



香港浸會大學
HONG KONG BAPTIST UNIVERSITY

Nomination for the 2017 UGC Teaching Award

General Faculty Members Category



Dr. SLIWINSKI Krzysztof

Associate Professor

Department of Government and International Studies

Hong Kong Baptist University

**NOMINATION FOR DR. KRZYSZTOF SLIWINSKI
DEPARTMENT GOVERNMENT AND INTERNATIONAL STUDIES,
FACULTY OF SOCIAL SCIENCES,
HONG KONG BAPTIST UNIVERSITY**

by Dr Albert Chau, Vice-President (Teaching and Learning)

NOMINATION SUMMARY

Dr. Krzysztof Sliwinski stands out as a highly motivated and passionate teacher who has devoted untiring efforts to achieving excellence in his teaching. His students have benefited greatly from the enhanced international exposure they have gained from his teaching practices. Two of the projects that he offers: Hong Kong Model European Union and Asia-Pacific Model European Union are best examples here. Both gather students virtually from all over the world, allowing peer-to-peer learning across different cultures and continents. Moreover, the University as a whole has derived additional value from his teaching philosophy, which has been beneficial not just to the development of teaching and learning but also in assisting the University's drive to internationalize the campus.

Since his appointment in 2008, Dr. Sliwinski has proposed and successfully introduced a number of university courses that reflect the broad experience of his international background. He has also amply demonstrated his ability to stimulate students' learning and create an inspiring learning environment through interactive pedagogies.

In keeping with his profound belief that teaching is one of the most important of human activities, Dr. Sliwinski has built up an impressive teaching portfolio, employing a wide variety of methods to motivate his students.

To name just a few: he uses critical-thinking questions that are born in mind of the participants of the course when they cover the readings for the particular class; simulations of the decision-making process where participants divided into groups act as refugees, military commanders or national security advisors and make decisions regarding probable situations under the pressure of time; peer-to-peer learning as case study presentations that stimulates collaborative learning and offer students an opportunity to perfect their public speaking skills as well as learn from one another; flipped classroom in The Model European Union exercise which ends with a 2-day conference where students represent the EU member states and try to negotiate a 'set of conclusions' regarding real challenges or threats that the EU faces.

He strongly believes in using the latest technology to improve teaching and learning, and therefore a web-based approach is at the centre of his teaching. First of all, all his courses are always available on BUMoodle, where students can find all relevant information regarding the course, requirements, grading criteria, readings and lots of additional resources. Secondly, all his courses include a wide range of resources apart from textbooks and readings such as history charts, BBC world profile or a case-study as prepared by another e-learning platform, in this case CIAO (Columbia International Affairs Online).

BUMoodle is also used to send information relevant to the topics that are discussed during the classes. This serves two purposes: firstly, it helps students to stay on top of recent political developments and secondly, it extends the course outside the classroom in order to additionally

stir the interest of the participants in the topics that are discussed during the classes, which facilitates inquiry-based teaching.

In his teaching, Dr. Sliwinski always persuades students not to take anything at face value. Going beyond established patterns of thinking and especially stereotypes is the only way to find the truth, which he says is the ultimate goal of science. One of his preferred teaching techniques is story-telling, which not only makes students more comfortable in the company of instructors but also engages students more effectively and helps them remember the concepts taught.

A shining example of Dr. Sliwinski's innovative curriculum design has been his Hong Kong Model European Union, a programme that enables student participants to engage with real-life challenges and threats that are handled by professional diplomats. The programme has also offered a unique opportunity for winning students to enroll in a summer top-up programme held in Brussels, during which participants have the chance to visit and examine key institutions of the European Union.

The uniqueness of The Model European Union programme lies in both extensive preparations in terms of procedures of European Commission as well as personal involvement in order to achieve political consensus in solving problems of the EU community. There is also another aspect of students' exposure to diplomatic environment by encouraging their connection with local consulates in order to know the specificity of EU member better. The course includes a visit to EU office, which allows students to be as close EU as possible. Altogether, all components of the Model European Union course make it the truly unique.

Dr. Sliwinski is currently working with overseas scholars on an overseas inter-university project entitled "Asia-Pacific Model European Union - European Council Simulation". It is the first of its kind in the higher education sector dealing with the procedures of international negotiations. The Asia Pacific Model European Union course is the same exercise as the one described above, however, it involves students from the universities from Asia Pacific region. It enables participants to demonstrate practical understanding of negotiation processes at an international level and identify and explain major elements of European Union governance and joint decision-making. As a consequence students are able to demonstrate sophisticated research skills required for preparing negotiation positions and present high-level political positions and considerations in an international decision making context.

The above-mentioned exercises serve students' multiple learning outcomes such as: gaining interpersonal and communication skills, learning and applying negotiation tactics as well as solving problems through negotiations leading to consensus. Additionally, the curricula of Dr. Sliwinski courses are constantly upgraded, changed and adjusted according to students' suggestion collected in after-course detailed questioners. The feedback serves two important purposes. First of all, it allows introducing the changes, ideas and suggestions from students. Therefore, the course becomes more and more up to students' expectation and needs. They are part of curriculum creation process.

Dr. Sliwinski takes teaching very seriously and is keen on improving his courses through collecting additional (the University does provide Course Feedback Questionnaire, formerly Teaching Evaluation) and collect students' opinion on the course by preparing his own very detailed questionnaires. These, amid the drive of HKBU towards internationalization of the campus are invaluable.

As one of the exchange students commented: *"I am really happy that I chose that course. It was the best course in Hong Kong."*

The feedback is both quantitative and qualitative representation of achieving of learning outcomes. Its analysis is used in further curriculum evolution and constant improvement. His Model European Union again serves as a perfect example. Each year the course ends with a detailed questionnaire, which is divided into four parts. From ‘overall’ through ‘preparation phase’ and ‘conference’ to the ‘importance of the exercise for further prospects’ students are probed scrupulously. Five years’ worth of data (collection and analysis) inform every aspect of Dr Sliwinski’s teaching methodology, making him indeed a very conscious university teacher. Consequently, he students always opinion that: *“Professor Śliwiński Krzysztof teaches very well. He makes the class activities practical and useful.”*

Over this period nine models European Union have been organized by Dr. Sliwinski (five Hong Kong Models European Union and three Asia-Pacific Models European Union). The participants of these exercises emphasize on the ‘hands on’ and ‘peer-to-peer’ character of these conferences. They especially value opportunity to learn how to overcome their shyness, organize thoughts, negotiate in an international environment.

As one of the participants claimed: “I learnt how to make the negotiation in the real situation, how to make compromise, how to ask for the favor from everyone. Also, I know the importance of the favor from every delegate, which is also the meaning and value of European Union.”

As a rule Dr SLIWINSKI, and employs simulations and debates during his classes, stressing the interactive and critical thinking elements. Teaching evaluation has been excellent for the past eight years. Typical comments delivered by participants of Dr SLIWINSKI’s courses include statements such as:

“The atmosphere is very active and interactive.”

“Fantastic experience and practice.”

“I’ve done so many research in this class.”

“Highly enthusiastic and engaged lecturer. It spilled over to the students to meet such an engaged, humor and knowledge filled professor. - Great with the Role Playing Games, which engaged the students in actively participating in debated and decision making through relevant argumentations - Teacher always came well prepared and with a great interest in the individuals well-being in the course, if the student showed interest in this. - Best course I’ve had. Not only during my Exchange semester here at HKBU, but I think the best course I have ever been taught in university.”

Lastly, it should be noted that at Hong Kong Baptist University every candidate for President’s award needs to be mostly excellent in all three areas of academic performance – research, service and teaching for the period of five years before being considered for the award. This makes HKBU awardees outstanding among Hong Kong tertiary education community.

Overall, Dr. Sliwinski is an all-round scholar who is keen to achieve perfection in every aspect of students’ learning experience. With his demonstrated excellence, HKBU is unreserved in recommending him for the UGC Teaching Award 2017.

STATEMENT OF TEACHING PHILOSOPHY

Raising questions is a singularly important quality of an independent mind. Factual answers can be looked up easily enough, but the independent mind needs to develop its ability to seek out, evaluate, and make value judgments about the answers to questions for which encyclopaedia entries does not exist. And at the core of this ability, to answer and defend one's position, there is also the skill to ask interesting and relevant questions, which is a universal need in every career setting. As an educator, I have built my instructional strategy around the development of questioning as the gateway into independent and engaged thinking.

Every class period, students need to arrive with a set of questions based on the assigned readings. During each class, we discuss those readings and relate them to the topic of the week as well as current events. Over a couple of weeks, students start realising the relevance of the issues analysed during the class to international relations as well as the everyday lives. This facilitates their questioning and going beyond the established patterns.

Likewise, each and every case study presentation, which refers to my general teaching philosophy: from detail to general, ends with three critical thinking questions. These questions serve as a starting point for a discussion that follows. More often than not, these discussions are very lively and engage the whole group, which facilitates critical thinking. For an example please refer to: <https://www.youtube.com/watch?v=ChVXCIfBOEc&feature=youtu.be>

As we progress with my students through the courses, I can see how their attitude changes. Admittedly, not all students are interested in the courses they decide to take. Most of them however engage and consequently feel compelled to participate. Among my teaching evaluations (TE) one comment stands out consistently: *“Interaction among students as well as between students and the instructor improve.”*

Enough is to say that they gain characteristics of inquisitive minds. They pay attention, they take interest in sophisticated problems, finally they realise the relevance of the issues discussed in the classes to their lives – another usual comment: *“Connection between the taught theories and current topics.”* As one of my students claims:

“Professor Sliwinski is one of the most dedicated scholars I have ever known [...] I have taken three courses with him in the last two years and I never felt bored in his class. In Chinese, there is a saying—“授人以鱼不如授人以渔”, which means teaching one how to fish, is better than giving him fish. I think what Professor has achieved, is to teach us how to study and how to do research.”

I believe interactive class or ‘hands-on approach’ is the best way to allow my students to learn. By applying simulations and role-playing games, my students take the best out of every class.

As Maggie Berg and Barbara Seeber, ascertain in their work on teaching: (Slow Professor: Challenging the Culture of Speed in the Academy, University of Toronto Press, Scholarly Publishing Division) *“One study of the use of narrative by four different teachers of introductory college-level biology showed not only that students felt “more comfortable around instructors” who used stories, and “more engaged” by the course, but also half of them “reported that stories*

helped them remember concepts” (168, 167). It was not necessary for students to recall the detail, only that it caused them “to think during lecture.” The scenarios that students could recall in detail were either “humorous in tone or surprising”.

Following these ideas, I always remember to stimulate my students by relating to their experience. Only then and only that way can I create an atmosphere that leaves them no choice but to engage in the classroom.

Simulations are probably one of the best pedagogical techniques to use in social sciences. By preparing scenarios that resonate with students, I motivate them to take interest in the course and create an environment, where deciding to remain silent in the class would simply be bad choice. In this respect, I organize simulations of the decision-making process. Participants (always divided into groups) act as refugees, military commanders or national security advisors and make decisions regarding probable situations under the pressure of time. As such simulations allow me not only to control the learning environment but also provide experimental learning.

“This way of learning provides us a deeper understanding of how to put one into others’ shoes and how to make a policy regarding different interests. His class is always very interactive because he is good at guiding us to discuss issues and allows us to argue with each other”, says one of my students.

Most students enjoy the simulations and highlight this part of the course in their feedback: for a short clip please follow this link: <https://youtu.be/JB6i4oedhAg>.

As one of my students reported:

“Dr. Sliwinski’s vast knowledge of the subject contributed to my own interest in international security issues and transnational conflict. His different methods of instruction (hypotheticals, supplementary readings, etc.) captured the class’s attention and allowed every student to thrive. Going forward in my studies and my career, Dr. Sliwinski has set a precedent for future instructors.”

As I teach on various aspects of international relations, after having taken my classes students are able to not only understand and explain what is happening in international relations but more importantly realise that they cannot afford not to engage somehow. This results for many of my students in pursuing master courses in international relations related fields, seeking for internships or jobs related to public policy-making.

As one of my students indicated:

“ [...] That being both in CBS and HKBU. Not only has it confirmed my interest in IR and Security, but it has even opened up my eyes that there are other interesting career paths I can choose than pure business. Your teaching methods and openness towards the students’ opinions are great qualities, that makes the interesting content of the course, even more tangible.”

To facilitate critical-thinking I ask my students to include not only mainstream scholarship but also alternative (oftentimes controversial approaches), which further facilitates learner-centred

teaching. Such approach is also used during examinations where students are asked to answer open-ended questions. All the courses that I offer, that end with an examination, include an open-book exam. Students can bring in their notes, readings we use for the classes and even textbooks. Exam questions require them to apply general ideas to analyse phenomena that currently take place in IR.

I believe that the adoption of learner-centered approach is the only method of teaching that can successfully develop independent and autonomous students. It is also the only method that contributes the best into whole person education and lifelong learning that will result in students' independent problem solving. While students are the ones who must decide what and how to learn, the responsibility of guidance lies in a teacher. Choosing the proper tools to engage and inspire students is of utmost importance.

Likewise, to facilitate the interest of my students in the course and make sure they stay on top of political developments, I share news relevant to the topics discussed during the classes on a daily basis. These also serve as background for the discussion during the class. Moreover, I require my students to regularly do press review and share relevant pieces of information with the class. Towards this end, I use BUmoodel which is an inter-university platform that allows me to take that teaching and learning outside the classroom and also use modern technologies.

Last but not least – the flipped classroom. The Model European Union is another example of interactive and intersubjective learning that takes place in my classroom. Every year this course ends with a 2-day conference where students represent the European Union (EU) member states and try to negotiate a 'set of conclusions' regarding real challenges or threats that the EU faces. The exercise plays on three levels: personal (participants act as Heads of real states), national (as national interests are at stake) and international (as the goal of negotiations is always to achieve consensus at the EU level). This particular course is unique in a sense that it also allows participants to interact with actual diplomats representing both EU and EU member states. One of the preparatory seminars is always held at the EU Office to HK and Macao. For more please refer to: <http://euap.hkbu.edu.hk/main/hkmeu/> and <https://youtu.be/yUSKAMlbo30>.

During the course, participants have to deliver presentations based partly on materials they are provided and partly on the information they search themselves. In particular, every participant needs to prepare two position papers and a presentation of a particular Head of State/Government they would be acting as during the conference. Please follow this link for a short clip from the final conference: <https://youtu.be/l4y1U9kqFyY>. The attractiveness of the course and its usefulness has been consistently proven with feedback I received from my students. Each and every participant is required to fill and submit a detailed five-pages long questionnaire to evaluate the course both qualitatively and quantitatively.

This is what one of the participants had to say:

"I learned the importance of reaching consensus. It is very hard to produce a plan that satisfy everyone. Negotiating makes it possible to shorten the distance between various parties. but shorten the distance varies parties is possible. And the result might be better than we have ever thought of not surprising everyone's opinion but tolerate difference and seek mutually agreed solution that is the key of communication."

Building on this encouraging experience, recently I have been developing an interuniversity regional exercise - 'Asia-Pacific Model European Union (APMEU) – European Council Simulation'. It is first of its kind truly international educational offer, designed to familiarize students with the framework and procedures of international negotiations. It is held every year with Hong Kong being the centre of Model EU. For Asia-Pacific Model EU, I cooperate with the best universities in the region: National University of Singapore, Fudan University in China, Canterbury University in New Zealand or Waseda University in Japan. It is the only such an exercise in this part of the world, which presents the participants with a unique chance of taking part in a simulation of European Council (summits) meetings and thereby gaining 'hands-on' experience in preparing for and conducting multi-country political deliberations about current real-life issues. In the process, the students also study the political, economic and social backgrounds of European Union member states in a comparative perspective. The simulation systematically encourages peer learning.

As such this exercise explores new angles of teaching and combines the spread of EU expertise with an out-of-the box pedagogical approach. Specifically, each simulation exercise culminates with a two-day conference (EU Summit) where participants act as Heads of States/Governments and Ministers of Foreign Affairs. Their aim is to achieve a set of conclusions on a particular topic.

The APMEU enables participants to demonstrate practical understanding of negotiation processes at an international level and identify and explain major elements of European Union governance and joint decision-making. By the end of the project, students will be able to demonstrate sophisticated research skills required for preparing negotiation positions and present high-level political positions and considerations in an international decision making context.

My effort has been recognized by European Commission. For the years 2017/2018 I have won a prestigious Jean Monnet Project funding (575450-EPP-1-2016-1-HK-EPPJMO-PROJECT) which gives HK tertiary education international exposure.

EVIDENCE-BASED MATERIALS SHOWING STUDENTS' LEARNING OUTCOMES

1. INTRODUCTION

Raising questions is a singularly important quality of an independent mind. Factual answers can be looked up easily enough, but the independent mind needs to develop its ability to seek out, evaluate, and make value judgments about the answers to questions for which encyclopaedia entries does not exist. And at the core of this ability, to answer and defend one's position, is also the skill to ask interesting and relevant questions, which is a universal need in every career setting. As an educator, I have built my instructional strategy around the development of questioning as the gateway into independent and engaged thinking.

2. QUESTIONING AND CASE STUDIES

Not only does each of my classes start with a critical thinking question (see below), students are also supposed to end each and every case study presentation with three critical thinking questions. See: <https://www.youtube.com/watch?v=ChVXCIfBOEc&feature=youtu.be>

Students value this approach, which transpires through their evaluation on my teaching: *"I think what Professor has achieved, is to teach us how to study and how to do research."*

Topic 4

A new challenge: economic integration and regional and social policy (9.2.2017)

Critical-thinking question: Is European 'welfare state' economic model possible? Social protection vs. economic efficiency.

 Lecture: A new challenge economic integration and regional and social policy.

 Readings for: A new challenge economic integration and regional and social policy

 Allen, D. (2010). The Structural Funds and Cohesion Policy. Extending the Bargain to Meet New Challenges. In: Wallace, H., Pollack, M. A., Young, A. (Eds.). Policy-Making in the European Union. (6th ed.). Oxford: Oxford University Press. 229-250.

 Committee of the Regions

 European Commission - Policies - regional policy

 Europa - Gateway to the European Union - Regional Policy

 European Commission - Policies - Employment and social rights

 Europa - Gateway to the European Union - Employment and Social Affairs

 Standard Eurobarometer 80 Autumn 2013

 Case study presentation

3. E-LEARNING AND OUTSIDE-CLASSROOM LEARNING

BUMoodle is an efficient platform to allow me to create an environment where students can learn not only during the class but also outside classroom. I regularly send course related information (relevant to topics that we discuss during the class but also encourage (as part of participation assessment) my students to regularly do press review themselves and share relevant information with their class-mates:

 News forum

 EURO 3140 participants exchange forum

This forum serves as a platform for exchanging useful information, pieces of news or views for the participants of the course.

Usually most of my students report similar to these: *“The environment can supplement the content of the courses”*, *“I like the online forum idea professor brought to this class.”*

4. SIMULATIONS

I organize many simulations for my students. For my Security Studies Course participants “get into the minds” of immigrants or national security council members. These exercises allow them to have a taste of decision-making in an international environment under the pressure of time and many factors and actors. For a short clip on Security Studies simulation please go to:

<https://www.youtube.com/watch?v=JB6i4oedhAg&feature=youtu.be>. This is generally loved by students:

“The role-play: good opportunity to use our critical thinking - The diversity of the topics studied - Time to debate about burning issues.”, “Highly enthusiastic and engaged lecturer. It spilled over to the students to meet such an engaged, humor and knowledge filled professor. - Great with the Role-Playing Games, which engaged the students in actively participating in debated and decision making through relevant argumentations - Teacher always came well prepared and with a great interest in the individuals well-being in the course, if the student showed interest in this. - Best course I've had. Not only during my Exchange semester here at HKBU, but I think the best course I have ever been taught in university.”

[Hong Kong Model European Union](#) is the best example of interactive, peer-to-peer, ‘hands on’ learning I apply through my teaching. Students learn interpersonal skills and useful negotiation tactics applicable in numerous live situations, but above all value the importance of consensus seeking and conflict resolution:

<https://www.youtube.com/watch?v=l4y1U9kqFyY&feature=youtu.be>.

See also an extract from a questionnaire from the course:

3. The meaning of conference for your experience and further prospects

a. What did you learn during the programme?

I learnt the importance of reaching consensus. It is very hard to produce a plan that satisfy everyone but shorten the distance of various parties is possible. And the result might be better than we have ever thought of. Not suppressing anyone's opinion but tolerate difference and seek mutually agreed solution, that's the key of communication.

b. How do you think what you learnt can help your career?

We always work in team in the workplace, it is meaningless to win everything but losing the trust and close relationship with your colleagues. Instead, we should genuinely listen to others and reach consensus by discussion. I am confident that I could help foster consensus-reaching in the future workplace.

c. What did you definitely like about the programme?

I like the "terrorist attack news", the news makes the simulation real and we truly get into the atmosphere. It leads to a good conference.

d. What did you definitely dislike about the programme?

The lecture is a bit too much. Can combine them into 2 classes or insert interactive activities to make it more interesting.

5. INFLUENCE ON CAREER

Over the years I have influenced numerous students regarding their career choices. In this regard Model European Union again tends to be really effective way to persuade students to peruse their postgraduate studies or professional careers in the realm of international politics or European Union. Some of my students carried out their internships at the European Union Office to HK and Macao (EUO) as an effect of my teachings and my personal contacts with the EUO.



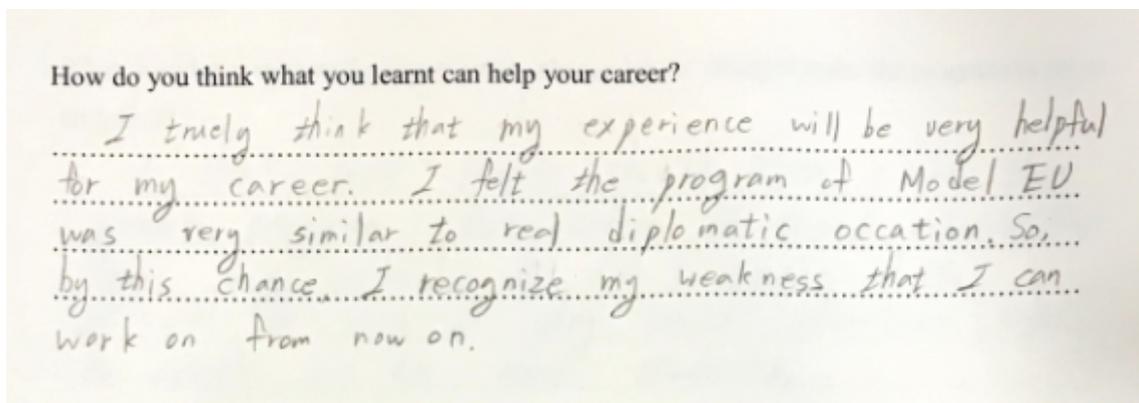
See more at: <http://euap.hkbu.edu.hk/main/my-inspiration-from-model-european-union-hong-kong-ip-long-chak-christopher-meu2013/>

Now that I am back in France, I realize the impact the MEU program has on me.



See more at: <http://euap.hkbu.edu.hk/main/testimony-from-evelyne-vu-honorable-recognition-as-italy-meu2014/>

I very well recall the day when I walked past the notice board one fine morning at the University of Hong Kong. I stumbled upon a bright yellow poster that boasted a heading that titled, "Hong Kong European Union Academic Program 2014". I decided to send in my application to see what it would be like and that perhaps it would be beneficial to my academic career.



See more at: <http://euap.hkbu.edu.hk/main/testimony-from-mamta-thadani-best-delegation-as-the-uk-meu2014/>

Numerous students have also indicated in their feedback how particular courses have influenced their decisions:

July 28, 2015

To Whom It May Concern:

My name is Marissa Diaz, and I am an administrative intern residing in the Washington D.C. Metro Area. Earlier this year I was working at the National Defense University where I provided support for a masters' level graduate education course on China for senior government officials.

I was Dr. Krzysztof Sliwinski's student at Hong Kong Baptist University in late 2013. As part of my study abroad program, I took his Security Studies course during the duration of my stay. Dr. Sliwinski's vast knowledge of the subject contributed to my own interest in international security issues and transnational conflict. His different methods of instruction (hypotheticals, supplementary readings, etc.) captured the classes' attention and allowed every student to thrive. Going forward in my studies and my career, Dr. Sliwinski has set a precedent for future instructors.

Best,

Marissa Diaz (邓紫微)
Research Intern
Dwight D. Eisenhower School, National Defense University
Building 59, Room 253
Ft. McNair, Washington D.C

Dear Professor Sliwinski,

First of all, now that the grades have been submitted which removes all suspiciousness regarding the purpose of this mail, may I tell you that your course has been the most inspiring and interesting one I have taken so far in my academic career. That being both in CBS and HKBU. Not only has it confirmed my interest in IR and Security, but it has even opened up my eyes that there are other interesting career paths I can choose than pure business. Your teaching methods and openness towards the students opinions are great qualities, that makes the interesting content of the course, even more tangible. Do keep up the great work!

Best regards

Oskar B. Krabbe

Student ID: 15501000

Fall 2015 Exchange Student at HKBU

6. TEACHING EVALUATION

As a rule, my teaching evaluation is above 4 out of 5, which is easier in smaller classes but quite a challenge in bigger classes of above 40 which I most often teach. Below you can see some samples of my teaching evaluated by the students.

Date: 18/12/2014

Course Feedback

Course	Security Studies
Course Code	POLS4227 & POLS3760
Instructor	Dr. SŁIWINSKI Krzysztof

5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly disagree, N/A= Not Available

The instructor

1. had a very good knowledge of the course subjects.	5	4	3	2	1	N/A
2. was properly prepared for the course.	5	4	3	2	1	N/A
3. was effective in communicating with students.	5	4	3	2	1	N/A
4. was using stimulative and effective means	5	4	3	2	1	N/A
5. his replies & instructions were clear and helpful.	5	4	3	2	1	N/A
6. in overall is good at teaching.	5	4	3	2	1	N/A

The classes

7. were conducted in a way that helped student understand the topic.	5	4	3	2	1	N/A
8. were conducted by using various and stimulative means.	5	4	3	2	1	N/A
9. covered all the topics that were included in the curriculum.	5	4	3	2	1	N/A
10. included useful examples and case studies.	5	4	3	2	1	N/A
11. were useful and enlightening.	5	4	3	2	1	N/A

The course

12. included interesting and useful reading material	5	4	3	2	1	N/A
13. was more demanding, compared to other courses	5	4	3	2	1	N/A
14. was properly supported by reading material and other educational tools	5	4	3	2	1	N/A
15. is useful vis-a-vis your on-going and future studies	5	4	3	2	1	N/A
16. can be useful for your future professional plans	5	4	3	2	1	N/A
17. is a course that you would recommend to other students	5	4	3	2	1	N/A

Remarks:

Strong points:

1. Excellent performance by the instructor
2. Choice of topics
3. A wide variety of modern and stimulative teaching methods (RPG, videos)
4. Interaction among students as well as between students and the instructor
5. Connection between the taught theories and current topics
6. Updated on current security challenges via BU Moodle

Problems/Room for improvement:

1. Occasionally (1-2 times) the time was not enough to cover all topics, have the presentation and hold a conversation/debate afterwards. A good idea perhaps would be to exclude 1-2 topics so that there will not be any time pressure.

- With regard to question 13 I have not attended any other courses from HKBU or any other Hong Kong University and hence I cannot reply.
- My overall impression about the course is excellent.

Student's Comments

24. Describe some good points about the course.

Student 1 : The simulations is fun

Student 2 : The lecturer is very responsive and well-prepared for the class. The atmosphere is very active:)

Student 3 : Many interaction, able to have some good discussion

Student 4 : the content is interesting and close to the reality, the workload for this course is reasonable, the lecturer is well-prepared (the course content is uploaded on Moodle punctually)

Student 5 : Provision of learning material on moodle

Student 6 : - Highly enthusiastic and engaged lecturer. It spilled over to the students to meet such an engaged, humor and knowledge filled professor. - Great with the Role Playing Games, which engaged the students in actively participating in debated and decision making through relevant argumentations - Teacher always came well prepared and with a great interest in the individuals well-being in the course, if the student showed interest in this. - Best course I've had. Not only during my Exchange semester here at HKBU, but I think the best course I have ever been taught in university.

Student 7 : Dynamic Interactive Study cases Well organized + good looking teacher

Student 8 : Enthusiastic professor

Student 9 : The professor tried to engage students in a discussion and was very open to our ideas, the course provides good general overview on the topic of security studies.

Student 10 : Active professor, good teaching methods, good discussions.

Student 11 : The lectures are very good!

Student 12 : Amazing teacher, very interesting, interactive

Student 13 : - The role-play: good opportunity to use our critical thinking - The diversity of the topics studied - Time to debate about burning issues

EVIDENCE-BASED MATERIALS SHOWING PROFESSIONAL DEVELOPMENT

1. INTRODUCTION

Since January 2008, when I joined Hong Kong Baptist University, I have taught eight different regular, full-time courses. Three of those courses: Topics in European Politics, Security Studies and Model European Union were proposed and designed by me. All of these courses enjoyed a comparatively high turnout, on a year-to-year basis considering their elective status, and have been sought after by students both local and international.

2. TEACHING EVALUATION

I consistently score high or very high for my teaching. Over the years my average teaching evaluation score is well above four. Students consistently emphasize my enthusiasm, preparedness and above all organization of the class that creates a conducive environment to go out of their 'safe space', participate in classes and engage critically in the analysis of contemporary issues.

As one of my exchange students put it:

"before I'll leave Hong Kong, I want to write you a last message in order to thank you for your three courses I've attended during my two semesters at HKBU. To be honest, the course about "Security Studies" was the best course I've ever had".

3. GENERAL EDUCATION

Additionally, I have proposed and designed two general education courses on political science and international relations, namely: *"What is Political Science about?"* and *"Contemporary World Politics and Global Issues"*. This has been possible through regular participating in numerous workshops and seminars organized by various departments and centers within University.

4. E-LEARNING

These workshops ranged from the application of modern technologies in classroom through service learning to teaching portfolio design. As a result, I emphasize using BUMoodle for all my classes, which specifically allows me to apply numerous pedagogical tools, such as, scaffolding, role-playing games or outside classroom learning.

Below please find a typical section from BUMoodle class:

Topic 4
A new challenge: economic integration and regional and social policy (9.2.2017)

Critical-thinking question: Is European 'welfare state' economic model possible? Social protection vs. economic efficiency.

- Lecture: A new challenge economic integration and regional and social policy.
- Readings for: A new challenge economic integration and regional and social policy
- Allen, D. (2010). The Structural Funds and Cohesion Policy. Extending the Bargain to Meet New Challenges. In: Wallace, H., Pollack, M. A., Young, A. (Eds.), Policy-Making in the European Union. (6th ed.). Oxford: Oxford University Press. 229-250.
- Committee of the Regions
- European Commission - Policies - regional policy
- Europa - Gateway to the European Union - Regional Policy
- European Commission - Policies - Employment and social rights
- Europa - Gateway to the European Union - Employment and Social Affairs
- Standard Eurobarometer 80 Autumn 2013
- Case study presentation

5. COMMUNITY OF PRACTICE

I was a member of community of practice that led to design and successful preparation of my [teaching portfolio](#) - an outstanding document that effectively showcases my the efficiency as an academic teacher.

6. AWARDS AND CERTIFICATES

As a result, I have been awarded:

- Faculty of Social Sciences Award for Early Career Academic (Teaching) 2015/2016



- President's Award for Outstanding Performance in Teaching for 2017



Consequently, I have become an ambassador of good teaching practices and have delivered two talks sharing my experience and teaching philosophy with the University community.

7. EXTERNAL RECOGNITION

Building on my experience with organizing role-playing games and simulations I have been recognized by the European Commission (European Union) and awarded a two-year funding under the prestigious Jean Monnet Project - https://eacea.ec.europa.eu/erasmus-plus/actions/jean-monnet/jean-monnet-projects_en (575450-EPP-1-2016-1-HK-EPPJMO-PROJECT) which gives HK tertiary education international exposure. (My grant proposal was chosen among further 67 applications submitted only and selected for funding out of the 1011 - success rate being 6.72). This has brought in € 44,826 from the European Commission).

This money is to be spent within two years to organize Asia-Pacific Model European Union (<http://euap.hkbu.edu.hk/main/apmeu/>), a truly international simulation exercise that includes seven different countries/economies from the region and some of the best Universities such as the University of Canterbury in New Zealand. It is first of its kind truly international educational offer, designed to familiarize students with the framework and procedures of international negotiations. Moreover, it is the only such exercise in this part of the world, which presents the participants with a unique chance of taking part in a simulation of European Council (summits) meetings and thereby gaining 'hands-on' experience in preparing for and conducting multi-country political deliberations about current real-life issues. This essentially, makes Hong Kong a hub of regional Model EU, much like Harvard Model United Nations. It is worth mentioning that back in 2015, Waseda University - Institute of EU Studies in Japan requested my help preparing and coordinating first ever Asia-Pacific Model European Union 2015 - <http://euap.hkbu.edu.hk/main/hkmeu/apmeu2015/>.

For my charring of Model EU conferences, I was recognized by the EU Office to HK and Macao (highest political office representing European Union – https://eeas.europa.eu/delegations/hong-kong/518/about-eu-office-hong-kong_en) I was awarded a prestigious certificate from the EU Office:



For more on my scholarship and beyond, please follow: <http://gis.hkbu.edu.hk/staff/sliwinski.html>, <http://krzysztofsliwinski.com/> and <http://www.acoupleofpictures.com/>.

8. VOLUNTARY WORK

I have also worked As Treasurer of Hong Kong Association of European Studies since January 2009 – <http://europe.hkbu.edu.hk/hkaes/hkaes.htm> and Treasurer of Hong Kong Political Science Association since June 2012 till November 2016 - <http://www.hkpsa.hk/>

CURRICULUM VITAE

SLIWINSKI Krzysztof (Ph.D.)

Associate Professor, Department of Government and International Studies

*F/11, R. 1111, Academic and Administration Bld.,
15 Hong Kong Baptist University Road, Kowloon Tong, Hong Kong,
Tel: (852) 3411 5753,
Email: chris@hkbu.edu.hk*

1. ACADEMIC AND PROFESSIONAL QUALIFICATIONS

1. Academic qualifications including degrees attained:

- International Relations PhD (The University of Warsaw, Oct 2001 – Sep 2005).
- International Relations MA (research based) - Summa Cum Laude (The University of Warsaw, Oct 1999 – Sep 2001).
- International Relations BA (research based) - Summa Cum Laude (The University of Warsaw, Oct 1996 – Sep 1999).

2. List of awards/honours/distinctions received

- International Relations MA. Summa Cum Laude (2001).
- International Relations BA. Summa Cum Laude (1999).

2. ACADEMIC AND PROFESSIONAL EXPERIENCE

1. September 2015 – present

Position of Associate Professor (tenured), Hong Kong Baptist University, Faculty of Social Sciences, Government and International Studies Department.

2. January 2008 – August 2015

Position of Assistant Professor, Hong Kong Baptist University, Faculty of Social Sciences, Government and International Studies Department.

3. October 2005 – September 2007

Position of Assistant Professor, The Institute of International Relations, Faculty of Journalism and Political Science, The University of Warsaw.

4. November 2008 – present

Position of External Examiner at Government and International Relations Programme, United International College, Zhuhai.

5. May 2008 – present

Member of the Hong Kong Association for European Studies. Since 2011 its Treasurer.

6. May 2012 – present

Member and Treasurer of Hong Kong Political Science Association.

7. Oct 2001 – Sept 2005

The Institute of International Relations, Faculty of Journalism and Political Science, The University of Warsaw.
International Relations Ph.D.

8. Oct 1999 – Sept 2001

Centre for Europe, Faculty of Journalism and Political Science,
The University of Warsaw.
International Relations MA.

9. Oct 1996 – Sept 1999

Centre for Europe, Faculty of Journalism and Political Science,
The University of Warsaw.
International Relations BA.

3. RECENT TEACHING EXPERIENCE

1. January 2008 – present

Currently I am teaching: Foundations of International Relations (POLS 2130 - 2nd year), Current Issues of European Integration (EURO 3140 – 4th year), Security Studies (POLS 3760 - 2nd/3rd year), Model European Union (EURO 2015)

I also offer a postgraduate-level course for Global Society postgraduate programme offered by the Faculty of Social Sciences of HKBU - SOSC 7310 Concepts, Theories and Institutions of Global Studies.

Previously I offered courses on European Union Security Issues and Foreign Relations (POLS 3690 - 4th year) and Comparative Politics of Post -Communist Central and Eastern Europe (EURO 2610 - 2nd year) and Foundations of Political Science (POLS 1510)

4. SCHOLARLY/CREATIVE/PROFESSIONAL WORK (SELECTED WORKS)

Refereed Works

1. **Śliwiński, K. F.** (2016). 'A-securitization' of immigration policy – the case of European Union, *Asia-Pacific Journal of EU Studies*, 14:1, 25-56.
2. **Krzysztof Feliks Silwinski**, (2016) 'Moving Beyond the European Union's Weakness as a Cyber-security Agent', *Contemporary Security Policy*, 2014, 35, 3, In Smith, M. A. (ed.) European Security. Critical Concepts in Military, Strategic and Security Studies, (468–86). Routledge.
3. **Śliwiński, K.** and Rakowska, A. (2015). Security Threats and Risk Management: European and Chinese responses to climate disruption. *Przegląd Europejski*. 4:38, 142-163. (English).
4. **Śliwiński, K.** (2015). Securitization of Hong Kong Politics: the debate on electoral reform and civil disobedience of 2014. *Społeczeństwo i Polityka*. 4:45, 15-36. (English).

5. **Krzysztof Sliwinski** (2014), "The Fifth Domain - national security in private hands? Civilianization of cybersecurity in United Kingdom" in *Spoleczeństwo i Polityka*, 3:40, 135-156. (English).
6. **Śliwiński, K.** (2014). Accounting for Pre-conditions for a Harmonious Community of States: Democratization and the Security Complex in East and Southeast Asia. *Journal of Asian Public Policy*, 7:3, 214-230, DOI: 10.1080/17516234.2014.922149 (English).
7. **Śliwiński, K.** (2014). Moving beyond the European Union's Weakness as a Cyber-Security Agent. *Contemporary Security Policy*, 35:3, 468-486, DOI: 10.1080/13523260.2014.959261. (English).
8. **Śliwiński, K.** (2014). European Union – cyber power in the making. *The Asia-Pacific Journal of EU Studies* 12:1, pp.1-22. (English).
9. **Śliwiński, K.** (2014). Poland: A Nation of the In-Between. In R. Vogt, W. Cristaudo, A. Leutzsch (eds.) *European National Identities. Elements. Transitions. Conflicts*, (155 – 171). New Brunswick: Transaction. (English).
10. **Śliwiński, K.** (2012). "Polish National Security Dilemmas. Missile defense complex and its role in Foreign Policy". *Democracy and Security*, 8:2, pp. 191-212. (English).
11. **Śliwiński, K.** (2012). "Counter-terrorism – a comprehensive approach. Social mobilization and 'civilianization' of security: the Case of the United Kingdom". *European Security* 2012, 22:3, pp. 288-306.
12. **Śliwiński, K.** (2010). "British Nuclear Strategy at the Threshold of 21st Century", *European Security*, 2010, 18: 1, pp.81-97. (English).

Forthcoming/Accepted for Publication

1. Bieleń, St. and **Śliwiński, K.** (2016). Comparing Polish-German and Polish-Russian reconciliation efforts. In. Frieberg, A. and C. K. Martin Chung (eds.) *Reconciling with the Past: Resources and Obstacles in a Global Perspective*. Palgrave Macmillan.

5. SCHOLARLY/CREATIVE/ARTISTIC/PROFESSIONAL ACTIVITIES (SELECTED WORKS)

1. "The role of Poland in the collapse of the communist system in Europe". A paper presented during The Symposium on The Fall of the Iron Curtain: The End of the Cold War in Europe organized by Government and International Studies on 24th of September 2009. (English)
2. "Niccolo Machiavelli: Modern Political Thinker and Antecedent of Classical Realism". A presentation given as part of three-seminar series organized by Hong Kong Association for European Studies on 22nd of May 2009. (English)
3. "Counter-terrorism – a comprehensive approach. Social mobilization and 'civilianization' of security: the Case of the United Kingdom". A paper presented at a two-day international conference titled Terrorism and Social Instability: Curative and Preventative Perspectives co-organized by Government and International Studies on 26th April 2010. (English).
4. "The relationship of Politics and Religion in the European Union". A paper presented during a conference: "Europe, Migration and Islam" – 18th April – 19th April 2012 (Co-organized by Department of Government and International Studies). (English)

5. *“Democracy and Security Complex in East Asia and South East Asia”*. A Paper presented at the 6th Asian Political and International Studies Association Congress 2012. Policy and Politics in Changing Asia - 1st December 2012. (English)
6. *“Hong Kong Model European Union 2013-2017”*. Organization and Coordination of inter-university negotiation exercise under the umbrella of European Union Academic Programme. (English)
7. *“New Threats, Old Challenges: EU – cyber power in the making.”* A paper presented as part of three-seminar series organized by Hong Kong Association for European Studies – 7th June 2013. (English)
8. *“The Day after Tomorrow” - Security Threats and Risk Assessment: European and Chinese responses to climate disruption.* A Paper presented at an international EUAP Annual Conference 2013. Security Communities and Security Risk Management in Europe and East Asia. 28/29 November 2013 at the University of Hong Kong.
9. *“Comparing Polish-German and Polish-Russian reconciliation efforts” per procurationem Stanislaw Bielen.* A paper presented at Global Social Sciences Conference: Political Reconciliation in Comparative Perspective, June 5-6, 2014. Hong Kong Baptist University.
10. Coorganization and chairing of the final conference of *“Asia-Pacific Model European Union 2015”* with Waseda Institute for EU Studies in Japan **on invitation** from Waseda University.
11. Chairing of the Macao Model European Union 2014 at University of Macao, 22-23 November 2014, **on invitation**.
12. *“Securitization of Hong Kong Politics: debate on electoral reform and civil disobedience of 2014”* – Paper presented during the annual conference of Hong Kong Political Science Association, 17.10.2015 at Hong Kong Institute of Education.
13. European Union Academic Programme Hong Kong Annual Conference 2015: Distant Neighbours or Active Stakeholders? EU Policy Responses to Challenges in EU-China Relations (27-28.11.2015) at Hong Kong University – chair and panelist.
14. *“The EU and the Immigration Crisis – Security Challenge?”*. A Paper presented during a seminar organized by European Union Academic Programme Hong Kong. (29.2.2016) **EU+ Series: The Migration Crisis in Europe: Implications For The EU Project and Beyond.**
15. Coorganization and chairing of the final conference of *“Asia-Pacific Model European Union 2016”* together with University of Macau and European Union Academic Programme in Macau.
16. *“The EU and the Refugee Crisis: the case of ‘a-securitization’”* - Paper presented during the annual conference of the European Union Studies Association Asia Pacific (Hong Kong, 29-30 June 2016).
17. *“‘A-securitization’ of immigration policy – the case of European Union.”* A paper presented at the Hong Kong Political Science Association annual conference 2016, Politics of migration and changing societies, Hong Kong 26 November 2016.

6. SERVICE

- External Examiner of Government and International Relations Programme, United International College, Zhuhai, **on invitation**.
- Treasurer of the Hong Kong Association for European Studies (January 2009 – present)

- Treasurer of Hong Kong Political Science Association (June 2012 – November 2016)
- Coordinator of Hong Kong Model European Union (European Union Academic Programme)
- Coordinator of Asia-Pacific Model European Union (European Union Academic Programme in Hong Kong and Waseda Institute of EU Studies) **on invitation**
- Member of the Faculty of Social Science Workplace Committee.
- Co-supervision of PhD dissertation of Mehmed Soylemez – GIS PhD Candidate
- Co-supervision of PhD dissertation of POURZITAKIS Efstratios - GIS PhD Candidate
- Member of the Programme Management Committee for MA in Global Studies.
- Chair of the Faculty Workplace Advisory Committee of the HKBU Faculty of Social Sciences (2015 onwards).
- Supervision of PhD project of Dionysios STIVAS

7. AWARDS AND PRIZES

1. Faculty Award for Early Career Academic (Teaching) 2015-16
2. President's Award for Outstanding Performance in Teaching for 2016/17.

8. PROJECTS

1. 575450-EPP-1-2016-1-HK-EPPJMO-PROJECT, Project Title: "Asia-Pacific Model European Union - European Council Simulation". Project co-funded by EU (2017-2018). In cooperation with National Centre for Research on Europe at University of Canterbury.

PROPOSAL OF INITIATIVE

1. TITLE

“Model European Union for Hong Kong Secondary Schools: simulation of international negotiations and conflict resolution”

2. OBJECTIVES

With this project, we seek to implement our expertise and experience in design and practice with simulations to secondary education settings in Hong Kong. We aim at providing Hong Kong secondary students with theoretical knowledge regarding international politics and conflict resolution, as well as practical skills ranging from interpersonal communication to negotiation tactics.

3. PROJECT DESCRIPTION AND TIME SCHEDULE

Our simulation project, “Model European Union for Hong Kong Secondary Schools, (MEUHKSS)” is designed on two pillars. First - service learning. The project will be open to all undergraduate and postgraduate students from all eight UGC funded universities. Selected candidates (tertiary students) will undergo a series of extensive trainings that will prepare them for the organization of a sequence of seminars for HK secondary school students leading to final Model EU conferences. This part of the project focuses on providing tertiary institution students with practical knowledge on how to organize trainings/seminars, how to teach and how to organize big events such as conferences. Ideally, this should be structured as a regular credit-bearing course so that the participants (tertiary students) can earn credits towards their CGPA.

The final goal of the project is twofold: firstly, to teach tertiary students how to teach and organize seminars/conferences. Secondly, for secondary students to organize a series of trainings and conferences in secondary schools. Much like Hong Kong Model European Union and Asia-Pacific Model European Union, these conferences will simulate European summits where heads of states and governments meet at the round table and discuss significant issues to resolve conflicts and arrive at a conclusion. That way secondary students are taught practical skills regarding interpersonal relations as well as conflict resolution. It is envisaged that the trainings of tertiary students would include both European politics-related matters as well as pedagogical-related skills. Participants, to achieve credits would have to write reports and self-reflection statements.

Second pillar - embedded internationalization. This project will tap into the rich experience of European Studies stream of the Government and International Studies Department of Hong Kong Baptist University. European Studies programme hosts numerous exchange students every year, most of which come from EU countries. It would be a rule that these students play an important part in realization of the project as participants. Most of them are students of European politics, hence their expertise as well as overseas experience would be invaluable for the attainment of the project.

MEUHKSS is designed to run for three years as a pilot project. It is foreseen that if successful, further funding options would be sought out from AY 2019/20 onwards. Each year of the project

would be divided into two distinctive parts. The first semester of every academic year would be devoted to selection and training of tertiary students. This would involve cooperation with colleagues from education departments, mostly from HKBU but possibly from all members of the consortium behind European Union Academic Programme. Trainings will end with the assessment exercises based on which participants would be ready to deliver Model European Union for Hong Kong Secondary Schools. Tapping into the rich network of European Union Academic Program, Hong Kong secondary schools would be identified, Principles and Teachers would be approached to participate in organizing a series of seminars regarding European politics and conflict resolution. It is anticipated that these seminars would be provided either in English or Cantonese or Mandarin, depending on the school profile. The string of seminars would end with a one-day simulation of a European summit - Model European Union

4. PROJECT LEARNING OUTCOMES

1. for tertiary students - acquiring basic knowledge regarding international relations European politics, conflict resolution as well as teaching practice and organizational skills
2. for secondary students - acquiring basic information on international relations and European politics, conflict resolution and interpersonal skills

5. OUTREACH

- First year - 30 tertiary students trained - 15 models EU organized
- Second-year - 44 tertiary students trained - 22 models EU organized
- Third year - 60 tertiary students trained – 30 models EU organized

In total: 134 tertiary students trained, 67 models EU organized for approximately 4020 secondary school students (each model EU up to 60 participants).

EUAP has established its network of secondary schools which have participated in its “EU Look”, a teaching and learning platform - <http://euap.hkbu.edu.hk/youngueurope/en/about-en/>.

They include among others:

- Cheung Sha Wan Catholic Secondary School
- Hong Kong Chinese Christian Churches Union Logos Academy
- Tak Oi Secondary School
- Christian & Missionary Alliance Sun Kei Secondary School
- Law Ting Pong Secondary School
- Marymount Secondary School
- S.KH. Lam Woo Memorial Secondary School

6. COLLABORATIVE TEACHING PRACTICE AND DISSEMINATION

MEUHKSS would involve both scholars specializing in the field of international relations, European politics, negotiations and education departments. The dissemination of the learning outcomes would be achieved through an existing platform provided by European Union Academic Program (EUAP). EUAP <http://euap.hkbu.edu.hk/main/> was founded back in 2012 [(The total budget of EUAP is **HK\$15** million), on condition of additional co-financing by HKBU

and with minor contributions by two other local universities (HKU, CUHK)]. The EUAP's remit of 'academic', 'outreach', 'exchange' and international 'coordination activities' included conferences and seminars (locally and in the Asia-Pacific), the post of a Research Assistant Professor, scholarships for PhD students in Hong Kong and Master studies in the EU, summer schools in Brussels, international EU Centres cooperation meetings and, in particular, an intensive outreach programme for Hong Kong public administrators, civil society groups, business representatives and secondary schools under the theme 'Urban Innovations'.

Until December 2016, the EUAP organized **4** Annual Conferences and **162** outreach events with **54,321** participants and published **112** working papers. An edited volume has been published in spring 2017, and one book is nearing completion. The EUAP's website counted **191,285** visitors. EUAP social media reached an audience of **416,048**. Key staff members also appeared in the local and international media. It cooperated with a total of **505** partners in Hong Kong, the EU and the Asia-Pacific.

7. BUDGET DRAFT

Total sum: HK\$450,000 for 3 years

- a) Teaching relief for the coordinator of the project for 3 semesters (each first semester for every academic year: HK\$44,100 x 3 = **HK\$132,300**)

Justification: the coordinator of the proposed initiative teaches four full-time undergraduate courses every year and coordinates Asia-Pacific Model European Union.

- b) Teaching cooperation with department of education studies - outside practice: HK\$44,100 x 3 = **HK\$132,300**

Justification: staff from the Department of education studies will need to be involved in both teaching and grading/evaluation of self-reflection reports

- c) Staff affiliated with EUAP - six months' employment (split into two periods 3 months each for the first two years): **HK\$141,600**

Justification: one person at the rank of Senior Research Assistant will be hired to work on educational materials used for the exercise

- d) Overhead: **HK\$43,800**

8. BACKGROUND

MEUHKSS will be based on Hong Kong Model European Union (HKMEU - <http://euap.hkbu.edu.hk/main/about-meu/>). An academic simulation of the European Union decision-making process.

AWARD CITATION

Dr. Krzysztof Sliwinski stands out as a highly motivated and passionate teacher. His students have benefited greatly from the enhanced international exposure they have gained from his teaching practices.

Since his appointment in 2008, Dr. Sliwinski has proposed and successfully introduced several university courses that reflect the broad experience of his international background. He has also amply demonstrated his ability to stimulate students' learning and create an inspiring learning environment through interactive pedagogies.

In keeping with his profound belief that teaching is one of the most important of human activities, Dr. Sliwinski has built up an impressive teaching portfolio, utilizing a wide variety of methods to motivate students, for example through inquiry-based learning and flipped classroom techniques. He strongly believes in using the latest technology to improve teaching and learning - web-based approach is at the centre of his teaching.

A shining example of Dr. Sliwinski's innovative curriculum design has been his Model European Union, a programme that enables student participants to engage with real-life challenges and threats that are handled by professional diplomats. The programme has also offered a unique opportunity for winning students to enrol in a summer top-up programme held in Brussels, during which participants have the chance to visit and examine key institutions of the European Union.

Dr. Sliwinski is currently working with overseas scholars on an inter-university project entitled "Asia-Pacific Model European Union - European Council Simulation". It is the first of its kind in the higher education sector dealing with the procedures of international negotiations.

Overall, Dr. Sliwinski is an all-round scholar who is keen to achieve perfection in every aspect of students' learning experience..

得獎讚辭

Krzysztof Sliwinski 博士是一位主動、積極、熱情的傑出老師。學生從他的教學中，增廣國際視野，獲益良多。

Sliwinski 博士自 2008 年在浸大任教，憑著他豐富的國際經驗，曾成功引入多個大學科目，利用互動教學法，創造俱啟發性的學習環境，激勵學生學習。

Sliwinski 博士一直堅信教學是人類活動中最重要的一環。他運用超卓的教學方法，如透過「探究式學習」、「翻轉課堂」等多元教學法激勵學生學習。他深信利用科技可以改進教與學 -- 互聯網是他採用教學的重點方法。

其中一個鮮明的例子，Sliwinski 博士開展一個命名為「模擬歐盟」(Model European Union)的創新設計課程，由專業外交人員引導進行，好讓學生親身參與實際生活的挑戰和體驗。課程更為勝出學生提供獨特的機會，可以到布魯塞爾修讀「歐盟暑期銜接課程」，學生在期間更有機會考察和研究歐盟的主要機構。

Sliwinski 博士現正夥伴海外大學學者一起籌劃“Asia-Pacific Model European Union - European Council Simulation”，這可算是高等教育界首次涉足國際談判程序的盛舉。

總括而言，Sliwinski 博士是一位全面的學者，他期望學生在各方面學習歷程上都臻至完美。。