

Experiential education for intercultural development: Experiences in 'normal' times and potentials in challenging times

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Outline



EL in the
Faculty

The projects
& findings

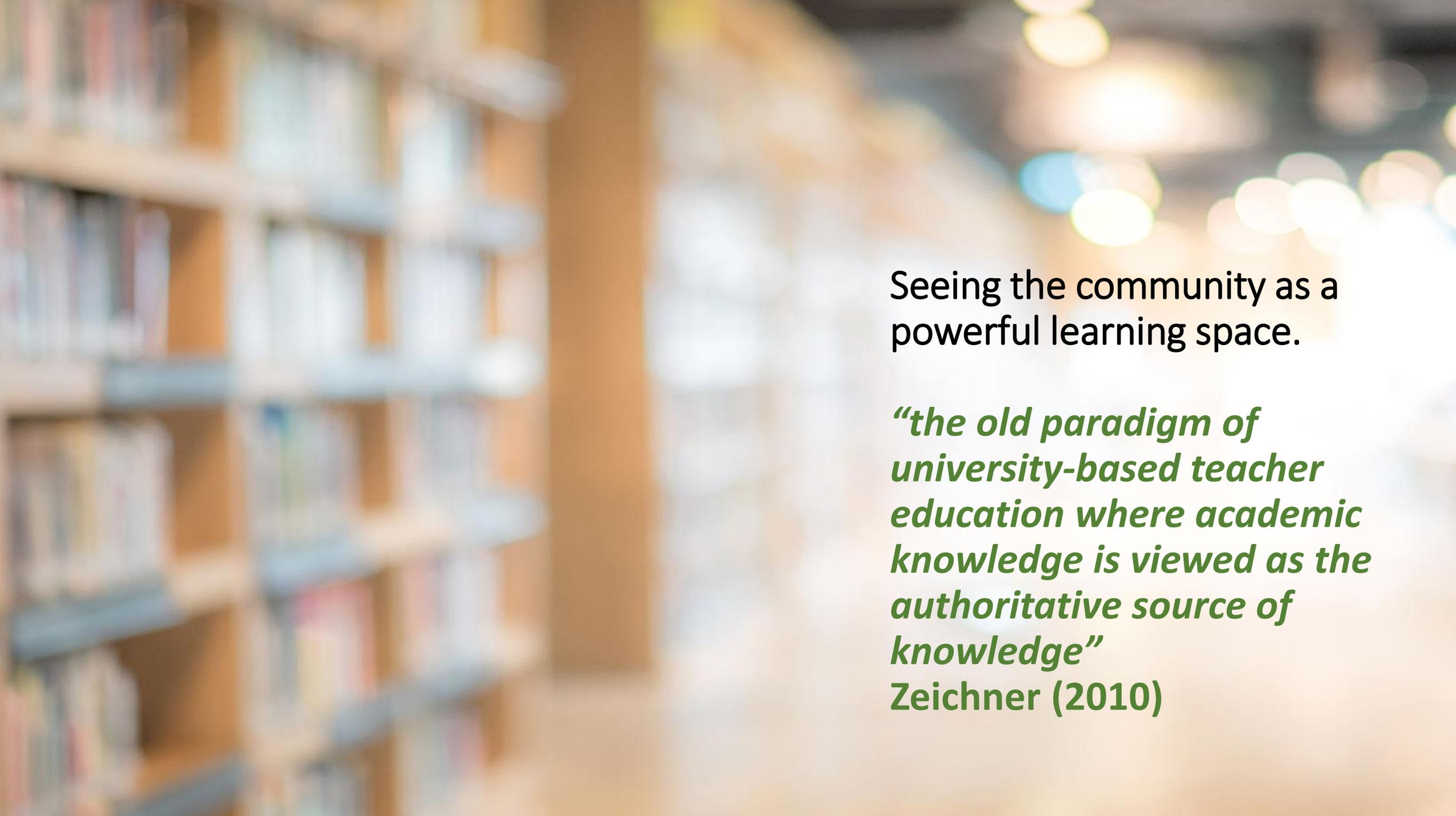
The
challenges



The context







Seeing the community as a powerful learning space.

“the old paradigm of university-based teacher education where academic knowledge is viewed as the authoritative source of knowledge”

Zeichner (2010)

Teaching is a moral, social and situated practice and ***NOT*** just a technical one.



Significance

Internationalising teacher education requires a transformative process whereby student educators reimagine multiple perspectives, respect different worldviews and eventually provide effective learning experiences for all in a diverse 21st century classroom.

The research question

In what ways does intercultural competence develop among pre-service teachers in local and overseas informal learning contexts?

The methodology

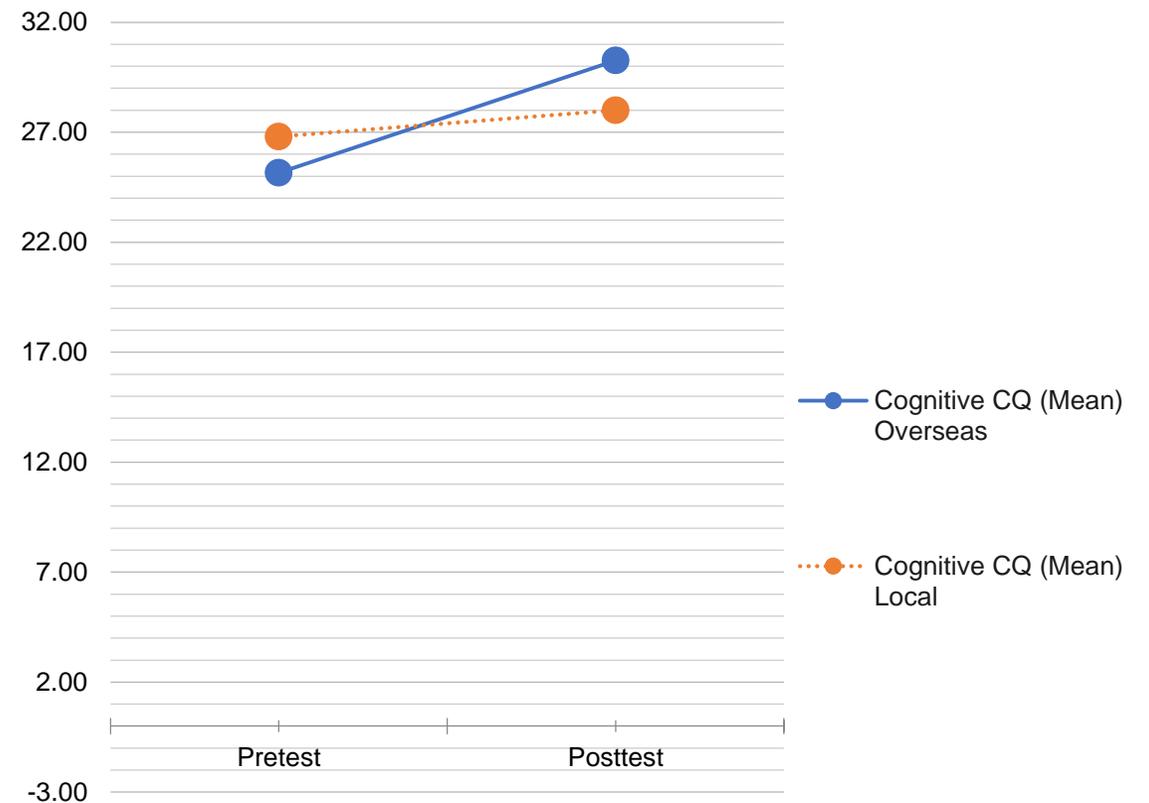
- Mixed-methods
- Participants: 2 groups of students who enrolled in local ($n=10$) and overseas ($n=19$) EL courses volunteered to participate
- Data collection at 2 time points: pre and post
- 20-item Cultural Intelligence Scale (CQS, Van Dyne et al, 2008)
- 2 open-end questions (what have you learnt and the personal impact of taking the course)

	Local		Overseas	
Topics	Conservation	Reading literacy	Sustainability	Resilience
Community partner	Largest theme park in Asia (Hong Kong)	NGO working with underprivileged children (Hong Kong)	NGO supporting cultural heritage (Tibet)	A US-based missionary to support victims of human trafficking (Cambodia)
Deliverables	Students design and implement pop-up narration on promoting conservation to park customers	Students design and conduct reading sessions with English literature to promote literacy with underprivileged children	Students conduct research on topics related to sustainable development in Tibet and promote it using a TED talk- style presentation to students from Tibet University	Students design and implement lessons on resilience to the vulnerable group in Cambodia

Highlighted results & discussion

Quantitative analysis (CQS)

- No significant differences between local and overseas groups in pretest scores
- A significant gain of posttest scores in all four domains in the overseas group.
- The overseas group reported gains in the metacognitive CQ ($M = 2.05$, $SD = 2.9$), $t(18) = 3.05$, $p < .01$, the cognitive CQ ($M = 5.11$, $SD = 5.74$), $t(18) = 3.87$, $p < .01$, the motivational CQ ($M = 1.68$, $SD = 3.22$), $t(18) = 2.28$, $p < .05$ and the behavioral CQ ($M = 2.16$, $SD = 3.61$), $t(18) = 2.61$, $p < .01$.
- The gain was most prominent in the cognitive domain (Figure)





Qualitative analysis

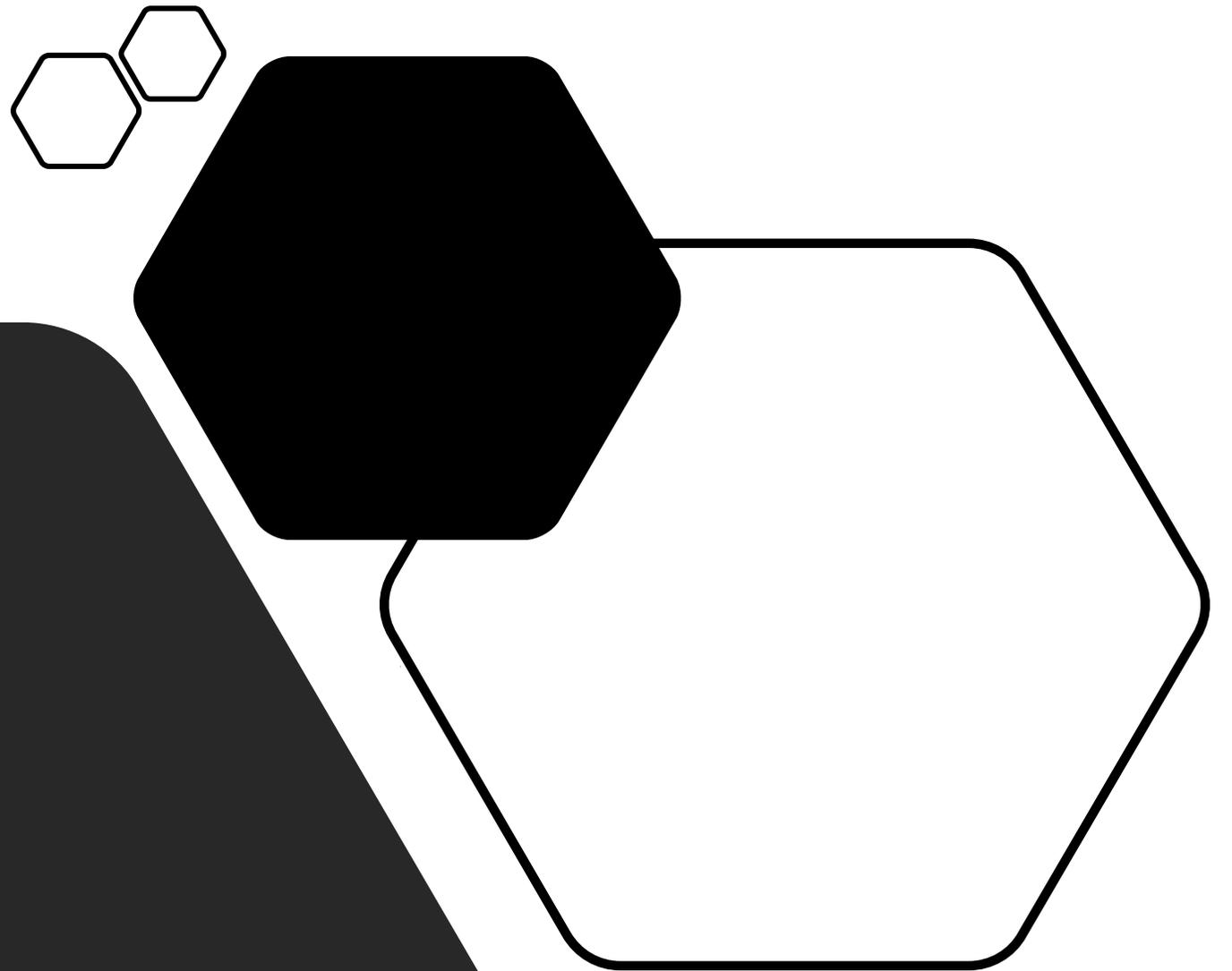
3 salient themes:
Personal development, teaching competence, and cultural skills & attitudes

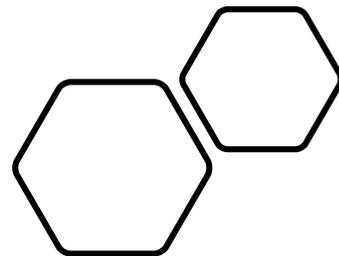


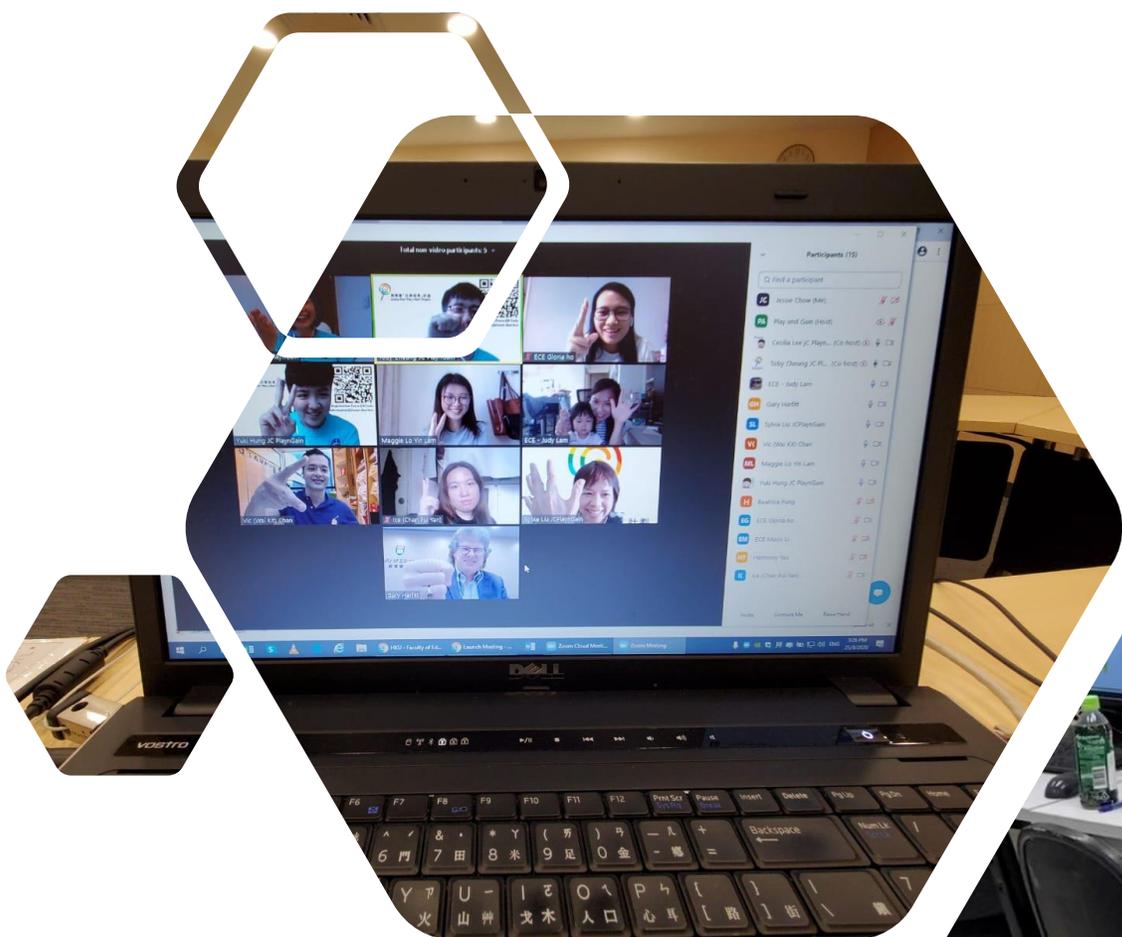
Overseas group focuses more on the personal development whereas local group focuses on teaching competence

- The international CBEL is a more effective platform for developing intercultural competence; however, both local and international CBEL nurtures important qualities that are associated with the development of such competence
- Our study challenges the concept of explicit and strategic teaching of intercultural concepts that nurture intercultural gain and contributes to the ongoing narratives in effective programming in intercultural experiential learning in teacher education.

Possibilities
in the 'new
normal'







[BBED6798] Weekly reflective activity

Made with a lightning strike of genius

Wednesday group - HKBFWKF

3. To reflect on how their action would result in the other stakeholders' feelings

Props:
-Memoji (iPad/iPhone) (We should be able to allocate at least one group to have one functional device)



Thursday group - SSG

thoughts before speaking. It is hoped that they will be more willing to share if they already structure their opinion.
- Encourage student to share their role in a team. (as what we have mentioned the Belbin Team Roles)

This is the link to our Google doc:
https://docs.google.com/presentation/d/1rRQ6prbMFI82sNWxwVyau7SzryCrJ03hJdYJ4aMYECE/edit#slide=id.g0391332ce_14_206

Collaboration (Gp.1)

Our collaboration

When... we developed teamwork.

Use 1 word to describe the collaboration

Our collaboration is... because...

My contribution

I have contributed to the group by...

Praise or describe one of your groupmates

I think... because...

Friday group - TSAC

Anonymous 1mo

Reflective activities

Part 1

The students first pick up an Emoji for describing their feelings. They will then share their feelings about the workshops and how they feel in general. Some guiding questions can be asked for facilitating discussion:

1. One emoji to describe your feelings about this session. Why?
2. What is the most interesting/surprising thing that you encountered today?

Part 2

After affective reflection, the students will reflect on the

Photo highlights

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e-Learning Team, Faculty of Educ...



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e-Learning Team, Faculty of Educ...



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Your comments
and feedback

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