

INTERVIEW SIMULATION – A TOOL FOR INTEGRATING DESIGN THINKING AND CULTURAL IDENTITY DEVELOPMENT IN TEACHING INTERDISCIPLINARY ENGLISH



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STUDENTS CAN

- learn English proactively and use English in meaningful contexts
- enhance interdisciplinary and intercultural knowledge
- improve soft skills and professional manners
- identify their own needs for gaining career-related information.
- build strong personal cultural identities to stand their ground under the influence of multiple trends

4OUR COMPANIES

Students form 4 groups; each is assigned a **sector of industry** (media, technology,...) to form their international company.



RESEARCH AND IMPLEMENT

Group members **search for information** about various companies in the given field: profile, vision, recruitment criteria, working environment, etc.



and then **create a global company** (website, videos, posters, leaflets, and other relevant materials), and advertise its job vacancies with detailed JDs and ToRs



INTERVIEW SIMULATION

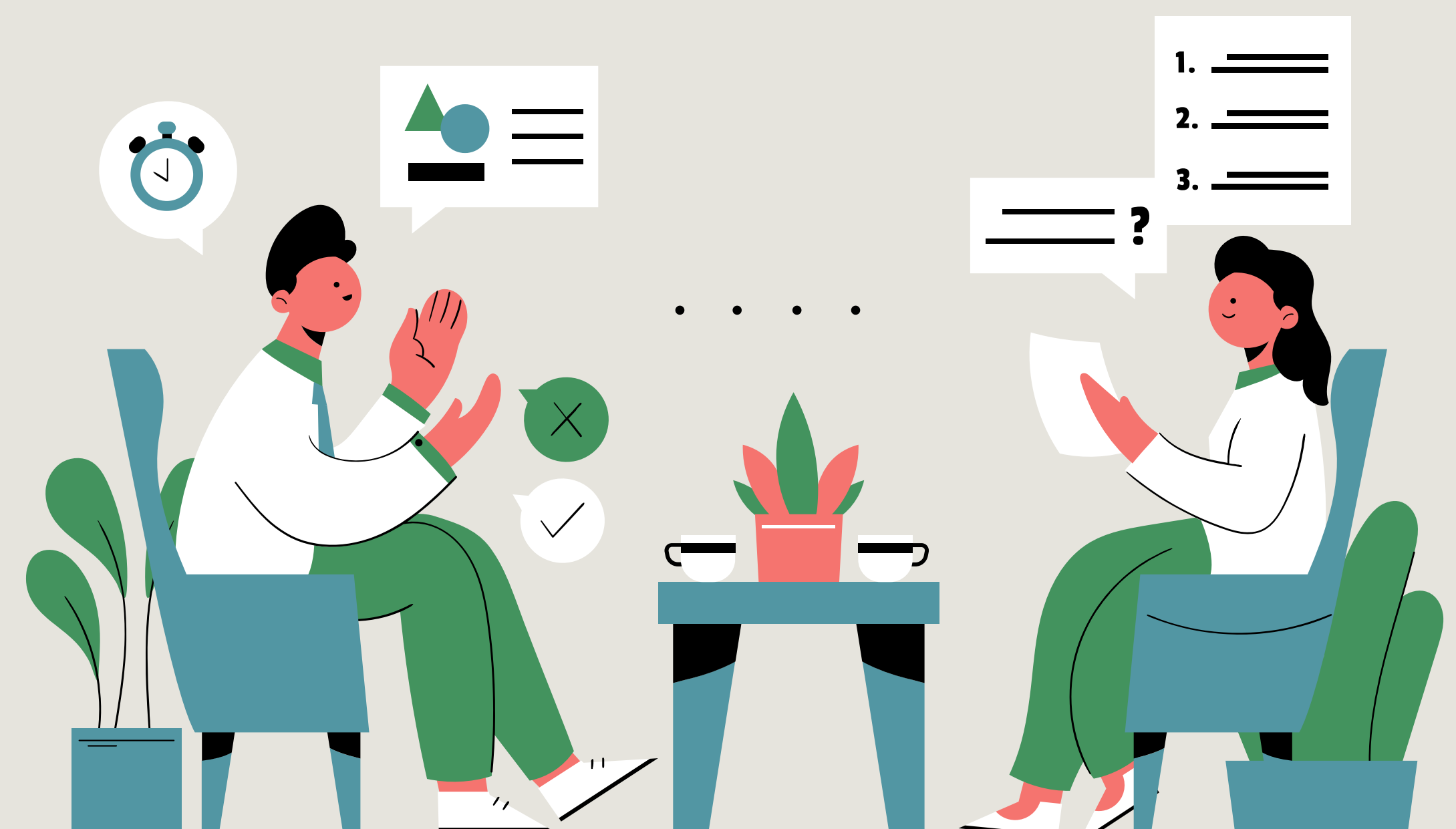


REFLECTION

After the announcement of the chosen candidate is made, both interviewers and interviewees give **detailed feedback** on each other's performance. They also **reflect** on their own strengths and weaknesses.

INTERVIEWING

Other students create and submit their CVs and cover letters before going to the job interviews with the four company managers. They can **adopt different identities** for different jobs.



Key concepts

***Design thinking:** a non-linear, iterative process to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test.

***Cultural identity:** a part of a person's identity, or their self-conception and self-perception, related to nationality, ethnicity, religion, social class, generation, locality, or social group with distinct culture.

Scan this QR code to see some sample materials made by students

