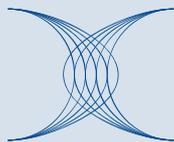


1.3 Future Directions for GSP (Group discussions)



1.3 Future Directions for GSP (Group discussions)

Group Presentation (5-10 minutes) followed by Q&A

Group A: **Expanding GSP's offerings:**

Exploring GSP at a graduate student level, "research-type" GSPs and building synergies with other IARU groups

Discussion group members – ANU, Todai, Beida & NUS

Group B: **Academic rigor & out-of-classroom activities:**

- Reaching higher standards of GSP education.
- Incorporating research components into the GSP
- Discuss the recommendations from the Transforming Power of Global Education Workshop
- Examine effectiveness of internships, undergraduate research, field trips and community work
- Recommendations for the GSP questionnaire (specifically, on academic rigor)

Discussion group members – Oxford, Yale & Berkeley

Group C: **Internal assessment:**

- Where does IARU stand when benchmarked against other Summer / exchange programs offered by various university alliances? (i.e. Universitas 21, MIT-Cambridge, IDEA League, Global Tech, Climate-KIC Summer School)
- What else in the GSP suite of courses? Do we expand or consolidate?

Discussion group members: ETH Zurich, Copenhagen & Cambridge

Group A: Expanding GSP's Offerings

1.3 Future Directions for GSP

Expanding GSP's offerings: Exploring GSP at a graduate student level, "research-type" GSPs and building synergies with other IARU groups

ANU, Todai, Beida & NUS

The Presidents at their last meeting (April 2010, Beida) asked that the GSP Working Committee look at ways to involve more graduate students in IARU educational and research offerings. This sub-group of four agrees in principle, as research-intensive universities, we should be expanding our offerings to graduate students and focusing on our research-intensity strengths in our educational offerings. The GSP already plays to our strengths as research-intensive universities that can provide a distinctive multi-disciplinary, academically-challenging and culturally diverse experience for our students.

The GSP has been one of IARU's two or three flagship programs over the last three years and has grown in quality and recognition over that time. Efforts are continuing to harmonise and strengthen the brand of the GSP and this group took the view that the success of this brand should not be diluted or diminished.

The focus within the GSP has been on senior undergraduate students but not exclusively. Graduate students (particularly from Oxford and Cambridge where exclusively graduate students participate) already participate in the GSP and Copenhagen offers courses that are open for both final year undergraduate and Masters students.

Points of discussion:

- There are several types of graduate students - Coursework and Research (Masters, PhD). These can be split up even further, for example, first year vs second year Masters, early vs late PhD students. This is without focusing on post-doctoral students. Who should be the focus?
- Can the GSP as it stands now be broadened to involve more graduate students?
 - o If we increase the offerings of GSP courses to graduates, should they be for graduates only, or to both senior undergraduate and Masters students as is currently the case?
 - o How many courses should be offered in total if we increase the offerings? We could either keep current course offerings as is plus introduce more courses that target graduates, or decrease the number of current courses and add more graduate-specific courses. Should all universities offer a course for graduates, or perhaps aim for just one or two a year?
 - o What would be the implications in terms of timing, credit, funding and staff resources?
 - o If courses too short and do not garner sufficient credit, financial aid may not be accessible.
 - o Graduate students tend to have their own area of interest/study. It would be difficult to offer courses that are generic enough and also to incorporate graduate research-only courses.

- An alternative approach is to keep the GSP as is, and focus on workshops/courses/conferences targeted at graduate students, such as
 - o Graduate/masters coursework: Copenhagen's master class *Islam and Muslims in the Modern World* (next one to be held in Copenhagen from February - May 2011)
 - o Research student engagement examples that could include more partners:
 - IARU Young Scholars Workshop (20-29 March 2007), Energy, Resources and Environment Research Stream – Sustainable Water Management
 - Global Culture and Citizenship – PhD workshop in Copenhagen later this year
 - Copenhagen/ANU intensive PhD leadership course, including workshops (one week stay between 22 November and 17 December at ANU) – possibility of expanding this across IARU partners and perhaps having an annual flagship course that could be hosted by different partners each year
 - NUS, Imperial College and Nanyang Technological University Summer School and Research Placement for first-year PhD students: 4-week program consisting of a 4-day transferable skills course and a three-week research placement.
 - o Synergies with other groups
 - Potential to share experiences across groups such as sustainability officers (to learn from student mobility experience to ensure cross-institutional consultation where appropriate)
 - Can look also to other models such as APRU's annual international graduate conference
 - Research groups – to see where there may be scope to build on research to translate into educational offerings (such as Aging, Longevity and Health or Sustainable Cities research programs). Are there opportunities for graduate placements with key researchers at partner institutions in these fields?

This group's findings/recommendations:

- Don't dilute the GSP brand
- No strong support for expanding the current GSP offerings to graduate-specific courses at this stage
- Nature of graduate coursework can make timing difficult and credit impossible which may have implications for funding support
- Strongly support expanding opportunities to our graduate students but not through the GSP – rather through workshops, conferences, seminars, etc, such as those examples described above (should these selections then perhaps be on a more competitive basis than perhaps they are now?)
- Could develop a special annual "IARU"-branded graduate/PhD workshop/program that might be hosted by different partners each year and that would involve a highly competitive selection process.

Group B: Academic Rigor & Out of classroom activities

Virtual Meeting 1, September 1 2010

Khatharya Um, Angus Hawkins, Tracey Weber, Bill Whobrey, Jane Edwards, Bernard Toh, Su Phing Yeap

- 1) Structural issues on different campuses prevent standardization. This is particularly problematic in respect to duration, which would suggest that we should seek to assure rigor either by

Components: We should try to insure all programs have, and that we assess the value of,

- (1) An an-classroom component
- (2) Out of classroom component (trips, fieldwork)
- (3) Out of classroom research component which will vary depending on the nature or duration of the course.

or

Learning outcomes. However, the discussion was more about process than outcomes – that is, the ways in which people would be learning and what they would be doing, rather than what they would have learned at the end of the course. We should perhaps try to think about learning outcomes for courses, with an understanding that the outcomes will in fact be different for different kinds of courses. Duration and content determine possible learning outcomes, and that they will differ greatly from course to course. Factors impacting the experience and worth thinking further about include:

- a. Duration (intensity and hours of activity as well as length)
- b. The nature of the experience in terms of interaction, engagement, assignments
- c. Appropriate preparation of the expectations of participants
- d. The nature of the research component
- e. Mechanisms to ensure development of a global perspective

- 2) Angus stressed the importance of the relationship of the program to cutting edge research, but that may not be a criterion manageable for all campuses especially during the summer. There was general agreement that GSP courses should now explore incorporating a research component, which surely means independence and guidance, but that will differ depending on the length and nature of the course.
- 3) It is not clear that there is a benchmark for rigor, which may be defined differently in different systems and cultures (and after all we must surely have some trust in partner institutions). We probably need to agree on shared desired elements of good educational experience in some fashion or another. What constitutes rigor in a 2-week field experience may be different than a 4 week classroom course.
- 4) We returned to the aims and principles, and the list of principles seems still to be a good one. The first three apply to academic content, while the others are related to institutional management of courses and processes. We might wish to add something about features and characteristics in the first section, but it's not yet clear to me what that would be.

Possible additional questions for September 7 (and of course all those you wish to raise):

1. We are asked to consider, how do we assess the aspects of the experience outside the classroom?
2. What process should we use for re-calibrating the questionnaire?
3. Do we have recommendations on how to proceed in respect to building further on the success demonstrated by the questionnaire responses?

Virtual Meeting 2, September 7 2010

Angus Hawkins, Khatharya Um, Jane Edwards

In respect to the questions posed above, we developed some ideas in today's discussion.

1. It would be very beneficial indeed to create a strategy of determining with the faculty of GSP courses what external activities are associated with courses at the time the syllabus is developed. Then we could share that information, assess against it, and use it to prepare students more effectively for the specific experience in which they will participate.
2. The questionnaire could benefit from changes that seek
 - a. to assess the effectiveness of components of courses with specific purpose-designed questions (some Yale experience may be useful for this)
 - b. to tie the goals and principles of the GSP to the outcomes we are trying to tack consciously and explicitly
 - c. to measure the impact of what is unique to GSP courses (the international cohort and the explicit goals of some courses) on the development of a global perspective.
 - d. To ask some more specific questions about changes in behavior or goals as a result of participation, and try to determine if they are transformative in any way. Continued engagement with classmates may be one indicator here.
We also agreed that we should discuss ways to raise survey response rates and to refine the survey so that there is less sense of comparing very different experiences as if they were the same.
3. For new initiatives and building on success:
 - a. If we are to be engaged in new initiatives, for example expanding internship programming, we need to establish as a group priorities, goals and principles, just as we did for the original GSP courses. We recommend this strategy.
 - b. It will be important to look at other IARU initiatives and try to develop synergy among them before we launch new initiatives so that we can maximize resources and ensure sustainability of programs, and avoid duplication of initiatives. For example, it makes little sense, for instance, for Berkeley GSP to create internship opportunities when IARU Sustainability already has an internship component, or to do so without some deliberate efforts to link the two initiatives.
 - c. Research: There are 2 ways that research can be folded into GSP:
Integrate a research component into existing courses. This is already being done at some but not all institutions (e.g Berkeley's course, for instance, had a research component attached to it). We should establish ground-rules for this on all campuses.

Introduce stand alone research opportunities for GSP students- e.g. 6 week intensive directed research with faculty mentorship, or in a research lab. So far, it seems none of the IARU campuses has this research offering, although it was suggested for graduate students in the past.
 - d. We should pursue actively the topic addressed last year of continued engagement of GSP participants after return and after graduation, through social networking and other means, to further the goal of increased visibility for the IARU.

Group A: Internal Assessment

U21 Summer Schools

Since 2004, there has been an annual U21 Summer School. Each Summer School has had a global theme and attracted some of the best students from around the U21 network to engage in an exchange of culture, experiences and intellect.

2010, University of Nottingham, Ningbo Campus

The 2010 Summer School was hosted by the University of Nottingham's Ningbo Campus in China from 4 to 15 July 2010.

2009, University of Queensland

The Universitas 21 Summer School 2009 was hosted by The University of Queensland in Brisbane, Australia. The two week event was held from July 13 to July 24, 2009 and covered one of the most important global issues of our times: Climate Change Adaptation.

This event offered the opportunity for like-minded peers to address difficult climate change issues and possible adaptation strategies and solutions through lectures, workshops, field trips, debates and discussions.

2008, University of Birmingham

The University of Birmingham was pleased to host the U21 Summer School 2008 which took place between 30 June and 11 July 2008.

The theme of the school was 'Embracing diversity through creativity, culture and innovation' and 47 students and four faculty members from twelve U21 institutions came to discuss and investigate this topic.

2007, University of Virginia

The 2007 Student Summer Conference took place from 1 to 13 July at the University of Virginia with the theme of Leadership in a Global Society. The programme was designed to help participants understand and develop their own personal leadership skills by exploring the lives of leaders from different disciplines and different areas of the world.

The curriculum had a strong experiential learning component and makes extensive use of cross-cultural groups. Inspiring lectures from knowledgeable professors were integrated with structured opportunities for thoughtful discussion, field trips, films, active learning activities and service learning opportunities.

2006, University of Hong Kong

The 2006 Summer School was hosted by the University of Hong Kong from 3 to 23 July 2006 with the theme of Asia as the Global Future. It offered a programme on Asian Studies organised by the University of Hong Kong's Centre of Asian Studies and Faculty of Social Sciences. The goal of the Summer School was to expose students to carefully designed lectures, seminars and experiential learning with site visits in Hong Kong, Beijing and Macau so as to enhance their awareness of the importance of Asian and world affairs.

2005, Lund University

The U21 Summer School in Lund from 4 to 15 July 2005 was the second of the kind organised within the Universitas 21 network. In all, 74 students from the universities of Glasgow, British Columbia, Auckland, Melbourne, Nottingham, Birmingham, Virginia, Singapore, Queensland, Edinburgh, Korea, Hong Kong, McGill (Canada) and Fudan (China) participated alongside students from Lund University. Fifteen visiting lecturers from a range of academic disciplines joined academic staff from Lund to lead this two-week activity.

2004, National University of Singapore

The inaugural U21 Summer School & Symposium - a new initiative by the U21 network - was hosted by the National University of Singapore from 5 to 12 July 2004. With a theme of Global Technology Entrepreneurship, the aim of the initiative was to inculcate a global and entrepreneurial mindset among the students through interactive learning and exposure to opportunities outside their own countries.

APRU UNDERGRADUATE SUMMER PROGRAM

1. 1st APRU Undergraduate Summer Program, Fudan University, China, 24 July– 4 August 2006

Fudan University hosted the first APRU Undergraduate Summer Program on “Introduction to Modern China” from July 24 to August 4, 2006. Participants were introduced to socio-economic, political and cultural aspects of China through lectures and field trips to cultural venues in and near Shanghai.

The program was open to all member universities and each university could send up to two undergraduate students to participate. No registration fee was required for the pilot.

58 undergraduates from 27 member universities participated in the first run of APRU Undergraduate Summer Program.

2. 2nd APRU Undergraduate Summer Program, Fudan University, China, 16–27 July 2007

Fudan University hosted the 2nd Undergraduate Summer Program on “A Changing China: Economic and Political Reforms in Recent Years” from 16-27 July 2007 in Shanghai.

The two-week program targeted undergraduates from APRU member universities interested in a better understanding of recent Chinese political and economic reforms. Each APRU member university could send up to two undergraduates for the program.

39 undergraduates from 19 member universities participated. In addition to examining and discussing issues related to China’s economic and political scene, the participants also went on field trips and visits to cultural venues in and near Shanghai.

3. 3rd APRU Undergraduate Summer Program 2008 on “Economics and Culture of a Changing China,” Fudan University, China, 7 – 18 July 2008

Fudan University hosted the 3rd APRU Undergraduate Summer Program 2008 for a period of two weeks, from July 7 to 18, 2008. Centered on the theme “Economy and Culture of a Modern China”, the program targeted undergraduates who are economics major and interested in China’s economic landscape and culture.

Lessons were conducted in English together with a daily half-hour basic Chinese language lesson - an initiative to provide more exposure for participants to the Chinese language and culture. This program also featured a variety of activities conducted outside the classroom such as martial arts lesson, Beijing opera appreciation and field trips to places of interest such as the Shanghai Museum and Hangzhou (co-organized by Fudan and Zhejiang University).

4. 4th APRU Undergraduate Summer Program 2009, National University of Singapore, Singapore, 13 – 24 July 2009:

NUS hosted the 4th APRU Undergraduate Summer Program, “Rising to the Challenge – Global Leadership in the 21st Century”, targeted at student leaders from member universities.

The major seminar components of the program gave students the opportunity to meet with NUS lecturers and notable Singaporeans to discuss real world challenges faced by leaders, such as climate change and sustainable development, effective governance, global health, information technology and leadership, social entrepreneurship, faith and globalization, ethics of leadership, and the global financial crisis.

49 undergraduate students from 24 member universities in 10 different countries participated in the program.

5. 5th APRU Undergraduate Summer Program 2010, National University of Singapore, Singapore, 5 – 16 July 2010:

NUS hosted the 5th APRU Undergraduate Summer Program for the second year running in July, targeting student leaders from member universities.

Entitled “Rising to New Challenges – Impactful Leadership in the 21st Century”, the program further elaborated on the idea of impactful leadership through specific examples in Singapore and the region.

The major seminar components of the program gave students the opportunity to meet with NUS lecturers and notable Singaporeans to discuss real world challenges faced by leaders, such as climate change and sustainable development, effective governance, inter-religious harmony, leadership and the arts, social entrepreneurship, information technology, research and development, ethical, business, and student leadership.

49 undergraduate students from 26 member universities took part in the program.

**6. 6th APRU Undergraduate Summer Program 2010
Host: Zhejiang University Theme: TBC Dates: TBC**

IDEA League

Partner Institutions: Imperial College, TU Delft, ETH Zurich, RWTH Aachen and ParisTech

IDEA League in Education

In General:

- Trademark of the IDEA League: A high degree of mobility for the students within the network
- IDEA League Networks (“Excellence Clusters”): Energy, Environment, Health, ICT, and Mobility

IDEA League Summer Schools:

- Target group: doctoral students
- Duration: one week
- Organised by the IDEA League partner universities on a rotating schedule
- Covering a wide range of different topics, mostly relating to the Excellence Clusters or in the area of soft skills training
- Summer Schools 2010:
 - o IDEAL Climate at TU Delft (21-26 June)
 - o Nuclear Energy at Paris Tech (26-30 July)
 - o IDEAL Research at Imperial College London (13-17 September)
 - o Mobility at RWTH Aachen (20-24 September)
 - o (ETH Zurich: no summer school)

IDEA League Student Grant:

- General aim: involve IDEA League students in research collaborations at the earliest possible stage
- Target group: Bachelor, master and doctorates
- The grant is intended for student research projects in the IDEA League Networks
- The grant: 1,000 per month. The grant is awarded by the sending university. Each IDEA League university can currently offer 36 months of grants
- Duration: for periods from two weeks to six months, preference is given to short-term periods
- ETH participants: 2008: 4 (to ICL), 2009: (6 to ICL, 1 to TU Delft), 2010: 9 (8 to ICL, 1 to RWTH Aachen)

GlobalTech

Partner Institutions: Nanyang Technological University (Singapore), Shanghai Jiao Tong University (China), Indian Institute of Technology Bombay (India), ETH Zurich (Switzerland), Imperial College London (UK), California Institute of Technology and Georgia Institute of Technology (USA)

Plans for Student Exchange Program:

Students to spend one semester in the other two continents (Asia/Europe/North America)

+/-:

- + innovative approach drawing on “global” dimension of the consortium
- ambitious, complicated logistics, small scale
- uncertain if all partners will sign up

EIT Climate-KIC Summer School

EIT Climate-KIC is a “Knowledge and Innovation Community” within the European Institute of Innovation and Technology (EIT), established 2010 Consortia in Switzerland, UK, Netherlands, France, Germany

- Summer School as first educational activity
- Total 6 weeks: 2 weeks at Imperial College, 2 weeks at ParisTech and 2 weeks at ETH Zurich
- Faculty involvement at all three locations
- Some 50 students, 100% funded by the Climate-KIC consortium
- Goal: integration into regular education programs

+/-:

- + Fully funded
- + Multi-university faculty involvement
- + Extensive, large group
- Expensive, difficult to repeat
- Difficulty of integrating curriculum, partly disjointed inputs by faculty involved (but + offers faculty an opportunity to interact with their peers from the other institutions involved)

CME - Cambridge MIT Exchange

CME was started as a pilot scheme in the academic year 2000-01 (the first year of the Cambridge-MIT Institute) and a total of 9 MIT students studied just in Cambridge, Since then about 30 students from each of the two universities have participated annually for an entire` academic year which was considered academically essential after the experience of the first year pilot (when some students came for just one semester). Nine academic subjects in Cambridge have regularly participated in CME, and Computer Sciences will do so in 2011.

Engineering	Chemical Engineering*	Mathematics*
Nat. Sci. – Chemistry	Nat. Sci. - Materials Sci.	Nat. Sci. - Physics
Nat. Sci. – Biological	Nat. Sci. - Earth Sci.	Economics*
Computer Science		

A mandatory condition of participation in CME is that students have to return to their host university for a final year. All the MIT students come to Cambridge for their third (Junior) year but there is a variation in the year spent at MIT for Cambridge students. The majority of Cambridge students go to MIT for their third year although three subjects (starred above) send students after just one year in Cambridge which is not as ideal in terms of selection.

The students undertake a full academic programme (including assessment) at the university they visit but remain fully accountable academically to their own university who decide the amount of credit to be given for the year spent abroad.

From conversations both while the students from the two universities are participating in their year abroad and also subsequently, it is evident that they benefit enormously in terms of both their academic as well as their general overall development. The majority of students (approximately 80%) demonstrate an improved or equally strong academic outcome after their final year back at their own university.

The students participating in CME:

- do not find the duration of their courses increases (which had been a potential concern especially for the participating MIT students);
- are able to resume their studies without difficulty on returning to their host institution;
- learn different ways of studying and are stretched in new ways and the students find these skills and awareness help them on their return in their final year studies;
- value the opportunity to broaden both their educational and cultural awareness.

Overall, CME benefits the individual students participating, academics who become involved and the two universities themselves. The variety of institutional interactions also has been beneficial, formally and informally, as well as promoting educational change.