Flip, Blend and Scramble: Technology and Pedagogy in Study Abroad Learning Spaces
Helle Rytkønen, DIS
Charles Haberle, Providence College
Brian Heuser, Vanderbilt University
Key Functions & Forms of Edu Tech

Key Macro Functions:

1) It allows for the faculty member to more deeply integrate their knowledge with students learning

2) It opens teaching possibilities for higher order thinking and enhanced applied learning

3) It responds to our desperate need to train more tech-savvy students for the labor market

4) It expands the possibilities for how any classroom can become an interactive learning environment
Key Forms:

1. Global Database Access (the era of BIG data) – unprecedented levels of international development data: World Bank; OECD; UNDP; UNESCO; WHO; IHME; bi-lateral development banks; Transparency International; Ministries of Health, Education, Finance, Agriculture, etc.

2. Connecting to global experts via Video Conferencing Chat/Skype

3. Connecting student classrooms to international peers

4. Electronic blogging/journaling as a way to record one’s international experiences

5. Creating & Administering Surveys – as both testing knowledge and building the tools themselves.
Key Forms cont’d:

6. Creating & Administering Surveys – as both testing knowledge and building the tools themselves

7. Conducting Qualitative Research – through interview, ethnography, archival access, etc.

8. GIS mapping of social, political, economic and demographic phenomena

9. Streaming video of critical global issues and world events

10. Podcasting and website creation for disseminating academic work product
Providence College

- Providence, RI
- Catholic (Dominican Fathers)
- 3,800+ undergraduate students
  - 4-yr traditional
- Liberal Arts
- Mostly residential
- 30% study abroad
Nintendo DSi XL – Studio Art
Nintendo DSi XL – Studio Art
Nintendo DSi XL – Studio Art
Higher Ed - Social Media

UCDAVIS
AGGIES ABROAD NETWORK
What’s your study abroad story?

UC DAVID STUDY ABROAD—THIS WEEK

UC Davis Study Abroad has just launched a new Instagram project @UCDavisAbroad on Instagram.
A new photo will be featured every night.
Tag photos with @UCDavisAbroad
Add hashtags #UCDavisAbroad and #AggiesIn[City] (example: #AggiesInParis)

LATEST ACTIVITY

Liesel Manalo is now a member of The Aggies Abroad Network
2 hours ago

Welcome There!

Taylor Shinnick updated their profile
3 hours ago

Sabrina Vue and Michael Kong joined The Aggies Abroad Network
Saturday
Digital Storytelling

Incoming Exchange Digital Stories

Our exchange students share their digital stories on our Incoming Exchange page.

Slim Scholars Digital Stories

Our Slim Scholars share their digital stories.

Digital storytelling is a modern take on the tradition of oral storytelling, the medium through which students explore their identities while immersed in a community abroad. Selected students focus on a significant moment during their time abroad and share this through voice, music and visuals. This project allows these students to reflect profoundly on perceptions of identity in the United States and in their host countries. In turn, these stories are shared with a larger audience to encourage dialogue at GW.

Innovation in Diversity and Inclusion Grant for Global Identities Digital Storytelling Project in Study Abroad

GW Study Abroad administrators Taylor Woodman, Christy Hyde, Jared Kahan, and Shavna Bruei, together with graduate assistants Paul Wagner and Sarah DeNapoli, have been awarded an Innovation in Diversity and Inclusion Grant of $5,300 for support of their Global Identities Digital Storytelling Project in the 2013-14 academic year.

The group took part in a storytelling workshop with the Center for Digital Storytelling as part of the grant.
Learning Spaces – SCALE-UP
Tips: Role for Study Abroad Advocates

• Study Abroad learning environments
  – How are they similar/different from home?
  – Will students be in settings that promote active/engaged learning?

• Learn about tech use at study abroad site
  – Does tech enhance study abroad experience?

• Seek Student perspectives
  – What works well? Not so well?
  – Suggestions for use in classroom/field?
  – How could learning environments be improved?