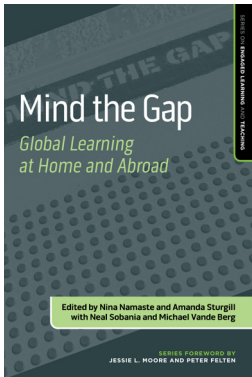


READING GROUP GUIDE

from the Center for Engaged Learning



MIND THE GAP

Global Learning at Home and Abroad

Edited by Nina Namaste and Amanda Sturgill

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Supplemental resources (including additional discussion questions specific to each chapter) can be accessed at: www.CenterForEngagedLearning.org/books/mind-the-gap

FOR DISCUSSION

1. How would the way global learning is defined inform scholarship within and across disciplinary lenses? How do disciplinary frameworks and constructs inform the scholarship on global learning? How about the practice?
2. How and why do colleges and universities tend to privilege study abroad/study away over other types of global learning experiences?
3. What are some practical ways that study abroad/away programs could bridge the readiness gaps fueled by affluence and privilege?
4. Like all global learning, entering new communities carries responsibility to minimize harm to them. Some practitioners believe the challenges and repercussions are different for international and domestic off campus study? What is evidence against this view?
5. Intercultural competence is an important component of global learning but not all students have the ability to participate in study abroad/travel programs. How might you integrate intercultural learning within an on-campus course and/or a local context?
6. How do you know if students are achieving global learning? What is the evidence of students' global learning? How will others know that students are succeeding at global learning?
7. How can we better support students' meaning making and global learning processes via:
 - improved university structures
 - curricular integration
 - scaffolding of learning
 - faculty development
 - evidence based research
 - assessment/assessment feedback loops?
8. Given the importance of faculty/mentors' role in guiding the essential elements of quality HIPs, there are also many unanswered questions related to the faculty role. What qualities are necessary for teachers and mentors? What supports do they require to facilitate high-quality teaching and learning in global contexts?
9. Faculty who lead study abroad programs may not have had opportunities to develop intercultural competence themselves. How might faculty leaders' skills be developed so as to serve as intercultural guides and mentors? What might you say to faculty members who claim they just don't have time to incorporate cultural orientation activities?
10. How do the findings reported in this volume challenge you to rethink your beliefs and assumptions about study away/study abroad? How can readers make positive change in the field?

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ABOUT THE CENTER

The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning. Jessie Moore and Peter Felten co-edit the Stylus/Center for Engaged Learning Series on Engaged Learning and Teaching. See our website for more information on our book series.

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