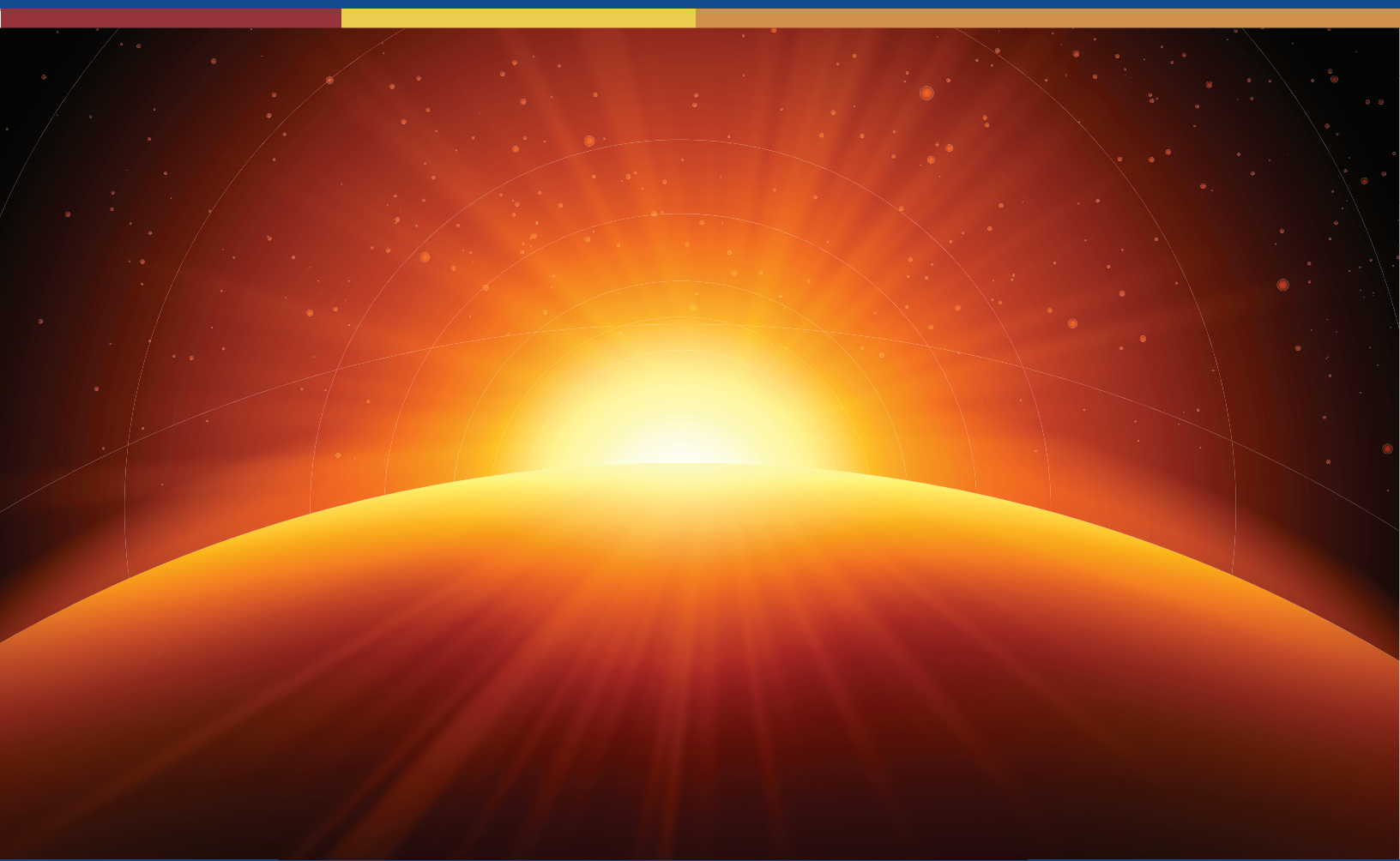


# Currents

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*Currents in Teaching and Learning* is a peer-reviewed electronic journal that fosters exchanges among reflective teacher-scholars across the disciplines. Published twice a year, Currents seeks to improve teaching and learning in higher education with short reports on classroom practices as well as longer research, theoretical, or conceptual articles and explorations of issues and challenges facing teachers today. Non-specialist and jargon-free, Currents is addressed to both faculty and graduate students in higher education, teaching in all academic disciplines.

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## EDITORIAL

## Globalizing Learning

—Martin Fromm

In a political climate that tends to paint a simplistic dichotomy between globalization and free movements of ideas and people across borders on one hand and national security and nationalism on the other, it can be difficult to pay attention to the complex ways in which local, regional, national, and global forces interact and intersect in individuals' life-worlds. This wide gap between public discourse and social realities makes it particularly important for educators to explore rigorous nuanced approaches to globalizing learning. In this context, what kinds of innovative assignments and programs can be developed in the service of expanding students' critical reflection on societal issues through a comparative, transnational lens? How can cross-national and cross-cultural avenues of study and collaboration enrich students' critical reflectiveness about the processes of writing and conducting research? How might we think differently about study abroad in order to infuse global learning more deeply into the structure and spirit of students' educational experience? Finally, how can faculty engage in more culturally sensitive and inclusive ways with the diversity that has accompanied the globalization of college and university campuses?

The articles in this issue address these questions from multiple intersecting perspectives. An important concern that the authors raise is that of elevating students' social and civic consciousness, developing their ability to critically evaluate the contextually situated nature of information and knowledge production, and stimulating their awareness of the entanglement of local and global processes in shaping social inequalities. Directing students' attention to the different contexts of knowledge production relates to a second line of inquiry, that of grounding the writing process in cross-national-intercultural exchange and collaboration. Indeed, whether in the form of writing in personalized journal or diary format, comparing notes on topical writing assignments with students at institutions across cultural and national binaries, or incorporating study abroad experience into the first year writing program, the authors put forward a persuasive argument that the cultivation of

students' writing is both enhanced by and constructive of global learning. The teaching reports in this issue also address the issues surrounding study abroad. While higher education institutions now almost unanimously promote study abroad, at least in rhetoric, these authors provide conceptual and theoretical as well as concrete, hands-on approaches to making study abroad a more fully integrated part of the university curriculum and aligning it more deeply with the university's broader academic mission of rigorous and transformational learning. Finally, the articles in this issue direct our attention to the opportunities and challenges that the internationalization of college campuses brings to the classroom, suggesting that attending more inclusively to the needs of linguistically diverse students should be an integral part of creating a student-centered learning experience for all students.

Allyson Eamer and Anna Rodrigues kick off the issue with their reflections on the role of globalized learning in inspiring students to apply their academic disciplines in ways that can directly address and impact on-the-ground social realities. In "Encountering Freire: An International Partnership in Experiential Learning and Social Justice," the authors hone in on Freirian concepts of critical pedagogy and evaluate the effectiveness of cross-national collaboration between higher education institutions in Canada and Brazil in bringing these concepts to life for students such that they would begin to view themselves as "agents of change." Freire's critical and dialogic pedagogy also inform the theoretical underpinnings of the next article, "Reimagining Epistemologies: Librarian-Faculty Collaboration to Integrate Critical Information Literacy into Spanish Community-Based Learning," written by Joanna Bartow and Pamela Mann. As an alternative to taking students across national borders, Bartow and Mann describe their experience of "engaging students with the political, cultural, and social issues surrounding transborder migration through the intersecting lenses of community-based learning and critical information literacy." They discuss their approach to "invit[ing] students to link self-reflective, engaged

## Globalizing Learning *continued*

citizenship locally with broad international challenges” while also challenging students to “examine the context and authorship of information to reframe notions of authority and their own process of knowing—to reimagine epistemologies.”

The two articles that follow suggest that writing pedagogies provide fertile ground for exploring global issues and transnational partnerships. Assessing the results of a writing exchange between first-year students at two universities in India and the U.S., Denise Comer and Anannya Dasgupta suggest that the integration of cross-cultural dialogue with reflective writing had both intellectual and affective impacts on the students, pulling them out of their comfort zones and prompting them to examine the specific social and cultural contexts that shape their writing. In “Transnational Exposure, Exchange, and Reflection: Globalizing Writing Pedagogy,” they observe the students’ “enhanced sense for the act of writing as consequentially connected to where one is located in the world and the shaping power of one’s material, social, and emotional contexts on how reading and writing works.” Locating this reflective process in the more personal space of diary and journal writing, Angela Hooks posits that “bringing the diary into the classroom created global learning” as “students explored the interconnections between people and places around the world.” In “Bringing the Diary into the Classroom: Ongoing Diary, Journal, and Notebook Project,” Hooks discusses the powerful learning outcomes that can grow out of linking the global and local dimensions of human experience to deeply personal expressions of worldview and identity.

This concern with instilling in students a more critically self-reflective consciousness of their place in the world is at the core of a growing interest in study abroad as a high-impact learning activity. While Bartow and Mann discuss “the intersecting lenses of community-based learning and critical information literacy,” Nikki K. Rizzo and David W. Marlow turn their attention to the productive potential of integrating study abroad with integrative studies and service learning. In “Changing Our Minds: Blending Transnational, Integrative, and Service-Oriented Pedagogies in Pursuit of Transformative Education,” the authors argue that linking these three high-impact practices exposes students to “real-world involvement” and “a true global learning experience”

while inculcating in them habits of “applied and multi-dimensional thinking” that can transform them into “critically thinking, socially tolerant, global problem-solvers.” In “Globalized Learning Through Service: Study Abroad and Service Learning,” Kevin Bongiorno hones in on service learning as a powerful way to intensify the experiential, real-world learning application of study abroad. While noting the benefits of students’ “comfort with and increased fluidity in the target language” that accompanied their “‘authentic’ and ‘real’ linguistic and cultural experience outside of a classroom environment,” Bongiorno also observes the transformative impact of this integrative approach to study abroad on the students’ social consciousness as “they internalized and felt the effects of these [social] issues in a visceral and real way.” Re-incorporating study abroad within the university and classroom academic context, Linda Lyons discusses an innovative and interdisciplinary approach to making study abroad an integral part of students’ first year experience. In “Globalizing Learning: Integrating an Education Abroad Program in a First-Year, First Semester Learning Community,” Lyons describes “three developmental stages...(pre-departure, in-country, and re-entry/post-travel)” that “assist these students in fostering intercultural competence and global awareness” and contribute to a first year experience that fosters “self-directed learning and independence” along with a deeper sense of purpose and connectedness.

While Lyons describes programmatic efforts to take American university students out into the world, Colleen Gallagher and Jennifer Haan examine the pedagogical repercussions of international students populating university campuses in the U.S. in their study entitled “Engaging University Faculty in Linguistically Responsive Instruction: Challenges and Opportunities.” Observing the “double load” of language and culture acquisition faced by “emergent multilingual” international students, Gallagher and Haan propose that “faculty in the content disciplines could use culturally-conscious, linguistically-informed instruction in their disciplinary classes” to create a more inclusive learning environment.

Our book review section, edited by Kisha G. Tracy, includes reviews of two books that address the theme of globalizing learning through different lenses. David Damrosch’s *How to Read World Literature*, reviewed by Brandon W. Hawk, focuses specifically on the literary

## Globalizing Learning *continued*

dimension of internationalizing learning, introducing readers to broad concepts, comparative perspectives, and detailed content illustrations of global literature. Dawn Bikowski and Talinn Philips' *Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment*, reviewed by Kisha G. Tracy, directs our attention to theories and practices of globalized approaches to teaching, providing both conceptual and practical strategies for aligning global learning with other effective pedagogies.

As always, deep gratitude goes out to the reviewers and copyeditors who devoted precious time to providing thoughtful critique and feedback concerning the articles included in this issue. The editor's work would be hollow without these individuals' commitment to ensuring scholarly excellence. They are, in alphabetical order, Ann Abbott, Elizabeth B. Ambe, Christian Bracho, Vivian Cadbury, Mariana Calle, Madeline Campbell, Renate Chancellor, Jorge Cubillos, Charles Cullum, Ester de Jong, Anthony Dell'aera, Melissa Duprey, Jacqueline Goffe-McNish, Vicki Gruzynski, Antonio Guijarro-Donados, Charlotte Haller, Tona Hangen, Karla Saari Kitalong, David Martins, Timothy Murphy, Josna Rege, Elizabeth Siler, Kerry Stamp, Colleen Sullivan, Seth Surgan, Don Vescio (as reviewer and copyeditor), Mark Wagner, Cleve Wiese, and Charles T. Wynn.

Members of the Editorial Advisory Board provide key guidance for the journal, particularly in developing the conceptual frameworks for the themed issues and serving as copyeditors. They are, again in alphabetical order, Mariana Calle, Charles Cullum, Melissa Duprey, Seth Surgan, Kisha Tracy (also Book Review Editor), Don Vescio, and Cleve Wiese. The journal's new graphic designer has done a fabulous job. Instrumental also in facilitating the design process is the Marketing Director, Sarah McMaster, and the university's graphic designer, Lisa McCormack. The administrative supervisor for *Currents in Teaching and Learning* is Linda Larrivee, Dean of the School of Education, Health, and Natural Sciences at Worcester State University. Dr. Larrivee has ensured consistent institutional support for the journal and will provide important continuity as my successor, Benjamin D. Jee, takes over editorship starting in the next issue.



# PROGRAM REPORT

## Encountering Freire: An International Partnership in Experiential Learning and Social Justice

—Allyson Eamer and Anna Rodrigues

Allyson Eamer is Assistant Dean for the Faculty of Education at the University of Ontario Institute of Technology. Eamer is a sociolinguist who studies the intersections between language, identity, agency and transnationalism. Her research interests include language teaching and learning, immigration and mental health, as well as the social, cultural and political contexts of equitable access to education. She is a member of the President's Equity Task Force at UOIT.

Anna Augusto Rodrigues has a PhD in Education and currently works as an instructor at Trent University. She taught at an Ontario college for twelve years. Anna has been involved in various educational projects in the past ten years which include designing digital literacy workshops and indigenizing curriculum.

### Abstract

This paper presents the development of a field course undertaken by four post-secondary institutions (two Canadian and two Brazilian) in São Paulo, Brazil. The authors brought twenty students drawn from two Canadian institutions to Brazil, the homeland of educator and philosopher Paulo Freire whose *Pedagogy of the Oppressed* (1970) was a foundational part of the course content. The course explored how students could implement critical pedagogy's calls to action in their respective fields of education, journalism and broadcasting. Partnerships were forged between the faculty and international offices of the four institutions to arrange for classroom space for the Canadian students, guest lecturers, and multiple opportunities for Brazilian and Canadian students to interact. Additionally, a partnership with two São Paulo journalists provided insider perspectives on Brazil's social challenges; and a partnership with The Paulo Freire Institute resulted in an opportunity to hear Freire's son speak on his father's work. This paper presents the challenges and rewards associated with the project as a case study.

### Keywords

equity, field course, partnerships, experiential learning, global learning

### Encountering Freire: An International Partnership in Experiential Learning and Social Justice

"If we are to construct a critical pedagogy oriented to a sense of the global common as community, this means more than teaching and learning about distant places. It means more, even, than developing the 'habits of mind... needed to engage in an ever more complex globally linked world' (Suárez-Orozco & Sattin, 2007, p.12). It means understanding the processes of material and cultural conquest that construct some places as 'peripheral' and some as 'central', and it means decentering the apparent author of this history." (De Lissovoy, 2010, pp.286-287)

In the spring of 2017, twenty students, two professors, one documentary filmmaker and one camera operator, traveled to São Paulo, Brazil to embark upon ten days of experiential learning<sup>1</sup> in a social justice-themed field course with Brazilian students and professors at two São Paulo universities. This initiative was the result of months of planning and partnership building between an Ontario university (the Faculty of Education at University of Ontario Institute of Technology -UOIT), an Ontario college (the School of Media, Art and Design at Durham College), a Brazilian public university (the Faculdade de Educação and the Escola de Comunicações e Artes at the Universidade de São Paulo -USP) and a

<sup>1</sup> The Ontario Ministry of Education defines experiential learning as "an approach to student learning that provides students with opportunities to participate actively in experiences connected to a community outside of school (local, national, or global); reflect on those experiences to derive meaning from them; and apply their learning to their decisions and actions in various aspects of their lives" (Ministry of Education, 2016, p. 7).

## Encountering Freire *continued*

Brazilian multi-campus state university (the Instituto de Artes at the Universidade Estadual Paulista -UNESP). Funded through a grant aimed at promoting joint initiatives between sister institutions Durham College and University of Ontario Institute of Technology (UOIT), the project sought to provide Canadian students on different career paths (education and journalism/broadcasting) with the opportunity to learn – alongside their Brazilian counterparts – about how issues of social inequity were experienced and addressed in both contexts. Highlights of the project were filmed and presented in a series of short documentaries available through YouTube (<https://tinyurl.com/y99uudtf> ; <https://tinyurl.com/y9bm6bkk>; <https://tinyurl.com/yaw4nyef> and <https://tinyurl.com/ybxz3tkz> )

### The Field Course and Freire Foundations

“Clearly, preparing students for and supporting them during and after international experiential learning opportunities requires serious pedagogical consideration. It is not sufficient to develop such opportunities, place students in them, and simply expect learning to occur. The differences between on-campus and off -campus learning sites are often too great for learners to be expected to negotiate on their own.” (Johnston, Drysdale & Chiupka, 2013, p. 59)

Foundational to the project was the philosophy of Brazilian educator Paulo Freire, whose *Pedagogy of the Oppressed* (1970) was required reading for the students. His themes of *conscientization* (critical consciousness raising), *dichotomy* (e.g. between colonizer and colonized), *praxis* (reflection and action directed at structures in need of transformation), *cultural synthesis* (dialogue that results in the liberation of the powerless) and learners as co-creators of *knowledge*, were at the heart of the project and informed the in-class curriculum and the daily activities. These themes were somewhat familiar to the UOIT students whose teacher-education program had included an introduction to critical pedagogy. Similarly, Durham College media students had already begun developing a critical awareness of the power and influence of media as part of their journalism and broadcasting studies. Neither group of students, however, had explicitly investigated the role of colonialism and hegemony in setting up the power structures that shaped the content of their studies and the trajectories of their career paths. While

there were (amongst the eight male and twelve female students) eight who were racialized, one who was a religious minority, one with a learning disability and one with indigenous heritage, few had interrogated systemic oppression on an academic level. Hence a variety of resources (interviews, TED talks, and beginners’ guides) were used to scaffold key Freirian concepts such as the *culture of silence* and *liberating education*. The goal of this course, then, was to foster a deep and critical analysis of inequitable power relations that would result in students viewing themselves as agents of change in keeping with Freire’s notion of *conscientização* (*conscientization*) – resulting from his almost 2 decades (1947-64) teaching literacy skills to Brazilian camponês (peasants). While Freire did not explicitly take up gender- or ability-based inequities, the course content included these themes as an extrapolation of Freire’s process whereby *magical consciousness becomes critical consciousness*.

The authors of this paper (the UOIT and Durham College professors who developed and taught this field course) worked with their institutions to ensure that the project, originally entitled Poverty, Access, Resilience and Resistance, met requirements for course credit. At UOIT, the initiative was approved as an alternative field-course version of an existing Equity and Diversity course, which all students working towards their teaching degree were required to take at the Faculty of Education. At Durham College, the project was approved as an elective course Making Connections: Exploring Global Citizenship in Latin America offered through the School of Interdisciplinary Studies to students in the Media, Arts and Design program. In designing this experiential learning opportunity, the two professors ensured that there was compliance with their institutions’ respective requirements in terms of rigor, number of in-class hours and academic regulations.

Readings and assignments for the field course were developed collaboratively, keeping in mind the differences between the two sets of students. The ten UOIT students had already completed one undergraduate degree and were on average five years older than the ten Durham College students, most of whom were pursuing their first post-secondary credentials. Learning outcomes and indicators of success were established for the two groups of students (UOIT and Durham College) by the professor from the corresponding institution. In



## Encountering Freire *continued*

some cases, the two groups of students were assigned different readings that reflected the difference in their experience level within higher education, however the themes/topics were the same for all students: disability, gender, decolonization, race, poverty, digital activism, privilege and intersectionality. UOIT students were given an additional focus on the work of Paulo Freire, while Durham College students had an additional focus on visual culture. Assignments for all students included both individual work (daily reflection journals, an auto-ethnographic paper, participation/professionalism) and group work (content development for a digital learning tool for social justice issues). The course website (containing readings and assignments) can be found at <https://sites.google.com/view/saopaulocourse/home>.

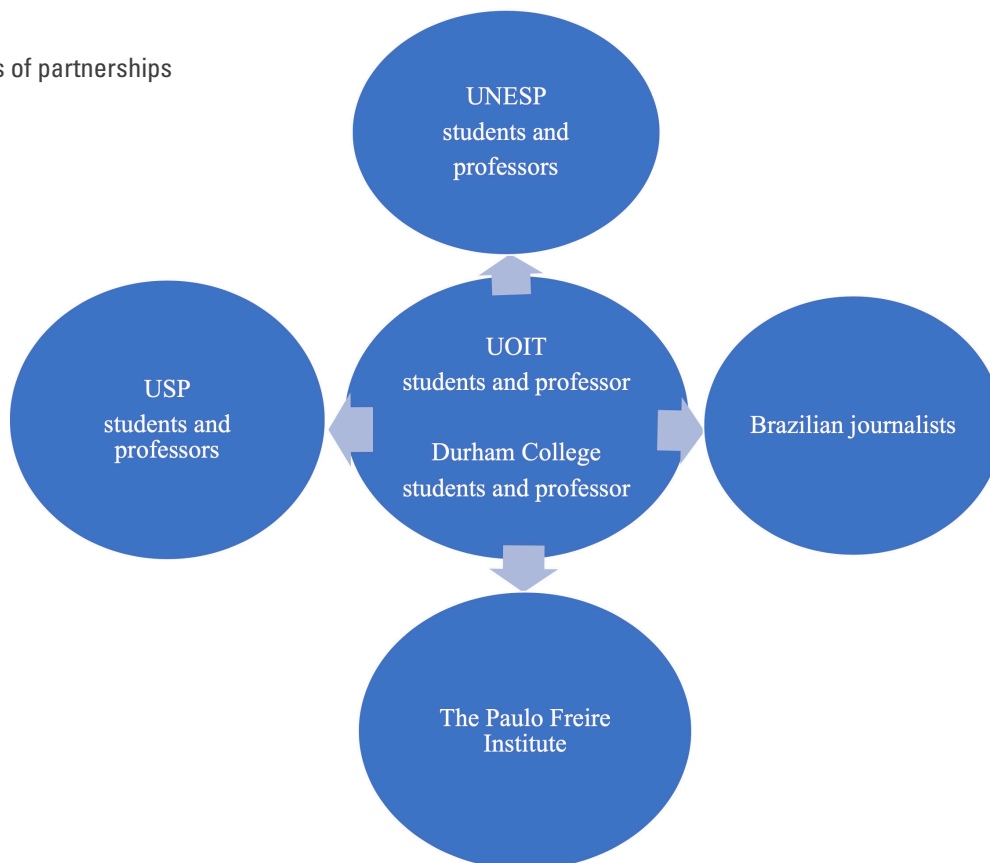
### Partnerships

Equality in decision-making, mutual influence, and mutual benefit are key characteristics distinguishing partnerships from other types of relationships. (Mwangi, 2017, p. 36)

At the heart of any learning that involves international cooperation is the need for critical engagement and intercultural competence defined by genuine respect, trust, and humility (Trompenaars & Woolliams, 2009) with respect to multiple perspectives, and knowing one's biases (Hofstede, 2009). This field course incorporated a number of partnerships, enumerated below and presented in Figure 1:

- 1) A Canadian university and a Canadian College (UOIT and Durham College students and professors)
- 2) Canadian post-secondary students and professors (University/College) and Brazilian post-secondary students and professors (UNESP and USP)
- 3) Canadian post-secondary students (University/College) and Brazilian journalists
- 4) Canadian post-secondary students (University/College) and The Paulo Freire Institute

Figure 1:  
The series of partnerships



## Encountering Freire *continued*

The following is a brief description of the nature of those partnerships.

### USP: Professors and Students

“Having met the Canadian students and their professors proved itself to be a wonderful experience for me and my students as this encounter did justice to the very notion of the “attitude of listening” and opening to who and what is the other in Freirean terms. This means that what students felt and experienced seemed to be consistent with the very theories and perspectives with which both groups were becoming familiarized. I hope to experience more transnational encounters of this kind.” (Ana Paula Martinez Duboc, personal correspondence, May 15, 2018)

At the Faculty of Education at the University of São Paulo (USP), UOIT students visited the lab school attended by children from low-income neighborhoods or *favelas*. They then gathered with USP students to hear Dr. Ana Paula Duboc speak on the topic of “*Agency and Critique in Brazilian Teacher Education: Looking back... Going beyond?*” Dr. Duboc challenged the students to consider the proliferation and subsequent diluting of “critique” within education fields (e.g. critical thinking, critical reading, critical reflection, critical analysis and critical citizenship). She introduced the concept of micro-resistance, and spoke of the challenges to agency and critique in the current political climate. Relationships were formed between the two groups of students that endured throughout the course, with the students forming “Whatsapp” groups and arranging to meet during their free time. As a direct result of meeting each other through this project, Dr. Ana Duboc and one of the authors of this paper have embarked upon joint research, funded by the Social Sciences and Humanities Research Council of Canada, which takes a comparative approach to understanding the impact of trauma on language learning for refugees in both countries.

Also at USP, the journalism and broadcasting students from Durham College learned about different aspects of Brazilian media at the School of Communication and Arts as they visited three departments: Centro de Estudos de Telenovela (Centre for the Study of the Soap Opera), Departamento de Cinema, Rádio e Televisão (Department of Film, Radio and Television) and

Departamento de Jornalismo e Editoração (Department of Journalism and Publishing). While meeting with Professor Maria Immacolata Vassalo de Lopes and her students at the Centre for the Study of the Soap Opera, the Durham College students engaged with several of the field course themes through the analysis of characters and storylines in contemporary *telenovelas*. Professor Vassalo de Lopes explained the important role the soap opera plays in promoting dialogue on social inequity in Brazilian society while showing video clips from telenovela episodes as examples.

### UNESP: Professors and Students

“It was great for me to have the opportunity to talk to the Canadian students about our reality here in Brazil and show them some of the projects I have been working on, such as teletandem, telecollaboration and PIBID. These are all initiatives that relate to social issues which they were able to see and experience while here in São Paulo. I hope I may have been able to open up a dialogue between our realities and help them to reflect on social justice from this intercultural perspective which originated from their contact with our context.” (A.C.B. Salomão, personal correspondence, May 24, 2018)

At the Universidade Estadual Paulista (UNESP), Prof. Ana Cristina Biondo Salomão spoke on *Teacher Education for Social Justice in Brazil*, and introduced students to a number of initiatives she was involved in, including the teaching of foreign languages (e.g. English) in the *favelas*. She also spoke about artistic projects which afforded marginalized students, from these low-income neighborhoods, the means of channeling their resistance into creative outlets. Additionally UNESP provided classroom space and tech support for the duration of the field course. They also promoted the project to their own student body, encouraging students at their Institute for the Arts to join the course, as they were able. This resulted in UNESP students showing up on a drop-in basis to participate in the programming, three of whom attended all classes regularly.

## Encountering Freire *continued*

### Brazilian Journalists

“It is easier to see poverty in Africa or in South America, but this kind of immersion experience when you’re confronted with these kinds of problems makes you question what’s happening in your home, your country, and it helps you to see that these kinds of patterns are repeated everywhere.” (Gustavo Ribeiro<sup>2</sup>)

Local journalists Gustavo Ribeiro and Diogo Rodriguez from *The Brazilian Report* (<https://brazilian.report>) were instrumental in ensuring that the Canadian students and their professors were exposed to sections of the city of São Paulo not typically sought out by tourists. They provided historical and contextual background and helped to establish broader connections with the themes of the course, with a special emphasis on what resistance has looked like historically in Brazil. The two journalists worked with the two field course professors well in advance of the trip to Brazil to ensure that the course content, classroom lessons and excursions were coordinated and sequenced so as to maximize opportunities for constructing, integrating and synthesizing knowledge. Excursions included the Afro-Brazilian Museum, the Museum of Resistance and the Museum of Inclusion. Ribeiro and Rodriguez introduced the politically charged racial classification system in Brazil: *preto* (black), *pardo* (mixed race), *branco* (white), *amarelo* (Asian) and *indio* (indigenous), and used the example of Brazilian novelist Joaquim Machado de Assis to explain the phenomenon of *whitening* (achieving or being ascribed higher social status through white identification). de Assis (1839-1908) was classified as black at birth, but later as his fiction gained popularity, he was re-classified as mixed race; and later, after his death (and after receiving international critical acclaim), he was remembered by Brazilians as white.

### The Paulo Freire Institute

“I think my heart has been scarred over and wrapped around in barbed wire and just protected from that, but learning about Paulo Freire and...how he educated the poor...that kind of opened a light in the darkness. It instantly changed my perspective. Instead of being frustrated and saying ‘there’s nothing I can do’, watching

his example, now I know something can be done and it is possible.” (Ian, Durham College Student)

Instituto Paulo Freire (IPF), founded in 1992, in São Paulo is home to the Paulo Freire Archives, a collection of more than 6000 texts, as well as Freire’s personal library, and the desk at which he worked most of his life. The Institute collaborated with the two Canadian professors to develop the itinerary for the students’ visit, which included talks by Honorary President Professor Moacir Gadotti, and by the youngest son of Paulo Freire, Lutgardes Costa Freire (IPF, 2017). Professor Gadotti reported that upon viewing the first ever website created for the Institute in the early 1990’s, Paulo Freire accurately predicted that “From now on we will have two types of people: those who have access [to the internet] and those who do not have access.” Lutgardes Costa Freire described his father’s awakening to gender inequity after meeting American feminists at Harvard University in 1969. “[My father said] ‘I’ve never washed a dish. I’ve never taken a broom to sweep the house. This is wrong.’ And he made a terrific effort to change all of that that.”

### The Political Context

“Take a deep breath. We are afraid we have some bad news – very bad news from these hard times. Any educational project aimed at a critical perspective must depart from the pain and the complexities, regardless of the lack of prompt responses. As Dion (2009, p. 55) has stated: ‘Talking about traumatic events and one’s connection to the suffering of Others is ‘dangerous’ work. However, we cannot use our fear of saying the wrong thing as an excuse for not doing the work.’”

The group’s arrival in Brazil coincided with some low points on both continents resulting from conservative backlashes, austerity measures, and censorship. In North America, Trump had recently signed the executive order to build a wall separating the U.S. from Mexico (The Associated Press, 2017); Ontario parents had threatened to pull their children out of school in response to a new Sex Education curriculum that normalized non-binary gender and LGBTQ identities (Csanady, 2016); and 52% of Canadians were unconvinced that the work of the Truth and Reconciliation Committee investigating

<sup>2</sup> All non-academic quotes that follow in this paper (beginning with this one) are transcribed from video footage shot during the project, and published in our YouTube videos (links provided above.)

## Encountering Freire *continued*

the abuses against Indigenous children in residential schools was a worthwhile national exercise (Angus Reid, 2015). In Brazil, President Dilma Rousseff had been impeached and former president Luiz Inacio Lula da Silva was facing corruption charge (Jacobs, 2016); the public education system had become an ideological battlefield and the Escola Sem Partido (Schools without Parties) bill was preventing political discussions of any kind within classroom walls (Renwick, 2017).

The political climate was such that both the Canadian and the Brazilian students were politically engaged and eager to compare notes on government policy relative to education and social justice. For the UOIT education students, understanding the censorship and financial restraints in Brazilian schools was an important step in understanding education as a “political act for social change” globally (Pitsoe & Mahlangu, 2014). For the Durham College journalism and broadcasting students, the Brazilian context provided insight into how media coverage shapes public opinion with respect to inequity and ideological protests.

### The Outcome

“So why do we run international learning programs in which we, as instructors and administrators, release our control, at times to a degree where we are not really sure what our students are learning, with whom they are learning it, how physically and emotionally safe they are, and what degree of havoc they might be wreaking elsewhere?” (Desjardins, 2013 p.217)

When questioned about their motives for undertaking this international experiential learning project, the professors (the authors of this paper) were clear that their Freirian values and worldviews were at the heart of their efforts. One said, “Truthfully I was most excited about the prospect of returning to Canada with twenty students who were committed to social justice”, and the other echoed this sentiment: “Taking them out of the college and the university has done great things for them that they believe they are going to carry for the rest of their lives...and that is, in itself, a great reward.”

While there were definitely low points in the experience, ranging from the inevitable lost luggage, lost

students (temporarily), a stolen cell phone, and finding a vacated classroom littered with empty water bottles and waste (immediately following a class that dealt explicitly with the invisible labor of cleaning staff), the testimonials of the students were tremendously encouraging. One UOIT student in particular validated the course format when she said:

You read about it in the article and you get to see it the next day. As we read the articles, we are able to see [the themes] right away in the environment that we're in. We get to see how the interactions in their culture are different from ours, and how we can relate it back to the way we do things at home and the way we see things at home. (Edwina, UOIT student)

A Durham College student (Aimee) validated the impact of experiential learning when she said, “The Indigenous Blanket activity<sup>3</sup> we did yesterday - I learned a lot more in that 45 minute span than I have ever learned before in school. I did not know how important it was for Indigenous people to be acknowledged”. Another of the Durham College students (Ian) said that he saw homeless people in an entirely new light as a direct result of the learning experiences he had as part of the field course.

New knowledge that was constructed through a particular experience was a theme repeated not only in the student testimonials but also in their daily reflection assignments. Journaling can be an effective method not only to evaluate the effectiveness of experiential learning, but also to understand its potential for long-term impact on students (Tovar & Misischia, 2018). A review of the students' daily journals revealed that learning was occurring in deep and meaningful ways as the course progressed. When reviewing the journal entries, the professors noticed that 80 per cent of the students used the words “life changing” at least once when describing their daily experiences in the field course both inside and outside the classroom. The following final excerpts from student journals, on the day of their return to Canada, demonstrate the impact of this experience:

**Carly:** This trip has been an amazing experience for not only my teaching career but just my life and views

<sup>3</sup> [kairoscanada.org/what-we-do/indigenous-rights/blanket-exercise](http://kairoscanada.org/what-we-do/indigenous-rights/blanket-exercise)

## Encountering Freire *continued*

in general! I hope that you can take this trip again next year, because you would have the ability to reach new minds and hearts by looking at the world through a different lens!

**Curtis:** I realized that some topics are easier than others as I hold my own biases for topics such as gender and different cultural backgrounds. It is something I want to continue to dialogue and think about as I want to be able to facilitate critical thinking in ways that my biases are not impacting our discussions.

**Luxshan:** Coming into this country, we had many questions, but leaving, we are left with many more. How will our experiences shape us as global citizens? How will we continue the fight for liberation? How will we be agents of change? How will we inspire, empower, and enlighten our peers? How might we foster resilience and a growth mindset? Only time will tell.

Students also attended debriefing sessions two weeks after the group's return from Brazil. During these sessions, students were asked to reflect on the value of various experiences and aspects of the field course with the benefit of hindsight. Each of the students, to varying degrees, expressed that the field course has been transformative. They all indicated, furthermore, that they believed their new understandings, constructed through their experiences in Brazil, would have relevance in ongoing ways throughout their lives. These new ways of seeing and being seem to align with Hayden and McIntosh (2018) who demonstrated the "potential for well-designed experiences to result in personal transformation, resulting in new skills and introducing novel perspectives which can prompt new understandings" (p. 410).

Eighteen months later, as of the time of this writing, there is every reason to believe that the professors' aspirations of orchestrating life-changing experiences for their students have begun to actualize. One student has gone on to undertake further social justice work that became the focus of a feature film entitled "Ride for Promise" shown at the Canadian Sport Film Festival in Toronto. Another has returned to Brazil for a journalism internship. Three others have presented at a national conference, describing the impact of the experience on their professional goals. Still another, who has begun graduate studies with the aim of transforming inner city

schools, described his experience in the following way:

My experience has been in Toronto's model schools which are in priority neighborhoods, and to address those needs, you need to be really immersed in the specific needs of marginalized people, and I think coming to Brazil was an opportunity for me to really see the economic disparities that exist within communities. (Luxshan, UOIT Student)

The project did of course result in learning opportunities for the professors as well, all of which were discussed at a professional development workshop they provided to colleagues after returning from Brazil. Most prominent among the lessons learned for these first time organizers of an international field course, was the recognition that they would have benefitted from budgeting for a teaching assistant and/or student chaperone. An additional 'staff' person would have relieved the professors of responsibilities related to head counts and curfews, and freed them up to focus on pedagogy and programming. Surprisingly, while the professors worried that the differences in age and life experience between the two groups of students might have jeopardized the cohesiveness of the learning community, students from both institutions voiced appreciation for the richness resulting from the diverse perspectives. The documentary aspect of the project proved to be a vital part of the experience, and has allowed for sharing footage and videos with the partner institutions in Brazil, as well as promoting international learning opportunities within the two Canadian institutions.

Relationships among the Canadian students, as well as between the Canadian and the Brazilian students have endured, as have the professional networks that were developed as a result of the project. The affordances of videoconferencing, social media and text messaging have undoubtedly scaffolded the capacity for maintaining and building on the relationships established as a result of this initiative. A Facebook group page (<https://www.facebook.com/uoitanddcbrasiltrip2017>), numerous Whatsapp group configurations, Skype, Adobe Connect, and connections via Twitter, Instagram and Facebook have provided the means for staying in touch, sharing personal stories, and keeping our encounter with Freire central to our respective academic and professional journeys. These relationships, developed while engaged



## Encountering Freire *continued*

in the common pursuit of establishing agency in the face of systemic inequities, are the manifestations – the empirical evidence – of the value of experiential learning and of international learning in particular.

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## Encountering Freire *continued*

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## TEACHING REPORT

# Reimagining Epistemologies: Librarian-Faculty Collaboration to Integrate Critical Information Literacy into Spanish Community-Based Learning

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### Abstract

This report describes a pilot collaborative teaching experience between library and Spanish faculty members to meaningfully integrate critical information literacy (CIL) into a community-based course for advanced Spanish students. A key learning objective the two teaching methodologies share is for students to understand the social, political, economic, and cultural contexts of information and authorship in order to reframe notions of authority and students' own process of knowing—to reimagine epistemologies from local and global perspectives and from inside and outside the academy. The report defines community-based learning and critical information literacy, identifies the concepts that inherently join them, describes the course's structure and assignments with a focus on the areas of closest collaboration between the authors, then describes the results with suggestions for improvement. CIL integration improved the course's overall success, and CIL learning outcomes were achieved and supported the course's general learning outcomes.

### Keywords

critical information literacy, community-based learning, service-learning, Spanish, language learning, Paulo Freire

### Reimagining Epistemologies: Librarian-Faculty Collaboration to Integrate Critical Information Literacy into Spanish Community-Based Learning

This report is a description of a pilot collaborative teaching experience between the library and the department of International Languages and Cultures at St. Mary's College of Maryland, a public small liberal arts college in St. Mary's City, Maryland. In fall 2018, the authors intentionally incorporated critical information literacy (CIL) into an advanced-level, community-based learning (CBL) course in Spanish called Spanish in the Community. In this course, eleven enrolled students applied CIL to both guided assignments and individual research while tutoring Spanish-speaking English Learners in local schools. In class, students discussed academic content related to community engagement and Mexican and Central American immigration to the United States.

When founded on collaboration with local immigrant communities and local institutions, a community-based Spanish course highlights links between local socio-cultural developments and national or global migration flows. In addition, such collaboration invites students to link self-reflective, engaged citizenship locally with broad international challenges whose scale and

## Reimagining Epistemologies *continued*

complexity can overwhelm students who wish to make a difference. These links encourage students to view local partners and Spanish-speaking community members as important sources of knowledge about national and global immigration debates and as producers of knowledge beyond academic and mass media sources. Thus, students examine the context and authorship of information to reframe notions of authority and their own process of knowing—to reimagine epistemologies. Critical information literacy therefore becomes an inherently logical and arguably indispensable methodology for a course that links and compares local and global knowledge construction and that also requires student self-reflection on their learning and action in the community. In the process, students develop tools to be generally wiser consumers, researchers, and producers of information, particularly in relation to polarized and polarizing debates on immigration.

### **Definition and Practices of Community-Based Learning (CBL)**

Service-learning is the more common term used for this pedagogy that exists at the overlap of relevant and meaningful service with the community, enhanced academic learning, and purposeful civic learning (Howard, 2001, p. 12). Tapia (2010) similarly identifies three objectives of this pedagogy: “to serve a real need of the community, improve the quality of academic learning, and spur the formation of personal values and responsible citizenship” (p. 31). This overlap distinguishes it from volunteering, internships, or short-term community campaigns (Rangel, 2009). Tapia notes that in Latin America it commonly focuses on “working hand-in-hand for a common cause” in solidarity (p. 31). While it is generally recognized that service-learning must arise from a dialogue and mutually beneficial relationship between the community and the educational goals of the class, the word “service” still carries the semantic baggage of a one-way relationship where expertise is handed to the community. As a result, the authors use the term “community-based learning” (CBL) for purposes of this report.

The experiential component of CBL in Spanish may take a variety of forms depending on academic objectives, student characteristics, local community characteristics, and community partner objectives (Jorge & López, 2008). Examples are: support work for local

organizations or institutions (Lear & Abbott, 2009; Long, 2003; Weldon & Trautman, 2003); tutoring (Barreneche, 2011; Carney, 2004; Elorriaga, 2007; Jorge & Machuca, 2008; Long, 2003); direct outreach to immigrant families (Elorriaga, 2007; Jorge & Machuca, 2008; Long, 2003); and translation or interpretation (Long, 2003). No matter what form students’ experiential learning takes, CBL destabilizes the traditional classroom setting in challenging and rewarding ways. “Real-world” conditions create last-minute shifts, needed flexibility, or even failures that are learning experiences for students and professors alike, thereby producing a more egalitarian relationship between the two. Also, some college administrators or departments might not recognize the extra workload involved for faculty when it comes time for tenure and promotion decisions, a workload that includes establishing and maintaining community partner relationships, planning classroom visits from community members, placement logistics, and the extra grading time for frequent self-reflective assignments.

Frequent self-reflective activities with quick feedback are where the experiential and the academic intersect in CBL and create a repeated cycle of learning, action, and reflection and analysis (Duncan & Kopperud, 2008). Eyler (2001) calls reflection “the hyphen in service-learning” (p. 35). Instructor guidance and feedback should reflect realistic expectations that must accompany CBL methodology. Jacoby (2015) points to the fact that students will often first react emotionally to their experiences in the community and gloss over the analysis needed to compare experience to theory or to create understanding of underlying systemic reasons for problems or injustices they are witnessing. Clear guidelines and mechanisms for students to separate their affective response from analysis of information in addition to instructor feedback that addresses simplistic responses are therefore critical. Lear and Abbott’s (2009) useful discussion of the practical realities of placing Spanish students in professional settings with Spanish speakers includes the fact that some students might impose assumptions or create negative judgments based on their inexperience or incomplete understanding of context. Frequent reflection and feedback are places to identify and address these challenges.

## Reimagining Epistemologies *continued*

As a Spanish course that approaches immigration debates from a Latin American perspective, Spanish in the Community integrates selections from the Brazilian Paulo Freire's influential *Pedagogia do oprimido* (1968) (*Pedagogy of the Oppressed* (1970)), which the class reads in Spanish translation from the original Portuguese. Freire was writing from a historical moment in Latin America where social movements perceived the need for revolutionary, systemic change because cyclical power shifts between liberal and conservative elites had not fundamentally changed conditions for the poor. He seeks to break down the hierarchy between educator and student through genuine dialogue that liberates not only the oppressed but also the oppressors from systemic models of inequality that dehumanize both parties. In the process he rejects the "banking" concept of education where the educator "deposits" information that students memorize and repeat; instead, he reinstates the students' agency by considering them "educandos," a nominalization of the gerund "educating" that he creates to describe subjects capable of the same thought, growth, and creativity as the educator. His pedagogy prioritizes the epistemic agency of the marginalized in such a way that models how CBL students should understand their collaboration with communities the mainstream defines by a lack: students are not just contributing their needed knowledge but are themselves defined by a lack of what they must learn from the community. He is also modeling a practice that destabilizes a professor's absolute authority in the CBL classroom. Freire (1968) thus defines an authentic praxis that underlies the best practices of CBL: action that is informed by constant reflection on how one's positionality in social context informs the experience and interpretation of real social conditions. Here we find one of the inherent links between CBL and Critical Information Literacy.

### Definition and Practices of Critical Information Literacy (CIL)

Critical information literacy (CIL) is "the ability to understand the social, political, economic, and corporate systems that have power and influence over information production, dissemination, access, and consumption" (Gregory & Higgins, p. 6). CIL is rooted in the Freirean

notion of liberatory learning as well as bell hooks' theory of engaged pedagogy where both students and teachers are empowered by the process of learning (hooks, 1994). This is a risky and difficult endeavor for both students and librarians. It requires librarians to abandon the banking method of teaching and to both confront and reveal their role in maintaining highly profitable information systems and tools.

CIL does not provide answers or strict guidelines, which creates an intellectual space for students to create meaning from the information they encounter. The librarian is no longer the trainer directing students to the right sources (scholarly) found in legitimate tools (academic databases) using the correct language (subject headings). CIL complicates the teaching of "library skills" based on practice and repetition by using methods that encourage students' active engagement with the structures and systems that control and manage the information they access and consume (Fister, 2013). Throughout the course and information literacy sessions, students were expected to challenge traditional notions of authority, question the objectivity and neutrality of information tools, and identify the economic conditions and politics affecting access to non-English and non-US information sources. While students were given a basic framework for in-class activities, there were no clearly defined criteria or checklists. This required them to reflect on how their expectations of the search tools, their use of language, and their digital identities were interpreted by the algorithms managing their searches as part of the process of learning.

The information literacy frames for the library sessions, Authority is Constructed and Contextual (AiCC), Information has Value (IhV) and Searching as Strategic Exploration (SaSE) are articulated using the language of ACRL's *Framework for Information Literacy* (ACRL, 2016), but the specific learning outcomes (Appendix A) and enduring understandings emphasize CIL. The goals, to understand how media framing and cognitive bias lead to different narratives about Latinx<sup>4</sup> immigrants and how information tools privilege particular types of information via scholarly gatekeeping (academic) and personalized algorithms (Google and social media)

<sup>4</sup>Gender neutral term to recognize intersectional subjects, escape the gender binary of Latino/a, and intentionally include the LGBTQ+ community. While still a debated term, it has been adopted by many scholars, students, and activists.

## Reimagining Epistemologies *continued*

(Nadler, Crain & Donovan, 2018), required students to acknowledge their own position or standpoint in relation to the information made available to them. The in-class information literacy activities were structured so that student agency was central to the learning experience. This can be a very challenging exercise for students who expect library workshops to define the scholarly article as the most valuable information source.

### Concepts that Weave Together CBL and CIL

Despite each author's years of experience with CBL and CIL, respectively, our first intentional integration of the two methodologies occurred in fall 2018. Pamela Mann has been applying CIL concepts and methods in her teaching since her tenure as the Librarian for Mexican American and Latinx Studies at the University of Texas at Austin and prior to the publication of the groundbreaking CIL texts *Critical Library Instruction: Theories and Methods* (Accardi, Drabinski, & Kumbier, 2010) and *Feminist Pedagogy for Library Instruction* (Accardi, 2013). Since arriving at St. Mary's, Pamela Mann has taught four CIL sessions for *Composition for Cultural Analysis* (Spanish), a workshop exploring the role academic databases play in providing and limiting access and visibility of Spanish language and Latin American resources, including three sessions with Joanna Bartow. Mann has also applied CIL in Art History starting in 2013 and in multiple First-Year Seminars starting in 2015, including "Black Lives Matter" and "Privilege, Power and Difference." In 2017 she co-facilitated a faculty workshop titled "Incorporating Social Justice into Assignments with Critical Information Literacy."

Joanna Bartow has used a social justice lens to frame her literary scholarship on Latin American testimonio, women's writing, and representations of space and place. She has taught the CBL course *Spanish in the Community* four times since fall 2013, and while notions underlying CIL have long been present in course discussions and assignments, she incorporated CIL as an explicit methodology in the fall 2018 iteration. Doing so has created a common thread that addresses the sometimes fragmentary nature of CBL course components that can affect perceived coherence. Hernandez and Knight (2010) call the connection between libraries and civic engagement curricula a "seemingly intuitive relationship" despite the existence of few articles on collaborations

between the two (p. 4). Our collaboration and the present article work to correct this oversight.

This particular collaboration is grounded in specific attention to how society and institutions construct narratives and frames within social, political, and economic systems. Our common objective is to challenge the epistemologies of the privileged by asking students to rethink the politics of knowledge production, to reimagine the sites where information is produced, and to ultimately learn how to seek it outside traditional scholarly tools and outside an exclusively U.S. perspective. The focus is on who gets to create knowledge, whose histories matter, and how narratives about Latinx and immigrant communities are framed and disseminated. Collaboration with community partners as a source of knowledge and Paulo Freire's critical pedagogy are examples of where the course's pedagogy unites CIL and CBL. These methodologies situate Latin America and Latinx populations not as just "objects" of study but also as sources of theory and creativity. Implementing Freire's dialogic pedagogy, members of the local immigrant community are producers of knowledge about the local and global.

In addition, students are made aware that as they participate in research and dissemination of knowledge in their chosen area of investigation during the course they take on the responsibilities of producers of knowledge (Hicks, 2013; Fister, 2015). Furthermore, to act responsibly and effectively in the community they must gather information and define issues (Sweet, 2013). Thus, CBL learning cycles (of contemplation and inquiry, then action, then reflection and analysis that identify areas for further inquiry and more effective action) apply to research through a CIL approach where (self-)reflection and context play central roles.

While the enriched outcomes of integrating CIL and CBL are applicable to many disciplines, the fact that this course is taught in Spanish deepens the relevance of CIL and supports linguistic course outcomes. Students' ability to communicate and access information through Spanish is essential to their contribution through tutoring, but also to their evaluation of information in its context and their understanding of the construction of knowledge. How do ideology and systemic inequalities of knowledge production and access across linguistic



## Reimagining Epistemologies *continued*

differences, and across the socio-economic differences they can imply, manifest themselves in resulting content when searching in English versus Spanish? Also, what are the social justice lessons contained in the rhetorical, linguistic and cultural consequences of searching for information on immigration in English versus first-hand accounts in Spanish? One small example is the prevalence of “immigrant” in English sources in contrast with the prevalence of “migrante” (“migrant”) in Spanish sources, particularly first-hand Spanish sources. This semantic difference invites discussion of representation and self-representation, and of rhetorical constructions and popular concepts of (im)migration and (im)migrants in the United States socio-political imaginary compared to a global context. The close-reading analysis taught in most upper-level Spanish courses thus finds a “real-world” application, becomes a tool for critical information analysis, and reinforces the value of knowing Spanish for students.

### Course Structure and Assignments

After an introduction to characteristics of the local county, challenges currently faced by immigrants during their journey and in the U.S., and relevant historical background that explains some of the reasons for Latin American immigration, a community member who has immigrated to the U.S. visited *Spanish in the Community*. In an effort to ensure students valued community members’ knowledge as equally authoritative with academic and journalistic sources, and considered what is missed or misunderstood without this perspective, the visit occurred in the first weeks of the semester and was timed before students began their work off campus.

While students’ tutoring placements were finalized and their work off campus began, the course then turned to readings and discussions that defined key unifying concepts for CBL and CIL. Linda Alcoff’s essay “The Problem of Speaking for Others” (1991-1992) built students’ awareness of their positionality as they worked with communities different from their own and prepared them to evaluate research sources in their context. Next, various readings that define concepts of community-based learning and engaged citizenship were followed by a round table in class of alums and other local community members whose work with immigrant communities manifested definitions of engaged

citizenship and provided a chance for further discussion of “speaking for others.” Excerpts from Freire’s work then brought together topics from the previous discussions in a Latin American context. The last weeks of the course were mainly dedicated to individual research based on CIL methodology and to a class-led, culminating event, as described ahead.

Throughout the semester students submitted weekly writing assignments, either reports on their research progress or guided reflection that encouraged identification of connections among academic and experiential components. A final, summative reflection on connections among course components and a separate synthesis of the research project were due at semester end (Appendix C). All written assignments were posted on an electronic portfolio on the new Google sites platform. By the fourth week, most students had begun their tutoring and had talked individually with the professor about possible research topics.

The research project was one that emphasized process: there was no final paper but rather a series of reports on the student’s chosen topic of research, which moved from topic exploration to identification of particular categories of source (unmediated migrant voices, sources only in Spanish) to independent continuation of research. The final products were a bibliography of both relevant and less relevant sources plus a synthesis of the most important information learned on the topic and of the results of applying critical information analysis. Although CIL’s relevance to multiple course components was made explicit at different moments in the course, the research project was the principal space for deliberate application of this methodology and where librarian and faculty member most collaborated.

To support the research project, two CIL sessions were conducted in English so students could fully engage with the CIL concepts (Appendix B). Both sessions emphasized the ways in which authority is constructed online in different communities, how views of authority offline affect beliefs, and how information tools reinforce beliefs and manage users’ interactions with information. Both classes included active learning and group work requiring students to engage directly with information tools and websites rather than individual articles or sources. The focus was on how information was selected,



## Reimagining Epistemologies *continued*

framed, and disseminated rather than traditional evaluation criteria such as credibility and whether or not the source is scholarly or popular.

The first session, titled “Narratives about Latinx Immigrants,” addressed the effect partisan political framing and confirmation bias might have on individuals’ interactions with information about Latinx immigrants. Using websites of immigration think tanks and advocacy groups, students analyzed how messages were framed for particular audiences via rhetorical appeals to emotion or evidence-based reporting. Students also examined the value those appeals had for audiences and media outlets evidenced by where and how the information was disseminated. Before this session, students completed a worksheet to become familiar with five oft-cited think tanks or advocacy groups on immigration, two in favor of restrictive policies, two supportive of immigrants, and one a non-partisan source of data (Appendix C). The session itself deepened students’ initial evaluation of the information and understanding of context. Afterwards students applied the session’s lessons to evaluate six potential sources on their individual research topic, presented to the group during the next class (Appendix C).

Session two, “Immigrant Voices,” focused on how algorithmic personalization and the authority of the search engine might affect one’s ability to search for information and engage with marginalized voices online (including texts, social media, and visual media). The concept “semantic search” was introduced during the session using two short readings, Christopher Ratcliff’s “What is Semantic Search and Why Does It Matter?” (2015) and a short paragraph from Feuz, Fuller and Stalder’s “Personal Web Searching in the Age of Semantic Capitalism: Diagnosing the Mechanism of Personalization” (2011). The challenge of searching across difference, whether linguistic, cultural, or socioeconomic, is amplified by search personalization and mobile technologies that are increasingly individualized to increase corporate profits. Students were required to apply the session’s lessons in two follow-up assignments. First students had to find sources of unmediated immigrant authorship whether in Spanish or English, then conduct a separate search to find sources only in Spanish of varying authorship (Appendix C).

The semester concluded with an event on immigration that the group collectively planned and hosted on campus, with the form and focus determined by the class. The purpose of the event was to unite students’ academic learning, experiential learning, and awareness through CIL of their responsibility as producers and disseminators of knowledge. The final activity of the semester was a round table discussion among class members where they shared their research outcomes, identified class members’ acquired knowledge that would deepen their own area of research in a hypothetical collaboration, and answered discussion questions that linked course components including CIL.

### Results

Initial results show that CIL integration improved the course’s overall success and that CIL learning outcomes (to understand how media framing and cognitive bias create different narratives about Latinx immigrants and how search tools privilege particular types of information) were achieved and supported the course’s general learning outcomes. While the notions underlying CIL had broad application in different components and moments of the course, the research project is the central product of the authors’ collaboration and therefore the focus here.

As shown in their periodic reports on the research process, students were initially disoriented by research that focuses on process rather than a final paper. They were productively unsettled by the synthesis of progress up to a point in time determined by them versus a well-defined ending point determined by the professor. A couple of students still referred to a final paper despite clear understanding from the outset that the course did not include such an assignment. Another student felt pressure to (impossibly) create an exhaustive bibliography even though this was a neither explicit nor implicit expectation.

More importantly, the required, repeated reports on research progress, even beyond a point where students felt their research was over, led several of them to what they realized was an impasse and to questions in class about what they should do next. The CIL sessions and follow-up assignments had increased student awareness of the limits of certain categories of sources, intensifying their perception of a research block. They were not

## Reimagining Epistemologies *continued*

finding what they sought for reasons that mainly fell in three categories: the predominance of mediated sources on immigrants, first-hand immigrants' accounts that were not fitting the student's approach or topic as they had conceived it, and the difficulty of finding sources that were data-driven without evident bias or purposeful, affective provocation of the reader.

The insistence on continued progress reports therefore created a perfect moment in the last weeks of the semester to lead students back to CIL approaches where they should examine the very impasses they found rather than try to push through them without reflecting on the lessons they contained. Where students found scant first-hand voices, they were encouraged to consider the agendas or emphases of academic, mediating voices to understand how they affect the information that does exist. Where students found that first-hand accounts did not address what the students wanted to discuss, they were encouraged to reflect on how their own approach might be the result of their positionality and filter bubbles, and to incorporate first-hand knowledge into their framing of the topic. Where students found emotion or ideology guiding their sources, they were encouraged to examine the motives and rhetorical construction of immigration, immigrant identities, and affect in the sources. In other words, the unanticipated impasse served to refresh students' CIL: their "ability to understand the social, political, economic, and corporate systems that have power and influence over information production, dissemination, access, and consumption" (Gregory & Higgins, p. 6).

Class members completed a research synthesis where they were asked to define CIL, narrate the story of how and where they searched, identify successful and unsuccessful strategies, and speculate how they will apply CIL to future research. Along with the final reflections that draw connections among course components, these summaries provide valuable feedback to assess student learning outcomes, and are the sources of the student comments incorporated ahead.

Student syntheses show they developed specific habits to define the bias within socio-economic systems in which authors and organizations might be linked, became aware of filter bubbles and the extent to which information is mediated, and gained strategies to potentially avoid or

work around these obstacles. Two quotations from the student research syntheses illustrate students' acquisition of CIL (translations ours). First:

When I began, I was thinking like a middle-class, liberal, white, U.S. citizen. The sources that came up almost seemed to be what I would be looking for [as that person]. When I began to change those key words to things that a Hispanic person would look for about this topic, I began to find many more Hispanic people's experiences. I also found more Hispanic media. That is where I found the most useful sources.

Another student stated:

That's why I need to think about the source, the person, or the organization that I am using. I want to use first-hand information from a migrant's perspective without a mediator for their story. When I have a source that isn't an unmoderated migrant's, it's a biased source in one sense. During my research, it was very difficult to find unmoderated sources because I don't [tend to] look for information in this way and Google uses an algorithm to match results with my [previous] searches.

After describing the details of how they altered their search terms, one student noted the difficulties of overcoming search personalization: "this part of the process was very challenging because I essentially needed to train my computer again, and change the filter bubbles embedded in my search engine." Another student summarized the challenges and rewards of retraining search engines and one's own process of knowledge: "I was really frustrated when we began. But, now I am really grateful, because, now, we know how to look for sources. And I have a new perspective on sources in Spanish and sources on immigration in general." Yet another student noted they could apply these strategies to their biology and chemistry class research.

Finally, one student described the correlation between the source language (Spanish versus English) and positions on immigration. They speculated on a connection between use of English, lack of immersion in other cultures, and anti-immigrant bias. While the particular causative relationship the student draws is problematic to assume or generalize, their comment

## Reimagining Epistemologies *continued*

signals awareness of the epistemology of speaking and researching in Spanish versus English, or in Spanish and English.

Ten of the eleven students achieved the CIL learning outcomes beyond a basic level, but some captured and applied the nuances better than others in their written work. To improve the level at which all students achieve the objectives, in future collaborations the library sessions and associated assignments need better articulation. Better assignments before classes with the librarian will increase the sessions' efficacy and better prepare students for initial research assignments they produce.

For example, to prepare for session one, students analyzed five sources of information on immigration by examining the website's visual media, the organization's stated mission or objectives, what others say about the organization, and the organization's presentation of a specific issue around immigration. Students are so accustomed to concentrating only on source content rather than source context that some time was spent during the library session to keep students focused on context. A question on authorship of the articles or web pages should replace the question on an immigration issue so that no pre-session activity focuses on content.

Assignments before each library session could include readings in Spanish covering concepts that will be addressed during the sessions and might help students identify topics and search strategies that prioritize immigrant voices rather than the student voices. Students might search for and read assigned Spanish language newspapers both regional, Mid-Atlantic, and from areas along the US-Mexico border. Prior to session two, "Immigrant Voices," Spanish language readings written for a general audience could introduce students to targeted CIL concepts such as, *burbujas de filtros* (filter bubbles), *personalización y búsqueda semántica* (personalization and semantic searching), and *el sesgo de confirmación* (confirmation bias) (Núñez-Torrón Stock, 2017; Scolari, 2011). Follow-up assignment prompts should reiterate the terminology and methodology of the preceding session as closely as possible.

## Conclusion

The integration of CIL and CBL in *Spanish in the Community* has facilitated creation of a unifying thread that weaves together academic knowledge, non-academic and community knowledge, student research, and student experience in order for students to rethink the local and global politics of knowledge production and their role in it. Intentional collaboration between the library and the department of International Languages and Cultures in the form of shared philosophies, library sessions meaningfully embedded in course work, and mutually supportive learning outcomes has produced demonstrable achievement of those outcomes and a sustainable model for future partnership.

## Reimagining Epistemologies *continued*

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## Reimagining Epistemologies *continued*

### Appendix A – Learning Outcomes

#### LEARNING OUTCOMES FOR ILCS 390, *SPANISH IN THE COMMUNITY*

##### • Outcomes related to community collaboration

- Students will assess the connections and disconnections between their academic knowledge and their real-life community experience.
- Students will recognize community members' values and needs, which might differ from their own assumptions and values.
- Students will perform responsibly, respectfully and according to the community's needs in the evolving context of their civic engagement.

##### • Outcomes related to academic content

- Students will recognize issues regarding U.S. Latinx communities that are relevant to the local St. Mary's County community.
- Students will evaluate positions on major current issues around Mexican and Central American immigration to the U.S.

##### • Outcomes related to self-reflection

- Students will practice guided self-reflection in written assignments.
- Students will execute independent self-reflection as they react to changing context in their community work.

##### • Linguistic outcomes

- Students will write in Spanish with logical supporting evidence and an appropriate variety of verb forms and grammatical structures.
- Students will speak in Spanish to convey ideas with appropriate complexity, in both spontaneous and prepared formats.

#### LEARNING OUTCOMES FOR INFORMATION LITERACY SESSIONS

##### • Outcomes for Session 1, Narratives about Latinx immigrants

- Students will explain how authority is created in specific communities by
  - evaluating how immigration think tanks target and disseminate information to specific communities.
  - analyzing rhetorical appeals made by think tanks
- Students will assess societal contexts that influence knowledge production and dissemination by
  - comparing how information produced by think tanks are used by news organizations, researchers, advocates and other groups.
  - analyzing rhetorical appeals made by news organizations, researchers, advocates and other groups.

##### • Outcomes for Session 2, Immigrant Voices

- Students will recognize societal context that influence access to information by developing search strategies for finding unmediated information by immigrants online, including social media and research tools.
- Students will infer the economic and cultural implications of search personalization and semantic capitalism by describing how Google may have affected their search results.



## Reimagining Epistemologies *continued*

### Appendix B – CIL Lesson Plans

#### CIL Lesson Plan Session 1: Narratives about Latinx Immigrants

Topic: Evaluating and analyzing how information about immigrants and immigration is created and disseminated by research and policy organizations.

Enduring Understanding: How media framing and cognitive bias lead to different narratives about Latinx immigrants (and other non-white immigrants.)

#### Outcomes: Students will

- explain how authority is created in specific communities by
  - evaluating how think immigration tanks target and disseminate information to specific communities
  - analyzing rhetorical appeals made by think tanks
  - assess societal contexts that influence knowledge production and dissemination by
  - comparing how information created by think tanks are used by news organizations, researchers, advocates and others.
  - analyzing rhetorical appeals made by news organizations, researchers, advocates and others.

*What have students done to prep for the session?* Students have reviewed five websites.

1. Discussion: Review concept of authority is constructed and contextual.
  - a. Authority: What do we mean by authority? How is it constructed?
  - b. Credibility & authority: knowledge/education/credentials or power and position.

2. Evaluation of websites (Emphasize the site not individual articles.) Purpose of the information (mission of the org and/or to inform, to argue, to persuade, to reinforce prior beliefs) (lateral searching activity) and how it is presented (evidence v emotion.)

**Demo for class discussion:** PEW Hispanic or FAIR

- a Who or what type of authority does the site appeal to? (authorship/partisanship)
- b Who is the audience?
- c How do they appeal to their audience? On their website? (evidence, emotion, language, visuals, content etc.)

How is their information used or disseminated? How do they package their products? (titles, visuals, infographics, etc.)

- a. How do they appeal to their audience in other venues?
- b. Who uses their products? Track down what media outlets, organization, political groups, PACs use the orgs output and how those secondary orgs frame that information.
  - i. Search Google News
  - ii. Search OneSearch

- 3 Group work: Working in groups with assigned Think Tanks students will complete 1 and 2 from above and compare results. (Each group will report out to the class.)

4. Spend 10 minutes chasing your think tanks social media feeds. How do the present their information? Who follows them? How is it reused (who, what, and how is it framed?)

## Reimagining Epistemologies *continued*

### CIL Lesson Plan Session 2: Immigrant Voices

Topic: Finding information created by immigrants in English and Spanish.

Enduring Understanding: How information tools privilege particular types of information, via scholarly gatekeeping (Academic) and personalized algorithms (Google, Social Media)

#### Outcomes: Students will

- recognize societal context that influences access to information by
  - developing search strategies for finding information about immigrants online, including social media and research tools.
- Infer the economic and cultural implications of personalization and semantic capitalism by
  - describing how Google may have affected their search results

*What have students done to prepare for the session?* During Session 1 students were introduced to the idea that authority is constructed and contextual and that media framing and cognitive bias effect how readers understand and interpret information.

1. Introduction class discussion: Review of Rhetorical triangle. Consider the following; Author, Audience, Purpose & Context. Now reverse it: consider for whom/why/and where an immigrant writer might be publishing.
2. Discussion of personalized searching and filter bubbles
  - a. Read the two assigned paragraphs from “Personal Web Searching” (Feuz, Fuller, & Stalder) and “What is Semantic Search” (Search Engine Watch)
    - i. Discuss personalized searching and filter bubbles and how that might affect their search for immigrant voices? Q how often do you search in Spanish?
    - ii. Demonstration: [elblogdelmigrante.wordpress.com](http://elblogdelmigrante.wordpress.com) or Yo también soy inmigrante (Facebook)
3. Searching Activity:
  - a. Students search for immigrant voices. Class discussion.
    - i. Who is the author, Who is the audience source? Where did you find it. How easy or difficult was it to find the source?
    - ii. For social media: who is responding and reacting to you and how?
  - b Students search for Spanish language news/info related to immigration (time permitting.)

## Reimagining Epistemologies *continued*

### Appendix C – Course Assignments from the Spanish course "Spanish in the Community"

These excerpts and summaries of assignment prompts have been translated from the original Spanish.

A. Before Library Session 1 ("Narratives about Latinx Immigrants") students completed the following exercise.

In this period of burning debate about immigration it is important to evaluate any source of information about immigration. Below are the names of five organizations focused on data gathering and on the politics and policies of immigration in the United States. Search for each organization on the internet and take notes to answer each question.

[Five organizations with different audiences and positions on immigration appear on the assignment. Students were asked to answer the following questions on each organization.]

1. Look at the organization's website. What do the visuals and headlines on the landing page say about the organization's perspective?
2. What does the organization say about its mission and purpose?
3. Search for the word "birthright" on the site. What do the results tell you about the point of view of information produced by this website?
4. Now search for this organization on the internet to see what others say about it, not what the organization itself says.

Authors' note on assignment before Library Session 1: In our report we discuss how challenging students found it to focus on context rather than content. For that reason, a question on authorship of the articles or web pages should replace the question on an immigration issue (question 3) so that no pre-session activity focuses on content.

B. After Library Session 1 students completed the following exercise.

You will create a brief report on how different sources of information treat the same topic. You will submit the 500-word report to your Portfolio and present the results orally in class (time limit 4 minutes).

1. During or after the [first library session], choose a topic or specific debate about immigration. You may use the thematic overview handout or your own interests.
2. Look for that topic in at least six locations, which could include some of the sites you explored before the [library session]. You may also seek the topic on social media or other sources you have discovered. This is not an exhaustive search. Use the following questions to evaluate and compare the information found.
  - a. Who produced the information?
  - b. In what language? Who is the anticipated audience?
  - c. When is the information from?
  - d. Are there signs of the author's or site's objective in publishing the information? That is to say, why was this information published?
  - e. How are immigrants portrayed?
  - f. What position on your topic does this source defend?
  - g. What information is missing? What questions do you still have on the topic?
3. In the written and oral reports you may use this order, with necessary variations:
  - a. One-sentence definition of your topic.
  - b. A synthesis of what you learned about the topic and about different positions or perspectives on the topic.

## Reimagining Epistemologies *continued*

- c. A brief summary and analysis of the information from each source. Use the questions above to do so. Organize the information according to commonalities; for example: sources with the same position, sources that include immigrant voices, sources with the same audience in mind.
- d. Conclude with what you learned about the search process and the ease or difficulty in finding the information.

Authors' note on assignments after Library Session 1 and before Session 2: Again, in light of students' struggle to focus on context rather than content, the post-Library Session 1 exercise should emphasize context even more explicitly, even if it still requests content comparison. Before Library Session 2 ("Immigration Voices"), students should complete Spanish language readings written for a general audience to introduce them to targeted CIL concepts.

C. After Library Session 2 ("Immigration Voices") students completed the following two exercises: "Immigrant Voices" and "Sources in Spanish."

### **"Immigrant Voices"**

You will create a brief report on five different sources of information that you found that were written by (or are transcriptions of oral testimony by) Latin American immigrants themselves. You will also report on how you found the sources. The sources may be in Spanish or English, though Spanish is preferred. You will submit the 500-word report to your Portfolio and present the results orally in class (time limit 4 minutes).

Include examples of the best sources you found and also of the least useful sources, if applicable. Focus on the context of the information and on your process. Include what did not work well in your search. Take good notes on every step you took in your search.

If you talk about content, do not go into great detail but rather identify the position taken by the author on the topic, and if you believe the content is relevant to our local context, your tutoring, or our [end-of-semester] event.

- 1 Summarize in one or two sentences what search strategies worked and which did not. What was easy to find and what was not? Why do you believe this was so? Were you able to do something to avoid the "filter bubbles" [discussed in Library Session 2]?
- 2 Answer this question: Is there evidence in your search that some voices are "heard" more than others (are easier to find than others)? Does the language of the testimony or the socioeconomic status of the immigrant affect how easy it was to find first-hand accounts?
3. The rest of your report takes the form of a briefly annotated bibliography in MLA format. For each source:
  - a. Bibliographic information in MLA format.
  - b How you found the source: key words you used, the steps and/or sites you followed, surprising discoveries, frustrations.
  - c. The source's context: its authorship (known person? how are they known?), the type of publication (academic, social media, review, blog, national newspaper, local newspaper, personal site, commercial site), the anticipated audience, the purpose of publication.
  - d. The source's rhetoric: language choice, use of emotion, style, formality or informality. What effect does the rhetorical style have on you as a reader?

### **"Sources in Spanish"**

[This second report after Library Session 2 replicates much of the above prompt to search for immigrant voices, but focusing on sources only in Spanish, whether written by immigrants or not. At this point in the semester students were also encouraged to identify sources that would help them focus on a topic for further research or that would be interesting to propose as readings for the whole class later in the semester.]

## Reimagining Epistemologies *continued*

Authors' note on assignments after Library Session 2: In the future assignments should distinguish more clearly between unmediated and mediated sources of immigrant voices since most students too easily settled for anthologized or mediated sources. Also, follow-up assignment prompts should reiterate the terminology and methodology of the preceding session as closely as possible.

D. Students wrote two concluding papers at semester's end: a final reflection and a final research synthesis. The final reflection identified connections between the academic and experiential components of the course, either of which could encompass information learned through their research. While students wrote several update reports throughout the semester on research strategies and results, they finished with a synthesis of their process rather than a final, analytical essay.

### **“Final Reflection”**

Students were given the following main questions to answer in their final reflection: How has the local community transformed, deepened, or questioned something you learned in class? How did the community contribute to this change? What have you learned about the connections between experience and knowledge?

To answer the questions above, students were told to reflect on which socioeconomic contexts produced their own attitudes and values, those of immigrants they had met or read, and those of English or Spanish-speaking community members they had met. They then compared their expectations before the semester with their actual experiences, and identified connections between what was learned in class and what was learned in the community.

Looking toward their future and broader contexts, students were asked about transferable skills they had developed or that they realized they need to further develop, as well as how the experience could relate to their future personal and professional goals. They also were invited to describe new perspectives that were not necessarily their own but that they could better

articulate now. Finally, they were asked to state the relationship between their weekly hour dedicated to tutoring and a global context.

### **“Synthesis of research”**

The synthesis description reiterated that the assignment is not an analytical essay but rather a report on their process and the most important information on their topic. First students presented the question they had identified and wanted to answer through research, and why it related to course objectives. They were asked to present a tentative answer and an evaluation of the main positions they encountered in their sources. Second, they were asked to define critical information literacy and write a narrative of how they applied the method to their research, with successes and failures included. Finally, they were asked how they would apply their knowledge of critical information literacy to future research, whether in Spanish or not. A bibliography in MLA format appeared at the end of the synthesis.

# PROGRAM REPORT

## Transnational Exposure, Exchange, and Reflection: Globalizing Writing Pedagogy

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Denise Comer is Associate Professor of the Practice of Writing Studies and Director of First-Year Writing at Duke University, United States. Her research focuses on writing pedagogy, writing program administration, and writing transfer. She teaches first-year writing, digital rhetoric, and oral communication.

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### Abstract

This paper explores the results of a grant-funded, IRB-approved, writing-based partnership from 2015-16 between Shiv Nadar University, India, and Duke University, United States. Through this research, first-year academic-writing students interacted about their writing as it unfolded in writing courses at their respective universities. As writing teachers and administrators involved in developing writing pedagogies in the United States and India, one of our aims was to explore how transnational exposure and exchange, though mediated, might enable reflection and therefore improve academic writing. Another aim was to produce an instance of global learning through the research design itself, in planning instruction, in the exchanges between the students and us, and in analyzing student reflections.

### Keywords

transnational writing pedagogy; transnational undergraduate partnerships

### Transnational Exposure, Exchange, and Reflection: Globalizing Writing Pedagogy

As higher education adapts curricula to reflect, impact, and promote global networks, writing-based transnational partnerships provide one of the richest areas for potential growth (Anson & Donahue, 2015)<sup>5</sup>. Since writing is a high-impact pedagogical practice (Kuh, 2008), writing-based partnerships are uniquely positioned to sponsor cross-cultural exchanges, enhance student learning outcomes, and uncover the promises and challenges of globalized learning.

These aims drove a grant-funded, IRB-approved, writing-based partnership from 2015-16 between Shiv Nadar University (SNU), India, and Duke University, United States. Through this research, first-year academic-writing students interacted about their writing as it unfolded in writing courses at their respective universities. As writing teachers and administrators involved in developing writing pedagogies in the United States and India, one of our aims was to explore how transnational exposure and exchange, though mediated, might enable reflection and therefore improve academic writing. Another aim was to produce an instance of global learning through the research design itself, in planning instruction, in the exchanges between the students and us, and in analyzing student reflections.

<sup>5</sup>This research was supported in part by a grant from the Duke-SNU Collaborative Faculty Research Initiative.



## Transnational Exposure, Exchange, and Reflection *continued*

What constitutes global learning in writing pedagogy, however, has no simple answer. Such efforts can include research and writing partnerships, or opportunities for dialogues that cultivate awareness of intersecting and diverging contexts, processes, and expectations for writing across global contexts. Across these contexts, global learning foregrounds listening and exchange, which can challenge educational and employment hegemonies, and encourage broader perspective-taking and human connection across perceived difference (Payne, 2012; Horner, 2012; Tcherepashenets, 2015). The answers differ for us given our locations in different parts of the globe. Writing pedagogy as an instance of skill development and global learning is complicated by the different histories of teaching college-level writing in each country. In the United States, first-year writing dates back to the late 1800s (Brereton, 1995). In India, writing courses have not historically been part of the university curriculum. What there have been and largely continue to be are courses in English language support or communication skills (Armstrong, 2012). An unintended consequence of the shrinking academic job market in the United States (Larson, Ghaffarzadegan, & Xue, 2014), particularly for English and Writing Studies (Colander & Zhuo, 2018), has been the return of Indian Ph.D. graduates to India who trained in U.S. writing centers as graduate students. Some of the newer private universities in India, which employ many such graduates, have first-year writing courses in the curriculum. Additionally, a recent India University Grants Commission mandate is encouraging inclusion of writing as a skills course in the curriculum of government-funded universities (UGC, 2015).

The newness of writing pedagogy in India, and other places in South Asia, is also connected at source to the impetus for developing global writing pedagogies for universities in the United States. The changing demography of college students in the United States and the international campuses of such institutions as New York University and Duke University comes with the acknowledgment that writing pedagogy has to include far greater support for writing pedagogies that

foster transnational exposure, exchange, and reflection. Writing is not static and its teaching and learning must be sensitive to the world of its production.

As part of such efforts, this article describes the SNU-Duke Transnational Writing Partnership and presents analysis of the student reflections collected as research data. Our study was grounded in first-year writing. However, because writing is such a high-impact, widely transferable pedagogical practice, our insights hold value for the potential impacts of global learning in upper-division writing courses, writing-intensive courses across disciplines, and across broader contexts for transnational partnerships in higher education.

### Institutional Contexts

SNU is a private university located in Dadri, Uttar Pradesh, close to the National Capital Region of New Delhi. It is an interdisciplinary university and among the few private universities that have come up in the context of a university system in India that is still largely publicly funded and subsidized by the government. As a relatively new university, the undergraduate population is still less than 2000 students. The writing course is mandatory only for the first-year students in the School of Social Sciences and Humanities, which averages to about 100 students per year so far. Students from the Sciences, Engineering and Schools of Management are able to opt for this course as an elective in the spring semester. A few teachers with PhDs in the social sciences who have been hired and trained in writing pedagogy by the English department are teaching the writing courses. Sections are capped at 15.<sup>6</sup>

Duke University is a private, non-profit, liberal-arts university located in Durham, North Carolina, with an undergraduate population of approximately 6500, including approximately 14% international students. All undergraduates take a one-semester, first-year writing course, Writing 101, which is theme based and taught by a multidisciplinary writing faculty. Sections are capped at 12 students.

<sup>6</sup>This was true for SNU during the years the study was conducted and until 2017. However, since 2018 the same writing course is now taught by one instructor in one large section of over sixty students per term; it is run with the help of a few tutors who are MA English students in the same university. The change is because the earlier cohort of faculty left for the lack of institutional support to keep running the course. The lack of support was most keenly felt in the informal structure of the course organization that did not allow for full time hires or a formally recognized writing program.

## Transnational Exposure, Exchange, and Reflection *continued*

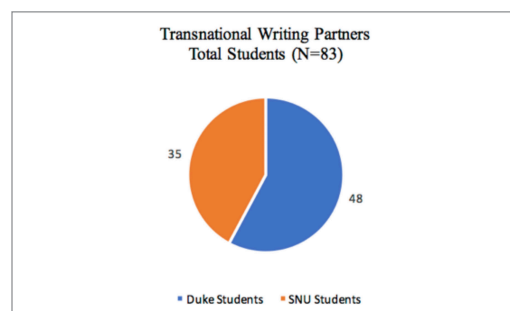
### Research Overview: SNU-Duke

#### *Transnational Writing Partnership Aims & Design*

This research was undertaken through a grant from the Duke-SNU Collaborative Faculty Research Initiative. We aimed to explore the teaching and learning impacts of writing-based transnational partnerships across SNU's Academic Writing course and Duke's Writing 101 course. Our approach was shaped by participatory action research, which emphasizes that the people involved in the research hold knowledge (Borda 1998). In our context, this meant that students and faculty who participated in the transnational writing-based partnerships provided knowledge about their impacts. Our research emerged from scholarship about transnational partnerships across disciplinary contexts, from health care (Garrett & Cutting, 2012; Waterval et al., 2018) and child care (Bellefeuille & McGrath, 2013) to teaching (Li, 2012) and media studies (Lengel, Cassara, Azouz, & el Bour, 2006). We drew much of our influence from the discipline of writing studies, including transnational research about writing program administration (Martins, 2015; Starke-Myering, 2015; Bou Ayash, 2015), writing program curricula (Thaiss, Bräuer, Carlino, Ganaobcsik-Williams, & Sinha, 2012), plagiarism (Lyon, 2016), and translanguaging (Lu & Horner, 2016; Rose & Weiser, 2018).

We facilitated two transnational writing-based partnerships during 2015-16, involving a total of four faculty members (two Duke instructors, two SNU instructors) and seven sections of first-year writing (four Duke sections, three SNU sections). In total, 83 students participated (48 Duke students, 35 SNU students; see Figure 1).

Figure 1 Total Students Participating in Transnational Writing-Based Partnerships, 2015-16



### Writing Partnership 1, Fall 2015

Partnership 1 consisted of pairing 15 first-year writing SNU students with 12 first-year writing Duke students. Student partners engaged in the following three exchanges across the semester:

- Exchange 1: Get to know each other and discuss writing attitudes and writing experiences<sup>7</sup>
- Exchange 2: Discuss writing and research in progress<sup>8</sup>
- Exchange 3: Discuss writing transfer<sup>9</sup>

Duke students in Partnership 1 each composed four total reflections: one after each interaction and an end-of-semester final reflection; SNU students in Partnership 1 each composed three separate reflections, one after each interaction.

### Writing Partnership 2, Spring 2016

Partnership 2 included the same focus on writing and research processes, but added a disciplinary context of anthropological writing, a jointly read article, and peer review. Partnership 2 consisted of pairing 22 SNU students across two sections of first-year writing (both taught by the same instructor) with 36 Duke students

<sup>7</sup>Faculty provided suggested points of conversation for the first exchange, including the following: favorite/least favorite writing experiences, prior experiences with writing, joys and challenges of writing, what they had learned about writing thus far, and general introductory dialogue such as family and geographic backgrounds, hobbies, and academic interests.

<sup>8</sup>Faculty provided suggested points of conversation for the second exchange, including the following: description of research project, including personal investment, significance, disciplinary perspective, anticipated argument and texts, etc.; sharing the research and writing processes, and what has worked or not with these processes; sharing research/writing joys and challenges.

<sup>9</sup>Faculty provided suggested points of conversation for the third exchange, including the following: anticipated future writing through major, professional aspirations, and personal activities; strategies for writing transfer; aspects of writing and course content that might yield future research and writing.

## Transnational Exposure, Exchange, and Reflection *continued*

across three sections of first-year writing (all taught by the same instructor). Partners engaged in the following three exchanges across the semester:

- Exchange 1: Get to know each other and discuss writing attitudes and writing experiences (see footnote for Writing Partnership 1)
- Exchange 2: Discuss writing and research in progress (see footnote for Partnership 1); discuss a jointly read article about the socio-cultural contexts of parenting and child autonomy
- Exchange 3: Peer review and reflection<sup>10</sup>

Duke students in Partnership 2 each composed written reflections after each interaction. SNU students each composed one reflection at the end of the semester about all three interactions.

Both semesters included orientations to the project and partnerships by instructors, which provided students with the aims, purposes, and approaches informing the transnational partnerships.

### Research Methods

Instructors were recruited through an announcement about the transnational exchange opportunity; the Duke PI was also one of the Partnership 1 instructors. Instructors collaborated with PIs and one another in both semesters to design the specifics for the transnational partnerships.

Student reflections were part of graded coursework, but students could opt during the following year to contribute their reflections to the IRB-approved research. Of the 83 students involved in the transnational partnerships, 48 consented to participate in the research: (see Table 1), yielding a total of 118 student reflections (see Table 2), which we collected and deidentified, removing names of source authors and any mentioned partner names.

We conducted qualitative and quantitative content analysis of the data, modeled on established

Table 1 Consenting Students (N=48: 22 from SNU; 26 from Duke)

Fall 2015, SNU	10 Consenting Students (67% consent rate)
Fall 2015, Duke	7 Consenting Students (58% consent rate)
Spring 2016, SNU	12 Consenting Students (59% consent rate)
Spring 2016, Duke	19 Consenting Students (52% consent rate)

Table 2 Student Reflection Data Sources

Partnership 1: Fall 2015	SNU Student Reflection 1	9
	SNU Student Reflection 2	8
	SNU Student Reflection 3	7
	Duke Student Reflection 1	6
	Duke Student Reflection 2	6
	Duke Student Reflection 3	5
	Duke Student Final Reflection	7
Partnership 2: Spring 2016	SNU Student Final Reflection	18
	Duke Student Reflection 1	19
	Duke Student Reflection 2	17
	Duke Student Reflection 3	16
Total Student Reflections		118

methods, using primarily directed content analysis with a structured approach to coding (Auerbach & Silverstein, 2003; Weber 1990; Hickey & Kipping, 1996; Potter & Levine-Donnerstein, 1999). We designed the student reflection coding scheme through Nvivo software, developing nodes from our research questions and from research about transnational pedagogies, especially in the context of writing studies (Zawacki & Cox, 2014; Donahue, 2009; Martins, 2015). These nodes included coding for exchange format and length, affect, attitude, areas of writing, areas of intercultural competency, and challenges encountered. The nodes for affect, attitude, and area of writing were adapted from a previous coding scheme developed by one of the PIs for a research study on multidisciplinary writing in a transnational pedagogical context (Comer, 2014). Once our coding scheme was developed, we performed trial coding across a sampling of student reflections, made adjustments to the coding scheme, and then one PI coded all 118 student reflections, adding new nodes as necessary.

Our study has several limitations. One is that the collected data consists of student reflections, which may contain memory gaps or inconsistencies. Another

<sup>10</sup>Students exchanged drafts in progress and provided feedback according to a rubric focused on main argument, evidence, organization, and additional questions about the topic or texts.

## Transnational Exposure, Exchange, and Reflection *continued*

limitation is that the students who consented to include their reflections in the research may have had experiences with the transnational partnerships that are not necessarily representative of the entire group of students. And, because the reflections were part of graded coursework, and though the grade was to be assigned for doing the reflection rather than on the quality of the reflection, there is a possibility that students may not have been honest in their reflections, instead perhaps writing what they thought their instructors might want to hear.

Another limitation involves moments in student reflections where a student included direct quotes, paraphrases, or summaries of what their partners had said. These partners may not themselves have consented to participate in the research. Even if both students in a particular partnership had consented to the research, one partner's quotes, interpretations, or summary may or may not reflect what the other partner actually felt, said, or thought; such a possibility is especially likely in transnational partnerships, where cultural and linguistic differences can affect communication and understanding.

Beyond accuracy, though, it was important to us that students have control over their own words. For coding, therefore, we eliminated direct quotes attributed to a partner, unless the quote was a common-use, short phrase that could not be identified, such as, "She said my paper topic was 'extremely interesting.'" Paraphrases and summaries presented a greater challenge since they were integrated frequently across student reflections. For instance, some student reflections would characterize a partner's affect, as in a comment such as the following: *Y found it frustrating because he was trying to do his annotated bibliography before narrowing down his research topic.* In such cases, we would code this for the frustration node rather than delete it, because the person doing the reflecting characterized this as a frustration, and so it constituted, from that individual's perspective, a moment of discussing writing-related frustrations.

### *Ethics & Transnational Writing Partnerships*

Inequities within transnational research collaborations pose a systemic challenge (Canario Guzmán et al., 2017; Murphy, Hatfield, Afsana & Neufeld, 2015). Ethical ideals such as engaged pedagogy, an ethic of care, and faculty autonomy are essential to research with

transnational partnerships (Sidhu, 2015). Such ideals as researcher reflexivity and "everyday ethics," which govern community-based participatory research (Banks et al., 2013), should also inform transnational research.

One ethical imperative for our transnational writing partnerships was instructor autonomy. As with writing pedagogy more broadly, sound writing instruction is predicated on instructors being able to participate in the development of instruction (CCCC, 2015). We therefore prioritized instructor autonomy in developing partnership activities, even though this generated different activities across sections and semesters. Although resources were provided and collaboration informed their work, the four participating instructors had autonomy to develop course materials for the partnerships, as well to decide how much partnership-related work would count within the course grade, how the exchanges would fit with overarching pedagogical aims, and when during the semester the exchanges would take place.

Other ethical challenges emerged during our research, one of which was inequitable access to library resources. The SNU PI had access to a narrower range of library resources because of more limited institutional database subscriptions. We therefore provided the SNU PI guest access to Duke University Libraries. However, such an arrangement foregrounds the inequities that can impact transnational partnerships. And, despite increases in open-access material, most scholarship remains available primarily to those with economic resources, limiting the potential for what UNESCO calls Inclusive Knowledge Societies (McKeirnan, 2017).

IRB approval and data ownership generated perhaps the most complicated ethical challenges. Our institutions had very different processes and requirements for IRB approval, making it necessary for each of us to secure individual IRB approval at our respective institutions. The Duke PI created a Duke IRB protocol covering Duke and SNU student reflections for subject recruitment, data collection, data protection, and data analysis. Thus, while the SNU PI recruited SNU students and instructors with the consent forms, any data collected was technically owned by the Duke PI.

These sorts of ethical complexities suggest that greater attention is needed to ethics in the context





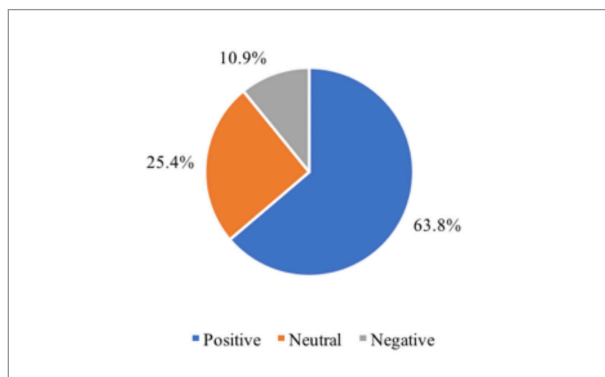


## Transnational Exposure, Exchange, and Reflection *continued*

### Attitude and Affect

We coded each reflection for overall attitude toward the transnational partnership exchange (see Figure 6). A majority of student reflections conveyed either a positive overall attitude (63.8%) or a neutral overall attitude (25.4%). Comments relating a positive attitude included statements such as *Overall, my conversation with my partner was very insightful.; All in all it was a wonderful experience full of surprises, learning, thoughts and writing.*

Figure 6: Overall Attitude toward Transnational Writing Partnership



Negative overall attitude emerged across 10.9% of the reflections. Most of the reflections that coded with a negative overall attitude were related to challenges about the interactions, such as a lack of responsiveness on the part of a partner (see Challenges section below).

We wondered if overall attitude differed across SNU and Duke students, but found attitudes to be relatively similar, though SNU student reflections were slightly more likely to be coded as neutral (see Figures 7 and 8).

Figure 7: SNU Student Attitude toward Interactions (N=42)

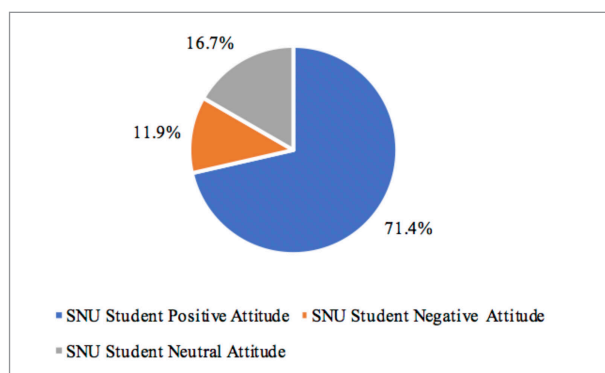
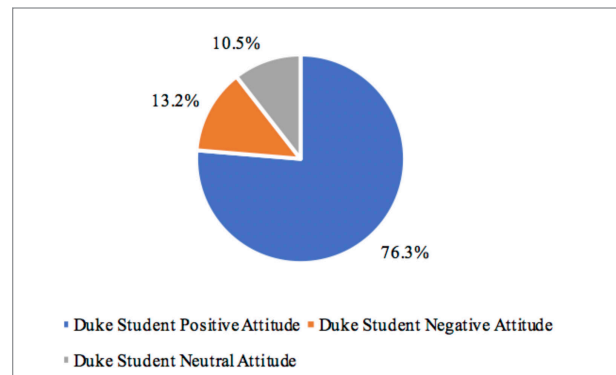
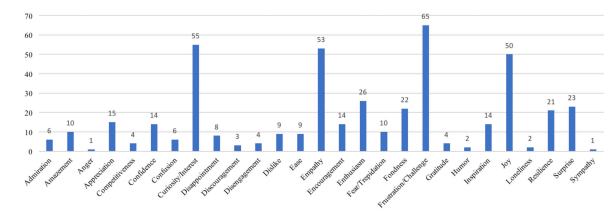


Figure 8: Duke Student Attitude toward Interactions (N=72)



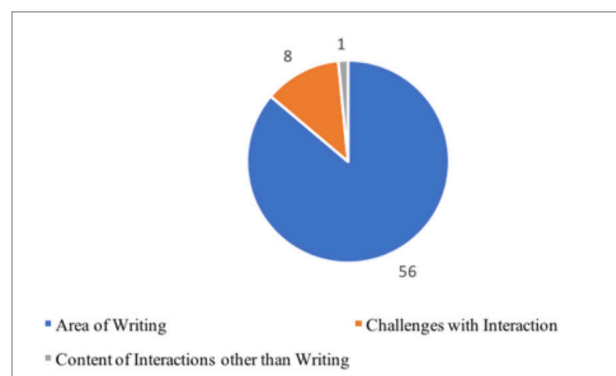
We also coded each reflection for any occurrence when a student conveyed affect, which totaled 451 instances across the 118 reflections (see Figure 9).

Figure 9: Affect in Student Reflections (N=451 across 118 Sources)



The most prevalent affects were frustration (65 instances), curiosity (55 instances), empathy (53 instances), and joy (50 instances).

Figure 10: Reference and Frustration (N=65)



Frustration was most often (86% of the time) associated with students sharing writing-related frustrations (see Figure 10), which was part of the partnership assignments (to discuss writing challenges): *I told X that*

## Transnational Exposure, Exchange, and Reflection *continued*

*I struggled the most with this last paper of mine, probably because I had to choose all my readings and formulate the question as well. I was never really satisfied with my set of readings and the question.* Frustration sharing such as this is termed “trouble talk,” and has been shown to positively influence writing growth (Godbee, 2012). Nearly all other instances of frustration (14%) involved students expressing frustration over the peer feedback that was a component of Partnership 2. Since this constitutes a challenge with the partnership itself, it is discussed in more detail in the Challenges section below.

Following frustration, the second most frequently coded affect was curiosity:

- My partner was quite interested in the topics I am researching
- X was extremely interested in understanding the various motivations for the Duke protest and in understanding my involvement.
- It was really an interesting, novel experience to talk to a student in India.
- They recently read a novel called “Autobiography of a Face”, which she found to be an interesting read. I was curious so I googled the novel and read the summary.

Curiosity emerged with more prevalence in Duke student reflections. Of the 36 sources that referenced curiosity, 27 were by Duke students and nine were by SNU students. Of the nine SNU references to curiosity, three referenced what their Duke partners had expressed: *She then went on to write about her experience of conducting research which was “extremely interesting” for her.* One SNU student expressed curiosity about the Duke partner’s curiosity itself: *I also found her curiosity about us intriguing.* Curiosity has a long, troubled history within colonial contexts, manifesting through curios and material artifacts (Hoffenberg, 2009). Scholars have also theorized that American educational epistemology is grounded on a natural-history approach to learning, whereby the world constitutes a boundless lab for learning (McAlister-Grande, 2018). While our transnational writing partnerships emerged in an ostensibly mutual context of inquiry, these legacies of power relations must

in some ways be informing the reflections given that there was such an imbalance between SNU and Duke students in references to curiosity.

The third most prevalent affect was empathy. Sometimes empathy emerged around college life: *We have also both been insanely busy with school in the last few weeks and have bonded over our complaints in regards to those stresses;* empathy also often emerged in relation to writing-related struggles: *It was good to hear that other people struggle with some of the same things I do when it comes to writing... This shows me that I am not alone in my problems with academic writing.* Empathy has been shown to have a positive impact on writing (Freedman, 2009), and several students noted that increased empathy had facilitated writing growth for them: *Looking back... I can see that... I have grown as a writer. I’ve definitely learned how to be more of an empathetic writer and relate to others better.* Student reflections suggest that the transnational exchange fostered a unique and advantageous way to build empathy across distance: *I enjoyed getting to know someone new and realizing that even though she is all the way in India, we share a lot of the same fears and excitements that go along with writing in an academic setting.* Students expressed appreciation with finding empathy with someone in a different location: *[H]aving someone across the world to sort of struggle with and grow together with was comforting... This project... most definitely helped to add another layer of complexity and empathy to my perspectives as a writer.* The comfort referred to in the prior quote was echoed by several students: *It’s comforting to see that even though we all come from such different and starkly contrasted backgrounds, we’re both still able to share... similar feelings that most undergraduates probably feel.* Such comments suggest that transnational exchanges, especially those that foster sharing about the joys and challenges related to writing or education more broadly, have the capacity to help students find a welcome commonality across perceived difference and see themselves in a more global context as connected human beings through writing and learning.

The fourth most commonly referenced affect was joy. Often references to joy emerged in relationship to writing, likely because the partnership interactions asked students to discuss the joys of writing (along with the challenges): *I realized that she truly enjoyed writing about most thing[s].* Other times, references to joy involved the

## Transnational Exposure, Exchange, and Reflection *continued*

partnership interactions themselves: *We Skyped for about 20 minutes or so and I enjoyed every bit of it.*

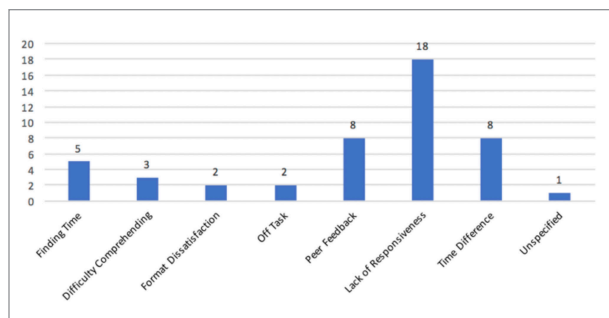
### Challenges with Transnational Partnerships

The joys associated with the transnational partnerships, and the gains described above show the promise of transnational partnerships. Faculty considering implementation of transnational partnerships, though, should also anticipate several challenges. Figure 11 shows that student reflections indicated 47 instances of challenges regarding the transnational partnerships. These occurred across 25 students (6 SNU students and 19 Duke students), which amounts to just over half (52%) of all students who participated in the research.

The most frequently identified challenge was a perceived lack of responsiveness by a partner:

- *X never responded to my last email*
- *My interaction remained one sided*
- *Making things worse, she did not reply for nearly three weeks towards the end of the assignment. It was frustrating because even when she replied eventually, there was neither an excuse nor an apology about the late response.*

Figure 11: Challenges with Partnership Exchanges (N=47)



Such comments demonstrate that unevenness should be anticipated in any pedagogical setting involving partnerships, including transnational partnerships. Anticipating these sorts of challenges means preparing students for this possibility, and helping such instances become moments for increased empathy, growth, or self-reflection. One of these students, for example, still found value in the experience:

*I think intercultural exchange is still valuable. It was even valuable for me when Y did not answer because I had to have the confidence to send a follow-up email yet have the grace to accept that he was not replying and not take it personally.*

Following the challenges associated with responsiveness, the next most frequently named challenge involved the peer feedback component associated with Partnership 2. Most often these challenges were based on providing peer feedback: *I [found peer feedback] challenging because I can't tell someone how his/her paper is supposed to flow.* Research shows that students often express frustration with peer review, particularly in contexts with L1 and L2 peer feedback (Eckstein & Ferris, 2018; Baker, 2016). To be clear, English language learners attend both SNU and Duke, as do native English speakers. Still, the power dynamics shaping transnational partnerships made the peer-review process somewhat fraught, as is evidenced by the following comment: *I had some difficulty understanding his writing for his [E]nglish was not very clear which made it hard to follow and give constructive feedback.* Sometimes students suggested that the format for peer feedback generated challenges: *[The peer review] process was difficult over email as I had to provide suggestions without seeming overly critical, but lost the abilities to use inflection and facial expression.* Some research on peer review has found that asynchronous contexts can be more effective because they mitigate uncomfortable in-person interactions and facilitate more candor (Shang, 2017). However, in our study, the absence of face-to-face exchanges for peer feedback seems to have in some cases created additional challenges. Our data, therefore, raise questions about preferred formats for peer feedback in transnational exchanges, along with highlighting the importance of preparing students more deliberately for the challenges associated with multilingual peer feedback.

Three students identified comprehension as a challenge within the interactions themselves, as represented in the following quote: *One practical complication that came up was just the actual communication. ... [O]ftentimes their grammar wasn't the best and it made reading and fully understanding the nuances behind how they felt about their writing difficult at times.* And, other identified challenges included difficulty finding time for the exchanges due to the significant time difference and/or due to busy schedules. Since over half (25/48) of students who consented to the research reported a challenge, those

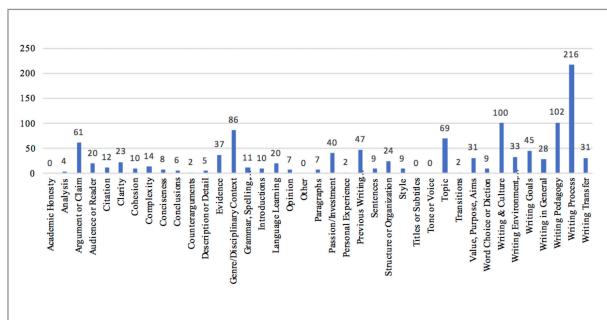
## Transnational Exposure, Exchange, and Reflection *continued*

who design intercultural exchanges should anticipate and prepare students for these sorts of challenges and think about ways to pivot such challenges into learning opportunities.

### Transnational Perspectives on Areas of Writing

Students discussed many areas of writing during their transnational partner exchanges (see Figure 12). The most commonly referenced areas of writing included writing process, writing pedagogy, writing & culture, genre/disciplinary context, and argument/claim. The least commonly referenced areas of writing included academic honesty, counterarguments, and tone.

Figure 12: Area of Writing Referenced in Student Reflections



The 100 references involving writing and culture are perhaps most relevant for this article, as they illustrate the ways in which transnational partnerships can influence students' metacognitive thinking about the disciplinary context for the partnerships.

Our students' reflections suggest that transnational perspectives offered even deeper and more expansive thinking along these registers. These references to writing & culture included audience—*The process helped me realize to be careful and to imagine that someone on the other side of the world might be part of my audience*—and research topics: *I am very keen to know my research answer in a broader sense. My question being restricted to India and the western countries make me curious to discover across the globe. Therefore, I wish to know more about the smart city system in other countries and like to discover that does it always lead to inequality?* Students also discovered newfound value for writing itself based on the transnational interactions: *[T]he cultural interaction ... made me recognize how universal and valuable writing is since we are all working on similar things even though we*

*are across the world.* Research has shown that creating opportunities for more readers through cross-classroom collaborations, facilitating collaborative prewriting conversations, and cultivating purpose in writing can contribute to writing growth (Ward, 2009; Neumann & McDonough, 2015; Sommers & Saltz, 2004).

Writing & Culture references also conveyed awareness of resource inequities. Several Duke students, for instance, identified and reflected on their resource privilege. Duke students, for instance, noted that they have ready internet access, and can conduct research easily in many spaces, and that this yields a more expansive range of research resources: *I mainly conduct my research online independently, while he is given hard copies of the resources he is supposed to use and is not expected to find any additional sources. However, this is probably because of his limited access to the internet, for he said he does not have his own personal computer at home.* Duke students also discovered the privilege of the Duke Library holdings: *X asked me if I could look to see if we had a certain book at Duke called Ordinary Cities by Jennifer Robinson. I looked it up on the Duke Library site and we did indeed have a hard copy in Perkins. Though she did not end up needing the source, it was interesting to look that up here since she could not find it online or in her own college library.* Another Duke student emphasized how privileged they felt with academic research at Duke: *His views on how thorough our research process is made me feel quite privileged to have access to these materials through the Duke Library.*

Students also reflected on writing across the curriculum from a transnational perspective: *[T]he conversation provided me with a little insight into another's university writing experience, especially in another country.* They expressed interest in understanding how different educational systems integrate writing into the first-year experience: *[I]t was interesting that there was a course similar to ours in India because my friends in Korea have told me that there is no mandatory writing course that college freshman must take.* And, students discussed the writing assignments and values associated with different educational approaches:

*The main difference in our writing seemed to be in the education system. In India, during our high school years we focused mainly on letter writing, advertisements, and report writing, in the US, during their high school*



## Transnational Exposure, Exchange, and Reflection *continued*

*years they focus more on essays, term papers and they are even taught how to writ[e] proper SOPs [Statements of Purpose], since it is required for them to write those for their college applications. Their focus on writing started in middle school, with them having to write reports and essays at a very young age, which familiarized them with the writing process beforehand.*

Such comments suggest that transnational partnerships may have the capacity to infuse student perceptions about curricula with more of a global perspective. Research exploring student perspectives about curriculum tend to address particular study pathways at individual institutions (Hertel & Dings, 2017; Sumpter & Carthon, 2011). Even as more research is needed to understand how transnational perspectives change student perceptions about the curriculum and/or about the place of a particular discipline within the curriculum, the exposure to an alternative curriculum or pedagogy is valuable in itself. This is especially relevant to the Indian context because higher education is currently in a place of great churning and turmoil, and some long-term systemic and curricular changes are in the offing.

Along with references to writing & culture, references to language learning as an area of writing (20 references) deserve consideration since many SNU students were multilingual writers, as well as several Duke students. The medium of education in Indian higher education is almost entirely in English, although school education can be in regional languages. English as the medium of instruction makes the landscape of higher education in India fraught since many students who come to college may not be fluent in English, although they are prepared to do college-level work. Moreover, the role of English in textbooks, literary studies, and English Studies in India is politically and socially charged (Chakravarti, 2008; Hancher, 2014). Given this colonial legacy, there is often anxiety among Indian students, especially those who come from having studied in schools where the medium of instruction may not have been English, about whether their skills in English are adequate for the courses. In addition, this is something that plays out in the dynamics of the classroom anyway so it is not surprising that it became visible in the exchanges as well. Language acquisition impacts writing so deeply, thus, it is not surprising that the international and multilingual

Duke students bonded with the SNU students about the difficulties of learning English as a second language and the ways in which they might have adapted: *English is also her second language so we discussed about the difficulties we face while expressing oneself in English.; We both had to adapt to a new language when we moved between countries at an early age, which has given both of us a greater appreciation for what we have learned.* For some students, these exchanges engendered self-awareness—*Through our conversation, I've realized I think different when writing in different languages.*

There is a heartening instance of a Duke student encountering the politics of power in the use of the English language and reflecting on it: *[T]hey told me that all of their academic courses have been taught in English but they also know another native language. I know that there are many different languages spoken in India so I wasn't that surprised that they could speak English, but the idea of all academics being taught in English was surprising to me.* This first encounter with the devaluing of other languages registered as a surprise reads to us like the beginning of an enquiry as to what reading and writing in English, in a Western dominated academia, is doing to knowledge production in other languages of the world.

Metacognitive reflection about writing has been shown to facilitate writing growth (Negretti & Kuteeva, 2011). The transnational partnerships seem from the comments above to have increased awareness of intersections between writing and culture, as well as insights about language learning. 73 of the 118 (61.9%) student reflections coded for explicit mention of writing growth: *I have learnt a lot about writing in general and me as a writer from these conversations; The exchange helped me reflect on myself as a writer.* Sometimes the partnerships inspired passion, be it for a writing project—This has been valuable to me because it has ignited my interest in the project even more, and sometimes I feel very inspired to make some progress with it after I reply to one of their emails—for the writing course more generally: *Every word of her e-mail drove me closer to the course—or for one's writerly identity: Speaking with X helped me realize... some aspects of my purpose as a writer.*



## Transnational Exposure, Exchange, and Reflection *continued*

### Conclusions and Future Directions

As illustrated by the aforementioned data and observations, this research offers a glimpse of what transnational collaborations at the frontiers of higher education might hold out as possibilities, especially in writing-based partnerships. Writing partnerships offer a promising new area for cross-cultural exchanges. Whereas STEM disciplines tend to have state- or institution-sanctioned impetus for international collaborations, writing pedagogy is growing to claim a necessary place of exchange in the United States and in India, where there is increasing social, cultural, and linguistic diversity among students. Writing, especially reflective writing, offers scope to be developed as a pedagogic tool that aids individual self-reflection as a part of a bigger, transnational context.

Exchanges through writing partnerships such as ours make the exchange itself a point of examination. Such an examination has points of obvious triumph as students experience an expanded classroom to include peers overseas; but, as our research also indicates, this examination is not without its difficulties and frustrations. The inequity in resources, for instance, already makes for potentially uncomfortable exchanges and foregrounds ethical concerns at the institutional level of exchange between the PIs, as well as in student interactions. Still, enabling spaces for potentially uncomfortable exchanges that also allow for recognition and negotiation with frustration is perhaps the most fruitful outcome of this project. In the affect analysis, expressions of frustration are high but followed closely by expressions of empathy, curiosity, and joy.

As noted, the discomfort of the exchanges ranged from agreeing upon the preferred mode of communication, with the additional challenge of time zone difference, to finding unresponsive partners and, finally, not always being able to comprehend a partner's work to offer it any meaningful peer review. It was useful to see how students turned these moments into either helpful self-reflection or an exchange that offered insights into the difficulty. For instance, reflections share several conversations about acquiring English as a second language in different subjective locations in the United States and India. Not just that, students located themselves in the world of their universities, families, languages, schooling, and

hobbies as a part of their process to assess themselves as readers and writers; some students explicitly wrote of their writing growth as a consequence of the interaction. This possibly indicates an enhanced sense for the act of writing as consequentially connected to where one is located in the world and the shaping power of one's material, social, and emotional contexts on how reading and writing works. In other words, exchanges that are focused on writing and revision are obviously important, but exchanges meant to get to know each other, where the conversation is about everything else but writing, are just as important.

Transnational writing exchanges can foster productive connections among unfamiliar peer groups enabling greater awareness and empathy in the reflection process. For students training to write in the university, this holds the possibility of learning by experience that the work of the intellect is not cut off from the world of affect. This is likely better enabled in a context where students are put out of the comfort zone of their immediate classmates as their only peers.

Perhaps it is this that instructors can keep in mind as they consider the transnational dimensions of their disciplines and/or design transnational exchanges, writing-based or not, to better prepare students for the logistical as well as discipline-specific challenges that the students are likely to face. The idea being that students are logistically better enabled to interact, though the interactions are likely to benefit from challenges that elicit an effective response. Apart from an effective curation of the exchange, the challenge for faculty is to record and interpret the responses to see if it helps students with their learning outcomes. In the case of our partnerships, this includes the capacity to write better, either in their own estimation or from the responses and papers that are turned in at the end of the semester. And even if the writing has not substantially changed in the course of the semester, it would help to document any shifts in perception about the process of writing or a sense for the skills that need work since these are useful indicators of self-discovery and writing growth in future.

The power dynamics in a transnational teaching and research exchange that involves writing in English is complex to begin with and complicated further by legacies of late and neo-colonialism. If writing is a

## Transnational Exposure, Exchange, and Reflection *continued*

demonstration of how one reads this precarious world then an exercise that stretches the boundaries of who one might relate to makes it possible to be self-reflexive in a larger context. Any reflective writing and exchange that has to happen across borders is productive only in shared empathy, and empathy, it turns out, needs exposure to difficulty and reflection.

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# TEACHING REPORT

## Bringing the Diary into the Classroom: Ongoing Diary, Journal, and Notebook Project

—Angela Hooks

Angela Hooks earned her Ph.D. in English Literature from St. John's University. She blogs at *Off The Hooks* about sharpening your saw; the saw is a metaphor for self. She has taught first-year writing and literature since 2006, at institutions such as Ramapo College of New Jersey, St. John's University, Culinary Institute of America, and Dutchess Community College. She is the editor of the recently published anthology, *Diary as Literature through the Lens of Multiculturalism* (Vernon Press).

### Abstract

My goal was to get students to think about writing every day, in and out of the classroom. I wanted them to observe what was around them in school, at home, at work, and in their personal space. I wanted students to stop writing what they believed that I, the instructor, wanted to read but, rather, write what they wanted to say. Therefore, I decided to bring the diary into the classroom to challenge students to think actively about writing. My objective was to use the diary as a praxis of decision-making and mindfulness for student learning in the first-year writing and literature class. I also incorporated the diary into a developmental writing class and the upper-level literature class, taking note of how bringing the diary into the classroom created global learning; students explored the interconnections between people and places around the world. My dilemma with this assignment was how to grade private writing. As a result, I developed additional assignments not only to generate student accountability but also for students to think about the writing rather than the grade.

### Keywords

Diary writing, journals and notebooks, the act of writing, First Year Writing, grading, literature

### Bringing the Diary into the Classroom: Ongoing Diary, Journal, and Notebook Project

As a diary-keeper of more than three decades, I had used diaries, journals, and notebooks as a place to breathe, reach, and plan. My diary pages were a safe haven when I wanted to scream and cry, laugh, and rejoice. Writing in a safe space gave me a sense of wholeness because I became mindful, thinking about what I saw and heard and the impact those things had on my life. When I looked back over pieces of my private writing, I discovered ideas to write essays for public consumption. I learned to shift from private to public writing. My goal was for students to understand the shift from private to public writing by evaluating their own writing. According to Peter Elbow (1988), "Private writing is one important way to achieve safety in writing so as to allow maximum freedom, creativity, and exploration" (p.31). Bringing the diary into the classroom became an assignment called "Ongoing Diary, Journal, and Notebook Project" to help students assess their learning instead of learning through teacher assessment.

The project was different than assigned journal writing in composition and literature classes because students were not relegated to a required curriculum topic or theme. The form of writing the student produced was free expression, teaching them the value of informal writing such as personal tone, use of humor, and shorter sentence structure. Often times, students have been taught to resist the first-person pronoun. Informal writing helps



## Bringing the Diary into the Classroom *continued*

them to use the personal pronoun and avoid using “one” or “the reader.” However, I faced a dilemma: why would students write authentically in a diary if private writing was not meant for the eyes of others? In this case, I, the teacher, was the other.

### The Dilemma: Getting Students to Write Authentic Private Writing

To get students to write authentically in their diaries, I made a commitment, both written and verbally, not to read any pages that were folded, stapled, or blacked out. Next, I did not collect the project until the end of the semester for two reasons: (1) students need to feel free to write without thinking that I am judging them; (2) the notebook is a work in progress not yet ready to be read or criticized; if I read the journals throughout the semester students would not learn to let their guard down and write for themselves. Elbow claims: “It is usually easier to express our feelings and thinking and to find words if we write words that are not for the eyes of others” (p. 31). For instance, when reflecting on the practice, a student noted that the journal writing progressed better than he had expected because he was writing as if he were not writing for someone to see but just for himself. He wrote: “Now, I realize there is no limit to what I can write about and it makes me feel more open to what I write.” His practical theory reflects Virginia Woolf’s creative benefits of writing: “The habit of writing thus for my own eye only is good practice. It loosens the ligaments. Never mind the misses and the stumbles” (Woolf, 1953). For student writers, loose ligaments represent the ability to write without concern about grammatical structures, restricted topics, and word choice. The private writing allows a drifting of ideas and materials and freely putting thoughts on the page, without commas and periods: “the misses and the stumbles.”

Additionally, weekly reading and commenting on journals would be time-consuming for me and yet another assessment for students. My goal as an instructor was to engage student work rather than evaluate it, and if I am reading private writing on a weekly basis, judgment ensues and unauthentic writing takes place. Therefore, diaries are returned on the last day of class after the final exam to avoid any judgment or embarrassment students may feel after handing in their diary. For example, one semester, each day after class a student told me she was

having a hard time writing in the journal. Each time she picked up the journal, she wrote the f-word, and then went for a run. I told her that was okay as long as she dated the page.

Dating the page was the only requirement. Dating the page was and remains the most formulaic convention of keeping a diary, “date whatever you write down” (*Write It Down, Make It Happen*, 2000). A dated entry allows the diarist to pinpoint different moments in her life when life changed or if things remained the same, especially a diarist who rereads her pages. According to French Philosopher Henri Bergson (1910), when it comes to memory and matter, time and will, missing dates reflect an unmeasured unit of time because “Time is a flow, a duration,” and when writing in a diary, the diarist does not “experience the world moment-by-moment but in a continuous way” (Bergson, 1910). If time is a mixture of past, present, and future in one moment, then writing in a diary reflects the unmeasured time, a stream of consciousness in which ideas flow. Thus, what matters to the diarist is the act of writing.

Four weeks before the end of the semester, the student informed me that she bought a Moleskine and couldn’t stop writing. On the due date she handed in both journals, and said, “Please don’t read the Moleskine.” I didn’t even open it. Not only does the student have to trust me, I have to trust the student. As educators, knowing our students and their concerns can inform our practice helping us to relate our material to the emotional landscape they inhabit (Holmes, Marchant, & Petersen, 1999, p. 199). After class, she caught up with me in the parking lot and explained that she had been assaulted and those memories came back to her in the journal. I thanked her for participating in the project and trusting me enough not to read her private writing. I was more concerned with student agency rather than knowing the content. Her statement in the parking lot illustrated how bringing the diary into the classroom gave the student freedom and a choice to write about a personal experience without judgment.

This teacher-student exchange is what Morris and Stommel (2018) consider “Critical Pedagogy” when teachers must bring their “full selves, and work to which every learner must come with full agency” (p. 233). For the teacher it means having less concern with knowing.

## Bringing the Diary into the Classroom *continued*

I do not need to know the content in student diaries; however, what is critical about the project is in the “reflective and nuanced thinking” (p. 223) about using the diary for the student.

As a cultural literary anthropologist, I research and read other people’s diaries—published and unpublished—to learn about their culture, history, and human conditions of their lives. I understand that reading someone else’s diary means entering the “inner realm” of the diarist. As Marlene Schiwy (1996) claims, “the reader of diaries witnesses the diarists’ musings, unguarded thoughts, and feelings, their perception of the world beyond their psyche” (p. 265). Therefore, bringing the diary into the classroom requires learning to critique and grade students’ diaries, journals, and notebooks in order to encourage authentic private writing.

### How to Grade the Diary: Combining Contract Grading Into the Traditional Grading Practice

I am the type of teacher who does not want to give a letter grade. I am more concerned about the big ideas and the learning experience for students. Bringing the diary into the classroom helps students find a space and a place to loosen their viewpoints and discover their writer’s voice; a writer’s voice requires the student to know him or herself and reveal that self in the writing. Therefore, how can the self be graded, particularly for students who are discovering themselves? The writer’s voice is subjective, it is not measured by content, grammar or punctuation. The writer’s voice is how the student translates what he sees and hears in the world, not what he believes the teacher wants to read. However, academic learning remains deeply rooted in the letter grade, which students and the institution require as an external reward. As a result, learning is not about improving the self but about obtaining a grade (The New Education, 2017, p. 194). Since I have worked at institutions where contract grading is acceptable and unacceptable my grading strategy for the diary became a combination of contract grading into the traditional grading practice. Many students have said without a grade they would not participate in the project. However, as I will explain later, this project can compel students to write in the diary if the diary were ungraded.

The first part of grading is based on number of days not content, grammar, or punctuation. Journal entries must

be dated and the student should aim to write every day including weekends and holidays. The school semester is fifteen or sixteen weeks, so I grade based on 103 days, give or take a day for students who registered late.

The second part of the grade is a one to two-page diary reflection, which students write as their last entry in the diary. The reflection is a student assessment of his or her learning that illustrates a praxis of decision-making and mindfulness. The diary prompt asks students to reflect on the diary, journal, and notebook writing process. Questions cue them to think about whether the project was creative and fun, or arduous and painful. The reflection should describe their process, such as when, where, and what did they write, as well as their diary’s purpose: to create a space and a place to chronicle and preserve memory, to record forward motion, to make a document, or to reflect. Is the writing erratic, ritualistic, or do you find yourself reaching for language? These ideas originated from the class reading assignments. The reflection includes questions such as, “Did you write about other people, record what was around you? Were you being mindful or mindless? Have you found purpose in your writing?” The reflection also asks students to explain if maintaining an ongoing diary, journal or notebook was difficult and if they stopped writing at any point.

The second part of the assignment helps me evaluate not the quantity, quality, or content of the writing, but what Strommel defines as “going on a quest and getting lost” (p. 586). When a student does not finish an assignment, does not follow directions, forgets to dot an “i” or cross a “t,” the process of discovery without a fixed outcome takes place. This type of learning is about sitting with our not knowing, and grading often obscures or does not reveal this process (p. 586). For example, in one student’s reflection he wrote: “I thought the ongoing journal assignment would be an ‘Easy-A,’ I underestimated the assignment. My journal has been extremely hard for me to keep up with.” Another student wrote:

I fell about ten days behind and I realized I needed to make a change in what I was doing. For the past few years one of my favorite things about myself has been that I am able to think. I like the ideas I come up with and the perspective that I have on certain things. When I was retelling my days [in the journal], I lost that. Looking

## Bringing the Diary into the Classroom *continued*

back at it was just seeing life, but I wasn't observing or comprehending it. For that reason, I decided to say forget the days and just write about ideas as soon as they come to me. Suddenly everything changed. I went from struggling to write a page a day to being able to write five pages in the course of twenty minutes. I also have seen an increase in my positive attitude, my self-understanding, my relationships are doing better, and life feels good. I have always journaled but I never really put any limitations on myself of having to write every day or what I had to write about, I would always write as it came to me. But with this new limitation, I feel freer than I ever have. I feel more mindful and appreciative of life and where I am and the people in my life. I just hope I don't lose that.

Reflection or metacognition allows the student to pause and think about how they learned to apply theory and application of keeping a diary, in turn they “grasp principles and best practices for future learning” (The New Education, 2017, p. 83). Reflection requires students to be mindful and make decisions about writing daily according to their lifestyle —when, where, and how. Therefore, the focus can shift from the grade to learning about the self.

Final grades go something like this: A for 90-100 entries and reflection, B for 89-79 entries and reflection, C for 78-60 entries and reflection and D for fewer than 60 entries and reflection.

However, some students resist the project from day one; therefore, the project is worth fifteen percent of the overall grade to give the project agency and purpose. I learned this with the first writing assignment that required students to describe their ideas about keeping a diary, journal, or notebook. Here are a few responses:

- “I would prefer a slow death than the idea [of putting] my own thoughts into words.”
- “All writing is an attempt to find out what matters, to find the pattern in disorder.’ What if I already know what matters to me? What will I be writing for? I know that the purpose of writing is to express yourself in its entirety. I believe that people have their own way of expression and mine is through cooking.”

Student resistance fits Stommel's claim that “lesson plans and assignments can't be expected to work exactly the same with every set of students, or every teacher, or on every given day” (p. 586). Therefore, students decide on the format for keeping an ongoing diary, journal, and notebook, which is not factored into the grade.

### **The System for Keeping an Ongoing Diary, Notebook, and Journal Project**

Students write whatever they choose in their diaries, journals, and notebooks. They use whatever writing medium fits their lifestyle: pen and paper, smartphone notepad, a word document, a spiral notebook, marble composition, or a bound diary. The notebooks can be filled with words, phrases, long or short sentences, doodles and drawings, paintings and pictures, music lyrics, quotes, songs, or poems. The diaries can be a WordPress or Twitter. Undergraduates who do not want to talk about themselves or their private lives in the diary have used index cards to record a quote a day, sticky notes for a word a day, and a photo album with photographs of people and places. However, the last entry reflection requires them to explain their method and reasoning, which points back to knowing and revealing themselves in the writing.

The student's private writing should resemble a hodgepodge: a confused disorderly collection of things that has connectives from opinions about class assignments, readings, and discussions to musings about their observations of school, work, home, friends, and family.

Next, students read articles and essays to develop an understanding of the literary culture of the diary genre. These texts help students create a personal definition and commitment for keeping a diary as well as to debunk myths about diary writing. For example, a student resisted the idea of keeping a diary because he believed, “A diary is something for a woman or a person stranded on an island.” After reading excerpts from Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*, where the diarist is male and not only writes but draws because “words are too unpredictable and too limited” (2007, p. 5) the student's idea about a journal changed and he began to use the diary as a place to write his song lyrics.

## Bringing the Diary into the Classroom *continued*

The reading list is different for the first-year writing classes and the freshman literature class, developmental writing class, and upper level literature.

- The first-year writing class and introduction to literature class have a four-week unit geared to the diary genre.
- In an upper level literature class, the entire semester is dedicated to the diary genre which moves from the diary, to the diary as autobiography, memoir, and novel, illustrating how the diary is an autobiographical text. Even though diaries do not conform to literary expectations, they arouse empathy and elicit emotional effect that readers associate with good fiction or when the plot engages readers deeply.
- In the developmental writing class, I introduce the diary during the last three weeks of class. We watch and discuss the film *Freedom Writers* (2007) in which the teacher brings the diary into the classroom. We will read, “The Private Dwelling: Three Poets on Keeping (and Destroying) a Journal,” which discusses methods and purpose for keeping a notebook. For developmental writers in college the diary empowers them to see themselves as authors and their lives as relevant (Shafer, 2017, p. 363).

For first-year writing students the readings include: “The Private Dwelling: Three Poets on Keeping (and Destroying) a Journal,” Joan Didion’s “On Keeping a Notebook,” Sharon Old’s poem “My Father’s Diary,” Virginia Woolf’s “Creative Benefits of Keeping a Diary,” and excerpts from Sherman Alexie’s *Absolutely True Diary of a Part-Time Indian*.

In the first-year literature class I add Nuha Al Radi’s *Baghdad Diaries: A Woman’s Chronicle of War and Exile* and Margaret Atwood’s poem “Death of a Young Son by Drowning.”

In addition to the list above, some of the readings in the upper level literature class include Joyce Carol Oates’s “A Fragmented Diary in a Fragmented Time”; bell hooks’ “Writing Autobiography”; Kerstin W. Shands et al, eds, *Writing the Self: Essays on Autobiography and Autofiction*; Miriam Decosta-Willis, ed, *The Memphis Diaries of Ida*

*B. Wells: An Intimate Portrait of the Activist as a Young Woman*; and Isabel Allende’s *Maya’s Notebook*. In addition to “Death of a Young Son by Drowning,” students read Chapter One of *The Journals of Susanna Moodie*, as well as *Life in the Clearings versus the Bush* because the poem originates from Susanna Moodie’s Journals. These two texts help students learn that keeping a journal creates a legacy for the writer and an experience for the reader.

These texts offered global learning where students explored the interconnections between people and places around the world. They saw how their lives were similar and different despite race, gender, class, and geography. As a result, their own diary writing grew stronger and more confident. For example, in a student reflection he wrote: “My main focus has been primarily on the presidential candidates. I tend to state my political opinion after I think deeply on the subject both psychologically and philosophically. I feel as though my purpose much like Ida B. Wells and Nula is to address social and environmental issues that affect us as individuals and society as a whole. Whatever happened to America being a diverse melting pot of new ideas and forward thinking? What will the future hold for America? Will America become a flock of sheep and just follow and not vote based on their own concerns?”

### **The System Continues With Keeping Students Accountable: From Check-in to Harvesting**

By week four or five many students have forgotten about the assignment because we neither journal during class time nor have focused journal writing homework. As a result, I had to adjust my expectations and include an assignment called “Ongoing Check-In” as part of class participation. I send an email to students asking about their diary writing progress. The response is due in two days by email. This does not always work, once again pointing to Stommel’s idea that every lesson plan or assignment is different for every class and every student. In a 90-minute classroom with fewer than ten students, students want a focused writing session in class to help them keep up with the daily writing.

Students report that most of the time they are keeping up the journal, yet some weeks they report finding themselves distracted and forget to write; too tired to write; getting too personal and not wanting to write



## Bringing the Diary into the Classroom *continued*

about personal stuff; being annoyed by daily writing; no longer enjoying the diary; being affected by their mood.

Knowing students will miss days and forget, I suggest summarizing days when possible. On the days that the writing does not come, I suggest dating the page. Then when the writing comes students should summarize the missed entries. Poet and diarist Alice Dunbar Nelson (1984) called missed entries “blanket entries” (Dunbar-Nelson, Moore, & Hull, p. 465). Students find blanket entries useful. A student wrote: “I have been trying to keep up every day, but I keep forgetting until the weekend and then I have to recollect the information from the week with not much detail.”

Despite the forgotten days of keeping a journal, student reflections echo therapeutic and cathartic space with words such as: I enjoy writing in the journal, it helps me clear my mind; the journal is helping me heal and grow; my journal has shown me my thoughts are superficial.

Dr. Pennebaker has proven spontaneous diary writing marathons are the healing cathartic function of personal writing: “We’ve all known the relief of getting things off our chest by putting powerful emotions into words... scribbling across a blank page can offer tremendous emotional release” (quoted in Schiwy, p. 122). Private writing helps students with braiding together an idea and their perception of that idea, composing a new structure that influences awareness, thinking and expression. Journaling enriches the lives of students both practically and aesthetically by giving them new tools for processing information from experience and increasing their self-perception. Regarding instructors, professors, teachers, and writing workshop leaders, Dr. Caleb Gattegno (1974) reports that “if we can make students aware of the source of the flow of words in them we shall be able to concern ourselves with the main obstacles in them, which is that alone in front of a blank sheet of paper they so often find nothing in them to put down....It seems much more reasonable and handier, to lead everyone to recognize that in our spoken speech words pour out spontaneously, well-organized, and generally acceptable to us as the equivalent of what we think, want or feel” (*Common Sense*, p. 241).

### Harvesting Private Writing

I created the “Harvesting Your Journal” assignment, which is assigned only in the first-year writing and literature classes, to give students accountability for keeping a diary. To harvest a diary requires looking back over the pages they have written to construct something new. They have to choose a theme, topic, audience, and purpose. The assignment helps students apply the recursive writing process. Harvesting the diary also illustrates how students have randomly absorbed material, made connections, and grasped the concept of actively thinking about writing.

Harvesting Your Journal has two parts: (1) Unfinished Sentences, and (2) Shaping the Private Voice for Public Discourse.

Using a list of Unfinished Sentences students reflect and synthesize what they have read in their journal. The assignment asks them to complete the following sentences:

What I remember most about this journal is...

I’m surprised at how often I didn’t write more about...

If I could live this period of my life over again, I would...

My greatest grief was...

I have compassion for ...

Now I can see...

I wonder why....

I am thankful...

I created

Students can choose one or two unfinished sentences or complete all the sentences. Some completed sentences are as follows:

- My greatest grief was being caught up on one person throughout the whole time I was writing the journal.



## Bringing the Diary into the Classroom *continued*

- I am thankful having wrote what I did and seeing how I grew as a person.
- I created a really weird piece of work within the journal.
- What I remember most about this journal is the constant theme of it. Most of my journals within this month consisted of me discussing work or talking about school and the long commute.

The second part of the assignment requires revision work. The student goal is to understand that from private thoughts a writer can glean a universal story from which others can experience and learn. However, that private work has to be shaped and formed, revised and edited. To keep the students honest, this part requires an excerpt from the journal and then the revised piece, which can be a poem, a letter, an essay, prose poetry, a song, an advertisement, or even a drawing. Drawings need a caption and if students have simply drawn in their notebooks, then a written piece about the drawing is required. This portion requires students to focus on grammar and mechanics, context, theme, tone, intended audience, and purpose.

### For Upper Level Literature classes

In the upper level class, students have to find a diary of their own, published or unpublished. They have to present their findings to the class. The presentation must examine the diary purpose, the setting, the characters, historical context and conventions as well as running themes and topics written in the diary. This assignment helps students examine their own diaries, teaching them to write more or less and to explore political and social issues. Additionally, students have to decide about what type of diary they want to read.

### My Teaching and Learning Experience

Bringing the diary into the classroom did not begin with extra assignments because I did not anticipate keeping students accountable for writing in a diary. I assumed the project was an easy “A” and students would write with abandon since the only rule was putting the date on the page.

After five years of bringing the diary into the classroom, the diaries can be assessed without a grade and remain compelling for students. The weight of the overall grade should increase from fifteen to twenty percent. The assignments will remain the same because students cannot complete the assignments without keeping a diary.

The diary teaches students new research skills and ways to develop their writing voice, informally, and reinforces the recursive writing process. The project can be used across the curriculum in history, psychology, and sociology to help students process what is going on around them.

Beyond bringing the diary into the classroom and tweaking the grading metrics, I plan to continue my own research for archived private diaries that narrate the unedited lives of ordinary and not so ordinary people who used the diary to talk to themselves as they grapple with the world around them, things seen and heard, things that are just not going right.

Bringing the Diary into the Classroom *continued*

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# PROGRAM REPORT

## Changing Our Minds: Blending Transnational, Integrative, and Service-Oriented Pedagogies in Pursuit of Transformative Education

—Nikki K. Rizzo and David W. Marlow

Nikki K. Rizzo is a non-traditional English student at the University of South Carolina, Upstate. She has a strong interest in scholarship, having presented on mentoring and service learning in the past. Nikki hopes to become a linguist and a writer, and to follow in Dr. Marlow's footsteps, bridging the gap between the United States and the rest of the world.

David W. Marlow is Professor of Linguistics and ESOL and the Director of Service Learning and Community Engagement at the University of South Carolina Upstate. Dave has led short-term Service programs in Nicaragua since 2012 and even longer has sought ways to maximize student engagement, seeking high impact both during and after students' university years.

### Abstract

Study abroad, integrative studies, and service learning are three pedagogical approaches recognized by the Association of American Colleges and Universities as high-impact practices (Kuh, 2008). This paper draws on published literature and the experiences of faculty and students at a regional, comprehensive university in the Southeastern United States who worked alongside Nicaraguan community partners to explore the theoretical and practical implications of methodologies that have the potential for exponential impact. Study abroad and service learning programs target the transformation of students into critically thinking, socially aware, civic-minded adults who are more inclined to embrace diversity (Miller, 2014), and they complement integrative approaches to academic content. In addition, increasing attention toward combined global and local pedagogies leads students to recognize the interplay between the transnational and their own neighborhoods (Brooks & Normore, 2009).

### Keywords

globalization, study abroad, integrative studies, service learning

### Changing Our Minds: Blending Transnational, Integrative, and Service-Oriented Pedagogies in Pursuit of Transformative Education

#### Introduction

Study abroad has a long tradition, beginning with ancient European cultures (Hoffa, 2007). While any academic program that involves moving students from their home culture qualifies as study abroad, this essay focuses on short-term programs that seek to educate students about discipline-specific concepts and the culture, language, and people of a host country. Integrative learning (Huber, Hutchings, & Gale, 2005) seeks to heighten the intentionality surrounding the creative synergies touted as the foundation of liberal education since the Renaissance (Grendler, 2004). Service learning traces its roots back to the writings of John Dewey in the early 20th century (Giles & Eyler, 1994), and in recent years, teachers, researchers, and institutions have begun blending study abroad with service learning to form international service learning opportunities. Bringle and Hatcher (2011) define such opportunities as:

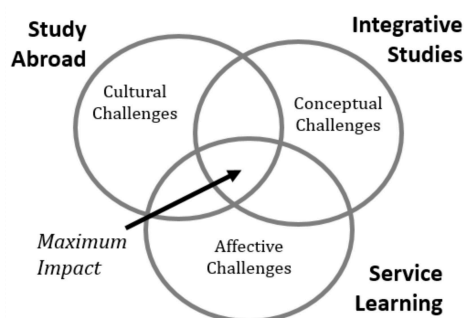
[A] structured academic experience in another country in which students (a) participate in organized service activity that addresses identified community needs;

## Changing Our Minds *continued*

(b) learn from direct interaction and cross-cultural dialogue with others; and (c) reflect on the experience in such a way as to gain further understanding of course content, a deeper understanding of the global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally. (as cited in Appe, Rubaii, & Stamp, 2016, p. 68)

Blending study abroad, service learning, and integrative learning increases students' global competency, raises their social awareness of problems that need global solutions, and enhances their ability to aid in solving the global problems they witness (Kiely, 2004). Further, the richness of a blended approach encourages applied and multi-dimensional thinking (Huber, Hutchings & Gale, 2005), as well as an awareness of organizational responsibility (McElhaney, 2007) that employers expect of students as they begin their professional lives in an increasingly globalized society. Study abroad experiences that include integrative and service learning provide real-world involvement and encourage students to think critically, affording them a global learning experience.

Huber, et al. (2005) suggest that people only can become responsible local citizens by first learning to be global citizens who are "aware of complex interdependencies and able to synthesize information from a wide array of sources, learn from experience, and make connections between theory and practice" (p.5). These traits converge at the intersection of study abroad, integrative studies, and service learning (see Figure 1).



**Figure 1:** Maximum impact achieved at the intersection of three key pedagogies. This figure illustrates the challenges encountered by study abroad, integrative studies, and service learning, and the impact experienced when the three are combined.

This paper proposes an integration of these three pedagogies in an effort to transform students into critically-thinking, socially-tolerant, global problem-solvers for a rapidly changing world by getting them out of their countries, their disciplines, their comfort zones, and out of themselves. Intentionally creating disorienting experiences (Trilokekar & Kukar, 2011) can help prepare students to be responsible citizens and contribute to change in local communities, as well as in the larger global community. In the following sections, we explore study abroad, integrative studies, and service learning, first looking at each from a theoretical perspective, and then offering insights gleaned from real-world application of these methodologies by way of short-term study abroad service programs in Nicaragua for over seven years.

### Study Abroad

A primary benefit of study abroad is providing students with an international perspective in which they can learn to think globally (Gochenour & Janeway, 1993). As students are immersed in a different and often racially or economically diverse cultures, they see the world and themselves in a different light. Study abroad is one of eleven high-impact educational practices recognized by the Association of American Colleges and Universities (2018), and it helps students build progressive attitudes regarding cultural, racial, and economic diversity. By creating an empathic connection among the students and their counterparts in a host country, study abroad programs seek to open up students and their international counterparts to new experiences and ways of life that can foster mutual cultural understanding (Tarrant, Rubin, & Stoner 2014; Stebleton, Soria, & Cherney, 2013).

With the rapid evolution of technology and the internationalization of the workplace, many employers actively recruit new hires who possess a global view, are conversant in more than one language, and are knowledgeable about cultures other than their own. (Garcia, & Longo, 2013; Stebleton, et al., 2013). Experience abroad can be an important factor for employers when choosing new hires. Unfortunately, not all students can afford a full semester abroad (Lewis & Niesenbaum, 2005), so short-term programs abroad may be the best choice for some. As Tarrant, et al. (2014) put it, short-term experiences "may be viewed as crucial for achieving broad and more egalitarian access to study

## Changing Our Minds *continued*

abroad for U.S. undergraduates” (p. 142). Of course, students who do not take advantage of the opportunity to get to know people in the host country or absorb the culture when traveling abroad for study are unlikely to attain a global perspective (Lutterman-Aguilar & Gingerich, 2015). Hence, experience abroad for the sake of study alone likely will not have the desired impact. In an effort to avoid this, the Association of Experiential Education (2018) advocates engaging students in real-world activities, complemented by analytical reflection. Students who take responsibility, make decisions, and learn as they participate are more likely to experience transformative change. In one’s home country, this type of learning often takes the form of internships and fieldwork, which can be difficult to manage globally; service learning serves the same core purpose, while being significantly easier to organize (NIU, 2018), making it an option worth considering. Involving students in service outside the classroom not only aids in retention of course concepts, it also ensures their involvement in the host community (Kiely, 2004). But merely involving students in the community is not enough. Real, substantive change in a person’s core attitudes can only be reached through deep and iterative reflection (Bringle & Hatcher, 2000) and through treating the community responsibly, as an equal partner (Appe, et al., 2016) and as a co-instructor for students (Ayers and Ray, 1996).

### Study Abroad Application

In pursuit of transformative experiences that blend theory with practice, I (David) have been working with an organization focused on sustainable community development in Nicaragua. We have brought together students from the University of South Carolina, Upstate and students in Nicaragua through service opportunities in metropolitan and rural communities over spring break since 2012. Our Nicaraguan partner organization chooses to place our US-based students with students from elementary school through university, as they recognize education as being fundamental to sustainable social development.

Our first joint program was organized as an alternative spring break in conjunction with our office of Student Life and had no associated classes. Reflection was an integral part of the service experience, as a key goal of many alternative break programs involves helping

students to become good citizens—strong of heart, as well as of mind (Impact, 2019). For that first program, we had two student leaders who organized and led team-building activities before the group left the United States and who guided nightly reflections (consisting of sharing and analyzing the day’s events) for the team while in Nicaragua. The evening reflection sessions enabled the students to decompress and to explore the intentionally disorienting experiences (Trilokekar & Kukar, 2011) of each day. While discussion topics varied, recurring conversations centered on the perceived incongruity of happiness in people who live and work in a poverty-stricken area. People who were living in shanties with dirt floors, gathering wood to cook their evening meals, and walking a kilometer or more to draw water that ran brown after a rain from a community well were, nonetheless, happy. This seeming discrepancy hit some students hard, while others passed it off casually. Reflecting on this led the students to reevaluate their assumption that modern conveniences are central to a contented existence, which illustrates Belenky, et al.’s (1986) observation that reflective sessions are key to leading students to identify and challenge their own cultural assumptions.

Not all disorienting experiences, however, can conveniently wait for evening reflection. One student, in particular, was severely affected by the plight of stray dogs in the community and would sneak away to feed his lunch to any dog that he encountered. Another broke into tears in a hardware store when, wanting to clean floors at the school in which we were serving, she discovered that not only did that store not sell mops, but that there were none for sale anywhere in the town. While distressing, these types of experiences cause students to confront various aspects of life, —leading to a broader and more well-defined sense of self (Jackson, 2011). This type of disorienting experience has happened in every group that I have led in Nicaragua. In fact, the poignancy and ubiquity of this type of experience sets service-oriented study abroad opportunities apart from domestic counterparts in ways that keeps me going back year after year. The lessons learned when one deeply cares and sees a measure of the complexity involved in making a sustainable difference prompt substantial changes in the disposition of study abroad participants.

While eleven of the twelve students on the initial alternative spring break program reported an



## Changing Our Minds *continued*

overwhelmingly positive reaction to the program in a post-program survey, the benefit to students was limited to a single week's experience. To heighten the impact of our study abroad experience in subsequent years, I have offered an affiliated semester-long practicum in teaching English to Speakers of Other Languages (ESOL) and recruited a Spanish faculty member to teach an affiliated class. Both courses have been integrated into the spring service abroad program every year since its initial offering. While students are encouraged to register for both courses in tandem, few do. With even one affiliated course, however, students' experiences are richer and deeper for the blending of coursework with their service abroad. Students taking the Spanish course put their course concepts into practice when interacting with native speakers of Spanish. Students taking the ESOL Practicum course visit a variety of different schools, from pre-school through the university level, and present lessons at each, implementing course concepts in a real and immediate way. McElhaney (1998) observed that service abroad without associated curricular goals tends to heighten feelings of frustration, exhaustion, and helplessness. Conversely, international service integrated into a course promotes greater happiness, pride, and connections to the community, as well as closer relationships with other program participants. Because of the short-term nature of our program, establishing deep relationships between Nicaraguan and US-based students is not a primary goal, but even brief classroom visits provide meaningful opportunities for growth for both local and visiting students.

### Integrative Studies

Integrative learning builds on interdisciplinary studies, with the goal of connecting skills and knowledge from various fields of study in situations that go beyond academic boundaries and apply theory to practice. As Huber and her co-authors (2005) noted, integrative learning intentionally involves "utilizing diverse and even contradictory points of view" and "understanding issues and positions contextually," such that "significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries" (p. 4).

Going beyond academic boundaries may be a natural part of study abroad and service learning,

but intentionality is key. As global boundaries blur, international/intercultural communications become the norm, and the world becomes increasingly complex (Newell, 2010). While the cliché would have us believe that it's a small world, the unfortunate reality is that even as physical distance becomes less important globally, barriers between peoples and cultures remain strong. As students face cultural complexity, educators have a responsibility to prepare them to navigate the intricacies and challenges of modern society, while encouraging them to demonstrate responsible values of global citizenship and civility (Newell, 2010). Applying the methodology of integrative interdisciplinary studies while studying abroad usefully complicates learning, making interpersonal and intercultural aspects more salient than they might be at home (Barber, 2012).

In what essentially is a concise form of Bloom's Taxonomy (Bloom, 1956), that is tied to real-world problems and solutions, Barber (2012) suggests that instructors encourage students to make connections between experience and course theory, to apply these connections to new experiences, and then to synthesize these connections and applications in an incisive manner. Ultimately, this sequence leads students to retain more information and think critically, rather than just memorizing "correct" answers. This serves to combat a disturbing trend which Eyler (2009) has observed, wherein "most students graduate without attaining a level of reasoning ability that would allow them to frame, explore alternative perspectives, reframe, and resolve problems, while understanding that future information may call for a reevaluation of one's current position" (p. 27). Synthesis, then, is one of the ultimate goals of education, whereby students think critically in order to transform their ways of looking at the world and gain the tools needed to address the problems they discover during study abroad. Further, the retention of both curricular concepts and affective lessons is enhanced when students have made connections between the real world and course concepts and analyzed questions—or solved problems—through synthesis of these concepts (Association of Experiential Education, 2018). As the Confucian philosopher Xun Kuang once said,

Not having heard something is not as good as having heard it; having heard it is not as good as having seen it; having seen it is not as good as knowing it; knowing

## Changing Our Minds *continued*

it is not as good as putting it into practice (Xunzi, 270/1928, p. 261).

### Integrative Studies Application

My (David's) progress toward integrative studies has been slow, and as neither my Spanish colleague nor my Nicaraguan partners have joined in the research presented here, I limit this reflection to US-based students who have chosen the ESOL course. Further complicating this discussion, some of my students are Spanish majors or minors, while others have no experience in the language whatsoever, resulting in significantly different experiences.

Before boarding the plane, my students have engaged in connection and analysis through studying the foundational aspects of teaching ESOL, investigating Second Language Acquisition, exploring cross-cultural communication, reading about culture shock and other immigrant experiences, and developing lesson plans for use in the teaching situations they encounter. I also seek to maximize opportunities for linguistic and cultural appreciation (cf. Appé, et al., 2016); students with limited Spanish proficiency learn key words and phrases, while those who already speak some Spanish explore Nicaraguan dialectal variation, and both groups explore various aspects of Nicaraguan culture. They learn about these concepts in their US classrooms, but true synthesis occurs when we arrive in Nicaragua.

Students typically encounter a need for synthesis of course concepts before they leave the airport in Managua. Many of those with limited Spanish skills find their tongues frozen when they arrive at the immigration counter, unable to use the words they have memorized. Those who manage to speak find that native speakers of Spanish respond in ways, words, and accents that are challenging to process. Students who speak Spanish fluently meet dialectal variation when they pass through the customs gate and are accosted by throngs of taxi drivers, handicraft vendors, and panhandlers. This immediate decentering provides the students a first-hand view into a common immigrant experience, culture shock.

The remainder of the week offers many similar opportunities to synthesize course concepts. Some of the topics that we cover in class, such as intercultural communication, must be encountered organically in the field; in terms of ESOL methodology, students are placed in situations where they are forced to use lessons from class and integrate the wide range of interdisciplinary skills necessary to function in authentic situations. Because our in-country community partners schedule their ESOL lessons differently each year, my students work with a variety of Nicaraguan students at many different proficiency levels: with elementary students who have no English ability; with middle and high school students who have taken English as a foreign language for years, but who have little facility in the spoken language; with college students who are expected to speak only English; and with non-traditional community college students who vary widely in skills and interests. Nicaraguan and US-based students share the struggle to communicate, apply previously theoretical course content, and synergize understanding on both academic and social levels.

My students prepare lesson plans and basic materials, and while I tell them that real-life teaching is essentially about flexibility, creative thinking, and on-the-spot-problem-solving, much of the training in their US-based classroom seems to dissipate when they are faced with actual students and unpredictable responses. Inevitably, some students falter, turning responsibility over to their course mates, while others excel. Synthesis abounds on both sides of the cultural exchange: both those who excel and those who falter reflect on their experiences in the evening, plan changes for the next day, and move on to another school and another teaching situation in the morning. In the process, students integrate course concepts with outside knowledge and skills in the pursuit of serving others through the teaching of English. Additionally, the evening reflection sessions, where the students from the Spanish and ESOL classes compare notes and share insights, enrich the learning and service experiences as they collaboratively synthesize plans for the next day. The academic goal is for students to reach *refraction*: a term used to describe reflection together with critical analysis and problem-solving in real-world situations (Pagano & Roselle, 2009)—and the social goal is to provide service to an underserved population, with particular attention paid to mutual collaboration in the partnership with the host community.

## Changing Our Minds *continued*

### Service Learning

Among the many forms of experiential education, service learning may have garnered the most significant attention from educators in recent years. Service learning represents an integration that incorporates course content into service and utilizes reflection techniques. Pedagogically, service learning unifies the acquisition of content with a deeper understanding of community in pursuit of building a sense of civic duty. As Bringle and Hatcher (2009) put it, “in service learning, students are not only *serving to learn*, which occurs in other forms of curricular engagement and applied learning such as clinical, fieldwork, internship, and practicum, but also *learning to serve*” (p.38).

Service learning, when appropriately coupled with frequent and varied opportunities for deep reflection, heightens self-esteem and social competence, while also reducing depression rates (Dicke, Dowden & Torres, 2004). Studies on domestic service learning have shown a correlation with academic achievement; students involved in service learning generally earn higher grades and have higher retention rates (Celio, Durlak, & Dymnicki, 2011; Astin & Sax, 1998; Astin, Vogelgesang, Ikeda & Yee, 2000). While much of the literature on service learning is positive, there are those who have written about the dangers inherent in the pedagogy when it is applied without attention to the social messages students extract from their experiences (Beihn, 2014, Pompa, 2002, Woolf, 2008). In addition, time is always a constraint, and international service learning programs are time-intensive (Appel, et al., 2016). Instructors at home and abroad must prepare coursework not only for the discipline itself, but also for the service and for the affective challenges (such as frustration, dismay, or anger) that may surround it.

When combined with study abroad, service learning helps create bonds between members of the international community and US-based students (Kiely, 2004). Students not only engage with the communities that they serve, they also return home with new understandings that can be applied to needs in their own communities. Kiely further observed: “for many undergraduate students, the international service learning experience marks an important transformational event in their lives, one that will forever shape their sense of self, lifestyle,

connection to others, view of global problems and purpose in life” (p. 5). This is the type of transformative education that we seek.

To ensure positive experiences for both sides of the partnership, service abroad leaders must ensure that students are adequately prepared, as target cultures often are poverty-stricken and sometimes war-torn, and US-based students are at least comparatively well-off. Without careful preparation on both sides, these disparities can lead students to see themselves as ‘saviors’ to underprivileged, victimized communities (Beihn, 2014). As Pompa (2002) states, “Unless facilitated with great care and consciousness ‘service’ can unwittingly become an exercise in patronization ... become the very thing it seeks to eschew” (p. 68). Consistent guided reflection before, during, and after service can help mitigate cultural colonialism and enhance experiences on both sides of the partnership (Eyler, 2009). Kiely (2004) also notes that upon returning to the US, students may experience a “Chameleon Complex,” in which their newfound globalized views are challenged by family or friends, and their desire to bring down barriers to change may not be welcome in their home country. He writes:

The Chameleon Complex represents the internal struggle between conforming to, and resisting, dominant norms, rituals, and practices in the United States. Students report numerous challenges associated with reintegrating, applying, and coming to terms with aspects of their emerging global consciousness (p. 15).

Deep, guided reflection is critical before, during, and after service, as it can reinforce course concepts, support integrative benefits, and help students manage any affective challenges they encounter both during and after their international service learning experience. Regardless of the discipline or program, reflection leads students to make connections between course concepts and their own experiences, and encourages them to analyze and clarify their own values, with the most powerful impact deriving from repeated opportunities to connect content with experience (Hatcher, Bringle, and Muthiah, 2004). Eyler, et al. (1996) suggest that effective reflection is *Continuous, Connecting, Challenging, and Contextualized*; Hatcher, et al. (2004) add a fifth element, *Coached*, which is crucial to addressing the affective challenges service may entail. One concise model for guiding students’

## Changing Our Minds *continued*

reflection is the “What? So What? Now What?” model (Rolfe et al., 2001) in which students are asked to deeply reflect on each of these three questions during various stages of their service learning experience. Reflection can take place in group discussion, instructor-student conversations, and journaling, among many other ways.

Service learning, when appropriately paired with authentic reciprocity with the host community (Henry & Breyfogle, 2006) and deep analytical reflection (Parys, 2009), produces engaged students (Woolf, 2008; Celio, et al., 2011, Astin & Sax, 1998; Astin, et al., 2000, Kiely, 2004). While implementing service learning requires time and commitment, the rewards are great in terms of both student outcomes and community benefits.

### Service Learning Application

Service has been a key component of every program I have led in Nicaragua. On our inaugural journey in 2012, we asked our resident community partner what was needed most, and we were pointed to a local school that needed support. By local mandate, all schools in the region of our service were to be painted blue and white, the colors of the Nicaraguan flag. While the local authorities created the mandate, they did not provide paint or labor, so some schools in economically challenged areas remained unpainted, their red brick walls bringing shame to students, teachers, and community residents. Our job that first year was to paint a local school and visit classes as good-will ambassadors, with “Stay in School” and “Say No to Drugs” messages. By the end of that week, we had painted the entire three-room school inside and out and made friends with teachers and students alike. At a closing ceremony, which the community organized to express its thanks, the principal of the school said, “Thank you. You have not just painted our school and worked in our classes, you have given us dignity and joy.” In less than a week, we had initiated a bond between our students and members of the host community. Nicaraguan students and their teachers gained pride, and US-based students gained understanding. Sadly, in that initial year, US-based students painted alone, while Nicaraguan students attended lessons each morning. However, each afternoon was dedicated to interpersonal connection, both in classrooms and on the playground.

While both learning and reflection happened that first spring, “service learning” did not, since there was no intentional connection with course content. The following year, we performed much of the same service. The difference in the second experience was in our intentional preparation on the Nicaraguan educational system, the economics of the area in which we served, the specific vocabulary that we knew would be relevant, and reflection methods designed to integrate course concepts and experience. Over the years, we have retained one small painting project—we extend further into the countryside each year and arrange to paint beside older members in our partner communities—and expanded our outreach into classrooms. We now work with students ranging in age from pre-school to non-traditional community college students, some of whom are near retirement age. We also have added opportunities for students interested in medical careers to serve in a local clinic and other venues, expanding the opportunities for reflection, connection, analysis, and synthesis, while opening the door to community interaction outside the schoolyard.

The service we offer is driven by our local hosts. Opportunities for synthesis with course concepts abound. Reflecting in preparation for this paper, I contacted our Managua host, Eliab, and asked him if he saw value in the service our students provide. His answer focused not on any of the physical contributions we have made, but on intangibles. In his own words:

The service that the students give is of great value to our community, because it creates bridges of development for others. The great majority of our population is submerged in a social depression, caused by the poor economy that we live in, and that contributes to our people conforming with what little they have. But when we see young Americans with an optimistic spirit, that allows us to see beyond our noses, that we can be part of a great chance for our society (E.R. Jarquin Salgado, personal communication, May 5, 2018).

While this message is heartwarming, it is also problematic in its welcoming of patronization. Even leaders of community organizations and of study abroad programs can fall prey to encultured patterns of post-colonialism, requiring us to be ever vigilant to ensure we cultivate mutual respect and promote civic responsibility, and to collectively work for a common good.



## Changing Our Minds *continued*

Appe, et al. (2016) note that assessment of international service learning programs is largely informal and anecdotal; this paper is consistent with that critique. Further, the following informal and anecdotal assessment leans heavily to the US-based side of the program. Little academic assessment has been completed in Nicaragua. In terms of connection and impact, bonds between Nicaraguan citizens and US-based participants have blossomed and matured through the years. In 2012, internet connectivity in rural Nicaragua was a luxury that only the rich could afford, creating challenges even for contact among program coordinators. Today, WiFi is freely available in all public parks, and our students report that they keep in regular contact with Nicaraguan friends well after they have returned to the US and even after they have graduated from our university. Furthermore, several students have returned for subsequent programs expressly to reconnect with Nicaraguan friends. One even traveled to Nicaragua twice as a part of our spring program, and once independently during the summer to serve in a Nicaraguan university. When students serve, they also invest their hearts. Reciprocity comes in intangible, but undeniable, ways.

This emotional investment is not without cost, however. Some of our students face Kiely's (2004) Chameleon Complex upon returning home. One participant from our latest program reports experiencing both culture shock in Nicaragua and the Chameleon Complex upon returning home. Specifically, while in our rural service community in Nicaragua, her phone had no connectivity, and she found the disconnect from her family back home difficult. Further, she was put off by the practice of disposing of toilet paper in trash cans rather than flushing it. Yet, when she returned home, she found the conveniences of the United States awkward, even uncomfortable. Now, ten months after returning from her second program in Nicaragua, she reports maintaining an inclination toward service, but recognizes in herself that this proclivity has begun to weaken. She remains active in serving the local ESOL community in her town and keeps in contact with one friend in Nicaragua, but finds it challenging to communicate her Nicaraguan experiences to her US-based family and friends. Upon her return, she was seriously considering joining the Peace Corps. However, she has now settled into an entry-level position at our university, while

she sorts out “more realistic career plans” (Anonymous Student, personal communication, December 3, 2018).

While this student has decided to remain in the US, more than ten percent of our program participants have gone on to work or study internationally after graduation. Program alumni currently serve in the Peace Corps in various places, teach English in Asia and Europe, or play/coach sports internationally. Others have taken positions in non-profit organizations, joined the armed forces, and gone on to pursue advanced degrees. While participation in our service abroad program certainly comes with no guarantee of transformative life-changing impact, many of our alumni point to the program as a pivotal event in their personal and professional development.

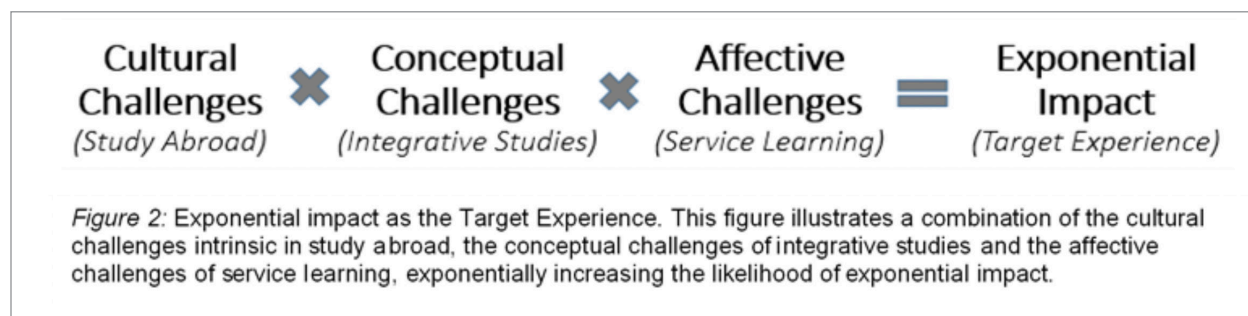
We have been unsuccessful so far in securing opportunities for members of the Nicaraguan communities that we serve to visit us in the United States, which is a goal that we continue to pursue. With the current civil unrest in Nicaragua, however, movement in and out of the country is complicated, and the very future of our collaboration is unclear at this point.

### Conclusion

Study abroad, integrative studies, and service learning are high-impact practices. Study abroad takes students out of their comfort zones and exposes them to new cultures and cultural challenges. Integrative studies prepares them to meet future conceptual challenges by drawing together diverse experiences in order to solve real-life problems. Service learning leads students to confront affective challenges, opens their eyes to worlds they might otherwise overlook, and seeks to instill in them a sense of civic duty as they master course concepts. Combining the three pedagogies (see Figure 2 on page 63) exponentializes the impact, in pursuit of transformative education and of changing students' minds—and lives.



## Changing Our Minds *continued*



### Concluding Application

Our closing application includes an appeal from one of our Nicaraguan hosts to all who will listen:

Look for the possibility of spending time in Managua and invest resources to serve in Managua because in Managua there are many areas in society with many needs. (E.R. Jarquin Salgado, personal communication, May 5, 2018)

While our partner's choice of words reflects a post-colonial orientation, his appeal is sincere; his desire to improve the social conditions of those he serves is great, and his agency over service done in his community is strong. We respect his request by keeping his appeal unchanged.

To this we add our own observation and appeal. First, the observation: combining study abroad, integrative studies, and service learning complicates the student experience. Students arrive with varying degrees of understanding and professionalism, while community partners have complex and shifting perspectives. Instructors have independent goals and disorienting experiences abound. The appeal, then, is this: embrace the challenge, as the payoff is great for students, communities and instructors.

While details will vary, the core principles addressed here can apply to any discipline and any country. Approach your program with care; build rapport with your community partner; cultivate cultural awareness, civility and respect on all sides of the program; and share the results with us in a future issue of *Currents*. We look forward to learning from you as we strive to grow and promote growth.

### Acknowledgments

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## Changing Our Minds *continued*

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# PROGRAM REPORT

## Globalized Learning Through Service: Study Abroad and Service Learning

—Kevin Bongiorno

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### Abstract

This article describes in detail an experimental course taught in the 2018 LSU in Paris program that used extensive service activities in Paris as a primary pedagogical tool. Its purpose was to develop students' cultural knowledge of contemporary Paris and France, as well as communication skills and conversational competence in French. It suggests that this pedagogy is not limited to strictly courses taught in the target language but may be expanded to include courses taught across the curriculum in study abroad programs.

### Keywords

study abroad, service learning, globalized learning, pedagogy

### Globalized Learning Through Service: Study Abroad and Service Learning

#### Introduction

For more than twenty years, I have worked to globalize student learning through developing, directing and teaching study abroad programs in France and Italy. In preparation for such trips, I typically spend weeks or months communicating with students in the target culture, often interacting with them in the local language, with the goal of connecting them to that culture in a way that offers an enduring sense of place and people. Nevertheless, each time as I wrap up a trip, I sense that

I haven't really achieved my objective of fully engaging students with the target culture. They've studied and learned, certainly, but their connection strikes me as superficial. I worry that any ties they've made fall short of the deeper, more meaningful ones that are at the heart of global learning.

I had a breakthrough of sorts in Summer 2018 by way of a service-learning course I developed while directing and teaching in the Louisiana State University Summer program in Paris. For the first time, I sensed I had met my objective of meaningful cultural and linguistic engagement of students. Simply put, service learning that involved hands-on interaction with people and parts of Paris that most students never see cultivated a bond that wasn't nurtured by traditional courses.

In the breakfast room of the *Fiap Jean Monnet* in Paris, there is a floor-to-ceiling glass façade that runs the entire length of a 25-foot wall. Emblazoned on it and translated into six different languages are words attributed to the student-hotel's namesake:

"N'emporte pas de livre, regarde autour de toi, parle au gens. Apprend à connaître les autres. Personne ne peut le faire à ta place."

("Don't take any books, look around, talk to other people. Learn about other people. Nobody can do it for you.")



## Globalized Learning *continued*

Actively engaging with new people from around the world would seem natural for study-abroad participants; after all, they have chosen to travel far from home to experience something new. Jean Monnet's directive to students is to engage and connect. Yet most leave engaging and connecting to the comfort of courses held in FIAP classrooms where those sitting alongside them usually come from the same home country, city or university.

### Study Abroad

Before discussing the specifics of this year's pilot project in service learning, it is useful first to understand the objectives and expectations of study abroad from the perspectives of those who engage in it. On the administrative side, the faculty and staff who develop and administer these programs are driven by broader idealistic goals, including the beliefs that: Through travel and study in a foreign country and culture, students will benefit from "transformative" / "experiential learning" (Strange & Gibson, 2017, p. 87). Through this experience, students will develop, in varying degrees, "intercultural competence" (Engelking, 2018, p. 47; Mule, Audley, Aloisio, 2018, p. 22), "global learning and development" (Braskamp, Braskamp, Merrill, 2009 p.101), "human development and intercultural communication" (Stephens et al., 2018, p. 64), "global citizenship" (Wu, 2018, pg. 517; Mule, Audley, Aloisio, 2018, p. 21), and "global mindedness" (Mule, Audley, Aloisio, 2018, p.22), through "high-impact educational practices" (Stebbleton, Soria, Cherney, p. 3).

Students who, in each case, participate in study abroad do so fundamentally because they believe that there is a value-added benefit for them that they would not receive by simply taking courses on their home campus. Often the students' goals for what they want to achieve from their experience abroad are not as lofty or idealistic as those imagined by the program administrator. While some students may wish to achieve the aforementioned "higher" goals, there are also some for whom the trip involves their first experience on an airplane and their first experience traveling abroad. Some may be traveling alone for the first time. For others, it is an opportunity for them to take courses offered by their home institution and faculty and profit from the value-added opportunity of directly experiencing the material being taught, while

benefitting from expertise of their instructor. It is one thing to study French Impressionism in class. It is another to see the actual paintings, to visit the sites where they were painted and the homes where the painters lived. In terms of the study abroad goals and objectives, the ideal is for the program goals and objectives to dovetail with those of the students, whatever their objectives might be.

### Study Abroad Programs

An array of program types have been developed to meet the various goals. Lilli and John Engle (2003) developed a "hierarchic list" that classifies five study abroad program types based on the program's "degree of cultural immersion" (p. 7) and the level to which each program promotes "progress in developing cross-cultural competence" (p. 7) in students.

The list in hierarchy from lowest to highest is:

The first level is the "Study Tour". These are short term programs that include field trips and visits to sites of interest. Students live together and courses are taught in English. The Study Tour is more suited to exposing students to a different experience than one they would have at their home institution, but does not have "[c]ultural encounters leading to adaptation" among the goals (p.10).

The second level is the "Short-Term Study". These programs are of longer duration, often Summer programs. They share some of the elements of the "Study Tour". Students usually live together. Their curriculum includes visits to pertinent sites and field trips. In this type of program, however, while some content courses may be taught in English, courses are also offered at the elementary and intermediate levels in the target language. And although these programs may be on-site longer and offer courses in the target language, there is limited opportunity for "organized and directed forms of cultural interaction or experiential learning [...]" (p. 11).

The "Cross-Cultural Contact Program" is the third level, and these programs are generally at least a semester in length. Courses are taught in both English and at an intermediate level in the target language (p. 12). There is often the possibility of "host-family contact" that may include short home-stay opportunities.

## Globalized Learning *continued*

Level Four is the “Cross-Cultural Encounter Program”. It is usually a semester or academic year in length (p. 12). These programs generally require a “pre-advanced to advanced entry-level host language competence” (p. 12). Lodging is usually either home stay or rental. Students usually take their classes in an ‘island’ student-group context or with other international students. In this type of program, while there is the opportunity for immersion, it is often limited by a continued reliance on English within the group (p. 12).

“Level Five, or Cross-Cultural Immersion Program” is also a program of a semester or year in length. Lodging is usually rental. In this program, students already possess a high level of competence in the target language and are able to do their course work entirely in the target language. Students participating in this highest level may choose to do non-traditional learning through activities linked directly to the host culture. Such activities include “service learning, independent projects or professional internships” (p. 12). Additionally, there would be faculty mentors who facilitate student engagement with the host culture. These mentors guide students in reflecting upon their experiences and help them examine the cross-cultural dynamics these encounters reveal (p. 13).

The hierarchy reflects many of the elements that would indicate a scholarly consensus. It prioritizes the value of longer-term study abroad versus shorter-term study abroad experiences, noting that long-term experience provides the student with greater opportunities for transformative experiential learning (Lewis & Niesenbaum, 2005; Strange & Gibson, 2017; Allen, 2010; Stephens et al. 2018; Mule, Audley & Aloisio, 2018; Kehl & Morris, 2015).

### LSU in Paris

LSU in Paris program is a four-and-a-half-week faculty-led summer program. It is one of the university’s oldest and largest programs. The program is funded entirely through student fees that cover the individual student and faculty costs—including salaries. With this in mind, the program seeks to draw on a broad student population with equally broad interests in order to maximize the number of participants. As a result, it is broadly designed to meet the needs—personal and academic—of a diverse population of students.

The character of the LSU in Paris program represents a hybrid approach that incorporates each of the five program types established by the Engles. As a short-term, faculty-led, “island” program—with faculty from the home institution teaching primarily courses drawn from the university’s curriculum in English (English, History, Political Science, Anthropology, etc.) on-site in Paris, living in collective housing with excursions in and around Paris—the LSU in Paris program represents, to a certain degree, an example of a Study Tour. But, with the program lasting just over a month and also offering courses at intermediate levels of French language and literature for students interested in improving their competence in the target language, the program could be considered a “Level Two: Short-Term Study” program or could be seen as approaching “Level Three: Cross-Cultural Contact Program”. The Paris program also seeks to accommodate the needs and interests of a minority of students who possess high-intermediate to advanced competence in the target language. It seeks to do so through offering courses that provide meaningful experience and direct contact with the target culture. In this way the Paris program attempts to include elements found in the “Level Four: Cross-Cultural Encounter” and “Level Five: Cross-Cultural Immersion” program types. Depending on individual student goals and needs, each student enrolls in two courses in any combination. Given the program’s breadth in design, it is difficult to effectively meet the specific needs and interests of those students who possess higher level competence in the target language and who want greater opportunity to improve their language skills and cultural knowledge through direct engagement with the culture. They want to improve their French and knowledge of France by speaking French to French people in France.

For over 20 years I have led students to Paris with the LSU in Paris Summer program. I have focused my teaching on courses in French Culture and Civilization and Oral Communication. Because we are in the target culture and use the target language, I adapt my instruction to take advantage of being on-site. In the past, I have combined classroom instruction with out-of-class activities that require students to use their French language skills and knowledge of the culture.

## Globalized Learning *continued*

Such activities include:

- A “Meilleur” or “best of” project that involves students choosing something in Paris that interests them. They research it beforehand and then, while in Paris, they explore the city trying to find the “best” of whatever that thing is, be it chocolate, Comté cheese, train stations, parks, crème brûlée, croissants and so on. The students engage people in conversation, asking them for suggestions and advice. At the end, the students present the results of their research on-site in Paris.
- In-class discussions of topics such as politics, sports and Paris restaurants prepare students for another cultural assignment, this one involving reports based on on-the-street interviews with people on the streets of Paris, followed by oral presentations and discussions in class.
- Evening and weekend home-stays with members of the Association France-Louisiane in Paris and the city of Troyes. I have organized scavenger hunts where students must follow directions to an undisclosed location and interview at least three people there, and then make an oral report on their findings to the class. Sometimes I have had students research an aspect or area of Paris and then give a guided tour including that aspect or area of Paris. Students have also taken cooking classes at the Le Nôtre school of cuisine.

These strategies are among the techniques I use to get students out of the classroom and on to the streets of Paris to interact with locals. While effective in providing an opportunity for improving their language skills and cultural knowledge, I have never been satisfied with the end result of such activities. The students never seem to learn as much as I anticipate. Each summer, I second-guess my strategies, tweaking them with the aim of making them more meaningful to students. And still I feel that they fall short. In most cases, students’ ability to speak and understand French does not significantly improve. Their knowledge of French society and culture remains superficial.

Why is this the case? Again and again I’ve come to the same conclusion: My students—studying French—are

often uncomfortable with and resist speaking French outside of the classroom. In fact, they are “afraid” to speak French with native speakers and, particularly, with Parisians. They are afraid they won’t make sense. Afraid to make mistakes. Afraid they won’t understand when someone speaks to them. The comfort of the classroom and fear of “the outside” are key factors that inhibit student learning—both cultural and linguistic. I know this because my students tell me, over and over, year after year. Students often understand that they “should” speak French while living in Paris to make the most of their experience. Yet they admit that their fear prevents them from doing so most of the time.

This impasse to engagement was overcome last summer by way of a course that I developed and that one of my students described to me as “ripping me way out of my comfort zone.” I titled the service-learning course in a straightforward way: Communication and Culture through Service. I had a critical partner in developing it, the service organization Benenova, whose collaboration was critical to its success ([www.benenova.fr](http://www.benenova.fr)).

Paris-based Benenova belongs to an international not-for-profit organization called Points of Light ([www.pointsoflight.org/](http://www.pointsoflight.org/)), whose stated goal “is to inspire, equip and mobilize people to take action that mobilizes the world”. Through the organization, interested volunteers identify and engage in service activities offered by more than 140 agencies and associations in and around Paris. It is as simple as logging on to the Benenova web-page. Users can select service activities around themes that interest them and suit their calendars, such as helping the handicapped, working to protect the environment, fostering intergenerational engagement, or helping the economically and socially needy and marginalized. Listed activities are typically between two and five hours in duration, and each volunteer’s commitment to the organization or activity does not extend beyond a single event.

Benenova seemed to offer an ideal opportunity to establish a course that would allow me to realize three objectives that I had sought for years to achieve: 1) providing students with a means to traverse the tourist/resident barrier; 2) giving the students greater opportunity to speak French with French people by engaging in volunteer work; and 3) engaging students in the culture

## Globalized Learning *continued*

in a way that they were likely to remember and learn from. Partnering with Benenova struck me as fulfilling an additional objective: giving the students meaningful opportunities for service in a community where they were living, albeit for just a little over a month. That, in turn, seemed likely to cultivate better understanding of what it is to be a citizen in both a global and local sense—the broader hope being that, through this global action in an unfamiliar place, they may be inspired to make deeper community connections after they return home.

### Service and International Service-Learning

In the Introduction to Service-Learning Toolkit, Andrew Furco defines service-learning programs as “distinguished from other approaches to experiential education by their intention to benefit the provider and the recipient of the service equally, as well as to ensure equal focus on both the service being provided and the learning that is occurring” (p. 14).

Building on Furco’s definition, service-learning typically supplements classroom instruction by providing students with real-world experience that enhances what they learn in the classroom. By design, such courses are often deductive in the approach to service, inasmuch as the service element serves as a particular case of broader concepts studied in class.

As Cone and Harris describe, “In our program, students enter the community with a set of clearly explicated theories that have been introduced in the classroom. These offer the students a systematic way of looking at the world” (p. 31).

Implementing service-learning in a global context provides students studying abroad access to direct and meaningful contact with the target culture, “leading [them] to a deeper understanding of global issues through self-reflection” (Wu, 2017, p. 518). Further, through direct cultural contacts in the target language, students immerse themselves in the pertinent culture, thereby developing greater linguistic and cultural awareness (Wu, 2017).

### The course

This course was designed according to the tenets of service-learning, with a particular focus on the benefits of international service-learning as a way to enhance student understanding of the global context of a summer study-abroad experience. But its path to achieving the desired goals and objectives was somewhat different from the traditional service-learning course. Where, in the traditional service-learning course, the service component serves as a supplement to instruction and content of the course, this course’s emphasis was the service experience itself. As such, the service experience was a building block to the course’s broader goals of developing improved linguistic ability and cultural awareness and competence. By synthesizing experiences through reflection, classroom discussion and research, the aim was for students to develop a sense of what it means to be a global citizen with meaningful connections to individual people, places and experiences from their time abroad. The course turned service learning from a principally deductive process that begins with theories and concepts and progresses to understanding of a case, to one that is inductive from the start and wherein the experience of the case and ongoing student reflection about it generate the broader course objective.

The course was set up as a Communication and Culture course that would use service as its primary pedagogy. Because it required time for travel in and around Paris, 30 service hours of volunteer work and then class meetings, students in the course received credit for 2 courses in the LSU in Paris program (Advanced Oral Communication and French Culture and Civilization).

A month before departure, there was a course orientation where students received a syllabus and we discussed the details of the course and the commitment to service it required. Three students enrolled in the course at the time, and I had each one consult the Benenova web-page and set up an account with them. I gave them up until the day of departure for Paris to enroll in their preferred service activities for the month based on their interests. They were to schedule 6-8 hours of service activities per week. When complete, they sent their schedules to me so I could set up a calendar for the course.

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Since priority was given to students selecting service activities that interested them, there were no set days/times for when the students would be performing their actions. As such, this required flexibility in the instruction of the course, as official class meetings had to be arranged based on the class calendar of service activities. For logistical reasons, it turned out that we met twice per week in the evening, usually over dinner.

At the initial class orientation, students were given the pre-departure assignment of choosing one of the organizations on the Benenova web-site and then preparing a 10-15 minute oral presentation on that organization to be presented during our first class meeting in Paris.

Other assignments and assessments in the course included:

**Daily reflective video journals:** Here students kept a daily video journal of at least 1 minute (in French) describing their service activities and reflections on what they did and what they learned. (Students completed 30 journal entries over a 33-day period in Paris).

**Video Interviews:** Using their phones, students conducted three 3-5 minute video interviews with:

- 1) At least one employee/administrator of an association
- 2) At least one other volunteer of an association
- 3) At least one person who was receiving the benefit from the association's service. (To protect the privacy of these individuals—and others—this could be in the form of a 3rd person "reportage" made by the student.)

For the final class, students identified a state or local agency in Baton Rouge or Louisiana that serves the same community needs as one of the agencies with which they served while in Paris. In other words, a student reporting on an organization that serves the homeless population of Paris would identify a comparable organization working in Louisiana. As with the first class meeting, students presented these organizations to the class and discussed the French and American organizations, their

missions, and how they might continue service activities back home in the U.S.

**Final Reflection:** Students completed a final, end-of-course video reflection to summarize the meaning of their experience. Their phone-based, 5-7 minute reflections served as points of departure for final class discussion and included insights on how their experiences shaped their understanding of broader social issues, how these issues are being addressed in Paris and how these issues are being addressed at home in the U.S., Louisiana and Baton Rouge. For this final meeting students invited a member of one of the service organizations to participate in a final reflection on their service-learning activities in Paris.

### In Practice

Once we arrived in Paris, students presented their pre-departure research on different organizations at our initial class meeting. Next, we met with Benenova for a group orientation on its work. Its employees presented a few of the organizations with whom they work and described how the service activities are organized, how to get in contact with organizations, how to find out when and where to go, and how to cancel an activity if necessary.

The next day, the students participated in their first service activities. Initially, I had planned on accompanying each to their first service actions. But, upon reflection, I decided that to meet my desired objective of deeper cultural engagement, it was best for them to take ownership of their experience and learn as much for themselves as possible from the beginning of the course. With this in mind, my approach was to meet briefly with them in the morning and then send each on his or her way. Initially, I encouraged them to attend their first activities together, but it quickly became clear that they were comfortable going on their own and to the service activity of their choice, which required each to travel alone to the assigned meeting points.

### Organizations and Types of Activities:

For the most part, the students took part in service activities that centered on two themes: working with the environment and serving seniors and youth. Each activity gave students, in varying degrees, the



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opportunity to practice their French language skills, learn about contemporary social issues, understand the organization's mission and participate in meaningful community service activities.

Broadly speaking, service opportunities under the theme of the “environment” connected students to organizations focused on reducing waste in one sense or another. The associations *Moissons Solidaires* (Harvests of Solidarity) (<https://www.moissons-solidaires.fr>) and *Hologramme Global* ([https://www.facebook.com/pg/Hologramme.Global/about/?ref=page\\_internal](https://www.facebook.com/pg/Hologramme.Global/about/?ref=page_internal)) work to reduce food waste at open-air markets around Paris. Students worked side-by-side with other volunteers and association members to collect food that vendors had not sold. After collecting the food, they then worked at the organizations' booths distributing this food to those in need. Another organization with a similar mission, *Le Chaînon Manquant* (<http://lechainon-manquant.fr>), works with restaurants, grocery stores and caterers to gather left-over food and re-distribute it to those in need. Students participating in Chaînon's activities accompanied its members as they travelled the city collecting food and then delivering it to food shelters and centers around Paris.

Students also worked with *La Ressourcerie Créative* (<https://www.laressourceriecreative.com>) at its thrift store. Here students worked with other volunteers and members in collecting and sorting donations, then pricing and stocking items in the store.

At *Veni Verdi*, (<http://www.veniverdi.fr>) whose focus is creating urban gardens that produce organic food for sale in local neighborhoods, students worked with other volunteers and community members to create vegetable and flower gardens on the grounds of a public middle-school.

At the *Réserve des Arts* (<http://www.lareservedesarts.org>), whose mission is to reduce waste and re-use and recycle materials that businesses (primarily in the commercial, construction and fashion industries) would normally discard, students worked with employees and other volunteers sorting and stocking materials at the physical site of the Réserve.

Students who selected “inter-generational” activities participated in “L'Après-Midi Familiale”, where they worked with under-privileged children organizing games and recreational activities at a local community center.

At the *Hôpital Rothschild*, (<http://rothschild.aphp.fr>) in the residence for the elderly, students worked with volunteers and employees to assist them in helping the residents get from their rooms to activities and concerts.

Through *Benenova* opportunities that serve the disabled, “*Dansons un Pas à Deux*”, and also at the *Hôpital Rothschild* (<http://rothschild.aphp.fr>), students learned to dance and then taught the Tango to blind people.

Students also worked with organizations that serve people living at “the margins” of society. They completed activities with the organization *Secours Catholiques* (Catholic Aid) (<https://www.secours-catholique.org>) and participated in “*Café de la Rue*,” which involved traveling with volunteers and members of Catholic Charities to established locations around Paris where they provided hot coffee and fellowship to people without shelter.

The mission of *L'Un et L'autre* (<https://www.lunetlautre.org>) is providing support to those living at the social margins of society in Paris. My students worked alongside its employees and volunteers providing meals to refugees.

### Outcomes

In the beginning, the students had no real idea what to expect from the course or their service activities. They were initially apprehensive as they were being asked to leave their comfort zones, and they shared their worries with me and each other in our classroom discussions. But, after such initial trepidation, two of the three students embraced the opportunity and experiences, not only accepting the challenges of their work but welcoming them. Of these two, one came to enjoy these service activities so much that, instead of going out to enjoy the typical tourist sights of Paris, he signed up for more service activities. He explained that he was so engaged by the human contact and the chance to learn about social issues and have the opportunity to speak with everyone involved that he preferred performing

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service over tourism. He said that he was inspired by those he met who were committed to serving social needs. And he was surprised both by how many needs there were among Paris residents as well as by the commitment of people trying to meet these needs. He was surprised by how his service affected him, in the sense that he was personally and emotionally touched by what he and others were doing. When he visited the senior residence at the Hôpital Rothschild, for instance, he had to hold back tears of empathy for seniors who have few visitors, few contacts with the outside world and who welcomed with joy the human contact that his visit provided. He repeatedly spoke to me about how much he was “touched” by these experiences. He also enjoyed the opportunity to spend several days riding in the food van with the head of Chaînon Manquant. During these rides, he had the chance to talk about all sorts of—political/social—issues while collecting and distributing donated food. He also enjoyed conversations with the homeless while participating in “Café de la Rue” with Catholic Aid. The critical political/social issues concerning the arrival of refugees in France was brought home to him in real terms when he helped to provide meals at a refugee camp outside of Paris. Ultimately, what he said he derived from the course experience was an awakening to issues that he began to see as global and universal. In his reflection, he noted that he had been most deeply touched by his experience with seniors at the Hôpital Rothschild, as they reminded him of his parents, grandparents and others he knew and he recognized that this was a sad plight for his elders. In the end, he saw the value of his service to the community and said he left with an unanticipated commitment to becoming more engaged in his own community after he returned home, with a particular interest in working with seniors. In his own assessment, the course was a huge success that provided him with unimagined opportunities to speak with others in French and engage with them through his performance of meaningful community service.

Another student was initially enthusiastic and quickly enrolled in 30 hours of service activities prior to departure. Once we arrived in Paris, however, she was tentative and nervous. As she had only taken French in a classroom context, she lacked confidence in her linguistic skills and was hesitant to speak for fear she would make mistakes. This being her first time in Paris, she also lacked confidence in terms of cultural knowledge; for example,

she had never taken public transit and would be required to use the metro/tram/bus for her service activities. She explained that the entire experience took her way out of her “comfort zone”—she was in an unfamiliar environment, and was engaged in a course with an unfamiliar pedagogy and unfamiliar expectations. On her own she would be responsible for setting up service activities and then finding the locations for the actions. And she would have to introduce herself to the members/volunteers engaged in the actions and then communicate with them and those they were serving, and she would have to perform whatever activity in which she was engaged. She spoke of how daunting this all seemed at first and how she wasn’t sure that she would be able to do it. But, hesitation aside, she accepted the challenge and dove right in. She explained that this was all particularly difficult for her, as she is a relatively shy person, and to succeed in these activities would require her to fight through her natural reserve. She reflected that she was proud that she was able to overcome this to accomplish what she did in volunteer work across Paris. At the end of the course, she expressed pride in the confidence she had developed, even in her mastery of Parisian public transit. As a French/Environmental Studies dual-degree student, she was inspired by the work of the groups such as Hologramme and Moissons Solidaires to reduce food waste and feed the hungry. This was a real eye opener for her. It was one thing to go to an open-air market and enjoy looking at and buying the beautiful and delicious food, she shared; it was quite another to stay until the market’s close and see just how much food was left behind to be thrown away. She felt that the experience that boosted her confidence in speaking French and allowed her to really break through her natural tentativeness was working with Catholic Aid at the “Café de la Rue”, where the sole purpose is to make human contact with homeless individuals by sharing coffee and conversation. She saw this as a turning point in her confidence in speaking French. After that activity, she never shied away from engaging with others and speaking French. In the end, although this course provided her with significant challenges, and although she began with some trepidation, she embraced the challenges and said she succeeded beyond her expectations. She returned to the U.S. determined to engage at home with these same groups in need. Motivated by Moissons Solidaires and Hologramme, Chaînon Manquant, she is also interested in working with organizations in her community to

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reduce food waste at local farmers' markets, grocery stores and restaurants so food can be re-distributed to those in need.

Whereas the first student immediately embraced the experience and the second one embraced it after initial hesitation, the third student did not embrace it, and, in fact, rejected the concept in total. The student was a French major who had never traveled abroad and who, like the others, had only studied French in the classroom. She waited until the latest date to sign up for service activities before leaving for Paris. And she signed up for fewer service hours than required for the course (just 18 of the required 30 hours). She was ill-at-ease with the challenges this course presented, including traveling alone on public transit to selected service activities. She also said she found the activities themselves useless in providing opportunities for speaking French or learning about the culture. Like the others, she worked with with *Moissons Solidaires* and *Hologramme*, yet she said she felt that the other volunteers, the vendors at the market and the low-income residents who received the food were "rude", "dirty" and "disgusting". She said she felt threatened by cat-calls she received from market vendors and was offended by their rough manner(s). She also described other volunteers as rude and unwelcoming. Because she was interested in gardening, she completed a number of service activities with the organization *Veni Verdi*, such as re-planting a community garden at a middle-school. This activity, which at times required her to push a heavy wheel barrow, she found to be too strenuous for her physical capacities. Another activity in which she participated was at the *Ressourc rie Cr ative*. She found this activity somewhat satisfying and felt that the people there were nice and she had ample opportunity to speak French, but she noted that she often had to initiate such conversation. She said she could not see anything about Paris that was measurably distinct from her hometown of Monroe in central Louisiana. All in all, this student said she found little reward in the service activities in which she participated. She felt that the requirements for the course were too demanding and that travel times to activities were too long. She also said that she had learned very little in terms of society and culture. Aside from learning the word "desherber" (to weed), she said her French language skills also improved very little and that she had learned more from the Turkish cook at the kebab stand not far from where we were staying. In her view,

the course was a failure and, in the end, she said that if she knew the course would unfold in the way that it did she would not have come on the LSU in Paris program, and, if she had come on the program, she would most definitely not have enrolled in this course. So what went wrong? The answer lies in the relation between a student's comfort and discomfort.

### Comfort and Discomfort: That Delicate Balance

To a certain degree, the success of a study abroad program depends on how it manages the students' levels of comfort and discomfort. In this regard, the concern is not simply physical but mental and emotional as well. And it is here that conflicts between the program's broader goals and those of the students sometimes arise.

Within academic scholarship there seems to be general agreement that there is a correlation between how far students can go in achieving the intended broader goals and how far the students are willing to go out of their comfort zones (Kehl & Morris, 2015; Engle & Engle, 2003; Strange and Gibson, 2017; Lewis & Niesenbaum, 2005; Stebleton, Soria & Cherney, 2013). How comfortable can they be with discomfort? The idea here is that, the more one stays in one's comfort zone, the less likely one is to achieve the broader goals set for the study abroad program. Conversely, the farther students are willing to go out of their comfort zones, the greater the likelihood they will receive the intended benefit from the study abroad experience and to greater degrees approach the broader goals set out in the program's design. This is likewise the case with individual program types where the likelihood for students to leave their comfort zone on a study abroad tour or short-term study abroad program is diminished in relation to a semester or year-long program where students are more independent and the experience is less structured and more immediately in direct contact with the target language and culture. In such cases, students are much less likely to be able to remain in their comfort zone and thereby reap the greatest reward from the experience.

If we take into consideration this relationship between comfort and discomfort in study abroad, we may have a better understanding of the successes and failures of this service-learning course in Paris. LSU in Paris is a short-term, faculty-led program. Of all the types of programs,

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these types in general offer students the greatest opportunity to have a study abroad experience while at the same time allowing the student to remain as close as possible to their comfort zone. In fact, this is one of the principal reasons students opt for these programs over others (Engle & Engle, 2004; Stebleton, Soria, Cherney, 2013; Lewis & Niesenbaum, 2005, p. 251). It is with this understanding that, for the most part, the LSU in Paris program has been designed—offering LSU courses in a classroom environment, taught by LSU faculty with everyone living together. As a result, most often both student and program expectations of comfort have been matched. Historically, the program makes little demand on students to venture far from their comfort zones.

This program's design is fine for students studying in English and taking content courses that pertain to Paris and France. It is not fine, however, for students who possess advanced competence in French and who come to Paris with the intent of improving their linguistic skills and cultural knowledge. To achieve these goals the program has an obligation to provide these students with that opportunity. But to do so, those students must leave their comfort zone by engaging with and entering into that culture. They must leave the comfort of their faculty and program and venture into the culture on their own. This is what the service-learning course in Paris did.

As discussed above, one of the students in the service-learning course easily and immediately adapted to the challenges presented by the course, its design and pedagogy. His comfort with discomfort was immediate. Having traveled before, he was comfortable taking charge of his learning experience and engaging in a foreign language in a foreign culture. Based on his character and experience, this was natural for him. For him, this was the experience he had sought when deciding to participate in the LSU program. The other student who reported a positive experience in the course had never been abroad and was initially shocked by how much of a challenge to her comfort zone the course presented to her. But she soon embraced her comfort with discomfort, and that comfort grew over time and through experience. In the end, she felt that she had gotten more from the Paris program than she had imagined beforehand. The student who reported a nearly universal negative experience had also never travelled abroad and had never left her home state. While she possessed a high level of competence in French, she

never overcame her discomfort with the course and its design. Where students with her skills and academic goals and interests need the linguistic and cultural challenges posed by this course, they have, nonetheless, enrolled in a faculty-led, short-term study abroad program. As such, underlying the student's decision to participate in the program, there was the expectation that there would be a certain level of comfort provided by the program. When that level is not met, students may feel that the program has failed to keep its promise, leaving them dissatisfied. That is what I believe happened in this student's case. For this student, participating in a study abroad program, in itself, took her out of her comfort zone. She was not ready, or open to, additional discomfort. And, although the faculty-led LSU in Paris program provided her with a basic level of comfort, the service-learning course did not. The course design was unconventional in almost every way, abandoning the classroom and placing emphasis on individual student learning through active participation in service activities in the community. In terms of content—what the student was expected to learn—that was dependent on her individual ability to deductively draw meaningful conclusions from her experiences and her ability to communicate her ideas in discussions with the course cohort and instructor. It was this unconventional character of the course that made the student uncomfortable. And participating in the course pushed this discomfort to a point from which she was never able to recover. This student's discomfort was exacerbated since she had no other course option. This was the only advanced-level French course offered in the program. She had to stay in the course as she had no other alternative if she was to remain in the program. In her particular case, the broader goals of the course design did not complement her individual objectives. Rather, they were in conflict.

### Conclusion

Given the fact that one of the students did not find the course effective in meeting the course goals and objectives, did it meet the objectives and goals as I had expected and hoped? In fact, the course—and the students—exceeded them. Each of the three students engaged in a variety of activities under different Benenova themes. Each said he or she was proud of the skills he or she had developed navigating the public transit system—its cultural knowledge—and they really engaged with those working

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and serving with the associations and with those who were served by these associations. When there was an activity that seemed to provide limited opportunity to speak French, these students initiated conversation and discussion. Because they served in a variety of different contexts, they became aware of an array of social and even political issues in Paris/France. Through their engagement in service organizations, they became aware of community efforts being made to address and alleviate hardships and challenges in the lives of Paris residents, including in the instance of the student who did not enjoy the course or her chosen activities.

From discussions with these students and review of their daily video journals, it was clear each one also made notable progress in spoken French over the duration of the course. Intensive engagement in the service activities required them to overcome nervousness or hesitation that they might have had to speak French. They had to communicate in the target language as best they could, as they had no other option. As a result, where in the beginning the students were apprehensive in speaking or initiating conversation—for fear of making mistakes or feeling like they were inadequately prepared linguistically—by the end, they demonstrated a comfort with and increased fluidity in the target language that was remarkable over such a short period of time. As well, they appreciated the fact that their course provided them with an “authentic” and “real” linguistic and cultural experience outside of a classroom environment and context where they learned—linguistically and culturally/socially—through engaged, real-life cultural, communal activities.

Additionally—and this was, perhaps, the most surprising aspect to me, although maybe it shouldn’t have been—whereas I conceived the service component of the course as being merely a vehicle for students to gain experience and knowledge speaking French and learning about the contemporary cultural issues, the outcome was somewhat different than I expected.

As the students began their service activities, although they had signed up for them understanding broadly the Benenova theme under which each activity fell, they had little real idea of what the broader social issue was, the significance of that issue and the role that the

association played in addressing these issues, let alone the significance of their individual service. They, like myself, saw service as a means to an end for a course in which their service results in a final grade. How could they understand the issue of food waste at open-air markets without experiencing this issue at home in the U.S.? Without staying until the market’s close and seeing the waste, they could not develop real understanding. Even in Paris, if students had been to Paris before and had gone to open-air markets, how many had stayed to the end to see how much food went to waste? The same applies to the plight of lonely seniors in Paris. The student who worked with seniors got an up-close understanding of their isolation. Broad issues such as immigration and refugees are subjects of news stories and political policies, even subjects of academic courses. Yet to visit a refugee site and meet face-to-face with refugees provides an entirely different understanding.

It was through their service activities that students did not simply understand the issues at hand and the efforts that government, associations, groups and individuals were making to improve circumstances and conditions. Rather, or additionally, they internalized and felt the effects of these issues in a visceral and real way. I cannot express the surprise I felt as the students described the emotions they felt when helping others and the passion with which they engaged in activities that became almost personal missions for them. They came to appreciate and understand the value and meaning of their individual service in making a difference. In this way the students stood the conception of the course on its head. Service was not simply the vehicle for learning and finding meaning in the course. The students’ community activity, their engagement in the community, their individual service itself, provided them with a greater meaning and commitment to these social issues than ever imagined. For them, the service itself eventually became their primary interest and motivation. The importance of service as part of an academic class took a back seat to their actions and activities. What was most important and meaningful to them was what they learned directly in and through their performance of service. At the end, it was the course that became the vehicle for what they did and learned in / through their community service. The classroom became their vehicle to speak about their service and what it meant to them.



## Globalized Learning *continued*

The significance of the relationship between the vehicle of instruction and process of finding meaning in the course was not simply that students learned about the culture and gained linguistic skills through their experience. In the end, two of the three students were committed to continuing their service upon returning to their home by either getting involved in existing community service organizations or even starting their own organization(s) based on the model of Benenova.

Upon final reflection, I could not have been happier as an educator with the outcome of this course and project. The students had done exactly what was desired through the course/project design, which was to localize global issues and globalize local issues. By participating in these service activities in Paris, students were able to experience, comprehend and internalize the fact that the issues of consumption, food, food waste, homelessness, immigration, refugees, serving an aging population and helping people at the social margins among other Benenova themes, were not simply limited and isolated to the particular and localized, albeit international, context of Paris, France, but were universal issues that are present and impending today in their own local community: at home. And where they have learned to serve abroad, they now want to continue to serve at home.

After more than two decades of working to globalize student learning, and after two decades of frustration, I believe that I am on the right track through the implementation of a service-learning course in the LSU in Paris program. In 2019 I look to expand the number of students participating in the course as well as the diversity of their service activities. Further, this pedagogy is not strictly limited to French courses, but may be implemented across a broad spectrum of courses and instruction. An example of this is found in the 2019 LSU in Paris program in which service-learning with Benenova will be part of anthropology courses that include field-work studies. I will also offer conventional advanced French courses to accommodate the needs and interests of students who are not comfortable with this strategy of instruction. I am convinced, however, that the pedagogical and learning opportunities that present themselves through the development of service-learning courses abroad hold great promise for us and our students to better understand ourselves and our world. And it will be in this way that our students, through their actions, will realize Jean Monnet's exhortation on the glass wall of the breakfast room, as service learning permits us to meet and know the people without books and with the real world around us.

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## PROGRAM REPORT

# Globalizing Learning: Integrating an Education Abroad Program in a First-Year, First Semester Learning Community

—Linda M. Lyons

Linda M. Lyons is an Associate Professor of Education at Kennesaw State University. She has published on the scholarship of teaching and learning that is germane to multicultural education. Her research concentration examines intercultural competence in higher education through a collaborative approach with campus constituents and other stakeholders when developing and executing cultural awareness curriculum and co-curricular initiatives.

### Abstract

Research that addresses education abroad programs rarely discusses studies conducted with first-year students traveling abroad in their first semester of college, or the specific curriculum and co-curricular activities implemented in the three developmental stages of an education abroad program (pre-departure, in-country, and re-entry/post-travel) that will assist these students in fostering intercultural competence and global awareness. This study explores the implementation and outcomes of a learning community that provides an education abroad experience to incoming first-year students during their first semester of college. Qualitative data was collected from participants' reflective assignments, class discussions, and debrief sessions. Findings suggest this teaching method promotes academic and social development, self-directed learning, a sense of independence and further interest in other education abroad opportunities. Furthermore, this learning process encourages participants to identify degree choices as well as career goals and enhances their deeper connections with peers and to the institution. This initiative serves as a model for other first-year global programs and offers an immediate multicultural education approach to first-year students.

### Keywords

global learning, education abroad, experiential learning, first-year studies

### Globalizing Learning: Integrating an Education Abroad Program in a First-Year, First Semester Learning Community

#### Introduction

Education abroad continues to be integrated into the undergraduate curriculum. Higher education professionals are now exploring the benefits of exposing global learning practices earlier to students with the intent of building intercultural competence, encouraging global citizenship, recognizing different perspectives and worldviews as well as giving students an edge in today's international employment market. Additionally, educators are contemplating how to increase these types of academic experiences for the twenty-first century student. Developing a multicultural perspective is now an on-going priority at institutions of higher learning when designing, implementing and evaluating innovative education abroad programs. However, it is very rare that undergraduates entering college as first-year students have the opportunity to be exposed to multicultural education immediately, nor participate in a five-week education abroad program during their very first semester on campus. Furthermore, there is limited research that shows that this form of global learning is a best practice for incoming first-year students.

Literature indicates that education abroad programs grant individuals the opportunity to leave their home culture for a period of time, enter a new culture, engage in academic and social pursuits, and then return back

## Globalized Learning: Abroad Program *continued*

to their native home (Cushner & Karim, 2004). There is a plethora of current research on education abroad programs and their benefits. The intent, when conducting an education abroad experience, is to specifically find ways to assist students in making the most of their time abroad (Colville-Hall, Adamowicz-Hariasz, Sidorova, & Engelking, 2001). Additionally, the goal is that “students will return with a greater understanding of similarities and differences between cultures, an enhanced educational experience, and insight into future employment, new interpersonal networks, and personal growth” (Chancellor, 2018, p. 42). Theoretical and empirical studies have also increased throughout the years regarding the impact of education abroad on intercultural competence and global understanding (Bennett, 2015). Employers are seeking those college graduates that have acquired intercultural dexterity for today’s contemporary workforce. The National Leadership Council for Liberal Education & America’s Promise (LEAP, 2008) conducted a study that revealed “strong support among employers for an increased emphasis on providing all students with essential learning outcomes” (p. 10). Their findings indicate that employers prefer emphasis on knowledge of human cultures along with the physical and natural world; intellectual and practical skills; personal and social responsibility as well as integrative learning (LEAP, 2008). Creating signature global experiences that help differentiate college graduates gives students an advantage when competing in the global job market.

There are more colleges and universities offering education abroad programs and the unique ways that these initiatives are being conducted for first-year students. The College of Charleston’s first year experience abroad is a spring break trip to Spain. “The idea is to encourage students to explore an area of interest early in their academic career while exposing them simultaneously to the benefits of experiential learning abroad in order to inspire them to consider pursuing a more in-depth experience at a later point” (Smith, 2018, p. 82) and assess learning throughout the event. Michigan State University (MSU) also focuses on abroad travels for first-year students entering college. Their First-Year Seminar Abroad (FSA) consists of seminars that occur during the summer between high school graduation and before the start of the MSU school year (<https://educationabroad.isp.msu.edu/students/fsa>). MSU’s seminars include at least two days of on-campus pre-departure orientation,

followed by group travel abroad for 10–14 days. The goal is to promote academic intelligence, professional and personal development as well as building intercultural competence. Although both institutions’ individual programs are similar to the initiative in this study, their education abroad programs are limited to a much shorter visit abroad, not offered upon entering the institution as a full-time, first-semester, first-year student, and do not indicate any general education course credits awarded to participants of their programs.

### Theoretical Framework

This study is situated within the practice of experiential learning theory (ELT) focusing on combining active learning, reflection, and mindfulness. Experiential education takes a holistic learning approach that combines experience, perception, cognition, and behavior (Kolb, 1984). ELT defines learning as ‘the process whereby knowledge is created through the transformation of experience’ based on a learning cycle driven by the dual analyses of action/reflection and experience/abstraction (Kolb & Kolb, 2008). Often first-year pedagogies warrant a “learning by doing” model that aligns learning that goes on in the classroom with out-of-class activities. Braskamp and Engberg (2011) argue that experiences outside the formal classroom setting influence cross-cultural awareness and enhance the cognitive and reflective process when individuals encounter new experiences. Mindfulness is described as having full attention to the present-moment of an experience without judgment “or the ability to use reflection as a connection between knowledge and action” (Jha, Krompinger, & Baime, 2007; Tuleja, 2014, p. 5). Implementing reflective learning strategies in curricular and co-curricular activities supports learners to process and contemplate upon new experiences while being mindful (Braskamp & Engberg, 2011). Using these primary frameworks will emphasize critical thinking and support retention of global learning outcomes.

### Program Overview

At Kennesaw State University (KSU), there is a combined academic and education abroad initiative known as the First-Year Global Fellows Program. This interdisciplinary program has been in existence for four years and targets students entering the institution to participate in a five-week education abroad experience



## Globalized Learning: Abroad Program *continued*

during the first semester of their first year of college. The purpose of this innovative initiative is to expose incoming first-year students to a collaborative educational process that develops cultural awareness, academic success, and degree program interests. Additionally, this opportunity promotes professional development, strengthens transferable skills for lifelong learning, as well as fosters social and global perspectives. Participants are required to enroll in a specific learning community, where students take two or more linked courses as a group and explore a common topic through different disciplines (Kuh, 2008), and are introduced to learning in real-world situations. This requires students to apply and practice skills that will promote active learning and cultural awareness to be used at the college level and beyond graduation. In addition to participating in an education abroad experience, this initiative also offers first-year students the opportunity to gain 12 general education credits toward their degree program and a seamless transition into college by exposing participants to the campus community and academic resources. Courses within the learning community include the First-Year Seminar and introductions to English Composition, Wellness, and Art. Overall global learning objectives include describing various global social and behavioral systems; applying global perspectives when examining critical world issues; and explaining examples of interconnectedness of global challenges and potential solutions on identified issues. This is achieved through implementing integrated curricular and co-curricular activities within each of the courses that are in the learning community and throughout the three stages of an education abroad: pre-departure; in-country; and post-travel/reentry. As a consequence, the interventions conducted within these three stages are aimed to promote mindfulness, experiential learning, and intercultural dexterity. The program's intent is to also help first-year students identify academic interest and strengths, as well as enhance social and professional development. Furthermore, this program serves as a model for other first-year global initiatives and offers multicultural pedagogies immediately to first-year students upon entrance into higher education.

### Program Logistics

The First-Year Global Fellows Program is open to students accepted to KSU as they transition from high school to college. An application process requires

students coming into the institution with a 2.80 GPA and a submission of a letter of interest, medical approval forms, as well as a small deposit to secure a place within the program. Each year a maximum of 25 students are selected. The fourth cohort was used for this study with a total of 16 students that were admitted and consisted of ten females and six males. Demographics such as race and ethnicity were not self-disclosed on the application. The recruitment process starts the summer before the Fall term, where letters introducing the initiative are sent to eligible students intending to enroll at KSU for the Fall semester. Further marketing and recruiting efforts are done during summer orientation programs, scheduled information sessions, and the distribution of the First-Year Global Fellows brochures at open house sessions held on campus. Additionally, social media sites are used, such as Facebook, Instagram, Twitter, Snapchat, etc. as well as on-going announcements on the Constant Contact platform. Selected participants and their parents are then invited to attend an orientation session that gives further details on the program, shares travel logistics, and allows KSU facilitators to address any specific questions from the audience.

As a cohort, participants spend the first seven weeks of the fall semester on campus, five weeks at the school's educational site in Montepulciano, Italy, and then return to campus to complete the semester with post-travel activities, debriefs and final exams. "These before, during, and after phases have developed significantly in the past 30 years into a continuous timeline of learning and are frequently referenced as pre-departure, in-country, and reentry, respectively" (Bennett, 2015, p. 804). Through this process, first-year students address some of the initial challenges presented during the transition into college by identifying academic and social networks of support, then share with their peers experiential learning experiences while studying abroad, followed by the use of post-travel strategies when returning to the United States.

### Global Learning Activities

Education abroad programs use design elements that might enhance global learning prior to, during, and after the travel experience (Marx & Moss, 2015). For this program, curriculum and co-curricular activities are threaded and implemented within the learning

## Globalized Learning: Abroad Program *continued*

community for alignment with the three focus areas of an education abroad program—pre-departure, in-country, and re-entry/post travel. To achieve an effective cohort-learning environment, instructors must work closely together to ensure that the course content and assignments are fully integrated, which requires consistent communication and ongoing collaboration (Lyons, 2016). The faculty held meetings prior to the Fall semester to assure global learning continuity across the four courses. Curriculum and external activities were designed to align with the education abroad program, global learning objectives, as well as how these interventions are administered throughout the three areas of an education abroad for each specific discipline within the learning community.

**Pre-departure:** Prior to departure, coursework and activities consist of students being familiar with the campus community, educational resources available to them for support and academic success, as well as building a safe learning environment among the cohort and faculty members. The pre-departure stage within an education abroad program provides “students with country-specific materials, language training, institution-specific information, available support systems, understanding of the local academic system and its requirements, and cultural adjustment training”

(Cushner & Karim, 2004, p.296). Each course not only assisted the first-year students with their transition into college through each discipline’s curriculum and the identified campus resources, but also focused on those multicultural activities that are aligned with the education abroad experience. For example, the First-Year Seminar’s class prepared students for travel through research assignments about Italy, identifying personal goals for their abroad travel, and administering a culture-learning strategies inventory and a behavioral assessment. Additionally, the four stages of culture shock—honeymoon, judgment, transition, and acceptance (Participate Learning, 2016)—were discussed, where students had to reflect on examples of each stage and identify the appropriate approaches to manage culture shock symptoms. Other courses within the learning community also included pre-departure interventions. Students engaged in team-building activities in order to build synergy amongst the cohort, visited a local museum to understand structures and protocols in preparation for their visit to historical sites abroad, and participated in workshops on life skills for independent living (e.g. cooking classes, budget management, and basic Italian phrases/language). Specific interventions conducted within the learning community during the pre-departure stage are listed below.

**Table 1: Pre-departure activities: Topic discussions, site visits, and assignments**

KSU 1101 First-Year Seminar	Wells 1000 Foundations for Healthy Living	English 1101/02 Composition I	Art 1107 Art and Society
<ul style="list-style-type: none"> <li>• Campus Resources</li> <li>• Skills for Academic Success/Team Projects</li> <li>• Diversity/Global Learning</li> <li>• Stakeholders Meeting w/participants</li> <li>• Q&amp;A/travel logistics</li> <li>• Pre-Assessment (expectations, culture shock, stereotypes)</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Fitness content</li> <li>• YMCA Teambuilding</li> <li>• Cooking classes</li> <li>• Farm visit</li> </ul>	<ul style="list-style-type: none"> <li>• Academic research &amp; writing</li> <li>• Reports on Italian Culture</li> <li>• Historical sites</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze formal elements of artworks</li> <li>• Visit art museums</li> <li>• Study global artworks within social, historical and intellectual contexts</li> </ul>

## Globalized Learning: Abroad Program *continued*

**In-country:** Concepts and tools introduced in the pre-departure stage assisted learners in their day-to-day experiences that coincided with deepening the ability of students to use cultural frameworks and processes for understanding differences during the in-country phase (Bennett, 2015). During the five weeks abroad, the group visited historical landmarks, participated in a service project, interacted with local leaders and citizens, as well as fully emerged into the Italian culture and community. Activities consisted of shopping at the open market, attending local church services and community events, visiting local artists and government leaders, as well as participating in cultural activities such as cooking classes. These events overlapped with the foundational curriculum shared in the pre-departure stage and allowed students to apply acquired knowledge and skills, as well

as use self-reflection on their in-country experiences. In addition, the learning community's coursework and the classroom environment while in Italy consisted of lectures on Italian culture, noticeable differences and comparisons between the United States and Italy, and further conversations on identifying culture shock symptoms. These topics and discussions reiterated the collaborative learning that was taking place within the cohort and the similar learning outcomes being threaded throughout the learning community's curriculum. Bennett espouses, "While in-country, lectures, activities, simulations, and specific concepts of cultural differences come to life" (2015, p. 808). Below is a list of those in-country activities that promoted continuity and application of the pre-departure work that stimulated more awareness around cultural differences during the trip.

**Table2: In-country activities: Application of learning objectives and curriculum**

KSU 1101 First-Year Seminar	Wells 1000 Foundations for Healthy Living	English 1101/02 Composition I	Art 1107 Art and Society
<ul style="list-style-type: none"> <li>• Team Research Project: 7 Global Challenges for Italy and USA (Population, Resource Management, Technology, Information/ Knowledge, Economic Integration, Security &amp; Conflict, and Governance).</li> <li>• Community service project</li> <li>• Dialogue with community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Italian farm visit</li> <li>• Cooking classes</li> <li>• Italian Market assignment (nutrition)</li> <li>• Physical movement</li> </ul>	<ul style="list-style-type: none"> <li>• Share brief reports on Italian Culture &amp; History during site visits</li> <li>• Assignment on an Italian area of interests</li> <li>• Final paper offering advice to next year's cohort</li> </ul>	<ul style="list-style-type: none"> <li>• Tour studios of Montepulciano artisans</li> <li>• Students use of visual analysis when visiting museums and make comparisons to USA museums</li> </ul>

## Globalized Learning: Abroad Program *continued*

**Re-entry/Post Travel:** “The significant goals of the reentry phase are to make meaning of the students’ experiences, to ensure that the maximum learning is obtained, and to transfer these skills and new knowledge into future academic and career experiences” (Bennett, 2015, p. 809). Prior to departing from Italy, discussions occurred addressing re-entry shock—difficulties one may face when re-entering their own culture after exposure to another cultural environment (Bennett, 2015). Upon returning to the campus community, participants experience transitional and adjustment challenges that make them different from their local

counterparts (Cushner & Karim, 2004). Once on campus, discussions occurred in each class around the re-entry stage, how interacting with peers who have not had this global learning opportunity may be difficult, and the importance of physical care when acclimating back into the students’ normal routine. Final assignments and exams centered on global learning, the education abroad experience, and assessing new knowledge gained as a program participant. Table 3 shares the program’s specific activities for transitioning back into the campus culture.

**Table 3: Post-travel/Re-entry activities: Transitions & Transformative Learning**

KSU 1101 First-Year Seminar	Wells 1000 Foundations for Healthy Living	English 1101/02 Composition I	Art 1107 Art and Society
<ul style="list-style-type: none"> <li>• Team Research Project: 7 Global Challenges for Poster Board Presentations</li> <li>• Post-assessment (re-entry, cultural shock, now what? Discussions)</li> <li>• Résumé assignment (include abroad program and the learning outcomes from this experience)</li> <li>• Final Exam</li> </ul>	<ul style="list-style-type: none"> <li>• Global Healthy Living Final Project</li> </ul>	<ul style="list-style-type: none"> <li>• Final Online Journal Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Paper</li> <li>• Final Exam</li> </ul>

## Globalized Learning: Abroad Program *continued*

Collecting qualitative data was the primary methodology used for this research. Both Creswell (2009) and Merriam (2009) posit that using qualitative data helps to explore and understand the meaning individuals or groups perceive in a situation and to recognize the phenomenon of interest from the participants' perspectives. During the pre-departure stage, specific questions asked were, "What are your education abroad personal goals and expectations?", and "What do you think will be your most challenge while in-country?" Debrief sessions occurred during the in-country stage after each site visit, as well as capturing data through oral and written class assignments within the learning community's courses. This practice not only captured data on the overall education abroad experience but also allowed students the chance to process the daily events that they were exposed to abroad. Prompt questions that were asked in-country were: "How are you handling Culture Shock?" and "What are your reflections on Italy so far?" At the reentry/post-travel stage, students were asked to respond to an open-ended survey that addressed the following questions:

1. How did the trip to Italy meet or did not meet your expectations?
2. What assumptions did you have about Italy that have now changed or have been reinforced?
3. What academic lessons learned from the semester that relate to the trip have changed or reinforced how you think about traveling abroad?
4. Did this trip motivate you to want to participate in more education abroad opportunities? If yes, where would you like to go and why? if No, why not?

### Data Collection and Analysis

Qualitative data were collected by way of reflective writing assignments, audio recordings, and by instructors' observations in order to assess the value of this global learning approach with first-year students. Prompt questions were provided to guide participants through the reflective process with the intent of identifying new knowledge gained from curricular and co-curricular activities during the abroad excursion. Self-reflection encourages students to intentionally consider their experiences, in order to understand how the experience

has affected them on personal and academic levels (Sanders, Van Oss & McGeary, 2016). At the same time, data collection is also capturing examples of application of new skills learned from exposure to the program's interventions. All data collected were transcribed, organized and reviewed, coded into categories, and analyzed for reoccurring themes using Ruona's (2005) Constant Comparative Method of Qualitative Data Analysis which uses four analysis stages: data preparation; familiarization; coding; and generating meaning. Significant statements were identified and interpreted in order to evaluate commonalities and discrepancies that emerged across the data set.

### Findings and Discussion

The intent of this study was to explore the development of cultural awareness when exposing incoming first-year students to a five-week education abroad experience during their first semester of college. Interventions implemented during the pre-departure, in-country, and post-travel stages of the abroad excursion focused on the overall global learning objectives, which fostered collaborative and active learning, academic and professional development, and transferable skills for lifelong learning that enhance social and global perspectives. Although the cohort's demographics show a large number of female students and some students of color that participated in this education abroad program, data did not indicate any significant impact from the interventions and/or assessments based on gender, race, or ethnicity.

The findings report a variety of new knowledge gained throughout the three developmental stages of an education abroad. Specifically findings demonstrate reoccurring themes in the areas of (1) applying theory to practice in real-time experiences (2) fostering self-directed learning, independence/autonomy, and maturity (3) identifying degree choices, career goals, and motivation to do more education abroad and (4) creating deeper connections with peers and to the institution. Findings aligned with application of new skills, self-directed learning, and the creation of deeper connections were from data captured during the in-country stage. Once returning to the States after the five weeks abroad, students reflected more on degree and career choices along with expressing interest in participating in other education abroad programs in the future.



## Globalized Learning: Abroad Program *continued*

### Applying Theory to Practice

Bennett and Salonen (2007) posit that active and experiential learning in academic programs is central to putting adult theory into practice. Findings indicate that participants viewed the trip as relevant to class assignments, applied lessons taught throughout the semester, and promoted experiential learning through a “learning-by-doing” concept. One student stated, “We learned things about different cultures while there that we could never have learned in a classroom on campus”. Another pointed out “We weren’t just sitting in class learning about art, we were seeing the art and experiencing it as we learned about it, which was truly incredible.” Furthermore, students made connections from coursework that was taught in the traditional learning setting to what they were experiencing. One student illustrated “The assignment on culture shock had a diagram stating, ‘when newness decreases comfort increases’; I find that to be true because my culture shock experience abroad has taught me to step out of my comfort zone and be more open-minded”. Alternative teaching methods to increase cultural awareness “range from presentation of materials on different cultures in a domestic classroom environment to actual exposure and direct involvement with different cultures in foreign locations” (Anderson, Lawton, Rexeisen, & Hubbard, 2006, p.459). One student elaborates on this stance sharing “It is one thing to learn about different things through textbooks and see pictures on power points but it’s a whole other story when you are abroad and experience it firsthand”, while another stated “I felt the readings/assigned books helped me to understand the culture, being there actually helped me embrace and experience the culture in real-time”. Mindfulness creates an awareness that occurs when being present in the moment as the experience unfolds moment by moment (Kabat-Zinn, 2003). As students were engaged with activities and interactions with local residents during the trip, reflection and connections to key concepts from class helped students to synthesize the global learning objectives.

### Fostering Self-Directed Learning and Independence

Self-directed learning is “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes” (Knowles, 1975, p. 18). Students were exposed to global learning objectives and preparation strategies for travel during the pre-departure stage. While in-country, debrief sessions occurred after each site visits. Both practices allow participants to reflect and process daily activities that they were exposed to and encourage critical thinking—the analysis, synthesis, and evaluation of concepts and their primary meaning (Gokhale, 1995). The use of critical reflection is encouraged when learners are in situations where they are forced to make a decision in an unfamiliar environment (Jenkins, 2012). For example, one student shared “On this trip I’m really getting better at making decisions on my own, asserting myself, taking responsibility, figuring out how to do things such as travel, and just general adult behaviors that I had not developed before the trip”. Additionally, findings indicate that some thought that key life skills were developed that may not have occurred until later years in college. To this point, one student shares “I have learned how to cook, do laundry, motivate myself to do assignments on time, budget money, shop for groceries, and generally act as a responsible adult. So many life skills that I probably wouldn’t get as a freshman if I didn’t take this trip my first semester.” Several expressed personal development that aligned with a sense of empowerment, independence, and maturity while away from the comforts of home, family, and friends. One student offers an example of this by stating “I am gaining so much more independence from this trip, family goes from being an hour away to a day away. After a while, you shed the daunting feeling that you need them as your safety net and develop the sense that you are capable of figuring things out very quickly on your own.” Information shared and feedback gained through these specific interventions and experiences enhances self-efficacy—individuals who are more confident of their abilities and are more likely to initiate and persist in their efforts to perform better will actively seek cross-cultural experiences during their international assignments (Ng, Van Dyne, & Ang, 2009; Gist & Mitchell, 1992). To this point, one student stated

## Globalized Learning: Abroad Program *continued*

“I think the most important experience I had from this trip was being on my own and discovering who I was in another country.”

### Continue to Travel Abroad: Identifying Degree Choices and Career Goals

Education abroad “becomes an invaluable resource for undergraduate students in navigating professional careers and personal lives” (Harrell, Sterner, Alter, & Lonie, 2017, p. 57). Data captured through open-ended questions during the post-travel/re-entry stage identified noticeable themes from participants’ desire to travel more as it aligns with their degree choices and career goals. One student shared “I am now eager to continue studying abroad and will take these experiences with me beyond graduation when I start working in my field.” Another student indicated that the program impacted their life by raising their cultural awareness and influencing their career pursuit. Their statement expressed that “Global Fellows helped me to become well-rounded in the development of intercultural competence and has led me to pursue an international career path in order to experience different cultural lifestyles.” Another student expressed, “This experience will help me graduate because I’m excited about my degree choice and how it will garner more opportunities to go outside of the United States.” The desire to travel lends an appreciation for experiencing new cultures in an immersive and authentic way (Harrell et al., 2017). One respondent illustrates this point by sharing “I would now like to go to Panama for a year of coursework so I can focus on my Spanish; this will give me an authentic learning experience and will be an addition to my *resumé* before graduating from college”.

Although many of the students shared that they wish to continue to travel throughout their college career and beyond, some expressed a preference to wait before traveling again, citing homesickness and the length of time away from family and friends. Statements that contribute to this aspect were: “I really loved the experience; I just don’t know if I want to leave my family and friends for that long again”. Another expressed “I’ve always been very close to my parents and after being so far away from them for over a month I started to get restless and a little homesick.”

### Deepening Connections with Peers and the Institution

Learning conducted outside the formal classroom setting influences cross-cultural awareness, especially those where students interact with each other while together processing and reflecting upon new encounters and experiences (Braskamp and Engberg, 2011). As stated by one student, “I got to know my classmates as I went through this learning process with them and after traveling together, I was able to open up and share my thoughts without fears of judgement.” Drago-Severson, Helsing, Kegan, Popp, Broderick, & Portnow (2001) expand on the notion that interpersonal relationships developed in a cohort learning environment make a critical difference in peers’ academic learning, emotional and psychological well-being, as well as their ability to broaden their perspectives. Participants shared that they now have a broader network of friends and faculty members to associate with as they continue their studies at the institution. One statement shared by a student demonstrates developing a peer network: “Making friends was one of the best experiences for me during this trip. Many people don’t have the option to go on an extended overseas trip, bound with a class of strangers, and make lifelong friends in the process”. Another participant indicated “making lifelong friends on the trip was instrumental to my learning”. One student specifically acknowledges the uniqueness and benefits of this program for selected incoming first-year students and stated “We have learned very valuable life lessons on this trip that most first-year students don’t learn for a long time, at least until their third or senior year of college”. Additionally participants expressed a deeper connection and commitment to the institution for providing this global education opportunity to first-year students in their first-semester of college. One student shared “This trip has shown me that KSU has so much to offer and these extra-curricular activities, such as, study abroad and student-centered clubs, can really help on the journey to graduation.” Another expressed that “This experience helped me realize that KSU might be the place for me based on the many opportunities like this offered over the course of the four years”.

### Limitations and Future Directions

The students in the study gained immediate knowledge through participating in the education abroad and being

## Globalized Learning: Abroad Program *continued*

exposed to cultural differences that promoted global awareness and the curiosity to learn more. However, assessing the participants' responses to the program and its interventions were conducted during a short period. Due to the study's limited timeframe for developing intercultural competence, learners may not know of the impact of being exposed to this global teaching approach until years later. What is shared are the students' attitudes towards their education abroad experiences at the end of the academic semester, which does not provide a true understanding of transformation over time. In order to determine the long-term effects of being exposed to this form of teaching globalization with the intent for the development of cultural awareness, a longitudinal study should be considered. Longitudinal studies are essential to the understanding of the effectiveness of international education (Anderson et al., 2006), and this study further demonstrates this need for on-going evaluations. Furthermore, first-year students are desiring to perform well when entering college. Incoming students are likely to be very mindful of how they present themselves, the norms they are expected to meet, and the academic performance expectations from faculty (Shaw, Lee, & Williams, 2015). The idea that first-year student wants to be seen as an accomplished learner, high achiever, and academically successful individual during their first semester of college should be taken into consideration when analyzing the data. This is also a small population of first-year students that are exposed to this program. KSU's school enrollment is over 36,000 students with expected 5,238 first-year students entering the institution during the Fall semester (Intuition's data files KSU Fact Book, 2017), in which over 3,000 of these incoming students are eligible to apply to this education abroad program but only 25 are selected. A large amount of resources and facilitators' time goes into this initiative for such a small number of participants.

The cohort for this specific study is indicative of the overall assessment of the First-Year Global Fellows Program. Since the program's inception in 2014, four cohorts have participated in this initiative. A comprehensive review of the program shows that those first-year students who are part of this teaching approach tend to gravitate to majors that have a focus in globalization. Additionally, all participants of the program engage in more campus organizations, clubs, and community service opportunities. This innovative initiative has

the potential of becoming a signature program for the institution. Overall data indicate that 74% participants are still enrolled at the institution (which strengthens recruitment, progression, and graduation (RPG) rates) and of this group, 28% percent are majoring in some type of intercultural degree program (e.g. International Business/Affairs, Anthropology, Art History, Foreign Languages, or Language Linguistics). Five previous participants have done international internships, and one has a desire to join the Peace Corps after graduation. To ensure that these results continue in the future, the recruitment and program application processes should use screening methods to identify appropriate candidates for the rigorous curricular and co-curricular activities presented in the program. In addition to the letter of interest, participants should indicate if their potential degree program has a multicultural focus. This will help to redesign and align global learning outcomes for a more specialized learning community.

While this program offers first-year students a unique teaching approach to instill cultural competence, what follows are several additional suggestions to consider for future global program development. These suggestions are presented to augment education abroad initiatives similar to the First-Year Global Fellows Program. First, allocate one class session, or more, where all faculty meet with the participants to tie in specific global learning practices and objectives. This reinforces threaded global learning consistency throughout the courses within the learning community during the duration of all three stages of an education abroad program. Second, consider collecting data on the participants' progress during their college tenure at the institution. The intent for a longitudinal study will assist in determining if a paradigm shift did actually occur for students who participate in this form of cultural development. Quantitative data, such as grade point averages (GPAs), should be collected and reviewed annually to assess retention, progression, and graduation rates of the participants. When collecting future quantitative data, consider doing comparison studies, for example, compare first semester final grades of the newly entering cohort to those of previous participants of the program. Additionally, comparisons can be made between those students of a first year, first semester education abroad program and that of a control group—those first-year students who did not participate in this form of global learning during their first semester of

## Globalized Learning: Abroad Program *continued*

college. This too will assess if cultural awareness and skill development are taking place and answer the question if this form of multicultural education is making an impact and whether or not more learning communities should apply this teaching method. Furthermore, data findings presented a difficulty in understanding the effectiveness of specific interventions used by instructors. Specific questions will need to be included that address which curricular and co-curricular activities promoted active learning and cultural awareness. Qualitative assessment methods should be expanded to coding data as it pertains to the interventions within the three stages of an education abroad program. Based on the problem and the research questions, Merriam (2009) suggests that in a qualitative study, data should be analyzed simultaneously with data collection. "Without ongoing analysis, the data can be unfocused, repetitious, and overwhelming in the sheer volume of material that needs to be processed" (p. 171). Managing data through use of shorthand description (e.g. single words, letters, numbers, phrases, colors, or a combination of all) can assist in easily accessing specific and relevant data findings as well as a systematic way to store coded field data (Merriam, 2009; Huberman & Miles, 1994). This in-depth content analysis of students' reflections before, during, and after their travel abroad may give a richer and more systematic set of data findings as it specifically aligns with the interventions implemented during the course of the semester. Lastly, consider bringing other stakeholders into the process. Develop an advisory committee that includes the department chairs of those courses taught within the learning community, the college dean where the program is housed, and other constituents invested in this education abroad program in order to gain their insights and support on future planning stages for the program.

### Conclusion

This study suggests that offering an innovative education abroad opportunity to first-year students during their first semester on campus promotes further interest to participate in other education abroad programs, encourages degree choice and career goals, builds a closer social as well as academic network with peers, along with a stronger commitment to the institution. The teaching method described in this narrative is designed to help students apply theory to practice. Few institutions incorporate this type of experiential learning in the first year, first semester of college, but assessment data collected on the initiative conducted at KSU indicate that this form of pedagogy enhances global learning practices, cultural awareness, and intercultural competence, as well as promotes active global citizenry. Furthermore, the data demonstrate that this program advances a positive academic trajectory, as well as provides the opportunity for personal and professional growth and development. The interventions from this study are not limited to just first-year students, but to learners being introduced to cultural differences and those who desire an education abroad experience. Its intent is for learners to be exposed to cultural experiences, multicultural education and co-curricular activities that will establish a foundation towards their global learning. Additionally, suggestions, as well as the limitations, shared in this narrative will give further insights to practitioners on potential interventions that will enhance global engagement and intercultural competency development.

Globalized Learning: Abroad Program *continued*

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# ESSAY

## Engaging University Faculty in Linguistically Responsive Instruction: Challenges and Opportunities

—Colleen Gallagher and Jennifer Haan

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### Abstract

In the context of globalization, teaching in a multicultural, multilingual classroom becomes increasingly important. This study examines faculty response to Linguistically Responsive Instruction (LRI), a pedagogical approach designed to facilitate and address the needs of all students, including those who are culturally and linguistically diverse. The research finds that while faculty are open to many LRI techniques, their responses to them are mitigated by factors related to teacher identity. In order to be successful in implementing faculty development related to linguistically responsive instructional techniques, faculty need to see how these techniques benefit all students and maintain a high level of academic rigor.

### Keywords/phrases

International students, content-based instruction, linguistically responsive instruction, faculty development

### Engaging University Faculty in Linguistically Responsive Instruction: Challenges and Opportunities

University student mobility has increased in English-speaking countries in recent years (Australian Government Department of Education and Training, 2008; Institute of International Education, 2014; Institute of International Education, 2015). With 5.2% of the US university student body now comprised of international students from China, India, South Korea, Saudi Arabia, and elsewhere (Institute of International Education, 2016), it is imperative that universities and faculty develop culturally and linguistically responsive programs and pedagogies necessary to teach a global student community effectively. This paper focuses on linguistically responsive instruction (LRI), or classroom techniques that instructors across the disciplines can use to support emergent multilingual (EM) students, a term used here to refer to students proficient in one or more languages who are now working toward advanced academic proficiency in the language of instruction.

Research reports that international students face different types of challenges than their domestic, native-

## Linguistically Responsive Instruction *continued*

English speaking peers. In addition to adjustment to university life, courses, and expectations, EM students are learning to work in a different culture as well as a different language, facing a “double load” (Ren & Hagedorn, 2012) as they complete academic work and move toward a degree. Some of these additional challenges include adjusting to the educational culture as well as reading and writing academic texts in an additional language (Pederson, 1991). In order to create a more inclusive classroom environment for EM students, faculty in the content disciplines could use culturally-conscious, linguistically-informed instruction in their disciplinary classes, called here linguistically responsive instruction (LRI). The focus of this paper is on disciplinary instructors’ inclinations to use such LRI techniques in their classes.

### **Background and Theoretical Framework: Content-Based Instruction and Social Views on Languages, Literacy and Learning**

At the instructional level, some universities have responded to the needs of EM students with forms of content-based instruction (CBI), or “the integration of content learning with language teaching aims,” which synthesize students’ interests with an exposure to “meaningful language in use” (Snow, Brinton & Wesche, 1989, pp. vii-viii). Academic support in a CBI approach takes the form of culturally and linguistically supportive adaptations to teaching and instructional materials. CBI has been implemented at the tertiary level using various program types, including sheltered instruction (Brinton & Snow, 2017; Snow, Brinton & Wesche, 1989). Sheltered models consist of dedicated EM student sections of content courses taught by a specialist in the discipline who has some training in supporting emergent multilingual students. To exemplify, three decades ago, Snow, Brinton and Wesche (1989) documented a successful program at the University of Ottawa that employed a sheltered instruction program in their French and English medium introductory psychology classes. The sheltered courses were co-taught by a language instructor who supported content comprehension and language production and a content instructor carefully selected for competence in the language of instruction, positive attitudes toward working with emergent multilingual students, and general approach to teaching.

In many institutions, however, these models of co-taught instruction are not in place. Often, EM students take classes with fully proficient users of the language of instruction without additional language support courses, and they could benefit from pedagogical techniques that explicitly support their language and content development. Recently, some voices in the field have acknowledged this and called for greater inclusion of global EM students within university classes (e.g. Bifuh-Ambe, 2011; Hafernik & Wiant, 2012; van der Walt, 2013). Hafernik and Wiant (2012), for example, detail practical strategies for faculty across the disciplines to better support and include EMs. Shapiro, Farrelly & Tomaš (2014) emphasize the importance of knowing about students’ cultures and applying principles of second language acquisition in designing successful instruction and assessment to include multilingual global student populations.

Theories of literacy and language acquisition also support this approach to instruction. A sociocultural approach to language, literacy, and learning serves as the theoretical framework for this study. Social views of language (e.g. Schleppegrell, 2004) emphasize the meaning-making function of language in use in a particular social context, while social views of literacy (e.g. Freire, 1970; Gee, 2015; Kern & Schultz, 2015) emphasize literacy as a set of practices carried out in particular social contexts. Rather than focusing narrowly on literacy as a set of skills, social views of literacy focus on the ways of being, valuing, and doing (Gee, 2015) and relating to the world (Freire, 1970) associated with the literacy practices. These theoretical conceptions of language and literacy are coherent with a view of learning as a collaborative endeavor mediated by language use in a social context (Halliday, 1993; Vygotsky, 1978). If, as Halliday (1993) points out, “language is the essential condition of knowing, the process by which experience becomes knowledge” (p. 94), then faculty across the disciplines must attend to language as they focus on disciplinary learning. However, prior research documents that many content instructors resist identifying as teachers of language (e.g. Gallagher & Haan, 2018; Walker, Shafer & Iiams, 2004). It is important, then, to examine the beliefs and practices of faculty across the disciplines to find out the ways in which they are conducive to helping EMs take up the ways of thinking, knowing, doing, and using language.

## Linguistically Responsive Instruction *continued*

### The Knowledge Base for Linguistically Responsive Instruction

The challenge of serving EMs in classes across the disciplines is not new; elementary and secondary schools in the United States (US) have been striving to equip teachers with the skills to teach a global student population for several decades (e.g. de Jong, Harper, & Coady, 2013; Echevarria, Vogt, & Short, 2017; Lucas & Villegas, 2011) and universities in Europe and elsewhere have also turned to English-medium instruction and content-language integrated learning (CLIL) pedagogies (Fortanet-Gomez, 2013). Universities in the US, however, have generally not adopted formal language education policies or programs and are still grappling with the challenge of how to support EMs both in and out of the classroom.

Experts in teacher education for LRI in content-based elementary and secondary classrooms (e.g. Coady, Harper, & de Jong, 2011; de Jong & Harper, 2005; de Jong, Harper & Coady, 2013; Lucas, Villegas, & Freedson-Gonzalez, 2008) generally agree that instructors need to know about their students' educational, linguistic, and cultural backgrounds; about processes of second language acquisition, the role of language in teaching and learning, and strategies for supporting content and language learning; and finally about contextual factors such as laws, policies, resources, and programs that impact their work. Additionally, they need to have some level of language awareness (Fillmore & Snow, 2000) and hold positive orientations toward EM students and their languages and cultures (Lucas & Villegas, 2011).

The authors (2018) have proposed a similar knowledge base for LRI across the disciplines in universities in the US and other English-dominant countries. Drawing on the LRI research in general and in de Jong, Harper, and Coady (2013) in particular, we suggested that effective university instructors of EMs need (1) culture- and language-specific knowledge of their students, (2) knowledge of effective pedagogical techniques for supporting learning of both disciplinary content and advanced academic language, and (3) knowledge of policies, programs, and resources in their university context. These three bases of knowledge allow instructors to successfully engage in a pedagogy geared toward EM

students. The current project examines which elements of this framework university faculty will take up, and what might mitigate their response to this framework.

### University Pedagogies and Techniques for Linguistically Responsive Instruction

Current approaches in college teaching such as learner-centered teaching (Weimer, 2013) and active learning (Prince, 2004) can inform practice for linguistically responsive instructors in university settings. Learner-centered teaching, whose goal is "the development of students as autonomous, self-directed, and self-regulating learners" (Weimer, 2013, p. 10), is characterized by instruction that is engaging, empowering, and collaborative for students while also encouraging them to reflect on their own learning (Weimer, 2013). It goes hand-in-hand with an active learning approach in which students are engaged through meaningful activities and reflection on learning (Prince, 2004). Pedagogical practices used in active learning classrooms include reflection, metacognitive awareness on the part of the instructor, explicit instruction in how to carry out disciplinary tasks, sharing rationale for tasks and assignments with students, and promoting student reflection about their own learning (Cook-Sather, 2011).

Instructors can use various techniques to put learner-centered teaching and active learning philosophies into practice. One common practice is collaborative learning, or group work using an intentional design that requires all students to be actively engaged in meaningful learning tasks (Barkley, Major, & Cross, 2014). Major, Harris, and Zakrajsek (2016) offer an extensive compilation of evidence-based techniques for active learner-centered teaching, including student-engaged lectures, discussions, the teaching of reading strategies, writing-to-learn tasks, and metacognitive reflection. These approaches and techniques are consistent with sheltered instruction in supporting a constructivist approach to intellectually rigorous work for students.

Sheltered instruction as it has been implemented at the elementary and secondary level in the United States can also inform pedagogical practices for LRI at the university level. A well-known specific model of sheltered instruction, the sheltered instruction observation protocol

## Linguistically Responsive Instruction *continued*

(SIOP; Echevarria, Vogt, & Short, 2017) has been used in K-12 classrooms throughout the United States. This framework is made up of thirty features of sheltered instruction grouped thematically into eight components focusing on various aspects of instructional design and delivery, including lesson preparation, building background, comprehensible input, interaction, learning strategies, practice and application, lesson delivery, and review and assessment. Example features of sheltered instruction include techniques such as writing content and language objectives for a lesson; using graphic organizers, pictures, and other visual cues; incorporating an academic vocabulary focus into the lesson; using speech that is appropriate for students' proficiency levels; scaffolding language use; and providing feedback on content and language.

Finally, pedagogies employed in settings involving content-language integration as primarily a foreign language teaching technique can inform LRI pedagogy. Stoller and Grabe (2017) put forth their six T's framework for course design, advocating that instructors plan in terms of "integration of themes, topics, texts, tasks, transitions, and threads" (p. 55) and suggesting instructional activities consistent with this framework: instructor-generated tasks such as lectures and worksheets and external texts such as guest speakers; vocabulary-building tasks such as consciousness-raising tasks, word wall activities, and vocabulary collection strategies; and transitions such as explicit instructor explanations of the links between a prior topic and a new one. Lyster (2018) discusses teacher scaffolding strategies for language comprehension such as visuals, graphic organizers, multimedia, gestures, and facial expressions, all of which provide redundant cues in the input to aid meaning-making.

For university instructors of multilingual students to engage in LRI, then, means that they use good general practices for college teaching, sheltered instructional practices that are culturally and linguistically inclusive and supportive, and practices designed specifically to promote academic language development. However, challenges exist in instituting these practices. For some, limited prior pedagogical training and deficit-oriented thinking about working with a global student population (e.g. Gallagher and Haan, 2018; Gallagher, Haan, & Lovett, 2019) can be roadblocks; for others, it is concerns

that altering the course may decrease the rigor and for others still common disciplinary teaching practices may seem removed from active learning and LRI techniques. In order to be effective, faculty development in LRI needs to be sensitive to the beliefs and practices of faculty across the disciplines and the context of teaching in higher education, an undertaking begun and reported on in this paper.

The overarching goal of the project under consideration was to explore the feasibility of applying linguistically responsive techniques to university classrooms. The specific research questions addressed were the following: (1) What are participants' beliefs about linguistically-responsive techniques? and (2) how do participants use these techniques in teaching?

### Methods

This study took place during a semester-long faculty development seminar at one mid-size private comprehensive university in the midwest United States. While the university was offering English language development courses for pre-matriculated students through its intensive English program, it was not employing an intentional CBI program for matriculated EM students. Most of these students were not taking intensive English program courses, therefore their content courses were a key venue for continued advanced academic English development. The faculty development seminar aimed to help participants work with EM students in their disciplinary classes.

### Participants

With the help of the university's learning and teaching center, the investigators invited all full-time faculty members at the university to participate in a faculty development seminar series on linguistically responsive instruction. Investigators invited the first 10 respondents to join the seminar, as they represented a variety of disciplines across campus, and eight of those ultimately consented to participate in the study and attended the seminar regularly. Table 1 (on next page) describes the participants with data they supplied on questionnaires before the first meeting.



Linguistically Responsive Instruction *continued*

Table 1

*Description of Participants (N=8)*

Disciplines	Design (n=1), engineering (n=1), communication (n=2), economics (n=1), English (n=1), languages (n=1), education (n=1)
Numbers of years teaching	Range 1-29; median 13
Training in teaching	Graduate teaching assistant training (n=3), in-service workshops (n=1), undergraduate degree in education (n=1), graduate degree in education (n=2), experiential (n=1)
Training in teaching multilinguals	Reading/self-study (n=1), graduate degree in foreign/second language teaching (n=1), experiential (n=1), none (n=5)
Levels typically taught	Undergraduate (n=8), graduate (n=1)

A subgroup of these participants volunteered to have investigators observe them teaching and participate in a post-observation interview. These four subgroup participants were from the fields of education, economics, theater, and communication.

### Data Collection

**The seminar series.** Seminar facilitators and faculty participants met every other week for 75 minutes throughout the spring semester. In these six seminar meetings, we discussed, (1) the role of language in teaching and learning, (2) students' cultural and linguistic backgrounds, (3) principles of second language acquisition for CBI, (4) supporting second language writing, (5) co-curricular university supports and (6) assessing writing. For sessions two and five, the two investigators hosted colleagues who were specialists in the focal topics to present to the group. Session two included faculty members who spoke about language, culture and education in Chinese and in Arabic-speaking countries,

the two biggest contributors of international students at the university. For session five, panelists included representatives from the writing center, the intensive English program, and the office of learning resources, which offers a learning strategies bridge course for new EM students. For the other sessions, the investigators acted as facilitators, presenting information, posing questions, and facilitating discussion. Participants were engaged and discussions often exceeded the time allotted.

**Data collection procedures.** Instruments for data collection included an instructor-modified LRI questionnaire based on the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2017), field notes from seminar conversations, a teaching observation and follow-up interview, and prompts for participants' written reflections.

Eight participants responded to the questionnaire in an online format at the start of the seminar series. During and just after each seminar meeting, the

## Linguistically Responsive Instruction *continued*

investigators made detailed field notes about the delivery of and conversations during the meeting. In April, investigators observed, took field notes in, and audio recorded four participants' classes. They then conducted an audio-recorded semi-structured interview to find out more about their instructional decision-making. During the last seminar, the investigators conducted an audio-recorded focus group interview with all participants to gather feedback about their learning during the seminar, and they also asked participants to fill out a written reflection and feedback form about what linguistically responsive techniques they would implement and their suggestions for improvement of the seminar.

**Data analysis procedures.** The data analysis strategies were both qualitative and quantitative and include triangulation of sources, data, and analysts. First, the individual and group interviews were transcribed by a research assistant and double checked and edited by a second research assistant and the investigators. Then they constructed response items from the LRI questionnaire, transcripts of the group and individual interviews, and field notes which were coded and analyzed recursively using grounded theory procedures (Strauss & Corbin, 1998). Both investigators independently coded these sources for higher-level and lower-level themes. Three iterative rounds of coding resulted in the following themes centered on (1) teaching and learning; (2) teacher identity; (3) student characteristics, actions and concerns; (4) language and second language acquisition; and (5) the faculty development seminar. For the purposes of this paper, only the first two codes are represented; these allow us to talk specifically about global teaching and learning practices and the multiple ways teacher identities relate to those practices. Codes were not mutually exclusive, however; that is, a respondent's reflections on a particular instructional episode often simultaneously displayed beliefs about teaching and learning and shared student concerns. Rather, the coding scheme provided different lenses on the beliefs being expressed by the participants.

The investigators also calculated frequencies and percentages for the Likert-type items on the LRI questionnaire and compared these responses to themes in field notes and transcripts. Together, these data provide some valuable insights about instructors' beliefs about and practices in LRI techniques in university classrooms and by extension, about the feasibility of offering faculty development in such techniques.

### Data

This section is organized according to the two research questions about participants' beliefs about LRI strategies and their use of those strategies in class. The data show that participants are more inclined to report positive beliefs about and actually implement techniques that are beneficial for all students and focus more on content than language, and that the inclination toward using linguistically responsive practices is related to their existing teaching philosophies and practices.

### Participants' Beliefs about Linguistically-Responsive Techniques

From the LRI questionnaire. The questionnaire was used as a foundation for understanding instructors' beliefs about using instructional techniques to benefit EMs. According to the questionnaire, participants were positive on the whole about using LRI techniques.

Those techniques rated most positively were, for the most part, clearly linked to teaching the content of the discipline and to effective teaching practices for all students. Written survey comments show that faculty participants oriented to this overlap between linguistically responsive practices and good teaching for all. Wrote one, "I think actively engaging students always provides a good learning environment for all types of students," while another wrote, "I think the above strategies are important to learning deeply in most domains," and a third commented, "All students (Native or not) learn differently so many types of learning would always prove to be beneficial."

Those rated neutrally were ones that tended to focus more on supporting language use and development. While these techniques garnered neither positive nor overly negative written comments on the whole, this could be a good sign for faculty development efforts; perhaps with some focus on raising language awareness, some of these linguistically responsive strategies could be taken up by instructors in their teaching practice.

Finally, two of the techniques rated most negatively by the faculty participants - adapting oral language and written texts for various language proficiency levels - would arguably require the largest departure from instructors' current practice. Furthermore, as with the

Linguistically Responsive Instruction *continued*

Table 2 Instructor beliefs about linguistically-responsive techniques from SIOP survey	
Techniques rated most positively (1.00-1.5) <sup>1</sup>	Shared content objectives, appropriate content concepts, supplementary materials, explicit links to student background and experience, explicit links to past learning, key vocabulary emphasized, clear explanations of tasks, variety of techniques to make content concepts clear, opportunities to use learning strategies, varied question types including higher order, clearly supported content objectives
Techniques rated neutrally (1.6-2.1)	Shared language objectives, meaningful activities, scaffolding, opportunities for interaction, grouping configurations that support objectives, wait time, clarification in L1, hands-on materials, activities that apply language and content, integration of four skills, clearly supported language objectives
Techniques rated most negatively (2.1-2.6)	Texts and assignments adapted for all levels of proficiency, speech appropriate for proficiency levels, student engagement 90-100% of class period

<sup>1</sup> Participants were asked to state their opinions about how appropriate each instructional technique was for a combined class of emergent multilinguals and monolingual students in their disciplines on a scale of one (strongly agree) to five (strongly disagree).

other technique more negatively rated - actively engaging students for the majority of the class period - these were techniques which participants perceived as incompatible with rigorous college level work. Written survey comments illustrate this thinking. As one participant commented, "We are told to expect the same caliber of work from native and non-native English speakers, so if by 'adaptation' you mean using simplified versions of readings, then I would have to say disagree." That same participant later wrote, "Again, it is not possible to make too many adjustments in the presentation, because I have an obligation to convey college level content. But I have many office hours, and students who have difficulty are always welcome!" Another participant addressed the perceived problem of decreasing rigor by writing, "I would

only use speech appropriate for students' proficiency level if they came to me to talk about it. I default to an understanding that they are at a level of comprehension." Not only do some participants see adaptations of written and spoken language as potentially inappropriate in general, but some also suggest that it is incompatible with their disciplines. As one participant put it bluntly, "It's philosophy. I cannot lower the requirement on language. They must be able to understand and write on abstract concepts." Regarding the relatively negative reaction to student engagement, one written comment suggested that the respondent saw this suggestion as counter to the need for students to take personal responsibility by writing, "It is the responsibility of students to actively engage. I can be 'engaging' but in the end, they must

## Linguistically Responsive Instruction *continued*

‘attend’ in the complete sense of the word.” The notion of rigor and responsibility in active learning tasks merits attention in faculty development efforts on LRI.

From interactional data, interviews and observations. Interviews, seminars, and the end-of-semester focus group also served as data whereby investigators could develop a more nuanced understanding of participants’ beliefs about topics related to LRI. While at times participants overtly stated their beliefs, many times they also alluded to them more indirectly. For both direct and indirect indications of belief, participants addressed themes of (1) teaching and learning and (2) teacher identity and how those relate to implementation of particular linguistically responsive techniques.

In terms of specific instructional strategies, as with the results of the questionnaire, instructors were more likely to be interested in implementing techniques they perceived to be beneficial for all their students, not only their EM students. This included instructional techniques such as incorporating visuals, providing encouragement and praise for students, allowing students to come to their office hours, and varying instructional strategies to respond to a variety of students. The extent to which the instructors implemented these techniques, however, seemed to be mitigated to a large degree by their own teaching philosophies and professional identities, more than by an interest in supporting linguistically responsive instruction. The education professor, for example, drew heavily on his experience teaching middle and high school to provide a rationale for his decision to include content objectives and clear visuals; whereas the theater faculty member indicated his belief that learning should be “fun and active” and students should “learn by doing”. These techniques fit squarely within an LRI approach to instruction, but faculty seem to enact those elements they are already comfortable with using.

These notions of teacher identity and effective college teaching also seemed to play a role in what LRI related instructional techniques faculty were less likely to implement. First and foremost, participants identified themselves as faculty in a particular discipline, and in fact, the content and pedagogical approaches used by their discipline shaped not only their classes, but also the ways they thought about instructing international students. The economics professor, for example, spent a

lot of time discussing the role of graphs and visuals in the class, largely because the development of these visuals are important for the discipline of economics. The same was true for the theater professor; when interviewed about his approach to teaching, it was largely framed in terms of movement and activity - tying the pedagogical approach to the discipline of theater itself. This connection to the discipline seemed to have an additional effect, however. Because they primarily (even exclusively) considered themselves instructors of their own disciplines, they did not consider themselves to be language teachers and, for the most part, were less willing to incorporate specific language-related instructional strategies such as developing language objectives, defining non-disciplinary vocabulary items, or adjusting their speech for linguistic differences.

Secondly, faculty identified themselves as university professors, and this aspect of their identity as instructors seemed to have contributed to their notions of what a college classroom should look like, particularly as it relates to rigor. Throughout the seminar, there were often questions regarding how to maintain high standards and academic rigor while simultaneously attending to the varied linguistic and cultural needs of emerging multilingual students. These led to discussions about ways to teach difficult, highly academic content in different ways, so that while the pedagogical strategies to access the content may change, the material of the course does not.

Interestingly, however, in the post seminar interviews it became evident that many of the instructors equate rigorous, college-level teaching not only with challenging content but also with particular pedagogical strategies that were perceived as more difficult than others. All of the faculty interviewed discussed the importance of challenging their students, getting them out of their comfort zones, and encouraging them to stretch themselves, but when giving examples of how they accomplish this, it was often through particular pedagogical strategies rather than through the content of the course that this happened. For instance, one faculty member discussed the use of questioning in class, noting that she calls on everyone in class during the semester, and it often makes them uncomfortable, but “it gets better as the semester goes”, and she does this a way to push them out of their comfort zones and encourage

## Linguistically Responsive Instruction *continued*

them to recognize the high expectations of the class. Another discussed the use of public humiliation when they don't know an answer or are struggling to ask a question, saying, "You just need to get used to it, because you're going to be doing it the rest of your life." In these cases, these pedagogical strategies are being used to push the students. When viewed this way, providing students different types of strategies to access the materials is perceived as a weakening of academic rigor, regardless of the academic integrity of the course material.

Finally, faculty's willingness to enact strategies developed in the seminar seemed to be influenced by their own personal teaching beliefs and previous practices. One important factor in content and language development, for example, is the use of interaction in the classroom through different configurations of group work. Some faculty indicated indirectly that they were hesitant to use this type of instructional strategy because of their own perceived teacher identity. One, for example stated: "I'm not really a groupy person." These types of personal preferences can also mitigate the types of instructional strategies that faculty incorporate.

### Participants' Use of Linguistically Responsive Techniques in Teaching

In observations of faculty practices, it was evident that their beliefs regarding LRI strategies did, to some extent, mitigate their practices. In terms of implementation of LRI techniques, all of the faculty implemented more strategies related to content teaching than language teaching. Three of the four developed clear content objectives, tried to link those concepts to prior learning, and supported those content objectives with clear explanation of material. The fourth faculty member didn't develop explicit content objectives, rather he seemed to view the content of the course to be the experience students had in participating in the course, rather than on specific concept or outcomes. To foster this, the professor incorporated a variety of activities and different types of interaction, but stated that he hoped students would learn the content implicitly, rather than through the use of explicit objectives, explanations, or feedback. In different ways, then, all of the faculty used strategies to support content instruction to a greater extent than those used to support language.

Faculty incorporated far fewer language-related support strategies. Three of the four incorporated opportunities for interaction, and in all the observed classes, faculty emphasized key vocabulary and used activities that linked language and content. None of the observed classes incorporated language objectives or adapted content for different proficiency levels, however, and only one included specific vocabulary instruction and review, incorporating visual and linguistic cues to reinforce key vocabulary and help students understand new terms. In the post-instructional interview, this participant discussed a variety of additional techniques used to support language skills for multilingual students, showing a clear interest and willingness to use LRI strategies, as well as a start to their use in the classroom.

### Discussion

As discussed earlier in the paper, linguistically responsive instructors need to know about their students' individual, cultural, linguistic, and educational backgrounds; about language and second language acquisition and how to apply this to teaching; and about the institutional context. To recap key findings, faculty participants demonstrated the most interest in their students' cultures and in institutional policies and programs; they demonstrated less interest in second language acquisition and the role of language in teaching and learning, trends reminiscent of a study (Harper & de Jong, 2009) of pre-service elementary and secondary teachers in a Florida educator preparation program who focused more on general practices like knowing about students' cultures and providing comprehensible input and less on specific strategies for linguistic support. In the current study, faculty participants were more likely to prefer teaching techniques that they perceived as beneficial to all students; indeed, several of these, such as calling on students, asking challenging questions, and helping students become strategic learners, fit with current student-centered, active learning approaches to college teaching. When they consider changes to their teaching practices, participants preferred those that help them maintain rigor, a finding documented in previous research with university instructors (authors, 2018). What they consider rigorous and what new linguistically responsive strategies they will take up also seems to be influenced by their existing teaching philosophies and practices; those already implementing more student-



## Linguistically Responsive Instruction *continued*

centered active learning tend to be more open to adding new techniques for supporting emergent multilingual students to their practice. As Whitaker (2016) suggests, a conception of rigor as helping students work within their zones of proximal development (Vygotsky, 1978) may help faculty broaden what they consider college-appropriate teaching practices.

These findings have several implications for faculty across the disciplines, second language educators, teaching and learning specialists, and others working to better support emergent multilingual students from a curricular and instructional perspective. In brief, they signal the need for ongoing faculty development in teaching that will enable faculty to more fully support language and advanced literacy learning within their content-based classrooms. Considerations of teaching a global student community include both a general focus on student-centered active learning and a more specific focus on linguistically responsive instruction. Both of these are addressed in turn below.

### Faculty Development in Good Teaching Practices for All Students

Data from this paper suggests that taking into account the general college teaching context and practices would lead to more fruitful efforts to help instructors work effectively with their emergent multilingual students. As discussed previously, some instructors' existing teaching practices overlapped with LRI to a greater extent than others, and participants' general teaching philosophies and current practices seemed to influence their receptiveness to take up additional practices to support language. However, as in this study, many university instructors have not had extensive prior training in teaching and may not be current on student-centered active learning approaches. Faculty learning in LRI may need to take into account general approaches to college teaching that would enhance receptiveness to linguistically responsive techniques. Individual faculty engaging in self-study may bear this in mind when choosing reading material and second language educators and teaching and learning specialists may choose to collaborate when offering faculty development. A reflective approach to faculty development which considers faculty biographies, language learning backgrounds, teaching philosophies, and linguistic knowledge (Reeves, 2009) would allow

faculty to notice where their own practices align with LRI and where additional development might be needed.

### Faculty Development in Linguistically Responsive Instruction

Faculty development is likely to be more successful when it coincides with instructors' goals and interests. Of note in this project were participants' interest in the cultures of their students and being responsive to cultural differences that might impact the classroom along with university policies, programs and procedures concerning EM international students. These areas coincide with two key components of the knowledge base for LRI, and addressing topics such as the culture-linked values and practices, educational cultures and practices in students' home countries, language proficiency test scores, intensive English program levels and requirements, and extra-curricular supports for a global student community is important and of interest. Extra-curricular support and culturally responsive instruction can help CBI be inclusive and supportive for students of various backgrounds.

While extra-curricular support and culturally responsive instruction are important, CBI also requires attention to language in order to fully support students. The relative lack of interest in and uptake of language-related topics highlight the need to enhance efforts in this area. As others have suggested (e.g. Harper & de Jong, 2009; Reeves, 2006), instructors would benefit from both accurate knowledge about second language acquisition and a greater understanding of the structure and function of language in their disciplines. This enhanced language awareness would facilitate the learning and application of key principles for integrating language and content instruction in CBI such as those Shapiro, Farrelly, and Tomaš (2014) discuss in their accessible text written for U.S. higher education faculty: scaffolding, promoting interaction, and facilitating student noticing of English vocabulary, grammar and writing conventions.

This study suggests that faculty may be receptive to linguistically responsive instructional strategies, particularly if they can see how they would support all students. Many techniques that scaffold language comprehension and production - e.g., clarifying challenging vocabulary, using graphic organizers,

## Linguistically Responsive Instruction *continued*

providing visual cues to meaning, providing explicit instructions or exemplary models, teaching reading strategies, and promoting active use of academic language and concepts in interactive tasks - overlap with student-centered active learning techniques and would likely be beneficial for a broad population of students while also promoting equitable access to the curriculum for EMs. These strategies are linguistically responsive for EMs as well as helpful for those who are not EMs. While EMs benefit from additional instruction from an ESOL specialist (Harper, DeJong, & Platt, 2008), getting faculty to take up these LRI practices can be an important step in providing support within disciplinary classrooms.

Finally, this study suggests that it is important for faculty to maintain rigor in their classrooms, but that it is difficult to understand how teaching practices can change while maintaining rigor. To address this, an important part of any faculty development must discuss how LRI techniques can be used in a way that maintains, and even increases classroom rigor. If faculty are able to see the potential of such techniques in making their instruction more rigorous, not less, boosting the overall expectations for and achievement of each student, they may be more likely to use them.

### Conclusion

This study has limitations related to its exploratory nature and small number of participants at a single university. While findings from this study are aligned with prior research showing content faculty's reluctance to take on the identity of language teacher, additional research in other settings would help to establish the extent to which beliefs and practices of participants in this study are shared more widely. Nonetheless, this study provides valuable insight into the beliefs and practices of a small group of faculty members across the disciplines with respect to LRI. Finding commonalities with best practice in college teaching and levers for inspiring instructors to add linguistically inclusive and supportive techniques to their repertoires can contribute substantially to global learning at the classroom level.

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# BOOK REVIEW

## *How to Read World Literature.*

—David Damrosch. Second edition. Wiley, 2017.

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The market is saturated with books meant to introduce readers to literature and literary study. Every major academic press has volumes with “Introduction to Literature” in their titles, and many are now teenagers in their editions. Each year, presses publish more like these. Often, these books are hundreds of pages long, covering major aspects of literary study with accompanying selections of readings in literature, more like encyclopedic resources to be excerpted than readable introductions – too much to cover in a single course, overwhelming to students and their teachers. The same cast of authors and texts tend to appear in such volumes, solidifying a canon that reinforces focus on Anglo-centric literature (especially English and American traditions). Challenges in choosing and using books like these abound for teachers and their students.

The second edition of David Damrosch’s *How to Read World Literature* (2018) provides an outstanding answer to these challenges. While it is a slim volume (just 205 pages total), this book introduces readers to the major aspects of literature while also opening a world of literature and analysis that is palatable and pleasing. Damrosch’s goal is not simply to introduce literature and literary study, but that is precisely the outcome of this book. Moreover, just as this book serves as a solid introduction to literature in general, it is even more useful in its specific focus on world literature. Throughout this book, the author offers provocation that leads to critical thinking through genuine curiosity and inquiry.

As in the first edition, Damrosch avoids a singular or specific definition of “world literature.” This may at first frustrate some readers (as it has with some of my students), but in doing so he liberates the concept from fitting into one monolithic concept. He discusses terms like “written with letters,” “text,” and “belles lettres,” addresses words for similar concepts in other languages (Egyptian *medet nefret*, Chinese *wen*, Japanese *bungaku*, and Arabic *adab*), but does not land on a precise formulation. Instead,

Damrosch offers glimpses that contribute to a holistic conception of world literature. For example, he relates his “conviction that works of world literature have an exceptional ability to transcend the boundaries of the cultures that produced them” (p. 2); and he offers the idea that “many works find readers in distant times and places: they speak to us with compelling immediacy, even as we may be variously puzzled, tantalized, or attracted by their persistent foreignness” (pp. 2-3). He also invokes the multifaceted nature of his subject in the crossing of temporal, geographical, and cultural boundaries – and this is underscored by the fact that each new chapter brings a new conception of “world literature.” For example, chapter 1 introduces a chronological scope, while chapter 2 introduces a geographic scope, each one redefining the larger breadth of the topic. Along the way, Damrosch poses critical questions for readers to consider as they formulate their own conceptions of “literature” and its relationship to the wider world.

This revised edition retains Damrosch’s characteristic dual approaches to world literature: distant reading across times, geographies, and cultures, while also zooming in to focus on specific textual moments through close reading. In fact, one of the major questions driving the book is how to deal with the embarrassment of riches in the vast literary tradition, spanning across thousands of years as well as hundreds of localities, languages, and cultures. Damrosch deftly answers the question by demonstrating macroscale connections that defy constructed boundaries as well as microscale connections in specific instances of literary analysis. The nine-page index alone (pp. 197-205) testifies to the many authors and works addressed throughout his discussions (I count more than sixty individual named titles). There is also a range here to be reckoned with, as authors encompass (for example) “old dead white men” like Homer, Virgil, and Shakespeare and a more diverse array of figures like Margaret Atwood, Eileen Chang, Bob Marley, Wole Soyinka, and Derek Walcott. These aspects of the book

## How to Read World Literature *continued*

make it a major resource for students (and teachers), especially those beginning their forays into literary study: Damrosch demonstrates the value of alternating between reading broadly and deeply, with models for analysis and argument that are clear and precise.

The majority of the chapters in this edition remain the same in subject matter, although they all have been revised and expanded. The introduction sets the tone by posing several questions that drive the book, briefly referring to some of the keystones of literature (authors, texts, and themes) that Damrosch aims to address, and laying out signposts for readers to follow along the path of the book. Chapters 1-4 keep the same arc of the first edition: he begins with a sweeping overview as he seeks to pose issues around the definition of “literature” (chapter 1), then moves toward reading across time (chapter 2) and cultures (chapter 3), and bringing some of these considerations together in a chapter about translation (chapter 4). Again, we see Damrosch’s view of world literature across times, geographies, and cultures, which he establishes in the introduction, borne out in the first half of the book.

A few parts of the book have been substantially developed into newly framed examinations. Such transformations are found in chapters 5 (“Brave New Worlds”) and 6 (“Writing Empire”), which expand the scope of the book. In the previous edition, some of the contents of these chapters comprised just a single chapter (chapter 5) of the first edition; in this new edition, the thematic subjects are extended across two (chapters 5 and 6). Chapter 5 demonstrates imaginative explorations of world travel (based on historical and fictional fancies), as Damrosch examines travel accounts by Marco Polo and Ibn Battuta, and literature about the Chinese Buddhist monk Xuanzang, including Wu Cheng’en’s classic novel *Journey to the West*. On the other hand, chapter 6 comprises sustained discussions of postcolonial literature, including Derek Walcott’s work, Portugal’s national epic *Os Lusíadas* by Luís Vas de Camões, Joseph Conrad’s *Heart of Darkness*, Wole Soyinka’s *Death and the King’s Horsemen*, Emile Habibi’s *The Secret Life of Saeed the Pessoptimist*, and stories by Eileen Chang.

The scope and depth of Damrosch’s extended analyses are welcome in this new edition. Chapter 6 (as in the previous edition) pulls the various threads together by considering the implications of globalization for the study of contemporary literature.

In this second edition, conversation with other theorists is more directly apparent, as Damrosch situates his own ideas in relation to other scholarly voices and critical contexts. This was true implicitly in the previous edition, most obviously in the theoretically discursive “Epilogue: Going Farther” (pp. 181-85 in this edition); in this new edition, Damrosch has now included more explicit references to and discussions of ideas from contemporary theorists like Emily Apter, Susan Bassnett, Psacale Casanova, Barbara Cassin, Franco Moretti, Ronit Ricci, Gayatri Chakravorty Spivak, Lawrence Venuti, and Rebecca Walkowitz. Yet there are also conspicuous absences, since Damrosch does not mention or engage with scholarship (even in his epilogue or bibliography) by obvious contributors to key subjects, like Edward Said on Orientalism, or contemporary theorists like Dipesh Chakrabarty, Wai Chee Dimock, and Zhang Longxi. From the perspective of a scholar of premodern literature, it is disappointing not to see more attention paid to medieval studies, particularly some of the ways that medievalists (like Suzanne Conklin Akbari, Paula R. Curtis, Monica H. Green, Geraldine Heng, Dorothy Kim, and Lynn Ramey) have explored the concept of the “global Middle Ages” (see resources and bibliographies at <http://globalmiddleages.org>). Of course, in a book this size, meant as an introduction, not all critical currents can be accounted for, and Damrosch does an adept job at navigating the many aspects of the multiplicitous study of world literature.

Having used the first edition of *How to Read World Literature* (2009) over the past several semesters – from general education literature courses to an introduction to the English major to a graduate-level theory course – I can attest to the success of Damrosch’s project. His revisions in this new edition are certainly welcome. Damrosch’s book will serve students and teachers of all levels of experience as an excellent new view of the wide

## BOOK REVIEW

### *Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment.*

—Dawn Bikowski and Talinn Philips. Routledge, 2019

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Teaching with a Global Perspective does, as its title indicates, provide not only a background for the theory of internationalizing pedagogy, but also provides strategies for implementation. The chapters are organized into parts that develop from foundations and concepts to curriculum and assignments and then to assessment. Each chapter is organized with an introduction, key concepts with discussion, student voices, classroom strategies, and workshop activities. This organization very clearly sets out the goals of the book and allows instructors to choose where they would like to begin based upon where they are individually.

The main strength of this book is its commitment to integrating global perspective teaching into other pedagogical principles, such as backward design, active learning, and universal design (UDL). In doing so, they ally the issues they are addressing with the design of courses, rather than suggesting an entirely new and separate method. Instructors then can apply the principles presented here to work they have already done instead of reinventing their classroom approaches from scratch. For instance, when discussing backward design, the design process that emphasizes beginning with what you want students to learn, they focus on the types of outcomes that indicate a global perspective, suggesting that certain learning outcomes merely need to be revised rather than recreated.

Although this strategy is overall effective, it would benefit from more discussion about how global perspective fits into these theories, rather than relying upon descriptions of the theories themselves to provide the connection. For example, in terms of UDL, the pedagogy is defined and expanded only by presenting its three main principles: multiple means of engagement, multiple means of representation, and multiple means of

action and expression. In the classroom strategies section then, the suggested activities are all standard methods of implementing UDL. If this section was removed from the book, it would not be clear that it is relating to global perspective in any meaningful way. They do indicate – rightly – that they are including UDL in this book because of its “emphasis on variability as strength” and that its focus on “support[ing] diverse learners in substantive ways [...] is well suited to our goal of fostering a global perspective,” but this is the extent to which the two are directly brought together (p. 85).

Another main strength of the book is the way in which the authors present both the student perspective and the instructor perspective. In terms of students, they have several sections of student voices that are written by learners who have experienced global-informed instruction. These voices appear to be from diverse backgrounds: students of color, international students, students with English as an additional language, students from marginalized communities, etc. Their inclusion in this work strengthens it considerably. All too often, in studies about teaching and learning, the essential voice of students is left out or missing or ignored altogether. Here, it is clear that the authors studied the efficacy of the strategies they are advocating by talking with the students who experienced them in the classroom. In addition, at the beginning of each chapter, there are rubrics to help instructors assess various aspects of global perspective both from a student view and an instructor view. They also include descriptions of what the different levels of the rubric might look like in practice. These are valuable and eye-opening starting points for the concepts presented in each section.

While this book is very effective in discussing strategies related to classroom management and the creation

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of a positive classroom climate, one area that needs improvement is the variety of more concrete assignments presented. As the authors themselves point out, a diversity of assignments is necessary in order to represent a global perspective effectively, by “allow[ing] students to demonstrate their knowledge in a range of ways” (p. 86). Yet, there is a lack of specific suggested assignment strategies beyond writing. As an English instructor myself, I appreciate the focus in two of the eight chapters on writing, and their discussions are insightful in terms of the presentation of writing as a process, the advocacy for further writing instruction beyond the general education writing requirements, the approaches to plagiarism, and the need for effective feedback. Nonetheless, the book as a whole would have been better served to include a variety of such discussions about different assignment types, even replacements or supplements for writing-based ones. These other assignment types are referred to throughout the book, but writing is the only one with such an extensive explication.

One final part of the text I will discuss is terminology. In the first two chapters especially, the authors introduce readers to the plethora of terms that are allied with “global perspective” that have developed in the last several years, including such teaching strategies as service learning and education abroad. Understanding the related terms is important in finding ways to include global issues into courses and to make a case for implementing high-resource (and high-return) practices to our institutions. At the same time, the authors do not necessarily engage with the complexity of some of these terms. To their credit, they attempt to address a few of the issues, such as acknowledging that “global citizenry” “has received criticism for prioritizing a Western-nation perspective and can seem unattainable,” yet they immediately assert that “it offers a certain amount of shared understanding among practitioners, promotes a growth mindset (Lilley et al., 2015), and is widely used” (p. 12). The latter statement may be true to a certain extent, but it does not sufficiently grapple with the potential problematic nature of the term and how we might address or redress it. The same is true for other terms as well.

Overall, for more experienced instructors, *Teaching with a Global Perspective* is a useful refresher and a reminder, rather than being particularly revelatory. It is, however, an excellent book for those who are relatively new to formal instructional strategies. For teaching centers, its discussion questions and activities provide the basis for developing professional development that includes a global approach. It would serve as a valuable resource for instructors to read in parallel with learning new principles or while (re)designing courses in order to ensure that issues of global perspective are addressed and included.



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