GLOBAL WORLD, GLOBAL MIND:
NARRATIVES OF HKU WORLDWIDE EXCHANGE GRADUATES

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Acknowledgements: Office of International Student Exchange (OISE), HKU
Ivy did English and Cultural Studies Master degrees:

- hosted University Campus Radio Programme sharing cross-cultural exchange experience in Auckland University and Peking University with university students

**Flow of my presentation:**

- **Introduction** - Ivy’s HKU Worldwide Exchange story in Auckland University
- **Background of the study**
- **The methodology of the study, and the research question** – How does HKU prepare Graduates for the Globalized World?
- **Analyzing Exchange students’ Stories and Examining Global Attributes by Classifications**
- **Summarizing Global Attributes and Conclusion**
Ivy Lai Chun Chun: HKU Worldwide Exchange in Auckland University, 2004
International House
New Zealand:

- ‘Land of Long White Clouds’
- Natural landscape
- O-zone Layer
- Multi-cultural: immigrants
- Fish and Chips
- Clubbing
- Home-sickness
- Culture Shock, Reversed Culture Shock
Multi-culturalism:
Kiwis, Russian, African, Malaysian, Mainlander, Japanese, etc
Aboriginals (Maoris) in New Zealand: preserving cultural heritage
HKU SUPERPASS:
“Exporting” our HKU culture
HKU Ambassadors: Souvenirs – Cultural Exchange
Global World, Global Mind

The University of Hong Kong (HKU) as an International University

Centre for Enhancement of Teaching and Learning (CETL)

Director: United Kingdom/China
Director of Academic Programmes: Sri Lanka/United Kingdom
Associate Professors: Ireland/ Hong Kong,
UK/New Zealand, Australia
Research and Teaching Teams: Singapore, Mainland, Hong Kong
ESPU Team: United Kingdom, South Africa, Hong Kong...
Background:

Why do students participate in Exchange?

What is the rationale behind going on Exchange?
Aspirations for the Higher Education System in Hong Kong: Reports of the UGC (2010)

Greater overseas opportunities for Local Students (4.28-4.34)

• by spending time in a foreign environment ... involved a structured and academically focused engagement ... challenges of daily living in another context. ...

• international outlook of students ... broadened horizons ... serve as ambassadors to promote Hong Kong ... multi-cultural awareness ... to work in an international context

• have the opportunity of international exposure that those who have studied abroad bring to the employment market in Hong Kong...

Recommendation: The number and variety of overseas study opportunities for local students should be increased significantly. Funding should be provided for this and credits should be attached to these programmes.
Internationalization will continue to be a priority for the UGC, not only in terms of having more non-local students studying in Hong Kong and more local students being able to go on exchange programmes, but also by ensuring the whole institutional environment is appropriate.

To encourage institutions to provide more exchange opportunities for local students, time-limited funding of $20.0 million has been earmarked for providing financial assistance for needy students to participate in exchange activities in the current triennium on a pilot basis.
HKU Worldwide Exchange Programme (for undergraduates) with Scholarship

On the Donor:

- The University of Hong Kong is committed to *nurturing its students as global citizens* and to provide them with as many international education opportunities as it can throughout their studies at the University.

Purpose and Scope:

- All successful applicants with a CGPA, at the semester before their departure, of 3.0 or more will be eligible to receive a HKUWW scholarship. This scholarship is a subsidy and its purpose is not to support all your expenses overseas.
Office of International Student Exchange (OISE): administering HKU Worldwide Exchange Programme

(Partner List: over 280 universities, 5 continents, 37 countries HKU Worldwide Exchange 2013)
Global Skills: Global World, Global Mind

Research Question:

HOW DOES HKU PREPARE GRADUATES FOR THE GLOBALIZED WORLD?
HKU Educational Aims:

- Pursuit of academic/professional excellence, critical intellectual enquiry and life-long learning
- Tackling novel situations and ill-defined problems
- **Critical self-reflection**, greater understanding of others, and upholding personal and professional ethics
- Intercultural understanding and global citizenship
- Communication and Collaboration
- Leadership and advocacy for the improvement of the human condition
Methodology: latest 2013-14 Stories of HKU Worldwide Exchange students

- 14 selected stories by sampling according to university reputation (student identities being anonymous)
- from 4 countries: U.S., Canada, U.K. and Australia
- Textual Analysis of the Stories (paraphrase with persona ‘I’ for anonymity) and Classifications of Global Attributes

Special thanks to Office of International Student Exchange (OISE), HKU
Global Skills

How does HKU PREPARE GRADUATES for the Globalized world via HKU Worldwide Exchange Programme?

Issues discussed ...
Background:
Before Vs After Exchange …

- HKU Worldwide Exchange students felt a sense of completion after going on Exchange. They had no regrets at all. Upon first arrivals, they had a mixed feeling of excitement and anxiety. When coming back home from Exchange, they realize that they have fully grown up with confidence and high self-esteem, in contrast to the anxious and uncertain self at the start. HKU Worldwide Exchange Programme benefits students in personal growth and development. The Exchange experience is an adventurous life experience through which one can explore possibilities of life options to grow up.

- HKU Worldwide Exchange students were determined to set goals to aim at what they would like to achieve at the start of the Exchange to make their life experience a more fruitful and rewarding one. Study-life balance was attempted. They would have a sense of achievement if the goals were fulfilled.

- HKU Worldwide Exchange students had to the power to make decisions on their own to gain independence. These decisions are related to taking care of the self which includes doing housework, being concerned with tight budget on meals, and cooking.
HKU WORLDWIDE EXCHANGE GLOBAL ATTRIBUTES -

3 Key Issues:

1. Exchange is a life-journey!

2. A “new” academic culture

3. Cultural diversity: Global Citizenship
1. Exchange is a life journey!

(i) A thrilling life-journey

(ii) NO REGRETS!

(iii) communication skills

(iv) feeling compassionate about the needy

(v) explore cultural differences

(vi) accommodation adaptability

(vii) transportation adaptability

(viii) life survival skills
(ia) A thrilling life journey
Travel Around: to broaden the horizons

<table>
<thead>
<tr>
<th>University</th>
<th>US: University of California, Irvine</th>
<th>Canada: University of British Columbia, Student 2</th>
<th>Canada: University of Toronto, Student 2</th>
<th>U.K. King's London College, Student 1</th>
<th>U.K. King's London College, Student 2</th>
<th>U.K.: University of Nottingham</th>
<th>Australia: the University of New South Wales</th>
<th>Australia: Monash University</th>
<th>Australia: the University of Melbourne, Student 1</th>
<th>Australia: the University of Melbourne, Student 2</th>
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<tr>
<td>Places Exchange Student travelled</td>
<td>Los Angeles</td>
<td>Yellowknife in Northwest Territories</td>
<td>Yellowknife</td>
<td>Dublin</td>
<td>Iceland</td>
<td>Edinburgh: Ian Rankin, Robert Lewis Stevenson, birth place of J K Rowling's Harry Potter</td>
<td>Tasmania: oysters. 200,000 population far from hustle and bustle - famous</td>
<td>Sydney</td>
<td>Sydney – Opera House, Blue Mountains</td>
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<td>Les Vegas</td>
<td>Banff in Alberta: Rocky Mountains</td>
<td>Quebec City: bilingual in English and French</td>
<td>Munich</td>
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<td>San Diego</td>
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<td>Scotland, Oxford, Cambridge, Eastbourne</td>
<td>Queensland: Gold Coast and the Great Barrier Reef</td>
<td>Gold Coast</td>
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<td>Adelaide</td>
<td>Queenstown in New Zealand</td>
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Exchange experience had been a life-altering roller coaster ride!

I could make new friends and learn new things in the alien city, look at the self in a differed light – see the strengths and weakness, put into perspective of others and view what is truly important in life and what does not matter much.

(HKU Worldwide Exchange student, Boston University, United States)
(ii) No regrets of going on Exchange!

‘I used to be a person who had little tolerance for uncertainty. I had to follow my plans. I did not take risks. I doubted if I should go for Exchange. I doubted any chance for a graduate job, my GPA, etc. Now I can tell firmly to everyone I do not regret having this Exchange experience because it did open my eyes and show me how big the world is. I learnt to be more flexible, and I aimed to reach the heights of accomplishment, no failure in trying, I tried and I gained more than I gave.’

(HKU Worldwide Exchange student 1, the University of Melbourne, Australia)
(iii a)
Communication skills

- Having **daily interactions with others** opens up a “casual, open and friendly foreign” culture in which **more interactions** take place for exchange of ideas. **Others** surrounding HKU Exchange students were **easy going, warm, outgoing and be willing to share views on different daily life issues openly as a community practice**. They include **friendly and warm locals, and children on the streets**. Effective communication skills have thus been exercised.

‘People were **friendlier and more willing to interact with each other: chatting with another student at the station, getting on the bus, saying hello to the bus driver, hopping off the bus saying thank you to the friendly driver, speaking to other students: more interaction between people …’

(HKU Worldwide Exchange student 1, University of Nottingham, U.K.)

‘**Children asked me to take photos on the street, then in return they talked about religion, views on family, money and work to exchange ideas about daily life with me.**’ (HKU Worldwide Exchange student, University of California, Irvine, U.S.)
Helpful and kind locals

- The locals were very helpful and kind. When the HKU Worldwide Exchange students got into trouble and encountered difficulties, they were always there to help. Even the taxi driver kindly offered them help by the problem-solving skills.

  ‘Australians are very friendly and nice. Whenever getting troubles and encountering difficulties, they put efforts to help you.’ When I arrived at the Airport, I was not able to find the gathering point proposed by the university. The nearby taxi driver drove me to the gathering point.’ (HKU student 2, the University of Melbourne, Australia, Exchange)

Yet, the native speakers spoke fast with strong accents. In return, these HKU Worldwide Exchange students’ English proficiency had been improved through interacting with them. They had more confidence to speak up and had more international exposure. They could communicate with them about Hong Kong.

  ‘I had to concentrate on their speaking, and choice of words as well as cultural difference: they speak so fast with strong accents.’

  (HKU Worldwide Exchange student, the University of New South Wales, Australia,)

  ‘Going overseas builds up international exposure, boost self-confidence and enhance ability to communicate: share thoughts and ideas in the country, what they know about Hong Kong and China, ideologies on work and life aspirations to achieve innovative goals.’

  (HKU student, Monash University, Australia, Exchange)

  ‘After 5 month living in foreign countries, my English proficiency has been improved. I am now able to adapt to a new environment. I understood the culture and living style of locals and met some friends who shared with the same interest. I became brave and positive to meet new challenges.’

  (HKU Worldwide Exchange student 2, University of Melbourne, Australia)
(iv) Critical reflection: feeling compassionate about the needy in host country

- HKU Worldwide Exchange students were concerned with the basics in life during Exchange, and felt compassionate about the beggars in the poor area and the mentally ill people on public transport. They critically reflected these conditions as to how they could help the needy to deeply express their sense of justice in their hearts. What Hong Kong must learn from other countries are equality, justice, indiscrimination and humanities.

  ‘I live in poor area in London and felt compassionate about people begging for money that I would think twice before buying the most basic bread. Lucky to experience different cultures and thankful for this, and grateful to help others.’

  (HKU Worldwide Exchange student 2, King’s College London, U.K.)

  ‘I was surprised that people in California accepted people who have mental problems on the public transport and showed no sign of discrimination in the hope that Hong Kong could also become a place with no discrimination.’

  (HKU Worldwide Exchange student 1, the University of California, Irvine, United States)
(v) Critical Reflection on Cultural Differences

- HKU Worldwide Exchange students observed cultural differences.

Cultural Differences:

i) Toronto (Canada) customer’s services require tips and tax

‘...waiters and waitresses in Toronto depend on tips from customers so they are warmer and friendlier’
(HKU Worldwide Exchange student 1, University of Toronto, Canada)

‘... have to pay tips implicitly, approximately 15% of the total bill excluding tax.’
(HKU Worldwide Exchange student 2, University of Toronto, Canada)

ii) Melbourne (Australia) is tranquil and has a relaxing life style, in contrast to busy Hong Kong

‘Australia is known for its laid-back lifestyle; however, Australian students are hard-working, while the lifestyle is relaxing ... I did not really get used to this relaxing but boring life. AS time goes by, I finally appreciate and started to love the tranquility in this country. At weekend, I hanged around at Sunday markets to see handicrafts or simply went to beaches or parks to have picnic with friends. Why is Hong Kong always so noisy, busy and stressful?’
(HKU Worldwide Exchange student 1, the University of Melbourne, Australia)

(iii) People in Canada (Vancouver) treasure the quality of life more in a slow and relaxing pace, in contrast to the fast and hasty Hong Kong where people strive for excellence and efficiency at the expense of precious values in life

‘People in Canada value the quality of life much more, such as time with family and friends, and fresh air in the great natural environment - this is what Hong Kong should learn.’
(HKU Worldwide Exchange student 2, the University of British Columbia Canada, )
$\$\$\$\$\$ in “foreign” land: Adaptability and Independence
(vi) Versatility: High Adaptability to a New Accommodation in the “foreign” land

- HKU Worldwide Exchange students could not afford to live in the “foreign” land. They had to look for a safe yet less expensive flat that require them to travel less. It was hard to strike a balance between the price of and safety of the flat, and the distance between the flat and the campus. Their high adaptability to a new accommodation in the “foreign” land could strengthen their versatilities to be applied elsewhere.

‘I got rejected by landlords in Boston, finding hard to find a living place near campus – luckily, I rented a flat in the suburb … I felt petrified in darkness in the first two months, and then started to grow bolder and even enjoyed the natural tranquil side of the suburb such as morning sunshine and stars in the sky…’

(HKU Worldwide Exchange student, Boston University, United States)
(vii) Versatility: High Adaptability to the choice transport in the “foreign” land

- HKU Worldwide Exchange students encountered transportation problems in the “foreign” land. Unlike the locals who had a car to travel around, they could not afford a car so they had to take the public transport to travel, even in long distance.

- ‘...public transport is not common in California, most people there have their own cars to travel...local friends were surprised of me taking the public transport so often, only people who could not afford a car take the public transport...not enough money to afford the expensive taxi fee or buy a car so I had to travel by public transport...’

(HKU Worldwide Exchange student, University of California, Irvine, United States)
(viii) Problem-Solving Skills: Independence fosters Life Survival Skills

- To “survive” in a “foreign” land, HKU Worldwide Exchange students exercised problems-solving skills to solve daily problems to become more independent. Crisis fostered their life survival skills through crisis management in life.

  ‘... the standard of living is higher: opened a bank Commonwealth Bank, bought a prepaid SIM card, high currency or exchange rate, a Chinese dish costs more than AUD $10; public transport is expensive – buses or a ticket that incorporates train, tram and bus tickets... socket, adaptor, blankets and linen, kitchenware, cheap local flight tickets, Mastercard for online shopping ... loneliness in living alone without family: some challenges in routine life...’

  (HKU Worldwide Exchange student, the University of New South Wales, Australia)

  ‘I had chest pain in midnight so I went to hospital to check-up, luckily the housemate accompanied me to see the doctor and make sure I am alright – I remembered family was always with me when I was in trouble in Hong Kong, in a foreign land I felt afraid and scared in being alone to solve problems during crisis on my own...

  (HKU Worldwide Exchange student 1, University of Toronto, Canada)
2. A “new” academic culture:

(i) The ability to argue effectively

(ii) Versatility: High Adaptability to Academic Life in the “foreign” land

(a) Long hours of lecture
(b) Lecture dominated by student debates
(c) Open Discussions
(d) Experiential Learning
(e) Independent Study
(i) the Ability to Argue Effectively

- Influenced by Westernization, HKU Worldwide Exchange students learned in a Socratic way. Learning is not about spoon feeding. Learning is achieved by questioning, challenging, arguing, organizing and summarizing. They argued in response to questioning in Socratic debate in class, and then organized information into a framework by self-learning.

‘The Professor adopted ‘Socratic’ style of teaching to challenge my thoughts by aggressive questioning during class so that I could argue to respond and organize dispersed information into a framework through self-learning and questioning.’ (HKU Worldwide Exchange student, Boston University, U.S.)
Versatility: High Adaptability to a New Academic Life in the “foreign” land
(ii a) long hours of lecture

- HKU Worldwide Exchange students concentrated on long lectures hard to adapt. They were attentive and kept on jotting down notes.

‘It was the 3 hours lecturers in huge class size without tutorials: listening to an entire chapter material being covered in lecture, and TAs were not approachable and helpful either...’

(HKU Worldwide Exchange student 1, University of Toronto, Canada)

‘...lecturers were not used to distributing hard copies of handouts to students. I had to attend every class to jot down words on the whiteboards on my notes. A portion of assessment goes to pop-up quizzes that skipping class is not possible.’ (HKU Worldwide Exchange student 2, University of Toronto, Canada)
(ii b) lecture dominated by student debate

- However, the lecture delivered in University of British Columbia was dominated by student debates in a dynamic way throughout the class that the HKU Worldwide Exchange student found it hard to follow that even a single note could not be jotted down. There lies in the importance of raising questions to think deeply.

‘I found it hard to follow the dynamics in class, since the lecture was dominated by students having debates: in HKU, the lecturer gave detailed elaboration on a specific topic Vs in UBC, students debated dynamically throughout the lecture to the extent that I could not even jot down a single note after a 3-hour lecture. I could not understand why the lecturer did not stop and resume the order. As time went by, I started to realize the importance of lecture to have students raised questions and the lecturer played the role of prompting students to think more deeply by attempting to offer some possible solutions.’

(HKU Worldwide Exchange student, University of British Columbia, Canada)
(ii c) Open Discussions

- Discussion could substitute lecture. In King’s College London, the lecturer prompted students a few questions to open up an engaging discussion in which students could freely discuss. In Nottingham University, law students spoke up and had a discussion with the professor or the tutor. The academic culture in Nottingham University was open. Even some had student-oriented and interactive tutorials more than lectures.

  ‘seminar participation and discussion are more engaging and lively, students were prompted by a few questions from the lecturer to begin a free discussion... there were more intellectual exchange in the seminars that challenged me to analyze literature more sophisticatedly deeper... very dynamic and active.’ (HKU Worldwide Exchange student, King’s College, London, U.K.)

  ‘law students at the university are more willing to speak up and have a discussion with the professor or the tutor: students appear to be more engaged in the lectures and tutorials’

  (HKU Worldwide Exchange student 1, Nottingham University, U.K.)

  ‘an open academic culture that encourages student participation, even some have tutorials more than lectures, students-oriented and interactive: good – express self and learn from the peers Vs bad: - knowledge peers share are from reading sand less in depth than the points given by the lecturer’

  (HKU student 2, University of Nottingham, U.K., Exchange)
(ii d) Experiential Learning

- Interestingly, **HKU Worldwide Exchange student** had taken part in experiential learning.

- **The HKU Worldwide Exchange student** in King’s College London had experiential learning by getting a connection to creative writing and publishing industry, through studying plays and watching performance.

  *I tried creative writing course during which I was given a chance to attend lectures by authors and have seminars with professionals in the publishing industry ... more reflective about own writing and inspire a new interest in creative writing ... appreciation for this genre, and most enjoyable was to watch the live performance of plays studied in class on stage to have a holistic learning experience..’*

  (HKU Worldwide Exchange student 1, King’s College London, United Kingdom)

- **The HKU Worldwide Exchange law student** in University of British Columbia joined **internship programs** to enhance experiential learning to improve problem-solving skills.

  *I joined legal advice program to serve Mandarin clients ... I took part in Chin Law Links Program in which meetings were held to prepare trials for negotiation experiences... I worked with local lawyers to learn from them’*  

  (HKU Worldwide Exchange student 2, University of British Columbia, Canada)
In contrast to dominant lecture or open discussion, the HKU Worldwide Exchange student in the University of New South Wales had fewer-hours class but more independent study.

‘problems in credit-transfer: I had comparatively fewer lecture hours and assignments but more intuition and thorough understanding of course materials… grading is not as mild as HK, e.g. High Distinction = A.’

(HKU Worldwide Exchange student 1, the University of New South Wales, Australia)
3. Cultural Diversity: Global Citizenship

(i) Embracing Cultural Diversity
   (a) to be “international“: to be open-minded, receptive and sensitive to cultures
   (b) International Vs Local
   (c) Others Vs Self: RESPECT

(ii) Global Citizenship
   (a) respect the indigenous culture in the globalized world
   (b) to be a global citizen: viewing policies in light of multi-culturalism in the pursuit of peace
(i) Embracing Cultural Diversity
(i a) to be “international”: open-minded, receptive, sensitive to cultures

- Getting acquaintance with large diversity of people from all over the world makes HKU Worldwide Exchange students “international”.

  ‘Undergraduates (come) from States, Russia, Britain – from different nations!’ (HKU Worldwide Exchange student 2, University of Toronto, Canada)

- “open-minded” and receptive
- sensitive to similarities and difference between cultures to explore so as to show respect for each culture
- celebrate the vibrant diversity of cultures

  ‘The lecturer, a Canadian-European who spent a few years in Japan, had sheer sensitivity towards appreciation of similarities and differences between different cultures and always reminded students of the ‘vibrancies of different cultures’. (HKU Worldwide Exchange student 1, University of British Columbia, Canada)
Ways to be “international”:

1. ACCOMMODATION

2. PARTICIPATION IN STUDENT CLUBS AND EXCHANGE ACTIVITIES

3. GROUP WORK
However, local students have a strong bond in the existing circles that there might be conflicts between international students and local students due to cultural differences.

‘international students are usually friendlier than local students as local students already had a strong bond between each other.’ (HKU Worldwide Exchange student 2, University of Nottingham, U.K.)

‘I could hardly find local students who are interested to get us involved as they have their existing social circle already – conflicts arise due to cultural difference – the lack of understanding and consideration by a small group of local students in the hall.’ (HKU Worldwide Exchange student, Monash University, Australia)
When embracing cultural diversity, it is essential that we show respect for other cultures, while others have authentic interests in our own culture. Harmony, peace and respect are necessary for fostering “internationalization”.

‘I got along with people of different cultures, race and background. I show respect and sincerity for others while others also had authentic interests in my own culture.’ (HKU Worldwide Exchange student, University of California, Irvine, United States)
(ii) Global Citizenship
(ii a) Respect the Indigenous Culture in the Globalized World

- The HKU Worldwide Exchange student in Monash University had the awareness of preserving indigenous culture in Australia with respect to promote global citizenship.

‘Australians are NOT the sole majority: student learnt to respect the indigenous culture of Australia while embracing globalization in the 21st Century – Aboriginal culture: Aboriginal performance – anti-racism!!!’

(HKU Worldwide Exchange student, Monash University, Australia)
To be a global citizen:
MULTI-CULTURALISM – PEACE !!!
(ii b) To be a global citizen: Viewing Policies in light of Multi-Culturalism in the pursuit of Peace

- **HKU Worldwide Exchange student** in **University of British Columbia** recommended exchange students in Vancouver to **pay more attention to local policies with respect to globalization in view of multi-culturalism in the globalized world.**

  ‘I recommend exchange student in Vancouver to **pay more attention to local policies and social dynamics between people of different backgrounds to rethink issues of globalization, to understand multiculturalism and to develop a sense of global citizenship.**’

  (HKU Worldwide student 1, University of British Columbia, Canada)
Conclusion:
18 Global Attributes of HKU Worldwide Exchange students

1. Embracing Cultural Diversity
2. Communication Skills
3. the Ability to Argue Effectively
4. Critical Thinking: Self-Knowledge and Reflection
5. Critical Reflection on Cultural Similarities and Differences
6. Critical Reflection: feeling compassionate about the needy in host country
7. Evaluating the academic culture of host country and of Hong Kong
8. Comparing hall life of the host university and that of the University of Hong Kong
9. Setting the Goals and Planning the Actions
10. Activeness: Taking the Initiatives
11. Adaptability to a New Curriculum
12. Versatility: High Adaptability to a New Academic Life in the “foreign” land
13. Versatility: High Adaptability to a New Accommodation in the “foreign” land
14. Versatility: High Adaptability to the choice of transportation in the “foreign” land
15. Problem-Solving Skills: Independence fosters Life Survival Skills
16. The Power of Decision-making in Life to gain Independence
17. Global Citizenship: Respect the Indigenous Culture in the Globalized World
18. Global Citizenship: Viewing Policies in light of Multi-Culturalism in the pursuit of Peace
Who needs graduates with a Global Mind in the Global World?

Possible paths:
http://en.m.wikipedia.org/wiki/Multinational_corporation

- Multi-national Corporations (MNC)
  - in one or more country other than home country; operate in more than one country

- International Corporations

- Transnational Corporations (TNC)
  - not identify with one national home, e.g. Nestle – global perspective rather from one centralized headquarter
Conclusion: How does HKU prepare Graduates for a Globalized World via HKU Worldwide Exchange Programmes?

- HKU prepares Graduates for a Globalized World by providing them opportunities to develop Global Qualities/Attributes (that we discussed) via their participation in HKU Worldwide Exchange Programme that best fit them into the global world job market!!! 😊
Thank you! by Ivy Lai Chun Chun, The University of Hong Kong

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http://www.als.hku.hk/admission/exchange/