

Global Learning as a Social Capital-Building Endeavour

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Ponder This:
What goals do students and families-across academic programs-consistently rank as the most critical outcomes of the university experience?

Audience Responses

social network
well rounded education

success
soft skills

employment

employment

self-reliance
job

maturity

learning
critical thinking

employability

networks

job readiness

intercultural competency

Social Capital: Defined

“Networks of relationships among people who live and work in a particular society, enabling that society to **function effectively**” (Oxford Languages)

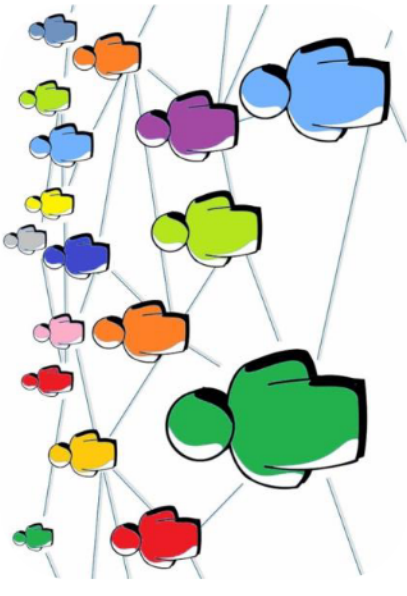
“Networks [real-world links between groups or individuals] together with shared norms, values and understandings that **facilitate co-operation** within or among groups” (OECD)

Bonds: Links to people based on sense of common identity

Bridges: Links that stretch beyond shared sense of identity

Linkages: Links to people, groups further up/down the social ladder

“The commonalities of most definitions of social capital are that they focus on social relations that **have productive benefits**” (Claridge)



Social Capital Theory: Discussed

Robert Putnam: Social Networks have Value

Information

Reciprocity / Mutual Aid

Collective Action / Impact

Sense of Identity, Solidarity



Social Capital Theory: Discussed

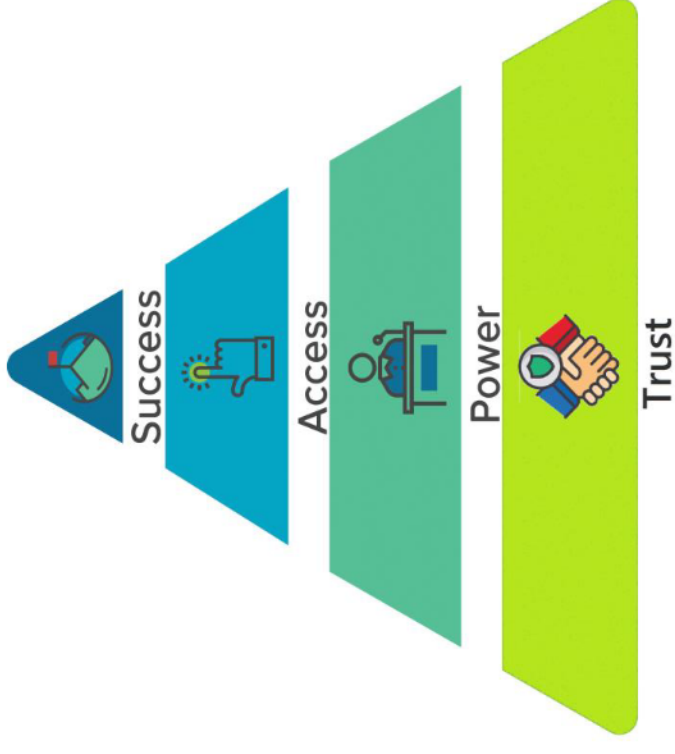
Pierre Bourdieu: Our Relationships Connect Us to Valuable Potential Resources

Power / Access Maintained via Exclusivity
of Relationships

Members have Access - Others are Denied
Not Necessarily for Nefarious Purposes

Often Unintentional as Relationships are

Based on Trust – We Share with Those we Trust



Social Capital: Embedded in University Relationships

“Access to social capital is itself also a major outcome of college, and perhaps the most significant outcome of college.” (Adler & Kwon)

“Given the globalised labour market, social relationships with others with similar or different cultures may provide graduates with cultural capitals required to be successful in the long term.” (Rienties, Johan & Jindal-Snape)

College Student’s Journey: Can see network of bonds, bridges & linkages that emerge:

Living Learning Communities/Residence Life Experiences

First-Gen Student’s Professor/Advisor/Mentor

Student-Alumni Connections

Exclusion of First-Gen Student

Social Capital & International Education

“In addition to”
not
“instead of”

Utilize this framework as a means of **expanding** notions of how international education might adapt move forward.

Social Capital & International Education: Relevant Research

What outcomes do students value?

- A CIS Abroad survey asked, "What was one aspect of your program that you enjoyed the most?" Nearly 41% of 460 respondents discussed networks, connections, friendships, or bonds.

What can we take from independent student learning?

- Research into the "hidden curriculum" shows that it "plays a significant role in advancing professional and personal knowledge."

Social Capital & International Education

Expanding the bonds, bridges, and linkages we value and plan for:

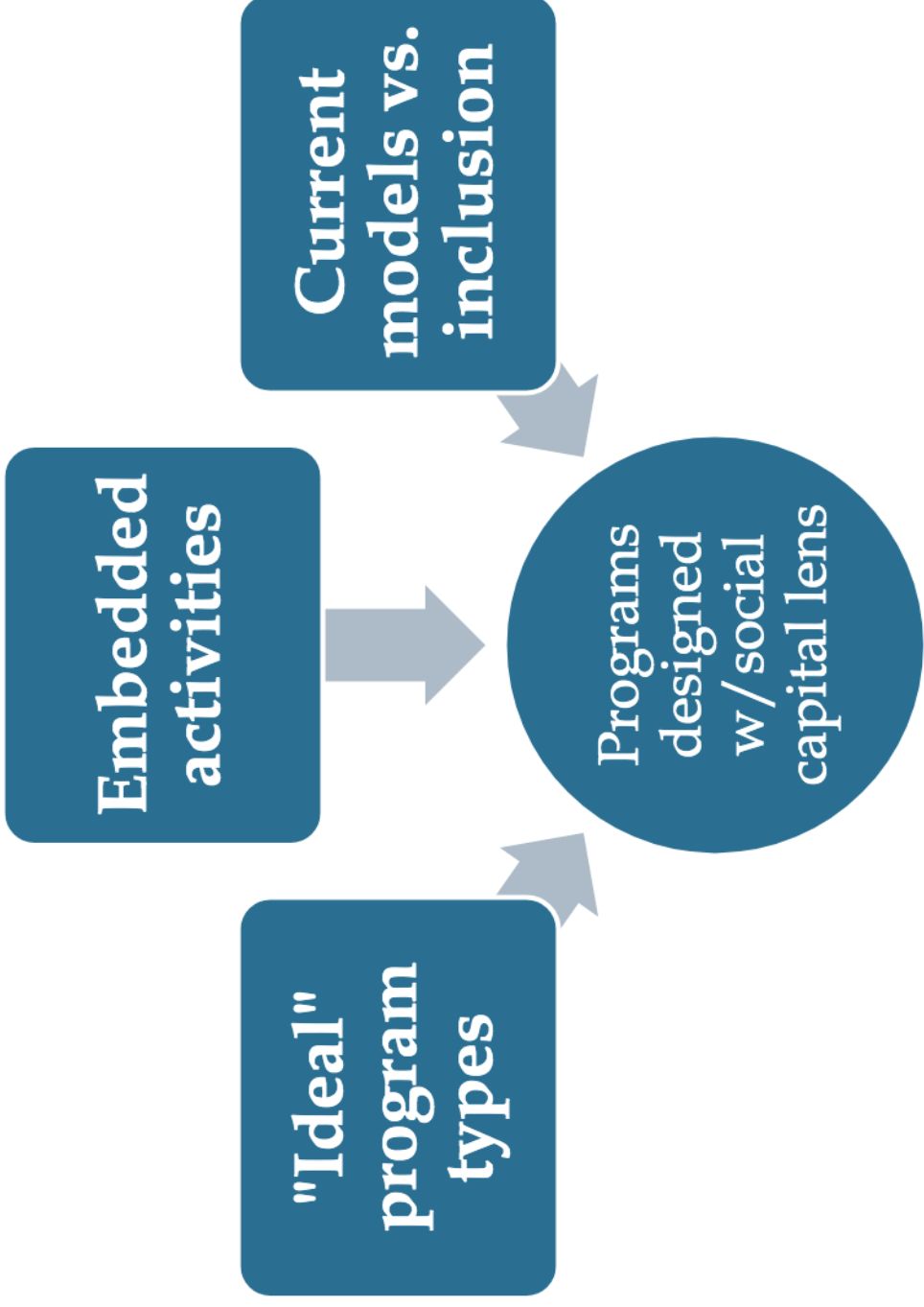
Bridges

- We should *continue* programming that encourages connections across different national cultures (potentially an existing strength).

Bonds

- We might plan for and value interactions among home-country peers, recognizing that they may be “particularly important [for] personal and professional success” (potentially an area for development).

Social Capital & International Education: Looking Inward



Moderated Discussion

How can we apply social capital theory to

- Energize international programming while *thinking outside of the box*?
- Move from *accidental* to *intentional*?
- Better meet the *needs of diverse students*?

Moderated Discussion

1. What's an activity we could intentionally design for social capital development?
 - Within study abroad offerings?
 - Within international student programming?
 - Within “internationalization at home” activities (e.g., virtual exchange)?
2. What kinds of learning outcomes would be designated for these activities?
3. How could a social capital lens help international education better serve diverse student populations, positively affecting our students’ personal and professional lives?

What's an activity we could intentionally design for social capital development?

Virtual collaboration to get students to know one another prior to the program.

+2

For study abroad have students collaborate on a service learning project

+0

Predeparture/returnee programming

+0

What kinds of learning outcomes would be designated for these activities?

Min of three encounters with a host national in which you both explore individual viewpoints +0	Ask students to explain the new connections they've made +0	understand the value of the new relationships +2	A relationship continuing after the experience was over +0
Say the quiet parts out loud: recognize that people do make connections purposefully seeking mutual aid +0	Peer advisor groups: building a support network on campus +0	utilize your connections to assist with resiliency and self-efficacy +0	Identify personal power in connections with others +1
Reflect on each relationship to mitigate loss of opportunities +0	Diagram their relationships and identify the value of each friendship +0	Understanding the value of the relationship that brings on new social capital +0	

How could a social capital lens help international education better serve diverse student populations, positively affecting our students' personal and professional lives?

Understand that students get more confidence from one another	+0	Nation group peer time could be structured or guided with reflective prompts to facilitate bonding.	+0	you can find out what challenges particular groups may be experiencing	+0	Structured intentional activities to encourage social networks	+0
Helps IE professionals think about how to tap into existing student groups such as student athletes.	+0	Helps IE professionals think about how to tap into existing student groups such as student athletes.	+0	Encourage "in-group" students to actively build intercultural understanding by extending themselves outside of their groups- step by step.	+0	H	
Helping students who thought of themselves as outsiders realize that they have like-minded peers.	+0	It could help students realize the social capital they already have.	+0	Identities are not always obvious and by meeting students where they are and focusing the instruction on SC it is a commonality	+0		

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