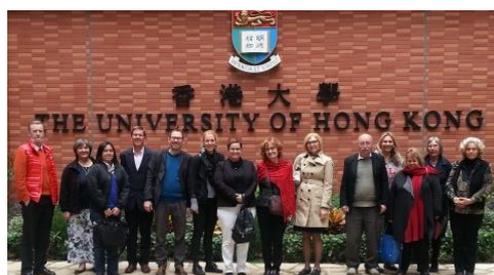




U21 Education Innovation Workshop



“Internationalising the Curriculum”

The University of Hong Kong

December 17-18, 2014



Genesis

The December 2014 incubation workshop evolved from an invitation in 2013 from Professor David Kember (UTAS), an ex-HKU colleague, for a proposed UTAS/ HKU collaboration. Potential benefits were seen for Education to learn from the award-winning U21 Dentistry International Peer Review Project experience (Gardner, Bridges, & Walmsley, 2012; Bridges, Chang, Chu, & Gardner, 2014). A UTAS Teaching Development Grant was awarded to support local development. With the U21 Education Innovation grant call, the HKU team (Susan Bridges, Stephen Andrews & Ming-fai Pang) saw an excellent opportunity to expand the network and to capitalise on HKU’s work through its Centre for the Enhancement of Teaching and Learning (CETL) with UBC in re-designing the ‘diastemas’ learning platform. U21 Education Innovation funding supported travel for three U21 Education member participants (Dr A Housmann, Lund; Prof C Sugrue, UCD; and Dr T Cumming, UNSW). The Faculty of Education, HKU supported attendance of the guest speaker, Dr Karen Gardner (Dentistry, UBC) and on-site meeting costs. Non-U21 members’ attendance was self-funded. (See Appendix 2 for programme and full list of participants).



Internationalisation in Higher Education

Knight’s (2004) definition of internationalisation as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” was a starting point for discussion. The 2011 publication “Re-thinking International Higher Education” (Welikala, 2011) commissioned by the U21Teaching & Learning Network Steering Group indicated “a need to construct a broader perspective on the concept, which stretches beyond just curriculum content”. Specific imperatives for internationalisation in HE were cited as:



- “The 21st century university faces numerous challenges at local, regional and global levels (mass migration, environmental and geographical issues, super-diversity of the student cohorts, as well as the knowledge paradigms, the information overload, and global interconnectedness);
- Problems and issues in the current socio-economic and geo-political aspects demand broader, multi-perspective understanding about the world, life and work;
- As the most visible and significant site of knowledge creation, the university has a social responsibility to equip the members of the society with necessary competencies, knowledge, understandings, and new skills so that they can constantly negotiate the changing nature of work, the labour force, information technologies and cultural identities of people.
- Teaching–learning sites in the 21st century university are super-diverse and participants bring multiple perspectives, understandings and competencies to the classroom. Knowledge creation cannot be constrained within nationalities.”

The final recommendation was for a ‘multi-perspective curriculum’.

<http://www.universitas21.com/news/details/32/rethinking-international-higher-education-curriculum-mapping-the-research-landscape>

A 2012 blog posting on Higher Education in The Guardian by Uwe Brandenburg and Hans deWit posed direct challenges to the way institutions consider internationalisation:

“Instead of bragging about the number of students going abroad and hosting of international fee paying students, the number of courses in English and the abstract claim of making students global citizens, we want to focus on learning outcomes.

- How can we make sure that students receive the right learning outcomes that make them ready for a world that is more and more interculturally and internationally connected?
- What does that mean for faculty development?
- What are the implications for the assessment of students?
- How can instruments such as study abroad, international classrooms, teaching in another language, recruitment of international students and cross-border delivery, contribute to that process?”

<http://www.theguardian.com/higher-education-network/blog/2012/apr/02/internationalisation-labeling-learning-outcomes>

Most recently, the 2014 Special Issue on “Internationalization of Higher Education” of the journal “International Higher Education” raised, among many others, these pertinent challenges:

- “(Internationalization) should incorporate an ongoing dialogue and negotiation of national, regional, and global knowledge, skills and competencies requirements, and national, regional, and global needs within a changing world order.” (R. Y. Chao)
- “The ability to interpret local concerns within a global context and to judge the impact of global issues on one’s personal and professional life should surely be an attribute of all graduates in contemporary society” (E. Jones)
- “The process of internationalization might be failing because of institutional grounding in a domestic setting, organizational inertia, and regulatory and institutional barriers” (J. Gregersen-Hermans) <http://ejournals.bc.edu/ojs/index.php/ihe>

At the conclusion of the two-day incubation workshop, the project group agreed upon the following goals and learning outcomes to be applicable to all three proposed projects (Appendix 1).

Dr Susan Bridges, Professor Stephen Andrews, Dr Ming-fai Pang
Workshop Co-convenors (HKU)



“Internationalising the Curriculum”

Overarching goals

- To embed an international perspective in Initial Teacher Education (ITE) programmes reflecting University missions and graduate attributes of ‘global citizenship’ and ‘intercultural competence’;
- To conceive internationalisation projects that build in multiple perspectives within the ‘at home’ curriculum.

Project Learning Outcomes:

By the end of the project/s students will:

- Recognise and understand their own cultural and disciplinary backgrounds and consider these perspectives with respect to local, national and international contexts;
- Develop cultural awareness and respect diversity to enable them to act in a socially just and culturally responsible way;
- Enhance their professional understanding through evidence-based interactions with a global online community of peers;
- Negotiate and build professional digital identities through interaction with teaching peers across cultural and linguistic borders using multiliterate modalities and capabilities.

Projects:

1. Comparative Research
2. Lesson Planning
3. The Ideal School



“Internationalising the Curriculum”

Project 1: Comparative Research

Lead: David Kember (University of Tasmania)

Contact: David.Kember@utas.edu.au

Collaborators: The University of Hong Kong (Catherine M. Capiro), University of Waikato (Bronwen Cowie & Beverly Cooper)

Approach:

The initiative is in the form of group projects in which students will research a topic and compare practices, perceptions and cultural perspectives between two countries.

1. Students will be formed into groups of eight (or 4), including four (or 2) from each of two countries.
2. Students will undertake a short series of preliminary workshops designed to introduce the students to the concepts underlying the project (working with those in other cultures; working productively in teams; and use of the online communication system).
3. Engage in a series of online introductory activities (individual project team level to maximize the chances of the group becoming an effective community of practice). Strategies will utilize Salmon’s five step model (Salmon, 2011; Salmon, Nie & Edirisingha, 2010) for developing the skills of online communication and the ability to work together as a team through information technology and social media.
4. Groups will be guided to select a topic to research either from a given list or one the group itself determines.
5. Each group will be guided to plan how to conduct their project, including allocating tasks and roles and determining a timeline.
6. Project teams will be to research the differing policies, practices and perspectives, in the two countries, with respect to their chosen topic.
7. They will be expected to present their findings through a website designed and developed by the team. The output of all the group projects will be collated into a comparative education website. This website should prove to be a valuable resource for universities to make use of in other units, to ensure that the wider cultural and global perspectives are not confined to those participating in the project.

Assessment

- The main part of the assessment for the unit will be for the website reporting the group’s findings. This will be assessed as a group project, which will reflect a measure of the group’s ability to work as a cross-cultural community of practice. The website will be assessed on both the quality of the content, judged according to cross-cultural analysis, and the quality of the presentation.
- To further widen the perspectives of the participants beyond that of their own projects and the two countries compared, each group will be required to reflect upon and critique the website of another group involving a further two countries. This exercise will involve them learning about educational practices in another two countries. It will also enhance their cultural sensitivity by learning how to constructively critique the work of those in other cultures.
- In addition, each individual will have to write a reflective journal, containing reflections on the experience of being part of a cross-cultural community of practice.



“Internationalising the Curriculum”

Project 2: Lesson Planning

Leads: Chris Davison and Terry Cumming (University of New South Wales)

Contact: c.davison@unsw.edu.au

Collaborators: The University of Hong Kong (Cheri Chan)

Level: Novice entry level: teacher identity

Timing: UNSW: First semester, 2nd Year; HKU: Second semester, 3rd Year (May/June for both)

Possible topics: behaviour, group work, problem-based learning (PBL), educational technologies incorporation, differentiation

Task aim: Peer feedback

Approach:

Focus on planning first, implementation second:

1. Each university uploads lesson plans with inherent problems
2. Students find problems with lesson plans in the opposite context,
3. Students find evidence to address problem

Tasks and Timelines:

- Identify appropriate subjects and staff at HKU and UNSW in BEd dual degrees who wish to participate in the project
- Refine logistical arrangements at AERA in April
- Preparations/pilot latter half of 2015
- Full trial 2016

Assessment 1: Reflection Paper

Write a reflection paper on your experiences as a student. Take care to reference **at least four readings** from course weeks 1-4. Use the guiding questions to structure your response.

- To what extent were your responses/reactions to the lesson plan different than those of your peers? To what extent were they similar? Why?
- What did you do in response to any issues that came up? How did you resolve the differences?

Assessment 2: Lesson Plan Critique

Based on a lesson plan and supporting details I will provide you, write a critical paper in which you:

- Identify and describe the 4-6 most significant problems with the lesson plan, with reference to the literature from the course. Take care to identify issues in each:
 - Language, literacy, and numeracy;
 - Social, psychological and emotional factors;
 - Curriculum and pedagogy
- Identify and describe 4-6 changes you would make to this lesson plan
- Modify the lesson plan based on your proposed changes.



“Internationalising the Curriculum”

Project 3: The Ideal School

Leads: Anna Houmann and Lars Andersson (Lund)

Contact: anna.houmann@mhm.lu.se

Collaborators: The University of Hong Kong (Stephen Andrews, Susan Bridges), University of Johannesburg (Sarah Gravett), University College Dublin (Ciaran Sugrue), The University of Auckland (John Hope)

Concept:

Each faculty assigns a task to a student group that results in creating “the ideal school” on a website. The faculty student groups peer review each other’s ideal schools. The students then write a report on the impact of the international perspective on professional identity and development.

Time line:

- Spring 2015:
 - The initial Swedish course website is translated into English and shared with the other participants (January, Anna Houmann)
 - An example of an “Ideal school” website is translated and shared with the other participants (January, Anna Houmann)
 - The Swedish students, in an already started course, are asked to write their “Ideal school” in English. The completed school(s) invites the other participants to the peer review process (February, Anna Houmann)
 - The other participants peer review the school(s) (March, Stephen Andrews, Susan Bridges, Sarah Gravett, Ciaran Sugrue and John Hope)
 - Participants meet at AERA (April, Stephen Andrews, Susan Bridges, Sarah Gravett, Lars Andersson and John Hope)
- Fall 2015
 - Each faculty prepare courses, websites etc (Stephen Andrews, Susan Bridges, Sarah Gravett, Ciaran Sugrue, Anna Houmann and John Hope)
- Spring 2016
 - Each faculty start their pilot by introducing the “ideal school” project to the students (January)
 - The peer review process is completed (April)
 - Impact student report is sent to each course coordinator (April)

Possibilities:

- Teachers from each faculty can give on-line lectures to the students in the project during the process
- Research can be applied to the outcome of the projects and the final student report.



U21 Education Innovation

Project Incubation Workshop

The University of Hong Kong, December 17-18, 2014

Hosts: Dr Susan Bridges, Professor Stephen Andrews, Dr Ming-fai Pang

Venue: 8th Floor Meng Wah Complex, Main Campus, The University of Hong Kong
(Campus map <http://www.maps.hku.hk/>)

Workshop Goals

- to bring interested U21 partners to Hong Kong for an initial workshop to begin collaborations for a 'virtual internationalization' project in Education.

Key outcomes will be:

- incubation of a cross-faculty collaborative student project (Masters and/or undergraduate level) drawing upon the experience of the International Peer Review Project (IPR) in Dentistry;
- introduction of the new diastemas platform and review of the feasibility of utilizing this site for a project in Education.

PROGRAMME

Day 1 Wednesday, December 17, 2014

9:00	Welcome by the Dean of Education, HKU	Professor Stephen Andrews
9:10	Introductions	Dr Susan Bridges
9:40	Internationalizing the curriculum – the next face of the international agenda <i>Discussion</i>	Dr Susan Bridges
10:15	Coffee break (Delifrance)	
10:30	The International Peer Review project in dental education <ul style="list-style-type: none"> Building an international community of practice (reflections of 7 years of implementation) 	Dr Karen Gardner
	<ul style="list-style-type: none"> The HKU experience <i>Q&A</i>	Dr Susan Bridges
12:00	Lunch at 14/F, Senior Common Room	
1:30	Diastemas Peer Review platform – old and new: <ul style="list-style-type: none"> The current platform The re-design project 	Dr Karen Gardner Dr Susan Bridges
	<i>Discussion</i>	
3:00	University of Tasmania project proposal <i>Discussion</i>	Professor David Kember
4:30	Closing reflection	Dr Susan Bridges
5:15	Shuttle coach to CNT Tower, Wanchai	
6:00	Dean's Dinner: Lei Garden Restaurant , Wanchai (Address: 1/F., CNT Tower, 338 Hennessy Road, Wanchai, Hong Kong)	



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Day 2 Wednesday, December 18, 2014

9:00	Developing a professional digital identity <i>Discussion</i>	Dr Karen Gardner
9:40	Group breakouts (Interest groups) Project incubation 1	Dr Susan Bridges
10:15	Coffee break (Delifrance)	
10:30	Group breakouts (Interest groups) Project incubation 1	Dr Susan Bridges
11:00	Interest Group reporting <i>Feedback & Discussion</i>	
12:00	Lunch at Sportful Garden Restaurant (Address: G/F., Elegant Garden Arcade, 409 Queen's Road West, Western District)	
1:30	Group breakouts (Interest groups) Project incubation 2	
3:00	The way forward - U21 and other funding - Ways of working: Future meetings both virtual and physical <i>Discussion</i>	Dr Ming-fai Pang Dr Susan Bridges
4:00	Closing remarks	Professor Stephen Andrews

Participant list:

International Guests	HKU staff
Prof. Lars Andersson (Lund University, Sweden)	Professor Stephen Andrews
Dr. Ronel Callaghan (University of Pretoria, South Africa)	Dr Susan Bridges
Prof. Bronwen Cowie (University of Waikato, New Zealand)	Dr Pang Ming-fai
Dr. Beverley Cooper (University of Waikato, New Zealand)	Dr Catherine M. Capiro
Dr. Theresa Cumming (University of New South Wales, Australia)	Dr Carol To
Prof. Chris Davison (University of New South Wales, Australia)	Dr Andy Gao
Dr. Karen Gardner (University of British Columbia, Canada)	Prof David Carless
Prof. Sarah Gravett (University of Johannesburg, South Africa)	Dr Anatoly Oleksiyenko (Apols)
Dr. John Hope (University of Auckland, New Zealand) (Day 2)	Ms Queenie Wong
Dr. Anna Houmann (Lund University, Sweden)	<i>Research Assistants:</i>
Prof. David Kember (University of Tasmania, Australia)	• Mr Tommy Sin
Prof. Ciaran Sugrue (University College Dublin, Ireland)	• Ms Henrietta Lai