



STINT TEACHING SABBATICAL - FINAL REPORT

Helena Francke

Swedish School of Library and Information Science, University of Borås

Visiting scholar at the School of Journalism and Communication,
Chinese University of Hong Kong

Fall 2016

PREPARATION AND PLANNING

It was with great excitement and joy that I received the message just before Christmas vacation in 2015 that I had been granted a STINT fellowship to spend a semester at the Chinese University of Hong Kong (CUHK) and the School of Journalism and Communication (hereafter jcSchool). My life partner and I had been to Hong Kong briefly on vacation some years earlier and we were pleased to be able to go back for a longer stay. I quickly got in touch with my academic and administrative hosts, who put me in touch with one of the Program Directors, and over the course of January we managed to book a visit to Hong Kong for my partner and me in the week after Easter. As previous fellows have reported, we too received great help from the Office of Academic Links (OAL) with living arrangements and a program for the planning visit (as well as help to book a van to get to the airport at the end of our stay in December).

The actual planning visit was effectively managed and only took up two half days. I was greeted by the School's Director and had a longer meeting with the Program Director to plan my teaching activities. The OAL arranged for my partner and myself to visit Morningside College (one of the residential colleges on campus) where we were offered to rent one of the visitor's flats, an offer we decided to accept. We enjoyed our time at Morningside and appreciated its location between the MTR station and the main campus. The two-room apartment was spacious and well kept, although with limited kitchen facilities. Staying at one of the colleges gave me some insights into the learning activities that were taking place at the college (see below) and provided a chance for contact with students and college staff and fellows. It also allowed us the unique experience of attending the Formal Hall Dinners arranged at the college.

When asked if there was anything in particular I wanted to do during the planning visit, I requested a visit to the university library. This turned into an appointment and lunch with the University Librarian, who came to be a highly valued contact for us during our stay. In hindsight, I wish I had asked to meet some more faculty members and to sit in on one or two classes, for

which there would have been sufficient time in the schedule. At the time, I was not sure if such a request would be seen as imposing on the teacher. However, when I asked to sit in on classes during the fall, I was always welcome to do so. Even though the teaching approaches and students were not very different from those at my home department, I think that a chance to see this could have prepared me even better for planning the teaching activities in the fall.

Some legal and administrative issues can be good to be aware of for future fellows. Primarily, that common-law marriages or partnerships are not considered on par with marriage in Hong Kong. This meant that my life partner could not be listed as an “accompanying spouse” on my work visa application. In the end, this was not a hindrance as he never had any problems getting his visitor’s visa renewed when re-entering Hong Kong. We also had some problems for my partner to get access (entrance) to the university library and their services (as well as some other services on campus) because I counted as a visiting scholar, which did not include those benefits. He ended up applying for and getting a fee-based library membership. However, after STINT kindly raised the issue with CUHK, this should not be a problem for future fellows’ spouses.

TASKS AND RESPONSIBILITIES

During the planning visit, it was agreed that I would teach an elective course in the taught Master’s programs. This was the only responsibility expected of me by the jcSchool. As my discipline (Library and Information Science) is related to but not identical with Journalism, Media and Communication Studies, which is the focus of the School, we decided that it would be best if I designed an elective course within my area of expertise rather than teach an existing course. As decided, I designed and taught a 3-credit course called “Introduction to Information User Studies: From Search Engines to Social Media”. This required for me to do some preparations during the spring and summer, first to provide a title and short description of the course, and then to provide a syllabus. However, the planning was not made as far ahead, nor was it as surrounded by administrative procedures, as is often the case in Swedish universities.

My teaching responsibilities involved one three-hour lesson per week during twelve weeks. I offered office hours, but these were used very sparingly. The school kindly arranged to have the course offered as an elective in several of the five taught one-year Master’s programs. This meant that the group of students came from different programs. A majority of the students were from Mainland China, which provided an interesting learning experience for me, but which made the course a bit more challenging since both search engines and social media platforms available in the Mainland are largely different from those commonly used in Europe and the US (Hong Kongers use services from both the US and Mainland China). I tried to account for this in various ways, but would probably have done a better job if I had known from the beginning what I know now. In order to compensate for my language limitations (I do not read Chinese characters), I had great help from the Faculty liaison librarian and from the teaching assistant working with the taught Master’s programs. The TA also provided much appreciated support with all the administrative knowledge I lacked (the learning platform, the grading system, etc.).

ACTIVITIES DURING THE SEMESTER

After the first two weeks’ add/drop period, when students took the opportunity to attend classes broadly before deciding on which ones to register for, I had a small group of students in my class. This meant that even though I spent more time than I would at my home department to

prepare classes and try out some new pedagogical tools, I had time to learn about how higher education is conducted at CUHK through other means than my own teaching. Even though I primarily got an insight into the taught Master's programs at jcSchool and the general education at Morningside College, I also tried to find ways to learn about education at CUHK more broadly.

A very rewarding part of my stay was the opportunity to sit in on classes offered by my colleagues, which is something I rarely have time for otherwise. When I asked colleagues if I could attend their class, they were very accommodating. I attended primarily courses in the taught Master's programs, but on a few occasions I sat in on classes in the undergraduate program and in a course offered to MPhil and PhD students. This gave me an opportunity to observe both large and small classes, and to reflect on variations in how students approached their classes. Overall, the teaching I observed was very inspiring and the teachers worked hard to get the students to participate actively, just as is often the case in Sweden. One slight difference I noticed was that, compared to what I am used to at the Master's level, teachers often spent more time going over what had been discussed in the last class and pointing to key concepts and ideas in the course literature. I got the impression that this was something that was both expected and liked by the students. Furthermore, I had several chances to talk to faculty and program directors about teaching and education in the School.

Apart from at the jcSchool, I sat in on two lectures and the following week's tutorials at one of the general education courses at Morningside College. The course, "Current Dilemmas and Their Histories", was compulsory for the first-year students living in the College. The course is quite different from the more academically or professionally oriented courses at the jcSchool in that it aims to engage the students in thinking about dilemmas they or the societies they live in may face. It introduces philosophical tools to help them think through these dilemmas from various standpoints. Thus, the course aims at providing the students with tools to address ethical and moral issues in both every-day and work life. The tutorials used a number of methods to get the students to think, speak and write about the dilemmas, including "question of the day" scenarios to which they were expected to write brief responses, and having students work in groups to come up with modern ways to formulate a classical philosophical passage. The lectures and tutorials were also supported by micro-modules (see below).

I had some contact with the university library, both through the University Librarian and through the Faculty liaison librarian, who generously agreed to co-teach one of the sessions in my class. These contacts lead to an invitation to the Library's professional staff meeting to present a recent study I had made on institutional repositories. It was particularly timely as CUHK were just launching their new repository. In addition, I got a bit of an insight into the University Grants Committee (UGC) T&L Project on Information Literacy, a joint project to develop the resources and knowledge base on information literacy by the eight UGC-funded universities. I took part in some local discussions, attended a lecture, and mediated contacts with a teacher in the jcSchool.

I took advantage of the chance to participate in workshops and seminars on Higher education teaching and learning arranged by The Centre for Learning Enhancement and Research (CLEAR) and the Centre for eLearning Innovation and Technology (ELITE). This provided me with a better insight into the practical work with developing a MOOC course as well as tools and ideas for blended learning and flipped classrooms. I used some of these tools and ideas in my class, for example the mobile communication system uReply and animations made with the GoAnimate

software. Since I returned to Sweden, I have already incorporated a “mentometer” tool (similar to what is available in uReply) in one of my Swedish classes. The most inspiration for how to arrange a flipped classroom, however, came at the study tour to Singaporean universities, which was arranged in connection to the STINT Mid-term workshop. Visits to the Singapore University of Technology and Design and to Nanyang Technological University (which were the two visits I had time to join) provided an interesting and thought-provoking insight into how flipped-classroom pedagogy can be implemented. The visit and the workshops followed on discussions we have had at my home university and in Sweden more broadly on this topic and have made me quite impatient to try out the Active Learning Classrooms at my home university.

Another way in which I tried to broaden my understanding of how teaching and learning was conducted in other parts of CUHK was by meeting with academic staff at CLEAR and at the Independent Learning Centre (ILC). This gave me a chance to learn more about teaching at CUHK and about MOOCs. The ILC meeting provided insight into how students are supported by ILC through workshops, consultations, online courses and resources, on e.g. academic reading and writing; language support in English, Cantonese and Mandarin; and career and job preparation. Among other things, ILC makes interesting use of video recordings to help students prepare for job interviews.

Finally, I attended the Teaching and Learning Innovation EXPO, which was a good way to gain insights into pedagogical development work at CUHK. Unfortunately, it took place on my very last day on campus. Presentations were held by awardees of teaching and education awards at CUHK and there were approximately 70 posters. The presentations and posters displayed a university-wide focus on developing micro-modules which I had not been aware of before, although I had come into contact with micro-modules in the course taught at Morningside College. Developing the idea of micro-modules, which may include e.g. videos and short questionnaires or exercises, as a way to support flipped-classroom work, or to support student learning (as was the case at Morningside College), is something I will be interested in investigating further. I also had a chance to present work I had done on a course I offer in my home university through a poster.

IMPORTANT LESSONS

There are of course many lessons to be drawn from an experience such as a Teaching Sabbatical. One obvious but nevertheless useful lesson is to realize how much of routines and practices that need to be learnt in a new setting, even if many of them are superficially similar to familiar ones. This was a useful reminder both practically and theoretically.

It has been valuable to be able to devote time to exploring pedagogical methods and ideas. I would not say that I return with ideas that will revolutionize my teaching, but I have a lot of methods and ideas I would like to try, and, not least, I feel a particular responsibility to engage with my colleagues in exploring new work methods as well as respond to and help realize initiatives from my colleagues that align with methods I have observed or come in contact with.

Over the past years, Swedish higher education has been much concerned with implementing quality assessment, which in many cases has led to high levels of formalization. At UB, we devote a lot of effort to ensuring that the syllabi (course plans) follow regulations. The resources spent on this work and the long-term planning required can, I feel, sometimes exceed the benefits. It was therefore interesting to observe the administration of new courses at the jcSchool, which is

less rigorous but not in any way negligent. On the other hand, the jcSchool has an even more formalized system for course evaluations than the Swedish School of Library and Information Science (SSLIS). This raises thoughts about what quality assurance of courses is and when and how it takes place. I believe we need to think this through at SSLIS, but any local ways of handling it will be dependent on university and national practices and regulations.

Last year, faculty and leadership discussed requirements and qualifications for promotion and academic appointments at UB. I helped organize a program to encourage and support staff considering applying for, for instance, 'docent' or 'biträdande professor' (associate professor). I was therefore interested to learn that more or less a requirement for getting tenure at CUHK was to land a University Grants Committee (UGC) grant. This, I believe, places even more stress on the applicants than requirements on quality and quantity of publications, and this is a lesson I will bring with me if the Swedish discussion turns towards mandating external funding grants for promotion.

COMPARISON BETWEEN THE HOST AND THE HOME INSTITUTIONS

The comparisons below will primarily be made at the level of the school or department, as variations within the universities are often significant and I do not have enough knowledge to make university-wide comparisons.

Student population

Education at the jcSchool is mainly conducted as campus education whereas approximately half of the education at SSLIS is run as pure distance education or as blended learning (which has a few meetings on campus but is mainly distance-based). This has consequences for how education is organized, as well as for the student population. The majority of the students at undergraduate level at both institutions are fairly fresh out of upper secondary school. However, my impression is that at postgraduate level, and at the blended learning undergraduate education, the students at SSLIS are more heterogeneous than at the jcSchool in terms of age and previous experiences. Quite a few of the students at SSLIS are struggling to prioritize between studies, work and/or family responsibilities. It is also not unusual that students are at a stage where they are changing careers or trying to further their chances with a current employer. Although I only got to know small groups of students at the jcSchool, and although there were differences in the characteristics of the student groups in the different Master's programs, it was my impression that more students at the jcSchool had their studies as their main priority. At the same time, I was told that many Hong Kongers turn to higher education as a 'hobby', even after they have earned their degrees, so my impression could be based on too few observations. A consequence, however, was that a larger proportion of the students were eager to attend classes.

The keenness to attend class and to hand in assignments could very likely be dependent on two other differences in the systems (although they do not seem to be a guarantee of attendance in other countries). Firstly, that students in Hong Kong pay tuition, and secondly that Hong Kong higher education does not allow students to re-take exams after the end of a course. If they fail the exam, or fail to attend it without good reason, they have to retake the course, and pay tuition anew. The Swedish system, which guarantees students the opportunity to re-take exams at least four times, allows for greater flexibility on the part of the students. It is, however, more time-consuming for the teachers.

The relation between teacher and student

The teachers I observed at CUHK worked hard to engage students in discussion during class. They generally tried to build a close relationship with their students, encouraging them to call teachers by their first names, learning the students' names (in smaller classes), and coaching students to voice their own arguments and question what their teachers said. This is not different from SSLIS. However, the students at the jcSchool were perhaps a bit more hesitant than the students at SSLIS to view their teacher as an equal in discussions. This could be because they had high expectations on and valued the teachers' greater knowledge in the area.

The jcSchool and CUHK work in various ways to support their students, and to some extent this work extends beyond their studies. This is in line with the CUHK aim "to nurture students with both specialized knowledge and wisdom for life".¹ The jcSchool has a system with *academic advisors*, to whom the students can turn with questions that go beyond the individual course or program. The academic advisors can help discussing future career options, choice of electives, and to some extent extra-curricular circumstances that affect their studies. This is to some extent what the program directors do at SSLIS (and in fact the academic advisors are often program directors at the jcSchool), but goes beyond the responsibility of program directors. Even though some students in Sweden turn to the program directors with similar issues, they are often not specifically encouraged to do so. By separating the academic advisor role from the program director role, with fewer students per academic advisor, there is a slightly better chance for the students and their academic advisor to get to know each other.

One of the inspirations I will bring with me from the jcSchool to SSLIS concerns alumni. It was my impression that the jcSchool works very strategically to maintain good connections with alumni, both at an organizational level and to some extent at teachers' personal initiatives. It is also my impression that maintaining good contact with alumni is partly facilitated by Chinese culture, where it is very common that former classmates stay in touch with each other and attend reunions. Two examples on how alumni contacts are maintained, which are not, as far as I know, implemented at SSLIS, are to invite alumni to the orientation day of the Master's programs, both to meet with their former teachers and to talk to and answer questions from the new students. On this occasion, alumni provide concrete examples of future career possibilities, share advice on how to tackle the studies, and, at best, say something about how the studies have been useful to them in their careers. The other example is that teachers, when they go on recruiting trips or study tours, take the time to meet with alumni (generally over a meal) in the city or region they are visiting. This builds personal as well as institutional ties between the alumni, teachers and the jcSchool.

Curriculum and courses offered

During 2016-2017, the jcSchool offered one four-year undergraduate program with three specializations, five one-year Master's programs, one two-year MPhil program and a PhD program. SSLIS offered two three-year undergraduate programs (both of which were offered in both a campus and a distance or blended learning version), one one-year Master's program, two two-year Master's programs and a PhD program.

¹ Chinese University of Hong Kong (n.d.). Introducing CUHK. <http://www.cuhk.edu.hk/english/aboutus/university-intro.html> [2017-01-29]

The programs offered in the two schools differ quite a bit. Curricula and courses offered are thus largely different. There may be some similarities in the Master's programs in Corporate Communication (jcSchool) and Strategic Information and Communication (SSLIS) and in the undergraduate programs focusing on Web Editorship (SSLIS) and Creative and New Media (jcSchool), but since I do not teach in either of the SSLIS programs, it is difficult for me to determine whether or not this is the case. One difference is that the one-year Taught Master's programs at the jcSchool do not include writing a thesis, which is a requirement in all programs in Sweden (see *The relation between research and education* below).

The institution's view of breadth versus specialization in education

As mentioned above, CUHK has a commitment to nurture its students beyond their academic specialization. This takes the form, for instance, of general education courses, such as those offered at the colleges, which are not aimed at a particular subject or profession but rather at thinking about one's role in relation to people and societies around you. Furthermore, students are encouraged to train their language skills in a language which is not their first language (primarily English, Cantonese or Mandarin) during their time at university. The Independent Learning Centre (ILC) supports such endeavors. Such a responsibility for the students' learning outside the curriculum is assumed much less at UB.

At the jcSchool level, many of the programs contain both compulsory courses and electives. Foundational courses and electives are sometimes quite broad (e.g. "Applied Communication Research") but electives can be fairly specialized (e.g. "Citizen Journalism"). Some of the programs and specializations are primarily aimed for a particular profession whereas other programs provide a broader scope and are less closely targeted at a specific work description. This variation in structure is quite similar to how the programs are designed at SSLIS.

Forms of examination/Grades

Whereas there is a wide variety of examinations in both schools, the conditions for how many times a student can re-take an exam differs (as described above). In the cases that I came into contact with at the jcSchool there were generally several assessments in a course, which is also the case at SSLIS. Both universities use an outcomes-based approach to grading, which means that the students are to be assessed on whether or not they can show that they have reached the learning outcomes. In Sweden, this is expected to mean that if students do not display such learning, they will have to re-do the entire or part of the assessment before they pass the course. This is work-intensive on the part of the teachers but should ensure that all passing students have reached the required learning outcomes. At CUHK, there is very limited chances to re-do an assignment after the end of the course, so the grading scheme must account for the risk that a student reaches the learning outcomes only to a limited extent. Such partial achievement is possible to indicate in the 11-point scale available in Hong Kong, which should be compared to the three-point scale generally used in Sweden. Furthermore, at CUHK, the outcomes-based approach is combined with a relative-grading approach, to avoid grade inflation and to achieve a distribution of grades along the scale. I had a bit of a problem reconciling the two principles.

The relation between research and education

My impression is that the teaching and the educational programs that I observed at the jcSchool had a strong ambition to include theory and research methods in the courses, as well as to make

connections to relevant research fields and to research conducted at the school. As at SSLIS, the course literature is primarily scholarly and theory is discussed in class. In both schools, many of the students struggle a bit to tackle theoretical thinking as well as to grasp why it is important to their education (although perhaps for obvious reasons this does not seem to be the case at the research-oriented MPhil program at the jcSchool). I found it inspiring that a strong case was made at the orientation meeting of the Master's program in Global Communication for why theory is relevant in any higher education program, and in the future I will emphasize this even more than I already have done in the programs of which I am program director.

All programs in both schools include at least one research methods course. A difference is that all educational programs at SSLIS include some form of thesis-writing, which is not the case at the one-year Master's programs at the jcSchool. The students at these programs conduct various smaller projects and presentations, which often require them to include an aim and research questions, as well as theory, some kind of empirical study and analysis. However, these programs are generally not considered to prepare the students well enough to start a PhD program without further training.

Both schools have teachers who are active researchers as well as teachers who have professional experience, but little or no research experience. As the schools train students for future professions, this seems to me to be a reasonable strategy, as long as teachers with research experience are involved in all educational programs, which is the case in both places.

Pedagogy and its importance & Special investment in education at the institution

I got the impression that the ability to create good learning environments for the students is highly valued at CUHK, as it is at UB. This is expressed in various ways, such as through teaching awards; centers for learning enhancement that conduct courses, workshops and consultations; and grants for development of courses and learning activities. These are all examples that the universities invest in education and in enhancing the quality of teaching and learning. The teachers I met at CUHK were very dedicated and skilled. However, overall, I get the impression that CUHK prioritize research and that this priority is picked up by its teachers. Depending on whom one asks at UB, one would probably get different answers about how much priority pedagogy is given at UB. I would argue that so far, the pressure to make research the primary focus for all research staff has been lower at UB, but that this may be changing. It is, of course, possible to be an excellent teacher and an excellent researcher, but time-constraints are likely to make it difficult to engage extensively in educational development projects or research at the same time as one is applying a strong focus on research in one's own discipline.

My impression was that pedagogical issues were discussed less by faculty at the jcSchool than is the case at SSLIS. This may have been because I failed to seek out the places and gatherings where this took place. I could not identify the types of meetings that are held at SSLIS which address learning and teaching (such as program planning and review meetings), nor the types of informal discussions which take place in the communal lunch room.

Competence development for teachers

In order to teach at Swedish universities or university colleges, all staff is required to attend a course on Teaching and learning in higher education, equivalent to 15 ECTS (which roughly corresponds to 10 weeks' full-time university studies). As far as I understood, there is no such

formal requirement in Hong Kong. Rather each university has its own requirements. At CUHK, the requirements include, to my understanding, attendance at a number of seminars and/or workshops on teaching and learning enhancement by all newly recruited teaching staff, regardless of their previous employment and teaching experience. At both universities, such seminars and workshops are offered by centers for learning enhancement, although at UB there is a stronger focus on providing full courses, where learning outcomes are assessed and the participant can add it to their teaching portfolio/CV.

Use of technology

Both universities use eLearning platforms to support communication between teaching staff and students and to serve as a repository for material shared within a course. CUHK use Blackboard and UB a Swedish platform, Ping Pong.

As in many places, there is much discussion in both universities about student-active learning through flipped classroom and blended learning methods. CUHK have issued grants to support development of micro-modules. The grants have been used to produce videos and interactive content, among other things, sometimes with support from ELITE and sometimes from professional media producers. I am aware of a few such initiatives at UB over the past years, but nothing as structured as these initiatives. At SSLIS we use quite a lot of audio, screen capture, and video conference software to record lectures for our distance education and blended learning students.

Both schools, of course, also teach the use of technology, including the software, photo and recording equipment used to create new media products, and at the jcSchool production of TV and radio content. There is an active discussion in both schools about how to develop the use of digital methods in research, including big data analysis and digital humanities methods.

Furthermore, the university library at CUHK hosts a newly constructed Digital Scholarship Lab, at which I attended a presentation of available software and resources, and 3D printing and scanning services. These types of facilities are slowly making their way into university libraries in Sweden but not, as far as I know, at UB yet.

Relation between the institution and its environment & To what extent educational programs conform to labour market needs

The jcSchool employs a very ambitious set of methods to connect their students with relevant industry² partners, to provide them with work experience and to offer international experiences. This involves a significant investment for the school. One example is jcMotion, which is an organization that takes on assignments from clients. Advised by faculty and staff, and in collaboration with professional freelancers, students carry out the assignments and get paid for their work. Other examples are the various student practicums that are produced as part of undergraduate courses, such as two online magazines (Varsity in English and U-Beat in Cantonese), the Pinpoint web site for presenting campaigns, and the Creative Media Lab web site which displays creative work. These practicums all serve to provide the students with a chance to practice skills they need for their future careers, and at the same time showcase the results of their work.

² Industry should be understood broadly to include e.g. service-oriented and non-commercial organizations.

Furthermore, all undergraduate students are required to do internships, and many students at the Master's level do so as well. The latter type of voluntary internships, where the school may connect the student and employer but where student and employer would be responsible for negotiating what the internship would involve could perhaps be something to consider for SSLIS. Rather than internships, SSLIS at the moment offers students in librarianship the possibility of having a mentor from the library sector. The student and mentor meet regularly and the mentor can provide the student with an understanding of the sector and of their workplace. This builds a long-term commitment which could be complemented, but should not be replaced, by an internship program.

In some other courses as well, the students at the jcSchool work on actual cases for companies and need to come up with solutions that they pitch to the company. In one of the Master's programs I work with at SSLIS, we have a similar set-up, where students contact an organization and carry out a project for the organization as part of a course and with supervision from the teachers. In one of the other Master's programs, the students work closely with an organization throughout their studies and use assignments in most of their courses to address the organization's needs.

Several people at the jcSchool work hard to maintain outreach and contact with relevant industries. This includes the school director, professors of practice, professional consultants, and administrative staff. The jcSchool offers various special positions for full-time staff with significant professional experience and good industry contacts, such as *professor of practice* and *professional consultants*. At SSLIS this is covered by a position as lecturer (universitetsadjunkt), which does not distinguish between people with varying degrees of professional experience (outside higher education). There seem to be some similarities, though, in that SSLIS has designated a particular role for negotiating commissioned education and research, and of course most staff maintains a network of practitioners which they draw on for the benefit of their students. There is also some collaboration with NGO:s at the jcSchool as well as in the course "Service Learning/Civic Engagement" offered at Morningside College. This work could inspire thinking about various ways in which the students at SSLIS could combine learning with practicing what they learn to provide service to the community.

The jcSchool arranges a number of extra-curricular activities such as group activities and subsidized, voluntary study trips abroad with visits to professional industry organizations. This is an interesting way for the students to get an international experience and to see how the media or advertising sectors work in a different country.

ACTION PLAN

Personal level: The chance to observe teaching and to prioritize seminars on teaching and learning in higher education has made me even more interested in trying out new methods in my teaching. These methods include using tools to encourage students to provide input in class which can be used as a basis for discussions, such as mentometers and short animations, and spending even more time on student-active exercises and seminars in the Master's program where I have most of my teaching. Inspired primarily by the study tour in Singapore, I look forward to trying out the new Active Learning Classrooms at UB.

The time in Hong Kong and the meeting with students from both Hong Kong and Mainland China, was a much-needed reminder to be even more international in what I teach. I was

particularly inspired to do this by attending lectures by one of my colleagues at the jcSchool who did an excellent job in drawing on examples from around the world in order to challenge our views of how things 'are' or 'should be'.

Department level: If I can provide good examples from my own teaching, I would like to encourage my colleagues at SSLIS, and particularly in the Master's programs where I am Program Director, to make their courses as student-active as possible when the students are attending class. Many of the lectures are already recorded and made available through the learning platform, but I believe we could work more and differently with student-active methods when the students are in Borås for residential weeks. As part of such an initiative, I have started planning, together with a few colleagues, to arrange a workshop on teaching and learning with an Active Learning Classroom for teachers at the school.

I will work harder with community building for current and former students in the Master's programs. It is not self-evident which methods can contribute to a successful outcome, but I have observed some good examples at the jcSchool. The conditions for the Master's programs at SSLIS are quite different from those of the Master's programs in the jcSchool (e.g. primarily distance education, the students do not live near the university nor each other, courses run over fewer weeks) so finding out what could work at SSLIS will require some thinking, discussions with colleagues and trying things out. However, one thing I would like to do is to try to make alumni more engaged in the education, for instance by inviting them to meet and talk to the new students early in the programs.

Institutional level: I will be sharing some of my experiences and thoughts from the fellowship at the host institution to various groupings at UB, both leadership, my colleagues at the faculty, the international office staff and possibly students during the International Week. This work will be supported by the routines and guidelines that are currently being developed by the international coordinators at UB, partly with my Teaching sabbatical fellowship as a case.

I am, at the moment, planning, together with staff at the Department of Educational Research and Development, how I may contribute to the courses on teaching and learning enhancement in order to share and discuss experiences with the course participants. UB offers both a Swedish-language course in "Högskolepedagogisk grundutbildning" (15 ECTS) and an English-language course primarily aimed at international doctoral students, "Introduction to Teaching and Learning in Higher Education". I am scheduled to take part in the former course during spring 2017. Participation and discussion in the two courses will be designed so that they draw on the participants' various experiences. If successful, this could become a standing element in the courses. In future, the courses could engage the most recent STINT fellow, but could also draw on the body of previous STINT fellows at UB to make the planning of the courses less vulnerable to a particular person's schedule.

THANK YOU!

I would like to acknowledge the invaluable help I and my partner have received in preparation for and during our stay at CUHK. Much appreciation and gratefulness go to Ms Olivia Kwok and the Office of Academic Links; Prof. Ann Huss, Prof. Sir James Mirrlees, Ms Pauline Day, Mr Rashon Clark, Mr Nathan Faber and everyone at Morningside College; Prof. Anthony Fung and everyone at the jcSchool, and especially Ms Ivy Yu, Ms Jessie Qiao, Prof. Saskia Witteborn, Prof. Jack Qiu, Prof. Angela Xiao Wu, Prof. Sora Kim, Prof. Sojung Kim, Dr Grace Leung, Ms Vivian Tam,

and all who took the time to meet with me and help me with various matters; and Ms Louise Jones and Ms Doris Chan at the CUHK Library. Thank you for contributing to making our stay such an excellent and rewarding experience! And many thanks are due, not least, to everyone at STINT, especially Dr Andreas Göthenberg and Mr Christofer Carlsson, for making this experience possible.