

# Herzlich Willkommen!

## Connecting the Dots: Study Abroad...High Impact Learning...Transformational Pedagogy

**Mell Bolen, President, BCA**

**Elizabeth Brewer, Director, International Education, Beloit College**

**Rebecca Hovey, Director, World Learning Global Dialogues**

**Peter R. Kerrigan, Deputy Director, DAAD New York**



# Agenda

- ▶ Introduction
- ▶ The role of sending institutions and faculty in setting the agenda for study abroad
- ▶ What is the role of the university in the global 21<sup>st</sup> Century?
- ▶ Focus on the community side: connecting the global to the local
- ▶ Q&A



**Connecting the Dots in Study  
Abroad:  
The Role of the Home Institution  
and its Faculty**

Elizabeth Brewer  
Beloit College



# What is study abroad's purpose?

National security and economic competitiveness

Disciplinary knowledge and language acquisition

Intercultural competency

Personal growth and progress toward independence

Broadened horizons, adventure, exploration, new friends



# What makes study abroad so challenging?

Mixed messages about its purpose

Confusing array of program possibilities

Differences in pedagogical approaches

Differences in student preparation and expectations

The need to negotiate the new upon arrival, including language



# What makes study abroad work?

Immersion?

Interventions?

Cross-cultural preparation?

Experiential learning opportunities – for credit and not-for-credit?



# The role of the institution and its faculty: Starting points

there is no one ideal program

college and universities have a responsibility to identify study abroad's purpose

students need to be able to approach their study abroad with intention

study abroad outcomes need to become visible and be connected to what happens on campus



## Create a narrative for study abroad: Learning goals

- gain new perspectives on their fields of study,
- develop intercultural competencies and communication skills,
- learn to engage with situations and questions that challenge their own assumptions and values,
- develop the ability to articulate their cultural experience, and
- learn about and from the environments in which they live and study.



## Use the application to help students develop their narrative

- set their own learning goals with the institutional goals
- develop an imagination for their experience
- develop agency



## Help faculty understand study abroad

- Advisor sessions/programs by major
- Service on international committee/review of applications
- Meetings with study abroad representatives
- Vetting programs/universities
- Visible assessment of study abroad outcomes
- Site visits to study abroad programs/universities



## Help faculty connect study abroad to their classrooms

- Content assignments
- Study abroad students as investigative reporters
- The study abroad experience as field research for the senior capstone



# Help faculty develop new pedagogical approaches and content

- Workshops to experiment with teaching tools: mapping, observation, field notes, interviewing, structured reflection
- Seminars and reading groups on particular topics and themes
- Scholarship of teaching and learning as it applies to study abroad and how this applies to teaching and learning at home



# Wit, Will, Wallet

- Wit: capture and develop faculty knowledge and experience
- Will: help make it matter to faculty and students
- Wallet: much can be done with little or no \$\$ outlay internal sources and external sources can be deployed to do more

# Enhancing the impact of study abroad through faculty-student engagement in undergraduate research

*Rebecca Hovey*

*First, the big question*

# What is the role of the University?

## Further questions...

- Knowledge generation, transmission and dissemination – to what end, for what purposes, for whose benefit?
- What goals do we have for “effective educational practice” or high-impact learning?
- What implications does this have for the global society of the 21<sup>st</sup> century?

# *A shift in thinking for the 21<sup>st</sup> century*

## **From a crisis of learning ...**

- **1983, *Nation at Risk*** (Bell) begins school reform movement to achieve excellence
- **1998, “*Reinventing Undergraduate Education*”**, (Carnegie Foundation Boyer Commission,
- *Recommendations centered around inquiry-led learning & learning communities*

## **To a crisis of purpose**

...

**1998, Kofi Anan,** “*I wish to draw your attention to the crisis of knowledge in the Third World...*”

**2008, MacArthur Foundation and Earth Institute:** “*...worldwide, many people working in the field of development are not sufficiently prepared to tackle the challenges they face*”.

# To breaking down the walls of higher education

Open source knowledge, open courseware, e-learning, free access scholarly publishing,

## **Cape Town Open Education Declaration:**

*“...embracing educational practices built around collaboration, discovery and the creation of knowledge; and inviting peers and colleagues to get involved. Creating and using open resources should be considered integral to education and should be supported and rewarded accordingly.”*

# ***The global context of learning is opening to new experiences and perspectives:***

- learning often extends beyond the walls of the university
- In Study Abroad, the intent is to understand how other cultures perceive and act in the world.
- This shapes students' understanding of how knowledge is generated and for what purpose.

# Research methods and epistemologies

- **Ethnographic inquiry** supports reflective, interpretive learning
- **Action research, participatory research** and other models of **engaged inquiry** impart principles of social responsibility and practical relevance
- Appreciation of subjectivity of the “other” and **situated knowledge**

**What does this mean for how we think about “high impact”, “engaged” or “effective educational practices”?**

# 2009 FSSE results:

Activity	Faculty rate as important for seniors
Culminating senior experience (i.e. Capstone)	100%
Practicum or internship	90%
Participation in learning community	83%
Community service	79%
Faculty-student research project	69%
Foreign language coursework	62%
Study Abroad	61%

[http://nsse.iub.edu/2009\\_Institutional\\_Report/pdf/FSSE09%20Combined%20Report%20\(NSSEville%20State\).pdf](http://nsse.iub.edu/2009_Institutional_Report/pdf/FSSE09%20Combined%20Report%20(NSSEville%20State).pdf)

*Adapted from FSSE-NSSE  
Combined Report, August 2009*

# What happens when we combine study abroad, undergraduate research AND faculty-student engagement?

## Forum on Education Abroad Undergraduate Research Awards:



- Student research published in **Frontiers: Interdisciplinary Journal of Study Abroad**
- Faculty member writes a commentary on the student article
- Engagement around the submission process and award can lead to further collaborations AND to enhanced faculty involvement on the topic

# Applied research or design projects:

## Example: Engineers without Borders

- Student campus chapters work with faculty and professional advisors
- Select an international community for a collaborative appropriate technology design project
- Interdisciplinary teams created to lead needs assessment, local impact analysis, community participation, fundraising, implementation, and
- Continuation of the project through iterative phases of project development



# Other approaches:

## □ Peer-learning through Undergraduate Research Symposia:

- Beloit all-campus international research symposium
- Birmingham Southern Latin American Studies Undergraduate Research
- Notre Dame Human Development Student Research Conference

# Mapping resources across the institution

- Does the Undergraduate Research office collaborate with Study Abroad?
- Are faculty-led courses supported by projects such as a MIRT: NSF-funded faculty-student research collaboration
- Faculty-student research through faculty-led study abroad to ongoing community project sites

# Power of transformational pedagogy

- ❑ **Student:** engaged learning and increased awareness of personal identity and responsibilities in the world
- ❑ **Faculty:** extend own research networks, participate in communities of global higher education, gain new insights through student collaboration
- ❑ **University:**
  - As home to the academic disciplines, innovative benefits of bringing new global perspectives to mainstream debates
  - The University as an institution can engage more actively in producing knowledge relevant to challenges faced by the global community



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# Community Service Abroad and at Home

by Mell Bolen, President

Ecuador



Bridge the world. Connect for peace. Act for justice.

Home Campus course	Overseas Program	Home Campus Course
<p>Soc 264 – 4 credits Understanding Communities</p> <p>Work in local community organizations and learn about theories of community building, organization and social structures. Connect the classroom theory to the practice of the organizations in which you are volunteering.</p>	<p>Service learning Project</p> <p>Work in local community organizations for 8-10 hours per week. Once a week seminar discussions on the cultural contexts of the programs and how these differ from or resemble your prior experiences.</p>	<p>Social Issues across the Globe</p> <p>Study various social issues and compare the ways different communities address these. Continue to work with local organizations and bring this experience into the course discussions.</p>

## Sequenced courses

*By Discipline*

*India  
Integrated  
Coastal  
Management*



# By Issue

Connect local social issues with similar topics abroad



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# By Organization

**Amnesty International**

*Greenpeace*

**SOS International**



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# By Project

Designed to continue over time or address one-time needs.



Cuba, 2004

# Maintaining Relationships

- ❖ Student Skills
- ❖ Educational needs of students
- ❖ Host community needs
- ❖ Host community expertise



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# Thank you!

- ▶ [mbolen@bcaabroad.org](mailto:mbolen@bcaabroad.org)
- ▶ [brewere@beloit.edu](mailto:brewere@beloit.edu)
- ▶ [Rebecca.Hovey@sit.edu](mailto:Rebecca.Hovey@sit.edu)
- ▶ [kerrigan@daad.org](mailto:kerrigan@daad.org)