Next Generation International Education

Strategies for Enhancing Online Learning and Engagement

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Amanda Maurer, University of South Florida
Joshua McKeown, SUNY Oswego
Christopher Parrish, Podium Education
Noah Rost, Arizona State University
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Overview

- Welcome & Introductions
- New Directions...
  - Survey on Online Learning and Engagement
  - Program Design and Assessment
  - Student Recruitment and Enrollment Management
  - Operational and Financial Management
- Panel Discussion
- Group Work:
  - Integrated Program Design & Development
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- Permanent changes underway in higher education delivery.
- Evolving approaches to student learning and engagement.
- Emergence of new technologies & engagement modalities.
- Greater attention and prioritization of diversity, equity & inclusion.
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The pandemic has clarified the value of in-person delivery of student engagement...

...and illuminated how student success efforts can be sustained through online delivery.

Clubs & Affinity Groups
Greek Life & Residence Life
Graduation
Sports

Academic Advising
Mental Health/Tele-Health
Administrative Services
Career Services
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INDUSTRY 4.0

Automation  Big Data  Cloud computing  Autonomous  IOT  Data Management

AIEA: Association of International Education Administrators
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**Shifting Emphasis**
How can we expand from mobility-based programming to include other forms of international learning and engagement?

**Diversification**
How can we drive participation to be more diverse, inclusive and representative?

**Utilization of Technology**
What new technologies can be utilized to enhance operations, program delivery, student learning, etc?

**Expanding Modalities**
How can we leverage new or more mainstreamed modalities to expand international learning and engagement for all students?

**Enhanced Pedagogy**
How can we intentionally enhance learning and engagement within new and expanding modalities?
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Mobility Education
Maximizing opportunity through international mobility

Access Education
Maximizing access through online learning and engagement.

Integrated Education
Maximizing equity through curricular and campus internationalization
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- **Mobility Education**: Mobility Education is primarily concerned with international education though degree- and non-degree student mobility abroad and is thus limited to an exclusive population of students who are able to participate.

- **Access Education**: Access Education leverages online educational delivery to expand international learning and engagement and promote greater access to international education for interested and motivated learners.

- **Integrated Education**: Integrated Education focuses on providing equitable access to international learning and engagement for all learners by intentionally integrating international expectations into the curricula and life of the institution.
Next Generation Education Abroad
AN INDUSTRY-WIDE SURVEY OF EDUCATION ABROAD PROFESSIONALS

PRESENTED BY

AIEA: Association of International Education Administrators
Next Generation Education Abroad:
An Industry-wide Survey of Education Abroad Professionals (Fall 2021)

- It’s a new day for education abroad.
- Challenging times are still here.
- Increased focus on DEI.
- Student choice may be changing.
- Institution size and type matter.
Its a New Day...

- 75% say a new definition for education is needed.
- 62% are excited about the changes underway and look forward to new opportunities.
- 75% think online global learning is essential and here to stay.
- 67% have added online global programs.
- 46% have created a funding model to support online learning.
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Challenging times...

- 75% of education abroad budgets have been cut.
- 46% of education abroad offices have been restructured.

Anticipating changes ahead...
- 45% funding model
- 41% office structure
- 39% office purview
- 31% office name
Diversity, Equity and Inclusion...

- 65% of education abroad offices have made DEI a greater area of focus.
- 45% anticipate online global learning will be central to their DEI efforts
- 46% of education abroad offices have been restructured.
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Student choice...

- Most Important to students:
  - 65% cost
  - 57% subject matter
  - 57% credit

- Least important to students:
  - 16% duration
  - 14% platform
Institution matters...

- 77% of public institutions are excited about the future (vs. 40% of privates).
- 78% of institutions with more than 500 students studying abroad are excited about the future (vs. 48% with fewer than 500 students are)
- 72% of private institutions report that DEI is of greater importance in the education abroad efforts (vs. 63% of public institutions)
New Directions in Program Design & Assessment

- Research and outcomes on student online international learning
- Strategies for assessing student learning online
New Directions in Program Design & Assessment

- Remote international internships and experiential learning
- COIL and virtual exchange
- Intentionally designed online international learning
- Partners: custom & existing models
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New Directions in Program Design & Assessment

- E. Bruhn study on Virtual Internationalization
- Journal of Studies in International Education, 2021 special issue on digitalization
- Findings showed virtual internationalization methods directly support comprehensive internationalization, particularly for:
  - Intercultural, international, and global competencies (most cited, 20% of total)
  - Pedagogical innovation, expanding access, and enhancing student experiences (combined 29%)
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New Directions in Program Design & Assessment

- Stevens Initiative Virtual Exchange survey
  - 25% of 233 institutions are new
- SUNY COIL Center
  - 37 inst. members pre-covid, 137 today
  - Tenfold increase in training registrants
- CAPA Global Education Network
  - 94% of remote internship participants agree or strongly for gains in global perspectives
  - Also 94% cited they helped develop further respect for cultural diversity
  - 89% felt they had an international experience
New Directions in Program Design & Assessment – Oswego Experience

- Importance of student employability
- “Global skills create better workplaces,” - J. Taylor, President / CEO of SHRM
- “Global employability means making the best of one's talents without being limited by national boundaries...it starts with an understanding of what your students need.” - N. Ripmeester
- New ways to achieve this now

Institutional awards:
Diversity Abroad, 2019; CSCSE (China), 2018; AASCU, 2017; IIE – Heiskell, 2016
New Directions in Program Design & Assessment – Oswego Experience

- Student evaluations of the experiences: quality, delivery, robustness
- Program assessment: learning objectives and institutional needs
- Faculty involvement and input: curricular alignment, academic oversight, and fit
- Leadership expectations: relationships, accreditation, financials, perceptions

Institutional awards:
Diversity Abroad, 2019; CSCSE (China), 2018; AASCU, 2017; IIE – Heiskell, 2016
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New Trends in Online Global Education

242 institutions reported that more than 10,000 students received academic credit for an online global learning experience.

- 43% Internships and consulting with global companies
- 38% Collaborative projects
- 31% Videoconference dialogues

45% of institutions offered multiple online global learning experiences.
Comparative View of Race & Ethnicity in International Education, Modality – University of South Florida

<table>
<thead>
<tr>
<th></th>
<th>USF Global Tech</th>
<th>USF Other Virtual</th>
<th>USF Open Doors (18/19)</th>
<th>USF Campus Pop. (fall 18)</th>
<th>National Data IIE (18/19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian &amp; Native Hawaiian/Pacific Islander</td>
<td>13%</td>
<td>15%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>20%</td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>24%</td>
<td>22%</td>
<td>21%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Two or More races</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>White</td>
<td>38%</td>
<td>47%</td>
<td>54%</td>
<td>57%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Note: International Students and unreported race and ethnicity is removed from all data. Native Americans represent less than 1% of USF’s population.
### Comparative View of Race & Ethnicity in International Education, Modality – Arizona State University

<table>
<thead>
<tr>
<th></th>
<th>ASU Global Tech</th>
<th>ASU Open Doors (2018/19)</th>
<th>ASU Campus Pop (Fall 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian Native Hawaiian or Pacific Islander</td>
<td>8%</td>
<td>6%</td>
<td>7%</td>
</tr>
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<td>Black/African America</td>
<td>11%</td>
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<td>Two or More Races</td>
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<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>67%</td>
<td>70%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Note: International Students and unreported race and ethnicity removed from all data. “Two or More Races” is not pulled into ASU’s study abroad database.
Comparative View of Gender in International Education, Modality – University of South Florida
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Comparative View of Gender in International Education, Modality – University of South Florida
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New Trends in Recruitment and Enrollment Management

- Most international educators are not marketing or recruitment experts.
- Post-pandemic, what will be the value of relying on traditional global education recruitment (e.g., face to face fairs, tabling and other in-person outreach)?
- Can targeted digital assets, social media and general widespread email communications be more effective?
- How can global education offices leverage any enterprise-level predictive analytics and client relationship management platforms (e.g., Sales Force, Microsoft Dynamics)?
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Considerations for Operational and Financial Management

- Self-Sustaining Unit: Office that receives little to no funding support from central institutional sources and relies primarily on students fees and external sources.
- Hybrid Unit: Office that receives institutional funding, but also operates using self-generated funds; some hybrid units rely more heavily on one funding source than the other.
- Emerging Unit: Office that is still determining its funding sources and may not yet fall into one of the other categories.
- Centrally-Funded Unit: Office that relies primarily on institutional funding sources and generates little of its own revenue.
Considerations for Operational and Financial Management

- Importance of portfolio diversification and resilience
- Positive impact of scale
- Expansion into different student populations
- Tuition vs. fees
- Opportunities to build partnerships across campus through revenue sharing
- Urgency to rebuild operational and programmatic reserves
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Why did your institution expand from mobility-based programming to include other forms of international learning and engagement?
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Are you confident in your office’s ability to survive another major disruption in operations and programming?
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What has your institution done to drive more diverse, inclusive and representative participation?
How is your institution intentionally enhancing learning and engagement within these new and expanding modalities?
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Is this a truly a time of punctuated equilibrium in international learning and engagement?
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JUNIOR YEAR ABROAD
Students should see the world, learn languages and become culturally competent.

SHORT-TERM STUDY
Short-term study engages faculty and promotes curriculum integration.

SEMESTER PROGRAMMING
One semester promotes greater student access and study in non-traditional locations.

ONLINE LEARNING
Online programming presents new possibilities for international learning and engagement.

Wait! Does anyone else have a problem with this?
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Program/Course Purpose, Goals, Objectives

Did students learn what was intended?

What design features will most enhance student learning in an online context?

Program/Course Design

How will individual intensity factors influence learning?

Program/Course Implementation

How will learning be maximized in an online context?

What is the ideal challenge—support balance?

Program/Course Assessment & Evaluation

How will student engagement be facilitated?

What is the ideal challenge—support balance?
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Contextual factors that will continue to influence the international higher education

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