International Exchanges Unbound: Creating Cultural and Social Virtual Exchange Experiences

November 4, 2021
1:00pm – 2:30pm (EST)
60 universities acting together for global impact
60 universities acting together for global impact

Australia
- Australian National University
- Monash University
- The University of Melbourne
- The University of Queensland
- The University of Sydney
- UNSW Sydney

Canada
- Simon Fraser University
- The University of British Columbia

Chile
- University of Chile

China & Hong Kong SAR
- Fudan University
- Harbin Institute of Technology
- Nanjing University
- Peking University
- Shanghai Jiao Tong University
- Sun Yat-sen University
- The Chinese University of Hong Kong
- The Hong Kong University of Science and Technology
- The University of Hong Kong
- Tongji University
- Tsinghua University
- University of Chinese Academy of Sciences
- University of Science and Technology of China
- Xi'an Jiaotong University
- Zhejiang University

Chinese Taipei
- National Taiwan University
- National Tsing Hua University

Colombia
- Universidad de los Andes

Ecuador
- Universidad San Francisco de Quito

Indonesia
- Universitas Indonesia

Japan
- Keio University
- Kyushu University
- Nagoya University
- Osaka University
- Tohoku University
- Waseda University

Korea
- KAIST
- Korea University
- POSTECH
- Seoul National University
- Yonsei University

Malaysia
- Universiti Malaya

Mexico
- Tecnológico de Monterrey

New Zealand
- The University of Auckland

Philippines
- University of the Philippines

Russia
- Far Eastern Federal University

Singapore
- Nanyang Technological University
- National University of Singapore

Thailand
- Chulalongkorn University

USA
- California Institute of Technology
- University of California, Berkeley
- University of California, Davis
- University of California, Los Angeles
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz
- University of Hawai‘i at Mānoa
- University of Oregon
- University of Southern California
- University of Washington
Our Work

01 Shaping Higher Education in the Asia Pacific

02 Creating Global Student Leaders

03 Solving Asia-Pacific Challenges

04 Advocating through High-Level Policy Dialogue
Solving Asia-Pacific Challenges

- Asia-Pacific Women in Leadership
- Digital Economy
- Global Health
- Multi-Hazards
- Pacific Ocean
- Population Aging
- Sustainable Cities & Landscapes
- Sustainable Waste Management
Creating Global Student Leaders
Thank You
Shally Fan

Director of Academic Links,
The Chinese University of Hong Kong
APRU Virtual Student Exchange Program
International Education Unbound

The Chinese University of Hong Kong
Shally Fan, Director of Academic Links
November 2021
The Chinese University of Hong Kong

Comprehensive research university

Unique college system

Bilingualism & multiculturalism

8 Faculties

Arts, Business Administration, Education, Engineering, Law, Medicine, Science, Social Science

Top 10

Times Higher Education Asia University Rankings
CUHK Global Learning & Experience

International Education at its Core Mission

- Regional pioneer in international education: 1st student exchange partnership in 1965 with University of California system
- Exchange opportunities at 280 partner institutions in 30+ countries/regions
- 1,200+ UG students take bilateral term-time exchanges
- Over 6,000 opportunities for experiential learning outside HK each year
- 2,500+ visiting students annually
APRU Virtual Student Exchange Program

- Digital technology to support international education
- Virtual Student Exchange Program (VSE) developed under auspices of the Association of Pacific Rim Universities (APRU) in August 2020
- Connecting students from 60 leading research universities in Americas, Asia & Australasia through online platforms & digital technologies
- Enable students to receive international education & experience from some of best universities without having to leave home
Holistic Virtual Exchange Experience

Two distinct components: **Academic Courses** & **Co-curricular Programs**

- **Academic**
  - Acquire new knowledge & skills
  - Develop digital competency

- **Co-curricular**
  - Prepare for future careers & workplace
  - Experience different cultures & societies

- **Social**
  - Work with peers from around the world
  - Build new friendships as well as professional networks
Academic Courses

- Multidisciplinary & diverse **credit-bearing courses** contributed by participating universities
- Available in **synchronous, asynchronous** or **hybrid delivery modes** for students from different time zones
- 3 Study periods a year

Since August 2020:

- **30** Course-offering Universities
- **2,600+** Applications
- **460+** Courses
- **1,200+** Enrollments
Co-curricular Programs

- Series or one-time events conducted online to facilitate encounters with new ideas, cultures, experts, academics & students around the world

**Cultural**
Virtual cultural experience to stimulate students to gain in-depth understanding of cultures & embark on journeys

**Leadership**
Focus particularly in context of globalization. Communication, teamwork, etc

**Career**
Prepare for future industries, practice skills needed for future workplace

**Social**
Organized by students covering a range of activities that are usually organized on campus
Co-curricular Programs

- Since launch of VSE, 64 co-curricular programs attracted 1,300+ participants from 48 APRU member universities

Top 3 universities in each region with most participation:

**Americas (25.9%)**
- University of Chile, Chile
- Universidad San Francisco de Quito, Ecuador
- University of California, Riverside, USA

**Asia (62.1%)**
- The Chinese University of Hong Kong, HKSAR China
- University of Indonesia, Indonesia
- Harbin Institute of Technology, China

**Australasia (12.0%)**
- The University of Sydney, Australia
- The University of Melbourne, Australia
- UNSW Sydney, Australia
Different Models of Delivery & Engagement

**Webinars**
- Primarily one way
- Interaction thru chat box, slido

**Tours**
- Immersive experience with live engagement
- On-the-spot interaction with local community

**Activities**
- Hands-on
- e.g. cooking class, music jam

**Discussions**
- Focus on cultural sharing
- Pre-event engagement
- Driven by students
Cultural

Korea University Student Life Revealed!

Korea University

Saké Lecture & Virtual Brewery Tour

Tohoku University
Corona Corps Global Learning Community

University of Oregon

APRU Becoming a Global Learner Leadership Series

University of California, Davis

Student in Public Health – Corona Corps Global Learning Community Winter 2021

5:30-6:30pm (US Pacific Time Zone, GMT-8)

- Improve for public health communication with Zeina Salame
  January 14
- Student led discussion — January 28
- Student led discussion — February 4
- Student led discussion — February 18
- Student led discussion with students from Oregon Health & Science University — March 4

Many institutions have mobilized talented, energetic students, working with public health authorities, to stem the coronavirus pandemic. This group provides a global community of peers with whom to share experience. Open to students at all levels, engaged or interested in public health. Contact

Global STEM Education Workshops

BECOMING A GLOBAL LEARNER SERIES

Developing Intercultural Learning Skills
Decode the Most Challenging Interview Questions: How to Talk about Failures in a Job Interview?

The Hong Kong University of Science and Technology

Decode the most challenging interview questions

*Bonus track: How to talk about failures in a job interview?*
Social

Language Lunch Events for English & Japanese

Waseda University

Stories from around the World

Universidad San Francisco de Quito
Many more fun & intellectually inspiring activities

Disneyland Virtual Tour
University of California, Santa Cruz

Black Lives Matter: Global Perspectives
University of California, Los Angeles

Online Music Jam
The Hong Kong University of Science and Technology
Sharing of Experience

- Interactive workshop: **International Exchanges Unbound: Developing Co-curricular Programmes to Support Virtual Mobility** in April 2021
- Success stories & best practices on running engaging co-curricular programs
- Breakout sessions with participants on each category
- 100+ concurrent views from over a dozen of economies
Sharing of Experience

- Mix of live & pre-recordings works well
- Dividing participants into smaller groups encourages more active engagement
- Investing in & exploring different technologies
- Consider how content might be relevant in different cultural context
- Finding ways to engage students after event, e.g. start a group conversation among students on another platform, careers group
- Building on event, creating sequence of events, & through partnerships
- Hosting programs in partnership with other universities. Expand audience & increase global relevance, & partnership building
Stay Connected

APRU Virtual Student Exchange Program

A Truly International Education Experience

vse.apru.org
apru.vse@cuhk.edu.hk
@APRUVSE
Thank you!
Kimberly Bellows

Program Coordinator, Intercultural Programs, UC Davis Global Affairs
Becoming a Global Learner Series

Kimberly Bellows, Intercultural Programs Coordinator
University of California, Davis
Becoming a Global Learner Program Overview

Structure
• Canvas access
• 5 synchronous meetings, 1.5 hours each
• Small cohort of about 20 students
• Discussions in small groups and in large group
• Interactive activities

Modules
• Introduction to Culture
• Culture and Values
• Culture and Identity
• Tools for Growth in Intercultural Learning
• Conflict and Culture
Program Objectives

By the end of the five sessions, participants will have...

...Assessed a variety of definitions of and analogies for culture and key elements of cultural dimensions.

...Contrasted culture-general and culture-specific learning.

...Distinguished culture from identity and assessed ways that culture informs values.

...Defined elements of their personal and social identity and assessed how these elements confer privilege or lead to oppression in particular settings at particular times.

...Analyzed the concept of cultural humility has a way to think about developing skills to be lifelong “intercultural learners”.

...Practiced the describe, interpret, and evaluate process to begin to consider how to suspend judgment.

...Evaluated conflict and its links to culture.

...Critically examined their personal conflict style and how it is influenced by culture.
Global and Intercultural Learning at UC Davis

Our definitions:

Global learning at UC Davis is a combination of local, regional, national, and international experiences through which students develop key skills, knowledge, and networks that help them build global awareness, engage global diversity, and pursue collaborative and equitable global action.

Intercultural learning focuses on concepts and skills that help us engage with diverse perspectives and experiences while maintaining a sense of how culture informs our own values.
We want students to...

...understand that global and intercultural learning are lifelong processes that cannot be achieved by a single experience

...recognize that this knowledge and these skills are crucial in today’s interconnected world, regardless of major or career

...appreciate that intercultural understanding starts with understanding oneself and one’s own cultures, values, and identities
Becoming a Global Learner accomplished this by:

• Keeping the cohort small (20-30 students)
• Varying the content delivery method:
  • Presentation of information
  • Hands-on activities
  • Large (whole group) and small (breakout room) discussions
• Focusing many activities on self-reflection and self-discovery
• Providing/eliciting examples and emphasizing the real-world implications of the knowledge and skills covered in the workshops
Example: Practical Tools for Intercultural Growth

- Introduce Kolb’s experiential learning cycle and cultural humility as frameworks that demonstrate why reflection and action are so important
  - Reflect and discuss their own learning preferences
- Introduce Describe, Interpret, Evaluate activity as a practical tool for suspending judgement and deepening learning
  - Self-reflection and group discussion practice with photos
  - Emphasize that this practice can be applied to a wide variety of situations
- Discuss other reflective tools to add to one’s intercultural learning toolbox
  - Highlight that lifelong learning requires intention, including figuring out what works for them
What did students take away?

Data collection:

• Weekly surveys and an end-of-program survey
• End-of-program survey had 20 respondents (20 students participated in 3 or more sessions)

Response:

• Overwhelmingly positive response:
  • All respondents "Strongly Agreed" or "Agreed" with the statement: "I found this program valuable and would recommend it to my friends and colleagues"
• Tools for Growth and Intercultural Learning ranked as the most useful session followed by Culture and Identity
What did students take away?

• Quotes from participants:
  • "Being equipped with **practical skills** through the reflection activities and tools, and the frameworks for conflict is really valuable to me because I have **understanding of a situation** as well as **ability and knowledge to affect future outcomes** too"
  • "The activity of eliciting our initial responses to the photos made me **more aware of the certain biases or lens** which I might have in viewing norms from other cultures and taught me to be **more open minded and reflective**."
  • "I will remember the way everyone wanted to share and the amazing experience and **broadening of personal understanding from hearing international perspectives on a similar issue** - I loved hearing other peoples reflections and it reinforces **how important it is to just ask and listen** if you want to know other cultures. I also loved the 4 point cycle for growth of experience, reflection and analysis and implementation"
Future Action

• We are offering this program again in winter 2022
• Some material has been adapted and expanded for a graduate digital micro-credential (asynchronous), launching soon
• We offer adaptations of workshop content to groups on campus
Professor Jeffrey Measelle

Professor, Department of Psychology, University of Oregon
Student Workforce Development: Effective* Response to COVID Pandemic

Jeffrey Measelle, PhD

* “Mostly” effective!!
Most Common Pandemic Strategy: “Box It In”

Key Actions:
• Case Investigation
• Contact Tracing
• Case Management
**Early Lessons:**

- Need a well-trained public health workforce
- Need an energized public health workforce

**Later Lessons:**

- Incredible diversity of opinions
- Opinions not always grounded in best evidence
**Student Public Health Workforce: Corona Corps**

**Students: Abundant natural resource!**
- Excited/motivated
- Deployable & Scalable
- Diverse:
  - Linguistically
  - Culturally
  - Socioeconomically
  - Geographic
  - Politically
- Highly trainable

“Corona Corps has addressed many of the weaknesses the Coronavirus exposed in our public health infrastructure”
2021 International Education & Exchange Summit
Catalyst for Inclusion, Access, and Progress

Public Health Services
- Infectious Disease Containment
  - Case Investigation
  - Contact Tracing
  - Case Management
- Capacity Expansion
  - Data Support
  - Event Staffing
  - Remote/In-person
- Community Outreach
  - Peer-to-peer Support
  - Health Communication
  - Mediation Services

Education & Training
- On-the-job training
- Mentorship & Supervision
- Global Learning Communities
- Enhanced Coursework
- Career pathways

Workforce Pipeline
- University Students
- CORONA CORPS
- Oregon Public Health Resource

A Model for Replication
- Expandable, Portable, Replicable
  - Shareware Concept
  - Train-the-Trainer
  - Workforce Development

Diverse Force
- Geographic
- Linguistic
- Racial/Ethnic
- Socioeconomic
- Academic

Global Learning Communities
- Enhanced Coursework
- Career pathways

Workforce Pipeline
- University Students
- CORONA CORPS
- Oregon Public Health Resource

Statewide PH Services
- State-level Authority
- Local Health Authorities
- Rural/Under-served Communities
- Campus Communities

Catalyst for Inclusion, Access, and Progress
Global Learning Community for Students in Public Health
Winter 2021

5:30-6:30pm (US Pacific Time Zone, -8GMT)

• Improving for public health communication — January 14
• Addressing resistance to PH recommendations — January 28
• Redressing social inequities — February 4
• Careers in public health — February 18
• Pandemic fatigues: Self & other care — March 4
• Managing disinformation — March 20

This group gives students a global community of peers with whom to share experiences. Open to students at all levels, engaged or interested in public health.
Thank You!!
Alex Rendon
Director of International Programs,
Universidad San Francisco de Quito
USFQ Co-curricular Programming
USFQ Co-curricular Programing

**Latitud Zero Talks**: series of talks exploring USFQ’s research activity as it relates to a given set of SDGs. Through these talks, attendees gain a deeper understanding of Ecuador and its culture, while exploring what sustainable development looks like in the local context.

**Stories from Around the world**: student-led spaces that aim to build social connections as well as cultural competence in an increasingly digital world. Every other week, students taking online classes at USFQ were invited to join an online session to share their perspectives on different topics.
Aims

• Create a **platform for USFQ researchers** to promote their work and connect with a larger audience, outside their usual network
• Develop **leadership opportunities** for USFQ students to acquire story telling practices and multicultural communication skills
• Build the foundations of a truly **global campus experience**, where students from across the world can engage with researchers and peers to foster their personal and professional development
LATITUDE ZERO TALKS:
Explore Ecuador

Join USFQ scholars and educators to gain a deeper understanding of Ecuador while exploring what sustainable development looks like in one of the most unique ecosystems on earth.
Stories From Around the World

Culinary Arts
Results

Monash University
The University of Sydney
UNSW Sydney
Osaka University
Tohoku University
Seoul National University
University of Chile
University of Malaya
University of California San Diego
University of California Davis
National University of Singapore
California Institute of Technology
The Chinese University of Hong Kong
The Hong Kong University of Science and Technology
Making it stick

• Network effects
• Student leadership pipelines
• Faculty engagement & resources
• Distinctive angle / added value
HUC Virtual research internships 2021

Students from 8 HUC universities

Host professors 21

Host HUC universities 5

Virtual research internships 36

Congratulations to all selected students!

Elaborated by Camilo Villa Moreno, UNIAndes
HUC IO Internships

Students from...

- Universidad San Francisco de Quito (Ecuador) - 5
- Pontificia Universidad Católica de Chile (Chile) - 1
- Universidad de los Andes (Colombia) - 4
- Universidad de Costa Rica - 1
- York University (Canada) - 1

The thickness of the lines represents the number of students.

Elaborated by Camilo Villa Moreno, UNIAndes
Thank you