



Case Example from HKBU

Course title(s): Geography of Pacific Asia

Course Code(s): GEOG3016

The teacher made use of various opportunities to enhance intercultural learning. For example, he put students in culturally mixed teams for coursework to enhance their subject knowledge situated in different cultural contexts. In the course where intermediate Geography majors investigated the transformation of the region covering Russian Far East, East and Southeast Asia, Australia, New Zealand and the Pacific island nations, each of the eight student teams working on a term project had one international student. It was observed that the grouping intervention broadened students' horizons on how peers of diverse backgrounds related themselves differently to the rapid socioeconomic transformation of Pacific Asia under the force of globalisation while leading to an increase in the level of interaction between the local and international students. In terms of teaching contents which were mostly drawn from the United Kingdom and North America, the teacher was conscious of the need to bridge the gap between what students were reading about and the place they were in. He invited students to have a reflection on what the context was, how the literature was different, and how the local context could add to what they read or enrich those core perspectives so that the local students would not feel excluded from what they were reading.



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