Globally Networked Courses and Student Mobility: Correlation or Causation?

Panel Discussion
Melanie Wilson, McGill University (Canada)
Deirdre Sato, Purchase College (US)
Kasee Laster, University of Georgia (US)
Panel Agenda

- Relatedness to Intercultural Competencies (IC)
- Implications from exploratory survey
- Emergent Questions
- Introduction of panelists and their projects
  - Deirdre Sato: Going Global: Intercultural Communication
  - Kasee Laster: Costa Rica Live
- Revisiting of Questions
- Discussion and Q/A
- Wrap up
GNL and Study Abroad: Both Internationalization Activities

INTERNATIONALIZATION
at institutions of higher education

Inputs/Resources
needed for implementation of components of internationalization
(i.e., interested students, funding, institutional leadership and support)

Activities/Components of Internationalization
(college leadership, faculty international involvement, curriculum,
study abroad, international students/scholars/faculty,
international cocurricular units) (Elingboe, 1998)

Outputs of Internationalization
(i.e., number of international students, number of study abroad programs,
number of students studying foreign languages, etc.)

Outcomes of Internationalization
(i.e., interculturally competent graduates) (Knight, 1997)

Intercultural competence—what is it?
How do higher education administrators define it? Intercultural scholars?
How can it be assessed?

= Long-Term Impact of Internationalization

Figure 1. General Program Logic Model Applied to Internationalization
Source: Deardorff (2004).
“Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’ values, beliefs, and behaviors; and relativizing one’s self. Linguistic competence plays a key role”
(Byram, 1997, as cited in Deardorff, 2006; p. 247).
Relatedness to Intercultural Competencies

Globally Networked Course

Student Mobility (i.e. Study Abroad etc.)

Intercultural Competencies (ICC)*

World Knowledge
Foreign language proficiency
Cultural Empathy
Approval of foreign people and cultures
Ability to practice one’s profession in an international setting

*Lambert’s (1994) five components of ICC.
## Five Components of ICC

<table>
<thead>
<tr>
<th>ICC Component</th>
<th>Study Abroad</th>
<th>GNLE</th>
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<tbody>
<tr>
<td>Increase in world knowledge</td>
<td>Travel can provide broadened perspective</td>
<td>Dependent on activities incorporated</td>
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<tr>
<td>Foreign language proficiency</td>
<td>Language immersion possible</td>
<td>susceptible to hegemonic language practices and assumption (English as lingua franca)</td>
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<td>Cultural empathy</td>
<td>Individualized and related to experiences</td>
<td>Skilled facilitation necessary</td>
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<tr>
<td>Approval of foreign people and cultures</td>
<td>Individualized and related to experiences</td>
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<tr>
<td>Ability to practice one’s profession in an international setting</td>
<td>Dependent on program structure and opportunities</td>
<td>Evidence that in fields e.g. Tech. Comm.; Engineering) course design can include this competency</td>
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...but, how are GNL and Student Mobility connected to each other?

• A survey was administered to students of a COIL course between a SUNY campus and a university in Eastern Europe.
• The Survey was administered at the end of the course and inquired into the connection between GNLEs and student mobility.
• A total of 133 responses were received regarding the interaction, the most and least rewarding aspect of the collaboration, and how the GNLE affected their outlook on potentially studying abroad.
• *Of 9 respondents, only one student indicated they had studied abroad before... for all other students this was their first international learning experience.
Perceived benefits of GNLE experience

• “the most rewarding aspect of this course was…”
  • ... to be able to communicate with students from another country”
  • ... getting feedback from people who are so far away.’’
  • ... getting the chance to communicate with people from other cultures. I was able to see pictures of them and seeing the way they write. It was very interesting.’’
  • ... working cohesively along side people from other countries.’’
Attitude towards Study Abroad

Did this course change your outlook on potentially studying abroad?

• “Actually yes, I have thought about it a little more lately”
• “It increased my want to study abroad”
• “It’s only strengthened my desire to study abroad, meet new people and experience things outside of my school system in the states”
• “Yes, it made me want to study abroad”
Impacting Input/Resources for Internationalization

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Source: Deardorff (2004).
Globally Networked Courses may positively impact the Input/Resources needed to initiate activities for ICC; and also contribute to increased ICC.
Emergent Questions

- How can GNL and Student Mobility be further integrated?
- Should we be moving towards integration? Or rather, substitution to really engage the **scalable potential of GNL as a means to provide ICC to more students**?
- By focusing on building intercultural competencies, what can faculty engaged in GNLEs learn from the field of international education? Vice versa?
Going Global: Intercultural Communication

- Two-credit course offered at Purchase College, SUNY

- Introduces students to:
  - basic concepts of intercultural communication styles
  - international cultural factors
  - cross-cultural adjustment
  - “global citizenship/competency”
  - globalization

- “This course is particularly useful for students thinking about studying abroad.”
Three Intercultural Communication modules:

- Interview with international students on campus – 1 week

- Correspondence with international students at partner institutions abroad - 3 weeks

- Correspondence with Purchase students studying abroad – 3 weeks
Challenges

- Correspondence partners are all over the world – time zone differences!
- Some students are shy about Skyping with people they don’t know
- Time consuming to coordinate many people
Going Global

- What have students found useful about the course?
  - Awareness of difference, but also patterns and commonalities, abroad
  - The foreign is not as intimidating
  - The world is accessible
  - Studying abroad might be an option for them
Going Global

Successes!

- Three semesters teaching the course
- Percentage who stated they planned to go abroad at beginning of the course – 74-80%
- Percentage who have studied abroad so far – 15% (sp 2012) - 33% (sp 2011)

Most important – fosters the conversation on campus!
Costa Rica Live is UGA’s means of bringing study abroad and international field research home to campus. The university maintains a study abroad/research station near Monteverde. There, students study a variety of fields, but the core discipline is ecology. Costa Rica Live allows students in large lecture sessions back in Athens to “hike,” observe, and learn alongside students and researchers in the cloud forest.
Emergent Questions Revisited

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Papers Referenced

Thank you, Merci et Gracias!

~ Melanie, Deirdre and Kasee