High Impact Practices for Global Justice: The GSP Model
Presenters

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GSP: History

- 2009-2010  First entering class -- 35 students
- 2014-2015  For-credit program coursework introduced
- 2015-2016  Remote international internships introduced
- 2018-2019  Currently 149 students
GSP: Community Profile

- 29 countries represented
- 23 languages spoken
- 45 majors represented across the university

- 2nd Year: 37%
- 3rd Year: 40%
- 4th Year: 16%
- Exchange/Non-Degree Seeking: 7%

- 45% Asian
- 28% Hispanic/Latino
- 6% White/Caucasian
- 3% Other/Mixed Race
- 8% Black/African American
- 8% Middle Eastern/North African
- 3% Not Reported

One World. One Community.
GSP: Today

- Globally diverse living-learning community for sophomores and above
- Curricular and co-curricular programming focused on intercultural competence and global social justice
GSP: Today

- Entering students - live together and take *Defining Critical Global Issues* (fall) and *Addressing Critical Global Issues* (winter)
- Participate in weekly social and cultural events
- Participate in GSP Student Organization
- Opportunity to return as student leaders for 2nd and 3rd year
GSP: High Impact Practices

Highlighted 1st-year Curricular Components:

- Intergroup Dialogue Pedagogy (HIP: Diversity/Global Learning)

- Global Engagement Internships (HIPs: Internships, Collaborative Assignments; Service Learning)
Intergroup Dialogue Pedagogy

"Intergroup dialogue (IGD) is a pedagogy designed to promote an understanding of social identity and social inequality to help students bridge segregation and begin to understand the life experiences of people perceived as different from themselves, to build relationships across differences, and to foster social justice." (Dessel, A. & Rodenborg, N., 2016)
IGD Key Features

- Involves two or more social identity groups with a history of conflict
- Facilitated group experience
- May occur once or may be sustained over time
- Group determines goals and guidelines for communication
- Provides a safe, structured learning opportunity
IGD Learning Outcomes: Empirical Evidence

- Awareness of structural nature of inequality
- Awareness of own social identities and perspectives
- Ability to perspective-take and empathize
- Sense of commonality and positive regard
- Confidence in taking action and changing behaviors
- Sense of responsibility for educating self & challenging others
IGD in GSP

- Must attend three dialogues per semester for academic credit
- 10-20 globally diverse students per dialogue
- Goals and guidelines collectively determined at orientation
- Facilitated by peers with specialized training
- Structured learning activities with follow-up, as needed
GSP Example: Dialogue Guidelines

- Confidentiality
- Primary goal: learning
- Respectful communication
- Trust good intent
- Challenge the idea, not the person
- Empathy
- Move up, move back
- Acknowledge limitations
- Speak discomfort
- Maintain a safe atmosphere
GSP Example: Race & Ethnicity Testimonials

- Goal to listen and understand, not question
- Facilitators model
- Timeline activity
- Sharing & debrief
Global Engagement Internships - Overview

Working together in diverse Collaborative Groups (CG), students conduct research, design action plans, and implement initiatives that meet the identified needs of our partner NGOs, schools, and nonprofits around the world (currently in 9 countries).
Global Engagement Internships - Overview

- Remote internships for the entire academic year in groups of 10
- Group work facilitated by peer facilitators
- Part of the course assignment
  - Social issue annotated bibliography
  - Research paper
Global Engagement Internships - Key Components

- Internship project proposals
- Regular check-ins
- Provide resources to ensure success
  - Resource Guide
  - Connecting campus resources
- Feedback: supervisor evaluation + peer review
- Professional development opportunities
Global Engagement Symposium and Global Citizenship in Practice Conference
GSP: Assessing Impact (high pretest ratings)

- I consider myself bicultural, multicultural, and/or a ‘third culture kid’
- I am aware that my background and social identities influence my perspective - how I see the world and make sense of things
- I recognize how interacting with people from backgrounds and cultures different from my own enhances my work and learning
GSP: Assessing Impact (outcomes)

- Better grasp of how their own culture shapes their values, perceptions, and behaviors
- Better able to discuss and negotiate controversial issues
- Better understanding of how actions in their local community can affect others around the world
- More open to having their own views challenged
Citations


Thank you!