Building Global Networks for Teaching and Learning

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Transform Challenge to Opportunity

How to prepare students for a post-pandemic scenario?

Expand horizons with online interactions:
To cultivate students' multicultural awareness and global competence on campus

1

New technologies for teaching and learning

2

3

Local and Global Responsibilities
UN Sustainable Development Goals

Students' Contribution to Society

Global Competence for All

Global Citizenship

SJTU Solutions and Actions- Rethink and Redefine Student Mobility

Student mobility is now encompassing many other modalities. How to provide every student with international experience is the question that deserves the attention from every higher education worker.

01

Upgrading Existing Bilateral Collaboration

- Traditional onsite student experience is upgraded to **hybrid mode** to overcome the difficulties posed by the pandemic.

E.g.: **SJTU- Warwick Global Challenge Summer Program focusing on SDGs**

02

Moving from Bilateral to Trilateral and Multilateral

- Trilateral Collaboration

E.g.: SJTU- UC Davis- Tec de Monterrey

"Global Classroom and SDGs"

- Multilateral Collaboration

E.g.:

APRU Virtual Student Exchange Program

SJTU-Warwick-HKU-Cornell-Toronto "Virtual Internship Program"

2021 SJTU FourC Challenge 24Hour Design Charrette Contest

2021 SJTU- Warwick Global Challenge Summer Program (Hybrid)

Student Scale

30 SJTU students from different disciplines

30 Warwick students from different disciplines

Academic Team of Diverse Backgrounds

- Provide guidance on research methodology and relevant resources
- Facilitate student group discussions to develop and enact their research plans

Focusing on 4 SDGs

No poverty (SDG 1)
Gender equality (SDG 5)
Sustainable Cities and Communities (SDG 11)
Peace, Justice and Strong Institutions (SDG 16)

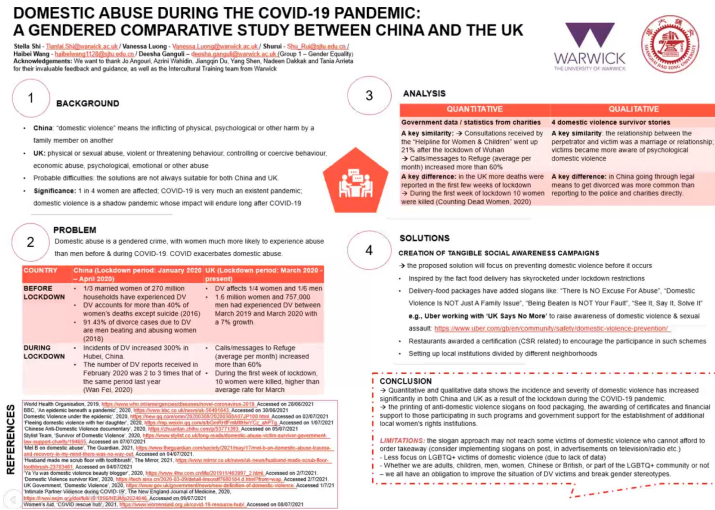
Work in Groups

Students virtually meet their counterparts, jointly research and present possible solutions to key global challenges.

What students get out of the program?

- Interdisciplinary research skills;
- Presentation skills at virtual events;
- A whole set of different perspectives on issues of great relevance to all of us;
- A new set of friends and contacts in different departments;

Students' posters：


DOMESTIC ABUSE DURING THE COVID-19 PANDEMIC:
A GENDERED COMPARATIVE STUDY BETWEEN CHINA AND THE UK

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1 BACKGROUND

- China: "domestic violence" means the inflicting of physical, psychological or other harm by a family member on another
- UK: physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological, emotional or other abuse
- Probable difficulties: the solutions are not always suitable for both China and UK
- Significance: 1 in 4 women are affected; COVID-19 is very much an existent pandemic; domestic violence is a shadow pandemic whose impact will endure long after COVID-19

2 PROBLEM

Domestic abuse is a gendered crime, with women much more likely to experience abuse than men before & during COVID-19. COVID exacerbates domestic abuse.

COUNTRY	China (Lockdown period: January 2020 – April 2020)	UK (Lockdown period: March 2020 – present)
BEFORE LOCKDOWN	• 1/3 married women of 270 million households have experienced DV • DV accounts for more than 40% of women's deaths except suicide (2016) • 91.43% of divorce cases due to DV are men beating and abusing women (2018)	• DV affects 1/4 women and 1/6 men • 1.6 million women and 757,000 men had experienced DV between March 2019 and March 2020 with a 7% growth.
DURING LOCKDOWN	• Incidents of DV increased 300% in Hubei, China • The number of DV reports received in February 2020 was 2 to 3 times that of the same period last year (Wan Fei, 2020)	• Calls/messages to Refuge (average per month) increased more than 60% • During the first week of lockdown, 10 women were killed, higher than average rate for March

3 ANALYSIS

QUANTITATIVE	QUALITATIVE
Government data / statistics from charities	4 domestic violence survivor stories
A key similarity: → Consultations received by the "Helpline for Women & Children" went up 21% after the lockdown of Wuhan → Calls/messages to Refuge (average per month) increased more than 60%	A key similarity: the relationship between the perpetrator and victim was a marriage or relationship; victims became more aware of psychological domestic violence
A key difference: in the UK more deaths were reported in the first few weeks of lockdown → During the first week of lockdown 10 women were killed (Counting Dead Women, 2020)	A key difference: in China going through legal means to get divorced was more common than reporting to the police and charities directly.

4 SOLUTIONS

CREATION OF TANGIBLE SOCIAL AWARENESS CAMPAIGNS

- → the proposed solution will focus on preventing domestic violence before it occurs
- Inspired by the fact food delivery has skyrocketed under lockdown restrictions
- Delivery-food packages have added slogans like: "There Is NO Excuse For Abuse", "Domestic Violence Is NOT Just A Family Issue", "Being Beaten Is NOT Your Fault", "See It, Say It, Solve It"
  e.g., Uber working with 'UK Says No More' to raise awareness of domestic violence & sexual assault: https://www.uber.com/us/en/community/safety/domestic-violence-prevention/
- Restaurants awarded a certification (CSR related) to encourage the participance in such schemes
- Setting up local institutions divided by different neighborhoods

CONCLUSION

→ Quantitative and qualitative data shows the incidence and severity of domestic violence has increased significantly in both China and UK as a result of the lockdown during the COVID-19 pandemic
→ the printing of anti-domestic violence slogans on food packaging, the awarding of certificates and financial support to those participating in such programs and government support for the establishment of additional local women's rights institutions.

LIMITATIONS: the slogan approach may not reach some victims of domestic violence who cannot afford to order takeaway (consider implementing slogans on post, in advertisements on television/radio etc.)
- Less focus on LGBTQ+ victims of domestic violence (due to lack of data)
- Whether we are adults, children, men, women, Chinese or British, or part of the LGBTQ+ community or not – we all have an obligation to improve the situation of DV victims and break gender stereotypes.

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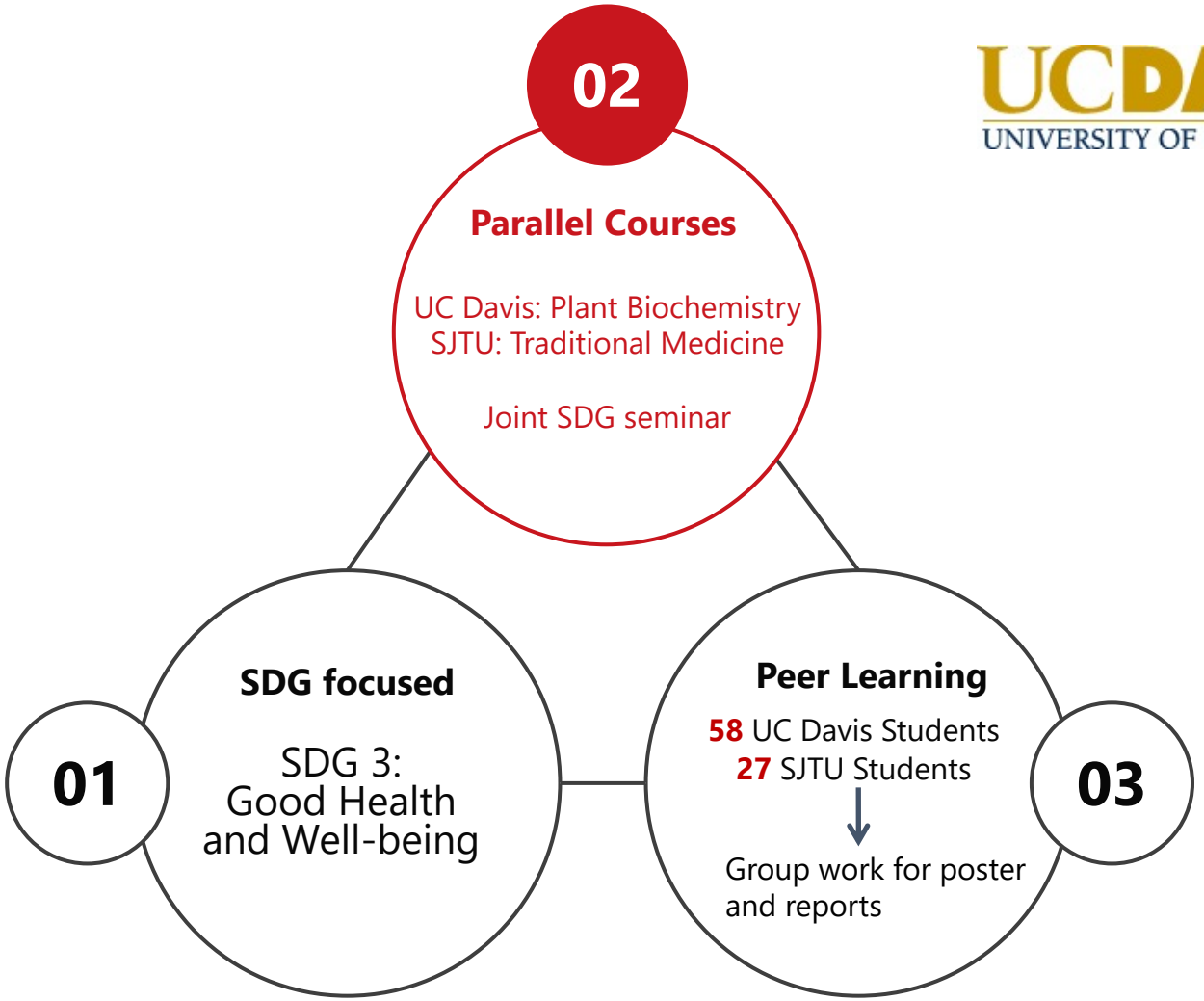
SJTU- UC Davis- Tec de Monterrey “Global Classroom and SDGs”



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Tecnológico de Monterrey

Highlight: cross-cultural group discussions…

- Cross-cultural Peer Learning:

1. How plantation of “basil” relates to combating poverty in China?
2. How American students view the economic value of “traditional medicine”?

- Toolkit for other partner universities to develop SDG related collaborative courses or programs

Multilateral Collaborations

APRU Virtual Student Exchange Program

- APRU VSE is a timely “helping hand” for every student who wishes to get international experience and stay connected with their peers around the world.
- APRU VSE is warmly received and popular in SJTU community.

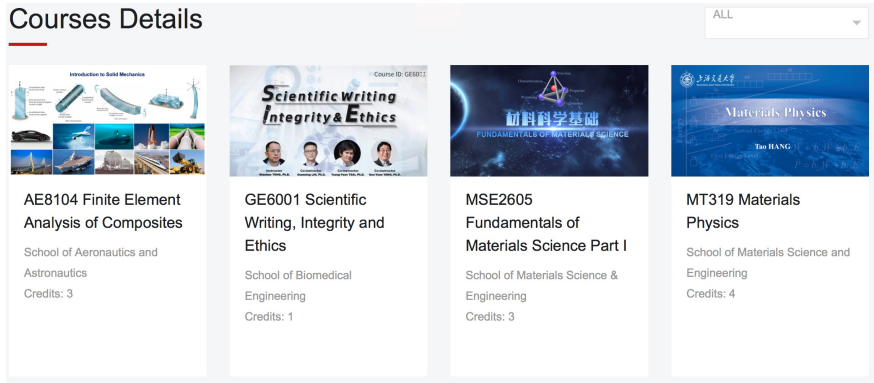
SJTU-Warwick-HKU-Cornell-Toronto “TeaMWork Virtual Internship Program”

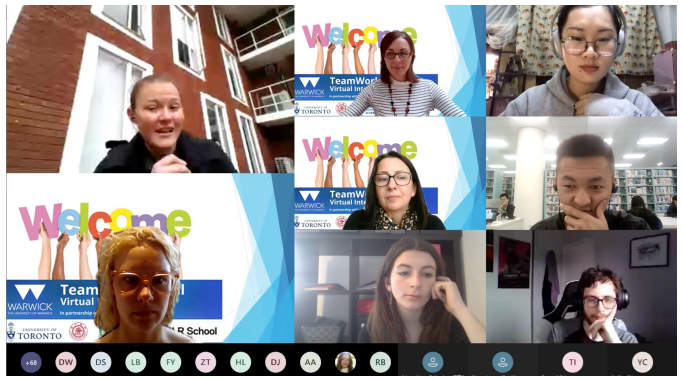
- Organizations from different sectors + Higher education professionals
- Students will be mixed and work in diversified groups to work on one real life project raised by the organization.
- Enrich students’ experience regarding career preparation and evoke their intercultural awareness

SJTU “Jiao Tong” Global Virtual Classroom

- Shared Courses
- Jointly-built Courses

Multilateral collaboration has proven to be very resilient in facing the new challenges and overcoming the difficulties together, by sharing best practices and creating virtual spaces for dialogues.





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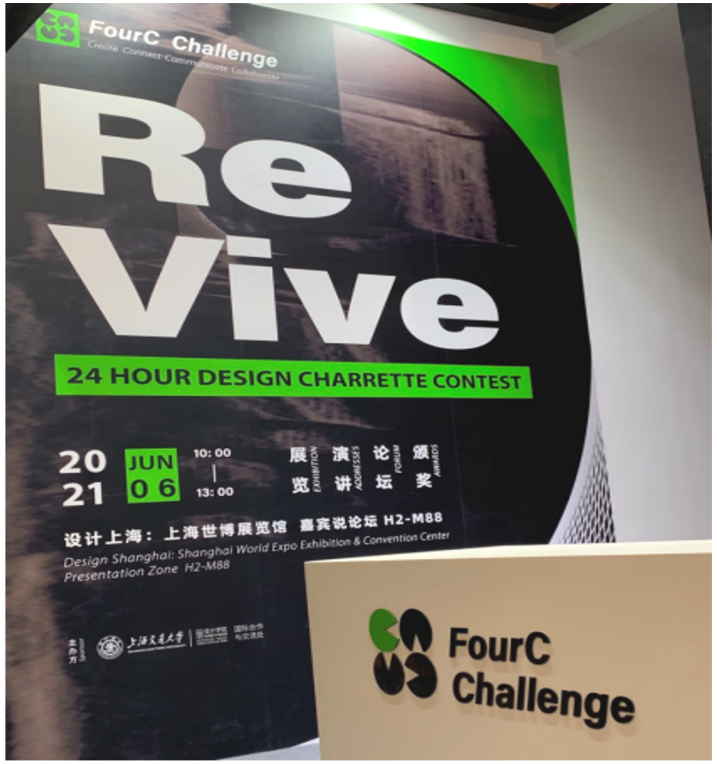
SJTU FourC Challenge 24-Hour Design Charrette



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FourC Challenge stands for **Create, Connect, Communicate and Collaborate**. It directs students' attention to the development trend of human society, use design tools to solve social problems, jointly create a sustainable, healthy and beautiful human living environment.

It first started in 2020, attracted more than **200** registrants from **52** international institutions to complete the **24-hour online design challenge.** In 2021, over **300** registrants from **70** invited international institutions joined us. The response is enormously positive.

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SJTU SDG July Camp 2022：Collaborative Learning Opportunities

- PBL focusing on SDG themes; student-driven discussion and research
- Students work in groups of 6, attention given to diversity in culture and discipline

Week 1	Week 2 (optional)	Week 3	Week 4
Opening and program overview; Ice-breaking events; Lectures on SDGs; introduction to research methodology and resources; intercultural awareness and skills	Self-studies	Online group work 2h/day； Onsite seminars, office hours optional	Online group work 2h/day； Final day: Presentation + Poster Best Solution; People's vote…
hybrid	offline	hybrid	hybrid

- Let us know if you are interested to give lecture(s), co-develop, or/and co-deliver projects (open it to your students)
- Contact: Guoliang@sjtu.edu.cn

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THANK YOU

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