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## Hku summer course 2019

OUR STORY HKU Crimson Summer Exchange (HKU CSE) is a summer education program in which a group of Fellows consisting primarily of students from Harvard, Columbia, Princeton, UPenn, Yale, Cambridge, Oxford and other leading universities deliver self-designed lesson plans for high school students from Hong Kong, mainland China and overseas. RECOMMENDATIONS (An international collaborator) will always strike up conversation and keep us focused, warm and beautifully participate in Hong Kong Program, 2018 HKU Summer Institute (HKUSI) was established in 2015, designed to make students learning beyond four walls. We offer many inspiring and interactive programs for students to identify their passion Read more... Common Core (CC) is pleased to announce that five CC courses would be on offer next summer semester. Tanfolyam Code Course Title Class Kvóta Mode Tanítási időszak Előadás CCST9054 Háború, béke, és a természeti világ 120 Szeptől-szembe a HKU Campus június 29 - július 24, 2020 H, Sze & P (09:30 - 11:20) CCHU9056 Virtuális világok, Real Bodies (kinált együttműködve Nyári Intézet és Pekingi Egyetem) 50 Online keresztül Zoom, Mixer, Moodle és Zhihuishu július 20 - augusztus 8, 2020 H - P (10:00 - 11:00) - napi oktatóanyagok [Menetrend] CCHU9058 Természet a városban: Túl a Beton Jungle 120 Szeptől-szembe a HKU Campus június 29 - júl 24, 2020 Tue & P (10:00 am - 11:11:11:11:11:10 00 pm) CCGL9042 Evolution of Civilization 120 Szeptől-szembe a HKU Campus június 29 - július 27, 2020 H, Wed & P (16:30 - 18:20) CCCH9020 Tudomány és technológia : Tanulások Kinából 120 Face-to-Face a HKU Campus július 27 - augusztus 21, 2020 Mon, Wed, & P (10:30 - 12:20) Who should take CC courses in the summer? Taking CC courses in the summer would be ideal for you if you want to get some relief from heavy workloads during your regular semester, have a compressed format and are interested in meeting new friends in different parts of the world. Since the summer semester is optional, you can take CC courses in the summer even if you have successfully completed 24 credits cc courses during the first and second semesters this year. However, please note that (i) the baccalaureate requirement of UG5 to successfully complete 36 credits in CC, which includes at least one but not more than two courses from each aol, remains valid; and (ii) CC courses cannot be taken free of charge as optional. Note: If CC credits have achieved advanced job and/or credit transfers and you have doubts about how many CC credits or courses you need to complete on CC to meet the baccalaureate requirement, please contact your home faculty. The maximum study load per year is 72 credits (which includes a standard of 60 credits + 12 credits, which can be taken by students of their own vol without their will). If you have already used 72 credits for the 1st Period, you will be credited with the following: Load. How do I enroll? If you would like to enroll in these courses, please select them online from the Student Information System (SIS) on June 15, 2020 (h) (10:00) - June 22, 2020 (h) (please read for details). The enrolment method is the same for the regular semesters, and the course approval method is done by automatic voting. Please note that requests to add or drop a course beyond the designated enrolment period will not be taken into account, except in extenuating circumstances, e.g. for medical reasons. Make a Common Core of your own and have a great summer! [This course is under the thematic set of Cities, Cultures, and Earth Maintenance.] SDGs Communication intensive courses [This is a certified Communication Intensive (CI) course that meets all the requirements approved by the HKU Senate, including (i) literacies teaching evaluation of verbal and digital communication; and (ii) at least 40% of the course grade assigned to communication-rich evaluation tasks.] Of course Description War is often used as a tool to advance political agendas and justified through perceived benefits for society. Yet the act of war is universally disastrous for the environmental health of our planet. War and violent conflicts are displacing people, destroying land and water resources and leading to the exploitation and extermination of biodiversity. At the same time, military infrastructure and restricted areas have become the best nature reserves in the world. Whether or not the human toll of war makes it easier for the public to ignore the immense damage and little benefit that war causes nature. This course will cover the main themes of conservation biology and ecology through the lens of direct and indirect consequences for ecosystems as a result of human conflicts. These topics include species extinction, habitat loss, climate change, pollution, invasive species, and some positive examples of conservation, ecosystem restoration and species restoration. The course highlights case studies to be critically assessed by students, providing a historical background to conflict and ecological and socio-economic consequences. As a course impersonator at the end of the course, students will be able to: Identify and describe historical environmental impacts as a result of military actions, violent conflicts and war. Prove your understanding of some of the basic concepts of conservation biology. Prove the internal link between war tactics and environmental damage. Apply knowledge from above to propose policies that armies can initiate to reduce their ecological footprint. The history of war from the point of view of ecology in digital and oral formats that are suitable for the wider public. Offer semester and school day summer semester June 29 - Jul 24, 2020 Mon, Wed and Fri (9:30am - 11:20am) 11:20pm) Number of Lessons Lectures 24 Tutorials 8 Fieldwork / Visits 4 Reading / Self Study 40 Rating: Creating Wikipedia Article 15 Rating: Video Production 20 Evaluation: Peer review tasks 5 Evaluation: Writing task 15 Total: 131 evaluation tasks weighting Video production 45 Educational display 30 In-class evaluations 15 Peer review 10 No official textbook for the course. Selected articles from newspapers, books, magazines and websites, case studies and other materials marked as mandatory reading for each performance. You can also include a short list of recommended reading or viewing materials. Lanier-Graham, S.D. (1993). Ecology of war: The environmental impact of weapons and warfare. Course Coordinator at Contact Dr. D.M. Baker School of Biologic Sciences, Faculty of Natural Sciences Tel: 2299 0606 Email: dmbaker@hku.hk Teacher(s) Contact Dr. D.M. Baker School of Biology Sciences, Faculty of Natural Sciences Tel: 2299 0606 Email: dmbaker@hku.hk Dr. E.J. Pickett Faculty of Natural Sciences Tel: 3917 1286 Email: epickett@hku.hk [This course is under an athenatic cluster to maintain cities, cultures, and earth.] Sustainable Development Goals course description The summer offer is a joint Core course in collaboration with Summer Institute and Peking University (PKU) during July 20 and August 8, 2020, and 100% online. How have modern virtual reality technologies (VR) shaped and influenced reality perception, communication and interaction with each other and the world? How do these cyber machines play a role in reducing the physical barrier between the human body and the outside world and expanding our living experience in time and space, thereby exceeding geographical, cultural and knowledge boundaries? And how do these experiences differ from traditional communication media? By bringing students on an exploratory journey through the look and development of VR in our MODERN societies and providing them with practical practice in creating their own virtual worlds, this course encourages students to think, appreciate and reflect on how modern computer and digital technologies live in our bodies and in the world in more ways than one. By recognising how our physical bodies embodies these technologies and makes them an integral part of our daily reality, we are expanding the horizon of human experience and reporting. And finally, by grasping the notion of techno-incarnation, students expect to be raised and try to answer philosophical and ethical questions about what technologies they can and don't need to do and don't have to do with new human life experiences. By thinking through the concepts of virtual, to immersive worlds of virtual reality, virtual worlds, real bodies deal with the concepts behind technology and long human endeavor to realize the realms of imagination and innovation. The course focus theories theories Practice as an equal measure that involves the group project 3D model so the game engine can interact with design, understand and engage the phenomenon of virtual reality, projecting and forward-looking, that will benefit and shocked the paradigm. With Zoom and Mixer, HKU and international students participate in online lectures, join online tutorials to discuss ideas and share concepts. Online self-learning platforms (Moodle and Zhihuishu) will be used. Course offsprin At the end of the course, students will be able to: Understand basic concepts of virtual reality from different disciplines, such as computer science, engineering, game theory, architecture, cultural studies and literary studies, and may be able to come up with examples of these concepts from their daily experiences. Learn about the different VR applications and their historical, social and cultural importance in society, as well as in different areas of human experience, as well as their impact on people's lives. Critically explore the limitations as well as the opportunities offered by computer technology in society and create meaningful human subjectivity and experiences. Synthesize the theories of virtual reality in both cybernetics and humanities along with computer graphic creation skills learned from the course and apply them to the ultimate mini project to create an actual work or product. Their alternate views and views on a particular issue or problem of virtual reality that is of interest to them. Offer semester and teaching day summer semester July 20 - August 8, 2020 H - P Activities Number of lessons Lectures 7 Tutorials 60 Reading / Self-study 30 Rating: Essay / Report writing 20 Evaluation: Group project presentation (incl preparation) 40 Total: 157 evaluation tasks weighting individual tasks 10 Film report 5 Small tasks 15 Group project 40 Contribution tutorials 30 Franklin, U. Real world of technology. Toronto, ON: House of Anansi Press. Boyle, D. (director). (2007). The beach. Oshii, M. (Director). (1995). Ghost in the Shell. Pfister, W. (Director). (2014). Transcendence. Baudrillard, J., & Glaser, S.F. (1994). Simulacra and simulation. Ann Arbor: University of Michigan Press. Beigi, M., Flachbart, G., and al (2005). Disappearing Architecture: The real virtual is quantum. Basel: Birkhäuser. Bergson, H., & Mitchell, A. (1920). Creative development. London: Macmillan. Dick, P.K. (1977). The preservation machine and other stories. United Kingdom: Pan. [The preservation machine] Hansen, M.B. N. (2006). Coding bodies: Interface with digital media. Taylor & Francis Group, LLC. Haraway, D.J. (1991). The Cyborg manifesto: Science, technology, and socialist-feminism in the late twentieth century. The Simians, Cyborgs and Women: The Reinvention of Nature. Manovich, L. (2001). The language of the new media. Cambridge, MA: MIT Press. Pallasmaa, J. (1996). Eyes of the skin: eyes: and the senses. London: Academy now. The Border. The rise, fall and rise of virtual reality. The [Selection of articles in the development of] Vince, J. (2004). Introduction to virtual reality. London: Springer-Verlag. Zizek, S. (2002). Welcome to your real desert. Five essays on September 11 and related dates. In London: New York: Verso. Bigelow, K. (director). (1995). Strange days. Garland, A. (director). (2015). Law, A. (Director) (2010). Echoes on Rainbow. Nolan, C. (director). (2010) Beginnings. Padilha, J. (Director). Ridley, S. (director). (1982). Blade Runner. Sokurov, A. (Director). (2015). Trumbull, D. (director). (1983). Brainstorming. Wachowski, A., & Washowski, L. (Directors). (1999). The Matrix Trilogy. Warner Brothers Pictures, United States of America. Wenders, W. (director). (1995). To the end of the world (Bis ans Ende der Welt). Course coordinator to contact Dr. H.Y.K. Lau Department of Industrial and Manufacturing Systems Engineering, Faculty of Engineering Tel: 2857 8255 Email: hyklau@hku.hk Teacher(s) Contact Dr. H.Y.K. Lau Department of Industrial and Manufacturing Systems Engineering, Faculty of Engineering Tel: 2857 8255 Email: hyklau@hku.hk Dr. K.L. Ng Department of Industrial and Manufacturing Systems Engineering, Faculty of Engineering Tel: 2147 2070 Email: kalng@hku.hk [This course is a thematic cluster for maintaining cities, cultures, and earth.] Communication-intensive courses [This is a certified Communication Intensive (CI) course that meets all the requirements approved by the HKU Senate, including (i) literacies education and evaluation of written, visual and digital communication; and (ii) at least 40% of the course grade assigned to communication-rich evaluation tasks.] Course Description Nature and the city often, but not always, conflict. This course explores the relationship between the natural environment through urban built infrastructure, cultural customs and traditions, and creative arts to provide a framework for students exploring the intersection between the natural world and urban environment Survey - Human contact with nature in urban environments: First, we will look for evidence of nature in the city on different scales, and observe both our attempts to replicate or strengthen nature and our attempts to suppress or suppress it (both of which are often unsuccessful). Analysis – How this affects the shape of the city: We will critically examine the relationship between development and nature in urban environments, using our understanding of natural laws to explore how cultural traditions, perceptions, and meanings, and the realities of urban infrastructure, lifestyle and economics, complement or defuses these laws. Design - Using understanding that relationship as underlying issues and ideas: Finally, we will apply the and understanding of nature in the city to develop techniques, analyses and metaphors to illustrate and communicate issues related to other disciplines and different stakeholders. The compulsions of the course include making a group video and a metaphorical poster, however, artistic experience or ability is not a prerequisite for the course. Support and guidance for these elements will be provided as part of course presentations, tutorials, and presentations. Course learning outcomes At the end of the course, students will be able to: Understand questions about the nature of the city, the historical relationship between human activity and nature in the urban environment, as well as the spectrum between artificial and natural, and formulate a complex relationship through written forms. Let us articons and expectations in the relationship between us and nature and visually present them. Demonstrate how to contextualize these understandings with students in their disciplinary studies using metaphors, analogies and illustrative skills in visual forms, e.g. metaphorical. Offer Semester and Teaching Day summer semester June 29 - July 24, 2020 Tuesday and Thu (10am - 1pm) Activities Number of lessons Lectures 16 Tutorials 8 Fieldwork/Visits Tutorial 3 Interactive Games 3 Peer Reviews 3 Reading/Self-study 10 Rating: Essay / Report writing 30 Reviews: Group video production and presentation 20 Rating: Poster 40 Total: 136 Evaluation Tasks Weighting Presentation Participation 10 Group video tutorial 20 Individual reviews: Written opinion piece 30 Poster 40 Altman, I., & Chemers, M.M. (1980). Culture and environment. Brooks/Cole Publishing. - No, not Cronon, W. (1996). Uncommon soil: Rethinking the human place in nature. W.W. Norton & Company. [Introduction] Lima, M. (2014). The tree book: View the branches of knowledge. New York: Princeton Architectural Press. Weisman, W. (2007). The world without us. Thomas Dunne Books, St. Martin's Press. New York. [3., 7. Design of the Hong Kong Development Office, HKSAR Government Trees, Reflect Corlett, R.T. (1997). Human impact on hong kong island flora. N. G. Jablonski (Ed.), in the changing image of East Asia during the third and quaternary period (p. 409-412). Procedure of the Fourth Conference on the Development of the Environment in East Asia. Center for Asian Studies, The University of Hong Kong. Fiennes, P. (2017). Oak, ash and thorns. London: Oneworld Publications. - No, not Hageneder, F. (2001). The heritage of trees, history, culture and symbolism. Edinburgh: Floris Books. Harare, Y.N. (2011). Sapiens: A brief history of mankind. London: Vintage. - No, no, not McHarg, I.L. (1964). The place of nature in the city of man. Yearbooks of the American Academy of Political and Social Sciences. 352(1), 1-12. Owen, B., & Shaw, R. (2007). Hong Kong Landscapes: Shaping the Rock (HKU Press Digital Eds.). Hongkong: Hongkong Hongkong Press. Swanwick, C., Dunnett, N., & Woolley, H. (2003). Nature, role and value of green space in cities: Overview. Built-in environment, 29, 94-106. Swyngedouw, E., & Kaika, M. (2000). The surroundings of the city... or the urbanisation of nature. City companion, 567-580. Wang Shaoqiang (Ed.) (2015). Look at me! New poster design. Sandu Publishing Co., Ltd. Course Coordinator Contact Mr. G.S. Coates Department of Architecture, Faculty of Architecture Tel: 3917 5140 Email: gsoates@hku.hk Teacher(s) Contact Mr. G.S. Coates Department of Architecture, Faculty of Architecture Tel: 3917 5140 Email: gsoates@hku.hk Communication-intensive courses [This is a certified Communication Intensive (CI) course that meets all the requirements approved by the HKU Senate, including (i) teaching an assessment of oral and visual communication literacy; and (ii) at least 40% of course grades assigned to communication are rich in evaluation tasks.] Course description This course will rely on economics, evolutionary theory, and psychology to address the most important issues: How did people's relatively isolated tribal life go about in an increasingly cooperative, connected, globalized world? How can our knowledge of human nature and past development be used to address significant societal challenges? The theme of this course is that natural selection is a useful framework for understanding how people have evolved from survival in relatively isolated groups to where individuals highly specialise in their production efforts and are highly integrated with the whole world through globalisation. The course examines whether this progression may be the result of genetic selection, but is probably more the result of the selection of acting ideas or memes, rather than genes, but in a similar way. By understanding human evolution, it is necessary to examine the origin of economic development. Together with the psychological perspective of understanding the individual, we are trying to shed light on the complex civilization that has been created. The lectures ask one or two main scientific questions and then focus on the answer, showing the types of evidence that can be used to resolve the question and to make logical progress on ideas. Course impersonator at the end of the course students will be able: Demonstrate understanding and awareness in different areas of human development. Describe and explain the principles of evolutionary theory as a model of human development. Show your understanding of how trade and specialisation play a central role in human development. Apply knowledge and understanding of evolutionary theory, psychology, and scientific method to solve multiple social problems. Develop and demonstrate powerful speech, display data in graphs, and convey messages between text and integration. Offer Semester and Teaching Day summer semester June 29 - Jul 27, 2020 Mon, Wed & P (10:30 - 12:20) Activities Number of lessons Lectures 20 Tutorials 8 Reading / Self-study 80 Rating: Essay / Report writing 20 Rating: Discussion presentation (including preparation) 20 Total: 148 evaluation tasks weighting book/article analysis 30 Lecture summary/Discussion/Hands-on work 10 In-class 20 Final project 40 Andrade, T. (2017). The gunpowder age: China, military innovation, and the rise of the West in world history. Princeton: Princeton University Press. [Selected Chapters] Morris, I. (2010). Why western rules: now: The patterns of history and what they reveal about the future. USA: Farrar, Straus and Giroux. [Selected Chapters] Needham, J. (1981). Science in traditional China: Comparative perspective. Hong Kong: Chinese University Press. - No, not Shen, S. (1987). The acoustics of ancient Chinese bells. American Science, 104-110. Siu, M.K. (2000). Excursion from ancient Chinese mathematics. In V. J. Katz Use of history to teach mathematics: International perspective (p. 159-166). Washington, D.C.: American Mathematical Society. Sivin, N. (1982). Why didn't the scientific revolution take place in China - or didn't? Chinese science, 5, 45-66. [Online review by the author on August 24, 2005] Csen, C.Y. (1995). Early Chinese work in science: Re-examining the physics of movement, acoustics, astronomy and scientific ideas. Hong Kong: Hong Kong University Press. Institute of Natural History, Chinese Academy of Sciences. (1983). Technology and science of ancient China. Beijing: Foreign Languages Press. [Selected Chapters] Needham, J., & Wang, L. (1954). Science and civilization in China (Vols. 1-7). Cambridge, United Kingdom: Cambridge University Press. [Selected sections] Ronan, C. (1978-1995). Shorter science and civilization in China: Short for Joseph Needham's original text. Cambridge: Cambridge University Press. Chinese Calendar for Wikipedia Chinese Astronomy on the Chinese Site Traditional Chinese Medicine nccam course coordinator Contact Dr.M.Y. Cheung Faculty of Natural Sciences Tel: 3917 8589 Email: willmyc@hku.hk Teacher(s) Contact Dr.M.Y. Cheung Faculty science Tel: 3917 8589 Email: willmyc@hku.hk willmyc@hku.hk

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