Strategies for Building Student Resilience Through Integrative Global Learning
Katie Costanza & Dr. Alexander Heinz
1. **Lecturette**: Integrative global learning, resilience and personal agency

2. **Case Studies**: Strategies within Short-Term Programs that Result in Increased Resilience and Personal Agency

3. **Group Discussion and Activity**: Starting Points for Enriching Short-Term Program Practice
Lecturette: Integrative global learning, resilience and well-being
Mental Health Trends in Young People

• International research estimates that 75% of mental health problems emerge before the age of 25

• Rates of mental illness substantially higher for young people with a disability (33% compared to 20%)

• The rate of college students who have received mental health treatment in one year has risen from 19% in 2007 to 34% in 2017

• Percent of college students who report experiencing overwhelming anxiety within one year
  • 2008: less than 40%
  • 2017: more than 55%
What some employers say...

• “344 firms found that 32 percent were dissatisfied with graduates' attitudes and behaviours of self-management and resilience.” CBI/Pearson survey 2017

• “My colleague put a pile of work on a graduate’s desk and they crumbled under pressure.” HR professional for accountancy firm

• “They aren’t used to failing. They don’t know how to handle failure.” HR professional for accountancy firm
What is resilience?
What is resilience?

Resilience has been widely adopted to signify the capacity to cope, learn and thrive in the face of change, challenge and adversity.
**Attributes & Skills Associated with Resilience**

- **Higher levels of social competence:** students who can interact well with others.

- **Problem solving skills:** students who can think through how to manage their challenges deal better with challenge, change and adversity.

- **Sense of autonomy or self-efficacy:** students who have a sense of independence, responsibility and confidence in their own capacity to deal with circumstances fare better in the face of life challenges.

- **Sense of purpose, hope or meaning:** students with a sense of optimism about their future and a belief in the meaning and purpose of what they do tend to learn better and thrive.
Resilience and Well-being

Being resilient helps to promote emotional and social wellbeing.
Well-being is when individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge.
Influencers on Well-Being

**RISK FACTORS**

- Poverty and economic insecurity
- Physical and intellectual disability
- Social or cultural discrimination
- School transition
- Lack of support services
Influencers on Well-Being

PROTECTIVE FACTORS

- Sense of belonging
- Positive relationships
- Engagement in learning
- Pride in identity
- Access to support services
- Required responsibility/helpfulness
The “Thriving Quotient”

Thriving is defined as “the experiences of college students who are fully engaged intellectually, socially and emotionally”

“Thriving college students not only are academically successful, they also experience a sense of community and a level of psychological well-being that contributes to their persistence to graduation and allows them to gain maximum benefit from being in college.”
The Relational Character of Resilience
Sense of belonging is “the individual’s view of whether (the student) feels included in the college community.”

“Positive peer and faculty interaction can influence students’ sense of belonging by making complex environments feel more socially or academically supportive.”
Why does it matter?

• College students are under a tremendous amount of stress and seeking more mental health support than ever.
• Establishing a positive environment for students can promote resilience as well as positive learning outcomes and well-being.
• When designed with protective factors in mind, global experiences can be particularly effective in building resilience.
• Underrepresented students face...
  • More risk factors that can lead to negative learning outcomes and negative influences on their well-being
  • More barriers to global experiences
Why does it matter?

Global experiences can help close the gap between those at-risk for negative outcomes and those with protective factors for positive outcomes.
Case studies
Two Universities, Two Initiatives

Inclusive Education Abroad

- King's College London

Opening Access

- UNC-Chapel Hill
Inclusive Education Abroad

Understanding, designing and delivering creative short courses in the context of university studies to empower students from different backgrounds to access a meaningful, transformative international education and to develop the mindset and skills of global civic agents.
Global opportunities that enhance education and increase employability must be available to all students, regardless of their background, discipline or perspective.
Case Study
India Summer Schools
Enabling Indian students who wanted to access to international education to find a course closer to home.
Strategic Aims, Strategic Outcomes

Launched in 2012, the programme has welcomed 2,000+ students.
Courses

Designed and taught by King’s College London faculty
• Pre University and Undergraduate level classes
  • Good range of King’s research subject areas from health to social sciences; business to humanities.

Some example courses titles:
• Advanced Concepts of Infections & Immunity
• Diet and Ageing in Health and Disease
• International Political Economy
• International Relations: Theory & Practice
• Marketing Management
• Media, Gender & Culture
• The Entrepreneur: Skills & Smart Thinking
It’s a Launchpad…

[Following the summer school] "I have recently presented a paper on consumer capitalist and postfeminist themes in Indian chick lit at a conference in Delhi, and it was this course that introduced me to a lot of key ideas and scholars in the field, thus enabling my research.

King’s International Summer School has connected me to a network of like-minded scholars, and has been an enriching experience, both personally and academically."

Fatma Khan
Media, Gender & Culture
King’s India Summer School in Delhi
She later came to London on a King’s scholarship
Feedback suggested that …

’21st century skills’ were in the eyes of the students the most notable gains:

- Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication
  - Collaboration

To note:
- Content that truly engages with the country is important
- Dialogic teaching style and peer to peer interactions
- UG research and essay writing were new and required induction and hand holding
Case Study

Berlin: City of Reinvention

Short term study abroad opportunity for Widening Participation-funded students from any subject area.
About

Students are invited to immerse themselves in the capital of Germany.

• Berlin serves as a prompt for self reflection. It is both a mecca for start-ups and a capital of an influential European powerhouse, Germany, Berlin is a city ever associated with one of humanity’s most harrowing political regimes. Severely damaged in World War II, cruelly divided by a wall, it has emerged as one of Europe’s most dynamic cities and a destination of choice for the young and minorities.

• The course empowers students to learn about one of the world’s great cities and explores how it shapes the lives of its citizens through its institutions and power structures.
Learning outcomes & objectives

• Explore concepts of civic engagement in a German context through interaction with social entrepreneurs and start-ups.
  • Develop soft skills including entrepreneurial thinking, leadership within team work, communication and presentation skills.
  • Build personal confidence and sense of global citizenship.
• Develop cultural intelligence and understand key aspects of social, economic and political change in Berlin and Germany.
• Explore the mindset of a Berlin citizen and understand the different ways in which Berliners exercise personal agency to change their communities.
A Humanities Concept

Art as a disruptive force

• “True artists don’t deny or avoid conflict; they struggle with it, energized by contending forces. New works of art bear a mark of the freedom that engendered them.”

• Steers the humanities back to engagement with the world.
Case Study

Dialogues on Disability

Created in 2013 by King’s College London and Delhi University, with matchmaking by British Council. The programme evolves year on year.
Dialogues on Disability

This programme enrols disabled students from King’s and partner universities

- Participants explore the challenges and opportunities surrounding accessibility and inclusion of disabled people in universities around the world.

Hosts and locations:
- Delhi and King’s (2013, 2014 and 2015)
- UNAM, Mexico City (2016/7)
- Humboldt, Berlin (2017/18)
“My experience of being disabled is that my abilities to travel and to generate income are often affected; this programme enabled me to widen my horizons and enriched my general student experience, not only by facilitating something that is difficult for me, but by so doing in a way that prioritised my dignity...”

Alice Chappell
2nd year, English Language and Literature, King’s College London Dialogues on Disability participant Summer 2018 (Humboldt/Berlin)
“The programme has assisted me to feel increasingly able to separate the adaptations necessitated by my disability from my own sense of self, and I feel more hopeful and inspired for my own future. Perhaps the crux of it is that Dialogues on Disabilities was a fantastically inclusive melting pot of differing needs and backgrounds - and this variety meant that none of us seemed ‘other’. That’s perhaps a rare and profound experience for disabled students. It certainly was for me.”

Alice Chappell
2nd year, English Language and Literature, King’s College London
Dialogues on Disability participant Summer 2018 (Humboldt/Berlin)
Case Study

Global Take Off: Puerto Rico

Created in 2015. Led annually by the UNC Center for Global Initiatives with a rotating academic theme.
Global Take Off: Puerto Rico

Cohort size
• 12 first-year students (including 2 from a nearby MSI) supported by two staff members and one faculty member

Duration
• 5 days

Theme
• Focus on identity and expression
Global Take Off: Puerto Rico

• First offered over fall break in 2015, this program has grown in visibility and improved over the years to provide a robust, themed program for first-year students.
• We have 48 alumni out of more than 600 applications.
• Past program participants include the following:
  • 34% transfer students
  • 57% first-generation college students
  • 34% have no one in their immediate family who has traveled internationally
  • 79% are students of color
Global Take Off: Puerto Rico

“Thanks to Global Take Off, I have seen that UNC doesn’t have to be an intimidating giant; it is a community where everyone has a place, including me. It has made a huge impact on my life. It was the opportunity that first pushed me to start making the most of my time in college. While in Puerto Rico, I was able to interact with local students, professors and community leaders as well as students and faculty from UNC. The things that I learned from those people changed me into someone who is able to think beyond my own small world. I felt a sense of accomplishment and was able to say with certainty for the first time that I had made the right choice in attending UNC.”

Anna Phillips
3rd year, Romance Languages, UNC-Chapel Hill
Global Take Off: Puerto Rico, Fall 2016
Case Study

First-Year Experience: Trinidad

Created in 2016. Led annually as a partnership between the UNC Center for Global Initiatives and UNC Housing.
First-Year Experience: Trinidad

Eligibility
• First-year students
• Financial need
• Limited travel experience

Partnership
• Department of Housing & Residential Education
First-Year Experience: Trinidad

Notable community partners and activities
- University of the West Indies Community Engagement
- BP Renegades steel drum band performance
- Hindu temple visit

Duration
- 4 days

Cohort size
- 12 first-year students supported by two staff members
“I am very grateful to have been able to go to Trinidad with CGI and Carolina Housing. Not only did I learn a lot and get my first experience out of the country, but I also gained a passport and the desire to travel more.”

Manuel Ricardo
1st year, Communication Studies, UNC-Chapel Hill
First-Year Experience: Trinidad, Fall 2018
Any case study questions?
Group Discussion and Activity: Starting Points for Enriching Short-Term Program Practice
Taking Stock

• Short courses can only play part of a bigger effort
• The overall ethos and work in wellbeing matters
• Positive environment established a safe place for students to
  • build relationships;
  • find acceptance and belonging; and
  • have experiences outside the comfort zone which strengthens self-confidence and self-awareness.
How can my office better reach underrepresented students?

What could a short-term program designed for underrepresented students look like for my organization?
Sustainable Programmes

• Flexibility in consistency
• Strategic integrity and compatibility of partners
• Financial model in place
• Trustworthy, ethically operating partners
• Clearly communicate outcome and senior management buy-in
• Continued buy-in from staff
Thank you.

For more information

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