Teaching and Learning in Education Abroad: Strategies, Structures, and Models for Faculty Engagement and Development

Forum on Education Abroad

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Guiding Questions
Significance of the Topic
Working Definitions
Challenges to Faculty Engagement & Development
A Sampler of Strategies, Structures, and Models
Collegial Dialogue
Summary
Q and A
Guiding Questions - Individual Reflections

**How** do you/your institution define faculty engagement and development?

**How** are you/your institution engaging and preparing faculty for education abroad?

**Who** are you/your colleagues partnering with to facilitate faculty engagement and development in education abroad?
Significance of the Topic

Faculty *control* the curriculum

Need to *confront* the ‘naysayers’

Good for faculty *professional development*

*Gaps* in faculty knowledge
For the purposes of this presentation, holistic education abroad student learning and development is defined as educational practice that encompasses

Various ways of learning

Various ways of being in the world

All aspects of the education abroad environment

Holistic student learning and development affects the whole student, takes place in settings ranging from curricular/academic to co-curricular and extracurricular/social, and happens before, during and after the on-site experience.
Engagement refers to the intentionality and dispositions about curricular content, teaching and learning contexts, instructional approaches, and assessment practices. In other words, the educational experiences that faculty design for students, influence students' educational experiences and influence the learning outcomes through those experiences.

(Chen, Lattuca, and Hamilton, 2008).
Faculty Development Defined

Focus on the individual faculty member as a

Teacher
Scholar/professional, and
Person

Focus on instructional design

the course
the curriculum, and
student learning
Faculty engagement
An engaged education abroad faculty member will be actively involved in reflective practices, and committed to designing and facilitating learning abroad experiences that consider the whole student and the whole experience (all aspects before, during, and after). He or she will actively seek out opportunities to learn about the relationship between program design and student learning and development.

Faculty development
Intentionality and quality of efforts to challenge, support, and reward faculty to begin or continue their engagement in designing and facilitating education abroad learning experiences that aim to bring about holistic student learning and development.
Challenges to Faculty Engagement and Development

- Institutional constraints
- Discipline-based constraints
- Motivation/incentives
- Culture of ‘knowing’
- Unfamiliarity with/lack of awareness of EA
- (Lack of) participation in faculty development
- EA fit or mismatch with institutional/college priorities
Five I’s in Faculty Engagement in Internationalization

- Intentionality
- Investments
- Infrastructure
- Institutional Networks
- Individual Support

### A Sampler of Strategies, Structures, and Models for Faculty Engagement and Development in Education Abroad

<table>
<thead>
<tr>
<th>Professional Development Events</th>
<th>Faculty &amp; Organizational Development Series</th>
<th>W.I.S.E Conference Annual Faculty Retreat</th>
<th>Cultures and Languages Across the Curriculum</th>
<th>Program and Course Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Unit Collaborations</td>
<td>Faculty Learning Community on Teaching and Learning Abroad</td>
<td>Advisory Board – Dean’s Designee’s Membership</td>
<td>Career Services Network</td>
<td>Online Collaborative Learning</td>
</tr>
<tr>
<td>Communication and Discourse</td>
<td>International Education Committee</td>
<td>Faculty/Staff Collaborative Group</td>
<td>Curriculum Integration</td>
<td></td>
</tr>
<tr>
<td>Rewards and Incentives</td>
<td>Research Extension Grants</td>
<td>Faculty Mentoring in Developing EA Programs</td>
<td>CIBER Funding</td>
<td>Global Spotlight/Global Engagement</td>
</tr>
<tr>
<td>Research Connections</td>
<td>Research Capacity Statement and Research Council</td>
<td>Student-Faculty Scholarships</td>
<td>Resources to assist with EA assessment</td>
<td></td>
</tr>
<tr>
<td>Resources and Toolkits</td>
<td>Travel registry</td>
<td>A “before/during/after” web-based toolkit is under development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Structures</td>
<td>Global Education Learning Goals</td>
<td>Institutional Learning Goals: Liberal Learning and Global Competencies</td>
<td>Mission of Global Strategy</td>
<td></td>
</tr>
</tbody>
</table>
Collegial Dialogue

**What** strategies, structures, and models have been effective on your campus to engage and prepare faculty for education abroad?

**Who** are you partnering with?

**What challenges** have you encountered and how have you overcome them?
Let’s continue the dialogue on engaging and preparing faculty for teaching and learning in education abroad!

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Professional and Organizational Network in Higher Education. *Faculty Development Definitions*. [www.podnetwork.org](http://www.podnetwork.org)
