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Teaching Portfolio

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“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

(Alvin Toffler)

Profile

I have been a university teacher since October 2001, first as Ph.D. candidate, then as a lecturer, assistant professor and finally as associate professor. Over the years I have taught a number of courses within the fields of international relations and political science such as: Polish Foreign Policy; British Foreign Policy; Theories of International Trade Relations; International Trade Relations and Economic Integration in Asia, Africa and Latin America.

Since joining HKBU in 2008 I have taught: European Union Security Issues and Foreign Relations; Comparative Politics of Post-Communist Central and Eastern Europe; Foundations of Political Science; Foundations of International Relations; Current Issues of European Integration; Security Studies; Model European Union; Concepts, Theories and Institutions of Global Studies and finally Debating Global Society. I also hold regular seminars with my Honours Project students as well as PhD students usually on a weekly basis.
Teaching and learning philosophy

I find teaching one of the most important activities humans could arguably engage in. Teaching understood as transfer of knowledge from teacher to students constitutes only a part of this. Equally important is the inter-subjective learning that takes place during the process of teaching, which essentially allows students as well as teachers to benefit in their own ways.

I personally believe that clear and effective transfer of knowledge is the highest proof of expertise in any given field. As such, it should be seen as essential in any academic pursuit. In line with this philosophy a good teacher should provide students with tools for self-disciplined critical approach to major contemporary challenges as well as lifelong autonomous learning based on personal curiosity of the world around us. It is this curiosity that ultimately rests at the foundation of human progress and it is this curiosity which we should cultivate as teachers.

As a teacher I always persuade my students not to take anything at face value. Going beyond established patterns of thinking and especially stereotypes is the only way to find out the truth – the ultimate goal of science. A good educator should therefore show students how to identify and approach problems but refrain from providing definite answers. It is the students who should find the answers for themselves and by themselves.

Pedagogical good practices

My teaching philosophy translates into particular practices that I use to engage my students in order to help them benefit from the courses that I offer. As such, my courses include:

Critical thinking:

I believe that raising questions is perhaps the most important quality of an independent mind. Many questions however do not have definite answers. As long as my students understand the value of asking questions in the first place, I consider myself a successful teacher. I cannot and do not attempt to give answers. I can and do always strive however at teaching my students to find the answers on their own. In that sense any academic course is relevant to future careers that graduates will follow. Such approach will help our graduates to be ready to take up most
challenges in the future. Critical thinking that is instilled this way proves to be vital in the contemporary world.

Each class of every one of my courses starts with a critical-thinking question (please see below). This question is to be born in mind by the participants of the course when they cover the readings for the particular class. That way students can focus on the most important aspects of the topic discussed. This enables learner-cantered teaching as each critical-thinking question is later discussed during the class. For the same reason, I always require my students to end their case-study presentations with a set of three questions that serve as starting point for the discussion that follows – appendix 5.

To watch a case-study presentation and a discussion that follows please follow this link: https://youtu.be/ChVXCIiBOEc
Web-based learning:

I strongly believe in using technology to improve teaching and learning. Web-based approach is therefore at the centre of my teaching. All my 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. (Please see above).

Since the class itself should be just one of the components of learning process, I pay special attention to additional resources that are relevant to each topic that is discussed during the class. All of my courses therefore include a wide range of resources apart from textbooks and readings. Additional materials facilitate independent pursuit of knowledge. As an example, again refer to the class above. The title of the course is Foundations of International Relations and the topic for the class is: The Evolution of Processes and Structures in International Relations. As you can see additional sources of information include history charts, BBC world profile or a case-study as prepared by another e-learning platform, in this case CIAO (Columbia International Affairs Online). See more here: http://www.ciaonet.org.lib-ezproxy.hkbu.edu.hk/catalog/27583

Inquiry-based teaching:

For each and every course I use the News Forum feature of BU Moodle that allows me to send information relevant to the topics that we are discussing 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.
Scaffolding

For foundations of International Relations course each student needs to summarize at least one of the readings that are provided over the duration of the course. These summaries (up to 300 words) are then uploaded to BUMoodle and facilitate preparation for the exam. On top of
that, this particular task teaches students to identify the major points of each reading, eliciting synthetic skills.

Simulations/Problem-based learning/Buzz group:

For my Security Studies course we always 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.

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
The course of SOSC 7320 Debating Global Society is designed to allow students to freely exchange their ideas as well as perfect their research and presentation skills. Over the course of the semester students need to participate in at least 5 debates (for which they need to prepare in-class – see more at: https://youtu.be/mBdwFSSYjNo), act as public policy makers representing various departments of a global city like Hong Kong, prepare political or legal initiatives by International Organizations or act as global society experts and produce a mind map of global connections in a given field (see example at: https://www.dropbox.com/s/s5cfxl8xmsosj7/Global%20Governance%20-%20Environment%20-%20network%20map.pptx?dl=0).

**Peer-to-peer learning:**

For all my courses students have to deliver case-study presentations. These are usually done in groups of two or three. As such, this approach stimulates collaborative learning (preparation for the presentation is done in groups) and gives students an opportunity to perfect their public speaking skills as well as learn from one another. This is especially well observed during the Model European Union final conference and preceding workshops that simulate plenary sessions or engage students in impromptu speeches. Please see link below: https://www.youtube.com/watch?v=CqDcAVJQueU

**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 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 a 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 see: http://euap.hkbu.edu.hk/main/hkmeu/ and https://youtu.be/yUSKAMIbo30
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

Perfecting basic research skills

For all of my courses I cooperate with HKBU Library to various extents in designing assignments relating to literacy skills. Especially for foundation courses it is important for my students to understand the principles of good research and academic honesty. For an example, refer to appendix 1.

I pay special attention to teaching my students the basics of good research in political science. Therefore, especially for the Foundations of International Relations course as well as
during my HP seminars students are required to organize their research and work especially hard on their methodology when writing term papers and Honours Projects.

In the appendix list at the bottom of this portfolio you can find:

a) POLS 2017 Foundations of International Relations – term paper grading criteria – appendix 2

b) Honours Project seminar – Introduction guidelines – appendix 3

c) Research and writing in IR – appendix 4

Rubrics

I believe each student should know what is exactly expected of him and what she/he needs to do to score highest marks. This is why for each assignment students are always given grading criteria which help them perfect their research skills – see appendix 2

Project-based learning (going beyond the mainstream)

For each and every course that I offer, students usually need to prepare a presentation of a case-study. This allows them to apply general ideas we talk about during lectures to particular events in IR.

For my Security Studies course students are specifically required to include not only mainstream scholarship but also alternative (oftentimes controversial approaches) which further facilitates critical thinking and learner-centred teaching. For an example of presentation requirements, please refer to appendix 5.

I recently started offering master-level courses for Master of Arts in Global Society (see more at: http://lewi.hkbu.edu.hk/ma-in-gs/objectives/). SOSC 7320 Debating Global Society course finishes with a group project where students need to prepare posters on an assigned topic. The poster-session, attended by academic community facilitates free exchange of ideas and stimulates academic discussion (see a related photo: https://www.dropbox.com/s/ihurltraq8iwtj1/group%20photo%20poster%20session.jpg?dl=0).
Such approach is also used during examinations where students are asked to answer opened-ended questions. All of the courses that I offer, that end with an examination, include an open-book exam. Students are allowed to bring in their notes, readings we use for classes and even textbooks. Exam questions require them to apply general ideas to analyse particular phenomena that currently take place in IR.

I am also an advisor to two student societies, namely: GISS – Government and International Studies Society and HKBU AIA - Hong Kong Baptist University Association of International Affairs.

Lecture-Discussion

Most of my lectures are interactive. I always encourage my students to raise questions at any time during the class, which is why my PPTs for the class usually include a minimum of text, but lots of additional materials such as links, cartoons or films. One of the many PPTs that use for my class:

https://www.dropbox.com/s/iabn6s2c52a4n2k/Lecture%208%20International%20arms%20trade%20and%20nuclear%20proliferation.ppt?dl=0

External attachments and practice

Model European Union course offers a unique opportunity for the winners of the conference to enrol automatically for a summer top-up programme. It is a study trip to Brussels during which participants have a chance of visiting most important Institutions of European Union like European Commission and European Parliament and participate in seminars organized there. See more at: http://euap.hkbu.edu.hk/main/events/summer-eu-student-exchange-top-up-programme-brussels-2016/
Feedback

I spend a lot of time giving feedback to my students on how well they do. Especially after each course ends I reserve extra time to go through their term papers and exam papers so that they understand how to improve their work in future.

- Evidence of teaching and learning

For feedback from my students please refer to:

a) Testimonials from some of my students: appendix 6

b) Teaching Evaluation of one of the courses as an example: appendix 7

c) Feedback from participant of the Model European Union course: appendix 8

d) Certificate of Appreciation (HKBU Library for Excellence in Undergraduate Research) for 2016. (Also for 2014 and 2015): appendix 9

e) Faculty Award for Early Career Academic (Teaching) 2015-16: appendix 10

f) Certificate for outstanding chairmanship of Hong Kong Model EU issued by European Union Office to Hong Kong and Macao: appendix 11

g) President’s Award for Outstanding Performance 2017: appendix 12

   a. For a short clip from the presentation ceremony please follow:


h) Nomination by Hong Kong Baptist University for United Grants Committee 2017 Teaching Award (nomination materials) (UGC certificate: appendix 13)

As a rule, my teaching evaluation is in most cases well above the departmental or Faculty levels. Since I joined HKBU, I have always received good/excellent or excellent for my teaching.

- Teaching-research nexus
I strongly believe that both teaching and learning reinforce each other. Teaching on contemporary issues in IR is a demanding task. It requires constant updating of all topics for all classes. Spending much time on updating each class (even the one I have taught for seven consecutive years) allows me to better conduct my research and vice-versa.

My research interests cover: British Foreign Policy and Security Strategy; Polish Foreign Policy and Security Strategy; Security and Strategic Studies; Non-traditional Security Issues, European Union Foreign and Security Policy, European Politics and European Integration and last but not least Teaching and Learning. For the list of my publications and academic activity please follow this link: http://gis.hkbu.edu.hk/staff/sliwinski.html

- Self-reflection

As self-reflection is an important part of education I often finish my classes with allocating at least 10 minutes by the end of the class to allow students to sum up what they think they have learned through the class and share it with their classmates.

Reflection on teaching and learning

I strive to improve my teaching by listening to my students. I take their suggestions seriously and have incorporated many of them into my teaching practice. In fact, all of the courses have been co-designed by my students in that sense. Short quizzes, believe it or not, have actually been suggested by the students. The same goes to simulations and the format of case-study presentations.

By nature, I am a very talkative person, which sometimes manifests itself with me lecturing too much and speaking too quickly. Therefore, I always remind my students and encourage them to raise questions as often as possible. I continually strive to run the lectures in an interactive manner and be as responsive to students as possible. Interaction, is the key work for me. By engaging students into discussions during my classes I hope to stimulate their engagement and interest in the topics. Where possible, I always try to use regional or local examples to convey the sense of relevance of the topics we discuss during the classes.
As teacher and student (I still take up new challenges within and outside my field), I realize that only a small percentage of learning takes place inside the classroom. Ideally, students should come to class only to get inspired to further their own quest or clear some of the doubts they should have.

Ultimately, learning is one of the most wonderful activities. As long as we live, we should always learn, relearn and perhaps sometimes even unlearn. This is the only way to approach truth in a philosophical sense and discover ourselves.

Recently, my reflection on teaching and learning turned into research activity. Based on the funding acquired from the European Commission I organized a series of international conferences: Asia Pacific Model European Union (see more below). Based on the data we have collected for three consecutive years and the analysis performed together with my co-investigators, we were able to produce a research paper: Holland, M., Sliwinski, K. & Thomas, N. (2020). "Is Affective Effective? Measuring Affective Learning in Simulations." International Studies Perspectives - forthcoming.

I have also participated in a number of international conferences on teaching and learning:


- Quality and Self-financed Higher Education “Connecting Local and Global. University of Hong Kong on 16th November 2019. (Conference postponed due to political circumstances in HK.)


- Evidence-Based Teaching and Learning, Lilly Conference, 16-18 May 2019, Hong Kong.
Professional development and leadership

I continue to perfect my teaching skills by attending numerous seminars organized by HKBU on various aspects of teaching both in terms of pedagogy and technology. I have been an active member of e Teaching Portfolio community of practice at HKBU.

On top of this, I recognize the importance of caring for students’ emotional and psychological needs. Towards this end I have graduated from a Mental Health First Aid Standard Course organized by the Mental Health Association of Hong Kong: Appendix 14

I also attend seminars on teaching organized by the HKBU Library or CHTL like those on new platforms of web-based learning or Outcomes-Based Teaching and Learning.

Since I joined HKBU I have proposed and successfully introduced a number of university courses. Foreign and Security Policy of EU, Security Studies and Model European Union. Additionally, I have also developed two general education courses: Contemporary World Politics and Global Issues and What Is Political Science about. All of these courses, include active, discovery and collaborative learning.

Recently I have been developing an interuniversity exercise - ‘Asia-Pacific Model European Union – European Council Simulation’. It is first of its kind educational offer, designed to familiarize students with the framework and procedures of international negotiations. It 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...

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 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. Please see a short clip from the APMEU 2016 here https://youtu.be/1UcEfE_V4t8

So far, five conferences have been organized: 2015 (Japan), 2016 (Hong Kong), 2017 (Hong Kong), 2018 (New Zealand) and 2019 (Hong Kong). The last three have been financed under the Jean Monnet Project funding co-funded by European Commission. One more will be organized in 2020 (New Zealand) as I secured funding from European Commission under Erasmus + (Jean Monnet Project). See more at: http://apmeuhk.hkbu.edu.hk/

The booklet that summarises APMEU 2017 and 2018 under Jean Monnet Funding is available here: https://www.dropbox.com/s/vcso6x466k4j7qr/APMEU2016_18%20booklet.pdf?dl=0

More recently, together with Dr Martin Chung (GIS-HKBU) we have secured a mini grant from HKBU Centre for Innovative Service-Learning for A project: Model European Union (EURO 2015) engaging ethnic minorities from HK secondary schools for two consecutive rounds – 2018/2019 and 2019/2020

This course brings together HKBU students and ethnic minority (EM) students from local secondary schools to work on a simulated European Union, which is a two-day event in which secondary school students will learn some basic research skills. They will also act as assistants to the “Heads of States”, and that serves as an empowering process in which they receive coaching and mentorship from university students. These brotherly/sisterly figures serve as mentors to
cultivate their dream in tertiary and higher education so that a message of hope and a futuristic outlook can be delivered to them.

See more at:


and

https://www.facebook.com/HKBU-Centre-for-Innovative-Service-Learning-
%E5%89%B5%E6%96%B0%E6%9C%8D%E5%8B%99%E5%AD%B8%E7%BF%92%E4%B8%AD%E5%BF%83-1801441753304310/

Appendix 1
1. The maximum grade is 25%.

2. Grade distribution guidelines (bell curve) is not to be observed.

3. Deadline for submission of the term paper – X.XXX.XXX 23.55 hrs. One day delay is punishable by 5%, two days by 10% etc…

4. If originality report generated by Turnitin software indicates similarity above 10% then:
a. if it is below 20% but most of the sources are well documented and do not include Wikipedia, Yahoo or answers.com cited as sources no penalty is to be applied;

b. if it is above 20% careful investigation needs to be carried out as to the nature of the similarity. If bits and pieces are found to be copied and pasted from other students papers available on the net the penalty is 5% off the final grade;

c. if it is above 30% careful investigation needs to be carried out as to the nature of the similarity. If bits and pieces are found to be copied and pasted from other students papers available on the net the penalty is 7,5% off the final grade;

d. if it is above 40% careful investigation needs to be carried out as to the nature of the similarity. If bits and pieces are found to be copied and pasted from other students papers available on the net the penalty is 10% off the final grade.

e. **Cover page, contents and bibliography are not to be taken into consideration at all! (This needs to be taken into consideration and if need be ‘manually’ subtracted by the examiner.)**

**Layout and Sources**

- Times New Roman 12 font
- Standard margins
- Spacing 1,5
- Pages numbered (8 not counting the front page and bibliography). Any term paper that is longer than 12 pages should also be penalized by 1,5% off the final grade
- Text aligned to both sides
- Title page

**Failure to observe any of these – 1% off the final grade unless stated otherwise**

- Bibliography (division of sources – books, scholarly articles etc.)
- Writing style is to be chosen independently i.e.: MLA, APA, AFT or Chicago Style as long as it is maintained throughout the whole paper
• No Wikipedia, Yahoo or answers.com cited as sources

**Failure to observe any of these – 1,5% off the final grade**

**General Quality criteria**

• Reasoned (students need to state the aim of their term paper)

• Balanced (academic writing is to be objective and so one sided or strongly biased writing is to be discouraged)

• Theoretical (serious academic writing needs to refer to some school of thought)

• Supported with evidence (any claims including quantitative data or qualitative phenomena need to be supported with evidence – source of information)

**Failure to observe any of these – 2,5% off the final grade**

**Core Quality Criteria**

• Clear and proper thesis

• Synthesis and evaluation of the relevant literature/theoretical models taught in class

• Clear and well-organized writing: flowing coherently and logically

**Failure to observe any of these – 2,5% off the final grade**

**Functional Criteria**

Each term paper should include:

• Description of political phenomena

• Explanation of processes and their meaning from political science perspective
Failure to observe any of these – 2.5% off the final grade

- **Extra 5%** to be awarded to those term papers that include value judgments, that is identification of the problem/challenge/issue and subsequent prescription for policymakers on how to change the state of the matters.

**Appendix 3**

**Honours Project seminar – introduction guidelines**

1. **Purpose and focus of research** – where we state the general aim of our research and identify its scope. Position our topic in the context of academic discipline. (**1 page**).

2. **General introduction to the topic** (**1,5 pages**).
   a. description of the basic facts (historical perspective);
   b. its importance for IR scholars;
   c. its relevance for non-academic circles.

3. **Literature review** (**4 pages**).
   a. where we refer our reader to the most relevant books, papers and names;
   b. identify the limitations of the previous research;

4. **Methodology** (**around 4 pages**).
   a. theoretical perspective – where we identify major school of thought that will help us structure our research and provide us with tools for our research. (**Up to 1 page**);
   b. definition of dependent and independent variables (**up to 1 page**);
c. research questions – where we identify two or three research questions that guide thorough our research. It is the real and specific purpose of our research – unlike in point 1 where we just give very general ideas. (Up to 1 page);

d. hypothesis – where we identify possible links between dependent and independent variables. Usually two or three hypothesis corresponding with the research questions. (Up to 1 page).

e. operationalization – where we define basic concepts we refer to throughout our paper. Where we also indicate how we are going to evaluate phenomena (qualitative study [indicators, interviews documents] or qualitative study [hard data]) (Depending on the number of concepts 1-2 pages).

f. thinking of the title – it is useful to prepare a list of 5 key words that best characterize our research before we formulate the title of the paper. The title itself should be indicative enough to suggest the content and ‘sexy’ to draw the attention of the first time reader.

5. Description of the organization of the research – where we describe and give titles of main chapters. (0.5 – 1 page).

6. Introduction of the most important findings – to be properly addressed in the conclusion part. (0.5 – 1 page).

7. Identification of the limitation of our research – (0.5 – 1 page).

8. Prescription – where we suggest policymakers future course of action. (0.5 – 1 page).

Total – from around 8 pages to around 14 pages.

Appendix 4

Appendix 5

POLS 4227

Security Studies

Presentation Requirements

1. Every participant of the course has to decide on a topic he/she would like to choose for the presentation. Depending on the number of participants one topic may be chosen and prepared by more than one participant (2-3).

2. Presentations will cover a particular case selected by participants themselves that is pertinent to the topic discussed during the lecture.

3. Presentations should not exceed 25 min – if longer a penalty of -2.5% will be applied.

4. Participants are not supposed to hand in any written form of their presentations.

5. Each case presentation should contain:
   a. Brief historical background of the case – lack of thereof: - 2.5%
   b. Description of the course of events - lack of thereof: - 2.5%
   c. Latest developments if any;
   d. Opinions of experts renowned in the field (professionals: academics, fellow researches, renowned experts, only well established journalists. No politicians!!!) - lack of thereof: - 5%
      i. Main stream analysis/opinions as well as at least one ‘alternative’ point of view;
      ii. Background (e.g. left, radical, liberal etc.) of experts and organizations referred to in the presentation;
   e. A list of three critical-thinking questions to feed the discussion following the presentation - lack of thereof: - 2.5%
6. Every participant will be asked to provide a one-page summary of their presentation containing main points and ‘critical thinking questions’, as well as a bibliography of sources.

7. **Maximum grade for case presentation is 30% of the final grade.**

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**Appendix 6**

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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.

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To: Lukas Steinbrenner

Subject: Thank you

Hi Lukas,

I am happy to hear you speak Chinese. It’s impressive! I have also been doing some research on the Holocaust and the Holocaust Memorial in Berlin. It’s a fascinating subject, and I hope to visit it in the future.

Best regards,

Marissa Diaz
Dear Dr. Sliwinski,

I would like to express my great gratitude for your excellent teaching and instructions for the last four years. I enjoy each and every class of yours, and I believe your recommendation letters are extremely helpful to my successful graduate school application.

You are such a wonderful teacher and I am so glad to be your student! A million thank you and wish you all the best.

Best regards,
Yong Hanmo
2015.5.30
Appendix 7
Course Feedback

Course: Security Studies
Course Code: POLS5297 & POLS5298
Instructor: Dr. Selwin Segal

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 subject(s). 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 stimulating and effective means. 5 4 3 2 1 N/A
5. replies & instructions were clear and helpful. 5 4 3 2 1 N/A
6. in general 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 stimulating 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 via to 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 stimulating 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

7. Short quizzes during the trimester that helped/trained students to study during the trimester.
   This made the preparation for the term exams easier.
8. Presentations made by students helped everyone to better understand the topics and in parallel connect them with current issues.

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.
HKMEU 2015 Feedback Questionnaire

1. Preparation phase (17.1.2015 – 18.4.2015)
   a. Is the number of the trainings sufficient? 
      Yes / No

      If not, how many would you suggest? ..............................................

   b. Is the length of each training adequate? 
      Yes / No

      If not, how many would you suggest? ..............................................

   c. Which of the elements of the trainings do you find most useful? (you may underline more than one)
      i. Introduction to EU governance
      ii. Introduction to European Council
      iii. Introduction to negotiation tactics
      iv. Impromptu speech
      v. Research preparation
      vi. Mock game and practising of the rules and procedures
      vii. Seminar at the EU Office

      viii. What other elements would you think of?

      ........................................................................................................

      ........................................................................................................

      ........................................................................................................

      ........................................................................................................

*Please cross the inappropriate
d. What in your opinion should be done to allow the participants better preparation for the final conference?

I think the mock section is very useful in preparing us to be a professional country representative. If the mock session is longer, we would have enough time to simulate the conference comprehensively.

e. Other comments and suggestions on preparation phase?

Can combine the EU, governance, and European Council session and spend more time on simulations. Can add in interactive session in introducing different negotiation tactics.

2. Conference (24-25.4.2015)

a. What is your general experience from the conference?

It’s all about consensus. I wouldn’t know how important consensus is, if I didn’t join the conference. Though reaching consensus is much more challenging than voting, the result is worthwhile. It is a valuable lesson.

b. Do you think the length of the conference is appropriate? Yes / No*

If not, how many days do you think it should take?.................................

*Please cross the inappropriate
c. Was the information provided suitable for the preparation of the Position Paper?

Yes / No*

If not, what would you suggest to improve?

It would be even better if the content of “Pan-European alumni ... work” is clearly defined. We see some cross difficulties in discussing the establishment of the unit since the nature of unit is understood differently by different countries delegate.

d. Was the information provided suitable for the preparation of the negotiations?

Yes / No*

If not, what would you suggest to improve?


e. Was the flow of the conference clear?  

Yes / No*

If not, what would you suggest to improve?


*Please cross the inappropriate
f. Was the 3-level-dynamics felt during the negotiations?  
Yes / No*

If not, what would you suggest to improve?


g. What would you change to improve the negotiation experience?

Some time should be spent for foreign minister group and prime minister group to gather and type out the points discussed by various countries' delegates.


h. Did the information over lunch regarding terrorist attack add to the enjoyment of the exercise?  
Yes / No*

I really appreciate the "terrorist attack" information. It makes us feel much stronger on our countries' stances. We kept on disagreeing with different countries' delegations expressing our stances and understanding each other and trying to reach consensus. This part is what I appreciate most during the conference.

i. Other comments and suggestions on conference?


*Please cross the inappropriate
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 satisfies everyone. But when the distance of various parties is possible, and the result must be better than we have ever thought of. Not surprising 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 finish and desire...let’s improve with your colleagues. Instead, we should genuinely listen to...others and reach consensus by discussion. I am confident that I could help foster consensus-seeking in the future workplace.

c. What did you definitely like about the programme?

I like the terrorist attack scene. The news makes the simulation real and makes truly get into the atmosphere. It ends 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 more intensive activities to make it more interesting.
e. Do you feel that there is enough incentive offered to join HKMEU?  
   Yes/ No*

   If not, what incentive would you suggest to include?
   But it would be even better if some subsidy is provided to the winner.

*Please cross the inappropriate

f. Specifically talking about the prizes is there anything you would like to change?
   The prizes at the event should included the flight ticket since some winners were faced to give up the winter trip because of financial burden caused by the flight. It was a pity.

g. Would you recommend joining this programme to other students?  
   Yes / No*

   Why / why not?
   I learnt a lot in this programme and it also allows me to know other final year students and professors. Cultural background and friendship in this programme thank you!

h. What would you suggest the organizers to change for the future to make the programme more attractive?
   More activities in teaching lectures and more free discussion time.
*Please cross the inappropriate

i. Other comments and suggestions on the general meaning of the conference

I really appreciate this program offering chance for students to explore a critical institution in Europe, the European Union, by simulating the conference and visiting the European Union's headquarters in Brussels.

This is a very good chance to motivate students to love and believe in Europe. Since most of the students in my country do not know much about Europe, and have quite a lot misunderstanding. It is a good start to let students try to understand how Europe works and how the European countries reach consensus. I hope that this program will promote to more and more university and allow more students to take their first step to Europe.
CERTIFICATE of APPRECIATION

2016
HKBU Library Award for Excellence in Undergraduate Research

Dr. Krzysztof Sliwinski

For recognising outstanding student research with nominations for the 2016 Award

January 2017

Kendall Crilly, University Librarian
Certificate of Achievement

This is to certify that Dr. Krzysztof Sławinski
of the Department of Government and International Studies has been awarded the
Faculty Award for Early Career Academic (Teaching) 2015/16.

[Signature]

Professor Adrian J. Bailey
Dean, Faculty of Social Sciences
Hong Kong Baptist University

21 January 2016
Appendix 11

THIS CERTIFICATE IS AWARDED TO
Dr. Krzysztof Śliwiński
FOR OUTSTANDING CHAIRMANSHP OF THE
HONG KONG MODEL EUROPEAN UNION ON 24 AND 25 APRIL 2015

Vincent PIKET
Head of European Union Office
to Hong Kong and Macao
Appendix 12

President's Award for Outstanding Performance 2017

Presented to Dr. Krzysztof SLIWINSKI
in recognition of his Outstanding Performance in Teaching
Appendix 13

Dr Krzysztof SLIWINSKI

香港浸會大學
Hong Kong Baptist University

獲提名
was nominated for the

二零一七年教資會傑出教學獎
2017 UGC Teaching Award

2017年9月7日
7 September 2017

大學教育資助委員會主席
Chairman, University Grants Committee
Appendix 14

CERTIFICATE OF COMPLETION
修業證書
This is to certify
兹證明

SLIWINSKI KRZYSZTOF
has completed a 12-hour Mental Health First Aid Standard Course
organized by The Mental Health Association of Hong Kong
完成由香港心理衛生會舉辦
為期十二小時之精神健康急救基礎課程

From: 21/11/2017  To: 30/11/2017

Ms. Kimmy Ho
Director
The Mental Health Association of Hong Kong

Ms. Prudence Wong
MHFA Course Master Instructor
The Mental Health Association of Hong Kong

Date of Issue: 30/11/2017

The Mental Health Association of Hong Kong is authorized by the Mental Health First Aid International to issue the MHFA Certificate