APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

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Session 2D: Tues 5th March, 10:30 – 11:15

Partnering for Change-Transnational Education to Support a Sustainable Net-Zero Future

Cheng Tung Chong
Shanghai Jiao Tong University, China

Liang Guo
Shanghai Jiao Tong University, China

Chair

Cheng Tung Chong
Shanghai Jiao Tong University, China

APAIE 2024

Partnering for Change-
Transnational Education to Support a Sustainable Net-Zero Future

March 5th, 2024

Ms. Liang Guo
Dr. Cheng Tung Chong
Shanghai Jiao Tong University

Presenters

Dr. Cheng Tung Chong is an Associate Professor at the China-UK Low Carbon College, Shanghai Jiao Tong University. He holds a PhD (Engineering) from University of Cambridge, UK. He is passionate about teaching and has been actively involved in international teaching such as the SJTU SDG July Camp program and APRU collaborative learning program (global virtual classroom).

Ms Liang Guo serves as the Deputy Director of the International Affairs Office at Shanghai Jiao Tong University. Her role includes developing strategic institutional partnerships with overseas universities, designing, and implementing pilot international engagement projects such as the SDG July Camp, professional training dialogues and workshops, and more.

Top Universities in China

Facts and Figures of SJTU

Total Students – 54,759

PG Students	UG Students
66%	34%

International Students – 2,096

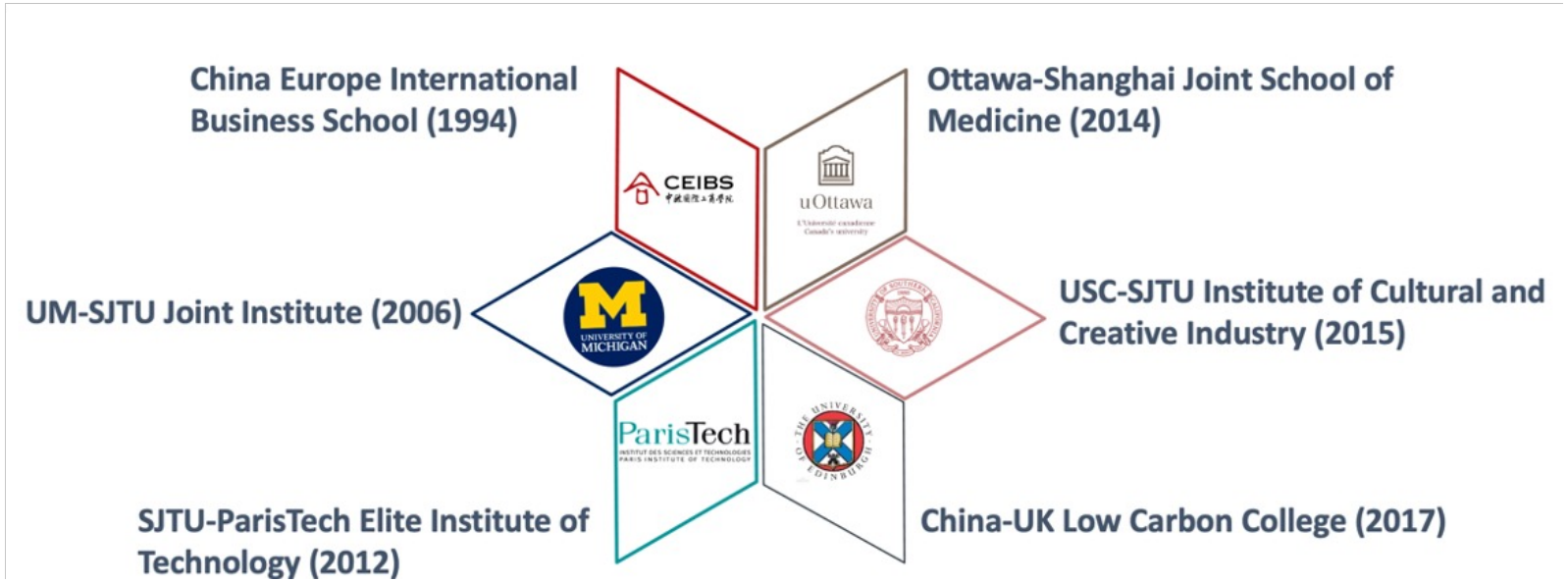
PG Students	UG Students
63%	37%

Total Faculty Staff – 10,587

Domestic	International
10,320	267

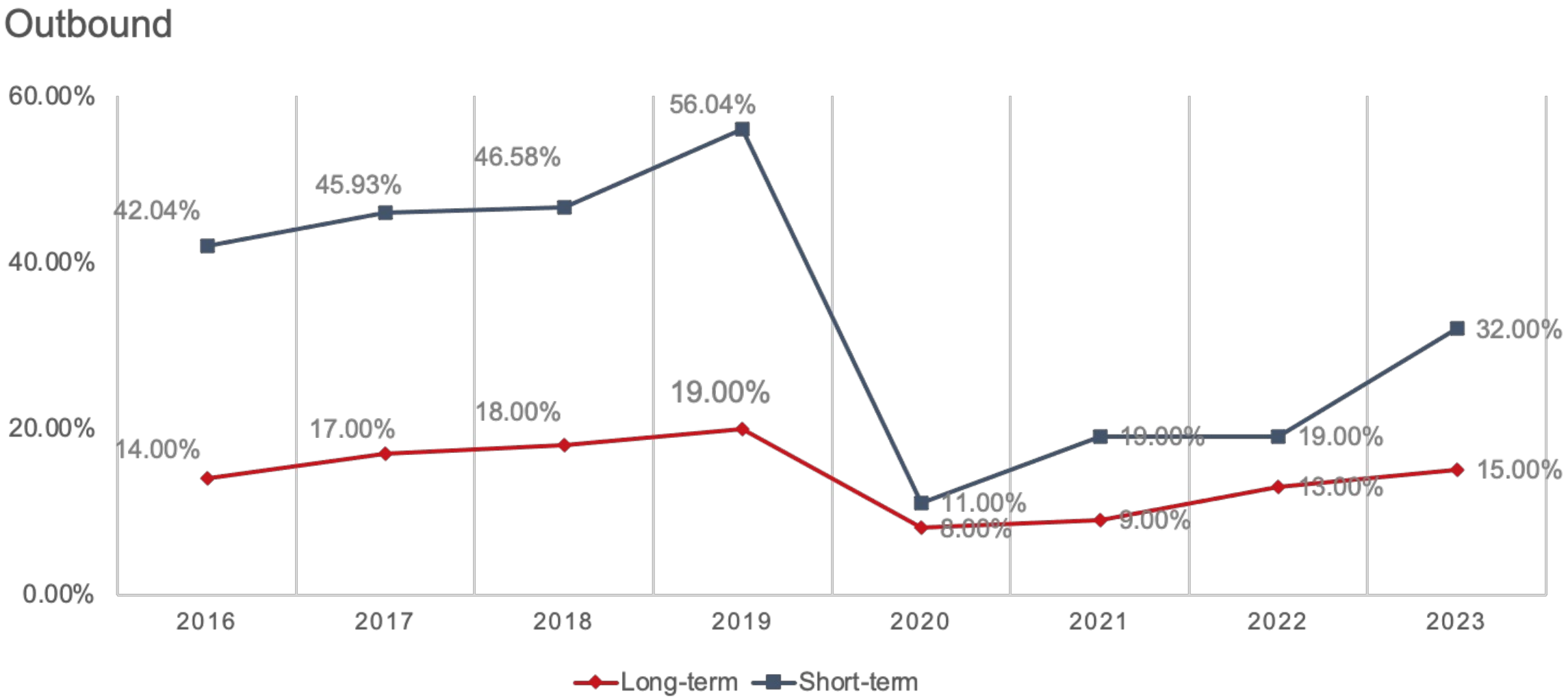
上海交通大學
SHANGHAI JIAO TONG UNIVERSITY

Transnational education @SJTU



Challenges: Joint Institutes can cover upto 10% of the entire student body.
Huge financial input.

SJTU Student Mobility Growth before Covid



Global Competence and SDGs

- Awareness of global issues, esp. in regard to sustainability
- SDGs
- Transdisciplinary learning
- Academic and professional training

- Intercultural Competence
- Communication and Collaboration
- Critical Thinking
- Creativity
- Digital Literacy
- Life & Career Skills

- Raising awareness about SDGs
- Interdisciplinary projects related to SDGs
- Cross-border collaborations

- Universal Values
- Reflection of one's own opinions and values
- Examining global environmental, economic, and social challenges

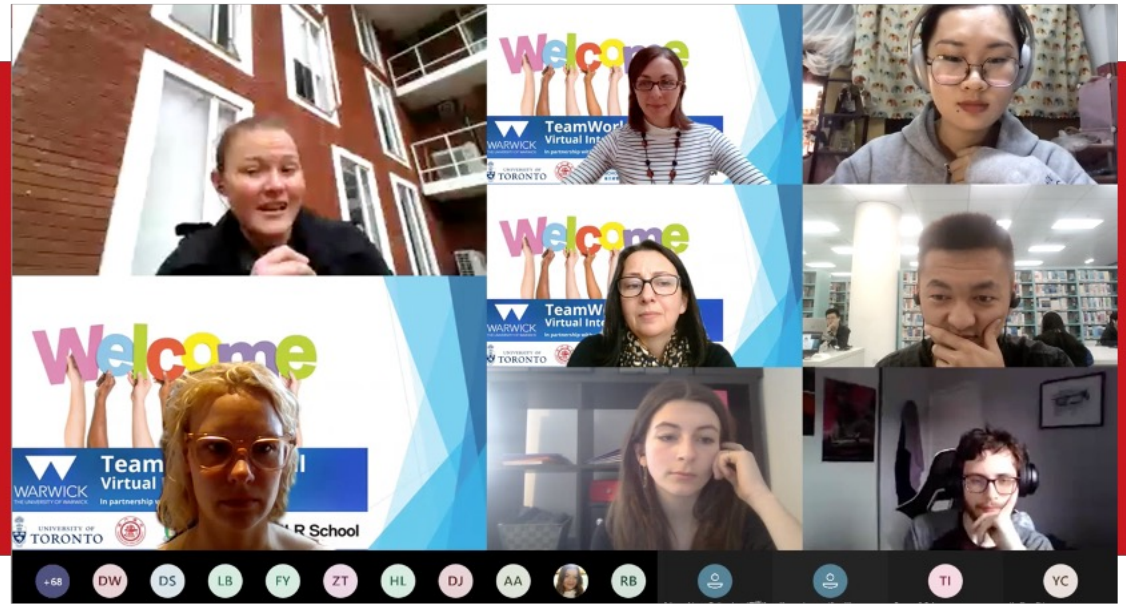
Global Opportunities for ALL

Course Collaboration:

- Global Virtual Classroom Program
  - shared courses
  - co-built courses
- SDG July Camp Program
- COIL(Collaborative Online International Learning)

Multilateral Collaboration:

- APRU SDG for Global Citizenship Program
- Warwick-SJTU-HKU-Cornell-U Toronto Internship Program

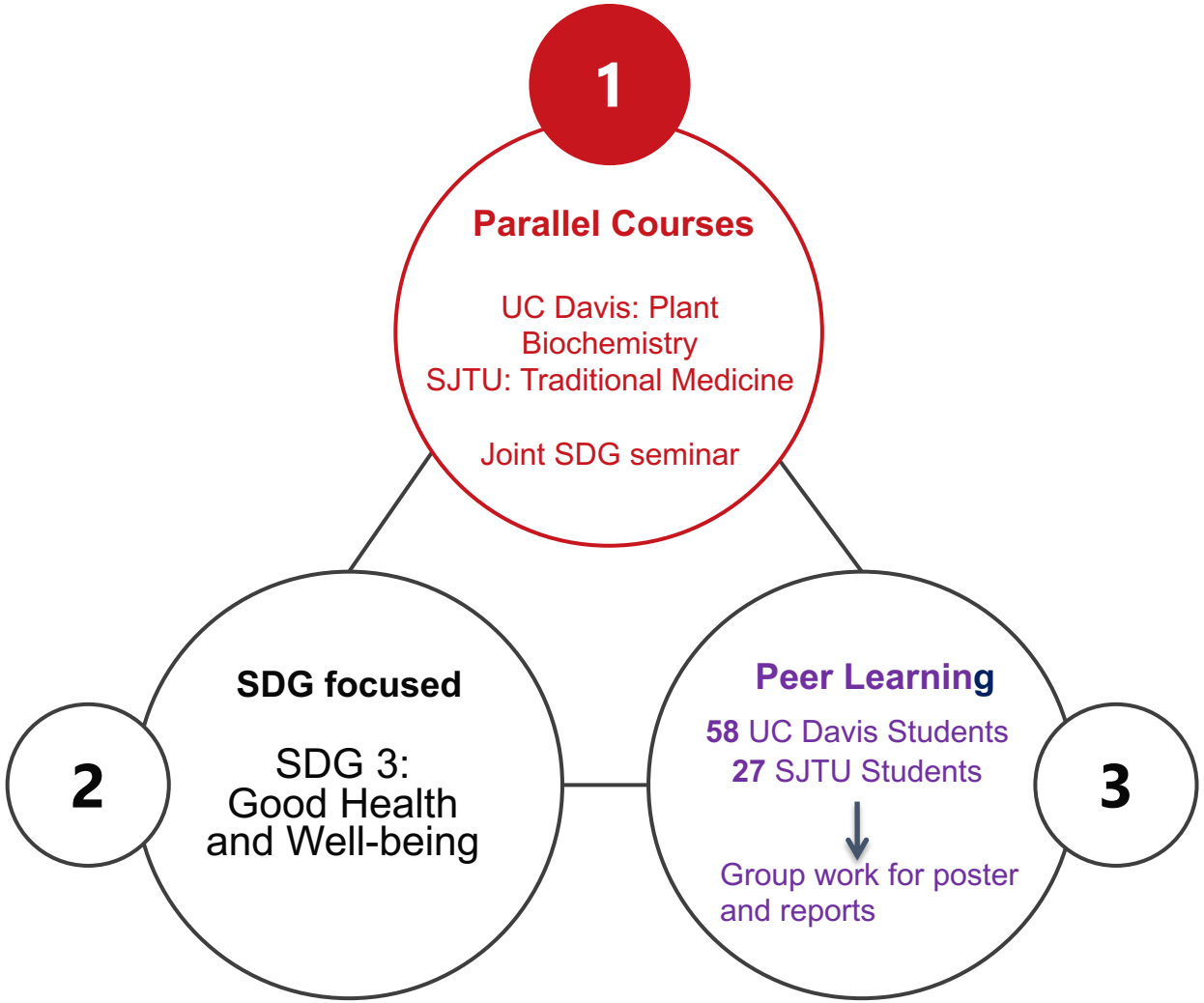


A 2021 Pilot: U21 Education Innovation Project

UC DAVIS UNIVERSITY OF CALIFORNIA

上海交通大學 SHANGHAI JIAO TONG UNIVERSITY

Tecnológico de Monterrey



Highlight: virtual intercultural group … group work on SDGs

- 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

SJTU SDG July Camp

Public Lectures
Multiple public lectures will be provided by experts/officials from global institutions

Opening Ceremony & Icebreakers
Open to all students

Cross-cultural Activities
Weekly theme-based activities open to all students

COIL
Collaborative teaching & collaborative learning

Closing Ceremony
Celebrating the course experiences by conducting the course reports

Transcript & Certificate
Certificates and transcripts will be provided to students who have successfully complete the chosen course

What to Expect

- Project-based learning (PBL) & group-based learning (GBL)
- Engage in discussions with peers from different cultures and disciplines in your group
- Take advantage of free lecture series on top of the coursework
- Meet experts from global universities

Core Competencies

- Intercultural competence
- Transferable skills
- Active learning
- Critical thinking and problem-solving
- Teamwork and leadership

上海交通大學 SHANGHAI JIAO TONG UNIVERSITY

SJTU SDG July Camp

- 11 courses
- 12 instructors from SJTU
- 19 instructors from 14 partner universities
- 428 students from 22 countries
- 92% of participants rated the program better than four stars on a five-star scale in feedback survey

2022

1. Net Zero-Carbon Fuels
2. The Urban Management for Port Cities in the 19th and 20th Centuries
3. Malaria Control -- the Millennium Struggle between Human Beings and Infectious Diseases
4. Philanthropy Development
5. Poverty and Mental Health
6. Traditional Medicine and UN sustainable Development Goals
7. Towards Sustainable and Resilient Cities
8. Economy, Development and Security in the Belt and Road Initiative: Between Relational and Rules-based Governance
9. Internet Law and Ethics
10. War and Peace

- 12 courses
- 21 instructors from SJTU
- 44 instructors from 31 partner universities
- 503 students from 39 countries
- 96% of participants rated the program better than four stars on a five-star scale in feedback survey

2023

1. Ecosystem restoration and sustainable development
2. Green shipping and marine renewable energy
3. LOW-CARBON BUILDINGS AND CITIES
4. Net Zero-Carbon Fuels
5. Sustainable Ocean Intelligent Autonomous Monitoring
6. Gender in Development and Education
7. ESG in Business Law and Economic Growth
8. Green Sustainable Transportation
9. Electrochemical Energy Storage
10. The Urban Management for Port Cities in the 19th and 20th centuries
11. Traditional Medicine & UN Sustainable Development Goals
12. Poverty & Mental Health

上海交通大學
SHANGHAI JIAO TONG UNIVERSITY

Course – Net Zero-Carbon Fuels

Course Implementation – Net Zero-Carbon Fuels

SDG July Camp Program

LARK

Established online T&L platform

The Team


Dr. Jo-Han Ng
Head of Research, University of Southampton Malaysia
南安普敦大学马来西亚分校科研主管

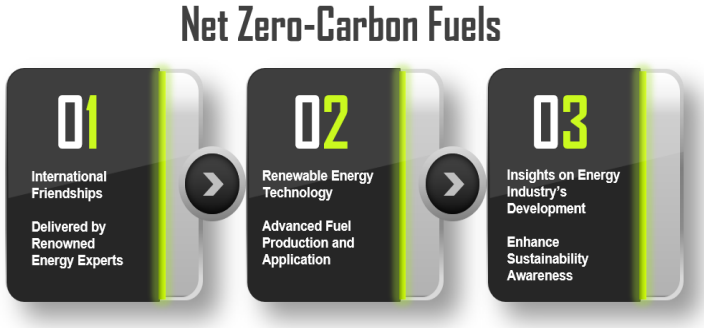

Dr. Cheng Tung Chong 张振东
Associate Professor, Shanghai Jiao Tong University
上海交通大学副教授

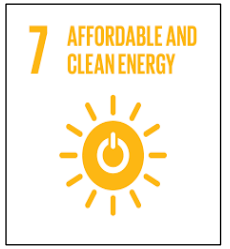

Dr. Agustin Valera-Medina
Professor, Cardiff University
英国卡尔迪夫大学教授


Haoyu Zhang 张颢玉
Teaching assistant, Shanghai Jiao Tong University
中英国际低碳学院，硕士生

3 instructors + 1 Tutor

The course





SDG-oriented course

Undergraduates (International: Local 3：1)；Transnational course

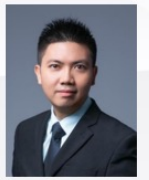
Course Overview – Net Zero-Carbon Fuels

Net Zero-Carbon Fuels (PJ 187)				
Week : Date	**Topic**	**Credit hours**	**Teaching mode**	**Lecturer-in-charge**
1: 19/6	L1: Introduction to SDG with emphasis on SDG 7	3	Lecture + discussion	CCT
1: 20/6	L2: Advancements of biofuels	3	Lecture + discussion	NJH
1: 21/6	L3: Biofuels sustainability: EWF + SDG perspectives	3	Lecture + discussion	NJH
1: 22/6	T1: Topical review 1 (Poster workshop)	2	Workshop + discussion	NJH
2: 26/6	L4: Sustainable aviation propulsion	3	Lecture + discussion	CCT
2: 27/6	L5: Green hydrogen as energy carrier	3	Lecture + discussion	AVM
2: 28/6	L6: Emerging zero-carbon fuels	2	Lecture + discussion	NJH
2: 29/6	L7: Green ammonia as energy carrier	3	Lecture + discussion	AVM
3: 3/7	T2: Topical review 2 + *Guest lecture (Prof Alasdair Cairns)*	2	Guest lecture	AVM
3: 4/7	L8: Power-to-X, Electrification	3	Lecture + discussion	CCT
3: 5/7	T3: Topical review 3 + *Guest lecture (Prof Gus Nathan)*	2	Guest lecture	CCT
3: 6/7	Group project presentations	3	Group presentation	CCT/NJH/AVM
Total		32		

Net Zero-Carbon Fuels

Dr Agustin Valera-Medina
Associate Professor
Cardiff University
CARDIFF UNIVERSITY

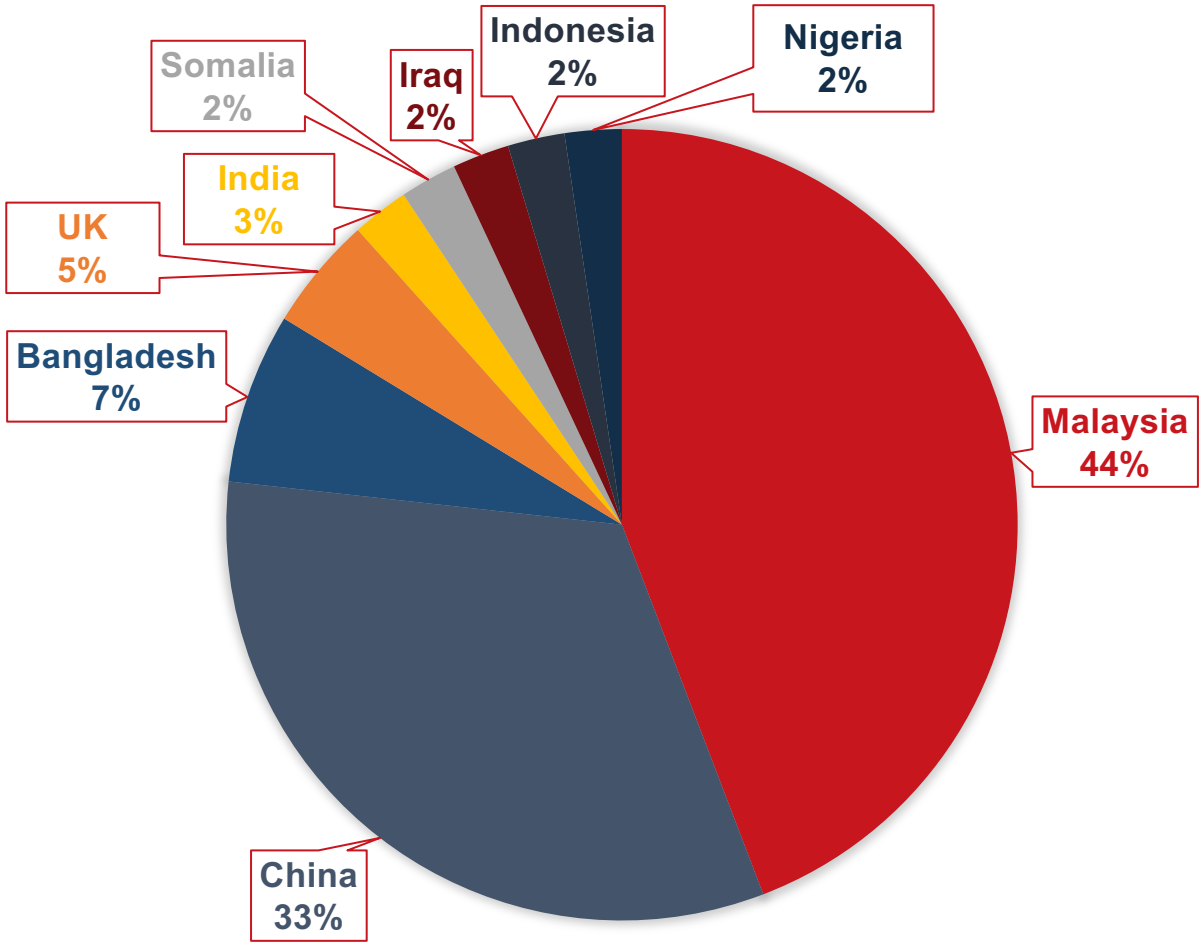
CARDIFF
WALES, UK



Dr Cheng Tung Chong
Associate Professor
Shanghai Jiao Tong University
上海交通大學 SHANGHAI JIAO TONG UNIVERSITY

Dr Jo-Han Ng
Associate Professor, Head of Research
University of Southampton Malaysia
UNIVERSITY OF Southampton MALAYSIA

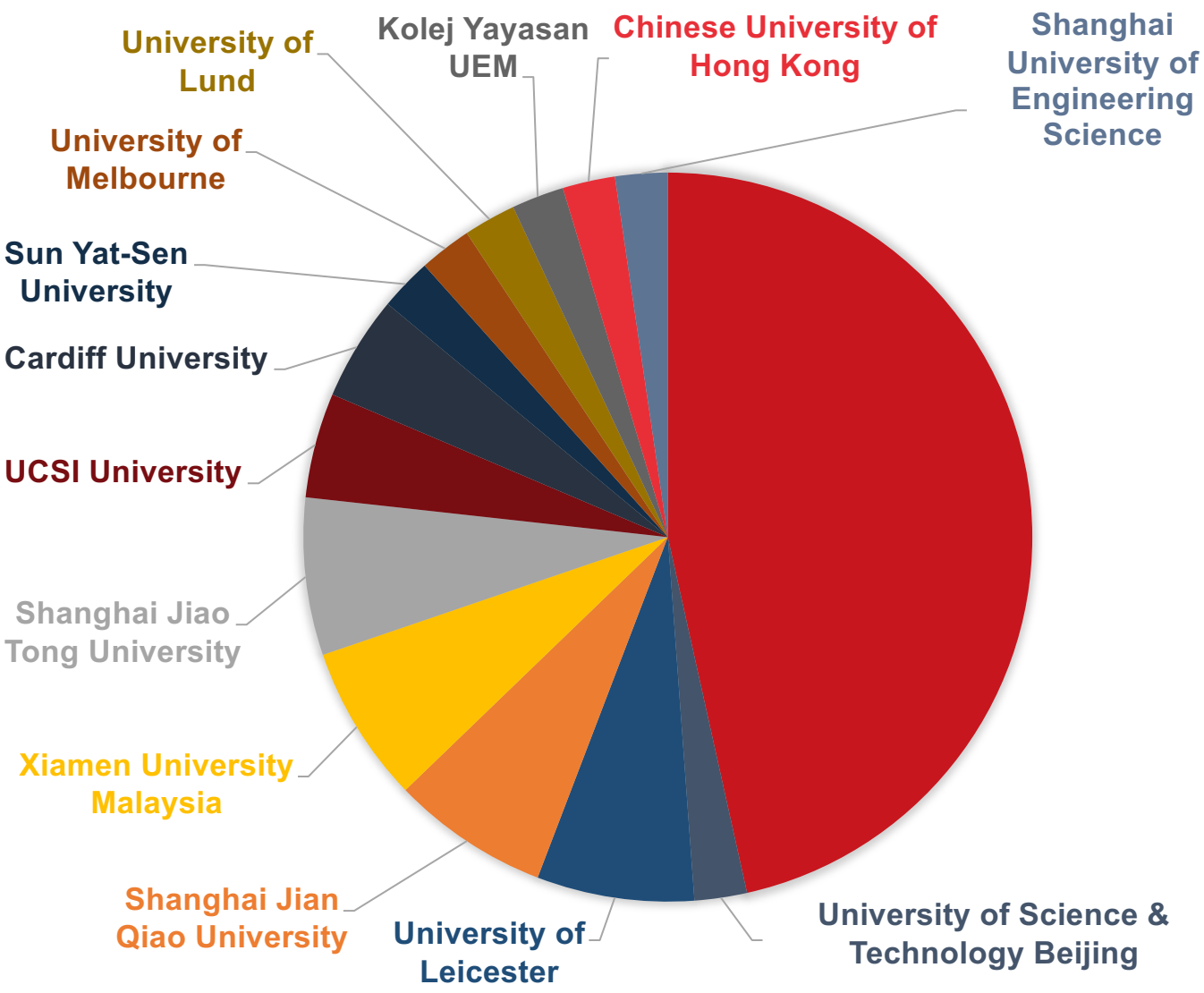
Course registration (by nationality)



No. of students - 43 Nationalities - 9

Malaysia	19
China	14
Bangladesh	3
UK	2
India	1
Somalia	1
Iraq	1
Indonesia	1
Nigeria	1

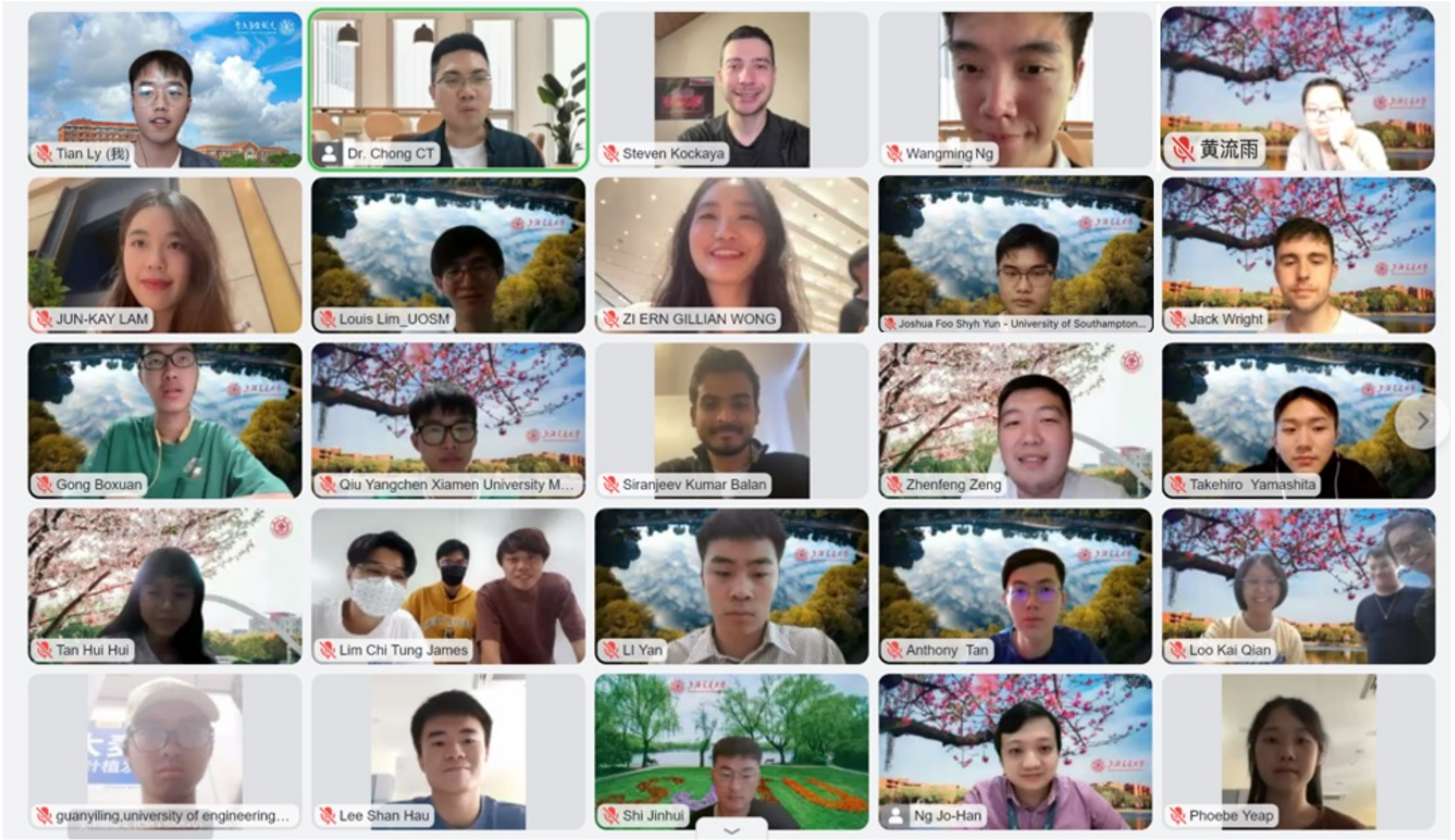
Course registration (by university)



No. of Student - 43 Universities - 14

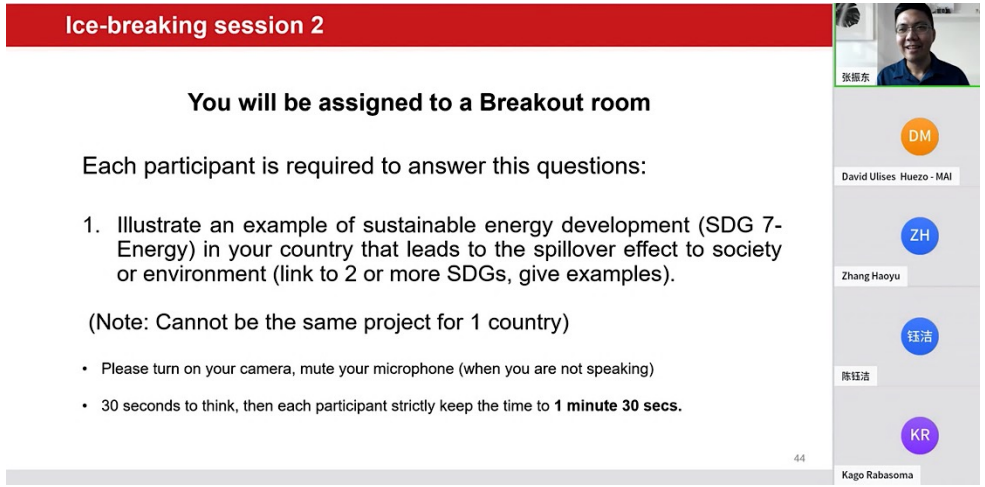
University of Southampton Malaysia	20
University of Science & Technology Beijing	1
University of Leicester	3
Shanghai Jian Qiao University	3
Xiamen University Malaysia	3
Shanghai Jiao Tong University	3
UCSI University	2
Cardiff University	2
Sun Yat-Sen University	1
University of Melbourne	1
University of Lund	1
Kolej Yayasan UEM	1
Chinese University of Hong Kong	1
Shanghai University of Engineering Science	1

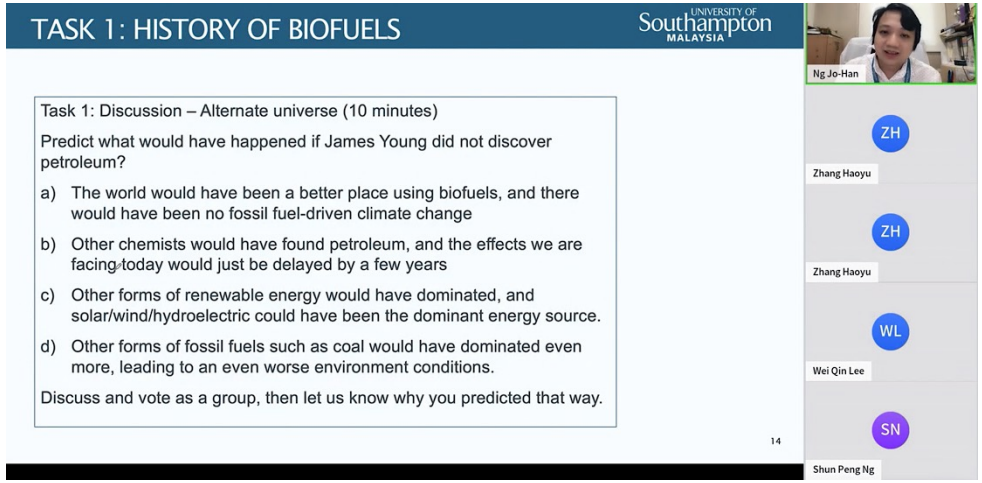
3…2…1… Time for Lecture @ LARK Platform



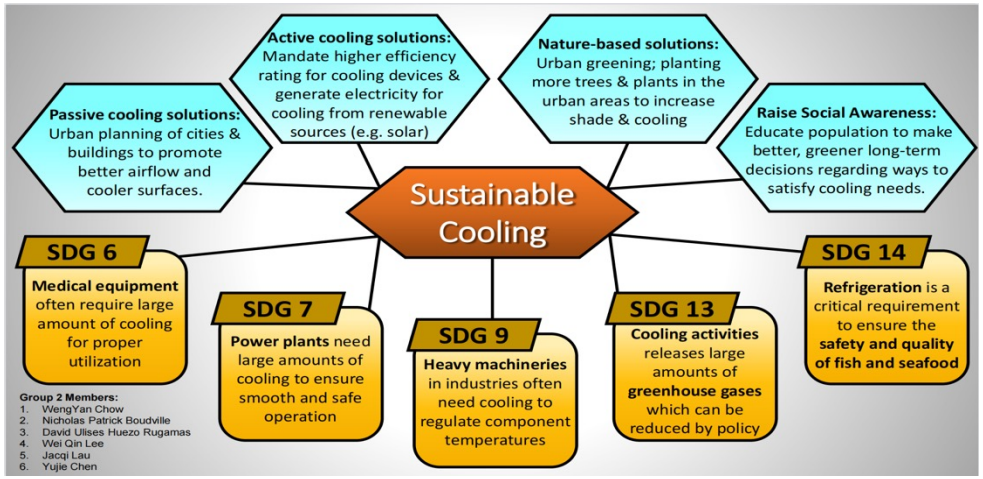
Group task + presentation

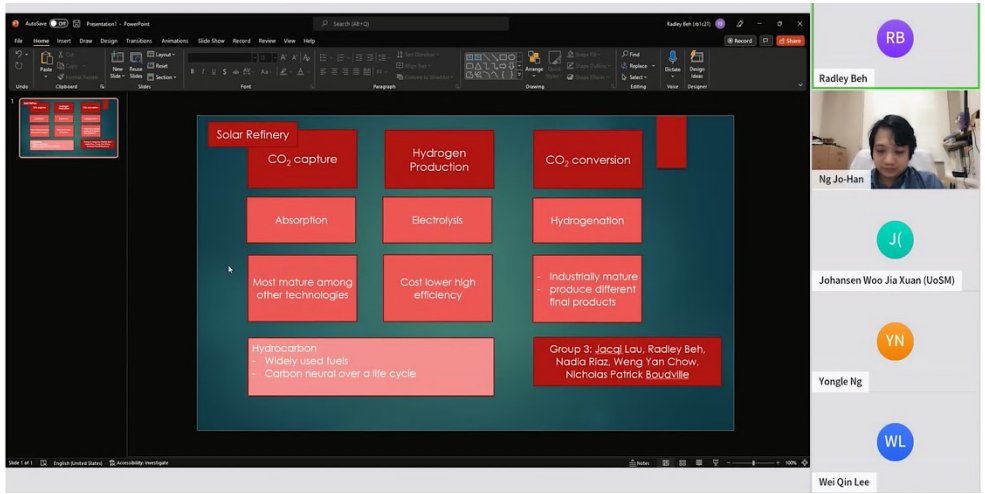
Group task





Presentation





A total of **9 random group tasks** were assigned throughout the course

Guest Lecture 1 – Prof Alasdair Cairns (University of Nottingham)

2023 SDG July Camp

Guest Lecture

2023

3 July

Ammonia ICE engines for future heavy transport applications

Prof. Alasdair Cairns

Director of the Powertrain Research Centre

University of Nottingham

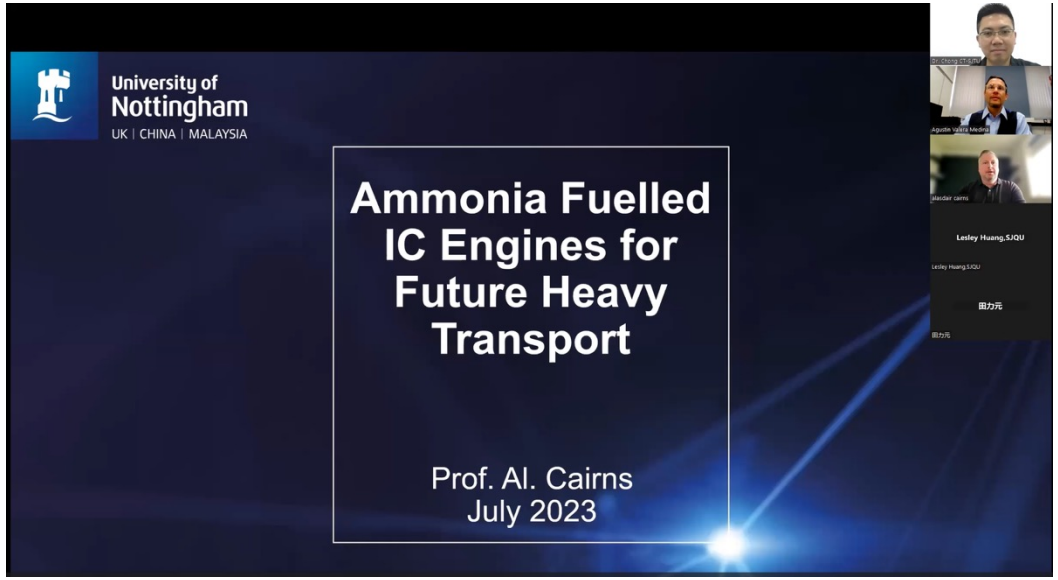
16:00 Shanghai; 09:00 UK; 17:30 Adelaide

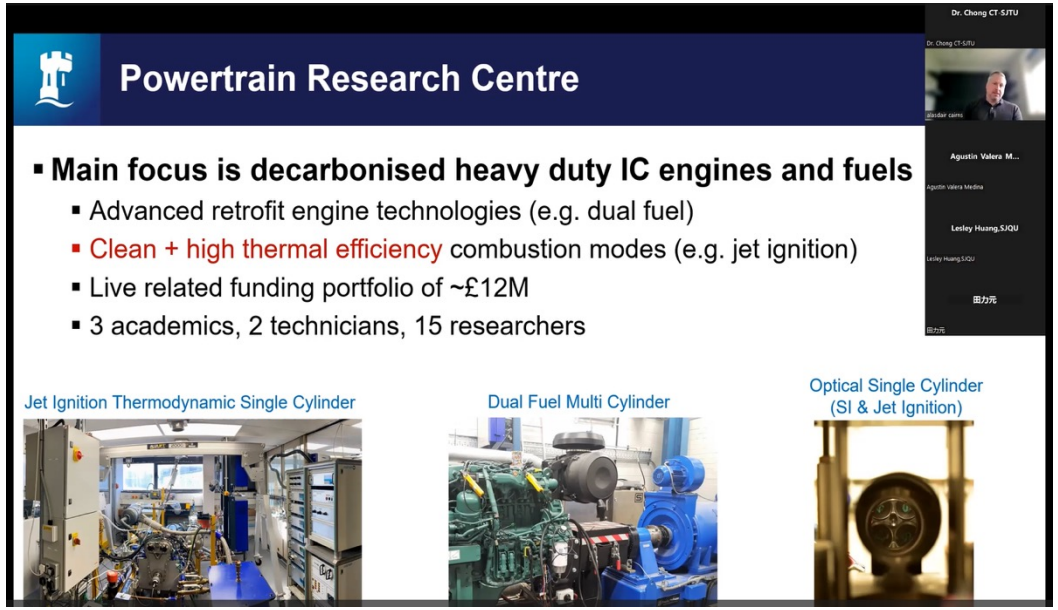
ZOOM: 84120449072 Password: 763526

Abstract

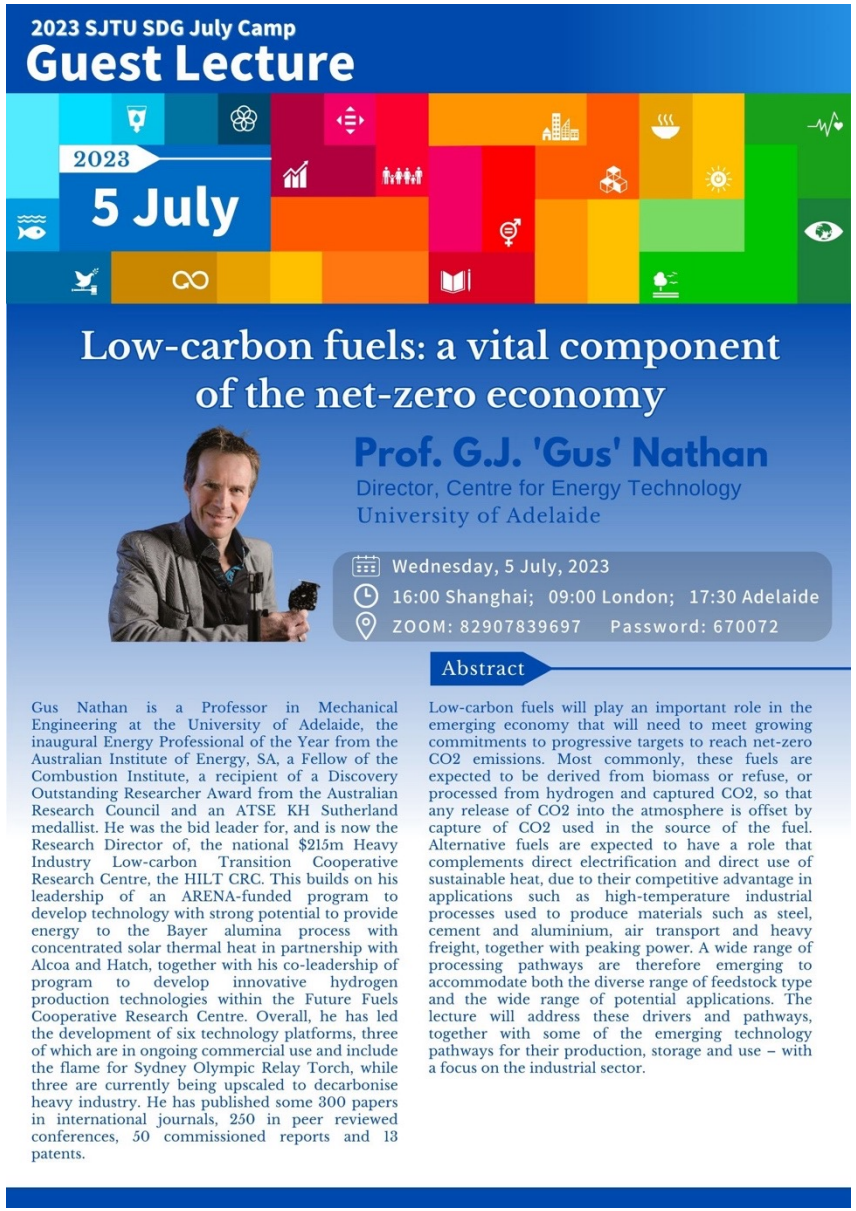
Professor Al Cairns is the Director of the Powertrain Research Centre at University of Nottingham and has over 23 years' experience in light and heavy-duty engines, decarbonised fuels and electric hybrid propulsion systems. His early career involved 10 years with engineering consultancy Cosworth/MAHLE Powertrain, managing large collaborative R&D programmes. He has since successfully led over 25 EPSRC, Innovate UK, Advanced Propulsion Centre and directly funded projects in his field with global industry partners. He is currently Programme Director for the MariNH3 which is investigating the potential of green ammonia to fuel and decarbonise commercial shipping.

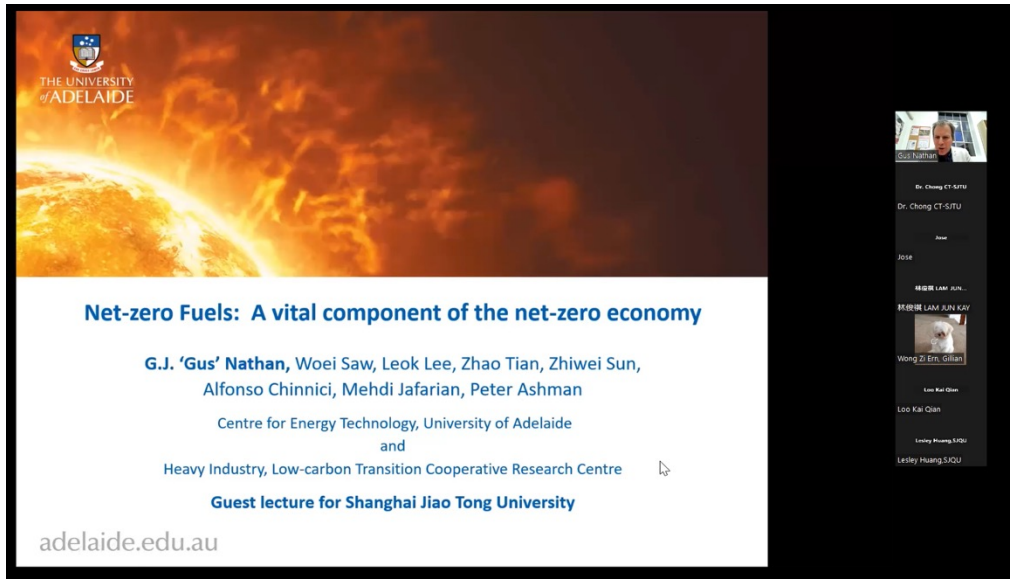
This presentation will provide a summary of the current state of the art in ammonia end use in internal combustion engines for heavy transport applications (marine, off-road machinery, freight rail) and stationary power. The presentation will include an update of recent experimental results obtained at the University of Nottingham, UK, for both retrofitted and dedicated ammonia IC engines, highlighting key challenges and opportunities for future research in ammonia engine combustion, performance, fuel consumption and emissions.

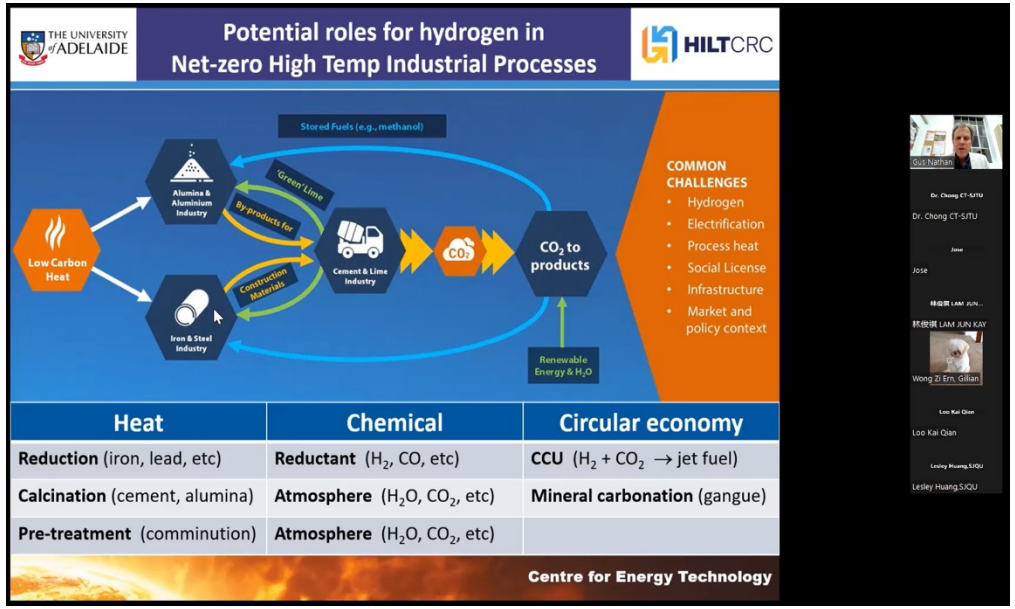




Guest Lecture 2 – Prof Gus Nathan (University of Adelaide)



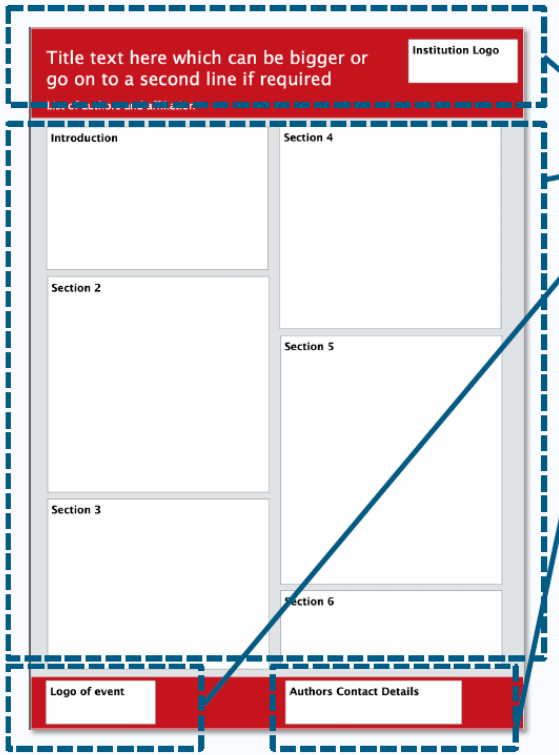




Soft Skill Enhancement – How-to-Make-Poster Workshop

02 RESEARCH POSTER

How the Create a Research Poster



Technical posters consist of:

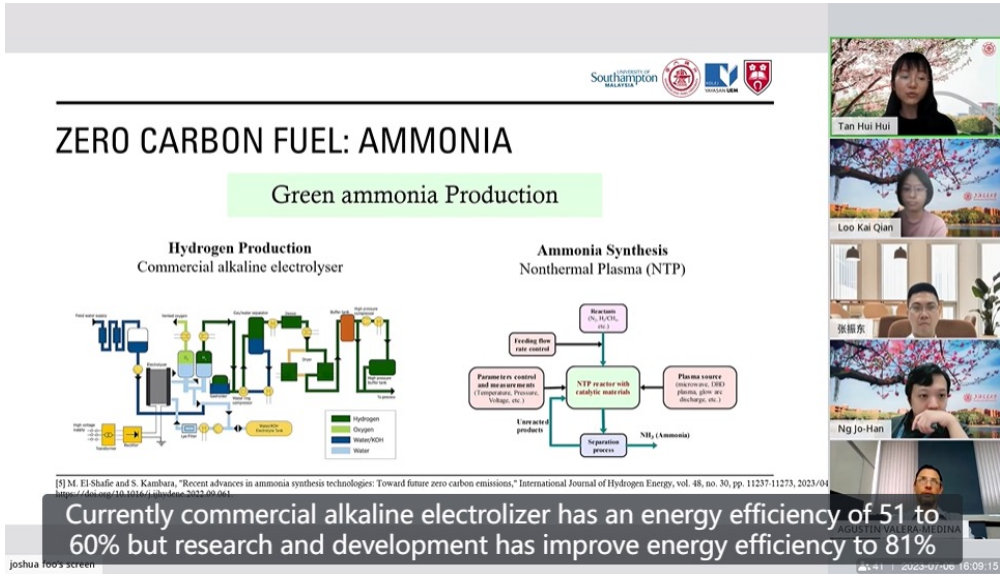
- Header information
- Body text
- Event details (PJ187)
- Contact information/others

Body text should ideally contain sections such as:

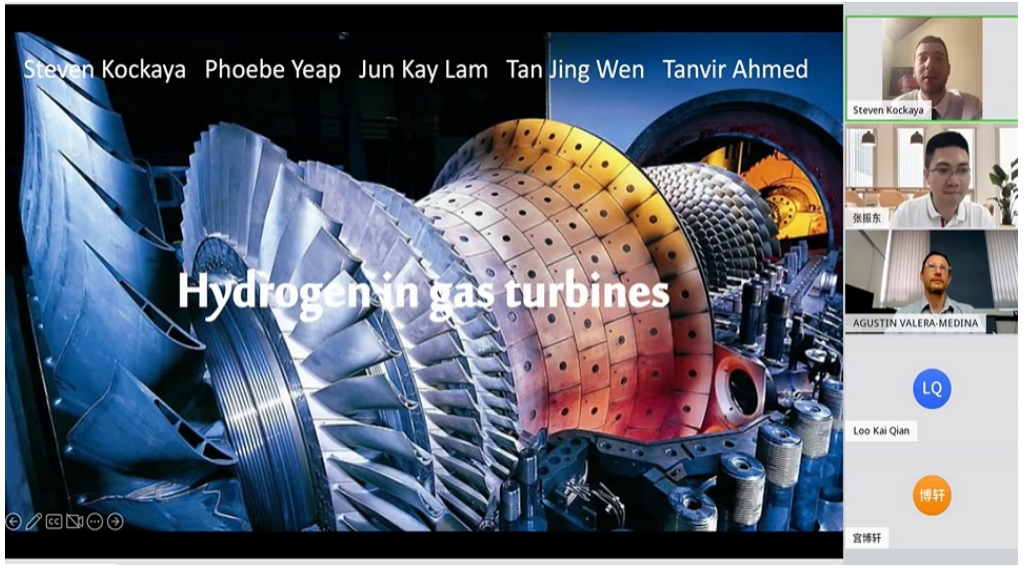
- Introduction
- Methodology/Set Up
- Concept/Framework
- Results & Discussion
- Conclusions
- References

Some posters will not contain all sections

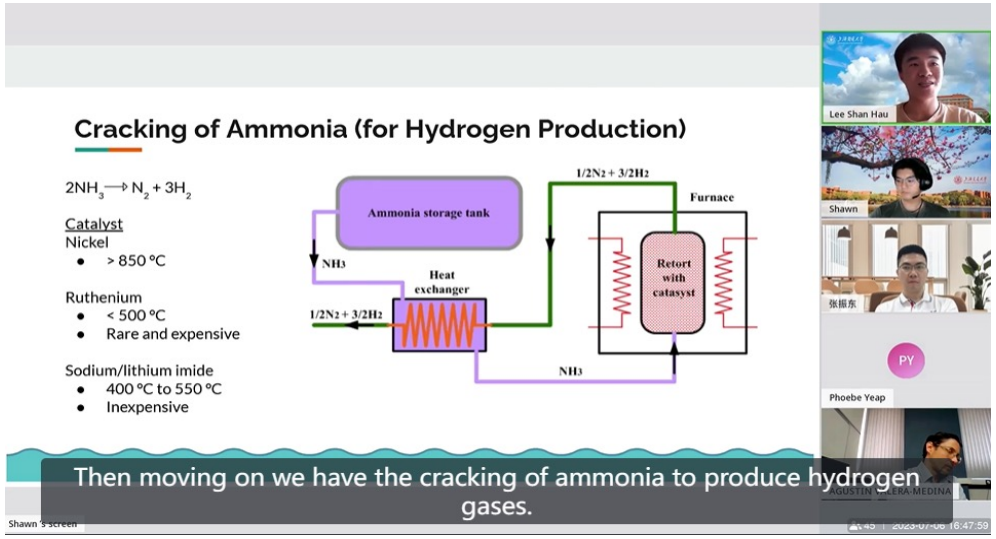
Final Presentation



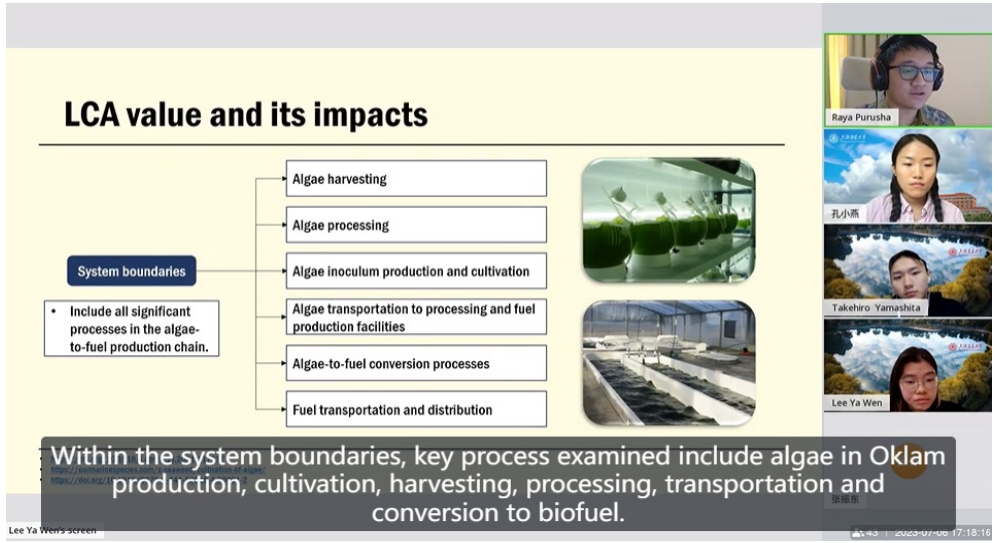
Group 1： Ammonia Coal co-firing for a steam furnace



Group 2： Hydrogen in gas turbines

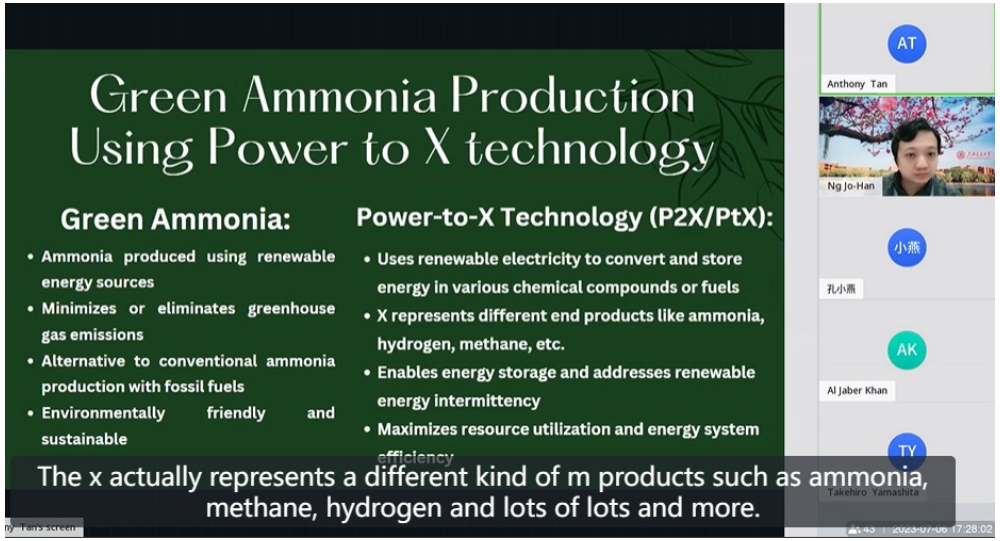


Group 3： Ammonia - hydrogen in ships



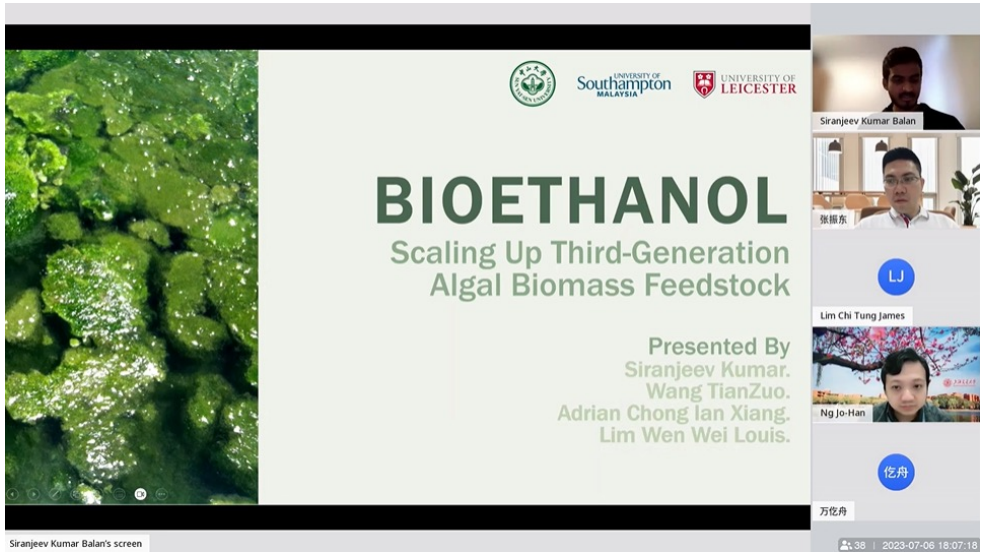
Group 4： Biojet fuel application in aircraft

Final Presentation



Group 5： Power-to-X technology

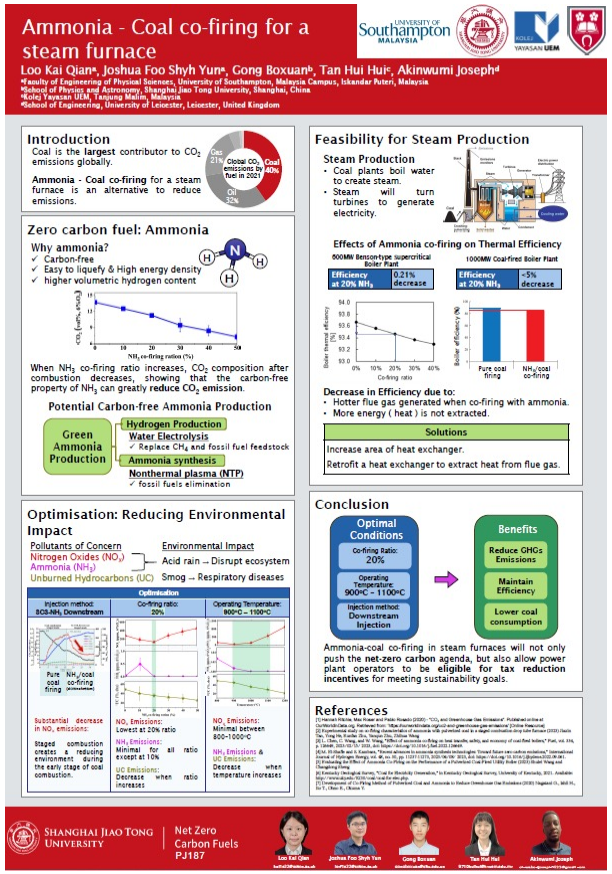
Group 6： Electrification

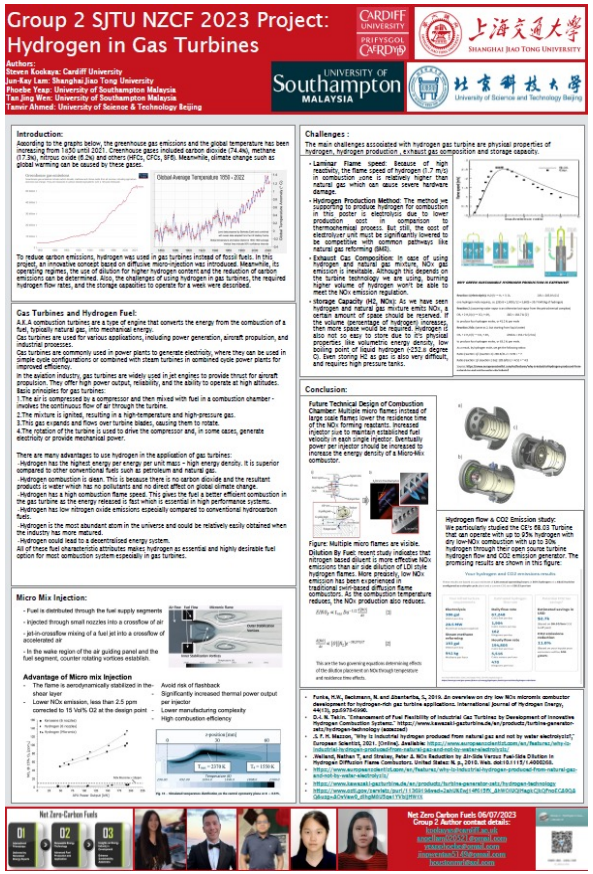


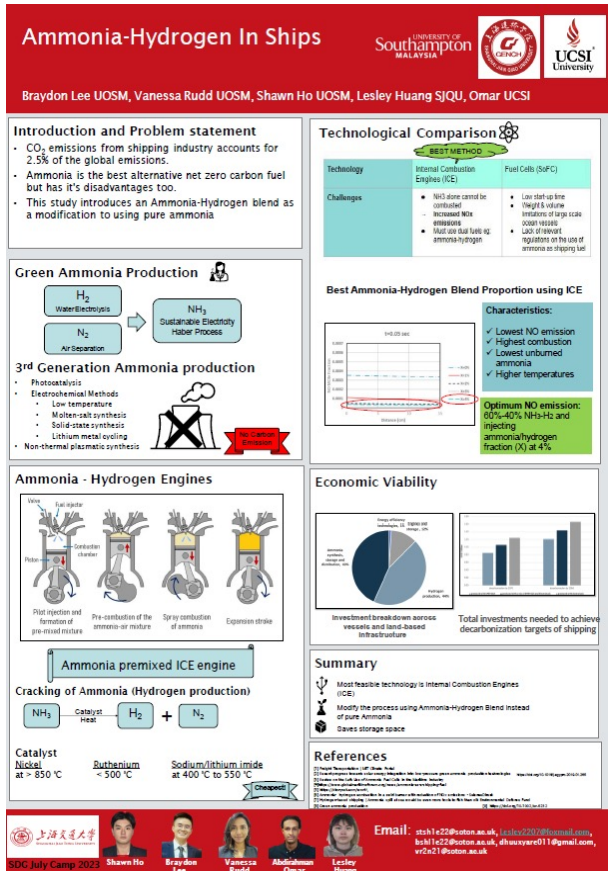
Group 8： Bioethanol - Scaling Up 3rd Gen Algal Biomass Feedstock

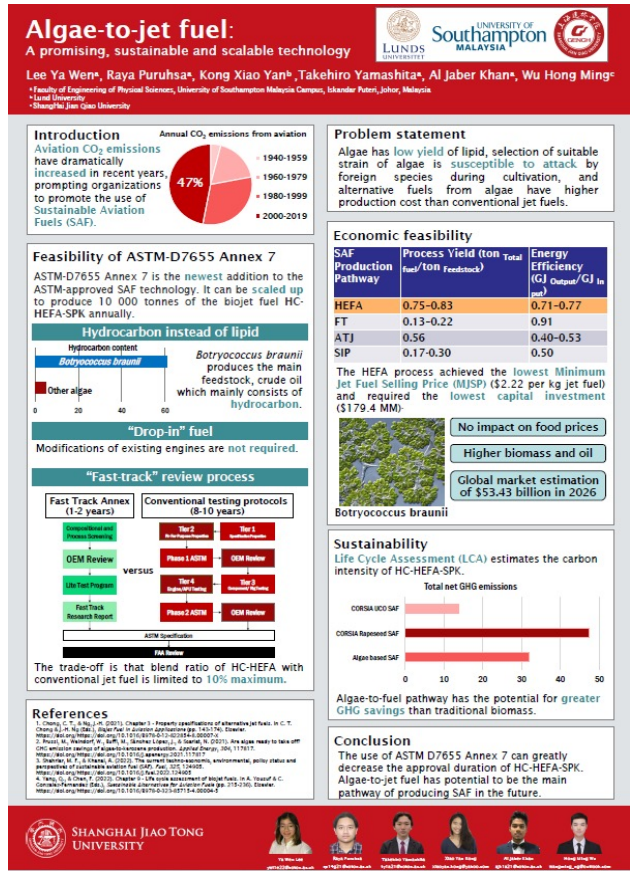
Group 9： Manure as Energy Source

Poster presentation



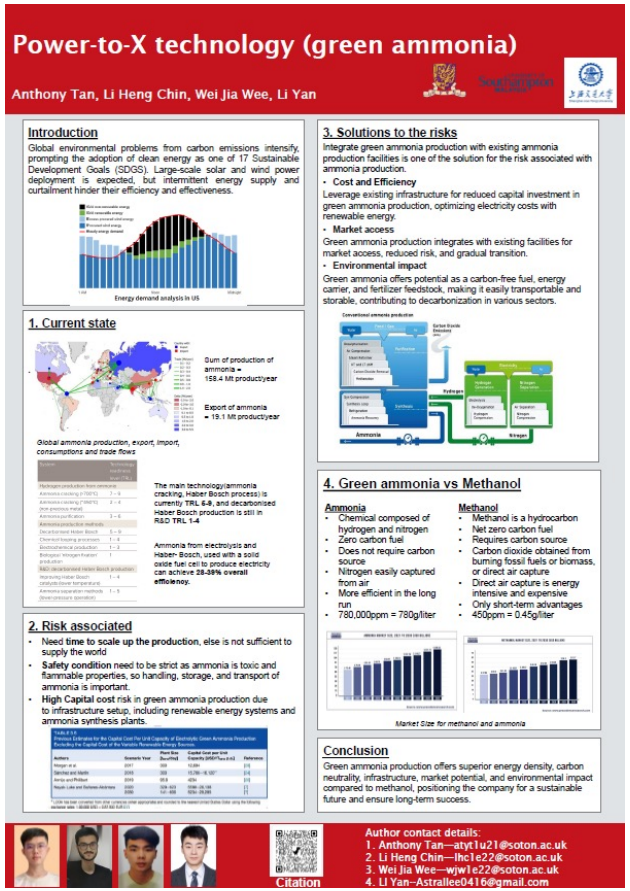


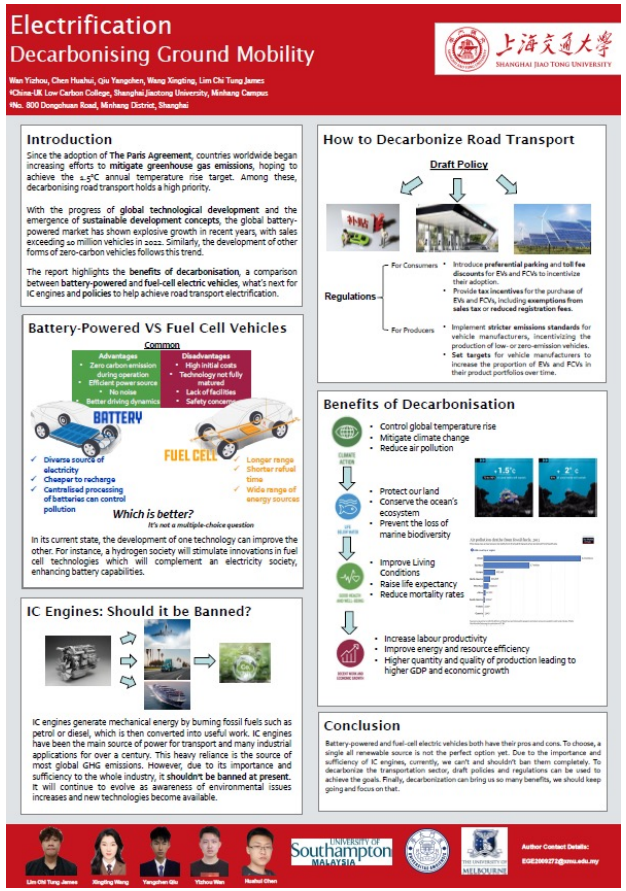


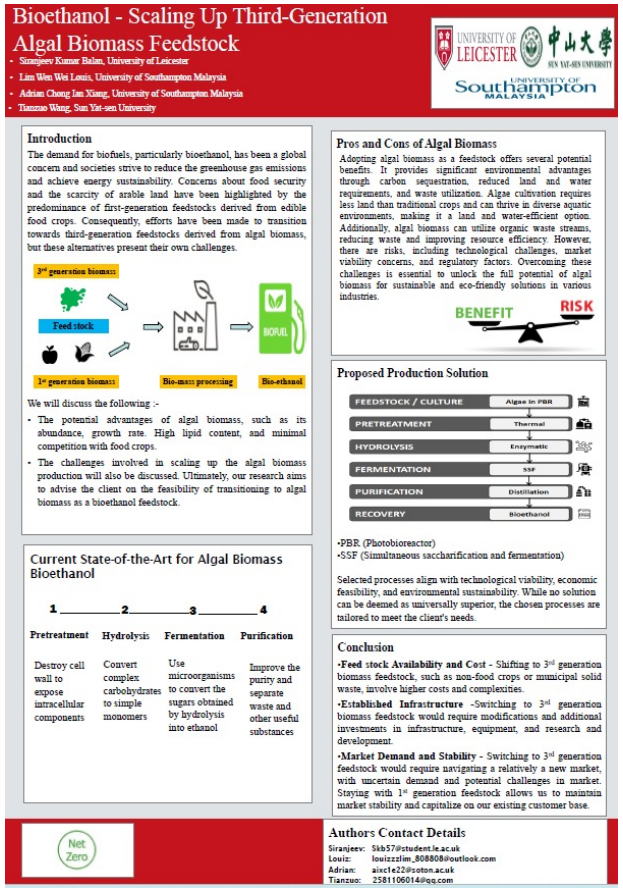


- **Poster – Summarise the project**
- **Enable other teams to read and reflect the work**

Poster presentation







- **Students learnt the skills of making poster**
- **Collaborative learning – enhance teamwork**

Best presentation award

Distinction Award: 1, 4

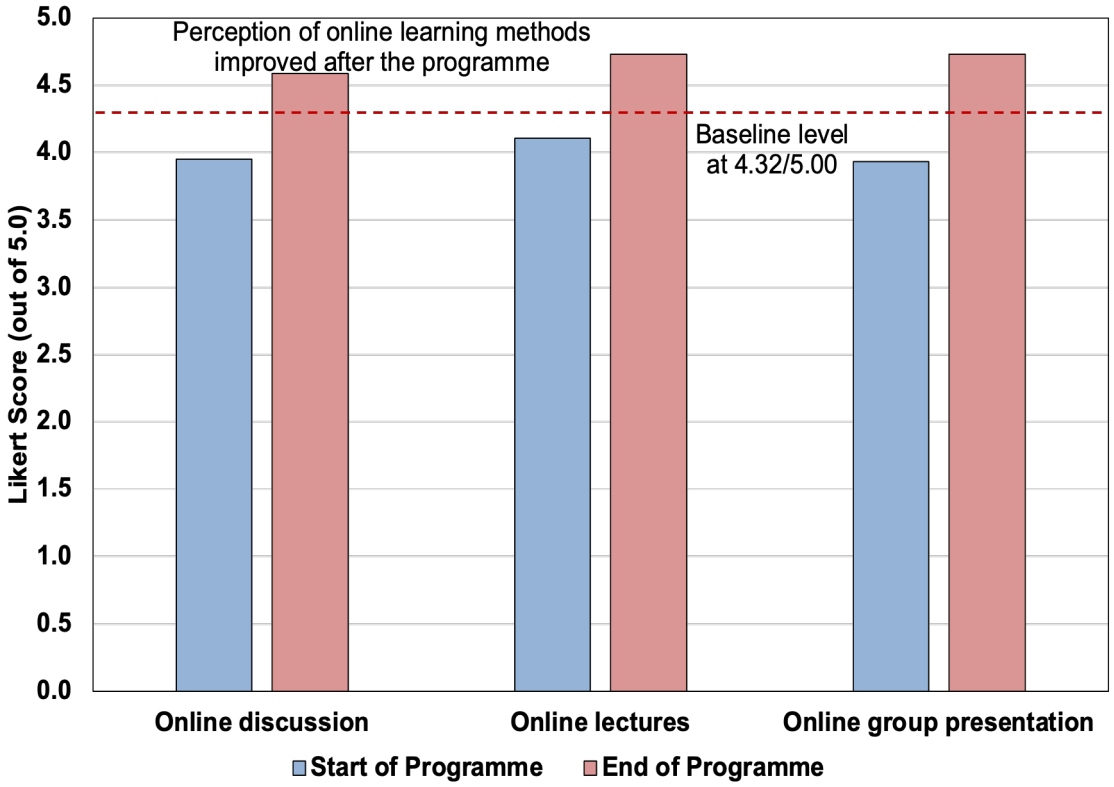
Outstanding Award: 5, 6, 9

Merit Award: 2, 3, 8

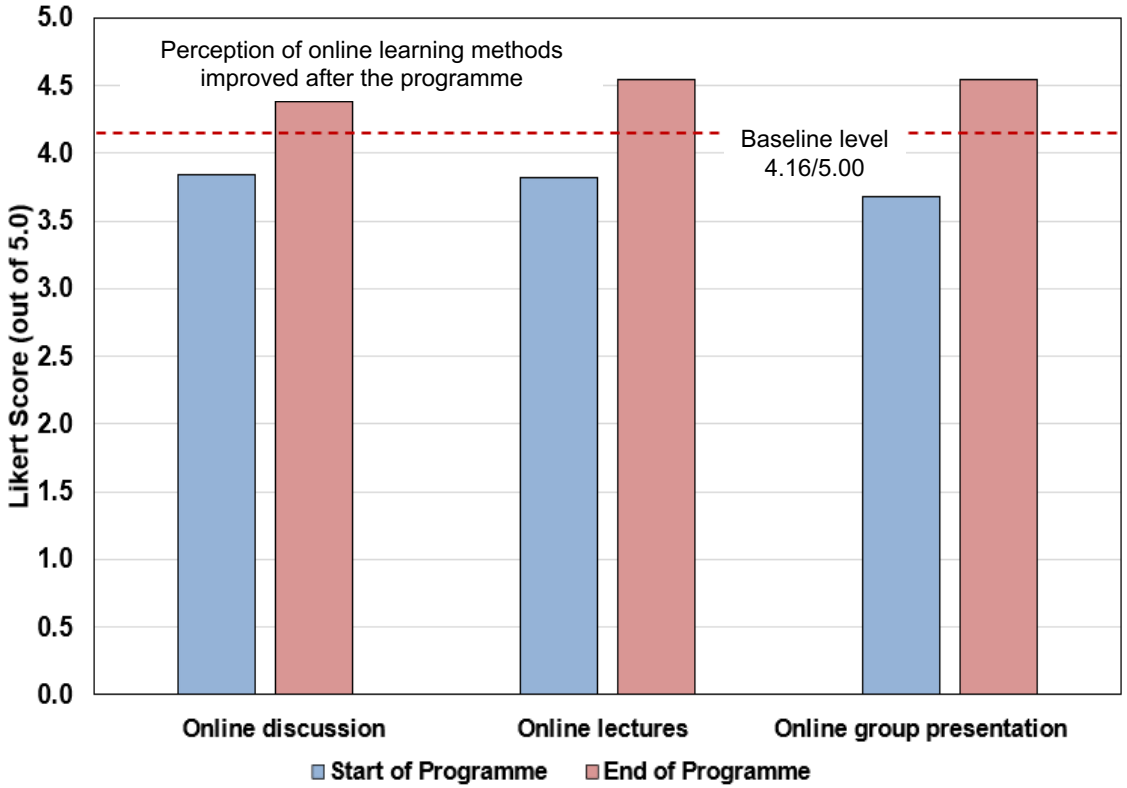
Course reflection

Questions	2023 Score (/5)	2022 Score (/5)
I think that the programme has been useful to help me to **understand** the **Sustainable Development Goals**.	4.95	4.8
I think that the programme has been useful to help me to **understand** the **Net Zero-Carbon Fuels**.	4.97	4.8
I think that the programme has increased my **interest** in learning about **Sustainable Development Goals**.	4.86	4.7
I think that the programme has increased my **interest** in learning about **Net Zero-Carbon Fuels**.	4.89	4.7
I feel that the **overall method of learning** in the programme is **effective**.	4.76	4.5
I find live **online lectures** in this programme to be **effective** for learning.	4.73	4.5
I find online **group presentations** in this programme to be **effective** for learning.	4.73	4.5
Course passing rate :	**91%**	**88 %**

Perception on online learning methods before and after the programme

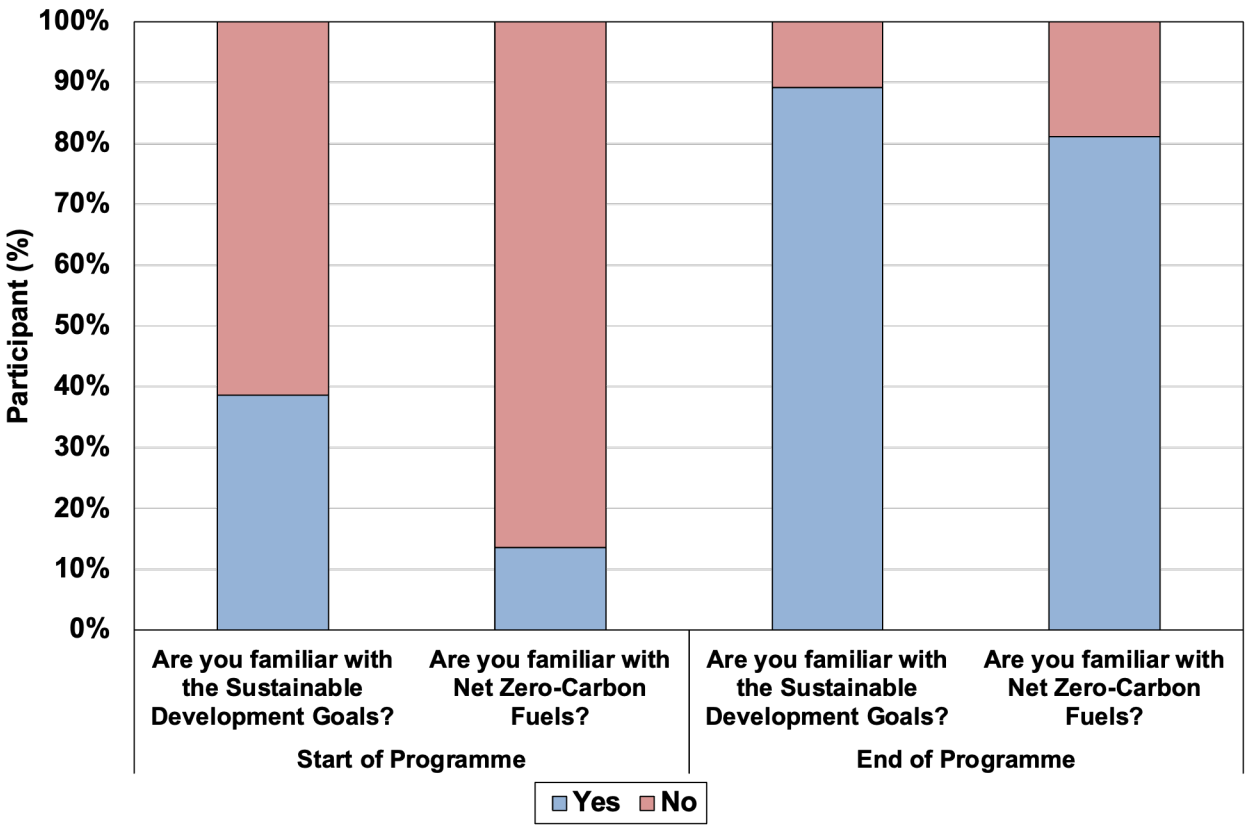


2023

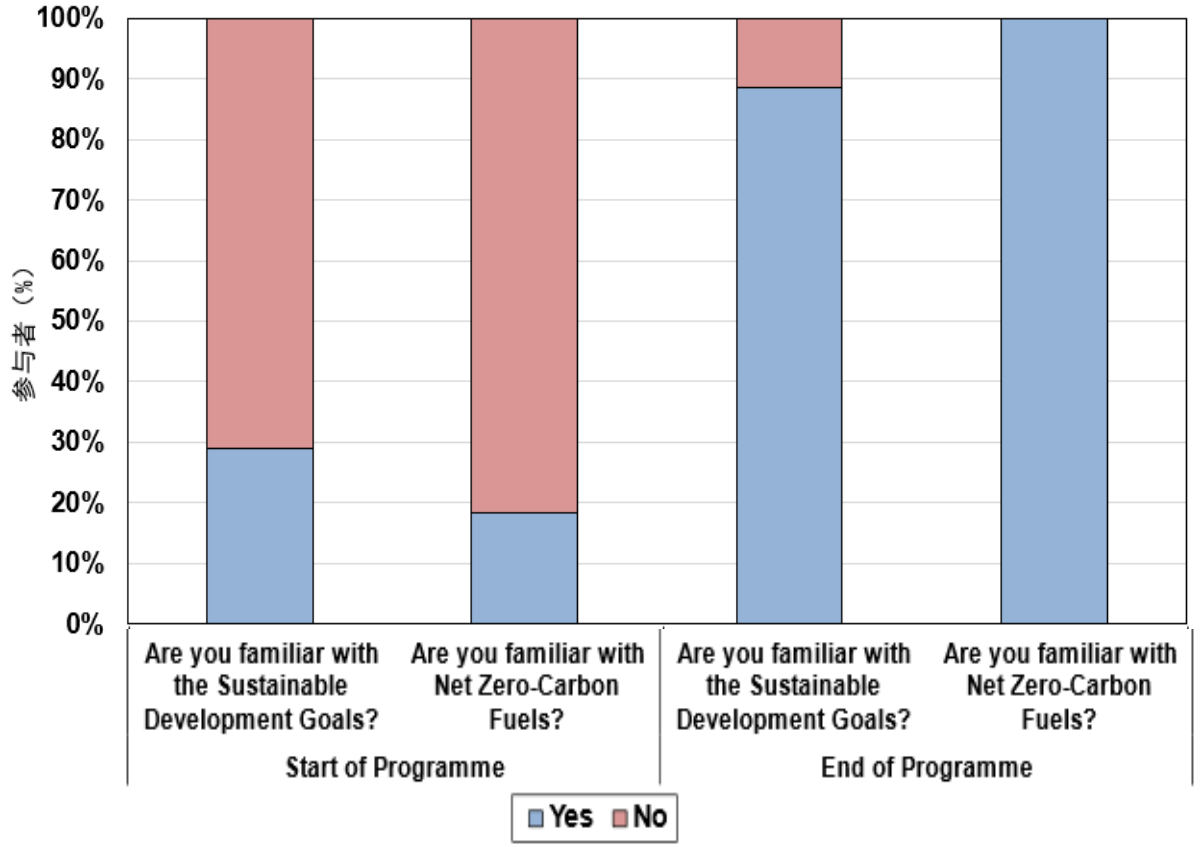


2022

Perception on the familiarity of the SDG and course content

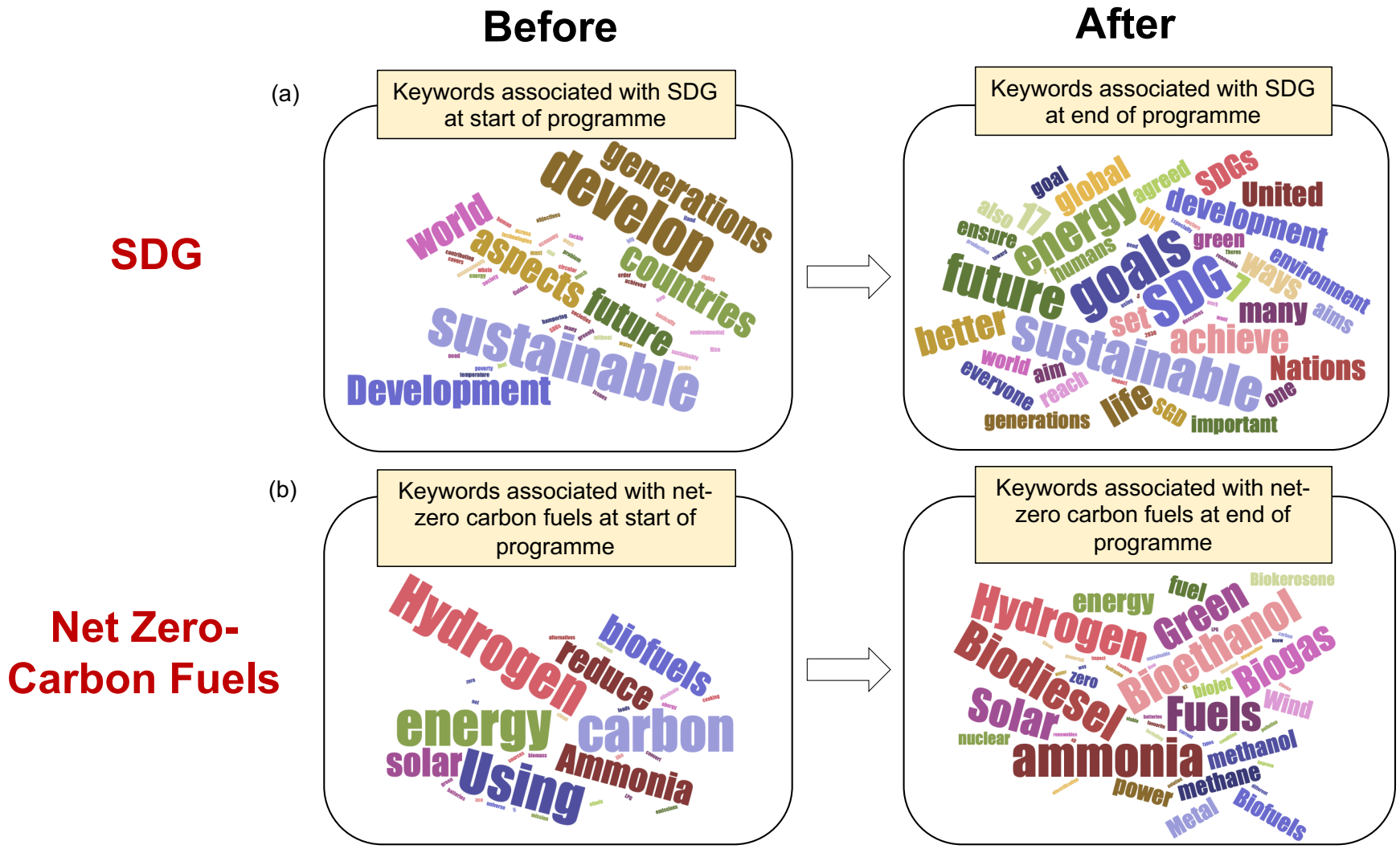


2023



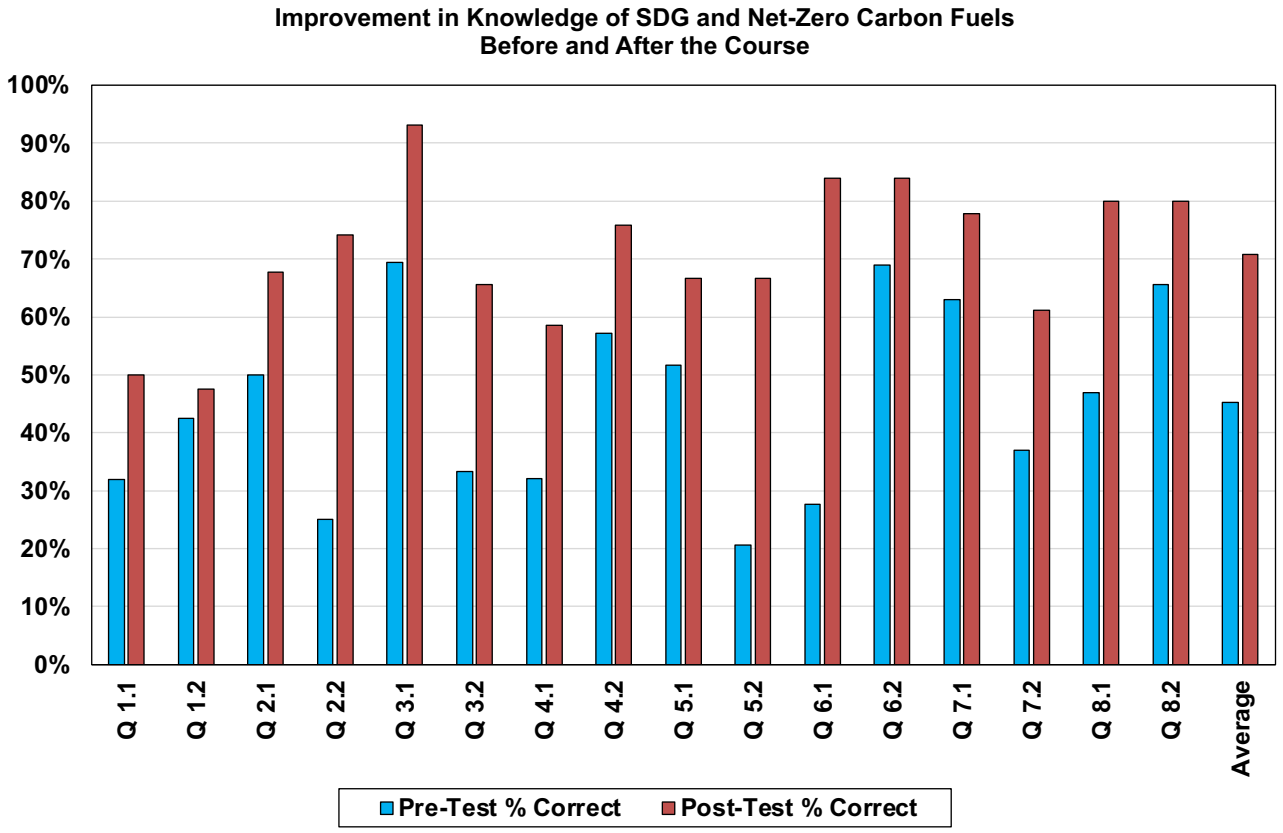
2022

Analysis of students' perception



Word clouds associated with (a) Sustainable Development Goals (b) net-zero carbon fuels for the participant before and after the programmes

Course efficacy test



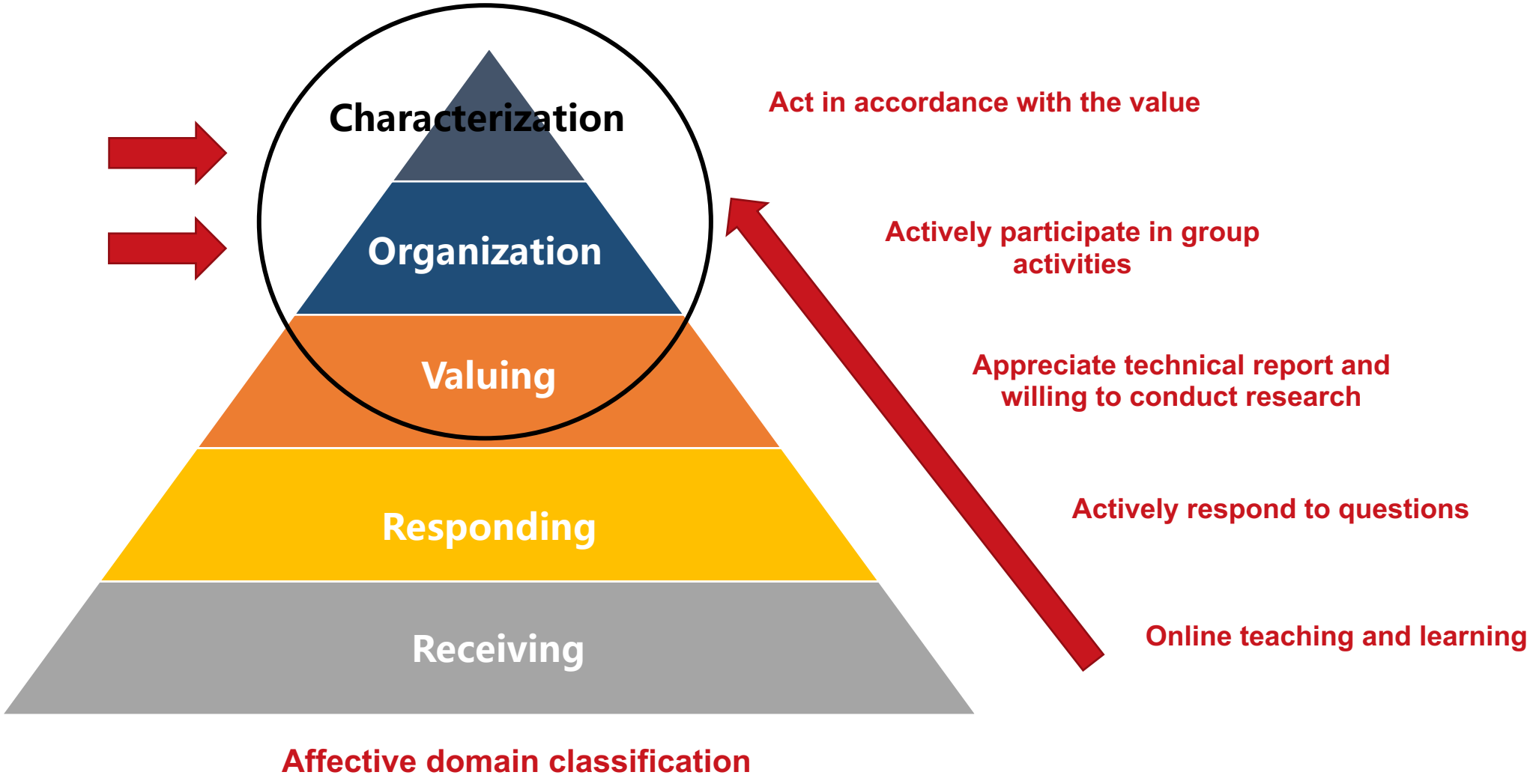
Participants' (2023) understanding of SDG and Net Zero-Carbon Fuels improved from:

45% (before the July Camp) → **70%** (after the July Camp)

2022 (Summer)

50 % → **73%**

Bloom's taxanomy – Affective Domain



Affective domain classification

Did the course increase the affectiveness in students towards the SDG and Net Zero-Carbon Fuels knowledge?

Research design

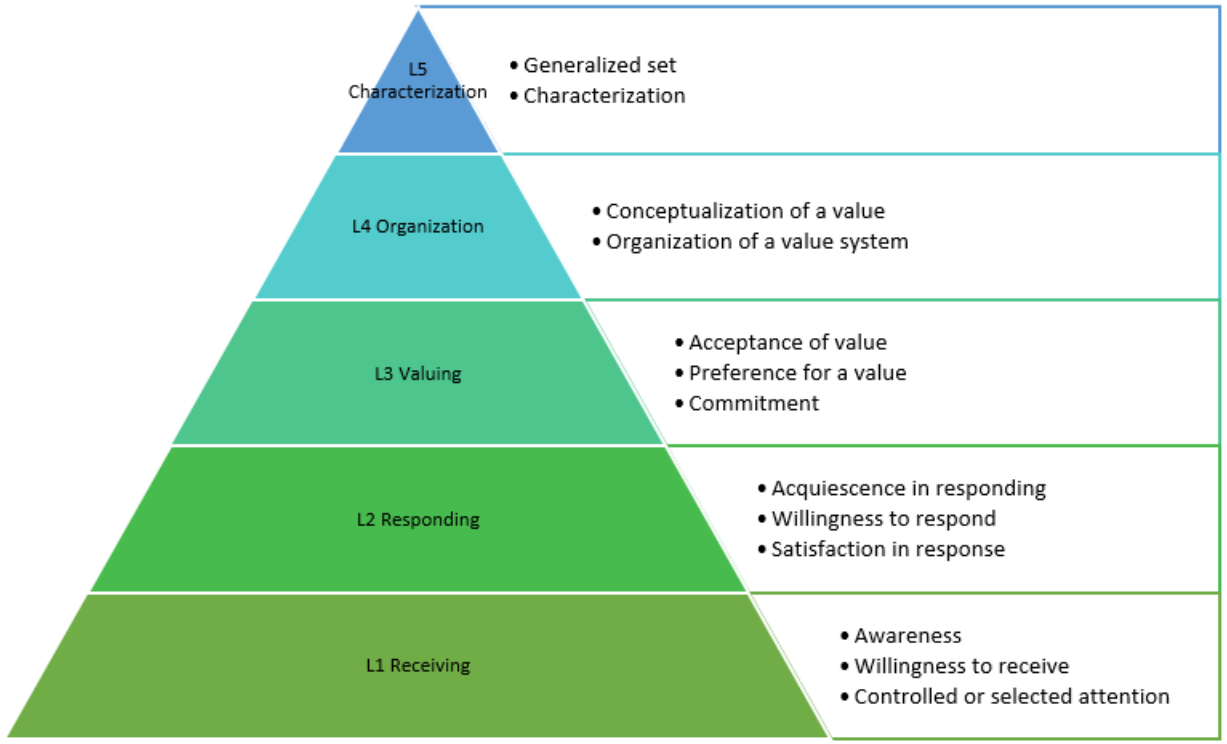


Figure 1: Affective Domain based on Krathwohl, Bloom and Masia (1964).

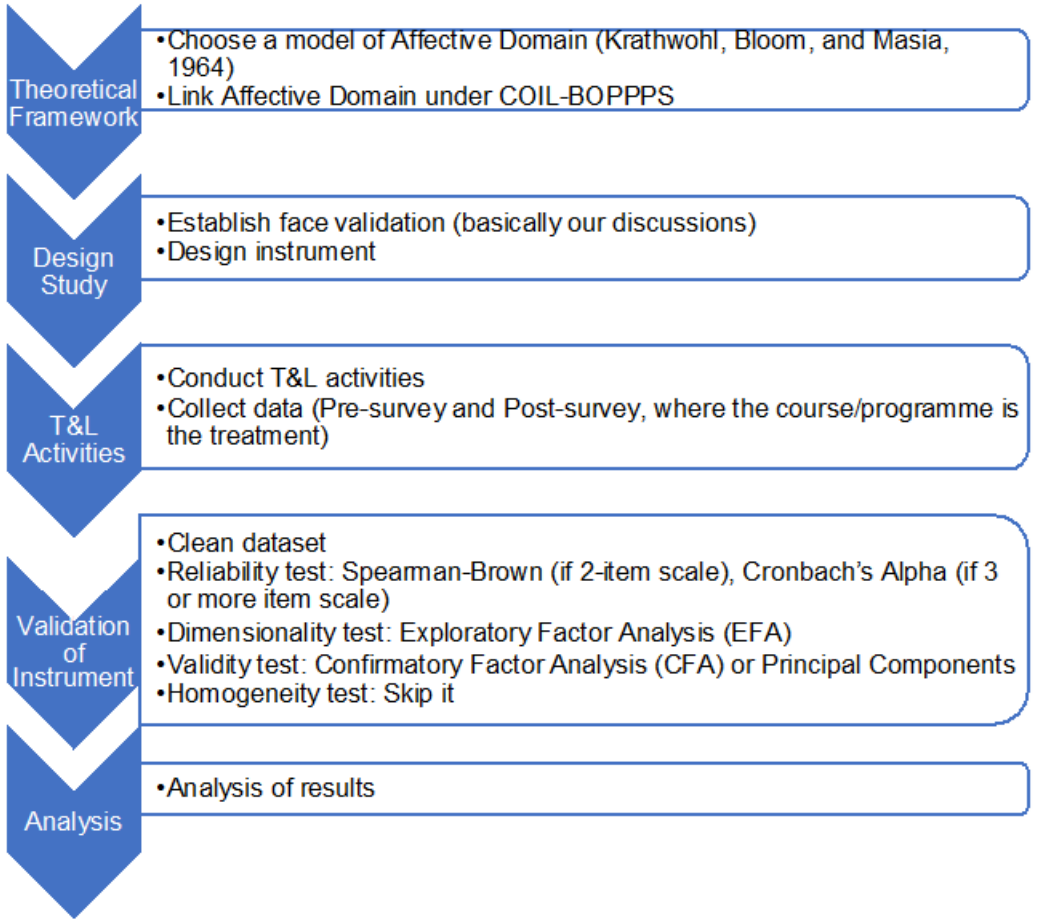
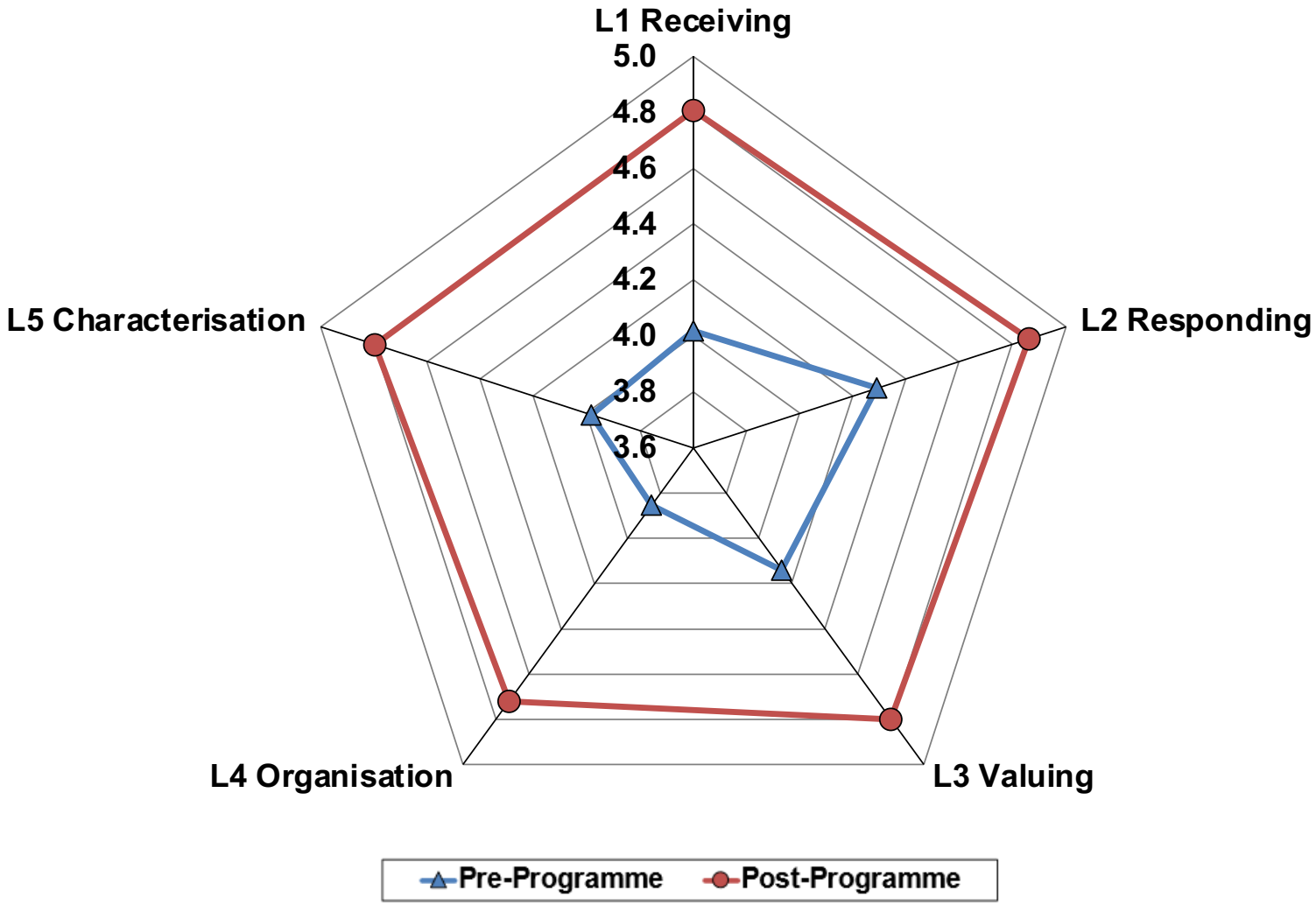


Figure 2: Proposed methodology for conducting the study.

Research design

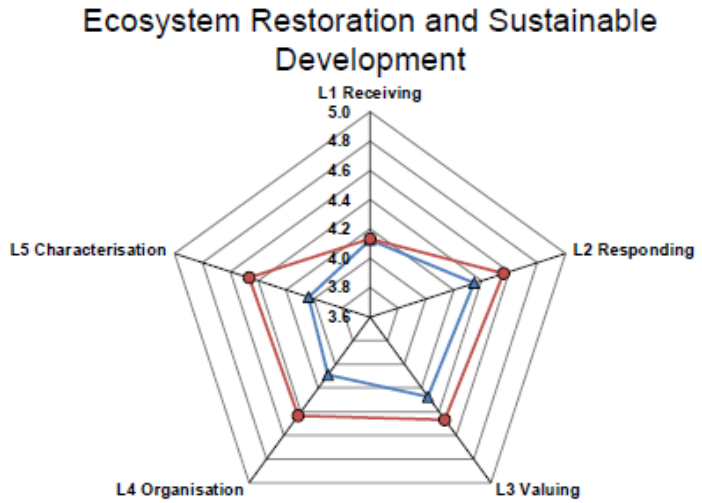
Affective Category	Subcategory	Assessment Tool : Rating Scale using Likert Questions
L1 Receiving	Awareness	1. I am familiar with the Sustainable Development Goals (SDGs) and their objectives. 2. I am knowledgeable about the key principles and targets of the SDGs. 3. I can accurately identify the main areas of focus for the SDGs.
	Willingness to receive	4. I am open to learning about the various issues addressed by the SDGs and the actions required for their achievement. 5. I actively seek out opportunities to learn about the different challenges targeted by the SDGs and the steps to address them. 6. I am curious and interested in understanding the diverse issues that the SDGs aim to tackle.
	Controlled or selected attention	7. I focus well on understanding the specific targets and indicators related to each SDG. 8. I make a conscious effort to comprehend and remember the specific targets and indicators linked to each SDG. 9. I am attentive to the details and specifics of the targets and indicators relevant to each SDG.
L2 Responding	Acquiescence in responding	10. I am willing to take action in support of the SDGs when opportunities arise. 11. I actively look for chances to engage in activities that align with the goals of the SDGs. 12. I am eager to participate in actions and initiatives that promote the attainment of the SDGs.
	Willingness to respond	13. I am motivated to actively contribute to the implementation of the SDGs in my daily life and in my community. 14. I am driven to make a positive impact in my community through actions aligned with the SDGs. 15. I have a strong desire to actively participate in SDG-related initiatives within my community.
	Satisfaction in response	16. I feel satisfied when I make progress or achieve positive outcomes in alignment with the SDGs. 17. I feel a sense of fulfilment when achieving positive outcomes that contribute to the SDGs. 18. I enjoy seeing the positive impact of my actions on SDG-related issues.
L3 Valuing	Acceptance of value	19. I embrace the values and principles promoted by the SDGs, such as equality, sustainability, and social justice. 20. I wholeheartedly support the values of equality, sustainability, and social justice promoted by the SDGs. 21. I believe that the principles advocated by the SDGs, such as equality and social justice, strongly resonate with my own values.
	Preference for a value	22. I prioritize a particular SDG or set of SDGs in my personal actions and decision-making. 23. I consciously integrate the specific goals of the SDGs into my personal actions and decision-making processes. 24. I consider the impact on the priority SDGs that I have identified when making choices and decisions.
	Commitment	25. I am committed to actively contribute to the achievement of the SDGs and to promoting their implementation in my community and beyond. 26. I actively seek opportunities to engage in initiatives that promote the implementation of the SDGs in my community. 27. I am committed to advocating for the importance and progress of the SDGs and their implementation.
L4 Organization	Conceptualisation of a value	28. I can define and explain the importance and relevance of a specific SDG or its associated targets. 29. I am capable of providing a clear definition of a specific SDG and its significance in addressing global challenges. 30. I am able to articulate the importance of a specific SDG and its associated targets in driving positive change.
	Organisation of a value system	31. I can effectively integrate the SDGs into my personal values and prioritize them in my daily life and long-term goals. 32. I successfully incorporate the principles of the SDGs into my personal values and beliefs. 33. I actively integrate the SDGs into my long-term goals, ensuring they are a guiding force in shaping my future actions.

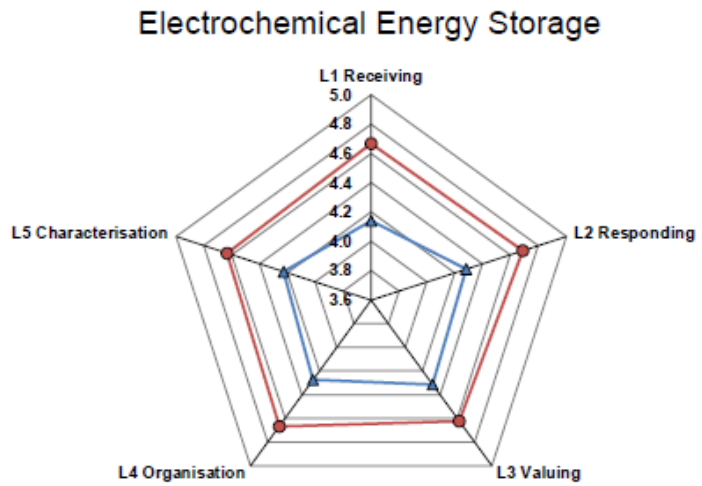
Affective Domain (Net Zero-Carbon Fuels)

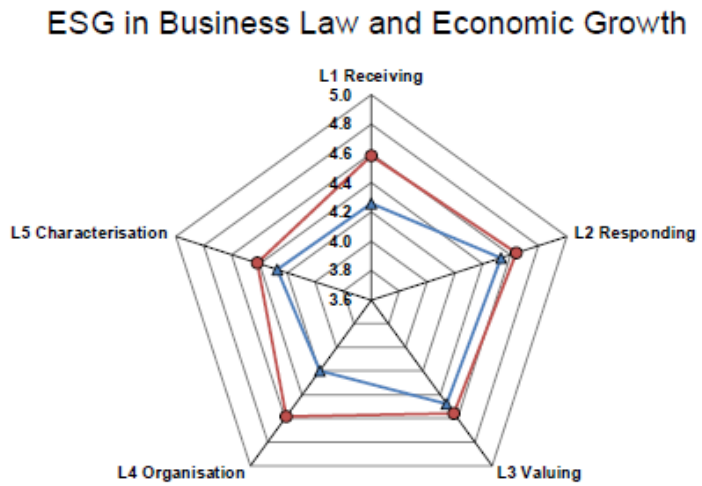


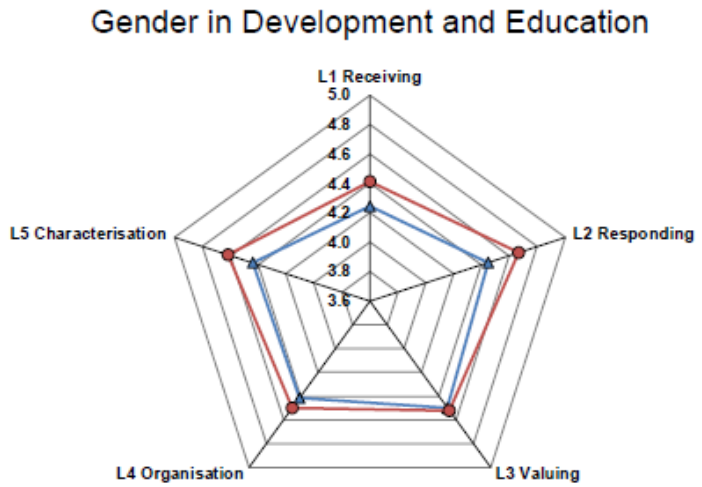
Affective domain attainment before and after the programme by affective category

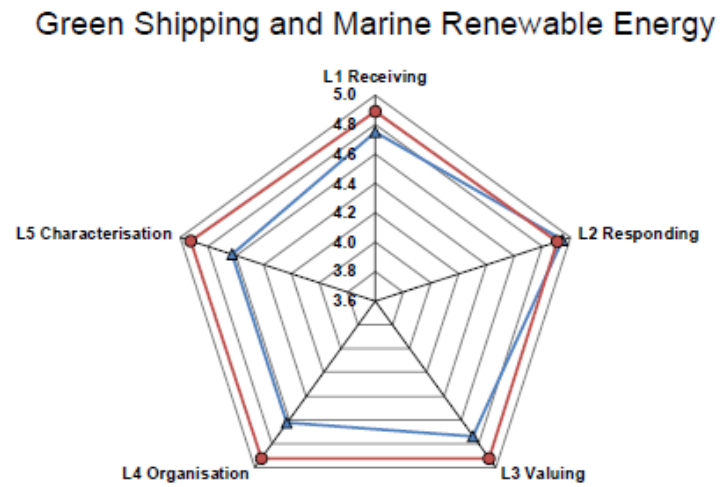
Affective domain attainment for all the individual courses by affective category

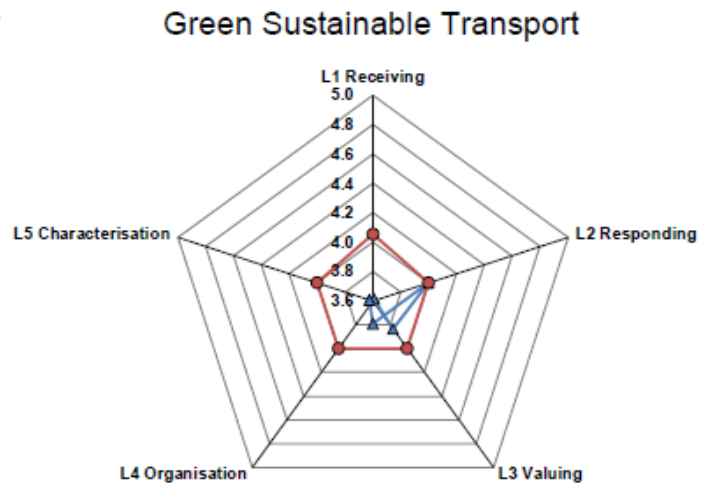








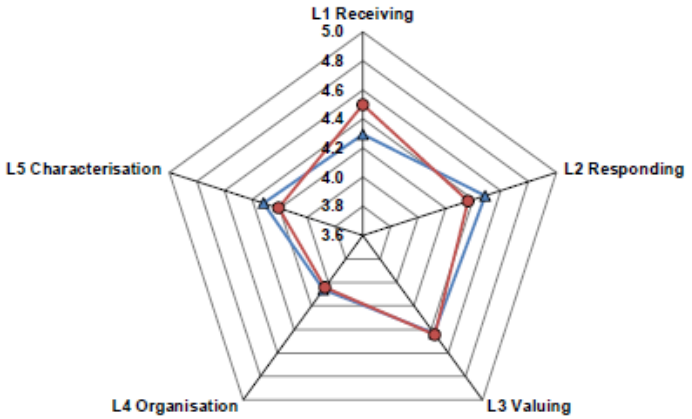




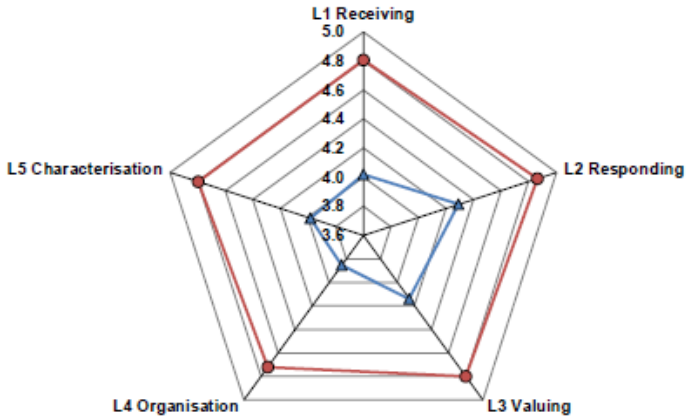
Pre-Programme Post-Programme

Affective domain attainment for all the individual courses by affective category

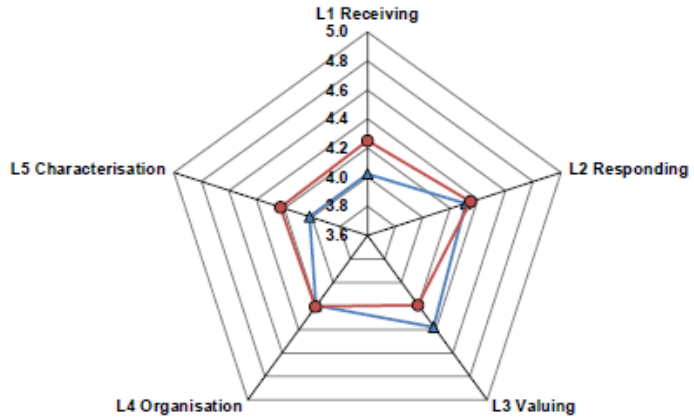
Low-Carbon Buildings and Cities



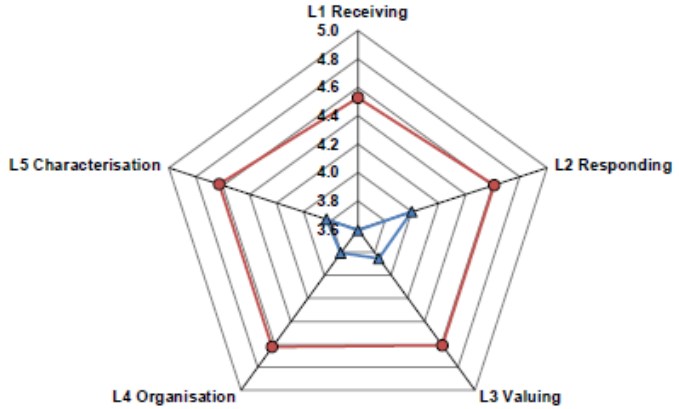
Net Zero-Carbon Fuels



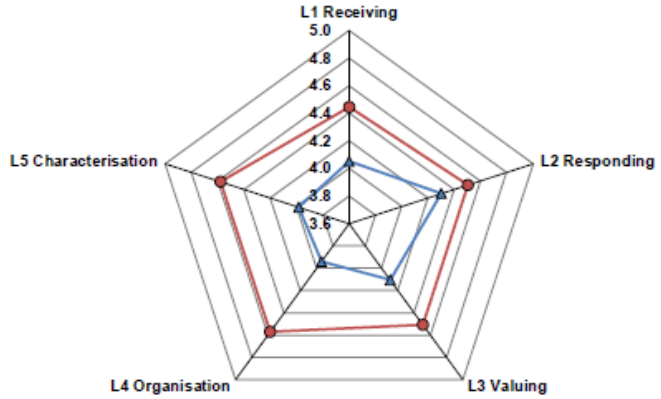
Poverty & Mental Health



Sustainable Ocean Intelligent Autonomous Monitoring



Traditional Medicine and UN Sustainable Development Goals

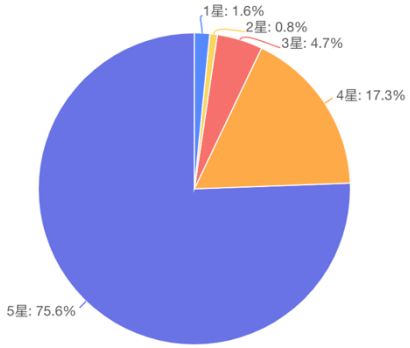


2022 SJTU SDG July Camp-Questionnaire

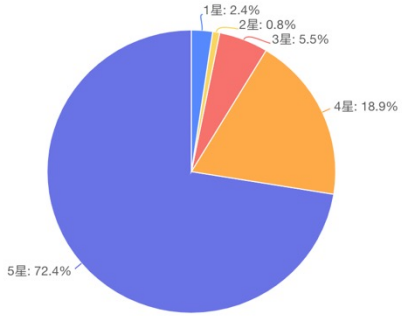
- According to the 100 questionnaires live data, a total of 94% students rated their experience as “four stars” or “five stars” on a five-star scale.

Sample questions:

1、* I have developed a better understanding of the SDGs through the program.

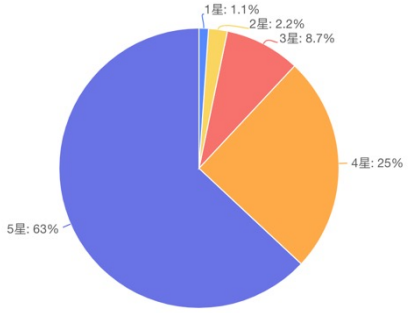


2、* The program has been helpful to develop my communication skills. [评分题]

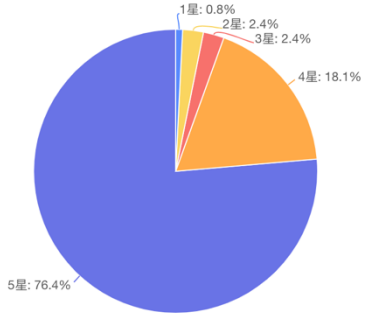


21、Please describe your overall experience in this program in three words. [问答题]

7、* The program has helped me become more comfortable in using English for communication.



15、* I always received helpful feedback from the instructor to guide my progress in the course.

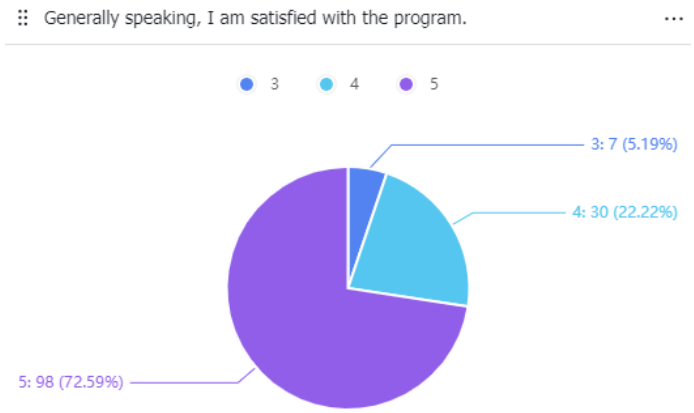


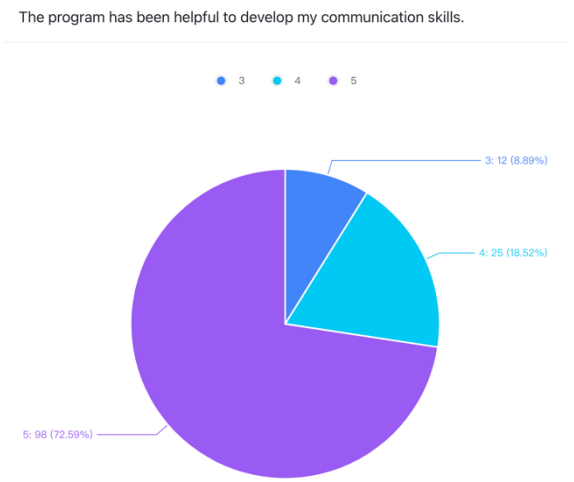
上海交通大學 SHANGHAI JIAO TONG UNIVERSITY

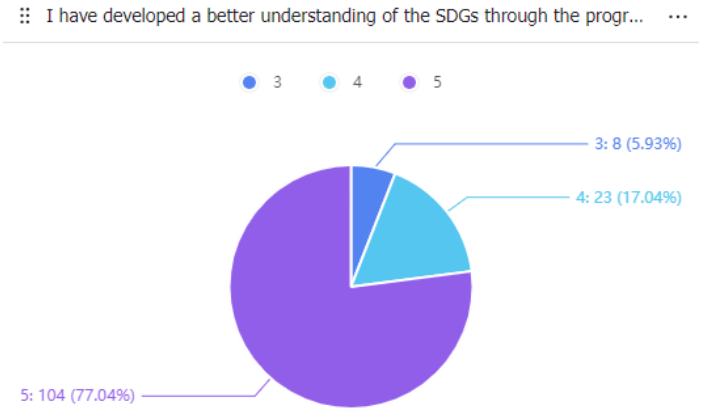
2023 SJTU SDG July Camp-Questionnaire

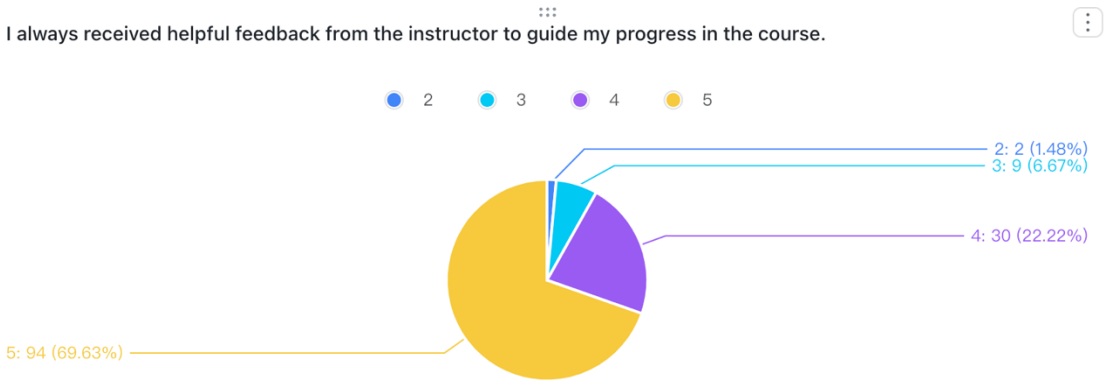
- According to the 135 questionnaires live data, a total of 95% students rated their experience as “four stars” or “five stars” on a five-star scale.

Sample questions:









SJTU SDG July Camp-Questionnaire

Here listed a few words from our students:

- "Excellent course instructors" -- Nishigandh Bhambid, from India
- "This was very fruit full course I get a lot of information from this program."-- Ambreen Ali, from Pakistan
- "Great experience, i met a lot of lovely friends and it was such memorable summer camp." -- student from"Gender in Development and Education"
- "Very informative.. fruitful learning and amazing interaction among students and teachers"--Taj Gul, from Pakistan
- "Developing, Inspiring and quality"--Steven Kockaya, from UK

Collaborative Online International Learning (COIL)

Onsite Course at SJTU

- SJTU instructor will deliver the course as planned.

Bilateral Workshops (Optional)

Project-based groupwork (Compulsory)

Onsite Course at a Partner University

- The instructor at the partner university will deliver the course as planned.

Responsibilities of Instructors

- Identify a collaborator with similar course content;
- Share and compare syllabus; similar momentum
- Co-design interactive activities/projects for students
- Co-create the criteria for students 'group work

Highlight

- Collaborative learning & Intercultural Communication

Partner Schools

- Stanford University
- Cornell University
- University College London
- Eötvös Loránd University
- Central Washington University
- Xiamen University Malaysia Campus
- The American University in Cairo
- Universiti Putra Malaysia
- Tribhuvan University
- To be continued…

COIL Programs

- JC6505 Qualitative Research Methods
- Data - Driven AI Based Compact Modeling for Post - Moore Transistors
- Carbon Neutral Fuel
- Advanced Fuel Science
- Aesthetic Nutrition
- International Healthcare Systems
- To be continued…

Different mode of International Learning

SDG July Camp

2022, 2023, 2024 Summer

In July, during break, open to students worldwide

Global Virtual Classroom

2023 Spring

During semester, open to APRU members, credit exchange

Collaborative Online International Learning (COIL)

上海交通大學
SHANGHAI JIAO TONG UNIVERSITY

XIAMEN UNIVERSITY MALAYSIA
厦門大學馬來西亞分校

2023 Autumn

During semester, involve 2 institutions

COIL structure

COIL duration: 13-10-2023 to 15-12-2023 (~2 months)

上海交通大學 SHANGHAI JIAO TONG UNIVERSITY

XIAMEN UNIVERSITY MALAYSIA 厦門大學馬來西亞分校

SJTU Course Information	Department	China-UK Low Carbon College
	Professor	Dr. Chong Cheng Tung
	Course Title	**Net Zero-Carbon Fuels**
	# of Students	21
	Course Level	Postgraduate

Partner Course Information	Partner Institution	Xiamen University Malaysia
	Department	School of Energy and Chemical Engineering
	Professor	Dr. Vincent Woon Kok Sin
	Course Title	**Energy Economics and Policy**
	# of Students	44
	Course Level	Undergraduate

COIL activities

COIL activities

Joint seminars

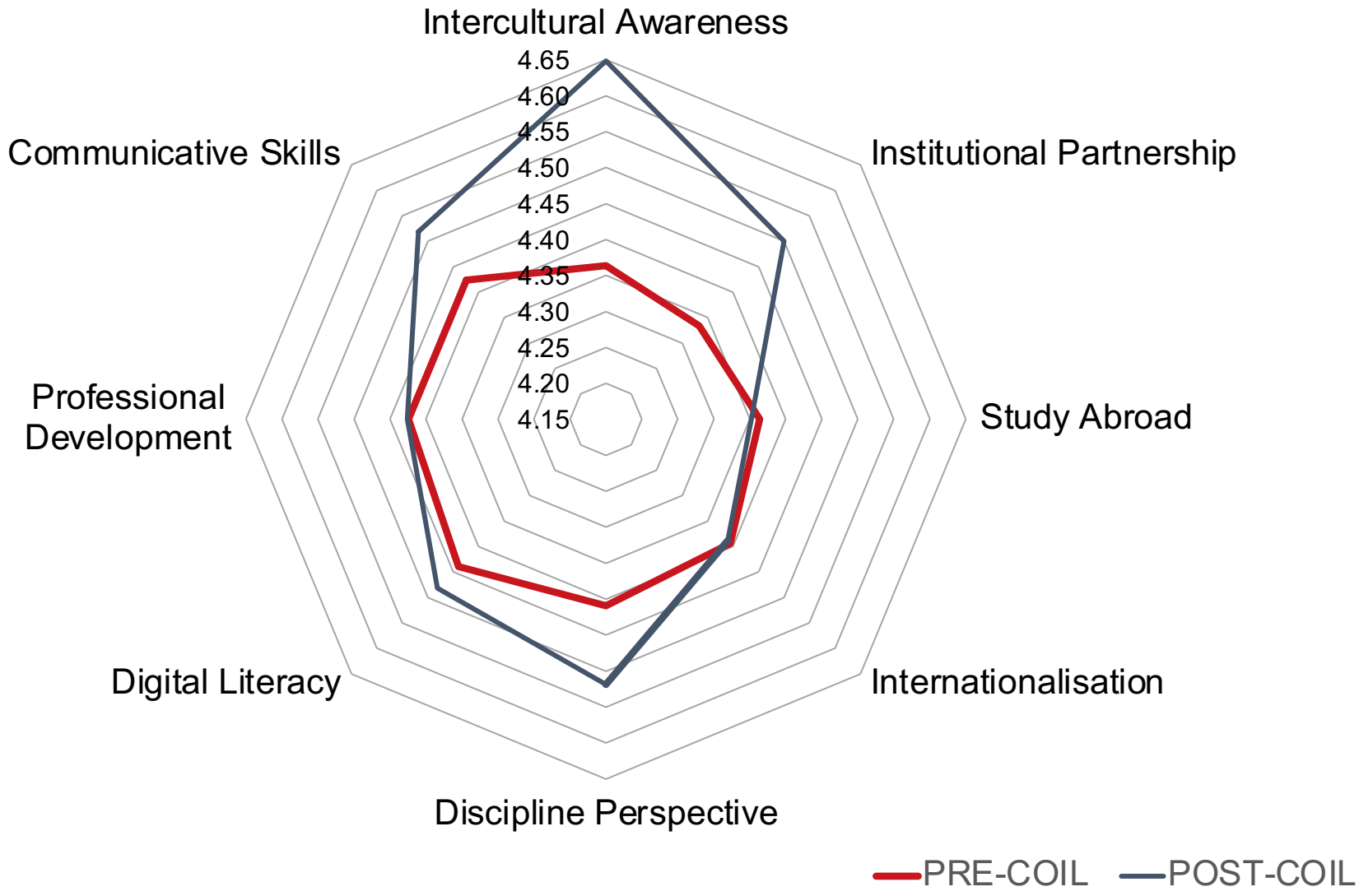
COIL effectiveness

1. Intercultural awareness
2. Institutional partnership
3. Study abroad
4. Internationalization
5. Discipline perspective
6. Digital literacy
7. Professional development
8. Communicative skills

8 dimensions (Based on John Rubin's model)

Key Elements of COIL	Assessment Tool : Rating Scale using Likert Questions
E1 Intercultural Awareness	1. I believe that my fellow students and I have gained intercultural awareness and understanding. 2. This initiative has encouraged discussions and interactions with diverse cultures. 3. I can recognise and appreciate cultural differences as a result of this initiative.
E2 Institutional Partnership	4. I think that this method of learning may represent an opportunity for my institution to attract international students to study at our campus. 5. This initiative's potential to attract international students to my institution is promising. 6. I believe that my institution's global presence will increase due to this initiative.
E3 Study Abroad	7. I feel that I am better prepared and more oriented to study abroad as a result of this initiative. 8. This initiative has provided me with valuable insights and resources for studying abroad. 9. I am confident in my ability to navigate international study opportunities due to this initiative.
E4 Internationalisation	10. I believe that this initiative has generated a dynamic and inexpensive curricular internationalisation experience on my institution. 11. The curriculum changes brought about by this initiative have positively impacted internationalisation for my course. 12. This initiative has made internationalisation more accessible and cost-effective for my institution.
E5 Discipline Perspective	13. I feel that my peers and I can learn about the discipline we are studying from another perspective. 14. This initiative has exposed me to diverse viewpoints within our field of study. 15. Learning from different perspectives has enriched my understanding of our discipline.

Effectiveness of COIL (SJTU)



COIL feedback

"practice spoken English，enhance international communication，make more friends"

"Know a few Malaysian friends，Learnt how to lead"

"Know more friends，understand different culture"

"Research on a topic is interesting"

"Know new friends, learn teamworking"

"Enhance communication and organization skills"

"Can improve English communication skills, under language barrier we tried to clarify the problem and commit to solving the problem"

"Can work with people of different background, exchange idea, besides we can discuss a lot of topic outside the project, learnt cultural difference."

SJTU students feedback

"Interaction between local uni and china uni"

"Learn multicultural"

"Enhance communication with other university"

"Gain ideas from people with different minds"

"Strengthen the ability of cooperation"

"Communication with other people with different background"

"Even though we are freshmen, but we could work with master on this group assignment and in the progress I learned how to communicate and collaborate with each other through online platforms. For me, even though I ended up taking on more than some people in the group, I think it was a learning process and I really learnt a lot. Also, the content of the assignment was very interesting and made me learn something new. The lecturer also very responsible and always cared about all the groups throughout the COIL program."

XMU students feedback

Conclusion

- The **International Affairs Office** of Shanghai Jiao Tong University (SJTU) is committed to promote transnational education by introducing various programme (SDG July Camp, Global Virtual Classroom, COIL etc.).

- Through the integration of Sustainable Development Goals (SDGs), the **SDG July Camp** is promoted to the world, making it a truly borderless education **(SDG 17 – Partnership)**.

- The 12 courses of SDG July Camp were successfully delivered and received excellent feedback from the students. **Effective online pedagogy** is key to successful implementation of the program.

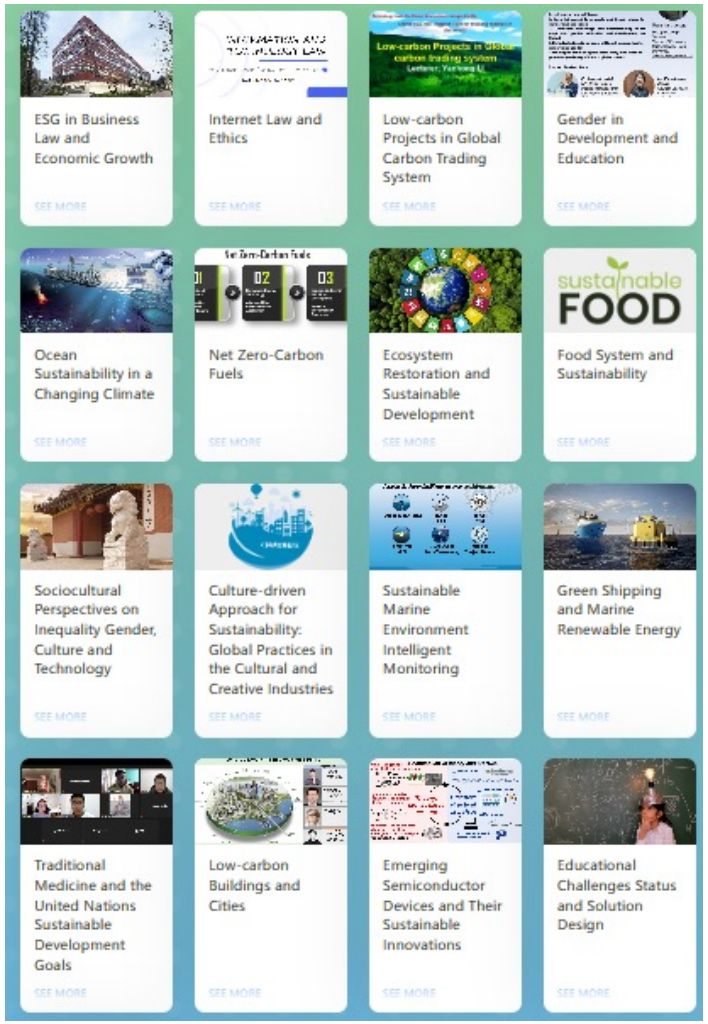
- SJTU is committed to promote **internationalization** and play a role in sustainable future development.

- We welcome institutions from around the world to join us to form **partnership** in transnational education.

SDG July Camp 2024

https://global.sjtu.edu.cn/en/studyatSJTU/SDG

Google search: SJTU July Camp 2024



Highlights of SDG July Camp 2024

- ✓ 17 courses to choose from
- ✓ Open to undergraduate and postgraduate from around the world
- ✓ It's FREE!
- ✓ Students will get an e-cert upon completion of course

Feel free to promote the SDG July Camp to your institution

SHANGHAI JIAO TONG UNIVERSITY

上海交通大學

Thank you

The support from the International Affairs Office of Shanghai Jiao Tong University is gratefully acknowledged

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Email: ctchong@sjtu.edu.cn

APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

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APAIE 2024

PERTH, AUSTRALIA 4-8 MARCH 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association for International Education