

# Intercultural Engagement Project

# 跨文化交流

**Dr. Tiffany Leung**



# Contents

- 4 Introduction**
- 6 Contextual Information**
- 12 Intercultural Engagement Workshops**
- 16 What did we learn from student participants' sharing and feedback?**
- 22 What did we learn from the process of this engagement project?**
- 26 Reflections on the use of online space**
- 30 Towards the future: What can we do?**
- 34 Appendices**

# Introduction

Manchester Museum invited a facilitator (Tiffany Leung, a Counselling Psychologist) and co-facilitator (Naomi Kashiwagi, Student Engagement Coordinator, Manchester Museum) to develop and produce a project to engage and connect University of Manchester students who identify as Chinese with a recently acquired and never before displayed Chinese collection, as part of Buxton Museum's Travelling Stories project funded by The Esmée Fairbairn Foundation. This collection of Chinese objects is from the former Derby Libraries School Loans Collection.

We co-developed, co-produced and co-facilitated the Intercultural Engagement Project. We proposed that public engagement and learning could be further fulfilled via understanding of, promotion and facilitation of intercultural communication. In relation to the Chinese objects and art, we aspire that the Chinese objects and art on display in the new Chinese Culture Gallery at Manchester Museum and also part of object handling collections, will act as catalysts in an integrated space for Chinese and non-Chinese interpretations and perspectives.

Through the Intercultural Engagement Workshops, students had the opportunity to find out more about these Chinese objects and art and share their stories and perspectives. Insights and findings from these workshops will contribute towards intercultural communication, understanding and engagement in relation to Manchester Museum's new Chinese Culture Gallery, which aims to build understanding between cultures through empathy. The new Chinese Culture Gallery is part of hello future, the £13.5 million capital project to transform Manchester Museum.

The Intercultural Engagement Project provides an engagement opportunity with the University of Manchester's Chinese international students to reflect on their Chinese – UK personhood and sense of belonging/community in the context in which Chinese objects and art are presented in a public (UK) space.

# Contextual Information

## Manchester Museum

[Manchester Museum](#), part of The University of Manchester, first opened in 1890. It is the UK's largest university museum with a collection of about 4.5 million items from every continent.

From Darwin to Turing, from natural history and the environment to technology and the environmental, via objects as remarkable as dinosaur skeletons and mummies from Ancient Egypt: our collection spans millennia, and over four million objects.

Its combination of the academic and the popular is what makes the Museum so distinctive and lies at the heart of its widespread appeal. The Museum's vision is to build understanding between cultures and a sustainable world.

Every year over half a million people visit. Over the next two years, Manchester Museum is working towards an exciting new £13.5 million project hello future, to transform and develop the Museum becoming more inclusive, imaginative and caring to the diverse communities it serves.

## hello future

[hello future](#) is the exciting new £13.5 million project to transform and develop Manchester Museum, as it becomes more inclusive, imaginative and relevant to the diverse communities the museum serves.

At the heart of this transformation will be a beautiful two-storey extension, which will create new galleries, a new entrance and shop. During this time, the museum will also be taking collections out on the road to all sorts of new spaces and places.

The museum is building new partnerships across the city and across the world. In 2022, the museum will welcome individuals to a bigger, more inclusive and more wondrous Manchester Museum. The hello future transformation includes: New Exhibition Hall, South Asia Gallery, Lee Kai Hung Chinese Culture Gallery and Welcome area.

The hello future transformation includes:

- A new Exhibition Hall
- South Asia Gallery
- Lee Kai Hung Chinese Culture Gallery
- Redisplayed galleries
- New entrance and visitor facilities with focus on inclusive and accessible design

## The Lee Kai Hung Chinese Culture Gallery

The first such gallery devoted to China in the history of Manchester Museum, this exciting new space is dedicated to building understanding and empathy between the UK and China. Exhibitions and partnerships, also include a gathering and activity space.

Drawing upon Manchester's rich, China-related collections and the human-interest stories that lie behind them, the museum will highlight inspiring stories of friendship, collaboration and reciprocity between British and Chinese people.

Developed in close collaboration with The University of Manchester's Manchester China Institute and local communities, the multi-lingual gallery will explore the rich cultural heritage and historic links between Manchester and China and will showcase rarely seen collections, powerful personal narratives and international research collaborations and partnerships.

There will be space for gathering and performance, and the gallery will be a hub for education and active community engagement.

## **Dr. Tiffany Leung (Facilitator)**

Dr. Tiffany Leung is a UK chartered counselling psychologist, life coach and training provider. She works in the NHS and specializes in forensic mental health. She also runs a psychological service, Corimus which provides psychological therapies, coaching, mental health and intercultural competency training. She is an honorary lecturer in the University of Manchester, teaching intercultural public health.

Coming from a bicultural Chinese and British background, Tiffany is devoted to support Chinese mental health, enhancing wellbeing awareness and bridging work between British and Chinese cultures under the intercultural lens. Her work is based on the belief that wellbeing and mental health are closely tied with social justice values.

Tiffany is interested in using art and action-based approaches which articulate shared experiences, particularly the often-unspoken socio-political processes. She advocates for resources and space to cultivate more respect and communication in the community, which further transform into social actions.

## **Naomi Kashiwagi (Co-Facilitator)**

Naomi Kashiwagi is Student Engagement Coordinator at Manchester Museum. Her current priorities are mapping and exploring how Manchester Museum has engaged University of Manchester faculties, schools and divisions and how to further this engagement.

Naomi Kashiwagi has been Student Engagement Coordinator at Manchester Museum and the Whitworth for over 10 years and recently her role is solely at Manchester Museum so she can focus on the capital project (hello future).

Naomi is also an artist, creative producer and Clore leader. She produces visual art, sound works, music, installations, performances and events. Naomi's work often draws upon her dual heritage, an intrinsic fusion of two cultures, British and Japanese.

## **Previous collaborative project**

Dr Tiffany Leung and Naomi Kashiwagi first worked together when Naomi was the lead at the Whitworth (Student Engagement Coordinator, the Whitworth) for the event "Let's Try the Chinese Well-being Practices" (on Nov 09, 2019).

The event was a cross-cultural practice and public event (with Dr. Miguel Antonio Lim, Senior Lecturer in Education and International Development at the School of Environment, Education and Development, the University of Manchester). The project encouraged Chinese international students to share their ideas and experiences of Chinese wellbeing to the public via holding a half-day event at the Whitworth.

The project adopted train-the-trainer approach. Students were provided with skills learning and support as they designed, developed and led the event. The training was also held in the format of experiential based learning, as students could directly apply their learning into practice, and enhance their own wellbeing by being actively involved in volunteer activities and self-development.

# Intercultural Engagement Workshops

## Intercultural Engagement Workshop run down

The Intercultural Engagement Project was held in the form of online/virtual workshops on Wednesday 10 March 1:30pm – 6pm (GMT) and Wednesday 17 March 1:30pm – 6pm (GMT).

There we collected student participants' reflective views from their positioning as a University of Manchester international student who identifies as Chinese on:

- their personal preferences and interests with art, history and online experiences;
- their views on Chinese objects, art and history shown in the UK;
- their suggestions and recommendations for enhancing the Chinese Culture Gallery at Manchester Museum.

To view the Intercultural Engagement Workshop run down on 10 March and 17 March go to:

**Appendix A: Intercultural Engagement Workshop run down versions and Zoom screenshots.**

## **Courses student participants are studying at the University of Manchester**

BA English literature and Spanish

BA Liberal Arts

BSc Business Studies

BSc Psychology

MA International Education

MA Heritage Studies

MA Translating and Interpreting Studies

MSc Pollution and Environmental Control

MSc Accounting and Finance

# What did we learn from student participants' sharing and feedback?

## What is intercultural communication in art and history?

### Enhancing connectivity between individuals and between them and Manchester Museum

Students developed meaningful and personal connections with other students in the group. The workshops have acted as a safe space for students to express their stories and opinions. Some of the students asked about how they could stay in touch with each other after the workshop.

Students were also interested in being involved with further opportunities at Manchester Museum in connection with the Chinese Culture Gallery. Moreover, one student started to show interest in the Museum sector as a career path during the workshop.

In short, facilitation of engagement between the Museum and the public can be meaningful and deep via enhancing connectivity in a shared space, as students felt they could express their thoughts and feelings. It can be suggested that important human qualities such as empathy were positively articulated via linking engagement with intercultural communication – the core of social action.

## **Linkage to sociocultural personhood within the UK context**

From the Intercultural Engagement Workshops, art and history appeared to have opened up student participants' connection with the socio-political agenda in the historical and present era. Some students expressed their desire to learn more about their culture and history after this workshop.

It can be suggested that their engagement experience with the shown Chinese objects/the project itself has served as a catalyst to stimulate their interest to appreciate and further develop their own perspective on Chinese culture and history, which shows as evidence of their connection with and interest to develop their sociocultural personhood.

The significance of the UK context was also highlighted. Students shared that they didn't pay attention at Chinese art/objects, or Chinese culture – their own culture in China. Being in China, they are directly surrounded and embedded within the culture, and tended to become interested at other cultures, including Western cultures and also other East Asian cultures.

## **Translation**

Sharing from participants in both of the workshops reflects that translation is an important matter and their concern, particularly the lost in translation issue. Feelings of doubt were expressed that aspects of Chinese culture, including language, cannot be fully interpreted and understood. To resolve this, participants stated there is never 100% translation, but it is essential that the Museum seeks for different presentations of information and knowledge, as an act of intercultural communication and attempt to deliver accurate and culturally informed knowledge to reflect and enhance cultural understandings.

## **Articulation of socio-political discourses and a sensitive approach**

In the discussions, some participants also emphasized the importance to focus on China in the present time, 'now', when introducing the Chinese objects which represent the 'past'. The students linked the past with the traumatic history of China, as well as the corresponding stereotypes and stigma casted upon the country and Chinese people since then even until now.

Participants were given the opportunity to think about their culture and history in a new way – how art, objects, history and culture are expressed and manifested in a non-Chinese, in this case the UK, by non-Chinese people. Being aware that the Chinese objects/art being shown to predominantly non-Chinese public audiences and also that they are being shown in the UK, participants' feelings and thoughts were triggered in parallel to feelings of being perceived as Chinese by the non-Chinese. They associated this with the perceived stigma and stereotypes. There was a need for students to ensure that fuller perspectives of China to be shown, particularly the Modern China socially, economically and politically. It is hoped that the Chinese objects and art that are shared and displayed embed a much bigger sociocultural and political understanding: What are the British-Chinese relationships today and what will they become?

Art triggers positioning of socio-political agenda across different points of the timeline, from the past, present, to the future, and the comparison between these points. In regard to this, some students recommended that interpretations/introduction of objects/art/collections/exhibitions and their backgrounds to be jointly developed by non-Chinese and Chinese experts. It is hoped that intercultural communication will continue to be conducted as the Chinese Culture Gallery is developed to ensure that the displays accurately reflect knowledge, education and histories.

## Recommendations for the new Chinese Culture Gallery at Manchester Museum

- Students emphasized the need to use different ways to share information. A notable example is to invest in using multiple media to enhance public engagement, particularly the younger audiences. This includes the use of creative media, such as short videos which are fun, where appropriate, and engaging.
- Students recommended using different ranges of social media, including Tik Tok, Youtube, as well as Chinese media such as WeChat. Manchester Museum could consider using social media platforms that international students and audiences are used to using in their home country and continue to use in the UK to engage them.
- Students recommended applying design to knowledge to enrich the learning experience, such as using interactive activity, e.g. Visual and informative cards for visitors to read about stories behind object / art; showing where the object / art was collected in China (avoid generalization and share about the different parts of China)
- Enhancing the visiting experiences. Students recommended a few suggestions, such as providing online experiences prior to entering the actual exhibition; trying on traditional dress costumes and take photos to interactively enhance their association with the historical experiences; adding spatial design and pre-reading room (an empowering and enriching space/room in which visitors could do some pre-reading and have an introductory session) to enhance visitors' insight and understandings of Chinese culture.

- Involving Chinese representation in the development of the Chinese Culture Gallery: Participants shared that it is hoped that the project continues to include involvement from people who identify as Chinese to contribute their perspectives and alleviate bias and stereotypes throughout the development of the Chinese Culture Gallery and once it is open too. Suggestions include British born Chinese individuals as volunteers and co-productions with Chinese institutions.
- Exploring interests of the non-Chinese: Chinese participants suggested the need to attend to non-Chinese voices to find out what they are interested in, e.g. What do you want to know about China?, so as to identify what the potential visitors and audiences are interested in.
- Launch interactive workshops: Workshops allow people to get together and it is hoped that they would be organized in conjunction with the development of the Chinese Culture Gallery and also once the gallery is opened, to boost public engagement and intercultural communication in an evolving, responsive and dynamic way.

# What did we learn from the process of this engagement project?

## What were the sudden situations and how did we improvise along the way?

- There is no clear-cut pathway to reach the Chinese international students. We needed to find the right channels to reach them .
- We received feedback from some University of Manchester staff that identify as Chinese, that students who identify as Chinese are more likely to engage with an opportunity if it is written in Chinese.

## Learning points

- We learnt that engagement with professionals/supporting staff who support Chinese international students is also part of the overall engagement work with the students.
- From the situation, we recognised the strength of having empathy of the situation about speaking English as a foreign language and giving students the option to speak in either, or go between the two. We tried to create a space which allowed students to do whatever they felt the most comfortable for them and the group dynamics.
- It is noted that different students reacted differently to the use of Chinese language. The first group showed a significant increasing disclosure and positive response; whereas the second group continued to prefer using English language to express themselves.

- Some students warmed up to Chinese language speaking in the workshop and showed a significantly different response/ engagement level. A spontaneous decision was made during the session, as the main facilitator used Chinese language to facilitate the discussion before feedbacking to the main group.
- It appears students' use of Chinese language articulated their relationship with their Chinese cultural identities, different from their presented identities when speaking in English.
- Cultural competency skills of the facilitator were highlighted as he/she/they would need to know when to flexibly adopt such adaptation in order to enhance sharing and communication.
- In first workshop (10 March), we asked students in one of the sessions if they would like the opportunity to be in one Breakout Room together so they could speak in Chinese (previously groups of 2 or 3 students). They opted for that option and Tiffany, as the bilingual facilitator joined them to facilitate the discussion in the Breakout Room before re-joining the workshop in the main zoom space to feedback.
- In second workshop (17 March), we asked the students if they wanted to discuss in Chinese in the Breakout Room and the group were happy either way. The students went into the Breakout Room and Tiffany joined then after around 8 minutes and they were observed discussing in English language. Tiffany decided to leave the group uninterrupted.

## Recommendations

- Engagement work also includes promotion of the engagement opportunity. We made additional strategic effort to reach the students. Our adaptive strategy increased students' interests and we received more than 30 responses from students identifying as Chinese since then.
- Develop a framework and guidelines for engagement work, which identifies clearly that promotion of the opportunity is part of the engagement work itself, especially working with a target audience or demographic, which requires a more nuanced approach and research time to find contacts and apt ways of communicating.
- Having resources (facilitator/co-ordinator/project manager/ marketing staff and strategy and networks/ contacts) and scheduling this into the engagement strategy should be appropriately included in engagement projects and considered when planning activities/workshops/events, etc.
- **Appendix B: Full process of promotion of the Intercultural Engagement project**

# Reflections on the use of online space

## Virtual communication: New opportunities or limitations?

The COVID-19 restrictions have led to our adoption of a virtual setting for the current project. We recognise that the virtual setting of the workshops has its advantages as it allowed participants to join the workshops under the COVID restrictions as well as restrictions of being in different geographical locations. Shortcomings of virtual communication were also identified in the workshops. We observed some student participants' partial engagement during the workshops. They appeared to be sometimes distracted by other things on their communication device, or they were sometimes engaging with other things alongside the workshop. Online communication is reliant on individuals using a device which is multi-functional. Users can easily click from one thing to the next and sometimes not fully engage with communication solely during an online workshop and discussion.

Therefore, we suggest that virtual setting of the workshops reflect the limited, or reduced range of verbal and nonverbal exchange between the facilitators and participants. The virtual channel somehow has acted as a barrier on limiting the building of rapport and connection between individuals. Some social rules or mannerisms were lost in the virtual world. Many participants appeared to have the impression it was virtually socially acceptable to also engage in their own activities intermittently when participating in the workshop, whereas in the face-to-face setting, although individuals are not forbidden to access their smart devices, normally such behaviour would be regarded as socially inappropriate. Furthermore, students and facilitators' verbal and nonverbal communication are fully and explicitly shown to each other, and thus students are more likely to engage and immerse themselves in the discussions.

## Showing, sharing and engaging with objects and art online

Students were not able to touch the objects via online exhibition. We used the online platform, Padlet, to show all of the Chinese objects online. Objects were shown via illustrating photographs of the objects from Buxton Museum and also photographs that the curators at Manchester Museum took of the objects photos when they arrived at Manchester Museum.

[Padlet](#) facilitated a successful online sharing. First, it enabled all the objects to be uploaded and viewed. To see them all, they could be scrolled through and enlarged. The order of the objects could also be changed. Objects were labelled, Object 1, Object 1, and when there were additional viewing points, they were labelled, for example, Object 33 1/2, Object 33 2/2, Object 33/3, so students could choose an object based on their personal and intuitive connection/curiosity, rather than it being information based

However, the display of objects and art was hindered by the spatial limitations online. In the actual museum setting, objects could be arranged with sufficient space, whereas online space was limited to the much smaller screen size of display. Due to a large number of photos being taken, we originally considered selecting a few amongst all photos to enhance individuals' spatial experiences. However, we decided on showing all photos, such that participants could have full autonomy in selecting the objects and not select from the already filtered range of objects. We recognized our act of selecting the photos would lead to our injection of the own subjective curation of objects.

**Appendix C: Padlet Images, objects chosen by students and Zoom screenshots)**

# Towards the future: What can we do?

From the above sharing, we propose a few actions as the follow up of the current Intercultural Engagement Project. We suggest that the extension of the Intercultural Project will continue to support and help develop the new Chinese Culture Gallery at Manchester Museum, as well as other museums in the UK who have Chinese collections, exhibitions and acquisitions. The current Intercultural Engagement Project has served as the starting point for social action, as University of Manchester Chinese international students shared their interpretations and connections, as they stood at the interface of China and the UK.

It has been suggested that the Chinese Culture Gallery will create better understanding by promoting perspective-taking and the humanising of other people and by emphasising our common humanity. From this Intercultural Engagement Project, participants were able to demonstrate intercultural communication, connectivity and alternative perspectives, considering their sociocultural and political personhoods. They also explored the present and future understanding of the display of Chinese objects and art.

This sheds light on the use of objects, art and history as an effective tool for bringing out curious exploration and expressions of complex socio-cultural and political understandings, which is the core of social action. It is hoped that the project will be extended under a few suggested directions of development. It is foreseen that such development will allow continuation of intercultural dialogue, and potentially reach reconciliation of the past and present cross-cultural tensions, and thereby intercultural growth.

## Recommended actions

- Invite involvement of other Chinese groups (e.g. new migrants, British Born Chinese) into the Intercultural Engagement project. They could participate in a similar workshop.
- Invite dialogue between Chinese international students and individuals in the UK and non-Chinese audiences, to explore interests in Chinese culture (what do you want to know about China?).
- Develop a workshop in which people who identify as Chinese view the actual exhibited objects and contribute their views to the development of the exhibition (under facilitation).

# Appendices

## Appendix A: Intercultural Engagement Workshop run down versions and Zoom screenshots



### Intercultural Engagement Workshop 1: Programme Rundown

Date: Wednesday 10 March 2021

Time: Time in UK: 1:30pm - 6:00 pm (GMT); Time in China: 9:30pm – 2:00am (GMT +8)

Number of students: 8

Facilitators: Tiffany Leung and Naomi Kashiwagi

Medium: Online video (Zoom)

#### Part 1: Enhancing reflection and interpersonal communication (1:30pm – 2:15pm)

##### 1:30 pm - 1:45 pm

1. Ice-breaking game (15 mins): Counting numbers (Participants form a sequence given the instructions)

1.1. Introduction (5 mins)

1.2. Ice-breaking game (10 mins) - different questions (name sequence, height, what zodiac animal)

##### 1:45 pm - 2:15 pm

2. Group discussions and sharing (30 mins)

Students are formed into groups of 4 and discuss:

2.1. What are your experiences of sharing online?

2.2. What's your relationship with Chinese objects, history and art?

2.3. How are you seeing art, objects and history online?

Break: 2:15pm - 2:30 pm

#### Part 2: Collaborative connection with Objects, History and Art (2:30pm - 4:00 pm)

##### 2:30 pm - 3:00 pm

3. Collection Objects- viewing and sharing

3.1. Participants view the objects. (10 mins)

3.2. They pick a preferred object they feel related to the most. (5 mins)

3.3. Students form groups according to the same objects they like. In groups, they share their experiences and stories as how they see the object. Record their experiences. (15 mins)

##### 3:00 pm - 4:00 pm

3.4. Students return to the groups and share their thoughts. (40 mins)

3.5. Students share their feedback to the sharing and learning. (20 mins)

Break: 4:00 pm - 4:15 pm

#### Part 3. Empowerment and preparing for intercultural communication (4:15 pm - 5:20 pm)

##### 4:15 pm – 4:35pm

4. Preparation for mentor role

4.1. Introduce students' role as a mentor (10 mins)

4.2. Elicit good points as a good facilitator: discussion (e.g. listening; positive feedback; sharing the own views) (15 mins)

##### 4:35 pm - 5:05 pm

4.3. What will you do as the one thing you hope to add to your practice which enhances the intercultural experiences? (15 mins: inc feedback to the group)

4.4. what will you foresee as constructive addition which will benefit the museum displays? (10 mins: brainstorming and reflections)

Break: 5:05 pm - 5:15 pm

##### 5:15 pm - 6:00 pm

4.5. Reflect on which skill students want to enhance (10 mins)

4.6. Practice: students try being the facilitator (25 mins - break at the same time)

4.7. Final reflections (10 mins)

Figure A-1 Intercultural Engagement Workshop Programme Rundown, 10 March 2021



Figure A-2 Intercultural Engagement Workshop, 10 March 2021 (Zoom screenshot showing discussion )



### **Intercultural Engagement Workshop 2: Programme Rundown**

Date: Wednesday March 17 2021

Time: Time in UK: 1:30pm - 6:00 pm (GMT); Time in China: 9:30pm – 2:00am (GMT +8)

Number of students: 6

Facilitators: Tiffany Leung and Naomi Kashiwagi

Medium: Online video (Zoom)

#### **Part 1: Enhancing reflection and interpersonal communication (1:30pm – 3:20pm)**

**1:30 p.m. - 2:10 p.m.**

1. Ice-breaking game (15 mins): Counting numbers (Participants form a sequence given the instructions)

1.1. Introduction (15 mins)

1.2. Ice-breaking game (25 mins) - different questions (name sequence, height, what zodiac animal)

**Break: 2:10 pm - 2:20 pm**

**2:20 pm – 3:20 pm**

2. Group discussions (30 mins)

Students- one group in breakout room and discuss (with Tiffany)

2.1. What are your experiences of sharing online?

2.2. What's your relationship with Chinese objects, history and art?

2.3. How are you seeing art, objects and history online?

2.4 Students return to the groups and share their thoughts. (30 mins)

**Break: 3:20pm - 3:30 pm**

#### **Part 2: Collaborative connection with Objects, History and Art (3:30pm – 5:00 pm)**

**3:30pm – 3:55pm**

3. Collection Objects- viewing and sharing

3.1. Participants view the objects. (5 mins)

3.2. They pick a preferred object they feel related to the most. (5 mins)

3.3. Students – breakout room (with Tiffany). They share their experiences and stories as how they see the object (15 mins)

**3:55pm – 4:30 pm**

3.4. Students return to the groups and share their thoughts. (20 mins)

3.5. Students share their feedback to the sharing and learning. (15 mins)

**Break: 4:30pm – 4:40pm**

#### **Part 3. Empowerment and preparing for intercultural communication (4:40pm - 5:10 pm)**

**4:40pm - 5:10 pm**

4.1. What will you do as the one thing you hope to add to your practice which enhances the intercultural experiences? (Breakout Room – 4.3 & 4.4 – discuss – 15 mins)

4.2. what will you foresee as constructive addition which will benefit the museum displays? (Breakout Room – 4.3 & 4.4 – feedback – 15 mins)

**Break: 5:10pm – 5:20pm**

**5:20pm – 5:40pm**

4.3. Reflect on which skill students want to enhance (10 mins)

4.4. Final reflections (10 mins)

\*20 minutes contingency to finish at 6pm

Figure A-3 Intercultural Engagement Workshop Programme Rundown, 17 March 2021

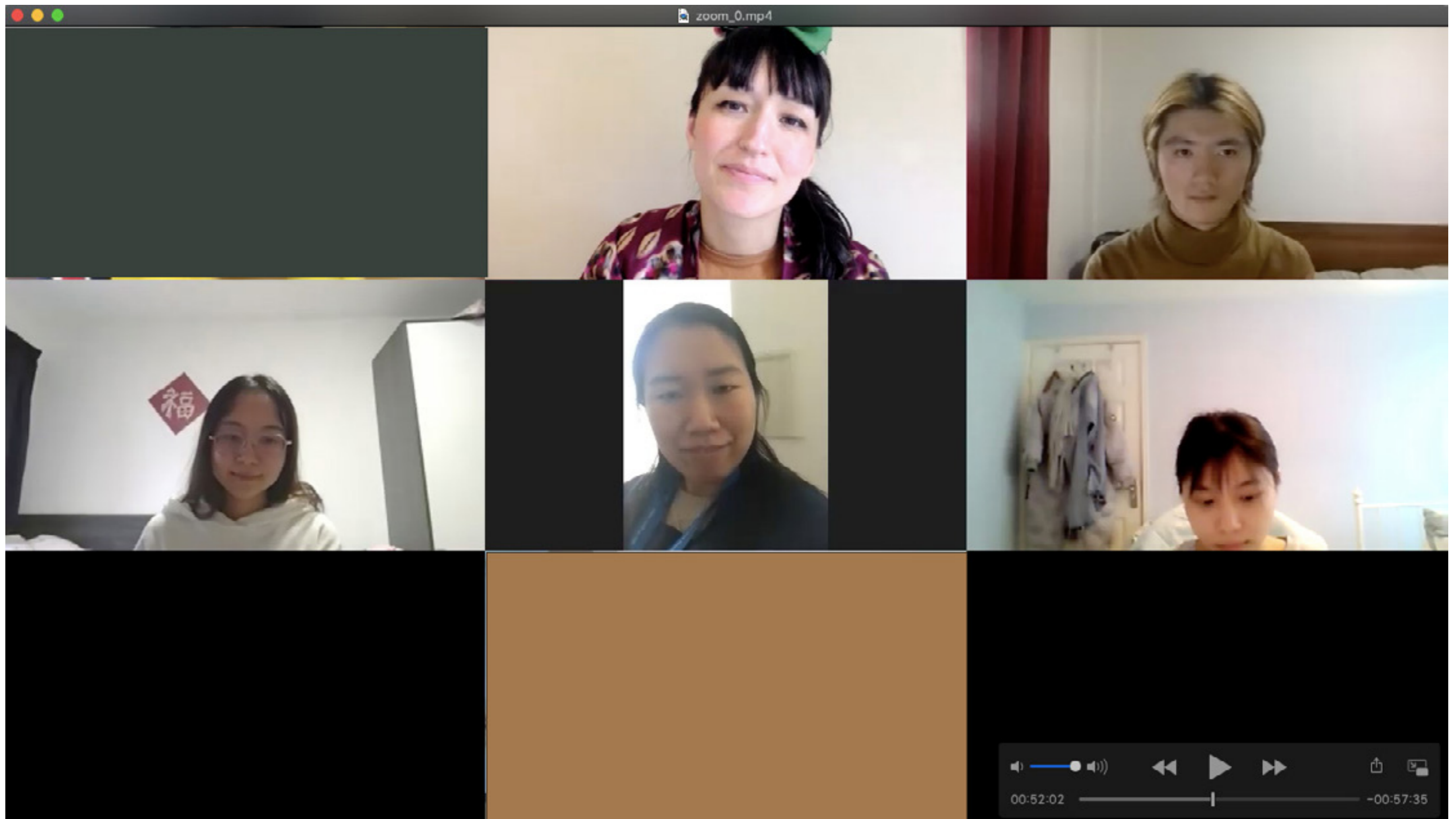


Figure A-4 Intercultural Engagement Workshop, 17 March 2021 (Zoom screenshot showing discussion)

## **Appendix B: Full process of promotion of the Intercultural Engagement Project**

Initially, promotional content about the Intercultural Engagement Workshop was sent out in English. This included sending the opportunity to lecturers to send to students, the University of Manchester (UoM) Volunteering HUB, the International Society, International Society, Karen Wang (Confucius Institute), a representative of The Chinese Students and Scholars Association (UoM Student Society), the Faculty of Biology, Medicine and Health Administration Office (UoM), MA International Education Lecturer (UoM), Business School Lecturer (UoM), (British Chinese Society (UoM Student Society)). In a week after dissemination of the promotional content, only one student who identified as Chinese responded to the opportunity.

Then, we received feedback from a Chinese colleague at the University of Manchester that Chinese students are more likely to respond to an opportunity if the promotional content is written in Chinese. As a result, I translated the call out text into Chinese and Dr Fang Zong, Chinese Culture Gallery Assistant from Manchester Museum proof read the text.

We produced both Chinese-only and Chinese and English versions of the promotional text. The combined Chinese and English version was included and the main version used for promotion so that non-Chinese speaking/reading colleagues could understand what they were being asked to share with students who identify as Chinese. From this approach we got 19 students who signed up for the first workshop.

Another recommended promotional avenue is the University of Manchester's Volunteer Hub which consists of a network of 550 students who identify as Chinese. Lindsay Gilbert, the Volunteer & Community Engagement Manager shared the intercultural engagement workshop opportunity with this network by email. A lot of the students responded to the email and showed their interest in the opportunity.

Moreover, we had the most responses from students studying MA International Education. Tiffany sent the opportunity to an MA International Education Lecturer who shared it with their students. It appears that students also responded more positively to promotion circulated by lecturers they personally connected with or were familiar with.

Further to this, Naomi contacted a University of Manchester Data Analyst to find out what the most popular courses are for students who were identified as Chinese. Although we received the response (took more than 2 weeks) after the actual date of the second workshop, we recognized that such data is useful for marketing and engagement strategies.

Recommended marketing and engagement strategy: Lecturers from specific courses can be directly contacted to share opportunities with students who identify as Chinese (in relation to the development of the Chinese Culture Gallery at Manchester Museum).



### Intercultural engagement project

*Do you enjoy meeting new people and sharing stories? Are you curious and interested in Museum objects?*

Manchester Museum has an exciting new project to connect students with a recently acquired and never before displayed Chinese collection. Through this project students will have the opportunity to find out more about the museum collections and contribute towards the Manchester Museums new Chinese Culture Gallery.

We invite Chinese students to share their cultural experiences and stories through a series of Creative workshops and explore how we can use the collection to articulate different perspectives and generate intercultural dialogue.

This project will be run under our carefully designed interactive intercultural and social action model. Aside from having rewarding and meaningful experiences, we believe that students will also foster individual skills and capabilities including:

- individual and group reflective ability
- interpersonal communication ability (with students from different cultural backgrounds)
- contribution to social action (making an actual social impact): Participants will contribute towards intercultural understanding and communication in response to the Chinese objects / artefacts / art and in the long term, towards the development of the Chinese Culture Gallery at Manchester Museum.
- actual experiences of applying learning into practice

The programme has been developed and facilitated by Dr. Tiffany Leung, Chinese British and UK accredited counselling psychologist, and Naomi Kashiwagi, Student Engagement Coordinator at Manchester Museum.

We are aware of the current challenges due to the Covid-19 pandemic and all sessions will be held online via Zoom. All zoom sessions will also be recorded. The films of the sessions will be edited and a short film will be produced. This short film will be shared with Buxton Museum, The Esmée Fairbairn Foundation and Manchester Museum. A video release consent form will be sent to you in advance of the first workshop, to complete, sign and return.

Intercultural engagement project details:

Dates:

- 1) Weds Feb 10, 1pm -5pm - Experiential learning with objects
- 2) Weds Feb 17, 2pm – 4pm - Being an intercultural mentor
- 3) Weds March 03, 1pm- 5:30pm - Interactive action learning
- 4) Weds March 10, 2-5pm - Debrief and evaluation

Where: Online - Zoom

Who are we looking for?

- University of Manchester students
- Diverse mix of students with Chinese backgrounds (this includes individuals born in China, or students with bicultural upbringing or Chinese born in the UK)
- Students who would like to be an intercultural mentor can fully commit to the project and attend all 4 sessions.
- Students will have good access to the internet and can use video zoom software

How to register: If interested, email Naomi ([naomi.kashiwagi@manchester.ac.uk](mailto:naomi.kashiwagi@manchester.ac.uk)) or Tiffany ([corimuscounseling@gmail.com](mailto:corimuscounseling@gmail.com)) by 5pm on Friday 5<sup>th</sup> February.

We look forward to hearing from you.

Tiffany and Naomi

Figure B-1 Intercultural Engagement Workshop call out (English only), 10 March 2021



### Intercultural engagement project

#### 跨文化交流

Do you enjoy meeting new people and sharing stories? Are you curious and interested in Museum objects?

您喜欢结识新朋友, 一起分享故事吗? 您对博物馆展览及活动有兴趣吗?

Manchester Museum has an exciting new workshop to connect students with a recently acquired and never before displayed Chinese collection.

曼徹斯特博物館將舉辦一個工作坊讓學生接觸一些從未展示過的中國藏品。

Through this workshop students will have the opportunity to find out more about the museum collections and contribute towards the Manchester Museums new Chinese Culture Gallery.

透過這個工作坊學生將有機會深入了解博物館的中國收藏和為嶄新的中華文化展廳做出貢獻。

We invite Chinese students to share their cultural experiences and stories through a series of Creative workshops and explore how we can use the collection to articulate different perspectives and generate intercultural dialogue.

我們邀請中國學生通過一系列的創意工作坊分享他們的文化經歷和故事, 並探索如何使用該文博藏表達不同觀點並進行跨文化對話。This project will be run under our carefully designed interactive intercultural and social action model. Aside from having rewarding and meaningful experiences, we believe that students will also foster individual skills and capabilities including:

這次項目的宗旨是跨文化交流, 除了讓學員擁有有意義的經歷外, 工作坊亦有助培養學員的個人技能, 包括:

- individual and group reflective ability

- 個人與群體的反思能力

- contribution to social action (making an actual social impact): Participants will contribute towards intercultural understanding and communication in response to the Chinese objects / artefacts / art and in the long term, towards the development of the Chinese Culture Gallery at Manchester Museum

- 對社會行為的貢獻 (產生實際的社會影響): 參與者將通過探究中國的物件/手工藝品/藝術品, 為跨文化的理解和交流做出貢獻, 並從長遠來看為曼徹斯特博物館的中華文化展廳的發展做出貢獻 The workshop has been developed and facilitated by Dr. Tiffany Leung, Chinese British and UK accredited counselling psychologist, and Naomi Kashiwagi, Student Engagement Coordinator at Manchester Museum.

這次工作坊由 Dr. Tiffany Leung 與 Naomi Kashiwagi 統籌, Dr. Tiffany Leung 為英國認可輔導心理學家, Naomi Kashiwagi 是曼徹斯特博物館的學生參與統籌員。

We are aware of the current challenges due to the Covid-19 pandemic and all sessions will be held online via Zoom.

因應近期新冠病毒 Covid-19, 工作坊將以 Zoom 形式進行。

All zoom sessions will also be recorded. The films of the sessions will be edited and a short film will be produced. This short film will be shared with Buxton Museum, The Esmée Fairbairn Foundation and Manchester Museum.

為提高教學質素, 課堂活動會進行錄影, 錄影剪輯後將分享予巴克斯頓博物館, 埃斯米·費爾貝恩基金會及和曼徹斯特博物館作學術交流。

A video release consent form will be sent to you in advance of the first workshop, to complete, sign and return.

在首個工作坊開始前, 我們會就課堂紀錄和分享向學員索取同意, 同意書將在開課前寄給學員, 參與者完成簽署及交回博物館。

Intercultural engagement project details:

跨文化交流工作坊詳情:

Dates/日期:

Weds March 10, 1:30 pm- 6pm - Experiential learning with objects & Debrief

2021 年 3 月 10 日(星期三), 下午 1:30 至 6:00

Where/地點: Online/線上 - Zoom

Who are we looking for/對象 - University of Manchester students/曼徹斯特大學學生

- Diverse mix of students with Chinese backgrounds (this includes individuals born in China, or students with bicultural upbringing or Chinese born in the UK)

中國學生(包括不同中國背景, 例如土生土長中國人, 於外國出生的中國人或雙重文化背景的中國人)。

- Students will have good access to the internet and can use video zoom software

學員需具備操作 Zoom 軟件的能力, 以便參與課程。

How to register: If interested, email Naomi ([naomi.kashiwagi@manchester.ac.uk](mailto:naomi.kashiwagi@manchester.ac.uk)) or Tiffany ([corimuscounseling@gmail.com](mailto:corimuscounseling@gmail.com)) by 5pm on Monday 8 March.

報名途徑: 有興趣的學生可發送電郵至 Naomi ([naomi.kashiwagi@manchester.ac.uk](mailto:naomi.kashiwagi@manchester.ac.uk)) 或 Tiffany ([corimuscounseling@gmail.com](mailto:corimuscounseling@gmail.com))。報名截止時間為 2021 年 3 月 8 日下午 5:00 前。

We look forward to hearing from you.

我們期待您的參與。

Naomi and Tiffany

Figure B-2 Intercultural Engagement Workshop call out (English and Chinese), 10 March 2021

## 跨文化交流工作坊

您喜欢结识新朋友, 一起分享故事吗? 您对博物馆展览及活动有兴趣吗?

曼徹斯特博物館將舉辦一個工作坊讓學生接觸一些從未展示過的中國展品。

透過工作坊學生將有機會深入了解中國文化館的新展品。

我們邀請中國學生您們於創意工作坊中分享您們與中國文化有關的經歷和故事，並探究如何(以歷史文物為媒介)與不同文化交流 藉著歷史文物的探究 進行多文化交流。

是次項目的宗旨是跨文化交流，除了讓學員擁有具意義的經歷外，工作坊亦有助培養學員的個人技能，包括：

- 個人與群體之間的批判思考能力反思
- 顯現個人力量對社會作出貢獻, 推動文化教育;

學員通過交流用多元文化角度了解中國藝術品，對宣揚曼徹斯特博物館 中國文化館的文化教育推動有莫大幫助。

是次工作坊由 Dr. Tiffany Leung 與 Naomi Kashiwagi 統籌，Dr. Tiffany Leung 為英國認可輔導心理學家, Naomi Kashiwagi 是曼徹斯特博物館的學生參與統籌員。

因應近期新冠病毒 Covid-19，工作坊將以 Zoom 形式進行。

為提高教學質素，課堂活動會進行錄影，錄影剪輯後將分享予巴克斯頓博物館，埃斯米·費爾貝恩基金會及和曼徹斯特博物館作學術交流。

在首個工作坊開始前，我們會就課堂紀錄和分享向學員索取同意，同意書將在開課前寄給學員，參與者完成簽署及交回博物館。

跨文化交流工作坊詳情:

日期: 2021 年 3 月 10 日(星期三), 下午 1:30 至 6:00

地點: 線上 - Zoom

對象

- 曼徹斯特大學 中國學生(包括不同中國背景, 例如土生土長中國人, 於外國出生的中國人或雙重文化背景的中國人)。

- 學員需具備操作 Zoom 軟件的能力, 以便參與課程。

報名途徑: 有興趣的學生可發送電郵至 Naomi ([naomi.kashiwagi@manchester.ac.uk](mailto:naomi.kashiwagi@manchester.ac.uk)) 或 Tiffany ([corimuscounseling@gmail.com](mailto:corimuscounseling@gmail.com))。報名截止時間為 2021 年 3 月 8 日下午 5:00 前。

我們期待您的參與。

Naomi and Tiffany

Figure B-3 Intercultural Engagement Workshop call out (Chinese only), 10 March 2021



**Intercultural engagement workshop : Wednesday 17 March, 1:30pm-6pm**

*Do you enjoy meeting new people and sharing stories? Are you curious and interested in Museum objects?*

Manchester Museum has an exciting new workshop to connect students with a recently acquired and never before displayed Chinese collection. Through this workshop students will have the opportunity to find out more about the museum collections and contribute towards the Manchester Museum's new Chinese Culture Gallery.

We invite students to share their cultural experiences and stories through a series of Creative workshops and explore how we can use the collection to articulate different perspectives and generate intercultural dialogue. This project will be run under our carefully designed interactive intercultural and social action model. Aside from having rewarding and meaningful experiences, we believe that students will also foster individual skills and capabilities including:

- individual and group reflective ability
- contribution to social action (making an actual social impact): Participants will contribute towards intercultural understanding and communication in response to the Chinese objects / artefacts / art and in the long term, towards the development of the Chinese Culture Gallery at Manchester Museum.

The workshop has been developed and facilitated by Dr. Tiffany Leung, Chinese British and UK accredited counselling psychologist, and Naomi Kashiwagi, Student Engagement Coordinator at Manchester Museum.

We are aware of the current challenges due to the Covid-19 pandemic and all sessions will be held online via Zoom. All zoom sessions will also be recorded. The films of the sessions will be edited and a short film will be produced. This short film will be shared with Buxton Museum, The Esmée Fairbairn Foundation and Manchester Museum. A video release consent form will be sent to you in advance of the first workshop, to complete, sign and return.

Intercultural engagement project details:

Dates: Weds March 17, 1:30 pm- 6pm - Experiential learning with objects & Debrief

Where: Online - Zoom

Who we are looking for: University of Manchester students - Students who are interested in museum collections, the new Chinese Culture Gallery, intercultural conversations, sharing perspective and stories (Students will have good access to the internet and can use video zoom software)

How to register: If interested, email Naomi ([naomi.kashiwagi@manchester.ac.uk](mailto:naomi.kashiwagi@manchester.ac.uk)) by 5pm on **Friday 12 March**.

We look forward to hearing from you,  
Naomi and Tiffany

Figure B-4 Intercultural Engagement Workshop call out (English, open to all students), 17 March 2021



### Intercultural engagement project

#### 跨文化交流

Do you enjoy meeting new people and sharing stories? Are you curious and interested in Museum objects?

您喜欢结识新朋友, 一起分享故事吗? 您对博物馆展览及活动有兴趣吗?

Manchester Museum has an exciting new workshop to connect students with a recently acquired and never before displayed Chinese collection.

曼徹斯特博物館將舉辦一個工作坊讓學生接觸一些從未展示過的中國藏品。

Through this workshop students will have the opportunity to find out more about the museum collections and contribute towards the Manchester Museums new Chinese Culture Gallery.

透過這個工作坊學生將有機會深入了解博物館的中國收藏和為嶄新的中華文化展廳做出貢獻。

We invite Chinese students to share their cultural experiences and stories through a series of Creative workshops and explore how we can use the collection to articulate different perspectives and generate intercultural dialogue.

我們邀請中國學生通過一系列的創意工作坊分享他們的文化經歷和故事, 並探索如何使用該文庫收藏表達不同觀點並進行跨文化對話。This project will be run under our carefully designed interactive intercultural and social action model. Aside from having rewarding and meaningful experiences, we believe that students will also foster individual skills and capabilities including:

這次項目的宗旨是跨文化交流, 除了讓學員擁有具意義的經歷外, 工作坊亦有助培養學員的個人技能, 包括:

- individual and group reflective ability

- 個人與群體的反思能力

- contribution to social action (making an actual social impact): Participants will contribute towards intercultural understanding and communication in response to the Chinese objects / artefacts / art and in the long term, towards the development of the Chinese Culture Gallery at Manchester Museum

- 對社會行為的貢獻 (產生實際的社會影響): 參與者將通過探究中國的物件/手工藝品/藝術品, 為跨文化的理解和交流做出貢獻, 並從長遠來看為曼徹斯特博物館的中華文化展廳的發展做出貢獻 The workshop has been developed and facilitated by Dr. Tiffany Leung, Chinese British and UK accredited counselling psychologist, and Naomi Kashiwagi, Student Engagement Coordinator at Manchester Museum.

這次工作坊由 Dr. Tiffany Leung 與 Naomi Kashiwagi 統籌, Dr. Tiffany Leung 為英國認可輔導心理學家, Naomi Kashiwagi 是曼徹斯特博物館的學生參與統籌員。

We are aware of the current challenges due to the Covid-19 pandemic and all sessions will be held online via Zoom.

因應近期新冠病毒 Covid-19, 工作坊將以 Zoom 形式進行。

All zoom sessions will also be recorded. The films of the sessions will be edited and a short film will be produced. This short film will be shared with Buxton Museum, The Esmée Fairbairn Foundation and Manchester Museum.

為提高教學質素, 課堂活動會進行錄影, 錄影剪輯後將分享予巴克斯頓博物館, 埃斯米-費爾貝恩基金會及和曼徹斯特博物館作學術交流。

A video release consent form will be sent to you in advance of the first workshop, to complete, sign and return.

在首個工作坊開始前, 我們會就課堂紀錄和分享向學員索取同意, 同意書將在開課前寄給學員, 參與者完成簽署及交回博物館。

Intercultural engagement project details:

跨文化交流工作坊詳情:

Dates/日期:

Weds March 17, 1:30 pm- 6pm - Experiential learning with objects & Debrief

2021年3月17日(星期三), 下午1:30至6:00

Where/地點: Online/線上 - Zoom

Who are we looking for/對象 - University of Manchester students/曼徹斯特大學學生

- Diverse mix of students with Chinese backgrounds (this includes individuals born in China, or students with bicultural upbringing or Chinese born in the UK)

中國學生(包括不同中國背景, 例如土生土長中國人, 於外國出生的中國人或雙重文化背景的中國人)。

- Students will have good access to the internet and can use video zoom software

學員需具備操作 Zoom 軟件的能力, 以便參與課程。

How to register: If interested, email Naomi (naomi.kashiwagi@manchester.ac.uk) by 2pm on Monday 15 March.

報名途徑: 有興趣的學生可發送電郵至 Naomi (naomi.kashiwagi@manchester.ac.uk)。報名截止時間為 2021 年 3 月 12 日下午 5:00 前。

We look forward to hearing from you.

我們期待您的參與。

Naomi and Tiffany

Figure B-5 Intercultural Engagement Workshop call out (English and Chinese), 17 March 2021

## **Appendix C: Padlet Images, objects chosen by students and Zoom screenshots**

neomkashiwagi 1m

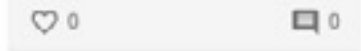
### Manchester Museum's Newly Acquired Chinese Objects

Manchester Museum have two exciting new workshops as part of Buxton Museum's Travelling Stories project funded by The Esmée Fairbairn Foundation. These intercultural engagement workshops aim to connect students with a recently acquired and never before displayed Chinese collection. This collection of objects are from the former Derby Libraries School Loans Collection. Through these intercultural engagement workshops, students will have the opportunity to find out more about these Chinese objects and the stories, insights and findings from these workshops will contribute towards intercultural communication, understanding and engagement in relation to Manchester Museum's new Chinese Culture Gallery.

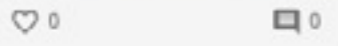


Object 1

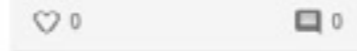
chinese sword made of coins



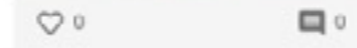
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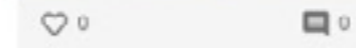
Object 21



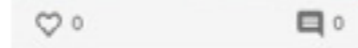
Object 40



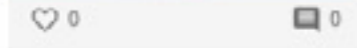
Object 45



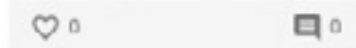
Object 37



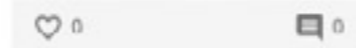
Object 33 3/3



Object 33 Image 1/3



Object 33 Image 2/3



Object 39

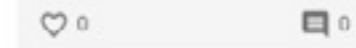



Figure C-1 Intercultural Engagement Workshop, 10 March 2021 (Zoom screenshot – objects on Padlet)

March 10 1/2.mp4


Dashboard Manchester Museum's Newly Acquired Chinese Obj

Manchester Museum has an exciting new project to connect students with a recently acquired and never before displayed Chinese collection. Through this project students will have t about the museum collections and contribute towards the Manchester Museums new Chinese Culture Gallery.


Object 1




Object 4




Object 21




Object 40




Object 45




Object 33 3/3




Object 33 Image 2/3



Object 33 Image 1/3



Object 39



01:00:29 -00:32:40

Zoom video call interface showing several participants on the right side of the screen.

Figure C-2 Intercultural Engagement Workshop, 10 March 2021 (Zoom screenshot – Padlet session)



Figure C-3 Chinese Sword made of Coins (object selected by a student participant)



Figure C-4 Silk Shoes for Unbound Feet (object selected by a student participant)



Figure C-5 Paper Cut Fish Carp (object selected by a student participant)



Figure C-6 Silk Mang Ao {folded} (object selected by a student participant)



Figure C-7 Silk Mang Ao {unfolded} (object selected by student a participant)



Figure C-8 Silk Mang Ao {detail} (object selected by a student participant)



Figure C-9 Opera Mask (object selected by a student participant)



Figure C-10 Opera Mask (object selected by a student participant)



Figure C-11 Opera Mask (object selected by a student participant)



Figure C-12 Opera Masks (object selected by a student participant)

naomikashiwagi

### Manchester Museum's Newly Acquired Chinese Objects

Manchester Museum have two exciting new workshops as part of Buxton Museum's Travelling Stories project funded by The Esmée Fairbairn Foundation. These intercultural engagement workshops aim to connect students with a recently acquired and never before displayed Chinese collection. This collection of objects are from the former Derby Libraries School Loans Collection. Through these intercultural engagement workshops, students will have the opportunity to find out more about these Chinese objects and the stories, insights and findings from these workshops will contribute towards intercultural communication, understanding and engagement in relation to Manchester Museum's new Chinese Culture Gallery.

Object 9



Object 41



Object 21



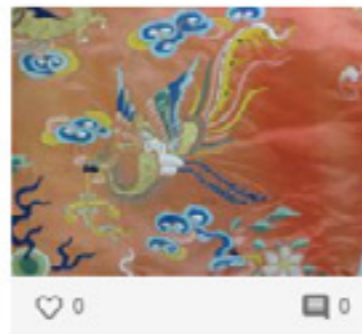
Object 33 3/3



Object 1



Object 33 Image 1/3



Object 33 Image 2/3



Figure C-13 Intercultural Engagement Workshop, 17 March 2021 (Zoom screenshot – objects on Padlet)

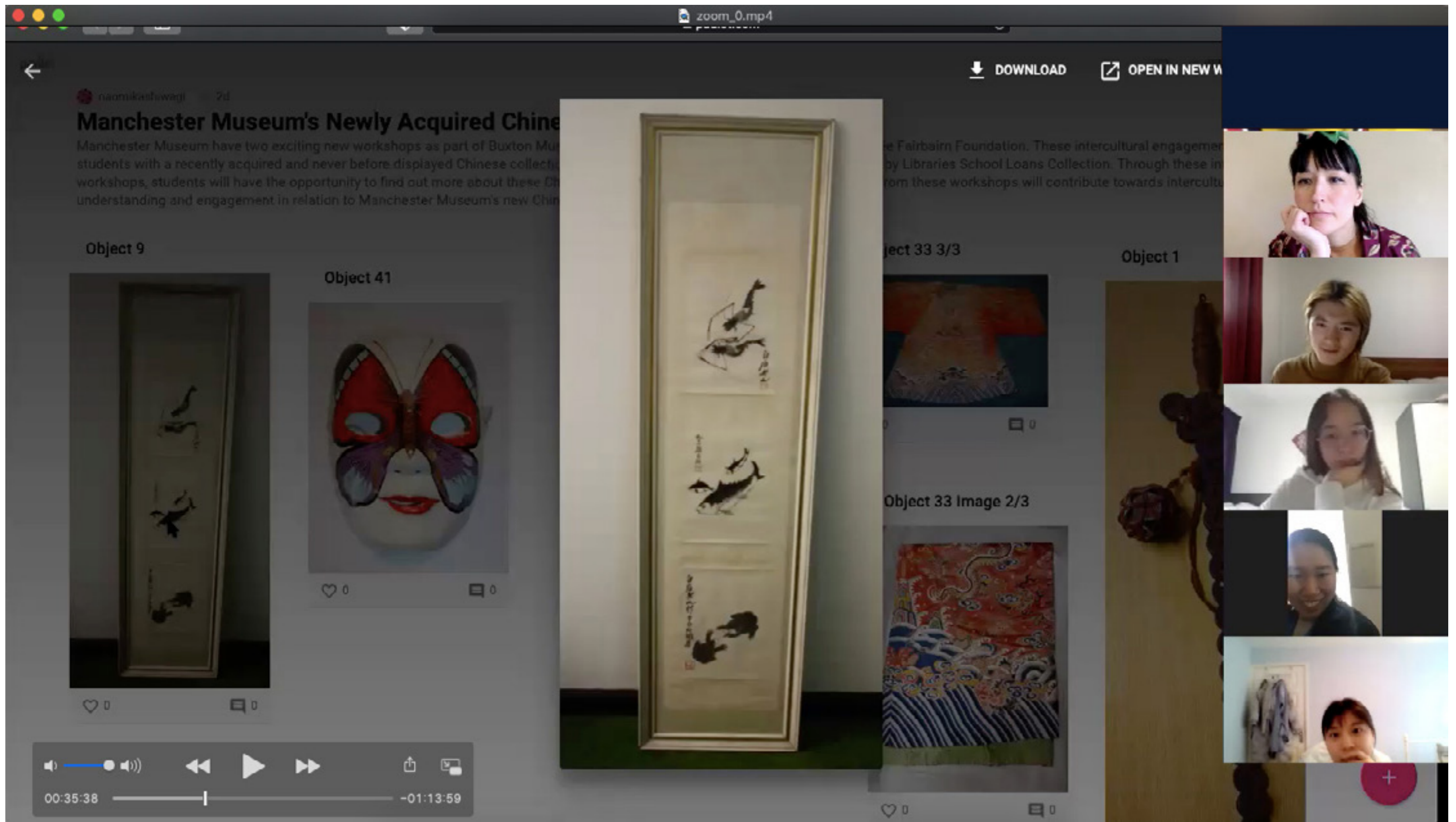


Figure C-14 Intercultural Engagement Workshop, 17 March 2021 (Zoom screenshot – Padlet session)



Figure C-15 Chinese Sword made of Coins (Object selected by a student participant)



Figure C-16 Silk Shoes for Unbound Feet (Object selected by a student participant)



Figure C-17 Silk Mang Ao {folded} (object selected by a student)



Figure C-18 Silk Mang Ao {unfolded} (object selected by a student participant)



Figure C-19 Silk Mang Ao {detail} (object selected by a student participant)



Figure C-20 Opera Mask (object selected by a student participant)



Figure C-21 Shrimp Fish and Frogs by Qi Baishi (object selected by a student participant)



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