

The number of Hong Kong university students who are joining international exchange programs has grown exponentially with CUHK sending more than 1,000 abroad annually for either a semester or academic year. At the request of the Director of General Education and with the support of a Teaching Development Grant, in 2013-14, I developed a credit-bearing, fully-online course to deepen the intercultural learning of exchange students in the host environment. To date, UGED 2184/ENGE 2180 *Intercultural communication and engagement abroad* has been offered four times and outcomes have exceeded expectations. In particular, most participants have experienced greater gains in intercultural competence and become more involvement in the host community compared with cohorts of semester-long international exchange students who did not receive this online intervention (as evidenced in a comparison of UGED/ENGE cohorts with my concurrent GRF study).

This project facilitated the development and evaluation of theme-based micro modules for the fourth offering of the course. This material was designed to enhance the course Blackboard site and further support the intercultural learning and engagement of course participants. With the assistance of ELITE, micro-modular material was professionally videotaped and edited, and later incorporated into the eLearning platform. Camtasia®, specialized software, was employed to edit related videotaped material (e.g., interviews with student sojourners) to further enhance the theme-based modules. Excerpts were carefully selected to promote critical reflection on language and intercultural learning and encourage a deeper level of engagement in the course and host environment. Snagit® helped to prepare and edit videotaped material for the course and related reports.

The eLearning grant also facilitated the systematic documentation and evaluation of the micro-modular materials in the online course. Each week, the students accessed this material on Blackboard prior to participating in the related Forum and fieldwork. (Students who were not able to attend the pre-course workshop were able to access a workshop micro-module that was taped and edited by ELITE.) The course participants' intercultural learning was assessed through direct and indirect measures: pre- and post- course administrations of the Intercultural Development Inventory (IDI), a cross-culturally validated psychometric inventory, and the analysis of the rich mixed-method data that was generated in the course (e.g., Forum posts, reflective essays, fieldwork posts, digital images). Midterm and post-course feedback (survey questionnaires and interviews with the participants), my fieldnotes, and input from my TA helped identify the strengths and weaknesses of the micro modules and this information is providing direction for subsequent offerings of the course. In line with the UGC's recommendations for internationalization and the University's 2016-2020 strategic plan, this initiative drew on contemporary eLearning pedagogy. It has provided useful groundwork for a website that could be developed to support the intercultural learning and engagement of our international exchange students.