

SS2715: ENHANCING CULTURAL COMPETENCE IN OVERSEAS STUDY AND WORK

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Enhancing cultural competence in overseas study and work

Subject Code

SS - Social and Behavioural Sciences

Course Number

2715

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

1

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Part II Course Details

Abstract

This course aims to equip students with cultural awareness and prepare them for overseas study and internship. Relevant cultural theories will be introduced and case studies will be provided to help students explore and examine cultural differences. Students will compare their life experiences, personal characteristics, values, and behaviors with those in the hosting country. Learners will be able to identify and recognize factors affecting communications and development in different cultures and further develop an appreciation for their own culture and the sensitivity within a cross-cultural environment. Through role-play, discussions, and project presentations, students will reflect on their acquisition of relevant and crucial skills for overseas study and work as well as for their future career development.

The course addresses students' psychological needs by supporting their autonomy, relatedness, and competence. To build up deeper connections and feelings of relatedness, one-to-one mentorship, and one-to-one buddy will be arranged to maintain constant interactions with a teacher and with peers. Workshops involved overseas visitors and (local or international) alumni will be arranged to motivate student participation, engage student interactions with peers, and

encourage students' sharing of opinions and experiences. This course would empower learners to cope with studying and working in a different culture and further facilitate students in building their future career success.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify personal strength and weakness for better cross-cultural communications.		x	x	x
2	Comprehend cultural differences between Hong Kong and the hosting country in terms of values, behaviors and communications.		x	x	x
3	Demonstrate cross-cultural awareness and preparedness for embarking on their overseas study and internship.		x	x	x
4	Acquire generic skills for career and life development.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures will focus on related theories that can be used to explain cultural differences.	1, 2, 3, 4
2	Workshops	Overseas visitors and alumni will be invited to share their study or working experiences in cross-cultural environments (e.g., cultural shocks, challenges, and coping strategies).	1, 2, 3, 4
3	One-to-one mentorship/buddy	Students will be paired with a teacher and a buddy to meet regularly.	1, 2, 3, 4

4	A video and a presentation	Students will interview an in-bound overseas exchange student at CityU. Students are asked to create a report and a video to document what they have learnt through the interview with the in-bound exchange student as well as self-reflections in cross-cultural environments.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Classroom discussions	1, 2, 3, 4	30		
2	Participations in workshops, the mentorship, and the buddy experience	1, 2, 3, 4	20		
3	Individual project, including a video, and a presentation	1, 2, 3, 4	50		

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Classroom discussions

Criterion

Ability to use cultural theories to explain cultural differences and ability to identify personal strengths and weaknesses in cross-cultural environments

Excellent (A+, A, A-)

Strong evidence to show the comprehension of cultural theories that can be used to explain cultural differences and to demonstrate an excellent understanding of personal characteristics

Good (B+, B, B-)

Good understanding of cultural theories and being capable of identifying personal strengths and weaknesses in cross-cultural settings

Fair (C+, C, C-)

Show some understanding of cultural differences and personal strengths and weaknesses.

Marginal (D)

Limited understanding of cultural differences and personal characteristics

Failure (F)

Poor evidence of understanding of cultural theories, cultural differences, and personal strengths and weaknesses.

Assessment Task

Participations in workshops, the mentorship, and the buddy experience

Criterion

Being proactive in activities

Excellent (A+, A, A-)

Attend all activities and initiate at least one meeting/gathering with the mentor, the buddy, and peers per month.

Good (B+, B, B-)

Attend 80% of the arranged activities and initiate a meeting/gathering with the mentor, the buddy, and peers every alternative month.

Fair (C+, C, C-)

Attend 60% of the arranged activities and initiate a meeting/gathering with the mentor, the buddy, and peers during a semester.

Marginal (D)

Attend 60% of the arranged activities but do not initiate any meetings/gatherings.

Failure (F)

Miss 50 % of informal gatherings.

Assessment Task

Individual project

Criterion

Systematically and concisely shows the understanding of cultural differences and the challenges in the host country, reflecting the understanding of personal strengths and weaknesses.

Excellent (A+, A, A-)

The work shows strong evidence of the student' s critical thinking and self-reflection. The student critically analyzes life experiences, values and behaviours in the host country and home country. Through carefully reviews personal characteristics, the student foresees challenges he/she will encounter in the host country and proposes strategies to deal with these challenges.

Good (B+, B, B-)

The work shows good evidence of the student' s critical thinking and self-reflection such as critical analysis in life experiences, values and behaviours of the host country and home country. The student also can point out challenges he/she might encounter in the host country and propose strategies to deal with these challenges.

Fair (C+, C, C-)

The student shows acceptable understanding of personal experiences, values and behaviours in the home country and provides some examples of challenges in the host country as well as proposes a few strategies to deal with these challenges.

Marginal (D)

The student shows some understanding of the home and/or the host country. He/she provides a few examples of challenges in the host country and strategies to face these challenges.

Failure (F)

The student shows no or limited understanding of personal experiences, values and behaviours in the home country and in the host country. He/she also fails to predict challenges during the overseas study or internship and does not provide efficient strategies.

Part III Other Information

Keyword Syllabus

Cultural competence, personal strengths and weaknesses, coping and adjustment, career and life development.

Reading List

Compulsory Readings

Title	
1	Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. <i>Online Readings in Psychology and Culture</i> , 8(1). Retrieved from https://doi.org/10.9707/2307-0919.1073

Additional Readings

Title	
1	Hofstede, G., Hofstede, G.J, & Minkov, M. (2010). <i>Cultures and organizations: Software of the mind</i> , 3rd Edition. New York: McGraw Hill.
2	Gross, D. E., Abrams, K. E., & Enns, C. Z. E. (2016). Internationalizing the undergraduate psychology curriculum: Practical lessons learned at home and abroad. <i>American Psychological Association</i> .
3	Kuo, B. C. (2014). Coping, acculturation, and psychological adaptation among migrants: a theoretical and empirical review and synthesis of the literature. <i>Health Psychology and Behavioral Medicine: An Open Access Journal</i> , 2(1), 16-33.