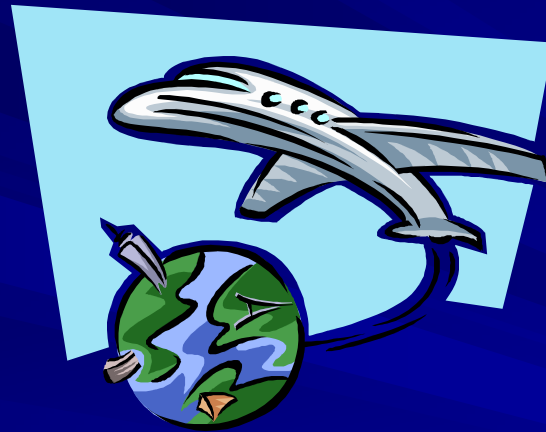


# Enriching & extending international learning through critical reflection & web-enhanced pedagogy

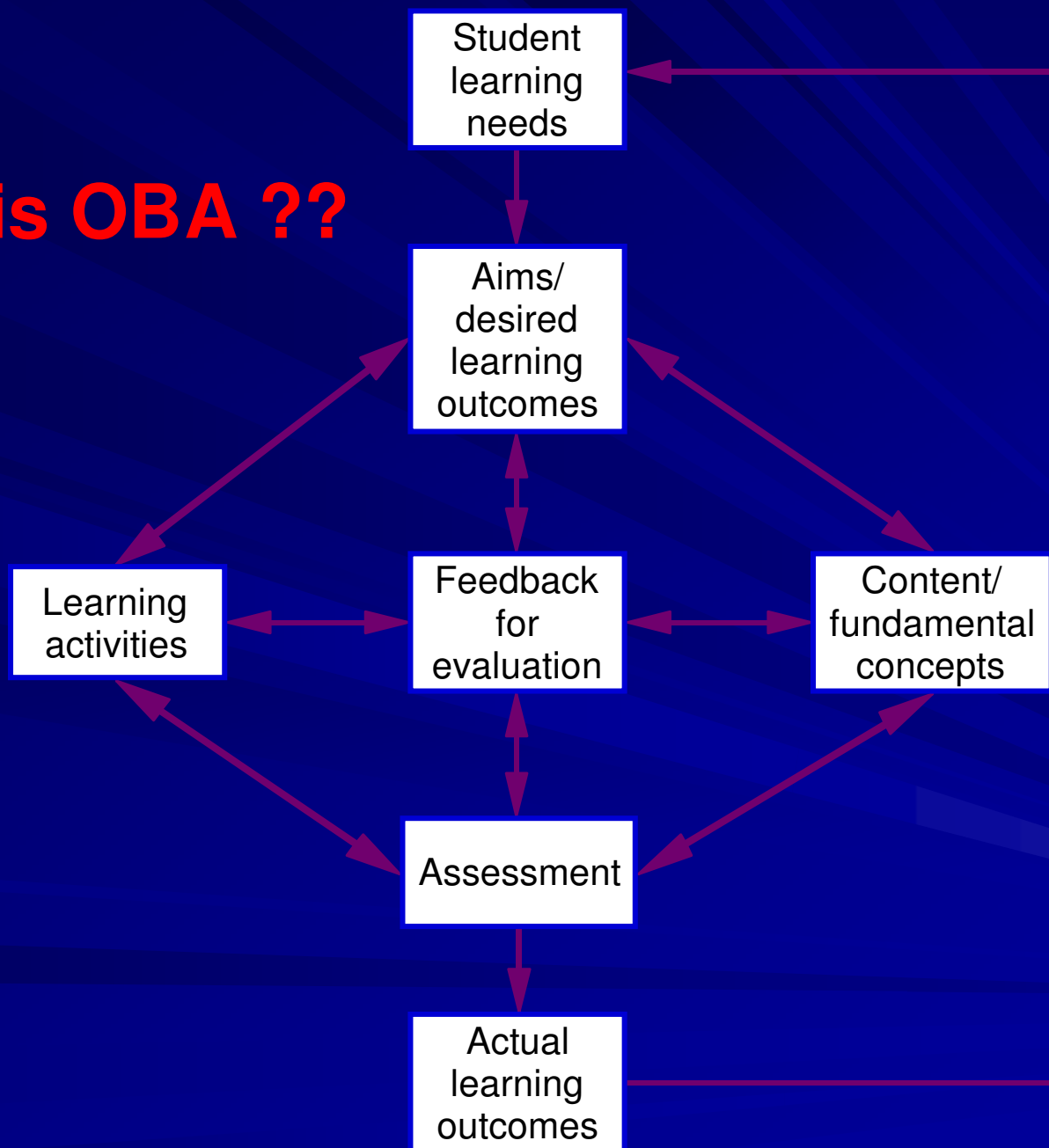


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# Overview of presentation

- Curriculum design & development: An Outcomes-Based Assessment (OBA) approach
- A Reentry course for students with recent international experience (TDG funded)
  - Needs analysis/ rationale for course
  - Syllabus design and development
  - Assessment
  - Evaluation
  - Revision

# What is OBA ??



# Rationale for course

- Why develop a course for students who have recently returned to CUHK after international experience (e.g., short-term study abroad, international exchange, service-learning, internship)?
- What process should be followed?

# Top 10 re-entry challenges

- Boredom
- No one wants to hear their international stories
- Difficulty explaining their ideas/ feelings
- Reverse homesickness
- Relationships have changed
- People see “wrong” changes
- People misunderstand
- Feelings of alienation
- Inability to apply new knowledge and skills
- Loss/compartmentalization of experience

(*What's up with culture?* website, Bruce LaBrack)

# Without guided, critical reflection, returnees....

- may 'shoe-box' their international learning as they become re-immersed in campus life;
- may become frustrated and overwhelmed by re-entry culture shock & identity misalignments;
- may miss opportunities to deepen, extend & share their L2/international learning with others (Johnson, 2002; Meyers-Lee, 2007, Paige et al., 2006) .

# Identification of the needs of CUHK returnees

- Ethnographic investigations of short-term sojourners (2001-9) (CERG); mixed-method studies of the 'whole person development' of semester- & year-long exchange students (2009 – present) (Direct grant/ GRF);
- Multiple sources of data: focus groups, interviews, surveys, diaries, reflective journals, participant observation (student sojourners/ returnees) offer a window into the sojourn/ reentry experience

# Research-driven & Theory-based

- Findings of ethnographic and experimental-design investigations of Hong Kong sojourners
- Reflective, experiential Learning (J. Bennett, 2008; Kolb, 1983; Moon, 2004)
- Intellectual/ Intercultural Development (Perry, 1998; M. Bennett's (1993) *Developmental Model of Intercultural Sensitivity*)
- Education as transformation/ adult learning (Kauffmann et al., 1992; Mezirow, 2000)
- Poststructuralist notions of identity expansion (Hall, 2002)



# Broad aims of new course

- Provide a forum for structured reflection on international/ intercultural/ L2 experience;
- Convert energy & enthusiasm into tangible plans for L2 use/ the continuing enhancement of intercultural communication skills;
- Consolidate & integrate international learning;
- Provide a means for returnees to share their experience with each other and future exchange students.



# Intercultural Transitions: Making sense of international experience

This web-enhanced course is open to students in all Faculties with recent international experience (study abroad, international exchange, volunteering, service learning, internships, educational travel, work or residence abroad). It will provide a forum to exchange ideas about diverse international experiences. The course explores theories and models of intercultural (communicative) competence and intercultural transitions, employing a practice-to-theory-to-practice pedagogy. In relation to their own (and others') international experience, students will explore such topics as language/culture shock, intercultural adjustment, reentry, identity expansion, and intercultural competence in a second language. Through critical reflection, reading, discussion, and writing, students will develop a deeper understanding of their international experience and discover ways to incorporate it into their CUHK life and post-graduation plans.

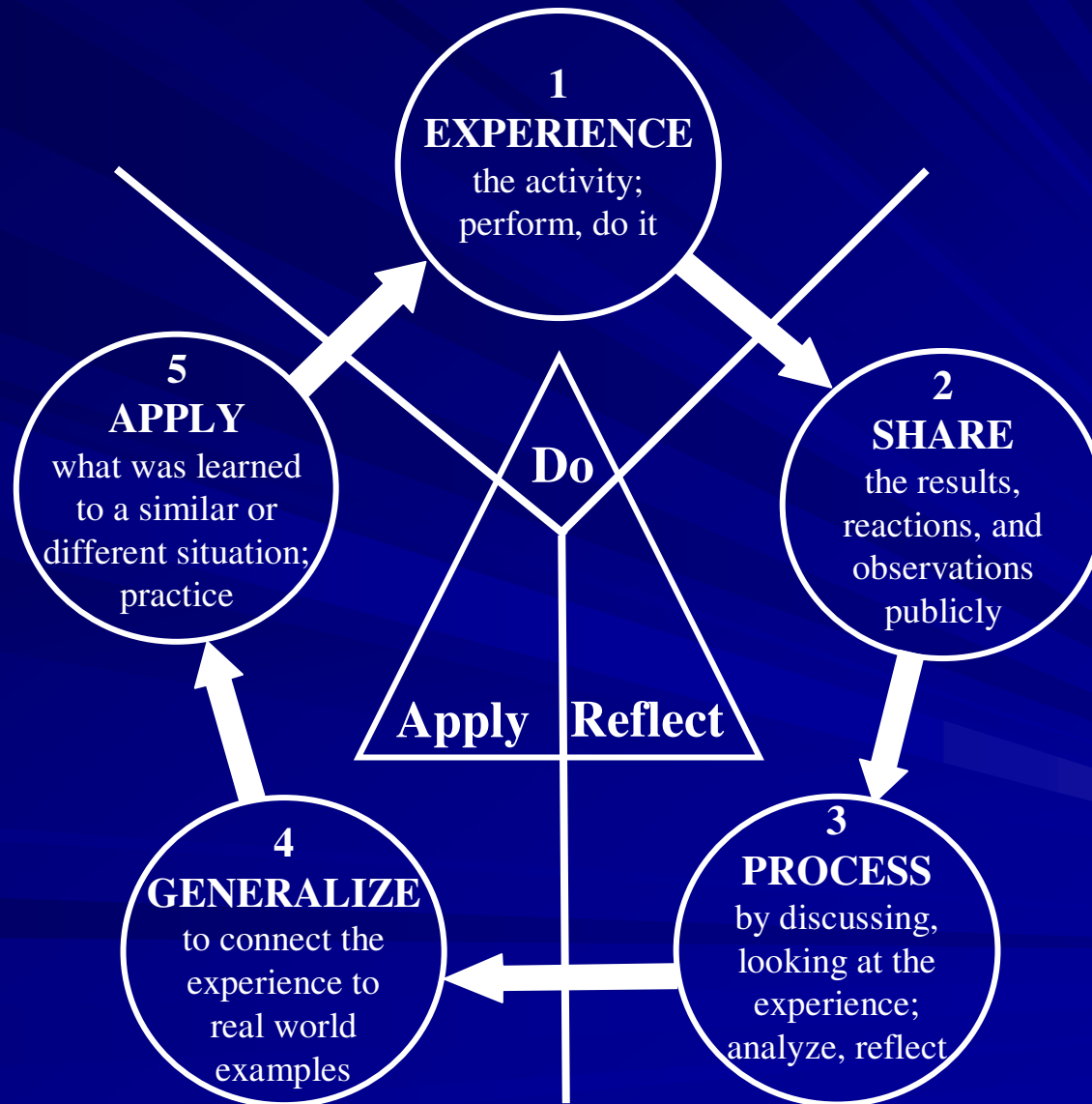
# Desired learning outcomes for students

- assess their international/ reentry experience & articulate how it has affected their sense of self (identity)/ worldview;
- describe theories and models of culture shock/ adjustment, re-entry, identity reconstruction, intercultural (communicative) competence, and responsible global, intercultural citizenship;
- test these theories and models, using: their own international/ intercultural experiences, case studies, and narratives found in literature, media (e.g., online), interviews, and research reports;
- assess their cultural self-awareness & communication style & set realistic goals for further enhancement;
- integrate their international/ intercultural/ L2 experiences into their daily life/ plans for future;
- express ideas clearly in written and oral English.

# Approach to learning

- Experiential
- Structured, critical, deep reflection
- Description, Interpretation, Evaluation
- E-learning
- Autonomous & personal
- Collaborative
- Discovery & transformation
- Process-oriented
- Practice-to-theory-to-practice pedagogy

# Experiential Learning Model



# ‘Practice-to-theory -to-practice’ pedagogy

- Links student experience with others (e.g., classmates’/ published sojourner accounts)
- Relates personal (oral & written) narratives to research publications (less personal)
- Brings student data into conversation with existing theories:
  - uses theory to illuminate
  - draws on data to challenge & builds on existing understandings of sojourn learning

# Content/ Fundamental concepts

- The dimensions of intercultural transitions
- Intercultural contact and identity reconstruction
- IC adjustment and adaptation: Culture shock and recovery
- Intercultural competence in interpersonal relationships
- Homecoming, reentry, and identity issues
- Cultural marginality/ Feeling in-between
- Dimensions of intercultural (communicative) competence
- Intercultural, global citizenship
- Marketing international experience/ intercultural/ L2 communication skills

# eLearning with Moodle

This eLearning platform (web-based course management system) is used for:

- course announcements;
- dissemination of lecture notes (ppt slides) & other course materials (links to websites);
- online discussion (Forum);
- blogging (e-journal entries & responses)
- student work submission.

<https://moodle.cuhk.edu.hk/login/index.php>



# Learning activities

- Discussions, analysis of readings & some lectures
- Weekly online reflective postings/ blogging (Moodle-facilitated) (Instructor, Ss & tutors)
- Reflective writing portfolio/ peer reviews
  - In-class writing workshops & peer reviews
  - Reflective Essays (gradually linking international experience with theories/ research/ readings)
- Group presentations to students who will go on exchange (sharing sessions at the end of term)

# Feedback for continuous evaluation of course

- E-mail/ discussions throughout semester
- Midway through the course – Focused, brief survey
- End-of-course
  - Faculty of Arts course evaluation form
  - Separate survey on specific elements of the course (e.g., tasks, Moodle eLearning, writing tasks, peer reviews, project work)
- Information is highly valued and will be used to revise/ refine teaching methods, tasks, content and learning outcome statements.

# Assessment scheme

■ Participation	10%
■ Online reflection (Forum postings & blogs (ejournal))	35%
■ Reflective writing portfolio; essays & peer reviews	40%
■ Group presentation (Sharing session with future exchange students)	15%

\*Linked to course philosophy/ activities

\*\*Rubrics to assess reflective writing/ blogs/ oral presentations

\*\*\* Peer reviews throughout & Self-evaluation

# Actual Learning Outcomes

- Participation in class & online (quality & quantity)
- Forum postings (quality & quantity)
- Moodle blog entries (quality & quantity)
- 3 reflective essays (quality, depth of reflection, mechanics, linking of experience with theory, etc.)
- Group presentation to future exchange students

\* Most elements assessed with the aide of **rubrics/ peer reviews/ self-evaluation forms** that are available to students on Moodle at the beg. of the term.

# A challenging pedagogy

- Experiential vs. traditional
- More learner-centered (less teacher-directed with teacher as facilitator not 'sage on the stage')
- Involves autonomous & collaborative learning
- Requires willingness to self-disclose/ critique/ share
- Necessitates climate of trust and sense of mutuality
- Extensive use of eLearning (Moodle resources, blogs, forums, websites) (requires technical knowledge & a considerable amount of time)
- Involves a significant amount of writing/ reading
- Pace more intense & personal (need time & space to deeply/ critically reflect, discuss & write)

# Benefits of reentry course beyond individual students

- Should help students make the most of their international experience!
- Offers rich insight into the developmental trajectories of student sojourners & helps explain quantitative findings (e.g., surveys) in larger-scale study of international exchange;
- Provides an additional means of documenting education abroad learning outcomes/ the reentry experience;
- Will provide direction for the design and delivery of courses/ workshops/ orientations for future students who will venture abroad.

# Thank you for your attention.



## Any questions?