

# Integrating Off-Campus Global Learning with the University Experience

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Session for AAC&U 2018, January 25, Washington, D.C.

# Center for Engaged Learning Multi-Institutional Research Seminars

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The Center for Engaged Learning brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning.

While we know what high-impact educational practices are, we could know much more about three essential issues: (1) how to do these practices well, (2) how to scale these practices to many students, and (3) how students integrate their learning across multiple high impact experiences.



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## Signature Programs

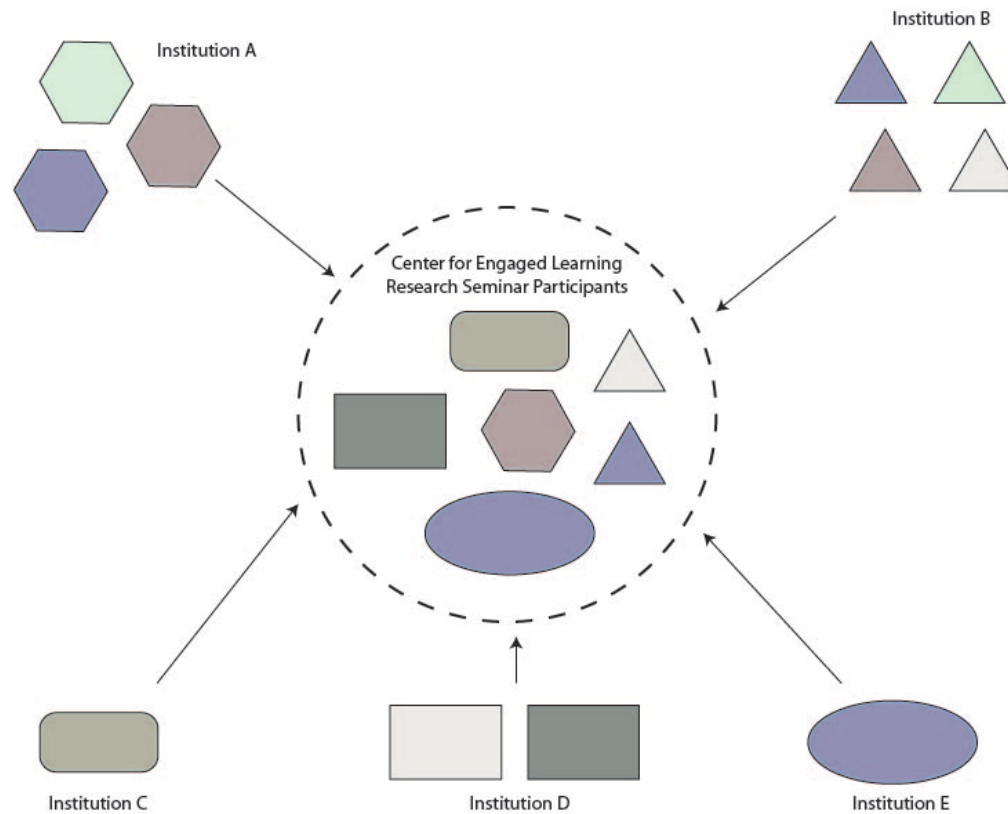
- Research Seminars
- Think Tanks
- Student Seminars

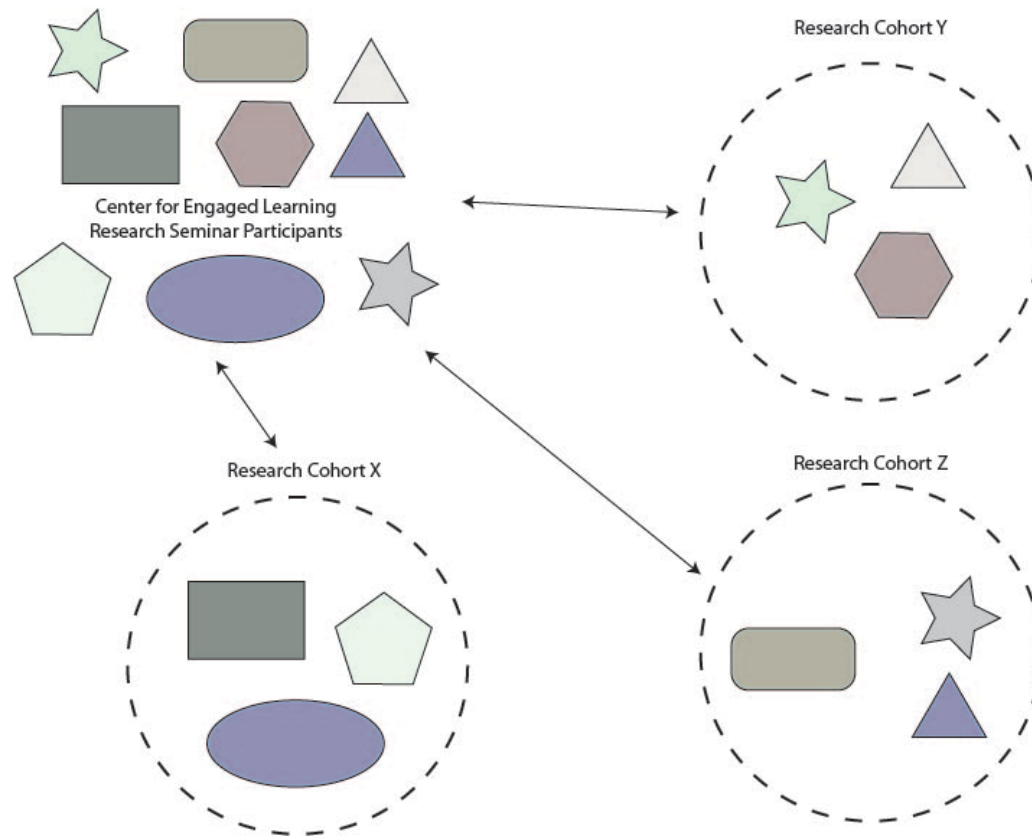
[CenterForEngagedLearning.org](http://CenterForEngagedLearning.org)



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# Integrating Global Learning with the University Experience (2015-2017)

- Higher-Impact Study Abroad and Off-Campus Domestic Study
- Led by Amanda Sturgill, Nina Namaste, Mick Vande Berg, Neal Sobania
- 25 Participants
- 5 Multi-Institutional Teams

<http://www.centerforengagedlearning.org/global-learning/>



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# Where are we going with global learning?



Amanda Sturgill | [asturgill@elon.edu](mailto:asturgill@elon.edu) | @DrSturg



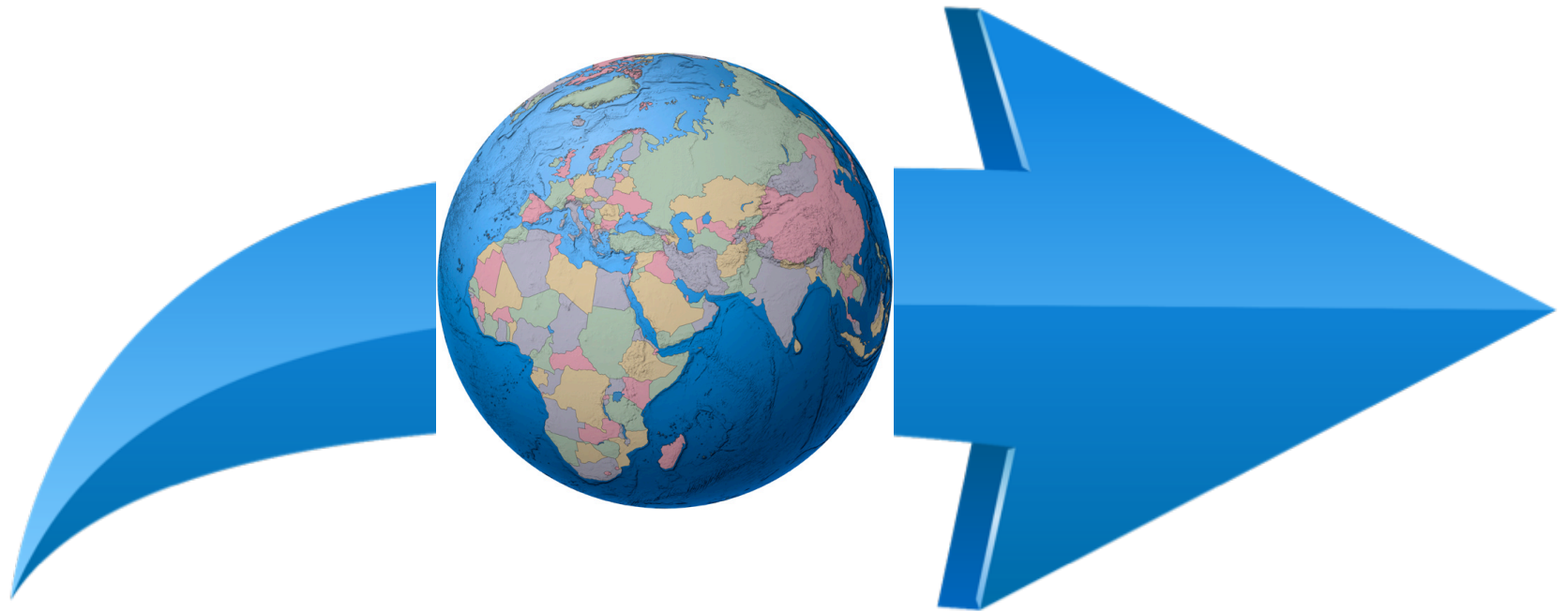
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We don't speak a common language



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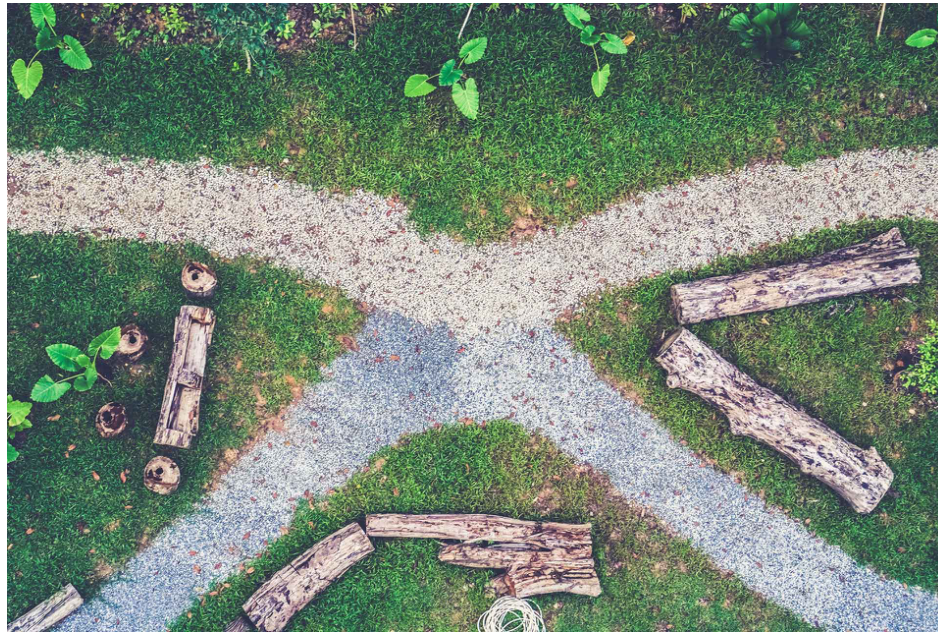
The path is complex



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And it's not just one path



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# But it is one destination: Student learning

- Global learning: a lifelong developmental process in which the learner engages with difference and similarity and develops capabilities to interact equitably in a complex world.
- Study away: an encompassing term referring to university-sponsored learning experiences that occur off-campus, whether internationally or domestically



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**EDUCATORS**  
**INSTITUTIONS**

**PRINCIPLES**

**INTERCULTURAL**

**LEARNING**  
**GLOBAL**  
**LEARNERS**



**ELON**  
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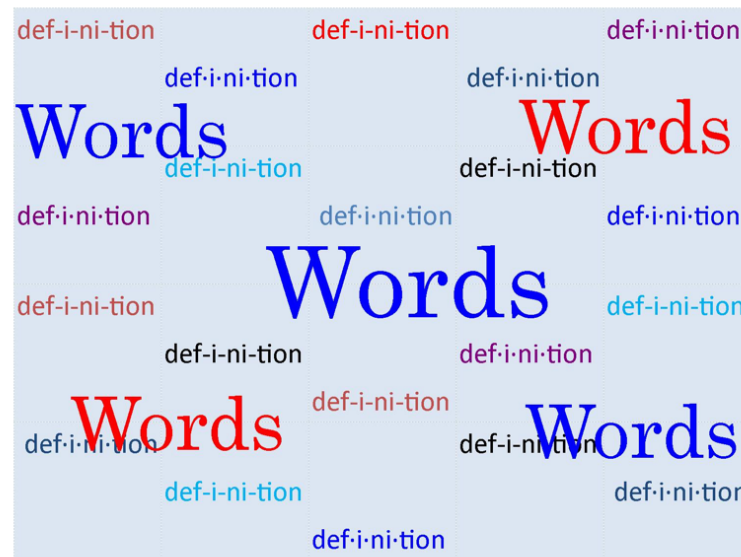
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# Global learning is not bounded



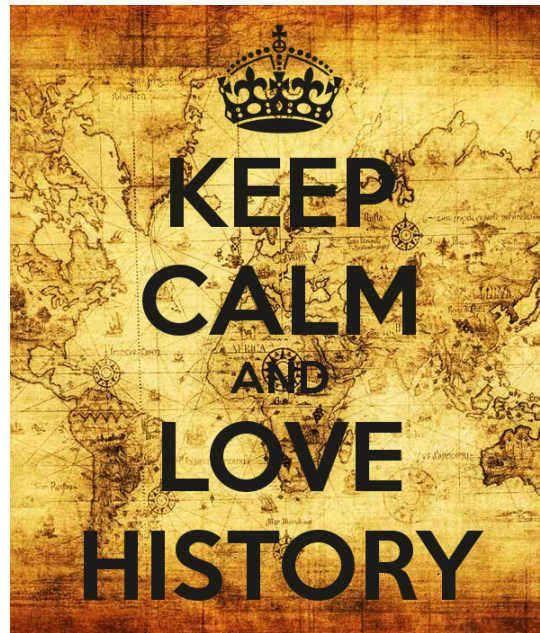
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# Definitions matter for practice



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A learner's past affects his/her present



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# Borders can be defined broadly



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# Global learning helps institutions



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# All global learners can benefit from

- Guided reflections encouraging the *development of one's own thinking* over time and across contexts
- Activities focusing on *cultural lenses, biases, and social constructs* in a general sense
- Readings and study on *power, privilege, and oppression*
- Exercises in *perspective-taking, empathy, and managing ambiguity*
- Interactions with members of the target community focusing on *cultural values and beliefs, customs, and social constructs*
- Exercises *on engaging with difference and managing the emotions that may arise*
- Formative intercultural *assessments and debriefs*



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# Full Elon Statement on Global Learning

Accessible at:

<http://www.centerforengagedlearning.org/aacu2018/>



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# *Exploring Patterns of Student Global Learning Choices*

**A Multi-Institutional Analysis**

Iris Berdrow | [IBERDROW@bentley.edu](mailto:IBERDROW@bentley.edu)



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# Participating Investigators

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- **Dr. Paul Worley (Western Carolina U)**



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# Collaborating Institutions

-  Bentley University (1)
-  Florida International University (1)
-  Kennesaw State University (1)
-  The University of Oklahoma (1)
-  University of Wisconsin-Gree... (1)
-  Western Carolina University (1)



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# Connection to the Elon CEL Research Agenda

- Investigated curricular, programmatic, and institutional factors that cause students to select international off-campus study.
- Conceptualized international study as global learning practices *integrated* into the rest of a university education.
- Acknowledged that global competency develops iteratively over many experiences.
- Conducted longitudinal multi-institutional research.



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# Theoretical Grounding:

**Global learning is process which happens over time through various stages.**

- Kolb's (1981) theory of experiential learning
- Bennett (1993) intercultural development
- Mizerow and Taylor (2009) – theory of transformational learning

**Institutional structures determine choice pool.**

- Green and Olson (2008), Savicky (2008) – contextual and environmental factors
- Salisbury et al (2009) – impact of co-curricular involvement on intent
- Vande Berg et al (2012) transformative nature of institutional interventions

**Student characteristics influence choice to engage**

- Pintrich (2004) – how individual self-regulation of cognition, motivation and behavior influences search for opportunities
- Salisbury et al (2009) – gender, socioeconomic status, ethnicity, etc. influence participation
- Butterbaugh (2013) – familial influences on choice



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# Research Questions:

1. How do student choice patterns of Global Learning Experiences (GLE) vary by institutional characteristics?
2. How do student characteristics relate to patterns of GLE?
3. To what extent do student global learning choice patterns relate to perceptions of the value of study abroad?



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# Defining Global Learning Opportunities

- As Bolen points out (p.5), there is cross use of the terms international education, education abroad, study abroad and foreign study. We are interested in global learning opportunities (GL Opportunities) that increase global learning outcomes (GL Outcomes). Those global learning opportunities can be experienced at home or abroad.
- We focus on **study abroad defined as educational experiences which occur in out of country locations**, and **global education (with/without travel) defined as education about foreign cultures which occur in country**.

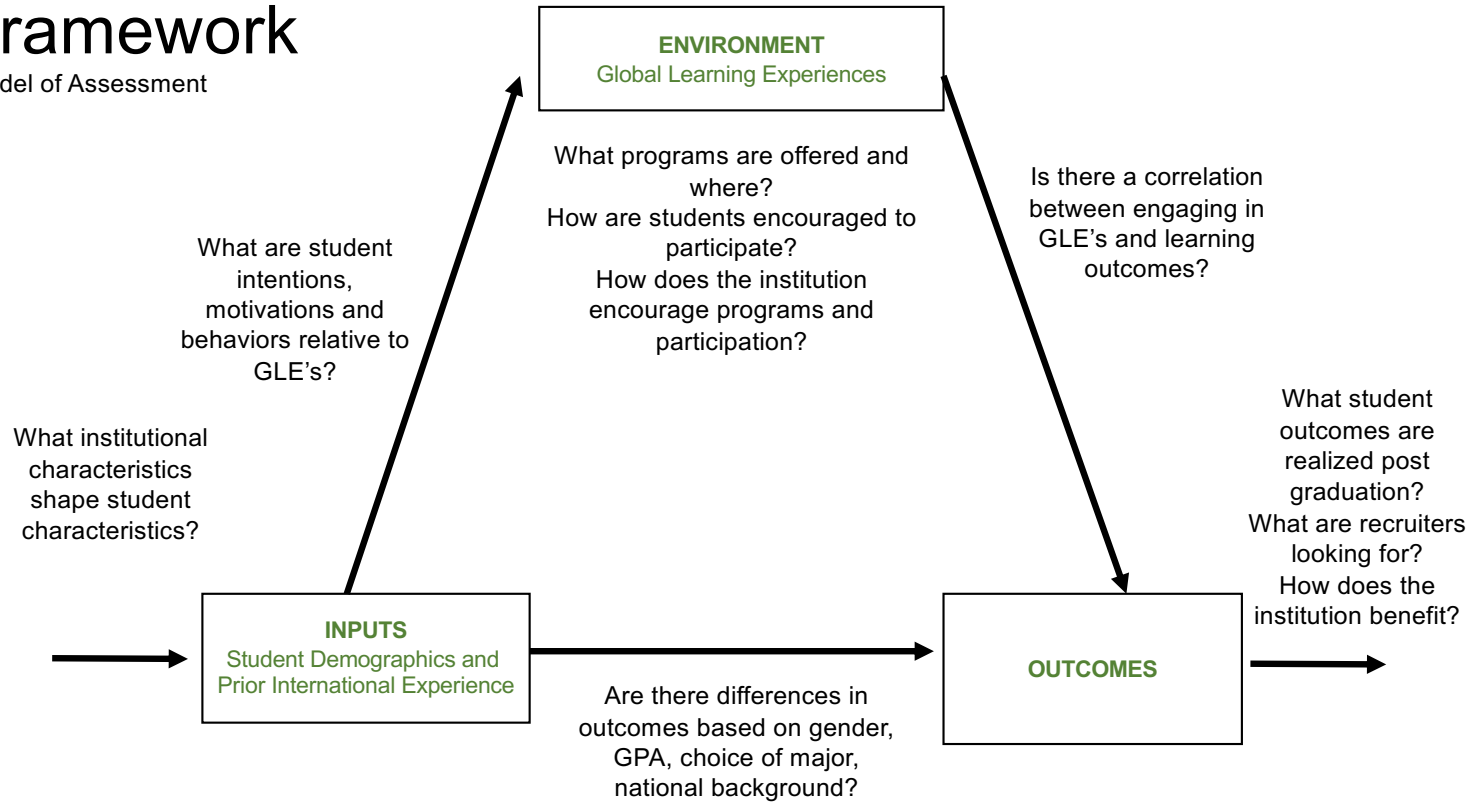


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# Organizing Framework

Based on Astins' I-E-O Model of Assessment



Astin, Alexander W. (1993) *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education*. American Council on Education: Series on Higher Education, Oryx Press.



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# Research Design

## Data types:

- Institutional mapping
- Student surveys (2)
- Focus groups and interviews

## Data analysis:

- Comparative
- Correlations
- Qualitative



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# Institutional Mapping

- Carnegie Classification for type of institution
- Number of students, total and UG
- Number of students participating in SA
- Number of international UG students
- Demographics of students
- Number and type of active UG SA credit programs
- Number and type of global learning programs and opportunities
- Support for global learning – courses, centers, programs and events, organizations, etc.
- Number of languages taught
- Support for SA – scholarships, grants, faculty development



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# Student Survey

- Our primary sample are students who have graduated during AY14/15 and have taken a study abroad. Our interest is in their pattern of choices of global learning opportunities throughout their education.
- Phase I Sample – students who have graduated during AY14/15 and have taken one of the previously identified SA Opportunities.
- Phase II Sample – students who have graduated during AY14/15 and have not taken SA opportunities



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# Student Survey

- Enrolled or completed GE courses with or without domestic travel
- Participation in intercultural organizations, clubs or S-L on or off campus
- Did SA include Internship, Service learning
- Foreign language expertise and experiences
- Off-campus intercultural relationships
- Previous international travel
- Familial intercultural host experiences
- Intercultural family background
- Strength of interest in Study Abroad experience
- What influenced decision to participate



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# Focus Groups/Interviews

9 students were interviewed during fall 2017, (FIU 1), (KSU 5), (UWGB 3)

- What does global learning mean to you?
- Describe the different types of global learning experiences that you have participated in.
- To what extent were you aware of global learning opportunities at your institution?
- Why did you choose these particular opportunities?
- What determined the particular order of your various global learning experiences?
- What was the impact of study abroad on your global learning choices and your academic and career plans upon your return?
- How have you changed through your global learning experiences?
- What knowledge, skills and attitudes did study abroad and your other global learning experiences give you that you will apply in your future career



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# Findings Q1: How do student choice patterns vary by institutional characteristics?

- Institutional structures, demographics, and opportunities of each institution vary.
- While each institution valued internationalization, facilitation of global learning experiences differed significantly.
- Factor analysis conducted on combined survey data indicated that institutional offerings and designs mattered to student consideration of options.



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# Three factors:

## 1. Institutional features and the impact of social groups:

- academic requirement, timing, career impact, marketing
- Influence of family, faculty, mentors and peers

## 2. Personal or internal feelings:

- Means for personal growth and development, experiencing new environments, people and cultures.

## 3. Money

- Scholarship opportunities, program cost, additional options to pay.



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## Findings Q2: How do student characteristics relate to patterns of global learning experiences?

- Those who engage in global learning experiences are also the most highly motivated global learners, i.e. more likely to host an international student and/or engage in global activities on campus. Direction of the relationship is not clear, it may be that those more globally minded engage in both on- and off-campus global experiences.
- Prior travel does not correlate with study abroad choices.
- Those born abroad or having parents who were not US born, and those whose family hosted international students, were more likely to be involved in international organizations and participate in international events.



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Findings Q3: To what extent do student global learning choice patterns relate to perceptions of the value of study abroad?

Those who studied abroad see global learning as a *process* involving multiple and diverse experiences and patterns that despite disruptions and challenges, produces invaluable learning outcomes and personal and professional gains.



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# Interpretations:

- Institutional structures, especially curricular requirements, matter.
- Prior international experiences such as having friends of diverse backgrounds, speaking a foreign language, and interacting with international people at home, impact student choices.
- Students who are global learners show a pattern of participation.



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# Recommendations:

- Demonstrate concrete advantages to specific fields or student groups. Focus on tangible benefits to career and academic progression.
- Encourage faculty, student peers and mentors to make the case.
- For many learners the decision will come down to money – cost, scholarships or lost income.
- Structure global learning experiences as opportunities for transformational learning – for those who cannot take full advantage of study abroad opportunities.
- Student interests and inclinations may already be in place when they arrive to campus. Collaborate with K-12 schools to provide early exposure to global learning.



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Catch the “global learning bug” early!  
Once exposed, students are more likely to  
continue on the global learning trajectory.



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*Have Interest, Will Not Travel:  
Multi-Institutional Study of the  
Reasons Why Students Opt Out of  
Study Abroad*

Learner non-academic and non-monetary  
characteristics and access to global learning

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# Connection to the Elon Statement: Overall Research Agenda and Working Principles

- “Individual learner's factors that influence off-campus study decision”
- “Nature of exclusion and inclusion and its effect on global learning”
- “Role of social justice within global learning initiatives”
  - “Factors privileging participation in global learning”
  - Equity in access to global learning



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# Paradox

- Multiple, well-documented benefits of study abroad, but the number is declining and is around 10% of undergrad student population
- Why don't we see more students and are some categories of students systematically excluded?



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# Typical (and well researched) reasons for opting out

- Money
- Jobs/time commitment
- Curricular concerns/timing of SA
- But also -- social, cultural, and demographic characteristics of individual learners matter
- Some other factors to consider, in addition to well studied effects of gender, race/ethnicity and sexual orientation.



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# Results from open-ended questions on multi-institutional survey

- Oklahoma University (R1)
- Florida International University (R1)
- Kennesaw State University (R3)
- Bentley University (MA Large)
- University of Wisconsin-Green Bay (MA 2 Small)



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# Data and Methods

- Survey of 2014-2015 graduating seniors who did not study abroad
- N=349
- One open-ended question invited students to reflect on reasons why they did not study abroad (N=181)
- Responses were analyzed by 3 coders using cloud analysis and manual content analysis
- 4 unexpected barriers confirmed by all 3 coders, regardless of content analysis techniques



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# Data and Methods: Follow Up

- Previously collected survey data from Bentley of reasons why students did not study abroad (N 941)
- 8 detailed responses from affected student categories (KSU-6 , UWGB-2)
- 10 responses from international education professionals (KSU–6, UWGB-4)
  - directors and staff of the Offices of International Education
  - faculty leaders of study abroad programs



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# Results

- 48 (out of 181 or 26.5%) respondents on multi-institutional survey cited 4 non-academic barriers of being caregiver, veteran, athlete or having mental health issues
- Barriers were reported at all institutions



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# Results from Multi-Institutional Survey of Non-Participating Graduating Seniors

Type of Reasons Given in Open-Ended Responses/Institution	Total of Open-Ended Responses by Institution	Military-Related Reasons	Family-Related Reasons	Health-Related Reasons	Campus Sports-Related Reasons
BU	39		1		6
OU	91	8	12	2	3
UWGB	42	1	6	1	5
KSU	3		1		
FIU	6			2	
Totals for each category of responses	181	9	20	5	14



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# Supporting data from Bentley U (quantitative survey data – Iris Berdrow)

Table 2

1 = deciding factor 2 = very important 3 = somewhat important 4 = weak influence 5 = irrelevant to decision

	N	Mean
<u>influenced decision to not participate...Do not perceive the cost to be affordable</u>	<u>937</u>	<u>3.17</u>
<u>influenced decision to not participate....-Does not fit/meet my academic requirements</u>	<u>935</u>	<u>3.25</u>
<u>influenced decision to not participate...Personal disinterest</u>	<u>938</u>	<u>3.33</u>
<u>influenced decision to not participate....-Do not want a change of environment</u>	<u>934</u>	<u>3.49</u>
<u>influenced decision to not participate...-Parental Influence</u>	<u>938</u>	<u>3.77</u>
<u>influenced decision to not participate...-Do not perceive a positive impact on my career</u>	<u>941</u>	<u>3.77</u>
<u>influenced decision to not participate...-Influence of peers/friends</u>	<u>937</u>	<u>3.97</u>
<u>influenced decision to not participate...-Not aware of any IEs</u>	<u>941</u>	<u>4.13</u>
<u>influenced decision to not participate....-Influence of school staff, professor and/or mentors</u>	<u>938</u>	<u>4.19</u>
<u>influenced decision to not participate....-Do not want to challenge myself</u>	<u>940</u>	<u>4.41</u>



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# Supporting data from Bentley U – cont'd

Table 3

Of the deciding factors or very important “other” responses that were not in the predetermined list:

<u>quality of education</u>	<u>1</u>	<u>0.5%</u>
<u>age</u>	<u>2</u>	<u>1.1%</u>
<u>grade concerns</u>	<u>2</u>	<u>1.1%</u>
<u>too long away from home</u>	<u>2</u>	<u>1.1%</u>
<u>work</u>	<u>5</u>	<u>2.7%</u>
<u>health</u>	<u>7</u>	<u>3.7%</u>
<u>made other choices</u>	<u>7</u>	<u>3.7%</u>
<u>already have intl travel</u>	<u>11</u>	<u>5.9%</u>
<u>family</u>	<u>11</u>	<u>5.9%</u>
<u>intl student</u>	<u>11</u>	<u>5.9%</u>
<u>athlete</u>	<u>62</u>	<u>33.2%</u>



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# Students (UWGB and KSU): Caregivers and Veterans

- “Traveling is one of the single most important ways an individual can broaden their minds. I would love to study abroad, but being a parent of 2 and in the National Guard, I am unable to participate.”
- “Study abroad allows students to experience, learn, and expand in a way that they would not be able to in a classroom setting. But I am unable to find the time away from my children. I am a parent and a full-time student so I already sacrifice family time for school work.”
- Family obligations resulted in early withdrawals at KSU
- Campus is “obtuse to [our] plight”



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# International Ed Administrators Comments (KSU and UWGB) – Caregivers and Veterans

- Parents: “Concerns for the folks at home present a barrier.”
- Veterans: “Been there – done that, equated their military tour with study abroad and a lack of desire to experience more.”
- Veterans: “Medical issues (anxiety, depression, personal illness or limitations), making sure GI bill fits the academic program they are interested in, and the cost of the program – even with GI benefits.”
- Some military veterans report negative study abroad experience.



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# Students (KSU): Support Service Clients

- Pre-departure anxieties due to difficulties in planning and preparing for the unknown.
- In-country, the language barrier, cultural differences and unclear performance expectations contributed to rendering the experience untenable.
- All note life lessons learned that go beyond the merits of “real-world language skills.”



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# International Ed Administrators Comments (KSU) – Health Issues

“We definitely see more mental health than behavioral issues. And more women than men, because more women than men enroll. It doesn’t really matter whether they are traditional or non-traditional learners. Military veterans will be more open about anxieties, depression, or PTSD.”



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# International Ed Administrators Comments (UWGB and KSU) – Health Issues

- “Many of our students have never travelled even to Chicago, let alone out of the country, so they often come with a high degree of fear and anxiety about travelling abroad.”
- “Our hands are tied beyond contacting the Dean of Students, or Counseling and Psychological Services.”



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# International Ed Administrators Comments (UWGB) – Student Athletes

- Student athletes have to overcome “training schedules, [lack of] coach support, NCAA regulations and the lack of college funding (i.e. athletics will not pay for their credits).”
- “Student-athletes have scholarships or were recruited to play a particular sport and that is a ‘requirement’ for them.”
- “Athletic team practices” is a barrier, especially since “academic calendars and deadlines don’t align internationally.”



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# Implications and Recommendations

- How far should universities go to ensure equity in access to study abroad?
- How can universities help student caregivers?
  - Should we think about family-friendly study abroad trips and family-friendly destinations where kids, regardless of country of origins, will have free access to medical care, childcare, etc.?
  - Scholarships to help with caregiving at home?



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# Implications and Recommendations

We do not equate military tour with academic study abroad experience.

- How can we convince vets that study abroad is valuable in its own right?
- We suggest offering internships or service learning as study abroad experience for vets.



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# Implications and Recommendations

How much more should universities do for student athletes, who are already receiving scholarships?

- Should universities be more flexible by giving athletes 2-3 weeks of a training break during their 4-5 years of competing for institution?
- Should there be athletes-only SA trips? Can athletes train while studying abroad?
- We suggest better communication between OIE and Athletics Departments



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# Implications and Recommendations

Should universities encourage students with anxieties and fears to embark on study abroad?

- We advocate a more systematic collaboration between support services and study abroad offices.
- More risk management for faculty
- Information about mental health resources for SA



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# Implications and Recommendations

Creative and targeted study abroad program design options:

- Short-term rather than semester- or year-long
- Trips with clubs
- Scholarships (e.g., VA or ROTC)



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# Implications and Recommendations

Need to educate our colleagues about deepening gap between global learning haves and have-nots.

There are some surprising student groups who need more help than we are currently prepared to give.



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# Implications and Recommendations

Think about other global learning opportunities on campus that might provide an easier access to our four affected groups.

- Student parents, veterans, and athletes can still participate in other forms of global learning on and off campus
- Global learning courses should be of particular interest



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# Questions?

- Where does Global Learning currently occur in your curriculum (on- or off-campus)?
- How might you extend access to groups underrepresented in study away?
- How might you account for students whose pathways aren't "standard" based on your institution's curricular design?



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