

CoP-ITL

Case Example from HKU

Programme: English Language

Course: CAES 1000, CAES9202 and CAES9205

To leverage learners' diversity for the purpose of enhancing their learning, the teacher creates an environment where students need to discuss complex global issues collaboratively. She randomly assigns students into groups and creates a buddy scheme in her English classes. The teacher acknowledges the fact that students may be resistant to random groups even though there are some benefits to learning, such as more opportunities to work with peers from different disciplines. She highlighted that if one wishes to adopt this approach, it is crucial to make the rule clear to students from the first day of class (as opposed to somewhere between the teaching weeks) and that students need to be informed of the tangible and intangible benefits, both at present and in the future, brought by such grouping strategy for tackling complex and ambiguous global issues. Students can therefore be better psychologically prepared for the academic tasks ahead. In terms of managing diverse classroom with varying levels of language proficiency, the teacher pairs up students in groups and constantly rotates buddy groups within the class. In such a way, students are given the opportunity to learn from each other and enhance their understanding.



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