

# Student Engagement in Asia: Facilitating Effective Learning

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## SUMMER CONFERENCE 2019

Evolving Narratives: Internationalization, Interculturalization, and Indigenization

JUNE 23–26, 2019 | WHISTLER, BC

**BCCIE**  
**SUMMER**  
**CONFERENCE**



# Agenda

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1. Introductions
2. Mission and Purpose
3. Go Global - Background
4. Tiered Programming: Three Program Cases
5. Emerging Themes for Success

We want to acknowledge that we are on the traditional territory of the **St'at'imc Tmicw (St'at'imc), Lil'wat, & Skwxwú7mesh-ulh Temíxw (Squamish) Nations**



# Introductions

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THE UNIVERSITY OF BRITISH COLUMBIA



SCHWARZMAN  
SCHOLARS



# Purpose

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- Role of HEIs to develop global competencies in the 21<sup>st</sup> century
- Engagement in a VUCA world
- Looking ahead: focus on emerging economies
- Program scaffolding to facilitate integration, long-term engagement, real-world impact



## UBC: Go Global

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- Partnership development
- Support for institutional and Faculty's international initiatives
- Program development and implementation
- Students advising and engagement
- Preparation and Learning Outcomes – Educator Role

*Case Study - Short Term  
Programming*





## Short Term - High Impact Programming

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- ① 1 - 3 weeks in length
- ① in-country faculty/staff support
- ① high intervention
- ① no degree progression interference
- ① work effectively with local experts to ease transition and foster knowledge transfer



# Joint Undergraduate Research Conference - Chongqing Case Study



- Background
- Development
- Program Outline
- Learning Outcomes





## Background - Chongqing Research Forum

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- 4th Autonomous City in China
- Vibrant, dense urban landscape
- at the confluence of the Yangtze and Yellow rivers
- Strategic MOU signed with the MOE
- Strategically important city in western China
- Belt & Road key partner
- Strong post-secondary culture



## Program Development

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- Identified Academic Director on both ends
- collaborative effort to develop topic - focus on major world issues
- funding source identified to support student programming/Budget created
- key lectures and site visits

2019年西南政法大学与加拿大不列颠哥伦比亚大学短期学术课程项目开班仪式  
Opening Ceremony of 2019-SWUPL-UBC Short-term Course Program  
中国·重庆 2019年5月6日





## Program Outline

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- XX UBC students and XX SWUPL students formed groups of 5 – 6 Students to spend a week together learning together to create original research projects on the theme
- Through lectures, site visits, and independent study, students worked in teams to develop their original research topics, which were presented at the end of the week
- Hotel, Food, and Flight costs were covered by the program (approximate total cost, \$30,000)



## Conference Theme Examples

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- Transportation Policy, Regional Development, and Environment
- Urban Resilience and Sustainability - Stories from Chongqing and Vancouver
- How do we know and experience the past? Heritage, memory, and the Punjabi landscape





## Example Student Projects

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- Data Driven & Cost-Efficient Strategies to reduce on-road Congestion in CQ
- Community and Connection in public spaces
- CitySearch - A Platform to Raise Civic Awareness
- Chongqing Sustainable Food Production





## Benefits

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- Short term - gives students an introduction
- High Impact - students learning and working within a local context with local expertise
- High intervention - opportunities to debrief learning as it occurs & mitigate traditional mobility challenges
- high level of structure allows for programming in high barrier locations



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# GLOBAL SEMINARS

## KAIPING, CHINA

The Heritage of Chinese Migration



THE UNIVERSITY  
OF BRITISH COLUMBIA

Go Global

APPLY BY DECEMBER 6, 2018

[students.ubc.ca/globalseminars](https://students.ubc.ca/globalseminars)

ACAM 390A  
3 Credits  
Faculty of Arts

BCCIE  
SUMMER  
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# Heritage of Chinese Migration

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300 level course in Asian Canadian and Asian Migration Studies (ACAM) at UBC

Professor Henry Yu - History, ACAM, St John's College

Exploring multidisciplinary perspectives on histories, cultures and geographies of Cantonese migration

“How are heritage conservation practices connected to ethnic and national identity formation in global contexts?”



# Heritage of a course

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**2005**

First iteration of course – History department

**2013**

Go Global course offering

Annual travel component

**2018 and 2019**

Post-experience community internships pilot















# Community engagement

## Post-experience internship placements with community organizations

2018 – Pilot Year	2019 – 2 <sup>nd</sup> Pilot Year
Burnaby Village Museum – 5 students	Burnaby Village Museum – 4 students
Vancouver Heritage Foundation – 1 student	Vancouver Heritage Foundation – 1 student
St. John's College/ACAM RAs (grant-funded) – 8 students	Museum of Vancouver – 3 students
	Dr. Sun Yat-Sen Classical Chinese Garden – 1 student
	Asia Pacific Foundation – 1 student
	St. John's College/ACAM RAs (grant-funded) – TBD



# Student learning outcomes

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Did transformational learning occur? Did the travel component impact learning?



Time after experience =



Soft skills, networks and value

What about local community engagement?



Community engagement =



Tangible skills, connection to community, competencies in community-based research



## What about the community agencies?

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Our experience has been overwhelmingly positive. We achieved the objectives we had coming into the partnership, and also saw many benefits we hadn't anticipated.

Perhaps most valuable to us was their clear understanding of the value of intangible heritage. I believe their approach to preservation of intangible heritage was an important outcome of their travel to China, as well as the learning they did in the ACAM course. This perspective was very valuable to us and the work we did with the student group.

Lisa Codd, Curator | Burnaby Village Museum



## Lessons from practice

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Strong foundation + flexible adaptation

Succession planning + extensive administration

One program + many projects



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# PROGRAM OVERVIEW

Fully-Funded Master's Degree in Global Affairs from Tsinghua University

Leadership • China • Global Affairs

60% Academic • 40% Experiential

20% China • 40% US • 40% Global

38 Countries • 118 Universities\*

Undergraduates • Graduates • Young Professionals

Social Sciences • STEM • Humanities ++

\*Class of 2019-20; includes undergraduate and graduate institutions

# PURPOSE

## Mission

To prepare the next generation of global leaders to build understanding between China and other global actors around the world.

## Relevance

- Address the *knowledge* and *relationship* gap between China and the world
- Acknowledge China as a rising global super power
- Prepare future leaders who, **instead of fearing this shift**, understand how and why and **find ways to work with China**
- Potential future geopolitical stability

# PROGRAM ELEMENTS

- Relevant and evolving curriculum
- Dialogue and diversity (region, discipline, professional experience, gender, politics, etc)
- Access to leaders and senior mentors
- Empowering scholars to be architects in their experience



# ALUMNI ENGAGEMENT & OUTREACH

## Inspiring Others through Outreach

- Theme-based panel discussions for young professionals:
  - “Understanding China: Global Leadership for the 21<sup>st</sup> Century” Sydney, Australia
  - “Power of Community” Tokyo, Japan
  - “The Art of Leadership” Singapore
- Alumni Admissions Ambassador Program
  - Showcase expertise to young leaders in global forum

## Value

- Iterative reflection and articulation of their experience
- Organic yet structured way to discuss relevance of program & current impact
- Connect alumni with incoming scholars in the same city (network-building)
- Elevate alumni as engaged stakeholders, deepening affinity with program
- Mentor / role model to rising young leaders



# Common Themes

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- Issues-based learning
- Multi / interdisciplinary
- Collaborative programming
- Learning / engagement beyond the program
- Funding
- Champions
- Recruitment

**Questions?**





# Thank you!

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