

Panel Presentations

Innovative Approaches to Integrating Global Learning into Curriculum

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Internationalization Through Virtual Exchange:

Communicating data effectively to a multicultural audience

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Global Learning



Why Virtual Exchange?

Research has shown that any undergraduate international experience positively impacts an individual in his or her career.

“Internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education.”

-- NAFSA

Learning Outcomes

Applied Learning Strategies

- Understand statistical concepts and applications to problem-solve
- Expand knowledge of economic issues
- Use analytical tools to solve economic issues through project-based learning

Career Readiness Strategies

- Effectively use industry communication technologies
- Sharpen global/intercultural fluency with diverse groups
- Communicate data effectively to a multicultural audience through virtual team communication



Overall

“Soliya connect program is a great program that takes humanity one step closer to understand diversity and its uniqueness, I hope that one day Soliya will be worldwide.” – Male, American, CUNY

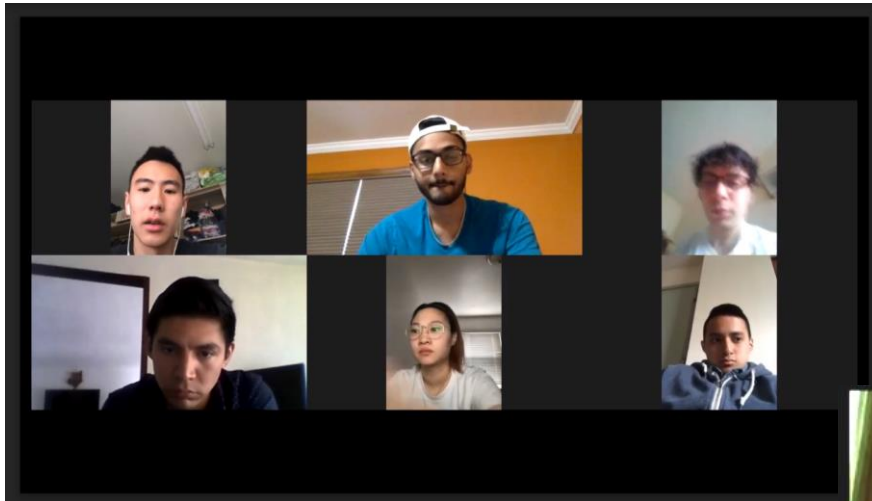
“I loved it! At first I wish I didn't have to do it so early, but it was a worth the experience. You guys succeeded in your mission to change perceptions and encourage tolerance, patience, and the search for a better understanding of the world around us.” – Male, American, CUNY

The statistics and quotes provided are taken from a written pre- and post- test completed by Connect Program participants from Queens College(CUNY) in the spring semester of 2017.

Across space...



In real time...



BRANDON



KRISTA



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Queens College
Evaluation Highlights
Spring 2017

Knowledge & Skills

76% of participants agreed or strongly agreed that participating in the Soliya Connect Program helped them improve their knowledge and/or interest in global events.

72% of participants agreed or strongly agreed that the Soliya Connect Program helped them improve their cross-cultural communication skills.

68% of participants agreed or strongly agreed that the Soliya Connect Program helped them improve their critical thinking skills.

69% of participants agreed or strongly agreed that the Soliya Connect Program helped them improve their teamwork and collaborative problem-solving skills.

Prior to the Program

52% of participants rated their confidence level about communicating and working in a culturally diverse setting as high or very high.

After the Program

68% of participants rated their confidence level about communicating and working in a culturally diverse setting as high or very high.

Problems with Virtual Exchange



MONICA

Conclusion

- Research has revealed that businesses are most productive when communication with virtual teams is concise but culturally intelligent. Studies have also shown that when communication skills are embedded in a curriculum, there is remarkable growth in intercultural fluency. Therefore, companies with global clients seek to hire individuals adept at virtual teamwork using up-to-date technology.
- The more diverse perspectives found in the classroom, in the dorms, in the dining halls, and in study groups, the richer the discussions will be and the more inclusive the solutions will become.

Global Learning in an Introductory Statistics Course

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Global Learning

Research by Landorf and Doscher (2005) suggests that global learning is built on the following key pillars:

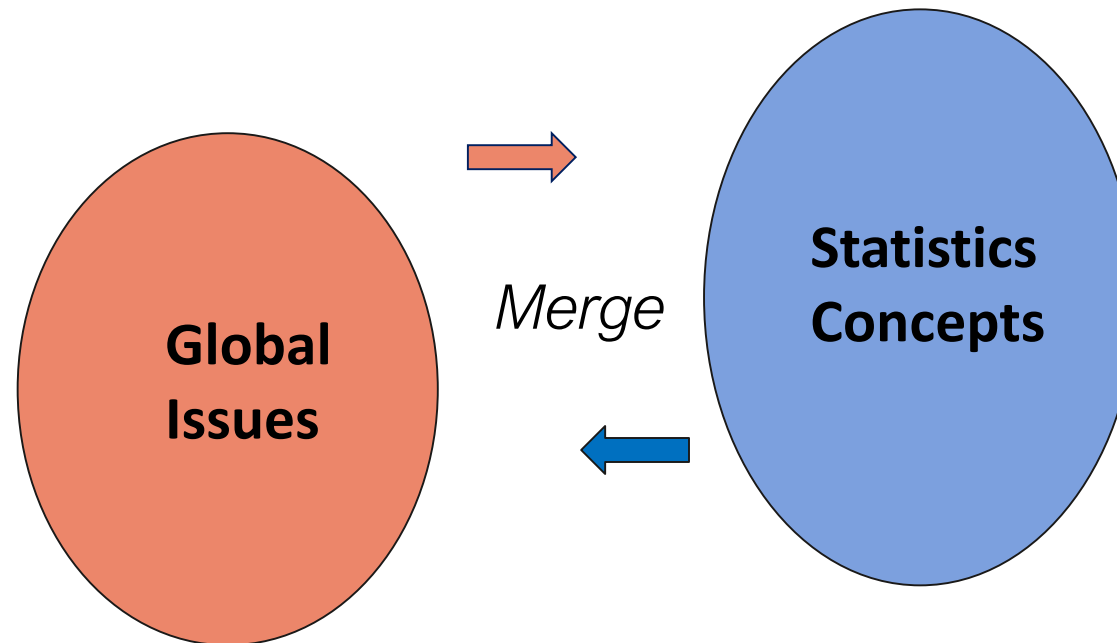
- Engagement with diversity
- Collaborative learning
- Problems that transcend borders

WHO ARE MY STUDENTS?

- 51% Minorities
- First generation postsecondary students
- Single parents and non-traditional students
- Honors Students
- 48% transfer
- Almost 50% receive some form of financial aid
- 58% are women
- Average age is 37

THE PLAYGROUND

- Contextualize
- Add a global perspective



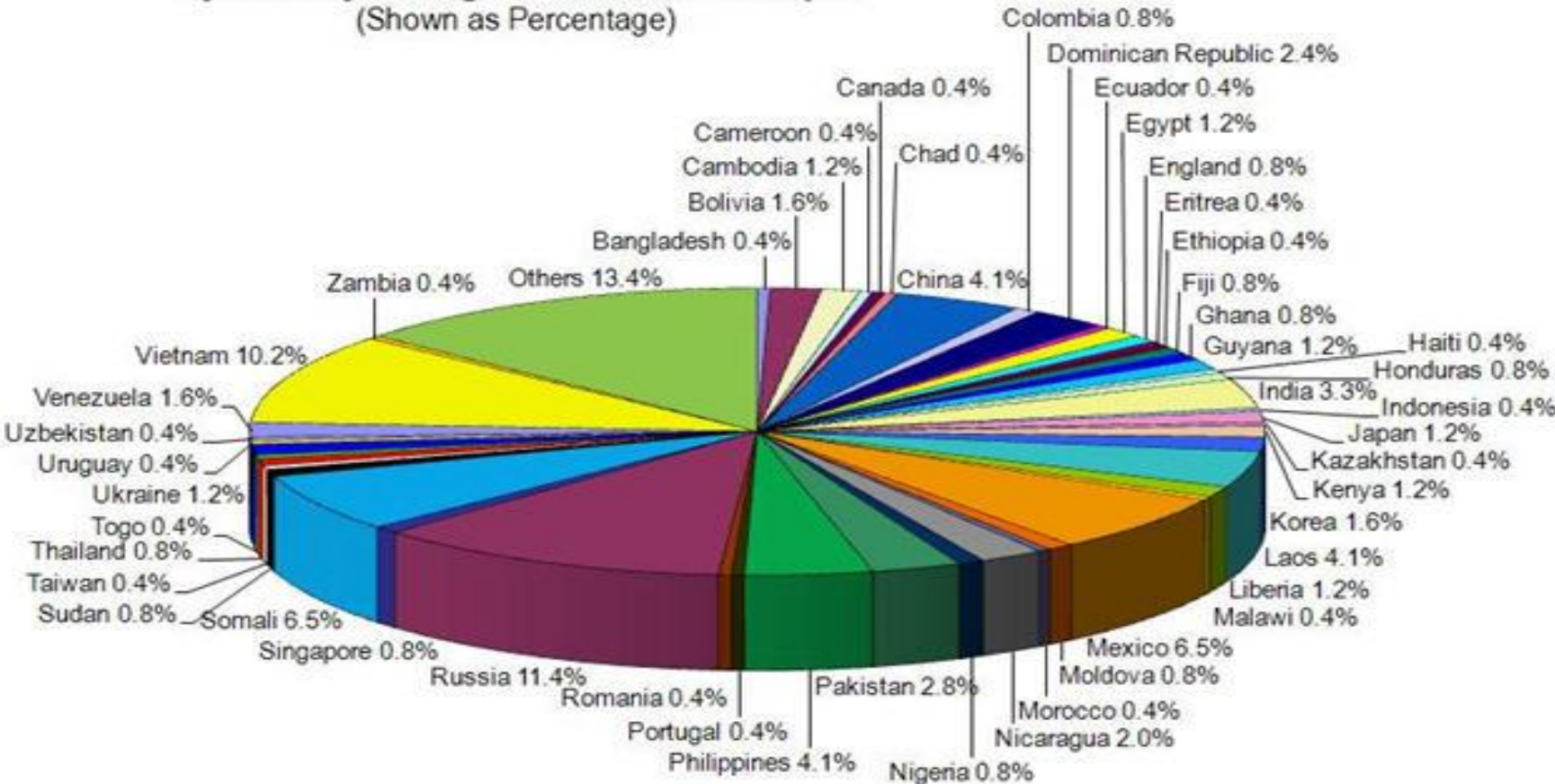
IDEAS FOR GLOBAL THEMES



THEME: HUMAN TRAFFICKING

Shedding light on the magnitude of a global issue

International Trafficked Victims in Minnesota Reported to Civil Society
between 4/01/2005 and 6/30/2008
By Country of Origin - Total of 241 People
(Shown as Percentage)



ADDING A GLOBAL PROJECT



The PHILIPPINES



Jonna Nunez
Jonnannunez2@gmail.com
Math 153 Intro to Statistics
Fall 2013
Professor Leitherer

COSTA RICA

Global Statistics Project



Tabacon Hot Springs

Created by Kim Huertas
henryhuertas@gmail.com

Math 153 Intro to Stats

Spring 2013

Presented to Barbara Leitherer

Refugees and Asylum Seekers in Germany



Caroline Buxenstein
Bux836843@ccbcmd.edu

Honors Statistics

Fall 2017

Presented to:

Professor Barbara Leitherer

Denmark



Copenhagen, Denmark

Your Guide to the Happiest Country in the World!

Created By Catherine Kraft
kra829806@email.ccbcmd.edu
Math 153 Intro. to Statistics
Fall 2013
Presented to
Professor Barbara Leitherer

Paraguay

Crime



Megan DiVenti
mdiventi6@gmail.com

Stat 153

Fall 2015

Professor Leitherer

CHARACTERISTICS AND PLANNING OF THE PROJECT

- Over a longer period of time
- Research component
- Relevant
- Rigorous
- High-impact practice

Some Brochures are available as handouts

GLOBAL LEARNING BENEFITS

**80% of students
want to visit the
country they
have researched**

**74% would
consider studying
abroad**

**82% became more
curious about
other countries**



**"I had to think
a lot"**

**"I had to get out of
my comfort zone"**

**"I learned how to
interact with
people from a
different culture"**

GLOBAL LEARNING BENEFITS

- The **overall course success rate** increased by 10% over a period of four years comparing sections with a project to those without
- Brochures can become part of an **e-portfolio** when applying for a job
- **Students' perceptions** about the brochure changed throughout the semester. Their mind set changed from fixed to growth mind.

FIXED versus GROWTH MIND SET

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
• avoid challenges	• embrace challenges
• give up easily due to obstacles	• persist despite obstacles
• see effort as fruitless	• see effort as path to mastery
• ignore useful feedback	• learn from criticism
• be threatened by others' success	• be inspired by one's own & others' success

- Teach students that intellectual skills can be acquired.
- Praise for effort.
- Highlight the struggle. Our world is NOT perfect. When we make mistakes, we need to restart, rework and improve our solutions.
- The brain is not a computer. Good work takes time to finish.

WHICH GLOBAL COMPETENCIES HAVE BEEN ADDRESSED?

- The project touches on critical thinking and reasoning skills
- It promotes independent learning and problem solving
- It improves team work and collaboration as well as individual and peer performance
- It creates global awareness and bridges to other fields

Facilitated Small Group Discussions

Applying new paradigms to your curriculum (Part II)

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