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January

New Strategic Collaboration between GEC and, Teachers College, Columbia University

We are beyond excited to officially announce that GEC Academy and the Center on Chinese Education, Teachers College, Columbia University (CoCE) have established a new strategic collaboration for international cultural, educational exchanges, and training. Both institutions have agreed upon exploring different forms of cooperation in fields of cultural exchange and training together. Our collaboration seeks to contribute to a better understanding of cross-cultural exchange and effective teaching and learning. We aim to build a strong bridge between teachers, educators, and researchers in order to make collaborative contributions to the designated fields in education, drawn upon the interests and expertise of faculty at GEC and Teachers College (TC)*.

- Teachers College, Columbia University (TC), a renowned graduate school of education, health, and psychology, is famous for its outstanding alumni and faculty. They have achieved notable positions in various fields, including academia, government, social science research, etc. Many remarkable Chinese educators who played critical roles in modernizing the school system in China in the early 1900s were TC alumni. These outstanding alumni included Xingzhi Tao, a renowned educator and reformer who championed progressive education, and Shi Hu, a widely recognized key contributor to Chinese liberalism and language reform.



哥倫比亞大學中國教育研究中心

Center on Chinese Education

February

The Expert Committee of International Competence Talent Development under the Chinese Society of Educational Development Strategy (CSEDS) signed a cooperation agreement with GEC Academy



GEC Academy and the Expert Committee of International Competency Talent Training had a signing ceremony to announce formal cooperation on international competence cultivation research and course development

GEC Academy and the Expert Committee of International Competency Talent Training under CSEDS held a signing ceremony in Beijing, China. Together, the two parties signed a formal Cooperation Agreement. Under this agreement, two entities will establish a Course Research and Development group to set up courses regarding international competence development. The aim is to design courses focusing on talent cultivation in international competence and to conduct case studies for further developments of relevant courses. The group will also write annual reports regarding course development, and provide training in relevant subjects.

The Expert Committee of International Competency Talent Training is a subsidiary of CSEDS. The committee conducts international competence talent development research, provides consulting services, establishes think tanks, and organizes related events. GEC Academy will provide its expertise in international education, and incorporate its international staff pool in course development, personnel training, and project implementation.

March

SCUT Students Enjoyed the 2022 Winter Overseas Masters Course X Global Competency Course Organized and Designed by GEC Academy

We are very excited to announce that the Overseas Masters Course and Global Competency Course designed for the School of Future Technology at the South China University of Technology (SCUT) have been successfully completed. Organized and designed by GEC Academy, students from the School of Future Technology gave exceptionally positive feedback of the courses they took during the winter vacation in 2022.



SCUT students listened carefully to Mr. Ning Zhang's speech on Global Competence.

In order to promote the cultivation of innovative talents in the college and enhance the global competency of students, the School of Future Technology of the South China University of Technology carried out the project 2022 Winter Break| Overseas Masters Course X Global Competency Course under the guidance of the Office of Global Affairs at SCUT with assistance of GEC Academy, together with the invited professors from Oxford University, Carnegie Mellon University, Cambridge University, other famous universities, and the UN officials and industrial experts in China.

The project lasted for two weeks and had a total of 32 credit hours, comprised of the Overseas Masters Course and Global Competency Course. A total of 45 students from the School of Future Technology completed the project, which has brought together professors from Oxford University, Carnegie Mellon University, Cambridge University, and other famous universities to host live online lectures for students at SCUT. At the same time, industrial experts and UN officials were invited to give a speech to introduce students to the cutting-edge academic knowledge in the field of their expertise with an aim to broaden the students' global vision.

Overseas Masters Course was divided into two directions: (1) Course 1 is Probability, Statistics and Machine Learning: Theory and Practice (with Python), which allows students to understand the mathematical theoretical support behind artificial intelligence and machine learning while making some practical exercise so that students can understand the computational model and computational theory of artificial intelligence in the future more thoroughly; (2) Course 2 focused on the Window to Data Science in Technology: Data Processing and Foundation of Data Analysis, which concentrated on challenges in data science for technological applications.

Global Competency Course was a 10-hour talk series given by UN officials, industrial experts, and overseas professors. They offered a series of lectures on topics such as “the UN and Youth, Global Competence Amongst Chinese Youth, International Cooperation and Industrial Development” to help students cultivate global competency and prepare for advanced study in the future.

We can say with confidence that the cooperation between SCUT and GEC Academy in providing the Overseas Masters Course and Global Competency Course was a meaningful and successful attempt. With the sunset of the pandemic, GEC aims to explore different ways to cultivate students' global competence to prepare them for future study and career and to engage the world. By inviting GEC's international experts to classrooms, we want to provide every student with opportunity to interact with the concept of international education and global learning. Through a globally focused curriculum, we expect students to develop their ability to inquire into global themes and issues, hence enhancing their global competence. In the near future, we plan to carry out more exploration and practice in global competence based education.

April



GEC Academy Successfully Hold Seminar on Chinese-foreign Cooperation in Higher Education and Global Competence Cultivation

On April 1, 2022, scholars and experts converged in Chengdu, Sichuan, for an in-depth discussion about the development of Chinese-foreign cooperation in higher education and the innovation in the mechanism of global competence cultivation. Organized and held by GEC Academy, this seminar aims to support universities in fostering communication and cultivating global competitive talents in China.

We take the delight to invite Qiao LI, an officer from the International Exchange and Cooperation Office of Education Department of Sichuan Province, Zhixian LIU, an expert in global competence and former UN official, and Henan CHENG, Deputy Director of the Center on Chinese Education at Teachers College, Columbia University to give opening addresses for this seminar.

The guest speakers shared enlightening and instructive ideas in their opening speeches. LI proposed existing problems from the perspectives of discipline planning, curriculum development and teaching faculty training in the current Chinese-foreign educational cooperation. Then, LIU emphasized the significance of viewing and handling problems based on international rules and norms. According to LIU, transcultural communication is another important factor in global competence, so it is necessary to broaden students' horizons and view problems from the aspect of globalization when cultivating global competence talents. Finally, CHENG pointed out in her opening speech that global competence development requires students to learn the knowledge, skills and attitudes to make correct judgments in the current rapidly changing and intertwined world.

After the opening ceremony, several experts shared their experiences and insights, including Ning ZHANG, President of the International Competence Development Committee in the Chinese Society of Educational Development Strategy, and five professors from different universities in China. They shared their experiences and opinions in developing Chinese-foreign educational cooperation, and exchanged their notions on cultivating global competitive talents.

During this speaking session, ZHANG pointed out that global competence requires six qualities and abilities: global vision and international understanding, cross-cultural learning and communication, respect for diversity, self-awareness and independent thinking, active participation in international affairs and cooperation, as well as internationally transferable skills.

Then, Professor Chengbin MA from The University of Michigan-Shanghai Jiao Tong University Joint Institute, introduced the concept of I3Q Strategic Principles— Internationalization, Interdisciplinarity, Innovation, and Quality. Professor Shilei YANG from the Southwestern University of Finance and Economics-University of Delaware Institute of Data Science also proposed promoting interdisciplinary programs and cultivating innovative talents. And Professor Tao HUANG from Southwest Jiaotong University-Leeds Joint School advised the importance of focusing on establishing international teaching faculty.

As for practical experiences, Professor Xiaoli FAN from Queen Mary University of London Engineering School, Northwestern Polytechnical University, talked about how they solved problems caused by old teaching methods, students' lacking motivation and innovation. Meanwhile, Professor Bing ZENG from Glasgow College, University of Electronic Science & Technology of China, shared valuable experience in organizing innovation and entrepreneurship projects, encouraging students to take part in scientific research, and holding academic competitions to enhance students' global competence.

This seminar ended with a round-table discussion, focusing on the development and innovation of Chinese-foreign educational cooperation in the new era, the training models for global competence, and new opportunities for Chinese-foreign educational cooperation.

Opening Ceremony of Ten-Week Columbia University Program on Instruction and Leadership Development for Faculty Members of Shenzhen University Successfully Launched Last Month

April

The opening ceremony on March 16th, hosted by Sheng Yan, the academic committee chair of GEC Academy, marked the initiation of the Ten-Week Program on Instruction and Leadership Development designed for Shenzhen University (Shenzhen U). This program lasts for 10 weeks from March 16th to May 25th, with 2 online sessions a week, and a total of 45 Shenzhen U teachers participating in this program.

Jointly organized by the Center on Chinese Education at Teachers College, Columbia University and GEC Academy, the original intention of this program was to effectively improve teachers' comprehensive skills in adult learning, leadership development, and teaching capacity development, thereby promoting the comprehensive development of these faculty's theoretical knowledge and teaching capacity through ten weeks.

On March 16th, all the teacher participants, as well as Professor Jianwu Jiang, Dr. Henan Cheng and Sheng Yan, attended the opening ceremony. Professor Jianwu Jiang, Deputy Director of the International Exchange and Cooperation Department at Shenzhen U, expressed his gratitude to the teachers for their support and active application and expectations for the progression of this program. Dr. Henan Cheng, Deputy Director of the Center on Chinese Education at Teachers College, Columbia University, delivered a speech on behalf of the Center. Not only did she show her appreciation to the teachers who overcame the great challenges and participated in the program under the epidemic, but provided a detailed introduction to the history of the Teachers College at Columbia University, and the historical origins in relation to Modern Education in China.



Professor Jiang and Dr. Cheng were giving speech during the orientation.

The opening ceremony also offered a detailed introduction to the instructors, program process, scoring standards, and study platform. At the end of it, the teachers introduced themselves and shared their original intentions for registration to each other.

April

After the successful opening ceremony, the first session of this program officially started at 8:00 p.m. on March 19th, which was led by Dr. Donna Murdoch, an associate professor who specializes in digital classroom construction and online teaching research at Teachers College of Columbia University. In the class, 45 teachers were divided into 9 groups to discuss learning themes, cooperation principles and common goals, and share their speeches with great passion.



Professor Murdoch holds the first lecture for the program.



First group picture taken at the end of the first class session.

With the full support and cooperation of all parties, this ten-week program was successfully initiated. The Teachers College of Columbia University and GEC Academy have been preparing for this program for half a year and we are highly confident with the harvests of this program, and we believe that this will be an opportunity to practice the “learn by doing and do by learning” in online teaching, with the methods and concepts brought by the Teachers College of Columbia University. “A single spark can start a prairie fire”, we have faith that the teachers will play a role in teaching, helping and leading to comprehensively promote the full English teaching ability of other teachers at Shenzhen U in the future.

May

GEC 2022 College Admissions Results (Updated in May 1st, 2022)



We are very delighted to take the time in May to congratulate our outstanding students on their exciting 2022 college and university admissions results. They've all put in a lot of effort while attending GEC online research seminars on their path to admission, and we're extremely proud of every one of them.

Furthermore, we'd like to extend our gratitude to GEC's great teaching faculty, who have worked tirelessly to support these students' college and university dreams. Without your tireless help, we would not have been able to achieve these preliminary results.

(Please note that the following statistics are based on students' feedback we received, and do not represent all student admissions results). According to the collected data, in 2022, GEC students received about 1,200 offers, with 874 master program and 338 undergraduate program. They did quite well with schools highlighted in US News & QS World University Rankings. Most of these students received offers to multiple schools on this list. To be more specific, we have 73 students admitted to Ivy League schools this year, 65 for master program and 8 for undergraduate program. More than 160 students were offered admission to G5 universities.

The tables - GEC General Admission Results, 2022 Admissions Results for US News Top 50 Universities, 2022 Admissions Results for Top Liberal Arts Colleges, 2022 Admissions Results for QS Top 50 Universities in the UK, 2022 Admissions Results for QS Top 50 Universities in the Other Countries and Regions - below show an overall admission results of GEC students, and also highlight the world's leading ranked universities and colleges where GEC students will be attending this fall.

GEC General Admission Results

	Number of Acceptance from US universities	Number of Acceptance from UK universities	Number of Acceptance from universities in other countries and regions	Total
Graduate Program	349	355	170	874
Undergraduate Program	159	141	38	338
Total	508	496	208	1212

If you're interested in the admission results of your own students, please feel free to contact us and we are very pleased to update this list as admissions decisions are released.

May

2022 Admissions Results for US News Top 50 Universities

University	Number of Acceptance (Graduate Program)	Number of Acceptance (Undergraduate Program)
Princeton University	2	2
Harvard University	8	1
Massachusetts Institute of Technology	1	-
Columbia University	23	-
Yale University	4	-
University of Chicago	4	3
University of Pennsylvania	15	2
Stanford University	-	2
Duke University	5	1
Johns Hopkins University	44	3
Northwestern University	7	1
Dartmouth College	-	3
Vanderbilt University	2	6
Washington University in St. Louis	12	6
Cornell University	13	-
Rice University	1	1
University of Notre Dame	1	-
University of California - Los Angeles	8	1
Emory University	-	4
University of California - Berkeley	7	6
Georgetown University	7	1
University of Michigan - Ann Arbor	2	1
Carnegie Mellon University	4	5
University of Virginia	-	4
University of Southern California	17	6
Tufts University	1	-
Wake Forest University	2	2
University of California - Santa Barbara	-	2
University of Florida	1	-
New York University	37	31
University of North Carolina - Chapel Hill	-	1
University of California - San Diego	3	-
University of Rochester	14	6
Boston College	3	-
University of California - Irvine	3	-
Georgia Institute of Technology	2	-
Case Western Reserve University	3	3
Tulane University	4	-
University of Wisconsin - Madison	6	-
Boston University	25	2
University of Illinois - Urbana Champaign	4	-
Pepperdine University	1	-
Purdue University	9	10
Ohio State University	30	5
Northeastern University	6	-

May

2022 Admissions Results for Top Liberal Arts Colleges

University	Number of Acceptance
Williams College	2
Swarthmore College	1
Wellesley College	1
Middlebury College	2
Carleton College	2
Smith College	2
Hamilton College	1
Grinnell College	1
University of Richmond	1
Skidmore College	1
Pitzer College	1
Lafayette College	1

2022 Admissions Results for QS Top 50 Universities in the UK

University	Number of Acceptance (Graduate Program)	Number of Acceptance (Undergraduate Program)
University of Cambridge	6	13
University of Oxford	2	10
University College London	65	13
Imperial College London	25	17
The London School of Economics and Political Science	11	-
The University of Edinburgh	11	3
The University of Manchester	19	14
King's College London	19	7
The University of Warwick	12	-
University of Bristol	23	-
University of Glasgow	29	-
University of Southampton	25	-
Durham University	8	-
University of Leeds	12	-
The University of Sheffield	14	-
University of Nottingham	13	-

May

2022 Admissions Results for QS Top 50 Universities in the Other Countries and Regions

University	Number of Acceptance (Graduate Program)	Number of Acceptance (Undergraduate Program)
The University of Hong Kong	16	10
The Hong Kong University of Science and Technology	16	2
The Chinese University of Hong Kong	16	3
City University of Hong Kong	5	-
The Hong Kong Polytechnic University	16	-
The Education University of Hong Kong	2	-
Hong Kong Baptist University	7	-
National University of Singapore	9	-
Nanyang Technological University	7	-
Singapore Management University	1	-
University of Toronto	5	7
University of British Columbia	4	-
Queen's University	1	-
Brock University	1	-
University of Ottawa	1	-
The Australian National University	1	-
The University of Melbourne	4	3
The University of Sydney	11	-
The University of New South Wales	7	-
The University of Queensland	4	-
Monash University	5	-
Queensland University of Technology	1	-
The University of Tokyo	3	-

May GEC Culture Story

GEC Academy Always Stands Firmly with Our Employees: Care Package for the Entire GEC Shanghai Team

Last month, another wave of COVID-19 hit Shanghai, resulting in a continuous lockdown in many areas. GEC Academy has hundreds of employees based in Shanghai, who were required to undergo home quarantine temporarily. With the concerns that the unexpected severe pandemic would cause transportation and delivery problems and food shortages, we began making preparations for this resurgence of COVID-19 at an early stage, contacting local suppliers and delivery personnel to mail a package of fresh food to each employee, some of our partner professors and students in Shanghai. The package includes a variety of vegetables, fruits, and meat products to meet daily demands. At present, the pandemic is still ongoing, and we are constantly paying attention to the health of our faculty in Shanghai.

In light of the current outbreaks of COVID-19 throughout the world, GEC Academy sincerely hopes that all of you may take effective preventive steps to take care of yourself and your family. We hope you and your loved ones are staying safe and healthy. The well-being and health of our staff and faculty are our top priority. We are looking forward to the day when the pandemic is finished so we can celebrate and meet you in person.



An interesting person-figure look with fruits and vegetables was created by one of our staff.



GEC Shanghai Team took pictures of the content in our care package.

June



School of Mechanical Engineering Hosts SJTU-GEC Science & Academic Studies Overseas Forum

The School of Mechanical Engineering hosted the Liyuan-GEC Science & Academic Studies Overseas Forum on May 14 and 15, with the aims to broaden students' horizons, stimulate their innovative thinking, exercise their expression skills, promote the exchange of academic knowledge between teachers and students, help graduate students develop their academic aspirations and achieve outstanding academic results. More than 500 graduate students majoring in mechanical engineering and power engineering from 10 universities including Peking University, Tsinghua University, Beijing Institute of Technology, Harbin Institute of Technology, Shanghai Jiao Tong University, Southeast University, Zhejiang University, South China University of Technology, Xi'an Jiao Tong University, and Northwestern Polytechnical University attended this virtual forum.

On the morning of May 14, a Forum Session on Power Engineering was held. Jason Ren, Professor of Civil and Environmental Engineering and the Andlinger Center for Energy and Environment, Associate Director for Research at the Andlinger Center for Energy and the Environment at Princeton University, introduced the frontier methods of carbon neutrality, that is, how to control carbon emissions from the source and achieve carbon neutrality, and proposed to achieve carbon neutrality as early as possible through policy formulation and academic research. Alessandro Gomez, Professor of Mechanical Engineering and Director of the Yale Center for Combustion Studies at Yale University focused on cutting-edge research in the fields of power engineering and engineering thermophysics and mainly introduced the application of advanced combustion and electrospray technology. Daniel Prober, Professor of Applied Physics and Director of Undergraduate Studies at Yale University, presented the composition and application of new energy technologies in the 21st century and discussed the technical means of realizing a zero-carbon city with students.



June

In the afternoon, five doctoral students in the fields of power engineering and nuclear science from School of Mechanical Engineering shared their scientific research results and overseas study experience. They introduced their research on the solar-driven gasification in an indirectly-radiated internally-circulating fluidized bed, the wide-range combustion reaction kinetics and molecular structure effects of typical long-chain olefin fuels, the near-zero magnetization metamaterials in the nonreciprocal thermal radiation technology, the verification technology of the vane gas-liquid separator morphology adaptive hybrid model, and the combustion characteristics of metal powder based on multi-dimensional optical diagnosis method.

On the morning of May 15, doctoral students in mechanical engineering also presented their scientific research progress on the scaling for the inverse thickness dependence of specific penetration energy in polymer thin film impact test, the adaptive gripping and operation technology from automated to autonomous robots, the data-driven design of multi-scale heterogeneous metamaterial systems and its applications, the laser repairing technology for surface defects of fused silica optical components in high-power lasers and the accelerated stress factors based nonlinear degradation model for lithium-ion battery prognostics.

In the afternoon, Jaime Marian, Vice Chair of Graduate Education and Professor of Mechanical and Aerospace Engineering, Materials Science and Engineering at the University of California, Los Angeles, introduced the multi-scale computational modeling method of material evolution under extreme conditions based on the exploration of mechanical engineering and material simulation technology. Dejan Marković, Professor of Electrical and Computer Engineering at the University of California, Los Angeles, spoke about the research on VLSI and chip design in the digital age and communicated with the students on the frontiers of mechatronics and advanced manufacturing technology. Colm Durkan, Deputy Head of Department of Engineering and Professor of Electrical Engineering at the University of Cambridge, listed the application of nanotechnology in the field of electric vehicles and conducted multi-level research on the trend of new energy technologies for vehicles.



At the end of the forum, Professor Zhang Zhinan, Vice Chairperson of the School Council, and Director of SJTU-GEC Interdisciplinary Innovation Design Joint Research Center made a concluding speech, expressing his gratitude to all participants and encouraging students to learn with an open mind and actively engage in academic activities on and off campus.

Co-hosted by the Liyuan Academic Organization Committee and SJTU-GEC Interdisciplinary Innovation Design Joint Research Center, the forum brought together scholars and experts from top universities around the world and mobilized students who returned from overseas exchanges. The Committee was named "Liyuan", which is of great significance, meaning that we will forge ahead with the inspiration of "Never forget the source of water" with a long-term goal to break the boundaries in academia. The Center aims to jointly build a decentralized sharing and exchange platform, promote the academic exchanges and cooperation in interdisciplinary fields among domestic and foreign universities, and cultivate interdisciplinary innovative talents by using the high-level academic resources of SJTU combined with GEC Academy's resources and training experience in international innovation and research-oriented talent training at home and abroad. In the future, the Center will hold a series of similar events to facilitate students' academic development.

June



Online Seminar on the Content Development and Implementation of “Global Competence Development Course” Was Successfully Organized and Held Last Month

On May 22nd, 2022, GEC Academy along with the International Competence Development Committee in the Chinese Society of Educational Development Strategy organized and held an online seminar on the Content Development and Implementation of the “Global Competence Development Course” Series for further improvements of the courses. Several former senior officials of international organizations and professors from top universities in China were invited to share their insights and feedback regarding the current development of the courses. During the seminar, all participants put forward detailed suggestions for course development in terms of course evaluation, teaching methods, supplementary course materials, and long-term planning.

In an effort to cultivate students’ in-depth understanding and practical capability of global competence, we developed the “Global Competence Development Course” to help students improve their working competence in the globalization context. Specifically, the courses are designed with the objectives to promote their awareness of global competence, develop a positive attitude toward international communication, and enhance their expertise in dealing with international practice.

Drawing on GEC Academy’s strengths in project-based learning curriculum design, local student recruitment and practical education service experience, and the world-class faculty network affiliated, we wish to unite our expertise to explore effective innovative talent training models with international vision, and global competence and intellectual readiness for the future. We have always been greatly proud of our outstanding team of instructors and this initiative is one of GEC’s attempts to further involve our faculty in GEC’s other projects than project-based learning programs. We are expecting numerous more opportunities such as this one for our faculty in the future. Finally, we would like to convey our gratitude to the several GEC faculty who put great effort into this course series. We want to give special thanks to Professor J.H, Professor P.B, Professor Y.S.R, Professor S.F, Professor M.B, and Professor R.P for their instructive support in the stage of course development.

July

Memorandum of Understanding (MOU) Signing Ceremony between Shenzhen University (SZU), the Center on Chinese Education, Teachers College, Columbia University (CoCE), and GEC Advanced Studies Institute (GEC-ASI)



On 28 June 2022, GEC signed a Memorandum of Understanding (MoU) with Shenzhen University (SZU) and the Center on Chinese Education, Teachers College, Columbia University (CoCE) at a virtual signing ceremony officiated by Sheng (Edison) Yan, President of GEC Academy and Executive Director of GEC-Advanced Studies Institute (GEC-ASI). The partnership aims to establish a collaboration between the three institutions for international cultural, educational, and training cooperation. Specifically, GEC will jointly design, facilitate and organize training programs and other academic and cultural exchange activities between Shenzhen University and the Center on Chinese Education, Teachers College, Columbia University.

Dr. Henry M. Levin, the William Heard Kilpatrick Professor of Economics and Education at Columbia University's Teachers College, and Professor Henan Cheng, Deputy Director of CoCE, both expressed in their speech that they believe this is an ideal partnership in that all can share ideas with each other. “We are partners and we want to emphasize the partner title because partner means you learn, and we want to learn,” said Professor Levin, who highlighted several times in his speech regarding his strong belief in partners.

SZU, being one of the most innovative institutions in Mainland China, with its headquarters in Shenzhen, China's first Special Economic Zone, recognizes that teachers' ability to teach and lead is a key component in improving the quality of instruction, and is aware of the enormous influence these instructors may have on educational innovation and transformation. Drawn upon the academic richness and expertise of the faculty at Teachers College, Columbia University, as well as the historically special relationship between Chinese education and Teachers college, the Center on Chinese Education, Teachers College Columbia University (CoCE), has carried out long-term academic research, education, and training, as well as outreach and exchange and other activities. By marrying the desires of Shenzhen University's plan to create meaningful professional development with TC's expertise in adult learning and leadership, the Ten-Week Online Program on Instruction and Leadership Development held this past spring marked the first time collaboration between three parties (Read More).

In the next few years, GEC will be expecting more academic and research opportunities created by the institutional affiliations. We look forward to expanding our activities together with SZU and CoCE with an aim to promote connections between institutions across the globe.

August

GEC 2022 Synthetic Biology Symposium:

Working Together to Promote the Development of Synthetic Biology

In the context of the rapid development and transformation of synthetic biology, on July 17th, 2022, GEC Academy, along with Gansu Provincial Microbiology Society, held its first synthetic biology symposium, inviting industry experts, both domestic and international, to discuss the most recent advances and state-of-the-art technologies in synthetic biology as well as the future trends of China's biotech-industry.

After 20 years of growth, synthetic biology has become a field that is driving major innovations in the bioeconomy and pushing the boundaries of biomedical science and biotechnology. It has attracted the attention of a booming population of students in China. The International Genetically Engineered Machine Competition (iGEM) is a well-known worldwide synthetic biology competition that has attracted thousands of Chinese students every year to attend. This symposium also set up a session for students- "Synthetic Biology Conference for Youth", established particularly to stimulate the innovative and creative capacities of young people and to promote the coordinated development of synthetic biology education and industry.

The Symposium has brought together a number of experts and scholars from well-known universities and research institutions, including Stanford University School of Medicine, University of Cambridge, Zhejiang University, South China University of Technology, Huazhong University of Science and Technology, and Shenzhen University. During the meeting, the key experts shared expertise and discussed specific issues with the audience from different perspectives. Hundreds of high school students who are interested in synthetic biology and/or are considering pursuing a degree in relevant fields were also invited to attend the presentations. Later that day, several iGEM contestants were also invited to share their competition experience as well as their iGEM projects with the audience.

The symposium ended with GEC Academy putting forward an initiative to establish a youth synthetic biology talent training alliance with colleges and high schools in China, intending to jointly build an open platform and think tank for synthetic biology innovation, in particular for students and young scholars, to enhance international exchanges and cooperation among them in the field of synthetic biology.

September



The Parallel Forum of Interdisciplinary Innovation Talent Cultivation Forum and Interdisciplinary Project-based Teaching Achievement Exhibition at the 2022 China-ASEAN Education Cooperation Week (CAECW) was jointly hosted by Shanghai Jiao Tong University and GEC Academy on August 24, 2022, in Guizhou Province.

In the context of inter-disciplines becoming a major feature of the current science and technology development, more than hundreds of professors and scholars from renowned institutions, including Professor Joseph Y. Halpern from Cornell University, Professor David Johnson from the University of Oxford, Professor Irina Lyublinskaya from Columbia University, and Professor Henan Cheng from Columbia University, were invited to discuss and share experiences concerning the topic of "interdisciplinary innovation talent cultivation", which is to promote the communication of interdisciplinary talent cultivation in universities worldwide and the development of talent cultivation and innovation in interdisciplinary fields in both China and ASEAN countries.

During the forum, Professor Halpern delivered a speech on interdisciplinary thinking which enabled us to solve various academic research and practical problems in daily life. Professor Johnson further indicated that interdisciplinary and multi-modality would create new designs and new meanings in single settings. Later on, Professor Lyublinskaya demonstrated conceptual framework for integrated STEM. And in the round table session, Professor Cheng discussed the topic of compound talents training and global competence building.

GEC Academy hosted the Interdisciplinary Innovation Talent Cultivation Forum and Interdisciplinary Project-based Teaching Achievement Exhibition at the 2022 China-ASEAN Education Cooperation Week

David Shen, CEO of GEC Academy, delivered a speech on the empowerment of GEC Academy to the cultivation of international innovative talents in domestic universities via taking advantage of GEC Academy's practical experience accumulated in the field of international talent training and the network of international higher education resources.

With an aim to promote the power of interdisciplinary, Shanghai Jiao Tong University and GEC Academy built a Joint Research Center of Innovative Design for Interdisciplinary Studies in 2021, committed to interdisciplinary studies for international innovative talent education programs, and exemplars exploration; interdisciplinary teacher capacity building and vocational training; interdisciplinary studies involving engineering, especially mixing Robotic, AI, Renewable-energy vehicles, new medical and health technology, etc.

Themed "Jointly Building an Amicable Home for a Colorful Future", 2022 CAECW announced a new phase in cooperative educational efforts and a new age in cultural interchange. The GEC team is more than proud to be a part of this major undertaking for the construction a more innovative, inclusive and sustainable China-ASEAN education community. We will continue to make a useful contribution to promoting high-quality academic exchanges and cooperation.

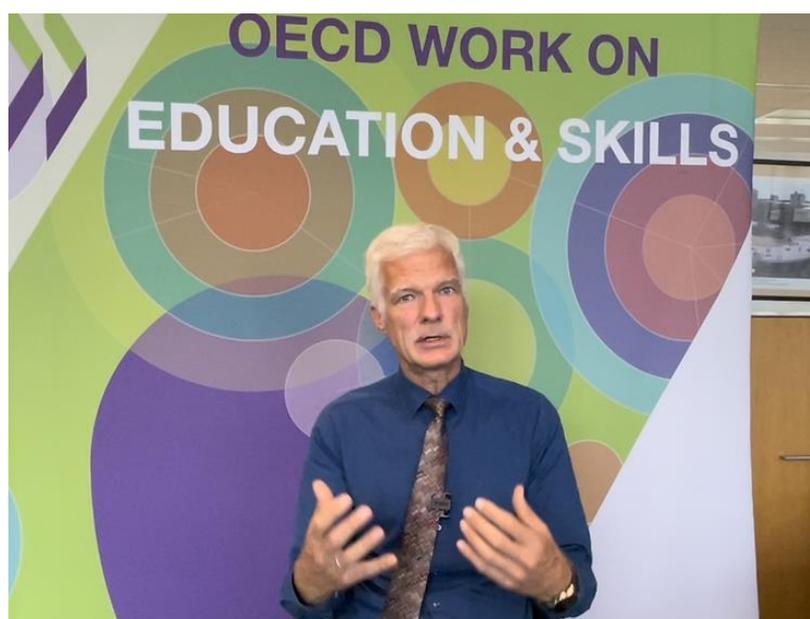


September

Architect of PISA and Global Competence Endorses GEC Academy's Work

GEC Academy's work in building "international competence" courses and modules with top-ranking universities in China has been enthusiastically acknowledged by Mr. Andreas Schleicher, OECD's Director for Education and Skills. Mr Schleicher is widely known for his work in initiating and overseeing the Programme for International Student Assessment (PISA).

Speaking to GEC Academy in his office in Paris, Mr. Schleicher commented, "We are very impressed by the work of GEC Academy to develop more good practices and thinking in the field of global competence, making it more accessible to young people which is very important. Textbook knowledge can be learnt on university campuses, but global competence is more about experience. For example, the Singaporean government is now sponsoring overseas experience for middle school students, because they understand the attitudes and mindset that are behind global competence can be framed quite early in life."



For the past year, GEC Academy has been working with the Chinese Society for Educational Development Strategy and scholars and experts from Peking University, Tsinghua University, Zhejiang University, Columbia University, Harvard University, University of Oxford, New York University, University College London and so on, in designing modules and courses for global competence building.

Learning contents largely fall into four categories, such as global perspective and cultural awareness, employability and work skills in international organizations, interdisciplinary studies, lifelong learning skills, and intercultural skills.

Mr Schleicher expressed his willingness to participate in the process to facilitate and promote global competence building in China, through working with GEC Academy and other educational organizations.

October

Diversification and Innovation of Teaching Formats Led by Professor in the GEC Global Competence Development Program

September marks the latest milestone of the GEC Global Competence Development Program - with ten universities in China officially starting their journey with the courses. In the meantime, the course design team has never stopped their explorations of diversified methods and formats to ensure and enhance the quality of teaching and learning.



Professor Magnús T. Bernhardsson, who teaches The Importance of Culture, Global Economics in the Global Competence Development Program, has recently contributed to the diversification of teaching formats and contents by introducing an exciting public event to the participating universities from across China. As the Brown Professor of History and Chair of Global Studies at Williams College, Professor Bernhardsson has a spectacular career in teaching and researching about history and politics of the Middle East, with profound influences shared among students and wider societies through his areas of expertise.

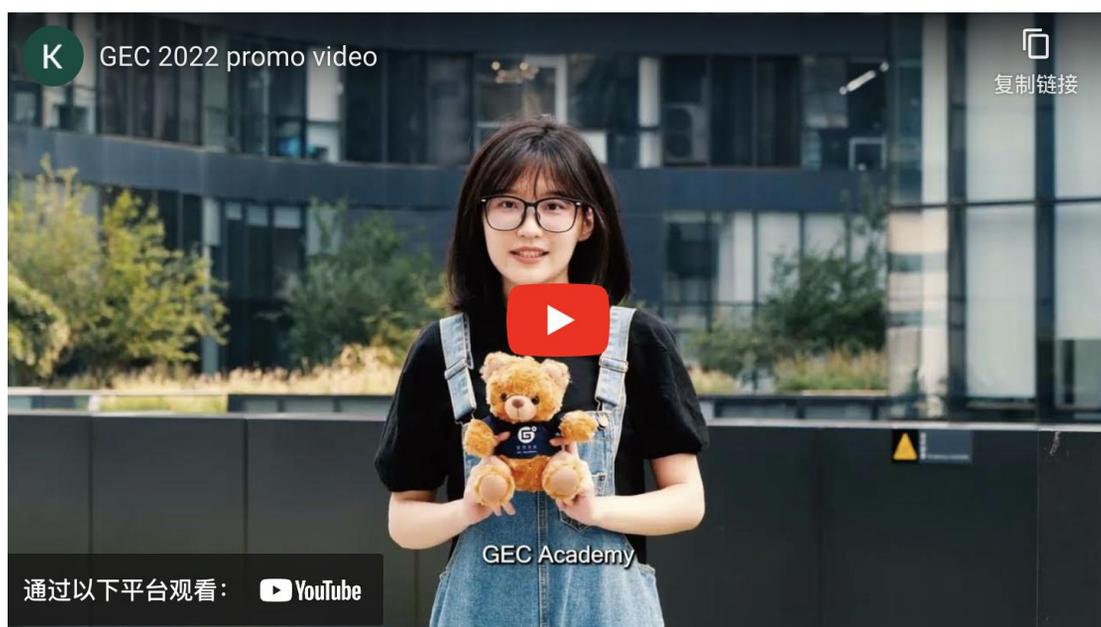
Professor Bernhardsson would like to share a very warm event invitation to the Global Competence Program students and anyone who is interested in international relations and development. This public event, scheduled to be live-streamed on November 9th, 2022, will be co-led by Professor Bernhardsson and H.E. Dr. Guðni Th. Jóhannesson, President of Iceland, where they would offer the audience a brief tour of global affairs with topics discussed on Iceland, the Arctic, energy, climate change, and development challenges facing small states today.

For more information about the event, please check the following link. The live-streaming link will be updated soon as it becomes available. Make sure to add it to your calendar if interested!

[Cool Iceland: The Fascinating Challenges and Opportunities of Being a Small State – Events and Announcements \(williams.edu\)](https://williams.edu)

November

Check out our latest promo video produced by GEC Brand Team!



Please click [HERE](#) to watch this video on YouTube!

December

The 2022 Annual Conference of International Competency Development Committee of Chinese Society of Educational Development Strategy & Forum Held In Beijing

On November 25 and 26, the International Competency Development Committee of the Chinese Society of Educational Development Strategy (CSEDS), in collaboration with Shanghai Normal University, and the UNESCO Teacher Education Center, hosted the 2022 Annual Conference & Forum on Global Competence Development. The conference, jointly organized by GEC Academy, brought together partners from across the spectrum. Several former senior officials of international organizations and professors from top universities in China attended the offline conference in Beijing, and more than 350 experts, including the teaching faculty of the Global Competence Development (GCD) project and officials from partnered Chinese universities, joined online.



The two-day event was an opportunity to discuss, exchange views and lessons learnt on talent development and training for international organizations guided by evidenced-based research and report. It examined past efforts and planned strategies to address the immediate as well as long-term needs of global competence among students, and ways to coordinate efforts that could promote educating for global competence in higher education. Discussions at the annual conference also covered a variety of topics, including changes and challenges in today's global governance, explanations on policies proposed by international organizations and how to build a community with a shared future for humankind.

During the Annual Conference, Ning Zhang, President of the International Competence Development Committee in the CSEDS, put forward a 2023 working plan for the GCD project. He also stressed the efforts that GEC has made in the GCD initiative, including building an academic exchange platform, developing the course with the objects to promoting students' working competence in the globalization context, and so forth.



The President of GEC Academy and Executive Director of GEC-Advanced Studies Institute (GEC-ASI), Edison Yan, delivered a speech on the practice of the GCD project and interdisciplinary innovation talent cultivation. Wendy Wang, the Academic Director of GEC Academy, introduced how the GCD project was designed and operated at the 2022 Annual Conference.

During the conference, the project team also streamed the presentation by important members of the GCD project teaching faculty, Professor Seth Freeman, Professor Yolanda Sealy-Ruiz, and Professor Richard Pettinger, who have been working with GEC Academy for several years, discussing their perspectives on how they designed, and developed the course in detail, as well as how they feel while teaching a GCD course.

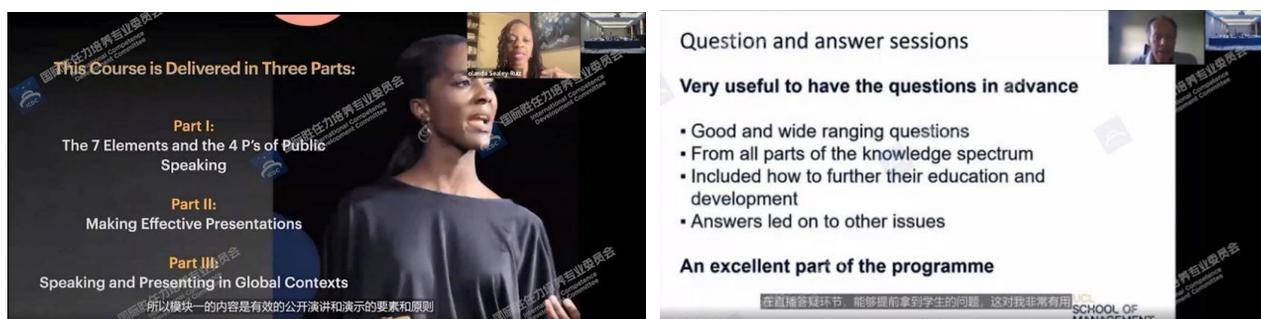
December

“My focus is negotiation and conflict management, which is a very practical subject. It’s very much hands-on. We focus on active learning typically. So, even though I have done lectures, and GEC has honored me by letting me lecture on it very much. This is a learn-by-doing skill.” Seth Freeman, Professor in the School of International & Public Affairs at Columbia University, shared his focus on the Most Important Dialogue Skill course of the GCD project.



“I am a visual learner, and so I will just share literally some slides that came out of the modules because I teach in a multimodal fashion.” Yolanda Sealy-Ruiz, Associate Professor in Teacher’s College at Columbia University, is the lecturer of Public Speaking, another course mostly about practice. She discussed the framework of the course and particular questions for the students to ponder by showing several slides from her modules. *“I approached it very much from a practical type of way, almost giving steps as well as giving readings and theory behind videos that I chose,”* she said. *“It took many more hours than I expected, but in the end, it was, I think, it’s a course that students will engage with both theoretically and practically. I think they’ll have fun. Having fun is very much important to me, and it was a great experience.”*

Richard Pettinger, Professor of Management Education in School of Management at University College London, discussed the critical points he discovered while designing and delivering Operating Mechanisms: Multi-National Corporation. He considered the Q&A session to be very beneficial and valuable, *“We spent a little bit of time in the Q&A session on providing further groundwork for people’s education and development. Underneath to look at things, the need to study things and go and cause it company visits and soon undertake project work and so get involved in any way that would advance an ordinance standing of how multinational corporations were.”* he said.



Since the beginning of 2022, GEC Academy and the International Competence Development Committee has established a formal cooperation on international competence development research and course development. For the past year, both teams have worked together to design courses focusing on talent cultivation in international competence and to conduct case studies for further developments of relevant courses.

Till now, 39 Chinese universities, including Tsinghua University, Peking University, Zhejiang University, China Foreign Affairs University, Nankai University, and Beijing Institute of Technology, have introduced the GCD courses to their own curriculum and granted credit to students who finish the courses. In the following year, GEC Academy intends to update the GCD project course content, and develop new seminars, with an aim to encourage participation from more students and universities. GEC will continue to contribute to the promotion of global competency training in a transcultural and interdisciplinary framework

Forum Held on Interdisciplinary Talent Cultivation

SEVERAL education scholars and experts had an in-depth discussion at a forum in Qianhai on November 19th and shared their views on the cultivation of interdisciplinary talents that can meet the country's current and future needs to participate in various global competitions.

The forum, jointly organized by the College of International Studies of Shenzhen University and the GEC Academy, consisted of three parts: several opening speeches, six keynote speeches, and three panel discussions.



A panel discussion on the cultivation of international interdisciplinary talent.



A view of the forum at Qianhai.

Li Qingquan, Party chief of Shenzhen University, said in his speech that building an international interdisciplinary talent hub in Shenzhen and the Guangdong-Hong Kong-Macao Greater Bay Area is the city's focal point to adapt to the needs of national development, contribute to the creation of a community with a shared future for humankind and give full play to its international regional advantages.



Cultivating international interdisciplinary talents has become an important task for Shenzhen University's targets of realizing international development and building itself into a world-class innovation-driven university. The university's College of International Studies has taken the country's lead in opening several disciplines' literacy and general knowledge courses for foreign language majors to cultivate their interdisciplinary learning capabilities.

Xue Yuxue, former director of the United Nations Development Program (UNDP) in Afghanistan and Indonesia, said during his work at UNDP, he not only witnessed China's increasingly important role and extensive influence in international affairs, but also realized its under-representation and weak right of speech in international organizations. Therefore, more international talents are needed who are proficient in international rules and familiar with international affairs. *"Talents with international competence should have four basic qualities: excellent professional knowledge and skills, competent professional ability, working ability in a multicultural environment, as well as international vision and patriotism,"* Xue said.



Shen Cong, CEO of GEC Academy, said that the institute, as an education service provider, strives to create more value for customers, parents and students that offers understanding of the trends and laws of talent training and development. *"To this end, we have carefully studied relevant education policies and made exchanges with education authorities, to better serve the national strategy and cultivate the next generation of future-oriented international talents,"* he said.

During parts of the panel discussions, guests shared their views on topics such as the integration between Shenzhen's high-quality development and interdisciplinary talent cultivation, opportunities and challenges brought by Sino-foreign talent cooperation and construction of an integrated international curriculum, as well as the status and qualities of excellent teaching staff.

2022 Faculty Meeting Calendar

Date	Topic
April 27th, 9 pm - 10 pm, Beijing Time	2022 GEC New Faculty Orientation
June 30th, 10 pm - 11 pm, Beijing Time	Interdisciplinary Course Design and Teaching Method
September 30th, 9 pm - 10 pm, Beijing Time	Introduction of GEC's New Initiative in 2022: Global Competence Development Course
December 28, 10 pm - 11 pm, Beijing Time	Annual Faculty Meeting

April

Recap: 2022 GEC New Faculty Orientation

On April 27th, we held the 2022 GEC New Faculty Orientation for all GEC teachers, engaging faculty and introducing faculty to the company history, our beliefs and mission, education philosophy as well as expectations about teaching. We would like to thank everyone who attended the orientation, especially thanks to the senior faculty who were invited to share their teaching experience and stories at GEC with all new GEC teachers. Below lists the recap of this year's orientation. [The complete orientation is also electronically available to all GEC faculty \(please find the recording at the bottom of this page\).](#)

- **Greetings & Introduction**

Miss. Nico Shen, Associate Academic Director of GEC Academy, started this year's orientation by welcoming the group and inviting everyone from the Course Management Team to each do a short self-introduction.

- **Overall Introduction of GEC ([Download Presentation \(pdf\)](#))**

Mr. Sheng Yan, Co-founder of GEC Academy and Academic Committee Chair of Path Academics, gave a detailed overall introduction of GEC, including its history, the current state and development, our mission statement, belief, and education philosophy. After a thorough introduction to GEC Academy, Mr. Yan gave a picture of what faculty can expect from teaching at GEC and reinforced GEC's expectations for all GEC faculty. At the end of the speech, Mr. Yan also demonstrated a list of previous faculty seminars recap, encouraging every faculty to attend and offer suggestions for new seminar topics.

- **Senior Faculty Sharing Teaching Experience at GEC**

Four senior faculty were invited to present on this topic. They led sessions and shared experiences and insights to assist in new faculty's acclimation to GEC. Their sharing is as wide-ranging as **teaching Chinese students, stimulating participation, suggestions for performance evaluation, and teaching physics programs.**

- [Yolanda Sealey-Ruiz, Associate Professor of English Education at Teachers College, Columbia University](#)

Dr. Yolanda Sealey-Ruiz has been with GEC for several years teaching a Gender Equity program. She expressed her excellent impression of GEC students of all levels during her sharing. She said that it's sometimes hard for her to distinguish who is a high school student and who is a college student. Through her program, she observed students enhancing their cooperation skills, research skills, presentation skills, and academic writing skills. "It's a powerful experience for me", she said. Concerning suggestions for new faculty, [Dr. Yolanda Sealey-Ruiz recommended the "Name Story" activity with students to address the challenge of name pronunciation, as being culturally responsive, which is a great way to learn their names and make personal connections at the same time.](#)

April

Recap: 2022 GEC New Faculty Orientation

- Daniel Prober, Professor of Applied Physics, Yale University

Professor Daniel Prober shared with the group his experience of teaching the “Energy Technology for the 21st Century” program at GEC. He talked about how involving China-related projects can better engage students in the classroom. Professor Prober also emphasized the importance of close communication with the mentor for effective teaching. He spoke highly of the mentors he worked with for their support and professionalism. [In the end, Professor Prober suggested new faculty be very clear on the ratings for performance evaluation. He also expressed the hope to learn about the acceptance outcomes of GEC students.](#)

- Arhat Viridi, Lecturer in FAME, Said Business School, University of Oxford

Professor Arhat Viridi has been teaching at GEC for more than 3 years. He gave recognition to the huge collaborative effort from the GEC team that has been put into the evolution of the education programs GEC supplies. [Professor Viridi believes that GEC is a great place to explore different teaching methods, which may be unlikely at the faculty’s home institutions. He also suggested to the new faculty that it’s very important to make sure that the program content or evaluation is catered to students of different levels.](#) In addition, Professor Viridi talked about the current incentive scheme GEC adopts to encourage participation and that grading participation is not intended to be punitive, rather, is to encourage participation.

- Dr. Denes Szucs, Professor in Cognitive Neuroscience and Psychology, the University of Cambridge (since 2020)

Dr. Denes Szucs also highlighted the importance of engaging students in class discussions. [He shared one tip for new faculty- ask effective and open questions that can really get students talking; if no one answers, then add another question to stimulate intellectual engagement.](#) Dr. Yolanda Sealey-Ruiz also added up to Dr. Szucs’s speech by suggesting new faculty put students in smaller groups so that they can get more comfortable with speaking in front of a bigger group.

- **New Faculty Self-Introduction**

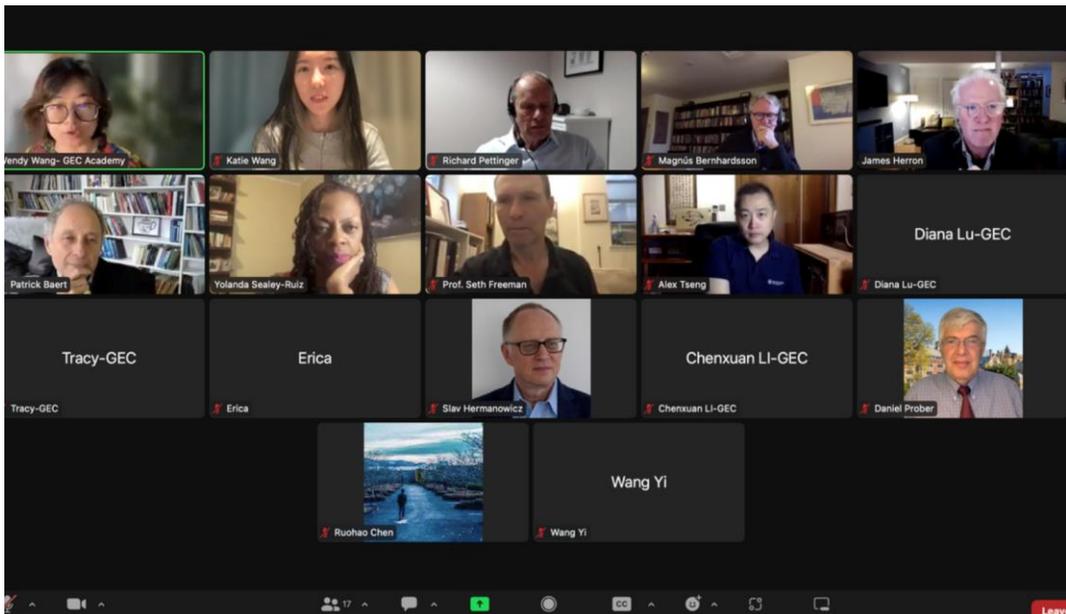
The last session of this year’s orientation is for new faculty to introduce themselves to the group and asked questions if they have any concerning teaching at GEC and their roles and responsibilities. We would like to thank the new faculty who took the initiative to introduce themselves during the orientation. And for those who missed the meeting, please feel free to contact the Course Management Team for any questions you may have.

Finally, we want to again welcome every new faculty to GEC Academy! We are delighted that you are joining our community. The entire GEC team, in particular, the GEC academic team, is committed to creating the best possible environment for you to inspire students through teaching.

[Here is the link to the recording of this year’s orientation.](#)

September

Recap of 2022 September Faculty Meeting on the Global Competence Development Course Project



Last month, we invited seven professors currently teaching the Global Competence Development Course and several other faculties who have conveyed their interest in teaching the course in the future to our September Faculty Meeting. Each professor shared their course outline and how they designed, developed, and finally filmed the course in detail. They also provided very useful suggestions for course design improvement. **Please find the meeting recording link at the end of the article.**

The “Global Competence Development Course” is one of the most important initiatives launched by GEC in 2022, in an effort to cultivate students’ in-depth understanding and practical capability of global competence. We have now formed partnerships with 38 universities in China to implement the “Global Competence Development Course Project”. Among them, 10 universities started the course this fall, including, University of Science and Technology of China, Nankai University, and Xi’an Jiaotong University. Hundreds of students from all ten universities will join the live Q&A session, which will be led by seven professors at the end of this year. Many universities have been especially impressed by the valuable and intriguing content and strong and diverse teaching team of the course.

We plan to update the course content each year, therefore plenty of new courses and seminars are to be developed. As global competence is a multidisciplinary construct that requires a combination of knowledge and skills in different fields, we welcome all GEC faculty to inspire us with new topics and new focuses on teaching global competence.

Click [HERE](#)
to access last month’s faculty meeting recording (Passcode: uxob\$6iG).

GEC Academy

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