

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



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# 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**

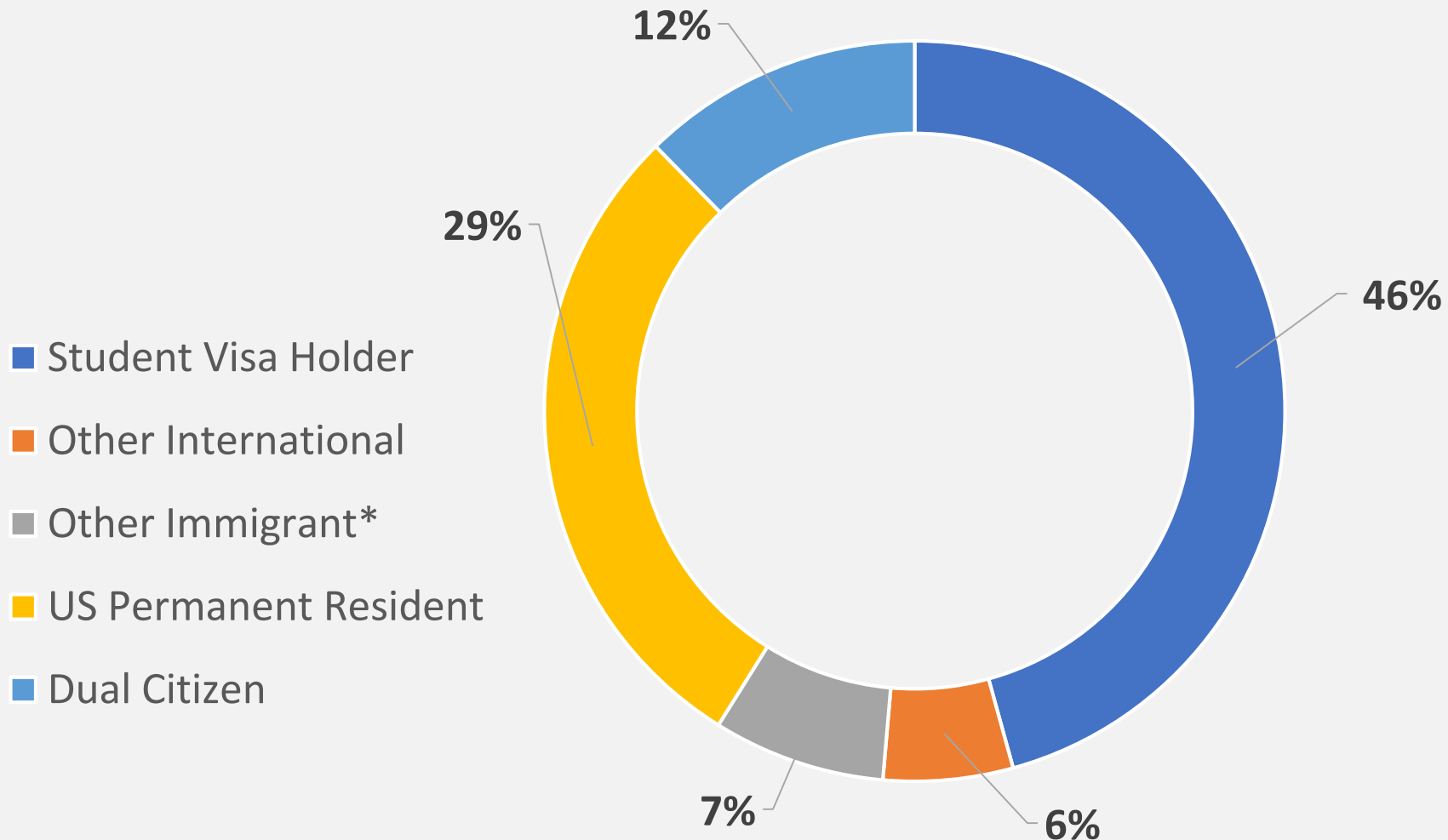


**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# 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



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# 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.



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# Panelist Experiences

Kim Donahue

Senior Lecturer of Marketing and I-Core Coordinator

Kelley School of Business



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# 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>



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# 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)



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

6.1 Analysis of Variance (ANOVA)

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)

Readings: Chapter 18 in 6th edition

Title: *Testing for Differences among Three or More Groups: One-Way Analysis of Variance (and Some Alternatives)*

Lecture Notes and Videos:

6.1.1.ANOVA\_model\_theory.pdf

[In this video, I introduce the general framework of ANOVA, show how sums of squares are partitions and where the sources of variance come from]

6.1.2.ANOVA\_example.pdf

[In this video, I work through the aggression example from our reading and compute the omnibus  $F$  test]

6.1.3.ANOVA\_posthoc.pdf

## Comparing Multiple Means – Analysis of Variance (ANOVA) – Model and Theory

Department of Counseling and Educational Psychology  
School of Education

Y502: Intermediate Statistics Applied to Education

## 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  $SS_{\text{total}}$ ,  $SS_{\text{w}}$ , and  $SS_{\text{b}}$ , 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



IUPUI

OFFICE OF INTERNATIONAL AFFAIRS



# 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*)



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

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. [ene@iupui.edu](mailto:ene@iupui.edu)  
Director, English for Academic Purposes Program



The screenshot shows the IUPUI Department of English website. The header features 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 includes 'Home', 'Notable', and 'Contact'. A 'University Writing Center' link is also present. A left sidebar lists various program options, with 'EAP Courses' highlighted in red. The main content area shows a breadcrumb trail: 'Home » English for Academic Purposes Program (EAP) » EAP Courses'. Below this are three tabs: 'Undergraduate Course Progression' (selected), 'Important Considerations', and 'Graduate Course Progression'. The selected tab displays the title 'Undergraduate Course Progression' and a red italicized statement: 'All EAP classes except G130 and G131 fulfill the Cultural Understanding requirement in most undergraduate degree plans.' A paragraph follows, describing the small size and interactive nature of the EAP classes.

**IUPUI**  
SCHOOL OF LIBERAL ARTS

## Department of English

Home Notable Contact

University Writing Center

- Undergraduate Program
- Minors in English
- Graduate Program
- Online Courses
- Advising
- Careers and Internships
- English for Academic Purposes
- EAP Courses**
- EAP Placement Test

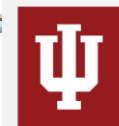
Home » **English for Academic Purposes Program (EAP)** » EAP Courses

Undergraduate Course Progression Important Considerations Graduate Course Progression

### Undergraduate Course Progression

*All EAP classes except G130 and G131 fulfill the Cultural Understanding requirement in most undergraduate degree plans.*

*EAP classes are small, ranging in size from five to twenty students and are taught by trained and experienced faculty 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.*



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# 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.

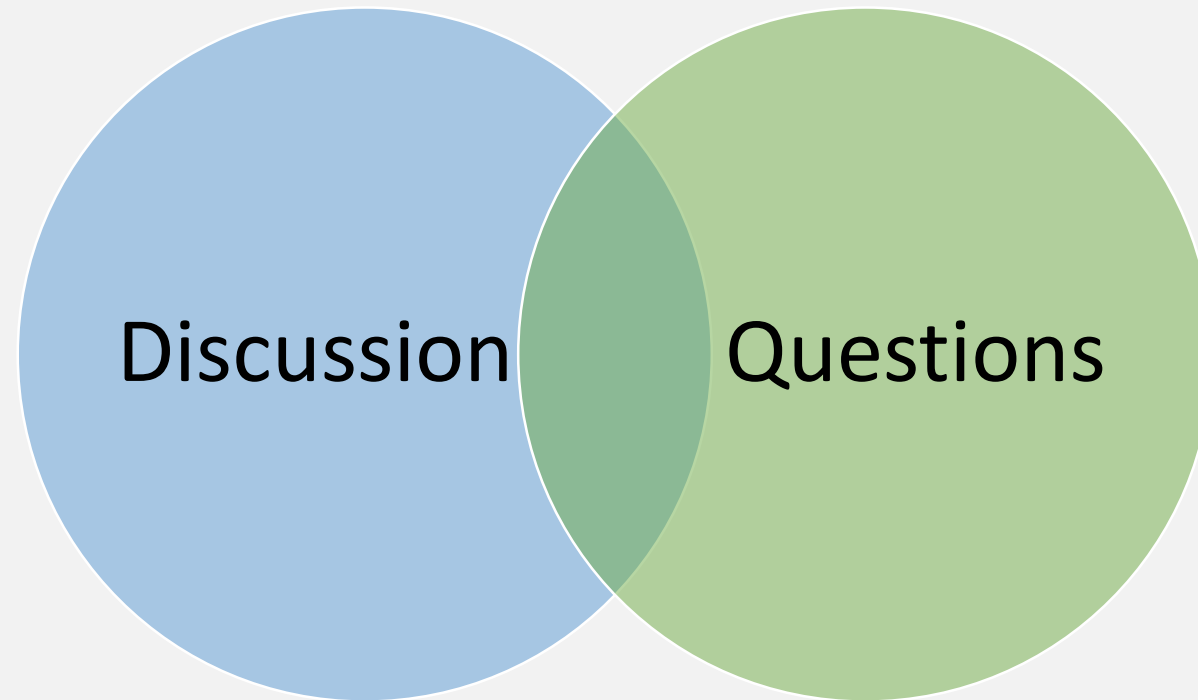
I am also a strong advocate for the Global Speakers Program through the Office of International Affairs. I teach Interpersonal Communication class and I invite a panel of international students to come to class for a day. They share their experiences of living in the United States, going to college, 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](mailto:mpolites@iupui.edu)



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS

# Resources

Dimensions of  
Global Learning

Global Voices  
Speaker Program

Director of  
Curriculum  
Internationalization

Intercultural  
Community of  
Practice

Center for Teaching  
and Learning



**IUPUI**

OFFICE OF INTERNATIONAL AFFAIRS



# Contacts

Kim Donahue  
Senior Lecturer of Marketing  
and I-Core Coordinator  
Kelley School of Business  
[kdonahue@iupui.edu](mailto:kdonahue@iupui.edu)

Dr. Nancy Goldfarb  
Senior Lecturer in English  
School of Liberal Arts  
[ngoldfar@iupui.edu](mailto:ngoldfar@iupui.edu)

Rob Elliot, Senior Lecturer of  
Computer and Information  
Technology, School of  
Engineering & Technology  
[elliott@iupui.edu](mailto:elliott@iupui.edu)

Dr. Estela Ene  
Associate Professor of English;  
Director, EAP Program & ESL  
Tutoring Center;  
Director, MA/Certificate in  
TESOL; Co-Chair, Gateway  
Community of Practice on  
Intercultural Learning  
[eene@iupui.edu](mailto:eene@iupui.edu)

Dr. Mike Polites  
Senior Lecturer,  
Communication Studies, School  
of Liberal Arts  
[mpolites@iupui.edu](mailto:mpolites@iupui.edu)

Dr. Hilary Kahn  
Associate Vice Chancellor, [OIA](#)  
Assistant Vice President, OVPIA  
[kdonahue@iupui.edu](mailto:kdonahue@iupui.edu)

Dr. Leslie Bozeman  
Director of Curriculum  
Internationalization  
[Office of International Affairs](#)  
[lbozeman@iupui.edu](mailto:lbozeman@iupui.edu)

Aliza Frame  
Director of International  
Student and Scholar Services  
Office of International Affairs  
[almframe@iupu.edu](mailto:almframe@iupu.edu)