

One-day Join-the-Conversation Community of Practice: Aspects of Internationalisation

Establishing and Fostering a Community of Practice on Teaching and Learning: The Community of Practice Project at the University of Hong Kong

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Centre for the Enhancement of Teaching and Learning
The University of Hong Kong

June 24, 2016

Agenda

Enhancing
teaching and
learning in
research-
intensive
universities

Communities
of practice in
a teaching
and learning
context

A community
of practice on
teaching and
learning in
the University
of Hong Kong

Reflections
and
projections
for the
future

Enhancing Teaching and Learning in Research-intensive Universities

Background



- Government funded
- A research-intensive university
- A highly competitive environment
- Increasing importance of teaching quality
- Competing priorities among teaching, research and service

Background (cont'd)



Teaching and Learning Connections Issue #1
Cultivating a Community of Practice
on Teaching and Learning



Required Programmes 

HKU required programs for new
professariate and research
postgraduate students >>



Professional Learning 

Workshops and seminars for
professional learning >>



Consultancy 

Bespoke services for faculties and
academics >>



Special Events 

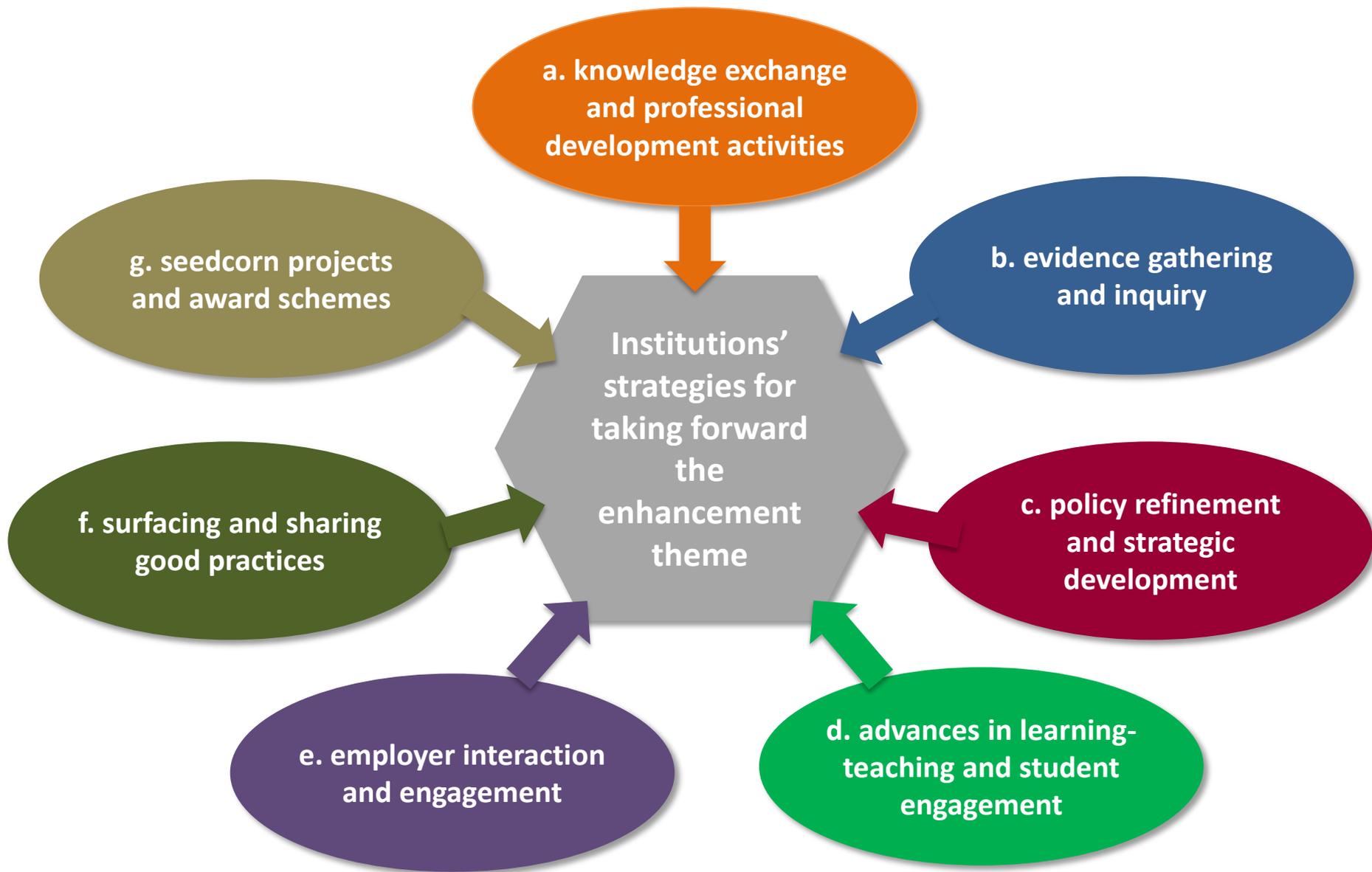
Visiting speakers, symposia and
showcase events >>

Centre for the
Enhancement of
Teaching and
Learning

A central unit that
supports the
university to achieve
its strategic teaching
and learning aims

“Enhancement entails purposeful attempts to change constellations of practices for the better.”

Trowler, Saunders and Bamber, 2009, p. 9.



Communities of Practice in a Teaching and Learning context

“Communities of practice are groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis.”

Wenger, McDermott, & Snyder, 2002, p.4.



Image credit: Allan, B. (2008). Knowledge creation within a community of practice. [Web Image]. Retrieved from <https://convcme.wordpress.com/2011/02/04/communities-of-practice-a-framework-for-learning-and-improve…>

CoPs in a teaching and learning context

- Teaching Community of Practice or T-CoP (Green & Ruutz, 2008; McDonald & Star 2006)
- Faculty Learning Community (Cox, 2013)
- Professional development community of practice (Bates & O'Brien, 2013)
- Interdisciplinary teaching community of practice (Pharo et al., 2014)

CoPs in a teaching and learning context (Cont'd)

The phenomenon of
“usual suspects”

(Condon et al., 2016, p. 87)

CoPs in a teaching and learning context (Cont'd)

The phenomenon of “usual suspects”:

Faculty members who thrive on teaching and who constantly seek out to improve, or simply try out new methods to keep life interesting (Condon et al., 2016, P.87)

CoPs in a teaching and learning context (Cont'd)

“In spite of their promise, however, successful CoPs are thin on the ground in universities.”

McDonald & Star, 2006



... although they (or something like them), have been around for a long time...

Discussion (1)

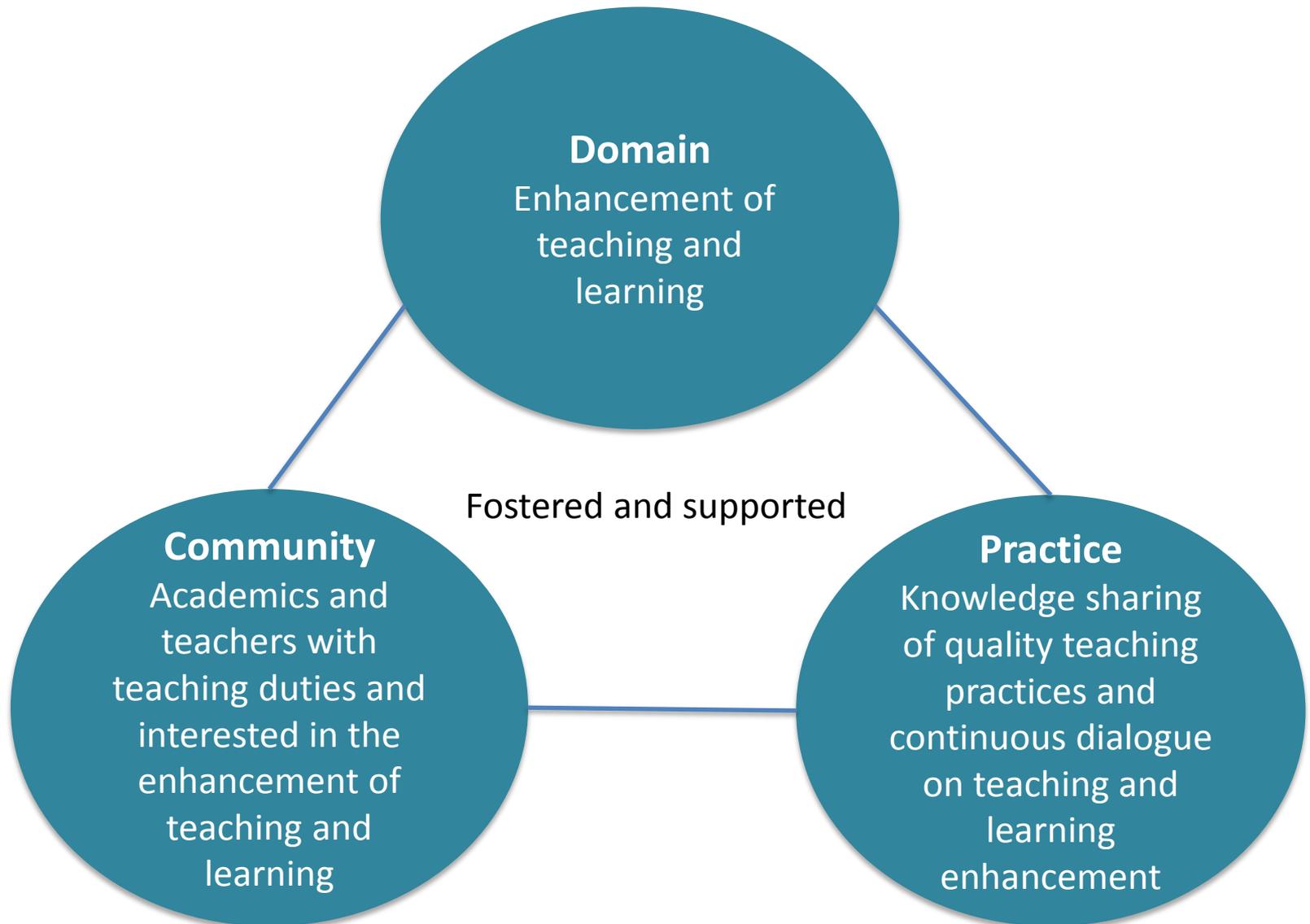
Can you think of conversations you have had in the last 12 months about your teaching/learning with colleagues or professional contacts/fellow students?

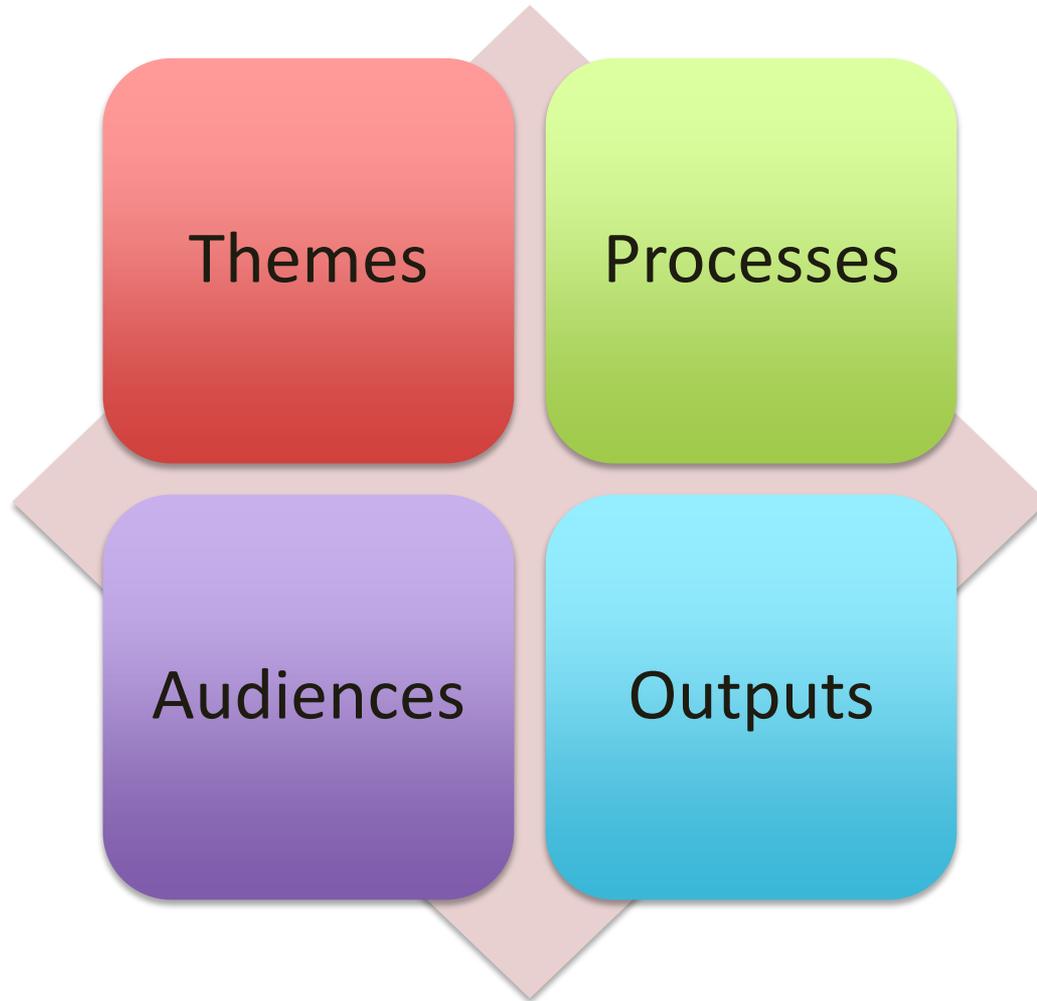
Would you see these as representing a formal or informal CoP network -- or perhaps as having the potential to become a CoP?

**A Community of Practice
on Teaching and Learning
at the University of Hong Kong**



Key characteristics





Themes

Processes

Audiences

Outputs

Themes

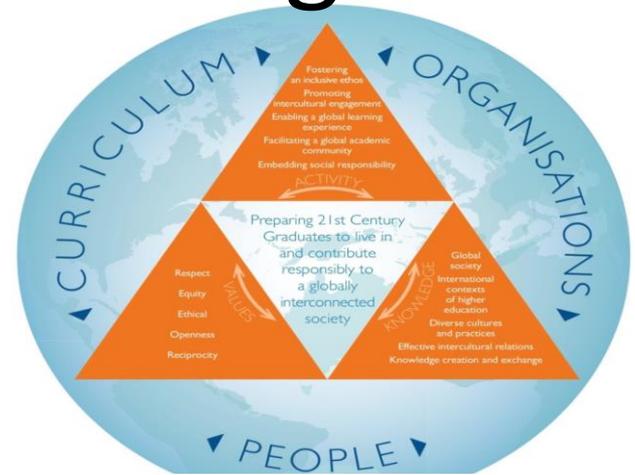
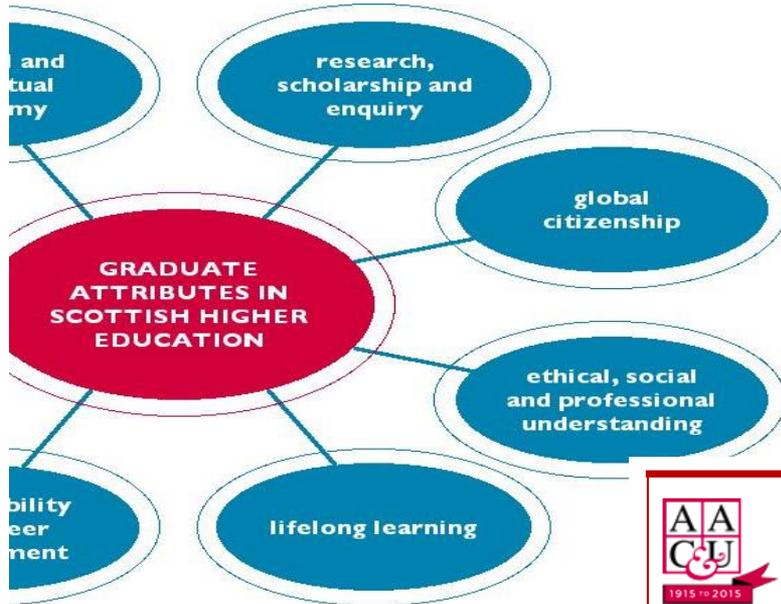
2014-15

Assessment for
learning

Internationalisation
of teaching and
learning

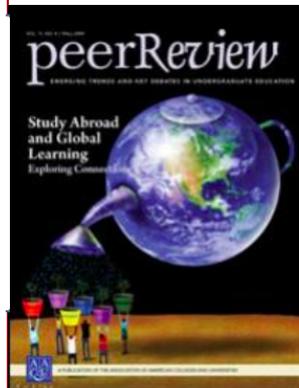
2015-16

Internationalisation of Teaching and Learning



Association of American Colleges & Universities
CELEBRATING 100 YEARS OF LEADERSHIP FOR LIBERAL EDUCATION

[Home](#) > [Peerreview](#) > [2009](#) > [Study Abroad and Global Learning: Exploring Connections](#) > [Global Learning: What Is It? Who Is Responsible?](#)



Fall 2009, Vol. 11, No. 4

Peer Review

Global Learning: What Is It? Who Is Responsible for It?

By: [Kevin Hovland](#)

There are few colleges or universities that do not embrace the goals of increasing global awareness, global citizenship, and global responsibility as part of their educational mission. Yet, across all sectors, institutions continue to struggle to develop the best practices for translating goals into concrete curricular and cocurricular global experiences that are flexible, rigorous, and relevant to *all* students in *all* programs.

Since 2001, the Association of American Colleges and

World's most international universities 2016

Times Higher Education World University Rankings data reveal the top 200 most outward-looking institutions

January 14, 2016



By [Ellie Bothwell](#) Twitter: [@elliebothwell](#)





Top 200 most international universities in the world 2016

Rank	Institution	Country	International outlook	WUR 2015-2016 rank
1	Qatar University	Qatar	99.9	601-800
2	University of Luxembourg	Luxembourg	99.8	=193
3	University of Hong Kong	Hong Kong	99.5	=44
4	École Polytechnique Fédérale de Lausanne	Switzerland	98.6	31
5	University of Geneva	Switzerland	98.5	=131
6	University of Macau	Macao	98.4	401-500
7	ETH Zurich – Swiss Federal Institute of Technology Zurich	Switzerland	97.9	9
8	University of St Gallen	Switzerland	97.6	351-400
9	National University of Singapore	Singapore	96.2	26
10	Imperial College London	UK	96.0	8

International outlook (staff, students, research): 7.5%

- **International-to-domestic-student ratio: 2.5%**
- **International-to-domestic-staff ratio: 2.5%**

The ability of a university to attract undergraduates, postgraduates and faculty from all over the planet is key to its success on the world stage.
- **International collaboration: 2.5%**

In the third international indicator, we calculate the proportion of a university's total research journal publications that have at least one international co-author and reward higher volumes. This indicator is normalised to account for a university's subject mix and uses the same five-year window as the "Citations: research influence" category.

Internationalized Learning Environment: Multilingual & Multicultural

國際化學習環境：
多種語言、多元文化



HKU has always had a strong international orientation. More than half of our professoriate staff come from outside Hong Kong. We have the most diverse student population among universities in Hong Kong. In 2013-14, we had more than 9,600 international undergraduate and postgraduate students, representing over 83 different nationalities. The interactions of local and non-local students help to promote intercultural understanding, which has been incorporated into our educational aims.

In support of the internationalization of our campus, English has been adopted as HKU's *lingua franca*. It is the common language used for lectures, tutorials, seminars, forums and other events to enable inclusive participation by Chinese and non-Chinese speaking students and staff. Students also take two 6-credit courses of English language: one to induct them into academic studies at university, and the other to provide English support for their disciplinary studies.



> 9,600 international students > 83 nationalities
Most diverse student population among HK universities

Internationalisation: The Ideal

Internationalised universities provide a meeting place of many cultures where valuable intercultural learning can occur; where there is the potential for the new, the challenging, and the unfamiliar to be the norm; where the taken for granted can be challenged; and where new ideas and ways of thinking are formed as a result of engagement with culturally different others

Leask 2009 p. 219

Discussion (2)

In your role as a university academic/university student, what are your own experiences of internationalisation -- e.g. of teaching/learning in classes with non-HK students, of projects or assignments that have a focus beyond HK, of contacts with peers in overseas universities, or of co-teaching/ working with someone from overseas?

What aspects of your role, do you think, are likely to become more internationalised in coming months/years?

Internationalising Teaching and Learning at HKU: KEY CHALLENGES AND OPPORTUNITIES



1. Learning Outcomes and Graduate Attributes

What kinds of learning outcomes and graduate attributes are associated with internationalisation?

Where and how in their studies at HKU can students develop and enhance these qualities?

3. Internationalisation in the HKU Curriculum

In what ways do degree programmes and course units at HKU offer cross-cultural and global perspectives on knowledge and understanding?

What helps/hinders their effectiveness?

Can/should such perspectives be more widely available, across subject areas and years of study?

2. Student Mobility and Learning Abroad

What opportunities are there for HKU students to be more mobile in their studies and learn abroad as well as in Hong Kong?

How might current provision be developed to meet the University's strategic goal of expanding such opportunities?

4. Language and Intercultural Competence

How are HKU students' language expertise and intercultural competence facilitated?

What are the strengths and limitations of the guidance and support currently available?

5. Learning and Intercultural Interaction

To what extent could greater interaction be fostered between HKU students from differing language and cultural backgrounds, within and outside of timetabled classes?

Could more be done to engage with diversity as an opportunity as well as a challenge?

7. Assessment and Evaluation

How can students' experiences of internationalised learning be effectively assessed, not only within but also across courses?

How can such experiences be systematically evaluated, within and across degree programmes?

6. Digital and Virtual Learning

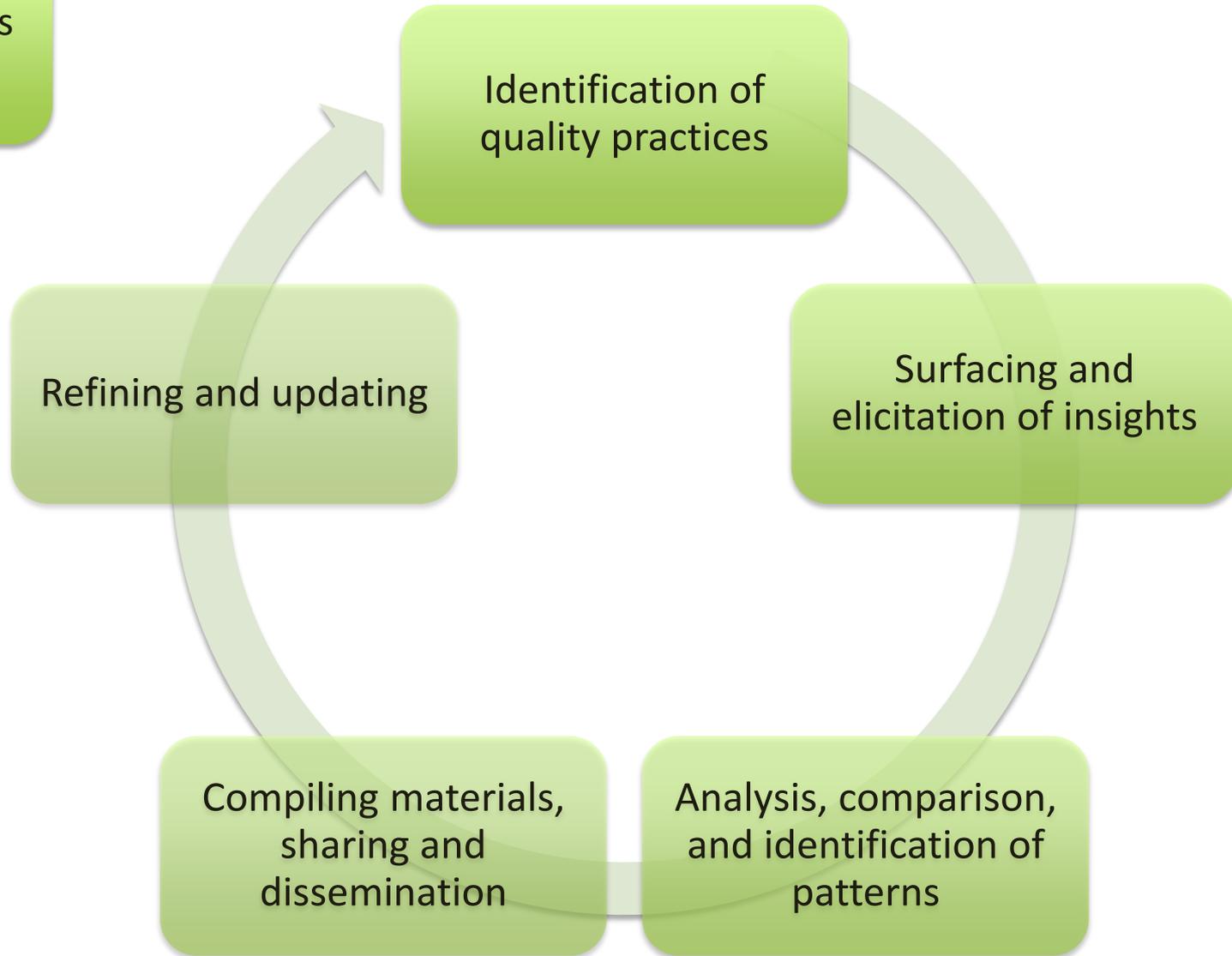
In what ways are recent advances in information and communication technologies opening up new possibilities for students to enlarge their global awareness and intercultural understanding?

8. Internationalisation and the Postgraduate Experience

In what respects is internationalisation a postgraduate (as well as undergraduate) challenge?

What can be learnt from the experiences of other leading research universities?

Processes



Example 1: A small scale study on the internationalisation of the Common Core Curriculum

Identifying the Focus – the Common Core Curriculum



Informal interviews

Looking for similarities, differences & patterns



Dissemination and sharing



Keywords search

Analysis & validation



Comparing the findings with the literature



Refining and updating

Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont'd)

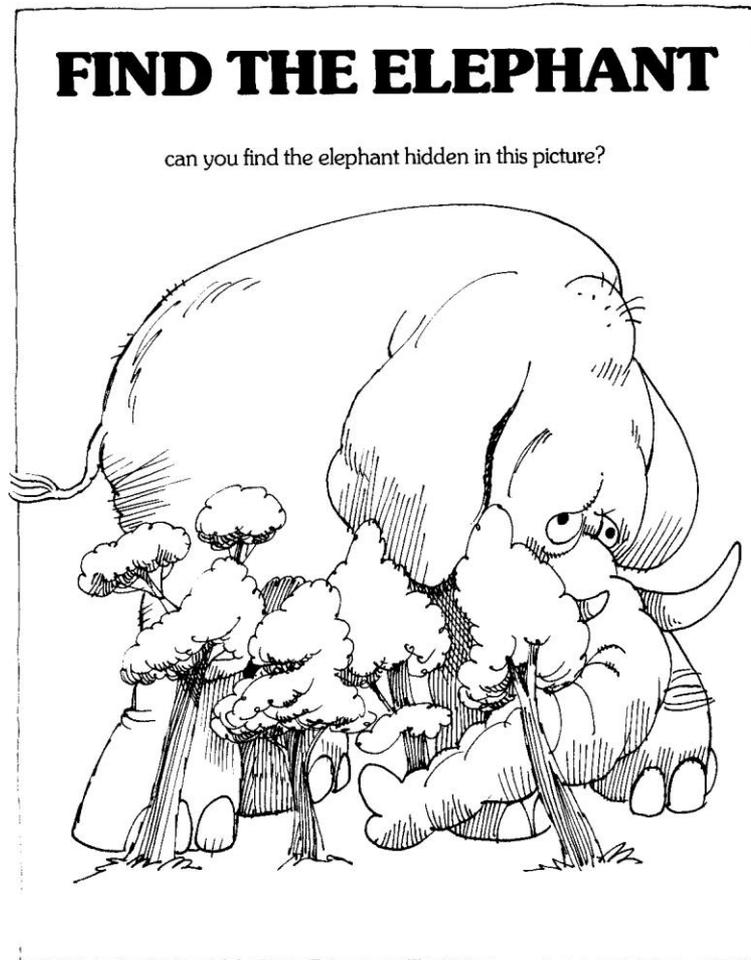
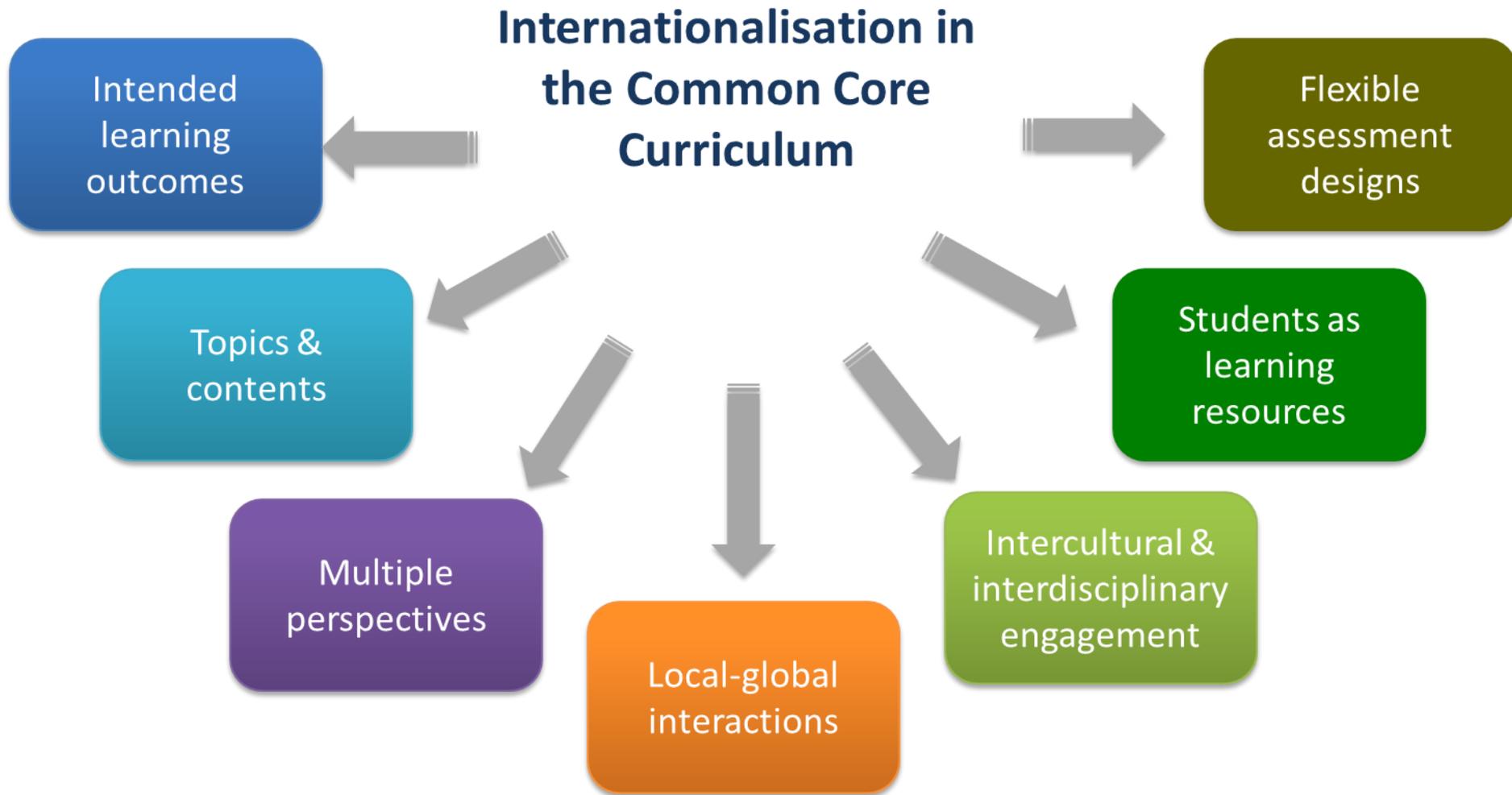


Image credit: <http://freecoloringpages.co.uk/?r=elmer%20the%20elephant>

Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont'd)

- It is not something 'extra'.
- It is far more than the contents.
- It is not just about other countries.
- 'Science and Technology' is not less internationalised than 'Global Issues'.

Example 1: A small scale study on the internationalisation of the Common Core Curriculum (Cont'd)



Example 2: A small scale study on assessment and feedback in experiential learning

- A wide variety of experiences and encounters
- Multiple stakeholders (e.g., community partners, clients, field supervisors, academic teachers...) and different expectations
- Dispersed and remote locations
- Involving ethical and moral dilemmas

Example 2: A small scale study on assessment and feedback in experiential learning (Cont'd)

- What should be the intended learning outcomes?
- How to assess?
- Who should be the assessors or who should give feedback?
- How and when to give feedback?
- How to ensure fair and quality assessment?

Example 2: A small scale study on assessment and feedback in experiential learning (Cont'd)

Among 9 cases



Example 2: A small scale study on assessment and feedback in experiential learning (Cont'd)

Authenticity

Being reflective

Processes and
outcomes

Audiences

Scholars and practitioners outside of the HKU community

Active and core members within HKU (the “usual suspects”)

New comers – HKU academics who were not previously active in teaching and learning initiatives

Students

“I enjoyed talking to you and others. Thank you very much.”

- A professor from Faculty of Arts

“I read every article of your e-newsletter. Great stuff.”

- A professor from Faculty of Law

“Thank you for inviting me to participate. It was most interesting!”

- An assistant professor from Li Ka Shing Faculty of Medicine

Status updates

- More than **50** HKU faculty members across all the **10** faculties have shared their teaching practices through the CoP and contributed to teaching resources
- More than **100** colleagues within and outside HKU have subscribed to the CoP's e-newsletter
- More than **5000** total downloads of the teaching resources created by the community from **38** countries

Outputs (1) Briefings

Student Mobility and Learning Abroad

What Can Students Learn in the Internationalised University?

Dai Piousuff

Introduction

In an era of increasing globalisation, it has become commonplace for universities to present themselves as institutions that are international as well as national and local in character. And as HUI and elsewhere, internationalisation has been making its mark not just on the way in which contemporary research and scholarship are carried out, but also in the goals and aspirations of the university curriculum. The existing vision is an inspiring one:

Internationalised universities provide a meeting place of many cultures where valuable intercultural learning can occur, where there is the potential for the new, the challenging, and the surprising to be the norm; where the future is not just to be challenged, and where new ideas and ways of thinking are formed as a result of engagement with culturally different others.¹

For translating this vision into everyday experiences of learning and teaching is not necessarily straightforward, and this briefing reviews current understandings about how it can enrich students' learning and prepare them for life and work in a globalised world. The focus is on what has been called 'internationalisation at home' – in other words, by means of on-campus experiences written and beyond the formal curriculum – as well as through study abroad opportunities. By taking account of what kinds of learning are achievable, the briefing can serve as a foundation-stone for exploration of how to further embed internationalisation in course development, teaching-learning activities and approaches to assessment.

At HUI there is a strategic commitment to further strengthening of internationalisation across the curriculum, and this briefing reviews current understandings about how it can enrich students' learning and prepare them for life and work in a globalised world. The focus is on what has been called 'internationalisation at home' – in other words, by means of on-campus experiences written and beyond the formal curriculum – as well as through study abroad opportunities. By taking account of what kinds of learning are achievable, the briefing can serve as a foundation-stone for exploration of how to further embed internationalisation in course development, teaching-learning activities and approaches to assessment.

- Four closely interrelated aspects of internationalised learning are examined, each of which foregrounds a particular type of learning outcome, as outlined in Figure 1:
- a global outlook, where the chief concern is with advancing students' knowledge and understanding of the world;
 - global citizenship, where the development of attitudes is central;
 - commitment to cultural inclusiveness, where the emphasis is on values; and
 - nurturing the skills associated with international competence.



Figure 1. Types of learning outcomes

Briefings 3-4: Students' Learning Experiences

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 3

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 4

香港大學 THE UNIVERSITY OF HONG KONG 

A Conceptual Framework for Internationalisation of the Curriculum in the Common Core

Troyou Zou and Sinita Cheung

Based on interviews with 13 Common Core teachers as well as the Director of the Common Core, this briefing discusses how the Common Core Curriculum integrates the essence of internationalisation.

A Naturally Unfolding Story

Given the way in which Common Core courses are designed, reviewed and evaluated, it is perhaps surprising that CCC course topics and contents have not carried the same common and consistent nature and drive their contents and contents from around the world. The few areas of history (both at the level of the CCC, especially Global Issues, Science and Technology, History, Geography, and China and Cultural Space and Society, clearly reflect a focus on local global issues rather than transnational, local issues.

In the Global Issues Axi, for example, all courses focus on issues and perspectives drawn from two or more countries or regions. For the Humanities Axi, there is no national boundary circumscribing most topics in the 30-weeks and 30-credits Humanities Axi, it is typically not rather than by any particular focus by world's history, arts or film. The most common topics in the 30-weeks and 30-credits Humanities Axi are typically not rather than by any particular focus by world's history, arts or film. The most common topics in the 30-weeks and 30-credits Humanities Axi are typically not rather than by any particular focus by world's history, arts or film. The most common topics in the 30-weeks and 30-credits Humanities Axi are typically not rather than by any particular focus by world's history, arts or film.

Multiple Perspectives and Viewpoints

If we can get students excited about things and really experiencing things, and understanding the problem from an emotional point of view, or a moral or aesthetic point of view, then it's good thing.

One approach based on all interviews with Common Core teachers is to require to internationalising the curriculum is to expose students to multiple perspectives into course contents.

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 2

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 1

Briefings 1-2: Internationalisation of the Curriculum

Briefing 5: The University

香港大學 THE UNIVERSITY OF HONG KONG 

What Matters in Becoming a Leading International University? The Case of the University of Hong Kong

Clifford A. Pongphiphon

Professor Clive Pongphiphon, Chair Professor and Associate Dean (Research), Faculty of Education, University of Hong Kong, is a recipient of HUI's Lifetime Achievement Award (2018). He is also a recipient of the 2018 HUI Lifetime Achievement Award (2018). He is also a recipient of the 2018 HUI Lifetime Achievement Award (2018).



Age matters. When one examines the leading universities in the world, it becomes clear that age matters. Most leading universities have a history of a hundred and over years, and have a long and rich history of research and scholarship. In fact, a number of leading universities have been established before the year 1000. One such university is the University of Hong Kong, which was founded in 1957. The University of Hong Kong has a long and rich history of research and scholarship. In fact, a number of leading universities have been established before the year 1000. One such university is the University of Hong Kong, which was founded in 1957.

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Figure 1. Gaps in expectations (See Note 5)

Briefings 6-7: Academic Staff

香港大學 THE UNIVERSITY OF HONG KONG 

Teaching across Cultures: Issues, Strategies and Actions

Troyou Zou and Sinita Cheung

... cultural diversity in the classroom is a 'double-edged sword'.

The classroom today becomes more and more culturally diversified due to the globalisation of the higher education sector and the increasing student mobility. The fact of diversity, on the one hand, may cause operational problems for the teaching-learning. For example, the interaction between students from different cultural backgrounds may be hindered by the diversity in the classroom. On the other hand, the diversity can generate assets and resources for both teachers and students. Cultural diversity in the classroom therefore needs to be carefully managed.

This briefing discusses the key issues of teaching across cultures and introduces five principles regarding how to transform cultural diversity into valuable learning opportunities. It also draws on the insights obtained from informal interviews with fifteen teachers from the University of Hong Kong (HUI) about their experiences of teaching culturally diversified classes. The teachers involved were teaching at least one Common Core course when they joined the study. The Common Core Curriculum is designed to provide broad and interdisciplinary experiences for HUI students. Common Core courses are designed to provide broad and interdisciplinary experiences for HUI students. Common Core courses are designed to provide broad and interdisciplinary experiences for HUI students.

What Makes It Challenging to Teach across Cultures? Cultural diversity embraces not only the cultures from different world collaborations across different societies but also cultures or subcultures within a society, which could originate from different ethnicities, regions, classes, genders, generations, religions, living conditions, and natural environments.¹ Cultural diversity among students also has a significant impact on teaching and learning. A number of examples and scenarios are shown below.

Differences in Expectations of the Role Regarding the role of teachers and students in the classroom, Zhao and Journal describe a scenario that vividly reflects the different expectations between a British teacher and a Chinese student (see Figure 1). Their study was situated in a Master class in LE with non-local students from China. Gaps in expectations of roles can also be found between students from different cultures, which often influence their collaboration and progress.

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 5

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 6

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 7

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 3

INTERNATIONALISATION OF TEACHING AND LEARNING BRIEFING NO. 4

Vox Pop – Students' voices

Outputs (3)

Join-the-Conversations

Join-the-Conversation 1: Learning Benefits of Internationalisation

1 Feb (Mon) 12:30pm – 2:15pm
29 Jan (Fri) 12:30pm – 2:15pm
Room 321 & 322, 3/F,
Run Run Shaw Building



Organised by
Centre for the Enhancement of Teaching and Learning (CETL)

Join-the-Conversation 3: Enriching international learning experiences in your course: What can digital and virtual learning do for you?

20 Apr (Wed) 12:45pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Jointly Organised by
Centre for the Enhancement of Teaching and Learning (CETL),
E-learning Pedagogical Support Unit (EPSU) and Technology-Enriched Learning Initiative (TELI)



Join-the-Conversation 2: Curriculum Internationalisation in the Common Core

22 Mar (Tue) 12:00nn – 2:00pm
Room 321 & 322, 3/F,
Run Run Shaw Building



Co-organised by
Centre for the Enhancement of Teaching and Learning &
Common Core Curriculum Office

Join-the-Conversation 4: Assessment and Feedback in Experiential Learning

8 Jun 2016 (Wed) 12:30pm – 2:00pm
Room 321, 3/F, Run Run Shaw Building

Organised by
Centre for the Enhancement of Teaching and Learning (CETL)



Outputs (4)

Teaching and Learning Connections (e-newsletter)



Community of Practice **Project**

TEACHING AND LEARNING CONNECTIONS

WISE ASSESSMENT



Teaching and Learning Connections **Issue #2**
Revisiting Assessment for Learning



Search site



MESSAGE FROM THE DIRECTOR OF CETL

Prof. Grahame Bilbow

EDITORIAL MESSAGE

Editorial – Assessment for learning:
Where are we? Where are we going? –
Tracy Zou

FEATURE ARTICLES

Assessment for learning: Revisiting the
past and envisioning the future – Interview
with Professor Rick Glofcheski

Scaling up assessment for learning –
David Carless

Learning to be a better teacher: What

Message from the Director of CETL



By cetladmin In Teaching and Learning Connections #2 Posted May 12, 2016

Message from the Director of CETL - Grahame Bilbow

Welcome to our Second Issue of the Teaching and Learning Connections e-newsletter! Let me start by saying how delighted I was to hear the UGC Quality Assurance Council's glowing comments about HKU's academic standards in their recent report, which concluded: The University has a strong and widespread commitment to the quality of learning opportunities and [...]



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4

Two forthcoming book chapters

- (1) Fostering Dialogue about Practices
- (2) Surfacing and Sharing Advances in Assessment: A Communities of Practice Approach

Conference presentations

- (1) Unearthing the treasures and building a community: A case study in the University of Hong Kong. Presentation at Xian Jiaotong-Liverpool University Annual Learning and Teaching Colloquium, Suzhou, China, 7-8 April, 2016.
- (2) Enhancement and Innovation in 'Wise Assessment': A Community of Practice Project. Poster presentation at The International Conference on Enhancement and Innovation in Higher Education, Glasgow, UK, 9-12 June, 2015.
- (3) What motivated academics to contribute knowledge to teaching communities of practice? (accepted by HERDSA, 4-7 July, 2016)

Reflections and projections for the future

Reflections – Unearthing treasures

“These conveners see a social landscape with all its separate and related practices through a wide-angle lens; they spot opportunities for creating new learning spaces and partnership that will bring different and often unlikely people together to engage in learning across boundaries.”

- Wenger-Trayner, et al. 2015, p.99



Projections for the future

- Embedding the teaching and learning CoP into the routine of the university
- More conveners and more champions in different areas and locations
- Universities becoming more effective and organic learning organisations

HKU's Academic Development Plan 2016-19

Internationalisation

Innovation

Interdisciplinarity

Impact

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THANK YOU!



Q & A