

OIA Global Learning Series

Engaging International Students to Achieve Global Learning for All

June 17, 2020

1. Welcome
2. Overview of Global Learning for All
3. Experiences
4. Discussion
5. Resources



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Speakers

**Kim Donahue,
Kelley School of
Business**

**Rob Elliott,
Engineering &
Technology**

**Nancy Goldfarb,
School of
Liberal Arts**

**Estela Ene,
School of Liberal
Arts**

**Hilary Kahn,
OIA**

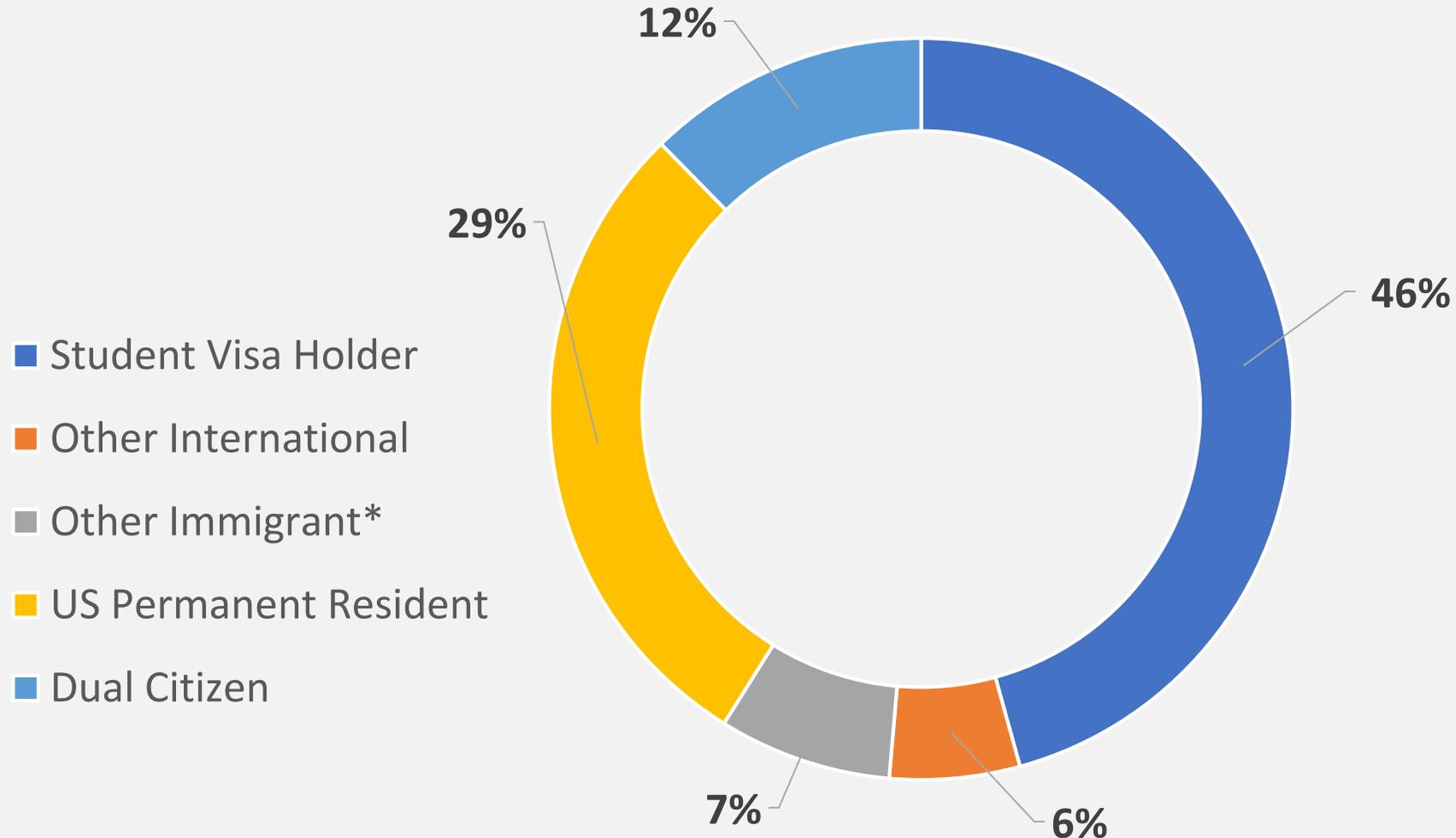


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International Diversity in the Classroom

3165 IUPUI Students report a non-US citizenship
(Fall 2019)



IUPUI demographics

- 85% Indiana residents, 15% nonresidents
- 57% female, 43% male
- 29% minority students
- 7% international students from 145 countries and territories



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IUPUI DIMENSIONS OF GLOBAL LEARNING

A tool for faculty, staff, and administrators to help them develop more intentionally global and intercultural learning experiences across the curriculum and co-curriculum. **With a global mindset, IUPUI students will be able to:**

1. Analyze their own beliefs, values, assumptions, experiences, and/or communication styles in respect to those of at least one other culture.
2. Practice intercultural communication with the intent of cultivating respectful and productive collaboration, dialogue, and engagement with others.
3. Demonstrate understanding of the workings of other nations, cultures, and/or the geopolitical processes and systems that connect the world.
4. Explain the global, international, and/or cultural dimensions of their disciplines, professions, and/or educational interests.
5. Summarize the consequences of policies, global systems, and/or historical trends for people as well as how people the world over impact these processes.
6. Incorporate diverse perspectives and sources of knowledge to analyze, evaluate, and/or address contemporary and historical global problems.
7. Apply learning from internationalized experiences in the communities and contexts in which they live, work, learn, and/or serve.
8. Use ethical and inclusive frameworks to inform decision-making, cross-cultural teamwork, and/or solutions to global and local problems and inequities.



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Panelist Experiences

Kim Donahue

Senior Lecturer of Marketing and I-Core Coordinator

Kelley School of Business



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Including Int'l Students in Group Projects

- Consider a short “personal habits” & “personal situation” survey to help form project groups
 - “I tend to hand in things right before the deadline.”
 - “I like to get started on things right away.”
 - “I like to take a leadership role.”
- What is your time zone?
- What days of the week are you available to work on this project?
- What time of day do you prefer to do your schoolwork?

Resource:

Ergulec, F., & Mannheimer Zydney, J. (2019). A Design Case for Implementing a Collaborative Strategy for Online Teams. *International Journal of Designs for Learning*, 10(1), 25–34. <https://doi.org/10.14434/ijdl.v10i1.24120>



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Remember: Mobile Devices!!

- 67% of US college students use their mobile phone in their studies (2017)
- 82% of Nepalese college students use their mobile phone in their studies (2016)



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The image shows two overlapping screenshots. On the left is a Blackboard course page for '6.1 Analysis of Variance (ANOVA)'. The page includes a navigation menu on the left with options like Home, Announcements, Modules, Assignments, Discussions, Grades, People, Syllabus, Quizzes, and My Media. The main content area has a title '6.1 Analysis of Variance (ANOVA)' and a topic description: 'Topic: ANOVA (we will only discuss one-way between subjects ANOVA, and make a mention about other designs such as those discussed in your text in chapter 19, but for our class, focus will be on only chapter 18 that relates to between subject design)'. It lists readings as 'Chapter 18 in 6th edition' and provides a link to a video titled '6.1.1.ANOVA_model_theory.pptx'. Below this is another video link '6.1.2.ANOVA_example.pptx' and a third link '6.1.3.ANOVA_posthoc.pptx'. On the right is a Beamer presentation slide titled 'Comparing Multiple Means - Analysis of Variance (ANOVA) - Model and Theory'. The slide is from the 'Department of Counseling and Educational Psychology, School of Education' and is for the course 'Y502: Intermediate Statistics Applied to Education'. The slide content is mostly blank, with a small Psi logo in the bottom left corner.

Learning Objectives

- Understand how estimates of variances are used to test hypotheses about differences among population means
 - Relate this type of analysis to previously learned two population means comparisons (*t*-test)
- Compute SS_{total} , SS_w , and SS_b , and respective *df*
- Construct summary table and compute *F* ratio
- Example using ANOVA
- Make *post hoc* comparisons (when necessary) to examine where the differences exist
- Understand assumptions using ANOVA
- Compute effect size



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Apps for Students

- Canvas app
- IU's Boost app (push notifications for due dates and announcements)
- Pulse Secure (IU's VPN)

Consider Building a “Mobile Classroom” for Communication

- WhatsApp (*blocked in China*)
- Slack
- GroupMe
- Discord (*blocked in China*)

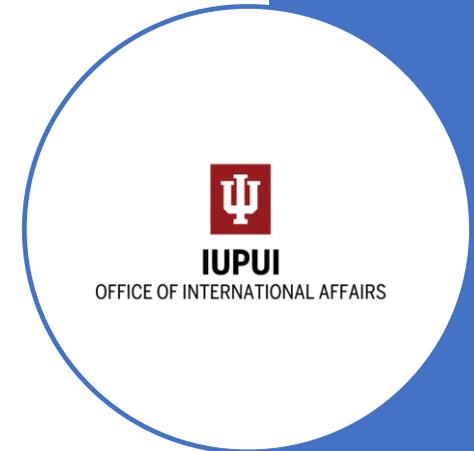


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Dr. Nancy Goldfarb
Senior Lecturer in English
School of Liberal Arts

- Assignments to Promote Global Learning
 - Cross-Cultural Partnership Project
 - Culture Box In-Class Activity
- Benefits & Lessons Learned



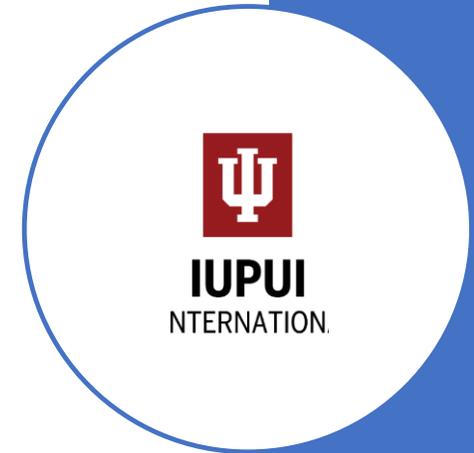
Cross-Cultural Partnership Project

Background – 2 FYS courses

Intl Studies TLC & FYS for intl students

Structure

- Inaugural Party
 - Ice-Breakers
 - Catered meal
 - Card game with varying rules
- Students identify their own partners
- Student partners meet 4 times & write brief reflections each time; final reflective essay
- Closing event with food

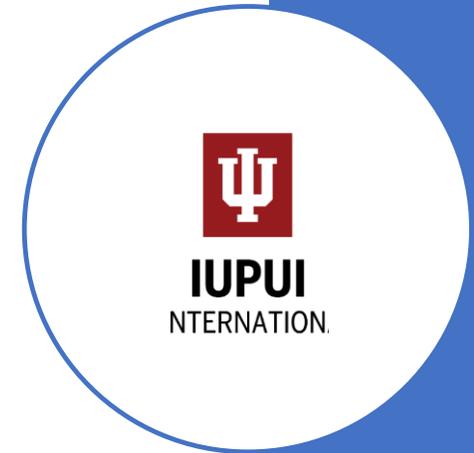






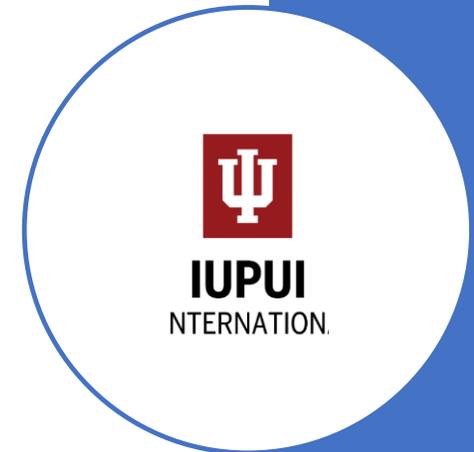
Benefits

- Makes learning fun
- Helps overcome cultural stereotypes
- Builds social skills
- Global learning opportunity for domestic students
- Opportunity for language practice for international students



Lessons Learned

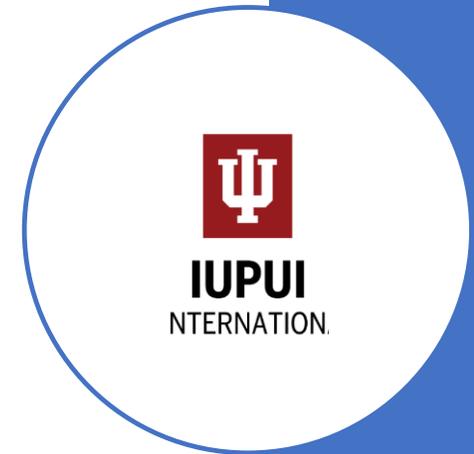
- Groups of 4 or 5 rather than pairs
- Assign groups rather than self-select
- Final project should be visual, completed in groups, and presented at closing event
- More structure needed for the 4 meetings
 - 4 Topics: family, elementary school, high school, and stereotypes & observations
 - Each meeting: Identify 3 similarities & 3 differences; Prepare to share at least one story per meeting



Culture Box Activity*

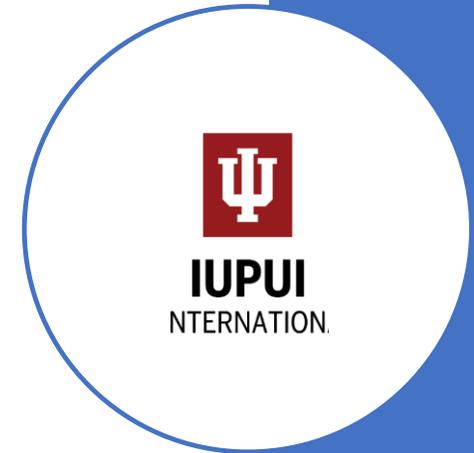
Please prepare a "culture box" and bring it with you to the first day of the workshop. A "culture box" contains at least three physical objects that represent important parts of your life story, especially as related to your social identities. "Social identities" include, for example, race, gender, ethnicity, age, ability status, religion, sexual orientation, socioeconomic class, job status, nationality, etc.

*The Program on Intergroup Relations. The National Intergroup Dialogue Institute. University of Michigan.



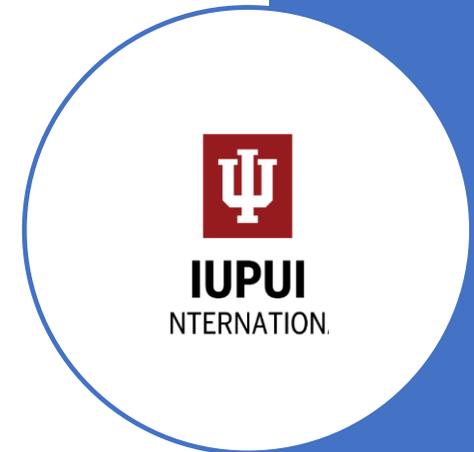
Benefits

- Advantages international and minoritized students
- Invites international students to share their cultures with the class
- Builds community
- Promotes appreciation for diversity
- Introduces concept of social identity
- Generates reflection on self-concept and identity



Lessons Learned

- Careful contextualization of activity needed
 - Not just “getting to know you” activity
 - Global learning goals
 - Concept of social identity needs to be explained with examples
- Normalize the challenge for non-minority students
- 3 items take too long; maybe 1 or 2
- Follow-up reflection needed
 - The social construction of identity
 - Socially constructed identities have real, and sometimes tragic, consequences



Estela Ene, Ph.D. eene@iupui.edu
Director, English for Academic Purposes Program

The screenshot shows the IUPUI Department of English website. At the top is a red header with the IUPUI logo and the text "IUPUI SCHOOL OF LIBERAL ARTS". Below this is the "Department of English" title and a Facebook icon. A navigation bar contains "Home", "Notable", and "Contact". A secondary bar highlights the "University Writing Center". A left sidebar lists various program options, with "EAP Courses" selected and highlighted in red. The main content area shows a breadcrumb trail: "Home » English for Academic Purposes Program (EAP) » EAP Courses". Below this are three buttons: "Undergraduate Course Progression" (selected), "Important Considerations", and "Graduate Course Progression". The main heading is "Undergraduate Course Progression". A red italicized text block states: "All EAP classes except G130 and G131 fulfill the Cultural Understanding requirement in most undergraduate degree plans." Below this is a paragraph of text: "EAP classes are small, ranging in size from five to twenty students and are taught by trained and experienced instructors using interactive, communicative teaching styles. The classes focus on the academic English skills students need at the university level. Special emphasis is given to teaching advanced listening, speaking and reading skills, complex English grammatical forms and structures, and academic composition." The IUPUI logo is visible in the bottom right corner of the page.



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EAP globally-oriented collaborative projects

- **ENG-G 111 Academic English Reading: Perspectives on Culture/Society**

SL enhanced, paired up with an Anthropology class on Ethnic Identity

Instructor Honnor Orlando

- **ENG G131-W131 Reading, Writing and Inquiry**

Internationalized composition course, co-designed by E. Ene and Mary Ann Cohen

Making the best of online environments

- Teacher education (TESOL) courses and World 101

<https://world101.cfr.org/>

- Online interaction (synchronous AND asynchronous) is proven to be beneficial for language learners

Additional Experience:

Mike Polites, Senior Lecturer, Communication Studies

Mike could not join today's session but sent the following contribution to share:

Hello, my name is Mike Polites, Senior Lecturer in the Department of Communication Studies and faculty academic advisor. When I was a student at Ball State University I took part in a study abroad program to China, Korea, and Japan. As an adult, my wife and I chaperoned 40 high school students on a program in Australia. My experiences in these programs, as well as traveling on my own have instilled in me the importance of traveling and learning abroad. I share these experiences with students. I talk about various ways of funding, earning college credits, expanding world view, etc. It is up to us as faculty and staff to educate and inform students of possibilities that they may have known nothing about. Sometimes all it takes is that casual conversation with a student that creates a spark for them to learn more travel opportunities.

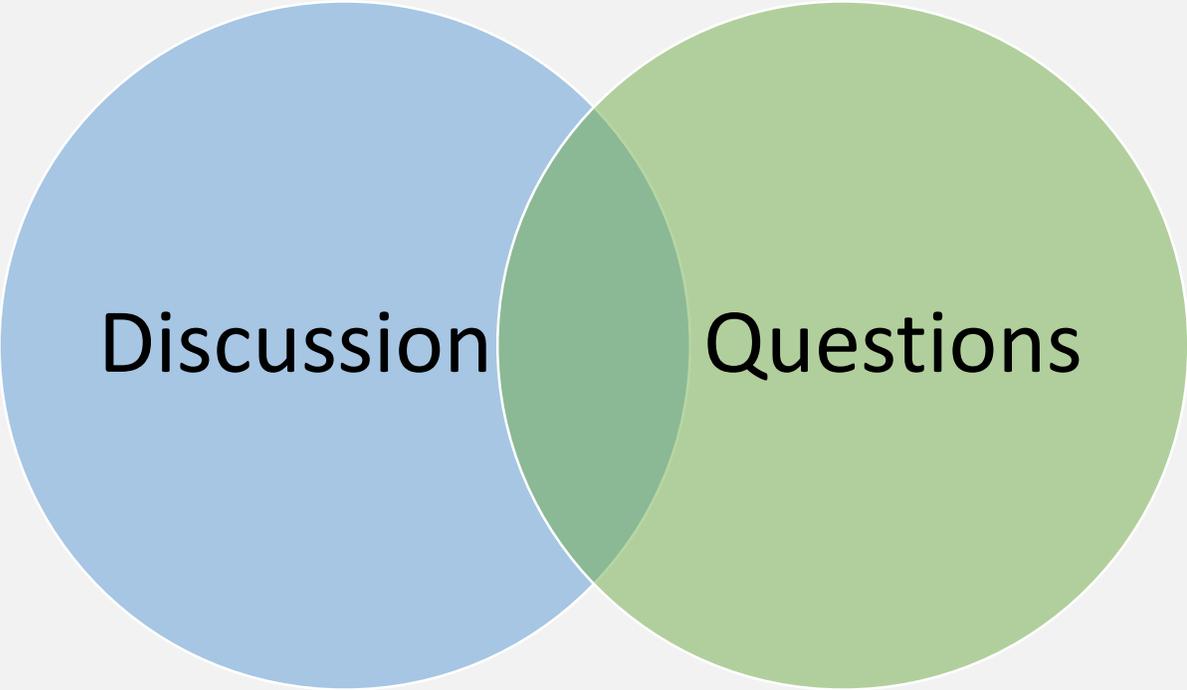
I am also a strong advocate for the Global Speakers Program through the Office of International Affairs. I teach Interpersonal Communication class and I invite a panel of international students to come to class for a day. They share their experiences of living in the United States, going to college, making friends, their own cultural ceremonies, common stereotypes, communication challenges, and so much more. My students get a chance to have dialogue with the international students and ask them questions too. It is a valuable day of class for all.

If you would like to inquire further about any of these, you can contact me at mpolites@iupui.edu



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Discussion

Questions



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Resources

Dimensions of
Global Learning

Global Voices
Speaker Program

Director of
Curriculum
Internationalization

Intercultural
Community of
Practice

Center for Teaching
and Learning



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