

Embedding Global Education in Faculty-led Study Abroad Programs

Central Michigan University (CMU) is committed to creating transformative global educational experiences for students that will shape them as responsible citizens of a global society. The Office of Global Engagement (OGE) is the designated administrative office at CMU with the mandate to develop programs that promote *meaningful interactions with the world as a whole* for students, faculty, and staff. Through thoughtful and innovative programming, OGE leads the conversations at CMU on global education among faculty, students, and administrators.

To prepare graduates to be active and responsible global citizens, a CMU education must intentionally help students to acquire a *global perspective* - a comprehensive lens through which to perceive and understand the identity of self and others. A global perspective is inseparable from the acquisition of knowledge and the development of attitudes, competencies, and skills necessary for successful lifelong engagement with multiple unavoidable *glocal*¹ issues, concerns, and problems facing humanity. Through the updated model of Faculty-led Study Abroad Programs, students will develop knowledge, intercultural perspectives, attitudes, and habits at the core of the global citizen for the contemporary world.

Global Education

Over the last 20 years, education abroad has shifted from a focus on global mobility - providing students the opportunity to travel and study outside of the U.S. - to a more holistic emphasis on *global education* - an interdisciplinary approach to learning and developing skills necessary to be successful in an increasingly interconnected and interdependent global. The complex processes encompassed by the contested term *globalization* continue to shape the contemporary approach to global education. *Globalization* may be understood in terms of three interrelated formations: (1) the post-nationalization of production, distribution, and consumption of goods and services; (2) the new information, communication, and media technologies, and the resulting knowledge-intensive work; and (3) worldwide migration generating significant demographic and cultural changes in most regions of the world.² In turn, Global Education may be seen as a response to these formations: (1) empirically-based knowledge and skills, such as competency and numeracy, science, and technology skills; (2) higher-order cognitive and metacognitive skills, including critical thinking and creative problem solving; and (3) global dispositions, perspectives, and attitudes.

¹ Glocalization is the simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems. (<https://www.britannica.com/topic/glocalization>). See, V. Roudemetof (2016) "Theorizing glocalization: Three interpretations." *European Journal of Social Theory* 19(3) 391-408.

² Suárez-Orozco, M. & Suárez-Orozco, C. (2006) "Globalization, immigration, and education: Recent U.S. trends" in M. Sánchez Sorondo, E. Malinvaud, & P. Léna (eds), *Globalization and education*. Proceedings from a Joint Working Group of the Pontifical Academy of Sciences and the Pontifical Academy of Social Sciences, November 2005, Vatican City.

Global Education integrates academic, global, intercultural, and integrative adaptive learning outcomes with global mobility to help students gain the knowledge, outlooks, and immersive experiences for their life-long journeys as global citizens. It entails broader student learning and development goals and outcomes as an integral element of design and implementation.³

1. *Student development*: The program provides opportunities that encourage student development (e.g., leadership skills, service orientation, maturity, tolerance for ambiguity, growth in cultural awareness).
2. *Learning outcomes*: The program fosters discipline-specific and/ or interdisciplinary learning outcomes appropriate to the curriculum, site, and program goals.
3. *Intercultural development*: The program provides language and intercultural development opportunities appropriate to its mission.
4. *Intrapersonal development*: The program includes opportunities for reflection during and after the experience.
5. *Environmental and cultural responsibility*: The organization fosters faculty, staff, and student awareness and minimization of harmful individual and program-related environmental and social-cultural impacts.

A new model for Faculty-led Study Abroad Program

Faculty-led Study Abroad Programs holistically integrate academic, intercultural, global, and integrative and adaptive learning goals and outcomes in a mutually reinforcing fashion to produce a transformative experience for students. These programs are not simply classroom-based courses that have been re-mapped to be taught in an international location. The transformative effect of these programs will extend beyond its participants, as faculty and students return to the CMU campus and incorporate their global experiences and learning into classrooms and broader conversations within CMU.

Faculty-led Study Abroad Programs are collaborative undertakings between faculty leaders and OGE professional staff. Faculty design the academic course's disciplinary and global learning goals, OGE staff bring their professional knowledge and experience teaching, designing, and managing culturally immersive programs to develop the intercultural and experiential learning elements. The faculty leader plays a multi-faceted role in the programs; they are leaders, teachers, facilitators, and fellow global learners. The research in education abroad suggests that the faculty-leader plays a very important role in the degree of intercultural learning experienced by students as well as the overall success of short-term faculty-led programs. They help students to assimilate various types of learning by creating opportunities for processing and reflecting upon intellectual, cultural, and emotional experiences.

By requiring students to move out of their "comfort zones", Faculty-led Study Abroad Programs encourage students to explore professional development goals, intercultural

³ Forum on Education Abroad's *Standards of Good Practice for Short-Term Education Abroad Programs*, 2009

knowledge, and cultivate positive attitudes towards people from other cultures. These experiences improve students' self-esteem and confidence and foster collaborative relationships between teachers and students from different cultural contexts.

Fundamental Dimensions of New Faculty-led Study Abroad Programs

CMU's Faculty-led Study Abroad Programs will have the following required elements

1. Learning Outcomes-based programing

All Faculty-led Study Abroad Programs will be developed around specific learning outcomes in each of the following areas: (1) Academics; (2) Global Learning; (3) Intercultural Knowledge and Competence and (4) Integrative and Applied Learning. The proposal must articulate a rationale for the program, the specific location(s) being proposed, and the specific learning outcomes the program will achieve through its curricular and co-curricular components. Please consult the AAC&U's VALUE rubrics for Global Learning, Intercultural Knowledge and Competence, and Integrative and Applied Learning in the Faculty-Led Study Abroad Programs Share Point.

2. Programs Program Duration

Summer term programs must provide students with an immersive in-country experience for *a minimum of 14 days*, excluding program travel dates (arrival and departure dates). Spring break and embedded programs (part of a course) may be less than 14 days but should still strive to address the four categories of learning outcomes relative to the scope and nature of the program.

3. Diversity of Program Destination

Diversity of destination is essential to intellectual, cultural, and intercultural encounters. OGE encourages faculty leaders to propose programs that provide students with the opportunity to engage cultural contexts beyond the familiar locations in (western) Europe.

Although global education and its variants are used widely in the higher education discourse, there is general agreement that an institution's vision of global education must be linked to measurable learning outcomes.⁴ The American Association of Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics provide a starting place from which to conceptualize and implement global educational opportunities for CMU students.⁵

1. Inquiry and Analysis (= Academics)

Inquiry and analysis is the core of a Faculty-led Study Abroad Program and is the exclusive domain of the faculty-leader, who shapes the scope of inquiry – the systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments - and analysis – the process of breaking complex topics or issues into parts to gain a better understanding.⁶

⁴ Hovland, K. (2014) "Global Learning: defining, designing, and demonstrating." NAFSA Association of International Educators. 2014.

⁵ <https://www.aacu.org/value>

⁶ Association of American Colleges and Universities (AAC&U). (2009). Inquiry and analysis VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>.

2. Global Learning

Global Learning is often implicit in the inquiry and analysis goals of any course. In Faculty-led Study Abroad Programs, the global dimension is explicitly articulated in the context of the program's location. Global learning entails "the critical analysis of and engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability."⁷



Fig. 4: Global Competency Model.⁸

It enables students to (1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, (2) seek to understand how their actions affect both local and global communities, and (3) address the world's most pressing and enduring issues collaboratively and equitably.⁹

3. Intercultural Knowledge and Competence

A responsibly engaged citizen of a global society requires not only academic knowledge of the global – peoples, culture, languages, and societies – but more importantly the ability to understand the *Other*¹⁰ in relation to oneself intellectually and experientially. Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."¹¹

⁷ Association of American Colleges and Universities (AAC&U). (2009). Global Learning VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/global>.

⁸ <http://calglobaled.org/global-competence>

⁹ <http://calglobaled.org/global-competence>

¹⁰ See, Belsey, C. (2020) Poststructuralism: A very short introduction. Oxford University Press; Staszak, J. (2008)

¹¹ Association of American Colleges and Universities (AAC&U). (2009). Intercultural knowledge and competence VALUE. Retrieved from <https://www.aacu.org/value/rubrics/integrative-learning>.

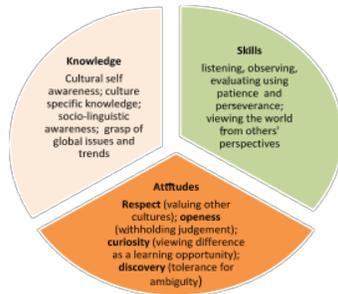
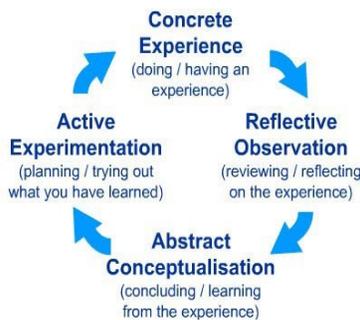


Fig. 3. Constituent elements of intercultural competence (Adapted from Deardorff, 2006).¹²

It entails the ability "to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that is both effective and appropriate in intercultural interactions." The goal is to help students to critically engage with their own deeply embedded cultural patterns, compare them with others, and adapt empathically and flexibly to unfamiliar ways of being. Programs intentionally incorporate opportunities for students to learn to think and act appropriately, to communicate, and to work collaboratively with colleagues from different cultural backgrounds in both global and local contexts. These practical 'soft' skills will be essential to the success of CMU graduates as they move into an increasingly globally interconnected job market and as they relocate to increasingly globally interconnected cities – both within and outside of Michigan.

4. *Integrative and Applied Learning*

Integrative and Applied Learning is an "understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus."¹³ Experiences that involve 'doing' must be intentionally connected to structured opportunities for reflection and meaning-making.¹⁴



¹² https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/centresprojects/globalperspectives/Definition_of_Intercultural_competence.pdf

¹³ Association of American Colleges and Universities (AAC&U). (2009). Integrative and Applied Learning VALUE. Retrieved from <https://www.aacu.org/value/rubrics/integrative-learning>.

¹⁴ Kolb, D (1984). *Experiential Learning as the Science of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.

Fig. 4: Kolb's Experiential Learning Cycle.¹⁵

Faculty-led Study Abroad Programs help students to think outside and beyond disciplinary frames of reference and intentionally incorporate "direct experience and focused reflection to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities."¹⁶ Integrative and Applied Learning may include internships, service learning, undergraduate research, and other creative and professional work experiences. It places academic, intercultural, and global learning into practice to produce new understandings of discipline-based knowledge in the context of cross-cultural collaboration.

¹⁵ <https://www.simplypsychology.org/learning-kolb.html>

¹⁶ <https://www.aee.org/what-is-ee>