The Global Classroom: Worksheet
(sample questions from The Global Classroom: An Essential Guide to Study Abroad1)

In The Global Classroom, we suggest four major dimensions of the global classroom experience: personal identity, cultural identity, vocational development, and global citizenship (see Figure A.1). These dimensions may offer a useful guide for framing your journey to know more about yourself, others, and the world as you prepare for, participate in, and return from study abroad.

Before You Go

**Personal Identity:** What do you hope to gain from your off-campus experience on a personal level? What characteristics do you have that will affect your experience abroad?

**Cultural Identity:** How would you describe your own culture? Are you ready to adapt to a new culture?

**Vocational Development:** What do you want to learn about a particular culture or language?

**Global Citizenship:** What sort of global issues interest you? Do you believe that you can make a difference in the world?

Selecting the Right Program

**Program Paradigms and Characteristics:** Who is teaching the classes and how are they taught? Are you able to participate in internship or service learning opportunities? Where will you be living?

**Program Location:** Why are you interested in studying in a specific location? What educational advantages and disadvantages are associated with it?

**Learning Environment:** Are you academically prepared for your program? How can you actively reflect on your experience along the way?

**Logistics and Support:** How much on-site support staff is available? How do you plan on getting the information you need to manage your expectations about the program?

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**Engaging with Your Experience**

Use journaling, blogging, letter or e-mail-writing, cultural ethnography techniques, or writing a column for your school newspaper to reflect on the following questions:

**Personal Identity:** What have you experienced or seen that has caused you to reflect on your personal identity? Have your worldviews changed? If you experienced “culture shock”, how did you cope with it?

**Cultural Identity:** What have you experienced or seen that has caused you to reflect on your cultural identity, or on the culture of your hosts?

**Vocational Development:** What new skills have you learned so far?

**Global Citizenship:** What have you experienced or seen that has caused you to reflect on your role as a citizen of the world?

**When You Return**

**Personal Identity:** As a result of your experience abroad, did your values, beliefs, or worldviews change? How did you transition into life in your host country and back into life at home?

**Cultural Identity:** How would you describe your cultural identity now? Did you learn anything new about your own culture? Or do you feel differently about it?

**Vocational Development:** What did you learn in the classroom in relation to your major or minor? How do you plan to use your experience back at your home institution? Professionally?

**Global Citizenship:** Do you feel more globally engaged? Do you feel more apt to participate in activities that deal with global issues? How do you feel about your role in the world now?
NAFSA Annual Conference 2010

Globalizing the Classroom: 
Rethinking the Link 
Between Study Abroad 
and Academic Objectives

Jessica DuPlaga, Study Abroad Italy/The College of Wooster
Jeffrey Lantis, The College of Wooster

Virginia Wickline, Miami University (Ohio)
Toni Fry, The University of Akron
Holistic Student Development

Students

Faculty

Staff/Administrators
Global Classroom Learning Cycle

- Getting Started
- Choosing a Program
- Preparing to Study Abroad
- Being Abroad
- Coming Home
- Your Future

Academic Goals
Dimensions of the Global Classroom

- Personal Identity
- Cultural Identity
- Global Citizenship
- Vocational Development

Academic Goals
The Global Classroom Learning Cycle and the Dimensions of a Global Classroom illustrate the benefits of using a common model to allow students, staff and faculty to refocus on the academic core of the experience abroad.
Globalizing the Classroom:
Rethinking the Link between Study Abroad and Academic Objectives

The Faculty Perspective

Virginia Wickline, Ph.D.
Miami University (of Ohio)
“Does X Department Support Study Abroad (SA)?”

• Departments’ ethos regarding SA varies
  – Some positive, some neutral, some negative
  – Confuses students in making SA “fit”

• Faculty influence
  – Clarify department policies & expectations
  – Help students plan SA logistically with their academic goals
  – Help students choose SA programs compatible with major
Other Faculty Contributions

• Hold or publicize SA information sessions
  – “How to” (logistics, forms, etc.)
  – “Why to” (how it benefits students’ personal & academic goals)

• Post flyers regarding SA programs & office

• Work with SA office to develop a list of suggested programs for their majors

• As academic advisers, encourage students to consider SA in their scheduling
A Personal Example: Assessment

• Creating an Assessment Plan at Wooster
  – What is the International Programs Office’s (IPO) mission?
  – How well is the IPO fulfilling its mission?
  – How well is the IPO assisting The College in attaining its mission and goals?

• Consulted with other campus constituencies
  – Director of Educational Assessment
  – Psychology Department colleagues
  – Vice President for Academic Affairs
  – Faculty
Global Perspectives Inventory (GPI)

• Measures student development
  – Cognitive
  – Interpersonal
  – Intrapersonal

• Method
  – Pre-Departure Survey, Returnee Survey, Control Group Survey online
  – Asked SA students to take the survey in pre-departure orientation materials and as part of re-entry communication
  – Control group: Intro Psych classes & email to list of random students generated by our Registrar’s office
GPI Results: Interpretations

Note. *Significant at $p < .05$
In Summary: Where Faculty Can Fit

- “Maybe SA?”
  - Department support?
  - Publicize
  - Plan timeline

- What?
  - So What?
  - Now What?

“Getting Started”

- Which program for you?
- Which program for your major?
- How will this help you in school/life goals?

“Choosing a Program”

- What are you doing to prepare?

“Preparing to Study Abroad”

“Being Abroad”

“Coming Home”

“Your Future”

“Academic Goals”

- Assessment
Globalizing the Classroom: Rethinking the Link between Study Abroad and Academic Objectives

The Student Perspective

Toni Fry, Graduate Student
The University of Akron
Importance of the Academic Core

- Academic Credit
- Academic Plan
- Graduation
- Destination
- SA office
Global Citizenship
Roundtable Discussion

Referring to the *worksheets* at your table and the *models* presented, please reflect on the following:

How well would this model work for you in your current position?

How do you already use these ideas in your advising or programming?

How can we help promote the academic core of study abroad?
Shareback

• Ideas?
THANK YOU!

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