



Case Example from HKU

Course: ENVR30100 Sustainable Urban Development and Responses to Climate Change

This Global Citizen Program, a four-credit course co-organised with the National Taipei University, not only provides the opportunity for the teacher to put students into different locations but also enables students to learn through complex sustainability topics within the intercultural team environment. As the teacher believes we have to think locally in order to address global challenges in this interconnected world, groups are thoughtfully formed by the teacher to include both genders, different institutions, disciplines, and year of study in each group so as to maximise the diversity among students as they join local students from different places, such as India, Malaysia, Singapore, Pakistan, and Mainland. Get-to-know sessions also include games and discussions to let students realise the need to know each other without sticking with their friends. Besides, none of the students is doing the entire program in their comfort zone even if they are local HKUST students because of the changing locations over those three weeks. It makes nobody have a total locality advantage. Apart from designing universal topics that everyone can resonate with, the teacher intentionally put students into a situation where they had to make their presentations, on a bus or at the site, engaging, creative, and compelling without the use of media like PowerPoint slides.

Last but not least, the key to enabling students to learn best in an intercultural environment is to manage expectations of both the teacher and students effectively. Dr. Sauerwein always makes things very clear at the beginning of the program to ensure students, particularly from a different institution, understand the rules, norms, roles and expectations they should have. With these in mind, students can learn best through global learning in an intercultural environment.



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Cite this item:

CoP – ITL. (2019, December). *Case example of Dr. Meike Sauerwein*. Retrieved from <https://www.cetl.hku.hk/cop-itl/wp-content/uploads/2019/12/DrMeikeSauerwein.pdf>.