Undergraduate Programme Course List (2025/26)

Programme Title:	**Bachelor of Arts (Honours) in Creative and Digital Arts and Bachelor of Education in Music**
Programme Short Name:	BA(CDA) & BEd(MU)
Programme Code:	A5B105
Year of Entry:	First Year

Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
Music Studies		
MUS1158	Musical Performance Skills	This course aims at developing students' musical communication skills with a focus on vocal/choral and instrumental performance (including classroom instruments). Emphasis is given to the relevant application of various pedagogical methods such as Kodaly, Orff and Dalcroze. Through participation in vocal/instrumental solo/ensemble tutorials and performance, participants' musical sensitivity and musicianship will be enhanced.
MUS2250	Traditions and Practices of Music I	The two courses, Traditions and Practices of Music I and II, aim to enrich students' awareness, knowledge and understanding of the key aspects of music as a performing art. Part I focuses on the Western musical arts in general and explores the sounds, structures, practices and conventions from different historical, social, cultural and philosophical traditions, with particular emphasis on how they are being practiced in the modern world. Students will gain an insight into the workings and social norms of the Western musical arts, and become better able to empathize with practitioners and audiences of these practices.
MUS2249	Communication and Performance Practice	This course enables students to understand the communicative dynamics in music and music-related performance settings. Students will develop proficiency in appreciating music in various performance contexts. Music-making sessions, lectures and workshops will complement the input from guest lecturers to enhance students' awareness of style, aesthetics and communication in musical performance.
MUS2253	The Phenomenon of Music in Renaissance and Baroque	This course forms part of a three-part structure to engage students in a phenomenological approach to western musical practices. In this course, students will be asked to address holistically the various socio-historical, cultural, aesthetic and stylistic aspects of Renaissance and Baroque music through integration of practical and theoretical approaches. The question of how the stylistic practices of Renaissance and Baroque periods came to be evolved during this period will be explored by students through practical musicking experiences, performances, writing and analysis of music in context in conjunction with academic research and reflections.

MUS3252	Traditions and Practices of Music II	The two courses, Traditions and Practices of Music I and II, aim to enrich students' awareness, knowledge and understanding of the key aspects of music as a performing art. This course builds on Part I and explores the sounds, structures, practices and conventions of Chinese and other non-Western music cultures from different historical, social, cultural and philosophical perspectives, with particular emphasis on how they are being practiced in the modern world. Students will gain an insight into the workings and social norms of the Chinese and non-Western musical arts, and become better able to empathize with practitioners and audiences of these practices.
MUS3258	Performance Matters I	This course forms part of a two-part structure to engage students actively in musical performance. Performance Matters I focuses on the conceptual, physical, aural and various aspects related to musical performance. It enables students to address the theoretical and practical aspects of the musician's body, mind and emotions in relation to music rehearsal and performance practices in different settings. Students will develop skills and techniques to reflect on music performance. Music-making sessions, lectures, masterclasses and demonstration workshops will complement the input from tutors and guest lecturers to enhance students' awareness of creativity, aesthetics and communication in musical performance.
MUS3350	Digital Music Creation and Performance *(New)*	The course is for students interested in exploring the intersection of music, technology, coding and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. It will teach students how to use visual programming languages to create original music with possible multimedia and perform original digital music compositions in an ensemble setting. The teaching and learning content includes the fundamentals of coding, including object-oriented programming, graphical user interface design, and audio processing. Students will learn to use coding to control and manipulate various musical elements and effects, including synthesisers, samplers, and audio processors. Students will be able to participate in laptop/tablet ensemble performances, where they will collaborate in groups to create and perform original music compositions. Meanwhile, they will be engaged in STEAM activities, which emphasise interdisciplinary learning and real-world problem-solving through project-based activities.
MUS2254	The Phenomenon of Music in the Classical and Romantic Era	This course forms part of a three-part structure to engage students in a phenomenological approach to western musical practices. In this course, students will be asked to address holistically the various socio-historical, cultural, aesthetic and stylistic aspects of music in the Classical and Romantic era (circa 1730-1900) through integration of practical and theoretical approaches. The question of how the stylistic practices of music during such a broadly defined "classical" and "romantic" period came to be evolved will be explored by students through practical musicking experiences, performances, writing and analysis of music in context in conjunction with academic research and reflections.

MUS3255	The Phenomenon of Music in the 20th Century	This course forms part of a three-part structure to engage students in a phenomenological approach to western musical practices. In this course, students will be asked to address holistically the various socio-historical, cultural, aesthetic and stylistic aspects of music in the 20th Century up to present time, taking into account escalated trends in globalization and increased cross-cultural influences. Although western music will be taken as a starting point, the various non-western influence and cross-fertilization among different musical cultures will be covered. The course will emphasize on the integration of practical and theoretical approaches in addressing the question of how the various different stylistic practices of 20th Century and contemporary music came to be evolved as they are explored by students through practical musicking experiences, performances, writing and analysis of music in context in conjunction with relevant academic research and reflections.
MUS3261	Ensemble Experience	In this course students will develop a spectrum of musical communication and conducting skills through ensemble music making. Course participants are required to participate in a chosen choral / instrumental ensemble to explore their roles and ability to adapt new and reflective practices in managing musical activities in different settings. This course forms an ensemble performance experience spanning over two academic years (1 + 1 + 1cps) in which participants are required to attend choral/instrumental ensemble in Yr.2 and instrumental ensemble in Yr. 3. Participants will also develop a whole range of knowledge and skills relevant to ensemble experience, including aspects of leadership, rehearsal procedures and administration issues. There will be opportunities for participants to conduct and lead a choral / instrumental ensemble.
MUS4259	Performance Matters II	This course forms part of a two-part structure to engage students actively in musical performance. Performance Matters II encourages students to relate physiological and psychological concerns into individual's first and second vocal/instrumental studies. Students will develop a spectrum of effective music communication, management and performance skills through concert practice, and performance activities. This course forms a performance project spanning over three academic years (1 + 1 + 1cps) in which participants are required to prepare a solo recital with an approved programme of at least 15 minutes featuring diverse styles and periods. Students will develop skills and techniques to reflect on effective and expressive music performance. Continuous concert practice sessions, tutorials, lectures, masterclasses and demonstration workshops will complement the input from tutors and guest lecturers to enhance students' awareness of creativity, aesthetics and communication in solo performance practices.

Discipline Major (Creative and Digital Arts Studies)

Foundation Courses

CAC1006	Contextual Studies of Creative Arts	This course provides an overview and introductory study of the historical, cultural, and social contexts that shape the creative arts. Through lectures, readings, discussions and experiential studies, students will analyse how different art forms are influenced by and reflect their surrounding environment and the broader social and cultural landscape. The course also explores how factors such as cultures, social and political systems, philosophies and religions have

		affected, or are reflected in, the arts. The course covers a range of creative arts and explores key movements, artists and works that have shaped these art forms in various contexts. Students will develop critical thinking skills and learn how to analyse and evaluate creative works within their historical and cultural contexts, as well as understand the ways in which the creative arts intersect with other fields, such as religion, gender, politics and technology. Throughout the course, students will study selected artists and artworks, and analyse how the various contextual factors influence the development of the arts and their creativity.
CDA2001	Culture and Technology in Education *(New)*	This course examines the relationships among technology, culture, education and politics within a range of social, historical, and educational settings. Technologies increasingly define human beings and the choices we make. This course takes up essential words used to think about technologies and culture, helping us explore the relationship between them, both theoretically and in terms of our evaluation and use of digital tools and applications. It will engage with words connected to big concepts (e.g., code, ethics, network, and knowledge) to expose their complexity. Classes will combine interactive lectures and discussions. Each class is keyed to a set of readings; students must keep up with these and be prepared to discuss them in class. As part of the course, students will learn how to analyse and interpret technology as expansive, and explain how it shapes personal, societal, national, and global spheres.
MUS1351	Gateway to Digital Music *(For Music students only) (New)*	The course is about the history, technology, and creative processes behind digital music. The course covers various topics, including the evolution of music technology, digital audio workstations, musical instrument digital interface sequencing, synthesis, sampling, and sound processing techniques. In addition to these technical topics, the course also explores the creative possibilities of digital music, including sound walks, sound art, field recording, noise, and new forms of music. Students will learn how to utilise basic coding to manipulate and create sounds and explore new mediums, interfaces and music forms made possible by digital technology. By the end of the course, students will be armed with broader cultural and societal contexts in which digital music exists. They will also have gained experience using digital audio workstations, basic coding, and various sound processing techniques, making them well-prepared for careers in the music industry or related fields.
Compulsory Course – Cultural Studies and Arts Management (9 cps)			
CDA3002	Arts Administration and Management *(New)*	This course provides students with a comprehensive understanding of the establishment and operation of arts organisations from administrative, management, and educational perspectives, developing students' theoretical understanding and project planning practices in the cultural and creative arts industries. The course covers a range of topics, including key aspects and trends in management functions, basic management practices, marketing, education and audience engagement, financial management, the role of leadership, risk management, and management ethics issues. By studying cases from a variety of arts organisations, students will also have the opportunity to

		examine marketing practices, applying the learned concepts into constructed and real-life cases in the field. Site visits will also be arranged in order to provide experiential learning. By the end of the course, students will have gained insights into the various types of arts organisations, learned how to develop effective strategies for planning, budgeting, and resource allocation, and be able to evaluate their own interests within the arts and cultural industries.
CDA3003	Entrepreneurship in the Creative Industries *(New)*	This course offers an in-depth academic investigation into the entrepreneurial ecosystem within the creative industries. Students will acquire a comprehensive understanding of the theoretical frameworks and empirical evidence behind successful creative entrepreneurship, as well as the various approaches to the entrepreneurial process. The course will be structured around a critical examination of the following core components: the unique traits and challenges associated with entrepreneurship in the creative industries; the stages of the entrepreneurial process, contextualised within the creative sphere; strategic decision-making and its implications for the success and sustainability of creative businesses; entrepreneurial activities within various art and cultural domains, such as the visual arts, the performing arts, and literary production, drawing on empirical evidence and contemporary examples; innovative business models and disruptive forces that have shaped the creative landscape, and their implications for future entrepreneurial endeavours; and the role of effective communication, strategic networking, and the development of cultural capital in the advancement of creative entrepreneurial ventures. Upon completion of this course, students will possess a solid academic foundation in creative entrepreneurship, enabling them to pursue further research, policy development, or practical applications within the arts and cultural industries.
CDA4004	Cultural and Creative Industries in the Greater Bay Area *(New)*	This course explores exchanges among arts and cultural orragnisations, groups, creative and educational institutions in the Guangdong – Hong Kong – Macao GBA. Topics on cultural policies, technological innovation and entrepreneurship ideologies, soft power and cultural diplomacy, creative cities, and the role of art and culture and education in urban regeneration will be discussed. Students will be able to grasp the major cultural and artistic research theories, curatorial professional training, and resource exploration and allocation of the cultural and creative industries by conducting fieldwork, with practitioners from the relevant areas being invited to share their experiences and perspectives to support students' practice in the field. Upon completion of the course, students will have gained a comprehensive understanding of the cultural and creative industries in the GBA, and be equipped to analyse and evaluate the opportunities and challenges that the industries are facing from a global perspective.
Subject Focus – Music (12 cps)		
CAC3023	Chinese Music Traditions and Culture	This course aims at developing students' in-depth cognition in Chinese music with understanding of its relevant cultural and historical contexts. The focus of the course will be the sonic design of Chinese music and its relationship with its cultural and historical contexts. The course also addresses different phenomenological issues including the structural design of the sonority bodies, their evolution and Chinese music construction, issues of notation and performance practices in Chinese vocal and instrumental genres, the philosophical and aesthetic

		considerations in different Chinese music genres, as well as the literary context of Chinese folk songs, art songs, operatic musics in relation to historical time periods and socio-cultural, economic and political functions.
MUS3338	Popular Music and Society	This course provides a general survey of the historical and cultural development related to Western popular music, from its early American origins in the 20th century to its global influence and fusion of world cultures nowadays. It enables students to be familiar with major trends and styles of popular music, and to examine critically their social, cultural, historical and artistic manifestations.
MUS3347	Technology in the Popular Music Industry *(New)*	This course exposes students to music technology for creating, producing and performing music. Students will acquire hands-on experience in order to acquire a solid foundation in those technological tools and techniques that are most commonly employed in popular music. Upon completion of this course, students will be able to use MIDI programming techniques in making and processing music, produce sound recordings in CD or other distributable formats, and edit audio materials with proficiency. Basic sequencing techniques, digital audio recording and editing, basic mixing techniques and software packages ('Logic Pro'), software synthesisers, software samples and sound libraries, sampling technology and basic sound synthesis concepts will all be taught. Students will also be able to replicate a pop music arrangement into MIDI through 'Logic Pro' and create an original soundtrack for TV commercial as part of the course.
MUS2348	Digital Media and Music Learning *(New)*	This course explores digital media with reference to learning, including understanding how various aspects of digital media have become fundamental to artistic creation / need to be learned and taught in order for one to be considered a complete musician. It also refers to the fact that musicians incorporate digital tools as part of learning, practicing, and performing music. Students will examine how pedagogy and media and technology are increasingly enmeshed, document their own expanding digital learning progress, and come to understand exemplars of music learning that embrace new modes of music making and learning. In addition to foundational and theoretical explorations of technology and media in order to better understand the constantly changing and evolving technological landscape, students will examine historic and present-day examples of learning and technology in order to understand how digital media and learning continue the history of change dating back to the advent of sound recording.
MUS3350	Digital Music Creation and Performance *(New)*	This course is for those students interested in exploring the intersection of music, technology, coding and STEAM (Science, Technology, Engineering, Arts, and Mathematics) education. It will teach them how to use visual programming languages, such as 'Max MSP', to create original music with possible multimedia, and perform original digital music compositions in an ensemble setting. The teaching and learning contents include the fundamentals of coding, including object-oriented programming, graphical user interface design, and audio processing. Students will learn how to use coding to control and manipulate various musical elements and effects, including synthesisers, samplers, and audio processors. Students will also be able to participate in laptop ensemble performances, where they will collaborate in groups to create and perform original music compositions. Additionally, they

		will be engaged in STEAM initiatives that emphasise interdisciplinary learning and real-world problem-solving through project-based activities.
Major Elective Course (3 cps) [Another 9 cps fulfilled by BEd courses]		
CDA4005	Music for Film *(New)*	The course provides students with a comprehensive understanding of the art and techniques involved in creating music specifically for films. Through a combination of theoretical exploration and practical application, students will learn the fundamental principles and creative approaches to film scoring. The course covers topics such as analysing film narratives, understanding the emotional impact of music in films, synchronising music with visual elements, and composing for different genres and moods. Students will study notable film composers, dissect film scores, and engage in hands-on exercises to compose their own original music for various cinematic scenarios. By the end of the course, students will have developed a strong foundation in film music composition, acquired the necessary technical skills, and gained the ability to create captivating and effective musical accompaniments for visual storytelling.
MUS1213	Jazz Study: An Introduction	This course provides a survey of jazz music that originated in the United States in New Orleans around 1900, tracing the stylistic trends of its development from the 19th century African and European influences to the modern forms of today. Students will gain an understanding of the characteristic features of jazz through listening to recorded examples of the various styles, as well as reviewing the relevant literature. The influence of jazz on popular music will also be discussed, examining the music's characteristic features such as rhythm, melody, chord progression, instrumentation, and improvisation. As a result, students will be able to identify, describe and distinguish the different major styles within jazz and similar genres and be able to articulate the relationship between the development of jazz music with history and culture.
CDA3006	Coding for Visual Arts and Digital Games *(New)*	The accelerated pace of development within the art tech realm provides new trends, opportunities and exciting creative possibilities for students to explore and experiment with. This course will focus on enhancing students' understanding of a range of cutting-edge software and programming processes and techniques, and will help them to gain an in-depth knowledge of existing and emerging technologies that can be used creatively to develop visual and interactive multimedia art, audio, and digital games. In addition, students can start to develop or build upon their existing coding knowledge and skill sets in order to increase their confidence with, and ability to manipulate, computational technology as a fundamental part of their creative process. The course will examine the underlying building blocks within art tech computing and encourage the production of experimental innovative interface outcomes in art, design, digital gaming, and other cultural arenas for a range of audiences, participants, and players.
CDA3007	Art Tech Education for the Cultural Sector *(New)*	Arts and cultural institutions continue to embrace the digital realm and are avidly adopting virtual strategies for education, interpretation, and participation. Art museums have also moved beyond physical premises to promote their educational goals within the virtual domain. This course will provide an overview of the use of those virtual technology and online resources that are helping transcend the learning experience

		within and beyond the physical space of cultural institutions. The course is structured into four areas: (1) the major transformation of education triggered by the digital revolution and the impact of COVID-19 that led to the changing educational landscape; (2) an overview of the application of virtual technologies in the physical cultural premises; (3) an overview of the virtual applications contributing to learning in the digital realms of cultural institutions; and (4) a review of relevant studies, initiatives, and projects. With regard to assessment, students will be engaged in the development of a virtual exhibition for cultural learning.
CDA3008	Hong Kong Art and Music Culture *(New)*	Art and music can be regarded as two of the most effective, unique, sensational and multi-sensory ways to explore and understand Hong Kong's culture. This course will provide students with opportunities to critically review and reflect upon the meaning and identity of Hong Kong art and music, raising participants' awareness of these elements within the framework of the city's creative arts and socio-cultural arena. During the course, students will reconsider the role of sight and sound in the formation of local and popular culture, while simultaneously referring to Hong Kong's historical, social and cultural development. In addition, they will learn different ways to describe and analyse the elements and quality of Hong Kong art and music, interpreting and evaluating their meaning and socio-cultural value.
CAC3021	Dance with a Voice	This course provides a Major Elective option to the foundation course Moving into the Dancing World, allowing students to further develop their knowledge and skills in the aspects of dance creation and production. To facilitate the students in acquiring further expressiveness in their body language, technical training and studies of choreographies of renowned dance artists will be incorporated into the course. Furthermore, to enhance the creativity in dance creation, different choreographic skills and the connections to other media will be studied. The knowledge learnt during the course will be demonstrated in their final self-created dance productions.
CAC4020	Interdisciplinary Theatre Production	This course enables students to consolidate and extend their learning experience beyond their focus in Music, Visual Arts and individual arts disciplines. Students will apply the knowledge, skills and understanding acquired in Foundation and Compulsory Courses to design, direct and produce an interdisciplinary arts performance or stage event that demonstrates the interconnectedness between various art forms.
CDA4009	Art and Music Interdisciplinary Project *(New)*	This interdisciplinary course is designed for senior-year undergraduate students who have taken major subject courses and are interested in exploring the intersection of art and music technology. The course aims to provide participants with opportunities to engage in hands-on experiences for the purposes of creating and developing group projects through the use of a range of software and hardware tools. Students are responsible for planning and managing their projects, including defining project scope, setting project goals, and creating project timelines. By the end of the course, students will have gained integrative experience in creating and developing art and music technology projects, as well as acquired an understanding of the principles of audio and visual production, interactivity and user experience design. Assessment will be based on a combination of practical assignments, project reviews, and presentations. This course

		will equip students with the skills and knowledge they need to pursue careers in the creative industries or pursue further study in related fields.
CDA4010	Chinese Art and Material Culture *(New)*	This course offers a comprehensive survey of the different materials related to the art and artifacts of Chinese culture. It will engage students in the study of a diverse range of materials, including painting, jade, bronze, ceramics, and lacquer, from ancient to modern times by exploring and discussing the symbolic meanings and cultural values attached to different objects. Through a combination of lectures, discussions, and hands-on experiences, students will examine the historical, cultural, and social contexts in which various materials and artifacts have been produced, consumed, and used, and come to understand the ways in which these have been used to construct and reinforce social and political relationships within society. Relevant object-viewing sessions or exhibition visits will be arranged to provide an empirical study of artifacts that allow students to gain a comprehensive understanding and concrete idea of the usage and development of different materials and artworks in response to social change. Students will acquire a comprehensive understanding of Chinese material culture and critical perspectives in interpreting the occurrence and development of different materials and their roles across times and places.
CDA3011	Material and Techniques of Music *(New)*	This foundation course is designed for students who are interested in exploring the materials and techniques used in music composition and analysis. The aim is to provide students with an understanding of the elements of music, including melody, harmony, rhythm and form, and the ways in which these elements are used in different styles of music. Examples of music are not confined to Western classical music, with genres such as popular music and non-Western music also being explored. Students are expected to demonstrate an understanding of the course materials through music analysis and composition writing, using the techniques and materials covered during their studies. The course will also include training in four-part writing and aural skills. Upon completion of the course, students will be able to: (1) apply the principles and techniques of four-part writing in diatonic context and elementary modulations; (2) write a composition in three or four parts; and (3) demonstrate proficient aural skills in melodic and interval dictation tasks.
ART4218	Painting the Wall	This course introduces students to the design and production of site-specific wall painting for interior and exterior spaces within public or private environments, exploring how site specific painting can be presented and received in an urban or architectural context. It provides an opportunity for students with existing drawing, painting and design experience to enhance their existing skills and acquire new ones, and apply them within a project oriented, workshop based learning context. Students will conceive and design works for designated sites, culminating in production of finalized 'to scale' artwork proposals. During the course, site-specific, 1:1 experiments are conducted to explore colour, shape, line, image and scale in architectural and public contexts, making use of the EdUHK campus environment and communities. Students examine the interconnection of practice and theory and engage in issues of cultural and social debate related to placing art in the public sphere. Students explore team working and

		aspects of team leadership, alongside key elements of successful project management.
MUS3222	Conducting *(for Music students only)*	In this course students will develop a spectrum of conducting skills for directing ensemble music performance and practices. Participants will also develop a whole range of knowledge, skills and techniques relevant to ensemble conducting and directing experience, including aspects of leadership, rehearsal procedures, music selection, programming and administration issues. There will be opportunities for participants to conduct and direct a music ensemble.
MUS4260	Creative Composing *(for Music students only)*	The training of composers in the western musical tradition has been more or less an elitist practice, aimed at those "talented" individuals who demonstrate potentials to become a "composer". In this course, musical techniques and sensitivity are considered important pre-requisitions of "all musicians as composers" both in the traditional "work-concept" sense and in the more open contemporary concept of "sound-artists" where creative composing does not necessarily confine to written "scores" and "autonomous works". In looking at how human-beings identify and manipulate sounds as "music" and how such "musical sounds" interact with people in different capacities and socio-psychological-emotional circumstances, students are led to understand the deep inner-connectivity of all musical activities in the context of creativity. They are encouraged to manipulate and experiment sounds by themselves, turning "sounds" into "music", through completely open and diverse means.
ART3182	Function and Expression in Ceramics	The course introduces students to the aesthetic and functional aspects of ceramics as well as the various artistic expressions with clay materials. Through investigating into the aesthetic preferences and life styles of specific periods in the Chinese and Western cultures, students are expected to apply multidisciplinary approaches to produce artworks and design products, which serves the aesthetic and functional needs of everyday life.
ART3183	Painting as Expression and Identity	This course equips students with the necessary tools to express themselves artistically, by exposing them to various painting media and techniques, as well as applying key art theories in contextual investigation. In the process of selecting, implementing and composing visual elements, students will be able to visualize their concepts and facilitate expressions, with various audiences. Painting goes beyond its two-dimensional presentation and is seen as a medium of identity inquiry, artistic pursuit as well as cultural investigation.
ART4184	Sculpture, Installation and Environmental Art	This course enables students to investigate the aesthetic, social, cultural, historical and psychological perspectives of three-dimensional art expression, with focus on a specific site in local settings. The local and global development of installation and environmental art will be studied. Students will show evidence which demonstrates the development of materiality in sculpture and the possibilities of applying spatial and temporal concepts in three-dimensional artworks. These experiences may help students make practical considerations for managing performances in relation to stage design and other creative media.
MUS2250	Traditions and Practices of Music I	The two courses, Traditions and Practices of Music I and II, aim to enrich students' awareness, knowledge and understanding of the key aspects of music as a performing art. Part I focuses on the Western

		musical arts in general and explores the sounds, structures, practices and conventions from different historical, social, cultural and philosophical traditions, with particular emphasis on how they are being practiced in the modern world. Students will gain an insight into the workings and social norms of the Western musical arts, and become better able to empathize with practitioners and audiences of these practices.
MUS2249	Communication and Performance Practice	This course enables students to understand the communicative dynamics in music and music-related performance settings. Students will develop proficiency in appreciating music in various performance contexts. Music-making sessions, lectures and workshops will complement the input from guest lecturers to enhance students' awareness of style, aesthetics and communication in musical performance.
MUS3252	Traditions and Practices of Music II	The two courses, Traditions and Practices of Music I and II, aim to enrich students' awareness, knowledge and understanding of the key aspects of music as a performing art. This course builds on Part I and explores the sounds, structures, practices and conventions of Chinese and other non-Western music cultures from different historical, social, cultural and philosophical perspectives, with particular emphasis on how they are being practiced in the modern world. Students will gain an insight into the workings and social norms of the Chinese and non-Western musical arts, and become better able to empathize with practitioners and audiences of these practices.
Student Experiential Learning Course (3 cps)		
INS3029	Internship	The Internship aims to enable students to integrate and apply in real-life settings the knowledge and skills gained in their studies, such as those specific to their Focus areas of Music or Visual Arts, cultural analysis and arts management. The Internship also prepares students to handle challenges they may encounter in real work situations within the cultural and creative industries, and provides opportunities for them to consider their future career directions.

Education Studies Course List – *for teacher education programme*

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
MUS2265	Principles and Practices of Music Education I^	This course provides students with essential knowledge and skills related to the curriculum, unit and lesson planning, implementation and evaluation of primary and junior secondary school music teaching and learning. It also equips students with effective strategies to carry out music activities and the ability to reflect on their own planning. Topics and issues about teachers' professional ethic and responsibilities will be covered and critically examined.
MUS3266	Principles and Practices of Music Education II^	This course provides students with practical knowledge of different methods of leading creating, listening and performing activities and assessment; it also focuses on the application of advanced pedagogy in designing effective music lessons, units, as well as integrating interdisciplinary activities for teaching music in primary and secondary schools. Professional ethic, management skills, the principles of school-based curriculum design, as well as interdisciplinary activities will be acquired, experienced and examined by students.
PSY2050	Basic Psychology for Educators: Useful Concepts from Educational and Positive Psychology	Psychology is a scientific study of human behaviors, thoughts, and feelings. This introductory course provides basic knowledge of the major psychological perspectives in understanding human functioning. The relevance of educational psychology and positive psychology to daily life experience such as personal strength and psychological well-being will be highlighted. Attention will also be given to the appropriate application of psychological theories, especially in the educational setting, developmental research, and data drawn from the West within the Hong Kong context. This course will be of considerable applied value to educators and those in allied fields.
PFS2013	Philosophical and Socio-cultural Issues in Education	This course has two connected aims: (1) to develop students' understanding of education from different philosophical and socio-cultural perspectives; and (2) to engage students in a critical examination of a number of contemporary and longstanding issues in education in both local and global contexts. In considering philosophical perspectives, the course will focus on questions related to the nature and aims of education, and on what it means to be an educated person in the world. In regard to socio-cultural perspectives, the focus will be on understanding how specific features of the educational system, and its policies and practices are related to various social forces and group interests. Students will be encouraged to develop a personal philosophy of education and lifelong learning, and to use relevant theoretical knowledge as a tool for reflection on practice, especially in field experience.
TLS3092	Effective Teaching & Positive Classroom Learning Environment	This course introduces students to basic theories and practices related to teaching & learning as well as classroom management with an overarching aim to:- 1) cultivate their fundamental understanding of theoretical frameworks that are pertinent to more advanced discussion, design and application of effective subject-specific pedagogies in the latter part of their study as a spiral curriculum, and 2) foster care for learners through adaptation of appropriate pedagogies to cater for learning diversity and creation of a harmonious and safe learning environment Students from various disciplines will be provided with ample opportunities to identify, analyze and reflect on the use of

		theory-driven strategies to engage students' active participation and handle classroom discipline issues in contemporary classrooms. With the changing educational landscape in the 21st century, the fundamental and generic content knowledge acquired on teaching strategies and classroom management will not only prepare students to embrace the professional roles, values, virtues, and talents as being committed and responsible teachers but also for in-depth inquiries and pedagogical innovations in the broader school setting in Hong Kong and beyond.
TLS3098	Curriculum and Assessment	This course introduces students to basic concepts, principles and skills in the fields of curriculum and assessment and their relations to Hong Kong's educational system and international trends. It offers students a spiral path of developing professional knowledge and skills in educating students in the subject and non-subject-specific contexts. Students are guided to derive practical implications of the fundamental theories of curriculum and assessment for classroom practice. By examining school curriculum and assessment policies in relation to local school contexts, students are facilitated to reflect on their role as prospective teachers and as collaborators in a multi-disciplinary school system. This course strongly emphasizes developing students' professional beliefs to contribute toward cultivating values and nurturing young people's affection for their country from a global perspective. Students are, therefore, enabled to lay a broad foundation for understanding the complexity of curriculum and assessment issues across different subject fields and all education sectors (kindergarten, primary, and secondary education). For example, students will learn how to adapt curriculum and assessment to meet the specific needs of their school and students, society, and the country. New developments in the fields of curriculum and assessment in Hong Kong, e.g., National Security Education, and new initiatives in international education settings will be highlighted.
SED4116	School Guidance and Managing Diversity	This course provides a foundation study in guidance and counselling and diversity in education. It aims to help course participants develop a caring attitude and a respect for all students and particularly those with special educational needs (SEN). The course is set upon the theoretical foundations of guidance and counselling and the principles of inclusion and diversity. Emphases are put on early identification and intervention for supporting the learning, growth and engagement of students. It also examines systematic needs assessment and the development of evidence-based strategies, and emphasizes the importance of collaboration with key school personnel, stakeholders and professionals within a whole school approach.
EDA4149	Teachers and Teaching in Context	Teachers must learn to face multiple challenges in order to survive in their beginning years. This course prepares students with the attitudes and competencies needed with reference to those specifically in the Hong Kong context. It aims to cultivate a sense of professionalism for the early phase of their career and provide them with the knowledge and skills needed to perform as a professional teacher with commitment to ethical practice. This course helps students develop the knowledge and capacity necessary to face the challenges professionally, whether in the classroom, staffroom, school, community or wider society. In practice, it supports students to construct their conceptual understanding of teacher professionalism by rethinking their field experience, investigating the various aspects of

		teachers' professional context, and studying current guidelines on professional conduct. In doing so, they will become more professionally prepared for future teaching. Students in this course will also examine pertinent issues affecting professional practice and the teaching profession in the changing context of education reform and other developments in Hong Kong and beyond such as neoliberalism.
TLS3005	Assessment for Productive Learning	This course develops students' knowledge, skills and literacy in interpreting assessment reform and practice in Hong Kong schools. Students will examine how assessment practices at classroom and school level help to facilitate learning in a productive way and develop their assessment literacy.
TLS3007	School-based Curriculum Development	This course will extend students' knowledge and skills in terms of contributing to the initiation and implementation of school-based curriculum development in the 21st century. It will introduce students to key theories and contemporary issues in developing school-based curricula, as well as some notable current practices and innovations in school-based curricula. Students will engage in theory-driven critical analyses of authentic school-based curricula with particular reference to the Hong Kong context, and will design a school-based curriculum that can enhance teaching and learning effectiveness in the 21st century. Through case studies, reflective inquiry and other course activities, the course will prepare students to make professional, ethical and meaningful contributions to their school-based curriculum in the future.
TLS3008	Teaching Innovations	This course introduces students to contemporary theories of a broad spectrum of teaching innovations to enable them to analyze the teaching innovations adopted in schools at the present time. It helps students to develop necessary skills to transform learning and teaching in schools. Students will have the opportunities to experiment the practice of teaching innovations to enhance their competence of teaching as teacher practitioners.
TLS3056	Enquiring Into School-Based Assessment: Issues and Strategies	This course extends students' critical understanding of school-based assessment and related issues in Hong Kong. Participants are expected to examine critically the rationale, design and implementation of different assessment strategies used in schools and their implications for meaningful and authentic learning.
EDA3035	Promoting Social Justice in Schools	Through the exploration in this course, students can establish the capacity to take a leading role of promoting social justice in future school settings. Being equipped with basic concepts and theories on social justice, students are guided to launch critical studies on a great variety of current issues in global, local and school contexts, such as poverty and wealth distribution, individual freedom vs public health concern, ethnic and sexual minority rights, animal rights, student voice, bullying in schools, equal opportunities for students with special needs, etc. By dialogues with related stakeholders and other means of data collection, students develop deep understanding on specific issues. They explore the possibilities of bringing these issues into schools for educational purpose and prepare for encountering challenges that may arise. In the light of worldwide experiences in social justice education, students are encouraged and inspired to become active and conscientious educators for promoting social justice in schools.

EDA3097	Practical Legal Knowledge for Teachers	This course provides some basic legal knowledge that a professional teacher should know. In many countries, education law is a compulsory core course, being a condition of a registered teacher. Imagine the disadvantageous situations that teachers may experience if they cannot protect properly their own rights and the rights of their students. For example, teachers need to know how to minimize the risk of litigation when conducting an outing. Being a teacher, s/he should also understand the legal system, especially in a rapidly changing environment that demands better preparation for complex encounters. This course raises students' awareness of legal issues in school settings, such as bullying and child abuse. After taking this course, students are expected to know how to analyze the legal aspects of education policies and daily school activities. Guided tours will be conducted to experience the connections among education, history, society and law to stimulate further inquiry and rethinking of the education system.
EDA4099	Hong Kong Education Stories: History, Policy and Advocacy	This course prepares students to become a critically reflexive teacher with a historically informed perspective of education policies, through collective search and investigation of people's education stories. It integrates the local education history, basic concepts of policy studies and critical reflections of teachers as advocates. Education stories offer a creative pedagogy for students to explore the historical milestones of education development of Hong Kong and connect them to the current local and global trends in education policy. These stories encapsulate voices from the education sector and other stakeholders that have shaped the meaning of education, directions of development at different levels of education and the teaching profession. Why is teacher voice significant to the advocacy of education development? What can be learned about teachers as advocates from the Hong Kong history? From the colonial to the Special Administrative Region (SAR) period, the political governance of Hong Kong has significant impact and important implications for education development. No profession can advance its development in a vacuum or out of the historical context. This course is designed to serve such a purpose so that students wanting to join the teaching profession are attuned to the politics of the past-present continuum, thus better positioning themselves as active participants of the Hong Kong education system.
EDA4100	Rethinking and Reimagining Education	This course challenges students to question more deeply about the fundamental question of "What is education?" through an exploratory journey of constructing and reconstructing their 'dream' school. It provokes students to think philosophically and critically about the meaning of education, discover possibilities in mainstream education for future practice and go beyond the local realm to embrace global responsibility as part of their own education philosophy. The exploratory journey, an education experimentation in itself, is uniquely designed on the pedagogical premises of experiential learning and flipped classroom. In the journey, students are introduced stimulating materials/ideas, including design thinking, and exposed to different kinds of experience to reimagine and rebuild the dream school they have constructed in creative forms (e.g. physical model, drawing, digital recording) at the beginning of the course. Going through the journey of this course, students engage in the process of 'unlearning' or deconstructing their own education experiences and notion of ethical responsibility of teachers, as well as questioning the underlying

		assumptions of common practice in schools. This process in turn facilitates students to break away from their habitual frame of reference, becoming more open and inspired by local and overseas examples of alternatives and innovations in education. When students register for this course, it is highly important for them to plan for an extra hour before and after the class schedule to accommodate the travel time needed for special outings. Students are also encouraged to take this course to consolidate their learning from the other courses of the Minor *Teacher Leadership and Education Innovation* offered by the Department of Education Policy and Leadership.
PFS2043	International Schools in Global Context	This foundational course develops students' knowledge and understanding of different philosophical approaches to and contexts of international schools and education. It helps students to answer four key questions: What is international education? What are international schools? Who are international school students and teachers? What comparisons can be made with local or national education systems? Students will explore issues related to globalization, intercultural education, global citizenship and international mindedness as a basis for identifying and comparing the values, interests and purposes embedded in national and international schools and systems. These constructs will be applied to make sense of the purposes of international schools and education, and of the implications for curriculum, teaching, learning and assessment. The four International Baccalaureate (IB) programmes (Primary Years, Middle Years, Diploma and Career-related) will be drawn upon to illustrate and critique international schools in global context.
PFS3032	Learning and Teaching in International Schools	Using theoretical frameworks such as social constructivism theory, students will study the philosophical underpinning of learning and teaching in international schools, with a particular focus on the International Baccalaureate (IB) programmes. Differentiation in teaching and learning is a key feature of international schools, given the diversity in their communities. The course introduces students to theories of learning and approaches to teaching, related particularly to multicultural, multilingual and transnational environments. It explores and compares strategies supporting different approaches to learning and teaching, such as inquiry-based and transdisciplinary learning and teaching. A key question consequently frames students' learning in the course: How can teachers address learning diversity through social constructivist and other approaches to learning?
PFS3046	International Perspectives on Education in Hong Kong	The course will develop a fundamental understanding of education development, and of education in Hong Kong, by considering education from international and comparative perspectives. Given increasing rates of globalization, it is difficult to understand education in Hong Kong in isolation from broader international trends. This course begins with an overview of how historical, cultural, political and economic factors influence the development of education in Hong Kong. It then looks into issues such as contemporary curriculum reforms, QA frameworks, Hong Kong as a multi-cultural society, changes in the student population and internationalization of local school system. It also considers the implications and impact of the 2030 Agenda for Sustainable Development. The agenda contains 17 goals including a new global education goal (SDG 4). SDG 4 is to ensure inclusive and equitable quality education and promote lifelong

		learning opportunities for all. In summary, students will develop an international perspective on key issues in the Hong Kong education system currently and willing to have professional excellence.
PFS3048	Globalization and Education	Globalization is considered among the most important phenomena influencing various developments in the contemporary world. Drawing knowledge from sociology, policy studies, cultural studies, economics and other social sciences, this course aims to provide students with multiple theoretical and conceptual perspectives on globalization and associated practices in education within different contexts. Specifically, by examining the causes and consequences of globalization, students will have a thorough understanding of the complex global phenomenon and its impacts on economic, political, cultural and social spheres. On this basis, focusing on education, students will identify the changes and challenges brought about by the complex and contradictory process of globalization. They will also interrogate different ethics and values that are used to evaluate the impacts of globalization by examining local and foreign issues at different levels of education, thereby having a global perspective on education.
PFS4044	Life and Values Education	The course introduces the ideas and practices of Life and Values Education (LVE) in a glocal context for interested undergraduate students through a range of case studies ranged from early childhood, primary to secondary school level. Themes like life and death education; life skills; life education concepts related to values in cultural and religious traditions as well as citizenship education; life planning education and the cultivation of resilience to cope with various challenges in our life would be explored through group projects. The developmental and cultural appropriateness of some approaches in LVE themes would be important reminders to prevent indoctrination and alienation. Students are expected to reflect on their strengths and weaknesses in becoming a potential practitioner in LVE. Some basic theories and literature in LVE would also be introduced as a basic analytical framework to appreciate the importance features of LVE.
PFS4047	Education for a Meaningful Life: Great Thinkers	Equipping young people for a meaningful life is one of the most important educational aims. Especially in an age of globalization and diversity, educators have to show young people how people's lives can be lived in a meaningful way. On this question, wisdom of both the Western and the Eastern traditions can contribute a great deal of thoughts. Thinkers in both traditions have pondered the connection between education and pursuing a meaningful life. The course traces this connection over time from the teachings of Socrates and Confucius to some of the most influential thinkers of our own day. We will ask questions about the relation between autonomy and personal well-being as well as, for instance, how far the Confucius emphasis on role obligation may provide a path for a meaningful life in the context of modern society.
PSY2020	Human Development across the Lifespan	Understanding the nature of human development across the lifespan is essential to professionals concerned with enhancing the life quality of individuals as they grow from infancy to maturity. This course is intended to help students explore the physical, emotional, cognitive and social development of individuals from infancy to adulthood through various theories and methodologies. Attention

		will be given to the appropriate and ethical application of developmental theories and research findings within the Hong Kong context and beyond.
PSY3018	Child and Adolescent Psychopathology	This course will provide a historical perspective and modern concepts of child and adolescent psychopathology and will emphasize an integration of major developmental issues. The course will focus on specific diagnostic classifications pertinent to children and adolescents and will cover clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns and influences differential diagnosis, and potential intervention strategies. Students will be expected to understand the basic framework of Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition. They will be also expected to raise their awareness about the impact of psychopathology on children and adolescents, their families, and the society and also the availability of support provided to them.
PSY3019	Stress and Coping	This course aims to introduce students to the concepts and empirical evidence of human stress and coping. Topics include theoretical approaches to stress and coping, biological bases of stress, the impact of stress and coping on physical and mental health, sociocultural and developmental aspects of stress and coping, coping with traumatic stress, and methodological issues in stress and coping research. Students will learn and critically evaluate the contributions of psychobiological knowledge to the understanding of human stress and coping processes through lectures and participation in hand-on activities.
PSY3021	Learning Theories and Processes	The nature of learning, its components, and how to most efficiently enhance learning have been examined from a number of theoretical, empirical, and applied perspectives. This course aims to provide an overview of the processes responsible for learning. It is designed to enhance students' understanding in two classic learning theories --- classical conditioning and operant conditioning. The application of learning theories to educational and other settings will also be covered.
COU3009	Counselling Theories, Process and Practice	The course covers three basic dimensions in counselling training: value/ethical awareness, knowledge and skills. The awareness part includes participants' reflections on social cultural values in shaping counselor attitudes and their perception on counseling needs of students. Knowledge dimension covers theories, process, and contextual issues in counselling students from diverse backgrounds. Skills dimension involves strategies to conduct counseling reflectively and critically. Video show, experiential games, guest speakers, and case studies will be used as teaching strategies. Course participants will also examine limitations of counseling, and apply the counseling knowledge reflectively and critically to meet the diverse needs of students in a changing society.
COU4030	Comprehensive School Guidance	This course enables participants to understand the global trend of school guidance system and reflect on the conceptual framework and implementation of the Comprehensive School Guidance programme in Hong Kong. It will provide opportunities for participants to critically review the components of the Comprehensive School Guidance programme: guidance curriculum, individual student planning, responsive services, and system support in order to perform their guidance roles in collaboration with the school personnel, parents and other professionals. The participants can also acquire knowledge and

		skills in design, implement, and evaluate the school-based guidance curriculum.
SED3002	A Whole School Approach to Inclusive Practices	This course explores a whole school approach to supporting students with special learning needs. Models of whole schooling are considered and an in depth study of whole schooling culture and practices in Hong Kong is undertaken. The role of all stakeholders and networking in supporting a whole school approach, support programmes, collaborative problem-solving, and team teaching are reviewed. An appraisal is taken of community resources such as special schools cum resources centres, rehabilitation services and programmes, access to online materials, working with parents, and the availability and use of assistive technologies.
SED4074	Developing an Inclusive Classroom for Diverse Learning	This course introduces the philosophy of inclusive education and how this is enacted in the Asia-Pacific region. Consideration is given to equity and access, and overcoming potential barriers to inclusion. The course covers the characteristics of students with disabilities and from other diverse backgrounds in terms of race, ethnicity, class, gender, sexual orientation etc., and effective teaching methods for addressing their needs. Teaching skills for including all children, modifying and differentiating the curriculum, planning, implementing and evaluating student needs to develop an inclusive classroom for diverse learning are covered.