

Project Title : Internationalising Teaching and Learning in Hong Kong Higher Education through Building Professional Capacity

Leading University : The University of Hong Kong

Participating UGC-funded University(ies) : Hong Kong Baptist University, The Hong Kong University of Science and Technology

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The ability to stay relevant in the internationalisation process is critical to Hong Kong's higher education (UGC, 2010). It has been recognised that internationalisation does not only mean increasing the number of international students or faculty members. International, intercultural and global dimensions need to be integrated into the purpose, functions, and delivery of higher education (Knight, 2004). However, there is a gap between an institution's internationalisation mission and the teaching and learning practices of its staff members. A review of the literature and the pilot studies conducted locally have revealed a pressing need to build staff members' professional capacity in internationalisation of teaching and learning by providing professional development, offering support, and sharing and disseminating exemplary practices.

The proposed project aims to develop the professional capacity of staff members across the partner institutions in relation to internationalisation of their curricular (and co-curricular), pedagogical, assessment, and academic support practices. The major objectives are to design professional development modules and resources, enhance awareness and develop professional capacity, collectively explore key themes and topics, and promote the sharing of knowledge and exemplary practices. Based on the opportunities and challenges identified in the groundwork at the University of Hong Kong, the scope of the project will include five professional development areas: (1)

Developing students' global citizenship and cultural competence; (2) Leveraging diversity in teaching and learning; (3) Using ethical, inclusive and flexible approaches to teaching and learning, curriculum design and assessment; (4) Designing and supporting student mobility and study abroad programmes; and (5) Inter-institutional collaboration and virtual mobility.

A community of practice approach will be adopted. During the course of the last triennium, Hong Kong's universities were encouraged to adopt a community of practice (CoP) approach to enhancing their teaching and learning. The work has already demonstrated that an engaged, collegial, and grassroots-led CoP approach is beneficial in building professional capacity. In this proposed project, we will continue to adopt a CoP approach and serve the role of convenors that surface and compile exemplary practices, connect people from different disciplines, build intra- and inter-institutional networking, adopt local and international benchmarking standards, and facilitate multi-party/multi-modal communication.

The outcomes of this project will include enhanced curricular and co-curricular, pedagogical, assessment and academic support practices contributing to internationalisation within and across partner institutions, based upon a high level of engagement and collaboration across stakeholders at all levels.