



Association of International  
Education Administrators

## 2020 ANNUAL CONFERENCE

*Rethinking Comprehensive  
Internationalization for a  
Global Generation*

# **Rethinking Education Abroad for a Global Generation**

## ***Considerations for SIOs***

Elizabeth Brewer, Chair, Beloit College

Julie Ficarra, SUNY Cortland

John Lucas, Int'l Student Exchange Program (ISEP)

Anthony Ogden, University of Wyoming

Katherine Yngve, Purdue University

Many thanks to Seven-Minute  
Motivator Series Sponsor:

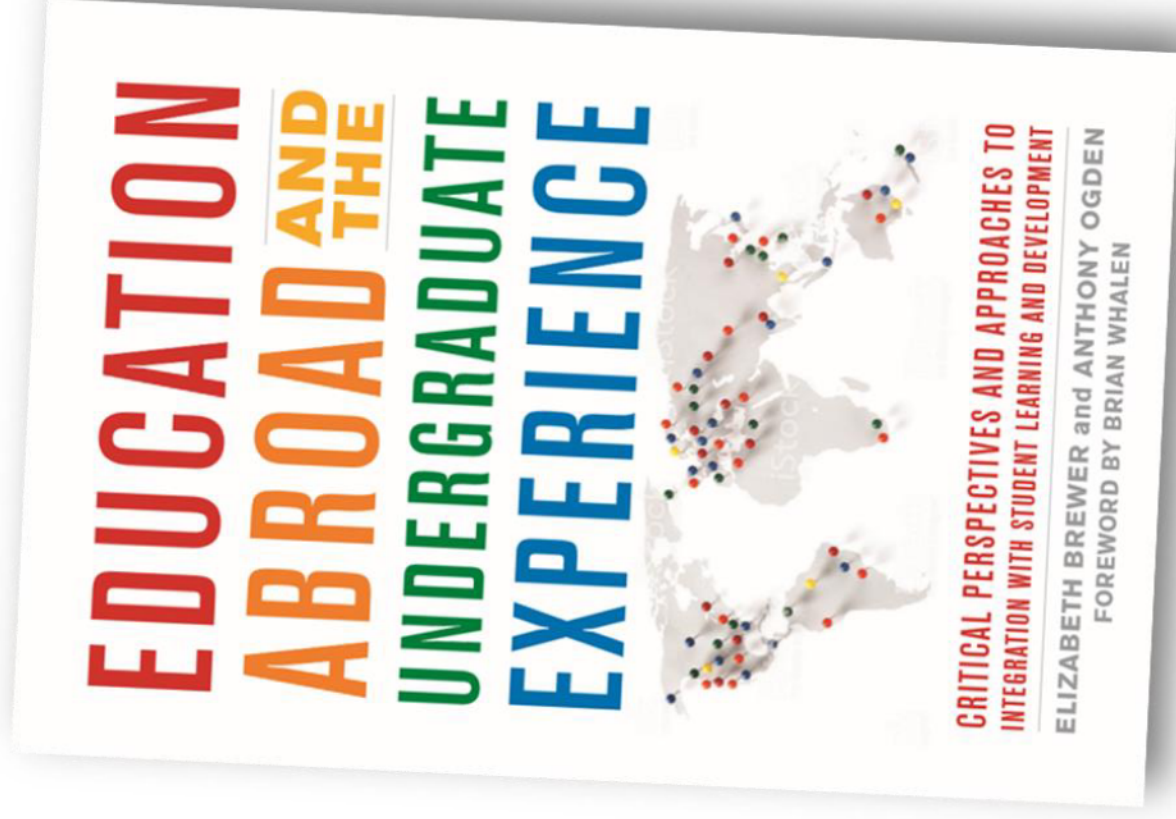
**UMSL** | **Global**  
University of Missouri–St. Louis



Education Abroad and the  
Undergraduate Experience  
*Critical Perspective and Approaches to  
Integration with Student Learning and  
Development*

Eds. E. Brewer & A. Ogden

Stylus, 2019



# Introductions

*Seven Minute Motivator!*

Chapter 3  
*Curriculum  
Integration*

Elizabeth Brewer  
Beloit College

Chapter 13  
*Local  
Partners as  
Teachers &  
Learners*

Julie Ficarra  
SUNY Cortland

Chapter 15  
*Future  
Perspectives*

John Lucas  
ISEP

Chapter 2  
*High Impact  
Practices*

Anthony Ogden  
Univ. of Wyoming

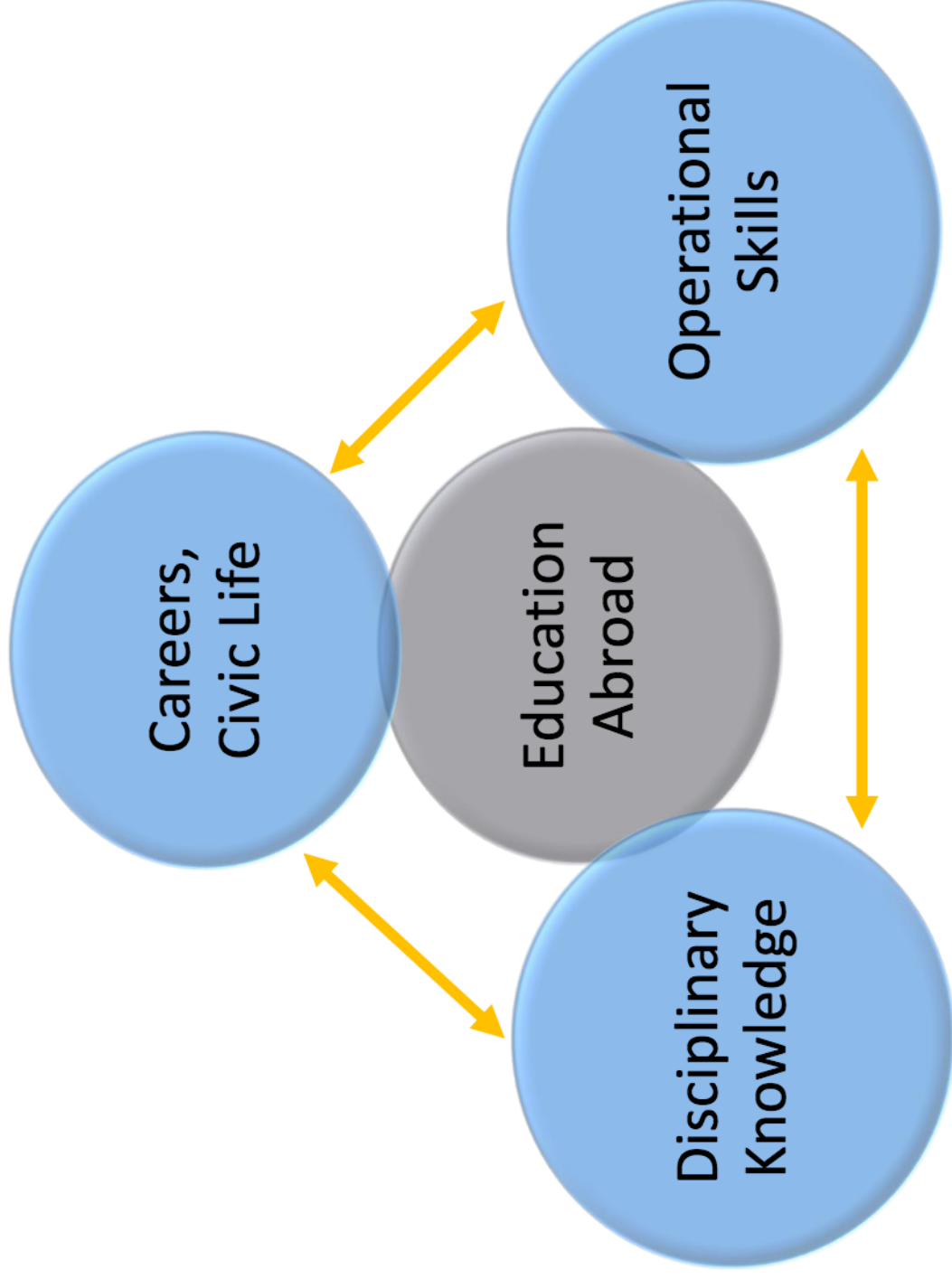
Chapter 8  
*Using  
Assessment*

Katherine Yngve  
Purdue University

# Overview

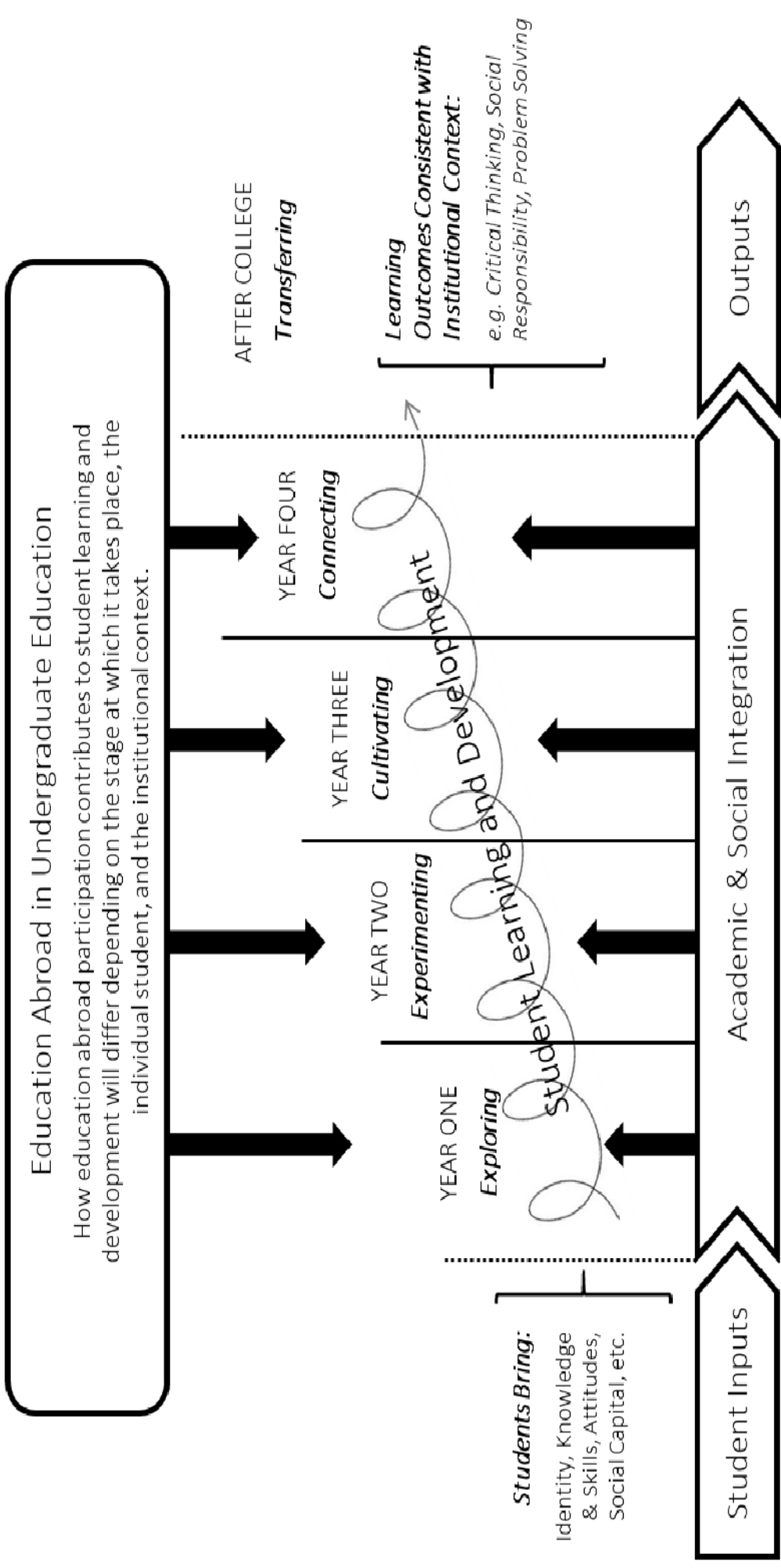


# Overview



# Overview

## Education Abroad Integration Model



(Adapted from: Astin, 1984; Dewey, 1938; Kolb, 1984, Magolda 2007; Newell, 2001, Westerberg & Wickersham, 2014)

# Key Arguments

*Embedding education abroad into undergraduate education facilitates stronger, holistic student learning and development*

- *Education abroad is a high impact practice.*
- *Curriculum integration is best understood as an opportunity for both continuity and disruption.*
- *Teaching and advising can help equip students to learn abroad.*
- *Partners are key to realizing the potential of education abroad.*
- *Assessment and evaluation can help us determine if our stated goals for education abroad are being met.*

## EDUCATION ABROAD AND THE UNDERGRADUATE EXPERIENCE



**CRITICAL PERSPECTIVES AND APPROACHES TO  
INTEGRATION WITH STUDENT LEARNING AND DEVELOPMENT**

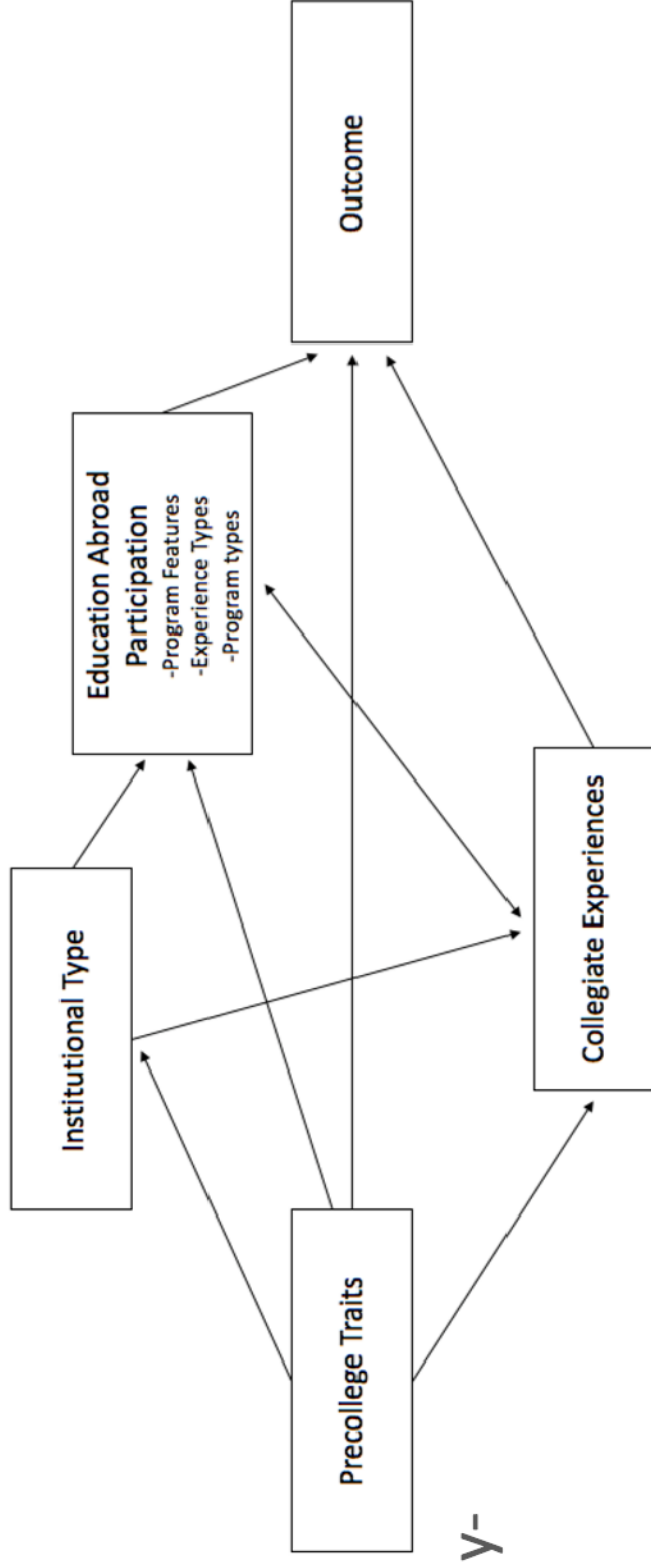
**ELIZABETH BREWER and ANTHONY OGDEN  
FOREWORD BY BRIAN WHALEN**



# Topic #1: Education Abroad as a High Impact Practice

*Is education abroad really a high-impact practice?*

- First-year seminars
- Learning communities
- Writing-intensive courses
- Undergraduate research
- Service-learning, Community-based learning
- Internships
- Diversity/Global learning
- Etc...



*What is the role of the SIO?*

# Topic #1: *Education Abroad as a High Impact Practice*

# CASSIE

The Consortium for Analysis of Student Success  
through International Education



# Topic #1: Education Abroad as a High Impact Practice



# Topic #1: Education Abroad as a High Impact Practice



**DEGREE IN  
4 YEARS**  
6.2pp

SA students are 6.2 percentage points more likely to graduate in 4 years compared with non-SA students.



**SEMESTERS TO  
DEGREE**  
-0.16

SA students finish their degree 0.16 semesters, or approximately 2 weeks, faster than non-SA students.



**CREDIT HOURS  
EARNED**  
2.19

SA students earn 2.19 more credit hours upon graduation compared with non-SA students.



**GPA AT DEGREE**  
0.12

SA students earn a 0.12 higher GPA than non-SA students.

*Increases  
graduation  
rates.*

*Does not delay  
time to  
graduation.*

*Does not  
require more  
credit.*

*Boosts  
cumulative  
GPAs.*

# Topic #1: Education Abroad as a High Impact Practice

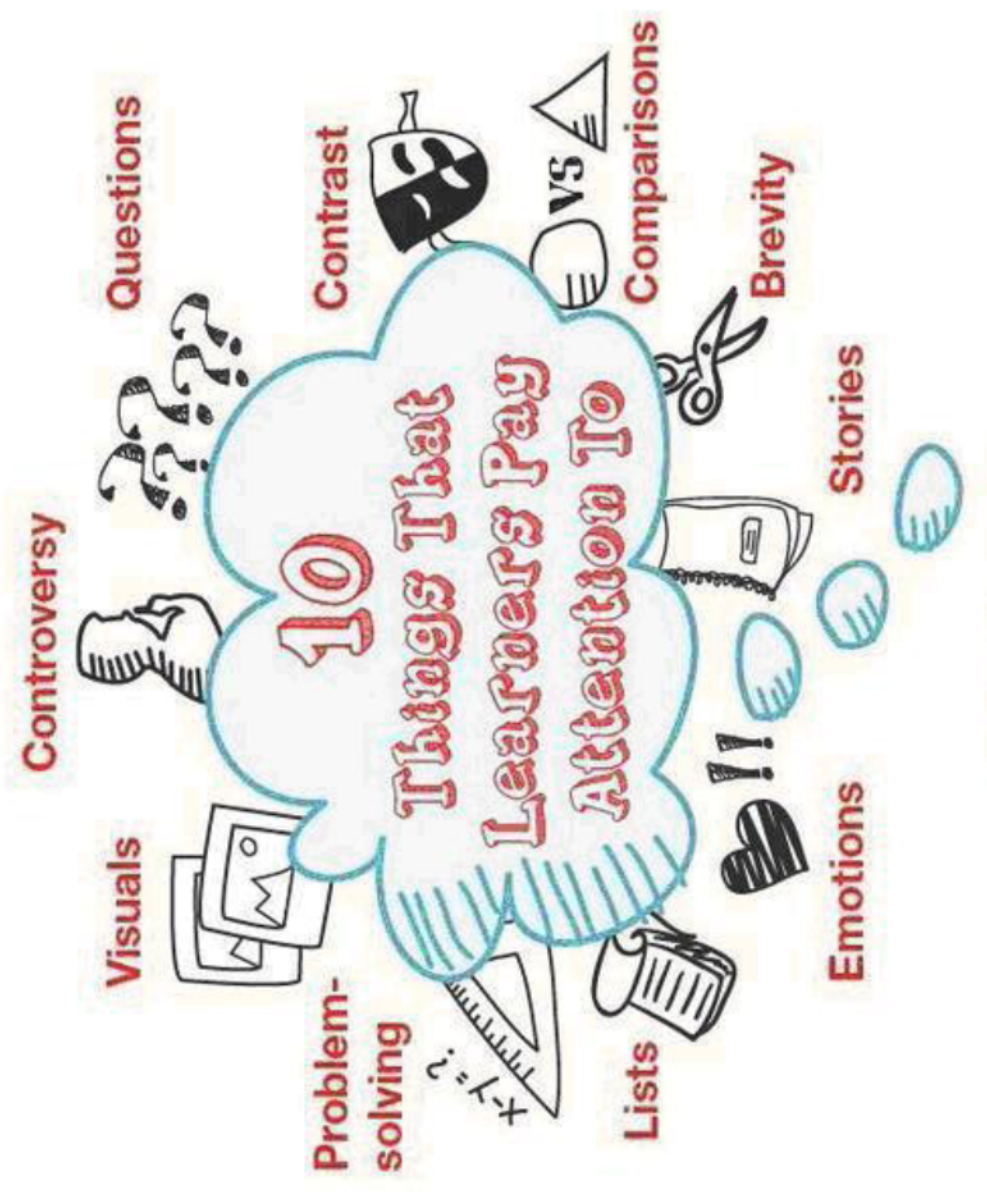
## Matching Estimates of Effect of Study Abroad for Subpopulations

	6-year Grad		4-year Grad		Semesters to Degree		Hours Earned at Degree		Ratio Hours Earned to Attempted		GPA at Degree
Need-Based Aid	12.2 PP	10.1 PP	-0.289	2.24	0.01% (Not Sig)	0.109					
No Need-Based Aid	9.9 PP	12.4 PP	-0.215	2.79	0.02% (Not Sig)	0.088					
Underrepresented Minority	14.9 PP	11.9 PP	-0.27	2.95	0.25% (Not Sig)	0.12					
Not URM	9.5 PP	11.6 PP	-0.23	2.45	-0.04% (Not Sig)	0.09					
STEM	8.9 PP	6.6 PP	-0.10	3.12	-0.80%	0.11					
Not STEM	11.5 PP	13.7 PP	-0.30	2.55	0.39%	0.09					

\*All estimates statistically significant at the 5% level, unless otherwise noted

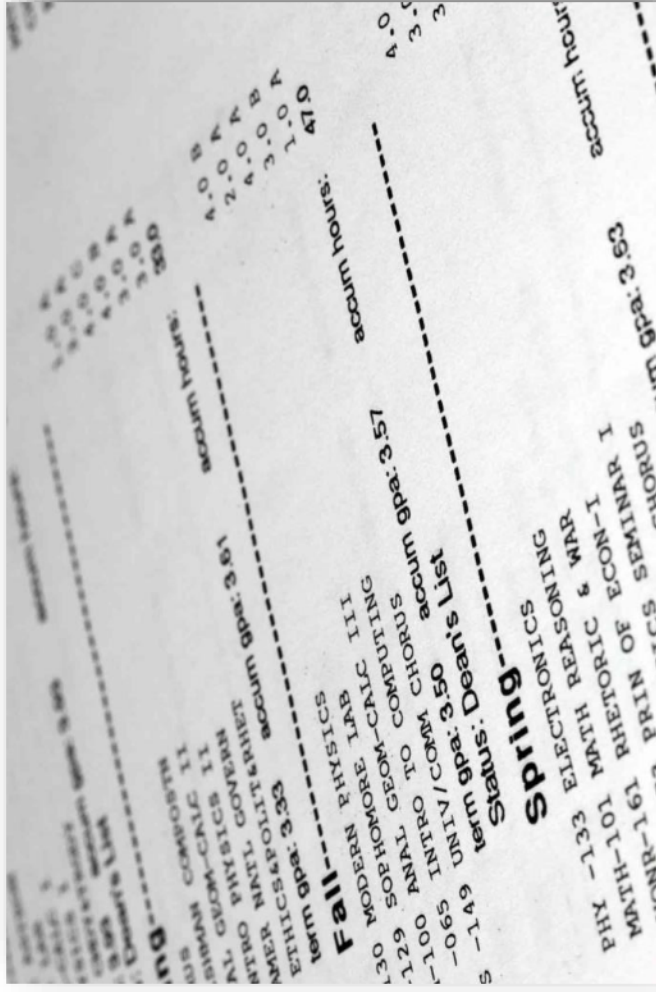
# Topic #2: Curriculum Integration – Opportunity for Continuity and Disruption

*“We learn most at the conjunction of what we know and what disrupts that knowledge.”*



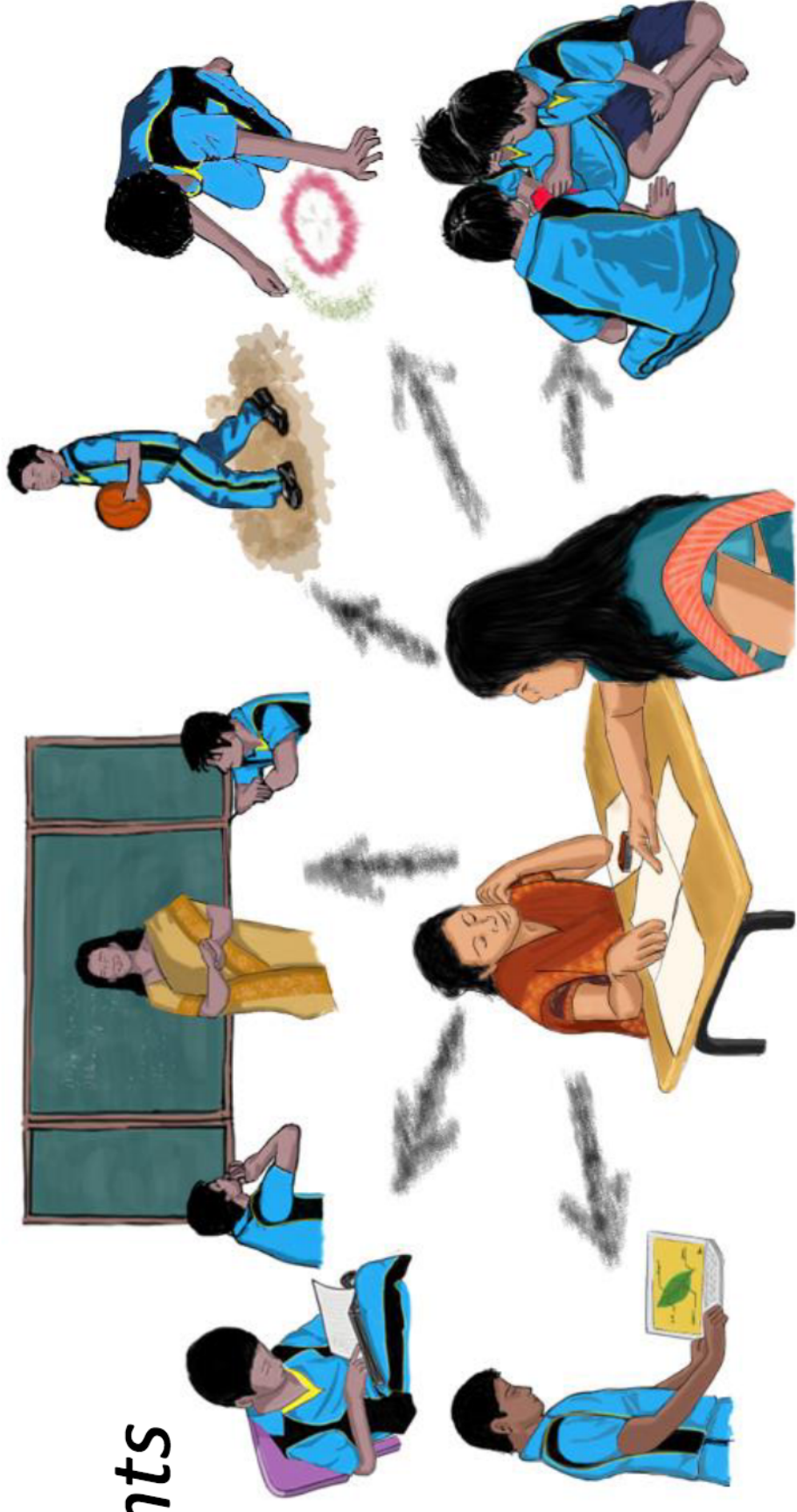
# Topic #2: Curriculum Integration – Opportunity for Continuity and Disruption

Learning abroad is different than at home.  
Academic Learning ↔ Non-Academic Learning



# Topic #2: Curriculum Integration – Opportunity for Continuity and Disruption

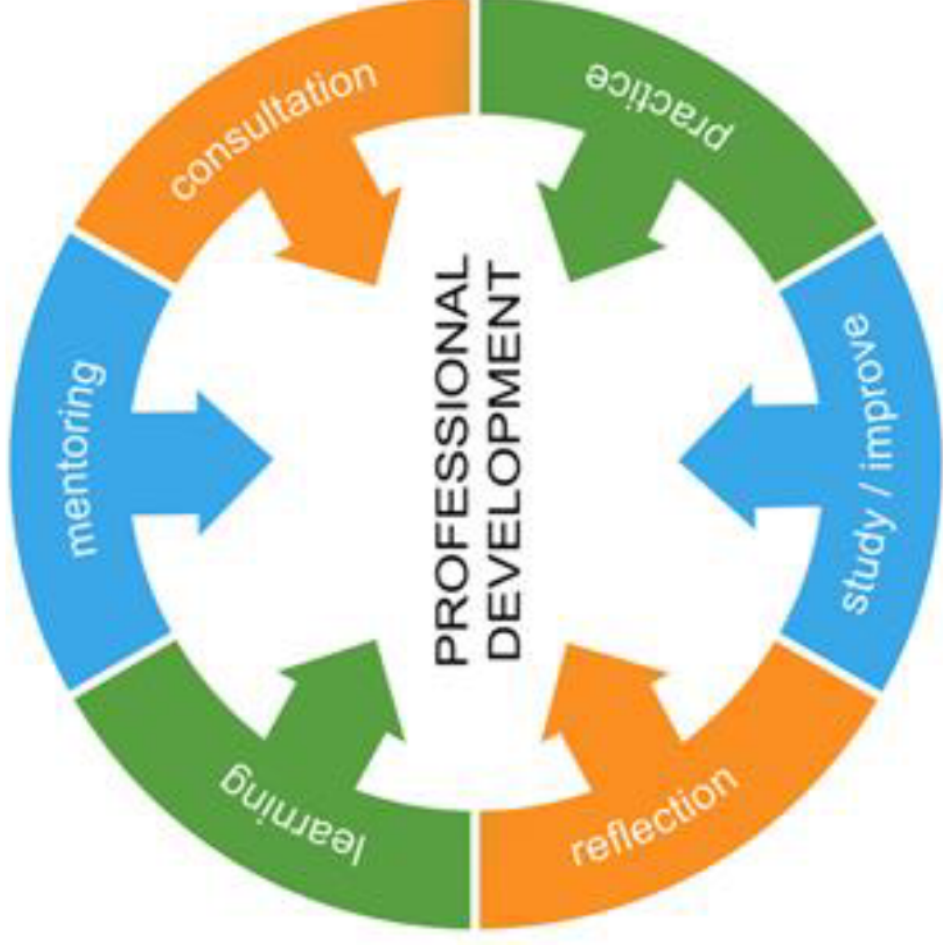
## Teach Students to Learn





# ***Topic #2: Curriculum Integration – Opportunity for Continuity and Disruption***

***Invest in Faculty  
and Staff  
Development***



# Topic #3: Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles

- **Assessment is a process that should situate improvement as its primary intended outcome.**
- **Organizations and institutions that fail to introduce changes based on assessment findings have not really assessed.**

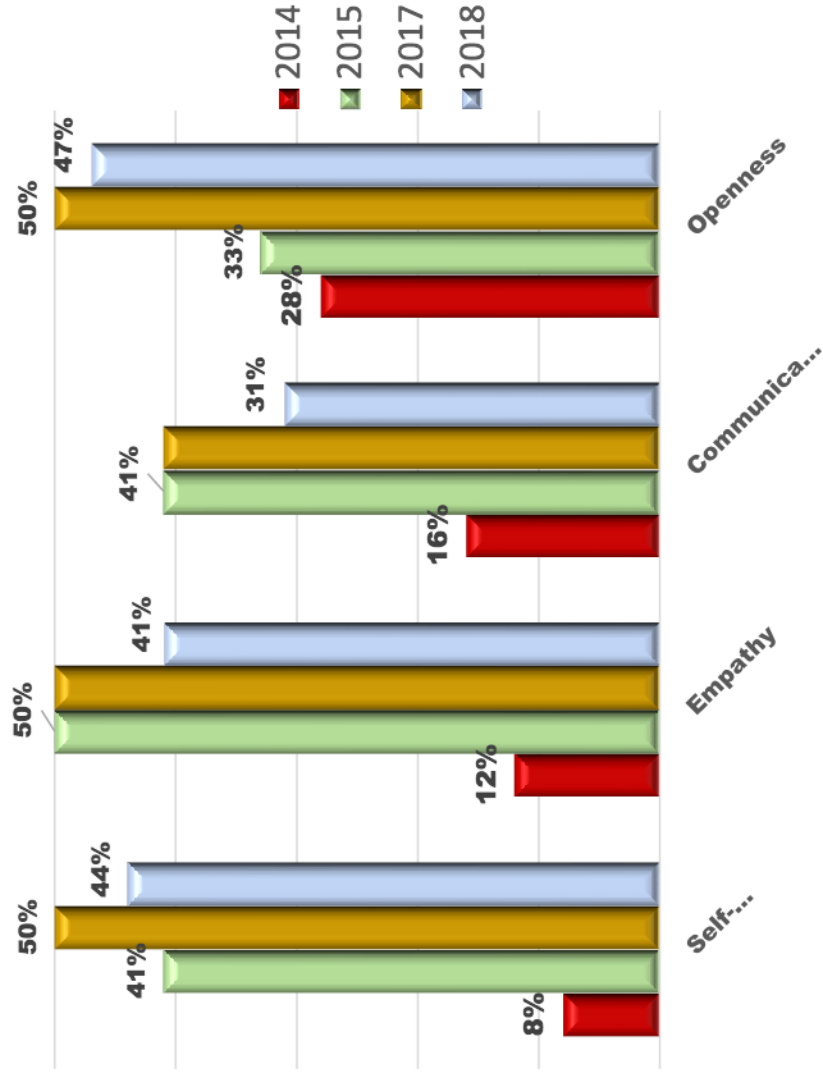
--Dr. Mark Salisbury, Dean & Director of Institutional Research.  
In *Assessing Study Abroad*, Savicki & Brewer, 2015, Stylus.

Category	Description
Research	A truth-seeking activity which aims to uncover generalizable knowledge.
Program Evaluation	Seeks to establish the worth or impact of an intervention or program, often in comparison to a standard.
Assessment	Seeks primarily to improve student learning. May also, at the institutional or system level, wish to establish the effectiveness of efforts intended to produce student learning.

**Source: Lundquist (2019).** <https://bit.ly/2QWo1K2>

# Topic #3: Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles

Attained AAC&U Rubric Level 3 or Above



Purdue Global Science Partners Community			
Year	Change Introduced	IDI change	
2014	2 Intercultural Reflections	+1.30	
2015	Emphasized Commonality	+12.16	
2017	Individualized IDI debriefs	+10.61	
2018	As above	+8.98	
2019	See Below	TBD	

- 2018 reflections indicated many students had difficulty differentiating cultural differences from personality differences.

- Added for 2019: “Differentiating the Cultural from the Personal,” from: *Maximizing Study Abroad: Instructional Guidebook*, Paige et al, 2010; p. 207;

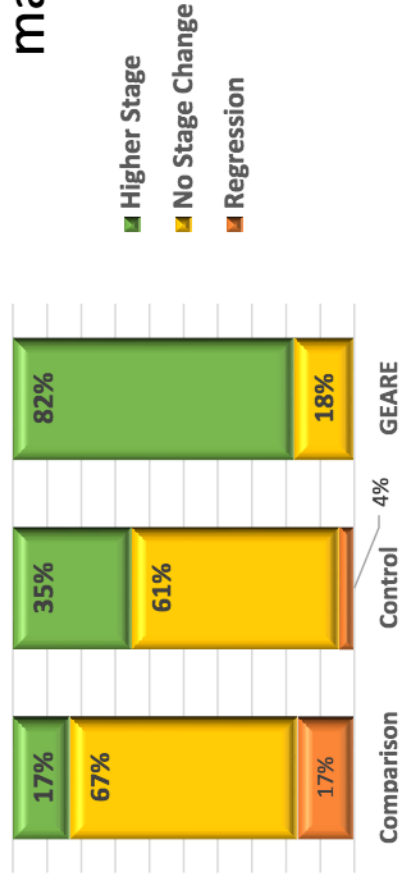
[www.carla.umn.edu/maxsa/guides.htm](http://www.carla.umn.edu/maxsa/guides.htm)

# Topic #3: Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles



- “By embracing the differences [in viewpoint], you can come to better decisions.”
- “I have a much better ability to handle stress; to work in uncertainty.”
- “If you are hard to work with, it will hinder your advancement on a team.”
- “Listening is an important soft skill ...respect the other person so he can respect you and it leads to good decision making.”

Effect on Learners Who Began in Polarization



**Download the full report by Yngve & Tort at the Intercultural Learning Hub's Research Repository:  
<https://hubicl.org/publications/76/1>**

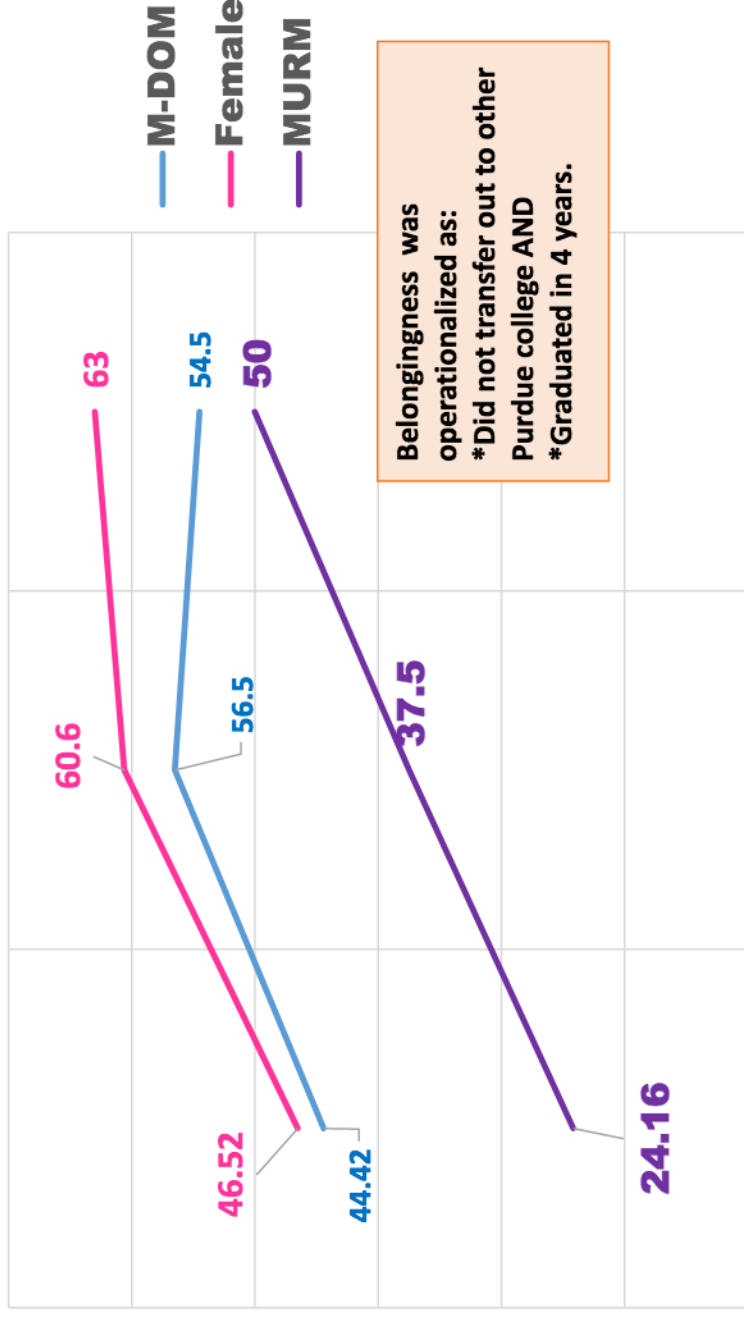
# Topic #3: Beyond Numbers – Learning Abroad, Assessment, and Faculty Roles

- Fall 2019 Enrollment = 4,144
- Under Represented = 12%
- Female = 20%

YEAR	ACTION
2014	Capstone Seminar = ICL req.
2015	Gen Ed advising aligned to ICL
2016	<b>IDI Certification &amp; Coaching</b>
2016	Mandatory Fac Devt in ICL
2017	Assmt Master Plan for ICL (IDI & M-GUDS)
2019	Formative Assmt to all 1 <sup>st</sup> Yrs (Beliefs, Events & Values Inventory)

Look for the Forthcoming White Paper:  
<https://hubicl.org/publications/browse>

Percent of Entering Class Demonstrating “Belongingness”



Mean 5 prior yrs      2014      2015

# ***Topic #4: The Subversive Power of Exchange Partnerships***



## Topic #4: *The Subversive Power of Exchange Partnerships*



# Topic #4: *The Subversive Power of Exchange Partnerships*



## Relationship Building



# Topic #4: The Subversive Power of Exchange Partnerships



Global Self-Awareness



Perspective Taking



Cultural Diversity



Personal and Social  
Responsibility



Understanding Global  
Systems



Applying Knowledge to  
Contemporary Global  
Contexts

# Topic #5: *The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange*

## RELATIONAL GOALS AND ONE-SIDED EVALUATION

- Intended outcomes like mutual cross-cultural exchange
- Dependent on relationships
- Evaluations rely on student self-report



# Topic #5: *The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange*



THE PROBLEM

WHAT WE ASSESS COMMUNICATES OUR PRIORITIES

- Post-program evaluation as extension of reflection
- Local partners rarely involved in assessing student global learning or overall program outcomes

# Topic #5: *The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange*



WHY WE SHOULD CARE

EDUCATION ABROAD IS A METHOD, NOT AN OUTCOME IN AND OF ITSELF

- Knowing whether programs are achieving intended relational outcomes
- Reconceptualizing programs that are not yielding intended outcomes

# Topic #5: *The Big Disconnect – Rhetoric vs. Practice in Cross-Cultural Exchange*



HOW WE CAN ADDRESS IT

MEASURING "SUCCESS" DIFFERENTLY

- Engaging local partners in assessment and evaluation efforts
- Developing a culture from recruitment to re-entry that centers the relational aspects of being a global learner



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*How can the SIO  
contribute to  
embedding education  
abroad into  
undergraduate  
education to contribute  
holistically to student  
learning and  
development over time?*



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# Rethinking Education Abroad for a Global Generation

## *Considerations for SIOs*

*Thank you!*

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