Global Learning in Service to Local and Regional Needs: Innovations in Internationalization and Community-Engagement

Presenters (in order of appearance)
• Jeff Cohen, University of Washington Tacoma
• Virginia Rowthorn, University of Maryland Baltimore
• Svetlana Filiatreau, Virginia Tech
• Wendy Baker, University of South Florida
What to expect…

• Brief introduction of panel (4 minutes)

• Three brief presentations by our panelists (7 minutes each)

• Facilitated conversation focused on three guiding questions (15 minutes)

• Concluding comments and debrief (5 minutes)
What can international education learn from global health education?

Virginia Rowthorn, JD, LLM
History of Global Health

- Tropical medicine – health of colonists (18th and 19th centuries)
- Religious medical missions (19th century)
- International medicine – International Sanitary Convention (1851)
- Post WWII – WHO (1946)
- End of Cold War and Alma-Ata Declaration (1978)
- Decolonizing global health movement (2020–present)
Decolonizing global health

- Capacity building
- Community engagement and community-based participatory research
- Equitable partnerships
- Ethical short term experiences in global health
- **Global to local (Global Learning)**
Global to Local or Global Learning: Two Definitions

• Research and implementation science
  • Translation of interventions and programs developed outside the U.S. for adoption, adaptation, and implementation within U.S. communities.

• Education
  • Teaching a global perspective or understanding of transnational health issues, determinants, and solutions, and applying that perspective to address health care problems at the local US level.
Elements of a “Global to Local” Course

- Global frameworks (e.g. human rights) applied to local US problems
- Bi-directional learning (include teachers and/or learners from outside US – virtually or in-person)
- Interprofessional Approach
- Community engagement element
- Experiential/clinical learning element
- Reflective Component

Can a course like this be designed to meet local or regional needs?
Internationalization Challenges in Business Schools: Practitioner Perspective

Svetlana Filiatreau, Ph.D.
Director of BIT-Cybersecurity Management Program
Director of International Programs (2017-2020)
VT Pamplin College of Business
A COLLECTIVE VISION
FOR BUSINESS EDUCATION
Educating Transformational Business Leaders through Globally Engaged Learning
Considerations for Internationalization in Business Schools and Education for Global Citizenships

• Often international business education does NOT draw on the body of work in higher education internationalization
• Remains silo-ed within business discipline, guided by AACSB and other business school accreditors
• Business programs tend to not coordinate internationalization activities in a strategic manner
• Internationalization is frequently limited to study abroad, which often is not aligned with curriculum
• Business programs are more likely to be aligned with business education networks than with ACE, NAFSA, AIEA or AAC&U’s frameworks
• Developmental aspects of Gen Z attributes and values can be better integrated in the practice of teaching and learning (starting with GLOs)
Taxonomy of Significant Learning

The Lesser Known part of Significant Learning

- Intentional to work with the left side and create GLOs for:
  - Learning about oneself and others
  - Developing new feelings, interests, values
  - Self-regulation (meta cognitive skills)

Framework for International Business Education and Global Engagement

- Student global learning: Experiential and integrated learning in multiple modalities
- Thought leadership: Global engagement through faculty international research and professional collaborations
- Global impact: Strategic partnerships and research-informed community engagement (local and global)
- International enrollment management: Recruitment, retention, and global alumni engagement

Educating Transformational Business Leaders through Globally Engaged Learning

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Connecting Global Learning and Community Engagement

Wendy Baker
USF World Campus Director, St. Petersburg
University of South Florida
Community Engagement

“Internationalization is higher education's intentional engagement with that reality [globalization]. It not only impacts an individual institution, but the way an organization and its people relate to their local, national, and global community.” - ACE

https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx
Community Engagement
• Stewards of Place (AASCU)
• Address Critical Societal Issues
• Collaborations
• Abroad (service learning)

Internationalization
• Global Learning/Global Citizenship
• Sustainable Development Goals
• Partnerships
• Internationalization at home
Examples
Tracking Data
Guiding Question

What are the best practices/methods/structures you implemented at your institution to link global learning and the local community?
Guiding Questions

• What challenges and opportunities arise when we consider the Global Health and/or Business contexts presented in this panel?

• What critical ethical and pedagogical questions must be asked when designing global learning for local impact?

• What are some promising practices/methods/structures you have implemented at your institution to link global learning and locally/regionally focused community-engagement efforts?