EdUHK Summer School 2027 - Study Tracks

Study Track		Course Title / Course Code	Course Synopsis
Education	*Learning & Teaching LT* (PFS3032 & ECE3307)	LEARNING AND TEACHING IN INTERNATIONAL SCHOOLS (PFS3032)	Using theoretical frameworks such as social constructivism theory, students will study the philosophical underpinning of learning and teaching in international schools, with a particular focus on the International Baccalaureate (IB) programmes. Differentiation in teaching and learning is a key feature of international schools, given the diversity in their communities. The course introduces students to theories of learning and approaches to teaching, related particularly to multicultural, multilingual and transnational environments. It explores and compares strategies supporting different approaches to learning and teaching, such as inquiry-based and transdisciplinary learning and teaching. A key question consequently frames students' learning in the course: How can teachers address learning diversity through social constructivist and other approaches to learning?
		PROMOTING CHILDREN'S PHYSICAL, MENTAL, AND SOCIAL WELL-BEING (ECE3307)	This course examines the impact of physical, mental, and social well-being on the development of young children in early years (aged 0 to 8 year-old). It aims to facilitate students' competence in assessing, developing, and implementing curricula which promote young children's health and well-being. Students will have the chance to design age-appropriate learning activities through which young children's physical, emotional and social well-being are effectively promoted.
	Curriculum & Assessment CA (TLS3057 & ECE3307)	CURRICULUM AND ASSESSMENT IN INTERNATIONAL SCHOOLS (TLS3057)	This course examines and compares different curricular frameworks and types of assessment with a particular focus on the International Baccalaureate (IB) Primary Years Programme (IB PYP) and Middle Years Programme (IB MYP). Different types of curriculum enactment are examined and evaluated as well as the expression of global issues, global citizenship and international mindedness through the curriculum. The course explores transdisciplinary, evidence-, inquiry- and project-based curricular approaches and introduces students to the role of the teacher in curriculum planning and review. Subsequently, the course focuses on assessment of student learning and provides students with an understanding of the purpose, design and implications for classroom practice within the context of the (culturally) diverse learning environments of international schools. Curriculum and assessment theory from (IB) international education literature and research is used as a foundation.
Psychology (PSY3025 & COU3009)		EDUCATIONAL PSYCHOLOGY (PSY3025)	This course aims to apply psychological theories to learning and teaching. The topics are divided into three themes: students, learning process and teaching practices. To know our students, we will discuss developmental theories and students' individual differences in terms of ethnicity, socioeconomic status, intelligence and special educational needs. To understand the learning process, we will discuss behavioral and cognitive theories of learning and learning motivation. Different teaching practices, including direct instruction and constructivist approaches will be covered as well. Students will also be introduced to professional practices of educational psychologists. Students are encouraged to reflect on their own learning and teaching by integrating what they learn in this course with their real life experience.
		COUNSELLING THEORIES, PROCESS AND PRACTICE (COU3009)	The course covers three basic dimensions in counselling training: value/ethical awareness, knowledge and skills. The awareness part includes participants' reflections on social cultural values in shaping counselor attitudes and their perception on counseling needs of students. Knowledge dimension covers theories, process, and contextual issues in counselling students from diverse backgrounds. Skills dimension involves strategies to conduct counseling reflectively and critically. Video show, experiential games, guest speakers, and case studies will be used as teaching strategies. Course participants will also examine limitations of counseling, and apply the counseling knowledge reflectively and critically to meet the diverse needs of students in a changing society.

Study Track	Course Title / Course Code	Course Synopsis
English & Arts (ART1230 & ENG3416)	THERAPEUTIC ARTS IN EDUCATION AND COMMUNITY PRACTICE (ART1230)	This course presents an overview and introduction to the field of Art Therapy/Expressive Arts Therapy. Students will be introduced to its origins, development, practice and application in education and community, as well as the use of artmaking as a tool for personal growth and deepening personal cognitive skills. Through lectures, students' creative process and class participation, students can grasp an idea of how therapeutic use of artmaking helps deal with emotional disabilities and developmental delays, and its potential to facilitate personal growth and general wellbeing. This course does not qualify students to practise as an Art Therapist, Expressive Arts Therapist or use these legally protected titles. This course is a fundamental step in exploring the profession and industry.
	WRITTEN GENRES AND THE GENRE APPROACH TO ELT (ENG3416)	This course enables students to develop in-depth professional knowledge of how texts of different genres in English achieve their communicative purpose through different text structures and language use. Students will analyse and critically evaluate a wide range of written genres for their purpose, text structure and language use. The course will also explore into ways of applying the knowledge of genres to the teaching of reading, lexico-grammar and writing in local primary and secondary English language classrooms to provide the necessary support for learners of all range levels and abilities to develop their writing competence. An in-depth understanding of how written genres work will also enable students to further develop their own writing competence.
AI and Science (INT2149 & SCI3116)	AI IN PRACTICE: FROM CONCEPTS TO APPLICATIONS (INT2149)	This course aims to introduce students to the fundamental concepts, key technologies, and practical applications of artificial intelligence (AI), with a focus on understanding how AI can be utilized across various fields such as education. The course explores the history and evolution of AI, providing insights into how these technologies have developed and their impact on different sectors. Students will examine contemporary AI technologies, including large language model fine-tuning, prompt engineering strategies, and emerging capabilities of LLM. Hands-on activities will incorporate low-code platforms for AI tasks. The course also addresses ethical and social considerations, such as privacy, bias, transparency, and the role of AI in decision-making. Throughout the course, students will learn frameworks for integrating AI into real-world contexts.
	SCIENCE, TECHNOLOGY, ENGINEERING AND SOCIETY (SCI3116)	This course provides participants with concepts relating to how science, engineering and technology permeate our daily lives. It will enrich participants' scientific, engineering and technological knowledge. The course will explore but not be limited to topics such as biotechnology, digital and information technology, space exploration and aerospace technology, and material science. It will also help participants develop skills in analysing related social issues both locally and globally, and to appreciate their pedagogical implications.

Remarks:

1. The medium of instruction for all courses is English.