

# Nordic Centre Newsletter

Autumn 2020

Liang CHEN

## A history of Nordic literature

IN THIS ISSUE

Glimpses of  
**Sino-Nordic** collaboration

Nordic Centre at Fudan University is a platform for academic collaboration between the five Nordic countries and China.

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Address:

Nordic Centre  
Fudan University  
220 Handan Road  
200433 Shanghai  
P.R. China  
[nordiccentre.net](http://nordiccentre.net)

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#### COVER PHOTO

Adapted from  
*The Great Wall of  
China at Jinshanling*  
8 June 2013

PHOTO: SEVERIN STALDER  
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The past few months have witnessed a step-by-step control of the Covid-19 pandemic in China and the nation is gradually getting back to its normal pace in all walks of life. However, international trip is still affected to a large extent. Despite of such disruptions, the Nordic Centre at Fudan University is trying its best to ensure its smooth operation by using online streaming and recording tools, as well as cloud meeting platforms. Meanwhile, researches conducted by Fudan scholars on Nordic topics and academic cooperation with Nordic counterparts are uninterrupted.



PHOTO: BASILE MORIN/WIKIMEDIA COMMONS. ADAPTED FROM SILHOUETTE OF A FISHERMAN ON HIS PIROGUE AT SUNRISE IN DON DET, SI PHAN DON, LAOS.

## FROM THE CHAIR OF THE NORDIC CENTRE BOARD

# A new strategy for a challenging future

**W**e live in challenging times, perhaps unprecedented in modern history. We face devastating threats to our environment with biodiversity loss at an unprecedented speed, increasing global warming particularly visible in a melting Arctic, and we are in the midst of a pandemic crisis. More than ever, global collaboration is important, and perhaps in particular within research and higher education. We know that new knowledge is at the heart of sustainable development and a more liveable future. The sciences, in a broad sense (including the human and social sciences) are perhaps the most important tools for the changes the planet needs. However, working across geographical, cultural, and social barriers are not necessarily easy and straightforward. We need institutional support, and we need to develop collaboration in research and higher education across both distance and difference. Indeed, we might express this even stronger: it is *exactly* across distance and difference truly new knowledge can be developed. The Sino-

Nordic collaboration at the Nordic Centre at Fudan is a case in point: it has developed over many years and involved researchers and students in a number of fields.



PHOTO: UJB

**BY PROFESSOR ANNELIN ERIKSEN**  
VICE-RECTOR, UNIVERSITY OF BERGEN

An increasing number of students from Nordic countries have received valuable experience, made new friends, and understood that the world might not look the same everywhere, after having spent some months studying at the campus at Fudan. The experience they bring with them, either into a career in research, or in a work life outside of the university, is important. Being exposed to different ways of living, of learning, of speaking etc, not only contributes concrete social skills, but increases the ability to

understand, reflect and innovate. Recently the Council adopted a new strategy where research collaboration in sustainable development, arctic and climate research are key components in addition to cultural heritage and comparative welfare systems. I, and the council with me, have great expectations for renewed and intensified Sino Nordic research efforts in these fields. Covid-19 might set us back slightly, in the sense that we cannot meet and travel to the extent we perhaps planned, and we cannot engage in the same physical spaces as we had hoped, but there are digital possibilities that can be exploited while we prepare for the post-covid 19 situation with increased enthusiasm and commitment. I suggest to our members in the Sino-Nordic collaboration that we do not lower our ambition for Sino Nordic collaboration but that we use the channels and the platforms we have available in these challenging times and that we, perhaps already in 2021, can engage to a greater degree in global collaboration in higher education, student mobility in particular, and research.



## Sino-Icelandic research

**By Geir Sigurðsson**

UNIVERSITY OF ICELAND

Several scientific projects involving China have been taking place at the University of Iceland. Two of these involve Sino-Icelandic relations.

The former is the creation of a detailed historical chronicle of Sino-Icelandic relations, initiated by the Icelandic Chinese Cultural Society (Kínversk-íslenska menningarfélagið, KÍM for short), one of the oldest friendship associations focusing on China. The Chinese Embassy joined the project and an editorial board was put together with representatives from KÍM, The Icelandic Chinese Trade Council (ÍKV) and the Chinese Embassy, with Dr. Sverrir Jakobsson, Professor of history at the University of Iceland, as chief editor. The researcher is Þorgerður Anna Björnsdóttir, a graduate of the B.A. Sinology program of the University of Iceland, who has worked on the project for the past three years. This publication, expected in late 2021, begins with the first cultural contacts through Danish East-Asian trade in the 17th and 18th century (bringing the first Icelanders to India and China), then moves to the turbulent changes of China in the first half of the 20th century (through the eyes of Icelandic missionaries) and the political developments of the Cold War era (Iceland and China established diplomatic relations in 1971) and beyond. This history of relations is dotted

with individuals' tales, where microhistory reflects the historical events of the two nations.

The other project, supervised by Dr. Baldur Thorhallsson, Professor of Political Science at the University of Iceland, seeks to map Sino-Icelandic relations 2008-2020 with regard to the question of whether Iceland has been seeking political, economic and societal shelter provided by China during this period. This is more concentrated research

This history of relations is dotted with individuals' tales, where microhistory reflects the historical events of the two nations.

within the wider framework of Iceland and shelter theory, i.e. the theory that small states tend to seek political, economic and societal shelter from larger ones as well as international organizations, as elucidated in Prof. Þórhallsson's recent work on [\*Small States and Shelter Theory: Iceland's External Affairs\*](#). Divided into three parts, this research first focuses on events in the relationship between Iceland and China that indicate political shelter seeking, such as Iceland's support to China within the Arctic Council and China's support to Iceland within the United Nations Security Council in return. It then moves to economic relations and events that merit special attention (such as the free trade agreement between Iceland and China) when it comes to economic shelter analysis.

Thirdly, it seeks to explore indicators of societal shelter within the area of science, education and culture. Lastly, it seeks to assess the potential costs of such shelter, since it hardly ever comes without costs.

Research on Chinese philosophy at University of Iceland is ongoing, conducted by Dr. Geir Sigurðsson, Professor of Chinese studies. In late 2019 his Icelandic translation from the original classical Chinese of *Sunzi's Art of War (Hernaðarlist*

*Meistara Sun)* with a detailed commentary and introduction was published, as well as several chapters in English on the philosophy of Confucianism. Professor Sigurðsson is currently

working on Western-Chinese comparative philosophical and cultural attitudes to ageing, longevity and death, a project that he plans to expand to embrace other cultural perspectives in the hope that we



ICELAND LANDSCAPE WITH SUNPHOTO: DELAHANTY/WIKIMEDIA COMMONS

can all learn from various practices from around the world.

Since 2012 China and Iceland have maintained close collaboration in the field of Arctic studies, which has included research on high-altitude, climate, fisheries, Polar Silk Road, sustainability and oceanography, to name a few seminal areas. This collaboration, initially between the Polar Research Institute of China (PRIC) and the Icelandic Centre of Research (RANNÍS), has expanded. This led in 2013 to the establishment of CNARC, the China-Nordic Arctic Research

Center, which has organized joint symposia, seminars and fellowship exchanges in relevant fields (<https://cnarc.info/>). In 2018 CNARC was included in the Nordic Council of Ministers' Arctic Cooperation Program and was named in China's Arctic Policy White Paper as one of four primary international forums (outside of the Arctic Council) for promoting exchanges and cooperation on Arctic affairs. Egill Þór Niélsson, guest researcher at PRIC in Shanghai, was the first Executive Secretary of CNARC until 2019. Another product of Chinese-Icelandic

Arctic collaboration is CIAO, the China-Iceland Joint Arctic Observatory at Kárhóll in the northern part Iceland, dedicated in particular to research on aurora borealis (<https://www.karholl.is/en/>), and administered by PRIC and various Icelandic research institutes led by RANNÍS. CIAO's construction started in June 2013, it had its cornerstone laying in October 2016, the first aurora measurements in October 2017 and was inaugurated in October 2018.

## 北欧印象

### Nordic Impressions

What impression do regular Chinese people have of the Nordic Region? Nordic Centre took to the streets of Shanghai to find out.

[优酷版本请点击这里](#)

The video was sponsored by Nordic Council of Ministers.

### Funding for seminars, workshops and conferences

(deadlines: March 20 and September 20 every year)

You can apply for funding of any amount between 2,000 and 7,000 euros to organize an academic event to be held at Nordic Centre. Priority is given to applications that involve researchers from more than one member university.

You can also apply for 20,000 euros to host our biannual conference, deadline is March 20, 2021. All academic disciplines are eligible.

See [nordiccentre.net](http://nordiccentre.net) for more information

### The team of acting NC Program Managers



During the fall 2020 the University of Bergen has provided a team of acting Nordic Centre Program Managers, drawing upon our excellent staff with solid knowledge of China and international cooperation. They are **Maria Holme Lidal** and **Daniel Gundersen**.

Both have provided an invaluable service and assistance to the Nordic Centre. THANK YOU!



### Courses for your students

Nordic Centre can tailor short courses in Shanghai within your academic field, in close cooperation with you – at all levels, including PhD.

Write to us at any time with your ideas. We also offer the summer courses **Business and Innovation in China** and **Chinese Politics and Society**, for which each member university is offered three places.

# Finland: an active participant in the global research community

**By Kirsi Korpela**

UNIVERSITY OF TURKU

**A**s Finland's former Ministry of Education Sanni Grahn-Laasonen has put it: *"Finland wishes to be an active participant in the global community, sharing in the responsibilities, offering expertise and helping solve problems. As a country, we are known for taking a responsible approach in our policies and for good achievements in education. We are also active participants in Nordic, European and worldwide networks, helping create shared knowledge and expertise."*

University has a long tradition of cooperation with Fudan University in education in the field of Information Technology and lately also together with nursing science, where the focus of cooperation is on health technology. This cooperation has also led to research in the areas of robotics and autonomous systems. Research in health-related fields in general has been especially active with Chinese universities and this is one of the key areas the university is aiming to deepen its contacts also in the future. There are fields such as food chemistry and development,

programme in Chinese language is about to start. Moreover, CEAS runs the national level University Network of Asian Studies and it has research cooperation with Chinese Universities e.g. in urban governance and smart cities." University of Turku coordinates also the national level and Kone Foundation sponsored project, which enables all Finnish member Universities to send their researchers to the Nordic Centre to work together with their Chinese colleagues at Fudan University and other Chinese universities.

University of Helsinki has strong and versatile expertise on China. Through the Pan-Eurasian Experiment (PEEX) and Global SMEAR research station network, UH is paving the way for research on climate change, air quality and environment. Coordinating the Sino-Finnish Joint Learning Innovation Institute, UH boosts Sino-Finnish joint research on education aiming to develop innovative solutions for education, learning and policy development in both countries. The Finnish China Law Centre works closely with Chinese and international partners to promote multi-national collaboration on Sino-Finnish comparative research in the field of law. University of Helsinki Chinese Studies is by nature multidisciplinary and interdisciplinary and endeavours to preserve the heritage of Sinology and China studies as well as being a breeding ground for the next generation of China studies scholars in the world. UH has strong networks with several Chinese universities. Together with its strategic partner Peking



SANNI GRAHN-LAASONEN, PHOTO: KANSALLINEN KOKOUMUS / KRISTIAN TERVO, WIKIMEDIA COMMONS

In China, the Finnish member universities have active cooperation with their Chinese partners both in education and research, having already cooperation in several fields of research to produce knowledge and solve common challenges.

Currently, the Finnish board member, Vice Rector for research Kalle-Antti Suominen comes from the University of Turku. The

functional foods, immunology, biotechnology, PET imaging - but also such fields like, psychology, education and social sciences with the focus on well-being of human beings from different perspectives. University of Turku also has an important role in educating China experts in its Center for East Asian studies and lately also in the Faculty of Humanities, where new degree

University, it runs a Summer School in Life Science.

The current collaboration between Tampere University and Fudan University reflects well the focal areas of Tampere University in both research and education: technology, health and society. Material Chemistry team with its partner at Fudan University, develops new materials and architectures for the next-generation photovoltaics (PV). Potential applications for perovskite PV are buildings, automotive, internet-of-things scenario, portable electronics etc.

to start a series of doctoral training courses in different fields, potentially collaborating with the biennial NC Conference.

University of Eastern Finland has important research cooperation with Fudan University and universities have set Sino-Finnish Centre for Child Protection Research, which promotes high-quality child protection research. The center has released several remarkable scholarly publications both in national and international forums. Moreover, Erasmus+ project” Building Bridges between

University of Lapland’s focus is both on traditional aspects of their China activities; culture and philosophy and researching China’s role in the Arctic region. There have been several important research papers published recently about e.g. China’s Arctic activities, Arctic policy and Climate change as well as e.g. Health Silk Road. In addition, the university also runs a research project that focuses on legal development - including dispute mechanisms - of the Belt and Road Initiative. This project has just recently begun in



PHOTO: © SAMULI LINTULA / CREATIVE COMMONS ATTRIBUTION-SHAREALIKE 3.0 / WIKIMEDIA COMMONS

Upcoming Sino-Nordic Workshop on Perovskite Solar Cells and Light-Emitting Diodes will be organised at the Nordic Centre in 2021. University is also active in cooperation in social sciences; there is cooperation with Fudan University School of Public Health concerning maternal and child health. Tampere University is also the main coordinator of a Sino-Nordic doctoral intensive course Ageing and Services in Changing Societies, which will take place at NC Fudan in May 2021 and aims

Europe and China to Strengthen the Social Work Profession” aims to strengthen the Chinese higher education's capacity to build relevant relationship between social work education and working life. The project includes three European and three Chinese universities. As 1<sup>st</sup> Chinese professor who gets the honorary doctorates at the University UEF, Prof. Zhao Fang, Head of Dept. of Social Work of FU, will be conferred by University of Eastern Finland in 2021.

collaboration with Shanghai University of Politics and Law. At Hanken School of Economics, previous joint research with Chinese scholars has been on e.g. consumer behaviour and intellectual property law. At present, the co-operation is focused more on student and faculty mobility.

The Finnish universities are also constantly looking for interesting new cooperation possibilities together with Nordic and Chinese universities.

# A history of Nordic literature

**By Dr. Liang Chen**

Professor and Chair of the Department of English Language and Literature, FUDAN UNIVERSITY

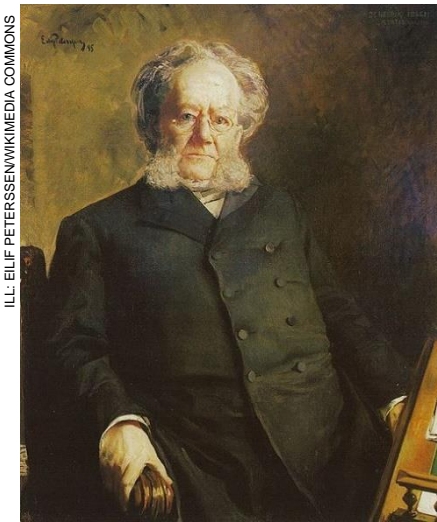
When we try to define Nordic literature from the literary geographical perspective, many questions will arise. How to define its holistic feature? How to describe its inner comparatively stable continuity? How to account for its cultural foundation, thematic feature, textual representation and literary boundary? And last, how to summarize its literary subjectivity shaped by the Nordic geographic region? These questions will become more complex when we put them in the globalizing context featured by its diasporic dissemination. Also, attention should be paid to the differences among five national literary bodies, whose mutual influence and dialogues have endowed the subjectivity of Nordic literature with much complexity and peculiarity.

With the research questions, the project, proceeding from Chinese perspective, intends to conduct a chronological survey of Nordic literature, including Icelandic literature, Finnish literature, Swedish literature, Norwegian literature and Danish literature, in the comparative framework between Chinese and Nordic literatures.

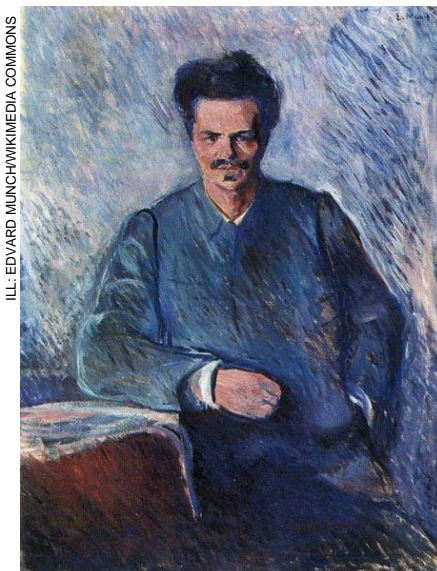
The research on Nordic literature among Chinese scholars can be dated back to the early twentieth century when many Nordic literary works were introduced to the Chinese people via translation, which greatly strengthened the anti-feudalism movement at that time. Historically speaking, Nordic



ILL: CHRISTIAN ALBERT JENSEN/WIKIMEDIA COMMONS



ILL: EILIF PETERSSEN/WIKIMEDIA COMMONS



ILL: EDVARD MUNCH/WIKIMEDIA COMMONS

literary research in China can be divided into three stages:

The first stage starts from the early twentieth century to the founding of PRC. Lu Xun introduced Ibsen, Andersen and Strindberg in his papers published in *Henan Monthly* in 1907. In 1927, Mao Dun introduced Jonas Gudlaussón, Johann Sigurjonsson, Gunnar Gunnarsson and Gudmundur Kamban in his *Contemporary Literature*. 1944 witnessed the publication of *History of Nordic Literature* by Li Changzhi. Yet, it was mainly based on the translation from a German version of Nordic literary history. Besides these, there were a few research articles, reviews on Nordic literature.

The second stage spans from 1949 to the Reform and Opening-up period (1978). The translation of Nordic literary works had been greatly increased, for example, works by Halldó Kiljan Laxness, Selma Lagerlöf, Martin Andersen Nexø and Aleksis Kivi. The study of Nordic literature began to attract more attention among Chinese scholars, yet, research articles were still scarce.

The third stage lasts from the Reform and Opening-up period till now. Nordic literary study has been flourishing both in terms of translation and research. Works by more than 120 Nordic writers and poets have been translated into Chinese and more than 300 Nordic writers have been introduced in various books on European literary history, encyclopedia, and literary dictionaries. The number of research papers on Nordic literary exceeds one thousand and there are more than twenty books on Nordic literature, including *History of Nordic Literature* by



Shi Qin'e published in 2005. Yet, this book only provides a sketch of Nordic literary history without detailed critical comments on the



works and writers. Also, it doesn't pay much attention to contemporary Nordic literary features and fails to fully illustrate the inter-subjectivity among five literary bodies of the Nordic countries. Besides, there has been no systematic study on Nordic literary thoughts and theories so far. The gap left in the Nordic literary study in China is quite huge.

Based on the previous literature, the present project of "A History of Nordic Literature" aims to conduct a systematic research on Nordic literature, both historically and critically, from a comparative structure built up by the interaction between Chinese and Nordic literatures. The project will be written in Chinese and will be the first comprehensive and detailed research on Nordic literary history by Chinese scholars. The project consists of the following aspects:

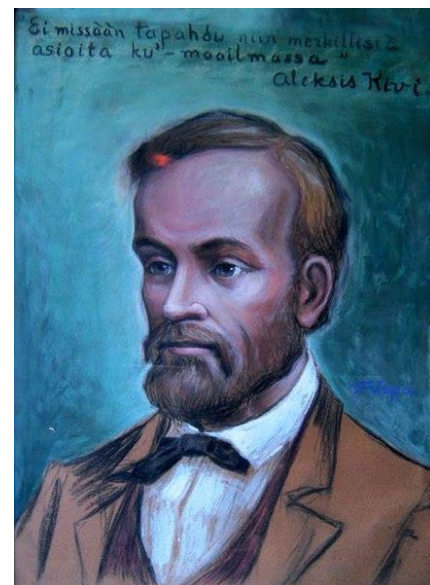
A complete chronological survey of Nordic literature from ancient times to present day, which will be presented in six volumes entitled Nordic Literature: History and Text, A History of Icelandic Literature, A History of Finnish Literature, A History of Swedish Literature, A History of

Norwegian Literature and A History of Danish Literature. All six volumes will be written in Chinese with about 250,000 words respectively. There are numerous elements which might influence literary progress, i.e., ideological trends, cultural environment, historical events, esthetic values, critical thoughts, writing genres, artistic forms, as well as writing styles of writers and literary tastes of readers. Thus a literary history shall be a comprehensive map consisting of vast historical, cultural and literary visions. Besides, the present project pays attention to the writing techniques and literary critical thoughts active in contemporary Nordic literature and will investigate multi-dimensional interpretation of Nordic texts in the (post)modern context in order to reveal more of the textual and esthetic value of Nordic literature.

The survey of Nordic literature will not be limited to collections of historical information and basic introduction of the plots and writing techniques of works chosen. Diversified critical comments and responses in different times on the works will also be included when a certain work or writer is introduced. In this way, the project is rather a combination of literary history and academic history of Nordic literature. What is more important, there will be one chapter focusing on the development of literary critical thoughts in each of the five volumes of literary history. The study on Nordic literary critical thoughts is far from being systematic in China since most of the Chinese papers related are limited to the study on George Brandes. The present project aims to broaden the scope and conduct a historical research on the Nordic literary criticism in five countries respectively. With the keywords of nationality, locality and cosmopolitanism, the critical thoughts in Nordic literary history

will be examined in the modernized global context to explore its philosophical connotation, historical context and nationalistic feature. In this way, the present project aims to discuss the main features, essential ideas, theoretical modes and perspectives of Nordic literary criticism in a systematic manner.

The project pays attention to the investigation of Nordic locality in the European literary map as well as the inter-subjectivity among five countries. Nordic literature, from the perspective of literary geography, enjoys a peculiar position in the European literary map. Its locality shapes its distinctive literary genre, style, theme, characterization, as well as mythological construction of and philosophical reflection upon universe and history. Besides, the differences between the five countries, both culturally and historically speaking, have nurtured rich inter-subjectivity among them, which breeds diversified dimensions in terms of textual construction, thematic connotation and dynamic nature in the literary bodies in five countries. The present project



pays attention to the dialogic connections among the five literary bodies and will investigate their interactive influence in a comparative framework to highlight both the common and

ILL: EINAR HÄKONARSON/VLETTUR/WIKIMEDIA COMMONS

ILL: SIGURD WETTENHOV/ASPAN/WIKIMEDIA COMMONS

different features in literary representation.

The present project will investigate the dissemination of Nordic literature to other countries in the world, especially in China, from ancient times to present day, including immigration literature, literary adaptation and other diasporic literature related. The present project will approach from a comparative perspective to investigate the interaction between Nordic literature and Chinese literature, e.g., the poems by Danish poet Poul Martin Moller during his travelling in China between 1819-1821 and more notably, the reception of Ibsenism during the May Fourth Movement. The investigation is not only meaningful because it will contribute to the study of Nordic literary dissemination, but also significant since it can provide an “other” perspective to examine the growth of subjectivity of Chinese literature and culture. The following principles will be abided by in completing the project:

**LITERATURE-ORIENTED ONTOLOGY.** Literary history is a comprehensive embodiment covering literary writing, literary thoughts, historical context, global dissemination, publication and film adaptation, etc. Yet, the

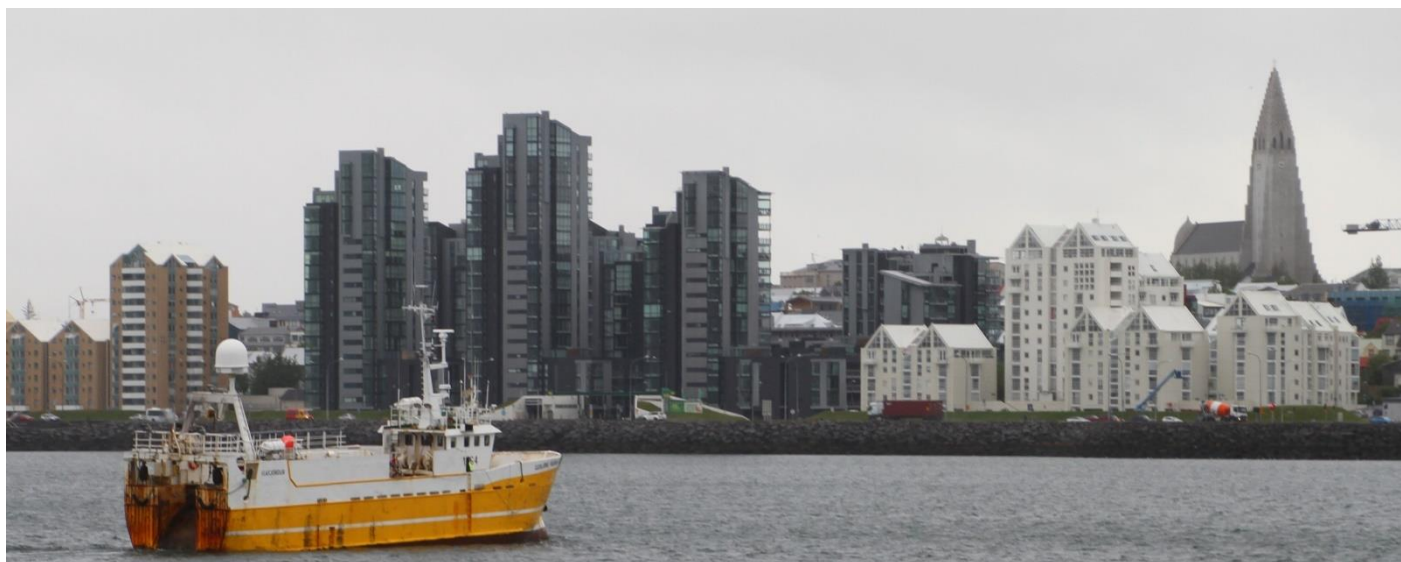
subject of research on literary history is literary works, whose literariness occupies the central position. The canonization in a literary history should be based on the evaluation of literary works with strong textual tension. Thus, all the researches related should center around literariness and proceed from the ontological Trinity pattern of writer—literary works—reader, and be expanded to the social and historical context.

**CHRONOLOGICAL DIMENSION.** Time is a basic element in the advancement of literary history. It connects the contextual changes in different periods and embodies logical connections and major clue for different chapters in the present project. We regard Nordic literary history as a dynamically progressing advancement and will pay attention to both its inner developmental clue and the constituents in different stages. We will follow the chronological order, combining the totality and inter-subjectivity of Nordic literature to draw a comprehensive picture of Nordic literature in a diachronic order while highlighting features in different stages and contexts synchronically.

**MULTIPLE HISTORIC LINES.** The twenty-first century witnesses

the burgeoning of literary criticisms, which has triggered diversified critical approaches and literary thoughts. The notion of “multiplicity” refers to the multiple narrative perspectives in introducing a literary work and will be applied in two aspects: the relationship between the text and history and its critical responses. By so doing, neutrality may be achieved and the richer connotations and values of the literary work can be revealed.

**NATIVE PERSPECTIVE.** The notion of “native” refers to Chinese perspective in approaching Nordic literature. The present project will highlight the Chinese nationalist vision in conducting research on the reception and adaptation of Nordic literature in China, and the influence of Chinese literature on Nordic literature. Also, a comparative study of Nordic and Chinese literature is an enlightening approach, both literarily and theoretically, to explore the essence of two literary bodies. The project, by following the above principles, intends to provide a new perspective in approaching Nordic literature and, by building a comparative framework, open new channels in exploring the textual value and theoretical significance in Nordic literary writings and criticisms.



REYKJAVIK SKYLINE. PHOTO: GERT EICHMANN/WIKIMEDIA COMMONS

The content of this article is mainly included in a joint paper *A Sino-Finnish Case: What We Have Learned In Launching A Double Master's Degree Programme*, authored by Xing Guo, Ville Taajamaa, Tomi Westerlund, Li-Rong Zheng, Hannu Tenhunen, and Tapio Salakoski.

# Sino-Finnish engineering education collaboration: The FuTuRe case

**By Xing Guo**

School of Information Science and Technology  
FUDAN UNIVERSITY

Information and communication technology (ICT), as a key technological force in shaping our daily life, is becoming more and more international and intercultural. Meanwhile, the strategic fit between China and the European Union (EU) in terms of needs for educational development and collaboration has been widely recognized (C. Pinna, 2009). Educational collaboration is seen as an important step and a platform fostering cultural exchange leading to stronger political collaboration and also strengthening the economic ties between China and EU (European Commission, 2007).

Fudan University (Fudan), China and University of Turku (UTU), Finland are both well-established comprehensive research universities with relatively compact engineering departments and in the same disciplines. These similarities and acknowledging the global character of ICT education created a natural advantage for collaboration and mutual learning from the strengths of each university.

To conduct high-level research and education activities in the ICT area and meet the demand for skilled engineers in the modern and global information society, Fudan UTU jointly launched a double master's degree programme in ICT, aiming at creating a world-class engineering education, later referred to as FuTuRe (Fudan-Turku Rethinking Education). Its philosophy is to create

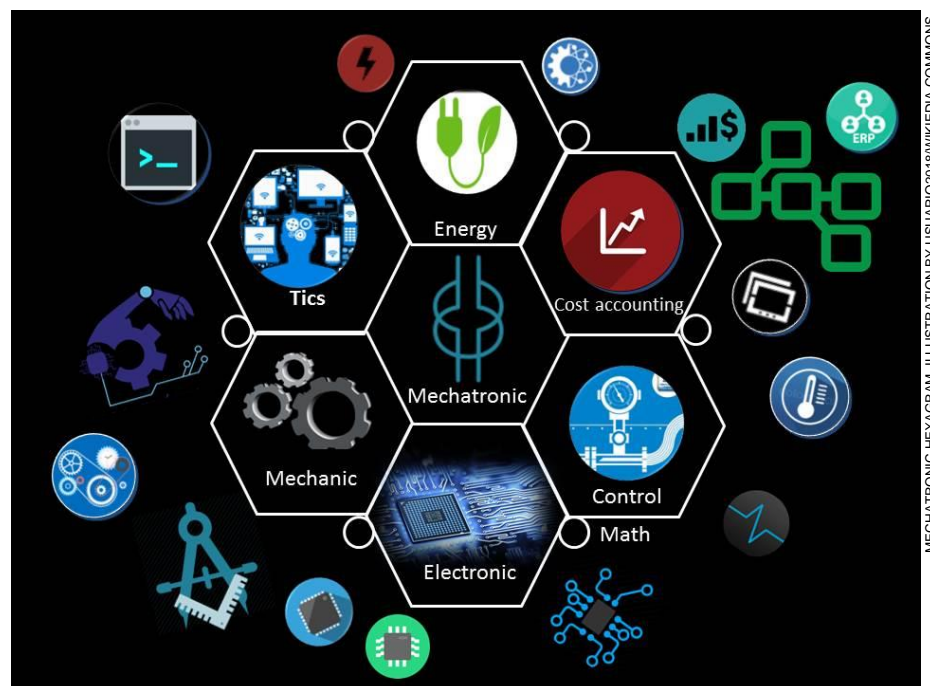
innovations through education and research.

The FuTuRe programme was initiated under strong intents of both universities. It was supported at the university and faculty level with the hope of making innovation happen in the Sino-Finnish ICT engineering education. Students studying in this programme are expected to improve their personal and interpersonal skills, develop hands-on ability, use problem-oriented thinking to solve practical problems, and after graduation become skilled engineers or potential industrial leaders who take care of the real-life needs with solid ICT knowledge and innovative mindset.

The planning of the programme started in spring 2012, and the first cohort of students started in fall 2013. For the first time running, 16 Chinese

students and 6 Finnish Master's level students were selected. Till now, the FuTuRe programme has already run for 7 years. From 2013 to 2020, 201 students from 9 countries, including China, Finland, Spain, Montenegro, Pakistan, Russia, Lithuania, Germany, Morocco, etc., have studied in this programme. Now they bloom in all walks of life. Some of them are working in international enterprises, such as Synopsys, National Instruments, ARM, Rockwell Automation, Volkswagen, Dell, etc., and some are working in the government and education organizations, serving people and the society.

In 2015, FuTuRe programme won the "International Cooperation Programme on Innovative Talent Training" under the China Scholarship Council (CSC). This CSC programme was set up to support international cooperation between Chinese



MECHATRONIC HEXAGRAM, ILLUSTRATION BY USUARIO2018/WIKIEDIA COMMONS

HEIs and foreign educational and research organisations. FuTuRe programme was the only programme recommended by Fudan to compete with other international programmes nationwide in China.

The setup of the FuTuRe programme has the following characteristics.

Hands-on projects through out the whole programme.

The curriculum in this programme consists of theoretical courses, courses with mini-projects and a Capstone project-course that focuses on learning-by-doing teaching method. In many of these courses, we utilise learning by doing teaching approach.

Intensive schedule.

The duration of one course in FuTuRe programme is usually from 4 weeks to 9 weeks in comparison to Fudan's normal 18

weeks. A tailored intensive course schedule ensures the maximal teaching exchange. Teachers from both universities were able to react and adjust the course while teaching it. This flexibility is seen an important matter to ensure a smooth teaching during a course. Joint supervision for Master's thesis.

This setting aims at strengthening research collaboration and academic exchange between the universities. The topic provider can be from either Fudan or UTU, and (s)he gives students principle supervision. The other faculty will arrange another teacher with relevant research background to act as a co-supervisor.

In order to keep the programme's quality at a relatively high level, and make sure that the setup of the programme gets continuously

updated and optimised, the teaching team from Fudan and UTU has conducted pedagogical research since 2013. Research perspectives include programme management and operation, teaching and learning methods, course development, and curriculum system design.

*In the end of this article, the FuTuRe programme team would like to give special thanks to Fudan Nordic Centre for providing convenience to the programme and students, to the Consulate General of Finland in Shanghai for the support in students' activities, and to KONE Kunshan Park for the general hospitality and involvement in teaching since 2013.*

Among the joint teaching outcomes of Fudan and UTU, the publications listed below are taking the FuTuRe programme as the research object. If our readers would like to get more information about the FuTuRe programme and its related papers, please contact the corresponding authors:

**\*X. Guo, V. Taajamaa, T. Westerlund, L.R. Zheng, H. Tenhunen, T. Salakoski (2015) A Sino-Finnish Case: What We Have Learned In Launching A Double Master's Degree Programme, EDULEARN15 Proceedings, pp. 1339-1347.**

\*Contact: [xingg@fudan.edu.cn](mailto:xingg@fudan.edu.cn)

#### Abstract

This research builds on and contributes to previous research done about double degree programmes by focusing on the critical factors in creating an international double degree programme from the perspectives of the programme leadership, faculty and most importantly the participating students. Key findings of designing, implementing and running the programme especially concentrating on the curriculum design, learning methods and programme management etc. are discussed and analysed. Finally, the paper answers the questions why to promote international cooperation, how to develop double degree programmes

especially in the Sino-Finnish context, how to find strategic fit between the Finnish and Chinese education systems, what barriers existed in launching this programme and what measures have been taken to solve them.

**\*X. Guo, V. Taajamaa, K. Yang, T. Westerlund, L. Zheng, H. Tenhunen, et al (2015). Capstone Bootcamp Concept Catalyzing Problem-Based Learning. 14. 2015 11th International CDIO Conference, Chengdu, China**

\*Contact: [xingg@fudan.edu.cn](mailto:xingg@fudan.edu.cn)

#### Abstract

Changing from a traditional classroom and lecture-based teaching mode to a CDIO-based engineering education is not easy for either teachers or students, especially in a double-degree setting combining different kinds of cultural approaches. In this paper, we examined

how students in the FuTuRe programme adjusted to the change from traditional

classroom lecturing to a coached peer-to-peer teaching. The change was supported by a teaching team and catalyzed with hands-on practices in a specifically designed intensive two-week Capstone introductory course - Capstone Bootcamp, which included one-week theoretical preparation and one-week hands-on workshop employing integrated learning and active learning. The course aimed to eliminate students' confusion about "Capstone", get them aligned in a new environment, and help them quickly find their roles when doing a Capstone project in the coming autumn semester with independent thinking ability. The initial analysis shows that the Capstone Bootcamp concept was able to increase students' understanding of problem-based learning approach, the advantages of reflective learning and active learning, and the importance of participatory teamwork in ambiguous and open-ended project settings with design thinking methods. In addition, we discussed the effect of teaching methods and the role of the

learning atmosphere and environment to learning, and summarized the essential attributes for a Capstone introductory

course as the future development of the Capstone Bootcamp at the end.

**\*Taajamaa V., Majanola AM., Bagiati A., Guo X., Leppanen V. (2017) University Education as a Pathway to Innovation: Perspective on Building Students Innovation Capabilities in Sino-European Education Set-up. *Journal of the European Higher Education Area*. Volume 2017 Issue 3.**

\*Contact: [ville.taajamaa@utu.fi](mailto:ville.taajamaa@utu.fi)

### Abstract

The focus of this study is to shed light on how activating teaching methods coupled with design thinking processes can promote innovation capabilities among university students. The study adopts the perspective of new product development in engineering education. The data for the study were drawn from an international master's course focusing on the Fuzzy Front End of product development. Based on the literature and the course learning outcomes, we identified the teaching

methods that facilitate learning the required skills and mindset to enhance students' innovation capabilities.

**\*X. Guo, Z. Zou, T. Salakoski, L.R. Zheng (2020) Multi-dimensional Logic Based Curriculum Design for Emerging Engineering Education –A Case Study of the Sino-Finnish Joint Programme in Fudan University. *Journal of Research in Higher Education of Engineering*. Volume 2020 Issue 3.**

郭星, 邹卓, Tapio Salakoski, 郑立荣.

基于多维度逻辑的新工科教学体系设计——以复旦大学中芬联合培养项目为例[J]. *高等工程教育研究*, 2020(03):43-48.

\*Contact: [xingg@fudan.edu.cn](mailto:xingg@fudan.edu.cn)

### Abstract

Based on the concept of "full life cycle" in emerging engineering education and

POPBL teaching mode, we propose a curriculum design for the FuTuRe programme following the point-line-plane-solid multi-dimensional logic, which takes an interdisciplinary course as the starting point to establish design thinking paradigm, and longitudinally designs easy to complex projects to ensure that students can learn through hands-on practices throughout the entire academic period. Moreover, professional courses are given horizontally in parallel intersecting with projects, which aims to integrate professional knowledge and comprehensive skills. Finally, by conducting in-depth survey and collecting dynamic feedbacks of students' learning outcomes and learning experience, a solid expansion mechanism is formed to make the programme to renew and continuously optimize itself.

### References

[1] Pinna, C. (2009). EU-China Relations in Higher Education - Building Bridges in Global Cultural Dialogue. *Asia Europe Journal*, 7(3-4), 505-527.

[2] European Commission (2007). *China Strategy Paper 2007-2013*.

## University of Gothenburg to manage the Nordic Centre Secretariat from 1.1.2021

The University of Bergen has hosted the NC Secretariat since 2015. From 1 January 2021, the University of Gothenburg is taking over the Nordic Centre Secretariat. We are pleased to inform you that the staff of the new Secretariat is already in place and is working closely with the University of

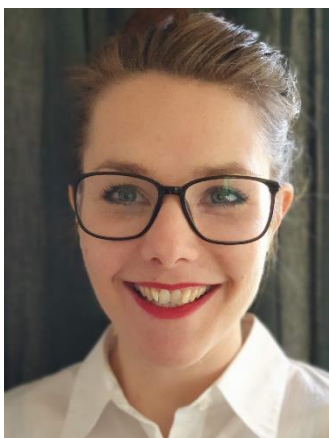


PHOTO: PRIVATE

Bergen with all the nuts and bolts of transferring the Secretariat in the most professional manner. The new Head of the Nordic Centre Secretariat at the University of Gothenburg is **Linn Gabriellsson**. She is an International Relations Officer at the university's International Centre. She is Coordinating international projects and

networks at the University of Gothenburg. Her focus is on collaborations with Japan and China and

project manager of Swedish-Japanese University collaboration MIRAI 2.0. Previous positions included responsibility of university-wide exchange agreements in Asia. Her educational background is in global studies and international relations focusing on Northeast Asia.



PHOTO: PRIVATE

**Carolina Bergmann**, Division of Academic Administration, University of Gothenburg, will be responsible for the financial operation. She works as an accountant at the University of Gothenburg where she is responsible of accounting related to the University management as well as several international projects coordinated by the

International Centre. She has more than ten years of experience with auditing and accounting.



Group picture on Zoom. Students are from Aalborg University, University of Turku, University of Copenhagen, Uppsala University, Norwegian University of Science and Technology, University of Oslo, University of Southern Denmark. PHOTO: NORDIC CENTRE

# First online summer course of Nordic Centre

**By Wen Liu**

Program officer  
NORDIC CENTRE

Despite the influence of COVID-19, Nordic Centre didn't cancel the summer course *Business and Innovation in China*, but instead moved it online for the first time. 12 students from 7 different Nordic universities participated in this course via Zoom from July 10 to July 23, and completed all the assignments with excellent performance.

This first online summer course maintains the same high academic quality.

## STUDENT FEEDBACK

“Dmitrij created a perfect balance between his academic knowledge and insights from reality, which is one of the greatest gifts we can get as students.”

Associate Professor Dmitrij Slepnirov from Aalborg University, who has been the course instructor for the third year, has successfully tailored the course format and arrangement to meet the challenge of online learning. There are two sessions each day: 10:00-12:00, and 13:00-15:00. Students had the time for a lunch break, as well as a short Chinese crash course from local Programme Officers. They are also divided to small online groups for more discussion around different topics.

Nordic Centre also invites 10 guest speakers across various fields and industries to give the students a wide picture of China, different from what they perceived solely from the Western media. They offered up-to-date knowledge and insight of Chinese consumer culture, AI technology, sustainability, digitalization, and entrepreneurship. All the speakers actively engaged with the students and answered their



PHOTO: SCREENSHOT FROM NORDIC CENTRE



questions with professional knowledge and valuable personal experience.

Although the students could not physically come to Shanghai and experience the city, our Programme Officers managed to show them around by live streaming from different locations in the city such as the famous Bund, Peal Tower, skyscrapers in Lujiazui, Xin Tian Di and Yu Garden. The students really enjoyed the digital tour and gave positive feedback.

In the evaluation survey conducted after the course, all the students rated the course as “very good“ and will 100% recommend it to other Nordic students in the future.

But of course, we should not neglect the challenge of online learning. According to the feedback, the connection to fellow students is hard when they are not physically together. They have come up with some useful

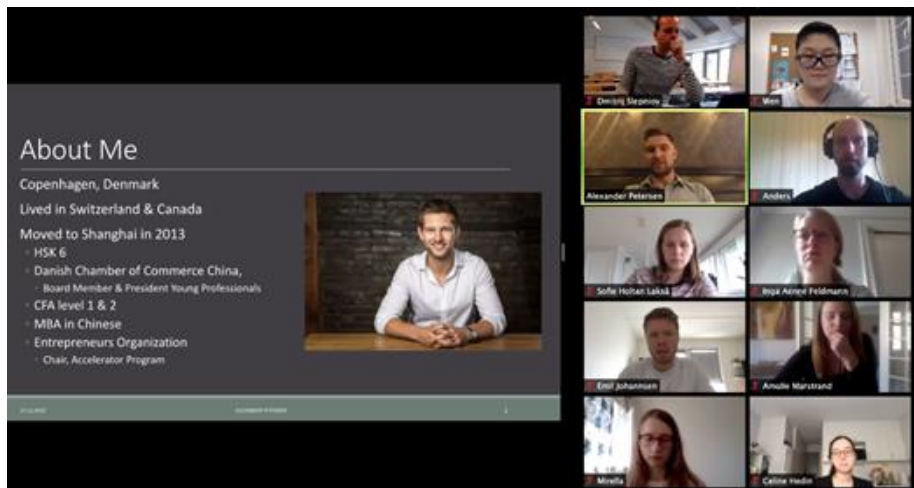


PHOTO: SCREENSHOT FROM NORDIC CENTRE

suggestions. For example, during the introduction at the beginning, the host can make some group tasks and mix groups up. The organizers can also perhaps make an informal quiz night on topics from the lecture. The important point is that there should be some sort of spare time online activity to connect and socialize the students, to give them the opportunity to get to know each

other more than just group assignment.

With the experience and feedback from the first online summer course, Nordic Centre will continue to explore more possibility of innovation to meet the challenges. This year in October, we will host the first online Education Fair with other European partners. Please see more information on Nordic Centre’s website [www.nordiccentre.net](http://www.nordiccentre.net).

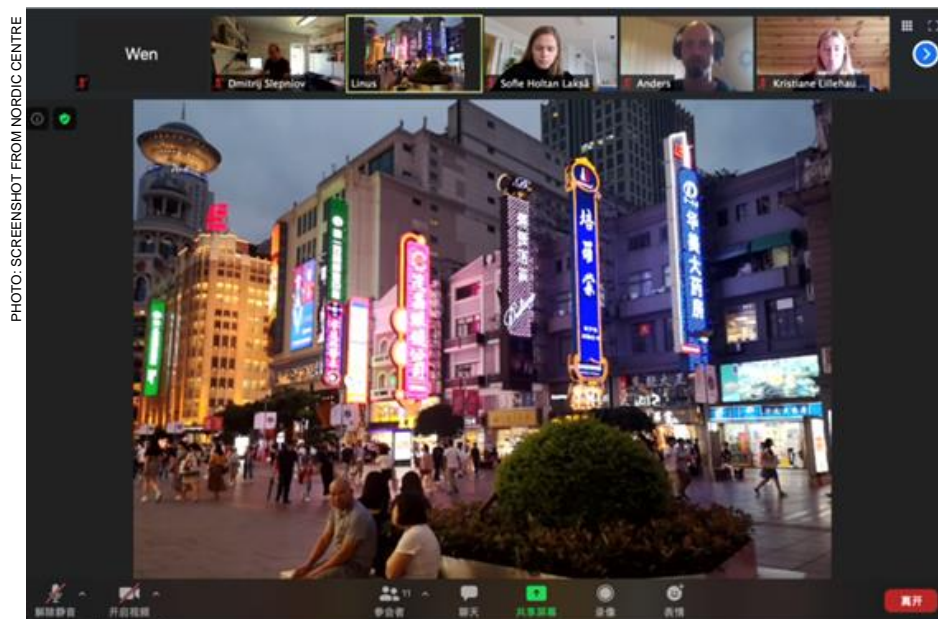
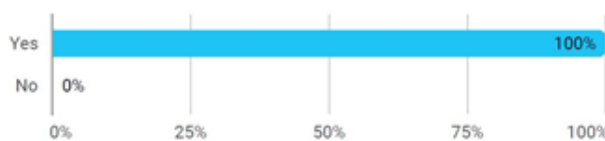


PHOTO: SCREENSHOT FROM NORDIC CENTRE

**STUDENT FEEDBACK**  
 “Linus and Wen did a tremendous job of traveling around Shanghai to show us the highlights of the city. Great effort and a perfect example of making the most out of the online circumstances.”  
 —  
 “It was very fun to have the ability to see some live stream views of Shanghai, as we did not have the ability to go to China this year.”

Would you recommend the course to other students?



ILL.: SCREENSHOT FROM SURVEY-EXACT.DK

“It was very fun! It is an **amazing opportunity** to get first-hand insights into the mechanisms of business and innovation in China.”

“The **course is very up-to-date** and concerns current topics that are very topical in many different societal, business and cultural related fields. In addition, it contributes to **magnify the participants’ understanding of the world.**”

## 2020 Demola China Summer Online Internship Program

### 2020 DEMOLA CHINA SUMMER INTERNSHIP PROGRAM

TOTAL NUMBER OF:  
APPLICATIONS: 455  
UNIVERSITIES: 120  
COUNTRIES: 21

DEMOLA

PHOTO: SCREENSHOT FROM NORDIC CENTRE

#### By Hyeyeon Kim

Student

FUDAN UNIVERSITY

During July 8th – August 27th, 2020, 52 Chinese and

international students were selected to participate in 10 Demola China summer online internships programs in

collaboration with

[SOK](#) / [Hartwall](#) / [Smart Tampere](#) / [Musicinfo](#) / [Nemo™ Method](#) and [Nature Solutions](#)

( for detailed project descriptions, please read

<https://applications.demola.net/?location=online> ). Each

project has 5-6 project

members selected from highly competitive applicants, most of whom are Chinese nationalities except 1 Indonesian student.

These 52 young professionals were selected out of

455 applications, and 8 of them are from Fudan University.

#### PROJECT NAME

1. Bird's Eye View of Promotion
2. Call the Handyman
3. Characteristics of Food
4. Cherishing Well-being
5. Eating Trends
6. Food in Crisis
7. Keys to the City
8. Psychology and Relevance of Food Quality
9. Transitioning to Online
10. We are What We Consume

#### COMPANY PARTNER

Musicinfo  
Smart Tampere  
SOK  
Nature Solutions  
SOK  
SOK  
Smart Tampere  
SOK  
Nemo Method  
Hartwall

The 10 projects kicked-off at the same time on July 8th. All teams came on board with great commitment. The projects were facilitated by Nancy LAI, Jere Wessman, Tommi Järvinen, and Janne Eskola from Demola Global, using Chinese co-working software Dingtalk, WeChat, also some creativity process mapping tools like Miro. General sessions for 10 co-creation projects were hosted every Friday afternoon 1:30pm-4:30pm (Beijing time). Each team also had fixed weekly meetings in



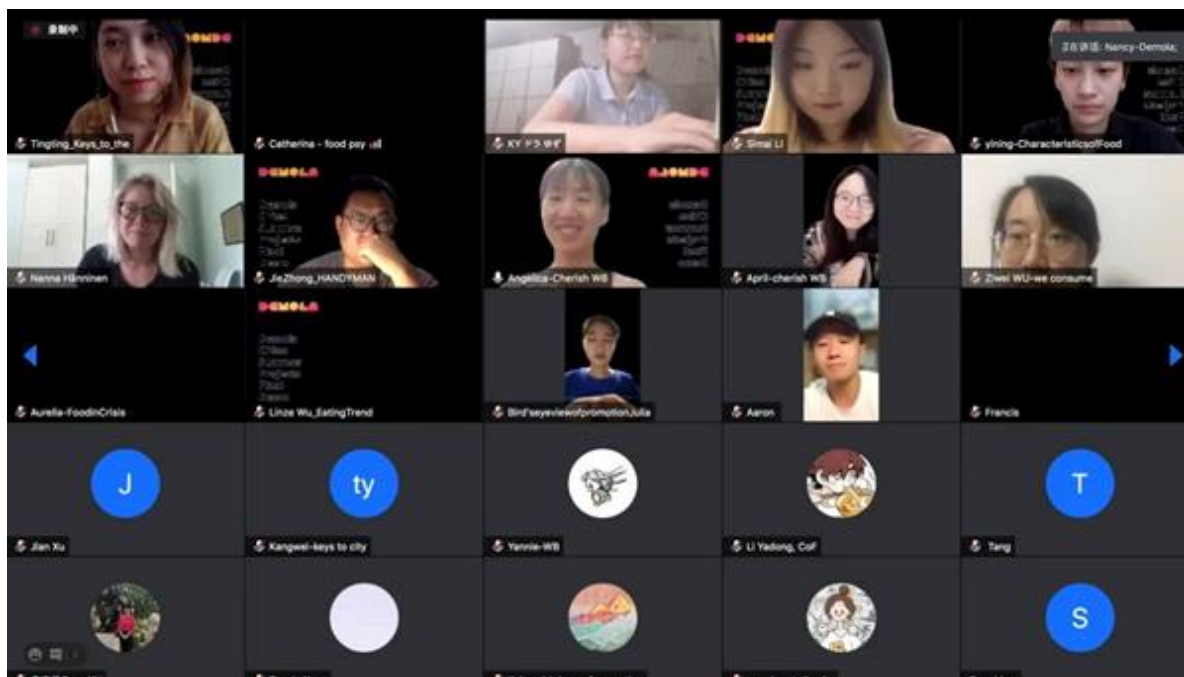


PHOTO: SCREENSHOT FROM NORDIC CENTRE

different time slots. Demola communicated with the student groups on a daily basis in the working groups. Several community events were launched to boost the community engagement and add value to the participants. For example, *Personal Growth* themed talk presented by Finnish Demola participant Henni Kinnunen; and theme talk *How to get 1 million scholarship for your oversea master degree programs?* by the total valued 1 million scholarship winner who is also a Chinese Demola alumni, Nival LIU.

In week 5, on Aug 7th, *Demola China Summer Half-way Review* event took place with all participants and jury members. Each team had 5 minutes to present their initial findings and concepts, followed by a 3-minute QA session with the jury group. The juries are: Fei Mo, Communication Manager at Mondelez International; Christian Kuhna, Founder of Urban Society Design Consultancy, tutor of Alibaba Business School; Michael Wang, Managing Partner at Varyinsight Managing Consultancy; Janne Eskona, Demola Global COO;

and Jere Wessman, Demola Global Creative Director.

After the interaction with all the experts, and receiving feedbacks from the whole community, all teams speeded up and pushed themselves to deliver their final concepts/ prototypes and tried different methods to validate their ideas. In week 8, on August 25th, all the teams submitted their final concept reports in English as scheduled. The average length of the reports is 30 pages.

Final review meetings of each project took place in the week after the report submission. The company managers from Musicinfo, Nature solutions, and Neemo Method spoke highly of the students' contribution and thanked students for their hard work and Demola's guidance/facilitation a lot.

The Final Demo event was held virtually on Aug 31th, Monday, 7-9pm (UTC+8) via Tencent meeting platform and open to public. More than 70 guests attended this online event, including Summer Program participants, professionals from different fields, guests and Demola alumni from different countries.

Starting with the welcome remarks by Jere Wessman, Creative Director of Demola Global, the following guest also gave short speeches: (1) Zhifeng Ying, Deputy Dean at Fudan University School of Innovation & Entrepreneurship; (2) Wen Liu, Programme Officer of Nordic Centre; and (3) Siqi Wu, the Representative of Huazhong University of Science & Technology. Afterwards, 10 teams of 2020 Demola China Summer Program demonstrated their final results and received valuable comments from professionals in different fields.

Keyi Yu, who is a current student of University of Cambridge and joined the Demola project *Keys to the City*, commented: *"Our team members strive to push ourselves beyond our comfort zones, and are united by our intellectual thirst regarding new ideas. The chemistry between our team members is incredible. We are, in fact, more like friends than colleagues as we constantly watch out, care for, understand and support each other. A million thanks to Demola for granting us this wonderful experience to work with such amazing people!"*

*Note: the upcoming Demola creative foresight global online projects are now calling for application till September 17th. The new batch includes 12 projects, starting from September 25th, lasting for 8 weeks. For more info please click: [www.demola.net/apply/autumn](http://www.demola.net/apply/autumn)*

# “Read and learn about Chinese political history and culture”

*What led you to China and why?*

As a student one of my teachers Torstein Hjellum, who in the 1970s was a member of the Marxist-Leninist party in Norway, had taken an early interest in China and established contacts with Fudan University. In the latter half of the 1980s he invited several scholars to our Department of Comparative Politics in Bergen. Hjellum and I had widely different perspectives on politics, but we agreed on one thing: the study of China is – and will become – extremely important. I got to know our colleagues from Fudan, and they invited me to Fudan. I gladly accepted invitations to visit China and was urged by our university leadership to follow up my contacts. On one of my visits to Fudan in the early 1990s the idea of establishing a Nordic Centre was aired, and the idea quickly matured and with the joint efforts of the then President of Fudan, Yang Fujia, and the universities of Bergen and Oslo and the Norwegian Business School (BI) in Oslo, the Nordic Centre was established in 1995.

*How does the Nordic Centre look in 25 years?*

I think the many Nordic member institutions have seen a great advantage in having this hub at Fudan for scholars and students interested in China. The Centre could perhaps develop into a more important place for Chinese scholars and students interested in the Nordic countries. To look 25 years into the future is not easy, but I would be surprised if the Nordic Centre will not expand activities and remain alive and well. I fear that it is less likely that I will be around in 25 years....

*If you should give some advice to young scholars in the Nordic countries that would like to study China, what would your suggestion(s) be?*

Before going to China, read and learn about Chinese political history

and culture. Be informed. China is so different from our own history and experiences. Go to China with an open mind and establish good personal relations with people you meet and shall study or work with. Be aware that China represents a very different political system from ours and that, consequently, conditions of study and work in some respects differ markedly from what one is used to from the Nordic countries.



PHOTO: UIB

*What was your first published academic contribution about, and when did it appear in print?*

That was an article, when I was a master student, in the Norwegian journal of history (Historisk Tidsskrift) in 1972 on the first Norwegian rules on suffrage as outlined in our first (and still existing, amended) Norwegian constitution of 1814, estimating the number of persons qualified for the right to vote. Nobody knew the exact number, but I offered two ways of estimating the number and could conclude that about 45% of males above 25 years of age had the right vote. This is now an authoritative figure!

*What is the one book on China that every person should read?*

I have learnt a lot about Chinese history and mentality – and China’s

## STEIN KUHNLE

- Professor emeritus, Department of Comparative Politics, University of Bergen
- First visited Fudan University in 1990
- Co-founder of the Nordic Centre in 1995
- Likes to give away books and wine to his friends

possible future regional and global role - from Martin Jacques’ book on ‘When China Rules the World’. The book addresses the impact of the new-won economic strength of China on the political landscape of the world. For a long time, the notion of being modern was synonymous with being western, at least that is what “we” were inclined to think. We must get used to the idea that there are “multiple modernities”, to use Shmuel Eisenstadt’s expression.

*And what is the one book on the Nordic countries that would be interesting to foreigners?*

Can I suggest two books? Mary Hilson provides a very good short introduction to Nordic history and the Nordic experience in her book ‘The Nordic Model: Scandinavia since 1945’ and Michael Booth has written an entertaining, ironic book on ‘The Almost Nearly Perfect People: Behind the Myth of the Scandinavian Utopia’.

*What is China for you?*

China is a unique cultural experience. During the 30 years I have travelled to and in China I have witnessed and experienced dramatic social, economic and political changes, and I have made a great number of personal friends who have shared their experiences and knowledge and have helped me understand and interpret the dynamics of change in China. I value very highly the long-time friendship with colleagues at Fudan and at other institutions in China. To be appointed Honorary Professor of Fudan University at the 20 years anniversary ceremony of the Nordic Centre in 2015 is one of many highlights!

*Interview by Hans Egil Offerdal*