

# Internationalisation of the Curriculum in the Common Core

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Based on interviews with 13 Common Core teachers as well as the Director of the Common Core, this briefing discusses how the Common Core Curriculum integrates the essence of internationalisation in its curriculum and specific courses.

## Introduction

To examine how internationalisation has been integrated into the curriculum at the University of Hong Kong (HKU), the Common Core Curriculum (CCC) may be a good place to start. The CCC is designed to help students develop a broader perspective; navigate between their culture and the culture of others; become responsible citizens in local, regional and global communities; and cultivate intellectual and communication skills<sup>1</sup>. These goals echo well HKU's overall educational aims of nurturing graduates with intercultural understanding and global citizenship.

With these ambitious goals in mind, it is illuminating to consider how the CCC has been designed and implemented to realise such goals. Based on informal interviews with 13 Common Core teachers as well as the Director of the Common Core, this briefing provides an overview of how the CCC integrates internationalisation in its curriculum and illustrates through specific course examples how the theme is embedded in course contents, learning outcomes, pedagogies, delivery, and assessment. It is clear from an analysis of the 13 HKU case examples that internationalising the curriculum involves far more than simply adding examples and alternative perspectives into course contents.



It means incorporating international and intercultural dimensions into every aspect of the curriculum in order to help students make sense of the interrelationships among various perspectives, understand local-global interactions, develop intercultural competence, and gradually become responsible and ethical global citizens.

## A Naturally Unfolding Story

Given the way in which Common Core courses are designed, reviewed and evaluated, it is perhaps not surprising that CCC course topics are of a broad nature and draw their contexts and contents from around the world. The four areas of inquiry (Aols) at the heart of the CCC, namely Global Issues, Scientific and Technological Literacy, Humanities, and China: Culture, State and Society, clearly reflect a focus on broad global issues rather than narrowly defined, local issues.

In the Global Issues Aol, for example, all courses focus on issues and perspectives drawn from two or more countries or regions. For the Humanities Aol, there is no national boundary circumscribing most topics, such as history, arts or film. The issues discussed in the Scientific and Technological Literacy Aol are typically the challenges and opportunities faced by mankind rather than by any particular group of people. A classic example would be climate change. Even for the China Aol, elements of Chinese government, society and culture are situated in an evolving global environment. Internationalisation in the CCC, therefore, does not involve a procedure of 'integrating' additional perspectives or examples; instead, it simply operates within a landscape that is of a broad, complex and global nature.

## Multiple Perspectives and Viewpoints

*“If I can get students excited about things and really experiencing things, and understanding the problem from an emotional point of view, or scientific or analytical point of view, that's a good thing.”*

One approach found in all interviews with Common Core teachers in response to internationalising the curriculum is to expose students to multiple



perspectives and viewpoints associated with the issue under discussion. Some of these viewpoints compete with one another while some belong to emerging and non-dominant paradigms (See Box 1).

Providing students with multiple perspectives and encouraging them to critically analyse these perspectives is also one of the key teaching strategies advocated in the literature. According to Zimitat<sup>ii</sup>, internationalising curricula ‘requires changes in pedagogy to encourage students to develop critical skills to understand forces shaping their discipline and challenge accepted viewpoints’. It is therefore not so much exposure to multiple perspectives that is a feature of an internationalised curriculum, as the cultivation of critical thinking skills that enable students to reflect on and challenge established wisdom.

### **BOX 1** Examples of equipping students with multiple perspectives

- On one course in the Global Issues AoI, the teacher encourages students to read news from different media sources so they can get a sense of how different media report the same issue.
- On another course in the Global Issues AoI, the teacher asks students to critically analyse various factors that can explain poverty and economic development using a number of sources, including scholarly evidence, cases, and examples.
- On one course in the Scientific and Technological Literacy AoI, the teacher presents students with two articles showing competing ideas with regard to the causes of global warming. Students need to carefully examine the arguments articulated in each article and form their own opinions.

## Local-global Interactions

“I think it’s interesting particularly in Hong Kong to get students to be familiar with common issues around the world. It is not just only to know people are different. It’s important to know despite all the differences, there are some things that are common to it. ... I think you want to have more conversation by saying what is in common. I think globalisation is not only about diversity, it is also about commonality.”

A majority of the Common Core courses that were discussed in our interviews emphasise students’ development of an awareness of local-global interactions. Such an awareness involves understanding the impact that incidents that occur in one country have on other countries, as well as understanding the implications of actions taken in one local community for the global environment.

In our interviews, several Common Core teachers observed that connecting the local to the global can be challenging for students, and that most students need guidance to make sense of the connections. A number of teaching strategies are found to be effective for providing such guidance, and some of these are discussed below with examples. Indeed, a teacher of a single course may effectively adopt a combination of these strategies (See Box 2).

Most Common Core teachers we interviewed observed that it was particularly valuable for students to develop an awareness and knowledge of local-global interactions. The importance of such connections has also been highlighted in the literature<sup>iii</sup>. It has been stated that intercultural competence is not about whether students know about other countries; rather, it is the extent to which they understand their own cultures and values, informed by their knowledge of and exposure to the outside world<sup>iv</sup>.

### **BOX 2** Approaches to connecting the local with the global

#### **a. Navigation across micro- and macro levels:**

A number of courses start from global-level challenges, such as sustainable development, and prompt students to think about a series of manageable, local, and small actions in their daily lives that could contribute to making a positive difference in the world. Alternatively, some courses begin with familiar examples in daily lives and then discuss how these local phenomena affect and are affected by the global environment.

#### **b. Scenario-based approach:**

A number of courses employ scenario-based assessment. One typical example in a course on climate change is using a simulation of a United Nations Climate Summit, during which a number of students are cast in the roles of representatives from one nation. Each group of students needs to present the solution that favours the nation they are representing and try to lobby other ‘nations’ to support them.

#### **c. Comparative approach – what is special about Hong Kong?**

A number of courses require students to compare and contrast some other countries or cities with Hong Kong on a specific topic. Using a relatively more familiar place such as Hong Kong as the anchor for the comparison study helps students navigate between the local situation and the situation in other countries. Such comparison also provides students with opportunities to appreciate the unique features of Hong Kong.



## Intercultural and Interdisciplinary Engagement

*“I hope there is something that will play to each of the student’s strengths. There is debate, a social science kind of thing; a lab report of science project that helps science students. We also got things like designing posters ... So students bring in their experience and their perspectives to the course. I very much encourage peer assistance so that they can rely on each other and appreciate others’ strength. They work together and all benefit.”*

Intercultural engagement is said to be at the heart of internationalised education because it helps students develop critical engagement, self-reflection, internal dialogue, and sensitivity towards the interaction and communication between themselves and others<sup>v, vi</sup>.

The Common Core teachers we interviewed were very much aware of the cultural differences among their students. It is worth mentioning that these cultural differences do not all derive from differences in nationality or place of birth. In many cases, the most notable differences between students spring from the disciplinary backgrounds that students who enroll on Common Core courses come from. A number of Common Core teachers turn this type of diversity into an asset to create intercultural and interdisciplinary engagement (See Box 3). The overall strategy for creating intercultural engagement is to appreciate how other cultures and values can shape one’s thoughts, language and behaviours. Another strategy is to create a safe space where different voices are solicited, and treated equally with respect<sup>vii</sup>.

### BOX 3 Examples of creating intercultural and interdisciplinary engagement

**a. Personal sharing and reflections:** A course related to death and dying encourages students to explore and reflect on this conventionally ‘undiscussable’ topic from a range of cultural, religious, business, and professional perspectives. Students with personal perspectives or values can share their views and are treated with respect. Students are also encouraged to relate the matter to their respective disciplines.

**b. Experiments or creative exercises:** A course in the Scientific and Technological Literacy Aol employs a Black Box Assignment, which requires students to find out what is inside a box without opening or touching the box. Students from different disciplines work together to design and carry out experiments. Science students and non-science students bring different approaches and expertise to solve problems. Methods from any disciplines are deemed appropriate for deriving the ‘right’ answer as long as students follow scientific principles.

## International Students as Learning Resources

*“...It’d better focus on feelings. What is interesting is how they feel. Students reflect on cross-culture (scenarios) but this needs to be based on enough trust among one another. Teacher can help students reflect on their personal attitude.”*

Regarding cultural diversity as an advantage and using international students’ experiences and perspectives as precious learning resources is recommended by the literature as another promising move towards internationalisation of the curriculum. A common example is when teachers of international business invite students from various cultural backgrounds to devise cases based on their own experiences, which are subsequently used as case studies for discussion and analysis<sup>viii</sup>.

This approach is evident in several Common Core courses. In one course related to history, students are given the opportunity to ‘make history’ by carrying out a project about their own life and the past. The student project results are presented through a video clip and shared with other students. Another tool in the course that uses students as learning resources is one which requires students to make a time capsule, recording their opinions about the course and sharing their experience with students in future cohorts. Both methods make use of students’ voices and opinions as valuable teaching and learning resources.

## Flexible Assessment Designs

*“If using different kinds of assessment activities, students will be able to get feedback immediately and use it in other courses to build their skills rather than actual knowledge. Transferring those skills into their discipline or elsewhere help them develop into educated people, so I try to think more in terms of projects: to work with students to have a physical outcome (website, video, podcast, research paper), to do something concrete and display what they learn.”*

Most Common Core teachers we interviewed allow a high level of flexibility in some of their assessment components. For project-based or essay-type assessment tasks, students are often granted a degree of autonomy in choosing a topic or an area in which they would like to launch an investigation. A number of Common Core teachers especially encourage students to choose a topic that is relevant and meaningful to their own profession, culture or discipline. In these courses, students are encouraged to consider the impact of globalisation on their future profession and form their essay or discussion topic around that. To keep students on track while they are exploring various possibilities, this type of assessment task usually gives students plenty of



opportunities to get feedback from the teacher, sometimes through submitting a proposal or outline of the topic.

We found a wide range of assessment forms in Common Core courses, as well as a great deal of flexibility in assessment design, which allows students from various backgrounds to play to their strengths and excel in at least some of them. Presentations, groupwork, and in-class participation are generally the most common assessment forms in Common Core courses, while various other forms, such as blog contributions, photo-based assessment and fieldwork participation are also quite common <sup>ix</sup>. The availability of e-learning tools also contributes to the flexibility of assessments. Some courses deploy online platforms or administer quizzes on Moodle so that students can respond outside of class time.

## Taking Stock

In this small scale study, we have started to identify some of the ways in which internationalisation is integrated into the CCC (See Box 4). The convergence of the set of pedagogical considerations voiced by teachers across disciplines points to a number of effective approaches to developing in students a tacit understanding of intercultural awareness and global citizenship.

### BOX 4 What makes an internationalised Common Core Curriculum at HKU?

- Intended learning outcomes that show the competences needed for students to become professionals and responsible citizens in multicultural contexts
- Topics and contents that are important and relevant to a wider community
- Multiple perspectives, frameworks, controversial issues, competing values, and dominant and emerging views
- Local-global interactions and connections
- Intercultural and interdisciplinary engagement (e.g., intercultural or interdisciplinary groupwork)
- Students as learning resources (e.g., student-generated cases; student-led projects)
- Flexible assessment methods (e.g., flexibility in choosing topics; a variety of assessment components; online platforms)

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## Case Examples From HKU

### Hong Kong Cinema through a Global Lens (CCGL9001)

Through a global lens, this course regards Hong Kong cinema more than a local entertainment business but a place where global processes can be traced. The local-global interactions are approached from a variety of perspectives in this course. Students are expected to learn how to critically read and view cultural texts and scholarships in film, and communicate, write and speak about films and global issues. To help students overcome the difficulties of going from the concrete local examples to comprehend the relationship between the local and global dimensions, the teacher provides students with plenty of opportunities to make their discoveries, which often involve watching films, carrying out analyses, and identifying relationships between the local film and the global issues. Controversial concepts are presented to students sometimes in the reading list while students need to go over the definitions and make an argument, for example, how a particular film engages the Chinese community or how it reflects the tensions between regions and countries. In this way, the global and local interactions as well as the abstract and concrete dimensions of Hong Kong cinema are better presented and communicated to students.

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### Governance and Democracy in the Age of Globalisation (CCGL9004)

This course aims to raise students' awareness of the risks that globalisation poses to government and democracy. It examines global problems on the society including changes in the international power, conflicts and global security, as well as cross-border crime and migration. In order to bring students an awareness of multiple perspectives, the teacher uses examples from multiple countries and regions, particularly examples from countries that are less familiar to students. Students are also encouraged to read news from more than one news source so as to get a sense of how different media reports the same issue. Additionally, an essay writing assignment allows students to freely choose a topic related to governance and democracy in globalisation. The flexibility in choosing the topic enables students from different disciplines to investigate an area that is most interesting and relevant to them. To ensure that students are on the right track in the essay assignment, a proposal needs to be submitted regarding the proposed topic and feedback will be given before they proceed.

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### Poverty, Development, and the Next Generation: Challenges for a Global World (CCGL9005)

This course examines how poverty and development affect the lives of people in a global world. A distinctive feature of the course is the use of experiential learning activities to help students see the complexity of the problem and the dilemmas that policy makers have to face. The teacher encourages students to relate the issues elsewhere around the world to the particular issues in Hong Kong. For example, the concept of poverty can be difficult to understand for some students in an affluent society. Students are given an assignment at the first session of the course that they can spend only ten Hong Kong dollars on eating for a few days. Students need to submit their plan and keep the receipts to show how the money is spent. Another assignment that asks students to take a number of photos related to poverty and reflect on the situation also serves a similar purpose. These experiences make students aware of the impact of poverty on individuals' lives. Students acquire the ability to critically analyse the concepts of poverty and development, examine policies, and reflect on ways of reducing poverty both in Hong Kong and elsewhere.

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### The Political Economy of Growth and Poverty in the World (CCGL9025)

This course examines economic growth and its impact on countries and people's lives in the world. It discusses how economic growth alleviates poverty in poor countries as well as what causes inequality to persist in rich countries. Students are required to critically analyse factors leading to poverty through the use of empirical evidence, cases, and examples in poor nations. They are also asked to view cases in the U.S. and other rich countries to analyse how poverty may pass on to the next generation. Considering the fact that students come from various disciplines, the teacher presents case examples from countries across the world as well as those in Hong Kong based on solid and updated research work, rather than using direct instructions on theories. The teacher also emphasises that getting the right answer is not the ultimate goal for students. What is expected from them is to read and synthesise information, analyse data and apply a tool, and present sound arguments based on the course readings to evaluate the merit of a proposition.

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## Think Global, Act Local: You, Hong Kong, and the World (CCGL9026)

As implied in the title, this course covers a number of key issues in Hong Kong and the world. Students learn to answer both 'big questions' on global economy and environment as well as seemingly micro-level questions about everyday lives and the impact of local actions. One useful way of linking global issues to local actions, according to the teachers, is to present students with a big challenge facing the world and prompt them to think about how a manageable change in their professional practice may contribute to part of the solution to the bigger issues they are facing. The course covers a diversity of issues - trade, finance, labour migration, professions, climate change and environmental pollution - and it is co-taught by three teachers. Two of them focus on broader and more general issues while the other instructor brings in local Hong Kong perspectives. Given the said, the issues and applications relevant to Hong Kong are discussed where appropriate in most lectures throughout the semester.

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## The Evolution of Civilisation (CCGL9042)

This course discusses key issues in the evolution of civilisation informed by multiple perspectives including economics, genetics, evolutionary theory, anthropology, and psychology. The teacher shows a variety of types of evidence and examples from around the world, from early homonids to the present, which reflect aspects of evolution of civilisation. The overall contents have a broad focus while the teacher also intentionally includes some typical examples that are related to Hong Kong's historical and current situations. One group presentation assessment requires students to compare and contrast some other countries or cities with Hong Kong on a specific topic. Students are given the flexibility to choose one shortlisted country or city to compare with Hong Kong. Through this type of comparative study, students are better equipped with the ability to apply theoretical knowledge to tackle societal challenges in different places. Another assessment involves forecasting worldwide conditions in 50 years' time on a number of aspects of quality of life. Finally, the teacher selects a popular science book as required reading that shows the history of the evolution of civilisation.

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## Energy: Its Evolution and Environmental Impacts (CCST9016)

Focusing on energy issues that have an impact on all nations, the course aims to develop a broader perspective and critical understanding of these issues among students so they can become more responsible global citizens. The teacher starts

with a global perspective at the beginning of the course, outlining an overall picture of the use of fossil fuel around the world and its environmental impact. To help students better understand the broad issues, discussions are often centred on some comparative scenarios such as carbon dioxide emissions of China versus those of Russia. In tutorials, students are required to work in groups, reading articles from different perspectives regarding possible causes of global warming. Through these controversial topics, the teacher provides opportunities for students to critically analyse and evaluate various perspectives and develop a more comprehensive understanding. Additionally, the course relates the energy issues to students' personal lives by asking them to calculate the carbon footprint of their daily actions, such as taking a bath or drinking a cup of coffee. In this way, students can make a better sense of the local and global interactions as well as develop the necessary knowledge and awareness for a responsible global citizen.

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## Understanding Climate Change (CCST9019)

The main objective is to equip students with scientific literacy to analyse the issue of climate change and suggest possible solutions. The first half of the course, before the reading week, focuses on the scientific principles and methods, in particular the geological past of climate change. First, the teacher brings students to a field trip to Lai Chi Chong Geopark, where students look at different types of rocks and derive information about the climate changes in the past. Then students study climate change through using given data on ice core, and write up a laboratory report to present their findings on climate modelling and projections, and how today's changes differ from those seen in the past.

The second half of the course contains more hands-on experiences concerning the social impacts of climate change. After stimulating students into thinking about the climate now and then, the teacher guides students to propose individual, local and global solutions. At the end of the semester, the course enters into the summit featured by a simulation activity of United Nation Climate Summit, in which groups of students represent a country. They present a two-minute statement to indicate support to a resolution and also try to lobby other parties to join their campaign. Through the activity, students not only know more about the related issues in other countries, but also develop empathy and become aware that some seemingly obvious solutions to climate changes may present tight constraints to some countries. The course has effectively integrated international perspectives into both the contents and the delivery.

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## Case Examples From HKU

### The Oceans: Science and Society (CCST9023)

Starting with setting the scene that oceans are an important global issue and that the related matters must be dealt with by a global approach, the teacher situates the course in a broad perspective to explore how human activities impact on the oceans and in what ways our societies rely on the oceans. One distinctive feature of the course is that the teacher fully engages students with active learning and experiential learning activities in order to help them comprehend what 'scientific method' is and apply it to analyse the issues related to oceans. For example, the Black Box Assignment presents students with a black box where students need to find out what is inside, and its purpose, without opening it. Students work in small research group to form hypotheses and test them in order to deduce their 'best guess' as to the workings of the box (the analogy here is that the box is the ocean). Another experiential learning component is named marine pollution project, during which students clean local beaches, analyse the trash, identify the sources, and then examine how organisations or government in other countries deal with marine pollution. These experiences are fun and stimulating for students from all disciplines. More importantly, they create an authentic environment for students to experience being a scientist and adopting scientific methods to investigate a globally important issue.

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### Simplifying Complexity (CCST9048)

This course introduces the concept of complexity, the methods adopted in complexity science, and examples of complexity noted in nature and daily life. The teacher emphasises that students should comprehend the dynamic nature of knowledge. This involves students being able to identify multiple perspectives, evaluate them, and draw a conclusion. Another important learning point is to connect seemingly unrelated things and see the interrelationships. To facilitate the development of these abilities, the teacher starts with some simple examples that students can easily make sense of and then encourages students to identify applications in their familiar and interested subjects, as part of the course project assignments. For example, the teacher adopts a low-stakes portfolio-based assessment, which requires students to work with a partner to take around five to ten photos from daily lives that can show the essence of complexity science. Students are then required to design a poster about the photos they take. There is no geographic or national boundary for the topics that students can choose for these assignments as long as they can make a case to

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illustrate the concept of complexity science.

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### Making History: Engaging with the Powerful Past (CCHU9003)

The course engages students with many important questions about the past, for example, what is the value of the past in the globalised present? What is the relationship between memory and history? What difference does it make if representations of the past are delivered through oral, film or written media? Who has the right to control the way the past is represented? When addressing these questions, the teacher presents materials from a variety of perspectives and engenders among students the sense of being participants in communities of learning. One way that the course encourages students to feel the power of the past is by linking projects closely to questions concerning their own lives and pasts, and allowing them to gather their own original research materials. Formative feedback is provided as students submit a project proposal and then revise it according to advice received from the teacher and students during consultation sessions. Students are motivated to work on their projects, and to recognize the value of historical awareness, because the answers they seek are tied closely to questions they wish to answer about aspects of their own lives. Another tool used in the course is a time capsule exercise, through which three different cohorts of students from the course 'speak' across time to each other. In this way, students make history. The exercise powerfully signifies the ways that histories are entangled, connected and influence the present. Aside from these two components, the course also involves short responses assessment in every class and an automated online field trip. Both provide opportunities for students to critically review the past and to uncover, decipher and produce historical 'artifacts' in the community.

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### The Last Dance: Understanding Death and Dying (CCHU9024)

This course exposes students to a challenging, sensitive, yet unavoidable matter in one's life, death and dying. It aims to provide students with knowledge about death and related matters, develop in them an attitude to embrace differences and accept vulnerability, and enhance their competence in coping with emotions and eventually becoming future leaders with heart and soul. There are a number of critical



components that help achieve the above aims. Firstly, the contents of the course cover a wide range of perspectives including psycho-socio-spiritual, economic, ethical and political issues of mortality. The local Chinese concepts of death, deaths resulted from massive disasters, and how deaths are treated in different religions and cultures are part of the contents covered. Secondly, students undertake a number of interactive exercises and experiential learning. One example is a lifeboat scenario in which students need to make decisions about who should survive. Another example is a bit of a heavy subject of having students to write an obituary for themselves. Through studying and talking explicitly about the seemingly 'undiscussable' topic, students become more aware of the concept in a local and global context. More importantly, they learn about how to show compassion, seek and offer help, as well as deal with emotions arising from this unavoidable life matter.

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### **Chinese Business Practice and Society: Past and Present (CCCH9021)**

This course discusses Chinese business in societal contexts and analyses the impact of social and political institutions on business practices from a historical perspective. It aims to raise students' awareness of the long-existing influence of global forces on business practices in China by drawing them to a diversity of changing business practices starting from the Silk Road in the Tang Dynasty or the 6th century. The Silk Road marks the first international infrastructure for commerce between East and West, which has been compared to the recent One Belt One Road initiative. A key message that the teacher hopes to deliver throughout the course is that China has never been a closed empire and, therefore, it is impossible to avoid going global. Then the course reviews business models by analysing social and political factors in the ancient China as well as enterprises in the post-1949 China. Students need to go beyond economic theory and develop a sense of how to study history, business, economics, and technology from a whole system view. The course also has a session related to Hong Kong, in which students are given local materials to look at business practices and apply the theory to interpret the phenomenon.

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### DEVELOPING A GLOBAL PERSPECTIVE

#### Global citizenship education at a Dutch liberal arts and sciences college (Netherlands)



This study reports a Going Glocal programme that aims to strengthen students' knowledge, attitudes and skills in global citizenship at a Dutch liberal arts and sciences college. The programme consisted of three modules. In Module 1, students were exposed to different ways of thinking and reflections on global issues for two months' time. In Module 2, students spent four weeks living in the town of Opuwo, Namibia, serving as teaching assistants in local schools or interns at youth-focused organisations. During the time, they also needed to work collaboratively with young Namibians on a community project. In Module 3, students returned to local Dutch schools and followed up on their previous teaching, developing more teaching materials that will be distributed to local schools in the province. This programme helped students develop global citizenship through enabling them to teach in local schools the issues they encountered in another country. The strategy proves to be a powerful means for transformative learning of students.

Sklad, M., Friedman, J., Park, E., & Oomen, B. (2015). 'Going Glocal': A qualitative and quantitative analysis of global citizenship education at a Dutch liberal arts and sciences college. *Higher Education*, DOI 10.1007/s10734-015-9959-6.

#### What is global literacy? (US)



This paper describes the approach undertaken by Carnegie Mellon University to teaching global literacy. It is argued that the development of global literacy should be embedded into courses in the majors to help students become reflective, informed and responsible global citizens in their actions and decisions. An advantage of such an approach is to allow students to practice the skills at advanced levels and acquire the competence in the context of their future professional work. An interview with fourteen faculty members who taught relevant courses indicated that global literacy courses should generally meet three types of learning goals: knowledge and intellectual skills, social cultural competence, and ethical dispositions. The interactions among different worldviews were cited by the faculty members as the most significant learning experience for their students. In addition, it was noted the global literacy approach might require faculty members to go beyond the current teaching pedagogies to think about how to foster global knowledge and skills in their own courses.

Nair, I., Norman, M., Tucker, G. R., & Burkert, A. (2012). The challenge of global literacy: An ideal opportunity for liberal professional education. *Liberal Education*, 98(1), 56-61.

Information about global education at Carnegie Mellon University is available at <http://www.cmu.edu/global/education/>

### INTERNATIONALISATION AT A PROGRAMME LEVEL

#### International peer review in dentistry (Hong Kong)



This paper reports an International Peer Review (IPR) project undertaken in the Faculty of Dentistry at the University of Hong Kong. The project was established amongst dental faculties in the Universitas 21 (U21) network of higher education institutions with the aim of enhancing students' learning by enabling them to interact with one another through distributed networking across sites and institutions. Students were required to develop a professional profile in a letter of introduction and provide evidence-based discussions of their progress over time while working at local dental institutions. They were then provided with opportunities to post their professional profile in a secure, dedicated online community consisting of approximately 6-8 students and carry out online peer reviews. During the project evaluation, students reported enhancement to their learning specifically in dentistry as well as engagement with an interconnected and global environment.

Bridges, S., Chang, J. W. W., Chu, C.H., & Gardner, K. (2014). Blended learning in situated contexts: 3-year evaluation of an online peer review project. *European Journal of Dental Education*, 18(3), 170-179.

#### Incorporating internationalisation in all graduate attributes of an undergraduate accounting curriculum (Australia)



This example describes a holistic strategy adopted by an Australian university for internationalising its accounting curriculum. Instead of adding one or two additional graduate attributes that may address intercultural competence, the university has thoroughly incorporated the theme of internationalisation into every graduate attribute of its undergraduate accounting curriculum. The strategy has ensured that all graduate attributes are relevant and sensible in an internationalised higher education environment. In terms of knowledge, students are expected to apply accounting principles and knowledge in an international context as well as in an Australian context. In terms of communication skills, students are expected to articulate a message to culturally and linguistically diverse groups. For problem solving skills, students are required to carry out research within an international context and review literature comprehensively. For social responsibility as another graduate attribute, students are expected to consider the impact of their decisions on different countries and on culturally diverse peoples.

Leask, B. (2015). A conceptual framework for internationalisation of the curriculum. In B. Leask (Ed.) *Internationalising the Curriculum* (pp.26-40). Abingdon: Routledge.



## DEVELOPING INTERCULTURAL AND INTERDISCIPLINARY COMPETENCE IN STUDENTS

### Increasing student interaction through collaborative groupwork (Australia)



This paper discusses the use of groupwork strategies to increase interaction between international and home students. Six lecturers in an Australian university collaboratively researched, designed and implemented a set of strategies for collaborative groupwork. Based on students' responses in focus groups, three classroom strategies were found to be effective, which referred to in-class groupwork, out-of-class tutorial groups, linked and scaffolded assessment tasks. For in-class groupwork strategies, Think, Pair, Share and Last Word were favoured by students because these two exercises gave each student an equal opportunity to raise issues and make comments. Some students also appreciated sitting in different groups each time. International students especially mentioned the usefulness of out-of-class tutorial groups. In terms of assessment tasks, many students commented positively on the connections between groupwork and assessment tasks. An important feature underpinning all of these strategies is that students were given opportunities to be in the role of experts at different times when they shared knowledge and experiences in their familiar contexts.

Cruickshank, K., Chen, H., & Warren, S. (2012). Increasing international and domestic student interaction through group work: A case study from the humanities. *Higher Education Research & Development*, 31(6), 797-810.

### How blogging helps students develop intercultural communication skills? (Singapore)



This paper describes how reflective blogs have been used in a professional communication course to raise students' awareness of the similarities and differences between their own and other cultures when working on group projects. The majority of the students were Singaporeans while there were also a number of international students. Blogging was incorporated in the course as a platform for students to write and reflect on their learning from a peer-teaching session, and make comments on their peers' posting. Additionally, at the end of the course, students wrote a blog reflecting on their experience of undertaking a group research assignment. The paper concluded that blogs and in-class discussions could simulate the global workplace and motivate students to think about the ways they might communicate with people from diverse cultural backgrounds.

Jaidev, R. (2014). How pedagogical blogging helps prepare students for intercultural communication in the global workplace. *Language and Intercultural Communication*, 14(1), 132-139.

### Developing cross-cultural competence through student-generated cases (Australia)



To develop cross-cultural competence among students, student-generated cases were adopted as a teaching strategy in the School of Organisation and Management in the University of New South Wales. Case studies are commonly used in business schools but the traditional approach of generating case studies, according to the authors, is often

bound by cultural contexts and sometimes criticised for not being true to real life. This study invited students from diverse backgrounds to develop cases based on their personal experiences in home countries. Local students were also encouraged to share their experiences of working in foreign countries or with foreign students. These student-generated cases, when adopted as case studies for analysis and discussion in classroom, enabled both home and international students to reflect on their own experiences and values as well as reveal cultural stereotypes and misconceptions.

Ramburuth, P. & Welch, C. (2005). Educating the global manager: Cultural diversity and cross-cultural training in international business education. *Journal of Teaching in International Business*, 16(3), 5-27.

### Assessment methods of intercultural competence (US)



This study investigated possible ways to properly assess intercultural competence as a student learning outcome of internationalisation efforts. Multiple definitions of intercultural competence were discussed by a sample of higher education administrators, who finally agreed on 22 essential elements among which the most important ones were related to communication and behaviours in intercultural contexts. Examples of specific components of intercultural competence would be the understanding of others' worldviews, cultural self-awareness, and adaptability and adjustment to new cultural environments. To effectively assess the intercultural competence of individual students, it may be helpful to develop specific indicators in specific situations. It would also be important to use a mix of quantitative and qualitative methods, including interviews, observations, questionnaires and case studies.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of studies in international education*, 10(3), 241-266.

### Three programmes to internationalise students' experiences (Australia)



This book chapter introduces three programmes to internationalise students' experiences. One was based on a group research essay that required students to work in teams. Each student team must include at least one member from a different cultural or linguistic background. Students conducted research and gathered data by assessing reliable media sources, conducting interviews or surveys, and talking to both international and local peers. The second programme consisted of structured weekly exchanges between Master degree students from China and Australian students learning Chinese. Each week participants discussed around a specific topic with a worksheet that presented various interesting and controversial scenarios. The third programme was named 'Spanish in the Community', which was developed for a Spanish language course at an advanced level. Each student was matched with a native speaker as a learning partner. By exploring various cultural issues through language learning with their Spanish partners, students gained a better understanding of the culture and started to participate in the local community.

Eisenclas, S. & Trevaskes, S. (2007). Intercultural competence: Examples of internationalising the curriculum through students' interactions. In D. Palfreyman, & D.L. McBridge (Eds.). *Learning and Teaching across Cultures in Higher Education* (pp. 177-192). Hampshire: Palgrave Macmillan.