

Teaching and Learning Experience Sharing (TALES) Workshop

Internationalisation @HKBU



Dr. Nanda DIMITROV

Director, Teaching Support Centre
Adjunct Research Scholar, Centre for Research on
Teaching and Learning in Higher Education,
Western University, Canada



Ms. Aisha HAQUE

Associate Director (Graduate Education),
Teaching Support Centre
Associated Researcher, Centre for Research on
Teaching and Learning in Higher Education,
Western University, Canada

Full biography of the scholars is available at <http://chtl.hkbu.edu.hk/main/workshop/tales-2017-18-1st/#w7-bio>.

Internationalisation is an important strategic focus of the University. With the aim of further encouraging colleagues to provide cross-cultural learning experiences for students at HKBU, this 3-day event extends the TALES workshop series in October and November to continue and deepen the conversations on "Internationalisation at HKBU" with action.

Two renowned scholars, Dr. Nanda Dimitrov and Ms. Aisha Haque from Western University of Canada are visiting us from 4th to 6th December 2017. They will offer open lectures and interactive workshops to discuss Internationalisation at home, designing curricula for cross-cultural understanding as well as handling diversity in the classroom.

Open Lectures

(Open to everyone inside and outside HKBU)

Venue: ACC 209 2/F, Jockey Club Academic Community Centre, Baptist University Road Campus

4 December 2017 (Mon) 10:30 a.m. – 12:00 n.n. Approaches to Internationalisation in Higher Education

This session will explore how institutions who have been successful at internationalisation efforts have created a cohesive strategy for embedding international education goals at the level of institutional policy, co-curricular and curricular learning experiences, and for promoting intercultural engagement among both local and non-local students. Using examples from diverse institutions around the world, we will also address common challenges associated with realising internationalisation outcomes. Participants will engage in a conversation about how the lessons learned at other institutions may inform internationalisation in the Hong Kong higher education context.

6 December 2017 (Wed) 12:30 – 2:15 p.m. Assessing Student Learning in Diverse and Interdisciplinary Classrooms

The ability to explore key issues in the discipline from multiple theoretical, disciplinary, historical and cultural perspectives is an important outcome of university education. In this session, we will explore how faculty members may design authentic assignments and assessments that allow students to represent diverse ways of knowing, demonstrate intercultural awareness, and explore key questions in their area of study from diverse disciplinary and global perspectives. We will also explore how faculty who teach students from diverse linguistic backgrounds can design assessments that support student success for all students, and share research based tools to assess the intercultural competence of students.

Interactive Workshops

(Open to HKBU colleagues ONLY)

Venue: ACC 209 2/F, Jockey Club Academic Community Centre, Baptist University Road Campus

Curriculum Design for Intercultural and Interdisciplinary Courses

Part 1 4 December 2017 (Mon) 2:00 – 5:00 p.m.

In this workshop, instructors will engage in creating the learning outcomes, learning activities, assessments for a new intercultural or interdisciplinary course, and explore possible partnerships with colleagues from different disciplines. Using the Intercultural Teaching Competence Framework (Dimitrov and Haque, 2016), we will explore strategies for facilitating intercultural learning activities that align with the outcomes of HKBU's new GE curriculum; with particular emphasis on considerations for the development of intercultural and interdisciplinary awareness and perspective taking. Please bring a course idea with you to the workshop, and be prepared further develop your course plan before the second session on December 6th.

Part 2 6 December 2017 (Wed) 2:30 – 5:00 p.m.

In the second session of the workshop, participants will present the outline of their proposed course to the group, receive feedback from our visiting scholars and from each other, with particular emphasis on the sequencing and scaffolding of learning activities to promote intercultural awareness and interdisciplinary learning outcomes among students. We will work together to discuss and refine how instructors may assess their students' progress toward these outcomes among all students, local and non-local, and how instructors can encourage metacognition about intercultural and interdisciplinary learning.

