

Colonial Academic Alliance  
Global Education Conference  
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*Enhancing Learning Outcomes Through Increasing Student Engagement*  
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1. Introduction: Drexel's commitment to ***experiential learning*** as key means in increasing student engagement.
2. Key areas of learning priority (Strategic Plan 2007-2012): global "reach," leadership, citizenship, research and professional practice.
3. Focus on "global education" initiatives:
  - a. Civic engagement for international students in U.S. State Department program ("European Student Leaders"). This five-week special exchange program brings 24 European students to Philadelphia for a program in leadership, enrolling both U.S. and European students in coursework and civic engagement activities in the Philadelphia community.
  - b. Study Abroad program ("Bioko Island") in environmental science in Equatorial Guinea. The program, combining fieldwork, coursework, and individualized research with a field biologist, offers students the opportunity to study tropical and examine the political, economic and ecological issues in biodiversity conservation.
  - c. The course *Crossing the Bridge* was designed to enhance intercultural experiential learning through processes of critical self-reflection for students on study abroad experience in Taiwan. The course used online pedagogy during the students' study abroad with face-to-face follow up.
4. Opportunities for learning (See Table 1)

References

- Dewey, J. (1938 (1997)). *Experience and education*. New York: Simon and Schuster.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.

*Table 1: Opportunities for learning outcomes provided by global education initiatives*

Experiential program type	Global education initiative	Global Reach (outreach & inreach)	Leadership	Citizenship	Research	Professional practice
Civic Engagement	“European Student Leaders”  [English Language Center]	Opportunity for intercultural/international exchange through global "in-reach" with international & U.S. students in joint coursework & programming	Opportunity for leadership development in CE activities (organizing, leading, reflecting)	Opportunity for comparative analysis of citizenship rights & responsibilities through discussions in CE course and fieldwork	Opportunity for comparative, cross-national research projects on social issues stemming from CE activities	Opportunity to examine civic /professional identity in cross-cultural perspective
Study Abroad	Bioko Island  [Study Abroad]	Opportunity to engage in study abroad setting with rich linguistic, cultural diversity in international settings (“global outreach”)	Opportunity for leadership development in carrying through community education initiative	Opportunity for comparative analysis of citizenship rights & responsibilities in relation to environmental activism; role of government, etc.	Opportunity for comparative, cross-national research on community and environmental issues	Opportunity to develop professional practice skills as environmental educators, researchers
Curricular initiative (Online course)	“Crossing the bridge”	Opportunity to use framework of critical self-reflection with home culture peers while in a different cultural setting; framework encourages students to consider the dialectic nature of culturally constructed understanding.	Opportunity for leadership development through enhanced understanding of self & values	Opportunity through coursework to enhance political awareness, civic engagement and social responsibility; coursework encourages critical social political action.	Opportunity for students to perform ethnographic fieldwork in different cultural setting while critically assessing their own beliefs and values.	* Professional Practice: Opportunity for use of online tools for meaningful relationship and communication; professional presentation of self in performing interviews; apprenticeship relationship with course instructor

6. Evaluate learning outcomes using framework common in U.S. State Department grant-funded programs of four levels of program outcomes:

Level 1: Participant satisfaction with the program and exchange experience

Level 2: Participant learning, such as increased knowledge, aptitude, skills, and changed understanding and attitude. Learning includes both substantive (subject specific) learning and mutual understanding.

Level 3: Participant behavior, concrete actions to apply knowledge in work or community; greater participation and responsibility in civic organizations; interpretation and explanation of experiences and new knowledge gained; continued contacts between participants, community members, and others;

Level 4: Institutional changes, such as increased collaboration and partnerships, policy reforms, new programming, and organizational improvements.