

INTERNATIONAL
**USR
SUMMIT**
2022



ORGANISED BY:



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



EDUCATION AND ACTION FOR A SUSTAINABLE FUTURE

16–18 NOVEMBER 2022 **VIRTUAL**

PROGRAMME BOOK





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International USR Summit 2022 Organising Committee

Chair

Prof. Ben Young

Vice President (Student and Global Affairs), The Hong Kong Polytechnic University

Committee Members

Prof. Robert Hollister

Professor Emeritus, Tufts University; Senior Advisor, University Social Responsibility Network

Dr Mark Anthony D. Abenir

Associate Professor, Development Studies Program, Ateneo de Manila University

Prof. Zhou Zuoyu

Vice President, Beijing Normal University

Prof. Geoffrey Q.P. Shen

Associate Vice President (Global Partnerships), Director of Global Engagement and Chair Professor of Construction Management, The Hong Kong Polytechnic University

Prof. Faisal Azaiza

Dean, Faculty of Social Welfare and Health Sciences, University of Haifa

Prof. Lara Johannsdottir

Professor of Environment and Natural Sciences, University of Iceland

Prof. Marylouise McLaws

Deputy President Academic Board, University of New South Wales

Dr Martina Jordaan

Head: Community Engagement Research and Postgraduate Studies, University of Pretoria

Dr Andrea Bandelli

Head of International Relations, Vrije Universiteit Amsterdam

About the University Social Responsibility Network (USRN)



The University Social Responsibility Network (USRN) was established in 2015 on the belief that universities have an obligation to work together to find solutions to address economic, social and environmental challenges facing the world today, making the world more just, inclusive, peaceful and sustainable.

Serving as a global platform to connect and foster partnership among members, the USRN shares ideas and resources to develop collaborative USR projects with varied scope and scale, advancing higher education as a catalyst for social change through education, research and community service.

The USRN comprises 20 member institutions with wide geographic spread. Members are leading universities in their countries dedicated to make a positive impact for the benefits of the society and the world. Currently, the Network is chaired by The Hong Kong Polytechnic University.

USRN Member Institutions

- Al-Farabi Kazakh National University
- Ateneo de Manila University
- Beijing Normal University
- Clare Hall, University of Cambridge
- Kyoto University
- Peking University
- Rhodes University
- Sichuan University
- Simon Fraser University
- The Hong Kong Polytechnic University
- The University of Manchester
- Tufts University
- University of Haifa
- University of Iceland
- University of New South Wales
- University of Pretoria
- University of São Paulo
- Vrije Universiteit Amsterdam
- Washington University in St. Louis
- Yonsei University



ATENEO DE MANILA
UNIVERSITY



北京師範大學
BEIJING NORMAL UNIVERSITY



CLARE HALL
CAMBRIDGE



京都大学
KYOTO UNIVERSITY



北京大學
PEKING UNIVERSITY



RHODES UNIVERSITY
Where leaders learn



四川大學
SICHUAN UNIVERSITY



SIMON FRASER
UNIVERSITY



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



MANCHESTER
1824
The University of Manchester

Tufts
UNIVERSITY



אוניברסיטת חיפה
University of Haifa



UNIVERSITY
OF ICELAND



UNSW
SYDNEY



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



Washington
University in St. Louis



YONSEI
UNIVERSITY

Welcome to the International USR Summit 2022



The International USR Summit is a biennial flagship event of the University Social Responsibility Network (USRN). The Summit brings together higher education leaders, academics, students and practitioners from all continents to exchange ideas and foster partnerships among universities and to advance the global USR movement – to share insights in advancing university social responsibility, generating social impact and driving sustainable development around the world.

In 2015, the United Nations Member States defined 17 Sustainable Development Goals (SDGs). This is a universal call for action by all countries to tackle climate change, end poverty and build a more sustainable and inclusive world by 2030. Higher education plays a unique role in creating knowledge and cultivating talent. None of the 17 SDGs can be achieved without major contributions by university education and research.

This action-oriented Summit, themed “Education and Action for a Sustainable Future”, aims to nurture and guide generations of new leaders who will drive social change, and translate innovative ideas into concrete steps for a better, inclusive and sustainable future. The Summit also provides opportunities to accelerate University Social Responsibility (USR) globally, and to share insights and innovative strategies to elevate institutions’ contributions to achieving the SDGs.

International USR Summit 2022 : Education and Action for a Sustainable Future

Organised by:



Supporting Organisations:



In Collaboration with:



Message from the Chair of USR Summit 2022 Organising Committee



Delegates, speakers, students and guests, I am honoured to welcome you all to the International University Social Responsibility (USR) Summit 2022. The Summit is a biennial flagship event of the University Social Responsibility Network (USRN), a global alliance comprises of 20 universities sharing the same mission, steers global discussion and advocacy for broader social responsibility in higher education.

Ten years ago in 2012, The Hong Kong Polytechnic University (PolyU) organised the first USR Summit themed *“Relationship between University Development and Social Responsibility in an Era of Globalization”* to embark our journey in advocating University Social Responsibility. In 2015, PolyU joined hands with eleven renowned universities around the globe to establish the USRN to spearhead USR with positive impact to the world. Since then, USRN has introduced different student engagement, research and capacity building programmes stepwise to promote and advance the USR concept.

The world has changed since the surge of COVID. Face-to-face interactive programmes with scale were halted in the USRN. It took a while for the USRN to grasp an effective model to continue our activities. Today, we are able to collaborate seamlessly at both the physical and virtual world, just as what we are doing in this USR Summit.

Witnessing the achievements of USRN over the past years, at PolyU’s 85th Anniversary, we are delighted to host the USR Summit again to reflect on what we have accomplished, and to work together to accelerate USR globally. The International USR Summit 2022, themed *“Education and Action for a Sustainable Future”*, provides a precious opportunity to share the latest USR insights, promote the best USR practices, and most importantly, chart for our shared future of the world. It is an event that we reflect on our trajectory and an occasion that we celebrate our accomplishment and partnership.

I take this opportunity to extend my sincere appreciation to all the distinguished speakers for their contributions to the Summit. My special thanks go to the Summit Organising Committee, comprising academic leaders from Ateneo de Manila University, Beijing Normal University, The Hong Kong Polytechnic University, University of Haifa, University of Iceland, University of New South Wales, University of Pretoria and Vrije Universiteit Amsterdam.

I wish you all a stimulating and rewarding Summit.

A bold, black, handwritten signature, likely of Prof. Ben Young, consisting of several fluid, connected strokes.

Prof. Ben Young

**Chair, International USR Summit 2022 Organising Committee
Vice President (Student and Global Affairs), The Hong Kong Polytechnic University**



Summit Programme

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 1 – Wednesday, 16 November 2022

*(Co-hosted Session with the ICSL 2022)**

WELCOME SESSION

Chair: Prof. Daniel T. L. Shek

Associate Vice President (Undergraduate Programme) and Dean of Undergraduate Studies,
The Hong Kong Polytechnic University

09:15 – 09:30

WELCOME ADDRESS

Prof. Jin-Guang Teng

President, The Hong Kong Polytechnic University

09:30 – 09:40

WELCOME ADDRESS

Prof. Ben Young

Chair, International USR Summit 2022 Organising Committee
Vice President (Student and Global Affairs), The Hong Kong Polytechnic University

Prof. Daniel T. L. Shek

Associate Vice President (Undergraduate Programme) and Dean of Undergraduate Studies,
The Hong Kong Polytechnic University

09:40 – 10:45

KEYNOTE I:

***Social Responsibility, Artificial Intelligence, Technology and Entrepreneurship:
What Lies Ahead for Higher Education?***

Prof. Barrett Hazeltine

Professor Emeritus of Engineering (Teaching), Brown University

10:45 – 11:00

COFFEE BREAK

11:00 – 11:15

INVITED ADDRESSES:

Priorities and Opportunities for Action towards a Sustainable Future

President Jón Atli Benediktsson

Aurora President and Chair of the Aurora Board
Rector and President of the University of Iceland

President Leon Botstein

Chancellor of Open Society University Network (OSUN)
President of Bard College

Prof. Guang Xi

Executive Vice Chairman of University Alliance of the Silk Road (UASR)
Vice President of Xi'an Jiaotong University

Chair: **Prof. Geoffrey Q.P. Shen**

Associate Vice President (Global Partnerships), The Hong Kong Polytechnic University

* The 4th International Conference on Service-Learning in 2022

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 1 – Wednesday, 16 November 2022

PARALLEL SESSION I

11:15 – 12:35	PARALLEL SESSION I-A Track 6: Social Innovation for Inclusive Communities <i>Session 6.1 (Panel)</i>	PARALLEL SESSION I-B Track 4: Education to Cultivate Social Responsibility <i>Session 4.1 (Presentations)</i>
	Collaborative Education for SDG Solutions: The OSUN Global Certificate in Social Enterprise and Leading Change	Session Track Chair: Prof. Geoffrey Q.P. Shen , Associate Vice President (Global Partnerships), The Hong Kong Polytechnic University, Hong Kong SAR China
	Panelists: Alejandro Crawford , Bard College, USA	Limitation in Satisfaction of Human Needs Should be the Moral Standards in Education for Sustainable Future. Nghia Dang Ngo , Institute of Biotechnology and Environment, Nha Trang University, Vietnam
	Evelina Van Mensel , American University of Bulgaria, Bulgaria	A Pilot Study for Engaging the Sustainable Development Goals of Global Citizenship Education Percy Hotim Hung/ M.S. Wong / Kubert T.H. Wang , The Hong Kong Polytechnic University, Hong Kong SAR China
	Sebastian Groh , BRAC University, Bangladesh	Promoting Food Justice through Religious Education: Towards Faithful Imagination of Regenerative Food Systems Justin Joseph Badion , Ateneo de Manila University, Philippines
	Dalia Najjar , Al Quds University, Palestine	Seeking Opportunities in Constraints: USRN Online Bootcamp Albert S. Y. Tsang/ Yanny Y.Y. Lau , The Hong Kong Polytechnic University, Hong Kong SAR China
	<i>[Moderator: Alejandro Crawford, Bard College, USA]</i>	Beyond Perspective Taking: The Role of Perspective Getting in Social Innovation Education Pamsy P.Hui , The Hong Kong Polytechnic University, Hong Kong SAR China

12:35 – 13:30

LUNCH BREAK

PLENARY SESSION I

13:30 – 14:30	<p style="text-align: center;"><i>(Co-hosted Session with the ICSL 2022)*</i></p> <p style="text-align: center;">PLENARY PANEL: Elevating Sustainable Development through Regional and Global Collaboration</p> <ul style="list-style-type: none"> • Dr Mark Anthony D. Abenir Associate Professor, Development Studies Program, Ateneo de Manila University • Dr Liu Hong Fudan University • Dr Martina Jordaan Head: Community Based Research & Postgraduate Studies, University of Pretoria • Mr John Kalenzi African Evangelistic Enterprise Rwanda <p style="text-align: center;"><i>[Moderator: Dr. Shuheng Lin, Service-Learning and Leadership Office, The Hong Kong Polytechnic University]</i></p>
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* The 4th International Conference on Service-Learning in 2022

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 1 – Wednesday, 16 November 2022

PARALLEL SESSION II

14:30 – 15:50	PARALLEL SESSION II-A Track 2: Collaborative Research to Address Global Challenges Session 2.1 (Presentations)	PARALLEL SESSION II-B Track 3: Driving Institutional Changes for USR Session 3.1 (Presentations)
	Session Track Chair: Dr Eugene Machimana , <i>Education Consultant: Community Engagement, Department for Education Innovation, University of Pretoria, South Africa</i>	Session Track Chair: Dr Andrea Bandelli , <i>Head of International Relations, Vrije Universiteit Amsterdam, the Netherlands</i>
	The Strategy of Internationalization at the Service of Society: Onsite Laboratories of Kyoto University Mariko Adachi , <i>Kyoto University, Japan</i>	USRN Members' Diverse Response to COVID-19: Diversity and Trends beyond Academia Fernando Palacio , <i>Higher Education Consultant, Japan</i> Paola Sanoni , <i>Kyoto University, Japan</i>
	DIGDI-STEER Research Collaboration: Prepositioning of Assets before Disaster Strikes Khim Cathleen M. Saddi / Paul M. Cabacungan , <i>Ateneo de Naga University, Philippines</i>	Reflections on Transformative Change towards Sustainability in Universities Ivar Maas , <i>Vrije Universiteit Amsterdam, Netherlands</i>
	Epistemic Justice: Journey from Traditional Researcher to Engaged Researcher Rene Oosthuizen , <i>Rhodes University, South Africa</i>	Collaborative Research in the 21st Century: Strengths and Challenges of Some Sub-Saharan African Universities Titilayo Olubunmi Olaposi , <i>Obafemi Awolowo University, Nigeria</i>
	Aurora SDG Research Dashboard, Gaining Insights in Co-author Collaboration of SDG Related Research Papers Maurice Vanderfeesten , <i>Vrije Universiteit Amsterdam, the Netherlands</i>	

PARALLEL SESSION III

15:50 – 16:30	PARALLEL SESSION III-A Track 5: Elevating Sustainable Development through Regional and Global Collaboration Session 5.1 (Presentations)	PARALLEL SESSION III-B Track 4: Education to Cultivate Social Responsibility Session 4.2 (Presentations)
	Session Track Chair: Dr Fernando Palacio , <i>Higher Education Consultant, Japan</i>	Session Track Chair: Dr Andrea Bandelli , <i>Head of International Relations, Vrije Universiteit Amsterdam, the Netherlands</i>
	Advancing Sustainable Development through Partnerships: Challenges and Opportunities in Collaboration Joanne Curry , <i>Simon Fraser University, Canada</i> Julian Skyrme , <i>The University of Manchester, UK</i>	Promoting Social Responsibility through Service-Learning in Higher Education Nina Rösler / Charoula-Maria Fotiadou / Iris-Niki , <i>University of Tübingen, Germany</i>
	Towards Sustainable, Knowledge and Ethical Societies – HEIs Elevating Sustainable Development through Regional and Global Collaboration Clifton Jones , <i>The changeXchange, South Africa</i>	Piloting a University-School-Community Social Responsibility Initiative Helga Lister / Lize de Beer , <i>University of Pretoria, South Africa</i> Amahle Bhengu , <i>St. Mary's DSG Secondary School, South Africa</i>

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 1 – Wednesday, 16 November 2022

PLENARY SESSION II

16:30 – 17:30

PLENARY PANEL:

Assessing and Reinforcing USR Impacts

- **Mr Phil Baty**

Chief Knowledge Officer, Times Higher Education (THE)

- **Dr Marisol Morales**

Executive Director, Carnegie Elective Classifications

[Moderator: Prof. Lara Johannsdottir, Professor of Environment and Natural Sciences, University of Iceland]

PARALLEL SESSION (STUDENT) I

17:30 – 18:00

PARALLEL SESSION (STUDENT) I-A

Track 2: Collaborative Research to Address Global Challenges

Session (Student) 2.1 (Presentations)

Session Track Chair:

Dr Fernando Palacio, *Higher Education Consultant, Japan*

Development of the Agricultural Multifunctionality Assessment Index: A Collaboration Between Human and Exact Sciences

Gabriela Maria Leme Trivellato / Gabriel Adrián Sarriés / Gustavo Nazato Furlan, *University of São Paulo, Brazil*

Analysis of Avoid CO2 Emissions Based on Data from the Life Cycle Assessment of Photovoltaic Systems: Evidence for Brazil

Larissa Guerreiro / Sérgio Pacca, *University of Sao Paulo, Brazil*

PARALLEL SESSION (STUDENT) I-B

Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Session (Student) 5.1 (Presentations)

Session Track Chair:

Dr Martina Jordaan, *Head: Community Based Research & Postgraduate Studies, University of Pretoria, South Africa*

Commuter's Choice Understanding Attitudes and Perception of Metro Manila Commuters Towards Cycling as a Mode of Transportation

Danielle Baldono / Gia Uncad / Tristan De Guzman / Elianna Urquico / Julian Llantero, *Ateneo de Manila University, Philippines*

Zero-Carbon University Campuses Collaboration: A Concrete and Standardized Measure of Scaling-down Urban Sustainable Standards and Strengthening Global Sustainability Alliance

Gengyuan Liu / Md. Salman Islam, *Beijing Normal University, China*

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 2 – Thursday, 17 November 2022

PLENARY SESSION III

09:00 – 10:00	<p style="text-align: center;"><i>(Co-hosted Session with the ICSL 2022)*</i></p> <p style="text-align: center;">INVITED TALK:</p> <p style="text-align: center;"><i>Why University Social Responsibility Efforts Fail: Avoid Ineffective Approaches to Institutionalizing Social Responsibility and Service-Learning in Higher Education</i></p> <p style="text-align: center;">Prof. Andrew Furco <i>Professor and Associate Department Chair for the Department of Organizational Leadership, Policy, and Development; Director of the International Center for Research on Community Engagement, University of Minnesota</i></p> <p style="text-align: center;"><i>[Chair: Dr. Grace Ngai, Head of the Service-Learning and Leadership Office, The Hong Kong Polytechnic University]</i></p>
10:00 – 11:00	<p style="text-align: center;">PLENARY PANEL:</p> <p style="text-align: center;"><i>Educating for Inspiration on Climate: Moving Students (and Faculty) Beyond Climate Despair</i></p> <ul style="list-style-type: none"> • Dr Eban Goodstein <i>Director, Center for Environmental Policy, Bard College</i> • Dr Jason Ho <i>Senior Service Learning Consultant, Hong Kong Baptist University</i> • Ms Carla Panyella <i>Project Coordinator, Center for Sustainable Development Goals, University of Los Andes</i> <p style="text-align: center;"><i>[Moderator: Dr Eban Goodstein, Director, Center for Environmental Policy, Bard College]</i></p>
11:00 – 11:15	<p>COFFEE BREAK</p>
11:15 – 12:15	<p style="text-align: center;"><i>(Co-hosted Session with the ICSL 2022)*</i></p> <p style="text-align: center;">PLENARY PANEL:</p> <p style="text-align: center;"><i>Education to Cultivate Social Responsibility</i></p> <ul style="list-style-type: none"> • Prof. Mikiko Nishimura <i>Director of Service-Learning Center, International Christian University</i> • Ms Thi Thanh Huong Tran <i>Founder and Executive Director, Vietnam Campus Engage</i> • Dr Wai Ching Angela Wong <i>Vice President for Programs, United Board for Christian Higher Education in Asia</i> • Prof. George Thadathil <i>Principal, Salesian College</i> <p style="text-align: center;"><i>[Moderator: Dr. Rina Camusfrom, Service-Learning and Leadership Office, The Hong Kong Polytechnic University]</i></p>
12:15 – 13:00	<p>LUNCH BREAK</p>

* The 4th International Conference on Service-Learning in 2022

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 2 – Thursday, 17 November 2022

13:00 – 14:00	<p style="text-align: center;">KEYNOTE II:</p> <p style="text-align: center;"><i>How Universities Can – and Must – Change to Meet the Demands of a World in Flux</i></p> <p style="text-align: center;">President Joy Johnson <i>President and Vice-chancellor, Simon Fraser University</i></p> <p style="text-align: center;"><i>[Chair: Prof. Geoffrey Q.P. Shen Associate Vice President (Global Partnerships), The Hong Kong Polytechnic University]</i></p>	
PARALLEL SESSION IV		
14:00 – 15:20	<p>PARALLEL SESSION IV-A Track 6: Social Innovation for Inclusive Communities Session 6.2 (Presentations)</p>	<p>PARALLEL SESSION IV-B Track 4: Education to Cultivate Social Responsibility Session 4.3 (Presentations)</p>
	<p>Session Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan</p>	<p>Session Track Chair: Dr Mark Anthony D. Abenir, Associate Professor, Ateneo de Manila University, Philippines</p>
	<p>Perception of Filipino Private High School Students on Gender-Sensitive School Policies Melinda Cobar, Lauro III Pacis / Sofia Mikaela Lui, Ateneo de Manila Senior High School, Philippines</p>	<p>Promoting Social Responsibility through Early Childhood and Special and Inclusive Education Programmes at the Botswana Open University Gbolagade Adekanmbi / Serufe Pilime / Pulane Violet Kabomo, Botswana Open University, Botswana</p>
	<p>Blue Carbon Initiative: Empowering Coastal Communities on Climate Change Adaptation and Mitigation (CCAM) through People-Centered Programs and Policies Michelle Angeli E. Lapiz, Philippine Center for Environmental Protection and Sustainable Development, Inc., Philippines Christelle Juin Ancha, Ateneo de Manila University, Philippines</p>	<p>Digital Society & Global Citizenship: Innovative Joint Master Education in the Aurora European Universities Network Anna Bon / Jaap Gordijn / Hans Akkermans, Vrije Universiteit Amsterdam, the Netherlands</p>
	<p>Building Cohesive Communities: Reflecting on Digital Social Innovation for Engaged Scholarship at Rhodes University in Makhanda, South Africa Thandiwe Matyobeni, Rhodes University, South Africa</p>	<p>Embedding the UN Sustainable Development Goals into Postgraduate Level Business Programmes – A Case Study Joe Houghton, University College Dublin Smurfit Graduate School of Business, Ireland</p>
	<p>Communicative Blockers of the Virtual Campus in Post-Covid Times: A New Agenda toward Personalised Virtual Learning Environment Oleksandr Khyzhniak, Vrije Universiteit Amsterdam, the Netherlands</p>	
15:20 – 15:30	COFFEE BREAK	

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 2 – Thursday, 17 November 2022

PLENARY SESSION IV

15:30 – 17:00

POLYU ACADEMY FOR INTERDISCIPLINARY RESEARCH (PAIR) PLENARY PANEL:

Collaborative Research to Address Global Challenges

- **Prof. Wenzhong Shi**

Director of Otto Poon Charitable Foundation Smart Cities Research Institute and PolyU-Shenzhen Technology and Innovation Research Institute (Futian)

- **Prof. Xiao Lin Zhao**

Chair Professor of Civil Infrastructure

- **Ir Prof. Shengwei Wang**

Director of Research Institute for Smart Energy, Chair Professor of Building Energy and Automation, Otto Poon Charitable Foundation Professor in Smart Building, Department of Building Environment and Energy Engineering

- **Ir Prof. Yongping Zheng**

Henry G. Leong Professor of Biomedical Engineering, Director of Research Institute for Smart Ageing, Director of Jockey Club Smart Ageing Hub, Chair Professor of Department of Biomedical Engineering

- **Ir Prof. Albert Chan**

Dean of Students, Associate Director of Research Institute for Sustainable Urban Development, Able Professor in Construction Health and Safety, and Chair Professor of Construction Engineering and Management

[Moderator: Prof. Qingyan Chen, Director of PolyU Academy for Interdisciplinary Research (PAIR), Chair Professor of Building Thermal Science]

PARALLEL SESSION V

17:00 – 18:00

PARALLEL SESSION V-A

Track 4: Education to Cultivate Social Responsibility

Session 4.4 (Presentations)

Session Track Chair:

Dr Andrea Bandelli, *Head of International Relations, Vrije Universiteit Amsterdam, the Netherlands*

Development of a Learning Experience to Foster Social Responsibility for Large Cohorts in an Engineering Degree

Lelanie Smith, *University of Pretoria, South Africa*

Strengthening Faculty Engagement and Partnerships through a Community of Practice

Martina Jordaan, *University of Pretoria, South Africa*

Audrey Falk, *Merrimack College, USA*

Barret Brenton, *Binghamton University, USA*

SDG 17: University Social Responsibility through Partnerships for Student and Community Development

Diana Scot Hornby, *Rhodes University, South Africa*

PARALLEL SESSION V-B

Track 4: Education to Cultivate Social Responsibility

Session 4.5 (Panel)

Institutionalizing Education for Social Responsibility at the Ateneo de Manila University

Panelists:

Ophalle Alzona-Pornela, *Ateneo de Manila University, Philippines*

Mark Anthony Abenir, *Ateneo de Manila University, Philippines*

Ma. Criselda Dana Buñag, *Ateneo de Manila University, Philippines*

Syra Marie Norin Petalio, *Ateneo de Manila University, Philippines*

Erika Keith Mendoza, *Ateneo de Manila University, Philippines*

[Moderator: Leland Joseph Dela Cruz, Ateneo de Manila University, Philippines]

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 3 – Friday, 18 November 2022

PLENARY SESSION V

09:00 – 09:30

INVITED TALK:

Civic Actor Studio at the University of Chicago is a Social Innovation for Inclusive Communities

Ms Joanie Friedman

Executive Director of Civic Leadership, Office of Civic Engagement, University of Chicago

[Chair: Dr Martina Jordaan, Head: Community Based Research & Postgraduate Studies, University of Pretoria]

PARALLEL SESSION VI

09:30 – 10:50

PARALLEL SESSION VI-A

Track 4: Education to Cultivate Social Responsibility

Session 4.6 (Presentations)

Session Track Chair:

Prof. Renato Cymbalista, *Human Rights Coordinator, Provost's Office for Inclusion and Belonging, University of São Paulo, Brazil*

Portuguese Language for Immigrants and Refugees: Education, Culture, Citizenship and Human Rights

Rosane Meneghetti / Marcela Debona Laskoski / Juan Diego Ramirez Camelo, *Community University of Chapecó Region, Brazil*

Eco-Makerspace: Collaborative Learning Space for Sustainable and Regional Growth

Eduardo Ferro dos Santos, *University of Sao Paulo, Brazil*

Education for Sustainable Development

Regina Celia Canel, *Center of Integrated Approach for the Being Health, Brazil*

E-Service Learning: Exploring Social Formation through Online Delivery

Anitta Nuevo / Jose Emmanuel Patrimonio, *Ateneo de Manila University, Philippines*

PARALLEL SESSION VI-B

Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Session 5.2 (Presentations)

Session Track Chair:

Prof. Fengshi Wu, *Associate Professor in Political Science and International Relations at the School of Social Sciences, University of New South Wales, Sydney, Australia*

Transformational Leadership: Emotional Intelligence and Intercultural Communication as Essential Competencies in University Social Responsibility

Shariq Sherwani, *Utah Tech University, USA*

A Scientometric Analysis on Approaches of Sustainable Development Goals in LMICs: From Consultation Across Eight Countries

Tae Hyun Kim / Vasuki Rajaguru, *Yonsei University, South Korea*

Hyejin Jung, *Korean Foundation for International Healthcare, South Korea*

Connecting Academic Talent to Innovative US Internships: A Unique Case of Industry, Academia, and Government Collaboration

Eva Janssen / Michelle Barbour, *Vrije Universiteit Amsterdam, the Netherlands*

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 3 – Friday, 18 November 2022

PARALLEL SESSION VII		
10:50 – 11:50	PARALLEL SESSION VII-A Track 4: Education to Cultivate Social Responsibility Session 4.7 (Panel)	PARALLEL SESSION VII-B Track 4: Education to Cultivate Social Responsibility Session 4.8 (Presentations)
	Multi-Stakeholder Collaboration to Cultivate Social Responsibility: Engaging Young Adults in Higher Education to Innovate Behaviour Change Solutions with Under-resourced Families Panelists: Siew Ling Lee , Singapore University of Social Sciences, Singapore Yoke Pean Thye , WISE - WASH in Southeast Asia, Singapore Julivius Prawira , WISE - WASH in Southeast Asia, Indonesia Janice Cheong , Lutheran Community Care Services, Singapore [Moderator: Siew Ling Lee , Singapore University of Social Sciences, Singapore]	Session Track Chair: Dr Martina Jordaan , Head: Community Based Research & Postgraduate Studies, University of Pretoria, South Africa
		Fostering Students' Empowerment to Address Global Challenge Elisabetta Magnani , Macquarie University, Australia
		Education and Sustainable Development: Building on Cultural Assets and Partnerships Anil Khamis , The Aga Khan University, Pakistan
PARALLEL SESSION (STUDENT) II		
11:50 – 12:50	PARALLEL SESSION (STUDENT) II-A Track 5: Elevating Sustainable Development through Regional and Global Collaboration Session (Student) 5.2 (Panel)	PARALLEL SESSION (STUDENT) II-B Track 4: Education to Cultivate Social Responsibility Session (Student) 4.1 (Presentations)
	Elevation System to Improve the Sustainable Strategy for Small Companies Panelists: Hanhong Liu , The Hong Kong Polytechnic University, Hong Kong SAR China Shiyu Liao , The Hong Kong Polytechnic University, Hong Kong SAR China Zhongliang Song , The Hong Kong Polytechnic University, Hong Kong SAR China [Moderator: Hanhong Liu , The Hong Kong Polytechnic University, Hong Kong SAR China]	Session Track Chair: Dr Mark Anthony D. Abenir , Associate Professor, Ateneo de Manila University, Philippines
		The Implementation of Sustainable Development Goal 4 in Higher Education Institutions in India through Its National Education Policy 2020 Ranjini S Nadig , Ramaiah University of Applied Sciences, India
		Laboratory Experiments on Renewable Energy Sources: Learning through Instructional Videos Marcos Jolbert Cáceres Azambuja / José Aquiles Baesso Grimoni , Polytechnic School of the University of Sao Paulo, Brazil
12:50 – 13:45	LUNCH BREAK	

Programme for International USR Summit 2022

Hong Kong SAR time (UTC+8)

Day 3 – Friday, 18 November 2022

PLENARY SESSION VI

13:45 – 14:45

UNIVERSITY ALLIANCE OF THE SILK ROAD (UASR) PLENARY PANEL:
Elevating Sustainable Development through Regional and Global Collaboration

• **Prof. Yuying Yan**

Professor and Chair in Thermofluids Engineering, University of Nottingham

• **Dr Şiir Kılıç**

Associate Professor, Middle East Technical University

• **Ir Prof. Vivien Lin Lu**

*Professor, Department of Building Environment and Energy Engineering,
The Hong Kong Polytechnic University*

• **Prof. Paweł Ocloń**

*Associate Professor, Institute of Thermal Power Engineering,
Cracow University of Technology*

[Moderator: Prof. Wen-Xiao Chu, Professor, School of Energy and Power Engineering, Xi'an Jiaotong University]

COMMUNITY SHARING

14:45 – 15:45

*(Co-hosted Session with the ICSL 2022)**

COMMUNITY SHARING

Dr Martina Jordaan

Head: Community Based Research & Postgraduate Studies, University of Pretoria

[Moderator: Mr Kenneth Lo, Service-Learning and Leadership Office, The Hong Kong Polytechnic University]

15:45 – 16:00

BREAK

PLENARY SESSION VII

16:00 – 17:30

PLENARY PANEL:

Education to Cultivate Social Responsibility

Presented by: The University of Manchester

• **Dr Julian Skyrme**

Founding Director of Social Responsibility, The University of Manchester

• **Dr Jennifer O'Brien**

Academic Lead for Sustainability Teaching and Learning, The University of Manchester

• **Prof. Raj Ariyaratnam**

Professor of Dental Education and Global Oral Health, The University of Manchester

• **Prof. Jackie Carter**

Professor in Statistical Literacy, The University of Manchester

• **Dr Philip Drake**

Senior Lecturer and Director of Social Responsibility for the School of Social Sciences, The University of Manchester

[Moderator: Dr Julian Skyrme, Founding Director of Social Responsibility, The University of Manchester]

17:30 – 17:40

CLOSING REMARKS


Prof. Geoffrey Q.P. Shen

Associate Vice President (Global Partnerships), The Hong Kong Polytechnic University

* The 4th International Conference on Service-Learning in 2022



Plenary Speakers and Topics

 Wednesday, 16 November 2022, 09:40 – 10:45 Hong Kong SAR time (UTC+8)

Keynote I

Title: Social Responsibility, Artificial Intelligence, Technology and Entrepreneurship: What Lies Ahead for Higher Education?



Prof. Barrett Hazeltine

**Professor Emeritus of Engineering (Teaching)
Brown University, USA**

Barrett Hazeltine was Professor of Engineering at Brown University. He is now Professor Emeritus but continues to teach at Brown. From 1972 to 1992 he was also Associate Dean of the College. He is a graduate of Princeton University—BSE - 1953, MSE - 1956 and the University of Michigan—Ph.D. - 1962.

In 1991-92 he held the Robert Foster Cherry Chair for Distinguished Teaching at Baylor University. He was awarded teaching citations from thirteen senior classes at Brown University until the award was named in his honor. In 2015 he received the Susan Colver Rosenberger, the highest award the Brown Faculty can bestow. He has received various other awards.

He has taught at the University of Zambia in 1970 and 1976, at the University of Malawi in 1980-81, 1983-84, and 1988-89, at the University of Botswana in 1993, and Africa University in Zimbabwe—1996-97, 2000, and 2006. He has also taught or consulted in Bangladesh, Indonesia, Mozambique, Nigeria, and South Africa. He was a Fulbright lecturer in 1988-89 and 1993.


His research deals with appropriate technology, entrepreneurship, and management of technology companies. He teaches courses in these areas, with a particular interest in technological literacy.

Two books he has authored, both with Christopher Bull are: Field Guide to Appropriate Technology and Appropriate Technology: Tools, Choices, and Implications.

He was a Trustee of Stevens Institute of Technology and was on advisory committees at Baylor University, Roger Williams University, and the State University of New York at Stony Brook. He was also a Trustee of the Paul Cuffee School, a charter school in Providence and active in other organizations.

Presentation Abstract:

Present day graduates of higher education will join a world where information is almost effortlessly accessible, where many (probably most) will be doing jobs that do not exist now, where technology will be even more pervasive. My talk will consider effective teaching for the world to come, social responsibility, appropriate technology and entrepreneurship, and technological literacy. Effective teaching will not be telling students what they realize they can find on the Internet. Effective teaching will be having students learn how to learn. Effective learning should, in part, take place outside the classroom. Being immersed in appropriate “real world” situations challenges students to learn, demonstrates the rapidity of technological change, and engages most students. In engineering, we can use service based learning as a vehicle for showing the complexity of significant problems and the need for independent learning. Service-based learning can reveal to engineering students (and others) the social and economic factors that allow an engineering innovation to succeed. I believe internships can function in the same way for other educational fields. Two technologies that appear to become even more influential are Artificial Intelligence and those that support collaboration. Our students should be prepared for developments to come. The accessibility of information means that students are aware of political and social issues. Nearly all my students know about climate change. Another important societal issue in the lives of our graduates will be the possible development of a two-tier society—some technological adept, some not. Educational experiences outside of the classroom will help make the separation clear. So-called “appropriate technology” focuses on reducing the gap between “high” and “low” technologies. Entrepreneurship is a companion to appropriate technology and just as necessary. One issue facing our graduates, non-engineers and engineers alike, is making technology choices. The ethos and the hardware of appropriate technology can be a vehicle for studying alternatives. Study of appropriate technology also brings attention to the mundane technologies—water, sanitation, cooking, housing, and so forth—that can be overlooked in a hi-tech culture but need to be understood by every educated person. Technological literacy should be taught to all students but the question of how much technology to teach deserves serious attention. We who are responsible for higher education are in for an exciting time.

 Thursday, 17 November 2022, 13:00 – 14:00 Hong Kong SAR time (UTC+8)

Keynote II

Title: How Universities Can – and Must – Change to Meet the Demands of a World in Flux



President Joy Johnson

**President and Vice-chancellor
Simon Fraser University, Canada**

Joy Johnson is president and vice-chancellor of Simon Fraser University, and professor in its Faculty of Health Sciences. As president, Joy is committed to enhancing student learning experiences, working towards Indigenous reconciliation, and advancing equity, diversity and inclusion across the university.


Prior to her appointment as president, Joy served as SFU's vice-president, research and international from 2014 to 2020 where she oversaw the evolution of cutting-edge research, innovation, and international engagement across eight faculties. Under her leadership, SFU's research income grew from \$103 million in 2014 to \$161 million in 2020 – the fastest growth of any Canadian university. Other major accomplishments include the launch of a groundbreaking big data initiative, hosting one of Canada's largest supercomputers and establishing a university-wide innovation strategy.

Prior to SFU, Joy had a distinguished career in academics and research. She completed her PhD in nursing at the University of Alberta, and joined the University of British Columbia as a professor in the School of Nursing. Her commitment to research led her to the role of scientific director with the Canadian Institutes of Health Research Institute of Gender and Health, where she is credited for shaping the Canadian research landscape to ensure gender is considered in health research. She is currently serving on the Universities Canada Executive Committee.

Joy is an elected Fellow of the Canadian Academy of Health Sciences, a Fellow of the Royal Society of Canada, and has co-authored more than 180 peer-reviewed articles.

Presentation Abstract:

As difficult as COVID-19 has been, it has also shown us something profound about our collective power to confront and overcome the enormous challenges facing our world, from the climate emergency, to growing economic inequality and the rise of reactionary politics. SFU President Joy Johnson will speak to how universities can respond to these economic and social forces by embracing different ways of knowing, teaching and learning as a means to expand the impact and reach of education. She will point to the specific ways SFU is engaging with the academic and larger community to tackle common challenges and to help build the trust, empathy and solidarity that underwrites a just society.

 Wednesday, 16 November 2022, 13:30 – 14:30 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Elevating Sustainable Development through Regional and Global Collaboration



Dr Mark Anthony Dayot Abenir

**Associate Professor
Ateneo de Manila University, Philippines**

Dr Abenir makes use of Service-Learning as a research and pedagogical approach in the course he handles such as Community Development and Social Change, Project Management, and The Economy, Society, and Sustainable Development. He is a Section Co-Editor of the International Journal of Research on Service-Learning and Community Engagement. His professional expertise is on the design, implementation, monitoring, and evaluation of community, social welfare, and poverty reduction/eradication programs that are participatory, people-centered, gender-sensitive, and rights-based. His research interests are in Community Development, Social Development, Service-Learning and Community Engagement, Disaster Resilience, and Children and Youth Studies.



Dr Liu Hong

**Associate Professor
Fudan University, Mainland China**


Dr Hong is an Associate Professor at School of Social Development and Public Policy, Fudan University, China. His research interests are related to social policy in developing contexts, youth participation and positive development, evidence-based social program development and evaluation. He considers himself a “practitioner-researcher”. He is actively involved in knowledge translation and innovations in social services and education in a developing context. He entered the field of service-learning in 2009 as a program evaluator. Now he is an enthusiastic advocate of adoption and adaptation of service-learning practices in higher education in China, assuming the roles of curriculum designer and chief researcher on the service-learning curriculum committee at Fudan University, where he helped initiate a university-level credit-bearing service-learning program since 2016. He also has experience in rural development work in Southwest China.



Dr Martina Jordaan

**Head, Community Engagement Research and Postgraduate Studies
University of Pretoria, South Africa**

Martina Jordaan is Head: Community Engagement Research and Postgraduate Studies at the Mamelodi campus, University of Pretoria. She was previously responsible for a compulsory undergraduate module, Community-Based Project, of the Faculty of Engineering, Built Environment and Information Technology. Annually more than 1600 students enrol for the module and they are involved in more than 570 projects in various communities. Martina has a doctorate in History and a Masters in Development studies. She was also head of the Education Museum in Pretoria and thereafter responsible for developing pre-schools in the informal settlements next to Pretoria and skills development of staff of various schools in Pretoria.

 Wednesday, 16 November 2022, 13:30 – 14:30 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Elevating Sustainable Development through Regional and Global Collaboration



Mr John Kalenzi

Executive Director

African Evangelist Enterprise (AEE) Rwanda, Rwanda

John Kalenzi is the Country Director for AEE Rwanda, holding the role since 2009. AEE Rwanda is a Christian, Local, Non-Governmental Organization dedicated to working with children, youths, families, and their communities to address the root causes of poverty. John has been with AEE Rwanda for 22 years, previously working for World Vision Rwanda as the Zonal Manager for the Southern Region.

In his role as Country Director, John is actively involved in shaping projects/programs to meet AEE Rwanda's vision of "a country in which all people honor God and have opportunities to fulfill their human potential." John works closely with AEE Rwanda's donors and partners, from institutional donors rolling out national and regional programs to philanthropic organisations and individuals looking to make a difference to the lives of the poor in Rwanda.


John graduated from the National University of Rwanda in 1999 and has since earned a Post-Graduate Diploma in Project Management from Uganda Management Institute (2004), an MBA from the Maastricht School of Management (2006), and an MSc in Development Studies from University of Rwanda (2016).

John lives with his wife and two children in Kigali, Rwanda

Presentation Abstract:

Elevating Sustainable Development through Regional and Global Collaboration:

This is a panel discussion among representatives from organization and higher education institutions involved with collaborative community development projects at the regional and global level. In addition to sharing examples of such innovative projects, the speakers will also offer insights on what sustainable development means from the economic, social or environmental perspective, what works when it comes to global collaboration, and what reaching across the border or even continent for partnership brings to the table.

 Wednesday, 16 November 2022, 16:30 – 17:30 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Assessing and Reinforcing USR Impacts



Mr Phil Baty


**Chief Knowledge Officer
Times Higher Education, UK**

Phil Baty is an international authority on university performance and strategy, with more than 25 years of experience in global higher education, including a decade (2009-2019) as editor of the prestigious Times Higher Education (THE) World University Rankings and its derivative analyses. He is a sought-after speaker, commentator and consultant and he currently leads government affairs activities at THE, the trusted global data and insights partner for the higher education sector. Phil was the creator of the THE World Academic Summit and he oversees the team that organises the summit and THE's extensive series of international events and awards, which now engage more than 40,000 university leaders, academics, business executives and policymakers annually.

Phil was listed as one of the top 15 “most influential” in education by The Australian newspaper in 2012 and in the 2016 book, *Global University Rankings and the Mediatization of Higher Education*, he is described as “one of the most powerful commentators, and arguably policy actors, on higher education”.

Phil joined Times Higher Education (THE) in 1996, and served as chief reporter, news editor, deputy editor, editor-at-large and editorial director, before taking his current role as chief knowledge officer. He took over responsibility for the World University Rankings in 2008 and led the development of the current THE World University Rankings methodology, determining the 13 performance indicators and weightings currently used to evaluate world-class research universities.

Phil is an award-winning journalist. He picked up the Ted Wragg Award for Sustained Contribution to Education Journalism (CIPR) in 2010 and was a runner-up for the Paul Foot Award for Campaigning Journalism, run by The Guardian and Private Eye magazine in 2007. He contributes regularly on global higher education for leading newspapers and broadcasters around the world.

 Wednesday, 16 November 2022, 16:30 – 17:30 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Assessing and Reinforcing USR Impacts



Dr Marisol Morales

**Executive Director
Carnegie Elective Classifications, USA**


Dr Marisol Morales currently serves as the Executive Director of the Carnegie Elective Classifications for the American Council on Education (ACE). In this role Morales provides conceptual leadership and operational oversight to the Carnegie Elective Classifications. This includes the collaborative development of and responsibility for all initiatives, oversight and facilitation of relevant national and international advisory committees, conceptualizing and implementing extensive data archives as well as developing and enacting a shared vision regarding access to and use of the knowledge produced by the Carnegie Elective Classifications to beneficially guide research, policy, and practice. Prior to this role she was the Vice President for Network Leadership at Campus Compact, from 2018-2022. Morales was the Founding Director of the Office of Civic and Community Engagement at the University of La Verne from 2013-2018 and the Associate Director of the Steans Center for Community-based Service Learning and Community Service Studies at DePaul University from 2005-2013.

In 2020, she was appointed as a Visiting Assistant Professor of Community-Engaged Scholarship at University of Central Florida and also serves as an adjunct faculty in the ENLACE Higher Education Master's program at Northeastern Illinois University. Morales sits on the editorial board of the Michigan Journal of Community Service Learning, on the editorial advisory board of Liberal Education, a publication of the Association of American Colleges and Universities, and on the board of the International Association for Research on Service Learning and Community Engagement (IARSLCE). Locally, she serves at the chair of the Puerto Rican Agenda of Chicago's Education subcommittee and on the alumni board of the Center for Latino Research and the Latin American and Latino Studies program at DePaul University. Dr Morales holds a BA in Latin American/Latino Studies and a MS/MS in International Public Service Management both from DePaul University. She earned her Ed.D in Organizational Leadership at the University of La Verne in 2021. Her dissertation focused on the community engagement experiences of Latinx students at a Hispanic Serving Institution.

Presentation Abstract:

Measuring what counts, or counting what's measured? Universities worldwide are shifting their missions to focus more on their social responsibilities and their public good. But do we have the right metrics frameworks in place to capture, reward and incentivise universities' social and economic impact? Are universities still to focus on chasing traditional metrics of research prestige and reputation? How do institutions of higher education fulfill their public purpose?

In this interactive session representatives of two organisations at the vanguard of data-driven sector analysis - Times Higher Education and the American Council on Education - outline separate initiatives designed to measure, benchmark and incentivise universities' social responsibility and public purpose - helping to redefine excellence in world higher education and research and drive the social responsibility agenda.

 Thursday, 17 November 2022, 09:00 – 10:00 Hong Kong SAR time (UTC+8)

Invited Talk

Title: Why University Social Responsibility Efforts Fail: Avoid Ineffective Approaches to Institutionalizing Social Responsibility and Service-Learning in Higher Education



Prof. Andrew Furco


Professor and Associate Department Chair for the Department of Organizational Leadership, Policy, and Development & Director of the International Center for Research on Community Engagement University of Minnesota, USA

Andrew Furco is Professor and Associate Department Chair for the Department of Organizational Leadership, Policy, and Development and Director of the International Center for Research on Community Engagement at the University of Minnesota. He also serves as Associate Editor for Research for the Journal of Higher Education Outreach and Engagement, and serves on the Editorial Board of Directors for Revista Iberoamericana de Aprendizaje Servicio, the first scientific journal in Spanish dedicated to disseminating research, reflections, and experiences pertaining to service-learning.

From 2008-2021, Prof. Furco served as the University's Associate Vice President for Public Engagement. In this role, he worked units across the University of Minnesota to advance the institutionalization of community engagement within the University's research, teaching, and outreach missions. Prior to arriving at Minnesota, he worked as a researcher and faculty member in the Graduate School of Education at UC Berkeley, where he served as founding director of the University's Service-Learning Research and Development Center (SLRDC). During his 13 years as SLRDC director at Berkeley and his 15 years at the University of Minnesota, he had the privilege of working with more than 50 graduate students, from a broad range of disciplines and fields, who have served as research assistants and partners on a wide of projects.

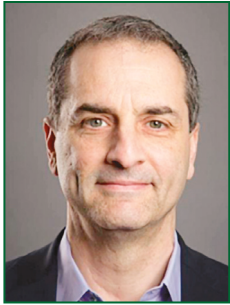
In 1998, he was selected by the National Campus Compact to serve as a National Engaged Scholar. Through this work, he developed and standardized the Self-Assessment Rubric for Institutionalizing Service-Learning in Higher Education, which has been incorporated into the service-learning work at more than 400 colleges in various counties.

Prof. Furco has consulted with more than 100 universities in more than 30 countries on issues pertaining to the advancement and institutionalization of service-learning and community engagement. His publications include the books, *Service-Learning: The Essence of the Pedagogy* (2001), *Service-Learning Through a Multidisciplinary Lens* (2002), *Service-Learning: How Does It Measure Up?* (2016), as well as more than 100 journal articles and book chapters that explore the study and practice of service-learning and community engagement.

 Thursday, 17 November 2022, 10:00 – 11:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Educating for Inspiration on Climate: Moving Students (and Faculty) Beyond Climate Despair



Dr Eban Goodsteino

**Director, Graduate Programs in Sustainability
Bard College, USA**

Eban Goodstein directs the Graduate Programs in Sustainability at Bard College in Annandale-on-Hudson, NY. Degree options include (1) the low-residency MBA in Sustainability based in NYC; (2) M.S. Degrees in Environmental Policy and in Climate Science and Policy; and (3) an M.Ed. in Environmental Education. Professor Goodstein holds a Ph.D. in Economics from the University of Michigan, and a B.A. in Geology from Williams College. Goodstein is the author of three books: *Economics and the Environment*, (John Wiley and Sons: 2020) now in its ninth edition; *Fighting for Love in the Century of Extinction: How Passion and Politics Can Stop Global Warming* (University Press of New England: 2007); and *The Trade-off Myth: Fact and Fiction about Jobs and the Environment* (Island Press: 1999). Articles by Goodstein have appeared in among other outlets, *The Journal of Environmental Economics and Management*, *Land Economics*, *Ecological Economics*, and *Environmental Management*. His research has been featured in *The New York Times*, *The Washington Post*, *Scientific American*, *Time*, *The Economist*, *USA Today*, and *The Chronicle of Higher Education*, and he has testified in the US Congress on the employment impacts of environmental regulation. He serves on the editorial board of *Sustainability: The Journal of Record*, as well as private sector Board service experience.


Goodstein has coordinated a series of national educational events around climate change, engaging thousands of colleges, universities, and K-12 schools in solutions-based dialogue. Most recently: the WorldWide Teach-in on Climate and Justice in March 30, 2022. At Bard he also directs C2C Fellows, a network of undergraduates and recent graduates who aspire to sustainability leadership in business, NGOs and government.



Dr Jason Ho

**Senior Service Learning Consultant
Hong Kong Baptist University, Hong Kong**

Dr Jason Ho is Senior Service-Learning Consultant from the Centre for Innovative Service-Learning (CISL) at Hong Kong Baptist University (HKBU). Jason joined CISL in 2018 and has been actively engaging students, faculty members and community members in carrying out meaningful service-learning (SL) projects that benefit the community and society at large. Subject matters like climate change and environmentalism are common in SL courses at HKBU and students have been expressing keen interest in issues in relation to advocacy SL. Jason's teaching and research interests also include globalization, ecocriticism, and film and gender studies.

 Thursday, 17 November 2022, 10:00 – 11:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Educating for Inspiration on Climate: Moving Students (and Faculty) Beyond Climate Despair




Ms Carla Panyella

**Coordinadora de proyectos, Centro de Objetivos de Desarrollo Sostenible
Universidad de los Andes, Colombia**

Carla Panyella is a Tourism Administration Professional with a Master's in International Relations from the Pompeu Fabra University, University of Barcelona and the Autonomous University of Barcelona, and a Master's in Development Management and Practice from Universidad de los Andes. She is the Project Coordinator for the SDG Center for Latin America and the Caribbean in Universidad de los Andes (Bogota, Colombia). She seeks to develop professionally in the coordination and formulation of projects that contribute to the economic, environmental, and social development of Latin America and the Caribbean.

Presentation Abstract:

Moving students from climate despair and anxiety to climate engagement is our most critical educational project. Students largely understand basic climate science and impacts, but the situation seems so dire that the natural impulse is to disengage. Teachers also are facing climate despair. This session will focus on moving both faculty and students beyond despair through engaging from all of our disciplinary perspectives with the profoundly great work ahead: helping students understand how they can join the ranks of rising artists, engineers, chemists, business leaders, sociologists, musicians, historians, educators, community organizers and others who will together, rewire the world with clean energy, ensure energy justice, and stabilize the climate. The session will focus on concrete steps all educators—not just those with climate expertise—need to take to accomplish this goal, and will discuss opportunities and resources available through the WorldWide Teach-In on Climate and Justice.

 Thursday, 17 November 2022, 11:15 – 12:15 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Education to Cultivate Social Responsibility



Prof. Mikiko Nishimura

Professor
International Christian University, Japan

Mikiko Nishimura is a Professor of Sociology of Education and International Educational Development and Director of Service-Learning Center at International Christian University. Prior to the current position, she was an Associate Specialist in Human Resource Development at Japan International Cooperation Agency, a development consultant, and an Associate Professor at Graduate School of International Cooperation Studies of Kobe University. Her primary research interests are analysis of education reforms and policies, community participation in education, gender in education, civic/community engagement and liberal arts education. She has worked extensively in education planning and research in developing countries as a development consultant and researcher.



Prof. George Thadathil

Principal
Salesian College, India


Prof. George Thadathil sdb is presently the Principal of Salesian College Sonada and Siliguri Campus. He completed research in the University of Madras, in 2000, as a Junior Research Fellow of Indian Council of Philosophical Research (ICPR). His area of specialization is Cross Cultural Social Philosophy. He has organized various research seminars engaging local scholarship with contemporary concerns of identity, language and ethnicity. He is the author of Vision from the Margin: Study of the Sri Narayana Guru Movement in the Literature of Nitya Chaitanya Yati (2007) and has edited and co-edited the books Communities and Identity Consciousness: South Indian Trajectories (2004), Cultural Identity in Nepali Language and Literature (2005), Subaltern Perspectives: Philosophizing in Context (2005), Cultural Linguistic Transitions in the Nepali Speech Community of Darjeeling (2009), Teesta on the Run: Development Induced Displacement in Sikkim 1975-2010 (2016), Brahmashri Narayana Guru (Tr-2016), Intellectual Property Rights (2022) besides contributing to a number of journals and edited volumes on Philosophy, Literature and Social Sciences. His publications are the outcome of an attempt to apply the research findings in South India (Ezhava Movement) onto the Language and Ethnicity based identity formations in Darjeeling District, North East India.



Ms Thi Thanh Huong Tran

Director and Founder
Vietnam Campus Engage, Vietnam

- Founder and Director of Vietnam Campus Engage
- Master's degree in International Development and Social Change in 2005-2007, Clark University, USA, with International Ford Fellowship Award.
- Former Director of Non-Profit, CAO Social Enterprise, 2019
- Former Director of Center for Service-Learning, Hoa Sen University, 2016-2017
- Former Founding Director and Senior Advisor – Center of Service-Learning, University of Economics and Finance, Ho Chi Minh City, 2018-2019
- Senior Advisor, Center for Engaged Learning, Da Nang Architecture University
- Director and Member of the Board of Directors of LIN Center for Community Development from 2009 to 2018

 Thursday, 17 November 2022, 11:15 – 12:15 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Education to Cultivate Social Responsibility




Dr Wai Ching Angela Wong

**Vice President for Programs
United Board for Christian Higher Education in Asia, Hong Kong SAR China**

Wai Ching Wong lives and grew up in Hong Kong and received her doctorate from the University of Chicago. She was a long-time faculty member of The Chinese University of Hong Kong, serving the Department of Cultural and Religious Studies, and headed the Graduate Divisions of Cultural Studies and Gender Studies, the Gender Research Centre, and many academic programs. Ecumenically committed, she was a member of the board of trustees of the United Board (2002-2012) and the Presidium of Christian Conference of Asia (2000-2005); the chairperson (1995-1999) and regional secretary (1993-1995) of the World Student Christian Federation; and co-moderator of the Congress of Asian Theologians (2000-2004). As an academic, she has published widely in Chinese and English on topics of religion, gender, and culture in Asia.

Presentation Abstract:

This panel brings together service-learning practitioners from Asian academic institutions and an NGO. The speakers will offer different perspectives about cultivating social responsibility through service-learning, in particular: how essential elements of service-learning transforms students in Japan (Prof. Nishimura, Japan); how service-learning contributes to social change and public services in Vietnam (Ms. Huong); the Hong Kong-based United Board for Christian Higher Education in Asia's experience of cultivating social responsibility through its "Campus-Community Partnerships" (Dr. Wong); and, finally, the benefits of a college's engagement in collaborative service-learning projects in India (Fr. Dr. Thadathil).

 Thursday, 17 November 2022, 15:30 – 17:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Collaborative Research to Address Global Challenges




Prof. Wenzhong Shi

**Chair Professor of Geographical Information Science and Remote Sensing & Director of the Otto Poon Charitable Foundation Smart Cities Research Institute
The Hong Kong Polytechnic University, Hong Kong SAR China**

Wenzhong Shi, Chair Professor is the Director of Otto Poon Charitable Foundation Smart Cities Research Institute and PolyU-Shenzhen Technology and Innovation Research Institute (Futian), HKPU. He is Academician of International Eurasian Academy of Sciences and Fellow of Academy of Social Sciences (UK). His research covers urban informatics for smart cities, geographic information science and remote sensing, spatial big data analytics and quality control, and mobile mapping and 3-D modelling. He has published almost 300 articles in journals indexed by WoS and 20 books. He is among the worldly top 2% cited researchers according to Elsevier BV. He has won prestigious awards such as the Natural Science Award, China's highest award for fundamental research (2007); and Wang Zhizhuo Award by International Society of Photogrammetry and Remote Sensing (2012).

Presentation Abstract:

Predicting the spatiotemporal risk of COVID-19 is the key to formulating place-specific precise control measures. Most methods for predicting COVID-19 risk are based on confirmed/positive cases. However, there is a spatially variant delay of a few days from the symptom onset, when the cases' infectiousness reaches the peak, to the case is tested positive. The prediction of symptom onset risk thus has a higher potential to support more timely anti-epidemic measures. This presentation introduces the applications of the lately developed extended Weight Kernel Density Estimation (E-WKDE) model for short-term COVID-19 spatiotemporal onset risk prediction. By flexibly incorporating the COVID-19 cases data, virus transmissibility, and mobility data in different granularities, the models have been used to predict the COVID-19 onset risk and evaluate the anti-epidemic measures in various countries, regions, and cities. Studies with the models (e.g., on the early Omicron break in South Africa) found that more strict travel restriction in the epidemic centre and looser epidemic control elsewhere can usually more effectively control the epidemic risk than nation- or region-wide medium control measures, which provides evidence for precise and strict control. The predictions have also been applied to decision-supports, such as identifying the epidemic risk levels in different secondary schools in Hong Kong, and informing the logistic companies in the Guangdong-Hong Kong-Macao Greater Bay Area the epidemic risk of their common destinations.

 Thursday, 17 November 2022, 15:30 – 17:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Collaborative Research to Address Global Challenges



Prof. Xiao Lin Zhao


Chair Professor of Civil Infrastructure

The Hong Kong Polytechnic University, Hong Kong SAR China

Professor XL Zhao is the Chair Professor of Civil Infrastructure at The Hong Kong Polytechnic University. He is a Fellow of the Australian Academy of Engineering and Technology. He held the Chair of Civil Engineering from 2001 to 2019 and then the Head of Department of Civil Engineering from 2008 to 2011 at Monash University, Australia. Before joining PolyU, Professor Zhao was the Associate Dean (International) in the Faculty of Engineering at the University of New South Wales, Australia. His current research focuses on high-performance sustainable materials in civil engineering applications, steel-concrete-FRP hybrid construction and floating structure technology. Professor Zhao has published 9 books and 400 refereed journal papers. He has supervised more than 50 PhD students.

Presentation Abstract:

This presentation is under the sub-theme “Collaborative Research to Address Global Challenges”. It will briefly summarise the current status of United Nations Sustainable Development Goals No.2 Zero Hunger, No.7 Affordable and Clean Energy and No.11 Sustainable Cities and Communities. It will emphasise the importance of collaborative research to address these global challenges. Sustainable and Smart Floating Structure Solution (S2FS2) will be used as an example to illustrate the collaboration among PAIR’s five research institutes at PolyU: Research Institute for Land and Space (RILS), Research Institute for Artificial Intelligence of Things (RIAIoT), Research Institute for Future Food (RiFood), Photonics Research Institute (PRI) and Otto Poon Charitable Foundation Research Institute for Smart Energy (RISE).

 Thursday, 17 November 2022, 15:30 – 17:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Collaborative Research to Address Global Challenges



Prof. Shengwei Wang

**Director of Research Institute for Smart Energy, Chair Professor of Building Energy and Automation, Otto Poon Charitable Foundation Professor in Smart Building, Department of Building Environment and Energy Engineering
The Hong Kong Polytechnic University, Hong Kong SAR China**


Ir Professor Wang, earned his BEng and MSc degrees from Huazhong University of Science and Technology, and PhD degree from University of Liege in 1993. He is the fellow of IBPSA, CIBSE and HKIE, he joined PolyU in 1993 and was promoted to Chair Professor in 2008.

One of the most active scholars in the realm of smart building energy technologies, Professor Wang focusses his research on optimal control and design of air-conditioning systems, diagnosis and commissioning, energy-flexible buildings, and smart building technologies. He has secured more than 50 research grants, including 18 grants from General Research Fund in Hong Kong, and overseas outstanding youth talent grant from NSFC. He has published four books and over 320 papers in highly regarded refereed journals, and was ranked as one of the highly-cited scholars in energy science and engineering discipline, and ranked No. 20 in Building and Construction field in 2021 in the Stanford report.

Professor Wang has extensive experience in successful energy optimisation projects both for new buildings and existing buildings, such as International Commerce Centre, saving as much as 42% of energy and over 10 million kWh per year in an individual building.

Presentation Abstract:

Effective use of renewable energy resources together with effective energy storage and high energy efficiency could allow low-rise buildings in low density districts to achieve carbon neutrality. However, in high-density cities like Hong Kong, it is obviously impossible for high-rise buildings to achieve carbon neutrality themselves by adopting the same approach. How to achieve carbon-neutrality and what should be effective contributions of high-rise buildings in high-density cities need to be reconsidered. Energy flexibility and efficiency could be the practical and effective contributions of high-rise buildings to contribute to the overall carbon-neutrality by facilitating the high renewable penetrations in power grids. This presentation will discuss the potential approaches for achieving carbon-neutrality and the roles of buildings in high density cities. The research work on building flexibility enhancement and grid-interactive control technologies for unlocking building energy flexibility will be also presented.

 Thursday, 17 November 2022, 15:30 – 17:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Collaborative Research to Address Global Challenges



Prof. Yongping Zheng


**Chair Professor of Biomedical Engineering & Director of the Research Institute for Smart Ageing
The Hong Kong Polytechnic University, Hong Kong SAR China**

Prof. Yongping Zheng is the founding director of Research Institute for Smart Ageing and Jockey Club Smart Ageing Hub and founding head of Department of Biomedical Engineering in the Hong Kong Polytechnic University. His main research areas include innovative biomedical ultrasound and smart ageing technologies. A number of technologies invented by his team have been successfully commercialized, including Scolioscan, an ultrasound device to provide radiation-free assessment of scoliosis. He has published over 290 journal papers, filed more than 50 clusters of patents, trained over 20 PhD and MPhil students, and was rated as the top 2% citation scholar in the area of Artificial Intelligence and Image Processing in a survey conducted by Stanford University in 2021.

Presentation Abstract:

Rapidly increasing ageing population is a big challenge Hong Kong and the world. To bridge the gap between research and applications of gerontechnology, The Hong Kong Polytechnic University has established Jockey Club Smart Ageing Hub (<http://www.polyu.edu.hk/ageing>) since Dec 2017. It provides an interdisciplinary platform for cross-sector stakeholders to interact with each other for promotion, innovation, connection, and education for gerontechnology. In the day center located in the university, a 1 to 1 apartment has been established to showcase different categories of smart technologies that can be installed for caring elderly people. It also has a library to show gerontechnology items. Up to now, the Hub has accepted over 20,000 visitors with different ages and backgrounds, collected and showed 1,943 devices related to ageing, organized larger number of webinars on various topics.

To tackle the challenges of having a shortage of manpower and insufficient technological support in the residential elderly care homes, six Real-life Hostels have been established as role models for demonstrating the practical application of gerontechnology in the elderly nursing hostels to enhance the residential experience of the elderly and relieve the pressure of the staff. Different gerontechnology including those purchased, modified, and developed have been installed in these hostels and introduced to visitors from other NGOs. For example, eNightLog system developed by the team has been installing in 4 NGOs in total of over 100 sets to closely monitor their night activities to prevent wandering and potential injuries as well as relieve staff's load for checking during night.

 Thursday, 17 November 2022, 15:30 – 17:00 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Collaborative Research to Address Global Challenges




Prof. Albert Chang

**Dean of Students, Chair Professor of Construction Engineering and Management & Associate Director of the Research Institute for Sustainable Urban Development
The Hong Kong Polytechnic University, Hong Kong SAR China**

Ir Prof. Chan is currently Dean of Students, Associate Director of Research Institute for Sustainable Urban Development, Able Professor in Construction Health and Safety, and Chair Professor of Construction Engineering and Management. Ir Prof. Chan's research interests include project management and project success, construction procurement and relational contracting, public private partnerships, and construction health and safety. Ir Prof. Chan's research has had a real and significant impact on the construction industry resulting in changes in policy decisions. His recommendations have been incorporated in the Construction Industry Council Guidelines on "Site Safety Measures for Working in Hot Weather" since April 2013. His outstanding research performance has resulted in the appointment of Able Professor in Construction Health and Safety in August 2019.

Presentation Abstract:

Hong Kong's hot and humid summers put construction workers at risk of developing heat stress, which can lead to heat exhaustion, heat stroke and even death. As part of an ongoing effort to improve the health and safety of construction workers, the Construction Health and Safety Research team of BRE, led by Professor Albert Chan has spent the past decade looking for engineering solutions to reduce the risk of heat stress. One of the main inventions of the team include anti-heat stress working uniform (AHSU). The team collaborated with experts in occupational safety, textile science and sports science to develop an AHSU for construction workers. The uniform is made up of a polo shirt top and cargo pants bottom, both made with advanced fabrics that leverage nanotechnology to wick sweat away from the skin so that they feel drier and more comfortable. The AHSU was then formally launched as the Construction Industry Council (CIC)'s recommended uniform for construction workers in September 2016. CIC subsequently introduced AHSU in their Reference Materials on 'Construction Site Welfare, Health and Safety Measures'. The Hong Kong Government also offers specific implementation guidelines to encourage contractors to provide the AHSU uniform to workers engaged in public works contracts. The AHSU was further licensed to the Labour Affairs Bureau (LAB) of the Macao Government to benefit outdoor workers in sectors such as construction, gardening, logistics, and drainage. This project is a vivid case to demonstrate how active collaboration among academics, industry, and government can improve health and safety policy, practice and processes across of the construction industry and beyond.

 Friday, 18 November 2022, 09:00 – 09:30 Hong Kong SAR time (UTC+8)

Invited Talk

Title: Civic Actor Studio at the University of Chicago is a Social Innovation for Inclusive Communities




Ms Joanie Friedman

**Executive Director of Civic Leadership, Office of Civic Engagement
University of Chicago, USA**

As Executive Director of Civic Leadership, Joanie designs programs for civic leaders who are working to improve their communities. She is the founder of the Civic Actor Studio, a theater-based leadership development program by South Side civic leaders that strengthens individual and collective power through a series of retreats. In 2015, Joanie launched the Civic Leadership Academy, a 6-month interdisciplinary leadership development program for non-profit and government leaders who study with University of Chicago faculty and practitioners. From 2007-2014 Joanie directed the Southside Arts & Humanities Network out of the Humanities Division at the University of Chicago. Joanie holds a BA in History from Brown University and an MA in Social and Cultural Foundations in Education from DePaul University.

Presentation Abstract:

University leaders seeking innovative ways to build authentic relationships with local civic leaders can benefit from the lessons learned in establishing the Civic Actor Studio. The Civic Actor Studio at the University of Chicago is a social innovation for grassroots civic leaders engaged in civic action (called “civic actors”) who are seeking challenge, growth, and community. Leveraging the artistic strength of Court Theatre, the University of Chicago’s Classic Theater company, and the civic relationships of the University’s Office of Civic Engagement, the Civic Actor Studio provides a transformative educational experience that builds trusting relationships across lines of race, age, gender, and class to form an inclusive community. The Studio connects disparate civic actors — non-profit leaders, educators, funders, media, and UChicago faculty and staff — to examine the various leadership roles they play so that they can better serve their own constituents and support one another. Drawing on the theatre metaphor, the Studio encourages civic actors to rehearse multiple authentic “characters” they can use to advance their civic work.

 Friday, 18 November 2022, 13:45 – 14:45 Hong Kong SAR time (UTC+8)

University Alliance of the Silk Road (UASR) Plenary Panel

Title: Elevating Sustainable Development through Regional and Global Collaboration



Prof. Yuying Yan

**Professor and Chair in Thermofluids Engineering
University of Nottingham, UK**

Yuying Yan is professor and Chair in thermofluids engineering at University of Nottingham, United Kingdom. With more than 40 years' experience, Prof. Yan's research covers widely range of thermofluids engineering including heat transfer enhancement, applied thermodynamics, phase change, nanofluids and nature inspired solutions for energy efficiency and thermal management. He is member/director of UK national heat transfer committee, member of UK EPSRC Peer Review College, Fellow of International Society of Bionic Engineering (ICBE). He was Faculty Director of Globable Engagement at UoN, Deputy General Secretary of ICBE, panel member of European Research Council's advanced research grant, etc. He has chaired or co-chaired over 10 international conferences/events. He has supervised more than 40 PhD students so far, authored or co-authored over 450 papers including about 300 journal papers

Presentation Abstract:

Living things have been continued to evolve under the pressure of survival and show structures with certain functions. They do not waste but tend to energy saving with sustainability; and provide inspirations for humans to cope with challenges that we face today. This short talk aims to highlight and explore what we could learn from nature for tackling the challenges of sustainable development, typically, of energy utilisations such as energy saving, transptation, and storage for improving the efficiency and sustainability.




Dr Şiir Kilkış

**Associate Professor
Middle East Technical University, Turkey**

Şiir Kilkış is alumna of KTH Royal Institute of Technology and Georgetown University. She is a Lead Author of the Intergovernmental Panel on Climate Change Sixth Assessment Report (AR6) Working Group III on Mitigation of Climate Change. She is Senior Researcher and Advisor to the President at The Scientific and Technological Research Council of Turkey (TUBITAK), Associate Professor at Middle East Technical University (METU) in Ankara, Turkey, International Scientific Committee member of the SDEWES Centre, Editorial Board member of Energy Storage and Saving (ENSS), and Guest Editor in ECM.

Presentation Abstract:

Addressing climate change requires transformative action across society, including education and higher education institutions. This necessity is aligned with the findings of the Intergovernmental Panel on Climate Change that continues to emphasize the importance of attaining 43% reductions in greenhouse gas emissions by 2030 for any chance of remaining within the critical threshold of 1.5°C of global warming. With a focus on the role of education and higher education institutions, three main points will be emphasized in this contribution: 1) opportunities for transforming higher education institutions into climate-neutral campuses, 2) transforming education for mobilizing human resources for a sustainable and climate-neutral future, and 3) championing a vision for action-oriented research and collaboration for transforming society. Case studies from pioneering courses in energy economy and sustainable development with participatory learning and action for net-zero campuses will be shared. These include new initiatives that have led to large-scale renewable energy projects in university campuses. The most recent initiative for Sustainable and Climate Friendly Campuses in pilot universities in Turkey will be emphasized with opportunities for collaboration in the University Alliance of Silk Road. The contribution will conclude with an evaluation of COP27 and a roadmap for the key necessities in higher education.

 Friday, 18 November 2022, 13:45 – 14:45 Hong Kong SAR time (UTC+8)

University Alliance of the Silk Road (UASR) Plenary Panel

Title: Elevating Sustainable Development through Regional and Global Collaboration




Ir Prof. Vivien Lin Lu

**Professor, Department of Building Environment and Energy Engineering,
Hong Kong Polytechnic University, Hong Kong**

As a highly cited researcher by Clarivate Analytics in Engineering (2018) and a World's Top 2% Scientist by Stanford University in Energy (2021,2022), Prof. Lu is an active researcher in building energy fields with high local and international impact in both academia and industry. She is the main inventor of several international patents, and her research findings and novel technologies have been widely cited by researchers all over the world, applied in local industry and employed by local government in its policy guidelines for renewable energy. She is the recipient of prestigious awards mostly as the first awardee, including 2nd class innovation award of Ministry of Education of China (2019), PolyU Dean's Award for Outstanding Achievement in Research Funding (2012, 2014, 2019), PolyU Dean's Award for Highly-cited Papers (2019), the Faculty Awards for Excellent Performance/Achievement 2017/2018 (Research), 2017 Hong Kong Green Innovations Awards, TechConnect 2017 Global Innovation Award (USA), a Special Merit Award and a Gold Medal in 2017 from the 44th International Exhibition of Inventions of Geneva, etc. With over 250 SCI journal publications, her researches mainly focus on renewable energy technologies and applications in buildings; fundamentals of fluid mechanics and heat/mass transfer to enhance building energy systems; and engineered nanomaterial development towards energy smart building envelopes.

Presentation Abstract:

The amount of sunlight that strikes the earth's surface in an hour and a half is enough to handle the entire world's energy consumption for a whole year. Amongst three primary solar utilization technologies, solar photovoltaic (PV) technologies convert sunlight into DC power directly. For the urban cities with limited land for developing large-scale solar power plants, solar PV panels can be integrated into building envelopes to produce electricity at the point of use and reduce the building heat gain. This talk aims to introduce the building-integrated solar PV (BIPV) technologies and development potential, and discuss the recent advancements in the solar PV engineering fields, such as solar PV/Thermal, bifacial solar PV and colored solar PV. We believe that solar PV technologies can contribute significantly to achieving the goal of carbon neutrality.

 Friday, 18 November 2022, 13:45 – 14:45 Hong Kong SAR time (UTC+8)

University Alliance of the Silk Road (UASR) Plenary Panel

Title: Elevating Sustainable Development through Regional and Global Collaboration



Prof. Paweł Ocioń


**Associate Professor, Institute of Thermal Power Engineering
Cracow University of Technology, Poland**

Paweł Ocioń currently works at the Institute of Thermal Power Engineering, Cracow University of Technology as Associate Professor. His research topics covers: (1) Energy systems analysis, (2) Underground Energy systems, (3) Optimization of thermal systems (heat exchangers, heating networks, underground power cable systems), (4) Experimental investigation of high-performance heat exchangers, (5) Energy Storage systems, (6) Photovoltaics cooling, (7) Finite element method, and (8) CFD simulation of Energy devices.

Presentation Abstract:

This lecture presents a Renewable Energy System for Building Heating which uses the heat pump, sun-tracked PV-T panels, sun-tracked solar collectors and underground energy storage unit. The research is funded within the framework of the European Union project RESHeat. The major novelty of the system is the use of sun-tracked solar collectors and sun-tracked PVT panels which allow the use of reduced space for the same thermal and electrical energy power output. Furthermore, the application of underground thermal energy storage allows one to achieve the high values of the Heat Pump Coefficient of Performance (COP).

The lecture presents the simulation results of the RESHeat system for demo site located in Cracow city in Poland with multiapartment building for 24 families. The building was built in 2013 year, and used only natural gas boiler. The replacement of the natural gas boiler with a RESHeat system allows to fully cover building heating demand from renewable energy sources. The mathematical model of the RESHeat system is developed in TRNSYS software. Each system component is validated using the experimental data with good agreement. The results demonstrate that the yearly averaged heat pump Coefficient of Performance higher than 4 is achieved, and it is possible to fully cover the building heating energy demands from Renewables.

 Friday, 18 November 2022, 16:00 – 17:30 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Education to Cultivate Social Responsibility



Dr Julian Skyrme

**Founding Director of Social Responsibility
The University of Manchester, UK**

Dr Julian Skyrme is the founding Director of Social Responsibility at The University of Manchester. Social responsibility is one of the University's three core goals and ensures that Manchester's learning, research, engagement and operational activities make a positive difference to society. He has first-class honours, master's and doctoral degrees in political philosophy and social sciences from The University of Manchester and spent his early career as a teacher and Assistant Vice-Principal in a large urban sixth form college. Julian contributes to local, national and international policies, initiatives and networks to enhance the social engagement of higher education. He is a member of: Manchester City Council's Strategic Education Partnership Board and Homelessness Partnership Board; the Board of Manchester's Loreto Sixth Form College; the Board of Trustees at MACC – Manchester's voluntary, community and social enterprise support organisation; Business in the Community's (BITC) North-West Leadership Board; and the global University Social Responsibility network. He's also a Fellow of the Royal Society of the Arts, guitarist, everyday cyclist, Manchester United and Wales fan, and father to two children.



Dr Jennifer O'Brien

**Academic Lead for Sustainability Teaching and Learning
The University of Manchester, UK**


Dr Jennifer O'Brien is Academic Lead for Sustainability Teaching and Learning at the University of Manchester, UK, Principal Fellow of Advance HE and an Inaugural Fellow of the Manchester Institute of Teaching and Learning. Jen is the Education Lead for Sustainable Futures and directs the University Living Lab which links applied research needed by organisations with students who can undertake it for their assessment to effect change. Working with Education for Sustainable Development particularly through the United Nation's Sustainable Development Goals, Jen believes that students are a huge force for change. A development geographer by training, Jen's interdisciplinary research focuses on sustainable development, particularly within marginalised communities. Stemming from her research, Jen is interested in the intersection between innovative pedagogy and independent field or applied research. Jen inspires and equips learners to ethically address challenges of sustainability, inequality and social justice to affect positive change.



Prof. Raj Ariyaratname

**Professor of Dental Education and Global Oral Health
The University of Manchester, UK**

Prof. Raj Ariyaratnam is a Professor of Dental Education and Global Oral Health and a globally recognised educator who has special interest in curriculum development and pedagogical innovations related to reflective and flexible Learning. He is the Inaugural Lead for Global Oral Health Initiatives, Social Responsibility and EDI in Dentistry and holding a pioneering faculty Academic Co-Leadership role in Service Learning at the University of Manchester. He is also the Academic Clinical Lead for the Oral Medicine - teaching programme in addition to being a practising Specialist Oral Physician at the Manchester teaching dental hospital. He is a senior examiner at the Royal College of Surgeons, England and also holds both Senior and National Teaching UK Fellowships. Globally he leads international CPD programmes and works in partnership with global experts to build and upskill educational resources in low and middle income (LMI) including war affected countries.

 Friday, 18 November 2022, 16:00 – 17:30 Hong Kong SAR time (UTC+8)

Plenary Panel

Title: Education to Cultivate Social Responsibility



Prof. Jackie Carter

**Professor in Statistical Literacy
The University of Manchester, UK**

Prof. Jackie Carter is a professor of statistical literacy at The University of Manchester. In 2020 she achieved a One in Twenty Women in Data industry award and a National Teaching Fellowship - for the Data Fellows programme she has developed to create opportunities for undergraduates, especially those from disadvantaged backgrounds and underrepresented groups, to gain paid work experience in data industries. Jackie works to connect education and skills to workplace needs. Her recent work involves taking her data fellows programme to Latin America to support skills development for the Sustainable Development Goals (SDGs). Her 2021 book “Work placements, internships and applied social research” covers the theory and practice of learning by doing. She is an elected member of the International Statistical Institute, a Fellow of the Academy of Social Sciences, and a member of the Economic and Social Research Council's (ESRC) Strategic Advisory Council and a member of ESRC's CLOSER Expert Group. In addition to her academic role Jackie co-chairs the GM4Women2028 Comms group, is co-founder of the campaign group Equality Starts at Home and a board member of Lead5050.



Dr Philip Drake

**Senior Lecturer and Director of Social Responsibility for the School of Social Sciences
The University of Manchester, UK**

Dr Philip Drake is a senior lecturer and Director of Social Responsibility for the School of Social Sciences at The University of Manchester. He is a former practising solicitor and since 2019, has been the Director of the Justice Hub at The University of Manchester, which incorporates such projects as the Legal Advice Centre, Manchester Free Legal Help Scheme and the Manchester Innocence Project. Phil has keen research interests in the pedagogical, sociological and ethical dimensions of the law, with a particular interest in values based learning and the conflicts and tensions that arise within this sphere.

Presentation Abstract:

As key citizens and leaders of tomorrow, we need to ensure that our students represent the widest range of social backgrounds and develop, not only academic and professional skills, but also a sense of ethical, social and environmental responsibility towards the societies they will serve. Drawing on three award winning case study examples from the University of Manchester, UK, this session will frame service learning, in its broadest sense, as a way to integrate meaningful community service or engagement into the curriculum. Through this approach, students' core learning is shaped by 'real world experiences' as we learn with our communities whilst meeting their co-constructed needs in a manner that is accessible to all. Reflection and experiential learning strategies underpin the learning process to the benefit of students' employability and pedagogic endeavour.



Programme of Parallel Sessions by Time

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Session I-A: 6.1 (Panel)

Collaborative Education for SDG Solutions: The OSUN Global Certificate in Social Enterprise and Leading Change

Abstract:

In 2022, The Graduate Programs in Sustainability at Bard College in New York, in collaboration with faculty at seven other Open Society University Network (OSUN) institutions worldwide launched an OSUN Global Certificate in Social Enterprise + Leading Change. The vision of the Certificate is to create leaders who can address the SDG's by creating and building "Social Enterprises": both nonprofit and mission-driven for-profit organizations. The Certificate offers theoretical perspectives and concrete tools for students from all disciplines—the arts, natural and social sciences, the humanities—who want to drive social change through building new organizations or transforming existing ones. It is, in essence, a project-learning-based, sustainable business minor for non-business majors. The Certificate consists of three semester-long courses taught through a mix of synchronous global zoom sessions, as well as in-person sessions with local co-instructors, ensuring a high-touch approach to education. The courses are: Sustainable Development and Social Enterprise; Social Entrepreneurship, and Leading Change in Organizations (Social Intrapreneurship). The Global Certificate is a low-cost plug-in for universities around the world seeking a program of study in leading social and environmental change through business and nonprofit leadership, who are having difficulty fielding such a program on their own. By building a global community of co-instructors all working through and co-evolving the same curriculum and learning platform, the project will increase integration and collaboration, particularly in the global South.

Panelists:

Alejandro Crawford Bard College, USA

Alejandro is Professor of Entrepreneurship at the Bard MBA in Sustainability, and leads the global team of co-instructors for the Open Society University Network's Social Entrepreneurship Practicum. Alejandro also leads RebelBase, the SaaS equipping teams of employees, students, and community members to build solutions of their own. Whether you want to launch your company, figure out where your business needs to be 5 years from now, or solve problems in your community, RebelBase shows you how, then gives you the tools to make it happen.

Previously, he led boutique consultancy Acceleration Group. He earned his BA at Cornell and his MBA from the Tuck School of Business at Dartmouth. Crawford has

led RebelBase as it built and successfully commercialized its library of educational modules, cloud-based interactive tools, and state-of-the-art methodology. In 2020-2021, his research has expanded to university systems from Bangladesh to Kyrgyzstan, and how practice launching live experiments using a global platform transforms skills, mindset, and networks. He writes and speaks widely on expanding access to innovation, and keynotes events such as Erasmus+ ISYEC and Europe's Towards Collaborative Practice. Recent publications include "An Ecosystem Framework for Credentialing Entrepreneurs," from the Research Triangle Institute, and a chapter in the Federal Reserve's Investing in America's Workforce (Upjohn, 2018). In 2020 he co-won the Roddenberry Award to create a documentary about game-changing initiatives developed using the RebelBase platform.

Evelina Van Mensel

American University of Bulgaria, Bulgaria

Evelina Van Mensel possesses extensive marketing research background of more than 15 years, managing both own business as well as establishing and leading the business of a major global marketing research provider. Evelina has been responsible for running projects for over 50 Fortune 500 clients across the Globe and has extensive experience training hundreds of employees within her line of work. Her teaching expertise areas also include: Marketing Research, Customer Development for Start-ups, Design Thinking for Start-ups, Social Entrepreneurship, Leadership. Ms Van Mensel holds a Bachelor in Hospitality Management from Portsmouth University, as well as Executive MBA degree and Outstanding Academic Achievement Award from the American University in Bulgaria. She is currently a PhD student at VUB – Brussels Free University and UNWE – University of National and World Economy Bulgaria with focus on social entrepreneurship. Evelina also teaches Marketing Research, Entrepreneurship and the OSUN led Social Entrepreneurship course at the American University in Bulgaria.

Sebastian Groh

BRAC University, USA

Dr Groh is a 2013 Stanford Ignite Fellow from Stanford Graduate School of Business and holds a PhD from Aalborg University and the Postgraduate School Microenergy Systems at the TU Berlin where he wrote his doctoral thesis on the role of energy in development processes, energy poverty & technical innovations, with a special focus on Bangladesh. He published a book and multiple journal articles on the topic of decentralized electrification in the Global South. He is an Associate Professor at BRAC University in Dhaka (Bangladesh) where he teaches

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Session I-A: 6.1 (Panel)

strategic management, as well as social entrepreneurship at the Graduate School of Management via the Open Society University Network (OSUN). In 2014, Dr Groh founded SOLshare, acting as its CEO since then. On behalf of SOLshare, he received numerous awards, among them Tech Pioneer '18 by the World Economic Forum and a Finalist at the Earthshot Prize 2021, the most prestigious global environment prize in history launched by Prince William. Dr. Groh became an Ashoka Fellow in 2018, and a UBS Global Visionary in 2019, and became a Member of the Board at the Bangladesh-German Chamber of Commerce & Industry (BGCCI) in 2021.

Dalia Najjar

Al Quds University, Palestine

Dalia has an undergraduate degree in Biology (Pre Medicine) and a graduate degree in Environmental Policy from Bard College, NY. Upon her return to Palestine, Dalia joined Farouk Systems Palestine as the youngest General Manager in the company's history. Prior to joining Farouk Systems, Dalia had worked extensively on research in different sciences ranging from basic biology to health and agriculture. She has a wide and international experience working in the United States, Switzerland and Palestine. In addition to her work at Farouk Systems, Dalia currently serves as an adjunct faculty member teaching social entrepreneurship at Al-Quds- Bard college and 9 different universities around the world including refugees and unprivileged youth in countries of conflict. She also works as the Academic Director for the Open Society Network University to develop Entrepreneurship and Innovation programs at Al-Quds Bard College. Through her work with undergraduates, Dalia equips her students with the tools and mindset to launch and scale new innovative solutions. Dalia also works with the university to develop a full curriculum in Social Entrepreneurship and Innovation. Through her work with Bard and OSUN in particular, she was hired as an account manager and a trainer for trainees and instructors as well as stakeholders interested in using the RebelBase platform.

Moderator:

Alejandro Crawford

Bard College, USA

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Prof. Geoffrey Q.P. Shen, The Hong Kong Polytechnic University, Hong Kong SAR China

Session I-B: 4.1 (Presentations)

Limitation in Satisfaction of Human Needs Should be the Moral Standards in Education for Sustainable Future.

Abstract:

In a long time, all the activities of human being are trying to meet the needs as much as possible. These needs at first are original from necessary requests for survive as food and clothes and accommodation, but they gradually go far from necessity and serve for high demands of luxury goods. That situation induces the increase in consuming more raw materials, ingredients and energy for production. In addition, the races of new fashion, new versions of goods under competition have pushed the global production into the wrong ways and expensed so many natural resources and energy so that they cannot be recovered. In thermodynamics, every real process will increase the entropy of the system. Therefore, when a good is produced in high structure, more sophisticated properties, the entropy of the good is reduced, that means the entropy of the environment will increase. The entropy is the measure of chaos of the system, so if the production goes further to higher order structure products, the chaos they leave to the environment will bigger. Our hypothesis is that one of the right ways for protect our future, that is recognition of the real needs from virtual ones and try to limit the production to them. That should be emphasis in the education and become the moral standard as well as the life style in society.

Presenter:

Nghia Ngo Dang

Institute of Biotechnology and Environment, Nha Trang University, Vietnam

Engineering degree in Seafood Processing in 1982.

PhD degree of Food Processing in 2000.

Associate Professor from 2006 in Nha Trang University.

Former Director of Institute of Biotechnology and Environment from 2006-2017, Former Dean of Department of Environmental Engineering from 2017-2020, Nha Trang University. Now still work in Nha Trang University as Senior Professor and Chair of Education and Scientific Board of the Institute of Biotechnology and Environment.

Major: Biopolymers and Applications, Environmental Engineering.

Teaching courses: Environmental Engineering, Research Methodology, Biostatistics, Biopolymers.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Prof. Geoffrey Q.P. Shen, The Hong Kong Polytechnic University, Hong Kong SAR China

Session I-B: 4.1 (Presentations)

A Pilot Study for Engaging the Sustainable Development Goals of Global Citizenship Education

Abstract:

The United Nations proposes sustainable development goals for highlighting issues that affect our new generations and communities, and offer points of connection to engage students on the global issues in and out of classrooms. Students want to have an education that is relevant to their world and aspirations. In this globalizing world, people, places, and economies are increasingly interdependent and interconnected while a concept of global citizenship education can help people learn to live together in peace that could facilitate people to think critically, and nurtures respect for all as well as understanding the interconnections between the local and global. It builds motivation to engage and assume roles to resolve global challenges. A pilot study using a modified global citizenship instrument examined the development of global citizenship competence for undergraduate students at a university in Hong Kong. Twenty-two students participated in a survey that measured their global citizenship traits using a cross-sectional design. The study was comprised of a variety of student groups (local, Chinese mainland, and international students) from different faculties/schools. The study aimed to explore students' perceptions of the dimensions of global citizenship including their attributes of social responsibility, global competence, and sustainable development goals. The study examined the experience and development of the students as they strived to become global citizens and their identities. The results from the standardized instrument and personal interviews indicated that students faced challenges and had a sense of discomfort due to language barriers during their studies at the university.

Presenters:

Percy H.T. Hung

The Hong Kong Polytechnic University, Hong Kong SAR China

Percy is a project fellow of the Department of Biomedical Engineering and currently working on teaching and learning projects, and his research interests are focusing on evaluation and student assessment.

M.S. Wong

The Hong Kong Polytechnic University, Hong Kong SAR China

MS is an Associate Professor of Department of Biomedical Engineering developing education strategies on internationalisation and service learning.

Kubert T.H. Wang

The Hong Kong Polytechnic University, Hong Kong SAR China

Kubert is a project associate of the Department of Biomedical Engineering and currently working on teaching and learning projects, and his research interests are focusing on internationalisation of the curriculum, and higher education studies.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Track Chair: Prof. Geoffrey Q.P. Shen, The Hong Kong Polytechnic University, Hong Kong SAR China

Session I-B: 4.1 (Presentations)

Promoting Food Justice through Religious Education: Towards Faithful Imagination of Regenerative Food Systems

Abstract:

The world is undergoing a global food crisis. Although the global food system produces more than enough food to feed the world, many people remain hungry. Many countries in the Global South, like the Philippines, remain ill-prepared for supply chain vulnerabilities in their local food systems, worsened by issues relating to production disruptions, the instability of the global market, and environmental degradation. In recent years, a call for just food policies and initiatives has begun to emerge under the banner of the food justice movement, emphasizing the need for sustainable and regenerative food systems on both the global and local levels. Gathered around the common table of the cosmos, the call for food justice is consistent with the global Church's task of transcendental nourishing—a holistic feeding of the world in body, mind, and spirit. Religious educators can partake in this mission by not only integrating food justice within their teaching but also by crafting critical pedagogy that is informed by a way of doing theology that is attentive to food and food issues, known as alimentary theology. Alimentary theology is not simply a theology of food, but in itself sees theology as food—a theology that can help in empowering people toward sustainability and capacity-building. As a way of exemplifying this promotion of food justice through religious education, this paper will also showcase the design of an interdisciplinary theology elective on food justice that has been taught at the undergraduate level in the Ateneo de Manila University since 2020.

Presenter:

Justin Joseph Badion

Ateneo de Manila University, Philippines

Justin Joseph G. Badion, Ph.D., is an instructor of the Ateneo de Manila University, where he teaches in the undergraduate level and in the Theology Department's graduate program, the Formation Institute for Religion Educators. He obtained his degree Doctor of Philosophy in Theology, with specialization in Religious Education, from the Loyola School of Theology. He is also a member of a joint working group on SDG#2: Zero Hunger composed of members from the Ateneo de Manila University, Xavier University-Ateneo de Cagayan, Ateneo de Davao University, and the Sustainable Development Solutions Network (SDSN) Philippines, which promotes dialogue on regenerative food systems in the Philippines. His research interests are alimentary theology, religious education, practical theology, food systems, food justice, and intersectional theology.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Track Chair: Prof. Geoffrey Q.P. Shen, The Hong Kong Polytechnic University, Hong Kong SAR China

Session I-B: 4.1 (Presentations)

Seeking Opportunities in Constraints: USRN Online Bootcamp

Abstract:

The pandemic makes it much harder for face-to-face workshops to happen, especially for international exchange. Online platforms provide means for the exchange to somehow carry on, but for most of the time in a format with compromises. The bootcamp entitled “Innovating for a COVID New Normal” chose the perpetuation of the effect brought by the pandemic as the context. The global spread of the COVID pandemic has triggered new practices and technologies, many of which were born out of the need to adapt, but are now innovations that have become rooted in our everyday lives. While at times disruptive, these innovations also bring the potential to challenge existing social norms and drive forward a more inclusive and sustainable future in the age of the COVID New Normal.

The bootcamp sought to make the most of online format by highlighting the advantages of it, just like all the new normal format we got used to during the pandemic. Undergraduate students from around the globe gathered together to tease out these possibilities through design thinking. They were giving the challenge to transplant other places’ solution to their homes, and ran live trials with real users in the course of the workshop, which is instead impossible for in-situ workshops. The format also allows the organiser to engage a group of professional facilitators from around the world to give a wide range of perspectives for the participants.

Presenters:

Albert S. Y. Tsang

The Hong Kong Polytechnic University, Hong Kong SAR China

Tsang is currently the assistant project manager at Jockey Club Design Institute of Social Innovation at Hong Kong Polytechnic University. His projects at the institute mainly focus on bringing social innovation and design thinking to the teaching and learning in local schools. He is also responsible to transfer the knowledge produced in the institute to the university through various courses to undergraduate programmes.

Yanny Y. Y. Lau

The Hong Kong Polytechnic University, Hong Kong SAR China

Lau is a Project Associate who manages knowledge transfer events in the Jockey Club Design Institute of Social Innovation (JCDISI) at Hong Kong Polytechnic University. As a project Associate, she plans and executes seminars and exhibitions in the Social Innovation Regional Forum 2022, promoting Age-inclusiveness and facilitating the knowledge exchange of JCDISI projects’ findings among scholars, NGOs, corporates and the general public.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 11:15 – 12:35 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Track Chair: Prof. Geoffrey Q.P. Shen, The Hong Kong Polytechnic University, Hong Kong SAR China

Session I-B: 4.1 (Presentations)

Beyond Perspective Taking: The Role of Perspective Getting in Social Innovation Education

Abstract:

Perspective taking is an individual's ability to perceive things from another's point of view (Batson et al., 1997). It is crucial to the development of social innovators (Hui et al., 2022). However, accurate perspective taking relies on one's imagination. The more different an individual's life experience is from another, the harder it is to imagine another's perspective accurately. This gap has limited the effectiveness of social innovations in which innovators and targets are very different. Instead of perspective taking, it may be more effective to train social innovators on perspective getting. That is, instead of imagining oneself in the shoes of others, trying to listen, observe and understand others via direct interactions would be more effective in generating empathy between social innovators and targets they seek to help. We implemented a series of activities in a Social Innovation class to examine the implication of perspective getting on empathy and social innovation. Students in this class were asked to consider problems faced by elderlies and to design solutions to help them. Through the perspective-getting activities, students realized discrepancies between their assumptions and the realities of elderlies. This realization brought empathy and motivation to help. More importantly, both empathy and motivation to help were reinforced through repeated interactions among students and elderlies, suggesting that perspective getting required persistent and coherent efforts to nurture. Our findings provide insights on how we can create environment for effective social innovations and social innovation education.

Presenter:

Pamsy P. Hui

The Hong Kong Polytechnic University, Hong Kong SAR China

Pamsy P. Hui is a Senior Teaching Fellow and the Associate Head in the Department of Management and Marketing at the Hong Kong Polytechnic University. She teaches Global Leadership, Wellbeing at Work, and Social Innovation, among others. Her research interests include intergroup relationships, interorganizational relationships, and responsible management education. Prior to joining PolyU, she has taught at the University of Texas at Austin, where she obtained her PhD in Organization Science, as well as at Nanyang Technological University in Singapore and Chinese University of Hong Kong.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 14:30 – 15:50 Hong Kong SAR time (UTC+8)



Track 2: Collaborative Research to Address Global Challenges

Track Chair: Dr Eugene Machimana, University of Pretoria, South Africa

Session II-A: 2.1 (Presentations)

The Strategy of Internationalization at the Service of Society: Onsite Laboratories of Kyoto University

Abstract:

The On-site Laboratory (OSL) project is one of the major initiatives set forth in the University's Designated National University Corporation Initiative. An OSL is a shared facility that allows academic departments and centers at Kyoto University to establish off-shore laboratories in collaboration with overseas partners, which are hosted on the campuses of either or both of the participating institutions and are locally managed. This initiative was institutionalized in September 2018, and 12 projects were approved through an internal call for applications and a screening process. This project aims to promote world-leading cutting-edge research through joint research with overseas universities and research institutions and fulfill initiatives that are expected to attract outstanding foreign students, strengthen ties with industry, and contribute to society for a better life.

Presenter:

Mariko Adachi

Kyoto University, Japan

Mariko Adachi is a Program-Specific Senior Lecturer at the International Strategy Office of Kyoto University. Ms Adachi specializes in international cooperation in education and human resource development. Her main responsibilities relate to the design and development of the internationalization of Kyoto University in multilateral cooperation. In charge of the On-site Laboratory Initiative, she plays a role as a liaison manager with the laboratories and the Kyoto University North American Center, supporting student mobility and collaborative research, aiming to raise the profile of Kyoto University through the network. She also liaises with external agencies for internship programs with international organizations including the Organisation for Economic Cooperation and Development (OECD). Her research is focused on the identification of factors influencing gender parity for enhancing equal access to education in Jordan.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 14:30 – 15:50 Hong Kong SAR time (UTC+8)



Track 2: Collaborative Research to Address Global Challenges

Track Chair: Dr Eugene Machimana, University of Pretoria, South Africa

Session II-A: 2.1 (Presentations)

DIGDI-STEER Research Collaboration: Prepositioning of Assets before Disaster Strikes

Abstract:

This is a pioneer project that brought together the Disaster Risk Reduction (DRR) technologies of Ateneo Innovations Center (AIC) and recycled concrete technology of the Civil Engineering Department, from the Ateneo de Manila University and Ateneo de Naga University, respectively. With the collaboration between the two Ateneos, the Disaster-Resilient and Self-Sustaining House for Community Growth and Resilience Development Innovations (DIGDI) and Sustainable Technologies for Environmental and Ecological Resilience (STEER) was crafted. This joint project aims to create a self-sustaining, resilient house made of Recycled Coarse Aggregate Concrete (RCAC) with clean water system, built-in rainwater catchment facility, hydroponics system, solar-powered radio communication system, domestic liquid waste-treatment system, Mobile Cloud technology, and communal cooking area with a water heater. These technologies address the primary lifeline gaps during and after the disaster. This is being built in Panicuason, a remote barangay that has a high social vulnerability index in Naga City. The city is located in Bicol which is a typhoon struck region in the Philippines. This project provides a holistic approach to sustainability and resilience and aims to build community capacity. Both the design and construction approach include co-designing, co-ownership, and co-generation to ensure the sustainability of community resilience and development. This project is also participated with different partners, primarily the Local Government of Naga, preserving a multistakeholder approach. This paper aims to share the collaboration gains and insights to give light on research collaborations between institutions to further shape future research that will address global challenges with a multidisciplinary lens.

Presenters:

Khim Cathleen M. Saddi

Ateneo de Naga University, Philippines

Engineering Degree from Ateneo de Davao University and is finishing her second Masters on Environment and Natural Resources Management from University of the Philippines Open University. Her Bachelor training is in Civil Engineering and has extensive experience in the construction industry in the Philippines. After finishing her first master's degree, she decided to pursue an academic career. Currently, she is the Chairperson of the Civil Engineering and Architecture Department at Ateneo de Naga University and is engaged with various projects with the Local Government of Naga, Department of Science and Technology, and the Lead of Project DIGDI.

Paul M. Cabacungan

Ateneo de Manila University, Philippines

Paul M. Cabacungan has a Master of Science in Electronics Engineering Degree from Ateneo de Manila University and a Bachelor in Electrical Engineering from Mapua Institute of Technology. Aside from a number of publications, one of his major achievements include the training and deployment of 170+ units of Solar-Powered Clean Water Systems in Disaster Stricken areas and Off-Grid Communities all over the Philippines. His research interests include Smart Solar Applications, Clean Water Systems, Rainwater Harvesting Systems, Wound Healing, Automation Devices, Disaster Science, and Green Technologies. He is the Project Lead of STEER, and other DRR technologies research projects with special focus on hydroponics, with grants provided by the University Research Council of Ateneo de Manila University.

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Wednesday, 16 November 2022, 14:30 – 15:50 Hong Kong SAR time (UTC+8)



Track 2: Collaborative Research to Address Global Challenges

Track Chair: Dr Eugene Machimana, University of Pretoria, South Africa

Session II-A: 2.1 (Presentations)

Epistemic Justice: Journey from Traditional Researcher to Engaged Researcher

Abstract:

This paper focusses on personal journeys from traditional research to engaged research. This paper was inspired by my own personal journey from a traditional researcher to an engaged researcher. The paper will highlight my journey from starting as a volunteer while still a student and document how in my professional career as a researcher, I was conscious of how my research approaches and practices were impacting on communities but did not fully embrace engaged research until I truly grasped and understood developmental and transformative community engagement. It was during this time that my professional trajectory changed significantly and so my journey in engaging in research that is responsive to societal challenges began. This journey truly transformed me as a researcher and as an academic. Further training and development in engaged research through the UNESCO Knowledge for Change Mentor training programme resulted in the development of an engaged research accredited programme as well as a community based participatory research series of workshops for community members. The paper will also highlight the personal journeys from traditional research to engaged research for university staff, students and community development practitioners that have participated in the engaged research programme.

Presenter:

Rene Oosthuizen

Rhodes University, South Africa

She holds a DPhil in Public Administration from Nelson Mandela University (NMU) in South Africa. Her research and work experiences focused extensively on developmental and transformative community engagement, disaster risk management, social and economic development planning and policy analysis as effective tools for sustainable development. She is a certified UNESCO Knowledge for Change Mentor. She has been in academia for more than 20 years.

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Track 2: Collaborative Research to Address Global Challenges

Track Chair: Chair: Dr Eugene Machimana, University of Pretoria, South Africa

Session II-A: 2.1 (Presentations)

Aurora SDG Research Dashboard, Gaining Insights in Co-author Collaboration of SDG Related Research Papers

Abstract:

Aurora was formed in 2016 as a consortium of research-intensive universities deeply committed to the societal impact of their activities, and with a history of engagement with their communities (<https://aurora-universities.eu/about/>). To showcase their impact, they build a dashboard that is able to answer several questions: “What research have we produced that is related to societal challenges, like the SDG’s?”, “Is that research freely accessible to the public?”, “Is that research being used by policy makers? And used in public debate?”. From the publication metadata, we can also see co-author relations where international collaboration has taken place. We then can produce a worldwide heatmap, showing hotspots of that collaboration. We also can filter to co-author collaboration with the Least Developed Countries (LDC), Small Island Developing States (SIDS), and the Land Locked Developing Countries (LLDC), and show to what SDGs there co-authored publications relate to. Similarly we can show the Policy Impact of our publications in those countries. Here we show which governments, ngo’s, development banks and think tanks, etc. have used our SDG related publications in the reference of their policy documents. Together this can demonstrate on what SDG’s we collaborate with co-authors in different parts of the world, but also on what SDG’s we have some influence in shaping regulations and policy in the different parts of the world.

Presenter:

Maurice Vanderfeesten

Vrije Universiteit Amsterdam, the Netherlands

Maurice Vanderfeesten currently works as Innovation Manager Research Services at the University Library of Vrije Universiteit Amsterdam.

He believes in a multi-disciplinary approach and is responsible for co-creating library services for Open Science, Scholarly Communication Workflows and Research Intelligence.

Maurice studied Information Sciences at Utrecht University, worked at SURF, a cooperation of Dutch universities for IT-innovation, on scholarly information infrastructures, Open Access repositories and enhanced publications, worked in EU projects like DRIVER (now OpenAIRE), and worked at TU Delft on research data management.

He is chair of the Research Impact Coordination group for the Dutch Royal and University Libraries (UKB). He consulted the Dutch Universities Association (UNL) on

the concept for a National Open Knowledge Base and guiding principles to regain academic sovereignty of research information.

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Wednesday, 16 November 2022, 14:30 – 15:30 Hong Kong SAR time (UTC+8)



Track 3: Driving Institutional Changes for USR

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session II-B: 3.1 (Presentations)

USRN Members' Diverse Response to COVID-19: Diversity and Trends beyond Academia

Abstract:

The USRN is a global alliance of universities promoting universities' civic engagement and the spread of the concept of University Social Responsibility (USR). In 2019 the network started a collaborative project resulting in a joint MOOC called Introduction to University Social Responsibility that portrays theory and good practices by universities in the Network. Although the outbreak of the COVID-19 pandemic affected the production of the course, this also led to the addition of a Special Session on Universities' Response to the MOOC showing how members addressed the challenges of the pandemic. Based on contributions from 13 universities and the USRN, the article depicts a global range of academic and non-academic initiatives categorized as USR areas of engagement namely research, education, advisory role, outreach, information management, provision of support, institutional reforms, and extended services, with dimensions of action within each area of engagement. Findings from the study should contribute to the decision-making process of universities regarding their own approaches to USR, especially on preparedness and management of disasters and crises.

Presenters:

Fernando Palacio

Higher Education Consultant, Japan

Dr Fernando Palacio is an independent consultant in Higher Education in the areas of Internationalization and Civic Engagement. Prior to this he served as a Program-Specific Senior Lecturer at the International Strategy Office of Kyoto University until 2021, where he contributed to the design and development of university-wide policy on internationalization and inclusion. Among his responsibilities, he also engaged with the promotion of University Social Responsibility and the development of strategic partnerships. Dr Palacio's prior experience in the field of harmonization and international cooperation in higher education took place as a researcher on credit transfer systems in the region of Southeast Asia. He worked for the Ministry of Education Regional Center for Higher Education Development (SEAMEO RIHED), and later as evaluator for the ASEAN International Mobility for Students (AIMS) Program. In parallel, he continued his research on University Social Responsibility at the University of Tsukuba in Japan. He obtained his PhD and MA degrees from Tokyo University of Foreign Studies at the Department of Area and Culture Studies, in the Peace and Conflict Studies program, focusing on human rights protection and international cooperation. He has also been committed

to international experiences in UNICEF-EAPRO and other NGOs in Southeast Asia, working specifically on issues pertaining to child soldiers and child migrants.

Paola Sanoni

Kyoto University, Japan

Dr Paola Sanoni (sanoni.paola.70@kyoto-u.ac.jp) Ph.D., M.A., B.B.A. works for over 20 years on internationalization strategy in Higher Education (HE). Her current post as Associate Professor (Jr.) at the International Strategy Office of Kyoto University focuses on policy design and support for internationalization, promotion of University Social Responsibility, and addressing the outreach for the Oceania region. She has been working as a member of several international HE committees at top universities in Peru, Australia, and Japan. Her previous experience as a coordinator of the Trans-Pacific Human Capital Development Program at the University of Tsukuba, supported by the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) focused on empowering young professionals to develop a versatile capacity to work in academia and global industry. Her main field of research links academia, the Telecom industry, and government on the implementation of ICTs for public health and education in rural areas financed by international cooperation. Dr Sanoni obtained her Master's degree and Ph.D. in International Public Policy from the University of Tsukuba, Graduate Diploma in Global Health from the University of Tokyo and holds a Bachelor of Business Administration from the Pontifical Catholic University of Peru.

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Wednesday, 16 November 2022, 14:30 – 15:30 Hong Kong SAR time (UTC+8)



Track 3: Driving Institutional Changes for USR

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session II-B: 3.1 (Presentations)

Reflections on Transformative Change towards Sustainability in Universities

Abstract:

Mitigating the climate crisis requires immediate and resolute action from governments, organizations, and civilians. Recognizing their responsibility in society, progressively more universities claim to address sustainability issues. Universities can address this (broadly speaking) by integrating sustainability into the institution's administration, research, knowledge transfer, and education. In doing so, they can become an important change agent of the (regional) sustainability transition.

However, the organizational change for a university to be sustainable is deep and requires a fundamental shift. The shift goes further than superficial measures and also needs a change in (including but not limited to) the organizational culture, the values and beliefs of its employees and the wider social context in which the university is nested. This makes it a complex and multi-level system change, which can also be seen as a transformative change.

But what is transformative change towards Sustainability? What makes a sustainable university sustainable? And how does a university transform into a sustainable one?

In this presentation, I will reflect on these questions. First, a broad theoretical framework for sustainability in Universities will be provided. Secondly, the questions mentioned above will be addressed. Note that literature on transformative change in universities is upcoming. Lastly, in an open discussion, we will reflect on the findings of current literature and our experiences as members of these academic communities.

Presenter:

Ivar Maas

Vrije Universiteit Amsterdam, the Netherlands

Ivar Maas is the lead Sustainability of VU Amsterdam and is responsible for the implementation of the Sustainability strategy of the university. He leads a team that works on a portfolio with a wide range of projects that all aim to integrate sustainability at the VU in Education, Research, Knowledge Transfer, Operations and the Community. Ivar is also a PhD Candidate at the Institute for Environmental Studies at VU. His research centres around transforming universities for sustainability. And he aims to identify transformative pathways towards sustainability as an integral part of the university.

Collaborative Research in the 21st Century: Strengths and Challenges of Some Sub-Saharan African Universities

Abstract:

In many sub-Saharan African universities where resources are scarce, the ability to access international research funding is key. The reality is that world class research is currently collaborative and international in nature. Project funding is highly competitive. To ensure the readiness of institutions for success in the collaborative research space, their strengths and challenges need to be assessed and addressed. This study uses qualitative research methodology to investigate the main strengths and weaknesses of five (5) universities picked from five countries out of 10 members of the African Research Universities Alliance (ARUA). Two researchers, fellows of IREX Universities Administration Support Program (UASP) are purposively selected for interview from each institution. Results of the study showed that the establishment of an office of sponsored research, provision of holistic research support services, the existence of a Deputy Vice Chancellor for Research and Innovation, regular researchers' capacity building, clear university policy for sponsored research and university's memorandum of understanding with foreign institutions were key factors facilitating collaborative research in the selected institutions. The key challenges of the institutions were found to include: Inadequate infrastructure to support internationally acceptable research, inadequate financial support for staff to attend international conferences, heavy researchers' workload, lack of information on international best practices and funding opportunities, weak systematic learning and adaptation procedure and lack of incentives for researchers. This study concludes that sub-Saharan African universities need to address the identified challenges.

Presenter:

Titilayo Olubunmi Olaposi

Obafemi Awolowo University, Nigeria

Dr Titilayo Olubunmi Olaposi is a Principal Research Fellow at the African Institute for Science Policy and Innovation of the Obafemi Awolowo University, Ile-Ife, Nigeria. She holds Ph.D in Technology Management. Her major research focus is the areas of Technological Entrepreneurship, Innovation Management and Research Management. She is a recipient of the African Dissertation Research Fellowship (ADDRF), ADDRDF Postdoctoral Fellowship and IREX UASP Fellowship.

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Wednesday, 16 November 2022, 15:50 – 16:30 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Session III-A: 5.1 (Presentations)

Advancing Sustainable Development through Partnerships: Challenges and Opportunities in Collaboration

Abstract:

There is growing realization on the importance and necessity for universities to collaborate, locally, regionally and globally, to advance sustainable development. The types of partners have become even more diverse from all levels of governments, industry, and community organizations and the mechanism and structures to support these partnerships are also evolving. Equity, diversity and inclusion design in the collaboration is also a priority.

We all agree that partnership and collaboration is required but most of us can identify partnerships that have worked to achieve established goals but an even greater number that have not been successful. After a launch or news release, the expectations early in the partnership are not realized. How can better understand the selection of partnerships and areas for sustained collaboration and the factors that lead to success in working together to advance sustainable development?

I will incorporate video clips of comments from a university, a local government, and an indigenous community to share a frank assessment of the state of collaboration and how university-community partnerships for sustainable development can be more strategic and shaped for success. I am open to joining as a panelist of another USRN member if a similar topic is proposed.

Presenters:

Joanne Curry

Simon Fraser University, Canada

Dr Joanne Curry is Vice-President for External Relations and a member of Simon Fraser University's Executive team. The institutional lead for community engagement, she has worked in community-university engagement for over two decades. Joanne's achievements include supporting the development of the university's vision as Canada's leading community-engaged university and building the university's third urban campus in Surrey. Joanne is part of the University Social Responsibility Network's executive committee and is a Director of a number of boards of trade and economic development organizations. She holds a Doctorate of Business, Bath University, UK; a Masters of Business Administration from SFU; a Bachelor of Commerce with Distinction from the University of Manitoba, and an honorary degree from Kwantlen Polytechnic University. Her doctoral thesis, area of practice, and passion is in building successful university-city government relationships.

Julian Skyrme

The University of Manchester, UK

Dr Julian Skyrme is the founding Director of Social Responsibility at The University of Manchester. Social responsibility is one of the University's three core goals and ensures that Manchester's learning, research, engagement and operational activities make a positive difference to society. He has first-class honours, master's and doctoral degrees in political philosophy and social sciences from The University of Manchester and spent his early career as a teacher and Assistant Vice-Principal in a large urban sixth form college. Julian contributes to local, national and international policies, initiatives and networks to enhance the social engagement of higher education. He is a member of: Manchester City Council's Strategic Education Partnership Board and Homelessness Partnership Board; the Board of Manchester's Loreto Sixth Form College; the Board of Trustees at MACC – Manchester's voluntary, community and social enterprise support organisation; Business in the Community's (BITC) North-West Leadership Board; and the global University Social Responsibility network. He's also a Fellow of the Royal Society of the Arts, guitarist, everyday cyclist, Manchester United and Wales fan, and father to two children.

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Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Session III-A: 5.1 (Presentations)

Towards Sustainable, Knowledge and Ethical Societies – HEIs Elevating Sustainable Development through Regional and Global Collaboration

Abstract:

Within the concept of Sustainable Development, understanding the role of regional and global collaboration of Higher Education Institutions (HEIs) as custodians of Knowledgeable, and Ethical Societies means acknowledging that development starts with the smallest component of society – the human. Humanity cannot distance itself from the impact of its own choices, shaping societal sustainability.

The 'Gates of Societal Influence' theory proposes that a community will flourish if these 'gates' are managed successfully. This concept places responsibility on communities as well as leaders to rise as contributors and custodians, the primary influence for shaping thought and narrative regarding society's future. Within this perspective, this paper follows a qualitative research methodology to assess, in theory, HEIs play in developing leaders – "Gatekeepers" of the 'gates' that influence society.

These Gates of Influence can be affected in three ways: through the management of relationships, resources, or rights; that is, how different groups are socialized to relate to each other, how scarce resources are allocated and who benefits from them, and what rights different groups appropriate to themselves.

History reveals, HEIs - silos of knowledge, power, and propaganda; gatekeepers usually promote their worldview and intentionally shape young minds to affect societal change. The question must be asked: are communities being aligned for their best benefit, future, for a more equitable world; or are gatekeepers still entrenched as societal catalysts, 'revolutionaries' of historic silent agendas?

HEIs can facilitate reformation of Intent - to unlearn the misjudged habits that destroy authentic societal progress – contributing to community transformation.

Presenter:

Clifton Jones

The changeXchange, South Africa

Founder of changeXchange, African Resource Collaboration, and "The Gatekeepers Program." Clifton is passionate about collaboration, leadership development, and sustainability within communities. He has formal training in fine art: specializing in Painting and Ceramics, and is completing a Master's degree in the MLEad program at Trinity Western University. Clifton has traveled Europe, Africa, and East Asia as a speaker and leading multicultural teams, missional conferences, and projects.

He believes that resilient communities require willing and able transformation leaders – Gatekeepers. As CEO at HopeClub Network Inc., Clifton aspires to live up to this notion by modeling servant leadership, a solution-oriented mindset, and a passion for people.

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Wednesday, 16 November 2022, 15:50 – 16:30 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session III-B: 4.2 (Presentations)

Promoting Social Responsibility through Service-Learning in Higher Education

Abstract:

The University of Tübingen recognizes and is committed to its special societal responsibility as part of the scientific community and therefore educates highly qualified graduates and responsible citizens. By doing so, they undertake active participation in the society and provide a service to community while they advance, create and disseminate knowledge through research. In this context, the Service-Learning and Civic Engagement sub-section was founded in 2011 as part of the Transdisciplinary Course Program. In the latter, Bachelor students can earn 21 Credit Points for the mandatory key qualifications module. Service-Learning along with the concept of Civic Engagement are oriented towards the common good and provide exemplary opportunities to involve civil society, students and lecturers in an exceptional way, by applying academic knowledge on real social needs in a community context. In addition to describing the theoretical underpinnings of Service-Learning, the presentation will focus on the various implemented formats at the University of Tübingen, i.e., courses, mentoring programs, student initiatives and internships. These formats serve as an opportunity for students to officially recognize their short- and long-term civic engagement as part of their studies. Furthermore, the presentation will provide insights into faced challenges, informed strategic decisions and consequent developments. The presentation will conclude with lessons learned over the course of the past decade. To conclude, by successfully incorporating the different Service-Learning formats in the curriculum, we ensure their institutional sustainability and promote the assumption and recognition of social responsibility in Higher Education.

Presenters:

Nina Rösler

University of Tübingen, Germany

Staff member of the Service-Learning and Civic Engagement sub-section focused on local Service-Learning networks, courses and other formats. Master of Arts in Peace Research and International Politics at the University of Tübingen. Since 2019, conceptualisation, coordination and implementation of Service-Learning courses, trainings, consultation, quality assurance and public relations.**Charoula-Maria Fotiadou** University of Tübingen, Germany

Charoula-Maria Fotiadou

University of Tübingen, Germany

Staff member of the Service-Learning and Civic Engagement sub-section focused on International Service-Learning. Master of Sciences in Archaeological Sciences - Paleogenetics at the University of Tübingen. Since 2022, conceptualisation, organisation and implementation of project seminars in which academic teaching is linked with civic engagement within the framework of the DAAD-funded accompanying programme to CIVIS.

Iris-Niki Nikolopoulos

University of Tübingen, Germany

Head of the Transdisciplinary Course Program and the Service-Learning and Civic Engagement sub-section. Doctorate in political theory at the Otto-Friedrich-University of Bamberg. Since 2013, focus on interdisciplinary teaching and the development of research-based teaching and learning in the introductory and final phase of studies. Since 2020, establishment of international teaching-learning formats in the European university network CIVIS.

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Wednesday, 16 November 2022, 15:50 – 16:30 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session III-B: 4.2 (Presentations)

Piloting a University-School-Community Social Responsibility Initiative

Abstract:

A private secondary school in Pretoria, South Africa, has been running a debutantes charity programme for many years. Whilst exemplary fundraising has been achieved in the past, the outreach activities have been minimal. Since these activities ceased during COVID-regulations, in 2022, there was a new opportunity to re-envisage the work they were doing. Since the occupational therapy at the University of Pretoria has long-standing relationships with various communities, the school partnered with the students and the community for a pilot initiative. All stakeholders participated in planning a workshop “my body is my home” series at various sites in the city. This formed a part of the Feast of the Clowns festival which aimed at creating awareness of social injustices. The programme took place over three days: preparation and training of the grade 10 learners by the occupational therapy students, and two days of implementing activities at four different sites – where collaborative engagement with community members occurred. Learners, students, and community members all experienced the event as a very positive, developing a greater understanding regarding relationship building, and on the importance of sustainability in partnerships. Although timeframes for the learners were limited, there is scope for lengthening it next year; as well as sharing ideas with other schools. This will assist in our efforts to continue fostering personal, social and emotional growth of all concerned. Additionally, if other disciplines become involved, this could serve as a unique job-shadowing opportunity, where learners engage and practice with a variety of professions.

Presenters:

Helga Lister

University of Pretoria, South Africa

Helga Lister (PhD candidate) is a lecturer at the University of Pretoria, Department of Occupational Therapy, South Africa. Her work focuses mainly on engaged scholarship. She coordinates the departmental social responsibility and participates in various interprofessional and interdisciplinary projects. Her master's in development studies was completed through UKZN, where she also previously worked. She focuses mostly on facilitating transformative learning experiences for her students, that together with the community, provide opportunities for growth of all involved.

Lize de Beer

University of Pretoria, South Africa

Lize de Beer is a final year occupational therapy student at the University of Pretoria. She discovered a new passion for the community during her community practical in Mamelodi. A whole new world opened for her when she discovered the immense value that lies within the nearby communities in South Africa. A perspective changing from scared and sceptical to a warm and affectionate attitude towards the people with different cultures and contexts.

Amahle Bhengu

St. Mary's DSG Secondary School, South Africa

Amahle Bhengu is a Grade 10 learner at St. Mary's DSG Secondary School. She participated in the St Mary's DSG-University of Pretoria-Feast of the Clowns initiative as part of her debutante programme.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 17:30 – 18:00 Hong Kong SAR time (UTC+8)



Track 2: Collaborative Research to Address Global Challenges

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Student I-A: 2.1 (Presentations)

Development of the Agricultural Multifunctionality Assessment Index: A Collaboration between Human and Exact Sciences

Abstract:

Our work focused on developing a tool to assess the situation of multifunctionality in agriculture in Brazil in a quantitative way. The four roles of the multifunctionality of agriculture in the Brazilian rural reality, proposed by Maria José Carneiro and Renato Maluf, were analyzed: 1. rural families socioeconomic reproduction; 2. rural families and society food security; 3. social and cultural relations maintenance; 4. natural resources and rural landscape preservation. A data mining was carried out together with the Agricultural Census of the Brazilian Institute of Geography and Statistics. The database was built; analyzed by Machine Learning on Weka and R-Action Stat software and; by non-parametric, uni and multivariate statistical methods, on SAS and R. This research primarily aligns with Sustainable Development Goal 15: Life on Earth. It is an effort to strengthen a vision of agriculture that favors the maintenance of ecosystem services and the well-being of living beings. However, a work like this is only possible thanks to the collaboration of researchers in the human and exact sciences. We believe that it is important for the fields of science to work together towards goals of global relevance. Each researcher has specific skills. It is necessary that the sciences come closer to each other, motivating research with a broad view of the subjects studied.

Presenters:

Gabriela Maria Leme Trivellato

Luiz de Queiroz College of Agriculture, University of São Paulo, Brazil

PhD student in Sciences at Interunits Postgraduate Program in Applied Ecology (ESALQ / CENA). She holds a Master degree in Science (2021), by the same Postgraduate Program. She holds a Bachelor's degree in Agronomy Engineering, with concentration area in Economics, Administration and Rural Sociology by the "Luiz de Queiroz" School of Agriculture / University of São Paulo (2018). Has a College Degree in Agricultural Sciences (2018), by the same institution. She has experience in the fields of Rural Sociology and Applied Statistics, focusing on the topics: multifunctionality of agriculture and indicators and indexes of environmental and agricultural sustainability.

Gabriel Adrián Sarriés

Luiz de Queiroz College of Agriculture, University of São Paulo, Brazil

Graduated in Veterinary from Universidad de Buenos Aires (1983), master's at Agronomy from University of São Paulo (1989) and doctorate at Agronomy from University of São Paulo (1997). He has experience in Probability and Statistics, focusing on Data Analyses, acting on the following subjects: instrumental neutron activation, categorized data, multivariate analysis, pine and dairy cattle.

Gustavo Nazato Furlan

Luiz de Queiroz College of Agriculture, University of São Paulo, Brazil

Graduated in Physical Education from Universidade Metodista de Piracicaba (2006) and Master's in Applied Interunit Ecology from Universidade de São Paulo (2015). He currently holds a PhD in Applied Ecology at PPGI-EA (ESALQ/CENA) - CAPES scholarship, consultant at the Quality of Life Center at the University of São Paulo and researcher at the Radioisotopes Laboratory at CENA/USP, with an emphasis on Physical Education, working mainly on the following topics: training, event organization, statistics and production of scientific texts. He has extensive experience in data analysis, focusing on statistical analysis applications (parametric, non-parametric, multivariate) and machine learning. Able to program in SAS and R.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 17:30 – 18:00 Hong Kong SAR time (UTC+8)



Track 2: Collaborative Research to Address Global Challenges

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Student I-A: 2.1 (Presentations)

Analysis of Avoid CO2 Emissions Based on Data from the Life Cycle Assessment of Photovoltaic Systems: Evidence for Brazil

Abstract:

The COVID-19 pandemic has reduced CO2 emissions, yet the rise in global temperature is continuous. In 2021, in the case of Brazil, CO2 emissions increased again compared to 2019, with few emissions lower than this year. The energy sector accounts for approximately 65% of the total global gas emissions and there are technologies capable of reducing emissions. In this context, a post-pandemic green recovery through commitments to achieve net neutral emissions, would reduce emissions in 2030. Therefore, the objective of this article is, through the literature review of the life cycle assessment of photovoltaic systems, to carry out an analysis and an adaptation of avoided CO2 emissions from photovoltaic systems for Brazil. The life cycle assessment method was used to examine life cycle CO2 emissions rates from power generation from these systems along with Brazilian emission factors in order to determine net emissions and energy recovery time. Achieving net zero CO2 emissions results in gas concentrations gradually declining over time to a long-term equilibrium. Photovoltaic systems are a good investment option in Brazil, as their location and vast solar irradiation contribute to the technology's good performance; In addition, its insertion in the matrix can reduce the carbon footprint of the components of the systems manufactured in Brazil and contribute to a green recovery of the economy after COVID-19.

Presenters:

Larissa Guerreiro

University of Sao Paulo, Brazil

Graduating in Environmental Management at the University of São Paulo (2021). She is currently a Master's student at the Graduate Program in Sustainability (EACH-USP). She works as a monitor in the undergraduate Environmental Management course in the disciplines of Energy Sources and Environment and Atmospheric Environment (EACH-USP). She worked as an intern at the Municipal Secretariat for the Green and the Environment. Develops research mainly on the following topics: Energy Efficiency and Photovoltaic Systems in the area of Life Cycle Assessment (LCA).

Sérgio Pacca

University of Sao Paulo, Brazil

Associate professor of the undergraduate course in Environmental Management at the School of Arts, Sciences and Humanities (EACH) of the University of São Paulo (USP), and of the postgraduate course in Sustainability (PPGS-USP). Associate Editor of Resources, Conservation & Recycling magazine. Visiting Professor and Fulbright Scholar at the City University of New York (CUNY) in 2017. Master in Energy by the Interunits Postgraduate Program in Energy (PIPGE-USP, 1996). Graduated in Social Sciences from the Faculty of Philosophy, Letters and Human Sciences (FFLCH-USP, 1992) and graduated in Agronomy from the Luiz de Queiroz Higher School of Agriculture (Esalq-USP, 1987). Member of the International Society of Industrial Ecology. Researcher in the areas of energy, sustainability, global climate change, life cycle assessment (LCA) and industrial ecology.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 17:30 – 18:00 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Dr Martina Jordaan, University of Pretoria, South Africa

Student Track I-B: 5.1 (Presentations)

Commuter's Choice Understanding Attitudes and Perception of Metro Manila Commuters Towards Cycling as a Mode of Transportation

Abstract:

This descriptive and non-experimental quantitative research aims to understand commuter's perception and attitude towards cycling as a mode of transportation. An online structured survey was conducted and 118 responses were obtained from a mix of biker and non-biker commuters in Metro Manila. Analysis of the responses shows that both biker and non-biker groups agree that cycling has benefits, from environmental and personal to it being a practical option. In terms of prevailing attitude, glaring differences between the two groups' responses were identified on the questions related to weather and overall health. Overall, the responses reveal that commuters' attitude towards cycling use and its current state is attached to their partialities rooted in personal experiences and inferential observations. The results indicate that safety is everyone's primordial concern. On this basis, it is recommended for the government to now shift their focus on investing in quality bicycle infrastructure to encourage more people to shift to cycling.

Presenters:

Danielle Baldono

Ateneo de Manila University, Philippines

As the team's leader, Ms Baldono focuses on environmental awareness and consciousness, for the development of a sustainable future. She showcases competent leadership and management skills while contributing and monitoring the progress of her group mates. She has worked on several successful research projects involving ecological sustainability. Adding to her wit and wonder is her excellence in academic competition in Math, Science, and Spelling. Hailing as a STEM student, she has excelled in Biology, Chemistry, Physics, Practical Research I & II, Media Information Literacy, Earth Science, Disaster Risk and Reduction, equipping her academic background with great proficiency. With a passion for environmental sciences and astrophysics, Ms Baldono is determined to make an impactful breakthrough in the field of STEM.

Gia Uncad

Ateneo de Manila University, Philippines

As the lead researcher, Ms Uncad ensures quality work through providing information and contribution to ensure a satisfying output. Ms Uncad has excelled in scientific research, with her interests lying in exploration of Psychology and understanding human behavior. Contributing to her proficiency in the field of research is

her talent for public speaking. Not only a skilled researcher, Ms Uncad is also noted for her passionate interest in reading and writing as both an academic feat and a hobby. She also appreciates travelling to explore different cultures and traditions. Also a long-time varsity member for her school's Badminton team, she has shown embodiment of great coordination and power. Without a doubt, Ms Uncad overflows with talent.

Tristan De Guzman

Ateneo de Manila University, Philippines

As the Note-taker, Mr. De Guzman maximizes clarity and precision through compact and straightforward note-taking. An attentive and reliable member, he does his best to contribute and help in accomplishing several parts of the research process. His passion in environmental awareness is driven by a strong sense of responsibility to care for animals, which rooted from his care for his beloved pet.

Elianna Urquico

Ateneo de Manila University, Philippines

As the External Connections Head, Ms Urquico provides recommendations for the group and uses her diverse social resources to reach out to others to survey the population. She perseveres in utilizing her social skills in order for the study to cover a representative portion of the population and to extend the findings to the commuting public of the Philippines. She is very involved with extracurricular activities and leadership and uses her platform to empower the youth and fight for a good cause. As she covers the highest position in the Disaster Reduction committee of the Ateneo Senior High School, she exercises critical thinking skills to ensure the safety and security of the students.

Llantero, Julian

Ateneo de Manila University, Philippines

As the team's proof-reader and researcher, Mr Llantero performs revisions and ensures validity in our works. Heavily involved with contributing to the success of the group's output, he sees to it that all input is reviewed well, and all output is comprehensive and prolific in quality. Musically gifted, he has a penchant for playing several instruments such as the violin, piano, and the ukulele. Aside from his musical abilities, he enjoys visual arts through painting. In addition to this, Lies at his very core of being a STEM student is his burning passion for robotics and volunteer work.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Wednesday, 16 November 2022, 17:30 – 18:00 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Dr Martina Jordaan, University of Pretoria, South Africa

Student Track I-B: 5.1 (Presentations)

Zero-carbon University Campuses Collaboration: A Concrete and Standardized Measure of Scaling-down Urban Sustainable Standards and Strengthening Global Sustainability Alliance

Abstract:

Various initiatives have been taken to mitigate the adverse effects of climate change at urban, national, and global levels. However, community-level (such as university-level) mitigation activities regarding resource consumption are often underestimated in the broader picture in different parts of the world. University-level climate action plans are considered to have the potential to influence the greater urban sustainability targets and are more replicable, generalizable, and teachable. University campuses and their activities have a great influence on their surroundings and could be scaled up to the whole city's physical environment. This city-campus relationship can be utilized to practice and promote sustainability. Besides educating our society and fostering innovation, university campuses can take the leadership to contribute significantly by adopting the zero carbon transition. Following the community-level environmental protection and strengthening initiatives, regional and global alliances can be reinforced and accelerated. This paper aims to analyze university campuses' sustainability using certain parameters and the scalability of those mitigating measures to evaluate the possible impacts of city-scale climate change. A framework has been developed to measure the carbon emission of university campuses incorporating scope 1, 2, and 3 indicators. Based on data it has been found that several university campuses bear a huge toll on deteriorating the urban environment. Coincidentally, this phenomenon has also created an opportunity for universities and their users to identify and eliminate harmful practices inside and outside their territory and promote a sustainable future.

Presenters:

Gengyuan Liu

Beijing Normal University, China

Gengyuan Liu, is a professor, doctoral supervisor, Young Changjiang Scholar. Director of the Institute of Urban and Regional Ecology. Foreign experts of EU energy projects, carbon verification experts of the National Development and Reform Commission, secretary-general of the China branch of the International Society for the Advancement Energy Research, chairman of the Asia-Pacific region of the Advances in Cleaner Production Network, and carbon neutrality specialist of Alibaba Cloud Working group experts, etc.

Md. Salman Islam

Beijing Normal University, China

Md. Salman Islam: Currently pursuing his master's degree at the School of Environment, Beijing Normal University, China. His research is focused on Campus sustainability and environmental management. Islam completed his bachelor's degree from the School of Architecture & Design, BRAC University, Dhaka. His undergrad thesis project was focused on a futuristic approach to designing university campuses. Emphasizing sustainable environmental design.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 14:00 – 15:20 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Session IV-A: 6.2 (Presentations)

Perception of Filipino Private High School Students on Gender-Sensitive School Policies

Abstract:

At present, a lot of people express their gender identity either through their physical self or behavior. However, some are still restricted and are unable to freely express themselves such as students who have to abide by the policy of their respective schools or the approval of their parents. With this, this study aims to discuss the perception of students on gender-sensitive policies. Research questions were formulated to know which school policies are unnecessary or need to be improved, the most and least significant school policies, and the comfort or discomfort of students in engaging in different SOGIE-related activities. A survey questionnaire, which contained 10 scale-based questions and 5 open-ended questions, was made to get a more in-depth perception from the forty-seven (47) volunteer participants. The data shows that the majority of the students perceive the haircut rule and dress code policy as policies that are unnecessary or need improvements. On the other hand, the most important school policies for the students are the anti-bullying policy and the "Code and Rules." Lastly, the majority of students feel comfortable with regards to taking part in programs tackling SOGIE. Understanding the perception of students in schools is a step towards inclusive and responsive decision-making and promoting non-discriminatory policies, which may lead towards preventing violence to our children who are members of the LGBTQ+ communities.

Presenters:

Melinda Cobar

Ateneo de Manila Senior High School, Philippines

Melinda Cobar is the research subject area coordinator of the Ateneo de Manila Senior High School.

Lauro III Pacis

Ateneo de Manila Senior High School, Philippines

Thirdy is a Grade 12 STEM student at the Ateneo de Manila Senior High School.

Sofia Mikaela Lui

Ateneo de Manila Senior High School, Philippines

Sofia is a Grade 12 STEM student at the Ateneo de Manila Senior High School.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 14:00 – 15:20 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Session IV-A: 6.2 (Presentations)

Blue Carbon Initiative: Empowering Coastal Communities on Climate Change Adaptation and Mitigation (CCAM) through People-Centered Programs and Policies

Abstract:

A people-centered approach to climate change adaptation and mitigation is important in blue carbon economy. However, local development programs and policies in Calatagan, Batangas have varying political and environmental complexity, which often have resulted in the displacement of artisanal fisherfolks. To address this, a coastal resilience framework by REAP-CCA (2011) and patrimonial audit were used to analyze the qualitative dataset of seven (7) fisherfolk chapter leaders of Samahan ng mga Malilit at Artisanong Mangingisda ng Calatagan (SAMMACA). The study revealed that coastal communities particularly, the different chapters of SAMMACA, have long practiced the concept of blue economy even without knowing the term blue economy. The study also revealed the challenges that artisanal fisherfolks encounter mainly, the misalignment between the interests of the local community, private sector, and government institutions in implementing development programs in coastal communities. This misalignment negatively affects artisanal fisherfolks who make up the most workforce of a blue economy. This study envisions a sustainable future driven by climate change mitigation and adaptation, where:

1. Substantial roles of artisanal fisherfolks in ensuring the continuity of the Blue Carbon Initiative in Calatagan, Batangas are recognized.
2. The interests of local communities are balanced and aligned with the interest of the local government, private sectors, and other government institutions.
3. A people-centered approach towards blue economy is strengthened through the preservation and improvement of livelihood of coastal communities.
4. Sustainable development of coastal ecosystems must be participatory

Presenters:

Michelle Angeli E. Lapiz

Philippine Center for Environmental Protection and Sustainable Development, Inc. (PCEPSDI), Philippines

Michelle Angeli E. Lapiz is an experienced researcher in the field of environmental science, forestry, blue economy, and sustainable development. She works as a researcher for various NGOs such as The Philippine Center for Environmental Protection and Sustainable Development, Inc. (PCEPSDI), Living Laudato Si, and Kilos Kapwa.

Christelle Juin Ancha

Ateneo de Manila University, Philippines

Christelle Juin R. Ancha is a lecturer under the Department of Economics at Ateneo de Manila University and has a master's degree in Women and Development Studies from the University of the Philippines. Her work revolves around feminist and disability research. She is involved in many social and political activities. In 2016, she started a volunteer group of professionals called Kapit Bisig (Linked Arms), which provides enhancement lessons to children living in urban poor communities in Metro Manila. In 2020, she co-founded Kilos Kapwa, a socio-civic organization that campaigns to the needs of the most vulnerable sectors brought by the COVID-19 pandemic.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 14:00 – 15:20 Hong Kong SAR time (UTC+8)



Track 6: Social Innovation for Inclusive Communities

Track Chair: Dr Fernando Palacio, Higher Education Consultant, Japan

Session IV-A: 6.2 (Presentations)

Building Cohesive Communities: Reflecting on Digital Social Innovation for Engaged Scholarship at Rhodes University in Makhanda, South Africa

Abstract:

Social innovations thrive in cohesive communities - communities who share a vision for their success, are inclusive of and embrace difference, who have equal access to opportunities and where supportive relationships exist between individuals. To promote community cohesion in its local community, Rhodes University established a Social Innovation Hub. The SIH programme is a digital social innovation in itself, existing to support innovators in its community by using digital resources and community assets. We exist in a time where digital resources are being used to communicate, learn and work, and improving the digital divide in educational institutions as well as communities can contribute to improving capacity to access life opportunities and to produce valuable knowledge. The Social Innovation Hub uses the innovative digital storytelling method to create spaces where Rhodes University communities, Makhanda communities and global communities can collectively reflect on their individual experiences and their experiences of society and culture. In this way, digital social innovations, like digital storytelling, becomes a vehicle for healing and catharsis, as well as a tool for engaged research and learner-centred teaching. In this study, I discuss the Social Innovation Hub's role as a nexus between different stakeholders in social innovation by reflecting on The Social Innovation Hub's holistic model of digital literacy development that improves technological access on four levels, to sustainably embed both innovation and digital literacy in education institutions. This sustainable integration is essential for encouraging community cohesion and social development.

Presenter:

Thandiwe Matyoben

Rhodes University, South Africa

Thandiwe Matyobeni is a coordinator in the Community Engagement division at Rhodes University. Her field of interest is participatory digital media and science communication. Thandiwe has a BA Media, Communications and Culture degree from Nelson Mandela University and a MA in Journalism and Media Studies from Rhodes University. She is working towards a PhD exploring community video for coproduction of knowledge in sciences and climate change awareness.

Communicative Blockers of the Virtual Campus in Post-Covid Times: A New Agenda toward Personalised Virtual Learning Environment

Abstract:

Contemporary virtual campuses as newly emerged spaces can provide access to educational, scientific and recreation services of modern universities. Students demonstrates high readiness as the representatives of the "digital generation" for e-learning as the ground for developing virtual campuses. Virtual campus in the higher education system requires the design of an appropriate educational, scientific and recreational environment based on one hand on the latest informational and communicational technologies, and on the other – fitting the sustainable development goals as the key priority. Harmonisation of different shapes of contemporary virtual campus as social innovation specially focusing on visioning sustainable future could contribute to the raising capacities of inclusive communities as stakeholders. Corona time stimulates the development of the new space, "after Corona" recovery - the necessity of development of virtual campuses not as the additional or alternative form, but as compulsory and important part of the whole circle of educational process. In order to overcome communicative blockers of virtual campus development technical issues on one hand and motivational and competences on the other should be identified and solved. We argue that international collaboration for sustainable future within the framework of international projects could benefit inclusive communities to shape the new post Corona virtual campus. As one of example of international collaboration project Erasmus+KA2, acronym SMART-PL (#101082928) could be mentioned (a model of personalised learning, based on the virtual learning environment of Intellectual Tutoring "Learning with No Limits") that could be one of the practical approaches of implementing virtual campus as social innovation.

Presenter:

Oleksandr Khyzhniak

Vrije Universiteit Amsterdam, the Netherlands

Dr Oleksandr Khyzhniak, project manager at the Centre for International Cooperation at VU Amsterdam. Originally from Ukraine, Oleksandr received sociological and international economics education, past his PhD internship at Warszawa University (Poland) and presented at Karazin University on tolerance issues and post doc internship spent at Ariel University (Israel) and presented at Classical Private University on collective actions issues. He is moderator and researcher of series international projects devoted to the problems of HEI capacity buildings, digitalization of education, inclusivity, social innovations, collective actions, media literacy, migration and other that are financed by DAAD, Erasmus+, Horizon 2020, British Council, USAID etc.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 14:00 – 15:20 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Mark Anthony D. Abenir, Ateneo de Manila University, Philippines

Session IV-B: 4.3 (Presentations)

Promoting Social Responsibility through Early Childhood and Special and Inclusive Education Programmes at the Botswana Open University

Abstract:

Botswana's development has benefitted from the nation's astute management of its economic resources, a strong and stable democracy and the enunciation and implementation of vital national policies, including those in the education sector. The establishment of the Botswana Open University (BOU) in 2017, has aided educational access provisions and the fulfilment of educational dreams of many Batswana. Towards this end, the University's vision, strategic framework and plan have been influenced by the nation's Vision 2036, the United Nation's Sustainable Development agenda, the African Union's 2063 visionary pursuit of The Africa We Want, and Botswana's own National Development Plans. Thus, in its goal of promoting educational access, the University has pursued the building of a learning society. In its desire to promote social responsibility, the University has established Early Childhood and Special and Inclusive Education programmes within its School of Education. The goal of these researchers, in the context of access provision and social responsibility is to examine the degree of inclusivity in these programmes, appraise the goals, objectives, and content of the programmes, and the context of the national policies which have birthed them. The paper also examines the impact of the programmes on the University's promotion of inclusivity. Finally, the paper provides suggestions on how the existing programmes can be strengthened and how the University can further enhance its promotion of social responsibility.

Presenters:

Gbolagade Adekanmbi

Botswana Open University, Botswana

Professor Gbolagade Adekanmbi obtained his first and second degrees in Adult Education from the University of Ibadan, and a PhD in the field, from the same institution, with a thesis focus on Distance Education. From 2009-2011, he was the Acting Director of the Centre for Continuing Education, University of Botswana. Professor Adekanmbi has made over one hundred conference and workshop presentations, including those at international conferences. His research interests include adult, distance, continuing and higher education, and he has over eighty publications to his credit. Professor Adekanmbi currently serves as the Dean of the School of Education at the Botswana Open University in Gaborone, Botswana.

Serufe Pilime

Botswana Open University, Botswana

Ms Serufe Pilime is a Lecturer and head of Department of the Department of Special and Inclusive Education of the Botswana Open University in Gaborone, Botswana.

Pulane Kabomo

Botswana Open University, Botswana

Ms Pulane Pilime is a Lecturer in the Department of Early Childhood, Botswana Open University in Gaborone, Botswana.

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Thursday, 17 November 2022, 14:00 – 15:20 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Mark Anthony D. Abenir, Ateneo de Manila University, Philippines

Session IV-B: 4.3 (Presentations)

Digital Society & Global Citizenship: Innovative Joint Master Education in the Aurora European Universities Network

Abstract:

Organizations, universities, countries and even continents are grappling with a turbulent transformation and transition towards a global Digital Society. An important and urgent challenge for Higher Education in the 21st century is how to prepare our next generations of students for this. We outline our new international master-level interdisciplinary education on Digital Society & Global Citizenship, currently under development by the Aurora European Universities Network – with EU home bases in the Netherlands, Italy, Austria, the Czech Republic, Iceland, and Spain. A key point is that quality education not just involves professional and academic digital “21st century” skills and competences, but calls for building reflective professionals, educators, researchers and policy makers, capable of addressing the major outstanding societal challenges (e.g., such as outlined in the UN’s SDGs) and the many social, political, legal, ethical and systemic challenges that come with digital technologies and the ongoing digitalization of societies.

These challenges include for example Data Science and AI ethics, combating in-built bias in algorithms and computational decision making, data cyber security, surveillance and privacy of data, fairness in digital ecosystems and business platforms, human rights and freedoms, the digital arms race, digital policy making. We pay special attention to issues that go beyond current western (Euro-American centred/biased) concerns, including issues of the Digital Divide, Community Service and Learning (CSL), and International Development & the Global South. We sketch the underlying educational philosophy that promotes a culture of international student and staff investigative collaboration in a distributed hybrid setting.

Presenters:

Anna Bon

Vrije Universiteit Amsterdam, the Netherlands

Dr Anna Bon is researcher/lecturer in ICTs for Development (ICT4D), and senior project manager at VU Amsterdam’s International Office. She directs the interdisciplinary research program W4RA (Web alliance for Regreening in Africa). Her interdisciplinary research is how innovative technologies can be developed in a co-creation way to support local value chains and improve food security, serving smallholder farmers and communities in Africa’s drylands. Her projects include digital voice-service support for local cereal seeds value networks in West Africa (Mali); ICT4D Community Service Learning in rural Sarawak, Malaysia; Sustainability and Ethics in Digital

Development; AI for Sustainable Development, and the Amsterdam Digital Divide. Anna Bon is Senior Editor of the Electronic Journal for Information Systems in Developing Countries. E: a.bon@vu.nl

Jaap Gordijn

Vrije Universiteit Amsterdam, the Netherlands

Dr Jaap Gordijn is founder and managing partner of The Value Engineers, a company designing peer-to-peer business models utilizing technologies such as blockchain. Also, he is an associate professor of innovative e-business at the VUA, Amsterdam, and is a visiting professor at UNIMAS, the University of Malaysia at Sarawak. He is the key developer of, and has internationally published on, the e3-value methodology, which comprises a graphical technique to design and evaluate networked business models. Earlier, he was a member of Cisco’s International Internet Business Solution Group. As such, he was active as an e-business strategy consultant in the banking, insurance, and digital content industries for Fortune 500 companies. E: j.gordijn@vu.nl

Hans Akkermans

Vrije Universiteit Amsterdam, the Netherlands

Prof Dr Hans Akkermans is emeritus professor of Business Informatics at VU Amsterdam, Founding Director of the interdisciplinary Network Institute at Amsterdam, and coordinator of the VU university-wide Strategic Research Theme “The Connected World”. His focus is on the interdisciplinary research, education and community service program W4RA (Web alliance for Regreening in Africa, w4ra.org). He holds visiting professorships at the University for Development Studies UDS, Tamale, Ghana, and at UNIMAS, the University of Malaysia at Sarawak, and he co-chairs the Digital Humanism Curriculum Working Group (dighum.org). He holds a cum laude PhD in theoretical physics in the field of nuclear reactions from the University of Groningen. E: hans.akkermans@akmc.nl

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Thursday, 17 November 2022, 14:00 – 15:20 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Mark Anthony D. Abenir, Ateneo de Manila University, Philippines

Session IV-B: 4.3 (Presentations)

Embedding the UN Sustainable Development Goals into Postgraduate Level Business Programmes – A Case Study

Abstract:

Given the challenges they represent, inclusion and awareness of the 17 UN Sustainability Goals should be a key aspect of studies at all levels of education globally. This case from a Master's level business programme in Ireland examines how student led learning and co-creation were implemented in a new Master's level module as part of a Business Master's programme in a leading Irish University. Formative and summative assessment, experiential learning, problem-based learning & community engaged learning were all used to engage, focus and direct student awareness, activity and outputs to enable deep engagement with sustainability themes in a programme where such aspects had previously not been highlighted. The presentation provides a template and easy to implement methodology that other educators are encouraged to use & adapt to facilitate similar engagements with their own students, using free online resources to facilitate collaborative enquiry and development of tangible artefacts demonstrating research and learning. Such engagements could be applied to students at many levels of education, not just post-graduate.

Presenter:

Joe Houghton

University College Dublin Smurfit Graduate School of Business, Ireland

After a career running global projects for multinationals, Joe switched into a portfolio career of university teaching, consultancy and non-profit work in the early 2000's. Co-creator & Director of the UCD Smurfit MSc in Project Management at one of the world's top 100 business schools, Joe has an international Executive MBA and various post-graduate awards in teaching & learning. His research interests include online learning, experiential learning, universal design for learning, communities of practice & innovation in teaching. He hosts the Plus One Podcast where he interviews innovative educators from around the world – see www.plusoneteaching.com. Joe is also a semi-pro photographer and delivers talks & workshops to clubs all over the world. He has authored 2 books on photography.

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Thursday, 17 November 2022, 17:00 – 18:00 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session V-A: 4.4 (Presentations)

Development of a Learning Experience to Foster Social Responsibility for Large Cohorts in an Engineering Degree

Abstract:

Social responsibility is a critical developmental attribute of graduates in the Engineering, Built Environment and IT Faculty at the University of Pretoria. The Joint Community Projects (JCP) is the starting point of this development for all our students in their second year of study. Students work in multi-disciplinary teams with guidance from a mentor (JCP alumni) and real community partners towards a specific outcome that reflects their disciplines potential impact. The module is facilitated with an experiential and active learning strategy to provide the students with the opportunity for hands-on learning within a community context. We use an active learning approach called service learning as a strategy to integrate community engagement, mentorship, instruction and reflection to enrich the learning experience and develop teach civic responsibility. The challenges are that the cohort has more than 1600 students across 18 different programmes and uses hybrid asynchronous modes of delivery. The ensure students are engaged and social responsibility is developed a series of mentor discuss and reflection assignments are conducted. This work will share the educational framework and disseminate reflections from the 2021 cohort since the application of this framework. It will also share the challenges and successes in implementing such a framework towards this development.

Presenter:

Lelanie Smith

University of Pretoria, South Africa

I am a full-time senior lecturer in the Faculty of Engineering, Built Environment and IT (EBIT) at the University of Pretoria (UP), South Africa. Currently my main responsibilities are coordinating the Community Engagement Projects for the Faculty (<https://www.up.ac.za/community-project-module/>) as well as the Vertically Integrated Projects (<https://www.up.ac.za/vertically-integrated-projects>). In addition, I am the principle investigator on the cross institutional project "Bringing life to our Engineering Curricula" (iecurricula.co.za) in South Africa as well as the Chair for the Curriculum Development Committee in EBIT.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 17:00 – 18:00 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session V-A: 4.4 (Presentations)

Strengthening Faculty Engagement and Partnerships through a Community of Practice

Abstract:

While COVID-19 disrupted teaching and learning practices in higher education institutions across the world, its impact on community engagement was particularly complex and complicated. Community-engaged faculty and staff were tasked with identifying alternatives for students to support communities and to make meaning of those experiences, sometimes without actually entering these communities. A virtual community of practice supported seven faculty and staff of diverse higher education institutions in planning for, implementing, and processing the transformation of community-engaged teaching and learning during COVID. With diverse institutions represented, the group benefited from learning about various practices and strategies to engage and support students and faculty in community engagement during the pandemic.

The community of practice was organized through Campus Compact and involved faculty and staff from six US-based institutions and one in South Africa. The focus of this group was on supporting faculty in their community-engaged work. These scholars coalesced for a total of six ninety-minute Zoom sessions during the period of February through April 2021, roughly one year into the ongoing COVID-19 pandemic. This learning community provided a space for reflecting on the impact of the Coronavirus on the community engagement work happening on our campuses and in our communities. The session will reflect on the utilization of communities of practice to strengthen community engagement work, and it also points to new directions for the field based on lessons from the pandemic. It demonstrates how this community of practice has resulted in new partnerships and initiatives which provide enhanced opportunities for students and expanded visions for the practice of higher education community engagement.

Presenters:

Martina Jordaan

University of Pretoria, South Africa

Martina Jordaan is Head: Community Engagement Research and Postgraduate Studies at the Mamelodi campus, University of Pretoria. She was previously responsible for a compulsory undergraduate module, Community-Based Project, of the Faculty of Engineering, Built Environment and Information Technology. Annually more than 1600 students enroll for the module and they are involved in more than 570 projects in various communities. Martina has a doctorate in History and a Master's in Development studies. She was also head of the Education Museum in Pretoria and thereafter responsible for the

development of pre-schools in the informal settlements next to Pretoria as well as skills development of staff of various schools in Pretoria.

Audrey Falk

Merrimack College, USA

Professor Audrey Falk is a Country Director, USA, Northeast Region for the International Higher Education Teaching and Learning Association. She is a professor at Merrimack College in Massachusetts in the Winston School of Education and Social Policy. Professor Falk is the Director of the Master's Program in Community Engagement and Chair of the Department of Applied Human Development and Community Studies. She received the Chair Academy's International Exemplary Leadership Award in 2021. She completed her Master's degree at Harvard University's Graduate School of Education with a focus on Risk and Prevention and her doctorate at Boston University with a specialization in Community Agency Educational Administration.

Barret Brenton

Binghamton University, USA

Prof Brenton Brenton is primarily responsible for professional development initiatives to further faculty and student participation in a variety of community-based teaching, learning and scholarship activities at Binghamton University. He is an active practitioner of applied community-engaged learning and research, with a broad record of national and global scholarship that developed with his position as a professor of anthropology and faculty coordinator for academic service-learning and community-based research at St. John's University in NYC. He received a BA in anthropology from the University of Nebraska-Lincoln and a MA/PhD in biocultural anthropology from the University of Massachusetts-Amherst. Contact Brenton for aid in conceptualizing and facilitating engagement ideas, course design and designation.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 17:00 – 18:00 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Andrea Bandelli, Vrije Universiteit Amsterdam, the Netherlands

Session V-A: 4.4 (Presentations)

SDG 17: University Social Responsibility through Partnerships for Student and Community Development

Abstract:

Communities and society, demands of universities globally and more specifically in South Africa, to transform the fragmentation that exist within universities and universities separation from their local communities. The recent COVID 19 pandemic and the ongoing pandemic of poverty and corruption has thrust the social responsibility role of universities to the fore even more prominently. UNESCO's (2021) Futures of Education Report calls for a new social contract grounded in human rights and based on principles of non-discrimination, social justice, respect for life, human dignity and cultural diversity based on an ethic of care, reciprocity, and solidarity and has to strengthen education as a public endeavour and a common good. Universities have to educate new generations as constructively engaged citizens and contribute to community and societal development. However, universities cannot achieve the desired outcomes of the new social contract on their own as indicated by SDG 17. This paper focuses on the significance of partnerships between the university and other critical role players - the private sector, civil society and community members - through a Rhodes University Schools Initiative project as a case study. Guided by the eco-systems theoretical framework and the ethics of care, reciprocity, and solidarity, the paper highlights the changes in the self and leadership development of students (from the university and schools) community partners and academics through this project. It concludes by highlighting the urgency for transformation within the structure and culture of universities to accept and embed the social responsibility role of universities in the 21st century.

Presenter:

Diana Scot Hornby

Rhodes University, South Africa

Diana Hornby is currently the Director of Community Engagement at Rhodes University with 25 years of experience in the Early Childhood and Community Development fields. As the previous director of the Centre for Social Development at Rhodes University, she developed a best practice ECD model that received national recognition. She won South Africa's Most Influential Women in Business and Government Award for her work from 2007 at the Angus Gillis Foundation (Ubunye), a rural development NPO, strongly focusing on pro-poor models of development,

In 2021, her team was awarded 1st place, for the MacJannet Prize for Global Citizenship for the 9/10th Matric Mentoring Programme. She has a BEd Honours, Masters, is reading for her PhD at Rhodes University and published in community engagement and community development.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Thursday, 17 November 2022, 17:00 – 18:00 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Session V-B: 4.5 (Panel)

Institutionalizing Education for Social Responsibility at the Ateneo de Manila University

Abstract:

The Ateneo de Manila University has institutionalized education for social responsibility in its undergraduate curriculum. All undergraduates are required to take a series of academic courses that integrate social interaction with marginalized communities or development institutions. Ophalle Alzona-Pornela will provide an overview of this social formation program and show how these activities are integrated into every undergraduates' program of studies. One of the required courses is a service learning course in junior year which is a tie up between a course on Economy, Society, and Sustainable Development and a government mandated National Service Training Program. Mark Abenir will discuss this program from the point of view of a faculty member and show how he has extended the program from one semester to one year and stretched the program to include two major subjects for Development Studies students. Ma. Criselda Dana Buñag, Erika Keith Mendoza, and Syra Marie Norin Petalio will discuss the program from the point of view of the Office for Social Concern and Involvement which facilitates the students' interaction with communities. The integration of social formation into all undergraduates' program of studies is an institutionalization of this Jesuit university's aim of forming persons for and with others.

Panelists:

Ophalle Alzona-Pornela

Ateneo de Manila University, Philippines

Ms Ophalle Alzona-Pornela is the Director of the Office for Social Concern and Involvement (OSCI). She believes in and contributes to reaching the Jesuit education goal of holistic formation. She does this not only through her work as the director of OSCI but also through guiding first year students as a homeroom adviser in the Introduction to Ateneo Culture and Traditions course and as a formation coach and mentor to students of the Ateneo de Manila University School of Medicine and Public Health.

Mark Anthony Abenir

Ateneo de Manila University, Philippines

Dr Abenir makes use of Service-Learning as a research and pedagogical approach in the course he handles such as Community Development and Social Change, Project Management, and The Economy, Society, and Sustainable Development. He is a Section Co-Editor of the International Journal of Research on Service-Learning and Community Engagement. His professional expertise is in the design, implementation, monitoring, and evaluation of community,

social welfare, and poverty reduction/eradication programs that are participatory, people-centered, gender-sensitive, and rights-based. His research interests are in Community Development, Social Development, Service-Learning and Community Engagement, Disaster Resilience, and Children and Youth Studies.

Ma. Criselda Dana Buñag

Ateneo de Manila University, Philippines

Ms Ma. Criselda Dana P. Buñag is a Student Affairs Professional from the Office for Social Concern and Involvement (OSCI). She is currently part of the National Service Training Program 12-Bigkis Program and serves as the program's learning design coordinator. Together with the other learning design coordinators, she ensures that the objectives and activities of the OSCI-facilitated formation programs are aligned.

She graduated from the Ateneo de Manila with a Bachelor of Arts in Social Sciences and a Minor in Economics and Specialization in Cultural Heritage. She also has a Master of Arts in History. She has been with the OSCI for 13 years and is also a lecturer at the Department of History of the Ateneo de Maa University.

Erika Keith, Mendoza

Ateneo de Manila University, Philippines

Ms Erika Keith C. Mendoza graduated with a Bachelor of Arts Degree in Political Science from the Polytechnic University of the Philippines-Manila. She is currently finishing her Master of Arts Degree in Political Science in the De La Salle University. She served as an instructor at the Cavite State University and taught major and general education subjects. She is currently a Student Affairs Professional from the Office for Concern and Involvement (OSCI) and part of the National Service Training Program (NSTP) 12-BigkisProgram.

Syra Marie Norin Petalio

Ateneo de Manila University, Philippines

Ms Syra Marie Norin A. Petalio graduated with a Bachelor of Science Degree in Health Sciences and a Minor in Literature (English) from the Ateneo de Manila University. She is also currently a Student Affairs Professional from the Office for Social Concern and Involvement (OSCI) with the National Service Training Program (NSTP) 12-Bigkis Program and is also a part-time lecturer in the Health Sciences Program of the same university teaching an introductory course to community health as well as one on science, technology, and society.

PROGRAMME OF PARALLEL SESSIONS BY TIME



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Track 4: Education to Cultivate Social Responsibility

Session V-B: 4.5 (Panel)

Moderator:

Leland Joseph Dela Cruz

Ateneo de Manila University, Philippines

Leland Joseph R. Dela Cruz, Ph.D. is currently Assistant Vice President for Social Development, Environment, and Community Engagement and Associate Professor of Development Studies of the Ateneo de Manila University. One of his roles as Assistant Vice President is to oversee the social formation of all the students of the university. Prior to his current position, Leland also served as Director of the Office for Social Concern and Involvement and it was during his term in that position that the current form of the college's social formation program was designed. In the past, Leland spearheaded the integration of various courses into a single service learning program and he also institutionalized service learning within the university.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 09:30 – 10:50 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Prof. Renato Cymbalista, University of São Paulo, Brazil

Session VI-A: 4.6 (Presentations)

Portuguese Language for Immigrants and Refugees: Education, Culture, Citizenship and Human Rights

Abstract:

In Brazil, the number of refugees has increased for the last decades. Today, Brazil has about 60,000 refugees from at least 117 nationalities. The state of Santa Catarina was the one that created the most jobs for immigrants. Chapecó, the city where we are located, appears in 6th place among the Brazilian cities that received the most refugees, ahead of capitals such as Rio de Janeiro. Despite the Brazilian refugee law is considered modern and adopted in other countries, immigrants are left in a state of social vulnerability, and one of the reasons for that is the lack of language knowledge. As a community university, it is believed that solidarity has no borders, and that different cultures have to be respected. Moreover, these immigrants have contributed to Brazilian culture, and helped Brazilian economic development. Thus, Unochapecó university has been offered a free Portuguese language course to these immigrants. The course is planned and coordinated by language professors, considering the methodology and the learners' needs. The main objective of this course is to reduce inequalities, enabling them to have access to information, by building their Portuguese language knowledge. It is believed that knowing a language empower people, and this may improve their living conditions. As a result, the students have improved their communication, and became aware of different cultures by interacting with others. In addition, this experience has transformed our community, because when one contributes to promote social inclusion to another, they promote better living conditions for the whole society.

Presenters:

Rosane Meneghetti

Community University of Chapecó Region, Brazil

I have a degree in Portuguese and English languages and Literatures and a specialisation course in Brazilian and English language and Literature. I also have a Master's degree in Literature. I am a Language and Literature professor; in charge of the International Relations Office. I have coordinated the Languages Course PARFOR, and PIBID/CAPES; I also coordinated the specialisation courses in foreign language translation and English language teaching. I have experience in Literature and Education, working in teacher training, teaching methodologies for English Language and Literature and Translation. Recently, I have been dedicating myself to the study of Portuguese as a foreign language, from which I have shared experiences in some countries, including Costa Rica, Finland, England, Colombia, Portugal and Spain.

Marcela Debona Laskoski

Community University of Chapecó Region, Brazil

I have a degree in Audiovisual Production, and I am currently studying for a college degree in Portuguese and English languages and Literatures; I am an intern at the Language Laboratory of Unochapecó; I have been teaching English at public schools, and Portuguese as a foreign language as a volunteer.

Juan Diego Ramirez Camelo

Community University of Chapecó Region, Brazil

I have a degree in Agricultural Business Administration from Universidad Santo Tomás, Colombia, and I have experience in the field of Administration. I am currently studying for a master's degree in Technology and Innovation Management.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 09:30 – 10:50 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Prof. Renato Cymbalista, University of São Paulo, Brazil

Session VI-A: 4.6 (Presentations)

Eco-Makerspace: Collaborative Learning Space for Sustainable and Regional Growth

Abstract:

In the new global economy, there is a growing tendency for electronic products to become obsolete and disposable faster than technological advances. The number of electronic devices that are discarded and the environmental damage they cause is concerning. Recycle, reusing or repair some types of solid waste, like e-waste and plastic is a sustainable solution. It can be better if we establish partnerships between educational institutions and local governments to act in collaboration, as a possibility to develop spaces and actions for environmental education. In this work we studied an environmental education space, known as Eco-Makerspace, that receives e-waste from the community and transforms it into innovation and sustainable learning. In an exploratory case study we describe a collaboration between educational agents and local governments, who collaborate in the design and management of an educational space linked to sustainable and local development. As a part of this initiative, waste is repurposed into new products using a combination of creative reuse, education, recycling, and an environmental mindset. The research and the replication of strategies like the Eco-Makerspace can encourage the development of communities and municipalities by educating people to contribute with a creative mindset to regional and sustainable development.

Presenter:

Eduardo Ferro dos Santos

University of Sao Paulo, Brazil

Associate Professor at the University of Sao Paulo; Head of the Department of Basic Science & Environmental Engineering at the Engineering School of Lorena (EEL/USP); Ph.D in Production Engineering (UNIMEP); Head of public-private partnerships & research projects: Eco Maker Space, Smart Society Living Lab, Sustainable Technology Lab, Brazilian Ergonomics Congress, Human Factors and Ergonomics Forum, Maker Competitions; Leader of the Research Group at CNPq (Interdisciplinary Studies in Human Factors and Sustainable Development). Researching Interests: Ergonomics and Human Factors Engineering, Information and Communication Technologies in Education, Sustainable Technologies, focused on “High Tech Human Touch.”

Education for Sustainable Development

Abstract:

Four premises guide our work in Education and Mental Health: the collective construction and consolidation of a new paradigm, Sustainable Development (SD), can unite us as a species, for the continuity of life on the planet; the Integrated Health Promotion (IHP) - physical, mental, social, global - is a result and indicator of the SD; the understanding and action related to the SD and IHP must be based on their political, economic, social and environmental determinants; it is necessary to work so that the social actors involved can give new meaning to their personal lives and their social participation. We research documents on SD, Health Promotion, Mental Health, Norms and Social Responsibility Management, Human Rights, and Education, to formulate a methodology with Principles, Guidelines and Strategies, with the objective of contributing to operationalize and achieve the SD and IHP. A central guideline is the structuring and execution of a broad process of “Education for Sustainable Development” (ESD), which promotes the gradual construction of a culture of Collective Social Responsibility. The fundamental aspects of the ESD are: to help individuals, groups and human collectives reach a new understanding and action in the face of the political-economic-social-environmental conjuncture where they live - Small Revolutions; be developed in global, national, regional, local contexts; be inserted in all productive and social sectors; involve social actors from all sectors, including Academy and the socially excluded; use Multi-Strategic Actions, prioritizing participatory methodologies and techniques; have as a reference for action the Sustainable Development Goals, and local needs and realities.

Presenter:

Regina Celia Canel

Center of Integrated Approach for the Being Health , Brazil

Psychologist, PhD in Sciences and Master in Public Health from the Faculty of Public Health of the University of São Paulo; Post-Graduate in Public Administration; Specialized in Mental Health; Autonomous Researcher.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 09:30 – 10:50 Hong Kong SAR time (UTC+8)



Track 4: Education to Cultivate Social Responsibility

Track Chair: Prof. Renato Cymbalista, University of São Paulo, Brazil

Session VI-A: 4.6 (Presentations)

E-Service Learning: Exploring Social Formation through Online Delivery

Abstract:

The National Service Training Program – Bigkis is the third stage in the ladderized social formation offered by the Office for Social Concern and Involvement of Ateneo de Manila University. The program is designed for juniors taking Social Science 13 (The Economy, Society, and Sustainable Development) to collaborate on development solutions aligned with their chosen discipline with partner communities under the mentorship of their faculty. During the height of the pandemic, mobility was severely limited. This challenged pre-existing paradigms of community engagement and the meaningful outcomes that can be achieved without physical contact. This prompted the university to explore a new modality of service-learning that expands the scope of student engagement that was previously limited by proximity. This paper posits that Electronic Service Learning (E-Service-Learning) is, in itself, a relevant pedagogy for social formation in our universities. Innovations in virtual communications has allowed students to enliven the mandate of the Ateneo to reach out to literal peripheries in and out of the country. The opportunity to engage with different cultures and contexts have enriched the experience of service-learning and the students' appreciation of the concrete applications of their discipline to context-specific sectoral issues. Regardless of the transition back to face-to-face community engagements, the continued practice of E-Service-Learning is recommended as it purports creative, social involvements with its own merits.

Presenters:

Anitta Nuevo

Ateneo de Manila University, Philippines

Anitta is a Student Affairs Professional serving as the Assistant Director of NSTP12 from the Office of Social Concern and Involvement of the Ateneo de Manila University. She has an undergraduate degree in Psychology and a master's degree in Social Psychology. Her career has been focused on Social Formation and Community Engagement. Outside work, she likes to go to the beach or try new cafes and restaurants in the city.

Jose Emmanuel Patrimonio

Ateneo de Manila University, Philippines

Jose Emmanuel O. Patrimonio, is a Student Affairs Professional of Ateneo de Manila University. As a Psychology professional in the development sector, Yayun's body of work grounds itself in the intersectionality of politics and psychology especially in organizing the youth sector. He is actively working with the Office for Social Concern and Involvement to operationalize service-learning as a safe space for development volunteerism, social formation, and political education. Highly introverted, his three favorite things include: video games, Disney, and RuPaul's Drag Race.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 09:30 – 10:50 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Prof. Fengshi Wu, University of New South Wales, Sydney, Australia

Session VI-B: 5.2 (Presentations)

Transformational Leadership: Emotional Intelligence and Intercultural Communication as Essential Competencies in University Social Responsibility

Abstract:

Developing transformational leadership among academic organizations is indispensable. Emotional intelligence, intercultural communication, and crucial conversations are essential competencies that can deliver the sustainable development goals (SDG) and drive cultural change toward a sustainable future. Like corporate, healthcare, governmental, and not-for-profit organizations, academic organizations also comprise of a structure, hierarchy, roles, and responsibilities. They also comprise of traditions, cultures, stories, and narratives and this is exactly where the impact of University Social Responsibility (USR) needs to be emphasized in a varied world with stark and nuanced cultural differences (diversity) and similarities (inclusivity). This research focuses on (a) what transformational leadership will look like by 2030 – a timeline pertaining to accomplishing SDG, (b) the role of emotional intelligence in promoting USR, and (c) the role of intercultural communication in impacting education and enacting action for a sustainable future. This investigation explores the wide array of competencies such as leadership success, leadership immediacy, and leadership effectiveness that drive emotional intelligence, transformational leadership, and performance. Given the diversity of cultures and perspectives, there will be variable opinions, significant stakes, and strong feelings, so it is imperative that academic leaders engage in crucial conversations in an ethical, dialogic, honest, and sensitive manner with allies and adversaries alike to negotiate and resolve conflicts. The results show that the differences are rooted in beliefs, values, ideas, language, religion, race, ethnicity, and culture. In conclusion, it is through sharing traditions, cultures, stories, and narratives that educating the new generation of leaders can be achieved for a sustainable future.

Presenter:

Shariq Sherwani

Utah Tech University, USA

Shariq Sherwani received his PhD and MA degrees from Ohio University, MACPR and MBA degrees from The Ohio State University, MS and BS degrees from Aligarh Muslim University, and pursued graduate studies at Harvard University. Prior to pursuing a career as a scholar focusing on organizational communication, health communication, intercultural communication, and conflict resolution, he worked as a scholar/scientist for more than two decades at four R1 academic institutions namely, Ohio University, The Ohio State University, University of Cincinnati, and Harvard University. He has published his research in reputable peer-reviewed journals and books and presented at major conferences and meetings. He is multilingual, sociopolitical activist, and an advocate for historically marginalized and vulnerable students and communities especially within academic organizations.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 09:30 – 10:50 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Prof. Fengshi Wu, University of New South Wales, Sydney, Australia

Session VI-B: 5.2 (Presentations)

A Scientometric Analysis on Approaches of Sustainable Development Goals in LMICs: From Consultation Across Eight Countries

Abstract:

Aims: Global health challenges are at the forefront of today's intellectual debate. Evidence on early achievements, challenges and opportunities would help LMICs accelerate implementation of health and health-related Sustainable Development Goals (SDGs). The study aimed to find the evidence and progress of SDGs in eight LMICs by LEE Jong WOOK fellowship training programme as a critical yet thorough scientometric analysis of the global academic output on the SDGs.

Methods: The electronic searched from 2015 to 2020, by utilizing the Pubmed, Embase, Cochrane library and Web of Science database. This review included articles published in English language and Focused SDGs based health planning in eight LMICs. Data collection and synthesis was performed by using Endnote version 20.

Results: Although it has only been a short while since the review was first brought up, academics have published more than 150 study papers on the topic of the SDGs and 16 articles were finalized. The majority of the articles focused on SDGs 3, Good health and well-being (n=10), SDGs 1 (n=2), SDG 2 (n=1), SDG 4 (n=1), SDGs 6 (n=1), SDGs7 (n=1), and SDGs 9 (N=1). This analysis reveals that the overall SDGs' accomplishment is significantly influenced by a country's geography and socioeconomic level.

Conclusion: In-depth assessments, also highlight how research existing gaps and continuation of progress must be focused on some situations, are getting wider. To strengthen evidence-based policies able to support the implementation of the 2030 Agenda and the achievement of the SDGs, a broader knowledge and more training programme are suggested to improve the health professionals' involvement of research is required.

Presenters:

Tae Hyun Kim

Yonsei University, South Korea

Prof. Tae Hyun Kim is a Chair in the Department of Health care and has been conducting research on health economics, public health policy and Principal investigator in fellowship programme and projects based on LMICs. He is currently interested in UHC, National health insurance development in LMICs and hospital administration.

Vasuki Rajaguru

Yonsei University, South Korea

Prof. Vasuki is working as a research professor at Department of Health care, Graduate School of Public health, Yonsei University. She is interested in health equity, healthcare planning, and development in LMICs.

Hyejin Jung

Korean Foundation for International Healthcare-KoFIH, South Korea

Ms Hyejin Jung is working as a director of Dr LEE Jong-Wook Fellowship Program, Training Course for Health Policy Administrators for LMICs. Also, she was a Director for Ghana and manager at Africa Latin America team.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 09:30 – 10:50 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Track Chair: Prof. Fengshi Wu, University of New South Wales, Sydney, Australia

Session VI-B: 5.2 (Presentations)

Connecting Academic Talent to Innovative US Internships: A Unique Case of Industry, Academia, and Government Collaboration

Abstract:

To become more socially responsible and have an impact on society, universities will need to work with actors from outside of the university walls. By collaborating with government bodies and forward-thinking businesses, universities stay attuned to societies needs while simultaneously demonstrating their value and essentiality. In this session, program managers of Internships in the Valley (IITV) will present the highs and lows of carrying out an international pilot program with a wide variety of stakeholders, during a pandemic.

What started as a bold idea during a Silicon Valley business and knowledge exchange trip with the Presidents of Dutch research universities, soon turned into a promising pilot carried out by The Dutch consulate-general in San Francisco, the Universities of the Netherlands Association, 13 research universities and The Netherland-America Foundation. IITV creates a transatlantic talent bridge, that connects entrepreneurial Master and PhD students with internships in Silicon Valley, and that lifts Dutch industry and university career services with international, innovative career starters.

As a result of the triple helix collaboration, IITV offers unique benefits: (1) stronger positioning of the Dutch higher education system in one of the world's most important regions of innovation, (2) internships through the Holland in the Valley network, (3) a smooth J-1 visa application (4) successful Master and PhD talent recruitment through university channels.

In this presentation IITV management asks themselves: what are key elements of a successful triple helix initiative? How to deal with varying interests of 13 universities? What are the perks and challenges of collaborating with diplomatic partners? How to learn from unexpected setbacks? And heading into its 3rd edition: what will the funding and future of IITV look like?

Presenters:

Eva Janssen

Vrije Universiteit Amsterdam, The Netherlands

Eva Janssen is an experienced program manager in global education. After an undergrad in Marketing and Communications, she worked many years as a freelance consultant for commercial and nonprofit organizations. This experience translated into an intrapreneurial career within the university, in which she, among other things, has built a successful summer school and now oversees the Internships in the Valley program as part of her work for the International Relations team.

Michelle Barboure

Vrije Universiteit Amsterdam, The Netherlands

Michelle Barboure has a background in science, having recently graduated from her Masters in Neuroscience. She's always been drawn to early-stage projects that require a diverse skillset, strategic thinking, and creative input. She has now been co-managing Internships in the Valley for over a year, and is excited to now lead the program into its third edition.

PROGRAMME OF PARALLEL SESSIONS BY TIME



Friday, 18 November 2022, 10:50 – 11:50 Hong Kong SAR time (UTC+8)



Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Session VII-A: 4.7 (Panel)

Multi-Stakeholder Collaboration to Cultivate Social Responsibility: Engaging Young Adults in Higher Education to Innovate Behaviour Change Solutions with Under-resourced Families

Abstract:

Design for Behaviour Change (DBC) is a collaborative effort between Singapore University of Social Sciences (SUSS), WISE-WASH in Southeast Asia (WISE), and Lutheran Community Care Services (LCCS) to engage youth in higher education to implement feasible community solutions.

Innovative aspects of DBC include a co-creation approach, capacity-building, and community engagement elements for students to implement behavior change solutions with community stakeholders.

The desired outcome of DBC is to empower students to uplift under-resourced families via asset creation like increased savings. Through analysing and empathising the problem statement put forward by LCCS, SUSS students defined target behaviours and ideated behavioural change solutions (a prototype “Super Saver” experiential savings board game) to changes the way families think or feel about savings, and how they learn, start and maintain a savings habit.

Prototyping a board game, SUSS students and LCCS community workers trialed engagement sessions with three families. We found that, while challenging to understand, children engaged in, and enjoy the gameplay. The game was a good way to start conversations about saving within the family. Overall, we made positive observations of how experiential engagement and education through games could enhance support for under-resourced families in savings schemes.

Students reflected that in terms of social responsibility, they had the opportunity to contribute to an environment that under-resourced families could thrive in. Students gained insights on the different tools available to engage with, and support, community stakeholders.

Panelists:

Siew Ling Lee

Singapore University of Social Sciences, Singapore

Siew Ling is a Specialist at CIEL where she facilitates Service-Learning and Community Engagement, and leverages the university as a community asset to connect diverse stakeholders in collaboration towards collective action for social responsibility. She develops partnerships and capacity-building with internal and external community stakeholders; designs curriculum and leads the implementation and evaluation of programmes

in Service-Learning and Community Engagement.

Siew Ling holds a Master in Education (Curriculum and Teaching), and is passionate about community innovation, design “doing” and holistic experiential learning focused on empowering individuals and communities. She is a strong believer in the educative potential of community-based experiences.

Yoke Pean Thye

WISE - WASH in Southeast Asia, Singapore

Yoke Pean is the co-founder of WISE - WASH in Southeast Asia, a regional non-profit organisation contributing towards improving the environment, public health, livelihoods, and education among excluded communities in Indonesia, Cambodia, and Singapore. She is also an Advisor with TBN Asia, where she is currently leading the impact measurement of the Social Enterprise Training Hub (SETH), as well as a Senior Consultant with Soristic Impact Collective, which carries out impact evaluation and social sector research in Singapore. In her free time, she is a freelance trainer for primary and secondary school programmes on design thinking, programming, and artificial intelligence.

Yoke Pean completed her Ph.D (cum laude) at Institut Teknologi Bandung in Indonesia, where she studied the innovation of toilets for post-disaster settings. She has published in 6 international journals and 17 conferences on topics related to innovation, sanitation, and waste management.

Julivius Prawira

WISE - WASH in Southeast Asia, Indonesia

Julivius Prawira is on the Consulting and Research team at WISE – WASH in Southeast Asia. He is a graduate of Master of Science in Engineering and Policy Analysis at TU Delft. There, he took a specialization on game design and experienced first-hand the potential of serious games as an educational medium. Complementing his WASH and environment-related working experience, he believes that community and grass-root movement needs to be empowered to achieve adaptive and resilience society.

Janice Cheong

Lutheran Community Care Services (LCCS), Singapore

Janice is a social worker of Lutheran Community Care Services (LCCS). She is involved in community work where she partners together with vulnerable families to enhance their family functioning and their social mobility in the communities. Believing in the importance of relationships,

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Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Session VII-A: 4.7 (Panel)

Janice adopts the principle of working with the families through a relational lens. Through school programs initiated by LCCS, she engages with primary and secondary school students to empower them to build and sustain effective relationships with the people in their lives.

Moderator:

Siew Ling Lee

Singapore University of Social Sciences, Singapore

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Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Martina Jordaan, University of Pretoria, South Africa

Session VII-B: 4.8 (Presentations)

Fostering Students' Empowerment to Address Global Challenges

Abstract:

This article discusses the use of global challenges in a 3rd year unit, created by the Author, in a large Australian Business school. It offers clear demonstrations of how it seeks to enhance business students' engagement and nourish a sense of empowerment in addressing the chosen global challenges. Engagement with global challenges allows students to question the notion of "global" by addressing issues related to the multifaceted notions of labour, capital, class, markets, and power, aspects that are usually neglected in principle of economics units. It also offers students opportunities to understand how local/national/regional realities shape the perceptions and span of action governments and communities have in terms of policy interventions. By incorporating global challenges in economics units, I expose the limits of economics and business teaching, ill-equipped to critically address the biases of its own tools, languages, and metaphors. Global challenges offer ways to break interdisciplinary boundaries to empower students to be actors of change in the 21st century. Ultimately, dealing with global challenges in undergraduate teaching is a way to return universities to their mandate of changing the world rather than simply discussing it.

Presenter:

Elisabetta Magnani

Macquarie University, Australia

Elisabetta (Lisa) is Professor of Economics and Political Economy at Macquarie University in Sydney. Her education includes a Doctorate in Political Economy from the University of Bologna (1993) and a PhD in Economics from Yale University (1996). Her work has focused on understanding how capitalist economies create and retain jobs, support wages, promote good working conditions and pursue technological innovation in globalised settings. Over the years, she has developed an interdisciplinary research agenda centred on the exploration of the ways work conditions and labour market institutions impact societal resilience and cohesion, and ecological sustainability.

Education and Sustainable Development: Building on Cultural Assets and Partnerships

Abstract:

The human condition is divided, unequal, and humanity's effects on the biosphere is crippling. The dominant political-economic model, a reflection of the formal state-sponsored education system, builds on and promotes industrialisation powered by an economy dependent on fossil fuels, which was promoted across the globe colonisation and then through international protocols such as the WTO and GATTs. In the light of this background, this paper illuminates the educational needs of some of the most marginalised and vulnerable communities in the world. The paper speaks to the development of a course of the Sustainable Development Goals at The Aga Khan University building on interventions in the most marginalised communities in South and Central Asia and East Africa, which form case studies of the 16-week course. The course is open to students across disciplines in health, education, community development, and allied social sectors. The course uses innovative pedagogical approaches as well as blended learning capacities spurred by the COVID-19 pandemic. The assessment bridges both academic and theoretical knowledge as well as practical, social-action in the real world. The pedagogy aims to empower learners through social action as well as create leadership skills and engagement across disciplines.

Presenter:

Anil Khamis

The Aga Khan University, Pakistan

Dr Khamis holds cross-entity appointments in education, global health, and human development. He specialises in the education and international development having worked in over 30 countries. His expertise includes marginalised and disenfranchised communities in hard to reach and conflict regions of the world. He is active in collaborations and partnership initiatives. He serves as a Special Advisor to the Provost, based in Kenya, where he is the university's focal point on the SDGs working in the United Nations, international agencies, and national counterparts to reach the most disenfranchised populations in hard to reach areas. He has over 100 publications including peer-reviewed journal articles, book chapters, and international agency report.

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Track 5: Elevating Sustainable Development through Regional and Global Collaboration

Student II-A: 5.2 (Panel)

Elevation System to Improve the Sustainable Strategy for Small Companies

Abstract:

While sustainable development and regional collaboration become beneficial factors that facilitate the success of a company, some companies, especially small local companies, may have difficulties in implementing those strategies into practice. Under this background, we aim at building a system that can evaluate to what extent a company's current business strategy fits regional cooperation and sustainable growth, based on which, propose a potential solution to facilitate their operation. To facilitate our evaluation, some relevant features, resulting in the success of companies, are summarized and evaluated, based on existing sustainable strategy cases. The developed system applies to the textile and apparel industry primarily.

In this study, we focus on the clothing and textiles industry, which makes up 10% of humanity's carbon emissions, contributing to the sustainable and green development for local textile industry to obtain a measurement system improve their performance. Fashion production makes up 10% of humanity's carbon emissions, dries up water sources, and pollutes rivers and streams. In total, up to 85% of textiles go into landfills each year. That's enough to fill the Sydney harbor annually.

Panelists:

Hanhong Liu

The Hong Kong Polytechnic University, Hong Kong SAR China

Education:

09/2018 - 2022/9

BSc in Internet and Multimedia Technologies The Hong Kong Polytechnic University

09/2022 - current

MPhil in Apparel Technology The Hong Kong Polytechnic University

Internship:

07/2021 - 09/2021 Qihoo 360 Company

Shiyu Liao

The Hong Kong Polytechnic University, Hong Kong SAR China

05/2022 – Current

Doctor of Apparel Technology, The Hong Kong Polytechnic University

09/2020 – 09/2021

Master of Arts in Fashion Merchandising, The Hong Kong Polytechnic University

09/2016 – 06/2020

Bachelor of Science in Clothing Design and Engineering, Wuhan Textile University

07/2019 – 08/2019

Interdisciplinary Research-based Interaction and Media Design, Hanyang University

07/2018 – 08/2018

Fashion Collection Development, University of the Arts London

Research Area:

The Green Technology for Sustainable Supply Chain of Agricultural Wastes

A Method for A Green Yarn-spun Structure with Moisture Wicking And Fast-drying Effect

Zhongliang Song

The Hong Kong Polytechnic University, Hong Kong SAR China

Education:

09/2019 - Current

BBA in Accounting and Finance, The Hong Kong Polytechnic University

Internship:

06/2021 - 08/2021

Supply Chain Finance Team Intern, Bank of China H.O.

Moderator:

Hanhong Liu

The Hong Kong Polytechnic University, Hong Kong SAR China

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Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Mark Anthony D. Abenir, Ateneo de Manila University, Philippines

Student II-B: 4.1 (Presentations)

The Implementation of Sustainable Development Goal 4 in Higher Education Institutions in India through Its National Education Policy 2020

Abstract:

Education is essential for the progress of any country. Quality Education plays one such vital role in accelerating the progress of a country in achieving its Sustainable Development Goals (SDG). The successful implementation of SDG-4 which is Quality Education, demands global, national and regional interactions among its actors. In India, the National Education Policy 2020 (NEP-2020), realises the importance of such interactions and has created a strong ground for the actors. It also emphasises the importance of creating global citizens for which there is a considerable shift in the research, pedagogy and teaching methodology in its higher education institutions. Emphasising sustainability, multiple guidelines have been issued. However, the Educational Framework for Global Citizenship in Higher Education and Guidelines for Internationalisation of Higher Education are critical in creating a sustainable future for India. In this paper, various guidelines, the National Education Policy-2020 and its alignment with SDG-4 are established through secondary literature and content analysis.

Presenter:

Ranjini S Nadig

Ramaiah University of Applied Sciences, India

Ranjini Nadig, is a student of Master of Arts in Public Policy from Ramaiah University of Applied Sciences, Bengaluru, India. She is currently in her final year of the course. Previously she was working with Deloitte as a Tax Analyst, where she was associated mostly with international and cross-border taxation policies. Drawing from that experience in public policies, she developed interests in research areas such as international tax policies and fiscal policies, higher education, energy security and climate policies. She has attained her bachelor's in commerce (honours) degree from Christ University, Bengaluru, India. She has presented papers in State and National level seminars. She is also a professional string puppeteer. Her other interests include Policy discourse analysis.

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Track 4: Education to Cultivate Social Responsibility

Track Chair: Dr Mark Anthony D. Abenir, Ateneo de Manila University, Philippines

Student II-B: 4.1 (Presentations)

Laboratory Experiments on Renewable Energy Sources: Learning through Instructional Videos

Abstract:

The growing use of Renewable Energy is the principal option for humankind to reduce Global Warming. Consequently, many engineering schools in the World are offering programs on renewable energy to graduate engineers to attend the demand for new professionals. From this perspective, the Polytechnic School at the University of Sao Paulo, Brazil has created a 5th-year specialization model focused on Renewable Energies, which has a laboratory with a set of seven experiments. During the period, of COVID-19, instructional videos were made to help the teaching and learning process of engineering students. The videos were sent to the students so that, from these videos, the students could perform the calculations to verify the energy efficiency of each experiment. The use of instructional videos as a tool for the flipped classroom or as a support for the learning process has brought fundamental changes to teaching and learning in engineering. The Students found the videos more engaging than a traditional class. 95.5% of the students responded that the video presented itself as an adequate tool for the purpose for which it is intended, learning, and is attractive and creates engagement. An instructional video can change the concept of teaching from didactic approaches to constructivist learning. After studying the students with the instructional videos, a questionnaire was carried out to verify the effectiveness of learning. This investigation aims to show details of the efficiency and effectiveness of the use of instructional videos as a tool to support engineering teaching during the pandemic period.

Presenters:

Marcos Jolbert Cáceres Azambuja

Polytechnic School of the University of Sao Paulo, Brazil

Graduated in Industrial Design - Qualification in Visual Programming - by Integrated Colleges Teresa D'Avila (2008). Master of Science from the Graduate Program in Electrical Engineering at the Polytechnic School of the University of Sao Paulo, Brazil. Doctorate in progress at the Graduate Program in Electrical Engineering at the University of Sao Paulo, Brazil. Member of the Research Group - POLI-Edu - Research Group on Engineering Education at the Polytechnic School of the University of Sao Paulo, Brazil. Coordinator of the Communication Course - Radio and Television at Canção Nova College and member of the Communication and IT Nucleus at Canção Nova College and Professor of subjects in the Radio and Television and Journalism courses. Member of the Research Group - Pedagogical Cybernetics: Digital

Languages Laboratory. Group certified by the National Council for Scientific and Technological Development (CNPq) that researches new technologies and educational mediations related to the virtual world and digital/social inclusion, such as Shortcuts to Digital Inclusion; Education in Cyberspace; and Is the Virtual World for Everyone?

José Aquiles Baesso Grimoni

Polytechnic School of the University of Sao Paulo, Brazil

Bachelor's in Electrical Engineering from the University of Sao Paulo, Brazil (1980), Master's in Electrical Engineering from the University of Sao Paulo, Brazil (1988), and Ph.D. in Electrical Engineering from the University of Sao Paulo, Brazil (1994). Has to experience in Electric Engineering, focusing on Transmission of Electric Energy, Distribution of Electric Energy, acting on the following subjects: energy, engineering education, power transformers, and electric power system protection. Member of the Research Group - POLI-Edu - Research Group on Engineering Education at the Polytechnic School of the University of Sao Paulo, Brazil. He is currently a professor at the University of São Paulo, he was director of the Institute of Electrotechnics and Energy at USP from 2007 to 2011. He is the coordinator of the undergraduate course in electrical engineering and electrical automation at EPUSP with an emphasis on energy since 2012. He is a reviewer for the journals: Revista IEEE América Latina, Generation, Neurocomputing (Amsterdam), Transmission & Distribution, - IEEE Proceedings. Brazilian Journal of Agroinformatics, International Journal of Power & Transactions on Power Systems, Energy Systems. Has to experience in Electrical Engineering, with emphasis on the Generation, Transmission, and Distribution of Electric Energy, working mainly on the following topics: energy, protection, transformers, teaching, and education.

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