

Course Description

IMEA001 EDUCATION AND DEVELOPMENT

This course emphasizes on application of theories in Social Sciences to education and socio-economic development. Issues of discussion include: human capital theory, equality of opportunities, modernization, dependency theory, cultural imperialism, integration of the capitalist world system, and postmodernism.

Pre-requisite: None

IMEA003 ORGANIZATIONAL PSYCHOLOGY

A study of theories and practices underlie the field of organizational psychology. With topics including socialization, motivation, reward systems, group and individual decision-making, conflict resolution, stereotyping and discrimination, this course is designed to help students master the art of administration by knowing how to interpret, predict, and adjust organizational behaviors.

Pre-requisite: None

IMEA006 EDUCATIONAL EVALUATION

This course seeks to introduce the design and implementation process of school-based evaluation. Evaluation techniques, validity, reliability and ethical issues are also explored. The evaluation process covers the student, teacher, curriculum and system levels and these will be dealt with systematically.

Pre-requisite: None

IMEA007 SCHOOL ADMINISTRATION & MANAGEMENT

The course covers the practical aspects of school administration and management, with emphasis on personnel, finance and other resources, in order to equip students with a system of strategies for school expansion, leadership, administration, public relations, professional development and parental participation.

Pre-requisite: None

IMEA008 SOCIOLOGICAL ANALYSIS OF SCHOOL SYSTEMS

The course focuses on a sociological study of the process and characteristics of school systems and examines the possible functions in and constraints of schools on social control, social justice and social progress.

Pre-requisite: None

IMEA009 SOCIOLOGICAL ANALYSIS OF EDUCATIONAL POLICY

This course focuses on a sociological study of the formulation of educational policy, taking into account historical, political, economic, social, cultural and religious factors, and analyzes the process of educational policies being transformed into law and action plans.

Pre-requisite: None

IMEA010 GROUP DYNAMICS

This course aims to help student teachers explore, from a socio-psychological aspect, the dynamics of teaching and learning in classrooms and schools as groups, norms and expectations, integration and disintegration, cooperation and conflicts, etc, and the possible ways to generate group dynamics through communication and coordination.

Pre-requisite: None

IMEA011 COMPARATIVE RESEARCH OF EDUCATIONAL ISSUES

Focusing on educational issues and using comparative analysis, the course examines education, both past and present, in major countries of the world, with special emphasis on education changes, reforms and developments in various countries, their causes and effects, losses and gains, so as to reflect on them and learn from them.

Pre-requisite: Seminar of Social change and Educational Reforms

IMEA012 HISTORICAL RESEARCH OF EDUCATIONAL ISSUES

Focusing on educational issues and using historical analysis, the course covers the changes and development of education in China and abroad, with special emphasis on education reform, its background and influences so as to reflect on its trajectory and learn from history.

Pre-requisite: None

IMEA017 STUDIES IN EDUCATIONAL STRATIFICATION

This course explores the social justice aspects of educational development. Somewhat similar to that of social stratification, education, as one of the major social institutions, has its own inclusion/exclusion mechanisms. The topics to be presented in this course include: theories of social division, models of social stratification, social class effects, gender effects, ethnicity effects, hierarchical systems in educational provisions, parallelist vs. non-synchronist analysis of educational stratification, towards a just pedagogy. In addition to lectures and readings, students are encouraged to present their own observation of Macau in terms of the arguments provided by the course.

Pre-requisite: None

IMEA018 SEMINAR OF SOCIAL CHANGE AND EDUCATIONAL REFORMS

This course looks at educational institutionalization and re-institutionalization through the lens of social change over time. First of all, it will trace the social origins and social constructions of modern educational systems since the Protestant Reformation came into effect in the 16th-century Europe. Secondly, it will focus much more attention on the landmarks of educational expansions and ameliorations around and after World War II. And finally, special efforts will be directed to issues of education in a so-called individualized society of late-capitalism in early 21st century. Scholars with specialties in related topics of this course will be invited to give talks and interchange with the class.

Pre-requisite: None

IMEA019 SEMINAR OF YOUTH POLICY AND EDUCATION

This course deals with the potential alternatives of incorporating educational practices into youth policy with a view to strengthening teenagers' psychological and social wellbeing. As a seminar in form, this course tends to have scholars and officials with expertise in youth life world share their insights and experiences with the class. The topics to be covered are substance abuse, bullying behavior, juvenile delinquency, consumer culture, leisure activities, IT-product & on-line preference, vocational identity, anomie and alienation, youth activism, and the like. A term paper focusing on one of the course topics is required.

Pre-requisite: IMEA009 Sociological Analysis of Educational Policy

IMEA020 THE STATE, GOVERNMENT AND EDUCATION

This course draws heavily on political science as well as political philosophy to discuss the interrelationship among the state, the government, and the education system. It contains topics such as political foundation of education, nation-state and education, politics and educational policy, government and governance, ideology and discourse, cultural politics and identity politics, education in developed and developing countries, education in capitalist and socialist states, democracy and citizenship education, micro-political system of school, and the like. In addition to lectures, readings and group discussions, students need to complete a term paper individually.

Pre-requisite: None

IMEA021 APPLYING INFORMATION TECHNOLOGY TO SCHOOL MANAGEMENT

An introduction to the use of Internet and computer technologies in educational administration; this course is intended to enable and inspire students to plan, design, utilize, and evaluate practical application of information technologies in educational administration.

Pre-requisite: None

IMEA022 DATA ANALYSIS IN SCHOOL MANAGEMENT STUDIES

This course aims at developing in students an understanding of quantitative and qualitative methods of collecting, analyzing, and interpreting data in Educational Administration. Quantitative topics include application of statistical concepts/procedures, graphs, numerical summaries; normal distribution, correlation/regression analyses, probability, statistical inferences for one or two sample, hypothesis tests, chi-square tests, and factor analysis. Qualitative topics include data analyses in case studies, observations, and ethnography studies.

Pre-requisite: None

IMEA023 ORGANIZATIONAL CHANGE AND DEVELOPMENT IN SCHOOLS

This course is a critical analysis of theoretical and practical aspects of organizational change and development in education. Various perspectives and strategies innovated and used by educational institutions to cope with organizational change and enhance development will be introduced. In-depth case analysis will be provided to illustrate applications of strategies of school effectiveness, school-based management, and organizational innovation.

Pre-requisite: None

IMEA024 STUDIES OF CLASSROOM MANAGEMENT

This course welcomes in-service teachers and prospective teachers who plan to conduct action research or field study to enhance their classroom practices. After several lectures delivered by the lecturer concerning the theoretical aspects of classroom management, such as classrooms as social systems, foundations of teacher authority, and students' status system, this course encourages participants to present their own observations of teacher-student interaction within and without classroom context. As the course proceeds, participants need to develop a research proposal of their own and present the try-out results by the end of the semester.

Pre-requisite: None

IMEA123 EDUCATIONAL LAW AND POLICY ANALYSIS

This course addresses Educational laws, regulations and policies. The impacts of these laws, regulations and policies upon schools are analysed and examined. Students are encouraged to make suggestions about how to revise some Macau educational laws and policies.

Pre-requisite: None

IMEA125 THEORIES OF EDUCATIONAL ADMINISTRATION

This course addresses concepts, theories and current developments in educational administration. Educational organizations and their leadership, motivation, communication and decision making, as well as their development and effectiveness are examined.

Pre-requisite: None

IMEA221 ECONOMIC AND FINANCIAL ISSUES OF EDUCATION

This course introduces economic values of education to society, the economy, and individuals; and analyzes economic and financial practices of educational system. Course concepts include: cost benefit and cost effectiveness analysis in education; effects of education on earnings, employment, and economic growth; the distribution of education among competing groups and individuals; educational production functions and allocative efficiency; teacher markets and salary determination; acquisition and allocation of educational funds.

Pre-requisite: None

IMEA223 EDUCATIONAL PLANNING

This course deals with models of educational planning. Topics include scale of education, relationship between school construction and population change, selection of school sites, school environment and equipment, as well as school maintenance and safety.

Pre-requisite: IMEA009 Sociological Analysis of Educational Policy

IMEA224 RESEARCH METHODS IN EDUCATIONAL ADMINISTRATION

This course leads students through the basic steps involved in designing and conducting a research study, including the writing of a research proposal. Students are required to select a research question and examine the relevance of different methodological approaches. Methodological issues associated with different approaches to a research question in educational administration will be emphasized.

Pre-requisite: None

IMCN101 PRINCIPLES AND THEORIES OF CURRICULUM AND INSTRUCTION

This course aims to provide an overview on the principles and theories of curriculum and instruction. The introduction of these theories and principles provides learners a broad perspective on the basic curriculum questions regarding the purposes, content, design, and structure of educational programmes as well as learning and teaching theories and the relationship between the two.

Pre-requisite: None

IMCN102 CURRICULUM DESIGN AND IMPLEMENTATION

This course intends to equip learners with the theories and practical skills of designing curriculum and managing curriculum change. The present curriculum design and implementation process in schools/Macao will be discussed and analyzed. Curriculum theories, design, and implementation experiences from other countries/places and possible adaptation will also be explored.

Pre-requisite: None

IMCN104 EVALUATION OF CURRICULUM, INSTRUCTION, AND STUDENT PERFORMANCE

This course seeks to equip learners with strategies and techniques used in the evaluation of curriculum programmes, instruction, and student performance. The assumptions, strengths, and weaknesses associated with various strategies will be critically analyzed. Learners work through evaluation problems related to particular curriculum programmes and instructional techniques; and develop assessment tools appropriate to their teaching assignments. Special attention is given to authentic assessment, performance assessment, portfolios, self-evaluation, and cooperative assessment.

Pre-requisite: None

IMCN105 MODELS OF TEACHING AND LEARNING

This course intends to identify for learners different models of teaching and learning. It also provides learners opportunities to practice, analyze, compare and contrast the models; and explore what educational purposes the repertoire of teaching and learning approaches can serve and how it can help create a multidimensional learning context to cater to the individual differences of students.

Pre-requisite: None

IMCN106 RESEARCH IN CURRICULUM AND INSTRUCTION

This course leads students through the basic steps involved in designing and conducting a research study, and prepares them to write a research proposal. Students are required to select a research question and examine the relevance of different methodological approaches. Methodological issues associated with different approaches to a research question in curriculum and instruction will be emphasized.

Pre-requisite: None

IMCN121 INFORMATION TECHNOLOGY IN THE CURRICULUM

This course focuses on the use of information technology as tools in school curricula. Topics include contemporary issues of information technology in education, the applications of technology in classroom teaching, curriculum management and implementation, its impact on curriculum content, and the determination to specific educational needs that computers can meet.

Pre-requisite: None

IMCN122 CONTEMPORARY COMPUTER APPLICATIONS IN EDUCATION

This course introduces the contemporary computer applications in education and the corresponding issues. Special attention will be given to those various/those applications which can enhance the overall curriculum design and classroom instruction such as educational classificational and evaluation systems, educational software and courseware development, computer-mediated communication, networking, and intelligent tutoring systems.

Pre-requisite: None

IMCN123 MULTIMEDIA TECHNOLOGY IN INSTRUCTIONAL DESIGN

This course provides the learners with basic principles and practice in design, development, and production of multimedia instructional material through multimedia laboratory and computerized video editing studio.

Pre-requisite: None

IMCN124 COOPERATIVE LEARNING

This course focuses on the application of cooperative learning in classroom settings and workplaces. Topics include theory and research, teacher's roles, essential components that make cooperation work, teaching social skills, assessment procedures, and collegial teams. Group dynamics in cooperative learning is also considered.

Pre-requisite: None

IMCN125 INTELLIGENCE AND CREATIVITY

This course covers contemporary theories of intelligence, intellectual development and creativity, and their implications for educational practices and psychological research.

Pre-requisite: None

IMCN126 DATA ANALYSIS IN CURRICULUM AND INSTRUCTION

This course aims at developing in students an understanding of quantitative and qualitative methods of collecting, analyzing, and interpreting data in curriculum and instruction. Quantitative topics include application of statistical

concepts/procedures, graphs, numerical summaries, normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples, hypothesis tests, chi-square tests, and factor analysis. Qualitative topics include data collection in case studies, observations, and ethnographic studies.

Pre-requisite: None

IMCN127 MATHEMATICS LEARNING & TEACHING

Based on Mathematics learning and teaching theories and research findings, the course aims to help student teachers study the basic knowledge of the subject, teaching and learning strategies, methods of assessment and the application of technology in Mathematics teaching and learning.

Pre-requisite: None

IMCN128 CHINESE LANGUAGE LEARNING & TEACHING

Based on Chinese Language learning and teaching theories and research findings, the course aims to help student teachers study the basic knowledge of the subject, teaching and learning strategies, methods of assessment and the application of technology in Chinese teaching and learning.

Pre-requisite: None

IMCN129 SECOND LANGUAGE LEARNING & TEACHING

Based on Second Language learning and teaching theories and research findings, the course aims to help student teachers study the basic knowledge of the subject, teaching and learning strategies, methods of assessment and the application of technology in Second Language teaching and learning.

Pre-requisite: None

IMCN130 SCIENCE LEARNING & TEACHING

Based on Science learning and teaching theories and research findings, the course aims to help student teachers study the basic knowledge of the subject, teaching and learning strategies, methods of assessment and the application of technology in Science teaching and learning.

Pre-requisite: None

IMCN131 SOCIAL STUDIES LEARNING & TEACHING

Based on Social Studies learning and teaching theories and research findings, the course aims to help student teachers study the basic knowledge of the subject, teaching and learning strategies, methods of assessment and the application of technology in Social Studies teaching and learning.

Pre-requisite: None

IMCN132 PSYCHOLOGY OF INSTRUCTION

This course introduces major theories and research findings in instructional psychology. It aims to equip student teachers with the ability to analyze teaching and learning, use different methods and teaching models for different learners and themes and to apply relevant technology in teaching and learning.

Pre-requisite: None

IMCN133 MORAL DEVELOPMENT & TEACHING

Based on moral development and teaching theories and research findings, the course aims to equip student teachers with the basic knowledge of the subject, teaching and learning strategies, methods of assessment and the application of technology in moral education.

Pre-requisite: None

IMCN134 CURRICULUM & INSTRUCTIONAL LEADERSHIP

Following the threads of major curriculum and instruction theories, this course explores curriculum and instructional leadership in practice and theory, schools as learning communities and the innovation of curriculum and school culture for purpose of improving teacher quality and learning effectiveness.

Pre-requisite: None

IMCN135 CURRICULUM HISTORY

Focusing on curriculum and using historical analysis, the course covers the changes and development of school curriculum in China and abroad, with special emphasis on curriculum reform, its background and influences so as to reflect on its trajectory and learn from history.

Pre-requisite: None

IMCN136 SEMINARS ON CURRICULAR ISSUES

This weekly 3-hour seminar explores current global issues of curriculum, instruction and learning in the subject areas of Chinese, English and Mathematics. In addition, emergent issues of curriculum, instruction and learning in these three subject areas in Macau, China, Taiwan, and Hong Kong will also be discussed.

Pre-requisite: None

IMEH001 THEORIES AND STUDIES IN HUMAN DEVELOPMENT

Consolidates knowledge on human development and its ecological contexts by highlighting the developmental stages of human beings at different stages of the life-span. Introduces the recent theories on human development that extend the classic theories on human development, social movements and their effects on human development. Emphasizes special features during the transitional periods from one stage to the next and the critical role that childhood plays in the later developmental stages. Discussions will also examine the ways in which different societies view human development and the issues pertaining to the culture and cognition of human development.

IMEH002 COGNITION AND LEARNING IN THE EARLY YEARS

Provides students with an understanding of children's cognitive development and its implication on learning. Discusses theories on children's cognition such as those on children's memory system, what constitutes to children's conceptual changes, children's problem solving strategies and their sensory and perceptual system development. Overviews selected contemporary approaches such as topics on neuro-psychology, namely brain anatomy, brain development, the social brain and the effects of gender, culture, disorders, and life experiences on shaping a brain will be covered. Examines parents' influence and the roles of adult and child interactions on children's learning. This course will also link theory and practice by examining how young children learn and the role that early education plays in it.

IMEH003 EDUCATIONAL RESEARCH METHODS

Provides graduate students with knowledge and skills needed to conduct theoretical and empirical research in Early Childhood Education. Both quantitative and qualitative research methodology will be introduced. In particular, students are gradually initiated to ask relevant questions, design appropriate research tools and experiments, collect valid and reliable data, conduct relevant analyses to come up with meaningful conclusions, and finally report findings in suitable scholarly formats.

IMEH004 MULTICULTURAL EDUCATION

Examines the concept of multiculturalism and multicultural education. Topics of discussion will highlight the issues of prejudice, race, social class, gender, and cultural differences in learning styles so as to bring justice amongst diverse learners. It will cover ways to ensure equity and that each child's background is valued so as to provide the opportunities they need to succeed and highlight early years practitioners' roles in offering help to the disadvantaged children. Examples of classroom activities and home-school projects for parents from different backgrounds will be provided to illustrate the role of teachers in multicultural classrooms.

IMEH005 CHILD GUIDANCE AND COUNSELING

Aims at deepening and enriching teaching professionals with the knowledge and techniques of guidance and counseling which are applicable to actual practice that places value on the quality of children's mental health. Students are expected to be able to take up the roles as consultants or counselors who can identify children with disabilities and special needs. Three components are included: analyzing the emotional or behavior problems pertaining to children's growth and development, mental health in early childhood, counseling theories and techniques that are appropriate and effective in young children's educational settings. The course will also outline the legal frameworks that practitioners need to be aware of, adaptation of early identification systems, and ways to work with other professionals to support children's needs.

IMEH006 APPLIED LEARNING: THEORY INTO PRACTICE

Emphasizes a child-centered and an interdisciplinary approach to teaching young children and the importance of hands-on opportunities in young children's learning. This course covers theories of experiential learning and social applications of knowledge. It highlights a learning cycle which involves children's participation, experience and interests; field work and reflective discussions; development of new meanings and ideas by building upon existing knowledge and applying such knowledge to real-life situations. It also seeks to explore possible topics for learning and pedagogical strategies that connect school to life and community with regard to local context.

IMEH008 POLICIES AND ADMINISTRATIONS IN EARLY YEARS EDUCATION

Allows students to understand the basic concepts of educational administration in schools. Topics, which address Levels of Leadership in the Time of Turbulence; School Effectiveness; Personnel Management; Curriculum and Instructional Leadership; Building Culture and Sense of Belonging among Staff and Students on Campus; Building the Strength of School Middle Management; Planning for Effective Changes; Continuing Professional Development and School-based Evaluation of Teachers, and Legal Basis of Education will be covered. Hence, the course aims at providing a fairly comprehensive conceptual framework that helps build the quality and competence of school administrators and facilitate their growth in their career path towards further professional maturity.

IMEH009 SCHOOL-BASED CURRICULUM STUDIES

Examines the theories and practice in the field of early childhood education, in particular, in curriculum and development models. Addresses the major themes of School-based curriculum (SBC) and analysis various models. Focuses on developing strategies (situational analysis, planning, research project, forming School based curriculum development -SBCD team etc.) of SBC to enhancing young children's learning.

IMEH010 TEACHERS AS RESEARCHERS

Bases on teachers' knowledge and skills in action research and reflective teaching, this course highlights the complexities in decision making, problems identifying and solving; mastery of new content and pedagogy as well as putting research into practice so as to facilitate children's learning. Enables teachers to be rooted in and reflect on professionalism and teaching efficacy with educational ideas, values and goals toward lifelong learning. Promotes the important aspects of professional development which facilitate reflective and reflexive teaching such as working with experts or trainees, planning and implementation of ideas at the school level.

IMEH011 HOME ECONOMICS EDUCATION

Aims at creating an opportunity for students to acquire the skills pertaining to family economics, which could range from interior decorations, sewing, cooking and beverages to house keeping. It will discuss the development of the education of family economics and goals of family economics education. The curriculum design of family economics education for young children, the instructional strategies and evaluation of such instructional strategies in kindergarten curriculum will be emphasized.

IMEH012 NUTRITION AND HEALTH ISSUES IN THE EARLY YEARS

Promotes the idea that good physical health early in life contributes substantially to one's growth and development, as it facilitates brain development and a person's well-being, and is beneficial to one's country in that medical expenses will be greatly reduced. Emphasizes the trend in children's health and nutrition status in education effort. Aims of the course are (1) to familiarize the teaching professionals with knowledge of nutrition education topics essential for the early years and pre-pregnant, pregnant and lactating women; (2) to instill in students the concept that healthy dietary, coupled with active lifestyle, lead to long-term effects on one's life; (3) to introduce and assist students to utilize health assessment tools such as nutrition screening, assessment and fitness tests.

IMEH013 MARRIAGE STUDIES

Explores marriage, intimate relationship, and the related myth. The basis of a healthy family will be established on the mainstream ideology of marriage and family, and consequently the study of family and marriage will be advanced. The course begins with an introduction to relevant theories of marriage, such as ecosystem theory, symbolic interactionism, social exchange theory, functionalism, ecological theory, and family life cycle theory, in an attempt to explore: the meaning and value of marriage; marriage relation; the change and impact of marriage image; marriage and gender issues; the meaning and myth of intimate relationship; the social, cultural, and psychological impact on contemporary marriage; the need and challenge of various types of marriage and family, and the applicability of the study of marriage.

IMEH014 ARTS AND EARLY CHILDHOOD EDUCATION

Explores the arts and its role in early childhood education. The focus is on artistic and aesthetic development in selective art forms. The integration of art forms and other kinds of learning activities in early childhood is emphasised.

IMEH015 STUDIES OF EARLY CHILDHOOD EDUCATION

Aims at introducing various research paradigms in educational research involving young children. Examples of research involving young children are provided to facilitate understanding of early childhood educational research. Applications of measurement and analysis methods and tools are scrutinized so as to encourage critical analyses of existing research. The researcher's roles, responsibilities and ethical issues are examined. Students are also expected to join discussions about current policy and issues in early childhood education with respect to those in other countries and in Macao.

IMEH016 CREATIVITY AND TEACHING

Investigates "creativity", "teaching", and "the relationship between creativity and teaching" through literature review, discussion, video-viewing and lecture. Some important topics are included such as the definition and significance of creativity, the creative process and product, the nature and elements of teaching, the development of creativity in young children, ways to enhance creativity in teaching, the creative teaching models, the assessment of creativity, and the evaluation of creative teaching. The different definitions, cultural and functional, of creativity and the implications of such differences on classroom practice will also be highlighted. Students are asked to conduct a pilot study in teaching site and to present it for discussion as the final project of the semester. It is also required to do the literature review and participate in the discussion along with the course pacing.

Pre-requisite: None

IMEH017 FAMILY RELATIONS

Examines the changes in the Chinese family system, family roles, family relationships amongst its members and the processes over the family life course. Discusses the different perspectives of analyzing family stress. Evaluates the different sources of stress and the experiences a family enters, how it respond to, reflect on, cope with, and resolve stress.

Pre-requisite: None

IMEH018 ASSESSMENT OF KINDERGARTEN AND NURSERY

Introduces indicators and procedures used in Macao, other Chinese regions and beyond, to assess the quality of provisions in kindergartens and nurseries. Highlights the importance that evaluation will not only be focused on the organization and personnel, curriculum and pedagogy, physical environment and resources, but also on the clients they serve, including parents, babies and young children. The aim of assessment is to build up synergy and capacity for the continual improvement of services rendered to its clients.

Pre-requisite: None

IMEH019 FAMILY LIFE EDUCATION

Introduces students to the field of family life education. Discusses issues arising from family and explores ways to enrich the quality of individual and family life. Compares and discusses the differences and similarities of family life in the old, modern and post-modern times. Emphasises cultural knowledge, appreciation of quality, product estheticism and spiritual experiences that are embedded in the artifacts, cuisine and physical environment that are important to our every day life. Students will also be familiarized with the study of various family problems, stressors, and changes prevalent in today's society. General principles, methods and procedures are examined so as to design a plan for improving family life.

Pre-requisite: None

IMEH020 CHILD DEVELOPMENT AND GUIDANCE

Focuses on knowledge and skills related to the growth, development, guidance, and discipline of children. Content includes the physical, social, emotional as well as intellectual characteristics of children, including those with special needs, the theory and practice of guidance and discipline, parenting skills, and case study for children's behavior problems.

Pre-requisite: None

IMEH021 HOME AND SCHOOL PARTNERSHIP

Covers issues on establishing a positive relationship between home and school via mutual understanding of both parties. It will highlight the continuity of children's growth and learning which start from home and extend into the school context. Discussions of the expectations of parents and schools in early learning, which might coincide or differ from each other, will be included. Different belief models of home and school partnership will be emphasized. Then parents' roles in children's learning and development at schools and the importance of these roles in children's moral, cognitive as well as social development will be examined.

Pre-requisite: None

IMEP001 MOTIVATION AND LEARNING

This course explores how motivational principles can be applied to promote learning and instruction. Motivation topics may include achievement motivation, extrinsic and intrinsic motivation, attribution, goals and needs, interests, beliefs and values.

Pre-requisite: None

IMEP002 INTELLIGENCE AND CREATIVITY

This course covers contemporary theories of intelligence, intellectual development and creativity, and their implications for educational practices and psychological research.

Pre-requisite: None

IMEP003 COOPERATIVE LEARNING:

This course focuses on the application of cooperative learning in classroom setting and workplaces. Topics include theory and research, teacher's role, essential components that make cooperation work, teaching social skills, assessment procedures, and collegial teaching teams. Group dynamics throughout the cooperative learning is also considered.

Pre-requisite: None

IMEP004 ADVANCED DEVELOPMENTAL PSYCHOLOGY

This course focuses on an integrated study of human development across the life span with implications for educational psychology. It aims at familiarizing students with current state of knowledge and major theories of human development with particular emphasis on childhood and adolescence. The interrelationship among biological, social-psychological, and educational factors that influence human development will be examined. In particular the influence of Chinese culture and context on development during the childhood and adolescence will be discussed.

Pre-requisite: None

IMEP005 AFFECTIVE EDUCATION

This course is concerned with the whole-brain research and holistic learning, i.e. the integration of intellectual, social, and emotional aspects of student learning. Topics may include self-concept, emotional intelligence, values clarification, and conflict resolution.

Pre-requisite: None

IMEP006 DATA ANALYSIS IN EDUCATIONAL PSYCHOLOGY

This course aims at developing in students an understanding of quantitative and qualitative methods of collecting, analyzing, and interpreting data in Educational Psychology. Quantitative topics include application of statistical concepts/ procedures, graphs, numerical summaries; normal distribution, correlation/ regression analyses, probability, statistical inferences for one or two sample, hypothesis tests, chi-square tests, and factor analysis. Qualitative topics include data analyses in case studies, observations, and ethnography studies.

Pre-requisite: None

IMEP121 ADVANCED EDUCATIONAL PSYCHOLOGY

It is an advanced course on the scientific and theoretical foundations of Educational Psychology. Topics included are the history, ethics, major paradigms of theories, and current research in educational psychology.

Pre-requisite: None

IMEP122 EDUCATIONAL & PSYCHOLOGICAL ASSESSMENT

This course introduces the concepts, principles, and methods in educational and psychological measurement to students. Topics include reliability, validity, item analysis, scores, and score reports. Emphasis is on construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality. The integration of assessment data into a comprehensive psychological report including associated recommendations for intervention is an essential component of this course.

Pre-requisite: None

IMEP123 PSYCHOLOGY OF LEARNING

This course introduces psychological theories pertinent to the learning of students, and current views of how people learn. Particular focus is placed on linking theories to classroom situations. Topics included are: behavioristic, information-processing, constructivistic, and humanistic theories of learning.

Pre-requisite: None

IMEP221 PSYCHOLOGY OF INSTRUCTION

This is a course in the application of theory and research in psychology to the analysis and design of teaching and learning. Instructional theories and models are introduced to meet the learning of diverse topics by different learners. Technology integration in the design and development of instruction is also explored.

Pre-requisite: None

IMEP222 LEARNING IN SOCIAL AND CULTURAL CONTEXTS

This course presents a general overview of relationship of language, culture, and society to the learning processes; exposes to research and theories focusing on the effects of social and cultural factors on cognition, motivation, and learning. Considers the effect of such factors on classroom and workplace learning.

Pre-requisite: None

IMEP224 RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

This course leads students through the basic steps involved in designing and conducting a research study, and prepares them to write a research proposal. Students are required to select a research question and examine the relevance of different methodological approaches. Methodological issues associated with different approaches to a research question in educational psychology will be emphasized.

Pre-requisite: None

IMEP225 LEARNING DIFFICULTIES & GUIDANCE

This course focuses on studying the characteristics and the causes of learning difficulties. The content includes a study of psychological characteristics of learning difficulties, diagnostic methods and tools, how to design individual educational programmes and provide psychological and learning guidance to students with learning difficulties.

Pre-requisite: None

IMES101 THEORIES IN COUNSELING PROFESSION

This course provides an overview of classical and contemporary theories in counseling to consolidate a foundation on which various counseling techniques and services are built. Ethical issues in the counseling profession are also addressed.

Pre-requisite: None

IMES102 EDUCATIONAL & PSYCHOLOGICAL ASSESSMENT

This course introduces to students the concepts, principles, and methods in educational/psychological measurement. Topics include reliability, validity, item analysis, scores, score reports (for example grades). Emphasis is on construction, interpretation, use, and evaluation of assessments regarding achievement, aptitude, interests, attitudes, personality, and exceptionality. The integration of assessment data into a comprehensive psychological report including associated recommendations for intervention is an essential component of this course.

Pre-requisite: None

IMES103 SCHOOL COUNSELING

This course is designed mainly to assist students acquire the professional knowledge to prevent events in school settings such as truancy, suicidal acts, and depression. The course will also examine the possible counseling approaches for different clients in school settings such as students, teachers, and administrative staff during their difficult times. Various small-group counseling techniques basing on both theory and application of theories will be administered to various group counseling circumstances. The processes pertaining to group counseling services which involve the selection of participants, leadership, interpersonal communication, conflict solving, and assessment will be covered. Developmental status, gender, ethnicity, and socio-economic status will be considered in the selection of approaches. Students will be assisted in selecting individual or group counseling techniques according to relevance of the circumstances.

Pre-requisite: None

IMES104 ADVANCED COUNSELING SKILLS

This course attempts to reinforce students' counseling skills by role-play and demonstrations in a class setting. These micro-counseling sessions will be recorded with the use of audio-visual equipment for later discussions, reflective thinking, critical evaluation by peers and the respective instructor. Students will be closely supervised to advance in confidence, competence, and counseling techniques. The course will also focus on the development and maintenance of the counseling relationship.

Pre-requisite: None

IMES105 CAREER COUNSELING

This course introduces students to a variety of career counseling strategies needed to provide guidance for prospective graduates and human resources in the work force within the current context of economic shift, high unemployment and change in job nature. The course also gives an overview of issues in the pursuit of a career such as gender and socio-economic status.

Pre-requisite: None

IMES106 RESEARCH IN COUNSELING

The purpose of this course is to expose students to significant current issues pertaining to school counseling. Students are required to select a research question and examine the relevance of different methodological approaches. Methodological issues associated with different approaches to a research question in school counseling will be emphasised. Students will develop and present a research proposal to the class.

Pre-requisite: None

IMES107 COUNSELING PRACTICUM

This course requires students to participate in individual and group clinical practice with intensive guidance on counseling skills, problem-solving, and interpersonal relationships. Students are expected to complete a minimum of 100 hours of direct service with clients under close supervision of an experienced psychologist. Target clients can be from families, educational settings or the local community. Individual and group debriefing sessions will be scheduled on a regular basis.

Pre-requisite: None

IMES121 FAMILY COUNSELING

This course examines the various factors constituting to familial problems such as dissatisfactory marriage, family violence, divorce, and child-abuse. Theories and assessments of different interventions as well as solution-focused and emotion-focused approaches to relationship therapy will be practised through role-play of family interviewing. The course will also overview the shift in the value system within the local context.

Pre-requisite: None

IMES122 COMMUNITY COUNSELING

This course covers a comprehensive introduction of community counseling service and its influences on the general public. Students are encouraged to examine the resources for healthy lifestyles within the local context. The course will also emphasise the significance of arousing public interest in maintaining mental health, young and old alike.

Pre-requisite: None

IMES123 CRISIS COUNSELING

This course prepares students to counsel individuals struggling in crisis situations such as suicide, divorce, post-traumatic fears, and death of a loved one. Interventions also emphasise situational factors, developmental status, familial and social influences relevant to providing such counseling services. On the individual basis, students learn to assist clients to find relief from their emotional pain, memory pain, anger and hate, and the painful grief.

Pre-requisite: None

IMES124 DATA ANALYSIS IN SCHOOL COUNSELING

The course aims at developing students an understanding of quantitative and qualitative methods of collecting, analyzing, and interpreting data. Quantitative topics include application of statistical concepts/procedures; graphs, numerical summaries; normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples; hypothesis tests, chi-square tests, factor analysis. Qualitative topics include case study and ethnography.

Pre-requisite: None

MPES001 COMPARATIVE PHYSICAL EDUCATION AND SPORT

This programme explores current programmes of physical education and sport development in various countries of the world and the reasons for their development, similarities and differences as well. Discussions will be concerned with the political, economic and philosophical ramifications affecting the development of physical education and sport programmes. Topics such as amateurism, apartheid, violence and Olympic movement will be included.

Pre-requisite: None

MPES002 SPORTS, RECREATION AND LEISURE STUDIES

The programme provides a thorough review of the impact of sport, recreation and leisure to community and its educational processes to an individual's leisure lifestyle development. Different social and recreational theories will be examined. The aim is to enhance the growth of a health society through various physical and sport activities. The programme will also focuses on the role and impact of different group dynamic approaches and the awareness of these approaches to professional development in sports, recreation and leisure studies.

Pre-requisite: None

MPES003 PHYSICAL EDUCATION – ORGANIZATION AND ADMINISTRATION

This programme provides students with the opportunity to explore different principles in organization and administration and apply such principles in the development of physical education and sport activities. Emphasis will be placed on the experience of students. Their current practices in school or recreation service sector will be challenged with alternative models in administration and delivery systems.

Pre-requisite: None

MPES004 EFFECTIVE LEARNING IN PHYSICAL EDUCATION

This programme examines ways in which current understanding of cognitive processes related in knowing and thinking are contributors to the process of learning. Consideration will be given to constructivist and generative approaches in learning and how schema theory facilitates the development of knowledge and problem-solving skill under the perspectives in physical education. Emphasis will also be placed on connections between such knowledge to the learning of physical activities in school. Issues of transfer of learning, creativity and facilitation of self-regulation in the learner will be examined.

Pre-requisite: None

MPES006 ADAPTED PHYSICAL EDUCATION

The programme provides an overview of the challenges and concerns faced by individuals involved in the area of recreation and disability. An introduction to the study of psychology, development and learning requirements of students with special needs, such as result from intellectual, physical, chronic illness, communications, sensory, learning disabilities and/or emotional disturbance, will be included. Social and psychological theories will serve as the base to understand how people with special needs learn and develop their behavior in the field of physical education. Particular attention will also be placed on articulating and summarizing the controversies and conflicting viewpoints impacting future directions of the field.

Pre-requisite: None

MPES007 PHYSICAL ACTIVITY & EXERCISE PRESCRIPTION

The course covers integrative analysis of the needs of physical activity for different populations, applying the theory of Exercise Prescription to people to boost their well-being. In order to advance understanding and develop the students' ability to participate in the studies of this field, the course will also address the latest research methods and findings.

Pre-requisite: None

MPES008 THEORY & APPLICATION IN MOTOR BEHAVIOR

The course introduces the fields of Motor Behavior, including Motor Development, Motor Control and Learning. It addresses performance changes that accompany Motor Learning, and aims to help students understand the principles, research, and practice of Motor Behavior.

Pre-requisite: None

MPES009 STUDIES OF EXERCISE & NUTRITION

The course introduces the basic knowledge of nutrition and discusses the interactions between nutrition and exercise. Subject contents relating to diet, energy intake, expenditure, weight control and nutrient supplements for leisure, entertainment or competitions are also addressed. After the course, students will be able to apply related knowledge to serve different people in sports.

Pre-requisite: None

MPES010 DATA ANALYSIS IN PHYSICAL EDUCATION & SPORTS

Using SPSS for Windows as a teaching tool, this course addresses the methods, data preparation and analysis so as to help students understand how to exhibit the data as results. After this course, students will be able to handle data preparation, descriptive statistics, differences among groups, relationship among variables, regression analysis, factor analysis and non-parametric test.

Pre-requisite: None

MPES011 SELECTED TOPICS ON PHYSICAL EDUCATION & SPORTS

The course aims to help students read the latest international research literature in science and the humanities, discuss the trends and critiques of articles in Physical Education & Sports, organize seminars on Physical Education & Sports (on selected topics) and analyze and evaluate relevant studies.

Pre-requisite: None

MPES012 THEORIES, APPLICATION & STUDIES OF PHYSICAL FITNESS

The course covers measurement techniques of physical fitness, theories and applied studies. Students will be equipped with theoretic knowledge and practical skills and have the ability to participate in studies of physical fitness and health-related matters.

Pre-requisite: None

MPES013 GAMES TEACHING & DEVELOPMENT OF GAMES SENSES

Games teaching and learning is a substantial part of most physical education curriculum and games playing provides an exciting and interactive environment for learning in all domains. The course aims at helping teachers in physical education to learn and develop necessary experiences in games teaching both theoretically and practically and maximize the potential of tactical awareness in games learning through effective teaching and curriculum design.

Pre-requisite: None

MPES014 YOUTH IN SPORT

The way in which youth are educated in sports has effects on their development. The course aims to study youth sport culture and behavior, theories in sport and delinquent behavior, sport and crime, social stratification and sport behavior development, sports and education, strategies for youth sport policy and approaches in helping youth to have an active life-style through regular participation in sport and physical activities.

Pre-requisite: None

MPES015 ORGANIZATIONAL CULTURE & SPORT CHANGE

Organizations and institutes are confronted with changes due to the rapid and dramatic development in the economic, social and political aspects. The key elements of leadership and organization, behavior, vision and missions of organization, structure and relationship with the global and local demands are essential ingredients for understanding an organization's effectiveness, excellence and continuous improvement in development. The course focuses on the study of internal and external influences of a sport organization and uses of theories such as competing theories and approaches in management for analysis.

Pre-requisite: None

MPES016 SOCIAL AND PHILOSOPHICAL ENQUIRY OF PHYSICAL EDUCATION AND SPORT

Sociology and philosophy are the fundamental platform for study of physical education and sport. This programme aims at equipping students with a philosophical mind and serves as tool for the critical examination of the subject. This programme initiates participants into considering current and possible future practice in the teaching of physical education in schools and promotion of sport in society by three sub-disciplines: philosophy, sociology and history in physical education and sport. Apart from a global perspective, the social and historical contexts of mainland China, Macau and Hong Kong will also be investigated.

Pre-requisite: None

MPES017 COACHING METHODS

This programme will involve basic understanding of the scientific principle in training and how a coaching programme can be effectively planned. Current international research and coaching materials from different national sport bodies will be explored. The aim is to understand the scientific data and applying it in coaching. In fact, the process of analysis relies heavily on the coach's experience and knowledge of the sport and their athletes. This course will critically examine the processes, models, research findings and strategies relating to periodisation, concurrent training, specific training sessions and goal setting. In this programme sport science, sport training and competition activities will be fully integrated and sequenced for optimum performance.

Pre-requisite: None

MPES102 SPORT PSYCHOLOGY

This programme aims to introduce methods of the application of sport psychology in sport studies and the teaching of physical education. Students will have chances to familiarize with a range of techniques in learning. They will be invited to evaluate critically the sport chosen by different theoretical principles and research support for these procedures. Coaches and physical educators will find useful in this study as it covers the theoretical aspects of sport behavior and the establishment of a knowledge base for sport participation and performance development.

Pre-requisite: None

MPES104 RESEARCH IN PHYSICAL EDUCATION AND SPORT STUDIES

The aim of this programme is to assist students to develop a systematic understanding of statistical concepts and their application in the field of physical education and sport studies. It provides chances for students to read, understand and evaluate different research tools and have sufficient background knowledge through which they can develop necessary skills to pursue their own research. The content of this programme will provide an introduction to methods and design in social research. This will include a review of the scientific and sociological methods and ways of knowing, quantitative and qualitative paradigms, questionnaire design and evaluation.

Pre-requisite: None

MPES106 HEALTH AND HEALTH EDUCATION

The programme aims at the development of a holistic understanding of health and emphasizes the connections with education. Principles and application of the health concept to school and community will be focused. In this programme, a theoretical model based on the social and cultural perspective will also be used to examine the human behavior and reasons that affect involvement in physical activities. This is regarded as the prime factor and contributor to health development.

Pre-requisite: None

MPES107 PHYSICAL EDUCATION CURRICULUM AND TEACHING OF PE

This programme aims to provide participants with an opportunity to explore the socially constructed nature of schooling, curriculum, teaching and learning in the field of physical education and sport studies. Current issues on teachers' work will be investigated. Recent research and theory that examines the roles of teachers in facilitating students' learning will be reviewed and critiqued. The programme covers a series of core sessions in curriculum planning, assessment, school-based curriculum development, learning and effectiveness in teaching. Depending on the professional interests of participants, remaining sessions will be negotiated to ensure that current curriculum in physical education is examined.

Pre-requisite: None

MPES108 SPORTS BIOMECHANICS AND PHYSIOLOGICAL PRINCIPLES OF PHYSICAL EDUCATION

The programme introduces the nature of human body and examines its biological nature to the teaching and learning of physical education. Students will have chances to focus on human anatomy, exercise physiology and its biomechanics principles to development of movement exercises. The programme also aims to promote an understanding of the variety of laboratory and field skills used in the biomechanical assessment of the exercising human. The purpose is to enhance human performance growth in physical education and sport through the knowledge of body science.

Pre-requisite: None