Global Learning in Virtual Spaces

June 30, 2020

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Getting Started

Ask questions during the presentation via the "chat"

This meeting will be **recorded**

Remember to **mute** your microphone when not speaking

Introductions

Agenda

- Global engagement at Drake

- Intercultural Development Inventory (IDI)

- Global virtual learning and exchange

- Panel discussion

- Brainstorm and idea generation

- Takeaways

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Objectives

1. Attain a better understanding of global engagement at Drake

2. Understand the basics of virtual global learning & exchange and learn of examples

3. Get the information and resources to explore potential opportunities for global learning for future terms

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What does a "global institution" look like?

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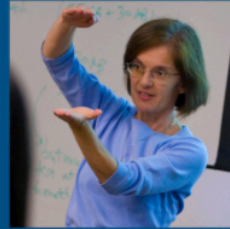UNIVERSITY

American Council on Education Model

Articulated institutional commitment | Administrative leadership, structure, and staffing | Curriculum, co-curriculum, and learning outcomes | Faculty policies and practices | Student mobility | Collaboration and partnerships

COMPREHENSIVE INTERNATIONALIZATION

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Brustein Model

10 Pillars of a Global University

1. Internationalizing strategic planning
2. Internationalizing the curriculum
3. Eliminating barriers to Ed Abroad
4. Requiring foreign language proficiency
5. Internationalizing faculty searches

Brustein, 2018

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Brustein Model (continued)

6. Incorporating international contributions into faculty reward system

7. Upgrading SIO, sitting on key councils

8. Embracing holistic approach to int'l student experience

9. Drawing upon the expertise and experiences of/engaging local immigrant or diaspora communities

10. Making global academic partnerships an institutional priority

Brustein, 2018

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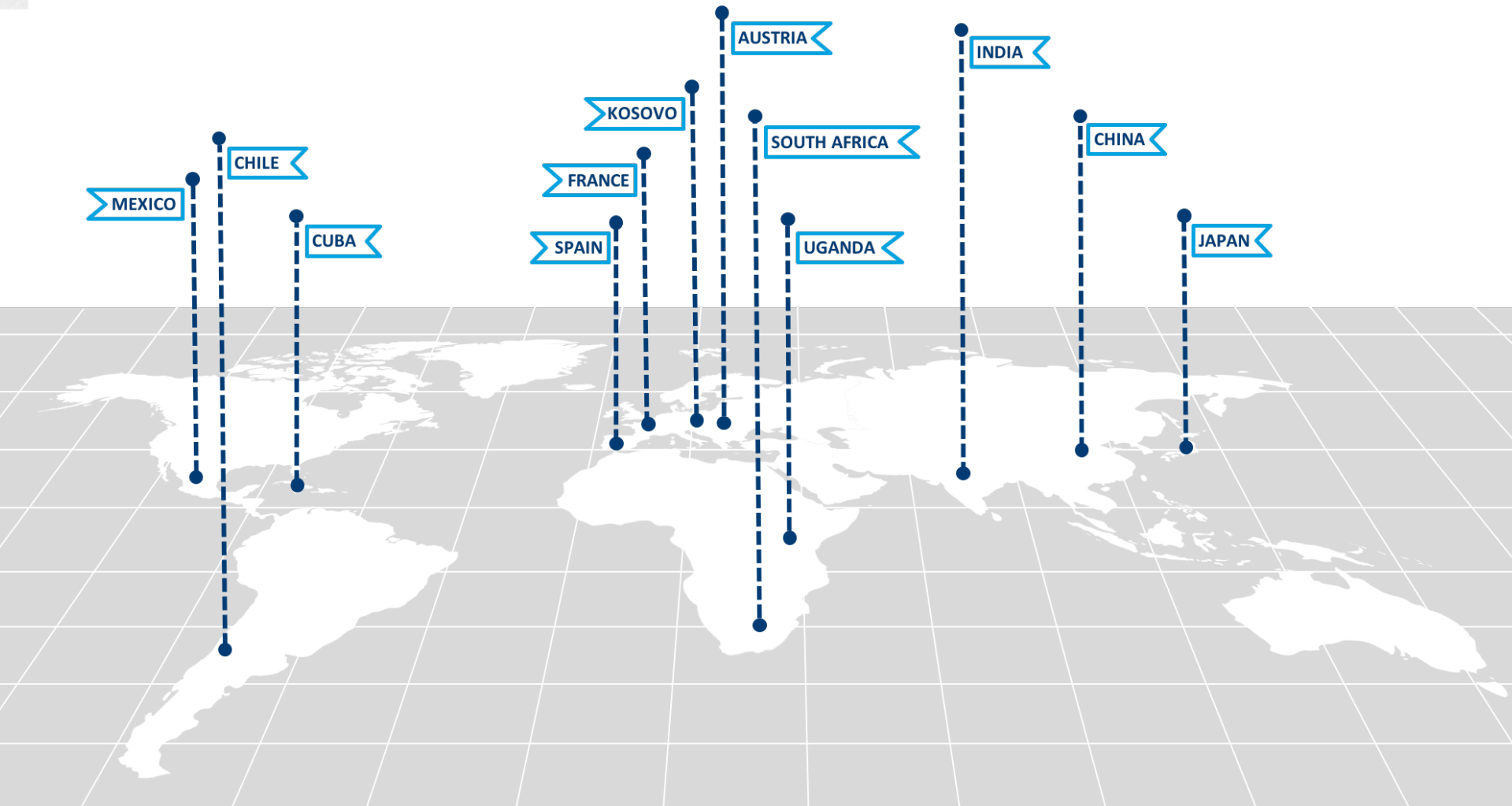
Global Engagement at Drake

How do we execute on our global vision and strategy as an institution?

- Education Abroad

- International Student and Scholar Services (& IEP)

- Global Partnerships

- Customized Programs

- Nelson Institute & Principal Center for Global Citizenship

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Global Partnerships

14 partner institutions in 12 countries

Activities with our partners

- Student exchange

- Faculty and staff exchange

- Short-term experiential learning programs

- Joint faculty research

- Collaborative teaching or curriculum development

- International delegation visits

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Potential virtual collaboration opportunities with our partners

- Virtual exchange (research, coursework)

- Development of COIL courses

- Extracurricular exchange (cultural, service learning, trainings and skills development)

- Faculty and staff exchange (webinars, best practices)

MUBS (Uganda)

Tec de Monterrey (Mexico)

KGU (Japan)

UANDES (Chile)

FHWN (Austria)

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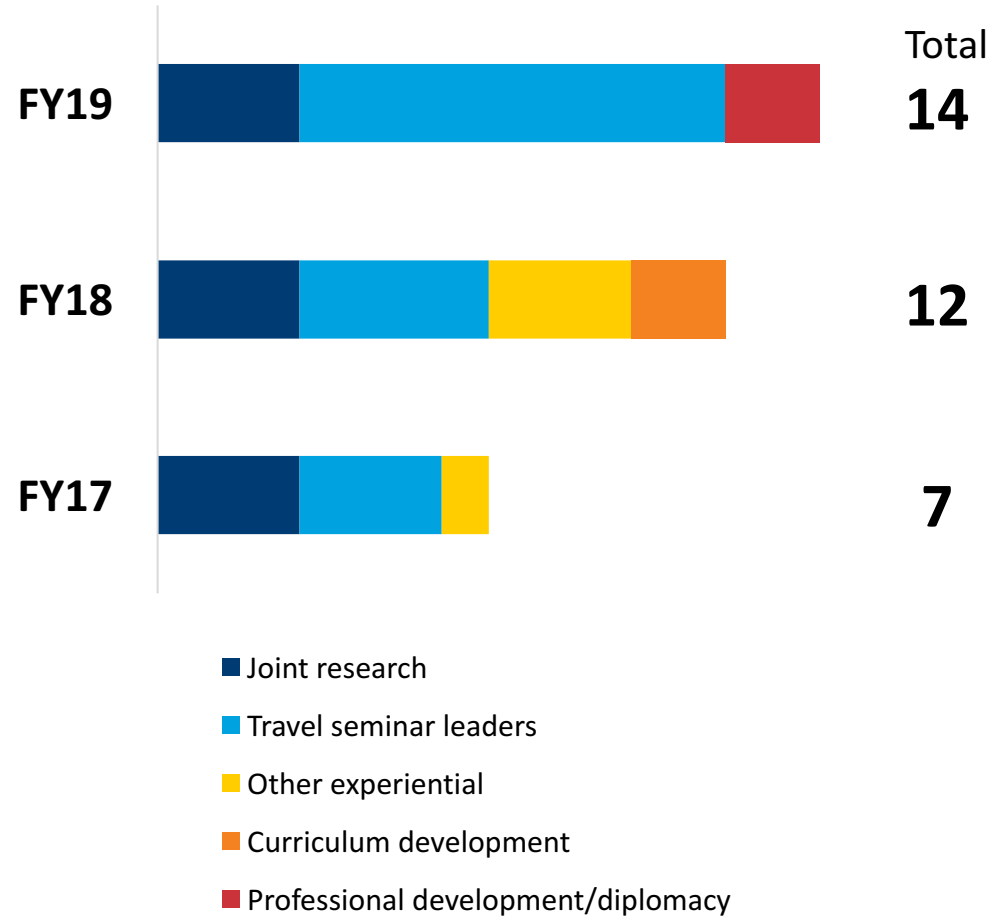# Showcasing faculty global engagement

Continuous Improvement Plan
School of Education

Objectives	Measures	Responsible	2014-2015	2015-2016	2016-2017	2017-2018	Targets	Status
Be a model in the preparation of teachers, counselors and organizational leaders	Accomplishment Rate - SOE Undergraduate Students	Data Manager	97.6%	98.0%	96.6%		98%	▬
	Accomplishment Rate - SOE Graduate Students	Data Manager	99.1%	100.0%	100.0%		99%	▲
Create a culture of global citizenship by engaging in and providing international opportunities	Percent of full-time faculty engagement with SOE global/international activities	Associate Dean	24.0%	40.0%	32.0%	52.0%	100%	▲
Foster and support a culture of inquiry and academic reflection	Percent of faculty published	Associate Dean	45%	57%	50%	63%	75%	▲
	Number of graduate students engaged in scholarly production, beyond coursework	Department Chairs	3	13	23		20	▲
Model and explore effective and innovative practices	Course evaluation - Q20 (Fall, Spring, Summer)	Data Manager	95%	92%	92%		97%	▬
Provide and increase sustainable access to educational and service opportunities	SOE Undergraduate Enrollment	Data Manager	232	234	193	162	225	▼
Improve transparency of resource capacity	Great Colleges to Work For 'Work/Life Balance'	Data Manager	77	66	79	78	79	▼
Invest in human capital	Great Colleges to Work For 'Faculty, Administration & Staff Relations' Composite	Data Manager	61	56	65	59	60	▼

Faculty global engagement
School of Education

		Total
FY19		**14**
FY18		**12**
FY17		**7**

- ■ Joint research
- ■ Travel seminar leaders
- ■ Other experiential
- ■ Curriculum development
- ■ Professional development/diplomacy

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Academic unit global engagement
College of Pharmacy & Health Sciences

CPHS Continuous Improvement Plan Measures	2018-2019
Percent of courses with community and/or global engaged learning	46%
Percent of graduating students with an international experience (by program)	30.1% (Pharmacy) 35.9% (Health Sciences) 7.7% (OT)
Percent of faculty engaged in global activities	35.2%

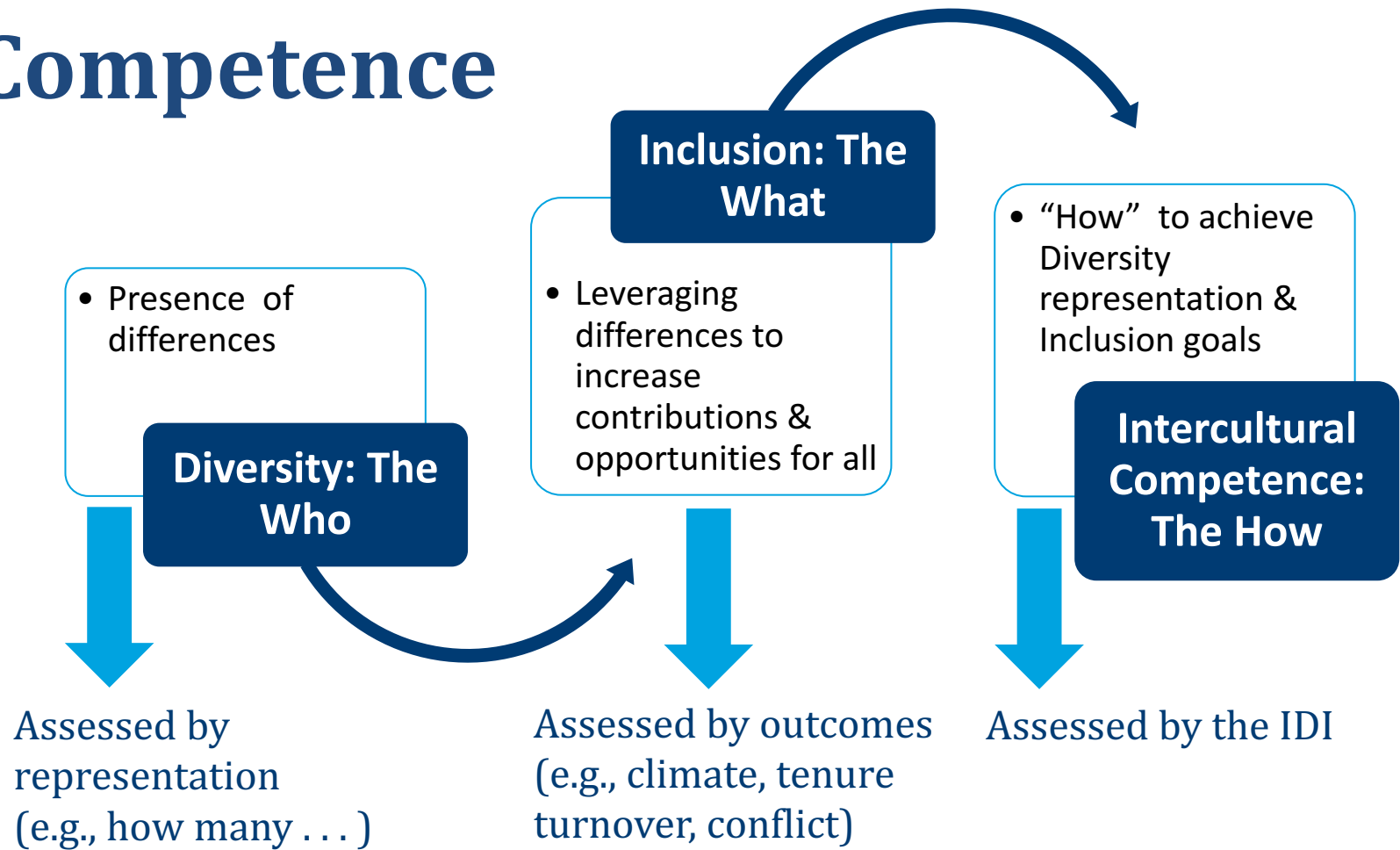# Intercultural Development Inventory (IDI)

Intercultural Competence

The **capability** to shift cultural perspective and adapt - or bridge - behavior to cultural commonality & difference

- Deep cultural self-awareness

- Deep understanding of the experiences of people from different cultural communities—in perceptions, values, beliefs, behavior and practices

- Behavioral shifting across these various cultural differences

Intercultural Competence

Inclusion: The What

Diversity: The Who
- Presence of differences

- Leveraging differences to increase contributions & opportunities for all

- "How" to achieve Diversity representation & Inclusion goals

Intercultural Competence: The How

Assessed by representation (e.g., how many . . .)

Assessed by outcomes (e.g., climate, tenure turnover, conflict)

Assessed by the IDI

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INTERCULTURAL
DEVELOPMENT
INVENTORY

The Intercultural Development Inventory (IDI)

- "CAB" (cognitive, affective, and behavioral) versus "Developmental" paradigm
- Grounded more in the dynamic interaction that arises between individuals rather than more static, personal characteristics (Hammer, 2015)
- "How do individuals experience cultural difference?"
- Theory-based
- Results are actionable
- Complete online in 15-30 minutes

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Drake and the IDI

Administrations

- Campus Courses
- Study Abroad
  - India J-term Health Science

Faculty and Staff Groups

- SJMC Faculty
- Global Service-Learning cohort
- Crew Scholar Mentors
- Dean's Council
- President's Council
- RA's

7 Qualified Administrators   (Faculty and Staff)

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Global Virtual Learning & Exchange

What is "global virtual learning"?

- Technology supported people-to-people dialogues and collaboration sustained over a period of time

- Interactive social learning

- Facilitated by teachers and/or trained facilitators

- Meaningful intercultural experiences

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Collaborative Online International Learning (COIL)

COIL is also known as globally networked learning, virtual mobility, tele-collaboration

The term "collaborative online international learning" combines the four essential dimensions of real virtual mobility: It is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process. (**de Wit 2013**)

COIL is **not**:	COIL is:
• A replacement for study abroad • A massive open online course (MOOC) or online course • A curriculum • Teleconferencing • A technology platform • Software	• Team teaching across two or more cultures using online communication • Structured so that the success of students in each class depends upon the others' • Customized, to fit the mission, culture, and learning outcomes of each institution • Applicable to any discipline

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Other opportunities to implement global virtual learning

Course | Course collaboration

Complete a module, project or assignment jointly or with input from students at a partner institution

Problem-based collaboration

Come up with a solution to a real-world problem together

Course | Foreign Entity collaboration

A single or ongoing research project with a foreign government body

Include international student experiences

Provide an opportunity to infuse global perspectives and share students' lived experiences

Panel Discussion

Introducing our panelists

Gisselle Morales Veloquio, MMT

Online Programs, International Office

Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico)

Dr. Alanah Mitchell

Associate Professor of Information Systems

Drake University College of Business & Public Administration

Dr. Pramod Mahajan

Associate Professor of Pharmacology

Drake University College of Pharmacy & Health Sciences

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Brainstorm and Idea Generation

Takeaways

- Resource document (COIL, IDI, etc.)

- Participant survey

- Additional 1:1 support

Opportunity to participate in the <u>Global Virtual Learning Pilot Project</u> cohort for fall 2020

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Thank you for your participation!

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