

Case Example from HKBU

Subject area: Religious Studies

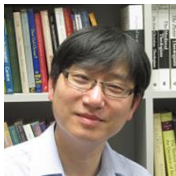
Course title: Approaches to the Study of Religion

Course code: RELI 2015

Dr. Kwok deployed various strategies to respond to the bitter-sweetness of internationalising teaching and learning in a classroom of imbalanced diversity, having one non-local-non-mainland student among all Hong Kong locals. To encourage meaningful interactions between the students of different cultural origins, a group assignment was designed and given in three-fold.

First, students teamed up to identify a religious phenomenon of their choice and discuss its relevance to the Hong Kong society. Then, each group was assigned a theoretical reading and offered a consultation session with the teacher for unpacking the theories. In the last stage, the groups were asked to illustrate the theories they have read with reference to the phenomena they have chosen in the first stage. The students were assessed on how they discuss the phenomenon and the psychological conditions of human it represents in both the oral presentation and the collaborative essay, particularly concerning their engagement with the case example, appropriateness of the methodology, and clarity in analysis.

From observation, the scaffolding group assignment successfully encourage local students to look for interesting religious phenomena outside the Chinese context that they were unfamiliar with and learn about their non-local peer' perspectives e.g. discussing the significance of the Holy Mother apparition in Italy to Hong Kong religious community with their Italian groupmate. Moreover, students in the mixed group also gained the exposure to coping with teamwork conflicts stemming from diverse living and learning styles ingrained in different cultures.



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