



Case Example from HKU and HKBU

Subject area(s): Anthropology, Education Studies

This case example captures the teacher's experience of enhancing students' intercultural understanding through field visits and cross-generational learning experience.

In a course offered by HKU entitled "Hong Kong: Whose City Is It?", students were invited to join an expedition into how Hong Kong was made a home to people of diverse cultural backgrounds. Apart from theoretical discussions of how different ethnic groups perceived Hong Kong as their home city, the class also visited landmarks or heritage sites that showed the evidence of interactions between ethnic minorities and local communities. The locations included Tung Wah Group of Hospitals, Chungking Mansions, Man Mo Temple, and the Blue House Cluster. The class, which had a good mix of local and non-local students, were encouraged to observe and interview the people in the community to understand the construction of their sense of belonging. The participants then submitted a reflective writing regarding the ownership of the city and the cultural identity.

In another project "Enhancing Intercultural Competence of Pre-service Teachers", Education Studies students at HKBU had the opportunities to work with secondary-school ethnic minority students in Hong Kong for a step-by-step, collaborative learning project. In Step 1, the pre-service teachers in workshops put forward and explored some key concepts of multicultural classroom management and intercultural competence. In Step 2, school visits and lesson observations were organised to equip the future teachers with the strategies to leverage diversity in the classroom. In Step 3, the pre-service teachers had some hands-on experience in engaging the targeted students through interactive activities in a classroom setting. These steps aimed at developing the student teachers' capacity to teach in a diverse classroom while enhancing cultural literacy in a mutually benefiting scenario (i.e. both the student teachers and the targeted secondary school students benefited from the course).



Dr. Wai-chi Chee
Department of Education Studies, Faculty of Social Sciences, HKBU
wcchee@hkbu.edu.hk

Cite this item:

CoP – ITL. (2020, Dec). *Case example of Dr. Wai-chi Chee*. Retrieved from <https://www.cetl.hku.hk/cop-itl/wp-content/uploads/2020/12/DrWaichiChee.pdf>.