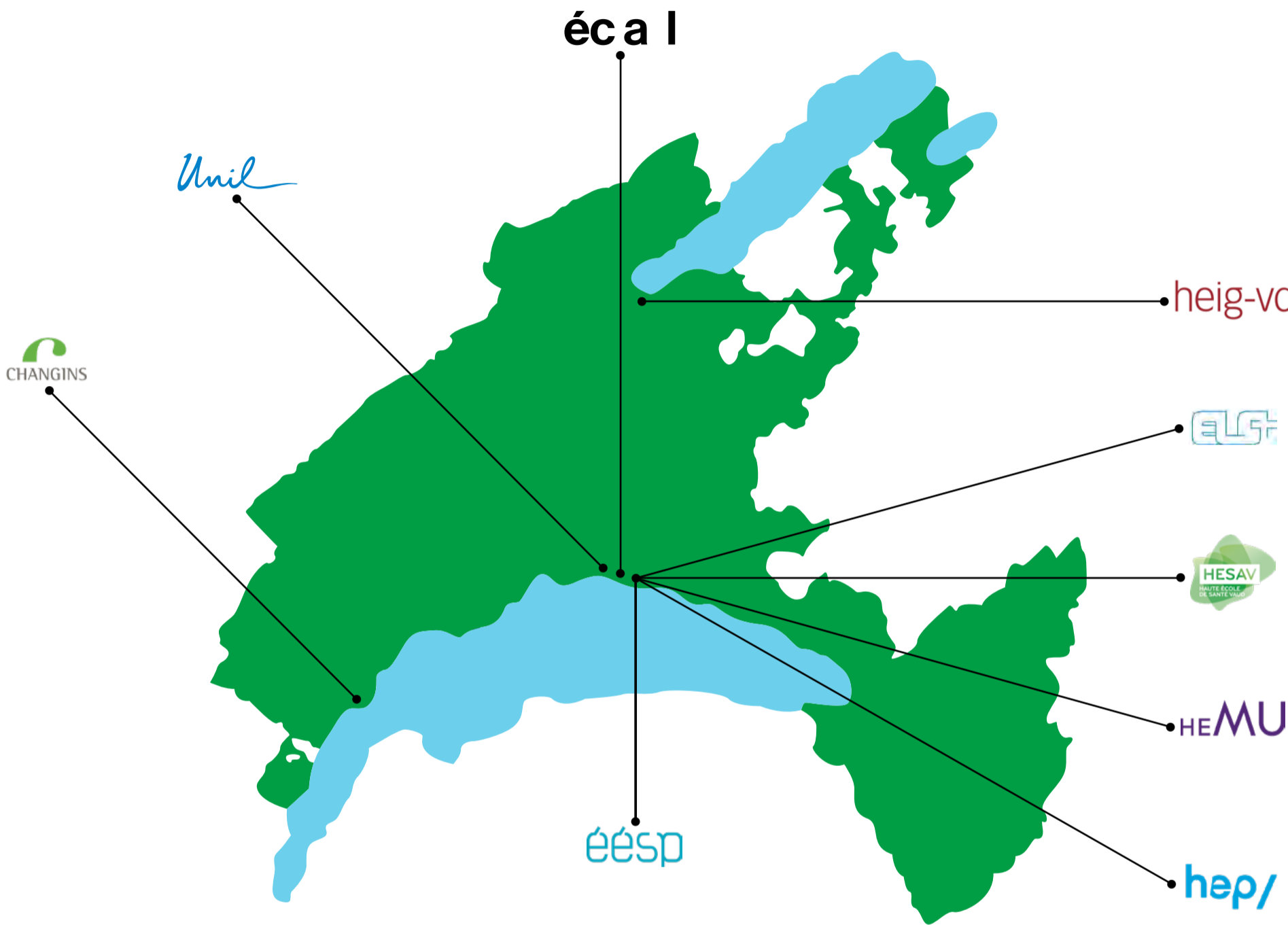


2018 – Activities Report International Partnerships in Education & Research

Department of Education,
Youth and Culture
Board of Higher Education



Vaud Institutions of Higher Education



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Special thanks to the professors, students and administrators of Vaud institutions who contributed information and support necessary to the creation of this report.

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- Haute Ecole de Santé Vaud (HESAV)
- Haute Ecole de Musique Vaud Valais Fribourg (HEMU)
- Haute Ecole de Travail Social et de la Santé (EESP)
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- School of Management and Engineering Vaud (HEIG-VD)

Nyon, Switzerland

- Changins – Haute Ecole de Viticulture et Œnologie

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Message from Cesla Amarelle

During the course of studies in an institution of higher education, taking the time to see how things are done elsewhere enables students to gain a broader vision within their research field or future career. Today, more than ever, this openness – of the mind and in practice – is vital to meeting the professional and personal challenges students will face. The programs organized by the International Affairs division of the Board of Higher Education (DGES) therefore offer a fascinating window onto the world for our students. While the International Affairs division serves students in all the Vaud Institutions of Higher Education, their programs also offer young people from around the world the opportunity to discover the high quality of Swiss education and the privileged environment of the Canton of Vaud.

Digital technologies, along with environmental havoc, have deeply marked this decade. And we are all aware that our future will be shaped by the steps we take today to manage these changes. In training tomorrow’s professionals, our institutions must all consider these critical changes to the ways we live. They must anticipate these evolutions and be ready, providing the right tools to face this future. They must continuously rethink modalities, integrate new

processes and conceive new paradigms. And innovation must not overlook the ethical dimension – which is surely nourished by sharing our perspectives.

Within our institutions, technology is transforming practices – notably, it facilitates this openness that we need so much! First off, an openness to distance learning: it is possible today to experience reverse classes in which students work independently at home to integrate course material before putting this into practice at their institutions. MOOCs – Massive Open Online Courses – have also radically changed how some approach education, as they are accessible from anywhere. But there is also openness to a different audience and different students, in different phases of life: digitalization means that today, education must be a life-long pursuit. With technology evolving so rapidly, every one of us must continuously update our knowledge and skills to keep pace. Institutions of higher education play a key role in this process as they become not only the place for initial training, but also institutions to which we regularly return throughout life to adapt our knowledge.

Offering both initial and continuing education suited to current needs has therefore become a critical task for our institutions of higher education – and this must be profoundly anchored locally and open to the world. The various exchange programs throughout 2018 show how our students are enriched. These experiences demonstrate the need for collaboration, key elements of group activities, the importance of maximizing resources, interdisciplinarity and the strength of cultural and social influences. In addition to the enriched curriculum, I would wager that students who took part have found their personalities strengthened. We truly need such qualities and skills to build tomorrow’s society – a technological society, certainly, but also one that is profoundly humanist.

Message de Cesla Amarelle

State Councillor, Head of the Department of Education, Youth and Culture, Canton of Vaud

Conseillère d’Etat, Cheffe du Département de la formation, de la jeunesse et de la culture du Canton de Vaud



Durant un cursus de formation en haute école, prendre le temps d’explorer ce qui se fait ailleurs permet assurément d’élargir sa perception dans son domaine de recherche ou dans un futur métier. Aujourd’hui plus que jamais, cette ouverture d’esprit et de pratique est capitale pour relever les défis tant professionnels que personnels qui s’offrent aux étudiants. Ainsi les programmes organisés par les Relations internationales de la Direction générale de l’enseignement supérieur (DGES), dédiés à l’ensemble des étudiants des hautes écoles vaudoises, représentent une ouverture passionnante pour les jeunes de notre région. Par ailleurs, ils permettent aux jeunes du monde entier de découvrir la qualité de l’enseignement supérieur helvétique, ainsi que le cadre de vie privilégié du Canton de Vaud.

La numérisation et les bouleversements environnementaux marquent notre décennie. Et nous en avons tous conscience : notre avenir sera à l’image des dispositions que nous prenons aujourd’hui pour accompagner ces changements. Formant les professionnels de demain, les hautes écoles dans leur ensemble doivent prendre en considération ces profondes mutations dans les techniques et dans les modes de vie. Elles doivent même les anticiper, les prévenir, et fournir les outils pour y faire

face. En permanence, il faut repenser les modèles, comprendre les nouvelles manières de procéder, intégrer de nouveaux processus, imaginer de nouveaux paradigmes. Et l’innovation ne peut se passer d’une dimension éthique, que les échanges de points de vue nourrissent assurément.

Au sein des hautes écoles, le numérique chamboule les pratiques, facilitant notamment l’ouverture dont nous avons aujourd’hui tant besoin ! Une ouverture sur un auditoire à distance en premier lieu : il est notamment possible aujourd’hui d’expérimenter des classes inversées, pour lesquelles les étudiants assimilent chez eux la matière d’un cours magistral puis rejoignent leur institution pour mettre en pratique cette matière. Les MOOC (*Massive Open Online Courses*) ont aussi plus radicalement modifié le rapport de certains à la formation – tout en ligne, et accessible où que l’on soit. Mais aussi une ouverture sur un autre auditoire, d’autres étudiants, à d’autres périodes de la vie : la numérisation demande qu’aujourd’hui la formation se poursuive tout au long de la vie. Chacun doit mettre continuellement à jour ses connaissances, tant les évolutions technologiques sont rapides. Les hautes écoles jouent un rôle capital dans ce processus, devenant non plus

seulement des lieux que l’on fréquente pour une formation initiale, mais des institutions avec lesquelles nous avons rendez-vous tout au long de la vie pour ajuster nos connaissances.

Proposer une formation initiale et une formation continue à l’écoute des besoins est ainsi une tâche cruciale pour nos hautes écoles, profondément ancrées dans leur terreau local autant qu’elles sont ouvertes à l’international. Les expériences d’échanges qui ont ponctué l’année 2018 témoignent de l’enrichissement qu’elles représentent pour nos étudiants. Ces expériences font éprouver la nécessité de la collaboration, les éléments clés des activités de groupe, l’importance de maximiser les ressources, l’interdisciplinarité et la force des influences culturelles et sociales. En plus d’un cursus enrichi, je gage que la personnalité des étudiants qui y ont pris part s’en est trouvée renforcée. De telles qualités et compétences, nous en avons fermement besoin pour construire une société de demain, certes technologique mais également, je l’espère, profondément humaniste.

Message from Chantal Ostorero

In November, a small delegation from the Board of Higher Education (DGES) went to the United States to sign a new agreement with Cornell University, an Ivy League school in New York State. The delegation also explored various potential collaborations in New York City, Ithaca, Boston and San Diego. They tackled numerous current themes, notably the challenges of the 4.0 revolution, for society – and more specifically for institutions of higher education.

This trip enabled the Canton of Vaud to further strengthen its ties with the swissnex network, in this case with the New York and Boston satellites of the “Swiss global network for education, research, and innovation.” Meetings, visits and congresses included several prestigious and dynamic institutions and research groups: the Cornell Tech NYC Campus; Boston’s MIT; the Center for the Future of Higher Education and Talent Strategy at Northeastern University; and Harvard Business School Managing the Future of Work.

These types of encounters enable the DGES to tap into insights from specialists focussed on the challenges of the digital revolution, particularly in light of the professions that are emerging in this context. Indeed,

the Vaud institutions of higher education are acutely aware they must prepare young people for these professions through initial or continuing studies. The heart of the DGES’s International Relations activities remains the exchange programs for students of the Vaud institutions of higher education, led by their instructors. In 2018, there were 40-some different exchange programs, with more than 400 students enrolled in our institutions participating, along with 120 students from partner universities.

A high number of participants come from the field of healthcare. Moreover, among the interprofessional programs in health, those developing “community immersion” are seeing growing success. With several teams, notably ones composed equally of nursing and medical students, these programs shine light on the importance of community health in India and China – but also in Switzerland! Interdisciplinary programs of all stripes are well-supported by our International Relations department. Engineering and business, and design and marketing are among the current partner fields to note – but all the interdisciplinary initiatives are treated with care, given that they represent an important vehicle for innovation.

Research in the field of artificial intelligence and machine learning is inciting us to re-examine our skill-sets, our organization and our institutions. If, in the near future, we will be collaborating with intelligent robots, we must place a focus on distinctively human skills: emotional intelligence, empathy and the value of teamwork. All of these skills apply particularly to any interdisciplinary endeavour. The relationship linking technology, society and work is constantly being questioned today: in the face of this questioning, it is the role of institutions of higher education to participate and build responses on a human scale. International exchanges are a key part of this.

Message de Chantal Ostorero

Director General, Board of Higher Education, Canton of Vaud

Directrice générale de l’enseignement supérieur du Canton de Vaud



En novembre 2018, une délégation restreinte de la Direction générale de l’enseignement supérieur (DGES) s’est rendue aux Etats-Unis afin de signer un nouvel accord de collaboration avec l’Université de Cornell (NY), membre de la Ivy League. La délégation a continué son travail à New York, Ithaca, Boston et San Diego pour explorer de nouvelles possibilités de collaboration et aborder certaines thématiques incontournables de notre siècle, soit les enjeux de la révolution 4.0 pour notre société – et plus spécifiquement pour nos hautes écoles.

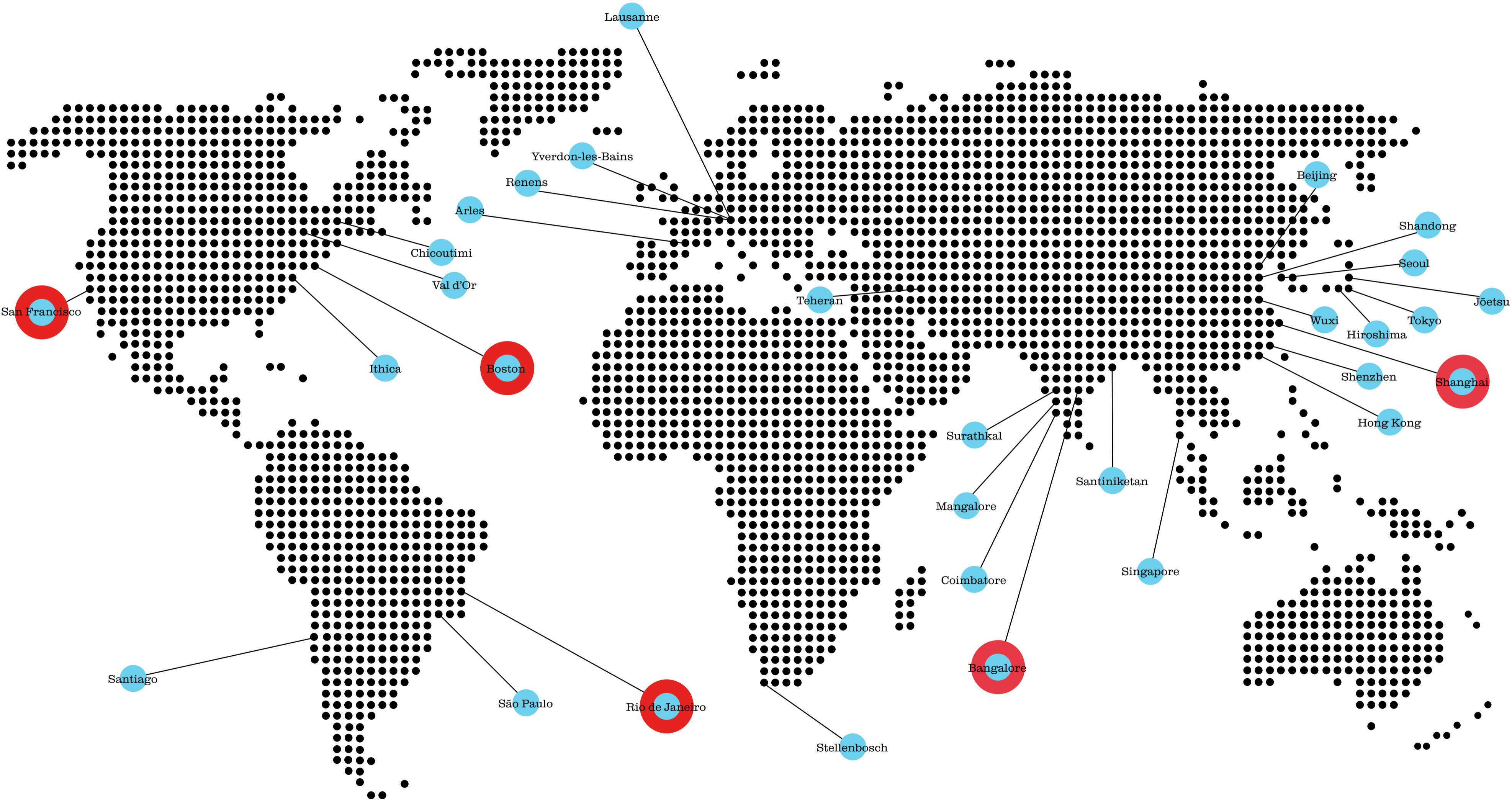
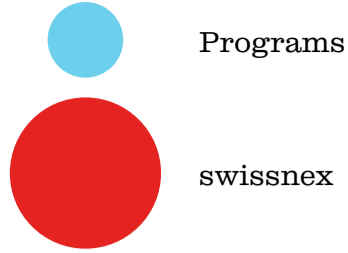
Ce voyage a permis de consolider les liens du canton de Vaud avec le réseau swissnex, en l’occurrence avec les antennes à New York et Boston de ces « maisons suisses pour les échanges scientifiques et technologiques ». Rencontres, visites et conférences se sont déployées tant sur le Cornell Tech NYC Campus qu’au MIT de Boston, qu’avec le Center for the Future of Higher Education and Talent Strategy de Northeastern ou encore le Harvard Business School Managing the Future of Work: institutions et groupes de recherche dynamiques et prestigieux. Ainsi la DGES se positionne à l’écoute de spécialistes qui étudient les enjeux de la révolution numérique et s’intéresse tout particulièrement aux nouveaux métiers qui émergeront dans le futur, métiers auxquels les hautes écoles

vaudoises devront contribuer, via leur cursus de formation initiale ou continue. Le cœur des Relations internationales à la DGES reste toutefois centré sur les échanges destinés aux étudiants des hautes écoles vaudoises, encadrés par leurs enseignants. En 2018, plus de quatre cents étudiants immatriculés dans nos institutions ont participé aux échanges, ainsi que cent-vingt étudiants d’universités partenaires, déployés en une quarantaine de programmes différents.

De nombreux participants sont issus du domaine de la santé. D’ailleurs, parmi les programmes interprofessionnels en santé, ceux qui développent « l’immersion communautaire » rencontrent un succès grandissant. Avec plusieurs équipes composées paritairement d’étudiants en soins infirmiers et en médecine, ces programmes contribuent à souligner l’importance de la santé communautaire, en l’occurrence sur des terrains en Inde et en Chine – mais également en Suisse! Les projets interdisciplinaires de tous ordres sont accueillis favorablement par les Relations internationales. Parmi les combinaisons existantes, on peut mentionner: ingénierie et économie ou design et marketing – mais toutes les initiatives interdisciplinaires sont examinées avec attention, étant donné qu’elles représentent un important vecteur d’innovation.

La recherche dans le domaine de l’intelligence artificielle et de l’apprentissage automatique (machine learning) nous incite à repenser nos compétences, notre organisation et nos institutions. S’il faut dans un avenir proche apprendre à collaborer avec des robots intelligents, il faut surtout valoriser les compétences humaines que sont l’intelligence émotionnelle, l’empathie et la vertu du travail en équipe – qui s’appliquent particulièrement bien à toute entreprise interdisciplinaire. La relation entre technologie, société et travail se voit interrogée aujourd’hui: face à ce questionnement, il est du devoir des hautes écoles de participer à l’élaboration de réponses à taille humaine. Les échanges internationaux y contribuent.

Where in the World are We?





Programs

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Activities Report 2018
International Partnerships in Education & Research

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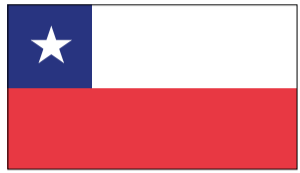


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& Engineering
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Social and Cultural Influences on Community Health in Chile



January 3 – 19
Santiago, Chile

How is community health handled in a country where the epidemiological profile is influenced by social inequality, risky behaviors and unequal access to healthcare? Under the overarching theme of community health, nursing and midwifery students from Switzerland, the United States and Chile spent three weeks discovering Chile’s health-care system.

Between classroom and hands-on experiences, they explored key public-health challenges, including the right to health-care for Chilean youth with diabetes, the implementation of rapid HIV testing, and the roles of nurses and midwives in newborn care. The group of students also learned from one another, sharing diverse cultural and professional perspectives. The midwifery students, in particular, helped raise the overall level of discourse, as they are experienced professionals with nursing degrees.

“A superb experience which gave me a different perspective on the inequalities and access to healthcare in my own country. My professional training was also challenged – I was able to use a different approach when doing certain things that I had, thus far, been doing in a habitual manner.”

Participating institutions

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Pontifical Catholic University of Chile, Santiago, Chile
- Boston College, Boston, USA

Students from Switzerland: 12
Students from partner countries: 12
Professor from Switzerland: 1
Professors from partner countries: 4



Team Skills Key to Nursing Care in India – and Everywhere



January 8 – 31
Coimbatore, India

Effective teamwork is the backbone of success. Part of the Bachelor in Nursing Sciences curriculum, this yearly program helps students develop skills and attitudes for effective interprofessional teamwork to enhance quality patient care.

Internships in various PSG Hospital units offered hands-on learning that was enhanced through group analyses and discussions. Through this and other institution visits, students gained understanding of how Indian culture influences healthcare, such as by the importance of family. Visiting a community association for health and health promotion, Shanti Ashram, gave insight into needs-based health initiatives, and reminded them that every member of a community can make a difference.

At PSG College of Nursing, the mixed group of Swiss and Indian students experimented through simulations and role-playing to better understand the professional value of good teamwork.

The program was further enhanced by cultural experiences like the Pongal harvest festival, temple visits, and a weekend in Kerala, often with PSG students as enthusiastic guides.

The program helped students develop communication and intercultural skills, as well as deeper teamwork skills, notably adaptation, leadership and recognition of each other’s competencies. This was evident in student presentations on the various themes, upon which they were graded to earn ECTS credits.

“During the various theoretical classes, we all got to know each other. We learned the essentials of teamwork and that nursing is all about ATTITUDE. In clinical work, we had great opportunities to discover India’s health system. On top of these experiences regarding our future profession, we learned from the cultural activities. Celebrating Pongal in many different ways was for us a great gift.”

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- PSG College of Nursing, Coimbatore, India

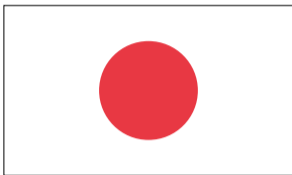
Students from Switzerland: 18
Students from partner country: 10
Professors from Switzerland: 4
Professors from partner country: 2



Path of Life: Nursing in Switzerland and Japan



March 5 – 23
Lausanne, Switzerland



October
15 – November 2
Tokyo & Hiroshima,
Japan

Hiroshima joined Tokyo and Lausanne for the first time in this small exchange program involving 4 students from each country. The program is personalized to each participant's areas of interest; the experiences of the 2018 group highlight how connected nursing care is to the phases of life and challenges of the human condition.

The Japanese students came to Lausanne in March for individual work placements and theory courses. They spent their practicums in local institutions related to their interests: a children's hospital, a psychiatric hospital, a substance abuse recovery center and a palliative care hospital. They were particularly marked by an interdisciplinary session in a simulation center, noting that the inter-professional collaboration was far less formally hierarchical.

For their part, two Swiss students went to Hiroshima and two to Tokyo in the fall. In Hiroshima, the focus was on maternity care (including pre- and post-partum) and, at the Hiroshima Peace Memorial Museum, learning about the healthcare, social and scientific structures put in place to care for atomic bombing survivors. Tokyo offered students an experience at the other end of life's spectrum, with time in gerontology and home health care. Home visits extended longer than expected – as students and elderly residents discussed and shared their respective customs.

• *Did you know?*
This is one of many programs in which students earn degree credits.

“A day at an elder care home in Japan goes from helping a person with their toilette routine in a traditional Japanese manner, to preparing a Bento for lunch, to helping a resident find his way back to his room. And in the afternoon, all the residents get together in front of the big screen TV to comment on a sumo wrestling competition. The cultural habits of each resident are carefully and conscientiously respected by all the caregivers.”

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Japanese Red Cross College of Nursing, Tokyo, Japan
- Japanese Red Cross College of Nursing, Hiroshima, Japan

Students from Switzerland: 4
Students from partner country: 4
Professor from Switzerland: 1
Professor from partner country: 1



Discovering Singapore's Unique Nursing Education



March 12 – 23
Singapore

There is more to nursing practice than the tasks, as six students from Lausanne's health care campuses, *La Source* and HESAV, discovered in Singapore. Through a wide range of workshops, courses and clinical labs, they witnessed first-hand how culture, tradition and philosophy impact patient care.

A few highlights included courses on physiotherapy and pharmacology, and an obstetrics/gynecology workshop at the National University of Singapore's state-of-the-art simulation center. The latter offered the rare opportunity to work with an automated parturient (in labor) mannequin.

Alongside students from the Alice Lee Center for Nursing Studies (ALCNS), the Swiss group visited the Ng Teng Fong General Hospital. There, the latest

practices and technologies are integrated into a new building designed to make the patient's stay as pleasant as possible, while ensuring caregivers can work most effectively. During this and other visits to holistic patient care centers, Swiss and Singaporean students discussed the values underlying nursing care approaches. They evaluated various health, political and economic concerns, and talked about differences in their career paths and training.

The ALCNS students organized cultural activities for their guests such as park visits and traditional meals, offering numerous moments to discuss meaningfully and reflect on their own personal and professional values.

“What was most impressive for us was learning that nursing students have the opportunity to learn about anatomy directly with a cadaver, which is currently not possible for us in Switzerland.”

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Alice Lee Centre for Nursing Studies, National University of Singapore (NUS), Singapore

Students from Switzerland: 6
Professor from Switzerland: 1



TCM Encounter in China with Relevance to Western Nursing



April 2 – 20
Wuxi, China

Nursing students often show great interest in Traditional Chinese Medicine (TCM), its applications in a context of health promotion, and its use within Western medicine. What better place to study TCM than in China?

TCM considers the human body and its relationship to nature and the universe, with the aim of bringing it into a balanced state – yin and yang – where opposite yet complementary forces harmoniously coexist. In Wuxi, Swiss and Chinese students studied the theory behind TCM-specific techniques, and tried TCM techniques and massage. To see TCM in practice, they visited a pediatric clinic, a stomatology clinic and a government hospital rehabilitation unit.

With open-mindedness, the students communicated using English and non-verbal communication strategies.

Yet still encountering significant language barriers, Swiss students recognized that efforts in basic Mandarin would enhance their ability to connect with their hosts. Perseverance paid off: The joint final presentations duly impressed the jury of Swiss and Chinese professors. Presentation topics covered trends, differences, and similarities between TCM and Western medicine. All participants passed easily and received participation certificates, along with ECTS credits for the Swiss students.

Complementing the academic program, cultural experiences included a visit to an ancient Taoist temple and park visits to admire the world-famous cherry blossoms in bloom.

“At the rehabilitation center at No. 9 People’s Hospital, we found patients had a great deal of autonomy in their care. Indeed, they go independently to the various areas dedicated to rehabilitation every day, and use the machines and techniques under therapist supervision and guidance. This made us think and debate about patient care in Switzerland and the balance between autonomy and patient safety.”

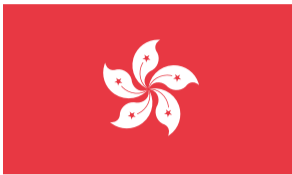
Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de santé Vaud (HESAV), Lausanne, Switzerland
- Jiangnan University, Wuxi, China

Students from Switzerland: 10
Students from partner country: 18
Professor from Switzerland: 1
Professors from partner country: 3



Maximizing Resources for Physiotherapy in Hong Kong



May 21 – June 1
Hong Kong

When you consider approaches to physiotherapy, what cultural influences would you expect to find in Hong Kong? Four physiotherapy students from Lausanne’s HESAV discovered that more elements shape care practice than you might expect.

The students, not surprisingly, were eager to explore how practices specific to Asian culture influence physiotherapy. They discovered Chinese Traditional Medicine and the East-meets-West approach, and enjoyed introductory classes in tai chi and acupuncture. Clinical visits made it clear that cultural context impacts healthcare and physiotherapy practice in other ways. A key example is that the physiotherapist-patient ratio is such that one-to-one care is not possible in public hospitals and clinics. Creative technologies and strategies have been found to

facilitate treatment of multiple patients simultaneously.

A wide range of activities enabled the students to observe and analyze the similarities and differences between the Swiss and Asian approaches, taking into consideration the scope of social services and the political environment. The roster of events included visits to health institutions, research presentations, observation of patient assessments in ongoing research projects, and an introduction to a software that lets students evaluate and treat a virtual patient. This experience enabled the Swiss students to grow immensely in their views of physiotherapy studies, research and practice.

“During a visit to the Rehabilitation Service of Tuen Mun Hospital, a public hospital, we noticed the impact of the healthcare system on physiotherapy practice. Indeed, there are few therapists for a large number of patients. That’s why they have developed different strategies to adapt to the constraints, especially with the significant use of electrotherapy, which allows them to treat several patients at the same time.”

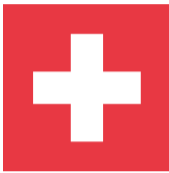
Participating institutions

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Hong Kong Polytechnic University (PolyU), Hong Kong

Students from Switzerland: 4
Professor from Switzerland: 1
Professor from partner country: 1



Nursing in Disasters: Awareness, Preparedness in Switzerland



June 4 – 28
Lausanne 1, Switzerland

By definition, disasters are sudden events causing devastation. Some disasters are predictable, yet even when they are not, preparedness is key to mitigating damage and reducing casualties.

In this three-week, Lausanne-based nursing program, student nurses from four divergent countries learned that disaster preparedness takes understanding of vulnerabilities in the system, along with strategic planning and practice. Participants explored the logistical, ethical, cultural and moral challenges they might face in disaster situations.

Theory components and hands-on activities combined to offer skills needed to be part of a disaster response team. These included: training at a paramedic school to earn Major Incident Medical Management Support (MIMMS) certification; experiencing a full accident

simulation; working in various Lausanne-area hospitals units; and taking courses given by International Committee of the Red Cross professionals about their in-the-field experiences.

The program enabled the students to boost their interprofessional skills and see the high importance of the nurse's role in disaster situations. They also gained valuable insights into how critical cultural awareness and sensitivity are for properly engaging with – and helping – those in need during times of crises.

Cultural visits included the United Nations, Museum of the Red Cross, and the Emosson hydroelectric dam. These further helped students reflect on their role as nurses in precarious situations.

“It is amazing to see the world, other cultures and populations, more specifically their health, from a different perspective, built around the theme of disaster preparedness and the ethical dilemmas nurses have to face when involved in such a situation.”

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- PSG College of Nursing, Coimbatore, India
- Hong Kong Polytechnic University (PolyU), Hong Kong
- San Diego State University, San Diego, USA
- William F. Connell School of Nursing, Boston, USA

Students from Switzerland: 10
Students from partner countries: 36
Professors from Switzerland: 2
Professors from partner countries: 4



Inequities in Access, Quality of Patient Care in Boston



June 4 – 29
Boston, USA

Most nursing students from Switzerland are aware that some populations receive inadequate healthcare. Yet it remains eye-opening to confront imbalances in access to and quality of healthcare in a wealthy nation like the United States. At Boston College, 17 Swiss and American nursing students were introduced to numerous aspects of vulnerability and explored what defines vulnerable population in the US considering, for example, factors like race and income. They discussed the impact of access-to-care challenges and consequences, such as high maternal mortality in some populations.

Site visits included a homeless shelter in Boston, a Veterans' center, and a boys and girls' center in a disadvantaged neighborhood. The students were challenged to evaluate the impact these community resources have in the short, medium and long term.

“This experience has made me realize that it is absolutely possible for a strong nursing care presence to be established in Switzerland... As future professionals, this experience will undoubtedly enable us to support a paradigm shift in healthcare in Switzerland.”

At swissnex, they were intrigued by a high-tech MIT project to serve foreign-based disadvantaged populations. This was followed by a presentation by a Swiss/American student pair: they used targeted questioning to draw out and highlight a range of differences between US and Swiss nursing training and practice.

Throughout the program, mixed student teams developed projects on the complexities of caring for vulnerable populations. Nourished by insights from the courses and site visits, they presented their results on the final day.

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland

- Boston College William F. Connell School of Nursing, Boston, USA

Students from Switzerland: 14
Students from partner country: 6
Professors from Switzerland: 2
Professor from partner country: 1



Needs of Vulnerable Populations – a Swiss Nursing Experience



June 4 – 29
Lausanne 2, Switzerland

The elderly. People at end-of-life. Underprivileged and at-risk people. Pregnant women. Migrants. Psychiatric patients and substance abusers. There is no one thing that makes a person vulnerable, no one definition of a vulnerable population. Yet for nurses caring for vulnerable populations, some skills will serve them universally, even as they must recognize each patient’s unique needs.

Nursing students from four countries – representing three continents – came together in Lausanne to explore questions and needs for vulnerable populations through theory and practice. In mixed pairs, participants took on two-day practicums in clinical units including medical, surgical, psychiatric, geriatric, pediatric and community care. A debriefing enabled them to discover how the ways they experienced this clinical immersion were influenced by their own

cultural perspectives. They gained understanding of themselves and others in terms of attitudes regarding the nurse’s role, interprofessional collaboration, patients and families, and material and environmental resources.

The students developed final presentations on the various program themes – working in mixed teams enhanced their work with multiple perspectives. Presenting to a jury of Swiss and Chinese professors, the students were 100% successful in achieving program credit (ECTS for Swiss students). It was evident that they had integrated numerous skills both through formal teaching and intrinsically through collaborative work.

“During the theoretical courses, sharing different points of view, influenced by religion, culture, laws and all our personal values enabled us to confront our own beliefs, reconsider or reinforce them.”

Participating institutions

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Jiangnan University, Wuxi, China
- National University of Singapore, Singapore
- Pontifical Catholic University of Chile, Santiago, Chile

Students from Switzerland: 8
Students from partner countries: 19
Professors from Switzerland: 4
Professors from partner countries: 2



Hong Kong Offers a Window on Global Nursing Challenges



June 25 – July 20
Hong Kong

In many regions globally, aging populations pose specific health challenges for families, healthcare professionals and policymakers. Hong Kong Polytechnic University (PolyU) offers nursing students from around the world a unique opportunity to meet and exchange upon these questions. Four students from Lausanne’s *La Source* took part in the 2018 edition, earning ECTS credits.

The program began not in Hong Kong, but in the virtual realm: In groups of 10, students from different universities connected online to share their objectives and expectations for the intercultural exchange. Lectures and videos were used to launch discussions around the impact of the aging population in their countries and responses from healthcare systems.

Arriving in Hong Kong for the second half of the four-week course, the students took on a program alternating classroom and practice assignments, along with site visits. Hailing from 10 countries – and 18 universities – the students had a particularly broad range of perspectives to bring to topics ranging from nursing training to community resources for depression management. They also learned about the 2003 acute respiratory distress syndrome (SARS) viral outbreak and its lasting impact on Hong Kong’s infection control measures. Finally, learning about Traditional Chinese Medicine and aromatherapy helped them know their host country better.

“Meeting people from different horizons and motivations, I was able to see different ways of approaching studies, the student’s role and the reasons to study. The large expanse among the students enabled me to develop more interpersonal skills in a trans-cultural and international contact.”

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- Hong Kong Polytechnic University (PolyU), Hong Kong
- Universities from Mainland China, Taiwan, The Philippines, Singapore, Sweden, Australia, Indonesia and Thailand also participated.

Students from Switzerland: 4
Students from partner countries: 55
Professors from Switzerland: 1
Professors from partner countries: 5



Physiotherapy and Injury Management in Boston



July 2 – 13
Boston, USA

Advanced physiotherapy training must prepare students for complex health-care challenges and environments. For two weeks, 16 Swiss students in their econd year of physiotherapy study participated in a program designed to broaden their vision of the field’s place in the care continuum.

Within the Northeastern University (NEU) Department of Physical Therapy, Movement, and Rehabilitation Sciences, students attended classes and seminars, including electrotherapy, and pathologies of the foot and vestibular system. Coursework included analysis of sports-related concussion and head trauma – a hot issue in the US, based on recent findings on the long-term impact of brain trauma. They also visited the world-renowned Spaulding Rehabilitation Center, as well as various research laboratories. This included the opportunity to participate in a simulation workshop.

“The research laboratories were innovative and well-equipped, involved in cutting-edge current research. The course on the critical care of sports injuries was particularly interesting.”

They learned about the healthcare framework in the US, its healthcare system and policies, as well as the role and place of physiotherapy within that system. The physiotherapy program at NEU is rigorous, reflecting the role and expectations of the profession within healthcare provision.

The students visited swissnex Boston, where they attended a presentation on the role of the institution in the region. The American experience was enhanced with time for a baseball game and a celebration for the 4th of July national holiday.

Participating institutions

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Northeastern University (NEU), Boston, USA

Students from Switzerland: 16
Students from partner countries: 10
Professor from Switzerland: 1
Professors from partner countries: 3



Seeing Healthcare Interdisciplinarity in Action in China



May 21 – June 1
Wuxi, China

It’s a third successful year for this interdisciplinary program that brings together three Health Sciences fields: nursing, physiotherapy and occupational therapy. Tongren International Rehabilitation Hospital in Wuxi offered a perfect environment for the six students from Lausanne to experience highly-professional practice, inter-disciplinary collaboration and intercultural awakening.

The students actively observed the challenges of therapy and rehabilitation, the ways illness is experienced and how pain and emotions are managed in such a setting. For example, a researcher studying chronic lower back pain demonstrated – with the participation of one of the students – a corrective brace’s impact on muscle activity and posture for extended work sitting at

a computer. These hands-on experiences helped the students better understand the realities of the field, both for caregiving and research.

The impact of the local culture permeated the interactions, as the hospital’s approach to rehabilitation and health care incorporates both Traditional Chinese Medicine and Western-style therapies. The students finished with a collaborative presentation to the Tongren teams – an experience that helped them grow their leadership and communications skills.

The final phase of the program took place at swissnex Shanghai. There, the group orally presented a preliminary report of their immersion experience, demonstrating their interest, enthusiasm and critical thinking abilities.

“Music therapy is used in the institution [...] for example, we met patients with aphasia due to strokes; speech therapy includes using songs in which lines are repeated over and over, such as ‘I want to eat’, ‘I want to drink’, or ‘my name is’. I’d heard of music therapy being used in psychiatry in Switzerland, but the question to explore is: could such a therapy help with physical movement or in other care contexts?”

Participating institutions

- Haute Ecole de Santé Vaud (HESAV), Lausanne, Switzerland
- Haute Ecole de travail social et de la santé (EESP), Lausanne, Switzerland

Students from Switzerland: 6
Professor from Switzerland: 1

Fields of study

- Physiotherapy
- Nursing
- Occupational Therapy



Healthcare Research Collaboration in India and China



June 11 – 29
Jiangnan, China

Mangalore
& Santiniketan,
India

In community health, you must navigate more than medical solutions to ensure proper treatment and care. Nursing, medicine and anthropology students in this multisite program collaborated in community health research for this project, which is inscribed into the *Congrès de l’immersion communautaire* (IMCO – inter-professional community immersion) program.

2018 marked IMCO’s 10th year and the 5th year that nursing students have participated. The teams work together over the course of a semester before heading to China and India for their field work. The experience develops research, inter-professional and inter-cultural skill.

One team in China studied options for treating Alzheimer-based dementia, while another explored family involvement in caring for aging relatives.

In India, four student teams were supported by the DGES. Their research subjects were: mental health and the impact of diverse healthcare skills; expressions of depression among the Santal population; reproductive health of adolescents in Coimbatore; and prevention of alcohol consumption among adolescents in Mangalore.

The field work offered a singular glimpse into the local community life. For example, the team studying the Santal population witnessed traditional ceremonies that illuminated the influence of religion and beliefs on sickness and healing. Students learned that these cultural forces affect the approach health professionals must take for treating illness, particularly mental illness.

“The mix of disciplines among us was very interesting. We each consider ourselves healthcare professionals and all brought medical knowledge, and methodological and patient care skills. But our levels in each of these three competencies were different... We were able, throughout our research, to count on one another’s knowledge, and thereby each grow our own skills.”

Participating institutions

- Haute Ecole de la Santé La Source, Lausanne, Switzerland
- University of Lausanne (UNIL), Lausanne, Switzerland
- The Craft Council of West Bengal, Santiniketan, India
- Father Muller College of Nursing, Mangalore, India
- Jiangnan University, Wuxi, China

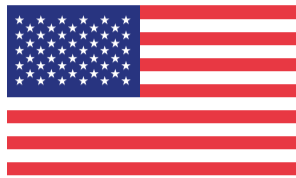
Students from Switzerland: 21
Professors from Switzerland: 5

Fields of study

- Nursing (La Source)
- Medicine & Anthropology (UNIL)



Golden State: Innovation and Entrepreneurship in California



February 3 – 17
San Francisco, USA

Eleven students from business studies and various engineering disciplines capped their semester in the International Innovation Management (IMM) course with a trip to California. But this was no surf and sand holiday; their mission was to understand how innovation happens in the unique ecosystem of San Francisco and Silicon Valley.

In this year’s IMM program, students explored innovation through the lens of sports technology. In three teams, they sought solutions for real-life Swiss sporting startups aiming to break into the US market: Smatch (connecting sport enthusiasts); Sensiwall (a “smart” wall for training); and the “Solar Cap” (a solar-powered sensor in a helmet for physiological feedback), which was developed by an HEIG-VD laboratory.

In the Bay Area, they had to step out of their student roles and proactively seek answers – Silicon Valley style. For example, they met with prospective end-users and experts to study the market needs and limitations, and to determine changes needed before potential go-to-market.

They gained inspiration from some of the region’s corporate giants like Google, Apple and Facebook. Other stops: Stanford University’s d.school innovation center; the DeveloperWeek 2018 conference; and Berkeley University’s BEARS conference. The final week was dedicated to group work on their projects at swissnex San Francisco, culminating in a pitch experience before a panel of professors, entrepreneurs and swissnex staffers.

“We spent our last week on the ground advancing the innovation projects we had been working on since the beginning of the course. This enabled us to prove or disprove the hypotheses we had reached in Switzerland. We understood the divergences between our reasoning and the reality of the US market.”

Participating institutions

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland

Students from Switzerland: 11
Professor from Switzerland: 1
Scientific collaborator from Switzerland: 1

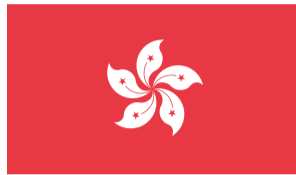
Fields of study

- Engineering
- Business



Getting Connected: China Hardware Innovation Camp (CHIC)

Interdisciplinary Programs



July 9 – 25
Hong Kong



Shenzhen, China

Three leading Vaud-based institutions, HEC, ECAL and EPFL, team up to offer the China Hardware Innovation Camp (CHIC) annual interdisciplinary course. Students from business and information systems, industrial and interaction design, and engineering, work together over two semesters to design connected devices from the bottom up. They then head to Hong Kong and Shenzhen in July to accelerate the development of their prototype at x.Factory.

The immersion trip also offers a broad spectrum of learning about product development through practical experiences including company visits, interviews to understand local market needs, and pitches to accelerators and incubators (HAX in Shenzhen and BRINC in Hong Kong). In exploring specific themes (e.g. food security, makerspaces) on both sides of the border, they better grasped

the “one country, two systems” concept and the dynamic synergies of the Guangdong-Hong Kong-Macau Greater Bay Area.

For this 2017–2018 edition, teams worked on connecting parents and children (Toygether), promoting workplace productivity (Flowlin), and child safety (Seeki). Faculty from ECAL and the EPFL-ECAL Lab conducted daily design reviews with the teams, and guided them in the themes of design and valorization. CHIC isn’t really over: Flowlin and Toy-gether are currently applying for seed money and taking part in start-up competitions.

• *Curious to know more about CHIC 2018?* Two ECAL film students joined CHIC in China to create a documentary. “Lost in construction” highlights the journey, the country and the students’ prototyping adventure. It draws a parallel between device development and Shenzhen’s urban development.

“This program rewards curious minds, giving them easy access to knowledge and possibilities that some students can only dream of. I have received years of hands-on experience just in a month’s worth of work.”

Participating institutions

- HEC, University of Lausanne (UNIL), Lausanne, Switzerland
- ECAL/University of Art and Design, Lausanne, Switzerland
- Swiss Federal Institute of Technology (EPFL), Lausanne, Switzerland

- Hong Kong University of Science and Technology (HKUST), Hong Kong

Students from Switzerland: 20
Professors from Switzerland: 3

Fields of study

- Business and Information Systems
- Industrial and Interaction Design
- Engineering



Programs

Art & Design



Product Design
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Switzerland, page 44

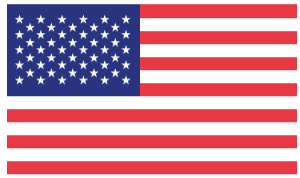


Teacher Education
Switzerland, page 45



Teacher Education
Canada, page 46

3D Printing Replacing Factories in Boston



February 10 – 18
Boston, USA

A desire to explore what makes for successful applications of 3D printing technology brought a group of ECAL Master in Product Design students to Boston.

Led by Christophe Guberan and Camille Blin – Swiss product designers who work extensively with 3D printing technology – the group headed to the Massachusetts Institute of Technology International Design Center (MIT/IDC) for an intense one-week workshop. They conducted tests at the offices of Formlabs – a start-up that emerged from MIT and now manufactures 3D printers for numerous market needs.

The project team looked at the technological environment of 3D printing and manufacturing, seeking ways to improve the parameters for successful production with this new technology. The students

learned about the speed and transparency of today’s design industry, and considered questions of viability for production on demand. They also investigated the impact of 3D printing on the world of manufacturing: When you can produce items in an office setting, what becomes of traditional factories?

3D printing frees designers from barriers of difficulty or cost of traditional manufacturing techniques. The students therefore experimented with new design details now made possible. A top takeaway for the young product designers: the importance of the designer’s role in this new production cycle.

“It was an enriching experience in Boston – a dynamic city that’s curious about new technologies – thanks especially to MIT, Formlab, and New Balance. This experience enabled us to learn an enormous amount from these globally-recognized institutions.”

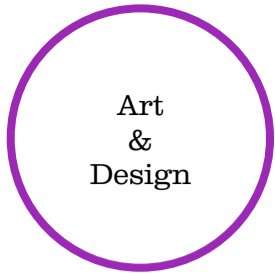
Participating institutions

- ECAL/University of Art and Design
Lausanne, Renens, Switzerland
- Massachusetts Institute of Technology
(MIT), Cambridge, USA

Students from Switzerland: 19
Professionals from Switzerland: 2



Digitalization of Society: Capturing Life in Arles



June 30 – July 8
Arles, France

The hyper-digitalization of our society has radically changed our relationship with images, our access to information (real and fake), and the ways in which we communicate.

This program challenged ECAL photography students to critique this hyper-connected reality and seek strategies to analyze its mechanisms. Students paired up during the spring semester to give artistic form to their vision. These multimedia works were then exhibited at Cosmos Arles Books – an ephemeral space for photography and publishing – during a one-week trip to Arles. As it was the first week of *Les Rencontres de la Photographie*, it was also an exclusive opportunity to meet the public, curators and artists.

The varied themes and the media used were telling: The overproduction of images on a machine continuously printing Instagram #Arles images; a film on the digitalized lives of adolescents in Switzerland and Arles; fake news and conspiracy theories seen on everything from hats to slogans.

Visitors at the exhibition experienced the works on many levels: independently, guided by the students, and by witnessing the live production of the students’ daily newspaper, Hyper Media. A unique take on the classic newspaper format, the paper consolidated the semester’s learning for the students, while impressing upon them the real-world pressures of a rapid production cycle.

“This project helped me realize how much manipulating information and using misinformation across various mediums can be an issue by revealing certain realities... This Arles experience will be useful for the future: I learned to manage my time better, work as a team, and present my – and my friends’ – work to the visitors.”

Participating institutions

- ECAL/University of Art and Design
Lausanne, Renens, Switzerland

Students from Switzerland: 17
Professor from Switzerland: 1



Media & Interaction – a Sporty Challenge in San Francisco



October 28 –
November 5
San Francisco, USA

What does California symbolize for you? Among the many answers, the words “sport” and “technology” probably come up. This is what brought 13 students from ECAL’s media and interaction design program to San Francisco for a workshop surrounding the production of technologies in the service of sport.

Today, people looking to improve their health can reap greater benefit from their fitness activities by using a variety of miniaturized technologies with high-precision sensors that capture, record and give feedback on a range of parameters. It’s important for users to be able to easily and rapidly see, evaluate and use the information from these wearable devices. This is where media and interaction designers come in: the device interfaces need to be intuitive and visually appealing, so creating them requires a wide range of artistic and technological skills.

“What struck me most were the many similarities between the companies that we had the opportunity to visit. They all had the same specific working atmosphere, the same philosophy and furniture styles.”

Visits to Bay Area market players – facilitated by the swissnex network – included Fitbit, the Fuse Project, Obscura Digital, Wikimedia’s legal team and the art project team at Internet Archive. These visits helped the students better understand the link between sport and technology, user needs, and the impact this could have on their future careers.

To consolidate the learning, the students collaborated with ECAL industrial designers to create interactive installations that make sport fun and accessible.

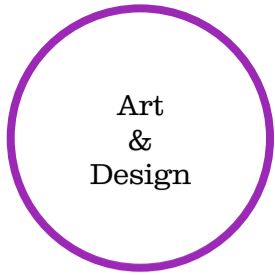
Participating institutions

- ECAL/University of Art and Design
Lausanne, Renens, Switzerland

Students from Switzerland: 13
Professors from Switzerland: 2



Designing with *Maíz* in Mexico



October 3 – 12
Mexico City, Mexico

There are more than 60 indigenous varieties of corn in Mexico, where the plant is thought to have first been cultivated. *Maíz* has always been inspiration for local artists and artisans, and in this spirit, ECAL and CENTRO design students used corn as an overarching theme for this workshop.

Designers from three fields – industrial design, graphic design and typographic design – began with research into the complex history and present-day place of corn. They learned, for example, that the great biodiversity of corn in Mexico is now threatened by the arrival of mass-producers growing genetically modified monocultures. Another subject was Milpa sustainable crop-growing – companion planting of beans, squash and corn – used by indigenous populations in the Americas for thousands of years. Inspired by their research, industrial

design students created tableware, utensils and accessories for corn-based dishes. These ranged from disposables for street vendors’ fares to stylish serving bowls. Graphic designers created unique silkscreen placemats depicting corn-themed representations and textures in colors of the many Mexican corns. Finally, type designers incorporated lines reflecting corn and corn packaging into original typefaces. These were displayed in corn-related words, evoking the complexities surrounding corn in Mexico today.

- The works were exhibited at “Swiss Design Mexico” during the Festival Abierto Mexicano de Diseño, October 10-14, 2018.

“The unique blend created by the input of two cultures led to the making of objects that, while remaining democratic and adaptable, proposed a new look for Mexican Cuisine. This practice forced us to broaden our view on how things can and should be made, as well as on the possibilities for approaching the traditional cooking ritual.”

Participating institutions

- ECAL/University of Art and Design
Lausanne, Renens, Switzerland
- CENTRO College for Design, Media
and Film, Mexico City, Mexico

Students from partner country: 49
Professors from Switzerland: 6
Professors from partner country: 2



Society, Life and *Ta’ârof*: Art Inspired by Teheran



October 13 – 25
Teheran, Iran

Ta’ârof is a code of civility in Iran that covers a broad scope of social behaviors, establishing a place for each person in an encounter. For third-year ECAL Bachelor of Visual Arts students, it served as a gateway for inspiration as they explored fascinating, sometimes contradictory elements of life in Iran.

The students gained artistic nourishment through their travels from Shiraz to the ruins of Persepolis, to the sprawling capital city of Tehran and surrounding mountains. They were drawn to reflect upon numerous aspects of the country’s history and reality: liberties stifled by multiple regimes and layers of government; life under dictatorship; economic recession under pressure from the US; and war.

Fundamentally, art is communication. Yet the voice of local artists, the group found, is only shared carefully. *Ta’ârof* enabled the visiting students to connect with their hosts, leading to rich discussion during numerous studio visits. They enjoyed an evening at the Bon-Gah artist’s collective, complete with a concert, performances and exhibited artwork. The ECAL students came to understand how, within a theocratic dictatorship, there’s precious freedom to be found in private spaces. This put new perspectives on their own freedom to study and express themselves as artists.

• Bon-Gah artists will be welcomed for a workshop at ECAL in 2019.

“Put simply, this was a voyage in the true sense of the word. A voyage that moves you – physically, mentally, emotionally... We were awed by a complex, fascinating and splendid culture. We found ourselves faced with political realities that took us out of our comfort zones.”

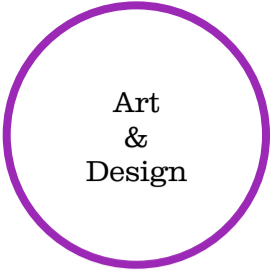
Participating institutions

- ECAL/University of Art and Design Lausanne, Renens, Switzerland
- Bon-Gah artist’s collective, exhibition space and publishers, Karasht, Iran

Students from Switzerland: 15
Professors from Switzerland: 3
Professionals from partner country: 14



Designers Leave Istanbul with Enduring Souvenirs



November 20 – 28
Istanbul, Turkey

Is your housekey on a kitschy kangaroo keychain? Do you keep a copper-coated Eiffel Tower miniature on your desk? The meaning we find in the souvenirs collected during our travels is rarely in their quality or function but rather – as the word implies – in the memories they bring. This workshop challenged a group of ECAL industrial and product design students to soak up the vibrancy of Istanbul and produce a different kind of souvenir.

The students explored the city’s markets to imprint the rich and colorful sights into their creative minds. They also met with local artisans to understand their work, learn from their know-how and even work alongside them, overcoming barriers of language and culture. They leveraged the inspiration and knowledge gained through these encounters to create original products in teams of two.

The resulting products are tributes that reflect not just what the designers saw, but what the sights made them think of.

The results were astonishingly varied, including trays, wall hangings, bathrobes, cymbals – some practical and others decorative, many both. Materials ranged from the most banal, like rope and plastic canvas, to the more noble such as various metals. But the true value of them is in the memories of this unique creative learning experience.

“Learning from others and exploring the city, enjoying Turkish culinary culture and coming together around the theme of souvenir objects. We really appreciated the opportunity to share our Turkish experience with locals by way of a souvenir object exhibited at the Istanbul biennial.”

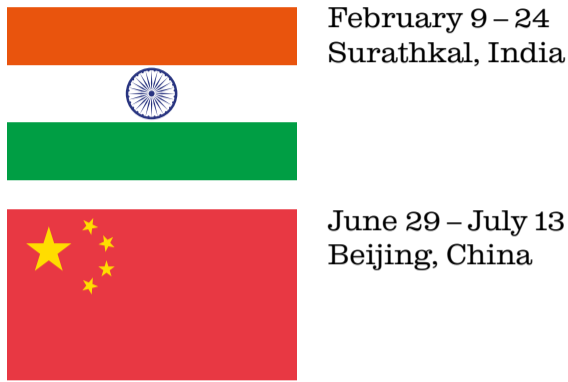
Participating institutions

- ECAL/University of Art and Design Lausanne, Renens, Switzerland
- Studio-Sustain, Istanbul Bilgi University, Istanbul, Turkey

Students from Switzerland: 26
Students from partner country: 9
Professors from Switzerland: 2
Professor from partner country: 1



Managing a Multicultural Team: Immersion in China and India



February 9 – 24
Surathkal, India

June 29 – July 13
Beijing, China

In the ever-expanding global economy, it's critical for leaders to understand how diverse work environments can be. From managing global workflow processes to inspiring and advising multicultural staff, good leaders understand how to build bridges across cultures.

This unique three-country program, known as "Business engineering and intercultural communication" gives participants the opportunity to gain experience through an intensive immersion. The Swiss/Indian/Chinese teams of 12 business engineering students, all working in a second language (English), had to learn how to adapt and accommodate cultural differences to complete their project assignments. The program brought to light how people in different countries carry different business expectations and approaches. Participants learned

that a good manager needs to understand how employees view the place of both work and personal time in their lives.

To complete their assigned projects, students engaged with local staff in multiple divisions of several companies, interviewing a variety of employees. In India, the sites visited varied from welding, plastics and steel manufacturing, to food production. In China, students visited several food production facilities, as well as companies engaged in manufacturing for electrical meters and equipment. Each group presented a report at the end of the program. Students expressed how they found the real-life situations – and the multicultural experience – to be valuable preparation for their future roles.

"In producing, in partnership with foreign students, a study of various local businesses from India and China, I was able to adapt to their customary practices and try to blend in with the scenery of their vision of the world."

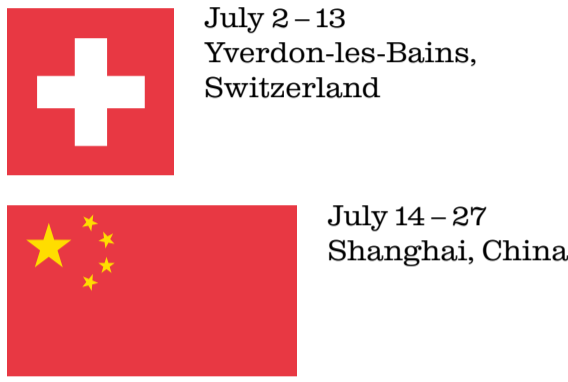
Participating institutions

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- National Institute of Technology Karnataka (NITK), Surathkal, India
- Beijing Institute of Technology, Beijing, China

Students from Switzerland: 16
Students from partner countries: 32
Professors from Switzerland: 2
Professors from partner countries: 3



Crossing a Cultural Divide: Business in China and Switzerland



July 2 – 13
Yverdon-les-Bains, Switzerland

July 14 – 27
Shanghai, China

To work effectively in a cross-cultural team – particularly from countries as different as Switzerland and China – it takes focused skills in communication and cultural awareness. As Asian countries grow in importance for Western partners, rising Swiss business leaders must learn to build relations with Chinese partners through a management style that leverages the "best of both" approaches. Sixteen business students from Switzerland and China spent two weeks together in each country. This not only offered them a window into their respective business cultures, it was an ideal means to gain insights into the processes of internationalization in terms of network development, partnership engagement, and collaborative research and development.

Corporate tours in both countries gave the students the opportunity to see multicultural management practices in action and further develop global mindsets. Group projects and various program-related assignments helped the students integrate three core skills for effective multicultural team management: cultural intelligence; shared identity leadership; and capacity to adapt language, attuned to the cross-cultural context.

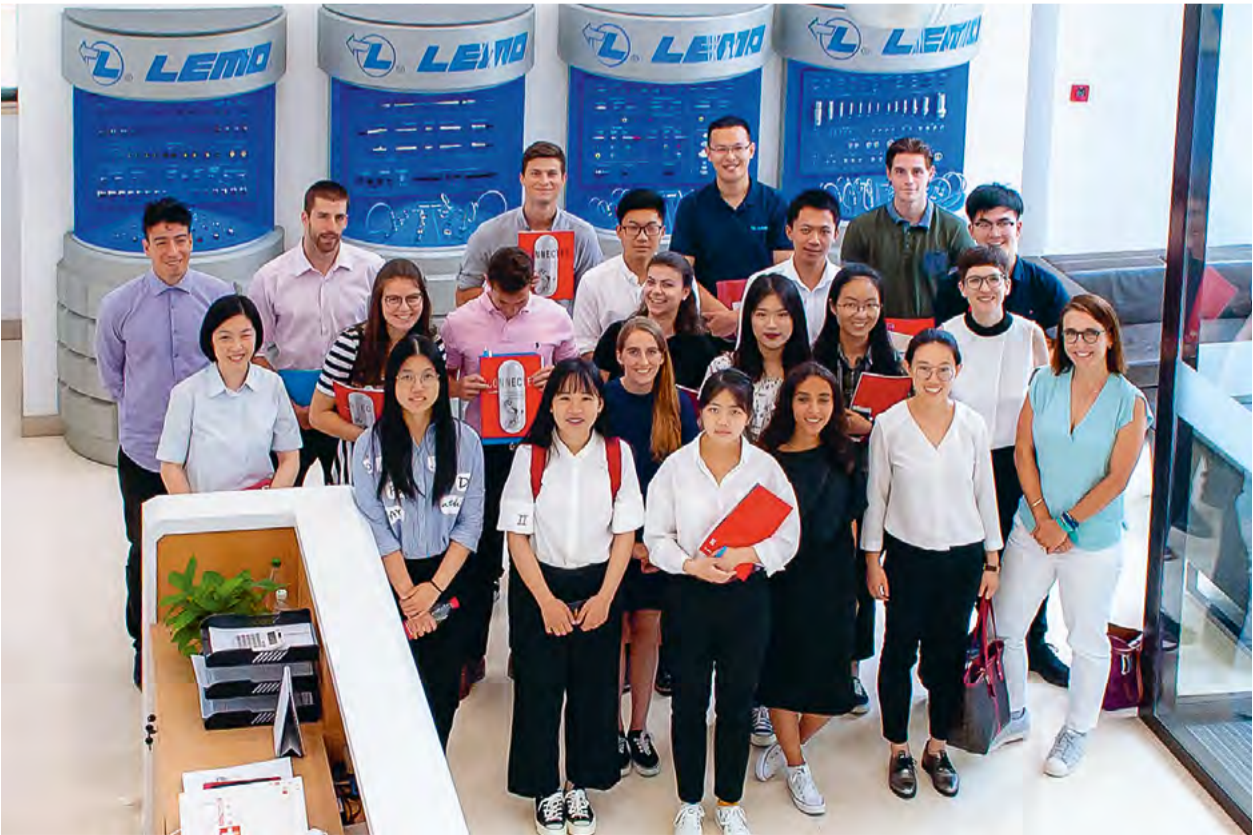
Working in cross-cultural teams, the students discovered that the very fact of working together was as much a part of their learning as the tours and assignments. As their skills developed, they succeeded in merging management styles to collaborate in an entirely new way.

"I found that my way of working is 'so Swiss': straight to the point and focused on tasks. I could not have imagined that productive team work could require another vision and approach. I was so wrong. I learned that the way we work in Switzerland may not apply in China... [our differences] led to some tensions. However, thanks to the coaching we received, we successfully created our own working style and adapted our differences."

Participating institutions

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-Les-Bains, Switzerland
- School of Management, Shanghai University, Shanghai, China

Students from Switzerland: 8
Students from partner country: 8
Professor from Switzerland: 1
Professor from partner country: 1



Illuminating Global HR Management Practices in Brazil



July 1 – 14
São Paolo
& Rio de Janeiro,
Brazil

Learning effective human resources management requires the ability to evaluate situations from different view-points, especially as companies become more global. Eight Swiss students from HEIG-VD joined ten students from INSPER, Brazil, in a robust series of cross-cultural lectures and practical work.

The program trained students in critical management techniques needed for a future career in HR. These advanced skills will serve them equally in a Swiss-based company, working abroad or with a multinational firm. The coursework over the two-week program explored three human resources management themes in depth: staff performance management; evaluating reward strategies; and using big data for planning and managing personnel.

While at INSPER in São Paulo, the Swiss and Brazilian students explored other approaches to HR practices, investigating and touring organizations for each study theme. The students identified ways to improve on these processes based on their learnings. They had to develop solutions that would account for cultural, organizational and institutional parameters. The second week of study, hosted by swissnex in Rio de Janeiro, provided the opportunity for the students to prepare a management report. They also enjoyed tours and extension learning at Rio de Janeiro City Hall and the Pontifical Catholic University of Rio de Janeiro.

“It was challenging to be pushed to explore the issues more deeply. The visits and the presentations helped me to open my mind.”

Participating institutions

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-Les-Bains, Switzerland
- INSPER (Institute of Education and Research), São Paulo, Brazil

Students from Switzerland: 8
Students from partner country: 10
Professor from Switzerland: 1
Professor from partner country: 1



Computer Science – Same Principles, Swiss Culture



July 2 – 13
Yverdon-les-Bains,
Switzerland

Computer science and communication systems are, in many ways, the same the world over. But approaches to teaching, learning and practice are influenced by country and culture, as 20 budding computer scientists from Switzerland and Korea discovered in this program hosted by the HEIG-VD in Yverdon-les-Bains, Switzerland. Indeed, for many this was their first inter-cultural experience in a professional context.

Courses on a range of current IT topics were taught by professors from both countries: The latest developments in modern processors; algorithmics; artificial intelligence; and IT security. In all classes, the students worked in cross-cultural pairs, enhancing understanding of each other’s approaches to study and work, and more generally of each other’s outlook and experiences. Many students were indeed thrilled with

this opportunity to make friends from another country over a shared interest. The mutual respect and friendships deepened through site visits – CERN and the IT security group Kudelski – and cultural outings.

This program is the doyen of the DGES international programs, setting the bar high throughout its 11-year history. The various professors involved over the years have conscientiously kept it fresh – an imperative given the particularly fast-moving nature of the field. All students in the 2018 edition succeeded admirably in earning their ECTS credits.

“The best thing... was to share these two weeks with amazing people that I would have never had the chance to meet in my life. The program was filled with great activities such as visits (CERN + Kudelski), an escape game and a grill party. This truly was a great human experience to live.”

Participating institutions

- School of Management and Engineering Vaud (HEIG-VD), Yverdon-les-Bains, Switzerland
- Seoul National University (SNU), Seoul, South Korea

Students from Switzerland: 10
Students from partner countries: 10
Professors from Switzerland: 2
Professors from partner countries: 2



Dual Cultural Immersion: Indigenous Canadians in Quebec



August 1 – 10
Val d’Or, Canada

Imagine the social complexity of two unequal cultures living side-by-side for hundreds of years. In this 10-day program, students from Switzerland and Canada studied social services delivery for First Nations Peoples (Indigenous Peoples) in the province of Quebec.

The Université du Québec en Abitibi-Témiscamingue (UQAT) campus sits in the small mining town of Val d’Or. There, students saw first-hand the operational considerations for social work in a population with often profound needs for social services. A key challenge, they saw, is delivering quality services with sensitivity and cultural awareness.

The program included opportunities to visit and observe various organizations that serve First Nations populations, such as a youth protection center and an unconditional-access emergency center

staffed and managed entirely by volunteers. The highlight for the students was a day at the Lac-Simon reserve. Welcomed on the reserve, they experienced the Anishinaabe Nation’s tradition and culture in an intimate and comprehensive manner – while gaining understanding of struggles such as housing and substance abuse.

The remote context of this program offered a unique opportunity to question and develop a critical view on the practice of social work in various situations. Over the course of the program, small UQAT-EESP student teams integrated their experiences into joint final projects.

“The trip to Val d’Or was a once-in-a-lifetime experience, as I discovered different ways of living and thinking in a town I never could have gone to if it wasn’t for this program. Thanks to this experience, I now take a more critical look on what happens in a country in terms of inequalities and discrimination.”

Participating institutions

- Haute Ecole de travail social et de la santé (EESP), Lausanne, Switzerland
- Université du Québec en Abitibi-Témiscamingue (UQAT), Val d’Or, Canada

Students from Switzerland: 11
Students from partner country: 18
Professors from Switzerland: 2
Professors from partner country: 2



Joint Exploration in Korea: Swiss and Asian Governance Styles



July 1 – 7
Seoul, South Korea

One of the best ways to understand and value your own country’s practices and policies is to explain them to someone from another country, particularly when they come from countries with very different practices. Six Swiss PhD students had the opportunity to do just that in Seoul. Working with students and faculty from South Korea, China, and Thailand, they studied topics such as globalization, governmental accountability and transparency, and intergovernmental relations.

Lectures provided a fascinating view into the internal political dynamics of the South Korean government during the week-long program. The Swiss students developed presentations on their current research on Swiss Public Administration, benefiting from discussion and feedback from their

student peers and the scholars from the countries represented. Put together, these experiences provided them with insights into what aspects of the Swiss practices held the most interest to their Asian colleagues – enabling them to gain a better sense of how to articulate the Swiss system to others.

Students also enjoyed lectures on Korean culture and traditions. The participants appreciated the excursion to the Gyung-bok Palace and Insa-dong, a thriving and popular neighborhood in Seoul, with traditional teahouses, pottery shops, antique shops, and art galleries. The tour culminated with a visit to the National Assembly of Korea.

“The week in Seoul provided a rich overview of the functions and challenges of the political-administrative systems of the diverse participating Asian countries. I gained new insights into different approaches and focuses of research, through a completely different cultural context.”

Participating institutions

- IDHEAP, University of Lausanne, Switzerland
- Seoul National University, Korea
- Renmin University, Beijing, China
- Chinese Academy of Governance, Beijing, China
- Sun Yat Sen University, Guangzhou, China
- Chiang Mai University, Thailand

Students from Switzerland: 6
Students from partner countries: 24
Professor from Switzerland: 1
Professors from partner countries: 5



Wine, Weather and the Western Cape of South Africa



February 3 – 18
Stellenbosch,
South Africa

At the edge of the southern mountains of South Africa, 17 Swiss students explored the environmental and economic variances in the country’s wine industry.

University of Stellenbosch instructors launched the program with lectures on the country’s culture, vineyards, wines, and wine economy, including wine tourism. The group toured the Western Cape to gain a sense of the broad spectrum of South African viticulture. They saw both large wine estates of several hundred hectares and small boutique wineries with only a few hectares of vines. They also visited a state-of-the-art wine lab where quality control testing ensures the outstanding quality of the products. The tours offered a chance to discover the Masters of Pinotage (a South African grape variety created in 1925), among other wines as well as beer, brandy and gin production.

“A country with a rich history, hospitable people and magical landscapes – and with numerous microclimates as distinct as the wines we experienced.”

The trip gave the students insights into conditions that do not affect Swiss production. Examples of these include the serious droughts affecting South Africa over the last few years and the need to irrigate vineyards because of the naturally arid land.

A hike up Table Mountain offered a magnificent view from the summit while a mini-safari included sightings of giraffes, kudu and the famous springboks – the country’s national symbol.

Participating institutions

- Changins – Haute Ecole de Viticulture et Œnologie, Nyon, Switzerland
- Stellenbosch University, Stellenbosch, South Africa

Students from Switzerland: 17
Students from partner country: 10
Professors from Switzerland: 3
Professors from partner country: 3



Building the Business of Wines in New York State



June 18 – 22
Ithaca, USA

New York State’s Finger Lakes region has worked for decades to build a strong reputation for quality wines, as seven students from Switzerland’s Changins discovered in this first-ever partnership program with Cornell University.

The week provided a rich variety of experiences to help Swiss and American students compare their countries’ contexts for wine production and sales. This began with a day evaluating research on topics such as the Swiss wine market’s econometric models; the economic impact of American legal regulations; and communications and marketing of alcoholic beverages including wine. They also discussed and compared oenology and viticulture curriculums between the two institutions.

Students met with enologists and wine makers in the Finger Lakes region. Among them were Red Newt Cellars, Lakewood Vineyards, and Dr. Konstantin Frank Wines – winner of the 2018 Winery of the Year for New York State.

At the Cornell campus in Geneva, New York, the group visited several institutions, such as Cornell AgriTech, the state’s pre-eminent center for food and agricultural research and education. Other informative visits included the New York Wine & Grape Foundation, a cooperative organization that markets and supports state vintners, and Constellation Brands, a well-known American producer of beer, wine and spirits brands.

“We had a great opportunity to visit Cornell University and meet a range of professionals across the New York State. We went there to learn more about the economic aspects of the wine industry and discovered that it was very similar to the Swiss context. Even if the winemaker’s role is quite different than in Switzerland, the quality and the passion for wine are the things that bring us together.”

Participating institutions

- Changins – Haute Ecole de Viticulture et Œnologie, Nyon, Switzerland
- Cornell University, Ithaca, USA

Students from Switzerland: 7
Students from partner country: 7
Professors from Switzerland: 2
Professors from partner country: 3



International Pedagogy Research: From Japan to Switzerland



February 26 – March 2
Lausanne, Switzerland

The “PEERS” adventure continues. Launched in 2011, PEERS brings together small two-country teams of students led by two professors – one from each partner country – for international research collaborations in education. Over an entire academic year, the teams work together online plus one week in each partner locale.

The criteria for the research projects are to improve the standards of teaching practice, education and research internationally, while at the same time serving to advance teacher training. In 2018, a Japanese-Swiss team completed work on the Lesson Study teacher training method. This involves teachers collaboratively planning, observing, analyzing and revising real classroom lessons. Developed in Japan more than 100 years ago, Lesson Study is now being researched and practiced around the world.

“The lesson was collectively designed, but implemented separately in Japan and in Switzerland. The analysis of these two ‘same’ lessons shows some commonalities and differences that allow us a deep understanding of cultural aspects of mathematics lessons.”

This collaboration to design a grade four mathematics lesson started in 2017, including a joint week in Jōetsu. Before the second encounter in Lausanne in early 2018, they refined their lesson, giving it in classes in both countries. Onsite in Lausanne, they compared the Swiss and Japanese experiences, fine-tuned their work and prepared reports.

The Swiss team presented at the International Congress on Lesson Study in Lausanne, in July 2018, and the work also features in their Bachelor’s Theses. The lesson itself is being integrated into the HEP curriculum.

• *Did you know?*
A Memorandum of Understanding (MOU) is the foundation of enduring partnerships. The success of this program led to a MOU signature, ensuring future exchanges.

Participating institutions

- University of Teacher Education (HEP-VD), Lausanne, Switzerland
- Jōetsu University of Education (JUEN), Jōetsu, Japan

Students from Switzerland: 4
Students from partner country: 5
Professor from Switzerland: 1
Professor from partner country: 1



Namaste on the Airwaves in Lausanne



August 24 – September 8
Lausanne, Switzerland

Radio Namaste is on the air! This for-credit teacher education exchange between Lausanne’s HEP and CHRIST University in Bangalore, India, brings together intercultural teams of students to produce a series of web radio programs on various intercultural educational and pedagogic themes.

The first set of programs were recorded and uploaded over a two-week collaboration in Lausanne in the early fall of 2018. (The second half of the exchange takes place in 2019 in India.) The programs – mostly in English – covered themes selected by student vote: school dress code, class sizes, gender neutrality, gamification, teaching for creativity, and net etiquette.

Creating radio shows collaboratively taps naturally into many of the skills teachers need – the ability to research and reflect,

to be sensitive to audiences (classes), and to transmit knowledge in a logical, engaging way. The exchange also targets several specific competencies, including developing critical understanding of cultural and social practices, leveraging innovations for professional practice, interdisciplinary approaches to learning, and teamwork skills.

In Lausanne, beyond Namaste, Indian students had the opportunity to accompany their Swiss counterparts into the classrooms to observe their teaching work placements. Through formal and informal contacts, the group developed strong bonds that certainly played a role in their impressive results producing and airing their programs.

• *Don’t miss your chance to listen!*
www.radiobus.fm

“In my work as a teacher, this experience translates into an acute sensitivity to differences and practices that diverge from mine – all without judging them negatively or thinking that they are less efficient.”

Participating institutions

- University of Teacher Education (HEP-VD), Lausanne, Switzerland
- CHRIST (Deemed to be University), Bangalore, India

Students from Switzerland: 9
Students from partner country: 10
Professors from Switzerland: 2
Professor from partner country: 1



Inequalities at School: Francophone Teachers Meet in Canada



August 12 – 17
Chicoutimi, Canada

This student summer program was developed within the framework of longer-term HEP and international research investigating how training, practice and research come together to promote effective action on educational inequalities. The student program defined and examined the concept of inequality on several fronts: access, economic and political, pedagogic treatment, social, psychological, and territorial.

Sixteen students from Lausanne’s HEP-VD and 15 from host country Canada participated in this event, which attracted educators from several French-speaking countries – Belgium, Brazil, Haiti, Canada and Switzerland.

The student program aimed to train teachers both through research and for research. It was designed to connect students with the scientific literature on

educational inequalities; incite reflection on the challenges of inequality for practice and research; and help them understand the researcher’s role. It was also the opportunity to solidify professional, collaborative and intercultural skills by interacting with others in diverse educational and research disciplines.

The students were tasked with preparation ahead of the program to enable better integration of the themes and the work that would be involved. In addition to reading reference material, they produced posters on scholastic inequalities they’d encountered in their training – including a prize-winner. Finally, Swiss-Canadian teams completed reports on their take-aways from the entire experiences, earning ECTS credits.

“These five days were intellectually and emotionally dense, to an extent that’s rare. They prompted a deep introspection on my knowledge and skills when it comes to students in difficulty.”

Participating institutions

- University of Teacher Education (HEP-VD), Lausanne, Switzerland
- Université du Québec à Chicoutimi, (UQAC), Chicoutimi, Canada

Students from Switzerland: 16
Students from partner country: 15
Professors from Switzerland: 3
Professors from partner country: 5





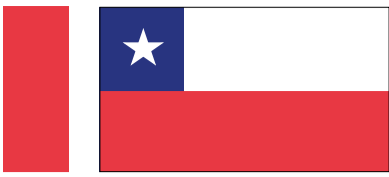
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- Yverdon-les-Bains



- Rio de Janeiro
- São Paulo



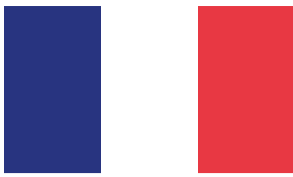
- Chicoutimi
- Val d'Or



- Santiago



- Beijing
- Shanghai
- Shenzhen
- Wuxi



- Arles



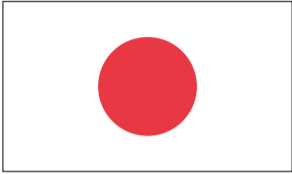
- Hong Kong



- Coimbatore
- Mangalore
- Santiniketan
- Surathkal



- Teheran



- Jōetsu
- Hiroshima
- Tokyo



- Mexico City



- Singapore



- Seoul



- Stellenbosch



- Boston
- Ithaca
- San Francisco



- Istanbul