

Curriculum Transformation for Interdisciplinary and Transdisciplinary futures: HKU's Communication-intensive Courses (CiC)

presented by

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Abstract

HKU's Communication-intensive Courses (CiC) initiative promotes teaching and learning of multilingual and multimodal communication skills (written, oral, visual, digital) within and across disciplines through curriculum transformation, faculty development, and finally, student partnerships. Its aim is to provide students with multiple opportunities to enhance their communication literacies throughout their degree programme and develop graduates with the communication competence to navigate future interdisciplinary and transdisciplinary settings. In CiC-badged courses, students synthesize and convey complex ideas across boundaries by enabling students to create meaning through multimodal projects, blending formats and strategies. This develops crucial awareness of genre conventions through rhetorical processes, directly supporting collaborative, real-world problem-solving central to transdisciplinary learning.

CiC transforms multimodal communication into a core university-wide competency, aligning with student-centred, future-focused ethos of leading institutions. This presentation outlines CiC's impact on:

1. Student Competence – how we equip learners with versatile communication skills vital for navigating complex global landscapes;
2. Faculty Development – how we foster a community of educators embedding communication as fundamental to cross-disciplinary teaching, enhancing curriculum design; and
3. Curriculum Transformation – how we reinforce multimodal communication as integral to developing adaptable, innovative graduates.

Speaker Bio

Michelle is currently a Senior Lecturer at the University of Hong Kong and leads the Communication-intensive Courses (CiC) initiative of the University. She has a PhD in Education and has taught undergraduate and postgraduate applied linguistic courses in several Hong Kong universities. She specialises in oral and written communication, assessment in higher education, and digital literacy. She has published several articles in international journals on academic English, diagnostic assessment, second language acquisition through drama, and English for specific purposes (ESP) assessment.