

**THE CHINESE UNIVERSITY OF HONG KONG****Grant Scheme for Internationalization of Curriculum  
Supported by the Teaching Development and Language Enhancement Grant  
for the 2019-22 Triennium**

**Project title:** Interprofessional Education in Geriatric Care from an International Perspectives

**Principal supervisor and unit:** Professor LEE Wing Yan Vivian, Centre for Learning Enhancement And Research

**Project objectives**

To provide international prospective of interprofessional education (IPE) in the curriculum of our one-unit summer elective IPE course – PHAR 2018 - Inter-professional Learning for Medication Safety.

**Activities, process and outcomes**

We commenced the course with Department of Social Work's IPE course SOWK2050 "Interprofessional Learning for Social Work in Health Care" and collaborated with the University of Toronto (UT) to incorporate new perspective and internationalization in our class. Four workshops were carried out successfully in June 2021. Our students interacted seamlessly in class with UT students and teacher with the support of Zoom Meeting. Both CUHK and UT students discussed simulated cases and took part in interviewing real patients in class. In brief, the project has achieved the expected outcomes.

**Deliverables and evaluation**

We implemented two assessment tools (Interprofessional Collaborative Competency Attainment Survey, ICCAS, and Readiness for Interprofessional Learning Scale, RIPLS) to evaluate students' interprofessional collaborative competency in the surveys. Other evaluations included a graded self-reflection in writing, and course evaluation.

**Dissemination, diffusion, impact and sharing of good practices**

We developed a subpage about the IPE course and prepared two introductory videos about the course's internationalization components and pedagogy design. We also presented the project at 4 online educational forums and one presentation at a regional conference in February 2022. Meanwhile, we are preparing the submission of a manuscript about the project to education journal.

**Impact on teaching and learning**

We explored new form of teaching with overseas educators in class. It's a great exposure to learn about the IPE practice from their experience and perspective, we have also gained a lot in terms of courseware development and in-class activities arrangement. With the support of Zoom meeting, we could bring UT teachers and students into our classroom to facilitate seamless interaction and discussion with our teachers, students, and patients. Both CUHK and UT students found the course interesting with positive comments. They enjoyed the real patient interactions and understanding the differences of the health systems in Hong Kong and Canada. The current project demonstrated internationalization at home.

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**Project title:** Internationalization of “In Dialogue with Nature”: Our Quest for a Better World

**Principal supervisors and unit:** Dr. WONG Wing Hung, Office of University General Education  
Dr. PANG Kam Moon, Office of University General Education

**Project objectives**

The project aimed to provide opportunities for students of “In Dialogue with Nature” (i) to think internationally (responding to issues and questions derived from Sustainable Development Goals (SDGs)), and (ii) to learn internationally (doing joint projects with students from Singapore).

**Activities, process and outcomes**

Teaching and learning activities included an online workshop on biodiversity, 25 semester-long joint projects for 75 students from Hong Kong and Singapore, and an online student symposium. Academic activities included 4 conference presentations.

**Deliverables and evaluation**

In terms of teaching materials, two micro-modules and a set of project topics with guidelines have been produced. In terms of dissemination of practice and experience gained, four presentations have been given. In terms of publication, one conference proceeding has been published and one journal article is in press. Evaluation was mainly done by assessment of students’ work.

**Dissemination, diffusion, impact and sharing of good practices**

Dissemination of the project information and outcomes took place in four presentations. Three were invited talks delivered at Eurasia University (Xi’an, online), Technological and Higher Education Institute of Hong Kong (online) and CUHK (onsite). The fourth was an online oral presentation for Teaching and Learning Innovation Expo, CUHK. Moreover, a conference proceeding has been published and a journal article is in press.

**Impact on teaching and learning**

In the joint projects, students, who were in their first two years of study, could read academic papers when guidelines were provided. They also demonstrated competence in global engagement. Teachers could see new opportunities in virtual teaching that students from different places can enjoy virtual but real-time exchanges via video-conferencing software. Teachers have also found that sufficient instructions can encourage and help year-1 and -2 students to read rigorous academic papers.

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**Project title:**                   **A Multilingual Micro-Module Courseware for the Teaching of the *Analects*,  
*The Heart Sutra*, and the *Zhuangzi***

**Principal supervisors and unit:**   **Dr. CHENG Wai Peng Damian, Office of University General Education  
Dr. CHIU Chu Lee Julie, Office of University General Education  
Dr. HO Wai Ming, Office of University General Education**

**Project objectives**

The syllabus of *In Dialogue with Humanity* (UGFH1000) covers ten-plus classics that can rightly be called “global core texts”—“global” for the range of cultural traditions concerned and “core” for the perennial human concerns surpassing geographical and temporal boundaries. But understanding classics is not always an easy task. In the past, we developed a set of explainer videos for local students, but non-local students cannot get help from the videos as they do not understand Cantonese. In view of this, we work on adding VO in English and Putonghua (PTH) to the existing videos, and we also develop new videos for understanding *Zhuangzi*. The new video clips are accessible to both local and non-local students.

**Activities, process and outcomes**

The project aims to add VO in English and in PTH to the three existing explainer videos developed under the previous project supported by the Micro-modules Courseware Development Grant Scheme (MMCDG) 2016-17, so that non-local students can profit from the developed learning aids. Apart from this, the project team also develop two new explainer videos for the understanding of the philosophy of *Zhuangzi*. The new clips can also be used by both local and non-local students. Accompanying interactive MCQ will be created as supporting part of the explainer videos.

**Deliverables and evaluation**

For the existing videos, new voice-over recordings in English and in PTH were completed. For the new videos on *Zhuangzi*, the production is approaching the end. Certain post-production work such as voice-acting has to be done.

**Dissemination, diffusion, impact and sharing of good practices**

The explainer videos with PTH and English VO were introduced to teachers of General Education Foundation (GEF) course, especially those who teach English and PTH classes. One of the explainer video with English VO was used for an exchange programme with Ursinus College in the US. The new video clips will be introduced to teachers of “In Dialogue with Humanity” once the production is completed.

**Impact on teaching and learning**

The courseware is an implementation of flipped classroom concept. Students watch the videos and attempt the interactive MCQ whenever they want. *Zhuangzi*'s thought and his style of writing is charmingly challenging. Focus of teaching is placed on reading the texts, which are the basic. But the animations offer another way, a visual one, to interpret *Zhuangzi*. Combining reading and textual understanding with visual presentation of abstract thought is a new attempt to teach, and for students it is a relatively new experience of learning.

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**Project title:** A Pilot Collaborative Teaching and Learning of Common-core GE Courses with Ursinus College

**Principal supervisor and unit:** Dr. LI Ming Kenneth, Office of University General Education

**Project objectives**

The General Education Foundation (GEF) Programme in CUHK and the Common Intellectual Experience (CIE) Programme in Ursinus College in the United States, as common-core programmes, share a similar vision of core-text learning. In this pilot project, we have worked on collaborative teaching and learning between GEF and CIE Programmes by introducing texts from each other's syllabus to achieve mutual development in pedagogy and Internationalization at Home (IaH).

**Activities, process and outcomes**

We selected a total of 4 core texts in both GEF and CIE syllabi for collaborative teaching and learning. We produced eLearning instruments (micro-modules) to introduce the texts to the counterpart students and created asynchronous online forums for the exchange of ideas. We also successfully organized interactive synchronous online discussion sessions via ZOOM to overcome the twelve-hour time difference. Understanding of the texts, cultural diversity, and teaching and learning experience were enriched.

**Deliverables and evaluation**

A total of 4 micro-modules with 9 lecture videos (10 min each), 2 KEEP (CU eLearning platform) Moodle course sites, 4 online forums (with 222 discussion posts), and 16 synchronous online discussion sessions are produced and organized. Evaluation conducted by questionnaire surveys revealed that 95.5% of students enjoyed this new learning experience.

**Dissemination, diffusion, impact and sharing of good practices**

The design of this project was shared in a seminar organized by the Centre for Learning Enhancement And Research (CLEAR). The whole project will be shared at the Teaching and Learning Innovation Expo in December 2022.

**Impact on teaching and learning**

This project has demonstrated a successful model for international collaborative teaching and learning. It supports the approaches of Internationalization at Home (IaH) and Internationalization of Curriculum (IoC).

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**Project title:** Nurturing the Internationalization of Urban History Pedagogy in Hong Kong

**Principal supervisor and unit:** Professor MORLEY Ian, Department of History

**Project objectives**

The project was formed so as to aid students' off and on campus cultural learning opportunity, to bolster CUHK History Department's ongoing ventures to integrate various teaching and learning approaches into its UG curriculum in the form of Urban History pedagogy, to consolidate the said Department's attempts to promote internationalization, and, to adjoin History instruction to other academic fields via promoting factual and critical thinking standpoints.

**Activities, process and outcomes**

The project, inspired by student feedback about online learning and centring upon a web platform and exam preparation exercises, encourages learners to have new cognizance and enlarged skills so as to form new meanings re colonial urban environments in Asia. In informing students of cities and topics formerly outside the confines of the History UG curriculum, thus, learners use visual sources to critically recognize the factors behind the creation and shaping of Asian colonial cityscapes.

**Deliverables and evaluation**

The project has produced a web platform that directly relates to course lectures and the take home exam in order to provide for in and out of class hour learning development (facts and skills).

**Dissemination, diffusion, impact and sharing of good practices**

The PI is happy to participate in the Centre for Learning Enhancement And Research (CLEAR)-organised events if asked, and is presently searching for an international conference at which to present the project's activities, processes, and pedagogies. Should the next CUHK eLearning Expo be of a relevant theme to the IoC (Internationalization of Curriculum) project then an abstract for presentation will be submitted.

**Impact on teaching and learning**

From the standpoint of pedagogy, the online platform has bolstered the means by which the urban past can be learnt. It has helped establish new learning curiosity, new ways to engage with Urban History (as an academic field), and augments knowledge taught within the general framework of the History UG curriculum. With its active learning focus, the project gives direct engagement with themes presented by the teacher. Against this backdrop, ultimately, the project aids students to develop more than basic attention as to what urban culture is, what it means to different people, and the impacts of cultural interaction in an urban situation. From this they have new opportunity to re-evaluate cultural diversity and reason so why Hong Kong is so culturally and environmentally distinct.

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**Project title:** Bringing Western History to Life: Material Culture in the New History Curriculum

**Principal supervisor and unit:** Professor MCMANUS Stuart Michael, Department of History

**Project objectives**

- To create a collection of reproductions of objects from pre-modern Western history (up to c. 1600).
- To produce a digital/print catalogue of the collection and online video introduction.
- To make the collection and catalogue available for classroom teaching at CUHK, especially in World History courses.

**Activities, process and outcomes**

- Identified and acquired a collection of 49 museum-quality replicas of items from pre-modern Western history.
- Recruited and trained six student helpers to produce a digital/print catalogue.
- Established the collection in the University Library Special Collections.
- Used in three World History courses in 2021–22.
- Produced an online video introduction to the collection.

**Deliverables and evaluation**

- Successfully integrated collection into three World History courses in 2021–22.
- Produced a digital/print catalogue and online video introduction.
- Evaluated success through student survey: 69.2% overall rated it as ‘Very Good’ (4) and 30.8% as ‘Excellent’ (5).

**Dissemination, diffusion, impact and sharing of good practices**

- Collection was used in teaching three World History courses in 2021–22.
- An online video introduction to the collection on YouTube.
- Informal sharing with colleagues.

**Impact on teaching and learning**

Trial classes involving the collection were conducted in three courses in the academic year 2021–22: HIST4304JM “West and the World II: The Middle Ages” (Term 1); HIST4391 “West and the World I: Antiquity” (Term 2); and HIST4393 “West and the World III: Early Modernity” (Term 2, 2021–22). Feedback from students was overwhelmingly positive, reflecting a high level of engagement and satisfaction with the learning experience.

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**Project title:** Internationalisation of the Accounting Curriculum through Collaborations with Non-local Institutions

**Principal supervisor and unit:** Mr. LEUNG Yiu Wing Eric, School of Accountancy

**Project objectives**

One of the learning goals of the Professional Accountancy Programme is to let our students develop a global perspective associated with accounting. This project helps achieve such learning goal by internationalising the accounting curriculum through collaborations with non-local institutions in a more structured way.

**Activities, process and outcomes**

ACCT4215 *Contemporary Accounting Issues in Global Market* was developed to provide students with knowledge and theories that help them identify and analyse accounting issues in global environment. Instead of conducting traditional lectures as learning activities, online seminars collaborating with universities in the United States, Europe and Asia covering hot topics in the global markets were arranged. The seminars were supplemented with in-class case-based teaching in CUHK adopting the *Internationalisation at Home* approach.

**Deliverables and evaluation**

Six online seminars were arranged. Three teacher-led cases (including adopting an educational movie) and seven student-led short cases were used in the course. eLearning materials were subscribed from professional bodies to further aid students' understanding. Evaluation was done through formal Course and Teaching Evaluation (CTE) exercise and focus groups. Students' capabilities were assessed through a set of rubrics in the final course assessment.

**Dissemination, diffusion, impact and sharing of good practices**

As the project was completed in February 2022, the experience gained in this project will be shared with colleagues in the CUHK in the coming months. This initiative will also be shared in a global virtual university conference organised by one of the international professional bodies.

**Impact on teaching and learning**

Students responded positively to the online seminars as they could learn from international scholars on global business and accounting issues as well as compare and reflect on such issues from different perspectives.

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**Project title:** Intersarsity Collaboration in Co-Teaching and Co-Developing Materials to Promote Solving Social Issues from a Business Perspective

**Principal supervisor and unit:** Dr. KU Kei Tat Fred, Department of Decision Sciences and Managerial Economics

**Project objectives**

By collaborating with faculty members from overseas partner universities to co-teach and co-develop teaching materials and cases, the project aims to 1) Promote Internationalization at Home (IaH); 2) Deepen students understanding of social issues in both local and international context, and learn how business can create social values; and 3) Enhance student's international exposure and communication skills via collaborating with international students.

**Activities, process and outcomes**

Project activities include collaboration on the development of teaching and learning (T&L) materials, 10 virtual case- and discussion-based class meetings co-led by faculty members from CUHK and overseas partner universities, 11 student research projects and 2 virtual symposiums.

**Deliverables and evaluation**

The deliverables include 4 sets of T&L materials on social and business issues, 11 case studies, 4 sets of micro-modules to support T&L activities and 4 presentations in workshops, talks and international conference. Student evaluation of the learning experience and outcomes has been excellent and it suggests that the project has successfully achieved its objectives.

**Dissemination, diffusion, impact and sharing of good practices**

The project experience and deliverables have been shared in various workshops, talks and international conference. There is a project website: <https://besgo.asia/responsible-business-from-east-to-west-2022/> and the story was featured in CUHK Business School News: *Driving Social Purpose through Innovative Business Education* (<https://www.bschoool.cuhk.edu.hk/featured-stories/driving-social-purpose-through-innovative-business-education/>).

**Impact on teaching and learning**

The T&L materials developed in the project have been very well-received by students. They do not only learn about the social issues faced by different economies and the associated business solutions, through the discussion they also understand the unique characteristics of different cultures. The project also successfully demonstrates that through close collaboration with partner universities and eLearning tools, internationalization at home can be achieved satisfactorily.



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**Project title:** Solve Real-world Problems via Online Team Collaboration: Integrate Critical Thinking and Design Thinking Skills in Student Projects

**Principal supervisor and unit:** Dr. TIAN Jie Jenny, School of Hotel and Tourism Management

**Project objectives**

- Promote systematic teaching and learning (T&L) collaborations with overseas academic partners.
- Design and implement sustainable, replicable T&L activities that enable cross-cultural understanding and learning.
- Improve students' skills in critical thinking, design thinking, problem-solving, teamwork, oral and written communication.
- Develop assessment criteria and rubrics that help evaluate students' learning outcomes in a cross-cultural context.
- Create online learning modules and materials that can be applied to other courses / programs.

**Activities, process and outcomes**

- Collaboration with the School of Hospitality Administration, Boston University
- Project in OB/HR courses: Help hotels solve HR problems during COVID-19
- Simulation and VR video projects in Lodging Management courses

**Deliverables and evaluation**

- Design thinking workshop: Lecture videos and activities on Mural
- Hotel HR manager interview videos
- Animated videos on Design Thinking
- HR and simulation project work on Mural
- VR tour of hotel facilities and student-made videos posted on VR platform

**Dissemination, diffusion, impact and sharing of good practices**

- Shared project at 2021 CUHK Virtual Teaching and Learning Innovation Expo and won Silver Poster Award for Pedagogical Innovation.
- Implemented similar design thinking projects in course jointly offered by our School and another overseas university.
- Conducted design thinking workshops in Undergraduate and Postgraduate student admission and engagement events.

**Impact on teaching and learning**

- Helped students improve their problem-solving, design thinking, cross-cultural communication, and digital literacy skills.
- Teachers have gained insights into incorporating new eLearning technologies and managerial practices into course contents and assessment activities.

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**Project title:** A ‘Reality Business’ of Entrepreneur – A New Pedagogy to Enhance Internationalization at Home (IaH)

**Principal supervisor and unit:** Dr. NG Wing Fung Frank, Department of Management

**Project objectives**

This project aims to develop a new pedagogy – a vlog-style documentation which empowers students with participatory action and offers insights into making business decisions beyond Hong Kong. In particular, we aim to achieve the learning outcomes that students are able to have a higher engagement and global awareness in the experience of cross-border business decision-making.

**Activities, process and outcomes**

Having worked with Centre for Learning Enhancement And Research (CLEAR), we produced seven vlogs of a CUHK alumna and startuper by December 2021. They are perfect materials for teaching entrepreneurship, strategy, and management with a business context of Hong Kong beyond the border, including customer identification, international growth, R&D, pitching, and staff management. The vlogs were used in classes of total 43 students in MGNT2070 “New Venture Creation” and GLSD3501 “Global Business Organizations” in Term 2, 2021-22. Considering from the role of the startuper, students were asked how to make first-hand, real business decisions within and outside Hong Kong.

**Deliverables and evaluation**

Overall, the positive feedback from students demonstrated the intended deliverables and learning objectives were achieved with high levels of satisfaction.

**Dissemination, diffusion, impact and sharing of good practices**

The vlogs were shared to colleagues within and outside CUHK, from academic departments to research centre. This new pedagogy significantly improved teaching that students were more engaged in learning entrepreneurship. Especially in where students are interested but risk averse in entrepreneurship, such new pedagogy offers a closer, realistic picture to students.

**Impact on teaching and learning**

This new pedagogy can be useful in other courses whose learning outcomes emphasise business decision making in a cross-border context. We strongly believed this new pedagogy is worth further investigation.

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**Project title:** Developing Digital Learning Course for Internationalization of Curriculum Through Contemporary Learning Environments

**Principal supervisor and unit:** Professor CHIU Kin Fung Thomas, Department of Curriculum and Instruction

**Project objectives**

The three main objectives of this project are (1) to equip CUHK students with intercultural knowledge by scaffolding their understanding of digital learning through an internationalization course, (2) to provide students with international experience by engaging them in learning intercultural content and activities, and (3) to engage students in knowledge exchanges with students and teachers from other countries. To achieve this goal, the PI will redesign an elective undergraduate course related to digital learning.

**Activities, process and outcomes**

To internationalize the course, this project added intercultural issues in teacher professional practice in the content, and offer videos on global topics and cultural issues, revised the assignment from intercultural perspectives, and published a journal paper on internationalization.

**Deliverables and evaluation**

The deliverables include a journal paper, and several sets (lessons) of intercultural learning content. Most students appreciated the importance of intercultural issues when designing digital learning environments.

**Dissemination, diffusion, impact and sharing of good practices**

The PI shared this projects' ideas, experience, and challenges in a CUHK webinar and an international roundtable.

**Impact on teaching and learning**

The teacher better understands the course content from new perspectives: Australia, UK and Japan, and has greater capacity to design intercultural content, and deliver an internationalized course. Moreover, the students gain better understanding of how cultural differences affect digital learning.

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**Project title:** Capitalizing on CUHK International Students to Learn about English Language Education and Use across the Globe: A Simple and Sustainable laH Initiative

**Principal supervisors and unit:** Professor TSANG Wai Chung Arthur, Department of Curriculum and Instruction  
Professor AUBREY Scott, Department of Curriculum and Instruction

**Project objectives**

The objective of this project was to work with the Office of Student Affairs (OSA) to make use of the international student body and exploit their knowledge of English language education in global contexts to the benefit of students in the BA (English studies) and BEd (English language Education) programme (ELED students). To achieve this, we aimed to create a one-day event which would facilitate an exchange between ELED and international students on the topic of English language education in international contexts.

**Activities, process and outcomes**

The activities for the one-day event were organized and led by five local student ambassadors (Hong Kong) and eight international students (Kazakhstan, Indonesia, Egypt) and included interactive talks and demonstrations on the topic of English language education in international contexts. Preparation for the event took place in Spring 2021 and the event was held on 2 October 2021.

**Deliverables and evaluation**

The event was attended by 69 Year 1-5 ELED students and 13 guests. ELED students and faculty evaluated the event by completing a post-event questionnaire. Attending faculty evaluated the event to be highly beneficial for students. Questionnaire responses from students indicated a gain in knowledge and a positive change in attitudes as a result of the event. Students also reported a range of learning outcomes, including factual information related to teaching methods, testing methods, and school culture in international contexts, as well as deeper reflections in which they challenged their existing beliefs about teaching English.

**Dissemination, diffusion, impact and sharing of good practices**

Findings were presented at a faculty workshop organized by the Centre for Learning Enhancement And Research (CLEAR) and at an international conference on English Language Teaching. A summary of the project was also posted to the CLEAR website, the ELED website, and an article of the project was featured in CUHK UDATES News. A paper based on the project was written and submitted to an academic journal. Materials used during the event were compiled and shared with ELED students and ELED instructors and are available to all CUHK faculty upon request.

**Impact on teaching and learning**

This project has directly benefit students who are studying English language education. It has helped them develop a more comprehensive view on educational issues in the global contexts. The event also can serve as a model for other programmes that seek to capitalize on international students to raise awareness of discipline-specific cross-cultural issues.

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**Project title:** Global Dialogues on Education for Sustainability (EfS)

**Principal supervisor and unit:** Dr. WAN Wai Yan Sally, Department of Curriculum and Instruction

**Project objectives**

The key objective of the project is to enable students to engage in global dialogues on Education for Sustainability (EfS).

**Activities, process and outcomes**

- The activities in the Project included: two pre-dialogue theme-based mini-lectures, online global dialogue activities which were carried out in synchronous (virtually at the same time) using ZOOM and asynchronous (at different times) with the use of Padlet, which serves as a Learning Management System (LMS) for facilitating offline asynchronous dialogues and enriching learning contents across regions in a secure, responsive learning environment, as well as two post-dialogue reflection sessions.
- During the processes of the project, there was an integration of online and offline modes of global dialogues which helped extend students' horizons in understanding EfS issues (in particular climate change education) from other socio-cultural perspectives and enrich their experiences through communicating with the UK students and tutors.

**Deliverables and evaluation**

Summary of project deliverables

- A total of two theme-based Global Dialogue activities were organized, which contained Pre-dialogue Mini-Lecture Synchronous Dialogue and Asynchronous Dialogue, as well as Post-dialogue Reflection Session.
- A project website, together with one Instagram, was developed for dissemination of practice.
- A webinar cum workshop was conducted for the dissemination of the project in the field of education and educational research.
- Accomplishment of project objectives, University themes, institutional strategic plan and priorities/goals:
  - The project directly responded to the two university-wide themes on “Global Citizenship and Enterprisingness” and “Innovation and Design”. This programme serves as a cornerstone for future development of global mindedness of students (including preservice teachers). In constructing and conducting the project, teachers (including the applicants and colleagues, as well as global colleagues engaged in the course) had ample professional development opportunities through interacting and exchanging ideas about teaching contents and pedagogical designs.
  - Additionally, based on the project experience, a new elective course entitled “Global Dialogues on Education for Sustainable Development (ESD) in the Curriculum” was developed and endorsed by the faculty. This course will be available for students (taking education as a major or minor) as an elective starting from 2022-23.

**Dissemination, diffusion, impact and sharing of good practices**

- One website, together with Padlet and Instagram, was developed to deliver and disseminate the contents of the project.
- One webinar cum professional development workshop will be conducted on 16 Jun 2022.
- Two conference presentation abstracts were submitted to two international conferences and one of them got a notification of acceptance to the conference.

- The current project was used as a basis for developing an undergraduate elective course which will be available to all students who take education as a major or minor discipline.
- The current collaboration with the University of Bristol further extended the network in international collaboration for creating student learning experiences and consolidating research in relation to global dialogues.

### **Impact on teaching and learning**

- The project deliverables including the website for flipped classes with the use of Padlets are effective in motivating students to take part in global dialogues and helping them get updated knowledge about the EfS issues and understanding about global dialogues. The use of virtual global dialogues in synchronous and asynchronous ways is useful to ignite students' excitement and joy of learning. The students' written responses and drawings in post-dialogue sessions are helpful to let teachers re-think and reflect upon the current pedagogical design in a more systematic way. Based on the interview data of students, they all expressed that the project experience did give them surprises and special learning experiences that they did not ever expect, where they learnt much more about EfS and started to think about how they could put what they had learnt in their own daily lives and future teaching profession.

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**Project title:** Internationalization of the Curriculum for Advancing Nursing Practice

**Principal supervisor and unit:** Professor CHAN Yue Lai Helen, The Nethersole School of Nursing

**Project objectives**

This project aims to co-develop a curriculum with Canadian partner for building capacity as Nurse Practitioners (NP), a new extended role of nurses. The specific objectives are to develop a series of learning modules regarding different health issues and clinical reasoning skills; and to evaluate the effects of the new curriculum on students' knowledge and clinical skill competence in nursing care.

**Activities, process and outcomes**

Two faculty members in nursing in Canada participate in enhancing curriculum design. Ten NP in Canada have helped to contribute clinical cases for developing the learning modules. In which, complex clinical cases were presented and students are required to demonstrate their analytical skills and problem-solving skills for case analysis. Students are required to submit a 1,000-word reflective essay to share their learning experience, but the results are not yet available.

**Deliverables and evaluation**

A series of 19 learning modules covering a wide range of health conditions, including cancer care, stroke care, mental health, wound care, geriatrics and palliative care, were developed. The project is evaluated through Course Teaching Evaluation.

**Dissemination, diffusion, impact and sharing of good practices**

The project will be shared in all upcoming promotional activities of the doctoral programme in nursing.

**Impact on teaching and learning**

The newly developed learning modules would be important learning resources for advanced nursing practice in postgraduate courses. The students generally appreciated that the project deliverables are timely to fill the learning gap when overseas clinical placement was restricted during the pandemic.

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**Project title:** The Effect of a 4-week Culture Immersion Course on Undergraduate Nursing Students' Self-perceived Cultural Competence

**Principal supervisor and unit:** Dr. LING Cheuk Chi Gigi, The Nethersole School of Nursing

**Project objectives**

A 4-week culture immersion course, 'Culture and Nursing', was developed for undergraduate nursing students to promote cultural competency in providing nursing care for clients of different cultures and positive learning experiences.

**Activities, process and outcomes**

Sixty nursing students joined the course and were guided to explore the relationship between culture, health and nursing through different learning activities and assessment, including: four 2-hour real-time online cultural exchange discussion with four overseas institutions via ZOOM, one 2-hour virtual field trip in transcultural setting, and four 2-hour multicultural workshops which have been successfully carried out with high attendance and active participation from students.

**Deliverables and evaluation**

Cultural competency was measured by the Nurse Cultural Competence scale (NCCS) and positive learning experiences were measured by the Student Engagement Questionnaire (SEQ). Paired sample t-tests found significant improvement in post-course NCCS and SEQ scores ( $p < 0.05$ ). Three focus groups were conducted to explore the learning experiences. Content analysis revealed students' perceptions towards personal and professional growth through the learning activities.

**Dissemination, diffusion, impact and sharing of good practices**

The project provided valuable information for the future development of course activities and collaboration with different local parties and overseas institutions. The use of video conference and real-time discussion with overseas institutions could be an effective way to promote cultural competency for students and it can be adapted to other health-related disciplines to increase global exposure.

**Impact on teaching and learning**

Teaching and learning has been improved with the use of practical communication tools and partnership with local and overseas institutions. The project enabled nursing students to achieve learning outcomes in examining the relationship between cultures and nursing practice without travelling abroad.



**THE CHINESE UNIVERSITY OF HONG KONG****Grant Scheme for Internationalization of Curriculum  
Supported by the Teaching Development and Language Enhancement Grant  
for the 2019-22 Triennium**

**Project title:** Developing Global Perspectives in an Ageing World

**Principal supervisor and unit:** Dr. LO Wai Sze Sally, The Nethersole School of Nursing

**Project objectives**

The project is aimed to develop micro-modules to enable gerontology students to embrace a global perspective in their course of study.

**Activities, process and outcomes**

Five main themes were identified and is hosted by a teaching partner with non-local background and be discussed under the partner's expertise in his/her own country. The content is presented as a self-contained Micro-Module, of which lasts for approximately 20mins each and contains a set of questions for reflective exercise. Survey and focus-group interview has been conducted to explore students' engagement over the project. Furthermore, the project has foster professional development of the teaching team with international collaborations.

**Deliverables and evaluation**

Deliverables were produced in accordance with the proposed timeline. Student's experiences on global learning and development were collected and examined using the GPI inventory score. Descriptive statistics showed an increase of score at post-test.

**Dissemination, diffusion, impact and sharing of good practices**

The micro-modules produced were made available on the CUHK Blackboard. To disseminate the good practices, the project aims and overall implementation plan was presented at the Developing Excellence in Medical Education Conference 2021 with 1400 attendees.

**Impact on teaching and learning**

The favorable responses from preliminary evaluation suggested that the project stimulated students to embrace a global perspective when facing issues related to care of older people. Students also preferred this approach and enjoyed browsing the micro-modules. Similar approach may be further extended to other related courses.

**THE CHINESE UNIVERSITY OF HONG KONG**

**Grant Scheme for Internationalization of Curriculum  
Supported by the Teaching Development and Language Enhancement Grant  
for the 2019-22 Triennium**

**Project title:** Development of a Web-mobile Platform for Undergraduate Programme in Obstetrics and Gynaecology

**Principal supervisor and unit:** Professor LEUNG Tak Yeung, Department of Obstetrics and Gynaecology

**Project objectives**

1. To facilitate teaching and learning (T&L) at any time and place;
2. To encourage exchanges of T&L experience among medical schools across the globe; and
3. To build a huge database of quizzes with contributions from medical schools globally.

**Activities, process and outcomes**

We have developed a web-mobile platform for the undergraduate programme in Obstetrics and Gynaecology. The platform consists of four major components listed as below:

1. e-book learning – The platform allows students to highlight and drop notes in order to facilitate personalised learning. We have embedded a series of lectures delivered by renowned overseas experts from medical schools worldwide.
2. Exercises and assessments – Interactive clinical quizzes of various formats and varied difficulty levels are incorporated into the e-book for self-learning and revision. We have built a database of quizzes. Statistical analysis on individual performance, comparison between classes and medical schools are feasible.
3. Logbook – We streamline logging by utilising GPS and the QR scanner function to record students' attendance with location and time. This also enables tutors to counter sign electronically after their completion of a task.
4. Course management system – The platform is designated for teachers and administrators to obtain detailed insights on the learning progress and academic performance of their students by data analysis. It enhances the early identification of weaker students and possible assistance required.

**Deliverables and evaluation**

1. Deliverables and the key performance indicators

No.	Expected deliverables	Key performance indicators (KPIs)	Completion
1.	E-book chapters	Over 100 chapters on O&G to be written, with 50 teaching videos being produced	100%
2.	Online quiz questions	Over 1000 questions to be designed	100%
3	Logbook	To be transferred from paper-based to digital documentation	100%
4.	Number of users	280 medical students per year to benefit from the project	100%

2. Evaluation

The post-module course evaluation demonstrates that most students find that the web-mobile platform has enhanced their medical knowledge and learning experience throughout their learning journey.

**Dissemination, diffusion, impact and sharing of good practices**

We have organised workshops to share our practices and project outcomes with the Faculty of Medicine and other departments under the Faculty of Medicine.

### **Impact on teaching and learning**

This project is in line with the goal of CUHK “to adopt innovative pedagogies for continuous teaching enhancement” and carries a long-lasting impact that goes beyond our Department as below:

**Personalised learning:** our mobile platform changes the traditional learning landscape by allowing learners to charter their own learning paths.

**Big data for teaching:** By analysing big data at the administrative platform, teachers can gain deeper insights into the progress of their students and their common weaknesses.

**Reputation of CUHK and OG:** The development of our platform can strengthen the Department and the University’s leading status in Asia through maximising their international exposure and enhance brand penetration of CUHK worldwide.

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**Project title:** Putting the ‘Global’ into *Global Change Biology*

**Principal supervisor and unit:** Professor FALKENBERG Laura Jane, School of Life Sciences

**Project objectives**

Internationalization of curriculum is increasingly important in a world faced with challenges which develop at a global scale, and cross traditional boundaries – such as global climate change. Consequently, the overall goal of this project was to enhance student recognition of the international nature of global environmental change and its impacts.

**Activities, process and outcomes**

To achieve this goal, I proposed to enhance international context in the course *Global Change Biology* by sharing case studies (news articles) from around the world. Outcomes were determined through student surveys. The responses were overwhelmingly positive, indicating students felt better informed about human induced climate change, as well as region-specific effects.

**Deliverables and evaluation**

This project produced:

- 1) Enhanced documentation of the international context – recorded in the online database of case studies ([tinyurl.com/2rd7kmd2](http://tinyurl.com/2rd7kmd2));
- 2) Increased student awareness of international aspects of climate change;
- 3) Improved educator understanding of effectiveness of different approaches – both quantified through student surveys; and
- 4) Publication of a paper – a manuscript has been drafted and is currently undergoing peer-review.

**Dissemination, diffusion, impact and sharing of good practices**

The outcomes of this study, and recommendations for good practices of internationalization at home, will be shared through a peer-reviewed manuscript, presentation at an international scientific conference, and presentation at a local education-focused symposium.

**Impact on teaching and learning**

This approach to internationalization at home was well received by students, with survey results indicating it achieved the intended outcomes. In the future, I will continue to implement this approach with modifications made according to ongoing student feedback. Sharing the outcomes will allow for similar approaches to be implemented more broadly.

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**Project title:** Internationalisation at Home through Introducing Virtual Field Trips to Geography Teaching and Learning

**Principal supervisor and unit:** Professor CHUNG King Lam, Department of Geography and Resource Management

**Project objectives**

To promote internationalisation at home in geography teaching and learning by exploring the use of Google Earth as a low-tech, low-cost platform for developing virtual field trips (VFTs)

**Activities, process and outcomes**

Three Google Earth-based VFTs, covering different development issues in three UK sites – London, Manchester and Bowness-on-Windermere (a rural town) – were developed.

The London and Manchester VFTs were trialled separately in two courses (GRMD1302 “People, Space and Place” and GRMD1403 “Resources, Society & Environment”) taught by the co-investigator (Professor Lee Fung Harry of the Department of Geography and Resource Management). Students were asked to take a VFT for pre-class learning. The Co-I used the same VFT in the class to teach selected geographical features. Students completed a questionnaire after class about their VFT experience.

**Deliverables and evaluation**

Three VFTs were delivered and trialled.

In GRMD1302, 78% and 64% of the survey respondents agreed that the VFT helped them learn better and enhance their learning interests, respectively. In GRMD1403, the corresponding percentages were 62% and 74%.

**Dissemination, diffusion, impact and sharing of good practices**

Lessons learned were shared in a course review meeting of the Department (2022), a panel session at the American Association of Geographers annual meeting (2021), and a forthcoming paper on *The Professional Geographer*.

**Impact on teaching and learning**

The project team understands better students’ expectations of the functionalities of VFTs, and their wish to take VFTs with their peers and teachers to discuss their experience in real-time.

The project demonstrates the potential of a low-tech and low-cost approach to VFT development that could be easily adopted by other teachers.