香港都會大學
教育及語文學院
Hong Kong Metropolitan University
School of Education and Languages

Doctor of Education (EdD)

Information Booklet

(September 2022 enrolment)

香港都會大學
教育及語文學院

1 Introduction

The degree of Doctor of Education is originally established in North America, and in recent years has been offered by a growing number of universities in the UK, Australia and Hong Kong.

The distinguishing characteristics of an EdD are its professional orientation and its combination of coursework and thesis elements. Its applied nature has led to its being increasingly seen as a more appropriate vehicle for further professional development than the traditional thesis-only PhD in Education. Though rather different in structure and emphasis from the PhD, it demands the same level of academic rigour.

2 Aim

The principal aim of the programme is to make a significant contribution to the advanced professional and academic development of those concerned with education and its cognate fields, to the ultimate benefit of the wider educational community.

3 Learning outcomes

More specifically, at the end of their EdD study, students should be able to:

- critically *evaluate* a range of issues of concern to professionals in education and cognate areas, at an advanced level;

- *analyse* the complex interplay of theory and practice in education and/or between education and its cognate areas;

- *apply* appropriate skills in educational research and enquiry; and

- *carry out* independent research which will represent a significant and original contribution to academic and/or professional knowledge in education.

4 Entry requirements

There are two entry pathways to the EdD programme, as follows:

Pathway 1

Applicants should hold a recognized Master's degree (by research or coursework) in education or a related area.

Pathway 2

Applicants should hold a recognized Master's degree (by research or coursework) in an area not related to education.

5 English language requirements

Applicants who will work on an English Language Education topic and/or the working thesis is English, they are expected to fulfil one of the following requirements:
- A minimum score of 550 (paper-based test); or
- A minimum score of 79 (Internet-based test) on the Test of English as a Foreign Language (TOEFL), with at least ≥ 19 in writing; or
- An overall band score of 6.5 in International English Language Testing System (IELTS), with at least 6.0 in writing.

English proficiency requirements are not applicable to applicants who will work on a Chinese Language Education topic and/or the working language of the thesis is Chinese.

6 Structure and content

The EdD programme includes two stages, moving from a broad-based understanding of educational issues in the coursework component to independent investigation of a specific issue of professional concern in the *Thesis*. The programme will normally take four or five years to complete, with a maximum of seven years.

Stage 1: Coursework component

Pathway 1 (40 credits)

Students have to take:

- EDU E991 *Educational Research*; and

- **one** 20-credit post-graduate level Education course from Table 1 below:

Table 1 List of courses for coursework component

EDU E805C	*Effective Leadership and Management in Education*
EDU E808C	*Chinese Language Education*
EDU E813C	*Child Development in Families, Schools and Society*
EDU E817C	*Learning, Curriculum and Assessment*
EDU E819	*Investigating Language in Action*
EDU E823	*Understanding Children's Development and Learning*
EDU E825	*Educational Leadership: Context, Strategy and Collaboration*
EDU E846	*Curriculum, Learning and Society: Investigating Practice*
EDU E881C	*Drama in the Curriculum*
EDU E882CF	*Investigating Early Childhood Education*
or equivalent (subject to E&L's approval)	

Note:
- A course code with a C in its suffix is presented in Chinese.
- Students will normally be required to complete course(s) from Table 1 before taking EDU E991.
- For the intended course presentation schedule and an outline of each course, see Appendices 1 and 2 respectively.

The courses chosen must extend the coverage of students' Master's degrees to ensure that they have the wide knowledge and understanding of educational issues required for professionally-oriented research at doctoral level.

(Note: For students who have taken the **HKMU MEd**, the one 20-credit course selected from Table 1 should be a new course that has not been studied in the MEd programme before.)

Pathway 2 (60 credits)

Students have to take:

- EDU E991 *Educational Research*; and

- **two** 20-credit post-graduate level Education courses from Table 1 above.

Except in special circumstances, students entering through Pathway 2 should only take one course in the first semester.

Progression to the Thesis stage

Upon completion of the coursework component, students have to submit for assessment an assignment of around 5,000 words within about six weeks. This assignment will require students to write an analytical essay on the literature related to their thesis.

The successful completion of this assignment is *mandatory for progression to Stage 2*.

Stage 2: RSCH E900 Thesis (40,000 to 50,000 words)

After enrolment in Stage 2, students will develop a revised detailed research proposal which should be an extension of their Project in EDU E991. Normally, they will be required to submit this revised proposal within about four to six months. The proposal should demonstrate:

- a clear formulation of the research question(s) or hypothesis(es);
- understanding of the theoretical frameworks involved;
- an initial literature review;
- knowledge of research in related areas; and
- a viable plan for the collection and analysis of data.

Satisfactory development of the detailed research proposal is necessary for further progress in Stage 2. The minimum time for the *Thesis* is two years and the maximum is five years.

7   Tuition/supervision

Stage 1: Course component

For the courses listed in Table 1, students will receive a comprehensive pack of course materials. In addition, they will be offered 30 hours of face-to-face sessions in the form of tutorials, day schools and surgeries for each course.

EDU E991 is a project course, for which students will receive brief materials on research methodology and a Project Guide. The course will be taught by potential supervisor(s) on a small group or individual basis. If necessary, workshops on research methodologies, the use of the Internet in research, statistical applications and analytical tools will also be organized to help students to acquire the skills necessary to carry out their research and data analysis.

All courses include an online support element.

Stage 2: RSCH E900 Thesis

Each student will be assigned a supervisor – and occasionally two, depending on the area of research. In the latter case, one of the supervisors will be designated the Principal Research Supervisor.

Students will get 24 hours of individual face-to-face supervision per year, with additional support by e-mail.

8   Assessment

Stage 1

- All the courses listed in Table 1 will have four or five tutor-marked assignments (including a project). There will also be a three-hour end-of-course examination. The weighting of continuous assessment and the examination will be 60% and 40% respectively.

- For EDU E991, there will be three assignments and a presentation. The first assignment is a tentative research plan; the second is an essay on the research methodology proposed for the thesis; and the last is the research proposal for the thesis. Students will also be required to give a presentation on their proposals to the academic staff of the School and other EdD students. The presentation will be assessed.

  Students must pass both the assignment component and the presentation in order to pass EDU E991.

Stage 2

Other than the revised thesis proposal, students will be required to provide their supervisors with formal reports on their progress and plans every six months. The final *Thesis* will be assessed by at least three examiners, including the student's Principal supervisor and an External Examiner, and will be followed by a *viva voce* examination.

9   *Thesis* area

For the September 2022 intake, the following research areas will be available:

- Applied Linguistics
- Curriculum Studies, Learning and Assessment
- Data Science in Education
- Distance education
- Drama and Theatre Education
- Early Childhood Education
- Educational Leadership and Management
- First and Second Language Learning and Acquisition
- Genre-based English and Chinese Studies
- Inclusive Education
- Information Literacy
- Information Technology in Education
- Language and Literary Studies
- Language Education
- Mathematics Education
- Mediation of Technologies in Language Learning and Language Use
- Policy Analysis in Education
- Psychology of Teaching and Learning
- Special Educational needs and Special Education
- STEM Education
- Teacher Education
- Wellness and Health Education

10 Language of instruction

Students' *Theses* will be submitted in English, with the exception of topic areas (such as Chinese language curriculum and Chinese language teaching) in which the use of Chinese is clearly necessary.

11 Selection criteria

Factors which will be taken into account in assessing the suitability of candidates for the programme will include:

- the brief **research proposal** which all applicants are required to submit;

- performance in, and the coverage of, their ***Master's degrees***;

- ***other relevant experience*** mentioned in the application form; and

- performance in the ***interview***.

12 Application procedure

The application procedure involves the following stages:

1. All applicants should complete the **Preliminary Application Form (*Form EdDPA*)**, which includes a brief indication of the proposed research topic for the *Thesis* stage. The completed form must be returned by **15 April 2022** to the Dean, School of Education and Languages, Hong Kong Metropolitan University, 30 Good Shepherd Street, Homantin, Kowloon.

2. **In early May**, shortlisted applicants will be invited to complete the **Final Application Form**, which should be returned by **early June 2022**. Along with this form, applicants should send:

    *   the application fee for local students (HK$300)/for non-local students (HK$515);
    *   a more detailed outline of the proposed *Thesis*;
    *   reference forms completed by two referees; and
    *   copies of degree certificate(s) and transcript(s).

3. Selected candidates will be required to attend interviews **in late June** as part of the selection process and final offers will be made for places on the programme in late August.

Note: ***The number of students who will be admitted to the programme in September 2022 is limited to a maximum of four.***

13 Overseas students

Overseas applicants who meet the entry requirements may apply and should follow the deadlines as stated in the paragraph above. Applicants who are shortlisted after the second stage will have to attend a telephone or online interview, which will replace the face-to-face interview. This will take place on weekdays, between 9 am and 6 pm, Hong Kong time.

No face-to-face tutorials or meetings will be arranged overseas. During the coursework stage, overseas students must mail their assignments to the Hong Kong address of their tutors, who will provide support through the HKMU Online Learning Environment or by email. These students should either come to Hong Kong to take the examination for each course or take it overseas, following the HKMU regulations stipulated in the *Student Handbook*.

For EDU E991, students must come to Hong Kong to present their proposals.

In the *Thesis* stage, students must come to Hong Kong for a residential period of at least one week per year. They will also be required to come to Hong Kong to attend the *viva voce* examination. It is the responsibility of overseas students to make their own arrangements for visas, travel, accommodation and daily living expenses. These expenses are not included in the *Thesis* tuition fee.

14 Fees

Stage 1
The fee for each of the taught courses is HK$28,400.

Stage 2

Year 1 to 3	$56,960
Year 4 onwards	$28,490

<u>*Note*</u>
- Year 1 refers to the year in which thesis supervision commences.
- The tuition fee is subject to adjustment announced by the HKMU.

15 Further information/enquiries

For further enquiries about the programme, please contact:

Tel: 2768 5878
Email: el_adm@hkmu.edu.hk

NB Should there be a conflict between anything in this booklet and the University Regulations, the Regulations shall prevail.

Personal Data (Privacy) Notice – Use of Personal Data

The University's use of personal data complies with the Personal Data (Privacy) Ordinance.

You must provide the data required by the application form. The University will use the information provided for the following purposes:

- for processing your application for admission;
- for transferring to our student record upon your registration on courses/programme. The data will be used by the University for all academic and administrative purposes. (All personal data of unsuccessful applicants will be destroyed.)

If you do not provide the data requested, the University may not be able to process your application.

The University will keep such data confidential but may need to transfer it to other parties such as agents providing services to the University, student bodies and so on.

You have the right to ascertain whether or not the University holds personal data relating to you, to obtain a copy of such data and to have any inaccuracies in the data corrected. You can make use of existing channels to access or correct your personal data. You may also request access to or correction of your personal data through the Data Protection Officer (DPO) of the University. The University may charge a fee for processing any such request. Data access and/or correction requests should be made in writing and addressed to:

The Data Protection Officer
The Hong Kong Metropolitan University
30 Good Shepherd Street
Ho Man Tin, Kowloon, Hong Kong
Fax: 2392 9132   E-mail: dpo@hkmu.edu.hk

Intended course presentation dates

Course Code and Title		Credits	Sep 2022	Jan 2023	Sep 2023
EDU E805C	*Effective Leadership and Management in Education*	20	✓		✓
EDU E808C	*Chinese Language Education*	20		✓	
EDU E813C	*Child Development in Families, Schools and Society*	20	✓		✓
EDU E817C	*Learning, Curriculum and Assessment*	20		✓	
EDU E819	*Investigating Language in Action*	20		✓	
EDU E823	*Understanding Children's Development and Learning*	20		✓	
EDU E825	*Educational Leadership: Context, Strategy and Collaboration*	20		✓	
EDU E846	*Curriculum, Learning and Society: Investigating Practice*	20			✓
EDU E881C	*Drama in the Curriculum*	20			
EDU E882CF	*Investigating Early Childhood Education*	20	✓		
EDU E991	*Educational Research*	20	✓		✓
RSCH E900	*Thesis*	50	✓	✓	✓

Details of taught courses

EDU E805C *Effective Leadership and Management in Education*

Duration	:	*Two semesters*
Credits	:	*20*
Language	:	*Chinese*

Aims

The course aims to improve professional capability in educational management by:

- developing knowledge and understanding of educational management theory and practice;
- promoting the self-development of effective educational managers through critical reflection on practice; and
- developing an understanding of how context and values influence educational management.

Contents

EDU E805C is structured around three important dimensions of educational management: ideas and conceptual frameworks, personal and interpersonal behaviour or skills, and management functions and tasks. It starts by looking at the conceptual frameworks underpinning professional self-development and educational organizations, and then explores the complexity of interpersonal skills and processes involved in leadership and teamwork. This is followed by discussion on organizational effectiveness and managing changes for improvement. Finally, it considers four major functional areas of educational management – strategic management and the management of learning, resources and people.

Assessment

There are four tutor-marked assignments including a project, and a final examination.

Set book

There are no set books for this course.

Readers (supplied as part of course material)

Kydd, L., Crawford, M. and Riches, C. 編，陳韙等譯，（2001）《教育管理的專業發展》，香港：香港公開大學出版社。

Crawford, M., Kydd, L. and Riches, C. 編，黃婉儀等譯，（2001）《教育管理與領導和團隊》，
香港：香港公開大學出版社。

Harris, A., Bennett, N. and Preedy, M. 編，黃婉儀等譯，（2001）《組織效能與教育改進》，
香港：香港公開大學出版社。

Preedy, M., Glatter, R. and Levačić, R. 編，陳韙等譯，（2001）《教育管理：策略、質量與資源》，香港：香港公開大學出版社。

EDU E808C　*中國語文教育*

修讀期　　　:　兩學期
學分　　　　:　20
教學語言　　:　中文

目標

本科旨在讓學生對現代漢語有深入的認識，剖析語言、文化和社會的相互關係，探究中國語文教育理論和實踐的問題，進而反思現行的中國語文教育狀況和未來的發展路向，並培養學生從事現代漢語、中國語文教育及教學的研究能力。

內容

本科分為三大部分：（一）語言學和漢語知識；（二）語言和文化、社會的關係；（三）中國語文教學理論與實踐。每部分涉及語文教育的重要範疇，既是獨立課題，同時也與其他部分緊密聯繫，互相呼應，以求涵蓋與中國語文教育有關的主要課題。

第一部分〈語言學和漢語知識〉首先介紹語言學概論，然後深入探討現代漢語的語音學、詞彙學、語法學和修辭學，幫助學生從宏觀角度分析語音、詞彙、語法、修辭的性質、並從不同的角度分析它們之間的關係。第二部分〈語言和文化、社會的關係〉主要討論語言與文化、語言接觸、語言變異和言語交際，幫助學生分析漢語與中國文化的相互影響，探討粵方言與本地社會、文化的關係，討論漢語中的語言借用和變異對語文教育的影響，以及分析言語行為與會話結構。第三部分〈中國語文教學理論與實踐〉探討語文教育思想，語文教學心理及教學法研究，中文科課程的組織、發展及教材問題，以及語文能力測試和評估。本科引導學生從事與現代漢語、語文教育和語文教學相關的專題研究。

成績評核

本科有五份導師評改作業（包括一份專題研究）及一次三小時的期終考試。

指定教科書

陳望道（2008）《修辭學發凡》，上海：復旦大學出版社。

陳原（2000）《社會語言學》，北京：商務印書館。

程祥徽，田小琳（2013）《現代漢語》（修訂版），香港：三聯書店。

符准青（1985）《現代漢語詞彙》，北京：北京大學出版社。

葉蜚聲，徐通鏘（1997）《語言學綱要》，北京：北京大學出版社。

朱德熙（1997）《語法講義》，北京：商務印書館。

指定讀物

除指定教科書外，本科亦包括數十篇指定讀物。

Duration : *Two semesters*
Credits : *20*
Language : *Chinese*

Aims

This course aims to develop learners' understanding of the development of children and adolescents, and its relationship with socio-cultural contexts.

Contents

EDU E813C is a study of human development and learning drawing extensively on research findings. It is concerned with how families, schools and society exert their influence on children's development and understanding.

The material is divided into three parts. Part 1, *Early child development from a socio-cultural perspective*, examines the significance of family contexts for early development, including early relationships, communication and language. It also critically evaluates attachment theory and how children make sense of relationships. Part 2, *Cognitive development from a socio-cultural perspective,* is concerned with theory and evidence on cognitive development, and how this is related to aspects of learning and teaching. Finally, Part 3, *Social development during school years,* looks in more detail at moral understanding and peer relationships. The importance of images of childhood is highlighted.

Assessment

There are five tutor-marked assignments (including a project) and a final examination.

Set books

魯道夫‧謝弗（2004）《群性發展》，香港：香港公開大學出版社。

尼爾‧默瑟（2004）《在指導下的知識建構》，香港：香港公開大學出版社。

EDU E817C *Learning, Curriculum and Assessment*

Duration   :   *Two semesters*
Credits   :   *20*
Language   :   *Chinese*

Aims

This course aims to help learners develop a theoretical framework for learning, knowledge, pedagogy and assessment within which they can reflect critically on their own views and practice, and make plans for curriculum change at personal and institutional levels.

Contents

EDU E817C explores the meanings of curriculum, assessment and pedagogy, the relationships between them and the nature of their influences on practice. The course includes five sections, as follows:

Section 1 *Curriculum in context* examines curriculum, assessment and pedagogy in the wider political and cultural context and introduces contemporary debates to illustrate the contested nature of these three issues.

Section 2 *Learners, learning and assessment* looks at how views of learning are implicated at all levels in curriculum and assessment. It starts by examining both historical and current perspectives on views of mind and discusses how theories on learning influence practice. Key issues which have been of concern recently – such as problem solving, competency assessment and transfer of knowledge – are explored.

Section 3 *Learning and knowledge* examines the learning process from the viewpoint of knowledge. It begins with an examination of the different views of knowledge and then considers the implications of this for curriculum and assessment.

Section 4 *Learners and pedagogy* emphasizes how to teach and begins with an examination of theories about pedagogy, its nature and knowledge base. The section emphasizes how educational settings can promote teaching and assessing for understanding, and leads learners to consider ways of developing an effective learning environment.

Section 5 *Changing practice – review and reflection* revisits issues discussed in the previous sections and helps learners to reconceptualize their practice based on the theoretical perspectives.

Assessment

There are five tutor-marked assignments, including a project on curriculum change, and a three-hour examination.

Set book and Readers

There are no set books for this course. The course materials include four Readers.

EDU E819　*Investigating Language in Action*

Duration　　　:　*Two semesters*
Credits　　　　:　*20*
Language　　　:　*English*

Aims

EDU E819 is designed for people who are interested in exploring how linguistic theories can be used to engage with real-world problems in which language is implicated. Whether your interests lie in language education, the arts or the social sciences, you will find interesting points of connection as you examine and reflect on the nature and use of language. Throughout the course, you will be encouraged to reflect on your professional and/or personal experience (particularly those in the field of education and language teaching) in the light of your reading and the activities.

Contents

EDU E819 is divided into six parts. They are Part 1, *Theories for investigating language in action*; Part 2, *Describing English*; Part 3, *English in the world*; Part 4, *Systemic Functional Linguistics*; Part 5, *Critical Discourse Analysis*; and Part 6, *Ethnography*. These six parts will equip you with theories, concepts and analytical approaches that you can apply to thought-provoking scenarios concerning the English language; explore the relevance of research in the field of applied linguistics to contemporary issues in both global and local contexts; provide structured support for carrying out your own analysis of the way English is used in situations of particular interest to you; and develop critical reflection on the connection between theories and practical applications (particularly in the field of education and language teaching).

Assessment

There are five tutor-marked assignments, including a project, and a three-hour examination.

Set book

Coffin, C., Donohue, J. and North, S.P. (2009) *Exploring English Grammar: From formal to functional,* London, Routledge (ISBN:978-0-415-47816-8).

Readers

Cook, G. and North, S.P. (eds) (2009) *Applied Linguistics in Action: A Reader,* London, Routledge in association with The Open University.
　　(This book is a collection of papers related to Parts 1–3).

Coffin, C., Lillis, T. and O'Halloran, K.A. (eds) (2009) *Applied Linguistics Methods: A Reader,* London, Routledge in association with The Open University.
　　(This book is a collection of papers related to Parts 4–6.)

EDU E823 *Understanding Children's Development and Learning*

Duration   : *Two semesters*
Credits   : *20*
Language   : *English*

Aims

This course aims to develop learners':
- Understanding of contemporary accounts and theories of children's development;
- Capacity to consider how these are relevant to educational practice.

Contents

The course addresses the following questions:
- What significant processes occur in infancy for development and learning?
- In what way is play with other children important during the early years?
- What are the important changes in children's thinking and problem solving as they get older?
- Why is collaborative learning important for children's development?
- How do cognitive theories of development help us to understand children's learning difficulties?
- What can current theories about children's learning and development contribute to the development of new teaching and learning methods in schools?
- Are new digital technologies changing the ways that children think and learn?

Assessment

There are five tutor-marked assignments (including a project) and a final examination.

Set books

Garton, A F (2008) *Exploring Cognitive Development: The Child as Problem Solver*, Oxford, Blackwell.

Snowling, M J and Hulme, C (2009) *Developmental Disorders of Language Learning and Cognition, Chichester, UK; Malden*: Wiley-Blackwell.

EDU E825 Educational Leadership: Context, Strategy and Collaboration

Duration : *Two semesters*
Credits : *20*
Language : *English*

Aims

This course aims to develop students' knowledge of leadership and the changing contextual factors influencing educational organizations, and help them apply these knowledge in developing their professional thinking and practice in educational leadership.

Contents

The course covers the following topics:

- Leadership theories and values
- Strategic leadership and managing change
- Leadership in context
- Partnership and collaboration

In addition to the topics above, educational leadership in the context of Hong Kong will also be touched on.

Assessment

There are four assignments (including a project) and a course-end examination.

Set book

There are no set books for this course.

EDU E846 *Curriculum, Learning and Society: Investigating Practice*

Duration : *Two semesters*
Credits : *20*
Language : *English*

Aims

This course aims to develop in learners an understanding of the:

- Interrelationship between the specified, enacted and experienced curriculum in a range of cultural, social and institutional contexts;
- Theoretical views on learning, knowledge and pedagogy underlying the sociocultural approach, and how these relate to the main research debates in the field;
- Theories as tools of a community and as part of practice;
- Implications of different theoretical perspectives on the nature of learning and knowledge for pedagogy and assessment.

Contents

The course covers the following topics:

- Concepts of theory and practice - the relationship between collective and individual learning, and the location of meaning, as well as the dialectical relationship between agent, activity and the world.
- Learning and practice - the sociocultural perspective on learning, the usefulness of examining learning from this perspective, and ways to open up practice so as to enable learner participation and individual agency.
- Understanding pedagogy - the implications of the perspectives on learning for approaches to pedagogy.
- Knowledge and practice - views and theories of knowledge from both the educational and workplace perspectives, and how these theories are embedded in structures such as assessment policy and specified curricula, as well as how these theories shape practice.
- Bridging cultures and transforming identities - the shaping of identities in the community of practice, and how learning involves negotiating new identities in response to tensions in a community.

Assessment

There will be five tutor-marked assignments (including a project) and a final examination.

Set book and Readers

There are no set books. The course materials include four Readers.

EDU E881C   *Drama in the Curriculum*

Duration : *Two semesters*
Credits : *20*
Language : *Chinese*

Aims

This course, which is presented in Chinese, aims to develop learners' theoretical and practical understanding of drama education. It prepares teachers to use drama as an effective tool for learning across the curriculum.

Contents

The course discusses the characteristics, structures and educational functions of drama from the perspectives of sociology, psychology and the arts. It then analyses theories of drama education, and the planning and implementation of a drama curriculum. It also discusses how drama can be incorporated across the curriculum.

The course combines printed materials, multimedia and face-to-face workshops, which facilitate the acquisition of 'hands-on' experience in the creative drama process, group dynamics and performance exercises. Students will be required to apply drama strategies in formulating the design of lessons and to reflect on the learning process.

Assessment

There are five tutor-marked assignments, including a performance, a lesson design project and a final examination.

Set books and readings

In addition to readings, there are three set books:

Neelands, J. and Goode, T.著（2005），舒志義、李慧心譯，《建構戲劇：戲劇教學策略70 式》 [*Structuring Drama Work: a handbook of available forms in theatre and drama*]，
台北：財團法人成長文教基金會。

Neelands, J.著（2006），歐怡雯譯，《開始玩戲劇11–14歲》[*Beginning Drama 11–14*]，台北：
心理出版社。

Winston, J. and Tandy, M.著（2008），陳韻文、張鏡尹譯，《開始玩戲劇4-11歲》[*Beginning Drama 4–11*]，台北：心理出版社。

EDU E882CF 幼兒教育探究

修讀期 ： 兩學期
學分 ： 20
教學語言 ： 中文

目標

本科旨在讓學員對幼兒教育、相關的運作及公共政策有深入的認識，並能以批判思維探討有關問題。本科的目標在於使學員可以獨立地探究幼兒教育的課題，以及推動幼兒教育的改進。

內容

本科內容包括：
- 如何從事幼兒教育探究
- 遊戲、學習、課程與評估
- 在幼兒教育機構內的個人發展、群性發展與道德發展
- 闡述香港整體教育發展的脈絡
- 幼童的個別差異
- 幼兒教育的政策與營運

成績評核

本科有三份導師評改作業、一份研究報告及一次期終考試。

指定教科書

本科不設指定教科書。

EDU E991   *Educational Research*

Duration   :   *Two semesters*
Credits   :   *20*
Language   :   *English*

Aims

The course aims to instruct students in theoretical perspectives on educational research and its methodologies, and instruct students to develop a research proposal.

Contents

The course will typically cover the following topics (with appropriate adjustment according to individual student's research focus):

- The nature of educational enquiry
- Qualitative methods: Basic principles and techniques
- Quantitative methods: Basic principles and techniques
- Reading and assessing educational research papers
- Developing a research proposal

Assessment

There will be two assignments--the research proposal and a presentation in a seminar. Except for some designated assignments, students are required to submit assignments via the Online Learning Environment (OLE).

Set book

To be announced.