts teacher or even a panel head in secondary school. As a qualified visual arts teacher, they should be familiar with the present visual arts curriculum and hence they can tailor-make and provide school-based curriculum to different students.

PGDE 5022 & 5122 分科課程與教學法：資訊及通訊科技科 (主修)

本科提供中學資訊及通訊科技科教學之知識及技巧，其內容包括：(一) 香港資訊及通訊科技科之課程發展、目標、內容、學習活動及評鑑；(二) 教學計劃、教學方法、教室與電腦室之管理；(三) 高中資訊及通訊科技課程之專題處理。

PGDE 5022 & 5122 Subject Curriculum and Teaching (Major: Information & Communication Technology)

This course provides basic teaching skills and pedagogical knowledge of the Information and Communication Technology (ICT) subjects in secondary education. It includes (1) the development of the curricula in Hong Kong, the aims, objectives, learning activities and assessments; (2) instructional plans, teaching methods, classroom and laboratory management; (3) treatment of selected topics in the ICT curriculum in the senior secondary education.

PGDE 5023 & 5123 分科課程與教學法：企業、會計與財務概論科 (主修)

本課程旨在向學生教授中學企業、會計與財務概論科(BAFS)之教學方法、概念和技巧，讓學生將教學知識、方法和技巧融入於教學實踐裡。並且通過參與各種學習活動和課堂討論，包括批判性思考，將鼓勵學生發展出他們自己個人的教學方法。

PGDE 5023 & 5123 Subject Curriculum and Teaching (Major: Business, Accounting & Financial Studies)

This course introduces students to principles, concepts and techniques of teaching Business, Accounting and Financial Studies (BAFS) at secondary schools. It aims at enabling students to integrate knowledge of teaching methodology and skills in practical teaching, subject curriculum and assessment. Through taking part in various learning tasks and classroom discussions and engaging in critical reflection, students will be encouraged to develop their personal theory of teaching.

PGDE 5031 & 5131 分科課程與教學法：視覺藝術科 (副修)

學科概要詳見 PGDE 5021 & 5121

PGDE 5031 & 5131 Subject Curriculum and Teaching (Minor: Visual Arts)

See PGDE 5021 & 5121 for course description

PGDE 5134 分科課程與教學法：(副修：公民與社會發展科)

根據新高中課程中對公民與社會發展科的指引，本副修科是為了令學員對議題為本的教學與跨學科學習之間的關係獲得基本的認識。內容包括：議題為本學習的策略、開發相關的教材、課堂互動及教學法、以及本科目的評鑑。

PGDE 5134 Subject Curriculum and Teaching (Minor: Citizenship and Social Development)

With reference to the Citizenship and Social Development curriculum guide (New Senior Secondary Curriculum), this course is designed to provide opportunities for participants to acquire a basic understanding of the relationship between issue-based teaching and multidisciplinary learning, covering the following aspects: strategies for issue-based learning, development of teaching materials, classroom interaction and pedagogical methodologies, and assessment in this subject.

PGDE 5035 & 5135 分科課程與教學法：資訊及通訊科技科 (副修)

學科概要詳見 PGDE 5022 & 5122

PGDE 5035 & 5135 Subject Curriculum and Teaching (Minor: Information & Communication Technology)

See PGDE 5022 & 5122 for course description

PGDE 5036 & 5136 分科課程與教學法：企業、會計與財務概論科 (副修)

學科概要詳見 PGDE 5023 & 5123

PGDE 5036 & 5136 Subject Curriculum and Teaching (Minor: Business, Accounting & Financial Studies)

See PGDE 5023 & 5123 for course description

PGDE 5043 & 5143 分科課程與教學法：中史科 (副修)

學科概要詳見 PGDE 5003 & 5103

PGDE 5043 & 5143 Subject Curriculum and Teaching (Minor: Chinese History)

See PGDE 5003 & 5103 for course description

PGDE 5044 & 5144 分科課程與教學法：世史科 (副修)

學科概要詳見 PGDE 5004 & 5104

PGDE 5044 & 5144 Subject Curriculum and Teaching (Minor: History)

See PGDE 5004 & 5104 for course description

PGDE 5045 & 5145 分科課程與教學法：地理科 (副修)

學科概要詳見 PGDE 5005 & 5105

PGDE 5045 & 5145 Subject Curriculum and Teaching (Minor: Geography)

See PGDE 5005 & 5105 for course description

PGDE 5046 & 5146 分科課程與教學法：經濟科 (副修)

學科概要詳見 PGDE 5006 & 5106

PGDE 5046 & 5146 Subject Curriculum and Teaching (Minor: Economics)

See PGDE 5006 & 5106 for course description

PGDE 5048 & 5148 分科課程與教學法：數學科 (副修)

學科概要詳見 PGDE 5008 & 5108

PGDE 5048 & 5148 Subject Curriculum and Teaching (Minor: Mathematics)

See PGDE 5008 & 5108 for course description

PGDE 5049 & 5149 分科課程與教學法：物理科 (副修)

學科概要詳見 PGDE 5009 & 5109

PGDE 5049 & 5149 Subject Curriculum and Teaching (Minor: Physics)

See PGDE 5009 & 5109 for course description

PGDE 5050 & 5150 分科課程與教學法：化學科 (副修)

學科概要詳見 PGDE 5010 & 5110

PGDE 5050 & 5150 Subject Curriculum and Teaching (Minor: Chemistry)

See PGDE 5010 & 5110 for course description

PGDE 5051 & 5151 分科課程與教學法：生物科 (副修)

學科概要詳見 PGDE 5011 & 5111

PGDE 5051 & 5151 Subject Curriculum and Teaching (Minor: Biology)

See PGDE 5011 & 5111 for course description

PGDE 5054 & 5154 分科課程與教學法：音樂科 (副修)

學科概要詳見 PGDE 5014 & 5114

PGDE 5054 & 5154 Subject Curriculum and Teaching (Minor: Music)

See PGDE 5014 & 5114 for course description

PGDE 5055 & 5155 分科課程與教學法：宗教科（副修）

學科概要詳見 PGDE 5015 & 5115

PGDE 5055 & 5155 Subject Curriculum and Teaching (Minor: Religious Studies)

See PGDE 5015 & 5115 for course description

PGDE 5157 分科課程與教學法：綜合科學科（副修）

了解綜合自然科學科教學的理論基礎，實踐實驗探究式的教學法，及統籌綜合自然科學科之教學策略，內容包括：（一）綜合之意義及目的；（二）教學法之理論基礎；（三）實驗室安全管理；（四）科學探究；（五）自製實驗用具及實驗材料搜集。

PGDE 5157 Subject Curriculum and Teaching (Minor: Integrated Science)

This course examines the theoretical foundation of the teaching of Integrated Science, exercises the experimental discovery teaching approach and synthesizes different instructional strategies in teaching science. The course covers: (1) meaning and purpose of Integration; (2) Basic theories of science teaching; (3) Laboratory safety and laboratory management; (4) scientific inquiry; (5) Resources & homemade equipment.

PGDE 5059 & 5159 分科課程與教學法：普通話科（副修）

學科概要詳見 PGDE 5019 & 5119

PGDE 5059 & 5159 Subject Curriculum and Teaching (Minor: Putonghua)

See PGDE 5019 & 5119 for course description

PGDE 5162 學生活動設計與實施

學生活動不單是「課外」的活動，更是學校課程不可或缺的環節，在學校生活中，最令學生印象深刻及難忘。隨著整體課程發展，香港學校的課外活動、學科活動、跨學科及綜合活動、全方位學習活動日漸受到重視，成為每一位教育工作者都肩負著的工作之一。如何設計及實施安全而有意義的學生活動，成為當今教育工作者實踐教育的必要條件。本科旨在協助學員掌握學生活動的設計與實施的知識及技能，在學校課程內提昇活動過程及成果以符合教育期望；同時透過課堂活動，讓學員考慮安全及保險情況，兼顧風險評估。

PGDE 5162 Design and Implementation of Student Activities

Contrary to common belief, student activities are not “supplementary” to school curriculum. They comprise an indispensable part of the school curriculum and often a significant part of students’ memories of school life. As the Hong Kong school curriculum reforms, greater significance is focused on extra-curricular, academic, cross-curricular, integrated curricular and life-wide learning activities. Organizing student activities is an integral duty of educators nowadays, and it is a pre-requisite that they know how to design and implement student activities that are both safe and meaningful. This course aims to equip students with knowledge and skills required in design and implementation of student activities. The ultimate goal is to enhance both the processes and outcomes of student activities in the school curriculum and meet educational expectations on student learning through activities. Another aim is to heighten students’ awareness of safety and insurance issues in risk assessment through class activities.

PGDE 5164 課程設計原理

本課程旨在介紹課程發展各階段的主要理念及技巧，當中包括設計、實施及評鑑。為

了讓學員了解香港現行課程發展情況及找出改善方法，本課程將會討論現時中學課程發展的問題。

PGDE 5164 Principles of Curriculum Design

This course aims at introducing the key concepts and techniques of curriculum development which involves designing, implementing and evaluating a curriculum. In order to help student teachers understand the present curriculum development situation in Hong Kong and identify ways of improving it, current issues in curriculum development in secondary schools will be discussed.

PGDE 5170 課程評鑑：從評估到自我評鑑

每位教師都必須評估學生的學習及評鑑學校課程的質素，這兩項相關工作是教師專業職責的一部份。本科旨在促進職前或在職教師研習學生評估和課程評鑑，從而改進課堂的教學。內容包括：(1) 學校課程評估和評鑑的概念；(2) 促進學習的評估和作為學習的評估；(3) 另類評估的運用；(4) 課程評鑑方法。

PGDE 5170 Curriculum Evaluation: From Assessment to Self-evaluation

Assessment of student learning and evaluation of the quality of school curriculum are two interrelated professional responsibilities of every teacher. This course aims to facilitate pre-service or in-service teachers to improve instruction through better assessment of students and evaluation of their curricula. Topics include: (1) the concepts of assessment and evaluation; (2) assessment for / as learning; (3) the use of alternative assessments; (4) the implementation of curriculum evaluation.

PGDE 5171 教學模式導論

掌握多種教學策略有助於促進教師的專業發展，提升教師的課堂教學效能。本科旨在協助學員瞭解不同類型的教學模式和教學取向，如資訊處理模式、個人化模式、社會互動模式、行為模式、建構主義教學與轉化型教學等。本科還將帶領學員反思自己的教學取向或當前學校中的教學實踐，從而思考如何改善課堂教學。

PGDE 5171 Introduction to Models of Teaching

Knowing well about different teaching strategies can facilitate teachers' professional development and enhance the effectiveness of their classroom teaching. This course provides students an overview of diverse teaching strategies and pedagogical orientations, such as information-processing model, personal model, social interaction model, behavioral model, constructivist teaching and transformative pedagogy. This course also offers opportunities for students to critically reflect on their pedagogical orientations and the common practices in their real-life teaching experiences, and explore how to improve classroom teaching in local contexts.

PGDE 5172 資訊及通訊科技教學

資訊及通訊科技高速發展為老師和學生提供了新的教與學機遇。此課程旨在教導學員如何在中學教育的教學過程中融合資訊及通訊科技。內容包括：(1) 多媒體及網上教學資源的製作；(2) 電子學習與課堂教學的融合；(3) 中學資訊素養架構及發展；及(4) 利用資訊及通訊科技配合中學學科教學設計。

PGDE 5172 Teaching and Learning with Information and Communication Technology

The advancement of information and communication technology (ICT) provides teachers and students with new teaching and learning opportunities. This course aims at equipping participants with both pedagogical knowledge and technical skills to integrate ICT into the process of teaching and learning in secondary education. Topics include: (1) development of multimedia and online resources for educational use; (2) integration of multimedia and eLearning into classroom teaching; (3) information literacy framework and development at secondary school; (4) application of ICT in instructional design in the secondary teaching context.

PGDE 5173 中學 STEM 課程設計與實踐

STEM 是科學、技術、工程和數學四門學科的簡稱。STEM 課程的跨學科特點強調學生解難、創新、創意、發明和邏輯思考能力，有助學生培養 21 世紀所需的核心素養。本課程的目標在於讓學員掌握中學教育中設計和實踐 STEM 課程所需的相關教學知識和技能。內容包括與 STEM 教育相關的：(1) 歷史與發展背景；(2) 教學理念與方式；(3) 教學個案分析；(4) 教學活動設計與實踐；(5) 評估策略。

PGDE 5173 Design and Implementing STEM Education in Secondary Schools

STEM stands for Science, Technology, Engineering and Mathematics collectively. With its interdisciplinary nature, STEM education fosters problem solving, innovation, creativity, invention and logical thinking, so as to develop students' key competencies for the 21st century. This course aims at equipping participants with both pedagogical knowledge and practical skills to design and implement STEM education in secondary schools. Topics include: (1) historical background and development of STEM education; (2) pedagogical concepts and principles of STEM education; (3) case analysis of STEM teaching and learning activities; (4) design and implementation of STEM activities; and (5) assessment strategies.

PGDE 5191 專題研究：課程與教學

本科旨在訓練學員撰寫研究論文。學生以個別或小組形式，在講師之指導下，就商定之教育課題進行深入研究。(只限兼讀制學員修讀，並須由學院核准)

PGDE 5191 Individual Project: Curriculum and Teaching Method

This course aims to train students in writing research papers. Students are required to do research projects on approved topics individually or in small groups under the supervision of a lecturer. (For part-time students only, and with permission of the Faculty)

PGDE 5206 環境教育

本科內容包括：(1) 設計環境教育課程的有關概念及討論：環境教育的目標與本義；環境教育的內容；正規及非正規課程；跨學科方式與分科處理。(2) 環境教育的教學：由經驗學習副概念理解；個案研習；教授爭論性題材；教授環境價值。(3) 學校環境教育

的統籌與評估；(4) 環境教育的支援及資源；(5) 環境議題的複雜性。

PGDE 5206 Environmental Education

This course will focus on the following topics: (1) Concepts and issues in designing environmental education programmes: the aims and nature of environmental education; the content of environmental education; the formal and informal curriculum; cross-curricular approach versus separate subjects. (2) Teaching environmental education: from experiential learning to conceptual understanding; case studies; teaching controversial topics: teaching environmental values. (3) Co-ordination and evaluation of environmental education in schools. (4) Support and resources for environmental education. (5) understanding the complexity of environmental issues.

PGDE 5211 學校教育的架構和過程

學校教育是現代社會的一個重要部份。教師作為這個制度的主要參與者及貢獻者，他們必須充份了解自身在學校教育架構和過程的角色。本科旨在協助教師理解學校教育的組織和過程的本質，並透過不同的觀點去探討學校教育的架構和過程的重要方面，包括：(一) 在課室層面的師生交往；(二) 在組織層面的學校結構與文化；(三) 在社會層面的社會化與分層化機制；及(四) 在文化層面的知識的選擇與傳遞。

PGDE 5211 Structure and Process of Schooling

Schooling is an integral part of modern society. As active participants and contributors of this modern institution, teachers should have a thorough understanding of their roles in school organization and process of schooling. This course is designed to facilitate understanding of school organization and the nature of this process. It explores the nature of school organization and important dimensions of the schooling process from different perspectives: (1) at classroom level, in the form of teacher-student interaction; (2) at organizational level, in the form of school structure and culture; (3) at societal level, in the form of socializing and stratifying mechanism; and (4) at cultural level, in the form of selection and transmission of knowledge.

PGDE 5213 香港教育政策與實踐

本科旨在協助教師理解香港教育體系，及其對教師職業與工作環境的影響。本科的設計是為教師介紹各種分析工具，以便能理解及評核教育政策及其實施情況。香港的教育問題與政策會從以下兩方面作分析，其一是以國際比較觀點，其二是本地對效率與公平的關注。本科會就自 1982 年國際顧問團報告書以來的各種教育政策提議及報告作一扼要的歷史回顧，並會對以下的課題作探討：(一) 學校體系與課程；(二) 學位分配、學生篩選與考試制度；(三) 工業及職業教育；(四) 學校質素；(五) 性別與階級上的教育差異；(六) 教師教育與資歷。

PGDE 5213 Educational Policy & Practice in Hong Kong

This course aims to help perspective teachers to gain an understanding of the Hong Kong education system in relation to their occupational well being and working environment. It is designed to provide perspective teachers with analytical tools to comprehend and review educational policies and their implementation. Educational issues and policies in Hong Kong will be analyzed from an international-comparative perspective and a local concern for efficiency and equity. With a brief historical background, the empirical analysis of policies will begin with the 1982 Llewellyn Report and then extend to other educational policy papers and reports. Topics for analysis may include: (1) the school system and the curriculum; (2) allocation, selection and examination; (3) technical and vocational education;

(4) quality in school, (5) gender and class differentials in education; and (6) teacher education and qualification.

PGDE 5221 華人社會的教育改革

本科主要採比較研究的進路，探討華人社會教育的發展趨勢。重點將放在探討內地及台灣的主要教育改革議題，同時參考澳門的發展經驗。議題的選取側重於香港教育改革者所關心的課題。內容包括：(1) 優質教育的追尋，(2) 課程改革及統整，(3) 教學改革與教師的專業性，(4) 權力下放及校本管理，(5) 高等教育的擴展。上述各項教育改革將放置在各華人社會的發展脈絡中進行分析，並強調討論兩岸教改經驗對香港教育改革及學校教與學的啟示。

PGDE 5221 Educational Reform in Chinese Societies

This course employs comparative approaches to analyze educational changes among Chinese societies. An emphasis is placed on the investigation of major reform issues in the Chinese Mainland and Taiwan, and includes reference to the developmental experiences of Macau. These issues are also of major interest to educational reformers in Hong Kong. The course will include the following topics: (1) the pursuit of quality education; (2) curriculum reform and curriculum integration; (3) reform in teaching and teacher professionalism; (4) decentralization and school-based management; and (5) the expansion of higher education. By drawing insights from the reforms within and across societal contexts, the course aims to discern implications for the general reform movement as well as teaching and learning in Hong Kong.

PGDE 5222 價值與道德教育

本科旨在協助教師反省本身的價值及在學校內進行價值教育，特別是道德教育時，所採取的方法。其中，學員須反省的問題包括：教師應否把自己的價值在課堂上教授？又或者在教學工作中價值傳遞根本是無可避免的？以教育作為培養人追求個人及社會美好的品質出發，本科將探討一系列在全人教育中的價值，例如真、美、道法等。本科將本著：教育是無可避免地涉及價值，而且道德價值亦是教育目的中的一個不可或缺的成份，據此，本科得探討道德的本質檢視，道德教育的各種取向，並與其他價值教育作比較。最後亦會從價值及道德教育出發，協助學員理解本身的個人及專業發展及反省在不同教學崗位上的角色。

PGDE 5222 Values and Moral Education

As instituted: “This course aims to help teachers to reflect on their own values and on the ways they teach values, especially moral values, in school. Among other important considerations, students are asked whether teachers should teacher their own values in the classroom, and whether this is indeed inevitable. Taking education as a means aiming at nurturing human qualities for the sake of personal and social well-being, the course examines a range of values such as truth, beauty, goodness and sageness/ saintliness as embodied in ‘whole-person education’. The course holds that education is unavoidably value-laden and that moral values form an important core of the aims of schooling. During the course students will discuss the nature of morality and a number of important approaches to moral education, and then compare these to other types of values education. Students will also be asked to reflect upon how they understand their own personal and professional development in relation to values and moral education and how to enact their various roles in the school.” Topics included please see the lecture outline.

PGDE 5224 公民教育

本科旨在協助教師理解公民教育的哲學、歷史、社會、心理學和教學法的基礎，尤其側重在人權、法治、民主、國家民族和全球化這五大主要領域。並藉此來闡明本地公民教育的困局與可能性。可能涵蓋課題包括：（一）公民權責的相關政治概念；（二）公民教育的不同進路；（三）歷史比較視野下香港學校公民教育的政策和取向；（四）公民教育與正規課程；（五）公民教育與非正規課程。

PGDE 5224 Citizenship Education

This introductory course aims to explicate the philosophical, historical, social, psychological & pedagogical foundations of citizenship education, particularly in the five key domains of human rights, rule of law, democracy, nation-state, and globalization. Also, it serves to illuminate the limitations & possibilities of Hong Kong situations. The topics likely to be covered in the course are 1) basic political concepts related to citizenship; 2) different approaches to citizenship education; 3) an examination of policy and orientation in Hong Kong school education in the light of a historical-comparative perspective; 4) citizenship in the formal curriculum; and 5) citizenship in the informal curriculum.

PGDE 5226 教師發展與領導

在教育改革過程中，教師需要擔當日形重要的角色。面對不斷轉變的要求，教師必須對學校的運作及教師的角色有更確切的理解。若要有有效地改進本身的教學工作，以應付日形吃重的要求，教師有必要致力實踐終身專業發展，及探求能提升教與學效能的策略。本科旨在協助學員理解及建立個人在教育中的角色，即旨在幫助學員成為個人專業成長中的領導。本科首先會協助教師理解改革浪潮中學校生活的特質，並探討其對教師專業生活的影響；探討課題包括：組織文化、微觀政治、組織行為與教師領導。其次，本科亦會協助教師培養對專業成長的認識，並探討如何盡量利用已有及嶄新的計劃以促進個人的專業發展，探討課題包括：教師發展的模式、專業發展的階梯、入職導師與新入職實習教師的職責、教師評核、及教師專業主義。

PGDE 5226 Teachers Development and Leadership

Teachers are expected to play an increasingly important role in the education reform process. Shifting expectations require teachers to have a firm understanding of how schools operate and how reforms affect their roles both in and outside of the classroom. To effectively reshape their work in line with growing expectations teachers must commit to career long professional development and consider strategies for maximizing their effectiveness, especially in terms of learning and teaching. This course is designed to help teachers to understand and shape their roles in a reform environment. In other words it aims to help teachers to become leaders of their own professionalism. It does this in two ways, first it helps teachers understand life in schools undergoing reform and the effect this can have on their professional life. Topics covered in this area include organizational culture, micropolitics, organizational behaviour and teacher leadership. The second thrust aims to nurture teacher awareness of their own professional growth and how they can maximize the latest opportunities available in this area. Topics covered in this area include models of teacher development, stages of professional development, mentorship and internship, teacher appraisal and teacher professionalism.

PGDE 5228 學校教育的法律議題

香港的學校環境轉變越趨複雜，1997 年回歸後的社會和政策環境對教育的影響鉅大。

其中一些影響是，倘若教師在日常工作中未有足夠謹慎和危機意識，他們可能面臨更大的訴訟危機或被剝奪權利。為要減低這些影響，本課程將會介紹一些在中小學出現的重要法律議題，以及它們對教師的影響。課題包括：一、探討一系列議題之中不斷變更的法律標準，這些議題包括教師職業保障、學校安全、學生紀律、學生的福祉、侵犯版權、言論自由、為特殊教育需要學生及非華裔學生提供服務、性騷擾、暴力及欺凌。二、研究因為法律問題而產生的教育、政治、道德和行政等問題。三、利用真實案例，闡述教師面對法律/政策的困境。四、為教師提供作正確決定、達成教育目標和減少法律問題的知識和技巧。

PGDE 5228 Legal Issues in School Education

The school context in Hong Kong has become increasingly complicated. The social and policy environment after 1997 is exerting a great impact on education. Part of this impact is that teachers risk facing litigations or their rights being evaded if they are not careful and guarded enough in their daily school lives. In order to reduce these risks, this module will introduce some of the most significant legal issues that arise in primary and secondary schools and their implications for teachers. The module will: i) explore evolving legal standards on a variety of issues including employment, school safety, student discipline, student well-being, infringement of copyright, free speech, services for students with special education needs and non-Chinese learners, sexual harassment, and violence and bullying; ii) examine educational, political, ethical, and administrative questions that legal issues often generate; iii) draw on real cases and legal/policy dilemmas that teachers are facing; and iv) provide teachers with knowledge and skills they need to make sound decisions, advance important educational objectives, and minimize legal problems.

PGDE 5230 媒體素養與傳媒教育

現代人每天都為各種大眾傳媒的信息所轟炸。大眾傳媒也和流行文化、時尚、青少年問題、消費社會，政治動員和全球化等一系列社會現象密切相連。這些主題也因為和日常生活息息相關而吸引年輕人。大眾傳媒無論是身為主題或教育手段，在當代社會中都發揮了重要作用。世界各地政府和教育工作者越來越重視媒介素養和傳媒教育。本地這些努力也化成各種課外活動和各式傳媒教育項目。為了滿足在這方面日益增長的需要，本課程旨在為學員引介媒體素養、信息和數位素養，信息和傳媒教育等基本理念。本科對通識教育科、語言學習、公民教育，道德和價值觀教育等相關科目的教師尤為切身。

PGDE 5230 Media Literacy and Media Education

Nowadays people are bombarded with information from various sources of mass media. Mass media is also closely related to an array of social phenomena like popular culture, fashion, youth problems, consumer society, political mobilization, globalization, and so on. These topics also attract young people because of their relevance to their daily lives. Mass media plays an important role in contemporary societies and they are both subject and means of education. Governments and educators around the world have increasingly paid attention to media education and media literacy. Locally, these efforts have also realised into various curricular initiatives and a number of media education projects. To address the growing needs in this area, the course aims to equip learners with basic ideas about media literacy, informational and digital literacy, informational and media education. This is particularly relevant to teachers in subjects like Liberal Studies and language learning, as well as those working in citizenship, moral, and values education.

PGDE 5231 回首來時路：香港教育的脈絡

本科旨在協助學員對身處的社會脈絡及教育制度作出反思。本科會以歷史學的角度，闡釋自十九世紀以來，在不同時期香港教育的特色，以及分析社會發展與教育轉變之間的關係，以期令學員對香港教育的獨特之處有較廣闊及透徹的理解。

PGDE 5231 From whence we came: The Historical Contexts of Hong Kong Education

This course is designed to help students reflect on the social context and education system which they have lived with. By applying the historical perspective, the course will explain the key features of education in different periods, and analyse the relations between the social development and the educational changes in Hong Kong since 19th century. It is intended to help them to have a broadened and more penetrating understanding the uniqueness of Hong Kong education.

PGDE 5232 家校社區協作處理學習差異

本課程旨在整存地探討如何通過家校社區合作處理學生的學習差異及多元性。本科將培養老師與家庭的溝通及協作能力以配合孩子的多元需要。尤其關注教師如何了解家長在學校教育的角色，教師如何與家長建立互信關係，以及如何在現存的教育改革下促進教師以包融的態度處理所有學習者的特別需要及增進學生對學習及學校的投入感。

PGDE 5232 Home-school-community Collaboration for Managing Learning Diversity

The purpose of the course is to provide a comprehensive account of the relationship between home, school, and community for managing children's learning diversity. The course aims to help teachers develop their competency in communicating and collaborating with families and communities for students with different learning needs. Special emphasis is placed upon better understanding of the roles of parents in school education, the dynamics of the parents-teacher trust relationship, and the effective practices of home school community collaboration under the current educational reform to enhance teachers' inclusive attitude to manage children's learning diversity and promote student engagement in learning and schooling.

PGDE 5233 教育與經濟發展導論

本課將以香港與中國大陸為例，介紹教育與經濟發展的關係。課程首先介紹世界各國目前的受教育水準和教育投入狀況，在此基礎上考察伴隨經濟發展而來的人力資本需求及公共教育財政投入需求。學生也可以對其他主題從社會經濟的角度考察教育和發展之間的相互作用，包括義務教育改革，人力資源規劃與課程改革，教育的性別差異，教育不平等，以及教育與人口變化。

PGDE 5233 Education and Economic Development: An Introduction

This course provides an introductory survey of the links between education and economic development applied to the case of Hong Kong and Mainland China. The course starts with an overview of the current educational attainment and schooling investments across the world. This is followed by exploring the demand for human capital and educational investments aligned with economic development, public financing of education. Students will also be able to examine interactions between education and development from social and economic perspectives on other issues, including compulsory education reform, manpower planning and curriculum reform, gender gap in schooling, inequalities in

education, education and demographic changes.

PGDE 5234 教學專業的倫理及專業標準

專業精神是教育工作者實踐的必要條件，教師專業必須有正當的價值取向和堅實的道德基礎。本科內容包括與法律、專業倫理、價值及操守相關的課題；介紹香港的教師專業標準，如 T-標準+和香港教育專業守則的要點。透過個案研究來檢視教師相應於學生、僱主、同事、家長或監護人各持份者的權利和義務；並闡明教師作出道德抉擇及行動時所秉持之價值及原則。本科亦會探討有關教師專業發展之新近課題，例如有關憲制秩序和國家安全的教育。

PGDE 5234 Ethics and Professional Standards for the Teaching Profession

Professionalism is essential to practices of educators and there must be proper value orientations and solid ethical foundation for the teaching profession. This course covers issues related to law, professional ethics, values and conduct by providing an overview of professional standards for teachers in Hong Kong like T-standard+ and professional code. Case studies are used to examine the rights and responsibilities of teachers vis-a-vis other major stakeholders like students, employers, colleagues, parents/guardians, and to explicate the values and principles teachers can use to make ethical decisions and take ethical actions. Latest issues related to professional development such as education about constitutional order and national security are also addressed.

PGDE 5235 學校改進：理論與實踐

本課程旨在讓學生認識學校改進與學校變革的主要理論及實踐情況以促進學生學習。本課程設計讓新入職教師明白他們在學校改進的重要角色。學生將批判地剖析學校文化、過程及結果如何影響整全的學校改進及學生有效學習。本課程亦包含有關學校改進的概念與議題，例如：了解教育及學校情境、設定學校改進的計劃及優次、建立教師能量及在班房環境對學校改進的有效實踐。課程將探討一系列的學校改進個案以協助學生掌握學校改進的實踐狀況及改進策略。

PGDE 5235 School Improvement: Theory and Practice

This course aims to familiarize students with major theories and practices in school improvement and school reform to enhance student learning in school. The course is designed for novice teachers to understand the critical role they play in school improvement. Students will critically examine how school culture, process and outcomes contribute to the holistic school improvement and effective student learning. Concepts and issues that are associated with school improvement will be addressed, such as understanding educational and school contexts, setting school improvement plans and priorities, building teacher capacity and effective practices in classroom setting for school improvement. A series of school improvement cases will be studied to facilitate student acquisition of practical issues and improvement strategies for schools.

PGDE 5236 生命教育及意義追尋

本課程建基於個人自處、人際共處及超越人我的三大能力框架，旨在幫助學生反思他們對生命的態度，以尋找生命的意義和生命教育中的其他終極關懷問題。在相關的情況下，它將借鑒哲學、社會文化、心理學、教育學和宗教的資料進行探討，本課程將幫助學生反思他們對生命意義的追求以及身體、心理和精神的健康以幫助未來的老師處理有關生命教育意義的問題。

PGDE 5236 Life Education and Pursuit of Meaning

Using the tripartite intrapersonal, interpersonal and transcendence competencies framework, this course aims to help students reflect on the meaning of life and examine the importance of physical, psychological and spiritual well-being in life. It will draw on philosophical, socio-cultural, psychological, pedagogical and religious sources, where relevant, to help students reflect on their attitudes towards life through their pursuit of meaning and exploration of ultimate concerns in life education. Students will also learn how to prepare themselves as teachers to help their future pupils cope with related issues in life education.

PGDE 5291 專題研究：社會、制度與組織

本科旨在訓練學員撰寫研究論文。學生以個別或小組形式，在講師之指導下，就商定之教育課題進行深入研究。（只限兼讀制學員修讀，並須由學院核准）

PGDE 5291 Individual Project: Society, Institution and Organization

This course aims to train students in writing research papers. Students are required to do research projects on approved topics individually or in small groups under the supervision of a lecturer. (For part-time students only, and with permission of the Faculty.)

PGDE 5311 教學心理學

本科介紹有關中學青少年教學的心理學理論，著重理論的實際應用，課題包括：行為學派及認知學派學習理論、複雜的認知過程、生物學中的學習理論、動機及情感、教學和評估設計及課堂管理。

PGDE 5311 Psychology of Learning and Teaching

This course attempts to introduce psychological theories pertinent to the teaching of adolescents in secondary schools. With an emphasis on the application of theories in practice, the following topics are explored: behavioral and cognitive theories of learning, complex cognitive processes, biological basis of learning, motivation and affect, instruction and assessment design and classroom management.

PGDE 5312 青少年發展

本科旨在探索青少年發展的處境、性質和動力。我們會深入探討家庭、學校及社群在青少年發展中的角色。另外，我們會藉著檢視青少年次文化來了解青少年的心理需要，亦會討論時下備受關注的議題。本科著重學員對青少年在社交、情緒、認知、以及道德方面發展的相關理論的理解，以及在學校環境中的具體實踐。

PGDE 5312 Adolescent Development

This course aims to explore the context, nature and dynamics of adolescent development. The roles of family, school, and community in adolescent development will be highlighted. Moreover, teen subcultures will be examined as a key to understanding the psychological needs of adolescents. Current issues of major concern will also be discussed. Emphasis will be placed on students' theoretical understanding of adolescent development in the social, emotional, cognitive, and moral domains, as well as their application of this knowledge in the school contexts.

PGDE 5313 中學輔導

本課程旨在為中學教師提供學校輔導的基本概念及其在中學環境中的應用概述。主題包括：社會和心理觀點以及學校輔導的需要，輔導的基本原則，學校輔導的目標，專

業輔導員和教師的資格/角色和職能，輔導的基本理論，個人和團體輔導，以及當代背景的其他趨勢和問題。此外，還會介紹全校參與的概念，治療條件和輔導過程。

PGDE 5313 Guidance and Counselling in Secondary Schools

This course intends to provide for secondary school teachers an overview of the basic concepts of school guidance and counselling and their applications in the secondary school setting. Topics include: social and psychological perspectives and the need for school guidance and counselling, basic principles of guidance, goals and objectives of school guidance and counselling, qualification, roles and function of professional counsellor and guidance teacher, basic theories of counselling, individual and group counselling, and other contemporary trends and issues in the local context. In addition, the whole school approach, the therapeutic conditions and the counselling process are also introduced.

PGDE 5314 理解和編製學業成就測驗

本科旨在為在職或職前中小學教師提供教育測量的理論和技術，用以評估學校教育教學的成果，課程內容包括：（一）教育測量和評鑑的基本概念和原則；（二）編製和評估客觀性和構建性測驗試題的程序；（三）標準成就測驗的運用；（四）非規範化的測驗方法的運用；（五）解釋測驗分數的各種方法；（六）解釋及運用測驗結果中常見的問題。

PGDE 5314 Understanding and Developing Achievement Tests in Secondary Schools

This course is designed to provide in-service or prospective school teachers with measurement theory and techniques for assessing educational achievements in school. Topics include (1) basic concepts and principles of educational measurement and assessment, (2) procedures for construction and appraisal of objective-type and constructive-type test items, (3) use of standard achievement tests, (4) uses of unconventional, informal assessment methods, (5) methods of interpretation of test scores, and (6) issues in interpretation and uses of test results.

PGDE 5315 中學課室管理及訓育工作

本科旨在協助學員從理論及實踐層面認識中學課室管理及學校訓育工作。引導教師建立優良的學習環境，並培養學生自律精神。研習課題包括：學校氣氛與紀律、小組動力、切合實況的管理技巧、師生關係、校規及學校政策、訓輔理念之結合、家庭與學校之合作及全校參與模式之訓育工作。

PGDE 5315 Classroom Management and Discipline in Secondary Schools

The course is designed to familiarize students with both the theoretical and the practical aspects of classroom management and school discipline in secondary schools. It also aims at assisting teachers to promote an optimum learning environment and to encourage the development of self-discipline among students. Topics include: organizational perspective of discipline, group dynamics, management skills in context, student-teacher relationship, school rules and organization policies, coordination between discipline and guidance, home-school partnership and whole school discipline.

PGDE 5316 支援有特殊教育需要的中學生

本科以跨學科角度介紹在融合教育的環境中支援有特殊教育需要學生的重要議題。我們首先分析近年來特殊教育與融合教育的政策發展與爭議。然後我們討論特殊青少年的辨識與教育，包括課程與教學調適的考慮。探討的特殊需要類別包括特殊學習障礙、

智力障礙、自閉症、專注力不足/過度活躍、肢體障礙、視覺障礙、聽覺障礙、語言障礙及資優等。我們會特別留意特殊青少年在中學階段的發展特點與需要，從而強化中學教師在主流學校中支援這些學生的專業能力。

PGDE 5316 Supporting Secondary School Students with Special Educational Needs

This course employs a cross-disciplinary perspective to introduce important issues in supporting adolescents with special educational needs (SEN) in integrated school settings. First, we examine contemporary policy changes and controversies in special education and integration. We then discuss basic principles of identification and education of exceptional SEN adolescents. Curriculum and instructional issues will be deliberated. In particular, the types of SEN covered are Specific Learning Difficulties (SpLD), Intellectual Disability (ID), Autistic Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (AD/HD), Physical Disability (PD), Visual Impairment (VI), Hearing Impairment (HI), Language Impairment (LI), and Giftedness and Talents (GT). Developmental characteristics and needs of these students in secondary school years will be addressed, with a focus on enhancing teachers' professional capacity in supporting them in the regular classroom.

PGDE 5318 中學性教育

本科為學員提供有關在中學推行性教育的知識和基本技巧。內容包括：在中學推行性教育的需要，近代對性的看法和定義，性教育的定義和範圍，有關性教育的資料，與性有關的價值觀，信念，和行為，性角色與自我形像，不同人際關係，如友誼，戀愛，婚姻和家庭，性與社會問題，性教育的課程內容，從道德，社會文化，心理和生理角度看性教育，和性教育的推動方法。此外，本科亦會探討家庭與學校如何合作，和如何幫助家長了解學生在性方面的成長。

PGDE 5318 Sex Education in Secondary Schools

This course provides basic skills and knowledge of teaching sex education in secondary schools. Topics include: the need for sex education in secondary schools, definition and contemporary views on human sexuality, definition and scope of sex education, sex education and information, values, attitudes and behaviors related to sex, gender role and self-concept, relationship with self and others, friendship, courtship, marriage and family, social issues related to sex, sex education curriculum, ethical, sociocultural, psychological and physiological aspect of sex education, and implementation of sex education. Home-school partnership and parent education for sexual development are also explored.

PGDE 5319 教師的個人成長

本科主旨是要提高教師對個人成長的了解和關注。課程重點放在自我認知，提升個人自省能力，心理和生理健康，和一些與教師個人成長有關的課題上。學員完成這課程後，會對自己的成長需要更了解，並能發現多些處理個人心理和生理健康問題的方法。

PGDE 5319 Personal Growth of Teachers

This course aims to promote among teachers an interest and readiness for taking charge of their personal growth. It draws students' attention to the significance of self-awareness, self-care, means to facilitate psychological and physical wellness, and a number of areas related to teachers' personal growth. Through various class activities, sharing and discussion, students will be introduced issues/factors pertinent to self-care and personal growth, and different means to facilitate one's psychological and physical wellness. Towards the end of the course, it is expected that students will be able to apply what they have learned to their

daily life.

PGDE 5320 支援有特殊教育需要的中學生

本科以跨學科角度介紹在融合教育的環境中支援有特殊教育需要學生的重要議題。我們首先分析特殊教育與融合教育的歷史、政策與原理。然後我們討論特殊教育需要學生的辨識與介入、課程與教學調適的考慮、相關實用技巧和例子。探討的特殊需要類別包括特殊學習障礙、智力障礙、自閉症、專注力不足/過度活躍、肢體障礙、視覺障礙、聽覺障礙、語言障礙、有特殊教育需要非華語學生、精神病及雙重特殊資優等。我們會特別留意特殊教育學生在中學階段的發展特點與需要，從而強化中學教師在主流學校中支援這些學生的專業能力。

PGDE 5320 Supporting Secondary School Students with Special Educational Needs

This course employs a cross-disciplinary perspective to introduce important issues in supporting students with special educational needs (SEN) in integrated school settings. First, we examine the history, policy and principles of special education and integration in Hong Kong. We then discuss basic principles of identification and intervention for students with SEN with practical skills and examples. Curriculum and instructional issues will be deliberated. In particular, the types of SEN covered are Specific Learning Difficulties (SpLD), Intellectual Disability (ID), Autistic Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (AD/HD), Physical Disability (PD), Visual Impairment (VI), Hearing Impairment (HI), Language Impairment (LI), Non-Chinese Speaking (NCS) and Mental Illness (MI), twice exceptional (i.e. SEN with Giftedness and Talents) will be covered. Developmental characteristics and needs of these students in secondary school years will be addressed, with a focus on enhancing teachers' professional capacity in supporting them in the regular classroom and in whole school.

PGDE 5321 教育中的正向心理學

這門課程全面介紹正向心理學和正向教育的主要理論。該課程的目標是幫助學生理解正向心理學的主要概念、理論和研究，以及正向心理學和正向教育如何在學校環境中應用。為實現這些目標，學生將參與各種活動，包括由教師授課、課堂活動、小組展示、小組討論以及在整個課程中進行的個人反思，以促進思想的交流和啟發。該課程將涵蓋正向心理學和正向教育的理論和實踐知識。在本課程的理論部分，學生將瞭解與正向心理學相關的關鍵理論模型和前沿研究概念，特別關注來自不同文化和語言背景的學生。強調在課堂上採用以資源為基礎的正向心理學方法授課，以實現讓學生“從直接體驗中學習”的目標。在本課程的實踐部分，學生將獲得支持課堂學業成功和全面發展的技能和策略。本課程的主題從個人、人際經歷和機構組織視角進行設計。

PGDE 5321 Positive Psychology in Education

This course provides an introduction to the major theoretical orientations for understanding Positive Psychology and Positive Education in a comprehensible way. The objective of this course is to help students understand the core concepts, theories and research of positive psychology, as well as to unpack how positive psychology and positive education can be applied in a school setting. To achieve these objectives, students will engage in a variety of activities, including lectures by the instructor, in-class activities, group presentation, group discussions, and individual reflections throughout the course to encourage the exchange and inspiration of ideas. The course will cover both theoretical and practical knowledge in positive psychology and positive education. For the theoretical part of this course, students

will develop knowledge in key theoretical models and forefront research concepts related to positive psychology, with a particular focus on students from diverse cultural and linguistic backgrounds. An assets-based, positive psychology approach is emphasized in the class with the aim of helping students to “learn from direct experience”. In the practical part of this course, students will acquire the skills and strategies to support the class’s academic success and flourishing. Topics of this course are organized from personal and interpersonal experiences to an institutional lens.

PGDE 5391 專題研究：教育心理與輔導

本科旨在訓練學員撰寫研究論文。學生以個別或小組形式，在講師之指導下，就商定之教育課題進行深入研究。（只限兼讀制學員修讀，並須由學院核准）

PGDE 5391 Individual Project: Psychology and Counselling

This course aims to train students in writing research papers. Students are required to do research projects on approved topics individually or in small groups under the supervision of a lecturer. (For part-time students only, and with permission of the Faculty)

PGDE 5901 教學實習

教學實習是學位教師教育文憑課程的重要部分，它為學員提供實踐教學理論的機會。實習期間，本院導師進行視導，為學員的教學表現、專業修養及教學態度等作進展性及總結性評估，以支援學員的專業發展。

PGDE 5901 Teaching Practicum

Teaching Practicum (TP) is an integral part of the Postgraduate Diploma in Education Programme. It provides opportunities for students to put theory into classroom practice. In order to support students’ professional development, practicum supervision will be conducted by the Faculty’s TP supervisors during the TP period. TP supervisors will assess students through formative and summative assessment, taking into consideration students’ teaching performance as well as their professional behaviour and attitude.

PGDP 5001 & 5101 分科課程與教學法：中國語文科（主修）

本科旨在協助學員加深對小學語文教學的認識，從而達至優質的教學效果。課程內容包括：香港小學中國語文科課程的理念與內容、兒童識字和讀寫聽說學習的理論與實踐、單元和課堂教學設計、語文教學方法和多元化活動設計、學習評估等。

PGDP 5001 & 5101 Subject Curriculum and Teaching (Major: Chinese Language)

This course aims to enhance participants' understanding of Chinese Language teaching at primary level and to help them achieve quality teaching. Major topics covered include: the rationale and content of the primary curriculum, the theory and practice of children’s character learning, reading, listening, writing and speaking; the design of teaching units and lessons; language teaching strategies; design of diverse activities, and language assessment.

PGDP 5002 & 5102 分科課程與教學法：英文科（主修）

本科旨在培養學員於面對語言及語言教學理論不斷更新的環境中，能發展自己的能力，並增進學員對課室實際教學、研究和自我評價，以及對語言課程的設計、實施和評鑑的認識。同時也探討以下各項課題：（一）文法、聽、說、讀、寫的教學；（二）為學生參加公開考試作準備；（三）學生的學習動機、合作性和他們在學習過程的口頭及書面交談中所擔當的角色；（四）語言學習過程的設計；及（五）學生能力的參差和

補救的需要等。

PGDP 5002 & 5102 Subject Curriculum and Teaching (Major: English)

This course seeks to equip teachers of English Language with the skills necessary for future self-development in the face of changing theories of language and language teaching/learning by offering a foundation in both areas, together with practical experience of classroom teaching, action research, self evaluation and the design, implementation and evaluation of the language curriculum. The following topics are also covered: (1) the teaching of grammar, listening, speaking, reading and writing; (2) preparing students for public examinations; (3) student motivation, cooperative learning and the roles of spoken and written discourse in the language learning process; (4) planning the language learning process and units within it; and (5) the needs of remedial and ‘mixed ability’ language learners.

PGDP 5003 & 5103 分科課程與教學法：數學科 (主修)

本科是小學數學教學的入門課而它的目的是讓學員熟悉作為有效能的數學老師的理論框架及專業實務。透過「教師作為具反思的實踐者」的理念，本科讓學員成為兼具紮實理論及熱誠的教學專業成長者。具體地說，本科包括以下範疇：(1) 數學教師之專業發展；(2) 小學數學教育之目標及課程；(3) 數學課堂的規劃；(4) 數學課堂教學策略、方法及技巧；(5) 教具及資訊科技在小學數學教學的運用；(6) 小學數學課題的學與教；(7) 小學數學的評估及診斷；(8) 數學活動。

PGDP 5003 & 5103 Subject Curriculum and Teaching (Major: Mathematics)

This introductory course of primary mathematics pedagogy is designed to familiarise students with both the theoretical framework and the professional practice of becoming effective mathematics teachers. Through the notion of teachers as reflective practitioners, it will empower the participants with both the theoretical rigour and the passion for further professional development in their teaching career. More specifically, this course covers the following areas: (1) professional development of mathematics teachers, (2) objectives and framework of primary school mathematics curriculum, (3) planning of mathematics lessons, (4) strategies, methods and techniques of teaching mathematics, (5) use of physical and digital resources for teaching primary mathematics, (6) learning and teaching of selected topics in primary mathematics, (7) assessment and diagnosis methods for primary mathematics, and (8) mathematics-related activities.

PGDP 5004 & 5104 分科課程與教學法：常識科 (主修)

本科為香港小學常識科教師而設，旨在使學員認識有關常識科的教學目標、課程結構、教學理論和方法，內容包括：(1) 常識科課程的框架和內容；(2) 課程整合和跨學科課程規劃；(3) 學習和教學的基本理論；(4) 規劃和實踐活動教學法；(5) 探究學習；(6) ICT 在常識科中的應用；(7) 實用教學技巧；(8) 常識科的評估；及(9) 常識科的 STEM 教育。

PGDP 5004 & 5104 Subject Curriculum and Teaching (Major: General Studies)

This course aims at equipping students with the necessary knowledge, skills and attitudes in teaching General Studies (GS) in primary schools. The course covers the following areas: (1) framework and content of the GS curriculum; (2) curriculum integration and interdisciplinary approach in curriculum planning; (3) basic theory of learning and instruction; (4) planning and practicing activity approach; (5) inquiry learning and teaching; (6) applications of ICT in GS; (7) practical teaching skills; (8) assessment in GS; and (9)

STEM education in GS.

PGDP 5006 & 5106 分科課程與教學法：音樂科（主修）

本科內容包括：（一）音樂學習理論；（二）綜合音樂活動：聆聽、創作、演奏、演唱之教學法；（三）世界著名音樂教學法；（四）香港音樂課程、教學設計及評估；（五）音樂教學趨勢；（六）營造正向課室學習環境；（七）音樂科行政工作等。

PGDP 5006 & 5106 Subject Curriculum and Teaching (Major: Music)

This course focuses on the following topics: (1) Music learning theories; (2) Teaching integrative music activities: Creating, Performing and Listening; (3) World renowned music education methods; (4) Hong Kong music curriculum, lesson planning and assessment; (5) Recent trend in music teaching; (6) Fostering a positive learning environment for students; (7) Music subject administrative work etc.

PGDP 5008 & 5108 分科課程與教學法：視覺藝術科（主修）

本課程目的在於裝備學生成為合資格及具效能性的小學視覺藝術老師，培養他們所需知識和技能，甚而學習成為學科負責人。作為一個合資格的視覺藝術老師，必須熟悉現今課程，才能剪裁合適的校本課程提供與不同學習需要的學生。

PGDP 5008 & 5108 Subject Curriculum and Teaching (Major: Visual Arts)

This course aims at equipping students with the necessary knowledge and skills to be an effective and qualified visual arts teacher or even a panel head in primary school. As a qualified visual arts teacher, they should be familiar with the present visual arts curriculum and hence they can tailor-make and provide school-based curriculum to different students.

PGDP 5009 & 5109 分科課程與教學法：體育科（主修）

根據香港特別行政區教育局所定，小學教育提供五育並重及多元化的學校教育，讓學生掌握知識和技能及確立價值觀，以促進其個人成長。本課程目的旨在培訓本地小學體育教師在教學方面的知識和技巧，在學校環境、學生年齡、能力及興趣多方面的因素下，從教學計劃、執行及評估方面，設計一套有效而完備的體育課程。本科內容包括：（1）小學體育教學法、（2）小學體育綱要及課程設計、（3）拉邦動作分析架構 - 基礎活動技能、（4）健康與體適能的基本認識及（5）參與體育活動的動機。為培育二十一世紀的教師，本課程希望學生能更全面裝備自己，以適應現時變化急速的教學環境。

PGDP 5009 & 5109 Subject Curriculum and Teaching (Major: Physical Education)

According to the Education Bureau of HKSAR, primary education provides a balanced and diverse school education that helps students build up knowledge, values and skills for personal growth. This course aims to foster local primary PE teachers' pedagogical knowledge and skills with regard to the planning, implementation and evaluation of an effective and complete PE program that is relevant to the school situation and suitable for the local primary school students of various ages, capabilities, and interest. The content of this course consists of: (1) pedagogy of Primary Physical Education, (2) curriculum guidelines and planning of primary physical education, (3) the Laban's Movement Analysis Framework - fundamental movement skills, (4) basic knowledge on health and fitness, and (5) motivation for participating in physical activities. For nurturing educators in the 21st century, this course prepares them to be all-rounder for adapting the ever-changing teaching environment nowadays.

PGDP 5113 分科課程與教學法：數學科（副修）

本科旨在介紹小學數學的教學。這科的對象是對數學學與教有興趣的人。具體地說，本科包括以下範疇：(1) 小學數學教育之目標及課程；(2) 數學課堂的規劃；(3) 數學課堂教學策略、方法及技巧；(4) 教學資源在小學數學教學的運用；(5) 小學數學的評估及診斷；(6) 小學數學課題的學與教。

PGDP 5113 Subject Curriculum and Teaching (Minor: Mathematics)

This course provides a brief introduction to primary mathematics pedagogy. It is designed for students who are interested in mathematics learning and teaching. More specifically, this course covers the following areas: (1) objectives and framework of primary school mathematics curriculum, (2) planning of mathematics lessons, (3) strategies, methods and techniques of teaching mathematics, (4) use of teaching resources for teaching primary mathematics, (5) assessment and diagnosis methods for primary mathematics, and (6) learning and teaching of selected topics in primary mathematics.

PGDP 5114 分科課程與教學法：常識科（副修）

本科為香港小學常識科教師而設，旨在使學員認識有關常識科的教學目標、課程結構、教學理論和方法，內容包括：(1) 常識科課程的框架和內容；(2) 課程整合和跨學科課程規劃；(3) 探究學習；(4) ICT 在常識科中的應用；及(5) 常識科的 STEM 教育。

PGDP 5114 Subject Curriculum and Teaching (Minor: General Studies)

This course aims at equipping students with the necessary knowledge, skills and attitudes in teaching General Studies (GS) in primary schools. The course covers the following areas: (1) framework and content of the GS curriculum; (2) curriculum integration and interdisciplinary approach in curriculum planning; (3) inquiry learning and teaching; (4) applications of ICT in GS; and (5) STEM education in GS.

PGDP 5115 分科課程與教學法：普通話科（副修）

本科旨在增強學員對語言及語言教學理論的認識，提高學員普通話教學能力。探討範圍包括：香港社會發展與語言規劃、語言與文化、普通話科的課程發展、教材編選、聽、說、讀、寫教學、教案編製、課業設計、教具設計與運用、普通話能力評鑒等。修讀本科的學員，須具備良好普通話能力，能說流利普通話。

PGDP 5115 Subject Curriculum and Teaching (Minor: Putonghua)

This course seeks to equip the students with knowledge and techniques of theories of language and language teaching. The following topics are also covered: development of Hong Kong society and language planning, language and culture, Putonghua curriculum development, instructional materials development, teaching of listening, speaking, reading and writing, design of learning task, design and use of teaching tools, evaluation of Putonghua proficiency, etc. Student must reach satisfactory proficiency in Putonghua before taking the course.

PGDP 5116 分科課程與教學法：音樂科（副修）

本科內容包括：(一) 音樂學習理論；(二) 綜合音樂活動：聆聽、創作、演奏、演唱之教學法；(三) 世界著名音樂教學法；(四) 香港音樂課程、教學設計及評估等。

PGDP 5116 Subject Curriculum and Teaching (Minor: Music)

This course focuses on the following topics: (1) Music learning theories; (2) Teaching

integrative music activities: Creating, Performing and Listening; (3) World renowned music education methods; (4) Hong Kong music curriculum, lesson planning and assessment etc.

PGDP 5118 分科課程與教學法：視覺藝術科（副修）

本課程目的在於裝備學生成為合資格的小學視覺藝術老師，培養他們所需知識和技能。作為一個合資格的視覺藝術老師，必須熟悉現今課程，才能剪裁合適的校本課程提供與不同學習需要的學生。

PGDP 5118 Subject Curriculum and Teaching (Minor: Visual Arts)

This course aims at equipping students with the necessary knowledge and skills to be a qualified visual arts teacher in primary school. As a qualified visual arts teacher, they should be familiar with the present visual arts curriculum and hence they can tailor-make and provide school-based curriculum to different students.

PGDP 5201 課程設計與原理

本科旨在介紹課程發展各階段的主要理念及技巧，當中包括設計、實施及評鑑。為了讓學員了解香港現行課程發展情況及找出改善方法，本課程將會討論現時小學課程發展的問題。

PGDP 5201 Principles of Curriculum Design

This course aims at introducing the key concepts and techniques of curriculum development which involves designing, implementing and evaluating a curriculum. In order to help student teachers understand the present curriculum development situation in Hong Kong and identify ways of improving it, current issues in curriculum development in primary schools will be discussed.

PGDP 5203 學生活動設計與實施

學生活動不單是「課外」的活動，更是學校課程不可或缺的環節。在學校生活中，最令學生印象深刻及難忘。隨著整體課程發展，香港學校的課外活動、學科活動、跨學科及綜合活動、全方位學習活動日漸受到重視，成為每一位教育工作者都肩負著的工作之一。如何設計及實施安全而有意義的學生活動，成為當今教育工作者實踐教育的必要條件。本科旨在協助學員掌握學生活動的設計與實施的知識及技能，在學校課程內提昇活動過程及成果以符合教育期望；同時透過課堂活動，讓學員考慮安全及保險情況，兼顧風險評估。

PGDP 5203 Design and Implementation of Student Activities

Contrary to common belief, student activities are not “supplementary” to school curriculum. They comprise an indispensable part of the school curriculum and often a significant part of students’ memories of school life. As the Hong Kong school curriculum reforms, greater significance is focused on extra-curricular, academic, cross-curricular, integrated curricular and life-wide learning activities. Organizing student activities is an integral duty of educators nowadays, and it is a pre-requisite that they know how to design and implement student activities that are both safe and meaningful. This course aims to equip students with knowledge and skills required in design and implementation of student activities. The ultimate goal is to enhance both the processes and outcomes of student activities in the school curriculum and meet educational expectations on student learning through activities. Another aim is to heighten students’ awareness of safety and insurance issues in risk assessment through class activities.

PGDP 5206 教學模式導論

掌握多種教學策略有助於促進教師的專業發展，提升教師的課堂教學效能。本科旨在協助學員瞭解不同類型的教學模式和教學取向，如資訊處理模式、個人化模式、社會互動模式、行為模式、建構主義教學與轉化型教學等。本科還將帶領學員反思自己的教學取向或當前學校中的教學實踐，從而思考如何改善課堂教學。

PGDP 5206 Introduction to Models of Teaching

Knowing well about different teaching strategies can facilitate teachers' professional development and enhance the effectiveness of their classroom teaching. This course provides students an overview of diverse teaching strategies and pedagogical orientations, such as information-processing model, personal model, social interaction model, behavioral model, constructivist teaching and transformative pedagogy. This course also offers opportunities for students to critically reflect on their pedagogical orientations and the common practices in their real-life teaching experiences, and explore how to improve classroom teaching in local contexts.

PGDP 5207 資訊及通訊科技教學

資訊及通訊科技高速發展為老師和學生提供了新的教與學機遇。此課程旨在充實學員的教學知識與技術能力，並在小學教育的教學過程中融合資訊及通訊科技於學科學習。學員將學習如何整合技術，教學和學科知識，並參考學生特性與學校環境，設計資訊科技增強的教案。本課程培育學員的設計性思維，以開啟學員成為教學環境的設計者。

PGDP 5207 Teaching and Learning with Information and Communication Technology

The advancement of information and communication technology (ICT) provides teachers and students with new teaching and learning opportunities. This course aims to equip participants with both pedagogical knowledge and technical skills to integrate ICT into the process of teaching and learning of subject matter in primary education. More importantly, participants will learn how to integrate their technological, pedagogical and content knowledge with reference to students' characteristics and school contexts to design ICT-enhanced lesson. The underlying thinking capacity that this course emphasizes is design thinking, which helps the participants to become a designer of learning environments.

PGDP 5208 課程評鑑導論

課程評鑑涉及如何收集證據以判斷課程規劃、實施過程與學習成果之價值與質素。本科旨在促進職前或在職教師改善課程評鑑，從而提升課堂教學的效能。內容包括：(1) 學校課程評鑑的概念與重要性；(2) 評鑑課程指引和教材質素；(3) 評鑑學校課程的實施；(4) 設計評估課業以評鑑學生學習；(5) 促進教師自評的架構；及 (6) 評鑑校本課程的方法。

PGDP 5208 Introduction to Curriculum Evaluation

Curriculum evaluation is concerned with collecting evidence to make judgments about the value and quality of curriculum plans, implementation processes and learning outcomes. This course aims to facilitate pre-service or in-service teachers to improve teaching through better evaluation of school curricula. Topics include: (1) the concept and importance of school curriculum evaluation; (2) evaluating the quality of curriculum guides and textbooks; (3) evaluating the implementation of curricula in schools; (4) designing assessment tasks to

evaluate student learning; (5) strategies for facilitating teachers to do self-evaluation; and (6) methods of evaluating school-based curricula.

PGDP 5209 兒童文學與讀寫能力發展

本科旨在以兒童文學促進幼兒及兒童語言的發展。本科除了培養學員的兒童文學專業素養，以便對兒童文學的基本理論和體裁知識有系統而全面的認識，並增強學員認識各類兒童讀物的深廣度，協助他們建立教學活動的學養基礎，以鼓勵他們應用兒童文學來發展兒童的讀寫能力。

PGDP 5209 Children's Literature and Literacy Development

This course is designed to engage participants in using children's literature to promote language development of young children in pre-primary and junior primary sectors. Apart from developing participants' professionalism in children's literature so that they will have a systematic and comprehensive knowledge of the basic literary theories and genres of children's literature, this course also aims to enhance their appreciation of the range and depth of different kinds of children's books, so as to establish their knowledge base of teaching activities and encourage them to develop young learners' literacy skills through using children's literature.

PGDP 5210 以遊戲作為兒童綜合學習的策略

本科旨在介紹遊戲作為兒童綜合學習策略的相關理論、特徵和實踐。主要內容包括以下幾方面：

1. 遊戲特徵；
2. 遊戲的理論和實踐；
3. 遊戲作為一種綜合學習的策略，在促進兒童發展中的作用，例如，遊戲與幼兒語言發展、認知發展、社會發展、情緒發展、及體能發展等；
4. 遊戲的環境和資源；
5. 遊戲中兒童發展的評估；
6. 教師在遊戲中的角色。

PGDP 5210 Play as an Integrated Learning Strategy for Children

The course aims to introduce theories, characteristics, and practices of play as an integrated learning strategy for children. Aspects to be covered in the course include:

1. characteristics of play;
2. theories and practices of play;
3. play as an integrated learning strategy for young children's language, cognitive, social, emotional, and physical development;
4. play environment and resources;
5. assessing children's learning and development in play; and
6. teachers' role in play.

PGDP 5211 小學 STEM 課程設計與實踐

STEM 是科學、技術、工程和數學四門學科的簡稱。STEM 課程的設計和開發旨在發揮其跨學科的特點，讓學生能夠應對 21 世紀全球社會在經濟、科學和科技方面瞬息萬變的挑戰。本課程的目標在於讓學員掌握小學教育中設計和實踐 STEM 課程所需的相關教學知識和技能。內容包括與 STEM 教育相關的：(1) 課程歷史與發展；(2) 跨學科學習方式；(3) 教學原則；(4) 課程整合模式；(5) 課程教學個案；(6) 課程教學

活動設計與實踐；(7) 評估策略。

PGDP 5211 Design and Implementing STEM Education in Primary Schools
STEM stands for Science, Technology, Engineering and Mathematics collectively. With its interdisciplinary nature, STEM is designed and developed to prepare students for the challenges that arise from rapid economic, scientific and technological developments in the 21st century global society. This course aims at equipping participants with both pedagogical knowledge and practical skills to design and implement STEM education in primary schools. Topics include STEM education related issues: (1) history of and development in STEM education and curriculum; (2) interdisciplinary approach to learning; (3) pedagogical principles; (4) teaching models and curriculum integration approaches; (5) teaching and learning examples; (6) design and implementation of learning activities; and (7) assessment strategies.

PGDP 5290 專題研究：課程與教學

本科旨在訓練學員撰寫研究論文。學生以個別或小組形式，在講師之指導下，就商定之教育課題進行深入研究。(只限兼讀制學員修讀，並須由學院核准)

PGDP 5290 Individual Project: Curriculum and Teaching Method

This course aims to train students in writing research papers. Students are required to do research projects on approved topics individually or in small groups under the supervision of a lecturer. (For part-time students only, and with permission of the Faculty)

PGDP 5301 學校教育的架構和過程

學校教育是現代社會的一個重要部份。教師作為這個制度的主要參與者及貢獻者，他們必須充份了解自身在學校教育架構和過程的角色。本科旨在協助教師理解學校教育的組織和過程的本質，並透過不同的觀點去探討學校教育的架構和過程的重要方面，包括：(一) 在課室層面的師生交往；(二) 在組織層面的學校結構與文化；(三) 在社會層面的社會化與分層化機制；及(四) 在文化層面的知識的選擇與傳遞。

PGDP 5301 Structure and Process of Schooling

Schooling is an integral part of modern society. As active participants and contributors of this modern institution, teachers should have a thorough understanding of their roles in school organization and process of schooling. This course is designed to facilitate understanding of school organization and the nature of this process. It explores the nature of school organization and important dimensions of the schooling process from different perspectives: (1) at classroom level, in the form of teacher-student interaction; (2) at organizational level, in the form of school structure and culture; (3) at societal level, in the form of socializing and stratifying mechanism; and (4) at cultural level, in the form of selection and transmission of knowledge.

PGDP 5306 香港教育政策與實踐

本科旨在協助教師理解香港教育體系，及其對教師職業與工作環境的影響。本科的設計是為教師介紹各種分析工具，以便能理解及評核教育政策及其實施情況。香港的教育問題與政策會從以下兩方面作分析，其一是以國際比較觀點，其二是本地對效率與公平的關注。本科會就自 1982 年國際顧問團報告書以來的各種教育政策提議及報告作一扼要的歷史回顧，並會對以下的課題作探討：(一) 學校體系與課程；(二) 學位分配、學生篩選與考試制度；(三) 工業及職業教育；(四) 學校質素；(五) 性別與階

級上的教育差異及（六）教師教育與資歷。

PGDP 5306 Educational Policy & Practice in Hong Kong

This course aims to help prospective teachers to gain an understanding of the Hong Kong education system in relation to their occupational well-being and working environment. It is designed to provide prospective teachers with analytical tools to comprehend and review educational policies and their implementation. Educational issues and policies in Hong Kong will be analyzed from an international-comparative perspective and a local concern for efficiency and equity. With a brief historical background, the empirical analysis of policies will begin with the 1982 Llewellyn Report and then extend to other educational policy papers and reports. Topics for analysis may include: (1) the school system and the curriculum; (2) allocation, selection and examination; (3) technical and vocational education; (4) quality in school, (5) gender and class differentials in education; and (6) teacher education and qualification.

PGDP 5310 公民教育

本科旨在協助教師理解公民教育的哲學、歷史、社會、心理學和教學法的基礎，尤其側重在人權、法治、民主、國家民族和全球化這五大主要領域。並藉此來闡明本地公民教育的困局與可能性。可能涵蓋課題包括：（一）公民資質的相關政治概念；（二）公民教育的不同進路；（三）歷史比較視野下香港學校公民教育的政策和取向；（四）公民教育與正規課程；及（五）公民教育與非正規課程。

PGDP 5310 Citizenship Education

This introductory course aims to explicate the philosophical, historical, social, psychological & pedagogical foundations of citizenship education, particularly in the five key domains of human rights, rule of law, democracy, nation-state, and globalization. Also, it serves to illuminate the limitations & possibilities of Hong Kong situations. The topics likely to be covered in the course are 1) basic political concepts related to citizenship; 2) different approaches to citizenship education; 3) an examination of policy and orientation in Hong Kong school education in the light of a historical-comparative perspective; 4) citizenship in the formal curriculum; and 5) citizenship in the informal curriculum.

PGDP 5311 華人社會的教育改革

本科主要採比較研究的進路，探討華人社會教育的發展趨勢。重點將放在探討內地及台灣的主要教育改革議題，同時參考澳門的發展經驗。議題的選取側重於香港教育改革者所關心的課題。內容包括：(1) 優質教育的追尋，(2) 課程改革及統整，(3) 教學改革與教師的專業性，(4) 權力下放及校本管理，(5) 高等教育的擴展。上述各項教育改革將放置在各華人社會的發展脈絡中進行分析，並強調討論兩岸教改經驗對香港教育改革及學校教與學的啟示。

PGDP 5311 Education Reform in Chinese Societies

This course employs comparative approaches to analyze educational changes among Chinese societies. An emphasis is placed on the investigation of major reform issues in the Chinese Mainland and Taiwan, and includes reference to the developmental experiences of Macau. These issues are also of major interest to educational reformers in Hong Kong. The course will include the following topics: (1) the pursuit of quality education; (2) curriculum reform and curriculum integration; (3) reform in teaching and teacher professionalism; (4) decentralization and school-based management; and (5) the expansion of higher education. By drawing insights from the reforms within and across societal contexts, the course aims to

discern implications for the general reform movement as well as teaching and learning in Hong Kong.

PGDP 5312 價值與道德教育

本科旨在協助教師反省本身的價值及在學校內進行價值教育，特別是道德教育時，所採取的方法。其中，學員須反省的問題包括：教師應否把自己的價值在課堂上教授？又或者在教學工作中價值傳遞根本是無可避免的？以教育作為培養人追求個人及社會美好的品質出發，本科將探討一系列在全人教育中的價值，例如真、美、道法等。本科將本著：教育是無可避免地涉及價值，而且道德價值亦是教育目的中的一個不可或缺的成份，據此，本科得探討道德的本質檢視，道德教育的各種取向，並與其他價值教育作比較。最後亦會從價值及道德教育出發，協助學員理解本身的個人及專業發展及反省在不同教學崗位上的角色。

PGDP 5312 Values and Moral Education

As instituted: "This course aims to help teachers to reflect on their own values and on the ways they teach values, especially moral values, in school. Among other important considerations, students are asked whether teachers should teacher their own values in the classroom, and whether this is indeed inevitable. Taking education as a means aiming at nurturing human qualities for the sake of personal and social well-being, the course examines a range of values such as truth, beauty, goodness and sageness/ saintliness as embodied in 'whole-person education'. The course holds that education is unavoidably value-laden and that moral values form an important core of the aims of schooling. During the course students will discuss the nature of morality and a number of important approaches to moral education, and then compare these to other types of values education. Students will also be asked to reflect upon how they understand their own personal and professional development in relation to values and moral education and how to enact their various roles in the school." Topics included please see the lecture outline.

PGDP 5313 學校教育的法律議題

香港的學校環境轉變越趨複雜，1997 年回歸後的社會和政策環境對教育的影響鉅大。其中一些影響是，倘若教師在日常工作中未有足夠謹慎和危機意識，他們可能面臨更大的訴訟危機或被剝奪權利。為要減低這些影響，本課程將會介紹一些在中小學出現的重要法律議題，以及它們對教師的影響。課題包括：一、探討一系列議題之中不斷變更的法律標準，這些議題包括教師職業保障、學校安全、學生紀律、學生的福祉、侵犯版權、言論自由、為特殊教育需要學生及非華裔學生提供服務、性騷擾、暴力及欺凌。二、研究因為法律問題而產生的教育、政治、道德和行政等問題。三、利用真實案例，闡述教師面對法律/政策的困境。四、為教師提供作正確決定、達成教育目標和減少法律問題的知識和技巧。

PGDP 5313 Legal Issues in School Education

The school context in Hong Kong has become increasingly complicated. The social and policy environment after 1997 is exerting a great impact on education. Part of this impact is that teachers risk facing litigations or their rights being evaded if they are not careful and guarded enough in their daily school lives. In order to reduce these risks, this module will introduce some of the most significant legal issues that arise in primary and secondary schools and their implications for teachers. The module will: i) explore evolving legal standards on a variety of issues including employment, school safety, student discipline,

student well-being, infringement of copyright, free speech, services for students with special education needs and non-Chinese learners, sexual harassment, and violence and bullying; ii) examine educational, political, ethical, and administrative questions that legal issues often generate; iii) draw on real cases and legal/policy dilemmas that teachers are facing; and iv) provide teachers with knowledge and skills they need to make sound decisions, advance important educational objectives, and minimize legal problems.

PGDP 5314 教師發展與領導

在教育改革過程中，教師需要擔當日形重要的角色。面對不斷轉變的要求，教師必須對學校的運作及教師的角色有更確切的理解。若要有效地改進本身的教學工作，以應付日形吃重的要求，教師有必要致力實踐終身專業發展，及探求能提升教與學效能的策略。本科旨在協助學員理解及建立個人在教育中的角色，即旨在幫助學員成為個人專業成長中的領導。本科首先會協助教師理解改革浪潮中學校生活的特質，並探討其對教師專業生活的影響；探討課題包括：組織文化、微觀政治、組織行為與教師領導。其次，本科亦會協助教師培養對專業成長的認識，並探討如何盡量利用已有及嶄新的計劃以促進個人的專業發展，探討課題包括：教師發展的模式、專業發展的階梯、入職導師與新入職實習教師的職責、教師評核、及教師專業主義。

PGDP 5314 Teacher Development and Leadership

Teachers are expected to play an increasingly important role in the education reform process. Shifting expectations require teachers to have a firm understanding of how schools operate and how reforms affect their roles both in and outside of the classroom. To effectively reshape their work in line with growing expectations teachers must commit to career long professional development and consider strategies for maximizing their effectiveness, especially in terms of learning and teaching. This course is designed to help teachers to understand and shape their roles in a reform environment. In other words it aims to help teachers to become leaders of their own professionalism. It does this in two ways, first it helps teachers understand life in schools undergoing reform and the effect this can have on their professional life. Topics covered in this area include organizational culture, micropolitics, organizational behaviour and teacher leadership. The second thrust aims to nurture teacher awareness of their own professional growth and how they can maximize the latest opportunities available in this area. Topics covered in this area include models of teacher development, stages of professional development, mentorship and internship, teacher appraisal and teacher professionalism.

PGDP 5316 傳媒教育概論

現代人每天都為各種大眾傳媒的信息所轟炸。大眾傳媒也和流行文化、時尚、青少年問題、消費社會，政治動員和全球化等一系列社會現象密切相連。這些主題也因為和日常生活息息相關而吸引年輕人。大眾傳媒無論是身為主題或教育手段，在當代社會中都發揮了重要作用。世界各地政府和教育工作者越來越重視媒介素養和傳媒教育。本地這些努力也化成各種課外活動和各式傳媒教育項目。為了滿足在這方面日益增長的需要，本課程旨在為學員引介媒體素養和傳媒教育等基本理念。本科對常識科、語文、公民教育、道德和價值觀教育等相關科目的教師尤為切身。

PGDP 5316 An Introduction to Media Education

Nowadays people are bombarded with information from various sources of mass media. Mass media is also closely related to an array of social phenomena like popular culture, fashion, youth problems, consumer society, political mobilization, globalization, and so on.

These topics also attract young people because of their relevance to their daily lives. Mass media plays an important role in contemporary societies and they are both subject and means of education. Governments and educators around the world have increasingly paid attention to media education and media literacy. Locally, these efforts have also realised into various curricular initiatives and a number of media education projects. To address the growing needs in this area, the course aims to equip learners with basic ideas about media literacy and media education. This is particularly relevant to teachers in subjects like General Studies and language learning, as well as those working in citizenship, moral, and values education.

PGDP 5317 回首來時路：香港教育的脈絡

本科旨在協助學員對身處的社會脈絡及教育制度作出反思。本科會以歷史學的角度，闡釋自十九世紀以來，在不同時期香港教育的特色，以及分析社會發展與教育轉變之間的關係，以期令學員對香港教育的獨特之處有較廣闊及透徹的理解。

PGDP 5317 From whence we came: The Historical Contexts of Hong Kong Education

This course is designed to help students reflect on the social context and education system which they have lived with. By applying the historical perspective, the course will explain the key features of education in different periods, and analyse the relations between the social development and the educational changes in Hong Kong since 19th century. It is intended to help them to have a broadened and more penetrating understanding the uniqueness of Hong Kong education.

PGDP 5318 教學專業的倫理及專業標準

專業精神是教育工作者實踐的必要條件，教師專業必須有正當的價值取向和堅實的道德基礎。本科內容包括與法律、專業倫理、價值及操守相關的課題；介紹香港的教師專業標準，如 T-標準和香港教育專業守則的要點。透過個案研究來檢視教師相應於學生、僱主、同事、家長或監護人各持份者的權利和義務；並闡明教師作出道德抉擇及行動時所秉持之價值及原則。本科亦會探討有關教師專業發展之新近課題，例如有關憲制秩序和國家安全的教育。

PGDP 5318 Ethics and Professional Standards for the Teaching Profession

Professionalism is essential to practices of educators and there must be proper value orientations and solid ethical foundation for the teaching profession. This course covers issues related to law, professional ethics, values and conduct by providing an overview of professional standards for teachers in Hong Kong like T-standard+ and professional code. Case studies are used to examine the rights and responsibilities of teachers vis-a-vis other major stakeholders like students, employers, colleagues, parents/guardians, and to explicate the values and principles teachers can use to make ethical decisions and take ethical actions. Latest issues related to professional development such as education about constitutional order and national security are also addressed.

PGDP 5390 專題研究：社會、制度與組織

本科旨在訓練學員撰寫研究論文。學生以個別或小組形式，在講師之指導下，就商定之教育課題進行深入研究。（只限兼讀制學員修讀，並須由學院核准）

PGDP 5390 Individual Project: Society, Institution and Organization

This course aims to train students in writing research papers. Students are required to do

research projects on approved topics individually or in small groups under the supervision of a lecturer. (For part-time students only, and with permission of the Faculty)

PGDP 5401 教學心理學

此課程旨在介紹與小學教育相關的心理學理論。課程以理論實踐為主，並涵蓋以下範疇：行為及認知學派的學習理論、記憶及訊息處理、轉化學習、動機、教學目標及有效的學習環境。

PGDP 5401 Psychology of Learning and Teaching

This course attempts to introduce psychological theories pertinent to the teaching of students in primary schools. With an emphasis on the application of theories in practice, the following topics are explored: Behavioral and cognitive theories of learning, memory and information processing, learning transfer, motivation, instructional objectives and effective learning environment.

PGDP 5402 兒童心理發展

本科旨在介紹有關兒童發展的主要理論取向，以及探討家庭、學校和社群的互動在兒童發展上的作用。本科的核心在於從理論及應用角度來檢視兒童時期的各方面發展(例：認知、德性、美感、群性、情感和自我)，亦討論時下備受關注的議題(例：資優教育及才華發展；心理困擾及其介入)。

PGDP 5402 Psychological Development of the Child

This course provides an introduction to major theoretical orientations in understanding child development. The interplay of family, school and community as contexts of child development will be deliberated. The core of the course lies in different aspects of development (e.g., cognitive, moral, aesthetic, social, emotion and self) in childhood, which will be examined from both theoretical and applied perspectives. Special issues of current concern (e.g., gifted education and talent development; psychological disturbances and their intervention) will also be discussed.

PGDP 5403 學生輔導

本科旨在讓小學教師綜覽學生輔導之基本概念及其在小學裏之應用。研習課題包括：學校輔導之基本原理及目標、專業輔導員及輔導教師應有之條件、角色功能、輔導理論及基本輔導技巧等。

PGDP 5403 Guidance and Counseling in Schools

This course aims to introduce to primary school teachers: (1) an overview of the basic principles and objectives of school guidance and counseling, (2) roles and responsibilities of the school guidance / counseling personnel, (3) selected theoretical frameworks in counseling psychology, and (4) some basic counseling skills. The counseling process as well as contemporary trends in the field will also be discussed.

PGDP 5404 課室管理及學校訓育工作

本科旨在協助學員從理論及實踐層面認識小學課室管理及學校訓育工作。引導教師建立優良的學習環境，並培養學生自律精神。研習課題包括：學校氣氛與紀律、學生訓育之功能、小組動力、學生之需要、切合實況的訓育模式、師生關係、校規及學校政策、訓輔理念之結合、家庭與學校之合作及全校參與模式之訓育工作。

PGDP 5404 Classroom Management and School Discipline

The course is designed to familiarize students with both the theoretical and the practical aspects of classroom management and school discipline in primary schools. It also aims at assisting teachers to promote an optimum learning environment and to encourage the development of self-discipline among students. Topics include: organizational perspective of discipline, roles and functions of students discipline, group dynamics, needs & problems of contemporary students, contextual model of student discipline, student-teacher relationship, school rules and organization policies, coordination between discipline and guidance, home-school partnership and whole school approach of discipline.

PGDP 5405 支援有特殊教育需要的小學生

本科以跨學科角度介紹在融合教育的環境中支援有特殊教育需要學生的重要議題。我們首先分析近年來特殊教育與融合教育的政策發展與爭議。然後我們討論特殊兒童的辨識與教育，包括課程與教學調適的考慮。探討的特殊需要類別包括特殊學習障礙、智力障礙、自閉症、專注力不足/過度活躍、肢體障礙、視覺障礙、聽覺障礙、語言障礙及資賦優異等等。我們會特別留意特殊兒童在小學階段的發展特點與需要，從而強化小學教師在主流學校中支援這些學生的專業能力。

PGDP 5405 Supporting Primary School Students with Special Educational Needs

This course employs a cross-disciplinary perspective to introduce important issues in supporting students with special educational needs (SEN) in integrated school settings. First, we examine contemporary policy changes and controversies in special education and integration. We then discuss basic principles of identification and education of exceptional children. Curriculum and instructional issues will be deliberated. In particular, the types of SEN covered are Specific Learning Difficulties (SpLD), Intellectual Disability (ID), Autistic Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (AD/HD), Physical Disability (PD), Visual Impairment (VI), Hearing Impairment (HI), Language Impairment (LI), and Giftedness and Talents (GT). Developmental characteristics and needs of these children in primary school years will be addressed, with a focus on enhancing teachers' professional capacity in supporting them in the regular classroom.

PGDP 5406 學校性教育

本科旨在協助老師掌握人類性的知識，探究小學性教育課程及教學方法。課題包括：人類性的定義；性在生理、心理和社會方面之基本概念；性心理發展理論；性與性別；與性有關的價值及態度；人際關係；透過性傳染的疾病；預防小童受性虐待及自我保護等。此外，亦會探討性教育在小學之推行和學校家庭在性教育之協作。

PGDP 5406 Sex Education in Schools

The purpose of this course is to assist teacher to acquire knowledge of human sexuality, explore the sex education curriculum and methodology of sex education curriculum and methodology of sex education in primary school. Topics such as definition of human sexuality, the bio-psycho-social aspects of human sexuality, theories of psychosexual development, sex and gender, values and attitudes related to sex, interpersonal relationship, sexually transmitted diseases, prevention of child sexual abuse and self-protection of sexual abuse are discussed. In addition, implementation of sex education in primary school and school-home partnership in sex education are also investigated.

PGDP 5407 理解和編製學校成就測驗

本科旨在為在職或職前中小學教師提供教育測量的理論和技術，用以評估學校教育教學的成果，課程內容包括：

- (一) 教育測量和評鑑的基本概念和原則；
- (二) 編製和評估客觀性和構建性測驗試題的程序；
- (三) 標準成就測驗的運用；
- (四) 非規範化的測驗方法的運用；
- (五) 解釋測驗分數的各種方法；
- (六) 解釋及運用測驗結果中常見的問題。

PGDP 5407 Understanding and Developing School Achievement Tests

This course is designed to provide in-service or prospective school teachers with measurement theory and techniques for assessing educational achievements in school. Topics include

- (1) basic concepts and principles of educational measurement and assessment,
- (2) procedures for construction and appraisal of objective-type and constructive-type test items,
- (3) use of standard achievement tests,
- (4) uses of unconventional, informal assessment methods,
- (5) methods of interpretation of test scores, and
- (6) issues in interpretation and uses of test results.

PGDP 5408 兒童輔導

本科旨在介紹從事兒童工作時回應孩子各種發展及適應需要的基本輔導技巧。主要涉及的課題包括：如何跟兒童建立融洽的關係；運用玩具、戲劇、美術、音樂以及其他創意技巧跟不同能力水平的兒童進行互動。在課程中，學員將會對兒童的感受和需要有更深入的了解，並更意識到對兒童的回應可以促成正面的情感關係的建立，改善兒童的行為，最終讓他們在學習上獲得更佳的效果。此外，本課程亦會討論家庭與學校在兒童工作中的角色。

PGDP 5408 Counselling Children

This course introduces basic counseling skills for working with children in response to a variety of developmental and/or adjustment issues. Topics to be covered include: ways to build rapport with children, use of toys, art, music, drama, and other creative techniques to work with children with various abilities. Throughout the course, participants are expected to gain a better understanding of children's feelings and needs, and to become more aware of the ways to respond to children that can facilitate the development of positive emotional relationship and improve behaviors which eventually allow more learning to take place. The roles of family and school in working with children will also be discussed.

PGDP 5409 支援有特殊教育需要的小學生

本科以跨學科角度介紹在融合教育的環境中支援有特殊教育需要學生的重要議題。我們首先分析特殊教育與融合教育的歷史、政策與原理。然後我們討論特殊教育需要學生的辨識與介入、課程與教學調適的考慮、相關實用技巧和例子。探討的特殊需要類別包括特殊學習障礙、智力障礙、自閉症、專注力不足/過度活躍、肢體障礙、視覺障礙、聽覺障礙、語言障礙、有特殊教育需要非華語學生、精神病及雙重特殊資優等。我們會特別留意特殊教育學生在小學階段的發展特點與需要，從而強化小學教師在主

流學校中支援這些學生的專業能力。

PGDP 5409 Supporting Primary School Students with Special Educational Needs

This course employs a cross-disciplinary perspective to introduce important issues in supporting students with special educational needs (SEN) in integrated school settings. First, we examine the history, policy and principles of special education and integration in Hong Kong. We then discuss basic principles of identification and intervention for students with SEN with practical skills and examples. Curriculum and instructional issues will be deliberated. In particular, the types of SEN covered are Specific Learning Difficulties (SpLD), Intellectual Disability (ID), Autistic Spectrum Disorder (ASD), Attention Deficit/Hyperactivity Disorder (AD/HD), Physical Disability (PD), Visual Impairment (VI), Hearing Impairment (HI), Language Impairment (LI), Non-Chinese Speaking (NCS) and Mental Illness (MI), twice exceptional (i.e. SEN with Giftedness and Talents) will be covered. Developmental characteristics and needs of these students in primary school years will be addressed, with a focus on enhancing teachers' professional capacity in supporting them in the regular classroom and in whole school.

PGDP 5490 專題研究：教育心理與輔導

本科旨在訓練學員撰寫研究論文。學生以個別或小組形式，在講師之指導下，就商定之教育課題進行深入研究。（只限兼讀制學員修讀，並須由學院核准）

PGDP 5490 Individual Project: Psychology and Counselling

This course aims to train students in writing research papers. Students are required to do research projects on approved topics individually or in small groups under the supervision of a lecturer. (For part-time students only, and with permission of the Faculty)

PGDP 5901 教學實習

教學實習是學位教師教育文憑(小學)課程的重要部分，它為學員提供實踐教學理論的機會。實習期間，本院導師進行視導，為學員的教學表現、專業修養及教學態度等作進展性及總結性評估，以支援學員的專業發展。

PGDP 5901 Teaching Practicum

Teaching Practicum (TP) is an integral part of the Postgraduate Diploma in Education (Primary) Programme. It provides opportunities for students to put theory into classroom practice. In order to support students' professional development, practicum supervision will be conducted by the Faculty's TP supervisors during the TP period. TP supervisors will assess students through formative and summative assessment, taking into consideration students' teaching performance as well as their professional behaviour and attitude.

PGDC 5001 & 5101 幼兒教育的課程與教學

本科乃介紹幼兒教育(幼教)課程的發展與教學，涵蓋課題包括：

1. 各學習範疇的學與教原則；
2. 幼教課程設計、施行、與評估的原則與概念；
3. 設計符合幼兒身心發展的學習經驗；
4. 為幼兒提供有質素的學習經驗；
5. 幼兒學習評估；
6. 入學適應和幼小的銜接。

PGDC 5001 & 5101 Early Childhood Education: Curriculum and Teaching

The course aims to introduce the basic principles in curriculum development and practical classroom delivery skills in early childhood education (ECE). Aspects to be covered in the course include

1. Learning and teaching principles of learning areas;
2. Principles and key concepts underpinning the design, implementation, and evaluation of ECE curriculum;
3. Planning developmentally appropriate learning experiences;
4. Skills in delivering quality learning experiences for young children;
5. Assessing the learning of young children; and
6. Adaptation to school life (transition from home to school) and interface between preschool and primary school.

PGDC 5201 幼兒教育的基礎

本科旨在介紹幼兒教育(幼教)的原則。本科會涵蓋的課題包括：

1. 幼教的基礎原則及理論；
2. 影響幼教的社會及文化因素；
3. 幼教教學法，包括：符合幼兒身心發展的學習、探究式學習、全語言、主題、遊戲為本、設計活動、綜合課程；
4. 香港當代的幼教議題；
5. 幼教工作者的專業角色。

PGDC 5201 Foundations of Early Childhood Education

The course aims to introduce the key principles of early childhood education (ECE). Topics to be covered include:

1. basic principles and theories of ECE;
2. social and cultural factors influencing ECE;
3. ECE approaches: Developmentally Appropriate Practice (DAP), inquiry-based learning, thematic approach, play-based curriculum, project, integrated curriculum, and High/Scope;
4. contemporary ECE issues in Hong Kong; and
5. professional roles of early childhood educators.

PGDC 5202 幼兒創意藝術

本科旨在讓學員了解創造力的概念、理論、啟發創意的技巧，以及成人怎樣引導幼兒運用不同藝術形式進行創意表達。其藝術形式包含：視覺藝術（例如：繪畫及油畫）、語言藝術（例如：詩及繪本）、表演藝術（例如：音樂及舞蹈），以及綜合藝術。本科會著重如何透過藝術，促進幼兒遊戲、想像力和創意能力之間的相互發展。此外，本科亦會介紹各種在學校和校外情境（包括幼稚園、家庭及社區）促進幼兒創意表達的策略。

PGDC 5202 Creative Arts for Early Childhood

This course is designed for students to understand the concept of creativity, its theories and the techniques of enhancing creativity, and how adults can facilitate young children's creative expressions using different forms of arts. These forms comprise visual arts such as drawings and paintings, language arts such as poetry and picture books, expressive arts such as music and dance, as well as the integrated arts. The interrelated development of play, imagination and creativity through the arts is highlighted. Strategies to enhance creative

expressions of young children in and outside the school context (i.e. kindergarten, home and community) are also discussed.

PGDC 5203 幼兒教育中的遊戲教學

本科旨在介紹遊戲在幼兒教育課程中的特徵、相關理論和教學策略。主要內容包括以下幾方面：

1. 遊戲特徵；
2. 遊戲的理論和實踐；
3. 遊戲對兒童語言、認知、社會、情緒發展、及體能發展的重要性；
4. 通過正式和非正式、戶內和戶外活動促進遊戲式學習；
5. 遊戲與科技；
6. 遊戲中兒童學習與發展的評估。

PGDC 5203 Teaching and learning through play in Early Childhood Education

The course aims to introduce the characteristics, theories and practices of play as a teaching and learning strategy in ECE. Aspects to be covered in the course include:

1. characteristics of play;
2. theories and practices of play;
3. values of play for children's language, cognitive, social, emotional, and physical development;
4. fostering playful learning through formal and informal, indoor and outdoor activities;
5. play and technology; and
6. assessing children's learning and development in play.

PGDC 5301 幼兒教育管理及其持續發展

這本科是向幼兒教育工作者介紹不同的組織及管理理論，並從社會，學校及個人三個層次，應用這些理論和知識。首先，討論校本管理的實踐，當中包括資源管理，教師專業發展及團隊建立等議題。其次，探討教師專業精神及如何在知識上裝備幼教工作者，讓他們將來能夠承擔學校領導或教師領導的角色。最後，分析問責及質素保證機制的理念，數據為基礎的學校發展及如何準備學校內評及外評事宜。本課程提供給幼教工作者這些學校管理的概念知識，成為幼教機構能夠持續發展的基礎。

PGDC 5301 Educational Management and Sustainable Development of Early Childhood Settings

This course provides an introduction to various organizational and management theories to early childhood education practitioners. The application of these theories and knowledge in early childhood education institutions will be illustrated in three levels: the social, school and individual level. First, rationales of accountability and quality assurance mechanism, data driven school improvement and matters in preparation for school self-evaluation and external review are examined. Second, the implementation of school-based management such as resource management, professional development of teachers and team building are discussed. Third, teacher professionalism and ways to equip early childhood practitioners with sufficient knowledge in order to fulfill their respective roles as school leaders or teacher leaders are presented. The course provides participants with conceptual knowledge in school management that serves as the basis of sustainable development of early childhood education institutions.

PGDC 5302 家長參與幼童的教育

本課程旨在協助學員在幼兒教育中發展與家庭及社區的協作能力，本科尤著重於以下課題：家長在促進幼童成長所擔任的角色、家長與教師之間的互動關係，在香港現行的家校協作政策及在本地及國際教育變遷脈絡下的協作措施。

PGDC 5302 Parental Involvement in Young Children's Education

The course aims to help participants develop competency in working with families and communities for young children's education. Special emphasis is placed upon the roles of parents in fostering children's development, dynamics of the parents-teacher relationship, policies of home school collaboration under the current and local educational reform, and practices for enhancing home-school-community collaboration within the changing local and international context.

PGDC 5303 教學專業的倫理及專業標準

專業精神是教育工作者實踐的必要條件，教師專業必須有正當的價值取向和堅實的道德基礎。本科內容包括與法律、專業倫理、價值及操守相關的課題；介紹香港的教師專業標準，如 T-標準⁺和香港教育專業守則的要點。透過個案研究來檢視教師相應於學生、僱主、同事、家長或監護人各持份者的權利和義務；並闡明教師作出道德抉擇及行動時所秉持之價值及原則。本科亦會探討有關教師專業發展之新近課題，例如有關憲制秩序和國家安全的教育。

PGDC 5303 Ethics and Professional Standards for the Teaching Profession

Professionalism is essential to practices of educators and there must be proper value orientations and solid ethical foundation for the teaching profession. This course covers issues related to law, professional ethics, values and conduct by providing an overview of professional standards for teachers in Hong Kong like T-standard+ and professional code. Case studies are used to examine the rights and responsibilities of teachers vis-a-vis other major stakeholders like students, employers, colleagues, parents/guardians, and to explicate the values and principles teachers can use to make ethical decisions and take ethical actions. Latest issues related to professional development such as education about constitutional order and national security are also addressed.

PGDC 5401 兒童早期發展

本科旨在介紹零至八歲兒童的生理、認知、情緒和社交等範疇的發展。

本科透過闡釋主要發展理論/觀點和相關實證研究，讓學員了解兒童早期發展的各種潛能和影響相關因素，同時加強學員對兒童發展的認識，例如：如何有效地甄別和照顧兒童的發展需要、如何對兒童進行恰當的觀察與評估等，以應用於幼兒教育上。

PGDC 5401 Early Childhood Development

This course aims to introduce the main aspects of child development, including physical, cognitive, affective and social development, from birth to the eighth year of age. The development of various competencies in early childhood and the factors that affect the development will be illuminated with major developmental theories/perspectives and relevant empirical research. The course will also help students appreciate that a deep understanding of child development can inform the practice of early childhood education, such as how to identify and cater for the needs of individual children effectively and how to

conduct child observation and assessment appropriately.

PGDC 5402 支援有不同學習需要的幼童

本科旨在讓學員對兒童的發展差異及特殊需要之定義有基本認識，並探討在幼兒常見的特殊需要類別包括智力發展遲緩、語言及語文習得困難、過動症和自閉症等。本科重點在於探討幼兒特殊學習需要的辨識與教育，普通班教師在協助與教導這些兒童的過程中所擔當的角色，以及從分層支援及家校合作等角度討論如何有效協助不同學習需要的幼兒成長。

PGDC 5402 Supporting Young Children with Diverse Needs

This course employs a cross-disciplinary perspective to introduce important issues in supporting young children with diverse needs in mainstream school settings. First, contemporary policies and available support for young children with diverse needs in preschools will be examined. Second, the developmental characteristics and basic principles of early identification will be addressed. Most importantly, evidence based interventions for young children with diverse needs, in particular, those with difficulties in cognitive, communication, early literacy, social, behavioral and emotional development will be discussed. The 3-tier support model and home-school collaboration will be emphasized in delivering the interventions for those children in needs.

PGDC 5501 幼兒基礎活動和節奏律動教學

本科為學生提供有關幼兒基礎動作技能學習、教學和評估的知識，包括設計和實施有效的基礎活動以促進幼兒的體育素養，並介紹如何按幼兒的動作發展和能力差異調整教學內容，同時認識有系統的評估標準和方法，協助學生掌握和改善各種基礎動作能力。通過參與，學生將建立一系列基礎活動和節奏律動的教學知識，從而培育幼兒的體育素養。

PGDC 5501 Teaching Fundamental Movement Skills and Rhythmic Activity for Young Children

This course enables students to acquire the necessary skills and knowledge to plan and implement an effective movement program considered developmentally appropriate for preschool classrooms to support the development of physical literacy in young children. Students will be introduced to both theoretical and applied aspects of movement education for young children in different development stages, as well as being put through an interactive learning process to understand to understand the current practices in evaluating motor behaviors of the early years. Students will also learn to identify creative and innovative solutions to support the development of physical literacy in young children using a range of fundamental movement skills (FMS) and rhythmic activities.

PGDC 5901 教學實習

教學實習是學位教師教育文憑(幼兒教育)課程的重要部分，它為學員提供實踐教學理論的機會。實習期間，本院導師進行視導，為學員的教學表現、專業修養及教學態度等作進展性及總結性評估，以支援學員的專業發展。

PGDC 5901 Teaching Practicum

Teaching Practicum (TP) is an integral part of the Postgraduate Diploma in Education (Early Childhood Education) Programme. It provides opportunities for students to put theory into classroom practice. In order to support students' professional development, practicum supervision will be conducted by the Faculty's TP supervisors during the TP period. TP

supervisors will assess students through formative and summative assessment, taking into consideration students' teaching performance as well as their professional behaviour and attitude.