



# **(Re)Designing for Curriculum Integration: An Interactional Ethnographic Study of the Long Term and Futures Thinking Initiative in the USA**

**Dr. Monaliza M. Chian**  
Post-doctoral Fellow  
The Faculty of Education, HKU

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**12:30-13:30**  
**Room 401-402, Meng Wah Complex, HKU**  
***Chair: Dr Susan Bridges***

## **Abstract:**

Across higher educational institutions, faculty members have been grappling with the challenge of redesigning the curriculum to prepare current and future 21<sup>st</sup> Century learners for the dynamic, social, cultural and organizational contexts of the postmodern era. These challenges require professors to construct learning activities and course designs that support students in integrating and applying disciplinary knowledge in novel learning contexts. However, research on how the integration design and implementation processes are undertaken by instructors and students is less explored. This presentation, therefore, presents an interactional ethnographic research study that aimed to unpack the layers of complexities in integrating novel concepts of forecasting and futures thinking with formal organizational theories in undergraduate courses within a Bachelor of Arts programme entitled, "Organizational Communication", while meeting the institution's learning objectives. In particular, this study makes transparent the often invisible layers of actors, decisions, contexts, and levels of support that shaped the iterative and recursive processes of (re)designing eight integrated courses embedded within this two-year undergraduate education initiative in the USA.

## **About the Speaker:**

Monaliza Maximo Chian recently joined The University of Hong Kong (HKU) as a Post-doctoral Fellow with the Faculty of Education. Dr. Chian earned her PhD in Education: Teaching and Learning with the Specialization in Qualitative and Interpretive Research at the University of California, Santa Barbara (UCSB). She was a Fellow at UCSB's Center for Education Research on Literacy, Learning, and Inquiry in Network Communities (L2INC). Throughout her twenty years of experience in PreK- 8 public school in California, she has been an administrator, mentor teacher, and classroom teacher. In this time, she was also an adjunct faculty member at the Department of Education at Azusa Pacific University. Her current research includes studies on the integration of educational technologies in inquiry-based curricula in the health professions and an external-internal ethnographers' partnership to gain insiders' knowledge of the complex processes and practices required of health professionals. Her research interests include qualitative research, ethnographic research, and higher education (teaching and learning across disciplines; interdisciplinary collaboration innovative curriculum design).

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