

## **Course Description**

### **PGED101/PGEE101 INTRODUCTION TO EDUCATION**

This course aims to help students understand the general law of the human education system. From historical, theoretical and practical perspectives, the course explores (1) the fundamentals of education, (2) the relationship between education and social, political, economic and cultural developments, and (3) the relationship between education and human physical and mental developments (4) education purposes (teleology), and (5) the relationship between teachers and learners. It also discusses issues about education systems/structure, curriculums and instruction, moral education, educational management, etc.

Pre-requisite: None

### **PGED102/PGEE102 EDUCATIONAL PSYCHOLOGY**

Educational Psychology includes both psychology and education. The course aims to introduce theories and practices of educational psychology, which includes (1) the fundamentals of educational psychology, (2) the relationship between psychology and education, and the (3) application of educational psychology.

Pre-requisite: None

### **PGED103/PGEE103 SUBJECT-BASED TEACHING METHODS (CHINESE)**

This course is designed for in-service teachers in secondary schools. It aims to integrate theory with practice in order to enhance and deepen the knowledge of fellow educators in Chinese language teaching profession. With proven theories and methods, it will enable educators to adopt a more effective way of teaching under different circumstances and motivate their students to learn.

Pre-requisite: None

### **PGED103/PGEE103 SUBJECT BASED TEACHING METHODS (ENGLISH)**

Open to in-service secondary English-language teachers wishing to enrich and update their expertise in the English language teaching profession, this course is designed to develop and enhance their ability to teach more effectively in the context of the secondary school curriculum of Macao through reflecting upon theory and practice. It aims at providing a pleasant experience of sharing and exchanges, with a strong emphasis on innovative teaching.

Pre-requisite: None

### **PGED103/PGEE103 SUBJECT BASED TEACHING METHODS (MATHEMATICS)**

This course seeks to introduce important issues pertinent to secondary mathematics teaching and learning. Topics include curriculum development and implementation, teaching principles and methods, lesson planning, teaching aids and model building, teaching evaluation, as well as cognitive, affective and environmental conditions influencing mathematics learning. Issues will be explored in everyday contexts with the aim to increase learning effectiveness.

Pre-requisite: None

### **PGED103/PGEE103 SUBJECT BASED TEACHING METHODS (SCIENCE)**

This course aims at enabling in-service secondary science teachers to successfully choose and implement suitable teaching methods for science subjects. Participants will have opportunities to learn and experience those teaching methods, and will be given chances to explore their features and limitations.

Pre-requisite: None

**PGED104/PGEE104 TEACHER ETHICS AND TEACHER PROFESSIONAL DEVELOPMENT**

The aim of this course is to prepare students to develop teachers' professional morality. After that, they can give their students 'whole-person' education by integrating teachers' instruction, their model and their environment. The experience and the development of teacher's professional morality are fully represented in the different relationships in their work, including facing themselves, their colleagues, students, students' parents and society. The content of this course includes learning different principles of teachers' professional ethics, and how to use and develop these theories reasonably in their teaching lives.

Pre-requisite: None

**PGED106/PGEE106 THEORIES OF CURRICULUM AND INSTRUCTION**

Theories of Curriculum and Instruction provide students with basic principles of modern curriculum and instruction. It aims to improve their professionalism and teaching efficiency in all their working processes, put basic principles into creative practices, set clear objectives, select and organize contents, implement and evaluate curriculums under the guidance of ideal educational values and goals. It also helps to effect leadership in the teaching process, create an exciting learning situation and deeply involve the students in teacher-student interactions with the support of new instruction models, strategies and methods.

Pre-requisite: None

**PGED/PGEE107 LEARNING TECHNOLOGY FOR SECONDARY SCHOOL TEACHING I: INTRODUCTION**

This course, aiming to enhance students' understanding of various issues and applications of learning technology so that they can use information technology in subject-based teaching effectively, provides an overview of contemporary technology for learning including information technology, with emphasis on relating learning technology to instructional design in subject teaching. It examines the current methodologies and issues in integrating information technology in teaching and learning contexts, the role and challenge of information technology in school education and the use of instructional models in applying information technology to teaching and learning activities.

Pre-requisite: None

**PGED201/PGEE201 COUNSELING AND GUIDANCE**

This course aims to introduce school counseling theories and classroom management techniques. It covers basic counseling knowledge and skills to facilitate the personal growth of teachers and their students. Furthermore, the course encourages teachers to practise their counseling skills within their school settings.

Pre-requisite: None

**PGED202/PGEE202 SOCIOLOGY OF EDUCATION**

This is an introductory course on the Sociology of Education. It provides a brief introduction to the basic sociological concepts and perspectives. By applying these concepts and perspectives, the course intends to let participants have a broad and profound understanding of Macao society and its educational system.

Pre-requisite: None

**PGED203/PGEE203 SUPERVISED TEACHING AND SCHOOL EXPERIENCE**

Though classroom observing, micro-teaching, listening to their supervisors' guidance on the design of teaching activities before their teaching practice, and discussing thoroughly their performance after teaching practice and how to improve it in the future,

etc, the teacher-trainees' teaching professional standards can be improved continuously.

Pre-requisite: None

#### **PGED204/PGEE204 EDUCATIONAL EVALUATION**

This course seeks to introduce students to the basics of achievement testing and reporting. Both theory and practice are emphasized. In addition, recent advances in the evaluation of personality, intelligences, creativity and problem-solving are also introduced.

Pre-requisite: None

#### **PGED207/PGEE207 EDUCATIONAL ADMINISTRATION**

This course allows students to understand the basic concepts of educational administration. Students will study and discuss Macau educational acts and decrees. They will also learn the basic theories related to educational administration, such as theories with regard to motivation, leadership, communication and organizational decision-making. Attempts will be made to make this course related to the educational reality in Macau.

Pre-requisite: None

#### **PGED208/PGEE208 INTRODUCTION TO SPECIAL EDUCATION**

This course aims at providing students with knowledge, understanding and care of pupils with special needs so as to further their education professional knowledge and development. By means of different teaching activities, students will have better understanding of (1) definitions, characteristics and causes of pupils with various special needs; (2) educational emphases and needs of these pupils; (3) contemporary situations of special education in Macau, and skill-training and employment situations of teenagers; and (4) the latest trends in contemporary special education.

Pre-requisite: None

#### **PGED209/PGEE209 EDUCATIONAL RESEARCH**

The main aim of this course is to enable a qualified teacher to use, understand, analyze and evaluate research outcomes. The course includes: (1) the basics of educational research, (2) structure and procedures of education research, (3) research variables, (4) hypotheses and topics, (5) literature review, (6) on-line search, (7) sampling, (8) questionnaires, (9) correlation analyses, (10) interviews, (11) case studies, (12) evaluation of research reports, (13) educational research ethics, etc.

Pre-requisite: None

#### **PGED/PGEE210 LEARNING TECHNOLOGY FOR SECONDARY SCHOOL TEACHING II: APPLICATION & ISSUES**

This course, aiming to equip students with the basic principles and skills in designing and developing subject-based teaching materials by adopting traditional and computerized approaches, emphasizes applications of technology in education in the school context. Topics include the selecting, editing and producing of suitable learning materials, and the understanding and use of multimedia to improve teaching quality. Lectures, group discussions, projects and site visits are arranged to facilitate learning.

Pre-requisite: PGED/PGEE107

#### **PGED/PGEE211 ADOLESCENT CULTURE AND PSYCHOLOGY**

This course aims to help educators understand the characteristics of adolescents from the socio-cultural and psychological points of view. This course has two parts: culture and psychology. The former covers the socio-cultural features of adolescence, research paradigms, demographic characteristics of adolescents in Macao and *et cetera*. The latter covers the emergence of adolescence, classic and contemporary

theories, physiological and sexual development, intellectual and cognitive development, self-concept and identity formation, emotional adjustment, moral development, peer and friendship group, socialized anxiety, views on work, life, marriage and family, and adolescent problems related to parenting, schooling and social change. Lectures, group discussions, reading assignments, and research projects are employed to equip in-service teachers with professional insights concerning the socio-cultural world and psychological well-being of teenagers (aged 10 to 18, nearly senior primary to high school years).

Pre-requisite: None