Faculty/ Departmental Courses Offered by Other Faculties/Departments

To allow students to gain access to the expertise of different disciplines, Faculties and Departments are encouraged to open their postgraduate courses to all RPg students. RPg/TPg courses not included in this list may still be considered on a case-by-case basis. Interested students should submit the form "Application for Change of Faculty/Departmental Course Enrolment" to your home Faculty Office no later than two weeks after the commencement of the course, unless otherwise required by individual Faculties.

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Arts
The University of Hong Kong

Last update: July 25, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
BSTC6013	Buddhism in Tibetan contexts: history and doctrines	RPG/TPG	/	Sep 1 - Nov 17, 2022 (Thrusday)	18:30 – 21:30	CPD2.37	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC6024	Special topics in Buddhist studies (1): Applying Buddhist Teachings in Contemporary Contexts: Challenges and Opportunities	RPG/TPG	/	Sep 3 - Nov 26, 2022 (Saturday)	14:30 – 17:30	CPD3.28	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC6052	Study of important Buddhist meditation texts	RPG/TPG	/	Sep 6 - Nov 29, 2022 (Tuesday)	18:30 – 21:30	CPD-LG.18	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC6079	Early Buddhism: a doctrinal exposition	RPG/TPG	/	Sep 5 - Nov 28, 2022 (Monday)	18:30 – 21:30	MB217	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC7006	Pali I	RPG/TPG	/	Sep 3 - Nov 26, 2022 (Saturday)	18:30 – 21:30	CPD2.58	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/

BSTC7008	Sanskrit I	RPG/TPG	/	Sep 3 - Nov 26, 2022 (Saturday)	10:30 – 13:30	CPD2.37	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC7010	Classical Tibetan I	RPG/TPG	/	Sep 3 - Nov 26, 2022 (Saturday)	18:30 – 21:30	CPD2.37	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC7112	Buddhist ethics	RPG/TPG	/	Sep 7 - Nov 23, 2022 (Wednesday)	18:30 – 21:30	CPD3.28	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
BSTC7120	Buddhist psychology and mental cultivation	RPG/TPG	/	Sep 1 - Nov 18, 2022 (Thrusday)	18:30 – 21:30	CPD3.28	3	https://www.buddhism.hku.hk/p01_sub_req.htm	Mr. Ben Yu cwyben@hku.hk	/
CHIN6002	Special Topics in Chinese Studies	RPG	/	Detailed course information depends on the UG/MA course selected for fulfillment of CHIN6002			/	https://web.chinese.hku.hk/en/postgraduate/programme_information/ https://web.chinese.hku.hk/en/timetable/	Ms. Grann Wong grann.wong@hku.hk	Cantonese or Putonghua

Updated on 25/5/2022

Timetable for Master of Buddhist Counselling 2022-2023 (First Semester)

	2:30 – 5:30 pm		6:30 – 9:30 pm
Monday			BSTC7602 Spiritual formation through contemplative practices[#1,2] (Dr. George Lee, Ven. Hin Hung & Ms. Janet Lau)
Tuesday			
Wednesday			
Thursday			BSTC7600 Theories and practice in Buddhist counselling I[#1] (Dr. George Lee & Dr. Jessica Tang)
Friday			BSTC7606 Buddhist homiletics: The art of presenting Buddhist teachings (Ven. Dr. Fa Ren, Ven. Hin Hung, Dr. Amrita Nanda, Mr. Walter Ngai, Ms. Laura Cozijnsen)
Saturday	BSTC7608 Buddhist mediation (online course)[#2] (Dr. H.S.Y. Yuen)		
Sunday		BSTC7605 Being with the elderly, sick and dying (Ven. Dr. Sik Hin Yan)	

Remarks:

#1 Foundation course

#2 This course has special teaching schedule

Timetable for Master of Buddhist Counselling 2022-2023 (Second Semester)

	2:30 – 5:30 pm	6:30 – 9:30 pm
Monday		BSTC7601 Theories and practice in Buddhist counselling II[#1] (Dr. George Lee & Dr. Jessica Tang)
Tuesday		
Wednesday		
Thursday		BSTC7603 Dharma Therapy (Ven. Hin Hung & Dr. Jennifer Yim)
Friday		BSTC7607 Buddhist liturgy and rituals (Ven. Dr. Fa Ren, Dr. Amrita Nanda & Ven. Dr. Phuntsok Wangchuk)
Saturday	BSTC7604 Awareness training program[#2] (Ven. Hin Hung & Dr. Bonnie Wu)	
Sunday		

Remarks:

#1 Foundation course

#2 This course has special teaching schedule

(Last updated July 14, 2022)

Timetable for Master of Buddhist Studies 2022-2023 (First Semester)

Teaching period: Sept 1 – Nov 30, 2022

	10:30 am – 1:30 pm	2:30 – 5:30 pm	6:30 – 9:30 pm
Monday			BSTC6079 Early Buddhism [#1] (Dr. G.A. Somaratne)
Tuesday			BSTC6052 Study of important Buddhist meditation texts (Ven. Sik Hin Hung)
Wednesday			BSTC7112 Buddhist ethics (Dr. C.Z. Pu)
Thursday			BSTC6013 Buddhism in Tibetan contexts: history and doctrines (Dr. G.T. Halkias)
Friday			BSTC7120 Buddhist psychology and mental cultivation (Dr. G.A. Somaratne)
Saturday	BSTC6011 Buddhist mediation [#2] (Dr. H.S.Y. Yuen) *(Online Class)*	BSTC6024 Special topics in Buddhist studies (1): Applying Buddhist Teachings in Contemporary Contexts: Challenges and Opportunities (Dr. Tony Chui, Ven. Sik Hin Hung, Dr. Bonnie Wu & Dr. Ernest Ng)	BSTC7010 Classical Tibetan I (Ven. Dr. Phuntsok Wangchuk)
	BSTC7008 Sanskrit I (Dr. Amrita Nanda)		BSTC7006 Pali I (Dr. Barua Dipen)
	Remarks: #1 Foundation course #2 This course has a special schedule. Please refer to page 3 for details. *Class venue will be available in August.*		Courses for Capstone Experience BSTC8011 = BSTC6011 BSTC8013 = BSTC6013 BSTC8024 = BSTC6024 BSTC8052 = BSTC6052 BSTC8112 = BSTC7112 BSTC8120 = BSTC7120

Teaching period: Jan 16 – Apr 29, 2023

Timetable for Master of Buddhist Studies 2022-2023 (Second Semester)

	10:30am – 1:30pm	2:30 – 5:30 pm	6:30 – 9:30 pm
Monday			BSTC6044 History of Chinese Buddhism (Dr. Guang Xing)
Tuesday			BSTC6002 Mahayana Buddhism [#1] (Ven. Sik Hin Hung)
Wednesday			BSTC7121 Chinese Buddhist Texts: A Survey and Sample Readings (Dr. C.Z. Pu)
			BSTC7003 Dunhuang Buddhist art and culture (Dr. C.H. Tsui)
Thursday			BSTC6032 History of Indian Buddhism: a general survey (Dr. M.Y. Gao)
Friday			BSTC7607 Buddhist liturgy and rituals (Ven. Dr. Fa Ren, Dr. Amrita Nanda & Ven. Dr. Phuntsok Wangchuk)
Saturday	BSTC7009 Sanskrit II (Dr. Amrita Nanda)		BSTC7011 Classical Tibetan II (Ven. Dr. Phuntsok Wangchuk)
			BSTC7007 Pali II (Dr. Barua Dipen)
Sunday		BSTC6006 Counselling and pastoral practice (Ven. Dr. Sik Hin Yan)	
	Remarks: #1 Foundation course *Class venue will be available in August.*		Courses for Capstone Experience BSTC8003 = BSTC7003 BSTC8006 = BSTC6006 BSTC8032 = BSTC6032 BSTC8044 = BSTC6044 BSTC8121 = BSTC7121 BSTC8607 = BSTC7607

Special schedule of BSTC6011/BSTC8011 Buddhist mediation

<table>
<tr><th>Class</th><th>Date</th><th>Time
(Hong Kong Time)</th><th>Teaching mode</th><th>Venue</th></tr>
<tr><td>1</td><td>3 September, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td><td>In person or via Zoom</td><td>TBC</td></tr>
<tr><td>2</td><td>10 September, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td><td rowspan="5">Online via pre-recorded lecture</td><td rowspan="5">(Video link will be available in course moodle)</td></tr>
<tr><td>3</td><td>17 September, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td></tr>
<tr><td>4</td><td>24 September, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td></tr>
<tr><td>5</td><td>8 October, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td></tr>
<tr><td>6</td><td>22 October, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td></tr>
<tr><td>7</td><td>29 October, 2022 (Sat)</td><td>10:30 am – 1:30 pm</td><td rowspan="3">In person or via Zoom</td><td>TBC</td></tr>
<tr><td rowspan="2">Full-day workshop</td><td>6 November, 2022 (Sun)</td><td>9:30 am – 6:30 pm (Full day)</td><td>TBC</td></tr>
<tr><td>13 November, 2022 (Sun)</td><td>9:30 am – 6:30 pm (Full day)</td><td>TBC</td></tr>
</table>

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Business and Economics
The University of Hong Kong

Last update: August 29, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
ACCT6018	The Philosophy of Economics and Its Implications for Accounting and Finance	RPG	/	Sep 5 - Nov 28, 2022 (Mondays)	9:30 - 12:30	KK1121	3	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/
ACCT6019	Capital Market Research in Accounting	RPG	/	Sep 5 - Nov 28, 2022 (Mondays)	14:30 - 17:30	KK1121	10	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	For Year 2 or above students
ECON6002	Selected Topics in Microeconomics I	TPG	/	Aug 29 - Nov 21, 2022 (Mondays)	14:00 - 17:00	KKL (TBC)	2	https://www.fbe.hku.hk/mecon/	Ms. Celine Cheung celinehy@hku.hk	/
ECON6054	Graduate Seminar in Economics	RPG	/	Sep 1 - Nov 24, 2022 (Thursdays)	14:30 - 16:30	KK1211	3	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	Full-year course
FINA6017	Corporate Finance Theory	RPG	/	Sep 6 - Nov 29, 2022 (Tuesdays)	13:30 - 16:30	KK1235	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	First half of the course will be conducted in online mode
FINA6052	Empirical Asset Pricing	RPG	/	Sep 1 - Nov 24, 2022 (Thursdays)	13:30 - 16:30	KK1119	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/

IIMT6004	Research Methodologies in Information Systems	RPG	/	Sep 2 - Nov 11, 2022 (Fridays)	9:30 - 12:30	KK1235	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/
IIMT6015	Research Methodologies in Operations Management	RPG	/	Oct 6 - Dec 1, 2022 (Thursdays) + Nov 30 (Wed)	9:30 - 12:30	KK1119	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/
IIMT6016 (FY)	Research Seminars in Operations Management	RPG	/	Oct 18 - Nov 29, 2022 (Tuesdays)	13:30 - 16:30	KK1121	2	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	Full-year course
MGMT6008	Research Seminars in Human Resources Management and Organisational Behaviour I	RPG	/	Sep 6 - Nov 22, 2022 (Tuesdays)	9:30 - 12:30	KK1119	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/
MKTG6002	Research Seminars in Marketing I: Consumer Behaviour	RPG	/	Sep 6, 13, 20, 27; Oct 11, 25; Nov 1, 8, 15, 22 (1330-1730), 2022	13:30 - 17:00	KK1119	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/
STRA6014	Research Seminars in Strategic Management I	RPG	/	Sep 8 - Nov 17, 2022 (Thursdays)	13:30 - 16:30	KK1121	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/
STRA6016	Organizational Economics and Business Strategy I	RPG	/	Sep 5 - Nov 28, 2022 (Mondays)	14:30 - 17:30	KK910	5	https://www4.fbe.hku.hk/phd/course/phd-mphil	Ms. Celine Cheung celinehy@hku.hk	/

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Dentistry
The University of Hong Kong

Last update: July 25, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
DENT6023	Oral epidemiology and clinical research methodology	RPG	/	Oct 11 - Dec 20, 2022 (Tuesdays)	9:00 - 12:00	PPDH Lecture Theatre II	3	https://facdent.hku.hk/	Ms. Carrie Chan wcwy@hku.hk	/

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Education
The University of Hong Kong

Last update: July 25, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
EDUR7057	Experimental Design (Part A)	RPG	EEDD6701; or EDUR6020 & EDUR6021; or A graduate course that covers inferential statistics is required.	Sep 22, 29; Oct 6 and 13, 2022 (Thu)	18:30 - 21:30	MB142	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the attached course outline
EDUR7059	Experimental Design (Part B)	RPG	EDUR7057; or a course that covers the formulation, analysis, and interpretation of the two-way factorial design	Oct 20, 27; Nov 3 and 10, 2022 (Thu)	18:30 - 21:30	MB122	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the attached course outline

EDUR7056	Regression (Part A)	RPG	EEDD6701; or EDUR6020 & EDUR6021; or A graduate course that covers inferential statistics is required.	Sep 20, 27; Oct 11 and 18, 2022 (Tue)	18:30 - 21:30	MB142	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the attached course outline
EDUR7058	Regression (Part B)	RPG	EDUR7056; or a course that covers the basic formulation, analysis, and interpretation of multiple regression models	Oct 25; Nov 1, 8 and 15, 2022 (Tue)	18:30 - 21:30	MB142	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the attached course outline
EDUR7114	Qualitative Interviewing	RPG	Prior significant familiarity with qualitative research and qualitative data collection is required.	Oct 20, 27; Nov 3 and 10, 2022 (Thu)	18:30 - 21:30	MB142	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the special note on course outline
EDUR7115	Qualitative Data Analysis Through Coding	RPG	Prior significant familiarity with qualitative research and qualitative data collection is required.	Nov 17, 24; Dec 1 and 8, 2022 (Thu)	18:30 - 21:30	MW103	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the special note on course outline

EDUR8201	Educational Assessment	RPG	/	Oct 19, 26; Nov 2, 9, 16, 23, 30; and Dec 7, 2022 (Wed)	18:30 - 21:30	MWT3	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Please refer to the attached course outline
EDUR8302	Multi-Modal Discourse Analysis for Research and Applications in Multiple Disciplines	RPG	/	Sep 19; Oct 3, 17, 24, 31; Nov 7, 14; and Dec 5, 2022 (Mon)	18:30 - 21:30	KKLG106	/	https://web.edu.hku.hk/	Ms. Triffic Cheung trifficc@hku.hk	Instructor's approval: student will need to contact the instructor with justifications on how this course is related to his/her current and/or future research work

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR7057 Experimental Design (Part A)

Introduction

This is a two-part course that focuses on techniques for analyzing experimental data. The course will introduce student to various models and procedures that can be used in experimental design. In each of the four meetings, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS.

Teacher(s)

Professor Jimmy DE LA TORRE

Course objectives

The objectives of the course are to help students 1) gain the conceptual and statistical knowledge needed to properly design and analyze data from experiments; 2) understand the assumptions, requirements, and limitations of analysis of variance (ANOVA); 3) develop the language and concepts necessary for interpreting and reporting results from experiments; and 4) gain facility to implement ANOVA in SPSS.

Course duration

12 hours

Course topics

For Part A, below are the topics that will be covered in each meeting.

Meeting 1 will introduce the single-factor design (i.e., design with a single independent variable). Specifically, its assumptions, formulation, interpretation, as well as estimation and the inferences it supports will be discussed.

Meeting 2 will discuss specific hypotheses in the form of orthogonal contrasts to analyze data from a single-factor design. Analysis of trend for some type of dependent variables will also be covered in this meeting.

Meeting 3 will discuss the difference between planned and post hoc contrasts. Various procedures and their appropriate use will be presented. The meeting will also discuss power and effect size.

Meeting 4 will introduce the two-way factorial design (i.e., design with two independent variables). It will discuss the concept of and definition of an interaction, the statistical model and computation for two-way analysis, as well as blocking, effect size, sample size, and power.

Course learning outcomes

1. To provide students with the knowledge that will allow them to properly design experimental studies and analyze experimental data; and
2. To provide students with the skills that will allow them to implement a software package that performs ANOVA and related methods

Key readings

- Keppel, G., & Wickens, T. D. (2004). *Design and analysis: A researcher's Handbook (4th ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.	*Outcomes 1 and 2*

Minimum attendance requirement

Students are expected to attend all lectures.

Course pre-requisite

1. EEDD6701 Research Methods I; or
2. EDUR6020 Quantitative Research Methods I & EDUR6021 Quantitative Research Methods II; or
3. A graduate course that covers inferential statistics is required.

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR7059 Experimental Design (Part B)

Introduction

This is a two-part course that focuses on techniques for analyzing experimental data. The course will introduce student to various models and procedures that can be used in experimental design. In each of the four meetings, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS.

Teacher(s)

Professor Jimmy DE LA TORRE

Course objectives

The objectives of the course are to help students 1) gain the conceptual and statistical knowledge needed to properly design and analyze data from experiments; 2) understand the assumptions, requirements, and limitations of analysis of variance (ANOVA); 3) develop the language and concepts necessary for interpreting and reporting results from experiments; and 4) gain facility to implement ANOVA in SPSS.

Course duration

12 hours

Course topics

For Part B, below are the topics that will be covered in each meeting.

Meeting 1 will discuss comparisons for marginal means and analyses of simple effects, as well as various ways of analyzing different types of interaction in the context of a two-way factorial design. In addition, the concept of multiple tests and methods for controlling Type I error will be covered.

Meeting 2 will cover the single-factor within-subject (or repeated-measure) design, where each subject is exposed to all the treatment conditions of a factor. In addition to the analysis of such a design, the advantages and limitations, model formulation, and assumption of the design will be discussed. The concept of counterbalancing will also be introduced.

Meeting 3 will present the two-factor within-subject design, which is another repeated-measures design where each subject receives all the treatment combinations that can arise from crossing the levels of two factors. It will cover the various types of analyses associated with the design, model formulation and assumptions, and counterbalancing involving one or both factors.

Meeting 4 will discuss the two-factor mixed design, where each subject receives all levels of one factor, and only one level of the other factor. The model formulation and assumption, overall analysis, multivariate alternative, and treatment of unequal sample sizes will be covered. In addition, various

analyses pertaining to the between-subject factor, within-subject factor, and interaction will also be considered.

Course learning outcomes

1. To provide students with the knowledge that will allow them to properly design experimental studies and analyze experimental data; and
2. To provide students with the skills that will allow them to implement a software package that performs ANOVA and related methods

Key readings

- Keppel, G., & Wickens, T. D. (2004). *Design and analysis: A researcher's Handbook (4th ed.)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.	*Outcomes 1 and 2*

Minimum attendance requirement

Students are expected to attend all lectures.

Course pre-requisite

EDUR7057 Experimental Design (Part A), or a course that covers the formulation, analysis, and interpretation of the two-way factorial design

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR7056 Regression (Part A)

Introduction

This is a two-part course that focuses on techniques for analyzing non-experimental data, primarily multiple regression analysis. The course will introduce student to various models and procedures that can be used in regression analysis. In each meeting, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS when applicable.

Teacher(s)

Professor Jimmy DE LA TORRE

Course objectives

The objectives of the course are to help students 1) gain an understanding of how data are analyzed and interpreted in non-experimental research; 2) recognize the different situations under which the use of multiple regression analysis is appropriate; 3) learn various ways of formulating regression models, and 4) implement standard and nonstandard regression analyses in SPSS.

Course duration

12 hours

Course topics

For Part A of the course, below are the topics that will be covered in each meeting.

Meeting 1 will introduce the simple linear regression model (i.e., model with a single predictor). In addition to its assumptions, formulation and interpretation, its estimation and the inferences it supports will be discussed. The relationship between the simple linear regression model and the correlation coefficient will be examined.

Meeting 2 will focus on ascertaining the appropriateness of the fitted regression model. Different diagnostics will be examined to determine the extent to which the model assumptions can be considered appropriate. A number of remedial measures will be introduced to address different potential model violations.

Meeting 3 will introduce the simplest multiple regression model (i.e., model with two predictors). To understand how the model works in general, the matrix approach to linear regression model will be briefly discussed and illustrated. Similarities and differences between the simple and multiple regression models in terms of assumptions, interpretation, and estimation will be discussed.

Meeting 4 will give an in-depth discussion of the multiple regression model. Due to its more complex nature, different interpretations that can be derived from a multiple regression model will be emphasized. In addition, extensions of the model to cover nonlinear relationships will be discussed.

Course learning outcomes

1. To provide students with the knowledge that will allow them to recognize the use of appropriate models and procedures for regression analysis; and
2. To provide students with the skills that will allow them to implement a software package that performs multiple regression analysis

Key readings

- Kutner, M., Nachtsheim, C., &, Neter, J. (2005). *Applied Linear Regression Models (4th ed.)*. New York: McGraw Hill.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.	*Outcomes 1 and 2*

Minimum attendance requirement

Students are expected to attend all lectures.

Course pre-requisite

1. EEDD6701 Research Methods I; or
2. EDUR6020 Quantitative Research Methods I & EDUR6021 Quantitative Research Methods II; or
3. A graduate course that covers inferential statistics is required.

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR7058 Regression (Part B)

Introduction

This is a two-part course that focuses on techniques for analyzing non-experimental data, primarily multiple regression analysis. The course will introduce student to various models and procedures that can be used in regression analysis. In each meeting, the theoretical foundation of these procedures will be discussed; in addition to worked out examples, students will also have the opportunity to implement these procedures in SPSS when applicable.

Teacher(s)

Professor Jimmy DE LA TORRE

Course objectives

The objectives of the course are to help students 1) gain an understanding of how data are analyzed and interpreted in non-experimental research; 2) recognize the different situations under which the use of multiple regression analysis is appropriate; 3) learn various ways of formulating regression models, and 4) implement standard and nonstandard regression analyses in SPSS.

Course duration

12 hours

Course topics

For Part B of the course, below are the topics that will be covered in each meeting.

Meeting 1 will cover the use of quantitative and qualitative predictors in multiple regression models. It will discuss polynomial regression models, different ways of coding qualitative predictors, models with different types of predictors, and interaction models. In addition to model formulations, interpretation of the different models will be emphasized.

Meeting 2 will introduce Analysis of Covariance (ANCOVA) for situations where qualitative variables are of primary interest, and quantitative variables are used simply as covariates or control variables. The meeting will cover the rationale for using ANCOVA, as well as its underlying assumptions.

Meeting 3 will cover how the “best” multiple regression models can be selected and validated. Various criteria and procedures for model selection, as well as strategies for model validation will be discussed.

Meeting 4 will focus various diagnostics that can be used to examine the appropriateness of a multiple regression model. Problems unique to regression models with multiple predictors such as outlying observations in multidimensional space and multicollinearity will be emphasized. Remedial measures that can be used to address these problems will also be discussed.

Course learning outcomes

1. To provide students with the knowledge that will allow them to recognize the use of appropriate models and procedures for regression analysis; and
2. To provide students with the skills that will allow them to implement a software package that performs multiple regression analysis

Key readings

- Kutner, M., Nachtsheim, C., &, Neter, J. (2005). *Applied Linear Regression Models (4th ed.)*. New York: McGraw Hill.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Students will have to complete four homework assignments for the materials covered in the four meetings. An assignment will be given after each meeting, and will be due the week after. The homework assignments will consist of problems pertaining to computation, computer implementation, and interpretation of results. Each homework assignment will be worth 25% of the final score. A final score of at least 80% is needed to pass the course.	*Outcomes 1 and 2*

Minimum attendance requirement

Students are expected to attend all lectures.

Course pre-requisite

EDUR7056 Regression (Part A), or a course that covers the basic formulation, analysis, and interpretation of multiple regression models

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR7114 Qualitative Interviewing

Introduction

This course covers the main theoretical foundations as well as some practical considerations in collecting interview data in qualitative research. It is aimed at graduate students who are already well familiar with theory and practice in qualitative inquiry and want to specifically deepen their understanding of interviewing as perhaps the most widely used qualitative data collection procedure. The starting point of the course is a consideration of how constructivist epistemological perspectives shape the foundation of qualitative interviews. On this basis, the course proceeds to address theoretical aspects of conceptualizing and planning interviews in qualitative studies as well as some practical issues in interviewing. Students' involvements in this course centrally include reading some essential texts on qualitative interviewing, critically reflecting on these reading sources based on their own views and experiences, and employing their theoretical understanding in conducting a few qualitative interviews.

NOTE: This is not an introduction to research methods or even an advanced course of qualitative methodology. It is a highly specialized course for students who have prior ideas and/or engagement with qualitative inquiry and intend to focus on interviewing more specifically and gain more profound insights into qualitative data collection through interviews.

Teacher(s)

Dr Seyyed-Abdolhamid Mirhosseini

Course objectives

The course aims to provide insights and abilities that can enhance students' understanding of and engagement with data collection through qualitative interviews. On the one hand, the goal of the course is to equip students with a profound understanding of theoretical and conceptual bases of interviewing and interview data based on philosophical foundations of qualitative research. On the other hand, the purpose of the curse is to help students employ their theoretical views in planning actual interviews and considering practical aspects of conducting qualitative interviews. More specifically, the course sets as its goals to provide students with the opportunity to (1) understand how qualitative interviewing is connected with the epistemological foundations of qualitative inquiry, (2) reflect on the difference between qualitative research questions and more specific interview questions, and develop preliminary plans for interviews, (3) hone their interviewing ability based on a conceptualization of qualitative interviews as constructivist processes, and (4) learn how to deal with some important practical challenges of collecting interview data in qualitative research. Achieving these goals can equip students with the theoretical knowledge and practical ability required for understanding and conducting qualitative interviews.

Course duration

12 hours

Course topics

Section 1: Qualitative epistemologies and research questions
Section 2: From research questions to interview questions/plans
Section 3: Co-constructing the interview process and outcome
Section 4: Some practicalities of conducting qualitative interviews

Course learning outcomes

Upon completion of this course, students should be able to:

1. Discuss how qualitative interviewing as a data collection procedure is connected with the constructivist epistemological foundations of qualitative;
2. Differentiate overarching qualitative research questions and more specific interview questions and be able to develop interview plans on this basis;
3. Conceptualize qualitative interviews as processes of co-constructing ideas and understandings by researchers and interview participants; and
4. Understand the main practical challenges in collecting data through qualitative interviewing and be able to tackle them in the process of conducting a few actual interviews.

Key readings

REQUIRED READING

Section 1. Qualitative Epistemologies and Research Questions

- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 1, Ways of knowing and knowledging**; **Chapter 2, Conceptualizing research questions**.

Section 2. From Research Questions to Interview Questions/Plans

- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Malden: Blackwell, **Chapter 7, Interview planning and design: Structuring, wording, and questioning**.

Section 3. Co-constructing the Interview Process and Outcome

- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: The Guilford Press, **Chapter 1, The foundations of interviewing as qualitative inquiry**.

Section 4. Some Practicalities of Conducting Qualitative Interviews

- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Malden: Blackwell, **Chapter 8, Interview practice: Embodied, mediated, and focus-group approaches**.

FURTHER READING

Section 1. Qualitative Epistemologies and Research Questions

- Kress, T. M. (2011). *Critical praxis research: Breathing new life into research methods for teachers.* Dordrecht: Springer, **Chapter 3, Positivist research, death of the self**.
- Agee, J. (2009). **Developing qualitative research questions: A reflective process**. *International Journal of Qualitative Studies in Education*, 22(4),431–447.

Section 2. From Research Questions to Interview Questions/Plans

- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: The Guilford Press, **Chapter 3, Planning the interview**.
- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 5, Collecting interview data**.

Section 3. Co-constructing the Interview Process and Outcome

- Mason, J. (2002). **Qualitative interviewing: Asking, listening and interpreting**. In T. May (Ed.), *Qualitative research in action* (pp. 225–241). London: Sage.
- Foley, L. (2012). **Constructing the respondent**. In J. Gubrium, J. Holstein, A. Marvasti, & K. McKinney (Eds.), *The Sage handbook of interview research: The complexity of the craft* (2nd ed.) (pp. 305–316). London: Sage.

Section 4. Some Practicalities of Conducting Qualitative Interviews

- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco: Jossey-Bass, **Chapter 5, Conducting effective interviews**.
- Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). Hoboken: Wiley, **Chapter 4, In-Depth Interviewing**.

SOURCES FOR IN-DEPTH STUDY

- Gubrium, J., Holstein, J., Marvasti, A., & McKinney, K. (Eds.). (2012). *The Sage handbook of interview research: The complexity of the craft* (2nd ed.). London: Sage.
- Josselson, R. (2013). *Interviewing for qualitative inquiry: A relational approach*. New York: The Guilford Press.
- Mann, S. (2016). *The research interview: Reflective practice and reflexivity in research processes*. London: Palgrave Macmillan.
- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. London: Sage.
- Roulston, K. (2019). *Interactional studies of qualitative research interviews*. Amsterdam: John Benjamins.
- Schostak, J. (2006). *Interviewing and representation in qualitative research*. Berkshire: Open University Press.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). New York: Teachers College Press.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Formative assessment (50%) Students will write reflective reviews of the covered materials (up to 500 words for each one of the four sections). The required texts are to be read prior to each class meeting and students are expected to participate in class discussions with their questions, comments, and reflections linking the discussions to their own research. The review note for each section and participation in the class meeting for that section will be assessed as one unit. Note: Three Pass scores out of four needed for overall Pass	Outcomes 1, 2, 3 and 4

Summative assessment (50%) Based on the issues covered in the course, students will conduct at least one qualitative interview related to their own area of study and will report it along with the transcript. The format and details of the report will be specified during class meetings. (Up to 2000 words, all inclusive)	Outcomes 1, 2, 3 and 4

Minimum attendance requirement

Three out of four sessions – Students who fail to attend at least three sessions will fail the course.

Course pre-requisite

Prior significant familiarity with qualitative research and qualitative data collection is required.

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR7115 Qualitative Data Analysis Through Coding

Introduction

This course focuses on different stages of coding as the most widely used procedure of qualitative data analysis. The course is designed for graduate students who are already well familiar with the theory and practice of qualitative inquiry and have been engaged in collecting at least one type of qualitative data but want to specifically deepen their understanding and ability of data analysis through coding. The course starts with an overview of the nature of qualitative research questions and the underlying logic and thinking process of coding as a method of data analysis. Then it proceeds to cover the (manual or computer-assisted) qualitative data coding in three stages: early steps of dealing with qualitative data through initial (open) coding; focused and axial coding in search of emerging patterns and themes; and developing new data-based concepts and ideas through theoretical coding. Students' involvements during the course centrally include reading some essential texts on data analysis through coding, critically reflecting on these reading sources based on their own views and experiences, and employing their theoretical understanding in the actual process of a small-scale data analysis project.

NOTE: This is not an introduction to qualitative research or even an advanced course of qualitative methodology. It is a highly specialized course for students who have prior ideas and/or engagement with qualitative data and intend to specifically gain profound insights and abilities regarding qualitative data analysis through coding procedures.

Teacher(s)

Dr Seyyed-Abdolhamid Mirhosseini

Course objectives

The course aims to provide insights and activities that can enhance students' understanding and ability of analyzing qualitative data through coding procedures. Along with involving students in theoretical reflections and deepening their views of the nature of data and the features of data analysis in qualitative inquiry, the course engages them in the actual process of analyzing their own collected bodies of data in different stages of (manual or computer-assisted) data coding. More specifically, the course sets as its goals to provide students with the opportunity to (1) understand the logic of categorical thinking as the theoretical foundation of qualitative data analysis through coding, (2) learn how to engage with their raw qualitative data in the process of initial (open) coding, (3) further analyze their initial codes and look for emerging patterns and themes through focused and axial coding, and (4) develop new understandings and conceptualizations grounded in their qualitative data through theoretical coding. Involvement in a learning process based on these objectives can equip students with the required theoretical understanding and practical ability to analyze different bodies of qualitative data through coding.

Course duration

12 hours

Course topics
Section 1: Research questions and categorical thinking
Section 2: Initial coding of raw qualitative data
Section 3: Focused and axial coding of early codes
Section 4: Theoretical coding toward conceptualization

Course learning outcomes

Upon completion of this course, students should be able to:

1. Discuss similarity-based (categorical) approaches as the basis of coding methods in qualitative data analysis;
2. Engage with raw qualitative data and conduct preliminary analysis of bodies of data collected through procedures like interviews and observations in initial (open) coding;
3. Work with initially coded qualitative data in the process of focused and axial coding and look for patters of ideas emerging from data in search of coherent conceptual themes; and
4. Conceptualize their findings and address their research problem based on emerging concepts grounded in their qualitative data.

Key readings

REQUIRED READING

Section 1. Research Questions and Categorical Thinking
- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 2, Conceptualizing research questions**.
- Freeman, M. (2017). *Modes of thinking for qualitative data analysis*. London: Routledge, **Chapter 2, Categorical thinking**.

Section 2. Initial Coding of Raw Qualitative Data
- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Malden: Blackwell, **Chapter 9, Data analysis basics: A phronetic iterative approach**.

Section 3. Focused and Axial Coding of Early Codes
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London: Sage, **Chapter 3, Coding in grounded theory practice**.

Section 4. Theoretical Coding Toward Conceptualization
- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. London: Palgrave Macmillan, **Chapter 7, Data analysis through coding**.

FURTHER READING

Section 1. Research Questions and Categorical Thinking
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. London: Sage, **Chapter 1, Preparing the way: Laying the foundations for analysis**.
- Maxwell, J. A. & Chmiel, M. (2014). **Notes toward a theory of qualitative data analysis**. In U. Flick. (Ed.), *The Sage handbook of qualitative data analysis* (pp. 21–34). London: Sage.

Section 2. Initial Coding of Raw Qualitative Data

- Auerbach, C. & Silverstein, L. (2003). *Qualitative data: An introduction to coding and analysis*. New York: New York University Press, **Chapter 4, Coding 1: The basic ideas**, and **Chapter 5, Coding 2: The Mechanics**.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). London: Sage, **Chapter 5, The logic of grounded theory coding practices and initial coding**.

Section 3. Focused and Axial Coding of Early Codes

- Kelle, U. (2007). **The development of categories: different approaches in grounded theory**. In A. Bryant & K. Charmaz (Eds.), *The Sage handbook of grounded theory* (pp. 191–213). London: Sage.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). London: Sage, **Chapter 6, Focused coding and beyond**.

Section 4. Theoretical Coding Toward Conceptualization

- Thornberg, R. & Charmaz, K. (2014). **Grounded theory and theoretical coding**. In U. Flick. (Ed.), *The Sage handbook of qualitative data analysis* (pp. 153–169). London: Sage.
- Kelle, U. (2007). **Theorization from data**. In U. Flick. (Ed.), *The Sage handbook of qualitative data analysis* (pp. 554–568). London: Sage.

SOURCES FOR IN-DEPTH STUDY

- Auerbach, C. & Silverstein, L. (2003). *Qualitative data: An introduction to coding and analysis*. New York: New York University Press.
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. London: Sage.
- Bryant, A. (2017). *Grounded theory and grounded theorizing: Pragmatism in research practice*. New York: Oxford University Press.
- Bryant, A. & Charmaz, K. (Eds.). (2019). *The SAGE handbook of current developments in grounded theory*. London: Sage.
- Saldana, J. (2013). *The coding manual for qualitative researchers* (2nd ed.). London: Sage.
- Strauss, A. (1987). *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Formative assessment (50%) Students will write reflective reviews of the covered materials (up to 500 words for each one of the four sections). The required texts are to be read prior to each class meeting and students are expected to participate in class discussions with their questions, comments, and reflections linking the discussions to their own research. The review note for each section and participation in the class meeting for that section will be assessed as one unit. Note: Three Pass scores out of four needed for overall Pass	Outcomes 1, 2, 3 and 4
Summative assessment (50%) Based on the issues covered in the course, students will work on a body of at least one type of qualitative data related to their own area of study and analyze it through different stages of qualitative data coding. They will report their analysis process and the emerging themes and concepts. The format and details of the report will be specified during class meetings. (Up	Outcomes 1, 2, 3 and 4

to 2000 words, all inclusive)	

Minimum attendance requirement

Three out of four sessions – Students who fail to attend at least three sessions will fail the course.

Course pre-requisite

Prior significant familiarity with qualitative research and qualitative data collection is required.

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR8201 Educational Assessment

Introduction

Educational systems operate through curriculum, instruction and assessment which together aim to foster student learning. This course will focus on developing teacher assessment literacies. This means skills and competencies to design and implement high quality assessment practices to promote student learning.

In this course the participants develop their assessment literacies by learning how to conduct both summative and formative assessment. The participants will engage with the latest research-based assessment practices. The participants will design diverse methods such as self- and peer-assessment tasks, portfolios, authentic assessment, and dialogic feedback practices. In fact the participants will co-design the assessment, feedback and grading practices of the course itself together with Dr Nieminen! This way, the learning process is made personal: we will not only discuss assessment literacy but try developing it in practice.

In this project-based course, the students document their progress in a digital portfolio (subject to change due to the co-design process). The participants' personal digital portfolios will compellingly showcase their assessment literacies for future employers.

Teacher(s)

Dr Juuso Henrik NIEMINEN

Course objectives

The course objectives are based on the model of teacher assessment literacy (Xu & Brown, 2016). According to the model, teacher assessment literacy consists of four dimensions, which constitute the four course objectives:

1. Knowledge base about assessment (e.g. knowledge about up-to-date student-centred assessment practices, knowledge about assessment policy in Hong Kong and beyond).
2. Conceptions about assessment (e.g. beliefs about assessment).
3. Compromises and decision-making in assessment (e.g. how to implement research-based practices in practice – there are always compromises to be done!).
4. Teacher's assessment identity (e.g. teachers' awareness of the personal factors that affect their identity as teachers and assessors).

Course duration

24 hours

Course topics

The course topics follow the outline of the four learning objectives. The first 2-3 sessions that outline the knowledge base about assessment, will introduce latest educational research on student-centred

assessment and feedback practices, and the prevalent assessment-related educational policies in Hong Kong.

Course learning outcomes

The course offers students four key learning outcomes as linked with the four learning objectives. Upon completion of this course, students should be able to:

1. Have both empirical and practical knowledge about assessment and assessment literacies;
2. Reflect on their own beliefs, conceptions and assumptions related to assessment and to address these factors in their professional development;
3. Implement assessment practices in their own teaching context and deal with continuous practical compromises; and
4. Develop the identity as an "assessor" through embodied and collaborative learning practices.

This fourth learning objective is especially important, as this project-based course does not only aim to develop students' knowledge but to enable them an opportunity to grow as future professionals in education, together with the teacher.

Key readings

- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, *43*(8), 1315-1325.

- DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2016). Teacher assessment literacy: A review of international standards and measures. *Educational Assessment, Evaluation and Accountability*, *28*(3), 251-272.

- Pastore, S., & Andrade, H. L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education, 84*, 128-138.

- Xu, Y., & Brown, G. T. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education, 58*, 149-162.

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Homework (-) The participants will complete six homework assignments during the course: these will be due to the next sessions. The homework assignments will consist of some relevant key readings, and drafts of assessment practice ideas (e.g. a self-assessment form) which are then revised and discussed in the next session. The assignments do not have a weighting, but they help the participants to prepare their digital portfolio (see below).	Outcomes 1, 2, 3 and 4
Digital teaching portfolio (100%)	Outcomes 1, 2, 3 and 4

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
It is proposed that students should build up a digital teaching portfolio concerning assessment during the course, as this portfolio can be authentically used in their future life. In the end of the course, the portfolio is the assessed work (100%) together with participation in the sessions. However, the portfolio design is subject to change according to the students' aspirations.	

Minimum attendance requirement

The course is based on a project-based approach which sees participants as co-designers of the course itself. This means that the participants are expected to attend **all** of the sessions.

Course pre-requisite

Nil

(Version of July 6, 2022)

Tentative and subject to change

THE UNIVERSITY OF HONG KONG
Faculty of Education
Academic Year 2022-23

EDUR8302 Multi-Modal Discourse Analysis for Research and Applications in Multiple Disciplines

Introduction

This course aims at increasing students' understanding of how spoken language and non-verbal communications are used to convey meanings in different contexts for both clinical and non-clinical groups. It introduces students to different main approaches to the description and analysis of spoken discourse. It also provides students with hands-on opportunities to practice discourse analyses of naturally occurring data using the analytical methods introduced. Students will be able to explore how insights developed from the analysis of spoken discourse data can inform application and investigations in the fields of communication, language development and disorders, psychology, (neuro)linguistics, (cognitive) neurosciences, and education.

After completing the course, students should be able to: (1) understand basic procedures and methods on measuring, processing, and analyzing multi-modal and/or multi-level discourse samples; (2) use a variety of manual and computer-based approaches to describe and analyze spoken discourse data and non-verbal behaviors; and (3) formulate research questions, design experiments, collect data, and raise technical concerns in conducting research projects related to multi-modal and/or multi-level discourse analyses.

Teacher(s)

Dr Anthony KONG

Course objectives

1. To help students acquire a basic level of knowledge on the following aspects:
   - methods to elicit different discourse samples;
   - principles of multi-modal communication involving verbal and non-verbal behaviors;
   - principles of multi-linear transcriptions;
   - strengths, weaknesses, and research values of various analytic systems or frameworks that are research oriented for quantification of unimpaired and/or disordered discourse;

2. To help students acquire an understanding of major methodologies and principles in conducting research involving the use of multi-modal and/or multi-level analysis of spoken output and/or non-verbal communication:
   - basic procedures and methods on measuring, processing, and analyzing multi-modal and/or multi-level discourse samples;
   - basic procedures and methods of content analysis and conversation analysis;
   - major technological principles for setting up a discourse research study and corresponding computer-assisted technology;
   - formulation of research questions, design of experiments, data collection, technical concerns in conducting a research project in multi-modal and/or multi-level discourse analyses;
   - basic concepts and methods of statistical analysis related to discourse research;

3. To develop an understanding of cutting-edge topics of discourse research in speech therapy, (neuro)linguistics, cognitive neurosciences, and/or education

Course duration

24 hours

Course topics

1. Principles of multi-modal communication involving verbal and non-verbal behaviors;
2. Strengths, weaknesses, and research values of various research oriented frameworks for quantifying unimpaired and/or disordered discourse;
3. Technologies for measuring multi-modal and/or multi-level discourse performance;
4. Major methodologies and principles in conducting multi-modal and/or multi-level discourse research; and
5. Basic concepts and methods of statistical analysis related to discourse research.

Course learning outcomes

By the end of this course, the students are expected to acquire a basic level of knowledge and research skills on the following aspects:

1. methods to elicit different discourse samples;
2. principles of multi-modal communication involving verbal and non-verbal behaviors;
3. review and understand various analytic systems or frameworks that are research oriented for quantification of unimpaired and/or disordered discourse;
4. major methodologies and principles in conducting discourse research;
5. major technological principles for setting up a multi-modal and/or multi-level discourse research study;
6. basic procedures and methods on measuring, processing, and analyzing multi-modal and/or multi-level discourse samples;
7. basic concepts and methods of statistical analysis related to discourse research;
8. research ethics to be concerned in conducting discourse research;
9. cutting-edge research topics in multi-modal and/or multi-level discourse analyses;
10. formulating research questions, design of experiments, data collection, technical concerns in conducting a research project in multi-modal and/or multi-level discourse analyses.

Key readings

- Kong, A. P. H. (2022). *Analysis of neurogenic disordered discourse production: Theories, assessment and treatment* (Second edition). New York, NY: Routledge Psychology Press. [ISBN: 978-1-032-18482-1]

- Müller, N. (2006). *Multi-layered transcription*. San Diego, CA, Oxford & Brisbane: Plural Publishing Inc. [ISBN: 1-59756-024-3]

Assessment methods

Assessment (weighting of each assessment)	Learning outcome(s) to be assessed
Mini-project (50%) • Design at least one discourse task • Conduct an experiment on multi-modal discourse analysis • Analyze discourse (and behavioral) data	Outcomes 1, 2, 6, 7 and 8
Writing up a scientific manuscript (50%) • 3,000-4,000 words in length, covering the following: o Formulate a research question o Brief literature review o Method description (based on the Mini-project) o Reporting the results o Discussion and conclusion	Outcomes 1, 3, 4, 5, 7, 8, 9 and 10

Minimum attendance requirement

7 out of 8 sessions

Course pre-requisite

Nil

(Version of July 6, 2022)

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Engineering
The University of Hong Kong

Last update: July 25, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
CIVL8015	Special topic in environmental engineering A: Research and practice	RPG	A course in environmental science or environmental engineering	Sept 7 - Nov 30, 2022 (Wednesdays)	14:30 - 17:30	T.B.C.	3	http://www.civil.hku.hk/civil_intranet/index.html	Ms. Candice Fong <fongwn@hku.hk>	/
CIVL8021	Selected advanced topics in soil mechanics	RPG	/	Sept 6 - Nov 29, 2022 (Tuesdays)	14:30 - 17:30	T.B.C.	3	http://www.civil.hku.hk/civil_intranet/index.html	Ms. Candice Fong <fongwn@hku.hk>	/
ELEC8405	Mathematical Tools for Modern Power System Analysis	RPG	/	Sep 1 - Nov 24, 2022 (Thursdays)	13:30-16:20	T.B.C.	10	https://elink.eee.hku.hk/rpg_programmeinfo.html	Ms. Rachel Liu rachel@eee.hku.hk	/
ELEC8501	The Fourier transform and its applications	RPG	/	Sep 6 - Nov 29, 2022 (Tuesdays)	9:30-12:20	T.B.C.	10	https://elink.eee.hku.hk/rpg_programmeinfo.html	Ms. Rachel Liu rachel@eee.hku.hk	/
ELEC8504	Polynomial optimizations via linear matrix inequalities	RPG	/	Sep 5 - Nov 28, 2022 (Mondays)	9:30-12:20	T.B.C.	10	https://elink.eee.hku.hk/rpg_programmeinfo.html	Ms. Rachel Liu rachel@eee.hku.hk	/

ELEC8505	Probability and Random Processes	RPG	/	Sep 2 - Nov 25, 2022 (Fridays)	9:30-12:20	T.B.C.	10	https://elink.eee.hku.hk/rpg_programmeinfo.html	Ms. Rachel Liu rachel@eee.hku.hk	/
MECH7004	Advanced topics in solids mechanics research	RPG	/	Sep 1 - Nov 30, 2022 (Tuesdays and Fridays)	Tue: 15:30 - 16:20 Fri: 15:30 - 17:20	Tue: CPD3.01 Fri: CPD3.41	3	https://www.mech.hku.hk/rpg	Mr. Keith Lo kkilo@hku.hk	/

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Science
The University of Hong Kong

Last update: July 26, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
BIOL6009	Advanced study in Ecology & Biodiversity for postgraduate students	RPG	/	/	/	/	/	/	Ms Flora Chan (ppchan@hku.hk)	Student will select one BSc course in SBS and will be notified of the corresponding timetable.
EASC6009	Evolving Earth Systems	RPG	/	The timetable will be decided until after meeting with students.			/	https://www.earthsciences.hku.hk/prospective-students/postgraduate-students/research-postgraduates/coursework-requirement	Dr Ryan McKenzie ryan00@hku.hk	/
PHYS8351	Graduate Quantum Mechanics	RPG	/	Sep 1 - Nov 30, 2022 (Mon) Sep 1 - Nov 30, 2022 (Thur)	14:30 - 15:20 13:30 - 15:20	MB 142	5	https://www.physics.hku.hk/file/upload/12645/2223_PHYS8351.pdf	Ms Anna Wong annaylw@hku.hk	/

PHYS8550	Graduate Statistical Mechanics	RPG	/	Sep 1 - Nov 30, 2022 (Wed)	13:30 - 16:20	CYP 522	5	https://www.physics.hku.hk/file/upload/12649/2223_PHYS8550.pdf	Ms Anna Wong annaylw@hku.hk	/
PHYS8654	General Relativity	RPG	/	Sep 1 - Nov 30, 2022 (Tue) Sep 1 - Nov 30, 2022 (Fri)	9:30 - 10:20 9:30 - 11:20	KB 132 LE 9	5	https://www.physics.hku.hk/file/upload/12651/2223_PHYS8654.pdf	Ms Anna Wong annaylw@hku.hk	/
PHYS8750	Nanophysics	RPG	/	Sept 1 - Nov 30, 2022 (Tue) Sept 1 - Nov 30, 2022 (Fri)	10:30 - 12:20 11:30 - 12:20	LE 6	5	https://www.physics.hku.hk/file/upload/12654/2223_PHYS8750.pdf	Ms Anna Wong annaylw@hku.hk	/
PHYS8852	Photonics and Metamaterials	RPG	/	Sep 1 - Nov 30, 2022 (Tue) Sep 1 - Nov 30, 2022 (Fri)	13:30 - 15:20 14:30 - 15:20	MB 256 KK LG105	5	https://www.physics.hku.hk/file/upload/12656/2223_PHYS8852.pdf	Ms Anna Wong annaylw@hku.hk	/

EASC6009 (Evolving Earth Systems)		Academic Year	2022 - 23
Offering Department	Earth Sciences	Compulsory (C)/ Elective (E)	E
Course Co-ordinator	Dr. Ryan McKenzie (Semester 1), Dr. Jed Kaplan (Semester 2)		
Teachers Involved	Variable depending on topics each semester		
Course Objectives	Evaluate various integrative Earth systems in space and time.		
Course Contents & Topics	Biogeochemical and tectonic processes that influence Earth's surface environment. Each semester topics may cover: "Origin of the Continental Crust", "The Carbon Cycle", "Oxygenation of the Atmosphere", "Mountains and Climate", amongst others.		
Course Learning Outcomes	Upon successful completion of this course, students should: 1) generate an understanding of "systems science" as pertaining to topics in Earth and Planetary Sciences; 2) understand topics covered such that they can actively participate in critical research-related discussions, as well as provide coherent presentations explaining the fundamentals of specified topics; and 3) understand topics to the level that they can formulate new scientific questions relevant to their personal research, from which they can generate new ideas for future scientific proposals of their own.		
Pre-requisites (and Co-requisites and Impermissible combinations)	N/A		
Offer in 2019 - 2020	Yes (1st sem and 2nd sem)	Examination	No Exam
Offer in 2020 - 2021	Yes		

Course Grade	Pass/Fail
Grade Descriptors	Pass: Completion of weekly objectives. Demonstrate understanding of various topics covered, primarily through active participation in group discussions and ability to present and lead discussion on select topics. Short writing exercise on select topic to be determined with instructor. Fail: Lack of participation, failure to present/lead discussions on select topics or complete course objectives.
Course Type	Lecture-based / discussion-based
Course Teaching & Learning Activities	**Activities** / **Details** / **No. of Hours** Lectures / / 2 hours/week
Assessment Methods and Weighting	**Methods** / **Details** / **Weighting in final course grade (%)** Assignment / Participation in readings & discussion, leading discussion via presentation of select readings. / 80% Project report / 3-page mock proposal of topic agreed upon by instructor. / 20%
Required/recommended reading and online materials	Scientific journal articles TBD each semester.
Additional Course Information	This course is for RPg students of: All Faculties of HKU and other UGC-funded Universities.

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Social Sciences
The University of Hong Kong

Last update: August 1, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
SOCI6011	Ethnographic Research Methods	RPG	/	Sep 1 – Nov 30, 2022 (Tuesdays)	14:30-16:30	CJT-9.29	5	https://sociology.hku.hk/courses/soci6011-ethnographic-research-methods/	Miss Connie Ko; socirpg@hku.hk	Mainly for RPg of Social Sciences and Humanities.
IHSS6001	Research Seminar on East Asian Culture	RPG	/	Sep 1 - Nov 30, 2022 (Tuesdays)	15:00 - 17:00	Room 201, May Hall	5	https://www.hkihss.hku.hk/en/teaching/courses-offering-in-2022-23	Ms. Hilson Ng, hilsonng@hku.hk	Admission is open to persons of all disciplinary backgrounds. Admission by permission. Interested students or auditors should contact course teachers.

IHSS6004	Selected Topics on Inter-Asian Connections	RPG	Please refer to Remarks.	Sep 1 - Nov 30, 2022 (Thursdays)	13:00 - 15:00	Room 201, May Hall	5	https://www.hkihss.hku.hk/en/teaching/courses-offering-in-2022-23	Ms. Hilson Ng, hilsonng@hku.hk	Admission is open to persons of all disciplinary backgrounds. Admission by permission. Interested students or auditors should contact course teacher.
PSYC6010	Conceptual & methodological issues in psychological research I	RPG	/	Sep 6 - Nov 29, 2022 (Tuesdays)	9:30 - 12:20	CPD-3.41	2	https://psychology.hku.hk/research-degrees-mphil-phd/	Miss Coral Yip rpsyc@hku.hk	/
PSYC7022	Postgraduate seminar in social psychology	RPG	/	Sep 7 - Nov 30, 2022 (Wednesdays)	14:30 - 15:50	CPD-2.45	2	https://psychology.hku.hk/research-degrees-mphil-phd/	Miss Coral Yip rpsyc@hku.hk	/

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

LKS Faculty of Medicine
The University of Hong Kong

Last update: July 29, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
MMPH6147	Research Seminars in Obstetrics and Gynaecology	RPg	BSc or medical graduate	Please refer to the timetable at https://www.med.hku.hk/images/document/03edu/research/full-list.html	Please refer to the timetable at https://www.med.hku.hk/images/document/03edu/research/full-list.html		/	https://www.med.hku.hk/images/document/03edu/research/full-list.html	https://www.med.hku.hk/images/document/03edu/research/full-list.html	/
MMPH6124	Basic Medical Bioengineering	RPg	Students are expected to have basic university level training in physics, chemistry and mathematics				/			/
MMPH6001	Laboratory Methods and Instrumentation	RPg	/				/			/
MMPH6016	General Cytopathology	RPg	/				/			/
MMPH6139	Techniques and Applications of Molecular Pathology	RPg	/				/			/

MMPH6005	Practical Bioinformatics	RPg	/	Please refer to the timetable at https://www.med.hku.hk/images/document/03edu/research/full-list.html	Please refer to the timetable at https://www.med.hku.hk/images/document/03edu/research/full-list.html	/	https://www.med.hku.hk/images/document/03edu/research/full-list.html	https://www.med.hku.hk/images/document/03edu/research/full-list.html	/
MMPH6134	Biomedical Sciences Seminar	RPg	/			/			/
MMPH6109	Health Behaviour and Communication	RPg	/			/			/
MMPH6157	Intermediate Epidemiology	RPg	MMPH6003 Introduction to Epidemiology			/			/

Course(s) open for RPg students of other Faculties (Semester 1, 2022-23)

Faculty of Law
The University of Hong Kong

Last update: August 26, 2022

Course Code	Course Title	Level (RPG/TPG)	Pre-requisites	Class Dates	Class Time	Venue	Quota for Students of Other Faculties (if any)	Course Syllabus URL	Contact Information (Name & Email)	Remarks (Please specify if the medium of instruction is NOT English)
LLAW7001	Research Seminar	RPG	/	Sep 9 - Nov 25, 2022 (Fridays)	*14:30 - 17:20*	CCT-825	/	https://course.law.hku.hk/rpg/	Professor Xin He xfhe@hku.hk	/