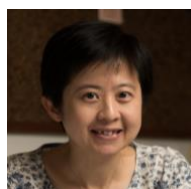


## Case Example from HKU

**Programme:** Master of Education programme (MEd) in Teaching of Science in an International Context

**Page:** [https://web.edu.hku.hk/f/tab/839/MEd%20web\\_TSIC.pdf](https://web.edu.hku.hk/f/tab/839/MEd%20web_TSIC.pdf)

As a specialism coordinator, the teacher incorporates the philosophies of open-mindedness, cultural pluralism, and mutual respect into teacher education so that the students, consisting of full-time teachers and those who have been teaching/intend to teach at International Baccalaureate (IB) schools, are well prepared to teach in an international learning environment. To provide students with authentic learning opportunities, the teacher made use of her network and managed to line up a school visit at an international school where the students could observe the teacher-student and student-student interactions in class and conducted classes with students of various backgrounds. This rare opportunity has broadened the students' horizons, exposed them to intercultural communication issues, and allowed them to gain additional teaching experience. The teacher also internationalised her teaching contents and made use of the observations during the field trip as reflective learning opportunities. In one trip to Guizhou, Mainland China, the teacher shared what she observed: *How teachers carry out inquiry-based learning in the Mainland* and asked her students to reflect on *the differences or similarities between their methods and ours*. This reflection enabled the students to compare and contrast teaching approaches adopted in different places and reminded them of the significance of contextualising new teaching methods into local teaching and learning.



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