

EDUCATION STUDIES

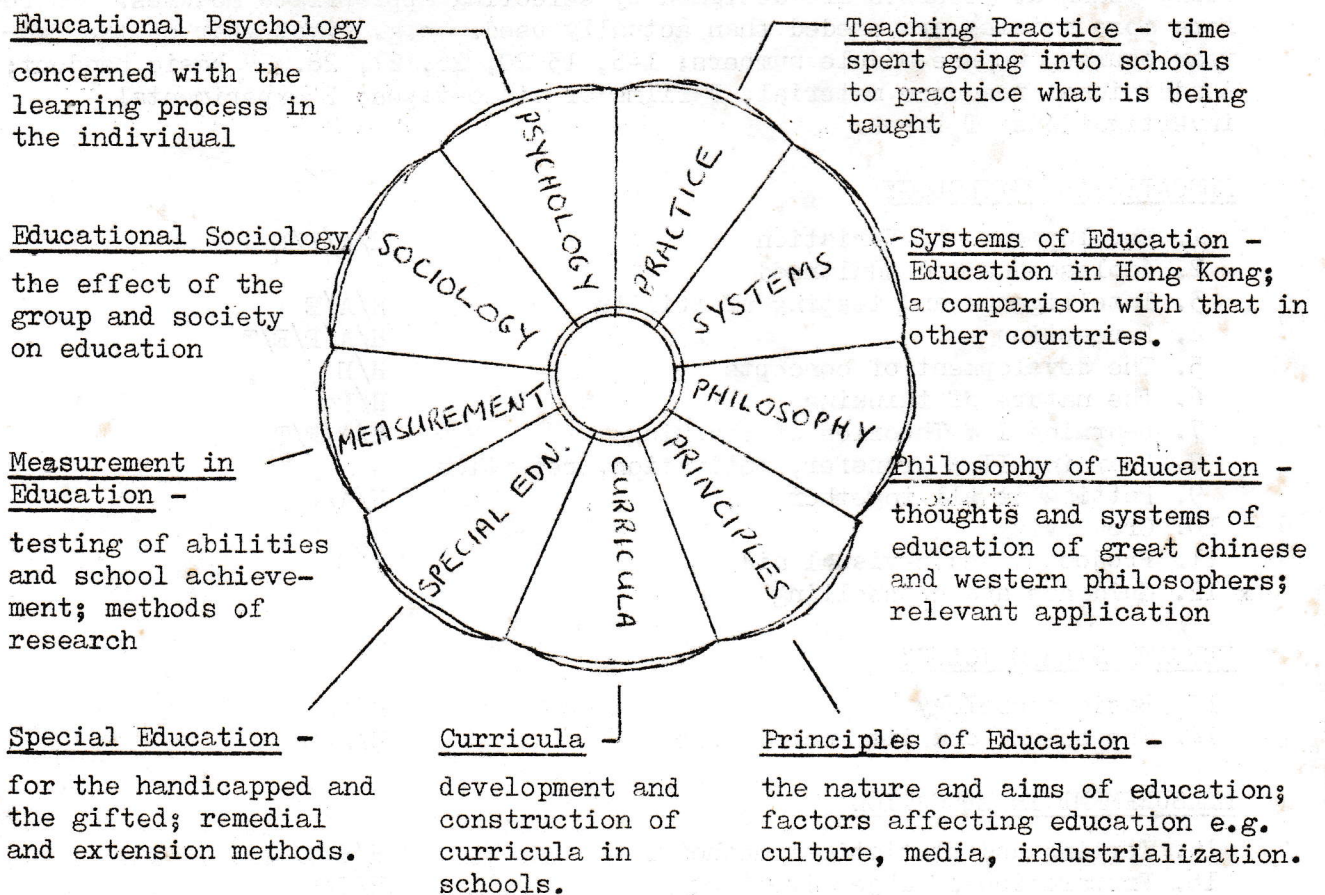
AIM : To provide a theoretical and scientific background to education which can be used by a teacher to give more effective teaching and learning.

The course in education is three-fold in its approach. It gives :-

- 1) basic principles that can be applied immediately;
- 2) knowledge that the teacher can refer to and apply after several years experience to refine teaching technique;
- 3) background knowledge to give a deeper understanding of the nature of learning.

THE CIRCLE OF EDUCATION STUDIES

For a complete study, a number of subjects need to be studied. These are shown in the circle below:-



THE MODULE SYSTEM

This college has evolved a system which it believes is unique for the teaching of education studies. Instead of formal lectures, a visitor would find a variety of activities in progress when a topic is being studied. These include:-

1. Self-study from a handout and/or resource material.
2. Study using TV (video tapes) and films.
3. tape recordings for individual or group use.
4. mini-lectures for small groups of students with specific problems.
5. educational experiments or research.
6. tutorials on aspects of the modules.

The students are given an "instruction sheet" which guides them through the material in the module. Films, tapes, etc. are studied at relevant times by the student who proceeds at his own pace.

Education Modules:

The following is the list of modules available at present and those being planned. Courses are designed by selecting appropriate modules. Therefore more modules are needed than actually used. e.g. First year of the two-year course, we use module numbers: 1-6, 13, 20, 26, 27, 28. H basic handout; A additional resource material, F films or video-tapes; E experimental investigations; T tapes.

EDUCATIONAL PSYCHOLOGY

- | | |
|--|-----------|
| 1. Development and Variation | H/A/F/E |
| 2. Adolescence and Adulthood | H |
| 3. Intelligence and testing of ability | H/A/E |
| 4. Perception | H/A/F/E/T |
| 5. The development of concepts | H/E |
| 6. The nature of thinking | H/F |
| 7. Learning I : Theories of learning | H/A/F/T |
| 8. Learning II : Transfer, motivation, retention | H |
| 9. Putting it all together | H/A/F |
| 10. Creativity | H |
| 11. Project : Audio-visual aid | H/E |
| x 12. Guidance and counselling | |

EDUCATIONAL SOCIOLOGY

- | | |
|------------------------------------|-------|
| 13. Basic sociology | H/A/E |
| 14. The school and its social role | H/A/E |

MEASUREMENT IN EDUCATION

- | | |
|--------------------------------------|-------|
| 15. Testing and statistical methods. | H/E |
| 16. Preparation of objective tests | H/E/T |
| 17. Marking Schemes | H |
| 18. Research techniques | H/E/T |
| 19. Project in Educational research | H/E |

/SPECIAL.....

SPECIAL EDUCATION

20. Special education in Hong Kong. H/F
x 21. Remedial education
x 22. Education for the gifted child

CURRICULA

- x 23. Construction of and kinds of curricula
x 24. Task analysis in various subjects.
x 25. Organization and administration in schools.

PRINCIPLES OF EDUCATION

26. The nature and aims of education H/A/T
27. Education and life H/A/T

PHILOSOPHY OF EDUCATION

28. Chinese philosophers and their educational ideals H
x 29. Theories of selected Western philosophers.

SYSTEMS OF EDUCATION

- * 30. Education in Hong Kong.
* 31. Comparative education.

Notes : * being planned now ; x future modules

RMH/nby.