



# Insights into the Field

**A New Age of Hybrid Education:  
Increasing Accessibility in International  
Education**



**Curated by:**

***Education Abroad:  
Fundamentals of  
Diversity, Equity &  
Inclusion Task Force  
2021-2022***

# Introduction

Welcome to Diversity Abroad's Insights into the Field Resource. These 15-minute e-learning resources are designed to provide professionals with insight and practical tools to support and advance inclusive excellence in global education.

*Insights into the Field* are facilitated by members of the Diversity Abroad community who are passionate about the field of diversity, inclusion, and global education. Each video includes a resource sheet of links and further information.

# Team Members



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- Reflections: Pre-pandemic and present
- Insights: Adaptation vs Innovation
- Best practices going forward



# Session Objectives

# Reflective Questions

**1**

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What have we learned since the pandemic?

**2**

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How have we pivoted?

**3**

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How have we adapted: what is temporary and what will stay?

# What have we learned since the pandemic?



- Reimagined experiences
- Technology reached new levels
- Accessibility Increased
- Funds re-allocated

# How have we pivoted?

- Accessibility Increased - remote work, virtual events, hybrid approaches, general increased awareness around accessibility needs
- Reallocation of funds - heightened awareness of diversity, equity and inclusion, creation of roles and initiatives focusing on DEI, bias reviews
- Reimagined experiences - increased visualization of participants of color across media, programmatic adjustments to reflect cultural bias and historical contexts



# How have we adapted: what was temporary and what will stay?

- Virtual study abroad programs, studies, and internships were pivoted and implemented during the pandemic.
  - Outcome: Limitations of Virtual Learning
- Online virtual programming is here to stay.
  - Outcome: Cloud-based video conference technology has greatly enhanced access to virtual programming for students with disabilities
- Commitment to campus diversity and accessibility for studying abroad is amplified.
  - Outcome: Supporting students from underrepresented groups interested in studying abroad is now a shared responsibility.

# Additional Resources & Readings

Brandauer, S., Carnine, J., DeGuzman, K., Grazioli, B., Lyons, L., Sandiford, N., & Hartman, E. (2021). Crisis as opportunity: Reimagining global learning pathways through new virtual collaborations and open access during COVID-19. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 34(1), pp. 9-23. DOI: 10.36366/frontiers.v34i1.535

Gallagher, J. (2021, July 1). Virtual Components of Study Abroad (that Will Outlast the Pandemic). *International Educator*.  
<https://www.nafsa.org/ie-magazine/2021/7/1/virtual-components-study-abroad-will-outlast-pandemic>

West, C. (2020, November 4). How Education Abroad Offices Can Create Global Connections Locally. *International Educator*.  
<https://www.nafsa.org/ie-magazine/2020/11/4/how-education-abroad-offices-can-create-global-connections-locally>

# A New Age of Hybrid Education: Increasing Accessibility in International Education

# Thank you!

