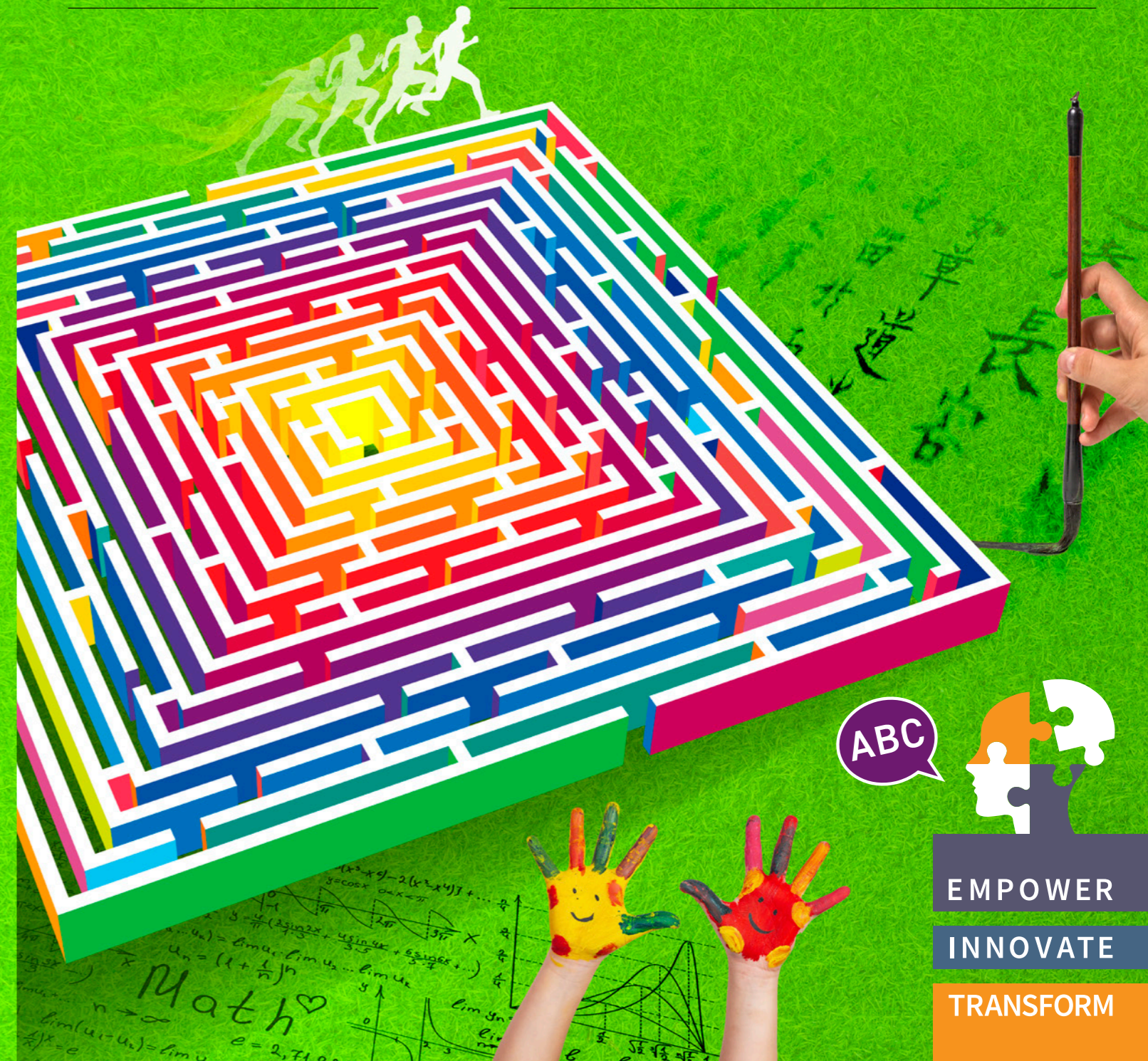


# POSTGRADUATE PROGRAMMES

## 碩士學位課程

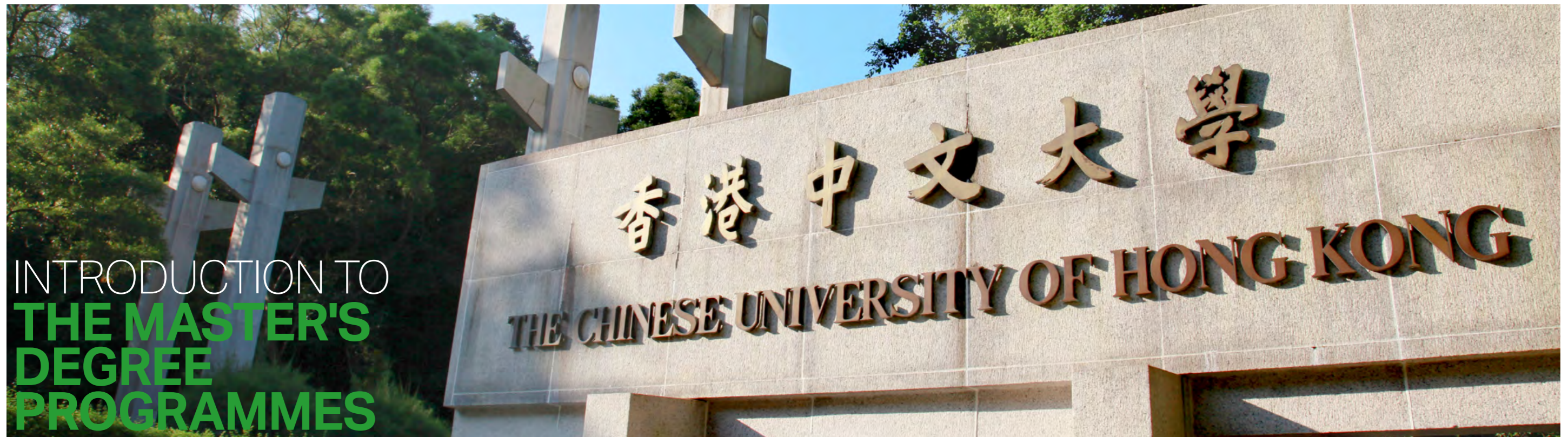


香港中文大學  
The Chinese University of Hong Kong



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## INTRODUCTION TO THE MASTER'S DEGREE PROGRAMMES

Our Master's degree programmes exemplify our fine tradition of academic rigour and quality. A strong research ethos and rich course offerings support the professional endeavours of those who seek a comprehensive understanding of selected fields of educational studies and professional work.

The aims of our Master's degree programmes are to help professionals in education and related fields to achieve a higher level of understanding of their chosen area of study and to enhance their capacity for inquiry, allowing them to effectively lead and support endeavours that are beneficial to educational development. The Faculty of Education offers nine Master's degree programmes:

- Master of Education Degree Programme
- Master of Arts Degree Programme in Chinese Language Education
- Master of Arts Degree Programme in Early Childhood Education
- Master of Arts Degree Programme in English Language Teaching
- Master of Arts Degree Programme in Professional Educational Psychology
- Master of Arts Degree Programme in School Guidance and Counselling
- Master of Arts Degree Programme in School Improvement and Leadership
- Master of Science Degree Programme in Mathematics Education
- Master of Science Degree Programme in Sports Science and Physical Activity

These programmes are designed to serve the general and specific interests of teachers, educators and other professionals in education-related services.

## 碩士學位課程簡介

碩士學位課程本著提升學員學術水平和質素的一貫宗旨，兼重研究與修課，適合有志深入探究相關教育領域和專業範疇的人士修讀。

課程旨在使教育及相關領域的專業人士能更深入認識所選修的範疇，並藉此提升探究能力，以便開展有利教育發展的工作。教育學院現正開辦以下九項碩士學位課程，以供不同志趣的教師、教育工作者和教育專業人員修讀。

- 教育碩士學位課程
- 中國語文教育文學碩士學位課程
- 幼兒教育文學碩士學位課程
- 英語教學文學碩士學位課程
- 專業教育心理學文學碩士學位課程
- 學校諮商與輔導文學碩士學位課程
- 學校改善及領導文學碩士學位課程
- 數學教育理學碩士學位課程
- 運動科學與體力活動理學碩士學位課程





# PROGRAMME INFORMATION

## GENERAL QUALIFICATIONS FOR ADMISSION

Applicants should fulfil the following requirements for admission:

- hold the following degree or academic qualifications:
  - graduated from a recognised university and obtained a Bachelor's degree, normally with honours not lower than Second Class; or
  - graduated from an honours programme of a recognised university with a Bachelor's degree, normally achieving an average grade of not lower than "B"; or
  - completed a course of study in a tertiary educational institution and obtained professional or similar qualifications equivalent to an honours degree.
- pass an entrance examination or interview conducted by the Graduate Division of Education;
- fulfil the "English Language Proficiency Requirement" as stipulated by the Graduate School. Please refer to the "Postgraduate Prospectus 2021–2022" or webpage: [www.gs.cuhk.edu.hk](http://www.gs.cuhk.edu.hk) for details on this requirement.

Note: Please refer to respective programmes for any additional qualifications for admission.

## OTHER REQUIREMENTS

- A student must achieve a cumulative grade point average (GPA) of at least 2.0 in order to fulfil the graduation requirement.
- Students must fulfil the Term Assessment Requirement of the Graduate School. A student who obtains a cumulative grade point average (GPA) below 2.0 in the preceding term will be put on academic probation. For details, please refer to Section 13.0 "Unsatisfactory Performance and Discontinuation of Studies" of the General Regulations Governing Postgraduate Studies which can be accessed from the Graduate School Homepage: [www.gs.cuhk.edu.hk](http://www.gs.cuhk.edu.hk).

## CLASS SCHEDULE

**Except for MA in Professional Educational Psychology,** there are two terms per academic year. Term 1 is from September to December, and Term 2 from January to April. Classes are usually offered on weekday evenings and on Saturday mornings. **For MA in Professional Educational Psychology,** there are three terms per academic year. Term 1 is from September to December, Term 2 from January to April, and Term 3 from May to June. For core courses, classes are usually offered on weekday daytime. For elective courses, classes are usually offered on weekday evenings and on Saturday mornings.

## APPLICATION DEADLINE

1 March 2021

## COMMENCEMENT OF CLASSES

September 2021



## TUITION FEE

Programme	Full-time Programme	Part-time Programme
<b>Master of Education Degree Programme</b>	HK\$4,900 per unit (not applicable to specialisations of Parent Education and Learning Sciences and Technologies, which offer part-time programme only)	HK\$4,700 per unit
<b>Master of Arts Degree Programme in Chinese Language Education</b>	–	HK\$112,800 (by 4 installments)
<b>Master of Arts Degree Programme in Early Childhood Education</b>	HK\$118,800 (by 2 installments)	HK\$114,000 (by 4 installments)
<b>Master of Arts Degree Programme in English Language Teaching</b>	–	HK\$112,800 (by 4 installments)
<b>Master of Arts Degree Programme in Professional Educational Psychology</b>	HK\$42,100 per annum	–
<b>Master of Arts Degree Programme in School Guidance and Counselling</b>	–	HK\$135,000 (by 4 installments)
<b>Master of Arts Degree Programme in School Improvement and Leadership</b>	–	HK\$112,800 (by 4 installments)
<b>Master of Science Degree Programme in Mathematics Education</b>	–	HK\$112,800 (by 4 installments)
<b>Master of Science Degree Programme in Sports Science and Physical Activity</b>	HK\$140,000 (by 2 installments)  Year 2 and after: HK\$10,000 per term (course(s) to be taken); HK\$5,000 per term (no course(s) to be taken)	HK\$130,000 (by 4 installments)  Year 3 and after: HK\$10,000 per term (course(s) to be taken); HK\$5,000 per term (no course(s) to be taken)

## PERIOD OF STUDY

**Master of Education, Master of Arts (except MA in Professional Educational Psychology) and Master of Science Programmes**

Full-time programme: 1 year (Maximum 3 years)  
Part-time programme: 2 years (Maximum 4 years)

**MA in Professional Educational Psychology**

Full time programme: 2 years (Maximum 4 years)

# 課程資料

## 入學資格

申請人須符合下列各項入學資格：

(1) 持有下列學位或學歷：

- 認可大學之學士學位，而其榮譽等級通常須為乙等或以上；或
- 認可大學之榮譽學士學位，且考獲之平均成績通常須達乙級或以上；或
- 於專上學院完成一項課程，並考獲一相等於榮譽學士學位之專業資格

(2) 參加由教育學部主持之入學試 / 面試，獲取及格成績；

(3) 符合研究院「英語能力規定」的條件。詳情請參閱「研究院概覽 2021 – 2022」或瀏覽網頁：[www.gs.cuhk.edu.hk](http://www.gs.cuhk.edu.hk)。

備註：請參考相關課程內容有關附加入學資格的資料。

## 其他要求

- (a) 學員的累積平均積點必須不少於 2.0，方可畢業。
- (b) 學員每個學期必須達到研究院的評審要求。根據學則 13.0 中“成績低劣及退學”，研究生於上一學期的累積平均績點少於 2.0，該生次學期將被列為試讀生。詳情請參閱研究院網頁：[www.gs.cuhk.edu.hk](http://www.gs.cuhk.edu.hk)。

## 上課時間

除專業教育心理學文學碩士學位課程外，所有碩士學位課程每學年分上、下學期。上學期由 9 月開始至 12 月；下學期由 1 月開始至 4 月。一般上課時間為週一至週五晚間及週六上午。而專業教育心理學文學碩士學位課程，每學年分三個學期。第一學期由 9 月開始至 12 月；第二學期由 1 月開始至 4 月；第三學期由 5 月開始至 6 月。必修科目一般上課時間為週一至週五全日，選修科目一般上課時間為週一至週五晚間及週六上午。

## 截止報名日期

2021 年 3 月 1 日

## 開課日期

2021 年 9 月



## 學費

課程	全日制課程	兼讀制課程
教育碩士學位課程	每學分港幣 4,900 元 (不適用於只開辦兼讀制課程的家長教育和學習科學與科技專修課程)	每學分港幣 4,700 元
中國語文教育文學碩士學位課程	—	港幣 112,800 元 (分四期繳交)
幼兒教育文學碩士學位課程	港幣 118,800 元 (分兩期繳交)	港幣 114,000 元 (分四期繳交)
英語教學文學碩士學位課程	—	港幣 112,800 元 (分四期繳交)
專業教育心理學文學碩士學位課程	港幣 42,100 元 (每年)	—
學校諮商與輔導文學碩士學位課程	—	港幣 135,000 元 (分四期繳交)
學校改善及領導文學碩士學位課程	—	港幣 112,800 元 (分四期繳交)
數學教育理學碩士學位課程	—	港幣 112,800 元 (分四期繳交)
運動科學與體力活動理學碩士學位課程	港幣 140,000 元 (分兩期繳交)  第二年及以後： 每學期港幣 10,000 元 (修讀科目) 每學期港幣 5,000 元 (不修讀科目)	港幣 130,000 元 (分四期繳交)  第三年及以後： 每學期港幣 10,000 元 (修讀科目) 每學期港幣 5,000 元 (不修讀科目)

## 修業年限

教育碩士、文學碩士（專業教育心理學文學碩士除外）及理學碩士學位課程

全日制課程：常規期限 1 年，最長期限 3 年  
兼讀制課程：常規期限 2 年，最長期限 4 年

專業教育心理學文學碩士學位課程

全日制課程：常規期限 2 年，最長期限 4 年

# MASTER OF EDUCATION DEGREE PROGRAMME

Code: PEDU — MED

The aim of the Master of Education (MEd) degree programme is to enhance the inquiry skills and executive capacity of experienced professional educators. The MEd programme is designed to provide flexibility to those who seek to broaden their understanding of education and to afford opportunities to those who wish to specialise in a defined area of study.

Enhanced flexibility is made possible by the provision of a **General Stream**, whilst the **Programme with Specialisations** in defined areas of study offers courses that both enrich students' existing knowledge base and allow the pursuit of specialist knowledge at the Master-degree level. MEd students tailor their course of study to their own interests, and are able to enrol in the variety of courses offered by our four academic departments.

## NOTES FOR APPLICANTS

Applicants should state the specialisation for which they wish to apply, or indicate **General Stream**, in the "Field of Study" box on the application form (possible specialisations include **Curriculum and Instruction, Learning Sciences and Technologies, Educational Administration and Policy Studies, Educational Psychology, Parent Education, and Sports Science and Physical Education**) and submit the application form together with a paper on "Objectives and Outline of Study" in Chinese or English. The contents of the paper should include:

- the applicant's reasons for choosing the General Stream or a specialised area of study;
- demonstration of a basic understanding of the specialised area of study if applying for the Programme with Specialisations;
- a description of how the proposed academic pursuits will enhance the applicant's professional capacity; and
- future career plans.

Applicants should hold a Postgraduate Diploma in Education or an equivalent educational qualification and / or have relevant professional experience deemed acceptable.

## STUDY SCHEME

Students are required to complete a minimum of 30 course units according to the requirements of the respective specialisation for graduation. (Please refer to pages 10 to 23 for details.)



## 教育碩士 學位課程

教育碩士學位課程旨在提升資深教育工作者的探究和執行能力。課程設計讓學員選科更具彈性，適合有志以更廣闊視野理解教育專業，或希望深入探究專修範圍的人士修讀。

教育碩士的「**綜合課程**」，可讓學員更靈活選修科目。另一方面，學員亦可按個別興趣，選讀本院四個學系開設的「**專修課程**」，以鞏固知識基礎，有利學員深入研習各專修範圍。

### 申請人須知

申請人須於申請表「研究範圍」一欄中註明擬報讀之專修範圍(包括：**課程與教學、學習科學與科技、教育行政與政策研究、教育心理、家長教育、體育運動科學或綜合課程**)，並在遞交入學申請時提交以中文或英文撰寫的「研讀目的及簡述」一篇，內容包括：

- 選擇研讀該專修範圍或綜合課程的原因；
- 對該專修範圍的認識程度；
- 本課程如何有助提升專業發展能力；
- 未來的事業計劃。

申請人須持有學位教師教育文憑，或具有同等學歷及 / 或具有教育工作經驗。

### 修讀辦法

學生須按照所屬專修範圍之要求，完成最少 30 學分，方可畢業(有關各專修範圍的修讀辦法，請參閱第 10 至第 23 頁)。

# MASTER OF EDUCATION DEGREE PROGRAMME – CURRICULUM AND INSTRUCTION

This programme is designed for educational professionals and practitioners who are interested in curriculum design and development. Its aim is to help students to acquire the theories, strategies and concepts of curriculum development from a range of perspectives. Students also explore the effects of societal and educational changes on curriculum design and development.

The programme emphasises the integration of theory and practice. Key areas of inquiry include theories of curriculum and instructional design, models of curriculum development, curriculum evaluation, change and implementation strategies, instructional design, and the role and functions of educators and administrators in curriculum and instructional matters.

Students are required to take three to four of the following four core courses:

- Curriculum: Perspectives and Design
- Curriculum Evaluation: Theory and Practice
- Teaching: Orientation, Strategy and Application
- Curriculum Change and Implementation

## STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) Required Courses	<b>9-12 units</b>
(B) Core Electives (within department)	<b>3-6 units</b>
(C) Electives from other departments / programmes	<b>3-12 units</b>
(D) Methods of Educational Research	<b>3 units</b>
(E) Research Report	<b>0-9 units</b>
	<b>Total: 30 units</b>

## COURSES OFFERED BY THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

- Curriculum: Perspectives and Design
- Curriculum Evaluation: Theory and Practice
- Teaching: Orientation, Strategy and Application
- Curriculum Change and Implementation
- Application of Multimedia in Education
- Language Awareness for English Language Education
- Studies in Science Curriculum
- Instruction and Assessment in Science Education
- Curriculum Decision-making
- Studies in Humanities Curriculum
- Current Issues in Curriculum Studies from Cross National Perspectives
- Design of Technology-enhanced Learning Environments
- Leveraging Digital Technologies in Learning and Teaching
- Selected Topics in STEAM Education and Research
- Project and Research Report: Curriculum Studies

# 教育碩士學位課程 — 課程與教學

本專修範圍為對課程設計和發展有興趣的教育工作者及專業人員而設計，旨在協助學員從不同角度去掌握當代課程與教學設計和發展的理論、策略和意念，並且探究社會及教育各方面的變化對課程設計和發展的影響。

課程內容重視理論和實踐的結合。主要探討的範圍包括：課程的設計理論、課程發展模式、課程評鑑、改革和實施策略、教學設計和研究，以及教育界領袖和行政人員在課程和教學範疇內所擔當的角色和任務等。

學員須從下列四門核心科選讀三至四門：

- 課程：觀點與設計
- 課程評鑑：理論與實踐
- 教學：取向、策略與應用
- 課程改革與實施

## 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 必修科目	<b>9-12 學分</b>
(B) 核心 (系內) 選修科	<b>3-6 學分</b>
(C) 系外選修科	<b>3-12 學分</b>
(D) 教育研究法	<b>3 學分</b>
(E) 研習與報告	<b>0-9 學分</b>
	<b>總計：30 學分</b>

## 由課程與教學學系開辦之科目

- 課程：觀點與設計
- 課程評鑑：理論與實踐
- 教學：取向、策略與應用
- 課程改革與實施
- 多媒體在教育上的應用
- 語言觸覺與英語教學
- 科學課程的研習
- 科學教育的教學與評審
- 課程決策
- 人文課程的研習
- 從跨國視域探究課程學當前的議題
- 科技增進的學習環境設計
- 數碼科技在學與教上的應用
- STEAM 教育與研究專題
- 專題研習或研究報告：課程研究

# MASTER OF EDUCATION DEGREE PROGRAMME – LEARNING SCIENCES AND TECHNOLOGIES

(PART-TIME PROGRAMME ONLY)

The programme is designed for professionals in education and corporate sectors to enable them to leverage information technologies in learning and teaching. To respond to the need of building up professional capacity in using technologies for the enhancement of learning and teaching, the programme provides training to integrate theories of learning with contemporary technologies to design and evaluate learning environments for schools and other educational settings. Target audiences of the programme are school teachers, government officials, courseware designers, IT professionals, educational product designers and trainers designing training programmes.

The programme will adopt a tripod curricular structure with the following three connected "pillars":

- **Learning:** To provide participants with the foundational theories of how learning takes place effectively in individuals and in a group or community
- **Technology:** To equip participants with applied knowledge and skills in technologies for educational application
- **Design:** To enable participants to explore various issues in the design of learning environments that utilize the affordance of new technologies to personalize the learning processes for learners

Students are required to take four core courses and complete one research report:

#### Core Courses:

- Design of Technology-enhanced Learning Environments
- Leveraging Digital Technologies in Learning and Teaching
- Learning Sciences and Instructional Implications
- Higher Order Thinking in Education

#### Research Report:

- Project in Learning Sciences and Technologies

#### STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) Required Courses	12 units
(B) Electives <sup>#</sup>	9 units
(C) Methods of Educational Research	3 units
(D) Research Report	6 units
	<b>Total: 30 units</b>

<sup>#</sup> Students are allowed to choose 3 courses offered by the Master of Education degree programme or other master's degree programmes as electives. The courses are offered by the following departments: Curriculum and Instruction, Educational Administration and Policy, Educational Psychology and Sports Science and Physical Education.

# 教育碩士學位課程 — 學習科學與科技

(只開辦兼讀課程)

本課程為教育界及企業界在職專業人士而設，旨在讓他們進一步發揮資訊科技在教與學過程中的作用。為了更好回應對資訊科技提升教與學方面專業素養的訴求，課程內容注重理論及現代科技相結合，針對學校及其他不同的教育情境進行學習環境的設計及評估。本課程適合在職教師、公務員、課程軟件開發人員、資訊科技專業人士、教育產品設計師及培訓課程導師修讀。

本課程由以下三大「支柱」組成：

- **學習：**提供個人、團體或社群如何有效學習的基礎理論課
- **科技：**培養學員在教育範疇中應用相關的科技知識和技能
- **設計：**啟發學員在設計不同的學習環境時加以探索，學會運用創新科技為學習者設計個人化的學習歷程

學員須修讀四門核心科及完成一份研習報告：

#### 必修科目：

- 科技增進的學習環境設計
- 數碼科技在學與教上的應用
- 學習科學及其在教學上的啟示
- 教育中的高階思維

#### 研習與報告：

- 學習科學與技術專題研習

#### 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 必修科目	12 學分
(B) 選修科目 <sup>#</sup>	9 學分
(C) 教育研究法	3 學分
(D) 研習與報告	6 學分
	<b>總計：30 學分</b>

<sup>#</sup> 學員可從教育碩士學位課程或本院其他碩士課程選修三個科目。選修科目由以下學系開設：課程與教學學系、教育行政與政策學系、教育心理學系及體育運動科學學系。



# MASTER OF EDUCATION DEGREE PROGRAMME – EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

This programme is specially designed for educators interested in broadening their horizon of complex issues pertaining to educational system and in exploring ways in which they can make a positive difference in educational administration and policy. The programme assumes that leadership resides in and operates across various levels of the educational system – from teachers, principals, policy analysts, to officials– and addresses significant issues relevant to the public. Using a range of experiential and grounded approaches to learning, the programme enhances students' conceptual and analytical skills that are essential for a comprehensive and critical understanding of the debates surrounding current education policies and practices and their wider implications for the society.

The programme balances theoretical and practical perspectives with reference to local and international experience and research. Students can choose whether to address these and other relevant topics through coursework or through a combination of coursework and supervised applied study.

Students have to take the following four required courses:

- Administrative and Organisational Theory
- Effective School Leadership
- Policy Studies in Education
- Education and Development in International Perspectives

These four required courses will lay the solid foundation of the learning the basics of educational administration and policy studies, including analysis with regard to formulation, implementation and evaluation processes of education policy; development and education issues in international perspectives; administrative and organisational theory concerning educational system; and ways of effective school leadership. A wide variety of elective courses are also available for the students to explore further in the field of educational administration and policy studies.

## STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) Required Courses	12 units
(B) Core Electives (within department)	6-12 units

(C) Electives from other departments / programmes	0-9 units
(D) Methods of Educational Research	3 units
(E) Research Report	0-9 units
<b>Total: 30 units</b>	

## COURSES OFFERED BY THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY

- Administrative and Organisational Theory
- Effective School Leadership
- Managing Change in Schools
- Building Learning Communities
- Current Issues in Educational Administration and Policy
- Policy Studies in Education
- Educational Policy and Society
- Education and Development in International Perspectives
- Planning and Finance in Education
- Educational Change in Chinese Societies
- Special Topics in Educational Administration and Policy
- Project and Research Report: Educational Administration and Policy

# 教育碩士學位課程 – 教育行政與政策研究

本課程專為有志於深入瞭解教育體系的複雜課題、以及探索如何能在教育行政與政策範疇帶來正面改變的教育工作者而設。在教育體系的不同崗位上，無論是教師、校長、政策評論者以及官員，都需具備並能發揮領導才能，以處理大眾關心的重大課題。透過一系列由經驗出發、並具成效的方法，課程能增進學員的概念和分析能力，以期對當今教育政策與實踐的辯論以及對社會的深遠啟示有更全面及批判的理解。

本課程從本地及國際的經驗和文獻入手，以求在理論和實踐角度上取得平衡。學員可選擇以課堂修業的形式，或以課堂修業配合導師導引下的應用學習方式，研究上述的課題或其有關範疇。

學員須修讀四門必修科目：

- 行政與組織理論
- 高效能的學校領導
- 教育政策研究
- 教育與發展 — 國際視域

這四門必修科目為學習教育行政和政策研究的基礎知識，奠定堅實的基礎，包括對教育政策的制定、實施和評估過程的分析；國際視野中的發展和教育問題；關於教育系統的行政和組織理論；以及有效的學校領導方式。學員亦能從一眾選修科目中，在教育行政與政策研究領域作深入鑽研。

## 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 必修科目	12 學分
(B) 核心 (系內) 選修科	6-12 學分
(C) 系外選修科	0-9 學分
(D) 教育研究法	3 學分
(E) 研習與報告	0-9 學分
<b>總計：30 學分</b>	

## 由教育行政與政策學系開辦之科目

- 行政與組織理論
- 高效能的學校領導
- 學校變革的管理
- 建立學習型的專業社群
- 教育行政與政策的新議題
- 教育政策研究
- 教育政策與社會
- 教育與發展 — 國際視域
- 教育規劃與財政
- 華人社會的教育變遷
- 教育行政與政策專題
- 研究作業與報告：教育行政與政策

# MASTER OF EDUCATION DEGREE PROGRAMME – EDUCATIONAL PSYCHOLOGY

This programme invites teachers and other professionals to jointly explore the new frontiers of educational psychology. Its aim is to provide stimulation and resources to effect positive changes in educational practice. Courses are designed around the constellations of learning and development to address the following concerns. What advances in knowledge can improve the design of learning environments and related assessments? In what ways can the psychology of higher order thinking illuminate our instructional design? What strategies are effective for motivating the unmotivated and for handling high-risk behaviour in adolescents? In light of new and still evolving perspectives, how can we better understand the nature of human abilities and their developmental variants (e.g. talents, giftedness and learning disabilities)? What are the possibilities for teacher development, and can such development ultimately serve as a resource for student development?

Students are required to take four or five core courses:

- Psychological Development of Teachers
- Contemporary Issues in Students' Personal and Social Development
- Gifted Education and Talent Development: Concepts and Approaches
- Motivating the Academically Unmotivated
- Psychology of Reading
- Special Topics in Educational Psychology
- Introduction to Counselling Theory
- Learning Sciences and Instructional Implications
- Higher Order Thinking in Education
- Learning and the Brain
- Educating Students with Special Needs
- The Psychology of Parenting

## STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) Required Courses	12-15 units
(B) Electives	6-12 units
(C) Methods of Educational Research	3 units
(D) Research Report	0-9 units
	<b>Total: 30 units</b>

# 教育碩士學位課程 — 教育心理

本課程予在職教師及其他教育工作者探索教育心理學前沿領域的機會，旨在為改進教育的實踐提供啟發和資源。以“學習”及“發展”這兩個相關的主題為座標，課程的設計回應下列關注：關於課堂學習及評鑑，有哪些新的知識？閱讀心理學及解難心理學如何能給教學活動帶來啟迪？有何良策可提高學生的動機，以及處理青少年的高行為問題？基於新近的觀點，我們如何理解人類能力的本質及其多樣化發展形態（如“才華”、“資優”和“學習障礙”）？教師自身的發展有哪些可能性，並如何成為學生發展的資源？

學員須從下列課程中選讀四至五門核心科：

- 教師的心理發展
- 個人及群性發展的新近議題
- 資優教育與才能發展：理念與方向
- 如何提高學習興趣及動機
- 閱讀心理學
- 教育心理學專題
- 心理輔導理論初探
- 學習科學及其在教學上的啟示
- 教育中的高階思維
- 學習與大腦
- 教育有特殊需要的學生
- 育兒心理學

## 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 必修科目	12-15 學分
(B) 選修科	6-12 學分
(C) 教育研究法	3 學分
(D) 研習與報告	0-9 學分
	<b>總計：30 學分</b>

# MASTER OF EDUCATION DEGREE PROGRAMME – PARENT EDUCATION

(PART-TIME PROGRAMME ONLY)

The psychologist Sigmund Freud purportedly described raising a child as an impossible task, akin to governing a nation. In performing this impossible task, parents exert profound influence on their children that extends well into adulthood. Parents, themselves, are also transformed in this process. Importantly, parents' beliefs and practices are not only constantly shaped by the sociocultural context in which they reside, but also by the developing child and other agents of socialization. Understanding the complex dynamics of parenting is crucial for practitioners who seek to promote the wellness of the family, as well as children's optimal development.

This programme is designed to enable educational professionals and practitioners from diverse backgrounds to work with parents effectively in professional settings. Students will acquire in-depth knowledge about parenting, including its antecedents, mechanisms, and implications for both parents and children. They will also develop paraprofessional counseling skills for working with parents. Moreover, a range of core electives will allow students to develop a more comprehensive understanding of the opportunities and challenges faced by parents of children in different developmental stages and with different psychological and educational needs.

Students are required to take three to five of the following five core courses:

- Parenthood in Life
- Family-School-Community Collaboration: From Theory and Research to Practice
- The Psychology of Parenting
- Sociologies of Parenting
- Counselling for Professionals in Parent Education

## STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) Required Courses	<b>9-15 units</b>
(B) Core Electives *	<b>6-9 units</b>
(C) Electives	<b>3-9 units</b>
(D) Methods of Educational Research	<b>3 units</b>
(E) Research Report	<b>0-9 units</b>
<b>Total: 30 units</b>	

\* Some core electives are subject to approval and arrangement of programme.

# 教育碩士學位課程 — 家長教育

(只開辦兼讀課程)

心理學家佛洛伊德據稱曾形容教養孩子為跟治理國家一樣艱難的「不可能的任務」。為人父母的在執行此任務時，既對子女產生深遠、甚至是一輩子的影響，同時自己也經歷重大改變。家長的想法和行為一方面不斷受他們身處的社會及文化背景所影響，另一方面也回應著成長中的子女以及子女身旁的其他人和事。了解家長教養子女背後的各項因素，對致力推廣幸福家庭生活以及兒童良好發展的前線工作者尤為重要。

本課程旨在培訓教育工作者和其他服務家庭的前線工作者，讓他們更有效地為家長提供專業服務。學員會從多個角度了解家長教養子女的方法，包括背後的成因、原理，以及對家長自身和子女的影響。學員亦會掌握到輔導家長的基本技巧。另外，透過一系列的核心選修科，學員將更全面掌握育有不同成長階段及有不同心理和學習需要子女的家長所面對的機遇與挑戰。

學員須從下列五門核心科選讀三至五門：

- 生命中為人父母的歷程
- 家庭、學校與社區協作：從理論及研究到實踐
- 育兒心理學
- 親子社會學
- 家長教育輔導

## 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 必修科目	<b>9-15 學分</b>
(B) 核心選修科 *	<b>6-9 學分</b>
(C) 系外選修科	<b>3-9 學分</b>
(D) 教育研究法	<b>3 學分</b>
(E) 研習與報告	<b>0-9 學分</b>
<b>總計：30 學分</b>	

\* 個別科目須經有關課程或專修課程批核或安排，方可修讀。

# MASTER OF EDUCATION DEGREE PROGRAMME – SPORTS SCIENCE AND PHYSICAL EDUCATION

This programme is designed to provide specialised study in sports science and physical education. Graduates will possess an in-depth understanding of the major areas of sports science and physical education, allowing them either to specialise in and increase their knowledge of physical education practices or pursue research in this area. The programme offers eight areas of investigation: Sports and Exercise Psychology, Exercise Physiology, Sports Biomechanics, Curriculum Policy, Design and Implementation in Sports and Physical Education, Sports Pedagogy, Sports Sociology, Health and Fitness, and Measurement in Sports and Physical Education.

## STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) Elective Courses I	3-18 units
(B) Elective Courses II	6-21 units
(C) Elective Courses III	3-15 units
(D) Research Method Course	3 units
(E) Research Project	0-9 units
(F) Guided Studies	0-3 units

**Total: 30 units**

## COURSES OFFERED BY THE DEPARTMENT OF SPORTS SCIENCE AND PHYSICAL EDUCATION

- Research Method in Sports Science and Physical Activity
- Quantitative and Qualitative Data Management & Analysis in Sports Science and Physical Activity
- Exercise: Physiology Benefits, Limit and Adaptation
- Sports Nutrition for Health and Performance
- Structural Biomechanics and Sports Injury
- Biomechanics of Sports and Physical Activity
- Contemporary Issues in Psychology of Sports and Physical Activity
- Exercise Prescription for General and Special Populations
- Social-Cultural Issues in Physical Activity
- Health Related Physical Activity
- Sports Injury and Rehabilitation
- Theories and Applications of Motor Learning
- Sports, Pedagogy, and Technology
- Sociological Issues in PE
- Advances in Physical Fitness Assessment: Theory and Practice
- Sports Development and Delivery
- Sponsorship and Marketing of Sports Events and Performance
- Guided Studies I
- Project and Research Project: Sports Science and Physical Education

# 教育碩士學位課程 — 體育運動科學

本課程旨在提供體育運動科學方面的專業學習，加強學員對體育運動科學中各重要學科的理解，使他們能在所從事的體育教學工作中靈活運用所學，並進行研究。本課程共有八個探究範圍可供學員選擇：運動心理學、運動生理學、運動生物力學、體育運動課程之政策、設計與實踐、運動教育學、運動社會學、健康體適能及體育運動測量。

## 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 選修科目 I	3-18 學分
(B) 選修科目 II	6-21 學分
(C) 選修科目 III	3-15 學分
(D) 教育研究法	3 學分
(E) 研習與報告	0-9 學分
(F) 專題導讀	0-3 學分
	<b>總計：30 學分</b>

## 由體育運動科學系開辦之科目

- 運動科學與體力活動研究法
- 運動科學之量化及質化數據管理與分析
- 運動之生理應激反應及效益
- 運動營養：健康與運動表現
- 結構生物力學與運動損傷
- 體力活動與運動生物力學
- 運動心理學與體力活動之當前議題
- 大眾及特殊社群運動處方
- 社會文化對體力活動之影響
- 健康與體力活動
- 運動創傷與康復
- 運動技能學習：理論與應用
- 運動教育與科技
- 體育社會學議題
- 體適能評估進階：理論與實踐
- 運動發展與推廣
- 運動贊助與市場推廣
- 專題導論（一）
- 研習與報告：體育運動科學

# MASTER OF EDUCATION DEGREE PROGRAMME — GENERAL STREAM

Under the guidance of their academic advisors, students opting for the General Stream may register for a variety of courses offered by the Faculty's academic departments, including the Departments of Curriculum and Instruction, Educational Administration and Policy, Educational Psychology, and Sports Science and Physical Education. To graduate, students are required to complete a total of 30 units, including 3 units on research methodology.

Students who wish to conduct an independent inquiry into an educational issue relevant to their defined areas of study may enrol in "Research Report", a course that offers guided study under the supervision of Faculty staff members.

## STUDY SCHEME

Students are required to complete a minimum of 30 units of courses according to the requirements below for graduation.

(A) General Courses	18-27 units
(B) Methods of Educational Research	3 units
(C) Research Report	0-9 units
<b>Total: 30 units</b>	

## COURSES OFFERED BY GENERAL STREAM

Please refer to the course listings of the Department of Curriculum and Instruction, Educational Administration and Policy, Educational Psychology, and Sports Science and Physical Education.

In addition to these courses, another 11 courses in Putonghua (or English, subject to the departments' teaching arrangements) are also offered by the Departments of Curriculum and Instruction, Educational Administration and Policy, Educational Psychology and the Faculty of Education to provide students another medium of instruction option. MEd students opting for the General Stream can register for these courses to fulfil their coursework requirement within one academic year.

# 教育碩士學位課程 — 綜合課程

學員須修畢最少 30 學分，包括教育研究法 3 學分。課程中所有科目均由課程與教學學系、教育行政與政策學系、教育心理學系及體育運動科學系開設。學員在導師之指導下，可自行選讀為不同範疇而設之科目，同時亦可在特定之研習範圍中進行「研習與報告」。

## 修讀辦法

學生須按照下列要求，完成最少 30 學分，方可畢業。

(A) 綜合科目	18-27 學分
(B) 教育研究法	3 學分
(C) 研習與報告	0-9 學分
<b>總計：30 學分</b>	

## 開辦科目

請參閱由課程與教學、教育行政與政策、教育心理及體育運動科學系所開辦之科目。

除原有的科目外，綜合課程另開設 11 科以普通話（或英文，視乎學系安排）授課的科目，並由課程與教學學系、教育行政與政策學系、教育心理學系及教育學院提供。有關科目除了提供另一授課語言給學員選擇，亦提供足夠的學科，讓入讀教育碩士「綜合課程」的學員能於一年內修畢所需學分。



**MASTER OF ARTS  
DEGREE PROGRAMMES**

**MASTER OF SCIENCE  
DEGREE PROGRAMMES**

# MASTER OF ARTS DEGREE PROGRAMME IN CHINESE LANGUAGE EDUCATION

Code: MCLE

The Master of Arts Degree Programme in Chinese Language Education is a two-year part-time programme designed for practising Chinese language teachers in Hong Kong. Based on Hong Kong's ongoing curriculum reform and teachers' need for professional development, the programme aims to upgrade participants' professional knowledge of curricula, pedagogy, assessment and research in Chinese language education. Through the integration of subject knowledge, instructional theories and practices in a range of courses, the programme facilitates students' application of the knowledge they have acquired to their daily teaching practice. Students will be awarded a Master of Arts Degree in Chinese Language Education after completing 24 units in the three following areas: (1) Foundation Theories of Chinese Curriculum and Instruction, (2) Studies on Different Areas of Chinese Language Teaching and (3) Educational Studies and Research.

## WHO SHOULD APPLY

- Chinese language subject or curriculum leaders in primary or secondary schools such as panel heads and curriculum development officers.
- Practising teachers aspiring to a leadership role in Chinese language teaching.
- Practising teachers wishing to enhance their capability to teach the Chinese language subject.
- Holders of a Bachelor's degree in Chinese language who are working in a field relevant to Chinese language education.

## ADDITIONAL QUALIFICATION FOR ADMISSION

Applicants should hold a Postgraduate Diploma in Education or an equivalent educational qualification and / or have relevant professional experience.

Applicants should be serving Chinese language teachers in primary or secondary schools, although those with no relevant professional experience but who have obtained a Bachelor's degree in Chinese language and worked in a field relevant to Chinese language education may also apply.

## NOTES FOR APPLICANTS

Applicants should submit a paper on "Objectives and Outline of Study" in Chinese with the completed application form. The contents of the paper should include:

- the applicant's reasons for choosing this programme;
- demonstration of a basic understanding of area of study;
- a description of how the proposed academic pursuits will enhance the applicant's professional capacity; and
- future career plans.

## PROGRAMME REQUIREMENTS

The programme comprises three areas: (a) Foundation Theories of Chinese Curriculum and Instruction, (b) Studies on Different Areas of Chinese Language Teaching, (c) Educational Studies and Research: Electives, Methods of Educational Research and Research Practice. Students have to complete 6 - 9 units, 6 - 12 units and 6 - 12 units from these three areas respectively.



## COURSES TO BE OFFERED INCLUDE

- Application of Linguistics in the Teaching of Chinese
- Theories of Chinese Literature in the Teaching of Chinese
- Chinese Culture and the Teaching of Chinese
- Chinese Language Curriculum and Assessment
- Theories of Listening and Reading in Chinese Language Teaching
- Theories of Elocution and Writing in Chinese Language Teaching
- Design of Instructional Materials in the Teaching of Chinese
- Putonghua and Chinese Teaching
- Seminar in Chinese Language Teaching: Special Topics
- Project and Research Report: Chinese Language Education
- Current Issues of Chinese Language Education
- Teaching Thinking in Chinese Language Education
- Comparative-Historical Method in Educational Research
- Ethnographic Study in Educational Research
- Quantitative Methods in Educational Research
- Qualitative Methods in Educational Research

- Quantitative Data Management and Analysis in Educational Research
- Quantitative Analysis in Classroom and School Settings
- Multi-Dimensional and Multi-Causal Analysis in Educational Research
- Action Research in Education

## STUDY SCHEME

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

(A) Foundation Theories of Chinese Curriculum and Instruction	6-9 units
(B) Studies on Different Areas of Chinese Language Teaching	6-12 units
(C) Educational Studies and Research: Electives, Methods of Educational Research and Research Practice	6-12 units

**Total: 24 units**



# 中國語文教育文學碩士學位課程

編號：MCLE

中國語文教育文學碩士學位課程專為在職的中國語文科教師或從事中文教學相關工作的人士開設，旨在配合本港教育改革的發展，以及在職教師專業發展的需要，從課程、教學、評估與研究等不同範疇，全面提高學員在中國語文教學的專業知識和能力。課程內容著重結合中文本科知識、教學理論與教學實踐，藉此促進學員將所學的知識應用在實際的教學工作上。本課程採用兩年兼讀制，學員須於兩年內從以下三個範疇修讀相關科目：(一) 中文課程與教學的基礎理論；(二) 中文教學不同範疇的研習；及(三) 教育研習與研究，並獲得最少 24 學分，始能獲頒授中國語文教育文學碩士學位。

## 課程對象

- 現任職中小學中國語文科資深教師，例如中文科主任、課程發展主任；
- 有志於未來擔任中文科主任、課程發展主任的現職教師；
- 希望進一步提升中國語文教學專業能力的現職教師；
- 持有中國語文文學士學位，並從事跟中文教育有關的行業。

## 附加入學資格

申請人須持有學位教師教育文憑，或具有同等學歷及/或具有教育工作經驗。

本課程著重中文教學理論和教學實務工作的結合，因此申請人須為現職中小學中國語文科教師，如申請人無相關經驗，但持有中國語文文學士學位，並從事跟中文教育有關的行業，亦可申請。

## 申請人須知

申請人須遞交入學申請，且要提交以中文撰寫的「研讀目的及簡述」一篇，內容包括：

- 選擇修讀本課程的原因；
- 對本學習領域的認識程度；
- 對本課程如何有助提升專業發展能力的看法；
- 未來的教育專業計劃。

## 課程要求

本課程分為三個範疇，包括：(一) 中文課程與教學的基礎理論；(二) 中文教學不同範疇的研習；(三) 教育研習與研究：選修科、教學研究法與研究實踐。學員須分別於上述三個範疇修讀 6 - 9 學分、6 - 12 學分及 6 - 12 學分。

## 本課程開設之科目包括

- 語言學在中文教學上之應用
- 文學理論與中文教學
- 中國文化與中文教學
- 中國語文課程與評估
- 聆聽和閱讀教學理論與中文教學
- 說話和寫作教學理論與中文教學
- 教材設計與中文教學
- 普通話與中文教學
- 中國語文教學專題研習
- 專題研習或研究報告：中國語文教學
- 中國語文教育的新議題
- 語文教學中的思維教學
- 教育研究中的比較與歷史方法
- 教育研究中的族誌學研究
- 教育研究中的量化方法
- 教育研究中的質化方法
- 教育研究中的量化數據管理分析
- 課室與學校情景中的量化分析
- 教育研究中的多元度向與多元歸因分析
- 教育中的行動研究

## 修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

各範疇的學分分配如下：

(A) 中文課程與教學的基礎理論	6-9 學分
(B) 中文教學不同範疇的研習	6-12 學分
(C) 教育研習與研究： 選修科、教學研究法與研究實踐	6-12 學分

總計：24 學分





# MASTER OF ARTS DEGREE PROGRAMME IN EARLY CHILDHOOD EDUCATION

Code: MECE

Early childhood education has been targeted by both the mainland Chinese and Hong Kong governments as a major area of expansion. Educators working in kindergartens, child care centres and related sponsoring bodies are charged with leading schoolbased improvements, and are increasingly held accountable for their success. Kindergartens and child care centres must develop and drive their own quality programmes in line with global trends and local needs. This programme is designed to provide innovative and energetic early childhood educators with both the theoretical and applied knowledge as well as skills needed to lead successful improvements of early childhood education and to nurture children to attain a balanced development.

## THE OBJECTIVES OF THIS PROGRAMME ARE TO HELP STUDENTS:

- develop an in-depth understanding of the literature of whole child development and how it applies to early childhood education in Hong Kong and elsewhere;
- understand the types of leadership necessary for principals, mid-level leaders, teachers and other educators to lead pre-schools successfully towards improved student development and learning outcomes;
- develop knowledge-sharing and professional learning networks;
- critically review the issues involved in the reform of as well as policies and practices related to early childhood education; and
- become proactive in facilitating school-based curriculum and teaching reforms and institutional improvement.

## WHO SHOULD APPLY?

Applicants for the full-time programme should be graduates of an early childhood education, psychology, education or other related programme.

Applicants for the part-time programme should be serving pre-school principals, supervisors, teachers, school development consultants or government officials, although applicants who have no relevant

professional experience but have taken specialised courses in equivalent programmes offered by recognised institutions may also apply. In addition, applicants should preferably hold a Postgraduate Diploma in Education / Certificate in Kindergarten Education or its equivalent.

## NOTES FOR APPLICANTS

Applicants should submit a paper on "Objectives and Outline of Study" in Chinese or English with the completed application form. The content of the paper should include:

- the applicant's reasons for choosing this programme;
- a demonstration of a basic understanding of area of study;
- a description of how the proposed academic pursuit will enhance the applicant's professional capacity; and
- future career plans.

## PROGRAMME REQUIREMENTS

Students are required to complete a total of 24 units for graduation. They are expected to take 4 - 5 Core courses (12 - 15 units), 2 - 4 Elective courses (6 - 9 units) and 2 courses on Research Methodology (3 units).



## COURSES TO BE OFFERED

### (A) Core Courses (12 - 15 units) from:

- Curriculum Development and Assessment in Early Childhood Education
- Educational Leadership and Management in Early Childhood Education
- Comparative Education and Current Issues in Early Childhood Education
- Early Childhood Development from Birth to Eight Years of Age
- Signs, Activities and the Development of Mind in Early Childhood

### (B) Elective Courses (6 - 9 units) from:

- Theories of Counselling
- Psychological Development of Teachers
- Curriculum: Perspectives and Design
- Curriculum Evaluation: Theory and Practice
- Curriculum Change and Implementation
- Curriculum Decision-making
- Managing Change in Schools
- Building Learning Communities
- Policy Studies in Education
- Educational Policy and Society
- Developmental Variation and Learning Disabilities
- Gifted Education and Talent Development: Concepts and Approaches
- Health Related Physical Activity
- Guided Project
- Study Tour and Report
- Theories and Applications of Motor Learning

- Pedagogy of Sports and Adapted Physical Activities
- Application of Multimedia in Education
- Psychology of Reading
- Parenthood in Life
- Family-School-Community Collaboration: From Theory and Research to Practice
- The Psychology of Parenting
- Sociologies of Parenting
- Counselling for Professionals in Parent Education

### (C) Courses on Research Methodology (3 units) from:

- Comparative-Historical Method in Educational Research
- Ethnographic Study in Educational Research
- Quantitative Methods in Educational Research
- Qualitative Methods in Educational Research
- Quantitative Data Management and Analysis in Educational Research
- Quantitative Analysis in Classroom and School Settings
- Multi-Dimensional and Multi-Causal Analysis in Educational Research
- Action Research in Education

## STUDY SCHEME

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

(A) Core Courses	12-15 units
(B) Elective Courses	6-9 units
(C) Courses on Research Methodology	3 units

**Total: 24 units**



# 幼兒教育文學碩士學位課程

編號：MECE

在中國內地和香港，幼兒教育質素的提升愈來愈受到關注。幼稚園、幼兒中心及辦學團體不同階層的教育領袖都為此承擔改進的責任。因應全球性的教育發展趨勢乃至學前教育發展需要的情勢下，幼兒教育機構有必要自行策動改進計劃。本課程旨在為具創意及動力的幼兒教育工作者提供相關的理論、應用知識及技巧，以其成功地改善幼兒教育、培育幼兒均衡發展。

## 課程旨在讓學員：

- 深入認識幼兒心理發展的研究文獻，及將其應用於本港及各地的學前教育；
- 了解在改善學生學習上，校長、中層領導、教師以及其他教育工作者所具有的領導模式，以助兒童的發展和學習；
- 建立知識分享的網絡及建立專業學習社群；
- 論析有關幼兒教育的改革、政策及實踐上的議題；
- 在校本課程、教學政策及學校改進上採取積極的態度和方法。

## 課程對象

全日制的申請人應為學前、心理學、教育和相關專業的本科學業生。

兼讀制的申請人應現職為幼兒教育機構校長、校監、教師、學校發展顧問或政府官員等。申請人如無相關專業工作經驗，但曾於認可大學修畢相關專業課程，亦在考慮之列。另外，申請人持有學位教師教育文憑 / 幼稚園教育證書或同等學歷為佳。

## 申請人須知

申請人須在遞交入學申請時提交以中文或英文撰寫的「研讀目的及簡述」一篇，內容包括：

- 選擇修讀本課程的原因；
- 對本學習領域的認識程度；
- 本課程如何有助提升專業發展能力；
- 未來的教育專業計劃。

## 課程要求

學員須修畢 24 學分方可畢業。當中包括：四至五門必修科 (12 – 15 學分)、兩至四門選修科 (6 – 9 學分) 及兩門教育研究法 (3 學分)。

## 本課程開設之科目

### (A) 必修科目 (12–15 學分)：

- 幼兒教育課程發展及評估
- 幼兒教育中的教育領導及管理
- 比較幼兒教育及當前議題
- 零至八歲幼兒的發展
- 符號、活動與童年初期的思維發展

### (B) 選修科目 (6–9 學分)：

- 輔導理論
- 教師的心理發展
- 課程：觀點與設計
- 課程評鑑：理論與實踐
- 課程改革與實施
- 課程決策
- 學校變革的管理
- 建立學習型的專業社群
- 教育政策研究
- 教育政策與社會
- 發展差異與學習障礙
- 資優教育與才能發展：理念與方向
- 健康與體力活動
- 專題研究
- 專業考察交流及報告
- 運動學習：理論與應用
- 體育教育學及適應體育活動
- 多媒體在教育上的應用
- 閱讀心理學
- 生命中為人父母的歷程
- 家庭、學校與社區協作：從理論及研究到實踐
- 育兒心理學
- 親子社會學
- 家長教育輔導

### (C) 教育研究法 (3 學分)：

- 教育研究中的比較與歷史方法
- 教育研究中的族誌研究
- 教育研究中的量化方法
- 教育研究中的質化方法
- 教育研究中的量化數據管理分析
- 課室與學校情景中的量化分析
- 教育研究中的多元度向與多元歸因分析
- 教育中的行動研究

## 修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

各範疇的學分分配如下：

(A) 必修科目	12–15 學分
(B) 選修科目	6–9 學分
(C) 教育研究法	3 學分
<b>總計：24 學分</b>	



# MASTER OF ARTS DEGREE PROGRAMME IN ENGLISH LANGUAGE TEACHING

Code: ENLT

The aim of this programme is to strengthen the professional competence of practising English language teachers in Hong Kong. Whilst the programme is designed for English language teachers who want to enhance their professional knowledge of second language teaching, it is also suitable for teachers who do not have a subject knowledge background in English language.

The salient features of the programme include an examination of current approaches to and theories of the systems of English through investigation of the cultural and sociological dimensions of the language in terms of language use, language learning and teaching, the structure of contemporary spoken and written English, as well as the roles of English in Hong Kong. The programme also examines theories of second language learning and teaching, and considers current approaches and methods in second language teaching together with their application to English language teaching in Hong Kong. The programme provides a series of subject knowledge courses and pedagogically-oriented courses to meet the academic and professional needs of English language teachers.



## WHO SHOULD APPLY?

Applicants should preferably hold a Postgraduate Diploma in Education or equivalent, having specialised in English language teaching.

## NOTES FOR APPLICANTS

Students may register for AKSQ (Already Subject-Knowledge Qualified) or the NYSKQ (Not Yet Subject-Knowledge Qualified) group. Please refer to the Education Bureau website: <https://www.edb.gov.hk/en/teacher/qualification-training-development/qualification/language-proficiency-requirement/exemption.html> for the 'Subject Knowledge' programmes recognised by the Education Bureau.

Applicants should indicate the group (ASKQ or NYSKQ) for which they wish to apply in the 'Field of Study' box on the application form, and submit the application form together with a paper on "Objectives and Outline of Study" in English. The contents of the paper should include:

- the applicant's reasons for choosing this programme;
- demonstration of a basic understanding of the area of study;
- a description of how the proposed academic pursuits will enhance the applicant's professional capacity; and
- future career plans.

## PROGRAMME REQUIREMENTS

Students in both the ASKQ and NYSKQ groups are required to complete a total of 24 units for graduation.

## COURSES TO BE OFFERED INCLUDE

- The English Language Curriculum
- Phonetics and Phonology for English Language Teaching
- Morphology and Syntax for English Language Teaching
- Spoken and Written Discourse for English Language Teaching
- Psychological and Social Perspectives on Language
- Literature in English
- Special Topics in English Language
- Language Testing and Assessment
- Contemporary English Language Teaching Issues
- Reading and Writing – Teaching and Learning
- Listening and Speaking – Teaching and Learning
- Information and Communication Technology in English Language Teaching
- Professional Development in English Language Teaching
- Project in English Language and Teaching

## STUDY SCHEME

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

### (A) Applicable to NYSKQ (Not Yet Subject-Knowledge Qualified) Group

(i) Core Courses	15 units
(ii) Elective Courses	9 units

**Total: 24 units**

### (B) Applicable to ASKQ (Already Subject-Knowledge Qualified) Group

(i) Core Courses	6 units
(ii) Elective Courses	9-18 units
(iii) Courses on Research Methods	0-3 units
(iv) Project in English Language and Teaching	0-6 units

**Total: 24 units**



# 英語教學文學碩士學位課程

編號：ENLT

本課程旨在讓香港的英語教師在教學上有更好的準備，不單切合所有有志提升專業知識的英語教師之進修需要，亦適合未有英語學科知識的教師修讀。

本課程的特色包括以語言運用、語言教學、當代英文口語及書面語的結構，以及英語在香港的角色為題，從語言文化及社會學的角度，審視當今英語語文系統的研究方法和理論。本課程亦探究第二語言教學的理論，考察第二語言教學的現今路向與方法，以及這些理論在香港英語教學上的實際應用。本課程提供不同類型的英語學科知識科目及教學法科目，以滿足英語教師的學術和專業需要。

## 課程對象

申請人持有學位教師教育文憑或同等學歷，而其主修科為英國語文教育為佳。

## 申請人須知

申請人須於申請表「研究範圍」一欄中註明擬報讀之課程組別（「已具學科知識資歷組」[ASKQ] 或「未具學科知識資歷組」[NYSKQ]）。有關教育局認可的「學科知識」課程類別，請參考教育局網頁：<https://www.edb.gov.hk/en/teacher/qualification-training-development/qualification/language-proficiency-requirement/exemption.html>，並在遞交入學申請時提交以英文撰寫的「研讀目的及簡述」一篇，內容包括：

- 選擇修讀本課程的原因；
- 對本學習領域的認識程度；
- 本課程如何有助提升專業發展能力；
- 未來的事業計劃。



## 課程要求

本課程設有以下兩個組別：(a) 已具學科知識資歷組；及 (b) 未具學科知識資歷組。學員須修畢 24 學分方可畢業。

## 本課程開設之科目包括

- 英語課程研究
- 英語教學中的語音學及音系學
- 英語教學中的構詞學及句法學
- 英語教學中的口頭及書面話語
- 語言的心理及社會層面
- 英語文學
- 英語專題研究
- 語文測試及評核
- 當代英語教學專題
- 讀與寫的教授和學習
- 聆聽與說話能力的教與學
- 資訊及通訊科技與英語教學
- 專業發展與英語教學
- 英語及英語教學研究計劃

## 修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

### (A) 適用於「未具學科知識資歷組」學員

(i) 核心科目	15 學分
(ii) 選修科目	9 學分
總計：24 學分	

### (B) 適用於「已具學科知識資歷組」學員

(i) 核心科目	6 學分
(ii) 選修科目	9–18 學分
(iii) 研究法	0–3 學分
(iv) 研究計劃	0–6 學分
總計：24 學分	



# MASTER OF ARTS DEGREE PROGRAMME IN PROFESSIONAL EDUCATIONAL PSYCHOLOGY



Code: MAEP

This is a two-year full-time programme which offers professional training in educational psychology through a scientist-practitioner model, featuring a curriculum consisting of an array of course work in assessment, consultation, and evidence-based interventions that are relevant to the local context. In addition, students have to complete a specific number of hours of supervised practice in assessment and intervention before graduation. These practicums are supervised by qualified educational/clinical psychologists in the field. This programme is offered under the Faculty of Education, in close collaboration with the professional training programme in Clinical Psychology that is offered by the Department of Psychology.

Graduates of this programme are expected to meet the professional competence and ethical standards for registration as Educational Psychologist in Hong Kong. Services provided by educational psychologists include psychoeducational assessment, intervention with children, adolescents and their families, in-service training for teachers, consultation with parents, teachers, principals and education-related administrators in both government funded and private sectors.

## WHO SHOULD APPLY?

The target participants of MA in Professional Educational Psychology are individuals who already have a Bachelor's degree in Psychology (or its equivalent), and aspire to receive training that, upon completion, will qualify them to serve as professional Educational Psychologists in Hong Kong.

- pass a written test **AND** an interview conducted by the Graduate Division of Education; and
- fulfill the "English Language Proficiency Requirement" as stipulated by the Graduate School.

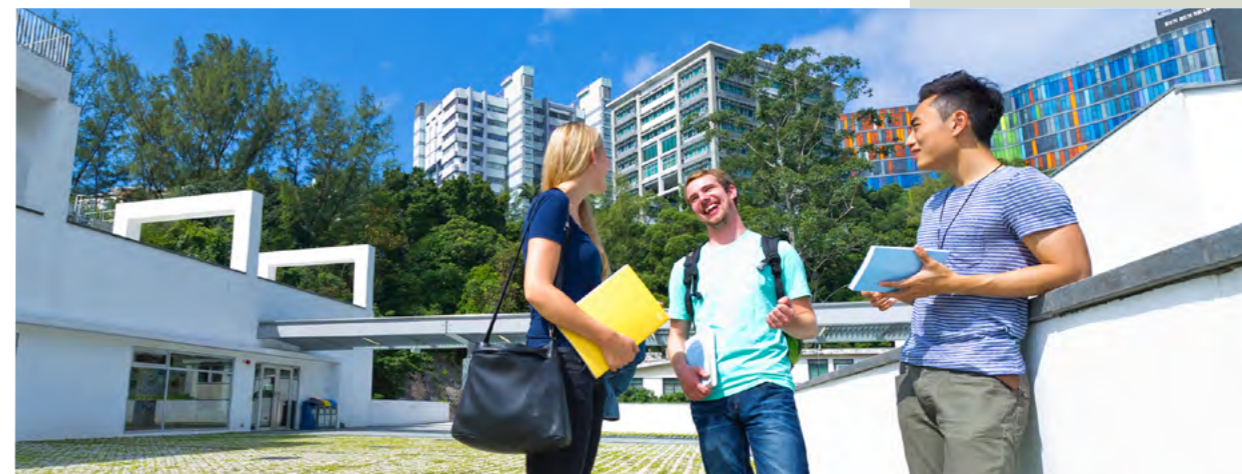
Applicants should submit the application form with a short paper in English (maximum 1,000 words) which outline:

- the nature of work of educational psychologists in Hong Kong;
- the reasons for choosing educational psychology as a career; and
- your personal and study plan.

## NOTES FOR APPLICANTS

Applicants fulfill the following requirements for admission:

- hold the following degree or academic qualifications:
  - › graduated from a recognized university and obtained a Bachelor's degree in Psychology, normally with honours not lower than Second Class or achieving an average grade of not lower than "B"; **AND**
  - › be eligible for Graduate Membership of The Hong Kong Psychological Society;
  - › possess a Postgraduate Diploma in Education (PGDE) or with relevant working experience in educational or related settings *are preferred*;



## PROGRAMME REQUIREMENTS

Students are required to complete a total of 60 units for graduation. These units are spread under 5 clusters, namely: Professional and Foundation Knowledge, Psychological Assessment, Intervention Skills and Strategies, Research in Educational Psychology and Fieldwork.

### Courses to be offered:

- (A) Core courses (48 units) by the Department of Educational Psychology and/or Department of Psychology
- History, Professional Issues, and Ethical Practice in Educational Psychology
  - Children and Adolescents with Special Educational Needs
  - Psychoeducational Assessment
  - Skills Training Seminar
  - Psychological Intervention for Children and Adolescents
  - Consultation in Schools and Community: Theory and Practice
  - Research seminar in Professional Educational Psychology
  - \* Dissertation Research
  - Practicum
- (B) Elective course(s) (9 - 12 units) from the postgraduate courses in various depts. in the Faculty of Education
- Contemporary Issues in Students' Personal and Social Development
  - Motivating the Academically Unmotivated
  - Learning Sciences and Instructional Implications
  - Learning and the Brain
  - Curriculum: Perspective and Design

- Curriculum Evaluation: Theory and Practice
- Teaching: Orientation, Strategy and Application
- Curriculum Change and Implementation
- Current Issues in Educational Administration and Policy
- Policy Studies in Education
- Quantitative Methods in Educational Research
- Qualitative Methods in Educational Research
- Quantitative Data Management and Analysis in Educational Research
- Quantitative Analysis in Classroom and School Settings
- Multi-dimensional and Multi-causal Analysis in Educational Research
- Action Research in Education

- (C) Elective course(s) (0 - 3 units) from the Department of Psychology
- Seminar in Developmental Psychology

\* Department of Psychology will also offer thesis supervision for Dissertation Research

## STUDY SCHEME

Students are required to complete a total of 60 units for graduation.

(A) Professional and Foundation Knowledge	18 units
(B) Psychological Assessment	9 units
(C) Intervention Skills and Strategies	12 units
(D) Research in Educational Psychology	12 units
(E) Field Work	9 units
<b>Total:</b>	<b>60 units</b>



# 專業教育心理學文學碩士學位課程

編號：MAEP

本兩年全日制課程通過「科學家—實踐者」教學模式提供教育心理學專業培訓，課程內容包括一系列適合本地現況和文化的評估、諮詢和經驗驗證的學科。同時，學員必須於畢業前在該領域的合資格教育 / 臨床心理學家的指導下完成指定時數的實習。本課程由教育學院開辦，同時與心理學系開辦的臨床心理專業培訓課程有密切合作。

本課程的畢業生將符合成為香港註冊教育心理學家的專業和道德標準。教育心理學家提供的服務包括心理教育評估，對兒童、青少年及其家庭的心理介入，教師在職培訓，以及為政府資助和私營教育機構的校長、教師、行政人員和家長提供諮詢。

## 課程對象

申請人須已擁有心理學學士學位（或同等學歷），並希望接受專業培訓以獲取資格，在香港擔任註冊教育心理學家。

## 申請人須知

申請人須符合下列各項入學資格：

- 持有下列學位或學歷：
  - ▶ 認可大學之心理學學士學位，而其榮譽等級通常須為乙等或以上或考獲之平均成績通常須達乙級或以上；及
  - ▶ 符合資格成為香港心理學會的會員；
  - ▶ 持有學位教師教育文憑，或具有同等學歷 / 教育工作經驗，可予優先考慮；

- 參加由教育學部主持之入學試及面試，獲取合格成績；及
- 符合研究院「英語能力規定」的條件。

申請人須在遞交入學申請時提交以英文撰寫的短文一篇（不超越 1,000 字），內容包括

- 香港教育心理學家的工作性質；
- 選擇以教育心理學為職業的原因；及
- 未來的個人及學習計劃

## 課程要求

學員須在 5 個範疇中完成總共 60 學分方可畢業，包括專業和基礎知識、心理評估、介入技巧和策略、教育心理學研究和實習。

本課程開設之科目包括：

(A) 由教育心理學系及 / 或心理學系開辦 的必修科目 (48 學分)

- 教育心理學的歷史、專業議題及道德實踐
- 有特殊需要的兒童和青少年
- 教育心理評估
- 技巧訓練研討課
- 對兒童和青少年的心理介入
- 學校和社區諮詢：理論與實踐
- 教育心理學研究研習課
- \* 研究論文
- 實習

(B) 由教育學院各學系開辦 的選修科目 (9 – 12 學分)

- 個人及群性發展的新近議題
- 如何提高學習興趣及動機
- 學習科學及其在教學上的啟示
- 學習與大腦
- 課程：觀點與設計
- 課程評鑑：理論與實踐

- 教學：取向、策略與應用
- 課程改革與實施
- 教育行政與政策的新議題
- 教育政策研究
- 教育研究中的量化方法
- 教育研究中的質化方法
- 教育研究中的量化數據管理分析
- 課室與學校情景中的量化分析
- 教育研究中的多元度向與多元歸因分析
- 教育中的行動研究

(C) 由心理學系開辦 的選修科目 (0 – 3 學分)

- 發展心理學研討班

\* 心理學系會為論文研究學科提供指導

## 修讀辦法

學員須按照課程要求完成 60 學分，方可畢業。

(A) 專業和基礎知識	18 學分
(B) 心理評估	9 學分
(C) 介入技巧和策略	12 學分
(D) 教育心理學研究	12 學分
(E) 實習	9 學分

總計：60 學分



# MASTER OF ARTS DEGREE PROGRAMME IN SCHOOL GUIDANCE AND COUNSELLING



Code: SGCL

This programme offers specialised training in guidance and counselling for professionals in education and social service arenas such as counsellors, guidance professionals, frontline teachers and social workers. Courses are structured systematically to help participants to acquire a broad range of theories and skills and to apply them in diverse settings and populations. The programme's training orientation emphasises the integration of theory and practice and personal / professional growth and development. Students can focus on one of the following streams.

## SPECIALISED STREAMS AND FOCUS

- **Counselling** – Application of individual and group counselling practices in diverse human service systems
- **Comprehensive Guidance** – Design and implementation of systematic guidance and counselling programmes in schools
- **Special Needs** – Understanding of and help for students / other individuals with specific behavioural and emotional needs

## PRACTICUM

Individualised practicum experience is a core feature of this programme. All students are required to obtain counselling practicum experience at the Department of Educational Psychology Counselling Service or at an approved agency / organisation.

## WHO SHOULD APPLY?

Applicants should be counselling teachers, special-needs coordinators in schools, social workers, frontline teachers, practising / aspiring counsellors, or other educational and helping professionals who want to develop the requisite knowledge and skills to work with individuals with diverse needs.

Applicants should hold a Postgraduate Diploma in Education or an equivalent educational qualification and / or have relevant professional experience deemed acceptable (e.g. counselling-related experience).

## NOTES FOR APPLICANTS

Applicants should state the specialised stream he / she would like to apply in the "Field of Study" box on the application form, and submit an "Application Statement" in Chinese or English (maximum 1,000 words) with the completed application form. The Application Statement should address the following areas:

- the applicant's choice of Specialised Stream within the School Guidance and Counselling Programme (please indicate clearly your first choice and second choice). Please explain why you choose these Specialised Streams;
- a description of how academic pursuit in counselling and school guidance will enhance the applicant's professional capacity; and
- future career plans.

## PROGRAMME REQUIREMENTS

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



## COURSES TO BE OFFERED INCLUDE

### Counselling Core Courses

- Theories of Counselling
- Counselling Process, Techniques, and Ethics

### Specialisation Courses

#### Counselling

- Counselling Strategies
- Common Psychological Disorders in Counselling and Clinical Settings
- Group Counselling: Theory and Practice
- Personal Growth
- Career Development and Intervention
- Practicum

#### Comprehensive Guidance

- Principles of Comprehensive Guidance System
- Counselling Students with Developmental and Physical Challenges
- Group Counselling: Theory and Practice
- Personal Growth
- Career Development and Intervention
- Practicum

#### Special Needs

- Counselling Students with Developmental and Physical Challenges
- Interventions for Children with ADHD and other Behavior Problems
- Understanding Specific Learning Difficulties
- Special-Needs Education: The Whole-School Approach
- Interventions for Children with Emotional and Social Problems
- Practicum
- Selected Topics in Special Needs Education

### Elective Courses

- Professional and Personal Development of Teachers
- Principles of School Discipline
- Suicide Prevention and Crisis Intervention
- Counselling Skills for Teachers
- Counselling with Families
- Career Exploration and Assessment Tools
- Cross-Cultural Counselling
- Selected Topics in Special Needs Education
- Selected Topics in Guidance and Counselling
- Project in Counselling
- Project in School Guidance
- Project in Helping Students with Special Needs

## STUDY SCHEME

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

(A) Counselling Core Courses	6 units
(B) Specialisation Courses	12 units
(C) Methods of Educational Research	3 units
(D) Elective Courses	3 units
<b>Total: 24 units</b>	



# 學校諮商與輔導文學碩士學位課程

編號：SGCL

本課程為教育和社會服務界別專業人士提供專門的諮商與輔導培訓，主要對象包括輔導員、學校諮商專業人員、前線老師及社會工作者。透過有系統的學科編排，本課程期望學員能掌握不同的理論和技巧，並能應用於不同的工作環境和對象。課程強調理論與實踐的融合，與及個人 / 專業的成長和發展。學員可從以下專修範疇中選讀其一。

## 專修範疇及焦點

- **輔導**：個別及小組輔導在不同助人服務體系之應用。
- **全方位學生輔導**：學校諮商與輔導服務的設計和實踐。
- **特殊需要**：認識和輔導在行為及情緒上有特殊需要的學生。

## 輔導實習

個別輔導實習體驗為本課程之特點。學員必須完成一項由教育心理學系或其認許之機構所安排的輔導實習。

## 課程對象

申請人須為學校輔導教師、特殊需要服務統籌老師、社工、前線教師、輔導員，及其他在教育與助人機構服務而又希望在知識及技巧上有所提升的專業人員。

申請人須持有學位教師教育文憑，或具有同等學歷及 / 或具有相關的工作經驗（如：輔導工作經驗）。

## 申請人須知

申請人須在入學申請表「研究範圍」一欄填上申請入讀之專修範疇，並遞交以中文或英文撰寫的「申請陳述」（不超過 1,000 字），內容包括：

- 擬申請入讀之專修範疇（請標明第一及第二志願），並闡明選擇此專修範疇的原因；
- 說明修讀輔導與學校諮商如何有助申請人提升專業發展能力；
- 未來的事業計劃。

## 課程要求

學員須完成 24 學分方可畢業。

## 本課程開設之科目包括

### 輔導核心科目

- 輔導理論
- 輔導過程、技巧與專業道德

### 專修科目

#### 輔導

- 輔導策略
- 在輔導和臨床服務常見的心理疾患
- 小組輔導：理論與實踐
- 個人成長
- 事業發展與干預
- 輔導實習

#### 全方位學生輔導

- 全方位學校輔導體系概論
- 輔導有發展及身體障礙的學生
- 小組輔導：理論與實踐
- 個人成長
- 事業發展與干預
- 輔導實習

### 特殊需要

- 輔導有發展及身體障礙的學生
- 輔導有專注力不足過動症和相關行為問題的學童
- 認識特殊學習障礙
- 特殊需要教育：全校參與模式
- 學童情緒及社交問題的介入策略
- 輔導實習
- 特殊需要教育專題討論

### 選修科目

- 教師專業與個人發展
- 學校訓育工作概論
- 防止自殺與危機處理
- 教師輔導技巧
- 家庭輔導
- 職業探索及測試工具
- 跨文化輔導
- 特殊需要教育專題討論
- 輔導與諮商專題討論
- 心理輔導專題研習
- 學校輔導專題研習
- 輔導有特殊需要學生的專題研習

## 修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

(A) 輔導核心科目	6 學分
(B) 專修範疇科目	12 學分
(C) 教育研究法	3 學分
(D) 選修科目	3 學分

總計：24 學分





# MASTER OF ARTS DEGREE PROGRAMME IN SCHOOL IMPROVEMENT AND LEADERSHIP

Code: SILP

This programme is a two-year part-time course for education practitioners committed to school improvement and leadership. It is relevant to school personnel and leaders in related fields regardless of their backgrounds and/or formal positions.

Hong Kong schools are under increasing pressure to improve the quality of education they offer. Recent educational and curriculum policy initiatives such as School Self-evaluation, External School Reviews, School-based Management, Certification for Principalship and the Continuing Professional Development of Teachers are pushing schools to experiment with a broad range of innovations. This trend is expected to continue, or even intensify, in the years ahead. Educational leaders at all levels in schools, sponsoring bodies and the government are charged with leading school improvement, and are being held accountable for its success. It is increasingly contingent upon schools themselves to drive their own improvement programmes in line with global trends and local needs. This programme is designed to provide innovative and energetic educators with both the theoretical and applied knowledge and skills needed to implement successful school improvements.

The programme is offered by the Department of Educational Administration and Policy, and draws on both the department's existing offerings and those of the wider Faculty. Students are expected to engage in close cooperation with other practitioners to apply their knowledge and ideas in their own workplaces and educational contexts. The programme employs a variety of learning methods, including traditional lectures, school visits, case learning, applied research (including action learning) and focused small group interactions.

## WHO SHOULD APPLY?

The programme is specially designed for applicants who are serving school principals or vice principals, school administrators, teachers, school development consultants/officers, or Education Bureau officials. Applicants with no relevant professional experience but have taken specialized courses in equivalent programmes offered by recognized institutions may also apply.

## NOTES FOR APPLICANTS

Applicants should submit the application form with a letter of intent in Chinese or English which outlines their:

- reasons for choosing this programme; and
- beliefs about leading school improvement.

## PROGRAMME REQUIREMENTS

Students are required to complete a total of 24 units for graduation. They are expected to take 5 required courses (10.5 units), 1 project (6 units) and 3 elective courses (7.5 units).



## COURSES TO BE OFFERED INCLUDE

### (A) Required Courses and Project (16.5 units)

- Issues and Advances in School Improvement
- Leadership for Student Learning
- Evaluation for School Improvement
- Field Experience
- Action Research in Education
- Guided Improvement Project

### (B) Elective Course(s) (3 – 6 units) from:

- Effective School Leadership
- Managing Change in Schools
- Building Learning Communities

### (C) Elective Course (0 – 3 units) from the Master of Education Degree Programme

### (D) One Elective Course (1.5 units) from:

- Quantitative Methods in Educational Research
- Qualitative Methods in Educational Research

## STUDY SCHEME

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

(A) Required Courses and Project **16.5 units**

(B) Elective Courses **7.5 units**

**Total: 24 units**



# 學校改善及領導文學碩士學位課程

編號：SILP

本兩年兼讀制課程專門為對改善學校及學生學習感興趣的教育工作者而設，適合來自不同背景及不同工作崗位的學校或其他機構領袖修讀。

近年教育改革要求日增，本港的學校都致力提升教育質素。現行的教育及課程政策，如學校自我評估、校外評核、校本管理、校長資格認證、教師持續專業發展等，都促使學校實驗更大幅度的教育革新。這趨勢在未來的年日相信仍然持續。學校、辦學團體及政府不同階層的教育領袖為此都承擔改進學校的責任。學校在回應全球性的教育發展趨勢乃至本港教育發展需要的情勢下，更自行策動學校本位的改進計劃。本課程旨在為具創意及動力的教育工作者提供相關的理論、應用知識及技巧，從而讓相關的教育工作者領導學校成功改進。

本課程由教育行政與政策學系主辦。課程部份科目屬以上學系現行的研究院課程科目。本課程將透過不同的教學模式，如課堂講授、學校參觀、個案研習、應用研究（包括行動學習）、聚焦小組等，讓學員通過緊密聯繫，接觸不同背景及不同崗位的學界領袖，並把在課程所得的知識與理念應用於實際的工作及教育環境中。

## 課程對象

學校改善及領導文學碩士課程專為現任全職校長、副校長、學校行政人員、教師、學校發展顧問/主任或教育局教育人員而設。沒有相關專業工作經驗但曾於認可大學修畢相關專業課程之人士亦可報讀。

## 申請人須知

申請人須在遞交入學申請時提交以中文或英文撰寫的短文一篇，內容包括：

- 選擇修讀本課程的原因；
- 對領導學校改善的信念。

## 課程要求

學員須修畢 24 學分方可畢業。當中包括：五門必修科 (10.5 學分)、一門專題研究 (6 學分) 及三門選修科 (7.5 學分)。

## 本課程開設之科目包括

### (A) 必修科及專題研究 (16.5 學分)

- 學校改善的議題及新發展
- 學生學習的領導
- 學校改善的評鑑
- 實地考察
- 教育中的行動研究
- 學校改善專題研究

### (B) 選修科目 (3 – 6 學分)

- 高效能的學校領導
- 學校變革的管理
- 建立學習型的專業社群

### (C) 選修科目 (0 – 3 學分) 從教育碩士學位課程提供的學科中選取

### (D) 從下列科目選修一科 (1.5 學分)

- 教育研究中的量化方法
- 教育研究中的質化方法

## 修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

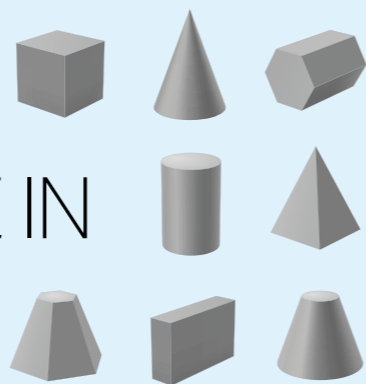
(A) 必修科目及專題研究 **16.5 學分**

(B) 選修科目 **7.5 學分**

**總計：24 學分**



# MASTER OF SCIENCE DEGREE PROGRAMME IN MATHEMATICS EDUCATION



Code: MAED

This programme is a joint venture pioneered by mathematics educators and research mathematicians. It is a two-year course offered by the Faculty of Education in association with the Department of Mathematics. The programme takes full advantage of collaboration between two academic units on the same campus, and targets potential and practising mathematics teachers in Hong Kong primary and secondary schools. Its aim is to upgrade programme participants' subject content knowledge and pedagogical content knowledge. It is particularly designed to meet the needs of those with an interest in both mathematics and the teaching profession who wish to pursue further studies.

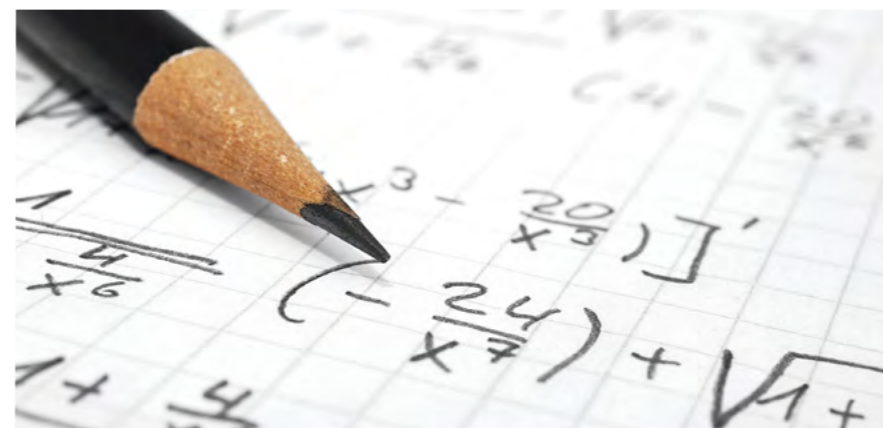
The programme comprises mathematics, education and mathematics education components. In the mathematics component, participants are required to take three Master-level courses offered by the Mathematics Department to ensure mathematics knowledge and competency that exceed the undergraduate level. Participants are equipped with professional knowledge of curriculum studies and mathematics education. Courses on mathematics education focus on mathematics teaching, learning, curricula and assessment in the context of the educational reforms taking place worldwide. Participants have the option to conclude their studies by conducting action research, thereby generating knowledge for the professionalisation of teaching.

## WHO SHOULD APPLY?

- Applicants who hold a Bachelor's degree in mathematics or a related area, preferably with second class honours level or above from a recognised university;
- fresh graduates with good undergraduate mathematics training who intend to take up teaching as their career; and
- practising mathematics teachers who wish to enhance their pedagogical content knowledge in mathematics, including experienced teachers such as the heads of school mathematics panels who wish to upgrade their understanding of mathematics education in general.

## TARGETED TAUGHT POSTGRADUATE FELLOWSHIPS SCHEME

Established by the University Grants Committee (UGC) in 2019, the Targeted Taught Postgraduate Fellowships Scheme provides fellowships for local students to pursue designated taught postgraduate programmes. For more details, please refer to UGC website at [https://www.ugc.edu.hk/eng/ugc/activity/targeted\\_postgraduate\\_scheme.html](https://www.ugc.edu.hk/eng/ugc/activity/targeted_postgraduate_scheme.html).



## NOTES FOR APPLICANTS

Applicants should submit a paper on "Objectives and Outline of Study" in Chinese or English with the completed application form. The contents of the paper should include:

- the applicant's reasons for choosing this programme;
- demonstration of a basic understanding of area of study;
- a description of how the proposed academic pursuits will enhance the applicant's professional capacity; and
- future career plans.

Also, applicants should submit a copy of a record of your mathematics courses or mathematics related courses (e.g. in physics, engineering, economics) during your undergraduate study for reference.

## PROGRAMME REQUIREMENTS

Students are required to complete a total of 24 units for graduation. They are expected to take 9 units from the Mathematics Component and the Mathematics Education Component respectively, and 6 units from the Education Component.

## COURSES TO BE OFFERED INCLUDE

### (A) Mathematics Education Component

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

### (B) Mathematics Component

- Introduction to Combinatorics (\*New course offering)
- Mathematics Enhancement for Teachers (\*New course offering)
- Foundation of Advanced Mathematics
- Advanced Geometry
- Differential Equation and Linear Algebra (\*Prerequisite: Basic knowledge on one variable calculus and linear algebra)
- Finite Mathematics and Mathematical Programming (\*Prerequisite: Basic knowledge on linear algebra)

### (C) Education Component

- Curriculum: Perspectives and Design
- Curriculum Evaluation: Theory and Practice
- Teaching: Orientation, Strategy and Application
- Curriculum Change and Implementation
- Leveraging Digital Technologies in Learning and Teaching
- Selected Topics in STEAM Education and Research
- Learning Sciences and Instructional Implications (Other courses of the Mathematics Department are also available to students who have a strong background in Mathematics.)

## STUDY SCHEME

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

(A) Mathematics Education Component	9 units
(B) Mathematics Component	9 units
(C) Education Component	6 units

**Total: 24 units**



## 數學教育理學碩士學位課程

編號：MAED

數學教育理學碩士學位課程為中文大學教育學院與數學系合辦的兩年制兼讀課程，屬首個由數學教育學者和數學科研學者共同籌辦的項目。創辦至今，這個仍然是本課程獨有的特色。本課程充分利用到校園內兩個教學單位協作的優點，課程對象為現職或有志成為本港中、小學數學教師的人士。本課程旨在提升學員的學科及教學知識之餘，亦能啟動學員在數學及教育專業的發展。

本課程由數學、教育及數學教育三個部份組成。數學方面，學員須於數學系開設的碩士課程中選讀三科，以確保學員學科知識的能力在大學本科程度之上。同時，學員亦須增進課程研究及數學教育的專業知識。至於數學教育的學科，將會集中在全球性教育改革下的學與教，以及課程與評估方面。學員可選擇修讀「行動研究」作為課程的總結，以引發教學專業化的知識。

### 課程對象

- 於認可大學之榮譽學位課程畢業，主修數學或相關學科，而其榮譽等級通常須為乙等或以上；
- 曾接受良好數學科訓練並有志投身教育行業之應屆畢業生；
- 有意增進數學科教學知識的現職數學科老師，亦包括希望在數學教育上有所提升的數學科主任。

### 指定研究院修課課程獎學金計劃

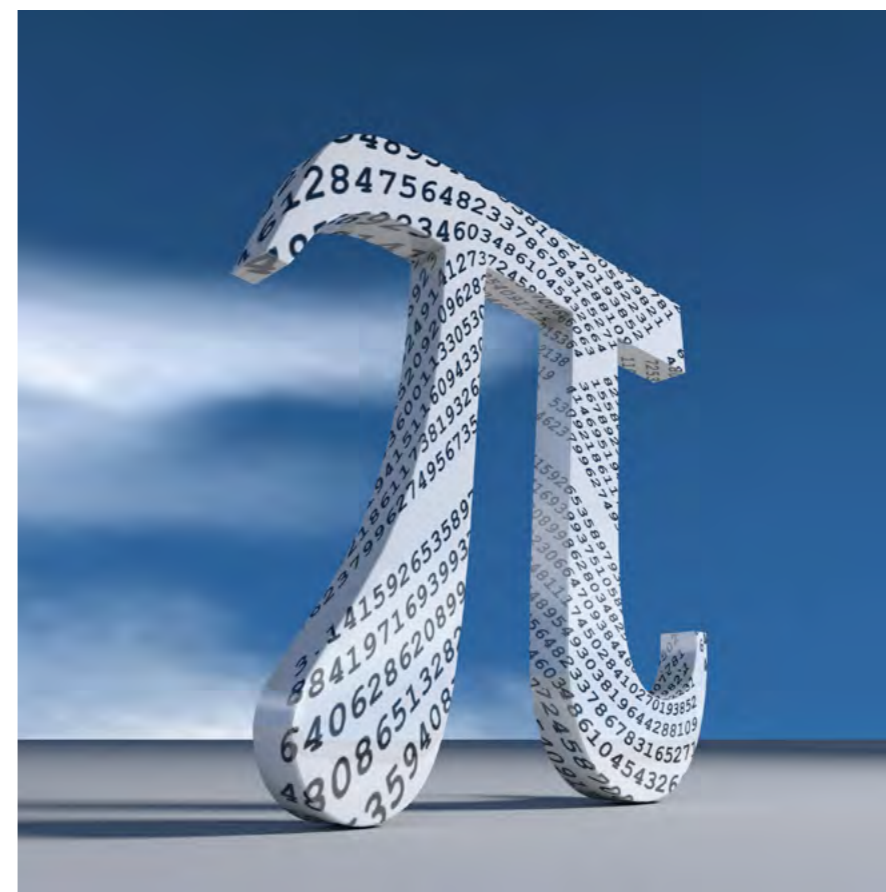
計劃由大學教育資助委員會（教資會）於 2019 年推出，為修讀指定研究院修課課程的本地學生提供獎學金。詳情請參閱教資會網站：[https://www.ugc.edu.hk/big5/ugc/activity/targeted\\_postgraduate\\_scheme.html](https://www.ugc.edu.hk/big5/ugc/activity/targeted_postgraduate_scheme.html)

### 申請人須知

申請人須在遞交入學申請時提交以中文或英文撰寫的「研讀目的及簡述」一篇，內容包括：

- 選擇修讀本課程的原因；
- 對本學習領域的認識程度；
- 修讀本課程如何有助提升專業發展的能力；
- 未來的事業計劃。

此外，申請人可附上一份大學成績單副本，以顯示曾修讀的數學科或其他與數學相關的科目（例如：物理學、工程學、經濟學）作為申請參考，將有助申請的處理。



### 課程要求

學員須分別於數學和數學教育範疇選修九個學分，並於教育範疇選修六個學分，完成共 24 學分方可畢業。

### 本課程開設之科目包括

#### (A) 數學教育範疇

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

#### (B) 數學範疇

- 組合數學導引 (\* 新開設科目)
- 教師數學增益 (\* 新開設科目)
- 高等數學基礎
- 高等幾何
- 微分方程與線性代數 (\* 需具備單變量微積分和線性代數的基礎知識)
- 有限數學與數學規劃 (\* 需具備線性代數的基礎知識)

#### (C) 教育範疇

- 課程：觀點與設計
- 課程評鑑：理論與實踐
- 教學：取向、策略與應用
- 課程改革與實施
- 數碼科技在學與教上的應用
- STEAM 教育與研究專題
- 學習科學及其在教學上的啟示  
(數學系尚會提供其他科目供數學根底較深的學員修讀。)

### 修讀辦法

學員須按照課程要求完成 24 學分，方可畢業。

(A) 數學教育範疇	9 學分
(B) 數學範疇	9 學分
(C) 教育範疇	6 學分

總計：24 學分

# MASTER OF SCIENCE DEGREE PROGRAMME IN SPORTS SCIENCE AND PHYSICAL ACTIVITY



Code: SSPA

This programme is designed to provide specialized study in sports science and physical activity. It provides a sound theoretical background to enrich students' knowledge base and to enable them to apply that knowledge in their specific sport-related setting or pursue research in this area. The programme offers courses in areas of Exercise Physiology, Sports and Exercise Psychology, Sports Biomechanics, Sports Pedagogy, Sports Sociology, Physical Fitness Assessment, Health-Related Physical Activity, Sports Administration and Management.

The programme is suitable for professionals in the sports, education, health and social service sectors, including sports scientists and health care professionals, school teachers, coaches and athletes, sports administrators, social workers and others who are interested in pursuing a career in sports science and physical activity.

## STUDY SCHEME

Students are required to complete a minimum of 24 units of courses according to the requirements below for graduation.

### (Non-Research Track):

(A) Required Courses	3 units
(B) Elective Course	21 units
<b>Total: 24 units</b>	

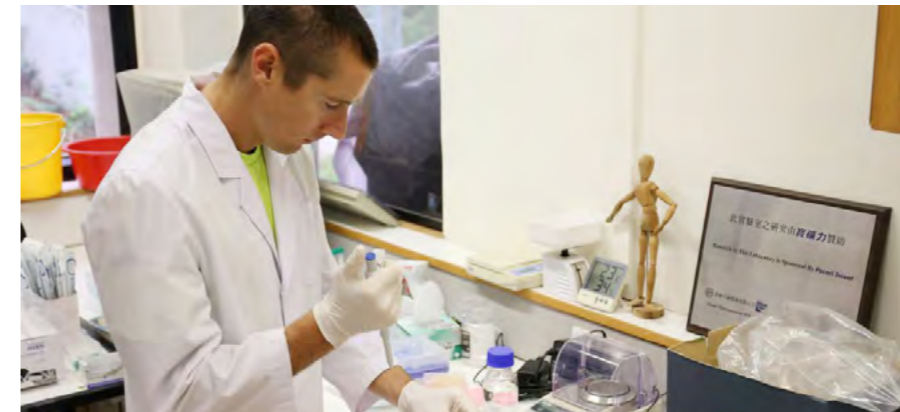
### (Research Track):

(A) Required Courses	9 units
(B) Elective Course	9 units
(C) Research Project	6 units
<b>Total: 24 units</b>	

## COURSES OFFERED BY THE DEPARTMENT OF SPORTS SCIENCE AND PHYSICAL EDUCATION

- Research Method in Sports Science and Physical Activity
- Research Colloquia
- Quantitative and Qualitative Data Management & Analysis in Sports Science and Physical Activity

- Exercise: Physiology Benefits, Limit and Adaptation
- Sports Nutrition for Health and Performance
- Health Related Physical Activity
- Advances in Physical Fitness Assessment: Theory and Practice
- Structural Biomechanics and Sports Injury
- Biomechanics of Sports and Physical Activity
- Sports Injury and Rehabilitation
- Exercise Prescription for General and Special Populations
- Coaching Science
- Sports, Pedagogy and Technology
- Theories and Applications of Motor Learning
- Contemporary Issues in Psychology of Sports and Physical Activity
- Social-Cultural Issues in Physical Activity
- Sociological Issues in PE
- Sport Development and Delivery
- Sponsorship and Marketing of Sports Events and Performance
- Information Technology in Sports Science and Physical Activity
- Professional Attachment
- Guided Studies
- Research Project



# 運動科學與體力活動理學 碩士課程

編號: SSPA

本課程旨在提供運動科學與體力活動的專業知識，加強學員對運動科學與體力活動各重要領域的認識，使他們在從事相關工作時能有效應用所學的理论和技能，同時亦可進行此領域內之專題研究。課程範圍包括運動生理學、運動心理學、運動生物力學、運動教育學、運動社會學、體適能評估、健康與體力活動、體育行政及管理。

本課程適合從事體育、教育、醫護及社會服務之人士修讀，包括運動科學及醫護專業人員、教師、教練及運動員、體育行政人員、社工以及有志於運動科學與體力活動相關工作的人士。

## 課程對象

學生須按照下列要求，完成最少 24 學分，方可畢業。

### (非研究組別):

(A) 必修科目	3 學分
(B) 選修科目	21 學分
<b>總計: 24 學分</b>	

### (研究組別):

(A) 必修科目	9 學分
(B) 選修科目	9 學分
(C) 專題研究	6 學分
<b>總計: 24 學分</b>	

## 由體育運動科學系開辦之科目

- 運動科學與體力活動研究法
- 研究討論會
- 運動科學之量化及質化數據管理與分析
- 運動之生理應激反應及效益

- 運動營養：健康與運動表現
- 健康與體力活動
- 體適能評估進階：理論與實踐
- 結構生物力學與運動損傷
- 體力活動與運動生物力學
- 運動創傷與康復
- 大眾及特殊社群運動處方
- 訓練學
- 運動教育與科技
- 運動技能學習：理論與應用
- 運動心理學與體力活動之當前議題
- 社會文化對體力活動之影響
- 體育社會學議題
- 運動發展與推廣
- 運動贊助與市場推廣
- 運動科學與體力活動之資訊科技
- 專業實踐
- 專題研習
- 專題研究

## Enquiries 查詢

Programme 課程	Email 電郵	Telephone & Fax 電話及傳真
Master of Education Degree Programme 教育碩士學位課程	med@fed.cuhk.edu.hk	T / 3943 6203 F / 2603 7612
MA Degree Programme in Chinese Language Education 中國語文教育文學碩士學位課程	mcle@fed.cuhk.edu.hk	
MA Degree Programme in Early Childhood Education 幼兒教育文學碩士學位課程	mecm@fed.cuhk.edu.hk	
MA Degree Programme in English Language Teaching 英語教學文學碩士學位課程	enlt@fed.cuhk.edu.hk	
MA Degree Programme in Professional Educational Psychology 專業教育心理學文學碩士學位課程	maep@fed.cuhk.edu.hk	
MA Degree Programme in School Guidance and Counselling 學校諮商與輔導文學碩士學位課程	sgcl@fed.cuhk.edu.hk	
MA Degree Programme in School Improvement and Leadership 學校改善及領導文學碩士學位課程	silp@fed.cuhk.edu.hk	
MSc Degree Programme in Mathematics Education 數學教育理學碩士學位課程	maed@fed.cuhk.edu.hk	
<b>Address:</b> Office of Postgraduate Programmes in Education Faculty of Education The Chinese University of Hong Kong, Shatin, N.T., Hong Kong  <b>地址:</b> 香港新界沙田香港中文大學教育學院研究院課程辦事處		
MSc Degree Programme in Sports Science and Physical Activity 運動科學與體力活動理學碩士課程	hp_admission_ sspe@cuhk.edu.hk	T / 3943 5346 F / 2603 5781
<b>Address:</b> Department of Sports Science & Physical Education The Chinese University of Hong Kong, Shatin, N.T., Hong Kong  <b>地址:</b> 香港新界沙田香港中文大學體育運動科學系		

[www.fed.cuhk.edu.hk/higherdegree](http://www.fed.cuhk.edu.hk/higherdegree)

