
My GLOCAL Classroom & Beyond

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About me

HKBU
Dept. of
Journalism

Hong Kong



Exchange / Study Tour

**reciprocal and collaborative ways of working within
and across local and global contexts**

- Dept. of Journalism encourages students to take an exchange semester at an overseas university, and also welcomes their counterparts from overseas to our classes.
- Exchanges allow J-students to enroll at the partner university in similar courses to those they would take here so that the credit units can be transferred, and they will graduate at the normal time.



STUDY TRIPS

The department organizes an international reporting study trips for journalism students. All journalism students are eligible to participate and will receive one subsidy from the department during their four-year study period. Check out some of the places we've been recently:



Global triangle

2016-05-20

Ms Bonnie Chiu (left) and her students at Ohio University



Professor Huang Yu (right) meets with the representatives from Leipzig University and Ohio University, partners in the triangular relationship.

In order to equip students with the ability to contribute to solving global challenges, the School of Communication is building a solid “triangular relationship” with two world-renowned universities that are leaders in the field of communication. Professor Huang Yu, Dean of the School of Communication, elaborates on this “triangular relationship” with Leipzig University in Germany and Ohio University in the US: “Leipzig University is one of the oldest tertiary education institutions in Europe and reputed for their strategic communication, while Ohio University, well-known for their journalism programme, also has over 200 years of history. Geographically, we are three points on the map forming a triangle that spans Asia, Europe and the US, helping to foster stronger international exchanges.”

The School has already arranged three study trips to Germany, bringing around a hundred undergraduate and postgraduate students to Leipzig University. Meanwhile, a dozen students have been to Ohio University. “During our week long stay in Ohio, our students were allowed to attend any lecture offered to communication students of Ohio University. Host families were arranged for the entirety of the trip so students were able to enjoy meals, hang out and watch football matches with their host families and newly made friends. This kind of global experience allows our students to gain first-hand and multi-dimensional understanding of the life, studies and culture of a different country.”



The classroom settings of Ohio University facilitate the engagement of students in the in-class discussions.

Check out Lives in Flux, a photo slideshow on North Korea produced by journalism students and published in the South China Morning Post

Check out some of the year-two International Journalism students video journalism projects

Courses I teach @ HKBU

- International/Intercultural Communication
- Political Communication and Public Opinion
- Approaches and Methods in Communication Research
- Data Journalism



Course:

International/Intercultural Communication

- Course contents

- 1) international communication issues, including the Western media system, press freedom, the globalization of media.

- 2) intercultural communication topics, revealing the similarities and differences among different cultural values.

- Intercultural communication competence: Knowledge, attitude, aptitude

- Aims

- 1) to broaden students' worldview

- 2) to help students become competent intercultural communicators



facilitating students' learning and interactions

- Select reading materials that carry international elements.
- Assignments: e.g., International partner experience report.



facilitating students' learning and interactions (cont.)

- Provide multiple opportunities for students to discuss ideas in small groups.
- Encourage international students to answer questions.



facilitating students' learning and interactions (cont.)

- Encourage local students and international students to form study groups together.
- Take action to connect local and international students after class.



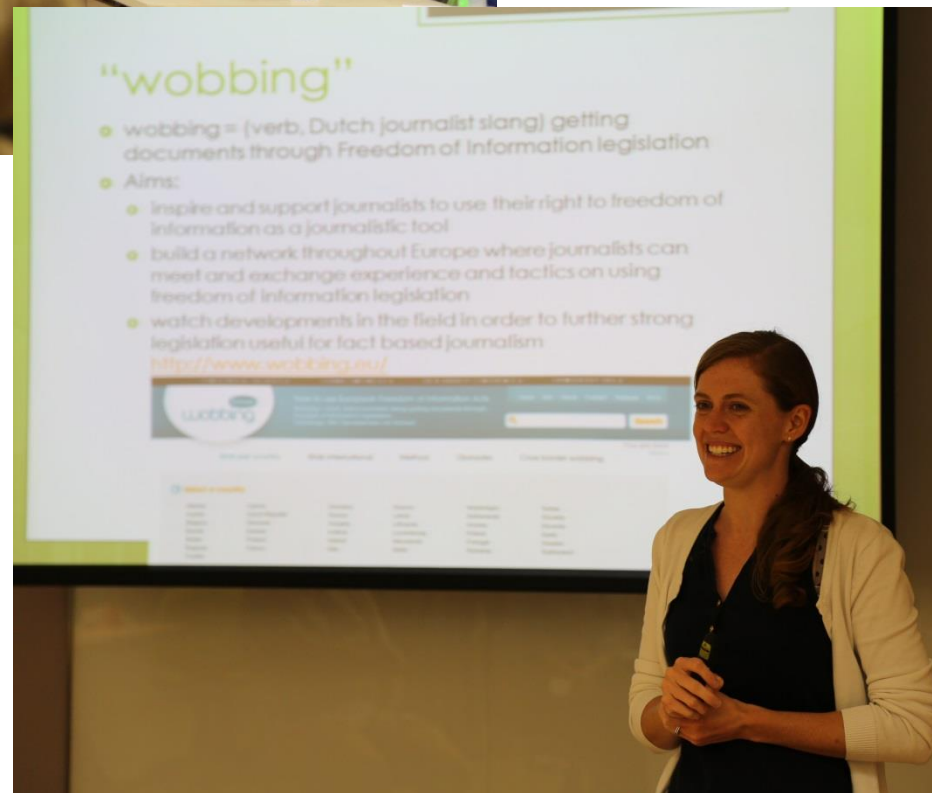
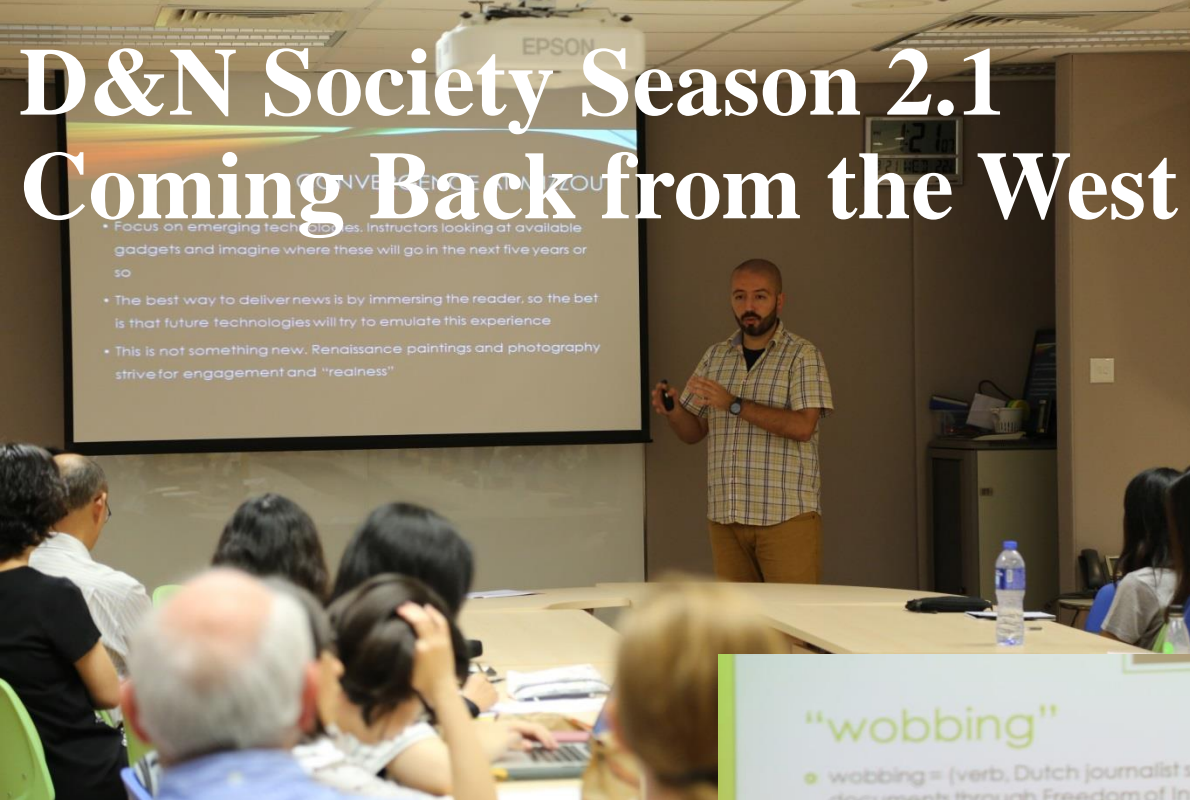
facilitating students' learning and interactions (cont.)

- Invite speakers from overseas to talk to students.



D&N Society Season 2.1

Coming Back from the West



Jeff South @ VCU



Storytelling with Data:

How to do it and who does it best

Date: *December 16, 2016 (Friday)*

Time: *10:30 AM-1:30 PM*

Speaker: *Prof. Rick Dunham (Tsinghua University)*

Venue: *CVA 516, HKBU*

Abstract

Big data has changed our world, and is becoming increasingly easier to find, visualise and share. How can reporters harness the power of data to construct in-depth reports that increase public understanding of important issues?

This lecture provides tips on how to conceptualize and execute data journalism projects, as well as tips on how to improve your data journalism storytelling skills and best practices in data journalism storytelling from around the world.



Prof. Rick Dunham

Visiting professor
Tsinghua University
Co-director of the Global
Business Journalism Program

Rick Dunham is a visiting professor at Tsinghua University, where he teaches multimedia journalism, data journalism and US media culture, and is co-director of the Global Business

Journalism Program. He has covered US politics for Business Week magazine, the Houston Chronicle and Hearst Newspapers. He offers regular news analysis of global topics

for CCTV and China Radio International and has conducted training programs around the world for journalists, journalism educators and communications students.



facilitating students' learning and interactions (cont.)

- Adjust course contents based on students' feedback to meet their need.



Tips: for assessment to measure students' learning outcomes

- term projects in an international context

e.g., Media portrayals of terrorism events in China as compared to in US;

e.g., Online privacy issues in a China/HK/Taiwan cultural background compared to in the Western culture



Assessment: developing students' global understanding

- Whether students know

e.g., ask students to name and summarize global media systems

- Whether students understand

e.g., ask students to explain the rationales for different media systems and elaborate the comparisons among them.





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