

Globalization and Study Abroad: Outcomes and Assessment

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New **Needs** in College Graduates

- Compete in global marketplace
- Collaborate cross-culturally
- Generate partial solutions to global problems, e.g.,
 - Terrorism
 - Climate Change
 - Clean Water
 - Famine
 - Malaria
 - Oil Dependency

New Learning Outcomes: **Global Competence**

1. Global Knowledge
 - Own culture in global context
 - Global issues, processes, trends, systems
 - Other cultures' beliefs, values, perspectives, practices, products

2. Global Skills
 - Think critically from multiple perspectives
 - Communicate and connect in/to other linguistic communities
 - Collaborate cross-culturally
 - Read cultural differences

3. Global Attitudes
 - Empathy
 - Appreciation of different value systems
 - Integration of different cultural perspectives

New UConn Learning Outcome: **Global Citizenship**

Definitions

- Liberal Arts (Martha Nussbaum)
 - Recognition of common humanity
 - Empathy towards less fortunate
 - Critical distance to solve problems
- Participatory Citizenship
 - Global civil society (James Skelly)
 - Working towards global common good (conceived from Harry Boyte/Nancy Kari)

Consensus for Study Abroad

- U.S. Gov't: 1,000,000 Students Abroad by 2016
- Business: Committee for Economic Development: more foreign language training
- Higher Education
 - Main vehicle for internationalization
 - Increase participation
- Students: 70% of High School Seniors

UConn Study Abroad **Role** in Global Citizenship

1. Increasing 3rd Party GC SA Opportunities
2. Increasing # of Exchange Partners
 - More studying in majors, esp. sciences, business, engineering, health.
 - More focus on international networking and supplemental skill training
3. International Networks: Universitas 21
 - “Deep” Partnerships: Undergrad exchange in context of multilayered linkages, including research to common good

UConn Study Abroad **Role** in Global Citizenship

4. Redesigning Traditional UConn SA Programs

- UConn in London
 - Global London
 - Critical cultural approaches to citizenship
 - Work in NGO serving poorer Londoners
 - Count the Civic Engagement hrs and document the work done

- UConn in Florence
 - Sustainable agriculture in Tuscany
 - Work on organic farms
 - Study tours of organic food processing
 - Learning different consumption habits

UConn Study Abroad **Role** in Global Citizenship

5. Developing New Study Abroad Programs

- UConn in Cape Town
 - Work in NGOs serving poor
 - Understanding role of civic society
 - Contextualizing through Culture
- UConn Nursing in Cape Town
 - Clinical rotations serving poor
 - Health care in South Africa
- UConn Service Learning in Dominican Republic

UConn Study Abroad Participation toward Global Citizenship

- UConn Social Entrepreneur Corps in Guatemala
 - Assisting in development and expansion of microbusinesses that serve common good
 - Spanish instruction
 - Mayan culture
 - Count the # of products and services sold, assuming Spanish use and knowledge of economic theories and cultural knowledge

6. Shifting learning outcomes from student development to improving the common good

UConn Social Entrepreneur Corps Assessment

Client: SolCom

Client Needs:

1. AC/SC support during village visits including marketing and campaign execution
2. New SC training
3. Needs Analysis and feasibility studies on the following products: Solar Lamps, First Aid, Seeds for Change Peanut Butter and Water Purifiers.

- Intern Activities:
1. Supported ACs/SCs in 32 Marketing efforts for Village Access Campaigns
 2. Supported ACs/SCs in 32 Village Access Campaigns
 3. Successfully trained two new SCs in becoming Micro-Franchises
 4. Completed feasibility studies for the Peanut Butter Project

Number of Surveys Completed:

1. 15 Solar Lamp surveys in six different departments in Guatemala
2. 10 Filter surveys to small businesses and individuals in five different departments in Guatemala
3. 22 AC/SC Feedback surveys
4. 8 First Aid surveys in three departments in Guatemala
5. 15 Seeds surveys in four departments in Guatemala

UConn Social Entrepreneur Corps Impacts

Intern Achievements

1. TOTAL CAMPAIGN RESULTS

Product	# Sold	Total \$ Earned by Entrepreneurs
Readers	203	\$507.50
Protectors	197	\$394
Eye Drops	181	\$45.25
Cases	146	\$73
Chords	7	\$1.75
Seeds	51	\$12.75
Solar Lamps	14	\$56
Total	799	\$1090.25

2. The interns determined the feasibility and marketing strategies for the following three new products:

Solar Lamps
Mosquito Nets
Water Purifiers

3. The interns helped to improve SolCom leadership and management skills with the entrepreneurs

Challenges for Study Abroad Accreditation

1. Undergraduate Exchange Partnerships
 - Credit transfer
 - Accreditation
 - Finding common learning outcomes between institutions
 - Assessment of short and long-term effect on academic and career opportunities/choices
2. Service Learning Programs
 - How to serve beneficiaries of NGOs and Universities
 - Accreditation
 - Lack of infrastructure
 - Student-centered learning assessment colonialist in new contexts
 - Assessment of skill and knowledge development
 - Assessment of long-term civic engagement habits

Solutions

1. Foreign Universities

- Education of our own faculty
- Specific pre-approved tracks around global citizenship, e.g., Lund University (Sweden) Engineering focusing on sustainable design.

2. NGOs

- Redesigning student assessment models
 - Student centered learning to community centered development
 - Student learning as both input and output
 - Educating faculty
 - Assessment based on impacts

Conclusion

- Change learning outcomes towards needs of globalization.
- Study abroad plays major role in development of globally competent citizens.
- Need to define terms, e.g., global citizenship
- New goals require new program design and assessment.
- Doing no harm is insufficient.
- Have we improved the world?
- Universities have to model, and not just rely on student behaviors.
- We need more short-term and long-term assessment data.