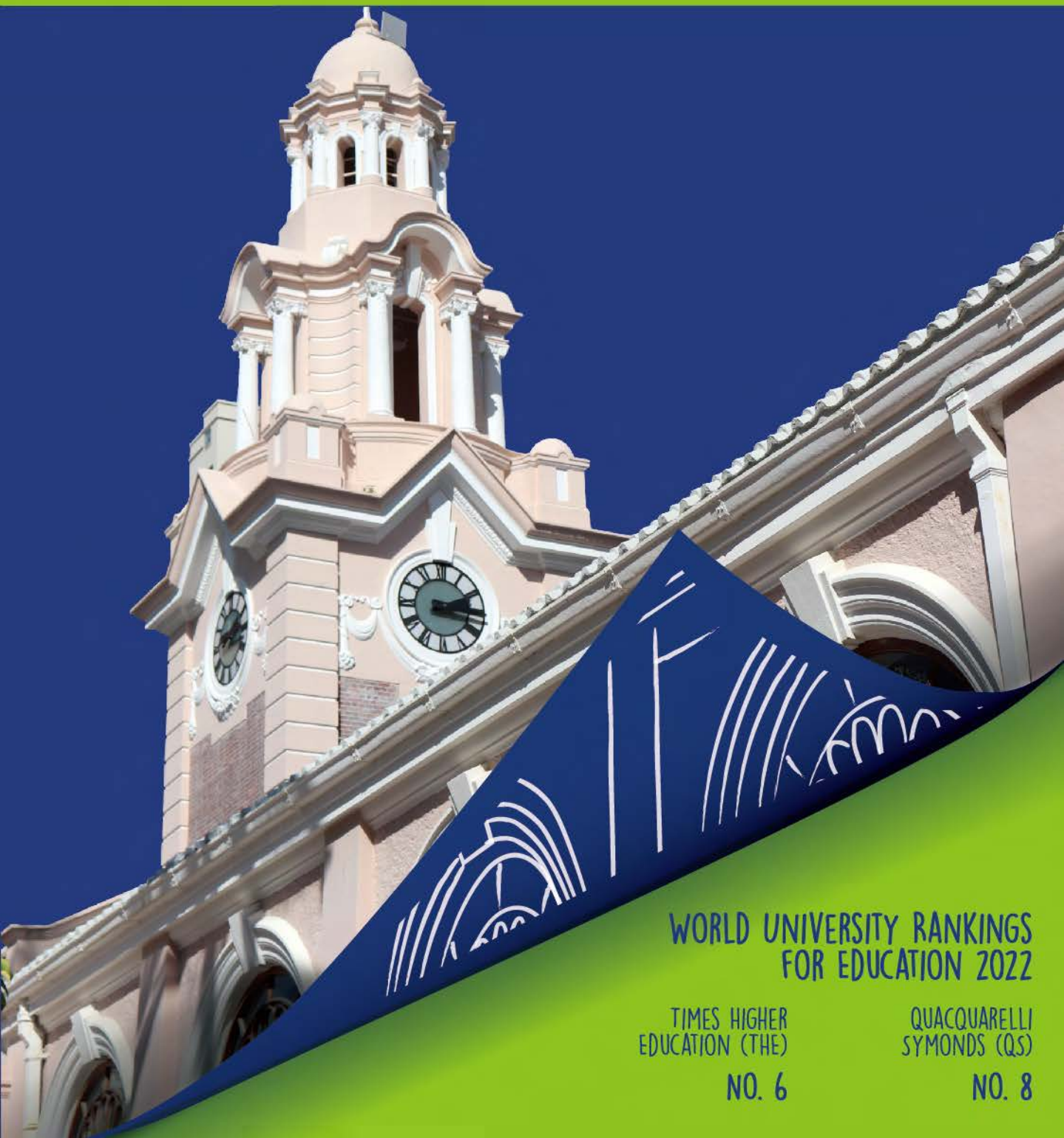
# UNDERGRADUATE PROSPECTUS

## 2023-24

Faculty of **Education**
The University of Hong Kong

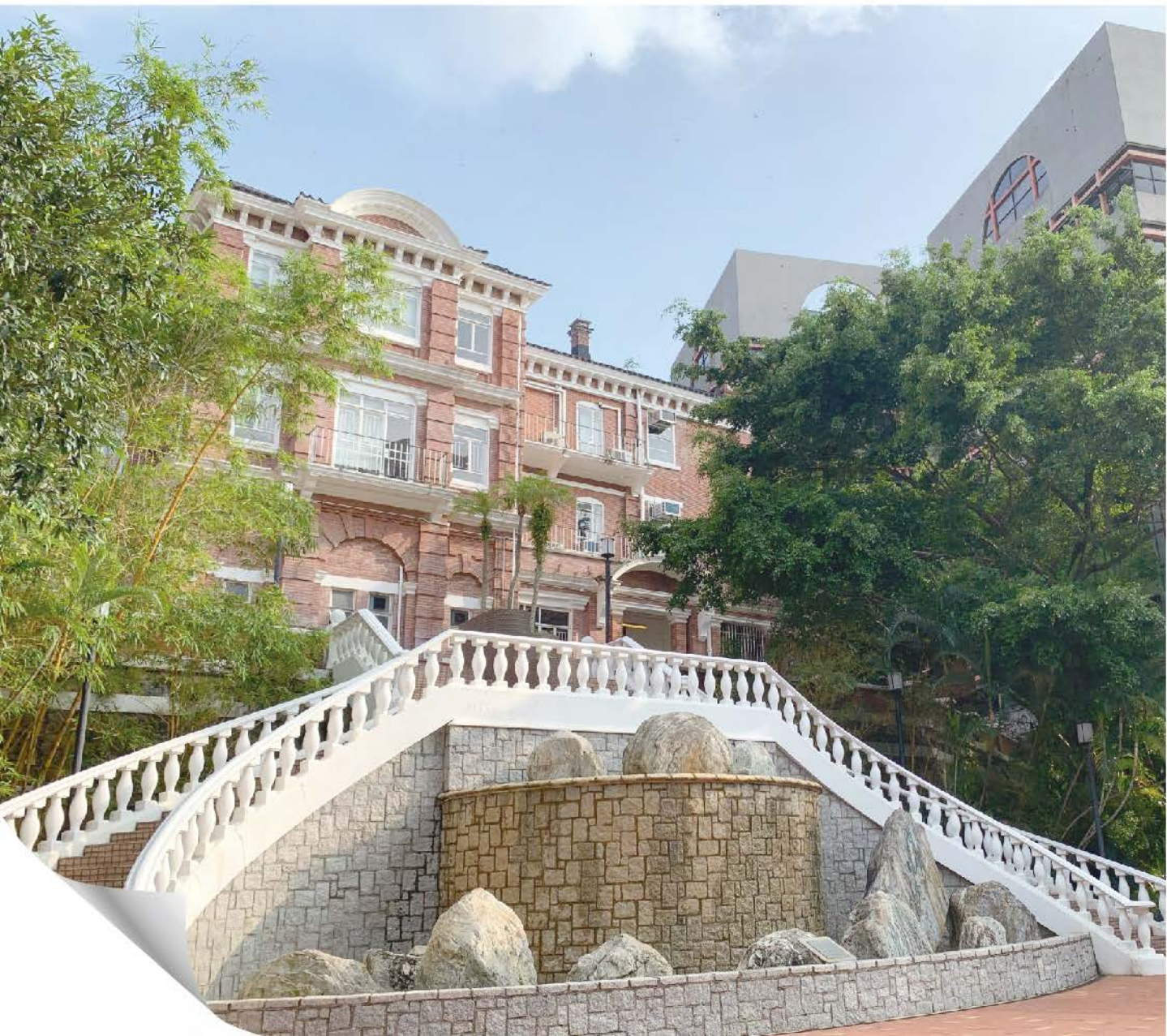


WORLD UNIVERSITY RANKINGS FOR EDUCATION 2022

| TIMES HIGHER EDUCATION (THE) | QUACQUARELLI SYMONDS (QS) |
| --- | --- |
| NO. 6 | NO. 8 |

# Vision

The Faculty of Education aspires to lead the study and practice of education, to influence public policy and improve community life through education, and to nurture graduates who are passionately committed to their professions.



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# Dean's Message

Welcome to a new page of your life. It is my pleasure to extend to you my warmest welcome to the Faculty of Education, The University of Hong Kong (HKU). I am delighted to introduce you to a range of undergraduate programmes offered by our Faculty.

Our vision is to nurture graduates who are committed to their professions and to the communities they serve. Every programme introduced in this prospectus – in education, in speech-language pathology, in information management, in applied child development, and in social data science – is carefully designed to realise that vision and to equip students with the best possible preparation for their chosen professional pathways.

In addition to offering a wide range of programmes, we also make every endeavour to provide students with quality and fruitful learning experiences. The Faculty strives to bring inspiring and innovative learning and teaching experiences to our students in the constantly changing environment, such as e-immersion, e-teaching practicum, and teleclinic. Through these valuable experiences, our students are able to thrive and excel in challenging times, while demonstrating their professional skills and incredible adaptability.

We hope you will consider our Faculty for your undergraduate study and look forward to meeting you at HKU soon. I sincerely wish you much success as you embark on a new stage of your education.

**Professor Yang Rui**
**Dean of Education**

# FACULTY AT A GLANCE

## World University Rankings for Education 2022

THE WORLD UNIVERSITY RANKINGS — NO.6

QS WORLD UNIVERSITY RANKINGS by subject — NO.8

**100+**
Academic Staff from All Over the World

**· 3 ·**
Academic Units

**8**
Undergraduate Programmes

**2,600+**
Total Number of Students

**5 + 3**
Research Centres and Consortia

# Bachelor of Arts and Bachelor of Education in Language Education – English

BA&BED(LangEd)-Eng JS6066

The BA&BEd(LangEd) in English has been jointly offered by the Faculty of Arts and the Faculty of Education since 2005. This five-year double degree integrates specialist studies in English language and linguistics and professional studies in English language education. The programme combines rigorous academic study with experiential learning and practical application. Graduates of the BA&BEd(LangEd) in English are able to meet the requirements for English language teachers in both primary and secondary schools as recommended by the HKSAR government.

## Programme Features

- The programme offers **two degrees**: a BA in English language and linguistics, and a BEd in English language education. It is equivalent to a BA plus a Postgraduate Diploma in Education, a professional teaching qualification recognised in Hong Kong schools.
- Students will develop in-depth knowledge of **English language and linguistics, literature, communication and language acquisition** and will critically explore issues in **language education specifically and education generally** and develop personal strengths and a commitment to education.
- Students will have two professional practicums in which they spend a total of 20 weeks teaching in primary and secondary schools.
- Graduates are fully exempted from the Government's Language Proficiency Requirement (English Language).
- Students may take a range of **elective courses** within the Faculty of Education or in other faculties, and may combine elective courses to declare a minor subject.
- Students participate in **an overseas immersion programme*** to increase global awareness, enhance language proficiency and enrich professional development.
- Students have the option of doing an exchange in an overseas university* in the second semester of Year 3.

*Overseas trips and immersion may be affected because of the ongoing COVID-19 pandemic situation.

## Courses

- English language and linguistics
- English language teaching (Pedagogy and Pedagogical Content Knowledge)
- Integrated pedagogy, sociology and psychology courses
- Educational studies
- Electives, including educational studies electives and experiential learning locally or overseas
- Arts courses
- Common Core courses
- Language enhancement

## Career Prospects

- Teaching English Language in mainstream Hong Kong primary and secondary schools or English as a Second Language/ English as an Additional Language in higher educational settings
- Government quality assurance or curriculum development
- Civil service and administration
- Publishing and textbook writing
- Human resource development and communications
- Media and journalism, arts and culture, law, management, etc.

## What Our Students Say

**Jack Chan**
[Current Student]

The programme has offered me ample opportunities to develop and showcase my pedagogical skills. The professional core courses deepened my understanding on various theoretical approaches of language teaching, while the experiential learning curriculum enabled me to put principles and philosophies into practice, by connecting me with learners from diverse backgrounds. What I appreciate most about this programme is that it forges a community striving for collective achievement. Through project-based learning and close collaboration with my brilliant cohort, I have witnessed my growth to becoming a future language educator, and I am so grateful to have my dearest teachers and classmates supporting me through this journey.

**Ikra Yaqub Mohammad**
[Current Student]

The programme has nurtured me into a reflective individual by honing my capacity to devise contextually responsive and innovative lessons. With the benefit of our small class size, I have been able to explore a plethora of teaching approaches and bridge the gap between theory and practice. Not only does the active and experiential in-class learning climate stimulate real-time insights, but it also paves the way for constructive feedback from lecturers and students alike. I am grateful for the rich communicative environment the programme provides, as it enables me to gauge what meets learners' needs best in helping them reach their fullest potential.

**Wong Lok Chi**
[Current Student]

Studying in this programme has been a wonderful journey of exploration, trial and error and exercising creativity, preparing me to become an English teacher. One distinctive strength of the programme is its array of teaching pedagogical tools that keep me abreast of updated teaching strategies, especially face-to-face and online teaching tools. Most importantly, it has answered one of my long-standing questions – how to make English learning for second language learners more enjoyable amid the grammar-oriented curriculum. Through lectures, small-class discussions, hands-on practices in creating lesson plans and peer feedback, I learnt to develop more personal, interactive and enjoyable materials for second language learners.

# 文學士及教育學士（語文教育）— 中文教育
## BA&BED(LangEd)-Chin JS6080

本課程由教育學院及文學院合辦，旨在培育中文學養深厚，能掌握知識建構方法，富有教學熱誠的中文教育工作者。學員於文學院主修中國語言、文學及文化，在教育學院則學習課堂規劃、教學方法，認識教育與心理及社會的關係。學員將會在中學及小學進行教學實習，還可以參加本地或海內外體驗學習計劃*，拓闊視野。學員畢業後具有本地中學和小學中文科教學資格，或深造成為教育研究學者。

### 課程特色

- 學員能深入研習**中國語言、文學及文化**，同時能掌握**知識建構理論與教學方法**。
- 學員可獲得**雙學士學位**，即是主修中國語言、文學及文化的「文學士學位」，及主修中文教育的「教育學士學位」，已具備等同於學位教師教育文憑(PGDE)的**認可教師專業資格**。
- 在五年學習過程中，學員將先後到本地小學及中學進行教學實習，鍛鍊課堂施教技能。學員畢業後將勝任由初小至高中的中文教學工作。
- 學員在二年級暑假會到**境外著名師範大學參加沉浸課程***，研習語言文學，探究傳統和當代文化，並與當地老師交流教學法。
- 學員可以在教育學院選修與「兒童文學教學」、「國際學校中文教學」、「非華語學生中文教學」等相關的科目。
- 學員也可以在文學院或其他學院選修各種主題的科目，或利用選修學分組成自己的副修學科。
- 學員可以參加**體驗式學習計劃***，在香港、內地或外國親自規劃教育活動，培養探究精神，增長視野。

## 修讀科目

- 中國語言、文學及文化
- 教學法及「教學內容知識」(Pedagogical Content Knowledge, PCK)
- 教學法、教育理論、教育心理學、教育社會學、教育研究法
- 大學核心課程
- 從教育學院或其他學院選修不同科目，或副修一門學科
- 體驗學習課程
- 境外沉浸課程*
- 語文增潤課程
- 二十星期小學及中學實習
- 除課堂學習，學員還需要出席導修課、參與網上討論、教學實踐，並研讀參考資料，進行調查，撰寫書面課業。

*境外沉浸課程之安排須視乎2019冠狀病毒病疫情而定

## 就業前景

- 於香港小學或中學任教中文
- 於教育局、考試及評核局等部門與機構工作
- 於大學從事教育研究
- 從事教材出版、撰寫或編輯工作
- 於商業機構從事語文訓練工作

## 學生分享

**胡麗賢**
[學生]

課程實踐與知識並重，加深我對教學技能、中國語言、文學及文化的認識。當中體驗式學習讓我創建屬於自己的教學法，從而鞏固和深化課堂所學，體會「教無定法，各師各法」。老師們在漫漫學習路上陪伴，敦厚慈祥，因勢利導地施以誠摯教化，令我更有自信成為教師。願有志投身教育事業的你們得學院助力而碩果纍纍，發展教學專業，成為光芒萬丈的中國語文科教師。

**李君媚**
[學生]

課程帶給我的不僅僅是成為教師所需的專業知識和技能，更重要的是一份對於「教育」永不褪色的熱情。豐富的資源、多元的活動、靈活的課程及充足的支援，讓我在教育學院脫去稚氣，也在這裡獲得志氣。

**盧耀宗**
[學生]

課程要求學生兼修中文和教育，以便我們一面打好中文基礎，一面熟習中小學教學策略。教育學院的老師從教育歷史著手，讓我們對本地教育發展有所認識，並循序漸進地授以各類教學法，包括如何照顧學生的特殊學習需求。文學院的課程則務求我們學貫古今，裝備我們成為稱職的中文教師。

# Bachelor of Education and Bachelor of Science
[BED&BSC] JS6119

The BEd&BSc has been jointly offered by the Faculty of Education and the Faculty of Science since 2012. This five-year double degree integrates specialist studies in science and professional training in science education. Students will take science introductory and advanced science courses from selected science majors from the Faculty of Science, and Education Professional Core courses from the Faculty of Education. The programme offers students ample opportunities to acquire and consolidate their scientific knowledge as well as their professional knowledge for teaching through practicum experience of teaching science in authentic classrooms. The programme combines rigorous academic study with experiential learning and practical applications of knowledge in authentic settings. Graduates are qualified to be teachers of Science subjects in Hong Kong secondary schools.

## Programme Features

- Students will develop **expertise in teaching science or science-related subjects** and reflect critically upon contemporary issues in both science and education.
- The programme integrates **two degrees in one**:
  - a first degree majoring in Science
  - a teacher training qualification in Science teaching

Upon graduation, it offers qualification equivalent to a BSc plus a Postgraduate Diploma in Education, a professional teaching qualification recognised among schools in Hong Kong. Students will pursue their interest in science from a broad range of science majors and develop personal strengths and professional commitment to education.

- Students may also take a range of **elective courses** within the Faculty of Education or in other Faculties, and may combine elective courses to declare a minor.

## Courses

- Introductory and advanced courses, from selected science majors
- Pedagogy and Pedagogical Content Knowledge
- Integrated pedagogy, sociology and psychology courses
- Educational studies
- Electives, including educational studies electives and experiential learning locally or overseas
- Common Core courses
- Language enhancement

Students are also required to complete 20 weeks of professional practicum in local secondary schools.

## Career Prospects

- Teaching science or science-related subjects in mainstream Hong Kong secondary schools
- Conducting scientific research in tertiary institutions and government sectors
- Government quality assurance or curriculum development
- Civil service and administration
- Publishing and textbook writing

## What Our Students Say

**Choi Sin Sum**
[Current Student]

The BEd&BSc programme has offered an excellent exposure to both modern scientific knowledge and critical educational issues. Theories and practices are closely linked through the synergetic combination of scholarly interactive lectures and various experiential learning opportunities. The programme has not only prepared me to become a locally competent science educator, but also has facilitated connections with many enthusiastic teaching professionals over the globe and encouraged me to re-position myself in this ever-changing world. Whether you are interested in innovative pedagogies, STEM education, educational policy reform or academic research, you can always find helpful peers and supportive facilitators here!

**Kitty Tsoi**
[Current Student]

Joining the BEd&BSc programme is one of the best decisions I have made. This programme has enabled me to equip myself with solid content knowledge and pedagogical foundations for future teaching. It also provides participants with a large variety of teaching-related opportunities. With ample flexibility, I have got to explore different educational areas, such as educational research, STEM, special and spiritual education. During the process, I have been encouraged to be a reflective learner and educator as well. It has been such a rewarding journey that I have gained lots of inspiration and confidence to become a future teaching professional.

**Boris Hong**
[Current Student]

It has always been my greatest pleasure to study in the BEd&BSc programme. This programme is able to engage students in a close community which is especially conducive to learning because of the small class size. I have met a lot of friends sharing similar visions and a passion towards education, which further strengthened my ambition to become a science teacher. Furthermore, the teachers in this programme are nice and helpful and I have gained insights through interactions with them. I believe that the learning experiences acquired in this programme will definitely be essential to my future career as a science teaching professional.

# Bachelor of Education in Early Childhood Education and Special Education
[BED(ECE&SE)] JS6092

The BEd(ECE&SE) programme prepares students for dual certification as both early childhood teachers and teachers of children with disabilities in early childhood (birth to six years). It includes (i) engaging academic courses; (ii) supervised practicum placements in multiple early childhood settings; and (iii) independent research experiences to help students facilitate the development and learning of children from birth to six years. Students will be guided by Faculty members who have extensive practical and research experience in local and international early childhood settings. They will be supported to gain the necessary knowledge, skills and attitudes to work in both integrated early childhood settings and special child care centres.

## Programme Features

- The BEd(ECE&SE) programme prepares graduates to nurture and teach children from birth to six years in diverse early childhood settings (e.g. kindergartens, child care centres and special child care centres). It provides students with a strong foundation in the knowledge, skills and attitudes required for working with young children and their families.
- Students will be prepared to recognise children's diverse needs and effectively support children with both typical and atypical development.
- The programme combines rigorous academic study with experiential learning, internship and exchange, and practical application.

## Courses

Below are some examples of the professional core courses and specialised electives included in the programme:

- Early Care and Education of Infants and Toddlers
- Physical and Social-Emotional Development, Guidance and Counselling of Young Children
- Supporting Children with Cognitive, Sensory and Physical Needs
- Integrated Curriculum and Inclusive Pedagogy in Early Childhood Education
- Assessment and Intervention in Early Childhood Settings
- STEAM in Early Childhood Education
- Developmental Neuroscience

- Creative and Expressive Arts and Movement
- Planning, Management and Evaluation of Early Childhood Programmes
- Professional Practicum
- Introduction to Research Methods
- Early Childhood Education and Special Education Project

## Career Prospects

- Teaching positions in kindergartens and child care centres; special child care centres and other educational settings
- Administrative positions in NGOs, family and children's agencies and other educational bodies
- Research opportunities in organisations such as tertiary institutions

## Professional Qualifications

Graduates of the programme can:

- apply for registration as Qualified Kindergarten Teachers
- apply for registration as a Child Care Worker and Child Care Supervisor under the Child Care Services Regulations
- be considered as having acquired training on the One-year In-service Course in Special Child Care Work (SCCW) recognised by the Social Welfare Department for special child care workers
- meet the academic qualifications required to be kindergarten principals

## What Our Students Say

**Aimee Wong**
[Current Student]

The benefits I have gained from the programme are much greater than I have ever expected. The lessons have helped us acquire theoretical knowledge and also enhanced our practical skills by providing us with hands-on experiences. The enormous support from the passionate teachers beyond the classroom has motivated me greatly. Whenever I confront difficulties in my studies or in working with my kindergarten-aged students, our teachers always stay by my side and provide me with professional guidance and valuable advice. Their unconditional support becomes my strong backing, and I am very grateful to be part of this superb programme.

**Iris Chan**
[Current Student]

The programme has prepared me to be a passionate and professional educator who ignites hope, inspires positive attitudes, and delights children in learning! Despite challenges and uncertainties during my first year, I have progressed from a submissive and self-doubting caterpillar to a confident butterfly, venturing beyond my comfort zone with my teachers' and classmates' support, scaffolding and encouragement. The programme enables us to acquire theoretical and pedagogical knowledge in early childhood education and special education, and integrate our knowledge into practical situations, including professional practicums in settings like child care centres, kindergartens, and special child care centres, supported by interactive and in-depth discussions in class.

**Kelly Yeung**
[Current Student]

It has been an incredible journey to be in this programme so far. If I look back to three years ago, when I got into this programme through an associate degree, my major concerns were about catching up on grades, meeting new friends, and getting out of my comfort zone. Thanks to the genuine, passionate, and warm-hearted lecturers and classmates, I can continue to overcome the challenges I have faced in university life and grow as an all-rounded person. There have also been innumerable hands-on opportunities for me to explore and make great strides towards my desired career.

# Bachelor of Science in Speech-Language Pathology* [BSC(SLP)] JS6157

This five-year full-time programme trains students to become competent and compassionate speech-language pathologists. The programme provides solid conceptual and theoretical knowledge in typical human communication and swallowing and their disorders as well as in related disciplines, such as medicine, psychology, English and Cantonese linguistics and hearing sciences.

The comprehensive curriculum and mentored clinical practice prepare students to serve people with a wide range of communication, speech, language and swallowing disorders across the lifespan in various settings such as hospitals, schools, pre-school centres, private clinics and nursing homes.

The programme has obtained full endorsement status from the Hong Kong Institute of Speech Therapists. Graduates of the programme are eligible to apply to be "Member of Register of Speech Therapists accredited by Department of Health". The degree is comparable to similar undergraduate degrees in Australia and New Zealand. Graduates are highly suitable for postgraduate studies in this discipline and other allied disciplines.

## Programme Features

- The programme employs a student-centred, translational learning approach.
- The curriculum covers the knowledge, skills and attitudes necessary for becoming a compassionate, professional speech-language pathologist.
- The medium of classwork is English with a strong emphasis on active participation, problem-solving and presentations in small discussion groups.
- In the final year, students are required to complete a research project.
- During the five years of training, students are required to complete more than 300 hours of direct client contact under the supervision of an experienced clinical educator. The clinical programme is conducted predominantly in Cantonese.
- A strong emphasis is placed on students' ability to integrate knowledge and skills, apply theories and external research evidence in clinical practice, and develop necessary interpersonal, self-learning and basic research skills.

*Formerly known as Bachelor of Science in Speech and Hearing Sciences, and the revised programme title is subject to the University's approval.

## Courses

Examples of the professional core courses:

- Anatomy and Physiology for Speech-Language Pathology
- Clinical Linguistics
- Human Development for Speech-Language Pathology
- Cognition and Language Processing
- Evidence-Based Practice in Speech-Language Pathology
- Neurology and Neuroscience
- Research Methods and Statistics for Speech-Language Pathology
- Audiology and Aural Rehabilitation
- Language Development and Language Disorders in the Pre-Primary School Years
- Speech Development and Speech Sound Disorders
- Aphasia, Dysphagia, Voice Disorders and Motor Speech Disorders
- Fluency, Laryngectomy and Craniofacial Disorders
- Paediatric and Adult Clinical Practicum
- Complex Cases: Paediatric and Adult
- Advanced Studies
- Research in Human Development and Communication Disorders
- Inter-Professional Education

## Career Prospects

- Clinical positions in hospitals, mainstream and special schools, pre-school centres, nursing homes, NGOs and private clinics
- Research positions at local and overseas universities

## What Our Students Say

**Anson Kwan**
[Current Student]

It has been a fruitful journey studying in this programme at HKU. It not only equips students with professional knowledge but also provides plenty of fruitful discussions and hands-on experience to enlighten our thoughts and sharpen our clinical skills. Although studying in this programme is challenging, I have never regretted choosing it, thanks to the mutual support of our classmates and the guidance of our teachers. I am looking forward to working as a competent and passionate speech language pathologist upon my graduation, and to achieving my aspiration to restore people's confidence in communicating and help them express their ideas.

**Kinny Yeung**
[Current Student]

Having been a Speechian for five years, I am so thankful for what the programme has brought me. My journey here is fruitful and memorable. I have gained hands-on experiences, allowing me to apply learnt knowledge to actual situations through clinical placements and also received precious friendship across cohorts. I am lucky to have had opportunities to participate in the social service group and organise voluntary services, to get involved in research projects, and to go abroad for short-term programmes. They have broadened my horizons while deepening my understanding towards this profession, hence equipping me to be a more competent speech language pathologist in future.

**Michelle Lai**
[Graduate]

There is always something new to learn in the programme about the assessment and management of speech, language, swallowing, and voice for children and adults. Through lectures, discussions, and practicums, I have not only been equipped with the academic knowledge required for understanding various speech and language pathologies, but also the interpersonal skills needed for collaborating with different personnel when we enter the workforce. The programme also offers us ample opportunities to learn skills and knowledge beyond the syllabus through research internships and overseas summer programmes, allowing us to explore more deeply into academic areas that are not touched upon in class.

# Bachelor of Science in Information Management [BSC(IM)] A201

CILIP The library and information association

iSchools

The BSc(IM) programme targets one of the fastest growing sectors of the modern economy, namely the information sector. The Faculty of Education has long-standing experience in educating professionals and is a leader in the provision of education in the field of information and technology studies. The programme builds on the strength and expertise in the information management area in the Faculty. Innovative teaching methods are used to help students enhance career possibilities by building knowledge of the latest developments in information-related industries.

The BSc(IM) programme is professionally accredited by the Chartered Institute of Library and Information Professionals (CILIP), UK, and is designed for existing Associate Degree and Higher Diploma holders. The Faculty is also a member of iSchools and we are the only institution in Hong Kong which is an iSchools member.

Successful applicants will be admitted directly to Year 3 of this four-year programme, i.e. there is no Year 1 or Year 2 admission to the programme.

## Programme Features

### Partnership with Industry

Many industry experts participate in our programme as advisors, co-lecturers, and guest speakers. Influential organisations in Hong Kong are hosts for our internship programme.

### Final Year Project (FYP)

All students will have chances to present their FYPs to supervisors, peers and guests from the industry and academia at the FYP Presentation Day. Students have also presented their FYPs at international and local conferences* such as:

- The International Conference on Knowledge
- Culture and Change in Organisations in Singapore
- The International Association of Music Libraries in Sydney
- ED-MEDIA
- The World Conference on Educational Multimedia in Vancouver
- The International Association of School Librarianship Annual Conference in Taipei
- The IT in Education Symposium in Hong Kong

**Exchange Programme***

To foster students' international understanding, the programme encourages students to study overseas* in well-established universities for academic exchange.

**Minor**

Students can also opt for a minor, e.g. Social Data Science, Computer Science, and Information Systems.

## Courses

The programme offers courses that address a variety of topics in information management including:

- Information organisation and content management
- Information retrieval
- Project management
- Information and communication technology
- Data warehousing and data mining
- Information society issues and policy, etc.

Some postgraduate courses from the Master of Science in Library and Information Management [MSc(LIM)] may be open to Year 4 students.

## Career Prospects

- **Information and Library Management:** Information and library service manager, library project assistant and manager, records manager, archival officer, customer information manager, and knowledge management consultant in schools and other organisations
- **Data and Information Technology:** Data analyst, web developer and designer, database administrator, project manager and executive, service desk administrator, and information technology officer
- **System and Business Management:** Business risk information manager, business intelligence manager, business systems analyst, and other specialist roles in advertising, banking and finance, insurance, marketing, digital media industry, and publishing industries

*FYP presentations at international conferences and overseas exchange programmes may be affected because of the ongoing COVID-19 pandemic situation.

## What Our Students Say

**Wong Ka Wai**
[Graduate]

The BSc(IM) programme is well developed and welcomes students from any discipline to join. You will learn not only knowledge about information management but also contemporary real-life practice which prepares you effectively in your internship and professional positions. The programme provides an internship that can supplement the classroom experiences with supervised field experiences of professional-level duties in an approved information management environment. The programme has enabled me to acquire a great deal of useful knowledge and has prepared me well for my future career.

**Bosco Chan**
[Graduate]

Studying in the BSc(IM) programme is truly enjoyable. The programme not only provides theoretical knowledge, but also offers valuable chances to enrich our practical experience through summer internships and to expand our horizons through the exchange programme. The summer internship has played a vital role in paving my career path and nurturing my soft skills. I am grateful that the lecturers are always there to help when needed. I highly recommend this programme to those who are interested in information management industries.

**Zita Leung**
[Graduate]

Studying in this programme was a precious opportunity to explore and to open my mind. Besides gaining knowledge in information management, I have accomplished more than I have ever expected. I am grateful for being selected as an HKU student ambassador and a student representative, which broadened my mind and enabled me to contribute to the University. Being a student host at HKU helped me develop my interpersonal skills and make friends from other countries. Also, participating in the internship programmes offered by the Fire Services Department and Hong Kong Correctional Services is definitely an unforgettable experience, and has provided me with a direction for my future career path. I would say HKU is an amazing university where you can achieve more than you think.

# Bachelor of Science in Applied Child Development [BSC(ACD)] A202

The BSc(ACD) programme provides students with a strong foundation in the knowledge, skills and attitude required for working with a wide diversity of children and families. Students will gain insights into the theories of child development and acquire deep understanding of the interrelationships among theory, research, practice and policy. This multi-disciplinary programme prepares students for further studies and careers in the fields of early childhood education and related areas, and offers students opportunities for field experience and supervised research.

The BSc(ACD) programme is a two-year top-up degree for holders of Higher Diplomas or Associate Degrees in the field of early childhood education. Successful applicants will be admitted directly to Year 3 of this four-year programme, i.e. there is no Year 1 or Year 2 admission.

## Programme Features

### Independent Project

Students complete an independent research project under the supervision of a Faculty mentor in a self-selected area of interest.

### Field Experience

Field experience provides students with the opportunity to integrate and apply the knowledge gained from coursework to research and practice. Field experience sites include schools, laboratories, research organisations, non-profit organisations and other professional settings. The Faculty also offers students opportunities to collaborate with staff members on research projects.

## Courses

The programme offers courses that address a variety of topics in applied child development including:

- Perspectives on Early Childhood Development and Learning
- Cognitive and Language Development
- Social and Emotional Development
- Physical Development
- Development and Education of Young Children with Special Needs
- Observation and Assessment of Children and Early Childhood Programs
- Child Development and Public Policy

## Career Prospects

- Teaching positions in kindergartens, child care centres and other educational settings
- Administration in NGOs, family and children's agencies and other educational bodies
- Research opportunities in tertiary institutions and other organisations

## What Our Students Say

**Nisa Khan**
[Current Student]

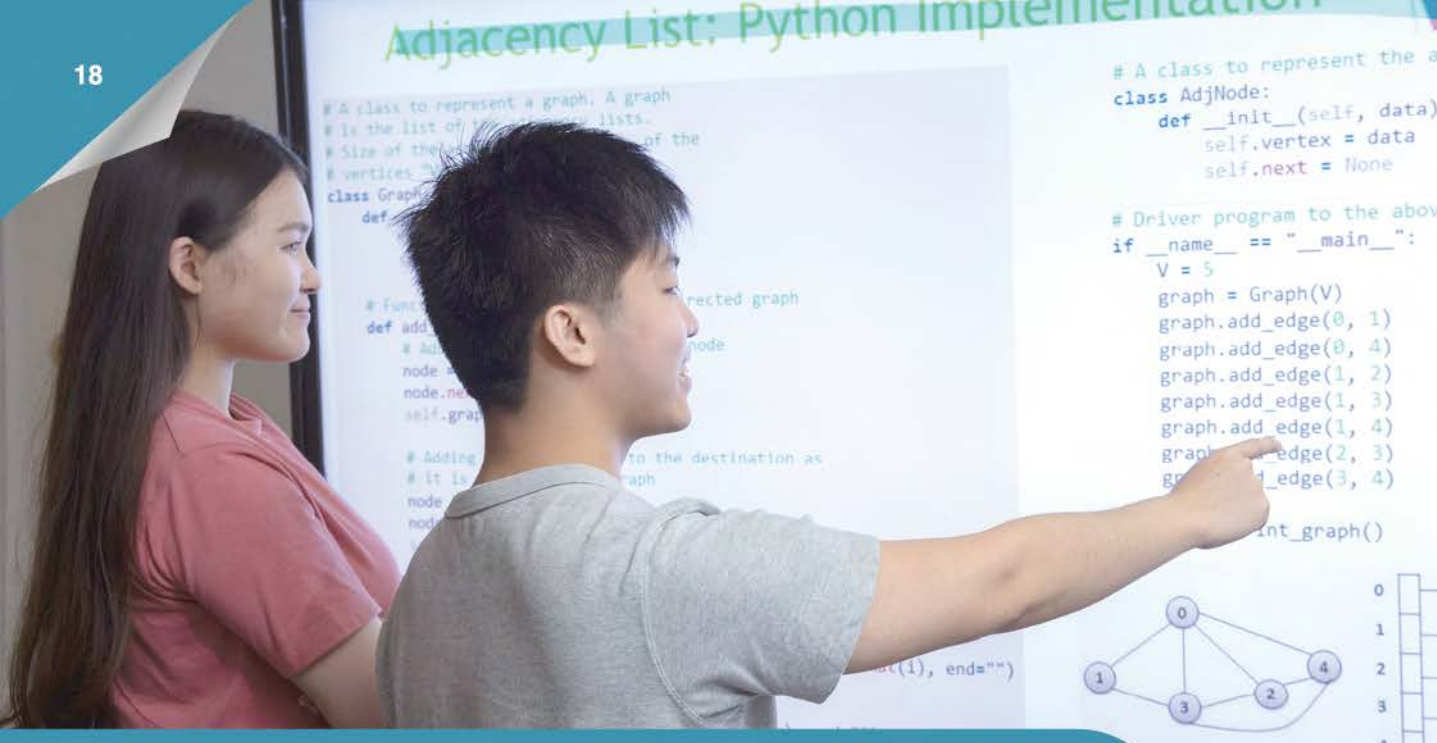
The BSc(ACD) programme has undoubtedly assisted students in further honing their skills in child development. It is a very well-rounded programme which provides students with opportunities to learn about topics like child play, developmental neuroscience, different domains of development, and guidance and counselling. In addition, we have had the chances to go for field experience in different NGOs and kindergartens. The lecturers are very open to communicating with students. I believe this programme helps students gain both theoretical and practical knowledge. Overall, studying in this programme has been a fruitful experience and I am looking forward to my last year of studies.

**Tamara Sher**
[Current Student]

This course offers fantastic balance and diversity, opening BSc(ACD) students to a variety of careers in early development and education. Core courses provide a great, up-to-date foundation for understanding early development within modern-day contexts. Importantly, these courses equip students with the skills to maintain and update their knowledge base throughout their careers. Additionally, electives, common core courses, and the independent project provide students with opportunities to pursue their academic interests while being well supported. The Faculty, student and academic advisers, numerous facilities and centres at HKU ensure that students stay informed and can improve their academic abilities and lives.

**Yoyo Chan**
[Current Student]

This programme has provided a comprehensive picture of child development in different areas, enabling me to become a better early childhood educator by gaining theoretical knowledge of early childhood development, policy, and research methods. It is eye-opening to participate in field experience in NGOs, which has allowed us to apply and integrate child development knowledge in different settings other than kindergartens. Moreover, the teachers and the academic advisors are supportive and enthusiastic about teaching, and are willing to offer help. With the guidance of our teachers and by participating in class discussions, I have been greatly motivated to continue my studies in this field.




# Bachelor of Arts and Sciences in Social Data Science
[BASC(SDS)] A203

BASc Bachelor of Arts & Sciences | SDS Social Data Science

The curriculum of the BASc(SDS) is offered by the Faculties of Education, Science, and Social Sciences. Our rapidly changing society is now driven by digital data, and our decision-making is often situated in social contexts and influenced by societal, economic, political and technological factors. Social Data Science aims to drive and catalyse new ways of thinking when analysing and applying data in the context of the social sciences. The course takes an interdisciplinary approach, integrating information science, computer science, mathematics, statistics, and social sciences to address social issues and societal challenges. By bringing together different disciplines from the Faculties of Education, Science, and Social Sciences, we are positioning the BASc(SDS) as a senior year entry programme for sub-degree holders. Successful applicants will be admitted directly to Year 3 of this four-year programme, i.e. there is no Year 1 or Year 2 admission.

## Programme Features

### Partnerships with Industry

Many experts from industry participate in our programme as advisors, co-lecturers, and guest speakers. Students will apply what they learnt in their academic studies in real-life situations by working on social data science related projects through internship experience in a selected organisation.

### Final Year Project (FYP)

Students will apply a wide range of research methods and skills in a social data science project to complete a significant piece of work under supervision. Students will also be encouraged to present their projects at international and/or local conferences*.

### Exchange Programme

To foster students' international understanding, the programme encourages students to study overseas* in well-established universities through academic exchange.

*Overseas exchange programmes may be affected because of the ongoing COVID-19 pandemic situation.

## Courses

The programme offers courses that address a variety of topics in social data science including:

- Social data science foundations
- Social computing: methods and applications
- Data structure and algorithms
- Data mining
- Introduction to statistics
- Application of big data analytics in social sciences
- Geographic information system
- Media and culture in modern societies
- Policy evaluation

## Career Prospects

Potential graduates in this programme will be qualified to work in different fields. Industries with high demand for knowledge and skills of social data science include:

- Innovative and information technologies
- Marketing, financial services and consulting
- Health care, academia and education
- Government, public services and NGOs

## What Our Students Say

**Keizer Cheng**
[Current student]

The BASc(SDS) programme has provided me with the opportunity to delve into the application of data science techniques to solve different problems in business and social contexts. The well-structured courses have helped me to acquire a variety of skills, and to drive and catalyse new ways of thinking while analysing different types of data. As a result, I am getting well-prepared for my future career. If you are interested, I would say that this is your best time to seize the opportunity in the era of big data, allowing you to integrate into the era faster than others, continue to innovate and contribute to it.

**John Law**
[Current student]

I have always been fascinated by the world and by social scientific theories, and the BASc(SDS) programme has equipped me with the data science techniques and analytical thinking that inspire me a lot through interpretation, prediction and experimentation. The programme has also broadened my career options and given me the opportunity to pursue my dream of becoming a data scientist.

**Henry Ma**
[Graduate]

The programme offered me an insight into the data science field. It helped me locate social and business issues in a totally new perspective with data analysis. There is no doubt that a well-structured curriculum and good teaching quality are the essential requirements of teaching and learning, and I can say that this programme fulfils both requirements and makes me passionate about what I am doing in my university life! If you want to be a part of this growing industry, this programme provides the best opportunity for you to develop innovative knowledge and make contributions to the future technology environment.

# Programme Highlights

## Professional Practicum

The professional practicum provides an opportunity for student-teachers to integrate theory and practice through supervised internships in local schools. It is applicable to students of the following programmes:

### BA&BEd(LangEd)-Eng

- Before the end of Year 3: Community-based Professional Practicum
- Year 4: Ten weeks in a primary school
- Year 5: Ten weeks in a secondary school

### 文學士及教育學士（語文教育）– 中文教育

- 三年級或以前：自選體驗學習科目
- 四年級：於小學實習十個星期
- 五年級：於中學實習十個星期

### BEd&BSc

- Before the end of Year 3: Community-based Professional Practicum
- Year 4: Ten weeks in a secondary school
- Year 5: Ten weeks in a secondary school

### BEd(ECE&SE)

- Year 2: Two weeks in a child care centre
- Year 4: Six weeks in a special child care centre
- Year 5: Eight weeks in a kindergarten

# Immersion

The immersion programme is a government mandated and sponsored component of the BA&BEd in Language Education programme. The immersion programme aims to enhance students' language proficiency and professional development and foster cultural understanding through living and studying overseas.

The immersion programme is applicable to students of the following double degree programmes in language study:

## BA&BEd(LangEd)-Eng

- Language and cultural immersion in an English-speaking country at the end of Semester 2 of Year 2*
- Language enhancement: Studying at an overseas university
- Experiencing a different school system: Visiting overseas schools
- Experiential learning opportunities: Activities and tasks that promote experiential learning and reflection through community links and travel
- Cultural immersion: Staying with an overseas family, excursions and recreation

*Overseas trips and immersion may be affected because of the ongoing COVID-19 pandemic situation.

## 文學士及教育學士（語文教育）– 中文教育

二年級學生於暑假參與沉浸體驗課程#

- 研習普通話，準備應考「國家語委普通話水平測試」
- 與當地中小學老師和學生共同設計學習活動
- 探究當地社區人情、歷史文化，並設計自主研習活動
- 培養語文觸覺，建立溝通和協作能力

#境外沉浸課程之安排須視乎2019冠狀病毒病疫情而定

# Clinical Practice

## BSc(SLP)

Students have to complete more than 300 direct client contact hours under the supervision of experienced clinical educators in the HKU Speech, Language and Hearing Clinic, and in schools, hospitals and specialist settings in and outside Hong Kong. A strong emphasis is placed on students' ability to integrate theory and apply external research evidence in clinical practice, and on their development of the necessary interpersonal and basic clinical skills.

# Internship Opportunities

The internship opportunities provide students with a training platform to apply knowledge and skills acquired at the University to real work situations. The experiences also assist students to become more socially aware, develop as critical thinkers and equip themselves with analytical ability so that they can identify practical solutions for complex problems. The authentic learning opportunities are also effective in improving their interpersonal and communication skills.

The internship is applicable to students of the following programmes:

## BSc(IM)

- All students in the programme will engage in an internship in an overseas or a local organisation for not less than 160 hours.
- Industry partners include National Taiwan University (Taiwan), the Hospital Authority, Latham and Watkins, and NetDragon Websoft Holdings Limited.

## BASc(SDS)

- Students will apply what they learn in their academic studies in real-life situations by working on social data science related projects through internship experience in a selected organisation.

# Experiential Learning

Experiential learning stands as an institutionalised curricular component in our Faculty, termed "Community-based Professional Practicum" on our UG syllabus. All the courses offered under this umbrella aim at pushing students out of their comfort zones and fostering skills and values that are relevant to a career in education. Students have the opportunity to gain real-life experiences in authentic settings and the focus of learning is on the process. Therefore, students participating in these projects receive ongoing feedback from the course instructors, partner organisations, service recipients and also their peers.

# Some Examples of Experiential Learning Activities

## Design Thinking in Action

65% of children studying in primary schools today will ultimately work in jobs that currently do not exist (The World Economic Forum report, 2016). The complex and unpredictable future has created challenges for nurturing student educators for the 21st century. Collaborating with the PolyU Jockey Club "Operation SoInno", this course aims to nurture socially innovative and reflective student educators who can find solutions to real-world problems and generate innovative ideas to create a better future. Our student educators will first learn about the theoretical underpinnings of design thinking and the reflective learning cycles in experiential education. Then they will work in cross-disciplinary teams to put their knowledge into practice – facilitating secondary school students' learning processes in subject-based design thinking and helping them to reflect upon themselves as active learners. Student educators will integrate social innovation and humanity through the lens of design thinking and develop important 21st century skills.

## Outdoor Environmental Education Experiential Learning Project

According to the fifth assessment report of the Intergovernmental Panel on Climate Change, rapid and far-reaching actions that would effect unprecedented changes at all levels of society are essential for preventing global climate disasters resulting from climate change. Thus, a proper understanding of nature and the environment is an important foundation for establishing appropriate environmental behaviour, hence effecting changes. Collaborating with Outdoor Wildlife Learning Hong Kong, this course aims to nurture ecologically knowledgeable and reflective student educators who can unravel the beauty of nature and make an educational impact on future generations. Our student educators will first learn about the theoretical knowledge of environmental education and the reflective learning cycles in experiential education in both nature and the classroom. Then they will work in cross-disciplinary teams to put their knowledge into practice – designing and facilitating secondary school students' learning processes in an outdoor environmental education learning programme.

## Cultural Heritage and Information in the Field

Archaeologists study past cultures through careful recording of the surveyed or excavated remains of ancient architecture and artifacts. In this class, students will travel to Armenia to participate in summer fieldwork, where they will be exposed to archaeological methods and theories, the digital humanities, and information management in the field. Students will help with digging and digital data collection, and experiment with cutting-edge technologies such as 3D scanning, cloud computing, and high-precision GPS. Students will learn to excavate and help lead excavation and recording with a team. This work is contextualised by a critical evaluation of current issues in cultural heritage and data sharing. Discussions will also be focused on teaching the past and engaging the public in archaeology and tourism. Several field trips to local sites in Armenia will provide broad familiarity with the past in Armenia and the Near East. Pre-trip meetings will be conducted to prepare students for the summer field programme.

This course introduces foundational archaeological and cultural heritage theories and methods together with a basic outline of the past in the ancient Near East. Students will learn to excavate an archaeological site while participating in teamwork. The class will provide an international context for learning the interdisciplinary information practices used to study the past. Students will be exposed to innovative digital methods for recording and working with cultural heritage, while learning how cultural heritage impacts contemporary society.

**Wong Yan Hui, Felicia**
BA&BEd(LangEd)-Eng, Current Student

**EL Project: BBED6801**
**"Nurturing Gifted Individuals"**

Through this project, I realised it is extremely important to step into students' shoes and to pay closer attention to details in order to create a learner-friendly environment. My peers also showed me admirable methods to employ in teaching, such as using appropriate pace and an energetic tone when speaking, paying careful attention to good time management by, for example, taking rests between sessions, adopting drama and role-play, and making extensive use of creative games and tools to consolidate students' understanding. Additionally, the use of digital platforms, such as Jamboard, Mentimeter, and movie clips to illustrate concepts has demonstrated the power of multimodal teaching in fostering a more enjoyable learning experience for students. Perhaps the most important lesson I have learnt is that, regardless of giftedness, all students, including ourselves, are constantly on a never-ending journey of self-discovery, figuring out how to harness our specific strengths and improve our weaknesses. Hence, it is essential for teachers to not only focus on imparting knowledge, but also to strive to cater to all students' individual needs and provide them with social-emotional support.

**Bisma Naz**
BA&BEd(LangEd)-Eng, Current Student

**EL Project: BBED6790**
**"Developing Resilient Student Teachers by Nurturing Resilience in Vulnerable Groups"**

I have learnt that, for me, resilience is something that requires patience and consistency. Patience in knowing that this cannot be achieved overnight, and consistency in the sense that only with consistent practice and reflection can I develop a resilient mindset. I have started to reflect more on my past experiences and how they have shaped me into the person I am today. What I used to perceive as negative memories of hardships are those I try to see in a positive light now. This is just one of the many examples of how the learning of resilience has turned me into a more reflective person, someone who is able to see the good during tough times particularly. This is something I will continue to practise in my daily life, in particular, during hardships.

# Programme Structure

## Double Degree Programmes (300 credits, 5 years)

• **BA&BEd(LangEd)-Eng** • **BA&BEd(LangEd)-Chin** • **BEd&BSc**

| Faculty of Education | Partner Faculties |
|---|---|
| Education Professional Core courses (120 credits)<br>• Education and pedagogy courses<br>• Professional practicum<br>• External experience* | Subject Major courses (78-96 credits)<br>**Faculty of Arts:** Major in English language and linguistics<br>**Faculty of Arts:** Major in Chinese language, literature and culture<br>**Faculty of Science:** An approved science major |
| Language Enhancement courses (18 credits) | |
| Common Core courses (24 credits) | |
| Elective courses (42-60 credits) | |

* for BA&BEd(LangEd)-Eng and Chin majors only

## Single Degree Programmes

• **BEd(ECE&SE) (300 credits, 5 years)**

| Major in Early Childhood Education and Special Education (246 credits) | |
|---|---|
| • Early Childhood Education courses<br>• Early Childhood Special Education courses<br>• Professional Practicum | • Specialised electives<br>• Project |
| Language Enhancement courses (18 credits) | |
| Common Core courses (36 credits) | |

• **BSc(SLP) (300 credits, 5 years)**

| Professional Core Courses in Speech-Language Pathology (246 credits) |
|---|
| • Foundation courses (e.g. Human Development, Clinical Linguistics, Anatomy & Physiology, Introduction to Communication Disorders, Neurology and Neuroscience, Research Methods, Evidence-based Practice, Speech Science)<br>• Core discipline courses (e.g. Speech Development & Speech Sound Disorders, Motor Speech Disorders, Voice Disorders, Audiology and Aural Rehabilitation, Complex Cases, Dysphagia, Aphasia, Inter-professional Practice, Advanced Clinical Practice)<br>• Research in Human Development and Communication Disorders (A capstone requirement) (18 credits)<br>• Clinical practicum (A capstone requirement) (60 credits) |
| Language Enhancement courses (18 credits) |
| Common Core courses (36 credits) |

# Top-up Degree Programmes (For Associate Degree or Higher Diploma Holders)

**· BSc(IM) (120 credits, 2 years)**

| Major in Information Management (72 credits) | |
|---|---|
| • Data warehousing and data mining | • Professional practices in information management |
| • Information retrieval | • Information society issues and policy |
| • Project management | • Final Year Project… and more. |
| Language Enhancement course (6 credits) | |
| Common Core courses (12 credits) | |
| Elective courses (30 credits) | |

**· BSc(ACD) (120 credits, 2 years)**

| Major in Applied Child Development (84 credits) |
|---|
| Core courses (60 credits)<br>Applied Child Development elective courses (12 credits)<br>Independent Project (6 credits)<br>Field Experience (6 credits) |
| Language Enhancement course (6 credits) |
| Common Core courses (12 credits) |
| Elective courses (18 credits) |

**· BASc(SDS) (120 credits, 2 years)**

| Major in Social Data Science (72 credits) |
|---|
| • Introductory courses<br>• Advanced courses<br>• Capstone experience |
| Language Enhancement course (6 credits) |
| Common Core courses (12 credits) |
| Elective courses (30 credits) |

# Application and Admissions Requirements

## JUPAS Candidates

F.6 students taking the HKDSE should apply through the Joint University Programmes Admissions System (JUPAS) and satisfy the following entrance requirements for specific programmes:

| | BA&BEd(LangEd)-Eng[1], BA&BEd(LangEd)-Chin[2], BEd(ECE&SE)[1, 3] | BEd&BSc | BSc(SLP)*[4] |
|---|---|---|---|
| English Language | Level 3 or above | Level 3 or above | Level 4 or above |
| Chinese Language | Level 3 or above | Level 3 or above | Level 3 or above |
| Mathematics | Level 2 or above | Level 2 or above | Level 2 or above |
| Liberal Studies | Level 2 or above | Level 2 or above | Level 2 or above |
| Elective subjects | Level 3 or above in two subjects | Level 3 or above in two subjects, with at least one in any of<br>• Biology<br>• Chemistry<br>• Physics<br>• Combined Science<br>• Integrated Science | Level 3 or above in two subjects<br>*Subject to the University's approval |

[1] Candidates should include their personal statement in the "Additional Information", and their other learning experiences or extra-curricular activities in their JUPAS application. Supporting documents should be uploaded to the appropriate sections of Other Experiences and Achievements in Competitions/Activities (OEA) or Student Learning Profile (SLP).

[2] Candidates should have knowledge of spoken Cantonese and Putonghua, and traditional Chinese characters.

[3] Selection for admission is based upon academic merit and interview performance. In addition, candidates must be able to communicate effectively and fluently in both Cantonese and English.

[4] Shortlisted candidates will be invited to attend an interview. Selection for admission is based upon academic merit and interview performance. It is compulsory to attend the interview (Admission Selection Day) to be further considered by the programme. In addition, candidates must be able to communicate effectively and fluently in both Cantonese and English.

## Non-JUPAS Candidates

Candidates from international schools, overseas and community colleges (i.e. Higher Diploma or Associate Degree students) or mature applicants may apply directly to the University's Non-JUPAS Admissions Scheme via the on-line application system at https://admissions.hku.hk/apply/international-qualifications#apply-now

On the same website, you are able to see admission requirements from other examination systems, e.g. UK, USA, Canada, Australia or the International Baccalaureate.

## Direct Admissions Scheme to Senior Year Places

Local candidates holding a recognised Associate Degree or Higher Diploma in specific disciplines are eligible to apply for the following programmes directly to the University's Direct Admissions Scheme to Senior Year Places via on-line application at https://admissions.hku.hk/apply/hong-kong-sub-degrees

There is no Year 1 or Year 2 admission. Successful applicants will be admitted directly to Year 3 of the four-year programme.

- Bachelor of Science in Information Management A201

  Local candidates holding a recognised Higher Diploma or Associate Degree in any discipline from a community college in Hong Kong are eligible to apply for admission.

- Bachelor of Science in Applied Child Development A202

  Local candidates holding a recognised Higher Diploma or Associate Degree in the field of Early Childhood Education from a community college in Hong Kong are eligible to apply for admission.

- Bachelor of Arts and Sciences in Social Data Science A203

  Local candidates holding a recognised Associate Degree or Higher Diploma from a community college in Hong Kong in a relevant discipline, such as Data Science and Analytics, Engineering, Computer Science, Information Technology, Statistics, Applied Science, Social Sciences, and having English language at IELTS 7 or equivalent and Mathematics at DSE Level 3.

Candidates who are also interested in admission as Year 1 students in other undergraduate programmes can include their programme choices in the same application. For other undergraduate programmes, applications will be considered together with other applicants under the Non-JUPAS Admissions Scheme and applicants are expected to fulfil the same requirements applicable to non-JUPAS applicants.

Candidates who apply for the Non-JUPAS Admissions Scheme or the Direct Admissions Scheme to Senior Year Places are strongly encouraged to include a personal statement, one or two teacher references, their predicted scores, and their most recent transcripts showing grades and GPA in their applications.

# Contacts for Further Information

https://web.edu.hk/programme/undergraduate

## Double Degree Programmes

### Bachelor of Arts and Bachelor of Education in Language Education (English) JS6066

| | | | |
|---|---|---|---|
| Programme Clerk | Mr Roger Chan | Email: babedeng@hku.hk | Tel: 3917 2280 |
| Programme Coordinator | Dr Ruby Yang | Email: rccyang@hku.hk | Tel: 3917 4557 |

### Bachelor of Arts and Bachelor of Education in Language Education (Chinese) JS6080

| | | | |
|---|---|---|---|
| Programme Clerk | Miss Ada Cheng | Email: babedchi@hku.hk | Tel: 3917 2545 |
| Programme Coordinator | Dr Tai Chung Pui | Email: cptai@hku.hk | Tel: 3917 4259 |

### Bachelor of Education and Bachelor of Science JS6119

| | | | |
|---|---|---|---|
| Programme Clerk | Mr Steven Cheung | Email: bedbsc@hku.hk | Tel: 3917 4659 |
| Programme Coordinator | Dr Jessica Leung | Email: leungscj@hku.hk | Tel: 3917 8608 |

## Single Degree Programmes

### Bachelor of Education in Early Childhood Education and Special Education JS6092

| | | | |
|---|---|---|---|
| Programme Clerk | Miss Yanas Wong | Email: ecese@hku.hk | Tel: 3917 8971 |
| Programme Director | Dr Diana Lee | Email: ecese@hku.hk | Tel: 3917 8971 |

### Bachelor of Science in Speech-Language Pathology JS6157

| | | | |
|---|---|---|---|
| Programme Clerk | Mr Peter Chow | Email: bscslp@hku.hk | Tel: 3917 2357 |
| Programme Director | Dr Karen Chan | Email: karencmk@hku.hk | Tel: 3917 2357 |
| Admissions Tutor | Dr Estella Ma | Email: estella.ma@hku.hk | Tel: 3917 7625 |

## Top-up Degree Programmes

### Bachelor of Science in Information Management A201

| | | | |
|---|---|---|---|
| Programme Secretary | Ms Joanne Lam | Email: bsim@hku.hk | Tel: 3917 8525 |
| Programme Director | Dr Gary Wong | Email: wongkwg@hku.hk | Tel: 2241 5082 |

### Bachelor of Science in Applied Child Development A202

| | | | |
|---|---|---|---|
| Programme Clerk | Miss Yanas Wong | Email: bscacd@hku.hk | Tel: 3917 8971 |
| Programme Director | Dr Carrie Lau | Email: bscacd@hku.hk | Tel: 3917 8971 |

### Bachelor of Arts and Sciences in Social Data Science A203

| | | | |
|---|---|---|---|
| Programme Secretary | Ms Crystal Chan | Email: bascsds@hku.hk | Tel: 3917 1178 |
| Programme Director | Dr Hu Xiao | Email: xiaoxhu@hku.hk | Tel: 2219 4722 |

# Faculty of Education

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