



**2011 IARU Global Summer Program  
Working Committee Meeting**

University of Copenhagen, 17 - 18 September 2011





## 1.0 Agenda & Attendees

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### Agenda

Friday, 16 September 2011

1900 Welcome Reception at Dr John E. Andersen's residence  
*Delegates to meet by 1830 at the Alexandra Hotel lobby to take a bus or taxi to his home*

Saturday, 17 September 2011

0830 Welcome and updates from the 2011 Presidents' Meeting *by Secretariat*  
(related to GSP and Global Education Initiatives)

#### **Session I: GSP 2011**

**1.1 2011 Course Reports** (5 mins each course) *by all Partners*

**1.2 GSP overview / snapshot** *by Secretariat*

1030 *Morning Tea*

1045 **1.3 Questionnaire Analysis** *led by Khatharya Um (UCB) and Xia Hong Wei (PKU)*

**1.4 Analyzing GSP 2011: Q & A and Discussion** *led by Rick Russo (UCB) and Angus Hawkins (Oxford)*

1215 *Lunch*

1330 **Session II: GSP 2012 and Beyond**

**2.1 Post GSP course alumni survey** *led by Jane Edwards (Yale)*

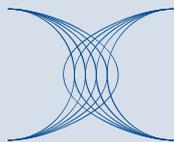
**2.2 New Courses / Initiatives** *led by Anne Pakir (NUS) and Takeo Fujiwara (Todai)*  
A verbal update on courses for 2012 and long term plans for repeat courses.  
This session will also discuss new models and overall offering in the GSP suite of courses with the aim of maintaining a diversity of topics pertaining to critical issues of the 21 century.

1530 *Afternoon Tea*

- 1545            **2.3 Future Directions for GSP** *led by Secretariat and John E. Andersen (KU)*  
*For open discussion, including:*
- Application rates
  - Funding issues
  - Develop quality assurance of courses
- 1730            End of meeting day 1
- 1900            Dinner at Bistro Madklubben  
*Delegates to meet by 1845 at the Alexandra Hotel lobby to take a metro or taxi to the restaurant*

Sunday, 18 September 2011

- 0830            **Session III: GSP Nuts and Bolts**  
**3.1 Coordination matters between partners** *led by Sarah Ormrod (Cambridge) and Yumi Skrzypczak (ANU)*  
*For open discussion, including:*
- Achieving one-point-of-contact service for students?
  - Clarifying payment schedules for tuition, accomodation, field trips, and various deposits
  - Minimum attendance requirements
- 1030            *Morning Tea*
- 1045            **3.2 Proposed timeline for GSP 2012**  
**3.3 Review of GSP Working Committee Meeting**  
**3.4 Central e-Application System (a wrap-up)**  
**3.5 IARU Website Revamp**  
**3.6 Wrap up of report to Senior Officers & Presidents**
- 1215            *End of meeting followed by lunch*



## 1.0 Agenda & Attendees

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### Attendees:

#### University of Copenhagen

Dr John E. ANDERSEN, *Director, International Affairs*  
Mr Peter STOLT, *Director of Continuing and Professional Education*  
Ms Hedvig Gyde THOMSEN, *Senior Consultant, International Office*  
Ms Anne BRUUN, *Head of Education Services, International Office*  
Mrs Tina GOTTLIEB, *Head of Administration, Centre for Healthy Ageing*  
Ms Lise PHILIPSEN, *PhD Candidate, Centre for Advanced Security Theory*

#### ETH Zurich

Mr Anders HAGSTRÖM, *Director, International Education Affairs*  
Ms Andrea ROTHENBÜHLER, *Student Exchange Coordinator, Student Exchange Office*  
Mrs Catherine LIPPUNER, *Sustainability Officer, ETH Sustainability*

#### National University of Singapore

Associate Professor Anne PAKIR, *Director, International Relations Office*  
Ms Denise CHUA, *Associate Director, International Relations Office*

#### Peking University

Dr XIA Hongwei, *Director, Office of International Relations*  
Ms ZHANG Ying, *Program Officer, Office of International Relations*

#### The Australian National University

Ms Yumi SKRZYPCZAK, *Coordinator, International Strategy Alliances*  
Ms Margaret CARLIN, *Coordinator, International VIP Visits, International Strategy Alliances*

#### The University of Tokyo

Professor Takeo FUJIWARA, *Project Professor, Center for Research & Development of Higher Education*  
Dr Yurina OTAKI, *Project Assistant Professor, Center for Research & Development of Higher Education*  
Mr Sohei TOKUHISA, *Administrative Staff, International Affairs Department*

#### University of California, Berkeley

Professor Khatharya UM, *Faculty Academic Director*  
Mr Rick RUSSO, *Dean, Summer Sessions, Study Abroad & Lifelong Learning*  
Dr Darin MENLOVE, *Director, Berkeley Study Abroad*  
Ms Tracy WEBER, *Assistant Director, Program Development & Operations, Berkeley Study Abroad*

#### University of Cambridge

Sarah Omrod, Lady Sigurdsson HARDRADI, *Director, International Programmes, Institute of Continuing Education*

#### University of Oxford

Professor Angus HAWKINS, *Professor, Continuing Education*

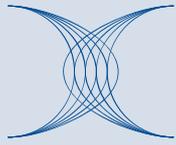
#### Yale University

Dr Jane EDWARDS, *Dean, International & Professional Experience, Yale College*  
Dr William WHOBREY, *Dean, Yale, Summer Session*  
Mrs Kathy TRPUTEC, *Study Abroad Coordinator*

#### IARU Secretariat

Mr Bernard TOH, *IARU Secretariat Director*  
Ms YEAP Su Phing, *IARU Secretariat Associate Director*



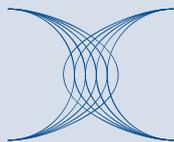


## Updates from 2011 Presidents' Meeting

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- Global Education Initiatives - Excerpts
- New Initiatives (related to Global Education Initiatives) - Excerpts





## Presidents' Meeting 2011 GEI Outcomes

### 3.2 Global Education Initiatives

#### 3.2.1 [Global Summer Program](#)

- a. Mr Bernard Toh (IARU Secretariat) reported that the third GSP cycle in 2010 featured 16 courses. Of 1065 applications, 306 students participated in GSP 2010. Feedback received from many participants highlighted “learning alongside IARU peers” as the best feature of the GSP. This year, a total of 18 courses have been offered by all partners, and a total of 768 applications have been received.
- b. The IARU Chair thanked Copenhagen for hosting the 2011 GSP Coordinators' Meeting, and acknowledged Copenhagen's new Security and Ageing GSP courses which are extensions from existing IARU research initiatives.
- c. Presidents agreed that the GSP should be primarily focused on undergraduates, and graduate level courses can come separately under the umbrella of Global Education Initiatives.
- d. As a part of IARU's international strategy, Professor Pradeep Chhibber (Berkeley) proposed that the Alliance should explore conducting GSP courses in locations where a small group of students have expressed great interest, but the institution itself does not have any established relationship with local institutions. Presidents supported the idea, and Berkeley will circulate a proposal for further deliberation.

3.2.2 [Global Internship Program](#) opportunities continue to be ad-hoc and voluntary. Partners were encouraged to contact the Secretariat if they have internship opportunities for IARU students.

3.2.3 [Transforming Power of Global Education](#)'s report was noted. The first two modules will run as a pilot at NUS. Plans to co-teach and web conference will be explored after the pilot studies.

3.2.4 [UniChange](#) is an academic leadership program for PhDs and Junior Postdocs, led and funded by KU and ANU.

- a. Professor Thomas Bjørnholm (KU) and Mr Darren Brown (ANU) presented a joint update on the program that was conducted in 2010. ANU and KU were planning to conduct the program again in August and November 2011, at their respective universities, and invite 1-3 participants from each partner institution.
- b. Participants at this meeting shared their concerns that such a course might be better targeted at mid-career researchers. Professor McKendrick suggested broadening the current scope (senior university management) to create interest in administration in general. He found that graduate students made excellent administrators in universities.

- c. KU and ANU will convey all the feedback received at this meeting together with those from the Senior Officers' at the last meeting at ETH Zurich to the course organizers. They will be advised to look into the possibility of running a mid-career course of such a nature. In the meantime, if there was adequate interest in the topic, UniChange would proceed as scheduled.
- 3.2.5 [Islam and Muslims in the Modern World Masterclass](#) is Copenhagen's semester-long masterclass, defined as an informal "sandwich program" (worth 30 ECTS) featuring faculty and postgraduate students from various institutions, and is similar to a graduate-level GSP. Dr Andersen proposed that partners could consider the masterclass as a template for courses conducted in their own universities. KU might conduct another masterclass in 2012, if there was sufficient interest.
- 3.2.6 [Cross Disciplinary Tournament](#) is a student initiative with close oversight from faculty and senior administrators, currently being piloted by ANU and NUS. This project was discussed at the 2010 GSP Coordinators' meeting, and approved at the 2010 Senior Officers' Meeting.

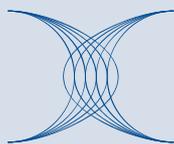
## 6. New Initiative Proposals

### 6.1 [Graduate Student Conference](#)

- a. Professor Halliwell, on behalf of Professor Lily Kong (NUS) presented the proposal for IARU to conduct a graduate student conference on rotation. The goal of such a conference is for graduate students to develop a more global view of the world, network, and facilitate future research collaborations. The exact details and theme of the conference will be worked out, incorporating the presidents' feedback.
- b. Presidents proposed that it should be multi-disciplinary, and linked to IARU initiatives especially Sustainability or Women & Men in Globalizing Universities. President Hamilton shared that the conference can be a precursor or concluding event to the year's Sustainability Internship or Global Internship Program. Yale, Beida and Berkeley supported the possibility of running area studies, e.g. a Southeast Asia Conference for faculty and graduate students in Singapore.
- c. On behalf of NUS, President Tan offered to pilot and fund the first graduate student conference, define a theme for the conference, and share the outcomes after the conference has been run.

### 6.2 [Asia-Pacific Week at ANU](#)

- a. ANU's Asia-Pacific Week will bring together leading regional experts and 100 of the world's top students for a series of academic and networking events focused on the Asia Pacific region. Hon. Kevin Rudd MP, Australian Minister for Foreign Affairs will deliver the opening address.
- b. IARU students were strongly encouraged to participate in Asia Pacific Week through online application. The top 10 IARU students participating in Asia-Pacific Week will receive an ANU scholarship towards travel costs. In-country accommodation and food costs will be met by ANU.

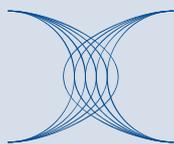


## 1.1 2011 Course Reports

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- i International Environmental Policy
- ii Autonomous Micro Aerial Vehicles: Design, Perception & Control
- iii Dynamic Walking and Running with Robots
- iv Asia Now! Southeast Asian Cosmopolitan Urbanism
- v Southeast Asia in Context
- vi Chinese Politics & Public Policy and Comparative Philosophy: China & the West
- vii Sustainable Urban Management
- viii Nanoscience
- ix Japan in Today's World
- x Introduction to the Japanese Language
- xi Media and Society: The Middle East in the Global Context
- xii Summer Peace Institute: Human Security & Peacebuilding
- xiii Shaping the World: Understanding the Past, Predicting the Future
- xiv Kierkegaard: The Individual in the Global Society
- xv Interdisciplinary Aspects of Healthy Aging
- xvi Security: Theories, Practices & Dilemmas
- xvii Global Challenges of the 21st Century
- xviii Topics in International Economics





## i. International Environmental Policy

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<b>The Australian National University</b>	
<b>Brief description</b>	This course focuses on the dynamic and rapidly expanding field of international environmental policy. International environmental policy has grown rapidly and dramatically over the last three decades, driven by concern over unprecedented and large-scale global environmental change, including climate change, biodiversity loss, deforestation, marine degradation, and expanding trade and consumption. International environmental policy now directly and indirectly affects the behavior and decisions of governments, corporations, NGOs, local communities and individuals. This course will incorporate lectures, guest speakers, an environmental video festival, discussions, debates, a negotiation simulation and tutorials.
<b>Course duration:</b>	5 - 22 July 2011 (18 days)
<b>Tuition fees:</b>	Sponsored for incoming students. ANU students participating in the ANU GSP course are covered for the field trip and partial accommodation costs only (ie. ANU students are charged the normal tuition fee at either the domestic or international rate for participating in the ANU GSP course).
<b>Accommodation:</b>	AUD 1,277, including most meals
<b>Field trip:</b>	AUD 500 to Kiola, around Canberra and Tidbinbilla
<b>Course facilitator(s):</b>	Mr Ian FRY, Ms Desley SPECK (Tutor)

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	3	2
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	1	
	University of Cambridge	1	
	University of Copenhagen	1	
	University of Oxford	1	
	The University of Tokyo	2	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>15</b>	<b>2</b>
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>	<b>N/A</b>	<b>N/A</b>
<b>TOTAL</b>	<b>15</b>	<b>2</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

- This year we had students from every IARU partner institution and the course facilitator said one of the great things about having students from different countries was the different perspectives they brought.
- The course facilitator tried to make the students aware of the complexities and have them appreciate the environmental concerns that face countries less developed than ours.
- Some students had a low level of English, which meant that they struggled with some aspects of the course.
- The course facilitator was sensitive to differences in culture and in the levels of English, and tried to find ways to give all students the opportunity to express their views.

## 4. 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)*

Preliminary feedback on the ANU GSP course International Environmental Policy is that the course was once again a great success this year.

Positive responses from the students included:

- The main course facilitator, Ian Fry, provided insight into practical, real life experiences using his firsthand knowledge of attending environmental conferences regularly and acting as a spokesperson for a country seriously at risk from climate change.
- The intensity of the course was gauged well to keep people busy all the time but allow some time for them to explore the city and get to know each other.
- The course provided the opportunity for students to engage in activities that they would not otherwise get a chance to do and learn many new skills. These activities included facilitating their own tutorials, creating conference posters, writing policy briefs and simulating a Conference of Parties.
- Many of the students were re-inspired and re-energised by the course in their choice of studies at their home universities. They felt the course broadened their horizons and way of thinking. It also made some feel that we need to take action now against environmental issues.
- Overall the accommodation provided was very good. Staying at Bruce Hall for the first two weeks provided an opportunity for the international students to meet and interact with a range of ANU students, including the ANU students participating in the GSP with them. ANU provided meal vouchers to those students so that they too could share in the collegiate experience of the College. Some of the Asia-Pacific Week delegates just happened to be staying at Bruce Hall at the same time, which was another good chance to meet people from other universities. ANU also covered accommodation for the ANU students at University House, where they were based for the last four nights of the course.
- Both the half-day tour of Canberra and the afternoon bus tour to Tidbinbilla were thoroughly enjoyed by the students. They got to see several Australian native animals, including kangaroos, emus and a koala.
- As last year, the field trip to Kioloa was one of the highlights of the course. Based at the coastal research station of ANU, this visit provides students with an opportunity to experience Australian flora and fauna firsthand. This year they shared their accommodation with the resident snake. It was also useful for engaging with tutors outside a classroom context.
- All students also enjoyed the welcome dinner and farewell reception held for them, as well as the 'mixer' BBQ event with the Asia-Pacific Week delegates.

The course facilitator mentioned that the addition to the course of the "Environmental Video Festival", which was a series of short videos on environmental issues around the globe shown each afternoon, proved to be a success.



## 5. 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)*

Feedback from the students on the challenging aspects of the course and suggested areas for improvement included:

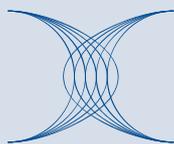
- The assessment was in some ways too demanding, requiring students to stay up all night at times.
- It was overwhelming at times thinking of the challenges in trying to ‘fix’ the world.
- Not enough time to cover all aspects thoroughly.
- It would be great if the course were a bit longer. One of the best things was meeting people from around the world and the friendships developed, and by the time they got to know each other, it was time to leave. (Students were encouraged to join the GSP Facebook page, though due to restrictions in certain countries, some students may not be able to access it.)
- It would have been preferable to have more moderate accommodation than at University House, but have all meals included.
- Publicity on the GSP at home universities was reported not to be widespread or easily accessible. Several incoming students found information almost by accident rather than part of an informed process.
- Get reading material further in advance in order to have more time to prepare

In terms of administration of the course by the ANU, difficulties encountered included:

- Dealing with the large number of applications in a short period of time. On one hand it proves success of program but does involve very high administrative load in very short timeframe to meet external deadlines.
- As ANU students must be able to accommodate credit for the course within their study program, it is resource-intensive to establish the ranked students have “space” in their degrees for the course. Approval must be sought from their respective academic colleges before nominating students to host universities. ANU is reviewing this process for 2012.

- At the ANU the GSP Coordinator is responsible for the administration for the course, including arranging accommodation and enrolment. This means that the incoming students have only the one point of contact for all administrative arrangements. It would help enormously if all GSP Coordinators were to have a centralised role in coordinating the different areas of their university (e.g. housing, enrolment etc) so the incoming student and the other GSP Coordinators liaise with as few people as possible.
- Where it is intended for partners to call for further applications outside the agreed parameters, the GSP Coordinator must be the first point of contact.
- In some cases, there was a lack of up-front and accurate information about the courses and financial and other arrangements at the host university. It is essential that the GSP Coordinator is informed of all additional information required from host universities from the outset.
- Perhaps we need to reiterate the roles and responsibilities of the GSP Coordinator at each institution.





## ii. Autonomous Micro Aerial Vehicles: Design, Perception & Control

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<b>ETH Zurich</b>	
<b>Brief description</b>	In this summer school we will give a compact introduction into the engineering fundamentals of micro aerial vehicles, from design to perception and control.
<b>Course duration:</b>	4 - 8 July 2011
<b>Tuition fees:</b>	Waived for IARU partner students
<b>Accommodation:</b>	Provided basic accommodation for all participants in a remodeled former air-raid shelter, free of charge.
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Dr Davide SCARAMUZZA

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	1	
	ETH Zurich	1	13
	National University of Singapore		
	Peking University		
	University of California, Berkeley		
	University of Cambridge	1	
	University of Copenhagen		
	University of Oxford		
	The University of Tokyo		
	Yale University		
	<b>Total IARU partner involvement</b>	<b>3</b>	<b>13</b>
Non-IARU Partner Universities	ETH MSc Robotics (Master of 'Robotics, Systems and Control')	6	
	Other Universities	52	
	<b>TOTAL Non-IARU partner involvement</b>	<b>58</b>	<b>3</b>
<b>TOTAL</b>		<b>61</b>	<b>16</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

(Almost) all Master-level courses at ETH Zurich are attended by students from different countries. The teaching experience was in this summer course was thus no difference.

## 4. 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)*

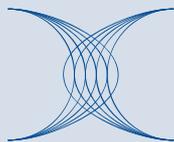
The successful aspects of the school were hands-on exercises on different robotic platforms, fundamentals of the main disciplines of the course and review of the state of the art in helicopter design, configuration, sensors, perception, and control. Another successful element was the final robot competition, in which the students had to make a robot flying autonomously in a controlled indoor environment.

## 5. 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 course with mixed participation from IARU partners and non-partner universities is difficult to position as a IARU Global Summer Program course, both in terms of the student experience and in terms of logistics.
- The short duration makes for an intensive course, which is appropriate to the topic, but not in line with the GSP ambition.





### iii. Dynamic Walking and Running with Robots

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<b>ETH Zurich</b>	
<b>Brief description</b>	To this end, the school will give a compact introduction into the engineering fundamentals of legged locomotion. It will provide the participants with the necessary concepts, tools, and methods that allow them to extend their knowledge of design, simulation, and control to the thrilling field of legged robotics.
<b>Course duration:</b>	11 - 15 July 2011
<b>Tuition fees:</b>	Waived for IARU partner students
<b>Accommodation:</b>	Provided basic accommodation for all participants in a remodeled former air-raid, free of charge.
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Mr C. David REMY, cremy@ethz.ch

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	1	
	ETH Zurich	1	7
	National University of Singapore		
	Peking University		
	University of California, Berkeley		
	University of Cambridge	1	
	University of Copenhagen		
	University of Oxford		
	The University of Tokyo		
	Yale University		
	<b>Total IARU partner involvement</b>	<b>3</b>	
Non-IARU Partner Universities	ETH / MSc Robotics	6	
	Other Universities	49	9
	<b>TOTAL Non-IARU partner involvement</b>	<b>55</b>	<b>16</b>
	<b>TOTAL</b>	<b>58</b>	<b>16</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

(Almost) all Master-level courses at ETH Zurich are attended by students from different countries and taught in English. The teaching experience was in this summer course is standard. The students of the summer school were highly motivated (well above a standard course). However, among the students in the course, the IARU participants did unfortunately not stand out in any way. In fact, they were found at the lower end of the spectrum in terms of knowledge and motivation.

## 4. 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)*

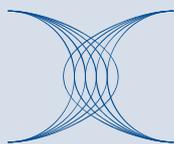
(See student survey responses.)

## 5. 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 course with mixed participation from IARU partners and non-partner universities is difficult to position as an IARU Global Summer Program course, both in terms of the student experience and in terms of logistics.
- The short duration makes for an intensive course, which is appropriate to the topic, but not in line with the GSP ambition.
- The administrative overhead (for what turned out to be 2 external students) is a nightmare. (e.g.: why should I answer this question with 500 words?)
- For a specialized course as the one that was offered at ETH, the IARU application procedure seems not ideal. Out of the 5 original candidates, 2 withdraw for financial reasons, and the other 3 seem rather unmotivated in comparison to the other attendees. Since we had to reject 30 other applicants, this is quite unsatisfying.





## iv. Asia Now! Southeast Asian Cosmopolitan Urbanism

<b>National University of Singapore</b>	
<b>Brief description</b>	<p>As an introduction to Southeast Asian cosmopolitan urbanism, the module is particularly designed for students with an interest in the Southeast Asian region and who wish to get a comprehensive in-depth understanding through hands-on and on-site direct learning experience, especially in the areas of cultural heritage conservation and management.</p> <p>The course offers a comprehensive and coherent understanding of cosmopolitan urban heritage – both tangible and intangible - through lectures, field work, synchronic &amp; diachronic mapping, critical analysis, interactive presentation, and collection of found objects, culminating in a public exhibition at one of the University's two museums, at the end of an intensive two-week programme.</p> <p>Participants will be challenged to collect first-hand information from all stake-holders, listen to voices from the streets, see beyond the façade, explore unfamiliar territories, discover fundamental problems, recognize new potentials, deliver innovative concepts, and offer critical perspectives. Participants will work together in smaller groups to cover different aspects of urban mapping, focusing on specific issues or themes. The output of the course is an integrated visual presentation consisting of textual &amp; graphic reports, a website, video clips, and exhibits, all these aspects being carefully curated for public exposure and display.</p> <p>The course will be conducted primarily in the cosmopolitan city of Melaka (Malaysia). On 8th July 2008, two historic cities of the Straits of Malacca - George Town and Melaka - were selected as UNESCO World Heritage Sites because of their outstanding universal values: (1) being exceptional examples of multi-cultural trading towns in East and Southeast Asia which contained various cultures that were translated into their architecture and urban forms, (2) as living testimonies of the multi-cultural tangible and intangible heritage and tradition of Asia, and of the European colonial influences, as expressed in their religious buildings of different faiths, ethnic enclaves, spoken dialects, festivities, dances, attires, art forms, cuisines and lifestyles, (3) reflecting a cosmopolitan blend of influences which have resulted in unique forms of architecture, culture and cityscape incomparable elsewhere in East and South Asia, particularly in their exceptional range of shophouses and townhouses from differing eras.</p> <p>Students will have the opportunity to curate and exhibit their findings in a museum setting, resulting in a public exhibition at one of the University's museums. Apart from engaging with architecture faculty, students will also benefit from interdisciplinary exchange and training from experienced museum curators.</p>
<b>Course duration:</b>	27 June - 15 July 2011 (19 days/130 hours)
<b>Tuition fees:</b>	Tuition awards for all incoming students

<b>Accommodation:</b>	<p>A) Singapore: Prince George's Park (PGP) Residences (Type C single-bed rooms) (NUS student hostel)</p> <p>B) Melaka (Malaysia): Baba House, a clean and comfortable hotel (renovated shop-house) inside the historic core of Melaka is provided for all participants.</p>
<b>Field trip:</b>	A walking tour is organized in Singapore at the beginning of the program as a part of the introduction of methodology on reading the city. The main part of the program is conducted in the UNESCO World Heritage town of Melaka (Malaysia)
<b>Course facilitator(s):</b>	<p>A/Prof Johannes WIDODO, course leader &amp; lecturer Dr Lilian CHEE, co-lecturer Ms FOO Su Ling, curator (Outreach), NUS Museum Ms Karen LIM Li Ching, Assistant Director, NUS Museum (Curatorial) Mr Shabbir Hussain MUSTAFA, Assistant Curator (Curatorial), NUS Museum Mr Ian TAN Yuk Hong, Teaching Assistant</p>

## 2. Participant and teaching staff data

	<b>University</b>	<b>Number of Students</b>	<b>Teaching Staff</b>
IARU Partner Universities	The Australian National University	1	
	ETH Zurich		
	National University of Singapore	7	
	Peking University	3	
	University of California, Berkeley	3	
	University of Cambridge	3	
	University of Copenhagen	2	
	University of Oxford		
	The University of Tokyo	4	
	Yale University	1	
	<b>Total IARU partner involvement</b>	24	
Non-IARU Partner Universities	University of Delhi	2	
		<b>TOTAL Non-IARU partner involvement</b>	2
	<b>TOTAL</b>	<b>26</b>	

### 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

The experience of teaching 26 international multi-disciplinary students (Arts, Anthropology, Urban & Environmental Science, Humanities, Social Sciences, English Literature, Architecture, Modern & Medieval Languages, Media Studies, Broadcasting Journalism, Economics, Law and Politics, Social Welfare, History, Law, Corporate Finance, Urban Planning, Pharmacy, Landscape Architecture, Communications, New Media, Geography, and Computer Sciences), 7 boys and 19 girls, coming from 9 universities has been very interesting and enriching.

Everything began about a week before the official starting date of the program, when a Facebook site was launched to gather all participants (<http://www.facebook.com/#!/groups/asianow2011/?ap=1>). In just a few days, everyone had become friends even before they physically met. This method of engagement, by a social media platform, has proven effective in team-building and inter-personal communication. Since day-1 of the official program until the last day before the exhibition, students also set up a Blog (<http://asianow2011.wordpress.com/>). Each group maintained a daily diary in the Blog. They recorded the findings and thinking process of the group.

The assignment is focused on the thematic issue of “domesticity”, using Melaka as a case study. Students worked together in smaller groups to cover different aspects of urban mapping by focusing on overlapping concerns of: “nationhood”, “migration”, “community”, and “tourism”, with the main theme of “Domesticity”.

The output of the course is an integrated visual presentation consisting of textual & graphic reports, a blog-site, video clips, and physical exhibits, all these aspects being carefully and professionally curated for public exposure and display in NUS Baba House, Singapore. The final exhibition format has been chosen to provide this extremely diverse group of students with a common albeit “unfamiliar” platform, in order to showcase the fruits of their hard work, rigorous intellectual exploration, sensitive insights, and the true spirit of cosmopolitan exchange.

### 4. 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)*

1. The effectiveness of this high-level learning process conducted within an inter-disciplinary group of students is enabled by intensive intellectual exchange, interaction with real communities and a challenging site context, strong teamwork in a friendly and informal environment, and the delivery of professional-standard output. All these outcomes were additionally achieved within a relatively short period of time.



*(Informal group photo of all participants at TTCLC Melaka)*



*(Working session & discussion at TTCLC Melaka)*

2. The effectiveness of using an “unfamiliar” platform (such as a professional Museum setting, on-site hands-on fieldwork, film production and editing, etc) moves beyond the individual’s familiar methods and comfort zone. This setting raises interdisciplinary pedagogy to a higher level.



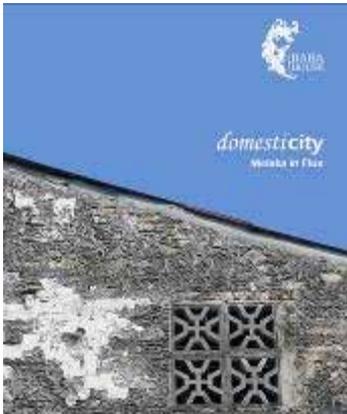
*(Learning about curatorial and technical aspects of museum exhibition at NUS Museum in Singapore)*

3. The involvement and engagement the local community in the learning process, to obtain insightful feedback from different stake-holders, has proven useful in building mutual trusts and getting correct in-depth insights for an impactful result.



*(Interim critic session attended by local residents: Josephine Chua and Colin Goh, Melaka)*

4. Students were challenged and successfully mounted a public exhibition of professional standards, high-quality publication material, and made effective use of internet-based social media platform.



(Front cover page of the exhibition brochure)



(E-invitation card for the exhibition opening)

You are cordially invited to the grand opening of  
**domesticity: Melaka in Flux**  
 an exhibition by  
 the students of Asia Novel Southeast Asian  
 Cosmopolitan Urbanism 2011  
 Friday 15 July 2011  
 10.00am - 12.30pm  
 NUS Baba House  
 157 Neil Road, Singapore 088883  
 A light reception will be served.  
 Please RSVP: Lim Hwee Lee at 65163402  
 or akh@nus.edu.sg by 13 July 2011.



(Inner pages of the exhibition brochure)



(Prominent visitors of the exhibition: Prof Lily Kong, Architect John Ting, at Baba House, Singapore)

5. Feedback/spontaneous reaction from Mr. John Ting (former President of Singapore Institute of Architects) after he and his wife attended the opening of the exhibition (Friday, 15 July 2011):

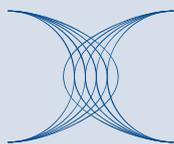
Hi Prof,  
Wow, fantastic work...from what I hear from all the students I spoke...excellent project!  
Well done again and keep up with your G8 weekend.  
BTW, if I understand Lily correctly, this is the first time this program is run outside the arts social sciences faculty? Please enlighten me a bit on the IARU. Thanks for your kind consideration to invite me and I hope you don't mind Lin coming along, as she is most interested in projects like this!  
Many Congrats and terima kaseh  
John  
Sent via BlackBerry from SingTel!

Hi Prof,  
Thanks for the link.  
Aha...then u did a good job mitigating...our sense is that we find it engaging cos its not contrived but academic and honest and the students seem to like the final show, which is most important. Its only a 3 week exercise, don't forget!  
Wonderful conversations with enthusiastic students from Berkeley, Cambridge, Copenhagen, Delhi, Peking, Today, Yale, NUS....  
How do u think Lily thinks of your project? YC? NUS Museum? Lin and I appreciate it a lot and we think u did a G8 job...especially for the first time!  
3 Cheers  
John

## 5. 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)*

1. How to get more students from member universities and partner-universities.
2. How to disseminate and to capitalize on the results and the deliverables of the modules, to build up a repository of knowledge (pedagogical, academic, practical) for the development of teaching and research in all member universities.
3. How to attract more staff to develop new modules from various Departments and Study Programs to create a wealthy pool of choices in the "menu" of IARU GSP



## v. Southeast Asia in Context

<b>National University of Singapore</b>	
<b>Brief description</b>	<p>Running for the sixth consecutive years since Summer 2006, the 2011 Summer School, Southeast Asia in Context, has maintained its high academic standard as well as its successful learning experience about Southeast Asia's history and culture. NUS, through Department of Southeast Asian Studies, FASS, admitted a total of 32 students this year to read two modules and take part in its intensive 11-day fieldtrips to Cambodia and Thailand. Courses offered included one compulsory module (SE2222 Southeast Asia in Context) and two electives (SE2212 Southeast Asian Social History and SE2880A Southeast Asia's Cultural Mosaic).</p> <p>Highlights of the Summer School were the 11-day fieldtrip to Cambodia and Thailand. Students immensely enjoyed and treasured their exposure to local cultures and on-spot lectures, given by local and NUS-based professors. Towards the end of this five-week Summer School, each student wrote 5,000-word, theme-based fieldtrip report to think through Southeast Asian historical past, politics, socioeconomic and cultural modernization, which they had learned during the fieldtrips.</p> <p>The 2011 Summer School Southeast Asia in Context had one student intern from McGill University, Canada, who helped manage the day-to-day affairs throughout the 5-week course.</p>
<b>Course duration:</b>	19 June – 23 July 2011 (5 weeks)
<b>Tuition fees:</b>	SGD 5,180 ( + SGD 69.13 Miscellaneous fees)
<b>Accommodation:</b>	SGD 555
<b>Field trip:</b>	SGD 1,200
<b>Course facilitator(s):</b>	Dr Pattana KITIARSA, NUS A/Prof John MIKSIC, NUS A/Prof Cynthia CHOU, KU

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich		
	National University of Singapore	11	2
	Peking University		
	University of California, Berkeley		
	University of Cambridge		
	University of Copenhagen	11	1
	University of Oxford		
	The University of Tokyo	2	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>27</b>	<b>3</b>
Non-IARU Partner Universities	King's College, London, UK	3	
	University of Manchester, UK	1	
	University of Leeds	1	
	<b>TOTAL Non-IARU partner involvement</b>	<b>6</b>	
<b>TOTAL</b>	<b>32</b>	<b>3</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Coordinating and teaching courses in the 2011 Summer School is always exciting. Three professors with backgrounds in archaeology and anthropology offered their respective modules, accompanied students to the fields in Cambodia and Thailand, and guided their fieldtrip report writing. Besides regular classroom lectures and assignments on campus, professors enjoyed their on-the-spot lectures in key historical sites, such as Angkor Wat, Angkor Thom, Ayutthaya, and Bangkok. Taking part in the Summer School offered professors the opportunity to mentor young international students from diverse academic and cultural backgrounds. It was eye-opening to interact with them inside and outside the classroom. Altogether the Summer School classroom provided one of the most intellectually-stimulating, face-to-face teaching and mentoring environment.

## 4. 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)*

There are many successful aspects of the 2011 Summer School. First, half of the IARU members sent students to the 2011 Summer School, showcasing very strong cooperation among the IARU community. This was the first time ever that NUS managed to have participating students from 5 IARU and 3 non-IARU, UK-based schools.

Second, the class size was perfectly right. With 32 students in the core module and 16 each in the elective courses, professors enjoyed running their lectures and monitoring activities effectively. Students bonded very well, compared to previous years which had larger classes.

Third, workload was trimmed down to fit the 2000-level, which was appropriate for the introductory nature of the modules. Although students felt that it was a little rushed for the fieldtrip report writing at the end of the programme, other assignments, such as reflection essays, classroom projects, and reports, were manageable by students from both IARU and non-IARU institutions.

Fourth, students studied aspects of Southeast Asian history and society first hand during the fieldtrip. Their interactions with local people and environments in Cambodia and Thailand were invaluable. They visited major historical sites, learned about life in the countryside and urban settings, crossed international borders, practiced rice transplanting and Buddhist meditation, and listened to lectures by professors in local universities. Students and professors were able to make small financial contributions to local schools, village committees, and temples in both Cambodia and Thailand.

Finally, the 2011 Summer School successfully supervised one student intern from McGill University, Canada and is looking forward to working further with McGill University to continue this student internship programme in the future.



*Picture 1: Visit to floating villages at Tonle Sap, Siem Reap, Cambodia (8 July 2011)*



*Picture 2: Visit to floating village school in Kampong Phluk, Siem Reap, Cambodia*



*Picture 3: Examining the remnants of Khmer Rouge era weapons at the War Museum near Siem Reap, Cambodia*



*Picture 4: Listening to an on-site lecture from Prof. John Miksic at Ta Phrom Temple, Angkor Thom, Siem Reap, Cambodia*



Picture 5: Posing for a group photo at Cambodian-Thai border, Anlong Veng, Cambodia



Picture 6: Crossing Cambodia-Thailand international border at Chong Chom Checkpoint, Surin, Thailand



Picture 7: Observing a training session at a local boxing gym in Ubon Ratchathani, Thailand



Picture 8: Visiting Ayutthaya Historical Park, Ayutthaya, Thailand



Picture 9: Posing after a special lecture session on the social history of Bangkok at Faculty of Letters, Chulalongkorn University, Bangkok, Thailand

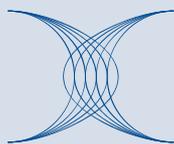


Picture 10: Participating in activities at a professional Thai boxing fight in Bangkok, Thailand

## 5. 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)*

From the perspectives of the coordinator and professors, the immediate concern is the rising costs for both IARU and non-IARU students. Travel, tuition, and accommodation for participating students are rather high, while there is virtually no scholarship for students taking part in this programme. Some students expressed concerns about workload. They thought the workload was a little too heavy for the 2000-level modules and time duration was too tight.



## vi. Chinese Politics & Public Policy and Comparative Philosophy: China & the West

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<b>Peking University</b>	
<b>Brief description</b>	14 students from 6 IARU universities spent 29 days in Peking University. They could select up to 3 courses in Chinese culture and language in a pool of 10. Moreover, a series of cultural activities were also organized during the program, which included but not limited to city tour.
<b>Course duration:</b>	3 July - 31 July (29 days)
<b>Tuition fees:</b>	RMB 10,000/person
<b>Accommodation:</b>	Global Village
<b>Field trip:</b>	Social Activities include: 2011.7.8 Watch Beijing Opera in Laoshe Tea House 2011.7.10 Visit the Tiananmen Square and Forbidden City 2011.7.16 Visit the Great Wall at Mutianyu Section 2011.7.23 Visit the Capital Museum
<b>Course facilitator(s):</b>	Prof ZHANG Jian Prof WANG Dong Prof GONG Wenxiang Prof Roger AMES Prof Al FIELD Prof BI Minghui Prof LI Yongjun Prof QIN Liyan Prof GAO Xiang Prof JI Xi

\* (Students may also take a language course, but it is optional and not listed as an IARU course)

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	3	
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	3	8
	University of California, Berkeley	3	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	3	
	The University of Tokyo	2	
	Yale University	0	
		17	8
Non-IARU Partner Universities	College of Business Administration	8	1
	University of California (8 campuses)	44	
	University of North Carolina-Chapel Hill	15	1
	National University of Singapore	24	
	University of Hawaii	0	1
	Individual applicants from 5 universities	18	1
	<b>TOTAL Non-IARU partner involvement</b>	109	2
<b>TOTAL</b>		<b>126</b>	<b>10</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

IARU students mainly involved in two courses, one from Professor Roger Ames “Comparative Philosophy: East and West”, while the other from Professor Zhang Jian “Chinese Politics and Public Policy”. Professor Ames was a distinguished professor in University of Hawaii, and he has given lectures and courses in PKU for a couple of years in the past. He has also been involved with the PKU Summer School International ever since it came into operation in 2009. Thus, his experience in dealing with international students is beyond doubt. His course “Comparative Philosophy” was one of the most popular courses in this program in both 2009 and 2010 Summer School. A brief interview with the Professor Ames suggested that IARU students learn as much from each other as they do from him. He said that during the courses, they had some powerful discussions which stimulated students’ thoughts. One characteristic of him and his course was that he often had interactions with students, and connected the theories with students’ diverse backgrounds so as to make them have better understandings. For instance, they had an extended discussion on censorship that pitted Plato’s strong position in favor of setting clear limits on art to avoid harm and offense with Aristotle’s position that art is a cathartic release for pressure in society. He would refer to students who come from places such as Singapore in which there is a strong censorship, and compared their ideas with students from Britain where censorship is lighter.

Professor Zhang Jian is also a very popular faculty in PKU, especially famous for his teaching skills in dealing with international students. For a couple of years, he has been teaching exchange students from Yale and Stanford, and students from other top universities during the fall and spring semesters. In his opinion, the difference between teaching domestic and international students is narrowing since Chinese students are becoming more driven to express their own ideas in the class. Teaching a class consisting of students with different cultural background did not mean so much for him than for the students themselves. The students themselves could learn a lot from each other as their cultural disparity being discovered. He hoped there would be more and more Chinese students joining this program, so there would be more intercultural communications between China and foreign countries.

#### 4. 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)*

First of all, the courses of this program are of high quality. Most of the IARU students are involved in two courses – Professor Roger Ames’s class “Comparative Philosophy: East and West”, and Professor Zhang Jian’s Chinese Politics and Public Policy. As indicated above, both professors have lots of experiences teaching international students, and they also received high remarks from IARU students. Professor Ames’s class not only has lots of interactions in class, but also weekly essays after class, which give students a chance to reflect on what they’ve learnt. Professor Zhang’s class is presented in lectures and class discussions. IARU students said that the teacher gave a systematic and meaningful introduction of Chinese politics and public policy.

Secondly, a rich mixture of cultural activities are provided for IARU students. Aside from group activities that are organized for the PKU Summer School International program, such as watching Peking Opera in Laoshe Tea House, visiting the Tiananmen Square and Forbidden City, Great Wall at Mutianyu Section and the Capital Museum, IARU students also experienced some activities specially designed for them, including inter-communions with PKU dancing and folk music clubs, IARU buffet dinner, etc. Interviews with IARU students indicated that these activities deeply strengthened the friendship among them while also deepened their understandings about the culture of China and Beijing.

Thirdly, this program provided IARU students with a valuable chance to meet and communicate with international students from other distinguished universities all over the world, such as the U.S., Singapore and Saudi Arabia. Professor Ames, who has provided courses for the summer school for the past three consecutive years, suggested that a value of this program was that it continued to recruit exceptional students from the best universities. In this year, except for IARU students, there are altogether 109 international students from different countries. Therefore, both in class and after class, IARU students have the opportunity to exchange ideas and make good friends with students from non-IARU partner universities. Many IARU students indicated that they had a wonderful time together and even took the “friends” as one of the biggest gains from the program.

Last but not least, IARU students are also satisfied with the accommodations and food on campus. This year, all IARU students are accommodated in Global Village, which is newly renovated and has convenient facilities. Each student has a separate bedroom which ensures their privacy. The dining halls of PKU are also open for the summer session, which allows student to have meals close to the classroom, saving much time and trouble for them.

## 5. Challenges and concerns for the future

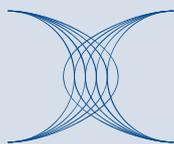
*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

While there are some satisfying and successful experiences from the GSP program in Peking University, there are also challenges for the future.

The first challenge is the schedule. Many IARU students suggested that the program should be extended to 6-8 weeks. Students expressed that if the time can be extended, it would be much easier for the credit transfer in their home universities, since most of the summer courses in their universities last for 6 weeks. The faculty also pointed out that the summer school program should not condense all the classes in such a short period of time, which exerted heavier pressure on students. Moreover, IARU students also considered that the extracurricular time is equally important and meaningful compared with the the class time, so they call for more time to experience the local cultures either through group activities or individual exploration, both of which requires more time for the program. However, on the PKU side, there is a schedule issue as well. Generally, PKU faculty only have two-month holiday, and extension of the program means squeezing faculty's summer break, which poses great difficulty for PKU to arrange best faculties for the GSP. Therefore, PKU is working on a compromise between the needs of students and faculty's schedule.

Apart from schedule, the circumstance of campus is also a concern. Both faculties and the students have complained about campus circumstance during the summer as PKU is receiving a large amount of tourists every day. PKU, as a top university in China, is widely renowned among Chinese, and parents would like to have their children visit the campus so as to encourage them for hard-working. As a result, the campus becomes more of a public place for visitors rather than an academic place. Thus, the large number of visitors has caused inconvenience for students to study and live on campus. PKU is now trying the limiting the number of tourists every day, but to some extent, the tourists still disturb students' studies.

In addition, although IARU students have communication with students from universities of various countries, they also wish to have more interactions with PKU students. Only a few PKU students participated in the summer program, which limited the communication between IARU and PKU students. Thus, how to involve more Chinese students into the courses and group activities will be a question of high priority for the program in the next year.



## vii. Sustainable Urban Management

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<b>The University of Tokyo</b>	
<b>Brief description</b>	The course provides basic knowledge of civil engineering, architecture and urban engineering in the context of sustainable urban management. Planning and management are taught on the building, urban and national scale. A one-day excursion related to the lectures will be organized for GSP students as part of the course.
<b>Course duration:</b>	20 June – 5 July, 2011
<b>Tuition fees:</b>	JPY 22,200
<b>Accommodation:</b>	JPY 85,000 (JPY5,000 per night) Hotel Kizankan (3 minutes walk from campus)
<b>Field trip:</b>	JPY 0 (Exempted) “Student Exchange Program” on July 4 and “Study Visits” on June 26 and July 5.
<b>Course facilitator(s):</b>	Prof Keisuke HANAKI

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	1	
	University of Cambridge	0	
	University of Copenhagen	1	
	University of Oxford	0	
	The University of Tokyo	5	13
	Yale University	0	
	<b>Total IARU partner involvement</b>	13	13
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>	N/A	N/A
	<b>TOTAL</b>	<b>13</b>	<b>13</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Based on feedback from the students in IARU GCP in 2010, the teaching method was modified this year. Though the faculty members always try to make the class interactive with students, group work by students is not common in courses at the University of Tokyo. But we designed the course to include time for group work. Two to three class units out of 13 were devoted to this purpose. This was a challenge for both the University of Tokyo faculty and students who took the course together.

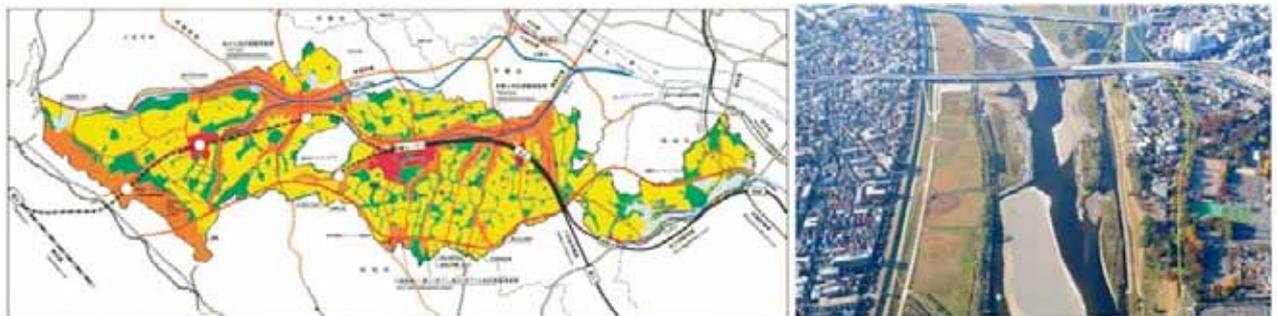
## 4. Successful aspects of the course

*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 course was offered by three departments, namely the Departments of Urban Engineering, Civil Engineering and Architecture in the School of Engineering. This course is also a regular undergraduate course of the University of Tokyo. Although the intensified schedule of just two weeks is not usual, evaluation criteria and total number of teaching hours were identical. Courses taught in English are common in the graduate program, but limited in the undergraduate program of the School of Engineering.

According to the feedback obtained from IARU students this year, the content and speed of the class were appropriate.

Observation of the actual situation is essential in this course. A one-day field trip to a suburban area of Tokyo was organized. The students and faculty members visited Tama Newtown where



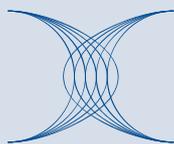
they saw both recent developments and old developments from the 1970s for comparison. The group also visited an urban stream where environmentally-friendly flood-prevention works are being implemented.

## 5. 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)*

More interaction between regular University of Tokyo students and IARU students should be promoted.





## viii. Nanoscience

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<b>The University of Tokyo</b>	
<b>Brief description</b>	This lecture series provides a general overview of nanoscience, which has grown very rapidly in the last few years. It consists of three sub-courses of lectures. Each sub-course will include visits to active laboratories in the University of Tokyo.
<b>Course duration:</b>	4 - 15 July, 2011
<b>Tuition fees:</b>	JPY 22,200
<b>Accommodation:</b>	JPY 60,000 (JPY5,000 per night) Hotel Kizankan (3 minutes walk from campus)
<b>Field trip:</b>	JPY 0 (Exempted) “Student Exchange Program” on July 4 and “Study Visits” on July 5 and 14.
<b>Course facilitator(s):</b>	Prof Teruyuki NAGAMUNE

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	1	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	0	
	University of California, Berkeley	1	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	2	
	The University of Tokyo	0	12
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>7</b>	
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>	<b>N/A</b>	<b>N/A</b>
<b>TOTAL</b>	<b>7</b>	<b>12</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

This nano-science course consists of three parts, nano-biology, nano-medicine and nano-technology, based roughly on biology, bioengineering, and physics disciplines, respectively. The backgrounds of the participating students are very heterogeneous, from medicine to electrical engineering. The students have maintained this broad spectrum for the last four years. We originally thought that it would be a challenge to give lectures to such a heterogeneous population of students. However, by the use of videos and concrete models for assisting lectures, it turned out to work well as program outcomes reveal.

Professor Tei in the Graduate School of Engineering, speaking about the important things for good lecture for students from different countries with different backgrounds, comments that “1. Because students are undergraduates, the lectures need to consider their academic level. 2. A fundamental introduction to background research is very important. 3. Incorporating videos and concrete models in lectures is helpful for easy understanding and enhancing student interest. 4. Lectures should be conducted in an interactive manner. Therefore it is necessary to limit the number of slides and to have enough time for discussion.”

Professor Sakuma in the Graduate School of Engineering states “It was very good to arrange laboratory visits just after lectures to enhance student interest.”

Professor Irimura in the Graduate School of Pharmaceutical Science states that “This class is a good opportunity to introduce research activities in the University of Tokyo to the undergraduate students participating from prestigious universities around the world.”

#### 4. 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)*

Students have provided positive comments about the lectures. For example, a student with a background in life sciences from the National University of Singapore said of the nano-medicine lectures by Professor Tei “Interesting lecture on a field I have no prior experience with. Pace of lecture was just right and understandable.” A student with a background in bioengineering from the University of California at Berkeley also said of the lectures by Professor Tei “I really enjoyed seeing the models and videos. It really allowed me to understand exactly what your research has to do with as I am a very visual learner. The level of instruction was perfect for my understanding. I really enjoyed learning about how artificial bones can be made and used in surgery to repair bones that were destroyed from cancer or accidents.” A student majoring in chemistry and biomolecular engineering in the National University of Singapore states about the lectures by Professor Tei and Professor Ichiki respectively, “The videos helped me to understand the class which I enjoyed very much.” and “The videos shown during the lecture were informative and interesting.” These positive comments are the result of our efforts to make classes understandable using videos and models after a couple years of experience.

From the lecturers’ side, positive comments are also given. As an example, Professor Irimura in the Graduate School of Pharmaceutical Science reports that “The students this year are excellent and very interactive with good response and it was very enjoyable for me.”



*Photo 1. Class of Prof. Tabata*

Professor Tabata in the Graduate School of Engineering states “By answering to many questions asked by the students during the lecture, the entire lecture became interactive and enjoyable for me. I would like Japanese students, who are often really passive in the class, to learn this style of study by participating in this lecture series.”

Positive comments were also made about the laboratory tours and study visits to advanced research centers for nanotechnology (FUJIFILM Advanced Research Laboratories, Fujifilm Co.) and healthcare (TERUMO Medical Pranex, Terumo Co.) from the students stating that “informative” and “enjoyable.”



*Photo 2. Study visits to the research centers of Terumo Co. and Fujifilm Co.*



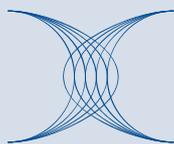
All the students provided well-written essays, which were required to receive credits, and which was also a good sign of the positive outcome. It appears that the load of report problems was appropriate, not too heavy and not too light.

## 5. 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)*

From the students' side, there were no negative comments given. From the lecturers' side, many said that more Japanese students should participate because no students from the University of Tokyo participated this year. To solve this problem, we need to consider strategies to increase the number of Japanese participants.

Another aspect is the fact that lectures given for a few weeks are not sufficient to provide students with a really good opportunity to acquire deep knowledge about the field of nanoscience. To improve this, we need to discuss new lecture styles, such as giving problems about the topics of lectures to students before the class and encouraging self-learning, followed by lectures to students. However, it is necessary to ensure that the problems given to students beforehand do not become too much of a load to them.



## ix. Japan in Today's World

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<b>The University of Tokyo</b>	
<b>Brief description</b>	This program is designed to show the role of Japan in today's world in terms of her diplomatic activities and her contributions through overseas assistance and to international organizations. The principles behind Japan's activities, as well as the actual extent of her activities, remain relatively little known outside Japan. The program also aims to enhance students' understanding of Japan's politics and economy, which are bound up within the global system and yet are not so well understood by those outside Japan.
<b>Course duration:</b>	19 – 28 July, 2011
<b>Tuition fees:</b>	JPY 29,600
<b>Accommodation:</b>	JPY 55,000 (JPY5,000 per night) Tokyu Stay Shibuya (15 minutes walk from campus)
<b>Field trip:</b>	JPY 0 (Exempted) "Study Visit" on July 26.
<b>Course facilitator(s):</b>	Prof Hideo KIMURA

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	1	
	Peking University	1	
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	1	
	University of Oxford		
	The University of Tokyo	1	11
	Yale University	1	
	<b>Total IARU partner involvement</b>		
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>	N/A	N/A
<b>TOTAL</b>		<b>10</b>	<b>11</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

### Active Participation of Professors

Last year two professors (faculty members) played the role of coordinators, giving lectures and guiding the discussion, but we invited many instructors from outside of the university, including foreign ambassadors and businessmen, as well as Japanese diplomats and journalists, to give lectures based on their experiences and knowledge.

This year all the lectures were given by our faculty members (professors and associate professors), whose academic fields (Political Science, Economics, Diplomacy, Development Studies, Philosophy, History, Popular Culture, and Japanese Literature) could cover wider range of the themes of this course than last year. All the professors have experience of giving lectures to the foreign students, and are accustomed to guiding discussions with them, so we didn't have any problem at the classroom.

In our faculty we have a student exchange program with more than twenty foreign universities called Abroad in Komaba (AIKOM). Some of the professors of the JTW course have experience of giving lectures on the AIKOM program, which was valuable when lecturing on the JTW course. Next year the University of Tokyo will start an English program at the under-graduate level, and at the same time in our Graduate School of Arts and Sciences we will start two English programs. In this course we have gained more experience of managing English courses in our Faculty and Graduate School. We hope to integrate this course with the AIKOM program and Graduate School English programs.

## 4. 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)*

### 1. The Structure of the Course

At first we planned to divide the course into five clusters:

- 1<sup>st</sup> Cluster: Japan and the World  
3 lectures and 1 discussion
- 2<sup>nd</sup> Cluster: Japan and Asia  
3 lectures and 1 discussion
- 3<sup>rd</sup> Cluster: Japan and the United States  
2 lectures and 1 Study Visit
- 4<sup>th</sup> Cluster: Views of Japan from Outside  
2 lectures
- 5<sup>th</sup> Cluster: Wrap-Up  
General Discussion and Closing Session

But we modified it a little, that is, the General Discussion of the 5th Cluster was integrated with the 4th Cluster, and the Closing Session was held independently. So the course was composed of 4 clusters and a Closing Session. With this modification the course became better organized and the lectures were well integrated into the general theme of the course.

### 2. Discussion

We set discussion time in all four clusters. In the 3rd Cluster, together with the lecture which was held at a site visit, where the students could discuss actively about the life of the Japanese middle class in the house where they lived. In other 3 clusters before the discussion the students were informed with the theme of the discussion. In the 1st Cluster, three students were selected as the representatives of two positions: apologists and non-apologists, and expressed their opinion at the start of the session. Afterwards other students joined in the discussion. In the 2nd Cluster the students were required to make research about the situations of refugees and migrants in their homelands, and took part in a discussion based on this information. In the 4th Cluster, at the second lecture the students were informed to be prepared for the discussion on that theme of the lecture. In all the discussions all the students participated in them very actively sharing their knowledge and opinions amongst themselves.

### 3. Study Visit

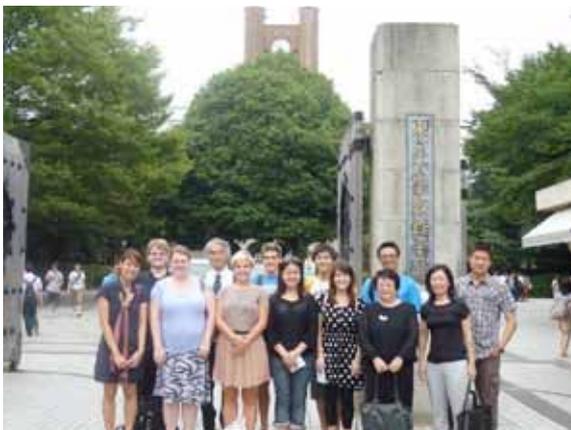
We made the study visit to the suburbs of Tokyo to see a modern building and residence to make the students aware of foreign influence on modern Japanese culture and society. We visited Myounichikan Building of Jiyugakuen School designed by the famous American modern architect Frank Lloyd Wright. Before WWII Jiyugakuen School was one of the most modern schools in Japan and the Myonichikan Building was its symbol. Afterwards we visited a modern residence named Sasaki House, where a professor of our faculty gave a lecture on the daily life of the Japanese middle class. The students well understood that some part of Japanese society enjoyed the modern life introduced from abroad, seeing this directly the typical school building and residence situated on the urban areas of Tokyo. Lastly after the study visit the coordinator of the course accompanied with the students to see the fireworks in Katsushika District situated in the eastern part of Tokyo. The students enjoyed the fireworks very much and could see Japanese young people wearing Japanese traditional clothes, *yukata*.



*Myounichikan Building of Jiyugakuen School*



*Lecture at Sasaki House*



*Myounichikan Building of Jiyugakuen School*

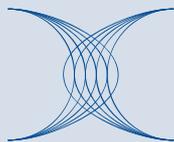
## 5. Challenges and concerns for the future

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

We could not solve the problem mentioned last year in this paper, namely the problem of when to set the JTW course. This course was held just after the completion of normal faculty classes, in the hope of that it would allow the professors and the students to more easily participate in the course. Last year, fourteen students of the University of Tokyo had registered in the course, but only six students completed the class. This year seven students of the University of Tokyo registered in the course but just one student completed the class. We had less Japanese students than last year. It is very important for us to ensure a better presence of Japanese students in the course, because their presence would have good effect on the activation of the discussion, the better adaptation of the foreign students to the class, and the exchange of opinions among the students. We must make better our publicity and orientation to the Japanese students of all faculties of the University of Tokyo.

Another problem is the diversity of the interests of the students. Some students who have the political science major wanted more academic and detailed knowledge of Japanese politics and economy. But some students not specialized in social science wanted a general introduction to Japanese culture and society. We would like to respond to the demands of the former, but not to exclude the latter. It is a difficult problem but in order not to mislead the students, we must provide more detailed information of the course to the students earlier, and a list of suggested reading before the opening of the course, and a list of further reading after the course.





## x. Introduction to the Japanese Language

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<b>The University of Tokyo</b>	
<b>Brief description</b>	The University of Tokyo provides an introductory course for those new to Japan which will both facilitate participation in Japanese society and introduce characteristics of the Japanese language such as the Japanese writing system, elementary grammar, and communication patterns. With the Japanese language learnt in these classes we hope our students will be able to experience a wider range of Japanese culture. To improve students' Japanese literacy, "practical" lessons, such as the use of dictionaries, will also be included in this course to enable students to continue their study of the language when they return to their home country.
<b>Course duration:</b>	4 – 15 July, 2011
<b>Tuition fees:</b>	JPY 29,600
<b>Accommodation:</b>	JPY 65,000 (JPY5,000 per night) Hotel Kizankan (3 minutes walk from campus)
<b>Field trip:</b>	Exempted
<b>Course facilitator(s):</b>	Prof Yasuto KIKUCHI

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	1	
	Peking University	0	
	University of California, Berkeley	0	
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	1	
	The University of Tokyo	0	11
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>5</b>	
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>	<b>N/A</b>	<b>N/A</b>
<b>TOTAL</b>	<b>10</b>	<b>11</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

The opportunity to interact with IARU students inspired staff and students who are studying in other courses provided by our center.

## 4. 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)*

We strive to enable students to grasp an overview of Japanese language learning, in a short period, to respond to expectations like the following:

- I hope to get a good foundation (e.g. basic grammar, hiragana, katakana, basic conversation skills) from which I can teach myself to a decent level of fluency in Japanese. (Australia, male, answering “What do you hope to get out of this course?” in the pre-course questionnaire.)

This short course not only provides survival communication skills in Japanese for a short stay in Japan, but also balances this by providing knowledge of certain characteristics of the Japanese language. Studying the Japanese writing system (including the use of dictionaries and study of kanji), and elementary grammar were included in order to make a firm basis from which to enable students to continue their studies after they returned to their home countries. The students' feedback on the course design was mostly positive.

- “The two-week intensive course was great. I learnt more in two weeks than one semester at my home university could teach me. The teachers were all very enthusiast and helpful, and there were a variety of interesting ways used to teach the course.” (Australia, male, same as above, “Message for future students” in course feedback questionnaire,)
- “You’ll learn a lot in a short time and find that you’ll be able to use what you learned immediately after class in real life.” (USA, female, “Message for future students”)



## 5. 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)*

We are aware of the necessity of improving the course materials (or pre-course materials), especially on studying Japanese characters, and some grammatical points.

- “More emphasis on particle use would have been helpful.” (USA, female.)
- “More kanji and katakana practice [would make the course better].” (USA, female.)
- “Prefer more handwriting exercises (kanji, hiragana, katakana).” (Male, Singapore.)

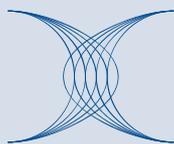
On hiragana, we provided an e-learning system and exercise tasks, which the students can access from their country before the beginning of the course, but it didn't seem enough and some students needed more.

- “More content before the course started on topics like katakana and kanji would have helped.” (New Zealand, male.)

Some students seemed to want more language learning materials about Japanese modern culture in classes, e.g. songs, videos, cartoons. Below are some opinions from the questionnaires.

- “While learning on language, maybe we can be exposed to Japanese culture and learn language use from there. E.g. song lyrics etc. Have more games to encourage us to memorize.” (Singapore, female.)
- “Maybe cartoons and videos to show the different scenarios.” (Singapore, female.)

Additionally, we will consider offering more opportunities for IARU-GSP students to meet with our international students on degree programs or Japanese students in the University of Tokyo.



## xi. Media and Society: The Middle East in the Global Context

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<b>University of California, Berkeley</b>	
<b>Brief description</b>	This course will examine global media coverage of the Middle East and the political, cultural and social impact it has on policy decisions and contemporary understandings of Arab identity. Through the analysis of media politics and communication biases, the course aims to broaden students' understanding of the region's complexity by pushing students to move beyond the narrow discussion of intractable regional conflicts and structural failures. Students in this course will analyze divergent political and media discourses concerning "the Middle East" reality and will critically assess the intellectual and policy consequences produced by conflicting and over-simplified paradigms of the region. They will also explore the social, cultural and media phenomena that are slowly changing the collective imagination of the Arab region.
<b>Course duration:</b>	5 July – 12 August 2011
<b>Tuition fees:</b>	Tuition fee: USD\$2,085 The tuition cost can be broken down as follows: USD \$1,400 course fee USD \$385 enrollment fee USD \$300 International service fee (not required for U.S. citizens or permanent residents) Accommodation: USD \$2,193 (double) / USD \$1,841 (triple); All meals are included with housing, this amount is estimate for personal expenses or entertainment Estimated visa cost: USD \$340 Estimated text book costs: USD \$216 Estimated living expenses: USD \$380
<b>Accommodation:</b>	Summer Sessions Residence Halls
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Tara GRAHAM, Center for Middle Eastern Studies, UC Berkeley

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	0
	ETH Zurich	0	0
	National University of Singapore	1	0
	Peking University	1	0
	University of California, Berkeley	3	1
	University of Cambridge	0	0
	University of Copenhagen	0	0
	University of Oxford	0	1
	The University of Tokyo	2	0
	Yale University	0	0
	<b>Total IARU partner involvement</b>	<b>9</b>	<b>2</b>
Non-IARU Partner Universities	The American University in Cairo	1	0
	Science Po Bordeaux	1	0
	University libre de Bruxelles	1	0
	Shanghai Jiao Tong University	1	0
	<b>TOTAL Non-IARU partner involvement</b>	<b>4</b>	<b>3</b>
<b>TOTAL</b>	<b>13</b>	<b>2</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Tara Graham, the course instructor, shared “All in all, the group of students grew very close over the six weeks of the course. They remain in touch via Facebook and continue to share links to commentary pieces relevant to the course content. By the last class, the students were referring to themselves as a family. They took a hike up to the “Big C,” had a potluck, took turns pushing each other on the swings, and photographing every move. This group, this course, this summer -- was truly an amazing journey.”

## 4. Successful aspects of the course

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Student evaluations for the course are not yet available, but instructor Tara Graham stated that “By the end of the course, each student produced an individual website and blog, along with a timely group website devoted to the political and social happenings leading up to a country’s

involvement in the 2011 (so-called) Arab Spring. The students seemed very pleased to have studied the interplay of media and Middle East politics this summer, and to also walk away with web skills. They covered a lot of territory in this class (political theory, regional politics, media production, new media studies) and produced a substantial amount of work. In the end, the students seemed quite proud of themselves.

The smaller class size allowed for greater group cohesiveness, and a few of the students commented that the teacher to student ratio (1:13) was encouraging and helpful when any web production issues occurred. The group excursions and activities planned outside of class allowed the group to get to know each other on more personal levels, and this (I think) contributed to greater comfort and participation in the classroom.

The students also enjoyed the inclusion of many lecturers, from both academic and media backgrounds, in the program. Some of these lecturers were armed with photos and videos, while others simply told stories and complicated our understandings, of Arab Spring happenings.”

Professor Khatharya Um, Faculty Director, noted the following: “During my meeting with the GSP students in the course, students identified the size of the course, the content and rigor of the course, especially the balance between media and the middle east, and the way the two instructors complement each other, and the extra curricular activities as highlights of their Berkeley experience. All indicated that they would recommend the course to their peers and would be willing to serve as the GSP ‘ambassadors’ on their campus. A few would like to return to Berkeley for a longer academic experience.”

GSP coordinator Anthony Yuen commented that “several GSP students felt the international composition of the group, both IARU GSP students and those students joining from UC Berkeley and other universities, contributed to the academic and social environment of the program. This was most evident during excursions and out-of-class activities where I witnessed the social connections that had been built over the course of the program.

Based on student comments, the GSP students also enjoyed the co-teaching structure of the course—learning about Middle East topics from Daniel Zoughbie, one of the course instructors and PhD graduate from the University of Oxford, and the media workshops from Tara Graham, the principal course instructor. For many students, learning such applied skills in their academic studies was a new experience and well-received.”

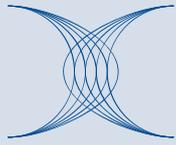
## 5. Challenges and concerns for the future

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

Tara Graham responded “Beyond initial (and inevitable) visa/enrollment issues, I cannot think of any significant challenges or concerns. This group of students did a fantastic job - studying, producing, sharing, bonding. It really was a successful summer, as far I understand.”

During their meeting with Professor Um, some students noted that they wish many more students from their campus could participate in the course but did recognize that, unless they get financial support, cost is prohibitive for many of their peers.





## xii. Summer Peace Institute: Human Security & Peacebuilding

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<b>University of California, Berkeley</b>	
<b>Brief description</b>	Through their participation in the Summer Peace Institute students will deepen their understanding of the changing landscape of contemporary international relations, sharpen critical thinking and communication skills, and nurture ethical and citizenship sensibilities commensurate with the demands of the 21st century. This GSP offering consists of a 2-course sequence:  1. Problems without Passports: Human Security Issues in the 21st Century (13 June – 1 July)  2. Peacebuilding Practice: Field Study in Costa Rica (4 – 15 July)
<b>Course duration:</b>	13 June – 15 July 2011
<b>Tuition fees:</b>	Tuition fee: USD \$4,455 Accommodation: Accommodation costs included in tuition cost Estimated visa cost: USD\$50 Estimated text book costs: USD\$216 Estimated living expenses: USD\$875
<b>Accommodation:</b>	Students will be staying in program housing while in Costa Rica.
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	Dr Jerry W. SANDERS, Chair, Peace and Conflict Studies, UC Berkeley

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	0	
	National University of Singapore	2	
	Peking University	0	
	University of California, Berkeley	29	1
	University of Cambridge	0	
	University of Copenhagen	0	
	University of Oxford	0	
	The University of Tokyo	2	
	Yale University	0	
	<b>Total IARU partner involvement</b>	<b>35</b>	
Non-IARU Partner Universities	Hollins University	1	1
	New York University	1	
	UPEACE	10	2
	Universidad Central de Venezuela & Universidad Sergio Arboleda in Colombia		1
	<b>TOTAL Non-IARU partner involvement</b>	<b>12</b>	<b>3</b>
	<b>TOTAL</b>	<b>47</b>	<b>4</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Professor Jerry Sanders, the course facilitator, shared the following response: “My experience was all three: It was indeed interesting to have students in the classroom from widely diverse experiences and perspectives sharing their ideas with one another. It was exciting to see them working together in research projects on common global problems drawing on these diverse backgrounds and sorting out commonalities and differences. Finally, it was challenging as well, due to their different pedagogical expectations based upon the different traditions to which they were accustomed, e.g. lecture/interactive approaches.”

## 4. Successful aspects of the course

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Student evaluations from the program are not yet available, but Professor Jerry Sanders commented that “Both UCB and UPEACE staff have been impressed by the high level of

enthusiasm and seriousness of purpose that the students brought to their work. This was particularly true in the case of group project presentations which demonstrated commitment to research/practice (PACS 119/135) and creativity in presentation. This was the first experience that UPEACE has had with undergraduates. As a result of what they view as a very positive experience, a new policy initiative will allow selected undergraduates to enroll in UPEACE graduate courses during the academic year through their university's education abroad programs.”

Faculty Director Professor Khatharya Um shared “Based on my classroom observation, interactions with GSP students and conversations with Berkeley faculty and GSI, and with UPEACE leadership, staff and students, I would say that the most successful aspect of the course is the invaluable opportunity provided to our GSP undergraduates not only to learn from each other but also from UPEACE graduate students who are from the global south, and who not only have the theoretical grounding but also the extensive field and lived experiences that come from either being of vulnerable populations in conflict societies and/or because of their work with international humanitarian agencies. On their part, the UPEACE students gained an exposure to American thinking and approaches to issues of global importance, which many have said was useful to their future work.

It is also exciting and inspirational for GSP students who are concerned about peace and conflict issues to be at an institution that is not only a part of the UN but one dedicated to the mission of peace building and located in a country with its own historical links to peace building.”

## 5. 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)*

Professor Jerry Sanders responded “One of the major challenges is getting the student ratio in relative balance if a program of this type is to realize its optimal potential. There were three groups of students in the Summer Peace Institute: UCB and other undergraduates enrolled through UC Summer Sessions; UPEACE graduate students; and IARU/GSP participants. My goal was roughly equal numbers of each (15 perhaps as the ideal balance between financial requirements and pedagogical constraints). We reached 20 UC in the first two weeks (February) and thereafter kept a wait-list of aspirants. The latter group had to wait until April for the GSP selection to be completed, and May for UPEACE in order to learn their fate. IARU/GSP and UPEACE contributed only 6 and 10 respectively. This led to the admittance of those on the waitlist, raising UC numbers to 31. While I believe that students adapted well to these circumstances and came to see one another as individuals (aided by the design of mixed research groups), in the beginning there was some surprise and dissatisfaction expressed by the GSP students with the Berkeley-heavy composition of the program. Therefore, it would help to get recruitment calendars in sync and to consider how to increase the numbers of IARU/GSP participants. UPEACE will be addressing this matter as a top priority for the coming year.”

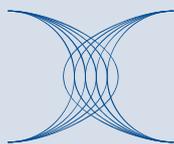
According to Faculty Director Professor Khatharya Um, the two biggest challenges are:

### 1. Reconciling economic imperatives with the intellectual mission of GSP

What does it take for us as individual campuses, and collectively as IARU, to be able to deliver on the fundamental principles of GSP- especially the sense of exclusivity that we advertise as being a unique feature of this program? What, if anything, makes GSP different from other summer courses that student can take on many of our campuses? Until we address that, managing student expectations will remain a challenge.

## **2. Promoting program visibility**

How can we do better with outreach and recruitment to potential student participants? Students are still complaining that there is little promotion on their campuses and that most learned of the GSP program from their friends who had participated in the program, rather than through campus announcement. Students are also still struggling with the layers of bureaucracy. Again, more campus education about the GSP program and the process of application is needed on all our campuses.



### xiii. Shaping the World: Understanding the Past, Predicting the Future

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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 programme 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>	4 weeks (10 July – 7 August)
<b>Tuition fees:</b>	UK £1,685
<b>Accommodation:</b>	Gonville and Caius College, fees UK £1,600
<b>Field trip:</b>	Optional weekend visits
<b>Course facilitator(s):</b>	Ms Sarah ORMROD, Director of Summer Schools Dr Rob WALLACH, Program Director

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The 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	2	
	University of Oxford		
	The University of Tokyo	3	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>14</b>	<b>12+40+</b>
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		
<b>TOTAL</b>	<b>14</b>	<b>52+</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

The staff involved in the various teaching aspects of the GSP (lectures, discussions and supervisions) very much enjoy the different perspectives that are such an integral part of the GSP. The University is not unfamiliar with teaching overseas students as some 12% of our undergraduates are non-UK and this percentage increases to 60% for graduate programs here. For the University's main Summer Schools, some 95% are from overseas. However, it is the intensity and commitment of the GSP students which is particularly appreciated. This is well-expressed by one of our five supervisors who, at the end of the four weeks, wrote the following about her two students:

It has been an absolute pleasure to teach them both, and I think their achievements over the past four weeks have been very impressive. On a personal level, it was a real delight to teach students who were so keen to learn and so willing to take on board, and develop, my suggestions and advice. Not to mention a pleasure to teach students whose areas of interest and previous educational experience makes a refreshing change from students at Cambridge. I think it speaks volumes for the kinds of students who come on the GSP Summer School, and is testament to what a brilliant scheme it is!

## 4. Successful aspects of the course

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (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. As last year, the eight afternoon discussions were based on selected lectures that were compulsory, and this allowed the students to build on the topics introduced. Hence the discussions were enjoyable, helped give more perspective to and insights on the various discussion topics and helped to promote a strong sense of community amongst the GSP students.

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 Program Director (who also led the first discussion group) helped to give the program 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 private tour of King's College Chapel, advice on a bicycle tour to a nearby stately home (Wimpole Hall) 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, visits to departments or museums (part of the University's Science Summer School) and other events (concert, ceilidhs, jazz events) enabled them to spend time with participants on other programs 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; this will allow fine-tuning of the program and further improvements for following years. It is clear already, from the responses received to date, that the GSP students thoroughly enjoyed, benefitted from and appreciated their Cambridge experience.

*Comments from our GSP students questionnaires, including responses to the question about features of the program that appealed to them the most?*

The supervisions were inspiring. The part of the lectures where the latest research topics are described. (MH)

Supervisions were a terrific opportunity to experience Cambridge teaching. [Ours] was a superb supervisor; she allowed us to make our points during the supervisions, while also challenging our views with possible counter-arguments. Her comments on essays were clear and thorough. I'm extremely satisfied with my Cambridge supervision experience. (PCF)

Meeting wonderful peers from all around the world. (ZY)

Thank you so much for a truly fantastic experience! It has without a doubt changed not only the way I look upon other areas of academic work but also helped me to erase the boundaries I thought were inevitable in this world thus giving me the courage and desire to aim even higher. (MH)

Communicating with others was perfect. The restricted number of people makes it possible to include everyone who wishes to participate in some given activity. (MH)

The discussions were all constructive and helpful in our learning. (GT)

Thank you for everything during the GSP course. I enjoyed myself and learned a lot of things. First of all, it was really nice that I could meet many nice people. Thank you, again for giving me such a wonderful chance to study in Cambridge and all of your kindness. (SI)

I think it is an excellent program, and I would hesitate to make any major changes. Even aspects that 'could be improved' [a few suggested] perhaps present challenges to the student in ways that ultimately result in benefit. So I would approach any changes very conservatively. (KW)

The GSP program surpassed my expectations. I didn't expect to make such good friends who get along so well with everyone but I did. And I learned a lot more than I expected to, especially in the supervisions. (NL)

Amazing program and lovely to have such committed and helpful people organizing it. (ES)

## 5. 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)*

As last year, it was necessary to operate on two teaching sites, approximately 10 minutes apart if walking, and this meant that the students had to be efficient in transferring between lectures in order for them to enjoy a fully interdisciplinary program of talks. However, the students managed this well and it did not cause any real difficulties.

This year, we introduced face-to-face interviews for all our out-going students. This was worthwhile in its own right, and also perhaps instilled in them a commitment to take up a place once it has been offered. However, the overall demand to participate was down compared with previous years. This may well be due to the perceived high costs at a time when many students are facing financial pressures. The bursary scheme was extremely helpful in mitigating, to some extent, against this. Two incoming students withdrew after acceptance to the program.

**Cambridge GSP 2011:  
Photo gallery  
©Kent Wilson, Berkeley**



*Punting on the Cam*



*Cream tea at the famous Orchard Tea Rooms, Grantchester... and  
a chance to catch up on study!*



*Simles, as a plenary lecture is about to begin...*



*Eating with GSP friends: in Gonville and Caius College, and out and about*





*Exploring: Cambridge and the countryside*



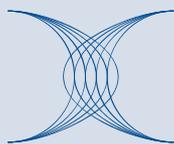
*Capturing memories from the trip*

*Telling the time, GSP style!*



*Closing dinner and the 2011 GSP group at Caius 'Gate of Honour' with Rob. With thanks to: Mei Ying, Shoko, Gordon, Ye, Vivien, Emma, Sayaka, Nicole, Annika, Paulo, Mads, Akihiko, Ping and Kent!*





## xiv. Kierkegaard: The Individual in the Global Society

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<b>University of Copenhagen</b>	
<b>Brief description</b>	<p>A study of the works of Copenhagen's most radical author, the 'father of existentialism,' Søren Kierkegaard (1813-1855). Kierkegaard's entire authorship is centered around the existential project that every human being is confronted with: to become oneself and none other than oneself. And as he sees it, becoming oneself does not happen passively and is never achieved once and for all, but rather requires constant effort. He thus often describes this project as one of taking responsibility for "choosing," "gaining," or "finding oneself."</p> <p>This course examines his witty, humorous, but also deeply earnest exploration of the psychology of self identity. And Kierkegaard's thoughts about the struggle for personhood take us through perhaps unexpected territories: beginning with the breakdown of culture-specific ethnic and religious that have traditionally defined the self, he explores the culturally destructive power of Socrates' irony, the art of seduction, theories of beauty and boredom, a scathing critique of religious culture and politics, religious demands that conflict with ethical duty, the chronic sicknesses of the soul, the look of the Other as a defining factor in self-identity, the struggle to see with the eye of faith, the joy of being embodied here and now, and finally, love.</p>
<b>Course duration:</b>	5 - 30 July (26 days)
<b>Tuition fees:</b>	Exempt
<b>Accommodation:</b>	USD \$486 - 520 (DKK2,800 – 3,000)
<b>Field trip:</b>	Exempt
<b>Course facilitator(s):</b>	Brian SÖDERQUIST

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	3	
	ETH Zurich		
	National University of Singapore	2	
	Peking University	1	
	University of California, Berkeley	1	
	University of Cambridge		
	University of Copenhagen	6	
	University of Oxford	2	
	The University of Tokyo	1	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>17</b>	
Non-IARU Partner Universities	Copenhagen Business School	1	
	Sofia University	1	
	Aarhus University	1	
	Ljubljana University	1	
	Lapland University	1	
	Amsterdam University	2	
	<b>TOTAL Non-IARU partner involvement</b>	<b>7</b>	
<b>TOTAL</b>	<b>24</b>		

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Because English is the language of instruction in most of the classes I teach at the University of Copenhagen, I often have an enrollment of students from around the world. Teaching this particular mix of students this summer, however, turned out to be much easier and academically more rewarding than most of my other classes. Perhaps because the students travelled to Copenhagen specifically in order to take this class, the IARU students were generally committed to it. They read the texts diligently and were consistently prepared for lecture and discussion. They were also very well educated and bright, and though the students had very different backgrounds, but they were able to bring what they already knew to class discussion and their research papers.

It also became apparent that the students have been trained in different pedagogical traditions: the Anglo-American students were accustomed to classroom debate; the continental European students were used to lectures with occasional objections in the form of questions; the Asian students were often hesitant about speaking in class. In general, I prefer the lecture format, but with this group I tried to move more in the direction of discussion and debate. The students were indeed eager to speak, including those from continental Europe and Asia, and in their course evaluations, most of the students said they learned from the discussion. The majority of students

reported, however, that lectures were usually more helpful. Finding the right balance of student discussion and lectures was the greatest challenge.

## 4. 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 atmosphere and learning environment that arose naturally between the students was the most successful aspect of the course. One third of the students were from Denmark, half from other member universities, which was a very fortuitous combination of those who were familiar with the city and those who weren't. A large group of students went out for coffee every day after the conclusion of class.

In addition, toward the beginning of the course, we took a weekend bike trip to Northern Zealand to see some of the sites Kierkegaard incorporates into his authorship. We read passages from Kierkegaard's authorship while we were at the various sites, but the primary aim of this weekend tour was to let the students get to know each other. Their familiarity with each other from outside class meant that they were comfortable asking questions, and discussing and debating Kierkegaard's thought.

The student evaluations of the academic content were generally good. The evaluations of the texts we chose to read were mixed: some students would have preferred reading more texts that deal with religious life, while others would have preferred less. And some students indicated that the pace was too fast, while most indicated that it was what they expected.

The evaluations of the course as a whole in were very high. They pointed to a stimulating class environment and the relaxed Danish summer attitude in particular. Most students gave excellent evaluations of the academic level, though a handful of students indicated that it was too high for students without a background in theology or philosophy. They also indicated that they would recommend the course to those with similar interests: almost 90% of the students (18 of 21) said they would "strongly recommend" it, while three said they would simply "recommend" it. The breakdown was identical for the question about the "overall evaluation of the course": 18 of 21 gave it the highest evaluation ("very good"), while 3 students said it was "good."

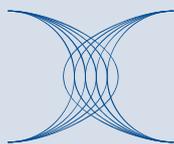
## 5. Challenges and concerns for the future

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

Like last summer, there were very few problems or challenges with this class. Again, the students recommended continuing the same pattern for next semester. Administratively, the course functioned very smoothly thanks to the efforts of the coordinators at the Copenhagen University Theology Department, especially Maj-Britt Johansson and Mia Giesler.

Several students indicated that they would have liked to have been able to stay in their rooms the entire month of July rather than moving out three days before the end of the month. Several Danish students invited the international students to stay with them privately for the last few days, but it would have been easier on everyone if a full month-long stay could have been arranged.





## xv. Interdisciplinary Aspects of Healthy Ageing

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<b>University of Copenhagen</b>	
<b>Brief description</b>	<p>This course is designed for master students who would like to gain diverse research experience in the Aging research field. The course is rooted in the research and teaching environment in the CEHA (<a href="http://healthyaging.ku.dk/">http://healthyaging.ku.dk/</a>). The course would substantially reflect the Center's various research projects and interdisciplinary nature</p> <p>The course is intensive and combines lectures and practical work. The students will learn the basic research concepts and principles in diverse disciplines, including humanities, social science, epidemiology, neurology, physiology, and molecular biology from the lectures. In the practical work part, the students will form different groups (3-4 students per group) during the course, and carry out a research project under the supervision from tutors from CEHA programmes. This course is aimed at students who have gained a first bachelor level degree and are interested in all aspects of research into ageing.</p>
<b>Course duration:</b>	18th - 29th July, 2011
<b>Tuition fees:</b>	Free for IARU students
<b>Accommodation:</b>	3,700 DKK
<b>Field trip:</b>	Two teams carried out projects in two research labs, one team carried out some interviews with the patient and family of Alzheimer's disease, and two teams carried out projects with a lot of discussions with their tutors.
<b>Course facilitator(s):</b>	University of Copenhagen, Copenhagen Center for Healthy Ageing. Chair of Course planning and Course Coordinator: Asst Prof Ying LIU

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	3	
	Peking University	4	
	University of California, Berkeley		
	University of Cambridge		
	University of Copenhagen	2	17
	University of Oxford	1	
	The University of Tokyo	3	
	Yale University		
	<b>Total IARU partner involvement</b>	<b>16</b>	<b>17</b>
Non-IARU Partner Universities	University of Michigan, USA		1
	<b>TOTAL Non-IARU partner involvement</b>		<b>1</b>
	<b>TOTAL</b>	<b>16</b>	<b>18</b>

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

This course is very challenging for the organizers in that it is a combination of lectures and practical projects.

We endeavored to plan the course in a way that the students could gain some basic knowledge before carrying out the practical projects. Over all, the teachers have enjoyed the teaching to students from diverse culture background and disciplines. Most of the teachers have made great effort to make the lecture as accessible as possible. In the project work, the project supervisors have made clear and achievable plans for each team. The students have enjoyed the team work and learned a lot within a short period of time, though many of them pointed out that it would have been better to have more time for the project work.

Below are some of the citations from the teachers at this course:

“My experience with the three students I worked with pushed me to organize my experiments in a way that students can learn from it such that they can obtain real results. I also enjoyed the presentations from the other students as I was able to experience the other facets of the Center for Healthy Aging themes through their eyes and experiences.”

*Scott Maynard (Ass. Prof. project supervisor)*

“Concerning our experience of working with an international and interdisciplinary group of student, we can only say that it has been a pleasure. There have been no language problems and the students have been willing to meet the new research methods with an open mind.”

*Ivan Lind Christensen (Ass. Prof. project supervisor)*

“As a social scientist I find that teaching a group of students from different countries is interesting for everyone if they are encouraged to discuss examples from their own societies. That worked well with this group, even though I met them on the second day when they were just getting to know one another. It is more challenging to deal with the difference in disciplines and academic level. One must pitch lectures at an introductory level for those with no background in one’s discipline; yet still say something of interest to those with a stronger foundation.

Suggestions for the future: We should try to integrate the lectures a little more, so they build on one another in a more pedagogical fashion. It would be good to produce a compendium of articles to be read in advance so that all the students have a common set of references. The articles should not be too many, so that everyone can manage to read them all.”

*Susan Reynolds Whyte (Professor)*

## 4. 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 successful aspects of this course are many folds:

1. This course has been truly interdisciplinary as it has intensive lectures covered by the teachers from 6 research programs in the following areas: molecular biology, genetics, neuroscience, muscle biology, epidemiology, social science, and public health. The students have thoroughly enjoyed those lectures as they are so different from each other, interesting and challenging. In total, 18 teachers have been involved in the teaching. It has been quite a triumph in planning and coordinating this course, as this was the first time we organized this kind of course.
2. We have provided the students with 6 different practical projects to choose from, and the students were happily grouped into 5 teams. The students have received excellent supervision from their tutors, they have learned a lot from their team mates, have made good friends and have had fun together.
3. We have organized three major social activities, including a BBQ dinner party, a trip to Louisiana (a modern art museum located far away from the city), and a dinner at Tivoli where they met students from another IARU summer school (Kierkegaard Studies). The students enjoyed these activities very much as these are the experience they can not gain from the classrooms.
4. From the teachers point of view, the teachers all felt it has been a very good experience for them to teach students from abroad and with different background, especially the teachers who are relatively young and at their early career development stage. They have gained a lot of precious teaching experience during the preparation and the tutoring process.

Below are some of the citations from the students:

“I really liked the project part, partly because we could actively participate in it and also because I liked my topic (I did one on interdisciplinary aspects of Alzheimer’s disease). I also liked it that the students are from different backgrounds as well as disciplines, and we were able to talk about our own thoughts on the topic. There were more differences in the perspectives than I had thought, and this was very refreshing and insightful and it really made me examine my own perspective better. I also find that the project topics were well-chosen; they ranged from more scientific arenas to more philosophical areas that required inputs from various disciplines, and this offered a topic for everyone.

I really enjoyed the BBQ dinner (it was an excellent opportunity for you to get to know your group mates better and also to get to know your supervisor before the project started proper), visit to Louisiana, and the dinner at Tivoli. The two-hour lunch breaks were awesome, because it was during these period I got to mix with the other students. We went out for lunch together, had picnic at the park, had short walks outside etc.

I hope in the future the course could be a bit longer. I feel that we didn’t have enough time to develop our ideas further. However, this necessarily not be a bad thing either because we learnt how to push ourselves to discover and develop ideas as much as we can within that short time frame.

Overall I really enjoyed my time at KU. It was well planned out and I could see a lot of thoughts has been put to arrange it.

*Eun Kyung Jeong (Erin) (National University of Singapore)*

“The things that I enjoyed most are finishing a project and the related essay and presentation within a week, course discussions and the classical Danish food in the farewell party.”

*Hu Yang (Peking University)*

“I enjoyed the interdisciplinary approach of this course. It is really good experience for me to know the viewpoints of natural science major students. Actually, what is interesting is I could see my academic background objectively through the interdisciplinary learning process. Moreover, what I have enjoyed most in this course is friendship and cross cultural discussions with other students from all over the world. The lectures were actually challenging for me and I was afraid of being behind from others. However, some of good friends helped me a lot and encouraged me to speak up in the class. It is such a nice experience for me not only for my academic career but also for my life.”

*Rieko Fukutome (The University of Tokyo)*

## 5. 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)*

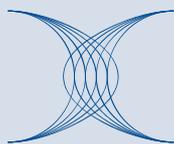
1. The main difficulty in the course preparation was looking for teachers for this course in the summer holiday season. There should be more flexibility for the schedule of the course. For example, we would have more teachers if the course were held in late August or early July.

2. The second difficulty some teachers have encountered was that they were not clear about the students' cultural background, and felt it difficult to judge 1) How much can you demand from the students? 2) Is it ok to ask questions on the possible problems between students in a group?

We suggest that the application form from the students should include a list of all the courses the students have taken during their university studies. Also, there can be section where the students can write some details about their strength and weakness, so that the teachers can understand their background better before giving them tasks. In addition, it may be helpful if the IARU website can provide some description, or even video clips, about the education system and/or format in different IARU universities.

3. To help the teachers to evaluate the students at the end of the course, it would be helpful if IARU could provide some guidelines about how to grade the performance of the students in GSPs. We decided to use 'pass' or 'fail' as the two criteria to judge the students at this course, but is it acceptable at all universities?





## xvi. Security: Theories, Practices and Dilemmas of Widening the Concept to Cover New Threats such as Cultural and Climate Change

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<b>University of Copenhagen</b>	
<b>Brief description</b>	Looking at the theory of securitization and other theories about the widened concept of security and practical dynamics of managing “new security threats” in different fields including climate change, religion and fragile states.
<b>Course duration:</b>	15th - 26th August, 2011
<b>Tuition fees:</b>	Free for IARU students
<b>Accommodation:</b>	Various Dorms
<b>Field trip:</b>	Two teams carried out projects in two research labs, one team c Danish Ministry of Foreign Affairs, Danish Parliament, Danish Meteorological Institute, Rehabilitation and Research Centre for Torture Victims, Danish Broadcasting Corporation
<b>Course facilitator(s):</b>	Ms Lise PHILIPSEN and Prof Ole Wæver

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	3	
	ETH Zurich	1	
	National University of Singapore	3	
	Peking University	2	
	University of California, Berkeley	4	
	University of Cambridge	2	
	University of Copenhagen	5	2
	University of Oxford	0	
	The University of Tokyo	2	
	Yale University	1	
	<b>Total IARU partner involvement</b>	<b>23</b>	
Non-IARU Partner Universities	Copenhagen Business School		
	Sofia University		
	Aarhus University		
	Ljubljana University		
	Lapland University		
	Amsterdam University		
	<b>TOTAL Non-IARU partner involvement</b>		
<b>TOTAL</b>	<b>23</b>	<b>2</b>	

## 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

Teaching an international subject, it was extremely interesting to have people from around the world participate. They brought variety and complexity to both the approaches and the issues covered in the course. It was a challenge that the level of language abilities varied quite substantively, but none of the students let this fact impede their participation. Hence, it was overcome by the common efforts of the students. The students who originally experienced most difficulties, in the end told us that they had learned a lot from the course, both in terms of language and in terms of academic substance. From especially the social events and the academic excursions, it was striking how much interest many of the students took in Danish society. The students obviously had a background in very different teaching cultures (e.g. can you criticize the professor's analysis? how openly do you state your own view, etc), but they were very good at articulating and sharing these experiences and ultimately all engaging on the conditions offered, although next time we will probably be more careful in explicating Danish 'unwritten rules' about teaching situations.

## 4. 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)*

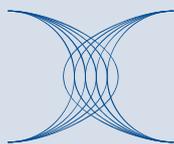
It was an uplifting experience to see how well the students interacted and participated in the course despite their different backgrounds. The students were kind and enthusiastic. We succeeded in integrating theory and practice in the course. We feel that the students both learned a lot, widened their horizons and enjoyed their stay here. It was particularly impressive, that the students almost immediately mixed and interacted across cultural and disciplinary divides, and how they managed to make good use of both the fact that most students shared a political science background and that many had other disciplinary references.

## 5. 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 major challenge was timing when the Summer School should be held. In Denmark most of our lecturers would be on holiday during July. At the same time August seemed to overlap with the new semester for some of the students. Also many students were not able to receive credits from their home universities because of the relatively short duration of the Summer School (3 weeks seem to be demanded in some places). In the future we will devote more time for class discussion and interaction to get the full benefit of the international and interdisciplinary background of the students. The very productive and helpful evaluation session at the end presented us, the organizers, with the difficult task of probably making a little tougher priorities and cut away some secondary themes in order to go more into depth with some of the central ones. Evaluations were generally positive, so we expect to stick to the basic organizing idea, the format with interchanging class seminars and academic excursions, and most of the thematic subjects, but hope next time to see students located all in the same form, to get more time for discussions and to maybe introduce more sessions with innovative forms of teaching. We find it very important to ensure that the process of recruitment and selection of students produces a group of participants with the same – surprisingly – high level of motivation, preparations and openness.





## xvii. Global Challenges of the 21st Century

<b>Oxford University</b>	
<b>Brief description</b>	<p>The 2011 Oxford Global Summer Programme offered GSP students the opportunity to explore the most urgent challenges and opportunities for humanity in the 21st century. There were two strands:</p> <ul style="list-style-type: none"><li>• Sustainability and Development in the 21st Century</li><li>• International Development and Globalisation</li></ul> <p><b><u>Sustainability and Development in the 21st Century</u></b></p> <p>Students had tutorials and seminars with research faculty and staff from the Oxford Martin School. This is a unique collaborative research institution which seeks to foster innovative thinking, interdisciplinary scholarship and collaborative activity in order to address the most pressing risks and opportunities of the 21st century. Tutorial groups were limited to three students. In the course of the programme students wrote and presented three essays of 1,500 – 2,000 words.</p> <p>Five presentations were made by researchers from the Oxford Martin School; members of the GSP were encouraged to raise questions and discuss aspects of the presentation with the speaker and the presentations were discussed separately by the students usually later that day.</p> <p>Contributions comprised:</p> <ul style="list-style-type: none"><li>• The Future of Cities</li><li>• Modelling the Economic Impacts of Extreme Weather Events</li><li>• Natural Resources and Economic Development</li><li>• Adapting to Climate Change in the 21st Century</li><li>• Deserts and Pastoralism</li></ul> <p>In groups of three the GSP students prepared a project for presentation to the entire group in the final week.</p> <p><b>International Development and Globalisation</b></p> <p>Students attended lectures offered through the Oxford University Summer School in History Politics and Society (HPS). They also took an HPS course, choosing either</p> <ul style="list-style-type: none"><li>• Globalisation – Evolution or Revolution? or</li><li>• International Development: Challenges in a Changing World</li></ul> <p>Classes met in groups of around 12 students and each student prepared an essay of 1,500 – 2,000 words for submission in the final week.</p>
<b>Course duration:</b>	3 – 30 July 2011 (4 weeks)
<b>Tuition fees:</b>	GBP: 985 (tuition) GBP: 1,360 (accommodation and meals)

<b>Accommodation:</b>	In undergraduate single room accommodation at Exeter College, Oxford
<b>Field trip:</b>	N/A
<b>Course facilitator(s):</b>	<p>Outgoing:  Director: Loren Griffith (Acting Director of International Strategy)  Facilitator: Adam Evans</p> <p>Incoming:  Director: Professor Angus Hawkins (Director of Public &amp; International Programmes, OUDCE)  Facilitator: Liza Denny</p>

## 2. Participant and teaching staff data

	<b>University</b>	<b>Number of Students</b>	<b>Teaching Staff</b>
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	1	
	National University of Singapore	2	
	Peking University	2	
	University of California, Berkeley	2	
	University of Cambridge		
	University of Copenhagen	2	
	University of Oxford	1	3
	The University of Tokyo	2	
	Yale University	1	
		<b>Total IARU partner involvement</b>	<b>15</b>
Non-IARU Partner Universities	UK Government Department for International Development		1
		<b>TOTAL Non-IARU partner involvement</b>	
	<b>TOTAL</b>	<b>15</b>	<b>4</b>

### 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging.*

The faculty commented positively on the experience of teaching an international group of highly motivated and bright undergraduate students, who clearly took the course very seriously and who engaged closely with the topics, readings and seminar discussions.

### 4. 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.*

The feedback from the incoming students was generally positive, with the students stating that the GSP had been a rewarding and exciting academic experience. Comments from students on their evaluations at the end of the programme included:

‘It is far better than my initial imagination. Although the academic work was very intense here, I felt progress through it. Getting to know people from different backgrounds is another amazing thing, which makes me learn a lot.’

‘I have loved being here, learnt a lot and had a wonderful experience.’

‘I loved the seminars as they really provided us with insight about actual research.’

In their written evaluations students were asked to rank their satisfaction with the programme on a scale of 1 to 4 (4 being the highest). All the students scored their satisfaction with the programme as either 3 or 4. The average overall score for the whole group was 3.6.

Three aspects were identified by the students as particularly beneficial:

1. The Oxford-style tutorials provided an intense learning experience, being both intellectually challenging and academically rewarding.
2. The research seminars brought the students into direct contact and discussion with major researchers carrying out leading edge research. The opportunity to discuss with these individuals the major challenges confronting humanity in the 21st century was seen as particularly valuable.
3. The students commented positively on their involvement with the Oxford University International Summer School in History, Politics and Society, as it provided a wider context for the GLP tutorials and research seminars. They also appreciated the social benefit the attachment gave by enabling them to mix with participants from around the world.

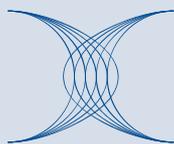
Students filled in evaluation reports and contributed to the programme evaluation discussion. Overall their comments, both oral and written, were very positive. One student commented at the end of the oral programme review session that she now felt prepared to be a much better citizen of the world in the 21st century as a result of taking the Oxford course.

## 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)*

In terms of the incoming students, concerns include:

- The application schedule. From Oxford's point of view, the application date is very late. Then several students could not confirm promptly whether or not they wanted to take up the place offered as they were considering other options. This left little time to obtain supplementary information from them before the end of their academic year.
- It would be helpful if the sending universities would advise us early in the process of their requirements concerning the information that would enable their university to award credit rather than leave the individual students to struggle through this after accepting a place.
- It is essential for the Oxford programme that all students are able to operate academically in English. It would therefore be helpful if a statement / corroboration from the sending university could be part of the initial paperwork submitted.



## xviii. Topics in International Economics

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<b>Yale University</b>	
<b>Brief description</b>	This course will look at recent developments in international economics, and will include topics such as: trade policy and market structure; the economics of trading blocs such as the EEC & NAFTA; the economic consequences of continued U.S. external deficits; globalization and inequality; exchange rates, interest rates, and volatility; speculative capital flows and exchange rate policies; and financial crises and the prospects for the European Monetary Union.
<b>Course duration:</b>	4 July – 5 August (33 days)
<b>Tuition fees:</b>	\$3,000 USD (tuition waiver provided to all students by the Yale Summer Session office)
<b>Accommodation:</b>	\$2,375 USD (The Banco Santander scholarship covered the room & board fee)
<b>Field trip cost:</b>	N/A
<b>Course facilitator(s):</b>	Miguel RAMIREZ

## 2. Participant and teaching staff data

	University	Number of Students	Teaching Staff
IARU Partner Universities	The Australian National University	2	
	ETH Zurich	2	
	National University of Singapore	3	
	Peking University	2	
	University of California, Berkeley	2	
	University of Cambridge	1	
	University of Copenhagen	2	
	University of Oxford	2	
	The University of Tokyo	2	
	Yale University	2	1
	<b>Total IARU partner involvement</b>		20
Non-IARU Partner Universities			
	<b>TOTAL Non-IARU partner involvement</b>		N/A
	<b>TOTAL</b>	<b>20</b>	<b>1</b>



*The 2011 Yale GSP group at the United Nations in New York City*

### 3. Faculty experiences teaching an international classroom

*Please share faculty experiences of teaching a classroom of students from different countries, and how it is interesting, exciting or challenging. (Est. 500 words)*

#### ***Thoughts from Miguel Ramirez, professor of ECON 476, Topics in International Economics***

I found my experience teaching students from various parts of the world to be highly rewarding for a number of reasons. First, the students in the program are, by and large, very well-prepared academically and eager to learn and be challenged, as well as question the instructor in a constructive manner, which is always welcome in these days of growing student apathy. Second, the students in the program come from diverse economic and social backgrounds, and some of them have had work experience outside the classroom. This helps immensely in terms of promoting class discussion because they cannot help but inject their informed and different perspectives and viewpoints on a number of the topics and issues discussed in class, whether it be the incorporation of core labor standards in multilateral trade talks or the imposition of a uniform financial transactions tax to reduce destabilizing speculative activity in foreign exchange markets. Third, the students displayed a tremendous work ethic and, with the exception of one student, handed in their critical review essays (three in total), problem sets (three), and term paper on time and in the required format. By and large, the term papers were well-written and organized, and addressed diverse topics in international trade and finance in a thoughtful, balanced, and well-researched manner; e.g., most papers had at least ten different references from economic journals, edited works, and books. Last but not least, I found the students to be very courteous in class, both to each other and the professor! That is, they would challenge and question each others' arguments and viewpoints—including the instructor--but in a thoughtful and constructive manner. In other words, the students were not trying to “score points,” but seemed genuinely interested in learning about a particular topic or issue.



I believe that the course was successful on several fronts. First, it exposed students in a rigorous manner to timely and relevant topics and issues in international trade and finance, ranging from the potential impact of off-shoring on the wages of both unskilled and skilled workers in developed countries to the prospects for the euro in light of the debt crises buffeting the “Club Med” countries. Second, it challenged students to read and write critical review essays of leading articles in the field on a regular basis, such as Milton Friedman’s classic defense of flexible exchange rates or Paul Krugman’s explanation of the “new” trade theory. This enabled students to be better prepared to articulate and defend their ideas in a cogent and compelling manner during class discussion. Third, I assigned three problem sets during the summer term that tested students on their basic knowledge of the fundamentals of trade and finance, given that not all students had taken courses in either international trade and/or finance. The feedback I received from the students is that these exercises helped them understand better key concepts in the field of trade and finance. Fourth, students were exposed to leading scholars in the field of trade and finance (Professor Eva Paus) via invited talks on relevant and timely topics, such as whether China’s growing presence in world trade represented a challenge or opportunity to the countries of Latin America and the Caribbean, particularly Chile, Mexico and Brazil. Many of the students conveyed to me that they thought that Professor Paus’ presentation was highly informative, well-organized, and thought-provoking. Fifth, students took part in a field trip (organized and led by Kathy Trputec) to the United Nations where they were given a tour of some of the facilities, as well as exposed to a talk by an expert in the field of African studies. Although I did not attend the trip, the feedback from the students was overwhelmingly positive, particularly the informative and insightful talk given by the UN official. Finally, although I have yet to read the written course evaluations for the course, several students indicated to me before they left that they had found the course to be intellectually stimulating, academically challenging, and thought-provoking in terms of opening new vistas on current topics and issues in international trade and finance.

#### 4. 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 summer of 2011 was another successful year for the Global Summer Program at Yale. A total of 20 students from all ten IARU partner universities were represented. The course, Topics in International Economics, captured again the attention of mostly economics majors, but also attracted a variety of other majors from environmental science to management.



*Students talking with a representative from Banco Santander*

Yale hosted a series of extracurricular activities as a complement to the course. During the first few days of the program, students went on a guided campus tour to highlight the rich history of Yale's campus and had lunch together to begin to get acquainted. During the second week, the students had an opportunity to interact with the staff from Banco Santander who made their scholarships possible.

We again tried to run a summer speaker series, but ran into a number of hurdles with finding speakers during the summer. During week 3, the students met Eva Paus, Director of the McCulloch Center for Global Initiatives at Mt. Holyoke College in Amherst, MA She came to their class to speak about the rise of China and the effect of that on Latin America. The other program highlight, like in previous years, was the trip to the United Nations in New York City during week 4. There the students learned about the many functions of the United Nations and had a briefing with a UN peacekeeper who worked in the field in the Congo. He spoke specifically about the economics of war. The students were engaged and had many questions for him. The students also dined at the Yale Club of New York and were treated to a spectacular view of the city from the 22nd floor balcony.

Students again commented that the highlight of this program was making friends from around the world and gaining a new perspective from the many different perspectives and opinions presented in class. From their verbal feedback, they thoroughly enjoyed the speaker who came to their class and the trip to New York City.

## 5. Challenges and concerns for the future

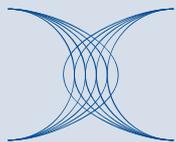
*Please outline aspects of the course and/or the wider GSP that presented difficulties for your University. (Est. 500 words)*

- Continued funding at current levels, given budget constraints. Yale's expenditure for one GSP course was over \$80,000 USD, with tuition waivers taking up the bulk of the expense.

Expense Description	Cost
Tuition Waivers	\$60,000.00
Professor Salary	\$12,380.00
Tour & Welcome Lunch	\$350.00
Eva Paus Honorarium	\$500.00
Class Dinner with Eva Paus	\$1,100.00
UN Trip to New York City	\$1,923.00
Farewell Dinner	\$950.00
Official Transcript for each student	\$126.00
GSP Advertising	\$4,500.00
<b>TOTAL:</b>	<b>\$81,829.00</b>

- Strengthening the research component of GSP. We would want to consider adding an extra (sixth) week to allow time for more in-depth, course-related research.
- Advising students on outgoing programs, especially those shorter than 4 weeks. Yale will not be able to support students travelling to GSPs of less than 4 weeks. Students are not able to obtain credit or receive financial aid for programs shorter than 4 weeks.
- Continued progress toward some academic uniformity, especially in program length, while maintaining university-specific flexibility in programming.
- Strength in a single course for 15-20 students may be preferable to breadth over several courses and subjects.
- What is the mission of the GSP? What do we want students to get out of it other than a study abroad experience? Do students understand what the "IARU" is?





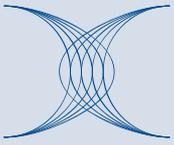
## 1.2 GSP Overview / Snapshot

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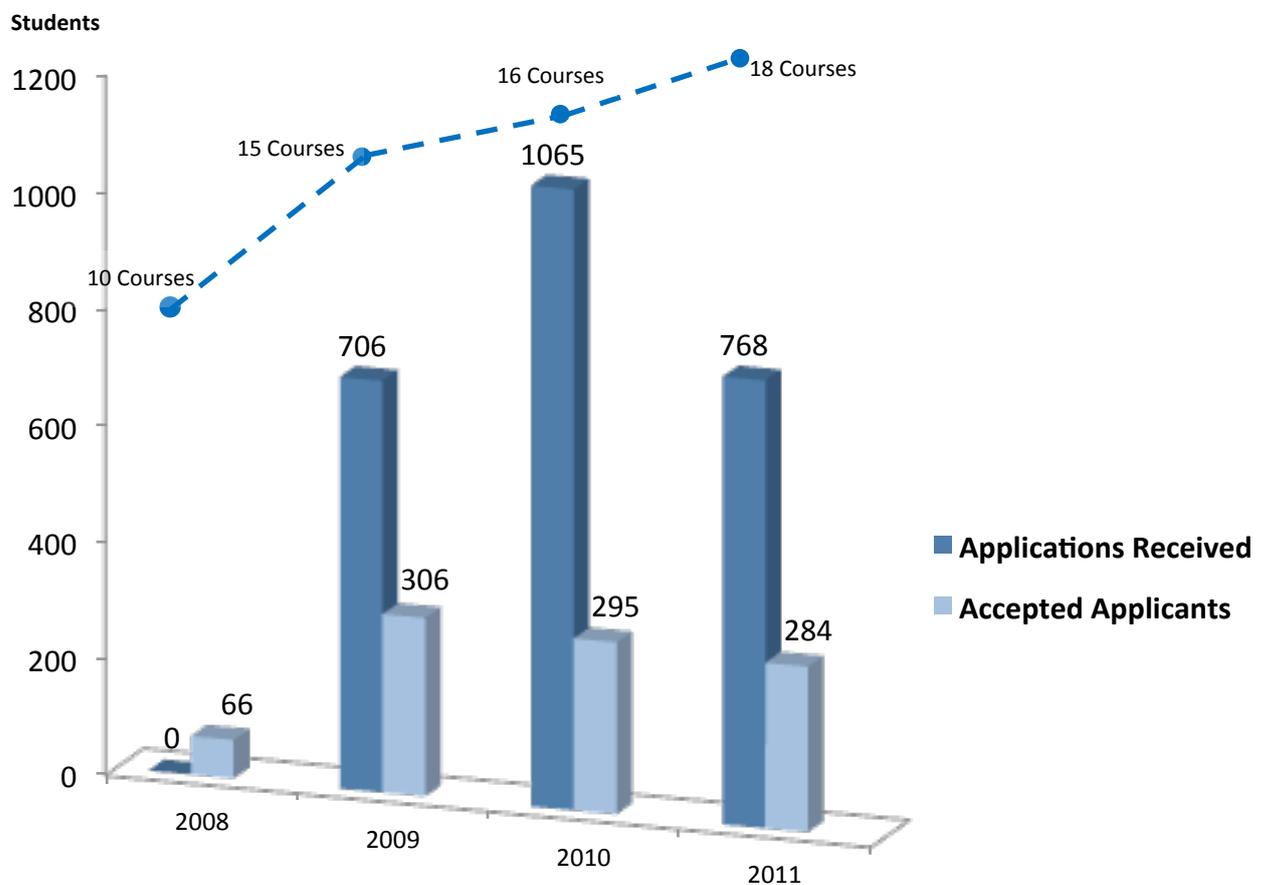
Session led by Bernard Toh (Secretariat)

- Number of Courses, Applications Received & Accepted Applicants (2008 - 2011)
- Student Mobility (2008 - 2011)
- GSP 2011 Snapshot





## GSP Total Number of Courses, Applications Received and Accepted Applicants (2008 – 2011)



## Student Mobility (2008 - 2011)

	2008			2009*			2010			2011		
	Outgoing	Incoming	Local	Outgoing	Incoming	Local	Outgoing	Incoming	Local	Outgoing	Incoming	Local
ANU	20	7	10	28	13	2	27	9	6	30	12	3
ETH Zurich	1	Nil	Nil	10	13	0	15	6	5	8	2	1
National University of Singapore	8	6	Nil	42	66	0	28	50	30	28	33	18
Peking University	4	Nil	Nil	30	13	0	15	14	8	21	14	3
The University of Tokyo	5	20	Nil	17	35	0	15	31	26	27	23	6
University of California, Berkeley	7	Nil	Nil	41	36	1	20	16	8	22	6	33
University of Cambridge	5	8	Nil	14	18	0	13	13	0	8	14	Nil
University of Copenhagen	6	Nil	Nil	32	29	0	25	31	13	22	43	24
University of Oxford	3	5	Nil	5	17	0	18	14	0	11	14	1
Yale University	4	17	5	39	19		20	12	3	8	18	2
<b>Total</b>	<b>63</b>	<b>63</b>	<b>15</b>	<b>258</b>	<b>259</b>	<b>5</b>	<b>196</b>	<b>196</b>	<b>99</b>	<b>185</b>	<b>185</b>	<b>91</b>

\* Note: In 2009 we did not have detailed numbers of incoming and outgoing students. This is based on nominations received at Universities. Total participating was 306.

'Local' refers to host institutions' students attending its course.

GSP 2011 Snapshot

Host University	GSP Course	Timing	Length (days)	Tuition Fee (USD) <sup>1</sup>	Accom Fee (USD) <sup>1</sup>	Field Trip Fee (USD) <sup>1</sup>	Total (USD) <sup>1</sup>	Financial Support (In-Coming)	Financial Support (Outgoing, or students going to other IARU courses)
ANU	International Environmental Policy	5 – 22 Jul	18	Waived <sup>2</sup>	\$1,318	\$518	\$1,836	N/A	All tuition (where applicable), accommodation and field trip costs. Airfare reimbursed up to a capped amount.
ETH Zurich	Autonomous Micro Aerial Vehicles: Design, Perception & Control	4 – 8 Jul	5	Waived	N/A	N/A	NIL	N/A	Total: CHF 10,500 (ANU1: 1,700; OXF1: 2,000; COP: 1,000 for 2 students; PKU: 1,700; TOK3: 1,500; YALE: 800 for 2 students)
	Dynamic Walking and Running with Robots	11 - 15 Jul	5	Waived	N/A	N/A	NIL	N/A	
NUS	Asia Now! - Southeast Asian Cosmopolitan Urbanism	27 Jun – 16 Jul	20	Waived	N/A	N/A	NIL	Tuition and accommodation awards and sponsorship of field trip costs	Travel grants of S\$1,200 for students going to Europe/ US and S\$750 for students going to Asia/Australia
	Southeast Asia in Context	20 Jun - 23 Jul	34	\$4,282	\$459	\$991	\$5,732	N/A	
Beida	Chinese Politics and Public Policy	3 – 31 Jul	29	\$1,546	\$402	Waived	\$1,948	RMB400 to offset application fees	N/A
	Comparative Philosophy: China and the West	3 – 31 Jul	29	\$1,546	\$402	Waived	\$1,948		
Today	Introduction to the Japanese Language - a supplementary course (see <sup>3</sup> )	4 - 15 July	12	\$374	N/A	N/A	\$374	USD\$1,013 (JPY80,000, including financial support for accommodation) or about 40% of the amount of original accommodation fee has been provided. Today covers the cost of field trips and social activities	The financial aid of USD 1,013 (JPY 80,000) has been given to every student participating in the program which starts in July or later (the new financial aid was only launched in July 2011). In addition, partial reimbursement for students participating in a comparatively-high cost program has been given.
	Japan in Today's World	19 – 28 Jul	11	\$374	\$692	N/A	\$1,066		
	Nanoscience	4 – 14 Jul	11	\$280	\$759	N/A	\$1,039		
	Sustainable Urban Management	20 Jun - 5 Jul	16	\$280	\$1,074	N/A	\$1,354	Today covers about 40% of the amount of original accommodation fee and the cost of field trips and social activities	
Berkeley	Media, Culture and Society: The Middle East in the Global Context	5 Jul – 12 Aug	39	\$2,085	\$1,841	N/A	\$3,926	Total: USD\$2,000 For 4 students (USD\$500 each) applied towards accommodation costs	Total: USD\$12,800 For 10 students: CAM1, COP1, COP2, NUS2, OXF1, PKU1, PKU2
	Summer Peace Institute: Human Security & Peacebuilding	13 Jun - 15 Jul	33	\$4,455	Incl in tuition fee	N/A	\$4,455		
Cambridge	Shaping the World: Understanding the Past, Predicting the Future	10 Jul – 6 Aug	28	\$2,711	\$2,574	\$24	\$5,309	N/A	From IARU Grant USD\$7,500 (CHF4,540) & partial reimbursement/other source of funding
Copenhagen	Interdisciplinary Aspects of Healthy Ageing	18 – 31 Jul	14	Waived	\$566	N/A	\$566	N/A	Total: DKK 110,000 For 22 students, a DKK5,000 grant each
	Kierkegaard: The Individual in the Global Society	5 – 29 Jul	25	Waived	\$566	N/A	\$566		
	Security: Theories, Practices & Dilemmas	15 - 28 Aug	14	Waived	\$566	N/A	\$566		
Oxford	Global Challenges of the 21st Century	3 – 30 Jul	28	\$1,602	\$2,211	N/A	\$3,813	Total: GBP18,000 or USD\$29,000(est)	Total: USD\$15,546.50
Yale	Topics in International Economics	4 Jul – 5 Aug	33	Waived	\$2,375	N/A	\$2,375	Room and board sponsored by Banco Santander	N/A
	19 courses offered in 2011		Average = 21 days Median = 20 days				Average = \$2,317.00 Median = \$1,1948.00		

<sup>1</sup> Reflected in USD for comparison, may fluctuate due to exchange rates.

<sup>2</sup> Tuition Fee: Incoming students sponsored. ANU students participating in the ANU GSP course are covered for the field trip and partial accommodation costs only (ie. ANU students are charged the normal tuition fee at either the domestic or international rate for participating in the ANU GSP course).

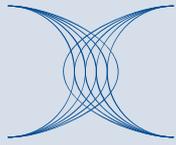
<sup>3</sup> Introduction to the Japanese Language participants are not added into final tally as it is a supplementary course and to avoid double counting. Students are registered under another GSP course.

Number of Participants by Course (GSP 2011)

Host University	GSP Course	ANU	ETH Zurich	NUS	Beida	Today	Berkeley	Cambridge	Copenhagen	Oxford	Yale	Total participants	Total participants (not inc host and students taking multiple courses)	Other institutions
ANU	International Environmental Policy	3	1	2	2	2	1	1	1	1	1	15	12	0
ETH Zurich	Autonomous Micro Aerial Vehicles: Design, Perception & Control	1*	1*	0	0	0	0	1*	0	0	0	3	2*	58
	Dynamic Walking and Running with Robots	1*	1*	0	0	0	0	1*	0	0	0	3	2*	55
NUS	Asia Now! Southeast Asian Cosmopolitan Urbanism	1	0	7	3	4	3	3	2	0	1	24	17	2
	Southeast Asia in Context	2	0	11	0	2	0	0	11	0	1	27	16	5
Beida	Comparative Philosophy: China and the West ; Chinese Politics and Public Policy	3	1	2	3	2	3	0	0	3	0	17	14	0
Today	Introduction to the Japanese Language	2#	0	1#	0	0	0	0	0	1#	1#	5	5#	0
	Japan in Today's World	2	1	1	1	1	2	0	1	0	1*	10	8+1*	0
	Nanoscience	1	0	2	0	0	1	0	0	2	1*	7	6+1*	0
	Sustainable Urban Management	2	0	2	2	5	1	0	1	0	0	13	8	0
Berkeley	Media and Society: The Middle East in the Global Context	2	0	1	1	2	3	0	0	0	0	9	6	0
	Summer Peace Institute: Understanding the Past, Predicting the Future	2	0	2	0	2	29	0	0	0	0	35	6	0
Cambridge	Shaping the World: Understanding the Past, Predicting the Future	2	0	3	1	3	2	0	2	0	1	14	14	1
Copenhagen	Kierkegaard: The Individual in the Global Society	3	0	2	1	1	1	0	13	2	1	24	11	0
	Security: Theories, Practices & Dilemmas	3	1	3	2	3	4	2	8	0	1	27	19	5
	Interdisciplinary Aspects of Healthy Ageing	2	1	3	4	2	0	0	3	1	0	16	13	0
Oxford	Oxford Seminar in Global Leadership	2	1	2	2	2	2	0	2	1	1	15	14	0
Yale	Topics in International Economics	2	2	3	2	2	2	1	2	2	2	20	18	0
<b>Total participants</b>		<b>36</b>	<b>10</b>	<b>47</b>	<b>24</b>	<b>33</b>	<b>54</b>	<b>9</b>	<b>46</b>	<b>13</b>	<b>12</b>	<b>284</b>	<b>185</b>	<b>126</b>
<b>Total students sent abroad for GSP (excluding host university students and students taking language multiple courses) #</b>		<b>30</b>	<b>8</b>	<b>28</b>	<b>21</b>	<b>27</b>	<b>22</b>	<b>8</b>	<b>22</b>	<b>11</b>	<b>8</b>	<b>185</b>		

# Introduction to the Japanese Language participants not added into final tally ("total") as it is a supplementary course and to avoid double counting.

\* Indicates that the student has enrolled for more than 1 course at the host institution. 1 ANU + 1 ETH + 1 CAM students took both ETH courses; 1 Yale student took 2 Today courses.



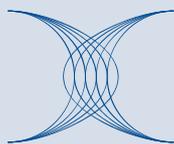
## 1.3 Questionnaire Analysis

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Session led by Khatharya Um (UCB) and Xia Hongwei (PKU)

- A. GSP 2011 Questionnaire
- B. Respondents' Profile
- C. Students' Reflections and Experience
- D. GSP Principles
- E. Course Quality and Rigor
- F. Application, Logistics and other Practical Matters
- G. Interactions Outside Classroom / Field Trips
- H. Students' Motivations





## A. GSP 2011 Questionnaire

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### Section 1: GSP Course and Quality

- Q1. This course was intensive:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

- Q2. The course information prior to my departure clearly explained what to expect from the class, including prerequisites (if any):

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

- Q3. The instructor(s) of the course was very good:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

- Q4. The course offered opportunities to engage with classmates in academic discussion:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

- Q5. The course offered opportunities to engage with my instructor(s) and tutors:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

- Q6. The GSP course I attended was different than my usual classes / other Summer Programs:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

Q7. I gained a better understanding of the issues addressed in my course than I would otherwise have, had it not been for GSP:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
 Comments (if any):

Q8. My GSP experience has inspired a greater sense of social responsibility and global citizenship:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
 Comments (if any):

Q9. I believe my GSP course has lived up to its principles:

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
(a) Tackle the major challenges of the 21 Century	<input type="checkbox"/>				
(b) Work with outstanding peers from around the globe	<input type="checkbox"/>				
(c) Live and learn intensively, at a foreign university	<input type="checkbox"/>				
(d) Learn about research from top professors	<input type="checkbox"/>				

Comments (if any):

**Section 2: Motivations for choosing GSP**

Q10. The following criteria were important in deciding to participate in the GSP:

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
(a) The cost of the GSP course was a key consideration in my decision to participate	<input type="checkbox"/>				
(b) The geographical location of the host university was a key consideration in my decision to participate in the GSP course	<input type="checkbox"/>				
(c) The course content was a key consideration in my decision to participate in the GSP course	<input type="checkbox"/>				

Comments (if any):

### Section 3: Impression & Critical Reflection

- Q11. The IARU GSP course was a good experience for me:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

- Q12. The GSP course I attended gave me a feeling of being part of a broader IARU community:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

- Q13. Participation in the GSP course has positively impacted my academic and/or career goals:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

- Q14. As I reflect upon this experience, something I wish I had known:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

- Q15. As I reflect upon this experience, something that I found particularly challenging:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

- Q16. As I reflect upon this experience, something that I am most proud of:  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

- Q17. If I could improve ONE thing about GSP, it would be:  
[if possible, please also provide ideas for how to make this improvement]  
 Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree  
Comments (if any):

#### Section 4: Communication

Q18. How did you find out about the IARU Global Summer Program? (Check all that apply)

Q19. Were you aware of the IARU (International Alliance of Research Universities) before your participation in the IARU GSP?

Yes     No

Q20. Did you find the information provided on the IARU GSP website ([www.iaruni.org/gsp](http://www.iaruni.org/gsp)) useful?

Yes     Maybe     No

Q21. Will you join the [GSP Facebook Group](#) and network with fellow GSP participants?

Yes     Maybe     No

Q22. Please indicate your home university (The university at which you are an enrolled degree-seeking student):

Q23. Please indicate the IARU GSP course you attended:

## B. Respondents' Profile

### University of Origin:

The Australian National University	16.0%	23
ETH Zurich	4.1%	6
National University of Singapore	19.8%	29
Peking University	8.2%	12
The University of Tokyo	13.0%	19
University of California, Berkeley	9.5%	14
University of Cambridge	2.0%	3
University of Copenhagen	8.9%	13
University of Oxford	4.1%	6
Yale University	5.5%	8
Others	5.5%	8
Did not indicate	3.4%	5
<b>Total</b>	<b>100%</b>	<b>146</b>

### No. of Respondents per course:

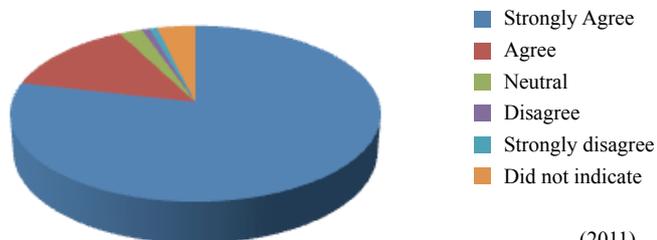
ANU1: International Environmental Policy	80.0%	12/15
ETH1: Autonomous Micro Aerial Vehicles	100%	3/3
ETH2: Dynamic Walking and Running with Robots	100%	3/3
NUS1: Southeast Asia in Context	74.0%	20/27
NUS2: Asia Now! - Southeast Asian Cosmopolitan Urbanism	37.5%	9/24
PKU1 & 2: Comparative Philosophy: China and the West & Chinese Politics and Public Policy	29.4%	5/17
TOK1: Introduction to the Japanese Language	40.0%	2/5
TOK2: Nanoscience	57.1%	4/7
TOK3: Japan in Today's World	55.5%	5/9
TOK4: Sustainable Urban Management	75.0%	6/8
UCB1: Media and Society	33.3%	2/6
UCB2: Human Security and Peacebuilding	33.3%	6/35
CAM1: Shaping the World	85.7%	12/14
COPI: Kierkegaard	33.3%	8/24
COP2: Security: Theory, Practices and Dilemmas	N/A	0 <sup>1</sup> /27
COP3: Interdisciplinary Aspects of Healthy Ageing	57.8%	11/16
OXF1: Global Challenges of the 21st Century	80.0%	12/15
YALE1: Topics in International Economics	80.0%	16/20
Did not indicate	-	5
<b>TOTAL</b>	<b>50.7%</b>	<b>141/278</b>

<sup>1</sup> The course ended on 28 August 2011. Hence, the survey information could not be included at the point of analysis.

## C. Students' Reflections and Experience

**The IARU GSP course was a good experience for me:**

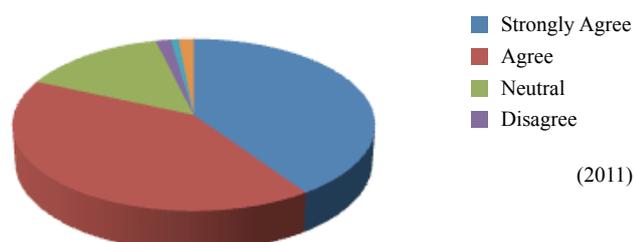
	2011 (Q11)		2010 (Q18)		2009 (Q30)	
Strongly Agree	82.2%	120	59.4%	70	56.0%	51
Agree	13.0%	19	35.6%	42	38.5%	35
	<b>95%</b>		<b>95%</b>		<b>94.5%</b>	
Neutral	2.0%	3	3.4%	4	1.1%	1
Disagree	0.7%	1	0.8%	1	4.4%	4
Strongly Disagree	0.7%	1	0.8%	1	0.0%	0
Did not indicate	1.4%	2	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>



## D. GSP Principles

**My GSP experience has inspired a greater sense of social responsibility and global citizenship.**

	2011 (Q8)	
Strongly Agree	39.0%	57
Agree	43.9%	64
	<b>82.9%</b>	
Neutral	13.6%	20
Disagree	1.4%	2
Strongly Disagree	0.7%	1
Did not indicate	1.4%	2
<b>TOTAL</b>	<b>100%</b>	<b>146</b>



**I believe my GSP course has lived up to its principles:**

**(a) Tackle the major challenges of the 21 Century**

	2011 (Q9)		2010 (Q13)		2009 (Q18)	
Strongly Agree	35%	51	33.9%	40	27.5%	25
Agree	54.1%	79	45.7%	54	52.7%	48
	<b>82.9%</b>		<b>79.6%</b>		<b>80.2%</b>	
Neutral	7.5%	11	13.6%	16	15.4%	14
Disagree	2%	3	5.1%	6	2.2%	2
Strongly Disagree	0.7%	1	1.7%	2	2.2%	2
Did not indicate	0.7%	1	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**(b) Work with outstanding peers from around the globe**

	2011(Q9)		2010 (Q13)		2009 (Q19)	
Strongly Agree	57.6%	84	54.2%	64	43.9%	40
Agree	36.3%	53	34.8%	41	47.3%	43
	<b>93.9%</b>		<b>89.0%</b>		<b>91.2%</b>	
Neutral	2.73%	4	7.6%	9	4.4%	4
Disagree	2.7%	4	1.7%	2	2.2%	2
Strongly Disagree	0%	0	1.7%	2	2.2%	2
Did not indicate	0.7%	1	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**(c) Live and learn intensively, at a foreign university**

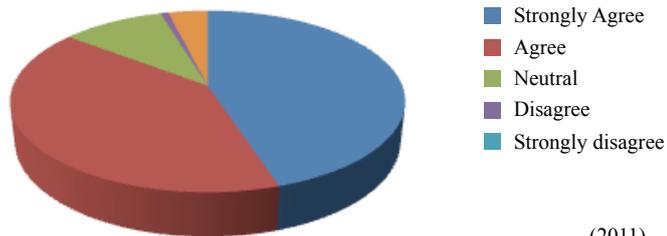
	2011(Q9)	
Strongly Agree	52.7%	77
Agree	39%	57
	<b>91.7%</b>	
Neutral	5.5%	8
Disagree	1.4%	2
Strongly Disagree	0.7%	1
Did not indicate	0.7%	1
<b>TOTAL</b>	<b>100%</b>	<b>146</b>

**(d) Learn about research from top professors**

	2011(Q9)		2010 (Q14)		2009 (Q20)	
Strongly Agree	40.5%	59	29.7%	35	32.9%	30
Agree	40.1%	58	43.2%	51	46.2%	42
	<b>80.6%</b>		<b>72.9%</b>		<b>79.1%</b>	
Neutral	14.5%	21	17.9%	21	13.2%	12
Disagree	2.8%	4	5.9%	7	4.4%	4
Strongly Disagree	1.4%	2	3.3%	4	3.3%	3
Did not indicate	0.7%	1	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**Participation in the GSP course has positively impacted my academic and/or career goals:**

	2011 (Q13)	
Strongly Agree	43.2%	63
Agree	43.8%	64
	<b>87%</b>	
Neutral	8.9%	13
Disagree	0.7%	1
Strongly Disagree	0.0%	0
Did not indicate	3.4%	5
<b>TOTAL</b>	<b>100%</b>	<b>146</b>



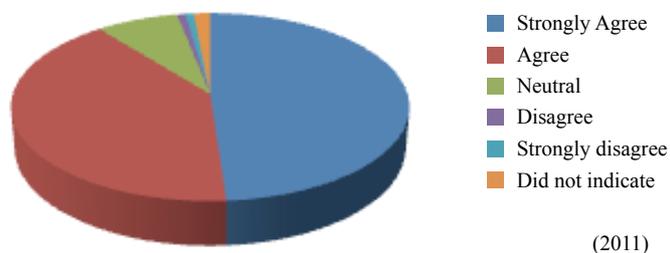
(2011)

## E. Course Quality and Rigor

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**This GSP course was intensive:**

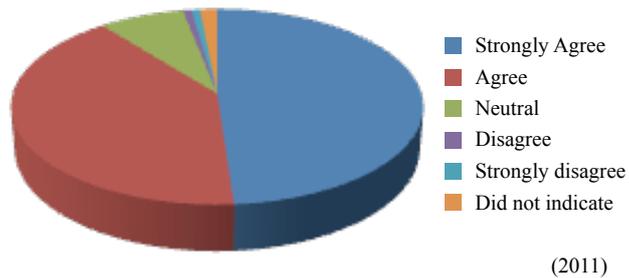
	2011 (Q1)		2010 (Q13)		2009 (Q21)	
Strongly Agree	34.9%	51	34.7%	41	29.7%	27
Agree	<b>53.4%</b>	<b>78</b>	39.9%	47	51.6%	47
	<b>88.3%</b>		<b>74.6%</b>		<b>81.3%</b>	
Neutral	8.9%	13	14.4%	17	11.0%	10
Disagree	2.1%	3	7.6%	9	5.5%	5
Strongly Disagree	0.0%	0	3.4%	4	2.2%	2
Did not indicate	0.7%	1	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>



(2011)

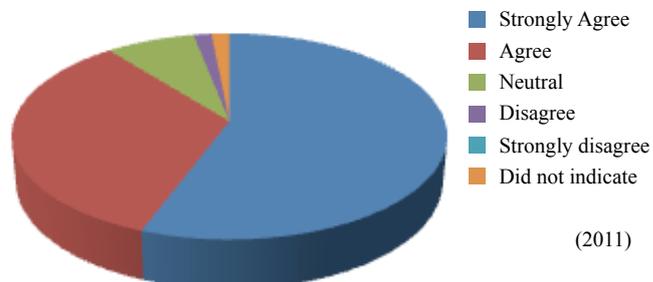
**The instructor(s) of the course was very good:**

	2011 (Q3)	
Strongly Agree	49.3%	72
Agree	41.1%	60
	<b>90.4%</b>	
Neutral	6.8%	10
Disagree	0.7%	1
Strongly Disagree	0.7%	1
Did not indicate	1.4%	2
<b>TOTAL</b>	<b>100%</b>	<b>146</b>



**I gained a better understanding of the issues addressed in my course than I would otherwise have, had it not been for GSP:**

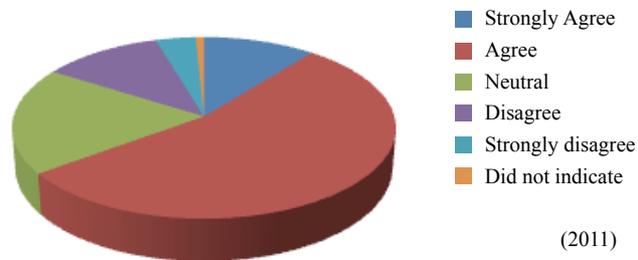
	2011 (Q7)	
Strongly Agree	54.8%	80
Agree	34.2%	50
	<b>89.0%</b>	
Neutral	8.2%	12
Disagree	1.4%	2
Strongly Disagree	0.0%	0
Did not indicate	1.4%	2
<b>TOTAL</b>	<b>100%</b>	<b>146</b>



## F. Application, Logistics and other Practical Matters

The course information prior to my departure clearly explained what to expect from the class including prerequisites (if any):

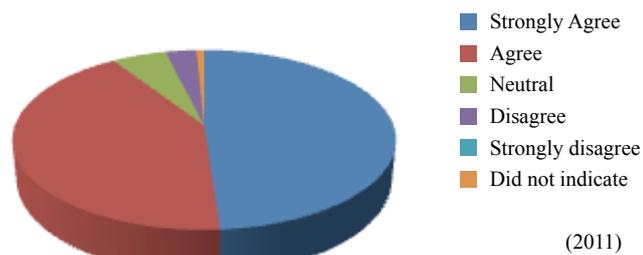
	2011 (Q2)		2010 (Q9)		2009 (Q9)	
Strongly Agree	11.7%	17	15.0%	18	15.3%	14
Agree	52.7%	77	46.7%	56	44.0%	40
	<b>64.4%</b>		<b>61.7%</b>		<b>59.3%</b>	
Neutral	19.9%	29	24.1%	29	22.0%	20
Disagree	11.6%	17	11.7%	14	14.3%	13
Strongly Disagree	3.4%	5	2.5%	3	4.4%	4
Did not indicate	0.7%	1	-	-	-	-0
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>120</b>	<b>100%</b>	<b>91</b>



## G. Interactions Outside Classroom/Field trips

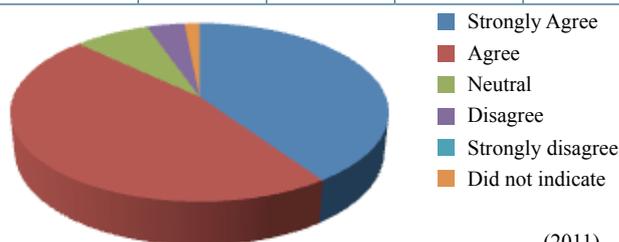
The course offered opportunities to engage with classmates in academic discussion:

	2011 (Q4)	
Strongly Agree	50.1%	74
Agree	41.2%	60
	<b>91.3%</b>	
Neutral	5.0%	7
Disagree	3.0%	4
Strongly Disagree	0.0%	0
Did not indicate	0.7%	1
<b>TOTAL</b>	<b>100%</b>	<b>146</b>



**The course offered opportunities to engage with my instructor(s) and tutors:**

	2011 (Q5)		2010 (Q11)		2009 (Q12)	
Strongly Agree	41.8%	61	42.6%	51	44.0%	40
Agree	45.2%	66	38.3%	46	37.4%	34
	<b>87.0%</b>		<b>80.9%</b>		<b>81.4%</b>	
Neutral	8.2%	12	13.3%	16	17.6%	16
Disagree	3.4%	5	5.0%	6	1.1%	1
Strongly Disagree	0.0%	0	0.8%	1	0.0%	0
Did not indicate	1.4%	2	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>120</b>	<b>100%</b>	<b>91</b>



## H. Students' Motivations

**The following criteria were important in deciding to participate in the GSP:**

**(a) The cost of the GSP course was a key consideration in my decision to participate:**

	2011 (Q10)		2010 (Q12)		2009 (Q12)	
Strongly Agree	24.7%	36	28.0%	33	35.1%	32
Agree	30.8%	45	33.9%	40	39.6%	36
	<b>55.5%</b>		<b>61.9%</b>		<b>74.7%</b>	
Neutral	19.2%	28	18.7%	22	16.5%	15
Disagree	17.8%	26	10.1%	12	5.5%	5
Strongly Disagree	4.1%	6	9.3%	11	3.3%	3
Did not indicate	3.4%	5	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**(b) The geographical location of the host university was a key consideration in my decision to participate in the GSP course:**

	2011(Q10)		2010 (Q12)		2009 (Q12)	
Strongly Agree	33%	48	3.8%	31	29.6%	27
Agree	34.9%	51	36.4%	43	38.5%	35
	<b>68.0%</b>		<b>40.2%</b>		<b>68.1%</b>	
Neutral	17.8%	26	19.5%	23	20.9%	19
Disagree	6.8%	10	9.32%	11	8.8%	8
Strongly Disagree	3.4%	5	8.5%	10	2.2%	2
Did not indicate	4.1%	6	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

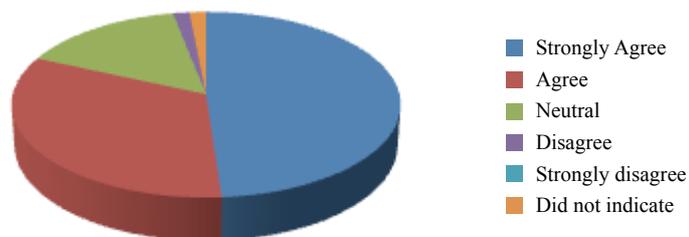
(c) The course content was a key consideration in my decision to participate in the GSP course:

	2011 (Q10)		2010 (Q12)		2009 (Q12)	
Strongly Agree	51.4%	75	48.3%	57	28.6%	26
Agree	37.7%	55	42.3%	50	50.5%	46
	<b>89.1%</b>		<b>90.6%</b>		<b>79.1%</b>	
Neutral	4.1%	6	6.0%	7	14.3%	13
Disagree	2.7%	4	1.7%	2	3.3%	3
Strongly Disagree	0.0%	0	1.7%	2	3.3%	3
Did not indicate	4.1%	6	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

## I. GSP Branding and Distinctiveness

The GSP course I attended was different than my usual classes / other Summer Programs:

	2011 (Q6)		2010 (Q14)		2009 (Q23)	
Strongly Agree	47.9%	70	28.8%	34	26.4%	24
Agree	34.9%	51	25.4%	30	34.1%	31
	<b>82.8%</b>		<b>54.2%</b>		<b>60.5%</b>	
Neutral	14.4%	21	43.2%	51	36.3%	33
Disagree	1.4%	2	1.7%	2	1.1%	1
Strongly Disagree	0.0%	0	0.8%	1	2.2%	2
Did not indicate	1.4%	2	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>



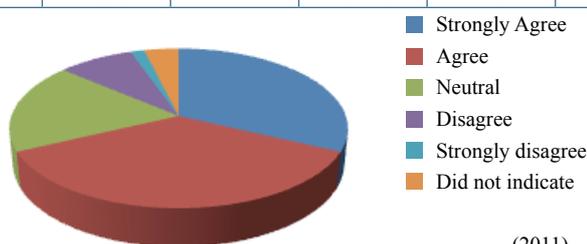
(2011)

Were you aware of IARU before your participation in the GSP:

	2011 (Q19)		2010 (Q4)		2009 (Q4)	
Yes	37.6%	55	30.5%	36	17.6%	16
No	<b>61.0%</b>	<b>89</b>	<b>69.5%</b>	<b>82</b>	<b>82.4%</b>	<b>75</b>
Did not indicate	1.4%	2	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**The GSP course I attended gave me a feeling of being part of the broader IARU community:**

	2011 (Q12)		2010 (Q14)		2009 (Q24)	
Strongly Agree	30.1%	44	26.2%	31	26.4%	24
Agree	36.3%	53	40.7%	48	39.6%	36
	<b>66.4%</b>		<b>66.9%</b>		<b>66.0%</b>	
Neutral	22.6%	33	17.8%	21	23.1%	21
Disagree	8.2%	12	11.9%	14	6.6%	6
Strongly Disagree	1.4%	2	3.4%	4	4.4%	4
Did not indicate	1.4%	2	-	-	-	-
<b>TOTAL</b>	<b>100%</b>	<b>146</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>



(2011)

**How did you find out about the IARU Global Summer Program?(multiple answers allowed)**

	2011 (Q18)		2010 (Q3)		2009 (Q3)	
My university's electronic bulletin board	16.2%	42	9.5%	17	25.3%	23
My university's website	<b>25.8%</b>	<b>67</b>	<b>29.9%</b>	<b>54</b>	<b>40.7%</b>	<b>37</b>
My university's newspaper/ newsletter	8.1%	21	9.9%	18	3.3%	3
Electronic student forum	0	0	1.1%	2	7.7%	7
IARU Website	14.3%	37	12.1%	22	14.3%	13
Poster on campus	6.6%	17	7.7%	14	18.7%	17
Advised by a lecturer/tutor at my home university	7.7%	20	6.0%	11	13.3%	12
Advised by a fellow student at my university	8.1%	21	9.9%	18	13.2%	12
Advised by a former GSP participant	8.1%	21	9.9%	18	13.2%	12
IARU Facebook	6.6%	17	7.2%	13		
Others	0	0	0.0%	0		
<b>TOTAL</b>	<b>100%</b>	<b>259</b>	<b>100%</b>	<b>181</b>	<b>100%</b>	<b>142</b>

**Did you find the information provided on the IARU GSP website (www.iaruni.org/gsp) useful?**

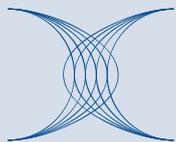
	2011 (Q20)		2010 (Q5)		2009 (Q5)	
Yes	<b>74.8%</b>	<b>98</b>	<b>72%</b>	<b>85</b>	<b>65.9%</b>	<b>60</b>
No	2.3%	3	5.1%	6	33.0%	30
Neutral	20.6%	27	22.9%	27	<b>1.1%</b>	<b>1</b>
Did not indicate	2.3%	3	-	-	-	-
<b>TOTAL</b>		<b>131</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**Will you recommend the GSP as a program to your peers?**

	2011 (Q22)		2010 (Q19)		2009 (Q31)	
Yes	<b>90.9%</b>	<b>119</b>	<b>94.1%</b>	<b>111</b>	<b>91.2</b>	<b>83</b>
No	1.5%	2	1.7%	2	4.4%	4
Neutral	5.3%	7	4.2%	5	<b>4.4%</b>	<b>4</b>
Did not indicate	2.3%	3	-	-	-	-
<b>TOTAL</b>		<b>131</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>91</b>

**Will you join the GSP Facebook Group and network with fellow GSP participants?**

	2011 (Q21)		2009 (Q33)	
Yes	<b>55.7%</b>	<b>73</b>	<b>49.4%</b>	<b>45</b>
No	40.5%	53	42.9%	39
Neutral	1.5%	2	7.7%	7
Did not indicate	2.3%	3	-	-
<b>TOTAL</b>		<b>131</b>	<b>100%</b>	<b>91</b>



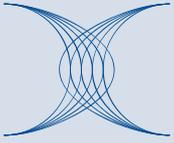
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RESEARCH UNIVERSITIES

## 1.4 Analyzing GSP 2011: Q & A and Discussion

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Session led by Rick Russo (UCB) and Angus Hawkins (Oxford)





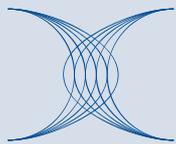
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RESEARCH UNIVERSITIES

## 2.1 Post GSP course alumni survey

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Session led by Jane Edwards (Yale)





Dear Colleagues,

We will have some time at our September meeting to discuss what we have learned about GSP from our surveys, and to talk about our goals for assessment and about what we hope to learn from alumni and how best to approach this process in the future. We'd be grateful if you could take a look at the brief draft survey that appears in these documents.

Might we also ask that you be prepared to speak briefly about what assessments processes of this kind are used for on your campus? This varies so much from one country and institution to another that we believe it will be useful and interesting to get a sense of how an alumni survey and other similar materials might be used. Our experience at Yale suggests that carefully crafted assessment tools can prompt useful reflection in participants, and that they can be important tools in establishing the value of our programs.

Many thanks, and looking forward to this conversation,

Jane Edwards

# Alumni Survey: IARU Global Summer Program

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## Introduction

Thank you for taking this survey to help us improve the Global Summer Program. This survey is confidential and anonymous.

1. The survey should take approximately five minutes to complete depending on whether or not you choose to write more detailed answers (we read such comments very carefully)
2. You will need to complete the survey in one sitting, so please pick an appropriate time/ place to begin.

## Leadership

- Q1. As a result of participation in GSP, I have been developing at least one idea for how to tackle some of the major challenges of the 21st century:
- Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- Comments (if any):

## Impact on Career

- Q2. GSP's exposing me to fields of study outside of my core discipline is proving helpful to me in better understanding my area of study:
- Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- Comments (if any):

- Q3. Participation in GSP has given me a clearer sense of my academic and/or career goals:
- Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- Comments (if any):

## Networking

- Q4. The contacts I made with GSP faculty have been or likely will be helpful to me in my career:
- Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree
- Comments (if any):

Q5. The contacts I made with my GSP classmates have been or likely will be helpful to me in my career:

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

Comments (if any):

### **Critical Reflection**

Q6. As I reflect upon the GSP program last summer, the program continues to impact my world view in the following way:

Q7. As I reflect upon the GSP program last summer, something I wish I had done differently during the experience is:

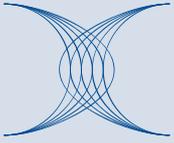
### **Improving GSP**

Q8. If I could suggest ONE way for GSP to continue impacting its program alumni positively, it would be:

### **Basic Information**

Q9. Please indicate your home university (the university at which you are an enrolled, degree-seeking student):





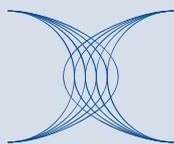
## 2.2 New Courses/Initiatives

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Session led by Anne Pakir (NUS) and Takeo Fujiwara (Todai)

- Global Flows: Culture, Citizenship and Belonging (by Berkeley, NUS & Oxford)
- Upcycling (verbal updates by ETH Zurich)
- 2012 GSP Courses (verbal updates by all Partners)





## Global Flows: Culture, Citizenship and Belonging

---

### **(Proposal submitted by Berkeley, NUS & Oxford)**

This proposal aims to move IARU GSP initiative beyond the offering of summer courses. It is not only a logical “next step”, but is one that is also aligned with the desire of the senior leaders to see a more robust research agenda for IARU.

While we understand that this may seep into other IARU initiatives, we feel that it is important to capitalize on the current momentum, synergy and collaborative spirit of the GSP Working group.

#### Project Concept:

This project looks at the opportunities and challenges presented by globalization and the corresponding increase in mobility, with a special emphasis on the issues of incorporation and the multifaceted and multi-directional transnational flows that link individuals, communities and countries economically, politically, ideologically and culturally.

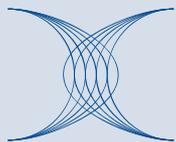
Anchored in three analytic sites- North America, Asia, and Europe- this initiative aims to address critical issues related to globalization and mobility through comparative lenses, and through different forms of engagement, namely research, teaching, and practicum. We envision this project to integrate research, teaching, mentorship and service under a singular conceptual framework. Faculty-led joint research projects, for instance, would provide opportunities for research mentorship of graduate and undergraduate students and internships, as well as opportunities for team teaching and joint publication among others.

**Alignment with IARU Mission:** Through this holistic approach, the project will help advance the IARU mission of promoting multifaceted collaboration, especially faculty research collaboration, graduate and undergraduate research mentorship, joint course development and faculty team teaching, and different forms of field engagement that include internship and service learning.

**Funding:** Depending on the level of funding that can be secured, this project can be rolled out in multiple, manageable and fundable increments. A faculty joint research project, for instance, can be funded through existing programs of respective institutions.

**Timeline:** It is anticipated that planning and development could begin as early as Fall 2011, with an eye towards the execution of one activity (possibly a research workshop) as early as summer 2012. A more detailed proposal, with timeline and concrete activities, will be submitted once the GSP working group has endorsed the idea.



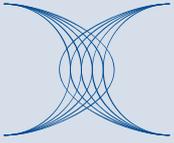


## 2.3 Future Directions for GSP

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Session led by John E. Andersen (KU) and Bernard Toh (Secretariat)



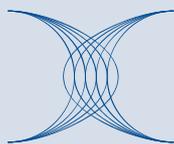


## 3 GSP Nuts and Bolts

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- 3.1 Coordination matters between partners (led by Sarah Ormrod, CAM & Yumi Skrzypczak, ANU)
- 3.2 Proposed timeline for GSP 2012
- 3.3 Review of GSP Working Committee Meetings
- 3.4 Central e-application system (wrap-up)
- 3.5 IARU Website Revamp





## 3.1 GSP Course Information

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### Part I (by 30 October, 2011)

#### GSP 2012 Courses (Projected) For Senior Officers' Meeting

<b>Course Title 1</b>	
<b>Duration</b> (Ideally courses should be held in July 2012)	DD/MM/YY - DD/MM/YY
<b>Short Description</b> (100 words max)	

<b>Course Title 2</b>	
<b>Duration</b> (Ideally courses should be held in July 2012)	DD/MM/YY - DD/MM/YY
<b>Short Description</b> (100 words max)	

<b>Course Title 3</b>	
<b>Duration</b> (Ideally courses should be held in July 2012)	DD/MM/YY - DD/MM/YY
<b>Short Description</b> (100 words max)	

<b>Scholarship for incoming students</b>	
<b>Scholarship for outgoing students</b>	

## Part II (by 5 December, 2011)

**Course Code:** (e.g. NUS1)

**Course Title:**

*\*Please use a different form for each course*

### 1) Website upload (for public viewing)

<b>Duration</b> (Ideally courses should be held in July 2012)	DD/MM/YY - DD/MM/YY  Students must arrive by _____. Students will be able to check in from _____. Check-out date _____. (please indicate if students have the option to stay longer)
<b>Image &amp; Caption</b>	
<b>Short Description</b> (100 words max)	
<b>More Course Details</b> (You may include student testimonials)	
<b>Field Trip</b> (if any)	
<b>Target Audience &amp; Pre-Requisites</b>	
<b>Delivery Method, Exams &amp; Learning Outcomes</b>	
<b>Accommodation</b>	
<b>Estimated costs in local currency</b>	Tuition fees:  Accommodation including any deposits:  Other deposits:  Field Trip:  Textbook Fees:  Miscellaneous Fees:  Living Expenses:
<b>Further information &amp; website</b>	

Note: If you are offering scholarships for incoming students, kindly inform the sending institutions

## 2) Information for assessment of credit weighting (internal reference)

<b>Short Description</b> (100 words max)	
<b>Delivery Method / Style of course delivery</b>	
<b>Credit equivalent at host university</b> (if known, please also indicate the equivalent in ECTS)	
<b>Contact Hours</b> (excludes self-study hours)	_____ total contact hours + _____ field trip hours
<b>Assessment breakdown</b>	

## 3) Additional application requirements (internal reference)

Please indicate if you require 1) additional application materials e.g. photos, references, additional forms, as well as 2) when they are needed (e.g. when shortlisted students are forwarded to the host university, upon acceptance, etc)

--

## Part III (by 5 March, 2012)

**Course Code: (e.g. NUS1)**

**Course Title:**

*\*Please use a different form for each course*

### 1) Contacts (Internal Reference)

To ensure that the GSP runs smoothly and that institutions interface well when dealing with multiple partners and a large number of students, ideally partners should observe having the GSP Coordinator as the central contact point or “GSP mailbox” for their university.

To avoid confusion with multiple contacts from different areas of a university, such as Housing, Admissions, Enrolments and Finance offices, the Coordinator should liaise with those areas internally and then be the only contact point for students and fellow Coordinators.

Furthermore, we kindly request that every partner institution have a generic GSP email address from which they correspond with students and fellow GSP Coordinators. For example [iaru.gsp@nus.edu.sg](mailto:iaru.gsp@nus.edu.sg).

<b>GSP Primary Coordinator</b> As the central point of contact, she or he is responsible for all enquiries from the partner institution GSP Coordinator and students. Tasks may include:  - Consulting with partners regarding timelines and issues relating to the GSP and students from their university  - Student acceptance  - Providing information and managing queries on pre-departure matters, accommodation, visas and any matters during the course  - Compile all charges, including tuition, field trip & accommodation	Name: Work email: GSP email: Phone: Additional remarks on tasks:
<b>Lecturer(s) / Tutors</b>	Name:

Although strongly encouraged, we can imagine scenarios where a single point of contact is not possible. For example, a different person managing incoming or outgoing students, separate people managing different courses. Please limit the contact points, and for all cases, ensure that the main GSP Coordinator is copied into correspondences.

In our experience, having a GSP email address helps ease the confusion faced by students, and you may wish to explore this especially for multiple coordinators, e.g. [iarugsp.seaic@nus.edu.sg](mailto:iarugsp.seaic@nus.edu.sg) or [iarugsp.nus1@nus.edu.sg](mailto:iarugsp.nus1@nus.edu.sg)

<b>GSP Primary Coordinator</b>  As the secondary or alternative of contact, she or he is responsible for all enquiries from students related to the course.	Name: Work email: GSP email: Phone: Responsibilities:
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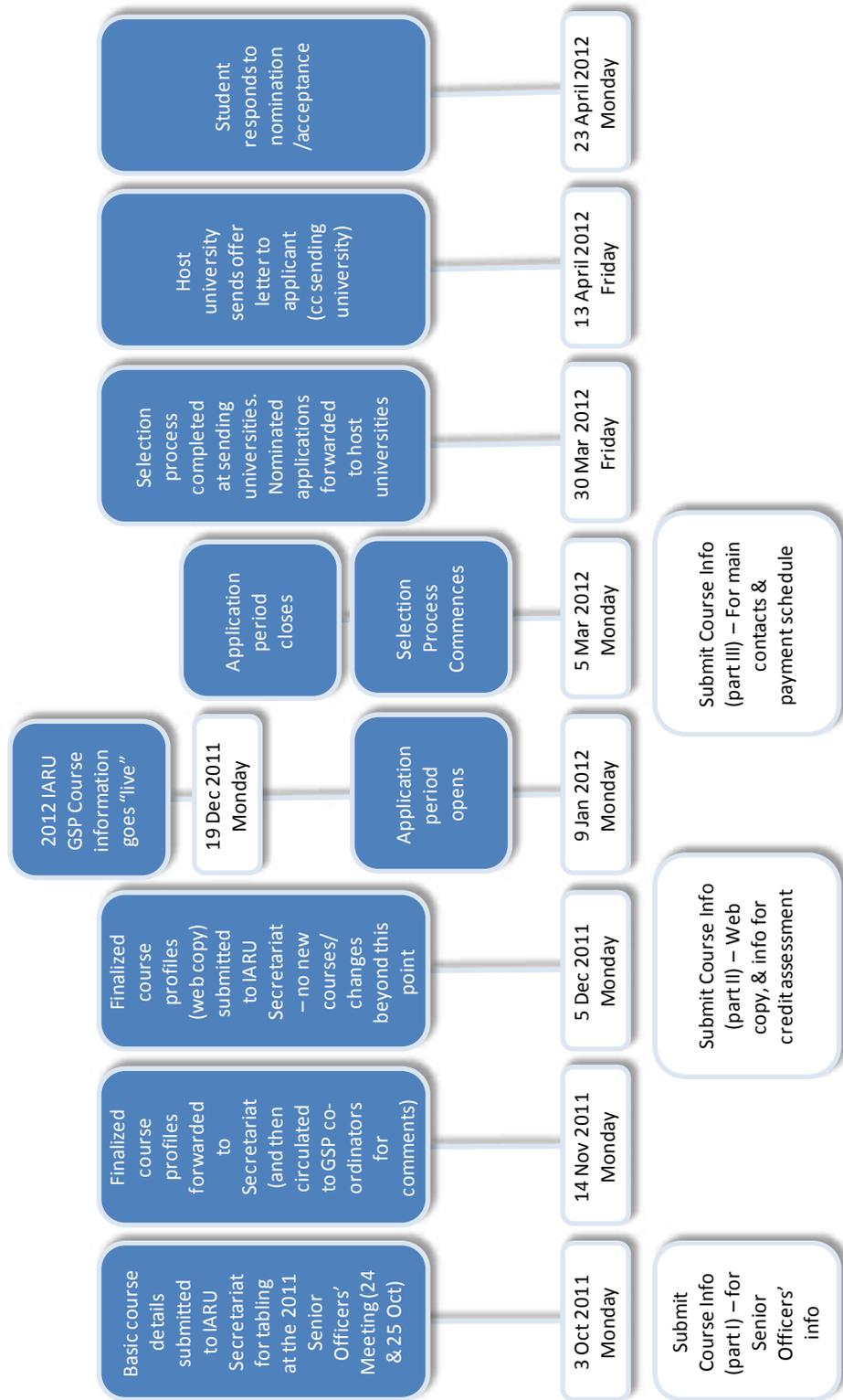
## 2) Payment Schedule (Internal Reference)

We kindly request that any changes to the initial payment schedule (as well as any substantial changes to the course) are made known to the key contacts and IARU Secretariat.

Payment for:	Amount in local currency (please specify if a deposit or additional application fees is needed)	Date required by / Remarks
<b>Tuition Fees</b>		
<b>Accommodation fees</b> including any refundable deposits required as a 'bond' or non-refundable deposits required in order to complete an online housing application process:		
<b>Other deposits</b>		
<b>Field trip (if any)</b>		
<b>Textbook fees</b>		
<b>Miscellaneous fees</b>		
<b>Living Expenses</b>		
<b>Other</b>		
<b>Scholarship for incoming students</b>		

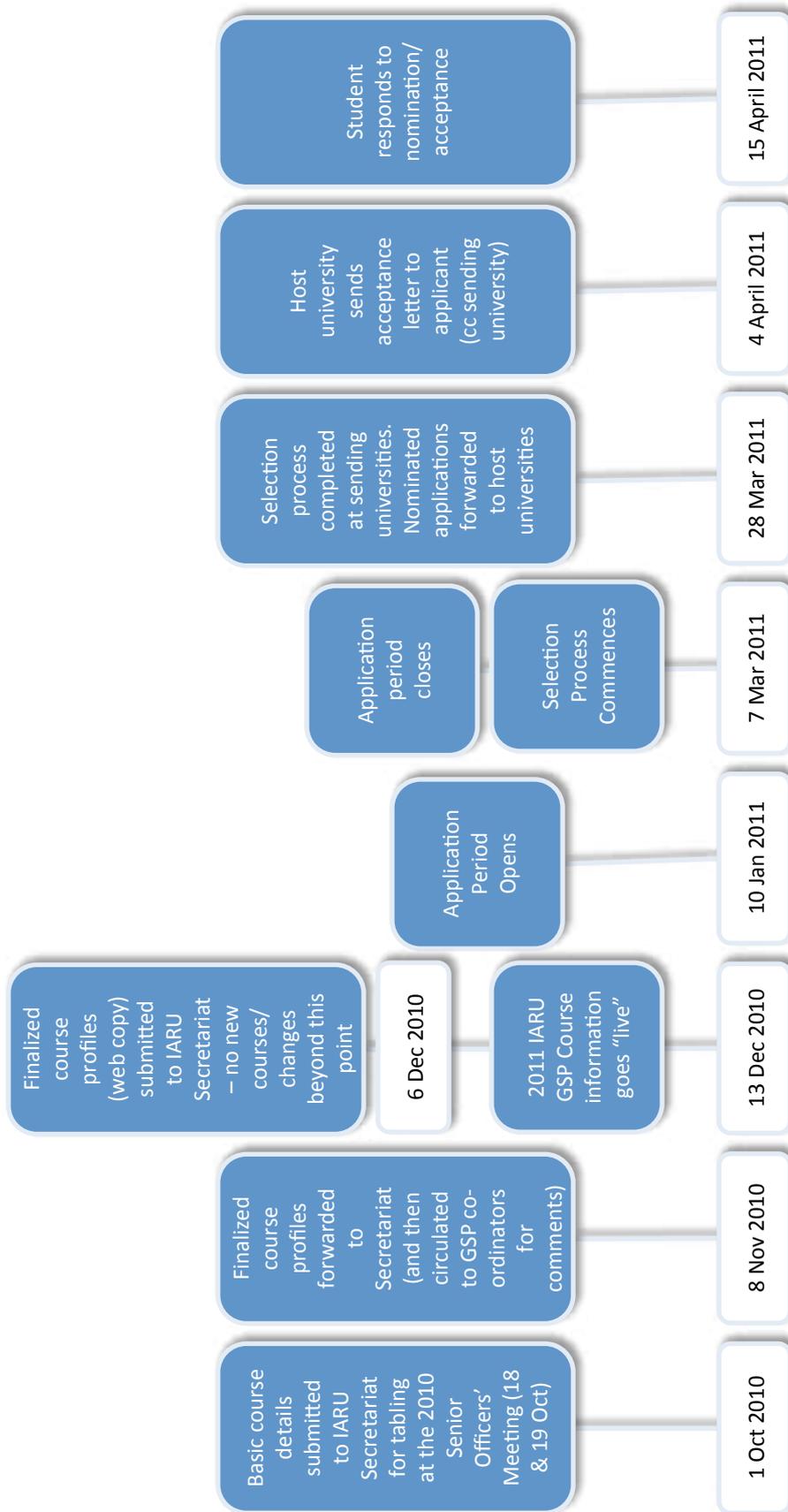


### 3.2 PROPOSED 2012 Timeline for IARU Global Summer Program (Course details and application)



Credit Assessment/Application Window by home institutions, if applicable (19 December 2011 – 2 April 2012)

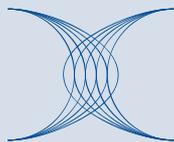
## 2011 Timeline for IARU Global Summer Program



Credit Application Window by home institutions, if applicable (December 1 2010 – 1 April 2011)







## 3.3 Review of GSP Working Committee Meetings

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### **Background**

The IARU Global Summer Program started in 2008 and has grown into a strong program that offers undergraduate students from our ten universities excellent opportunities to learn with and from each other through short intensive summer courses. The GSP Coordinators from the ten universities meet annually to plan and prepare for next year's program.

### **Two Issues**

Frequency of GSP Working Committee Meetings (GSP Meeting). The current practice is a yearly meeting in September to discuss the findings and analyses of the recently concluded GSP season, and to plan for the following year's GSP courses. The Secretariat has received some enquiries about the necessity to have annual meetings now that the GSP has developed well and stabilized. The suggestion is that these meetings could perhaps be changed to being held once every two years instead of every year.

Venue of GSP Meeting. Several of the GSP Coordinators attend EAIE. Based on requests from colleagues who attend EAIE, the GSP Meeting has been planned around EAIE meeting dates and venues in mind. In terms of timing, it is necessary that the GSP Meeting be held in September because there is a requirement to put up a report to the Senior Officers' Meeting which convenes in October every year. In terms of venue, EAIE is always held in Europe. Adopting this principle of planning the GSP Working Committee Meeting around EAIE will mean imposing on IARU partners in Europe and the UK to host the GSP Meeting. As a corollary, IARU partners in the US, Asia and Australia will not have the chance to host GSP Meetings. The paragraph below indicates where GSP Meetings have been held previously and lists possible host/venue going forward.

### **Past & Proposed GSP Meeting Venues & Dates**

2009 – held @ Oxford University (14-15 September 2009)  
2010 – held @ University of Cambridge (13-14 September 2010)  
2011 – held @ University of Copenhagen (17-18 September 2011)

2012 – to be confirmed  
(10-11 September 2012/17-18 September 2012)

2013 – to be confirmed  
(9-10 September 2013/16-17 September 2013)

2014 – to be confirmed  
(8-9 September 2014/15-16 September 2014)

## **EAIE Dates/Venue**

EAIE 2011: 13-16 September 2011, Copenhagen

EAIE 2012: 12-15 September 2012, Dublin

EAIE 2013: 11-14 September 2013, TBC

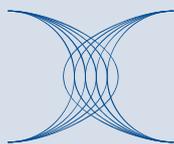
EAIE 2014: 10-13 September 2014, TBC

## **Review**

GSP Coordinators are requested to review:

- whether to retain the GSP Meeting as an annual meeting or change it to a meeting once every two years; and
- the principle of deciding the venue for the GSP Meeting.

Prepared by IARU Secretariat



## 3.4 Central e-Application System

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At the GSP meeting in September 2010, we discussed implementing an e-application system for GSP. The motivation for this proposal is to reduce the significant amount of manual work and processing time for partners and to be able to centrally maintain a database of information.

However, there were two issues we could not reconcile: 1) not being given direct access to the application system to enable partners to immediately begin processing the sorting through the applications, and 2) to not have the essays in an Excel sheet format (which is a limitation of the NUS e-survey system). We also did not have the resources to explore outsourcing our applications or build one from scratch, unless we choose to request for funds from the IARU Presidents.

The Secretariat emailed partners in December to seek our colleagues' views and offered the following options:

- 1) Build a system from scratch, catered to our various requirements. The new application system will take 6 months, and cost USD\$31,000
- 2) Consider using the e-survey (by NUS) to compile applications electronically, but will have to bear with the limitations on formatting and access
- 3) Explore whether there might be anyone among us who would like to undertake developing this as a contribution to the Alliance and/or the program (meaning GSP)
- 4) Maintain the present system, i.e. use the downloadable forms for GSP applications.

Partners provided the following feedback:

<b>NUS:-</b> <ul style="list-style-type: none"><li>• Supportive of building an online application system, and for us to seek Presidents' approval for funding</li><li>• However, the cost for the system appears too high</li></ul>
<b>Yale:-</b> <ul style="list-style-type: none"><li>• Principally in favor for an online application system, and to seek Presidents' approval for funding</li></ul>
<b>Berkeley:-</b> <ul style="list-style-type: none"><li>• Full support of building an online application system</li><li>• Be cautious about building a system – costs and resources will be required to maintain the system and upgrade software and security</li><li>• An option is to outsource applications, e.g. ApplyYourself @ US\$20 per application</li><li>• Suggestion: Partners could pay for attending the GSP meetings, and the proceeds could be channeled towards the payment of an online system</li></ul>

<p><b>Oxford:-</b></p> <ul style="list-style-type: none"> <li>• How far will this investment see us through? 5 years? If not, it may be difficult to justify this investment</li> </ul>
<p><b>Today:-</b></p> <ul style="list-style-type: none"> <li>• The e-application proposal should be further reviewed</li> <li>• Having a joint application system may complicate existing processes already established 1) between partners and 2) between the administrative and faculty departments at the various universities</li> </ul>
<p><b>ANU:-</b></p> <ul style="list-style-type: none"> <li>• We should further review the cost and functionality of the e-application system</li> <li>• To be able to access the system and retrieve information directly remains an important factor</li> </ul>

## Conclusion

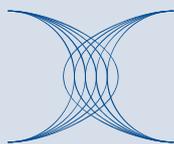
The Secretariat did not receive a strong indication to proceed building the e-application system, nor approach the Presidents and Senior Officers for funding for the application system. It was also clear that partners strongly felt the need to have access to the central system so the no-cost e-survey option offered by NUS is not desirable.

One of our intentions was to streamline the manual processes by partners – but it seems that the majority of partners are managing this well. We also observe that our application numbers are now roughly stable (in fact, having dipped in numbers since 2009), and partners are now used to the current arrangements which should be working pretty well by now. For partners who feel that they need to better organize their large number of applications, they are encouraged to set up application links of their own, with the same fields of information to send across to other partners.

As to the intention to centrally maintain a database of information, the Secretariat will have to continue to be diligent in compiling information every year. Partners can assist in being thorough when examining the yearly snapshots, and providing complete information (e.g. emails, name lists) for database purposes.

In conclusion, we propose that we maintain the current arrangement, which is to use individual, downloadable application forms.

Prepared by IARU Secretariat



## 3.5 Website Redevelopment: An Update for GSP Coordinators

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Presidents approved the redevelopment of the IARU website and granted funding of up to USD\$15,000 at the meeting in Beijing, April 2010. The redevelopment has been completed and the new website was soft-launched on 4 April 2011.

The Secretariat was guided by the following project aims:

- To improve the delivery of communications of IARU initiatives through streamlined navigation (information architecture)
- To enhance the design of the website while maintaining IARU brand elements and the general look and feel of the previous website
- To become a hub for IARU activities where our member universities' faculty, students and staff can visit to learn more about the Alliance, find relevant activities to join and suggest bottom up initiatives

Guided by these aims, the website redevelopment proposed and implemented the following features:

### ***New web navigation, based on IARU Strategic Directions***

Previously, all initiatives were categorized under the broad category of "Global Change". With more new initiatives, it was necessary to categorise them to reflect the Alliance's strategic direction that was finalized at the April 2010 Presidents' Meeting. The categories are:

- Global Education Initiatives (including GSP, Internships)
- Institutional Joint Working (e.g. Staff Exchange, Alumni, HR Benchmarking)
- Grand Challenge (i.e. Sustainability)
- Research Initiatives (e.g. Ageing, Longevity and Health)

### ***Self-editing feature for greater responsiveness:***

The website has been designed to enable GSP coordinators to self-edit their course descriptions and course details. The initial upload will be done by the Secretariat. Subsequently, partners have the flexibility to add more details (e.g. reading lists, logistics details) to keep students informed.

Each edit will trigger an email to the Secretariat, who will continue with the responsibility of updating all other partners on major changes for the content profiles.

### ***Engagement and interactivity features***

To encourage engagement and interaction, a virtual meeting software account (WebEx by Cisco) leveraging on NUS' existing account has been included. It enables video and voice conferencing, and document sharing by multiple users. The details and users' account have been made available on the IARU website. GSP partners are encouraged to use this software to discuss/meet virtually, or even "meet-up" with students before the start of courses.

### **Reactions to feedback from partners and students**

The current batch of GSP students have viewed and navigated both versions of the website, as advertisements began in January 2011, and the new website was launched in April. They have commented (via the GSP 2011 course survey) that the website was more difficult to navigate. Previously, GSP had a section to itself, but now it is classified under "Global Education Initiatives". Berkeley, Copenhagen and Yale have also provided a similar comment.

The Secretariat recognises the importance of the GSP as it is the Alliance's flagship program, and flagged the courses in three areas on the main page – as a highlight in the center column, as an upcoming event on the left, and part of the side-bar on the right. To improve its navigation, a sub menu is available at the bottom of most GSP pages, to take visitors directly to the list of courses, contacts, or GSP's main page.

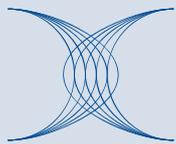
For 2012 courses, the Secretariat will work on improving the meta-tagging (for keyword searches), and creating links with partners' existing Summer Program pages.

### **Summary**

The Secretariat would like to strongly encourage partners to link to the GSP pages and the main page ([www.iaruni.org](http://www.iaruni.org)). The GSP page is the most heavily visited on the IARU website, and should be maintained with interesting and timely updates. Our highest traffic is from December – March, where students visit the site to learn more about GSP courses.

Feedback and suggestions on how to improve the website are welcomed.

Prepared by IARU Secretariat



## Manual: Editing your IARU GSP Webpage

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- User login
- Editing and Publishing
- Drop down text box
- Inserting images
- Web writing style guide

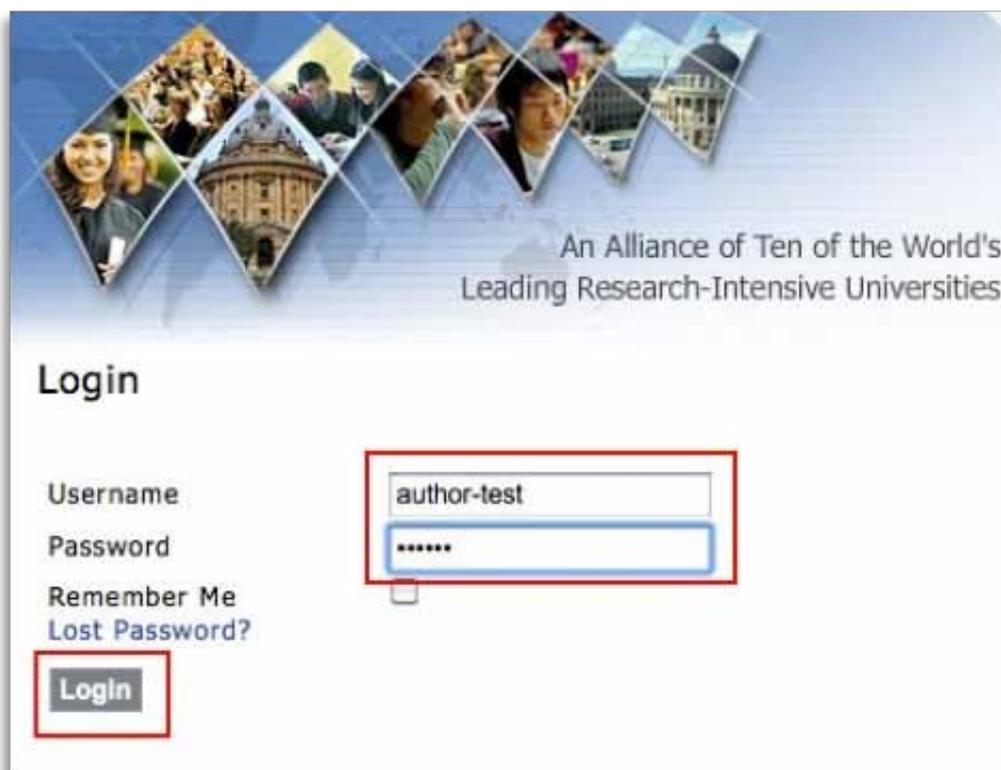
## User Login

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1. All partners will be provided a GSP username and password for each course (not for each institution). With the unique Editor status, you will be able to edit only your own GSP course page.
2. Click to **login** from the right-side menu



3. Key in your assigned **username** and **password**.



# Editing and Publishing

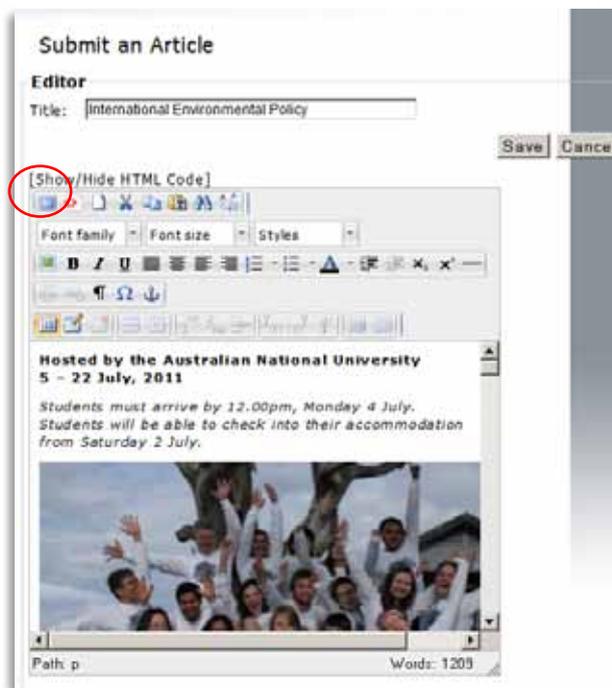
1. Editors can change text directly on the web page, without having to access the back end. Look for the **pencil icon** on your initiative page.



2. The page will expand and reveal **Editor, Publishing** and **Metadata** panels. You may now edit the text and format, hyperlink and upload images onto the webpage. Mouse over the icons and a text box pop up will inform you of the various functions.

Page Title →

Tip:  = Toggle Full Screen mode for easy view and editing



← Save to confirm publishing

← Editing Panel.

You can mouseover the icons for more information.

Please maintain the existing font family, size and style.

**Publishing**

Section:

Category:

Published:  No  Yes

Show on Front Page:  No  Yes

Author Alias:

Start Publishing:

Finish Publishing:

Access Level:

Ordering:

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**Metadata**

Description:

Keywords:

← **Publishing** - Please do not change the default settings. These have been pre-set for your convenience.

← **Metadata/Keyword** information is optional, but encouraged to increase web search capabilities. Please separate each keyword with a comma.

- To publish the article click **save**. An email will be sent to the Secretariat informing them of this action. It is advisable to also email the Secretariat as the emails often land in the “spam” account and may go unnoticed. The article will be reviewed by the Secretariat before going “live” so kindly allow some time for processing.

## Drop down text box

- We highly recommend using drop down text boxes to organize your content. To create a drop down text box, simply add the start code `{slide=Title}` and end code `{/slide}`.

Font family | Font size | Styles

`{slide=Peking University}`

Founded in 1898, Peking University (Beida) is a teaching and research university which embraces diversity ranging from the study of sciences to humanities to management. The commitment to intellectual freedom of thought has positioned Beida as a progressive center that has produced many modern Chinese thinkers and as an influential actor in the modernization of China. The tradition of intellectual inquiry underlying the transformation of Beida over time provides valuable lessons for collaborative initiatives ranging from sustainability to institutional practices for the Alliance.

For more information, please visit: <http://english.pku.edu.cn/>

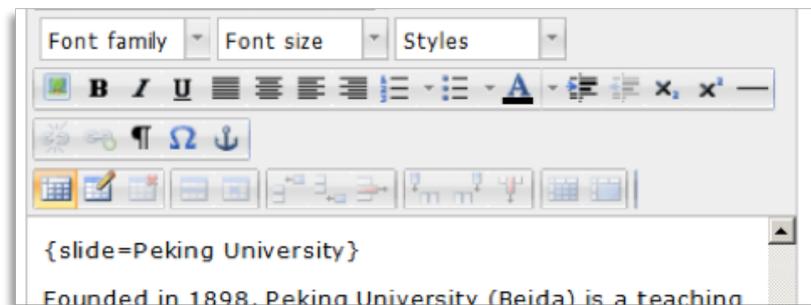
`{/slide}`

Path: p | Words: 1140

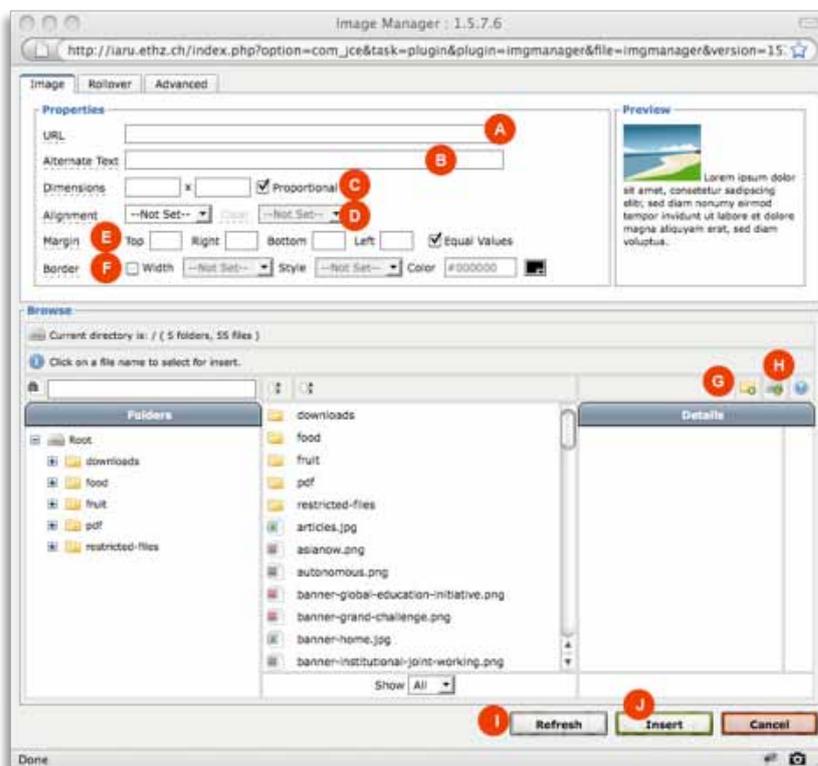
- National University of Singapore
- Peking University
- University of California, Berkeley
- University of Cambridge
- University of Copenhagen
- University of Oxford
- The University of Tokyo
- Yale University

# Inserting images

1. On your editing panel, look for  to insert/upload image(s).



2. It will open an **Image Manager** pop-up page.



- A. **URL** > Embed an image from a website by inserting the URL
- B. **Alternate Text** > Image mouse over description
- C. **Dimensions** > To change image dimension
- D. **Alignment** > Align image left/center/right
- E. **Margin** > Adjust image margin
- F. **Border** > Adjust image border & color
- G. **Folder** > Create a new folder to store your images
- H. **Upload** > Upload your images from your local drive to the server. You can select/create a folder before uploading
- I. **Refresh** > Refresh to see the uploaded image

3. Please look for a folder “GSP Images” to upload your images to keep our back end tidy and organized.

# Web writing style guide

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For consistency across all IARU pages, please adopt the following style guidelines:

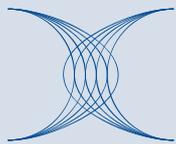
1. Have a short, concise write up

- Try to keep to 2 or 3 paragraphs for course description
- As a guideline, keep each paragraph to about 60 words. For easy reading, the estimated length for the entire page should be about 800 – 1,000 words (including the use of drop down boxes)
- Where it is possible, please use drop down boxes to keep the webpage writeup short
- For long weblinks, do consider using a hyperlink to a shorter display name
- Restricted access webpages for IARU members only can be created upon request, and not encouraged for GSP courses

2. Observe the correct use of university names and abbreviations. They are:

- The Australian National University - ANU
- ETH Zurich - ETH
- National University of Singapore - NUS
- Peking University - PKU / Beida
- UC Berkeley - UCB / Berkeley
- University of Cambridge - CAM / Cambridge
- University of Copenhagen - KU / Copenhagen
- University of Oxford - OXF / Oxford
- The University of Tokyo - Todai
- Yale University - Yale
- International Alliance of Research Universities - IARU/the Alliance

3. Include titles, e.g. Professor/Dr/Mr/Ms etc, and we encourage hyperlinks to email addresses.



## References

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- GSP2010 Meeting Outcomes
- GSP Aims, Description & Principles



## GSP 2010 Meeting Outcomes

Meeting Outcomes	Follow up
<p><b>1. GSP Review and Course Updates</b></p> <p>1.1 The Working Committee shared their 2010 course experiences and reported positive feedback overall. The following points were strongly emphasized for consideration in next year's courses:</p> <ul style="list-style-type: none"> <li>• <b>State course requirements early and clearly:</b> There were cases of students turned down or discovered that they were not eligible for credits after being nominated to attend GSP. Host universities need to state requirements clearly and from the beginning of the application stage. Sending university should verify that students have met all stipulated requirements.</li> <li>• <b>Ensuring students' commitment to the GSP course.</b> Courses are rigorous, challenging and multidisciplinary in nature. The Working Committee agreed to be mindful in its communications to students during selection and/or interviews to set the right expectations and get the desired quality of students.</li> </ul> <p>1.2 The Working Committee referred to the GSP principles on numerous occasions to ensure that GSP courses were designed and conducted according to these principles. Highlights of issues discussed include:</p> <ul style="list-style-type: none"> <li>• <b>Size of Courses:</b> It was agreed that GSP courses should remain at 10 – 25 students. The Working Committee discussed NUS' Southeast Asia in context (51 students) and agreed to exercise exception to the course size as it had strong appeal and its quality was ensured through appropriate faculty-to-student ratios.</li> <li>• <b>Faculty co-teaching GSP:</b> The working committee encouraged IARU partners to nominate faculty members to co-teach GSP modules. Cynthia Chou (Copenhagen) co-taught NUS' Southeast Asia in Context. Co-teaching strengthens IARU partnerships and faculty members view these opportunities as meaningful experiences.</li> <li>• <b>Student website as a course outcome:</b> Berkeley's 'Media &amp; Society: The Middle East in Context' produced a website (<a href="http://mediaeast.weebly.com/">http://mediaeast.weebly.com/</a>) as an outcome of the course. This innovative media course will be adapted as a UNESCO module</li> </ul>	<p>All to note</p> <p>All to note</p>

Meeting Outcomes	Follow up
<ul style="list-style-type: none"> <li>• <b>Integration with regular summer sessions:</b> Berkeley, Cambridge and Beida integrated their GSP courses with regular summer sessions, creating opportunities for interaction between GSP and non-GSP students.</li> <li>• <b>Greater interaction and dedicated orientation sessions:</b> Cambridge allocated a common room for GSP participants and they are considering a full-day orientation in 2011. Yale organized a campus tour for students upon arrival. Berkeley suggested that home universities should conduct a pre-departure orientation to set expectations, highlight different pedagogical styles and share what IARU is about.</li> <li>• <b>Multi-disciplinary Tournament:</b> ANU is looking at a student proposal to run an online tournament where faculty pose challenges and multi-disciplinary teams at partner institutions compete to produce the most considered responses to the challenges. It was suggested the proposal might be trialed with one other partner to then feedback the experience to the wider IARU group for further consideration.</li> <li>• <b>Student-alumni buddy system:</b> Berkeley involved their GSP alumni, and paired them (buddy system) with the current students.</li> <li>• <b>Field trips, the rigor and intensity of the GSP, and peer learning</b> continue to be highlights of the GSP.</li> <li>• <b>New GSP T-shirts</b> printed by Yale, Beida and ANU were well received. There were suggestions for the Secretariat to produce these T-shirts centrally to enjoy economies of scale. Secretariat agreed to study the feasibility and cost-effectiveness of producing GSP T-shirts centrally.</li> <li>• <b>Publicizing IARU:</b> Copenhagen coordinators worked closely with academics in planning their modules, and encouraged them to incorporate information about IARU.</li> </ul>	<p>ANU to provide recommendations</p> <p>Secretariat</p> <p>All to note</p>
<p>1.3 Visas and funding continued to be a pressing issue for the GSP as immigration policies are getting more stringent in places like the UK and US. Coordinators emphasized the need to clearly communicate visa requirements and applications early in the acceptance period. Cambridge is preparing a visa advisory note and offered to share this with all GSP coordinators.</p>	<p>Cambridge to share advisory note</p>
<p>1.4 From 2009, GSP applications increased (706 to 1,065 applicants), but remained fairly constant in terms of courses (from 16 to 15 courses) and participants (295 and 304 participants in 2010 and 2009 respectively).</p>	
<p>1.5 The Working Committee discussed expanding GSP intakes and courses. Referring to GSP's principles on class size and rigor, the Working Committee agreed to the following:</p> <ul style="list-style-type: none"> <li>• All partners will provide 1-2 courses, with intakes of 10-25 students, unless resources and circumstances permit these institutions to do more;</li> </ul>	<p>Info (All)</p>

Meeting Outcomes	Follow up
<ul style="list-style-type: none"> <li>• Each partner will send 2 – 3 students per course to maximize available opportunities while keeping class sizes small;</li> <li>• To continue with a rigorous selection process, ideally with faculty oversight, as these students become the university’s ambassadors; and</li> <li>• Acknowledged that representation from all partners for peer learning is desired and a distinctive feature of the GSP.</li> </ul> <p><b>2. Presidents’ Recommendations &amp; Group Discussions</b></p> <p>2.1 Presidents and Senior Officers have noted the GSP Working Committee’s contributions and success, and proposed expanding the offerings of the Global Education Initiatives that were outlined in the IARU Future Directions Document. Groups convened virtually before the meeting to consider and discuss the Presidents’ propositions before the meeting in Cambridge.</p> <p>2.2 The Working Committee concluded that GSP is focused on consolidating its efforts, improving its courses and branding, and refining operational and logistics issues. Expanding GSP’s offerings prematurely would dilute what is already established as the GSP. Outcomes from the discussions are captured below:</p> <p>a. <b>Graduate level offerings.</b> The aim is to provide greater opportunities for students to participate in global education opportunities at an IARU institution. IARU can continue to develop educational initiatives, but not under the GSP. The working committee had the following examples/suggestions:</p> <ul style="list-style-type: none"> <li>• Workshops and conferences, e.g. UniLead (ANU and Copenhagen) and Muslims in the Modern World (Copenhagen).</li> <li>• Mentorship under an IARU faculty’s laboratory on a bilateral arrangement.</li> <li>• Longer term courses or internships dealing with specific issues such as forestry, public health; enabling graduate students to go to where the case studies can be obtained.</li> <li>• Teaching assistant and travel study programs with funding for air travel and salary.</li> </ul> <p>The Working Committee highlighted that graduates were unlikely to pursue opportunities like a 3-week GSP course as it takes time away from their research. In any case, most graduate student cohorts are already largely international.</p> <p>Copenhagen is keen to offer graduate level courses. However, they will continue to encourage more undergraduate level courses from their faculty.</p> <p>b. <b>Incorporate more research component into GSP.</b> Research at the undergraduate or graduate level is fundamentally different from a summer program. The ideal length is about 4–10 weeks and could be in the form of UROP (Undergraduate Research Opportunities Program). IARU may also consider sending students abroad for one semester, with a significant research component built into the exchange. Many research mentorships also come about through the students’ own networks and initiative. The IARU network and Secretariat will facilitate, when the opportunity arises.</p>	<p>All to note</p>

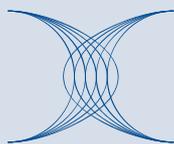
Meeting Outcomes	Follow up
<p>While GSP courses will not be “specialized” research-based courses, the Working Committee recognizes that IARU is an Alliance of research-intensive universities. It was agreed that course designs should feature this to the extent possible – for example, research-led teaching, and discuss research-related issues in academia such as ethics and animal testing. From student feedback, GSP courses have demonstrated that it can inspire students to pursue their PhD and do research work.</p> <p>c. <b>GSP Collaborations with IARU initiatives.</b> The Working Committee agreed that it was important to remain updated about IARU initiatives to be able to identify and create opportunities for GSP e.g. guest lectures, research findings, and possibly internships. IARU colleagues working on any Alliance initiatives – especially colleagues from the same university – are encouraged to meet up occasionally to discuss where the Alliance is moving and recent projects. Beida also suggested that IARU initiative leads can be formally/officially informed that the GSP is open for collaborative work and leads should contact a coordinator at their home university if opportunities exist.</p> <p>The Secretariat will circulate the email contact information of the IARU leads to the GSP coordinators for a direct link and possible collaborations where there are common interests.</p>	<p>IARU Key Contacts to note and communicate to Initiative Leads</p> <p>Secretariat to circulate contact information</p>
<p><b>3. Global Internship Program</b></p> <p>3.1 The proposal to create a Global Internship Program, which will provide opportunities for students to intern under one of IARU’s partner institutions, is supported in principle by the Working Committee. To formalize the Global Internship Program at this point, and to have the Working Committee centrally run this did not reach consensus for the following reasons:</p> <p>a. Need to establish Internship goals and principles. Clear goals and principles, like the ones developed for GSP, need to be established first. These will provide focus and define educational values and outcomes, and provide accountability for the host university’s internship plans. Clear and compelling principles will also help to convince and persuade faculties to provide internship opportunities.</p> <p>b. GSP was seen as a higher priority for consolidation and funding at this stage. The setting up of a dedicated global internship office or program at most IARU universities is a fairly new and recent development, and only a handful considers internships a major priority at this point in time. Students who go on global internships are few compared to summer programs and exchange. Housing, living expenses, allowances and air travel costs have to be considered by the internship provider, based on available resources. At NUS, departments co-fund the IARU interns, but airfare is taken care of by the interns themselves. Another suggestion is to seek external sponsorship for global internships.</p> <p>3.2 Visa requirements, timing and duration of internships, publicity and commitment from faculty are other challenges to work through. The Working Committee also concluded that where GSP and Internships are competing for resources, priority should go to GSP as it is still at a stage where it is developing and has demonstrated success.</p>	

Meeting Outcomes	Follow up
<p>3.3 The proposed steps forward are:</p> <ol style="list-style-type: none"> <li>a. To compile key internship information from each partner, establishing types of internships, funding availability, coordinating offices and major challenges. At a glance – Yale, NUS, ANU, ETH Zurich and Oxford have dedicated offices, programs and/or career centers to assist with the line-up of internships.</li> <li>b. Senior Officers to form a group of interested individuals, or an Internship Committee, to draft principles for the Global Internships Program. These principles are based on the understanding that it is flexible and serves as a guideline.</li> <li>c. ETH Zurich to explore if its student-run online internship platform can be opened up to all IARU students. This platform is a “marketplace” where faculty can publicize internship openings. Salary, accommodation, living costs and airfare are left to the faculty and negotiations with the students.</li> <li>d. Internships under IARU should be continued the way they have been managed since 2009. Partners can send their 2011 summer internship positions to the Secretariat for publicity on the IARU website and to be circulated to partners. A template will be made available.</li> </ol>	<p>The Secretariat will compile the responses</p> <p>Senior Officers</p> <p>ETH Zurich to advise if the online platform is available</p> <p>Partners to forward available internship opportunities</p>
<p>3.4 When IARU partners are ready to formalize Internships, the Working Committee had the following advice:</p> <ol style="list-style-type: none"> <li>a. Explore and define the scope and target group for internships: Currently, internships are with research and administration at IARU universities; and may eventually include corporate, NGO and government internships. Are they targeted at undergraduate and graduates?</li> <li>b. The Sustainability internships are exchanges of students between IARU’s sustainability offices, and perform research as well as administration activities. Students are also exposed to the sustainability efforts that occur at the various campuses. However, the Sustainability internship model is quite unique and may not be easy to replicate.</li> <li>e. Possible of internships: <ul style="list-style-type: none"> <li>• University faculties and corporate offices</li> <li>• through alumni networks,</li> <li>• career services department,</li> <li>• AEISEC chapters and</li> <li>• the ERASMUS program</li> </ul> </li> <li>f. Timing for internships: Currently, the pilot internships and Sustainability Fellowships are run during the summer. A possible model is to run internships throughout the year (rolling model) and not limit the duration of the internship.</li> <li>g. A strong publicity effort: The lack of publicity (to IARU students and short application period) meant that not all internships are taken up. Partners are encouraged to disseminate available IARU internship opportunities to their students.</li> </ol>	<p>All to note</p>

Meeting Outcomes	Follow up
<p><b>4. Nuts and Bolts</b></p> <p>4.1 E-application form. This year, IARU received 1,065 applications and it may increase in the coming years. ANU and NUS received the largest number of applications. The Secretariat recommended centralized GSP application system for the following reasons:</p> <ul style="list-style-type: none"> <li>• Decreases manual work on the part of GSP coordinators to compile all applications</li> <li>• Student application data can be centrally obtained by the Secretariat for analysis and reporting</li> <li>• The Secretariat will be able to build a database of student information for record and future analysis</li> </ul> <p>4.2 The Working Committee raised concerns about adding 3 more days to the already tight timeframe for processing GSP applications and requested for periodic updates before applications close. They also expressed the desire to access the application system at their convenience. As there is no funding for a “sophisticated” application system, the Secretariat will review these requirements and propose options for 2011 or 2012 applications.</p> <p>4.3 A designated GSP coordinator (one point of contact) for students. ANU proposed having a single point of contact for GSP students, preferably a designated GSP coordinator. All matters related to housing, payments, additional course requirements and documentation, etc should only come from one contact point from the host university. For sponsorship offered by the hosting institutions, the general rule of thumb is to let the sending universities decide who should receive the award. Hosting universities should also alert the sending universities where there are cases of student withdrawals.</p> <p>4.4 Selection process. The Working Committee discussed the selection criteria. Coordinators emphasized the need for English language proficiency, good interaction skills, academic fit, and a range of interest and qualities (such as civic service and contributions to society).</p> <p>4.5 Students need to demonstrate their commitment prior to attending GSP. The GSP is no ordinary course because of the rigor and time the students get to spend directly with faculty members. If expectations are communicated clearly and in advance, students are likely to live up to GSP’s expectations e.g. actively contribute in discussions, complete their course readings and plan for their assessments.</p> <p>4.6 NUS shared that they conduct group interviews of about 4 to 6 students. Only students who make the cut-off grade and fulfill module requirements are shortlisted for interviews. ANU does not conduct interviews, but their selections involved faculty and shortlist included inputs from senior administrators. Other universities are considering interview sessions or, to meet up with students at the application stage or before they embark for the GSP.</p>	<p>The Secretariat will look into the requirements and circulate a proposal for next steps.</p> <p>All to note</p> <p>All to note</p> <p>All to note</p>

Meeting Outcomes	Follow up
<p>4.7 Acceptance packages. The Working Committee acknowledged students' feedback requesting for timetables and syllabus in advance. This is not always possible because of faculty's schedules. Looking at other universities' best practices – useful information can be sent to students pre-departure in a timely manner to the students. With the rich amount of information, it is important to highlight the most critical, for example, visa applications.</p>	<p>All to note</p>
<p><b>5. GSP Questionnaire Review</b></p> <p>5.1 The Working Committee recommended revising the questionnaire to strengthen the section on academic rigor and improve the feedback mechanism in general. For future analysis, similar fields from past years will be compared (e.g. overall student satisfaction, from 2009 – 2011).</p> <p>5.2 A concern is that the response rate is low (only 42% of the total GSP participants, or 120 students). This may be “survey fatigue”, as students have to complete up to three questionnaires – from the Secretariat, host and sending university. Coordinators agreed to remove duplicate questions from their survey. The GSP questionnaire and GSP course (from host university) will be sent jointly, a few days before the end of the course. The Secretariat will also provide a cover note for the centralized questionnaire.</p> <p>5.3 It was also agreed that Sections 9 and 10 on ‘IARU GSP Alumni Activities’ and ‘Staying in touch’ should be removed from the survey as it served little purpose.</p> <p>5.4 A post-GSP survey conducted at 6 months will be developed by Yale. The purpose of this survey is to find out if the GSP had indeed made an impact or a difference to the students, and if they are able to apply their knowledge.</p>	<p>Secretariat to analyze past year data for 2011</p> <p>All to note Secretariat to provide cover note</p> <p>All to note</p> <p>Yale to draft post-GSP survey</p>
<p><b>6. GSP Promotion</b></p> <p>6.1 For GSP 2010, the Secretariat produced t-shirts, posters, brochures and set up a GSP Facebook page. The Secretariat is reviewing if it is possible to centrally print the t-shirts and send them to the partners. The GSP T-shirt design will be maintained for consistency, and but there will be no mention of the year so it can be reused (except for the brochure, which has course details).</p> <p>6.2 As of September 2010, the GSP Facebook group has 173 members. The Working Committee agreed that a social networking site like this should be driven by students (past, current and future GSP participants). Interested coordinators are encouraged to contribute to the site to get discussions going. Coordinators can also publicize the Facebook group to their students.</p>	<p>Secretariat to review and send cost estimates</p> <p>All to note</p>
<p><b>7. 2011 GSP Working Committee Meeting</b></p> <p>7.1 The 2011 GSP Working Committee meeting will be hosted by the University of Copenhagen on 19 &amp; 20 September 2011.</p>	<p>All to note</p>





## GSP Aims, Description and Principles

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The Committee redrafted the suite of strategic documents that underpin the Global Summer Program

1. IARU GSP Aims
2. IARU GSP Description (Formerly titled IARU GSP Mission Statement)
3. IARU GSP Principles

These documents now read as follows:

### IARU Global Summer Program Aims

*Prepared by the GSP Working Committee at its meeting in Oxford, 14-15 September 2009*

**The IARU Global Summer Program aims to:**

1. Enable students to develop a global perspective
2. Provide students with an intensive summer learning experience
3. Strengthen the ties between the member institutions of the International Alliance of Research Universities.

### IARU Global Summer Program Description

*Prepared by the GSP Working Committee at its meeting in Oxford, 14-15 September 2009*

**What is the IARU Global Summer Program?**

The Global Summer Program is an educational initiative undertaken as part of the collaboration among a group of leading research universities (IARU). IARU members are committed to the internationalization of their campuses and the preparation of their students to be global leaders. Faculty on each campus teach intensive summer courses designed for students drawn from member institutions. Learning together in the classroom, these students form an international community of young scholars who also learn from and about each other.

## **The unique experience for students**

Students participating in the GSP will:

**Address critical issues in global perspective.** GSP courses enable students to do this in a variety of ways:

- Taking a multidisciplinary approach to the subject of study
- Focusing on major challenges of the 21st century
- Exposing students to fields outside their core disciplines of study and/or
- Explicitly using the multinational, multicultural nature of the student group to help students move beyond a national perspective
- All GSP courses highlight the particular strengths of the host university

**Work with outstanding peers from around the globe.** GSP students are talented, motivated people at some of the world's top universities, the members of the International Alliance of Research Universities: Yale, Oxford, Cambridge, ANU, Berkeley, NUS, Copenhagen, Tokyo, Peking, and ETH.

**Learn intensively at a foreign university.** GSP consists of residential, multi-week summer courses at IARU member universities. Days are full. Students will be immersed in learning, in a variety of settings, formal and informal: from lectures and classes to tutorials and field visits, from student panels and debates to intense discussions over breakfast. Students also participate in social activities.

**Learn from top researchers.** All IARU universities are research-intensive. GSP is specifically designed to give students exposure to research-led learning. GSP professors are both leading researchers and teachers. Students will enhance their research skills by: conducting independent library-based research and writing papers; conducting field-based observation; and participating in team research projects.

## **IARU Global Summer Program Principles**

*Prepared by the GSP Working Committee at its meeting in Oxford, 14-15 September 2009*

*The following principles are ideals. Variance may be necessary or even desirable, but should be justified as such on a case-by-case basis, with the goal to achieve most of the principles in practice.*

1. GSP courses are intensive and taught to rigorous standards. All students receive a grade. Students may not audit GSP courses.
2. GSP course curricula are based on research-led learning and overseen by regular faculty of a IARU university, drawing on relevant experts as appropriate. Involving faculty from IARU universities in the design and delivery of GSP courses is encouraged.

3. GSP courses enable students to address critical issues in global perspective. This happens in a variety of ways:
  - Taking a multidisciplinary approach to the subject of study
  - Focusing on major challenges of the 21st century
  - Exposing students to fields outside their core disciplines of study and/or
  - Explicitly using the multinational, multicultural nature of the student group to help students move beyond a national perspective.
4. GSP courses highlight the particular strengths of the host institution.
5. GSP courses are assessed by students and faculty at host institutions and reviewed by the GSP Working Committee on an annual basis. This includes an assessment of academic rigor and achievement of desired learning outcomes.
6. GSP courses are taught in English ordinarily, unless teaching in another language serves an important academic purpose.
7. Students on GSP have a distinct, IARU-specific experience. This comes either from:
  - An entire course created specifically for GSP or
  - Significant GSP-specific academic and social programming added to a more general summer programme.
8. GSP courses have between 10 and 25 students enrolled.
9. GSP students are from IARU universities. Ideally 80% of seats are reserved for IARU students. Additional seats are allocated to partners from other leading universities at the hosts' discretion.
10. GSP students have full access to all university resources during their study, especially libraries, computer labs, and facilities available to other students.
11. GSP students, including those from the host university, live on campus, are housed together, and integrate into campus life. GSP encourages access to and learning about local cultures.
12. GSP costs are minimized for students as much as possible, both by sending institutions providing aid as well as hosting institutions minimizing tuition and other costs.
13. GSP applications are standardized, relatively un-bureaucratic, and easily accessible.

(Note: both 3 and 4 are mentioned in the Global Summer Program description. They are reiterated here because of their importance to course design.)