

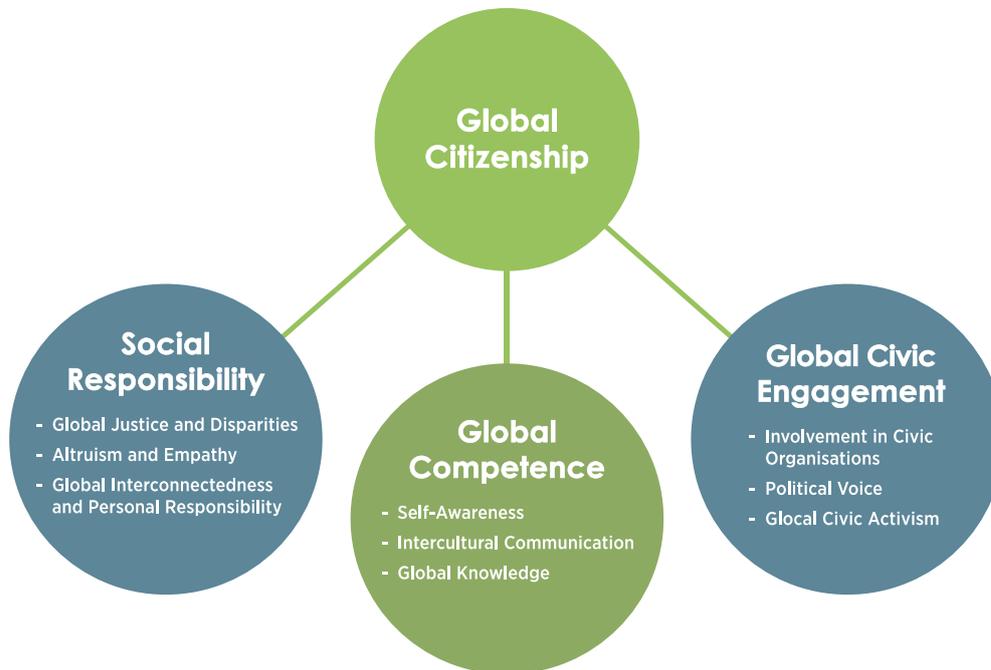
Unpacking the Global Mindset: Mastering Intercultural Competence as a Graduate Attribute

Nicole Lai and Beatrice Chu

Unfolding Global Citizenship

As we recognise our world is an increasingly complex web of connections and interdependencies, the internationalisation of higher education has become an inevitable response to future job landscape and global challenges. We believe future graduates have to be nurtured as global citizens and realise their 'global self' in a borderless world (Jackson, 2010). In other words, it is essential for us to train students, with the social consciousness and intercultural intelligence, to become compassionate global individuals who are capable and responsible for engaging with the cultural others. We therefore see global mindedness as a crucial element for our global-ready graduates.

Global citizenship, a way of living that recognises the interconnected global world, remains a priority for higher education institutions as the economic, cultural, demographic, and environmental forces that are shaping our lives. As our intercultural encounters continue to increase on a daily basis, universities serve as a "pedagogical melting pot" where students are exposed to diverse points of views, opinions, knowledge, and ideologies (Stier, 2003). Incorporating global citizenship elements in students' learning enables them to move beyond disciplinary knowledge learning to application and integration, toward an unbuffered real world.



(Figure 1) The Global Citizenship Conceptual Model (Morais & Ogden, 2010)

The complex global environment presents both opportunities and challenges. We must not only learn to be part of it but also appreciate cultural differences and be well-equipped in a fast-changing globalised world. The Global Citizenship Conceptual Model by Morais and Ogden (see Figure 1), as a reflection of how governmental entities, associations, and educators have previously framed global citizenship, illustrates three overarching dimensions of global citizenship: social responsibility, global competence, and global civic engagement.

BOX 1: The three overarching dimensions of global citizenship

Social Responsibility

It refers to the perceived level of interdependence and social concern to others, to society and to the environment (Parekh, 2003). Socially responsible students have the ability to understand, evaluate, and identify various social issues and global justice.

Global Competence

The mind that not only actively seeks to leverage global knowledge and skills to interact, communicate, and collaborate effectively (Hunter et al., 2006). Globally competent students are aware of their limitations and abilities while engaging in intercultural encounters. They understand different cultural norms and expectations.

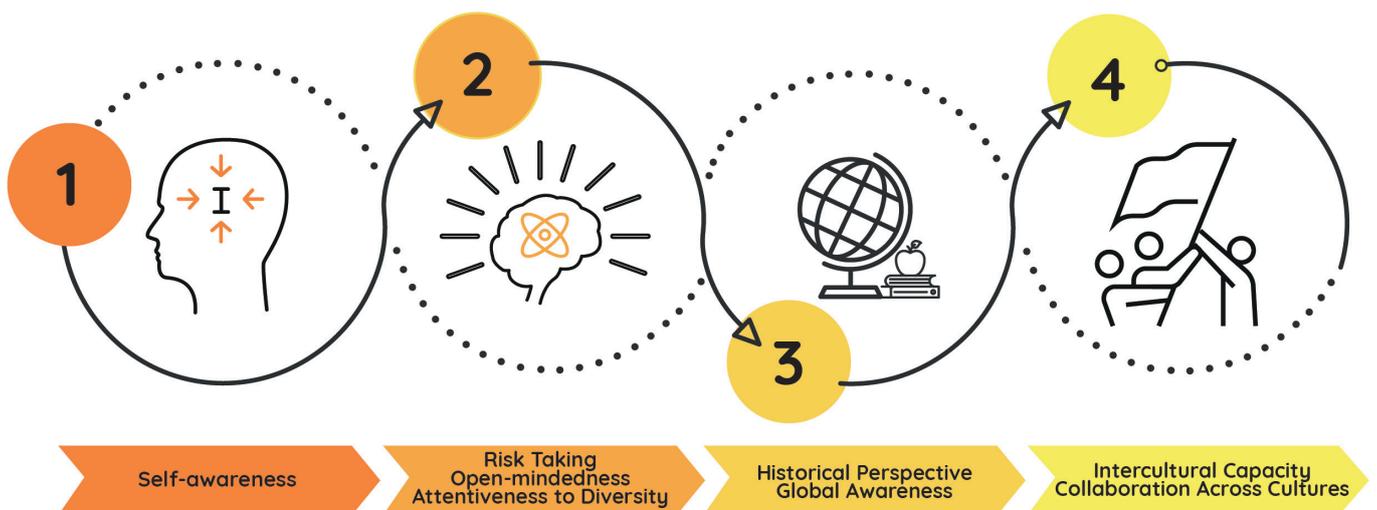
Global Civic Engagement

It is the demonstration of action and inclination of realising local, national, and global issues while responding through engaging in purposeful behaviours that advance “the global agenda” (Falk, 1994). Students who are globally civically engaged usually respond through volunteering, participating in political activism and community participation.

In this briefing, we will discuss different principles of infusing global citizenship principles in curriculum and empowering students with global competence. Realising the emergence of global citizenship education in section 1, we will then focus on global competence, the second dimension from Morais and Orgden’s model, in section 2 to illustrate its importance as one of the graduate attributes. We devote section 3 to discussing some current good practices where elements of global citizenship were incorporated. Case examples shown in this briefing were collected from The University of Hong Kong, The Hong Kong University of Science and Technology, and Hong Kong Baptist University by interviews and discussions. References in the literature are also cited to illustrate some of the principles.

Developing Global Competence

Preparing students for the complexity of global society requires the development of global competence. Global competence is a blend of skills, values, and behaviours that allows students to thrive in a rapidly changing and interconnected world. Globally competent students have a multidimensional capacity to become engaged citizens of global knowledge, understanding, and intercultural communication skills (Olson & Kroeger, 2001). It is crucial for us to cultivate a global mindset in higher education as students need to be actively seeking to understand various cultural norms and expectations, leveraging the knowledge of effective communication beyond their immediate environment.



(Figure 2) A Modified Version of Hunter’s Global Competence Model (2004)

Global competence is a confluence of knowledge, skills, and attitudes. Hunter's Global Competence Model (2004) shows how different dimensions collectively comprise global competence, while none of them can alone represent a global competency, and are equally important. This briefing has modified his Model, Figure 2., to visualise the flow of these dimensions and its continuity in becoming a globally competent individual.

The ability of knowing the Self (Self-Awareness) is the first internal step driving an individual to develop self-perspective before reaching out to approach things holistically with willingness and curiosity (Open-Mindedness). It is also inevitable for us to be sensitive and respectful when it comes to differences (Attentiveness to Diversity). After realising the Self, being open-minded, and having the sensibility to diversity, one has to extend beyond a particular cultural framework by experiencing something new (Risk Taking). These essential and progressive core attitudes will then enable the building of global competence, knowledge and skills, through education or life experience.

Before being globally competent individuals where we have to be involved in intercultural interactions, we have to learn and understand the significant cultural knowledge, hidden values, and beliefs in the world (Global Awareness and Historical Perspectives). To effectively interact and build relationship with people around this dynamic world, we need to develop various interpersonal skills and have the ability to apply cultural knowledge (Intercultural Capability + Collaboration Across Cultures). At the same time, we should also reflect on the entire process of the intercultural interaction by going back to the very first self-perspective.

To effectively cope with intercultural interactions, one has to flexibly reach out to the external environment after realising and building a unique self-perspective. Stemming from one's internal readiness, a globally competent individual has the ability to apply knowledge of the historical, geographic, and societal influences to intercultural interactions.

Equipping students as globally competent graduates is no longer something new in higher education with the increasing global competitiveness, interconnectedness, and diversity. However, universities should not only strengthen knowledge, but also effectively innovate and incorporate global skill sets and mindsets into students' learning. To engage students in global learning, we have to provide a "space" where learners can explore complex approaches and reflect on different values (Bourn, 2011). As educators, it is important for us to avoid an oversimplification of the global 21st century (and the future).

Fostering Intercultural Competence

As Deardorff (2004) puts, intercultural competence is the ability to appropriately handle intercultural situations based on one's knowledge, skills, and attitudes. As the intercultural agenda is becoming the world's agenda, developing a global and intercultural outlook is a lifelong process that education can definitely help to shape. Undoubtedly, intercultural competence is the key for students to be part of the "emerging world community" where they can compete globally and collaborate in a global context of cultural, disciplinary, gender, ethnic, linguistic, religious, age and other differences (Jackson, 2014). Having a strong sense of self-awareness enables students to see the world through others' eyes. Interculturally competent individuals also have the ability and willingness to take up others' perspectives without abandoning their own perspectives. Our future graduates must have the ability to acknowledge, respect, tolerate, and integrate cultural differences in order to be a global citizen. Such abilities to manage the interconnectedness of diversity is now a significant skill which most employers seek (Deardorff & Hunter, 2006; Hulstrand, 2008).

Development of intercultural competence includes a complex set of skills, attitudes, and knowledge. Through incorporating different teaching pedagogies, students can acquire the mindsets and skill sets through observation, evaluation, analysis, and interpretation. As teachers, we can also further nourish students' adaptability, ability to be non-judgmental, and capability to solve complex problems by adopting the following four strategies in teaching and learning.

28 INTERDISCIPLINARY TEACHING AND ASSESSMENT OF INTERCULTURAL COMPETENCE (ITAIC) DIMENSIONS



EMPATHY



RESPECT



IMPACT OF PREJUDICE, DISCRIMINATION, XENOPHOBIA



FOREIGN LANGUAGE SKILLS



WORLDVIEWS & VALUES DIFFERENCES



UNDERSTANDING PROCESS OF GLOBALISATION



CULTURAL HYBRIDITY



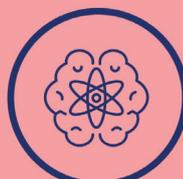
AWARENESS OF HISTORICAL INFLUENCES



DEFINING HUMAN RIGHTS



TOLERANCE FOR AMBIGUITY



DEMONSTRATING INTERCULTURAL SENSIBILITY



VALUING DIVERSITY



AWARENESS OF GLOBAL ISSUES/SYSTEMS



INFLUENCE OF SITUATIONS



INFLUENCE OF STATUS, POWER & PRIVILEGE



INTERCULTURAL COMMUNICATION SKILLS



MULTIPLE PERSPECTIVE TAKING



FLEXIBILITY & ADAPTABILITY



ABILITY TO MANAGE & COPE WITH CHANGES



OBSERVATION & LISTENING SKILLS



DEGREE OF ETHNOCENTRISM/ETHNORELATIVISM



ABILITY TO WITHHOLD JUDGMENT



CULTURAL SELF-AWARENESS



CULTURE SPECIFIC KNOWLEDGE



OPENNESS, CURIOSITY & RISK-TAKING



ABILITY TO SHIFT FRAMES OF REFERENCE



COMMITMENT TO SOCIAL JUSTICE/RECIPROCITY



DEGREE OF IMMERSION/ISOLATION (EXPERIENTIAL)



A. Internationalising Teaching Content

As intercultural attitudes, among others, has proved to be a key element in determining the acquisition outcomes, one of the easiest and effective ways to cultivate students' empathy and global worldviews is to develop internationalised teaching content (Chen & Starosta, 2008). Using case studies in courses is a typical approach where teachers can incorporate global examples for students to acknowledge and appreciate cultural differences in a non-judgmental manner. It challenges students to analyse various contexts, actions, and possible outcomes by giving enough details for them to make appropriate decisions.

For example, teachers from our community of practice draw on a wide range of thought-provoking worldwide examples, not only famous speeches from political leaders but also some phenomena in the developing countries, to present multiple perspectives to students. Further exposure to more in-depth multiple cultural perspectives is possible when group discussions are facilitated in a diverse classroom. Apart from facilitating and nurturing students' global perspectives by introducing global examples, the teachers also allow students to develop their own topics for their written assessment based on global issues (see the case examples of Lee and Megan). Such autonomy provides an opportunity for them to develop intercultural skills and insights as they will be highly motivated to learn more about a particular culture and demonstrate a genuine interest in their work (Lacey, L., & Trowbridge, J., 1995).

In short, internationalising the teaching content dispels the notion that there is only one single solution or answer to the complexity of cross-cultural situations. However, teachers also have to pay extra attention to their facilitation in order to avoid stereotyping and over-generalising different cultures.

B. Maximising Service-Learning Outcomes

Service-learning brings people together across different cultures to address local and global issues (Keith, 2005). With structured community engagement, it also helps to develop intercultural competence by providing experiential and reflection opportunities that are "not easily replicable in the classroom setting alone" (Deardorff, 2012). A teacher at the Indiana University–Purdue University Indianapolis transformed a course on contemporary Greece and developed a service-learning component on a Greek island (see the case of Sutton). Every summer, this course-based and credit-bearing experience enables 15-20 American undergraduates to deconstruct Western fascination with classical antiquity through learning the dynamics of Greek life. The blend of exchange and service-learning experience provides an occasion for the students to strengthen their global dimensions of citizenship and tourist-local relations. Participating in community-based intercultural encounters with Parians allow students to move beyond the "superficial exchange of information" about the Others (Sen Gupta, 2003). To make it further meaningful, having reflection enables students to confront bias, challenges, and share their experiences at "home".

C. Going Global at "Home"

The increasing student diversity, both home students and exchange students, within university settings provides opportunities for all students to develop intercultural competence without going abroad – "Connecting the classroom to the world, and bringing the world into the classroom" (Sklad, Friedman, Park, & Oomen, 2015). Internationalisation at Home is another approach for universities to integrate international and intercultural dimensions into both formal and informal curriculum for all students within "domestic learning environments" (Beelen & Jones, 2015). Apart from internationalising teaching materials, we should also make the most out of the student diversity. Intercultural contact has the potential to stimulate deeper levels of self-awareness and understanding of cultures. Yet, teachers have to foster purposeful engagement between local and international students as they may maintain a distant and superficial relationship without interacting with each other (Ward & Masgoret, 2004).

Out of many ways to achieve Internationalisation at Home, role-playing has a significant role in students' global learning. Well-designed role-playing allows students to experience different roles in real-life in a safe and supportive environment where they can develop empathy through unrehearsed actions and facilitation. With a global perspective, it promotes on-the-spot thinking, intercultural communication, and global decision-making skills. Two science teachers from our community of practice are dedicated to facilitating students' intercultural learning through designing meaningful role-playing activities in a classroom setting. Both of them group their students randomly and assign different roles of stakeholders to them, ranging from families of rare disease patients to a biotechnology company. By putting students in the unusual lens, role-playing exposes students to multiple global perspectives and encourages the interchange of ideas and values among the class. Incorporating global issues into an active learning activity helps develop a genuine awareness of the local-global interactions and interdependence. Peer evaluation with constructive feedback also serves as reflections for students to acknowledge specific problems and get reactions from others (see the case examples of Chow and Ogbonnaya).

D. Realising the Expectations

One of the challenges for professional development is to narrow the gap between the expectations of students and teachers (Kingston & Forland, 2008). When we set realistic and attainable learning objectives, it is also essential for teachers to realise everyone has different expectations towards a course or programme. Students' learning may be inhibited without a clear understanding of rules, expectations, and assessment criteria. Therefore, for example, a teacher from our community of practice clearly communicates her expectations to her students at the very beginning of the class in order to make things transparent and avoid expectation mismatches in students (see the case example of Sauerwein).

Apart from students' expectation mismatches, such as how some Singaporean students struggle when they feel like others are not pushing enough, faculty and staff also have different expectations when it comes to marking and collaborations.

To realise and effectively cope with expectations, an interculturally competent individual can be open-minded and accept there are certain rules and norms in a specific context. However, we have to accept differences and should not abandon our unique styles and values while trying to fit in.

Concluding Remarks

In this briefing, we have unpacked global citizenship, global competence, and intercultural competence in terms of how these are becoming an integral part of graduate attributes and the agenda of higher education. Strategies and efforts in cultivating global mindsets and skill sets, while looking into some case examples from teachers across disciplines, were also illustrated by identifying four approaches in this small scale study.

Checklist

- ✓ Have you designed meaningful tasks in which students can apply their knowledge, skills, and attitudes when solving complex problems?
- ✓ Have you provided a "space" where learners can explore complex real-life scenarios and reflect on different values?
- ✓ Have you tried to avoid stereotyping and over-generalising global issues or cultures?
- ✓ Have you facilitated intercultural interactions between local and international students?
- ✓ Have you clearly communicated your expectations to the class?

Acknowledgements

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Developing students' global citizenship and intercultural competence

Case Examples

CASE
01

Great Speeches: Rhetoric and Delivery (CAES 9921)

Drawing on a wide range of worldwide speeches on social thoughts and political movements, the teacher helps students acquire insights into rhetorical devices and language choices while also nurturing their global perspectives. In class, the teacher played some short video clips to show students exemplary speeches, such as those made by Martin Luther King and motivational speakers such as Nick Vujicic, and helped students deepen their understanding of the contexts of the speeches. In order to create an inclusive assessment task, the teacher set a broad global issue – social inequality – as the theme of the written speech and allowed students to choose a specific topic themselves. As such, students could compose a speech with reference to examples with which they are familiar so that non-local students will not be disadvantaged. Before writing, students were also encouraged to consider their target audience's demographic features, prior knowledge and nationalities and adjust their speeches accordingly. This analysis exemplifies Dr Lee's emphasis of writing a 'culturally appropriate' speech. According to her, stories, jokes and examples introduced by the speaker should be universally known so that the speech could resonate well with both local and international audience.

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<https://caes.hku.hk/home/courses/undergraduate-courses/?code=CAES9921>

CASE
02

Introduction to Environmental Sciences (BIOL2035)

A role play was brought to the classroom of Introduction to Environmental Sciences housing fifty Year 2 local Hong Kong science majors. Students were grouped randomly and casted the roles of representatives from a community, an environmental organisation, an international bank or a (biotechnology) company. They were asked to read up the backgrounds, concerns, and initiatives of their roles in the environmental aspect and present them to their classmates. Assessment was done through peer evaluation on both their presentation skills and knowledge of a given scenario. Apart from promoting active learning, the role play serves significantly to expose students to global practices, which could hopefully be employed as case examples for comparisons and references at their senior years. The teacher further enriched the role play by aligning the characters strategically. Students had to present on behalf of the key global stakeholders which may have conflict of interests over one another. There was, for instance, one group responsible for engineering a type of bacteria that moderated climate; one developing a software that tracked greenhouse gas emission; and one criticising the use of technology as environmental activists. By putting the students in the unusual lens of a remote location or institution and calling attention to the dynamics between the stakeholders, they can develop a genuine awareness of how actions of local communities affect the global environment. The majority of students found the activity engaging. The teacher was also glad to see how the rising awareness of local-

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global interaction inspired students to mitigate impacts of climate change by altering their personal consumption habits.

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CASE
03

English for University Studies II and Centre-based Experiential Learning Activities (LANG 1003)

It is argued that internationalising a big course has long been a formidable task. However, Ms. Megan, our CoP – ITL member from HKUST, who teaches and coordinates LANG 1003 – a compulsory English course for all first-year students – managed to internationalise her class by drawing on interesting and thought-provoking examples from all over the world and presenting multiple perspectives to students when exploring global issues. This semester, beauty and happiness were selected as the themes of the course. Specifically, the teacher used videos from Mauritania in western Africa that contrast with the dieting phenomenon in Asia to illustrate how women of different sizes are regarded as beautiful, in addition to bringing in worldwide reading materials that introduced students to different perceptions of beauty. Moreover, the teacher included topics on male beauty and talked students through how males undergoing cosmetic surgery are perceived and interpreted worldwide. Another major topic covered in the course is happiness. After watching videos from different sources, students were guided to compare and contrast how happiness is defined in Bhutan, Denmark and America.

Students were assessed in a way that could advance their intercultural learning. Students had to submit an argumentative essay with their own theses. They could base their theses on the issues and phenomena in their home countries. Ms. Megan noted that a Korean female student once wrote about how beauty had been conceptualised in such a patriarchal society as Korea. Following the argumentative essay, students were also asked to participate in oral discussion over how to promote happiness in Hong Kong and worldwide. In order to encourage multicultural interaction, the teacher reminded the students that they should try their best to communicate with classmates of different backgrounds because any of them might be their group mates in the assessed discussion.

In addition to promoting an intercultural learning environment in course level, the Centre of Language Education is committed to designing co-curricular activities that enable culturally diverse groups to interact with one another. Offering courses and workshops on intercultural communication aside, the third language courses were popular among students as well as faculty members and staff. According to Ms. Megan, the conversation groups and courses were similar to a microcosm of internationalisation in the University. The Centre also adopts the English Language Buddy Scheme. Organising activities such as fishing, cooking and hiking for locals and internationals are believed to be a strategy to develop intercultural competence outside the classroom.

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**CASE
04****Great Ideas in Science (SCIE 1110)
& Global Health Ethics Case Studies
(BIEN 6930A)**

The teacher is dedicated to facilitating students' intercultural and interdisciplinary engagement by designing meaningful learning opportunities in his class. One example was role play, during which students were randomly assigned to groups and played the roles of different stakeholders – such as pharmaceutical companies, families of rare disease patients and governments – to defend their views and explore multiple perspectives. To encourage interchange of ideas on significant science topics, the teacher prompted students to debate on daily-life science and public health issues and allowed them to have a high degree of flexibility to express themselves and adopted a non-judgmental approach to their opinions. As a case in point, students were invited to share what they valued most in the case of curing rare disease patients – some insisted on saving individual lives while some emphasised the wise allocation of public health resources.

The teacher also incorporated elements of internationalised contents which helped widen students' international horizons and develop their intercultural competence. Drawing on international comparative case studies, the teacher attempted to enhance students' awareness of respecting various local cultures and practices. Examples of cases ranged from comparing the international and local public health standards of Vietnamese refugees in Hong Kong during the 1970s to examining the different vaccine experiment standards adopted by Thailand and some African countries.

Moreover, BIEN 6930A is an online course involving universities in the United States, Mexico, the Philippines and Hong Kong. According to the teacher, students were active in sharing their views with peers from different countries in the virtual environment of the course. This might be related to the features of virtual platform that non-verbal judgemental indicators were absent. As he observed, students respected each other's opinions even if those opinions were very different from their own on the online platform.

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**CASE
05****Sustainable Urban Development &
Responses to Climate Change
(ENVR 30100)**

This Global Citizen Program, a three-week, four-credit course co-organised with the National Taipei University, not only provides the opportunity for teachers to put students into different locations but also enables students through an active learning approach to learn and work on complex sustainability topics within an intercultural team environment. As the teacher believes we have to think locally in order to address global challenges in this interconnected world, groups are thoughtfully formed by the teacher to include both genders, different institutions, disciplines, and year of study in each group so as to maximise the diversity among students. Due to the international student body from the 4 participating institutions, local students from Hong Kong join their peers from different places, such as Taiwan, Singapore, India, Korea, Malaysia, Pakistan, the United States and Mainland China. Get-to-know and teambuilding sessions include games and discussions to let students realise the need to know each well to ensure they perform well in a team during group assignments,

which make up the majority of assessments during the course. Team building and a strong focus on teamwork has also shown to be a good approach for students to spend their free time with groupmates, rather than sticking with their friends from their own institution. Besides, none of the students is doing the entire program in their comfort zone even if they are local HKUST students, because of the changing locations, including Hong Kong, Taipei and a third, yearly changing location. Therefore none of the students has a full locality advantage. Apart from designing universal topics that everyone can resonate with (such as urban sustainability), the teacher intentionally put students into a situation where they have to give small presentations at unusual locations (such as on a bus or on site during site visits), while the presentation has to be engaging, creative, and compelling without the use of media like PowerPoint slides.

Last but not least, the key to enabling students to learn best in an intercultural environment is to manage expectations of both the teacher and students effectively. This includes letting students discuss and share their own expectations, but also making the teacher's expectations clear (such as inclusive behaviour, a proactive mind set, leading by example on daily sustainability actions, etc.), which seemed to be essential, especially since students come from different institutions and learning environments. With these in mind, students can learn in an intercultural environment what it means to be a responsible global citizen.

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**CASE
06****Service Learning on a Greek Island
(US)**

A course on contemporary Greece for American undergraduates aims at dispelling preconceptions, deconstructing Western fascination with classical antiquity, and leading students to understand the dynamics of Greek life. Each summer, around fifteen to twenty students from several American universities and colleges joined this course to fulfil a general education requirement. The teacher incorporated a service-learning component to the course where students participate, reflect, and enhance their sense of civic engagement in a community-based service activity. Separate service placements were developed for each student, or in pairs, to work on the island's official website, deal with stray dog population, assist the local archaeological service, volunteer and dedicate to eco-tourism. Such an opportunity has speeded up the process of immersion since the students served as co-workers and participants to facilitate cultural interactions.

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