

# Welcome

Before we get started, spend a few moments thinking about these questions. Feel free to type your answers in the chat or unmute yourself:

- *What's a lesson you learned from a study abroad or experiential learning experience?*
- *How do you think this compares to what students are learning today?*

Good news will come to you from far away.

Lucky # 8, 14, 25, 29, 32, 33  
Learn Chinese: Ke-Shi, 可是 . However

Emergency / Urgence :

European Medical Emergency : 112

Ambulance : 15

Hospital (4 Blvd Hauterive) : 05 59 92 48 48

Police : 17

Taxi : 05 59 02 22 22

USAC Pau Office : 05 59 40 73 13

USAC Cell Phone : 06 07 40 52 75

06 78 74 90 47

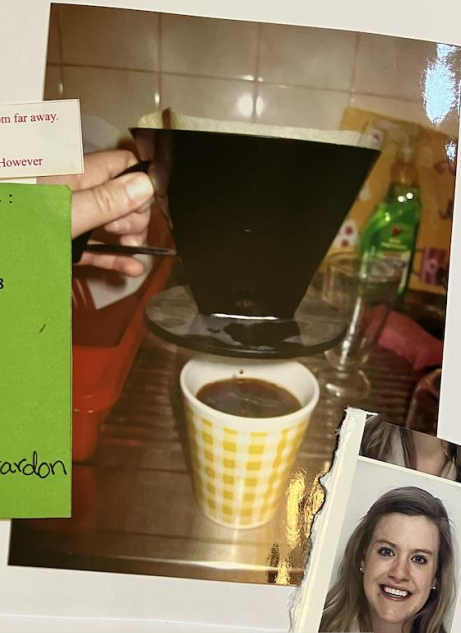
USAC central, Reno : 00175 784 6569

American embassy in Paris :

01 43 12 22 22

My housing : 111 ave. Montardon

65 59 80 17 73



Thursday, January 20, 2011

So let me lay it out to you....

Problem:

1. Coffee in France is served in thimbles they like to call espresso. I prefer my coffee by the mug, and sometimes multiple mugs.
2. At school, I drink espresso from a vending machine. The Spanish lady in my class calls it dirty water, if that tells you anything.
3. If I miss breakfast (which is at 7:15-7:30 AM) I miss my bowl of coffee, ergo I end up drinking extra espresso from the vending machine.
4. Coffee pots are actually kind of expensive.

Solution: This is where the Nobel Peace Prize comes into play...





# Global Mobility & Assessment

*GES Survey 2021-2022 (Pilot Year) & 2022-2023 Data*



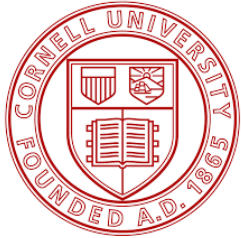
- Assessment Initiative
  - Global Engagement Survey
  - Pilot Year Results
  - 2022-2023 Results
- Further Assessment Goals



## Global Engagement Survey

- Pre & Post Assessment
- NU Pilot year: 2021- 2022
- Incorporated in both the Course & the Badge, as well as traditional study abroad participants

# Global Engagement Survey Cohort Members



**WPI**

**Dickinson**



**Haverford**  
COLLEGE

**Child Family Health International**



**ELON**  
UNIVERSITY



**University**  
**of Dayton**



**Georgetown**  
University



**COLORADO STATE UNIVERSITY**  
**PUEBLO**

# Highlighted Research & Publications

## **In Their Own Words: How Diverse Students View the Strengths They Bring to Community-Based Global Learning Experiences**

\*Originally published on [Diversity Abroad](#) website August 3, 2020

Caitlin Ferrarini, the University of Massachusetts Boston, PhD student in the School for Global Inclusion and Social Development

Nora Pillard Reynolds, PhD, Haverford College, Fellow for Ethical Global Learning

While practitioners and researchers are beginning to use strengths-based approaches to enhance global learning experiences for increasingly diverse students, qualitative research from the 2019 [Global Engagement Survey](#) (GES) shows that diverse and marginalized students also recognize the strengths that they bring to community-based global learning (CBGL) experiences. The 1,500 students across eleven institutions who answered the survey participated in various CBGL experiences such as service-learning, solidarity programs, internships, and research. This article seeks to highlight the voices of students from diverse groups including racial and ethnic minority, low-income, LGBTQ, female, international, and many intersections of these identities.

Students saw their strengths in three main areas: comfort in discussing diversity, capacity to identify with marginalized communities, and motivation to take social action.

**“I have a better sense of how interconnected the world is”:**

**Student perceptions of learning and global engagement during study abroad**

**Maureen Vandermaas-Peeler**  
*Elon University*

**Jennifer Duncan-Bendix**  
**Maja Sbahl Biehl**  
*DIS, Study Abroad in Scandinavia*

PRACTICE-BASED ARTICLE

## **A Novel Instrument for the Community-Centred Assessment of Outcomes Resulting from Visits by Foreign Student Groups**

**Mathew H. Gendle<sup>1,\*</sup>, Bandula Senadeera<sup>2</sup>, Amanda Tapler<sup>3</sup>**

<sup>1</sup> Director of Project Pericles and Professor of Psychology, Elon University, Elon NC, USA

<sup>2</sup> International Unit, Sarvodaya, Moratuwa, Sri Lanka

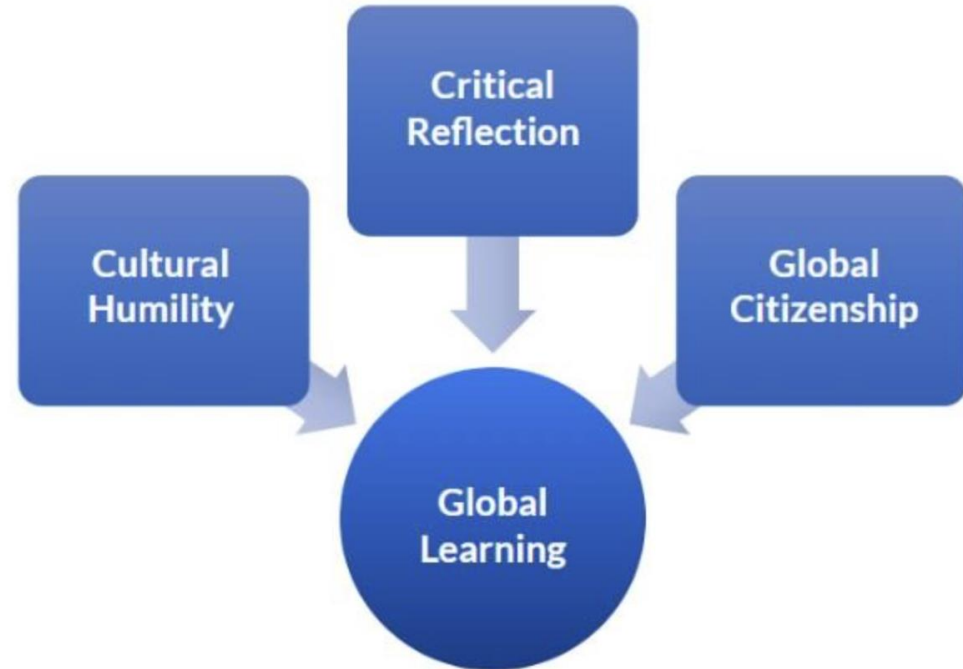
<sup>3</sup> Associate Director of Project Pericles and Senior Lecturer in Public Health Studies, Elon University, Elon NC, USA





## Global Engagement Survey

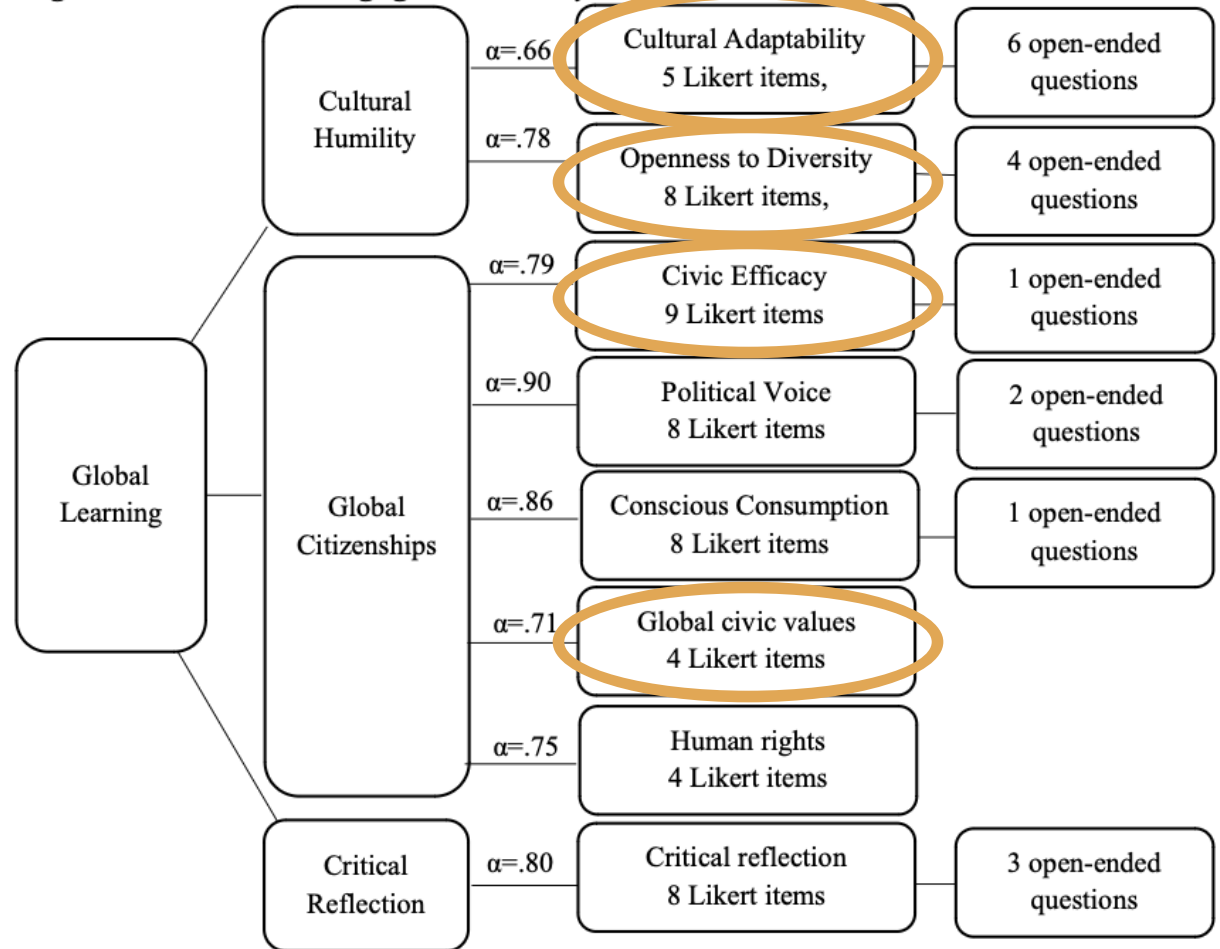
- 3 components of Global Learning
- Both qualitative & quantitative data
  - Likert Scale, with open response prompts based on the answer
- Data for institution and comparative against collaborative members





# Global Engagement Survey

Figure 1: The Global Engagement Survey



## Global Engagement Survey & Global Learning Goals

<b>GEO's Global Learning Goals</b>	<b>GES Metrics</b>
Personal Development	Cultural Adaptability
Systems Thinking	Civic Efficacy
Difference and Diversity	Openness to Diversity
Ethical Action	Global Civic Values

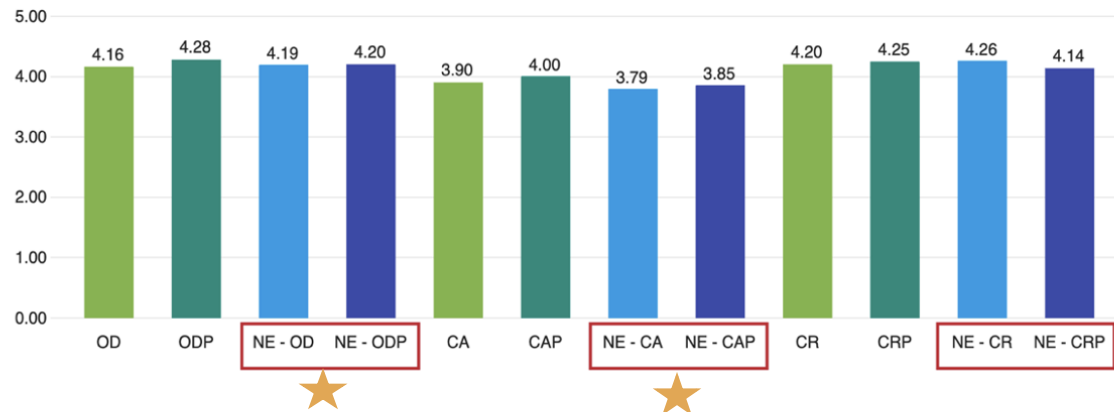
## Survey Completion Numbers

	Pre – Survey	Post - Survey
Northeastern (2021-2022)	71	18
Northeastern (2022-2023)	506	239 <i>*still collecting</i>
All GES (2021- 2022)	1264	511
All GES (2022-2023)	1656 <i>*still collecting</i>	577 <i>*still collecting</i>

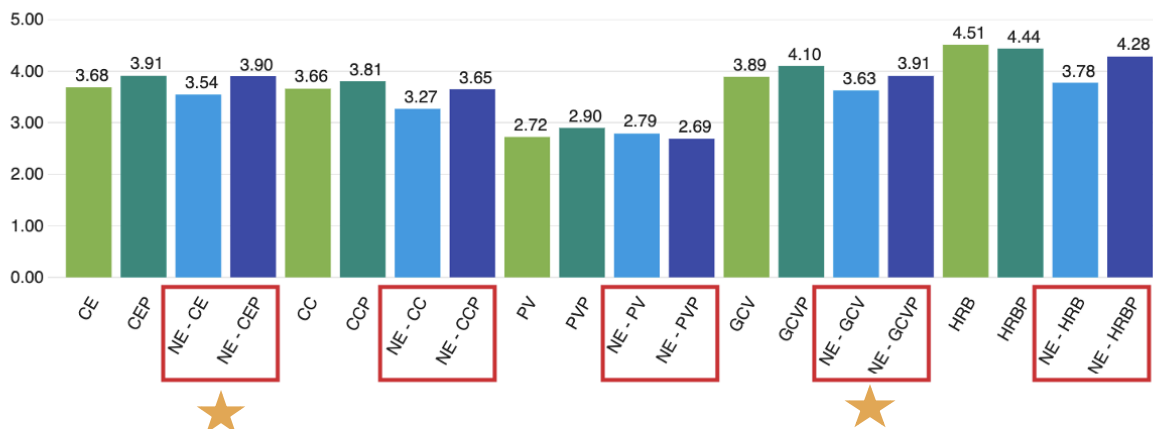


Pilot Data (2021-2022) comparing Northeastern and GES pre-and post-survey results for each of the Global Learning Metrics

Total data set & Northeastern: Pre & post-survey means on Openness to Diversity (OD), Cultural Adaptability (CA), and Critical Reflection (CR)



Total & Northeastern: Pre- and post-survey means on Civic Efficacy (CE), Conscious Consumption (CC), Political Voice (PV), Global Civic Values (GCV), & Human Rights Beliefs (HRB)





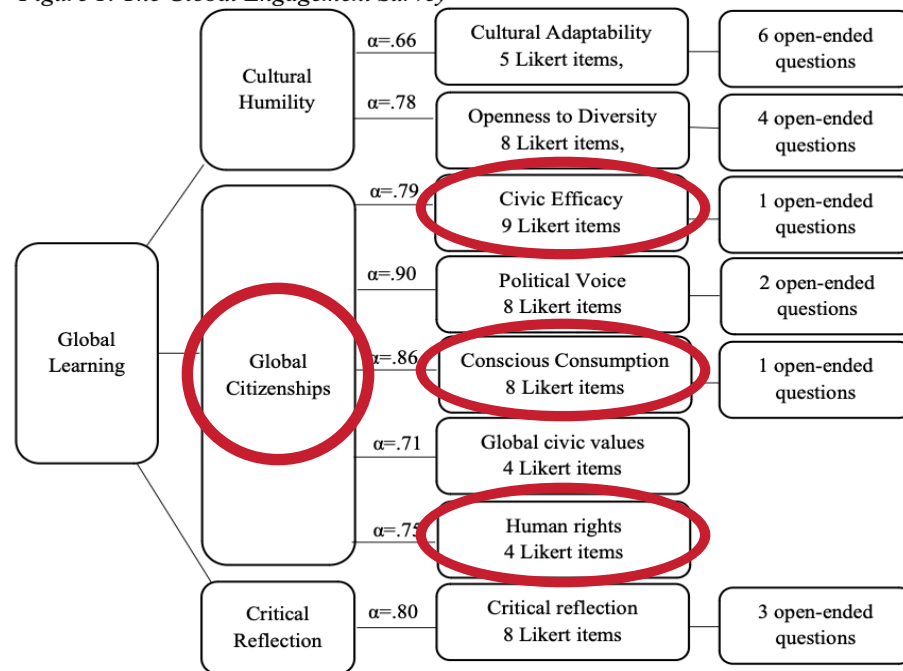
## 2021-2022 Pilot Year Changes for metrics aligned with Global Learning Goals

	Cultural Adaptability <i>(Personal Dev.)</i>	Civic Efficacy <i>(Systems Thinking)</i>	Openness to Diversity <i>(Difference &amp; Diversity)</i>	Global Civic Values <i>(Ethical Action)</i>
NU Pre	3.79	3.57	4.19	3.69
NU Post	3.89	3.91	4.20	3.91
<i>Difference</i>	+ .1	+ .34	+ .1	+ .22
GES All Pre	3.90	3.69	4.16	3.89
GES All Post	4.00	3.91	4.28	4.11
<i>Difference</i>	+ .1	+ .22	+ .12	+ .22

## Additional observations

	Conscious Consumption	Civic Efficacy	Human Rights Beliefs
NU Pre	3.27	3.57	3.78
NU Post	3.65	3.91	4.28
<i>Difference</i>	+ .38	+ .34	+ .50
GES All Pre	3.66	3.69	4.51
GES All Post	3.81	3.91	4.44
<i>Difference</i>	+ .15	+ .22	- .07

Figure 1: The Global Engagement Survey



## Qualitative Data Insights

<b>GES Metrics</b>	<b>GEO's Global Learning Goals</b>
Cultural Adaptability	Personal Development
Civic Efficacy	Systems Thinking
Openness to Diversity	Difference and Diversity
Global Civic Values	Ethical Action

## Qualitative Data Insights: Difference & Diversity

Could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?

Pre-Survey – 48 responses

Post-Survey – 14 responses

A feeling of “majority v minority” – 56%	A feeling of “majority v minority” – 50%
No issue – 25%	When others are rude or disrespectful – 36%
When others are rude or disrespectful – 21%	Lacking the “right” language – 14%
Lacking the ”right” language – 10%	No issue – 7 %
Avoid this by listening – 6 %	Unexpected response or rationale -- 7%



## Qualitative Data Insights: Difference & Diversity

Could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?

### Pre-Survey

“Truthfully, I get uncomfortable when talking about subjects I'm not informed about such as differences in traditions or ways of life. In addition, I do find myself apprehensive about asking questions. I am a naturally inquisitive person, always wanting to learn more, but I get nervous to say the wrong thing at the wrong time.”

### Post-Survey

“When I have to self-represent myself as a white person in the US in a conversation about race, I get uncomfortable navigating how to say something of substance while trying not to offend anyone or speak for others.”

## Qualitative Data Insights: Difference & Diversity

Could you describe a point at which you get uncomfortable discussing diversity with people of different cultures?

### Post-Survey

“When those of a different culture seem to overaccommodate their speech patterns or mannerisms to my culture, or claim to know more about my culture than me”

“When the other person doesn’t want to have an open conversation, [or] is defensive or aggressive.”

## Limitations & Insights of Difference & Diversity Data

- Only 18 Post- Survey responses – fewer qualitative responses
- Limited difference between 21-22 Pre & Post-Survey numbers
- Nonetheless:
  - Themes align with outside research
  - Presents additional content for GBST 1012, GEXO Badge & onsite support

Openness to Diversity/Diversity & Difference <i>NU Averages &amp; Difference between 2021-2022 &amp; 2022-2023*</i>			
	Pre-Survey	Post-Survey	<i>Difference between pre-and post-survey</i>
2021 – 2022:	4.19	4.20	+0.01
2022 – 2023:	4.15	4.23	+0.08

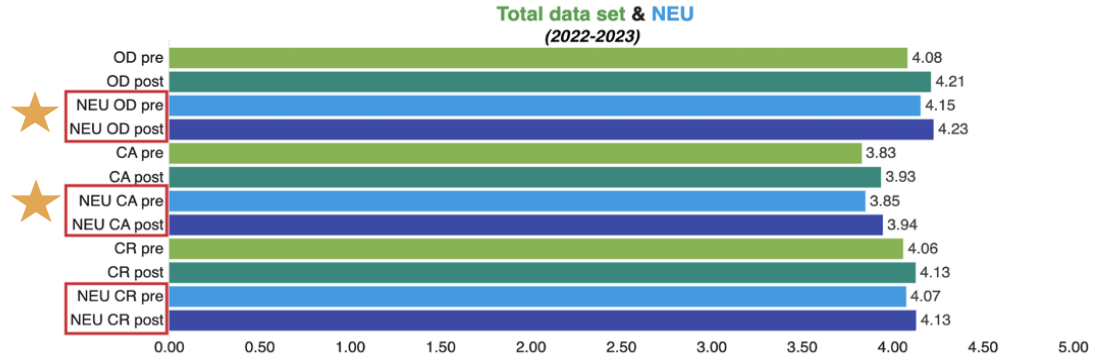
## Comparative Insights with 2022-2023 Results

	Pre – Survey	Post - Survey
Northeastern (2021-2022)	71	18
Northeastern (2022-2023)	506	239 <i>*still collecting</i>
All GES (2021- 2022)	1264	511
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## Openness to Diversity, Cultural Adaptability & Critical Reflection scales pre & post-survey means

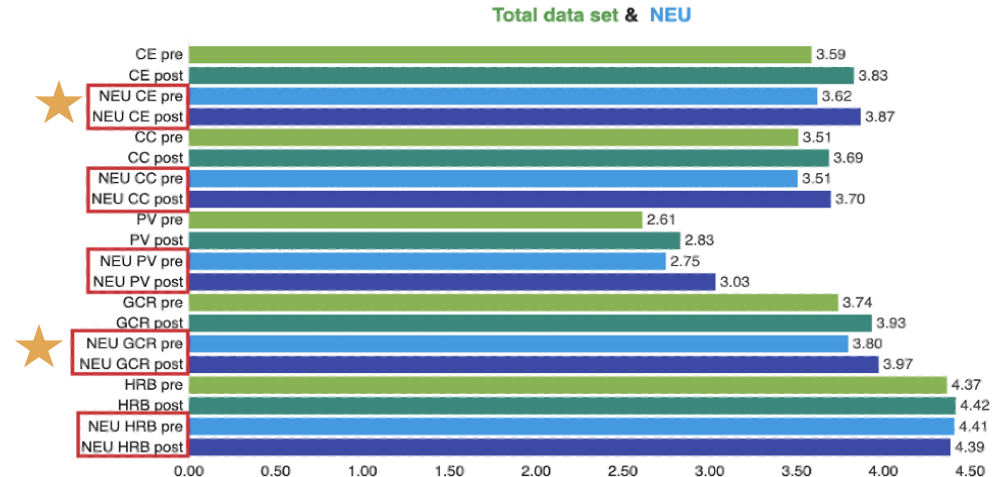


Scales: Civic Efficacy (CE), Conscious Consumption (CC), Political Voice (PV), Global Civic Responsibility (GCR), & Human Rights Beliefs (HRB)

### Highlights:

- The greatest positive change occurs in the Global Citizenship metrics/scales, appx. increase of +.20 except HRB
- Conscious Consumption experiences a positive change similar to pilot year
- Cultural Adaptability notably stayed very close to the All GES rates.

## Global citizenship scales pre & post-survey means



## Global Learning Goals' metrics for GES Consortium & Northeastern

	Cultural Adaptability <i>(Personal Dev.)</i>	Civic Efficacy <i>(Systems Thinking)</i>	Openness to Diversity <i>(Difference &amp; Diversity)</i>	Global Civic Values <i>(Ethical Action)</i>
2022-2023 GES Pre-Survey	3.83	3.59	4.08	3.74
2022-2023 NU Pre-Survey	3.85	3.62	4.15	3.80
2022-2023 GES Post-Survey	3.93	3.83	4.21	3.93
2022 – 2023 NU Post-Survey	3.94	3.87	4.23	3.97

## Global Learning Goals' metrics for 2021-2022 & 2022-2023

	Cultural Adaptability <i>(Personal Dev.)</i>	Civic Efficacy <i>(Systems Thinking)</i>	Openness to Diversity <i>(Difference &amp; Diversity)</i>	Global Civic Values <i>(Ethical Action)</i>
2021 – 2022: NU Pre-Survey	3.79	3.57	4.19	3.69
2021 – 2022: NU Post-Survey	3.85	3.91	4.20	3.91
<i>Difference</i>	+0.06	+ .34	+0.01	+0.22
2022 – 2023: NU Pre-Survey	3.85	3.62	4.15	3.80
2022 – 2023: NU Post-Survey	3.94	3.87	4.23	3.97
<i>Difference</i>	+0.09	+0.25	+0.08	+0.17
<i>Difference of yearly change pre to post</i>	+0.03	-.11	+0.07	-.05

## **Summary of the big takeaways for the data for both years:**

- Notable gains among the metrics for the “Global Citizenship” component
- Identification of opportunities to scaffold more teaching and learning around difference and diversity.
- Future data will provide further insights and opportunities!



Questions?

