



Leaders in International Higher Education

2022 ANNUAL CONFERENCE

Why the Internationalization of
Higher Education Still Matters

Building Equity and Inclusion into Learning Opportunities for Underrepresented Students

Presenters:

Orlina Boteva, University of Maine

Giancarlo Taylor, San Diego State University


Judy Peters, Cape Peninsula University of Technology

Chair:

Susan Allan, University of British Columbia

Agenda

1. Introductions and Land Acknowledgements
2. Inclusion of Indigenous Students in Education Abroad
3. Equity in remote learning for Education Abroad & International Students
4. Diversity and the inclusion of marginalized South African students in COIL
5. Guided discussion on access to and equity in diverse learning opportunities

A photograph of the University of Maine campus during autumn. The scene is dominated by large, mature trees with vibrant yellow and orange foliage. In the background, a large, multi-story brick building with a prominent chimney and arched windows is visible. A wide, green lawn stretches across the middle ground, with several people walking and a bicycle parked nearby. The overall atmosphere is bright and scenic, capturing the peak of fall colors.

University of Maine Inclusion of Indigenous Students in Education Abroad

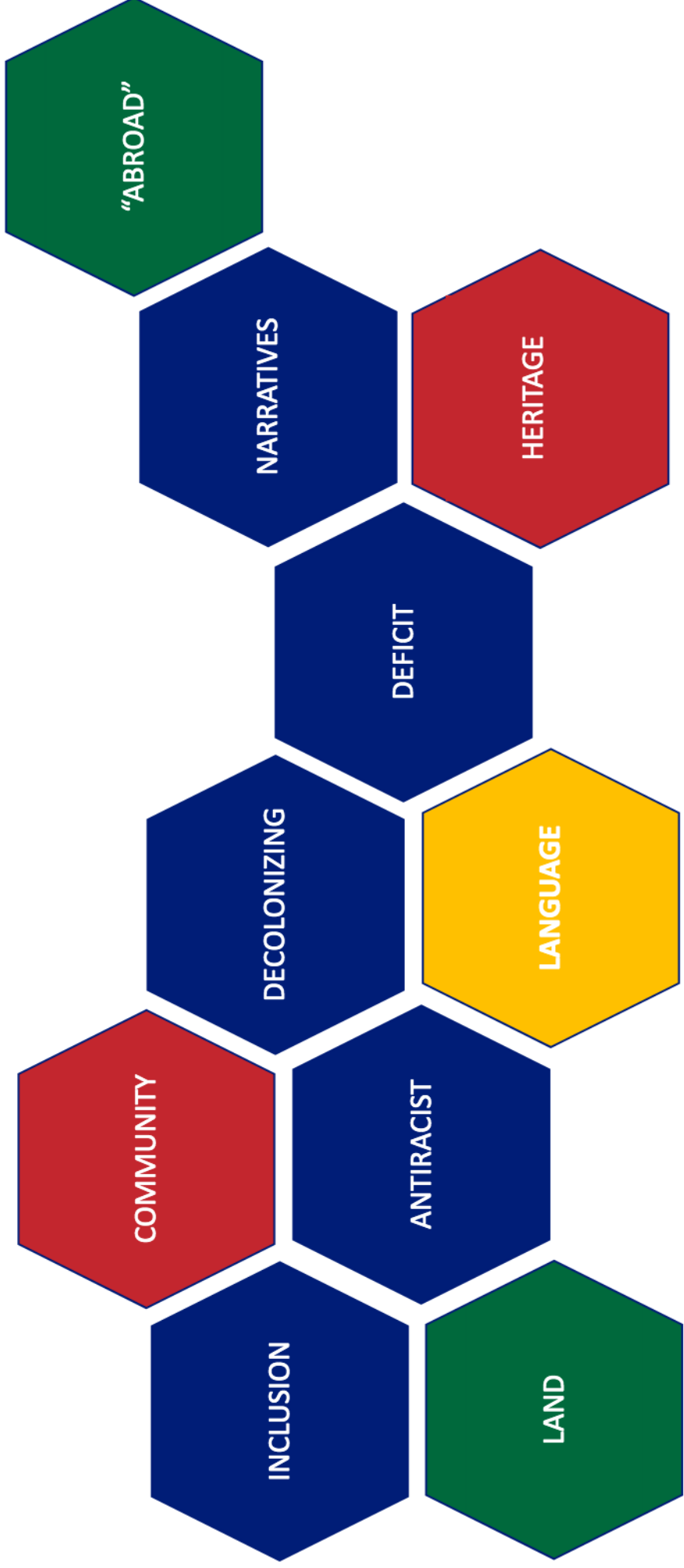
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Study Sample

1. UMaine - 140 indigenous students, minor, research, Land Acknowledgement in 2018 and MoU with the Penobscot Nation.
2. Two New England landgrant universities with NA populations with about 20 students each.
3. Large South Central landgrant university with relationships with about 900 students, endowed scholarships, large EA program.

Inclusion of Indigenous Students in Study Abroad



Factors impacting mobility

Program focus & model

Finances

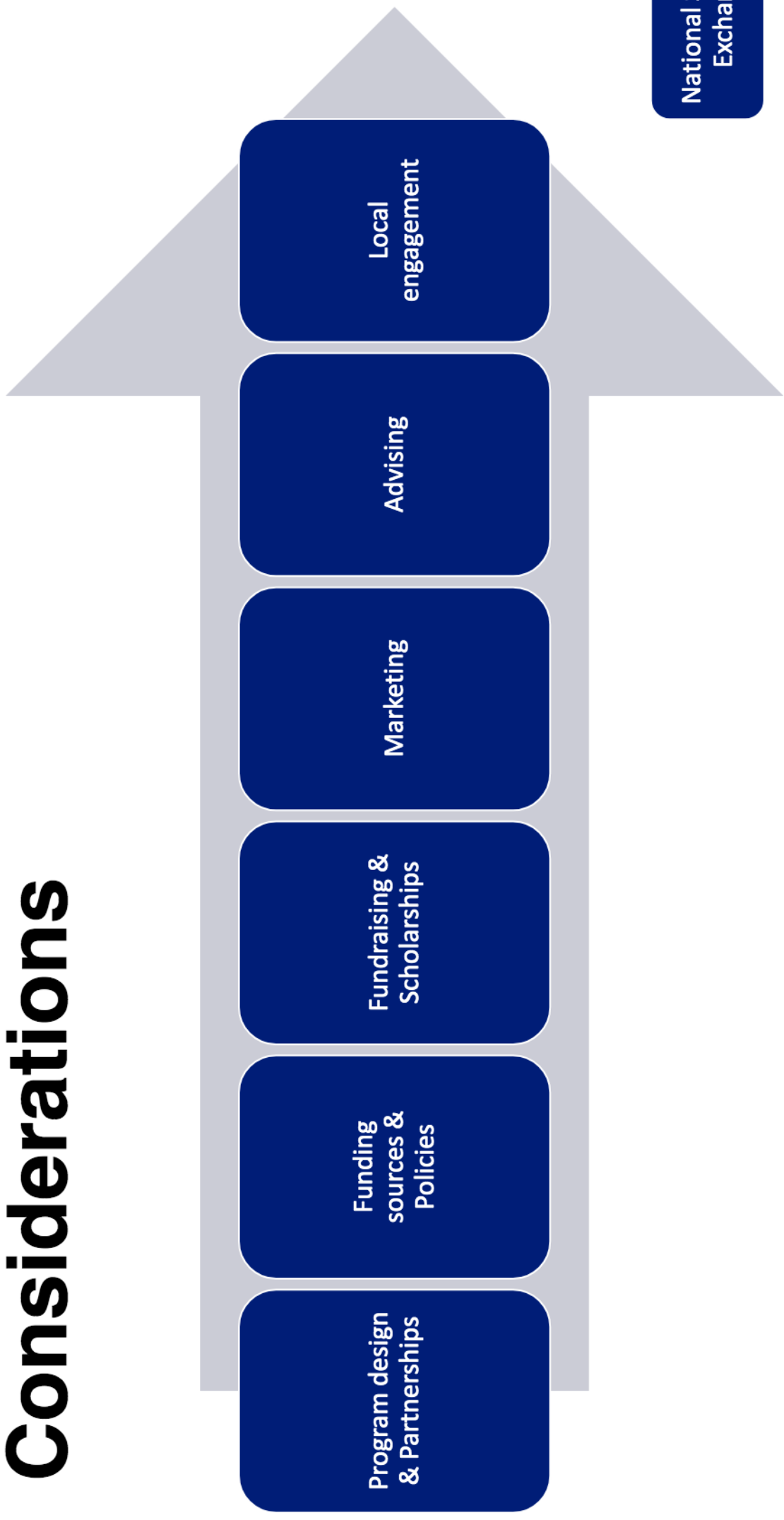
Outcomes

Family

Tribe

Relationships

Considerations



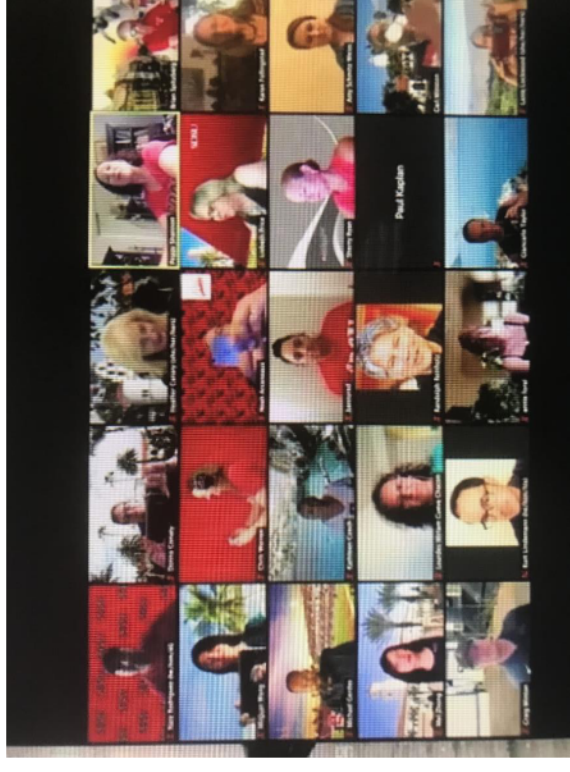
Equity in remote learning for International Education and International Students

 SAN DIEGO STATE
UNIVERSITY

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The International Studies Minor & “Adaptation to U.S. Academic Culture” course for International Students.



March 2020: Changing course modality

“Moving minds not bodies”

PSFA 350 - Introduction to the International Studies Minor

PSFA 501 - International experience requirement course became an online course offered at SDSU for students who could not travel.

PSFA 280 - Adaptation to U.S. Culture class for International Students



Challenges

- **Synchronous classes and Time zones**
- **Cameras off**
- **Recorded classes**
- **Un-equal access**
- **Mental Health**

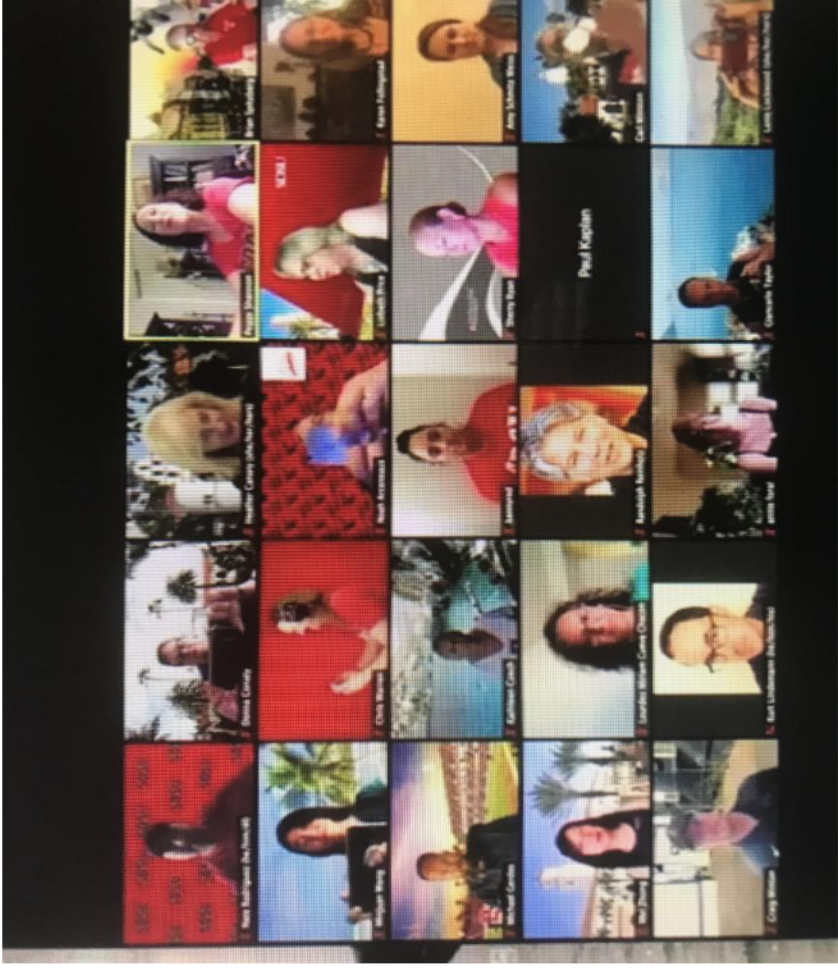


Adapting to and managing the challenges

- Keeping the International experience requirement VIRTUAL
- Keep the students on track to graduation by substituting some courses
- Recorded classes
- Credit/ No Credit option in some cases
- Flexibility with students, staff and faculty
- Work and study with local community in San Diego
- Relationships matter! Connect with students personally



Conclusions

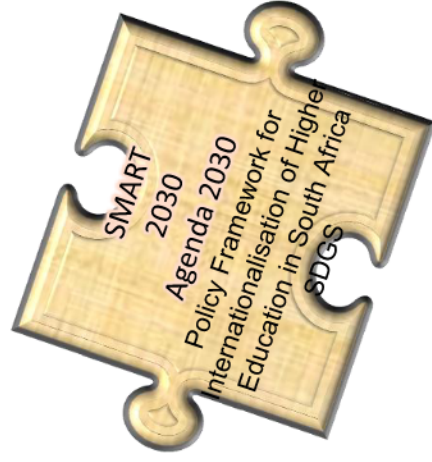
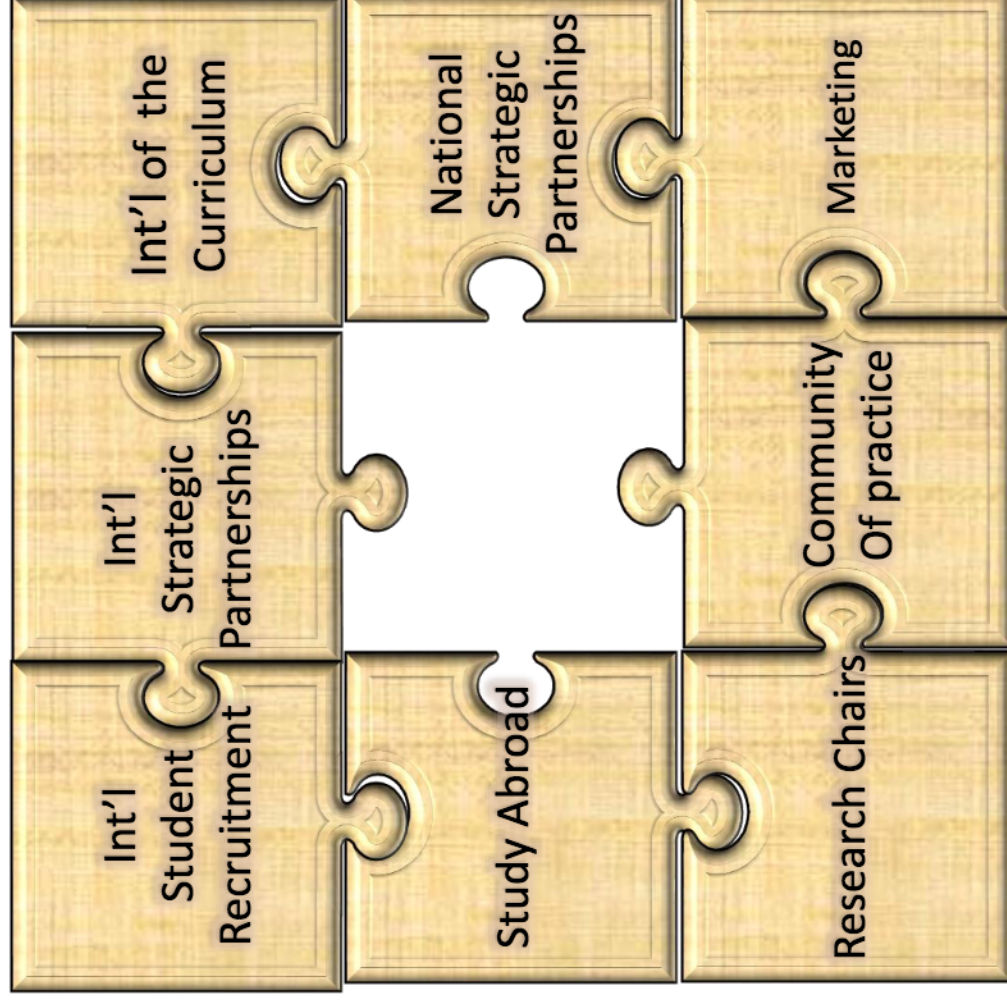


Cape Peninsula University of Technology

Diversity and the inclusion
of marginalized South African
students in COIL



Strategic Initiatives and Partnerships



Tuition Strategies

Traditional in-person learning	Web-enhanced learning	Blended / Hybrid Learning
<p>Courses are delivered through in-person contact (face-to-face) sessions such as lectures, discussions, labs, or other learning activities. Educational technology may or may not be used.</p>	<p>Includes all the elements of a traditional course but uses web-based technology to facilitate learning. E.g., using Blackboard to post course materials – textbook information, a syllabus, and readings.</p>	<p>Blend in-person and online learning experiences. Online learning not an “add-on” but integrated into the course and replaces a portion of class time. Web-based technologies to deliver content and maximize learning through activities (e.g., online discussions; quizzes, etc.).</p>

ACADEMIC YEAR 2022 IMPLEMENTATION ACTION PLAN: Vision 2030



Smartness – digital support / increased use of technology in teaching, learning and assessment



Oneness – planning curriculum delivery

Collaboration/
Co-creating
/Co-designing /
Co-creating

Multi-
disciplinary

Student-centric

Authentic
learning /Deep
learning

Graduate
Attributes

FULLY IN-PERSON

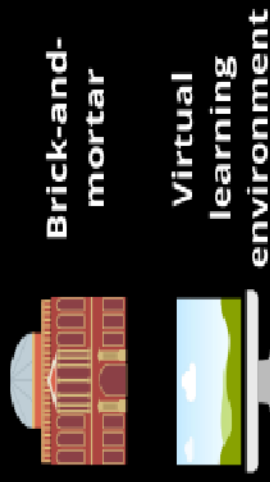


COURSE MODELS AT-A-GLANCE

BLENDED



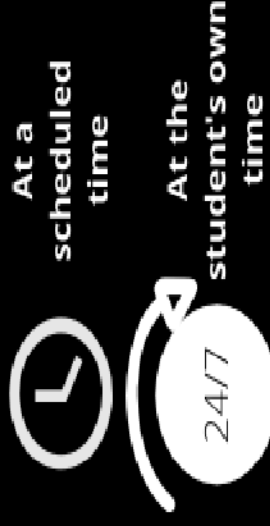
WHERE



Brick-and-mortar

Virtual learning environment

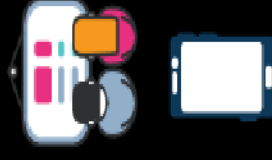
WHEN



At a scheduled time

At the student's own time

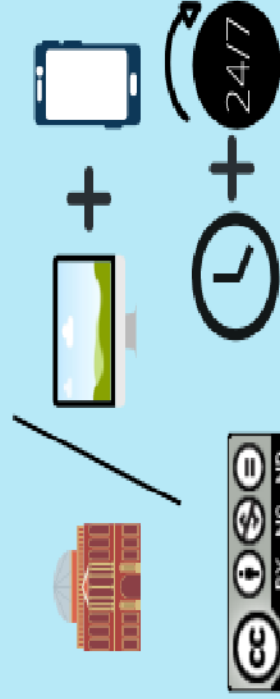
HOW



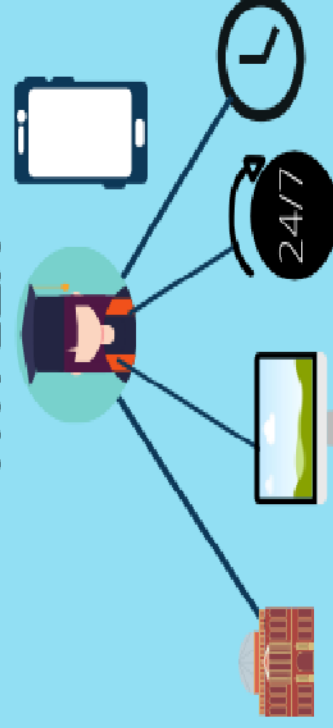
On-Site Classroom Technology

Mobile, portable technology

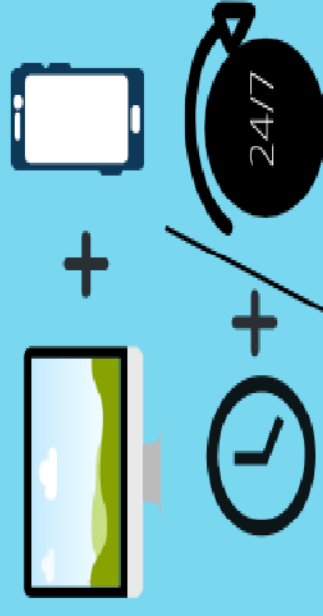
HYBRID



HYFLEX



FULLY ONLINE



Collaborative Online Learning

Project/programme	Partner institution	Duration	Number of students involved	CPUT responsible lecturer(s)
Decolonisation of the curriculum (see attachment Teachers of the World)	UCLL (Belgium) – Karine Hindrix	90 minutes dialogue (mini- COIL)	Minimum 3	Zayd Waghid
Cross-cultural course (see attachments - !Course Outline Cross Cultural Communication and 2021 Pre-reflection Cross Cultural Communication)	HAN (Netherlands) – Karin Benjamin	7 sessions of 2 hours each	33	Vanessa van Staden, Zayd Waghid, Mvemve Mdingi, Vincent Feltman



Discussion

What barriers do you face in addressing access, equity and inclusion in the learning opportunities at your institution? What resources do you need to establish/grow inclusive learning opportunities?

How have learning opportunities at your institutions been developed or advanced to address issues of access and inequality?

What are the outcomes you hope to achieve through our DEI efforts? How do you measure your efforts?

How can SIOs and/or AIEA membership work together to support the development of institutional learning opportunities that are informed on issues of access, equity and inclusion?