

# General Education Centre **INTERNATIONAL SUMMER SCHOOL**







## PolyU and GEC

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Summer 2019

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# Welcome to PolyU



Welcome to PolyU

Strategically located in Hung Hom, the heart of Hong Kong, The Hong Kong Polytechnic University (PolyU) is the largest publicly-funded tertiary institution in Hong Kong in terms of student population. With the mission to nurture graduates to be critical thinkers, effective communicators, innovative problem solvers, lifelong learners and ethical leaders, we offer a wide range of academic programmes to meet the industrial, commercial and community needs of the city and the region.

We emphasize internationalization, and have a large international community with over 1,000 international students on campus from over 40 countries, and over 1,200 academic staff hailing from all over the world. We also have a strong network in the Chinese mainland that enhances the University's academic and cultural exchanges.

Source: <https://www.polyu.edu.hk/summerschool/about-us/about-us-intro>

## Ranking highlights

**7th**

QS top 50 under 50  
rankings 2019

**27th**

QS Asian University  
rankings 2018

**106th**

QS World University  
rankings 2019

**3rd**

Hospitality & Leisure  
Management

**10th**

Civil & Structural  
Engineering

**40th**

Linguistics

# Our Goal

Through interactions and multiple interactive tasks with international students, many of which come from our exchange-partnership universities in Europe and the US, the General Education Centre (GEC) International Summer School courses will expand the social and cultural horizons of PolyU students and help them develop corresponding skills. In addition, both exchange and PolyU students will deepen their understanding of different cultures with alternate visions of a globalized world and enhanced skills and abilities.

# Our Team



## Dr. Jack Chun

*Project Principal Investigator*

*Interim Director, General Education Centre*

Dr. Jack Chun received his B.A. and Ph.D. in the University of Hong Kong and the University of Toronto as a Commonwealth Scholar respectively. He specializes in applied ethics and comparative philosophy (Kant and modern Confucianism). An awardee of teaching awards, he designed and delivered a number of teaching projects, including the GEC MOOC of Life and Death, which was evolved from the campus version of one of the popular CAR subjects, with over 6000 students enrolled in just the first few years.



## Dr. Ng Pak-sheung

*Visiting Lecturer, General Education Centre*

Dr. Ng Pak-sheung received his B.A. and M. Phil. from the Chinese University of Hong Kong. After a few years of academic pursuit in the United States, he obtained his Doctoral Degree from the University of Arizona in 1997. His areas of research cover political, social, military, and minority studies with substantial emphasis on the Tang and Song dynasties. His current research interest focuses on the history of Hong Kong.



## Dr. Silvia Fok

*Lecturer, General Education Centre*

Dr. Silvia Fok received her B.A., M. Phil., and Ph.D. from the University of Hong Kong. Her primary research is contemporary Chinese art. She has taught courses on modern and contemporary art history in the Hong Kong Art School and participated in the Hong Kong Art Archive project as the Project Coordinator from 2002 to 2004. She worked as a part-time Lecturer at the Department of Fine Arts, HKU, and the Department of Cultural and Religious Studies, CUHK in 2009 before joining the General Education Centre in January 2010.

# Subjects on offer

## Summer 2019



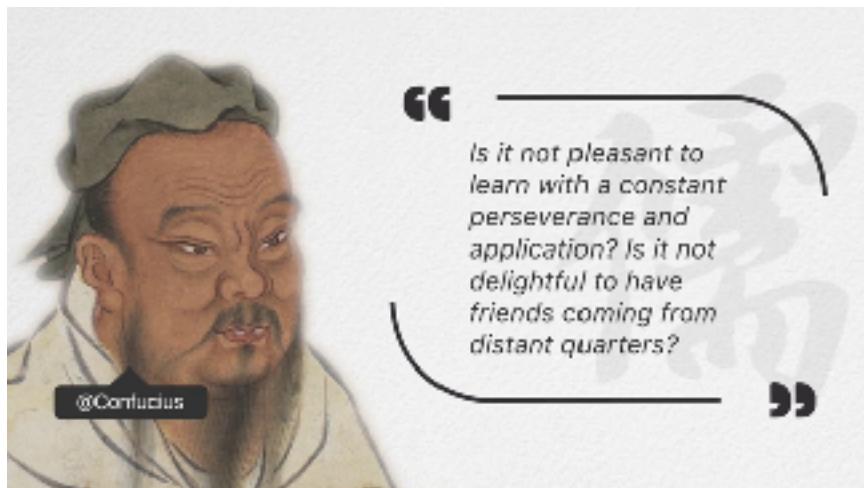
**GEC1C46M**  
**Aspects of**  
**Western**  
**Philosophy**

[Subject description](#)

GEC ISS Courses 2019

**GEC1C31**  
**Ways of**  
**Chinese**  
**Wisdom**

[Subject description](#)



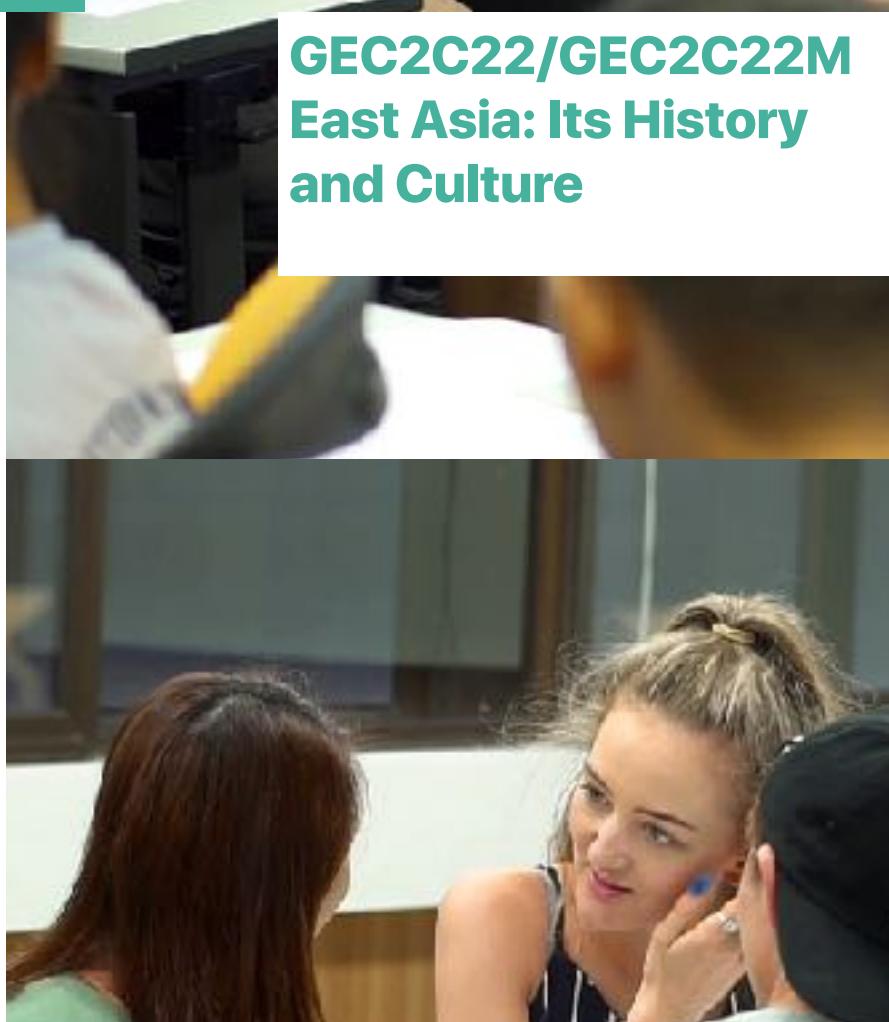
# GEC ISS Courses (2017-18)

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## GEC2C22/GEC2C22M East Asia: Its History and Culture

### Course topics:

- Introduction
- Geographical scope and historical setting
- Cultural origins and religious traditions
- Dynamics in East Asia during the modern era: Western presence and its impact
- East Asia in transition: National aspiration and cultural identity
- East Asia in turmoil: Nationalism and imperialism
- Social and cultural transformations in East Asia after WWII
- East Asia and the contemporary world: Regional development of global significance

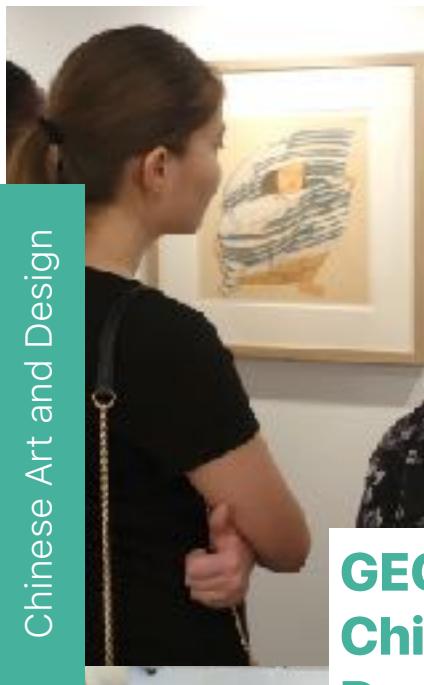




## GEC1C20/GEC1C20M Chinese Art and Design

### Course topics:

- Bronzes and Political Legitimacy
- Jade and the Culture of the Ruling
- Class Ceramics: Technology, Style and Consumption
- Wall Painting and Relief Carving in Tomb and Cave
- Sculpture in Tomb and Cave
- Landscape Painting: Theories, Expression and Techniques
- Portrait Painting: Themes and Styles
- Bird-and-Flower Painting
- Evolution of Calligraphic Forms and Styles
- The Art of Seal Engraving
- Export Art: Mediums and Styles
- Themes and Motifs in Folk Art
- Visual Quiz



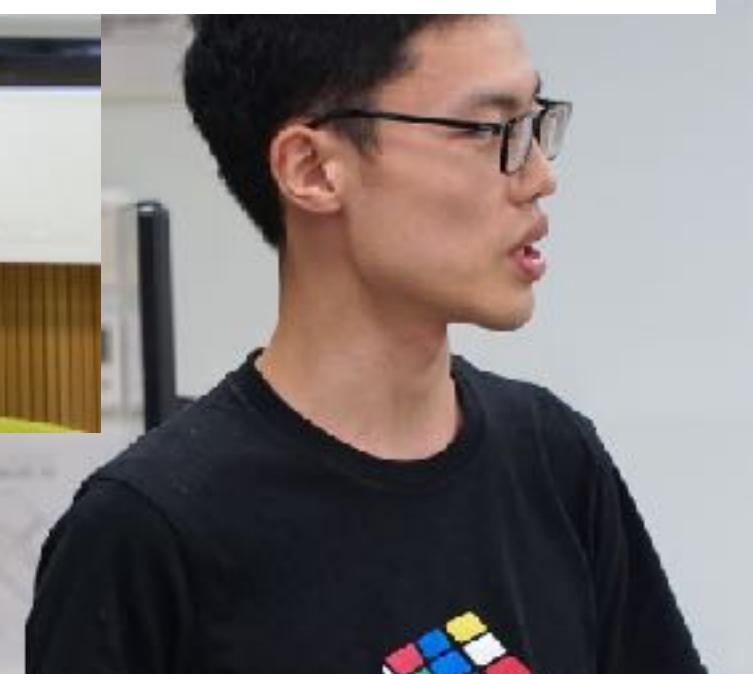




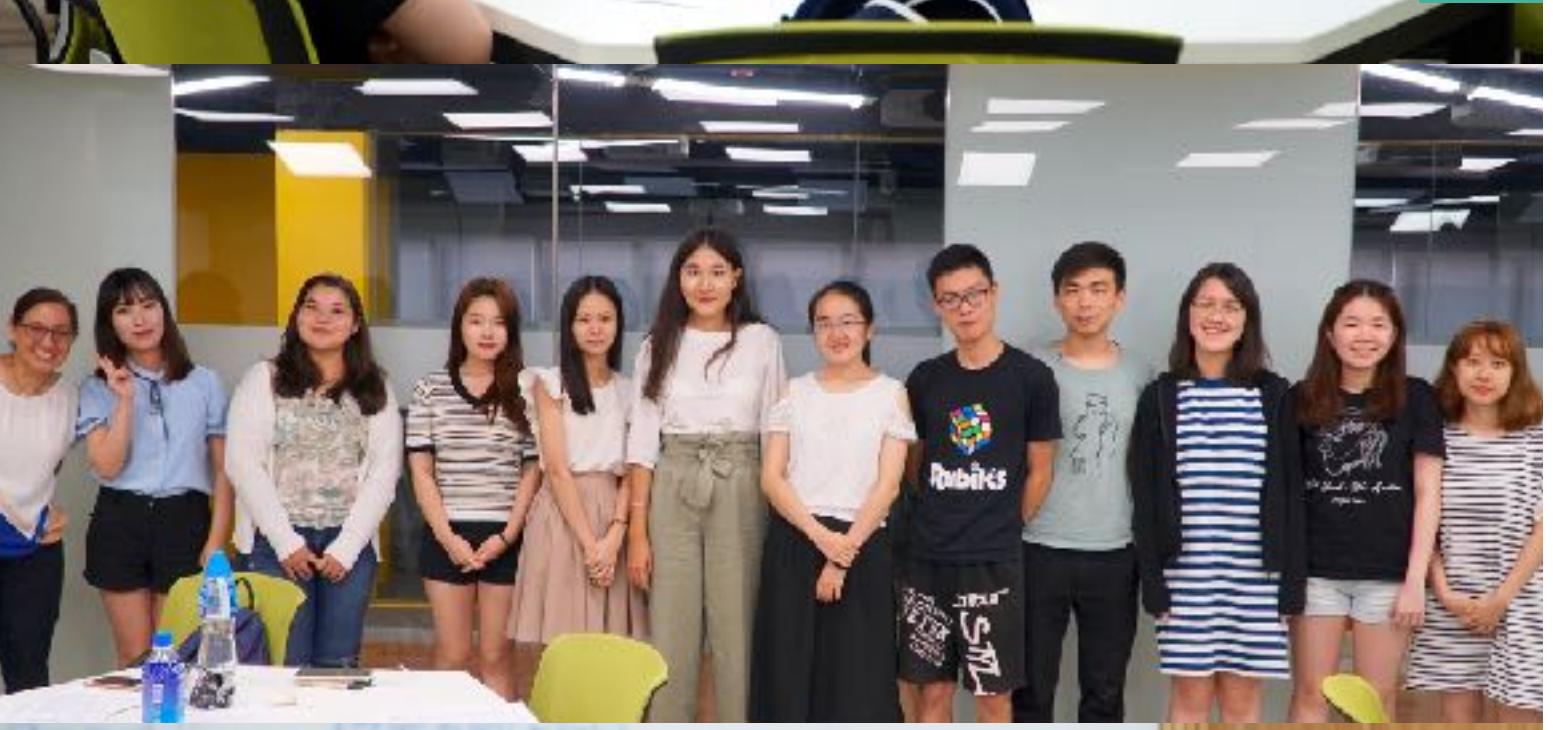
## GEC1C31/GEC1C31W Ways of Chinese Wisdom

### Course topics

- Introduction: how to understand the ways of Chinese wisdom
- Cultural interaction and assimilation
- Confucianism (Confucius & Mencius),
- Daoism (Laozi & Zhuangzi),
- Mohism (Mozi),
- Legalism (Shang Yang & Han Feizi)
- Religious wisdom: Primitive Buddhism & Buddhism in China, religious Daoism, and folk religions



Ways of Chinese Wisdom



# Innovative Pedagogies



A key innovative pedagogy adopted was drawn from “the process of Internationalization of the Curriculum (IoC) in action” model (see below) by Professor Betty Leask. She is an internationally renowned researcher on internationalization of the curriculum and higher education.

## Stage 1: Review and reflect

- “Reviewing content, teaching and learning arrangements and assessment in individual courses and across the program in relation to internationalization of curriculum.”

## Stage 2: Imagine

- “Establishing goals and objectives from internationalization of the curriculum in your program.”

## Stage 3: Revise and Plan

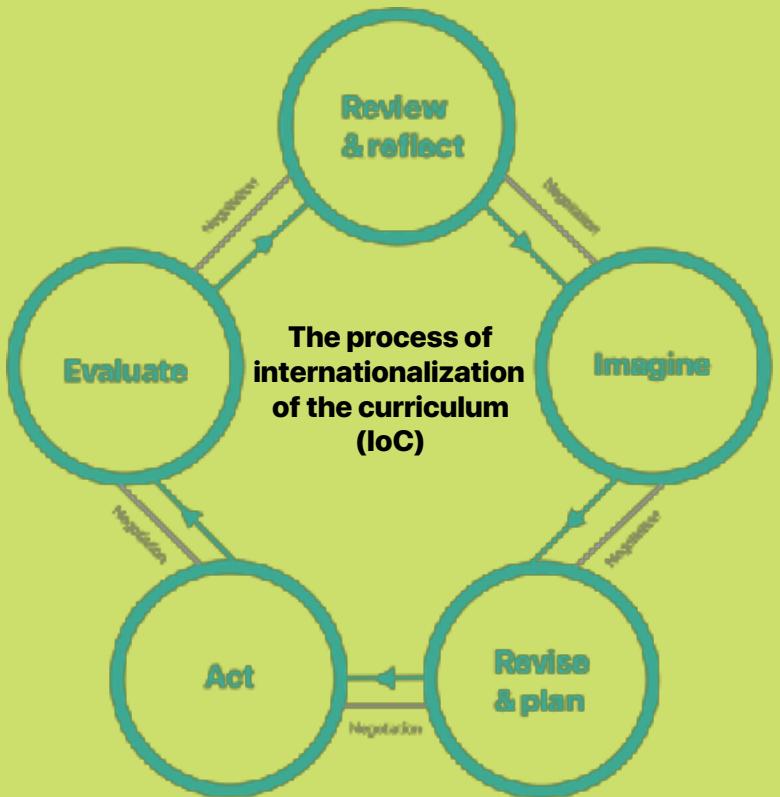
- “Establishing goals and objectives from internationalization of the curriculum in your program”

## Stage 4: Act

- “Introducing compulsory workshops for all students prior to a multicultural team work assignment”
- “Collecting evidence to evaluate the development of intercultural and international knowledge, skills, and attitudes in students (qualitative and/or quantitative)”

## Stage 5: Evaluation

- “Analyzing evidence collected from stakeholders, including students and staff”
- Reflecting on the impact of action taken



Betty Leask's model of the process of IoC (Leask, 2015. p.42)

In March 2018, PolyU invited Professor Betty Leask to Hong Kong to deliver a series of seminars and training workshops on the topics of Internationalization of the Curriculum in class, and designing and implementing strategic interventions in the formal curriculum and co-curriculum to improve the integration of students from diverse cultural backgrounds.



Inspired by her model, we have strategized our pedagogies in enhancing the learning experiences of both PolyU and overseas students in GEC's International Summer School courses.

#### Learning activities



#### Fast-track Acquaintance

Ice-breaking in the first lesson



#### Exploratory Activities

Cultural sharing events



#### Team-up Projects

Multicultural teamwork assignments

# Fast-track Acquaintance

This activity is fast but impactful and decisive for the successful milestone summer course. It facilitates the students to quickly acquaint and team up with their peers from a mixed cultural background.

## Grouping

Each PolyU student is paired with 1 – 2 exchange students, sitting and working together throughout the whole course. We introduced an ice-breaking game where they have to imagine the background of their partners.

## Activities

Team members face each other and stare at the other person without talking or touching for 2 minutes.

They are asked to remain silent and try to imagine:

- Where does this person come from?
- What is this person studying, and what major would that be?
- What hobbies would this person have?
- What makes this person want to choose this course?
- Is this a nice person to work with?
- What can you see through this person's eyes, breath, and facial expression?

After this contemplation, team members tell each other what they have imagined, and can ask questions about the other person. They then introduce each other in front of the class.



Fast-track Acquaintance



Watch the Video



# Exploratory Activities

Challenge and re-conceptualize students' perspectives in adventurous tasks in time, place, cultures and societies. It is an effective way to build a respectful climate for all differences by being culturally inclusive.

## Activities

### ***GEC2C22/GEC2C22M East Asia: Its History and Culture***

Challenge and re-conceptualize students' perspectives in adventurous tasks in time, place, cultures and societies. It is an effective way to build a respectful climate for all differences by being culturally inclusive.

### ***GEC1C20/GEC1C20M Chinese Art and Design***

Studying art develops students' individual thoughts and values. One of the ways human beings come to understand each other better is by creating art and sharing their values and cultures through art. Students' pursuit of artwork in diverse social and cultural contexts contributes to the cultivation of an interest in and appreciation of other people and their cultures.

This course includes a 3-hour guided visit to an exhibition to provide students with direct viewing experience of real artworks. After the visit, students have the chance to practice making art in workshops like seal engraving, ceramics, and calligraphy in mixed culture classes.





Summer, 2017/18

GEC2C22/GEC2C22M  
East Asia: Its History

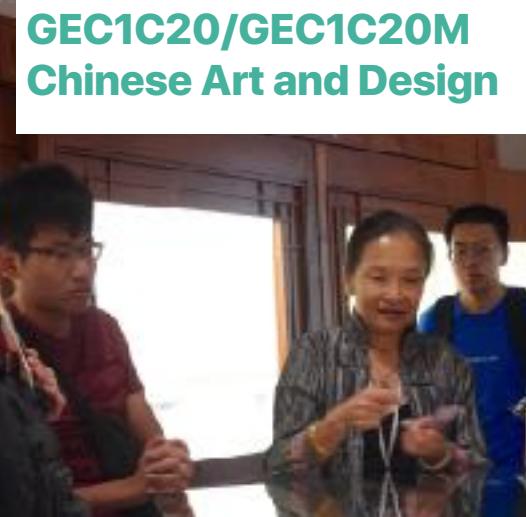


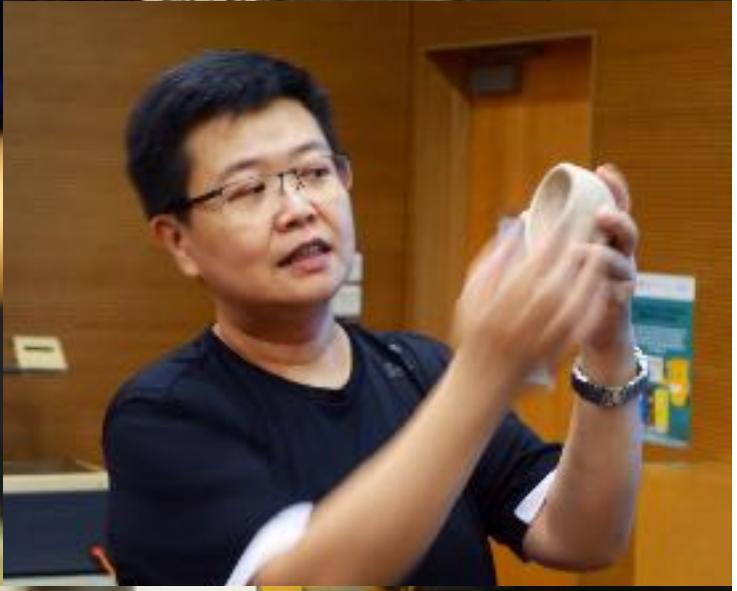
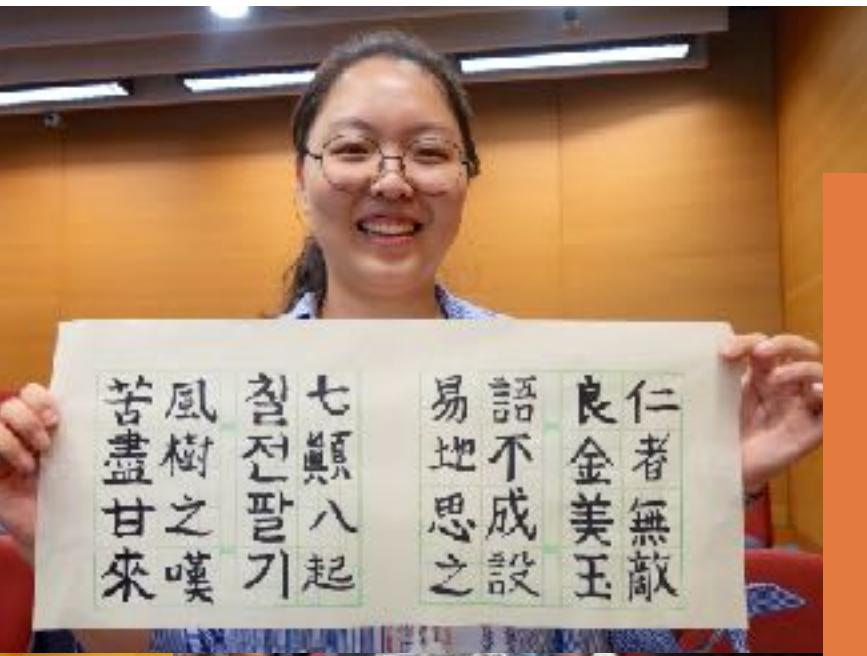
Exploratory Activities



Summer, 2017/18

**GEC1C20/GEC1C20M  
Chinese Art and Design**





# Team-up Projects

In-depth team-up projects enable teammates from different cultural backgrounds to learn from each other, level the collaborative field by sharing ideas, values, briefs, norms and social practices. Through reflective tasks and dialogues, they can effectively relate to one another on a personal level.

## Activities

### ***GEC1C31/GEC1C31W Ways of Chinese Wisdom***

Working with their teammates to develop ideas, each student produces a 3-minute video to briefly introduce and describe at least one of the historical locations covered in the field trip (for example, its history and significance to the locals). They are asked to compare and contrast the culture, religion, and matters of life and death (such as funerals) of what they have seen in the trip with the practices of their home country.

Students are encouraged to stay with their teammates during the field trips, to help each other plan and film the videos, as well as prepare a group report together.

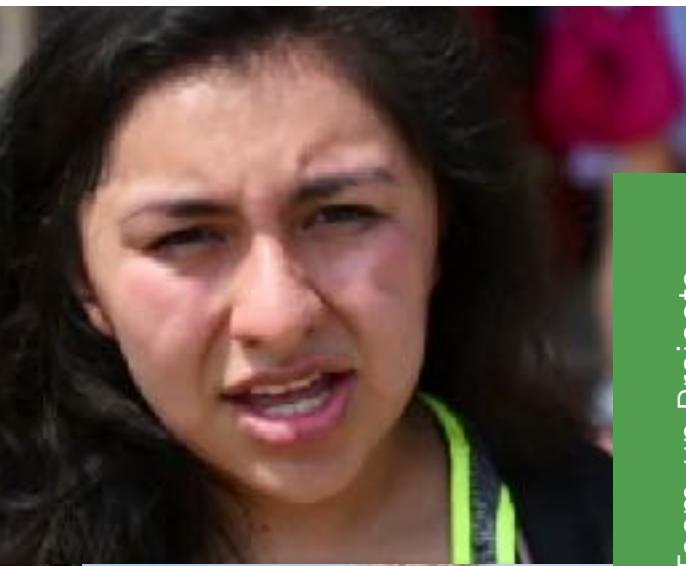
### ***GEC2C22/GEC2C22M East Asia: Its History and Culture***

After attending the field trip, students are tasked with writing a reflective journal in a dialogue format with their teammates. The students take turn raising three questions for their teammates to answer. Topics for the questions include ancestor worships, individual achievements and the glory of their own Kin, Imperial Examinations, pragmatism on Chinese religious practice, and the impact of bureaucracy on deities arrangement in temples.

Students are encouraged to critically discuss the questions and compare with their own experiences and cultural custom. This discussion is filmed and a 10-minute video clip is uploaded to a common platform.



Watch the Video



Team-up Projects



# Students' Feedback



**Amy@PolyU**

*"During this time, in ISS, we have already had so much fun, going around Hong Kong. We went to Lan Kwai Fong and visited heritage sites. For me, I am learning so much about where Calum is from, Scotland. He can speak a special dialect which is called "Gaelic". It's my first time hearing it and it is very interesting."*

**Calum@Glasgow Caledonian University (right)**

*"I do my work but at the same time I am seeing how different Hong Kong is, it's quite a place! I have learnt so much about the culture, especially seeing a whole different culture here and comparing back into UK. One thing I have learnt is that before your meal you have your bowl and [need to] clean it all. Speaking of the language, well, I have been trying my Cantonese, but starting with 'hello', 'thank you', all the numbers. Maybe in time I can speak in a sentence!"*



**Michael@Bath Spa University**

*"I think it is really beneficial to get different cultural perspectives on historical events. We are learning about European imperial expansions in the Far East and it's interesting to see how the perspective is different [Hans, please delete extra space] between Asians and Europeans, and how history interprets events in so many different ways."*



**Nick@PolyU**

*"Half of our classmates are international students, and the other half are from PolyU. We are grouped in pairs of one international student and one PolyU student. We talk to each other a lot. I think this arrangement is good for all classmates to have some cross-cultural experiences and the chance to talk to someone from another culture."*

*"I will introduce my other classmates to the International Summer School next year, because I like this course a lot!"*

# Teachers' Feedback



**Dr. Ng Pak-sheung**

**GEC2C22/GEC2C22M East Asia: Its History and Culture**

*"Intensive interaction between students of diverse backgrounds makes the courses offered by International Summer School unique and inspiring."*



**Dr. Silvia Fok**

**GEC1C20/GEC1C20M Chinese Art and Design**

*"Both local and international students alike were engaged in the in-class learning activities, making a ceramic bowl, carving a seal and practicing calligraphy. Almost all of the students participated in either the museum visit or the gallery visit. They performed well in the two written assignments and three quizzes. Their active participation in class and good academic performance prove that this international summer class is quite successful."*



**Dr Rina Camus**

**GEC1C31/GEC1C31W Ways of Chinese Wisdom**

**"Ways of Chinese Wisdom"** is a popular course that is taught in English and in Chinese. The course introduces students to classical Chinese philosophical traditions. These valuable intellectual heritages from the East help us understand modern Chinese society. Thinkers like Confucius and Mencius, Laozi and Zhuangzi, as well as early Legalists and Buddhists continue to have relevance today as they speak to us about personal relationships, ecology, coping with suffering, and other everyday issues





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