

Record of International Exchange

Project title: Global Education

Date: 16 May to 14 June 2017

Incoming organization: BG Dornbirn, AIESEC in Innsbruck

Outgoing organization: AIESEC in The University of Hong Kong

All photos with all classes are found in the links below:

***: By photo quality, the photos of KI. 2a and 7STEIN are recommended for record.**

1a: <https://goo.gl/RKMut4>

***2a: <https://goo.gl/Jxd0U9>**

2b: <https://goo.gl/FeMG7t>

2f: <https://goo.gl/wTqiqL>

3c: <https://goo.gl/c2a1oi>

4a: <https://goo.gl/Hfx4rn>

4d: <https://goo.gl/PU2Etg>

5c: <https://goo.gl/shznc4>

6b: <https://goo.gl/zsXVXk>

6c: <https://goo.gl/IDqblr>

7MIN: <https://goo.gl/au8ZTv>

7REI: <https://goo.gl/8CDB6n>

***7STEIN: <https://goo.gl/L71rYr>**

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MBBS III (2017)

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Introduction (e.g. Objectives of the Module, Background):

The AIESEC Global Volunteer Programme is a worldwide platform for university students to enroll and participate in foreign service projects for 5-8 weeks. Participants of the Programme is entitled to apply for various overseas volunteering programmes available on the AIESEC Opportunities Portal. Types of work include education, environmental protection, poverty alleviation, etc. Since early February 2017, I am successfully accepted by the hosting organization, AIESEC in University of Innsbruck, to participate in the teaching project “Global Education” in Bundesgymnasium Dornbirn, Austria, as an instructor for school lessons for 5 weeks. The students are from 11-18 years old.

The learning objectives are as follows:

1. Engage Austrian students with Hong Kong and international culture, enhancing cultural interaction and eliminating cultural barriers
2. Promote Austrian student’s interest and proficiency in the English language
3. Improve facilitation skills, such as presentation strategies, project management and event planning
4. Enhance leadership skills, such as communication and team building skills with people of different ages
5. Compare the education system in Hong Kong and Austria, and its role in creating cultural differences
6. Raise awareness on the 2030 United Nations Sustainable Development Goals among teenagers, through education of global citizenship, cultural appreciation, healthy and sustainable lifestyles, identity and equality, human rights, etc.

Execution Plan (e.g. preparation work, itineraries, research methodology)

I had to prepare lessons for 11-13 classes according to the learning objectives described above, on topics including Hong Kong demographics, lifestyle, cultural diversity, identity and equality, and health and medicine, etc. The timetable for the project was generated by the English Department of the school, where I delivered daily lessons to students from the 1st class (10-11 years old) to the 7th class (17-18 years old). I worked for about 10-15 hours per week.

List of participating classes in BG Dornbirn (2016/2017): 1a, 2a, 2b*, 2f, 3c, 4a, 4d*, 5c, 6b, 6c, 7ar, 7b, 7c

*: 1 hour only

Since the number of participants are large (about 205 in total) and varied across ages, I tailor made materials for middle and advanced levels, such as adjusting the depth of topic discussion, and the level of English used. Every week I prepared each workshop session with a refresher game or Youtube video as a start, followed by a short lecture, largely composed of multimedia resources (e.g. photos, videos, schematic diagrams in Powerpoint slides), as an introduction to the topic, then followed by quizzes, group interactions, role play and group discussion sessions.

Summary of module activities (e.g. case study report for clinical attachment; research findings for research project; interesting stories of your travel adventures, etc.)

The first session involved a brief introduction to Hong Kong, its demographics and tourist basics. I first danced with the students, self-introduced during ice-breakers, then carried on explaining the origin and history of Hong Kong as a modern metropolitan city, followed by a quiz regarding the demographics e.g. population, currency, “One Country, Two Systems”, local Cantonese Language, finally ending the session with a video of Hong Kong showing our most important tourist attractions.

The subsequent weeks followed a similar approach, including but not limited to:

1. Role plays, in Problem-based Learning (PBL) format, where students were asked to introduce the lifestyle their place (Dornbirn/Austria) to a new exchange student from Germany after short sessions of group discussion, while new pages are distributed after they have finished discussing and presenting the objectives of one page of the case
2. Hands-on experiences in making and tasting street food in Hong Kong, for example Egg Waffles, with the machine I bought along with me from Hong Kong, and wearing traditional Chinese costumes
3. Group discussions on topics of identity and equality, for example racism, stereotypes, and approaching individual variations with an open mindset, based on different ethnic, cultural and geopolitical backgrounds of me and students (e.g. students whose parents are foreign immigrants), with related current affairs as an introduction.
4. Exploration of dreams, career aspiration and career planning in Q&A sessions, equipping students with the skills to explore their interests and predict their likely career e.g. using personality tests, career questionnaires, especially for students of higher levels
5. Health education sessions discussing the major public health challenges, such as ongoing chronic diseases, infectious diseases epidemics, environmental challenges and poverty, stressing the importance of disease prevention (hygiene practices, vaccinations etc.)

After the project, all participating students were issued certificates signed by respective English teachers of the classes, the AIESEC Local Committee President in Innsbruck and me. Besides regular workshops, me and the students have spent time together in after school activities and excursions.

