Using digital video logs to promote global competency in study abroad students

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Rene de la Fontejine
Experiences in Higher Education Management
overview

• Rationale for digital video logs
• Description of our Study Abroad program and key activities
• View and discuss students’ video logs
• Research findings on Vlogs & Global Competency
• Questions & Discussion
the study abroad program

Learning, Culture, & Technology in Europe

- 3 weeks visiting K-12 schools in The Netherlands, Germany, & France
- 14 teacher education students
- The development of Global Competency was one of the central goals of the program

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challenges of fostering global competency

Challenging trends facing Study Abroad programs...

- Push toward “globalization” in University curricula
- Uneven support for this push
- Employers are skeptical about the benefits of Study Abroad experiences. They want proof that SA really better prepares students for the world of work.

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challenges of fostering global competency

Challenging trends facing Study Abroad programs...

• Increasing popularity of shorter programs (SAGE report)
• Relatively small “cultural distance” in SA destinations (Western, English speaking, first-world country)
We cannot expect global competency to happen by itself. Programs must have an explicit, sustained focus on it (Deardorff, 2006)

Thus, the idea of Global Competency by Design
Our conceptual model of global competency development has two essential elements:

1. Students must experience cultural unfamiliarity (Che et al., 2009; Cushner, 2009; Braskamp, 2012)
2. There must be deliberate, scaffolded reflection on the specifics of those experiences
cultural unfamiliarity

“Encounters with difference make a difference”

Dr. Larry Braskamp
The Forum Conference
Denver, 2012
global competency by design
3 Distinctive Program Features

Personal Global Competency Goals
Select 3 personal global competencies to focus on

An Hour By Myself
Deliberately seek culturally unfamiliar experiences, by themselves. (3X)

Video Logs
Use digital video to enhance, sustain, and reflect on the experience

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personal global competency goals

Students chose 3 global competency goals from a list employers identified as most valuable (MSU CERI, 2008)

Adapting to the unfamiliar (11)
Willingness to take risks (6)
Communication (6)
Self-discipline and independence (6)
Interaction with people who are different (4)
Working with others (3)
Conceptualizing a future (3)
Learning more (3)
an hour by myself

Directions

Spend one hour by yourself. Arrange with the other members in your group to split up and then to meet again somewhere in one hour. You may choose to do anything you want, but try to put yourself in a situation that is somewhat out of your comfort zone. (Of course, you will not want to be in any personal or physical danger. Be especially careful while walking to be aware of traffic!)

Immediately afterwards, write some notes in your journal to help you remember later. Note details about what you were observing, thinking, feeling, and doing. Pay special attention to the relationship between these things. For example, how were your thoughts and feelings related to what you saw? How did your thoughts and feelings lead to certain behaviors?

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an hour by myself

What students did in their hour alone

- Shopping (10)
- Walking around (9)
- Travel (8)
- Eating (6)
- Teaching and school visits (5)
- Games with local people (2)

- For the most part, ordinary, everyday activities
an hour by myself

Look closer at the activities...

- Tried not to have a plan, ate new food
- Went running and decided to not judge others and communicate with others
- Rode a bus, eyes closed. Tried to find his way back with the help of strangers.
- Hat shopping

The edge of these students’ comfort zone was not too far away. The potential for the unfamiliar is surprisingly close.

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Directions

In your VLog entry, strive to be detailed and specific and highly personal. You should prepare by making a few notes. However, speak naturally, as if to a close friend. Do not edit your video by stopping too often or re-doing sections. All VLogs should have the following sections in this order.

Introduction. Describe the situation. Explain why you chose it and sought it out, or how it came about on its own.

The story. Describe what happened. Tell it as a story. Be sure to describe your thoughts, feelings, and behaviors before, during, and after the experience.

Explanation. What attributions do you make for what did or did not go well?

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Examples of VLogs

- Student Blogs
  [http://edt2.educ.msu.edu/DWong/StudyAbroad/Students/students.html](http://edt2.educ.msu.edu/DWong/StudyAbroad/Students/students.html)
video log activity

View examples of students’ Video Logs

Focus questions

• What about global competency is evidence in these videos?
• How exactly is it evident? Keep in mind the affordances of the video medium (words, speaking, visual, etc.)
• How might you use video logs in your learning abroad research or program?

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Examples of Video Logs

- Figure 2: Global Competencies (Lauren-VL1.mov (entire video) and Drexton-VL2.mov (20 sec-1:25))
- Figure 3: Self Aware References (Megan-VL1.mov (0-1:03))
- Figure 4: Emotional References (Drexton-VL(1) (1:17-2:13))
- Figure 5: Human Interactions (Katelyn-VL2 (2:23-3:01)) Patrick's videos?
activity: analyzing video logs

Megan_VL2 (umbrella alone!)
Megan_VL3 (Refugee School)
Julia Namy Vblog2 Naimy (Hat store)
Julia Naimy Vblog3 Naimy (Falling)
Alesia_Syn (language, transferring the info from SA to teaching)
Emma_VL2 (Run in Maastricht and comparison of Dutch with houses)
Katelyn-Taxi! (Cultural differences)
Lindsey-Syn 1 and 2 (Overcoming discomfort)

Underwhelming: Steph VL2, Hilary VL2

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research data

Three Data Sources

- Pre & Post Intercultural Sensitivity Inventory, 48 items, (Olson & Kroeger, 2001; Bennett, 1993)
- Video Logs
- Post-program Video Log survey

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change in global competency

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ISI Global Competencies (Olson & Kroeger, 2001)
ISI Global Competencies (Olson & Kroeger, 2001)
stages of intercultural sensitivity

Intercultural Sensitivity (Olson & Kroeger, 2001; Bennett, 1993)

Denial  Defense  Minimization Acceptance Integration
analysis of video logs

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Video vs. Written Reflection

- Re-View
- Self-edit
- Self-conscious
- Honest

1 More with Video
5 More with Writing
Average number of Self-aware references in VLogs x Years in Study Abroad
Emotional x Self-aware references in VLogs

Number of Self-Aware References

Total number of emotional references

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Number of Self-aware references and Degree Human of Interaction during Hour Alone

1-Low Interaction   5-High Interaction

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Thank you!

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