

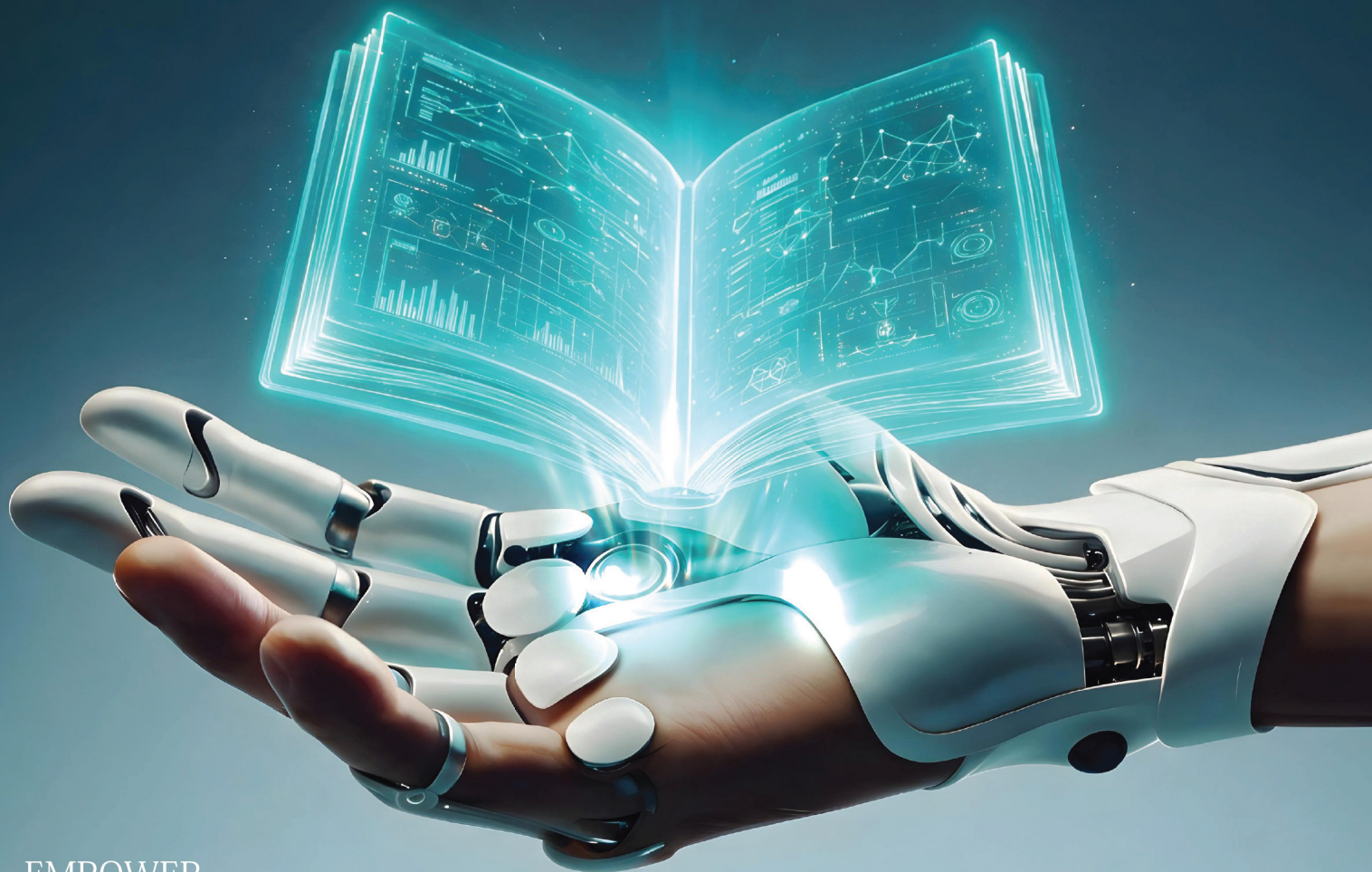


Faculty of Education
CUHK 中大教育

DOCTOR OF EDUCATION

教育博士

(D.ED) 2027-28



EMPOWER
INNOVATE
TRANSFORM

FACULTY OF EDUCATION

VISION

The Faculty of Education of CUHK is recognised internationally as a leading centre for education research and teacher preparation. Through training in cutting-edge theories, effective practice, and technology-infused innovative pedagogies, our vision is to nurture prospective educators and education leaders with local, regional, and global perspectives, and to empower them to transform education to meet future challenges in a rapidly changing society.

MISSION

- To empower learners to be responsible and ethical agents of change in education with high levels of professionalism and multicultural competencies
- To innovate with the support of evidence-based research and the development of new tools, resources, pedagogies, and best practice guidelines
- To transform education through promoting continuous life-long learning and enhancing the capacities of schools, organisations and communities to meet current and future challenges in the field of education

THE DOCTOR OF EDUCATION PROGRAMME

Our Doctor of Education programme, offered since 1997, was the first of its kind in Hong Kong. The first group of students graduated in 2001. The Doctor of Education programme is a professional doctorate that includes both coursework and research components. It offers a variety of relevant courses and supervised thesis research. The Doctor of Education programme aims to help experienced professionals to develop a deep understanding of their chosen areas of study, to encourage them in the search for innovative approaches to educational inquiry and practical insights, and to assist them in resolving educational problems.

The Doctor of Education programme is designed to suit the needs of professionals who seek to meet the challenges of educational change effectively and desire to have their work thoroughly grounded in the theory and practice of defined areas of study. Over the years, the majority of students admitted by the programme are school principals, senior teachers, lecturers and administrative staff in universities, and other professionals working for government agencies and social organisations. Their thesis studies have produced valuable indigenous knowledge to inform educational decisions and improve educational practices. The doctoral graduates are an important driving force in serving and leading our local / regional educational community.





AREAS OF STUDY

Applicants are required to choose one of the following areas of study:

CURRICULUM AND INSTRUCTION

This specialisation is designed for education practitioners and professionals who aspire to conduct research into curriculum and instruction. It aims at guiding students to understand issues surrounding the design, implementation and evaluation of curriculum and instruction from multiple perspectives, to explore the theoretical foundations of effective strategies for curriculum development, and to conduct systematic inquiry on the social and individual factors influencing curriculum and instruction in schools. This specialisation attaches great importance to the connection between theory and practice. Students will be required to develop their rigorous theoretical exploration based on solid school practice and robust research data. Major areas of inquiry include curriculum development, instructional design, curriculum reform and implementation, curriculum evaluation, assessment in learning, and subject curriculum and teaching.

Required Courses

- Teaching: Theory, Design, Research and Application
- Curriculum Organisation
- Curriculum Inquiry: Paradigms

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Education is having profound changes and challenges at many different levels. These changes have inevitably brought a paradigm shift in educational policies and governance, as well as in educational administration, management and leadership. This specialisation is designed for experienced professionals who are leaders, or aspiring to be leaders in education-related institutions, and policy makers, or students who are interested in educational policy studies. It offers a well-structured and integrated coursework to students, to support them to have high levels of understanding of the foundations of educational leadership and policy studies. It also aims to equip candidates with advanced skills and knowledge in theoretical enquiry and educational research, to allow them to formulate their own proposals and investigations into important and critical educational issues. The Department can offer supervision for the following major areas of inquiry: policy analysis and studies, higher education, comparative education, economics of education, sociology of education, educational administration, management and leadership, school improvement and change, and other related fields or issues.

Required Courses

- Foundations of Educational Administration and Policy
- School Reform in a Global Context
- Educational Organisation and Leadership

EDUCATIONAL PSYCHOLOGY

As the highest professional degree in educational psychology, the Doctor of Education programme in Educational Psychology provides training in some of the major knowledge domains and specialisations constituting the field. These include learning and instruction focusing on the cognitive and motivational processes of student learning and classroom teaching, child and adolescent social and academic development including parenting and other socialisation and acculturation influences, student counselling and guidance and helping students with special needs, and psychological and educational testing and assessment. Students are expected to take courses in most of these specialty knowledge domains and are expected to conduct research in one of these or other areas of specialisation.

Required Courses

- Selected Topics in the Science of Learning
- Organisation and Implementation of School Guidance and Counselling
- Selected Topics in Psychosocial Development

STUDY SCHEME

1. COURSEWORK REQUIREMENTS

(i) Required Courses on Educational Studies — 9 units

(ii) Research-related courses: — 6 units

Any 4 courses to be chosen from the following:

- Comparative-Historical Method in Educational Research
- Ethnographic Study in Educational Research
- Quantitative Methods in Educational Research
- Qualitative Methods in Educational Research
- Quantitative Data Management and Analysis in Educational Research
- Quantitative Analysis in Classroom and School Settings
- Multi-dimensional and Multi-causal Analysis in Educational Research
- Action Research in Education
- Advanced Seminar in Working and Report Writing with Large-Scale Educational Surveys
- Advanced Seminar in Data Analysis and Writing for Qualitative Research

(iii) Elective Courses — 6 units

Total: 21 units

PEDU8000 is a thesis monitoring course. Students are required to take PEDU8000 every term from the time of admission, throughout the preparation of thesis, until its completion.

2. QUALIFYING EXAMINATION

Advancement to Doctor of Education candidature is conditional upon the satisfactory completion of the followings:

- a. 21 units of coursework requirement, and
- b. presentation and passing of thesis proposal (PEDU8010) within 18 months after the completion of coursework requirement.

No further qualifying examination is required.

3. OTHER REQUIREMENTS

- a. Students must fulfil the Term Assessment Requirement of the Graduate School.
- b. A student must achieve a cumulative grade point average (GPA) of at least 2.0 in order to fulfil the graduation requirement.
- c. Students who fail in thesis monitoring course shall be put on academic probation.
- d. Attending PhD Programme Annual Seminars / Doctoral Thesis Proposal Presentations.
- e. Within 18 months after the completion of coursework requirement, the student has to register for the course PEDU8010 (9 units), and to present and pass the thesis proposal in an open presentation. The candidate, under the supervision of her/his supervisor, should submit a thesis and pass the oral examination within a prescribed period of time for graduation.

Students are required to complete the following Improving Postgraduate Learning (IPL) in their first year of study for partial fulfillment of candidacy requirements:

- f. Complete and pass an IPL module on "Basics of Research Data Management".
- g. Submit a Data Management Plan (DMP).

Students are also required to complete the following IPL modules for graduation:

- h. Complete an IPL module on "Observing Intellectual Property and Copyright Law during Research".
- i. Complete an online Research Ethics Training (RET) module on "Publication Ethics" offered by the Research Office (RO) and obtain a valid Publication Ethics Certificate for graduation.
- j. The final DMP should have been shared to the CUHK community on DMPTool or the relevant platform that CUHK provides when submitting the final version of the thesis/portfolio to the Graduate School.

Please visit the webpage at www.fed.cuhk.edu.hk/higherdegree for details on study scheme.

MEDIUM OF INSTRUCTION

Courses will be mainly taught in English. The medium of instruction will be subject to the availability of teachers.

CLASS SCHEDULE

There are two terms per academic year. Term 1 is from September to December, and Term 2 is from January to April. Some programmes may offer summer courses in July and August. Except summer courses, classes are usually offered in weekday evenings and in Saturday mornings.

PERIOD OF STUDY

Full-time programme: 3 years (maximum 7 years)

Part-time programme: 4 years (maximum 8 years)

TUITION FEE

Full-time programme

Year 1 to 3: HK\$119,800 per annum

Year 4 and after: HK\$56,000 per annum

Part-time programme

Year 1 to 4: HK\$84,800 per annum

Year 5 and after: HK\$56,000 per annum

Application Deadline: **28 February 2027** | Commencement of Classes: **September 2027**

Please visit the webpage at www.fed.cuhk.edu.hk/higherdegree for more information.



GENERAL QUALIFICATIONS FOR ADMISSION

APPLICANTS SHOULD FULFIL THE FOLLOWING REQUIREMENTS FOR ADMISSION

1. hold the following degree or academic qualifications:
 - a Master's degree from a recognised university; or
 - a Bachelor's degree, normally with Second Class Honours in the upper division or above, and have been registered in a course of study for a Master's degree at this University for at least one year and have demonstrated research ability; or
 - have been registered in a course of study for a doctoral degree at a recognised university for at least one year, and have been approved for admission by the Graduate Council.
2. hold a Postgraduate Diploma in Education, or equivalent education qualifications, and/or have relevant experience as deemed acceptable;
3. provide proof of their research capability in the form of past publications, Master's thesis, and/or strong support from academic referees;
4. perform satisfactorily in an interview conducted by the Graduate Division of Education;
5. pass a written entrance examination conducted by the Graduate Division of Education, if necessary;
6. fulfil the "English Language Requirements for Admission" as stipulated by the Graduate School. Please refer to the webpage of Graduate School: www.gs.cuhk.edu.hk for details.

NOTES FOR APPLICANTS

Applicants should choose the area of study they wish to apply in the "Field of Study" box on the application form, and submit it with a research proposal in Chinese or English. The contents of the proposal should include:

• Introduction

Introduce the problems and identify two to three research questions. The introduction needs to argue for the theoretical and empirical significance of the research.

• Literature Review

Elaborate on the key concepts related to the research questions and provide clear and concrete support for the needed research. While seminal research papers need to be cited, current findings (references within the most recent three years) should be included to convince the reviewers about the timeliness of the research topic. The review also needs to succinctly map out the interconnections of the key concepts and associated challenges in the research area.

• Methods

A clear methods section on how the research questions can be answered should be articulated. This will include the presentation of the research design and rationale, participants, sampling methods, instruments and data analyses. The proposal needs to identify the possible threats to validity and reliability (or equivalent concepts for qualitative and mixed-methods research) as well as how they are to be addressed.

• Length

15 double-spaced pages inclusive of references.



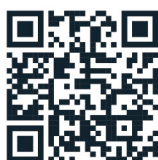
ENQUIRIES

📍 Office of Postgraduate Programmes in Education, Faculty of Education,
The Chinese University of Hong Kong, Shatin, N.T., Hong Kong

☎ 3943 6203

✉ ded.edu@cuhk.edu.hk

💻 www.fed.cuhk.edu.hk/higherdegree



The information in relation to the higher degree programme offered by the Faculty of Education given in this leaflet is accurate at the time of printing. Changes may be made from time to time and the Faculty reserves the right to make amendment(s) to any information contained in this leaflet without prior notice.

09/2026