Emerging Paradigms in International Education

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Vice Provost for Global Education
The University of Tulsa
Mission & Core Values

• An introduction to TU’s academic and campus-life through a transformative, short-term intensive experience with focus upon investigating various world perspectives.

• Curiosity about university studies
• Learner-centered education
• Collaborative and interdisciplinary discovery
• Active learners—players rather than observers
• Understand the complexity of global issues.
Why Jumpstart?

JumpstartTU goes beyond other orientation programs to develop academic and social structures students can draw on later.

Students who begin their academic career with a cohort of friends and academic mentors are more likely to succeed in college.

Institutions who offer pre-matriculation programs see first year retention rates over 90%.
<table>
<thead>
<tr>
<th>JUMPSTART TU</th>
<th>Curricular Components</th>
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</table>
| ![World Perspectives](image) | **World Perspectives**  
Jumpstart TU utilizes world perspectives as the framework for investigating the complexity of global challenges in order to ask deep questions about the problems this generation will face. |
| ![Field Experiences](image) | **Field Experiences**  
Field experiences are utilized to engage with locals through NGOs, businesses, and other types of organizations to learn more about the complexity of global issues, to collectively discover the challenges and possible solutions, and take responsibility for what we learn. |
| ![Academic Components](image) | **Academic Components**  
Common Readings, film documentaries, group exercises such as “Danger of a Single Narrative”, and on-site visits serve as important mechanisms for informed inquiry and interconnectedness. |
| ![Debriefing Sessions](image) | **Debriefing Sessions**  
Journaling and/or blogging, are integrated to ensure a holistic approach to learning by sharing varied perspectives and understanding connections. |
| ![Interactive Exercises](image) | **Interactive Exercises**  
Group ice-breakers, evening events that explore the local culture, and discussions on university life are important to achieve the mission of JumpstartTU. |
| ![The Jumpstart Capstone Presentation](image) | **The Jumpstart Capstone Presentation**  
Utilizing the PechaKucha framework (20 slides x 20 seconds), students will tell their story of lessons learned, the complexity of global issues, and their readiness to begin TU.  
*Pecha Kucha (Japanese for quick chat)—designed by Klein Dytham Architecture* |
| ![24/7 Short Term Learning Experience](image) | **24/7 Short Term Learning Experience**  
JumpstartTU prepares students for college life. The intensity of the experience facilitates incoming first year students to build a cohort of friends, experience residence hall life, and build confidence in beginning their academics at TU. |
City of Knowledge is a management platform that focuses on boosting the innovative and competitive capacities of the users who share the Campus. Integration, dynamic networking, and joint efforts facilitate the transference of knowledge.
World Perspectives

WP’s serve as a framework for selecting NGO partners, curriculum and co-curricular activities, and focus of field experiences.

- Energy, Environment & Sustainability
- Health & Society
- Economics & Policy
- Human Rights & Social Justice
- Ethics and Professionalism
- Culture Across Societies
- Leadership
- Women, Gender, & Under-represented populations
- Global Citizenship
TU’S PARTNERS—
Three Interdisciplinary Teams

• **Wetland’s International** explores sustainable solutions to urban flooding particularly in the Juan Diaz area of Panama. Students learn changing climate leads to more intense precipitation and rising sea-level also come into play.
TU’s Partners

**Voces Vitales/Las Claras** in Felipillo is to provides TU Jumpstarters with a complete understanding of the social determinants of health that constrain the transformative potential of Panamanian teen mothers and the impact these constraints have in human development in general.

**CATHALAC at COK** Jumpstarters studied watersheds by hiking through Panama’s Metropolitan Natural Park, hearing lectures on watershed concepts and the Sajalices River and basic mapping and GPS principles. The GPS principles were applied in the field by conducting site study at the Salalices River Watershed including the upper, middle and lower areas and concluded with a story map on better decision making and land use change in this region.
Partners for 2018

**CATHALAC** & the Panama Watershed—environment and community

**VOCES VITALES** and the Santa Ana Project in Historic Casco Viejo—5 NGO partners working together to sustain the neighborhood (women/gender, economics, health, policy and culture.

**MUCEC:** Sisters of Mercy Daycare in Colon—health, education, policy and community.

**LUNA LIENA DE TAMBORES**—engagement and culture through music including underrepresented populations.

**FUTURE PARTNER**

**CLINTON GLOBAL INITIATIVE**

Group meetings with Partners to Discuss JumpstartTU
Making it Work

JumpstartTU is funded by an endowed fund dedicated to global efforts AND modest program fees paid by students.

Funds from endowed gift were approximately $60,000.

Student Program fees were $1,000 (all inclusive) to $250 for those with high need.
Of the 39 jumpstarters (summer 2017), 100% remain in good standing at TU to date.

Goal 2021—50% of incoming students will participate in JumpstartTU
JUMPSTART TU REUNION
JANUARY PRIOR TO SPRING TERM
STUDIED CONNECTIONS BETWEEN PANAMA AND TULAS—HOME TO THE PORT OF CATOOSA

WORKING WITH SEQUOYAH ELEMENTARY AND ITS RELATIONSHIPS TO FILLIPIO

TEACHING STUDENTS TO BE ACTIVISTS AND MAKE A DIFFERENT IN THEIR OWN COMMUNITY.

2021 First Cohort to China for JumpstartTU Career
THE FUTURE

- JUMPSTART TO CAREER IN CHINA—JUNIOR YEAR FOR FIRST COHORT OF Jumpstart TU 2107
- OUR PARTNER—UNIVERSITY OF PETROLEUM BEIJING AND KARAMAY
- ALSO DEVELOPING LOCAL/GLOBAL JUMPSTARTS
- CONTINUE OUR EFFORTS TO FOCUS UPON FIRST GENERATION STUDENTS
- WORKING WITH TU ATHLETICS IN DEVELOPING JUMPSTARTS SPECIFIC TO ATHLETES THAT MEET THEIR NEEDS OF TIMING RELATIVE TO SUMMER WORKOUTS
- VICE PRESIDENT OF DEVELOPMENT & TRUSTEE WILL PARTICIPATE 2018
- QUESTIONS? jane-kucko@utulsa.edu
EMERGING PARADIGMS IN INTERNATIONAL EDUCATION

JOHN SINGLETON
DIRECTOR | INTERNATIONAL SERVICES
TEXAS CHRISTIAN UNIVERSITY
What Actually IS an Emerging Paradigm?

International Education Platform

De-Centralized Structure

Hybrid Structure

Centralized Structure

Institutional Infrastructure
Job Description

Problems with the Old Paradigm

1. Going to ____ has changed my life?
2. “I have a passion for international”
TWO DESIGNS

(who is NOT at the table)

Athletics

International Alumni

RWANDA

PANAMA
TCU Athletics in Panama

• Program Design

INTERNATIONAL ALUMNI NGO

ATHLETES ACROSS BROAD SPECTRUM

GENERAL & SPECIFIC ENGAGEMENT

ATHLETICS DEPT SERVICE LEARNING

PRE-TRIP CULTURAL PREPARATION

PANAMA/TCU PEER-TO-PEER
Panama Design: An Alumni/Athletic Hybrid Program

Global Issue: Providing Educational Support to Central America’s Southern-most Province
Outcomes

1. Students examine relationship between poverty and educational access

2. Athletes of different backgrounds discuss in relation to their own experiences
3. Students work with local Panamanians to design project over time

4. International Alumni feel a sense of contribution and appreciation by their university

5. Students who otherwise would not, now have a global experience
Rwanda Design: The Importance of Spin-off

Film: The Uncondemned

TCU Rwandan Students

The Uncondemned

Career Services

Global Issue: Rape, Rule of Law and Conflict Resolution
Dance & Social Justice in Rwanda

• Program Components

  MULTIPLE ORGANIZATIONAL IMPACTS
  DANCE & SOCIAL JUSTICE?
  RECONCILIATION STUDIES
  VERTICAL VS. DRIVE-BY?
  UTILIZING INTERNATIONAL ALUMNI
  STUDENT OWNERSHIP OF NARRATIVE
Outcomes

1. Rwandan students narrate their own story and culture

2. Students in a variety of programs gain processional experience
3. Another campus community becomes stakeholder in campus internationalization

4. Rwandan Alumni: feel respected and valued

5. One of society’s most pressing issues is brought into the educational framework
Assessment Methods

Pre-Test/Post-Test (indirect measure)
- Intercultural Effectiveness Scale (IES)

FrogFolio (direct measure)
- Reflection work using online ePortfolio software provided by Digication

Artifact Collection (direct measure)
- Adapted AAC&U Intercultural Knowledge and Competence VALUE Rubric on student work

Other Instruments (indirect measures)
- Cooperative Institutional Research Program (CIRP)
- National Survey of Student Engagement (NSSE)
- NSSE Global Module
- In-house Surveys
## Some Findings

**Cohort to cohort**

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<tr>
<th></th>
<th>1st Year</th>
<th>Grads</th>
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<tbody>
<tr>
<td><strong>Continuous Learning</strong></td>
<td>4.09</td>
<td>4.20</td>
<td>0.11</td>
</tr>
<tr>
<td><strong>Self-Awareness</strong></td>
<td>3.93</td>
<td>4.10</td>
<td>0.17</td>
</tr>
<tr>
<td><strong>Exploration</strong></td>
<td>4.24</td>
<td>4.30</td>
<td>0.06</td>
</tr>
<tr>
<td><strong>Interpersonal Engagement</strong></td>
<td>3.35</td>
<td>3.50</td>
<td>0.15</td>
</tr>
<tr>
<td><strong>Global Mindset</strong></td>
<td>2.82</td>
<td>3.23</td>
<td>0.41</td>
</tr>
<tr>
<td><strong>Relationship Interest</strong></td>
<td>3.89</td>
<td>3.77</td>
<td>-0.12</td>
</tr>
<tr>
<td><strong>Hardiness</strong></td>
<td>3.24</td>
<td>3.27</td>
<td>0.03</td>
</tr>
<tr>
<td><strong>Positive Regard</strong></td>
<td>3.19</td>
<td>3.20</td>
<td>0.01</td>
</tr>
<tr>
<td><strong>Emotional Resilience</strong></td>
<td>3.29</td>
<td>3.34</td>
<td>0.05</td>
</tr>
<tr>
<td><strong>Overall IES</strong></td>
<td>3.56</td>
<td>3.66</td>
<td>0.10</td>
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*mean scores across cohorts, range of score 1-6

Texas Christian University
Chris Hightower
In Conclusion: The Difference Between “Emerging” and “Building”

Our New Paradigm

- International Global Programming
- Designed Around Real Global Matters
- In Conjunction with Local Leadership
- Engaging Our Global Alumni
- With a Commitment to Questions of Access, Identity and Privilege