



## xii. Shaping the World: Understanding the Past, Predicting the Future 2010 Global Summer Program Report

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<b>University of Cambridge</b>	
<b>Brief description</b>	<p>The leaders of tomorrow will need to be skilled investigators, with ability to place any investigation in context. The ability to take a global perspective on matters which shape our world requires those same future leaders to foster their ability to think beyond an immediate and narrow field of interest.</p> <p>This course offers a unique opportunity for participants to draw upon a rich reserve of knowledge, to attend lectures across a broad range of subjects, and to draw together ideas in a series of focused discussions. Intensive “supervisions” offer the chance to experience Cambridge teaching at its best: Participants will benefit immensely from the exchange of ideas both with lecturers and with their student peers from around the globe.</p>
<b>Course duration:</b>	5 – 30 July (26 days)
<b>Tuition fees:</b>	USD \$2,494 (GBP 1,630)
<b>Accommodation:</b>	USD \$2,448 [GBP 1,600 (breakfast & dinner included)]
<b>Field trip:</b>	USD \$23 - 84 (GBP 15 – 55)
<b>Course facilitator(s):</b>	Ms Sarah ORMROD Dr Rob WALLACH, Program Director

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	Australian National University	2	
	ETH Zurich		
	National University of Singapore	3	
	Peking University	1	
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	1	
	University of Oxford	1	
	The University of Tokyo	2	
	Yale University	1	
	<b>Total IARU partner involvement</b>	13	7+40+
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
<b>TOTAL</b>	<b>13</b>	<b>47+</b>	

## 3. Successful aspects of the course

*Please outline the successful aspects of the GSP course, where possible, referring to feedback gained from students and/or staff involved in the course. Feel free to incorporate photos into this section of the report. (Est. 500 words)*

The students particularly enjoyed the diversity of lecture options, typically three per day, which took them outside their own field of study and gave them access to some of our most senior speakers, often world-leading researchers. They found that the revised structure from last year, which allowed afternoon discussion groups to build upon lectures they had heard earlier that day (or a couple of days beforehand) was enjoyable, helped give more perspective to and insights on the discussion topics and so promoted a stronger sense of community amongst the participants.

As in previous years, participants found an especially challenging and rewarding part of the program to be the small group supervision sessions, held weekly and at which their previously submitted written work was discussed, and topics set for future assignments. These small supervision groups (two or three students per group) allowed each student to benefit from individual attention as well as giving insights into the typical Cambridge undergraduate experience. As well as the supervisions, weekly feedback sessions with the Programme Director (who also led two of discussion groups) helped to give the programme a sense of coherence and progression, and ensure that any potential difficulties could be addressed without any delay. The students also really enjoyed the additional extra-curricular offerings with which Rob Wallach augmented their experience: a chance to hear the famous choir at King's College Chapel, a private tour of the Chapel, trips out to get fish and chips (an unmissable "English" experience), and an endless stream of suggestions for places the students could visit and so explore many of the hidden treasures of Cambridge.

In addition to the time spent on their supervisions (and the necessary study time needed to prepare their weekly essays), the GSP cohort's attendance at the lectures and other events (concert, ceilidhs, jazz events) enabled them to spend time with participants on other programmes running concurrently at Cambridge. This allowed the GSP students to meet and converse with an even wider range of nationalities and so benefit from discussions with those with quite different experiences and life styles.

Further information is currently being sought from a detailed questionnaire that the students are completing. However, overall, the small but important fine-tuning of the programme this year enriched the students' overall enjoyment and appreciation of the Cambridge experience.

## 4. Challenges and concerns for the future

*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

A localised challenge for this summer only was the fact that we had to operate on a split teaching site, and this meant that transfer between lectures often had to be extremely swift if the GSP students were to be able to access a fully interdisciplinary programme of talks. However, the students managed this well and it did not cause any real difficulties.

A number of the students encountered problems in obtaining visas (something which affected outgoing students even more than oncoming ones), and we realised we need to allow much longer for this, and to badger the students to start the process as quickly as possible. Even so, the increased bureaucracy associated with obtaining visas in many countries, including our own, is a concern.

We lost one student from Copenhagen late in the day who discovered, only after acceptance to the program, that her home institution would not award her graduate credit. This was unfortunate.

Two incoming and two outgoing students withdrew after acceptance, because of other offers, work commitments, etc., and this skewed the logistics (and potentially the dynamics as well as the finances) for the programme. As an example, supervision groups can be decided relatively close to the start of the program, once everyone has accepted their place, and given us additional information about their study interests. If people subsequently withdraw from the programme (as occurred this year), we have to reconfigure groups and possibly find different supervisors. In terms of our own out-going students, this has led us to decide to interview face-to-face all students next year, and to do more to instill in them a commitment to take up a place once it has been offered.

## 5. Gallery

