

## Undergraduate Programme Course List (2025/26)

<b>Programme Title:</b>	Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Primary Humanities) (Five-year Full-time)
<b>Programme Short Name:</b>	BSocSc(SCS)&BEd(PHM)
<b>Programme Code:</b>	A5B117
<b>Year of Entry:</b>	2025/26

## Discipline Studies Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
TBC-level 2	Discovering Sociology and Community	This induction course aims to lay a foundation for students in sociological reasoning and its unique perspective into social life. The course also serves as platform for mentoring and academic advising in the programme for students who are new to the demands of academic teaching and learning at the university level and help them embrace various challenges ahead. The course has five objectives. Firstly, it helps students to “discover” the distinctive approaches and conceptual tools in the “sociological imagination” and its relation to various strands of community studies. Secondly, it develops students’ core competencies for university education, such as skills in oral and written communication, analytical reading, personal planning and reflective thinking. Thirdly, it prepares students to address issues in relation to academic integrity – plagiarism, absenteeism and free-riding – arising in the new learning environment. Fourthly, aligning with the new graduate attributes, it should help students reflect on their civic responsibilities as a member of our community as well as opportunities for community services and innovation. Lastly, through regular, formal and informal group meetings, it aims to build supportive clusters between the students and the course instructor who also serves as the academic mentor, and also among the students themselves, reinforcing the existing academic advising system in the programme and university level.
SSC2319	Schools and Society: Sociological Perspectives and Reflections	Have you ever puzzled why your schools, classrooms and curriculum look like the way they are? While education is a universal experience for almost everyone in the modern world, it is also a complex social process influenced by, and itself shapes, the broader society. In this course we will examine the relationships among the primary actors within schools, namely students and their peers, teachers, parents, and administrators, as well as the impact of multiple stakeholders in the society and community. The sociological perspective offers a unique perspective in understanding how schools are being run, how and what students learn, why there are persistent differences in how well students do, and what purposes are being served by

		<p>the schooling process at different times and places. We also pay particular attention to the diverse backgrounds and needs of individual students, their families, their schools and teachers, as well as the changes and challenges arising in the local, national and global contexts in which they found themselves in. Together we will reflect on how education makes all of us, and how we construct the education process collectively.</p>
SSC2253	Social Theory for Critical Thinking	<p>This course aims to enable students to use classical and contemporary social theoretical perspectives to engage in critical analyses of the contemporary social issues of capitalism, bureaucracy and rationalization, religion and ritual, authority and power, the nation-state, social identity, alienation, anomie, stigma, social interaction, deviance, civil society, gender, labor, self, democracy, and social movements. Students will be engaged in reading and discussion of short selections of primary material representative of social thinkers including Karl Marx, Emile Durkheim, Max Weber, Anthony Giddens, Michel Foucault, George Herbert Mead, Erving Goffman, Howard Becker, Manuel Castells, and others. The primary learning objective is for students to develop their capacity for critical and creative thinking on major social issues raised in writings by these social theorists. Whole class and small-group discussions will allow students to extend ideas from theory to students' knowledge and real-life experience and observations.</p>
SSC3307	Individual and Society	<p>As one of the two core courses in this programme to develop students' sociological understanding, this course will introduce sociological perspectives and concepts and examine the two-way relationships between individual and society, history and present, continuity and change at the personal, interpersonal, institutional and community levels.</p> <p>Sociology is the discipline that helps us see the connections between the individual and the wider society, both today and in the past. In this course students are encouraged to suspend their taken-for-granted assumptions about social lives and to critically reflect how everyday experiences, including the ways we think and do, present ourselves, and interact with others affect and are affected by the larger society in which we live. Each week a polemic issue or question will be held up for critical scrutiny, which aims to reveal how personal experiences, desires, thoughts, actions, emotions, decisions, and interactions are closely linked to the interpersonal, historical, cultural, organizational, technological, and global environments that they inhabit. By the end of the course, students will acquire sociological perspectives and concepts and be able to understand how individuals acquire norms and values, develop and construct identities, build social relationships, define boundaries and social differences, and negotiate</p>

		<p>and reinforce inequalities and power in relation to institutional contexts, social structures and global changes. The substantive topics in this course include body, beauty and health; gender and sexualities; families and intimate relationships; social media and self-production; social class and inequalities; education and cultural capital, and so forth.</p> <p>The course encourages students to utilize the sociological lens to reexamine their personal experiences, and hence enhance their self- and social awareness. Students are required to write short reflective journals and document and archive their observations. They are also expected to apply their sociological understanding to examine a community of their choice – be it a family, a student hostel or association, a NGO, a neighbourhood and so on – in a group project in which they have to demonstrate the links between personal issues and public forces and/or to ‘make the familiar strange’.</p>
SSC3308	Globalisation and Social Changes	<p>This course aims to introduce students to knowledge and skills essential for exploring how globalization as an economic, political, cultural, and technological process has shaped social changes, and the consequential impacts on multileveled communities within which people’s senses of power, wealth, and identity are socially constructed. Understanding social changes from macro-sociological perspectives will be central to the course, as will the relevance to contemporary development issues in a variety of communities from global to national and local levels. Students will be engaged in theorizing the world’s historical trajectory resulted in today’s conventional understandings of the world order and modernity, emerging globality, and inquiry-based learning about relevant issues in their immediate communities.</p>
SSC3309	Urban Communities and Liveability	<p>Community has been an important theme in sociology. This course introduces students to sociological perspectives towards community and how debates about community are connected to the issue of liveability. The first part of the course discusses how debates about community were shaped by the early Chicago School and transformed subsequently by the postmodernist turn in sociology. It will also examine the emergence of the critical sociological perspective towards community which highlights the increasing contradiction within urban communities as a result of the rise of neoliberal governmentality in urban development. Building upon the first part of the course, the second part of the course examines issues related to community liveability. It addresses different dimensions of liveability, including culture, health, safety, education, recreation, and environmental quality. It will look at how global cities adopt different community strategies to enhance their liveability and identify the challenges and opportunities in enhancing the liveability of their neighbourhoods. The</p>

		<p>questions the course has in mind include: whether urban liveability is achievable in the age of neoliberalism? To what extent can community development enhance urban liveability? And, how community cohesion is threatened by neoliberal practices such as gentrification?</p>
SSC3310	Qualitative Research Methods	<p>Qualitative research methods are designed to achieve a deep understanding of the meaning of experiences, situations, events, and actions for the people involved in them, as well as the contexts within which people act and the influence of context on their thinking and actions. Qualitative methods are instrumental in studying the nature of, complexities in, and social and cultural challenges faced by society and communities at all levels and scales. Furthermore, by virtue of direct contact between researcher and research participants, qualitative methods are also crucial for constructing knowledge transfer activities between the university and the community. This course thus provides a focused introduction to qualitative research methods, covering the nature and purposes of qualitative research methods, integration of sociological concepts and empirical research questions, methods of qualitative data collection and analysis, and issues of research quality. Specifically, this course focuses on participant observation (fieldwork), documentary analysis, and in-depth qualitative interviews. Assessment tasks are designed to engage students' active community participation while critically reflecting on qualitative research design through first-hand experiences, practical crafts, and public presentation of research results.</p>
SSC4311	Quantitative Research Methods	<p>This course provides an introduction to the use of quantitative methods in the context of sociology, as well as in relation to general research design. The main goal of this course is to offer a basic and nontechnical application of quantitative research. Special attention is also given to the use of statistics in understanding social transformations of communities at different levels, including local, regional, and global. This course will emphasize both conceptual and practical knowledge, including data collection approaches, questionnaire designs, sampling methods, issues of measurement, data cleaning and validation, descriptive and inferential statistics, univariate and bivariate analysis, data visualization techniques, and report writing. Students will learn how to analyze individual, community, and national-level data with specialized computer programs for statistical analysis. The course will also offer a brief introduction of more advanced statistical topics including multiple regression analysis and various modeling techniques. Advanced mathematical knowledge is not required.</p>
SSC4312	Internship for Community Services	<p>The aim of Student Internship is to help students integrate and apply in a real-life setting the knowledge and skills</p>

		they have gained in earlier stages of the programme. As an important learning experience, students will be expected to make use of the conceptual perspectives and methodological skills they have learned in classes in a real-world local or community setting. Interaction between conceptual ideas and practical problems offers students an opportunity to suggest and to try out novel solutions engendered by the conceptual insights they can grasp in addressing community issues. At the same time, limits of a typical local work setting may make them rethink the strength and applicability of the ideas and skills they have acquired. Moreover, the Internship provides practical experience of the challenges faced in both public and private sector workplaces and will assist students in making decisions regarding their career path.
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### Discipline Studies Major Electives Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
GCS4029	Comparative Social Policy	This course explores major social policy challenges and issues confronting societies in Asia, with a particular focus on Greater China. Adopting a comparative approach in analyzing policy formation and implementation, this course will enable students to understand the most recent developments related to major social policy areas like education, health, social welfare, housing, elderly, youth and ethnic minorities in Mainland China, Hong Kong, Taiwan, Macau and other selected cities in Asia. This course also introduces different types of institutions (like the Non-Governmental Organizations) and modes of service delivery (like public private partnership) to students. Students will be engaged in comparing and contrasting major social policy issues of selected Asian societies, and appreciating the complexity of policy formation, implementation and evaluation from comparative perspectives.
TBC	Geographies of Migration	Globalisation has unleashed a set of new socio-economic and political dynamics that transform the population geographies of the world. This course will explore these changing dynamics lead to quantitative and qualitative changes in the pattern of transnational migration. It will examine topical issues such as the geopolitics of refugees; remittance; high-skilled labour migrants; socio-cultural integration of migrants; and environmental refugees. It will also look at the emergence of global migration governance and focus on how different global, national and urban policy actors have been involved in addressing issues related to forced migration. This course will use contemporary examples to illustrate the complex interplay between globalisation, migration and development.
SSC3234	Values Pluralism and Cultural Diversity in Hong Kong	The primary aim of this course is to provide undergraduate students with the ethical, socio-cultural, and historical perspectives to understand and to evaluate

		<p>the claims of values pluralism and development of cultural diversity in contemporary Hong Kong. In view of the evolution of ethnic, religious and other emerging minority groups, it is expected that their interactions with the mainstream Chinese population will give rise to tensions and conflicts in the social, cultural, political, and ethical spheres. While Hong Kong has been taking pride in being a pluralistic and diversified society, people are not always sure what is to be done in order that vulnerable groups including, but not limited to, ethnic minorities, new immigrants, homosexuals, foreign domestic helpers, disabled, refugees, and street-sleepers could be treated fairly and decently. To prepare students to address these tensions and conflicts properly, key concepts such as toleration, secularism, equal opportunities, and major theories such as liberalism, communitarianism, feminism, and multiculturalism, will be introduced and examined in lectures. With the help of these concepts and theories, students would be able to make better sense of conflicts of values, to have more respect for rival conceptions of life, and to understand what it takes to be tolerant and what just treatment of minority group calls for. Through formal lectures, small group discussions in tutorials, and guest lectures, students will be equipped with the conceptual tools, critical thinking skills, and intellectual sympathy necessary for the impartial examination of the claims and concerns of the minorities whose needs, beliefs, and values may differ significantly from the mainstream.</p>
SSC3264	NGOs and Social Innovation	<p>This course aims to equip students with the essential knowledge and skills necessary for managing non-governmental organizations (NGOs). Beginning with an overview of the nature and variety of NGOs, it will then discuss a number of practical issues relating to the establishment and operation of an NGO, e.g., defining its mission, choosing the suitable legal entity, constituting an NGO board, financial management, capacity building, and developing and deploying effective solutions to social and environmental issues. Further, some ethical and governance problems commonly found in NGOs will be examined.</p>
SSC4313	Sports and Community Development	<p>This course aims to enable students to develop an understanding of the relationship between sport and community development. The course is composed of THREE major modules: Theories, Applications and Experiences. The key concepts on the sociology of sports will be introduced in order to understand the issues on community development. We will utilize sociological concepts, theories, and research to critically examine social issues in sport, such as racism, sexism, discrimination and media; and the influence of sport on youth culture, family life, and the economy.</p> <p>The second module will be an exploratory tour on sports and community development. It will examine the</p>

		<p>rationales, strategies, implementation and assessment of community development initiatives for sports-related activities in Hong Kong, Greater China, regional and international contexts. The roles of government, education practitioners, non-profit agencies, as well as health and sports specialists will be discussed and examined.</p> <p>The last module will be an experimental learning. Students will be guided to conduct a thematic fieldwork report and they will have opportunities to interact with front-line practitioners in sports and community development programmes. Each student will have the opportunity to be a discussion leader and facilitate a dialogue with fellow coursemates based on what they have experienced in the fieldwork.</p>
SSC4314	Digital Communities in the Information Age	<p>This course shall equip students with knowledge, concepts, analytical skills and positive attitudes on understanding the nature and complexities of digital communities in the information age. It shall help students to understand problems, issues and challenges facing digital communities in both communal and global contexts. Key concepts such as digitalization, digital communities, digital society, digital works, privacy, online relationships, digital media, digital divide, digital world, and digital citizenship, etc. will be introduced. Empirical case study will be chosen about digital and social transformations of Hong Kong in Greater Bay Area for students to apply their knowledge and examine the interactions between theories and realities. In particular, group discussions, small group analysis, tutorials, and guest lectures shall allow students to apply their learning skills in understanding different digital communal contexts. Lastly, this course shall also help students acquire transferrable and analytical skills through learning activities for their future personal and career development.</p>

### Education Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
GGP1002	Understanding Cultural and Human Geography	<p>This is an introductory course about the processes and spatial patterns of human use of resources and the diversified cultures in a globalizing world. The major topics to be covered are processes that determine the location and distribution of human socio-economic organisations, such as agriculture and food supply. Emphasis will be placed on the processes that govern the development of human organisation and their impacts on the environment.</p>
TBC-level 2	Financial Literacy in the Contemporary Society	<p>This course aims to develop students' financial literacy by equipping them with the knowledge, skills, and attitudes necessary to navigate the financial landscape as responsible citizens, smart consumers, and future educators. The course covers the fundamental principles</p>

		<p>and practical applications of personal finance, including the nature and various uses of money, the role of financial institutions, the principles of personal finance, and the key impacts of technological innovations on global financial development. Students will explore a range of essential financial tools and instruments, such as stocks, bonds, and insurance. The course will also emphasize the ethical considerations and essential principles involved in effective financial management and responsible consumption. Through a combination of theoretical and hands-on learning, the course will provide students with the necessary skills for household budgeting and personal financial planning. More importantly, the course aims to foster positive attitudes toward financial responsibility and informed decision-making, encouraging students to critically engage with financial concepts and appreciate their broader societal implications. By the end of the course, students will not only be well-prepared to make informed decisions for achieving sensible financial behaviours and financial well-being as financially literate individuals but will also be well-equipped with the subject knowledge and attitudes essential for teaching-related issues.</p>
GGP2021	Globalizing China: The People and Development	<p>This course provides students with the knowledge of the evolution of physical, culture and political landscapes of China. Emphasis is placed on the global position of China in terms of social, economic and political development. The course aims to allow students to have a better understanding of the process of economic restructuring and spatial transformation in the context of a rapidly growing socialist country and apply geographical theories to understand the development of China.</p>
SSC1182	Selves and Identities: Negotiation and Challenges	<p>Adolescents will experience a number of physiological, social and psychological changes in approaching adulthood. In this transition process, they will be expected to pursue different roles and identities such as men/women, heterosexuals/homosexuals, independent family members, individual citizens, rational consumers, and useful members of the workforce, but they may also want to explore other possibilities. In doing either, they need to understand themselves in these roles, to make sense of the corresponding identities, and to deal with the doubts, confusions and frustrations in living up to or challenging those roles and identities. In this course, students will be introduced to the socioeconomic, cultural, and political forces that are defining and shaping the roles and identities that adolescents are about to assume. In particular, students are encouraged to uncover and to examine critically the norms and values perpetuated by those roles and identities.</p>
SSC2344	Chinese Culture and Identity	<p>This course teaches contemporary perspectives and issues of Chinese culture, covering its folk practices and material culture. The intertwined relationships between cultural practices and material culture in the context of heritage,</p>

		kinship, gender, emotion, gift exchange, food and religion will be examined. This course will also explore concepts and issues of Chinese cultures such as representation and transformation as well as the complexity of Chinese culture and identity construction in modern China.
GGP3008	Climate Change and Global Warming	This course aims to provide students with knowledge of basic science of climate change and the impacts of contemporary global warming on human societies. The role of human beings on climate change will be critically examined. Mitigation and adaptation measures for global warming will be covered through local and overseas case studies. In addition, sustainable changes of the human behaviour and lifestyle will also be evaluated in the context of climate change adaptation and mitigation.
GGP3022	Global Environmental Issues	This course introduces different global environmental issues and their relationships with contemporary socio-economic and political systems. Major environmental issues related to the atmosphere, the hydrosphere, the lithosphere, and the biosphere are covered by this course. The course covers issues, problems, actors, measures, policies and planning to handle the global environmental challenges. Management of these environmental issues in the context of sustainability will also be examined.
SSC3304	Hong Kong under "One Country, Two Systems"	This course aims at enhancing students' understanding of the concept of "One Country, Two Systems" (OCTS) and its implementation in the Hong Kong Special Administrative Region (HKSAR). It begins by elucidating the historical background of OCTS and some of its essential constitutional arrangements as stipulated in the Basic Law, which include the relationship between the Central People's Government and the HKSAR, the high degree of autonomy, the political structure of HKSAR, the preservation of the common law system, judicial independence, and the protection of human rights. Other related aspects such as the rule of law, law-abidingness, equality before the law, fair and open trial will also be discussed. One important development of OCTS after 1997 is the increasing integration of HKSAR with mainland China. In respect of that, students will study topics such as the concept of Chinese nationality and citizens, recent political/social/economic development of China and their implications to HKSAR, HKSAR's participation in national affairs, and its role in national security. Moreover, how far HKSAR has flourished as a vibrant global city with a diverse culture under OCTS will be examined.
GGP4012	Tourism and Sustainability	Tourism is a global industry of great economic importance, but uncontrolled tourism development and business operations can lead to major negative consequences. This course is an interdisciplinary introduction to the key issues of sustainability and the principles and practices that affect them, with a major focus on tourism, its impacts, and its opportunities. This

		course also comprehensively introduces sustainable practices adopted by different sectors of the tourism industry and evaluates their effectiveness in achieving economic, socio-cultural and environmental sustainability.
SSC4305	Hong Kong in the Greater Bay Area: Opportunities and Challenges	This course aims to analyze the transformation of Hong Kong from a trading port under British rule into a global financial, business and transportation hub in the 21st century and examine how Hong Kong can position itself to seize the opportunities and cope with the challenges as part of the Greater Bay Area (GBA). Multidisciplinary perspectives from political science, sociology and urban studies will be employed to understand the changing political and socio-economic dynamics of the different communities at the local, regional and national levels. Special focus will be placed on the political, social and economic forces that have shaped the development of the entire south China region and the multi-faceted interactions between Hong Kong and other cities in the Pearl River Delta, which is now designated as the GBA, since China embarked on reform and open door policy in late 1978. This course is organized into three parts. Part I offers an historical and conceptual introduction to the study of the south China region. This begins with an overview of the historical evolution of Hong Kong from the colonial era to its establishment as a Special Administrative Region of the People's Republic of China (PRC), the changing social, economic and political links between Hong Kong and Guangdong province, and the developmental experience of this region since the late 1970s. Theoretical approaches in the study of globalization and regional development, such as global cities, global city-regions and regional governance, and their relevance for studying south China would also be critically examined. Part II focuses on several key issues in regional development and cooperation in the GBA, including intergovernmental relations, economic and technological development, demographic flows and boundary management, transportation and infrastructural development, as well as environmental protection and management. Part III explores the challenges and opportunities facing Hong Kong, other key cities in the GBA such as Shenzhen and Guangzhou, and other emerging regions in the Mainland, as well as their prospect in light of China's rise in the 21st century.

### Education Major Electives Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
HIS1001	Study of Pre-modern Chinese History	This course investigates the continuity and changes as well as the interaction among the geographic environment, economic resources and social systems in China from the ancient times to the mid-Qing period by adopting the interdisciplinary approach.

SSC3007	China Studies	In this course, course participants will develop their further and critical understanding of China's domestic policies and foreign relations since the reform and opening-up, and explore the present opportunities and challenges in people's living standards and ways of life, sustainable development, governance of the central government, participation in international affairs, and overall national strength of the country.
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### Pedagogy Major Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
TBC-level 3	Teaching and Learning of Primary Humanities	This course offers students the chance to delve into and become familiar with the curriculum knowledge, pedagogical skills, and assessment strategies necessary for teaching Primary Humanities. It places emphasis on two fundamental curriculum principles of Primary Humanities: life-relevance and enquiry-based learning. Anchoring to these principles, the course covers the key strategies employed in learning, teaching, and assessment within the Primary Humanities domain. Through their engagement with the course, students will also learn how to critically evaluate their own teaching practices in Primary Humanities. Ultimately, students will demonstrate the required pedagogical literacy and competency to effectively develop and implement Primary Humanities curricula.
TBC-level 4	Pedagogical Models and Approaches in Primary Humanities	Students of the course will be introduced to different models, approaches and perspectives that could be adopted in teaching Primary Humanities both within and beyond formal classroom setting. Students will be given opportunities to participate in different tasks that aim not only to enhance their competence in organising inquiry-based classroom and experiential learning activities, but also to familiarise themselves with knowledge, skills and attitudes identified within the Primary Humanities Curriculum Framework. In addition, students will work together with the instructor to explore how creative, innovative and outcome-oriented approaches could be adopted to enrich the learning experiences of learners in this subject. Built upon their experience gained from the course Teaching and Learning of Primary Humanities, students will also learn about how to evaluate their own teaching in Primary Humanities by alternative assessment methods. By the end of the course, students are expected to demonstrate the pedagogical literacy and competency required for the delivery of the Primary Humanities Curriculum Framework.

### Cross-Faculty Core Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
TBC	Cross-Faculty Core Course:	TBC

	Component I	
CFB3007	Cross-Faculty Core Course: Component II – Visits in Greater Bay Area	This course aims to deepen and enrich students' understanding of the development of the Guangdong-Hong Kong-Macau Greater Bay Area (GBA). A GBA visit will be arranged and coordinated by respective faculty/ department(s) / unit(s) for students to gain authentic learning experiences in real-world settings on different themes of GBA development that relate to their field of study. These themes included for example: (i) history and culture, (ii) science and innovation, (iii) economic development, (iv) arts and creative industries, (v) youth innovation and entrepreneurship, and (vi) education and training. Pre-visit briefing/ orientation/ tutorials and post-visit debriefing will be organized to equip students with a range of knowledge and skills to engage in meaningful GBA visit and to enhance their consolidation and self-reflection of learning experiences that gained from the visit. Students will be required to attend all the scheduled briefing/ orientation/ tutorials, debriefing and visit sessions, and to produce a final reflection upon completion of this course.
TBC	Cross-Faculty Core Course: Component III – Various Themes	TBC

### Final Year Project Course List

Course Code	Course Title	Course Synopsis / Outline / Remarks (Optional)
TBC-Level 4	Honours Project I: Research Methods and Proposal	<p>This course aims to develop teachers as learners, researchers, inquirers and knowledge creators in education and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Honours Project II: Research Report. It consists of two parts:</p> <p>Part A “Generic Research Methods” (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in education and related disciplines, and ethical issues in the research process. It emphasises students’ roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of educational research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in educational research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.</p>

		<p>Part B “Methods for Specific Area in Preparation of Honours Project” (1.5 cps) prepares students to develop a proposal for conducting a research-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study), mixed-methods research, research in comparative education and philosophical methods in educational research. Students will be guided to identify a topic, conduct a literature review, select appropriate methods of data collection and analysis/inquiry, and write a proposal.</p>
TBC-Level 4	Capstone Project I: Research Methods and Proposal	<p>This course aims to develop teachers as learners, researchers, inquirers and knowledge creators in education and their related disciplines; and prepare them for conducting a research-based or an inquiry-based project in Capstone Project II: Project Output. It consists of two parts:</p> <p>Part A “Generic Research Methods” (1.5 cps) introduces basic research knowledge and principles of research methods for students to use and/or conduct research in education and related disciplines, and ethical issues in the research process. It emphasises students’ roles as users of research as well as researchers themselves and the process of action research and/or action learning. Topics include recognising the value of educational research, understanding the process of research, the search and effective use of literature, identifying research topic and questions, features of research proposal and research report, ethical issues in educational research and reliability and validity of different research methods. Students study short online units and attend face-to-face tutorials in which they are guided to connect and consolidate online learning with in-class learning activities. The assessment tasks include online and in-class exercises on research methods.</p> <p>Part B “Methods for Specific Area in Preparation of Capstone Project” (1.5 cps) prepares students to develop a proposal for conducting a project-based study in their chosen areas. Topics may include understanding the purposes and methods of sampling, quantitative research methods (e.g., survey research, experimental study, descriptive statistics and correlation, inferential statistics and data analysis with SPSS), qualitative research methods (e.g., interview, observation, documents and artefacts, case study), mixed-methods research, research in comparative education and philosophical methods in educational research. Students will be guided to identify a topic, conduct a literature review, select appropriate</p>

		methods of data collection and analysis/inquiry, write a proposal, and create a demonstration/ visualization of the project idea.
TBC-Level 4	Honours Project II: Research Report	This course is a continuation of the Honours Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It provides opportunities for students to conduct research independently under the guidance of their supervisors. Students are expected to finalize their initial project proposal first. By the end of the course, students are expected to present their research findings and submit a research report.
TBC-Level 4	Capstone Project II: Project Output	This course is a continuation of the Capstone Project I: Research Methods and Proposal, and serves as a culminating academic and intellectual experience for students. It is an inquiry-oriented learning avenue that enables our students to consolidate, integrate, and reflect on their undergraduate experiences for transiting to (and even celebrating) their upcoming post-graduation life – such as entering the workplace. Students are expected to complete an individual project. They will first refine their original project proposal from Capstone Project I: Research Methods and Proposal. By the end of the course, they are expected to create a project output, present on it, and submit a project report.