



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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Dr Hui, S.C.M. (2015, Nov 20). CCST9016 Energy: Its Evolution and Environmental Impacts <http://www.mech.hku.hk/bse/CCST9016/>

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.

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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<http://www.cetl.hku.hk/teaching-learning-cop/>



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

<http://www.cetl.hku.hk/teaching-learning-cop/>

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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