



INTERNATIONAL ALLIANCE OF
RESEARCH UNIVERSITIES

Appendices

Appendix A	GSP 2017 Survey – Student comments
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Appendix A

GSP 2017 Survey – Student Comments

Q3. Overall, this GSP course was academically rigorous (e.g. research-led, intense learning, high academic standards).

1. Prof. Wargo designed a student-led, research and reading intensive class which was extremely productive and fun. I learnt a lot.
2. The course was very well organized with several diverse specialists
3. Probably could have implemented more direct assessment; it would have been interesting to write an essay during the teaching of the course.
4. Could have been more evidence based at times. But we did get the chance to do our own projects, which was nice.
5. not the highest academic standards, but for a summer school course reasonably intense
6. Good staff, but the theme is too obscure
7. Often taught by academics leading the university's research in the field - combined with a look at some of their literature
8. The standard of teaching and expectations were high but no consequences if the work was not completed.
9. One of two classes was rigorous. The second played out to be very unorganized and informal. This is not necessarily bad, but I did not learn much.
10. The GSP course was academically rigorous. In addition, lecturers managed to show how results from research are used in practice.
11. I am unable to fully consider this an academically rigorous course considering that it is a basic Japanese language course, but I feel that the academic standards for this course is high enough thanks to the materials provided and the lecturer's knowledge and professionalism.
12. Teaching was good, but the quality of the student participation was less academically rigorous
13. Very research-led. We also carried out our own research project over a period of 5 weeks.
14. The course was very well structured, making it accessible to students of various disciplines.
15. Many personal anecdotes
16. It was great to meet leaders and pioneers in the field
17. The themes treated by my course were challenging. Yet, the examination system was not always rigorous and it was not necessary to study in depth to achieve good results.
18. Not as intense as I am used too from my home university

Q4. The information you had received from the course organizer before the GSP course started clearly explained what to expect in terms of class content, including prerequisites (if any).

1. Great advice to start reading for the classes before arriving at Yale as the weekly readings were pretty intense.
2. The class was amazing, but I had little idea of its content before starting
3. regarding the topic of vision of the future, it was not that clear what I could expect from the lectures but it was perfectly enough since the topic is quite broad and I loved the diversity of lectures we had. It was a very nice to not be restricted by the topic of the course but having the possibility to debate in a wide range. All the prerequisites and the course structure were perfectly clear before the course started.
4. I ask my professor for the reading plan in advance, but he never responded
5. I feel like more structure can be given next time especially for the presentation aspect
6. Was a guidance booklet with class titles but no detailed info prior to starting
7. The descriptions of the course didn't really match what was taught.
8. Organizers should recommend the reading of materials before the class start.
9. The information received beforehand was comprehensive.
10. There was a bit confusion as to what we should have read before attending the course.
11. Reading list was not communicated, which proved to be highly detrimental for the academic work which followed
12. Somewhat outdated but captured the gist
13. We didn't receive a course outline before the class started which was slightly frustrating, however the information on the GSP website was useful.
14. The information was accurate, however there was no further indications apart from the GSP course page.

Q5. The GSP course was taught at the right level (e.g. introductory or advanced, as indicated in the course profile).

1. This was an advanced class. Most of the concepts centered on major themes such as environmental protection, the interaction of environmental pollutants and the environment itself, and the cyclic nature of that interaction in affecting human health in the long-term (or the circle of poison as Prof. Wargo referred to the phenomenon). We analyzed all these in the purview of law, ethics and statutory acts at the international level.
2. Almost all the presenters did a remarkable job in presenting complicated material for such a diverse student group

3. Helle expected a high level of engagement from students, but was also fantastic at guiding our learning.
4. The course was taught at an introductory level as indicated before.

Q6. The GSP course had a good diversity of students in terms of geographical representation and academic background.

1. The course had a variety of students from around the world, though there was potentially too high an amount from Italy relative to elsewhere. Nevertheless, I had a phenomenal time with the Italians and everyone else, so this was not a negative per se.
2. In one of the courses I took there were about 1-3 people from the same place if any however there were 12 Yale students (in SE2880A)
3. Very diverse cohort simulated interesting debate and viewpoints
4. It was an absolutely enriching experience to work with students with such a high diversity.
5. Most participants were from Asia
6. Not any others from Africa and none from South America. There were very few Japanese students too surprisingly.
7. Almost all universities were represented. Very different academic backgrounds.
8. Not huge diversity but still a very interesting mix of people
9. There were many unis missing from the IARU partnership

Q7. The GSP course offered sufficient opportunities to engage with classmates in academic discussion.

1. The class featured weekly presentations on the topics assigned for the course and this allowed students to work in groups and research the aspects of the course that they were hitherto unfamiliar with. It was a great learning experience.
2. Great discussion facilitated.
3. Group work and debate was often a mandatory part of the classes
4. The lectures were interactive, so that discussions were possible. In addition, we had academic discussions after/before the lectures. Moreover, because of the high diversity of participants, we had very interesting discussions related to different topics from different fields.
5. Lots of discussion in class and out.
6. Interactive work was not prioritized

7. Discussion opportunities were limited. Interaction was less between students and more between student and lecturer for the most part.
8. I thought it would have been good to run the courses earlier in the day, and have a bit more class time to have the opportunity to really get to know peers.
9. The discussion sessions were very engaging.
10. A little too much maybe. I would have loved to have had discussion with academics.
11. Sometimes the class organisation did not allow much discussion, but there was indeed enough time outside lecture-time and discussion always followed naturally.

Q8. The GSP course I attended was different from regular courses in my degree program.

1. Given just how emerging the field of cultural rights is, this course was inevitably different.
2. In a very good way - more interactive and they pushed you out of your comfort zone
3. Different content and broader scope in many classes than I would expect from a single class tab Cambridge (mostly because classes were longer)
4. Quite intensive with field trips
5. Taught me to think in other patterns than used to.
6. Actual academic engagement in lectures and seminars was a major plus. We don't really get that in normal classes
7. I study art history, a theoretical subject. The course allowed me to explore practical issues related to heritage preservation.
8. I study biotechnology and there was a lot of people from sociology and the humanities

Q9b. Please share what made your course instructor/s good, very good or excellent, or if there are areas for improvement.

1. The course instructors mostly seemed very knowledgeable, but sometimes the lectures were difficult to understand or follow because of accents or delivery method. Most of the lectures were very engaging and thought-provoking, especially the ones that addressed popular misconceptions about Japanese society and political trends.
2. Course instructor was knowledgeable. Content was interesting. However economics terms could have been better explained especially for those with no economics background
3. Prof. Wargo is excellent, one of the best professors I have had so far.
4. The instructor invited many guest speakers to the class. Great extracurricular activities were organized.

5. The order in which the presentations were planned, the general layout of the course mixing practical work and lectures, and the abilities of the lecturers to adapt their material
6. Helle Porsdam knows her stuff, is passionate, and very supportive of students. I have nothing but praise for her performance as course instructor.
7. The willingness to go above and beyond in order to give us outstanding academic experiences
8. Excellent- more informative and practical
9. The instructors were dedicated to our learning throughout the program - this included engagement and commitment in discussions outside the class which made the course even more enriching
10. Increase communication.
11. the class had very active discussions compared to the regular class
12. Dialogue
13. Dr. Lu Yang's lectures were very interesting. He can speak in an interesting and compelling way, which makes it really pleasant to attend his course. Really enjoyed it and learned a lot!
14. Besides the very well organized course and schedule, the instructors were often present throughout the course and we also had weekly meetings with them. So if there would have been any problem or open question, we could have addressed that in one of the meetings or just ask our instructors at any time for help.
15. The instructors are very knowledgeable; it'd be great if they became more focused on their individual fields within the broad topic of the course
16. I think the course could involve more teaching - rather than only the one week of teaching
17. Our instructor inspired us to make change outside of the classroom and went above and beyond helping students to reach academic and personal goals.
18. Very interesting readings. I wish he would have given us a better understanding of which texts were core-text and which were optional, because far from all of them were essential for the lectures. Also, the reading plan in general should be more clear. The professor was engaged in the topic and very good at lecturing.
19. Not as intense as my usual programme at home, not enough readings, too much vague discussions without conclusions, no definitions of anything or what to expect.
20. They were very kind and help was readily rendered where guidance is required, takes good care of our well-being.
21. knowledge, teaching style lacking. no feedback on presentations
22. High level of knowledge and engagement
23. We had multiple course instructors and half of them were well prepared for the class. The other half were not prepared for the lecture. There were also some professors who had no intention to engage whatsoever and were just reading out their presentation slides.
24. The Professor made the course very good because of his deep knowledge of, and passion for the subject. I think if the course was repeated regularly it could be fine-tuned and a run a little

smoother but otherwise thoroughly enjoyed the experience.

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25. All the lecturers/ instructors for this course were very open to taking any questions without hesitation, and they answered them in a very kind and succinct manner. Everyone was near to excellent in explaining the core areas in their respective lectures. As for the presentations, in my case, I prefer student-friendly slides during the presentation, that is, more pictures, less text. I don't remember the topic(s), but some lecturers used a lot of text in their slides which in opinion, leads to boredom during the course of the lecture among the students. Otherwise, everything was almost excellent.
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26. She was good because she knew her content well, but she was also vague when it came to explaining what was required for grading. perhaps the assignments part was not important to her but it is to us, so with clearer instructions, it would be better
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27. Very engaging, varied academic disciplines
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28. The style of teaching had more of a 'sage on stage' feel, which was understandable given the limited time we had with each instructor (each of whom clearly had an excellent grasp of their subject matter). However, this did take some adjustment from some of the flipped classroom approaches I'd experienced at ANU. Overall, this was more of a general stylistic issue and the main point of improvement would be to segment the class into a few shorter segments to prevent people losing focus due to the extended period of listening without active engagement.
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29. Professor Simon was hilarious and clearly dedicated to his work.
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30. Really enjoyed hearing heir perspectives and how they simulated thought amongst the GSP issues on sustainability questions. I liked how the instructors often explained concepts from principles to enable a GSP cohort with such diverse academic backgrounds to each engage with the classes
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31. Experts in their field and able to answer all questions to at least a satisfactory level.
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32. I loved being exposed to many different fields of healthy aging, and listening to the fantastic lectures offered. I think that the course is well-taught, and provides students the opportunity to really delve into several interesting fields.
-
33. There was not enough time to go into detail in the biology aspects of aging. I would have preferred more focus on this.
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34. Prof. Wargo is a wonderful teacher. He is nice and very willing to spend time with us and give us advice. I appreciated his help.
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35. Fieldtrips as part of the course, variety in the work we carried out (discussion, presentations and professor led lectures), quality of discussion in class, interesting and current topics.
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36. Prof. Effendy loved his material and has spent his life studying it. That shows. He knew how to engage the students well through his performance in class (not monotone, varied presentation style). He was very punctual and organized. I loved that; a 10-minute break starting at 10:00am ended exactly at 10:10am!
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37. The lecturers had very strong academic backgrounds. Moreover, they managed to make the lectures interactive, so that discussions were possible. In addition, the lecturers illustrated more complex topics with good examples.
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38. Course instructor was very passionate

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39. Very well-informed instructors who loved to enjoy an academic discussion with the students. I was very pleased with the way they engaged with our different backgrounds.
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40. The instructors cared very much about their students and made themselves very accessible to us if we needed any help outside of class. They were great at explaining concepts and made sure everyone understood the material before moving on. Fantastic instructors, some of the best I've ever had.
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41. I feel that the course instructors were very knowledgeable, professional and patient in their teaching which made the course very enjoyable and effective.
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42. Great instructor, very knowledgeable. Really appreciated the time he dedicated outside class to help us with our final paper and dry run of the 2 presentations we did
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43. The background of the professor, who had been professionally involved with the taught subject, made for a quite different perspective
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44. The selection was broad considering the class, so I think there was something for everyone to resonate with but also expose them to other disciplines. I think the instructors could have been better briefed on expectations of the class as many of them did not come prepared with knowledge of the composition of the class or our respective disciplines.
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45. He was very engaged and organized a lot of opportunities to meet with experts in the field outside of class.
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46. She was very well rounded and shared her experiences with us which were very relevant to the course.
-
47. While some were, other instructors were not very captivating and did not present their material well (e.g. They would talk facing away from us). I did enjoy how the instructors had lots of practical experience.
-
48. They gave up a lot of their time outside of class, organised really interesting talks and trips
-
49. The course instructor was a very passionate educator. We deeply appreciated her enthusiasm in making sure each and every one of us was able to keep up with the class, and was also thoroughgoing in advising our final papers.
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50. A willingness to engage with students outside of class, and friendly student assistants, helped bring the cohort together
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51. Female representation could be improved (all instructors were male). This was not an overly bad thing, just something that I noticed.
-
52. They are good because they are passionate.
-
53. There was always interaction between instructors and students. Especially in group project, they offered valuable advice which improved our group project design.
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54. The atmosphere in class is relax. We can make a question anytime and the instructors will discuss with us with an interesting eye.
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55. Prof Xu was really knowledgeable in his field of study and there were various platforms for us to engage in good academic discussions both in class and outside of class.
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56. Prof Wargo was engaging in both his presentations/ lectures as well as when answering questions during our less formal class discussions. His breadth of knowledge was inspirational, intellectual

vigorating, and academically stimulating. The classes he delivered were very insightful and sparked conversations/ debates which continued outside of the classroom, dominating discussion at the dining table!

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57. She is experienced and knowledgeable in her field. She takes time and effort in helping us in our papers. She tries her best to inject optimism amidst the gloomy situation
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58. In my opinion, the course was paced suitably as an introductory course to civil engineering and urban planning in the context of a sustainable Japan. The assessment was fairly laid back, and there were a wide range of instructors every lecture, which was a particular strength.
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59. She analyzed and taught the topic from diverse perspectives and she was able to weave it in students' thoughts as well
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60. Stefan and the Ta's provided great information in a way that allowed us to actively engage. They also showed a keen interest in our learning and provided fantastic resources to enhance our experience of the course, and also provide guidance on our future careers
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61. Our professor (Dr Simon Stefan) had an outstanding experience in the field and great connections with other leading figures.
-
62. The professor was very knowledgeable in the topic of the course, and was very approachable inside and outside of class as well.
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63. My course instructor is very knowledgeable in the field of cultural heritage. He provided much opportunities for us to engage with top personnel and professors working in the field as well. I've learnt much from him, but sometimes he gets too engaged with personal discussions with other guest lecturers.
-
64. excellent

Q10. I believe the course lived up to the GSP principles by providing me an opportunity to:

- a) Address critical issues from a global perspective*
- b) Work with outstanding peers from around the globe*
- c) Learn intensively in a cross-cultural setting*
- d) Learn from top researchers*

1. Not intense at all

2. Topic was nanoscience, so it wasn't inherently concerned with a global perspective but there were clear areas where the technology could be used to contribute towards solving global problems.

3. Very competent singular researcher

4. The global perspective was a powerful aspect that I had never had in my learning before. It was great to understand how other places in the world are dealing with their own and global issues.

5. I think the course would have been better if there were more students of color and students from outside of the Global North.

6. The course was not very intensive compared to what I'm used to

Q11. Please rate the importance of the following factors for choosing the GSP course:

- a) Course content*
- b) Course date*
- c) Geographical location of course*
- d) Name and reputation of the hosting institution*
- e) Cost of the course*
- f) Transferability of course credits*

1. Cost would have been an incredibly important factor if my home university hadn't paid for the program.
2. I took the course in my home university, so I did not relocate or pay any extra money.
3. Course duration was also important, 1 month being optimum.
4. (oxford does not allow cross-credits)
5. Fee covered by scholarship

Q12b. If no credits could be transferred, please let us know the reason why this was not possible.

1. I have yet to ask my department in my home university if the course may be credited as an elective.
2. Oxford does not have a credit system.
3. Administrative error at UCPH
4. Because UTokyo does not accept transferred credits for my course.
5. My university does not work on a credits based system
6. The course would have easily been transferred as credit for my Political Science Major in my Arts degree. However, it was going to be more complicated to get it counted for my Law degree. Further, given my study plan, it was more practical to treat this as an additional non-credit course than a for-credit course.
7. My course is non-modular so credits are irrelevant to my course
8. it did not match my degree requirements
9. Because the credits would not be counted for my major.
10. I did the course in addition to my studies here at ETH, I already have more credits than I would need and I didn't attend the course for credits but for experience.
11. UC Berkeley at the undergraduate level requires a course duration of at least 3 weeks for the course to be transferrable

12. this was not applicable for my degree
13. Auditing
14. Cambridge does not do ECTS
15. I did not need the credit
16. Unfortunately do not have remaining room in degree.
17. Social Welfare department does not accept course work completed outside department
18. Credits are from other universities are non-transferable under Cambridge grading
19. Oxford does not operate on a credits system as far as I am aware.
20. The course was too short. If the course had been 4 weeks instead of 3 weeks, I would have qualified for credit, and also for more funding.
21. I am a Dphil (phD) student so I'm not sure if the credit system is applicable
22. Oxford University do not permit transfer of credits.
23. In Japan, the curriculum for all students majoring pharmacy is fixed and the administration office of my faculty did not accept my request to transfer the credit of IARU GSP.
24. I don't need the credits
25. Cambridge Economics Tripos does not allow this
26. University does not run on a course credit system.
27. They just said it is not possible because it's only a pass or a fail remark. Actually, I would like my credits to be transferred.
28. Study in England, don't use credit system as far as I know. Even if we did, it would be in an unrelated field
29. Grades are based on final examinations
30. I am not actually sure if they are transferable but they are not required for my degree and will not need to substitute any others that are.
31. As far as I know, Cambridge does not consider credits as a viable method of student evaluation. Our grades at the end of each year are determined only by a number of final exams.
32. My University is very strict about transferring credit
33. It is due to the school's principle that only overseas exchange which can last for a whole semester can have credits transferred.
34. Oxford university policy
35. Credits not applicable in my University
36. Firstly, because I did not have more credits to use. Secondly, even if I could use them, the 6 points

are not very convenient when 7,5 ECTS is a normal credit

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37. I didn't request it honestly. It likely wouldn't count toward my degree either way.
-
38. Only grades from my finals taken in my last year of studies count towards my overall degree classification.
-
39. The University of Cambridge does not recognise credits as part of their degrees; we have a different system for course requirements.
-
40. Course was too short to be considered for credits at the Australian National University (ANU)
-
41. Because it is quite different with what I am learning in my home university
-
42. The University of Cambridge employs the Tripos system, hence no credits are used.
-
43. All credits in my medical degree has been used for compulsory subjects
-
44. I had already graduated from my home university before enrolling in this course.
-
45. because my course was only 1 week

Q13. Please state your agreement with the following statements:

- a) *The GSP course was a good experience for me*
- b) *The GSP course gave me a feeling of being part of a broader IARU network*
- c) *I believe that the participation in the GSP course has/will have positive impact on my academic and/or career goals*

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1. The course content is strongly related to my research
-
2. No mention of IARU or other courses which were offered at different uni's whilst on my course in Yale.
-
3. I am very satisfied with my overall experiences in the program. It has definitely widened my horizons and I do hope to consider NUS for my postgraduate studies.
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4. I learned academic skills in how to present and how to convey research

Q14. As I reflect upon this experience, something I wish I had known:

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1. I wish I had known some background on the concepts related to some of the researches presented in the lecture, although I would like to say that the professors were able to discuss their researches very well.
-
2. How and where the food I eat every day is sourced and what processes, both legal and environmental, influence what ends up in my plate.

3. I wish I had known that I should bring a suit.
4. That I knew IARU existed before my last year of uni! Please do more advertising, none in my department had ever heard of IARU!
5. it would have been convenient for us if we had known the link to the modules and the reading we will be doing during the class in advance. It would have been helpful if the link was shown to us in a clearer way.
6. I really think the IARU needs to do something about the Copenhagen University Housing Foundation. The foundation is currently undergoing considerable litigation in response to its exploitive, misleading and generally malicious actions towards providing accommodation for international students. Though I was not affected (I arranged an alternative means of accommodation), there were students in the cohort who were greatly impacted by this issue. I would recommend that IARU either warns students about the problems with the Foundation if they are accepted into a course at the University of Copenhagen, or put pressure on the university to ensure that its international students are better looked after.
7. higher English skill is required in global stage
8. What's the relationship between different courses from different universities
9. so many perspectives from my international peers
10. To budget more carefully, pack lighter
11. More foundational knowledge for a lot of the content that was taught
12. How quickly groups are formed between the students and how important who you live with is in the formation and dissolving of these groups.
13. A little more about the course content and goals - this would have been helpful in preparing for the course beforehand
14. how much time and effort it took
15. Information about school facilities, such as gymnasium.
16. Work load
17. How to think critically
18. Workload and syllabus and more details about host institution
19. The set-up in terms of class participants, since it was not as diverse geographically as I would have liked.
20. This course takes up a lot of time, and it is important to dedicate specific times to study and for leisure (mostly to explore the area). Not organizing time early on can make it more difficult in the later weeks of the program when the workload heavily increases.
21. More about US
22. I did not know the IARU system at the time of application.

23. There are many views about history all over the world.
24. The examination details and the daily class workload
25. I wish I had received more information regarding how to structure a lifestyle in Copenhagen
26. that a lot of the emphasis on the summer programme was project development rather than research proposal presentation or defence
27. Opening hours of the housing foundation
28. How to interact more actively with people cross different cultural settings
29. that it was not mandatory to stay at bowles hall. it sounded like that in the welcome letter. luckily, I found out in time, and decided to stay at International House which was the best thing about my whole Berkeley experience
30. Some social skills
31. That the academic level would be so low
32. To have the names of the other students from my country who was participating
33. Beijing is a nightmare in terms of health problems (smog)
34. It was a complex course
35. to live in the accommodation recommended by the host university because most of the students participating in the same course will live there.
36. That even though the course was said to be fine for every academic background it was not. Definitely a course for science majors which was sad for the inclusion of the students from other academic backgrounds
37. Japanese language
38. The class emphasized on political urban theory, which was not my area of specialization
39. I wish I had done more background reading before the start of the course.
40. More on Japanese history and how it shaped modern Japan thinking
41. At the Peking University Summer School you have the opportunity to enroll in a second course and a Chinese language course too which I would have liked to have had a better understanding of the opportunities beforehand. However, in the end there were no problems.
42. Higher knowledge of foreign nationals' perspectives, in a broader fashion.
43. More about the basic essence of what is research
44. Workload for the classes.
45. Clearer guidelines for the assignments
46. More knowledge about Japanese politics.

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47. Nothing in particular
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48. I wish I had better known what to expect of the Japanese summer. In particular, the humidity was a difficult adjustment for people coming from winter in the Southern hemisphere.
-
49. How diverse the students were going to be. It really was the greatest part.
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50. The syllabus of each module
-
51. The importance of water!
-
52. That people were arriving before the course began and leaving a few days after so that we could have enjoyed the city even more - the Facebook group could have overcome this but it was under-utilised before we arrived
-
53. much more specialised than I expected
-
54. How large Beijing as a city is.
-
55. I wish I had known about the GSP scholarship I could have applied to for funding. I know now to look everywhere for resources.
-
56. How expensive Japan is!
-
57. That there is barely any focus on the biology part.
-
58. more knowledge about history of china
-
59. I wish I knew more about the places I was traveling to, which is admittedly a fault on my part.
-
60. I should have read more readings and prepared myself better.
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61. When I signed up for the course, I did not know that it was anything else other than a regular one, as it just showed up in the courses catalogue for my University. As such, I wish I had known this, because I did not have a chance to join the extra curricular activities.
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62. The IARU course is part of the wider PKU summer school, of which every student can participate in two courses. It was difficult to add a second course when I was there, it would be useful to know this in advance as the relationship between the PKU and IARU programme is not that clear before partaking in the summer school.
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63. Was how easy it is to travel around Southeast Asia while in Singapore. I would have prepared more in advance to take the opportunity to travel.
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64. I was totally impressed by Japan. Actually, I wish I had visited this amazing country before.
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65. The rigour of the programme
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66. I wish there was clearer information on adding a second course for free and that the complimentary Chinese classes had assessments
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67. I wish I had known IARU had all the books available for rent at Oxford - I bought the books beforehand.
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68. I wish I had known more details about housing, costs/fees, food, etc.

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69. More information on food!
-
70. book to prepare the exam
-
71. The expense of living in Singapore
-
72. More about religion
-
73. Food in Singapore can be quite expensive.
-
74. I wish I had known that I have to bring a different plug to connect my phone and laptop. Sounds silly but it's a must.
-
75. Diverse teams are important - approaching a problem from the same perspective as those who have tried before is counterproductive to innovation
-
76. I wish I had known that this program is serious when it states that it is pretty intense and to budget my time more appropriately to avoid pulling multiple all-nighters as I did during the program to finish assignments.
-
77. I wish I was more well-prepared for the TOK3 course, as I took up both the TOK1 and TOK3 course but I felt more prepared in terms of content for TOK1 than TOK3.
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78. How much Chinese would be important.
-
79. This is a neutral point but I assumed, inferring from the title 'Future of Food', that the course would be more about food production, addressing a feeding the world type discussion. Then again the 5 topics outlined would suggest differently. I would have liked to focused even more on writing techniques, mainly from my peers, such as using topic sentences to outline the argument of the paper before starting writing.
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80. I wish I had known the reading list and I wish I had been aware of the rather narrow scope of participants, of which not all were improving the classes. The latter fact is related to this particular course at PKU not actually being a distinct GSP programme as advertised but part of a wider summer school with less selective admission (or non-selective admission). This seemed to be plainly wrong advertised.
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81. I wish I had known of other funding opportunities as that would have eased some of the expenses.
-
82. How valuable the contacts made with students at the course would become both professionally and personally.
-
83. I wish I had known the format and timing of the course.
-
84. A month sounds long but is a very short amount of time!!
-
85. The other participants from my home university beforehand.
-
86. That the course content was updated on the IARU homepage. The course content was copied from 2016 and did not contain NMR or anything about the proteome as stated.
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87. That studying abroad is more than just the course, it's about making connections with very intelligent people from all over the world.
-
88. I hope I could had known more about the methods or top technologies about purifying water that polluted by heavy iron instead of bacteria. That is because the former one happens much more

frequently in China.

-
89. That the accommodation options really were just suggestions and not everyone would be in the same location.
-
90. If anything, to book the excursions (in advance) and not to worry ahead of time about the class composition or whether or not I would be able to keep up.
-
91. The syllabus earlier so I could have prepared even more for the course
-
92. Not to over worry about the workload !
-
93. background information about the regime of Switzerland
-
94. I wish we had better guidance in making use of the facilities available to international/study abroad students.
-
95. The workload involved! And also that this is not just a study trip but also an experience of the country itself
-
96. Everything was clear
-
97. That it was not as much of a social science course as I previously thought.
-
98. Emails on former participants
-
99. the importance of communication and cooperation
-
100. Know how to pitch before going
-
101. was how little time there would really be to do independent work for the course.
-
102. The high level of previous knowledge needed
-
103. The arrangement and information I got prior to the summer program were sufficient so nothing I which I had known beforehand.
-
104. If any, that is the weather and what to wear in a cool and sometimes chilly summer
-
105. Perhaps social skills on the welcome wine party.
-
106. The rigour of this course
-
107. over all, how many students will be enrolled in one program
-
108. Need a lot of group work.
-
109. I wish I had made more of an effort to meet and interact with local students (other than international students at the summer school). It would have been eye-opening to find out more about the country from the perspective of local students who have lived in the country all their lives.
-
110. I wish I had known the names (and universities) of the students who would be in my class so that we could get to know one another beforehand via email/ social media.
-
111. More knowledge on local activities

112. That there was so much opportunity to talk to experts
-
113. I wish I had known that the course was not as intensive as I initially thought prior to going to Japan. I did not know that all assessment was performed at the end of lectures, and that there was no homework. As a result, I could have planned more a lot more sightseeing and cultural experiences in Japan.
-
114. I think the University of Copenhagen was doing really well in organising the course so I was fully aware of the course content and also lifestyle in Copenhagen. So I don't think there is anything that I wish I had known about.
-
115. Broad knowledge about Japan
-
116. I wish I had known the rigour of the course better before we started.
-
117. The option to live off campus with those from the course. Even though living in college was a fantastic experience, it was very expensive. It would have been nice to know people from the course before we arrived in order to organise a share house. But that is fairly minor.
-
118. The local weather condition...Japan is not a country with much precipitation, but the time we were in Tokyo happened to be the mould rain season, which brought some bad experience.
-
119. Confirmation of accommodation BEFORE I arrived, rather than finding out on the day I arrived.
-
120. To always pack clothes in my carry on luggage in case my luggage goes missing (true story)
-
121. Relax. Everything will be fine and the program will run smoothly.
-
122. I wish the hosting university had given better information concerning the accommodation conditions.
-
123. That IARU existed earlier on in my time as a student at my university
-
124. The course duration felt even shorter than I had expected. I wish I had used the short amount of time more wisely.
-
125. Be more aware in the filed of cultural heritage
-
126. I did not expect that sociology and the humanities was such a big part of the course.
-
127. The contact information of other peers, so we may rent an airbnb rather than live in expensive hotels.

Q15. As I reflect upon this experience, something that I found particularly challenging and/or that I am most proud of:

1. I am most proud of being able to work with other international students in solving real issues related to our program based on what we know and our experiences, and being able to learn about the different research and projects in different field of leading research universities.

2. The research part of the class, extremely challenging, but awfully rewarding. I am most proud of my class-mates, we had a wonderful time researching and choreographing presentations together, this allowed us to know and learn from each other.

3. To work in a highly international group.

4. The final essay was challenging, because I was not used to write lengthy essays as a physics student. More individual support would have been useful

5. It was truly rewarding to see the diversity culturally, professionally and otherwise in the course participants come together and strengthening each other in the case studies

6. That I was able to keep up with my peers from English-speaking countries.

7. Having to write a research paper.

8. I found the sheer amount of content in such a small amount of time quite overwhelming and tiring. As such, I was pleased to have completed the course well and with a bunch of great new friends!

9. inter-cultural communication

10. I can communicate with top students from different backgrounds.

11. Because of the short time span of the course, writing the final exam was pushed to the very last days of the course, which meant that most was written the night leading up to the presentation. I like to be well prepared and to reflect upon my writing before turning it in. having no time to edit was uncomfortable for me, but in the end it all went well.

12. evaluate a question on a global spectacle

13. Thinking and writing critically is always challenging

14. Struggling to complete the assignments on the topics I barely understood, but managing to do so anyway

15. Being in a class where there simply isn't a correct answer to everything. Being a medical student from Denmark I had almost forgotten how to debate in an academic setting. But I really loved the freedom of the class. That the right answer for me perhaps wasn't the right answer for my peers from another country. Discussing global challenges with people from different backgrounds has taught me a lot. I am proud to have been a part of that class. And I hope I contributed as much to a changed perspective for my classmates as they did for me.

16. Completing an interdisciplinary group project which included aspects of scientific, historical and anthropological analysis.

17. working with people from different cultures and backgrounds

18. There were few chances to interact with local students outside the classes.

19. I'm proud of working together with excellent peers from different backgrounds.

20. proud of the presentation

21. Doing presentations

22. Completing 4000-word research essay
23. The uncertain nature of anthropology
24. Getting out of my comfort zone and learning a lot about the local culture from local students.
25. I came in with hardly any knowledge about my course content (cultural heritage), but I came out with such a deep understanding and interest for this topic - more than I initially thought I would.
26. learning about US' history
27. Some topics were very unfamiliar to me and it took much effort to catch up
28. Sharing my experience and knowledge with peoples from other countries and using another language
29. Heavy academic burden
30. Communicating with students from foreign universities.
31. team cooperation with classmates from different background
32. I was very happy to have met people from across the globe and able to learn more about international affairs rather than just my home country's affairs.
33. how difficult interdisciplinary research is
34. Good teamwork
35. make presentations with native speakers
36. I am proud that I made friends with people around the world
37. Taking part in the discussions and raising questions in class (English is not my first language)
38. The most challenging was the assignment we were expected to do- which was different to my area of expertise.
39. I found the particularly challenging was the language because English is not my mother tongue.
40. Language differences were challenging for some participants in the course
41. It was often very challenging to get proper insight into the Chinese political system. Transparency is very low. This often makes it difficult to discuss the politics of China. Arguments might get distorted by lack of information
42. Getting used to a different way of learning and teaching
43. It was challenging to minimise scope and settle on a direction to focus on with minimal guidelines or clear boundaries as to what was required of us.
44. Adapting to a completely new environment and being confident enough to make new friends
45. Writing two 5000 word papers in a week

-
46. multi culturale multi disciplinary group work and practical work
-
47. to travel alone in the foreign country that does not speak much English. It was challenging at first to settle down but definitely rewarding.
-
48. That even though I am in humanities I still made the report and presentation on a subject completely new to me
-
49. commuting around japan
-
50. Finding a living place in Copenhagen
-
51. The integration of knowledge from several fields around urban water management.
-
52. Learn about Japanese culture
-
53. I am very proud of having the opportunity to study in China with a group of amazing students, learning about the history and culture of this amazing part of the world.
-
54. Interacting with people from different nations regarding their sentiments/ perspectives in various areas. This experience was quite challenging, in a good way.
-
55. Arranging a tutorial for peer students and try to help them get a better understanding of and start to think what is public good
-
56. Being with students from around the world.
-
57. being able to interact with people from other countries
-
58. I don't know much about Japanese politics.
-
59. Being able to complete a research proposal in a short amount of time
-
60. Making connections with some great people from countries that I had never previously met people from :)
-
61. Working with foreign individuals to produce an extremely long and complicated conservation plan.
-
62. The different perspectives
-
63. Reading all the content of the course
-
64. I am most proud of how easy I found it studying abroad, integrating into life in Tokyo, meeting new people and immersing myself in Japanese culture - the experience has made me realise that I would quite enjoy studying abroad for a year after graduating or a semester during university. The only challenge I could perceive me as having faced was making friends quick enough to be able to go out and explore the city with in our free time - but this was made super easy by many of us being in the same accommodation and introductory events on campus when we arrived.
-
65. even though I had no prior experience in the subject, I managed to produce interesting and good research and work with the help of the teachers and my peers
-
66. Understanding and completing the essay for the Chinese Foreign Policy course that I took alongside the Silk Road course as it was very difficult due to my lack of background in politics as an academic subject.
-

-
67. I am most proud of putting together the grant proposal in my program. I dedicated a lot of time and effort into it, and I worked with my partner to create a phenomenal presentation and grant proposal. I feel prepared to write my own senior project grant proposal this semester!
-
68. It was a fantastic opportunity to meet people from such different scientific backgrounds, I am normally quite shy but I managed to make quite a few friends on the course and I hope to keep in touch with them
-
69. I thought the exam (writing research proposal) was very good practice!
-
70. be more confident in class discussion and presentation
-
71. I had to complete a project for this NUS class that was incredibly difficult both in terms of content and communication with my other team members. The content of the project changed every time we had a meeting, and it didn't help that our professor wasn't very clear what he wanted out of the project. As for the members, it's not that we didn't get along, but in some cases we simply couldn't understand each other (translation/comprehension issues) or adequately express our thoughts.
-
72. I didn't make many English presentations before so I was a little worried about it. I am proud that I tried my best and made progress.
-
73. I found it impossible to keep up with the reading materials, especially since I am in my home town and I had other activities (work). I did not know this course would take me 10 hours or work a day, and I feel that is too much to require students that have paid to also have the experience of living in a foreign city, and having a "local" experience.
-
74. Completing numerous presentations in class, as this is something that I do not regularly do at my current university.
-
75. All participants could speak and discuss in English fluently and there were much time for discussion within the participants. As it was my first time to study abroad and discuss in English, it was so challenging for me.
-
76. I am proud to have made good friends from so many differing countries and backgrounds.
-
77. Some topics were new to me. Hence, I am proud that I got familiar with them very quickly. Of course, that was possible because of the very good lectures.
-
78. Knowing more about animals and the issues involving them
-
79. Making friends and acclimatising quickly to my environment
-
80. I am most proud of the group research project and presentation at the end. I learned much about how to improve my organizational skills and further developed my group-planning style.
-
81. I was proud of our final research papers.
-
82. Writing an original research paper
-
83. improved critical thinking
-
84. How social everyone was and how easy it was to meet up with people who wanted to go to the same museum and share great experiences
-
85. Individual presentation work

-
86. Discussing with other students and arguing with lecturer
-
87. Working with peers on a group project.
-
88. The knowledge I gained
-
89. The hours were most challenging.
-
90. I am proud to represent not only my university as well as my home country.
-
91. The physical portion of my course was extremely challenging for me because it is far outside my range of experience
-
92. I found the presentation to be particularly challenging as I find public speaking and giving presentations challenging because I am very shy. Working in groups with my fellow classmates and working with the professors to hone our skills in giving presentations was really helpful and I noticed a vast improvement in my ability to give presentations and speak in public and in an academic setting. That growth is what I am most proud of, and I have IARU to thank.
-
93. I am most proud of the fact that I was able to lend a helping hand to my peers and assist my course instructors in the learning process for the class as a whole. It was particularly fulfilling and I felt honored when the course instructors thanked me at the end of the course, even though they were the ones who taught the class well.
-
94. Sometimes going to out on my own without a translator
-
95. Writing the final paper was particularly difficult from a chemistry background. This was also very rewarding as it was a steep learning curve. As mentioned above, I wish I had decided on my topic earlier so that I could have started planning and structuring my paper more thoroughly.
-
96. Adjusting to a campus where English was not present at all, neither in signs nor spoken by students, was challenging but very interesting. Being in china and getting around the country to see the differences and similarities was generally rewarding.
-
97. I was both challenged by and am proud of travelling for the first time off of my continent alone and facing an unfamiliar place and culture; I am especially proud because of the interactions I managed to have, helping me settle and establish even in that short space of time.
-
98. I found the workload quite challenging to keep up with. In the span of five days we went through a lot of information - this was something I did not expect. The aspect of evaluation and reflection upon the topics which was required if we were to have class discussions made the course even more academically rewarding.
-
99. The fieldwork in the Alps.
-
100. I am proud of how well my essay was received and how much I participated, even though my exam grades were not good.
-
101. The type of research I had to do for my final project was interview based and very hands on, which I am not used to.
-
102. Thinking my ideas or thoughts were valuable compared to those of student's from around the world was challenging to me.
-
103. Finding my way around Tokyo and getting to a point of being comfortable in a new city.

-
104. Learning new things outside my own major subject
-
105. Being able to cope in a country where no one could speak English
-
106. I could share with them what is true about our country and got lots of new thoughts and ideas that I have never heard or felt before this course.
-
107. Engaging with people from different backgrounds
-
108. I found engaging with a completely different perspective (namely the Japanese one) was challenging but very rewarding.
-
109. Completing all the essays in such a limited amount of time.
-
110. Is to have studied with so many good peers from other unis
-
111. I am proud of making such a good group of friends from both the GSP courses
-
112. I am proud of myself for staying positive all the time, making friends with everyone.
-
113. I am most proud of leaving my comfort zones to study something unrelated to my major.
-
114. Mixing around really smart people from other cultures and trying to learn together with them.
-
115. Balancing workload, making friends and seeing the city
-
116. Succeeding to be competent into a subject I have never studied before
-
117. Proud of the kind of learning environment that we had in Oxford, and that everyone participated well in the course.
-
118. Coming from a science background and being open towards an educational experience based on humanities
-
119. teamwork
-
120. The challenge was that it was a new way of doing a course.
-
121. challenging: the amount of reading needed
-
122. Communication with Utokyo students were kind of challenging since there are certain language barriers.
-
123. Group project.
-
124. Be familiar with the classmates in a very short time and become good friends with most of them.
-
125. The rigour of the course which includes a lot of group interactions
-
126. group feedback and giving suggestion to other's paper
-
127. Different ways of organizing the course
-
128. The course was on politics and this was a field of study that I was not familiar with and it

is not directly related to my major as well. I found it both exciting and challenging to learn about various political theories and concepts and apply them to the different contexts during the course. It was really enriching for me.

-
129. I am most proud of the ease with which I engaged with students from a variety of economic and geographic backgrounds. It was surprising that such diverse opinions, belief systems, and values which could be set aside due to the common ground of modern-day problems (global food challenges). This was both an initial challenge, in order to understand certain perspectives, and a strength of the programme.
-
130. I found the research essay particularly challenging - which is a great thing to take me out of my comfort zone
-
131. To have optimism amidst the pessimistic situation
-
132. Something that I found particularly challenging was the open ended questions that we received as part of assessment after every lecture. This was not usual with many theoretical engineering courses, where many questions have definitive answers.
-
133. The major assessment component of the course is to write up a grant proposal for a study related to healthy aging. At first, my partner and I were struggling in terms of formatting the proposal. I found it challenging to prepare a grant proposal in a week. However, our lectures were helping us a lots in re-structuring our ideas and solving the puzzles. My partner and I were proud of us because we worked really well as a team and our presentation and proposal were received lots of good comments.
-
134. Opportunity to build a global network
-
135. I was able to present and communicate my ideas to people from diverse disciplines
-
136. The course provided me with the opportunity to truly be my own person. I felt very comfortable around my classmates and could be who I really was, and be accepted for that. The community was overall very supportive of my learning which made my engagement very positive.
-
137. To find a place which is relatively cheap but can get access to most of the peers at the same time is really challenging.
-
138. Learning from a Chinese perspective.
-
139. I am most proud of the fact that my course mates saw through my vision of how my profession has a significant role to be considered in research, which reinforced my travelling to the conference as not being in vain
-
140. Interacting with and meeting new people from different countries and walks of life.
-
141. Meeting leading experts and having the chance to discuss with them themes relevant to the course.
-
142. To obtain a good academic result in my essay writing with a philosophy tutor - a subject very different subject indeed to my normal background in medicine
-
143. It was interesting being the only student from an American institution in the course. I was definitely challenged to think beyond the North American and "Berkeley bubble" and engage with students from some other backgrounds, although the course did feel slightly western-centric at times. However, I gained more independence as I learned to adapt into a new city on my own, and built some great connections with my fellow classmates.

144. I was not able to engage in discussions in class in the beginning, but as I observed how my course mates raise questions, I brought up the courage to raise questions in class.
-
145. Working so much with humanities and sociology
-
146. Being in Japan was a unique cultural experience. Difficult to navigate language barrier
-
147. It was a great time that I could learn from very knowledgeable professors and study with excellent peers.

Q16. If I could improve one thing about GSP, it would be: (Please also provide ideas for how to make this improvement.)

1. I think it would be better if we have more opportunities to interact with the other international students in the courses and have more collaborative activities. It would also be good if there are field studies related to the course to be able to gain a deeper appreciation on the application of the lessons taught in class.

2. GSP is a great program. I would say that recruiting more students from the hosting schools for the classes would make it a much better experience for visiting students.

3. Maybe ways to maintain connection after class, say GSP alumni society could exist.

4. I think I would have liked more small-scale discussion. In the course the discussions were mostly based on the presentations given and mostly led by the lecturer. Maybe small group discussion exercises (in which the group would be divided into small ~4 person groups to discuss a certain topic/question), during the lectures could have benefited the course.

5. Advertising! Such a great programme - a shame only to hear about it on my last year

6. Students from UTokyo have to skip classes if we want to attend GSP. It will be helpful if GSP offers classes in August, too.

7. Mixing up students from different backgrounds more

8. For this particular course within the GSP, I think its length could be extended, allowing greater engagement with the material, and more written work.

9. provide more courses from ETH

10. I think it'll be better if stronger connections can be made between different programs and make students feel like that we are all in IARU summer schools.

11. The cost of the programme. I know this is a difficult thing to change, but going to Yale was very expensive even with the scholarships. Without the scholarships I would not have been able to go. I know that the cost of the course is unrealistic to most of my classmates at the University of Copenhagen.

12. more consistent course content. We had so many guest lectures which may cause the course fragmented.

13. A more interactive and engaging class format

14. Perhaps more social activities.

15. Greater engagement among courses held at given institutions e.g. facilitating discussions or student presentations for their respective course which all GSP students can attend regardless of the course they undertake

16. reducing barriers for low SES people to attend GSP programs

17. To held party for exchange students more often. I wanted to meet with more people.

18. Maybe there can be more scholarship

19. lack communication among students

20. Giving more guide of essay

21. More interactions with GSP students through more introductory sessions

22. A more focused approach on history and culture. Focus on a specific era or area rather than a broad timeline. It seems the crux of the conversation revolved around the post-colonial era, which would work for addressing the past and present

23. I would want it to be more IARU-exclusive and much more hands-on. I felt like a lot of the information wasn't directly something I could benefit from as much as I would if I had had the chance to participate in the real world more. Additionally, the atmosphere of the course was definitely more lax due to the way the course was set up participant-wise.

24. Getting the emails or other contact information of the other students before the program begins. It would have been nice to start talking and getting to know them beforehand.

25. IARU should be more widely informed.

26. More time available for lessons and study

27. More diversity

28. Foreign students may know that most of Japanese cannot speak English well. I'm not kidding because it is very important for them to know that. There are some foreign researchers who communicate only with Japanese who can speak English well, but I don't think they can understand good sides and bad sides of Japanese politics & culture well.

29. Different topics in the course can be more integrated. The way of examination can be designed better.

30. The duration of the course: while the course was intensive it still didn't feel enough. It may be a good idea to extend the course for a somewhat longer period of time so that there can be breadth and depth to the research program.

31. Presentation skills and English language skills of some of the invited experts

32. more time outside learning

33. do more before the class

34. Some professors at the University of Tokyo are not much interactive with the students, but overall

it was a great experience.

-
35. There were no social events hosted by the IARU network.
-
36. If possible, course lecturers should not only be limited to those from the host institution.
-
37. More events other than courses
-
38. Make sure the website clearly reflected the course content as it sounded more interesting than it was
-
39. It would have been nice to get to know more of the Chinese students from PKU. It is a very international summer school. This has its benefits for sure. But I would also have liked to engage more with the everyday students of PKU. A solution might be to let more domestic students participate in the IARU courses
-
40. the universities should know how to transfer credit or at least have a general way of converting different points. The teacher should know what is expected of them, and the subject should be under the correct course. (Our teacher did not know that his course was under Anthropology)
-
41. Easier transition into accommodation
-
42. better academics, less students that are not motivated from average universities
-
43. More room to connect and interact with the other GSP students.
-
44. More time - two weeks are too little. We had class 9 hours a day which is too much for every day. The course should have been at least three weeks
-
45. concentrate the lectures to be in 1 location
-
46. Housing support
-
47. Making time to create an IARU community by engaging student in various activities.
-
48. Perhaps more assignments, although the level of testing was good.
-
49. Classes in the noon instead of night
-
50. For the History of the Silk Road course, a slightly more established organisation in regards to the course set up, and perhaps some extracurricular activities such as excursions to relevant sites and museums would have made it the experience even better.
-
51. Include more student-friendly slides during presentation (as little text as possible; with more talking).
-
52. More clearly illustrated and explained course theme
-
53. Facilitation of details from the host university. I found their instructions and directions very confusing and difficult to follow.
-
54. have more structure in assignments, especially for the presentation, it would be good to know what is required in the presentation and what isn't
-
55. Add some social research.

56. The course structure. The topics were delivered in a slightly strange order (i.e. not in order e.g. half of Topic A would be taught, then the latter half of Topic B would be taught before the first half of Topic B). I believe this may have been limited by instructor availability. However, combined with the long continuous length of many sessions, this made it easy to lose focus as it was sometimes hard to logically build an understanding of the topics. E.g. sub-topics in Topic A could be hard to connect with the second half of Topic B as the initial topics of Topic B had not yet been covered.
57. I would only want to improve my awareness of what the program could have been. I think not understanding what the global scholars program was limited my ability to prepare to take full advantage of my course.
58. More group activities such as the final assignment that allows you to consider the lectures you had and how to solve the problems addressed throughout the course
59. More interaction with local students - I've seen buddy schemes that work well and social events on campus
60. the dates for most courses didn't correspond well with the UCT academic holiday
61. More organised IARU field trips- they seemed to be organised mostly by students who were slightly disorganised. Either a paid coordinator or a clear itinerary of IARU events would have been good as some events were cancelled because people had already visited certain sights on their own.
62. Extend the duration of the program. I feel that the work was packed into the 3 weeks, and it could have been a little more spread out. We could have gone deeper into other fields.
63. classroom location - more signposts please!
64. More focus on biology
65. some activities during the class to get people to know each other
66. Including more host universities, particularly in Africa, South America, and the Middle East.
67. I am very willing to give advice to students who want to participate in this program later.
68. The reading materials are too much, making it impossible for students to be social and know the place where they are, and study for class. Considering we had to read new things every day and the exam was in the last day, many students skipped trips, or did not meet with others, to stay home and study.
69. It would be good to have access to a wider IARU network, groups and activities following the participation in the programme, similar to other scholarship programmes.
70. Nothing special. But the end of the course was much simpler than I expected.
71. Organization and clarity of instructions. The emails with the how-to-do-this-and-that were difficult to follow. They sent a lot and sometimes things contradicted each other.
72. One could increase the number of participating universities, so that the diversity of participants would be even higher.
73. Awareness of it being part of a greater network (GSP as a whole)

74. There seem to be a lot of discrepancies between different IARU courses and their credit equivalence to my home university. With the PKU courses that I undertook, I had to take two classes over the course of 4 weeks, with 60+ contact hours, to get one course credit at my home university, whereas I knew another student who did a course in Japan for a week with less than 30 contact hours who was able to get 1 course credit equivalence. I was happy with the courses that I was able to do but this just seems very arbitrary and unfair in my opinion. IARU should look more closely at developing courses that are similar credit to home university requirements in terms of expectations and workloads.
-
75. I'm not sure whether or not it's widely known about at Yale. In addition to the dean and study abroad offices, academic departments could (if they haven't already) be notified about these opportunities and disseminate them appropriately.
-
76. maybe more activities/events within GSP students
-
77. Provide clearer information at acceptance about course details and requirements.
-
78. help with housing
-
79. The course could be a bit longer. Mine only lasted for 5 days lecture wise. However the format and the topics covered were great
-
80. Make the course more accessible to low-income students. Scholarships offered are often substantial however not all-encompassing. This means that they are sometimes not sufficiently supportive for people who want to attend the course.
-
81. Thinking independently
-
82. Get the instructor to make a more organized syllabus.
-
83. More social activities can be organized
-
84. Less of the leadership workshop, more environmental topics. Or a more in-depth look at some of the ones we covered.
-
85. I hope that PhD and post-doc students will facilitate the group work and do their presentation in a more engaging and interactive manner.
-
86. I often felt afraid of falling on the steep slopes in the mountains - it would have been nice to have some sort of extra safety reassurance.
-
87. Overall the program was wonderfully done. I would suggest having more outlined "benchmarks" for large assignments/assignments spread over a long amount of time (i.e. the presentation, the essay for Urban Challenges) so that we could have the incentive to work on them at a reasonable pace throughout the 4 weeks and not rush and finish them at the very end when they are due.
-
88. To have more courses or even exchange programs available to my faculty in the National University of Singapore (Business Administration Faculty), as currently there is a lack of opportunity in this regard.
-
89. Providing more preparation material before leaving
-
90. On the academic front, slightly more guidance on what was expected/wanted for the outline and literature review would have been useful. Also I think slightly too much time was spent on the presentations, this mostly being a result of letting the presentation go on too long when they were

only meant to be 7 mins long, I believe we missed a section of a lecture prof wargo had intended for us due to overrunning. Prof wargo did say he would sound a bell with 1 min remaining but then didn't do this, I thought this was good and is realistic (used in the oxford union debates).

-
91. More cohesion among the actual GSP programmes.
-
92. Making the courses more evenly financially accessible. While I was very fortunate to have managed to attend an affordable and excellent GSP, I can see how the cost of other programmes would be a major barrier. Secondly, it might be good to link students across GSPs to have ongoing dialogue or share what is being learnt with other classes. Especially in cases where the subject matter is similar.
-
93. I would allow for more time for discussion and Q&A in lectures as the majority of them consisted only of presentations by the professors. This was also something extremely valuable and I would not decrease the amount of information we were taught but would simply add an extra half an hour of class debates/discussions.
-
94. I would stress a shorter class time.
-
95. There were a lot of Yale students, and I wish there were more from some of the other international universities.
-
96. More get-togethers for everyone in the class that are not course-related. It would help the students learn more about each other which is hard to during class or during the farewell dinner.
-
97. The course content. I did not feel like I learned that much new from the course. I would also preferably have the lecture in the morning because by the evening we were all very tired from walking around Tokyo all day.
-
98. The English skills of some of the teachers at the course
-
99. offer more scholarships/funding to cover the cost of attendance
-
100. Having the students get in touch with the real things in lab or fields
-
101. Encourage more participation from all IARU institutions
-
102. The opportunity to engage more broadly with the University and the culture of the Host Country.
-
103. Maybe to have some more compulsory/GSP lectures on literature.
-
104. longer course
-
105. For the programmes to be longer!
-
106. Offer more scholarship and a diversity of courses, especially courses for physical sciences students. Perhaps GSP should ask for funding from more organizations and corporations and invite different departments of the host universities to offer courses.
-
107. Recommendations for UTokyo: The application process can be simplified and more centralized.
-
108. A stronger way of maintaining contact afterwards
-
109. Try to include more specific schedule programs on website. For example, on the ETH

website it stated that we would have some hands-on work on the mountains but in reality it was 3 full days of it which some people did find hard. My guess is that clarity of the program and schedule will let students decide which suits them best

-
110. Would be great to get a letter from former GSP students a few years down the track to see what they've done with the academic/professional/personal lives down the track.
-
111. Larger amount of applications. Our course was not represented by a large variety of universities. - Perhaps higher degree of marketing and better opportunities for credit transfer Professor-taught
-
112. more different types of courses
-
113. The certificate.
-
114. to make financial aid more clear since I was not told exactly how much I'd get till pretty late and still haven't actually received all the money, though I have been assured it is coming. Wire transfers take a while. Having IARU consolidate funding would be really useful to get it to the recipients in a more consistent way.
-
115. More specific requirement about the enrollment
-
116. The interaction between professors and students, and among students themselves could be enhanced with more discussion sessions.
-
117. Connection with IARU alumni
-
118. Strengthen the connection between participants when the phased program is over.
-
119. Greater fieldwork opportunities
-
120. please make it more clear about which book or paper should be read before which lecture
-
121. The topic of the course could be more specific.
-
122. Greater diversity of students in the classes and having more students from the host university taking the GSP course.
-
123. It would be interesting to learn about how the students across all the other programmes enjoyed their summer courses - maybe an international skype session between classes could allow for even more transnational networking.
-
124. More social activities as a GSP cohort
-
125. More collaboration with other students
-
126. In particular for the TOK2 course, I would suggest more opportunities for stronger engagement between students of different backgrounds or with local students. I noticed that many students would automatically associate with other similar students, such as with other students of their own language group or university. Whenever there were group activities, we were not instructed to split up and group up with different students beyond our comfort zone. To make matters worse, one lecturer told us to group up specifically with students of the same nationality. As a result, I would encourage more diverse matchmaking for group activities in the future.
-
127. It would be great if we (i.e. students from different universities) can live together in a college (dorm) so that we will more time to know each other and arranged- accommodation would

save us time (as in we don't have to look for a place to stay for a short period of time).

-
128. Include field visit to provide a real experience
-
129. Provide several days for collaborative reflection. It was a very fast course and experience, and one that requires a lot of reflection. We didn't have time to really settle into the course when all of the content was being put forward. Reflecting together as a group would allow us to understand the experiences we have shared together. I understand that there is time after the course but some of us had to get back to our respective universities as semester coursework had already started. If we had an extra weekend to do this collaborative reflection that would be nice.
-
130. Decrease the tuition fees and provide cheap place to live together.
-
131. The intensity of this course was too high for some. There needs to be adequate time to go out and enjoy China. Normally the weekend would be the perfect opportunity, but we found ourselves attending excursions during that time. The excursions were a wonderful experience, although interrupted our very little private time and performance in other IARU units.
-
132. There are many students who would be perfect candidate for but cannot do so due to lack of funding. Therefore it would be great to have the University of Cape Town form agreements with other universities do not pay tuition and rather use that money for transport, food and accommodation
-
133. More guidance (i.e. orientation) and activities at the start of the program when students arrive to a new country in order to become more accustomed to the way of living and to be able to have a platform to meet other students early in the program.
-
134. The hosting university could have been clearer concerning the course organisation and the accommodation conditions. Nothing was disclosed until a couple of weeks before the course itself. Making such information available at least a month ago would have been enough to organise properly.
-
135. A follow up program for alumni after the course ends - apart from things we take initiative to ourselves.
-
136. Perhaps it was due to the subject/topic of the GSP course, but I think it would have been a better learning experience if there were more students of color, as well as students from areas other than the Global North enrolled in that course. Since the day-to-day classes involved rigorous inter-cultural discussions, a more diverse student composition would have enriched the quality of discussions and the range of subtopics covered.
-
137. Course dates. I went through much trouble to be able to attend this course as July was still a school month and I had to negotiate with my professors. It would be difficult to attend courses in the western countries due to different academic calendars.
-
138. We were promised visits to leading research facilities which didn't happen.
-
139. the course scheduling. it would be easier for me to attend courses in May or early August but I understand that there may be conflicts with other schools
-
140. I feel the presentation group is so big and the time for presentation is limited, so not everyone has a chance to speak.

Q19. Give suggestions for improvement [of the IARU GSP website] below.

1. More advertising - I have never heard about IARU in my 4 years of study despite being strongly involved in UCPHs international opportunities

2. provide bursary for students

3. Put more ads on Facebook.

4. Since education in Denmark is for free, I assumed my home university would pay my tuition at Berkeley. I found out later, that they didn't. UCPH should make that more clear

5. Make the estimated costings for each GSP program easier to navigate to, and have a little list of 'What to Expect' while visiting each country e.g. Tokyo might have 'Hot and humid weather, averaging X Celsius and X% humidity. Prices of X essential items are generally \$XUSD etc. (essentially be more reliable than outdated things on the internet) - maybe also have foreign equivalents of various medicines depending on what country people are coming from. So you might have a portal for Australian students visiting each country, then Japanese students visiting each country etc.

6. It was not clearly stated that students at PKU would take two classes, and my local GSP coordinators were not aware of it, causing a great deal of confusion

7. There could be more internship program offerings. Secondly, it might be nice to have a blurb with feedback from each of the GSPs for those interested in applying in future and for those like me who are itching to know how the others went. At the moment the course are only listed as if they have not taken place.

8. Update to correct course content

9. What is Banco Santander

10. It wasn't really up to date. Some of the activities described were not present at the course

11. Make the university IARU websites reflect the actual IARU website. Our one had differing information and application processes which was annoying.

12. I was informed about the course through my university's career service bulletin. However, very few people in my home university knew of the opportunity. GSP could be better advertised.

Will new courses be offered for GSP 2018?



Appendix B

IARU GSP Alumni Survey (2014–2016) – Student Comments

Q6. What is your current occupation (if you have graduated)?

1. Student

2. Systems Engineer (Defence)

3. Medical Student

4. Copywriter

5. Consultant

6. Student

7. Law Graduate

8. PhD student

9. Family business

10. graduate student

11. Student

12. United Nations - Intern

13. Ph.D.

14. Architect

15. Consultant

16. Study

17. PhD student

18. Case officer at the Ministry of Defence

19. PR Manager at a theatre

20. Student

21. MSc in UTokyo

22. UNDP staff--work for International poverty reduction

23. Civil servant

24. not graduated.
25. Freelance project manager/research analyst
26. Media advertising, and part time masters
27. PhD student
28. History
29. graduate student
30. Still studying
31. Student
32. graduate student
33. Consultant
34. Looking for a job
35. Doctor
36. Teaching Assistant
37. Public servant, Australian government
38. Public Servant
39. Consultant
40. Events Coordinator
41. Legal researcher
42. Corporate Finance Analyst
43. Study Abroad Advisor
44. Management Consultant, Mercuri Urval
45. Working, and starting grad school in the fall
46. Financial Portfolio Manager
47. Just graduated - have a training contract with a law firm
48. Engineering Intern
49. Product Management
50. Still a student
51. GENERAL EDUCATION OFFICER (TEACHER)

-
52. PhD Student
-
53. Student
-
54. looking for a job
-
55. Policy Research Associate
-
56. Biology Research
-
57. Between jobs
-
58. Traffic Engineer
-
59. PhD Student
-
60. Lawyer
-
61. Student
-
62. GIS Consultant
-
63. Graduate student
-
64. PhD student
-
65. Assistant Consultant
-
66. Mgmt. consultant
-
67. National servant
-
68. Postgraduate student
-
69. I am starting my Master's degree in Forest and Nature Management.
-
70. Residential Director
-
71. Public officials
-
72. a graduate student
-
73. Investment Banking
-
74. Employed
-
75. Working with media intelligence
-
76. PhD student
-
77. Project Manager
-
78. management executive
-
79. Journalist

80. Quality manager
81. Graduate student
82. Civil servant
83. researcher
84. student
85. Price Reporter
86. Social Worker
87. Lawyer (unemployed)
88. Master Candidate in Environmental Sciences
89. Public Servant
90. PhD Student
91. Business Analyst at an IT consultant company
92. Consulting
93. Program Coordinator
94. DPhil candidate
95. Secondary Teacher
96. Student
97. Awaiting graduate school in September.
98. Ph.D. student
99. Research assistant
100. Teacher

Q8. The IARU GSP was a rewarding experience for me.

1. I had a great time in Cambridge, but it was a rather scattershot program that had little to do with the putative theme, especially compared to what I heard about the Oxford program
2. I attended as a first year student, and the experience I got with writing academic papers and presenting academic texts was very rewarding at this early stage.

3. My current study program is very science orientated so I really appreciated the interdisciplinary program that Cambridge offered
4. Very rewarding social and academic environment, with lots of interesting and challenging discussions arising in the group of students that participated. I learnt a lot from talks about the lectures of the GSP and talks about our respective subjects in general.
5. The GSP program gave me the opportunity to go to Japan for the first time. It let me see how research is done abroad and showed me that I have opportunities available to me in Japan if I want to continue research. After the program, I began to study Japanese at my home institution, in the case that an opportunity opens up for me in Japan.
6. It was a really good experience. I always tried to get the most international approach to my studies and the IARU GSP experience gave me the chance to have one.
7. It was an important milestone in my intellectual development to be able to mingle and exchange ideas with fellow participants from elite universities around the world. As a result of that, I have gained renewed confidence in my abilities and have gained close friends with whom I have maintained close communication.

Q9. The IARU GSP has exposed me to interdisciplinary study which has helped me to gain a better understanding of my core discipline.

1. While the various lectures were interdisciplinary in nature, the weekly papers were not.
2. There were lessons from other disciplines, but no attempt to "link" them all together in a holistic manner
3. It gave me a perspective outside my core discipline, I would say.
4. I explored my interest in humanities with IARU GSP, which contributes to my decision to do postgrad in humanities.
5. Working in an international environment with students and teachers from many different countries and cultures and schools of thought broadened my perspective on academia.
6. I gained a better perspective of other disciplines out there, but nothing I learned really related to chemical engineering in particular.
7. Content wise, not really but the skills that I have learnt were very useful for my core discipline
8. My discipline is interdisciplinary in nature, and so this was not something I thought that much about.
9. I agree with the first part of the statement, however, I intentionally applied for a program which is very different from my major, therefore it didn't help me much for this
10. I appreciated to learn apart from my studies something completely different. This helps me to see the world with different eyes.

Q10. Has the GSP experience helped you to see global issues from a more multidisciplinary and holistic perspective? If so, how?

1. Yes, it does. Because during the process, I can exchange ideas towards international issues with the students come from different country and background. It's a really fruitful summer.
2. yes; all of the friends I made were from different countries, which gave a more global perspective on various issues that we discussed
3. Yes. Because there were students and teachers from different countries taking part in different kinds of discussions.
4. Yes. We had a field trip to Indonesia and I got exposed to a more diversified culture.
5. Yes. The east west division was quite visible. A global issue has its different representation and varieties in different regions that are deeply rooted in its past and its present. For a cultural analyst, it was a really great first-hand experience and a reminder to never look at a issue from just one part of the world.
6. Yes. Seeing academia in Japan has been very helpful in contextualizing my current experiences as a PhD student. In addition, broad exposure to Japanese culture combined with a very diverse IARU cohort was eye opening.
7. Yes. My course showed different perspectives on global issues that I had not dealt with before.
8. Yes. It was an excellent reminder of how much scholarship exists beyond the Anglosphere.
9. Yes. I've got to know how people from different backgrounds and disciplines see on these global issues.
10. Yes. I was surprised to see that Chinese university students can argue about international relation issues without being emotional.
11. Yes. I think more about how others' view things differently because they come from different cultures and backgrounds. I no longer think that others view global issues from my own American viewpoint, and I am more aware of ways to find out others' perspectives, such as through non-American news media and by talking to local people in other countries.
12. Yes. I selected Sustainable Urban Management in UTokyo, which covered many disciplines
13. Yes. I major in pharmaceutical sciences and tended to try to improve people's lives by new scientific knowledge. After the program, I found that people's happiness is not necessarily related to their health and there's many things we can do from social and political perspectives.
14. Yes. I learnt issues about sustainable urban management in Japan and around the world, and also from different perspective: transportation, energy, urban design, etc. I met friends from around the world, which also helped me to know more about the world.
15. Yes. I learned how European people see the world.
16. Yes. I can learn more than my own subject by listening lectures provided by the host university.
17. Yes. I attended the program with clear stands on some issues. Yet, I felt that my stands were challenged in a positive way when I interacted with the other students, and it definitely widened my horizons on many things.
18. Yes. I am more aware of the different matters and factors that influence areas of law and policy

which I study.

-
19. Yes. GSP was a fantastic and very formative learning experience for me.
-
20. Yes. From discussions and interactions with students from different cultures and education backgrounds allowed me to see things from different perspectives
-
21. Yes. By listening to people from different nationalities and academic backgrounds.
-
22. Yes. By being forced to work with people from other disciplines, I more clearly saw what I have learned from political science in terms of both possibilities and limitations
-
23. Yes. Because there were teachers and GSPmates from different countries, discussing different topics.
-
24. Yes. Ability to adopt a nuanced and empathetic perspective in issue analysis.
-
25. Yes, by changing opinions among the participants
-
26. Yes, very much so.
-
27. Yes, through the interactions with different students of different nationalities.
-
28. Yes, there are lots of students from different university all over the world. The communication and the process of study together did contribute my perspective of the world.
-
29. yes, the topic was totally different from my study major and in many ways complementary
-
30. Yes, the opportunity to network with talented students from around the world broadened my perspective.
-
31. Yes, since I made friends from all over the world, distant places feel more important to me than before.
-
32. Yes, provided insights into other disciplines and provided an understanding of those interactions
-
33. Yes, my major is already very multidisciplinary but the GSP showed me some totally different fields
-
34. Yes, it taught me to look at issues from another country's view point
-
35. Yes, it helped me understand that the political system has a great influence on what can be achieved and the duration it will take
-
36. Yes, indeed. The course was way more interdisciplinary, than my own courses at home. It shows how complicated issues need to be addressed from several different points of view to be solved.
-
37. Yes, in particular I saw how much of the world's issues can be tackled from a policy perspective as opposed to individual effort.
-
38. Yes, I was able to meet a wide range of individuals with talented minds and differing perspectives. We also undertook a fairly interdisciplinary course providing me with new skills
-
39. Yes, I have never approached with historic sites protection issues. With the IARU Yale 2016, I have been exposed to a lot of sides of historic sites topics and enlightened with different solutions
-
40. Yes, I had not seen it right away, but even education theorists have dabbled with philosophy.

-
41. Yes, I attended courses and interacted with people from diverse backgrounds
-
42. Yes, I already had a good understanding of the biological / agronomical side of food systems, but gained understanding of the social and economic/political side of food systems.
-
43. yes, GSP definitely helped to get to know other cultures and the different approaches to solving problems
-
44. Yes, exposure to different professionals and different ways of approaching problems. I also appreciated the different issues that my fellow GSPers brought, insights from where they lived and how they did things.
-
45. Yes, by teaching different topics and different disciplines during the course. We had both paleoecology and archaeology in relation to climate, which is definitely an international matter.
-
46. Yes, by studying with students from all around the world.
-
47. Yes, by learning how issues of art/artifact/monument conservation are dealt with around the world in a varied way but with surprisingly uniform philosophies and goals.
-
48. Yes, by interacting with peers from other universities and countries, I got to see a problem from a different perspective.
-
49. Yes, by interacting with other students with different majors and backgrounds, and from integrating different disciplines (e.g. geology and biology) in order to understand the bigger picture
-
50. Yes, by highlighting things I hadn't considered
-
51. Yes, by having module mates that come from all parts of the world, in and of itself, provides a more multidisciplinary and holistic perspective to global issues.
-
52. Yes, by allowing me to interact with participants and tutors from many different countries and backgrounds.
-
53. Yes, absolutely. The course I was in (Urban Culture in Theory and Action), had students from over 20 different backgrounds, so I felt that
-
54. Yes, absolutely. Clear difference between reading about issues in my home country and immersing myself in the issues and complex causes by visiting the country in question.
-
55. yes! I had courses about politics while my major is in food science. this is very worthy for me.
-
56. Yes indeed. The program I participated in was about sustainability but from the health perspective, meaning that sustainability can be perceived (from a policy maker point of view) also improving its citizen health. This was indeed a different perspective regarding the sustainability concept, which I didn't encounter in my home university's study programme.
-
57. Yes and no. I'm minoring in multidisciplinary studies so it didn't expose me to these ideas. However it furthered them more so through the opportunities to engage with new material and disciplines (student and academic).
-
58. Yes - esp. loved interacting with students from other institutions
-
59. try to think from other's view points
-
60. Through interdisciplinary studies and perspectives on global issues with other students coming from different academic backgrounds

-
61. There is plenty of fertile ground for discovery in between disciplines.
-
62. The way to analyze political movements not only "political" viewpoint but also focusing on "economic" viewpoint.
-
63. The research works presented at the University of Tokyo involves multidisciplinary collaborations in dealing with problems in biomedicine.
-
64. The program I did at University of Tokyo helped me get an insight into common societal health issues that both Denmark and Japan are facing. I had the chance to have meaningful conversations with professors about possible solutions to an aging society.
-
65. The IARU GSP expanded my world view to see the interconnectedness of disciplines and industries. In our increasingly globalised and interconnected world, the IARU GSP showed me that the challenges of the 21st century can only be adequately addressed by adopting this multidisciplinary and holistic perspective. Studying at Oxford showed me the power of universities to place people in positions to adequately meet these challenges. The overall IARU GSP experience provided a foundation from which I am become acquainted with the multi-faceted solutions which must be utilised to afford meaningful and applicable change in modern society. I have and no will draw from the IARU GSP experience as I undertake my ambition to, overall, make the world a better place.
-
66. The course was very vague overall in terms of content. It was really a broad overview of what research in any discipline could entail, but I did not feel I gained very much from the course aside from valuable friendships.
-
67. The course I took focused on nanotechnology and not global issues, but just being around a diverse group of people helped all of us to appreciate other cultures.
-
68. The community built from being a participant of the program is a tremendous benefit.
-
69. rewarding to learn about other ways of thinking about literature
-
70. Probably not multidisciplinary, but in a sense holistic; for example, one of the weekly assignments and tutorials dealt with the role of comparative history in understanding the past.
-
71. Not really; my program was related to philosophy, so while it helped me understand Kierkegaard's philosophy better, I didn't really see a clear link between global issues and his philosophy.
-
72. My trip to Indonesia allowed me to experience first-hand the culture and heritage of Indonesia, which cannot be experienced merely through readings and books. The international exchange of ideas facilitated by the different participants from various countries and universities also provided different perspectives.
-
73. My GSP experience has helped me significantly. Even though my GSP experience was 3 years ago now, I have kept in contact with fellow students and met up with them during my travels. This has given me a multidisciplinary insight into my academic studies.
-
74. Multiple factors and perspectives from other students
-
75. It was great to meet so many people from around the world it really contextualised our discussions of development
-
76. It was a chance for me to make contacts in Japan that have been useful for my research
-
77. It teaches me a different perspective offered by professors at my host university. Students from

other countries also offer different perspectives.

-
78. It provided me a perspective on the extent of globalization in the world.
-
79. it made me see things more as systems. From the start the end- there is impact as every step of the way that goes beyond the primary system.
-
80. It helped me to understand Japanese issues from local viewpoints and various perspectives.
-
81. It helped me gain a better understanding of the differences and similarities in the climate related problems that metropolitan areas face
-
82. It helped me a lot since it exposed me to a very different point of view of the world (Japan's) which is very different from mine (Germany)m although I feel like both countries went the same way after losing WW2
-
83. It has. Mainly due to the fact that students from many different countries participated. You experienced first-hand how perceptions of the world differ greatly depending on your cultural background
-
84. Interesting to see how scientific research was done in other countries
-
85. Interdisciplinary and intersectional methodologies improve policy and legislation by making them more relevant and useful to more people.
-
86. Intercultural understanding, and seeing the issues from different points of views
-
87. Interaction with fellow participants and discussing with them how applicable theoretical approaches we learned in the course are in their particular case.
-
88. Indeed! In my home university we don't focus on the interdisciplinary approach in the same way. And the GSP made it very clear that everyone needs to work together to change things.
-
89. I think that my home university does that pretty well already, and I don't think my course necessarily added or subtracted from that
-
90. I think GSP has made me more aware and appreciative of global issues like politics that I have not been interested about before
-
91. I showed me how different students from different cultures think about global issues.
-
92. I learnt that there is no single story to a problem or an issue. The participants to the program were from different disciplinary and working background. While they were all working in a similar field, the approach they take to understand and resolve the issues were completely different. It is not just about differences in methodology used in different discipline but it's about different perspective that defines the problem at the first place. Taken together, these learning provides insight towards more multidisciplinary and holistic perspective on understanding environmental issue and solution surrounding the today's world.
-
93. I had never fully considered the issue of preservation of cultural heritage before, and to spend a whole summer delving into all of its facets and complexities has really changed my outlook on my core studies. I can see how all of the techniques and theories we worked with apply to much, if not all, of my outside academic work.
-
94. I did not feel so much the impact of the diversity of students - perhaps that would be more pronounced if there were projects that required us to apply concepts to our local/regional politics

95. Having lectures by lecturers from different fields
-
96. Hard to say since I did the nanoscience course as a science student - even though there was some physics and engineering that was outside of my discipline, it didn't feel too far from home
-
97. Discussion with peers around the world enhanced my understanding of topics from different perspective
-
98. Definitely. It was just before the US presidential election when I participated in GSP and I could see diverse views and perspectives from different students.
-
99. Definitely more exposed to a different culture. The content wasn't that enriching
-
100. By being exposed to different cultures
-
101. Agree to a point, that I could meet more like minded people who are from different backgrounds and help me understand issues from different perspectives
-
102. Absolutely. While many of the underlying theories and concepts used were not new to me (I majored in interdisciplinary studies as an undergrad), the mode of teaching itself was new, challenging and enabled myself and my classmates to explore global to local problems from much more of a peer-based learning perspective.
-
103. A little bit. The interaction with students and instructors from different countries allowed me to peer into the perspectives of other countries.

Q11. GSP has helped me to develop skills that are useful in working with people from diverse backgrounds. Please explain how in the comments.

1. It helped me become more open-minded. I heard from people with different perspectives and viewpoints.

2. The group work taught me to collaborated people from different countries, but also with people from very different backgrounds and experiences.

3. Participating in the GSP allowed me to improve my confidence and communication skills when working with people from diverse backgrounds.

4. By the very fact that the program includes people from all over the world.

5. I have had good experiences before that I could use at IARU.

6. to work in groups and discuss global issues with students from different countries and with different academic backgrounds gave me a new and useful perspective on how to work with people from diverse backgrounds

7. I think I further developed my appreciation for how a different viewpoint can lead to creative thinking, and enjoyed seeing how my peers answered the weekly essay questions.

8. Through practicing it. Especially useful was the communication course where we learned how to lead a conversation in a way that everyone can speak and share their opinions.

9. I worked closely with people from a diverse range of academic backgrounds during the IARU GSP. Utilising these perspectives allowed me to formulate a more rigorous and applicable

understanding of contemporary societal issues and of their respective solutions.

-
10. My program not only encouraged but essentially forced participants to work with those from different backgrounds.
-
11. By working with people from different nationalities, I encountered how diversity can be productive in the solving of issues. Today, I work in a quite diverse and international environment where I think my GSP experience is valuable.
-
12. My GSP experiences boosted my confidence a lot. Although my core study area was very different from those of most participants and I am not a native speaker in English, I felt I was no different from any other students in the program. I felt I engaged well and achieved great during the program.
-
13. 1、 we worked together during the class. 2、 We have become friends and hang out together after class. Some of the GSPmates keep in touch closely with me till now.
-
14. Group tasks and collaboration with other students from different cultures and backgrounds
-
15. by meeting people from around the world
-
16. Absolutely. With people coming from all over the world, with different accents, cultures, religions etc. sometimes communications could be tough. It taught me to stay patient and listen and try to understand where the other person was coming from instead of reacting with fear or just give up listening.
-
17. 1. We worked together during the class. 2. We have become friends and hang out together after class.
-
18. In particular, it was great challenge to be put in a classroom with peers that are used to such different learning and disciplinary styles, which reflected their home cultures. I thought the class did a great job of including everyone and enabling everyone to learn something no matter their backgrounds when they arrived.
-
19. I don't think I learned anything in this regard that I didn't learn at school, although it was interesting to live and study with people from other countries.
-
20. When working with people from multiple cultural and religious backgrounds, you gain alot of knowledge about differences and similarities between people. How to socialize with people respectfully etc. A great experience of the differences and yet similarities between us all.
-
21. I have been exposed to the Chinese language
-
22. Working across language and cultural barriers has proven to be a surprisingly applicable skill even though I am still in America.
-
23. Through meeting people from diverse backgrounds, I have seen and can grasp a better their thought process and how I should emphasise on different points when communicating to people of a different backgrounds
-
24. Further experience working with people with a diverse background will have that effect
-
25. Through discussion and interaction with people from various fields, my ability to communicate the matter of my own subject was challenged, and as a result, it improved. The social and academic diversity was one of the best aspects of the GSP.
-
26. The GSP has taught me to be curious about why things are done the way they are in different

cultures. It helped me to understand better and taught me great respect.

-
27. Gained greater understanding of how education system worked in other countries
-
28. Spending time and struggling against lessons helped a lot.
-
29. I met people from around the world, who work and study in different ways. It was challenging, but a giving experience
-
30. GSP allowed me to interact with international students whose interests also lay in science. During the course, I learned how the different universities teach their students and how everyone looked at a problem from a slightly different perspective.
-
31. Meeting people from around the world is a valuable experience which broadens one's mind and perspectives.
-
32. To understand their point of view which is very interesting and widens my own perspective
-
33. Working with people from different backgrounds is refreshing, and disagreements and different conventions can be productive
-
34. I am more aware of how I should not make assumptions about others before I have talked to them and spent time with them for several hours or even days. I have also encountered different personalities by interacting with Americans from other states and non-Americans, and I think these experiences have helped me adapt more to people with backgrounds or personalities different from my own. That skill can help me when working with others.
-
35. I strongly agree with that because I believe that being exposed to another country and another culture helps to understand the mind of people with different backgrounds as well as it opens a new point of view to understand my own personality
-
36. My classmates come from different academic backgrounds. We can communicate different perspectives and teach each other.
-
37. Thanks to the very international environment we were "forced" to consider the different cultural approaches of our fellow participants.
-
38. there was no real group work
-
39. There were a few language barriers and I got to work with the other person to figure out the best way we could communicate and work around this issue.
-
40. It was a chance to see how Japanese universities work and contact researchers there
-
41. It was helpful for me to understand the way of thinking of people from other disciplines. What is important is to listen to their idea and try to follow their thought progress!
-
42. In the GSP students from very different fields came together and you had so assume very different background knowledge than you assume at the home university. At ETH we don't have archeology or psychology, therefore it was important to explain things differently than you would at home.
-
43. We had the opportunity to interview academics, though we were not given appropriate guidelines for how we should have structured these interviews which meant that some misunderstandings were likely to occur.
-
44. Better appreciation of how differing opinions are driven by their home culture.

-
45. Made me more ethno relative.
-
46. My classmates come from different countries and we communicated with each other.
-
47. It has trained my way of thinking and communication between people from different backgrounds through much group work.
-
48. I have come to know cultural appropriation, in a manner applicable to meeting acquaintances.
-
49. It was my first experience working with such an international group of colleagues (the classroom experience at Yale allows for this as well, but mostly in a discussion format, and not often in a project format)
-
50. The most important impact IARU has had on me is to inculcate a confidence in expressing my own opinions.

Q12. My GSP experience has influenced to some extent my thinking about the future. Please explain how in the comments.

-
1. Inspired me to keep working on food systems and I realized this could very well be outside of academia.
-
2. That it is possible to make some change, but only if everyone does their part and that we need every part of the society to join.
-
3. The IARU GSP gave a comprehensive overview of the most pressing issues facing society over the 21st century. This imbued me with the responsibility to address some aspect of these challenges in my activities and future career ambitions.
-
4. It exposed me to the Japanese culture which I found interesting and would like to learn more about
-
5. I was exposed to ideas which I may not have seen outside the GSP.
-
6. a better appreciation of how architecture does not stand on its own, but is related to other disciplines
-
7. My ideas haven't changed, but I would say that I more thoroughly understand some of the issues that will shape the future in a global perspective.
-
8. Taking environmental law programs
-
9. Before GSP, I restricted myself with Actuarial Studies a lot. During the program, I was empowered a lot that I realised there are many other possibilities with my life. I decided to pursue my passion in humanities. I am becoming courageous and motivated - this is a big step for me.
-
10. I would like to take up an opportunity overseas in future
-
11. It made me decide that I will one day study in Japan for a longer period.
-
12. I am more aware of the global challenges our world faces in the 21st century
-
13. thinking about graduate study at OxBridge

-
14. Realising how complex the global food system is opened up my mind to seeing beyond the little bubble of academia work.
-
15. I have decided to study in Japan for a much longer period one day.
-
16. The GSP helped me to 1) focus on my own ideas for my career progression, which I hope will include higher degree research in the future, and 2) introduced me to an inspirational bunch of people (my prof, tutors, and my mostly younger classmates) - which gave me more hope that human-kind can and will solve some of the biggest problems we face in the future
-
17. It was interesting to compare my trajectory through and after higher education to the trajectories of peers from other countries
-
18. About being a global citizen and developing my global interpersonal skills
-
19. I know that I would love to pursue professional careers located in Southeast Asia.
-
20. I am more interested in Business in China
-
21. Other countries have significantly different perspectives than America on issues such as climate change/ green energy, and I'm glad I was able to see that.
-
22. I found my subject for my thesis during the summer school I attended
-
23. Opened my eyes to the kinds of scientific studies that were available overseas
-
24. After the course I had thoughts about studying at the ANU or another university outside of my own country
-
25. I have always been an international person, and GSP has just enhanced my enthusiasm for exploring abroad.
-
26. I feel that that I should not be too quick to rule out some options to fix an issue
-
27. It made me more adventurous and eager to explore outside of my own bubble.
-
28. That no single discipline can function on its own and that together we can achieve greater results
-
29. The GSP inspired me to return to Australia for postgraduate study.
-
30. I would like to work with or be around people with different backgrounds from me, because interacting with a wider range of people can expose me to new ideas that I would not have thought of. I met people during the GSP program that I would not have otherwise been able to meet, and I enjoyed talking to them and trying to understand their views of events, and I think continued interactions like this will help me to become a more tolerant and well-rounded individual.
-
31. I actually changed my intended career field to one of the fields I was exposed to in this class.
-
32. It showed me how much I did not want to work in arts or preservation
-
33. GSP has motivated me to continue my very international life. However, I knew that already before and GSP was just an approval for me that it is the right way for myself
-
34. I can think more ,bigger and longer with the education from IARU Program. I surprisingly find myself making decisions from higher and more interdisciplinary level,

-
35. Yes, to some extent that experience has made me approach sustainability issues with a more embracing touch
-
36. I would like to spend more time in a Japanese university in the future
-
37. After GSP in the University of Tokyo, I applied to study there for an exchange semester (which I'm doing right now). In the future, I can imagine living in Japan, so it has definitely influenced my plans.
-
38. Before the GSP, I was sure about my decision which major to choose for my master but during the GSP I recognized that there are many more options to consider.
-
39. The course was very broad and vague in terms of concrete material that was covered. I did not learn much in this course.
-
40. It's a pretty short time to make such a big impact.
-
41. Made me want to go abroad to experience the world.
-
42. I have eventually decided to enroll in an MSc in Museum Anthropology upon the completion of the course on the Preservation of Cultural Heritage in Yale
-
43. I never thought of entering the field of international relations before, but after the GSP and all these years I've changed my mind.
-
44. Additional experiences always influence me, GSP is no different but it is special in a way that not everybody gets to have this opportunity.
-
45. Having made very close friends from the programme, I learned to broaden my ambitions beyond what usual NUS students would - and that new attitude has helped me achieve far more than I otherwise would have.

Q13. In my opinion, IARU GSP upholds the following core principles:

- a) Students learn something about the major challenges of the 21st century*
- b) Students work with outstanding peers from around the globe*
- c) Students learn intensely in a cross-cultural setting*
- d) Students learn from top researchers*

1. The teachers at UCT were really outstanding!

2. I wouldn't use the word 'intensely' as I find the course that I took was pretty mild - would have enjoyed more if it is more intense! The expectation of learning from top researchers wasn't there when I attended GSP, and I didn't really learn about the 'top researches' from the lecturers in University of Tokyo, but it was understandable as language can be an issue for some lecturers in UTokyo, which impedes the delivery of bigger volume of messages.

3. I have actually completed two GSP courses - one at ANU in 2016 and one at the University of Singapore way back in 2008. So I will comment on both. In my opinion, both of these courses exemplified these core principles but in very different ways. Mobilising research (my more recent course at ANU) was probably more intense and offered an alternative learning mode to standard university courses, whereas the subject itself was much more new to me in Singapore - and going on a field trip to various developing countries was in some way more confronting to my pre-

existing ideas of global problems.

4. The Cambridge program was not focused on "major challenges of the 21st century." However I did work hard and learned a lot.
5. The level of study, teaching, texts, students, everything was top class. Coming from a country where humanities is not a big study program, it was a fantastic opportunity to engage in a international, high level environment.
6. The quality of researchers were less than I have expected.
7. The lecturers were amazing! I learnt R from my GSP lecturer, which I have applied to my current occupation
8. Our tutor in the project was not good. Bad English speaker and quite disorganized.
9. All of the above occurred in my course. It was inbuilt into the program.
10. In my opinion, the participants of GSP were not very open towards discussions about the GSP topics, but also about other social issues. I was surprised to see that. I would have liked more to get more room to interaction and discussion with the participants.
11. The people we worked with in the course was very valuable.
12. Personally, one or two of the participants were not able to catch with the course content. I believe the selection process in NUS should be more stringent so that students with the aptitude and demonstrated passion in the subject matter can participate.

Q14. There was a strong research component in my GSP course(s).

1. We had to produce an essay every week which involved research. It prepared me really well to undertake honours.
2. Same as above
3. Due to the length of the course and the wide range of topics that it introduced, I would say that it was an introductory course rather than a research component.
4. Instead of just research, propose to also incorporate practical elements to truly prepare global students for the global work environment.
5. Because all the participants had a background from university everyone agreed to use valid research sources when backing up their arguments
6. Mobilising research did include research synthesis but was more focused on modes of research than necessarily doing new research (hence the name!). I think the original aim for the class to create publishable papers was probably too ambitious. Southeast Asia in Context involved some basic research, e.g. short papers and essays.
7. Four 10-page papers in four weeks, I'd call that a strong research component.
8. As a first year student, I do not know if I engaged in research, although we did a lot of excursions.

9. Depended on the researcher in question
10. We did a lot of research in literature, but it's kind of a different method of research than I would use in my own discipline.
11. We had a major project component as an assessment
12. There was a research component, which was sufficient for the length of the course
13. We didn't do research ourselves, but were able to talk to and visit the different UTokyo labs where topnotch reasearch is being done.
14. The research component was fine, but we really just took the research handed to us and wrote a paper once we found our own sources
15. There were multiple modes of research conducted: group and individual, and 'traditional' academic journal as well as informal interviews with academics.
16. my GSP course was rather an overview of the topic than a study in depth, but it was also comparably short (only 2 weeks).
17. We didn't do the research but were exposed to the research.
18. There was no hands on.
19. My course was more literature-based, there was not much need for additional knowledge to be contributed to the field but more of open-ended reflection.

Q15. I have kept in touch with classmates and/or faculty from my IARU GSP course(s). If yes, how?

1. Through social media and also physical visits
2. FB friends - but minimal contact
3. We're friends on Facebook
4. Mainly via Facebook. And email newsletter.
5. FB
6. I have kept in contact with fellow classmates over social media, have attended events at their universities when travelling.
7. Facebook, and a couple of people in person.
8. After the summer school I met with some of the classmates and kept in touch with them on the social media
9. Mainly Facebook and email. In person with my fellow ANU participants.
10. visiting them, doing internship
11. I have regularly met with peers from the ANU in social settings in Canberra. I also undertook an exchange at the University of Copenhagen and regularly met with my peers from that University

who I met from the IARU GSP. I also met with various peers when I went to Oxford in 2016, along with other peers from the IARU GSP, to attend the matriculation ceremony of a peer from the IARU GSP who was undertaking a Masters program at the University of Oxford. Finally, I regularly communicate to my IARU GSP network through social media.

-
12. We occasionally message via whatsapp and Facebook. Two of them also came to visit me in Cambridge few months ago!
-
13. We message each other on facebook everyday, for nearly 3 years now
-
14. we maintain a facebook chat that has been active pretty much daily since the 2014 program :)
-
15. by facebook and email
-
16. Facebook mainly - even with the Chinese participants surprisingly enough
-
17. By e-mail and facebook.
-
18. I sometime meet classmates.
-
19. Facebook
-
20. By email, facebook and visits to their country
-
21. Though email and Facebook
-
22. I have written an article with a friend from Cambridge whom I stay in touch with and meet with regularly in Europe. We come from different fields and attended different courses in GSP in Tokyo, but had mutual interests for a cross-disciplinary approach that we are still pursuing. I will meet with him once again in Berlin in a couple of weeks!
-
23. Personal visits, online contact
-
24. Facebook and visits
-
25. Facebook, met up afterwards
-
26. Meeting up in Tokyo & having chat on FB
-
27. by whataspp, facebook, instagram
-
28. Facebook
-
29. By Facebook, WhatsApp. And sometime we could meet each other, in the same exchange university.
-
30. Social Media
-
31. Just a few, via Social media and occasionally visits.
-
32. Occassionally interact on Facebook
-
33. Facebook
-
34. Facebook, instagram

35. I have visited my friend's project in Costa Rica and had visitors in Denmark too. We also made a blog and most of them I have on Facebook to stay in touch with. Looking at visiting another friend from the summer school in India soon to learn about organic farming.
36. 1. By Wechat and Facebook. Some of the GSP classmates have been my very good friends. 2. Last month, a GSP classmate who is from Tokyo University went to Beijing, and I invited him to Peking University and treated him for dinner in the dining hall of PKU. Next week, another GSP classmate from University of Copenhagen will come to Beijing, and we will get together, too !
37. Facebook
38. For my international classmates, mostly through Facebook. For faculty, I have either emailed them regarding ideas and academic references (for PHD applications), and/or run into them on the street or in bars in Canberra.
39. facebook and social media
40. via facebook
41. Facebook
42. Facebook
43. Facebook
44. When I travel from Singapore to London my IARU classmate hosted me there.
45. Social Media, meet up when they studied in my country
46. Even three years later, I still regularly write with, and visit, a lot of the friends I made during the summer school program.
47. LinkedIn, E-mail, Facebook
48. Still in touch with one friend
49. Through Facebook
50. I still talk to them on Facebook sometimes/ I have seen classmates if I was in their home country or if they were visiting the Bay Area.
51. Meetups if we're in the same country, skype, Facebook
52. Facebook!
53. Facebook :)
54. Facebook
55. Through facebook and email. as well as visits.
56. Mostly through social media and also in formal settings of workshops and conferences.
57. I have stayed in touch through textual correspondence, and I have met up with one other student during a visit to his home university.

-
58. I kept contact over social networks and met some of them while travelling.
-
59. Visited some of my peers in Australia and Switzerland!
-
60. Facebook, sometimes meeting together.
-
61. Facebook mainly
-
62. One of the classmates lived with me for a few weeks before they began their PhD. We also made a facebook group and post whenever we can to meet up with others around the world.
-
63. Through facebook and the mailing list
-
64. Facebook. I know of others who have met.
-
65. I actually just skyped with my 2 best friends whom I met on the GSP course two summers ago.
-
66. Using social media mainly. Just checking each other out once in a while.
-
67. thru emails
-
68. I made friends with a Singaporean who loves and research Japan. Last year I visited him in Singapore.
-
69. Primarily via social media and email, and face-to-face contact when possible. I still have several good friends from the program.
-
70. Through instagram, whatsapp
-
71. Email, Facebook, face-to-face
-
72. We have kept in touch through Skype and I am meeting two fellow classmates this summer.
-
73. Facebook, Skype
-
74. Through facebook there is still contact my GSP classmates and I meet regularly with the GSP classmates from my uni
-
75. Sometimes we have a video chat to practice languages.
-
76. Facebook
-
77. Mostly via social media, but I have also met a few of the other students in my hometown or in their countries
-
78. Through Facebook and postcards, I am so close with my friends who are from Yale, UCB, NUS, oxford and cambridge
-
79. Meeting them in their home countries and informal chatting. not in professional capacity.
-
80. I have been lucky enough to catch-up with 7 of the 11 members of my GSP course during my travels.
-
81. I became friends on Facebook with my fellow students. I am tutoring the course this year with one of last year's tutors and the course convenor.
-
82. Online

83. I visited them in their home countries
-
84. Facebook
-
85. We're all friends on facebook in order to be able to keep in touch. I also promised a friend I met in the GSP to visit her in China.
-
86. Meeting up
-
87. Facebook
-
88. We are Facebook friends.
-
89. They are doing their graduate studies in my home country, and we hang out a lot.
-
90. Social media
-
91. Through social media
-
92. We've kept in touch through Facebook and email. We'll also meet with each other when we travel to other countries.
-
93. Through our Facebook group and personal messaging
-
94. Facebook
-
95. social media
-
96. Through social media. I have made great friends and hope to see them again one day.
-
97. Through social media, mainly through individual Facebook interaction and the Facebook group. I have also emailed some classmates from time to time, and even visited some in their home country or country of residence (for example, I did the program at ETH Zurich in 2014, and visited two friends in Copenhagen, Denmark in 2015. And I will be seeing a friend from the program in the Philippines in 2017!)
-
98. I have met up with some of my classmates around the world, and I also keep in touch with them via Facebook
-
99. Facebook
-
100. Snapchat/Facebook
-
101. I have visited my course mates at Oxford, and a close classmate from ANU has also visited me this year while I was in Berlin.
-
102. By facebook
-
103. Social media platforms

Q16. Do you have suggestions on how to improve the IARU GSP?

1. A bit more time for the course, since it got a bit too hectic with so much to learn and so little time. Three weeks and same content would have been amazing.

2. More scholarships could be given to allow more students to participate in the program.

3. The development of a stronger alumni network would be great, in order to better keep in touch with the other students and professors from the program. Although granted, this is probably not an easy task, as people live all over the world.

4. A significant component of the IARU GSP consisted of an outline of research and presentation techniques. I believe that most IARU GSP participants are of the caliber to successfully undertake the program without this direction. Overall, however, I thoroughly enjoyed the social and academic intensity of the experience; my participation in the IARU GSP forms one of the highlights of my university experience.

5. Some of my friends were rejected from the programme despite their stellar academic performance; while I understand that places could be limited particularly when the competition is tight, it isn't very clear how students are selected. Perhaps there is a chance to open up more places, and be more transparent on the selection criteria?

6. alumni annual gathering in different chapters?

7. GSP should reduce school fees.

8. The interdisciplinary aspect should be more apparent, rather than just a series of lessons from different disciplines with no relations with each other

9. Work more on the alumni resources.

10. As I have a background in the Humanities, I would suggest more courses in topics from this faculty. I understand it is difficult in different countries, but I am one of those people who think it is quite important. It is also one of those faculties that could offer the cross-disciplinary approach that is great in an environment where students have different cultural backgrounds.

11. Better promotion of the opportunities at my home university (ETHZ), students barely know about it

12. I felt the program can be more structured and more interactive - interaction between researchers and students. And a stronger working load. I still felt students came with a holiday & study tour mindset. The course content can be more challenging as well.

13. No. It was one of the best experiences I've ever had. It was particularly good that we had a smallish group (around 20 people) so we got to know each other well.

14. Yes, better organize the course and make it more coherent in terms of content.

15. I thought it was brilliant. Suck much dedication from the teachers and students and everyone involved. It will be a special memory for me always.

16. Wonderful! I hope that the course can be longer.

17. I LOVED both of my IARU GSP courses! I might be biased but I think the teaching model offered by the ANU course, 'mobilising research', is a great model to look to across the GSP in the future if the program really wants to focus on innovative learning challenges and peer-based work. I know this model is not easy, and indeed was very confronting to some in the class who had never experienced such flexible ways of learning. But - as a masters student with 5 years of

work experience to hand - this mode of learning much better reflects the real world in terms of the skills new graduates need to be competitive in academia, the public service and elsewhere.

-
18. Nil. IARU GSP was the best experience of my university education.
-
19. The program should have been more focused instead of being simply tacked on to Cambridge's existing summer school
-
20. For me it was a perfect experience. High level, relevant and contemporary, a great mix of classes and excursions, and great planning with classes as there was time for weekend trips to sightsee Singapore. It was also great to be split up and live with other people that you did not know beforehand. Great experience! I recommend it to everyone who is interested!
-
21. Add more social/extra-curricular activities apart from the courses
-
22. More information on the content/structure of the course before arrival
-
23. Promote it a bit more, a lot of fellow students from my home university did not know of the program, nor were they made aware of it. It is an opportunity that is unique and has a lot to offer, sadly I know many of that year who would have loved to apply if only they knew about it.
-
24. I think the biggest hurdle for me was finances, I was lucky enough to get 2 scholarships so the program was affordable for me but I know people who have turned it down because it is just too expensive.
-
25. No, I really enjoyed the summer school. I learned a lot, and had a wonderful time.
-
26. More research component to the program would definitely be helpful.
-
27. More hands on
-
28. More regular alumni updates
-
29. I think you can have better professors.
-
30. More interactive activities during classes to keep people awake (sitting and listening for 4 hrs straight in the morning to high level research material is difficult)
-
31. Please continue teaching the course I did (ANU1), where students travelled to the great barrier reef in Australia. Everyone on the trip bonded and saw a natural wonder that needs protecting and seeing before it disappears!
-
32. An alumni portal
-
33. Add the names of GSP students to a mailing list that lets them know of certain jobs, positions, or openings related to the course that they took.
-
34. The program that I attended felt a bit too short.
-
35. I had a difficulty in communication in English, so I would have been happier if there had been some help.
-
36. Back in 2014, the IARU GSP ANU1 course (biodiversity and climate change in Asia-Pacific) was one of the few courses with practical, hands-on research content. Hopefully there will be more of that available for the next generations.
-
37. For ETH students the main issue is time and duration of GSP since we have exams in August.

Because of this I think that 2 to 4 weeks would be the best duration of a GSP course to make it possible for ETH students to participate. + I understand that top universities define themselves often by hardworking and enthusiastic students. However I believe that the main benefit of GSP is to get to know people from around the world. Therefore my suggestion is to have a good academic program, but sometime less can be more to give the students the chance to get to know each other

-
38. I hope diversity of each course will increase. The course I joined didn't have students from some universities and I was sad about that.
-
39. I thought it would be better if there were more close activities, like field trips.
-
40. It'd be for sure a very good help if the host university could help students to find a place to stay
-
41. get more group works than individual work
-
42. Love to get more in touch with other alumni in different occasion or follow up courses
-
43. It's problematic that the course(s) at the ANU run during the winter - so not really a global "summer". It would be great if ANU and other universities could agree to a course over our spring/summer that works with the northern hemisphere academic breaks, recognising that many ANU students miss the start of our 2nd semester to do courses elsewhere. Creating better connections between the courses would be great to see.
-
44. is there an alumni meeting? :)
-
45. moving it to august
-
46. The course should be more focused on some aspect of research or have substantial content to cover throughout its progression. The course I undertook, very different from the other courses offered by IARU GSP, did not offer very much at all academically and it was up to the students to plan out the assessment for the course and what they wanted to gain from the course, we found our own content for the course, meaning it could have definitely been organised and structured better so that students gained more academically.
-
47. Make it longer and also incorporate my cultural exchanges with the local students.
-
48. We can have a platform to help the alumni keep in touch with each other more effectively.
-
49. Ongoing GSP alumni engagement.
-
50. More focus on differences in levels. Some were very advanced in the major and others not. the one who weren't as familiar were quickly left out or felt like they weren't sufficient and deserved to attend the class on the scholarship
-
51. The experience was great, I received the scholarship, there is not much to say but please continue.
-
52. Stronger marketing on campus to encourage applications. Better funding to support those who need it.
-
53. I would prefer there to be longer course duration with not one, but two or more courses. The programme is extremely productive but all participating institutions should mirror what UCPH offers so that the level of intensity is roughly equal across programmes.
-
54. It was a great program. Just the available space for students each year is limited. So it will be better if more students can participate.

Appendix C

Outcomes of the GSP Working Committee Meeting 2016

National University of Singapore, 26-27 September 2016



The GSP Committee and Alumni

Opening & Welcome

By Professor Bernard Tan, Vice Provost (Undergraduate Education & Student Life) welcomed the GSP Working Committee, the representative of Banco Santander, Ms Ana Wang, and the GSP Alumni.

Prof. Tan also thanked the outgoing IARU Secretariat for their work during the past two years and welcomed Ms. Rexille Uy as upcoming IARU Secretariat.

Session 1: Developing Future-Ready Graduates

Ms Crystal Lim-Leahy, Director, NUS [Centre for Future-Ready Graduates](#) (CFG) presented the activities of this newly established centre at NUS. The CFG provides opportunities to the students in various forms - eg. workshops, career advice, Root&Wings program – where they learn how to become better aware of their skills and behaviors in view of their life once they complete their degrees. The presentation also

touched upon the rapidly changing job environment, where soft skills are gaining increasing importance over specific abilities, and over the changing capacity of concentrating, which is decreasing due to mobile technology.

The slides of this session are available [here](#); the session's recording can be requested at the IARU Secretariat.

Session 2: Commemorating GSP 10th Anniversary

The session opened with two student-produced videos about IARU GSP. The first video commemorated the GSP 2016 cycle (https://youtu.be/z5U_C8J5fZQ), while the second one told the experience of Yale 2016 GSP courses and students (<https://youtu.be/WnH7XNxxh6TU>).

Following the videos, the GSP Alumni attending the meeting were invited to give a short presentation about their IARU GSP experience. The students were divided in groups, each prepared a power point presentation which can be accessed at the following links: [Group 1](#) (ETH, Oxford, UTokyo), [Group 2](#) (PKU, UCPH, Yale), [Group 3](#) (ANU, NUS, UC Berkeley).

All participants were then invited to continue the discussion in small groups and further look into some of the specific aspects of the IARU GSP. The outcomes of the exchange from each groups are pictured in the flipcharts in the following page; the main points are summarized below:

Points of strength of the GSP:

- Pressure free learning
- Possibility to delve more into subjects
- Unique field trips
- New friendships/networking
- Cultural exchange
- Global mindsets
- English skills increased
- Building cross-cultural communication skills
- Preparation for higher degree research

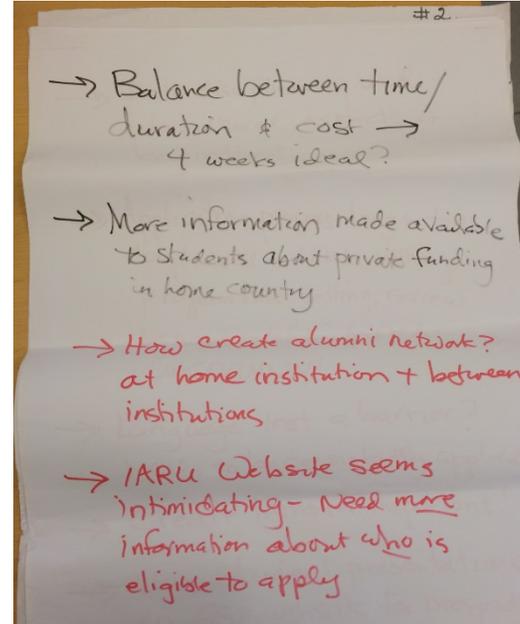
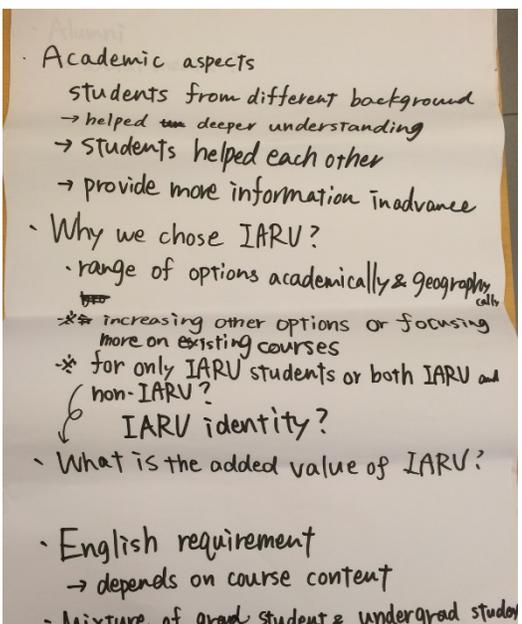
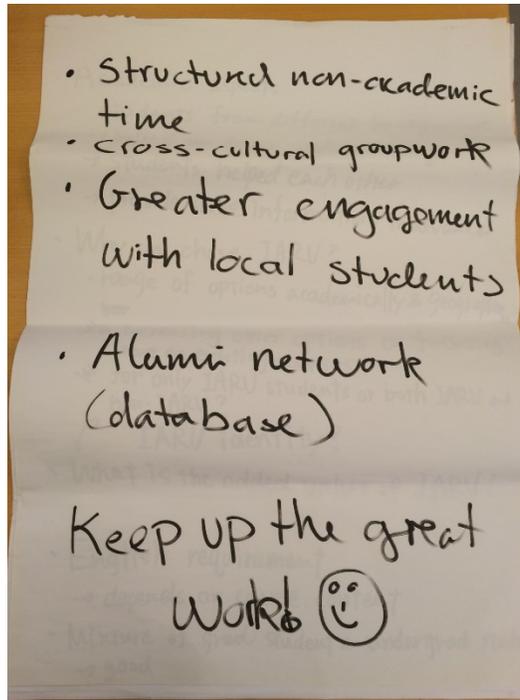
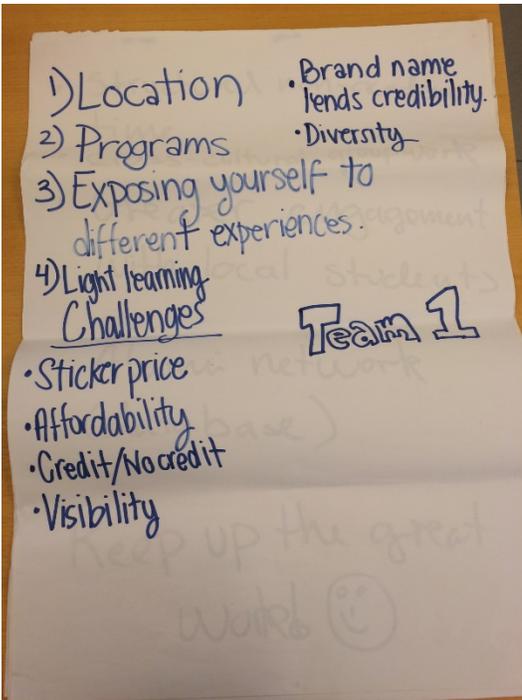
The following points for future improvement were mentioned:

- Create an official alumni group
- Keep the courses diverse
- Duration: in some cases, the courses should last longer
- Prices: it should be same price, no matter which course

Additionally, the participants judged that the IARU-Santander funding and IARU GSP merchandising should be continued.

Ms. Ana Wang, representative of Banco Santander, thanked the IARU GSP Coordinators for the invitation to attend this meeting which she found extremely interesting, especially for the GSP Alumni testimonials. Ms. Wang left the meeting.

Outcomes of the Group Discussions about the IARU GSP



→ Interdisciplinarity and intercultural aspects of key interest

→ Application process long + too complicated - ARU vetting, Program host vetting, review by home institution for credit → UNCERTAINTY!

→ Language test a barrier? Needs to be consistently applied

→ Credit transfer important!

→ Use student presentations on GSP website for prospective students

#2

→ Having personal relationship w/a professor key - not possible at home institution.

→ Former GSP students to act as ambassadors/mentors for prospective GSP students.

→ High return rate: if students know about GSP early enough will go on more than one program.

→ Global internships → could be as part of research team or be field research-based (opportunities to work with other students)

→ Pre-arrival information: is it enough? Course prep ahead of time? Clearer expectations about the course? Cultural orientation? On-line resource created by GSP alumni

#2

1. Hire local students.
2. Presentation of information
3. Attractiveness → STEM offerings. Looking for something international.
4. Interdisciplinary vs discipline-focused
5. - Stepping out of comfort zone → provides opportunities for personal growth
- expanding intellectual boundaries (not just about stats)
[→ Need more opportunities for post-return reflection]
6. Opportunity to connect w/ academics at another ARU institution
7. Worldwide connection (friends around the world) w/ people of shared experiences but also shared experiences that are very different because of relationship w/ friends beyond campus.
8. Good to have student post-info etc. but to have the institution coordinate the process.
9. Got the traveling bug

Session 3: Thematic Discussions

3.1 How do we Foster and Credit Experiential Education?

Dr. Jane Edwards, Senior Associate Dean Yale College; Dean of International and Professional Experience at Yale University presented and facilitated this session.

The notion of experiential education was first introduced, which can be summarized as: “*Challenge and Experience* followed by *Reflection* leading to *Learning and Growth*”. The participants were then invited to share in which ways at their organizations they combine “traditional” learning experiences with other types of learning that take place outside the classroom and that lead to personal development. An additional question concerned how the non-traditional learning experience could be recognized as credit bearing. Colleagues shared examples from their institutions, in most cases these were (international) internship experiences which were assessed, evaluated and reflected upon prior to being recognized for credit.

The slides of this session are accessible [here](#).

3.2 Is the Summer Term a Space for Innovation on Your Campus?

Dr. Jeanne Follansbee, Dean of Yale Summer Session and Associate Dean, Yale College at Yale University presented and facilitated this session.

The Summer term represents a space for innovation at Yale because in contrast to the fall and spring semester it offers: longer class periods which allow field work; students’ focus on only one course or topic and access to campus resources during slower time. On the other hand, it is a shorter term which compresses experiences and it has to match the institutional culture and expectations.

With the 2016 IARU GSP courses, Yale could experiment a way to match both the institutional culture and goals of Yale, with the innovation that the summer term allows eg. draw on the resources available at the university, offer field work and lab work, access to museums.

Colleagues shared their approaches, challenges and opportunities to test and innovate during the summer term. The sort of innovation taking place at the different institutions covers eg. pedagogical methods, teaching of interdisciplinary courses, involving of teaching staff that is not faculty, bringing instructors from different universities, offering undergraduate to attend courses with professionals and other peers with different educational background.

Many partners share the challenge of getting faculty engaged in teaching at summer session due to specific institutional impediments or to the unattractive perspective for the scholar to trade research time with teaching time, especially in sciences.

The slides of this session are accessible [here](#).

3.3 XXI Century students – What Kind of International Experience Would Make the Difference?

Dr. Angelika Wittek, Head of Student Exchange Office at ETH Zurich presented and facilitated this session. First, participants exchanged about the different types of international activities that the IARU universities offer. Then a brainstorm followed identifying what is the added value of such offering from a student and from an institutional point of view. The main findings are summarized below:

Students' perspective:

- Cultural exchange, becoming global citizens and making new friends
- Experience per-se and academic experience, especially when in an interdisciplinary context
- Networking
- Personal development, such as improved soft skills: language, adaptability and flexibility
- Fun, inspiration, experiential learning

Institutional perspective:

- Gaining competitive edge
- Career: services to corporate partners as well as to in-house research
- Contributing to making new generations feel global citizens
- Students' satisfaction and happiness
- Academic experience, eg. technical skills and general application of knowledge
- Uphold reputation/academic excellency
- Revenue

End of day 1

The IARU Secretariat thanked the GSP Alumni for their participation and invaluable contribution to the meeting. Participation to day 2 of the meeting was limited to the GSP coordinators and staff only.

Meeting Day 2

The second day of the meeting started with an introduction from Cape Town. Ms Nicola Latchiah presented the current situation at the University of Cape Town and gave brief report on the first IARU GSP course offered: Water Sustainable Management (*please add the link, if available*).

The group agreed that it was not necessary to go further through the GSP 2016 review and survey analysis as it formed the background information for all the previous discussions. Therefore, the agenda of the day had been changed and most items were bundled under two umbrella headings: (1) GSP Review and Outlook: discussion on the future GSP taking into account the students' feedback from day 1 and the GSP 2016 experience; (2) Operational details: timeline, questionnaire, administration of the GSP.

(1) GSP Review and Outlook

Starting from the observations and experiences of the group work on day 1, the GSP Coordinators agreed on measures how to improve the GSP for the future. The key messages are summarized in the SWOT table below, the actions for improvement are listed beneath the table.

Summary of the take-home messages from day 1 group discussions

Strengths	Weaknesses
Students expect to meet with peers from other IARU universities.	Courses are too short for the work requested.
IARU GSP appeals to the intellectual group of students.	The pre-arrival information is insufficient.
IARU GSP allows cross-cultural group work.	It is unclear what IARU is, it should be spelled out.
The classes are a mixture of undergraduate and graduate students.	Intimidating website, it has been difficult to find clear information about the application process.
Wide variety of courses on offer.	
IARU distinctive feature is excellence and it is an important part of IARU's identity.	
Opportunities	Threats
Mixture of frontal teaching and field work: the students value the opportunity to spend time outside the classroom.	Participation costs are high; it is unclear to the students how much funding (scholarship) they will get.
Establish a IARU GSP Alumni Network and database ¹ .	The application process is uncertain.
Meet students from different academic and cultural backgrounds.	The intense workload generate stress for students.
Actions for improvement	
<ul style="list-style-type: none"> - Streamline the application process and improve the "How to apply" page on the website. - Provide clearer and more complete pre-arrival information, both in the Course Information Part II and in the communications following the nomination. - Spell-out what IARU is and increase promotion at home universities, also involving IARU GSP Alumni in presenting the program to potential applicants and "mentoring" the incoming students. - The course content should continue to be rigorous, however not stressful. Some "light" extra-curricular activities could be added. - Increase the activity on the existing IARU GSP Facebook group. - The IARU GSP program should consolidate (and not expand) with the addition of the dimension of innovation. 	

¹ The IARU Secretariat holds a IARU GSP Alumni database which is used to send out the Alumni survey every three years. IARU GSP students gave their consent to the use of their contact data by the IARU Secretariat in the Application Form declarations. The IARU Secretariat however, is not allowed to circulate the students' contact data.

Decision: the working group composed of Jeanne Follansbee (Yale), Anne Bruun (UCPH), Michael Klemm (NUS) and Tracy Weber (UC Berkeley) will circulate a proposal for simplifying and shortening the current application process.

The simplified application process should include:

- The IARU Secretariat will ask each institution for the list of students and their destination. The list will be circulated to everyone.
- The host universities will accept the nominations of the sending schools and each sending school will notify its own students about admission to a GSP course.
- The hosting school will send a welcome/confirmation letter once it receives the students' names.
- ETH will continue to follow the original application procedure as it is an institutional requirement that the nominations are reviewed and approved by an ETH Committee.

(2) Operational details

4.3 Review of the Survey Questionnaire

The IARU Feedback survey has a successful response rate (60%) and it is quite long and elaborate.

Decision: The group agrees to make no changes to the questionnaire. Further, the faculty only want input about themselves sent to them and not open to every GSP colleague.

5.1 Timeline for GSP 2017

Decision:

- The GSP 2017 Timeline will be revised by the working group and sent for comments and approval.
- The new timeline will take into account the simplification measures agreed and allow time for filling available spots after students' withdrawals.
- The timeline will include the number of places available at each institution.

5.3 IARU-Santander Agreement: state of the art and future agreement.

The IARU Secretariat informed the GSP Coordinators that Ms Ana Wang is going to leave Banco Santander at the end of 2016, however she may still be working for the bank as an external advisor.

As the Special Agreement between IARU and Banco Santander will come to an end with the 2017 GSP cycle, the Secretariat reported that Ms Wang advised to negotiate a new agreement for 2018 onwards with her superior, the Assistant Executive Vice-Chairman Mr. José Antonio Villasante Cerro. The IARU Secretariat has already been tasked by the Presidents to negotiate a new agreement with Banco Santander. Ms Rexille Uy (Prospective IARU Secretariat) informs that the Chancellor of Berkeley may also be involved.

Ms. Wang informed the IARU secretariat that Banco Santander has taken the decision that all future activities to receive funding must fit into their strategic aim of supporting innovation and

entrepreneurship. Ms. Wang informally suggested that the current GSP and its courses might be continued – maybe with some changes – as long as the programme as such manages to fit into the general heading “entrepreneurship and innovation”. IARU will have to take note of this when preparing the future GSP and there needs to be a dialogue with Banco Santander about the framework within which they see themselves renewing their support.

Decision: a working group composed of Jeanne Follansbee (Yale), Anne Bruun (UCPH), Michael Klemm (NUS) and Tracy Weber (UC Berkeley) will prepare a draft outlining the post-2017 IARU GSP, embedding the innovation and entrepreneurship dimensions to be used as a foundation for an application to Santander. The IARU Secretariat will collaborate and will keep the rest of GSP colleagues informed. The team will begin working on the draft in spring 2017.

The majority of the partners agreed that the Santander funding is essential to the IARU GSP because otherwise many students would not be able to participate. The Santander installment is unchanged since 2008, when the program was first established; in case an increase to the yearly amount of 200,000 USD could be negotiated, this should be directed at the students, funding either higher scholarships or more students.

6.2 Updates from the Global Transformation

Prof. Khatharya Um (UC Berkeley) introduced the IARU Global Transformation initiative. At their last meeting in May 2016, the members of this initiative discussed the desire of building synergies among IARU initiatives and saw clear potential with the GSP for holding a GT based course in the summer program.

At the Mobilising Research course taught at ANU this summer, Prof. Um met with other faculty colleagues from UCPH and ANU also teaching the course and started exploring the possibility of transforming the course with a specific GT focus and host it in the global south.

The conversation between the three institutions (UC Berkeley, ANU and UCPH) will continue over 2017, investigating the logistics and administrative feasibility. The group is also looking for global south destinations, eg. Myanmar, where a research institute could host the course in 2018.

6.3 Updates from the IARU Joint Online Course

Ms. Rexille Uy (UC Berkeley) outlined the timeline of the course development and main features of the first IARU Joint Online course. The course topic is “Fragile States” and is taught across four IARU institutions (UC Berkeley, UTokyo, NUS and Cambridge), by faculty from each institution. Students have a common syllabus, reading list and access to the videos of the lectures that the professors recorded; they can also have video-calls with the instructors during office hours. Part of the grading will be based on group work that the students will do with peers from the different institutions.

The experience so far highlighted some challenges:

- Non-aligned academic calendars: the terms start at different points in time, with a month difference.
- Technology: there has been problems with the audio. The technology platform as well as the connection bandwidth has not always worked optimally.
- Time zone differences make are a challenge to the live interactions.
- The grading system is different, with some institutions including the group work into the final grade, whereas others don't. The motivation of the students might therefore be very different in their delivery.

Session 7: Closing Matters

The IARU Secretariat will prepare a brief summary of the GSP Working Meeting 2016 outcomes to be presented to the Senior Officers Meeting in November. The Confirmed Meeting Outcomes will be included in the Senior Officers' meeting materials.

The GSP Coordinators are encouraged to contact their Senior Officers to brief them on the ongoing activities.

GSP Working Committee Meeting 2017

The University of California, Berkeley offered to host the next GSP Working Committee Meeting 2017 on 25 – 26 September 2017. The meeting will start with a welcome dinner on Sunday, 24 September, and end with lunch on Tuesday, 26 September.

The format of the meeting will include:

- Participation of GSP Alumni from UC Berkeley
- Participation of GSP Faculty from UC Berkeley
- Continuation of the discussions about: future of the GSP Program, IARU-Santander funding.

The IARU Secretariat thanked all participants for the constructive discussions and the National Univeristy of Singapore for their kind hospitality.