Engaging International Students to Achieve Global Learning for All

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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
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.
Panelist Experiences

Kim Donahue
Senior Lecturer of Marketing and I-Core Coordinator
Kelley School of Business
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:
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)
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
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)
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.

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
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
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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