

## **Keynote Speech**

### ***The Internationalization of Higher Education, Study Abroad, and the Easy Promise of Global Citizenship***

**Conference on  
'Merging Practices and Aspirations:  
Setting the Bar for Global Higher Education  
in the 21<sup>st</sup> Century'**

**Berlin, Germany**

**Dr. Bernhard Streitwieser  
Guest Professor, Humboldt Universität zu Berlin**

**November 8, 2012**

Dear NYU Berlin, Humboldt Universitaet, Prof. Isensee, Herr Wagenknecht, faculty, administrators, students and esteemed guests of this exciting workshop. It is a privilege to speak with you this evening and thank you very much for your invitation.

Since my colleague down the hall at Humboldt's Abteilung fuer Vergleichende Erziehungswissenschaft, Prof. Juergen Henze, and Thomas Wagenknecht approached me, I have put a lot of thought into how I could best address the important topics on the workshop agenda, and also make a meaningful contribution. While ideally I could provide a pithy yet comprehensive roadmap for smoothly "merging practices and aspirations" in global higher education, to use the title of this workshop, we all know the topic is far too complex for any quick and easy solutions. Indeed, as the framing language of the workshop goes, there is no "golden path" for how to globalize education.

Instead, what I see the many dedicated people in international education doing today—from administrators who run programs to researchers who study their impact—is trying to figure out the pieces of the puzzle to make the entire enterprise a more fulfilling one.

The internationalization of higher education is a process that has a long history but is also constantly evolving through new developments. While the world's oldest universities have essentially always been international through the peripatetic scholars they have attracted, according to Clark Kerr they are also among the slowest institutions to change, behind even the Roman Catholic Church and the British Parliament. In short, the internationalization of higher education is a process happening gradually but at times also evolving at lightening speed. For example, just looking at the development of MOOC's or 'Massive Open Online Courses,' over the last year alone we have witnessed an amazing drama with the firing and rehiring of the president of the University of Virginia (my undergraduate alma mater) in part

because of her apparent sluggishness to embrace MOOC's, and each week we see at least one new university jumping on the MOOC bandwagon. But, alas, MOOC's are another fascinating topic my talk can't digress into today.

What I want to get at is that through meetings like ours today and hundreds of other gatherings of international educators around the world—from NAFSA and EAIE meetings, to Forum on Education Abroad and CIEE conferences, to Tagungen organized by the DAAD and the DFG here,—each of us is engaged in understanding better what it is that we do as international educators and how we can work and impact our participants most effectively and based on the most valid and reliable information.

So, in thinking about how to contribute to this workshop today, I thought by sharing what I do and giving some insight into a few pieces of the puzzle I've been trying to address I could make the most substantive contribution given the enormity of our task as players in this exciting game of global higher education.

In thinking about the three main areas of focus laid out for this workshop—institutional adjustment, curricular reform, and the protagonists of global education—I think what I have done related to the cause of International and Comparative Education in some small measure touches upon each of these areas.

So today I would like to (SLIDE 2):

- I. Briefly Present my research over the past six or so years;
- II. Offer some ideas about what I feel can help increase the quality of education abroad; and
- III. Try to provide some helpful guideposts for practitioners, scholars and students going forward.

My personal background and educational training have been the result of an abiding—dare I say 'chronic'—passion for understanding the impact that

intercultural experiences can have, and reflecting on how best we can learn from others. To use the parlance of my field of Comparative Education, indeed, the “Transfer and Borrowing” of educational ideas between systems and institutions is a major theme.

My interest—*really all of our interest*—in understanding what is involved with and results from intercultural exchange coincides with an exciting time in higher education. Some of the leading experts today, including Philip Altbach and Jane Knight—both of whom were just recently in Berlin on separate occasions—have gone so far as to characterize today’s higher education landscape as being in a state of “revolution” in the words of Altbach, and in “turmoil” according to Knight.

We all know that internationalization—driven as it is by the fact of our ever-greater interconnectedness through globalization—has indeed made mobility and study abroad very salient areas of activity and research. Study abroad is not only the oldest but also probably the most overt manifestation of educational internationalization. And, as we know from the OECD’s Education at a Glance, IIE’s Open Doors, and other data dissemination services, from the increasing attention governments and educational institutions give to fostering more active international exchange, to research organizations and individuals who devote money and considerable talent to studying it, and finally to ever greater numbers of students engaging in the activity, international education is constantly growing as a critical part of educational activity and as an exciting field of study in its own right.

According to UNESCO’s Institute of Statistics, the number of globally mobile students increased to 3.4 million in 2009, up from 2.1 million in 2002; and the numbers continue to grow. In looking at the numbers we should of course also reflect on who makes them up and what questions they confront us with in terms of issues related to access and equity, reasons for so-called “horizontal and vertical mobility,” social responsibility, paradigm shifts from education as a public good to education as a private right, study abroad as a purchasable commodity only a

relatively elite and privileged clientele may have access to and any other number of characterizations I could quote for you—that is, the challenges and questions make up a very long list—but my remarks today don't permit such a digression although perhaps in the discussion we can turn to these issues as well.

For the past 15 years I have been fortunate to be involved as a participant, a researcher, a practitioner, and a lecturer—in that order—in international higher education issues. It is from this base of experience that I share my work with you today.

There are two general areas related to enhancing the quality of the study abroad experience that have interested me for research and teaching. The **first** is about what students can do *academically* during study abroad to make their experience more substantive; and the **second** is about how we can better understand how students process the experience abroad and through it develop their own conception of self more fully.

My research efforts are based on my own core beliefs that **1)** sometimes too easy rhetoric about the practically 'magical' effects that study abroad could have need to also be matched by equally impressive action and outcomes; and **2)** that valuing study abroad and trying to make it more a part of the general student learning experience has to be driven not just by the numbers game and competition, but also by a genuine desire to truly understand why we value the activity and what it really means to all of its stakeholders.

To sketch out for you some of the research projects with which I have been involved, I will begin with my time as the Associate Director of Northwestern's Study Abroad Office, where I launched several studies that have since gone on to spawn other related efforts and continue to develop.

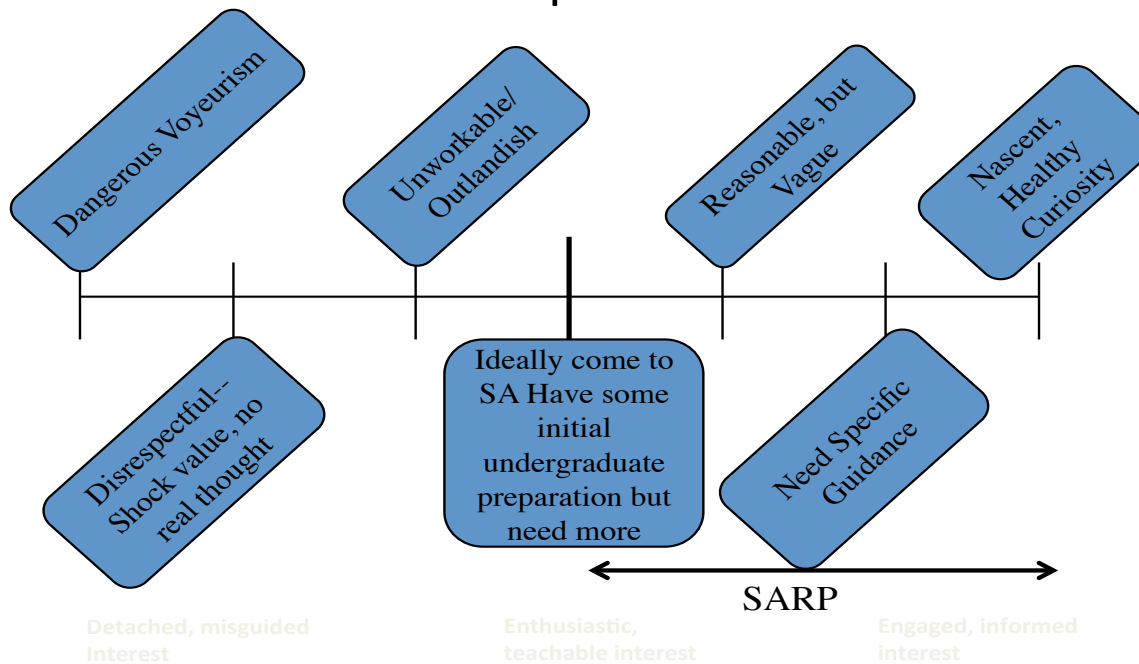
**In terms of the first research area** —helping to make study abroad as academically meaningful as possible—when I joined the Study Abroad Office at Northwestern University I took over a small program called SARP or ‘Study Abroad Research Program.’ The SARP program enabled a small group of dedicated students to engage in a pre-departure training course and prepare to conduct a research project during their time away. Although the program was a great idea and had a lot of potential, two things troubled me:

- 1) students often came to me with completely unrealistic and unrealizable, often even dangerous, research projects they planned to undertake; and
- 2) the university liked the spirit of the program but did not provide any oversight, or Institutional Review Board approval, to monitor the projects.

Thus, while Northwestern wanted its students to do something meaningful abroad to combat the ‘study abroad=party time’ reputation, they did not seem concerned that projects might be conducted and even become public with Northwestern’s name on it that could end up being embarrassing or damaging to the institution, the student or their research subjects.

For example, some projects included hoping to investigate the sexual activity of drunk UK students, drag queens or young closeted lesbians; interviewing members of marginalized groups like prostitutes or “Bolivian street children and how it feels to be homeless”; following and interviewing populations on the run, afoul of the law, or in physical danger like juvenile delinquents or “South African women on HIV drugs without their husbands knowing it”; or, a bit less worrisome, wanting to do obscure archival research that may not exist, for example on “Roman, or Mayan, techniques of birth control and how they prevented sexually transmitted diseases.” Generally, the defining problem with all of these ideas was that they represented projects that held relatively little chance of successfully being carried out because they lacked genuine guidance and shaping. Depicted visually, the proposed projects ran along this continuum (SLIDE 3). On the left ...

## Research Proposal Continuum



To address these problems, the pre-departure program we created led students through a basic, semester long research and training module that covered the ethics of research and protection of human subjects, taught them how to conduct a literature review and formulate a manageable research question, and helped them choose an appropriate data collection and analysis method, sketch out a time line, and propose a budget. For the best proposals we also offered a cash prize.

In addition to running the SARP program and addressing the problem of shaping appropriate research projects, I also worked to convince Northwestern's Institutional Review Board that they needed to at least offer expedited review of undergraduate research projects intended for study abroad. To help strengthen this argument and also make the general issue of study abroad research oversight more prominent within Northwestern but also other institutions, I co-authored an article in the journal *Frontiers: The Interdisciplinary Journal of Study Abroad* that laid out the problem and proposed concrete solutions for more adequately supporting undergraduate research (SLIDE 4). These suggestions included the following:

1. Encourage study abroad offices on campus to create their own undergraduate research training program for outbound students or, at very minimum, hold a required workshop on human subjects protection
2. Require Institutional Review Board (IRB) approval of all projects abroad
3. Urge individual program providers to also develop their own IRBs (at the time the School for International Training in Vermont was one of the few 3<sup>rd</sup> party providers to have one)
4. Ensure faculty mentorship for any student project abroad
5. Require students to sign an agreement pledging they understand and will uphold ethical research standards; this contract should also protect the university from liability.

In effect, with our research program and my article, I wanted to help make the case that responsible study abroad requires a whole institutional effort, not just impressive sounding rhetoric without backing and support.

In a follow up article for Ross Lewin's *Handbook of Practice and Research in Study Abroad* I also introduced a definition for study abroad research that argued (SLIDE 5):

“Undergraduate research conducted during study abroad should be motivated and led *by the student*, prepared and assisted with *guidance* from faculty or on-site program mentors, be sanctioned by an *institutional review board*, and aimed to educate students about *rigorous academic inquiry* while also allowing them to explore questions of *personal interest* that contribute to their *academic and personal development* and potentially also advance a relevant *scholarly literature*.”

I set the bar high for undergraduate research during study abroad but I also sought to make it manageable and fair for students and institutions alike.



**In terms of my second area of research**—better understanding how students process the experience abroad and develop their own understanding and conceptions of identity—when I left the Study Abroad Office and rejoined Northwestern’s Center for Teaching Excellence I began a project funded by our Buffett Center for International and Comparative Studies that aimed to broadly understand the overall impact of study abroad on students but also focused on certain specific outcomes that so far had been less analyzed in study abroad scholarship.

In framing the “Student Conceptions of International Experience” or SCIE Study **(SLIDE 6)**, my review of the literature and analysis of other programs led me to see that a promise of sorts, at least in U.S. institutions and 3<sup>rd</sup> Party Providers, was being made that seemed to seriously lack in empirical support or justification. It went like this: ‘Studying abroad will make you a global citizen.’ Period. It was that simple: ‘Go abroad, even if just for a few weeks in the summer, and voila!, you will become something any parent would be proud of: a worldly wise globetrotter who can make friends of any sort and color anywhere, all the while viscerally understanding and appreciating the subtleties of all cultures and peoples.’ Please know that my sarcasm is intended to provoke, not offend. But I do seek to make a serious point.

What I have come to call this **“Easy Promise”** made two broad assumptions without real support or justification in most cases:

- 1) **One**, that the notion of global citizenship had *already been* defined and unanimously understood by the advertisers of study abroad—that is, the institutions and programs—and was also understood exactly *in the same way* by their clients—the students. And,
- 2) **Two**, **that** successful acquisition of global citizenship had *already been* reliably measured so that any program bestowing this title on returning students had an agreed upon metric in place to verify exactly when this status of global citizenship had indeed been achieved by returnees.

While it was clear to me that scholarly reflection on the notion of global citizenship was far from new, what bothered me was that the concept was being used as a buzzword in study abroad advertising—really as a hook to entice students—without being sufficiently problematized as the loaded concept with centuries of debate and interpretation behind it that it in fact is. Indeed, Immanuel Kant already invoked a ‘Law of World Citizenship’ in his 1795 essay, *Perpetual Peace*. And, much earlier, the ancient Greeks had articulated the idea of a world citizen or ‘*kosmou polite*’ in their writings. And while much more recent scholars including Juergen Habermas, Amartya Sen, Martha Nussbaum, and Hans Schattle, among many others, have thought deeply about the notion, in study abroad circles it was fluttering around aimlessly, the low hanging fruit carelessly plucked for anyone’s use.

I was not the first person to have trouble with this casual use of the notion and the easy assumptions it implied. In work already presented and published, two researchers were particularly critical. Michael Woolf, the former president of the Foundation for International Education in London, presented a paper in 2009 at the Forum on Education Abroad he cleverly entitled ‘Study Abroad Changed My Life and Other Problems’ and later published an extended piece in *Frontiers* under the title ‘Another Mishegas: Global Citizenship’ (‘Mishuga’ being a Yiddish term for an irrational belief). Woolf explained: (SLIDE 7)

“Use of the term global citizen needs...to be nuanced and not used as a glib and hyperbolic marketing claim in study abroad. It is a complex, contested proposition and not a condition to be achieved through the purchase of experience....” (p. 52)

And, a year before that in 2008, a young researcher named Talia Zemach-Bersin wrote a provocative Commentary in the *Chronicle of Higher Education* entitled ‘American Students Abroad Can’t be Global Citizens’, which she later also expanded

in Lewin’s 2009 Handbook. Zemach-Bersin criticized the ubiquitous use of global citizenship as a cheap marketing gimmick for study abroad, arguing: (SLIDE 8)

“If nuanced, clear, and analytical articulations of global citizenship replace the current privatized, individualistic, and elite connotations, it is possible that the concept of global citizenship will be able to provide an alternative discourse to the current commercial narrative of study abroad.” (p. 318)

These two accusations inspired me to try and investigate how even a small sample of study abroad students might understand the idea of global citizenship’, to see if they all indeed did understand it in the same way. So, as part of our larger SCIE study investigating some of the outcomes of study abroad, I also added items about global citizenship to our interview and survey study. As the feedback soon revealed, it came as no surprise that students did in fact understand the notion very differently. We sketched this out on a continuum that shows broadly the variations in understanding of global citizenship (SLIDE 9). The five types show a movement from, on the left, global citizenship being defined by ...

Type	1. Global Existance	2. Global Acquaintance	3. Global Openness	4. Global Participation	5. Global Commitment
<b>What makes GC</b>	being born on earth --A human being and not an animal	a personal connection with one or more countries --Having dual citizenship or parents from different countries	openness to and interest in learning about others who live in other countries	mobilizing available resources to actively participate in the lives of those in other countries	recognizing the interconnected-ness of one’s actions on those in other countries

So, clearly, even a fairly small and somewhat homogenous group of students understood the idea of global citizenship in a myriad of different ways than were not being covered under the one-size-fits-all use by study abroad providers.

By the way, I am happy to report that in my much more recent look at U.S. study abroad provider and university websites I note a marked decline in the blanket promise of global citizenship, so I think the critique has become dully noted.

In terms of our larger SCIE study—which looked more broadly at the ways that students approach and think about international educational experience—we used Variation Theory and Phenomenography—a research method aimed at understanding how students vary in their conception of a learning phenomenon—and began a series of in-depth interviews and surveys we continue to develop and validate today through further pilot testing.

From those data we developed another continuum, one that shows how students explain their way of participating and engaging in study abroad. Important to say here is that while these typologies appear to depict increasing levels of complexity and sophistication, they are not meant to be normative or prescriptive; rather they simply show variation in viewpoint. That is, one conception is not necessarily better or worse than another, it's simply a different one. In the following table I lay out these variations in ways students after study abroad conceptualized how they engaged in the experience abroad (SLIDE 10). Going from left to right, Type A students understand international experience as...

<b>Conceptions</b>	<b>Type A: Observing</b>	<b>Type B: Interacting</b>	<b>Type C: Participating</b>	<b>Type D: Adopting</b>
<b>Understands international experience as:</b>	<b>observing</b> or being exposed to the other culture and cultural differences --Without 'getting their hands dirty'	actively <b>interacting</b> with the other culture but using one's own cultural practices and norms. -- Stepping out but not too far	actively <b>participating</b> in the other culture and seeking to use the practices and norms of the other culture --Even if uncomfortable	<b>Adopting</b> the other culture and actively living/valuing the other culture's practices and norms --As if you've always lived there

Again, what is important here is that while recognizing how one conception is not necessarily worse or better than another, we can however use our understanding of variation about how students of any group approach international experience and with that knowledge try to steer them from less active to more active engagement through mechanisms like intensive pre-departure preparation and meaningful and targeted onsite guidance and activities, including a meaningful research abroad project, to circle back to my first research interest.

**Finally, in terms of my third and current research project**, in 2010 I secured external funding from Fulbright and then the DAAD to expand our Northwestern study to a new sample of students, this time in Europe. Unlike the SCIE Study's more general scope, however, the European study focused on students' perceptions of citizenship identity (and not just global citizenship) as how these might develop through engaging in international education. I had only been able to find one excellent study of the identity question and **its link** to study abroad in the main journal of my field, the *Comparative Education Review*, by Nadine Dolby in 2004, who looked at a sample of American students studying in Australia. In the European literature I also found very little.

I chose the Erasmus Mobility Programme for its size, geographic breadth, and recognition among the public and academic community. And, I chose Europe because of the rhetoric by policy makers here around the importance of participants in this tax-payer funded initiative becoming ‘European citizens’—another difficult term, maybe not quite as ill-defined as global citizenship but still slippery and complex. This mandate to shape a more unified European citizenry among youths launched the initial program and today continues to be one of its main policy drivers.

I began my study with a pilot phase of 50 interviews and roughly 350 surveys of Humboldt and Freie Universitaet students in 2010. In 2011 and this year I have expanded the study to 13 additional participating institutions throughout Germany (SLIDE 11), and to a sample size of approximately 1000 students from 34 different European countries.

Humboldt Universität zu Berlin Freie Universität Berlin Universität Leipzig Universität Duisburg-Essen Universität Hannover Universität Köln Universität Konstanz Universität Bonn	Universität Freiburg Europa Universität Viadrina, Frankfurt an der Oder Universität Bremen Fachhochschule Bielefel* Fachhochschule Nordhausen* Fachhochschule Worms*
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Students were asked a series of open- and close-ended questions before and after their program experience about their primary attachment to five notions of citizenship that came out of responses in the pilot study. These included (SLIDE 12) 1) attachment to town, city and state, 2) to nation, 3) to region (for example, Scandinavia or the Baltic States), 4) to Europe, and 5) to the globe (that is, the notion of ‘global citizen’).

We were not doing a study to look at national attachment in the sense of nationalism—other studies already do that—although we did pose items from

established surveys about pride in country and belief in the importance of native language and ancestry. We were interested in learning if attachment to these identities changes through study abroad exposure, if loosening national bonds might lead to establishing stronger ties to Europe, or really to any of the other identity concepts we offered.

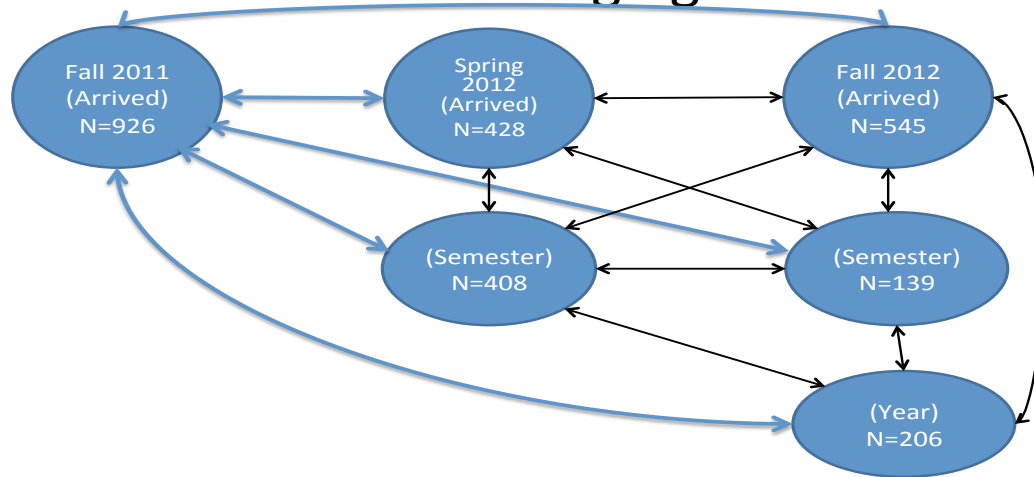
While the data collection for the third and final round of our panel study has just been completed this month, our analysis is ongoing so I can only report selected, emerging findings. Time today also does not permit me to go into great detail, unfortunately.

**IF ZACHARY IS HERE:** [And, here let me acknowledge the collaboration of my very capable quantitative analyst, Humboldt student and fellow Midwesterner, Zachary van Winkle—Zachary, please raise your hand.]

First, note that our sample is generally representative of most other study abroad populations in Europe and the United States and shares similar characteristics in terms of gender breakdown (60-40 women to men), age (19-24 year olds) who mostly self-described as being on par with ‘average’ incomes in their country, mostly from cities or suburbs (81%), overwhelmingly from the social sciences and humanities, are having a good time (91% are having fun ‘often’) and do not feel homesick. They are also interacting a lot with Erasmus peers (89% ‘most or some of the time’) and also with locals (55% ‘most of the time’). Different from U.S. students is that 47% of the Erasmus sample speaks a second language and 40% even speak up to three foreign languages.

Also, we had a very strong response rate **(SLIDE 13)** in each of our three data collection periods: Over 900 in the Fall of 2011, over 800 in the Spring of 2012, and over 900 in this Fall’s 2012 third and last phase.

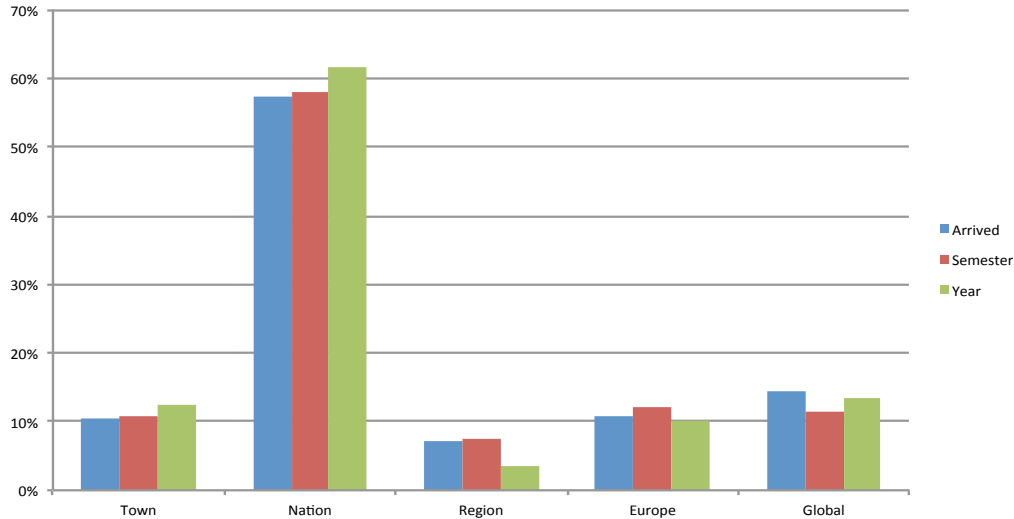
## Group Comparison of Means on National Belongingness



In terms of our findings on citizenship attachment, the slide shows some of our results. The blue lines indicate a statistically significant increase in feelings of national belonging from the Fall 2011 for students who stayed one semester and also for those who stayed a full year. And, as the next bar graph shows (Slide 14) students overwhelmingly identified with their nation as their first attachment throughout their time in Germany—much more so than they did to any of the other citizenship options we offered, which all came out insignificant, including any indication of an increased attachment to Europe.



## Citizenship Identification by Time Spent in Germany (n=2,596)



Contrary to the study’s hypothesis and some conventional belief, **students did not become less nationally-oriented through their study abroad experience and actually became more attached to their nation over time.** They also remained unchanged in their attachment to Europe, that is, did not become more European-minded. In our discussion we can ponder many reasons why we got these results, beginning with possible flaws in the study design or methodology, the duration of time they spent abroad, where they went (in this case Germany), the type of exposure they got while abroad, and what was happening politically and economically during their time here.

What *is* clear is that both outcomes—more attachment to nation and no greater attachment to Europe—are probably unfortunate for Erasmus policy makers, whose very goal is to foster in participants a stronger feeling of European belonging and commitment. Thus, a program heralded as “the single most successful component of EU policy” and “a social and cultural phenomenon” in its own right, could be argued

to not be living up to its originally stated aspirations. There could be a serious disconnect between policy maker rhetoric and actual outcomes.

But, as you may be thinking at this point, that could also be a mistaken assumption: not statistically expressing change in feelings about a notion as abstract and difficult as 'European citizenship' does not necessarily mean they are not making wider connections with and commitments to other Europeans, or opening their eyes to the value and promise of an inclusive Europe. For many reasons students may not signal change in citizenship attachment when they are asked to check off a box on a survey but they may in fact express new feelings, doubts, yearnings and questions when they can write them out or talk fluidly.

Indeed, the qualitative, written responses from the survey's open-ended items showed students arguing strongly that Erasmus participation has a positive influence on their understanding of citizenship, and that they do not see the idea of European citizenship as empty or meaningless, as some critics have charged. On the contrary, they think of it as an important idea, if not an easy one to latch on to.

So, while the quantitative data does not reveal a significant link between participating in the Erasmus Programme and changing citizenship identity, the findings raise potentially interesting questions for hypothesis development and further study. It is not certain from the data whether the differences we see in attachment to their own nation are due to participating in the Erasmus program, or simply because of time they spent away from home in another European country, particularly in this economically difficult period.

The last four years have witnessed a severe economic crisis, particularly for the southern European countries, while Germany has remained something of a beacon of stability. Could resentment of Germany's status, coupled with pride in one's home country, influence identity conceptions? Could being in Germany at this time of financial stress impact feelings for home and loyalty to country more than anything

the Erasmus program on its own could do? Are there differences in ways students from different countries or regions view attachment to the various notions of citizenship? The data from the pilot test indicated there were but we have yet to test this on the full year sample. So, there remain many questions to think about.

SO, to conclude my remarks to you today and in the interest of circling back to my original goals for this presentation (SLIDE 15), I would like to summarize what I think can make a contribution to increasing the quality of education abroad and also leave you with a few guideposts for the future. (SLIDE 16)

1. **We need to know why we do what we do:** The goals and rhetoric behind trying to increase the participation numbers in educational mobility need to be preceded by careful consideration for whom our intended audience is, why we seek to interest them in the endeavor, how we can best support them, and how we can know—through valid study and measurement—if we have even accomplished our purposes.
2. **We need to provide support:** Providing meaningful opportunities for guided but creative discovery during a time abroad is critical. Research abroad that is carefully defined and mentored can be one small part of this, but surely there are many other ways to increase academic rigor and seriousness. And, lastly,
3. **We need to understand our students:** We do not just need to prepare and guide them before, during, and after they return, we also need to understand them better so we can provide more adequately for them and also know that what we are working so hard to do every day has a pay off in the end that is worth the expenditure of such intense resources and energy.

Thank you very much for your time and I look forward to our discussion and to your questions.

# **The Internationalization of Higher Education, Study Abroad, and the Easy Promise of Global Citizenship**

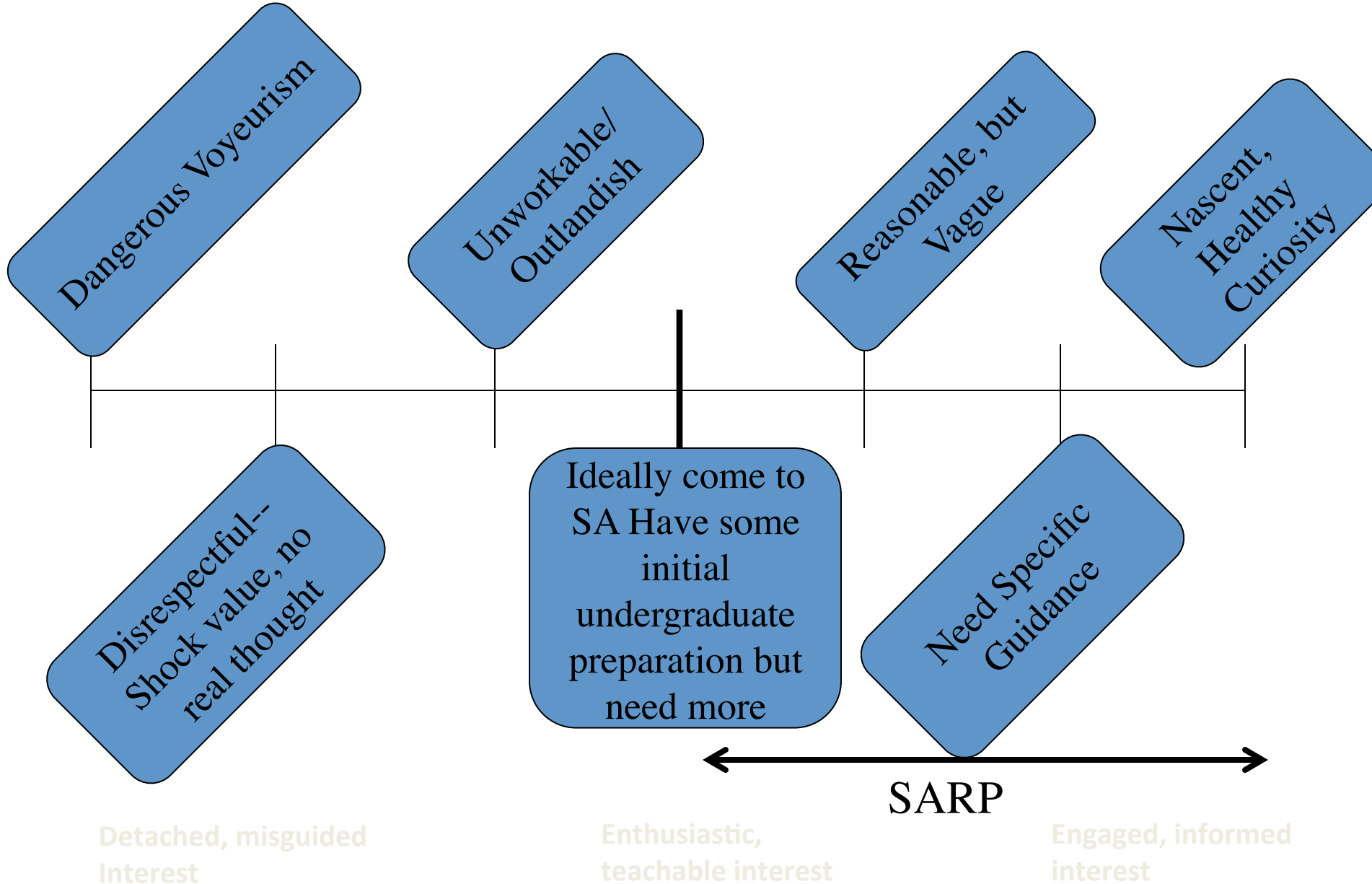
Conference on Merging Practices and Aspirations:  
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Berlin, Germany

Dr. Bernhard Streitwieser  
Guest Professor, Humboldt Universitaet zu Berlin  
November 8, 2012

# Presentation Goals

1. Briefly Present my research over the past several years
2. Offer some ideas about what I feel helps increase the quality education abroad experience
3. Try to provide some helpful guideposts for practitioners, scholars and students

# Research Proposal Continuum



Dangerous Voyeurism

Unworkable/  
Outlandish

Reasonable, but  
Vague

Nascent,  
Healthy  
Curiosity

Disrespectful--  
Shock value, no  
real thought

Ideally come to  
SA Have some  
initial  
undergraduate  
preparation but  
need more

Need Specific  
Guidance

SARP

Detached, misguided  
Interest

Enthusiastic,  
teachable interest

Engaged, informed  
interest

# Supporting Undergraduate Research

1. Create a SARP or at least require a workshop on human subjects protection
2. Require Institutional Review Board (IRB) approval of all projects abroad
3. Urge program providers to develop their own IRBs
4. Ensure faculty mentorship for any student project abroad
5. Require a signed agreement to uphold ethical research standards; this contract also provides the institution liability protection.

# A Definition for Study Abroad Research

- “Undergraduate research conducted during study abroad should be motivated and led **by the student**, prepared and assisted with **guidance** from faculty or on-site program mentors, be sanctioned by an **institutional review board**, and aimed to educate students about **rigorous academic inquiry** while also allowing them to explore questions of **personal interest** that contribute to their **academic and personal development** and potentially also advance a relevant **scholarly literature**.”



**Northwestern University**

**Student Conceptions of  
International Experience**

**(SCIE)**

# Michael Woolf, 2009

*“Use of the term global citizen needs...to be nuanced and not used as a glib and hyperbolic marketing claim in study abroad. It is a complex, contested proposition and not a condition to be achieved through the purchase of experience....” (p. 52)*

# Talia Zeman-Bersin, 2008

“If nuanced, clear, and analytical articulations of global citizenship replace the **current privatized, individualistic, and elite connotations**, it is **possible** that the concept of global citizenship will be able to provide an **alternative discourse to the current commercial narrative** of study abroad.” (p. 318)

# Variations in Understanding Global Citizenship

Type	I. Global Existence	II. Global Acquaintance	III. Global Openness	IV. Global Participation	V. Global Commitment
<b>What makes a GC is:</b>	being born on earth --A human being and not an animal	a personal connection with one or more countries --Having dual citizenship or parents from different countries	openness to and interest in learning about others who live in other countries	mobilizing available resources to actively participate in the lives of those in other countries	recognizing the interconnectedness of one's actions on those in other countries

# Participating and Engaging in Study Abroad

## A Preliminary Typology of Student Conceptions of International Experience

Conceptions	Type A Observing	Type B Interacting	Type C Participating	Type D Adopting
<b>Understands international experience as:</b>	<b>observing</b> or being exposed to the other culture and cultural differences --Without 'getting their hands dirty'	actively <b>interacting</b> with the other culture but using one's own cultural practices and norms. --Stepping out but not too far	actively <b>participating</b> in the other culture and seeking to use the practices and norms of the other culture --Even if uncomfortable	<b>Adopting</b> the other culture and actively living/valuing the other culture's practices and norms --As if you've always lived there

# Participating Institutions (14)

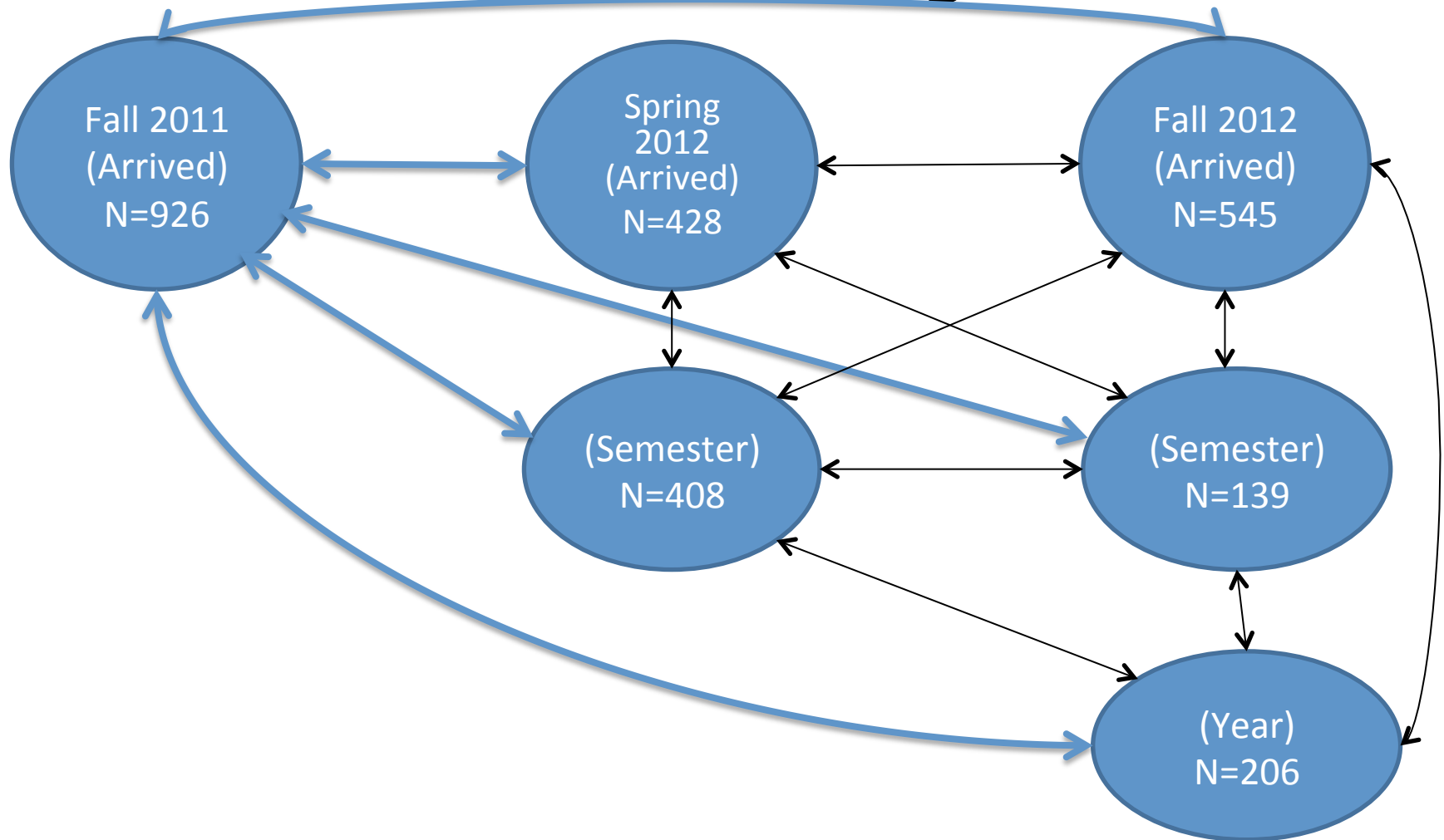
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- Freie Universität Berlin
- Universität Leipzig
- Universität Duisburg-Essen
- Universität Hannover
- Universität Köln
- Universität Konstanz
- Universität Bonn
- Universität Freiburg
- Europa Universität Viadrina, Frankfurt an der Oder
- Universität Bremen
- Fachhochschule Bielefel\*
- Fachhochschule Nordhausen\*
- Fachhochschule Worms\*

## How do you primarily characterize your identity?

1. As a citizen of my **town, city or state**. For example, 'I am a Berliner' or 'I am a Bavarian.'
1. As a citizen of my **nation**. For example, 'I am a German.'
2. As a citizen of the general geographic **region** where I live in Europe. For example, 'I am a Northern European' or 'I am Scandinavian.'
3. As a **European** only. For example, 'I am a European.'
4. As a **global citizen** only. For example, 'I am a citizen of the world.'

**Other** (please specify)

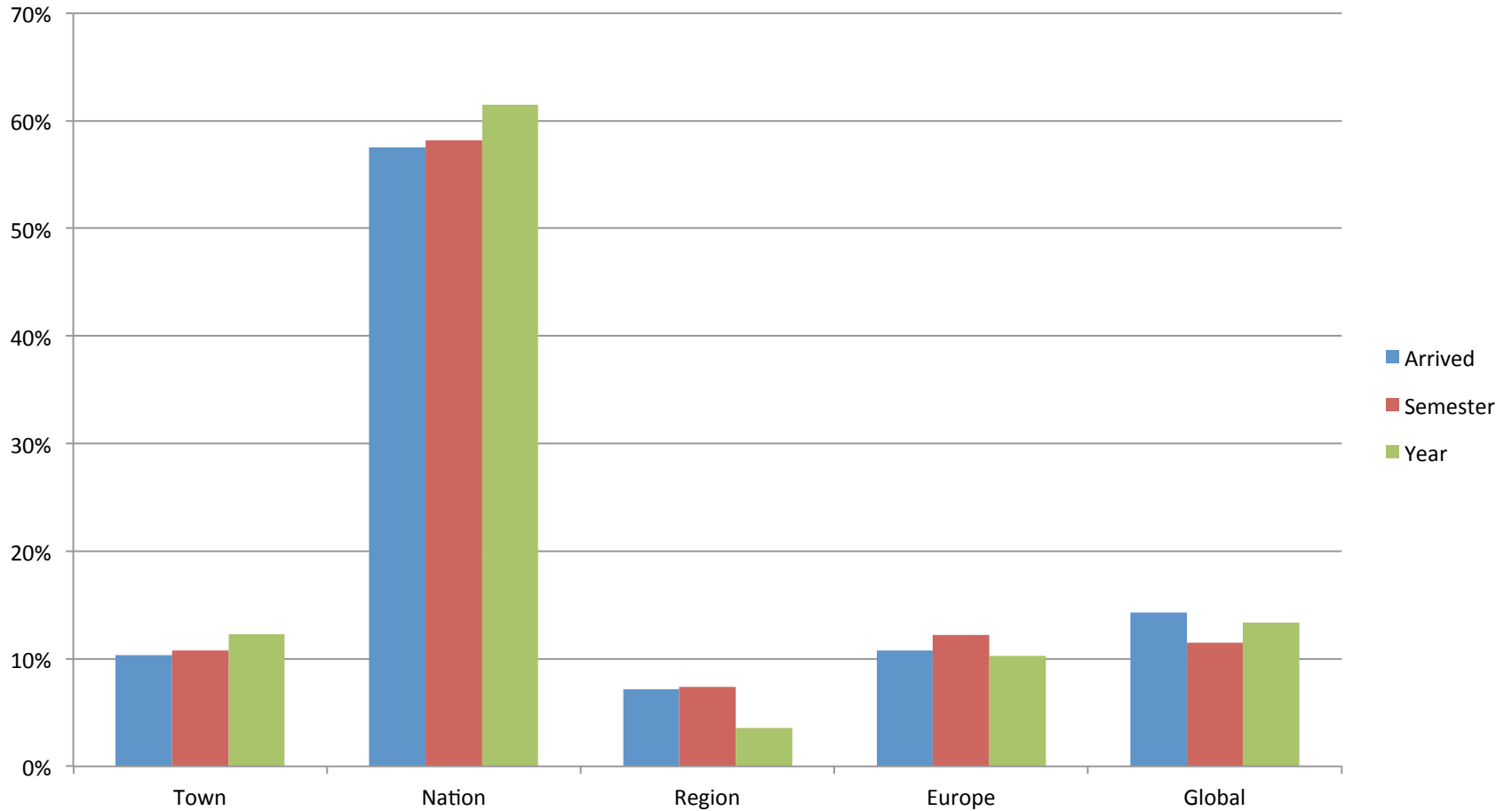
# Group Comparison of Means on National Belongingness



**No significant differences In European Belongingness found**



# Citizenship Identification by Time Spent in Germany (n=2,596)



# Presentation Goals

1. Present my research of the last 6 years
2. Offer ideas to increase the quality education abroad
3. Provide helpful guideposts for practitioners, scholars and students

# Guideposts for the Future

- 1. We need to know why we do what we do:**
  - who is our intended audience
  - why we are seeking to interest them
  - how we can best support them
  - how we can know—through valid measurement—if we accomplished our purposes.
- 2. We need to provide support:**
  - provide meaningful opportunities for guided but creative discovery
  - research abroad that is carefully defined and mentored can help do this
- 3. We need to understand our students:**
  - provide for our students before, during, and after they return
  - try and understand them in order to provide more adequately for them
  - Know why working so hard is worth the expenditure of resources and energy.