Challenging and supporting students to develop holistically and globally

Symposium on Freshman Seminars Abroad

Michigan State University

September 30, 2011

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Life is a journey

Full of experiences, which we try to make sense and meaning of

We desire to be distinctive human beings yet still connected and personally attached to the larger world around us.
Three questions students ask in their journey

- How do I know?
- Who am I?
- How can I relate to others?
A Global Perspective

“[An] essential learning and developmental goal—which we call global perspective--can be enhanced if it is further interpreted within the context of educating students to be citizens of a global society.”

Source: Art Chickering and Larry Braskamp (Peer Review, 2009, p. 27.)
What is Global Perspective?

Cognitive

Intrapersonal

Interpersonal

-- A multidimensional, developmental process.
How do I know?

Cognitive dimension

**Knowing.** Degree of complexity of one’s view the importance of cultural context in judging what is important to know and value.

**Knowledge.** Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language.
Global Perspective Inventory
Construct and Scales

- Cognitive Scales
  - Knowing
    - In different settings what is right and wrong is simple to determine.
    - Cultural differences make me question what is really true.
  - Knowledge
    - I am informed of current issues that impact international relations.
    - I know how to analyze the basic characteristics of a culture.
Who am I?

Intrapersonal Dimension

- **Identity.** Level of awareness of one’s unique identity, purpose, and meaningful philosophy of life.

- **Affect.** Level of respect for and acceptance of cultural perspectives different from one’s own and degree of emotional confidence when living in complex situations, which reflects an “emotional intelligence” that is important in one’s processing encounters with other cultures.
Global Perspective Inventory
Construct and Scales

- **Intrapersonal Scales**
  - **Identity**
    - I have a definite purpose in life.
    - I can explain my personal values to people who are different from me.
  - **Affect**
    - I often get out of my comfort zone to better understand myself.
    - I see myself as a global citizen.
How do I relate to others?
Interpersonal dimension

- Social Responsibility. Level of interdependence and social concern for others.

- Social Interactions. Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings
Global Perspective Inventory
Construct and Scales

- **Interpersonal Scales**
  - **Social Responsibility**
    - I work for the rights of others.
    - I consciously behave in terms of making a difference.
  - **Social Interaction**
    - Most of my friends are from my own ethnic background.
    - I am open to people who strive to live lives very differently from my own lifestyle.
GPI Scale Mean by Class Rank

Knowing

Knowledge

Freshmen  Sophomore  Junior  Senior
GPI Scale Mean by Class Rank

- Identity
- Affect

Freshmen | Sophomore | Junior | Senior
GPI Scale Mean by Class Rank

Responsibility

Interaction

Freshmen  Sophomore  Junior  Senior
Differences on GPI Scales: Freshmen to Senior

- Knowing
- Knowledge
- Identity
- Affect
- Responsibility
- Interaction

2010
Themes in the development of young persons

- Meaning – making sense of their experiences is multidimensional
- Simple to complex
- From external to internal focus to interdependence
- Integrated holistic (and now global) perspective
How do we develop students with a global perspective?

“It takes a whole campus of whole persons to develop whole students.”

Connecting desired ends with appropriate means

What do we want students to be and become in terms of their developing holistic and global perspective?

What can students experience in college that are most promising in fostering these desired ends?

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<thead>
<tr>
<th>ENDS</th>
<th>Curriculum</th>
<th>Co-currilum</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td></td>
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<td>Interpersonal</td>
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</tbody>
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**Means**

Curriculum | Co-curriculum | Community
Curriculum

- Courses and pedagogy employed by the instructor.
- Course content (what is taught)
- Pedagogy that reflects the local style and teaching strategies and interactions with students (how content is taught).
Curriculum “interventions”

Courses that include materials/readings on race and ethnicity issues

Courses that include opportunities for intensive dialogue among students with different backgrounds and beliefs

Courses that include service learning opportunities

First year seminar/course with a multi-cultural emphasis (70% had no course)
Co-curriculum

Activities out of the classroom that foster student development.

Planned interventions, programs and activities such as organized trips, social and cultural events, residence hall living arrangements, emersion experiences, and leadership programs.
Co-curriculum “interventions”

Events or activities sponsored by groups reflecting a cultural heritage different than your own

Community service activities

Campus organized discussions on diversity issues

Leadership programs that stress collaboration and team work
Community

- Relationships among students, faculty, and staff to create a sense of collegiality.

- Reflects the identity and mission of a campus, manifested by the rituals and practices to reflect its traditions and legacies, values, rules, and habits of staff and faculty in their interactions with each other and with students.
Student perceptions of community

- I am both challenged and supported at my college/university (30% SA)
- I have been encouraged to develop my strengths and talents at my college/university (33% SA)
- I feel like I am a part of a close and supportive community of colleagues and friends (30% SA)
Figure 1. Effect Sizes for Curriculum, Co-Curriculum, and Community Items across Cognitive Knowing/Knowledge Domains
Figure 2. Effect Sizes for Curriculum, Co-Curriculum, and Community Items across Intrapersonal Identity/Affect Domains
Figure 3. Effect Sizes for Curriculum, Co-Curriculum, and Community Items across Interpersonal Interaction/Responsibility Domains
Exposure to difference is related to the development of a global perspective.
“High impact” curricular interventions

“Study Away”
- Experiences away from the four walls of a campus
- Study abroad
- Service learning
Why are FYE and SA “effective” interventions?

New “places” – physically, socially, spiritually, culturally, language

“Places” to explore and fail

Relationships with students, faculty, adults

“It touches me.”

Holistic (and global) interventions

Challenge and support are apparent
Implications, challenges, opportunities, and next steps for you as an “interventionist” in the lives of students
What is your expected destination for your students at the end of the freshmen year, at graduation, at the end of their lives?
Becoming a global citizen requires a liberal education

“True education, education really worthy of the name, is an organized effort to help people use their hearts, heads, and hands to contribute to the well-being of all of human society.”

MSU: Global competence

In the context of MSU’s land-grant tradition, MSU will provide opportunities for all its undergraduate students to become globally-competent professionals and citizens, people with the following knowledge, attitudes, and skills:

- Analytical Thinking
- Cultural Understanding
- Effective Citizenship
- Effective Communication
- Integrated Reasoning
"Freshmen Seminars Abroad, by helping to place student development into a global context, have great potential for contributing to students' cognitive, emotional, and social development and for setting them on a course to becoming globally competent contributors to society" (p. 53).

Inge Steglitz (2011), *International Educator*
What “places” do you want to your students to be exposed to (to visit) in their journey?
Three working principles

- One’s journey is connected
- Do you feel safe here?
- Exposure and practice are both necessary
Colleges and universities fostering global student learning and development

Elmhurst College – Immigration project, SQ in FYE
DePaul University – Neighborhood walk
Loyola University Chicago – Achieving College Excellence
U of Minnesota – Building a Strengths-based campus
Kansas State U – International students in FYE
Michigan State University – Unpacking your FSA Experience
What types of challenge and support are you willing to provide your students in their journey to become global citizens?
The journey never stops.

Connecting being away with being home is critical where being home and being away are now becoming the same.
References continued


