

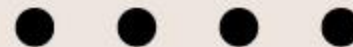


Applying a Postcolonial Feminist Lens and the Social Ecological Model to Student Study Abroad Preparation

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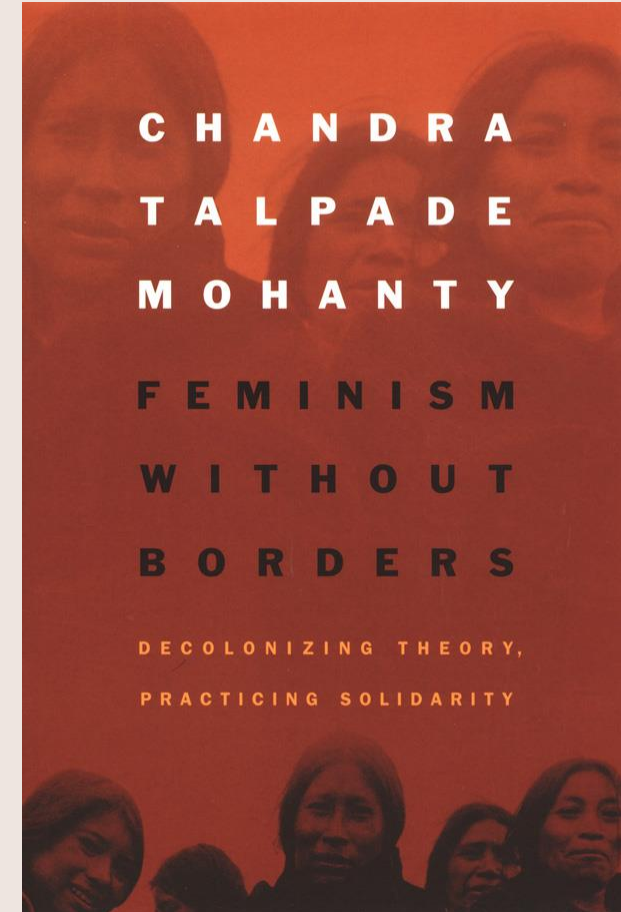


Background

- ❖ Over 300,000 students from the United States (U.S) study abroad every academic year.
- ❖ This number is expected to grow.
- ❖ U.S. students studying abroad are often ill-prepared for these experiences due to minimal understanding of the impact of contextual factors (like race, gender, culture) across different global contexts (Mkandawire-Valhmu & Doering, 2012).
- ❖ Variation in student preparation ranging from prep focused on customs and culture (Roberts, 2009) to education focused on ethical tourism (Duffy, 2009);

Postcolonial Feminism

- Originated in the 1980s
- Response to criticism of mainstream, Eurocentric feminist theories.
- Frame for analyzing the impact of colonialism, racism and other interlocking oppressive structures.
- Socially-constructed structures carry different meanings

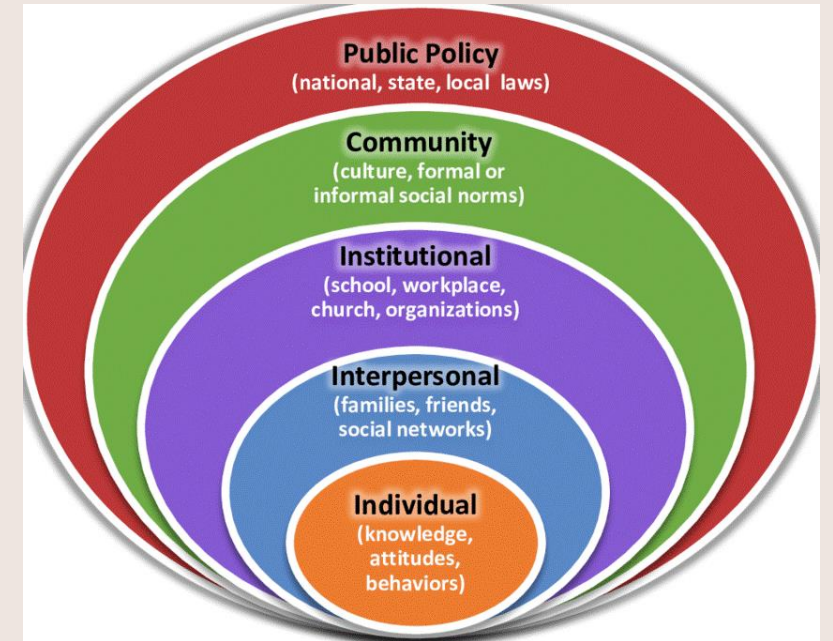
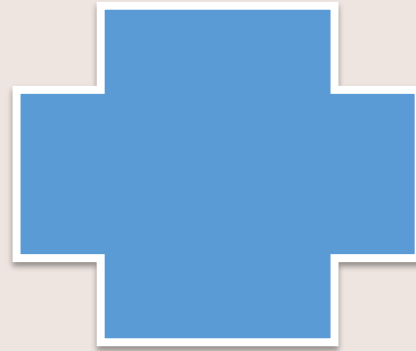
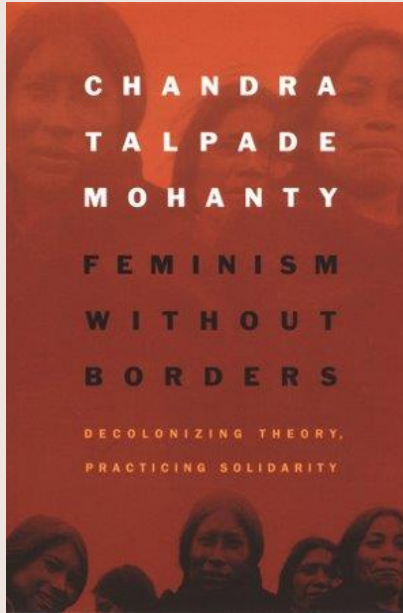


Social Ecological Model

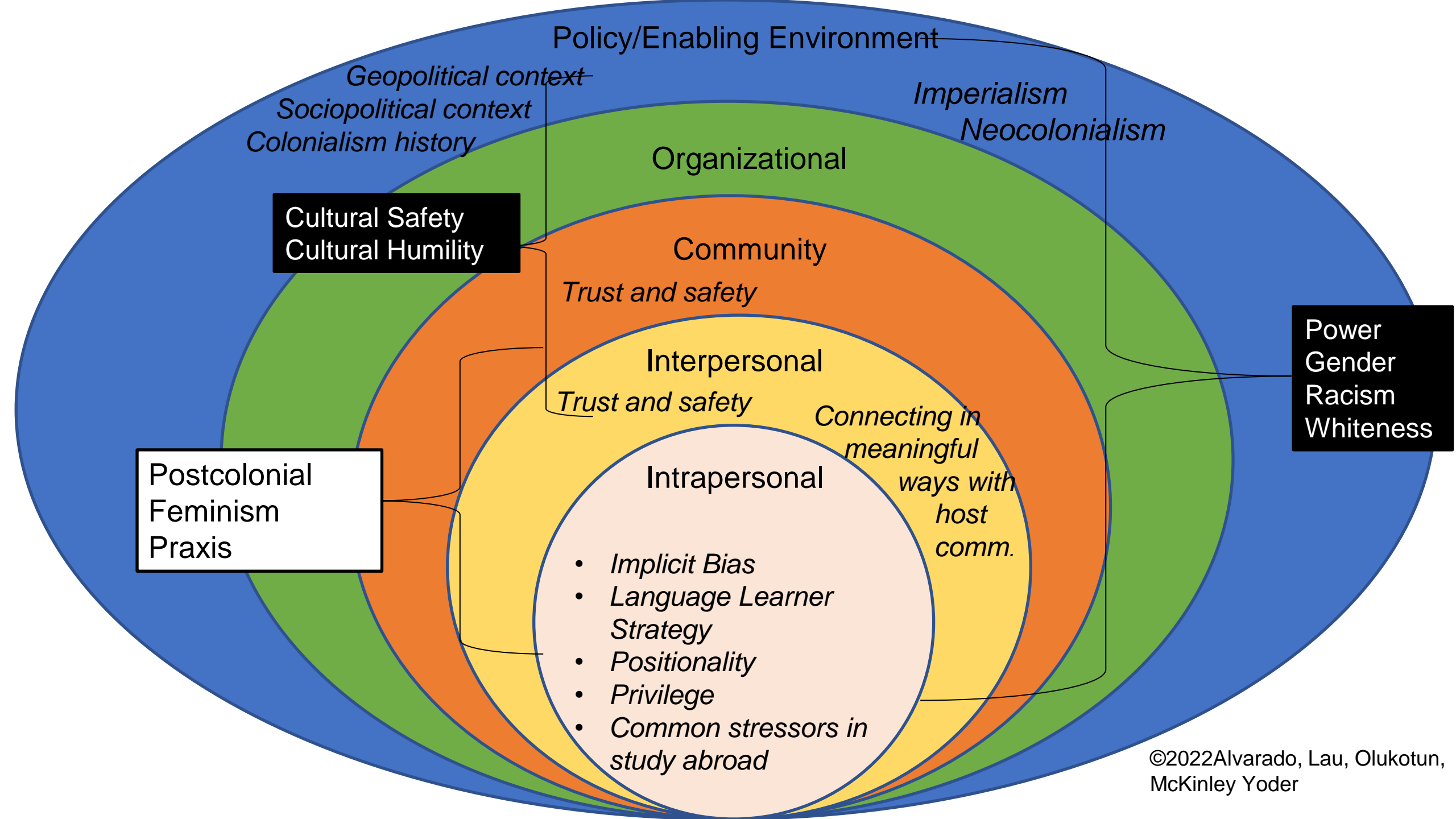
- Introduced in the 1970s by Bronfenbrenner
- Human development
- Illustrates the interrelations amongst multilevel factors



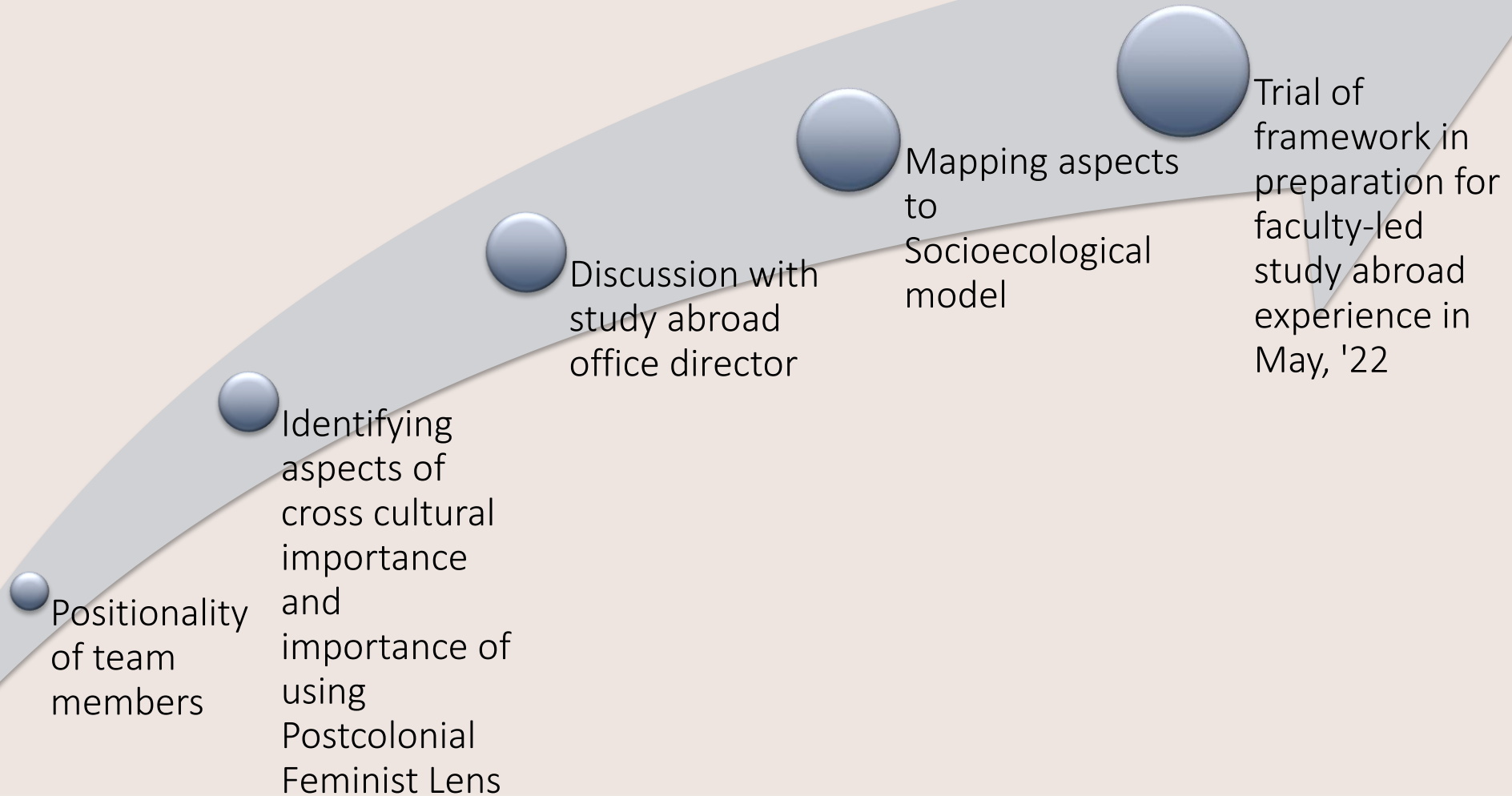
Study Abroad Preparation Framework Development



- Account for multi-leveled and interrelated factors at play.
 - Highlights the importance of context.



Framework Development Process



Pilot Use of Framework Applied to Faculty-Led Global Experience in Malawi

IDENTIFYING
PRIORITIES FOR
FUTURE
COLLABORATIONS

STRENGTHS-BASED
PERSPECTIVES FOR
SUSTAINABLE
COLLABORATIONS

- ❖ Collectivism vs. individualism
- ❖ Relational vs. Efficiency/time orientation
- ❖ Underlying assumptions around who helps and who is helped

CULTURAL HUMILITY

What do we bring? What do we
have to provide? What does the
host community want?

- Self awareness
- Leveling power differentials
- Sustainable collaboration
- Reflection
- Respectful representation



Preparing for meaningful connections

1. Novice understanding of the history (colonial, geopolitical, sociopolitical, etc.) – we have an etic (outsider) perspective
2. Recognize power differentials due to our positionality (education, melanin concentration, citizenship/ residency, etc.) in Karonga and Malawi
3. Create culturally safe interactions
 - ❖ Mutual respect
 - ❖ Mutual understanding
 - ❖ Reciprocal accountability
 - ❖ Respect the balance of power



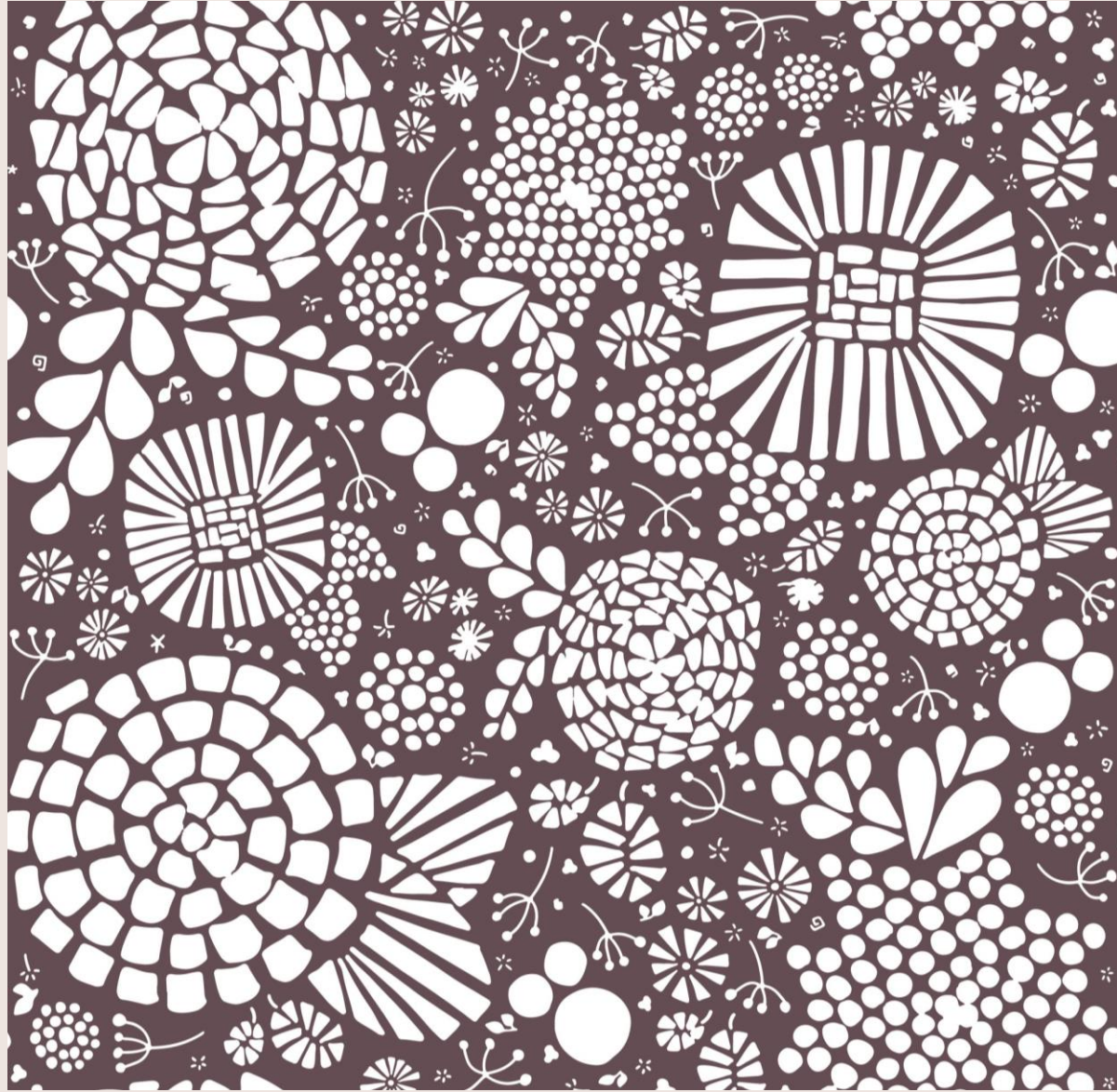
Use the worksheet to individually evaluate your own program:

- Which levels of the socioecological model is your program strong?
- Which factors could be changed to promote a more equitable and inclusive environment?

Brainstorm with
the person next to
you:

- Share your areas of strength and improvement
- Provide suggestions on strategies to achieve the equitable and inclusive environment you want for your program.





Poll Everywhere

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Thank You