



GLOBAL INCLUSION 2022

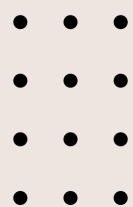
October 4-7, 2022 • San Francisco, CA

Beyond Education Abroad: *What makes an experience global?*

Concurrent Session
Global Learning at Home
October 6th, 2022

COMMUNITY • COLLABORATION • LEARNING • INSPIRATION





Presenters

- **Angela J. Luedke**, M.A. – Global Experiences Office, University of Nebraska-Lincoln
- **Marnie K. Nelson**, Ed.D. Candidate – Education Abroad Office, Miami University
- **Natalie A. Fallert**, M.A. – Global Education Office, Arizona State University

Agenda:

1. Examine why a working definition of *global experience* matters for access and prolonged global learning for students
2. Review model practices in elevating programming: glocal, virtual, domestic, & recruitment
3. Elevate global experiences in your own context





1. Why a working definition of “global experience” matters

A working definition could:

- Yield adaptive programming that meets changing student interests
- Align the SAO/GEO with *shifting* campus priorities
- Address myths and barriers to programs abroad
- Lead to increased campus collaboration
- Include conversations about access
- Address travel barriers that may continue to exist



2. You do not have to go *abroad* to build global perspectives

- Hudzik (2020) challenges international educators, and higher education institutions at large, to “...redefine goals for a paradigm shift...” and focus on “... cross-cultural learning, research, and outcomes rather than on the movement” (p. 2).
 - Trends & Insights, NAFSA: Association of International Educators

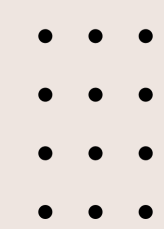
Positive consequences of new modalities of global programming:

- Knight (2008):glocal programming helps builds bridges with local community and international students on campus
- Soria and Troisi (2014): internationalization at home can assist in student’s development of global competencies.



3. Reinforce that global learning is a process; not an event with an end date

- Global learning can occur in many environments and modalities
- Build connections between campus communities and local communities
- Reflection continues throughout duration of college experience
- Global learning continues to build with new experiences (abroad + glocal + domestic + on campus programming)
- Assists with re-entry experience for students
- (Kruse & Brubaker, 2007)



Group Discussion:

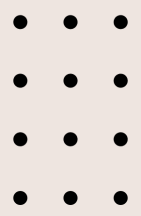
With the return of student mobility (in most institutions/organizations), **will the spirit of innovation guide** your office?

Is it sustainable in your context to offer or continue offering **domestic, glocal, or virtual** programming?

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3. Examples of redefining “Global Experiences”

- a. Virtual
- b. Domestic
- c. Glocal
- d. Recruitment



a. Virtual: Global Tech

Comparative View of Race & Ethnicity in International Education, Modality – Arizona State University

	ASU Global Tech	ASU Open Doors (2018/19)	ASU Campus Pop (Fall 2019)
American Indian	1%	1%	1%
Asian Native Hawaiian or Pacific Islander	8%	6%	7%
Black/African America	11%	4%	5%
Hispanic/Latino	11%	9%	22%
Two or More Races	--	--	4%
White	67%	70%	51%



Lessons learned: Virtual Programming

- Collaborate with internal & external partners
- Interdisciplinary course design
- Mindset of assessment and adaptation
- Data-centered decision making and piloting

b. Domestic Programming



- Critical aspect of the global portfolio
- Faculty-Led domestic programs
 - Financial access
 - Access for students that may not be able to travel internationally
- Miami University: *For the Greater Good* programs
 - Address global concerns and grand challenges
 - Enhance student understanding of diversity






c. Glocal Programming

- 1) Students better understand and recognize the diversity in the community in which they live
 - Community Crops in Lincoln, Nebraska
- 2) Students build their global competencies by collaborating with members of their community
 - Model community service and global citizenship – skills that students may continue post graduation
- 3) Models the importance of global concerns are local concerns
 - UN Sustainable Development Goals – locally



d. Recruitment

- Students will communicate with teachers who work in different countries
- Students will describe the difference between startup communities in Kigali, Rwanda and Nebraska.
- Students will develop analytical, verbal, and mediation and negotiation skills by presenting complex and abstract issues and using Ireland as a case study.
- Students will participate in a virtual cultural immersive experience with exciting activities, cultural lectures and hands-on workshops focused on understanding the cultural diversity of Brazil from an Afro-Brazilian perspective.



4. Activity: Building an accessible global experience portfolio for your context ~ 5 mins

1. Think of a program that runs at your institution
2. How could that program be elevated for the 22/23 or 23/24 academic year?

Review:

1. Examined why a working definition of *global experience* matters for access and continued global learning
2. Reviewed examples of elevating virtual, domestic, and glocal programming
3. Elevated global experiences in your institution/organization?





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Table Talk or Breakout room ~ 5 minutes

Pair up with a colleague and share



[illegible]

Thank you!

References

(to be added later)



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