Generation Z Goes to Europe:

Study Abroad Orientation in the 21st Century

There will be a live poll during this presentation. Please participate:

Visit PollEv.com/christophern152 – OR -
Text ChristopherN152 to +44 7624 806527
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NYU Prague

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New York University, Office of Global Programs

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Resident Director
CIEE Amsterdam

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Vice President of Academic Affairs - Study Abroad
CIEE
Overview

Who is Generation Z?

Meet them where they are.

Case Studies
  NYU
  Preparing for the experience, student life policies: health and safety

  CIEE
  CIEE Amsterdam Orientation: culture, history, expectations, and learning goals
  Online Pre-Departure Orientation

Discussion / Q&A

Resources
<table>
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<tr>
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<tbody>
<tr>
<td>Formative experiences</td>
<td>Second World War</td>
<td>Cold War</td>
<td>End of Cold War</td>
<td>9/11 terrorist attacks</td>
<td>Economic downturn</td>
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<tr>
<td></td>
<td>Rationing</td>
<td>Post-War boom</td>
<td>Fall of Berlin Wall</td>
<td>Global warming</td>
<td></td>
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<tr>
<td></td>
<td>Fixed-gender roles</td>
<td>&quot;Swinging Sixties&quot;</td>
<td>Reagan / Gorbachev</td>
<td>Global focus</td>
<td></td>
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<tr>
<td></td>
<td>Rock 'n' Roll</td>
<td>Apollo Moon landings</td>
<td>Thatcherism</td>
<td>Mobile devices</td>
<td></td>
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<tr>
<td></td>
<td>Nuclear families</td>
<td>Youth culture</td>
<td>Live Aid</td>
<td>Energy crisis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defined gender roles</td>
<td>Woodstock</td>
<td>Introduction of first PC</td>
<td>Arab Spring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>— particularly for women</td>
<td>Rise of the teenager</td>
<td>Early mobile technology</td>
<td>Produce own media</td>
<td></td>
</tr>
<tr>
<td>Percentage in U.K. workforce</td>
<td>3%</td>
<td>33%</td>
<td>35%</td>
<td>29%</td>
<td>Currently employed in either part-time jobs or new apprenticeships</td>
</tr>
<tr>
<td>Aspiration</td>
<td>Home ownership</td>
<td>Job security</td>
<td>Work-life balance</td>
<td>Freedom and flexibility</td>
<td>Security and stability</td>
</tr>
<tr>
<td>Attitude toward technology</td>
<td>Largely disengaged</td>
<td>Early information technology (IT) adaptors</td>
<td>Digital Immigrants</td>
<td>Digital Natives</td>
<td>&quot;Technological&quot; — entirely dependent on IT, limited grasp of alternatives</td>
</tr>
<tr>
<td>Attitude toward career</td>
<td>Jobs are for life</td>
<td>Organisational — careers are defined by employers</td>
<td>Early &quot;portfolio&quot; careers — loyal to profession, not necessarily to employer</td>
<td>Digital entrepreneurs — work &quot;with&quot; organisations not &quot;for&quot;</td>
<td>Career multitaskers — will move seamlessly between organisations and &quot;pop-up&quot; businesses</td>
</tr>
<tr>
<td>Signature product</td>
<td>Automobile</td>
<td>Television</td>
<td>Personal Computer</td>
<td>Tablet/Smart Phone</td>
<td>Google glass, graphene, nano-computing, 3-D printing, driverless cars</td>
</tr>
<tr>
<td>Communication media</td>
<td>Formal letter</td>
<td>Telephone</td>
<td>E-mail and text message</td>
<td>Text or social media</td>
<td>Hand held (or integrated into clothing) communication devices</td>
</tr>
<tr>
<td>Communication preference</td>
<td>Face-to-face</td>
<td>Face-to-face ideally, but telephone or e-mail if required</td>
<td>Text messaging or e-mail</td>
<td>Online and mobile (text messaging)</td>
<td>Facetime</td>
</tr>
<tr>
<td>Preference when making financial decisions</td>
<td>Face-to-face meetings</td>
<td>Face-to-face ideally, but increasingly will go online</td>
<td>Online — would prefer face-to-face if time permitting</td>
<td>Face-to-face</td>
<td>Solutions will be digitally crowd-sourced</td>
</tr>
</tbody>
</table>

*Percentages are approximate at the time of publication.*
A Gen Z’s Journey
Well, that explains it...

1995

2004

2005

2006

2007

2008

2010

2012

2015

World of Warcraft
Facebook
YouTube
iPad
Google
Twitter
LinkedIn
Whisper
Meet them where they are.
Use the tools throughout the process.

Pre-departure  On-site orientation
What is a Word Cloud?
Interactive polling

Visit PollEv.com/christophern152

Text ChristopherN152 to +44 7624 806527

Surveying is anonymous
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

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or
Open poll in your web browser
Your poll will show here

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Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
NYU Case Study - NYU Prague

- Basic facts NYU Prague
  - Advisement and admission on US campus
  - Pre-departure blogs (co-managed content)
  - Registration and Enrollment module
  - In-person session
  - Identity workshops
  - Global Health and Wellness Orientation module
  - In person Health and Wellness debrief
Global Health and Wellness Orientation

CONTENT

• Location specific scenarios and vignettes
  • physical and mental health
  • self-care
  • health insurance
  • substance use
  • sexual health and sexual misconduct
  • local safety tips
  • health and safety resources in Prague

• Mutual agreement about shared responsibilities, service, communication, community, and goals
Global Health and Wellness Orientation

FORMAT

• Hybrid of online & in-person
• Online module shared 2 weeks prior departure
• 45 - 60 min to complete; possible to save and continue later
• Text, video, downloadable files, links to resources
• Web and mobile compatible
• Scheduled reminders
• Instant access to online results
• In-person debrief on site

www.nyu-gho.com (live demonstration)
# Global Health and Wellness Orientation Module - results

## GLOBAL HEALTH & WELLNESS ORIENTATION RESULTS

### Prague

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Email</th>
<th>Status</th>
<th>Completed Date</th>
<th>Link Expiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahlers</td>
<td>Macesnee</td>
<td><a href="mailto:mms11@nyu.edu">mms11@nyu.edu</a></td>
<td></td>
<td>8/10/2016 19:00</td>
<td>10/4/2016 3:03</td>
</tr>
<tr>
<td>Amanian</td>
<td>Deonah</td>
<td><a href="mailto:deonah@nyu.edu">deonah@nyu.edu</a></td>
<td></td>
<td>8/11/2016 23:10</td>
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<tr>
<td>Bajel</td>
<td>Anand</td>
<td><a href="mailto:am61232@nyu.edu">am61232@nyu.edu</a></td>
<td>Finished Survey</td>
<td>8/5/2016 1:27</td>
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<td>Bauer</td>
<td>Kui</td>
<td><a href="mailto:kuo290@nyu.edu">kuo290@nyu.edu</a></td>
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<td>Billar</td>
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<td>Carmona</td>
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### NYUAD/NYUSH (NY)

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<th>Con...</th>
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<tr>
<td>28/1</td>
<td>5.8%</td>
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</table>

### Prague

<table>
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<th>Not Con...</th>
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<tr>
<td>1/6</td>
<td>1.4%</td>
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### Paris

<table>
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<th>Con...</th>
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<tr>
<td>143</td>
<td>17.9%</td>
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### Tel Aviv

<table>
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<tr>
<th>Con...</th>
<th>Not Con...</th>
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<tr>
<td>1</td>
<td>9.1%</td>
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### Sydney

<table>
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<tr>
<th>Con...</th>
<th>Not Con...</th>
</tr>
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<tbody>
<tr>
<td>100</td>
<td>100%</td>
</tr>
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</table>

### Washington DC

<table>
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<tr>
<th>Con...</th>
<th>Not Con...</th>
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<tbody>
<tr>
<td>99</td>
<td>99.1%</td>
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</table>
Global Health and Wellness Orientation Module - results

Q27 - Carlos is looking to see what resources are available to him on the GeoBlue insurance website. Which of the following resources will he NOT find?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directory of GeoBlue Doctors, Hospitals, and Pharmacies</td>
<td>1.46% 2</td>
</tr>
<tr>
<td>2</td>
<td>Drug Translation Guide</td>
<td>21.90% 30</td>
</tr>
<tr>
<td>3</td>
<td>Prescription Refill Request</td>
<td>58.20% 77</td>
</tr>
<tr>
<td>4</td>
<td>Medical Phrases &amp; Terms</td>
<td>20.44% 28</td>
</tr>
</tbody>
</table>

Field

<table>
<thead>
<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
<th>Bottom 3 Box</th>
<th>Top 3 Box</th>
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<tbody>
<tr>
<td>Carlos is looking to see what resources are available to him on the</td>
<td>1.00</td>
<td>4.00</td>
<td>2.96</td>
<td>0.69</td>
<td>0.48</td>
<td>137</td>
<td>79.56%</td>
<td>98.54%</td>
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On-site Health and Wellness Debrief

FORMAT

• Orientation week

• NYU Prague on-site counselor & Student Life

• 60 min

• Group size 50-70

• Session tailored based on summary reports

• Emphasis given to concepts that students may have had difficulty answering online

• Discussion
Global Health and Wellness Orientation Module

CHALLENGES

- Access to technology
- Length of the webinar
- Repetitive
- “Common knowledge”
- Response rate & make-up assignments
Global Health and Wellness Orientation Module

STUDENT FEEDBACK (Spring 2015 survey)

Q: “At the beginning of the semester you may have been enrolled in an online global health and wellness module. Did you use any information that you learned in the module to keep yourself healthy and safe during your study away experience?” **70% said yes**

Student comments about the module

- "No recommendations, this system is super easy and very friendly to use."
- "I can't imagine how it could have been easier or more efficient."
- "There's nothing to improve, in my opinion. Just keep briefing students on where and how to access care during this orientation process."
- "Accessing care was very simple and I was well informed."
**Additional On-site Health & Safety Resources**

- NYU Prague blog
- Student Google drive folder
- In-person dorm meetings
- RA videos
  - “Jay in the Clutches of the Big City”
  - “Jay in the clutches of the NYU Prague Dorm”
CIEE Case Study - CIEE Amsterdam

Basic facts CIEE Amsterdam

CIEE Amsterdam Orientation: From Burner-phone to Smartphone

Online Pre-Departure Orientation: Know Before You Go
CIEE Amsterdam Orientation

- A Comparative Case, 2006-2016
  - Students
  - Systems
  - Activities
  - Expectations, Culture, and Learning Goals

- Today’s Challenges
Students

Fall 2006
- No phone...
- Maybe laptop
- No Facebook
- Hard copy city map

Fall 2016
- Smartphones & data
- Always laptop
- Yes Facebook, Instagram
- Google maps
Systems

Fall 2006

● Pre-departure info
  ○ Documents sent via email

● Onsite
  ○ Hard copy handbook

Fall 2016

● Pre-departure info
  ○ Check off list in MY CIEE (online registration database)
  ○ Online Pre Departure Orientation (OPDO)
  ○ Course registration webinar
  ○ Housing webinar
  ○ Facebook group
  ○ Study Center website

● On site
  ○ Study Center website
  ○ Facebook group
  ○ Salesforce ECHO (emergency system)
  ○ Online Europe-wide travel form
PROTECTED: LIFE IN AMSTERDAM

The pages below will give you more information about life in Amsterdam, such as things to do in the city, how to meet Dutch people, travel tips, shopping areas and where you can get practical items, recommendations for restaurants, hotels and hostels, religious services and where to go when you need a haircut!
Travel Notification

Travel Notification Form

Before you travel, be sure to fill out this form below. This will allow us to reach you during an emergency.
Don’t forget to keep your family and home institution up to date with your travels.
* Required

**First name**
Your answer

**Last name**
Your answer

**Email**
Your answer

**Phone number**
This should be the number that you currently are using during your time abroad (*country code)
(123 2345)
Your answer

**Which city are you studying abroad in?**
Please select where your Study Center or Global Institute is.
Choose

**Where will you be travelling to?**
Please provide city and country
Your answer
Emergency System
Activities

Fall 2006

- Pick-up airport
- Welcome presentation & dinner
- University intake
- Practical & academic orientation
- Housing orientation
- Scavenger hunt city

Fall 2016

- Pick-up airport
- Welcome presentation & dinner
- University intake
- Practical & academic orientation
- Housing orientation
- Scavenger hunt city: a practical and historical tour through the city
- Orientation day-trip
- Safety & Health presentation
- Integration in the Netherlands
- Speed-dates for Interest Groups
- Bystander Intervention
- Intercultural Learning Program
- Icebreakers / Role plays / videos like ‘danger of a single story’
Expectations, Culture, and Learning Goals

Fall 2006
● Umm...?

Fall 2016
● Pre departure: Course registration & housing webinar
● Cultural norms & values
  ○ Throughout orientation. Examples:
    ■ Academics
    ■ Housing
    ■ Bystander intervention
● Intercultural Workshops
  ○ 5 meetings: start during orientation
  ○ Subjects: what is culture, perceiving the world, cultural values, interpret and evaluate, marketing your experience
● Interest Groups
  ○ Historical & cultural
● Orientation day-trip
Cultural norms & values

During presentations...

**Academic environment**
- Do-it-yourself society & having/bringing your own opinion
- Brutal honesty
- Individualism
- Egalitarian society is reflected in an informal classroom
- Less feedback
- Less structure
- Bulk of work is at the end (so pace yourself!)
- Active learning

Through role plays...

**Bystander Intervention**

Scenario 7: in one of your UvA classes you have a Dutch professor who at times makes (in your opinion) racially loaded remarks. It’s always a little hard to tell whether it is serious or unintentionally. But for sure you and some fellow classmates feel uncomfortable. During one of your classes, the teacher notices that one of your CIEE classmates (with Asian roots) is not in the room.

Your teacher asks the class: “did anyone see that Indian kid?“ You have 15 minutes to discuss at least three ways you could approach this situation. Prepare to role play one of them and explain what the other two approaches could be.

By presenting apps
## Intercultural Workshops

### Intercultural Workshop Series Throughout the Semester

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
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</thead>
</table>
| **1: Culture and the Study Abroad Experience** | August 29th, 13:00-15:00  
Orientation session: Top 5/Bottom 5 U.S. Cultural Values & Goal setting |
| **2: How Do We Perceive the World Around Us?** | September 13th, 17:00-19:00  
1st general meeting: Local insights into the Netherlands from CIEE staff and obvious/curious photo contest |
| **3: Cultural Values and Non-Verbal Communication** | October  
Individual midterm meetings and Cultural Values and Non-Verbal Communication |
| **4: Describe-Interpret-Evaluate: a Neighborhood Visit** | September 24th: daytrip Leiden  
October 8-9: overnight Biesbosch  
November 5-6: overnight Groningen  
November 10th: daytrip Rotterdam  
Takes place during our overnight excursions and daytrips |
| **5: Marketing Your Experience and Preparing for Departure** | December 15th, 16:00-18:00; dinner  
18:00-20:00  
Final general meeting and Farewell Dinner |
Interest Groups

- **CIEE Multiculti**: Tour Jewish neighborhoods
- **CIEE Active**: Biking - only for experienced cyclists
- **CIEE Queer**: Transmission Photo Exhibition
- **CIEE Book Club**: (In)Decision 2016: Trump, Clinton & Coffee
- **CIEE [Teach]**: Old Canal House Tour: Willet-Holthuyse
- **CIEE Volunteer**: Photo Exhibition - Female Mine Workers in Bolivia
Today’s Challenges

● Deciding what to include, what not to include… (subjects & tools)

● Keeping students truly interested
  ○ It’s boring, too long, I’m jetlagged
  ○ Social pressure in first few weeks

● Finding a balance between independence and ‘hand-holding’
  ○ Also cultural values

● Breaking away from American bubble
Know Before You Go
Online Pre-Departure Orientation

WHY: to prepare students to thrive abroad

HOW: five online modules to be completed over four weeks

  Each module contains a video, cultural activities, logistics info, and assessment

  Students can jump straight to logistics sections that they want to learn more about

WHAT: delivered via Canvas LMS, accessible via web browser or app

  Study centers tailor the content to reflect local setting and program(s)

Piloting Know Before You Go in FA16 with plans to roll out to additional sites in 2017
Online Learning

Integrating innovative online pedagogy into our learning environments will enhance CIEE’s capacity to help students to adapt interculturally, to build understanding, and to communicate effectively → CIEE’s Global Learning Objectives.

**Canvas** (LMS) will allow us to collect, measure, and report out evidence of student learning outcomes more systematically. Training about online pedagogy also represents a professional development opportunity for our staff and instructors.

As the project progresses, we will share emerging best practices in online learning with the CIEE community and beyond.
Ryan Richards
Academic Director, Online Learning
Seattle, WA

Ryan leads the delivery of high-impact online learning for students, faculty, and staff across the globe. Prior to joining CIEE, Ryan led Serve Smart, a company he founded to develop online and blended learning tools for international volunteer programs.

Elsa Maxwell, Ph.D.
Academic Director, Intercultural Learning
Valparaiso, Chile

Elsa has been a part of CIEE for nearly a decade, working mainly with the Study Abroad and Teach programs in Chile. She also serves as a coach and trainer for the CIEE Employee Intercultural Development Program.

Teaching & Learning

- Canvas LMS
- Global Scholars Online, an online co-curriculum for CIEE’s Global Institutes
- Know Before You Go, CIEE’s new OPDO
- ICL & embedded co-curriculum
Know Before You Go
Understand key logistical information

Feel more comfortable and excited about studying abroad

Acquire a knapsack of essential intercultural tools

Connect to fellow participants and staff

Articulate goals for growing and learning abroad
### LEARNING OBJECTIVES

- Connection to fellow participants and resident staff
- Feel more comfortable and excited about studying abroad in a different cultural context
- Understand key logistical information prior to study abroad
- Articulate goals for growing and learning abroad - Identify realistic expectations for their study abroad experience
- A knapsack of essential intercultural tools to aid students on their journey (self awareness, knowing others/other context, managing emotions)

### DESIGN ELEMENTS

- **Intro video**
  - Each module starts with a video introducing the learner to the core themes
- **Cultural Competence**
  - Content, forums and activities that develop intercultural competence
- **Logistics**
  - Content and resources focused on the logistical side of study abroad
- **Assessment**
  - Feedback loop, plus pre/post measure of how well we're meeting learning goals
What tools do you currently use to communicate with students?

How do you decide if you will share information in print/electronically or in person.
Discussion

How have you already changed the way you conduct orientation for students?

What ideas do you have to share about communication methods that are working best with your students?
Resources


Text polling: Slido - www.sli.do
Poll Everywhere - polleverywhere.com

Word cloud: Wordle - wordle.net
Poll Everywhere - polleverywhere.com

Video Gear Guide:
https://app.box.com/s/a1kbq19dl2o5fttl2j86av590gv18xz