

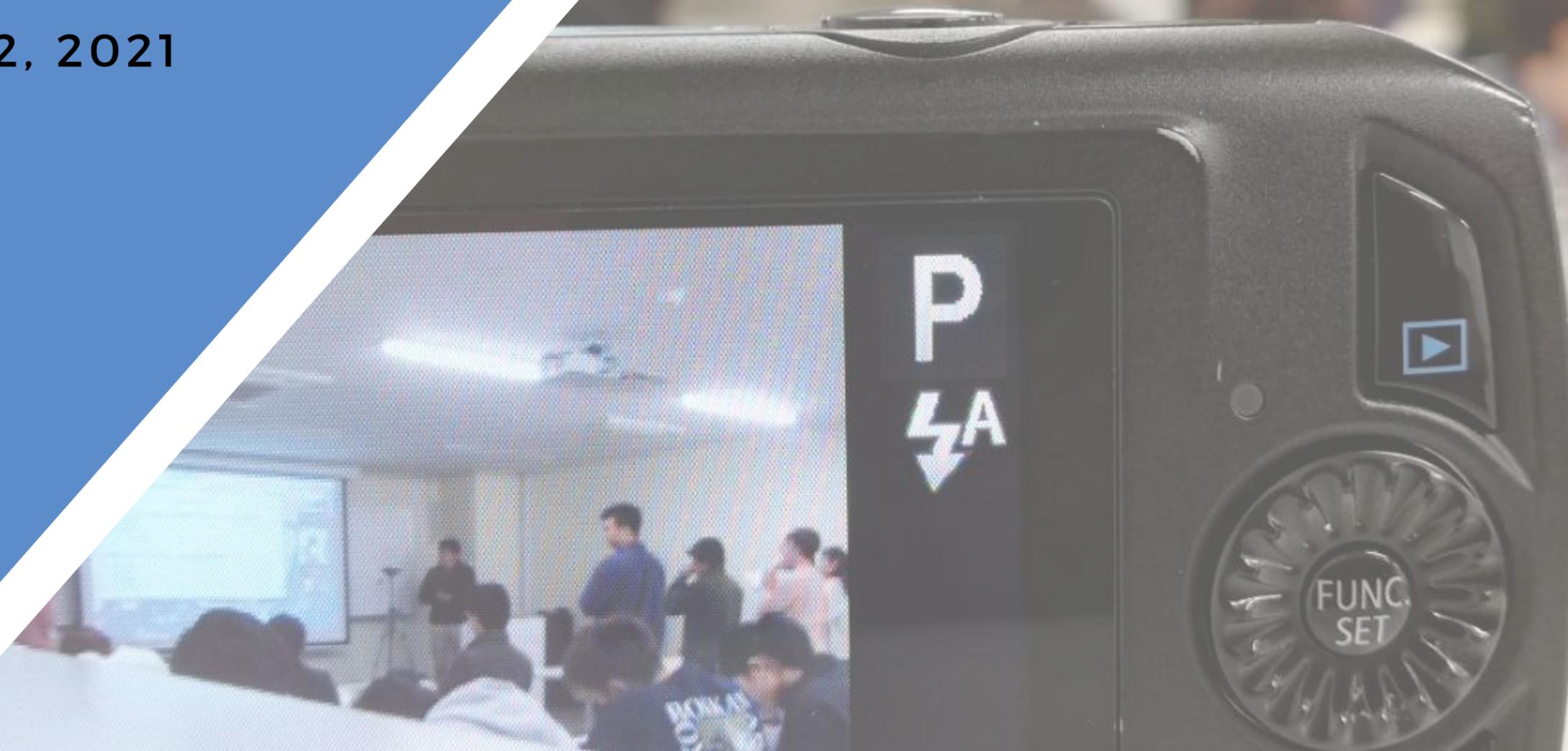


**GLOBAL LEADERSHIP FOR ISLAND SDGS
INTENSIVE ONLINE STUDY PROGRAM AY2020-21**

**UNIVERSITY OF THE RYUKYUS
INTER-UNIVERSITY EXCHANGE PROJECT**

OUR ISLANDS, OUR FUTURE

MARCH 4-22, 2021



PROGRAM CONTENTS



Our Students

- First attempt at holding both inbound and outbound intensive study programs together at the same time
- Ryudai students engaged in active collaborative learning with their counterparts from partner institutions
- From Ryudai: 8 students including 1 international student from Palau
- From our partners: UH Hilo (4), U. of Guam (1), Kauai CC (2)



March 1st-3rd



■ BEVI Assessment #1

March 4th



■ Program Orientation
■ Workshop on Getting to Know the 17 SDGs

March 5th



■ Orientation on Pacific Island Region

March 8th



■ Orientation on Okinawa

March 11th



■ Collaborative Session (Dialogue and Campus Cleanup)

March 12th



■ Lecture by Kauai CC "Sato-shima"
■ Lecture by Ryudai "Conservation of Homestead Windbreaks and Disaster Prevention"

March 13th



■ Lecture by United Nations University - Institute for Advanced Studies on Sustainability "SDG#14 Life Below Water"
■ Student Collaboration

March 16th



■ Combined Lecture by University of Hawaii at Manoa and Ryudai "Language Empowerment and Revitalization"

March 17th



- Lecture by Ryudai
"Thought and Theory on
Global Leadership"
- Interaction with Okinawa
high school students

March 18th



- Lecture by University of
Guam
"Sustainable Agriculture
and Agricultural Resilience
to Climate Change"
- Student Collaboration

March 19th



- Final group presentations

March 22nd



- Summary and looking back
- BEVI Assessment #2

2 weeks after



- Submission of program
assignments and report on
learning outcomes

2 months after



- BEVI Assessment #3

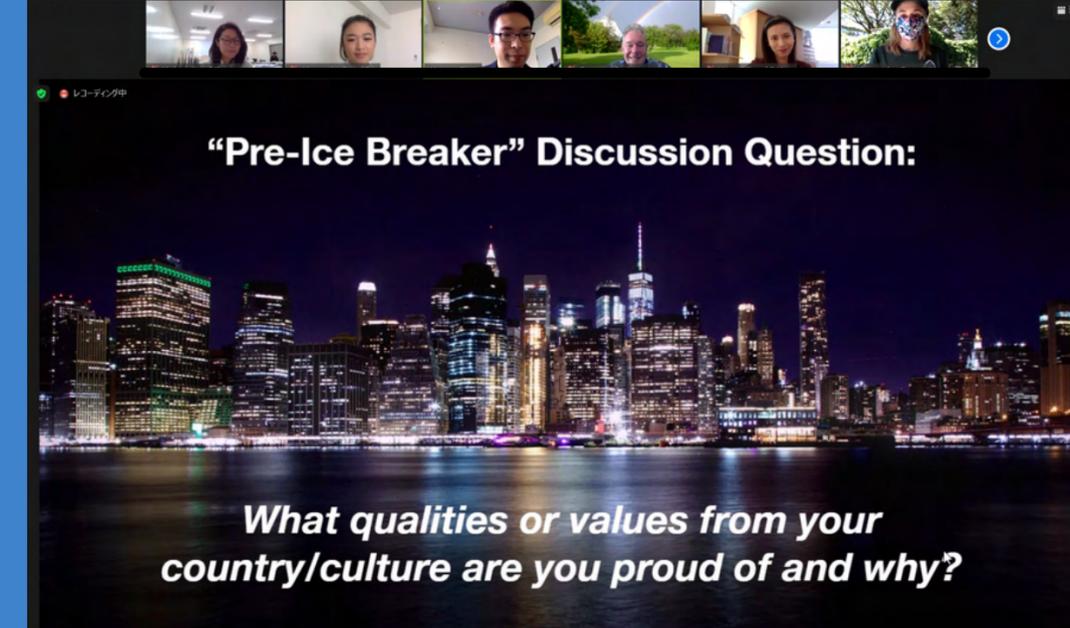
THEMES & ACTIVITIES



Pre-Program

Synchronous and Asynchronous

- Period: March 1st to 10th
- BEVI assessment
- Training on online learning tools
- Icebreakers
- Workshop on SDGs
- Learning about the Pacific Island Region
- Learning about Okinawa's culture and history
- Tools used: Zoom, Google Drive, Flipgrid



Lectures

Synchronous and Asynchronous

- Period: March 11th to 18th
- 15 presenters and guest lecturers (6 from Ryudai, 7 from partner institutions, 2 Ryudai alumni)
- Main lectures on Zoom, student discussions in Zoom breakout rooms
- All lectures recorded and links to on-demand viewing provided on YouTube for post-session revision and autonomous learning
- Lecture materials and assignments shared via Google Drive
- Peer assessment and work submissions via Google Drive as well

Who is to be blamed for all these changes/activities?

- The carbon → *Carboy Carbon*



➤ Carbon is constantly converting to carbon dioxide (CO₂) back and forth affecting all aspects of lives



Student Interactions

Synchronous collaborative session with University of the Ryukyus Ecological Campus Student Organization (Dialogue and Campus Cleanup)

- Partnering with student organization "Eco-Campus" to introduce sustainability-driven initiatives within the university campus
- Hands-on plogging session on campus grounds with outbound students
- Live-streamed to inbound students via Zoom

✕Plogging

Plogging is a combination of jogging with picking up litter. It started as an organized activity in Sweden around 2016 and spread to other countries in 2018, following increased concern about plastic pollution. (Source: Wikipedia)



Student Interactions

Synchronous sharing session with local high schools

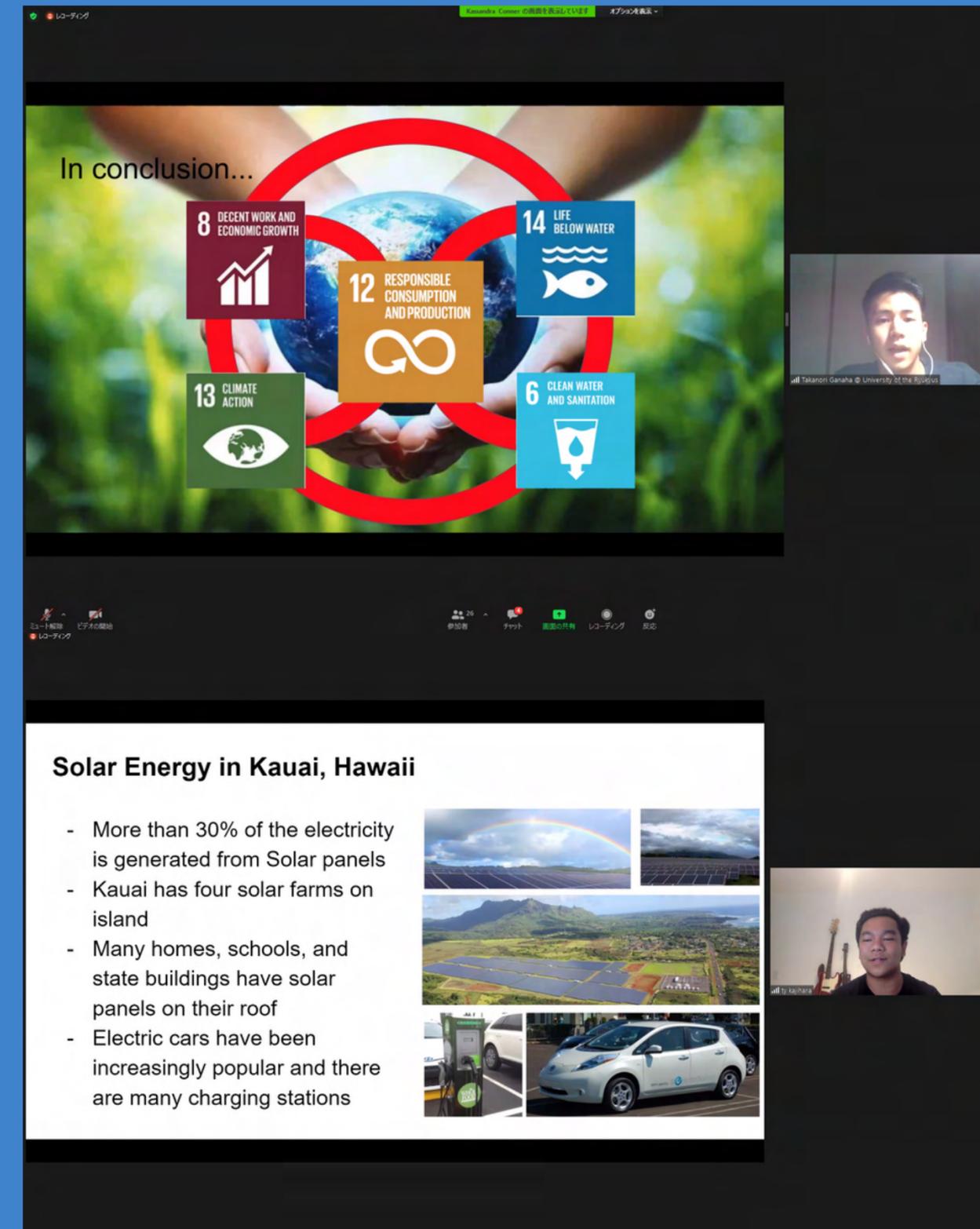
- Part of efforts to showcase youth effort in preserving local culture and identity
- Students from Haebaru High School and Yaeyama High School created a series of traditional Okinawa dance presentation videos
- Mutual dialogue session to share thoughts and impressions post-view



Final Student Presentations

Synchronous

- Participants were divided into intercultural groups of four
- Each group had to select one specific SDG, research and present findings on at least one unique activity or initiative that has been undertaken in response to the particular SDG
- Groups must then present their thoughts on how similar ideas may work in their region of choice
- Presentation time: 7 minutes per group



In conclusion...



8 DECENT WORK AND ECONOMIC GROWTH

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

14 LIFE BELOW WATER

6 CLEAN WATER AND SANITATION

13 CLIMATE ACTION

Solar Energy in Kauai, Hawaii

- More than 30% of the electricity is generated from Solar panels
- Kauai has four solar farms on island
- Many homes, schools, and state buildings have solar panels on their roof
- Electric cars have been increasingly popular and there are many charging stations



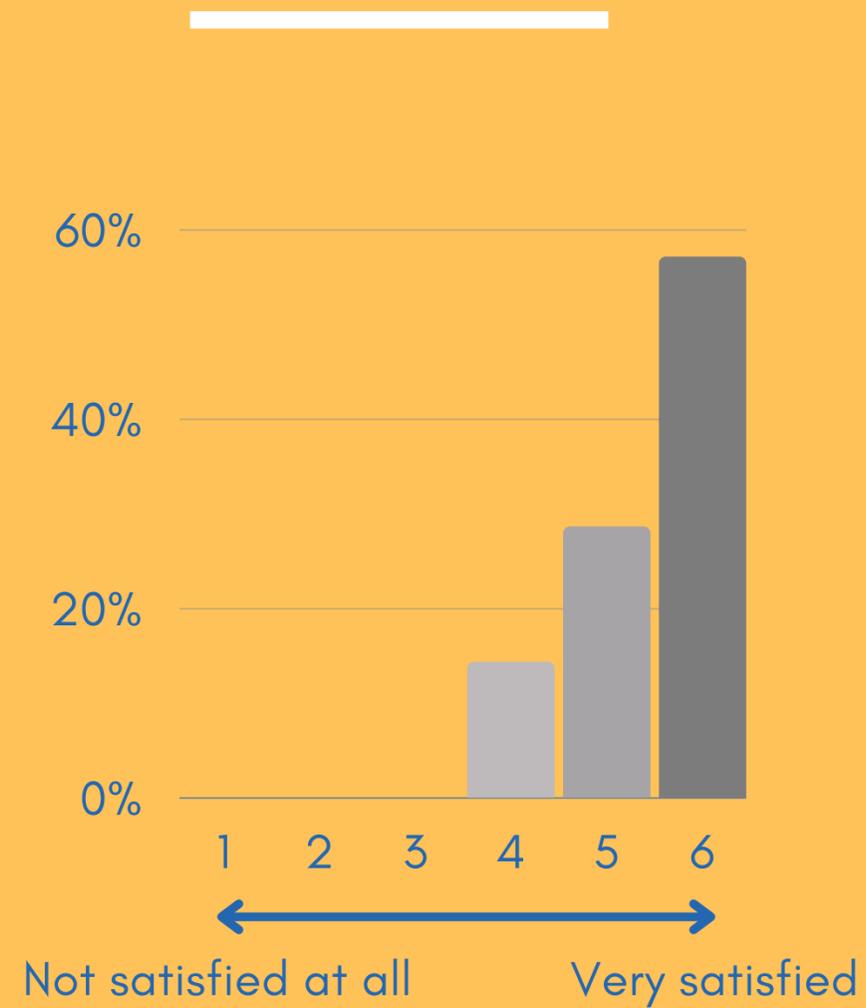
- Consumption and production is closely tied to our global economy and relies on the use of our world's natural resources. Unfortunately, we have reached a point where we are using more of our resources than can be naturally regenerated, while also polluting the very sources we need in order to survive.
- In order to move forward towards a more sustainable future, we must think of how our consumption and production of goods, food, and energy can become more efficient while relying less on these resources.
- The significance of this SDG lies in its ability to change the way we are utilizing what we have, into the most efficient and sustainable way possible, while producing new industries and a higher standard of living for all.



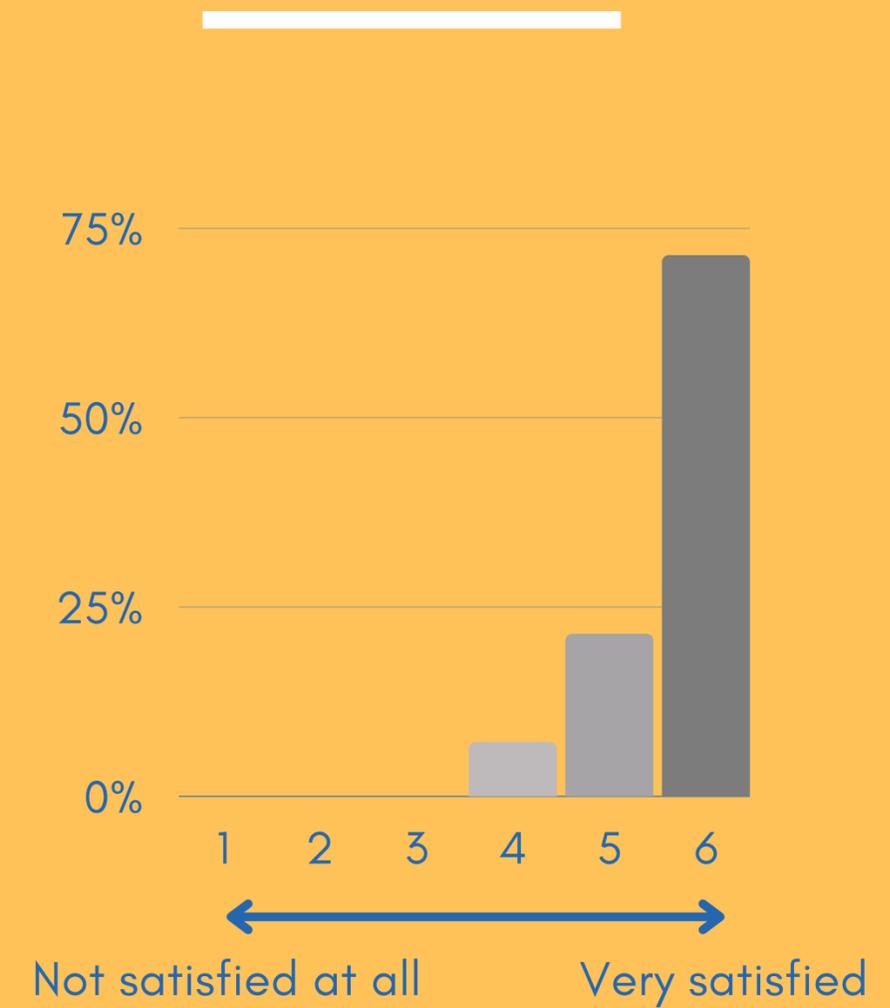
Learning Outcomes & Feedback



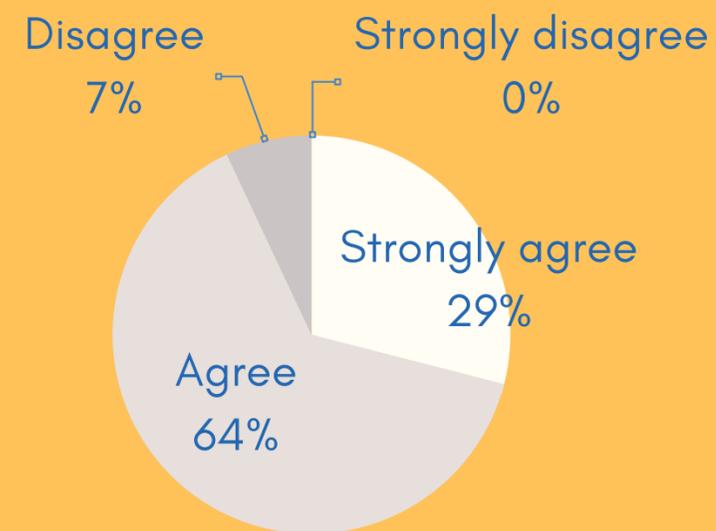
How was your overall experience in the program?



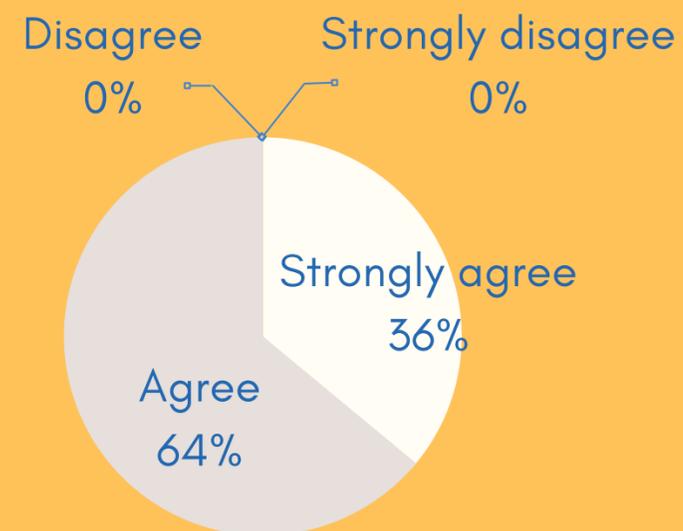
How was your international collaborative learning experience?



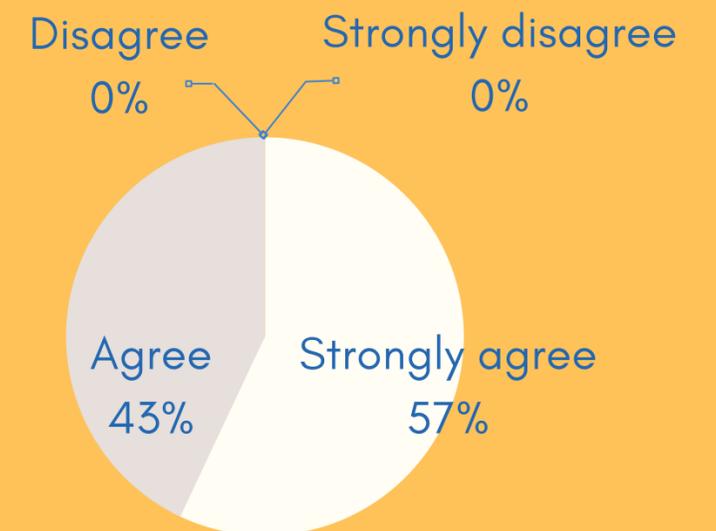
Was the timing of this program convenient for you to attend?



Were the instructions during the program clear?



How likely would you recommend this program to other students?



Which part of the program did you enjoy the most?

ECOLOGICAL CAMPUS TOUR



- Because I was able to fully enjoy the nature of University of the Ryukyus.
- It was interactive and educational. I enjoyed the diverse cultural experience.
- It was very fun to get a tour of the campus.

DIALOGUE WITH OKINAWAN HIGH SCHOOL STUDENTS



- I love Okinawan music and culture. I'd like to know about Okinawa more. I'm also interested in cultures of other countries.
- It was very enjoyable to be able to experience traditional culture. It was also refreshing to dance the "Kachashi" remotely. By dancing together, I felt like I was able to communicate with the students in Hawaii, and the world had become one.

CONSERVATION OF HOMESTEAD WINDBREAKS AND DISASTER MANAGEMENT BY DR. CHEN BIXIA



- It was a beautiful insight into another culture's traditional ways of mitigating natural weather patterns. I thought the layout of the villages were fascinating and the way it was presented was done with much passion from Dr. Chen. You can tell she loves what she does and that always makes for a wonderful speaker. I hope to one day visit and see the villages for myself and I am thankful I'll have a deeper understanding of what exactly I am seeing while I am there.

FINAL PRESENTATION



- I had a lot of interaction by researching with the people in the group and giving opinions and talking.

Any other comments?

- The program was really beneficial and interesting for me. I really appreciated this opportunity.
- I loved the classes, it was fun and educational.
- Classes were informative and easy to understand (albeit with effort), so I think students from the Faculty of Agriculture and the other faculties should take this class, not just students who are studying English.