



**6TH ANNUAL**

# DIVERSITY ABROAD CONFERENCE

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## Building A Global Classroom at HBCU's



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# Disparities in Study Abroad among Students at HBCU's

- ❑ African American students continue to be underrepresented in study abroad opportunities (NAFSA, 2015).
- ❑ Undergraduate Social Work majors are less likely to participate in global learning programs, although the number has increased over the past several years. (Council on Social Work Education, 2008).

Race/Ethnicity	U.S. Postsecondary Enrollment 2015-2016	U.S. Students Abroad 2015-2016
African American Or Black	14.1%	5.9%
Asian/Pacific Islander	6.8%	8.4%
Caucasian	57.6%	71.6%
Hispanic/Latino American	17.3%	9.7%
Multiracial	3.5%	3.9%
American Indian/Alaska Native	0.8%	0.5%

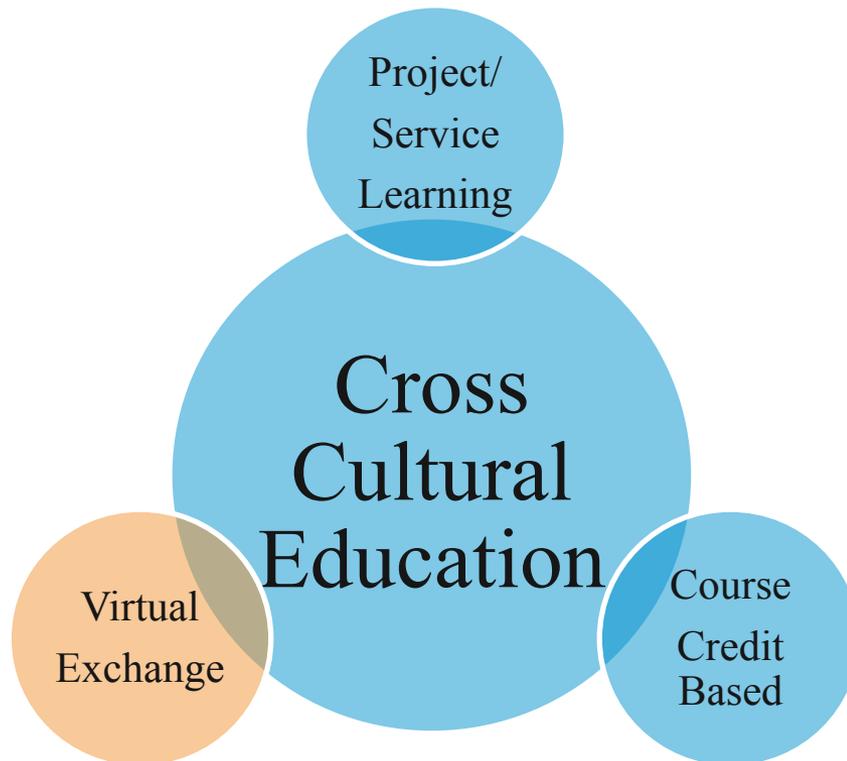
Current data from the Institute of International Education's Open Doors Report are

# Common Barriers among African American Students



- Financial
- Anxiety
- Personal experiences with Human Rights and Social Justice outweigh injustice abroad.
- Family and Community Support
- Education about opportunities

# Bowie State University's Global Learning Model



## Mission

“The mission of the Global Learning Visits Program is to promote lifelong learning for undergraduate social work students through international travel and virtual connections.”



# Global Learning Program

## Goals

- Cultivate intercultural competencies.
- Generate new knowledge about global issues.
- Expand perception of social work practice and policy.

## Student Learning Outcomes

- Understand alternative approaches to social work globally.
- Interpret aspects of other cultures and countries with greater accuracy.
- Acquire a heightened sense of global interconnections and interdependencies.

*Virtual Exchange: International Education for  
All.”*

# Soliya Connect

- ❑ Virtual exchange online
- ❑ Optional Global Learning experience
- ❑ Establishes a deeper understanding for the perspectives of others on important socio-political issues.
- ❑ Integrate into university courses across a variety of disciplines.
- ❑ [www.soliya.net](http://www.soliya.net)





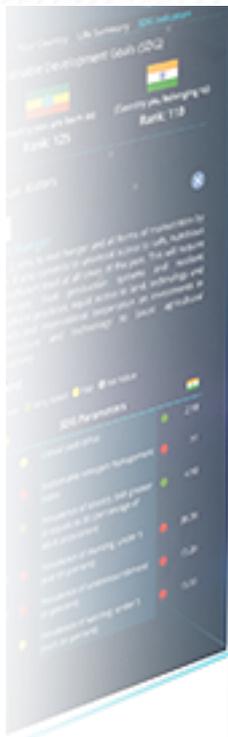
A screenshot of a Zoom meeting interface. The top left corner shows the "soliya exchange portal" logo. The main area displays a grid of video thumbnails for participants: Katja, Hany, Lisanne, Nada Mrabet, Nahid, Rahima, Dorra, Aycha, Rafael, and Waldehl. A chat window is open in the center, showing a message from Nahid at 22:51:00: "it's so great to see people from so many different places in one room!". Below the chat is a "Raise a hand!" button with a dropdown menu and a "Send" button. On the right side, a vertical toolbar contains icons for Participants, Breakout Room Manager, Room Settings, Screenshare, Manage Polls, Whiteboard, and Presentation Layout.

BOWIE STATE UNIVERSITY  
CSWE/Katherine A. Kendall Institute Grant  
2016

# Grant Overview

- ❑ Expanded Global learning opportunities by using RealLives 2010 global learning simulator module.
- ❑ 20 Undergraduate social work students.
- ❑ Students introduced to international social work practice and issues associated with service delivery.





# RealLives 2010

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# Methodology

- Students were enrolled in Social Work Methods Practice Course.
- Students participated in a pre-test and post-test.
- Three countries of interest:
  - South Africa
  - Cuba
  - Germany



# Pre-Post Test

- ❑ N= 20 BSU Social Work students.
- ❑ 80% completed pre-test
- ❑ 100% completed post-test



# International Travel Experience

## N=16 Pre-Test Results

- ❑ 62% indicate they traveled outside the U.S.; 90% of these same students also reported this travel was for vacation purposes
- ❑ 37% indicated no international travel experience; of these same students 16% reported interested in traveling internationally.



# Knowledge of the concept International Social Work

## Pre-test

- ❑ 50% of participants reported being unfamiliar with the term international social work; the remaining students in this group reported have some knowledge of the concept.

## Post-test

- ❑ 100% of participants were able to demonstrate knowledge of the concept International Social Work

# Knowledge of Selected Countries

## Pre-test

- ❑ Nearly 50% of the participants were familiar with aspects of South Africa, Cuba and Germany.

## Post-Test

- ❑ There was 13.75% increase in participant reporting knowledge of aspects of South Africa.
- ❑ There was 35% increase in participant knowledge on aspects of Cuba.

# Knowledge of Social Welfare issues in selected countries

## Pre-test

- ❑ All participants indicated having no knowledge of social welfare issues impacting Germany.
- ❑ 25% of participants indicated knowledge of social welfare issues impacting South Africa.
- ❑ 6% of participants indicated knowledge of social welfare issues impacting Cuba.

## Post-test

- ❑ 15% increase in participant knowledge of social welfare issues impacting Germany.
- ❑ 20% increase in participant knowledge of social welfare issues impacting South Africa.
- ❑ 44% increase in participant knowledge of social welfare issues impacting Cuba

# Best Practices Building a Global Classroom at HBCU's

# Global Classroom

- Online global learning (Kaki, Soliya, etc.)
- Global collaborative projects
- Faculty international experiences /relationships
- Professional development/student presentations
- Connect in real time (Skype or Google Hangout or other video or chat-based apps)

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