Think globally, act locally: Case study BSU summer school in Shanghai, China 2018

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Abstract

Advancing the idea of world citizenship among college students coupled with the framework of decreasing state and federal funding for public education in the United States, scuffle for students along with high academic desire for the internationalization of higher education, colleges and universities turned their attention to the world. As a medium sized public institution, Bridgewater State University (BSU) was among the pioneering institutions to do both; signing partnership and working with a third-party organization in China to recruit students. This article focuses on the teaching and learning style, intercultural knowledge, and educational abilities as experienced by both; the Chinese students and faculty. The analytical discussion analysis is based on a qualitative and quantitative methodology. Theories of interpersonal communication, and the development of communication and management highlighted the international educational model KAP: Knowledge, Attitudes, and Practice in this article.

Keywords: International education, Satellite campus, Third-party educational organizations, Educational model KAP, Triple helix model of innovation

INTRODUCTION

Promoting world citizenship among college students coupled with decreasing state and federal funding for public education, colleges and universities turned their attention to the larger world. Some of these institutions established academic and cultural partnership with other campuses across the globe. For instance, over the last two decades, a number of American universities opened satellite campuses in Asia and the Middle East and North Africa (MENA). Joint degrees and 2+2 academic agreements flourished as well. Innovatively, some of the U.S. institutions reached out to Asian and MENA educational organizations to play a third-party role in the preferred country to recruit local students and to offer a carefully selected courses at the level of 100, 200, 300 and 400 to fee-paying international students in their home countries. As the 10th largest university in Massachusetts, and consistent with the university’s ongoing efforts towards internationalizing the curriculum, Bridgewater State University (BSU) always strives to offer educational and cultural opportunities for students, faculty, and staff. In summer, July 2 through August 2, 2018, eight faculty members from the Departments of Accounting, Art and Art History, Communication Studies, English, History, Management, Philosophy, and Psychology joined an international summer program offered by the College of Continuing Studies (CCS) at Bridgewater State University in collaboration with Massachusetts Education International (MEI) and ONPS. The latter is a partner organization in China with MEI in Boston for summer 2017 and summer 2018. It is an International Summer School Platform which was founded in 2010. It is affiliated with Beijing Simpway Education Consultation Co., Ltd.

The Global Studies Program of the Minnock Institute for Global Engagement (MIGE) facilitated the connection between the faculties who were hired by the Dean of CCS to teach 13 courses in Shanghai. Enrolled students in these courses were native Chinese who are studying in Canadian or U.S. institutions. Summer school attendance is expanding steadily in China and allowing Chinese undergraduate students who pursue higher education degrees in the West to return and continue studying during the summer vacations. According to ONPS’s On-Site Coordinator

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in Shanghai, “Students attending affiliated universities, they continue their degrees earning points/credits and return to their schools in September academically enhanced. This program was set up for the United States and Canada to great success” (Bai, 2018). It has to be noted that the majority of the Chinese students who were enrolled in the program came from Canadian institutions.

The idea of internationalizing the campus and providing global windows for BSU faculty to travel abroad to teach, to conduct research, and to explore other cultures and educational systems is not new. This paper is one of the examples of overseas teaching and research collaborations between faculties of different departments and aimed at exploring the Chinese culture and educational systems. The strategic plans of BSU and MIGE both highlight the importance of internationalizing the campus and globalizing the educational and cultural experience for students, faculty, and staff. The MIGE strives to internationalize the curriculum and to open doors to the world (Minnock Institute for Global Engagement, 2018). As such this program and similar others have the potential to be beneficial educational experience for all involved.

Significance of the Study

The U.S. universities have implemented a global strategy that is primary based on building actual international campuses in some countries in Africa, Asia, South America, and the MENA region, to attract students seeking students undergraduate and graduate degrees in these various geographical locations. This comes with high costs in terms of infrastructure, human resources, maintenance, and security. The list of schools includes, but not limited to, John Cabot University, Italy, McDaniel College Budapest, Hungary, American University in Beirut and Dubai (UAE), New York University, Italy, Duke Kunshan University, China, and Duke-NUS Medical School Singapore, just to name a few. These ventures are selected by the U.S. universities and colleges “with the primary objectives of generating income and by the importing of nations for purpose of building knowledge economies” (Knight & Routti, 2011). Particularly, universities such as NYU, Duke, and UC-Berkeley have established campuses in Shanghai, Kunshan and Shenzhen in China, Christine Gulbranson, senior vice-president at UC’s office of innovation and entrepreneurship, told CNBC the world’s second-largest economy also contributes the largest number of international students to the university (usa.chinadaily.com.cn). Further, the Cross-Border Education Research Team (Cbert, 2011) at the State of University of New York in Albany reported in 2017 that there were 38 overseas institutions have built branch campuses on the Chinese mainland, and 14 of them are U.S. Universities. By 2011, the number of international branch-campuses reached 183 around the world (Cbert, 2011). It’s the highest number of branches followed by the 8 for the UK and 3 for France. Thereby, the significance of this case is 1) to showcase the innovative approach of BSU to provide academic opportunities for international students to complete portion of required and elected courses that taught by BSU faculty; and 2) to avoid the cost of building and maintaining international campuses or branches abroad. The BSU-Shanghai Summer program is so successful and prompted high interest for Japanese partners in Tokyo, Japan to introduce this program for Japanese and international students in the country. It also triggered an interest from Tafila Technical University, Jordan to discuss this program with BSU to bring in the program to Jordan in 2021. Regarding global impact Thomas Friedman pointed out in his book The World Is Flat that globalization has led to the creation of worldwide markets and a leveling of the playing field for the competitors within those markets (Friedman, 2005).

LITERATURE REVIEW

Strategic mission and planning for education internationalization got off the ground pretty early in the United States. The advent of the Internet, the emergence and development of the concept of knowledge-based economy advanced higher education in industrial and developing countries (Altbach, Reisberg, & Rumbley, 2009; Skoric & Kupresanin, 2018). The internationalization strategy at institutions of higher learning obtained support of the U.S. government and recognition of the society. Early in 1966, the U.S Congress passed the International Education Act, expressing the willingness of the government to develop international education and supporting internationalization of higher education. It advocates that students enhance their understanding of politics, economy, science, culture, race and customs in the world, and become specialists of international issues. Integrated with characteristics and features, American universities have established culture-diverse courses and programs and provided a number of scholarships to encourage professors and students to participate in international exchange
activities. These activities have attracted international students and visiting scholars to come on study, research and teaching exchanges (Bodycott & Walker, 2000; Mueller, 2017). In Canada, education internationalization is also advanced and characterized by possessing the world’s first-class research centers and faculties. The teaching curriculum, content and programs models are internationalized. The United States and Canada are especially experienced and advanced in faculty and student internationalization.

As the main body of developing talents and scientific research and increasing academic level and reputation of the universities, university faculty play a key role in the process of education internationalization (Bodycott & Walker, 2000; Thiangthung, 2016). Hiring of international faculties with diverse backgrounds and foreign language abilities is important. Training of faculties in cross-cultural communication and developing of international experience for faculties is also important. Organization of seminars, participation in international conferences, invitation of visiting scholars for exchange, and teaching abroad are specific measures of faculty development and internationalization that also help contribute to internationalization of students.

The key index of education internationalization is the student internationalization. Only when students are internationalized, the progress and development of education internationalization are more comprehensive and long-term. In 1850, the first Chinese student was admitted to Yale University. In 1930s, Yale University admitted the first student from Latin America. Like Yale University, other universities in North America started admitting international students, set up international courses and programs, and provided scholarships to encourage international exchange among students (Hagedorn & Hu, 2014).

The number of international students pursuing postsecondary degrees in the United States has declined by 2.7 percent from March 2018 to March 2019 based on the quarterly data on student visa holders published by U.S. Immigration and Customs Enforcement (Ramsden, 1991). Nevertheless, the U.S. colleges and universities are attracting Chinese students. In 2019, the number of Chinese students who enrolled in the American institutions exceeded 369 thousand students (statista.com). However, the Coronavirus (COVID-19) outbreak could cause serious disruption in the flow of international students coming to the U.S. It should be noted that the flow of international students. It is expected to cost U.S. colleges and universities $41 billion (Dickler, 2020).

In addition to the student internationalization on campus, universities in the U.S. and Canada offer a variety of study abroad programs including semester abroad, junior year abroad, study tours, international internships, international summer school programs as well as foreign campuses of American universities. For example, Duke University has its Kunshan campus (www.dukekunshan.edu), and Kean University has its Wenzhou campus (www.kean.edu) As for international summer school, there are two kinds of program and business models. The first kind is a traditional summer school model with the purpose of helping American and Canadian students to go to a foreign country in the summer and learn the local language/culture to broaden their world horizon. Most of the classes are language/culture classes and limited in academic subjects and disciplines. This model has been adopted by well-known universities in U.S. and Canada such as Harvard University (Harvard Extension School, 2019), Columbia University (Global Perspectives, 2019), New York University (New York University, 2020), and University of Toronto (University of Toronto, 2019). The second kind is a recent phenomenon and new model directed at the Chinese students who study at the U.S. and Canadian universities and return to Asia/China for summer vacation. While spending their summer vacations in Asia/China, students take university classes in a wide range of academic disciplines: liberal arts, math, sciences and business. After they complete summer classes and receive the class credits, they transfer the credits back to their home institutions in the United States and Canada. More and more Chinese universities offer summer school classes to accommodate these Chinese students and provide Chinese university transcripts to transfer credits. There are also some U.S. universities that run similar summer school programs in Asia/China with the local Chinese partners such as ONPS (onpssummer.org) and UnivPlus (univplus.org), but they offer American university transcripts that are easily recognized and accepted by the universities in the U.S. and Canada. This model has been adopted by state universities such as Bridgewater State University, Framingham State University and Northwest Missouri State University.

**Theoretical Ground**

Globally, L&T in higher education institutions has been increasingly “shifted from teaching to learning” (Barr
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& Tagg, 1995; Fendler & Gläser-Zikuda, 2013; Harvey, 1997; Leiber, 2019; Schneider, Szczyrba, Welbers, & Wildt, 2009; Wildt, 2003), and oriented more towards knowledge, skills, and global perspective gains. Gaining global understanding by students and faculty becomes a necessity and a priority rather than a secondary or an afterthought and luxurious thing to think about. Leadership of higher institutions play critical role in supporting learning and teaching and global engagement in the form of exchange programs, study abroad, and organizing summer programs similar the Shanghai summer program. Mapping Internationalization on U.S. Campuses focused on curriculum, partnerships, organizational structures, and international students (American Council on Education, n.d.) revealed the critical needs to enhance the theoretical and practical approach of Knowledge-Attitude, and Practice (KAP). Knowledge produces stronger economy, while positive and supportive attitude motivates participants to work effectively and collaboratively, which generates high impact practices. In intercultural settings and multiculturalism environment call on higher education to modeling the attitudes, communication skills, and wise practices needed for intercultural and global engagement. For instance, universities in China and the U.S. like BSU are working with government and industry partners for innovative, entrepreneurial projects, and educational global involvement. In addition, international summer school-a new phenomenon and good example of Triple Helix Model (university-industry-government) of innovation that delivers positive results and demonstrates sustainable model for international participation and cooperation. As Yu (2019) noted in his presentation delivered in Beijing Jiaotong University in China, that the Triple Helix Model encourages industry (UnivPlus-Partner with Bridgewater State University in 2019) to work closely with the Chinese government and the U.S. universities to accomplish the innovative teaching and learning project of summer programs (Yu, 2019). Thereby, effective interpersonal and group communication enhances interior and exterior relationship and introduce a level of comfort and trust among parties whilst reducing the level of uncertainty as described by the Uncertainty Reduction Theory (URT). This explains any initial communication interaction between participants. Central to its goal is the hypothesis that “an individual’s primary goal in initial communication is to increase predictability and decrease uncertainty of one’s own behaviors and the behaviors of others” (Zhaoxia, Shunsui, Ying, & Fengyu, 2016). Travel courses for ten days to three weeks, the exchange program for a semester or one year, and summer teaching programs focus on enhancing knowledge and “skills of discovery and interaction from a component of the larger construct of intercultural communicative competence” (Ware, 2013). Therefore, international educational experience offers value-added dimensions such as individual growth, interpersonal and group communication competences, social and cultural networking, teamwork and collaborative management, and creative and critical thinking.

**METHODOLOGY**

The data for this quantitative and qualitative analysis are drawn from seven closed questions with multiple choices, and one open-ended question, which called for a brief comment. Fifty students were enrolled in the program. Most students chose one answer to each question. Data sources include a set of conversation with eight faculty who taught twelve undergraduate courses, the coordinator of the summer program in Shanghai and four of the staff members identified as teaching assistants. In addition, the researchers conducted random interviews with students enrolled in the program. The goals evolved around knowing the level of the Chinese students’ engagement in the program, collect their thoughts, and to highlight the opportunities and challenges grounded in the qualitative teaching and learning indicators for future improvement. The survey was administered over the period of July 25 and July 31 by both researchers.

**Leading and Managing International Programs**

Teaching and Learning (T&L) abroad require transparent Quality Management (QM) to ensure both student success and program sustainability. This study investigated the educational opportunities, challenges, and offer suggestions for leading and managing international programs in the host country. Leiber (2019) pointed out that QM seems to be indispensable for any systematic approach to develop and improve academic program and performance, setting goals, assessing and evaluating T&L process, facilitate monitoring, and invigorate communication, and operationalization. In reference to BSU-Shanghai summer program in 2018 and 2019, the QM firmly exercised by the Dean of College of Continuing Studies (CCS), the Assistant Provost for Global Engagement, the Coordinator
of Asian Studies program, and the Academic Director of Global Programs of Minnock Institute for Global Engagement (MIGE). This model of QM maintained a sustainable balance between teaching performance, student learning, student evaluation, and intercultural understanding and appreciation. In addition, QM calls for using performance indicators as explained by Theodor Leiber, which are to ensure that education by ways of offering courses equips students anywhere in the world with “abilities or traits for personality formation and development of academic knowledge and methodologies and, where appropriate, with knowledge and skills that can be used directly for profession and employment”. It should be recognized that performance indicators are not used to measure or evaluate the faculty performance, but the performance of the organizations like colleges, departments, or academic units (Leiber, 2019). Thereby, this understanding of L&T in higher education institutions can be further distinguished by recourse to the following six research-based principles of learning (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010). The six principles of learning suggested by Ambrose et al. (2010) and Groccia, Alsudairi, and Buskist (2012) are essential for teaching domestic and international students. As a model for global engagement, Ambrose and her colleagues suggested the following principles:

1. Quality learning requires goal-directed learning practice including directed feedback from learners.
2. Students’ prior knowledge can affect learning for better or worse.
3. Students’ organization of knowledge can affect learning and how they apply their knowledge and skills for better or worse.
4. Students’ motivation is critical to their learning behaviors (direction, intensity, persistence and quality) and engagement.
5. The climate (the intellectual, social, emotional and physical aspects) of the learning situation can affect students’ learning and performance for better or worse.
6. To become autonomous (self-determined) learners, students need to learn to monitor and adapt their learning approaches” (Ambrose et al., 2010).

The pursuit of innovative program such as the summer program in Shanghai “offered us not only academic opportunity to improve teaching and learning pedagogy, but also made it possible for us to experience Chinese culture, cuisines, and how to be interculturally sensitive.” the eight faculty told the researchers. Meanwhile, the Chinese coordinator of the program and her staff, the experience had contributed to the improvement of educational quality for her organization as an agent and managerial turning point to practice high QM. The program also generated reasonable revenue to cover salaries of faculty, and the accommodation for five weeks in Shanghai. Consistency in communication with the host agent or home organization and the home school, which is BSU (in this case) sustained the quality standards of BSU. Observations and conversation with the agent indicated sometimes a level of difficulty to understand that the same academic and ethical policies and regulations of the home school are applied effectively in the host school. Both parties exercised commendable level of communication and involve in due diligence daily conversation to safeguard the success of the program. Failing to plan and to have effective communication with the concerned parties including students would certainly bring any program down. For example, the C-BERT reported that some of the international campuses and programs have closed their doors because they failed to acclimatize to the local environment or their business plans were defective or inaccurate (Lane & Kinser, 2008). Challenges include teaching style, class management, class discussion and participation, and “teaching students with different linguistic and cultural background (Bodycott & Walker, 2000; Lane & Kinser, 2008). For example, Chinese students are accustomed to oral presentation, memorization, and transmission of knowledge by faculty as opposed to “dialogue, active learning, and critical thinking” (Rostron, 2009).

RESULTS

US colleges and universities are interested in establishing a branch campus in another country Yet, sustaining this huge enterprise is costly, culturally challenging, and always subject to the political stability in the host country. However, offering a summer program in a host country appeared more attractive and manageable, BSU-Shanghai summer program as demonstrated in this case study proved successful and beneficial for both home and the host schools. Literature review asserted that it is “not possible for higher education to opt out of the global environment, since its effects are unavoidable” (Altbach et al., 2009). Yet, in spite of the powerful influence of the global context, “local realities of wealth, language, academic development, and other factors all affect the extent to which
Yu, C. W. et al., / Think globally, act locally: Case in institutions are motivated and able to internationalize” (Altbach et al., 2009). In this study, the teaching and learning outcomes and the immense educational and cultural experiences of the U.S. Faculty, Chinese students and staff came extremely positive. Challenges relatable to language, environment, and various cultural experiences approved to be manageable. The innovative alternative of summer programs abroad offers a credible answer to declining emphasis of internalization of higher education by way of building campuses abroad. The Association of International Education Administrators reported that “The share of colleges reporting that internationalization is a high priority in their strategic plans and mission statements rose and then dropped between 2006 and 2017 as shown in the following chart.

Figure 1. Mission statement, strategic plan and priorities (Source: Association of International Education Administrators)

Meanwhile, the summer program as identified by this study illustrated growth form around 50 students in 2018 (in partnership with ONPS) to 250 students in 2019 (in partnership with UnivPlus) as documented by the Registrar’s Office of BSU. Accordingly, the significance of this study is warranted. If the past era was one of empire building, internationalization’s adherents today are playing defense. Fischer (2019) argued “If the past era was one of empire building, internationalization’s adherents today are playing defense” (Fischer, 2019). Furthermore, Philip G. Altbach, founding director of the Center for International Higher Education at Boston College declared “The landscape is changing. The era of internationalization might be over, or on life support.” This study offered innovative alternative for internalization.

**ANALYTICAL DISCUSSION**

This study discusses the academic and educational potentials for the international summer program that offered by Bridgewater State University in Shanghai in 2018. Through the teaching experience, conversation with faculty participants and students, we were able to recommend practical and specific ways and means to improve summer program course offerings in summer 2019 and beyond, the administration and management in Shanghai or any sites in China, and to enhance and expand its intercultural experiences. This study proposed that BSU Summer Program in Shanghai is a unique opportunity and may be useful model to be borrowed by other schools to emulate. BSU faculty had the opportunity to experience teaching their BSU courses abroad for Chinese students, utilizing the American teaching methodology, and available instructional technology. Enrolled students obtained transferable credits to their institutions in China, Canada and the U.S. It’s a win-win situation for us as faculty and for students as well.

| Table 1: Reasons for choosing ONPS-Bridgewater state university, Shanghai |
|---------------------------------------------------------------|
| Why do you want to study at ONPS-Bridgewater State University Shanghai? |
| Convenient Location | 21 |
| Affordable tuition | 2 |
| Wide range of course offerings | 8 |
| American and Canadian university recognized credits for transfer | 25 |
| **Total responses** | 56 |
The universities in Canada such as University of Toronto, do not accept those transcripts from Chinese university summer programs. Despite the low student enrollment number in Shanghai’s program compared with that of Beijing and Qingdao, 21 students choose convenient location of Shanghai. The low enrollment number in Shanghai is not because of the location of Shanghai, but other underlying reasons such as the higher tuition and program cost in comparison with that of other city campuses.

Table 2: Number of courses chosen in July 2-August 2, 2018

| How many courses are you taking? |        |
|---------------------------------|--------|
| One                             | 7      |
| Two                             | 27     |
| Three                           | 19     |
| More                            | 0      |
| Total responses                 | 53     |

27 students take two courses while 19 students take three courses. ONPS encourages students to take more courses and give tuition breaks for two and three courses. Most of students choose to take only two classes because of the workload, home assignments and tests associated with each course. There are only seven students who take one course. The reason may be that they live at home in Shanghai and do not have the pressure of paying for living expenses as students from other cities who pay both their transportation to come and hotel expenses to stay in Shanghai. The more courses students from other cities take, the more money they save for tuition and living expenses.

Table 3: Suggested number of courses in the future

| How many courses would you like to take in the future? |        |
|--------------------------------------------------------|--------|
| None                                                   | 5      |
| One                                                    | 12     |
| Two                                                    | 20     |
| Three                                                  | 11     |
| More                                                   | 4      |
| Total responses                                         | 52     |

For this question, the assumption was that most of the students will come back to the ONPS-Bridgewater State University Summer Session next summer or in the future. 20 students plan to take two classes whereas 12 students take one and 11 students will take three. four students would like to take four classes if they were allowed to do so. Only five students will not come back or take future courses. Taking a load of two courses is the trend for future summer program students. The answers to this question reflect a good retention rate of 90 percent for the program.

Table 4: Preferred teaching methodology and style

| What kind of teaching style do you like? |        |
|-----------------------------------------|--------|
| Lecture                                 | 8      |
| Discussion                              | 7      |
| Lecture and discussion                  | 17     |
| Lecture, discussion and multimedia      | 23     |
| Total responses                          | 55     |

All Chinese students in the summer program have been studying at American and Canadian universities and are therefore familiar with western learning and teaching styles. Unlike those Chinese students who have never studied abroad and prefer the lecture style, they are vocal and active in class participation. 17 students prefer lecture and discussion style whereas 23 students prefer lecture and discussion style, or lecture, discussion and multimedia style. They like to see YouTube videos and multimedia tools as supplements to the lecture and discussion in the U.S. and Canadian classrooms. Google/YouTube is not legal or available in China. It makes it difficult for our professors to
show American videos that they have prepared for their classes. Technology and internet in the Chinese classroom become a big challenge for the professors.

| Table 5: Types and levels of courses offered in Shanghai location 2018 |
|---------------------------------------------------------------|
| What courses are you taking?                                  |
| Science and business courses                                  | 25 |
| Liberal arts courses                                          | 20 |
| Lower-level courses                                           | 11 |
| Upper-level courses                                           | 13 |
| Total responses                                               | 69 |

Students are almost evenly divided in taking science, business as well as liberal arts courses. 25 students take science and business courses, and 20 students take liberal arts courses. The highest number of students enrolled in the program is concentrated on two psychology courses. The next highest number of students enrolled is in a business class. Students are almost evenly divided in taking lower-level courses and upper-level courses. Professors find that students who take upper-level courses are not so well-prepared or trained in prerequisite lower-level classes at their home universities in the U.S. and Canada.

| Table 6: Preferred courses in the future |
|------------------------------------------|
| What courses would you like to take in the future? |
| Science and business courses              | 24 |
| Liberal arts courses                      | 9  |
| Lower-level courses                       | 5  |
| Upper-level courses                       | 23 |
| Total responses                           | 61 |

For future summer courses, students would like to take more science and business courses, and more upper-level courses. 24 students plan to take science and business courses. 23 students plan to take upper-level courses. Most of these students in the program are sophomores and juniors and have already finished their basic and lower-level courses at their home institutions. However, it is difficult for BSU to offer equivalent upper-level courses to match those of student home institutions for transfer credits. It is also difficult to have a high enrollment number for each upper-level class. For summer classes, sophomores and juniors are main sources of student enrollment. To find a good combination of science and business courses with upper-level courses will be helpful to the future summer sessions.

| Table 7: Goals and accomplishments                 |
|-------------------------------------------------|
| What do you want to accomplish by taking classes at ONPS-Bridgewater State University, Shanghai? |
| Taking class credits for transfer                | 44 |
| Making friends with classmates                   | 16 |
| Meeting faculties for career and graduate study advice and opportunities | 9  |
| Studying and living in Shanghai                  | 11 |
| Total responses                                  | 80 |

44 students want to take class credits for the purpose to transfer to their home universities and colleges in the U.S. and Canada. All these students have long summer vacations of three or four months in China. It would be of great benefit for them to make use of the time visiting families and taking summer classes in China at the same time. When they can get the same kind of western education and transfer credits back to their home universities, they feel that their summer vacation would be worthwhile in China. While taking summer classes, they would like to make friends with classmates and establish social network. Meeting faculties and getting advice/recommendations for graduate school would also be important to them. Studying and living in Shanghai is exciting and like a vacation within a summer vacation for students. It is one of the reasons for them to attend the Bridgewater State University summer program in Shanghai.
Program Improvements

In the last open-ended question, the surveyed students offered valuable suggestions to improve the program. Students preferred more upper-level courses to augment their home school majors and programs. They voiced the opinions and recommended a change in the way classes were scheduled for both the morning and the afternoon slots. Participants compared the various programs offered by ONPS in collaboration with other American institutions and concluded that classes at Bridgewater State University Shanghai are perceived as difficult and demanding; there are too many homework assignments; tests and exams are hard; test score averages are low in 60s. To overcome these difficulties, students suggested that professors should offer a comprehensive session to review the materials included in the scheduled quizzes and major exams. Students indicated that class time of ninety minutes was rather long. Class time should be cut shorter. They expressed their fear either to fail the course or to get a below C grade. For instance, grades lower than C or score of less than 70 will not be accepted as transfer credits by Canadian universities. Although, the C grade is not an issue for the Chinese students who came from the U.S. institutions, it is still critical issue for those who are enrolled in the Canadian schools. Therefore, it should be addressed by the faculty of Bridgewater State University. As for other concerns, students stated that their time outside class and study is boring and routine. They asked for having cultural and social activities so that they can interact with their colleagues and professors, and to have a fun time. Furthermore, students recommended that ONPS should find a better hotel as the hotel that they stayed in over the five weeks was far away from the city center and attractions.

CONCLUSION

Over the last two decades, the opening of satellite campuses in Asia and the Middle East and North Africa (MENA) has expanded. Joint degrees and 2+2 academic agreements flourished as well. Innovatively, some of the U.S. institutions reached out to Asian and MENA educational organizations to play a third-party role in the preferred country to recruit local students and to offer a carefully selected courses at the level of 100, 200, 300 and 400 to fee-paying international students in their home countries. As a medium sized public institution, Bridgewater State University (BSU) was among the pioneering institutions to do both; signing partnership and working with a third-party organization to recruit students. Guided by its strategic vision to making a positive impact on the region and around the world, BSU invested in spreading educational skills, cultural knowledge, and problem-solving capability to address critical issues of public interest at home and abroad.

BSU summer program in Shanghai seems attractive to students from different parts of China. Student home universities and colleges in the U.S. and Canada have no issue with recognizing, accepting, and transferring credits from American institutions such as Bridgewater State University, and Canadian university summer programs. Although other university summer programs in China hire foreign professors to teach courses in English, they still provide only Chinese university transcripts to Chinese summer schools. Some U.S. and Canadian universities declined to accept transferring credits from any other summer program even if the teachers were from reputable U.S. and Canadian schools. For quality assurance and accountability, acceptable and transferable credits must come from the U.S. or Canadian colleges and universities. Although the surveyed students highlighted the level of difficulty or the regress academic demands by the faculty who taught BSU courses in summer 2018, Shanghai, they still viewed it as insurmountable challenge. Pedagogically speaking, students’ request to allocate reasonable time to review the materials included in the scheduled exams or quizzes is legitimate and useful. Bridgewater State University prides itself as a teaching institution with a core responsibility to promote student success. BSU summer program in China is widely open to come up with teaching service design, and critical thinking pedagogies to focus the teaching service in China of synchronous and asynchronous teaching and learning experiences on those who matter most: the students.
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