

Looking Outwards to the Global World:
*The Drive for Internationalizing Universities in
Hong Kong and Asia*



Professor Ka Ho Mok

*Associate Dean & Professor
Faculty of Social Sciences
The University of Hong Kong*

Overview

- **Globalization, the Rise of the Knowledge Economy and University Education**
- **Globalization and Curriculum Design: Some Major Underlying Values**
- **Globalization and Major Curriculum Changes in Hong Kong and Asia**
- **Globalization and the Curriculum Reforms: Critical Reflections**
- **Conclusion**



Globalization, the Rise of the Knowledge Economy and University Education

- The rise of the knowledge economy
- Education as a tradable service
- A new set of expectations and demands for skills in education



Major Employers' Perceived Ideal Graduates

- Flexibility to adapt to changing work environment
- Ability to work in situations with ill-defined problems
- Having an international outlook
- Thinking Critically and analytically
- Being creative and innovative



Major Employers' Perceived Ideal Graduates

- Mastering technology and multi-media skills
- Having problem-solving skills
- Ability in working in teams
- Working independently



Globalization and Curriculum Design: Some Major Underlying Values

- A shift from a teacher-oriented to a learner-oriented approach in learning
- Advocating the importance of lifelong learning, work-based learning and whole-person development

Globalization and Curriculum Design: Some Major Underlying Values

Table 2: Characteristics of Traditional and Lifelong Learning Models

<i>Traditional Learning</i>	<i>Lifelong Learning</i>
<ul style="list-style-type: none"> ● The teacher is the source of knowledge ● Learner receives knowledge from the teacher ● Learners work by themselves ● All learners do the same thing ● Tests are given to prevent progress until students have completely mastered a set of skills and to retain further learning ● Teachers receive initial training plus ad hoc in service training ● 'Good' learners are identified as permitted to continue their education 	<ul style="list-style-type: none"> ● Educators are guides to sources of knowledge ● People learn by doing ● People learn in groups and from one another ● Assessment is used to guide learning and identify pathways for further learning ● Educators develop individualized learning plans ● Educators are lifelong learners, Initial training and ongoing professional development are linked ● People have access to learning opportunities over a lifetime

Globalization and Curriculum Design: Some Major Underlying Values

- **Multiculturalism and internationalization in university education**
 - willingness to think globally and inclusively
 - awareness of local implications for international communities
 - self-awareness
 - awareness of professionalism in both global and local perspectives
 - values of cultural diversity ability of understanding other cultures



Globalization and Major Curriculum Changes

Structural Change in Promoting Curriculum Reforms

- Connection with the outside world at the college level
- Breaking down the rigid hierarchies inside the school/university
- Moving from 3 Year to 4 Year Undergraduate Degree Programme



Globalization and Major Curriculum Changes

Classroom Dynamics

- A globalized and inclusive learning environment
- The use of technology and transformation of the forms of instruction



Strategies to internationalize Curriculum in Hong Kong and Asia

- The Faculty of Social Sciences, HKU
- Nurturing Caring Leaders with Global Vision
- Theme Concepts: 'Social Innovation' & 'Global Citizenship'
- Engaging students in internship / civic engagement programme & international exchange or out-of-HK internship



Strategies to internationalize Curriculum in Hong Kong and Asia

- Recruiting international students
- Promoting more international student exchanges
- Collaborating with overseas institutions for research and teaching
- Promoting more co-curricular activities
- Promoting Whole Person Development



3 Campus Comparative East Asian Studies Programme

- Keio University (Japan), University of Hong Kong (HK) & Yonsei University (S Korea)
- 18 students will study together for 1 year
- Students will be able to take a local language course
- A completion certificate will be awarded at the end of the programme
- Orientation will be provided upon arrival at the host institution
- Students will continue to pay their usual tuition fees to home universities



Setting out International Platform for International Students at HKU

- Asia as a Global Future Summer Institute (Undergraduate Students)
- Social Sciences Research Summer School (Postgraduate Students)
- Conceiving more international joint-programmes with overseas partners in the UK and the USA



Strategies to internationalize Curriculum in Hong Kong and Asia

- Promoting international student exchange in China, Taiwan, Singapore, South Korea and Japan
- Recruiting more international students and international faculty members
- Growing popularity of international Summer Schools in Asia



Globalization and the Curriculum Reforms: Critical Reflections

- A dilemma between homogeneity and heterogeneity in the globalization discourse
- To what extent the curriculum design should be guided / driven by the globalization agendas / tides?
- How to merge local traditions and influences with global trends through a process of 'glocalization'?



Conclusion

- Whether the global trends of curriculum changes have promoted more diversity or limited choices in curriculum design
- Be sensitive about the cultural and social differences embedded in different education systems and proper contextualization is needed during the processes of policy learning