

Friday, Dec. 6, 2024
Academic Building
Duke Kunshan University

9:00 Check-in

9:30 Opening

Scott MacEachern, Vice Chancellor for
Academic Affairs

10:00 Keynote Panel

10:45 Break

11:00 DKU Student and Faculty Panel

12:00 Lunch Roundtable

Yitzhak Lewis, Faculty Coordinator for
Teaching and Learning

13:30 Faculty Presentations AB 2103

13:30 Faculty Presentations AB 2107

16:00 Campus Tour (optional)

**Special: Student work exhibition on the first
floor of the Academic Building**

AGENDA

Keynote Panel

10:00 at AB Ballroom

Chinese Traditional Approaches on Authentic Education

Contemporary pedagogical approaches stress the significance of authenticity for effective learning. Considering these approaches in a Chinese context suggests that we might engage Confucian and other Chinese traditional approaches to learning, and discover overlaps and contrasts with contemporary pedagogical theory.

Panel Chair



James Miller
Professor of Humanities
Associate Dean for Interdisciplinary Initiatives
Duke Kunshan University

Guest Panelists



Roger T. Ames
Distinguished philosopher and Humanities Chair Professor
Peking University
Recipient of “the Chinese Government Friendship Award”



Sor-hoon Tan
Professor of Philosophy
Singapore Management University

DKU Panelist



Ben Van Overmeire
Assistant Professor of Religious Studies
The Chinese Arts of Education Project Lead, Institute for
Global Higher Education

DKU Student and Faculty Panel

11:00 at AB Ballroom

Student Panelists



Tianyu Xu
Class of 2025
Behavioral Science
- Psychology



Muhammad (Ajlal)
Ajlal
Class of 2026
Computation and
Design - Social Policy



Sofia Martinez Gallardo Quijano
Class of 2026
Molecular Bioscience - Genetics
and Genomics

Faculty Panelists



Kyle Fruh
Assistant Professor
of Philosophy



Coraline Goron
Assistant Professor of
Environmental Policy



Chi-Yeung (Jimmy) Choi
Assistant Professor of
Environmental Science

Moderator



Bikalpa Panthi
Class of 2027
Potential major: Data Science

Faculty Presentations 13:30 at AB 2103

13:30 - 14:00



Joint Ventures Producing Joint Solutions: Global Challenges in Science, Technology and Health

Renee Richer

Associate Professor of Biology, Associate Chair for Division of Natural and Applied Sciences, DKU

Global Challenges is a common core course that introduces sophomore students to global challenges that require uniquely global solutions. Using multi-day simulations, the course immerses students in a realistic global challenge with international stakeholders to produce solutions. Engagement with the primary literature in science, social science and public policy underlies this interdisciplinary course and shapes the simulation framework. Thus, students engage multiple fields in an authentic assessment while developing aural skills and evidence-based policy development. An interactive oral midterm and final exam promotes language development, language and speaking confidence and far transfer of knowledge and skills.

14:00 - 14:30



A Festival of Math: Exploring Unique Ways to Assess Students

Ruonan Zhang

Assistant Professor, School of Mathematics and Physics, XJTLU

Unlike traditional ways of assessments in mathematical subjects, we use an undergraduate Year 3 module: Introduction to Operational Research as an example to demonstrate how a math module could be assessed by enhancing the use of problem solving. An annual event “OR Festival” has been established to provide students a unique platform to showcase their self-designed OR projects to open audience. It is shown that students’ initiative, passion and personality have been largely stimulated.

14:30 - 15:00



**Authentic Assessment Using Role Play: A Case Study from
POLECON 105: China and the Global South**

Pippa Morgan

Assistant Professor in Political Science, DKU

This talk showcases an authentic role play assessment from a freshman course on the politics and economics of China's relations with the Global South. In the role play, students are placed into the shoes of Chinese businesspeople in Africa and mix with local stakeholders at a business networking event. After 'speed-dating' style networking, participants work together in roundtables to address a challenge in the China-Africa economic relationship. This formative assessment sets students up for success by building their communication skills, encouraging them to think cross-culturally, and developing their ability to work together in teams to solve problems.

15:00 - 15:30



**Toward Transformative Ethnographic Education: Co-Creating
Authentic Learning Experiences in Partnership with a Southern
Chinese "Eco-Village"**

Liangliang Zhang

Assistant Professor of Global China Studies, NYU Shanghai

This presentation explores ongoing pedagogical experiments that bring multi-level, interdisciplinary undergraduate students to a southern Chinese "eco-village", where they learn about participatory action research and community-engaged ethnography through project-based fieldwork courses. Focusing on the 2024 January-Term iteration, I discuss working with community stakeholders to design authentic learning experiences and reflect on the challenges of facilitating these processes. I propose a co-creative perspective on teaching and learning in which students, community stakeholders, and instructors are viewed as equal partners with varying expertise in shaping holistic education experiences. This inclusive perspective is critical to fostering authentic learning with transformative potential for all participants.

15:30 - 16:00



Idea to Impact: Leveraging Course Projects for Entrepreneurship

Liqi Ren

Senior Lecturer in Innovation and Design, Associate Director for Innovation and Entrepreneurship, DKU

With her students:



Shalim Monteagudo

Contreras

Class of 2027

Computation and Design

- Computer Science



Yuri Park

Class of 2027

Computation and

Design - Computer

Science

Creativity is the driving force behind innovation, fostering open-minded thinking and tangible solutions to societal challenges. The course explores the essence of creativity and its transformation into impactful entrepreneurship. Students identify their creative strengths, refine their problem-solving processes, and scale ideas into meaningful innovations. By integrating entrepreneurship, participants will learn to amplify their creative works for broader societal and economic impact.

Faculty Presentations 13:30 at AB 2107

13:30 - 14:00



Research-Led Teaching and Learning: Some Lessons from Global Health Ethics

Daniel Weissglass

Assistant Professor of Philosophy, DKU

This session discusses the transition to a research-driven approach in GLHLTH 201: Global Health Ethics, highlighting how students actively engage as researchers and contribute as co-authors to scholarly publications. It reflects on the evolution of course design, focusing on balancing the development of student research skills with meeting curricular objectives to emphasize the role of authentic learning.

14:00 - 14:30



Cultivating a Sense of Place: Pedagogical Strategies for Experiential Learning in Higher Education

Emily Tsiang

Associate Arts Professor of Interactive Media & Business, NYU Shanghai

This session delves into the pedagogical underpinnings of Urban Experience Studio, a course where students explore Shanghai's urban fabric by learning about experience design and produce food and walking tours. The course design features the active experimentation stage of Kolb's experiential learning theory, enabling students to not only be consumers but also be producers of learning experiences.

14:30 - 15:00



Teaching Practice and Assessment Approaches that Ignite Student Interest

Joseph Seet

Associate Professor of Practice, Entrepreneurship and Enterprise Hub, XJTLU

Students often get confused about what they desire because they have not integrated into society. They believe they might learn the same information delivered in lectures more clearly and effectively online. They are unsure whether what they learned in class will be applicable in their future career. Furthermore, they are overwhelmed by the intense competition in society. We used a combination of experiential, object-based, and problem-based learning in our teaching and assessments to inspire students to get interested in learning and explore their life goals.

15:00 - 15:30

Using Collaborative Video Projects as Authentic Assessment of Intercultural Learning in EAP and Chinese Language Courses



Kevin Sprague
Lecturer in English Language, DKU



Xiaofei Pan
Lecturer in Chinese Language, DKU



Kris Hiller
Assistant Professor of English Language, Associate Director of Writing and Language Studio (WLS), DKU

Can collaborative projects bridge cultural divides on a university campus? This presentation will report on the design of a multimodal video project that asked students in EAP and Chinese language courses to collaborate across their courses to investigate an intercultural issue within the school community.

It was believed this type of authentic assessment could foster intercultural competence and address a perceived divide between domestic and international student groups. The session will detail the project's design and report initial findings, highlighting the project's potential to improve intercultural competence by providing an opportunity for sustained collaboration between diverse groups of students.

15:30 - 16:10

Authenticity in Language and Culture Teaching: Insights from a Community-based Learning Approach



Laura Davies
Senior Lecturer, Assistant
Director of UG EAP, DKU



Joseph Davies
Senior Lecturer, Assistant
Director of Graduate EAP,
DKU



Zhenjie Weng
Assistant Professor of
English Language, DKU



Junyi Li
Lecturer of English
Language, DKU

Community engagement forms an important part of Duke Kunshan University's mission, with the Language and Culture Center (LCC) playing a central role. This presentation will share insights from three undergraduate LCC courses that adopt a community-based learning (CBL) approach to provide authentic opportunities for students to engage meaningfully with local community partners. Faculty involved in the design and delivery of these courses, focusing on language teaching, local Suzhou culture and English for Academic Purposes, will reflect on the practical implications of adopting a CBL approach. Attendees will leave with a better understanding of CBL, its benefits, and its potential applicability for their own teaching contexts.

Student Work Exhibition

Dec. 2-6, Academic Building Lobby

A selection of student authentic and experiential learning outcomes is showcased in the AB lobby for a week. These works highlight the collaborative efforts and dedication of faculty and students to fostering authentic learning across diverse interdisciplinary courses and academic projects at Duke Kunshan. The exhibition features a variety of formats, including posters, videos, and brochures. Feel free to reach out to these students and faculty if interested.

Courses/Projects

Instructor/Advisor

Chinese 402 Advanced Chinese: Issues in Modern China

Mengtian Chen

CULANTH/MEDIART 220 Visual Anthropology

Kaley Clements

EAP 102 Writing about Culture Learning

Laura Davies

GCULS 205 Texts in Motion

Stephanie Anderson

INFOSCI 103 Computation, Culture, and Society

Xin Tong

Interconnected Campus: EAP-CSL Collaborative Video Project (Chinese 301, 302, 401, 402 & EAP 102)

Liyang Feng, Xiaofei Pan, Yili Zhang, Sophia Zhou; Laura Davies, Kris Hiller, and Kevin Sprague

ENVIR 102 Dynamic Earth and Oceans: Physical and Biological Sciences for the Environment

Chuanhui Gu

MATSCI 401 Mechanical Properties of Materials

Weiwei Shi

STATS 102 Introduction to Data Science

Ming Li

WOC 208 An Introduction to Language Teaching

Joseph Davies

Summer Research Scholars – DEK Protein Supercoiling

Ferdinand Kappes

DKU Innovation and Entrepreneurship Initiative – Ucorp Lab Projects

Liqi Ren